

# Unit 4

## Teacher Guide

Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

GRADE 1





# Unit 4

## Teacher Guide

Skills Strand

GRADE 1

Core Knowledge Language Arts®



Core Knowledge®

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# Alignment Chart for Unit 4

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

		Lesson																											
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26–28		
<b>Reading Standards for Literature: Grade 1</b>																													
<b>Craft and Structure</b>																													
STD RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.																												
CKLA Goal(s)	Distinguish fiction from informational texts that are read independently	✓																											
<b>Reading Standards for Informational Text: Grade 1</b>																													
<b>Key Ideas and Details</b>																													
STD RI.1.1	Ask and answer questions about key details in a text.																												
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a nonfiction/informational text read independently	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RI.1.2	Identify the main topic and retell key details of a text.																												
CKLA Goal(s)	Identify the main topic and retell key details of a nonfiction/informational text read independently				✓																								
STD RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.																												
CKLA Goal(s)	Describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational text read independently																											✓	

**Lesson**

**Alignment Chart for Unit 4**

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26-28	
<b>Craft and Structure</b>																												
<b>STD RI.1.4</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.																											
<b>CKLA Goal(s)</b>	Ask and answer questions about unknown words and phrases in nonfiction/informational texts read independently	✓			✓			✓				✓			✓			✓			✓			✓				
<b>STD RI.1.5</b>	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.																											
<b>CKLA Goal(s)</b>	Identify and use text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a nonfiction/informational text	✓		✓									✓															
<b>STD RI.1.6</b>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.																											
<b>CKLA Goal(s)</b>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a nonfiction/informational text read independently										✓																	
<b>Integration of Knowledge and Ideas</b>																												
<b>STD RI.1.7</b>	Use the illustrations and details in a text to describe its key ideas.																											
<b>CKLA Goal(s)</b>	Use illustrations and details in a nonfiction/informational text read independently to describe its key ideas	✓																										

## Alignment Chart for Unit 4

### Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26-28	
<b>Range of Reading and Level of Text Complexity</b>																											
<b>STD RI.1.10</b>	With prompting and support, read informational texts appropriately complex for Grade 1.																										
<b>CKLA Goal(s)</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Reading Standards for Foundational Skills: Grade 1</b>																											
<b>Print Concepts</b>																											
<b>STD RF.1.1</b>	Demonstrate understanding of the organization and basic features of print.																										
<b>STD RF.1.1a</b>	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).																										
<b>CKLA Goal(s)</b>																			✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD RF.1.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).																										
<b>STD RF.1.2b</b>	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.																										
<b>CKLA Goal(s)</b>	✓			✓																							✓
<b>STD RF.1.2c</b>	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.																										
<b>CKLA Goal(s)</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD RF.1.2d</b>	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).																										
<b>CKLA Goal(s)</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**Alignment Chart for Unit 4**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26–28
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<b>Phonics and Word Recognition</b>																										
<b>STD RF.1.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.																									
<b>STD RF.1.3b</b>	Decode regularly spelled one-syllable words.																									
<b>CKLA Goal(s)</b>	Read and/or write one-syllable words that include the letter-sound correspondences taught	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD RF.1.3c</b>	Know final –e and common vowel team conventions for representing long vowel sounds.																									
<b>CKLA Goal(s)</b>	Read and/or write long vowel sounds spelled with vowel digraph teams, such as /ae/ spelled ‘a_e’, ‘ai’, ‘ay’; /ie/ spelled ‘i_e’	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD RF.1.3d</b>	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.																									
<b>CKLA Goal(s)</b>	State that every syllable must have a vowel sound Identify the number of syllables, i.e., vowel sounds, in spoken and written words						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD RF.1.3e</b>	Decode two-syllable words following basic patterns by breaking the words into syllables																									
<b>CKLA Goal(s)</b>	Read and/or write two-syllable words composed of the following syllable types: closed syllables; magic ‘e’ syllables; vowel digraph syllables; r-controlled syllables; and open syllables						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD RF.1.3f</b>	Read words with inflectional endings.																									
<b>CKLA Goal(s)</b>	Read words with the following inflectional endings: plural nouns ending in –s or –es; present tense verbs ending in –s, –es, or –ing; past tense verbs ending in –ed						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

## Alignment Chart for Unit 4

### Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26-28		
<b>STD RF.1.3g</b>	Recognize and read grade-appropriate irregularly spelled words.																											
<b>CKLA Goal(s)</b>	Read and/or write Tricky Words: <b>Unit 4: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, today, yesterday, tomorrow</b>																											
<b>Fluency</b>																												
<b>STD RF.1.4</b>	Read with sufficient accuracy and fluency to support comprehension.																											
<b>STD RF.1.4a</b>	Read grade-level text with purpose and understanding.																											
<b>CKLA Goal(s)</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>STD RF.1.4b</b>	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.																											
<b>CKLA Goal(s)</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>STD RF.1.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.																											
<b>CKLA Goal(s)</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>Additional CKLA Goals</b>																												
<b>CKLA Goal(s)</b>	Read and write the following r-controlled vowels: 'ar' > /ar/, 'er' > /er/, 'or' > /or/																											
																												

**Lesson**

**Alignment Chart for Unit 4**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26-28
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	-------

**Writing Standards: Grade 1**

**Text Types and Purposes**

<b>STD W.1.2</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.																									
<b>CKLA Goal(s)</b>	Plan, draft, and edit an informative/explanatory text that includes mention of a topic, some facts about the topic, and some sense of closure																				✓					

**Production and Distribution of Writing**

<b>STD W.1.5</b>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.																									
<b>CKLA Goal(s)</b>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed																									✓

<b>STD W.1.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.																									
<b>CKLA Goal(s)</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers																									✓

**Research to Build and Present Knowledge**

<b>STD W.1.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.																									
<b>CKLA Goal(s)</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question																									✓



**Lesson**

**Alignment Chart for Unit 4**

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26–28		
<b>STD L.1.1e</b>	Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i> ).																											
<b>CKLA Goal(s)</b>									✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>STD L.1.1f</b>	Use frequently occurring adjectives.																											
<b>CKLA Goal(s)</b>																✓	✓										✓	
<b>STD L.1.1g</b>	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ).																											
<b>CKLA Goal(s)</b>																												✓
<b>STD L.1.1h</b>	Use determiners (e.g., articles, demonstratives).																											
<b>CKLA Goal(s)</b>																												✓
<b>STD L.1.1j</b>	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.																											
<b>CKLA Goal(s)</b>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD L.1.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																											
<b>STD L.1.2a</b>	Capitalize dates and names of people.																											
<b>CKLA Goal(s)</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD L.1.2b</b>	Use end punctuation for sentences.																											
<b>CKLA Goal(s)</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD L.1.2c</b>	Use commas in dates and to separate single words in a series.																											
<b>CKLA Goal(s)</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**Lesson**

**Alignment Chart for Unit 4**

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26-28
<b>STD L.1.2d</b>	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.																										
<b>CKLA Goal(s)</b>	Spell and write one-syllable words using the letter-sound correspondences taught in Grade 1, using the Individual Code Chart as needed	✓			✓						✓					✓											
	Spell and write high-frequency Tricky Words	✓			✓						✓					✓											
<b>STD L.1.2e</b>	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.																										
<b>CKLA Goal(s)</b>	Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write <i>bote</i> for <i>boat</i> , <i>sum</i> for <i>some</i> , <i>hunee</i> for <i>honey</i> , etc.																										
<b>Vocabulary Acquisition and Use</b>																											
<b>STD L.1.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.																										
<b>STD L.1.4b</b>	Use frequently occurring affixes as a clue to the meaning of a word.																										
<b>CKLA Goal(s)</b>	Use frequently occurring affixes as a clue to the meaning of a word										✓					✓											
<b>STD L.1.4c</b>	Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i> ).																										
<b>CKLA Goal(s)</b>	Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i> )										✓					✓											
<b>STD L.1.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).																										
<b>CKLA Goal(s)</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> )																										

### Alignment Chart for Unit 4

#### Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26-28	
<b>Additional CKLA Goals</b>																											
Orally produce sounds represented by spellings	✓	✓	✓			✓						✓	✓														✓
Use an apostrophe to form contractions and frequently occurring possessives		✓	✓			✓																					
Identify the correct spelling when given a sound using the Individual Code Chart			✓																								
Share writing with peers																										✓	



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

# Unit 4 Introduction

Week One				
Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
Spelling: Introduce Spelling Words (15 min.)	Warm-Up: Vowel Spellings Review (5 min.)	Warm-Up: Speedy Sound Hunt (10 min.)	Introducing the Sound: Hearing Medial Sounds (10 min.)	Spelling: Spelling Assessment (15 min.)
Introducing the Sound: Sound Riddles (15 min.)	Reviewing the Sound: Tongue Twister/Word Sort (20 min.)	Practice: Writing the Spellings/Fill in the Blanks (20 min.)	Introducing the Spellings: Teacher Modeling/ Writing the Spelling/ Matching (30 min.)	Reviewing the Sound: Hearing Medial Sounds (10 min.)
Introducing the Spelling: Teacher Modeling/ Writing the Spelling/ Matching (30 min.)	Grammar: Contractions (10 min.)	Grammar: Contractions (10 min.)	Whole Group Reading Time: “Things That Swim” (20 min.)	Dictation: Dictation with Words (15 min.)
	Whole Group Reading Time: “Meet Vern” (25 min.)	Small Group Reading Time: Reread “Meet Vern” (20 min.)		Small Group Reading Time: Reread “Things That Swim” (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6 (Lesson 6)	Day 7 (Lesson 7)	Day 8 (Lesson 8)	Day 9 (Lesson 9)	Day 10 (Lesson 10)
Spelling: Introduce Spelling Words (15 min.)	Concept Introduction: Introducing Two-Syllable Words (15 min.)	Two-Syllable Words: Practice with Two-Syllable Words (20 min.)	Practice: Two-Syllable Words (15 min.)	Spelling: Spelling Assessment (20 min.)
Warm-Up: Vowel Spellings Review (10 min.)	Introducing the Sound: Minimal Pairs (10 min.)	Tricky Words: Tricky Word Practice and Tricky Word Cards (20 min.)	Dictation: Dictation with Words (15 min.)	Chaining: Teacher Chaining with Two-Syllable Words (15 min.)
Practice: Writing the Spellings/Fill in the Blanks (15 min.)	Break: Wiggle Cards (5 min.)	Small Group Reading Time: “Chimps” (20 min.)	Grammar: Identifying Nouns and Verbs (10 min.)	Whole Group Reading Time: “Mandrills” (25 min.)
Break: Wiggle Cards (5 min.)	Introducing the Spelling: Teacher Modeling/ Writing the Spelling/ Matching (30 min.)		Small Group Reading Time: Reread “Chimps” (20 min.)	
Grammar: Contractions (15 min.)				
60 min.	60 min.	60 min.	60 min.	60 min.

<b>Week Three</b>				
<b>Day 11 (Lesson 11)</b>	<b>Day 12 (Lesson 12)</b>	<b>Day 13 (Lesson 13)</b>	<b>Day 14 (Lesson 14)</b>	<b>Day 15 (Lesson 15)</b>
Spelling: Introduce Spelling Words (15 min.)	Warm-Up: Vowel Spellings Review (10 min.)	Grammar: Past, Present, Future/Verb Tenses/ Past-Tense Marker Pronounced /ed/, /d/, /t/ (40 min.)	Practice: Clapping and Reading Two-Syllable Words (15 min.)	Spelling: Spelling Assessment (15 min.)
Warm-Up: Verb Identification—Present and Past Tense (10 min.)	Grammar: Identifying Nouns and Verbs (15 min.)	Small Group Reading Time: “Big Cats” (20 min.)	Practice: Vowel Sounds/ Yes or No? (20 min.)	Chaining: Large Card Chaining (10 min.)
Chaining: Teacher Chaining with Two-Syllable Words (15 min.)	Break: Wiggle Cards (5 min.)		Break: Wiggle Cards (5 min.)	Partner Reading: “Groundhogs” (35 min.)
Break: Wiggle Cards (5 min.)	Small Group Reading Time: “Things with Wings” (30 min.)		Small Group Reading Time: Reread “Big Cats” (20 min.)	
Dictation: Dictation Identification (15 min.)				
60 min.	60 min.	60 min.	60 min.	60 min.

<b>Week Four</b>				
<b>Day 16 (Lesson 16)</b>	<b>Day 17 (Lesson 17)</b>	<b>Day 18 (Lesson 18)</b>	<b>Day 19 (Lesson 19)</b>	<b>Day 20 (Lesson 20)</b>
Warm-Up: Verb Identification (10 min.)	Warm-Up: Using Adjectives (15 min.)	Warm-Up: Past-, Present-, and Future-Tense Verb Identification (10 min.)	Warm-Up: The ‘ed’ Dance (10 min.)	Spelling: Spelling Assessment (15 min.)
Spelling: The ‘ed’ Dance and Spelling Words (15 min.)	Grammar: Identifying Nouns and Verbs (20 min.)	Grammar: Using Adjectives (15 min.)	Grammar: Word Sort with Past-Tense Verbs (20 min.)	Practice: Vowel Discrimination Game/ Word Box (20 min.)
Whole Group Reading Time: “The Reptile Room” (35 min.)	Small Group Reading Time: Reread “The Reptile Room” (25 min.)	Chaining: Teacher Chaining/Large Card Chaining (35 min.)	Partner Reading: “Termites” (30 min.)	Descriptive Writing: Planning (25 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

<b>Week Five</b>				
<b>Day 21 (Lesson 21)</b>	<b>Day 22 (Lesson 22)</b>	<b>Day 23 (Lesson 23)</b>	<b>Day 24 (Lesson 24)</b>	<b>Day 25 (Lesson 25)</b>
Warm-Up: The ‘ed’ Dance (10 min.)	Warm-Up: I’m Thinking of . . . (10 min.)	Warm-Up: I’m Thinking of . . . (10 min.)	Warm-Up: Past, Present, and Future Tense Review (10 min.)	Assessment: Dictation/ Grammar (Will Vary)
Descriptive Writing: Drafting (30 min.)	Descriptive Writing: Planning and Research Using Informational Text (30 min.)	Descriptive Writing: Drafting (30 min.)	Descriptive Writing: Editing (30 min.)	Small Group: Read Stories/Review Writing (Will Vary)
Small Group Reading Time: “River Otters” (20 min.)	Grammar: The ‘ed’ Dance and Past-Tense Marker (20 min.)	Small Group Reading Time: “Cranes and Spoonbills” (20 min.)	Review: Baseball Game (20 min.)	
60 min.	60 min.	60 min.	60 min.	(Will Vary)

<b>Week Six</b>		
<b>Day 26 (Lesson 26)</b>	<b>Day 27 (Lesson 27)</b>	<b>Day 28 (Lesson 28)</b>
Mid-Year Assessment: Reading Comprehension and Word Reading in Isolation (Will Vary)	Mid-Year Assessment: Reading Comprehension and Word Reading in Isolation (Will Vary)	Mid-Year Assessment: Reading Comprehension and Word Reading in Isolation (Will Vary)
(Will Vary)	(Will Vary)	(Will Vary)

## New Sounds and Spellings

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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 as 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/.

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*

## Vowel Sounds with /r/

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In CKLA, we classify the sounds /er/ as in *her*, /ar/ as in *car*, and /or/ as in *for* as r-controlled vowel sounds rather than vowel + consonant combinations. We treat /er/, /ar/, and /or/ as discrete phonemes in this program. 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

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In this unit you will introduce the concept of a syllable to students. 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 had been taught and then decode the words using this knowledge. Reading multi-syllable words presents an additional challenge. As a fluent adult reader, it may seem as if you simply read multi-syllable words as a “whole” or single unit. However, this is only because you have had extensive practice with many multi-syllable words that are now very familiar to you. Think about an instance in which you have encountered unfamiliar multi-syllable 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 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 multi-syllable words. In order to do so successfully, students must be able to chunk multi-syllable words into parts. As is the case with all skills taught in CKLA, we will introduce this practice in a very scaffolded way initially. Only after much practice and success will students be expected to chunk and read multi-syllable 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. Examples: *week-end*, *foot-ball*.

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

The multi-syllable words that students encounter in their Reader and Workbook in this unit will be divided between syllables with a dot. When writing multi-syllable words on the board, 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 multi-syllable 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. 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 presented in this unit generally are divided into syllables as noted in the sidebar and are carefully controlled to provide a gradual introduction to the decoding of these more challenging words.

**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 teachers may initially find this odd. We do this, however, because the double-letter spellings have been taught as single spelling units in CKLA since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.) and we wish to be consistent in representing these spellings in the way that 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 multi-syllable 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. We strongly recommend you thoroughly review the Appendix, "Using Chunking to Decode Multi-syllable Words" before teaching Lesson 7 of this unit.

Root words that end in a suffix are divided into syllables before the suffix. Examples: *hunt-ing*, *point-ed*, *harm-less*, *hunt-er*.

Two-syllable words in which two different consonants stand between two vowels divide between the consonants. Examples: *or-bit*, *pic-nic*, *tar-get*.

Two-syllable words in which three different consonants stand between two vowels generally divide so the first consonant goes with the first vowel and the other two consonants with the second vowel. Examples: *pil-grim*, *mon-ster*, *con-tract*.

## The Past-Tense Marker

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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*).

It should also be noted that when creating the past tense of a verb in which the root already ends with an ‘e’, we do not add a second ‘e’.

smile	>	<i>smiled</i>	(not <i>smileed</i> )
bake	>	<i>baked</i>	(not <i>bakeed</i> )
skate	>	<i>skated</i>	(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. We might say 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*).

We think 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 we encourage you to tell students that the ‘e’ is also part of the spelling for the vowel sound.

Regarding pronunciation, words that have a final ‘e’ in the root form 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*, *finned*), voiceless /t/ when it is attached to a root word that ends in a voiceless sound (e.g., *baked*, *escaped*), and /ed/ when it follows /d/ or /t/ (e.g., *skated*, *noted*). Notice that it is the previous sound that determines the pronunciation, not the letter.

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 children 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.

## Grammar

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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.

## Reader: *The Green Fern Zoo*

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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.

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

Story questions worksheets are included. Students will begin to write the date on their worksheets, paying attention to capitalization and the placement of commas. Students are asked to answer the questions on the worksheet using complete sentences, and rereading 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 these worksheets, we encourage you to accept all phonetically plausible spellings without correction. For example, you should accept *berd* for *bird* and *snor* for *snore*.

## Writing

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We continue our writing lessons by 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. See the online resources referenced at the end of this introduction.

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.”

Writing is one of the most tangible places to help students gauge their own progress. Students enjoy looking back at their writing from time to time throughout the year to see how much they have grown as writers. For this reason, we would like to suggest that you keep some type of student portfolio. In addition, this portfolio will enable you to quickly review each student’s writing and analyze areas in need of attention.

Here are some ideas that other teachers have used successfully in creating student portfolios:

- Allow each student to decorate a plain manila file folder. You keep the folders in a safe spot. Each time students write, you can file their work in their folder.
- Create a 3-ring binder for each child. Their writing can then be hole-punched and placed in the notebook.
- If you have access to a binder machine, you can bind a large number of white sheets of copy paper. Bind a piece of construction paper to the front and allow students to decorate it.
- Consult with other teachers in your school to see if there are other ideas that might work well for your class.

## Take-Home Material

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Many lessons include materials for students to take home and complete with a family member. These materials usually consist of either a worksheet or a take-home story from the Reader. The worksheets are meant to provide extra practice and reinforcement of skills that have already been taught in class. Rereading the take-home stories will provide additional opportunities to develop fluency.

## Assessment Opportunities

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Weekly spelling assessments are included in Unit 4. Each assessment is accompanied by a spelling analysis sheet. Use of this assessment and careful thought about students’ errors will give you insight into planning remediation of both decoding and encoding skills.

In addition, the Anecdotal Reading Record can allow you to make notes as you listen to each student read. It is important to listen to each student once or twice each week so that you can monitor progress. There is a mid-year assessment. If students struggle on these assessments, you should spend a few days reviewing before moving on, using the Pausing Point and/or the *Assessment and Remediation Guide*.

## Additional Materials for Unit 4

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Some additional materials are needed for specific lessons of Unit 4. These materials are always listed in the At a Glance chart at the beginning of each lesson. For your convenience, a complete list of additional materials is included here.

- Blank index cards (6 per student)
- Blank yellow index cards for Tricky Word wall (10)
- Chart paper
- Pocket chart

## Pausing Point

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The exercises in the Pausing Point are a resource for you to use throughout the unit. They offer a variety of opportunities to practice the material covered in Unit 4, providing opportunities for remediation. In addition to spending some time on the Pausing Point after your class has completed the entire unit, you can use the exercises as extensions in a given lesson to reinforce one or more objectives. Throughout the lessons, you will find references to relevant objectives in the Pausing Point.

## Assessment and Remediation Guide

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A separate publication, the Assessment and Remediation Guide, provides further guidance in assessing, analyzing, and remediating specific skills. This guide can be found online at <http://www.coreknowledge.org/AR-G1-U4>. 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.

It is important to note that the material in the Pausing Point, such as word lists and chains, contains all of the spellings taught in the unit. If you decide to use an exercise from the Pausing Point before you have reached the end of the unit, make sure to use chains and words that are decodable at the point at which you are in the unit. Decodable words, chains, and phrases are listed at the end of most lessons in Unit 4.

## Websites and Other Resources

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### **Trout**

1. BBC: Nature: Wildlife: Brown Trout  
<http://www.bbc.co.uk/nature/animals>
2. EOL: Encyclopedia of Life: Rainbow Trout and Steelhead  
<http://eol.org/pages/205250/overview>

### **Reef Shark**

3. Defenders of Wildlife: Fact Sheet: Basic Facts About Sharks  
<http://www.defenders.org/sharks/basic-facts>
4. EOL: Encyclopedia of Life: Caribbean Reef Shark  
<http://eol.org/pages/845614/overview>

### **Chimps**

5. National Geographic Kids: Creature Features: Chimpanzees  
<http://kids.nationalgeographic.com/kids/animals/creaturefeature/chimpanzee/>
6. San Diego Zoo Animals: Mammals: Chimpanzee  
<http://animals.sandiegozoo.org/animals/chimpanzee>
7. BBC: Nature: Wildlife: Chimpanzee  
[http://www.bbc.co.uk/nature/life/Common\\_Chimpanzee](http://www.bbc.co.uk/nature/life/Common_Chimpanzee)

### **Mandrills**

8. San Diego Zoo Animals: Mammals: Mandrill  
<http://animals.sandiegozoo.org/animals/mandrill>
9. BBC: Science and Nature: Animals: Wildfacts: Mandrill  
<http://www.bbc.co.uk/nature/wildfacts/factfiles/232.shtml>

### **Puffins**

10. National Geographic Kids: Creature Features: Atlantic Puffins  
<http://kids.nationalgeographic.com/kids/animals/creaturefeature/atlanticpuffin>
11. BBC: Nature: Wildlife: Atlantic Puffin  
[http://www.bbc.co.uk/nature/life/Atlantic\\_Puffin](http://www.bbc.co.uk/nature/life/Atlantic_Puffin)

### **Finches**

12. BBC: Nature: Wildlife: Goldfinches  
<http://www.bbc.co.uk/nature/life/Carduelis>
13. BBC: Nature: Wildlife: Zebra Finch  
[http://www.bbc.co.uk/nature/life/Zebra\\_finch](http://www.bbc.co.uk/nature/life/Zebra_finch)

### **River Otters**

14. National Geographic Kids: Creature Features: River Otter  
<http://kids.nationalgeographic.com/kids/animals/creaturefeature/river-otter>
15. San Diego Zoo Animals: Mammals: Otter  
<http://animals.sandiegozoo.org/animals/otter>
16. BBC: Nature: Wildlife: Giant River Otter  
[http://www.bbc.co.uk/nature/life/Giant\\_Otter](http://www.bbc.co.uk/nature/life/Giant_Otter)
17. BBC: Nature: Wildlife: North American River Otter  
[http://www.bbc.co.uk/nature/life/North\\_American\\_River\\_Otter](http://www.bbc.co.uk/nature/life/North_American_River_Otter)

### **Websites for General Animal Research**

18. BBC: Nature: Wildlife  
<http://www.bbc.co.uk/nature/animals>
19. Biokids: Critter Catalog  
<http://www.biokids.umich.edu/critters>
20. Defenders of Wildlife: Fact Sheet  
<http://www.defenders.org>
21. EOL: Encyclopedia of Life  
<http://eol.org>
22. National Geographic Kids: Creature Features  
<http://kids.nationalgeographic.com/kids/animals/creaturefeature>
23. San Diego Zoo Animals: Mammals  
<http://animals.sandiegozoo.org/animals>
24. Smithsonian National Museum of Natural History: North American Mammals: (available in Spanish)  
<http://www.mnh.si.edu/mna>
25. Smithsonian National Zoological Park: Meet Our Animals  
<http://nationalzoo.si.edu/Animals>

# Lesson 1

Basic Code

## ✓ Objectives

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

- ✓ Orally produce single-syllable words with featured vowel digraphs by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Segment and blend phonemes to form one syllable words (RF.1.2d)
- ✓ Read one-syllable words spelled with the vowel digraph 'er' > /er/ and then write each word under its corresponding picture (RF.1.3b)
- ✓ Read r-controlled vowel sounds spelled with digraph teams (RF.1.3c)
- ✓ Read and write Tricky Words *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday* (RF 1.3g)
- ✓ Capitalize dates (L.1.2a)
- ✓ Spell and write one-syllable words using letter-sound correspondences taught in Grade 1 for a weekly spelling assessment (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words for a weekly spelling assessment (L.1.2d)
- ✓ Orally produce sounds represented by spellings

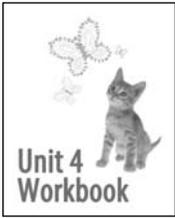
<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
<b>Spelling</b>	<b>Introduce Spelling Words</b>	Worksheet 1.1	15
<b>Introducing the Sound</b>	<b>Sound Riddles</b>		15
<b>Introducing the Spelling</b>	<b>Teacher Modeling</b>	Vowel Code Flip Book; Spelling Card for 'er' > /er/ ( <i>her</i> ); Individual Code Chart; blue markers	10
	<b>Writing the Spelling/Matching</b>	Worksheet 1.2	20
<b>Take-Home Material</b>	<b>Spelling Words</b>	Worksheet 1.1	*

### Note to Teacher

Some other phonics programs teach today's sound-spelling correspondences as vowel + consonant combinations.

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 worksheets, practicing the capitalization of the day and month and correct comma placement.



Worksheet 1.1

Please remember to add these Tricky Words to your Tricky Word wall.

## Introduce Spelling Words

- 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 and tell students that the 'd' is pronounced as they would expect, /d/, but the '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.)

**Note:** Leave the words on the board as you will refer to the days of the week later in the lesson.

- The words for the week are:

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

## Introducing the Sound

### Sound Riddles

- 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*.

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

- Tell students that you are now going to share some riddles, each of which has an answer that contains the /er/ sound. Ask them to raise their hands if they think they know the answer.

1. This is the color of some grapes, and is also the color you get when you mix red and blue. (purple)
2. This is a kind of animal that has wings. (bird)
3. This is a person who helps a doctor. (nurse)
4. Some people have straight hair, while others have . . . (curls)
5. This is a piece of clothing that you wear over the top half of your body. (shirt)
6. This is something that is like a dress, but only covers the bottom half of your body. (skirt)
7. This is a time when you celebrate the day you were born. (birthday)
8. When you don't eat and drink for a while, you feel hungry and . . . (thirsty)

## Introducing the Spelling

30 minutes

### Teacher Modeling

10 minutes



**Note:** We recommend that in today's lesson you begin a chart for the digraphs taught in this unit. As you introduce each new digraph, add a new line and list two or three example words. Ensure you have the Vowel Code Flip Book and the Spelling Card mentioned in the At a Glance section.

er	her, verb, term

### Vowel Code Flip Book

1. 'er' > /er/ (*her*) Vowel Code Flip Book p. 16

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

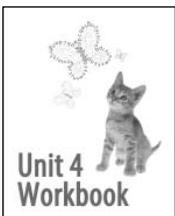
It can be hard to say the /r/ sound in isolation. Try not to add a vowel sound before /r/ because this will obliterate the difference between /r/ and /er/. To say /r/, start saying the word *red* and stop before saying the vowel sound.

- 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 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 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*.
- 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 a worksheet or in a story 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.

## Writing the Spelling/Matching

20 minutes



Worksheet 1.2

It may be helpful to have a large calendar readily available and on display as you make reference to both the day of the week and the date.

- Distribute Worksheet 1.2.
- Tell students that starting today, they will write the name of the day and the date on their worksheets. 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, 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 this 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, 2013*.
- Have students write the date under their names on the worksheet.
- Have students trace and copy ‘er’ on the worksheet.
- Encourage students to say the sound /er/ each time they write the letters.
- Have students look at the back of the worksheet. 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 ‘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.

## Take-Home Material

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### Spelling Words

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

## Supplemental Materials

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

- Newly decodable words:

- |          |           |
|----------|-----------|
| 1. her*  | 7. perch  |
| 2. clerk | 8. perks  |
| 3. fern  | 9. pert   |
| 4. herd  | 10. stern |
| 5. jerk  | 11. term  |
| 6. per   | 12. verb  |

The word with an asterisk is on the Dolch and/or Fry Word List.

- Chains:

1. herd > her > per > perk > pert > perch > perm > term > tern > stern
2. perks > perk > pert > per > perm > term > terms > perms > perks

- Phrases and sentences:

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

## ***Code Knowledge***

- Before today's lesson: If the 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 the students read 1,000 words in a trade book, on average between 567 and 733 of those words would be completely decodable.
- The students have now learned at least one way to write 41 of the 44 sounds in English.
- The sound /er/ is the 16<sup>th</sup> 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*, '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 that students can practice writing the date.

# Lesson 2

## ✓ Objectives

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

- ✓ Distinguish fiction from informational text using *Fables* and *The Green Fern Zoo Readers* (RL.1.5)
- ✓ 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 (RI.1.1)
- ✓ Ask and answer questions about unknown words and phrases in nonfiction/informational texts read independently (RI.1.4)
- ✓ Identify and use text features, such as the table of contents, to locate information in a nonfiction/informational text (RI.1.5)
- ✓ Use illustrations and details in a nonfiction/informational text read independently to describe its key ideas (RI.1.7)
- ✓ Read (with a partner or alone) and demonstrate understanding of decodable nonfiction/informational text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RI.1.10)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Compare words with /r/ and /er/ (RF.1.2d)
- ✓ Read vowel sounds spelled with vowel digraph teams (RF.1.3c)
- ✓ Read and understand decodable text in the story “Meet Vern” that incorporates the letter-sound correspondences taught in one-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Capitalize dates (L.1.2a)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “Meet Vern” (L.1.2b)
- ✓ Use commas in dates (L.1.2c)
- ✓ Orally produce sounds represented by spellings
- ✓ Use an apostrophe to form contractions and frequently occurring possessives

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
<b>Warm-Up</b>	<b>Vowel Spellings Review</b>	Large Cards: 'e', 'a', 'i', 'u', 'r', 'ee', 'ou', 'oo', 'er'	5
<b>Reviewing the Sound</b>	<b>Tongue Twister</b>		5
	<b>Word Sort</b>	Worksheet 2.1	15
<b>Grammar</b>	<b>Contractions</b>		10
<b>Reading Time</b>	<b>Whole Group: "Meet Vern"</b>	<i>The Green Fern Zoo</i>	25
<b>Take-Home Material</b>	<b>The /er/ Sound</b>	Worksheet 2.2	*

### *Advance Preparation*

let us	let's

Today you will begin teaching contractions. We suggest that you start a simple chart to record the different types of contractions, adding to them as you go along. You will teach nine contractions during this unit.

## **Warm-Up**

**5 minutes**

### **Vowel Spellings Review**

- Have the following Large Cards available: 'e', 'a', 'i', 'u', 'r', 'ee', 'ou', 'oo', and 'er'.
- Present each pair of spellings listed in the box below, 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. 'a'      'a\_e' (Hold the 'a' and the 'e' card next to each other, with a slight space between the cards to represent the separated digraph.)
2. 'i'      'i\_e' (Hold the 'i' and the 'e' card next to each other, with a slight space between the cards to represent the separated digraph.)
3. 'ou'     'oo'
4. 'e'      'er'
5. 'e'      'ee'
6. 'u'      'u\_e' (Hold the 'u' and the 'e' card next to each other, with a slight space between the cards to represent the separated digraph.)

## Tongue Twister

5 minutes

- 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 with students 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 students which two sounds they heard most often. (/b/ and /er/)
- Ask students, “What spelling did you learn in the last lesson for the /er/ sound? Can you 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)*

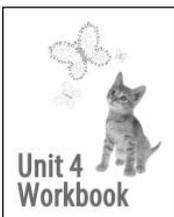
*If I use (pause) this bitter butter, (pause) it will make (pause) my batter bitter.”*

## Word Sort

15 minutes

**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*.

- Distribute Worksheet 2.1. Remind students to write the day and date on their worksheet under their names, providing a model for them to copy. For example, *Thursday, May 9, 2013*.
- Tell students they will now practice reading and writing the /er/ sound. Explain that the words in the box contain either the sound /r/ spelled ‘r’ or the sound /er/ spelled ‘er’.



Worksheet 2.1

- 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.

### Contractions

- 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.
- 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: *Jim's cat* and *Kit's dress*. Ask students to read each phrase, point to the apostrophe 's' and then ask students, "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 above, 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 's' can be used.
- Write *let us* on the board and have students read it out loud. Say, "Let us go!" and "Let us read now." Tell students that while 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 students, "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 it on the board. 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 have created and tell them that you will use this chart to record the many new contractions they will learn in this unit. Write *let us* in the left column, and *let's* in the second column. Ask students which one is the contraction. (*let's*)
- Tell students they will see contractions in their new Reader, *The Green Fern Zoo*.

## Reading Time

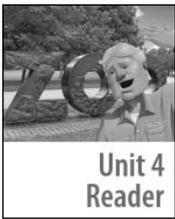
25 minutes

### Whole Group: "Meet Vern"

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

#### Introducing the Reader

- Tell students that they will start a new Reader today about a man named Vern. Write *Vern* on the board 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 stories. They will get to learn facts and details about all different types of animals. Because *The Green Fern Zoo* Reader provides information and facts about animals, it is called informational text. 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 the book is the zoo. Write *zoo* on the board, and ask students if this is a noun or a verb. (noun) Write *Green Fern Zoo* and tell students this is the name of a particular zoo. Ask students, "What type of noun is this?" (proper noun) Tell students that Vern works at the Green Fern Zoo.
- Ask if any students have ever visited a zoo and if so, to describe the zoo and what they saw there. Explain that a zoo is a place where many different kinds of animals live, usually in some type of enclosed area or cage, so that people can come and see them. 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.
- Have students look at the cover of the book. Ask students who they think the person on the cover is. (Vern) Ask students, "How do you know this is Vern?" (He has on a name tag.) Ask students, "What do you think Vern might be saying in this picture?" (He might be saying, "Let's go into the Green Fern Zoo!")
- Look at the table of contents together. Read the titles of the stories and point out that these stories are all about different types of animals.



Page 2

### Previewing the Spellings

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

‘er’ > /er/	‘oo’ > /oo/	‘ee’ > /ee/
Vern	zoo	green
fern		creep

- Remind students that they will see the contraction *let’s* in today’s story.

### Previewing the Vocabulary

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

1. **fern**—a plant that has large, green leaves (You may wish to show students a picture of a fern.)
2. **zoo**—a park area where animals are in cages or large enclosed areas
3. **scales**—the outer covering on the skin of snakes and fish; scales protect the body of the animal
4. **sting**—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
5. **creep**—to move slowly with the body close to the ground
6. **facts**—information that is true
7. **tales**—entertaining stories

**Note:** Be aware that *scales* and *tales* are multiple-meaning words. Be sure that students understand the meanings of these words as used in this story.

### Purpose for Reading

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

### Reading the Story

- Read the story as a class, allowing students to take turns reading a paragraph aloud. Encourage students to read with expression, and model this for them if necessary. The rest of the class should follow along in their Readers as a classmate reads aloud. Since today’s story is only one page, there may be an opportunity to reread the story aloud a second time, so that other students can read.

### **Wrap-Up**

- Use the following discussion questions to guide your conversation about the story.

#### **Discussion Questions on “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 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.)

### **Take-Home Material**

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#### **The /er/ Sound**

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- Have students take home Worksheet 2.2 to practice the /er/ sound with a family member.

# Lesson 3

Basic Code

## ✓ Objectives

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

- ✓ 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 (RI.1.1)
- ✓ Identify and use text features, such as the table of contents, to locate information in a nonfiction/informational text (RI.1.5)
- ✓ Read (with a partner or alone) and demonstrate understanding of decodable nonfiction/informational text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RI.1.10)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Compare words with /r/ and /er/ (RF.1.2d)
- ✓ Read one-syllable words spelled with the vowel digraph ‘er’ > /er/ and then write each word under its corresponding picture (RF.1.3b)
- ✓ Read one-syllable words and then write each word in the sentence where it fits best (RF.1.3b)
- ✓ Read vowel sounds spelled with vowel digraph teams (RF.1.3c)
- ✓ Read and understand decodable text in the story “Meet Vern” that incorporates the letter-sound correspondences taught in one-syllable words with increased accuracy, appropriate rate, and expression on successive readings (RF.1.4b)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Capitalize dates (L.1.2a)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “Meet Vern” (L.1.2b)
- ✓ Use commas in dates (L.1.2c)
- ✓ Orally produce sounds represented by spellings
- ✓ Use an apostrophe to form contractions and frequently occurring possessives
- ✓ Identify the correct spelling when given a sound using the Individual Code Chart

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Speedy Sound Hunt</b>	Individual Code Chart	10
<b>Practice</b>	<b>Writing the Spellings/Fill in the Blanks</b>	Worksheet 3.1	20
<b>Grammar</b>	<b>Contractions</b>		10
<b>Reading Time</b>	<b>Small Group: Reread "Meet Vern"</b>	<i>The Green Fern Zoo</i> ; Worksheet 3.2	20

## Warm-Up

**10** minutes

### Speedy Sound Hunt

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

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

- Share these directions with students:
 

"We are going to review the vowel spellings you have learned by having a race using your Individual Code Charts. 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 together for practice. Say the word *keep*, asking student to say the vowel sound together (/ee/). Then tell students to raise their hands when they find the speech bubble with the /ee/ sound.
- 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 this is a quick way to find the 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, 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 his or her hand after he or she has found the sound and spelling.

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



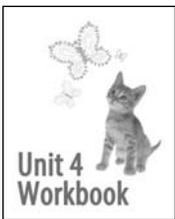
- Say the words provided in the box below.

- |        |         |           |
|--------|---------|-----------|
| 1. mat | 5. book | 9. verb   |
| 2. hop | 6. pine | 10. crawl |
| 3. bet | 7. tame | 11. hose  |
| 4. bug | 8. mule | 12. beet  |

## Practice

20 minutes

### Writing the Spellings/Fill in the Blanks



Worksheet 3.1

- Distribute Worksheet 3.1.
- Model for students how to write the date on their worksheet, such as *Wednesday, October 3, 2013*.
- Explain that the words in the box contain the sounds they have learned so far, including the sound /er/ spelled 'er'.
- 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 worksheet as a class, reading each sentence and picking the word that best fits the sentence. Have students complete the back of the worksheet independently, and review as a class.

## Grammar

10 minutes

### Contractions

**Note:** Have the contraction chart available to record the following new contractions: *here's, it's, he's, and she's*.

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

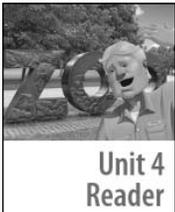
- Remind students that they have now learned two ways in which an apostrophe can be used. It can be used as an 's with a noun (person, place, or thing) to show that something belongs to the noun, such as *Gran's snake*, or *the cat's paw*. Ask students to share a few more examples in which the apostrophe 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 a letter 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*)

- 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, and say the sentence, “Here is my book.”
- Write *here’s* beside *here is* and say the sentence, “Here’s my book.”
- Ask students, “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 pattern as above: write the two words on the board 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 which letter the apostrophe takes the place of in the contraction. Record these contractions on the chart.
- Tell students that they will see these contractions in their Reader.

## Reading Time

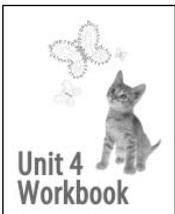
20 minutes

### Small Group: Reread “Meet Vern”



Unit 4  
Reader

Page 2



Unit 4  
Workbook

Worksheet 3.2

- Distribute Worksheet 3.2. As a class, write the date under the name line on the worksheet, reminding students where to place commas. Tell students they will complete this worksheet 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 story in the Reader. (“Meet Vern”) Ask them to tell you on which page the story “Meet Vern” starts. (page 2)

**Note:** As today’s story 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 students’ progress.

- ✪ **Group 1:** Meet with students needing additional support. Reread “Meet Vern” and complete Worksheet 3.2.
- ✪ **Group 2:** Have students reread “Meet Vern,” either with a partner or by themselves, and complete Worksheet 3.2.

# Lesson 4

## ✓ Objectives

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

- ✓ **Distinguish fiction from informational text** (RL.1.5)
- ✓ **Ask and answer questions, orally and/or in writing, about the informational text “Things That Swim,” requiring literal recall and understanding of the details, and/or facts of a nonfiction/informational text read independently** (RI.1.1)
- ✓ **Identify the main topic and retell key details of a nonfiction/informational text read independently** (RI.1.2)
- ✓ **Ask and answer questions about unknown words and phrases in nonfiction/informational texts read independently** (RI.1.4)
- ✓ **Identify and use text features, such as the table of contents, to locate information in a nonfiction/informational text** (RI.1.5)
- ✓ **Read (with a partner or alone) and demonstrate understanding of decodable nonfiction/informational text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught** (RI.1.10)
- ✓ **Orally produce single-syllable words with featured vowel digraphs by blending the sounds** (RF.1.2b)
- ✓ **Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words** (RF.1.2c)
- ✓ **Segment and blend phonemes to form one syllable words** (RF.1.2d)
- ✓ **Read one-syllable words spelled with the vowel digraph ‘ar’ > /ar/ and then write each word under its corresponding picture** (RF.1.3b)
- ✓ **Read r-controlled vowel sounds spelled with digraph teams** (RF.1.3c)
- ✓ **Read vowel sounds spelled with vowel digraph teams** (RF.1.3c)
- ✓ **Read and understand decodable text in the story “Things That Swim” that incorporates the letter-sound correspondences taught in one-syllable words, with purpose and understanding** (RF.1.4a)
- ✓ **Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary** (RF.1.4c)
- ✓ **Build simple and compound sentences orally in response to prompts** (L.1.1j)
- ✓ **Capitalize dates** (L.1.2a)
- ✓ **Use commas in dates** (L.1.2c)

<b>At a Glance</b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Introducing the Sound</b>	<b>Hearing Medial Sounds</b>		10
<b>Introducing the Spellings</b>	<b>Teacher Modeling</b>	Vowel Code Flip Book; Spelling Card for 'ar' > /ar/ ( <i>car</i> ); Individual Code Chart; blue markers	15
	<b>Writing the Spelling/Matching</b>	Worksheet 4.1	15
<b>Reading Time</b>	<b>Whole Group: "Things That Swim"</b>	<i>The Green Fern Zoo</i>	20
<b>Take-Home Material</b>	<b>The /er/ and /ar/ Sounds</b>	Worksheet 4.2	*

## Introducing the Sound

10 minutes

### Hearing Medial Sounds

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.

If students need additional practice with 'ar' > /ar/, you may use Pausing Point exercises under "Recognize and Isolate the Sounds Taught in Unit 4" and "Distinguish Similar Sounds," as well as the *Assessment and Remediation Guide*.

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

## Teacher Modeling

15 minutes

**Note:** We recommend that in today’s lesson you continue the chart of digraphs taught in this unit. As you introduce each new digraph, add a new line and list two or three example words. Ensure you have the Vowel Code Flip Book and the Spelling Card mentioned in the At a Glance section.



er	her, verb, term
ar	car, barn, sharp

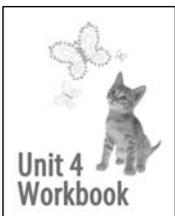
### Vowel Code Flip Book

1. ‘ar’ > /ar/ (car) Vowel Code Flip Book p. 17

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

## Writing the Spelling/Matching

15 minutes



Worksheet 4.1

- Distribute Worksheet 4.1.
- Remind students that they should write the date under their names on the worksheet. 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 and describe the motions as you write.
- Remind students that ‘ar’ is a letter team.
- Tell students to say the sound of each letter team and single-letter spelling that they write.

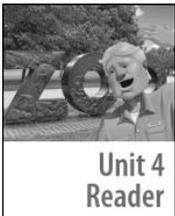
- Have students look at the back of the worksheet.
- Explain that for each word there are two pictures. Tell students to write each word under its matching picture. Have students work with a partner to name each picture and print the word under the matching picture.
- Review the worksheet as a class.
- Remember: You can refer to the digraph ‘ar’ 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.

## Reading Time

20 minutes

### Whole Group: “Things That Swim”

#### Introducing the Story



Page 4

- Ask students to look at the table of contents, find the second story, and tell you the title. (“Things That Swim”) Ask students, “What types of things might you expect to see in today’s story?”
- Tell students that so far, they have read stories that are made-up, meaning they were created from someone’s imagination. 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. We call these types of stories informational text.

#### Previewing the Spellings

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

‘ar’ > /ar/	‘ou’ > /ou/	Tricky Words
mark	mouth	be • cause
shark	trout	here
smart		

#### Previewing the Vocabulary

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

1. **creeks**—streams of water (smaller than rivers)
2. **bed of a creek**—the bottom of a creek that is made up of sand and rocks
3. **wee**—small
4. **reef**—a ridge of sand or a chain of rocks underwater in the ocean
5. **fins**—parts of a fish that help it move along in the water (Show students the picture of the shark on page 7 and point out the fin.)
6. **gills**—parts of a fish that allow it to breathe (Show students the picture of the shark on page 7 and point out the gills.)
7. **squid**—a type of animal that lives and swims in the ocean

### ***Purpose for Reading***

- Explain to students that they can identify the main topic of today’s story 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 story to learn the names of the different types of animals that you can see swimming at the Green Fern Zoo.

### ***Whole Group Reading***

- 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.
- At the end of **page 6**, ask students, “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)

### ***Wrap-Up***

- Use the following discussion questions to guide your conversation about the story.

## Discussion Questions on “Things That Swim”

1. *Evaluative* What is the main topic of today’s story? (The topic of today’s story is things, or animals, that swim at the zoo.)
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 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.)

## Take-Home Material

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### The /er/ and /ar/ Sounds

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

## Supplemental Materials

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

- Newly decodable words:

- |          |           |           |           |
|----------|-----------|-----------|-----------|
| 1. car*  | 5. start* | 9. chart  | 13. mark  |
| 2. far*  | 6. arm    | 10. dark  | 14. sharp |
| 3. hard* | 7. art    | 11. farm  | 15. star  |
| 4. part* | 8. card   | 12. march | 16. yard  |

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

- Chains:

1. park > dark > shark > sharp > harp > harm > farm > arm > art > dart
2. star > starch > start > tart > tarp > tar > car > carp > card > lard

- Phrases and sentences:

1. stars and stripes
2. arts and crafts
3. sun, moon, and stars
4. a babe in arms
5. all bark and no bite
6. Are there sharks in this lake?
7. My dog barks all the time.
8. Do not drop that jar!
9. Mom adds milk to our cart.
10. This costs an arm and a leg!

### ***Code Knowledge***

- Before today's lesson: If the 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 the students read 1,000 words in a trade book, on average between 575 and 741 of those words would be completely decodable.
- The students have now learned at least one way to write 42 of the 44 sounds in English.
- The sound /ar/ is the 36<sup>th</sup> 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.

# Lesson 5

Basic Code

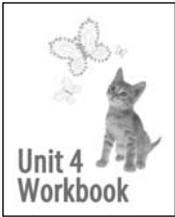
## ✓ Objectives

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

- ✓ Ask and answer questions, orally and/or in writing, about the informational text “Things That Swim,” requiring literal recall and understanding of the details, and/or facts of a nonfiction/informational text read independently (RI.1.1)
- ✓ Read (with a partner or alone) and demonstrate understanding of decodable nonfiction/informational text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RI.1.10)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Segment and blend phonemes during *Dictation* to form one-syllable words (RF.1.2d)
- ✓ Read and understand decodable text in the story “Things That Swim” that incorporates the letter-sound correspondences taught in one-syllable words, with increased accuracy, appropriate rate, and expression on successive readings (RF.1.4b)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Capitalize dates (L.1.2a)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “Things That Swim” (L.1.2b)
- ✓ Use commas in dates (L.1.2c)
- ✓ Spell and write one-syllable words using letter-sound correspondences taught in Grade 1 in a weekly spelling assessment (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words in a weekly spelling assessment (L.1.2d)

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Spelling</b>	Spelling Assessment	Worksheet 5.1	15
<b>Reviewing the Sound</b>	Hearing Medial Sounds	two blank index cards per student	10
<b>Dictation</b>	Dictation with Words	pencil, paper	15
<b>Reading Time</b>	Small Group: Reread “Things That Swim”	<i>The Green Fern Zoo</i> ; Worksheet 5.2	20
<b>Take-Home Material</b>	“Meet Vern”	Worksheet 5.3	*

## 10 Spelling Assessment



Worksheet 5.1

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

- |              |             |
|--------------|-------------|
| 1. 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 that they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, and writing the correct spelling next to it.

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

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

## Reviewing the Sound

10 minutes

### Hearing Medial Sounds

- Distribute two index cards per student.
- Remind students that they have now learned two new sound-spelling correspondences for this unit: 'er' for /er/ and 'ar' for /ar/.
- Write /ar/ and /er/ on the board. 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* are similar.
- Point to /ar/ on the board 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 the /er/ sound 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.
- Collect these cards at the end of the activity; they will be used again in Lesson 20.

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.

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/

- Have students keep these cards for use in future lessons.

## Dictation

15 minutes

### Dictation with Words

If students need additional practice with hearing medial sounds, you may use Pausing Point exercises under the objectives “Write Words That Contain Vowel Digraphs” and “Read and/or Write Phrases or Sentences,” as well as the *Assessment and Remediation Guide*.

- 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 and have the 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 and have students self-correct their work.

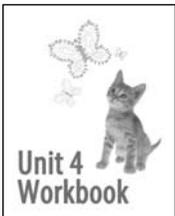
It might be useful to have students use a different colored pencil for self-correction to make the spellings students need to practice more visible.

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

## Reading Time

20 minutes

### Small Group: Reread “Things That Swim”



Worksheet 5.2

- Distribute Worksheet 5.2. As a class, write the date on the worksheet under the name line, reminding students where to place commas. Tell students they will complete this worksheet after rereading “Things That Swim.”
- ✪ **Group 1:** Meet with students needing additional support. Reread “Things That Swim” and complete Worksheet 5.2.
- ✪ **Group 2:** Have students reread “Things That Swim” either with a partner or by themselves and complete Worksheet 5.2.

## Take-Home Material

### “Meet Vern”

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

## Spelling Analysis Directions

### Unit 4 Lesson 5

#### Directions

Write students’ names 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 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 6

## ✓ Objectives

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

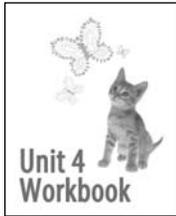
- ✓ Read one-syllable words and then write each word in the sentence where it fits best (RF.1.3b)
- ✓ Capitalize dates (L.1.2a)
- ✓ Use commas in dates (L.1.2c)
- ✓ Spell and write one-syllable words using letter-sound correspondences taught in Grade 1 for a weekly spelling assessment (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words for a weekly spelling assessment (L.1.2d)
- ✓ Orally produce sounds represented by spellings
- ✓ Use an apostrophe to form contractions and frequently occurring possessives

At a Glance	Exercise	Materials	Minutes
<b>Spelling</b>	Introduce Spelling Words	Worksheet 6.1	15
<b>Warm-Up</b>	Vowel Spellings Review	Large Cards: 'e', 'a', 'i', 'r', 'u', 'ee', 'ou', 'oo', 'oi', 'aw', 'er', 'ar'	10
<b>Practice</b>	Writing the Spellings/Fill in the Blanks	Worksheet 6.2	15
<b>Break</b>	Wiggle Cards	Wiggle Cards	5
<b>Grammar</b>	Contractions	Worksheet 6.3	15
<b>Take-Home Material</b>	Spelling Words	Worksheet 6.1	*

### Advance Preparation

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

1. Perk up!
2. be stern
3. bark like a dog
4. drive a car
5. arch your back
6. march in one spot
7. pat your arm
8. lift your arm



Worksheet 6.1

**Introduce Spelling Words**

- 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				

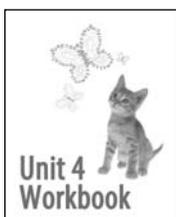
**Warm-Up**

**Vowel Spellings Review**

- Have the following Large Cards available: 'e', 'a', 'i', 'r', 'u', 'ee', 'ou', 'oo', 'oi', 'aw', 'er', 'ar'.
- Present each group of spellings, one spelling at a time, asking students to provide the sound represented by the spelling. To represent the vowel digraphs, hold two of the Large 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'

**Practice**



Worksheet 6.2

**Writing the Spellings/Fill in the Blanks**

- Distribute Worksheet 6.2.
- As a class, write the date on the worksheet under the name line.
- Explain that the words in the box contain the sounds they have learned so far, including the sounds /er/ spelled 'er' and /ar/ spelled 'ar'.

- Have students take turns reading the words aloud 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 worksheet as a class, reading the sentence and picking the word that best fits the sentence. Have students complete the back of the worksheet independently, and review as a class.

## Break

### Wiggle Cards

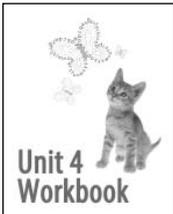
5 minutes

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

## Grammar

15 minutes

### Contractions



Worksheet 6.3

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

We present *can not* as two words so that it can be viewed as decodable and included in student materials. Once two-syllable words are taught, please write *cannot* as one word and share this information with students.

**Note:** Have the contraction chart available to record the following contraction: *can't*.

- 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.
- 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 *us* and combine it with the word *let*, 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.
- Tell students you will now show them new contractions made from words combined with the word *not*. Write *can not* on the board, and say the sentence, "I can not sleep."
- Write *can't* beside *can not* and say the sentence, "I can't sleep."

- Ask students, “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 these contractions in their Reader.

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

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### **Spelling Words**

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- Have students take home Worksheet 6.1 to practice the spelling words with a family member.

# Lesson 7

Basic Code

## ✓ Objectives

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

- ✓ Orally produce single-syllable words with featured vowel digraphs by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Segment and blend phonemes to form one-syllable words (RF.1.2d)
- ✓ Compare words with /ar/ and /or/ (RF.1.2d)
- ✓ Read one-syllable words spelled with the vowel digraph 'or' > /or/ and then write each word under its corresponding picture (RF.1.3b)
- ✓ Read r-controlled vowel sounds spelled with digraph teams (RF.1.3c)
- ✓ State that every syllable must have a vowel sound (RF.1.3d)
- ✓ Identify the number of syllables, i.e., vowel sounds, in spoken and written words (RF.1.3d)
- ✓ Read and/or write two-syllable words composed of two closed syllables, magic 'e' syllable, and/or r-controlled syllable (RF.1.3e)
- ✓ Capitalize dates (L.1.2a)
- ✓ Use commas in dates (L.1.2c)

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Concept Introduction</b>	Introducing Two-Syllable Words		15
<b>Introducing the Sounds</b>	Minimal Pairs	one new blank index card per student; previously prepared /ar/ index card per student	10
<b>Break</b>	Wiggle Cards	Wiggle Cards	5
<b>Introducing the Spelling</b>	Teacher Modeling	Vowel Code Flip Book; Spelling Card for 'or' > /or/ ( <i>for</i> ); Individual Code Chart; blue markers	15
	Writing the Spelling/Matching	Worksheet 7.1	15
<b>Take-Home Material</b>	Contractions	Worksheet 7.2	*

### Advance Preparation

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

- |                                   |                    |
|-----------------------------------|--------------------|
| 1. 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  |

### **Note to Teacher**

In order to effectively teach students how to chunk multi-syllable 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. While you will not yet be explicitly calling these syllable types to your students' attention, we strongly recommend that you review the Appendix, "Using Chunking to Decode Multi-syllable Words" to ensure that you are thoroughly familiar with how words are broken into syllables.

The sound /or/ will also be introduced in this lesson. /or/ has a variety of spellings: 'or', 'oar', 'ore', 'oor', 'ar', and 'our'. The most common spelling is 'or'. The remaining spellings for /or/ will be introduced in later grades.

In today's lesson, you will introduce the concept of a syllable to students. The work you do today and in the subsequent lessons of this unit lays the foundation for students being able to read multi-syllable words. Up until this point, students have encountered only single syllable words in their Readers. To read them successfully, they needed only to recognize the sound-spelling patterns that they had been taught and then decode the words using this knowledge.

Reading multi-syllable words presents an additional challenge. As a fluent adult reader, it may seem as if you simply read multi-syllable words as a "whole" or single unit. However, this is only because you have had extensive practice with many multi-syllable words that are now very familiar to you. Think about an instance in which you have encountered unfamiliar multi-syllable 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.

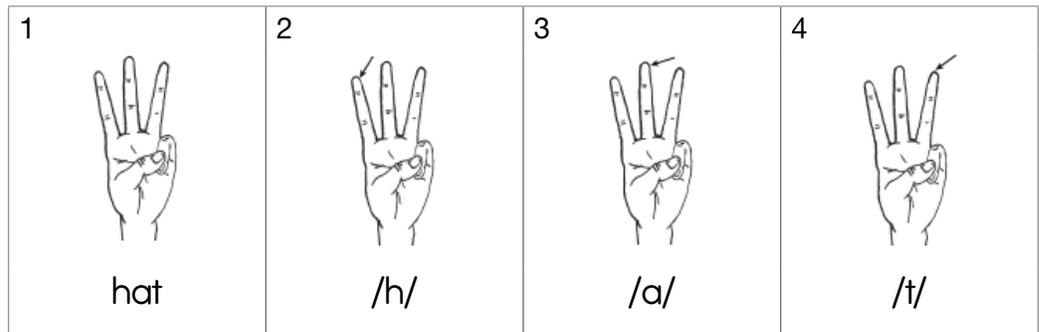
This is precisely the manner in which CKLA will teach students to read longer and longer multi-syllable words. In order to do so successfully, students must be able to chunk multi-syllable words into parts. As is the case in all skills taught in CKLA, we will introduce this practice in a very scaffolded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

We will start this lesson 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 since each syllable is also a semantically meaningful unit or word. We will also ask students to start reading two-syllable compound words in this lesson. We do not expect students to chunk or group the syllables of these words on their own at this point. Instead, we will represent the break between syllables with a dot and ask students 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, as well as in the Workbook and Reader whenever multi-syllable words are included. This dot serves as an early cue for students who are just beginning to read multi-syllable words. The dot will be omitted in the later Grade 1 units and students will be expected to chunk multi-syllable words on their own.

Introducing Two-Syllable Words

**Note:** The goals of this exercise are for students to recognize that every syllable contains exactly one vowel sound and to begin reading words that contain two syllables.

- Remind students that in Kindergarten they learned how to segment and blend words into individual sounds. When they start with the word, tap their fingers, and slowly say each sound, they are segmenting words, and 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*.



- After segmenting and blending each word, ask students how many sounds each word has. (Each of these words has three sounds). Then repeat each word, now asking students to listen for how many *vowel sounds* each word has. (one)
- Summarize by telling students that they already know how to count individual sounds in words. Today they are going learn about another way to talk about words and parts of words and that is by talking about how many syllables a word has.
- Explain that you can count how many syllables a word has if you know how many vowel sounds a word has: **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 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**.

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.

- 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 students, “If *hat* has one syllable, how many times will we clap our hands?” Say *hat* at the same time you clap your hands, and have students repeat this after you.
- Tell students that a word with two vowel sounds is a two-syllable word. Ask students, “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. Tell students that this is the word they just practice 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 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 • 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 that stand for the two vowel sounds /a/ and /u/, ‘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).

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

### One- and Two-Syllable Words

1. cake, cup•cake
2. drop, gum•drop
3. pack, back•pack
4. day, birth•day

- Now write *cup•cake* (including the dot in the middle) on the board. Tell students that this 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/ . . . /æ/ . . . /k/; blend to make *cake*; 3. assemble the chunks: *cup* + *cake* = *cup•cake*.
- We call this type of decoding the three-step or chunking method (blend the sounds in the first syllable; blend the sounds in the second syllable; assemble the chunks).
- Write the remaining two-syllable compound words from the box on the board, including the dot. 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.

## Introducing the Sound

10 minutes

### 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*.
- Ask students to repeat a number of words that have the /or/ sound at the end: *store, snore, sore, door, floor*.
- Have students take out the index cards with /ar/ on it. 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 | 3. lord—lard | 5. board—bard | 7. stork—stark |
| 2. form—farm | 4. pork—park | 6. hoard—hard | 8. store—star  |

For more practice with minimal pairs, see the Pausing Point objectives “Recognize and Isolate the Sounds Taught in Unit 4” and “Distinguish Similar Sounds” for more exercises, as well as the *Assessment and Remediation Guide*.

### Wiggle Cards

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

## Introducing the Spelling

30 minutes

### Teacher Modeling

15 minutes



**Note:** We recommend that in today’s lesson you update the chart for the digraphs taught in this unit, adding three example words. Ensure you have the Vowel Code Flip Book and the Spelling Card mentioned in the At a Glance section.

#### Vowel Code Flip Book

1. ‘or’ > /or/ (*for*) Vowel Code Flip Book p. 18

- Tell students that 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.
- 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.

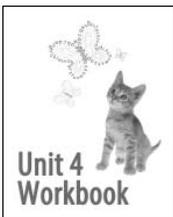
er	her, verb, term
ar	car, barn, sharp
or	for, port, thorn

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

## Writing the Spelling/Matching

15 minutes



Worksheet 7.1

- Distribute Worksheet 7.1.
- Have students write the date on the worksheet beneath 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 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 worksheet.
- Encourage students to say the sound /or/ each time they write the letters.
- Have students look at the back of the worksheet. 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.

To provide additional practice for students, see the Pausing Point objective “Write Words That Contain Vowel Digraphs” for more exercises.

## Take-Home Material

### Contractions

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

### Supplemental Materials

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

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

- Newly decodable words:

1. for*	5. corn	9. north	13. sports
2. form*	6. cork	10. pork	14. storm
3. or*	7. fork	11. short	15. porch
4. born	8. horn	12. sort	16. worn

- Chains:

1. fork > fort > tort > torn > born > worn > horn > corn > cork > cord
2. porch > pork > cork > fork > form > norm > north > forth > ford

- Phrases and sentences:

1. thorns on a rose	6. Will there be a big storm?
2. shorts or pants	7. Do you like sports?
3. born in March	8. Sweets are bad for your teeth.
4. forks and spoons	9. My best dress is torn!
5. back and forth	10. I have fresh corn from the farm.

### Code Knowledge

- Before today's lesson: If the 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 the students read 1,000 words in a trade book, on average between 595 and 752 of those words would be completely decodable.
- The 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 29th 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.

# Lesson 8

## Tricky Words

### ✓ Objectives

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

- ✓ Ask and answer questions, orally and/or in writing, about the informational text “Chimps,” requiring literal recall and understanding of the details, and/or facts of a nonfiction/informational text read independently (RI.1.1)
- ✓ Identify the main topic and retell key details of a nonfiction/informational text read independently (RI.1.2)
- ✓ Ask and answer questions about unknown words and phrases in nonfiction/informational texts read independently (RI.1.4)
- ✓ Read (with a partner or alone) and demonstrate understanding of decodable nonfiction/informational text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RI.1.10)
- ✓ Read vowel sounds spelled with vowel digraph teams (RF.1.3c)
- ✓ State that every syllable must have a vowel sound (RF.1.3d)
- ✓ Identify the number of syllables, i.e., vowel sounds, in spoken and written words (RF.1.3d)
- ✓ Read and/or write two-syllable words composed of two closed syllables, magic ‘e’ syllable, and/or r-controlled syllable (RF.1.3e)
- ✓ Read words with inflectional endings, such as *-ing* (RF.1.3f)
- ✓ Read and write Tricky Words *today, tomorrow, yesterday* (RF.1.3g)
- ✓ Read and understand decodable text in the story “Chimps” that incorporates the letter-sound correspondences taught in one-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Capitalize dates (L.1.2a)
- ✓ Use commas in dates (L.1.2c)
- ✓ Identify frequently occurring root words and their inflectional forms, such as *-ing* (L.1.4c)

At a Glance	Exercise	Materials	Minutes
<b>Practice</b>	<b>Two-Syllable Words</b>		20
<b>Tricky Words</b>	<b>Tricky Word Practice</b>	Worksheet 8.1	10
	<b>Tricky Word Cards</b>	three yellow index cards for <i>today, tomorrow, yesterday</i> ; three blank index cards per student	10
<b>Reading Time</b>	<b>Small Group: “Chimps”</b>	<i>The Green Fern Zoo</i>	20
<b>Take-Home Material</b>	<b>“Things That Swim”</b>	Worksheet 8.2	*

## Practice

20 minutes

### Two-Syllable Words

- 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, 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*.
- Write the following words on the board 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.

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.

Discuss briefly with students the meaning of *-ing*.

- Write *mix•ing* on the board. Ask students to sound out and read the word as you point to each part. Explain that this syllable 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 is divided into syllables. Two-syllable root words with endings divide immediately before the ending.
- Write *jump•ing* on the board. Ask students, “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 words in the box on the board and ask students to read the words.

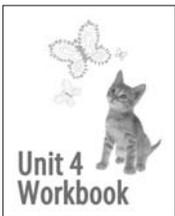
- |             |             |             |               |
|-------------|-------------|-------------|---------------|
| 1. sand•box | 3. bump•ing | 5. fish•ing | 7. help•ing   |
| 2. bend•ing | 4. sun•set  | 6. in•side  | 8. foot•print |

## Tricky Words

20 minutes

### Tricky Word Practice

10 minutes



Worksheet 8.1

- Distribute Worksheet 8.1. As a class, write the date on the worksheet under the name line.
- Tell students they will now practice writing Tricky Words. Write *were* on the board and have students read it aloud.
- Have students copy *were* onto the left side of their worksheet 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 that 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 paper 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 the 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                                 |

It can be helpful to some students if they say the sounds along with the letter names of the Tricky Words. For example, while writing the word *were*, they could say /w/ spelled ‘w’ and then /er/ spelled with ‘ere’.

## Tricky Word Cards

10 minutes

Please remember to add these Tricky Words to your Tricky Word wall.

**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.

### Tricky Word: Today

- Write the Tricky Word *to • day* on the board 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/ /ae/.)
- Explain that it is a Tricky Word that 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 they 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/.
- 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.
- 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 they 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.
- 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 they 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/.

Students will learn the spelling alternative ‘ay’ for /ae/ later in this grade.

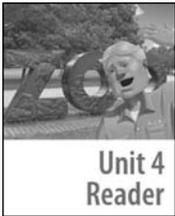
An alternative pronunciation for this word is /t/ /oo/ /m/ /ar/ /oe/.

- 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 part.
- 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/.

## Reading Time

20 minutes

### Small Group: “Chimps”



Page 10

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

#### Introducing the Story

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

#### Previewing the Spellings

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

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

#### Previewing the Vocabulary

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

1. **chimps**—apes
2. **look hard**—look carefully
3. **munch**—to snack
4. **ant hill**—a mound of dirt where ants live
5. **babe**—a baby
6. **fig**—a type of fruit that grows on trees

#### Purpose for Reading

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

### 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 should partner read.
- 🌀 **Group 1:** Meet with students needing more direct support. Have students take turns reading aloud “Chimps.”
- 🌀 **Group 2:** Tell students to take turns reading “Chimps.” Tell them if they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

### Wrap-Up

Use the following discussion questions to guide your conversation 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.

#### Discussions Questions on “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.)

## Take-Home Material

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### “Things That Swim”

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- Have students take home Worksheet 8.2 to read and discuss with a family member.

## ***Code Knowledge***

- Before today's lesson: If the 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 the 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.

# Lesson 9

## Review and Practice

### ✓ Objectives

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

- ✓ Ask and answer questions, orally and/or in writing, about the informational text “Chimps,” requiring literal recall and understanding of the details, and/or facts of a nonfiction/informational text read independently (RI.1.1)
- ✓ Read (with a partner or alone) and demonstrate understanding of decodable nonfiction/informational text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RI.1.10)
- ✓ Segment and blend phonemes during Dictation to form one-syllable words (RF.1.2d)
- ✓ State that every syllable must have a vowel sound (RF.1.3d)
- ✓ Identify the number of syllables, i.e., vowel sounds, in spoken and written words (RF.1.3d)
- ✓ Read and/or write two-syllable words composed of two closed syllables, magic ‘e’ syllable, and/or r-controlled syllable (RF.1.3e)
- ✓ Read words with inflectional endings, such as *-ing* (RF.1.3f)
- ✓ Read and understand decodable text in the story “Chimps” that incorporates the letter-sound correspondences taught in one-syllable words with increased accuracy, appropriate rate, and expression on successive readings (RF.1.4b)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Use common and proper nouns orally and in writing (L.1.1b)
- ✓ Identify common and proper nouns (L.1.1b)
- ✓ Use regular past-tense and present-tense verbs correctly orally and in writing (L.1.1e)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Capitalize dates (L.1.2a)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “Meet Vern” (L.1.2b)
- ✓ Use commas in dates (L.1.2c)
- ✓ Use frequently occurring affixes, such as *-er*, as a clue to the meaning of a word (L.1.4b)
- ✓ Identify frequently occurring root words and their inflectional forms, such as *-ing* (L.1.4c)

At a Glance	Exercise	Materials	Minutes
<b>Practice</b>	<b>Two-Syllable Words</b>		15
<b>Dictation</b>	<b>Dictation with Words</b>		15
<b>Grammar</b>	<b>Identifying Nouns and Verbs</b>		10
<b>Reading Time</b>	<b>Small Group: Reread “Chimps”</b>	Worksheet 9.1	20

### 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.

## Practice

15 minutes

### Two-Syllable Words

- Remind students that they have been reading words with both one and two syllables. Ask students, “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 in the board 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*.
- Say the word *melt•ing*. Have students clap the syllables while saying *melt•ing*.
- Write *melt•ing* on the board and guide students in segmenting and blending the word. Ask students, “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 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, the new word changes from a verb to a noun. The new word meaning also changes.

Discuss with students that the final consonants of some root words double when an ending is added to the root word.

Discuss briefly with students the meanings of *-ing* and *-er*.

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

## Dictation

15 minutes

### 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*, three lines would be drawn on the paper: \_ \_ \_.
- Once students have drawn one line of each sound, remind them 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), *bite* (three), 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 the word back to you.
- Write the words on the board and have students self-correct their work.
- Instruct students to refer to the Individual Code Chart if they are having difficulty remembering how to write the spellings.

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

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

### Identifying Nouns and Verbs

- Remind students that they have learned about two parts of speech in Grade 1, nouns and verbs. Ask students, “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 students, “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: “The dog runs.”
- Ask students what the verb in the sentence is. Underline the verb with a squiggly line, telling students that the squiggly line means action.
- Ask students what the noun in the sentence is. Circle the noun.
- Continue reviewing nouns and verbs by writing the following sentences on the board, asking 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. |

### Reading Time

20 minutes

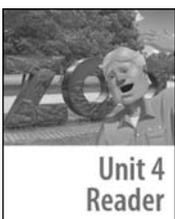
#### Small Group: Reread “Chimps”

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

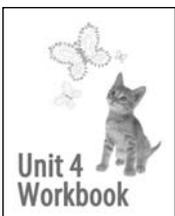
- Distribute Worksheet 9.1. Remind students to write the date beneath their names. Tell students to complete this after they reread “Chimps.” Encourage students to reread the story to find the answers to the questions.
- Divide students into two groups. Today you should meet with students from Group 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 finish, they should complete Worksheet 9.1. Tell them if they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.
- ✪ **Group 2:** Have students take turns reading aloud “Chimps.” When they finish, work to complete Worksheet 9.1 together.

#### Wrap-Up

- Review Worksheet 9.1 with students.



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Worksheet 9.1

# Lesson 10

## ✓ Objectives

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

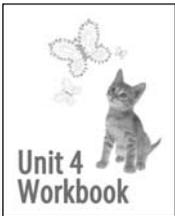
- ✓ Ask and answer questions, orally and/or in writing, about the informational text “Mandrills,” requiring literal recall and understanding of the details, and/or facts of a nonfiction/informational text read independently (RI.1.1)
- ✓ Identify the main topic and retell key details of a nonfiction/informational text read independently (RI.1.2)
- ✓ Ask and answer questions about unknown words and phrases in nonfiction/informational texts read independently (RI.1.4)
- ✓ Distinguish between information provided by pictures and information provided by the words in a nonfiction/informational text read independently (RI.1.6)
- ✓ Use illustrations and details in a nonfiction/informational text read independently to describe its key ideas (RI.1.7)
- ✓ Read (with a partner or alone) and demonstrate understanding of decodable nonfiction/informational text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RI.1.10)
- ✓ Read and spell chains of one-syllable words that include the letter-sound correspondences taught, in which one sound is added, substituted, or omitted (RF.1.3b)
- ✓ Read vowel sounds spelled with vowel digraph teams (RF.1.3c)
- ✓ State that every syllable must have a vowel sound (RF.1.3d)
- ✓ Identify the number of syllables, i.e., vowel sounds, in spoken and written words (RF.1.3d)
- ✓ Read and/or write two-syllable words composed of two closed syllables, magic ‘e’ syllable, and/or r-controlled syllable (RF.1.3e)
- ✓ Read words with inflectional endings, such as *-ing* (RF.1.3f)
- ✓ Read and understand decodable text in the story “Mandrills” that incorporates the letter-sound correspondences taught in one-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Capitalize dates (L.1.2a)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “Mandrills” (L.1.2b)
- ✓ Use commas in dates (L.1.2c)
- ✓ Spell and write one-syllable words using letter-sound correspondences taught in Grade 1 in a weekly spelling assessment (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words in a weekly spelling assessment (L.1.2d)
- ✓ Use frequently occurring affixes, such as *-er* and *-est*, as a clue to the meaning of a word (L.1.4b)
- ✓ Identify frequently occurring root words and their inflectional forms, such as *-ing* (L.1.4c)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
<b>Spelling</b>	<b>Spelling Assessment</b>	Worksheet 10.1	20
<b>Chaining</b>	<b>Teacher Chaining with Two-Syllable Words</b>		15
<b>Reading Time</b>	<b>Whole Group: “Mandrills”</b>	Worksheet 10.2	25
<b>Take-Home Material</b>	<b>“Chimps”</b>	Worksheet 10.3	

## Spelling

20 minutes

### 10 Spelling Assessment



Worksheet 10.1

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

- |          |            |
|----------|------------|
| 1. 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 that they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, copying and writing the correct spelling next to it.

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

### Teacher Chaining with Two-Syllable Words

- 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, 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 • that you inserted in writing 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, 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 *fast* and add *help* to make *help•er*. Do not erase the dot divider.
- As you make this change, say to students, “If that is *fast•er*, what is this?”
- 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.

Discuss briefly with students the meanings of *-er* and *-est*.

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

**Whole Group: “Mandrills”**

**Introducing the Story**

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

**Previewing the Spellings**

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

‘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

**Previewing the Vocabulary**

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

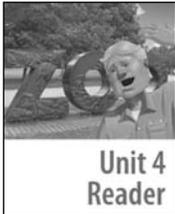
1. **mandrill**—an animal that is a type of monkey
2. **male**—a boy
3. **grooming**—cleaning the body, like brushing hair/fur
4. **ticks**—small bugs or insects that bite other animals
5. **plant shoots**—young plants
6. **sacks**—a special pocket or pouch inside the mandrill’s mouth where they can store food

**Purpose for Reading**

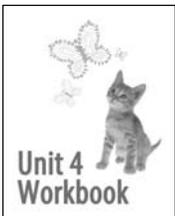
- Tell students to read today’s story to find out what mandrills and chimps have in common.

**Whole Group Reading**

- 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.
- At the **end of page 18**, ask students, “There is a question on this page. How do you know there is a question?” (It has a question mark.) “How would you answer that question?” (Pause for student responses.) “How did you determine your answer? Did you use the text or look at the picture?” (picture)



Page 18



Worksheet 10.2

- Then say, “You read on page 18 that the mandrills use their hands to groom each other. Why do mandrills like to groom each other?” (They can get rid of the bugs and ticks crawling on them. It makes them look and feel good.)
- At the **end of page 20**, ask students, “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)
- At the **end of page 22**, say, “Mandrills stuff food in sacks, or pouches, in their mouths. Why do they keep the food in these sacks or pouches inside their mouths?” (to save the food to eat at another time)

### **Wrap-Up**

- Have students work with a partner to complete Worksheet 10.2. Remind them to write the date beneath their name on the worksheet.
- Review Worksheet 10.2 with students. Use the following discussion questions to guide your conversation 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 Question on “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.)

## **Take-Home Material**

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### **“Chimps”**

- Have students take home Worksheet 10.3 to read and discuss with a family member.

### **Analysis of Student Errors**

#### **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 possibly 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 students 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 the /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 students 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 these Tricky Words.

**What you should do:** For now, students should memorize how to spell these Tricky Words. Additional practice reading and writing Tricky Words can be found in the Pausing Points and the *Assessment and Remediation Guide*.

**Column 6**

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty 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 11

## ✓ Objectives

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

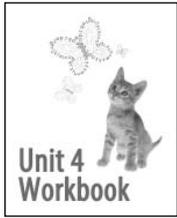
- ✓ Segment and blend phonemes during Dictation to form one-syllable words (RF.1.2d)
- ✓ Read and spell chains of one- or two-syllable words that include the letter-sound correspondences taught, in which one sound is added, substituted, or omitted (RF.1.3b)
- ✓ Read words with inflectional endings, such as *-ing* (RF.1.3f)
- ✓ Use regular past-tense and present-tense verbs correctly, orally and in writing (L.1.1e)
- ✓ Spell and write one-syllable words using letter-sound correspondences taught in Grade 1 for a weekly spelling assessment (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words for a weekly spelling assessment (L.1.2d)
- ✓ Use frequently occurring affixes, such as *-er* and *-est*, as a clue to the meaning of a word (L.1.4b)
- ✓ Identify frequently occurring root words and their inflectional forms, such as *-ing* (L.1.4c)

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Spelling</b>	Introduce Spelling Words	Worksheet 11.1	15
<b>Warm-Up</b>	Verb Identification—Present and Past Tense		10
<b>Chaining</b>	Teacher Chaining With Two-Syllable Words		15
<b>Break</b>	Wiggle Cards	Wiggle Cards	10
<b>Dictation</b>	Dictation Identification	Worksheet 11.2	15
<b>Take-Home Material</b>	Practice Pack	Worksheets 11.1, 11.3	*

### Advance Preparation

For today's Warm-Up activity, you will show students cards that have phrases on them that they will read and act out. These are called Wiggle Cards, and they can be used any time students need a break. You may use Wiggle Cards from previous lessons. In addition, you will need to write the following decodable phrases on a card or sentence strips large enough for students to be able to easily read them:

1. zip up a zipp•er
2. smell per•fume
3. bite a hot pepp•er
4. pound with a hamm•er
5. sit on the car•pet
6. stretch your arms
7. yawn like you do in the morn•ing
8. stand tall and march



Worksheet 11.1

### Introduce Spelling Words

- 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 • to assist the 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 Friday, you will ask them to try to write the word without including the • Students will not be penalized on this spelling assessment, however, if they inadvertently include the • 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:

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

### Warm-Up

#### Verb Identification—Present and Past Tense

- Ask students to listen to the following sentence, calling attention to the verb: “Today I *walk* to school.”
- Have students walk in place.
- Ask students what action is described in the sentence. (The students should say *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. 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? (The students should say *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. 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.
- 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.

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

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

## Chaining

15 minutes

### Teacher Chaining with Two-Syllable Words

If students need additional practice with chaining two-syllable words, you may use the exercises under the Pausing Point objective "Teacher Chaining with Two-Syllable Words."

- Tell students they will practice reading two-syllable words in several chaining exercises.
- Tell students that the first chain has compound words. Ask students, "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 to the students, "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.

Discuss briefly with students the meanings of *-ing*, *-er*, and *-est*.

- 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 so far with root words: *-ing*, *-er*, *-est*.
- Complete the second chain using the same steps as the previous chain.

1. bath•room > bed•room > bedtime > 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

## Break

5 minutes

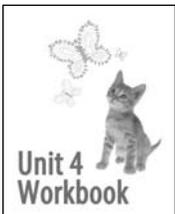
### Wiggle Cards

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

## Dictation

15 minutes

### 10 Dictation Identification



Worksheet 11.2

- Tell students that you are going to say a number of words.
- Explain that for each word that you say, there are two words printed on the worksheet: your word and another word.
- Tell students to circle each word that you say, and copy it on the line. Remind students that they do not have to write the dot in between syllables.

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

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

- You may want to ask students to complete this worksheet without guidance from you so that 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. Have students self-correct their work.

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

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### **Practice Pack**

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- Have students take home Worksheet 11.1 to practice spelling words and Worksheet 11.3 to practice the 'er', 'or', and 'ar' spellings with a family member.

# Lesson 12

## ✓ Objectives

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

- ✓ Ask and answer questions, orally and/or in writing, about the informational text “Things with Wings,” requiring literal recall and understanding of the details, and/or facts of a nonfiction/informational text read independently (RI.1.1)
- ✓ Ask and answer questions about unknown words and phrases in nonfiction/informational texts read independently (RI.1.4)
- ✓ Identify and use text features, such as the table of contents, to locate information in a nonfiction/informational text (RI.1.5)
- ✓ Read (with a partner or alone) and demonstrate understanding of decodable nonfiction/informational text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RI.1.10)
- ✓ Read vowel sounds spelled with vowel digraph teams (RF.1.3c)
- ✓ Read and understand decodable text in the story “Things with Wings” that incorporates the letter-sound correspondences taught in one-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Use common and proper nouns orally and in writing (L.1.1b)
- ✓ Identify common and proper nouns (L.1.1b)
- ✓ Use regular past-tense and present-tense verbs correctly orally and in writing (L.1.1e)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Capitalize dates (L.1.2a)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “Things with Wings” (L.1.2b)
- ✓ Use commas in dates (L.1.2c)
- ✓ Orally produce sounds represented by spellings

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Vowel Spellings Review</b>	Large Cards: 'e', 'a', 'i', 'r', 'u', 'ee', 'ou', 'oo', 'er', 'ar', 'or'	10
<b>Grammar</b>	<b>Identifying Nouns and Verbs</b>	Worksheet 12.1	15
<b>Break</b>	<b>Wiggle Cards</b>	Wiggle Cards	5
<b>Reading Time</b>	<b>Small Group: "Things with Wings"</b>	<i>The Green Fern Zoo</i> ; Worksheet 12.2	30
<b>Take-Home Material</b>	<b>"Mandrills"</b>	Worksheet 12.3	*

### Advanced Preparation

You will need to have Wiggle Cards ready for the break in today's lesson. You may use any of the cards you have already prepared for this unit or you may refer to the Lists of Supplemental Words and Phrases at the end of each lesson to create new Wiggle Cards.

## Warm-Up

**10** minutes

### Vowel Spellings Review

- Have the following Large Cards available: 'e', 'a', 'i', 'r', 'u', 'ee', 'ou', 'oo', 'er', 'ar', 'or'.
- 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.

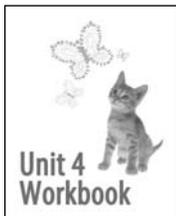
- |         |       |      |         |       |
|---------|-------|------|---------|-------|
| 1. 'er' | 'ar'  | 'or' | 5. 'i'  | 'i_e' |
| 2. 'a'  | 'a_e' | 'ar' | 6. 'ou' | 'oo'  |
| 3. 'e'  | 'ee'  |      | 7. 'u'  | 'u_e' |
| 4. 'o'  | 'o_e' | 'or' |         |       |

## Grammar

**15** minutes

### Identifying Nouns and Verbs

- 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: *The frog swims.*
- Ask students what the noun in the sentence is and then circle the noun.



Worksheet 12.1

- Ask students what the verb in the sentence is and underline the verb with a squiggly line.
- Distribute Worksheet 12.1. Have students write the date underneath their names.
- Explain that each sentence on the worksheet 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 a sentence 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.

**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.

## Break

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### Wiggle Cards

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

## Reading Time

**30** minutes

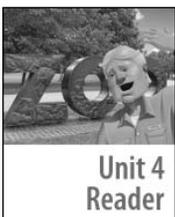
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### Small Group: “Things with Wings”

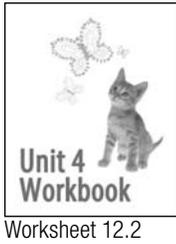
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#### Introducing the Story

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



Page 24



**Previewing the Spellings**

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

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

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

**Previewing the Vocabulary**

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

1. **puffin**—a bird that is black and white and has a large, colorful bill
2. **bill**—part of a bird’s jaw that is used for breathing and eating
3. **finch**—a small bird that lives in a forest or woodlands
4. **woodlands**—a forest
5. **rare**—unusual; uncommon

**Purpose for Reading**

- Tell students to read today’s story to learn the names of two different animals with wings.

**Note:** Before breaking into small groups, write some of the words or phrases from the previous Supplemental Materials section on the board. If some pairs finish early, they can illustrate one of the words or phrases. As today’s Small Group time is longer than usual, you may have time to meet with both groups. Remember that it is important to hear each student read on a regular basis.

- Distribute Worksheet 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 story 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 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.”
- ✪ **Group 2:** Tell students to take turns reading “Things with Wings.” Tell them if they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

### **Wrap-Up**

Review Worksheet 12.2 with students. Use the following discussion questions to guide your conversation 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 on “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.)

## **Take-Home Material**

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### **“Mandrills”**

- Have students take home Worksheet 12.3 to read and discuss with a family member.

# Lesson 13

## ✓ Objectives

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

- ✓ Ask and answer questions, orally and/or in writing, about the informational text “Big Cats,” requiring literal recall and understanding of the details, and/or facts of a nonfiction/informational text read independently (RI.1.1)
- ✓ Ask and answer questions about unknown words and phrases in nonfiction/informational texts read independently (RI.1.4)
- ✓ Identify and use text features, such as the table of contents, to locate information in a nonfiction/informational text (RI.1.5)
- ✓ Read (with a partner or alone) and demonstrate understanding of decodable nonfiction/informational text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RI.1.10)
- ✓ Read vowel sounds spelled with vowel digraph teams (RF.1.3c)
- ✓ Read words with inflectional endings, such as *-ed* (RF.1.3f)
- ✓ Read and understand decodable text in the story “Big Cats” that incorporates the letter-sound correspondences taught in one-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Use regular past-, present-, and future-tense verbs correctly orally and in writing (L.1.1e)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Use frequently occurring affixes as a clue to the meaning of a word (L.1.4b)
- ✓ Identify frequently occurring root words and their inflectional forms, such as *-ed* (L.1.4c)
- ✓ Orally produce sounds represented by spellings

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Grammar</b>	Past, Present, Future	calendar	5
	Verb Tenses		15
	Past-Tense Marker Pronounced /ed/, /d/, and /t/	Worksheet 13.1	20
<b>Reading Time</b>	Small Group: “Big Cats”	<i>The Green Fern Zoo</i>	20
<b>Take-Home Material</b>	Grammar Review	Worksheet 13.2	*

### 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.

**Note:** 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	>	<i>smiled</i>	(not <i>smileed</i> )
bake	>	<i>baked</i>	(not <i>bakeed</i> )
skate	>	<i>skated</i>	(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. We might say 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*).

We think 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 we bolded the last two letters in words like *smiled* to show that the ‘e’ is part of the *-ed* ending, but we encourage you 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*, *fined*), voiceless /t/ when it is attached to a root word that ends in a voiceless sound (e.g., *baked*, *escaped*), and /ed/ when it follows /d/ or /t/ (e.g., *skated*, *noted*).

This can be distinguished from those words whose final consonant is doubled before adding *-ed*, such as *hugged*, *potted*, 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.

## Grammar

40 minutes

### Past, Present, Future

5 minutes

**Note:** In the grammar exercises in Unit 3 and in the Warm-Ups in 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.

If students need additional practice with the concept of past, present, and future, you may use the Pausing Point exercise(s) under the objective “Understand Past, Present, and Future Tense.” It also might be useful to use a time line.

- In discussing past, present, and future with the students, connect the past to the word *yesterday*, the present to the word *today*, and the future to the word *tomorrow*. Please have a calendar at hand.
- 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.

## Verb Tenses

15 minutes

- Tell students that every sentence has a verb. The verb is the 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 that a sentence describes, 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.

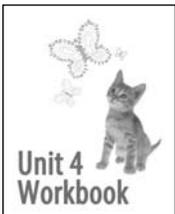
Point out that the words *yesterday*, *today*, and *tomorrow* signal the tense of a verb.

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.)

## Past-Tense Marker Pronounced /ed/, /d/, and /t/

20 minutes

- Write ‘ed’ on the top of the board. Draw a table with three columns below.
- Label the columns with /ed/, /d/, and /t/.
- 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’.
- Explain that these letters are pronounced differently depending on the sounds that come before them.
- Distribute Worksheet 13.1.



Worksheet 13.1

If students need additional practice with this skill, you may use the Pausing Point exercise(s) listed under the objective “Understand That the Sounds /t/ and /d/ Have Spelling Alternatives” and the activities in the *Assessment and Remediation Guide*.

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

- 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 and underline the past-tense marker *-ed* in each verb.
- Explain that sometimes we pronounce the letters ‘ed’ the way the students would expect—as /ed/. Write the word *started* in the top left-hand column of the table. Read the word and use it in a sentence.
- Have students trace the word *started* on their worksheets.
- Explain that at other times, we pronounce the letters ‘ed’ as /d/. Write the word *grinned* in the top middle column of the table. Read the word and use it in a sentence.
- Have students trace the word *grinned* on their worksheets.
- Explain that in other cases, we pronounce the letters ‘ed’ as /t/. Write the word *helped* on the board in the top right-hand column of the table. Read the word and use it in a sentence.
- Have students trace the word *helped* on their worksheets.

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

- Go through the remaining past-tense verbs from Worksheet 13.1 on the board, 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 worksheets.
- When you come to the word *smiled*, write *smile* on the board. 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—*smileed*.) 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

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.

- When you come to the word *baked*, write *bake* on the board. 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—*bakeed*.) Add a 'd' to make the past tense, *baked*. Read the word, use it in a sentence, and add it to the proper column.
- Repeat for the words *waved* and *hiked*.

## Reading Time

20 minutes

### Small Group: "Big Cats"

#### Introducing the Story

- Ask students to turn to the table of contents and locate the story that comes after "Things with Wings." Ask students to tell you the page number on which "Big Cats" starts. (page 30) Ask students, "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?"

#### Previewing the Spellings

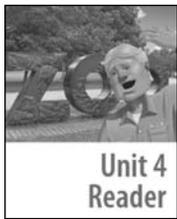
- Please preview the following spellings before reading today's story:

'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		

#### Previewing the Vocabulary

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

1. **bobcat**—a wildcat with a spotted coat, short tail, and tufted ears
2. **panther**—a big wildcat that is often black
3. **tan**—a light brown color
4. **scamper**—to run quickly and playfully



Unit 4  
Reader

Page 30

### **Purpose for Reading**

- Tell students to read today’s story to learn about the big cats at Green Fern Zoo.  
**Note:** Before breaking into small groups, write some of the words or phrases from the previous Supplemental Materials section on the board. If some pairs finish early, they can illustrate one of the words or phrases.
- 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 illustrate one of the words or phrases on the board, or reread a previous story in the Reader.
- **Group 2:** Tell students to take turns reading “Big Cats.” Make sure you are able to hear each student in this group read aloud.

### **Wrap-Up**

- Use the following discussion questions to guide your conversation 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 on “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 hunt much smaller animals and eat cat food.)
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.)

## **Take-Home Material**

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### **Grammar Review**

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- Have students take Worksheet 13.2 to review grammar skills with a family member.

## Supplemental Materials

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

- Newly decodable words:

- |                |             |
|----------------|-------------|
| 1. asked       | 8. joined   |
| 2. dropped     | 9. liked    |
| 3. filled      | 10. looked  |
| 4. fin • ished | 11. passed  |
| 5. formed      | 12. picked  |
| 6. happ • ened | 13. seemed  |
| 7. helped      | 14. stopped |

- Chains:

1. lake > take > bake > bike > biked > baked > raked > caked > faked > quaked
2. stopped > topped > hopped > bopped > lopped > shopped > shipped > ripped > chipped > chopped
3. licked > picked > pecked > checked > chucked > bucked > tucked

- Phrases and sentences:

1. The band marched up the street.
2. The dog snapped at her.
3. We filled the buck • et with sand.
4. Mom packed my lunch.
5. After class the kids rushed home.
6. This morn • ing I got dressed.
7. Have you fin • ished your lunch?
8. We hoped for a good game.
9. She helped me with this task.
10. He stood root • ed to the spot.

## ***Code Knowledge***

- Before today's lesson: If the 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 the 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.

# Lesson 14

## Review and Practice

### ✓ Objectives

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

- ✓ Ask and answer questions, orally and/or in writing, about the informational text “Big Cats,” requiring literal recall and understanding of the details, and/or facts of a nonfiction/informational text read independently (RI.1.1)
- ✓ Read (with a partner or alone) and demonstrate understanding of decodable nonfiction/informational text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RI.1.10)
- ✓ Read vowel sounds spelled with vowel digraph teams (RF.1.3c)
- ✓ State that every syllable must have a vowel sound (RF.1.3d)
- ✓ Identify the number of syllables, i.e., vowel sounds, in spoken and written words (RF.1.3d)
- ✓ Read and/or write two-syllable words composed of two closed syllables, magic ‘e’ syllable, and/or r-controlled syllable (RF.1.3e)
- ✓ Read words with inflectional endings, such as *-ing* (RF.1.3f)
- ✓ Read and understand decodable text in the story “Big Cats” that incorporates the letter-sound correspondences taught in one-syllable words with increased accuracy, appropriate rate, and expression on successive readings (RF.1.4b)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Capitalize dates (L.1.2a)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “Big Cats” (L.1.2b)
- ✓ Use commas in dates (L.1.2c)
- ✓ Use frequently occurring affixes, such as *-er* and *-est*, as a clue to the meaning of a word (L.1.4b)
- ✓ Identify frequently occurring root words and their inflectional forms, such as *-ing*, *-er*, and *-est* (L.1.4c)

At a Glance	Exercise	Materials	Minutes
<b>Practice</b>	Clapping and Reading Two-Syllable Words		15
	Vowel Sounds/Yes or No?	Worksheets 14.1, 14.2	20
<b>Break</b>	Wiggle Cards	Wiggle Cards (use previously prepared cards from this unit)	5
<b>Reading Time</b>	Small Group: Reread “Big Cats”	<i>The Green Fern Zoo</i> ; Worksheet 14.3	20

## Practice

### Clapping and Reading Two-Syllable Words

15 minutes

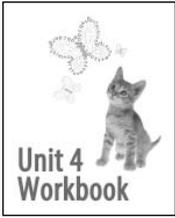
- Remind students that they have been learning about two-syllable words.
- Ask students, “What do we call two-syllable words that are made up of two separate words?” (compound words) Have students provide you with three examples of compound words, and clap the syllables together as a class. Then write the words on the board, using a dot to indicate where the break in syllables occurs.
- Ask students, “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, using a dot to indicate where the break in syllables occurs.
- Remind students that other two-syllable words are not 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. Guide students in sounding out each part and then reading the complete word. Point out the spelling for each vowel sound, e.g., /e/ > ‘e’ and /i/ > ‘i’. Also point out that each of these syllables ends in a consonant, e.g., ‘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, 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.

Discuss briefly with students the meanings of *-ing* and *-er*.

1. march•ing (root word + ending)
2. short•er (root word + ending)
3. sharp•er (root word + ending)
4. barn•yard (compound word)
5. swimm•ing (root word + ending)
6. mag•net (two-syllable word where each syllable ends in a consonant)
7. note•pad (compound word)
8. up•set (compound word)
9. rabb•it (two-syllable word where each syllable ends in a consonant)
10. plas•tic (two-syllable word where each syllable ends in a consonant)

## Vowel Sounds/ Yes or No?

20 minutes



Worksheets 14.1, 14.2

- Distribute Worksheets 14.1 and 14.2. Remind students to write the date below their names.
- On Worksheet 14.1, students should circle the sounds in each word, then write the number of how many sounds there are, then copy the word.
- Worksheet 14.2 has a list of questions. They should read the question and answer with either yes or no.
- Have students complete the worksheets with a partner.

## Break

5 minutes

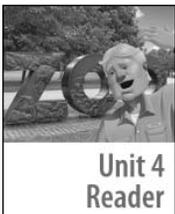
### Wiggle Cards

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

## Reading Time

20 minutes

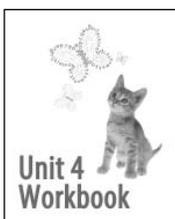
### Small Group: Reread “Big Cats”



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

- Distribute Worksheet 14.3. Remind students to write the date beneath their names. Tell students to complete this worksheet after they reread “Big Cats.” Encourage students to reread the story 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 partner read.
- ✪ **Group 1:** Meet with students needing more direct support. Have students take turns reading aloud “Big Cats.” Complete Worksheet 14.3 together.
- ✪ **Group 2:** Tell students to take turns reading “Big Cats.” When they have finished, they should complete Worksheet 14.3 together. Tell students that if they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.



Worksheet 14.3

# Lesson 15

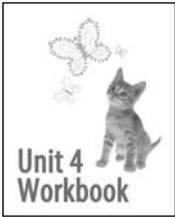
## ✓ Objectives

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

- ✓ Ask and answer questions, orally and/or in writing, about the informational text “Groundhogs,” requiring literal recall and understanding of the details, and/or facts of a nonfiction/informational text read independently (RI.1.1)
- ✓ Ask and answer questions about unknown words and phrases in nonfiction/informational texts read independently (RI.1.4)
- ✓ Read (with a partner or alone) and demonstrate understanding of decodable nonfiction/informational text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RI.1.10)
- ✓ Segment and blend phonemes during Large Card Chaining to form one-syllable words (RF.1.2d)
- ✓ Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted (RF.1.3b)
- ✓ Read and understand decodable text in the story “Groundhogs” that incorporates the letter-sound correspondences taught in one-syllable words with increased accuracy, appropriate rate, and expression on successive readings (RF.1.4b)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Capitalize dates (L.1.2a)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “Groundhogs” (L.1.2b)
- ✓ Use commas in dates (L.1.2c)
- ✓ Spell and write one-syllable words using letter-sound correspondences taught in Grade 1 for a weekly spelling assessment (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words for a weekly spelling assessment (L.1.2d)

At a Glance	Exercise	Materials	Minutes
<b>Spelling</b>	Spelling Assessment	Worksheet 15.1	15
<b>Chaining</b>	Large Card Chaining	Large Cards for: ‘m’, ‘n’, ‘t’, ‘d’, ‘c’, ‘k’, ‘f’, ‘s’, ‘p’, ‘h’, ‘ch’, ‘sh’, ‘ar’, ‘or’, ‘er’, ‘e’, ‘i’, ‘o’	10
<b>Reading Time</b>	Partner Reading: “Groundhogs”	<i>The Green Fern Zoo</i> ; Worksheet 15.2	35

## 10 Spelling Assessment



Worksheet 15.1

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

- |           |            |            |           |
|-----------|------------|------------|-----------|
| 1. 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 that they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, copying and writing the correct spelling next to it.

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

## Chaining

10 minutes

### Large Card Chaining

If students need additional practice with chaining, you may use the Pausing Point exercises under the objective "Read Words That Contain Vowel Digraphs" and the *Assessment and Remediation Guide*.

- Pass out the following Large 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 to students, "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

## Reading Time

35 minutes

### Partner Reading: "Groundhogs"

#### Previewing the Story

Tell students that today's story is called "Groundhogs." Groundhogs are animals that have fur, and sharp claws, and live in dark holes underground, usually in fields.

#### Previewing the Spellings

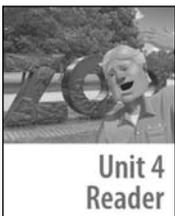
- Please preview the following spellings before reading today's story:

'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

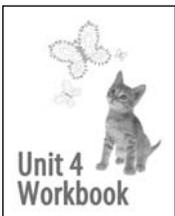
#### Previewing the Vocabulary

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

1. **groundhog**—a rodent, also known as a woodchuck, who lives mostly underground and hibernates in winter
2. **critters**—another word for animals
3. **to be on the lookout**—to watch out
4. **insects**—bugs
5. **pen**—cage



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Worksheet 15.2

- 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 story carefully to learn about groundhogs, especially what they like to eat. When they are finished, they should complete Worksheet 15.2. Encourage students to look back at the story to find their answers.

### **Wrap-Up**

- Use the following discussion questions to guide your conversation 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 on “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.)

## **Analysis of Student Errors**

### **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. We have provided analyses focusing on errors in encoding the vowel sounds of these words. 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 Multi-syllable Words,” for more information on assisting students who have difficulty with multi-syllable words.

### Column 1

**What an error in this column means:** These words contain the ‘er’ spelling for /er/. Students may be having difficulty possibly 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 students 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 students 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 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, 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 16

## Review and Practice

### ✓ Objectives

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

- ✓ Ask and answer questions, orally and/or in writing, about the informational text “The Reptile Room,” requiring literal recall and understanding of the details, and/or facts of a nonfiction/informational text read independently (RI.1.1)
- ✓ Describe the connection between the patterns on the bodies of trout and snakes to help them hide in a nonfiction/informational text read independently (RI.1.3)
- ✓ Ask and answer questions about unknown words and phrases in nonfiction/informational texts read independently (RI.1.4)
- ✓ Read (with a partner or alone) and demonstrate understanding of decodable nonfiction/informational text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RI.1.10)
- ✓ Read words with inflectional endings, such as *-ed* (RF.1.3f)
- ✓ Read and understand decodable text in the story “The Reptile Room” that incorporates the letter-sound correspondences taught in one-syllable words, with increased accuracy, appropriate rate, and expression on successive readings (RF.1.4b)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Use regular present-, past-, and future-tense verbs correctly orally and in writing (L.1.1e)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “The Reptile Room” (L.1.2b)
- ✓ Spell and write one-syllable words using letter-sound correspondences taught in Grade 1 for a weekly spelling assessment (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words for a weekly spelling assessment (L.1.2d)
- ✓ Identify frequently occurring root words and their inflectional forms, such as *-ed* (L.1.4c)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	Verb Identification		10
<b>Spelling</b>	The ‘ed’ Dance and Spelling Words	Worksheet 16.1	15
<b>Reading Time</b>	Whole Group: “The Reptile Room”	<i>The Green Fern Zoo</i> ; Worksheet 16.2	35
<b>Take-Home Material</b>	Spelling Words	Worksheet 16.1	*

### Verb Identification

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- 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. (The students should say *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. (The students should say *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.

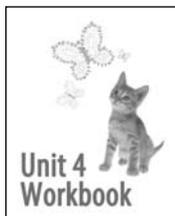
2. Tomorrow I *will drive* a car.

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1. Today I *munch* corn on the cob.

2. Tomorrow I *will munch* corn on the cob.

## The 'ed' Dance and Spelling Words



Worksheet 16.1

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.

**Note:** In today's lesson you will teach students the past-tense marker and its pronunciations. The following song will help your 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)
<b>Past-tense marker</b>	(wiggle your hips left to right on each beat, one beat on <i>marker</i> )
<b>Past-tense marker</b>	(wiggle your hips left to right on each beat, one beat on <i>marker</i> )
<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.
- 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
2. lifted
3. pointed
4. parked
5. waved
6. grinned
7. tripped
8. **Tricky Word:** have

**Whole Group: “The Reptile Room”**

**Previewing the Story**

- Tell students that today’s story is about snakes. Explain that snakes belong to a group of animals called reptiles.

**Previewing the Spellings**

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

‘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	

**Previewing the Vocabulary**

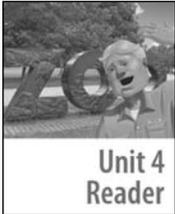
- Please preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

1. **reptile**—a type of animal that includes snakes and lizards; reptiles have scales
2. **garter snake**—a snake that is harmless to humans
3. **harmless**—of no harm, i.e., will not hurt
4. **rattler**—a snake with a rattle at the end of its tail whose bite is poisonous
5. **scales**—the rough outer covering on the skin of snakes and fish; scales protect the body of the animal
6. **desert dweller**—an animal that lives in the desert, which is a hot, dry place that is often sandy
7. **coiling up**—wrapped around in a circle

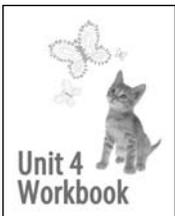
- Be sure to point out that *scales* has multiple meanings and be certain that students understand the meaning as used in this chapter.

**Purpose for Reading**

- Tell students to read today’s story to learn more about the types of reptiles at the Green Fern Zoo.



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Worksheet 16.2

### Whole Group Reading

- 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.
- 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)
- At the end of **page 48**, ask students, “What should you do if you ever see a rattler?” (stand back)

### Wrap-Up

- Use the following discussion questions to guide your conversation about the story. Remember to encourage your 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 on “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.)

## Take-Home Material

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### Spelling Words

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

# Lesson 17

## Review and Practice

### ✓ Objectives

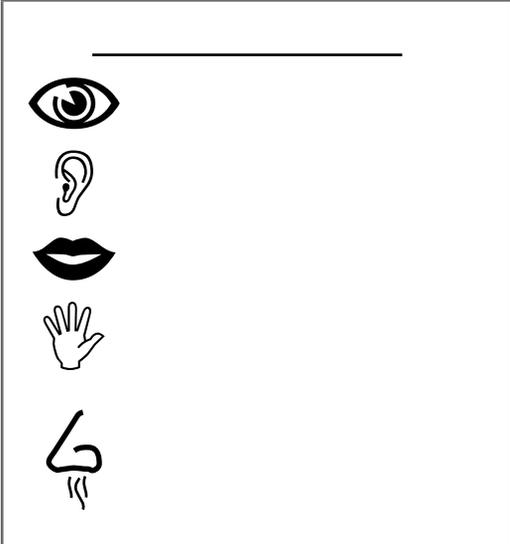
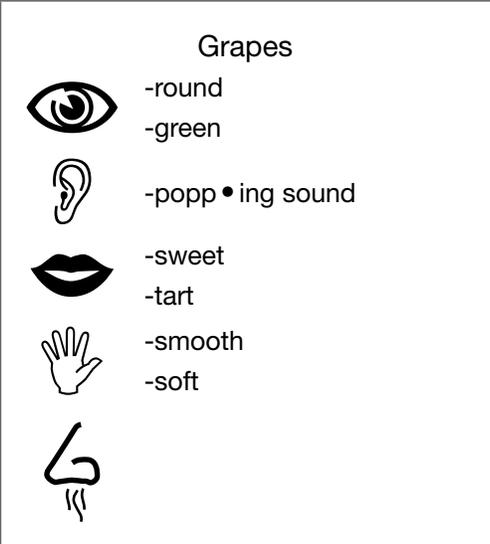
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read (with a partner or alone) and demonstrate understanding of decodable nonfiction/informational text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RI.1.10)
- ✓ Read words with inflectional endings, such as *-ed* (RF.1.3f)
- ✓ Read decodable text in the story “The Reptile Room” that incorporates the letter-sound correspondences taught, with increased accuracy, appropriate rate, and expression on successive readings (RF.1.4b)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Identify common and proper nouns (L.1.1b)
- ✓ Use regular present-, past-, and future-tense verbs correctly orally and in writing (L.1.1e)
- ✓ Identify and use adjectives orally and in own writing (L.1.1f)
- ✓ Capitalize dates (L.1.2a)
- ✓ Use commas in dates (L.1.2c)
- ✓ Identify frequently occurring root words and their inflectional forms, such as *-ed* (L.1.4c)

<b>At a Glance</b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Warm-Up</b>	Using Adjectives	four to six small objects in a box	15
<b>Grammar</b>	Identifying Nouns and Verbs	Worksheet 17.1	20
<b>Reading Time</b>	Small Group: Reread “The Reptile Room”	<i>The Green Fern Zoo</i>	25
<b>Take-Home Material</b>	Reading Two-Syllable Words	Worksheet 17.2	*

### Advance Preparation

You will need to collect a few small objects that you and students can describe. Choose interesting objects with different colors and/or textures and some that make a sound. Place them in a box. Please create a chart with icons for each of the five senses to use and display in the classroom. Please also create a chart to record adjectives that describe the animals of Green Fern Zoo.

Plan Template	Completed Plan Template
	<p style="text-align: center;">Grapes</p> 

Critt-ers					

### Warm-Up

15 minutes

### Using Adjectives

**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.

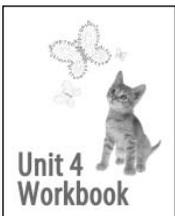
- Tell students that today they will practice describing objects using their five senses. Review each of the five senses with students, having students identify the body part that is responsible for each sense. (Eyes help you see; ears help you hear; tongue helps you taste; fingers help you touch; nose helps you smell.) Please refer students to the Five Senses chart on display in the classroom.

- Choose four to six items from the box of objects that you prepared prior to this lesson and display them in view of the students. 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 for students 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.
- 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.
- 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.

## Grammar

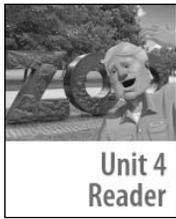
20 minutes

### Identifying Nouns and Verbs



Worksheet 17.1

- Distribute Worksheet 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 worksheet.
- Tell students that on this worksheet, they should circle the nouns and underline the verbs with a squiggly line.
- Complete the first two sentences together as a class. Then have students complete the worksheet with a partner.
- Circulate around the room as students complete the worksheet. 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.
- Review the worksheet as a class.



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### Small-Group: Reread “The Reptile Room”

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

- Divide students into two groups. You will work with Group 1, students who need more direct support and immediate feedback, while students in Group 2 should partner read.
- ✪ **Group 1:** Meet with students needing more direct support. Have students take turns reading aloud “The Reptile Room.” If time permits, you may reread other stories from the Reader.
- ✪ **Group 2:** Tell students to take turns reading “The Reptile Room.” Tell them if they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

### Wrap-Up

- Show students the 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.
- 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.

## Take-Home Material

### Reading Two-Syllable Words

- Have students take home Worksheet 17.2 to practice reading two-syllable words with a family member.

# Lesson 18

## Grammar

### ✓ Objectives

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

- ✓ Segment and blend phonemes during Large Card Chaining to form one- or two-syllable words (RF.1.2d)
- ✓ Segment and blend phonemes during Teacher Chaining to form one- or two-syllable words (RF.1.2d)
- ✓ Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted (RF.1.3b)
- ✓ Read words with inflectional endings, such as *-ed* (RF.1.3f)
- ✓ Identify common and proper nouns (L.1.1b)
- ✓ Use regular present-, past-, and future-tense verbs correctly orally and in writing (L.1.1e)
- ✓ Identify and use adjectives orally and in own writing (L.1.1f)
- ✓ Use frequently occurring affixes, such as *-er*, *-ness*, and *-less*, as a clue to the meaning of a word (L.1.4b)
- ✓ Identify frequently occurring root words and their inflectional forms, such as *-ed* (L.1.4c)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	Verb Identification: Present, Past and Future Tense		10
<b>Grammar</b>	Using Adjectives	box of small objects; puppet or stuffed animal	15
<b>Chaining</b>	Teacher Chaining		15
	Large Card Chaining	Large Cards for 'm', 'n', 't', 'd', 'c', 'k', 's', 'p', 'b', 'l', 'h', 'ch', 'sh', 'ar', 'or', 'er'	20
<b>Take-Home Material</b>	"Things with Wings"	Worksheet 18.1	*

### Advance Preparation

You will need to 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.

**Verb Identification: Present, Past and Future Tense**

- Ask students, “What is a verb?” (part of speech 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. (The students should say *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. (The students should say *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 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.

### Using Adjectives

- 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.
- 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 that 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.

### Chaining

35 minutes

#### Teacher Chaining

15 minutes

If students need additional practice with chaining, you may use the Pausing Point exercises under the objective “Read Words That Contain Vowel Digraphs” and the activities in the *Assessment and Remediation Guide*.

Discuss briefly with students the meanings of *-er*, *-ness*, and *-less*.

- Tell students that you will now practice reading two-syllable words.
- 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*.
- 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 to students, “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

## Large Card Chaining

20 minutes

- Pass out the following Large 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; they should verify whether the word is correct by trying to sound out exactly what each letter card spelling represents as sequenced.
- Once the word has been spelled correctly, say to students, "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

## Take-Home Material

### "Things with Wings"

- Have students take home Worksheet 18.1 to read and discuss with a family member.

# Lesson 19

Review  
Assessment

## ✓ Objectives

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

- ✓ Ask and answer questions, orally and/or in writing, about the informational text “Termites,” requiring literal recall and understanding of the details, and/or facts of a nonfiction/informational text read independently (RI.1.1)
- ✓ Identify the main topic and retell key details of a nonfiction/informational text read independently (RI.1.2)
- ✓ Ask and answer questions about unknown words and phrases in nonfiction/informational texts read independently (RI.1.4)
- ✓ Read (with a partner or alone) and demonstrate understanding of decodable nonfiction/informational text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RI.1.10)
- ✓ Read words with inflectional endings, such as *-ed* (RF.1.3f)
- ✓ Read and understand decodable text that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Use regular present-, past-, and future-tense verbs correctly orally and in writing (L.1.1e)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “Termites” (L.1.2b)
- ✓ Identify frequently occurring root words and their inflectional forms, such as *-ed* (L.1.4c)

<b>At a Glance</b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Warm-Up</b>	The ‘ed’ Dance		10
<b>Grammar</b>	Word Sort with Past-Tense Verbs	Worksheet 19.1	20
<b>Reading Time</b>	Partner Reading: “Termites”	Worksheet 19.2	30

### The 'ed' Dance

- Lead the class in the 'ed' dance.

**/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)

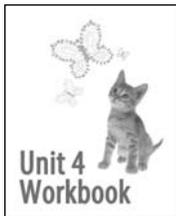
**Spelled 'e' 'd'** (arms up and outstretched, hips still wiggle left to right on each beat)

- Repeat with students leading the class.

### Grammar

20 minutes

### Word Sort with Past-Tense Verbs



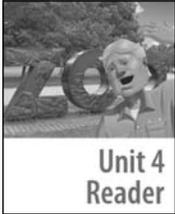
Worksheet 19.1

- Distribute Worksheet 19.1.
- 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*, 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 underline the past-tense marker *-ed* in each verb. Then have students fill in the slash marks with the words' final sound(s).
- 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/

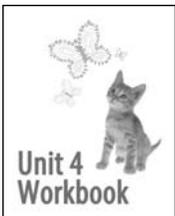
Partner Reading: "Termites"

Note to Teacher



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Today students will read with a partner. You may wish to review your class guidelines for reading with a partner, such as how to take turns reading aloud and asking questions from page to page. Encourage students to use their Individual Code Chart if they come to a spelling they do not know how to read. You may also wish to use the Anecdotal Reading Record provided in the Appendix of this Teacher Guide to record students' progress as you circulate and listen to them read with their partners.



Worksheet 19.2

Introducing the Story

- Tell students that the topic of today's story is termites. Termites are insects that look a lot like ants.

Previewing the Spellings

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

'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

Previewing the Vocabulary

- You may wish to preview the following vocabulary before reading today's story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary:

1. **stump**—a part of a tree that remains in the ground after it has fallen or been cut down
2. **spike**—a sharply pointed object that projects upward
3. **termite mound**—a raised pile of dirt where termites live
4. **queen**—a female termite that can have baby termites

- Be sure to call to students' attention that *queen* is a multiple-meaning word. Make sure that students know the meaning of this word as it is 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.
- Distribute Worksheet 19.2. As a class, write the today’s date on the worksheet, reminding students about capitalizing proper nouns and where to place commas. Tell students to complete this worksheet after reading today’s story.

### **Wrap-Up**

- Show students the chart created to record descriptions about animals. In the first column, write *termites*. Ask students, “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 discussion questions to guide your conversation 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 on “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 up of wood or not in their reply.)

# Lesson 20

## ✓ Objectives

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

- ✓ Recognize the distinguishing features of a sentence (e.g., first word capitalization, ending punctuation) (RF.1.1a)
- ✓ Compare words with /er/, /ar/, and /or/ r-controlled vowel sounds (RF.1.2d)
- ✓ Read one- and two-syllable words and then write each word under its corresponding picture (RF.1.3b)
- ✓ Plan a descriptive paragraph about a grape that includes mention of the topic, some facts about the topic, and some sense of closure (W.1.2)
- ✓ Describe things with relevant details, expressing ideas and feelings clearly (SL.1.4)
- ✓ Capitalize dates (L.1.2a)
- ✓ Use commas in dates (L.1.2c)
- ✓ Spell and write one- and two-syllable words using letter-sound correspondences taught in Grade 1 for a weekly spelling assessment (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words for a weekly spelling assessment (L.1.2d)

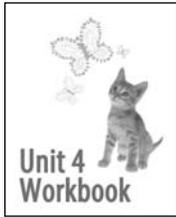
<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
<b>Spelling</b>	<b>Spelling Assessment</b>	Worksheet 20.1	15
<b>Practice</b>	<b>Vowel Discrimination Game</b>	/ar/ and /er/ sound cards from Lesson 5; one blank index card per student	10
	<b>Word Box</b>	Worksheet 20.2	10
<b>Writing</b>	<b>Descriptive Writing: Planning</b>	The Writing Process chart; The Five Senses template; one grape per student; blank plan template	25

### *Advanced Preparation*

Today's advance preparation is for the writing component of the lesson:

Copy onto chart paper and be prepared to display The Writing Process and The Five Senses planning template, both of which are found at the end of this lesson. The Five Senses template should include the senses icons; you will fill in this template as part of the planning process as a class.

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.

**10 Spelling Assessment**

Worksheet 20.1

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

- |            |            |
|------------|------------|
| 1. 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, instructing students to correct their work by crossing out any incorrect spelling, copying and writing the correct spelling next to it.

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

**Practice**

20 minutes

**Vowel Discrimination Game**

10 minutes

**Note:** For this exercise students will need the /ar/ and /er/ cards from Lesson 5.

- Pass out the /ar/ and /er/ cards, as well as one index card per students.
- 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.

If students need additional practice with vowel discrimination, you may use the Pausing Point exercises listed under the objective “Distinguish Similar Sounds” and the activities in the *Assessment and Remediation Guide*.

- Next, tell students that you will be reading some three-sound 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.

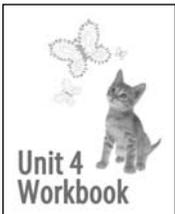
**Note:** If students have trouble hearing a word’s middle sound, say the word in a segmented fashion: /p/ /ar/ /t/. Then repeat the word in its blended form: *part*.

- |         |          |
|---------|----------|
| 1. part | 6. Vern  |
| 2. port | 7. torn  |
| 3. fern | 8. thorn |
| 4. farm | 9. harm  |
| 5. form | 10. sort |

## Word Box

10 minutes

- Distribute Worksheet 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/ . . . /a/ . . . /r/; blend to make *gar*;
  2. /l/ . . . /i/ . . . /c/; 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 worksheet.



Worksheet 20.2

## Writing

25 minutes

### Descriptive Writing: Planning

#### The Writing Process

- Tell students that today they will begin practicing the writing process they learned in Unit 3.
- Display The Writing Process chart and read the title aloud. Students should not yet be expected to read this title on their own, as it is not yet decodable.

- Explain to students 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.

#### ***Descriptive Writing: Plan***

- Point to The Writing Process chart and remind students that they used this writing process when they worked on narratives and book reports in Unit 3.
- Tell students 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.
- Remind students that they have used the Five Senses chart to help them describe objects in previous lessons.
- Take out the grapes and give one to each student.
- Display The Five Senses planning template that you prepared prior to this lesson. Explain that now they will plan how to describe the grapes using as many of their senses as possible.
- Point to the planning template and explain that this will help them to plan their description in a more organized way.
- Explain that when working on a description, they should begin by writing down the title of the description. The title tells what they are describing.
- Point to the line at the top of the plan template and tell students that this is where to write the title.
- On the planning template, write *Grapes* on the title line at the top.

- Explain that the five pictures on the planning template represent the five senses (sight, hearing, smell, taste, touch). Remind students 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 words and/or phrases that students call out on the plan template. For examples of decodable words and phrases see the completed plan template at the end of this activity.
- 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 to students 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. 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.

<b>Plan Template</b>	<b>Completed Plan Template</b>
<p>_____</p>     	<p>Grapes</p>  -round  -green  -popp • ing sound  -sweet  -tart  -smooth  -soft 

## Spelling Analysis Directions

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### Analysis of Student Errors

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#### 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. Below, we have provided analyses focusing on errors in encoding the past-tense marker in these words. Some of these words are also two-syllable words, and you should take note of any difficulty students have in encoding both syllables of two-syllable words. Please refer to the Appendix, "Using Chunking to Decode Multi-syllable Words," for more information on assisting students who have difficulty with multi-syllable words.

#### Column 1

**What an error in this column means:** 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 Multi-syllable Words,” for more information on assisting students who have difficulty with multi-syllable 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:** For now, students should memorize how to spell these Tricky Words. Additional practice reading and writing Tricky Words can be found in the Pausing Points and the *Assessment and Remediation Guide*.

#### **Column 5**

In the last column, specifically note any other confusion evidenced by individual student errors. For example, 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*.



# The Writing Process



**PLAN**



**DRAFT**



**EDIT**

## Plan Template

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# Lesson 21

## Writing Review and Practice

### ✓ Objectives

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

- ✓ Ask and answer questions, orally and/or in writing, about the informational text “River Otters,” requiring literal recall and understanding of the details, and/or facts of a nonfiction/informational text read independently (RI.1.1)
- ✓ Describe the connection between animals that like to play and that spend time in both water and land in a nonfiction/informational text read independently (RI.1.3)
- ✓ Ask and answer questions about unknown words and phrases in nonfiction/informational texts read independently (RI.1.4)
- ✓ Read (with a partner or alone) and demonstrate understanding of decodable nonfiction/informational text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RI.1.10)
- ✓ Recognize the distinguishing features of a sentence (e.g., first word capitalization, ending punctuation) (RF.1.1a)
- ✓ Read words with inflectional endings, such as *-ed* (RF.1.3f)
- ✓ Read and understand decodable text in the story “River Otters” that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Draft a descriptive paragraph about a grape that includes mention of the topic, some facts about the topic, and some sense of closure (W.1.2)
- ✓ Describe things with relevant details, expressing ideas and feelings clearly (SL.1.4)
- ✓ Use regular present-, past-, and future-tense verbs correctly orally and in writing (L.1.1e)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Capitalize dates (L.1.2a)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “River Otters” (L.1.2b)
- ✓ Use commas in dates (L.1.2c)
- ✓ Identify frequently occurring root words and their inflectional forms, such as *-ed* (L.1.4c)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
<b>Warm-Up</b>	<b>The 'ed' Dance</b>		10
<b>Writing</b>	<b>Descriptive Writing: Drafting</b>	The Writing Process chart; completed The Five Senses template; writing paper, one sheet per student; decodable descriptive word chart; chart paper; Worksheet 21.1	30
<b>Reading Time</b>	<b>Small Group: "River Otters"</b>	<i>The Green Fern Zoo</i> ; Worksheet 21.2	20
<b>Take-Home Material</b>	<b>Edit Draft with Editing Checklist</b>	completed draft; Worksheet 21.1	*

### *Advanced Preparation*

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

Please also create a descriptive word chart for students to reference when creating sentences for their paragraphs.

## **Warm-Up**

**10 minutes**

### **The 'ed' Dance**

- 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 <i>marker</i> )
<b>Past-tense marker</b>	(wiggle your hips left to right on each beat, one beat on <i>marker</i> )
<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)
- Write a chart with three columns on the board with the headings /ed/, /d/, and /t/.
- Write the following words on the board: *smiled, start•ed, helped, walked, jumped, lift•ed, yelled, 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.

## Descriptive Writing: Planning

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### Review: Plan

- Point to *The Writing Process* chart and remind students of the three steps that are involved in writing a description—plan, draft, edit.
- Point to the completed The Five Senses planning template and remind students that in the previous lesson they discussed how to best describe grapes. 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 Paragraph

- Explain to students that you will now work as a class to turn what they planned earlier 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. 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 the plot in order.
- Explain the parts of a descriptive draft: the name of the thing you are describing (or title), the starting sentence, the description sentences (using the five senses), and the ending sentence.
- Explain that next 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 . . .” Please discuss the two-syllable word *des•cribe* with students.



### Unit 4 Workbook

Worksheet 21.1

- 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 what indenting means 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 middle sentences. They describe in detail what the grapes look, sound, taste, feel, and smell like.

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

### Tricky Words

1. a	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

**Note:** Be sure to create a chart of these decodable descriptive words to assist students in creating sentences for their paragraphs.

Words That Describe	
 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	

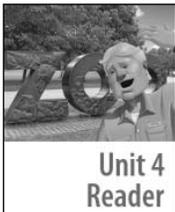
- Point to the planning template and ask students what grapes look like. Encourage them to use the sentence starter, “Grapes look . . .” using words from their planning template. For example, *Grapes look round and green.* Record their description on the chart paper.
- Continue with the remaining senses, using the decodable sentence starters and descriptive words from the chart. The descriptions should have the words from the planning templates. 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 sentence 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 to students, and tell them they will write their own draft about grapes. Encourage students to look at the class draft for help, but not to copy directly what they see.
- When students have finished, distribute Worksheet 21.1, the editing checklist. 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 will edit their draft and bring it back to class for the next lesson.

## Reading Time

### Small Group: "River Otters"

20 minutes



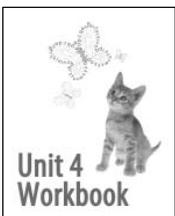
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**Note:** Before breaking into small groups, write some of the words or phrases from the previous Supplemental Materials section on the board. If some pairs finish early, they can illustrate one of the words or phrases.

- Distribute Worksheet 21.2. Remind students to write the date beneath their names. Tell students to complete this after they read "River Otters." Encourage students to reread the story to find the answers to the questions.

### Introducing the Story

- Tell students that today's story is about animals called river otters. Ask students if they have any idea where river otters might live based on their name.



Worksheet 21.2

### Previewing the Spellings

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

‘ll’ > /l/	‘ed’ > /d/	‘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

### Previewing the Vocabulary

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

1. **webbed paws**—fingers that are connected by a thin amount of skin
2. **scamper**—hurry, run
3. **moss**—a small, green plant that feels soft to the touch
4. **bark**—the outer layer of a tree

### Purpose for Reading

- Tell students to read today’s story to learn about river otters, including what they like to eat.

### 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 should partner read.
- ✪ **Group 1:** Meet with students needing more direct support. Have students take turns reading aloud “River Otters.”
- ✪ **Group 2:** Tell students to take turns reading “River Otters.” Tell them if they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

### Wrap Up

- Show students the chart created to record descriptions about animals. In the first column, write *river otters*. Ask students, “What does a river otter look like?” Write two to three adjectives about river otters in the second column on the chart.
- Use the following discussion questions to guide your conversation 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 on “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.)

## Take-Home Material

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### Edit Draft with Editing Checklist

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- Have students take home Worksheet 21.1 and their drafts to practice the editing part of the writing process with a family member.

# Lesson 22

## Review and Practice Writing

### ✓ Objectives

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

- ✓ Recognize the distinguishing features of a sentence (e.g., first word capitalization, ending punctuation) (RF.1.1a)
- ✓ Orally produce single- or two-syllable words with featured vowel digraphs by blending the sounds (RF.1.2b)
- ✓ Read words with inflectional endings, such as *-ed* (RF.1.3f)
- ✓ Plan an informational/explanatory text that includes mention of the topic, some facts about the topic, and some sense of closure (W.1.2)
- ✓ With guidance and support from adults, use a variety of digital tools to produce writing, including in collaboration with peers (W.1.6)
- ✓ With guidance and support from adults, gather information from provided sources to answer a question (W.1.8)
- ✓ Describe things with relevant details, expressing ideas and feelings clearly (SL.1.4)
- ✓ Use regular present-, past-, and future-tense verbs correctly, orally and in writing (L.1.1e)
- ✓ Capitalize dates (L.1.2a)
- ✓ Use commas in dates (L.1.2c)
- ✓ Identify frequently occurring root words and their inflectional forms, such as *-ed* (L.1.4c)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
<b>Warm-Up</b>	I'm Thinking of . . .		10
<b>Writing</b>	<b>Descriptive Writing: Planning and Research Using Informational Text</b>	completed The Five Senses template; research worksheet copied onto chart paper; Worksheets 22.1–22.6	30
<b>Grammar</b>	<b>The 'ed' Dance and Past-Tense Marker <i>-ed</i></b>	Worksheet 22.7	20
<b>Take-Home Material</b>	"Big Cats"	Worksheet 22.8	*

### *Advance Preparation*

Today's writing lesson requires the following advance preparation:

- You will need to choose a way to display photos of the six animals from Worksheets 22.1–22.6 (show copies of worksheets, or display images on an overhead projector, etc.).
- Display the completed The Five Senses planning template from previous lessons.

- Create a large version of the research worksheet with a picture of a trout (located in “Class Planning” section of this lesson).
- Assign students a specific animal to research. You may wish to do this in advance as the groupings could potentially affect your classroom configuration. Students will use this research to draft a descriptive paragraph in future lessons.
- Gather web resources on information about animals, including video clips of animals; see Introduction for ideas.

## Warm-Up

10 minutes

### I’m Thinking of . . .

- Tell students that you are going to use lots of adjectives and describing words to talk about something; you want them to listen carefully to try to guess what you describe. Tell them that you will give them a series of clues. They should raise their hand when they think they know what the clues describe.
- Read the clues in the box below. Stop after each line of clues and ask a student to guess what it is. Ask the other students if it could be anything else, but do not tell them yet if the answer is right or wrong.
- After you have read all of the clues, most students should be able to tell you that it is a tiger. Ask them how they can be certain that you described a tiger. (There were many clues; the clues became more specific; the clues described what it looked like, felt like, and sounded like.)
- Point out each adjective you used to describe different features of the tiger and its associated sense (*four* legs and *long* tail—sight, *big* cat—sight, *loud* roar—hearing, *sharp* teeth—touch, *soft* coat—touch, *striped*—sight).

#### What is it?

This thing is an animal. It has four legs. It has a long tail. What is it?

This animal is large. It is a big cat. What is it?

This animal has a loud roar. It has sharp teeth. What is it?

This animal has a soft fur coat that is striped. What is it?

Tell students that you will now read them clues that describe animals they have read about in *The Green Fern Zoo*.

**Note:** Please allow students to use their Readers during this activity so they can use the photographs as visual cues.

- Once students identify the animal, talk about the adjectives used in the description and ask if students can think of any other adjectives to describe this animal.

1. This animal is a big black cat that runs fast and uses its claws to climb up trees. (panther)
2. This long animal has a pattern on its scales that helps it hide in the desert sand. (rattler)
3. This animal swims in lakes and creeks and has dark marks that help it hide from bigger fish. (trout)
4. This small insect likes to munch on wood. (termite)

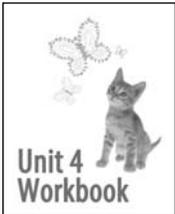
- Remind students that a description tells you in detail how something or someone appears to the senses, i.e., how it looks, smells, tastes, sounds, or feels.

## Writing

30 minutes

### Descriptive Writing: Planning and Research Using Informational Text

#### Project Explanation



Worksheets  
22.1–22.6

**Note:** Please have a copy of *The Green Fern Zoo* ready to show students pictures of animals.

- Collect students' editing checklists 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. Tell students that they will continue writing today.
- 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 Stories are called informational text. Informational text provides factual, or real, information about a topic. The facts are not made-up, or fiction.
- Remind students of their descriptive paragraphs about grapes. Ask students, "What did you use to help you describe the grapes?" (their five senses and lots of adjectives/descriptive words)
- Tell students that today they will start writing a descriptive and informational paragraph about one of the animals in the *The Green Fern Zoo*.
- 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.
- Have students choose or assign students animals for this project.

**Note:** Students may be grouped according to assigned animals to better assist students needing teacher support.

- Once students have been chosen or been assigned their animals, have students turn to the appropriate worksheet (22.1–22.6).
- Explain to students that just like when they had a planning document for writing a description of grapes, this worksheet 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 their Readers to gather much of their information.
- If digital resources are available, provide students with opportunities for gathering information for their animal paragraphs from the websites listed in the Introduction.

**Class 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 their Reader, *The Green Fern Zoo*.
- Display the sample worksheet about the trout that you prepared prior to the lesson.

<b>Name</b> _____
<b>Name of Critt•er :</b> _____

<b>I will des•cribe:</b>
<b>What it looks like:</b>
<b>What it sounds like:</b>
<b>What it feels like:</b>
<b>Where is its home?</b>
<b>What food would it like?</b>

- 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 a line through this detail.
- Remind students it is okay to just write words and phrases when gathering facts.

### Student Planning

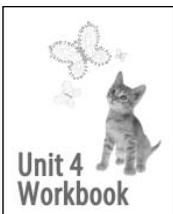
- Tell students that they will now work on their own planning documents. To do so, they need to have the Reader and their animal worksheet on their desk.
- Have students write their name, the date, and the name of their animal on their worksheet.
- Tell students that the name of their animal will be 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 or chosen animals).
- After students have reread information about their animal, they will record information about their animal on the lines below the photo on the worksheet. 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 Worksheets 22.1–22.6 about their animal, using the Reader for information.
- Please save students' complete planning worksheets for use in the next lessons.

**Note:** 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.

## Grammar

20 minutes

### The 'ed' Dance and Past-Tense Marker -ed



Worksheet 22.7

- Have students perform the 'ed' dance. At this point, you may choose students to lead the class in the 'ed' dance.

**/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)

- Write a chart with three columns on the board with the headings “/ed/”, “/d/”, and “/t/”.
- Write the following words on the board: *cooked, brushed, skipped, walked, melted*. Have students read the words aloud, noting the ending sound. Write each word under the appropriate column.
- Distribute Worksheet 22.7. Have students write the date on the worksheet.
- Explain that each sentence is written in the past tense. Students must take the word 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 worksheet. Review as a class.

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

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### ***“Big Cats”***

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- Have students take home Worksheet 22.8 to read and discuss with a family member.

# Lesson 23

## Writing

### ✓ Objectives

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

- ✓ Ask and answer questions, orally and/or in writing, about the informational text “Cranes and Spoonbills,” requiring literal recall and understanding of the details, and/or facts of a nonfiction/informational text read independently (RI.1.1)
- ✓ Ask and answer questions about unknown words and phrases in nonfiction/informational texts read independently (RI.1.4)
- ✓ Distinguish between information provided by pictures and information provided by the words in a nonfiction/informational text read independently (RI.1.6)
- ✓ Use illustrations and details in a nonfiction/informational text read independently to describe its key ideas (RI.1.7)
- ✓ Read (with a partner or alone) and demonstrate understanding of decodable nonfiction/informational text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RI.1.10)
- ✓ Recognize the distinguishing features of a sentence (e.g., first word capitalization, ending punctuation) (RF.1.1a)
- ✓ Orally produce single- or two-syllable words with featured vowel digraphs by blending the sounds (RF.1.2b)
- ✓ Read and understand decodable text in the story “Cranes and Spoonbills” that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Draft an informational/explanatory text that includes mention of the topic, some facts about the topic, and some sense of closure (W.1.2)
- ✓ Describe things with relevant details, expressing ideas and feelings clearly (SL.1.4)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)

<b>At a Glance</b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Warm-Up</b>	I’m Thinking of . . .	<i>The Green Fern Zoo</i>	10
<b>Writing</b>	<b>Descriptive Writing: Drafting</b>	completed Planning Worksheets 22.1–22.6; copy of drafting template; Worksheet 23.1	30
<b>Reading Time</b>	<b>Small Group: “Cranes and Spoonbills”</b>	<i>The Green Fern Zoo</i>	20
<b>Take-Home Material</b>	<b>Nouns and Verbs</b>	Worksheet 23.2	*

### Advance Preparation

You will need to create a large version of the drafting template found at the end of this lesson to display.

## Warm-Up

10 minutes

### I'm Thinking of . . .

**Note:** Please allow students to use their Readers during this activity so they can use the photographs as visual cues.

- 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. Tell them that you will give them clues. They should raise their hand when they think they know what it is.
- Read the clues in the box below and have students guess which animal it is.

1. This big fish swims near the reef and has lots of sharp teeth. (reef shark)
2. This animal lives in holes under the ground. (groundhog)
3. This clever animal uses a stick as a tool to help it find ants to eat. (chimp)
4. This furry animal likes to swim and has webbed paws and sharp claws. (river otter)
5. This animal has wings and a big bill that it uses to catch fish. (puffin)
6. This animal is a lot like a chimp, but has a red nose and sharp teeth. (mandrill)

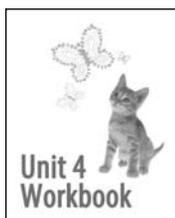
- Tell students that a description tells you in detail how something or someone appears to the senses, i.e., how it looks, smells, tastes, sounds, or feels.
- **Variation:** Students may give riddles for you and their classmates to answer.

## Writing

### Descriptive Writing: Drafting

30 minutes

#### Class Draft



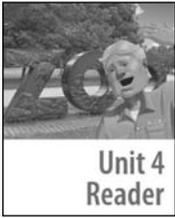
Worksheet 23.1

- Explain to students that you will show them how to use the information they researched and wrote about their animal in yesterday's plan to write a draft today. Remind students that drafting is the next step in the writing process after planning.
- Display the completed planning worksheet you completed in Lesson 22 about trout. Remind students that in the planning/research 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.

- On the blank drafting template you prepared prior to the lesson, write *Trout* centered at the top and explain that this is where the name of the thing/critter 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 describing 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 what indenting means relative to the margin. Remind students that a sentence starts with a capital letter and ends with a punctuation mark.
- 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 worksheets from Lesson 22 to fill out their drafting templates in complete sentences on Worksheet 23.1.
- 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 or chart, and the chart of decodable descriptive words when writing.
- Please save students’ drafting worksheets for use in the next lesson.



**Small Group: “Cranes and Spoonbills”**

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

**Introducing the Story**

- Tell students that today’s story is about two types of bird: cranes and spoonbills. Both are birds that live near the water and stand on tall legs.

**Previewing the Spellings**

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

‘a_e’ > /ae/	Tricky Words	Contractions	Two-Syllable Words
make	two	that’s	sand•hill
crane	their	can’t	spoon•bill
care	be•cause		point•ed
			wet•lands
			hoot•ing
			un•til
			swimm•ing
			in•side

**Previewing the Vocabulary**

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

1. **wetlands**—a swampy, marshland areas
2. **mate**—have babies
3. **hooting**—a particular kind of noise
4. **chicks**—baby birds

**Purpose for Reading**

- Tell students to read today’s story to learn what sandhill cranes and spoonbills look like.

**Small Group**

Divide students into two groups. Today you should meet with students from Group 2 who previously read with a partner in Lesson 21. Remember that it is important to hear all of your students read aloud on a regular basis.

- ★ **Group 1:** Have students take turns reading aloud “Cranes and Spoonbills” with a partner.
- ★ **Group 2:** Tell students to take turns reading “Cranes and Spoonbills.” Tell them if they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

### Wrap-Up

- Show students the chart created to record descriptions about animals. In the first column, write *cranes* and *spoonbills*. Ask students, “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 discussion questions to guide your conversation 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 on “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)

## Take-Home Material

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### Nouns and Verbs

- Have students take home Worksheet 23.2 to practice nouns and verbs with a family member.

Name: \_\_\_\_\_

Name of Critter: \_\_\_\_\_

I will describe \_\_\_\_\_

\_\_\_\_\_

Describe what it looks like, sounds like, and feels like:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Home:

\_\_\_\_\_

Food:

\_\_\_\_\_

Fun Fact:

\_\_\_\_\_

End (Why is it cool?):

\_\_\_\_\_

# Lesson 24

## Writing Review and Practice

### ✓ Objectives

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

- ✓ Recognize the distinguishing features of a sentence (e.g., first word capitalization, ending punctuation) (RF.1.1a)
- ✓ Read words with inflectional endings, such as *-ed* (RF.1.3f)
- ✓ Edit an informational/explanatory text that includes mention of the topic, some facts about the topic, and some sense of closure (W.1.2)
- ✓ With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed (W.1.5)
- ✓ With guidance and support from adults, use a variety of digital tools to publish writing, including in collaboration with peers (W.1.6)
- ✓ Describe things with relevant details, expressing ideas and feelings clearly (SL.1.4)
- ✓ Use regular present-, past-, and future-tense verbs correctly orally and in writing (L.1.1e)
- ✓ Identify frequently occurring root words and their inflectional forms, such as *-ed* (L.1.4c)

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Warm-Up</b>	Past, Present, and Future Tense Review		10
<b>Writing</b>	Descriptive Writing: Editing	Worksheet 24.1; copy of Check the Draft Step by Step chart; one pink and one blue sticky note per student	30
<b>Review</b>	Baseball Game	index cards	20
<b>Take-Home Material</b>	Compound Words	Worksheet 24.2	*

### Advance Preparation

Please create a large version of the Check the Draft Step by Step document found at the end of this lesson.

In addition, you will play a baseball game to review reading words. Please write the following words on index cards for the review:

- |             |               |
|-------------|---------------|
| 1. term     | 11. wished    |
| 2. form     | 12. sledd•ing |
| 3. arm      | 13. nodd•ing  |
| 4. clerk    | 14. pop•corn  |
| 5. march    | 15. hor•net   |
| 6. north    | 16. bitt•er   |
| 7. stern    | 17. car•pet   |
| 8. asked    | 18. back•yard |
| 9. looked   | 19. sun•set   |
| 10. stopped | 20. sun•rise  |

## Warm-Up

10 minutes

### Past, Present, and Future Tense Review

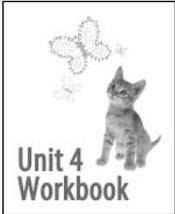
- Remind students that they have been learning about sentences that occur in the past, present, and future.
- Tell students you will read sentences aloud to them. They should listen carefully and then tell you whether the action occurred in the past, present, or future.
- If time permits, ask students 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 walked*.

1. Jill went to the party yesterday.
2. Lee ran fast in the race.
3. Beth will play games with her friends.
4. Juanita walked to the store.
5. The dog barked at the neighbors.
6. She scratched her back.
7. I will drive to the airport tomorrow.
8. Yesterday I started a good book.

## Descriptive Writing: Editing

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### Editing



Worksheet 24.1

- Display the copy of the editing checklist. Explain that this is a checklist that has steps to help edit their drafts. Remind students that editing helps to make their writing better.
- Distribute students' drafting templates on Worksheet 23.1. Tell students that today they will work with peer partners to complete their edits. A peer is a classmate, and peer-editing is when we use a checklist to edit someone else's work. Tell students that they will use Worksheet 24.1 to check a peer's draft.
- Partner students according to assigned animal. Explain to students that they should first read over their partner's draft, and then follow the editing checklist. Students should mark their partner's draft in another color and be careful to keep their partner's draft nice and neat so their partner can read their edits.
- Give each pair two sticky notes, each of different colors. 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.

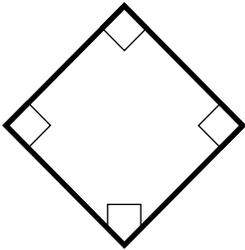
### Publishing

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

**Note:** You might have students create a colorful cover of their work, where they draw and color a picture of their animal.

**Baseball Game**

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- Draw a baseball diamond on the board.
- Divide the class into two teams, having one team at a time come to line up at the board. (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.

**Take-Home Material**

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**Compound Words**

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- Have students take home Worksheet 24.2 to practice using compound words with a family member.

# Check the Draft Step by Step

Name of Partner: \_\_\_\_\_

Edited by: \_\_\_\_\_

<b>Step</b>	<b>Check?</b>
Check that the name of the critt·er is there.	
Check that you des·cribed what it looks like.	
Check that you des·cribed its home.	
Check that you des·cribed its food.	
Check that you list·ed a fun fact.	
Aa, Bb, Cc and ? . !	
Check that the words are spelled well.	

# Lesson 25

## ✓ Objectives

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

- ✓ Segment and blend phonemes during Dictation to form one-syllable words (RF.1.2d)
- ✓ Read words with inflectional endings, such as *-ed* (RF.1.3f)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings (RF.1.4b)
- ✓ Identify common and proper nouns (L.1.1b)
- ✓ Use regular present-, past-, and future-tense verbs correctly orally and in writing (L.1.1e)
- ✓ Identify and use adjectives orally and in own writing (L.1.1f)
- ✓ Identify frequently occurring root words and their inflectional forms, such as *-ed* (L.1.4c)
- ✓ Share writing with peers

At a Glance	Exercise	Materials	Minutes
<b>Assessment</b>	Dictation	one sheet of paper per student	Will Vary
<b>Assessment</b>	Grammar	Worksheet 25.1	Will Vary
<b>Small Group</b>	Read Stories/Review Writing	<i>The Green Fern Zoo</i> ; completed descriptive writing paragraphs	Will Vary

## Assessment

Will Vary

### 10 Dictation

- Tell students to take out a pencil and a piece of paper.
- 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 spellings they have learned in Unit 4.
- 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 *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 o r.

- Finally, ask students to read the word back to you.
- Write the words on the board and have students self-correct.

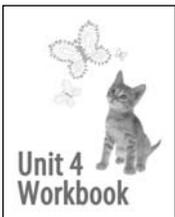
- |         |           |
|---------|-----------|
| 1. cord | 8. perk   |
| 2. card | 9. perch  |
| 3. fern | 10. storm |
| 4. farm | 11. marsh |
| 5. fork | 12. charm |
| 6. pork | 13. verb  |
| 7. park | 14. cork  |

- Analyze student errors, using the assessment analysis chart at the end of the lesson.

## Assessment

Will Vary

### 10 Grammar



Worksheet 25.1

- Distribute Worksheet 25.1. Tell students that in the first part, they are to read the 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 past-tense form.

## Small Group

Will Vary

### Read Stories/Review Writing

- Have students work in small groups with any 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/worksheets

# Assessment Analysis

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## Analysis of Student Errors: Dictation

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### 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 also 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 also 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*.



# Lessons 26–28

## ✓ Objectives

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

- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Segment and blend phonemes to form one- and two-syllable words (RF.1.2d)
- ✓ Read r-controlled vowel sounds spelled with digraph teams (RF.1.3c)
- ✓ Capitalize dates (L.1.2a)
- ✓ Use commas in dates (L.1.2c)
- ✓ Orally produce sounds represented by spellings

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Mid-Year Assessment</b>	Reading Comprehension: “Amber the Bat”	Worksheet 26.1	Will Vary
	Word Reading in Isolation		

### Advance Preparation

- Make one copy of the word list at the end of this lesson for use during the Word Reading in Isolation Assessment.
- Make one copy for each student of the Word Reading in Isolation Scoring Sheet, also found at the end of this lesson.

### **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/worksheets

## **Mid-Year Assessment**

*Will Vary*

### **10 Reading Comprehension: “Amber the Bat”**

**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 Worksheet 26.1. Tell students to write their names and date on the worksheet.
- 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.
- Record students’ results on the Reading Comprehension Assessment Scoring Sheet.

## Amber the Bat

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!

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.

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 travel up to 40 miles to gath·er food!

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 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

## Reading Comprehension Assessment Scoring Sheet

---

Skill	Literal	Inferential	
Question Number	1–7	8 and 9	
Student Name			
Benchmarks (number correct out of number given)	6 out of 7	2 out of 2	Overall Benchmark 80%

## Reading Comprehension Assessment Remediation Guide

After you have entered all student scores into the Reading Comprehension Assessment Scoring 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.

Comprehension	
Literal (#1, 2, 3, 4, 5, 6, 7)	Inferential (#8, 9)
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____

### 10 Word Reading in Isolation Assessment

#### *Directions for Word Reading in Isolation Assessment*

- Turn to the Word List for the Mid-Year Word Reading in Isolation Assessment that you prepared in advance.
- Cover all of the words before calling a student back to you.
- Call on one student and ask him or her to join you in the assessment area.
- Tell the student that today, he or she will read some words aloud to you.
- Tell the student that it is important to do his/her 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 you copied in advance. 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 10 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 end of this lesson for analysis directions.

# Word Reading in Isolation Assessment

	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	quickest	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

	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>
<b>1</b>	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/
<b>2</b>	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/
<b>3</b>	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/
<b>4</b>	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/
<b>5</b>	shape	beehive	melted	coleslaw	thawed
	/sh/ /ae/ /p/	/b/ /ee/ • /h/ /ie/ /n/	/m/ /e/ /l/ /t/ • /e/ /d/	/k/ /oe/ /l/ • /s/ /l/ /aw/	/th/ /aw/ /d/
<b>6</b>	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/
<b>7</b>	those	ate	sour	feeder	zigzag
	/th/ /oe/ /z/	/ae/ /t/	/s/ /ou/ /r/	/f/ /ee/ /d/ • /er/	/z/ /i/ /g/ • /z/ /a/ /g/
<b>8</b>	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/
<b>9</b>	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/
<b>10</b>	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/
<b>11</b>	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/
<b>12</b>	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

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	
<b>Consonants</b> /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/	155/192
<b>Vowels</b> /a/ /e/ /i/ /o/ /u/ /ae/ /ee/ /ie/ /oe/ /ue/ /oo/ /oo/ /ou/ /oi/ /aw/ /er/ /or/ /ar/	72/90

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>/b/ (2d, 3b, 5b, 6d, 8b, 8c, 9a, 9e, 10b, 10d, 11c)</b>	<b>/d/ (1b, 2b, 2e, 3a, 3d, 4e, 5c, 5e, 6c, 7d, 8b, 9e, 10b, 11b, 12a, 12d, 12e)</b>	<b>/f/ (4d, 7d, 9a, 11a, 11b)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/g/ (6c, 7e, 8c)</b>	<b>/h/ (2c, 5b)</b>	<b>/j/ (12c)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/k/ (1a, 2d, 3a, 3c, 3d, 4b, 4c, 5d, 8e, 9a, 9b, 10c, 11c, 12b, 12d)</b>	<b>/l/ (1a, 1e, 2c, 3e, 5c, 5d, 6d, 8b, 8d, 9d, 10c, 11c, 12b, 12e)</b>	<b>/m/ (1c, 3a, 3d, 3e, 4b, 4c, 5c, 6d, 6e, 9d, 11c)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/n/ (1b, 1e, 2a, 2d, 3d, 4a, 4d, 6c, 8a, 9c, 10b, 10e, 12a, 12c, 12e)</b>	<b>/p/ (1a, 1d, 1e, 2c, 3c, 4c, 4d, 5a, 8a, 11d, 11e)</b>	<b>/r/ (1d, 2e, 3a, 3c, 4d, 6b, 6c, 7c, 9ba, 9e, 10c, 12b, 12e)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/s/ (1d, 2b, 3a, 3c, 4e, 5d, 6e, 7c, 9b, 9c, 10e, 11d, 12a, 12d)</b>	<b>/t/ (2b, 2c, 3a, 4a, 4b, 4d, 4e, 5c, 7b, 8a, 8e, 9b, 10c, 10d, 10e, 11b, 11e)</b>	<b>/v/ (2b, 5b)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

<b>/w/ (2b, 6e, 12a)</b>	<b>/x/ (10d)</b>	<b>/y/ (10b)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/z/ (1c, 10a, 11e, 12a, 12e)</b>	<b>/ch/ (1c, 10a, 11e, 12a, 12e)</b>	<b>/th/ (7a)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/th/ (5e)</b>	<b>/sh/ (5a, 9c, 11d)</b>	<b>/ng/ (2e, 6b, 6e)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/qu/ (2a, 6a, 8d)</b>		
	1. _____	
	2. _____	
	3. _____	

<b>Phonemes—Vowels</b>		
<b>/a/ (1a, 1e, 3c, 4c, 7e, 9a, 11d, 12a)</b>	<b>/e/ (1d, 1e, 2c, 4a, 5c, 11b, 12e)</b>	<b>/i/ (2e, 3a, 3d, 4d, 6a, 6b, 6e, 7e, 8a, 8c, 8d, 9a, 11b, 12a, 12e)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/o/ (2d, 10d, 11e)</b>	<b>/u/ (1b, 3a, 9c, 9e)</b>	<b>/ae/ (3d, 5a, 7b, 10c)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

<b>/ee/ (2a, 5b, 7d)</b>	<b>/ie/ (4e, 5b, 9c, 12d)</b>	<b>/oe/ (2b, 5d, 7a, 9e)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/ue/ (8e, 9d, 11a)</b>	<b>/oo/ (3e, 6d, 10d)</b>	<b>/oo/ (2b, 4d, 11c)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/ou/ (4e, 6c, 7c, 10a)</b>	<b>/oi/ (8a, 8b, 12c)</b>	<b>/aw/ (2e, 5d, 5e, 12b)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/er/ (1b, 4a, 4c, 7d, 8c)</b>	<b>/or/ (2d, 3b, 9b, 10e)</b>	<b>/ar/ (1c, 4b, 10b, 11c, 12d)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

<b>Past-Tense Marker</b>		
<b>'ed' &gt; /t/ (2c, 4b, 10c, 11e)</b>	<b>'ed' &gt; /d/ (3d, 5e, 6d, 8b)</b>	<b>'ed' &gt; /ed/ (5c, 11b)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

# Unit 4 Pausing Point

---

This is the end of Unit 4. You may wish to pause here and spend additional time reviewing the material taught in Unit 4.

## ***Pausing Point Topic Guide***

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## ***Recognize and Isolate the Sounds Taught in Unit 4***

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**Note:** For all of the exercises listed under this objective, we recommend that you use the ‘ar’, ‘or’, and ‘er’ index cards on which students wrote.

### **Tongue Twister**

---

- See Lesson 2 for /er/.
- 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.*

### **Hearing Medial Sounds**

---

- See Lesson 1 for /er/ and Lesson 4 for /ar/, and Lesson 5 for /ar/ and /er/.
- Use 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 |

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.

## Minimal Pairs

- See Lesson 7 for /or/ and /ar/.
- Use 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 paddle boards. Have students hold up their paddle 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

- See Lesson 1 for /er/.
- Use the following riddles for the sounds /ar/ and /or/.

### Sound Riddles for /ar/:

1. I'm thinking of something in your body that pumps blood and has a beat. (heart)
2. I'm thinking of the body part that is attached to the shoulder. (arm)
3. I'm thinking of the place where animals or crops are raised. (farm)
4. I'm thinking of the loud sound a dog makes. (bark)
5. I'm thinking of the soft material that covers some floors from wall to wall. (carpet)
6. I'm thinking of how it is when there is no light. (dark)
7. I'm thinking of another word for trash. (garbage)
8. 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 the 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 Sorts

- 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.
- Have students place the objects or pictures in the appropriate boxes.

For the /r/ sound choose objects or pictures of items that start with /r/.

## ***Recognize and/or Write the Vowel Digraphs Taught in Unit 4***

---

### **Handwriting Worksheet with Vowel Digraphs**

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- Have students complete Worksheet PP1.

### **How Many Sounds?**

---

- Have students complete Worksheet PP2 (both sides).

### **Highlighting 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**

---

- Make bingo cards with the vowel digraphs ‘ar’, ‘or’, and ‘er’ as well as other spellings that have been taught so far.
- Write the same spellings on paper slips and put them in a box.
- Give each student a bingo card and playing pieces.
- Explain that you will pull spellings from the box and that you want students to put a playing piece on top of that spelling if it is on their bingo card.
- Explain that when all spellings are covered on a card, students should say, “Bingo!”

### **Shopping for Spellings**

---

- Write decodable words that contain the spellings ‘ar’, ‘or’, or ‘er’ on cards, one word per card.
- 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.

You can find free bingo card generators on the Internet.

**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

## ***Distinguish Similar Sounds***

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### **Word Sort with Pocket Chart**

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- Set up the pocket chart so that it has a header for one of the following pairs: 'er' and 'r', 'er' and 'ar', or 'ar' and '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 Worksheet PP3 (both sides).

### **Sound Sorts**

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- See previous under objective Recognize and Isolate the Sounds Taught in Unit 4.

### **Minimal Pairs**

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- See previous under objective Recognize and Isolate the Sounds Taught in Unit 4.

## ***Read Words That Contain Vowel Digraphs***

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### **Guess My Word**

---

- Set up the pocket chart.
- Arrange cards for the following spellings along the top of the pocket chart: 'er', 'ar', and 'or'.

- Arrange a set of 10–15 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 your 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

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 to students, “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.
- When you come to the end of the first chain, erase the board and begin the next chain.

We do not expect you to use all of these chains. Please make a selection.

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 and have students read them.
- Tell students that you are going to ask them some questions. They can find the answers on the board.
- Ask students, “Which word describes someone who won a race?”
- Have students find the answer (*winner*) on the board and then copy it onto a sheet of paper or paddle 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



Pocket Chart Setup

- Set up the pocket chart.
- Arrange the following vowel spellings along the top of the pocket chart: 'ar', 'or', 'er', 'ee', 'a\_e', 'i\_e'.
- 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.

We do not expect you to use all of these chains. Please make a selection.

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 Worksheets PP4 and PP5.
- Have students cut out the word cards from Worksheet PP4.
- Have students read the words on the word cards and match them to the words on Worksheet PP5 by placing the word cards on top of the words.

## Dictation Identification

- Distribute Worksheet PP6.
- Tell students that you are going to say a number of words.
- Explain that for each word that you say, there are two words printed on the worksheet: your word and another word.
- Tell students to circle each word that you say.
- 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**

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### **Handwriting Worksheets**

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- Have students complete Worksheets PP7, PP8, and PP9.

### **Label the Picture**

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- Have students complete Worksheet PP10.

### **Word Box**

---

- Have students complete Worksheet PP11 (both sides).

### **Dictation with Words**

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- 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:          .
- Finally, ask students to read the word back to you.
- Write the words on the board 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.

It might be useful to have students use a different colored pencil for self-correction, so that you can see which spellings students need to practice more.

We do not expect you to dictate all of these words. Please make a selection.

- |          |           |           |
|----------|-----------|-----------|
| 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***

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### **Colored Flashcards**

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- Print 100% decodable words on green flashcards and Tricky Words on yellow flashcards.
- Explain to students that the words printed on green paper are regular and can be read via blending. Green means go!
- Explain to students 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

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

### Tricky Word Practice

---

- See Lesson 8 for procedures and use Worksheet PP12.
- Select 10 words from the list below.

### 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 Worksheet with Tricky Words

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- Distribute Worksheet PP13.
- Have students trace and copy the Tricky Words.
- Extension: Have students underline the tricky part of each Tricky Word.

**Note:** The back of the worksheet has the same words as the front. On the back, however, there are no starting dots.

## Spell Words with Large Cards

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### Large Card Chaining

---

- Pass out the following Large Cards, reviewing each card's sound as you pass it out: 'n', 't', 'd', 'c', 'k', 's' (2), 'p', 'b', 'r', 'ch', 'sh', 'ar', 'or', 'a\_e', 'a'.

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 > sport > sports > ports > parts > charts > chats > cats

## Read and/or Write Two-Syllable Words

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### Teacher Chaining with Two-Syllable Words

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- See Lesson 10 for procedures.

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

### Making 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 large cards with 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 |

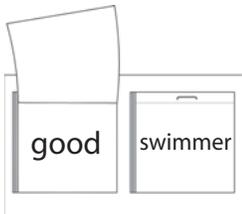
### Dictation Identification with Phrases

- Distribute Worksheet PP14.
- 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 worksheet: your phrase and another phrase.
- Tell students to circle each 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
2. af•ter dark
3. strong arms
4. could not run
5. boiled eggs
6. a red car
7. coiled up snake
8. keep a gar•den
9. use a fork
10. farth•er south

## Phrase Flip Book



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

- Cut out 12 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, drumm•er, sales•man.*
- Stack the adjective slips of paper and staple their top edge to a sheet of cardstock.
- Stack the noun slips of paper and staple their top edge to the sheet of cardstock to the right of the adjectives.
- By turning the slips of paper, students can make and read up to 36 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.

It might be useful to have students use a different colored pencil for self-correction, so that you can see which spellings students need to practice more.

We do not expect you to dictate all of these sentences. Please make a selection.

- Write the sentences on the board for students to self-correct.
- Instruct students to refer to the Individual Code Chart if they are having difficulty remembering how to write the spellings.

1. Gar•lic has a strong smell.
2. Hors•es can run fast.
3. He looked at the books.
4. Use a black mark•er!
5. She pinched her arm.
6. I had a sand•wich for lunch.
7. Do sharks have sharp teeth?
8. The food spoiled in the sun.
9. A stork sits on its nest.
10. Is it hot in the summ•er?
11. Would you like to get lunch?
12. Stop bark•ing!
13. She is a better swimm•er than runn•er.
14. Where there is smoke, there is fire.
15. A dog's bark is bigg•er than its bite.
16. It is best to be on the safe side.
17. Bett•er late than nev•er!

## Word Box with Two-Syllable Words

- Have students complete Worksheets PP15 and PP16 (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 10–15 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 Worksheet PP17 (both sides).

## Read Decodable Stories

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### The Green Fern Zoo

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

#### Discussion Questions on “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 on “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. *Literal* What would you do if you found an injured deer near your home?

#### Discussion Questions on “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.)

## Take-Home Stories: “Mandrills,” “Groundhogs,” and “Termites”

---

- Distribute Worksheets PP18, PP19, and PP20.
- Have students take the worksheets home and give them to their parents so that they can practice reading the stories at home.

## Answer Story Questions in Writing

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### Story Questions Worksheets: “The Ostrich,” “Deer,” and “The Petting Zoo”

---

- Have students complete Worksheets PP21, PP22, and PP23.

## Identify Verbs in Phrases/Sentences

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### Verb Identification

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- 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?

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

## Identify Adjectives in Phrases/Sentences

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### Identifying Adjectives

---

- See the Warm-Up exercise in Lesson 17 and the Grammar exercise in Lesson 18.

### 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

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### Discriminating Tenses

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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 Worksheet PP24 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 six-year-old 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.
2. Ted is going to the swimming pool this afternoon.
3. We are playing a game with cards in class.
4. Jerry ran fast in the race.
5. I am doing my work at school.
6. Karen will be shopping for shoes next Saturday.
7. Beth played games with friends last night.
8. Sarah is going to her grandmother's house in the morning.
9. Our baseball team won the trophy at the game last weekend.
10. The children in our class are listening to their teacher.

## ***Read and/or Write Past-Tense Verbs***

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### **Word Sort with Past-Tense Endings**

---

- Have students complete Worksheet PP25.

### **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 your 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:     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 your students to refer to the Individual Code Chart if they are having difficulty remembering how to write the spellings.

We do not expect you to dictate all of these words. Please make a selection.

- |             |               |              |
|-------------|---------------|--------------|
| 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. ad•dress   | 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

---

### Identifying 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 an extra /t/ or /d/ 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/ or /d/ at the end of the verb. This sound is often spelled ‘ed’ in the past tense.
- Have students place the word cards in the appropriate columns.

<b>Present-Tense Verbs:</b>	<b>Past-Tense Verbs:</b>
use	used
bake	baked
boil	boiled
cook	cooked
splash	splashed
cheer	cheered

### Finding Verbs in Stories

- Assign one or more stories from *The Green Fern Zoo* to students and have them copy the verbs on a sheet of paper.

**Extension:** Have students change each verb from past to present tense.



# Appendix

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## ***Using Chunking to Decode Multi-syllable Words***

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

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

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

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

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

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

**Note:** Syllables exemplifying each type are underlined.

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

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

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

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

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

increasingly complex text is that they be able to visually parse certain spelling patterns as syllable chunks so they can quickly and easily decode each syllable.

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

We divide two closed syllables in a word as follows:

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

*ad • mit*

*nap • kin*

*trum • pet*

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

*traff • ic*

*muff • in*

*happ • en*

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

*mon • ster*

*con • tract*

*pil • grim*

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

*magnet*

*mag* 

 *net*

*magnet*

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

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

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

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

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

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

*pu • pil*

*vi • rus*

*mo • ment*

*unit*

*u* 

 *nit*

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

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

*cam • el*

*mel • on*

*pun • ish*

*lemon*

*lem* 

 *on*

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

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

*ban • gle*

*twin • kle*

*sta • ble*

*cra • dle*

*tur • tle*

*simple*

*sim* 

 *ple*

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

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

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

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

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

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

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

# Teacher Resources

## Anecdotal Reading Record

Week of:

Name:	Name:

## Assessments

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

# Tens Conversion Chart

## Number Correct

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

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

# Tens Recording Chart

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

Name							

Name \_\_\_\_\_

3.2

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



er er

er

her her

her

Bert Bert

Bert

perk perk

perk

Unit 4 3

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Print the words on the lines where they fit best.

1. fern



\_\_\_\_\_

\_\_\_\_\_

fern

2. herd

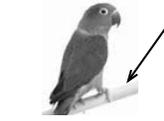


\_\_\_\_\_

\_\_\_\_\_

herd

3. perch



\_\_\_\_\_

\_\_\_\_\_

perch

4 Unit 4

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Name \_\_\_\_\_

2.1

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	rat
rust	perch
rope	rag
clerk	verb
room	term

/r/ as in red

/er/ as in her

rat

fern

rust

perch

rope

clerk

rag

verb

room

term

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Name \_\_\_\_\_

3.1

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

- The plate is round.
- The clerk gave her a dime.
- Dogs have paws.
- I would like three scoops!

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her clerk round coin  
verb paws scoops food

Directions: Have students read each sentence and write the word from the word box that best fits the sentence.

5. I can cook a lot of food.
6. Her dad is at home.
7. I will flip a coin.
8. Is this word a verb?

Name \_\_\_\_\_

3.2

## Meet Vern

1. Where will Vern take you?
- the shop
  - the Green Fern Zoo
  - the bus

Page 2

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

2. What is Vern's job?

Vern's job is to take kids in to see the Green Fern Zoo.

3. What could be some things with wings?

Some things with wings could be...

(Answers may vary.)

4. Name some things that you could see at the zoo.

Some things you could see at the zoo are...

(Answers may vary.)

Name \_\_\_\_\_

4.1

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

ar ar

ar

art art

art

farm farm

farm

yarn yarn

yarn

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

Name \_\_\_\_\_

5.2

## 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.

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 homes close to reefs because there are lots of fish.

5. What do reef sharks like to feed on?

Reef sharks like to feed on squid, crabs, and shrimp.

Page 8

Name \_\_\_\_\_

6.2

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.

5. My mom had to ask us not to shout.

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

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.
9. Look at that big wave!
10. We look up at the stars and the moon when it gets dark.

Directions: Have students read the words in the box and write each word in the sentence where the word fits best.

Name \_\_\_\_\_

6.3

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.

can't let's here's  
she's it's Bert's

1. She's sad.
2. It's hot out.
3. Let's run to the park.
4. Bert's a good pal.
5. Here's my class.
6. We can't see the sharks.

Directions: Have students fill in the blanks with the correct contraction.

Name \_\_\_\_\_

7.1

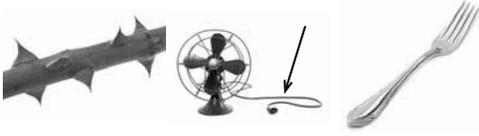


Directions: Have students trace and copy the digraph and words. Students should say the sounds while writing the letters.

or or  
or  
corn corn  
corn  
fork fork  
fork  
short short  
short

In the box are six words. Print them on the lines where they fit best.

stork	fork	thorns
corn	shorts	cord



\_\_\_\_\_

thorns      cord      fork



\_\_\_\_\_

corn      shorts      stork

Name \_\_\_\_\_

7.2



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 (he is) glad we can have cake.
2. She's (she is) with her gran.
3. Let's (let us) run to the park!
4. I can't (can not) ride a bike.
5. Here's (here is) the book!

Name \_\_\_\_\_

9.1

### Chimps

- Green Fern Zoo has \_\_\_\_\_ chimps.
  - one
  - five
  - ten
- Who is Bess?
  - a chimp
  - Vern's pal
  - a shark
- What do chimps not like to munch on?
  - plants
  - seeds
  - rocks

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

- What will Bart have for lunch?
 

Bart will have ants for lunch.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_
- What will Max do for fun?
 

Max will swing on the rope and splash in the pool for fun.

\_\_\_\_\_

\_\_\_\_\_
- Why were Carl and Norm not pals last week?
 

Carl and Norm were not pals last week because Norm ate all of the figs and did not share with Carl.

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

10.2

## Mandrills

1. Is a male man-drill's nose green?

A male mandrill's nose is not green. It is

red.

2. What makes man-drills look and feel good?

Grooming makes mandrills look and feel

good. Grooming is when you look for ticks

and bugs.

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

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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, but could include:

mandrills, chimps, nose, male, ticks, bugs,

teeth, food, ants, grass, nuts, bark, plant shoots,

roots, sacks, cheeks, snack, etc.)

Directions: On a separate sheet of paper, have students illustrate one of the nouns from the story.

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Name \_\_\_\_\_

11.2

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

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6. twist·er tweez·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

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Name \_\_\_\_\_

**12.1**

1. The pig snorts.
2. The dog barks.
3. The car stops.
4. The shark hunt-ed.
5. The man helped.

Directions: Have students read the sentences, circle the nouns, and underline the verbs with a wiggly line. Then have students write an original sentence on the lines.

(Answers may vary.)

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Name \_\_\_\_\_

**12.2**

## 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 reread the story and answer the questions.

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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.

5. What can a finch use to get food?
 

\_\_\_\_\_

\_\_\_\_\_

A finch can use its bill to get food like

grass seeds.

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Name \_\_\_\_\_

**13.1**

Directions: Have students underline the past-tense marker 'ed' 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.

<u>start-ed</u>	<u>grinn-ed</u>	<u>help-ed</u>	<u>sound-ed</u>	<u>form-ed</u>	<u>park-ed</u>
<u>point-ed</u>	<u>smil-ed</u>	<u>bak-ed</u>	<u>lift-ed</u>	<u>wav-ed</u>	<u>hik-ed</u>

/t/

/d/

/ed/

start-ed	grinn-ed	help-ed	sound-ed	form-ed	park-ed
point-ed	smil-ed	bak-ed	lift-ed	wav-ed	hik-ed

Unit 4 57

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Name \_\_\_\_\_

13.2



Dear Family Member,

Your child has been learning about contractions, nouns, and verbs. For the first part of this worksheet, 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 noted in parentheses. For the second part, have your child draw a line to match the words with its contraction.

- The cat naps in the yard. (2)
- The cook made a cake. (2)
- The kid rides a bike to the park. (3)
- The tree shakes. (1)
- A big dog barks. (1)

Unit 4 59

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- |          |         |
|----------|---------|
| 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.

60 Unit 4

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Name \_\_\_\_\_

14.1

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.

- ham·ster    6    hamster    2
- green    4    green    1
- win·ter    5    winter    2
- slime    4    slime    1
- good    3    good    1
- gar·lic    5    garlic    2
- shout    3    shout    1

Unit 4 61

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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.

- paws    3    paws    1
- pop·corn    6    popcorn    2
- camp·ers    6    campers    2
- mon·ster    6    monster    2
- woods    4    woods    1
- for·get    5    forget    2
- zipp·ers    5    zippers    2

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Name \_\_\_\_\_

14.2

### Yes or No?

- Is green slime a good food? no
- Do **gar**-lic and a rose smell the same? no
- Do **ca**ts have paws? yes
- Is a pum-pkin black? no
- Can a pig ride a bike? no
- Is pop-corn a good snack? yes

Unit 4 63

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- Do **camp-ers** sleep in tents? yes
- Is a **verb** a word? yes
- Would you like to win a prize? yes
- Can a dog tell time? no
- Is it hot in the win-ter? no
- Do **co**ins have zipp-ers? no

64 Unit 4

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Name \_\_\_\_\_

14.3

### Big Cats

- Name three things that a bob-cat hunts.

A bobcat hunts rabbits, rats, and deer.

- Why should you not keep a bob-cat in your home?

You should not keep a bobcat in your home

because...

(Answers may vary.)

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

Unit 4 65

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- What helps a pan-ther hunt?

Sharp teeth and sharp claws help a panther hunt.

- A pan-ther can be . . .

- green with stripes.
- black **or** tan, **or** can have spots.
- red with tan dots.

66 Unit 4

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Name \_\_\_\_\_

15.2

## Groundhogs

1. What do groundhogs use their claws for?

Groundhogs use their claws to help them dig holes in the ground.

2. Why do groundhogs have to be on the lookout when they are not in their holes?

Groundhogs have to be on the lookout when they are not in their holes because some critters like to dine on them.

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

Unit 4 69

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3. Where was Pepper when she got out from her pen?

Pepper was in the petting zoo when she got out from her pen.

4. What did Pepper stuff herself with?

Pepper stuffed herself with corn that was there for the ducks and the hens.

70 Unit 4

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Name \_\_\_\_\_

16.2

## The Reptile Room

1. What do garter snakes feed on?

Garter snakes feed on slugs, insects, and frogs.

2. Why are garter snakes harmless for us?

Garter snakes are harmless for us because they could bite us, but the bite would not make us sick.

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

Unit 4 73

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3. A rattler has a pattern on his scales so that...

he can blend in and hide in the desert sands.

4. Why is a rattler not harmless for us?

A rattler is not harmless for us because it has sharp fangs and its bite could kill us.

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Name \_\_\_\_\_

17.1

Directions: For each sentence, have students circle the nouns and underline the verbs with a squiggly line.

- To-day (kids) march in (line)
- Yes-ter-day (kids) march(ed) in (line)
- To-morr-ow (kids) will march in (line)
- To-day the (cat) naps on the (car-pet).
- Yes-ter-day the (cat) napp(ed) on the (car-pet).
- To-morr-ow the (cat) will nap on the (car-pet).
- To-day the (man) bikes at the (park).
- Yes-ter-day the (man) biked at the (park).
- To-morr-ow the (man) will bike at the (park).

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Name \_\_\_\_\_

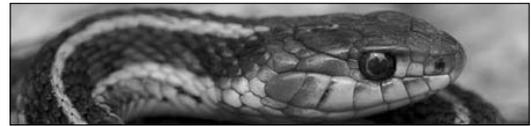
17.2

Dear Family Member,

Your child has been practicing reading two-syllable words. Below are two sections from a story 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 \_\_\_\_\_ critt-ers \_\_\_\_\_, 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 \_\_\_\_\_.

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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.

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Name \_\_\_\_\_

19.1

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 boxes. 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	/ed/	grinn-ed	/d/	help-ed	/t/	add-ed	/ed/
seem-ed	/d/	snort-ed	/ed/	wish-ed	/t/	rubb-ed	/d/
start-ed	_____	grinn-ed	_____	help-ed	_____	add-ed	_____
seem-ed	_____	snort-ed	_____	wish-ed	_____	rubb-ed	_____

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Name \_\_\_\_\_

19.2

## Termites

1. What are **ter**-mites?

Termites are insects that like to munch on wood.

2. What is in-side a **ter**-mite mound?

Lots of termites are inside a termite mound.

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

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3. What do **ter**-mites look like?

Termites look a lot like ants and have six legs.

4. Why would a **ter**-mite munch on your home?

A termite would munch on your home if your home is made of wood.

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Name \_\_\_\_\_

20.2

In the box are six words. Print them on the lines where they fit best.

gar·lic    dinn·er    cool·er  
hamm·er    jump·er    hornet



hammer



cooler



jumper



garlic



hornet



dinner

Unit 4 87  
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In the box are six words. Print them on the lines where they fit best.

blend·er    pop·corn    num·ber  
car·pet    for·est    gar·den



forest



blender



popcorn

48

number



carpet



garden

88 Unit 4  
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Name \_\_\_\_\_

21.2

### River Otters

1. What do riv-er ott-ers like to do?

River otters like to run, jump, chase pals,  
splash in pools, and slide down hills.

2. Which is NOT the riv-er ott-ers' home?

- nests on land
- the riv-er
- up in trees

3. What part helps riv-er ott-ers swim fast?

- webbed paws
- point-ed nose
- sharp claws

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

Unit 4 91

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4. What do riv-er ott-ers like for food?

River otters like fish, frogs, and crabs for food.

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Name \_\_\_\_\_

22.7

1. Yes-ter-day the dog licked  
(lick) the food on the car-pet.

2. My pal grinned  
(grin) at us.

3. Fran lost her tem-per and  
yelled  
(yell).

4. She chopped  
(chop) wood in her back-yard.

5. I baked  
(bake) a cake yes-ter-day for my class.

Directions: Have students write the verb in its past tense form.

Unit 4 105

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Name \_\_\_\_\_

23.2

Dear Family Member,

Your child has been learning about nouns and verbs. The dot in words shows that this is a two-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.

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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.

Name \_\_\_\_\_

24.2



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 worksheet.

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 bathub.
5. The book is in my backpack.

Name \_\_\_\_\_

25.1

Part I

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 II

it is	_____	there's
there is	_____	she's
let us	_____	it's
here is	_____	let's
she is	_____	here's

Directions: Have students circle the noun and underline the verb with a wiggly line. In Part II, have students match the word with its contraction. In Part III, have students write the past-tense form of the verb.

Part III

To-day I bake.

Yes-ter-day I baked.

To-morr-ow I will bake.

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.

Name \_\_\_\_\_

**26.1**  
continued

Directions: Have students use the story on the previous pages to answer the questions.

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

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3. Where do bats like Am·ber make their homes?
  - up in the north
  - in the tropics
  - 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

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Name \_\_\_\_\_

**26.1**  
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, travel, and sleep
  - hang out, sleep, and munch on food
  - just munch on food

Unit 4 123

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8. It says, "Am·ber needs a lot of room to glide back and forth . . ."  
Glide is a word for:
  - swim
  - travel
  - 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·est bats there are
  - be·cause there are lots of in·sects at the zoo
  - be·cause there are trees at the zoo

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Name \_\_\_\_\_

**PP2**

Count the sounds in the words. Print the number of sounds in the boxes and print the words on the lines.

1. **hammer** 4 hammer
2. **born** 3 born
3. **barns** 4 barns
4. **darker** 4 darker
5. **cooler** 4 cooler
6. **pepper** 4 pepper
7. **river** 4 river
8. **sharks** 4 sharks

Unit 4 127

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9. **horns** 4 horns
10. **blister** 6 blister
11. **cooked** 4 cooked
12. **carpet** 5 carpet
13. **chilled** 4 chilled
14. **letter** 4 letter
15. **snoring** 5 snoring
16. **garlic** 5 garlic

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Name \_\_\_\_\_

**PP3**

Directions: Have students write the /r/-controlled vowel sound in each word in the slashes. Then have students write the words with the /r/ sound under the /er/ header and the words with the /ar/ sound under the /ar/ header.

<del>her</del> /er/	<del>barn</del> /ar/
hard /ar/	bett <del>er</del> /er/
car <del>pet</del> /ar/	lan <del>tern</del> /er/
herd /er/	arm /ar/
darkness /ar/	per <del>fect</del> /er/

- |                |                 |
|----------------|-----------------|
| /er/           | /ar/            |
| <u>her</u>     | <u>barn</u>     |
| <u>better</u>  | <u>hard</u>     |
| <u>herd</u>    | <u>carpet</u>   |
| <u>lantern</u> | <u>arm</u>      |
| <u>perfect</u> | <u>darkness</u> |

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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.

<del>barn</del> /ar/	<del>horn</del> /or/
parked /ar/	forks /or/
yard /ar/	pop <del>corn</del> /or/
formed /or/	gar <del>den</del> /ar/
har <del>vest</del> /ar/	torch /or/

- |                |                |
|----------------|----------------|
| /ar/           | /or/           |
| <u>barn</u>    | <u>horn</u>    |
| <u>parked</u>  | <u>forks</u>   |
| <u>yard</u>    | <u>popcorn</u> |
| <u>harvest</u> | <u>formed</u>  |
| <u>garden</u>  | <u>torch</u>   |

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Name \_\_\_\_\_

**PP6**

Mark the words that are said and print them on the lines.

- |              |                  |          |
|--------------|------------------|----------|
| 1. short-en  | <b>short-er</b>  | shorter  |
| 2. gar-den   | <b>gar-lic</b>   | garlic   |
| 3. snor-ing  | <b>snar-ling</b> | snarling |
| 4. hor-net   | <b>hors-es</b>   | horses   |
| 5. mar-ket   | <b>mark-er</b>   | marker   |
| 6. bett-er   | <b>bitt-er</b>   | bitter   |
| 7. for-tress | <b>for-est</b>   | forest   |
| 8. har-vest  | <b>harm-less</b> | harmless |
| 9. bor-der   | bar-ter          | border   |
| 10. sharp-er | smart-er         | sharper  |

Unit 4 135

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Name \_\_\_\_\_

**PP10**

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   | _____   |

Unit 4 143

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Name \_\_\_\_\_

**PP11**

In the box are six words. Print them on the lines where they fit best.

- |       |      |         |
|-------|------|---------|
| shark | fork | hang-er |
| scarf | cake | horn    |

- |   |   |   |
|---|---|---|
|  |  |  |
| hanger  | horn  | fork  |
|  |  |  |
| cake  | shark   | scarf   |

Unit 4 145

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In the box are six words. Print them on the lines where they fit best.

- |         |          |          |
|---------|----------|----------|
| hor-net | ham-ster | hawk     |
| gar-lic | cloud    | pop-corn |

- |  |   |   |
|--|---|---|
|  |  |  |
| cloud  | garlic  | popcorn   |
|  |  |  |
| hornet   | hawk  | hamster   |

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Name \_\_\_\_\_

**PP14**

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

Unit 4 151

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Name \_\_\_\_\_

**PP15**

Fill in the \_\_\_\_\_ with the words that are in the box.

<del>out-side</del>	sing-ing
bark-ing	car-pet
book-case	for-est

1. Jen went outside to the yard.
2. Kate set the books on the bookcase.
3. Brent was singing a song.
4. There are lots of trees in a forest.
5. The dog was barking all morning.
6. There is a red carpet in this room.

Unit 4 153

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Fill in the \_\_\_\_\_ with the words that are in the box.

fast-er	jump-ing
ant-lers	lunch-time
tem-per	tool-box

1. Ben likes jumping on the bed.
2. Dad got his toolbox so he could fix the pipe.
3. Trish is fast, but Beth is faster.
4. Mom lost her temper and yelled at the dog.
5. The deer has sharp antlers.
6. Is it lunchtime yet?

154 Unit 4

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Name \_\_\_\_\_

**PP16**

Fill in the \_\_\_\_\_ with the words that are in the box.

<del>blis-ters</del>	park-ing
matt-ress	licked
sand-wich	Fire-men

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. Firemen ride on a red truck.
5. I have a soft mattress on my bed.
6. The man was licked by a dog.

Unit 4 155

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Fill in the \_\_\_\_\_ with the words that are in the box.

melt-ed	muff-ins
pop-corn	nos-trils
art-ist	sev-en

- The flame melted the wax.
- Can you bake muffins for me?
- An artist makes art.
- After six we count to seven.
- Is it fun to pop popcorn?
- Your nose has two nostrils.

Name \_\_\_\_\_ **PP17**

Yes or no? Print **yes** or **no** on the lines.

- Do kids have a bed-time? yes
- Are your bones soft? no
- Do artists use brushes? yes
- Can a backyard have grass? yes
- Should you make a camp-fire in-side? no
- Can children drive cars? no
- Do kittens have teeth? no/yes
- Could a plant sip a milkshake? no

Yes or no? Print **yes** or **no** on the lines.

- Should you drop trash on the ground? no
- Do some parks have slides? yes
- Can you bake a cake in a round pan? yes
- Is a trip to the dentist fun? no/yes
- Can you hike outside in the summer? yes
- Would a pet fish like to sleep in a bed? no
- Are piglets cute? yes
- Is seven a number? yes

Name \_\_\_\_\_ **PP21**

## The Ostrich

- The ostrich at the Green Fern Zoo tips the scales at...
  - three hundred pounds.
  - two pounds.
  - two hundred pounds.
- Can an ostrich run fast?

Yes, an ostrich can run as fast as a car.

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



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 will vary.

Name \_\_\_\_\_

PP22

## Deer

1. Was Hope born in the zoo?

No, Hope was not born in the zoo.

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.



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 will vary.

Name \_\_\_\_\_

PP23

## The Petting Zoo

1. What is the rabbit's name?

The rabbit's name is Hoss.

2. What scares the chickens?

The chickens get scared when you run up to them.

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





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# Unit 4

## Teacher Guide

Skills Strand  
**GRADE 1**