



Grade 1

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# **Skills 4**

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## **Teacher Guide**

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# Introduction

## SKILLS 4 OVERVIEW

### New Sounds and Spellings

In this unit you will introduce the sounds that are sometimes called the r-controlled vowel sounds and the most common (or least ambiguous) spelling for each sound:

- /er/ spelled 'er' as in *her*
- /ar/ spelled 'ar' as in *car*
- /or/ spelled 'or' as in *for*

The Spelling Cards for the /r/-controlled vowel sounds are printed in blue, and students will outline the Spelling Cards in their Individual Code Charts with blue markers. This signals that these sound/spellings differ because the /r/ sound, which is a consonant with certain vowel-like qualities, combines with the vowel sounds that precede it to create something new and different. The /er/ sound in *her* is certainly not the same as /e/ + /r/. It is a single, distinctive sound. The same is true of /ar/ as in *car*; it is not the same as /a/ + /r/. Similarly, the sound /or/ differs markedly from /o/ + /r/.

### Vowel Sounds with /r/

In CKLA™, the sounds /er/ as in *her*, /ar/ as in *car*, and /or/ as in *for* are classified as r-controlled vowel sounds rather than vowel + consonant combinations. In this program, /er/, /ar/, and /or/ are treated as discrete phonemes. These sounds are the result of co-articulation between the /r/ sound and the preceding vowel sound. You may wish to give students a general sense that the /r/ sound has a tendency to change preceding vowel sounds. They may need to try some vowel + 'r' words different ways in order to determine the correct pronunciation.

### Two-Syllable Words

In this unit you will introduce the concept of a syllable. So far, students have encountered only single-syllable words in their Readers. To read single-syllable words successfully, they needed only to recognize the sound/spelling patterns that they have been taught and then decode the words using this knowledge. Reading multisyllable words presents an additional challenge. As a fluent adult reader, it may seem as if you simply read multisyllable words as a “whole” or single unit. However, this is only because you have had extensive practice with many multisyllable words that are now very familiar to you. Think about an instance in which you have encountered an unfamiliar multisyllable word and the process you may have used to try to figure out how to read and say the word: you likely tried to read parts or syllables of the word, one at a time.

This is precisely the manner in which CKLA will teach students to read longer and longer multisyllable words. In order to do so successfully, students must be able to chunk multisyllable words into parts. As is the case with all skills taught in CKLA, this practice is introduced in a very scaffolded way initially. Only after much practice and success will students be expected to chunk and read multisyllable words on their own.

Students will be taught that every syllable has a vowel sound. Attention to syllables begins with oral practice first. Students are asked to listen to words pronounced orally by the teacher, taking note of the number of vowel sounds heard in a word. They are asked to clap the number of vowel sounds/syllables heard in a word as a way of segmenting the syllables. The first words presented orally are two-syllable compound words. A compound word by its very structure is easily recognizable as a word with two parts or syllables since each part is also a semantically meaningful unit or word. Compound words are divided into syllables between the two words (e.g., *week•end*, *foot•ball*).

After oral syllabification practice, students are next introduced to written compound words. Students are not yet expected to chunk or group the syllables of these words on their own as they attempt to read them. So instead, the written compound word is divided into easily distinguishable parts.

The multisyllable words that students encounter in their Reader and Activity Book in this unit will be divided between syllables with a dot. When writing multisyllable words on the board/chart paper, you should also use the dot as a syllable break. This dot serves as an early cue for students who are just beginning to read multisyllable words. The dot will be omitted in later Grade 1 units and students will be expected to chunk words on their own.

After practice with compound words, students will be introduced to other types of two-syllable words. They will encounter two-syllable words that consist of a root word and a grammatical suffix (e.g., *-ing*, *-ed*) or a root word with a word formation suffix (e.g., *-less*, *-er*). As was the case with compound words, a root word is a semantically meaningful unit that is easily recognizable as a distinct part or syllable. When written, these two-syllable words will also be divided into parts with a dot. Root words that end in a suffix are divided into syllables before the suffix (e.g., *hunt•ing*, *point•ed*, *hunt•er*). Most students find chunking and decoding two-syllable words consisting of root words and suffixes relatively easy.

A slightly greater challenge is presented by two-syllable words that do not have easily discernible semantic units or syllables. Two-syllable words of this type are carefully controlled to provide a gradual introduction to the decoding of these more challenging words. Two-syllable words generally are divided as follows:

- Two-syllable words in which two different consonants separate the two vowels, divide between the consonants (e.g., *or•bit*, *pic•nic*, *tar•get*).

- Two-syllable words in which three different consonants separate the two vowels generally divide so the first consonant goes with the first vowel and the other two consonants with the second vowel (e.g., *pil•grim*, *mon•ster*, *con•tract*).

**It is worth noting that, in CKLA, two-syllable words that contain double-consonant spellings are divided after the double-letter spelling rather than between the two consonants (e.g., *batt•ed*, *bigg•er*, *bunn•y*).** The division of words in this way differs from the manner in which these words are usually syllabicated in dictionaries, so you may initially find this odd. This is done, however, because the double-letter spellings have been taught as single spelling units in CKLA since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.) and it is best to be consistent in representing these spellings in the way that students have been taught to process them (e.g., as whole entities for a sound). (Ultimately as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as *batt•ed* or *bat•ted*.)

In order to effectively teach students how to chunk multisyllable words into decodable parts, it is imperative that you, as the teacher, be knowledgeable about the structure of the English language, including typical syllable types. Students can rely on the dots as syllable dividers in this unit and will not yet be required to chunk or segment two-syllable words on their own. It is important, however, that you understand how words are broken into syllables. It is strongly recommended that you thoroughly review the Appendix, Using Chunking to Decode Multisyllable Words before teaching Lesson 7 of this unit.

### Tricky Words

In this unit, you will introduce four new Tricky Words that students will encounter in their Reader: *because* (Lesson 4); *today*, *yesterday*, and *tomorrow* (Lesson 8). In addition, the names of the days of the week will also be introduced as Tricky Words in Spelling activities. Please be sure to add these words to the Tricky Word Wall.

### Decodable Reader: *The Green Fern Zoo*

The Reader for Unit 4 is *The Green Fern Zoo*. The main character, Vern, introduces students to all different types of animals, from mandrills to puffins. While Vern is a fictional character, the information in the book is factual, making this an informational text. You will notice that this Reader includes new text features that are often part of informational texts, such as headings within each chapter and a simple picture glossary at the end of the Reader. Students will learn to use these text features to locate key facts and information in each chapter.

There is no Big Book for this unit. If you feel that you need to demonstrate the stories, you can use the digital files found on the Teacher Resources at [ckla.amplify.com](http://ckla.amplify.com) for this Reader. You should continue to observe student performance, monitoring individual students and noting progress in the Anecdotal Reading Record. Each story is accompanied by a set of oral discussion questions. Please discuss these questions with students and encourage them to answer in complete sentences.

Story questions activity pages are included. Students will begin to write the date on their activity pages, paying attention to capitalization and the placement of commas. Students are asked to answer the questions on the activity page using complete sentences, and rereading of the stories is recommended.

After the sounds /er/, /ar/, and /or/ have been taught, students should be able to write a plausible spelling for almost any word. They will have been taught at least one way to write 43 of the 44 sounds in the English language. The only sound for which a spelling has not been introduced is the very rare consonant sound /zh/ as in *treasure* (which, for the time being, can be written as if it were /sh/). When assessing student performance on written activities, accept all phonetically plausible spellings without correction. For example, you should accept *berd* for *bird* and *snor* for *snore*.

## Grammar

Students are introduced to past-tense verb forms ending with *-ed*. The letters 'ed' at the end of a regular verb indicate that the verb is in the past tense and describes something that has already occurred. These letters can be pronounced /d/ as in *rammed*, /t/ as in *marked*, or /ed/ as in *started*. The pronunciation is governed by the sound that precedes the past-tense ending. The whole system is very regular, though most of us are not aware of it.

The letters 'ed' are pronounced /d/ (a voiced sound) when they are attached to a root word that ends in a voiced sound (e.g., *seemed*, *signed*, *played*). They are pronounced /t/ (an unvoiced sound) when they are attached to a root word that ends in a voiceless sound (e.g., *kicked*, *ripped*, *sniffed*). They are pronounced /ed/ when they are attached to a root word that ends in /t/ or /d/ (e.g., *batted*, *sledded*, *started*). Notice that it is the previous sound that determines the pronunciation, not the letter.

It should also be noted that when creating the past tense of a verb in which the root already ends with an 'e', a second 'e' is not added.

smile	>	smiled	(not <i>smileed</i> )
bake	>	baked	(not <i>bakeed</i> )
skate	>	skated	(not <i>skateed</i> )

There is a certain ambiguity in words like *smiled* and *baked*. It is not completely clear what role the 'e' is playing in words like these. It could be any of the following:

- the 'e' is part of the spelling for the vowel sound (*smi**le**ed*);
- the 'e' is part of the *-ed* ending (*smile**ed***); or

- the 'e' is doing two "jobs"; it is part of the spelling for the vowel sound and part of the past-tense ending *-ed* (*smiled*).

The best approach with students is to say that the 'e' does two jobs. In *The Green Fern Zoo*, we bold the last two letters in words like *smiled* to show that the 'e' is part of the *-ed* ending, but you are encouraged to tell students that the 'e' is also part of the spelling for the vowel sound.

Students do not need to be aware of the patterns explained here, but they do need to learn to recognize words ending in *-ed* as past-tense verbs, and they need to understand that the letters 'ed' are pronounced differently in different words. Mastery will come with practice, and students will often find that their mouths will direct them to the correct pronunciation. Few students will read *baked* as /b/ /ae/ /k/ /d/ because it is quite difficult to say a voiced /d/ after a voiceless /k/, and most will learn to set aside the pronunciation /b/ /ae/ /k/ /e/ /d/ since it sounds wrong.

In addition to the past-tense marker *-ed*, students will continue to work with nouns and verbs in phrases, and be introduced to adjectives. Students will practice identifying and marking nouns, verbs, and adjectives. Verb tense and the concept of past, present, and future will be discussed.

## Spelling

Weekly spelling lists and assessments continue in this unit. While most of the spelling lists continue to be made up of words with letter-sound correspondences that students have already been introduced to in reading, you will also introduce the days of the week as both spelling words and Tricky Words.

## Writing

Writing lessons continue teaching descriptive writing. Students will practice thinking about the five senses to describe objects, and they will then describe and write informational text about an animal from *The Green Fern Zoo*. You may wish to incorporate digital resources, such as video clips or informational websites, for students to use to gather more information about their animal. Online resources for video clips and websites related to the animals in this unit can be found in the digital components for this unit at [ckla.amplify.com](http://ckla.amplify.com).

Students should be able to produce plausible spelling or spelling alternatives for nearly every sound in any word they want to write. Plausible, but not dictionary correct spelling, like *hunee* for *honey*, should be accepted at this point, though they can be corrected if written work is being prepared for "publication."

## UNIT 4 ASSESSMENTS

### Formative Assessments and Additional Support

In addition to the weekly spelling assessments, formative assessments are clearly marked for monitoring individual student performance and progress in the following key skills:

- Oral reading of decodable stories: Observation records for recording student performance in the form of an Anecdotal Reading Record and Discussion Questions Observation Record are included in Teacher Resources.
- Written responses to story comprehension questions: You will be prompted to collect and review activity book pages for specific lessons.
- Sound/spellings taught in this unit—/er/ > 'er,' /ar/ > 'ar,' and /or/ > 'or': Again you will be prompted to collect specific activity pages.

Quick “Checks for Understanding” to evaluate classroom performance as a whole are also designated in various lessons.

Careful attention to this information, collected on a daily basis, will enable teachers to quickly determine which students may benefit from reteaching and/or more practice in particular skills using the Additional Support activities found at the end of each lesson.

### Student Performance Assessment

In Lessons 25–28, you will be prompted to administer a multipart Mid-Year Assessment. In the Dictation Assessment, students will be asked to spell and write words with the r-controlled spellings taught in this unit. All students will also complete a Grammar Assessment in which they will be asked to identify nouns and verbs in a set of sentences, change verbs to past tense in another set of sentences, and match contractions with their noncontracted equivalent. All students will also read a new grade-level, informational text selection about a bat and will then answer literal and inferential comprehension questions. Finally, each student will work with you one-on-one to complete the Word Reading in Isolation Assessment which evaluates each student’s ability to read words with the letter-sound correspondences taught thus far in CKLA. Detailed error analysis forms and guidelines for interpretation are included.

**It is important that you take the time to administer all of these assessments at the end of Unit 4 to ensure that all students are making adequate progress. Student performance on these assessments should inform the next steps for grouping and instruction, and determine whether there is a need to remediate any gaps in code knowledge. This is a critical time of the year instructionally when it is important to decide if a student needs minimal or significant remediation. It is highly recommended that all Grade 1 teachers using CKLA meet as a grade level team after all students have completed the Mid-Year Assessment to determine whether regrouping of some students between teachers is warranted to best meet students’ needs.**

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## PAUSING POINT

An extensive listing of additional activities to teach and practice the Unit 4 skills can be found in Pausing Point section included after the last lesson. It is strongly recommended that you pause for 2 or 3 days and provide targeted remediation for individual or groups of students in any areas in which they performed poorly on the end-of-unit assessment.

In the Pausing Point, handwriting activity pages are also provided. You may want to use these handwriting sheets for morning or seat work.

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## TEACHER RESOURCES

In the Teacher Resources section at the end of this Teacher Guide, you will find forms and charts which may be useful, including the following:

- Tricky Word Family Letter
- Tricky Word Flash Cards
- Tricky Word Assessment Record: Beginning and End of Unit 4
- Tricky Word Assessment—Unit 4
- Anecdotal Reading Record—Unit 4
- Discussion Questions Observation Record—Unit 4
- Spelling Analysis Directions and Analysis of Student Errors (Lessons 5, 10, 15, and 20)
- Lesson 18: Grammar Observation Record
- The Writing Process
- The Five Senses Chart
- Planning Template: Trout
- Informational Text Draft Template
- Editing Checklist
- Dictation Assessment Directions and Record Sheet
- Reading Comprehension Assessment Record Sheet—Unit 4
- Reading Comprehension Assessment Remediation Guide—Unit 4



- Word Reading in Isolation Assessment and Scoring Sheet
- Word Reading in Isolation Analysis Directions—Unit 4
- Word Reading in Isolation Remediation Guide
- “Amber the Bat”
- Additional Support Activity Pages
- Activity Book Answer Key
- Appendix: Using Chunking to Decode Multisyllable Words

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## ASSESSMENT AND REMEDIATION GUIDE

A separate publication, the *Assessment and Remediation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills. This guide can be found online at [ckla.amplify.com](http://ckla.amplify.com). 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.

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## ADDITIONAL MATERIALS FOR UNIT 4

Some additional materials are needed for specific lessons of Unit 4. These materials are always listed in the Lesson at a Glance chart at the beginning of each lesson. For your convenience, a complete list of additional materials is included here. The number in parentheses indicates the first lesson in which the materials are used:

- blue, thin-tipped markers, one per student (1)
- blank white index cards—2 per student (5)
- blank yellow index cards—6 per student (8)
- blank yellow index cards for Tricky Word Wall (8)
- chart paper (17)
- assorted small objects of different colors and textures (17)
- a puppet or stuffed animal
- digital components: throughout this unit and others, whenever the lesson suggests the teacher model the completion of an activity page or prepare a chart to display, you may use the digital version provided in the digital components for this unit online at [ckla.amplify.com](http://ckla.amplify.com). (1)

## BASIC CODE

# Introduce /er/ > 'er'

**PRIMARY FOCUS OF LESSON****Foundational Skills**

Students will orally produce the sound /er/ at the beginning, middle, and end of words, and will use the /er/ sound as a clue to answer riddles. [RF.1.2c; L.1.2a,c]

Students will read one-syllable words spelled with /er/ > 'er', and will write each word under its corresponding picture. [RF.1.3b]

**Language (Spelling)**

Students will read, spell, and write the Tricky Words *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and would*. [RF.1.3g; L.1.2d]

**FORMATIVE ASSESSMENT****Activity Page 1.1****Practice /er/ > 'er'**

[RF.1.2c; L.1.2a,c]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Introduce the Sound /er/	Whole Group	10 min.	<input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Spelling Card for /er/ > 'er' ( <i>her</i> ) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> blue markers
Introduce the Spelling /er/ > 'er'	Whole Group	15 min.	
Practice /er/ > 'er'	Whole Group	20 min.	<input type="checkbox"/> Activity Page 1.1
<b>Language (Spelling)</b>			
Introduce Spelling Words	Whole Group	15 min.	
<b>Take-Home Material</b>			
Spelling Words			<input type="checkbox"/> Activity Page 1.2

## ADVANCE PREPARATION

### Note to Teacher

The sound /er/ has a variety of spellings: 'er', 'ur', 'ir', 'or', 'ear', 'ar', 'urr', and 'our'. The most common spelling is 'er'. Also note that the Tricky Words *word* and *were* contain the sound /er/. Students will mark this spelling in their Individual Code Charts in the color blue: unlike all of the letter-sound correspondences, which are either red (consonants) or green (vowels), r-controlled letter-sound correspondences are designated in blue.

Starting today students will be asked to write the name of the day of the week and date on their activity pages, practicing the capitalization of the day and month and correct comma placement.

### Foundational Skills

- You may wish to tab Vowel Code Flip Book page 16 for Introduce the Spelling /er/ > 'er'.
- Gather the Spelling Card listed in the Lesson at a Glance for Introduce the Spelling /er/ > 'er'.

### ➤ Digital Component 1.1

- Create a blank version of the r-controlled vowel chart from Practice /er/ > 'er' (Digital Component 1.1) on chart paper, or use the digital version. You will use this chart throughout the unit, recording each new digraph as it is taught.

### Language

- Please remember to add these Tricky Words to the Tricky Word Wall: *Sunday*, *Monday*, *Tuesday*, *Wednesday*, *Thursday*, *Friday*, and *Saturday*.

### Universal Access

- Bring in pictures or realia of the following words to use for Introduce the Sound /er/: *purple*, *bird*, *nurse*, *curls*, *shirt*, *skirt*, *birthday*, and *thirsty*.
- Bring in a large calendar to reference both the day of the week and the date for Practice /er/ > 'er'.

## Lesson 1: Basic Code

## Foundational Skills



## Primary Focus

Students will orally produce the sound /er/ at the beginning, middle, and end of words, and will use the /er/ sound as a clue to answer riddles. [RF.1.2c; L.1.2a,c]

Students will read one-syllable words spelled with /er/ > 'er', and will write each word under its corresponding picture. [RF.1.3b]

## INTRODUCE THE SOUND /ER/ (10 MIN.)

## Sound Riddles

**Note:** This is a listening exercise, so do not ask students to read or spell the words.

- Tell students that today's sound is /er/ as in *her*.
- Have students say the /er/ sound several times, stretching it out.
- Ask students to repeat a number of words that have the /er/ sound at the beginning: *earth, early, earn, urgent*.
- Ask students to repeat a number of words that have the /er/ sound in the middle: *burn, fern, clerk, lurk, circus*.
- Ask students to repeat a number of words that have the /er/ sound at the end: *her, sister, brother, cover, later*.
- Tell students that you are now going to share some riddles, each of which has an answer that contains the /er/ sound.
- Ask students to raise their hands if they think that they know the answer.

### Purple

1. This is the color of some grapes, and is also the color you get when you mix red and blue.

### Bird

2. This is a kind of animal that has wings.

### Nurse

3. This is a person who helps a doctor.

### Curls

4. Some people have straight hair, whereas others have \_\_\_\_\_.

### Shirt

5. This is a piece of clothing that you wear over the top half of your body.

### Skirt

6. This is something that is like a dress, but only covers the bottom half of your body.

### Birthday

7. This is a time when you celebrate the day you were born.

### Thirsty

8. When you don't eat and drink for a while, you feel hungry and \_\_\_\_\_.



## Foundational Skills

### Foundational Literacy Skills

Use pictures or realia for each riddle and reference the picture while you are saying the riddle. Allow students to point to the picture to supply an answer and then you say the word.

## INTRODUCE THE SPELLING /ER/ > 'ER' (15 MIN.)

### Teacher Modeling

- Tell students that you are going to show them how to write the vowel sound /er/.
- Write 'er' on the handwriting guidelines and explain that the two letters work together to stand for the /er/ sound.
- Model writing the spelling two or three more times.
- Turn to **Vowel Code Flip Book page 16** and put the Spelling Card 'er' > /er/ (her) on the appropriate space. Have students read the sample word. Discuss the power bar. Explain that the mid-length power bar means that the /er/ sound is sometimes spelled this way, but not always.

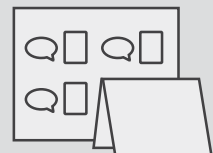
### Vowel Code Flip Book

1. /er/ > 'er' (her) **page 16**

- Have students trace the spelling on their desks with a pointed finger while saying the sound.



## Code Materials





## Check for Understanding

Walk around as students trace the 'er' on their desks and listen to make sure students are making the correct /er/ sound.

## Support

It can be hard to say the /r/ sound in isolation. Tell students to try not to add a vowel sound before /r/ because this will make it difficult to distinguish the difference between /r/ and /er/. To say /r/, start saying the word *red* and stop before saying the vowel sound.

- Explain that the vowel sound /er/ is not the same as the consonant sound /r/ that they learned earlier.
- Write the words *red* and *her* on the board/chart paper and read both words. Have students listen carefully to the difference between the sound /r/ in the word *red* and the sound /er/ in *her*. Say the /r/ sound rapidly, but stretch out the /er/ sound. This will emphasize the difference between the clipped consonant sound /r/ and the vowel sound /er/.
- Explain that the sound /er/ is not the same as the vowel sound /e/ followed by the sound /r/.
- Write the words *hem* and *her* on the board/chart paper and read both words. Have students listen carefully to the difference between the sound /e/ in the word *hem* and the sound /er/ in the word *her*.

### Individual Code Chart

1. /er/ > 'er' (*her*) **page 5**

- Have students find the 'er' spelling on **Individual Code Chart page 5** and trace the code information in blue marker. Tell students that they are using a blue marker instead of green because the /er/ sound has both a consonant and a vowel sound. Remind students that when they see 'er' when reading, they can look at the Individual Code Chart if they need help remembering how to sound out this spelling.
- Tell students that whenever the spelling 'er' appears on an activity page or in the Reader for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.

**Note:** You may have students who know that some of the words they listened to earlier, such as *nurse*, are written with spellings other than 'er'. If students point this out, congratulate them for recognizing this and already knowing other spellings for the /er/ sound. Tell them that they will learn these spellings for /er/ at a later time, and for now they just have to focus on the 'er' spelling.

## PRACTICE /ER/ > 'ER' (20 MIN.)

- Distribute Activity Page 1.1.
- Tell students that starting today, they will write the name of the day and the date on their activity pages. The date is the information that tells the calendar day, month, and year.
- Ask students, "What day of the week is today?" Write the day of the week on the board/chart paper, pointing out that the first letter is capitalized.
- Tell students that the day of the week is just one part of the information about the date. Write a comma after the day of the week, and tell students that this comma shows there is more information to come.
- Tell students that you will next write the name of the month and the calendar day (e.g., May 8).
- Write a comma after the calendar day and tell students that the comma means there is one more piece of information to include for the date. Ask students, "We have the day of the week first, and then the month and the calendar day. What is the last part of the information needed for the date?"  
» *year*
- Write the year. Read the complete date aloud, pausing where there are commas. Point out that there are two commas, one that separates the day of the week from the rest of the date and another that separates the date (or number of the day) from the year. For example, Wednesday, May 8, 2016.
- Have students write the date under their names on the activity page.
- Have students trace and copy 'er' on the activity page.
- Encourage students to say the sound /er/ each time they write the letters.
- Have students look at the back of the activity page. As a class, read the words in the box at the top and identify the name for each picture below.
- Tell students to write each word under its matching picture.

**Note:** You can refer to the digraph 'er' by its sound or by the letter names. Continue to encourage students to say the sounds of the individual spellings as they write the words.

### Activity Page 1.1



### Support

Refer to a large calendar for assistance identifying both the day of the week and the date.



## ➤ Digital Component 1.1

- To summarize, write the spelling 'er' on the chart you prepared in advance, reviewing its sound /er/. Ask students to provide several examples of words in which 'er' stands for /er/ and write them in the chart.

er	her, verb, term



### Activity Page 1.1: Practice /er/ > 'er'

Collect Activity Page 1.1 to review and monitor students' progress with the spelling 'er'. Also check to be certain that the date has been written correctly at the top of the page.

## Lesson 1: Spelling Language



**Primary Focus:** Students will read, spell, and write the Tricky Words *Sunday*, *Monday*, *Tuesday*, *Wednesday*, *Thursday*, *Friday*, *Saturday*, and *would*.

[RF.1.3g; L.1.2d]

### INTRODUCE SPELLING WORDS (15 MIN.)

- Remind students that they will have a list of spelling words to practice and learn each week.
- Tell students that normally the words will only use the spellings that they have learned, so they can segment and blend each word. This week, however, all of the words are Tricky Words. Remind students that Tricky Words do not follow the rules, so their spellings must be memorized.

- Tell students that the words are the days of the week, plus one other Tricky Word they have already learned.
- Say the days of the week together as a class. Point out that all of the days of the week end with the word *day*. Write *day* on the board/chart paper and tell students that the 'd' is pronounced as they would expect, /d/, but 'ay' is a spelling they have not learned yet, and it is pronounced /ae/.
- Read and write each spelling word and have students repeat the word after you. Tell students that the names of the days of the week are proper nouns, and ask them, "What do we do to the first letter of proper nouns?" (*We capitalize the first letter of proper nouns.*)

- |              |             |
|--------------|-------------|
| 1. Sunday    | 5. Thursday |
| 2. Monday    | 6. Friday   |
| 3. Tuesday   | 7. Saturday |
| 4. Wednesday | 8. would    |

**Note:** Add the new Tricky Words to the Tricky Word wall.

End Lesson

# Take-Home Material

## SPELLING WORDS

- Have students take home Activity Page 1.2 and remind them to practice the spelling words throughout the week.

Activity Page 1.2



## Lesson 1: Foundational Skills Remediation

# Additional Support

## PHRASES AND SENTENCES

**Note:** Throughout this unit, phrases and sentences are included that you may copy on index cards and ask students to read. Phrases and sentences are meant to be read by students. Use any of these at your discretion throughout the school day for a quick break and extra reading practice.

- |                          |                                    |
|--------------------------|------------------------------------|
| 1. Perch on a branch.    | 6. Her mom is at home.             |
| 2. herd of sheep         | 7. Give him a dime.                |
| 3. one big task per week | 8. Perk up!                        |
| 4. shop clerk            | 9. This term will last five weeks. |
| 5. green fern            | 10. Is this word a verb?           |

## MORE HELP WITH R-CONTROLLED VOWELS

### Sound Riddles

**Note:** This is a listening exercise, so do not ask students to read or spell the word answers.

- Gather pictures of *sister*, *brother*, *fern*, *circus*, *burn*, *nurse*, and *earth*.
- Tell students you will read some riddles and that the answers to the riddles contain /er/. Show the pictures as needed for each riddle.
- Ask students to raise their hands if they think they know an answer.

#### Sister

1. This is a sibling that is not a boy.

#### Fern

2. This is a type of plant.

#### Later

3. If you don't have time to do something now, you may do it \_\_\_\_\_.

#### Circus

4. This is a fun place to go where you might see clowns or elephants.

#### Burn (or Hurt)

5. If you touch a hot stove, this might happen to your hand.

#### Earth

6. This is the planet on which we live.

#### Nurse

7. This is a person who sometimes works with a doctor.

#### Brother

8. This is a sibling that is not a girl.

## MORE HELP WITH BLENDING /ER/

### Teacher Chaining

- Write *perks* on the board/chart paper.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Remove 's' from the word to create *perk*.
- As you make this change, say, "If that is *perks*, what is this?"
- Continue this process of exchanging letters to make new words with the chains in the box.

1. perks > perk > perm > pert > perch
2. terms > term > tern > fern > ferns
3. her > herd > herds

### Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 547 and 720 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 567 and 733 of those words would be completely decodable.

Students have now learned at least one way to write 41 of the 44 sounds in English.

The sound /er/ is the sixteenth most common sound in English and is found in approximately 18 percent of English words.

The sound /er/ is spelled 'er' approximately 64 percent of the time.

The spelling alternatives 'ir' as in *bird* and 'ur' as in *fur* will be taught later in this grade.

The spelling alternatives 'or' as in *work*, 'ear' as in *learn*, and 'ar' as in *dollar* will be taught in Grade 2.

*Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday* have been introduced as Tricky Words so students can practice writing the date.

## 2

## GRAMMAR

## Introduce Contractions

## PRIMARY FOCUS OF LESSON

**Foundational Skills**

Students will review previously taught sound/spellings for both vowels and vowel digraphs, and will provide words that have the target sounds. [RF.1.3c]

Students will produce the /er/ sound repeatedly in oral sentences. [RF.1.2c]

Students will sort words with /r/ and /er/ into two separate columns. [RF.1.3b]

**Language (Grammar)**

Students will use an apostrophe to make a possessive, and will provide two examples of words that can be combined to make a contraction. [L.1.2]

**Reading**

Students will distinguish fiction from informational text by comparing *Fables* and *The Green Fern Zoo Readers*, will read “Meet Vern” with purpose and understanding, and will answer literal and inferential questions about key details in the text. [RF.1.4a; RL.1.5]

## FORMATIVE ASSESSMENT

Activity Page 2.1

**Word Sort /er/ or /r/?**

[RF.1.2,3b]

**Observation****Anecdotal Reading Record** “Meet Vern”

[RF.1.4a]

**Observation****Discussion Questions** “Meet Vern”

[RL.1.5]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Warm-Up: Vowel Spellings Review	Whole Group	5 min.	❑ Large Letter Cards: 'e', 'a', 'i', 'u', 'r', 'ee', 'ou', 'oo', 'er'
Review the Sound /er/	Whole Group	5 min.	
Word Sort: /er/ or /r/?	Whole Group	15 min.	❑ Activity Page 2.1
<b>Language (Grammar)</b>			
Introduce Contractions	Whole Group	10 min.	
<b>Reading</b>			
Introduce the Reader and Chapter	Whole Group	15 min.	❑ <i>The Green Fern Zoo</i>
Read "Meet Vern"	Whole Group	10 min.	❑ <i>The Green Fern Zoo</i>
<b>Take-Home Material</b>			
The /er/ Sound			❑ Activity Page 2.2

## ADVANCE PREPARATION

### Foundational Skills

- Gather the Large Letter Cards listed in the Lesson at a Glance.

#### ➤ Digital Component 2.1

- Create an enlarged version of Activity Page 2.1 (Digital Component 2.1) to display for Word Sort: /er/ or /r/?, or use the digital version.

### Language

#### ➤ Digital Component 2.2

- Create a blank version of the two-column chart for Introduce Contractions (Digital Component 2.2) on the board/chart paper, or use the digital version.

### Reading

- At the start of each week, prepare the Anecdotal Reading Record provided in Teacher Resources. Over the course of the week, be sure to listen to each student read at least once and note student performance in the Anecdotal Reading Record. Also, prepare the Discussion Questions Observation Record.

#### ➤ Digital Component 2.3

- Create the Preview Spellings chart (Digital Component 2.3) for Introduce the Reader on the board/chart paper, or use the digital version.

### Universal Access

- Bring in pictures of the following words for Word Sort: /er/ or /r/? : *fern, rat, rust, perch, rope, rag, clerk, room*.

## Lesson 2: Grammar Review and Practice

## Foundational Skills



## Primary Focus

Students will review previously taught sound/spellings for both vowels and vowel digraphs, and will provide words that have the target sounds. **[RF.1.3c]**

Students will produce the /er/ sound repeatedly in oral sentences. **[RF.1.2c]**

Students will sort words with /r/ and /er/ into two separate columns. **[RF.1.3b]**

## WARM-UP: VOWEL SPELLINGS REVIEW (5 MIN.)

- Have the following Large Letter Cards available: 'e', 'a', 'i', 'u', 'r', 'ee', 'ou', 'oo', and 'er'.
- Present the following pairs of spellings listed in the box, one spelling at a time, asking students to provide the sound represented by the spelling and a word that has each sound, such as the following sample words.

## Large Letter Cards



'a' ( <i>cat</i> )	'a_e' ( <i>cake</i> )	(Hold the 'a' and the 'e' card next to each other, with a slight space between the cards to represent the separated digraph.)
'i' ( <i>hit</i> )	'i_e' ( <i>hike</i> )	(Hold the 'i' and the 'e' card next to each other, with a slight space between the cards to represent the separated digraph.)
'ou' ( <i>ouch</i> )	'oo' ( <i>look</i> )	
'e' ( <i>ten</i> )	'er' ( <i>fern</i> )	
'e' ( <i>ten</i> )	'ee' ( <i>teen</i> )	
'u' ( <i>fun</i> )	'u_e' ( <i>cute</i> )	(Hold the 'u' and the 'e' card next to each other, with a slight space between the cards to represent the separated digraph.)





### Check for Understanding

Call on different students to produce a word with each of the five vowel sounds here.

## REVIEW THE SOUND /ER/ (5 MIN.)

### Tongue Twister

- Tell students that you are going to share a tongue twister with them. Remind students that a tongue twister is a phrase that can be tricky to say because many of the words include the same sounds.
- Preview that when something tastes *bitter*, it does not taste good. When you make a cake, the ingredients you mix together are called the *batter*. Have students close their eyes and listen carefully as you read the following tongue twister about a woman named Betty Batter:

Betty Batter had some butter.

“But,” she said, “this butter’s bitter.

If I use this bitter butter,

it will make my batter bitter.”

- Ask which two sounds students heard most often. (/b/ and /er/)
- Ask, “What spelling did you learn in the last lesson for the /er/ sound? Tell me other words that have this sound in it.”
- Read the tongue twister a second time, having students raise their hands whenever they hear the /er/ sound.
- Break the tongue twister into small chunks and read it again, having students repeat each chunk back to you. See if you can increase your speed with each repetition:

Betty Batter (pause) had some butter. (pause)

“But,” she said, (pause) “this butter’s bitter. (pause)

If I use (pause) this bitter butter, (pause) it will make (pause) my batter bitter.”



## Check for Understanding

Listen to individual students as they repeat the tongue twister to determine if they can hear and produce the /er/ sound.

## WORD SORT: /ER/ OR /R/? (15 MIN.)

**Note:** The sounds /r/ as in *red* and /er/ as in *her* are very similar and can be easily confused when writing. The sound /r/ is usually found at the beginning of words before a vowel spelling as in *rim*, *ran*, and *rip*. The sound /er/ usually occurs in the middle and at the end of words, as in *fern*, *butter*, and *bitter*.

### > Digital Component 2.1

- Distribute Activity Page 2.1 and display the copy you prepared in advance. Remind students to write the day and date on their activity page under their names, providing a model for them to copy (e.g., Thursday, May 9, 2016).
- Tell students that they will now practice reading and writing words with the /er/ sound. Explain that the words in the box contain either the sound /r/ spelled 'r' or the sound /er/ spelled 'er'.
- Read the words in the box together as a class. Ask students to use each word in a sentence.
- As a class, circle the target spellings 'r' and 'er' in the words.
- As a class, sort the words according to these spellings, placing each word in the appropriate column.



## Activity Page 2.1: Word Sort: /er/ or /r/?

Collect and review each student's Activity Page 2.1 to monitor understanding of the /r/ and /er/ sounds. Also, check that the date has been written correctly.

## Activity Page 2.1



## Foundational Skills

### Foundational Literacy Skills

When reviewing Activity Page 2.1, show pictures of the /r/ and /er/ words: *fern*, *rat*, *rust*, *perch*, *rope*, *rag*, *clerk*, and *room*.



## Foundational Skills

### Foundational Literacy Skills

Spanish speakers may struggle with pronunciation of the 's' at the end of plurals, possessives, and contractions.

## Lesson 2: Apostrophes

# Language



**Primary Focus:** Students will use an apostrophe to make a possessive, and will provide two examples of words that can be combined to make a contraction. [L.1.2]

### INTRODUCE CONTRACTIONS (10 MIN.)

- Tell students that two Readers ago, they read about the adventurous Gran. Remind students that Gran got a snake, Wong, from Hong Kong. Write *Gran's snake* on the board/chart paper.
- Circle the apostrophe. Remind students that this punctuation mark, which looks like a comma "up in the air," is called an apostrophe. The apostrophe-'s' used with the word *Gran* shows that something belongs to Gran.
- Reread the phrase *Gran's snake*, point to the apostrophe-'s' and then ask students what belongs to Gran. (*the snake*)
- Write the following examples on the board/chart paper: *Jim's cat* and *Kit's dress*. Ask students to read each phrase, point to the apostrophe-'s' and then ask, "What belongs to Jim? What belongs to Kit?"
- Sum up by saying that often when the apostrophe-'s' follows a word, especially a noun, as in the examples on the board/chart paper, it is used to show possession, or that something belongs to someone or something.
- Tell students that today they are going to learn a different way that an apostrophe' can be used.
- Write *let us* on the board/chart paper and have students read it out loud. Say, "Let us go!" and "Let us read now." Tell students that although these sentences are correct, they do not sound like the way we usually speak to one another. Prompt students as needed to recognize that instead of saying, "Let us go!" and "Let us read now," we say, "Let's go!" and "Let's read."
- Tell students that you will now show them how to write the word *let's* by using an apostrophe. Write *let's* beside *let us*. Circle the apostrophe and say, "Here the apostrophe takes the place of a missing letter. What letter did the apostrophe replace?" ('u') Cross out the 'u' in the phrase *let us*.
- Say a sentence with *let us* as you write these two words on the board/chart paper. Then write the sentence with the contraction *let's*, reminding students that the apostrophe takes the place of the 'u'.

- Explain that when an apostrophe is used to replace a letter, as in *let's*, the new word that is formed is called a contraction. A contraction is a shorter form of a word or group of words in which an apostrophe replaces a letter in the word(s).
- Show students the chart you created in advance and tell them you will use this chart to record the many new contractions they will learn in this unit. Write *let us* in the first column, and *let's* in the second column. Ask students, "Which one is the contraction?" (*let's*)

## ➤ Digital Component 2.2

let us	let's

- Tell students that they will see contractions in their new Reader, *The Green Fern Zoo*.

### Lesson 2: "Meet Vern"

# Reading



**Primary Focus:** Students will distinguish fiction from informational text comparing *Fables* and *The Green Fern Zoo* Readers, will read "Meet Vern" with purpose and understanding, and will answer literal and inferential questions about key details in the text. [RF.1.4a; RL.1.5]

## INTRODUCE THE READER AND CHAPTER (15 MIN.)

**Note:** There is no Big Book for this Reader.

- Tell students that they will start a new Reader today about a man named Vern. Write *Vern* on the board/chart paper and point out that it contains the 'er' spelling for the /er/ sound they have just learned. Vern is the main character, and there are also many animals in the Reader.



## Foundational Skills

### Foundational Literacy Skills

As there are no contractions in Spanish, you may wish to explain that in English, two words are sometimes combined to make a shorter form of the two words. The apostrophe is used to take the place of the letters we leave out.

## Reader



## Chapter 1

### Challenge

Ask students to scan the chapter titles to see if they can predict the name of the chapter that has information about the animal on the cover. ("Things with Wings")

- Tell students they will learn facts and details about all different types of animals. Because *The Green Fern Zoo* provides information and facts about animals, it is called informational text.
- Explain that informational text provides factual, or real, information about a topic. The facts are not made up, so this Reader is not fiction.
- Remind students that the previous Reader, *Fables*, was fiction and not real because it contained stories about talking animals.
- Tell students that the setting for this Reader is the zoo. Write *zoo* on the board/chart paper, and ask students if this is a noun or a verb. (*noun*) Ask if any students have visited a zoo, and explain that a zoo is a place people can go to see many different types of animals usually in some type of enclosed area or cage. The kinds of animals that live at a zoo are generally unusual animals that you would not easily be able to find or see in your neighborhood. For example, you would probably not see animals that people keep as pets, such as dogs or cats, in a zoo. Usually the animals you will see in a zoo are wild animals.
- Write *Green Fern Zoo* and tell students that this is the name of a particular zoo. Ask students what type of noun this is. (*proper noun*)
- Tell students that Vern works at the Green Fern Zoo.
- Have students look at the cover of the book and describe the animal depicted on the cover. Tell students that this is one of the animals at Green Fern Zoo that they will learn about in this Reader.
- Ask students what they think Vern might be saying in the picture. (*He might be saying, "Let's go into the Green Fern Zoo!"*)
- Write the word *chapter* on the board/chart paper. Point to the 'er' spelling at the end of the word, asking students what sound this spelling represents. (/er/) Guide students in sounding out and pronouncing the word.
- Now have students turn to the table of contents. Point out the word *chapter* preceding each title. Read the titles of the chapters, noting that these chapters are all about different types of animals. Tell students that today they will read the first chapter, "Meet Vern."

### Preview Spellings

- Review the following spellings before reading today's chapter.

## ➤ Digital Component 2.3

/er/ > 'er'	/oo/ > 'oo'	/ee/ > 'ee'
Vern	zoo	green
fern		creep

- Tell students that they will see the contraction *let's* in today's story.

### Preview Core Vocabulary

- Prior to previewing the core vocabulary today, tell students that informational texts often have special features designed to help students understand the facts and information they will encounter in the text.
- Have students turn to **page 77** at the end of the Reader and explain that the list of words and pictures at the end of this Reader is a text feature called a glossary.
- Explain that when a glossary is included in a book with informational text, it is usually placed at the end of the book.
- Further explain that the purpose of a glossary is to provide a definition, or the meaning, of a difficult word. Older students use glossaries with only words and no pictures. However, because this is the first glossary students will use in CKLA, pictures are used to explain the words' meanings.
- Point out that the title of today's chapter, "Meet Vern," is at the top of the page. In this glossary, the words for each chapter are listed on a separate page. The words are listed in the order that they appear in the chapter.
- Further explain that the number in parentheses at the end of the word gives the page number where the word is found in the Reader. Ask students what they notice about the glossary words for "Meet Vern" and the page(s) where they are found. (*All of the vocabulary words are on the same page—page 2.*)
- Allow students a few minutes to flip through the other pages in the glossary.

**Note:** Throughout this unit, you will discuss each core vocabulary word as students look at the word list in the glossary. This should provide an opportunity for greater student participation. For example, after reading each word, ask students to examine the picture and attempt to explain the meaning before you elaborate

### Reader



Page 77

Please also note that in some chapters there are additional core vocabulary words that are not included in the glossary because they are difficult to illustrate. In this chapter, this is the case with the words *facts* and *tales*. Explain these words in the same manner you usually present core vocabulary.

- Preview the following vocabulary as students refer to the appropriate glossary page before reading today's story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary:

**fern—n.,** a plant that has large, green leaves (2)

Example: The fern grew so large that its leaves covered the window.

**zoo—n.,** a park area where animals are in cages or large enclosed areas (2)

Example: I saw the lions in cages at the zoo.

**scales—n.,** the outer covering on the skin of snakes and fish; scales protect the body of the animal (2)

Example: The scales, or skin, on a snake look wet and slimy, but are actually dry.

**sting—v.,** when an animal (such as a bee or jellyfish) causes a sharp pain in another animal or human by touching it with part of its body (2)

Example: The bee might sting the boy if he swats at it.

**creep—v.,** to move slowly with the body close to the ground (2)

Example: The spider will creep in the garden.

**facts—n.,** information that is true (2)

Example: Her mother asked the girl to tell her the facts she learned about zoos.

**tales—n.,** entertaining stories (2)

Example: Some authors like to write funny tales to make the reader laugh.

**Vocabulary Chart for "Meet Vern"**

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		sting facts tales	fern zoo
Multiple-Meaning Core Vocabulary Words	scales	creep	
Sayings and Phrases			

- Explain that another meaning for *scales* refers to equipment that a person can stand on to weigh himself or herself. Also explain that another meaning for *creep* is a person who is mean or not nice. Referring to the image in the glossary, be sure students understand the meaning of each word as used in this chapter.

### Purpose for Reading

- Tell students that they will read today's story to meet Vern and learn about the different types of animals at the Green Fern Zoo.

## READ "MEET VERN" (10 MIN.)

### Whole Group

- Read the story as a class, allowing students to take turns reading a paragraph aloud. Encourage students to read with expression, and model this for them if necessary. The rest of the class should follow along in their Readers as a classmate reads aloud. After students read the second paragraph, ask them to refer to their glossaries to look up and explain the word *scales*. Because today's story is only one page, there may be an opportunity to reread the story aloud a second time, so other students have an opportunity to read.



### Observation: Anecdotal Reading Record

As you listen to students read "Meet Vern," make notes regarding their individual reading ability in the Anecdotal Reading Record.



## Wrap-Up

- Use the following questions to guide discussion about the chapter.

### Discussion Questions for “Meet Vern”

1. **Literal.** Where does Vern work?
  - » Vern works at the Green Fern Zoo.
2. **Literal.** What is Vern’s job?
  - » Vern’s job is to take kids in to see the Green Fern Zoo.
3. **Inferential.** Vern says they will see animals that do all sorts of things, like bite, sting, swim, creep, and that have scales and wings. Based on this, what types of animals do you think might be at the Green Fern Zoo? Provide students with an example: “I think there might be a snake because snakes have scales and can bite.”
  - » Answers may vary.



### Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions Observation Record, noting whether the question answered was literal or inferential, and whether the student answered in a complete sentence and/or cited evidence from the text.

End Lesson

# Take-Home Material

## THE /ER/ SOUND

- Have students take home Activity Page 2.2 and remind them to practice, throughout the week, sorting the word cards by /r/ and /er/ sounds and by linking two word cards to make a two-word phrase.

Activity Page 2.2



## Lesson 2: Foundational Skills Remediation

# Additional Support

### PHRASES AND SENTENCES

- Follow the procedure outlined in Lesson 1.

- |                       |                   |
|-----------------------|-------------------|
| 1. Catch a perch.     | 5. hair perm      |
| 2. Act out a verb.    | 6. shop clerk     |
| 3. Her book is green. | 7. Jerk the root. |
| 4. Look at the tern.  | 8. herd of cows   |

### MORE HELP WITH BLENDING

#### Teacher Chaining

- Write *herd* on the board/chart paper.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Remove 'd' from the word to create *her*.
- As you make this change, say, "If that is *herd*, what is this?"
- Continue this process of exchanging letters to make new words with the chains in the box.

- |  |
|--|
| 1. herd > her > per > perk > pert > perch > perm > term > tern > stern |
|--|

## 3

## BASIC CODE

## Review Vowel Digraphs

## PRIMARY FOCUS OF LESSON

**Foundational Skills**

Students will isolate the sound/spellings for vowels in oral words using the Individual Code Chart. [RF.1.2c]

Students will read one-syllable words with /er/ > 'er', /ou/ > 'ou', /oi/ > 'oi', /oo/ > 'oo', and /aw/ > 'aw', and will write each word in a fill-in-the-blank sentence. [RF.1.3b; L.1.2a,c]

**Language (Grammar)**

Students will form the contractions *here's*, *it's*, *he's*, and *she's*, and will identify which letters the apostrophe replaced. [L.1.2]

**Reading**

Students will ask and answer questions orally and/or in writing about the informational text "Meet Vern" requiring literal recall and understanding of the details and/or facts of a nonfiction/informational text read independently. [RF.1.4b; RI.1.1]

## FORMATIVE ASSESSMENT

Activity Page 3.1

**Fill in the Blank**

[RF.1.3b; L.1.2a,c]

Observation

**Anecdotal Reading Record** "Meet Vern" (Group 1)  
[RF.1.4b]

Activity Page 3.2

**Chapter Questions** "Meet Vern" (Group 2)  
[RI.1.1]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Review Vowel Spellings	Whole Group	10 min.	❑ Individual Code Chart
Practice Vowel Digraph Spellings	Whole Group/ Independent	20 min.	❑ Activity Page 3.1
<b>Language (Grammar)</b>			
Review Contractions	Whole Group	10 min.	
<b>Reading</b>			
Reread “Meet Vern”	Small Group/ Partner	20 min.	❑ <i>The Green Fern Zoo</i> ❑ Activity Page 3.2

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## ADVANCE PREPARATION

### Foundational Skills

#### ➤ Digital Component 3.1

- Create an enlarged version of Activity Page 3.1 (Digital Component 3.1) to display for Practice Vowel Digraph Spellings, or use the digital version.

### Language

#### ➤ Digital Component 2.2

- Have the contraction chart created in Lesson 2 or the digital version available to add Lesson 3 contractions.

### Reading

- Plan small groups. Group 2 students will read on their own or with partners, and Group 2 students will read with you.

## Lesson 3: Basic Code

## Foundational Skills



## Primary Focus

Students will isolate the sound/spellings for vowels in oral words using the Individual Code Chart. **[RF.1.2c]**

Students will read one-syllable words with /er/ > 'er', /ou/ > 'ou', /oi/ > 'oi', /oo/ > 'oo', and /aw/ > 'aw', and will write each word in a fill-in-the-blank sentence. **[RF.1.3b; L.1.2a,c]**

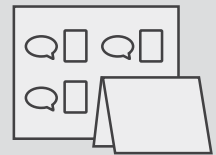
## REVIEW VOWEL SPELLINGS (10 MIN.)

## Speedy Sound Hunt

- Students will review sound/spellings by racing to find the following sound/spelling correspondences in the Individual Code Chart.

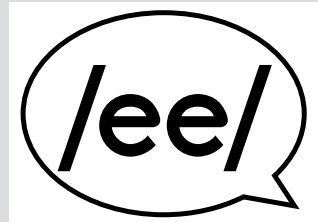
- |                             |                                 |                                  |
|-----------------------------|---------------------------------|----------------------------------|
| 1. /a/ > 'a' ( <i>hat</i> ) | 5. /oo/ > 'oo' ( <i>look</i> )  | 9. /ie/ > 'i_e' ( <i>bite</i> )  |
| 2. /o/ > 'o' ( <i>hop</i> ) | 6. /ee/ > 'ee' ( <i>bee</i> )   | 10. /ue/ > 'u_e' ( <i>cute</i> ) |
| 3. /u/ > 'u' ( <i>but</i> ) | 7. /aw/ > 'aw' ( <i>paw</i> )   | 11. /oe/ > 'o_e' ( <i>home</i> ) |
| 4. /e/ > 'e' ( <i>pet</i> ) | 8. /ae/ > 'a_e' ( <i>cake</i> ) | 12. /er/ > 'er' ( <i>her</i> )   |

## Code Materials



- Share these instructions:
  - "We are going to review the vowel spellings you have learned by having a race using your Individual Code Chart. I will tell you a word. Listen carefully for the vowel sound. When I say 'go', I want to see who can find that sound in their Individual Code Chart, raise their hand, and then tell me the spelling for that sound."
- Tell students that you will do one race together for practice. Say the word *keep*, asking students to say the vowel sound together, "/ee/." Then tell students to raise their hands when they find the speech bubble with the /ee/ sound.

**Note:** You may want to draw a copy of the speech bubble with the /ee/ sound on the board/chart paper for use during this example so students know what you mean when you say "speech bubble /ee/."



## Support

Remind students that they do not need to look at spellings outlined in red because these are all consonant spellings.

- Tell students to quickly scan all the spellings listed in the row next to the speech bubble, looking for any that are outlined in green or blue. Tell them that this is a quick way to find the vowel spellings they have already learned. Tell students to raise their hands when they find a green or blue spelling for this speech bubble.
- Call on one student to give the spelling and repeat the word as follows: In the word *keep*, the /ee/ is spelled 'ee.' Also, ask students to read the example word for /ee/ > 'ee' on their Individual Code Chart (page 2), as well (*bee*).
- Now tell students that you are ready to start the race. Tell students you will say a word and will call on the first student to raise their hand after they have found the sound and spelling.
- Say the words provided in the box below.

- |                           |                            |                            |
|---------------------------|----------------------------|----------------------------|
| 1. mat ( <b>page 1</b> )  | 5. pine ( <b>page 2</b> )  | 9. hose ( <b>page 3</b> )  |
| 2. book ( <b>page 4</b> ) | 6. crawl ( <b>page 4</b> ) | 10. bug ( <b>page 1</b> )  |
| 3. verb ( <b>page 5</b> ) | 7. bet ( <b>page 1</b> )   | 11. mule ( <b>page 3</b> ) |
| 4. hop ( <b>page 1</b> )  | 8. tame ( <b>page 2</b> )  | 12. beet ( <b>page 2</b> ) |



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Students can show thumbs-up when they locate each required sound and spelling on their Individual Code Chart. Walk around and observe that they are finding the correct sound and spelling.

## PRACTICE VOWEL DIGRAPH SPELLINGS (20 MIN.)

### Fill in the Blanks

#### > Digital Component 3.1

- Distribute Activity Page 3.1 and display the copy you made in advance.
- Model how to write the date on the activity page (e.g., Wednesday, October 3, 2016).
- Explain that the words in the box contain the sounds they have learned so far, including the sound /er/ spelled 'er'.

### Activity Page 3.1



- Have students take turns reading the words aloud in the word box.
- As a class, circle the vowel digraphs spellings in the words ('aw', 'oo', 'oi', 'ou') and the 'er' spelling, using this opportunity to explicitly review the sound represented by each spelling.
- Complete the front of the activity page as a class, reading each sentence and picking the word that best fits the sentence. Have students complete the back of the activity page independently, and review as a class.



### Activity Page 3.1: Fill in the Blank

Collect and review Activity Page 3.1 to monitor each student's mastery of the vowel digraphs 'aw', 'oo', 'oi', 'ou', and 'er'. Also check that the date has been written correctly.

## Lesson 3: Apostrophes: Contractions

# Language



**Primary Focus:** Students will form the contractions *here's*, *it's*, *he's*, and *she's*, and will identify which letters the apostrophe replaced. **[L.1.2]**

### REVIEW CONTRACTIONS (10 MIN.)

- Remind students that they have now learned two ways in which an apostrophe can be used. It can be used as an 's with a noun (person, place, or thing) to show that something belongs to the noun, such as *Gran's snake*, or the *cat's paw*. Ask students to share a few more examples in which the apostrophe shows possession.
- Remind students that they have also learned that the apostrophe can be used to replace a letter and make a contraction. A contraction is a shorter form of a word or several words in which an apostrophe takes the place of letter(s) from the word(s).
- Point to the contractions chart and ask students, "What contraction did you learn the other day?" (*let's*) "What two words does *let's* stand for?" (*let us*)



## ➤ Digital Component 2.2

let us	let's
here is	here's
it is	it's
he is	he's
she is	she's

- Tell students you will now show them new contractions made from groups of words that use the word *is*. Write *here is* on the board/chart paper, and say the sentence, "Here is my book."
- Write *here's* beside *here is* and say the sentence, "Here's my book."
- Ask, "What letter did the apostrophe take the place of?" ('i') Cross out the 'i'. Tell students that the word *here's* is a contraction; it is a shorter form of the words *here is*.
- Ask students to share a sentence with *here is* and then say the same sentence with *here's*.
- Record *here is* and *here's* on the contraction chart.
- Tell students that *is* can also be combined with the words *it*, *he*, and *she*. Follow the same procedure as above: write the two words on the board/chart paper and use them in a sentence (*it is*, *he is*, *she is*), then write the contraction (*it's*, *he's*, *she's*) and use it in the same sentence. Have students provide one or two more example sentences for each phrase and contraction. Ask students to share what letter the apostrophe takes the place of in each contraction. Record these contractions on the chart.
- Tell students that they will see these contractions in their Reader.



### Check for Understanding

Ask students to pair up and tell their partner what two words make the contraction *let's*. (*let us*) Repeat process for *here's*, *it's*, *he's*, and *she's*. Ask students to share with their partner two examples in which an apostrophe shows possession.

## Lesson 3: “Meet Vern”

# Reading



**Primary Focus:** Students will ask and answer questions orally and/or in writing about the informational text “Meet Vern” requiring literal recall and understanding of the details and/or facts of a nonfiction/informational text read independently.

[RF.1.4b; RI.1.1]

### REREAD “MEET VERN” (20 MIN.)

#### Small Group

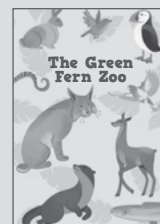
- Divide students into two groups. You will work with Group 1, students who need more direct support and immediate feedback, while the students in Group 2 will partner read.
- Distribute Activity Page 3.2. As a class, write the date under the name line on the activity page, reminding students where to place commas. Tell students they will complete this Activity Page after rereading “Meet Vern.”
- Ask students to turn to the table of contents in the Reader to locate and read the title of the first chapter in the Reader. (“Meet Vern”) Ask them to tell you the page number for the chapter “Meet Vern.” (page 2)
- Have students turn to page 77 at the end of the Reader and remind them that the list of words and pictures is called a glossary. Remind students that the purpose of a glossary is to provide a definition, or the meaning of a difficult word.

**Note:** As today’s chapter is short, you may have time to hear both groups read. Remember that it is important to hear each student read on a regular basis. You may use the Anecdotal Reading Record found in the Teacher Resources section to record notes regarding each student’s progress.

**Group 1:** Meet with students needing additional support. Reread “Meet Vern” and complete Activity Page 3.2.

**Group 2:** Have students reread “Meet Vern,” either with a partner or by themselves, and complete Activity Page 3.2. If students finish early, have them use what they already know about zoos and what they learned in “Meet Vern” to write three sentences about a zoo.

#### Reader



#### Chapter 1

#### Activity Page 3.2



#### Reading

##### Exchanging Information and Ideas

##### Entering/Emerging

Ask yes/no questions using simple phrases such as “Does Vern take kids in to see the zoo?” or “Does Vern work at the zoo?”

##### Transitioning/Expanding

After asking each question, provide students with a specific sentence frame: “Vern works at the \_\_\_\_.” or ask a question that requires a one-word answer: “Where does Vern work?”

##### Bridging

Encourage students to expand and/or build upon other students’ responses.



### Observation: Anecdotal Reading Record

As you listen to Group 1 students read “Meet Vern,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

### Wrap-Up

- As time allows, review student responses to Activity Page 3.2.



### Activity Page 3.2: Chapter Questions

Collect Activity Page 3.2 from Group 2 to evaluate students’ understanding of key details in the story, “Meet Vern.”

End Lesson

## Lesson 3: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH SOUND/SPELLINGS

#### Match Me

- Provide each student with a set of **index cards** on which the following are written: ‘a’, ‘o’, ‘u’, ‘e’, ‘oo’, ‘ee’, ‘aw’, and ‘er’.
- Tell students you will either say a sound or show a spelling, using the **Large Letter Cards** for the same spellings.
- If a sound is provided, have students find the spelling on the corresponding index card and hold it up for you to see.
- If a spelling is shown, have students provide the corresponding sound when prompted.
- If a student provides an incorrect answer, correct the error, and have them repeat the item.

- Say the following words orally and have students hold up the correct spelling for each word.

- |         |         |
|---------|---------|
| 1. shop | 5. paw  |
| 2. look | 6. must |
| 3. bell | 7. pack |
| 4. see  | 8. term |

## MORE HELP READING WORDS WITH /ER/

### Word Puzzles

**Note:** Use heavy card stock for the puzzles and laminate for future use.

- Write the following decodable words on **card stock**:

- |          |          |
|----------|----------|
| 1. fern  | 5. terms |
| 2. clerk | 6. herd  |
| 3. jerk  | 7. verb  |
| 4. perk  | 8. Vern  |

- Cut each word apart between the letters (leaving the 'e' and 'r' together as one unit) so the puzzles are self-correcting and only fit together in their proper positions.
- Put the pieces of each word in separate bags, and let students put the puzzle pieces together to form words.

## 4

## BASIC CODE

## Introduce /ar/ &gt; 'ar'

## PRIMARY FOCUS OF LESSON

**Foundational Skills**

Students will orally produce the /ar/ sound at the beginning, middle, and end of words, and will distinguish between oral words that do and do not have the /ar/ sound. [RF.1.2b,c]

Students will read one-syllable words spelled with the sound/spelling /ar/ > 'ar', and will write each word under its corresponding picture. [RF.1.3b]

**Reading**

Students will read "Things that Swim" with purpose and understanding, and will answer literal, inferential, and evaluative questions about key details in the text. [RF.1.4a; RI.1.1]

## FORMATIVE ASSESSMENT

Activity Page 4.1

**Practice /ar/ > 'ar'**

[RF.1.3b]

Observation

**Anecdotal Reading Record** "Things that Swim"

[RF.1.4a]

Observation

**Discussion Questions** "Things that Swim"

[RI.1.1]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Introduce the Sound /ar/	Whole Group	10 min.	
Introduce the Spelling /ar/ > 'ar'	Whole Group	15 min.	<input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Spelling Card for /ar/ > 'ar' (car) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> blue markers
Practice /ar/ > 'ar'	Whole Group/ Independent	15 min.	<input type="checkbox"/> Activity Page 4.1
<b>Reading</b>			
Introduce the Chapter	Whole Group	5 min.	<input type="checkbox"/> <i>The Green Fern Zoo</i>
Read "Things that Swim"	Whole Group	15 min.	<input type="checkbox"/> <i>The Green Fern Zoo</i>
<b>Take-Home Material</b>			
The /er/ and /ar/ Sounds			<input type="checkbox"/> Activity Page 4.2

## ADVANCE PREPARATION

### Foundational Skills

- You may wish to tab Vowel Code Flip Book page 17 for Introduce the Spelling /ar/ > 'ar'.
- Gather the Spelling Card mentioned in the Lesson at a Glance for Introduce the Spelling /ar/ > 'ar'.

### ➤ Digital Component 1.1

- Be prepared to display the r-controlled vowel chart from Lesson 1 or use the digital version.

### ➤ Digital Component 4.1

- Create an enlarged version of Activity Page 4.1 (Digital Component 4.1) for Practice /ar/ > 'ar', or use the digital version.

### Reading

### ➤ Digital Component 4.2

- Create the Preview Spellings chart (Digital Component 4.2) for Introduce the Chapter on the board/chart paper, or use the digital version.

## Lesson 4: Spelling /ar/ &gt; 'ar'

## Foundational Skills



## Primary Focus

Students will orally produce the /ar/ sound at the beginning, middle, and end of words, and will distinguish between oral words that do and do not have the /ar/ sound. [RF.1.2b,c]

Students will read one-syllable words spelled with the sound/spelling /ar/ > 'ar', and will write each word under its corresponding picture. [RF.1.3b]

## INTRODUCE THE SOUND /AR/ (10 MIN.)

**Note:** You may wish to refer to /ar/ as the “pirate sound.”

- Tell students that today's sound is /ar/ as in *car*.
- Have students say the /ar/ sound several times, stretching it out.
- Ask students to repeat a number of words that have the /ar/ sound at the beginning: *ark, arm, art, arch*.
- Ask students to repeat a number of words that have the /ar/ sound in the middle: *farm, hard, cart, mark, lark*.
- Ask students to repeat a number of words that have the /ar/ sound at the end: *car, jar, far, star, tar*.
- Tell students that you are going to say a number of words. Some of the words will have /ar/ as the middle sound and some will not.
- Have students close their eyes and listen carefully.
- Tell students to raise their hands when they hear a word that contains the /ar/ sound.

- |         |          |           |
|---------|----------|-----------|
| 1. park | 5. march | 9. yard   |
| 2. kid  | 6. shark | 10. fern  |
| 3. cart | 7. book  | 11. harsh |
| 4. bat  | 8. chart | 12. herd  |



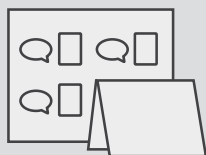
## INTRODUCE THE SPELLING /AR/ > 'AR' (15 MIN.)

### Teacher Modeling

- Tell students that you are going to show them how to write the /ar/ sound.
- Write 'ar' on the handwriting guidelines and explain that the two letters work together as a team to stand for the /ar/ sound. Model writing the spelling two or three more times.
- Explain that the sound /ar/ is not the same as the sound /a/ followed by the sound /r/.
- Have the class listen carefully to the difference between the vowel sounds in the following word pairs: *tap—tar*, *cat—car*, *bad—bar*, *fat—far*.
- Turn to **Vowel Code Flip Book page 17**. Show students the Spelling Card for 'ar' > /ar/ (*car*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.



### Code Materials



Vowel Code Flip Book	Individual Code Chart
1. /ar/ > 'ar' ( <i>car</i> ) <b>page 17</b>	1. /ar/ > 'ar' ( <i>car</i> ) <b>page 5</b>

- Have students trace the spelling on their desks with a pointed finger while saying the sound.
- Have students turn to **Individual Code Chart page 5**. Have them trace the code information for 'ar' > /ar/ in blue. Remind students that this is in blue because it includes a vowel sound with a consonant.
- Add the new r-controlled spelling 'ar' to the r-controlled vowel chart. Ask students for example words to add to the chart.

### ➤ Digital Component 1.1

er	her, verb, term
ar	car, park, arm

- Tell students that whenever the spelling 'ar' appears on an activity page or in the Reader for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.

## **PRACTICE /AR/ > 'AR' (15 MIN.)**

### **> Digital Component 4.1**

- Distribute Activity Page 4.1 and display the copy you prepared in advance.
- Remind students to write the date under their names on the activity page. Model for students how to write the date, reminding them to capitalize proper nouns and emphasizing where to place commas.
- Write the spelling for /ar/ on the board/chart paper and describe the motions as you write.
- Remind students that 'ar' is a letter team.
- Encourage students to say the sounds of the individual spellings as they write the words.
- Have students look at the back of the activity page.
- Explain that for each word there are two pictures. Tell students to write each word under its matching picture. Have students work with a partner to name each picture and print the word under the matching picture.
- Review the activity page as a class.

### **Activity Page 4.1**



### **Activity Page 4.1: Practice /ar/ > 'ar'**

Collect and review Activity Page 4.1 to monitor each student's mastery of the vowel digraph /ar/. Also remember to check that the date has been written correctly.

## Lesson 4: “Things that Swim”

# Reading



**Primary Focus:** Students will read “Things that Swim” with purpose and understanding, and will answer literal, inferential, and evaluative questions about key details in the text. [RF.1.4a; RI.1.1]

### INTRODUCE THE CHAPTER (5 MIN.)

- Ask students to look at the table of contents, find the second chapter, and tell you the title. (“*Things that Swim*”) Ask, “What types of things might you expect to see in today’s story?” (*Answers may vary.*)
- Remind students that the stories in the *Fables Reader* were made up and called fiction. The *Green Fern Zoo* is a made-up place, as is Vern, the main character. However, the information about the different types of animals in this Reader is all true. These chapters are informational text.

### Preview Spellings

- Review the following spellings and Tricky Words before reading today’s chapter.

### ➤ Digital Component 4.2

/ar/ > ‘ar’	/ou/ > ‘ou’	Tricky Words
mark	mouth	because
shark	trout	here
smart		

### Preview Core Vocabulary

- Please preview the following vocabulary as students refer to the appropriate glossary page (page 78) before reading today’s chapter. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

**creeks—n.,** streams of water (smaller than rivers) (4)

Example: Trout swim in small streams of water called creeks.

**Note:** Review the phrase *bed of a creek* and its definition next.

## Reader



### Chapter 2

**wee—adj.**, small (6)

Example: The wee kitten was so small, it fit in a teacup.

**reef—n.**, a ridge of sand or a chain of rocks underwater in the ocean which also may have ocean plants (6)

Example: Many scuba divers like to swim along the reef to find pretty shells.

**fins—n.**, parts of a fish that help it move along in the water (8)

Example: The fish flapped its fins to swim faster.

**gills—n.**, parts of a fish that allow it to breathe (8)

Example: If you cover the gills of a fish, it cannot breathe.

**squid—n.**, a type of animal that lives and swims in the ocean (8)

Example: A giant squid has eight arms like an octopus.

### Sayings and Phrases

**bed of a creek**—the bottom of a creek that is made up of sand and rocks (4)

Example: The boys and girls could see the rocks in the bed of the creek.

#### Vocabulary Chart for “Things that Swim”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	reef fins gills squid creeks		wee
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	bed of a creek		

### Purpose for Reading

- Explain that students can identify the main topic of today’s chapter by asking themselves what the story is about. Often, the title will tell us the topic of the story, or what the story is about.
- Tell students that they should read today’s chapter to learn the names of the different types of animals that you can see swimming at the Green Fern Zoo, as well as what they look like and where they live (when they are living in nature outside of the zoo).

## READ “THINGS THAT SWIM” (15 MIN.)

### Whole Group

- Read the chapter as a class, one page at a time, allowing students to take turns reading aloud. Encourage students to read with expression, and model this if necessary. The rest of the class should follow along in their Readers as a classmate reads aloud.

### Pages 4 and 5

- As you read page 4, point out the bolded word *trout* and explain that this is another feature of informational text called a heading. Explain that headings let you know what you are about to read.
- After reading page 4, call students' attention to the photo on page 5 and the sentences below the photo. Ask a student to read the sentences under the photo aloud.
- Explain that these sentences underneath the photo are called a caption. Photos and captions are also features of informational text that help the reader better understand the text.

### Pages 6 and 7

- Before reading page 6, ask students to read the words *reef shark*. Ask them what this text feature is called (a heading) and what they expect to read about on this page.
- After reading page 6, call students' attention to the photo and caption. Ask them what they see in the photo in addition to the shark (ocean plants, rocks) and if that helps them have a better understanding of the word *reef*.
- Also, ask students the following questions:
  - What contraction do you see on this page? (*here's*)
  - What two words are used to make the contraction *here's*? (*here is*)
  - Why do you think the wee fish run and hide from the reef shark? (*to avoid being eaten*)

### Pages 8 and 9

- Read page 8, again pointing out the headings (which are subheadings on this page because they refer to the page 6 heading “Reef Sharks”) as well as the photo and caption on page 9.



## Observation: Anecdotal Reading Record

As you listen to students read “Things that Swim” make notes regarding their individual reading ability in the Anecdotal Reading Record.

### Wrap-Up

- Use the following questions to guide discussion about the chapter. **Encourage students to use the various text features of this informational text to find and support their answers to the asterisked questions.**

#### Discussion Questions for “Things that Swim”

1. **Evaluative** What is the main topic of today’s story?
  - » The topic of today’s story is fish (animals that swim).
2. **Literal** What types of animals are in today’s story?
  - » The types of animals in today’s story are things that swim.
3. **\*Literal** Name the fish described in today’s story.
  - » The fish described in today’s story are trout and reef sharks.
4. **\*Literal** Where would you find a trout?
  - » You could find a trout in cool lakes and creeks.
5. **\*Inferential** Why might a trout hide in the creek bed?
  - » A trout might hide in the creek bed to keep from being eaten by other animals or caught by fishermen.
6. **Inferential** Why does the reef shark like to be near reefs where there are a lot of fish?
  - » The reef shark likes to be near reefs where there are a lot of fish because it is easy for them to find food.
7. **\*Evaluative** How are trout and reef sharks similar? How are they different?
  - » Trout and reef sharks are similar because they are both fish, have gills and fins, and swim. Trout and reef sharks are different because reef sharks live in the ocean and trout live in fresh water like lakes and streams.

### Challenge

Students can summarize the chapter with a partner. Remind students that when we summarize, we retell only the important parts and not every single detail. A summary of informational text tells who or what the chapter is about and the main facts provided.



### Reading

#### Exchanging Information and Ideas

#### Entering/Emerging

Ask yes/no questions using simple phrases such as, “Is the story about sharks?” or “Do fish swim?”

#### Transitioning/Expanding

After asking each question, provide students with a specific sentence frame: “Fish swim in \_\_\_\_.” or ask a question that requires a one-word answer: “In what kind of water do trout swim?”

#### Bridging

Encourage students to expand and/or build upon other students’ responses.



### Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions Observation Record, noting whether the question answered was literal, inferential, or evaluative, and whether the student answered in a complete sentence and/or used a text feature or cited evidence from the text.

End Lesson

## Take-Home Material

### THE /ER/ AND /AR/ SOUNDS

- Have students take home Activity Page 4.2 to practice with a family member.

#### Activity Page 4.2



### Lesson 4: Foundational Skills Remediation

## Additional Support

### MORE HELP WITH SOUND/SPELLINGS

#### Word Sort

- Write the decodable words from the box on **cards**, one word per card.

**Note:** Use card stock or other heavy paper and laminate for future use.

1. park	6. ark	11. dark
2. harm	7. shark	12. stark
3. pert	8. clerk	13. verb
4. herd	9. bark	14. hard
5. lark	10. farm	15. perk

- Label **two bags or containers**, one with /er/ and another with /ar/.
- Distribute the cards or hold the cards up one at a time for students to read aloud.
- Have students place the cards in the corresponding bag or container.

## MORE HELP WITH /ER/ AND /AR/

### Phrase and Sentence Baseball

- Write the following phrases and sentences on **cards** or type them on strips of paper for students to read.

- |                        |                    |                      |
|------------------------|--------------------|----------------------|
| 1. Farm the land.      | 8. hard coin       | 15. big shark        |
| 2. Hark the sound.     | 9. lots of verbs   | 16. Act the part.    |
| 3. Park the car.       | 10. green park     | 17. Pull a cart.     |
| 4. Sleep in the dark.  | 11. Big dogs bark. | 18. Make some art.   |
| 5. Look at the shark.  | 12. Get a card.    | 19. Fill an ark.     |
| 6. Run in the park.    | 13. Do no harm.    | 20. Mark the chart.  |
| 7. Smile at the clerk. | 14. Mark the mile. | 21. herd in the yard |

- Draw a baseball diamond on the board/chart paper and group students into two teams.
- Place the cards in a container. Have each student draw a card when it is their turn “at bat” and read it aloud.
- With each correctly read phrase or sentence, a team advances one base and a run is earned each time a team reaches home plate.
- When a student misreads a phrase or sentence, the other team gets a turn at bat.

### Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 567 and 733 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 575 and 741 of those words would be completely decodable.

Students have now learned at least one way to write 42 of the 44 sounds in English.

The sound /ar/ is the thirty-sixth most common sound in English and is found in approximately 3 percent of English words.

The sound /ar/ is spelled 'ar' approximately 96 percent of the time.

There are no major spelling alternatives for this sound.



## 5

## ASSESSMENT

# Spelling Assessment

## PRIMARY FOCUS OF LESSON

**Language (Spelling)**

Students will spell the Tricky Words *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and would*. [RF.1.3g; L.1.2d]

**Foundational Skills**

Students will distinguish the /ar/ and /er/ sounds in oral words. [RF.1.2c]

Students will identify the number of sounds in oral words with the /ar/ and /er/ sounds. [RF.1.2d]

**Reading**

Students will read “Things that Swim” either in small groups or independently, and will answer written literal and inferential questions about key details in the text. [RF.1.4a; RI.1.1]

## FORMATIVE ASSESSMENT

Activity Page 5.1

**Spelling Assessment**

[RF.1.3g; L.1.2d]

Written Response

**Dictation with Words** ‘er’ and ‘ar’

[RF.1.2c]

Activity Page 5.2

**Chapter Questions** “Things that Swim” (Group 2)

[RI.1.1]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Spelling)</b>			
Spelling Assessment	Whole Group	15 min.	❑ Activity Page 5.1
<b>Foundational Skills</b>			
Review /er/ and /ar/	Whole Group	10 min.	❑ two blank index cards per student
Practice /er/ > 'er' and /ar/ > 'ar'	Whole Group Independent	15 min.	
<b>Reading</b>			
Reread "Things that Swim"	Small Group/ Partner	20 min.	❑ <i>The Green Fern Zoo</i> ❑ Activity Page 5.2
<b>Take-Home Material</b>			
"Meet Vern"			❑ Activity Page 5.3

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## ADVANCE PREPARATION

### Foundational Skills

- Make sure you have two blank index cards for each student for Review /er/ and /ar/.

### Reading

- Plan small groups: Group 1 students will work with you while Group 2 students work either with a partner or independently.

## Lesson 5: Spelling Assessment

## Language



**Primary Focus:** Students will spell the Tricky Words *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and would*. [RF.1.3g; L.1.2d]

**SPELLING ASSESSMENT (15 MIN.)**

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

**Note:** Students may enjoy correcting their work in a different colored pencil.

- |              |             |
|--------------|-------------|
| 1. Wednesday | 5. Thursday |
| 2. Sunday    | 6. Tuesday  |
| 3. Friday    | 7. Saturday |
| 4. Monday    | 8. would    |

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

**Activity Page 5.1**

**Activity Page 5.1: Spelling Assessment**

Collect Activity Page 5.1 to review and monitor students' progress in spelling. Use the analysis tools for Lesson 5 provided in Teacher Resources to analyze students' mistakes. Take note in particular if students are writing the date correctly.

## Lesson 5: Basic Code

# Foundational Skills



### Primary Focus

Students will distinguish the /ar/ and /er/ sounds in oral words. [RF.1.2c]

Students will identify the number of sounds in oral words with the /ar/ and /er/ sounds. [RF.1.2d]

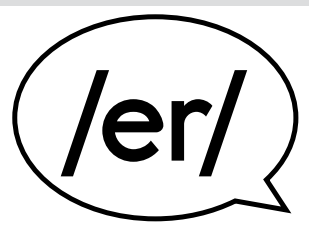
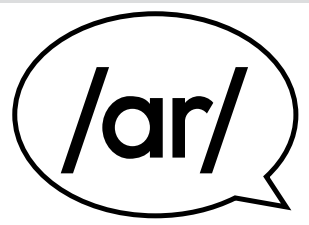
### REVIEW /ER/ AND /AR/ (10 MIN.)

#### Hear Medial Sounds

- Distribute two index cards per student.
- Remind students that they have now learned two new sound/spellings for this unit: 'er' for /er/ and 'ar' for /ar/.
- Write /ar/ and /er/ on the board/chart paper in speech bubbles. Tell students to write the /ar/ sound on one index card, and the /er/ sound on the other.
- Tell students that the sounds /ar/ as in *car* and /er/ as in *her* may sound similar.
- Point to /ar/ and have students say the sound several times, stretching it out. Repeat for /er/.
- Tell students that you are now going to say words that have either the /ar/ or /er/ sound in them. They need to listen very carefully to hear the difference. Some of the words will have /ar/ as the first or middle sound and some will have /er/ as the middle sound.
- Tell students that you want them to hold up the /ar/ index card when you say the /ar/ sound, and hold up the /er/ index card when you say the /er/ sound.
- Practice first by saying the word *car*. Students should hold up the /ar/ index card. Next, say the word *her*. Students should hold up the /er/ index card.

**Note:** This is a listening exercise. The target sounds /ar/ and /er/ are spelled with basic code spellings and spelling alternatives that have not been taught yet.

- Collect these cards at the end of the activity; they will be used again in Lesson 20.



- |                 |                 |
|-----------------|-----------------|
| 1. card (/ar/)  | 7. learn (/er/) |
| 2. harm (/ar/)  | 8. curl (/er/)  |
| 3. burn (/er/)  | 9. chart (/ar/) |
| 4. turn (/er/)  | 10. are (/ar/)  |
| 5. shark (/ar/) | 11. bird (/er/) |
| 6. guard (/ar/) | 12. surf (/er/) |

## PRACTICE /ER/ › 'ER' AND /AR/ › 'AR' (15 MIN.)

### Dictation with Words

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of words. The first four words will contain the /er/ sound and the last four words will contain the /ar/ sound.
- Write and then point to the spellings 'er' and 'ar' on the board/chart paper next to their respective speech bubbles and have students copy them onto the top of their paper.
- Tell students that you will call out a word for them to write. The word will either include the /ar/ sound, in which case they should use the 'ar' spelling, or the /er/ sound, in which case they should use the 'er' spelling.
- Say each word, then say it again slowly, holding up one finger for each sound.
- Ask students to count the sounds in the word and then, on their paper, draw a line for each sound in the word. For example, for the word *her*, two lines would be drawn on the paper.
- Once students have drawn one line for each sound in the word, remind them that the sound /er/ is spelled with two letters, 'e' and 'r'. These two letters work together and are written on the same line.
- Have students write the spellings on their respective lines: 'h', 'er'.
- Finally, ask students to read the word back to you.
- After dictating all of the words, write them on the board/chart paper and have students self-correct their work.

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

### Challenge

Students can write one sentence using an /er/ word and one sentence using an /ar/ word.

- |          |         |         |         |
|----------|---------|---------|---------|
| 1. her   | 3. herd | 5. farm | 7. star |
| 2. clerk | 4. fern | 6. car  | 8. tarp |



### Written Response: Dictation with Words

Collect and review the dictation results to monitor each student's mastery of the sound/spellings /er/ > 'er' and /ar/ > 'ar'.

## Lesson 5: "Things that Swim"

# Reading



**Primary Focus:** Students will read "Things that Swim" either in small groups or independently, and will answer written literal and inferential questions about key details in the text. **[RF.14a; RI.1.1]**

### REREAD "THINGS THAT SWIM" (20 MIN.)

#### Small Group

- Distribute Activity Page 5.2. As a class, write the date on the activity page under the name line, reminding students where to place commas. Tell students that they will complete this activity page after rereading "Things that Swim." Remind students to make use of the headings, photos, and captions—and glossary, if needed—to complete the activity page.

**Group 1:** Work with students needing additional support. Reread "Things that Swim" and complete Activity Page 5.2.

**Group 2:** Have students reread "Things that Swim," either with a partner or independently, and complete Activity Page 5.2.



### Activity Page 5.2: Chapter Questions

Collect and review Activity Page 5.2 from Group 2 to monitor each student's recall and comprehension of "Things that Swim."

#### Reader



#### Chapter 2

#### Activity Page 5.2



# Take-Home Material

## “MEET VERN”

- Have students take home Activity Page 5.3 to read with a family member.

Activity Page 5.3



## Lesson 5: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH SOUND/SPELLINGS

### Match Me

- Provide each student with a set of **index cards** with the following sound/spellings: 'oo', 'oo', 'ee', 'aw', and 'er' and 'ar'.
- Tell students you will either say a sound or show a spelling, using the **Large Letter Cards**.
- If a sound is provided, have students find the spelling on the corresponding index card and hold it up for you to see.
- If a spelling (Large Letter Card) is shown, have students provide the corresponding sound when prompted.
- If a student provides an incorrect answer, correct the error, and have them repeat the item.

### Review Sound/Spellings

- Display **Vowel Code Flip Book page 16** (/er/).
- Say *term*.
- Have students echo the word, and write it on a piece of **paper**.
- Repeat this process with each word in the first column.
- Display **Vowel Code Flip Book page 17** (/ar/).



- Follow the same procedure with the /ar/ words in the second column.

1. herd

2. Vern

3. Bert

4. clerk

5. perk

6. arm

7. farm

8. art

9. shark

10. hard

## REVIEW

# Basic Code and Grammar

**PRIMARY FOCUS OF LESSON****Foundational Skills**

Students will produce previously taught vowel sounds when presented with Large Letter Cards. [RF.1.3c]

Students will write single-syllable words with /er/ > 'er' and /ar/ > 'ar' in fill-in-the-blank sentences. [RF.1.3b]

Students will decode words with /ar/ > 'ar', /er/ > 'er', and the Tricky Word *your* in written phrases. [RF.1.3b]

**Language (Grammar, Spelling)**

Students will match non-contracted phrases with the appropriate contractions and will use them correctly in sentences. [L.1.2]

Students will spell and write one-syllable words with /ar/ > 'ar', /er/ > 'er', /oi/ > 'oi', /aw/ > 'aw', and the Tricky Word *because*. [L.1.2d]

**FORMATIVE ASSESSMENT****Activity Page 6.1****Fill in the Blank** /er/ > 'er' and /ar/ > 'ar'  
[RF.1.3b]**Activity Page 6.2****Contractions**  
[L.1.2]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Warm-Up: Vowel Spellings Review	Whole Group	10 min.	❑ Large Letter Cards: 'e', 'a', 'i', 'r', 'u', 'ee', 'ou', 'oo', 'oi', 'aw', 'er', 'ar'
Review /er/ > 'er' and /ar/ > 'ar'	Whole Group/ Independent	15 min.	❑ Activity Page 6.1
Wiggle Cards	Whole Group	5 min.	❑ Wiggle Cards
<b>Language (Grammar, Spelling)</b>			
Review Contractions	Whole Group/ Independent	15 min.	❑ Activity Page 6.2
Introduce Spelling Words	Whole Group	15 min.	
<b>Take-Home Material</b>			
Spelling Words			❑ Activity Page 6.3

## ADVANCE PREPARATION

### Foundational Skills

- Gather the Large Letter Cards listed in the Lesson at a Glance for the Warm-Up.

#### ➤ Digital Component 6.1

- Create an enlarged version of Activity Page 6.1 (Digital Component 6.1) to display for Review /er/ > 'er' and /ar/ > 'ar'.
- Print the following decodable sentences on a card or sentence strips large enough for students to be able to easily read them for Wiggle Cards.

- |                     |                       |
|---------------------|-----------------------|
| 1. Perk up!         | 5. Arch your back.    |
| 2. Be stern.        | 6. March in one spot. |
| 3. Bark like a dog. | 7. Pat your arm.      |
| 4. Drive a car.     | 8. Lift your arm.     |

### Language

#### ➤ Digital Component 2.2

- Have the contraction chart you created in Lesson 2 available to record the following new contraction: *can't*.

## Lesson 6: Vowel Digraphs

## Foundational Skills



## Primary Focus

Students will produce previously taught vowel sounds when presented with Large Letter Cards. **[RF.1.3c]**

Students will write single-syllable words with /er/ > 'er' and /ar/ > 'ar' in fill-in-the-blank sentences. **[RF.1.3b]**

Students will decode words with /ar/ > 'ar', /er/ > 'er', and the Tricky Word *your* in written phrases. **[RF.1.3b]**

## WARM-UP: VOWEL SPELLINGS REVIEW (10 MIN.)

## Large Letter Cards



- Have the following Large Letter Cards available: 'e', 'a', 'i', 'r', 'u', 'ee', 'ou', 'oo', 'oi', 'aw', 'er', 'ar'.
- Present each pair of spellings below, one spelling at a time, asking students to provide the sound represented by the spelling. To represent the separated vowel digraphs (e.g., 'a\_e', 'i\_e', 'u\_e') hold two of the Large Letter Cards side by side with a slight space between them.
- Ask students to provide you with a word that has each sound.

- |              |              |
|--------------|--------------|
| 1. 'r' 'er'  | 5. 'ou' 'oo' |
| 2. 'a' 'a_e' | 6. 'ar' 'er' |
| 3. 'ar' 'aw' | 7. 'oi' 'ou' |
| 4. 'i' 'i_e' | 8. 'u' 'u_e' |



## Check for Understanding

Lean in and listen to students as they articulate the sound represented by the spelling.

## REVIEW /ER/ › ‘ER’ AND /AR/ › ‘AR’ (15 MIN.)

### Fill in the Blank

#### ➤ Digital Component 6.1

- Distribute Activity Page 6.1 and display the copy you prepared in advance.
- As a class, write the date on the activity page under the name line.
- Explain that the words in the box contain the vowel digraph sound/spellings they have learned so far, including the sounds /er/ (spelled ‘er’) and /ar/ (spelled ‘ar’).
- Have students take turns reading aloud the words in the word box.
- As a class, circle the vowel digraph spellings in the words, as well as the ‘ar’ and ‘er’ spellings, using this as an opportunity to review these vowel sounds and spellings.
- Complete the front of the activity page as a class, reading each sentence and picking the word that best fits the sentence. Have students complete the remainder of the Activity Page independently, and review as a class.



#### Activity Page 6.1: Fill in the Blank

Collect and review Activity Page 6.1 to monitor each student’s mastery of previously taught vowel digraphs, including /er/ and /ar/.

## WIGGLE CARDS (5 MIN.)

- For today’s activity, you will show students the cards or sentence strips you prepared in advance.
- Show students a Wiggle Card, have them read it, and let them perform the action on the card.
- Continue with the remaining cards.



#### Check for Understanding

Observe students for correct responses/motions to the Wiggle Card directives.

### Activity Page 6.1



### Foundational Skills

#### Foundational Literacy Skills

##### Entering/Emerging

Ask yes/no questions such as “Does the word *arm* have the /ar/ sound?” and “Does the word *fern* have the /er/ sound?”

##### Transitioning/Expanding

Ask questions that require a one-word answer: “What /er/ word means a large plant with green leaves?” (*fern*) “What /ar/ word describes the place where animals like sheep, cows, and chickens live?” (*farm*)

##### Bridging

Encourage students to expand and/or build upon other students’ responses and orally produce a sentence that has an /er/ word and a sentence that has an /ar/ word.

## Lesson 6: Contractions and Spelling Words

# Language



### Primary Focus

Students will match non-contracted phrases with the appropriate contractions and will use them correctly in sentences. **[L.1.2]**

Students will spell and write one-syllable words with /ar/ > 'ar', /er/ > 'er', /oi/ > 'oi', /aw/ > 'aw', and the Tricky Word *because*. **[L.1.2d]**

### REVIEW CONTRACTIONS (15 MIN.)

- Distribute Activity Page 6.2.
- Remind students that they have now learned two ways to use an apostrophe. The first way is to show possession, or that something belongs to a noun (person, place, or thing), such as the *shark's gills*, or *Vern's zoo*. Ask students to share other examples where the apostrophe shows possession.

### ➤ Digital Component 2.2

let us	let's
here is	here's
it is	it's
he is	he's
she is	she's
can not	can't

- Remind students that they have also learned that the apostrophe can be used to replace a letter and create a shorter form of a word or words, called a contraction. Use the contraction chart to review how the apostrophe is used when it replaces a letter.
- Remind students that when we use an apostrophe to make a shorter form of the phrase *let us*, the apostrophe takes the place of 'u'. Have students read the contraction and use it in a sentence.
- Remind students that when we use an apostrophe to make a shorter form of *is* with other words, the apostrophe takes the place of 'i'. Read the example words in the chart, and use them in a sentence, using both the contracted form and the two-word form.

### Activity Page 6.2



- Tell students you will now show them new contractions made from words combined with the word *not*. Write *can not* on the board/chart paper, and say the sentence, “I can not sleep.”

**Note:** *Can not* is presented as two words so it can be viewed as decodable and included in student materials. After two syllable words are taught, please write *cannot* as one word and share this information with students.

- Write *can’t* beside *can not* and say the sentence, “I can’t sleep.”
- Ask, “In this contraction, the apostrophe takes the place of two letters. What letters did the apostrophe replace?” (*‘n’ and ‘o’*) Cross out the *‘n’* and *‘o’*.
- Ask students to share a sentence with *can not* and then say the same sentence with *can’t*.
- Record *can not* and *can’t* on the contraction chart.
- Tell students that they will see this contraction in their Reader.



### Activity Page 6.2: Contractions

Collect and review Activity Page 6.2 to monitor each student's understanding of contractions.

### INTRODUCE SPELLING WORDS (15 MIN.)

- Write the following headers on the board/chart paper: /ar/ > ‘ar’, /er/ > ‘er’, /oi/ > ‘oi’, and /aw/ > ‘aw’.
- Read and write each spelling word, underlining and reviewing the vowel team in each word. Have students repeat each word after you. Remind students that the last word is a Tricky Word. Tricky Words do not follow the rules, so their spellings must be memorized.



- Ask one or more students to use each word in a sentence, making sure to explain vocabulary for any words they may not know. The words for the week are:

/ar/ > 'ar'	/er/ > 'er'	/oi/ > 'oi'	/aw/ > 'aw'	Tricky Word
sharp	fern	spoil	crawl	because
shark	verb			
start				



### Check for Understanding

Have students turn to a partner and explain why *because* is a Tricky Word.

End Lesson

## Take-Home Material

### SPELLING WORDS

- Have students take home Activity Page 6.3 to practice the spelling words with a family member.

Activity Page 6.3



### Lesson 6: Foundational Skills Remediation

## Additional Support

### MORE HELP WITH SOUND/SPELLINGS

#### Match Me

- Provide each student with a set of **index cards** on which the following are written: 'ar', 'er', 'oi', and 'aw'.
- Tell students you will either say a sound or show a spelling, using a **Large Letter Card**.

- If a sound is provided, have students find the spelling on the corresponding index card and hold it up for you to see.
- If a spelling (Large Letter Card) is shown, have students provide the corresponding sound when prompted.
- If a student provides an incorrect answer, correct the error, and have them repeat the item.

## MORE HELP WITH VOWEL DIGRAPHS

### Spell and Clap

- Have students sit in a circle on the floor.
- Tell students you will read a list of words one at a time and would like for them to spell the words aloud.
- Choose one student in the circle to begin the game. Ask the student to repeat the first word in the box after you, and spell the word, clapping once after each spelling (e.g., car, 'c' (clap) 'ar'). The other students in the circle echo the spelling/clapping pattern. Guide students in clapping only one time when they hear any of the vowel digraphs, but giving both letters that spell the digraph.

- |         |         |          |           |
|---------|---------|----------|-----------|
| 1. harp | 4. caw  | 7. bawl  | 10. stern |
| 2. fern | 5. part | 8. broil | 11. verb  |
| 3. oil  | 6. jerk | 9. start | 12. foil  |

- As students spell words correctly, write them on the board/chart paper for all to see.

## 7

## BASIC CODE

# Introduce Two-Syllable Words and /or/ > 'or'

## PRIMARY FOCUS OF LESSON

**Foundational Skills**

Students will identify the vowel sounds in single-syllable words, will count the number of vowel sounds in two-syllable words, and will distinguish between one- and two-syllable words in pairs. [RF.1.3d]

Students will identify the /ar/ and /or/ sounds in oral word pairs. [RF.1.2d]

Students will decode words with /ie/ > 'i\_e', /oi/ > 'oi', /ar/ > 'ar', /er/ > 'er', and the Tricky Word *your* in written phrases. [RF.1.3b]

Students will learn the sound/spelling /or/ > 'or', and will orally produce words with /er/, /ar/, and /or/. [RF.1.3b]

Students will read one-syllable words with /or/ > 'or' and then write each word under its corresponding picture. [RF.1.3b]

## FORMATIVE ASSESSMENT

Activity Page 7.1

Practice /or/ > 'or'.  
[RF.1.3b]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Introduce Two-Syllable Words	Whole Group	15 min.	
Introduce the Sound /or/	Whole Group	10 min.	<input type="checkbox"/> one blank index card per student <input type="checkbox"/> previously prepared /ar/ index card per student
Wiggle Cards	Whole Group	5 min.	<input type="checkbox"/> Wiggle Cards
Introduce the Spelling /or/ > 'or'	Whole Group	20 min.	<input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Spelling Card for 'or' > /or/ (for) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> blue markers
Practice /or/ > 'or'	Whole Group/ Independent	10 min.	<input type="checkbox"/> Activity Page 7.1
<b>Take-Home Material</b>			
Practice Contractions			<input type="checkbox"/> Activity Page 7.2

## ADVANCE PREPARATION

### Note to Teacher

The sound /or/ will be introduced in this lesson; /or/ has a variety of spellings: 'or', 'ore', 'oar', 'oor', 'ar', and 'our'. The most common spelling is 'or'. Students will also encounter 'ore' in headings in their Reader using the word *more*; having learned /or/ > 'or', most students will easily make the generalization in reading 'ore' as /or/. The remaining spellings for /or/ will be introduced in later grades.

You will also be introducing multisyllable words today. In order to effectively teach students how to chunk multisyllable words into decodable parts, it is imperative that you, as the teacher, be knowledgeable about the structure of the English language, including typical syllable types. Although you will not yet be explicitly calling these syllable types to students' attention, it is strongly recommended that you review the Appendix, Using Chunking to Decode Multisyllable Words, to ensure that you are thoroughly familiar with how words are broken into syllables.

In today's lesson, you will introduce the concept of a syllable. The work you do today and in the subsequent lessons of this unit lays the foundation for students being able to read multisyllable words. Up until this point, students have encountered only single-syllable words in their Readers. To read these words successfully, they needed only to recognize the sound/spelling patterns that they had been taught and then decode the words using this knowledge. Reading multisyllable words presents an additional challenge. As a fluent adult reader, it may seem as if you simply read multisyllable words as a "whole" or single unit. However, this is only because you have had extensive practice with many multisyllable words that are now very familiar to you. Think about an instance in which you have encountered unfamiliar multisyllable words and the process you may have used to try to figure out how to read and say the word: you likely tried to read parts of the word—one part or syllable at a time. This is precisely the manner in which CKLA will teach students to read longer and longer multisyllable words. In order to do so successfully, students must be able to chunk multisyllable words into parts. As is the case in all skills taught in CKLA, this practice is introduced in a very scaffolded way initially. Only after much practice and success will students be expected to chunk and read multisyllable words on their own. This lesson begins by asking students to first listen for the number of vowel sounds in a word to identify the number of syllables. The two-syllable words that are used will be two-syllable compound words. A compound word by its very structure is easily recognizable as a two-syllable word because

each syllable is also a semantically meaningful unit or word. Students begin reading two-syllable compound words in this lesson. Students are not expected to chunk or group the syllables of these words on their own at this point. Instead, the breaks between syllables are represented with a dot, and students are asked to sound out each chunk, or syllable, and then blend the parts to read the complete word. The dot as a syllable break will be used in the writing that you do on the board/chart paper, as well as in the Activity Book and Reader whenever multisyllable words are included. This dot serves as an early cue for students who are just beginning to read multisyllable words. The dot will be omitted in the later Grade 1 units and students will be expected to chunk multisyllable words on their own.

## Foundational Skills

- Gather one new blank index card and one previously prepared /ar/ index card per student.
- You may wish to tab Vowel Code Book page 18 for Introduce the Spelling /or/ > 'or'.
- Gather the Spelling Card mentioned in the Lesson at a Glance, students' Individual Code Charts, and blue markers for Introduce the Spelling /or/ > 'or'.

### ➤ Digital Component 1.1

- Be prepared to display the r-controlled vowel chart from Lesson 4 so you can add the new sound/spelling /or/ > 'or' and example words.

### ➤ Digital Component 7.1

- Create an enlarged version of Activity Page 7.1 (Digital Component 7.1) for Practice /or/ > 'or'.
- Prepare Wiggle Cards by writing the following decodable phrases on a card or sentence strips large enough for students to be able to easily read them:

- |                                    |                     |
|------------------------------------|---------------------|
| 1. Jump like a frog.               | 4. Bark like a dog. |
| 2. Point to the stars and stripes. | 5. Perk up!         |
| 3. Hold a babe in arms.            | 6. Hug your•self.   |

## Universal Access

- Gather pictures for the /or/ words: *cord*, *form*, *board*, *stork*, *store*, *fork*, *thorns*, *corn*, and *shorts* for Introduce the Sound /or/ and Practice /or/ > 'or'.

## Lesson 7: Two-Syllable Words

## Foundational Skills

**Primary Focus**

Students will identify the vowel sounds in single-syllable words, will count the number of vowel sounds in two-syllable words, and will distinguish between one- and two-syllable words in pairs. **[RF.1.3d]**

Students will identify the /ar/ and /or/ sounds in oral word pairs. **[RF.1.2d]**

Students will decode words with /ie/ > 'i\_e', /oi/ > 'oi', /ar/ > 'ar', /er/ > 'er', and the Tricky Word *your* in written phrases. **[RF.1.3b]**





Students will learn the sound/spelling /or/ > 'or', and will orally produce words with /er/, /ar/, and /or/. **[RF.1.3b]**

Students will read one-syllable words with /or/ > 'or' and then write each word under its corresponding picture. **[RF.1.3b]**

**INTRODUCE TWO-SYLLABLE WORDS (15 MIN.)**

**Note:** The goal of this exercise is for students to recognize that every syllable contains exactly one vowel sound.

- Remind students that in Kindergarten they learned how to segment and blend words into individual sounds using the following steps for segmenting: start with the word, tap their fingers, and slowly say each sound. When they say the sounds all at once to say the word, they are blending.
- Use the finger-tapping gestures to practice segmenting and blending each of the following words into individual sounds: *hat*, *shark*, *bike*.

1	2	3	4
			
hat	/h/	/a/	/t/

- After segmenting and blending each word, ask students how many sounds are in each word. (*Each of these words has three sounds.*) Then repeat each word, now asking students to listen for how many vowel sounds are in each word. (*one*)
- Summarize by telling students that they already know how to count individual sounds in words. Today they are going to learn about another way to talk about words and parts of words and that is by talking about how many syllables there are in a word.
- Explain that you can count how many syllables are in a word if you know how many vowel sounds are in the word: a word has the same number of syllables as it has vowel sounds. Repeat the word *hat* and again ask students how many vowel sounds they hear. (*one*) Then ask how many syllables are in the word *hat*. (*one*)
- Write the word *hat* on the board/chart paper and have students read the word aloud.
- Circle the 'a' in *hat* and point out that the spelling 'a' stands for the vowel sound /a/. There is one vowel sound, so this is a one-syllable word.
- A syllable may contain several consonant sounds, like /h/ and /t/ in *hat*, or it may have no consonant sounds, but a syllable must always contain only one vowel sound.

**Note:** Remember that sometimes multiple letters work together to create one vowel sound (e.g., the 'i' and 'e' in *bike* work together to stand for the /ie/ sound, and the 'o', 'u', 'l' in *could* work together to stand for the /oo/ sound.) Pay attention to the vowel sound, not the spelling.

- Tell students that they can feel the syllables in a word by placing a hand, palm down, under their chin. As they say *hat*, they will feel their chin dip once for the one vowel sound. The chin dips because the mouth is opening to make a vowel sound.
- Tell students that we can clap our hands for each syllable in a word. Point to the word *hat*, and ask, "If *hat* has one syllable, how many times will we clap our hands?" Say *hat* at the same time you clap your hands one time, and have students repeat this after you.
- Tell students that a word with two vowel sounds is a two-syllable word. Ask, "If a word has two syllables, how many times will we clap our hands?"



- Say the word *bathtub*, asking students to repeat it after you, holding their hand under their chin. Ask how many vowel sounds they hear. (*two*) Then ask how many syllables are in the word *bathtub*. (*two*) Finally, ask students to say the word *bathtub* as they simultaneously clap two times to represent the two syllables.
- Write the word *bathtub* on the board/chart paper. Tell students that this is the word they just practiced aloud, clapping out the syllables. Remind them that the word has two syllables. Explain that this is the way this two-syllable word is normally written in books for older students and adults.
- Now, write the word with a dot, showing the break in syllables: *bath • tub*. Explain that because students have only read one-syllable words in CKLA so far, you are going to give them a little help in seeing how to divide or chunk longer words into two syllables by putting a dot between syllables to help them sound out the word in parts.
- Explain that the word *bathtub* is called a compound word: it is made up of two separate, single-syllable words. Point to each part of the word, encouraging students to sound out each part with you.
- Ask students how many vowel sounds are in the word. (*two*) Circle the letters ('a' and 'u') that stand for the two vowel sounds /a/ and /u/.
- Now practice orally with each of the words in the box below. Have students say each word with their hand underneath their chin, then say it again while clapping the syllable(s).

**Note:** Do not write these words on the board/chart paper. Students are first asked to listen and clap out the number of syllables that they hear, and not all words below are decodable at this time.

One- and Two-Syllable Words	
1. cake—cup•cake	3. pack—back•pack
2. drop—gum•drop	4. day—birth•day

- Now write *cup•cake* (including the dot in the middle) on the board/chart paper. Tell students that this word is made up of two words: *cup* and *cake*. Point to the dot in the word, reminding them that the dot helps us to see where this word is separated into syllables.

- Explain that a good way to read a two-syllable compound word is to treat it like reading two one-syllable words. Students should first sound and blend the spellings in the first syllable/word, then sound and blend the spellings in the second syllable, and then put them together: 1. /c/ ... /u/ ... /p/; blend to make *cup*; 2. /c/ ... /ae/ ... /k/; blend to make *cake*; 3. assemble the chunks: *cup* + *cake* = *cup•cake*.

**Note:** This type of decoding is called the three-step or chunking method (blend the sounds in the first syllable; blend the sounds in the second syllable; assemble the chunks).

- Write these two-syllable compound words on the board/chart paper, including the dot: *gum•drop*, *back•pack*. Ask students to tell you the two words that make up each compound word. As a class, practice reading the words using the three-step method and clapping the syllables for each word.



### Check for Understanding

Say the following additional words, and have students repeat aloud. To determine that students can differentiate between one- and two-syllable words, have students raise one arm when they hear a one-syllable word and raise two arms when they hear a two-syllable word.

- |              |               |
|--------------|---------------|
| 1. bedtime   | 5. toothpaste |
| 2. mad       | 6. pop        |
| 3. breakfast | 7. hopscotch  |
| 4. haystack  | 8. fireman    |

## INTRODUCE THE SOUND /OR/ (10 MIN.)

### Minimal Pairs

- Tell students that today's sound is /or/ as in *for*.
- Have students say the /or/ sound several times, stretching it out.
- Ask students to repeat a number of words that have the /or/ sound at the beginning: *or*, *orbit*, *orphan*, *order*, *orchid*.
- Ask students to repeat a number of words that have the /or/ sound in the middle: *north*, *porch*, *sport*, *corn*, *fork*.

## Support

Ask each student to make the “pirate sound” for /ar/ as heard in *star*. Ask each student to make the /or/ sound as heard in *store*. Listen to make certain that each student can produce each vowel digraph.



## Foundational Skills

### Foundational Literacy Skills

Show students pictures of the following words with the /or/ sound: *cord*, *form*, *board*, *stork*, *store*, *fork*, *thorns*, *corn*, and *shorts*. Ask students to repeat each word.

- Ask students to repeat a number of words that have the /or/ sound at the end: *store*, *snore*, *sore*, *door*, *floor*.
- Distribute the index cards with /ar/. Pass out a new blank index card to each student and have them write /or/ on it. Remind them that the letters ‘or’ in slashes stand for the /or/ sound.
- Tell students that you are going to say word pairs. The words will be very similar, but one word will contain the /or/ sound and the other word will contain the /ar/ sound. Have students close their eyes and listen as you say the first word pair.
- Ask students which word contains the /or/ sound.
- Have students repeat the word with the /or/ sound and hold up the /or/ card.
- Work through the remaining pairs.

- |              |                |
|--------------|----------------|
| 1. cord—card | 5. board—bard  |
| 2. form—farm | 6. hoard—hard  |
| 3. lord—lard | 7. stork—stark |
| 4. pork—park | 8. store—star  |



### Check for Understanding

Monitor students’ accuracy in responding as they hold up their index cards.

## WIGGLE CARDS (5 MIN.)

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

## INTRODUCE THE SPELLING /OR/ > ‘OR’ (20 MIN.)

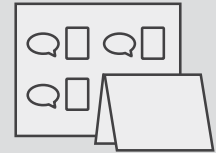
### Teacher Modeling

- Tell students you are going to show them how to write the vowel sound /or/.



- Write 'or' on the handwriting guidelines and explain that the two letters work together to stand for the /or/ sound.
- Model drawing the spelling two or three more times.
- Turn to **Vowel Code Flip Book page 18** and put the Spelling Card 'or' > /or/ (for) on the appropriate space. Have students read the sample word. Discuss the power bar. Explain that the mid-length power bar means that the /or/ sound is sometimes spelled this way, but not always.

## Code Materials



Vowel Code Flip Book	Individual Code Chart
1. 'or' > /or/ (for) <b>page 18</b>	1. 'or' > /or/ (for) <b>page 5</b>

- Have students trace the spelling on their desks with a pointed finger while saying the sound.
- Explain that the sound /or/ is not the same as the vowel sound /o/ followed by the consonant sound /r/.
- Have students listen carefully to the difference between the vowel sounds in the following word pairs: *fox—for*, *box—bore*, *mop—more*.
- Have students find the 'or' spelling on **Individual Code Chart page 5** and trace the code information in blue marker. Tell students that they are using a blue marker instead of green because the /or/ sound has both a consonant sound and a vowel sound. Remind students that when they see 'or' when reading, they can look at the Individual Code Chart if they need help remembering how to sound out this spelling.

## > Digital Component 1.1

er	her, verb, term
ar	car, barn, sharp
or	for, port, thorn

- To summarize, write the new spelling 'or' on the r-controlled vowels chart, and ask students to provide example words.



## Foundational Skills

### Foundational Literacy Skills

To build schema and word recognition for Practice /or/ > 'or', show and name pictures for the following /or/ words: *stork*, *fork*, *thorns*, *corn*, and *shorts*.

## Activity Page 7.1



- Tell students that whenever the spelling 'or' appears on an activity page or in the Reader for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.

**Note:** You may have students who know that some of the words they heard earlier, such as *board*, are written with spellings other than 'or'. If students point this out, congratulate them for recognizing this and already knowing other spellings for the /or/ sound. Tell them that they will learn these spellings for /or/ at a later time, and for now they just have to focus on the 'or' spelling.



### Check for Understanding

Ask students to turn to a partner and have each partner name an /er/ word, an /ar/ word, and an /or/ word. Then call on students to recall and repeat aloud for the class the /er/, /ar/, and /or/ words that their partner told them.

## PRACTICE /OR/ > 'OR' (10 MIN.)

### ➤ Digital Component 7.1

- Distribute Activity Page 7.1 and display the copy you prepared in advance.
- Have students write the date on the activity page under their names. Tell students that you are going to show them how to write the lowercase letters for the sound /or/.
- Have students repeat the sound /or/ after you. Remind students that 'or' is a letter team.
- Write the spelling for /or/ on the board/chart paper and describe the motions as you write.
- Model drawing the same letters two or three times in a row.
- Have students trace the letters on their desks with a pointed finger and say the sound of the letter team as they write.
- Have students trace and copy 'or' on the activity page.
- Encourage students to say the sound /or/ each time they write the letters.
- Have students look at the back of the activity page. As a group, have students read aloud each of the words in the box. Identify the names of the pictures. Write each word under its matching picture.

**Note:** You can refer to the digraph 'or' by its sound or by the letter names. Continue to encourage students to say the sounds of the individual spellings as they write the words.



### Activity Page 7.1: Practice /or/ › 'or'

Collect and review Activity Page 7.1 to monitor each student's mastery of the vowel digraph /or/. Also, check that the date is written correctly.

End Lesson

## Take-Home Material

### PRACTICE CONTRACTIONS

- Have students take home Activity Page 7.2 to practice contractions at home.

### Activity Page 7.2



### Lesson 7: Foundational Skills Remediation

## Additional Support

### MORE HELP WITH SOUND/SPELLINGS

#### Bingo

- Make one copy of **Activity Page TR 7.1**. Cut apart word cards.
- Make enough copies of **Activity Page TR 7.2** for each student to have a game board.

**Note:** Copy and cut the game boards and word cards from card stock to allow for reuse.

- Any collection of **tokens** can be used for students to cover spaces on their game boards (e.g., cubes, beans, tiles).
- Distribute one game board to each student. Tell students to take a few minutes to sound out and read each word on the game board.
- As word cards are selected and read, students search for the word on their game boards.

- Ask students to put their finger on the word if they find it, and read it aloud to confirm they are correct before covering the space.
- When students are incorrect, use the opportunity to address the confusion.
- When students are correct ask, “How did you know that was . . .?” (This verbalization of knowledge or strategies used is powerful for reinforcing learning.)
- The game may be played until one or all students get three spaces covered in a row, or until one or all students get “black-out” (covering the entire board).

## MORE HELP WITH TRICKY WORDS

### Tricky Word Match Maker

- Make two copies of **Activity Page TR 7.3** for each student or pair of students and cut apart the cards.
- Shuffle the cards and lay them facedown on the table.
- Have students turn over two cards at a time, reading the words aloud, and attempting to find a matching pair.
- If a student finds a match, they can call out “Match,” and keep the cards for the duration of the game.
- Students continue play until all matches have been found.

**Note:** Laminate the word cards for future use.

### Code Knowledge

Before today’s lesson: If students read 1,000 words in a trade book, on average between 575 and 741 of those words would be completely decodable.

After today’s lesson: If students read 1,000 words in a trade book, on average between 595 and 752 of those words would be completely decodable.

Students have now learned at least one way to write 43 of the 44 sounds in English. The only sound that they have not learned to write is the very rare consonant sound /zh/ as in *treasure*.

The sound /or/ is the twenty-ninth most common sound in English and is found in approximately 4 percent of English words.

The sound /or/ is spelled ‘or’ approximately 70 percent of the time.

The spelling alternative ‘ore’ as in *more* will be taught later in this grade.

The spelling alternatives ‘our’ as in *four*, ‘ar’ as in *war*, ‘oor’ as in *door*, and ‘oar’ as in *soar* will be taught in Grade 2.

## TRICKY WORDS

# Introduce: Today, Yesterday, and Tomorrow

### PRIMARY FOCUS OF LESSON

#### Foundational Skills

Students will decode single-syllable root words and affixes, and will orally combine two one-syllable words to form a two-syllable word. **[RF.1.3d; L.1.4c]**

Students will read and write Tricky Words *were, are, should, could, your, to, their, because, word, and have*. **[RF.1.3g]**

Students will read and write Tricky Words *today, tomorrow, and yesterday*. **[RF.1.3g]**

#### Reading

Students will read “Chimps” with purpose and understanding, and will answer literal and evaluative questions about key details in the text. **[RF.1.4a; RI.1.1]**

### FORMATIVE ASSESSMENT

Activity Page 8.1	<b>Tricky Words</b> <b>[RF.1.3g]</b>
Observation	<b>Anecdotal Reading Record</b> “Chimps” (Group 1) <b>[RF.1.4a]</b>
Observation	<b>Discussion Questions</b> “Chimps” (Group 2) <b>[RI.1.1]</b>



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Two-Syllable Words	Whole Group	20 min.	
Tricky Word Practice	Whole Group/ Independent	10 min.	❑ Activity Page 8.1
Introduce Tricky Words <i>Today, Tomorrow, Yesterday</i>	Whole Group	10 min.	❑ three yellow index cards for <i>today, tomorrow, yesterday</i> ❑ three blank index cards per student
<b>Reading</b>			
Introduce the Chapter	Whole Group	5 min.	❑ <i>The Green Fern Zoo</i>
Read “Chimps”	Small Group/ Partner	15 min.	❑ <i>The Green Fern Zoo</i>
<b>Take-Home Material</b>			
“Things that Swim”			❑ Activity Page 8.2

## ADVANCE PREPARATION

### Foundational Skills

#### ➤ Digital Component 8.1

- Create an enlarged version of Activity Page 8.1 (Digital Component 8.1) for display for Tricky Word Practice, or use the digital version.
- Prepare three yellow index cards for Tricky Words *Today*, *Tomorrow*, and *Yesterday*.

### Reading

#### ➤ Digital Component 8.2

- Create the Preview Spellings chart (Digital Component 8.2) for Introduce the Chapter on the board/chart paper, or use the digital version.
- Plan small groups: Group 1 will work with you while Group 2 will work with partners.

## Lesson 8: Two-Syllable Words and Tricky Words

## Foundational Skills



## Foundational Skills

Students will decode single-syllable root words and affixes, and will orally combine two one-syllable words to form a two-syllable word. **[RF.1.3d; L.1.4c]**

Students will read and write Tricky Words *were, are, should, could, your, to, their, because, word, and have*. **[RF.1.3g]**

Students will read and write Tricky Words *today, tomorrow, and yesterday*. **[RF.1.3g]**

## TWO-SYLLABLE WORDS (20 MIN.)

- Remind students that yesterday they learned about syllables. Ask students, “How many vowel sounds does each syllable have?” (*one*)
- Say the following one-syllable words. First, say the words in a segmented fashion, emphasizing the vowel sound. Then, say the word and clap for the one syllable: /ch/ /a/ /t/, *chat*; /sh/ /i/ /p/, *ship*; /p/ /e/ /n/, *pen*.
- Tell students that they also learned about compound words. Remind students that a compound word is made up of two separate one-syllable words.
- Say the word *catfish* and ask students, “How many vowel sounds do you hear in the word *catfish*?” Students may place their hands underneath their chins while saying the word to detect how many vowel sounds are in *catfish*. Clap each syllable in *catfish* while saying the word aloud.
- Write the word *cat•fish* on the board/chart paper, including the • symbol.
- Remind students that a good way to read a two-syllable compound word is to treat it like two one-syllable words. Students should first sound out and blend the sounds in the first syllable, then sound out and blend the sounds in the second syllable, and then put them together:
  1. /c/ ... /a/ ... /t/; blend to make *cat*
  2. /f/ ... /i/ ... /sh/; blend to make *fish*
  3. assemble the chunks: *cat* + *fish* = *cat•fish*.

**Note:** If students can easily decode and read the individual, one-syllable word parts of a compound word, they do not need to break each chunk down into its sounds.

- Write the following words on the board/chart paper for students to read aloud using the three-step chunking method: *bath•tub*, *egg•shell*, *pop•corn*.
- Tell students that you are now going to say some words that are not compound words. Ask them to listen and clap the syllables in the next set of words you say aloud: *jump*, *jump•ing*, *skip*, *skipp•ing*, *mix*, *mix•ing*.
- Explain that these two-syllable words are not compound words, but are still made up of separate parts or syllables—a root word and an ending.
- Write *mix•ing* on the board/chart paper. Ask students to sound out and read the word as you point to each part. Explain that this word has a root word, *mix*, and an ending, *-ing*. The • between the root word *mix* and the ending *-ing* shows how this two-syllable word made up of a root word and an ending is divided into syllables. Two-syllable root words with endings divide immediately before the ending.
- Write *jump•ing* on the board/chart paper. Ask, “Which part of this two-syllable word is the root word?” (*jump*) “What part is the ending?” (*ing*) Have students read the word.
- Write the following words on the board/chart paper and ask students to read them.

- |             |             |             |               |
|-------------|-------------|-------------|---------------|
| 1. sand•box | 3. bump•ing | 5. fish•ing | 7. help•ing   |
| 2. bend•ing | 4. sun•set  | 6. in•side  | 8. foot•print |



### Check for Understanding

Listen to individual students as they clap out two-syllable words and as they orally combine two one-syllable words into a compound word.

### Support

Discuss briefly with students the meaning and function of *-ing* at the end of a word.

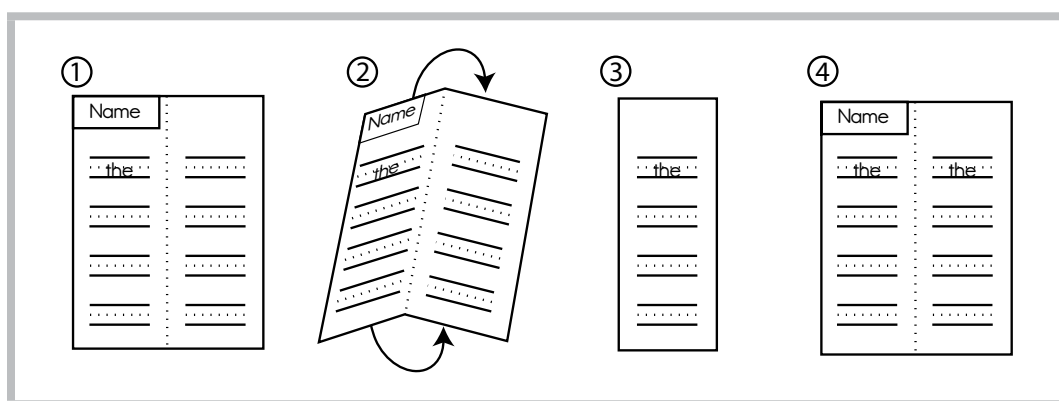
## TRICKY WORD PRACTICE (10 MIN.)

### ➤ Digital Component 8.1

#### Activity Page 8.1



- Distribute Activity Page 8.1 and display the version you prepared in advance. As a class, write the date on the activity page under the name line.
- Tell students that they will practice writing Tricky Words. Write *were* on the board/chart paper and have students read it aloud.
- Have students copy *were* onto the left side of their activity page next to '1', saying the letter names as they copy the word.
- Erase the word *were* from the board.



- Have students fold their paper along the dotted line and position it so the word they copied is facing the desk.
- Have students write *were* from memory on their paper next to '1'. They should say the letter names as they write the word.
- Tell students to unfold their papers and compare the word they just wrote with the word they copied earlier.
- Have students correct the word if they misspelled it.
- Repeat these steps with some or all of the remaining Tricky Words. Choose words that students need to practice the most.

- |           |  |
|-----------|--|
| 1. were   | 6. to (as in, "I like to swim.")         |
| 2. are    | 7. their (as in, "This is their house.") |
| 3. should | 8. be • cause                            |
| 4. could  | 9. word                                  |
| 5. your   | 10. have                                 |



## Activity Page 8.1: Tricky Words

Collect and review Activity Page 8.1 to monitor each student's mastery of the Tricky Words: *were, are, should, could, your, to, their, because, have*. Continue to monitor whether students are writing the date correctly.

### INTRODUCE TRICKY WORDS: TODAY, TOMORROW, YESTERDAY (10 MIN.)

**Note:** Students are probably already familiar with these words. At this point in the program, it is only important that students can read these Tricky Words, not spell them.

#### Tricky Word: *Today*

- Write the Tricky Word *to • day* on the board/chart paper and ask students how they would pronounce it by blending if it were not a Tricky Word. (*They might say something like /t/ /o/ /d/ /a/.*)
- Explain that it is pronounced /t/ /u/ /d/ /ae/ as in, "Today we will read a story."
- Circle the letters 't' and 'd' and explain that they are pronounced as students would expect, as /t/ and /d/.
- Underline the letter 'o' and explain that this is a tricky part of the word. It is pronounced /u/. It also can be pronounced /oo/.
- Underline the letters 'ay' and explain that this is another tricky part of the word. It is pronounced /ae/. Students will learn the spelling alternative /ae/ > 'ay' later in this grade.
- Have students write *today* on their index card, underlining the tricky part.

#### Tricky Word: *Yesterday*

- Write the Tricky Word *yes • ter • day* on the board/chart paper.
- Explain that this word is pronounced /y/ /e/ /s/ /t/ /er/ /d/ /ae/ as in, "Yesterday we read a story."
- Circle the spellings 'y', 'e', 's', 't', 'er', and 'd' and explain that they are pronounced as students would expect, as /y/, /e/, /s/, /t/, /er/, and /d/. Most of this word is decodable.

- Have students write *yesterday* on their index card, underlining the tricky part.
- Tell students that when reading *yesterday*, they have to remember to pronounce the letters 'ay' as /ae/.

### Tricky Word: *Tomorrow*

- Write the Tricky Word *to • morr • ow* on the board/chart paper.
- Explain that this word is pronounced /t/ /u/ /m/ /ar/ /oe/ as in, "Tomorrow we will read a story."
- Circle the letters 't' and 'm' and explain that they are pronounced as students would expect, as /t/ and /m/.
- Underline the first letter 'o' and explain that this is a tricky part of the word. It is pronounced /u/.
- Underline the letters 'orr' and explain that this is another tricky part of the word. It is pronounced /ar/.
- Underline the letters 'ow' and explain that this is another tricky part of the word. It is pronounced /oe/.
- Have students write *tomorrow* on their index card, underlining the tricky parts.
- Tell students that when reading *tomorrow*, they have to remember to pronounce the letter 'o' as /u/, the letters 'orr' as /ar/, and the letters 'ow' as /oe/.
- Add these Tricky Words to the Tricky Word Wall.

## Lesson 8: "Chimps" Reading



**Primary Focus:** Students will read "Chimps" with purpose and understanding, and will answer literal and evaluative questions about key details in the text.

[RF.1.4a; RI.1.1]

Reader



Chapter 3

### INTRODUCE THE CHAPTER (5 MIN.)

- Tell students that the main topic of today's chapter is chimps, which are animals that are apes. *Chimps* is short for the word *chimpanzees*. Chimps live in big groups, staying with their family.

### Preview Spellings

- Review the following spellings before reading today's story.

## ➤ Digital Component 8.2

/er/ > 'er'	/ar/ > 'ar'	/or/ > 'or'	Tricky Words	Contractions
her	hard	for	here	let's
	Bart	born	from	weren't
	Carl	Norm	two	

- Also write the word *more* and ask students how they think this word should be pronounced. Point out that it is pronounced /m/ /or/ (i.e., 'ore' is another spelling for /or/).

### Preview Core Vocabulary

- Please preview the following vocabulary as students refer to the appropriate glossary page (page 79) before reading today's story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary:

#### **chimps—n.,** apes (10)

Example: The chimps swing from the tree branches at the zoo.

**Note:** Review phrase *look hard* and its definition next.

#### **munch—v.,** to snack (10)

Example: Most moviegoers like to munch on popcorn.

#### **ant hill—n.,** a mound of dirt where ants live (12)

Example: Chimps search for an ant hill to eat the ants that live there.

#### **babe—n.,** a baby (13)

Example: That newborn kitten is just a babe.

#### **fig—n.,** a type of fruit that grows on trees (16)

Example: The woman picked sweet, ripe figs from the trees.

### Sayings and Phrases

#### **look hard—**look carefully (10)

Example: I look hard at the confusing puzzle.



**Vocabulary Chart for “Chimps”**

<b>Vocabulary Type</b>	<b>Tier 3 Domain-Specific Words</b>	<b>Tier 2 General Academic Words</b>	<b>Tier 1 Everyday Speech Words</b>
Core Vocabulary			munch babe ant hill chimps fig
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	look hard		

### **Purpose for Reading**

- Tell students to read today’s chapter to find out what chimps like to eat.

### **READ “CHIMPS” (15 MIN.)**

#### **Small Group**

- Divide students into two groups. You will work with Group 1, students who need more direct support and immediate feedback, while the students in Group 2 partner read. Remind all students to make use of the headings, photos, and captions—and glossary, if needed—as they read this chapter.

**Group 1:** Meet with students needing more direct support. Have students take turns reading aloud “Chimps.”

**Group 2:** Tell student pairs to take turns reading “Chimps.” Tell them if they finish early, they can reread a previous chapter in the Reader.



#### **Observation: Anecdotal Reading Record**

As you listen to Group 1 students read “Chimps,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

## Wrap-Up

- Use the following questions to guide discussion about the chapter.

**Encourage students to use the various text features of this informational text to find and support their answers to the asterisked questions.** When answering the question, ask students to cite the part of the story that guided their answer, as well as any particular text feature they used.

### Discussion Questions for “Chimps”

1. **Evaluative** What is the main topic of today’s story?
  - » The topic of today’s story is chimps.
2. **\*Literal** What types of things do chimps like to eat?
  - » Chimps like to eat plants, nuts, seeds, ants, and figs.
3. **Evaluative** Bart the chimp is very clever and uses a stick to find and eat ants. Why do you think Bart uses a stick to get his food? What might happen if he stuck his hand in the ant hill?
  - » Answers may vary.
4. **\*Literal** What types of things does Max like to do?
  - » Max likes to swing on the rope and splash in the pool.
5. **\*Literal** Which two chimps are friends?
  - » Carl and Norm are friends.

What did Carl and Norm get in a fight about last week?

  - » Carl and Norm got in a fight last week because Norm ate all the figs.
6. **Evaluative** At the beginning of the chapter, Vern says if you look hard, you may be able to see the ten chimps who live at Green Fern Zoo. Why do you think the chimps might be hard to see?
  - » Answers may vary, but may include that the chimps are high in the trees.



### Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions Observation Record, noting whether the question answered was literal or evaluative, and whether the student answered in a complete sentence and/or used a text feature or cited evidence from the text.



### Reading

#### Exchanging Information and Ideas

#### Entering/Emerging

Ask yes/no questions about the story “Chimps” using simple phrases such as “Do chimps like to eat ants?” and “Do chimps use a stick to catch ants to eat?”

#### Transitioning/Expanding

After asking each question, provide students with a specific sentence frame: “Chimps like to eat \_\_\_\_.” or ask a question that requires a one-word answer: “What do chimps use to catch ants?”

#### Bridging

Encourage students to expand and/or build upon other students’ responses.

# Take-Home Material

## “THINGS THAT SWIM”

- Have students take home Activity Page 8.2 to practice reading “Things that Swim” with a family member.

Activity Page 8.2



## Lesson 8: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH SOUND AWARENESS

### Teacher Chaining

- Follow the directions for Teacher Chaining in Lesson 1 using the chains in the box.

1. fork > fort > sort > port > sport
2. born > torn > horn > corn > cork
3. dorm > form > fork > pork > port

## MORE HELP WITH TRICKY WORDS

### Days of the Week

- Make one copy of **Activity Page TR 8.1** for each student.
- Have students cut the word cards apart and place the days of the week in order from left to right, as they read aloud each day.

### Tricky Word Match Maker

- Make two copies of **Activity Page TR 8.1** for each pair of students.
- Follow the procedure in Additional Support Lesson 7.

## PROGRESS MONITORING (OPTIONAL)

### R-Controlled Vowel Word Reading

- Make a copy of the Word Cards for Progress Monitoring 1 (**Activity Page TR 8.2**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 1 (**Activity Page TR 8.3**) for each student you are assessing.
- Model with the sample item.
- Show the cards to the student one at a time. Use the Record Sheet to record each word as the student reads.
- Place a check next to each word read correctly.
- For misread words, write exactly what students say as the word is sounded out. If students misread a word, prompt them to try to read the word again, letting them know their first attempt was incorrect.
- Students may benefit from the supports utilized during instruction such as blending motions and representing sounds with objects (e.g., Push & Say).
- Demonstrate and encourage their use during modeling with the sample item if needed. The goal is for students to eventually be capable of completing the tasks without physical supports or, at least, utilizing the supports independently (without your prompt).

**Scoring:** Scoring is based on one point assigned for every r-controlled vowel in a word that is read correctly. Interpret scores as follows:

- 6 points—excellent
- 5 points—good
- 4 points—fair
- Less than 4 points—poor

**Goal:** Achieve scores of good or excellent (5 points or higher).

Scores of 4 or less indicate additional reteaching and reinforcement is required using either activities and activity pages from the Pausing Point or from the Unit 4 *Assessment and Remediation Guide* Section I, Phonics.

Further analyze student errors to determine whether there are one or more particularly problematic sound/spellings. The subtotals for targeted sound spellings at the bottom of the record sheets facilitate the identification of specific problem areas.

Also examine whether there are mispronunciations occurring more frequently in a given position in words. For example, does the student read the initial sound correctly, but misread 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.

#### **Code Knowledge**

Before today's lesson: If students read 1,000 words in a trade book, on average between 595 and 752 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 596 and 752 of those words would be completely decodable.

*Today, yesterday, and tomorrow* have been introduced as Tricky Words to aid in teaching students verb tenses.

## PRACTICE

# Two-Syllable Words

### PRIMARY FOCUS OF LESSON

#### Foundational Skills

Students will read compound words and words with inflected endings and will correctly identify the number of syllables in each word. [RF.1.3e; L.1.4c]

Students will identify sound/spellings in dictated words using the Individual Code Chart. [RF.1.3b]

#### Language (Grammar)

Students will identify nouns and verbs in decodable sentences and will distinguish between common and proper nouns. [L.1.1b]

#### Reading

Students will reread “Chimps” with a partner or in small groups and will answer written multiple-choice and short-answer questions about key details in the text. [RF.1.4b; RI.1.1]

### FORMATIVE ASSESSMENT

Written Response	<b>Dictation with Words</b> [RF.1.3b]
Observation	<b>Anecdotal Reading Record</b> “Chimps” (Group 2) [RF.1.4b]
Activity Page 9.1	<b>Chapter Questions</b> “Chimps” (Group 1) [RI.1.1]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Two-Syllable Words	Whole Group	15 min.	
Practice Vowel Digraphs	Whole Group/ Independent	15 min.	<input type="checkbox"/> Individual Code Chart <input type="checkbox"/> colored pencils
<b>Language (Grammar)</b>			
Identify Nouns and Verbs	Whole Group	10 min.	
<b>Reading</b>			
Reread “Chimps”	Small Group/ Partner	20 min.	<input type="checkbox"/> <i>The Green Fern Zoo</i> <input type="checkbox"/> Activity Page 9.1

## ADVANCE PREPARATION

### Note to Teacher

Today students will continue practicing reading two-syllable words. Please note that for words that contain double-letter spellings for consonants, in CKLA we break these words into syllables and place the divider after the double-letter spelling (e.g., *batt•er*, *bigg•er*, *traff•ic*). Whereas most dictionaries and perhaps some other reading programs would syllabicate these words as *bat•ter*, *big•ger*, and *traf•fic*, we divide the words as *batt•er*, *bigg•er*, and *traff•ic*. We do this because students have been taught since Kindergarten that the double-letter spellings are single spelling units (e.g., 'tt' > /t/, 'gg' > /g/, 'ff' > /f/) and we do not want to separate spelling patterns that students have been taught to process as whole entities.

### Foundational Skills

- Ensure students have their Individual Code Charts.

### Reading

- Plan small groups: Group 1 students will work with a partner while you work with Group 2 students.



## Lesson 9: Review and Practice

## Foundational Skills

**Primary Focus**

Students will read compound words and words with inflected endings and will correctly identify the number of syllables in each word. **[RF.1.3e; L.1.4c]**

Students will identify sound/spellings in dictated words using the Individual Code Chart. **[RF.1.3b]**

**TWO-SYLLABLE WORDS (15 MIN.)**

- Remind students that they have been reading words with both one and two syllables. Ask, “How many vowel sounds does a two-syllable word have?” (*two*)
- Remind students that they have been reading two-syllable words that are compound words. A compound word is made up of two separate words.
- Write the following compound words on the board/chart paper and have students use the three-step chunking method to segment and blend the words: *lip•stick*, *out•side*, *broom•stick*.
- Tell students that in the last lesson, they learned about and read two-syllable words that are made up of a root word and an ending, like *runn•ing* and *jump•ing*.
- Explain that the final consonants of some root words double when an ending is added to the root word.
- Say the word *melt•ing*. Have students clap the syllables while saying *melt•ing*.
- Write *melt•ing* on the board/chart paper and guide students in segmenting and blending the word. Ask, “Which part is the root word? Which part is the ending?” Remind students that the dot comes before the ending of the word.
- Write *brush•ing*, *pick•ing*, *runn•ing* on the board/chart paper and assist students in reading the words.
- Now, tell students that another ending that sometimes follows root words is *-er*. When we add *-er* to a root word that is a verb, the new word changes from a verb to a noun. The new word meaning also changes; ‘er’ added to a verb that is a root word usually means “a person who [action verb].”

- Write the following words on the board/chart paper and assist students in reading them aloud: *hunt•er* (a person who hunts), *runn•er* (a person who runs), and *batt•er* (a person who bats).



### Check for Understanding

Call on students to clap or stomp out syllables for the following words: *breakfast*, *eggs*, *eating*, *toast*, *brushing*, *toothpaste*, *teeth*, *lunch*, *sandwich*, *cheese*, *ketchup*, *dinner*, *cutting*, *fork*, and *drinking*.

## PRACTICE VOWEL DIGRAPHS (15 MIN.)

### Dictation with Words

- Tell students to take out a pencil and a piece of paper. On the top of the paper, they should write their names and the date.
- Explain that you are going to say a number of words.
- Tell students to write each word that you say. The words will contain the sounds they have learned to spell thus far.
- For each word that you say, hold up a finger for each sound.
- Use the word *herd* as an example word to guide students through the dictation process. Ask students to count the sounds and then draw a line on their paper for each sound that they hear. For example, for the word *herd*, students would draw three lines on the paper.
- Once students have drawn one line for each sound, remind them that the sound /er/ is spelled with two letters that will be written on the same line.
- Have students write the spellings on their respective lines: 'h' 'er' 'd'.
- Now, call out the words in the following box for dictation, holding up a finger for each sound. You may want to prompt students when words are spelled with separated digraphs, such as *grate* (four sounds), *bite* (three sounds), and *mule* (three), reminding them that even though they only hear the designated numbers of sounds, the vowel sounds in these words are created by the magic 'e', written as a separated digraph. For words with other vowel teams/digraphs, remind students that they will write the spelling or vowel team representing the sound on a single line.
- Finally, ask students to read each word back to you.

- Write the words on the board/chart paper and have students self-correct their work.

**Note:** It might be useful to have students use a different colored pencil for self-correction, allowing you to see which spellings students need to practice more.

- Instruct students to refer to the Individual Code Chart if they are having difficulty remembering how to write the spellings.

1. grate	5. bite	9. term
2. storm	6. crawl	10. spoil
3. farm	7. porch	11. shout
4. loop	8. spark	12. mule



### Written Response: Dictation with Words

Collect students' dictation papers to review and monitor student progress.

## Lesson 9: Nouns and Verbs

# Language



**Primary Focus:** Students will identify nouns and verbs in decodable sentences, and will distinguish between common and proper nouns. **[L.1.1b]**

### IDENTIFY NOUNS AND VERBS (10 MIN.)

- Remind students that they have learned about two parts of speech in Grade 1, nouns and verbs. Ask, "What is a noun?" Review that a noun is a person, place, or thing, and that a proper noun names a specific person, place, or thing. Ask students to give you an example of a noun and a proper noun.
- Ask, "What is a verb?" Review that a verb is a part of speech that shows action. Ask students to give you an example of a verb.
- Write the following sentence on the board/chart paper: "The dog runs."

- Ask, “What is the verb in the sentence?” Underline the verb *runs* with a squiggly line, telling students that the squiggly line means action, so the word is a verb.
- Ask, “What is the noun in the sentence?” Circle the noun.
- Continue reviewing nouns and verbs by writing the following sentences on the board/chart paper. Ask students to identify the noun and verb in each sentence.

- |                     |                               |
|---------------------|-------------------------------|
| 1. The clock ticks. | 4. To•day the kids swim.      |
| 2. The cat sleeps.  | 5. To•day the men bake.       |
| 3. The kids jump.   | 6. To•morr•ow Jane will shop. |

## Lesson 9: “Chimps”

# Reading



**Primary Focus:** Students will reread “Chimps” with a partner or in small groups and will answer written multiple-choice and short-answer questions about key details in the text. [RF.1.4b; RI.1.1]

### REREAD “CHIMPS” (20 MIN.)

#### Small Group

- Distribute Activity Page 9.1. Remind students to write the date under their names. Tell students to complete this after they reread “Chimps.” Encourage students to reread the chapter and use text features to find the answers to the questions.
- Divide students into two groups. Today, meet with students from Group 2 who previously read with a partner in Lesson 8. Remember that it is important to hear all students read aloud on a regular basis.

**Group 1:** Have students take turns reading aloud “Chimps” with a partner. When they have finished, they should complete Activity Page 9.1. Tell them if they finish early, they can reread a previous chapter in the Reader.

**Group 2:** Have students take turns reading aloud “Chimps” with you. When they finish, work to complete Activity Page 9.1 together.

#### Reader



#### Chapter 3

#### Activity Page 9.1





## Reading

### Exchanging Information and Ideas

#### Entering/Emerging

Ask yes/no questions using simple phrases such as “Is Bess a chimp?” and “Do chimps like to munch on rocks?”

#### Transitioning/Expanding

After asking each question, provide students with a specific sentence frame: “Max likes to swing on the \_\_\_\_\_ and splash in the \_\_\_\_\_.” or “Bart likes to have \_\_\_\_\_ for lunch.”

#### Bridging

Encourage students to expand and/or build upon other students’ responses.

Ask some inferential questions such as, “Why is Carl mad at Norm?”



### Observation: Anecdotal Reading Record

As you listen to Group 2 students read “Chimps,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

### Wrap-Up

- Review Activity Page 9.1 with students.



### Activity Page 9.1: Chapter Questions

Collect and review Activity Page 9.1 from Group 1 to assess student comprehension for “Chimps.”

End Lesson

## Lesson 9: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH BLENDING

#### Teacher Chaining

- Follow the directions for Teacher Chaining in Lesson 1 using the word chains in the box.

1. park > dark > shark > sharp > harp > harm > arm > art
2. perks > perk > pert > per > perm > term > terms > perms
3. bark > barn > born > worn > horn > corn > cork > cord

## MORE HELP WITH SOUND/SPELLINGS

### Race to the Top

- Make one copy of **Activity Page TR 9.1**, the Race to the Top game board, for each pair of students.
- Provide each student with a **game piece** (e.g., button, bean, cube).
- Make one copy of **Activity Page TR 9.2**, the word/picture cards, for each pair of students.
- Fold the cards in half and tape to make two-sided cards.
- Place the cards into a **bag or container**.
- Have students take turns drawing cards from the container and showing the word side of the card to the opposing player to be read. (The picture side allows for confirmation/correction.)
- For correct answers students move up a rung on the ladder; for incorrect answers students fall down a rung. The first student who gets to the top wins.

## 10

## ASSESSMENT

Spelling  
Assessment

## PRIMARY FOCUS OF LESSON

**Language (Spelling)**

Students will spell and write one-syllable words with /ar/ > 'ar', /oi/ > 'oi', /er/ > 'er', and the Tricky Word *because*. [L.1.2d]

**Foundational Skills**

Students will read and spell compound words and other two-syllable words, including words with *-er*, and *-est*. [RF.1.3b,e]

**Reading**

Students will read "Mandrills" with purpose and understanding, will answer written recall questions, will identify parts of speech in the text, and will answer oral evaluative questions about key details in the text. [RF.1.4a; RI.1.1]

## FORMATIVE ASSESSMENT

Activity Page 10.1

**Spelling Assessment**

[L.1.2d]

Activity Page 10.2

**Chapter Questions** "Mandrills"

[RI.1.1]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Spelling)</b>			
Spelling Assessment	Whole Group	20 min.	❑ Activity Page 10.1
<b>Foundational Skills</b>			
Teacher Chaining with Two-Syllable Words	Whole Group	15 min.	
<b>Reading</b>			
Introduce the Chapter	Whole Group	5 min.	❑ <i>The Green Fern Zoo</i>
Read “Mandrills”	Whole Group	20 min.	❑ <i>The Green Fern Zoo</i> ❑ Activity Page 10.2
<b>Take-Home Material</b>			
Take-Home Story: “Chimps”			❑ Activity Page 10.3



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## ADVANCE PREPARATION

### Reading

#### ➤ Digital Component 10.1

- Create the Preview Spellings chart (Digital Component 10.1) for Introduce the Chapter on the board/chart paper, or use the digital version.

## Lesson 10: Spelling Assessment

## Language



**Primary Focus:** Students will spell and write one-syllable words with /ar/ > 'ar', /oi/ > 'oi', /er/ > 'er', and the Tricky Word *because*. **[L.1.2d]**

**SPELLING ASSESSMENT (20 MIN.)**

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

- |          |            |
|----------|------------|
| 1. sharp | 5. start   |
| 2. spoil | 6. shark   |
| 3. crawl | 7. fern    |
| 4. verb  | 8. because |

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

## Activity Page 10.1





## Activity Page 10.1: Spelling Assessment

Collect Activity Page 10.1 to review and monitor students' progress in spelling. Use the analysis tools for Lesson 10 provided in Teacher Resources to analyze students' mistakes. This will help you to understand any error patterns evidenced by individual students' responses. Be sure to provide additional practice for any error patterns detected using materials from the Unit 4 Additional Support, Pausing Point, or the *Assessment and Remediation Guide*.

### Lesson 10: Two-Syllable Words

# Foundational Skills



**Primary Focus:** Students will read and spell compound words and other two-syllable words, including words with *-er* and *-est*. [RF.1.3b,e]

#### TEACHER CHAINING WITH TWO-SYLLABLE WORDS (15 MIN.)

- Tell students that they have been practicing reading two-syllable words that are either compound words or root words with endings, like *-ing* or *-er*. Today they will also practice reading two-syllable words that are neither compound words nor root words with endings.
- Ask students, "How many vowel sounds does each syllable have?" (*one*) Tell students that you will say two-syllable words with a different type of syllable. Say each of the following words and ask students to repeat the word as they simultaneously clap out each syllable: *bas•ket* and *pic•nic*.
- Write the following words on the board/chart paper, and have students read them aloud: *bas•ket*, *pic•nic*, *nap•kin*, *den•tist*.
- Point out that these words are not compound words, nor are they root words followed by an ending. However, they are two-syllable words because there are two distinct vowel sounds in each word. The dot that you inserted in each word shows students where that word breaks apart into syllables and makes it easy to sound out each part using the three-step chunking method.
- Now tell students they will practice chaining with two-syllable words that have a root word followed by an ending.
- Write *fast•er* on the board/chart paper, inserting a dot divider in between the syllables.

- Explain that in this case, the *-er* ending does not mean “a person who [action verb],” but instead it means “even more of [the action the root word described].” For example, someone who runs faster, runs “even more fast.”
- Tell students that you are going to change either the first syllable or the second syllable to make a new word.
- Remove *fast* and add *help* to make *help•er*. Do not erase the dot divider.
- As you make this change, say, “If that is *fast•er*, what is this?” Point out that in this case, since the ending *-er* is added to a verb, *help*, the new word, *helper*, is a noun, meaning a person who helps.
- Ask students whether you changed the first or second syllable.
- Continue this process with the remaining words. After students have chained and read *quick•er*, tell them that you are going to erase the *-er* ending and add a new ending, *-est*. Continue with the remaining words in the chain.
- Tell students that the second chain is made up of compound words. Follow the same procedure as the first chain.

1. fast•er > help•er > bett•er > lett•er > quick•er > quick•est > fast•est
2. sun•set > sun•rise > sun•shine > sun•down



### Check For Understanding

Listen to individual students orally produce the new two-syllable word from each chaining step.

## Lesson 10: “Mandrills”

# Reading



**Primary Focus:** Students will read “Mandrills” with purpose and understanding, will answer written recall questions, will identify parts of speech in the text, and will answer oral evaluative questions about key details in the text. **[RF.1.4a; RI.1.1]**

### INTRODUCE THE CHAPTER (5 MIN.)

- Tell students that the topic of today’s chapter is mandrills, animals that are one type of monkey. They have colorful red noses and also live with their families.

### Preview Spellings

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

### ➤ Digital Component 10.1

/ar/ > ‘ar’	/or/ > ‘or’	Tricky Words	Two-Syllable Words
sharp	for	two	man•drill
bark		do	look•ing
		be•cause	groom•ing
		their	yawn•ing

### Preview Core Vocabulary

- Review the following core vocabulary as students refer to the appropriate glossary page (page 80) before reading today’s story.

**mandrill—n.**, an animal that is a type of monkey (18)

Example: The zoo has monkeys like baboons and mandrills.

**male—n.**, a boy or man (18)

Example: The new chimp is a male, or boy, monkey.

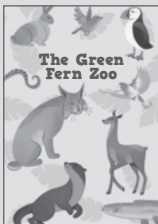
**grooming—v.**, cleaning the body, like brushing hair/fur (18)

Example: The cowboy was grooming the horse with a soft brush.

**ticks—n.**, small bugs or insects that bite other animals (18)

Example: Ticks bite animals in the woods like deer and raccoons.

## Reader



### Chapter 4

**Note:** Preview and define the phrase *plant shoots* next.

**sacks—n.,** special pockets or pouches inside the mandrill’s mouth where they can store food (22)

Example: A mandrill will store some chewed leaves in the sacks on the insides of his cheeks.

## Sayings and Phrases

**plant shoots—**young plants (22)

Example: The plant shoots barely poked through the ground in early spring.

**Vocabulary Chart for “Mandrills”**

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	mandrill	grooming male sacks	
Multiple-Meaning Core Vocabulary Words		ticks	
Sayings and Phrases	plant shoots		

- Explain that *ticks* can also refer to the sound a clock or watch makes. Referring to the image in the glossary, be sure students understand the meaning of this word as used in the chapter.

## Purpose for Reading

- Tell students to read today’s story to find out what mandrills and chimps have in common.

## READ “MANDRILLS” (20 MIN.)

### Whole Group

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

### Pages 18 and 19

- Before reading page 18, call students’ attention to the heading and ask them what they will be reading about on this page.

### Challenge

Students can summarize the chapter with a partner.

Remind students that when we summarize, we retell only the important parts and not every single detail. A summary of informational text tells who or what the chapter is about and the main facts provided.

### Activity Page 10.2



- At the end of page 18, call students' attention to the photo and caption. Tell each student to point to which mandrill is the male mandrill. Ask students how they know this. (*The caption says the male has a red nose.*)
- Then say, "You read on page 18 that mandrills use their hands to groom each other. Why do mandrills like to groom each other? How did the heading help you?" (*They can get rid of the bugs and ticks crawling on them. It makes them look and feel good. The heading helps you quickly locate what part of the text to look at to find the answer.*)

### Pages 20 and 21

- At the end of page 20, ask, "There are two exclamation points on this page. How should we read these sentences?" (*with excitement*) "Why do you think Vern says these sentences with excitement?" (*The mandrill's teeth are very long and sharp.*) "How did you determine your answer? Did you use the text or look at the picture?" (*both text and picture*)

### Pages 22 and 23

- Before reading page 22, ask students what they will read about on this page. (*food mandrills like to eat*)
- At the end of page 22, call students' attention to the photo and caption. Ask, "Why do mandrills keep the food in these sacks inside their mouths?" (*to save the food to eat at another time*) Ask students to point to the part of the photo that shows this mandrill's sack full of food.

### Wrap-Up

- Have students work with a partner to complete Activity Page 10.2. Remind them to write the date beneath their name on the Activity Page.
- Review Activity Page 10.2 with students.



### Activity Page 10.2: Chapter Questions

Collect and review Activity Page 10.2 to assess each student's comprehension of "Mandrills," as well as parts of speech.

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

### Discussion Questions for “Mandrills”

1. **Evaluative.** What is the topic of today’s story?
  - » The topic of today’s story is mandrills.
2. **Evaluative.** In what ways are mandrills like chimps?
  - » They live with their families and eat ants, plants, and nuts.

How are mandrills different than chimps?

- » They are different colors and size. They have sacks in their mouths for keeping food.

End Lesson

## Take-Home Material

### TAKE-HOME STORY: “CHIMPS”

- Have students take home Activity Page 10.3 to practice reading the chapter “Chimps” with their families.

### Lesson 10: Foundational Skills Remediation

## Additional Support

### MORE HELP WITH SOUND/SPELLINGS

#### Match Me

- Provide each student with a set of **index cards** on which the following are written: ‘a’, ‘o’, ‘u’, ‘e’, ‘oo’, ‘ee’, ‘aw’, ‘a\_e’, ‘i\_e’, ‘u\_e’, ‘o\_e’, ‘er’, ‘ar’, and ‘or’.
- Gather the **Large Letter Cards** for those sound/spellings.



### Reading

#### Exchanging Information and Ideas

#### Entering/Emerging

Ask yes/no questions about the story “Mandrills” using simple phrases: “Is a mandrill the same as a chimp?” “Do mandrills have long teeth?”

#### Transitioning/Expanding

After asking each question provide students with a specific sentence frame: “Mandrills stuff food inside a sack in their . . .” or ask a question that requires a one word answer: “With whom do mandrills live?”

#### Bridging

Encourage students to expand and/or build upon other students’ responses.

### Activity Page 10.3





- Follow the procedure in Additional Support Lesson 3, using the words in the box.

- |         |          |           |
|---------|----------|-----------|
| 1. cut  | 6. cat   | 11. cute  |
| 2. same | 7. paw   | 12. cot   |
| 3. fern | 8. sharp | 13. green |
| 4. pet  | 9. hide  | 14. stone |
| 5. cork | 10. book |           |

## MORE HELP WITH ORAL READING

### Silly Voices

- Make a copy of **Activity Page TR 10.1**, “Chimps,” for each student.
- Make one copy of **Activity Page TR 10.2**. Cut the cards apart and place them in a **bag or container**.
- Have students choose or draw a Silly Voices card to determine the voice they will use for reading aloud.
- Have students read “Chimps” aloud independently, with a partner, or to you.
- Partner reading options may include:
  - Take turns reading the entire story.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Read chorally, keeping voices together to read the story.
- If students are using the silly voices for the first time, model how to use the voices and gestures to read like the characters on the cards.

1. **Cowboy:** Sit in your chair like you are riding a horse and use a country accent.
2. **Scuba Diver:** Vibrate your pointer finger on your lips as you read.
3. **Sick Person:** Hold your nose to sound all stuffed up.
4. **Opera Singer:** Use big arm motions and a grand singing voice.
5. **Rock Star:** Play your guitar while you read.
6. **Robot:** Move your arms like a robot and use a monotone voice.
7. **Ghost:** Use a spooky voice.
8. **Teacher:** Point to the words and use a teacher voice.

### Support

You may want to encourage students to practice reading the chapter several times normally to build fluency before using a silly voice.

## SPELLING

# Two-Syllable Words

**PRIMARY FOCUS OF LESSON****Foundational Skills**

Students will read and spell compound words and other two-syllable words, including words with the *-er*, *-ing*, and *-ed* endings. [RF.1.3b,e; L.1.4c]

Students will recognize and write two-syllable words with /ar/ > 'ar', /er/ > 'er', and /or/ > 'or'. [RF.1.3e]

Students will read decodable phrases with two-syllable words and words with /er/ > 'er', /ar/ > 'ar', and /or/ > 'or'. [RF.1.3b]

**Language (Grammar, Spelling)**

Students will spell and write one- and two-syllable words with /ar/ > 'ar', /er/ > 'er', and /or/ > 'or', and the Tricky Word *today*. [L.1.2d]

Students will identify the past- and present-tense verbs in oral sentences. [L.1.1e]

**FORMATIVE ASSESSMENT**

Activity Page 11.1

**Dictation Identification**  
[RF.1.3e]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Teacher Chaining with Two-Syllable Words	Whole Group	15 min.	
Practice Two-Syllable Words	Whole Group	15 min.	<input type="checkbox"/> Activity Page 11.1 <input type="checkbox"/> colored pencil
Wiggle Cards	Whole Group	5 min.	<input type="checkbox"/> Wiggle Cards
<b>Language (Grammar, Spelling)</b>			
Identify Present- and Past-Tense Verbs	Whole Group	10 min.	
Introduce Spelling Words	Whole Group	15 min.	
<b>Take-Home Material</b>			
Spelling Words; Family Letter			<input type="checkbox"/> Activity Pages 11.2, 11.3

## ADVANCE PREPARATION

### Foundational Skills

- Gather Wiggle Cards from previous lessons and prepare new Wiggle Cards by writing the following sentences on a card or sentence strips large enough for students to be able to easily read them:

- |                          |                                      |
|--------------------------|--------------------------------------|
| 1. Zip up a zipp•er.     | 5. Sit on the car•pet.               |
| 2. Smell per•fume.       | 6. Stretch your arms.                |
| 3. Bite a hot pepp•er.   | 7. Yawn like you do in the morn•ing. |
| 4. Pound with a hamm•er. | 8. Stand tall and march.             |

### Universal Access

- Bring in pictures or realia for each of the spelling words: *barking, zipper, morning, today, carpet, perfume, forest, border.*

## Lesson 11: Two-Syllable Words

## Foundational Skills



## Primary Focus

Students will read and spell compound words and other two-syllable words, including words with the *-er*, *-ing*, and *-ed* endings. [RF.1.3b,e; L.1.4c]

Students will recognize and write two-syllable words with /ar/ > 'ar', /er/ > 'er', and /or/ > 'or'. [RF.1.3e]

Students will read decodable phrases with two-syllable words and words with /er/ > 'er', /ar/ > 'ar', and /or/ > 'or'. [RF.1.3b]

## TEACHER CHAINING WITH TWO-SYLLABLE WORDS (15 MIN.)

- Tell students they will practice reading two-syllable words in several chaining exercises.
- Tell students that the first chain has compound words. Ask, "What is a compound word?"
- Write *bath•room* on the board, inserting a dot divider in between the syllables.
- Tell students that you are going to change either the first syllable or the second syllable to make a new word.
- Remove *bath* and add *bed* to make *bed•room*. Do not erase the dot divider.
- As you make this change, say, "If that is *bath•room*, what is this?"
- Ask students whether you changed the first or second syllable.
- Continue this process with the remaining words.
- When you have come to the end of the first chain, erase the board.
- Tell students they will now chain words that have a root word and an ending. Remind students that they have read the following endings with root words: *-ing*, *-er*, *-est*.
- Discuss briefly the meanings of *-er*, and *-est*. As an example, write *fast* on the board/chart paper. Explain that *fast* means quick. Provide an example of the word used in a sentence: "My rabbit is fast when she runs."

- Add *-er* to the end of *fast*, and explain that adding this ending changes the meaning. *Faster* means more quickly or “more fast.” Provide an example of the word used in a sentence: “My cat is faster than my rabbit.”
- Erase *-er* and add *-est* to the end of *fast*, and explain that adding this ending changes the meaning. *Fastest* mean the most quickly or “most fast.” Provide an example of the word used in a sentence: “My dog is the fastest of all my pets.”
- Complete the second chain using the same steps as the previous chain.

1. bath•room > bed•room > bed•time > noon•time > lunch•time > lunch•box
2. butt•er > bigg•er > rubb•er > ladd•er > dinn•er > hamm•er > buzz•er > buzz•ing > shout•ing > shout•ed



### Check for Understanding

Call on individual students to supply the next answer in the chain.

## PRACTICE TWO-SYLLABLE WORDS (15 MIN.)

### Dictation Identification

- Distribute Activity Page 11.1. Tell students that you are going to say a word for each item.
- Explain that for each word that you say, there are two words printed on the activity page: the word you say and another word.
- Tell students to circle the word that you say, and then copy it on the line. Remind students that they do not have to write the dot between the syllables.

- |              |              |
|--------------|--------------|
| 1. arm•pit   | 6. twist•er  |
| 2. sniff•ing | 7. un•less   |
| 3. bas•kets  | 8. cor•ner   |
| 4. nap•kin   | 9. winn•er   |
| 5. boil•ing  | 10. ant•hill |

### Activity Page 11.1



- You may want to ask students to complete this activity page without guidance from you so you can use this exercise as an informal observation to monitor student progress in working with two-syllable words.
- Ask students to read the word back to you and write the words on the board/ chart paper. Have students self-correct their work.

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



### Activity Page 11.1: Dictation Identification

Collect and review Activity Page 11.1 to monitor each student's progress with recognizing and writing two-syllable words using learned letter-sound correspondences.

### WIGGLE CARDS (5 MIN.)

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



### Check for Understanding

Observe students to determine correct physical responses to the Wiggle Card directive.

## Lesson 11: Spelling Words

# Language



### Primary Focus

Students will spell and write one- and two-syllable words with /ar/ > 'ar', /er/ > 'er', and /or/ > 'or', and the Tricky Word *today*. [L.1.2d]

Students will identify the past- and present-tense use of verbs in oral sentences. [L.1.1e]

### IDENTIFY PRESENT- AND PAST-TENSE VERBS (10 MIN.)

**Note:** Please note that this is a listening exercise, so students should not be asked to read or spell the words.

- Ask students to listen to the following sentence, calling attention to the verb: "Today I walk to school." You may choose to have students mime the action by walking in place.
- Ask students what action is described in the sentence. (*walk*)
- Tell students that *walk* is a word that describes an action and is, therefore, a verb. Ask students whether the verb *walk* describes an action that is happening right now in the present or whether it describes an action that has already happened. Repeat the sentence and point out the cue provided by the word *today* as one way that you know the action is in the present.
- Ask students to listen to the following sentence, calling attention to the verb: "Yesterday I walked to school."
- Ask students what action was performed yesterday? (*walked*)
- Tell students that *walked* is a word that describes an action and is a verb. Ask students whether the verb *walked* describes an action that is happening right now in the present or whether it describes an action that has already happened in the past. Repeat the sentence and point out the cues provided by the extra /t/ sound that is heard at the end of the word *walked*, as well as the use of the word *yesterday*.
- Repeat this process with the following sentences, asking students to identify the verb in each one.



### Language

#### Foundational Literacy Skills

In Spanish, there is no *-ed* to indicate past tense. You may wish to explain that in English, when we want to say that someone did something in the past, we add *-ed* to the end of the verb. The way we say *-ed* depends on what kind of sound comes before it.



- Point out that in each sentence pair, the first sentence contains a verb that describes an action that is taking place today in the present, meaning right now, and the second sentence contains a verb that describes an action that has already taken place in the past.

- |                                     |  |
|-------------------------------------|--|
| 1. Today I slip in the mud.         | Yesterday I slipped in the mud.        |
| 2. Today I zip up a zipper.         | Yesterday I zipped up a zipper.        |
| 3. Today I lift my arm.             | Yesterday I lifted my arm.             |
| 4. Today I jump like a grasshopper. | Yesterday I jumped like a grasshopper. |



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Repeat the above activity by reading the sentences aloud and asking students to show thumbs-up to determine if/when they hear the past-tense ending for each verb.

## INTRODUCE SPELLING WORDS (15 MIN.)

- Write the following headers on the board/chart paper: /ar/ > 'ar', /er/ > 'er', and /or/ > 'or'.
- Read and write each spelling word, underlining and reviewing the vowel team in each word. Have students repeat each word after you. Make sure students notice that all of these words are two-syllable words; they may find these words a greater challenge to practice and write than the one-syllable words that have been included on earlier spelling assessments.
- Point out that you are writing these two-syllable words with a dot to assist students in chunking the word into syllables when they read it. They may find it helpful to practice writing and remembering the spelling words syllable by syllable. However, tell students that on the assessment, you will ask them to try to write the word without including the dot. Students will not be penalized on this spelling assessment, however, if they inadvertently include the dot when writing the word.

- Remind students that the last word is a Tricky Word and that Tricky Words do not follow the rules, so their spellings must be memorized.
- Ask one or more students to use each word in a sentence, making sure to explain vocabulary for any words they may not know. The words for the week are:



## Foundational Skills

### Foundational Literacy Skills

When introducing the spelling words, show pictures that represent the following words: *barking, zipper, morning, today, carpet, perfume, forest, border.*

/ar/ > 'ar'	/er/ > 'er'	/or/ > 'or'	Tricky Word
bark•ing	zipp•er	morn•ing	to•day
car•pet	per•fume	for•est	
		bor•der	

End Lesson

# Take-Home Material

## SPELLING WORDS; FAMILY LETTER

- Have students take home Activity Page 11.2 to practice spelling words and Activity Page 11.3 to practice the 'er', 'or', and 'ar' spellings with a family member.

## Activity Pages 11.2, 11.3



### Lesson 11: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH R-CONTROLLED VOWELS

### Match Maker

- Make one copy of **Activity Page TR 9.2** for each pair of students.
- Have students cut the word/picture cards apart on the dotted lines.
- Have students shuffle the cards and space them out facedown.
- Have students turn over two cards at a time attempting to find a matching pair (a word and its corresponding picture.) As students turn over word cards, have them read the words aloud.

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## MORE HELP WITH SOUND/SPELLINGS

### Bingo

- Make one copy of **Activity Page TR 7.1**. Cut apart word cards.
- Make enough copies of **Activity Page TR 7.2** for each student to have a game board.
- **Note:** Copy and cut the game boards and word cards from card stock to allow for reuse.
- Any collection of **tokens** can be used for students to cover spaces on their game boards (e.g., cubes, beans, tiles).
- Follow the procedure in Additional Support Lesson 7.

## REVIEW

# Vowel Digraphs, Nouns, and Verbs

## PRIMARY FOCUS OF LESSON

**Foundational Skills**

Students will identify the sound/spellings for short vowels, long vowels, and r-controlled vowels. **[RF.1.3c]**

Students will read decodable phrases with two syllable words and words with /er/ > 'er', /ar/ > 'ar', and /or/ > 'or'. **[RF.1.3b]**

**Language (Grammar)**

Students will identify and use common and proper nouns and regular past- and present-tense verbs correctly, both orally and in writing. **[L.1.1b,e]**

**Reading**

Students will read "Things with Wings" with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the text. **[RF.1.4a; RI.1.1]**

## FORMATIVE ASSESSMENT

Activity Page 12.1	<b>Nouns and Verbs</b> <b>[L.1.1b,e]</b>
Observation	<b>Anecdotal Reading Record</b> "Things with Wings" (Group 1) <b>[RF.1.4a]</b>
Activity Page 12.2	<b>Chapter Questions</b> "Things with Wings" (Group 2) <b>[RI.1.1]</b>
Observation	<b>Discussion Questions</b> "Things with Wings" <b>[RI.1.1]</b>

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Vowel Spellings Review	Whole Group	10 min.	❑ Large Letter Cards: 'e', 'a', 'i', 'r', 'u', 'ee', 'ou', 'oo', 'er', 'ar', 'or'
Wiggle Cards	Whole Group	5 min.	❑ Wiggle Cards
<b>Language (Grammar)</b>			
Identify Nouns and Verbs	Whole Group	15 min.	❑ Activity Page 12.1
<b>Reading</b>			
Introduce the Chapter	Whole Group	5 min.	❑ <i>The Green Fern Zoo</i>
Read "Things with Wings"	Small Group/ Partner	25 min.	❑ <i>The Green Fern Zoo</i> ❑ Activity Page 12.2
<b>Take-Home Material</b>			
Take-Home Story: "Mandrills"			❑ Activity Page 12.3

## ADVANCE PREPARATION

### Foundational Skills

- Gather the Large Letter Cards listed in the Lesson at a Glance.
- Gather the Wiggle Cards that you have used in previous lessons.

### Reading

#### ➤ Digital Component 12.1

- Create the Preview Spellings chart (Digital Component 12.1) for Introduce the Chapter on the board/chart paper, or use the digital version.
- Gather pictures to illustrate the multiple meanings of the core vocabulary word *bill*: a bird's bill, a dollar, a restaurant bill, the bill of a cap, etc.
- Plan small groups: Group 1 students will work with you while Group 2 students work with partners.

## Lesson 12: Vowel Digraphs

## Foundational Skills



## Primary Focus

Students will identify the sound/spellings for short vowels, long vowels, and r-controlled vowels. [RF.1.3c]

Students will read decodable phrases with two syllable words and words with /er/ > 'er', /ar/ > 'ar', and /or/ > 'or'. [RF.1.3b]

## VOWEL SPELLINGS REVIEW (10 MIN.)

- Have the following Large Letter Cards available: 'e', 'a', 'i', 'r', 'u', 'ee', 'ou', 'oo', 'er'. To represent the separated vowel digraphs (i.e., o\_e, u\_e, a\_e, and i\_e), hold two of the Large Letter Cards side by side with a space between them.
- Present each set of spellings, one spelling at a time, asking students to provide the sound represented by the spelling.
- Ask students to provide you with a word that has each sound.

- |                   |                   |              |
|-------------------|-------------------|--------------|
| 1. 'er' 'ar' 'or' | 4. 'a' 'a_e' 'ar' | 6. 'e' 'ee'  |
| 2. 'o' 'o_e' 'or' | 5. 'i' 'i_e'      | 7. 'ou' 'oo' |
| 3. 'u' 'u_e'      |                   |              |

## Large Letter Cards



## Check for Understanding

Display selected Large Letter Cards in an area where all students can see the spellings. Ask students to **Think-Pair-Share** and take turns with their partner to provide the sound and at least one word containing the sound represented by the Large Letter Card.

## WIGGLE CARDS (5 MIN.)

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



## Check for Understanding

Watch students to determine correct physical responses to the Wiggle Card directive.

### Lesson 12: Grammar

# Language



**Primary Focus:** Students will identify and use common and proper nouns and regular past- and present-tense verbs correctly, both orally and in writing. [L.1.1b,e]

#### IDENTIFY NOUNS AND VERBS (15 MIN.)

- Ask students to define a noun and then a verb.
- Remind students that nouns name a person, place, or thing, and that verbs are action words. Verbs can indicate that something happened in the past (something that already happened) or in the present (something that is happening at the moment).
- Write the following sentence on the board/chart paper: *The frog swims.*
- Ask students what the noun in the sentence is and then circle the noun.
- Ask students what the verb in the sentence is and underline the verb with a squiggly line.
- Distribute Activity Page 12.1. Have students write the date underneath their names.
- Explain that each sentence on the activity page contains a noun and a verb.
- As a class, read the sentences aloud, one at a time, then circle the noun and draw a squiggly line under the verb in each sentence.
- Remind students that the squiggly line means movement, or action, since a verb shows action.
- Then have students write two sentences of their own (or with a partner) that each contain at least one noun and a verb on the writing guidelines. Have students mark the nouns and verbs in their sentences.

#### Activity Page 12.1





**Note:** Some students may include more than one noun in a sentence, either in the subject or the predicate. Students have not yet been taught and are not expected to know what a subject or predicate is; you can, however, help them identify whether they have more than one noun in their sentences.



### Activity Page 12.1: Nouns and Verbs

Collect and review Activity Page 12.1 to monitor each student's ability to identify and use common and proper nouns and regular past- and present-tense verbs correctly, both orally and in writing.

## Lesson 12: "Things with Wings"

# Reading



**Primary Focus:** Students will read "Things with Wings" with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the text. [RF.1.4a; RI.1.1]

### INTRODUCE THE CHAPTER (5 MIN.)

- Ask students to turn the table of contents and locate the chapter that comes after "Mandrills." Ask students to tell you the page number on which "Things with Wings" starts. (page 24) Ask, "What types of animals do you think you will read about in today's story?"

### Preview Spellings

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

### Digital Component 12.1

/k/	/ae/ > 'a_e'	/ue/ > 'u_e'	/or/ > 'or'	Tricky Words	Two-Syllable Words
chick (/k/ > 'k')	care*	cute	north	some	puff•in
care (/k/ > 'c')	rare*	use	born	their	un•til
					wood•lands
					gett•ing

Reader



Chapter 5

**Note:** Students may be tempted to pronounce the ‘ar’ spelling in the asterisked words as /ar/, so be sure to point out that the magic ‘e’ changes the way these words are read.

**Preview Core Vocabulary**

- Please preview the following vocabulary as students refer to the appropriate page in their glossary (page 81) before reading today’s story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

- puffin—n.,** a bird that is black and white and has a large, colorful bill (24)  
Example: That black and white bird with the colorful bill is a puffin.
- bill—n.,** part of a bird’s jaw that is used for breathing and eating (24)  
Example: A bird uses its bill to breathe and eat like humans use their jaws.
- finch—n.,** a small bird that lives in a forest or woodlands (28)  
Example: That small bird flying through the forest is a finch.
- woodlands—n.,** a forest (28)  
Example: Vern likes to hike through the trees in the woodlands.
- rare—adj.,** unusual; uncommon (28)  
Example: The rare ruby sold for a lot of money.

**Note:** *Rare* is not illustrated in the glossary.

**Support**

Make sure to address the vocabulary words that have multiple meanings. For instance when saying the word *bill*, students may be thinking of a dollar bill rather than a bird’s bill. Create a word web with the word *bill* in the middle and pictures for the different meanings surrounding it.

Vocabulary Chart for “Things with Wings”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	puffin finch woodlands		
Multiple-Meaning Core Vocabulary Words	bill	rare	
Sayings and Phrases			

**Purpose for Reading**

- Tell students to read today’s chapter to learn the names of two different animals with wings, what they look like, and what they like to eat.

## READ “THINGS WITH WINGS” (25 MIN.)

### Activity Page 12.2



#### Small Group

- Distribute Activity Page 12.2. Remind students to write the date underneath their names. Tell students to complete this after they read “Things with Wings.” Encourage students to reread the chapter to find the answers to the questions.
- Divide students into two groups. Encourage all students to use the different text features of the chapter to better understand what they are reading. You will work with Group 1, students who need more direct support and immediate feedback, while the students in Group 2 will partner read.
- **Group 1:** Meet with students needing more direct support. Have students take turns reading aloud “Things with Wings.” Complete Activity Page 12.2 together.
- **Group 2:** Tell students to take turns reading “Things with Wings” with a partner. When they have finished, they should complete Activity Page 12.2. Tell them if they finish early, they can reread a previous chapter in the Reader.



#### Observation: Anecdotal Reading Record

As you listen to Group 1 students read “Things with Wings” make notes regarding their individual reading ability in the Anecdotal Reading Record.

#### Wrap-Up

- Review Activity Page 12.2 with students.



#### Activity Page 12.2: Chapter Questions

Collect and review Activity Page 12.2 from Group 2 to assess each student's comprehension of “Things with Wings.”

- Use the following questions to guide discussion about the chapter. Remember to encourage students to answer in complete sentences. When answering the question, ask students to cite the part of the story that guided their answer. **Encourage students to use the various text features of this informational text to find and support their answers to the asterisked questions.**

### Discussion Questions for “Things with Wings”

1. **\*Literal.** Where does the puffin live?
  - » The puffin lives near the North Pole.

What is the temperature like at the North Pole?

  - » The temperature is very cold at the North Pole.
2. **\*Literal.** What do puffins’ feet help them to do?
  - » Puffins’ feet help them swim.
3. **\*Evaluative.** How do you think the puffin uses his big bill to get fish?
  - » Answers may vary, but should include the puffin uses its bill to hold many fish at one time.
4. **\*Inferential.** Why do you think the mom and dad sit on the egg?
  - » The mom and dad sit on the egg to keep it warm.
5. **Evaluative.** What things do you think a puffin must be able to do to take care of itself?
  - » A puffin must be able to swim and use its bill to get food in order to take care of itself.
6. **\*Literal.** Where does the finch live?
  - » The finch lives in the woodlands.

What does the finch like to eat?

  - » The finch likes to eat grass seeds.



### Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions Observation Record, noting whether the question answered was literal, inferential, or evaluative, and whether the student answered in a complete sentence and/or used a text feature or cited evidence from the text.



### Reading

#### Exchanging Information and Ideas

#### Entering/Emerging

Ask yes/no questions using simple phrases: “Is it cold at the North Pole?” “Do the mom and dad sit on the egg to keep it warm?”

#### Transitioning/Expanding

After asking each question, provide students with a specific sentence frame: “The temperature at the North Pole is very . . .” or ask a question that requires a one word answer: “Where does the finch live?”

#### Bridging

Encourage students to expand and/or build upon other students’ responses.

### Challenge

Students can summarize the chapter with a partner. Remind students that when we summarize, we retell only the important parts and not every single detail. A summary of informational text tells who or what the chapter is about and the main facts provided.

# Take-Home Material

## TAKE-HOME STORY: “MANDRILLS”

- Have students take home Activity Page 12.3 to practice reading the chapter “Mandrills” with their families.

### Activity Page 12.3



## Lesson 12: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH SOUND/SPELLINGS

### Word Sort

- Make a copy of **Activity Page TR 12.1** for each student.
- Have students write the /r/-controlled vowel sound in each word in the slashes.
- Then have students write the words with the /er/ sound under the /er/ header and the word with the /ar/ sound under the /ar/ header.

## MORE HELP WITH ORAL READING

### Silly Voices

- Make a copy of **Activity Page TR 12.2**, “Mandrills”, for each student.
- Make one copy of **Activity Page TR 10.2**, the Silly Voices Cards, cut the cards apart and place them in a **bag** or container.
- Follow the procedure in Additional Support Lesson 10.

### Support

You may want to encourage students to practice reading the chapter several times normally to build fluency before using a silly voice.

GRAMMAR

# Past-, Present-, and Future-Tense Verbs

## PRIMARY FOCUS OF LESSON

### Language (Grammar)

Students will switch between regular past-, present-, and future-tense verbs in oral sentences using the words *yesterday*, *today*, and *tomorrow* as cues. [L.1.1e]

Students will read words with the inflectional endings 'ed' > /ed/, 'ed' > /d/, and 'ed' > /t/ and will write words with the ending *-ed* in sorted columns based on the specific sound in each word. [L.1.1e; RF.1.3f]

### Reading

Students will read "Big Cats" with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the text.

[RF.1.4a; RI.1.1]

## FORMATIVE ASSESSMENT

Activity Page 13.1

**Past-Tense Practice**

[L.1.1e; RF.1.3f]

Observation

**Anecdotal Reading Record** "Big Cats"

(Group 2)

[RF.1.4a]

Observation

**Discussion Questions** "Big Cats"

[RI.1.1]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Grammar)</b>			
Past, Present, Future	Whole Group	5 min.	☐ calendar
Verb Tense Practice	Whole Group	15 min.	
Past-Tense Marker <i>-ed</i>	Whole Group	20 min.	☐ Activity Page 13.1
<b>Reading</b>			
Introduce the Chapter	Whole Group	5 min.	☐ <i>The Green Fern Zoo</i>
Read “Big Cats”	Small Group/ Partner	15 min.	☐ <i>The Green Fern Zoo</i>
<b>Take-Home Material</b>			
Nouns and Verbs			☐ Activity Page 13.2

## ADVANCE PREPARATION

### Note to Teacher

This information is provided for your knowledge. You may choose to share it with students as questions arise. The focus for students in this unit is to read words with *-ed* and spell words from the spelling list. For now, students are not expected to make *-ed* spelling generalizations. There will be additional practice in subsequent units. Today you will teach past-, present-, and future-tense verbs. In English, the past tense of a verb is frequently marked by adding the letters 'ed' to the end of the root word. The letters 'ed' can be pronounced three different ways: /ed/ as in *started*, /d/ as in *hugged*, or /t/ as in *asked*. The pronunciation of the ending is determined by the sound that precedes it—that is, by the last sound in the root word to which the 'ed' ending is added. After voiced consonant sounds (/b/, /g/, /v/, /th/, /z/, /zh/, /j/, /n/, /m/, /ng/, /l/, /r/) and after vowel sounds (all of which are voiced), the *-ed* ending is pronounced as a voiced /d/ as in *hugged*, *called*, and *sighed*. After voiceless consonant sounds (/p/, /k/, /f/, /th/, /s/, /sh/, /ch/), the *-ed* is pronounced as a voiceless /t/ as in *asked* or *fished*. After the sounds /t/ and /d/, the *-ed* is pronounced /ed/ as in *started* and *added*. This is the pronunciation that you would expect based on the spelling 'ed', but it is actually a good deal less common than the other pronunciations.

It is the sound that precedes the past-tense marker that determines its pronunciation, not the spelling. This information may prove most useful to students for whom English is a second language. Native English speakers generally have little difficulty in reading and correctly pronouncing the *-ed* ending. This is partly because students have heard many past-tense verbs in oral speech. Their mouths will also tend to guide them to the correct pronunciation. It is much easier to say *rinsed* with a /t/ at the end than to say it with a /d/ at the end. The mouth resists the shift from voiceless to voiced that is required to say /r/ /i/ /n/ /s/ /d/.

When the root form of the verb already ends with an 'e', we do not add a second 'e'.

*smile* > *smiled* (not *smileed*)

*bake* > *baked* (not *bakeed*)

*skate* > *skated* (not *skateed*)



There is a certain ambiguity in words like *smiled* and *baked*. It is not completely clear what role the ‘e’ is playing in words like these. It could be any of the following:

the ‘e’ is part of the spelling for the vowel sound (*smiled*);

the ‘e’ is part of the *–ed* ending (*smiled*), or

the ‘e’ is doing two “jobs”; it is part of the spelling for the vowel sound and part of the past-tense ending *–ed* (*smiled*).

The best approach with students is to say that the ‘e’ is doing two jobs. That is the strategy we recommend in these materials. In the Reader for this unit the last two letters in words like *smiled* are bolded to show that the ‘e’ is part of the *–ed* ending, but you are encouraged to tell students that the ‘e’ is also part of the spelling for the vowel sound. Note that words that have a final ‘e’ in the root word behave just like words that end in other letters. The past-tense ending is pronounced voiced /d/ when it is attached to a root word that ends in a voiced sound (e.g., *blamed*, *fin****ed***), voiceless /t/ when it is attached to a root word that ends in a voiceless sound (e.g., *bake****d***, *escape****d***), and /ed/ when it follows /d/ or /t/ (e.g., *skate****d***, *note****d***). This can be distinguished from those words whose final consonant is doubled before adding *–ed*, such as *hug****ged***, *pot****ted***, etc. The consonant doubling serves as a pronunciation trigger for the reader, highlighting that the vowel sound in these words is “short.” Thus, confusion with words that have a final ‘e’ in the root word is eliminated.

Although these guidelines may sound confusing, most students are able to master the pronunciation of past-tense endings fairly rapidly, without learning any pronunciation rules.

### Language

- Bring in a calendar to reference.

#### ➤ Digital Component 13.1

- Create a blank version of the *–ed* chart from Past-Tense Marker *–ed* (Digital Component 13.1) on the board/chart paper, or use the digital version.

### Reading

#### ➤ Digital Component 13.2

- Create the Preview Spellings chart (Digital Component 13.2) for Introduce the Chapter on the board/chart paper, or use the digital version.

## Lesson 13: Grammar Review and Practice

## Language



## Primary Focus

Students will switch between regular past-, present-, and future-tense verbs in oral sentences using the words *yesterday*, *today*, and *tomorrow* as cues. **[L.1.1e]**

Students will read words with the inflectional endings 'ed' > /ed/, 'ed' > /d/, and 'ed' > /t/ and will write words with the ending *-ed* in sorted columns based on the specific sound in each word. **[L.1.1e; RF.1.3f]**

**PAST, PRESENT, FUTURE (5 MIN.)**

**Note:** In the grammar exercises for Unit 3 and in the Warm-Ups for Unit 4, students have been working with verbs and their tenses. Today you will introduce the word *tense* and explain that verb tenses identify the time of an event.

- In discussing past, present, and future, connect the past to the word *yesterday*, the present to the word *today*, and the future to the word *tomorrow*. On a calendar, point to today's date, yesterday's date, and tomorrow's date.
- Ask students to tell you some things that happened to them yesterday at school.
- Explain that things that have already happened—whether yesterday or a long time ago—are in the past.
- Ask students to tell you some things that are happening today, right now.
- Explain that things that are happening right now are in the present—at least for a split second, until they slip into the past!
- Ask students to tell you some things that might happen tomorrow at school.
- Explain that things that will happen, or may happen—either tomorrow or later—are in the future. You may wish to point out that it is harder to accurately say what will happen in the future than it is to say what has already happened.

**Support**

If students need additional practice with the concept of past, present, and future, it might be useful to use a timeline or a daily schedule of the classroom routine.



### Check for Understanding

Ask students to **Think-Pair-Share** and take turns telling their partners one event/thing that happened to them in the past/yesterday, present-right now/today and future/tomorrow or beyond.

## VERB TENSE PRACTICE (15 MIN.)

- Tell students that every sentence has a verb. The verb is the action word part of the sentence that tells us what is happening now, what has already happened, or what will happen in the future.
- Explain that when we change the time when what is described in the sentence happens, we are changing the tense of the verb and of the sentence as a whole.
- Show students how you can change a sentence from the present tense to the past or future tense by changing the verb. Say, “Today we learn about verbs.” Then change it to the past: “Yesterday we learned about verbs.” Then change it to the future: “Tomorrow we will learn about verbs.”
- Explain that “Today we learn about verbs” is in the present tense; “Yesterday we learned about verbs” is in the past tense; “Tomorrow we will learn about verbs” is in the future tense.
- Tell students that you would like them to practice changing sentences into different tenses.
- Read the first sentence and ask a student to change it into the past tense. Ask a second student to change the sentence into the future tense.
- Work through the remaining sentences, noting that this is an oral exercise.

**Note:** Point out that the words *yesterday*, *today*, and *tomorrow* signal the tense of a verb.

1. Today I munch on corn on the cob.
  2. (Yesterday I munched on corn on the cob. Tomorrow I will munch on corn on the cob.)
- 
1. Today I bang a drum.
  2. (Yesterday I banged a drum. Tomorrow I will bang a drum.)
- 
1. Today I jump like a grasshopper.
  2. (Yesterday I jumped like a grasshopper. Tomorrow I will jump like a grasshopper.)



### Check for Understanding

Listen to individual students as they orally change verbs from present to past tense.

## PAST-TENSE MARKER –ED (20 MIN.)

- Tell students that when we want to describe things that happened in the past, we need to put the verb in the past tense. This is usually done by adding the letters 'ed' to the end of the verb.
- Explain that these letters are pronounced differently depending on the sounds that come before them.
- Distribute Activity Page 13.1.
- Remind students that letters in slashes stand for sounds. Point out that on the line beneath the box, “/ed/” stands for /ed/ as in *started*, “/d/” stands for /d/ as in *grinned*, and “/t/” stands for /t/ as in *helped*.
- As a class, read through the verbs in the box, asking students to underline the past-tense marker –ed in each verb.

### Activity Page 13.1



## ➤ Digital Component 13.1

'ed' > /ed/	'ed' > /d/	'ed' > /t/
started	grinned	helped
sounded	formed	parked
pointed	smiled	baked
lifted	waved	hiked

- As students refer to the activity page, explain that sometimes we pronounce the letters 'ed' the way the students would expect—as /ed/. Now, write the word *started* in the top left-hand column of the displayed chart. Read the word and use it in a sentence.
- Have students trace the word *started* on their activity pages.
- Explain that at other times, we pronounce the letters 'ed' as /d/. Write the word *grinned* in the top middle column of the chart. Read the word and use it in a sentence.
- Have students trace the word *grinned* on their activity pages.
- Explain that in other cases, we pronounce the letters 'ed' as /t/. Write the word *helped* on the board/chart paper in the top right-hand column of the chart. Read the word and use it in a sentence.

**Note:** It is difficult and sounds odd to pronounce /d/ after sounds where /t/ is the regular pronunciation, and vice versa.

- Have students trace the word *helped* on their activity pages.
- Go through the remaining past-tense verbs from Activity Page 13.1; use each word in a sentence and ask students where it should be added to the chart.
- Add the verbs to the chart and have students write the words on their activity pages.
- When you come to the word *smiled*, write *smile* on the board/chart paper. Point out that it ends with an 'e'. Explain that we do not need to add another 'e' to change it to the past tense. (If we did, it might look like the 'ee' spelling for the /ee/ sound—'ileed'.) Add a 'd' to make the past tense, *smiled*. Read the word, use it in a sentence, and add it to the proper column.

smiled

- When you come to the word *baked*, write *bake* on the board/chart paper. Point out that it also ends with an 'e'. Explain that we do not need to add another 'e' to change this to the past tense. (If we did, it might look like the 'ee' spelling for the /ee/ sound—'akeed.') Add a 'd' to make the past tense, baked. Read the word, use it in a sentence, and add it to the proper column.
- Tell students that in words like *smiled* and *baked* the letter 'e' has two jobs. It is part of 'ed' for the past tense and, at the same time, it works together with the preceding vowel letter to stand for a separated digraph.
- Repeat for the words *waved* and *hiked*.



### Activity Page 13.1: Past-Tense Practice

Collect and review Activity Page 13.1 to monitor each student's ability to classify and write past-tense verbs ending in /ed/, /d/, and /t/ sounds.

## Lesson 13: "Big Cats" Reading



**Primary Focus:** Students will read "Big Cats" with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the text. [RF.1.4a; RI.1.1]

### INTRODUCE THE CHAPTER (5 MIN.)

- Ask students to turn to the table of contents and locate the chapter that comes after "Things with Wings." Ask students to tell you the page number on which "Big Cats" starts. (page 30) Ask, "What types of animals do you think you will read about in today's story? What types of big cats are kept in a zoo?"

### Preview Spellings

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

### Challenge

If students finish early, they can write the past-tense verb by adding 'ed' for the following words: *walk, talk, like, spark, work, pet, trim*.

### Reader



### Chapter 6

## ➤ Digital Component 13.2

/ee/ > 'ee'	/er/ > 'er'	/or/ > 'or'	Tricky Words
see	hunt•ers	sort	do
keep	Rob•ert	or	your
feed	bigg•er	for	two
deer	pan•ther	short	some
sheep	Fern		
tree	sis•ter		
teeth	scam•per		

### Preview Core Vocabulary

- Please preview the following vocabulary as students refer to the appropriate glossary page (page 82) before reading today's chapter. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

**bobcat—n.**, a wildcat with a spotted coat, short tail, and tufted ears (30)

Example: That wildcat with the spotted coat, tufted ears, and short tail is a bobcat.

**tame—adj.**, gentle; not wild (30)

Example: The tame cat let us pet it for a long time.

**panther—n.**, a big cat that is often black (32)

Example: The black panther is a big cat that can be seen at the zoo.

**tan, adj.**, a light brown color (32)

Example: The bobcat has tan fur with black spots.

**scamper—v.**, to run quickly and playfully (34)

Example: It is fun to watch the bunny scamper through the bushes.

**Note:** The core vocabulary word *scamper* is not illustrated in the glossary.

### Vocabulary Chart for “Big Cats”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	bobcat panther	scamper	tan
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

### Purpose for Reading

- Tell students to read today’s chapter to learn about the kind of big cats at Green Fern Zoo, what they look like, and what they eat.

### READ “BIG CATS” (15 MIN.)

#### Small Group

- Encourage all students to use the text features of the chapter to better understand what they are reading. Divide students into two groups. Today you should meet with students from Group 2 who previously read with a partner in Lesson 12. Remember that it is important to hear each student read aloud on a regular basis.

**Group 1:** Have students take turns reading aloud “Big Cats” with a partner. Tell them if they finish early, they can reread a previous chapter in the Reader.

**Group 2:** Tell students to take turns reading “Big Cats” aloud with you. Make sure you are able to hear each student in this group read aloud.



#### Observation: Anecdotal Reading Record

Listen to individual students in Group 2 read parts of “Big Cats” and record observations in the Anecdotal Reading Record.



## Wrap-Up

- Use the following questions to guide discussion about the story. **Encourage students to use the various text features of this informational text to find and support their answers to the asterisked questions.** When answering the question, ask students to cite the part of the story that guided their answer, as well as any particular text feature they used.

### Discussion Questions for “Big Cats”

1. **Evaluative.** How is a bobcat different from a cat that lives in homes?
  - » A bobcat hunts rabbits, rats, and sometimes deer and sheep. House cats eat cat food and are tame.
2. **\*Literal.** Which is bigger, the bobcat or panther?
  - » A panther is bigger than a bobcat.
  - What colors are panthers?
    - » Panthers can be black, tan, and spotted.
3. **\*Literal.** What are the names of the two panthers at Green Fern Zoo?
  - » Jet and Flash are the names of the two panthers at Green Fern Zoo.
4. **Inferential.** Why might a panther need to scamper up a tree?
  - » Answers may vary.



### Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions Observation Record, noting whether the question answered was literal, inferential, or evaluative, and whether the student answered in a complete sentence and/or cited evidence from the text.

End Lesson

# Take-Home Material

## NOUNS AND VERBS

- Have students take home Activity Page 13.2 to practice reading and identifying nouns and verbs with their families.

Activity Page 13.2



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## Lesson 13: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH VOWEL DIGRAPHS

#### Push & Say

- Make a copy of **Activity Page TR 13.1**, the Sound Boxes, for each student.
- Make a copy of **Activity Page TR 13.2** (front and back), the letter cards, for each student, and have students cut apart the letter cards.

**Note:** Remind students of the spellings used for /f/, /l/, /s/, and /k/ when those sounds occur at the end of words (i.e., 'ff', 'll', 'ss', and 'ck'). Students should use the letter cards with double-letter spellings when this occurs. Similarly, the new r-controlled vowel, magic 'e', and other vowel digraph spellings taught so far are provided on the letter cards. For the magic 'e' sound/spellings, letter cards with two connected squares are provided. Tell students the magic 'e' will cover the sound box for the final spelling position, always resulting in one more sound box being filled than the total number of sounds in words with magic 'e' sound/spellings.

- Say *verb*.
- Have students echo the word and then individually work to select the letter cards for the sound/spellings as they segment the word into phonemes.
- Have students place the letter cards directly below the boxes in the correct positions from left to right. Tell students they will not always use all of the sound boxes.
- Once you see a student is ready, ask them to push the cards into the boxes from left to right and say the sound as each letter card is pushed. Immediately, students should run their fingers under the word in one smooth motion and say the whole word.
- Have students clear the board for the next word.

- Repeat the process with the words in the box.

1. crawl	6. hunter	11. short
2. coil	7. bigger	12. shoot
3. pound	8. cube	13. home
4. hive	9. fluff	14. carpet
5. panther	10. shorter	15. pale

## MORE HELP WITH VERBS

### Verb Tenses with Tricky Words

- Make a copy of **Activity Page TR 13.3**, the verb tense activity page, for each student.
- Have students read the sentences aloud and fill in the blanks with *today*, *yesterday*, or *tomorrow*.
- Once completed, have students reread the page to you or a partner for reading practice and ask them to say whether the verb tense is present, past, or future.

### Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 596 and 752 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 603 and 764 of those words would be completely decodable.

The sound /d/ is spelled 'ed' approximately 12 percent of the time.

The sound /t/ is spelled 'ed' approximately 4 percent of the time.

## REVIEW

# Two-Syllable Words

**PRIMARY FOCUS OF LESSON****Foundational Skills**

Students will identify the number of syllables in oral words and then read two-syllable words that include inflected endings *-ing* and *-er* and compound words.

[RF.1.3d,e; L.1.4c]

Students will identify the total number of sounds and syllables in written words with vowel digraphs, including /er/ > 'er', /or/ > 'or', and /ar/ > 'ar'. [RF.1.3d,e]

Students will read decodable phrases with two-syllable words and words with vowel digraphs, including /er/ > 'er', /ar/ > 'ar', and /or/ > 'or'. [RF.1.3b,e]

**Reading**

Students will reread "Big Cats" in small groups and will answer short-answer, written questions about key details in the text. [RF.1.4b]

**FORMATIVE ASSESSMENT**

Activity Page 14.1	<b>Sounds and Syllables</b> [RF.1.3d,e]
Activity Page 14.2	<b>Yes or No?</b> Vowel Digraphs [RF.1.3d,e]
Observation	<b>Anecdotal Reading Record</b> "Big Cats" (Group 1) [RF.1.4b]
Activity Page 14.3	<b>Chapter Questions</b> "Big Cats" (Group 2) [RF.1.4b]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Clap and Read Two-Syllable Words	Whole Group	15 min.	❑ Ten index cards
Mixed Practice	Whole Group	20 min.	❑ Activity Pages 14.1, 14.2
Wiggle Cards	Whole Group	5 min.	❑ Wiggle Cards (use previously prepared cards from this unit)
<b>Reading</b>			
Reread “Big Cats”	Small Group/ Partner	20 min.	❑ <i>The Green Fern Zoo</i> ❑ Activity Page 14.3

---

## ADVANCE PREPARATION

### Foundational Skills

- Gather ten index cards per student for Clap and Read Two-Syllable Words.
- Gather Wiggle Cards from previous lessons.

### Reading

- Plan small groups: you will work with Group 1 while Group 2 works with a partner.

### Universal Access

- Bring in pictures of the following words: *garlic, rose, cat, green, slime, pumpkin, pig, bike, popcorn, campers, tents, prize, dog, winter, coins, zippers* for use with Activity Pages 14.2 and 14.3.

## Lesson 14: Two-Syllable Words

## Foundational Skills

**Primary Focus**

Students will identify the number of syllables in oral words and then read two-syllable words that include inflected endings *-ing* and *-er* and compound words.

**[RF.1.3d,e; L.1.4c]**

Students will identify the total number of sounds and syllables in written words with vowel digraphs, including /er/ > 'er', /or/ > 'or', and /ar/ > 'ar'. **[RF.1.3d,e]**

Students will read decodable phrases with two-syllable words and words with vowel digraphs, including /er/ > 'er', /ar/ > 'ar', and /or/ > 'or'. **[RF.1.3b,e]**

**CLAP AND READ TWO-SYLLABLE WORDS (15 MIN.)****Support**

For students who are struggling with hearing the syllables in two-syllable words, keep practicing with compound words.

- Remind students that they have been learning about two-syllable words.
- Ask, "What do we call two-syllable words that are made up of two separate words?" (*compound words*) Have students provide you with three examples of compound words, and clap the syllables together as a class. Then write the words on the board/chart paper, using a dot to indicate where the break in syllables occurs.
- Ask, "Who can give me examples of another type of two-syllable word that is made up of a root word followed by an ending?" Have students provide you with three examples of root words + ending, and clap the syllables together as a class. Then write the words on the board/chart paper, using a dot to indicate where the break in syllables occurs.
- Remind students that other two-syllable words may not include compound words or root words with endings; they have two syllables, because there are two vowel sounds (i.e., one in each syllable) and each syllable ends in a consonant. Write the word *den•tist* on the board/chart paper. Guide students in sounding out each part and then reading the complete word. Point out the spelling for each vowel sound (/e/ > 'e' and /i/ > 'i'). Also point out that each of these syllables ends in a consonant ('n' at the end of the first syllable and 't' at the end of the second syllable).
- Tell students that they will now read some more two-syllable words. Write the following words on the board/chart paper, including the dot between syllables. Remind students that the dot shows us where the syllables are divided, but they are not to use dots in their own writing.

- For each two-syllable word, ask students to identify whether it is a compound word, a root word + ending, or a two-syllable word where each syllable ends in a consonant.
- Students can use the three-step method for reading and writing the words.

- |  |  |
|--|--|
| 1. march•ing (root word + ending)                                      | 7. note•pad (compound word)  |
| 2. short•er (root word + ending)                                       | 8. up•set (compound word)  |
| 3. sharp•er (root word + ending)                                       | 9. rabb•it (two-syllable word where each syllable ends in a consonant)   |
| 4. barn•yard (compound word)   | 10. plas•tic (two-syllable word where each syllable ends in a consonant) |
| 5. swimm•ing (root word + ending)                                      |  |
| 6. mag•net (two-syllable word where each syllable ends in a consonant) |  |



### Check for Understanding

Distribute ten blank index cards to each student. Have students copy/print the words in the previous box onto index cards. Then ask them to sort the words into three piles; root word + ending, compound word, and two-syllable word where each syllable ends in a consonant.

### MIXED PRACTICE (20 MIN.)

- Distribute Activity Pages 14.1 and 14.2. Remind students to write the date below their names.
- On Activity Page 14.1, students should circle the sounds in each word, then write the number of how many sounds there are, then copy the word.
- Activity Page 14.2 has a list of questions. Students should read the question and answer with either *yes* or *no*.
- Have students complete the activity page with a partner.

### Activity Pages 14.1, 14.2



### Foundational Skills

#### Foundational Literacy Skills

When introducing the sentences on Activity Pages 14.1 and 14.2, show pictures of the following words: *garlic, rose, cat, green, slime, pumpkin, pig, bike, popcorn, campers, tents, prize, dog, winter, coins, zippers*.



### Challenge

Ask students who are ready for the challenge to write the number of syllables in each word in the circles on Activity Page 14.1.



#### Activity Page 14.1: Sounds and Syllables

Collect and correct Activity Page 14.1 to measure each student's ability to identify the total number of sounds/phonemes and syllables in a word.



#### Activity Page 14.2: Yes or No?

Collect and correct Activity Page 14.2 to measure each student's understanding of decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught.

### WIGGLE CARDS (5 MIN.)

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



#### Check for Understanding

Observe students' physical responses for accuracy to Wiggle Card directives.

## Lesson 14: “Big Cats”

# Reading



**Primary Focus:** Students will reread “Big Cats” in small groups and will answer short-answer, written questions about key details in the text. **[RF.1.4b]**

### REREAD “BIG CATS” (20 MIN.)

#### Small Group

- Distribute Activity Page 14.3. Remind students to write the date beneath their names. Tell students to complete this activity page after they reread “Big Cats.” Encourage students to reread the chapter and make use of the text features to find the answers to the questions.
- Divide students into two groups. You will work with Group 1, students who need more direct support and immediate feedback, while students in Group 2 should read in pairs.

**Group 1:** Meet with students needing more direct support. Have students take turns reading aloud “Big Cats.” Complete Activity Page 14.3 together.



#### Observation: Anecdotal Reading Record

Listen to individual students in Group 1 read parts of “Big Cats” and record observations in the Anecdotal Reading Record.

**Group 2:** Tell students to take turns reading “Big Cats” with a partner. When they have finished, they should complete Activity Page 14.3 together. Tell students that if they finish early, they can reread a previous story in the Reader.



#### Activity Page 14.3: Chapter Questions

Collect and review Activity Page 14.3 from Group 2 to measure students’ ability to read and respond in writing to decodable text. Remember to monitor whether students are writing the date correctly.

End Lesson

#### Reader



#### Chapter 6

#### Activity Page 14.3



#### Challenge

Ask students to compare and contrast what they read today to another piece of text that they have read.

## Lesson 14: Foundational Skills Remediation

# Additional Support

### MORE HELP BLENDING

#### Push & Say

- Make a copy of **Activity Page TR 13.1**, the Sound Boxes, for each student.
- Make a copy of **Activity Page TR 13.2** (front and back), the Letter Cards, for each student, and have students cut apart the Letter Cards.
- Follow the procedure in Additional Support Lesson 13 using the words in the box.

- |            |             |             |
|------------|-------------|-------------|
| 1. chomp   | 6. dresser  | 11. shave   |
| 2. smaller | 7. sidekick | 12. border  |
| 3. cliff   | 8. hamster  | 13. broiler |
| 4. sheen   | 9. kisser   | 14. looks   |
| 5. camper  | 10. slime   | 15. pools   |

### MORE HELP WITH ORAL READING

#### Silly Voices

- Make a copy of **Activity Page TR 14.1**, “Big Cats”, for each student.
- Make one copy of **Activity Page TR 10.2**, the Silly Voices Cards, cut the cards apart and place them in a bag or container.
- Follow the directions for Silly Voices in Lesson 10.

### PROGRESS MONITORING (OPTIONAL)

#### R-Controlled Vowel Word Reading

- Make a copy of the Word Cards for Progress Monitoring 2 (**Activity Page TR 14.2**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 2 (**Activity Page TR 14.3**) for each student you are assessing.
- Follow the procedure and scoring system used in Additional Support Lesson 8.

#### Support

You may want to encourage students to practice reading the chapter several times normally to build fluency before using a silly voice.

## ASSESSMENT

# Spelling Assessment

### PRIMARY FOCUS OF LESSON

#### Language (Spelling)

Students will spell and write two-syllable words with /or/ > 'or', /ar/ > 'ar', /er/ > 'er' and the Tricky Word *today*. [RF.1.3b,g; L.1.2d]

#### Foundational Skills

Students will read and spell words with /or/ > 'or', /ar/ > 'ar', and /er/ > 'er'. [RF.1.3a,b]

#### Reading

Students will read "Groundhogs" with purpose and understanding and will answer literal and inferential questions about key details in the text. [RF.1.4a; RI.1.10]

### FORMATIVE ASSESSMENT

Activity Page 15.1	<b>Spelling Assessment</b> [RF.1.3b,g; L.1.2d]
Observation	<b>Anecdotal Reading Record</b> "Groundhogs" [RF.1.4a]
Observation	<b>Discussion Questions</b> "Groundhogs" [RI.1.10]
Activity Page 15.2	<b>Chapter Questions</b> "Groundhogs" [RI.1.10]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Spelling)</b>			
Spelling Assessment	Whole Group	15 min.	<input type="checkbox"/> Activity Page 15.1 <input type="checkbox"/> Colored pencil for self-correction
<b>Foundational Skills</b>			
Large Card Chaining	Whole Group	10 min.	<input type="checkbox"/> Large Letter Cards for: 'm', 'n', 't', 'd', 'c', 'k', 'f', 's', 'p', 'h', 'ch', 'sh', 'ar', 'or', 'er', 'e', 'i', 'o'
<b>Reading</b>			
Introduce the Chapter	Whole Group	5 min.	<input type="checkbox"/> <i>The Green Fern Zoo</i>
Read "Groundhogs"	Partner	30 min.	<input type="checkbox"/> <i>The Green Fern Zoo</i> <input type="checkbox"/> Activity Page 15.2

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## ADVANCE PREPARATION

### Foundational Skills

- Gather the Large Letter Cards listed in the Lesson at a Glance for Large Card Chaining.

### Reading

- Prepare to assign student pairs for partner reading.

### ➤ Digital Component 15.1

- Create the Preview Spellings chart (Digital Component 15.1) for Introduce the Chapter on the board/chart paper, or use the digital version.

## Lesson 15: Grammar

## Language



**Primary Focus:** Students will spell and write two-syllable words with /or/ > 'or', /ar/ > 'ar', /er/ > 'er', and the Tricky Word *today*. [RF.1.3b, g; L.1.2d]

## SPELLING ASSESSMENT (15 MIN.)

## Activity Page 15.1



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

- |           |            |            |           |
|-----------|------------|------------|-----------|
| 1. forest | 3. perfume | 5. morning | 7. border |
| 2. zipper | 4. barking | 6. carpet  | 8. today  |

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



## Activity Page 15.1: Spelling Assessment

Collect Activity Page 15.1 to review and monitor students' progress in spelling. Use the analysis tools for Lesson 15 provided in Teacher Resources to analyze students' mistakes. This will help you understand any error patterns evidenced by individual students' responses. Be sure to provide additional practice for any error patterns detected using materials from the Unit 4 Additional Support, Pausing Point, or the *Assessment and Remediation Guide*.

## Lesson 15: Review and Practice

# Foundational Skills



**Primary Focus:** Students will read and spell words with /or/ > 'or', /ar/ > 'ar', and /er/ > 'er'. [RF.1.3a,b]

### LARGE CARD CHAINING (10 MIN.)

- Pass out the following Large Letter Cards, reviewing each card's sound as you pass it out: 'm', 'n', 't', 'd', 'c', 'k', 'f', 's', 'p', 'h', 'ch', 'sh', 'ar', 'or', 'er', 'i', 'o', 'e'.
- Tell students that if they are holding a card with a picture of a sound that is in *arms*, they should go to the front of the room and stand in the order that spells *arms*.
- If necessary, help students get in the correct order.
- Once students are standing in place, ask the class if the word looks right.
- Once the word has been spelled correctly, say, "If that is *arms*, show me *farms*."
- Students should rearrange themselves to make the new word.
- Ask students what change they made to the word *arms* to get the word *farms*.
- Continue this process until all of the words in the first chain have been spelled.
- Have students trade cards and proceed to the next chain.

1. arms > farms > forms > form > fork > pork > perk > pert > part > parts
2. short > shorn > horn > corn > cord > card > cart > chart > charts > darts

### Large Letter Cards



### Check for Understanding

Observe students who are holding the Large Letter Cards to determine their understanding of letter and sound recognition as well as beginning, medial, and ending sound placement.



## Lesson 15: "Groundhogs"

# Reading



**Primary Focus:** Students will read "Groundhogs" with purpose and understanding and will answer literal and inferential questions about key details in the text.

[RF.1.4a; RI.1.10]

### INTRODUCE THE CHAPTER (5 MIN.)

- Tell students that today's chapter is called "Groundhogs." Groundhogs are animals that have fur and sharp claws, and live in dark holes underground, usually in fields.

### Preview Spellings

- Review the following spellings before reading today's chapter.

### ➤ Digital Component 15.1

/ar/ > 'ar'	/er/ > 'er'	Tricky Words	Two-Syllable Words
sharp	critt•ers	down	ground•hog
dark	Pepp•er	their	look•out
bark		some	in•sects
		by	morn•ing
		yes•ter•day	pett•ing

### Preview Core Vocabulary

- Preview the following vocabulary as students refer to the appropriate glossary page (page 83) before reading today's chapter:

## Reader



## Chapter 7

**groundhog—n.**, a rodent, also known as a woodchuck, who lives mostly underground and hibernates in winter (37)

Example: The groundhogs scampered in the woodlands before their winter hibernation.

**critters—n.**, another word for animals (38)

Example: The forest is full of interesting critters.

**Note:** Review the phrase *to be on the lookout* and its meaning next.

**insects—n.**, small animals that have six legs and bodies formed of three parts; bugs (40)

Example: The woodlands are a really great place to find a variety of insects.

**pen—n.**, cage (40)

Example: The pigs ate out of the trough in the pen.

### Sayings and Phrases

**to be on the lookout**—to watch out (38)

Example: Mom told me to be on the lookout for the school bus.

**Vocabulary Chart for “Groundhogs”**

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	groundhog		insects critters
Multiple-Meaning Core Vocabulary Words			pen
Sayings and Phrases	to be on the lookout		

- Point out the multiple meanings of the word *pen*, being certain that students understand how it is being used in this story.

### Purpose for Reading

- Tell students to read the chapter carefully, using the text features, to learn about groundhogs, what they look like, and what they like to eat. When they are finished, they should complete Activity Page 15.2. Encourage students to look back at the chapter to find their answers.

#### Activity Page 15.2



## READ “GROUNDHOGS” (30 MIN.)

### Partner Reading

- Have students read “Groundhogs” with partners.



### Observation: Anecdotal Reading Record

As you listen to students read “Groundhogs” make notes regarding their individual reading ability in the Anecdotal Reading Record.



### Reading

#### Exchanging Information and Ideas

##### Entering/Emerging

Ask yes/no questions using simple phrases such as “Do groundhogs live in the ground?” and “Do they spend a lot of time in the light?”

##### Transitioning/Expanding

After asking each question, provide students with a specific sentence frame:  
“Groundhogs have to be on the lookout for \_\_\_\_\_ because . . .”

##### Bridging

Encourage students to expand and/or build upon other students’ responses.

### Wrap-Up

- Use the following questions to guide discussion about the story. **Encourage students to use the various text features of this informational text to find and support their answers to the asterisked questions.** When answering the question, ask students to cite the part of the story that guided their answer, as well as any particular text feature they used.

#### Discussion Questions for “Groundhogs”

1. **Literal.** Where do groundhogs spend a lot of their time?
  - » Groundhogs spend a lot of their time down in dark holes.
2. **\*Literal.** Why do groundhogs have to be on the lookout?
  - » Groundhogs have to be on the lookout because other animals, such as bobcats and snakes, might try to eat them.
3. **Inferential.** Where do you think a groundhog might go if it saw a snake or bobcat?
  - » A groundhog might go back to its hole if it saw a snake or bobcat.
4. **\*Literal.** What does Pepper most like to eat?
  - » Pepper likes to eat corn most of all.



### Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions Observation Record, noting whether the question answered was literal or inferential, and whether the student answered in a complete sentence and/or cited evidence from the text.

- If time permits, review the answers to Activity Page 15.2.



### Activity Page 15.2: Chapter Questions

Collect and review Activity Page 15.2 to assess each student's ability to read, comprehend and respond in writing to decodable text of appropriate complexity for Grade 1.

End Lesson

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## Lesson 15: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH BLENDING

#### Push & Say

- Make a copy of **Activity Page TR 13.1**, the Sound Boxes, for each student.
- Make a copy of **Activity Page TR 13.2** (front and back), the Letter Cards, for each student, and have students cut apart the Letter Cards.
- Follow the procedure in Additional Support Lesson 13 using the words in the box.

- |           |           |           |
|-----------|-----------|-----------|
| 1. summer | 6. splash | 11. marsh |
| 2. river  | 7. kicker | 12. north |
| 3. runner | 8. ground | 13. stork |
| 4. jogger | 9. faster | 14. herds |
| 5. bigger | 10. three | 15. star  |

### MORE HELP WITH VERBS

#### Verb Tenses with Tricky Words

- Make a copy of **Activity Page TR 15.1** for each student.
- Follow the procedure in Additional Support Lesson 13.

REVIEW

# Past-, Present-, and Future-Tense Verbs

## PRIMARY FOCUS OF LESSON

### Reading

Students will read “The Reptile Room” with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the text.

[RF.1.4a; RI.1.1]

### Language (Grammar, Spelling)

Students will use regular present- and future-tense verbs orally and will write and sort verbs into present- and future-tense categories. [L.1.1e]

Students will read, spell, and write words with ‘ed’ > /t/, ‘ed’ > /d/, and ‘ed’ > /ed/ and the Tricky Word *have*. [L.1.2d; RF.1.3f]

## FORMATIVE ASSESSMENT

Observation	<b>Anecdotal Reading Record</b> “The Reptile Room” [RF.1.4a]
Observation	<b>Discussion Questions</b> “The Reptile Room” [RF.1.4a; RI.1.1]
Activity Page 16.1	<b>Chapter Questions</b> “The Reptile Room” [RF.1.4a; RI.1.1]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Reading</b>			
Introduce the Chapter	Whole Group	5 min.	❑ <i>The Green Fern Zoo</i>
Read “The Reptile Room”	Whole Group	30 min.	❑ <i>The Green Fern Zoo</i> ❑ Activity Page 16.1
<b>Language (Grammar and Spelling)</b>			
Verb Identification	Whole Group	10 min.	❑ 8 blank index cards
Introduce Spelling Words	Whole Group	15 min.	
<b>Take-Home Material</b>			
Spelling Words	Independent		❑ Activity Page 16.2

## ADVANCE PREPARATION

### Reading

#### ➤ Digital Component 16.1

- Create the Preview Spellings chart (Digital Component 16.1) for Introduce the Chapter on the board/chart paper, or use the digital version.

### Language

- Each student will need eight index cards to copy present-tense verbs and future-tense verbs, and a pencil for Verb Identification.
- Review and practice “The –ed Dance,” which you will introduce to students with their spelling words.

### Universal Access

- Bring in pictures of the following words for use in the Verb Identification activity: *arm, grasshopper, car, corn on the cob*.



## Lesson 16: "The Reptile Room"

## Reading



**Primary Focus:** Students will read "The Reptile Room" with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the text. [RF.1.4a; RI.1.1]

## INTRODUCE THE CHAPTER (5 MIN.)

- Tell students that today's chapter is about snakes. Explain that snakes belong to a group of animals called reptiles.

## Preview Spellings

- Review the following spellings before reading today's chapter.

## ➤ Digital Component 16.1

/oi/ > 'oi'	/er/ > 'er'	Tricky Words	Two-Syllable Words
coil•ing	gar•ter	who	rep•tile
	kill•er	some	harm•less
	ratt•ler	do	rabb•its
	ev•er	be•cause	hidd•en
	dwell•er	would	
	patt•ern	could	

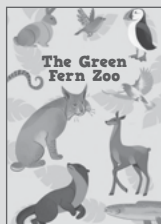
## Preview Core Vocabulary

- Please preview the following vocabulary as students refer to the appropriate glossary page (page 84) before reading today's chapter. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

**reptile—n.**, a type of animal that includes snakes and lizards; reptiles have scales (42)

Example: Snakes and lizards are reptiles that live in the Reptile Room at the Green Fern Zoo.

## Reader



## Chapter 8

**garter snake—n.**, a snake that is harmless to humans (44)

Example: Vern let the children hold the garter snake because it is harmless.

**harmless—adj.**, of no harm, i.e., will not hurt (45)

Example: Holding the lizard will not hurt you because it is harmless.

**rattler—n.**, a snake with a rattle at the end of its tail whose bite is poisonous (46)

Example: Sometimes a rattlesnake is called a rattler.

**scales—n.**, the rough outer covering on the skin of snakes and fish; scales protect the body of the animal (46)

Example: The scales on that snake look smooth and wet but they are actually rough and dry.

**desert—n.**, a hot, dry place that is often sandy (46)

Example: A cactus is a special plant that can grow in the desert because it doesn't need much water.

### Sayings and Phrases

**desert dweller**—an animal that lives in the desert, which is a hot, dry place that is often sandy (46)

Example: Rattlesnakes are desert dwellers because they like to live in hot, dry sandy areas.

**coiling up**—wrapped around in a circle (48)

Example: We can see snakes in the Reptile Room coiling up like a piece of wound up rope when they want to sleep.

**Note:** The core vocabulary word *harmless* is not illustrated in the glossary. When you preview *harmless*, point out to students that this two-syllable word is made of the root word *harm* and the ending *-less*. Explain that the ending *-less* means “without,” so *harmless* means “without harm.”

**Vocabulary Chart for “The Reptile Room”**

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	rattler garter snake reptile desert	harmless	
Multiple-Meaning Core Vocabulary Words	scales		
Sayings and Phrases	desert dweller coiling up		

## Purpose for Reading

- Tell students to read today's chapter to learn more about the types of reptiles at the Green Fern Zoo.

## READ "THE REPTILE ROOM" (30 MIN.)

### Whole Group Reading

- Read the chapter as a class, one page at a time, allowing students to take turns reading aloud. Encourage students to read with expression, and model this for them if necessary. The rest of the class should follow along in their Readers as a classmate reads aloud. Be sure to call students' attention to the photos and captions, as well as the headings.
- At the end of page 46, ask students, "The rattler has a pattern to help him hide in the sand. What other animal have you learned about in this Reader that has a pattern on its body that helps it hide?" (*trout* in "Things that Swim")
- At the end of page 48, ask students, "What should you do if you ever see a rattler?" (*stand back*)



### Observation: Anecdotal Reading Record

As you listen to students read "The Reptile Room," make notes regarding their individual reading ability in the Anecdotal Reading Record.

### Wrap-Up

- Use the following questions to guide discussion about the story. **Encourage students to use the various text features of this informational text to find and support their answers to the asterisked questions.** When answering the question, ask students to cite the part of the story that guided their answer, as well as any particular text feature they used.

### Discussion Questions for “The Reptile Room”

1. **\*Literal.** What animals are in the reptile room?
  - » Snakes are in the reptile room.
2. **Evaluative.** Look at the picture on page 43. What types of animals might live in the pond in front of the Reptile Room? Why?
  - » You might find fish in the pond because they live in water.
3. **\*Inferential.** Why is it helpful for the rattler to blend in and hide in the sand, hidden from rabbits and rats?
  - » The rattler blends in and hides in the sand so it can easily hunt rabbits and rats for food.
4. **\*Literal.** Vern says that if a rattler is hissing and coiling up, you need to stand back and be careful. What do you think the rattler might do after hissing and coiling?
  - » The rattler might bite after hissing and coiling up.



### Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions Observation Record, noting whether the question answered was literal, inferential, or evaluative, and whether the student answered in a complete sentence and/or cited evidence from the text.

- Have students work with a partner to complete Activity Page 16.1, using the text features to help them answer the questions. Remind them to write the date beneath their name on the activity page.



### Activity Page 16.1: Chapter Questions

Collect Activity Page 16.1 to evaluate student progress answering questions about key details in the story, “The Reptile Room.”



### Reading

#### Exchanging Information and Ideas

#### Entering/Emerging

Ask yes/no questions using simple phrases: “Are there snakes in the reptile room?” or “Are snakes reptiles?”

#### Transitioning/Expanding

After asking each question provide students with a specific sentence frame: “If a rattlesnake is hissing and coiling up you need to \_\_\_\_.” Or ask a question that requires a one or two word answer: “What other animals live in a pond?”

#### Bridging

Encourage students to expand and/or build upon other students’ responses.

### Activity Page 16.1



## Lesson 16: Verb Identification

# Language



**Primary Focus:** Students will use regular present- and future-tense verbs orally and will write and sort verbs into present- and future-tense categories. **[L.1.1e]**

Students will read, spell, and write words with 'ed' > /t/, 'ed' > /d/, and 'ed' > /ed/ and the Tricky Word *have*. **[L.1.2d; RF.1.3f]**



### Language

#### Using Verbs and Verb Phrases

When introducing the sentences, act out and/or show pictures of the following words: *arm*, *grasshopper*, *car*, *corn on the cob*.

#### VERB IDENTIFICATION (10 MIN.)

- Ask students to listen to the following sentence, calling attention to the present-tense verb: "Today I zip a zipper."
- Have students pretend to zip a zipper.
- Ask students what action they performed. (*zip*.)
- Tell students that *zip* is an action and a word that shows an action is a part of speech called a verb.
- Ask students to listen to the following sentence, calling attention to the future-tense verb: "Tomorrow I will zip a zipper."
- Ask students what action they will perform tomorrow or in the future. (*zip*)
- Remind students that *zip* is an action and *will zip* means that they will do it in the future. A word that describes an action is a part of speech called a verb.
- Repeat this process with the following sentences, asking students to identify the verb in each one.
- Be sure to point out that in each sentence pair, the first sentence contains a present-tense verb and the second sentence contains a future-tense verb.

- |   |
|---|
| 1. Today I lift my arm.                     |
| 2. Tomorrow I will lift my arm.             |
| 1. Today I jump like a grasshopper.         |
| 2. Tomorrow I will jump like a grasshopper. |
| 1. Today I drive a car.                     |
| 2. Tomorrow I will drive a car.             |
| 1. Today I munch corn on the cob.           |
| 2. Tomorrow I will munch corn on the cob.   |



### Check for Understanding

Distribute eight blank index cards to each student. Have students copy/print the present-tense verbs and future-tense verbs used for this activity onto index cards. Ask them to circle the future-tense helping word *will* on each of the future-tense verb cards. Then ask them to sort the cards into two piles; present and future tense.

## INTRODUCE SPELLING WORDS (15 MIN.)

### “The *-ed* Dance”

**Note:** “The *-ed* Dance” can be varied in many ways. Encourage students to come up with their own version of this dance. **Be sure that when you sing or rap the first two lines of the song, you say the sounds, not the letter names.**

In today’s lesson you will teach students the past-tense marker and its pronunciations. The following song will help students learn how to spell the past-tense marker.

- Rap the following song with students:

**/t/, /d/, /ed/**

(bend your knees on each of the three beats along with outstretched cheering arms)

**/t/, /d/, /ed/** (bend your knees on each of the three beats along with outstretched cheering arms)

**Past-tense marker** (wiggle your hips left to right on each beat, one beat on marker)

**Past-tense marker** (wiggle your hips left to right on each beat, one beat on marker)

**Spelled 'e' 'd'** (arms up and outstretched, hips still wiggle left to right on each beat)

**Spelled 'e' 'd'** (arms up and outstretched, hips still wiggle left to right on each beat)

- Repeat with students leading the class.

### **Introduce Spelling Words**

- Tell students that all the spelling words this week are past-tense verbs that end in *-ed*.
- Read and write each spelling word. Have students repeat each word after you. Remind students that the last word is a Tricky Word. Tricky Words do not follow the rules, so their spellings must be memorized.
- Ask one or more students to use each word in a sentence, making sure to explain vocabulary for any words they may not know. The words for the week are:

- |            |                      |
|------------|----------------------|
| 1. sounded | 5. waved             |
| 2. lifted  | 6. grinned           |
| 3. pointed | 7. tripped           |
| 4. parked  | 8. Tricky Word: have |

# Take-Home Material

## SPELLING WORDS

- Have students take home Activity Page 16.2 and remind them to practice the spelling words throughout the week.

## Activity Page 16.2



## Lesson 16: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH ORAL READING

### Silly Voices

- Make a copy of **Activity Page TR 16.1**, “Groundhogs,” for each student.
- Make one copy of **Activity Page TR 10.2**, the Silly Voices Cards, cut the cards apart and place them in a bag or container.
- Follow the procedure in Additional Support Lesson 10.

## Support

You may want to encourage students to practice reading the chapter several times normally to build fluency before using a silly voice.

## MORE HELP WITH VERBS

### Verb Tenses with Tricky Words

- Make a copy of **Activity Page TR 16.2** for each student.
- Follow the procedure in Additional Support Lesson 13.



## 17

## GRAMMAR

Review  
and Practice

## PRIMARY FOCUS OF LESSON

**Language (Grammar)**

Students will understand that adjectives are words used to describe nouns.

[L.1.1f]

Students will identify nouns and verbs in written sentences and will orally produce adjectives to describe the nouns. [L.1.1b]

**Reading**

Students will reread “The Reptile Room” in small groups and will record adjectives describing the animals in the text. [RF.1.4b; RI.1.10]

## FORMATIVE ASSESSMENT

Activity Page 17.1

**Identify Nouns and Verbs**

[L.1.1b]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Grammar)</b>			
Use Adjectives	Whole Group	15 min.	❑ four to ten small objects in a box
Identify Nouns and Verbs	Whole Group	20 min.	❑ Activity Page 17.1
<b>Reading</b>			
Reread “The Reptile Room”	Small Group	25 min.	❑ <i>The Green Fern Zoo</i>
<b>Take-Home Material</b>			
Read Two-Syllable Words			❑ Activity Page 17.2

## ADVANCE PREPARATION

### Language

- Collect four to ten small objects that you and students can describe for Use Adjectives. Choose interesting objects with some different and some similar characteristics (e.g., colors, shapes, textures, some that make a sound, etc.). Place them in a box.

### ➤ Digital Component 17.1

- Create the Five Senses chart for Use Adjectives, copying it onto the board/chart paper, or use the digital version.

### Reading

- Plan small groups: Group 1 will work with you, while Group 2 will work as partners.

### ➤ Digital Component 17.2

- Create a second Five Senses chart for the Reading lesson Wrap-Up on the board/chart paper to record adjectives that describe the animals of the Green Fern Zoo, or use the digital version.

## Lesson 17: Adjectives, Nouns, and Verbs

## Language



## Primary Focus

Students will understand that adjectives are words used to describe nouns.

[L.1.1f]






Students will identify nouns and verbs in written sentences and will orally produce adjectives to describe the nouns. [L.1.1b]

## USE ADJECTIVES (15 MIN.)

**Note:** Feel free to use the term *adjective* when talking about descriptive words with students. However, please remember that, in Grade 1, the focus is having students use adjectives to describe nouns and less on having them formally identify these words as the part of speech known as adjectives.

- Tell students that today they will practice describing objects using their five senses. Review each of the five senses, having students identify the body part that is responsible for each sense. (*Eyes help you see; ears help you hear; tongue helps you taste; fingers help you touch; nose helps you smell.*) Refer students to the Five Senses chart you created in advance.

➤ Digital Component 17.1

Five Senses	
	round red
	crunch•ing sound
	sweet
	smooth hard
	mel•on

- Choose four to six items from the box of objects that you prepared prior to this lesson and display them. Explain that you will describe one of the objects, one clue at a time, and that you want students to guess which object it is.
- Model how to follow the Five Senses chart to create clues about the object, using as many adjectives as possible. Stop after each clue and have students repeat the clue that you gave. Then ask a student to guess the object. Ask the other students if it could be another object, but do not tell them yet if the answer is right or wrong.
- See the example of a possible chart that you might complete if the object being described were a piece of watermelon-flavored hard candy. In choosing and writing the descriptive words, consciously attempt to use and write words that are decodable. If you use words that include sound/spellings students have not yet learned, point out that they are Tricky Words.
- Continue until students correctly guess the object.
- Point out that you described different aspects of the object, using as many of your senses as possible. Ask students which senses you used.
- Point out that you used a lot of describing words, or adjectives, to talk about the object. Remind students that adjectives are words used to describe nouns. Ask students which describing words, or adjectives, you used in conjunction with the noun/object described (e.g., round candy, red candy, candy that has a crunching sound when you bite it).
- Summarize by telling students that a description tells in detail how something or someone appears to the senses (i.e., how it looks, smells, tastes, sounds, or feels). By using adjectives when you talk and/or write, you can provide a vivid, interesting description for other people.
- If you have extra time, repeat this procedure one or more times with a different object from the box each time.



### Check for Understanding

Observe students' oral responses to make sure they understand that adjectives describe nouns.

## IDENTIFY NOUNS AND VERBS (20 MIN.)

- Distribute Activity Page 17.1. Have students write the date beneath their names.
- Remind students that they have learned about three different verb tenses that describe when an action is happening, already happened, or will happen: present, past, and future. Examples of all three verb tenses are included in the sentences on this activity page.
- Tell students that on this activity page, they should circle the nouns and underline the verbs with a squiggly line in each sentence.
- Complete the first two sentences together as a class. Then have students complete the activity page with a partner.
- Circulate around the room as students complete the activity page.
- Review the activity page as a class, asking students to indicate the tense of each word. If time permits, ask students to read a sentence aloud to you. Ask students to give you describing words, or adjectives, for the nouns in one of the sentences.



### Activity Page 17.1: Identifying Nouns and Verbs

Collect and review Activity Page 17.1 to assess each student's ability to read and identify nouns and verbs.

## Lesson 17: "The Reptile Room"

# Reading



**Primary Focus:** Students will reread "The Reptile Room" in small groups and will record adjectives describing the animals in the text. [RF.1.4b; RI.1.10]

## REREAD "THE REPTILE ROOM" (25 MIN.)

### Small Group

- Encourage all students to use the text features as they read. Divide students into two groups. You will work with Group 1, students who need more direct support and immediate feedback, while students in Group 2 should partner read.

## Activity Page 17.1



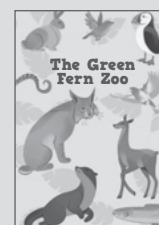
### Support

Work with students in a small group to complete the activity page with more scaffolding.

### Challenge

Before breaking into small groups, write some of the vocabulary words or phrases from "The Reptile Room" on the board/chart paper (*garter snake, reptile, rattler, coiling up, harmless, scales, desert dweller*). If some pairs finish early, they can illustrate one of the words or phrases.

## Reader



### Chapter 8



## Reading

### Exchanging Information and Ideas

#### Entering/Emerging

Ask yes/no questions using simple phrases: "Is today's story about dogs?" "Is today's story about reptiles like snakes and lizards?" "Is a rattler different than a garter snake?" "Are rattlesnakes harmless?"

#### Transitioning/Expanding

After asking each question provide students with a specific sentence frame: "Garter snakes will not hurt us so they are . . ." Or ask a question that requires a one- or two-word answer: "What might the rattler be ready to do when he is coiling up?"

#### Bridging

Encourage students to expand and/or build upon other students' responses.

### Activity Page 17.2








**Group 1:** Meet with students needing more direct support. Have students take turns reading aloud "The Reptile Room." If time permits, you may reread other chapters from the Reader.

**Group 2:** Tell students to take turns reading "The Reptile Room" with a partner. Tell them if they finish early, they can illustrate one of the vocabulary words or phrases on the board/chart paper, or reread a previous chapter in the Reader.

### Wrap-Up

- Show students the Five Senses chart you have created to record descriptions of the animals at the Green Fern Zoo. Tell them they will now record describing words, or adjectives, about the animals of Green Fern Zoo.

### ➤ Digital Component 17.2

Critt-ers					

- Tell students that the first column is where you will record the type of critter, or animal, that they have read about. Ask students to name a specific animal that they read about in today's chapter. Write either *garter snake* or *rattler*, depending on students' choice; if time permits, you could describe both snakes.
- Point to the top row with the sense icons. Prompt students to come up with one or more describing words under each sense icon. Point out that they may not be able to provide information for all of the senses, such as smelling and tasting.
- Please save this chart for reference in future lessons.

End Lesson

# Take-Home Material

## READ TWO-SYLLABLE WORDS

- Have students take home Activity Page 17.2 to practice reading and writing two-syllable words with their families.

## Lesson 17: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH ADJECTIVES

#### Adjective Match

- Write the adjectives in the box below (or other decodable adjectives describing items in your classroom), on **index cards**, one word per card.

1. one	6. nine	11. short	16. black	21. cute
2. two	7. bent	12. steep	17. dark	22. fast
3. three	8. big	13. slim	18. green	23. next
4. five	9. deep	14. thick	19. pale	24. quick
5. six	10. flat	15. thin	20. hot	25. fresh

- Distribute an index card to each student.
- Ask students to label items around the room with their adjective cards.
- Once all adjectives have been placed as labels, review the note cards to confirm or correct for accuracy.

### MORE HELP WITH ORAL READING

#### Silly Voices

- Make a copy of **Activity Page TR 17.1**, “The Reptile Room”, for each student.
- Make one copy of **Activity Page TR 10.2**, the Silly Voices Cards, cut the cards apart and place them in a **bag** or container.
- Follow the procedure in Additional Support Lesson 10.

#### Support

You may want to encourage students to practice reading the chapter several times normally to build fluency before using a silly voice.



## 18

## GRAMMAR

# Adjectives and Past-, Present-, and Future-Tense Verbs

**PRIMARY FOCUS OF LESSON****Foundational Skills**

Students will read and spell two-syllable words with the suffixes *-er*, *-ness* and *-less*. [RF.1.3e]

Students will read and write single-syllable words with /er/ > 'er', /ar/ > 'ar', and / or/ > 'or'. [RF.1.3e]

**Language (Grammar)**

Students will identify the verbs in oral sentences, and will distinguish present-tense and future-tense verbs. [L.1.1e]

Students will evaluate the use of adjectives in oral sentences and will work as a class to produce adjectives to describe objects. [L.1.1f]

**FORMATIVE ASSESSMENT**

Observation

**Grammar: Adjectives and Verb Tense.**  
[L.1.1f]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Teacher Chaining	Whole Group	15 min.	
Large Card Chaining	Whole Group	20 min.	<input type="checkbox"/> Large Letter Cards for 'm', 'n', 't', 'd', 'c', 'k', 's', 'p', 'b', 'l', 'h', 'ch', 'sh', 'ar', 'or', 'er'
<b>Language (Grammar)</b>			
Identify Present-, Past-, and Future-Tense Verbs	Whole Group	10 min.	
Use Adjectives	Whole Group	15 min.	<input type="checkbox"/> box of small objects <input type="checkbox"/> puppet or stuffed animal
<b>Take-Home Material</b>			
Take-Home Story: "Things with Wings"			<input type="checkbox"/> Activity Page 18.1

## ADVANCE PREPARATION

### Note to Teacher

Knowledge of nouns, verbs, adjectives, and verb tense is a necessary foundational skill for reading and spelling in Grade 1. However, grammar skills will continue to develop as students progress with the Grade 1 scope and sequence. Lingering challenges with grammar should be addressed, but should not hold a student back from advancing to Unit 5 if the student is otherwise prepared. Therefore, specific performance standards are not designated; a sample system for collecting progress monitoring data is provided instead.

Individual records should be kept for students in need of grammar remediation.

Refer to the Grammar Progress Monitoring Record located in the Teacher Resources section.

Fill in the “Grammar Skill” column with the grammar targets for assessment:

- Nouns
- Contractions (introduction to apostrophe taking the place of letters)
- Verb tense
- Adjectives

Record the date of observation (top) and an overall ranking of how the student performed with the skill that day (bottom):

**NY:** Not Yet

**P:** Progressing

**R:** Ready

For example:

Student Name: <u>Susan Smith</u>												
Grammar Skill	Observation (Date and Rank of NY, P, R)								Progress Monitoring (Dates and Scores)			
Verb Tense	Apr 11	Apr 12	Apr 13	Apr 14					Apr 11	Apr 14		
	P	P	R	R					2/4	4/4		

A more formal assessment may be completed with students one-on-one. Often instructional tasks or activity pages can be adjusted from a learning tool to an assessment tool by simply having the student complete a handful of items without assistance. Under “Progress Monitoring,” record the date of assessment and the performance score (e.g.,  $\frac{3}{4}$  or 75%) with the skill that day.

- Collect a few small objects that students can describe to practice adjectives. Choose interesting objects with colors and/or textures and some that make a sound. Place them in a box. You will also need a puppet or stuffed animal.

## Foundational Skills

- Gather the Large Letter Cards listed in the Lesson at a Glance for Large Card Chaining.

## Language

### ➤ Digital Component 17.1

- Prepare to display the Five Senses chart you created previously or the digital version.
- Make one copy per student of the Grammar Progress Monitoring Record. Label each copy with the student’s name; organize all copies in alphabetical order on a clipboard for easy access during instruction.

## Lesson 18: Chaining

## Foundational Skills



## Primary Focus

Students will read and spell two-syllable words with the suffixes *-er*, *-ness*, and *-less*. [RF.1.3e]

Students will read and write single-syllable words with /er/ > 'er', /ar/ > 'ar', and /or/ > 'or'. [RF.1.3e]

## TEACHER CHAINING (15 MIN.)

- Remind students that they have learned about two-syllable words that are made up of a root word and an ending. Today they will see two new endings added to root words, *-ness* and *-less*.
- Remind students that they have already encountered a root word with the ending *-less* in the chapter, "The Reptile Room." Ask students if they remember the word. (*harmless*) Write the word *harmless* on the board/chart paper. Identify *harm* as the root word and *-less* as the ending. Ask if students remember the meaning of the ending *-less*. (*without*) Point out that when *-less* is added to a noun, it changes the part of speech of the new word to an adjective.
- Now write the word *sad* on the board, pointing out that *sad* is an adjective. Add the ending *-ness* to *sad* with a dot between the syllables, and ask students to read the new word. Point out that the new word *sadness* is a noun. Explain that the ending *-ness* means "full of" (e.g., *sadness* is to be full of sad).
- Now write *thick•er* on the board, inserting a dot divider in between the syllables.
- Ask students to sound out the word using the three-step method.
- Tell students that you are going to change either the first syllable or the second syllable to make a new word.
- Remove *-er* and add *-ness* to make *thick•ness*. Do not erase the dot divider.
- As you make this change, say, "If that is *thick•er*, what is this?"
- Ask students whether you changed the first or second syllable.

- Continue this process with the remaining words.
- When you have come to the end of the first chain, erase the board and begin the next chain.

1. thick•er > thick•ness > ill•ness > dark•ness > like•ness
2. count•less > tooth•less > care•less > name•less > name•tag



### Check for Understanding

Observe students' oral responses to make sure they understand chaining root words with the *-er*, *-ness*, and *-less* endings.

## LARGE CARD CHAINING (20 MIN.)

- Pass out the following Large Letter Cards, reviewing each card's sound as you pass it out: 'm', 'n', 't', 'd', 'c', 'k', 's', 'p', 'b', 'l', 'h', 'ch', 'sh', 'ar', 'or', and 'er'.
- Tell students that if they are holding a card with a picture of a sound that is in *her*, they should go to the front of the room and stand in the order that spells *her*.
- If necessary, guide students in getting in the correct order.
- Once students are standing in place, ask the class if the word looks right.
- Once the word has been spelled correctly, say, "If that is *her*, show me *herd*."
- 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 and proceed to the next chain.

1. her > herd > hard > harsh > marsh > march > parch > perch > perk > pork
2. harm > harp > carp > sharp > shark > lark > dark > park > spark > stark
3. term > perm > pert > part > port > sort > short > shorn > born > barn

### Large Letter Cards





## Language

### Using Verbs and Verb Phrases

#### Entering/Emerging

During the activity, ask students for a yes/no answer to determine their ability to recognize present- and future-tense verbs. Example: "Is the verb *ride* in *I ride the bike today* present tense?"

#### Transitioning/Expanding

During the activity, ask students to answer present- or future-tense when the verb tense sentences are read. Example: "Is *will ride* a present or future tense verb?"

#### Bridging

During the activity, ask students to orally produce the future-tense verb for each sentence read. Example: "I ride the bike today." Student responds: "I will ride the bike tomorrow."



### Check For Understanding

Observe students' responses to make sure they understand chaining words with /er/ and /ar/ vowel digraphs.

## Lesson 18: Grammar Review

# Language



### Primary Focus

Students will identify the verbs in oral sentences and will distinguish present-tense and future-tense verbs. **[L.1.1e]**

Students will evaluate the use of adjectives in oral sentences and will work as a class to produce adjectives to describe objects. **[L.1.1f]**

### IDENTIFY PRESENT-, PAST-, AND FUTURE-TENSE VERBS (10 MIN.)

- Ask, "What is a verb?" (*part of speech or word that shows action*)
- Remind students that they have learned about verbs that show something is happening at that moment; these are called present-tense verbs. Ask students to listen to the following sentence, calling attention to the present-tense verb: "Today I shiver in the wind."
- Have students pretend to shiver in the wind.
- Ask students what action they performed. (*shiver*)
- They have also learned about verbs that show something has happened in the past; these are called past-tense verbs and usually have an extra /ed/, /t/, or /d/ sound at the end of the verb. Ask students to listen to the following sentence, calling attention to the past-tense verb: "Yesterday, I shivered in the wind."
- Now tell students that verbs can also be used in sentences that tell about something that is going to happen in the future.
- Ask students to listen to the following sentence, telling them to listen for the future-tense verb: "Tomorrow I will shiver in the wind."
- Ask students what action will happen tomorrow or in the future. (*will shiver*)

- Remind students that *shiver* is an action and the addition of the word *will* signals that the action will happen in the future. Also, point out that, like the words *today* and *yesterday*, the word *tomorrow* provides another cue about the tense of the verb.
- Repeat this process with the following sentences, asking students to identify the verb and verb tense in each one.
- Be sure to point out that in each sentence pair, the first sentence contains a present-tense verb and the second sentence contains a future-tense verb.

1. Today I run to the bus.
2. Tomorrow I will run to the bus.

1. Today I sing.
2. Tomorrow I will sing.

1. Today I swim in the lake.
2. Tomorrow I will swim in the lake.

1. Today I sit for a snack.
2. Tomorrow I will sit for a snack.








### Observation: Grammar: Adjectives and Verb Tense

Use the Grammar Progress Monitoring Record to assess each student's ability to read and identify verb tense.



## USE ADJECTIVES (15 MIN.)

### ➤ Digital Component 17.1

Five Senses	
	
	
	
	
	

- Take out a puppet (or stuffed animal) and tell students that the puppet is going to describe an object to them. Choose one of the items from the box of objects that you prepared prior to this lesson and display it in view of students.
- Explain that the puppet (or stuffed animal) has not had much practice in giving descriptions. Tell students that they might have to help it come up with a good description of this object by referring to the Five Senses chart.
- Have the puppet describe the object, making obvious errors such as using only one sense to describe the object, not using many adjectives, leaving out the most important information, etc.
- Ask students to tell you whether they thought that the puppet's description was good and if it might be improved.
- Guide students so they help the puppet create a better description, prompting them to use adjectives that describe how the object looks, feels, or sounds.
- If you have extra time, repeat this procedure one or more times with a different object from the box each time.



### Check for Understanding

Observe students' oral responses to make sure they understand and can generate adjectives based on each of the five senses to describe the items in the box.

End Lesson

# Take-Home Material

## TAKE-HOME STORY: "THINGS WITH WINGS"

- Have students take home Activity Page 18.1 to read and discuss with a family member.

Activity Page 18.1



### Lesson 18: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH ADJECTIVES

### Adjective Riddles

- Tell students you will read some riddles and that the answers to the riddles are adjectives.
- Ask students to raise their hands if they think they know an answer.
- As adjectives are identified, write them on the board/chart paper for all to see, or have students write each adjective on paper.

## Support

You may want to encourage students to practice reading the chapter several times normally to build fluency before using a silly voice.

### Green

1. Summer grass is usually this color.

### Three

2. Tic-tac-toe, how many in a row?

### Strong

3. A person who lifts heavy weights is \_\_\_\_\_.

### Sweet

4. Candy has this taste.

### Dark

5. This is the opposite of light.

### Wet

6. If you dive into a pool you will be this.

### Steep

7. A hill that is very high is \_\_\_\_\_.

### Round

8. A circle has this shape.

### Safe

9. If you reach a base before you are tagged you are this.

### Next

10. A clerk might say this to a person in line.

## MORE HELP WITH ORAL READING

### Silly Voices

- Make a copy of **Activity Page TR 18.1**, "Things with Wings," for each student.
- Make one copy of **Activity Page TR 10.2**, the Silly Voices Cards, cut the cards apart and place them in a bag or container.
- Follow the procedure in Additional Support Lesson 10.

## GRAMMAR

# Past-Tense Verbs

**PRIMARY FOCUS OF LESSON****Language (Grammar)**

Students will orally produce words with the inflectional endings /t/, /d/, and /ed/.

[L.1.1e; RF.1.2c]

Students will write words with 'ed' > /t/, 'ed' > /ed/, and 'ed' > /d/ in spelling categories. [L.1.1e; RF.1.3f]

**Reading**

Students will read "Termites" with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the text.

[RF.1.4a; RI.1.1]

**FORMATIVE ASSESSMENT**

Activity Page 19.1	<b>Word Sort with Past-Tense Verbs</b> [L.1.1e; RF.1.3f]
Observation	<b>Anecdotal Reading Record</b> "Termites" [RF.1.4a]
Observation	<b>Discussion Questions</b> "Termites" [RI.1.1]
Activity Page 19.2	<b>Chapter Questions</b> "Termites" [RI.1.1]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Grammar)</b>			
The -ed Dance	Whole Group	10 min.	
Past-Tense Marker -ed	Whole Group	20 min.	❑ Activity Page 19.1
<b>Reading</b>			
Introduce the Chapter	Whole Group	5 min.	❑ <i>The Green Fern Zoo</i>
Read “Termites”	Partner	25 min.	❑ <i>The Green Fern Zoo</i> ❑ Activity Page 19.2

## ADVANCE PREPARATION

### Reading

#### ➤ Digital Component 19.1

- Create the Preview Spellings chart (Digital Component 19.1) for Introduce the Chapter on the board/chart paper, or use the digital version.
- Prepare to assign student pairs for partner reading.

#### ➤ Digital Component 17.2

- Prepare to display the Critters Five Senses chart from Lesson 17 to add more descriptions of animals.

## Lesson 19: Review Assessment

## Language



## Primary Focus

Students will orally produce words with the inflectional endings 'ed' > /t/, 'ed' > /ed/, and 'ed' > /d/. [L.1.1e; RF.1.2c]

Students will write words with 'ed' > /t/, 'ed' > /ed/, and 'ed' > /d/ in spelling categories. [L.1.1e; RF.1.3f]

## THE -ED DANCE (10 MIN.)

- Lead the class in "The -ed Dance."

<b>/t/, /d/, /ed/</b>	(bend your knees on each of the three beats along with outstretched cheering arms)
<b>/t/, /d/, /ed/</b>	(bend your knees on each of the three beats along with outstretched cheering arms)
<b>Past-tense marker</b>	(wiggle your hips left to right on each beat, one beat on marker)
<b>Past-tense marker</b>	(wiggle your hips left to right on each beat, one beat on marker)
<b>Spelled 'e' 'd'</b>	(arms up and outstretched, hips still wiggle left to right on each beat)
<b>Spelled 'e' 'd'</b>	(arms up and outstretched, hips still wiggle left to right on each beat)

- Repeat with students leading the class.



## Check for Understanding

Observe students' oral responses to make sure they are pronouncing the /ed/, /d/, and /t/ endings correctly.

## WORD SORT WITH PAST-TENSE VERBS (20 MIN.)

- Distribute Activity Page 19.1.
- Remind students that letters in slashes stand for sounds. Point out that “/ed/” stands for /ed/ as in *started*, the “/d/” stands for /d/ as in *grinned*, and “/t/” stands for /t/ as in *helped*.
- As a class, read through the words in the box and have students underline the past-tense marker *-ed* in each verb. Then have students fill in the slash marks next to each word with the final sound.
- Have students write the past-tense verbs that end in /ed/ under the header “/ed/”, the verbs that end in /d/ under the header “/d/”, and the verbs that end in /t/ under the header “/t/”.

1. marched	/t/	4. snorted	/ed/
2. added	/ed/	5. wished	/t/
3. seemed	/d/	6. rubbed	/d/



### Activity Page 19.1: Word Sort with Past-Tense Verbs

Collect and review Activity Book Page 19.1 to assess each student's ability to discriminate between and sort verbs ending in the sounds of /ed/, /d/, and /t/.

## Lesson 19: “Termites” Reading



**Primary Focus:** Students will read “Termites” with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the text. [RF.1.4a; RI.1.1]

### INTRODUCE THE CHAPTER (5 MIN.)

- Tell students that the topic of today's story is termites. Termites are insects that look a lot like ants.

## Activity Page 19.1



### Support

Write the words in the chart on index cards and have students sort them into three groups based on the /t/, /ed/, and /d/ endings.

### Reader



### Chapter 9



## Preview Spellings

### ➤ Digital Component 19.1

- Preview the following spellings using the chart you prepared in advance before reading today's chapter:

/or/ > 'or'	/er/ > 'er'	/ch/ > 'ch'	Tricky Words	Two-Syllable Words
for	ter•mite	lunch	who	nugg•ets
sort	bigg•er	chick•en	would	stick•ing
		munch	were	in•side
				ant•hill
				liv•ing
				bed•room

## Preview Core Vocabulary

- Preview the following vocabulary as students refer to the appropriate glossary page (page 85) before reading today's story. Note that today's vocabulary includes phrases that may be unfamiliar or confusing to students.

**termite—n.**, an insect that looks somewhat like an ant but is a different color (50)

Example: You can barely see one termite but together, lots of termites can do a lot of damage.

**stump—n.**, a part of a tree that remains in the ground after it has fallen or been cut down (50)

Example: After the lumberjack cut down the tree, we sat on the stump that remained in the ground.

**spike—n.**, a sharply pointed object that projects upward (52)

Example: The hammer hit the sharp and pointed spike into the board.

**Note:** Review the phrase *termite mound* and its definition next.

**queen—n.**, a female termite that can make eggs (54)

Example: The queen termite makes many eggs every year.

## Sayings and Phrases

**termite mound—**a raised pile of dirt where termites live (53)

Example: The termites scurried around the termite mound where they lived.

- Be sure to call to students' attention that *stump*, *queen*, and *spike* are multiple-meaning words. Make sure that students know the meaning of each of these words as they are used in this chapter.

### Purpose for Reading

- Tell students to read today's story to learn about termites, including what they like to eat for their food. Tell them to pay close attention to the adjectives that describe the termites in the story.

Vocabulary Chart for "Termites"			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	termite		
Multiple Meaning Words	queen		stump spike
Sayings and Phrases	termite mound		

### READ "TERMITES" (25 MIN.)

#### Partner Reading

- Encourage students to use their Individual Code Chart for unfamiliar words.
- Have students turn to Activity Page 19.2 and write today's date on the activity page, reminding them about capitalizing proper nouns and where to place commas. Tell students to complete this activity page after reading today's chapter, being sure to refer to the text as they do so.

#### Activity Page 19.2



#### Observation: Anecdotal Reading Record

As you listen to students read "Termites," make notes regarding their individual reading ability in the Anecdotal Reading Record.



## Reading

### Exchanging Information and Ideas

#### Entering/Emerging

Ask yes/no questions using simple phrases: "Is today's story about dogs?" "Is today's story about termites?" "Is the queen termite the biggest in the termite mound?" "Do termites eat wood?"

#### Transitioning/Expanding

After asking each question provide students with a specific sentence starter: "Termites eat . . ." Or ask a question that requires a one or two word answer: "What do termites eat?"

#### Bridging

Encourage students to expand and/or build upon other students' responses.

## Wrap-Up

### Digital Component 17.2

- Display the Critters Five Senses chart to record descriptions about termites. In the first column, write *termites*. Ask, "What does a termite look like?" Write two to three adjectives about termites in the row under the sense icon (eye) for sight.
- Use the following questions to guide discussion about the story. **Encourage students to use the various text features of this informational text to find and support their answers to the asterisked questions.** When answering the question, ask students to cite the part of the story that guided their answer, as well as any particular text feature they used.

#### Discussion Questions for "Termites"

1. **Inferential.** What is the main topic of today's story?
  - » The main topic of today's story is termites.
2. **\*Literal.** What do termites like to eat?
  - » Termites like to eat wood.
3. **\*Literal.** Where do termites live?
  - » Termites live in a termite mound.
4. **\*Evaluative.** In what ways are termites like ants?
  - » Both termites and ants have six legs.
  - In what ways do they look different?
    - » Termites are a different color than ants.
5. **\*Literal.** Who is the biggest termite in the termite mound?
  - » The biggest termite in the termite mound is the termite queen.
6. **Inferential.** Would a termite munch on your home? Why or why not?
  - » Answers may vary, but students should share whether their home is made of wood or not in their reply.



#### Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions Observation Record, noting whether the question answered was literal, inferential, or evaluative, and whether the student answered in a complete sentence and/or cited evidence from the text.

- If time permits, review the answers to Activity Page 19.2.



### Activity Page 19.2: Chapter Questions

Collect Activity Page 19.2 to evaluate student progress answering questions about key details in the story, “Termites.”

End Lesson

## Lesson 19: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH ORAL READING

#### Silly Voices

- Make a copy of **Activity Page TR 17.1**, “The Reptile Room”, for each student.
- Make one copy of **Activity Page TR 10.2**, the Silly Voices Cards, cut the cards apart and place them in a bag or container.
- Follow the procedure in Additional Support Lesson 10.

### MORE HELP WITH VERBS

#### Past-Tense Verbs Dictation

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of past-tense verbs. Each word ends with the past-tense ending *-ed*. Remind students that it can stand for the /t/ sound as in *asked*, for the /d/ sound as in *filled*, or the /ed/ sound as in *sounded*.
- Have students write the spelling ‘ed’ at the top of their paper.
- Tell students to write each word that you say.
- For each word that you say, hold up one finger for each sound.
- Ask students to count the sounds and then draw a line on their paper for each sound that they hear. For example, for the word *cooked*, four lines would be drawn on the paper: \_ \_ \_ \_.
- Once students have drawn one line for each sound, remind them that the ‘ed’ spelling is written on one line.

#### Support

You may want to encourage students to practice reading the chapter several times normally to build fluency before using a silly voice.

- Have students write the spellings on their respective lines: c oo k ed.
- Finally, ask students to read the word back to you.
- Write the words on the board and have students self-correct.
- Instruct students to refer to the Individual Code Chart if they are having difficulty remembering how to write the spellings.

**Note:** You are not expected to dictate all of these words. Please make a selection based on students' needs.

- |             |               |              |
|-------------|---------------|--------------|
| 1. cooked   | 13. marched   | 25. sorted   |
| 2. formed   | 14. bloomed   | 26. chopped  |
| 3. hunted   | 15. sparked   | 27. thawed   |
| 4. stuffed  | 16. dotted    | 28. frosted  |
| 5. dressed  | 17. blended   | 29. parked   |
| 6. trusted  | 18. drummed   | 30. started  |
| 7. yawned   | 19. farmed    | 31. darted   |
| 8. splashed | 20. brushed   | 32. crawled  |
| 9. herded   | 21. perched   | 33. stopped  |
| 10. banged  | 22. sharpened | 34. numbered |
| 11. stormed | 23. buzzed    | 35. chatted  |
| 12. barked  | 24. spoiled   | 36. rested   |

## ASSESSMENT AND WRITING

# Spelling Assessment and Plan a Descriptive Paragraph

**PRIMARY FOCUS OF LESSON****Language (Spelling)**

Students will spell and write one- and two-syllable words with the past-tense marker *-ed* and the Tricky Word *have*. [RF.1.3b; L.1.2d]

**Foundational Skills**

Students will identify the sound/spellings for /er/ > 'er', /ar/ > 'ar', and /or/ > 'or'. [RF.1.2d]

Students will read two-syllable words with /er/ > 'er', /ar/ > 'ar', and /or/ > 'or' and will match the words with the appropriate pictures. [RF.1.3e]

**Writing**

Students will plan a descriptive paragraph about a grape or other food that includes mention of the food, some descriptive facts about the food, and a concluding sentence. [W.1.2]

**FORMATIVE ASSESSMENT**

Activity Page 20.1

**Spelling Assessment**

[RF.1.3b; L.1.2d]

Activity Page 20.2

**Word Box**

[RF.1.3e]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Spelling)</b>			
Spelling Assessment	Whole Group	15 min.	<ul style="list-style-type: none"> <li>Activity Page 20.1</li> <li>colored pencils</li> </ul>
<b>Foundational Skills</b>			
Practice R-Controlled Vowels	Whole Group	10 min.	<ul style="list-style-type: none"> <li>/ar/ and /er/ sound cards from Lesson 5</li> <li>one blank index card per student</li> </ul>
Practice Two-Syllable Words	Independent	10 min.	<ul style="list-style-type: none"> <li>Activity Page 20.2</li> </ul>
<b>Writing</b>			
Plan Descriptive Writing	Whole Group	25 min.	<ul style="list-style-type: none"> <li>The Writing Process graphic</li> <li>The Five Senses chart</li> <li>one grape per student</li> <li>blank plan template</li> </ul>

## ADVANCE PREPARATION

### Foundational Skills

- Gather the /ar/ and /er/ index cards used in Lesson 5 and one additional blank index card per student.

### Writing

#### ➤ Digital Components 20.1–20.2

- Create enlarged versions of The Writing Process graphic and The Five Senses planning template, both of which are located in Teacher Resources, or use the digital versions.
- Have a bunch of green grapes for the descriptive writing lesson (or another decodable food item [e.g., chips or a lime]). The instructions in this lesson assume that you use grapes; adapt as necessary if you use a different food.

**Note:** Be sure to follow your school’s policy regarding food distribution and allergies.

### Universal Access

- When introducing the /ar/, /er/, and /or/ words on Activity Page 20.2, show the pictures for: *garlic, dinner, cooler, hammer, jumper, hornet, blender, popcorn, number, carpet, forest, and garden.*



## Lesson 20: Review Assessment

## Language

15M

**Primary Focus:** Students will spell and write one- and two-syllable words with the past-tense marker *-ed* and the Tricky Word *have*. [RF.1.3b; L.1.2d]

**SPELLING ASSESSMENT (15 MIN.)**

## Activity Page 20.1



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

- |            |            |
|------------|------------|
| 1. parked  | 5. tripped |
| 2. sounded | 6. grinned |
| 3. lifted  | 7. waved   |
| 4. pointed | 8. have    |

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



## Activity Page 20.1: Spelling Assessment

Collect Activity Page 20.1 to review and monitor students' progress in spelling. Use the analysis tools for Lesson 20 provided in Teacher Resources to analyze students' mistakes. This will help you to understand any error patterns evidenced by individual students' responses. Be sure to provide additional practice for any error patterns detected using materials from the Unit 4 Additional Support, Pausing Point, or the *Assessment and Remediation Guide*.

### Lesson 20: Review Assessment

# Foundational Skills



#### Primary Focus

Students will identify the sound/spellings for /er/ > 'er', /ar/ > 'ar', and /or/ > 'or'. **[RF.1.2d]**

Students will read two-syllable words with /er/ > 'er', /ar/ > 'ar', and /or/ > 'or' and will match the words with the appropriate pictures. **[RF.1.3e]**

#### PRACTICE R-CONTROLLED VOWELS (10 MIN.)

#### Vowel Discrimination Game

- Distribute the /ar/ and /er/ cards, as well as one index card per student.
- Tell students to write /or/ on the blank index card.
- Tell students that you want them to show you the picture of /ar/ when you say the /ar/ sound, /or/ when you say the /or/ sound, and /er/ when you say the /er/ sound.
- Practice this several times.
- Next, tell students that you will be reading some one-syllable words that contain only one vowel sound. The vowel sound will always be the middle sound, and it will always be /ar/, /or/, or /er/.
- Tell students that you want them to raise in the air the card that has the sound in the word you have said.

**Note:** If students have trouble hearing a word's middle sound, say the word in a segmented fashion: /p/ /ar/ /t/. Then repeat the word in its blended form: *part*.

- |         |          |
|---------|----------|
| 1. part | 6. Vern  |
| 2. port | 7. torn  |
| 3. fern | 8. thorn |
| 4. farm | 9. harm  |
| 5. form | 10. sort |



### Check for Understanding

Observe students when they raise the digraph card to make certain they are able to discriminate between and identify the /ar/, /er/, and /or/ digraphs.

## Activity Page 20.2



## Foundational Skills

### Foundational Literacy Skills

When introducing the /ar/, /er/, and /or/ words on Activity Page 20.2, show pictures for; *garlic, dinner, cooler, hammer, jumper, hornet, blender, popcorn, number, carpet, forest, and garden.*

## PRACTICE TWO-SYLLABLE WORDS (10 MIN.)

### Word Box

- Distribute Activity Page 20.2. Have students write the date beneath their names.
- Remind students how to read two-syllable words. Students should first blend the sounds in the first syllable, then blend the sounds in the second syllable, and then put them together:

1. /g/ ... /ar/; blend to make *gar*;
2. /l/ ... /i/ ... /k/; blend to make *lic*;
3. assemble the chunks: *gar* + *lic* = *garlic*.

- As a group, have students read aloud each of the words in the box. Identify the names of the pictures. Write each word under its matching picture.
- Make sure students know that there are additional items on the back of the activity page.



## Activity Page 20.2: Word Box

Collect and correct Activity Page 20.2 to assess each student's ability to read two-syllable words.

## Challenge

Ask early finishers to use the words on Activity Page 20.2 and write a sentence for one /er/, /ar/, and /or/ word.

## Lesson 20: Plan Descriptive Writing

# Writing



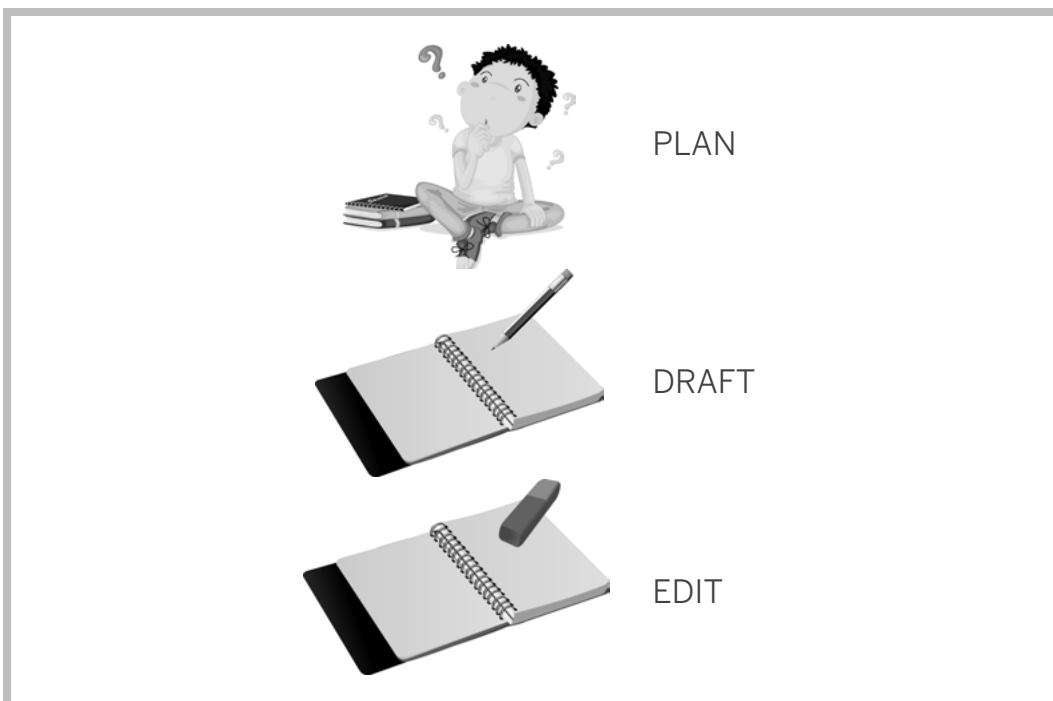
**Primary Focus:** Students will plan a descriptive paragraph about a grape or other food that includes mention of the food, some facts about the food, and a concluding sentence. [W.1.2]

### PLAN DESCRIPTIVE WRITING (25 MIN.)

#### Review the Writing Process

- Tell students that today they will use the writing process they learned in Unit 3.
- Display The Writing Process graphic you prepared in advance and read the title aloud. (Students should not yet be expected to read this title on their own, as it is not yet decodable.)

#### > Digital Component 20.1








- Explain that this chart shows three steps that good writers use when they write. Remind them that authors of their favorite books use these steps to help create their stories.
- Point to the plan step on the chart. Ask students what the person in the picture is doing. (*thinking*)
- Remind students that before you begin writing, you have to think about the topic you want to write about and brainstorm, or come up with, ideas. This is called planning.
- Point to the draft step on the chart. Ask students what this is a picture of. (*paper and pencil*)
- Remind students that the next part of the writing process is to start organizing and writing down your ideas on paper in complete sentences. This is called drafting, or writing a draft.
- Point to the edit step on the chart. Ask students what this is a picture of. (*paper and eraser*)
- Remind students that the last part of the process is to reread the draft, fix any mistakes, and/or think of better ways to say and write your ideas. This is called editing.

### **Plan a Descriptive Paragraph**

- Tell students that they are going to write descriptions and remind them that the first step in writing a description is to plan the description—to think and talk about how something or someone appears to the senses (i.e., how it looks, smells, tastes, sounds, and/or feels).
- Take out the grapes and give one to each student.
- Remind students that they have used The Five Senses chart to help them describe objects in previous lessons, as they were learning about adjectives. Many of the words used in descriptive writing are adjectives.
- Display The Five Senses planning template that you prepared in advance. Explain that now they will plan how to describe the grapes using as many of their senses as possible.

## ➤ Digital Component 20.2

Plan Template	
Grapes	
	round green
	popp•ing sound
	sweet tart
	smooth soft
	

- Explain that when working on a description, they should begin by writing down the name of what they are describing (i.e., the title).
- Point to the line at the top of the chart, and tell students that this is where to write the title. Write *Grapes* on the title line at the top.
- Remind students that the five pictures on the chart represent the five senses (sight, hearing, smell, taste, touch). Explain that it helps to use their five senses when they want to describe something. Using the different senses to describe a person, place, or thing will make their descriptions clearer and more interesting to read.
- Ask students to think about what grapes look like. Ask them to brainstorm words and/or phrases that describe how grapes look. Remind students to be as detailed as possible and to use adjectives.
- Explain that many times good writers take brief notes while they are planning. They do not write in complete sentences but just write a word or phrase to help them remember.
- Write the descriptive words and/or phrases that students call out on the chart. For examples of decodable words and phrases, see an example of a completed template in the sidebar.
- Repeat the procedure with the remaining senses.

- You can choose to cross out the icon for smell because this sense is not really applicable to grapes. Explain that it is not always possible or safe to use every sense when describing something.
- After you have talked about and described grapes orally, sum up by telling students that they just finished the planning step of the writing process for a description. Good writers plan—think and talk and sometimes take notes—to help organize their ideas.
- Tell students that in the next lesson they will draft a description of the grapes as a class. Drafting is the second step in the writing process.



### Check for Understanding

Ask students to partner with a classmate and repeat the previous activity with a different decodable food (chip, lime, etc.) to make certain they understand descriptive adjectives.

End Lesson

## Lesson 20: Foundational Skills Remediation

# Additional Support

### MORE HELP IN GRAMMAR

#### Use Adjectives

- Have students pick an animal from *The Green Fern Zoo* and provide as many adjectives as possible for it using The Five Senses Chart.

### PROGRESS MONITORING (OPTIONAL)

#### R-Controlled Vowel Word Reading

- Make a copy of the Word Cards for Progress Monitoring 3 (**Activity Page TR 20.1**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 3 (**Activity Page TR 20.2**) for each student you are assessing.
- Follow the procedure and scoring system in Additional Support Lesson 8.

## WRITING

# Draft a Descriptive Paragraph

## PRIMARY FOCUS OF LESSON

**Language (Grammar)**

Students will sort words with past-tense marker *-ed* based on the following sound/spellings: 'ed' > /ed/, 'ed' > /d/, and 'ed' > /t/. [RF.1.3f; L.1.1e]

**Reading**

Students will read "River Otters" with purpose and understanding and will answer literal and evaluative questions about key details in the text. [RF.1.4a; RI.1.1]

**Writing**

Students will review the planning template from the previous lesson and will write a draft of a descriptive paragraph based on the information recorded in the template. [W.1.2]

## FORMATIVE ASSESSMENT

Observation	<b>Anecdotal Reading Record</b> "River Otters" (Group 2) [RF.1.4a]
Observation	<b>Discussion Questions</b> "River Otters" [RI.1.1]
Activity Page 21.1	<b>Chapter Questions</b> "River Otters" (Group 1) [RI.1.1]



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Grammar)</b>			
Past-Tense Marker –ed	Whole Group	10 min.	❑ Chart paper
<b>Reading</b>			
Introduce the Chapter	Whole Group	5 min.	❑ <i>The Green Fern Zoo</i>
Read “River Otters”	Small Group/ Partner	15 min.	❑ <i>The Green Fern Zoo</i> ❑ Activity Page 21.1
<b>Writing</b>			
Draft Descriptive Writing	Whole Group	30 min.	❑ The Writing Process graphic ❑ Five Senses planning template ❑ writing paper, one sheet per student ❑ decodable descriptive word chart ❑ chart paper ❑ Activity Page 21.2
<b>Take-Home</b>			
Edit Draft with Editing Checklist			❑ Activity Page 21.2

## ADVANCE PREPARATION

### Language

#### ➤ Digital Component 21.1

- Create a chart with a column heading for each pronunciation of the past-tense marker *-ed* on the board/chart paper for the Warm-Up, or use the digital version.
- Write the following words on the board/chart paper next to the chart: *smiled, start•ed, helped, walked, jumped, lift•ed, yelled, stopped*.

### Reading

#### ➤ Digital Component 21.2

- Create the Preview Spellings chart (Digital Component 21.2) for Introduce the Chapter on the board/chart paper, or use the digital version.
- Plan small groups: Group 1 students will work with a partner while you work with Group 2.

#### ➤ Digital Component 17.2

- Display the Critters Five Senses chart to add more descriptions of animals.

### Writing

#### ➤ Digital Component 20.1

- Prepare to display The Writing Process graphic or use the digital version.

#### ➤ Digital Component 20.2

- Have available the completed Five Senses planning template that you completed with students in Lesson 20.

#### ➤ Digital Component 21.3






- Prepare to reference the Tricky Word Wall to aid students in creating sentences for their paragraphs. If you do not have a Tricky Word Wall, create the following chart of Tricky Words previously taught, or use the digital version.

### Tricky Words

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

### ➤ Digital Component 21.4

- Create the following decodable descriptive word chart for students to reference when creating sentences for their paragraphs, or use the digital version.

Words That Des-cribe		
 look like . . . see	red green black dark	big short round scales fins
 sound like . . .	loud soft	
 taste like . . . lick bite	sweet sour	
 feel like . . . touch hand	soft hard smooth	
 smell like . . . nose sniff		

**Note:** You will ask students to refer to both the Tricky Word Wall and decodable descriptive word chart over multiple lessons. It may be easy for students to refer to both if they are left on permanent display in the classroom.

Lesson 21: Past-Tense Marker *-ed*

## Language



**Primary Focus:** Students will sort words with past-tense marker *-ed* based on the following sound/spellings: 'ed' > /ed/, 'ed' > /d/, and 'ed' > /t/. **[RF.1.3f; L.1.1e]**

**PAST-TENSE MARKER -ED (10 MIN.)**

- Have students perform “The *-ed* Dance.”

<b>/t/, /d/, /ed/</b>	bend your knees on each of the three beats along with outstretched cheering arms
<b>/t/, /d/, /ed/</b>	bend your knees on each of the three beats along with outstretched cheering arms
<b>Past-tense marker</b>	wiggle your hips left to right on each beat, one beat on marker
<b>Past-tense marker</b>	wiggle your hips left to right on each beat, one beat on marker
<b>Spelled 'e' 'd'</b>	arms up and outstretched, hips still wiggle left to right on each beat
<b>Spelled 'e' 'd'</b>	arms up and outstretched, hips still wiggle left to right on each beat

- Call students' attention to the past-tense marker *-ed* chart you prepared in advance and the words you have written on the board/chart paper: *smiled*, *start•ed*, *helped*, *walked*, *jumped*, *lift•ed*, *yelled*, *stopped*.

➤ **Digital Component 21.1**

<b>'ed' &gt; /ed/</b>	<b>'ed' &gt; /d/</b>	<b>'ed' &gt; /t/</b>
start•ed	smiled	helped
lift•ed	yelled	walked
		jumped
		stopped

- Have students read the words aloud, noting the ending sound. Write each word under the appropriate column.
- If time permits, repeat with students leading the class.



### Check for Understanding

Observe students' oral responses to make sure they are pronouncing the /t/, /d/, and /ed/ endings correctly and are sorting the words into the correct columns.

## Lesson 21: "River Otters"

# Reading



**Primary Focus:** Students will read "River Otters" with purpose and understanding and will answer literal and evaluative questions about key details in the text.

[RF.1.4a; RI.1.1]

### INTRODUCE THE CHAPTER (5 MIN.)

- Tell students that today's chapter is about animals called river otters. Ask students if they have any idea where river otters might live based on their name.

### Preview Spellings

- Review the following spellings and Tricky Words before reading today's chapter.

### ➤ Digital Component 21.2

/l/ > 'll'	/d/ > 'ed'	/er/ > 'er'	Tricky Words	Two-Syllable Words
hill	webbed	riv•er	down	Al•ex
All•en	lined	ott•er	their	Ag•nes
well		summ•er	do	webb•ing
		win•ter		scam•per

### Reader



### Chapter 10

Preview Core Vocabulary

- Preview the following vocabulary as students refer to the appropriate glossary page before reading today’s chapter:

**otter—n.**, an animal with brown fur that lives near and in water (56)  
Example: The otter likes to float in the water.

**webbed—adj.**, connected by a thin amount of skin (58)  
Example: Ducks have webbed feet to help them move in the water.

**Note:** Review the phrase *webbed paws* and its definition next.

**scamper—v.**, hurry, run (58)  
Example: The squirrel will scamper around the tree to get some acorns.

**Note:** The core vocabulary word *scamper* is not illustrated in the glossary. Remind students they already have encountered this word in the chapter “Big Cats.”

**den—n.**, an animal’s home (58)  
Example: A fox lives in a den.

**bark—n.**, the outer layer of a tree (58)  
Example: The bark on an aspen tree is smoother than the bark on an oak tree.

**moss—n.**, a small, green plant that feels soft to the touch (58)  
Example: The green, soft moss grew on the side of the shady side of the boulder.

Sayings and Phrases

**webbed paws**—toes/fingers that are connected by a thin amount of skin (58)  
Example: The otter’s webbed paws make it easy to catch food.

Vocabulary Chart for “River Otters”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		webbed scamper moss	
Multiple-Meaning Words		den bark	
Sayings and Phrases	webbed paws		

- Be sure to call students' attention to the words *den* and *bark* as multiple-meaning words and clarify their meanings in this chapter.

### Purpose for Reading

- Tell students to read today's chapter to learn about river otters, including what they like to eat.

## READ "RIVER OTTERS" (15 MIN.)

### Small Group

- Today, you will listen to Group 2 students read aloud, while the remaining students work with a partner. Encourage all students to use the text features as they read.

**Group 1:** Tell students that today they are to read the chapter with a partner and complete Activity Page 21.1 when they have finished. Tell them that if they finish early, they can reread a previous story in the Reader.

**Group 2:** Have these students take turns reading the chapter aloud while you make notes on the Anecdotal Reading Records. Once students have finished reading, work with them as a group to complete Activity Page 21.1.

### Activity Page 21.1



### Observation: Anecdotal Reading Record






As you listen to Group 2 students read "River Otters," make notes regarding their individual reading ability in the Anecdotal Reading Record.

### Wrap-Up

- Show students the Critters Five Senses chart to record descriptions about river otters. In the first column, write "river otters." Ask students, "What does a river otter look like?" Write two or three adjectives about river otters in the second column on the chart.



## ➤ Digital Component 17.2

Critt-ers					

- Use the following questions to guide discussion about the story. **Encourage students to use the various text features of this informational text to find and support their answers to the asterisked questions.** When answering the question, ask students to cite the part of the story that guided their answer, as well as any particular text feature they used.



### Reading

#### Exchanging Information and Ideas

##### Entering/Emerging

Ask yes/no questions using simple questions: "Is today's story about termites?" "Is today's story about river otters?" "Do river otters like to eat fish?" "Are river otters furry?"

##### Transitioning/Expanding

After asking each question provide students with a specific sentence frame: "River otters eat . . ." Or ask a question that requires a one- or two-word answer: "Where do river otters live?"

##### Bridging

Encourage students to expand and/or build upon other students' responses.

#### Discussion Questions for "River Otters"

1. **Evaluative.** What words would you use to describe river otters? Why?
    - » Words that describe river otters are *furry*, *playful*, and *athletic* because they like to run and jump, splash in water, slide down hills, and have strong legs that let them swim fast.
  2. **\*Literal.** Where do river otters live?
    - » River otters live by rivers in nests on land that are lined with grass, moss, and bark.
  3. **Literal.** What do river otters like to eat?
    - » River otters like to eat fish, frogs, and crabs.
  4. **Evaluative.** What other animal have you learned about that likes to play?
    - » Chimps like to play.
- What other animals spend time both on the water and the land?
- » Puffins spend time on both water and land.



#### Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions Observation Record, noting whether the question answered was literal, inferential, or evaluative, and whether the student answered in a complete sentence and/or cited evidence from the text.

- If time permits, review the answers to Activity Page 21.1.



### Activity Page 21.1: Chapter Questions

Collect and correct Activity Page 21.1 for students in Group 1 to assess each student's ability to comprehend the story "River Otters."

## Lesson 21: Descriptive Writing

# Writing

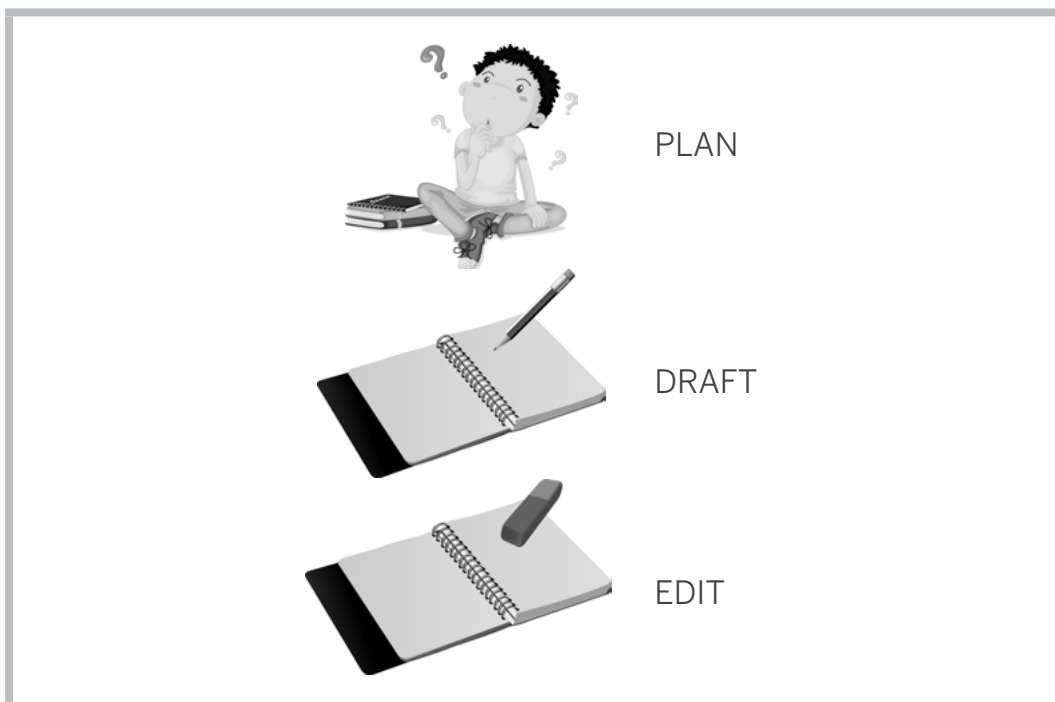


**Primary Focus:** Students will review the planning template from the previous lesson and will write a draft of a descriptive paragraph based on the information gathered in the template. [W.1.2]

### DRAFT DESCRIPTIVE WRITING (30 MIN.)

#### Review the Writing Process and the Planning Template

#### > Digital Component 20.1



- Point to The Writing Process graphic and remind students of the three steps that are involved in writing a description; plan, draft, edit.

## ➤ Digital Component 20.2

- Point to the completed Five Senses planning template, and remind students that in the previous lesson they discussed how to best describe grapes or whatever you chose to describe. This was the planning step in which they thought and talked about how grapes look, sound, taste, and feel.
- Quickly review with students how they described the grapes, using the completed planning template.

### Draft a Descriptive Paragraph

- Explain that you will now work as a class to turn what students planned yesterday into a draft that describes grapes. They will then write a draft on their own. Remind students that drafting is the next step in the writing process.
- On a new piece of chart paper, write *Grapes* centered at the top and explain that this is where the name of the thing you are describing, or the title, goes. This is also the title on the completed planning template. Point out that the first letter in the word is capitalized. Tell students that this title is just one word but some titles are longer.
- Explain that a good description has a beginning sentence, middle sentences, and an ending sentence. Tell students that this is similar to the narratives they retold in Unit 3, in which they retold a story.
- Explain the parts of a descriptive draft: the name of the thing you are describing (or title), the starting sentence, the descriptive sentences (using the five senses), and the ending sentence.
- After writing a title, students need to write a starting sentence that tells what they are describing. The starting sentence for a descriptive paragraph might begin, "I will describe . . ." Discuss the two-syllable word *des•cribe* with students.
- Tell students to finish the starting sentence with the name of the object they are describing. For example: "I will des•cribe grapes."
- Explain that the first sentence in a paragraph is always indented. Demonstrate how to indent relative to the margin. Remind students that a sentence starts with a capital letter and ends with a punctuation mark.
- Explain that in a paragraph, rather than writing each sentence on a new line, all of the sentences follow one another like the sentences in the paragraphs they see in their Readers.

- Tell students that the next sentences are the descriptive sentences. They describe in detail what the grapes look, sound, taste, feel, and smell like. Model how students can describe the grapes, using the completed planning chart to draft these sentences.

### ➤ **Digital Components 21.3, 21.4**

- Model for students how to refer to the Tricky Word Wall as needed while drafting. Explain and model how to refer to the decodable describing words chart you prepared in advance.
- Point to the planning template and ask students what grapes look like. Encourage them to use the sentence starter, “Grapes look . . .” using words from their planning template and the decodable descriptive word chart. For example, “Grapes look round and green.” Record their description on the chart paper.
- Continue with the remaining senses, using the decodable sentence starters and descriptive words from the chart. The descriptions should have the words from the planning charts. For example, “Grapes make a popping sound when you bite them.” “Grapes taste sweet.” “Grapes feel smooth.”
- Remind students that it is not always necessary or possible to use all of the five senses to describe something. In the case of grapes, students may omit describing their smell.
- Explain that you now need the last sentence, or ending sentence, of the description. The ending sentence lets the reader know that you are finished with the description.
- Tell students that a good ending sentence mentions the person, thing, or place that they described, but does not necessarily introduce any new information. A good ending sentence can also be more personal; it might tell how you feel about the person, thing, or place you described. For example, “I like grapes!” Or, “I munch on grapes all of the time.” Or, “Grapes are good snacks for kids.”
- Summarize by saying that in a descriptive paragraph, the descriptive sentences and the starting and ending sentences are not written on individual lines in a list like they are on the draft template. They are written as a paragraph with the sentences running together and spilling from one line to the next. Point out that the first sentence in the paragraph is indented.
- Distribute paper and tell students that they will write their own draft about grapes. Encourage them to look at the class draft for help, but not to directly copy what they see.

- Remind students that as they think about writing sentences that describe the grapes, they may find it helpful to refer to the Tricky Word Wall. Tell them that they can also refer to the decodable describing words chart.
- When students have finished, distribute Activity Page 21.2, the editing checklist. Read and review this checklist with students, reminding them that this is used to help edit their work. Tell them to take home their draft and the editing checklist. With a family member, they should edit their draft and bring it back to class for the next lesson.

End Lesson

# Take-Home Material

## EDIT DRAFT WITH EDITING CHECKLIST

- Have students take home Activity Page 21.2 and their drafts to practice the editing part of the writing process with a family member.

Activity Page 21.2



## Lesson 21: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH GRAMMAR

### Dictation with Past-Tense Verbs

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of past-tense verbs. Each word ends with the past-tense ending *-ed*. Remind students that it can stand for the /t/ sound as in *asked*, for the /d/ sound as in *filled*, or the /ed/ sound as in *sounded*.
- Have students write the spelling 'ed' at the top of their paper.
- Tell students to write each word that you say.
- For each word that you say, hold up one finger for each sound.
- Ask students to count the sounds and then draw a line on their paper for each sound that they hear. For example, for the word *cooked*, four lines would be drawn on the paper: \_ \_ \_ \_.

- Once students have drawn one line for each sound, remind them that the 'ed' spelling is written on one line.
- Have students write the spellings on their respective lines: c oo k ed.
- Finally, ask students to read the word back to you.
- Write the words on the board/chart paper, and have students self-correct.
- Instruct students to refer to the Individual Code Chart if they are having difficulty remembering how to write the spellings.

**Note:** You are not expected to dictate all of these words. Please make a selection based on students' needs.

1. cooked	10. banged	19. farmed	28. frosted
2. formed	11. stormed	20. brushed	29. parked
3. hunted	12. barked	21. perched	30. started
4. stuffed	13. marched	22. sharpened	31. darted
5. dressed	14. bloomed	23. buzzed	32. crawled
6. trusted	15. sparked	24. spoiled	33. stopped
7. yawned	16. dotted	25. sorted	34. numbered
8. splashed	17. blended	26. chopped	35. chatted
9. herded	18. drummed	27. thawed	36. rested

## MORE HELP WITH SOUND/SPELLINGS

### Phrases and Sentences: Read, Write, Share

- Prepare **strips of paper** with phrases and/or sentences with the sound/ spellings targeted for remediation.
- Make sure each student has a **piece of paper** and a **pencil**.
- Present the first phrase or sentence, and have students indicate when they are ready to read it aloud by signaling with a thumbs-up. Choose one student to read the phrase or sentence aloud.

- Remove the phrase or sentence from students' view, and have them write either the entire phrase or sentence or a selected word on their paper. Again students signal when they are finished with a thumbs-up. Choose one student to show or spell their writing aloud.
- Ask students a question related to the phrase or sentence. Again, students signal with a thumbs-up when they are prepared to respond. Choose one student to share their response. Example questions related to phrases and sentences for this step are in the following box.
- Repeat the steps with the next phrase or sentence.

shop clerk	Where does a clerk stand in a shop?
arts and crafts	What is an example of something you would call art or a craft?
This costs an arm and a leg!	Does that mean you had to pay a lot or a little?
He looked at the books.	Where do you look at books?

## WRITING

# Plan Informational Text

**PRIMARY FOCUS OF LESSON****Language (Grammar)**

Students will orally produce nouns, using adjectives heard in oral sentences as clues. [RF.1.2; L.1.1f]

Students will read words with 'ed' > /t/, 'ed' > /d/, and 'ed' > /ed/ and will write present- and past-tense verbs in fill-in-the-blank-sentences. [L.1.1e; RF.1.3f]

**Writing**

Students will use a planning template to gather information about one animal from *The Green Fern Zoo*. [W.1.2]

**FORMATIVE ASSESSMENT**

Activity Page 22.1

**Past-Tense Verbs**

[L.1.1e; RF.1.3f]

Activity Pages 22.2–22.7

**Plan Informational Text**

[W.1.2]



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Grammar)</b>			
Adjective Practice	Whole Group	10 min.	❑ <i>The Green Fern Zoo</i>
Past-Tense Marker –ed	Whole Group	20 min.	❑ Activity Page 22.1
<b>Writing</b>			
Plan Informational Text	Whole Group	30 min.	❑ Completed Five Senses Chart ❑ Research Activity Page copied onto chart paper ❑ Activity Pages 22.2–22.7
<b>Take-Home Material</b>			
Read “Big Cats”			❑ Activity Page 22.8

## ADVANCE PREPARATION

### Writing

- You may want to preselect an animal for each student to research: chimp, puffin, finch, river otter, reef shark, or mandrill. See Activity Pages 22.2–22.7. You may choose to have multiple students write about the same animal so they can work as a small group. Alternatively, you may want to allow students to choose whichever animal interests them most.
- Collect students' homework (Activity Pages 21.2, the editing checklist, and their works of descriptive writing). Be sure to review these works to inform your instruction and review students' progress. Place these drafts and the checklists in students' writing portfolios.

### ➤ Digital Component 17.2

- Display the Critters Five Senses chart on which you recorded characteristics of the following animals from Green Fern Zoo: garter snake, rattler, termite, and river otter.

### ➤ Digital Component 22.1

- Prepare to refer to images of each of the assigned animals. Display the list of animals with specific page numbers from *The Green Fern Zoo* or use the digital version.

### ➤ Digital Component 22.2

- Prepare a large copy of the Planning Template: Trout located in Teacher Resources or use the digital version.
- Gather web resources on information about the assigned animals, including video clips or pictures of animals. See [ckla.amplify.com](http://ckla.amplify.com) for suggestions.

## Lesson 22: Adjective and Inflectional Endings

## Language



## Primary Focus

Students will orally produce nouns, using adjectives heard in oral sentences as clues. [RF.1.2; L.1.1f]

Students will read words with 'ed' > /t/, 'ed' > /d/, and 'ed' > /ed/, and will write present- and past-tense verbs in fill-in-the-blank-sentences. [L.1.1e; RF.1.3f]

## ADJECTIVE PRACTICE (10 MIN.)

## I'm Thinking of Something

**Note:** Allow students to refer to photographs in their Readers as they listen to clues.

Reader



- Tell students that you are going to give them a series of clues for some riddles about animals from Green Fern Zoo. Tell them that each clue includes describing words or adjectives. Ask students to listen carefully and raise their hand when they think they know what the clues describe.
- Read each of the clues in the box. Pause after each one, asking a different student to guess what the thing might be. Ask the rest of the students if they can think of anything else it might be, but do not reveal the answer yet.

## Puffin

1. This thing is an animal. It has two legs. What is it?
2. This animal has orange webbed feet. What is it?
3. This animal has a sharp, pointed bill. What is it?
4. This animal has smooth black and white feathers. What is it?

- After you have read all of the clues, ensure students have concluded that the thing is a puffin. Ask them how they can be certain you described a puffin. *(There were many clues; the clues became more specific; the clues described what it looked like and felt like.)*

- Point out each adjective you used to describe different features of the puffin and its associated sense: two legs and two feet—sight; orange webbed feet—sight; sharp, pointed bill—sight/touch; smooth black and white feathers—touch/sight.
- Tell students that you will now read them some more riddles and clues that describe other animals they have read about in *The Green Fern Zoo*. Once students identify each animal, talk about the adjectives used in the description and ask if students can think of any other adjectives to describe each animal.

**Panther** (page 33)

1. This animal is a big black cat that runs fast and uses its claws to climb up trees.

**Rattler** (page 45)

2. This long animal has a pattern on its scales that helps it hide in the desert sand.

**Trout** (page 5)

3. This animal swims in lakes and creeks and has dark marks that help it hide from bigger fish.

**Termite** (page 51)

4. This small insect likes to munch on wood.



### Check for Understanding

Observe students' oral responses to make sure they comprehend the adjectives in the clues.

## PAST-TENSE MARKER –ED (20 MIN.)

- Have students perform “The –ed Dance.” At this point, you may choose students to lead the class in “The –ed Dance.”

<b>/t/, /d/, /ed/</b>	bend your knees on each of the three beats along with outstretched cheering arms
<b>/t/, /d/, /ed/</b>	bend your knees on each of the three beats along with outstretched cheering arms
<b>Past-tense marker</b>	wiggle your hips left to right on each beat, one beat on marker
<b>Past-tense marker</b>	wiggle your hips left to right on each beat, one beat on marker
<b>Spelled ‘e’ ‘d’</b>	arms up and outstretched, hips still wiggle left to right on each beat
<b>Spelled ‘e’ ‘d’</b>	arms up and outstretched, hips still wiggle left to right on each beat

## Support

Remind students that a description tells you in detail how something or someone appears to the senses (i.e., how it looks, smells, tastes, sounds, or feels).

## Activity Page 22.1



- Write a chart with three columns on the board/chart paper with the headings “/ed/,” “/d/,” and “/t/.”
- Write the following words on the board/chart paper: *cooked, brushed, skipped, walked, melted*. Have students read the words aloud, noting the ending sound. Write each word under the appropriate column.
- Distribute Activity Page 22.1. Have students write the date on the activity page.
- Explain that each sentence is written in the past tense, although the verb is missing. Students must take the verb that is underneath the blank space and change it to the proper past-tense form.
- Complete the first two sentences as a class. Then have students work independently or with a partner to complete the activity page. Review as a class.



### Activity Page 22.1: Past-Tense Verbs

Collect and review Activity Page 22.1 to assess students’ understanding of past-tense verbs and their endings.

## Lesson 22: Plan Informational Text

# Writing



**Primary Focus:** Students will use a planning template to gather information about one animal from *The Green Fern Zoo*. [W.1.2]

### PLAN INFORMATIONAL TEXT (30 MIN.)

**Note:** Please have a copy of *The Green Fern Zoo* ready to show students pictures of animals.

- Tell students that they will continue writing today.

### ➤ Digital Component 17.2

- Remind students that they have been learning many facts about the animals at the Green Fern Zoo. *The Green Fern Zoo* provides information about these animals, so the Reader chapters are called informational text. Informational text provides factual, or real, information about a topic. The facts are not made up, or fiction. Display and briefly discuss the Critters Five Senses chart that the class created to describe several animals from Green Fern Zoo.

## Reader



- Tell students that today they will start writing a descriptive and informational paragraph about one of the animals in the *The Green Fern Zoo*.

### ➤ Digital Component 22.1

- Briefly review each animal that students may write about by showing the photograph from the Reader and asking students to volunteer facts about each animal.

chimp	page 11	Activity Page 22.2
puffin	page 25	Activity Page 22.3
finch	page 29	Activity Page 22.4
river otter	page 57	Activity Page 22.5
reef shark	page 7	Activity Page 22.6
mandrill	page 19	Activity Page 22.7

- Provide students with the animal assignments you prepared in advance, or allow students to choose now by referring to Activity Pages 22.2–22.7.
- Explain that just like when students had a planning document to write a description of grapes, there is an activity page that will serve as their initial planning document.
- Tell students that when we research a topic, we gather information. For the animal paragraphs, students will use *The Green Fern Zoo* to gather much of their information.

### Model Planning

- Tell students that they will first practice gathering information together as a class. You will work together to find information about the trout, the first fish they read about in *The Green Fern Zoo*.

### ➤ Digital Component 22.2

- Display the sample Planning Template: Trout that you prepared in advance.
- Model for students how to gather information from the Reader about the trout. Point out that you are using the five senses to describe the trout. Tell students that you do not know what a trout sounds like, so you can draw an 'X' through this part of the planning template.
- Remind students it is OK to just write words and phrases when gathering facts.

### Activity Pages 22.2–22.7



## Support

Have students work in partners or small groups to record information they have learned about their animals.

### Student Planning

- Tell students that they will now work on their own planning documents. To do so, they need to have the Reader and their animal activity page on their desk.
- Have students write their name, the date, and the name of their animal on their activity page.
- Tell students that the name of their animal will be the title of their descriptive paragraphs because it names what they are describing.
- Tell students to turn to the appropriate story using the table of contents. Students should reread the information about their animal independently or in small groups (based upon assigned animals).
- After students have reread information about their animal, they will record information about their animal on the lines below the photo on the activity page. Remind students that in the planning phase, they do not need to write in complete sentences.
- Encourage students to look at the completed chart about trout for ideas about what information to record about their own animal. Tell students to consider the five senses during this planning phase of the writing process.
- Students should respond to the prompts on the activity page about their animal, using the Reader for information.
- If digital resources are available, provide students with opportunities to gather information for their animal paragraphs from websites you prepared in advance.
- Please save students' completed planning activity pages for use in the next lessons.



### Activity Pages 22.2–22.7: Plan Informational Text

Collect Activity Pages 22.2–22.7 to assess students' ability to use informational text to gather and record information about animals.

# Take-Home Material

## READ “BIG CATS”

- Have students take home Activity Page 22.8 to read with a family member.

Activity Page 22.8



## Lesson 22: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH READING

### Phrase and Sentence Baseball

- Write the phrases and sentences in the box on **cards** or type them on strips of paper for students to read.

- |                                       |                                  |
|---------------------------------------|----------------------------------|
| 1. green fern                         | 11. Her mom is at home.          |
| 2. herd of sheep                      | 12. The clerk gave him a dime.   |
| 3. shop clerk                         | 13. Perk up!                     |
| 4. perch on a branch                  | 14. Panthers are good hunters.   |
| 5. one big pill per week              | 15. Is this word a verb?         |
| 6. nests with grass, moss, and bark   | 16. It can run as fast as a car! |
| 7. long legs and a dark, pointed bill | 17. Garlic has a strong smell.   |
| 8. dark storm clouds                  | 18. Use a black marker.          |
| 9. plan to keep a garden              | 19. He likes sports.             |
| 10. ship in the port                  | 20. I munch corn on the cob.     |

- Draw a baseball diamond on the board and group students into two teams.
- Place the cards in a container, have each student draw a card when it is their turn “at bat”, and read it aloud.
- With each correctly read phrase or sentence, a team advances one base and a run is earned each time a team reaches home plate.
- When a student misreads a phrase or sentence, the other team gets a turn at bat.



## MORE HELP WITH GRAMMAR

### Dictation with Past-Tense Verbs

- Follow the procedure in Additional Support Lesson 21 using the words in the box.

**Note:** You are not expected to dictate all of these words. Please make a selection based on students' needs.

- |             |             |               |              |
|-------------|-------------|---------------|--------------|
| 1. cooked   | 10. banged  | 19. farmed    | 28. frosted  |
| 2. formed   | 11. stormed | 20. brushed   | 29. parked   |
| 3. hunted   | 12. barked  | 21. perched   | 30. started  |
| 4. stuffed  | 13. marched | 22. sharpened | 31. darted   |
| 5. dressed  | 14. bloomed | 23. buzzed    | 32. crawled  |
| 6. trusted  | 15. sparked | 24. spoiled   | 33. stopped  |
| 7. yawned   | 16. dotted  | 25. sorted    | 34. numbered |
| 8. splashed | 17. blended | 26. chopped   | 35. chatted  |
| 9. herded   | 18. drummed | 27. thawed    | 36. rested   |

WRITING

# Draft Informational Text

## PRIMARY FOCUS OF LESSON

### Language (Grammar)

Students will identify animals from *The Green Fern Zoo*, using adjectives in oral sentences. [L.1.1f]

### Reading

Students will read “Cranes and Spoonbills” with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the text. [RF.1.4a; RI.1.1]

### Writing

Students will use the planning template from the previous lesson to complete a draft of an informational text. [W.1.2]

## FORMATIVE ASSESSMENT

Observation

**Anecdotal Reading Record** “Cranes and Spoonbills” (Group 1)  
[RF.1.4a]

Observation

**Discussion Questions** “Cranes and Spoonbills”  
[RI.1.1]

Activity Page 23.1

**Student Draft**  
[W.1.2]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Grammar)</b>			
Adjective Practice	Whole Group	10 min.	❑ <i>The Green Fern Zoo</i>
<b>Reading</b>			
Introduce the Chapter	Whole Group	5 min.	❑ <i>The Green Fern Zoo</i>
Read “Cranes and Spoonbills”	Small Group	15 min.	❑ <i>The Green Fern Zoo</i>
<b>Writing</b>			
Draft Informational Text	Whole Group/ Independent	30 min.	❑ completed Planning Template: Trout ❑ completed Activity Pages 22.2–22.7 ❑ Informational Text Draft Template ❑ Activity Page 23.1
<b>Take-Home Material</b>			
Nouns and Verbs			❑ Activity Page 23.2

## ADVANCE PREPARATION

### Reading

#### ➤ Digital Component 23.1

- Create the Preview Spellings chart (Digital Component 23.1) for Introduce the Chapter on the board/chart paper, or use the digital version.
- Plan small groups: Group 1 students will work with you, while Group 2 students will work with partners.

#### ➤ Digital Component 17.2

- Display the Critters Five Senses chart to add more descriptions of animals.

### Writing

- Ensure students have their completed planning activity pages that you collected during the previous lesson.

#### ➤ Digital Component 22.2

- Have completed Planning Template: Trout available or be prepared to display the digital version.

#### ➤ Digital Component 23.2

- Prepare to display the Informational Text Draft Template located in Teacher Resources, or use the digital version.

#### ➤ Digital Component 21.3

- Prepare to reference the Tricky Word Wall to aid students in creating sentences for their paragraphs, or use the digital version.

#### ➤ Digital Component 21.4

- Display the descriptive word chart you created in Lesson 21 for students to reference when creating sentences for their paragraphs, or use the digital version.

## Lesson 23: Adjectives

## Language



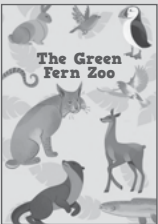
**Primary Focus:** Students will identify animals from *The Green Fern Zoo*, using adjectives in oral sentences. [L.1.1f]

## ADJECTIVE PRACTICE (10 MIN.)

## I'm Thinking of Something

- Tell students that you are going to describe an animal from *The Green Fern Zoo* and you want them to see if they can guess what it is based on the adjectives you use.
- Tell students that you will read them clues that describe animals they have read about in *The Green Fern Zoo*, and they should try to guess which animal it is based on the adjectives used. Once students identify each animal, talk about the adjectives used in the description and ask if students can think of any other adjectives to describe each animal.

## Reader



## Support

Remind students that a description tells you in detail how something or someone appears to the senses (i.e., how it looks, smells, tastes, sounds, or feels).

## Reef Shark (page 7)

1. This big fish swims near the reef and has lots of sharp teeth.

## Groundhog (page 39)

2. This animal lives in holes under the ground.

## Chimp (page 13)

3. This clever animal uses a stick as a tool to help it find ants to eat.

## River Otter (page 59)

4. This furry animal likes to swim and has webbed paws and sharp claws.

## Puffin (page 27)

5. This animal has wings and a big bill that it uses to catch fish.

## Mandrill (page 21)

6. This animal is a lot like a chimp, but has a red nose and sharp teeth.



## Check for Understanding

Observe students' oral responses to make sure they comprehend the adjectives in the clues.

## Lesson 23: “Cranes and Spoonbills”

# Reading



**Primary Focus:** Students will read “Cranes and Spoonbills” with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the text. [RF.1.4a; RI.1.1]

### INTRODUCE THE CHAPTER (5 MIN.)

- Tell students that today’s story is about two birds, both of which are types of cranes: sandhill cranes and spoonbills. Both birds live near the water and stand on tall legs.

### Preview Spellings

- Refer to the chart you prepared in advance to preview the sound/spellings before reading the chapter.

### ➤ Digital Component 23.1

/ae/ > ‘a_e’	Tricky Words	Contractions	Two-Syllable Words
make	two	that’s	sand•hill
crane	their	can’t	spoon•bill
care	be•fore		point•ed
	be•cause		wet•lands
			un•til
			swimm•ing
			in•side

### Preview Core Vocabulary

- Preview the following vocabulary as students refer to the appropriate glossary page (page 87) before reading today’s story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

**sandhill cranes—n.,** birds that have long legs and live in wetlands (60)

Example: Sandhill cranes like to hunt for frogs, snakes, and insects.

### Reader



### Chapter 11

**wetlands—n.**, swampy, marshland areas (60)  
Example: The crane likes to make a home in the wetlands.

**chicks—n.**, baby birds (62)  
Example: There were six chicks in the bird nest and one egg still not hatched.

**spoonbills—n.**, large birds with spoon-shaped bills that live near water (64)  
Example: Spoonbills eat insects that they find in the water.

Vocabulary Chart for “Cranes and Spoonbills”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	sandhill cranes wetlands spoonbills		chicks
Multiple-Meaning Words			
Sayings and Phrases			

**Purpose for Reading**

- Tell students to read today’s story to learn what sand hill cranes and spoonbills look like.

**READ “CRANES AND SPOONBILLS” (15 MIN.)**

**Small Group**

- Today, you will listen to Group 1 students read aloud, while the remaining students work with a partner. Remind all students to use the text features.

**Group 1:** Have these students take turns reading the chapter aloud while you make notes on the Anecdotal Reading Record. Tell them if they finish early, they can reread a previous story in the Reader.

**Group 2:** Have students take turns reading aloud “Cranes and Spoonbills” with a partner.



### Observation: Anecdotal Reading Record

As you listen to Group 1 students read “Cranes and Spoonbills” make notes regarding their individual reading ability in the Anecdotal Reading Record.

### Wrap-Up

#### ➤ Digital Component 17.2

- Display the Critters Five Senses chart to record descriptions of cranes and spoonbills. In the first column, write the words *cranes* and *spoonbills*. Ask, “What does a crane look like? What does a spoonbill look like?” Write two or three adjectives about cranes and spoonbills in the second column on the chart.
- Use the following questions to guide discussion about the story. **Encourage students to use the various text features of this informational text to find and support their answers to the asterisked questions.** When answering the question, ask students to cite the part of the story that guided their answer, as well as any particular text feature they used.



### Discussion Questions for “Cranes and Spoonbills”

1. **\*Literal.** What do sandhill cranes look like?
  - » Sandhill cranes have long legs and dark, pointed bills with red spots next to them.
2. **\*Literal.** Where do sandhill cranes live?
  - » Sandhill cranes live in wetlands.
3. **\*Literal.** What do sandhill cranes like to eat?
  - » Sandhill cranes like to eat frogs, snakes, and insects.
4. **\*Literal.** What do spoonbills look like?
  - » Spoonbills have bills shaped like spoons.
5. **Inferential.** Why do you think it's helpful to have a bill shaped like a spoon?
  - » It is helpful to have a bill shaped like a spoon in order to scoop up food from the water.
6. **\*Evaluative.** In what ways are sandhill cranes and spoonbills alike?
  - » Both sandhill cranes and spoonbills are tall, live near water, and care for their chicks.

In what ways are they different?

  - » Sandhill cranes have bills that are dark and pointed with a red spot next to them; spoonbills have bills shaped like spoons.

How did you find the answer? Did you use the text or the pictures?

  - » both



### Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions Observation Record, noting whether the question answered was literal, inferential, or evaluative, and whether the student answered in a complete sentence and/or cited evidence from the text.

## Lesson 23: Draft Informational Text

# Writing



**Primary Focus:** Students will use the planning template from the previous lesson to complete a draft of an informational text. [W.1.2]

### DRAFT INFORMATIONAL TEXT (30 MIN.)

- Explain that you will show students how to use the information they researched and the planning they did in the previous lesson to write a draft today. Remind students that drafting is the next step in the writing process after planning.

#### ➤ Digital Component 22.2

- Display the completed planning activity page you completed in Lesson 22 about trout. Remind students that in the planning step, you do not have to write in complete sentences. You will now take what they have recorded in the plan and place it into complete sentences for the first draft.

#### ➤ Digital Component 23.2

- On the blank drafting template you prepared prior to the lesson or the digital version, write the word *Trout* centered at the top and explain that this is where the name of the animal you are describing, or the title, goes. Point out that the first letter in the word is capitalized. Tell students that this title is just one word, but some titles are longer.
- Remind students that a good description has a beginning sentence, middle descriptive sentences, and an ending sentence.
- Explain that you will start with a sentence that tells what you are describing. The starting sentence for a descriptive paragraph might begin, “I will describe . . .” You will finish the starting sentence with the name of the object you are describing. For example: *I will describe trout.*
- Explain that the first sentence in a paragraph is always indented. Demonstrate how to indent relative to the margin. Remind students that a sentence starts with a capital letter and ends with a punctuation mark.

## Activity Pages 22.2–22.7



- Explain that the next sentences are the middle sentences. They describe in detail what the animal is like, using the five senses. Remind students that not all senses will be usable. Tell students to look at the completed planning template on the trout to help draft these sentences. For example, under “Describe what it looks like, sounds like, and feels like,” you might write: *The trout is a fish with fins and dark marks on it. The scales of a trout feel smooth and wet.*
- The middle sentences continue with where the animal makes its home and the food it likes. For example: *The home of the trout is in cool creeks and lakes. Trout munch on wee fish, shrimp, and eels for food.*
- Depending on the amount of information, the fun fact can either be the ending sentence or the last of the middle sentences. For example: *Trout are cool because they have marks that help them hide from bigger fish. I hope I can see a trout soon!*

### Student Draft

- Next, have students use their completed planning activity pages from the previous lesson to fill out their drafting templates in complete sentences on Activity Page 23.1.

### ➤ Digital Components 21.3, 21.4

- Remind students that they can use the information in the Reader in their paragraphs. Encourage students to use the Individual Code Chart, the Tricky Word Wall, and the descriptive words chart when writing.
- Save students’ drafting activity pages for use in the next lesson.

## Activity Page 23.1



### Activity Page 23.1: Student Draft

After students have completed Activity Page 23.1, collect and read each draft to assess each student’s ability to produce informational text that includes a title, beginning sentence, some descriptive facts about the topic, and a concluding sentence.

# Take-Home Material

## NOUNS AND VERBS

- Have students take home Activity Page 23.2 to practice nouns and verbs with a family member.

Activity Page 23.2



## Lesson 23: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH GRAMMAR

### Identify Adjectives

- Have students pick an animal from *The Green Fern Zoo* and provide as many adjectives as possible for it using the **Critters Five Senses Chart (Digital Component 17.2)**.

## MORE HELP IN FLUENCY

### Two Voices

- Make one copy of **Activity Page TR 23.1** for each student pair.
- Have students read the story in pairs with one student reading Column 1 and the other reading Column 2. Lines that should be read simultaneously by both students are indicated in bold.

## 24

## WRITING

# Edit and Publish Informational Text

**PRIMARY FOCUS OF LESSON****Foundational Skills**

Students will read two-syllable compound words and one- and two-syllable words with r-controlled digraphs and inflectional endings. **[RF.1.3b,e,f]**

**Language**

Students will identify past-, present-, or future-tense verbs in oral sentences. **[L.1.1e]**

**Writing**

Students will use an editing checklist to edit a peer's draft from the previous lesson. **[W.1.2]**

Students will write a final copy of their informational text for publication, incorporating the peer edits made to the previous draft. **[W.1.5]**

**FORMATIVE ASSESSMENT****Exit Pass****Informational Text**  
**[W.1.5]**

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Word Baseball	Whole Group	20 min.	❑ twenty index cards
<b>Language</b>			
Review Past, Present, and Future Tense	Whole Group	10 min.	
<b>Writing</b>			
Edit and Publish Informational Text	Partner	30 min.	❑ Activity Pages 23.1, 24.1 ❑ one pink and one blue sticky note per student ❑ different colored pencils
<b>Take-Home Material</b>			
Compound Words			❑ Activity Page 24.2

## ADVANCE PREPARATION

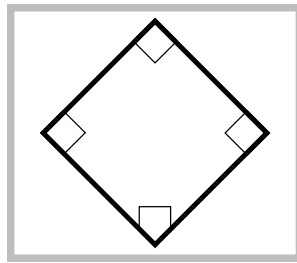
### Foundational Skills

- Write the following words on index cards for Word Baseball:

1. park	6. north	11. wished	16. bitt•er
2. form	7. stern	12. sledd•ing	17. car•pet
3. arm	8. asked	13. nodd•ing	18. back•yard
4. clerk	9. looked	14. pop•corn	19. sun•set
5. march	10. stopped	15. hor•net	20. sun•rise

- Draw a baseball diamond on the board/chart paper or prepare to display the digital version.

### ➤ Digital Component 24.1



### Writing

- Ensure students have their completed Activity Page 23.1 that you collected during the previous lesson.

### ➤ Digital Component 24.2

- Create an enlarged version of the editing checklist located in Teacher Resources or use the digital version. (This is identical to Activity Page 24.1.)
- Plan which students will partner for peer editing based on the animal they were assigned.

## Universal Access

- Bring in pictures of or prepare to act out the following words for Word Baseball: *park, form, arm, clerk, march, north, stern, asked, looked, stopped, wished, sledding, nodding, popcorn, hornet, bitter, carpet, backyard, sunset, sunrise.*
- Write present-, past-, and future-tense action verbs on index cards for additional support for students in the Review Past, Present, and Future Tense activity. Be sure the verbs you select are decodable.



## Lesson 24: One- and Two-Syllable Words

## Foundational Skills



**Primary Focus:** Students will read two-syllable compound words and one- and two-syllable words with r-controlled digraphs and inflectional endings.

[RF.1.3b; RF.1.3e; RF.1.3f]

## WORD BASEBALL (20 MIN.)

## Digital Component 24.1

- Divide the class into two teams, having one team at a time line up in front of the baseball diamond drawing you prepared in advance. (You may choose to have students stay seated and divide the class into teams by the manner in which they are seated.) Each team takes a “turn at bat.”
- Set a timer for 10 minutes and tell students that whichever team has the most runs when the timer rings is the winning team. Point out that accuracy is important, so they have to be careful reading the words. At the same time, speed is important as well, so they must pay close attention. The more turns each team member has to read words, the more likely their team is to score runs.
- Show a word card and ask the first person on the team to read it aloud. If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player then goes to the back of the team’s line, while the next player comes forward to read the next card. If the word is correctly read, draw a line from first to second base. Play continues this way. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for the team. Play continues for the team so long as no words are misread; when a word is misread, the next team takes its turn at bat.



## Foundational Skills

## Foundational Literacy Skills

Show students the pictures of or act out each word as you show the word card of each word.



## Check for Understanding

Make note of students’ decoding abilities for the sound/spellings previously taught in Unit 4.

## Lesson 24: Past, Present, and Future Tense

# Language



**Primary Focus:** Students will identify present-, past-, or future-tense verbs in oral sentences. [L.1.1e]

### REVIEW PAST, PRESENT, AND FUTURE TENSE (10 MIN.)

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

1. Jill will watch a movie tomorrow.
2. Lee skipped around the playground.
3. Beth will play games with her friends.
4. Juanita walked to the store.
5. The dog barked at the neighbors.
6. She scratched her back.
7. I will drive to the airport tomorrow.
8. Yesterday, I started a good book.

### Support

Have past-, present-, and future-tense action words written on cards. Before the lesson, encourage students who need support to sort the cards into the three categories. Talk with them about why they sorted certain words into the three categories.



### Check for Understanding

Listen to students' oral responses to assess their understanding of past-, present-, and future-tense verbs.

## Lesson 24: Edit Informational Text

# Writing



### Primary Focus

Students will use an editing checklist to edit a peer's draft from the previous lesson. [W.1.2]

Students will write a final copy of their informational text for publication, incorporating the peer edits made to the previous draft. [W.1.5]

### EDIT AND PUBLISH INFORMATIONAL TEXT (30 MIN.)

#### Edit

#### ➤ Digital Component 24.2

- Display the editing checklist you prepared in advance or the digital version. Explain that this checklist has steps to help edit their drafts. Remind students that editing helps to make their writing better.
- Have students look at their completed Activity Page 23.1. Tell them that they will work with partners to complete their edits. Tell students that they will use Activity Page 24.1 to check their partner's draft.
- Have students work with a partner. Explain that they should first read over their partner's draft, and then follow the editing checklist. Students should mark their partner's draft with another colored pencil and be careful to keep their partner's draft nice and neat so their partner can read their edits.
- Give each pair two sticky notes, one of each color (pink and blue). On the pink sticky note, have students write down something they like about their partner's draft. On the blue sticky note, have students write down something that could be improved in the draft.
- Circulate throughout the room and guide students in exchanging feedback about their drafts with their partners.

#### Publish

- Tell students that in order to make it easier for someone else to read their work, they need to write their edited paragraphs on clean sheets of paper. This is called publishing.
- Have students write their final copies of their work, incorporating partner edits that they feel improve their draft.

Activity Pages  
23.1, 24.1



- Remind students to capitalize the first letter of every sentence and end each sentence with the correct punctuation.
- If digital resources are available, provide students with opportunities for using digital tools to publish their writing.



### Exit Pass: Informational Text

Collect students' writing to monitor whether they were able to neatly copy their report as a clean copy from their edited draft. Check for omissions or errors, but count phonetically spelled words as acceptable even if they are not consistent with conventional spelling.

End Lesson

## Take-Home Material

### COMPOUND WORDS

- Have students take home Activity Page 24.2 to practice using compound words with a family member.

### Challenge

Have students create a colorful cover for their work, where they draw and color a picture of their animal.

### Activity Page 24.2



### Lesson 24: Foundational Skills Remediation

## Additional Support

### MORE HELP WITH TRICKY WORDS

#### Tricky Words Bingo

- Make one copy of **Activity Page TR 24.1**. Cut apart word cards.
- Make enough copies of **Activity Page TR 24.2** for each student to have a game board.
- **Note:** Copy and cut the game boards and word cards from card stock to allow for reuse.
- Any collection of **tokens** can be used for students to cover spaces on their game boards (e.g., cubes, beans, tiles).
- Follow the procedure in Additional Support Lesson 7.

## MORE HELP WITH GRAMMAR

### Past-Tense Verb Dictation

- Tell students to take out a pencil and a piece of paper.
- Follow the procedure in Additional Support Lesson 21 using the words in the box.

**Note:** You are not expected to dictate all of these words. Please make a selection based on students' needs.

1. cooked	13. marched	25. sorted
2. formed	14. bloomed	26. chopped
3. hunted	15. sparked	27. thawed
4. stuffed	16. dotted	28. frosted
5. dressed	17. blended	29. parked
6. trusted	18. drummed	30. started
7. yawned	19. farmed	31. darted
8. splashed	20. brushed	32. crawled
9. herded	21. perched	33. stopped
10. banged	22. sharpened	34. numbered
11. stormed	23. buzzed	35. chatted
12. barked	24. spoiled	36. rested

## PROGRESS MONITORING (OPTIONAL)

### R-Controlled Vowel Word Reading

- Make a copy of the Word Cards for Progress Monitoring 4 (**Activity Page TR 24.3**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 4 (**Activity Page TR 24.4**) for each student you are assessing.
- Follow the procedure and scoring system in Additional Support Lesson 8.

## UNIT ASSESSMENT

# Dictation and Grammar

### PRIMARY FOCUS OF LESSON

#### Foundational Skills

Students will spell dictated words with the /ar/, /er/, and /or/ sounds and will divide the written words by each sound/spelling. [RF.1.3d,e]

#### Language (Grammar)

Students will identify nouns and verbs in written sentences. [L.1.1b]

Students will read and match two words to corresponding contractions. [L.1.2]

Students will read present-tense verbs and will write past- and future-tense verbs to complete fill-in-the-blank sentences. [L.1.1e]

#### Reading/Writing

Students will reread stories from *The Green Fern Zoo* with increased accuracy, appropriate rate, and expression. [RF.1.4b]

Students will write an informational paragraph about an animal from *The Green Fern Zoo*. [W.1.2]

### FORMATIVE ASSESSMENT

Exit Pass

Dictation Assessment

[RF.1.3d,e]

Activity Page 25.1

Grammar Assessment

[L.1.1b,e; L.1.2]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Dictation Assessment	Independent		<input type="checkbox"/> one colored pencil per student <input type="checkbox"/> Dictation Assessment Record Sheet
<b>Language (Grammar)</b>			
Grammar Assessment	Independent		Activity Page 25.1
<b>Reading/Writing</b>			
Read Chapters/Review Writing	Small Group		<input type="checkbox"/> <i>The Green Fern Zoo</i> <input type="checkbox"/> completed informational text

## ADVANCE PREPARATION

### Foundational Skills

- Make sure students have one sheet of paper, a pencil, and a colored pencil for the Dictation Assessment.
- Make a copy of the Dictation Assessment Record Sheet located in Teacher Resources.

### Reading/Writing

- Students need their completed informational texts.

### Universal Access

- For those students needing visual supports for the Dictation Assessment, provide pictures for the dictated words below:

- |         |           |
|---------|-----------|
| 1. cord | 8. perk   |
| 2. card | 9. perch  |
| 3. fern | 10. storm |
| 4. farm | 11. marsh |
| 5. fork | 12. charm |
| 6. pork | 13. verb  |
| 7. park | 14. cork  |



## Lesson 25: Assessment

# Foundational Skills

**Primary Focus:** Students will spell dictated words with the /ar/, /er/, and /or/ sounds and will divide the written words by each sound/spelling. [RF.1.3d; RF.1.3e]

## DICTATION ASSESSMENT

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of words. The words will contain the spellings they have learned in Unit 4.
- For each word that you say, hold up one finger for each sound.
- As you say each word, ask students to count the sounds and then draw a line on their paper for each sound that they hear. For example, for the word *cord*, three lines would be drawn on the paper \_ \_ \_.
- Once students have drawn one line for each sound, remind them that the r-controlled vowels, /ar/, /er/, and /or/, are spelled with two letters.
- Have students write the spellings on their respective lines: c or d.
- Finally, ask students to read the word back to you.
- Write the words on the board/chart paper, and have students self-correct with a colored pencil.



### Foundational Skills

#### Foundational Literacy Skills

As you read each word aloud to students, show them the corresponding picture you prepared in advance.

- |         |           |
|---------|-----------|
| 1. cord | 8. perk   |
| 2. card | 9. perch  |
| 3. fern | 10. storm |
| 4. farm | 11. marsh |
| 5. fork | 12. charm |
| 6. pork | 13. verb  |
| 7. park | 14. cork  |



### Exit Pass: Dictation Assessment

Collect the Dictation Assessment. Use the Dictation Assessment Record Sheet and directions in Teacher Resources to analyze student errors.

## Lesson 25: Assessment

# Language

### Primary Focus

Students will identify nouns and verbs in written sentences. **[L.1.1b]**

Students will read and match two words to corresponding contractions. **[L.1.2]**

Students will read present-tense verbs and will write past- and future-tense verbs to complete fill-in-the-blank sentences. **[L.1.1e]**

### GRAMMAR ASSESSMENT

- Distribute Activity Page 25.1. Tell students that in the first part they are to read each sentence, circle the noun, and underline the verb with a squiggly line.
- In the second part, students are to match each word with its contracted form.
- In the last part, students are to read the sentence and change the verb to its future- and past-tense forms.

### Activity Page 25.1



### Activity Page 25.1: Grammar Assessment

Collect and review Activity Page 25.1 to assess students' understanding of the grammar skills covered in this unit.

---

## Lesson 25: Small Group Work

# Reading/Writing

### Primary Focus

Students will reread stories from *The Green Fern Zoo* with increased accuracy, appropriate rate, and expression. **[RF.1.4b]**

Students will write an informational paragraph about an animal from *The Green Fern Zoo*. **[W.1.2]**

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### READ CHAPTERS/REVIEW WRITING

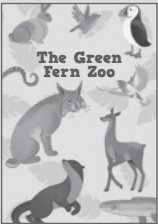
#### Small Group

- Have students work in small groups during the remaining time. You may choose to have students do the following during this time:
  1. Reread stories from *The Green Fern Zoo*.
  2. Read Pausing Point stories from *The Green Fern Zoo*.
  3. Look at web resources/informational video clips on animals found at the Green Fern Zoo.
  4. Write an informational paragraph about another animal from the Green Fern Zoo.
  5. Share their writing with peers.
  6. Work on Pausing Point activities/activity pages, targeted to meet individual students' needs.

---

End Lesson

Reader



## Lesson 25: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH GRAMMAR

#### Past-Tense Verb Dictation

- Tell students to take out a pencil and a piece of paper.
- Follow the procedure in Additional Support Lesson 21 using the words in the box.

**Note:** You are not expected to dictate all of these words. Please make a selection based on students' needs.

- |             |             |               |              |
|-------------|-------------|---------------|--------------|
| 1. cooked   | 10. banged  | 19. farmed    | 28. frosted  |
| 2. formed   | 11. stormed | 20. brushed   | 29. parked   |
| 3. hunted   | 12. barked  | 21. perched   | 30. started  |
| 4. stuffed  | 13. marched | 22. sharpened | 31. darted   |
| 5. dressed  | 14. bloomed | 23. buzzed    | 32. crawled  |
| 6. trusted  | 15. sparked | 24. spoiled   | 33. stopped  |
| 7. yawned   | 16. dotted  | 25. sorted    | 34. numbered |
| 8. splashed | 17. blended | 26. chopped   | 35. chatted  |
| 9. herded   | 18. drummed | 27. thawed    | 36. rested   |

26

27

28

## MID-YEAR ASSESSMENT

# Reading Comprehension and Word Reading in Isolation

**PRIMARY FOCUS OF LESSON****Reading**

Students will read “Amber the Bat” and will answer written multiple-choice and short-answer comprehension questions requiring literal recall of key details.

[RI.1.1]

**Foundational Skills**

Students will decode one- and two-syllable words with the spelling features taught in this unit in isolation. [RF.1.3a–g]

**FORMATIVE ASSESSMENT**

Activity Page 26.1

Assessment

**Reading Comprehension Assessment**

[RI.1.1]

**Word Reading in Isolation Assessment**

[RF.1.3a–g]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Reading</b>			
Reading Comprehension Assessment	Independent		<input type="checkbox"/> Activity Page 26.1 <input type="checkbox"/> Reading Comprehension Assessment Record Sheet <input type="checkbox"/> Reading Comprehension Assessment Remediation Guide
<b>Foundational Skills</b>			
Word Reading in Isolation Assessment	One-on-One		<input type="checkbox"/> Word Reading in Isolation Assessment word list <input type="checkbox"/> Word Reading in Isolation Scoring Sheet <input type="checkbox"/> Word Reading in Isolation Remediation Guide

## ADVANCE PREPARATION

### Note to Teacher

For the next three days, you will be administering the mid-year assessment. Students will first read a story and answer comprehension questions, then work one-on-one with you to read words in order to identify specific letter-sound correspondences that require targeted remediation. Instructions are provided as to how to progress with students based on their scores. When working one-on-one with students, you will need to have activities prepared for the rest of your class to work on independently. You may choose to have students work on the following:

1. Reread stories from *The Green Fern Zoo Reader*.
2. Read Pausing Point stories from *The Green Fern Zoo Reader*.
3. Look at web resources/informational video clips on animals found at the Green Fern Zoo.
4. Write an informational paragraph about another animal from the Green Fern Zoo.
5. Share their writing with peers.
6. Work on Pausing Point activities/Activity Pages selected to meet individual needs.

### Reading

- Make a copy of the Reading Comprehension Assessment Scoring Sheet and the Reading Comprehension Assessment Remediation Guide, both of which are located in Teacher Resources.
- Students will need Activity Page 26.1. This is a group-administered assessment that students complete independently.

### Foundational Skills

- Make one copy of the Word Reading in Isolation Assessment word list located in Teacher Resources.
- For each student you will assess, make one copy of the Word Reading in Isolation Scoring Sheet, also found in Teacher Resources.
- Make a single copy of the Word Reading in Isolation Remediation Guide located in Teacher Resources.

## Lessons 26–28: Assessment

# Reading

**Primary Focus:** Students will read “Amber the Bat” and will answer written multiple-choice and short-answer comprehension questions requiring literal recall of key details. **[RI.1.1]**

## READING COMPREHENSION ASSESSMENT

**Note:** All students must take the Reading Comprehension assessment. The assessment should be given to the whole class in one sitting. The story and comprehension questions are included on the following pages for your reference.

- Distribute Activity Page 26.1. Tell students to write their names and the date on the activity page.
- Tell students to first read the story carefully, and then answer the comprehension questions. Encourage students to look back at the story to find their answers.

### Activity Page 26.1



### Activity Page 26.1: Reading Comprehension Assessment

Collect Activity Page 26.1. Record students' results on the Reading Comprehension Assessment Record Sheet in Teacher Resources. Analyze student needs in terms of possible remediation using the Reading Comprehension Assessment Remediation Guide, also located in Teacher Resources.

**Note:** Any student who does not reach the benchmark of 80% accuracy as indicated on the Reading Comprehension Assessment Record Sheet should take the one-on-one Word Reading in Isolation Assessment.



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## Lessons 26–28: Mid-Year Assessment

# Foundational Skills

**Primary Focus:** Students will decode one- and two-syllable words with the spelling features taught in this unit in isolation. **[RF.1.3a–g]**

### WORD READING IN ISOLATION ASSESSMENT

- Administer the Word Reading in Isolation Assessment one-on-one with any student who does not meet benchmark, as indicated on the Reading Comprehension Assessment Record Sheet.
- Display the word list for the Word Reading in Isolation Assessment that you prepared in advance. Also make sure you have a copy of the Word Reading in Isolation Scoring Guide for each student.
- Cover all of the words before calling a student back to work with you.
- Call on one student and ask them to join you in the assessment area.
- Tell the student that today they will read some words aloud to you.
- Tell the student that it is important to do their very best reading.
- Uncover the first row of words by moving the paper down one space.
- As the student reads the word, mark any incorrect letter-sound correspondences above the word on the Word Reading in Isolation Scoring Sheet. Also, note whether the student incorrectly chunks letters into syllables, leading to mispronunciation. If the student reads the word correctly, simply place a check mark by the word.
- If, after ten seconds, the student is unable to read the word at all, simply tell the student the word and move on. Mark an X above the word on the recording sheet.
- When the student has finished reading the word list, look over the chart to note any patterns that might appear to indicate gaps in phoneme knowledge or syllabication difficulties.
- Refer to the Word Reading in Isolation Remediation Guide for guidance in how you might group students to provide targeted remediation.

## ADDITIONAL GUIDANCE FOR MID-YEAR ASSESSMENT

- If students performed poorly on the Reading Comprehension Assessment, but did better on Word Reading in Isolation, you may want to ask these students to read “Amber the Bat” aloud to you, while you make a running record of specific errors. Also ask the comprehension questions orally and have the student respond orally. Additional materials for this oral rereading of “Amber the Bat” are included in Teacher Resources.
- As was noted in the introduction, it is critical that you take the time not only to conduct the Unit 4 Mid-Year Assessment, but to thoroughly examine each student’s performance to decide if a student is ready to proceed to Unit 5; needs minimal, targeted remediation; or needs significant remediation. It is strongly recommended that once all students have completed the Mid-Year Assessment, you meet with all other grade level teachers who are using CKLA to examine student performance across the grade level and whether regrouping between classes may be warranted.

# Pausing Point

This is the end of Unit 4. You should pause here and spend additional time (2 or 3 days) reviewing the material taught in Unit 4 as needed. Students can do any combination of the exercises listed here, in any order, but it is suggested that you continue the Warm-Up exercises. The exercises are listed by unit objectives. Exercises that were part of the Additional Support lessons are listed here only by name with reference to their respective lessons. All other exercises have full descriptions.

You may find that different students need extra practice with different objectives. It can be helpful to have students focus on specific exercises in small groups.

**PAUSING POINT TOPIC GUIDE**

**Recognize and Isolate the Sounds Taught in Unit 4**

Tongue Twister	Page 286
Hear Medial Sounds	Page 286
Minimal Pairs	Page 286
Sound Riddles	Additional Support Lesson 1; Page 287
Review the Sound/Spelling	Additional Support Lesson 5
Push & Say	Additional Support Lessons 13, 14, 15
Digraph Clothesline	Page 288
Sound Sort	Page 288
Match Me	Additional Support Lessons 3, 5, 6, 10, 12

**Recognize and/or Write the Vowel Digraphs Taught in Skills 4**

Handwriting Activity Page with Vowel Digraphs	Page 289
How Many Sounds?	Page 289
Highlight Digraphs	Page 289
Spelling Bingo	Additional Support Lessons 7, 11; Page 289
Shop for Spellings	Page 289

## **Distinguish Similar Sounds**

Word Sort with Pocket Chart	Page 290
Word Sort for /er/, /ar/, and /or/	Additional Support Lesson 4; Page 290

## **Read Words That Contain Vowel Digraphs**

Guess My Word	Page 290
Word Sort for /er/, /ar/, and /or/ with Boxes	Page 291
Teacher Chaining	Additional Support Lessons 1,2,8,9; Page 291
Choose the Right Word	Page 292
Pocket Chart Chaining for Reading	Page 293
Match the Words	Page 294
Dictation Identification	Page 294
Word Puzzles	Additional Support Lesson 3
Race to the Top	Additional Support Lesson 9

## **Write Words That Contain Vowel Digraphs**

Handwriting Activity Pages	Page 295
Label the Picture	Page 295
Word Box	Page 295
Dictation with Words	Page 295

## **Read and/or Write Tricky Words**

Green Light, Yellow Light	Page 296
Tricky Word Clues	Page 297
Tricky Word Practice	Page 297
Handwriting Activity Page with Tricky Words	Page 298
Match Maker	Additional Support Lessons 7,8,11
Days of the Week	Additional Support Lesson 8
Tricky Word Bingo	Additional Support Lesson 24

## More Help with Spelling

Large Card Chaining	Page 298
Spell and Clap	Additional Support Lesson 6

## Read and/or Write Two-Syllable Words

Teacher Chaining with Two-Syllable Words	Page 299
Make Two-Syllable Words	Page 299

## Read and/or Write Phrases or Sentences

Phrases and/or Wiggle Cards	Additional Support Lessons 1,2; Page 299
Dictation Identification with Phrases	Page 300
Phrase Flip Book	Page 301
Dictation with Sentences	Page 301
Word Box with Two-Syllable Words	Page 302
Sentence Strips	Page 302
Sentence Challenge	Page 302
Yes or No?	Page 302
Phrase and Sentence Baseball	Additional Support Lessons 4,22
Read, Write, Share	Additional Support Lesson 21

## Read Decodable Stories

<i>The Green Fern Zoo</i>	Page 303
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## Take-Home Stories

"Groundhogs" and "Termites"	Page 304
Silly Voices	Additional Support Lessons 10,12, 14,16–19
Two Voices	Additional Support Lesson 23

## Story Questions Activity Pages

"The Ostrich," "Deer," and "The Petting Zoo"	Page 304
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## Identify Verbs in Phrases/Sentences

Verb Identification	Page 304
What's My Action?	Page 304

## More Help with Adjectives

Adjective Match	Additional Support Lesson 17
Adjective Riddles	Additional Support Lesson 18
Critters from the Zoo	Additional Support Lessons 20,23; Page 304

## Understand Past, Present, and Future Tense

Identify Tenses	Page 304
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## Read and/or Write Past-Tense Verbs

Word Sort with Past-Tense Endings	Additional Support Lessons 19,21,22, 24,25; Page 305
Verb Tenses with Tricky Words	Additional Support Lessons 13,15,16
Dictation with Past-Tense Words	Page 305

## Understand that the Sounds /t/ and /d/ Have Spelling Alternatives

Spelling Tree	Page 306
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## Identify Verbs in the Past and Present Tense

Identify Verbs in Past and Present Tense Using Pictures	Page 307
Verb Charades with Past and Present Tense	Page 308
Word Sort with Past- and Present-Tense Verbs	Page 308
Find Verbs in Stories	Page 308

## RECOGNIZE AND ISOLATE THE SOUNDS TAUGHT IN SKILLS 4

**Note:** For all of the exercises listed under this objective, use the 'ar', 'or', and 'er' index cards that students made previously.

### Tongue Twister

- Follow the procedure in Lesson 2.
- Use the following tongue twister for /or/: *Thorny thorns tore Norma's shorts.*
- Use the following tongue twister for /ar/: *Marcy and Marge are marching to market arm in arm.*

### Hear Medial Sounds

- Follow the procedure in Lesson 1, using the following words to contrast the sounds /ar/ and /or/.

- |         |           |
|---------|-----------|
| 1. card | 7. form   |
| 2. cord | 8. corn   |
| 3. tarp | 9. artist |
| 4. horn | 10. stork |
| 5. port | 11. sport |
| 6. farm | 12. spark |

### Minimal Pairs

**Note:** Note that this is a listening exercise focusing on the sounds taught in this unit. They are spelled with both basic code spellings and alternative spellings that students have not yet learned. Please do not ask students to read these words.

- Follow the procedure in Lesson 7, using the following pairs to contrast the sounds /er/ and /or/, and /ar/ and /er/.
- **Variation:** Before beginning this exercise, you could have students write the target sounds on individual white boards. Have students hold up their white boards when they hear a word with a target sound.

### Minimal Pairs for /er/ and /or/:

- |              |                |
|--------------|----------------|
| 1. herd—hord | 5. bird—board  |
| 2. burn—born | 6. fur—for     |
| 3. firm—form | 7. stir—store  |
| 4. perk—pork | 8. perch—porch |

### Minimal Pairs for /ar/ and /er/:

- |              |              |
|--------------|--------------|
| 1. dart—dirt | 5. hard—herd |
| 2. farm—firm | 6. bard—bird |
| 3. star—stir | 7. Karl—curl |
| 4. barn—burn | 8. Bart—Bert |

## Sound Riddles

- Follow the procedure in Lesson 1, using the following riddles for the sounds /ar/ and /or/.

### Sound Riddles for /ar/:

- I'm thinking of something in your body that pumps blood and has a beat. (*heart*)
- I'm thinking of the body part that is attached to the shoulder. (*arm*)
- I'm thinking of the place where animals or crops are raised. (*farm*)
- I'm thinking of the loud sound a dog makes. (*bark*)
- I'm thinking of the soft material that covers some floors from wall to wall. (*carpet*)
- I'm thinking of how it is when there is no light. (*dark*)
- I'm thinking of another word for *trash*. (*garbage*)
- I'm thinking of what you see in the night sky along with the moon. (*stars*)



### Sound Riddles for /or/:

1. I'm thinking of a plant that has ears with many small, yellow kernels. (*corn*)
2. I'm thinking of a piece of silverware. (*fork*)
3. I'm thinking of the part of a rose that is sharp. (*thorn*)
4. I'm thinking of a large animal that you can ride. (*horse*)
5. I'm thinking of the time of day when you eat breakfast. (*morning*)
6. I'm thinking of a snack you can have at the movies. (*popcorn*)
7. I'm thinking of the type of weather with heavy rain and wind. (*storm*)
8. I'm thinking of the number that comes after three. (*four*)

### Digraph Clothesline

**Note:** This exercise is meant to be purely oral; it is not a spelling exercise. It is very likely that students will find pictures of items that contain the target sounds not spelled with the basic code spellings 'ar', 'or', 'er'.

- Write the vowel sounds /ar/, /or/, and /er/ on individual cards.
- Hang these cards on a clothesline, allowing space on the line between the digraphs.
- Provide students with magazines, newspaper ads, etc.
- Assign groups of students a particular sound and ask them to search for pictures of things that contain the target sound.
- Have students cut out and glue their pictures on small cards and write the sound on the card next to the picture.
- Hang the picture cards on the clothesline in the right location.

### Sound Sort

- Gather a number of objects or pictures of objects that contain either of two target sounds (e.g., /er/ and /r/, /er/ and /ar/, /ar/ and /or/).
- Label two boxes with the sounds (e.g., /er/ and /r/).
- Ask students to say the name of each object or picture and ask them if it contains the /er/ sound or /r/ sound.

**Note:** For the /r/ sound choose objects or pictures of items that start with /r/.

- Have students place the objects or pictures in the appropriate boxes.

## RECOGNIZE AND/OR WRITE THE VOWEL DIGRAPHS TAUGHT IN UNIT 4

### Handwriting Activity Page with Vowel Digraphs

- Have students complete Activity Page PP.1.

### How Many Sounds?

- Have students complete Activity Page PP.2 (both sides).

### Highlight Digraphs

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

- Write a number of decodable words that contain the digraphs taught in this unit on a sheet of paper.
- Ask students to read the words and highlight the digraphs.

### Spelling Bingo

**Note:** You can find free Bingo card generators on the Internet.

- Make Bingo cards with the vowel digraphs 'ar', 'or', and 'er', as well as other previously taught spellings.
- Write the same spellings on paper slips and put them in a box.
- Give each student a Bingo card and playing pieces.
- Explain that you will pull spellings from the box and that you want students to put a playing piece on top of that spelling if it is on their Bingo card.
- Explain that when all spellings are covered on a card, students should say, "Bingo!"

### Shop for Spellings

- Write the following decodable words that contain the spellings 'ar', 'or', or 'er' on cards, one word per card.

#### Words with 'ar':

1. sharp
2. spark
3. scarf
4. car•pet
5. arm•pit
6. back•yard

#### Words with 'or':

1. fork
2. short
3. storm
4. pop•corn
5. hor•net
6. for•est

#### Words with 'er':

1. term
2. verb
3. her
4. freez•er
5. clev•er
6. bitt•er

Activity Pages  
PP.1, PP.2



- Provide each student with a brown paper bag. Each bag should have 'ar', 'or', or 'er' written on the outside.
- Review the sounds the digraphs stand for.
- Spread the set of cards out on the floor and tell students that they are going shopping! They should take their bags and fill them with cards that contain the same spelling that is on their bag.
- After students have collected all the cards, they should take turns sharing what they "bought" on the shopping trip.

## DISTINGUISH SIMILAR SOUNDS

### Word Sort with Pocket Chart

- Set up a pocket chart so it has two headers, one for each of the following pairs: 'er'—'r', 'er'—'ar', or 'ar'—'or'.
- On index cards, write a number of decodable words that contain the spellings in the pair you chose. For the /r/ sound, choose decodable words that start with that sound.
- Ask students to sort the words by placing them on the pocket chart under the proper headers.
- **Modification:** Set up two or more identical pocket charts, divide the class into groups, and have the groups do the word sort as a race.

### Word Sort for /er/, /ar/, and /or/

- Have students complete Activity Page PP.3 (both sides).

Activity Page PP.3



## READ WORDS THAT CONTAIN VOWEL DIGRAPHS

### Guess My Word

- Set up a pocket chart.
- Arrange cards for the following spellings along the top of the pocket chart: 'er', 'ar', and 'or'.
- Arrange a set of ten to fifteen consonant spellings along the bottom of the pocket chart.
- Think of a decodable word you can spell using the spellings shown, but do not tell the class your word.
- Tell students how many sounds are in your word.

- Invite students to try to guess the word by asking whether or not it contains specific sounds.
- If students ask about a sound that is in the word, move that spelling to the middle of the pocket chart. If there are spelling alternatives for that sound, ask students to pick the spelling. Correct if necessary.
- Continue until the word has been spelled in the center of the pocket chart.
- Repeat with additional words.

### **Word Sort for /er/, /ar/, and /or/ with Boxes**

**Note:** For the sound /r/, please use objects or pictures that have /r/ as their first sound.

- Write a number of decodable words that contain either of two target sounds (/er/ and /r/, /er/ and /ar/, /ar/ and /or/) on cards, one word per card.
- Label two boxes with the sounds (e.g., /er/ and /r/).
- Ask students to read each word card and ask them if the word contains the /er/ or /r/ sound.
- Have students place the cards in the appropriate boxes.

### **Teacher Chaining**

- Write *ship* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Remove 'sh' and add 'h' to create *hip*.
- As you make this change, say, "If that is *ship*, what is this?"
- Ask students which sound or letter you changed in the word *ship* to get the word *hip*. Ask them whether you changed the first, middle, or last sound.
- Continue this process with the remaining words.

**Note:** You are not expected to use all of these chains. Please make a selection based on students' needs.

- When you come to the end of the first chain, erase the board and begin the next chain.

1. ship > hip > harp > carp > cap > sap > tap > tarp > tar > car > scar
2. bar > barn > born > horn > corn > cork > fork > pork > park > perk
3. for > form > farm > harm > harsh > marsh > mush > lush > lash
4. ban > born > torn > thorn > horn > shorn > short > port > pork > park > spark
5. slipped > skipped > sipped > ripped > tipped > tapped > lapped > mapped > mopped > sopped
6. named > tamed > famed > fame > fake > faked > baked > biked > liked > hiked

### Choose the Right Word

- Write the words *win•ner*, *gar•den*, *fork*, and *short* on the board/chart paper and have students read them.
- Tell students that you are going to ask them some questions. They can find the answers on the board/chart paper.
- Ask students, “Which word describes someone who won a race?”
- Have students find the answer (*winner*) on the board/chart paper and then copy it onto a sheet of paper or white board.
- Continue this process with the remaining sets of questions.

- 1a. Which word describes someone who won a race? (*winn•er*)
  - 1b. Which word names a place where you plant flowers and vegetables? (*gar•den*)
  - 1c. Which word is a piece of silverware? (*fork*)
  - 1d. Which word means the opposite of *long*? (*short*)
- 
- 2a. Which word describes what a dog does? (*bark*)
  - 2b. Which word is a pet? (*ham•ster*)
  - 2c. Which word names a place with lots of trees? (*for•est*)
  - 2d. Which word is a television show that has animated characters? (*car•toon*)
- 
- 3a. Which word describes what goats and bulls have growing out of their heads? (*horns*)
  - 3b. Which word is a season? (*win•ter*)
  - 3c. Which word is a body part? (*arm*)
  - 3d. Which word is an insect that eats wood? (*ter•mite*)

- 1a. Which word is something that can be driven? (*car*)
- 1b. Which word is a green and yellow vegetable? (*corn*)
- 1c. Which word is an animal that likes to eat wood? (*ter•mite*)
- 1d. Which word describes a person who is sleeping in a tent? (*camp•er*)

- 2a. Which word is a plant? (*fern*)
- 2b. Which word means something similar to the word *pointy*? (*sharp*)
- 2c. Which word describes the night sky? (*dark*)
- 2d. Which word describes a group of cows? (*herd*)

- 3a. Which word is an animal that lives in the ocean? (*shark*)
- 3b. Which word is something that can be plugged in? (*cord*)
- 3c. Which word is something we wear in the summer? (*shorts*)
- 3d. Which word means pieces of wood? (*lum•ber*)

- 1a. Which word is a bird that clucks? (*chick•en*)
- 1b. Which word describes the room in your home where you sleep? (*bed•room*)
- 1c. Which word is something you might eat for lunch? (*sand•wich*)
- 1d. Which word describes a meal that you eat at the park on a blanket? (*pic•nic*)

- 2a. Which word is a type of makeup? (*lip•stick*)
- 2b. Which word is a breakfast food? (*pan•cake*)
- 2c. Which word is something you can carry books in? (*back•pack*)
- 2d. Which word describes an object that we use to keep our place in a book that we haven't finished? (*book•mark*)

- 3a. Which word is similar to the word *jogger*? (*runn•er*)
- 3b. Which word is an animal? (*ott•er*)
- 3c. Which word is someone you write letters to? (*pen•pal*)
- 3d. Which word describes materials like wool, cotton, and silk? (*fab•ric*)

## Pocket Chart Chaining for Reading

- Set up a pocket chart.
- Arrange the following vowel spellings along the top of the pocket chart: 'ar', 'or', 'er', 'ee', 'a\_e', 'i\_e'.

## Pocket Chart Setup

a_e	i_e		
ar	or	er	
m			
t	t	d	c
k	f	s	p
r	h	sh	ch

- Arrange the following consonant spellings along the bottom of the pocket chart: 'm', 't' (2), 'd', 'c', 'k', 'f', 's', 'p', 'r', 'h', 'ch', 'sh'.
- Move the 's', 't', and 'ar' cards to the center of your pocket chart to spell *star*.
- Ask a student to read the word.
- Add a 't' card to the end of *star* and say to the class, "If that is *star*, what is this?"
- Ask a student to read the word.
- Ask students which change you made to the word *star* to get the word *start*.
- Work through the remaining words.

**Note:** You are not expected to use all of these chains. Please make a selection based on students' needs.

1. star > start > tart > tort > fort > port > part > park > perk > pert
2. arm > farm > form > fork > cork > cord > card > hard > herd > heed
3. sharp > harp > harm > charm > chart > part > pert > port > short > shorts
4. shard > sharp > harp > harps > tarps > tarp > carp > cape > tape > shape
5. part > port > sort > fort > for > far > car > card > cord > hord > herd

### Match the Words

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

- Distribute Activity Pages PP.4 and PP.5.
- Have students cut out the word cards from Activity Page PP.4.
- Have students read the words on the word cards and match them to the words on Activity Page PP.5 by placing the word cards on top of the words.

### Dictation Identification

- Distribute Activity Page PP.6.
- Tell students that you are going to say a number of words.
- Explain that for each word that you say, there are two words printed on the activity page: your word and another word.
- Tell students to circle the word that you say.

#### Activity Pages PP.4–PP.6



- Have students copy the circled words on the lines.

- |             |             |
|-------------|-------------|
| 1. shorter  | 6. bitter   |
| 2. garlic   | 7. forest   |
| 3. snarling | 8. harmless |
| 4. horses   | 9. border   |
| 5. marker   | 10. sharper |

## WRITE WORDS THAT CONTAIN VOWEL DIGRAPHS

### Handwriting Activity Pages

- Have students complete Activity Pages PP.7, PP.8, and PP.9.

### Label the Picture

- Have students complete Activity Page PP.10.

### Word Box

- Have students complete Activity Page PP.11 (both sides).

### Dictation with Words

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of words. These words contain the spellings for /ar/, /or/, and /er/ taught in this unit.
- Dictate the three sounds and have students write the spellings 'ar', 'or', and 'er' at the top of their paper.
- Tell students to write each word that you say.
- For each word that you say, hold up one finger for each sound.
- Ask students to count the sounds and then draw a line on their paper for each sound that they hear. For example, for the word *term*, three lines would be drawn on the paper: \_ \_ \_ .
- Once students have drawn one line for each sound, remind them that the sound /er/ is spelled with two letters.
- Have students write the spellings on their respective lines: t er m .
- Finally, ask students to read the word back to you.

**Note:** It might be useful to have students use a different colored pencil for self-correction, so you can see which spellings students need to practice more.

Activity Pages  
PP.7–PP.11





- Write the words on the board/chart paper and have your students self-correct.
- Instruct students to refer to their Individual Code Charts if they are having difficulty remembering how to write the spellings.

**Note:** You are not expected to use all of these chains. Please make a selection based on students' needs.

1. term	13. hard	25. herd
2. form	14. lark	26. cork
3. arms	15. marsh	27. snarl
4. clerk	16. porch	28. pork
5. bark	17. perch	29. tarp
6. born	18. stern	30. verb
7. car	19. corn	31. or
8. charm	20. march	32. yard
9. her	21. north	33. sport
10. dark	22. part	34. jerk
11. far	23. spark	35. fork
12. for	24. start	36. storm

## READ AND/OR WRITE TRICKY WORDS

### Green Light, Yellow Light

- Print 100% decodable words on green flash cards and Tricky Words on yellow flash cards.
- Explain that the words printed on green paper are regular and can be read via blending. Green means go!
- Explain that the words printed on yellow paper are tricky. Yellow means proceed with caution!

- Shuffle the cards and show them to students one at a time.

### Green Cards:

- |            |            |               |
|------------|------------|---------------|
| 1. af•ter  | 8. nev•er  | 15. chil•dren |
| 2. for     | 9. num•ber | 16. car       |
| 3. far     | 10. or     | 17. with•out  |
| 4. form    | 11. part   | 18. rushed    |
| 5. hard    | 12. start  | 19. baked     |
| 6. her     | 13. un•der | 20. hummed    |
| 7. lett•er | 14. un•til |               |

### Yellow Cards:

- |          |             |                 |
|----------|-------------|-----------------|
| 1. could | 6. be•cause | 11. here        |
| 2. would | 7. your     | 12. to•day      |
| 3. what  | 8. by       | 13. yes•ter•day |
| 4. down  | 9. they     | 14. to•morr•ow  |
| 5. have  | 10. their   |                 |

### Tricky Word Clues

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

### Tricky Word Practice

- Use Activity Page PP.12 and follow the procedure in Lesson 8.

### Activity Page PP.12



- Select ten words from the following list:

### Tricky Words Taught So Far:

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

### Handwriting Activity Page with Tricky Words

- Distribute Activity Page PP.13.
- Have students trace and copy the Tricky Words.
- **Extension:** Have students underline the tricky part of each Tricky Word.

**Note:** The back of the activity page has the same words as the front. On the back, however, there are no starting dots.

### MORE HELP WITH SPELLING

#### Large Card Chaining

- Distribute the following Large Letter Cards, reviewing each card's sound as you pass it out: 'n', 't', 'd', 'c', 'k', 's', 'p', 'b', 'r', 'ch', 'sh', 'ar', 'or', 'a\_e', 'a'.

Activity Page PP.13



1. bark > barn > born > corn > cord > card > cart > part > port > sport
2. shake > shape > shaped > taped > tape > take > bake > baked > raked > rake
3. porch > pork > port > ports > parts > charts > chats > cats > caps > taps

## READ AND/OR WRITE TWO-SYLLABLE WORDS

### Teacher Chaining with Two-Syllable Words

- Follow the procedure in Lesson 10, using the chains in the box.

1. twist•ing > twist•ed > twist•er > fast•er > fast•est > hott•est > hott•er > runn•er > runn•ing > crawl•ing
2. bust•ing > bust•ed > wilt•ed > wilt•ing > spill•ing > melt•ing > melt•ed > melt•down > run•down > run•off

### Make Two-Syllable Words

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

- Choose a number of two-syllable decodable words and write each syllable on a separate card.
- Have students create words with these cards.
- Then have students copy the words on paper.

#### Possible Two-Syllable Words:

- |            |               |              |
|------------|---------------|--------------|
| 1. bett•er | 7. lett•er    | 13. shout•ed |
| 2. af•ter  | 8. num•ber    | 14. dart•ed  |
| 3. in•to   | 9. some•thing | 15. snort•ed |
| 4. nev•er  | 10. chil•dren | 16. herd•ed  |
| 5. un•der  | 11. with•out  | 17. start•ed |
| 6. my•self | 12. riv•er    | 18. part•ed  |

## READ AND/OR WRITE PHRASES OR SENTENCES

### Wiggle Cards

**Note:** Most of these phrases were used in the Warm-Ups of this unit. They are decodable after Lesson 7.

- Make a set of cards with the following decodable words and phrases written on them. Each word or phrase should describe a motion or activity that students can act out.
- Show students a Wiggle Card, have them read it, and let them perform the action.
- Use the Wiggle Cards during transitions.

- |                               |                           |
|-------------------------------|---------------------------|
| 1. Lift your arm.             | 8. March in line.         |
| 2. Bark like a dog.           | 9. Bite on a hot pepp•er. |
| 3. Jump like a grass•hopp•er. | 10. Shiv•er in the wind.  |
| 4. Drive a car.               | 11. Zip up a zipp•er.     |
| 5. Munch corn on the cob.     | 12. Arch your back.       |
| 6. Bang on a drum.            | 13. Sit on the car•pet.   |
| 7. Smell gar•lic.             | 14. Pound with a hamm•er. |

### Dictation Identification with Phrases

- Distribute Activity Page PP.14.
- Tell students that you are going to say a number of phrases.
- Explain that for each phrase that you say, there are two phrases printed on the activity page: your phrase and another phrase.
- Tell students to circle the phrase that you say.
- When students have finished the sheet, have them practice reading the phrases to a partner.
- **Extension:** Have students copy the circled phrases on a separate sheet of paper.

- |                  |                    |
|------------------|--------------------|
| 1. big storm     | 6. a red car       |
| 2. af•ter dark   | 7. coiled up snake |
| 3. strong arms   | 8. keep a gar•den  |
| 4. could not run | 9. use a fork      |
| 5. boiled eggs   | 10. farth•er south |

#### Activity Page PP.14



## Phrase Flip Book

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

- Cut out twelve slips of paper.
- Write the following decodable adjectives on six of the slips of paper, one adjective per slip: *cheer•ful, help•ful, care•ful, aw•ful, loud, good.*
- Write the following decodable nouns on six of the slips of paper, one noun per slip: *swimm•er, runn•er, sis•ter, class•mate, drum•er, sales•man.*
- Stack the adjective slips of paper and staple their top edge to a sheet of card stock.
- Stack the noun slips of paper and staple their top edge to the sheet of card stock to the right of the adjectives.
- By turning the slips of paper, students can make and read up to thirty-six decodable phrases.



## Dictation with Sentences

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of sentences. There will be statements, questions, and exclamations. Be sure to use the proper intonation when reading the sentences.
- Tell students to write each sentence that you say.
- For each sentence that you say, hold up one finger for each word.
- Ask students to count the words and then draw a line on their paper for each word that they hear, leaving a finger space between the lines.
- Once students have drawn the lines, ask them to write each word, sound by sound. Finally, ask students to read the sentence back to you.
- Instruct students to refer to the Individual Code Chart if they are having difficulty remembering how to write the spellings.
- Write the sentences on the board/chart paper for students to self-correct.

**Note:** It might be useful to have students use a different colored pencil for self-correction, so you can see which spellings students need to practice more.

**Note:** You are not expected to use all of these sentences. Please make a selection based on students' needs.



- |                                 |   |
|---------------------------------|---|
| 1. Gar•lic has a strong smell.  | 10. Is it hot in the summ•er?                 |
| 2. Hors•es can run fast.        | 11. Would you like to get lunch?              |
| 3. He looked at the books.      | 12. Stop bark•ing!                            |
| 4. Use a black mark•er!         | 13. She is a better swimm•er than<br>runn•er. |
| 5. She pinched her arm.         | 14. Where there is smoke, there is fire.      |
| 6. I had a sand•wich for lunch. | 15. A dog's bark is bigg•er than its bite.    |
| 7. Do sharks have sharp teeth?  | 16. It is best to be on the safe side.        |
| 8. The food spoiled in the sun. | 17. Bett•er late than nev•er!                 |
| 9. A stork sits on its nest.    |   |

### Word Box with Two-Syllable Words

- Have students complete Activity Pages PP.15 and PP.16 (both sides).
- Remind students that they do not need to copy the dot divider.

### Sentence Strips

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

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

### Sentence Challenge

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

- Write ten to fifteen decodable words on small cards. Each word should include one of the sound-spellings taught in this unit ('ar', 'or', 'er').
- Lay out the cards and give each student a blank sheet of lined paper.
- Ask students to write a sentence that includes one of the words on the cards.
- Have students write a second sentence that contains two of the words on the cards.
- Have students write a third sentence that includes three of the words.
- Challenge students to keep going and see how many of the words they can get into a single sentence.

### Yes or No?

- Have students complete Activity Page PP.17 (both sides).

## READ DECODABLE STORIES

### *The Green Fern Zoo*

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

#### Reader



#### Discussion Questions for “The Ostrich”

1. **Literal.** About how much does the ostrich in the picture weigh?
  - » The ostrich in the picture weighs about two hundred pounds.
2. **Literal.** How fast can an ostrich run?
  - » An ostrich can run as fast as a car.
3. **Literal.** What happened to Fred when an ostrich kicked him?
  - » The ostrich broke Fred's leg in three spots.

#### Discussion Questions for “Deer”

1. **Inferential.** How did Hope end up at the Green Fern Zoo?
  - » Hope ended up at the Green Fern Zoo because Vern found her with a broken leg and drove her to the zoo to take care of her.
2. **Evaluative.** Why do you think the deer is named “Hope”?
  - » Answers may vary, but should include that Hope was able to grow strong again and that gives people hope.
3. **Literal.** Who fixed Hope's leg?
  - » The vet fixed Hope's leg.
4. **Evaluative.** What would you do if you found an injured deer near your home?
  - » Answers may vary.

#### Discussion Questions for “The Petting Zoo”

1. **Literal.** What is a petting zoo?
  - » A petting zoo is a place in the zoo where you can pet all of the critters.
2. **Inferential.** Why do you think you are not allowed to pet the panthers?
  - » You are not allowed to pet the panthers because they could bite you.
3. **Evaluative.** What kinds of animals might you find in a petting zoo?
  - » Answers may vary, but could include rabbits, goats, sheep, chickens, etc.



Activity Pages  
PP.18, PP.19



Activity Pages  
PP.20–PP.22



Activity Page PP.23



## TAKE HOME STORIES: “GROUNDHOGS” AND “TERMITES”

- Distribute Activity Pages PP.18 and PP.19.
- Have students take the activity pages home and give them to their parents so that they can practice reading the stories at home.

## STORY QUESTIONS ACTIVITY PAGES

### “The Ostrich”, “Deer,” and “The Petting Zoo”

- Have students complete Activity Pages PP.20, PP.21, and PP.22.

## IDENTIFY VERBS IN PHRASES/SENTENCES

### Verb Identification

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

### What's My Action?

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

## MORE HELP WITH ADJECTIVES

### Critters from the Zoo

- Have students pick an animal from *The Green Fern Zoo* and provide as many adjectives as possible for it.

## UNDERSTAND PAST, PRESENT, AND FUTURE TENSE

### Identifying Tenses

**Note:** Please note that this is a listening exercise. Please do not ask students to read the sentences. Most words in them are not yet decodable.

- Distribute Activity Page PP.23 and have students cut along the dotted lines to get three cards.
- Discuss with students what each card depicts: the baby represents the past; the child represents the present; the grown-up represents the future.
- Explain that you will read a sentence and students should decide if it is referring to the past, present, or future.
- Read the sentences and have students raise the appropriate card.

1. Jill went to the birthday party yesterday. (*past*)
2. Ted is going to the swimming pool this afternoon. (*future*)
3. We are playing a game with cards in class. (*present*)
4. Jerry ran fast in the race. (*past*)
5. I am doing my work at school. (*present*)
6. Karen will be shopping for shoes next Saturday. (*future*)
7. Beth played games with friends last night. (*past*)
8. Sarah is going to her grandmother's house in the morning. (*future*)
9. Our baseball team won the trophy at the game last weekend. (*past*)
10. The children in our class are listening to their teacher. (*present*)

## READ AND/OR WRITE PAST-TENSE VERBS

### Word Sort with Past-Tense Endings

- Have students complete Activity Page PP.24.

### Dictation with Past-Tense Words

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of past-tense verbs. Each word ends with the past-tense ending *-ed*. Remind students that it can stand for the /t/ sound as in *asked*, for the /d/ sound as in *filled*, or the /ed/ sound as in *sounded*.
- Have students write the spelling 'ed' at the top of their paper.
- Tell students to write each word that you say.
- For each word that you say, hold up one finger for each sound.
- Ask students to count the sounds and then draw a line on their paper for each sound that they hear. For example, for the word *cooked*, four lines would be drawn on the paper: \_ \_ \_ \_.
- Once students have drawn one line for each sound, remind them that the 'ed' spelling is written on one line.
- Have students write the spellings on their respective lines: c oo k ed.
- Instruct students to refer to the Individual Code Chart if they are having difficulty remembering how to write the spellings.
- Finally, ask students to read the word back to you.

## Activity Page PP.24



- Write the words on the board/chart paper and have students self-correct.

**Note:** You are not expected to use all of these words. Please make a selection based on students' needs.

1. cooked	13. marched	25. sorted
2. formed	14. bloomed	26. chopped
3. hunted	15. sparked	27. thawed
4. stuffed	16. dotted	28. frosted
5. dressed	17. blended	29. parked
6. trusted	18. drummed	30. started
7. yawned	19. farmed	31. darted
8. splashed	20. brushed	32. crawled
9. herded	21. perched	33. stopped
10. banged	22. sharpened	34. numbered
11. stormed	23. buzzed	35. chatted
12. barked	24. spoiled	36. rested

## UNDERSTAND THAT THE SOUNDS /T/ AND /D/ HAVE SPELLING ALTERNATIVES

### Spelling Tree

**Note:** Once students have been taught the past-tense ending *-ed*, they will know a number of spelling alternatives for the sounds /t/ and /d/. They have been taught the spellings 't', 'tt', and 'ed' for the /t/ sound, and the spellings 'd', 'dd', and 'ed' for the /d/ sound.

- Work with students to make a Spelling Tree that shows the various spellings for the /t/ sound along with sample words for each spelling.
- Make a large tree trunk out of brown paper. The trunk should fork into three smaller branches.
- Label the trunk /t/ and label the branches 't', 'tt', and 'ed'.
- Explain that the tree stands for the sound /t/ and the branches stand for the various spellings that are used to write the sound.
- Mount the tree on a corkboard or on a wall.

- Work with students to cut leaves out of green paper.
- Write decodable /t/ words on some of the blank leaves.
- Have students hang the /t/ words on the proper branch, sorting them by spelling.
- Keep the Spelling Tree up for a few weeks and allow students to add additional word-leaves to it from time to time.
- **Adaptation:** Also make a tree for /d/. Students have been taught three spellings for this sound: 'd' as in *duck*, 'dd' as in *rudder*, and 'ed' as in *hummed*.

#### Words for the /t/ Sound:

- |          |              |             |
|----------|--------------|-------------|
| 1. two   | 7. bett•er   | 13. asked   |
| 2. to    | 8. lett•er   | 14. looked  |
| 3. what  | 9. sitt•ing  | 15. passed  |
| 4. time  | 10. cutt•ing | 16. stopped |
| 5. get   | 11. bitt•er  | 17. helped  |
| 6. still | 12. butt•er  | 18. wished  |

#### Words for the /d/ Sound:

- |              |               |              |
|--------------|---------------|--------------|
| 1. and       | 7. hidd•en    | 13. seemed   |
| 2. down      | 8. add•ress   | 14. joined   |
| 3. food      | 9. ladd•er    | 15. en•tered |
| 4. chil•dren | 10. nodd•ing  | 16. yelled   |
| 5. dark      | 11. wedd•ing  | 17. smelled  |
| 6. words     | 12. sledd•ing | 18. grinned  |

## IDENTIFY VERBS IN THE PAST AND PRESENT TENSE

### Identify Verbs in Past and Present Tense Using Pictures

- Gather a number of pictures that show various verbs, or actions.
- Have students work with partners to name the verb or action in the pictures.
- Each pair should work together to use the verb or action in a sentence in the present tense and the past tense. Sentences might start with words like *today* or *yesterday*.

## Verb Charades with Past and Present Tense

- Gather a number of pictures that show various verbs, or actions.
- Split students into small groups or partners.
- Have one student at a time act out the verb in each picture, and have their partners or group members guess the verb or action.
- Have the student who correctly guesses the verb change the verb to the past tense in a sentence beginning, “Yesterday . . .” Remind students that present-tense verbs show an action that is happening right now, in the present. Past-tense verbs show that an action has already happened in the past. Remind students that the past-tense verbs have /t/, /d/, or /ed/ at the end of the verb.

## Word Sort with Past- and Present-Tense Verbs

- Write the decodable words from the following box on cards, one word per card.
- Create a chart with one column labeled with a picture indicating past (an arrow, etc.) and the other column labeled with a picture indicating present.
- Remind students that present-tense verbs show an action that is happening right now, in the present. Past-tense verbs show that an action has already happened in the past.
- Ask students to read the words on the cards and determine if they are in the past tense or the present tense. Remind students that the past-tense verbs have an extra /t/, /d/, or /ed/ at the end of the verb. This sound is often spelled ‘ed’.
- Have students place the word cards in the appropriate columns.

### Present-Tense Verbs:

use  
bake  
boil  
cook  
splash  
cheer

### Past-Tense Verbs:

used  
baked  
boiled  
cooked  
splashed  
cheered

## Find Verbs in Stories

- Assign one or more stories from *The Green Fern Zoo* to students and have them copy the verbs onto a sheet of paper.
- **Extension:** Have students change each verb from past to present tense.

# Teacher Resources

Grade 1	Skills 4
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**Teacher Guide**

# Teacher Resources

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## TRICKY WORD FAMILY LETTER

Dear Family Member,

In this unit, your child will continue to learn new Tricky Words. Tricky Words are words that do not follow the rules for decoding that your child has learned, so they simply must learn and remember how to read and spell them. The tricky parts of each word are underlined. Your child will be taught to read the following new words as Tricky Words: *Sunday*, *Monday*, *Tuesday*, *Wednesday*, *Thursday*, *Friday*, and *Saturday* (Lesson 1), and *yesterday*, *today*, and *tomorrow* (Lesson 8). You are being provided with flash cards that include the new words learned in this unit. Your child should already be able to read all of the other Tricky Words on the flash cards successfully at the beginning of this unit, as they were taught in earlier units.

Please have your child cut apart the flash cards. In order to build increasingly rapid, automatic recognition of these words, show the cards to your child in random order and have them read the cards to you as quickly as possible several times each week.



TRICKY WORD FLASH CARDS

he

down



my

the

because

why

she

they

who

once

to

we



are

you

could

two

were

one

be

do

a

noo



some

your

havee

I

says

which

their

soo

where

should



of

there

me

to

by

all

was

when

from

word



said

what

would

here

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday



Saturday

yesterday

today

tomorrow

## TRICKY WORD ASSESSMENT RECORD: BEGINNING AND END OF UNIT 4 (OPTIONAL)

This is an optional assessment of previously taught Tricky Words. At the beginning and end of Unit 4, show the student the Tricky Word list that follows this record.

Ask the student to read each word on the page from left to right, top to bottom. Provide students with either a blank sheet of paper or card stock to place on the word list page directly under the row to be read. As students complete a row, they can slide the paper down just enough to read the next row.

Record each student's performance in the following chart, using + to indicate that the word was read correctly and – to indicate the word was read incorrectly; if the student misreads a completely different word, record the word read by the student. Mark as incorrect any word that the student does not read within 3–5 seconds.

Tricky Word	Beginning of Unit 4 Assessment: Date _____	End of Unit 4 Assessment: Date _____
1. he		
2. down		
3. my		
4. the		
5. because		
6. why		
7. she		
8. they		
9. who		
10. once		
11. to		
12. we		
13. are		
14. you		
15. could		
16. two		
17. were		
18. one		

Tricky Word	Beginning of Unit 4 Assessment: Date _____	End of Unit 4 Assessment: Date _____
19. <u>be</u>		
20. <u>do</u>		
21. <u>a</u>		
22. <u>no</u>		
23. <u>some</u>		
24. <u>your</u>		
25. <u>have</u>		
26. <u>I</u>		
27. <u>says</u>		
28. <u>which</u>		
29. <u>their</u>		
30. <u>so</u>		
31. <u>where</u>		
32. <u>should</u>		
33. <u>of</u>		
34. <u>there</u>		
35. <u>me</u>		
36. <u>to</u>		
37. <u>by</u>		
38. <u>all</u>		
39. <u>was</u>		
40. <u>when</u>		
41. <u>from</u>		
42. <u>word</u>		
43. <u>said</u>		
44. <u>what</u>		
45. <u>would</u>		
46. <u>here</u>		



Tricky Word	Beginning of Unit 4 Assessment: Date _____	End of Unit 4 Assessment: Date _____
47. <u>to</u> day		
48. yester <u>day</u>		
49. to <u>mor</u> row		
50. Sun <u>day</u>		
51. Mo <u>n</u> day		
52. Tu <u>es</u> day		
53. Wed <u>nes</u> day		
54. Thu <u>rs</u> day		
55. Fri <u>day</u>		
56. Satu <u>rd</u> ay		
<b>Subtotal</b>	<b>__ /56</b>	<b>__ /56</b>

- |                           |                                       |                    |
|---------------------------|---------------------------------------|--------------------|
| 1. he <u>u</u>            | 2. d <u>o</u> wn                      | 3. m <u>y</u>      |
| 4. th <u>e</u>            | 5. b <u>e</u> c <u>a</u> u <u>s</u> e | 6. <u>w</u> hy     |
| 7. sh <u>e</u>            | 8. th <u>e</u> y                      | 9. <u>w</u> ho     |
| 10. <u>o</u> n <u>c</u> e | 11. t <u>o</u>                        | 12. w <u>e</u>     |
| 13. <u>a</u> re           | 14. y <u>o</u>                        | 15. c <u>o</u> uld |
| 16. t <u>wo</u>           | 17. w <u>er</u> e                     | 18. <u>o</u> ne    |
| 19. b <u>e</u>            | 20. d <u>o</u>                        | 21. <u>a</u>       |
| 22. n <u>o</u>            | 23. s <u>o</u> m <u>e</u>             | 24. y <u>o</u> ur  |
| 25. hav <u>e</u>          | 26. <u>I</u>                          | 27. s <u>ay</u> s  |

28. which      29. their      30. so
31. where      32. should      33. of
34. there      35. me      36. to
37. by      38. all      39. was
40. when      41. from      42. word
43. said      44. what      45. would
46. here      47. today      48. yesterday
49. tomorrow      50. Sunday      51. Monday
52. Tuesday      53. Wednesday      54. Thursday
55. Friday      56. Saturday

## ANECDOTAL READING RECORD—UNIT 4

**Name:**

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

CSx - Did not answer in a complete sentence

Lx - Answered a literal question incorrectly

✘ - Answered an inferential question incorrectly

**Ex - Answered an evaluative question incorrectly**

[illegible]

---

## LESSON 5: SPELLING ANALYSIS DIRECTIONS

Write each student's name in the column provided. Place an X in the column of any word that the student did not spell correctly. All of the words this week are Tricky Words. Tricky Words are words that do not follow the rules for encoding that students have learned thus far. For now, students should memorize how to spell these Tricky Words. If a student missed two or more words, speak with the student and ask them to explain their thinking to you.

This explanation may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use the Pausing Point to address errors with today's spelling words, as well as the *Assessment and Remediation Guide*.



## LESSON 10: SPELLING ANALYSIS DIRECTIONS

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

### Column 1

**What an error in this column means:** These words contain the 'ar' spelling for /ar/, and two of the words (*shark, sharp*) contain the 'sh' digraph for /sh/. Students may be having difficulty hearing the /ar/ sound, or remembering that the 'sh' spelling makes the /sh/ sound.

**What you should do:** If a student is writing the 'er' spelling instead of 'ar', you may wish to do Minimal Pairs activities to help the student distinguish sounds. There are multiple activities and targeted lessons for /ar/ > 'ar' in both the Unit 4 Pausing Point and the *Assessment and Remediation Guide*.

### Column 2

**What an error in this column means:** Students may be having difficulty with the spelling 'er' for /er/.

**What you should do:** If a student is writing the 'ar' spelling instead of 'er', you may wish to do Minimal Pairs activities to help the student distinguish sounds. There are multiple activities and targeted lessons for /er/ > 'er' in both the Unit 4 Pausing Point and the *Assessment and Remediation Guide*.

### Column 3

**What an error in this column means:** The spelling 'oi' for the /oi/ sound is a vowel digraph. Students may be having difficulty remembering the two letters that stand for this one sound.

**What you should do:** Please refer to the Unit 3 Pausing Point and the Unit 3 *Assessment and Remediation Guide* for activities and targeted lessons if the student needs additional practice with this spelling.

### Column 4

**What an error in this column means:** The spelling 'aw' for the /aw/ sound is a vowel digraph. Students may be having difficulty remembering the two letters that stand for this one sound.

**What you should do:** Please refer to the Unit 3 Pausing Point and the Unit 3 *Assessment and Remediation Guide* for activities and targeted lessons if the student needs additional practice with this spelling.



## Column 5

**What an error in this column means:** The word *because* is a Tricky Word from Unit 3. Tricky Words do not follow the rules for encoding that students have learned thus far. For now, students should memorize how to spell this Tricky Word.

**What you should do:** Additional practice reading and writing Tricky Words can be found in the Pausing Points and the *Assessment and Remediation Guide*.

## Column 6

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

## LESSON 10: ANALYSIS OF STUDENT ERRORS

[illegible]

## LESSON 15: SPELLING ANALYSIS DIRECTIONS

Write students' names in the column provided. The words on today's spelling assessment are grouped on the analysis chart according to spelling patterns. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided. If a pattern is identified, speak with the student and ask them to explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today's spelling words, as well as the *Assessment and Remediation Guide*. The words on this week's spelling assessment can be analyzed in many different ways. Analyses focusing on errors in encoding the vowel sounds of these words are provided here. These words are also two-syllable words, and you should take note of any difficulty students have in encoding both syllables of each word. Please refer to the Appendix, Using Chunking to Decode Multisyllable Words, for more information on assisting students who have difficulty with multisyllable words.

### Column 1

**What an error in this column means:** These words contain the 'er' spelling for /er/. Students may be having difficulty hearing the /er/ sound, or they could be confusing it with the /ar/ sound.

**What you should do:** If a student is writing the 'ar' spelling instead of 'er', you may wish to do Minimal Pairs activities to help the student distinguish sounds. There are multiple activities and targeted lessons for /er/ > 'er' in both the Unit 4 Pausing Point and the *Assessment and Remediation Guide*.

### Column 2

**What an error in this column means:** Students may be having difficulty with the spelling 'ar' for the /ar/.

**What you should do:** If a student is writing the 'er' spelling instead of 'ar', you may wish to do Minimal Pairs activities to help the student distinguish sounds. There are multiple activities and targeted lessons for /ar/ > 'ar' in both the Unit 4 Pausing Point and the *Assessment and Remediation Guide*.

### Column 3

**What an error in this column means:** These words contain the 'or' spelling for /or/. Students may be having difficulty hearing the /or/ sound or remembering the spelling.

**What you should do:** Please refer to the Unit 4 Pausing Point and the Unit 4 *Assessment and Remediation Guide* for activities and targeted lessons if the student needs additional practice with this spelling.

#### Column 4

**What an error in this column means:** The word *today* is a Tricky Word from Unit 4. Tricky Words do not follow the rules for encoding that students have learned thus far. For now, students should memorize how to spell this Tricky Word.

**What you should do:** Additional practice reading and writing Tricky Words can be found in the Pausing Points and the *Assessment and Remediation Guide*.

#### Column 5

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty remembering to include the 'g' as part of the 'ng' spelling for the /ng/ sound at the end of root + ending words. Please also consider the influence of students' home language on encoding. Analyze any patterns and provide targeted remediation using previous Pausing Points and the *Assessment and Remediation Guide*.

## LESSON 15: ANALYSIS OF STUDENT ERRORS

[illegible]

## GRAMMAR OBSERVATION RECORD—UNIT 4

## LESSON 20: SPELLING ANALYSIS DIRECTIONS

Write students' names in the column provided. The words on today's spelling assessment are grouped on the analysis chart according to spelling patterns. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student and ask them to explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today's spelling words, as well as the *Assessment and Remediation Guide*. The words on this week's spelling assessment can be analyzed in many different ways. Analyses focusing on errors in encoding the past-tense marker is provided here. Some of these words are also two-syllable words, and you should take note of any difficulty students have in encoding both syllables of two-syllable words. Please refer to the Appendix, Using Chunking to Decode Multisyllable Words, for more information on assisting students who have difficulty with multisyllable words.

### Column 1

**What an error in this column means:** In these words, the past-tense marker is spelled 'ed' and pronounced /t/, because the root word ends in a voiceless consonant. Students may not have recognized that these words were in the past tense.

**What you should do:** Refer to the Unit 4 Pausing Point and the *Assessment and Remediation Guide* for additional exercises and targeted lessons.

### Column 2

**What an error in this column means:** In these words, the past-tense marker is spelled 'ed' and pronounced /d/, because the root word ends in a voiced consonant. Students may not have recognized that these words were in the past tense.

**What you should do:** Refer to the Unit 4 Pausing Point and the *Assessment and Remediation Guide* for additional exercises and targeted lessons.

### Column 3

**What an error in this column means:** In these words, the past-tense marker is spelled 'ed' and pronounced /ed/, as students might expect because the root words end in a /d/ or /t/ sound. An error in this column might indicate that students have difficulty encoding two-syllable words.

**What you should do:** Refer to the Unit 4 Pausing Point and the *Assessment and Remediation Guide* for additional exercises and targeted lessons. Please refer to the Appendix, Using Chunking to Decode Multisyllable Words, for more information on assisting students who have difficulty with multisyllable words.

## Column 4

**What an error in this column means:** The word *have* is a Tricky Word. Tricky Words do not follow the rules for encoding that students have learned thus far. For now, students should memorize how to spell these Tricky Words.

**What you should do:** Additional practice reading and writing Tricky Words can be found in the Pausing Points and the *Assessment and Remediation Guide*.

## Column 5

In the last column, specifically note any other confusion evidenced by individual student errors. For example, did students write just 'd' at the end of words, showing they forgot to include the 'e'? If they wrote 't' at the end of a word, like for *parked*, they may be confused when hearing the /t/ sound for the spelling 'ed'. Please also consider the influence of students' home language on encoding. Analyze any patterns and provide targeted remediation using previous Pausing Points and the *Assessment and Remediation Guide*.



## LESSON 20: ANALYSIS OF STUDENT ERRORS

[illegible]

## THE WRITING PROCESS



PLAN



DRAFT



EDIT

## THE FIVE SENSES CHART



## PLANNING TEMPLATE: TROUT

Name: \_\_\_\_\_

Name of Critt•er : \_\_\_\_\_



I will des•cribe:

What it looks like:

What it sounds like:

What it feels like:

Where is its home?

What food would it like?

## INFORMATIONAL TEXT DRAFT TEMPLATE

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Name of Critt•er: \_\_\_\_\_

I will des•cribe \_\_\_\_\_

Des•cribe what it looks like, sounds like, and feels like:

Home:

Food:

Fun Fact:

End (Why is it cool?):

## EDITING CHECKLIST

Name of Partner: \_\_\_\_\_

Edited by: \_\_\_\_\_

Step	Check?
1. Check that the name of the critter is there.	
2. Check that you described what it looks like.	
3. Check that you described its home.	
4. Check that you described its food.	
5. Check that you listed a fun fact.	
6. Aa, Bb, Cc and ? . !	
7. Check that the words are spelled well.	

## DICTATION ASSESSMENT DIRECTIONS—UNIT 4

### Analysis of Student Errors: Dictation

#### Directions

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

#### Column 1

**What an error in this column means:** The spelling 'er' for the /er/ sound is an r-controlled vowel sound. This concept can be difficult for some students.

**What you should do:** You may wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds. Please refer to the Pausing Point for additional activities.

#### Column 2

**What an error in this column means:** The spelling 'ar' for the /ar/ sound is an r-controlled vowel sound. This concept can be difficult for some students.

**What you should do:** You may wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds. Please refer to the Pausing Point for additional activities.

#### Column 3

**What an error in this column means:** The spelling 'or' for the /or/ sound is an r-controlled vowel sound. This concept can be difficult for some students.

**What you should do:** You may wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds. Please refer to the Pausing Point for additional activities.

#### Column 4

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

**DICTATION ASSESSMENT RECORD SHEET—UNIT 4**

[illegible]



## READING COMPREHENSION ASSESSMENT RECORD SHEET—UNIT 4

Skill	Literal	Inferential	
Question Number	1–7	8 and 9	
Student			
<b>Benchmarks (number correct out of number given)</b>	<b>6 out of 7</b>	<b>2 out of 2</b>	<b>Overall Benchmark 80%</b>

**READING COMPREHENSION ASSESSMENT REMEDIATION GUIDE—UNIT 4**

After you have entered all student scores into the Reading Comprehension Assessment Record Sheet, use the following to assist you in determining students who may need additional instruction.

Write the names of students who did not meet the benchmark for each subassessment on the lines.

<b>Comprehension</b>	
<b>Literal (#1, 2, 3, 4, 5, 6, 7)</b>	<b>Inferential (#8, 9)</b>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

**WORD READING IN ISOLATION ASSESSMENT—UNIT 4**

	a	b	c	d	e
1	clap	un·der	charm	press	pen·pal
2	queen	wood·stove	helped	corn·cob	draw·ing
3	drum·stick	orb	scrap	nick·named	loom
4	en·ter	marked	camp·er	foot·print	out·side
5	shape	bee·hive	melt·ed	cole·slaw	thawed
6	quick·est	ring	ground	bloomed	swimm·ing
7	those	ate	sour	feed·er	zig·zag
8	pin·point	boiled	bigg·er	quill	cute
9	fab·ric	stork	sun·shine	mule	rose·bud
10	ouch	barn·yard	raked	tool·box	snort
11	fuse	lift·ed	book·mark	splash	chopped
12	sand·wich	crawl	join	side·car	chil·dren

# WORD READING IN ISOLATION SCORING SHEET—UNIT 4

	a	b	c	d	e
1	clap	under	charm	press	penpal
	/k/ /l/ /a/ /p/	/u/ /n/ • /d/ /er/	/ch/ /ar/ /m/	/p/ /r/ /e/ /s/	/p/ /e/ /n/ • /p/ /a/ /l/
2	queen	woodstove	helped	corncob	drawing
	/qu/ /ee/ /n/	/w/ /oo/ /d/ • /s/ /t/ / oe/ /v/	/h/ /e/ /l/ /p/ /t/	/k/ /or/ /n/ • /k/ /o/ /b/	/d/ /r/ /aw/ • /i/ /ng/
3	drumstick	orb	scrap	nicknamed	loom
	/d/ /r/ /u/ /m/ • /s/ /t/ /i/ /k/	/or/ /b/	/s/ /k/ /r/ /a/ /p/	/n/ /i/ /k/ • /n/ /ae/ /m/ /d/	/l/ /oo/ /m/
4	enter	marked	camper	footprint	outside
	/e/ /n/ • /t/ /er/	/m/ /ar/ /k/ /t/	/k/ /a/ /m/ /p/ • /er/	/f/ /oo/ /t/ • /p/ /r/ /i/ /n/ /t/	/ou/ /t/ • /s/ /ie/ /d/
5	shape	beehive	melted	coleslaw	thawed
	/sh/ /ae/ /p/	/b/ /ee/ • /h/ /ie/ /v/	/m/ /e/ /l/ /t/ • /e/ /d/	/k/ /oe/ /l/ • /s/ /l/ /aw/	/th/ /aw/ /d/
6	quickest	ring	ground	bloomed	swimming
	/qu/ /i/ /k/ • /e/ /s/ /t/	/r/ /i/ /ng/	/g/ /r/ /ou/ /n/ /d/	/b/ /l/ /oo/ /m/ /d/	/s/ /w/ /i/ /m/ • /i/ /ng/
7	those	ate	sour	feeder	zigzag
	/th/ /oe/ /z/	/ae/ /t/	/s/ /ou/ /r/	/f/ /ee/ /d/ • /er/	/z/ /i/ /g/ • /z/ /a/ /g/
8	pinpoint	boiled	bigger	quill	cute
	/p/ /i/ /n/ • /p/ /oi/ /n/ /t/	/b/ /oi/ /l/ /d/	/b/ /i/ /g/ • /er/	/qu/ /i/ /l/	/k/ /ue/ /t/
9	fabric	stork	sunshine	mule	rosebud
	/f/ /a/ /b/ • /r/ /i/ /k/	/s/ /t/ /or/ /k/	/s/ /u/ /n/ • /sh/ /ie/ /n/	/m/ /ue/ /l/	/r/ /oe/ /z/ • /b/ /u/ /d/
10	ouch	barnyard	raked	toolbox	snort
	/ou/ /ch/	/b/ /ar/ /n/ • /y/ /ar/ /d/	/r/ /ae/ /k/ /t/	/t/ /oo/ /l/ • /b/ /o/ /x/	/s/ /n/ /or/ /t/
11	fuse	lifted	bookmark	splash	chopped
	/f/ /ue/ /z/	/l/ /i/ /f/ /t/ • /e/ /d/	/b/ /oo/ /k/ • /m/ /ar/ /k/	/s/ /p/ /l/ /a/ /sh/	/ch/ /o/ /p/ /t/
12	sandwich	crawl	join	sidecar	children
	/s/ /a/ /n/ /d/ • /w/ /i/ /ch/	/k/ /r/ /aw/ /l/	/j/ /oi/ /n/	/s/ /ie/ /d/ • /k/ /ar/	/ch/ /i/ /l/ • /d/ /r/ /e/ /n/

## WORD READING IN ISOLATION ANALYSIS DIRECTIONS—UNIT 4

After scoring the assessment, you might find it helpful to determine which phonemes students missed that caused them to score below the benchmark for word reading.

Score required to meet benchmark of 80%										
Phonemes										
Consonants								155/192		
/b/	/d/	/f/	/g/	/h/						
/j/	/k/	/l/	/m/	/n/						
/p/	/r/	/s/	/t/	/v/						
/w/	/x/	/y/	/z/	/ch/						
/sh/	/th/	/th/	/ng/	/qu/						
Vowels								72/90		
/a/	/e/	/i/	/o/	/u/						
/ae/	/ee/	/ie/	/oe/	/ue/						
/oo/	/oo/	/ou/	/oi/	/aw/						
/er/	/or/	/ar/								

The following sheets are provided for your use in directing remediation. Make a copy of each page.

Write the names of students who missed particular sounds under each header. This will help you determine what kind of remediation is needed.

Refer to the table of contents in the *Assessment and Remediation Guide* to locate information about specific phonemes and syllabication for remediation purposes.

# WORD READING IN ISOLATION REMEDIATION GUIDE

Phonemes—Consonants		
/b/ (2d, 3b, 5b, 6d, 8b, 8c, 9a, 9e, 10b, 10d, 11c)	/d/ (1b, 2b, 2e, 3a, 3d, 4e, 5c, 5e, 6c, 7d, 8b, 9e, 10b, 11b, 12a, 12d, 12e)	/f/ (4d, 7d, 9a, 11a, 11b)
/g/ (6c, 7e, 8c)	/h/ (2c, 5b)	/j/ (12c)
/k/ (1a, 2d, 3a, 3c, 3d, 4b, 4c, 5d, 8e, 9a, 9b, 10c, 11c, 12b, 12d)	/l/ (1a, 1e, 2c, 3e, 5c, 5d, 6d, 8b, 8d, 9d, 10c, 11c, 12b, 12e)	/m/ (1c, 3a, 3d, 3e, 4b, 4c, 5c, 6d, 6e, 9d, 11c)
/n/ (1b, 1e, 2a, 2d, 3d, 4a, 4d, 6c, 8a, 9c, 10b, 10e, 12a, 12c, 12e)	/p/ (1a, 1d, 1e, 2c, 3c, 4c, 4d, 5a, 8a, 11d, 11e)	/r/ (1d, 2e, 3a, 3c, 4d, 6b, 6c, 7c, 9ba, 9e, 10c, 12b, 12e)
/s/ (1d, 2b, 3a, 3c, 4e, 5d, 6e, 7c, 9b, 9c, 10e, 11d, 12a, 12d)	/t/ (2b, 2c, 3a, 4a, 4b, 4d, 4e, 5c, 7b, 8a, 8e, 9b, 10c, 10d, 10e, 11b, 11e)	/v/ (2b, 5b)
/w/ (2b, 6e, 12a)	/x/ (10d)	/y/ (10b)
/z/ (1c, 10a, 11e, 12a, 12e)	/ch/ (1c, 10a, 11e, 12a, 12e)	/th/ (7a)

/th/ (5e)	/sh/ (5a, 9c, 11d)	/ng/ (2e, 6b, 6e)
/qu/ (2a, 6a, 8d)		

Phonemes—Vowels		
/a/ (1a, 1e, 3c, 4c, 7e, 9a, 11d, 12a)	/e/ (1d, 1e, 2c, 4a, 5c, 11b, 12e)	/i/ (2e, 3a, 3d, 4d, 6a, 6b, 6e, 7e, 8a, 8c, 8d, 9a, 11b, 12a, 12e)
/o/ (2d, 10d, 11e)	/u/ (1b, 3a, 9c, 9e)	/ae/ (3d, 5a, 7b, 10c)
/ee/ (2a, 5b, 7d)	/ie/ (4e, 5b, 9c, 12d)	/oe/ (2b, 5d, 7a, 9e)
/ue/ (8e, 9d, 11a)	/oo/ (3e, 6d, 10d)	/oo/ (2b, 4d, 11c)
/ou/ (4e, 6c, 7c, 10a)	/oi/ (8a, 8b, 12c)	/aw/ (2e, 5d, 5e, 12b)
/er/ (1b, 4a, 4c, 7d, 8c)	/or/ (2d, 3b, 9b, 10e)	/ar/ (1c, 4b, 10b, 11c, 12d)

Past-Tense Marker		
'ed' > /t/ (2c, 4b, 10c, 11e)	'ed' > /d/ (3d, 5e, 6d, 8b)	'ed' > /ed/ (5c, 11b)



# Amber the Bat

## What Bats Look Like

This is Am·ber. Am·ber looks a bit like a fox. But she has wings and swings from trees. In fact, Am·ber is a bat.

Am·ber needs a lot of room to glide back and forth be·cause she has a wing·span of five feet. In fact, bats like Am·ber are the bigg·est bats there are!

## Bat Homes

Am·ber makes her home here at Green Fern Zoo. She has all the room she needs at the zoo. Some bats like Am·ber make their



homes in the trop·ics, where the sun shines and it is hot.

## Food Bats Like

Bats like Am·ber feed on plant parts and poll·en. They can smell lots of things, so they use their nose to look for food. They use their wings to glide from plant to plant to gath·er their food. In fact, they can trav·el up to 40 miles to gath·er food!

## Hanging Upside Down

Look at Am·ber here in the tree. Am·ber likes to do things up·side down. She hangs out up·side down. She sleeps up·side down. When she has food, she clings to the branch with her feet and will munch on her food up·side down! What can you do up·side down?

1. What is Am·ber?

- ☐ a fox
- ☐ a bat
- ☐ a dog
- ☐ a cat

2. Am·ber's wings are \_\_\_\_\_ long.

- ☐ three feet
- ☐ three wing·spans
- ☐ two feet
- ☐ five feet

3. Where do bats like Am·ber make their homes?
- ☐ up in the north
  - ☐ in the trop·ics
  - ☐ in the des·ert
  - ☐ in cool lakes
4. What do bats like Am·ber feed on?
- ☐ fish
  - ☐ grubs and slugs
  - ☐ milk
  - ☐ plant parts and poll·en
5. What part do bats like Am·ber use to look for food?
- ☐ nose
  - ☐ legs
  - ☐ teeth
  - ☐ fins

6. Bats like Am·ber can trav·el . . .

- up to 10 miles to gath·er food
- up to 40 miles to gath·er food
- as far as three miles to gath·er food
- as far as five feet to gath·er food

7. What things can Am·ber do up·side down?

- sing a sweet song, sleep, and munch on food
- hang out, trav·el, and sleep
- hang out, sleep, and munch on food
- just munch on food

8. It says, “Am·ber needs a lot of room to glide back and forth . . .”

*Glide* is a word for:

- ☐ swim
  - ☐ trav·el
  - ☐ hop
  - ☐ sleep
9. Why would Am·ber need a lot of room to glide back and forth?
- ☐ be·cause there are lots of bats at the zoo
  - ☐ be·cause she is one of the bigg·est bats there are
  - ☐ be·cause there are lots of in·sects at the zoo
  - ☐ be·cause there are trees at the zoo



# Additional Support Activity Pages

Grade 1	Skills 4
---------	----------

**Teacher Guide**



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 7.1

Sound/Spellings: Bingo Cards

Directions: Copy and cut apart the word cards for use with Bingo Boards (card stock is recommended to allow for reuse).



her	fern	jerk	term
verb	perks	art	car
far	card	dark	farm
lark	march	marsh	star
tarp	start	for	corn
fork	north	pork	storm

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 7.2

Bingo Boards

Directions: Copy the Bingo boards for student use.



her	fern	jerk
verb	perks	art
car	far	card
dark	farm	lark

march	marsh	star
tarp	start	for
corn	fork	north
pork	term	jerk

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 7.2

CONTINUED

Bingo Boards



pork

storm

her

jerk

verb

fork

corn

fern

dark

march

star

lark

storm

pork

north

her

fern

jerk

corn

marsh

for

card

march

art

Directions: Copy the Bingo boards for student use.

NAME: \_\_\_\_\_


DATE: \_\_\_\_\_

TR 7.2

CONTINUED

Bingo Boards

Directions: Copy the Bingo boards for student use.



farm	pork	car
tarp	fork	corn
perks	jerk	lark
storm	term	star

far	car	farm
tarp	north	dark
pork	start	verb
marsh	storm	her

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 7.3

Match Maker Cards



Monday

Tuesday

Wednesday

Thursday

Friday

Satursday

Sunday

becase

could

should

would

down

Directions: Make copies and cut apart the word cards for use with Match Maker.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 8.1

Tricky Word Cards



Monday

Tuesday

Wednesday

Thursday

Friday

Satursday

Sunday

Directions: Make copies of this page and have students cut the words apart for Additional Support activities.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 8.2

## R-Controlled Vowel Word Reading: Progress Monitoring 1

Directions: Make a copy of the word cards and cut them apart for use in the R-Controlled Vowel Word Reading Progress Monitoring.

car	horn	bark
verb	sharp	north
clerk		



DATE: \_\_\_\_\_

## Record Sheet for Progress Monitoring 1

**Note:** Student performance with all phonemes should be noted for evaluation; however, only r-controlled vowels are scored for this assessment.



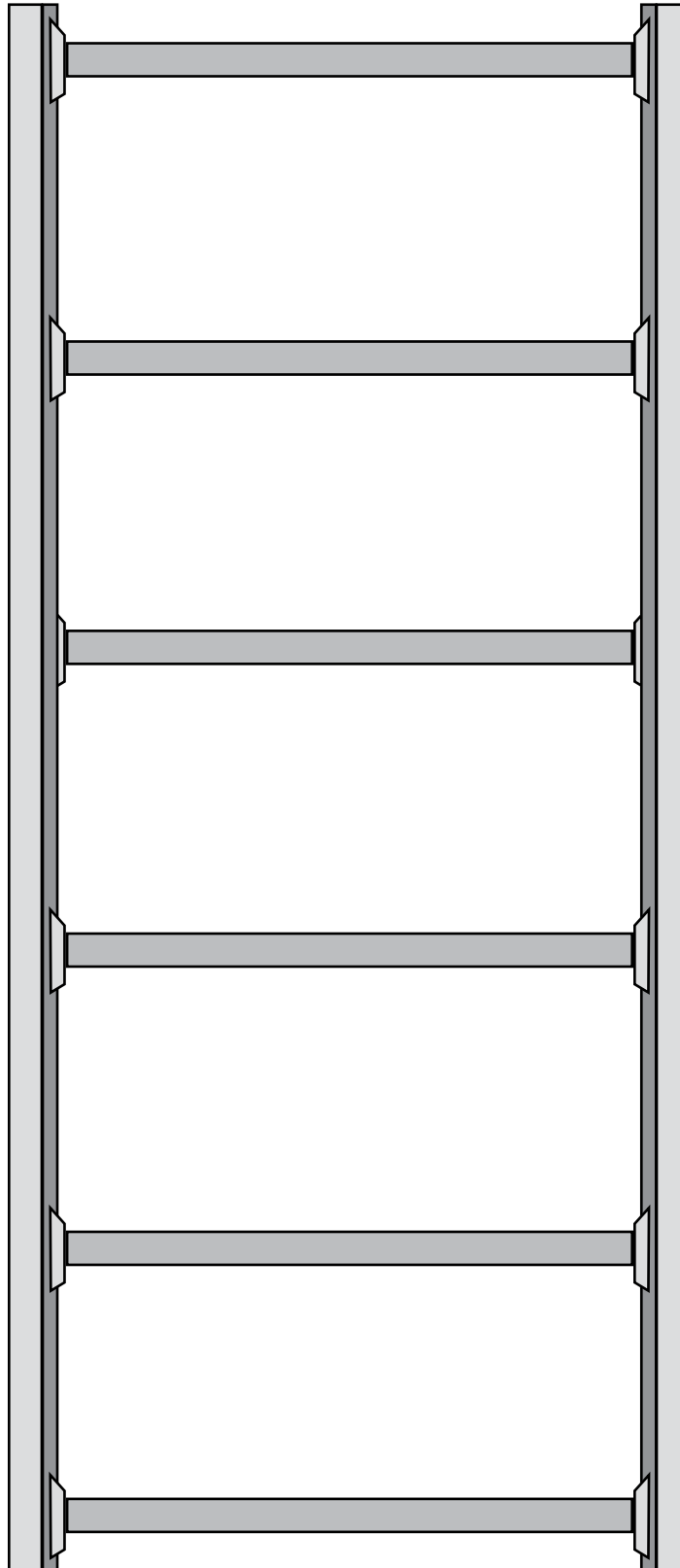
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 9.1

Sound/Spellings: Race to the Top Game Board

Directions: Copy this page for the game Race to the Top.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 9.2

Word/Picture Cards 1

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut out, separating word and picture cards.



fern



herd



perch



arm

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 9.2

CONTINUED

Word/Picture Cards 2

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut out, separating word and picture cards.



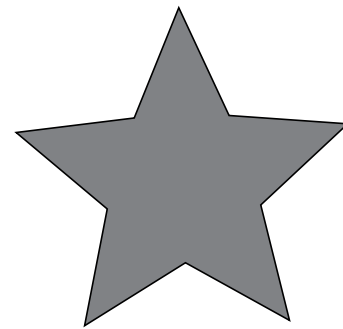
car



farm



marsh



star

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 9.2

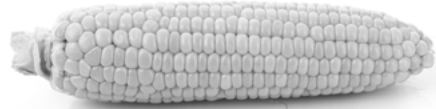
CONTINUED

## Word/Picture Cards 3

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut out, separating word and picture cards.



yard



corn



fork



horn

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 10.1

## Chimps

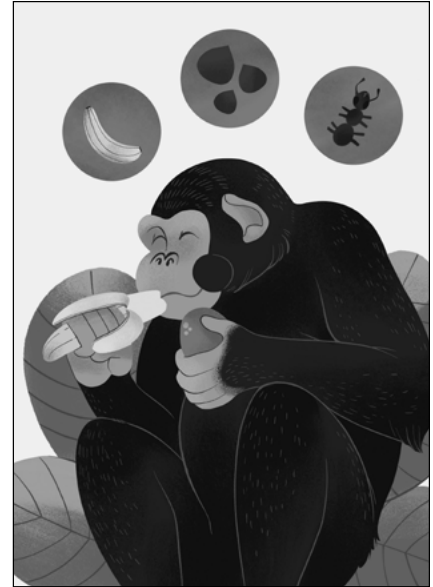
Next, let's see the chimps. We have ten chimps here at the Green Fern Zoo. You can see them all out there if you look hard.

### Food Chimps Like

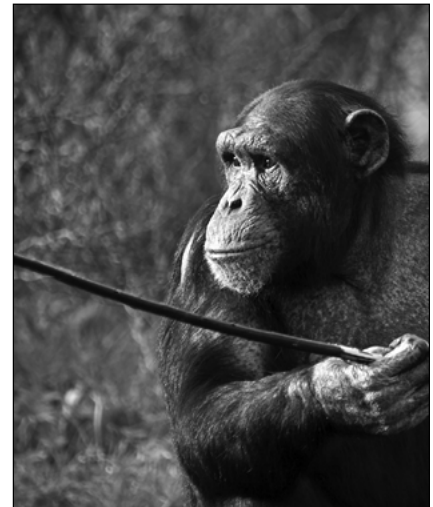
The one you see here is Bess. She has a snack in her mouth. Bess and the rest of the chimps like to munch on plants, nuts, and seeds.

### More Food Chimps Like

Do you see that chimp with the stick? That's Bart. Bart likes to have ants for lunch. To get the ants, he takes a stick and sticks it in an ant hill. Then he lifts it up and licks off the ants. Yum, yum!



Chimps like to munch on plants, nuts, and seeds.



Chimps like to munch on ants.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 10.1

CONTINUED

## Max the Babe

The chimp with the rope in his hand is Max. He's just a babe. He was **born** in **March**. Bess is his mom.

Max is a lot of fun. He likes to swing on the rope and splash in the pool.

## Carl and Norm—Pals or Not Pals?

The two chimps up on the rocks are **Carl** and **Norm**. **Carl** is the one on the left. **Carl** and **Norm** are pals. But they were not pals last week.

Last week we gave them a branch from a fig tree **for** lunch. **Norm** took the branch and ran off with it. He ate all of the figs. **Carl** was mad at **Norm** all week.

But that was last week. This week the two of them are pals.



Chimps like to have fun.



Norm

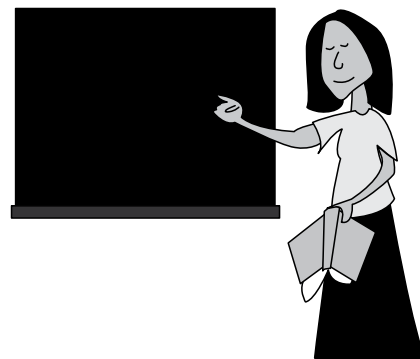
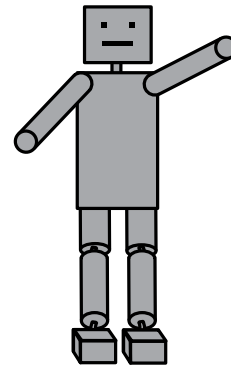
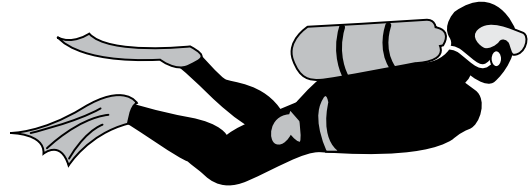
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 10.2

Silly Voices Cards

Directions: Make a copy and cut apart the character cards to pull out from a bag when rereading stories with Silly Voices.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 12.1

Directions: Have students write the r-controlled vowel sound in each word in the slashes. Then have students write the words with the /er/ sound under the /er/ header and the words with the /ar/ sound under the /ar/ header.

~~her~~ /er/

~~barn~~ /ar/

hard / /

bett·er / /

car·pet / /

lan·tern / /

herd / /

arm / /

dark·ness / /

per·fect / /

/er/

her

/ar/

barn



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 12.1  
CONTINUED

Directions: Have students write the r-controlled vowel sound in each word in the slashes. Then have students write the words with the /ar/ sound under the /ar/ header and the words with the /or/ sound under the /or/ header.

barn /ar/

parked / /

yard / /

formed / /

har·vest / /

horn /or/

forks / /

pop·corn / /

gar·den / /

torch / /

/ar/

barn

/or/

horn

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 12.2

## Mandrills

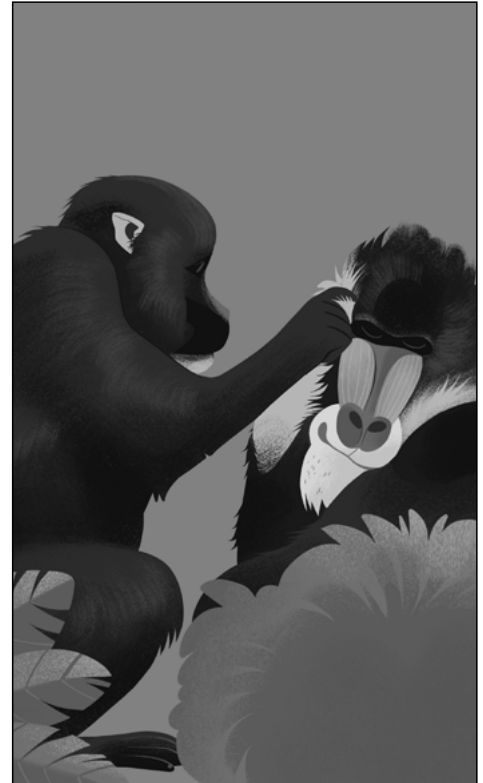
### What Mandrills Look Like

Here you can see two man·drills. Man·drills are a lot like chimps.

Do you like the red nose?  
The man·drill with the red nose is a male.

### Grooming

The man·drill on the left is groom·ing the male with the red nose. She is look·ing for ticks and bugs. Man·drills like groom·ing be·cause it makes



The mandrill on the left is grooming the male mandrill with the red nose.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 12.2  
CONTINUED

them look good and feel good, too.

Look! One of the man·drills is yawn·ing! You can see that he has long, sharp teeth. Those sharp teeth help him chop up his food.

## Food Mandrills Like

Man·drills like a lot of foods. We feed our man·drills ants, grass, nuts, bark, plant shoots, and roots.

Man·drills have sacks in·side their cheeks. They can stuff food in the sacks and keep it there un·til they need a snack. Then they pop the food out and munch on it!



Mandrills have long sharp teeth.



Mandrills can keep food inside their cheeks in sacks.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 13.1

Sound/Spellings: Push & Say Sound Boxes

Directions: Use this page for Push & Say. Students represent sounds with letter cards.


--	--	--	--	--

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 13.2

Directions: Copy and cut out the letter cards for use with Push & Say. Consonants potentially used more than once when building words are provided twice.

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

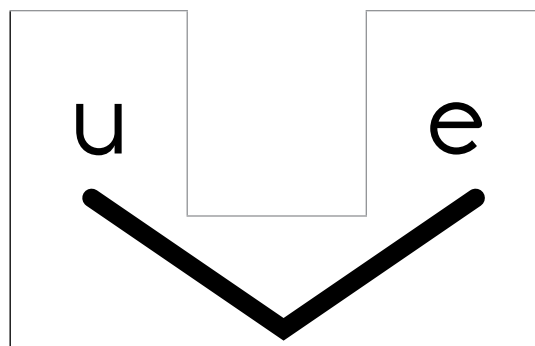
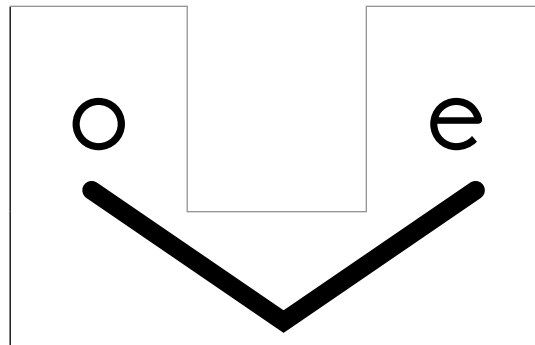
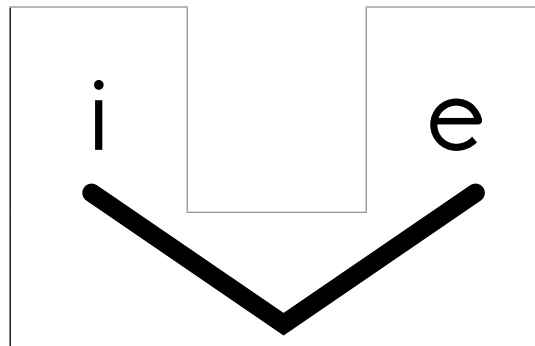
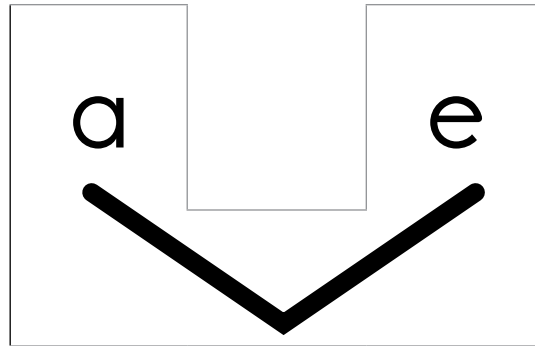
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 13.2

CONTINUED

Directions: Copy and cut out the letter cards for use with Push & Say.



oo	ou	oi	aw	er	ar	or
----	----	----	----	----	----	----

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 13.3

Directions: Students use the Tricky Words in the word box to fill in the blanks below for practice identifying verb tense.

today

yesterday

tomorrow

1. He will jump \_\_\_\_\_.

2. He jumped \_\_\_\_\_.

3. He is jumping \_\_\_\_\_.

4. We ran \_\_\_\_\_.

5. We are running \_\_\_\_\_.

6. We will run \_\_\_\_\_.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 14.1

## Big Cats

Do you like cats? If you do, look there in the grass. Do you see the cat?

### Bobcats

That is not the sort of cat that you keep in your home and feed cat food. That is a bob·cat. Bob cats are not tame.

### *Food Bobcats Like*

Bob·cats are good hunt·ers. They hunt rabb·its, rats, and some·times deer and sheep.

That bob·cat's name is Rob·ert, or Bob for short. Get it?



Bobcats are not tame.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 14.1  
CONTINUED

## Panthers

If you look up on that rock, you will see a cat that's bigg·er than a bob·cat. It's a pan·ther.

### *What Panthers Look Like*

Pan·thers can have spots. They can be tan, too. Here at the Green Fern Zoo, we have two black pan·thers. The name of this one is Jet.

That's Jet's sis·ter, Flash, up on the tree branch. Flash has strong legs that help her run fast. She has sharp teeth and sharp claws that help her hunt rabb·its and deer. She can use her claws to scam·per up a tree if she needs to.

You can see that she is not all black like Jet. She has some spots.



Panthers are bigger than bobcats.



Panthers use their strong legs and sharp claws to get up trees.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 14.2

R-Controlled Vowel Word Reading: Progress Monitoring 2

Directions: Make a copy of the word cards and cut them out for use in the R-Controlled Vowel Word Reading Progress Monitoring.

car

form

charm 

stern

herd

porch

part

DATE: \_\_\_\_\_

# TR 14.3

Word	Student Pronunciation				
Sample: car					
1. form	/f/	/or/	/m/	-	____/1
2. charm	/ch/	/ar/	/m/	-	____/1
3. stern	/s/	/t/	/er/	/n/	____/1
4. herd	/h/	/er/	/d/	-	____/1
5. porch	/p/	/or/	/ch/	-	____/1
6. part	/p/	/ar/	/t/	-	____/1
<b>Total Correct</b>	____/6				

**Note:** Student performance with all phonemes should be noted for evaluation; however, only r-controlled vowels are scored for this assessment.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 15.1

Directions: Students use the Tricky Words in the word box to fill in the blanks below for practice identifying verb tense.

today

yesterday

tomorrow

1. She will jump rope \_\_\_\_\_.

2. He jumped rope \_\_\_\_\_.

3. We are jumping rope \_\_\_\_\_.

4. She camped \_\_\_\_\_.

5. He is camping \_\_\_\_\_.

6. We will camp \_\_\_\_\_.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 16.1

## Groundhogs

### What Groundhogs Look Like

Here you can see a ground·hog.

Ground·hogs have sharp claws that help them dig holes in the ground. They spend a lot of time down in those dark holes.

### Food Groundhogs Like

Ground·hogs like to feed on grass and plants. But when they run out of their holes to get food, they have to be on the look·out. Some critt·ers, like bob·cats and snakes, like to dine on ground·hogs. This



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 16.1  
CONTINUED

ground·hog here is sitt·ing up  
to see if there is a snake or a  
bob·cat close by.

### More Food Groundhogs Like

This ground·hog is named  
Pepp·er. We feed her grass,  
tree bark, and in·sects, but  
the food that she likes best  
is corn. We found that out  
yes·ter·day morn·ing when  
she got out from her pen.

We found her in the  
pett·ing zoo. She ate a lot of  
the corn that was there for  
the ducks and hens.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 16.2

Directions: Students use the Tricky Words in the word box to fill in the blanks below for practice identifying verb tense.

today

yesterday

tomorowo

1. I will grin \_\_\_\_\_.

2. He grinned \_\_\_\_\_.

3. She is grinning \_\_\_\_\_.

4. We munched \_\_\_\_\_.

5. We are munching \_\_\_\_\_.

6. We will munch \_\_\_\_\_.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 17.1

## The Reptile Room

Who likes snakes? Hands up if you like them!

Some kids like snakes best of all, and some kids can't stand them. If you do not like snakes, you can skip this next room be·cause it is the rep·tile room.



## Garter Snakes

This is a gar·ter snake. Gar·ter snakes feed on slugs, in·sects, and frogs. For those critt·ers, the gar·ter snake is a kill·er. But for us, it is harm·less. A gar·ter snake could bite you, but its bite would not make you sick.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 17.1  
CONTINUED

## Rattlers

This is a ratt·ler. He is a des·ert dwell·er that hunts for rats and rabb·its. He has a patt·ern on his scales that helps him blend in and hide in the des·ert sands. When the ratt·ler is hidd·en, it is hard for rats and rabb·its to see him.



A ratt·ler is not harm·less like a gar·ter snake. If you ev·er see this snake hiss·ing and coil·ing up, you bett·er stand back and let it be. The ratt·ler has sharp fangs, and a bite from a ratt·ler could kill you. But we are safe here in the rep·tile room. There is a sheet of glass keep·ing us safe from the snakes.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 18.1

## Things With Wings

Next, let's see some things with wings.

### Puffins

This is a puff·in. He makes his home up north, not too far from the North Pole.

### *What Puffins Look Like*

Look at those cute feet! But they are not just cute. The puff·in's feet help him swim.

Note, as well, his big bill. The puff·in can use his bill to get fish.



Puffins make their home by the North Pole.



Puffins make their home by the North Pole.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 18.1  
CONTINUED

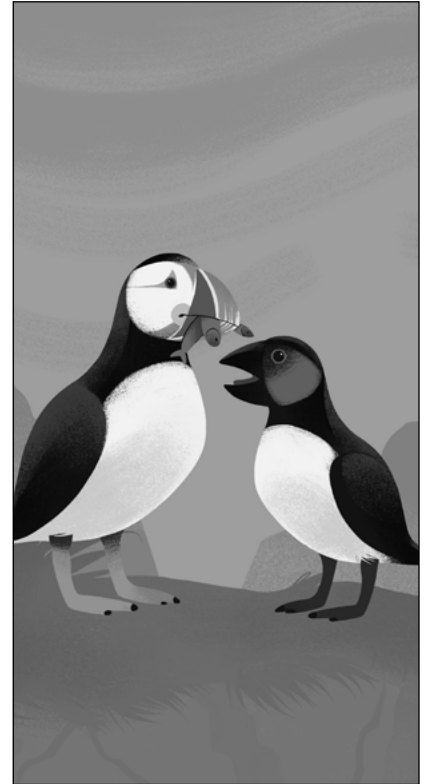
## ***How Puffins Are Born***

Puff·ins are born from eggs. The puff·in mom and dad sit on their egg. The mom sits. Then the dad sits. In the end, the chick pops out of the shell. The mom and dad take care of the chick un·til it can care for it·self. Look! That puff·in has fish in her bill! She will feed those fish to her chick.

## **The Finch**

In this next room, we have a finch. Un·like the puff·in, the finch makes a home in wood·lands. He can use his bill to snap up grass seeds for food.

I'm sad to tell you that the finch is gett·ing to be quite rare. We are proud to have five of them here at the Green **Fern** Zoo.



The mom puffin will feed fish to her chick.



The finch makes its home in the woods.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 20.1

R-Controlled Vowel Word Reading: Progress Monitoring 3

Directions: Make a copy of the word cards and cut them out for use in the R-Controlled Vowel Word Reading Progress Monitoring.

car

mark

short



fern

born

yard

perch

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 20.2

### Record Sheet for Progress Monitoring 3

Word	Student Pronunciation			
Sample: car				
1. mark	/m/	/ar/	/k/	_____/1
2. short	/sh/	/or/	/t/	_____/1
3. fern	/f/	/er/	/n/	_____/1
4. born	/b/	/or/	/n/	_____/1
5. yard	/y/	/ar/	/d/	_____/1
6. perch	/p/	/er/	/ch/	_____/1
Total Correct	_____/6			

**Note:** Student performance with all phonemes should be noted for evaluation; however, only r-controlled vowels are scored for this assessment.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 23.1

Fluency: Two Voices

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.

Chimps	
1	2
<b>Next, let's see the chimps.</b>	<b>Next, let's see the chimps.</b>
We have ten chimps here at the Green Fern Zoo.	
	You can see them all out there if you look hard.
<b>Food Chimps Like</b>	<b>Food Chimps Like</b>
<b>The one you see here is Bess.</b>	<b>The one you see here is Bess.</b>
She <u>h</u> as a snack in <u>h</u> er mouth.	
	Bess and the rest of the chimps like to munch on plants, nuts, and seeds.
<b>More Food Chimps Like</b>	<b>More Food Chimps Like</b>
<u>D</u> o you see that chimp with the stick?	
<b>That's Bart.</b>	<b>That's Bart.</b>
	<b>B</b> art likes to have ants <b>f</b> or lunch.
To get the ants, he takes a stick and sticks it in an ant hill.	
	Then he lifts it up and licks off the ants.
<b>Yum, yum!</b>	<b>Yum, yum!</b>
<b>Max the Babe</b>	<b>Max the Babe</b>
The chimp with the rope in his hand is Max.	
<b>He's just a babe.</b>	<b>He's just a babe.</b>

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 24.1

Bingo Boards

Directions: Copy and cut out the game boards. (Card stock is recommended to allow for reuse.) Students apply phonics knowledge by reading words to play the traditional game BINGO.

Sunday	could	once
should	yesterday	Tuesday
says	Friday	we

would	yesterday	who
we	Monday	my
Saturday	no	Thursday

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 24.1

CONTINUED

Bingo Boards

Directions: Copy and cut out the game boards. (Card stock is recommended to allow for reuse.) Students apply phonics knowledge by reading words to play the traditional game Bingo.

me	tomorrow	Wednesday
Monday	down	today
why	here	Friday

no	down	Thursday
Sunday	says	tomorrow
why	Saturday	should



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 24.1

CONTINUED

Bingo Boards

Directions: Copy and cut out the game boards. (Card stock is recommended to allow for reuse.) Students apply phonics knowledge by reading words to play the traditional game Bingo.

yesterday	once	because
who	Wednesday	would
should	me	Tuesday

once	could	why
would	Saturday	my
Wednesday	because	Sunday

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 24.1

CONTINUED

Bingo Boards

Directions: Copy and cut out the game boards. (Card stock is recommended to allow for reuse.) Students apply phonics knowledge by reading words to play the traditional game Bingo.

to <u>da</u> y	m <u>y</u>	co <u>u</u> ld
be <u>ca</u> use	he <u>r</u> e	Mo <u>n</u> da <u>y</u>
wh <u>o</u>	Fr <u>i</u> da <u>y</u>	w <u>e</u>

Th <u>u</u> rsda <u>y</u>	no <u>o</u>	he <u>r</u> e
sa <u>y</u> s	to <u>da</u> y	do <u>wn</u>
to <u>m</u> orro <u>wo</u>	me <u>o</u>	Tu <u>e</u> sda <u>y</u>

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 24.2

Bingo Cards

Directions: Copy and cut out the word cards for use with Bingo Boards. (Card stock is recommended to allow for reuse.) Note: This Bingo card set contains the words utilized on the Bingo Board, which is not all of the Tricky Words taught in Grade 1 Units 1 and 2.

Sunday	Monday	Tuesday
Wednesday	Thursday	Friday
Saturday	today	yesterday
tomorrow	because	down
could	should	would
me	my	we
here	no	once
says	who	why

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 24.3

R-Controlled Vowel Word Reading: Progress Monitoring 4

Directions: Make a copy of the word cards and cut them out for use in the R-Controlled Vowel Word Reading Progress Monitoring.

car

hard

jerk



sort

term

worn

chart

DATE: \_\_\_\_\_

# TR 24.4

Word	Student Pronunciation			
Sample: car				
1. hard	/h/	/ar/	/d/	____/1
2. jerk	/j/	/er/	/k/	____/1
3. sort	/s/	/or/	/t/	____/1
4. term	/t/	/er/	/m/	____/1
5. worn	/w/	/or/	/n/	____/1
6. chart	/ch/	/ar/	/t/	____/1
Total Correct	____/6			

**Note:** Student performance with all phonemes should be noted for evaluation; however, only r-controlled vowels are scored for this assessment.

# ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 1.1 Activity Page

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

er or



her her



Bert Bert



perk perk

Skills 4 1

Print the words on the lines where they fit best.

1. fern  

2. herd  

3. perch  

Skills 4 2

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 2.1 Activity Page

Directions: Have students write the words with the /r/ sound under the red header and the words with the /er/ sound under the her header.

fern	rope	term	rat	rag
rust	clerk	room	perch	verb

/r/ as in red /er/ as in her

red term

rope term

rag clerk

rust perch

room verb

Skills 4 5

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 3.1 Activity Page

Directions: Have students read each sentence and write the word from the word box that best fits the sentence.

her	clerk	round	coin
verb	paws	scoops	food

1. The plate is round.

2. The clerk gave her a dime.

3. Dogs have paws.

4. I would like three scoops!

Skills 4 9

Directions: Have students read each sentence and write the word from the word box that best fits the sentence.

her	clerk	round	coin
verb	paws	scoops	food

- I can cook a lot of food.
- Her dad is at home.
- I will flip a coin.
- Is this word a verb?

10

Skills 4

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 3.2 Activity Page

## Meet Vern

- Where will Vern take you?

- ☐ the shop
- ☒ the Green Fern Zoo
- ☐ the bus

Page 2

- What is Vern's job?

Vern's job is to take kids in  
to see the Green Fern Zoo.

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

Page 2

Skills 4

11

- What could be some things with wings?

Some things with wings  
could be ...

- Name some things that you could see at the zoo.

You could see things with  
scales, things that bite, things  
that sting, things that creep,  
and things that swim.

Page 2

12

Skills 4

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 4.1 Activity Page

air

air

air

art

art

farm

farm

yarn

yarn

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

Skills 4

13

Print the words on the lines where they fit best.

1. arm



arm

2. car



car

3. star



star

4. yarn



yarn

5. cart



cart

14

Skills 4

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.2

Activity Page

## Things that Swim

1. What is a trout?

☐ a dog

☐ a bug

☒ a fish

Page 4

2. What parts of a trout help it hide?

☒ spots and marks

☐ mouth and teeth

☐ fins and scales

Page 4

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

Skills 4

19

3. What big fish makes wee fish run and hide?

☐ trout

☒ reef shark

☐ squid

Page 6

4. Why do reef sharks make their home close to reefs?

Reef sharks make their home close to reefs because there are lots of fish in reefs.

Page 6

20

Skills 4

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.2

Activity Page

CONTINUED

5. What do reef sharks like to feed on?

Reef sharks like to feed on

squid, crabs, and shrimp.

Page 8

Skills 4

21



NAME: \_\_\_\_\_ 6.1 Activity Page  
DATE: \_\_\_\_\_

Directions: Have students read the words in the box and write each word in the sentence where the word fits best.

stars perk look fern shout  
oil claws moon shark herd

1. There is not a shark in this lake.
2. The car needs oil in it.
3. That cat has sharp claws!
4. The flag has stars and stripes.

Skills 4

25

stars perk look fern shout  
oil claws moon shark herd

Directions: Have students read the words in the box and write each word in the sentence where the word fits best.

5. My mom had to ask us not to shout.
6. She must perk up and not sleep!
7. I saw a herd of deer in the woods.
8. I would like to see the Green Fern Zoo.

26

Skills 4

NAME: \_\_\_\_\_ 6.1 Activity Page  
DATE: \_\_\_\_\_

CONTINUED

stars perk look fern shout  
oil claws moon shark herd

9. Look at that big wave!
10. We look up at the stars and the moon when it gets dark.

Skills 4

27

NAME: \_\_\_\_\_ 6.2 Activity Page  
DATE: \_\_\_\_\_

it is he's  
here is can't  
she is she's  
can not it's  
he is here's

Directions: Have students match the words to their contracted form.

Skills 4

29

Directions: Have students fill in the blanks with the correct contraction.

- |       |       |        |
|-------|-------|--------|
| can't | let's | here's |
| she's | it's  | Bert's |
1. --- Bert's --- sad.
  2. --- It's --- hot out.
  3. --- Let's --- run to the park.
  4. --- She's --- a good pal.
  5. --- Here's --- my class.
  6. We --- can't --- see the sharks.

30

Skills 4

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

7.1

Activity Page



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

or or

or

corn corn

corn

fork fork

fork

short short

sh or

Skills 4

33

In the box are 4 words. Print them on the lines where they fit best.

fork	cord
corn	shorts



cord

fork



shorts

corn

34

Skills 4

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

7.2

Take-Home

Dear Family Member,

Your child has been learning to read and write contractions. Work with your child to write each sentence with the contracted form of the words in parentheses. Extension: Use contractions orally with your child, pausing to discuss the formation of the contracted form.

1. --- He's --- glad we can have cake.  
(He is)
2. --- She's --- with her gran.  
(She is)
3. --- Let's --- run to the park!  
(Let us)
4. I --- can't --- ride a bike.  
(can not)
5. --- Here's --- the book!  
(Here is)

Skills 4

35

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

9.1 Activity Page

## Chimps

1. Green Fern Zoo has \_\_\_\_\_ chimps.

☐ one

☐ five

☒ ten

Page 10

2. Who is Bess?

☒ a chimp

☐ Vern's pal

☐ a shark

Page 10

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

Skills 4

41

3. What do chimps not like to munch on?

☐ plants

☐ seeds

☒ rocks

Page 10

4. What will Bart have for lunch?

Bart will have ants for  
lunch.

Page 12

42

Skills 4

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

9.1 Activity Page  
CONTINUED

5. What will Max do for fun?

Max likes to swing on the  
rope and splash in the pool  
for fun.

Page 14

6. Why were Carl and Norm not pals last week?

Carl and Norm were not  
pals last week because  
Norm took the fig branch  
and ate all the figs.

Page 16

Skills 4

43

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

10.2 Activity Page

## Mandrills

1. Is a male man-drill's nose green?

No, a male mandrill's nose  
is not green. It is red.

Page 18

2. What makes man-drills look and feel good?

Grooming makes mandrills  
look and feel good.

Page 18

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

Skills 4

47

Directions: On a separate sheet of paper, have students illustrate one of the nouns from the story.

3. What is the verb in, "We feed man-drills ants, grass-es, nuts, bark, plant shoots, and roots."

- ☐ man-drills  
☒ feed  
☐ bark

4. List 4 nouns that you found in "Man-drills."

Answers may vary.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

48

Skills 4

NAME: \_\_\_\_\_ 11.1 Activity Page  
DATE: \_\_\_\_\_

Mark the words that are said and print them on the lines.

1. arm·pit art·ist armpit

2. sneez·ing sniff·ing sniffing

3. bas·kets bask·ing baskets

4. nap·kin napp·ing napkin

5. broil·ing boil·ing boiling

Skills 4

51

6. twist·er twee·z·er twister

7. un·like un·less unless

8. cor·ner cor·net corner

9. win·ter winn·er winner

10. ant·hill ant·ler anthill

52

Skills 4

NAME: \_\_\_\_\_ 12.1 Activity Page  
DATE: \_\_\_\_\_

1. The pig snorts.  
2. The dog barks.  
3. The car stops.  
4. The shark hunt·ed.  
5. The man helped.

Answers may vary.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Directions: Have students read the sentences, circle the nouns, and underline the verbs with a squiggly line. Then have students write a few original sentences on the lines.

Skills 4

57

NAME: \_\_\_\_\_ 12.2 Activity Page  
DATE: \_\_\_\_\_

## Things with Wings

1. The puff-in makes his home \_\_\_\_\_

☐ in hot lands

☒ up north

☐ in the grass

Page 24

2. The puff-in's feet help him \_\_\_\_\_

☒ swim

☐ sleep

☐ get a snack

Page 24

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

Skills 4

59

3. What can a puff-in use to get fish?

☐ his feet

☐ his eggs

☒ his bill

Page 24

4. Puff-ins are born

from eggs. The puff-in  
mom and dad sit on their  
egg. In the end, the

chick pops out of the shell.

Page 26

60

Skills 4

NAME: \_\_\_\_\_ 12.2 Activity Page  
DATE: \_\_\_\_\_

5. What can a finch use to get food?

A finch can use his bill to  
snap up grass seeds for food.

Page 28

Skills 4

61

NAME: \_\_\_\_\_ 13.1 Activity Page  
DATE: \_\_\_\_\_

Directions: Have students underline the past tense marker in each verb. Then have students write the past tense verbs that end in /ed/ under the /ed/ header, the verbs that end in /d/ under the /d/ header, and the verbs that end in /t/ under the /t/ header.

start-ed grinn-ed help-ed sound-ed form-ed park-ed  
point-ed smil-ed bak-ed lift-ed wav-ed hiked

/ed/

/d/

/t/

start-ed grinn-ed help-ed sound-ed form-ed park-ed

sounded - formed - parked

pointed - smiled - barked

lifted - waved - liked

Skills 4

65

NAME: \_\_\_\_\_ 13.2 Take-Home  
DATE: \_\_\_\_\_

Dear Family Member,

Your child has been learning about contractions, nouns, and verbs. For the first part of this activity page, have your child circle the nouns in the sentence, and underline the verbs with a squiggly line. Review with your child that a noun is a person, place, or thing, and a verb is a word that shows action. Please note that the number of nouns in each sentence is listed in parentheses. For the part on the back, have your child draw a line to match the words with its contraction.

1. The cat naps in the yard. (2)
2. The cook made a cake. (2)
3. The kid rides a bike to the park. (3)
4. The tree shakes. (1)
5. A big dog barks. (1)

Skills 4

67

it is                      there's  
there is                  she's  
let us                    it's  
here is                  let's  
she is                   here's

Directions: Have students match the words to their contracted forms.

68

Skills 4

NAME: \_\_\_\_\_ 14.1 Activity Page  
DATE: \_\_\_\_\_

Directions: For each word, have students circle and count the spellings, then write the number of sounds in the box and copy the word on the lines. For an extra challenge, ask students to write the number of syllables in the circle.

1. hamster [6] hamster [2]
2. green [4] green [1]
3. winter [5] winter [2]
4. slime [4] slime [1]
5. good [3] good [1]
6. garlic [5] garlic [2]
7. shout [3] shout [1]

Skills 4

69

8. paws [3] paws [1]
9. popcorn [6] popcorn [2]
10. campers [6] campers [2]
11. monster [6] monster [2]
12. woods [4] woods [1]
13. forget [5] forget [2]
14. zippers [5] zippers [2]

Directions: For each word, have students circle and count the spellings, then write the number of sounds in the box and copy the word on the lines. For an extra challenge, ask students to write the number of syllables in the circle.

70

Skills 4

NAME: \_\_\_\_\_ 14.2 Activity Page  
DATE: \_\_\_\_\_

### Yes or No?

1. Is green slime a good food? no
2. Do gar·lic and a rose smell the same? no
3. Do cats have paws? yes
4. Is a pum·pkin black? no
5. Can a pig ride a bike? no
6. Is pop·corn a good snack? yes/no

Skills 4

71

7. Do camp·ers sleep in tents? yes
8. Is a verb a word? yes
9. Would you like to win a prize? yes
10. Can a dog tell time? no
11. Is it hot in the win·ter? no
12. Do coins have zipp·ers? no

72

Skills 4

NAME: \_\_\_\_\_ 14.3 Activity Page  
DATE: \_\_\_\_\_

### Big Cats

1. Name three things that a bob·cat hunts.

Three things that a bobcat  
hunts are rabbits, rats, and  
deer.

Page 30

2. Why should you not keep a bob·cat in your home?

You should not keep a  
bobcat in your home  
because bobcats are not  
tame.

Page 30

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

Skills 4

73

3. What helps a pan·ther hunt?  
Sharp teeth and sharp claws  
help a panther hunt.

Page 34

4. A pan·ther can be . . .

- ☐ green with stripes.
- ☒ black or tan, or can have spots.
- ☐ red with tan dots.

Page 32

74

Skills 4

NAME: \_\_\_\_\_ 15.2 Activity Page  
DATE: \_\_\_\_\_

## Groundhogs

1. What do ground-hogs use their claws for?

Groundhogs use their  
claws to dig holes in the  
ground.

Page 36

2. Why do ground-hogs have to be on the look-out when they are not in their holes?

Groundhogs have to be  
on the lookout because  
some critters like to dine  
on them.

Page 38

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

Skills 4

77

3. Where was Pepper when she got out from her pen?

Pepper was in the petting  
zoo when she got out  
from her pen.

Page 40

4. What did Pepper stuff her-self with?

Pepper stuffed herself  
with a lot of corn that was  
there for the ducks and  
hens.

Page 40

78

Skills 4

NAME: \_\_\_\_\_ 16.1 Activity Page  
DATE: \_\_\_\_\_

## The Reptile Room

1. What do gar-ter snakes feed on?

Garter snakes feed on  
slugs, insects, and frogs.

Page 44

2. Why are gar-ter snakes harm-less for us?

Garter snakes are  
harmless for us because  
its bite would not make us  
sick.

Page 44

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

Skills 4

79

3. A ratt-ler has a patt-ern on his scales so that . . .

he can blend in and hide in  
the desert sands. This makes  
it hard for rats and rabbits to  
see him.

Page 46

4. Why is a ratt-ler not harm-less for us?

A rattler is not harmless for  
us because a bite from a  
rattler could kill us.

Page 48

80

Skills 4



NAME: \_\_\_\_\_ 17.1 Activity Page  
DATE: \_\_\_\_\_

Directions: For each sentence, have students circle the nouns and underline the verbs with a squiggly line.

1. To-day kids march in line.
2. Yes-ter-day kids marched in line.
3. To-morr-ow kids will march in line.
4. To-day the cat naps on the car-pet.
5. Yes-ter-day the cat napped on the car-pet.

Skills 4

83

6. To-morr-ow the cat will nap on the car-pet.
7. To-day the man bikes at the park.
8. Yes-ter-day the man biked at the park.
9. To-morr-ow the man will bike at the park.

84

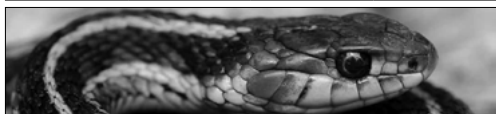
Skills 4

NAME: \_\_\_\_\_ 17.2 Take-Home  
DATE: \_\_\_\_\_

Dear Family Member,

Your child has been practicing reading two-syllable words. Below are two sections from a chapter about reptiles at the Green Fern Zoo. Have your child read the story and fill in the blank with the correct word.

critt-ers gar-ter harm-less kill-er

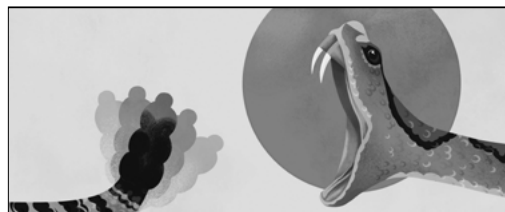


This is a garter snake.  
Gar-ter snakes feed on slugs, in-sects, and frogs. For those crittlers, the gar-ter snake is a killer.  
A gar-ter snake could bite you, but its bite would not make you sick. For us, a gar-ter snake is harmless.

Skills 4

85

dwel-er patt-ern des-ert ratt-ler



This is a rattler. A ratt-ler is a des-ert dweller that hunts for rats and rabb-its. He has a pattern on his scales that helps him blend in and hide in the desert sands. When the ratt-ler is hidd-en, it is hard for rats and rabb-its to see him.

86

Skills 4

NAME: \_\_\_\_\_ 19.1 Activity Page  
DATE: \_\_\_\_\_

Directions: Have students underline the past-tense marker *ed* in each verb. Then have students write the final sound(s) in each word in the spaces below the past-tense verb (that end in */ed/* under the */ed/* marker, the verbs that end in */t/* under the */t/* marker, and the verbs that end in */d/* under the */d/* marker.

started /ed/	grinned /d/	helped /t/
rubbed /d/	marched /t/	added /ed/
seemed /d/	snorted /ed/	wished /t/

/t/

/d/

/ed/

started /ed/ grinned /d/ helped /t/

added /ed/ rubbed /d/ marched /t/

snorted /ed/ seemed /d/ wished /t/

Skills 4

89

NAME: \_\_\_\_\_ 19.2 Activity Page  
DATE: \_\_\_\_\_

## Termites

1. What are **ter**-mites?

Termites are insects that like to munch on wood.

Page 50

2. What is in-side a **ter**-mite mound?

There are lots of termites inside a termite mound.

Page 52

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

Skills 4

91

3. What do **ter**-mites look like?

Termites look a lot like ants.

They have six legs like ants.

Page 54

4. Why would a **ter**-mite munch on your home?

A termite would munch on your home if your home is made of wood.

Page 54

92

Skills 4

NAME: \_\_\_\_\_ 20.2 Activity Page  
DATE: \_\_\_\_\_

In the box are 4 words. Print them on the lines where they fit best.

gar·lic

cool·er

dinn·er

hor·net



cooler

hornet



garlic

dinner

Skills 4

95

In the box are 4 words. Print them on the lines where they fit best.

blend·er

pop·corn

car·pet

for·est



-- blender -- -- carpet --



-- popcorn -- -- forest --

96

Skills 4

NAME: \_\_\_\_\_ 21.1 Activity Page  
DATE: \_\_\_\_\_

## River Otters

1. What do riv·er ott·ers like to do?

River otters like to run, ---  
jump, chase pals, splash ---  
in the pool in summer, ---  
and slide down hills in the ---  
winter. ---

Page 56

2. Which is NOT the riv·er ott·ers' home?

- ☐ nests on land
- ☐ the riv·er
- ☒ up in trees

Page 58

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

Skills 4

97

3. What part helps riv·er ott·ers swim fast?

- ☒ webbed paws
- ☐ point·ed nose
- ☐ sharp claws

Page 56

4. What do riv·er ott·ers like for food?

River otters like fish, frogs, ---  
and crabs for food. ---  
---  
---  
---  
---  
---  
---

Page 56

98

Skills 4

NAME: \_\_\_\_\_ 22.1 Activity Page  
DATE: \_\_\_\_\_

1. Yes·ter·day the dog -- licked --  
(lick)  
the food on the car·pet.

2. My pal -- grinned -- at us.  
(grin)

3. Fran lost her tem·per and  
-- yelled --.  
(yell)

4. She -- chopped -- wood in her  
(chop)  
back·yard.

5. I -- baked -- a cake yes·ter·day  
(bake)  
for my class.

Directions: Have students write the verb in its past tense form.

Skills 4

101

NAME: \_\_\_\_\_ 23.2 Take-Home  
DATE: \_\_\_\_\_

Dear Family Member,

Your child has been learning about nouns and verbs. The dot in words shows that this is a multi-syllable word. Please have your child read the sentences, then circle the nouns and underline the verbs with a squiggly line. You may ask your child to act out the action.

1. The dog barks.
2. To-day my sis-ter will take a nap.
3. To-morr-ow the kid will sing a song.
4. Yes-ter-day the cat licked her paws.
5. To-morr-ow Gran will bake a cake.

Skills 4

119

6. To-day the man point-ed to the clouds.
7. Yes-ter-day my pal took a trip.
8. To-day the shark swims.
9. The kid grinned at us.
10. Yes-ter-day the ground-hog was stuffed with food.

120

Skills 4

NAME: \_\_\_\_\_ 24.2 Take-Home  
DATE: \_\_\_\_\_

Dear Family Member,

Your child has been learning about compound words. Please have your child read the compound words in the box and place them in the correct sentence. Your child will practice making up their own silly compound words on the back of the activity page.

bath·tub    pop·corn    gum·drop  
back·pack    lunch·box

1. My snack is in my \_\_\_\_\_  
- lunchbox - - - - -.
2. I like popcorn for a snack.
3. This gumdrop is sweet!
4. I take a bath in the \_\_\_\_\_  
- bathtub - - - - -.

Skills 4

123

5. The book is in my \_\_\_\_\_  
- backpack - - - - -.



+



=

- dogcake -

1.  +  = \_\_\_\_\_

2.  +  = \_\_\_\_\_

Directions: Have students make up their own silly compound words. In the first box, they will draw a picture of the first part of the compound word, and in the second box, the picture of the second part of the compound word.

124

Skills 4

NAME: \_\_\_\_\_ 25.1 Assessment  
DATE: \_\_\_\_\_

### Part 1

1. The dog barks.
2. To-day the shark swims.
3. To-morr-ow the kid will sing.
4. Yes-ter-day the cat walked.
5. To-morr-ow Gran will bake.

### Part 2

it is	there's
there is	she's
let us	it's
here is	let's
she is	here's

Directions: In Part 1, have students circle the noun and underline the verb with a squiggly line. In Part 2, have students match the words with its contraction. In Part 3, have students write the past tense form of the verbs.

Skills X

125

### Part 3

To-day I bake.  
Yes-ter-day I baked.  
To-morr-ow I will baked.

To-day you smile.  
Yes-ter-day you smiled.  
To-morr-ow you will smile.

To-day I hike.  
Yes-ter-day I hiked.  
To-morr-ow I will hike.

To-day she points.  
Yes-ter-day she pointed.  
To-morr-ow she will point.

126

Skills 4

NAME: \_\_\_\_\_ 26.1 Assessment  
DATE: \_\_\_\_\_

1. What is Am-ber?  
☐ a fox  
☒ a bat  
☐ a dog  
☐ a cat
2. Am-ber's wings are \_\_\_\_\_ long.  
☐ three feet  
☐ three wing-spans  
☐ two feet  
☒ five feet
3. Where do bats like Am-ber make their homes?  
☐ up in the north  
☒ in the trop-ics  
☐ in the des-ert  
☐ in cool lakes

Directions: Have students use the story on the previous pages to answer the questions.

Skills X

129

4. What do bats like Am-ber feed on?  
☐ fish  
☐ grubs and slugs  
☐ milk  
☒ plant parts and poll-en
5. What part do bats like Am-ber use to look for food?  
☒ nose  
☐ legs  
☐ teeth  
☐ fins

130

Skills 4

NAME: \_\_\_\_\_ 26.1 Assessment  
DATE: \_\_\_\_\_ CONTINUED

6. Bats like Am-ber can travel
- ☐ up to 10 miles to gath-er food
  - ☒ up to 40 miles to gath-er food
  - ☐ as far as three miles to gath-er food
  - ☐ as far as five feet to gath-er food
7. What things can Am-ber do up-side down?
- ☐ sing a sweet song, sleep, and munch on food
  - ☐ hang out, trav-el, and sleep
  - ☒ hang out, sleep, and munch on food
  - ☐ just munch on food

Skills 3

131

8. It says, "Am-ber needs a lot of room to glide back and forth"

Glide is a word for:

- ☐ swim
- ☒ trav-el
- ☐ hop
- ☐ sleep

9. Why would Am-ber need a lot of room to glide back and forth?

- ☐ be-cause there are lots of bats at the zoo
- ☒ be-cause she is one of the big-gest bats there are
- ☐ be-cause there are lots of in-sects at the zoo
- ☐ be-cause there are trees at the zoo

132

Skills 4

NAME: \_\_\_\_\_ PP.2 Activity Page  
DATE: \_\_\_\_\_

Count the sounds in the words. Print the num-ber of sounds in the box-es and print the words on the lines.

- |           |  |        |
|-----------|--|--------|
| 1. hammer | <div style="border: 1px solid black; padding: 2px 10px;">4</div> | hammer |
| 2. born   | <div style="border: 1px solid black; padding: 2px 10px;">3</div> | born   |
| 3. barns  | <div style="border: 1px solid black; padding: 2px 10px;">4</div> | barns  |
| 4. darker | <div style="border: 1px solid black; padding: 2px 10px;">4</div> | darker |
| 5. cooler | <div style="border: 1px solid black; padding: 2px 10px;">4</div> | cooler |
| 6. pepper | <div style="border: 1px solid black; padding: 2px 10px;">4</div> | pepper |
| 7. river  | <div style="border: 1px solid black; padding: 2px 10px;">4</div> | river  |
| 8. sharks | <div style="border: 1px solid black; padding: 2px 10px;">4</div> | sharks |

Skills 4

135

- |             |  |         |
|-------------|--|---------|
| 9. horns    | <div style="border: 1px solid black; padding: 2px 10px;">4</div> | horns   |
| 10. blister | <div style="border: 1px solid black; padding: 2px 10px;">6</div> | blister |
| 11. cooked  | <div style="border: 1px solid black; padding: 2px 10px;">4</div> | cooked  |
| 12. carpet  | <div style="border: 1px solid black; padding: 2px 10px;">5</div> | carpet  |
| 13. chilled | <div style="border: 1px solid black; padding: 2px 10px;">4</div> | chilled |
| 14. letter  | <div style="border: 1px solid black; padding: 2px 10px;">4</div> | letter  |
| 15. snoring | <div style="border: 1px solid black; padding: 2px 10px;">5</div> | snoring |
| 16. garlic  | <div style="border: 1px solid black; padding: 2px 10px;">5</div> | garlic  |

136

Skills 4

NAME: \_\_\_\_\_ PP.3 Activity Page

DATE: \_\_\_\_\_

Directions: Have students write the r-controlled vowel sound in each word in the slashes. Then have students write the words with the /er/ sound under the /ar/ header and the words with the /ar/ sound under the /er/ header.

her /er/	barn /ar/
hard /ar/	bett·er /er/
car·pet /ar/	lan·tern /er/
herd /er/	arm /ar/
dark·ness /ar/	per·fect /er/
/er/	/ar/
her	barn
better	hard
lantern	carpet
herd	arm
perfect	darkness

Skills 4

137

Directions: Have students write the r-controlled vowel sound in each word in the slashes. Then have students write the words with the /ar/ sound under the /ar/ header and the words with the /or/ sound under the /or/ header.

barn /ar/	horn /or/
parked /ar/	forks /or/
yard /ar/	pop·corn /or/
formed /or/	gar·den /ar/
har·vest /ar/	torch /or/
/ar/	/or/
barn	horn
parked	forks
yard	popcorn
garden	formed
harvest	torch

138

Skills 4

NAME: \_\_\_\_\_ PP.6 Activity Page

DATE: \_\_\_\_\_

Mark the words that are said and print them on the lines.

1. short·en	short·er	shorter
2. gar·den	gar·lic	garlic
3. snor·ing	snar·ling	snarling
4. hor·net	hors·es	horses
5. mar·ket	mark·er	marker
6. bett·er	bitt·er	bitter
7. for·tress	for·est	forest
8. har·vest	harm·less	harmless
9. bor·der	bar·ter	border
10. sharp·er	smart·er	sharper











Skills 4

143

NAME: \_\_\_\_\_ PP.10 Activity Page

DATE: \_\_\_\_\_

Print the words on the lines where they fit best.

1. shark			shark
2. hamm·er			hammer
3. hor·net			hornet
4. zipp·er			zipper
5. stork			stork

Skills 4

151

NAME: \_\_\_\_\_ PP.11 Activity Page  
DATE: \_\_\_\_\_

In the box are 4 words. Print them on the lines where they fit best.

shark	fork
scarf	horn



--- horn ---



--- fork ---



--- shark ---



--- scarf ---

Skills 4

153

In the box are 4 words. Print them on the lines where they fit best.

hor·net	hawk
gar·lic	pop·corn



--- garlic ---



--- popcorn ---



--- hornet ---



--- hawk ---

154

Skills 4

NAME: \_\_\_\_\_ PP.14 Activity Page  
DATE: \_\_\_\_\_

Mark the words that are said.

1. big storm      big step
2. af·ter class      af·ter dark
3. strong legs      strong arms
4. could not run      should not run
5. boiled eggs      soft eggs
6. a red car·pet      a red car
7. coiled up snake      coiled up rope
8. plant a gar·den      keep a gar·den
9. use a fork      use a broom
10. far·ther north      far·ther south

Skills 4

159

NAME: \_\_\_\_\_ PP.15 Activity Page  
DATE: \_\_\_\_\_

Fill in the \_\_\_\_\_ with the words in the box.

out·side	sing·ing
bark·ing	car·pet
for·est	

1. Jen went outside to the yard.
2. Brent was singing a song.
3. There are lots of trees in a forest.
4. The dog was barking all morning.
5. There is a red carpet in this room.

Skills 4

161



Fill in the \_\_\_\_\_ with the words in the box.

ant·lers	jump·ing
tem·per	tool·box
lunch·time	

1. Ben likes jumping on the bed.
2. Dad got his toolbox so he could fix the pipe.
3. Mom lost her temper and yelled at the dog.
4. The deer has sharp antlers.
5. Is it lunchtime yet?

162

Skills 4

NAME: \_\_\_\_\_ PP.16 Activity Page  
DATE: \_\_\_\_\_

Fill in the \_\_\_\_\_ with the words in the box.

blis·ters	park·ing
matt·ress	licked
sand·wich	

1. Af·ter the hike I had blisters on my feet.
2. Fran ate her sandwich.
3. Dad found a parking spot for the car.
4. I have a soft mattress on my bed.
5. The man was licked by a dog.

Skills 4

163

Fill in the \_\_\_\_\_ with the words in the box.

melt·ed	art·ist
pop·corn	sev·en
nos·trils	

1. The flame melted the wax.
2. An artist makes art.
3. Af·ter six we count to seven.
4. Is it fun to pop popcorn?
5. Your nose has two nostrils.

164

Skills 4

NAME: \_\_\_\_\_ PP.17 Activity Page  
DATE: \_\_\_\_\_

Yes or no? Print yes or no on the lines.

1. Do kids have a bed·time? yes/no
2. Are your bones soft? no
3. Do some art·ists use brush·es? yes
4. Can a back·yard have grass? yes
5. Should you make a camp·fire in·side? no
6. Can chil·dren drive cars? no
7. Do kitt·ens have teeth? yes
8. Could a plant sip a milk·shake? no

Skills 4

165

Yes or no? Print *yes* or *no* on the lines.

1. Should you drop trash on the ground? no
2. Do some parks have slides? yes
3. Can you bake a cake in a round pan? yes
4. Is a trip to the dentist fun? yes/no
5. Can you hike outside in the summer? yes
6. Would a pet fish like to sleep in a bed? no
7. Are piglets cute? yes
8. Is seven a number? yes

166

Skills 4

NAME: \_\_\_\_\_ PP.21 Activity Page  
DATE: \_\_\_\_\_

## The Ostrich

1. The ostrich at the Green Fern Zoo tips the scales at . . .  
☐ three hundred pounds.  
☐ two pounds.  
☒ two hundred pounds.

2. Can an ostrich run fast?

An ostrich can run as fast as a car.

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

Skills 4

173

Directions: Have students write about the animal in the picture or copy their favorite sentences from the story that tell something about the animal.



Answers may vary.

174

Skills 4

NAME: \_\_\_\_\_ PP.22 Activity Page  
DATE: \_\_\_\_\_

## Deer

1. Was Hope born in the zoo?  
No, Hope was not born in the zoo. Vern found her by his home with a bad leg.

2. What happened to Hope's leg?  
A tree fell on Hope and broke her leg.

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

Skills 4

175

Directions: Have students write about the animal in the picture or copy their favorite sentences from the story that tell something about the animal.



Answers may vary.

176

Skills 4

NAME: \_\_\_\_\_ PP.23 Activity Page  
DATE: \_\_\_\_\_

## The Petting Zoo

1. What is the rabbit's name?

The rabbit's name is Hoss.

2. What scares the chickens?

Running scares the chickens.

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

Skills 4

177

3. Which critter from the petting zoo do you like best? Why?

Answers may vary.

178

Skills 4

NAME: \_\_\_\_\_ PP.25 Activity Page  
DATE: \_\_\_\_\_

Directions: Have students underline the past-tense marker -ed in each word. Then have the student write the final sound(s) in each word in the slashes. Then have the student write the past-tense verbs that end in /ed/ under the /ed/ header, the verbs that end in /d/ under the /d/ header, and the verbs that end in /t/ under the /t/ header.

-start-ed /ed/	-grinn-ed /d/	-help-ed /t/	mark-ed /t/
nodd-ed /ed/	greet-ed /ed/	horn-ed /d/	doz-ed /d/
plant-ed /ed/	snearl-ed /d/	smok-ed /t/	shap-ed /t/

/ed/ /d/ /t/

-start-ed -grinn-ed -help-ed

-nodd-ed -horn-ed -mark-ed

-greet-ed -daz-ed -smok-ed

-plant-ed -snearl-ed -shap-ed

Skills 4

181

# Appendix: Using Chunking to Decode Multisyllable Words

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

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

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

In addition to learning to decode two-syllable compound words, Grade 1 students also tackle two-syllable words that consist of a root word with a simple suffix (e.g., *yawn·ing*, *hunt·er*, *bust·ed*). The dot is typically placed immediately before the suffix. However, for words that contain double-letter spellings for consonants, in CKLA, the divider is typically placed after the double-letter spelling rather than between the two consonants (e.g. *batt·ed*, *bigg·er*, *bunn·y*). Teachers familiar with other ways to chunk or divide syllables may initially find this odd. This is done, however, because the double-letter spellings have been taught as single-spelling units in CKLA since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.). CKLA strives to be consistent in representing these spellings in the way that the students have been taught to process them (e.g., as whole entities for a sound). (Ultimately, as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as *batt·ed* or *bat·ted*.) Most students find chunking and decoding these two-syllable words consisting of root words and suffixes relatively easy.

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

**Note:** Syllables exemplifying each type are underlined.

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

In addition, it is also helpful to designate one additional syllable type:

- **Schwa Syllables:** *ben·e·fit, ap·pe·tite, a·bout, hos·pit·al, e·mo·tion*

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

**To be clear, in order to decode words, students do not need to identify syllables by these names. The names of the syllable types are provided here only to establish a common vocabulary for teachers as they use the CKLA materials.** What is necessary, however, for students to become fluent readers of longer words in increasingly complex text is that they be able to visually parse certain spelling patterns as syllable chunks so they can quickly and easily decode each syllable.

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

Two closed syllables in a word are divided as follows:

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

*ad · mit*

*nap · kin*

*trum · pet*

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

*traff · ic*

*muff · in*

*happ · en*

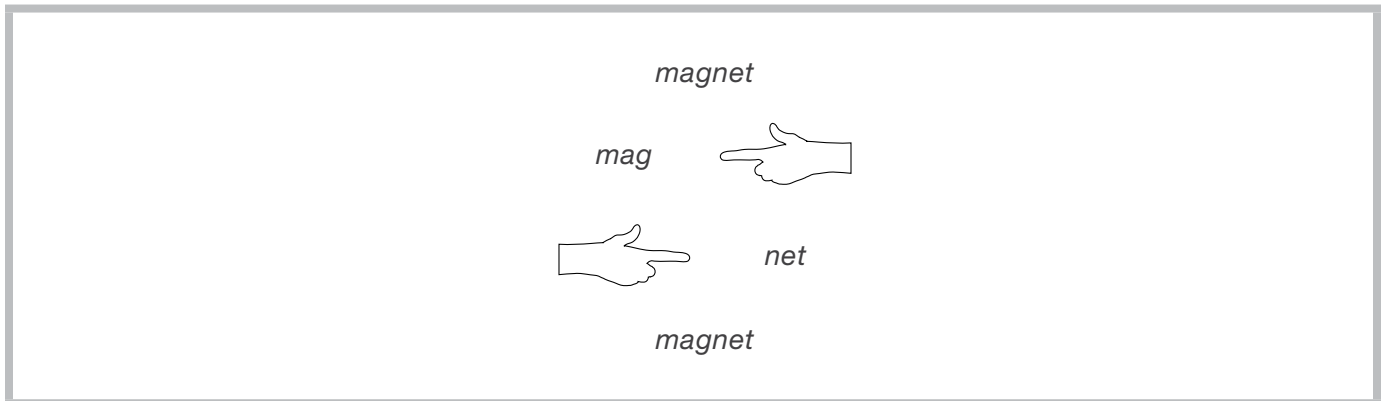
- When there are three consonants between two vowels, in general, the word is divided so the first consonant goes with the first vowel and the other two consonants with the second vowel.

*mon · ster*

*con · tract*

*pil · grim*

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



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

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

*tar · get*

*for · get*

*es · cape*

*ig · loo*

*scoun · drel*

*char · coal*

In Grade 2, students are introduced to more challenging multisyllable words.

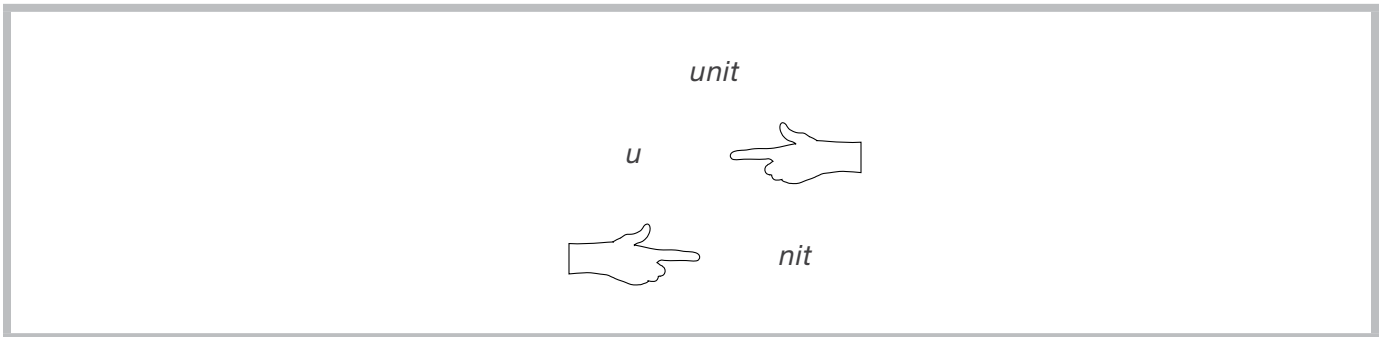
Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility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

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

*pu · pil*

*vi · rus*

*mo · ment*



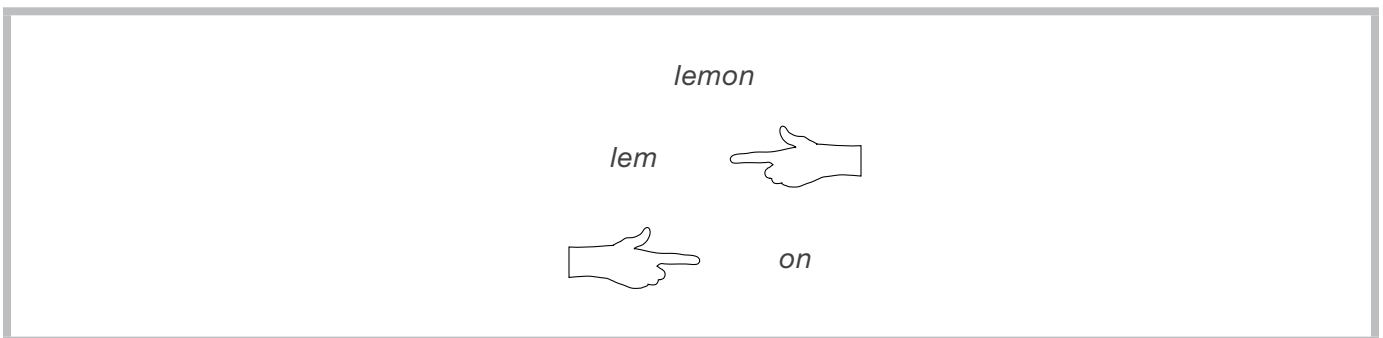
However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant—to determine whether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

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

*cam · el*

*mel · on*

*pun · ish*



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

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

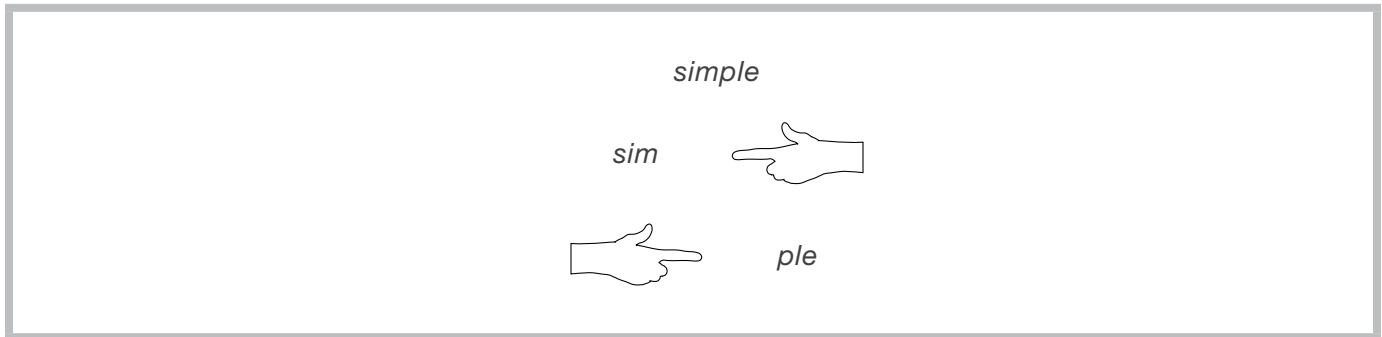
*ban · gle*

*twin · kle*

*sta · ble*

*cra · dle*

*tur · tle*



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

- Syllables with a schwa sound are divided in different ways, recognizing that the syllable with the schwa sound has a particular spelling:

*a · bout*

*de · pos · it*

*med · al*

*e · vil*

*nick · el*

*lo · tion*

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

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

*pre · tend*

*non · sense*

*tri · cycle*

*re · peat*

*self · ish*

*sad · ness*

*help · less*

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





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