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TN Foundational Skills
Curriculum Supplement

Kindergarten

Unit 9

TN Foundational Skills Curriculum Supplement

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TN FOUNDATIONAL SKILLS CURRICULUM SUPPLEMENT

Kindergarten Unit 9

Dear TN Kindergarten Teacher,
Unit 9 does not introduce any new letter-sound correspondences. However, it does introduce the uppercase letters having a different shape than the lowercase letters as well as 17 additional Tricky Words.

Beginning in this unit, you will no longer be encouraged to present the stories as Demonstration Stories before students read them. There are no Big Books for these last two units.

TEACHING TIP: In this unit, you will introduce 17 more Tricky Words. All of these words are high frequency words having sounds that cannot be blended using the letter-sound correspondences students have been taught. The Tricky Words introduced in this unit are: when, word, why, to, where, no, I, what, which, once, said, says, are, were, here, and there. All 'wh' question words are included here with the exception of who; it will be introduced in first grade.

Skills areas addressed in Unit 9 include:

- Blend two-syllable words
- Recognize remaining uppercase letters
- 17 more “tricky words” are introduced
- Read decodable text using phonics skills learned to quickly blend phonemes to read words

Materials and Resources:

- Teacher guide
- Student workbook
- Decodable readers
- Yellow and green unlined index cards

Unit Length: 23-26 days

Unit 9 contains a total of twenty-three days of instruction, including Unit Assessments. In addition, one -three for **Targeted Support Stop** days.

Unit 9 Overview

Focus Foundational Skills

Unit 9 provides students with opportunities to practice writing **uppercase letters**. Building on exposure to “**tricky words**” introduced in the previous unit, students are introduced to 17 new “**tricky words**.” Students read decodable texts and practice using **phonics skills** in conjunction with context to confirm or self-correct word recognition in their **decodable reader**. Through explicit instruction and systematic practice, students grow in both their confidence and their ability to quickly blend phonemes to read words.

- Phonological awareness
- Phonemic awareness
- Phonics

Introduction to Unit 9

This unit does not introduce any new letter-sound correspondences. However, it does introduce the uppercase letters having a different shape than the lowercase letters as well as 17 additional Tricky Words. It also introduces story questions worksheets, which contain questions on the stories in the Reader.

| Week One | | | | |
|---|---|---|---|---|
| Day 1 (Lesson 1) | Day 2 (Lesson 2) | Day 3 (Lesson 3) | Day 4 (Lesson 4) | Day 5 (Lesson 5) |
| Oral Blending and Sound/Spelling Review (10 min.) | Today's Tricky Words: <i>why, to</i> (10 min.) | Tricky Word Flash Card Review and Sound/Spelling Review (10 min.) | Tricky Word Flash Card Review and Sound/Spelling Review (10 min.) | Oral Blending and Sound/Spelling Review (10 min.) |
| Today's Tricky Words: <i>when, word</i> (10 min.) | Tricky Word Practice (15 min.) | Uppercase Letter Review (5 min.) | Uppercase Letter Sprints (15 min.) | Today's Tricky Words: <i>where, no, I</i> (15 min.) |
| Introduction to Uppercase Letters (10 min.) | "The Bad Crab" (20 min.) | Today's Letters: E, F, G, H (10 min.) | "Ann's Dress" (20 min.) | Circle and Copy (15 min.) |
| Today's Letters: A, B, C, D (10 min.) | Story Questions Worksheet: "The Bad Crab" (15 min.) | Handwriting Worksheet (15 min.) | Story Questions Worksheet: "Ann's Dress" (15 min.) | Small Group Work (20 min.) |
| Handwriting Uppercase Letters (20 min.) | | "Ann's Dress" (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) |
| Today's Letters: I, J, K, L, M (10 min.) | Oral Blending and Sound/Spelling Review (10 min.) | Tricky Word Review (5 min.) | Oral Blending and Sound/Spelling Review (10 min.) | Tricky Word Review (5 min.) |
| Handwriting Worksheet (15 min.) | Today's Tricky Words: <i>what, so</i> (10 min.) | Large Card Chaining (20 min.) | Complete the Sentences (15 min.) | Today's Tricky Word: <i>which</i> (5 min.) |
| "Zach Gets a Pet" (20 min.) | Who Can Show Me? (10 min.) | Letter Dictation (15 min.) | "On The Mat" (20 min.) | Flash Card Review (5 min.) |
| Story Questions Worksheet: "Zach Gets A Pet" (15 min.) | Today's Letters: N, O, P, Q, R (10 min.) | "On The Mat" (20 min.) | Story Questions Worksheet: "On the Mat" (15 min.) | Today's Letters: S, T, U, V, W (10 min.) |
| | Handwriting Worksheet (20 min.) | | | Handwriting Worksheet (15 min.) |
| | | | | "Fix That Ship" (20 min.) |
| 60 min. | 60 min. | 60 min. | 60 min. | 60 min. |

| WEEK THREE | | | | |
|--|---|---|--|---|
| Day 11 (Lesson 11) | Day 12 (Lesson 12) | Day 13 (Lesson 13) | Day 14 (Lesson 14) | Day 15 (Lesson 15) |
| Oral Blending and Sound/Spelling Review (10 min.) | Today's Letters: X, Y, Z (10 min.) | Today's Tricky Words: <i>said, says</i> (15 min.) | Tricky Word Review and Sound/Spelling Review (10 min.) | Oral Blending and Sound/Spelling Review (10 min.) |
| Flash Card Review (5 min.) | Handwriting Worksheet (15 min.) | Tricky Word Practice (25 min.) | Caps Worksheet (15 min.) | Wiggle Cards (15 min.) |
| Today's Tricky Word: <i>once</i> (10 min.) | "The Tent" (20 min.) | "A Gift from Mom" (20 min.) | "A Gift from Mom" (20 min.) | Mark the Sentence (15 min.) |
| "Fix That Ship" (20 min.) | Story Questions Worksheet: "The Tent" (15 min.) | | Story Questions Worksheet: "A Gift from Mom" (15 min.) | Small Group Work (20 min.) |
| Story Questions Worksheet: "Fix That Ship" (15 min.) | | | | |
| 60 min. | 60 min. | 60 min. | 60 min. | 60 min. |

| WEEK FOUR | | | | |
|---|---|----------------------------------|--|---|
| Day 16 (Lesson 16) | Day 17 (Lesson 17) | Day 18 (Lesson 18) | Day 19 (Lesson 19) | Day 20 (Lesson 20) |
| Tricky Word Review (5 min.) | Today's Tricky Words: <i>here, there</i> (10 min.) | Tricky Word Review (10 min.) | Optional Punctuation Marks (10 min.) Optional Punctuation Worksheet (15 min.) | Oral Blending and Sound/Spelling Review (10 min.) |
| Today's Tricky Words: <i>are, were</i> (15 min.) | Tricky Word Practice: <i>here, there</i> (15 min.) | Dictation with Phrases (15 min.) | "Spot's Bath" (20 min.) | Completing Questions (15 min.) Circle and Copy (15 min.) |
| "Bug and Frog" (20 min.) | "Swing That Net" (20 min.) | Complete the Sentences (15 min.) | Story Questions Worksheet: "Spot's Bath" (15 min.) | "The Pots and Pans Band" (20 min.) |
| Story Questions Worksheet: "Bug and Frog" (20 min.) | Story Questions Worksheet: "Swing That Net" (15 min.) | "Spot's Bath" (20 min.) | | |
| 60 min. | 60 min. | 60 min. | 60 min. | 60 min. |

| WEEK FIVE | | |
|---|--|--|
| Day 21 (Lesson 21) | Day 22 (Lesson 22) | Day 23 (Lesson 23) |
| Oral Blending and Sound/Spelling Review (10 min.) | Tricky Word Review and Sound/Spelling Review (10 min.) | Oral Blending and Sound/Spelling Review (10 min.) |
| Uppercase Letters Worksheet (15 min.) | Yes/No Questions (15 min.) | Mark the Sentence (15 min.) |
| "The Pots and Pans Band" (20 min.) | "When It's Hot" (20 min.) | "Ann's Hat Box" (20 min.) |
| Story Questions Worksheet: "The Pots and Pans Band" (15 min.) | Story Questions Worksheet: "When It's Hot" (15 min.) | Story Questions Worksheet: "Ann's Hat Box" (15 min.) |
| 60 min. | 60 min. | 60 min. |

Warm-Up

In the first part of the Warm-Up, students will either practice blending two-syllable words or review previously taught Tricky Words. In the second part of the Warm-Up, students will practice letter-sound correspondences for sounds and spellings taught.

Uppercase Letters

In previous units, students were only asked to decode uppercase letters closely resembling the corresponding lowercase letters (C, F, J, K, M, O, P, S, T, U, V, W). In this unit, students are introduced to the remaining uppercase letters, many of which differ from the lowercase equivalents. Students are also given opportunities to practice writing all of the uppercase letters. For each letter, you will model the writing strokes on the board. Students will then practice tracing and copying letters on worksheets, as they did with the lowercase letters. The goal of this unit is for students to be able to recognize uppercase letters and convert them into sounds while reading. It is not overly concerning if students cannot consistently write uppercase letters by the end of this unit. They will practice writing them in Unit 10.

Tricky Words

In this unit, you will introduce 17 more Tricky Words. All of these words are high-frequency words having sounds that cannot be blended using the letter-sound correspondences students have been taught. The Tricky Words introduced in this unit are: *when, word, why, to, where, no, I, what, which, so, once, said, says, are, were, here, and there*. All 'wh' question words are included here with the exception of *who*; it will be introduced in first grade.

Only a few of these Tricky Words are completely irregular. Most of them have some letters pronounced and written just as one would expect. With each word, we encourage you to teach the parts of each Tricky Word that are regular and can be blended and those parts that are not regular and must simply be remembered.

Once a Tricky Word has been introduced, it is included in the stories and in other materials. In both the Reader and the Workbook the tricky parts of the Tricky Words are underlined in gray. We continue to underline the tricky parts of a word until it has appeared 20 times in the Reader. In the Unit 9 Reader you will notice some Tricky Words from the previous unit are still underlined. These words did not occur 20 times in the previous Reader.

Decodable Reader: *Zack and Ann*

The decodable Reader for this unit is *Zack and Ann*.

There are many kinds of reading that can be done with the decodable Readers in this supplement. As they are 100 percent decodable, there is almost no wrong way to use them, provided the stories are assigned in tandem with the lessons. You may use the Readers for partner reading, group reading, silent reading, and

many other kinds of reading. We make specific recommendations in the Teacher Guide. For example, we recommend you allow students to reread a number of the stories. The National Reading Panel (2000) found repeated oral reading has a positive impact on student achievement. However, we understand you need to customize the instruction to meet the needs of your class. As you do this, please remember the small groups you create for reading or skills work should be both flexible and fluid.

Beginning in this unit, you will no longer be encouraged to present the stories as Demonstration Stories before students read them. There is no Big Book provided for this unit or for the following unit.

If you feel the need to present a particular story as a Demonstration Story, (particularly for struggling students) you may still do so, even without a Big Book. Simply project *Zack and Ann* with a projection system.

We have provided a number of discussion questions for each story. You may use these to discuss the story after students have read the new story.

We encourage you to clarify unknown vocabulary for students and point out newly-taught material before students read each story. Please continue to observe student performance.

In addition to unknown vocabulary, punctuation marks become increasingly important as part of the reading process. Periods, commas, question marks, and exclamation points have been identified and the learning process is ongoing. The apostrophe is used in this unit to denote ownership (e.g., possessive) and it is also used in contractions. At this point in Kindergarten, it is sufficient to identify the apostrophe used in a contraction in simple terms. Students need to be aware of the linguistic capability to shorten two words into one word using the apostrophe.

Story Questions Worksheets

Beginning with the first story in *Zack and Ann* there is a Story Questions Worksheet for each story in the Reader. The Story Questions Worksheets contain simple questions about the stories. Students will be asked to print their answers on handwriting guidelines or make a selection from a set of multiple-choice answers. On the early worksheets, students may answer using single words or phrases. As students become more experienced, encourage them to answer in complete sentences using the question stem.

Keep in mind, students have only partial knowledge of the spellings for vowel sounds. (They have learned a spelling for five of the 18 vowel sounds.) This means while answering questions students may want to write words with sounds for which they have not yet learned a spelling. We have tried to minimize the chances of this happening by asking questions that can be answered using the words in the stories. We also encourage you to accept all phonetically plausible spellings without correction. For example, at this stage, you should accept *hed* as a logical (though incorrect) spelling for *head* and *rist* as a logical spelling for *wrist*.

Worksheet Instructions

Please note, beginning in this unit, the directions on some worksheets will be replaced by 100 percent decodable student instructions. We give decodable instructions whenever it is possible to do so.

Teacher Resources

At the back of this Teacher Guide, you will find a section titled, “Teacher Resources.” In this section, we have included assorted forms and charts that may be useful.

Student Performance Task Assessment

At the end of this unit, we ask you to administer a Student Performance Task Assessment to students individually. This task assesses their ability to read five sentences. These sentences contain most of the Tricky Words taught in this unit.

Assessment and Remediation Guide

A separate publication, the *Assessment and Remediation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills. Refer to this guide for additional resources, mini-lessons, and activities to assist students who experience difficulty with any of the skills presented in this unit.

Take-Home Materials

Some students may need more support at home. Take-Home materials may be used in class instead if that is more appropriate.

There are instances where students will encounter decodable passages and comprehension questions. The purpose of these questions is to check that students can read fluently enough to comprehend at the same time. You may differentiate the use of these pages. (e.g., small group, take-home, partner work, etc.)

Student Workbooks

Student workbook pages may be used flexibly. Some pages could be optional based on the needs of your students.

There are instances where students are given opportunities to answer comprehension questions about their decodable reader. The purpose of these questions is to check that students can read fluently enough to comprehend at the same time. You may differentiate the use of these pages. (e.g., small group, take-home, partner work, etc.)

Lesson 1

Sounds First Activities



Rhyme Activity: Mix it Up!

Skill: Each day this week, students will practice a rhyming skill. Today's skill is Rhyme Production.

Directions:

1. Say the rime (-ap).
2. Instruct students to say words that that have same rime (-nap).

Note: Nonsense words are acceptable.

Rime -ap nap, sap, flap, gap, rap, zap, map, yap or any other -rime of choice.



Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket

Skill: delete the first syllable from a 3-syllable non compound word.

| | |
|--|--|
| <p>Do this one first:</p> <p>T: Say <i>terrific</i>.</p> <p>S: terrific</p> <p>T: Say <i>it again without ter</i>.</p> <p>S: riffic</p> | <p>Repeat the procedure with this list of words</p> <p>reciver</p> <p>protection</p> <p>consumer</p> <p>cathedral</p> <p>remainder</p> <p>selection</p> <p>metallic</p> <p>poetic</p> |
|--|--|

| | |
|--|-----------------|
| | <u>momentum</u> |
|--|-----------------|



(K)

Manipulating Phonemes: Cut Off the Sound Part 2.

Skill: Delete the onset in the second syllable of a two-syllable word. Ex: *Winter* to *winner* (students remove the /t/ sound at the beginning of the second syllable /ter/).

| | |
|--|--|
| Example of procedure (for reference): | Repeat the procedure using these words: |
| <p>T: Say <i>roping</i>. S: repeat T: Now say <i>roping</i>, without /p/. S: rowing</p> | <p>noting (without /t/ = knowing) soaping (without /p/ = sowing) needing (without /d/ = kneeling) tender (without /d/ = tenor) paving (without /v/ = paying)</p> |
| Use the scaffolding from the Experiencing stage as needed. | |



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Sentence: Big Bobby Brown baked beans in his big bad bed!



Lesson 1

Tricky Words Uppercase Letters

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Orally blend sounds to form words, e.g., given the sounds /k/ . . ./a/ . . ./t/, blend to make *cat* (K.FL.PA.2)
- ✓ Add or substitute phonemes to spoken one-syllable words (K.FL.PA.2e)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for every consonant (K.FL.PWR.3a)
- ✓ Read high-frequency words identified as Tricky Words: *when, word* (K.FL.PWR.3c)
- ✓ Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms (K.FL.PC.1d)
- ✓ Trace, copy, and write from memory the letters of the alphabet accurately in upper- and lowercase form (K.FL.WC.4g)

| <i>At a Glance</i> | <i>Exercise</i> | <i>Materials</i> | <i>Minutes</i> |
|--|---|---|----------------|
| Warm-Up | Oral Blending and Sound/Spelling Review | Large Cards for 20 spellings taught | 10 |
| Introducing the Tricky Words | Today's Tricky Words: <i>when, word</i> | Board | 10 |
| Introducing the Uppercase Letters | Introduction to Uppercase Letters | Board | 10 |
| | Today's Letters: A, B, C, D | Board | 10 |
| Practice | Handwriting Uppercase Letters | Pencils; Worksheet 1.1; projection system | 20 |
| Take-Home Material | Writing and Tricky Word Practice | Worksheet 1.2 | * |

Advance Preparation

Write the following sentence on the board: "Then Stan and Cal ran up the ramp."

Oral Blending and Sound/Spelling Review

In Part A of the Unit 9 Warm-Up, students will either practice blending the sounds in two-syllable words or review Tricky Words. (In this lesson, they will practice blending.) In Part B, you will review digraphs, spelling alternatives, and other spellings taught using Large Cards.

Part A

If students need additional practice with oral blending and sound/spelling, you may use the activities in Unit 9, Section I of the *Assessment and Remediation Guide*.

The finger taps represent sounds. This helps students hear and distinguish individual sounds. The first five words in the Warm-Up are built as chains with only a single sound difference from word to word.



In this unit, we return to the finger motions used to reinforce blending in the earlier part of the supplement. In this fine motor exercise, each sound is represented by a tap of the thumb to one of the other fingers. For example, for the word *black*, you would tap your thumb and forefinger together for the /b/ sound, your thumb and middle finger for the /l/ sound, your thumb and ring finger for the /a/ sound, and your thumb and pinkie for the /k/ sound. When all individual sounds have been made, symbolize the blending of the sounds by forming a fist.

- Tell students you will say sounds for them to blend into words.
- Say the first word in a segmented fashion, marking each sound with a finger tap. Start with a thumb-forefinger tap.
- Say the blended word and form a fist.
- Repeat and have students tap and blend the sounds in the word.

- | | |
|--|----------------------------------|
| 1. (4) /b/ /e/ /t/ /er/ > better | 6. (4) /p/ /ae/ /p/ /er/ > paper |
| 2. (4) /b/ /u/ /t/ /er/ > butter | 7. (3) /m/ /ar/ /k/ > mark |
| 3. (4) /m/ /u/ /t/ /er/ > mutter | 8. (4) /s/ /e/ /n/ /t/ > sent |
| 4. (4) /m/ /u/ / <u>th</u> / /er/ > mother | 9. (4) /p/ /e/ /n/ /z/ > pens |
| 5. (3) /u/ / <u>th</u> / /er/ > other | 10. (4) /s/ /t/ /i/ /k/ > stick |

Part B

If students are ready to review more than 20 spellings, use the Large Cards for the spellings taught.

- Review the Large Cards for 20 spellings previously taught, including digraphs and spelling alternatives.
- Hold up the first Large Card.
- Have students say the sound represented on the card. If the spelling is a letter team, students should also name the letters.
- Continue with the remaining cards.

Today's Tricky Words: *when, word*

- Remind students most words in English “play by the rules” and are pronounced exactly the way you would expect, but some do not. Words that do not “play by the rules” are called *Tricky Words*.
- Remind students, even in a Tricky Word, some parts are pronounced just as you would expect. Usually, only one or two letters are tricky.

Tricky Word: *when*

Have students ask some questions with the question word *when*.

In some regions of the country, the letters ‘wh’ in this Tricky Word are pronounced with an aspirated /w/sound.

If students need additional practice reading Tricky Words, you may select appropriate Targeted Support Stop exercises from those addressing reading Tricky Words and the activities in Unit 9, Section I of the *Assessment and Remediation Guide*.

- Tell students some of the Tricky Words they will learn today and in the next few lessons are words we use to ask questions.
- Write the Tricky Word *when* on the board and ask students how they would pronounce it by blending. (They may say /w/ /h/ /e/ /n/.)
- Tell students we actually pronounce this word /w/ /e/ /n/ as in, “When does school start?”
- Circle the letter ‘e’ and explain it is pronounced just as one would expect, as /e/.
- Circle the letter ‘n’ and explain it is also pronounced just as one would expect, as /n/.
- Underline the letters ‘w’ and ‘h’ and explain these letters make up the tricky part of the word. Students would probably expect these letters to be pronounced separately as /w/ /h/, but these two letters work together to stand for the /w/ sound.
- Tell students when reading *when*, they have to remember to pronounce the letters ‘w’ ‘h’ as /w/ in the word *when*.
- Tell students as they write *when*, they have to remember to spell the /w/ sound with the two letters ‘w’ ‘h’.

Tricky Word: *word*

Have students use *when* and *word* in oral sentences.

- Write the Tricky Word *word* on the board and ask students how they would pronounce it by blending. (They may say /w/ /o/ /r/ /d/.)
- Tell students we actually pronounce this word /w/ /e/ /r/ /d/ as in, “What word is this?”
- Circle the letter ‘w’ and explain it is pronounced just as one would expect, as /w/.
- Circle the letter ‘d’ and explain it is also pronounced just as one would expect, as /d/.
- Underline the letters ‘o’ and ‘r’ and explain these letters make up the tricky part of the word. Students would probably expect these letters to be pronounced separately as /o/ /r/, but these two letters work together to stand for the /er/ sound.

- Tell students when reading *word*, they have to remember to pronounce the letters ‘o’ ‘r’ as /er/.
- Tell students when writing *word*, they have to remember to spell the /er/ sound with the letters ‘o’ ‘r’.

Introducing the Uppercase Letters

20 minutes

Introduction to Uppercase Letters

10 minutes

The terms *uppercase letter* and *capital letter* can be used interchangeably. Be sure to expose students to both terms.

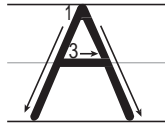
- Tell students for the next few lessons they will be learning about uppercase letters.
- Explain that each letter in the alphabet has two types of letters. The large type is called the *uppercase* or *capital* letter and the small type is called the *lowercase* or *small* letter.
- Remind students they have been working mostly with the lowercase letters, but they have seen some uppercase letters, for example, ‘K’ as in *Kit* and ‘S’ as in *Sam*.
- Explain that we use uppercase letters for the first letter in a person’s name and for the first letter of the first word in a sentence.
- Refer to the sentence you wrote on the board for Advance Preparation.
- Underline the uppercase letters.
- Ask students to explain why some words are capitalized.
- Tell students some uppercase letters look just like the lowercase letters. The uppercase ‘S’ and the lowercase ‘s’ look the same, but the uppercase letter is bigger. The same is true for the uppercase ‘C’ and the lowercase ‘c’.
- Tell students some uppercase letters have a different shape than their lowercase partners. Students will learn to recognize and write several uppercase letters over the next few lessons.

Today’s Letters: A, B, C, D

10 minutes

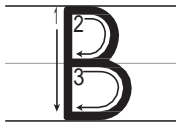
- Tell students you are going to show them how to write uppercase letters for the first four letters of the alphabet, ‘A’, ‘B’, ‘C’, and ‘D’.
- Write a lowercase ‘a’.
- Ask students to name the letter and point out this is a lowercase ‘a’. Also point out the letter is written completely below the dotted line.
- Write an uppercase ‘A’ next to the lowercase ‘a’, describing what you are doing using the phrases provided below.
- Tell students the uppercase letter ‘A’ starts at the top line. It touches both the top line and the bottom line. All uppercase letters stretch from the top line to the bottom line.
- Point out uppercase ‘A’ has a very different shape than the lowercase ‘a’.

- Model writing the 'A' two or three times, using the writing stroke cues.
- Have students write the uppercase and lowercase letters, 'A' and 'a' in the air with a pointed finger while saying whether the letter is uppercase or lowercase.
- Repeat these steps for 'B', 'C', and 'D', pointing out which uppercase letter looks more or less like the lowercase letter ('C') and which ones do not ('B' and 'D').



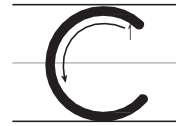
Start on the top line.

1. diagonal left (lift)
2. diagonal right (lift)
3. line across



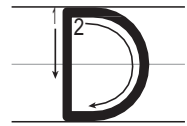
Start on the top line.

1. long line down (lift)
2. half a circle to the right
3. half a circle to the right



Start just below the top line.

1. most of a circle to the left



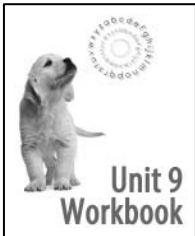
Start on the top line.

1. long line down (lift)
2. half a circle to the right

Practice

20 minutes

Handwriting Uppercase Letters



Worksheet 1.1

Beginning in this unit, some worksheets will have decodable directions for students.

If students need additional practice with uppercase letters, you may select appropriate Targeted Support Stop exercises from those listed under "Recognize and Write Uppercase Letters" and the activities in Unit 9, Section III of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 1.1.
- Please note this is the first worksheet with decodable directions for students. The word *caps* is used for *capitals* because it is decodable. Have a student read the instructions to the class.
- Tell students another name for *uppercase* is *capital*. *Caps* is a short way to say and write *capital*.
- Show students how to trace the gray dotted letters and how to write the letters, using the black dots as starting points.
- At the bottom of the page, show students how to read, trace, and write the Tricky Words.
- Display the back of the worksheet, and ask students to identify the first uppercase letter.
- Ask students to locate the matching lowercase letter.
- Have students draw a line from the uppercase 'A' to the lowercase 'a', following your example.
- Continue demonstrating until students are ready to work independently.

Take-Home Material

Writing and Tricky Word Practice

- Have students give Worksheet 1.2 to a family member.

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 414 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average 418 of those words would be completely decodable.
- The statistics above do not take capital letters into account. Therefore, the increase in the statistics is due to the teaching of the Tricky Words *when* and *word*. In natural text, however, the ability to recognize uppercase letters does increase the number of words a student can decode.
- *When* is the 35th most common word in English.
- *Word* is one of the 300 most common words in English—and hard to avoid in a reading curriculum.

Lesson 2

Sounds First Activities



Rhyme Activity: Mix it Up!

Skill: Each day this week, students will practice a rhyming skill. Today’s skill is Rhyme Judgement.

Directions:

1. Say pair of words.
2. Instruct students to show whether or not words rhyme. (Thumbs up or down).

T: *flip, drip*

S: (thumbs up)

T: *block, blue*

S: (thumbs down)

Words to use: dream/stream, glass/glove, glow, blow



Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

| | |
|--|--|
| <p>Do this one first:</p> <p>T: Say <i>recording</i>.</p> <p>S: recording</p> <p>T: Say <i>it again without re</i>.</p> <p>S: cording</p> | <p>Repeat the procedure with this list of words</p> <p><u>re</u>triever</p> <p><u>do</u>nation</p> <p><u>im</u>provement</p> <p><u>re</u>corde</p> <p><u>com</u>pletely</p> |
|--|--|

| | |
|--|--|
| | decided <u>rebellion</u> <u>transmission</u> <u>attendance</u> |
|--|--|



(K)

Manipulating Phonemes: Cut Off the Sound Part 2.

Skill: Delete the onset in the second syllable of a two syllable word. Ex: *Winter* to *winner* (students remove the /t/ sound at the beginning of the second syllable /ter/).

| | |
|---|---|
| Example of procedure (for reference): | Repeat the procedure using these words: |
| T: Say <i>roping</i> . S: repeat T: Now say <i>roping</i> , without /p/. S: rowing | <u>bumper</u> (without /p/ = bumper) settler (without /l/ = setter) <u>motor</u> (without /t/ = mower) laker (without /k/ = layer) <u>starling</u> (without /l/ = starring) |
| Use the scaffolding from the Experiencing stage as needed. | |



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Sentence: Yikes! Yelled yellow young yaks.



Lesson 2

Tricky Words

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Read high-frequency words identified as Tricky Words: *why, to*** (K.FL.PWR.3c)
- ✓ **Read decodable text that incorporates the letter-sound correspondences that have been taught with purpose and understanding** (K.FL.F.5a, K.FL.PWR.3)
- ✓ **Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary** (K.FL.F.5a, K.FL.PWR.3)

| <i>At a Glance</i> | Exercise | Materials | Minutes |
|--|---|---|---------|
| <i>Introducing the Tricky Words</i> | Today's Tricky Words: <i>why, to</i> | Board | 10 |
| <i>Reviewing the Tricky Words</i> | Tricky Word Practice | Pencils; Worksheet 2.1 | 15 |
| <i>Whole Group-Reading Time</i> | "The Bad Crab" | <i>Zack and Ann</i> Reader | 20 |
| <i>Reviewing the Story</i> | Story Questions Worksheet: "The Bad Crab" | Pencils; Worksheet 2.2; projection system | 15 |

Note to Teacher

This is the first lesson that includes a story comprehension worksheet. There is one comprehension worksheet for each story in the *Zack and Ann Reader*.

The story comprehension worksheets are intended to be used after students have read the story at least once. These worksheets are a good way for students to practice handwriting and develop their writing skills. They are also a good way for you to monitor reading comprehension. Although the questions on these early worksheets are very simple; they will become more challenging and open-ended as students progress through the supplement.

Introducing the Tricky Words

10 minutes

Today's Tricky Words: *why, to*

Tricky Word: *why*

Have students ask some questions with the Tricky Words *why* and *to*.

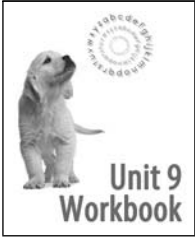
If students need additional practice reading Tricky Words, you may select appropriate Targeted Support Stop exercises from those addressing reading Tricky Words and the activities in Unit 9, Section I of the *Assessment and Remediation Guide*.

- Write the Tricky Word *why* on the board and ask students how they would pronounce it by blending. (They may have trouble saying the word since they have only learned 'y' as a consonant.)
- Explain we actually pronounce this word /w/ /ie/ as in, "Why is the sky blue?"
- Underline the letters 'w' and 'h' and tell students these letters make up the tricky part of the word, just like in *when*. This is another example of /w/ spelled 'wh'.
- Underline the letter 'y' and explain it is the second tricky part of the word. They would probably expect this letter to be pronounced /y/, but it is pronounced /ie/.
- Tell students when reading *why*, they have to remember to pronounce the letters 'w' 'h' as /w/ and the letter 'y' as /ie/.
- Tell students when writing *why*, they have to remember to spell the /w/ sound with the letters 'w' 'h' and the /ie/ sound with the letter 'y'.

Tricky Word: *to*

- Write the Tricky Word *to* on the board and ask students how they would pronounce it by blending. (They may say /t/ /o/.)
- Explain we pronounce this word /t/ /oo/ as in, "Let's go to the store."
- Circle the letter 't' and explain it is pronounced just as one would expect, as /t/.
- Underline the letter 'o' and explain it is the tricky part of the word. They would probably expect this letter to be pronounced /o/, but it is pronounced /oo/.
- Tell students when reading *to*, they have to remember to pronounce the letter 'o' as /oo/.
- Tell students when writing *to*, they have to remember to spell the /oo/ sound with the letter 'o'.

Tricky Word Practice

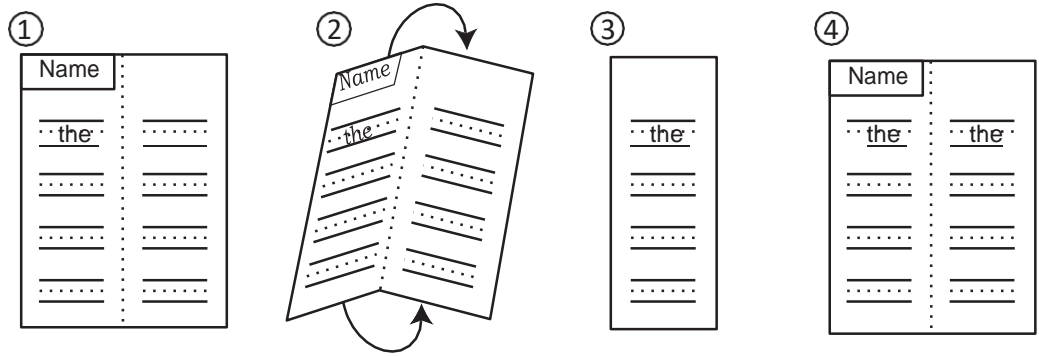


Worksheet 2.1

It might be helpful to say the sounds in the Tricky Words instead of the letter names. For example, while writing the word *when*, they could say /w/ /e/ /n/ instead of 'w' 'h' 'e' 'n'.

If students need additional practice writing Tricky Words, you may select appropriate Targeted Support Stop exercises from those addressing writing Tricky Words.

- Distribute Worksheet 2.1.
- Tell students they will practice writing Tricky Words.
- Write *when* on the board and have students read it.
- Have students copy *when* onto the first handwriting guide on the worksheet (see Illustration 1). They should say the name of each letter as they copy the word.



- Erase the word *when* from the board.
- Have students fold their worksheet along the dotted line and position it so the word they copied is facing the desk and the blank handwriting guides are facing up (see Illustration 2).
- Have students write *when* from memory on the top handwriting guide (see Illustration 3). They should say the name of each letter as they write the word.
- Tell students to unfold their worksheets and compare the word they just wrote with the word they copied earlier (see Illustration 4).
- Have students correct the word if needed.
- Repeat these steps with the remaining Tricky Words.

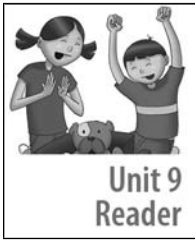
- | | | | |
|---------|--------|---------|--------|
| 1. when | 3. why | 5. one | 7. was |
| 2. word | 4. to | 6. from | |

Whole Group-Reading Time

“The Bad Crab”

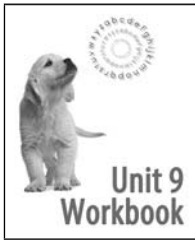
If students will benefit from continued story demonstration, please demonstrate reading the story. Project *Zack and Ann*, or read from the Reader and have students follow along in their Readers.

Introducing the Reader



- Give each student a *Zack and Ann* Reader.
- Point out the title of the book printed on the cover. Remind students a book's title tells about the book. Ask students to read the title of the book.
- Review the parts of the book (cover page, title page, back cover, page numbers) if necessary.
- As students are formally introduced to uppercase letters, call their attention to these letters in the Reader and story titles.

Challenging Vocabulary



Worksheets 2.3, 2.4,
2.5

- Before reading today's story, preview the following vocabulary with students. Write the words on the board for students to blend and read. Explain the meaning and use the word in an oral sentence.

1. **spot**—to see
2. **snap**—try to bite in an angry way
3. **pass the word**—tell other people; spread the news

Note: You may also want to point out that the word *spot* can have other meanings. Students may be more familiar with the word *spot* referring to a small dot or mark. In today's story, it has the meaning noted above.

- As in Unit 8, we have provided optional vocabulary sheets for use at your discretion throughout the unit. Some teachers encourage students to create unit glossaries by stapling the pages together at the end of the unit.
- Review the use of the apostrophe as an indication of ownership, e.g. possessive.

Purpose for Reading

- Tell students they will read a story about Zack, Zack's family, and a crab. Ask students to pay special attention to the story so they can tell you the setting of the story.

Reading the Story

- Read the story "The Bad Crab" as a group, asking students to read a page at a time.
- Pause after students read every 1–2 pages to ask specific questions about the text and illustrations. For example, after reading page 2, ask students to look at the illustration on page 3 to make a prediction about where the story takes place.
- Encourage students to engage with the story by asking, "Are there any questions you have to help clarify your understanding of the story?"

Wrap-Up

If students need additional practice reading, you may use the activities in Unit 9, Section II of the *Assessment and Remediation Guide*.

- Discuss the following questions as a class. Ask students to respond in complete sentences while incorporating the question stem in their response.

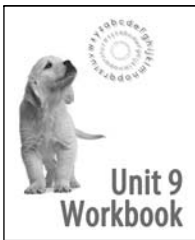
Discussion Questions on “The Bad Crab”

1. *Literal* What is the setting of the story? (The story is set at the beach.)
2. *Literal* Who are the main characters in the story? (The main characters are: Zack, Ann, Mom, Dad, and the crab.)

Reviewing the Story

15 minutes

Story Questions Worksheet: “The Bad Crab”



Worksheet 2.2

- Distribute and display Worksheet 2.2.
- Ask students to read the first question.
- Ask students to identify the correct answer. Have students look back in their Readers to confirm the correct response.
- Have students shade the circle next to the correct answer, following your example.
- Continue demonstrating until students are ready to work independently.

Code Knowledge

- Before today’s lesson: If students attempted to read 1,000 words in a trade book, on average 418 of those words would be completely decodable.
- After today’s lesson: If students attempted to read 1,000 words in a trade book, on average 448 of those words would be completely decodable.
- *Why* is the 167th most common word in English.
- *To* is the 4th most common word in English.

Lesson 3

Sounds First Activities

M

Rhyme Activity: Rhyme It.

Skill: Rhyme production.

Directions: Give students a word to rhyme with. Call on students to answer.

Note: Nonsense words are acceptable.

T: Say a word that rhymes with *hop*.

S: Answer (bop, slop, drop, mop, flop, cop, pop, hop, top, crop, stop, plop, etc)

Repeat with: hot, cob, jog, boat, nod, book



M

Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

Important Note: By the Mastering stage, most students should be deleting the first syllable from a three-syllable non compound word automatically (in less than 2 seconds). A short “Whip Around” assessment is provided to determine this. It should be administered to students throughout the week during a time that is convenient to pull them.

| | |
|--|---|
| Do this one first: | Repeat the procedure with this list of words: |
| <p>T: Say <u>historic</u>.</p> <p>S: historic</p> <p>T: Say it again without <i>his</i>.</p> <p>S: toric</p> | <p><u>defensive</u></p> <p>vacation</p> <p>computer</p> <p>tomorrow</p> |

| | |
|--|---|
| | <u>carnation</u> <u>persistent</u> <u>department</u> <u>removal</u> <u>division</u> |
|--|---|



(E)

Manipulating Phonemes: Change the Sound Part 2.

Skill: Substitute the onset in the second syllable of a two-syllable word. Ex: *Meeting to meaning* (students change /t/ to /n/ at the beginning of the second syllable /ting/).

Important Note: Earlier in the curriculum, in Change the Sound Part 1, students worked with substituting a single phoneme onset (ex: *fall to ball*). Here they are doing the same thing, only now they are using two-syllable words. So, they must be able to segment the syllables first, then isolate and substitute the onset in the second syllable.

Directions: Remind students that they have been working on taking out a sound in the middle of a long word to “magically” make a new word. Explain that now, they will be **CHANGING** one sound in the middle of a long word to make a new word.

1. Say the sentence and the targeted word. Tell students to repeat.
2. Pronounce each syllable in the word, placing one hand, palm up, for each. If you are facing the students, you will need to do this with your right hand first, then the left hand as they will be mirroring you. It’s important that they see the sequence of syllables from their left to right.
3. Pull the palm representing the second syllable toward you. Use the other hand to show a “switching” motion (like turning a switch) on the side of that hand. This provides a visual showing that you are switching the first sound in the second syllable. Tell the students the sound change they should make.
4. Tell students to repeat these steps (2 & 3). This helps them to “see,” “feel” AND hear that the substitution is taking place at the beginning of the second syllable.
5. Say the first syllable again (showing it on a palm) and the second new syllable (showing it on the other palm). Be sure to pronounce the new syllable with a little more emphasis. Blend them together by crossing the hands over your stomach and saying the new word.
6. Tell students to repeat.

| | |
|---|---|
| <p>Do this one first. Practice and model with the students:</p> <p>T: /love meeting new friends! meeting S: repeat</p> <p>T: /mee/ (one palm up) /ting/ (second palm up) (“switch” motion alongside of second palm) change /t/ to /h/ S: repeat</p> <p>T: /mee/ (palm up), /hing/ (palm up), (cross hands in front over stomach) /meaning/ S: repeat</p> | <p>Repeat the procedure using these sentences:</p> <p>The boat is floating on the river. (change /v/ to /ch/ = richer)</p> <p>That dress is stunning! (change /n/ to /f/ = stuffing)</p> <p>She is plucking dog hair off her sweater. (change /k/ to /m/ = plumbing)</p> <p>I want to visit the ocean and play on the beach. (change /sh/ to /p/ = open)</p> |
| <p>To further scaffold this: between the second and third steps above, you can have students say the new syllable. Ex: “Now /ting/ is /ning/.” <u>Then</u> you can have them blend the two syllables together to say the new word.</p> | |



Alliteration: Silly Sentences.
Support students’ ability to recognize the repeated initial sound in multiple words in a phrase.

Sentence: Pete the panda poked his pillow.



Lesson 3

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Read high-frequency words identified as Tricky Words (K.FL.PWR.3c)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for every consonant (K.FL.PWR.3a)
- ✓ Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms (K.FL.PC.1d)
- ✓ Trace, copy, and write from memory the letters of the alphabet accurately in upper- and lowercase form (K.FL.WC.4g)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (K.FL.F.5a, K.FL.PWR.3)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (K.FL.F.5a, K.FL.PWR.3)

| At a Glance | Exercise | Materials | Minutes |
|--|---|--|---------|
| Warm-Up | Tricky Word Flash Card Review and Sound/Spelling Review | Cards for Tricky Words taught; Large Cards for 20 spellings taught | 10 |
| Reviewing the Uppercase Letters | Uppercase Letter Review | Board | 5 |
| Introducing the Uppercase Letters | Today's Letters: E, F, G, H | Board | 10 |
| Practice | Handwriting Worksheet | Pencils; Worksheet 3.1; projection system | 15 |
| Small Group-Reading Time | "Ann's Dress" | Zack and Ann Reader | 20 |
| Take-Home Material | Writing and Tricky Words | Worksheets 3.4, 3.5 | * |

Advance Preparation

Write the following Tricky Words on yellow large cards, one word per card: *the, a, of, all, one, from, was, when, word, why, to*. Write the following sentence on the board, "This is Ann and this is Bob."

Tricky Word Flash Card Review and Sound/Spelling Review

Part A

If students need additional practice reading, you may use the activities in Unit 9, Section I of the *Assessment and Remediation Guide*.

- Use the prepared Tricky Words written on large yellow cards, one word per card: *the, a, of, all, one, from, was, when, word, why, to*.
- Hold up a card briefly (flash) and have students read the word and use it in an oral sentence.
- Complete the remaining cards.
- Save the cards for future use.

Part B

If students are ready to review more than 20 spellings at a time, use the Large Cards for all of the spellings taught.

- Review the Large Cards for the 20 spellings previously taught, including digraphs and spelling alternatives.
- Hold up the first Large Card.
- Have students say the sound represented on the card. If the spelling is a letter team, have students name the letters.
- Continue with the remaining cards.

Reviewing the Uppercase Letters

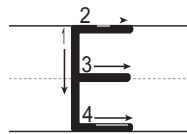
5 minutes**Uppercase Letter Review**

- Remind students what they have learned about uppercase letters, also known as capital letters.
- Referring to the sentence you previously wrote on the board, explain *Ann* and *Bob* are capitalized because they are names.
- Explain *This* is capitalized because it is at the beginning of a sentence.
- Ask students to copy you by writing in the air as you write 'A', 'a', 'B', 'b', 'C', 'c', 'D', and 'd' on the board, side by side.
- Remind students each letter in the alphabet has an uppercase version and a lowercase version.
- Remind students some uppercase letters look just like the lowercase letters, but others have a completely different shape. Compare 'C'/'c' with 'D'/'d'.
- Ask students when to use capital letters (for the names of people and at the beginning of sentences).

Today's Letters: E, F, G, H

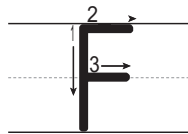
The terms *uppercase letter* and *capital letter* can be used interchangeably. Be sure to expose students to both terms.

- Tell students you are going to show them how to write uppercase letters for four more letters of the alphabet, 'E', 'F', 'G', and 'H'.
- Write a lowercase 'e'.
- Point out the lowercase 'e' is written below the dotted line.
- Write an uppercase 'E' next to the lowercase 'e', describing what you are doing using the phrases below.
- Explain this uppercase letter starts at the top line. It touches both the top line and the bottom line. Remind students all uppercase letters stretch from the top line to the bottom line.
- Point out uppercase 'E' has a very different shape than the lowercase 'e'.
- Model writing the letter two or three more times, saying the stroke cues aloud.
- Have students write the uppercase and lowercase letters in the air with a pointed finger while saying whether the letter is uppercase or lowercase.
- Repeat these steps for 'F', 'G', and 'H', pointing out which uppercase letter looks more or less like the lowercase letter ('F') and which ones do not ('G' and 'H').



Start on the top line.

1. long line down (lift)
2. line across (lift)
3. line across (lift)
4. line across



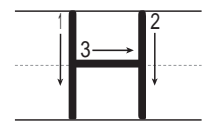
Start on the top line.

1. long line down (lift)
2. line across (lift)
3. line across



Start just below the top line.

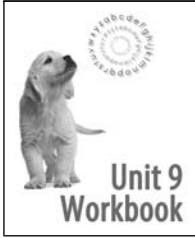
1. most of a circle to the left
2. line across



Start on the top line.

1. long line down (lift)
2. long line down (lift)
3. line across

Handwriting Worksheet



Worksheet 3.1

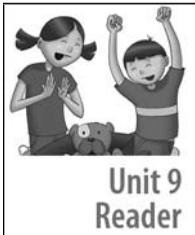
If students need additional practice with uppercase letters, you may select appropriate Targeted Support Stop exercises from those listed under “Recognize and Write Uppercase Letters” and the activities in Unit 9, Section III of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 3.1.
- Show students how to trace the gray dotted letters and how to write the letters, using the black dots as starting points.
- At the bottom of the page, show students how to read, trace, and write the Tricky Words.
- Display the back of the worksheet, and ask students to identify the first uppercase letter.
- Ask students to locate the matching lowercase letter.
- Have students draw a line from the uppercase ‘A’ to the lowercase ‘a’, following your example.
- Continue demonstrating until students are ready to work independently.

Small Group-Reading Time

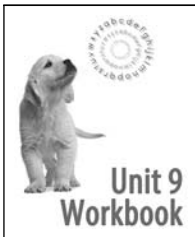
“Ann’s Dress”

Challenging Vocabulary



Before reading today’s story, preview the following vocabulary with students. Write the words on the board so students can blend and read the words. Explain the meaning of each word and use it in an oral sentence.

1. **block**—the distance between two streets
2. **rips**—small tears in fabric or paper



Worksheets 3.2, 3.3

Note: You may also want to point out that the word *block* can have other meanings. Students may be more familiar with the word *block* referring to a toy. In today’s story, it has the meaning noted above.

- Optional vocabulary sheets are available in the Workbook for use at your discretion.
- Review the use of the apostrophe as an indication of ownership, e.g., possessive.

Purpose for Reading

If students need additional practice reading, you may use the activities in Unit 9, Section II of the *Assessment and Remediation Guide*.

- Tell students they will read a story about a dress Ann buys. Ask students to pay special attention to the story so they can tell you what happens to Ann’s dress.

Reading the Story

- Both this lesson and the following lesson have time designated to read “Ann’s Dress” in small groups. We recommend you read with Group 1 students who may need more support during this lesson while Group 2 students, who are more independent, partner read. Be sure to record anecdotal notes regarding students’ reading progress.
- ✪ **Group 2:** (Students who are more able to work independently are in Group 2.) Have students take out their Readers, sit with their partners, and take turns reading “Ann’s Dress” aloud. Students who finish early should reread the story “The Bad Crab.” You may also wish to assign any of the optional vocabulary worksheets for completion. Students should not read ahead.
- ✪ **Group 1:** (Students who need more support are in Group 1.) Have students follow along in their Readers as one student at a time reads “Ann’s Dress” aloud. Pause at the end of each page to ask 1–2 questions to ensure students understand the text. Read the story a second time, using read-aloud strategies that are best for students. If you have time, read “The Bad Crab” in the same fashion. Alternatively, you may use different remediation exercises addressing the specific needs of these students.

Wrap-Up

- Discuss the following questions as a class. Student responses should be given in complete sentences incorporating the question stem in the answer.

Discussion Questions on “Ann’s Dress”

1. *Literal* Where does Ann buy a dress? (Ann buys a dress at Gwen’s Dress Shop.)
2. *Literal* What is the color of the dress? (The dress is red.)
3. *Literal* What happens to the dress after it falls from the cab? (The dress is damaged.)
4. *Literal* Describe what the dress looks like at the end of the story. (Accept reasonable answers.)

Take-Home Material

Writing and Tricky Words

- Have students give Worksheets 3.4 and 3.5 to a family member.

Lesson 4

Sounds First Activities



Rhyme Activity: Rhyme It.

Skill: Rhyme production.

Directions: Give students a word to rhyme with. Call on students to answer.

Note: Nonsense words are acceptable.

T: Say a word that rhymes with *tub*.

S: Answer (choice of rub, cub, hub, pub, etc)

Repeat with: glue, gum, plum, nut, bun, bug



Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

Important Note: By the Mastering stage, most students should be deleting the first syllable from a three-syllable non compound word automatically (in less than 2 seconds). A short assessment is provided to determine this. It should be administered individually to students throughout the week during a time that is convenient to pull them.

| | |
|---|--|
| Do this one first: | Repeat the procedure with this list of words: |
| T: Say <i>reaction</i> . S: reaction T: Say it again without <i>re</i> . | gigantic November <u>Egyptian</u> |

| | |
|--------------------------------|---|
| <p>S: <i>action</i></p> | <p><u>Wyoming</u> imagine <u>maternal</u> <u>enrollment</u> <u>devoted</u> <u>impatient</u></p> |
|--------------------------------|---|



(E)

Manipulating Phonemes: Change the Sound Part 2.

Skill: Substitute the onset in the second syllable of a two-syllable word. Ex: Meeting to meaning (students change /t/ to /n/ at the beginning of the second syllable /ting/).

Important Note: Earlier in the curriculum, in Change the Sound Part 1, students worked with substituting a single phoneme onset (ex: *fall* to *ball*). Here they are doing the same thing, only now they are using two-syllable words. They segment the syllables first, then isolate and substitute the onset in the second syllable.

Directions: See the left hand column in the table below for the procedure.

| | |
|--|---|
| <p>Do this one first:</p> <p>T: <i>My friend is coming over to play today! coming</i></p> <p>S: repeat</p> <p>T: /cu/ (one palm up) /ming/ (second palm up) (“switch” motion alongside of second palm) <i>change /m/ to /t/</i></p> <p>S: repeat</p> <p>T: /cu/ (palm up), /tting/ (palm up), (cross hands in front over</p> | <p>Repeat the procedure using these sentences:</p> <p><i>That little bird is making a clicking noise.</i> (change /k/ to /p/ = clipping)</p> <p><i>My mom is making cookies.</i> (change /k/ to /l/ = mailing)</p> <p><i>I’m thirsty. I need a drink of water.</i> (change /t/ to /sh/ = washer)</p> |
|--|---|

| | |
|---|--|
| <p>stomach) /cutting/ S: repeat</p> | <p>Is that a raisin in my cereal? (change /z/ to /v/ = <u>raven</u>)</p> |
| <p>To further scaffold this: for students, between the second and third steps in the example above you can have students say the new syllable. Ex: "Now /ming/ is /ting/." <u>Then</u> you can have them blend the two syllables together to say the new word.</p> | |



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Sentence: Sheila showed shortcuts to Sharmin.



Lesson 4

Review

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Read high-frequency words identified as **Tricky Words** (K.FL.PWR.3c)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for every consonant (K.FL.PWR.3a)
- ✓ Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms (K.FL.PC.1d)
- ✓ Trace, copy, and write from memory the letters of the alphabet accurately in upper- and lowercase form (K.FL.WC.4g)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (K.FL.F.5a, K.FL.PWR.3)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (K.FL.F.5a, K.FL.PWR.3)

| <i>At a Glance</i> | <i>Exercise</i> | <i>Materials</i> | <i>Minutes</i> |
|---|---|--|----------------|
| <i>Warm-Up</i> | Tricky Word Flash Card Review and Sound/Spelling Review | Cards for Tricky Words taught; Large Cards for 20 spellings taught | 10 |
| <i>Reviewing the Uppercase Letters</i> | Uppercase Letter Sprints | Three sets of uppercase letter cards for 'A'-'H'; One set of lowercase letter cards for 'a'-'h'; | 15 |
| <i>Small Group-Reading Time</i> | "Ann's Dress" | <i>Zack and Ann</i> Reader | 20 |
| <i>Reviewing the Story</i> | Story Questions Worksheet: "Ann's Dress" | Pencils; Worksheet 4.1; projection | 15 |
| <i>Take-Home Material</i> | Take-Home Story: "The Bad Crab" | Worksheet 4.2 | * |

Tricky Word Flash Card Review and Sound/Spelling Review

Part A

If students need additional practice reading Tricky Words, you may select appropriate Targeted Support Stop exercises from those addressing reading Tricky Words and the activities in Unit 9, Section I of the *Assessment and Remediation Guide*.

- Using your set of Tricky Word cards, briefly hold up a (flash) card and have students read the word and use it in an oral sentence.
- Complete the remaining cards.
- Save the cards for future use.

Part B

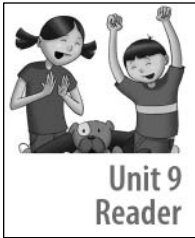
- Review the Large Cards for the 20 spellings previously taught, including digraphs and spelling alternatives.
- Use the procedures described in earlier lessons.

Reviewing the Uppercase Letters

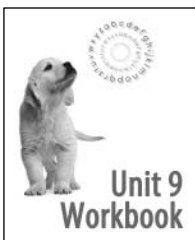
Uppercase Letter Sprints

If students need additional practice with uppercase letters, you may select appropriate Targeted Support Stop exercises from those listed under "Recognize and Write Uppercase Letters" and the activities in Unit 9, Section III of the *Assessment and Remediation Guide*.

- Place three sets of uppercase letter cards for the first eight letters of the alphabet at the far end of the classroom, the gym, or the playground. These could be cards you have made throughout the school year or those created for this activity.
- Divide students into three teams.
- Hold up a lowercase letter card for one of the first eight letters of the alphabet.
- Have one student from each team race to grab a corresponding uppercase letter card and bring it back.
- The first student to return with the correct uppercase letter scores a point for the team.
- Repeat with additional letters and students.

“Ann’s Dress”

- ✪ **Group 1:** Have students take out their Readers, sit with their partners, and take turns rereading “Ann’s Dress” aloud. Students who finish early should reread the story “The Bad Crab.” They should not read ahead. You may wish to assign any of the optional vocabulary sheets for completion.
- ✪ **Group 2:** Have students follow along in their Readers as one student at a time reads “Ann’s Dress” aloud. Pause to ask questions at the end of each page to ensure students understand the text. Read the story a second time, having students read aloud. If you have time, read “The Bad Crab” in the same fashion. Alternatively, you may use different remediation and/or enrichment exercises addressing the specific needs of these students.

Reviewing the Story**Optional Story Questions Worksheet: “Ann’s Dress”**

Optional Worksheet 4.1

- Distribute and display optional Worksheet 4.1.
- Ask students to read the first question.
- Ask students to identify the correct answer. Encourage students to refer to their Readers to verify their answers.
- Have students shade the circle next to the correct answer, following your example.
- Be sure to point out the use of the question mark as end punctuation. Complete the second question in the same fashion.
- Ask students to read the third question.
- Ask students to provide the answer to the third question.
- Have students write the following decodable answer on the line provided, following your example: A bus hit Ann’s dress and a dog bit it.

If students need additional practice reading, you may use the activities in Unit 9, Section II of the *Assessment and Remediation Guide*.

Take-Home Material**Take-Home Story: “The Bad Crab”**

- Have students give Worksheet 4.2 to a family member.

Lesson 5

Sounds First Activities



Rhyme Activity: Rhyme It.

Skill: Rhyme production.

Directions: Give students a word to rhyme with. Call on students to answer.

Note: Nonsense words are acceptable.

T: Say a word that rhymes with *bed*.

S: Answer (fed, red, fed, pled, head, wed, shed, sled etc)

Repeat with: wet, ten, sheet, best, deep, bell



Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

Important Note: By the Mastering stage, most students should be deleting the first syllable from a three-syllable non compound word automatically (in less than 2 seconds). A short assessment is provided to determine this. It should be administered individually to students throughout the week during a time that is convenient to pull them.

| | |
|---|--|
| <p>Do this one first:</p> <p>T: say <i>digestion</i>.</p> <p>S: digestion</p> <p>T: say it again without <i>di</i>.</p> | <p>Repeat the procedure with this list of words:</p> <p>vanilla</p> <p><u>permission</u></p> <p><u>impression</u></p> |
|---|--|

| | |
|--------------------------|--|
| <p>S: gession</p> | <p>behavior transistor <u>prof</u>essor <u>ign</u>ition develop subtraction</p> |
|--------------------------|--|



(E)

Manipulating Phonemes: Change the Sound Part 2.

Skill: Substitute the onset in the second syllable of a two-syllable word. Ex: *meeting* to *meaning* (students change /t/ to /n/ at the beginning of the second syllable /ting/).

Directions: See the left hand column in the table below for the procedure.

| | |
|--|---|
| <p>Do this one first:</p> <p>T: <i>The dog is pulling on her leash. pulling</i></p> <p>S: repeat</p> <p>T: /pu/ (one palm up) /l<u>ing</u>/ (second palm up) (“switch” motion alongside of second palm) <i>change /l/ to /sh/</i></p> <p>S: repeat</p> <p>T: /pu/ (palm up), /sh<u>ing</u>/ (palm up), (cross hands in front over stomach) /push<u>ing</u>/</p> <p>S: repeat</p> | <p>Repeat the procedure using these sentences:</p> <p><i>What is that noise coming out of the speaker?</i> (change /k/ to /d/ = speeder)</p> <p><i>We saw a tiger at the zoo.</i> (change /g/ to /m/ = timer)</p> <p><i>My sister is seven years old.</i> (change /v/ to /sh/ = session)</p> <p><i>Sometimes my mom lets me drink soda.</i> (change /d/ to /f/ = sofa)</p> |
|--|---|

To further scaffold this for students, between the second and third steps in the example above you can have students say the new syllable. Ex: "Now /ling/ is /shing/." Then you can have them blend the two syllables together to say the new word.



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Sentence: Nellie the Newt knew nothing new.



Lesson 5

Tricky Words

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Orally blend sounds to form words, e.g., given the sounds /k/ . . ./a/ . . ./t/, blend to make *cat* (K.FL.PA.2)
- ✓ Add or substitute phonemes to spoken one-syllable words (K.FL.PA.2e)
- ✓ Read high-frequency words identified as Tricky Words: *where, no, I* (K.FL.PWR.3c)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (K.FL.F.5a, K.FL.PWR.3)

| At a Glance | Exercise | Materials | Minutes |
|-------------------------------------|---|-------------------------------------|---------|
| Warm-Up | Oral Blending and Sound/Spelling Review | Large Cards for 20 spellings taught | 10 |
| Introducing the Tricky Words | Today's Tricky Words: <i>where, no, I</i> | Board | 15 |
| Practice | Circle and Copy | Pencils; Worksheet 5.1; projection | 15 |
| Differentiated Instruction | Small Group Work | Pencils; Worksheet 5.2 | 20 |

Advance Preparation

Write the following sentences on the board or chart paper.

1. The grass is long.
2. One kid is in the pond.
3. The kid fell from the branch.
4. The cat has one black spot.

Oral Blending and Sound/Spelling Review

Part A



The finger taps are used to represent sounds. This helps students hear and distinguish individual sounds.

- Follow the instructions in Lesson 1.

- | | |
|------------------------------------|---------------------------------------|
| 1. (4) /r/ /u/ /n/ /er/ > runner | 6. (3) /m/ /ar/ /ch/ > March |
| 2. (4) /r/ /u/ /b/ /er/ > rubber | 7. (3) /j/ /oo/ /n/ > June |
| 3. (4) /r/ /u/ /d/ /er/ > rudder | 8. (4) /j/ /oo/ /l/ /ie/ > July |
| 4. (4) /r/ /e/ /d/ /er/ > redder | 9. (5) /ae/ /p/ /r/ /i/ /l/ > April |
| 5. (4) /ch/ /e/ /d/ /er/ > cheddar | 10. (5) /aw/ /g/ /u/ /s/ /t/ > August |

Part B

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

- Review the Large Cards for the 20 spellings previously taught. Include digraphs and spelling alternatives.
- Use the procedures described in previous lessons.

Introducing the Tricky Words

Today's Tricky Words: *where, no, I*

Tricky Word: *where*

Have students ask some questions with the question word *where*.

If students need additional practice reading Tricky Words, you may select appropriate Targeted Support Stop exercises from those addressing reading Tricky Words and the activities in Unit 9 Section I of the *Assessment and Remediation Guide*.

- Write the Tricky Word *where* on the board and ask students how they would pronounce it by blending. (They may say /w/ /h/ /e/ /r/ /e/ or /w/ /e/ /r/ /e/.)
- Tell students we pronounce this word /w/ /ae/ /r/ as in, "Where are your shoes?"
- Underline the letters 'w' and 'h' and explain these letters make up a tricky part of the word, just like in *when* and *why*. This is another example of /w/ spelled 'wh'.
- Underline the letters 'e', 'r', and 'e' and tell students these letters make up the second tricky part of the word. Students would probably expect these letters to be pronounced separately as /e/ /r/ /e/, but these three letters work together to stand for the /ae/ /r/ sounds.
- Tell students when reading *where*, they have to remember to pronounce the letters 'w' 'h' as /w/ and the letters 'e' 'r' 'e' as /ae/ /r/.
- Tell students when writing *where*, they have to remember to spell the /w/ sound with the letters 'w' 'h' and the /ae/ /r/ sounds with the letters 'e' 'r' 'e'.

Tricky Word: *no*

Ask students to use *no* and *I* in oral sentences.

- Write the Tricky Word *no* on the board and ask students how they would pronounce it by blending. (They may say /n/ /o/.)
- Explain that we pronounce this word /n/ /oe/ as in, “No running in the hall!”
- Circle the letter ‘n’ and explain it is pronounced just as one would expect, as /n/.
- Underline the letter ‘o’ and explain that it is the tricky part of the word. They would probably expect this letter to be pronounced /o/, but it is pronounced /oe/.
- Tell students when reading *no*, they have to remember to pronounce the letter ‘o’ as /oe/.
- Tell students when writing *no*, they have to remember to spell the /oe/ sound with the letter ‘o’.

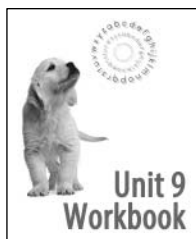
Tricky Word: *I*

- Write the Tricky Word *I* on the board and ask students how they would expect this letter to be pronounced. (They may say /i/ or the letter name.)
- Tell students we pronounce this word /ie/, just like the letter name, as in, “*I* can run fast.”
- Underline *I* and explain the whole word is tricky.
- Explain another tricky thing about this word is it is always written with an uppercase letter—even if it is not the first word in a sentence. We treat this word like a person’s name.

Practice

15 minutes

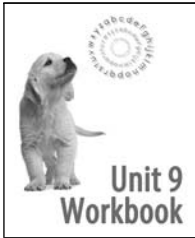
Circle and Copy



Worksheet 5.1

- Distribute and display Worksheet 5.1.
- Ask students to read the first sentence.
- Ask students to identify the picture that matches the first sentence.
- Have students circle the matching picture.
- Continue demonstrating until students are ready to work independently.
- Don’t forget the sentences on the back.

Small Group Work



Worksheet 5.2

If students need additional practice writing Tricky Words, you may select appropriate Targeted Support Stop exercises from those addressing writing Tricky Words and the activities in Unit 9, Section I of the *Assessment and Remediation Guide*.

🌀 Group 2

- Distribute Worksheet 5.2.
- Have students complete each sentence using the appropriate Tricky Word.
- Write the following decodable sentences on the board. If students finish early, they may read, copy, and illustrate some of the sentences. Students may also partner read “The Bad Crab” and “Ann’s Dress.” Or you may wish to assign any of the optional vocabulary worksheets for completion.

1. The grass is long.
2. One kid is in the pond.
3. The kid fell from the branch.
4. The cat has one black spot.

🌀 Group 1

- Distribute Worksheet 5.2.
- Explain to students three Tricky Words are printed at the top of the worksheet. Each of these Tricky Words completes one of the sentences printed below.
- Ask students to read the Tricky Words.
- Demonstrate reading the first sentence three times: once with the Tricky Word *where*, once with the Tricky Word *why*, and once with the Tricky Word *to*.
- Ask students which Tricky Word completes the sentence.
- Have students print the Tricky Word *why* on the line provided, following your example.
- Complete the remaining sentences, including those on the back.

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 448 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average 456 of those words would be completely decodable.
- *I* is the 25th most common word in English.
- *No* is the 63rd most common word in English.
- *Where* is the 100th most common word in English.
- Once students have learned these Tricky Words, some may be able to identify words having similar patterns. For example, a student who has learned *no* may be able to determine the pronunciation of *go* using analogy. However, we do not view *go* and similar words as decodable until the 'o' is explicitly taught as a spelling alternative for the /oe/ sound in Grade 1.

Lesson 6

Sounds First Activities

M

Rhyme Activity: Rhyme It.

Skill: Rhyme production.

Directions: Give students a word to rhyme with. Call on students to answer.

Note: Nonsense words are acceptable.

T: Say a word that rhymes with *dip*.

S: Answer (sip, slip, drip, glip, bip, trip, rip, lip, whip, flip etc)

Repeat with: dig, grin, split, him, win, sink



M

Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

Important Note: By the Mastering stage, most students should be deleting the first syllable from a three-syllable non compound word automatically (in less than 2 seconds). A short assessment is provided to determine this. It should be administered individually to students throughout the week during a time that is convenient to pull them.

| | |
|--|---|
| <p>Do this one first:</p> <p>T: Say successful.</p> <p>S: successful</p> <p>T: Say it again without suc.</p> | <p>Repeat the procedure with this list of words:</p> <p>attention</p> <p><u>performance</u></p> <p>forgetful</p> |
|--|---|

| | |
|------------|---|
| S: cessful | <u>iguana</u> <u>Invention</u> <u>condition</u> <u>equation</u> <u>recital</u> <u>consider</u> |
|------------|---|



(E)

Manipulating Phonemes: Change the Sound Part 2.

Skill: substitute the onset in the second syllable of a two-syllable word. Ex: Meeting to meaning (students change /t/ to /n/ at the beginning of the second syllable /ting/).

Directions: See the left hand column in the table below for the procedure.

| | |
|---|---|
| <p>Do this one first:</p> <p>T: <i>This book I'm reading is really great! reading</i></p> <p>S: repeat</p> <p>T: /rea/ (one palm up) /ding/ (second palm up) ("switch" motion alongside of second palm) change /d/ to /ch/</p> <p>S: repeat</p> <p>T: /rea/ (palm up), /ching/ (palm up), (cross hands in front over stomach) /reaching/</p> <p>S: repeat</p> | <p>Repeat the procedure using these sentences:</p> <p><i>It's cold in here! Did you see me shiver?</i> (change /v/ to /m/ = <u>shimmer</u>)</p> <p><i>I used a ruler to measure the table.</i> (change /l/ to /m/ = rumor)</p> <p><i>My mom and I will go running this afternoon.</i> (change /n/ to /sh/ = rushing)</p> <p><i>I love mixing up the cookie dough!</i> (change /ks/ to /s/ = missing)</p> |
|---|---|

To further scaffold this: between the second and third steps in the example above you can have students say the new syllable. Ex: "Now /ding/ is /ching/." Then you can have them blend the two syllables together to say the new word.



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Sentence: Terry Tealeaf takes tea to his table.



Lesson 6

Uppercase Letters

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

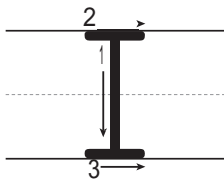
- ✓ **Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms** (K.FL.PC.1d)
- ✓ **Trace, copy, and write from memory the letters of the alphabet accurately in upper- and lowercase form** (K.FL.WC.4g)
- ✓ **Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding** (K.FL.F.5a, K.FL.PWR.3)
- ✓ **Read aloud in a group, with a partner, or alone for at least 15 minutes each day** (K.FL.F.5a)
- ✓ **Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary** (K.FL.F.5a, K.FL.PWR.3)

| <i>At a Glance</i> | <i>Exercise</i> | <i>Materials</i> | <i>Minutes</i> |
|---|--|---|----------------|
| <i>Introducing the Uppercase Letters</i> | Today's Letters: I, J, K, L, M | Board | 10 |
| <i>Practice</i> | Handwriting Worksheet | Pencils; Worksheet 6.1; projection | 15 |
| <i>Whole Group-Reading Time</i> | "Zack Gets a Pet" | <i>Zack and Ann</i> Reader; Worksheets 6.3, 6.4 | 20 |
| <i>Reviewing the Story</i> | Story Questions Worksheet: "Zack Gets a Pet" | Pencils; Worksheet 6.2; projection system | 15 |
| <i>Take-Home Material</i> | Handwriting Practice | Worksheet 6.5 | * |

Today's Letters: I, J, K, L, M

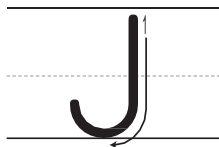
The terms *uppercase letter* and *capital letter* can be used interchangeably. Be sure to expose students to both terms.

- Tell students you are going to show them how to write uppercase letters for four more letters of the alphabet, 'I', 'J', 'K', 'L', and 'M'.
- Write a lowercase 'i' on the board.
- Point out the lowercase 'i' is written mostly below the dotted line.
- Write an uppercase 'I' next to the lowercase 'i', describing what you are doing using the phrases below.
- Point out the uppercase 'I' has a very different shape than the lowercase 'i.'
- Model writing the letter two or three more times, using the writing stroke cues shown.
- Have students write the uppercase and lowercase letters in the air with a pointed finger while saying whether it is uppercase or lowercase.
- Repeat these steps for 'J', 'K', 'L', and 'M', pointing out which uppercase letters look more or less like the lowercase letters ('J' and 'K') and which ones do not ('L' and 'M').



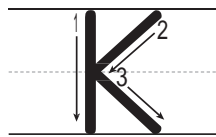
Start on the top line.

1. long line down (lift)
2. line across (lift)
3. line across



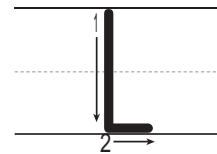
Start on the top line.

1. fish hook



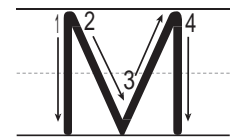
Start on the top line.

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



Start on the top line.

1. long linedown
2. line across



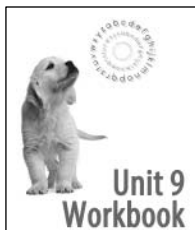
Start on the top line.

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

Practice

15 minutes

Handwriting Worksheet



Worksheet 6.1

- Distribute and display Worksheet 6.1.
- Show students how to trace the gray dotted letters and how to write the letters, using the black dots as starting points.
- At the bottom of the page, show students how to read, trace, and write the Tricky Words.

If students need additional practice with uppercase letters, you may select appropriate Targeted Support Stop exercises from those listed under “Recognize and Write Uppercase Letters” and the activities in Unit 9, Section III of the *Assessment and Remediation Guide*.

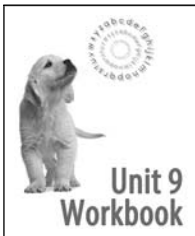
- Display the back of the worksheet, and ask students to identify the first uppercase letter in the box.
- Ask students to locate the matching lowercase letter.
- Have students write an uppercase ‘B’ next to the lowercase ‘b’, following your example.
- Continue demonstrating until students are ready to work independently.

Whole Group-Reading Time

20 minutes

“Zack Gets a Pet”

Challenging Vocabulary



Worksheets 6.3, 6.4

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

1. **shrug**—to lift one’s shoulder as if to say “I don’t know” or “I don’t care one way or the other”
2. **buck**—one dollar
3. **cash**—money

Note: You may also want to point out that the word *buck* can have other meanings. Students may be more familiar with the word *buck* referring to a male deer. In today’s story, it has the meaning noted above.

- You may wish to assign any of the optional vocabulary worksheets for completion.
- Review the use of the apostrophe as an indication of ownership, i.e., possessive. Students will also encounter an apostrophe used for the contraction, *can’t*.

Purpose for Reading

- Tell students they will read a story about Zack buying a pet. Ask students to pay special attention to the story so they can tell you what pet Zack buys.

Reading the Story

- Read “Zack Gets a Pet,” using a group reading approach appropriate for students.
- Pause as students read every 1–2 pages to ask questions ensuring student understanding of the text.

Wrap-Up

- Discuss the following questions as a class. Students should answer in complete sentences incorporating the question stem in their response.

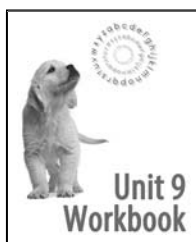
Discussion Questions on “Zack Gets a Pet”

1. *Literal* What four pets does Zack ask about? (Zack asks about a cat, rat, bug, and fish.)
2. *Literal* Who does not want cats? (Dad does not want cats.)
3. *Literal* Which pet does Zack buy in the end? (Zack gets a fish.)

Reviewing the Story

15 minutes

Optional Story Questions Worksheet: “Zack Gets a Pet”



Optional Worksheet 6.2

If students need additional practice reading, you may use the activities in Unit 9, Section II of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 6.2.
- Ask students to read the first question.
- Be sure to point out the use of the question mark as punctuation.
- Ask students to identify the correct answer.
- Have students shade the circle next to the correct answer, following your example.
- Complete the second question.
- Ask students to read and answer the third question.
- Have students write the following decodable answer on the line provided, following your example: Zack got his fish from the pet shop.

Take-Home Material

Handwriting Practice

- Have students give Worksheet 6.5 to a family member.

Lesson 7

Sounds First Activities

M

Rhyme Activity: Rhyme It.

Skill: Rhyme production.

Directions: Give students a word to rhyme with. Call on students to answer.

Note: Nonsense words are acceptable.

T: Say a word that rhymes with *bad*.

S: Answer (fad, lad, tad, rad, mad, dad, plaid, etc)

Repeat with: am, pan, bag, lack, rash, tank



M

Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

Important Note: By the Mastering stage, most students should be deleting the first syllable from a three-syllable non compound word automatically (in less than 2 seconds). A short assessment is provided to determine this. It should be administered individually to students throughout the week during a time that is convenient to pull them.

| | |
|---|---|
| Do this one first: | Repeat the procedure with this list of words: |
| <p>T: Say <i><u>italic.</u></i></p> <p>S: <i><u>italic</u></i></p> <p>T: Say it again without <i><u>i.</u></i></p> | <p>decision</p> <p><u>flamingo</u></p> <p><u>companion</u></p> |

| | |
|------------------------|--|
| <p>S: talic</p> | <p>tremendous completely Olympic <u>demolish</u> umbrella eleven</p> |
|------------------------|--|



(E)

Manipulating Phonemes: Change the Sound Part 2.

Skill: substitute the onset in the second syllable of a two-syllable word. Ex: Meeting to meaning (students change /t/ to /n/ at the beginning of the second syllable /ting/).

| | |
|---|---|
| <p>Do this one first:</p> <p>T: <i>The rabbit is beating the fox in the race!</i> <i>beating</i></p> <p>S: repeat</p> <p>T: /bea/ (one palm up) /ting/ (second palm up) (“switch” motion alongside of second palm) <i>change /t/ to /m/</i></p> <p>S: repeat</p> <p>T: /bea/ (palm up), /ming/ (palm up), (cross hands in front over stomach) /<u>beaming</u>/</p> <p>S: repeat</p> | <p>Repeat the procedure using these sentences:</p> <p><i>The sun is out. Now I am warming up.</i> (change /m/ to /p/ = <u>warping</u>)</p> <p><i>That teacher loves to read books.</i> (change /ch/ to /z/ = <u>teaset</u>)</p> <p><i>I think my sister is tricking me!</i> (change /k/ to /p/ = tripping)</p> <p><i>My little brother likes walking in the park.</i> (change /k/ to /sh/ = washing)</p> |
| <p>To further scaffold this: between the second and third steps in the example above you can have students say the new syllable. Ex: “Now /ting/ is /ming/.” <u>Then</u> you can have them blend the two syllables together to say the new word.</p> | |



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Sentence: Earnest Earl the elephant eats every day.



Lesson 7

Tricky Words Uppercase Letters

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

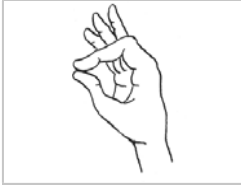
- ✓ Orally blend sounds to form words, e.g., given the sounds /k/ . . ./a/ . . ./t/, blend to make *cat* (K.FL.PA.2)
- ✓ Add or substitute phonemes to spoken one-syllable words (K.FL.PA.2e)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for every consonant (K.FL.PWR.3a)
- ✓ Read high-frequency words identified as Tricky Words: *what, so* (K.FL.PWR.3c)
- ✓ Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms (K.FL.PC.1d)
- ✓ Trace, copy, and write from memory the letters of the alphabet accurately in upper- and lowercase form (K.FL.WC.4g)

| <i>At a Glance</i> | <i>Exercise</i> | <i>Materials</i> | <i>Minutes</i> |
|---|---|---|----------------|
| <i>Warm-Up</i> | Oral Blending and Sound/Spelling Review | Large Cards for 20 spellings taught | 10 |
| <i>Introducing the Tricky Words</i> | Today's Tricky Words: <i>what, so</i> | Board | 10 |
| <i>Reviewing the Uppercase Letters</i> | Who Can Show Me? | | 10 |
| <i>Introducing the Uppercase Letters</i> | Today's Letters: N, O, P, Q, R | Board | 10 |
| <i>Practice</i> | Handwriting Worksheet | Pencils; Worksheet 7.1; projection system | 20 |
| <i>Take-Home Material</i> | Tricky Words | Worksheet 7.2 | * |

Oral Blending and Sound/Spelling Review

Part A

- Follow the instructions in Lesson 1.



If students need additional practice with oral blending and sound/spelling review, you may use the activities in Unit 9, Section I of the Assessment and Remediation Guide.

- | | |
|--|---|
| 1. (4) /w/ /ee/ /k/ /er/ > weaker | 6. (4) /t/ /ie/ /g /er/ > tiger |
| 2. (4) /s/ /ee/ /k/ /er/ > seeker | 7. (5) /r/ /a/ /b/ /i/ /t/ > rabbit |
| 3. (5) /s/ /n/ /ee/ /k/ /er/ > sneaker | 8. (4) /j/ /er/ /a/ /f/ > giraffe |
| 4. (5) /s/ /n/ /ee/ /k/ /ee/ > sneaky | 9. (5) /r/ /a/ /k/ /oo/ /n/ > raccoon |
| 5. (6) /s/ /n/ /ee/ /k/ /ee/ /er/ > sneakier | 10. (7) /b/ /u/ /t/ /er/ /f/ /l/ /ie/ > butterfly |

Part B

- Review the Large Cards for the 20 spellings previously taught, including digraphs and spelling alternatives.
- Use the procedures described in previous lessons.

Introducing the Tricky Words

Today's Tricky Words: *what, so*

Tricky Word: *what*

Have students ask some questions with the word *what*.

In some regions of the country, the letters 'wh' in this Tricky Word are pronounced with an aspirated /w/ sound.

If students need additional practice reading Tricky Words, you may select appropriate Targeted Support Stop exercises from those addressing reading Tricky Words and the activities in Unit 9, Section I of the Assessment and Remediation Guide.

- Write the Tricky Word *what* on the board and ask students how they would pronounce it by blending. (They may say /w/ /h/ /a/ /t/ or /w/ /a/ /t/.)
- Tell students the word is pronounced /w/ /u/ /t/ as in, "What will I wear today?"
- Circle the letter 't' and explain it is pronounced just as one would expect, as /t/.
- Underline the letters 'w' and 'h' and explain these letters make up a tricky part of the word, just like in *when*, *why*, and *where*. This is another example of /w/ spelled 'wh'.
- Underline the letter 'a' and explain that it is the second tricky part of the word. They would probably expect this letter to be pronounced /a/, but it is pronounced /u/. Tell students when reading *what*, they have to remember to pronounce the letters 'w' 'h' as /w/ and the letter 'a' as /u/.
- Tell students when writing *what*, they have to remember to spell the /w/ sound with the letters 'w' 'h' and the /u/ sound with the letter 'a'.

Tricky Word: so

Ask students to use the word so in an oral sentence.

- Write the Tricky Word so on the board and ask students how they would pronounce it by blending. (They may say /s/ /o/.)
- Explain the word is pronounced /s/ /oe/ as in, “We went to the store so we could buy milk.”
- Circle the letter ‘s’ and explain it is pronounced just as one would expect, as /s/.
- Underline the letter ‘o’ and explain that it is the tricky part of the word. They would probably expect this letter to be pronounced /o/, but it is pronounced /oe/.
- Tell students so is similar to a Tricky Word they have already learned: no. Write no on the board and point out the letter ‘o’ is pronounced /oe/, like the letter name, in both words.
- Tell students when reading so, they have to remember to pronounce the letter ‘o’ as /oe/.
- Tell students when writing so, they have to remember to spell the /oe/ sound with the letter ‘o’.

Reviewing the Uppercase Letters

10 minutes

Who Can Show Me?

If students need additional practice with uppercase letters, you may select appropriate Targeted Support Stop exercises from those listed under “Recognize and Write Uppercase Letters” and the activities in Unit 9, Section III of the Assessment and Remediation Guide.

- Ask students to stand beside their desks.
- Tell students they will use their index (pointer) finger to write the uppercase letters in the air.
- Name the uppercase letters taught to date and say to students, “Who can show me _____?” Insert any letter A–M in the blank.
- Students show you the letter by writing it in the air.

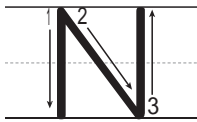
Introducing the Uppercase Letters

10 minutes

Today’s Letters: N, O, P, Q, R

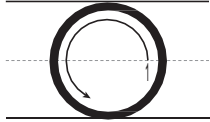
- Tell students you are going to show them how to write uppercase letters for five more letters of the alphabet, ‘N’, ‘O’, ‘P’, ‘Q’, and ‘R’.
- Write a lowercase ‘n’ on the board.
- Point out the lowercase ‘n,’ written mostly below the dotted line.
- Write an uppercase ‘N’ next to the lowercase ‘n’, describing what you are doing using the phrases below.
- Point out the uppercase ‘N’ has a different shape than the lowercase ‘n’.

- Model writing the letters two or three more times, using the writing stroke cues provided.
- Have students write the uppercase and lowercase letters in the air with a pointed finger while saying whether it is uppercase or lowercase.
- Repeat these steps for 'O', 'P', 'Q', and 'R' pointing out which uppercase letters look more or less like the lowercase letters ('O' and 'P') and which do not ('N', 'Q', 'R').



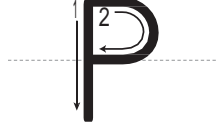
Start on the top line.

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



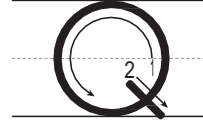
Start between the dotted and the top line.

1. circle to the left



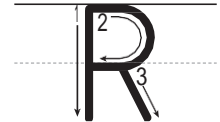
Start on the top line.

1. long line down (lift)
2. half a circle to the right



Start between the dotted and the top line.

1. circle to the left (lift)
2. diagonal right



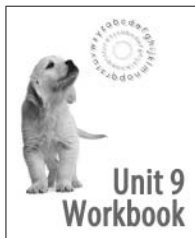
Start on the top line.

1. long line down (lift)
2. half a circle to the right
3. diagonal right

Practice

20 minutes

Handwriting Worksheet



Worksheet 7.1

- Distribute and display Worksheet 7.1.
- Show students how to trace the gray dotted letters and how to write the letters, using the black dots as starting points.
- At the bottom of the page, show students how to read, trace, and write the Tricky Words.
- Display the back of the worksheet, and ask students to read the first question.
- Ask students if the answer to the first question is yes or no.
- Tell students they will answer each question with yes or no.
- Have students write *no* on the line provided, following your example.
- Continue demonstrating until students are ready to work independently.

Take-Home Material

Tricky Words

- Have students give Worksheet 7.2 to a family member.

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 456 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average 467 of those words would be completely decodable.
- The statistics above do not take capital letters into account. In natural text, however, the ability to recognize uppercase letters does increase the number of words a student can decode.
- *What* is the 42nd most common word in English.
- *So* is the 50th most common word in English.
- Once students have learned these Tricky Words, some may be able to recognize words having similar patterns. For example, a student who has learned *so* may be able to determine the pronunciation of *go* using analogy. However, we do not view *go* and similar words as decodable until the 'o' is explicitly taught as a spelling alternative for the /oe/ sound in Grade 1.

Lesson 8

Sounds First Activities



Rhyme Activity: Rhyme It.

Skill: Rhyme production.

A short Whip Around assessment is provided to determine student mastery of rhyme production. Be sure to administer it to all students by the end of week 24.

Directions: Give students a word to rhyme with. Call on students to answer.

Note: Nonsense words are acceptable.

T: Say a word that rhymes with *throw*.

S: Answer (grow, snow, low, crow, bow, sow, toe, flow etc.)

Repeat with: door, flood, bones, soap, coat, home



Manipulating Syllables: Mix it Up!

Skills: Deleting one syllable from two- or three-syllable compound and noncompound words.

- Delete one syllable in a two-syllable compound word.
- Delete one syllable in a two-syllable non compound word.
- Delete one syllable in a three-syllable compound word.
- Delete the first syllable from a three-syllable non compound word.

Important Note: Students have moved through the Experiencing, Knowing, and Mastering stages for the skills named above. The last two weeks are Mix it Up! weeks. Each day, you will lead students through quick exercises that contain a mix of those skills.

Directions: Remind students that they have learned how to leave off beats in words. Explain that they will need to listen

carefully because it's time to "Mix it Up!"

1. Invite students to mime cradling a bowl with one hand and "mixing up" the contents of the bowl with the other.
2. Recite the following prompt rhythmically and with expression, while students mime mixing: "Mix it up, Mix it Up. Listen carefully. We'll say words to the beat and then we'll pull a part off."
3. You can rehearse this prompt with the students and invite them to join in. Feel free to make this your own by adding different movements or parts to the chant, so that students understand they will be "mixing it up" today.
4. Tell the students to say a word. Ex: Say *understand*.
5. Then prompt for the deletion. Ex: Now say *understand without stand*.

Prompts to use:

| | | | |
|-----------------------------|---|--------------------------|--|
| 1. Say <u>rainfall</u> . | Now say <u>rainfall without /fall/</u> . | 6. Say <u>overtime</u> . | Now say <u>overtime without /over/</u> . |
| 2. Say <u>anyone</u> . | Now say <u>anyone without /one/</u> . | 7. Say <u>weekend</u> . | Now say <u>weekend without /week/</u> . |
| 3. Say <u>improvement</u> . | Now say <u>improvement without /im/</u> . | 8. Say <u>magician</u> . | Now say <u>magician without /ma/</u> . |
| 4. Say <u>somewhere</u> . | Now say <u>somewhere without /some/</u> . | 9. Say <u>seaweed</u> . | Now say <u>seaweed without /weed/</u> . |
| 5. Say <u>invite</u> . | Now say <u>invite without /vite/</u> . | 10. Say <u>ending</u> . | Now say <u>ending without /ding/</u> . |



Manipulating Phonemes: Change the Sound Part 2.

Skill: Substitute the onset in the second syllable of a two-syllable word. Ex: *Meeting to meaning* (students change /t/ to /n/ at the beginning of the second syllable /ting/).

Important Note: There is one week of lessons in the Knowing stage for this skill. The words are no longer embedded in sentences and students provide the new word independently. This is meant to provide repeated practice towards the goal of automaticity.

Directions: See the left hand column in the table below for the procedure.

| | |
|---|---|
| <p>Do this one first. Practice as needed:</p> <p>T: <i>Waking</i> is the word. S: repeat</p> <p>T: /wa/ (one palm up) /king/ (second palm up) change /k/ to /t/ <i>Now what's the new word?</i></p> <p>S: /wai/ /ting/, waiting!</p> | <p>Repeat the procedure using these words:</p> <p>clothing (change /th/ to /k/ = <u>cloaking</u>) robber (change /b/ to /k/ = rocker) owner (change /n/ to /v/ = over) <u>shocking</u> (change /k/ to /p/ = shopping)</p> |
| <p>Use the scaffolding from the Experiencing stage as needed.</p> | |



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Sentence: Big brown bears borrowed blue bugles.



Lesson 8

Review

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Read high-frequency words identified as **Tricky Words** (K.FL.PWR.3c)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for every consonant (K.FL.PWR.3a)
- ✓ Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted, e.g., *at > bat > bad > bid* (K.FL.PWR.3b, K.FL.PA.2e, K.FL.WC.4b)
- ✓ Read, spell, and write chains of one-syllable short vowel words with consonant blends/clusters and/or consonant digraphs, e.g., *stab > slab > slap > slash* (K.FL.PWR.3b, K.FL.WC.4b)
- ✓ Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms (K.FL.PC.1d)
- ✓ Trace, copy, and write from memory the letters of the alphabet accurately in upper- and lowercase form (K.FL.WC.4g)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (K.FL.F.5a, K.FL.PWR.3)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (K.FL.F.5a, K.FL.PWR.3)

| <i>At a Glance</i> | <i>Exercise</i> | <i>Materials</i> | <i>Minutes</i> |
|---------------------------------|--------------------------------|---|----------------|
| Warm-Up | Tricky Word Review | Cards for Tricky Words taught | 5 |
| Chaining | Large Card Chaining | Large Cards for 'd', 'p', 'w', 'h', 'm', 't', 'sh', 'b', 'ck', 'ff', 'ss', 'll', 'i', 'e', 'a', 'u' | 20 |
| Dictation | Letter Dictation | Pencils; primary paper; uppercase letter cards for A–P | 15 |
| Small Group-Reading Time | “On the Mat” | <i>Zack and Ann</i> Reader | 20 |
| Take-Home Material | Take-Home Story: “Ann’s Dress” | Worksheet 8.1 | * |

Advance Preparation

Write the following Tricky Words on yellow cardstock/paper to add to those you have already prepared for Tricky Word Review: *where, no, what, so, I*.

Warm-Up

5 minutes

If students need additional practice with Tricky Words, you may use the activities in Unit 9, Section II of the Assessment Remediation Guide.

Tricky Word Review

- Using your prepared set of Tricky Word cards, hold up a card and have students read the word and then use it in an oral sentence.
- Complete the remaining cards.
- Save the cards for future use.

Chaining

20 minutes

Large Card Chaining

- Distribute the following Large Cards to students, reviewing each card's sound: 'd', 'p', 'w', 'h', 'm', 't', 'sh', 'b', 'ck', 'ff', 'ss', 'll', 'i', 'e', 'a', and 'u'.
- Tell students if they are holding a card with a letter in *deck*, they should go to the front of the room and stand in the order spelling *deck*.
- Once the word has been spelled correctly, say to students, "If that is *deck*, show me *peck*."
- Student with the unneeded letter should be seated and student with new letter should come forward.
- The students should rearrange themselves to make the new word.
- Continue this process until all of the words in the first chain have been spelled.
- Have the students trade cards.
- Proceed to the next chain.

1. deck > peck > pick > pill > will > hill > hiss > miss > mess > mass
2. buff > huff > puff > puck > pack > tack > shack > shall > shell > bell

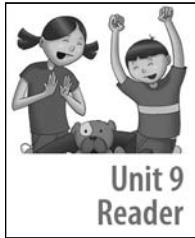
Dictation

15 minutes

If students need additional practice with uppercase letters, you may select appropriate Targeted Support Stop exercises from those listed under "Recognize and Write Uppercase Letters" and the activities in Unit 9, Section III of the Assessment Remediation Guide.

Letter Dictation

- Distribute paper, pencils, and uppercase letter cards A–P.
- As you distribute each letter, ask students to give the name and sound of each letter.
- Say a letter name and tell students whoever is holding the card for that uppercase letter should stand up and display the letter.
- Remind the remaining students how the uppercase letter is printed, and encourage them to write the uppercase letter in the air. Have students print the letter on paper.
- Repeat for the remaining letters, as time permits.



If students need additional practice reading, you may use the activities in Unit 9, Section II of the *Assessment and Remediation Guide*.

“On the Mat”

Purpose for Reading

- Tell students they are going to read a story about Zack and Ann and their pals. Ask students to pay special attention to the story so they can tell you what Zack, Ann, and their pals are doing in the story.

Reading the Story

- **Group 1:** Have students take out their Readers, sit with their partners, and take turns reading “On the Mat” aloud. Students who finish early should reread the stories “Zack Gets a Pet” and “Ann’s Dress.” You may wish to assign any of the optional vocabulary worksheets for completion. Students should not read ahead.
- **Group 2:** Have students follow along in their Readers as students read “On the Mat” aloud. Read the story a second time, using a group reading approach that is best for your group. If you have time, read “Zack Gets a Pet” and “Ann’s Dress.” Alternatively, you may use a different exercise addressing the specific needs of students.

Wrap-Up

- Discuss the following questions as a class asking students to respond using complete sentences and incorporating the question stem in their response.

Discussion Questions on “On the Mat”

1. *Literal* What are Zack and Ann and their pals doing? (Zack, Ann, and their pals are playing on a mat.)
2. *Literal* Who is on the bottom of the pyramid? (Zack, Ann, and Quinn are on the bottom of the pyramid.)
3. *Literal* Who is at the top? (Ed is at the top of the pyramid.)
4. *Literal* Why do the kids fall? (The kids fall because Zack swats a bug.)

Take-Home Material

Take-Home Story: “Ann’s Dress”

- Have students give Worksheet 8.1 to a family member.

Lesson 9

Sounds First Activities



Rhyme Activity: Rhyme It.

Skill: Rhyme production.

A short Whip Around assessment is provided to determine student mastery of rhyme production. Be sure to administer it to all students by the end of week 24.

Directions: Give students a word to rhyme with. Call on students to answer.

Note: Nonsense words are acceptable.

T: Say a word that rhymes with *blue*.

S: Answer (true, flew, hue, sue, crew, knew, etc.)

Repeat with: rude, flute, cube, rule, chew, juice



Manipulating Syllables: Mix it Up!

Skills: Deleting one syllable from two- or three-syllable compound and noncompound words.

Directions: Remind students that they have learned how to leave off a syllable (beat) in a word. Explain that they will need to listen carefully because it's time to "Mix it Up!" "Mix it up, Mix it Up." *Listen carefully. We'll say words to the beat and then we'll pull a part off.*

| | | | |
|----------------------------|--|-----------------------------|--|
| 1. Say <u>subject</u> . | Now say <u>subject</u> without /ject/. | 6. Say <u>explore</u> . | Now say <u>explore</u> without /plore/. |
| 2. Say <u>everywhere</u> . | Now say <u>everywhere</u> without /where/. | 7. Say <u>zigzag</u> . | Now say <u>zigzag</u> without /zig/. |
| 3. Say <u>creative</u> . | Now say <u>creative</u> without /cre/. | 8. Say <u>blueberry</u> . | Now say <u>blueberry</u> without /blue/. |
| 4. Say <u>backbone</u> . | Now say <u>backbone</u> without /bone/. | 9. Say <u>flashlight</u> . | Now say <u>flashlight</u> without /light/. |
| 5. Say <u>taxicab</u> . | Now say <u>taxicab</u> without /cab/. | 10. Say <u>completely</u> . | Now say <u>completely</u> without /com/. |



(K)

Manipulating Phonemes: Change the Sound Part 2.

Skill: Substitute the onset in the second syllable of a two-syllable word. Ex: *Meeting* to *meaning* (students change /t/ to /n/ at the beginning of the second syllable /ting/).

| | |
|---|---|
| <p>Do this one first:</p> <p>T: <i>Bunny</i> is the word.</p> <p>S: repeat</p> <p>T: /bu/ (one palm up) /nny/ (second palm up) <i>change /n/ to /z/</i> <i>Now what's the new word?</i></p> <p>S: /bu/ /zzy/, buzzy!</p> | <p>Repeat the procedure using these words:</p> <p>wedding (change /d/ to /b/ = <u>webbing</u>)</p> <p>litter (change /t/ to /v/ = <u>liver</u>)</p> <p>rubbing (change /b/ to /n/ = <u>running</u>)</p> <p>waiter (change /t/ to /v/ = <u>waver</u>)</p> |
| <p>Use the scaffolding from the Experiencing stage as needed.</p> | |



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Sentence: Crispy Crackers made the crocodiles crabby.



Lesson 9

Review

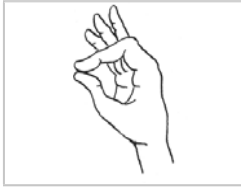
□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Orally blend sounds to form words, e.g., given the sounds /k/ . . ./a/ . . ./t/, blend to make *cat* (K.FL.PA.2)
- ✓ Add or substitute phonemes to spoken one-syllable words (K.FL.PA.2e)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for every consonant (K.FL.PWR.3a)
- ✓ Read high-frequency words identified as **Tricky Words** (K.FL.PWR.3c)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (K.FL.F.5a)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (K.FL.F.5a, K.FL.PWR.3)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (K.FL.F.5a, K.FL.PWR.3)

| <i>At a Glance</i> | Exercise | Materials | Minutes |
|-----------------------------------|---|---|---------|
| Warm-Up | Oral Blending and Sound/Spelling Review | Large Cards for 20 spellings taught | 10 |
| Reviewing the Tricky Words | Complete the Sentences | Pencils; Worksheet 9.1; projection system | 15 |
| Small Group-Reading Time | “On the Mat” | <i>Zack and Ann</i> Reader | 20 |
| Reviewing the Story | Story Questions Worksheet: “On the Mat” | Pencils; Worksheet 9.2; projection system | 15 |

Oral Blending and Sound/Spelling Review



Part A

- Follow the instructions in Lesson 1.

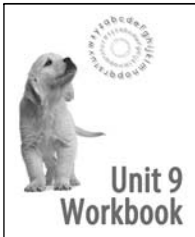
- | | |
|-----------------------------------|--|
| 1. (4) /r/ /i/ /ng/ /er/ > ringer | 7. (4) /m/ /i/ /x/ /er/ > mixer |
| 2. (4) /s/ /i/ /ng/ /er/ > singer | 8. (5) /f/ /r/ /ee/ /z/ /er/ > freezer |
| 3. (4) /s/ /i/ /m/ /er/ > simmer | 9. (5) /t/ /oe/ /s/ /t/ /er/ > toaster |
| 4. (4) /s/ /u/ /m/ /er/ > summer | 10. (7) /t/ /r/ /a/ /sh/ /k/ /a/ /n/ > trash can |
| 5. (4) /s/ /u/ /p/ /er/ > supper | |
| 6. (4) /u/ /v/ /e/ /n/ > oven | |

Part B

- Review the Large Cards for the 20 spellings previously taught, including digraphs and spelling alternatives.
- Use the procedures described in earlier lessons.

Reviewing the Tricky Words

Complete the Sentences

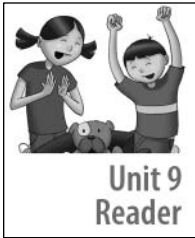


Worksheet 9.1

If students need additional practice writing Tricky Words, you may select appropriate Targeted Support Stop exercises from those addressing writing Tricky Words and the activities in Unit 9, Section I of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 9.1.
- Tell students three Tricky Words are printed at the top of the worksheet. Each of these Tricky Words completes one of the sentences printed below.
- Ask students to read the three Tricky Words at the top.
- Demonstrate reading the first sentence three times: once with the Tricky Word *I*, once with the Tricky Word *where*, and once with the Tricky Word *no*.
- Ask students which Tricky Word completes the sentence.
- Have students print the Tricky Word *no* on the line provided, following your example.
- Continue demonstrating until students are ready to work independently.

“On the Mat”

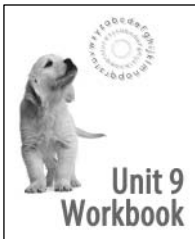


✪ **Group 2:** Have students take out their Readers, sit with their partners, and take turns rereading “On the Mat” aloud. Students who finish early should reread the stories “Zack Gets a Pet” and “Ann’s Dress.” You may wish to assign any of the optional vocabulary worksheets for completion. Students should not read ahead.

✪ **Group 1:** Have students follow along in their Readers as students read “On the Mat” aloud. Read the story a second time, having students read using a group reading approach of your choice. If you have time, read “Zack Gets a Pet” and “Ann’s Dress.” Alternatively, you may use a different exercise addressing the specific needs of students.

Reviewing the Story

Optional Story Questions Worksheet: “On the Mat”



Optional Worksheet 9.2

If students need additional practice reading, you may use the activities in Unit 9, Section II of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 9.2.
- Ask students to read the first question.
- Ask students to provide the answer to the first question responding with a complete sentence.
- Have students write the following decodable answer on the line provided, following your example: The kids got on a mat.
- When you get to the third question, model shading the circle next to the correct answer.
- Once students have completed the questions, they may illustrate a part of the story in the box provided and write a caption on the line.

Lesson 10

Sounds First Activities



Rhyme Activity: Rhyme It.

Skill: Rhyme production.

A short Whip Around assessment is provided to determine student mastery of rhyme production. Be sure to administer it to all students by the end of week 24.

Directions: Give students a word to rhyme with. Call on students to answer.

Note: Nonsense words are acceptable.

T: Say a word that rhymes with beam.

S: Answer (seam, dream, cream, team, etc)

Repeat with: see, leak, feed, reach, least, beat



Manipulating Syllables: Mix it Up!

Skills: Deleting one syllable from two- or three-syllable compound and noncompound words.

Directions: Remind students that they have learned how to leave off a syllable (beat) in a word. Explain that they will need to listen carefully because it's time to "Mix it Up!" "Mix it up, Mix it Up, Mix it Up. Listen carefully. We'll say words to the beat and then we'll pull a part off."

| | | | |
|--------------------|-------------------------------------|---------------------|--------------------------------------|
| 1. Say onto. | Now say onto without /to/. | 6. Say grandfather. | Now say grandfather without /grand/. |
| 2. Say freshwater. | Now say freshwater without /fresh/. | 7. Say dolphin. | Now say dolphin without /phin/. |
| 3. Say poster. | Now say poster without /pōs/. | 8. Say continue. | Now say continue without /con/. |
| 4. Say turnip. | Now say turnip without /tur/. | 9. Say workshop. | Now say workshop without /shop/. |
| 5. Say decided. | Now say decided without /de/. | 10. Say forgotten. | Now say forgotten without /for/. |



(K)

Manipulating Phonemes: Change the Sound Part 2.

Skill: Substitute the onset in the second syllable of a two-syllable word. Ex: *Meeting* to *meaning* (students change /t/ to /n/ at the beginning of the second syllable /ting/).

Directions: See the left hand column in the table below for the procedure.

| | |
|--|--|
| <p>Do this one first:</p> <p>T: <i>Owner</i> is the word.</p> <p>S: repeat</p> <p>T: /ow/ (one palm up) /ner/ (second palm up) <i>change /n/ to /w/</i> <i>Now what's the new word?</i></p> <p>S: /ow/ /ver/, over!</p> | <p>Repeat the procedure using these words:</p> <p>upper (change /p/ to /sh/ = <u>usher</u>) wishing (change /sh/ to /n/ = winning) supper (change /p/ to /m/ = summer) stocking (change /k/ to /p/ = stopping)</p> |
| <p>Use the scaffolding from the Experiencing stage as needed.</p> | |



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Sentence: Dripping drops of drizzle drained slowly.



Lesson 10

Tricky Word Uppercase Letters

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Read high-frequency words identified as Tricky Words: *which* (K.FL.PWR.3c)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for every consonant (K.FL.PWR.3a)
- ✓ Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms (K.FL.PC.1d)
- ✓ Trace, copy, and write from memory the letters of the alphabet accurately in upper- and lowercase form (K.FL.WC.4g)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (K.FL.F.5a, K.FL.PWR.3)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (K.FL.F.5a, K.FL.PWR.3)

| <i>At a Glance</i> | <i>Exercise</i> | <i>Materials</i> | <i>Minutes</i> |
|---|------------------------------------|--|----------------|
| <i>Warm-Up</i> | Tricky Word Review | Cards for Tricky Words taught | 5 |
| <i>Introducing the Tricky Word</i> | Today's Tricky Word: <i>which</i> | Board | 5 |
| <i>Reviewing the Uppercase Letters</i> | Flash Card Review | Letters on cards | 5 |
| <i>Introducing the Uppercase Letters</i> | Today's Letters: S, T, U, V, W | Board | 10 |
| <i>Practice</i> | Handwriting Worksheet | Pencils; Worksheet 10.1; projection system | 15 |
| <i>Small Group-Reading Time</i> | "Fix That Ship" | <i>Zack and Ann</i> Reader; Worksheets 10.2–10.7 | 20 |
| <i>Take-Home Material</i> | Take-Home Story: "Zack Gets a Pet" | Worksheet 10.8 | * |

Advance Preparation

Write the uppercase letters taught in this unit on large cards or pieces of colored paper. You will use these in the Flash Card Review and in the following lessons. You may wish to write these on card stock or laminate them for future use.

Warm-Up

5 minutes

Tricky Word Review

- Take out the set of Tricky Word cards, hold up a card and have students read the word and use it orally in a sentence.
- Complete the remaining cards.
- Save the cards for future use.

Introducing the Tricky Word

5 minutes

Today's Tricky Word: *which*

- Write the Tricky Words *when*, *where*, *why*, and *what* on the board and remind students in these words the /w/ sound is spelled 'wh'. They are also all question words.
- Tell students there is one more question word to learn.

Tricky Word: *which*

If students need additional practice reading Tricky Words, you may select appropriate Targeted Support Stop exercises from those addressing reading Tricky Words and the activities in Unit 9, Section I of the *Assessment and Remediation Guide*.

- Write the Tricky Word *which* on the board and ask students how they would pronounce it by blending. (They may apply the 'wh' spelling for /w/, and may pronounce the word correctly: /w/ /i/ /ch/.)
- Tell students this word is pronounced /w/ /i/ /ch/ as in, "Which flower do you like best?"
- Circle the letter 'i' and explain it is pronounced just as one would expect, as /i/.
- Circle the spelling 'ch' and explain it is also pronounced just as one would expect, as /ch/.
- Underline the letters 'w' and 'h' and explain these letters make up the tricky part of the word. Similar to *when*, *why*, *where*, and *what*, this is another example of /w/ spelled 'wh'.
- Tell students when reading *which*, they have to remember to pronounce the letters 'w' 'h' as /w/.
- Tell students when writing *which*, they have to remember to spell the /w/ sound with the letters 'w' 'h'.

Reviewing the Uppercase Letters

5 minutes

Flash Card Review

- Using the cards you prepared, display a card for one or two seconds.
- Ask students to read the name of the letter.
- Do the same with the remaining uppercase letters that have been taught.
- Keep cards for the next lesson.

Introducing the Uppercase Letters

10 minutes

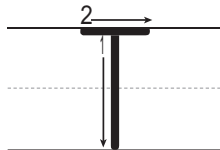
Today's Letters: S, T, U, V, W

- Tell students you are going to demonstrate how to write uppercase letters for five more letters of the alphabet, 'S', 'T', 'U', 'V', and 'W'.
- Write a lowercase 's' on the board.
- Write an uppercase 'S' next to the lowercase 's', describing what you are doing using the provided prompts.
- Model writing the letter two or three more times.
- Have students write the uppercase and lowercase letters in the air with a pointed finger while saying whether it is uppercase or lowercase.
- Repeat these steps for 'T', 'U', 'V', and 'W'.



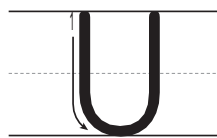
Start between the top and the dotted line.

1. half a circle to the left
2. half a circle to the right



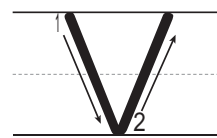
Start on the top line.

1. long line down (lift)
2. line across



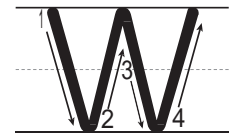
Start on the top line.

1. cup



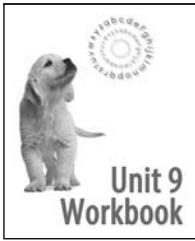
Start on the top line.

1. diagonal right
2. diagonal up



Start on the top line.

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



Worksheet 10.1

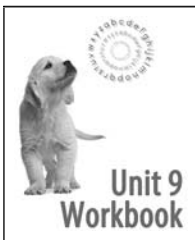
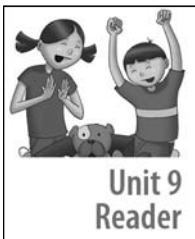
If students need additional practice with uppercase letters, you may select appropriate Targeted Support Stop exercises from those listed under “Recognize and Write Uppercase Letters” and the activities in Unit 9, Section III of the *Assessment and Remediation Guide*.

Handwriting Worksheet

- Distribute and display Worksheet 10.1.
- Show students how to trace the gray dotted letters and how to write the letters using the black dots as starting points.
- At the bottom of the page, demonstrate how to read, trace, and write the Tricky Word.
- Display the back of the worksheet, and ask students to name the first uppercase letter.
- Ask students to locate the matching lowercase letter.
- Have students draw a line from the uppercase ‘I’ to the lowercase ‘i’, following your example.
- Continue demonstrating until students are ready to work independently.

Small Group-Reading Time

20 minutes



Worksheets 10.2–10.7

“Fix That Ship”

Challenging Vocabulary

- Before reading today’s story, preview the following vocabulary with students. It may be helpful to have students refer to the illustrations in the Reader as you explain some of the words.

1. **mast**—a pole rising from the bottom of a ship; it often has a sail attached to it
2. **dent**—a place on an object that is pushed in
3. **rust**—a reddish brown coating that forms on metal exposed to damp air
4. **sand**—to smooth by rubbing with a special paper with sand glued to it.
5. **deck**—the floor of a ship
6. **drill**—to make a hole using a tool called a drill

Note: You may also want to point out that the word *sand* and *drill* can have other meanings. Students may be more familiar with the word *sand* referring to the granular surface of the ocean or seashore. The word *drill* may be more familiar as it relates to practice such a fire drill. In today’s story, these words have the meanings noted above.

- You may wish to assign any of the optional vocabulary worksheets for completion.

- Review the use of the apostrophe as an indication of ownership, e.g. possessive. Students will also encounter an apostrophe used for the contractions *can't* and *it's*.

Purpose for Reading

- Tell students they are going to read a story about Zack's dad's ship. Ask students to pay special attention to the story so they can tell you what was wrong with Zack's dad's ship.

Reading the Story

- **Group 2:** Have students take out their Readers, sit with their partners, and take turns reading "Fix That Ship" aloud. Students who finish early should reread the stories "On the Mat" and "Zack Gets a Pet." They should not read ahead. You may also wish to assign vocabulary worksheets for completion.
- **Group 1:** Have students follow along in their Readers as students read "Fix That Ship" aloud. Read the story a second time, having students participate using group strategies best suited to your group. If you have time, read "On the Mat" and "Zack Gets a Pet" in the same fashion. Alternatively, you may use a different remediation exercise addressing the specific needs of students.

Wrap-Up

- Discuss the following questions as a class. Students should respond in complete sentences incorporating the question stem in their response.

If students need additional practice reading, you may use the activities in Unit 9, Section II of the *Assessment and Remediation Guide*.

Discussion Questions on "Fix That Ship"

1. *Literal* What is wrong with Zack's dad's ship? (The ship has a crack in the mast, dents, and rust.)
2. *Literal* Why does Dan wear a mask? (Dan wears a mask to block the dust.)
3. *Literal* Name some of the things Dan does to fix the ship. (Dan sands the deck, rubs and scrubs, drills and bangs.)

Take-Home Material

Take-Home Story: "Zack Gets a Pet"

- Have students give Worksheet 10.8 to a family member.

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 467 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average 469 of those words would be completely decodable.
- The statistics above do not take capital letters into account. In natural text, however, the ability to recognize uppercase letters does increase the number of words a student can decode.
- *Which* is the 58th most common word in English.

Lesson 11

Sounds First Activities

M

Rhyme Activity: Rhyme It.

Skill: Rhyme production.

A short Whip Around assessment is provided to determine student mastery of rhyme production. Be sure to administer it to all students by the end of week 24.

Directions: Give students a word to rhyme with. Call on students to answer.

Note: Nonsense words are acceptable.

T: Say a word that rhymes with my.

S: Answer (fly, by, cry, dye, ply, fry, why, etc.)

Repeat with: night, shine, dive, ripe, pike, pike, nine



Manipulating Syllables: Mix it Up!

Skills: Deleting one syllable from two- or three-syllable compound and noncompound words.

Directions: Remind students that they have learned how to leave off a syllable (beat) in a word. Explain that they will need to listen carefully because it's time to "Mix it Up!" "Mix it up, Mix it Up, Mix it Up. Listen carefully. We'll say words to the beat and then we'll pull a part off."

| | | | |
|---------------------------|--------------------------------------|---------------------------|-----------------------------------|
| 1. Say jumper. | Now say jumper without /per/. | 6. Say careless. | Now say careless without /less/. |
| 2. Say windshield. | Now say windshield without /shield/. | 7. Say bulldozer. | Now say bulldozer without /bull/. |
| 3. Say forgotten. | Now say forgotten without /for/. | 8. Say charming. | Now say charming without /char/. |
| 4. Say <u>buttercup</u> . | Now say buttercup without /cup/. | 9. Say <u>toothpick</u> . | Now say toothpick without /pick/. |
| 5. Say <u>official</u> . | Now say official without /o/. | 10. Say tomorrow. | Now say tomorrow without /to/. |



Manipulating Phonemes: Change the Sound Part 2.

Skill: substitute the onset in the second syllable of a two syllable word. Ex: *meeting* (students change /t/ to /n/ at the beginning of the second syllable /ting/)

| | |
|--|--|
| <p>Do this one first:</p> <p>T: <i>Fishing</i> is the word.</p> <p>S: repeat</p> <p>T: /fi/ (one palm up) /shing/ (second palm up) change /sh/ to /t/</p> <p>Now what's the new word?</p> <p>S: /fi/ /ting/, fitting!</p> | <p>Repeat the procedure using these words:</p> <p>rubbing (change /b/ to /sh/ = rushing)</p> <p>differ (change /f/ to /m/ = dimmer)</p> <p>nothing (change /th/ to /m/ = <u>numbing</u>)</p> <p>coating (change /t/ to /m/ = combing)</p> |
| <p>Use the scaffolding from the Experiencing stage as needed.</p> | |



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Sentence: Charmaine chewed chunks of cheese.



Lesson 11

Review Tricky Words

□ Objectives

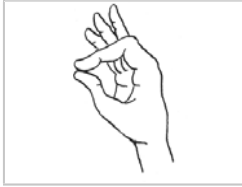
The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Orally blend sounds to form words, e.g., given the sounds /k/.../a/.../t/, blend to make *cat* (K.FL.PA.2)
- ✓ Add or substitute phonemes to spoken one-syllable words (K.FL.PA.2e)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent for every consonant (K.FL.PWR.3a)
- ✓ Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms (K.FL.PC.1d)
- ✓ Trace, copy, and write from memory the letters of the alphabet accurately in upper- and lowercase form (K.FL.WC.4g)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (K.FL.F.5a, K.FL.PWR.3)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (K.FL.F.5a)
- ✓ Read high-frequency words identified as Tricky Words: *once* (K.FL.PWR.3c)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (K.FL.F.5a, K.FL.PWR.3)

| <i>At a Glance</i> | <i>Exercise</i> | <i>Materials</i> | <i>Minutes</i> |
|---|--|-------------------------------------|----------------|
| <i>Warm-Up</i> | Oral Blending and Sound/Spelling Review | Large Cards for 20 spellings taught | 10 |
| <i>Reviewing the Uppercase Letters</i> | Flash Card Review | Cards prepared in Lesson 10 | 5 |
| <i>Introducing the Tricky Words</i> | Today's Tricky Word: <i>once</i> | Board | 10 |
| <i>Small Group-Reading Time</i> | "Fix That Ship" | <i>Zack and Ann</i> Reader | 20 |
| <i>Reviewing the Story</i> | Story Questions Worksheet: "Fix That Ship" | Pencils; Worksheet 11.1; projection | 15 |
| <i>Take-Home Material</i> | Tricky Words | Worksheet 11.2 | * |

Oral Blending and Sound/Spelling Review

Part A



- Follow the instructions in Lesson 1.

1. (4) /w/ /ie/ /t/ /er/ > whiter
2. (4) /w/ /o/ /t/ /er/ > water
3. (4) /w/ /ae/ /t/ /er/ > waiter
4. (4) /l/ /ae/ /t/ /er/ > later
5. (4) /l/ /ie/ /t/ /er/ > lighter
6. (3) /sh/ /ou/ /er/ > shower
7. (5) /sh/ /a/ /m/ /p/ /oo/ > shampoo
8. (7) /t/ /oo/ /th/ /b/ /r/ /u/ /sh/ > toothbrush
9. (6) /s/ /oe/ /p/ /d/ /i/ /sh/ > soap dish
10. (4) /s/ /i/ /ng/ /k/ > sink

If students need additional practice with oral blending and sound/spelling, you may use the activities in Unit 9, Section I of the *Assessment and Remediation Guide*.

Part B

- Review the Large Cards for the 20 spellings that have been taught, including digraphs and spelling alternatives.
- Use the procedures described in earlier lessons.

Reviewing the Uppercase Letters

5 minutes

Flash Card Review

- Using the cards you prepared and used in Lesson 10, conduct a Flash Card review of the uppercase letters taught in this unit.

Today's Tricky Word: *once*

If students need additional practice reading Tricky Words, you may select appropriate Targeted Support Stop exercises from those addressing reading Tricky Words and the activities in Unit 9, Section III of the *Assessment and Remediation Guide*.

Ask students to use the word *once* in an oral sentence.

Review: *one*

- Write the Tricky Word *one* on the board and remind students it is pronounced /w/ /u/ /n/ as in, "I saw one fox in the woods."
- Remind students the entire word is tricky.

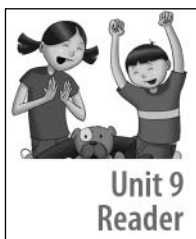
Tricky Word: *once*

- Write the Tricky Word *once* on the board and ask students to pronounce it by blending. (They may say /o/ /n/ /k/ /e/.)
- Tell students the actual pronunciation is /w/ /u/ /n/ /s/ as in, "I once saw a fox in the woods."
- Explain to students this word is similar to the Tricky Word *one*.
- Explain the relationship between *one* and *once* to students. If something happens one time, it happens once; *once* means "one time."
- Underline the entire word and explain it is completely tricky.
- Tell students when reading *once*, they have to remember to pronounce it as /w/ /u/ /n/ /s/.
- Tell students when writing *once*, they have to remember to spell it 'o' 'n' 'c' 'e'.

Small Group-Reading Time

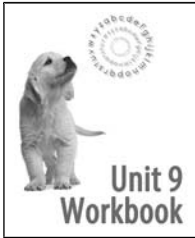
"Fix That Ship"

Remember to record anecdotal notes regarding your students' reading progress.



- ✪ **Group 1:** Have students take out their Readers, sit with their partners, and take turns rereading "Fix That Ship." Students who finish early should reread the stories "On the Mat" and "Zack Gets a Pet." You may wish to assign any of the optional vocabulary worksheets for completion. Students should not read ahead.
- ✪ **Group 2:** Have students follow along in their Readers as students read "Fix That Ship" aloud, one page at a time. Read the story a second time, having students participate using a reading approach appropriate for this group. If you have time, read "On the Mat" and "Zack Gets a Pet," as well. Alternatively, you may use a different remediation exercise addressing the specific needs of students.

Optional Story Questions Worksheet: “Fix That Ship”



Optional Worksheet 11.1

If students need additional handwriting practice, you may select appropriate Targeted Support Stop exercises from those addressing handwriting.

If students need additional practice reading, you may use the activities in Unit 9, Section II of the Assessment and Remediation Guide.

- Distribute and display Worksheet 11.1.
- Ask students to read the first question.
- Ask students to answer the first question.
- Have students write the following decodable answer on the line provided, following your example: Dan must fix up his ship.
- Ask students to read the second question and answer it.
- Have students shade the circle next to the correct answer, following your example.
- Continue demonstrating until students are ready to work independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line.

Take-Home Material

Tricky Words

- Have students give Worksheet 11.2 to a family member.

Code Knowledge

- Before today’s lesson: If students attempted to read 1,000 words in a trade book, on average 469 of those words would be completely decodable.
- After today’s lesson: If students attempted to read 1,000 words in a trade book, on average 470 of those words would be completely decodable.
- *Once* is one of the 200 most common words in English.

Lesson 12

Sounds First Activities



Rhyme Activity: Rhyme It.

Skill: Rhyme production.

A short Whip Around assessment is provided to determine student mastery of rhyme production. Be sure to administer it to all students by the end of week 24.

Directions: Give students a word to rhyme with. Call on students to answer.

Note: Nonsense words are acceptable.

T: Say a word that rhymes with day.

S: Answer (may, stay, grey, way, pay, lay, say, etc.)

Repeat with: plate, same, nail, flame, cape, bake



Manipulating Syllables: Mix it Up!

Skills: Deleting one syllable from two- or three-syllable compound and noncompound words.

Directions: Remind students that they have learned how to leave off a syllable (beat) in a word. Explain that they will need to listen carefully because it's time to "Mix it Up!" "Mix it up, Mix it Up." "Listen carefully. We'll say words to the beat and then we'll pull a part off."

| | |
|-------------------|------------------------------------|
| 1. Say garden. | Now say garden without /gar/. |
| 2. Say umbrella. | Now say umbrella without /um/. |
| 3. Say rescue. | Now say rescue without /res/. |
| 4. Say terrific. | Now say terrific without /terr/. |
| 5. Say whirlpool. | Now say whirlpool without /whirl/. |
| 6. Say waterway. | Now say waterway without /way/. |
| 7. Say explore. | Now say explore without /plorel/. |
| 8. Say vanilla. | Now say vanilla without /val/. |
| 9. Say skyrocket. | Now say skyrocket without /skyl/. |
| 10. Say airplane. | Now say airplane without /plane/. |



(K)

Manipulating Phonemes: Change the Sound Part 2.

Skill: substitute the onset in the second syllable of a two-syllable word. Ex: *Meeting* to *meaning* (students change /t/ to /n/ at the beginning of the second syllable /ting/).

| | |
|--|--|
| <p>Do this one first.</p> <p>T: <i>Quicker</i> is the word.</p> <p>S: repeat</p> <p>T: /qui/ (one palm up) /cker/ (second palm up) <i>change /k/ to /t/</i> <i>Now what's the new word?</i></p> <p>S: /qui/ /ter/, quitter!</p> | <p>Repeat the procedure using these words:</p> <p>slipper (change /p/ to /th/ = <u>slither</u>)</p> <p>shopper (change /p/ to /k/ = <u>shocker</u>)</p> <p>cutting (change /t/ to /m/ = <u>coming</u>)</p> <p><u>glitter</u> (change /t/ to /m/ = <u>glimmer</u>)</p> |
| <p>Use the scaffolding from the Experiencing stage as needed.</p> | |



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Sentence: Iggy Iguana ignores Italian igloos.



Lesson 12

Uppercase Letters

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

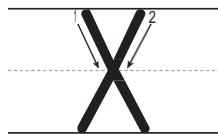
- ✓ **Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms** (K.FL.PC.1d)
- ✓ **Trace, copy, and write from memory the letters of the alphabet accurately in upper- and lowercase form** (K.FL.WC.4g)
- ✓ **Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding** (K.FL.F.5a, K.FL.PWR.3)
- ✓ **Read aloud in a group, with a partner, or alone for at least 15 minutes each day** (K.FL.F.5a)
- ✓ **Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary** (K.FL.F.5a, K.FL.PWR.3)

| <i>At a Glance</i> | <i>Exercise</i> | <i>Materials</i> | <i>Minutes</i> |
|---|---------------------------------------|--|----------------|
| <i>Introducing the Uppercase Letters</i> | Today's Letters: 'X', 'Y', 'Z' | Board | 10 |
| <i>Practice</i> | Handwriting Worksheet | Pencils; Worksheet 12.1; projection | 15 |
| <i>Partner Reading-Reading Time</i> | "The Tent" | <i>Zack and Ann</i> Reader | 20 |
| <i>Reviewing the Story</i> | Story Questions Worksheet: "The Tent" | Pencils; Worksheet 12.2; projection system | 15 |
| <i>Take-Home Material</i> | Take-Home Story: "On the Mat" | Worksheet 12.3 | * |

Today's Letters: 'X', 'Y', 'Z'

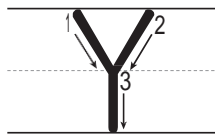
If students need additional practice with Uppercase Letters, you may use the activities in Unit 9, Section III of the *Assessment and Remediation Guide*.

- Tell students you are going to demonstrate how to write uppercase letters for the letters of the alphabet: 'X', 'Y', and 'Z'.
- Write a lowercase 'x' on the board.
- Point out the lowercase 'x' is written below the dotted line.
- Write an uppercase 'X' next to the lowercase 'x', as you describe what you are doing using the prompts provided.
- Point out that the uppercase 'X' has the same shape as the lowercase 'x', but it is bigger.
- Model writing the letter two or three more times.
- Have students write the uppercase and lowercase letters in the air with a pointed finger while saying whether it is uppercase or lowercase.
- Repeat these steps for 'Y' and 'Z', pointing out that each of them looks more or less like the lowercase letter.



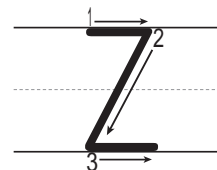
Start on the top line.

1. diagonal right (lift)
2. diagonal left



Start on the top line.

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



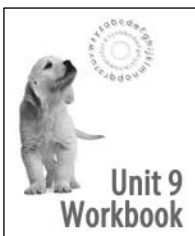
Start on the top line.

1. line across
2. diagonal left
3. line across

Practice

15 minutes

Handwriting Worksheet



Worksheet 12.1

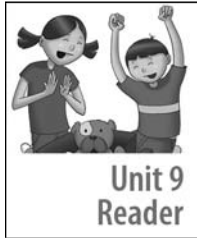
- Distribute and display Worksheet 12.1.
- Show students how to trace the gray dotted letters and how to write the letters, using the black dots as starting points.
- At the bottom of the page, demonstrate how to read, trace, and write the Tricky Words.
- Display the back of the worksheet, and ask students to read the two question words (Tricky Words) in the first box.
- To demonstrate, read the first sentence twice: once with the question word *when* and once with the question word *what*.

If students need additional practice with uppercase letters, you may use any of the Targeted Support Stop exercises listed under "Recognize and Write Uppercase Letters."

- Ask students which word completes the sentence.
- Have students print the word *when* on the line provided, following your example.
- Continue demonstrating until students are ready to work independently.

Partner Reading-Reading Time

20 minutes



"The Tent"

Purpose for Reading

- Tell students they will read a story about Zack, Ann, and a tent. Ask students to pay special attention to the story so they can tell you why the tent falls.

Reading the Story

- Ask students to sit with their partners and take turns reading "The Tent" aloud.
- Review the use of the apostrophe as an indication of ownership, e.g. possessive. Students will also encounter an apostrophe used for the contraction *it's*.
- Encourage students who finish early to reread the stories "Fix That Ship" and "On the Mat." They should not read ahead.
- Listen to students read and record anecdotal notes on their progress.

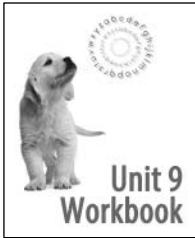
Wrap-Up

- Discuss the following questions as a class. Students should respond in complete sentences incorporating the question stem in their answer.

Discussion Questions on "The Tent"

1. *Literal* Why does the tent fall? (The tent falls because a big gust of wind blows it.)
2. *Literal* How do Zack and Ann get wet? (Zack and Ann get wet during the rain.)
3. *Literal* What gets in the tent? (Red ants and a slug get in the tent.)

Story Questions Worksheet: "The Tent"



Worksheet 12.2

If students need additional practice reading, you may use the activities in Unit 9, Section II of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 12.2.
- Ask students to read the first question.
- Ask students to provide the correct answer.
- Have students shade the circle next to the correct answer, following your example.
- Ask students to read the second question and provide the answer.
- Have students write the following decodable answer on the line provided, following your example: A big wind hit the tent.
- Continue demonstrating until students are ready to work independently.

Take-Home Material

Take-Home Story: "On the Mat"

- Have students give Worksheet 12.3 to a family member.

Lesson 13

Sounds First Activities



Rhyme Activity: Rhyme It.

Skill: Rhyme production.

A short Whip Around assessment is provided to determine student mastery of rhyme production. Be sure to administer it to all students by the end of week 24.

Directions: Give students a word to rhyme with. Call on students to answer.

Note: Nonsense words are acceptable.

T: Say a word that rhymes with *scroll*.

S: Answer (troll, coal, bowl, stole, toll, mole, etc.)

Repeat with: song, shock, cloud, gloom, soon, flower



Manipulating Syllables: Mix it Up!

Skills: Deleting one syllable from two- or three-syllable compound and noncompound words.

| | |
|---|---|
| <p>1. Say <u>overtime</u>. Now say <u>overtime</u> without /time/.</p> <p>2. Say <u>sunburn</u>. Now say <u>sunburn</u> without /burn/.</p> <p>3. Say <u>musician</u>. Now say <u>musician</u> without /mu/.</p> <p>4. Say <u>flycatcher</u>. Now say <u>flycatcher</u> without /fly/.</p> <p>5. Say <u>driftwood</u>. Now say <u>driftwood</u> without /drift/.</p> | <p>6. Say <u>waterfall</u>. Now say <u>waterfall</u> without /fall/.</p> <p>7. Say <u>skateboard</u>. Now say <u>skateboard</u> without /skate/.</p> <p>8. Say <u>invention</u>. Now say <u>invention</u> without /in/.</p> <p>9. Say <u>sardine</u>. Now say <u>sardine</u> without /sar/.</p> <p>10. Say <u>carnation</u>. Now say <u>carnation</u> without /car/.</p> |
|---|---|



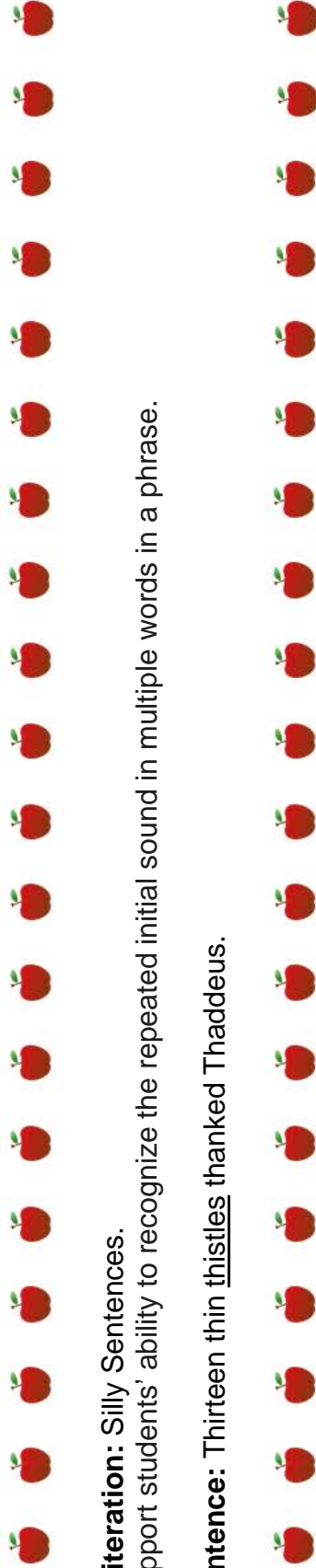


Manipulating Phonemes: Change the Sound Part 2.

Skill: Substitute the onset in the second syllable of a two-syllable word. Ex: *Meeting to meaning* (students change /t/ to /n/ at the beginning of the second syllable /ting/).

Directions: See the left hand column in the table below for the procedure.

| | |
|---|--|
| <p>Do this one first:</p> <p>T: Say dinner.</p> <p>S: repeat</p> <p>T: Now say dinner, but change /n/ to /p/.</p> <p>S: dipper</p> | <p>Repeat the procedure using these words:</p> <p>fixing (change /ks/ to /t/ = fitting)</p> <p>biter (change /t/ to /k/ = biker)</p> <p>reaching (change /ch/ to /d/ = reading)</p> <p><u>scatter</u> (change /t/ to /n/ = <u>scanner</u>)</p> <p>patient (change /sh/ to /m/ = <u>payment</u>)</p> |
|---|--|



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Sentence: Thirteen thin thistles thanked Thaddeus.

Lesson 13

Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms (K.FL.PC.1d)
- ✓ Trace, copy, and write from memory the letters of the alphabet accurately in upper- and lowercase form (K.FL.WC.4g)
- ✓ Read high-frequency words identified as Tricky Words: *said, says* (K.FL.PWR.3c)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (K.FL.F.5a, K.FL.PWR.3)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (K.FL.F.5a, K.FL.PWR.3)

| At a Glance | Exercise | Materials | Minutes |
|-------------------------------------|---|----------------------------|---------|
| Introducing the Tricky Words | Today's Tricky Words: <i>said, says</i> | Board | 15 |
| Reviewing the Tricky Words | Tricky Word Practice | Pencils; Worksheet 13.1 | 25 |
| Small Group-Reading Time | "A Gift from Mom" | <i>Zack and Ann</i> Reader | 20 |

Introducing the Tricky Words

15 minutes

Today's Tricky Words: *said, says*

Tricky Word: *said*

- Write the Tricky Word *said* on the board and ask students to pronounce it by blending. (They may say /s/ /a/ /i/ /d/).
- Explain the actual pronunciation of this word is /s/ /e/ /d/ as in, "Did you hear what I said?"
- Circle the letter 's' and explain it is pronounced just as one would expect, as /s/. Circle the letter 'd' and explain it is also pronounced just as one would expect, as /d/.
- Underline the letters 'a' and 'i' and explain these letters make up the tricky part of the word.

Ask students to use the Tricky Words *said* and *says* in oral sentences.

- Students would probably expect these letters to be pronounced separately as /a/ /i/, but these two letters work together to stand for the /e/ sound.
- Tell students when reading *said*, they have to remember to pronounce the letters 'a' 'i' as /e/.
- Tell students when writing *said*, they have to remember to spell the /e/ sound with the letters 'a' 'i'.

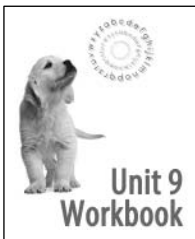
Tricky Word: says

- Write the Tricky Word *says* on the board and ask students how they would pronounce it by blending. (They may say /s/ /a/ /y/ /s/.)
- Tell students we actually pronounce this word /s/ /e/ /z/ as in, "He says, 'Happy birthday!'"
- Circle the first 's' and explain it is pronounced just as one would expect, as /s/.
- Circle the final 's' and remind students sometimes the letter 's' is pronounced /z/. The last 's' in *says* is pronounced /z/, just like *his*, *has*, and *is*.
- Underline the letters 'a' and 'y' and explain these letters make up the tricky part of the word. The students would probably expect these letters to be pronounced separately as /a/ /y/, but these two letters work together to stand for the /e/ sound.
- Tell students when reading *says*, they have to remember to pronounce the letters 'a' 'y' as /e/ and the final 's' as /z/.
- Tell students when writing *says*, they have to remember to spell the /e/ sound with the letters 'a' 'y' and the /z/ sound with the letter 's'.

Reviewing the Tricky Words

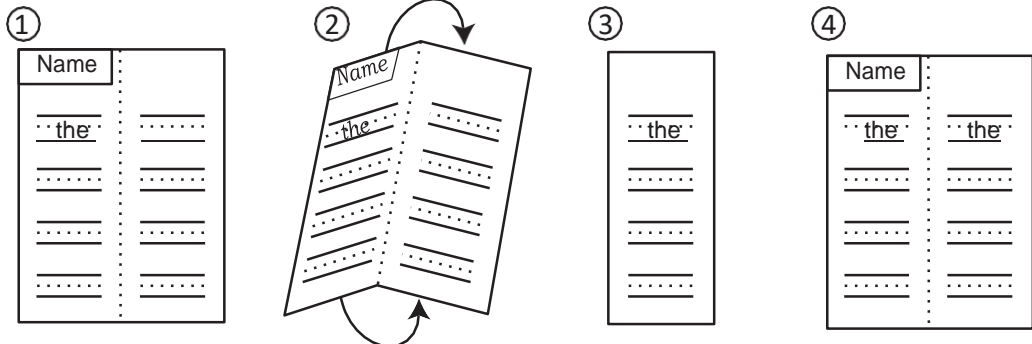
25 minutes

Tricky Word Practice



Worksheet 13.1

- Distribute Worksheet 13.1
- Tell students they will practice writing Tricky Words.
- Write *when* on the board and have students read it.
- Have students copy *when* on the first handwriting guide on the worksheet (see Illustration 1). They should say the name of each letter as they copy the word.



- Erase the word *when* from the board.
- Have students fold their worksheet along the dotted line and position it so the word they copied is facing the desk and the blank handwriting guides are facing up (see Illustration 2).
- Have students write *when* from memory on the top handwriting guide (see Illustration 3). They should say the name of each letter as they write the word.
- Ask students to unfold their worksheets and compare the word they just wrote with the word they copied earlier (see Illustration 4).
- Have students correct the word if needed.
- Repeat these steps with the remaining Tricky Words.

- | | |
|---------|----------|
| 1. when | 5. where |
| 2. word | 6. said |
| 3. why | 7. says |
| 4. to | |

Small Group-Reading Time

20 minutes

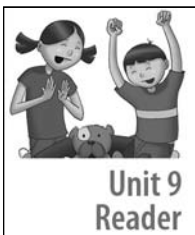
“A Gift from Mom”

Purpose for Reading

- Tell students they will read a story about a gift Zack and Ann receive from their mom. Ask students to pay special attention to the story so they can tell you what Zack and Ann think the gift might be before opening it.

Reading the Story

- Be sure to record anecdotal notes regarding students’ reading abilities.
- ✪ **Group 1:** Have students take out their Readers, sit with their partners, and take turns reading “A Gift from Mom” aloud. Students who finish early should reread the stories “The Tent” and “Fix That Ship.” They should not read ahead.
- ✪ **Group 2:** Have students follow along in their Readers as students read “A Gift from Mom” aloud. Read the story a second time, having students participate using a reading practice appropriate for your group.



If students need additional practice reading, you may use the activities in Unit 9, Section II of the *Assessment and Remediation Guide*.

Wrap-Up

- Discuss the following questions as a class. Students should respond using complete sentences while incorporating the question stem in their answer.

Discussion Questions on “A Gift from Mom”

1. *Literal* What does Zack think Mom’s gift might be? What does Ann think it might be? (Zack thinks it is a truck. Ann thinks it is a hat.)
2. *Literal* What is Mom’s gift for Zack and Ann? (Mom’s gift is a dog.)
3. *Literal Before* Zack and Ann opened the box, were there any clues that the gift might be a dog? (Yes, there was a clue.) If so, what was a clue? (The box said, “Ruff, ruff!”)

Code Knowledge

- Before today’s lesson: If students attempted to read 1,000 words in a trade book, on average 470 of those words would be completely decodable.
- After today’s lesson: If students attempted to read 1,000 words in a trade book, on average 473 of those words would be completely decodable.
- *Said* is the 45th most common word in English.
- *Says* is the 501st most common word in English.

Lesson 14

Sounds First Activities



Rhyme Activity: Rhyme It.

Skill: Rhyme production.

A short Whip Around assessment is provided to determine student mastery of rhyme production. Be sure to administer it to all students by the end of week 24.

Directions: Give students a word to rhyme with. Call on students to answer.

Note: Nonsense words are acceptable.

T: Say a word that rhymes with *sprinkle*.

S: Answer (wrinkle, tinkle, twinkle, etc.)

Repeat with: twirl, squish, string, bright, slime, whisper



Manipulating Syllables: Mix it Up!

Skills: Deleting one syllable from two- or three-syllable compound and noncompound words.

| | |
|---------------------|---------------------------------------|
| 1. Say carpet. | Now say carpet without /pet/. |
| 2. Say beginner. | Now say beginner without /be/. |
| 3. Say nineteen. | Now say nineteen without /nine/. |
| 4. Say bumblebee. | Now say bumblebee without /bee/. |
| 5. Say important. | Now say important without /im/. |
| 6. Say banjo. | Now say banjo without /jo/. |
| 7. Say undergrowth. | Now say undergrowth without /growth/. |
| 8. Say impression. | Now say impression without /im/. |
| 9. Say newborn. | Now say newborn without /born/. |
| 10. Say tablespoon. | Now say tablespoon without /spoon/. |





Manipulating Phonemes: Change the Sound Part 2.

Skill: substitute the onset in the second syllable of a two-syllable word. Ex: *Meeting* to *meaning* (students change /t/ to /n/ at the beginning of the second syllable /ting/).

| Example of Procedure (for reference): | Repeat the procedure using these words: |
|--|--|
| <p>T: Say <i>dinner</i>.</p> <p>S: repeat</p> <p>T: Now say <i>dinner</i>, but change /n/ to /p/.</p> <p>S: dipper</p> | <p>runner (change /n/ to /b/ = rubber)</p> <p>quicker (change /k/ to /v/ = <u>quiver</u>)</p> <p><u>shimmer</u> (change /m/ to /v/ = shiver)</p> <p>hugger (change /g/ to /m/ = hummer)</p> <p>letter (change /t/ to /v/ = <u>lever</u>)</p> |



Alliteration: Silly Sentences.
Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Sentence: Slippery seals slid softly seaward.



Lesson 14

Review

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Read high-frequency words identified as Tricky Words** (K.FL.PWR.3c)
- ✓ **Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for every consonant** (K.FL.PWR.3a)
- ✓ **Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms** (K.FL.PC.1d)
- ✓ **Trace, copy, and write from memory the letters of the alphabet accurately in upper- and lowercase form** (K.FL.WC.4g)
- ✓ **Read aloud in a group, with a partner, or alone for at least 15 minutes each day** (K.FL.F.5a)
- ✓ **Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding** (K.FL.F.5a, K.FL.PWR.3)
- ✓ **Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary** (K.FL.F.5a, K.FL.PWR.3)

| <i>At a Glance</i> | Exercise | Materials | Minutes |
|--|--|--|----------------|
| <i>Warm-Up</i> | Tricky Word Review and Sound/Spelling Review | Cards for Tricky Words taught; Large Cards for 20 spellings taught | 10 |
| <i>Practice</i> | Caps Worksheet | Pencils; Worksheet 14.1; projection | 15 |
| <i>Small Group-Reading Time</i> | “A Gift from Mom” | <i>Zack and Ann</i> Reader | 20 |
| <i>Reviewing the Story</i> | Story Questions Worksheet: “A Gift from Mom” | Pencils; Worksheet 14.2; projection system | 15 |
| <i>Take-Home Material</i> | Take-Home Story: “Fix That Ship” | Worksheet 14.3 | * |

Advance Preparation

Write the following Tricky Words on large cards, one word per card: *which, once, said, says*. Add the cards to the set of Tricky Word cards.

Warm-Up

10 minutes

Tricky Word Review and Sound/Spelling Review

Part A

If students need additional practice reading Tricky Words, you may select appropriate Targeted Support Stop exercises from those addressing reading Tricky Words and the activities in Unit 9, Section I of the *Assessment and Remediation Guide*.

- Display a Tricky Word card and have students read the word and use it in an oral sentence.
- Complete the remaining cards.
- Save the cards for future use.

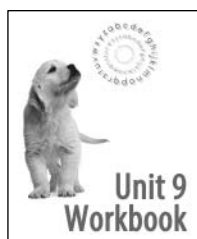
Part B

- Review the Large Cards for the 20 spellings previously taught, including digraphs and spelling alternatives.
- Use the same procedures described in earlier lessons.

Practice

15 minutes

Caps Worksheet

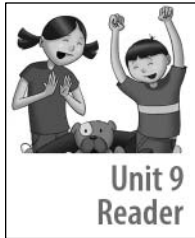


Worksheet 14.1

If students need additional practice with uppercase letters, you may use the activities in Unit 9, Section III of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 14.1.
- Ask students to name the first uppercase letter in the box.
- Ask students to locate the matching lowercase letter.
- Have students write an uppercase 'A' next to the lowercase 'a', following your example.
- Continue demonstrating until students are ready to work independently.

“A Gift from Mom”



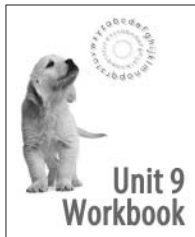
If students need additional practice reading, you may use the activities in Unit 9, Section II of the *Assessment and Remediation Guide*.

- Be sure to record anecdotal notes regarding students' reading abilities.
- **Group 2:** Have students take out their Readers, sit with their partners, and take turns rereading “A Gift from Mom” aloud. Students who finish early should reread the stories “The Tent” and “Fix That Ship.” You may wish to assign any of the optional vocabulary worksheets for completion. Students should not read ahead.
- **Group 1:** Have students follow along in their Readers as students read “A Gift from Mom” aloud. Read the story a second time. If you have time, read “The Tent” and “Fix That Ship.” Alternatively, you may use different remediation or enrichment exercises addressing the specific needs of students.

Reviewing the Story

15 minutes

Story Questions Worksheet: “A Gift from Mom”



Worksheet 14.2

If students need additional handwriting practice, you may select appropriate Targeted Support Stop exercises from those addressing handwriting.

- Distribute and display Worksheet 14.2.
- Ask students to read the first question.
- Ask students to identify the correct answer and have students refer to the Reader to verify the answer.
- Have students shade the circle next to the correct answer, following your example.
- Ask students to read the second question.
- Ask students to provide the answer to the second question. Encourage students to respond using complete sentences.
- Have students write the following decodable answer on the line provided, following your example: A dog was in the box.
- Continue demonstrating until students are ready to work independently.

Take-Home Material

Take-Home Story: “Fix That Ship”

- Have students give Worksheet 14.3 to a family member.

Lesson 15

Sounds First Activities



Rhyme Activity: Rhyme It.

Skill: Rhyme production.

A short Whip Around assessment is provided to determine student mastery of rhyme production. Be sure to administer it to all students by the end of week 24.

Directions: Give students a word to rhyme with. Call on students to answer.

Note: Nonsense words are acceptable.

T: Say a word that rhymes with spread.

S: Answer (bread, thread, led, fed, fled, etc.)

Repeat with: green, screech, free, sleeve, squeal, pledge



Manipulating Syllables: Mix it Up!

Skills: Deleting one syllable from two- or three-syllable compound and noncompound words.

| | |
|--|--|
| <ol style="list-style-type: none"> 1. Say <u>horseshoe</u>. Now say <u>horseshoe</u> without /shoe/. 2. Say <u>footstep</u>. Now say <u>footstep</u> without /foot/. 3. Say <u>gigantic</u>. Now say <u>gigantic</u> without /gi/. 4. Say <u>leftover</u>. Now say <u>leftover</u> without /left/. 5. Say <u>perhaps</u>. Now say <u>perhaps</u> without /aps/. | <ol style="list-style-type: none"> 6. Say <u>sentence</u>. Now say <u>sentence</u> without /sen/. 7. Say <u>candlestick</u>. Now say <u>candlestick</u> without /stick/. 8. Say <u>perfection</u>. Now say <u>perfection</u> without /per/. 9. Say <u>nightmare</u>. Now say <u>nightmare</u> without /mare/. 10. Say <u>firehouse</u>. Now say <u>firehouse</u> without /house/. |
|--|--|





Manipulating Phonemes: Change the Sound Part 2.

Skill: Substitute the onset in the second syllable of a two-syllable word. Ex: *Meeting to meaning* (students change /t/ to /n/ at the beginning of the second syllable /ting/).

| Example of Procedure (for reference): | Repeat the procedure using these words: |
|--|--|
| <p>T: Say <i>dinner</i>.</p> <p>S: repeat</p> <p>T: Now say <i>dinner</i>, but change /n/ to /p/.</p> <p>S: dipper</p> | <p>rushing (change /sh/ to /n/ = running)</p> <p>carving (change /v/ to /d/ = <u>carding</u>)</p> <p>sender (change /d/ to /t/ = center)</p> <p>missing (change /s/ to /ks/ = mixing)</p> <p>slipper (change /p/ to /m/ = slimmer)</p> |



Alliteration: Silly Sentences.
Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Sentence: Blackberries grew blasts of blossoms.



Lesson 15

Review

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Orally blend sounds to form words, e.g., given the sounds /k/ . . ./a/ . . ./t/, blend to make *cat*** (K.FL.PA.2)
- ✓ **Add or substitute phonemes to spoken one-syllable words** (K.FL.PA.2e)
- ✓ **Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for every consonant** (K.FL.PWR.3a)
- ✓ **Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding** (K.FL.F.5a, K.FL.PWR.3)

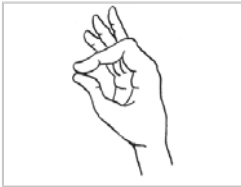
| <i>At a Glance</i> | <i>Exercise</i> | <i>Materials</i> | <i>Minutes</i> |
|--|---|--|----------------|
| <i>Warm-Up</i> | Oral Blending and Sound/Spelling Review | Large Cards for 20 spellings taught | 10 |
| <i>Practicing Reading</i> | Wiggle Cards | Wiggle Cards for <i>lift one hand, squint, nod yes, stand still, buzz, clap hands, tap chin, sing to a pal, yell the word no, hiss</i> | 15 |
| <i>Practice</i> | Mark the Sentence | Pencils; Worksheet 15.1; projection system | 15 |
| <i>Differentiated Instruction</i> | Small Group Work | Pencils; Worksheet 15.2 | 20 |

Advance Preparation

Prepare the following Wiggle Cards and add them to those you have already created. Write the following words and phrases on cards, one word or phrase per card: *lift one hand, squint, nod yes, stand still, buzz, clap hands, tap chin, sing to a pal, yell the word no, hiss.*

Oral Blending and Sound/Spelling Review

Part A



If students need additional practice with oral blending and sound/spelling, you may use the activities in Unit 9, Section I of the *Assessment and Remediation Guide*.

- Follow the instructions in Lesson 1.

- | | |
|----------------------------------|--|
| 1. (4) /h/ /i/ /t/ /er/ > hitter | 7. (6) /t/ /a/ /d/ /p/ /oe/ /l/ > tadpole |
| 2. (4) /b/ /i/ /t/ /er/ > bitter | 8. (6) /d/ /u/ /k/ /l/ /i/ /ng/ > duckling |
| 3. (4) /b/ /e/ /t/ /er/ > better | 9. (6) /p/ /i/ /g/ /l/ /e/ /t/ > piglet |
| 4. (4) /l/ /e/ /t/ /er/ > letter | 10. (6) /g/ /o/ /s/ /l/ /i/ /ng/ > gosling |
| 5. (4) /w/ /e/ /t/ /er/ > wetter | |
| 6. (4) /b/ /u/ /n/ /ee/ > bunny | |

Part B

- Review the Large Cards for the 20 spellings previously taught, including digraphs and spelling alternatives.
- Display the first Large Card.
- Have students say the sound represented on the card and name the letters.
- Continue with the remaining cards.

Practicing Reading

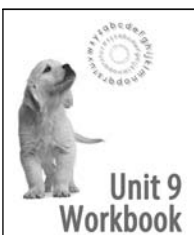
Wiggle Cards

- Tell students you are going to show them some cards describing actions; they will read each card and perform the action listed.
- Show students a Wiggle Card, have them read it, and let them perform the action.
- If you have time, you may wish to repeat some or all of the cards.

Practice

Mark the Sentence

- Distribute and display Worksheet 15.1.
- Ask students to read the first sentence. Ask students to read the second sentence.
- Ask the class which of the first two sentences matches the first picture.



Worksheet 15.1

If students need additional handwriting practice, you may select appropriate Targeted Support Stop exercises from those addressing handwriting.

- Have students put a checkmark next to the matching sentence, following your example.
- Ask students to complete the remaining items on the front and back independently.
- You may wish to review each student's worksheet as an informal assessment.

8-10 correct-Good

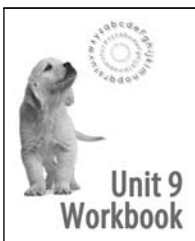
7 correct-Fair

6 or less correct-Poor

If time permits, have students who performed poorly read the sentences aloud to you allowing you to identify specific sound-spelling correspondences needing remediation.

Differentiated Instruction

20 minutes



Worksheet 15.2

If students need additional practice reading or writing Tricky Words, you may select appropriate Targeted Support Stop exercises from those addressing reading Tricky Words and the activities in Unit 9, Section I of the *Assessment and Remediation Guide*.

Small Group Work

✪ Group 2

- Distribute Worksheet 15.2.
- Have students complete each sentence using the appropriate Tricky Word.
- Display the following decodable sentences. If students finish early, have them read, copy, and illustrate some of the sentences. Additionally, you may wish to assign any of the optional vocabulary worksheets for completion.

1. A rock fell from the cliff.
2. Jack and Jill went up the hill.
3. Jess has a glass of milk.
4. Beth got a gift from mom.

✪ Group 1

- Distribute Worksheet 15.2.
- Tell students three Tricky Words are printed at the top of the worksheet. Each of these Tricky Words completes one of the sentences printed below.
- Ask students to read the first Tricky Word.
- Complete the remaining two Tricky Words in the same fashion.
- Demonstrate reading the first sentence three times: once with the Tricky Word *which*, once with the Tricky Word *once*, and once with the Tricky Word *says*.
- Ask students which Tricky Word completes the sentence.
- Have students print the Tricky Word *says* on the line provided, following your example.
- Elicit student responses to complete the worksheet.

Lesson 16

Sounds First Activities



Rhyme Activity: Rhyme It.

Skill: Rhyme production.

A short Whip Around assessment is provided to determine student mastery of rhyme production. Be sure to administer it to all students by the end of week 24.

Directions: Give students a word to rhyme with. Call on students to answer.

Note: Nonsense words are acceptable.

T: Say a word that rhymes with pluck.

S: Answer (stuck, yuck, tuck, luck, struck, etc.)

Repeat with: shrug, room, soup, tooth, loose, group



Manipulating Syllables: Mix it Up!

Skills: Deleting one syllable from two- or three-syllable compound and noncompound words.

| | | | |
|----------------------------|-------------------------------------|---------------------|------------------------------------|
| 1. Say <u>spaghetti</u> . | Now say spaghetti without /spa/. | 6. Say sunglasses. | Now say sunglasses without /sun/. |
| 2. Say <u>overhand</u> . | Now say overhand without /hand/. | 7. Say whenever. | Now say whenever without /when/. |
| 3. Say <u>horsepower</u> . | Now say horsepower without /horse/. | 8. Say behavior. | Now say behavior without /be/. |
| 4. Say <u>athletic</u> . | Now say athletic without /ath/. | 9. Say important. | Now say important without /im/. |
| 5. Say countryside. | Now say countryside without /side/. | 10. Say volleyball. | Now say volleyball without /ball/. |





Manipulating Phonemes: Change the Sound Part 2.

Skill: Substitute the onset in the second syllable of a two-syllable word. Ex: *Meeting to meaning* (students change /t/ to /n/ at the beginning of the second syllable /ting/).

| Example of Procedure (for reference): | Repeat the procedure using these words: |
|--|---|
| <p>T: Say <i>dinner</i>.</p> <p>S: repeat</p> <p>T: Now say <i>dinner</i>, but change /n/ to /p/.</p> <p>S: dipper</p> | <p>tripping (change /p/ to /m/ = <u>trimming</u>)</p> <p>cover (change /v/ to /l/ = <u>color</u>)</p> <p>lighter (change /t/ to /n/ = <u>liner</u>)</p> <p><u>grating</u> (change /t/ to /z/ = <u>grazing</u>)</p> <p><u>cider</u> (change /d/ to /b/ = <u>cyber</u>)</p> |



Alliteration: Silly Sentences.
Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Sentence: Marvin the mole merrily made marmalade.



Lesson 16

Tricky Words

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Read high-frequency words identified as Tricky Words: *are, were* (K.FL.PWR.3c)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for every consonant (K.FL.PWR.3a)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (K.FL.F.5a, K.FL.PWR.3)
- ✓ Read aloud in a group, with a partner, or alone at least 15 minutes each day (K.FL.F.5a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (K.FL.F.5a, K.FL.PWR.3)

| <i>At a Glance</i> | Exercise | Materials | Minutes |
|--|--|---|---------|
| <i>Warm-Up</i> | Tricky Word Review | Cards for Tricky Words taught; Large Cards for 20 spellings taught | 5 |
| <i>Introducing the Tricky Words</i> | Today's Tricky Words: <i>are, were</i> | Board | 15 |
| <i>Partner Reading-Reading Time</i> | "Bug and Frog" | <i>Zack and Ann</i> Reader; Worksheets 16.2, 16.3 | 20 |
| <i>Reviewing the Story</i> | Story Questions Worksheet: "Bug and Frog" | Pencils; Worksheet 16.1; projection system | 20 |
| <i>Take-Home Material</i> | "The Tent" | Worksheet 16.4 | * |

Tricky Word Review

- Take out the set of Tricky Word cards.
- Display a card and have students read the word and use it orally in a sentence.
- Complete the remaining cards.
- Save the cards for future use.

Introducing the Tricky Words**Today's Tricky Words: *are, were***

Tricky Word: *are*

If students need additional practice reading Tricky Words, you may select appropriate Targeted Support Stop exercises from those addressing reading Tricky Words and the activities in Unit 9, Section I of the *Assessment and Remediation Guide*.

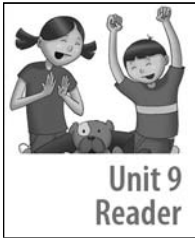
- Write the Tricky Word *are* on the board and ask students how they would blend and pronounce it. (They may say /a/ /r/ /e/.)
- Explain the actual pronunciation of the word is /ar/ as in, "Are you sleeping?"
- Underline the entire word and explain that it is completely tricky.
- Tell students when reading *are*, they have to remember to pronounce it /ar/.
- Tell students when writing *are*, they have to remember to spell it with the letters 'a' 'r' 'e'.

Tricky Word: *were*

Ask students to use the Tricky Words *are* and *were* in oral sentences.

- Write the Tricky Word *were* on the board and ask students how they would blend and pronounce it. (They may say /w/ /e/ /r/ /e/.)
- Explain the actual pronunciation of the word is /w/ /er/ as in, "We were really tired after our soccer game."
- Circle the letter 'w' and tell students it is pronounced just as one would expect, as /w/.
- Underline the letters 'e', 'r', and 'e' and explain these letters make up the tricky part of the word. The students would probably expect these letters to be pronounced separately as /e/ /r/ /e/, but these three letters work together to produce the /er/ sound.
- Tell students when reading *were*, they have to remember to pronounce the letters 'e' 'r' 'e' as /er/.
- Tell students when writing *were*, they have to remember to spell the /er/ sound with the letters 'e' 'r' 'e'.

“Bug and Frog”



Challenging Vocabulary

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

1. **web**—thin nets spun by spiders; refer to illustration in Reader on page 55
2. **munch**—to eat or chew something

Note: You may also want to point out that the word *web* can have other meanings. Students may be more familiar with the word *web* referring to the internet. In today’s story, it has the meaning noted above.

- You may wish to assign any of the optional vocabulary worksheets for completion.

Purpose for Reading

- Tell students they will read a story about Zack and Ann at a pond. Ask students to pay special attention to the story so they can tell you who thinks bugs are no fun.

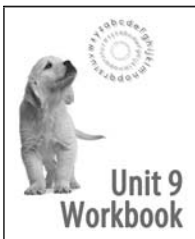
Reading the Story

- Tell students to sit with their partners and take turns reading “Bug and Frog” aloud.
- Encourage students who finish early to reread the stories “A Gift from Mom” and “The Tent.” They should not read ahead.
- Listen to students read and record anecdotal notes on their progress.

Wrap-Up

- Discuss the following questions as a class. Students should respond in complete sentences incorporating the question stem in their response.

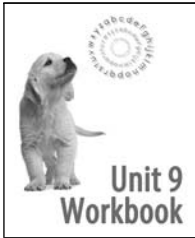
- Discussion Questions on “Bug and Frog”**
1. *Literal* Who is at the pond? (Zack and Ann are at the pond.)
 2. *Literal* Why does Zack wish he were a bug? (Zack wishes he were a bug because they hum and zip.)



Worksheets 16.2, 16.3

If students need additional practice reading, you may use the activities in Unit 9, Section II of the *Assessment and Remediation Guide*.

Story Questions Worksheet: “Bug and Frog”



Worksheet 16.1

If students need additional handwriting practice, you may select appropriate Targeted Support Stop exercises from those addressing handwriting.

- Distribute and display Worksheet 16.1.
- Ask students to read the first question.
- Ask students to supply the answer to the first question. Students should respond using a complete sentence while referring to the Reader to verify the answer.
- Have students write the following decodable answer on the line provided, following your example: Zack and Ann are at the pond.
- Ask students to read the second item and answer choices.
- Ask students to identify the correct answer.
- Have students shade the circle next to the correct answer, following your example.
- Continue demonstrating until students are ready to work independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line.

Take-Home Material

“The Tent”

- Have students give Worksheet 16.4 to a family member.

Code Knowledge

- Before today’s lesson: If students attempted to read 1,000 words in a trade book, on average 473 of those words would be completely decodable.
- After today’s lesson: If students attempted to read 1,000 words in a trade book, on average 484 of those words would be completely decodable.
- *Are* is the 16th most common word in English.
- *Were* is the 31st most common word in English.

Lesson 17

Sounds First Activities and Assessment



Rhyme Activity: Rhyme It.

Skill: Rhyme production.

A short Whip Around assessment is provided to determine student mastery of rhyme production. Be sure to administer it to all students by the end of week 24.

Directions: Give students a word to rhyme with. Call on students to answer.

Note: Nonsense words are acceptable.

T: Say a word that rhymes with *splat*.

S: Answer (bat, cat, rat, nat, flat, sat, vat, mat, etc.)

Repeat with: spray, blast, plane, straight, glance, stand



Manipulating Syllables: Mix it Up!

Skills: Deleting one syllable from two- or three-syllable compound and noncompound words.

- 1. Say anything. Now say anything without /thing/.
- 2. Say begin. Now say begin without /be/.
- 3. Say skydiving. Now say skydiving without /sky/.
- 4. Say lifeboat. Now say lifeboat without /boat/.
- 5. Say delicious. Now say delicious without /de/.

- 6. Say watchdog. Now say watchdog without /dog/.
- 7. Say wallpaper. Now say wallpaper without /paper/.
- 8. Say recording. Now say recording without /re/.
- 9. Say locksmith. Now say locksmith without /smith/.
- 10. Say cable. Now say cable without /cay/.





Manipulating Phonemes: Change the Sound Part 2.

Skill: Substitute the onset in the second syllable of a two-syllable word. Ex: *Meeting to meaning* (students change /t/ to /n/ at the beginning of the second syllable /ting/).

| Example of Procedure (for reference): | Repeat the procedure using these words: |
|--|---|
| <p>T: Say <i>dinner</i>.</p> <p>S: repeat</p> <p>T: Now say <i>dinner</i>, but change /n/ to /p/.</p> <p>S: dipper</p> | <p>rider (change /d/ to /m/ = rhymed)</p> <p>training (change /n/ to /d/ = trading)</p> <p>coloring (change /l/ to /v/ = covering)</p> <p>summer (change /m/ to /p/ = supper)</p> <p>closer (change /s/ to /v/ = <u>clover</u>)</p> |



Alliteration: Silly Sentences.
Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Sentence: Stephen stopped on the steep stairs.



Tennessee PA & APA Component
Kindergarten Assessment of Phonological Awareness
Final Cumulative

Student: _____ **Teacher:** _____ **Date:** _____

Directions: Read each sentence, distinguishing sounds clearly to the student. Record the response. Please note if the student responded in fewer than 2 seconds by placing a ✓ in the automatic box for the item. You can stop testing a level once the student gives an automatic and correct response. If the student answered correctly but took two seconds or longer, place a ✓ in the ‘no time limit’ box for the item and continue assessing. If the student did not answer or answered incorrectly, do not place a check anywhere and continue assessing.

Tracking student progress: If the student was automatic with a skill, highlight the level in green. The student has mastered this level! For prompts where the student was accurate but slow, highlight the level in yellow. The student needs more ‘knowing’ practice in these levels together with any classmates who scored similarly for those levels. For skills the student missed, highlight the level in orange. The student needs to return to ‘experiencing’ in these levels with any classmates who also scored similarly.

When you assess again, you will only assess items you have highlighted in yellow or orange. Pass the final assessment on to each students’ first grade teacher.

| Basic Phonemic Awareness | | | “One thousand one, one thousand two” | No Time Limit |
|---|--|----------------------------|--------------------------------------|---------------|
| # | Prompt: | Correct Answer | Automatic | Untimed |
| Rhyme Recognition | | | | |
| 1 | “Do they rhyme this time? knee - bee” | <i>yes</i> | | |
| 2 | “Do they rhyme this time? kit – cat” | <i>no</i> | | |
| 3 | “Do they rhyme this time? cake – lake” | <i>yes</i> | | |
| Rhyme Judgement | | | | |
| 4 | “Which word rhymes with kick? (ball - sick)” | <i>sick</i> | | |
| 5 | “Which word rhymes with mast? (fast - cat)” | <i>fast</i> | | |
| 6 | “Which word rhymes with hairy? (dog - fairy)” | <i>fairy</i> | | |
| Rhyme Production (Note: Rhyming nonsense words are correct!) | | | | |
| 7 | “What rhymes with mad?” | <i>Varied -/ad/</i> | | |
| 8 | “What rhymes with float?” | <i>Varied- /ote/-/oat/</i> | | |
| 9 | “What rhymes with Tim?” | <i>Varied /im/</i> | | |
| Syllable Deletion - first syllable of compound word | | | | |
| 10 | “Say cardboard. Now say cardboard without /card/.” | <i>-board</i> | | |
| 11 | “Say sandbox. Now say sandbox without /sand/.” | <i>-box</i> | | |
| Syllable Deletion - second syllable | | | | |
| 12 | “Say grandson. Now say grandson without /son/.” | <i>grand-</i> | | |

Pre-Kindergarten and Kindergarten Evaluation #1-17

| | | | | | |
|--|---|---|----------------|--|--|
| Kindergarten Only #18-29 | 13 | “Say childhood. Now say childhood without -hood/.” | <i>child-</i> | | |
| | Syllable Deletion - three syllable word, final syllable | | | | |
| | 14 | “Say undergrowth. Now say undergrowth without- growth.” | <i>under-</i> | | |
| | 15 | “Say paperback. Now say paperback without -back.” | <i>paper-</i> | | |
| | Syllable Deletion - three syllable word, first syllable | | | | |
| | 16 | “Say woodcutter. Now say woodcutter without /wood/.” | <i>-cutter</i> | | |
| | 17 | “Say fantastic. Now say fantastic without /fan/.” | <i>-tastic</i> | | |
| | Delete phoneme onset | | | | |
| | 18 | “Say pad. Now say pad without /p/.” | <i>-ad</i> | | |
| | 19 | “Say ton. Now say ton without /t/.” | <i>-un/</i> | | |
| | 20 | “Say sand. Now say sand without /s/.” | <i>-and/</i> | | |
| | Delete rime unit | | | | |
| | 21 | “Say mom. Now say mom without /om/.” | <i>-/m/</i> | | |
| | 22 | “Say saint. Now say saint without /aint/.” | <i>-/s/</i> | | |
| | 23 | “Say bike. Now say bike without /ike/.” | <i>-/b/</i> | | |
| | Substitute single phoneme onset | | | | |
| | 24 | “Say bow. Now instead of /b/ say /k/.” | <i>cow</i> | | |
| 25 | “Say tug. Now instead of /t/ say /p/.” | <i>pug</i> | | | |
| 26 | “Say fate. Now instead of /f/ say /m/.” | <i>mate</i> | | | |
| Substitute rime unit | | | | | |
| 27 | “Say done. Now instead of /un/ say /id/.” | <i>did</i> | | | |
| 28 | “Say pen. Now instead of /en/ say /ot/.” | <i>pot</i> | | | |
| 29 | “Say splash. Now instead of /ash/ say /it/.” | <i>split</i> | | | |
| Basic Phonemic Awareness: ____ (maximum 58 pts) | | | | | |

Notes on scoring and interpretation:

No mastery (automatic response) is demanded in PreK (items #1-17). Use of this instrument for PreK is optional. There are not yet established norms for kindergarten with this instrument. Ideally, students would be automatic with these skills by the end of kindergarten/early first grade.

A student who responds to many prompts slowly and/or has many errors, definitely needs more experiences with those not-yet-mastered skills while still getting the full class lessons.

This curriculum has many practice opportunities and repeated exposures throughout the sequence. Students new to phonemic awareness, or slightly behind their peers, will likely gain proficiency through the natural lesson progression, and the high number of practice opportunities.

Lesson 17

Tricky Words

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Read high-frequency words identified as Tricky Words: *here, there*** (K.FL.PWR.3c)
- ✓ **Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding** (K.FL.F.5a, K.FL.PWR.3)
- ✓ **Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary** (K.FL.F.5a, K.FL.PWR.3)
- ✓ **Read aloud in a group, with a partner, or alone at least 15 minutes each day** (K.FL.F.5a)

| <i>At a Glance</i> | <i>Exercise</i> | <i>Materials</i> | <i>Minutes</i> |
|--|---|--|----------------|
| <i>Introducing the Tricky Words</i> | Today's Tricky Words: <i>here, there</i> | Board | 10 |
| <i>Reviewing the Tricky Words</i> | Tricky Word Practice: <i>here, there</i> | Pencils; Worksheet 17.1 | 15 |
| <i>Whole Group-Reading Time</i> | "Swing That Net" | <i>Zack and Ann</i> Reader; Worksheet 17.3 | 20 |
| <i>Reviewing the Story</i> | Story Questions Worksheet: "Swing That Net" | Pencils; Worksheet 17.2; projection system | 15 |
| <i>Take-Home Material</i> | Practice Pack | Worksheet 17.4 | * |

Today's Tricky Words: *here, there*

Tricky Word: *here*

If students need additional practice reading Tricky Words, you may use any of the Targeted Support Stop exercises addressing reading Tricky Words and the activities in Unit 9, Section I of the *Assessment and Remediation Guide*.

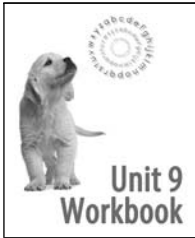
The words *here* and *there* follow the same pattern as *where*, which students learned previously.

- Write the Tricky Word *here* on the board and ask students how they would blend and pronounce it. (They may say /h/ /e/ /r/ /e/.)
- Explain the actual pronunciation of the word is /h/ /ee/ /r/ as in, "I'm so glad you're here!"
- Circle the letter 'h' and explain it is pronounced just as one would expect, as /h/.
- Underline the letters 'e', 'r', and 'e' and explain that these letters make up the tricky part of the word. The students would probably expect these letters to be pronounced separately as /e/ /r/ /e/, but these three letters work together to stand for the /ee/ /r/ sounds.
- Tell students when reading *here*, they have to remember to pronounce the letters 'e' 'r' 'e' as /ee/ /r/.
- Tell students when writing *here*, they have to remember to spell the /ee/ /r/ sounds with the letters 'e' 'r' 'e'.

Tricky Word: *there*

- Write the Tricky Word *there* on the board and ask students to blend and pronounce it. (They may say /th/ /e/ /r/ /e/ or /th/ /e/ /r/ /e/.)
- Explain we actually pronounce this word /th/ /ae/ /r/ as in, "He kicked the ball over there."
- Circle the spelling 'th' and explain it is pronounced just as one would expect, as /th/.
- Underline the letters 'e', 'r', and 'e' and explain these letters make up the tricky part of the word. They work differently than in *here*. The students would probably expect these letters to be pronounced /e/ /r/ /e/ or /ee/ /r/ (as in *here*), but these three letters work together to stand for the /ae/ /r/ sounds.
- Tell students when reading *there*, they have to remember to pronounce the letters 'e' 'r' 'e' as /ae/ /r/.
- Tell students when writing *there*, they have to remember to spell the /ae/ /r/ sounds with the letters 'e' 'r' 'e'.

Tricky Word Practice: here, there

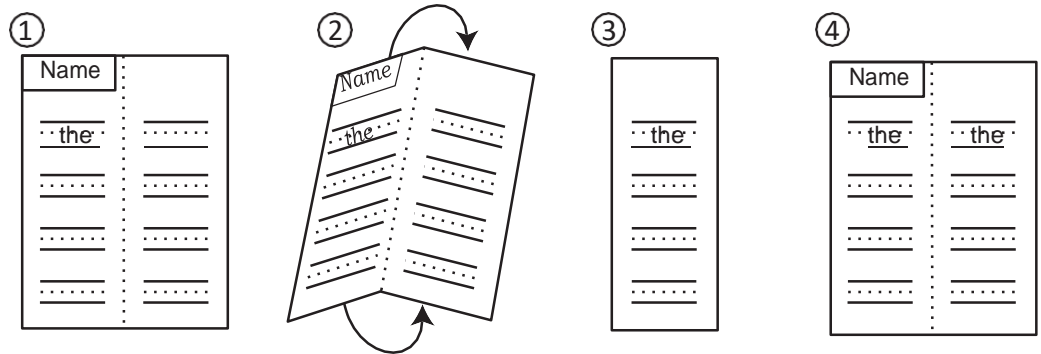


Worksheet 17.1

For some students, it might be helpful to say the sounds in the Tricky Words instead of the letter names. For example, while writing the word *no*, they could say /n/ /oe/ instead of 'n' 'o'.

If students need additional practice writing Tricky Words, you may complete any of the Targeted Support Stop exercises addressing writing Tricky Words.

- Distribute Worksheet 17.1.
- Tell students they will practice writing Tricky Words.
- Write *no* on the board and have students read it. Have students copy *no* onto the first handwriting guide on the worksheet (see Illustration 1). They should say the name of each letter as they copy the word.

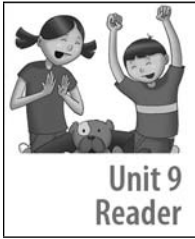


- Erase the word *no* from the board.
- Have students fold their worksheet along the dotted line and position it so the word they copied is facing the desk and the blank handwriting guides are facing up (see Illustration 2).
- Have students write *no* from memory on the top handwriting guide (see Illustration 3). They should say the name of each letter as they write the word.
- Ask students to unfold their worksheets and compare the word they just wrote with the word they copied earlier (see Illustration 4).
- Have students correct the word if needed.
- Repeat these steps with the remaining Tricky Words.

- | | |
|----------|----------|
| 1. were | 5. which |
| 2. are | 6. here |
| 3. what | 7. there |
| 4. where | |

“Swing That Net”

Challenging Vocabulary

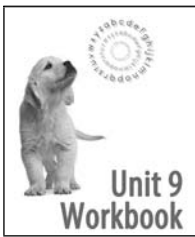


- Before reading today’s story, preview the following vocabulary with students. Write the word on the board for students to read and then use it orally in a sentence.

1. *slick*—slippery

- You may wish to assign the optional vocabulary worksheet for completion.

Purpose for Reading



- Tell students they will read a story about Zack at the pond. Ask students to pay special attention to the story so they can tell you what Zack does while he is at the pond.

Reading the Story

- Read the story “Swing That Net,” having students participate using a group reading approach of your choice.

Worksheet 17.3

Wrap-Up

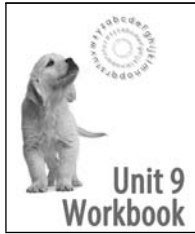
- Discuss the following questions as a class. Students should respond in a complete sentence incorporating the question stem in their reply.

Discussion Questions on “Swing That Net”

1. *Literal* Why does Zack run into the pond? (Zack wants to catch frogs.)
2. *Literal* What happens when Zack runs into the pond? (The frogs run away.)
3. *Literal* How many frogs does Zack catch? (Zack catches six frogs.)

If students need additional practice with reading, you may use the activities in Unit 9, Section II of the *Assessment and Remediation Guide*.

Story Questions Worksheet: "Swing That Net"



Worksheet 17.2

- Distribute and display Worksheet 17.2.
- Ask students to read the first question, responding in a complete sentence.
- Ask students to provide the answer to the first question.
- Have students write the following decodable answer on the line provided, following your example: Zack said, "Get in here, frogs!"
- Be sure to point out the use of the exclamation point and quotation marks.
- Continue demonstrating until students are ready to work independently.

Take-Home Material

Practice Pack

- Have students give Worksheet 17.4 to a family member.

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 484 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average 489 of those words would be completely decodable.
- *There* is the 38th most common word in English.
- *Here* is the 153rd most common word in English.

Lesson 18

Review

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Read high-frequency words identified as **Tricky Words** (K.FL.PWR.3c)
- ✓ Recognize, isolate, and write the spellings for **short vowel sounds** (K.FL.PWR.3b)
- ✓ Recognize, isolate, and write **single letter, double letter, and digraph spellings for consonant sounds** (K.FL.WC.4b, K.FL.PWR.3a)
- ✓ Read **decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding** (K.FL.F.5a, K.FL.PWR.3)
- ✓ Use **phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary** (K.FL.F.5a, K.FL.PWR.3)

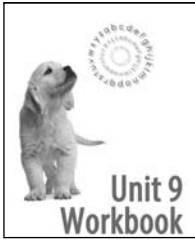
| <i>At a Glance</i> | <i>Exercise</i> | <i>Materials</i> | <i>Minutes</i> |
|-----------------------------------|------------------------------|--|----------------|
| Warm-Up | Tricky Word Review | Cards for Tricky Words taught | 10 |
| Dictation | Dictation with Phrases | Pencils; Worksheet 18.1; projection system | 15 |
| Reviewing the Tricky Words | Complete the Sentences | Pencils; Worksheet 18.2; projection system | 15 |
| Small Group-Reading Time | “Spot’s Bath” | <i>Zack and Ann</i> Reader; Worksheet 18.3 | 20 |
| Take-Home Material | Take-Home: “A Gift From Mom” | Worksheet 18.4 | * |

Warm-Up

10 minutes

Tricky Word Review

- Using a method of your choice (flash card, Tricky Word sprints, or some other method appropriate for your group) review the Tricky Words using the prepared Tricky Word cards.



Worksheet 18.1

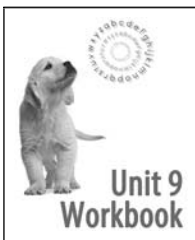
If students need additional practice writing Tricky Words, you may complete any of the Targeted Support Stop exercises addressing writing Tricky Words and the activities in Unit 9, Section I of the *Assessment and Remediation Guide*.

Dictation with Phrases

- Distribute and display Worksheet 18.1.
- Tell students you are going to say some phrases.
- Tell students the phrases are written on the worksheet, but each one is missing one word. The missing word is a Tricky Word.
- Say the phrase *which one* and ask students which word is missing from the worksheet.
- Ask students for the first sound in *which*.
- Have students write 'wh' on the line, following your example.
- Complete the remaining sounds and spellings in *which* so the word *which* is written in its entirety on the line.
- Model reading the word as a strategy to double-check its spelling.
- Continue demonstrating until students are ready to write the words independently as you dictate the phrases.

| | | |
|--------------------------|-------------------------|-------------------------|
| 1. <u>which</u> one | 4. <u>where</u> am I | 7. one <u>word</u> |
| 2. Ann <u>says</u> no | 5. <u>where</u> to shop | 8. <u>what</u> Ann said |
| 3. gifts <u>are</u> here | 6. <u>why</u> did Scott | |

Reviewing the Tricky Words



Worksheet 18.2

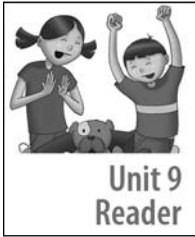
If students need additional practice reading Tricky Words, you may complete any of the Targeted Support Stop exercises addressing reading Tricky Words and the activities in Unit 9, Section I of the *Assessment and Remediation Guide*.

Complete the Sentences

- Distribute and display Worksheet 18.2.
- Explain to students three Tricky Words are printed at the top of the worksheet. Each of these Tricky Words completes one of the sentences printed below.
- Ask students to read the three Tricky Words aloud as they point to each word.
- Demonstrate reading the first sentence three times: once with the Tricky Word *were*, once with the Tricky Word *here*, and once with the Tricky Word *to*.
- Ask students which Tricky Word completes the sentence.
- Have students print the Tricky Word *to* on the line provided, following your example.
- Ask a student to read the next sentence aloud, selecting the appropriate word to fill in the blank.
- Continue demonstrating until students are ready to work independently.

“Spot’s Bath”

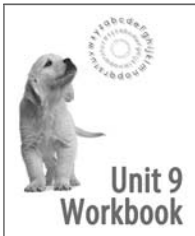
Challenging Vocabulary



- Before reading today’s story, preview the following vocabulary with students. Write the word on the board and use it orally in a sentence.

1. **grip**—to hold tightly

- Review the use of the apostrophe as an indication of ownership, e.g. possessive.



Purpose for Reading

- Tell students they will read a story about Zack, Ann, and their dog, Spot. Ask students to pay special attention to the story so they can tell you why Spot needed a bath.

Reading the Story

- Remember to record anecdotal notes regarding your students’ reading progress.
- ✪ **Group 2:** Have students take out their Readers, sit with their partners, and take turns reading “Spot’s Bath.” Students who finish early should reread the stories “Swing That Net” and “Bug and Frog.” They should not read ahead.
- ✪ **Group 1:** Have students follow along in their Readers as students read “Spot’s Bath” aloud. Read the story a second time. If you have time, read “Swing That Net” and “Bug and Frog.” Alternatively, you may complete different remediation exercises addressing the specific needs of students.

Wrap-Up

- Discuss the following questions as a class.

Discussion Questions on “Spot’s Bath”

1. *Literal* Why does Spot need a bath? (Spot needs a bath because he is muddy.)
2. *Literal* What happens when Zack’s hands slip while he is holding Spot? (Spot runs back to the mud pit when Zack’s hands slip.)

Take-Home Material

Take-Home: “A Gift From Mom”

- Have students give Worksheet 18.4 to a family member.

Lesson 19

Review
Student Performance
Task Assessment

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Name and use commas and end punctuation while reading orally** (K.FL.SC.6i)
- ✓ **Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding** (K.FL.F.5a, K.FL.PWR.3)
- ✓ **Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary** (K.FL.F.5a, K.FL.PWR.3)
- ✓ **Read aloud in a group, with a partner, or alone for at least 15 minutes each day** (K.FL.F.5a)

| <i>At a Glance</i> | <i>Exercise</i> | <i>Materials</i> | <i>Minutes</i> |
|---|--|--|----------------|
| Optional Reviewing Punctuation Marks | Punctuation Marks | | 10 |
| | Punctuation Worksheet | Pencils; Worksheet 19.1; projection system | 15 |
| Small Group-Reading Time | “Spot’s Bath” | <i>Zack and Ann</i> Reader | 20 |
| Reviewing the Story | Story Questions Worksheet: “Spot’s Bath” | Pencils; Worksheet 19.2 | 15 |
| Student Performance Task Assessment | Reading Assessment | Copy of test sentences from the last page of this lesson (Option A); Worksheet 19.6; pencils (Option B); Worksheets 19.3–19.5 (Option B) | * |
| Take-Home Material | Take-Home Story: “The Tent” | Worksheet 19.7 | * |

Advance Preparation

Prepare the following sentences in advance using sentence strips or chart paper or another method of your choice:

Dan ran fast.

Did Sam bring the book?

Help!

Note to Teacher

This lesson and the following four are devoted to review and assessment of Unit 9. Over the next five days of instruction, you should attempt to meet briefly with each student to administer a five-sentence Student Performance Task Assessment for reading.

If you know you will not have enough time to administer the sentence reading assessment, you may have students complete assessment Worksheets 19.3–19.5. Worksheet 19.3 tests students' ability to read Tricky Words. Worksheet 19.4 tests students' knowledge of uppercase letters. Worksheet 19.5 tests students' knowledge of punctuation marks. (These three skills are also tested by the five-sentence reading test, albeit less directly.) Keep in mind if you opt to have students complete Worksheets 19.3–19.5 in lieu of the five-sentence reading test (worksheet 19.6), you will be forfeiting the chance to listen to each student read aloud, which is important for identifying individual areas of confusion or concern.

Record all student scores on Record Sheet A or B for the Unit 9 Assessment at the end of this lesson.

Review students' scores to see if intervention is warranted. If you opt to administer the five-sentence reading test and a significant number of students earn unsatisfactory scores (less than 18 of the possible 27 points), stop at the Unit 9 Targeted Support Stop. If you opt to have students complete Worksheets 19.3–19.5 instead of administering the five-sentence reading test, use the following guidelines when evaluating

- a student who scores less than 6 correct answers on Worksheet 19.3 needs additional practice with Tricky Words,
- a student who scores less than 18 correct answers on Worksheet 19.4 needs additional practice with uppercase letters, and
- a student who scores less than 4 correct answers on Worksheet 19.5 needs additional practice with punctuation marks.

There are activities in the Unit 9 Targeted Support Stop addressing Tricky Words, uppercase letters, and punctuation marks.

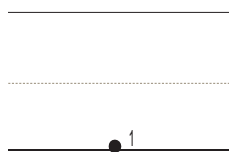
Keep the assessment or a record of the results in your assessment portfolio.

Punctuation Marks

10 minutes

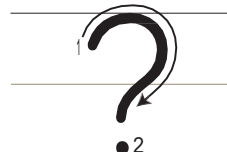
Note: Students have already seen these punctuation marks in the decodable stories, and you have explained what these punctuation marks mean. In this lesson, you will review this information with students and they will practice writing the punctuation marks.

- Tell students you are going to show them how to make three kinds of punctuation marks used at the end of sentences: a period, a question mark, and an exclamation point.
- Remind students they have already seen these marks at the end of sentences in the stories they have been reading.
- Display the following sentence: Dan ran fast.
- Remind students the dot at the end of this sentence is called a period. A period is used at the end of statements.
- Model writing the dot one more time.
- Display the following sentence: Did Sam bring the book?
- Tell students the mark at the end of this sentence is called a question mark. A question mark is used at the end of questions.
- Model writing the question mark two or three more times, using the short descriptive phrases provided.
- Have students write the question mark in the air.
- Display the following sentence: Help!
- Tell students the mark at the end of this sentence is called an exclamation point. An exclamation point is used at the end of sentences exclaimed or shouted out.
- Model writing an exclamation point two or three more times, using the short descriptive phrases below.
- Have students trace the exclamation point in the air.



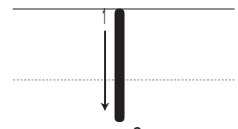
Start on the bottom line.

1. dot



Start a little below the top line.

1. candy cane (lift)
2. dot

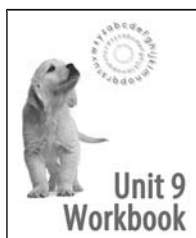


Start on the top line.

1. short line down (lift)
2. dot

Optional Punctuation Worksheet

15 minutes



Optional Worksheet 19.1

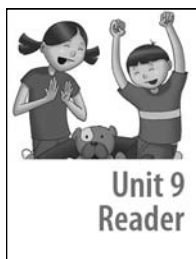
- Distribute and display Worksheet 19.1.
- Show students how to trace the gray dotted punctuation marks and how to write the punctuation marks, using the black dots as starting points.
- Display the back of the worksheet.
- Read the first item, being sure to emphasize the question's intonation.
- Ask students, "Was that a statement, a question, or an exclamation?"
- Have students write a question mark on the line provided, following your example.
- Have students read the sentences back to you with the appropriate intonation.
- Continue demonstrating until students are ready to work independently.

1. Can Stan help us?
2. Stop the bus!
3. Did Jim get a bag of chips?
4. Tom sang a song.
5. Where are the kids?
6. Help!
7. A dog is a fun pet.

Small Group-Reading Time

20 minutes

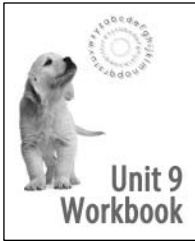
"Spot's Bath"



If students need additional practice reading, you may use the activities in Unit 9, Section II of the *Assessment and Remediation Guide*.

- Review the use of the apostrophe as an indication of ownership, e.g. possessive. Students will also encounter an apostrophe used for the contraction, *there's*.
- Remember to record anecdotal notes regarding students' reading abilities.
- ✪ **Group 1:** Have students take out their Readers, sit with their partners, and take turns rereading "Spot's Bath." Students who finish early should reread the stories "Swing That Net" and "Bug and Frog." You may wish to assign any of the optional vocabulary worksheets for completion. Students should not read ahead.
- ✪ **Group 2:** Have students follow along in their Readers as students read "Spot's Bath" aloud. Read the story a second time. If you have time, read "Swing That Net" and "Bug and Frog."

Story Questions Worksheet: "Spot's Bath"



Worksheet 19.2

If students need additional handwriting practice, you may select appropriate Targeted Support Stop exercises from those addressing handwriting.

- Distribute and display Worksheet 19.2.
- Ask students to read the first question.
- Ask students to identify the correct answer.
- Have students shade the circle next to the correct answer, following your example.
- Ask students to read the second question.
- Ask students to provide the answer to the second question.
- Have students write the following decodable answer on the line provided, following your example: Spot's pals were still in the mud pit.
- Continue demonstrating until students are ready to work independently.

Student Performance Task Assessment

10 Reading Assessment

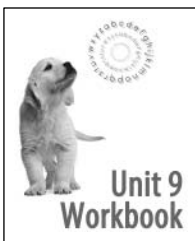
Option A

You could give the Tricky Wordtest (Worksheet 19.3) to the whole group and give the sentence reading test to individual students who are less successful on the Tricky Word test.

- This assessment involves listening to individual students read five sentences aloud. The sentences include uppercase letters, decodable words, Tricky Words taught in this unit, and a variety of final punctuation marks.
- Have the student bring Worksheet 19.6 to you.
- The sentences for the assessment are printed in the Teacher Guide at the end of this lesson. Cover the sentences with a plain sheet of paper. Place the page in front of the student. Move the sheet down to display the sentences one at a time.
- Score one point for each word the student reads correctly; deduct one point for each word the student reads incorrectly. If the student self-corrects, do not take points off. Do not take points off for questions sounding more like statements. Do not score for speed, but make a note if some students seem to be very slow.

Option B

- Distribute Worksheets 19.3–19.5 and pencils.
- Worksheet 19.3: Tell students you are going to say a number of words.
- Explain for each word you say, there are three words printed on the worksheet; they will circle one word in each row. Tell students you will say the word you want them to circle. Read the words listed below one at a time, pausing between words so students are able to circle the target word. Read each word 2 times.



Worksheets 19.3-19.6

- | | |
|----------|----------|
| 1. which | 6. said |
| 2. so | 7. I |
| 3. here | 8. no |
| 4. are | 9. once |
| 5. what | 10. when |

- Worksheet 19.4: Have students write the matching uppercase letter next to each lowercase letter.
- Optional Worksheet 19.5: Tell students you are going to read the sentences printed on the worksheet aloud. Explain that each sentence is either a statement, a question, or an exclamation. Students should write a period at the end of each statement, a question mark at the end of each question, or an exclamation point at the end of each exclamation. (Be sure to read each sentence with the proper intonation.)

- | | |
|------------------------|-------------------------|
| 1. Which desk is his? | 4. The dress is red. |
| 2. A dog just bit him! | 5. I can not stand it! |
| 3. Why is it so hot? | 6. His dad has a truck. |

Take-Home Material

Take-Home Story: "The Tent"

- Have students give Worksheet 19.7 to a family member.

Rob and Ed were sad.

Which pet is fun?

When can I get a snack?

Why are the dogs here?

Dad says, “This cab is so fast!”

Lesson 20

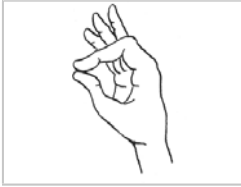
Review
Student Performance
Task Assessment

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Orally blend sounds to form words, e.g., given the sounds /k/ . . ./a/ . . ./t/, blend to make *cat* (K.FL.PA.2)
- ✓ Add or substitute phonemes to spoken one-syllable words (K.FL.PA.2e)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for every consonant (K.FL.PWR.3a)
- ✓ Ask questions beginning with *who*, *what*, *where*, *when*, *why*, or *how* (K.FL.SC.6e)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (K.FL.F.5a, K.FL.PWR.3)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (K.FL.F.5a, K.FL.PWR.3)

| <i>At a Glance</i> | Exercise | Materials | Minutes |
|--|---|---|---------|
| Warm-Up | Oral Blending and Sound/Spelling Review | Large Cards for 20 spellings taught | 10 |
| Practice | Completing Questions | Pencils; Worksheet 20.1; projection system | 15 |
| | Circle and Copy | Pencils; Worksheet 20.2; projection system | 15 |
| Small Group-Reading Time | “The Pots and Pans Band” | <i>Zack and Ann</i> Reader | 20 |
| Student Performance Task Assessment | Reading Assessment | Copy of test sentences from Lesson 19; Worksheet 19.6 | * |

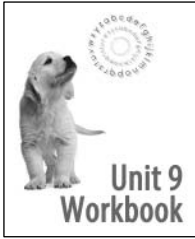
Oral Blending and Sound/Spelling Review**Part A**

- Follow the instructions in Lesson 1.

1. (4) /p/ /ae/ /s/ /t/ > paste
2. (4) /w/ /ae/ /s/ /t/ > waste
3. (4) /h/ /ae/ /s/ /t/ > haste
4. (5) /h/ /ae/ /s/ /t/ /ee/ > hasty
5. (5) /t/ /ae/ /s/ /t/ /ee/ > tasty
6. (6) /b/ /a/ /th/ /r/ /oo/ /m/ > bathroom
7. (6) /b/ /e/ /d/ /r/ /oo/ /m/ > bedroom
8. (5) /k/ /i/ /ch/ /e/ /n/ > kitchen
9. (7) /b/ /ae/ /s/ /m/ /e/ /n/ /t/ > basement
10. (4) /a/ /t/ /i/ /k/ > attic

Part B

- Gather the Large Cards for the 20 spellings previously taught, including digraphs and spelling alternatives.
- Display the first Large Card.
- Have students provide the sound represented on the card and name the letters.
- Continue with the remaining cards.



Worksheet 20.1

If students need additional practice with question words, you may use any of the Targeted Support Stop exercises listed under "Understand the Usage of Question Words" and the activities in Unit 9 of Section I of the *Assessment and Remediation Guide*.

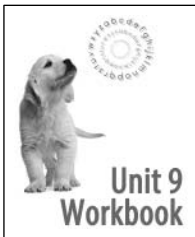
Completing Questions

15 minutes

- Distribute and display Worksheet 20.1.
- Ask students to read the two question words (Tricky Words) in the first box.
- Demonstrate reading the first sentence twice: once with the question word *when* and once with the question word *which*.
- Ask students which word completes the sentence.
- Have students circle the word.
- Have students print the word *when* on the line provided, following your example.
- Continue demonstrating until students are ready to work independently.

Circle and Copy

15 minutes



Worksheet 20.2

The following procedures encourage you to model Worksheet 20.2 for students. Students have encountered this type of worksheet a number of times, so you may prefer to have them complete the worksheet independently. The same can be said for most of the worksheets included in the remaining Unit 9 lessons.

- Distribute and display Worksheet 20.2.
- Ask students to read the first sentence.
- Ask students which of the pictures match the first sentence.
- Have students circle the matching picture.
- Have students copy the sentence on the line provided, following your example.
- Continue demonstrating until students are ready to work independently.

“The Pots and Pans Band”

Purpose for Reading

- Tell students they will read a story about Zack and Ann’s band. Ask students to pay special attention to the story so they can tell you what instruments the kids in the band play.

Reading the Story

Both this lesson and the following lesson have time designated to read “The Pots and Pans Band” in small groups. Be sure to record anecdotal notes regarding your students’ reading progress.

- Review the use of the apostrophe used for the contraction, *it’s*.
- **Group 2:** Have students take out their Readers, sit with their partners, and take turns reading “The Pots and Pans Band.” Students who finish early should reread the stories “Spot’s Bath” and “Swing That Net.” You may wish to assign any of the optional vocabulary worksheets for completion. Students should not read ahead.
- **Group 1:** Have students follow along in their Readers as students read “The Pots and Pans Band” aloud. Read the story a second time. If you have time, read “Spot’s Bath” and “Swing That Net.” Alternatively, you may complete different remediation exercises addressing the specific needs of students.

Wrap-Up

- Discuss the following questions as a class.

Discussion Questions on “The Pots and Pans Band”

1. *Literal* What instruments do the kids in the pots and pans band play? (The kids use pots and pans as instruments.)
2. *Literal* How does Mom trick the kids to get them to stop playing? (Mom makes a snack and the kids go into another room to eat it.)



If students need additional practice reading, you may use the activities in Unit 9, Section II of the *Assessment and Remediation Guide*.

Student Performance Task Assessment

Reading Assessment

- Follow the procedures explained in Lesson 19.

Lesson 21

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Orally blend sounds to form words, e.g., given the sounds /k/ . . ./a/ . . ./t/, blend to make *cat*** (K.FL.PA.2)
- ✓ **Add or substitute phonemes to spoken one-syllable words** (K.FL.PA.2e)
- ✓ **Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for every consonant** (K.FL.PWR.3a)
- ✓ **Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms** (K.FL.PC.1d)
- ✓ **Trace, copy, and write from memory the letters of the alphabet accurately in upper- and lowercase form** (K.FL.WC.4g)
- ✓ **Read aloud in a group, with a partner, or alone for at least 15 minutes each day** (K.FL.F.5a)
- ✓ **Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding** (K.FL.F.5a, K.FL.PWR.3)
- ✓ **Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary** (K.FL.F.5a, K.FL.PWR.3)

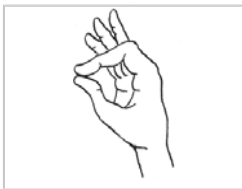
| <i>At a Glance</i> | Exercise | Materials | Minutes |
|--|---|---|----------------|
| Warm-Up | Oral Blending and Sound/Spelling Review | Large Cards for 20 spellings taught | 10 |
| Practice | Uppercase Letters Worksheet | Pencils; Worksheet 21.1; projection system | 15 |
| Small Group-Reading Time | “The Pots and Pans Band” | <i>Zack and Ann</i> Reader | 20 |
| Reviewing the Story | Story Questions Worksheet: “The Pots and Pans Band” | Pencils; Worksheet 21.2; projection system | 15 |
| Student Performance Task Assessment | Reading Assessment | Copy of test sentences from Lesson 19; Worksheet 19.6 | * |
| Take-Home Material | Take-Home Story: “Swing That Net” | Worksheet 21.3 | * |

Warm-Up

10 minutes

Oral Blending and Sound/Spelling Review

Part A



If students need additional practice with oral blending and sound/spelling review, you may use the activities in Unit 9, Section I of the *Assessment and Remediation Guide*.

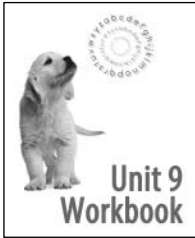
- Follow the instructions in Lesson 1.

1. (5) /d/ /u/ /s/ /t/ /ee/ > dusty
2. (5) /m/ /u/ /s/ /t/ /ee/ > musty
3. (5) /m/ /i/ /s/ /t/ /ee/ > misty
4. (5) /m/ /i/ /s/ /t/ /er/ > mister
5. (5) /s/ /i/ /s/ /t/ /er/ > sister
6. (4) /g/ /i/ /t/ /ar/ > guitar
7. (7) /t/ /r/ /u/ /m/ /p/ /e/ /t/ > trumpet
8. (7) /s/ /i/ /m/ /b/ /u/ /l/ /z/ > cymbals
9. (7) /h/ /a/ /n/ /d/ /b/ /e/ /l/ > hand bell
10. (8) /h/ /a/ /n/ /d/ /d/ /r/ /u/ /m/ > hand drum

Part B

- Gather the Large Cards for the 20 spellings previously taught, include digraphs and spelling alternatives.
- Display the first Large Card.
- Have students provide the sound represented on the card and name the letters.
- Continue with the remaining cards.

Uppercase Letters Worksheet



Worksheet 21.1

If students need additional practice with uppercase letters, you may select appropriate Targeted Support Stop exercises from those listed under “Recognize and Write Uppercase Letters” and the activities in Unit 9, Section III of the *Assessment and Remediation Guide*.

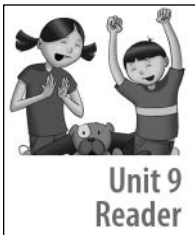
Instead of modeling this worksheet, you may prefer to have students complete the worksheet independently.

- Distribute and display Worksheet 21.1.
- Ask students to name the first lowercase letter.
- Ask students to locate the matching uppercase letter.
- Have students draw a line from the lowercase ‘b’ to the uppercase ‘B’, following your example.
- Display the back of the worksheet.
- Ask students to name the first uppercase letter in the box.
- Ask students to locate the matching lowercase letter.
- Have students write an uppercase ‘O’ next to the lowercase ‘o’, following your example.
- Continue demonstrating until students are ready to work independently.

Small Group-Reading Time

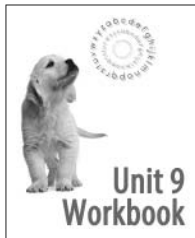
20 minutes

“The Pots and Pans Band”



- Be sure to record anecdotal notes regarding your students’ reading progress.
- ✪ **Group 1:** Have students take out their Readers, sit with their partners, and take turns rereading “The Pots and Pans Band” aloud. Students who finish early should reread the stories “Spot’s Bath” and “Swing That Net.” You may wish to assign any of the optional vocabulary worksheets for completion. Students should not read ahead.
- ✪ **Group 2:** Have students follow along in their Readers as one student reads “The Pots and Pans Band” aloud, one page at a time. Read the story a second time. If you have time, read “Spot’s Bath” and “Swing That Net.” Alternatively, you may complete different remediation exercises addressing the specific needs of students.

Story Questions Worksheet: “The Pots and Pans Band”



Worksheet 21.2

If students need additional handwriting practice, you may select appropriate Targeted Support Stop exercises from those addressing writing and the activities in Unit 9, Section II of the *Assessment and Remediation Guide*.

Instead of modeling this worksheet, you may prefer to have students complete the worksheet independently.

- Distribute and display Worksheet 21.2.
- Ask students to read the first question.
- Ask students to provide the answer to the first question.
- Have students write the following decodable answer on the line provided, following your example: A pots and pans band is a band that bangs on pots and pans.
- When you get to the third question, model shading the circle next to the correct answer.
- Continue demonstrating until students are ready to work independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line.

Student Performance Task Assessment

Reading Assessment

- Follow the procedures explained in Lesson 19.

Take-Home Material

Take-Home Story: “Swing That Net”

- Have students give Worksheet 21.3 to a family member.

Lesson 22

Review
Student Performance
Task Assessment

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Read high-frequency words identified as Tricky Words** (K.FL.PWR.3c)
- ✓ **Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for every consonant** (K.FL.PWR.3a)
- ✓ **Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding** (K.FL.F.5a, K.FL.PWR.3)
- ✓ **Read aloud in a group, with a partner, or alone for at least 15 minutes each day** (K.FL.F.5a)
- ✓ **Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary** (K.FL.F.5a, K.FL.PWR.3)

| <i>At a Glance</i> | <i>Exercise</i> | <i>Materials</i> | <i>Minutes</i> |
|---|--|--|----------------|
| <i>Warm-Up</i> | Tricky Word Review and Sound/Spelling Review | Cards for Tricky Words taught; Large Cards for 20 spellings taught | 10 |
| <i>Practice</i> | Yes/No Questions | Pencils; Worksheet 22.1; projection system | 15 |
| <i>Whole Group-Reading Time</i> | “When It’s Hot” | <i>Zack and Ann</i> Reader; Worksheets 22.3, 22.4 | 20 |
| <i>Reviewing the Story</i> | Story Questions Worksheet: “When It’s Hot” | Pencils; Worksheet 22.2; projection system | 15 |
| <i>Student Performance Task Assessment</i> | Reading Assessment | Copy of test sentences from Lesson 19; Worksheet 19.6 | * |
| <i>Take-Home Material</i> | Take-Home Story: “Spot’s Bath” | Worksheet 22.5 | * |

Tricky Word Review and Sound/Spelling Review

If students need additional practice reading Tricky Words, you may use any of the Targeted Support Stop exercises addressing reading Tricky Words and the activities in the *Assessment and Remediation Guide*.

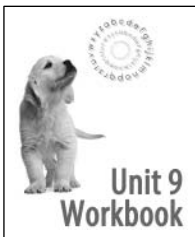
Part A

- Using your set of Tricky Word cards, display a card and have students read the word and use it in an oral sentence.
- Complete the remaining cards.
- Save the cards for future use.

Part B

- Gather the Large Cards for the 20 spellings that have been taught, including digraphs and spelling alternatives.
- Display the first Large Card.
- Have students provide the sound represented on the card and name the letters.
- Continue with the remaining cards.

Practice**Yes/No Questions**



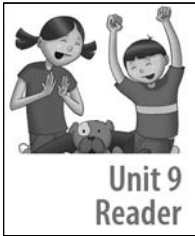
Worksheet 22.1

Instead of modeling this worksheet, you may prefer to have students complete the worksheet independently.

- Distribute and display Worksheet 22.1.
- Ask students to read the first question.
- Ask students if the answer to the question is yes or no.
- Have students write *no* on the line provided, following your example.
- Continue demonstrating until students are ready to work independently.

“When It’s Hot”

Challenging Vocabulary

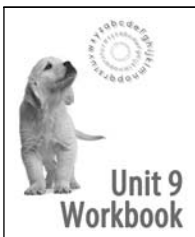


If students need additional practice reading, you may use the activities in Unit 9, Section II of the *Assessment and Remediation Guide*.

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

1. **golf**—a game that involves hitting a ball with a stick, called a club, in an attempt to hit a small ball into a hole
2. **cast**—to toss a fishing hook into a body of water using a fishing rod

Note: You may also want to point out that the word *cast* can have other meanings. Students may be more familiar with the word *cast* referring to a protective covering for a broken bone or referring to the performers in a dramatic production. In today’s story, it has the meaning noted above.



Worksheets 22.3, 22.4

- You may wish to assign any of the optional vocabulary worksheets for completion.
- Review the use of the apostrophe as an indication of ownership, e.g. possessive. Students will also encounter an apostrophe used for the contractions *it’s* and *can’t*.

Purpose for Reading

- Tell students they will read a story about Zack and his dad. Ask students to pay special attention to the story so they can tell you where Zack’s dad’s golf ball lands.

Reading the Story

- Read the story, “When It’s Hot,” having students participate using reading strategies that are best for the group.
- If you finish early, read the stories “The Pots and Pans Band” and “Spot’s Bath.”

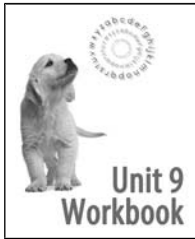
Wrap-Up

- Discuss the following questions as a class.

Discussion Questions on “When It’s Hot”

1. *Literal* Where does Dad’s golf ball land? (Dad’s golf ball lands in the grass.)
2. *Literal* What do Zack and his dad like to grill? (Zack and his dad like to grill hot dogs.)

Story Questions Worksheet: “When It’s Hot”



Worksheet 22.2

If students need additional handwriting practice, you may use any of the Targeted Support Stop exercises addressing handwriting.

Instead of modeling this worksheet, you may prefer to have students complete the worksheet independently.

- Distribute and display Worksheet 22.2.
- Ask students to read the first question.
- Ask students to provide the correct answer.
- Have students shade the circle next to the correct answer, following your example.
- Ask students to read the second question.
- Ask students to provide the answer to the second question.
- Have students write the following decodable answer on the line provided, following your example: Zack’s dad sat on a rock to cast.
- Continue demonstrating until students are ready to work independently.

Student Performance Task Assessment

Reading Assessment

- Follow the procedures explained in Lesson 19.

Take-Home Material

Take-Home Story: “Spot’s Bath”

- Have students give Worksheet 22.5 to a family member.

Lesson 23

Review
Student Performance
Task Assessment

Objectives

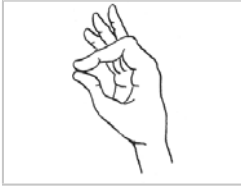
The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Orally blend sounds to form words, e.g., given the sounds /k/ . . ./a/ . . ./t/, blend to make *cat* (K.FL.PA.2)
- ✓ Add or substitute phonemes to spoken one-syllable words (K.FL.PA.2e)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for every consonant (K.FL.PWR.3a)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (K.FL.F.5a, K.FL.PWR.3)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (K.FL.F.5a, K.FL.PWR.3)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (K.FL.F.5a)
- ✓ With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently (K.FL.PWR.3)
- ✓ With prompting and support, ask and answer questions about unknown words and phrases from a fiction text that has been read independently (K.FL.F.5a)

| <i>At a Glance</i> | Exercise | Materials | Minutes |
|---|--|---|----------------|
| <i>Warm-Up</i> | Oral Blending and Sound/Spelling Review | Large Cards for 20 spellings taught | 10 |
| <i>Practice</i> | Mark the Sentence | Pencils; Worksheet 23.1 | 15 |
| <i>Partner Reading-Reading Time</i> | “Ann’s Hat Box” | <i>Zack and Ann</i> Reader; Worksheet 23.3 | 20 |
| <i>Reviewing the Story</i> | Story Questions Worksheet: “Ann’s Hat Box” | Pencils; Worksheet 23.2; projection system | 15 |
| <i>Student Performance Task Assessment</i> | Reading Assessment | Copy of test sentences from Lesson 19; Worksheet 19.6 | * |
| <i>Take-Home Material</i> | Take-Home Story: “The Pots and Pans Band” | Worksheet 23.4 | * |

Oral Blending and Sound/Spelling Review

Part A



If students need additional practice with oral blending and sound/spelling, you may use the activities in Unit 9, Section I of the *Assessment and Remediation Guide*.

- Follow the instructions in Lesson 1.

1. (4) /g/ /l/ /a/ /s/ > glass
2. (4) /g/ /r/ /a/ /s/ > grass
3. (5) /g/ /r/ /a/ /s/ /ee/ > grassy
4. (5) /g/ /l/ /a/ /s/ /ee/ > glassy
5. (5) /g/ /l/ /o/ /s/ /ee/ > glossy
6. (5) /k/ /oo/ /k/ /ee/ /z/ > cookies
7. (6) /m/ /u/ /f/ /i/ /n/ /z/ > muffins
8. (6) /d/ /oe/ /n/ /u/ /t/ /s/ > doughnuts
9. (6) /b/ /r/ /ou/ /n/ /ee/ /z/ > brownies
10. (7) /k/ /u/ /p/ /k/ /ae/ /k/ /s/ > cupcakes

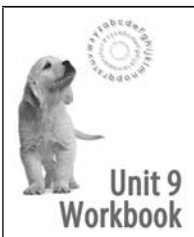
Part B

- Gather the Large Cards for the 20 spellings previously taught, including digraphs and spelling alternatives.
- Display the first Large Card.
- Have students provide the sound represented on the card and also name the letters.
- Continue with the remaining cards.

Practice

15 minutes

Mark the Sentence



Worksheet 23.1

Instead of modeling this worksheet, you may prefer to have students complete the worksheet independently.

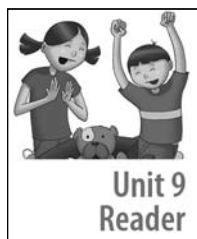
- Distribute and display Worksheet 23.1.
- Ask students to read the first sentence.
- Ask students to read the second sentence.
- Ask the class which of the first two sentences matches the first picture.
- Have students shade the circle next to the matching sentence, following your example.

- Have students copy the matching sentence on the line provided, following your example.
- Continue demonstrating until students are ready to work independently.

Partner Reading-Reading Time

20 minutes

“Ann’s Hat Box”



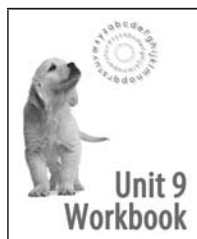
If students need additional practice reading, you may use the activities in Unit 9, Section II of the *Assessment and Remediation Guide*.

Challenging Vocabulary

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

1. **top hat**—a tall, fancy hat

- You may wish to assign any of the optional vocabulary worksheets for completion.
- Review the use of the apostrophe as an indication of ownership, e.g. possessive. Students will also encounter an apostrophe used for the contraction *that’s*.



Worksheet 23.3

If students need additional practice with oral blending and sound/spelling, you may use the activities in Unit 9, Section I of the *Assessment and Remediation Guide*.

Purpose for Reading

- Tell students they will read a story about Ann’s hats. Ask students to pay special attention to the story so they can tell you where Ann sets her hat box.

Reading the Story

- Ask students to sit with their partners and take turns reading “Ann’s Hat Box” aloud.
- Encourage students who finish early to reread previous stories. They should not read ahead.
- Listen to students read and record anecdotal notes on their progress.

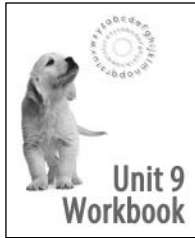
Wrap-Up

- Discuss the following questions as a class.

Discussion Questions on “Ann’s Hat Box”

1. *Literal* Where does Ann set her hat box? (Ann sets her hat box on the bed.)
2. *Literal* What does Zack think is wrong with the top hat? (The top hat has a big dent.)
3. *Literal* Which hat does Zack like the best? (Zack likes the red hat best.)

Story Questions Worksheet: “Ann’s Hat Box”



Worksheet 23.2

If students need additional handwriting practice, you may use any of the Targeted Support Stop exercises addressing handwriting.

Instead of modeling this worksheet, you may prefer to have students complete the worksheet independently.

- Distribute and display Worksheet 23.2.
- Ask students to read the first question.
- Ask students to provide the answer to the first question.
- Have students write the following decodable answer on the line provided, following your example: Ann set a box of hats on the bed.
- When you get to the fourth question, model shading the circle next to the correct answer.
- Continue demonstrating until students are ready to work independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line.

Student Performance Task Assessment

Reading Assessment

- Follow the procedures explained in Lesson 19.

Take-Home Material

Take-Home Story: “The Pots and Pans Band”

- Have students give Worksheet 23.4 to a family member.

Unit 9 Targeted Support Stop

With the completion of Unit 9, if a significant number of students are having difficulty with any of the objectives, pause here and spend additional days reviewing the material taught in this unit. If you do pause, you may have students complete any combination of the exercises listed below, in any order, but we suggest you continue the Warm-Up exercises. The exercises are listed under the unit objectives they address. Note that procedures are not reprinted for exercises included in the Unit 9 lessons. Instead, we simply list the lessons where the exercises can be found. Exercises not included in the Unit 9 lessons, however, have procedures printed here.

You may find different students needing help with different objectives. It can be helpful to have students focus on specific exercises in small groups.

Targeted Support Stop Topic Guide

Blend Two-Syllable Words

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| Oral Blending | Page 109 |
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Read Tricky Words

| | |
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| What's My Word? | Page 109 |
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|---------------------|----------|
| Colored Flash Cards | Page 110 |
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|--------------------|----------|
| Word Concentration | Page 111 |
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| Tricky Word Beanbag Toss | Page 111 |
|--------------------------|----------|

Read Decodable Stories

| | |
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| Practicing Reading: "Dan the Cab Man", "Help From Pals", and "Ann's Cut" | Page 111 |
|---|----------|

| | |
|--|----------|
| Take-Home Stories: "Dan the Cab Man", "Help From Pals", and "Ann's Cut" | Page 112 |
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Answer Written Story Questions

| | |
|---|----------|
| Story Questions Worksheets: "Dan the Cab Man", "Help From Pals", and "Ann's Cut" | Page 112 |
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Recognize and Write Uppercase Letters

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| Sound Dictation with Uppercase Letters | Page 113 |
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| Rough Around the Edges | Page 113 |
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| Tray Tracing | Page 113 |
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| Erase the Letter | Page 113 |
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| Name Game | Page 113 |
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| Letter Concentration | Page 114 |
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Write Tricky Words

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Write Sentences

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Making Questions, Exclamations,
and Statements Page 116

Dictation with Sentences Page 116

Understand the Usage of Question Words

Completing Questions Page 117

What's the Question? Page 117

Blend Two-Syllable Words

Oral Blending

- See Warm-Up exercises in Lessons 1, 5, 7, 9, 11, 15, 20, 21, and 23.

Read Tricky Words

What's My Word?

- Using the Tricky Word cards you previously prepared and used in lessons, select three to six Tricky Words.

- Display the cards. (The cards could be taped to the board or placed in a chalk tray.)
- Choose one word and give students clues. (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.)
- Then say, “What’s my word?”
- Once students have found the right word, they may remove it from the board.
- The student should use the word in a sentence.
- Depending on the needs of students, you may consider letting this student have the next turn to tell the clues to a word. Or you may continue to give the clues.

Colored Flash Cards

- Print decodable words on green flash cards and Tricky Words on yellow flash cards.
- Explain to students the words printed on green paper are regular and can be read via blending. Green means go!
- Explain to students the words printed on yellow paper are tricky. Yellow means proceed with caution.
- Shuffle the cards and have students read them one at a time.

Green Cards:

- | | |
|----------|----------|
| 1. still | 8. spell |
| 2. such | 9. song |
| 3. will | 10. tell |
| 4. add | 11. long |
| 5. back | 12. eggs |
| 6. miss | 13. much |
| 7. off | 14. with |

Yellow Cards:

- | | | |
|----------|----------|-----------|
| 1. word | 7. why | 13. said |
| 2. to | 8. what | 14. says |
| 3. I | 9. which | 15. are |
| 4. no | 10. one | 16. were |
| 5. when | 11. so | 17. here |
| 6. where | 12. once | 18. there |

Word Concentration

- Write the Tricky Words taught on small cards, one word per card, two cards for each word.
- Shuffle the cards and lay them face down on the table.
- Have students turn over two cards at a time, attempting to find matching cards.
- If a student finds a match, he reads the word pair out loud and keeps the pair of cards.
- Continue until all matches have been found.

Tricky Word Beanbag Toss

- Write the Tricky Words taught in this unit on paper or cardstock. Place them face up on the floor.
- Hand a beanbag to the first student and explain he or she should toss the beanbag towards the cards.
- Have the student read the Tricky Word card the beanbag hits or lands closest to.
- Continue until all students have had a turn.

Read Decodable Stories

Practicing Reading: “Dan the Cab Man,” “Help from Pals,” and “Ann’s Cut”

- Ask students to sit with their partners, take out their Readers, and take turns reading the following stories aloud to one another: “Dan the Cab Man,” “Help from Pals,” and “Ann’s Cut.”
- Encourage students who finish early to reread stories from previous lessons.
- Remind students to answer in a complete sentence, using the question stem as part of the answer.

Discussion Questions on “Dan the Cab Man”

1. *Literal* What is Zack and Ann’s dad’s name? (Dan)
2. *Literal* What is Dan’s job? (Drives a cab)
3. *Literal* Is Dan’s cab fast or slow? (fast)
4. *Literal* What two things does Dan’s cab pass? (van, bus)

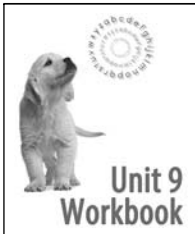
Discussion Questions on “Help from Pals”

1. *Literal* Who has a lot of tasks? (Ann)
2. *Literal* What tasks does Ann have to do? (Cut the grass, scrub the pots, trim the shrubs, brush the dog.)
3. *Literal* Who helps Ann with the tasks? (Zack, Rod, and Ed)
4. *Literal* Which tasks does Ann do? (Trims the shrubs)

Discussion Questions on “Ann’s Cut”

1. *Literal* What happened to Ann? (She fell skating.)

Take-Home Stories: “Dan the Cab Man,” “Help from Pals,” and “Ann’s Cut”

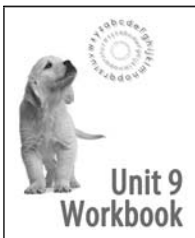


Worksheets PP4–PP6

- Distribute Worksheets PP4, PP5, and PP6.
- Have students take the worksheets home and give them to a family member so they can practice reading the stories while at home.

Answer Written Story Questions

Story Questions Worksheets: “Dan the Cab Man,” “Help from Pals,” and “Ann’s Cut”



Worksheets PP1–PP3

- Have students complete Worksheets PP1, PP2, and PP3.

Recognize and Write Uppercase Letters

Sound Dictation with Uppercase Letters

- Write the uppercase letters of the alphabet on large cards, one letter per card.
- Distribute paper, pencils, and cards to students.
- Say a sound and tell students whoever is holding the card for sound should stand up.
- Remind students how to print the uppercase letter, and encourage them to trace the uppercase letter in the air. Have students print the letter on paper.
- Repeat for the remaining sounds.

Rough Around the Edges

- Cut the uppercase letters of the alphabet out of sandpaper.
- Have students trace the sandpaper letters with their fingers.

Tray Tracing

- Give each student a shallow tray with sand or rice in it.
- Have students write the uppercase and lowercase letters in the trays.

Erase the Letter

- On the board, write five to eight uppercase letters and put three to five dots under each letter.
- Review the sound each letter represents with students.
- Say a sound and have a student erase a dot under the letter for sound.
- When all dots under a letter have been erased, ask a student to erase the letter.
- Start over when all letters have been erased.

Name Game

- On the board, write the alphabet in uppercase letters in one continuous horizontal line.
- Give each student two name cards.
- Write or have students write their first names on each card. Make sure the first letter of each name is written with an uppercase letter.
- Have each student place his or her first name card underneath the first letter of his or her name.
- Have students take turns saying, "My name is _____ and my name starts with the letter _____."

- Have each student place his or her second name card underneath the last letter of his or her name.
- Have students take turns saying, “My name is _____ and my name ends with the letter _____.”

Letter Concentration

- Write the uppercase and lowercase letters of the alphabet on small cards, one letter per card.
- Make sure you have two cards for each letter, one card with the lowercase letter and one card with the uppercase letter.
- Shuffle the cards and lay them face down on the table.
- Have students turn over two cards at a time, attempting to find matching cards. One lowercase card and one uppercase card make a pair.
- If a student finds a match, he or she keeps the cards until the game is over.
- Continue until all matches have been found.

Word Scramble

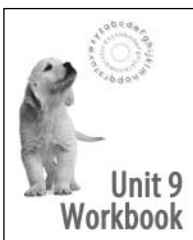
- Spell a familiar decodable word with uppercase letters in the top row of a pocket chart.
- Ask students to spell the word with lowercase letters in the row below.
- Then mix up the uppercase or lowercase word and have students unscramble the letters to form the word once again.
- Variation: Spell a word with lowercase letters and ask students to spell it with uppercase letters.

Finding Letters

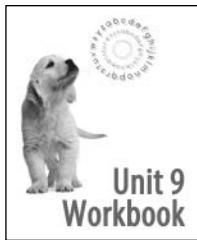
- Have students take out their favorite book and have them find specific uppercase letters.
- Ask students to look for the letters in their names or the first letter of the day of the week or current month.

Rainbow Letters

- Distribute Worksheet PP7 and crayons or colored pencils, and display the worksheet.
- Show students how to trace the letter ‘A’, pointing out you are starting at the dot and staying between the lines. Trace the ‘A’ several more times, using a different color each time.
- Have students follow along on their worksheets.
- Continue demonstrating until students are ready to work independently.



Worksheet PP7



Worksheets PP8, PP9

Worksheet with Missing Uppercase Letters

- Have students complete Worksheet PP8 by filling in the missing uppercase letters in alphabetical order.

Worksheet with Uppercase Letters

- Have students complete the front of Worksheet PP9 by writing each uppercase letter next to the matching lowercase letter. Have students complete the back of the worksheet by drawing a line from each lowercase letter to the matching uppercase letter.

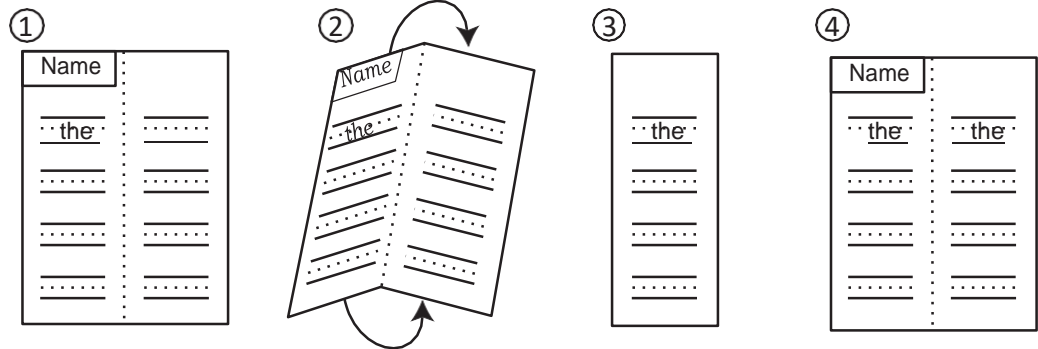
Alphabet Classbook

- Have students label the pages in an empty notebook with the letters of the alphabet, one letter per page. Have them write both the uppercase and matching lowercase letter together on the page. The upper right-hand or left-hand corner would be the best place.
- Ask students to think of objects or items beginning with each of the letters.
- Have students draw pictures of these objects on the corresponding pages in the notebook.

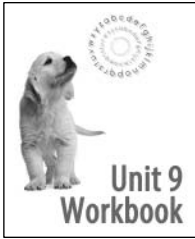
Write Tricky Words

Tricky Word Practice

- See Lessons 2, 13, and 17.
- Use the Tricky Words taught in this unit: *when, word, why, to, where, no, I, what, so, which, once, said, says, are, were, here, there.*



Handwriting Worksheets with Tricky Words



- Distribute Worksheets PP10, PP11, and PP12. Have
- the students trace and copy the Tricky Words.
- Extension: Have students underline the tricky part of each Tricky Word.
- Note: On the back of each worksheet are the same words as on the front. The back, however, is more difficult because only starting dots are provided.

Worksheets PP10–PP12

Write Sentences

Sentence Strips

If students need additional practice reading, you may use the activities in Unit 9, Section I of the *Assessment and Remediation Guide*.

- Choose sentences from the *Zack and Ann* Reader that can be illustrated and copy them onto sentence strips.
- Place the sentence strips in your pocket chart.
- Have students choose a sentence to copy and illustrate.

Making Questions, Exclamations, and Statements

- Write decodable nouns, adjectives, and verbs on cards. Write the Tricky Words *when, where, why, what, which, the, a, of, all, one, and was* on cards, one word per card. Also, make cards with question marks, exclamation points, and periods.
- Have students create questions, exclamations, and statements with these cards.
- Have students copy the sentences on paper.

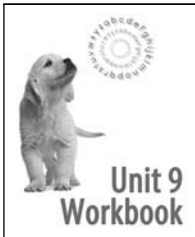
Dictation with Sentences

- Ask students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of sentences. The sentences will be statements, questions, and exclamations. Be sure to use the proper intonation when reading the sentences. (Select sentences from the following list.)
- For each sentence you say, hold up one finger for each word.
- Ask students to count the words and then draw a line on their paper for each word they hear with a finger space between the lines.
- Once students have drawn the lines, ask them to write each word, sound by sound. Finally, ask students to read the sentence back to you.
- Remind students to refer to the Sound Posters to remember how to write the spellings.

- | | |
|--------------------------------------|-----------------------------------|
| 1. Are the kids all here? | 5. Ann sets the box on the shelf. |
| 2. Buzz is a fun word! | 6. Which kid has the cat? |
| 3. Here are the gifts from the kids. | 7. I can spell words. |
| 4. One splash gets Tim all wet! | 8. That bench is not soft. |

Understand the Usage of Question Words

Completing Questions



Worksheet PP13

Because this exercise is mostly oral, only the words written on the board need to be decodable. The questions students generate will probably contain non-decodable words.

- Have students complete Worksheet PP13 by writing the proper question word at the beginning of each sentence.

What's the Question?

Note: This is an oral language exercise designed to give students the opportunity to formulate questions with the question words taught in Unit 9. It is open ended and there are many possible questions for each answer.

- Remind students of the question words taught in Unit 9 (*what, where, when, which, and why*), and write the question words on the board.
- Write the answers on the board in a different color. You may use the following list of words or make up your own.
- Call on a student to read one of the words and formulate a question using one of the five question words.
- For example, if a student reads the word *green*, he or she might say "What do blue and yellow make?" or "What color is grass?"
- Continue until questions have been formulated for all of the words on the board.

1. spring (possible question: What season comes after winter?)
2. six (possible question: Which number is bigger, six or three?)
3. hands (possible question: What is at the end of our arms?)
4. in a bed (possible question: Where do we sleep?)
5. to get well (possible question: Why do we take medicine when we are sick?)
6. a cat (possible question: Which pet do you prefer, a cat or a dog?)
7. from there (possible question: Where did Jim come from?)
8. set up camp (possible question: What can you do with a tent?)
9. chick (possible question: What is a baby chicken called?)
10. milk (possible question: Which drink is white and comes from cows?)

Teacher Resources

Assessments

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

Tens Conversion Chart

| | | Number Correct | | | | | | | | | | | | | | | | | | | | |
|---------------------|----|----------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Number of Questions | 1 | 0 | 10 | | | | | | | | | | | | | | | | | | | |
| | 2 | 0 | 5 | 10 | | | | | | | | | | | | | | | | | | |
| | 3 | 0 | 3 | 7 | 10 | | | | | | | | | | | | | | | | | |
| | 4 | 0 | 3 | 5 | 8 | 10 | | | | | | | | | | | | | | | | |
| | 5 | 0 | 2 | 4 | 6 | 8 | 10 | | | | | | | | | | | | | | | |
| | 6 | 0 | 2 | 3 | 5 | 7 | 8 | 10 | | | | | | | | | | | | | | |
| | 7 | 0 | 1 | 3 | 4 | 6 | 7 | 9 | 10 | | | | | | | | | | | | | |
| | 8 | 0 | 1 | 3 | 4 | 5 | 6 | 8 | 9 | 10 | | | | | | | | | | | | |
| | 9 | 0 | 1 | 2 | 3 | 4 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | |
| | 10 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | |
| | 11 | 0 | 1 | 2 | 3 | 4 | 5 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | |
| | 12 | 0 | 1 | 2 | 3 | 3 | 4 | 5 | 6 | 7 | 8 | 8 | 9 | 10 | | | | | | | | |
| | 13 | 0 | 1 | 2 | 2 | 3 | 4 | 5 | 5 | 6 | 7 | 8 | 8 | 9 | 10 | | | | | | | |
| | 14 | 0 | 1 | 1 | 2 | 3 | 4 | 4 | 5 | 6 | 6 | 7 | 8 | 9 | 9 | 10 | | | | | | |
| | 15 | 0 | 1 | 1 | 2 | 3 | 3 | 4 | 5 | 5 | 6 | 7 | 7 | 8 | 9 | 9 | 10 | | | | | |
| | 16 | 0 | 1 | 1 | 2 | 3 | 3 | 4 | 4 | 5 | 6 | 6 | 7 | 8 | 8 | 9 | 9 | 10 | | | | |
| | 17 | 0 | 1 | 1 | 2 | 2 | 3 | 4 | 4 | 5 | 6 | 6 | 7 | 7 | 8 | 8 | 9 | 9 | 10 | | | |
| | 18 | 0 | 1 | 1 | 2 | 2 | 3 | 3 | 4 | 4 | 5 | 6 | 6 | 7 | 7 | 8 | 8 | 9 | 9 | 10 | | |
| | 19 | 0 | 1 | 1 | 2 | 2 | 3 | 3 | 4 | 4 | 5 | 5 | 6 | 6 | 7 | 7 | 8 | 8 | 9 | 9 | 10 | |
| | 20 | 0 | 1 | 1 | 2 | 2 | 3 | 3 | 4 | 4 | 5 | 5 | 6 | 6 | 7 | 7 | 8 | 8 | 9 | 9 | 10 | 10 |

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

Tens Recording Chart

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

| Name | | | | | | | |
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Appendix - TeacherResources

Anecdotal Reading Record

Week of: _____

| | |
|-------|-------|
| Name: | Name: |
| Name: | Name: |
| Name: | Name: |
| Name: | Name: |
| Name: | Name: |
| Name: | Name: |

Name _____

1.1

Print the caps and the words.

A A A A A A

B B B B B B

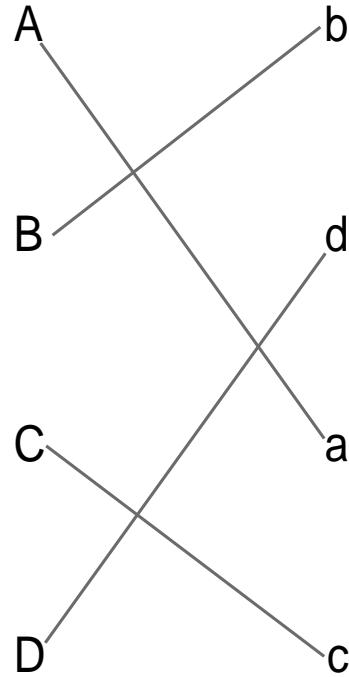
C C C C C C

D D D D D D

word word

when when

Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.



Name _____

1.2

Dear Family Member,

Your child is learning to write uppercase letters of the alphabet. Ask your child to practice naming and writing the following uppercase letters. All of these letters start at or near the top line. Then complete the back.



A A A A A A

B B B B B B

C C C C C C

D D D D D D

Have your child first read aloud the Tricky Words in the box. Then ask your child to read each sentence aloud, filling in the blank with a word from the box.

when from of

1. Sam has a box of gum.
2. Kit got chips from a shop.
3. When will Seth get his gifts?

was word all

4. Sam drank all the milk.
5. Kit can spell the word *thing*.
6. Seth was hot from running.

Name _____

2.2

The Bad Crab

1. Is Zack six?

- Zack is six.
- Zack is not six.

2. Did the crab pinch Ann?

- The crab did pinch Ann.
- The crab did not pinch Ann.

3. Did Mom run from the crab?

- Mom ran from the crab.
- Mom did not run from the crab.

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

Name _____

3.1

Print the caps and the words.

E E E E E E E E

F F F F F F F F

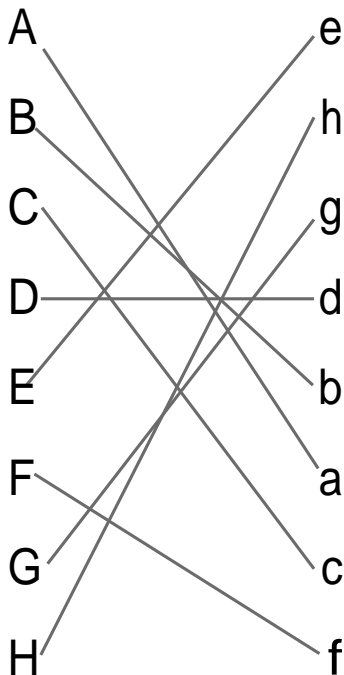
G G G G G G G G

H H H H H H H H

to to

why why

Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.



Name _____

4.1

Ann's Dress

1. The cab hit . . .

- a rock.
- a bump.
- the dress.

2. Why did Ann get the cab man to stop the cab?

- Ann had to get a snack.
- Ann had to pick up trash.
- Ann had to get the dress.

3. Why was Ann's dress a mess?

Accept reasonable answers based on the text.

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

Name _____

5.1

The duck flaps its wings.



Directions: For each sentence, have students circle the matching picture and then write the sentence on the line.

The dress is long.



A kid gets a kiss.



An egg is in the pan.



The fish has fins.



The kid went to bed.



Name _____

5.2

| | | |
|--------------|------------|-----------|
| <u>Where</u> | <u>Why</u> | <u>to</u> |
|--------------|------------|-----------|

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

1. Why is Jess mad at Ann?

2. The kids went to the pond.

3. Where is the shop?

| | | |
|----------|-------------|-------------|
| <u>I</u> | <u>When</u> | <u>word</u> |
|----------|-------------|-------------|

4. Jeff can not spell the word.

5. When did Jill get back?

6. I can not stand that cat!

Name _____

6.1

Print the caps and the words.

I I I I I I I

J J J J J J J

K K K

L L L L L L L

M M M

where where

no no

A B M D

E F G H

I J K L

Directions: Have students copy the uppercase letters next to the matching lowercase letters.

b B k K h H

d D l L a A

m M f F j J

i I e E g G

Name _____

6.2

Zack Gets a Pet

1. Why can't Zack get a cat?

- Cats smell bad.
- Cats run up trees.
- A cat is not a pet.

2. Why can't Zack get a bug?

- Bugs run up trees.
- Bugs smell bad.
- A bug is not a pet.

3. Where did Zack get his fish?

Zack got his fish from the pet shop.

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

Name _____

7.1

Print the caps and the words.

N N N N N N N

O O O

P P P

Q Q Q Q Q Q Q

R R R R R R R

what what

so so

Directions: Have students answer the questions by writing yes or no. Support students by spelling yes and no on the board.

1. Is an ant big? no
2. Can a cat swing a bat? no
3. Can a man sit? yes
4. Is the sun hot? yes
5. Can a dog shop? no
6. Can a plant run? no

Name _____ **9.1**

| | | |
|----------|--------------|-----------|
| <u>I</u> | <u>where</u> | <u>no</u> |
|----------|--------------|-----------|

1. A fish has no legs.
2. I can't find the shop.
Where is it?
3. Can I ring the bell?

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

| | | |
|-----------|-------------|------|
| <u>so</u> | <u>What</u> | from |
|-----------|-------------|------|

4. Ross got a black pen
from Ned.
5. That dog is so bad.
6. What is in the chest?

Name _____ **9.2**

On the Mat

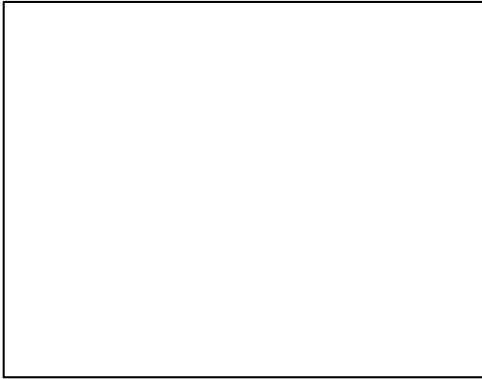
1. What did the kids get on?
The kids got on a mat.
2. Where was Ed?
Ed was on the tip top.

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

3. Why did Zack slip?

- Zack went to smack a bug.
- Zack felt sick.
- Zack's hand was wet.

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



Name _____

10.1

Print the caps and the word.

S S S S S S S

T T T T T T T

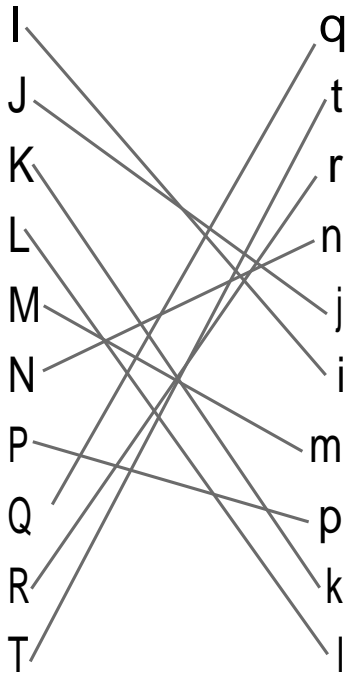
U U U U U U U

V V V V V V V

W W W W W W W

which which

Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.



Name _____

11.1

Fix That Ship

1. Why can't Dan fish?

Dan can't fish because his ship needs
to be fixed.

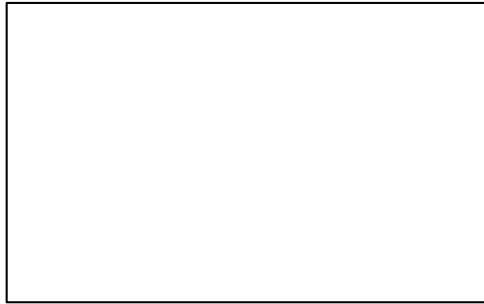
Directions: Have students reread the story and answer the questions.

2. The mast of the ship . . .

- has a drip.
- has rust.
- has a crack.

3. What must Dan sand?

Dan must sand the rust.



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

Name _____

12.1

Print the caps and the words.

X X X X X X

Y Y Y Y Y Y

Z Z Z Z Z Z

one one

once once

When What

1. When can the cat drink milk?

Why Which

2. Which bus will stop at the gift shop?

When Where

3. Where is Pam's best pal, Tess?

Why What

4. Why can't I skip as fast as Fred?

Directions: Have students complete each sentence with the correct question word.

Name _____

12.2

The Tent

1. Where did Zack and Ann get the tent?

- from a shop
- from the shed
- from Dad

2. What hit the tent?

A big wind hit the tent.

3. What got in the tent?

- red ants and a slug
- a fish and a frog
- a dog and a cat

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

Name _____

14.1

| | | | |
|---|---|---|---|
| A | B | C | D |
| E | F | G | H |
| I | J | K | L |

Directions: Have students copy the uppercase letters next to the matching lowercase letters.

b _____ k _____ h _____
 d _____ l _____ a _____
 c _____ f _____ j _____
 i _____ e _____ g _____

| | | | | |
|---|---|---|---|---|
| L | M | N | O | P |
| Q | R | S | T | U |
| V | W | X | Y | Z |

Directions: Have students copy the uppercase letters next to the matching lowercase letters.

o _____ w _____ r _____
 v _____ s _____ z _____
 q _____ m _____ p _____
 y _____ x _____ n _____
 t _____ u _____ l _____

Name _____

14.2

A Gift from Mom

1. What did Mom bring Zack and Ann?

- a cat
- a box
- a snack

2. What was in the box?

A dog was in the box.

3. Was Zack glad to get a dog?

Yes, Zack was glad to get a dog.

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

Name _____

15.1

1.



- The kid sings a song.
- The kid rings a bell.

2.



- This is a clock.
- This is a dish.

3.



- The man is strong.
- The dog is strong.

4.








- It's a can of trash.
- It's a bag of trash.

5.



- The dog is on a mat.
- The dog is in a tub.

Directions: For each picture, have students read the sentences and put a check mark in the box next to the matching sentence.

6.  The man chops.
 The man shops.
7.  This is a desk.
 This is a bench.
8.  A kid sits on a quilt.
 A kid sits on a step.
9.  This is a pig and a hen.
 This is a rat and a cat.
10.  A kid is on a bed.
 A kid is on a bench.

Name _____ **15.2**

| | | |
|--------------|-------------|-------------|
| <u>Which</u> | <u>once</u> | <u>says</u> |
|--------------|-------------|-------------|

1. Sam says no, but Beth

_____ says _____ yes.

2. I went to the shop

_____ once _____ .

3. _____ Which _____ glass is Ann's?

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

| | | |
|-----------|-------------|------------|
| <u>so</u> | <u>said</u> | <u>one</u> |
|-----------|-------------|------------|

4. That is what Trish

_____ said _____ .

5. The plums smell _____ so _____
fresh.

6. Brad had _____ one _____ chip.

Name _____ **16.1**

Bug and Frog

1. Where are Zack and Ann?

_____ Zack and Ann are next to a pond. _____

2. Zack says . . .

- "I wish I were a cat."
- "I wish I were a frog."
- "I wish I were a bug."

3. Ann says . . .

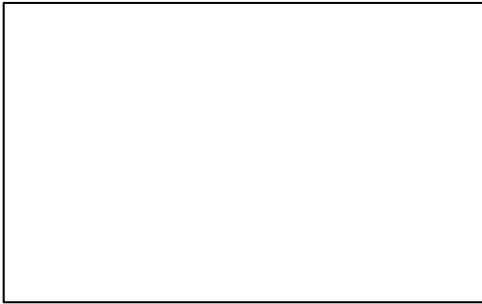
- "Bugs are no fun."
- "Bugs are the best."
- "Bugs spin webs."

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

4. Can a frog munch on a bug?

Yes, a frog can munch a bug.

.....
.....
.....
.....



.....
.....

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

Name _____

17.2

Swing That Net

1. What did Zack say to the frogs?

Zack yells, "Get in here, frogs."

2. Did Zack get lots of frogs?

Zack got lots of frogs in his net.

3. Did Zack get wet?

Accept reasonable answers based

on illustrations.

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

Name _____

18.1

1. _____ which _____ one

2. Ann _____ says _____ no

3. gifts _____ are _____ here

4. _____ where _____ am I

Directions: Have students fill in the blanks while the phrases are said.

5. _____ where _____ to shop

6. _____ why _____ did Scott

7. one _____ word

8. _____ what _____ Ann said

Name _____

18.2

| | | |
|------|------|----|
| were | Here | to |
|------|------|----|

1. The kid went _____ the shop.

2. The rocks _____ big.

3. _____ is his mitt.

Directions: Have students write each word on the line above or below.

| | | |
|----|-------|-----|
| no | There | are |
|----|-------|-----|

4. _____ are eggs in the nest.

5. I said _____.

6. The stamps _____ red and black.

Name _____

19.1

Directions: Have students trace and copy the punctuation marks.

_____ ? _____ . _____ !

1. Can Stan help us _____?
2. Stop the bus _____!
3. Did Jim get a bag of chips _____?
4. Tom sang a song _____.
5. Where are the kids _____?
6. Help _____!
7. A dog is a fun pet _____.

Directions: Have students fill in the punctuation marks at the end of each sentence.

Name _____

19.2

Spot's Bath

1. What got on Spot?

- mud
- jam
- sand

2. Where were Spot's pals?

Spot's pals are in the mud pit.

3. Was Spot a bad dog?

Accept reasonable answers.

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

Name _____

19.3

1. which wimp word

2. sock so sop

3. here there hem

4. bet are ask

5. hut wet what

6. zed says said

7. a I it

8. no not next

9. one once when

10. when win went

Name _____

19.4

w W h H o O

a A q Q x X

u U e E i I

c C l L s S

m M y Y f F

p P t T j J

r R v V z Z

d D g G b B

n N k K

Directions: Have students write the corresponding uppercase letter next to each lowercase letter.

Name _____

19.5

? . !

1. Which desk is his ?

2. A dog just bit him !

3. Why is it so hot ?

4. The dress is red .

5. I can not stand it !

6. His dad has a truck .

Directions: Have students fill in the punctuation marks as the sentences are read aloud.

Name _____

20.1

When Which

1. When will Pat get here?

Which What

2. What is that?

What Why

3. Why did the cat hiss at him?

Where Which

4. Which pan is hot?

Directions: Have students complete each sentence with the correct question word. Remind students the first word in a sentence must begin with a capital letter.

Where Which

5. Where can Dad rest his legs?

Why What

6. Why is it so hot in here?

What When

7. When can I get a pet, Mom?

Which Where

8. Which cap is the black one?

Name _____

20.2

There is an ant in the grass.



Directions: For each sentence, have students circle the matching picture and then copy the sentence on the line.

A fish has fins.



The pup gets a bath.



The hen has six eggs.



Name _____

21.1

| | | |
|---|-------|---|
| b | _____ | H |
| d | _____ | K |
| e | _____ | E |
| f | _____ | J |
| g | _____ | M |
| h | _____ | B |
| i | _____ | F |
| j | _____ | L |
| k | _____ | D |
| l | _____ | G |
| m | _____ | I |

Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.

| | | | |
|---|---|---|---|
| O | P | Q | R |
| S | T | U | V |
| W | X | Y | Z |

Directions: Have students copy the uppercase letters next to the matching lowercase letters.

| | | | | | |
|---|---|---|---|---|---|
| o | o | s | s | r | R |
| t | T | p | P | w | W |
| u | U | q | Q | v | V |
| y | Y | x | X | z | Z |

Name _____

21.2

The Pots and Pans Band

1. What is a pots and pans band?

Accept reasonable answers based

on text and illustrations.

2. Did Mom bang on the pots and pans?

No, Mom did not bang on the pots and pans.

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

3. What did the kids get from Mom in the end?

- snacks
- pots and pans
- lunch

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

Name _____

22.1

1. Is there a king in this class? _____
no

2. Are ants as big as pigs? _____
no

3. Is a jet fast? _____
yes

4. Are pots the best pets? _____
no

5. Are there kids in this class? _____
yes

6. Can a frog swim? _____
yes

Directions: Have students answer the questions by writing yes or no. Support students by spelling yes or no on the board.

7. Can a bug buzz? _____
yes

8. Are all fish wet? _____
yes

9. Can dogs run fast? _____
yes

10. Can a chimp swing from a branch? _____
yes

11. Can crabs sing? _____
no

12. Is a rock a snack? _____
no

Name _____

22.2

When It's Hot

1. When it's hot, Zack and his dad . . .

- jump, skip, and hop.
- camp, swim, and grill.
- golf, fish, and grill.

2. Where did Zack's dad sit to cast? _____

Zack's dad sits next to Zack on a rock.

3. What did Zack and his dad grill? _____

Zack and his dad grill hot dogs.

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

Name _____

23.1

Directions: For each picture, have students fill in the circle next to the matching sentence and then copy on the line.



- No dogs are in the box.
- Dogs are in the box.



- This is a bed.
- This is a bath.



- There is a man here.
- There is a mat here.



- Beth has a doll.
- Beth has a dog.

Name _____

23.2

Ann's Hat Box

1. What did Ann set on the bed?

Ann set a box of hats on the bed.

2. Which hat had a dent?

The black top hat has a dent.

3. Did Zack pick the nap cap?

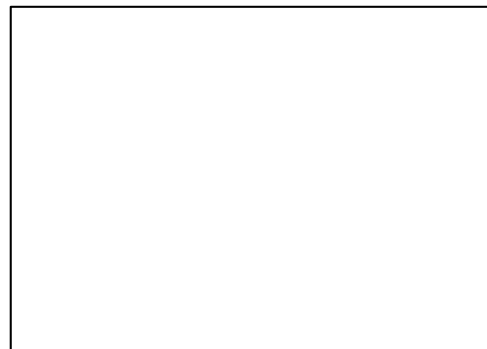
No, Zack did not pick the nap cap.

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

4. Zack said that _____ was the best.

- the red hat
- the nap cap
- the top hat

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



Name _____

PP1

Dan the Cab Man

1. Was Dan's cab fast?

Yes, Dan's cab is fast.

2. What did the cab pass?

a van and a bus

a truck

a ship

3. What did the man hand to Dan?

The man handed a bunch of cash to Dan.

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

Name _____

PP2

Help from Pals

1. What tasks did Ann get from Dad?

Dad said to cut the grass and trim the shrubs.

2. What tasks did Ann get from Mom?

Mom said to scrub the pots and brush the dog.

3. Did Zack's pals help Ann?

Yes, Zack's pals did help Ann.

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

4. What is a task?

A task is a small job.

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

Name _____

PP3

Ann's Cut

1. Where did Ann get a cut?

Ann got a cut on one leg.

2. What did Mom get to help?

a glass of milk

a pad to scrub the cut

a bag with pills

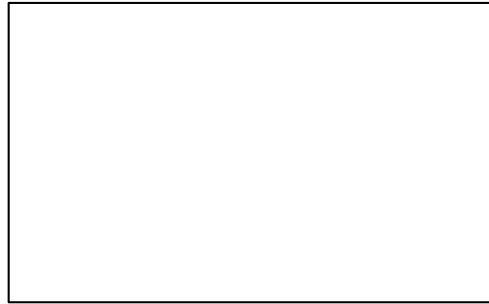
3. Did the cut sting?

Yes, the cut did sting.

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

4. Did Ann get well?

Accept reasonable answers.



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

Name _____

PP8

Fill in the gaps.

A B C D E
F G H I J
 K L M N O
P Q R S T U
 V W X Y Z

Name _____

PP9

| | | | |
|---|---|---|---|
| A | B | C | D |
| E | F | G | H |
| I | J | K | L |

Directions: Have students copy the uppercase letters next to the matching lowercase letters.

h H i I l L
b B c C a A
j J k K f F
d D e E g G

Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.

m n o p q r s t u v w x y z
Q U Y V X N P R M O Z T W S

Name _____

PP13

Where When

1. _____
Where are Kim and Scott?

Which Why

2. _____
Why can't I jump on
one leg?

When Which

3. _____
Which dog ran up to Tim?

When What

4. _____
When did Pam get a snack?

Directions: Have students complete each sentence with the correct question word.

Why Which

5. _____
Which dog has black spots?

What Why

6. _____
What was in the box?

When Which

7. _____
When did Jill get there?

Why What

8. _____
What is the best snack?

Unit9

Teacher Guide

SkillsStrand

Kindergarten