

Unit 6

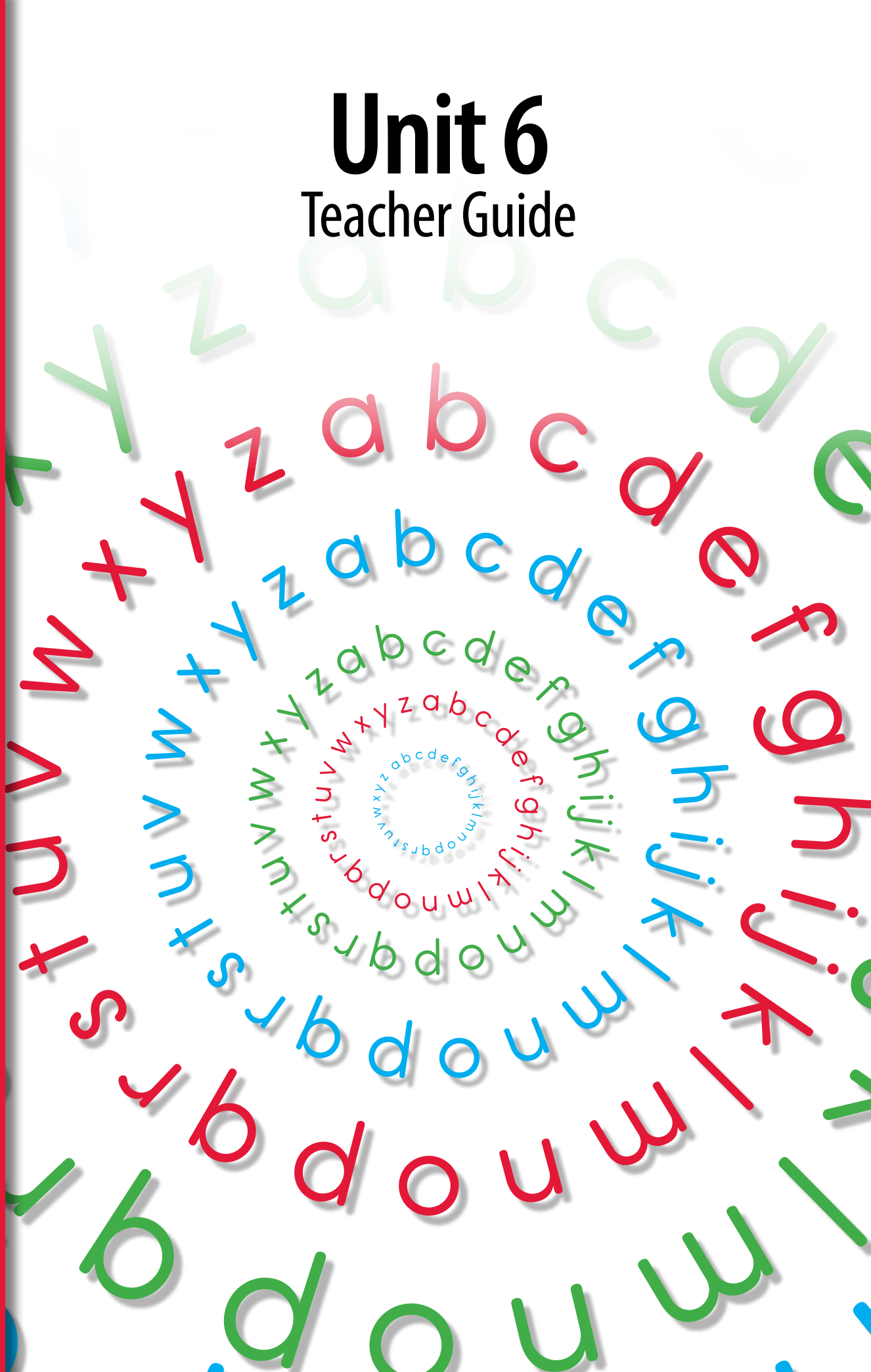
Teacher Guide

Core Knowledge Language Arts® • Skills Strand



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KINDERGARTEN





Unit 6

Teacher Guide

Skills Strand
KINDERGARTEN

Core Knowledge Language Arts®



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Alignment Chart for Unit 6

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

Alignment Chart for Unit 6		Lesson														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Reading Standards for Literature: Kindergarten																
Key Ideas and Details																
STD RL.K.1	With prompting and support, ask and answer questions about key details in a text.															
CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>) requiring literal recall and understanding of the details and/or facts of a fiction text	✓	✓	✓		✓		✓		✓	✓		✓		✓	
STD RL.K.3	With prompting and support, identify characters, settings, and major events in a story.															
CKLA Goal(s)	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	✓	✓	✓		✓		✓		✓	✓		✓		✓	
Integration of Knowledge and Ideas																
STD RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).															
CKLA Goal(s)	With prompting and support, describe illustrations from a fiction text read independently, using the illustrations to check and support comprehension of the story	✓	✓	✓		✓		✓		✓	✓		✓		✓	
Range of Reading and Level of Text Complexity																
STD RL.K.10	Actively engage in group reading activities with purpose and understanding.															
CKLA Goal(s)	Read aloud in a group, with a partner, or alone at least 15 minutes each day				✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓

Alignment Chart for Unit 6

Lesson

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

Reading Standards for Informational Text: Kindergarten

Craft and Structure

STD RI.K.5	Identify the front cover, back cover, and title page of a book.														
CKLA Goal(s)	Identify the parts of books and function of each part (front cover, back cover, title page, table of contents)				✓	✓	✓								
	Demonstrate correct book orientation by holding books correctly and turning pages				✓	✓	✓								

Reading Standards for Foundational Skills: Kindergarten

Print Concepts

STD RF.K.1	Demonstrate understanding of the organization and basic features of print.														
STD RF.K.1a	Follow words from left to right, top to bottom, and page by page.														
CKLA Goal(s)	Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud	✓	✓	✓				✓		✓	✓		✓		✓
	Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back)					✓	✓	✓							
STD RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.														
CKLA Goal(s)	Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RF.K.1c	Understand that words are separated by spaces in print.														
CKLA Goal(s)	Point to each word in a line of print while reading aloud				✓	✓	✓								
STD RF.K.1d	Recognize and name lowercase letters of the alphabet.														
CKLA Goal(s)	Recognize and name the 26 letters of the alphabet in their lowercase forms	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓
STD RF.K.2a	Recognize and produce rhyming words.														
CKLA Goal(s)	Recognize and produce rhyming words								✓			✓	✓		

Alignment Chart for Unit 6

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
STD RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words* (This does not include CVCs ending with /l/, /r/, or /x/).															
CKLA Goal(s)	Orally blend sounds to form words, e.g., given the sounds /k/ . . . /a/ . . . /t/, blend to make <i>cat</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Phonics and Word Recognition																
STD RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding work.															
STD RF.K.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.															
CKLA Goal(s)	Read and write one-syllable short vowel words with initial or final blends/clusters, e.g., <i>tr-</i> , <i>fl-</i> , <i>-sp</i> , <i>-st</i> , <i>-nd</i> , <i>-lt</i> , etc. and initial or final consonant digraphs, e.g., <i>ch-</i> , <i>sh-</i> , <i>th-</i> , <i>-ch</i> , <i>-sh</i> , <i>-th</i> , <i>-ck</i> , <i>-ng</i>	✓	✓	✓			✓		✓			✓		✓	✓	
Fluency																
STD RF.K.4	Read emergent-reader texts with purpose and understanding.															
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	
Additional CKLA Goals																
CKLA Goal(s)	Read and write words in which 's' > /s/ as in <i>cats</i> or /z/ as in <i>dogs</i>			✓	✓	✓					✓					
Speaking and Listening Standards: Kindergarten																
Comprehension and Collaboration																
STD SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.															
CKLA Goal(s)	Ask and answer questions to clarify information in fiction text read independently	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓		✓	
Presentation of Knowledge and Ideas																
STD SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.															
CKLA Goal(s)	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓		✓	

Alignment Chart for Unit 6

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Language Standards: Kindergarten																
Conventions of Standard English																
STD L.K.1	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling.															
STD L.K.1a	Print lowercase letters.															
CKLA Goal(s)	Hold a writing utensil with a tripod (or pincer) grip and make marks on paper		✓	✓	✓			✓		✓				✓	✓	
	Trace, copy, and/or write from memory the letters of the alphabet accurately in lowercase form		✓	✓	✓			✓		✓				✓	✓	
STD L.K.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).															
CKLA Goal(s)	Use regular plural nouns orally by adding /s/, /z/, or /es/				✓											
STD L.K.1e	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).															
CKLA Goal(s)	Use spatial words: <i>there, here; in, on; in front of, behind; at the top of, at the bottom of; under, over; above, below; next to, in the middle of; near, far; inside, outside; around, between; up, down; high, low; left, right; front, back</i>		✓						✓		✓					
STD L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.															
STD L.K.2b	Recognize and name punctuation.															
CKLA Goal(s)	Name and use commas and punctuation while reading orally		✓	✓		✓				✓	✓					✓

Introduction to Unit 6

This unit differs from Units 3–5 in several ways. In each of the three previous units, you introduced eight or nine letter-sound correspondences. In this unit, you will introduce only one new letter-sound correspondence, the ‘s’ spelling for the /z/ sound. Students have already learned the spelling ‘z’ for the /z/ sound. In this unit, they will learn that the spelling ‘s’ is a spelling alternative for /z/. One goal for this unit is to encourage students to automatize the letter-sound correspondences and blending procedures they learned in Units 3–5.

There are four additional new elements in this unit:

1. consonant clusters
2. letter names
3. rhyming words
4. reading text independently

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.)	Oral Blending and Sound/Spelling Review (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)
Alphabet/Letter Names (15 min.)	The Alphabet Song (5 min.)	The Alphabet Song (5 min.)	The Sounds /s/ and /z/ in Plural Nouns and in Verbs Word Sort (30 min.)	Letter Name Review (10 min.)
Pocket Chart Chaining for Spelling (20 min.)	Chaining Dictation (15 min.)	The Spelling ‘s’ Pronounced /z/ Complete the Sentences (25 min.)	“Kit’s Hats” (20 min.)	Demonstration Story: “Kit’s Cats” (20 min.)
Demonstration Story: “Kit” (15 min.)	Demonstration Story: “Kit and Stan” (10 min.)	Pocket Chart Chaining for Reading (10 min.)		“Kit’s Cats” (20 min.)
	Small Group Work (20 min.)	Demonstration Story: “Kit’s Hats” (10 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)
Oral Blending and Alphabet Review (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)
Student Chaining (20 min.)	Dictation with Words (20 min.)	Do They Rhyme? (10 min.)	Dictation with Words (20 min.)	Tap and Spell (20 min.)
Wiggle Cards (10 min.)	Demonstration Story: “Kit and Mom” (10 min.)	Chain and Copy (20 min.)	Demonstration Story: “Kit’s Hats” (10 min.)	Demonstration Story: “Mumps” (10 min.)
“Kit’s Cats” (20 min.)	“Kit’s Mom” (20 min.)	“Kit’s Mom” (20 min.)	“Kit’s Pants” (20 min.)	“Mumps” (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 Alphabet Review (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)	Letter Names and Rhyming Words (20 min.)
Chain and Copy (20 min.)	Alphabet Soup (10 min.)	Letter Name Sprints (15 min.)	Dictation with Words (20 min.)	“Fast Fred” (20 min.)
Make a Rhyme (10 min.)	Make a Rhyme (10 min.)	Large Card Chaining (20 min.)	Demonstration Story: “Fast Fred” (10 min.)	Reading Consonant Clusters Analysis and Interpretation (20 min.)
“Mumps” (20 min.)	Demonstration Story: “Up” (10 min.)	Word Box (15 min.)	“Fast Fred” (20 min.)	
	“Up” (20 min.)			
60 min.	60 min.	60 min.	60 min.	60 min.

Blending

By the time you begin teaching this unit, most students should be able to blend. Students blending at a slower pace will improve with practice. It is more problematic if you have students who cannot blend at all. If students are still not blending, you should pause to work on blending before beginning this unit. Here are some reasons why:

First, letter names are introduced in this unit. Blending can be, and sometimes is, disrupted by letter names. A student may try to pronounce a word like *dog* using the letter names “dee” “oh” “gee” instead of the sound values /d/ /o/ /g/. There is potential for confusion between letter names like “oh” and sound values like /o/, it is probably best not to introduce the letter names until most students know the sound values and are using them to blend.

Second, consonant clusters are also introduced in this unit. These may pose a problem for students who are having difficulty blending. Many consonant sounds last only a split second, and can be difficult to hear. They are especially difficult to hear when they occur immediately before or after other consonant sounds, i.e., in clusters. A student who cannot blend the three sounds in *cap* is unlikely to blend the four sounds in *clap* or the five sounds in *claps*. Such a student will benefit from additional work with short words rather than moving ahead to work with longer words.

There are more challenges ahead for non-blenders. In the next unit, Unit 7, the students will be introduced to digraphs, in which two letters stand for a single sound. Digraphs introduce an additional complexity requiring students not only to blend but also to break words into segments—to determine when a single letter stands for a sound all by itself and when it is part of a digraph or “letter team.” Students who have not mastered blending with single-letter spellings are likely to struggle even more when digraphs are added to the mix.

In short, it is critical to have all students blending, either before beginning this unit or, at the latest, by the end of this unit.

Consonant Clusters

C stands for consonant sound and V stands for vowel sound. So CVCCC stands for a word like *pants*.

A consonant cluster consists of two or more consonant sounds, one after another, without an intervening vowel sound. (In other programs, these may be called blends.) In the word *stop*, the first two letters represent an initial consonant cluster. In the word *ask*, the last two letters represent a final consonant cluster. In both cases, the cluster is a multi-sound segment. Although sometimes initially difficult for students to segment or hear, each letter in these clusters represents a separate, individual sound. In the lessons that follow, initial clusters are introduced first and final clusters are introduced a few lessons later. Students continue to complete chaining and dictation exercises, but will now move forward with CCVC, CVCC, CCCVC, CVCCC, and CCVCC words up to a maximum length of five sounds. All of these words still have only one syllable.

Letter Names

In earlier units, instruction focused on sounds and on the graphemes representing those sounds. You were encouraged to avoid using letter names so students would not confuse the letter names with the sounds the letters represent. Most students should now have developed a solid command of letter-sound correspondences and blending skills. It is now less likely they will confuse the letter names with the sounds. The letter names are introduced and practiced several times in this unit.

From this point on, you should use letter names whenever it is convenient to do so. One of the reasons letter names are introduced at this point is because it will be helpful to have them available as you begin to introduce digraphs and other multi-spelling units. For example, when describing the ‘ng’ spelling for /ng/ as in *sing*, it is useful to be able to say the spelling consists of an “n” followed by a “g.” Likewise, when describing the ‘bb’ spelling for /b/, it is helpful to be able to say this spelling consists of two “b’s.”

Rhyming Words

In this unit, you will teach students that words rhyme when they end with the same sounds. Initially, you will teach students to recognize whether or not two words rhyme. Then you will progress to pronouncing a word and having the students supply rhyming words.

The Tricky Spelling Lesson

A tricky spelling is a spelling unit (either a single letter or multi-letter grapheme) that is ambiguous because it can be pronounced more than one way. The digraph ‘ow’ is an example of a tricky spelling. It is ambiguous because it can be pronounced /oe/ as in *snow* or /ou/ as in *plow*. The letter ‘a’ is a tricky spelling as well. It is a highly ambiguous spelling unit that can be pronounced /a/ as in *apple*, /æ/ as in *able*, /ə/ (schwa) as in *about*, or /o/ as in *father*.

The point of the Tricky Spelling Lesson is to make students aware of a particular tricky spelling and give them opportunities to practice sounding words out, trying different pronunciations. When teaching the Tricky Spelling

Lesson, you will first make students aware of the dilemma by showing them a spelling that can stand for two (or more) different sounds. You will then give students a sense of which pronunciation is most likely. Then you will guide students through some exercises to practice reading sentences containing a word with the tricky spelling.

The first tricky spelling is taught in Unit 6, when students learn that ‘s’ is sometimes sounded /z/, as in *is*, *his*, and *runs*.

Tricky Spelling ‘s’ Pronounced /z/

One of the most frequent spelling alternatives in the English language involves the letter ‘s’. The ‘s’ is generally pronounced /s/ when it follows a voiceless sound (*ships*, *hits*, *rocks*) and /z/ when it follows a voiced sound (*dogs*, *runs*, *plays*).

Students already know about ‘s’ pronounced as /s/. In this unit, they will learn that ‘s’ is sometimes pronounced /z/, especially at the end of words. They will encounter this ‘s’ spelling for /z/ in plurals and verb forms. It also occurs in some very common English words, including *is*, *as*, *his*, and *has*. All four of these words are introduced in this unit.

From Big Books to Independent Reading

In the past two units you have shared Big Books (or images from a Media Disk) with students. In this unit you will work with a Big Book (or Media Disk) again, but students will also begin doing independent reading in the Student Readers. The first Reader is called *Kit*. This Reader is available as a Big Book, on a Media Disk, and as a Student Reader.

For the first three stories in the Reader, you will model the reading process by presenting each story as a “Demonstration Story” using the Big Book or Media Disk. We suggest you complete an initial reading without interruption. Present a second reading during which you draw attention to new spellings, uppercase letters, punctuation, and other unfamiliar content. We have also included a number of discussion questions for each story. Please be sure to ask these questions orally because they contain a number of non-decodable words.

In the remaining lessons you will also present the stories initially as demonstration stories. Then you will ask students to read the stories independently in their readers. These stories are 100% decodable, which means students should be able to read all of the words via blending.

The first few stories in the Reader are, by necessity, very short and simple. The length of the stories and the level of complexity will increase as students learn more letter-sound correspondences and augment their decoding skills.

Reading Practice

In Unit 6, students will practice reading aloud from their Readers.

There are many ways to set up reading practice, and most of these are consistent with the CKLA philosophy of instruction. We particularly recommend partner reading, in which students sit in groups of two and take turns reading aloud to one another.

Reading *aloud* is important because it allows you to determine if students are successfully turning print into speech; it makes reading difficulties audible and detectable in a way silent reading does not.

It is also beneficial for students to read stories more than once, preferably two to four times over a period of several days. The National Reading Panel (2000) found this kind of repeated reading led to gains in reading achievement.

Reading in assigned pairs provides each student the opportunity to spend almost half of the available time reading aloud. Contrast this with round-robin reading done with the whole class, in which an individual student might only be reading 1/20th of the time. Students participating in partner reading will get much more reading practice and spend more time on task than students participating in round-robin reading.

We recommend partner reading, but we also recognize that it may not be suitable for all students, particularly in Kindergarten. We encourage CKLA teachers to exercise discretion and arrange reading practice as seems best for the particular classroom or group of students, using any combination of teacher modeling, choral or echo reading, partner reading, and small group work appropriate for your classroom. As you make arrangements for reading practice, keep the following principles in mind:

- Be sure students see you modeling reading.
- Students should have a lot of time to practice reading by themselves.
- Students should read aloud.
- Provide time for the stories to be read more than once.
- Require students to read only decodable materials until they begin to request trade books and demonstrate repeated success reading those books.

In this unit we encourage you to create small groups to provide differentiated instruction. In CKLA materials 🔄 **Group 1** will always refer to the group that includes students who may need remediation and 🔄 **Group 2** will always refer to students who are better able to work independently.

There are alternatives to the traditional ability level groupings in which the strongest readers are grouped together in one group and weaker readers in other groups. Some teachers have found partner pairings joining a strong and weak reader can be very effective provided the stronger student is willing to help the weaker student.

You may want to note in Lesson 15 that you should not put away the Readers from Unit 6. In Unit 7, students will not read from the Reader until Lesson 9. You may wish to have the Unit 6 Readers available for students to reread until Lesson 9.

Repeated Oral Reading

Repeated oral reading will be an important exercise from this point on in the program. We have made it a regular exercise in part because the National Reading Panel (2000) found that repeated oral reading is an effective method of building fluency.

Students benefit from reading the same story several times. Successive readings allow them to read with more overall understanding and help them develop rapid and accurate decoding skills. We have designed the lessons so students have an opportunity to read most stories multiple times.

The stories in *Kit* and the Readers that follow are 100% decodable provided they are read on or after the appropriate day of instruction. In other words, the story for Lesson 10 will be 100% decodable when Lesson 10 is taught, but the story for Lesson 11 may not be. It is best for students to avoid reading ahead because later stories will often contain spellings and Tricky Words not yet taught.

Please make a conscious effort to listen to each student read at least a sentence or two aloud to you, on a weekly basis. At the start of each week, you may want to prepare the weekly Anecdotal Reading Record provided in the appendix.

As you listen to each student, make note of any words misread, writing what the student said paired with the actual word. Also note the approach the student uses when he encounters a word he does not immediately recognize: does he systematically try to sound the word, letter by letter, guess based on the initial sound of the word, or fail to respond at all? Look for any patterns in an individual student's errors or in the class as a whole. Consider providing additional practice in specific areas of weakness using Pausing Point activities as soon as you identify a weakness, rather than waiting until the end of the unit to complete the Pausing Point activities.

Remember at this stage of early reading, nearly all students will read haltingly, sounding out each word letter by letter. Fluency will improve as students have more and more opportunities to practice reading orally.

Solidifying decoding skills and building fluency through repeated oral reading are major goals of this program.

Story Questions

Comprehension is the goal of learning to read and we include comprehension and discussion questions in the Teacher Guide. In this unit, our focus is only literal questions which can be answered by citing a specific text reference or illustration. We hope you will take this opportunity to teach students to answer in complete sentences using the question stem as the initial part of the answer. This training will serve students extremely well as they progress through their school career.

We strongly encourage you to use these questioning and answering techniques. In Unit 7, students will learn how to answer inferential questions and in Unit 8, students will add evaluative question skills to their repertoire.

You may certainly ask additional questions. Our intention is not to script your discussion but to give you a resource. Ask students questions about the stories they are preparing to read (prediction). Or ask them questions about stories they have already read (recall, inferential, evaluative, compare/contrast, or descriptive questions). Students who engage with text and understand that it conveys meaning develop strong comprehension skills.

Phrase and Wiggle Cards

At the end of some lessons under Supplemental Materials, you will see a box titled “Phrases and Wiggle Cards”. In this unit, students can decode enough words to either have phrases which can be read or phrases which can be read and acted out. We call phrases that can be read and acted out Wiggle Cards. Teachers have used Wiggle Cards in a variety of ways in the pilot of CKLA. Here are a few:

- Some teachers write the Wiggle Cards and Phrases on large index cards, punch a hole in the corner and place them on a ring. They are readily available for practice during the school day at various times when there are only a few moments between activities.
- Some teachers use the Wiggle Cards and Phrases while students are standing in line waiting for an activity to begin.
- Teachers have used Wiggle Cards and Phrases during Assessment time to give students a brief break.
- Wiggle Cards have been used mid lesson at a natural break when students would benefit from a movement activity to refocus attention.

Additional Materials for Unit 6

The following additional materials are needed in Unit 6; the number in parentheses indicates the first lesson in which the item is used.

Pocket chart and stand (1)

Primary pencils for all students (2)

Display size lowercase alphabet strip (1)

Unlined large index cards or cardstock (6)

Primary writing paper (8)

Projection System: Throughout this unit and others, whenever the lesson suggests the teacher model the completion of a worksheet, you should choose the most convenient and effective method of reproducing and displaying the worksheet for all to see. This may include making a transparency of the worksheet and using an overhead projector, scanning the page and projecting it on a Smart Board, using a document camera or writing the worksheet exercises on chart paper or a board.

Student Performance Task Assessment


A Student Performance Task Assessment is included in Lesson 15. It assesses students' knowledge of letter names and rhymes (Part A, Part B, respectively) with the use of printed worksheets. This is followed by a two-part assessment of students' ability to read words with consonant clusters (Part C).

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

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

Be sure to record the results on the Class Record Sheet provided at the end of Lesson 15 in this Teacher Guide.

In addition, there are extra stories in the Student Reader, *Kit*. You may choose to have individual students read one or more of these stories aloud to you for evaluation purposes at the end of the unit.

In the Teacher Guide we typically mark only a few exercises with a tens icon . However, some teachers like to treat all written work as material for ongoing assessment, and some also assign scores for oral performance. Do what works best for you.

There are two kinds of Tens scores: observational Tens scores and data-driven Tens scores. A data-driven Tens score is based on the number of correct answers on an exercise or worksheet. To record this kind of Tens score, use the Tens Conversion Chart to convert a raw score into a Tens score. The Tens Conversion Chart can be found on the last page of this Introduction.

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or exercise along the left side. 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 30, into a Tens score.

Observational Tens scores are based on your observations during class. They are, necessarily, a bit less objective than the data-driven Tens scores. However, they are still valuable. We suggest you use the following basic rubric for recording Observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having serious difficulty understanding
0	Student appears to have no understanding/does not participate

If you do not observe a student, or if you were not able to determine a student’s performance, simply leave the cell blank.

If a student appears to be performing poorly, your first recourse should be to focus more attention on him or her. This can be accomplished either during the regular period of instruction or during a small group or individual session with the student, in addition to the regular period of instruction. If a student continues to post low Tens scores for a prolonged period of time, despite additional instruction, that student may need a pull-out group.

Teacher Resources

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

Assessment and Remediation Guide

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

Lesson 1

✓ Objectives

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

- ✓ Orally blend sounds to form words, e.g., given the sounds /k/ . . ./a/ . . ./t/, blend to make *cat* (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, and 'x' for /x/ (RF.K.1b)
- ✓ Recognize and name the 26 letters of the alphabet in their lowercase forms (RF.K.1d)
- ✓ 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* (RF.K.3b)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Describe familiar people, places, things, and events and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Ask and answer questions to clarify information in a fiction text (SL.K.2)
- ✓ With prompting and support, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters and setting in the story "Kit" (RL.K.3)
- ✓ With prompting and support describe illustrations from the fiction text "Kit" using the illustrations to check and support comprehension of the story (RL.K.7)
- ✓ Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud (RF.K.1a)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Oral Blending and Sound/Spelling Review	Large Cards for ‘m’, ‘n’, ‘t’, ‘d’, ‘c’, ‘k’, ‘g’, ‘f’, ‘v’, ‘s’, ‘z’, ‘p’, ‘b’, ‘w’, ‘j’, ‘i’, ‘e’, ‘a’, ‘u’, ‘o’	10
Introducing the Letter Names	Alphabet/Letter Names	display-size lowercase alphabet strip	15
Chaining	Pocket Chart Chaining for Spelling	pocket chart; cards for ‘i’, ‘e’, ‘a’, ‘o’, ‘t’ (2), ‘d’ (2), ‘f’, ‘s’ (2), ‘p’ (2), ‘l’, ‘r’	20
Teacher Demonstration	Demonstration Story: “Kit”	<i>Kit</i> Big Book or Media Disk	15
Take-Home Material	Spelling Worksheet	Worksheet 1.1	*

Advance Preparation



Pocket Chart Setup

- Prepare the pocket chart.
- Position the cards for the following vowel spellings along the top of the pocket chart: ‘i’, ‘e’, ‘a’, ‘o’.
- Position the cards for the following consonant spellings along the bottom of the pocket chart: ‘t’ (2), ‘d’ (2), ‘f’, ‘s’ (2), ‘p’ (2), ‘l’, ‘r’.

Warm-Up

10 minutes

Oral Blending and Sound/Spelling Review

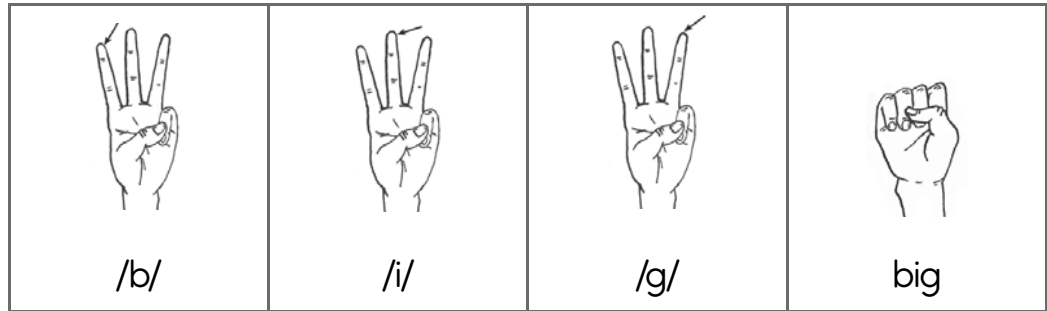
Note: In Part A of this exercise, students will practice blending sounds into three-, four-, and five-sound words. Special emphasis is placed on blending consonant clusters. Blending consonant clusters is a significant new skill in this unit.

Part A

If students need additional blending practice, you may use the activities in Unit 6, Section I of the *Assessment and Remediation Guide*.

- Tell students you will say sounds for them to blend into words.
- Be sure to use the blending motion depicted or one of the motions previously used.
- Say the words listed in a segmented fashion. The first five words are in a chain and the last five words belong to the same category. Have students tell you the category.

You may use any of the motions previously taught. However, finger blending indicates how many sounds are in a word and easily allows for words with up to five sounds.



The numbers in parentheses indicate how many phonemes are in each word.

- | | |
|------------------------------------|---|
| 1. (3) /b/ /i/ /g/ > big | 6. (3) /ar/ /m/ /z/ > arms |
| 2. (3) /b/ /a/ /g/ > bag | 7. (4) /l/ /e/ /g/ /z/ > legs |
| 3. (4) /b/ /r/ /a/ /g/ > brag | 8. (4) /ch/ /e/ /s/ /t/ > chest |
| 4. (4) /b/ /r/ /a/ /t/ > brat | 9. (4) /h/ /ea/ /d/ /z/ > heads |
| 5. (5) /b/ /r/ /a/ /t/ /s/ > brats | 10. (5) /sh/ /oe/ /l/ /d/ /er/ > shoulder |

Part B

If students are ready to review 25 spellings instead of the 20 listed in the At-a-Glance chart, use the Large Cards for all of the spellings taught.

- Review the Large Cards listed in the At-a-Glance chart.
- Tell students you will show a card with a spelling and ask students to provide the sound.
- Hold up the Large Card for 'm'.
- Have students say the sound, not the letter name.
- Continue with the remaining cards.

Introducing the Letter Names

15 minutes

Alphabet/Letter Names

- Write the word *cat* on the board. Tell students the spellings and sound pictures they have been learning are also called letters. They have been learning the sounds for letters so they can blend and read words.
- Tell students this word has three letters. Encourage students to sound out each letter as you point to it.
- Explain that in addition to representing sounds, letters also have names. (You may want to acknowledge students who may have learned the letter names at home or in preschool.) Tell students you are going to teach all of the letter names during the next two weeks.
- Point to the first letter in *cat*, asking students what sound it stands for. Then say, "The name of this letter is 'c'. The letter 'c' is a picture of the /k/ sound." Repeat with the remaining letters in the word.

We ask you to use a lowercase alphabet strip because uppercase letters are not taught until Unit 9.

If students need additional practice with letter names or alphabetical order, you may use any of the Pausing Point exercises listed under “Know Letter Names” and the activities in Unit 6, Section II of the *Assessment and Remediation Guide*.

- Display a lowercase alphabet strip (or write the lowercase letters in alphabetical order on the board.) Point and say these are all the letters of the English alphabet. When written this way, in this order, we say the letters are in “alphabetical order.”
- Say each letter name as you point to it, asking students to repeat each letter name after you. Repeat at least one more time, continuing to point to each letter as you say its name.
- Tell students another way to remember the names of the letters of the alphabet is to sing the names in alphabetical order. Sing “The Alphabet Song” slowly, pointing to each letter as you sing its name. Be careful to enunciate each letter name using hand clapping to prevent “elemenohpee”—as some students tend to think it is one letter name. Sing, “el, (clap), em, (clap), en, (clap), oh, (clap), pee, (clap)”.
- Ask students to sing the song with you one more time, as you point to each letter.

Chaining

20 minutes

Pocket Chart Chaining for Spelling



Pocket Chart Setup

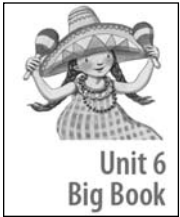
Note: In this chaining exercise, you will use words with up to four sounds containing initial clusters.

- Point to the letters and have students say the sounds, not the letter names.
- Say the word *sip* and then break it into its three sounds: /s/ . . . /i/ . . . /p/.
- Repeat /s/ and ask students to find the spelling for /s/ on the pocket chart.
- Have a student identify the ‘s’ card and place it in the middle of the pocket chart.
- Repeat for the remaining two sounds in the word.
- Model reading the word letter sound by letter sound to check for spelling accuracy.
- Say to students, “If that is *sip*, who can show me *sap*?”
- Select a student to come to the pocket chart and replace the picture of /i/ with the picture of /a/.
- When you come to the four-sound words, tell students some words have two consonant sounds at the beginning.

1. sip > sap > sat > slat > spat > spot > slot > slit > slip > slop > stop
2. dip > rip > drip > drop > prop > plop > flop > slop > slip > slap

If students need additional practice spelling words with cards, you may select appropriate Pausing Point exercises from those listed under “Spell up to Five-Sound Words with Cards” and the activities in Unit 6, Section II of the *Assessment and Remediation Guide*.

Demonstration Story: “Kit”



Note: In this story, the uppercase letter ‘K’ is used. Uppercase ‘K’ looks very much like lowercase ‘k’. It is not likely to cause students any difficulties.

Introducing the Reader

- Load the *Kit* Media Disk and/or take out the *Kit* Big Book.
- Using the Big Book, point out the title of the book, printed on the cover. Tell students a book’s title tells what the book is about. Ask students to read the title of the book. Tell students the book is about a little girl named Kit.
- Review the parts of the Big Book with students (cover page, title page, back cover, page numbers).

If you like, start a word wall specific to the *Kit* Reader. Add words to it throughout Unit 6 lessons.

Challenging Vocabulary

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

1. **flip**—to turn over quickly
2. **flop**—to drop down suddenly

- Tell students you are going to write several words from today’s story on the board before they listen to the story.
- Write the first word, *flip*, on the board, letter by letter, pausing to ask students to provide the sound of the letter as soon as you write it. Ask students to blend and read the word after you have finished writing the complete word.
- Explain the meaning of the word and ask students if they have seen someone doing a *flip*. Discuss situations when they may have watched someone do a flip.
- Repeat the same process with the word *flop*.

Purpose for Reading

- Tell students they will read a story about the things Kit can do. Tell students Kit is the main character. A character is a person in a book or story. Ask students to pay special attention to the story so they can tell you some things Kit can do.

Reading the Story

- Display the story “Kit” using the *Kit* Big Book or Media Disk.
- Have students read the title of the story.
- Read the story “Kit” aloud to students once without interruption, running a finger beneath the words as you read them.
- Tell students stories are made up of sentences and each sentence begins with an uppercase letter and ends with a period. Use a sentence from the story to demonstrate.

- Explain that a sentence is a complete thought. The period at the end of a sentence indicates it is time to stop, take a breath, and think about what the thought means. A period is a punctuation mark.
- Read the story a second time, pausing to point out sentences, capital letters, and periods.
- If you have time, read the story again, with student participation.

Wrap-Up

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

These questions are intended to be discussed orally.

Discussion Questions on “Kit”

1. *Literal* Who is Kit? (Kit is a girl in the story.) Who can point to the illustration that answers this question? (Student should point to any illustration of Kit.)
2. *Literal* What can Kit do? Who can read the text answering this question? (Students should come to the Big Book and read the following sentences: Kit can run, Kit can skip, Kit can flip and flop, and Kit can swim.)
3. *Literal* (Tell students the setting of a book or story is where the story takes place.) Referring to the illustrations, is the setting of this story a warm place or cold place? (Students should answer that it is a warm place based on the clothing that Kit is wearing and her bare feet while outdoors.)
4. Do you have questions you would like to ask to clarify your understanding of the story?

Take-Home Material

Spelling Worksheet

- Have students give Worksheet 1.1 to a family member.

Supplemental Resources

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

- Newly decodable words:

- | | | |
|----------|---------|----------|
| 1. stop* | 5. flat | 9. glad |
| 2. plan | 6. trip | 10. swim |
| 3. skin | 7. flip | 11. frog |
| 4. step | 8. drop | 12. crop |

- Chains:

- | |
|---|
| 1. big > bug > rug > drug > drag > brag > bag > wag > wax > fax |
| 2. nap > snap > snip > slip > slop > flop > flap > clap > cap > sap |

Throughout this unit, you will see both Phrases and Wiggle Cards in the box. Wiggle cards are meant to be read and acted out by students. Phrases are meant to be read. Use any of these at your discretion throughout the school day.

- Phrases and Wiggle Cards:

- | | |
|-------------|-----------------|
| 1. slip up | 6. swim in tub |
| 2. big grin | 7. plug it up |
| 3. glad kid | 8. plug it in |
| 4. drop it | 9. slap on leg |
| 5. frog leg | 10. drip on rug |

Lesson 2

✓ Objectives

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

- ✓ Orally blend sounds to form words, e.g., given the sounds /k/ . . ./a/ . . ./t/, blend to make *cat* (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, and 'x' for /x/ (RF.K.1b)
- ✓ Recognize and name the 26 letters of the alphabet in their lowercase forms while singing "The Alphabet Song" (RF.K.1d)
- ✓ 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* (RF.K.3b)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and trace, copy, and write letters that are dictated (L.K.1a)
- ✓ Use spatial words, such as *down*, *left*, and *right*, while practicing handwriting (L.K.1e)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Describe familiar people, places, things, and events and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Ask and answer questions to clarify information in a fiction text (SL.K.2)
- ✓ With prompting and support, answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters and setting in the story "Kit and Stan" (RL.K.3)
- ✓ With prompting and support describe illustrations from the fiction text "Kit and Stan" using the illustrations to check and support comprehension of the story (RL.K.7)
- ✓ Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud (RF.K.1a)
- ✓ Name end punctuation while reading orally (L.K.2b)

<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 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'y', 'x', 'i', 'e', 'a', 'u', 'o'	10
Reviewing the Letter Names	The Alphabet Song	display-size lowercase alphabet strip	5
Dictation	Chaining Dictation	lowercase alphabet strip; pencils; Worksheet 2.1; projection system	15
Teacher Demonstration	Demonstration Story: "Kit and Stan"	<i>Kit</i> Big Book or Media Disk	10
Differentiated Instruction	Small Group Work	pencils; paper; Worksheet 2.2	20

Advance Preparation

- Write the following phrases on the board, chart paper, or large cards.

- | | |
|-----------------|-----------------|
| 1. step in mud | 5. mom can swim |
| 2. trip on rug | 6. spot on dog |
| 3. frog on log | 7. big blob |
| 4. dad can clap | 8. red crab |

Warm-Up

10 minutes

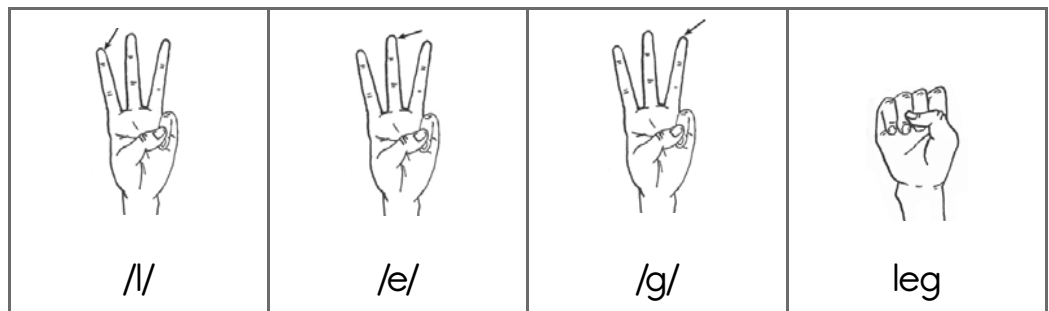
Oral Blending and Sound/Spelling Review

Part A

If students need additional blending practice, you may use the Pausing Point exercise "Relay Blending" and the activities in Unit 6, Section I of the *Assessment and Remediation Guide*.

You may use any of the motions previously taught. However, finger blending indicates how many sounds are in a word and easily allows for words with up to five sounds.

- Tell students you will say sounds for them to blend into words.
- Be sure to use the blending motion depicted or one of the motions previously taught.



- Say the words listed in the box in a segmented fashion. The first five words are in a chain and the last five words belong to the same category. Have students tell you the category.

- | | |
|------------------------------------|--------------------------------------|
| 1. (3) /l/ /e/ /g/ > leg | 6. (3) /t/ /r/ /ee/ > tree |
| 2. (3) /l/ /o/ /g/ > log | 7. (4) /l/ /ee/ /v/ /z/ > leaves |
| 3. (4) /k/ /l/ /o/ /g/ > clog | 8. (4) /t/ /w/ /i/ /g/ > twig |
| 4. (4) /k/ /l/ /o/ /t/ > clot | 9. (5) /b/ /r/ /a/ /n/ /ch/ > branch |
| 5. (5) /k/ /l/ /o/ /t/ /s/ > clots | 10. (5) /t/ /r/ /u/ /ng/ /k/ > trunk |

Part B

If students are ready to review 25 spellings instead of the 20 listed here, use the Large Cards for all of the spellings taught.

- Review the Large Cards listed in the At-a-Glance chart.
- Tell students you will show a card with a spelling and they should provide the sound.
- Hold up the Large Card for 'm'.
- Have students say the sound, not the letter name.

Reviewing the Letter Names

5 minutes

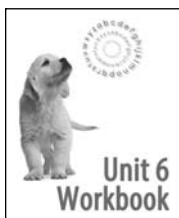
The Alphabet Song

If students need additional practice with letter names or alphabetical order, you may use any of the Pausing Point exercises listed under "Know Letter Names" and the activities in Unit 6, Section II of the *Assessment and Remediation Guide*.

- Remind students that the spellings they have been using are also called letters and they are arranged in a special order called "alphabetical order."
- Display a lowercase alphabet strip or write the lowercase letters on the board, and say each letter's name as you point to it.
- Tell students you are going to sing a song that will help them learn the letter names. It is called, "The Alphabet Song."
- Explain that the alphabet is what we call the set of letters we use to write the sounds of English.
- Sing the alphabet song slowly, pointing to each letter as you sing its name. Be careful to enunciate each letter name using hand clapping to prevent "elemenohpee"—as some students tend to think it is one letter name. Say, "el, (clap), em, (clap), en, (clap), oh, (clap), pee, (clap)".
- Repeat the song, inviting students to sing and clap along.

Dictation

15 minutes



Worksheet 2.1

Chaining Dictation

- Distribute and display Worksheet 2.1.
- Tell students you are going to say a number of words.
- Each new word will be very similar to the previous word, but one sound will be different.

Dictation, or spelling words, is much more difficult than reading. Make sure students can see the lowercase alphabet strip for reference.

If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting.

- Say *in* and ask students how many sounds they hear.
- Say the word again, holding up one finger for each sound.
- Direct students' attention to the first two lines on Worksheet 2.1. Have students write the picture of the first sound in *in* on the first line and the picture of the second sound in *in* on the second line, following your example.
- Once students have finished writing the word, have them read it back to you.
- If students are having trouble remembering the letter forms during dictation, draw their attention to the lowercase alphabet strip, or write the letters on the board.
- As you move from one word to the next, use the chaining phrase, "If that is *in*, show me *bin*."

1. in > bin > tin > twin > twig > wig > big > bag > brag > rag

Teacher Demonstration

10 minutes

Demonstration Story: "Kit and Stan"

Note: In this story, the uppercase letters 'K' and 'S' are used. Both are similar to the lowercase letters.

Purpose for Reading

- Tell students they will read about Kit playing a game with her friend Stan. Ask students to pay special attention to the story so they can tell you what game they think Kit and Stan are playing.

Reading the Story

- Display the story "Kit and Stan" using the *Kit* Big Book or Media Disk.
- Have students read the title of the story.
- Read the story "Kit and Stan" once without interruption, running a finger beneath the words as you read them.
- Remind students stories are made up of sentences and each sentence begins with an uppercase letter and ends with a period.
- Also remind students a sentence is a complete thought. The period at the end of a sentence indicates it is time to stop, take a breath, and think about the meaning of the sentence. A period is a punctuation mark.
- Read the story a second time, pausing to point out sentences, capital letters, and periods.
- If you have time, read the story again, having students read individual sentences.



Wrap-Up

- Discuss the following questions as a class. Students should respond in complete sentences, incorporating the question stem in the answer. Students should come to the Big Book and read the answer to each question from the text or point to the illustration, answering the question in a complete sentence.

Reminder: Please discuss these questions orally.

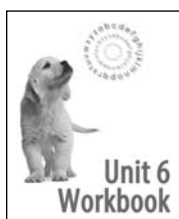
Discussion Questions on "Kit and Stan"

1. *Literal* Who are the main characters in the story? (The main characters are Kit and Stan.)
2. *Literal* What are the settings of the story? (Kit and Stan play inside and outside. Students should point to the illustrations showing this.)
3. *Literal* Where does Kit hide? (Kit hides behind a chair. Students should point to the illustration showing this.)
4. *Literal* Where does Stan hide? (Stan hides behind a tree. Students should point to the illustrations showing this.)
5. *Literal* Did Kit and Stan have fun? (Students should read the page stating Kit and Stan had fun.)
6. Do you have questions you would like to ask to clarify your understanding of the story?

Differentiated Instruction

20 minutes

Small Group Work



Worksheet 2.2

✪ Group 2—Independent

- Distribute Worksheet 2.2.
- Have students write each word under the matching picture.
- Referring to the decodable phrases you prepared in advance, if students finish early, have them read, copy, and illustrate some of the phrases.

- | | |
|-----------------|-----------------|
| 1. step in mud | 5. mom can swim |
| 2. trip on rug | 6. spot on dog |
| 3. frog on log | 7. big blob |
| 4. dad can clap | 8. red crab |

If students need additional reading practice, you may select appropriate Pausing Point exercises from those that address reading and use the activities in Unit 6, Section I of the *Assessment and Remediation Guide*.

🗨️ Group 1—With Teacher

- Distribute Worksheet 2.2.
- Point to the ‘f’ in *frog* and ask students for the sound. Repeat with the ‘r’, then the ‘o’, and then the ‘g’.
- Select a student to blend the word.
- Ask students which of the pictures match the word *frog*.
- Have students write *frog* under the picture of the frog, saying each letter’s sound as they write it.
- Complete the remaining items.
- Alternatively, you may use a different remediation exercise addressing the specific needs of students.

Supplemental Resources

- Decodable words:

- | | | |
|---------|---------|----------|
| 1. flag | 5. plot | 9. skip |
| 2. trap | 6. drum | 10. grim |
| 3. plus | 7. spin | 11. crab |
| 4. stem | 8. snap | 12. twig |

- Chains:

1. win > wig > twig > twin > tin > tan > tap > trap > tram > trim
2. sat > spat > spot > slot > slop > slip > flip > clip > clap > flap

- Phrases and Wiggle Cards:

- | | |
|-------------|-----------------|
| 1. red flag | 6. slip in mud |
| 2. big crop | 7. sit in trap |
| 3. hit drum | 8. pig in slop |
| 4. grim man | 9. clip it on |
| 5. crab leg | 10. plop on bed |

Lesson 3

Tricky Spelling

✓ Objectives

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

- ✓ Orally blend sounds to form words, e.g., given the sounds /k/ . . ./a/ . . ./t/, blend to make *cat* (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 's' or 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, and 'x' for /x/ (RF.K.1b)
- ✓ Recognize and name the 26 letters of the alphabet in their lowercase forms while singing "The Alphabet Song" (RF.K.1d)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and trace, copy, and write letters to form words that complete sentences on a worksheet (L.K.1a)
- ✓ 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* (RF.K.3b)
- ✓ Read and write words in which 's' > /s/ as in *cats* or /z/ as in *dogs*
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Describe familiar people, places, things, and events and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Ask and answer questions to clarify information in a fiction text (SL.K.2)
- ✓ With prompting and support, answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters and setting in the story "Kit's Hats" (RL.K.3)
- ✓ With prompting and support describe illustrations from the fiction text "Kit's Hats" using the illustrations to check and support comprehension of the story (RL.K.7)
- ✓ Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud (RF.K.1a)
- ✓ Explain the use of an apostrophe while reading orally (L.K.2b)

<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 'm', 'n', 't', 'd', 'c', 'k', 'g', 's', 'z', 'p', 'b', 'w', 'j', 'y', 'x', 'i', 'e', 'a', 'u', 'o'	10
Reviewing the Letter Names	The Alphabet Song	display-size lowercase alphabet strip	5
Introducing the Tricky Spelling	The Spelling 's' Pronounced /z/	Sound Card 14 (<i>zigzag</i>)	10
	Complete the Sentences	pencil; Worksheet 3.1; projection system	15
Chaining	Pocket Chart Chaining for Reading	pocket chart; cards for 'i', 'a', 'u', 'n' (2), 't' (2), 'g', 's' (2), 'p' (2), 'b' (2), 'l', 'r'	10
Teacher Demonstration	Demonstration Story: "Kit's Hats"	<i>Kit</i> Big Book or Media Disk	10
Take-Home Material	Take-Home Story: "Kit"	Worksheet 3.2	*



Pocket Chart Setup

Advance Preparation

- Prepare the pocket chart.
- Position cards for the following vowel spellings along the top of the pocket chart: 'i', 'a', 'u'.
- Position cards for the following consonant spellings along the bottom of the pocket chart: 'n' (2), 't' (2), 'g', 's' (2), 'p' (2), 'b' (2), 'l', 'r'.

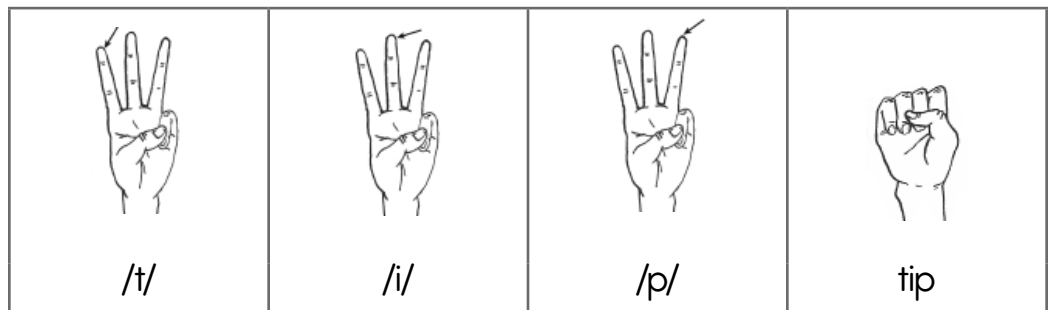
Warm-Up

10 minutes

Oral Blending and Sound/Spelling Review

Part A

- Tell students you will say sounds for them to blend into words.
- Be sure to use the blending motion depicted below or one of the motions previously taught.



If students need additional blending practice, you may use the Pausing Point exercise "Relay Blending" and the activities in Unit 6, Section I of the *Assessment and Remediation Guide*.

You may use any of the motions previously taught. However, finger blending indicates how many sounds are in a word and easily allows for words with up to five sounds.

- Say the words listed below in a segmented fashion. The first five words are in a chain and the last five words belong to the same category. Have students tell you the category.

- | | |
|-------------------------------|----------------------------------|
| 1. (3) /t/ /i/ /p/ > tip | 6. (4) /f/ /r/ /o/ /g/ > frog |
| 2. (4) /t/ /r/ /i/ /p/ > trip | 7. (4) /k/ /r/ /ae/ /n/ > crane |
| 3. (4) /d/ /r/ /i/ /p/ > drip | 8. (4) /s/ /l/ /u/ /g/ > slug |
| 4. (4) /g/ /r/ /i/ /p/ > grip | 9. (4) /s/ /w/ /o/ /n/ > swan |
| 5. (4) /g/ /r/ /i/ /n/ > grin | 10. (4) /s/ /n/ /ae/ /k/ > snake |

Part B

If students are ready to review 25 spellings instead of the 20 listed here, use the Large Cards for all of the spellings taught.

- Review the Large Cards for ‘m’, ‘n’, ‘t’, ‘d’, ‘c’, ‘k’, ‘g’, ‘s’, ‘z’, ‘p’, ‘b’, ‘w’, ‘j’, ‘y’, ‘x’, ‘i’, ‘e’, ‘a’, ‘u’, ‘o’.
- Tell students you will show a card with a spelling and students will provide the sound.
- Hold up the Large Card for ‘m’.
- Have students say the sound, not the letter name.

Reviewing the Letter Names

5 minutes

The Alphabet Song

If students need additional practice with letter names or alphabetical order, you may use any of the Pausing Point exercises listed under “Know Letter Names” and the activities in Unit 6, Section II of the *Assessment and Remediation Guide*.

- Display a lowercase alphabet strip or write the lowercase letters on the board and say each letter’s name as you point to it.
- Tell students you are going to sing “The Alphabet Song” again.
- Remind them the alphabet is what we call the set of letters we use to write down the sounds of English.
- Sing “The Alphabet Song” slowly, pointing to each letter as you sing its name. Be careful to enunciate each letter name using hand clapping to prevent “elemenohpee”—as some students tend to think it is one letter name. Sing, “el, (clap), em, (clap), en, (clap), oh, (clap), pee, (clap)”.
- Repeat the song, inviting students to sing along.

The Spelling 's' Pronounced /z/

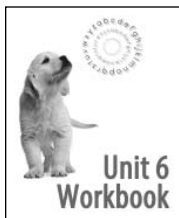
10 minutes

- Write the letter 's' on the board and ask students to recall the letter name.
- Ask students for the sound of this letter. (They should say /s/ as in *sing*.) Refer to the /s/ Sound Poster and Sound Card 11 (*sit*).
- Tell students the letter is usually pronounced /s/, but sometimes it is pronounced /z/.
- Tell students an 's' at the beginning of a word will almost always be sounded /s/. However, in other positions in a word, especially at the end of words, the letter 's' is sometimes pronounced /z/.
- Place Sound Card 14 (*zigzag*) on the /z/ Sound Poster.
- Tell students some very common words have an 's' pronounced /z/ at the end.
- Write the following words on the board one at a time and have students read them: *is, his, as, has*.
- Explain the following strategy for reading: When you are reading and you see an 's', try pronouncing it /s/. If that does not sound right, try /z/.

Complete the Sentences

15 minutes

- Distribute and display Worksheet 3.1.
- Tell students four words are printed at the top of the worksheet. Each of these words completes one of the sentences printed below.
- Ask students to read the first word.
- Complete the remaining three words in the same fashion. Be sure to point out all of the words end with /z/ spelled as 's'.
- Demonstrate reading the first sentence four times: once with the word *as*, once with the word *his*, once with the word *is*, and once with the word *has*.
- Ask students which word completes the sentence.
- Have students print the word *is* on the line provided, following your example.
- Continue demonstrating until students are ready to work independently.



Worksheet 3.1

If students need additional practice with the spelling alternative 's' for the sound /z/, you may have them complete Worksheet PP1 or complete the Pausing Point exercise "Jump at the Sound" and use the activities in Unit 6, Section II of the *Assessment and Remediation Guide*.

Pocket Chart Chaining for Reading



Pocket Chart Setup

If students need additional chaining practice, you may use any of the Pausing Point exercises addressing chaining and the activities in Unit 6, Section II of the *Assessment and Remediation Guide*.

Note: In this exercise you will chain four-sound words having either initial or final clusters. You will also chain words having final ‘s’ pronounced /s/ or /z/.

- Point to the letters and have students say the sounds, not the letter names. (Students should now say both /s/ and /z/ for the letter ‘s’.)
- Move the ‘p’, ‘a’, and ‘n’ cards to the center of your pocket chart to spell *pan*.
- Ask a student to read the word.
- Add the ‘t’ card to the end of *pan* and say to the class, “If that is *pan*, what is this?”
- Ask a student to read the word (*pant*).
- Complete the remaining chains.

1. pan > pant > punt > runt > bunt > bust > rust > gust > gut > nut
2. rips > tips > sips > sip > slip > slap > sap > sat > at > as > is

Teacher Demonstration

Demonstration Story: “Kit’s Hats”



Note: In this story, the uppercase letters ‘K’ and ‘H’ and the spelling ‘s’ for the sound /z/ are used. Uppercase ‘H’ does not look like lowercase ‘h’. Tell students ‘H’ is another way of writing the letter ‘h’, i.e., it is the uppercase version of ‘h’.

Purpose for Reading

- Tell students they will read a story about Kit’s hats. Ask students to pay special attention to the story so they can tell you what kind of hats Kit has.

Reading the Story

- Display the story “Kit’s Hats” using the *Kit* Big Book or Media Disk.
- Have students read the title of the story.
- Read the story “Kit’s Hats” once without interruption, running a finger beneath the words as you read them.
- Point to *Kit’s* in the title and explain the little mark in *Kit’s* is called an apostrophe. Have students say *apostrophe*.
- Tell students an apostrophe can be used to show ownership. Here the apostrophe shows the hats belong to Kit.
- Read the story a second time, pausing to point out words with apostrophes and the spelling ‘s’ pronounced /z/.

- If you have time, read the story again, having students read individual sentences.

Wrap-Up

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

Reminder: Please discuss these questions orally.

Discussion Questions on “Kit’s Hats”

1. *Literal* What kinds of hats does Kit have? (Students should read the following sentences from the Big Book: “Kit has big hats.” “Kit has flat hats.” and “Kit has fun hats.”)
2. *Literal* Where does Kit keep her hats? (Students should indicate the illustration showing the hats in a closet and answer: Kit keeps her hats in the closet.)
3. *Literal* How many hats does Kim have? (Students should refer to the illustration and answer: Kit has 9 hats.)
4. *Literal* Who is the main character in this story? (The main character in this story is Kit.)
5. Do you have questions you would like to ask to clarify your understanding of the story?

Take-Home Material

Take-Home Story: “Kit”

- Have students give Worksheet 3.2 to a family member.

Supplemental Resources

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

- Newly decodable words:

- | | |
|---------|----------|
| 1. is* | 8. damp |
| 2. as* | 9. camp |
| 3. his* | 10. desk |
| 4. has* | 11. rust |
| 5. its* | 12. risk |
| 6. and* | 13. pond |
| 7. ask* | 14. lump |

- Chains:

1. tent > tend > lend > land > hand > had > has > his > is > as
2. step > stop > slop > slip > flip > flop > plop > prop > drop > drip

- Phrases and Wiggle Cards:

1. step in hot sand
2. swim in pond
3. clap and snap
4. frog on log
5. get a gift
6. jump on bed
7. dust desk
8. sip his milk
9. has bump on leg
10. bug on hand

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average, between 140 and 192 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average, between 170 and 217 of those words would be completely decodable.
- The sound /z/ is the 11th most common sound in English.
- The sound /z/ is found in approximately 20 percent of English words.
- The sound /z/ is spelled 's' approximately 90 percent of the time.
- The spelling alternative 'zz' as in *buzz* is taught later in this grade.
- The spelling alternatives 'se' as in *cause* and 'ze' as in *bronze* are taught in later grades.

Lesson 4

Tricky Spelling

✓ Objectives

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

- ✓ Orally blend sounds to form words, e.g., given the sounds /k/ . . . /a/ . . . /t/, blend to make *cat* (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 's' or 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, and 'x' for /x/ (RF.K.1b)
- ✓ Read and write words in which 's' > /s/ as in *cats* or /z/ as in *dogs*
- ✓ Use regular plural nouns orally by adding /s/, /z/, or /es/ (L.K.1c)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and trace, copy, and write letters (L.K.1a)
- ✓ Read aloud in a group, with a partner or alone, for at least 15 minutes each day (RL.K.10)
- ✓ Identify the parts of books and function of each part (front cover, back cover, title page, table of contents) (RI.K.5)
- ✓ Demonstrate correct book orientation by holding books correctly and turning pages (RI.K.5)
- ✓ Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back) (RF.K.1a)
- ✓ Point to each word in a line of print while reading aloud (RF.K.1c)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Describe familiar people, places, things, and events and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Ask and answer questions to clarify information in a fiction text (SL.K.2)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Oral Blending and Sound/Spelling Review	Large Cards for 'm', 'n', 't', 'd', 'c', 'k', 'g', 's', 'z', 'p', 'b', 'w', 'j', 'y', 'x', 'i', 'e', 'a', 'u', 'o'; Sound Card 26 (<i>pans</i>)	10
Reviewing the Tricky Spelling	The Sounds /s/ and /z/ in Plural Nouns and in Verbs		15
	Word Sort	pencil; Worksheet 4.1; projection system	15
Partner Reading-Reading Time	"Kit's Hats"	<i>Kit Reader</i>	20
Take-Home Material	Label the Picture	Worksheet 4.2	*

Warm-Up

10 minutes

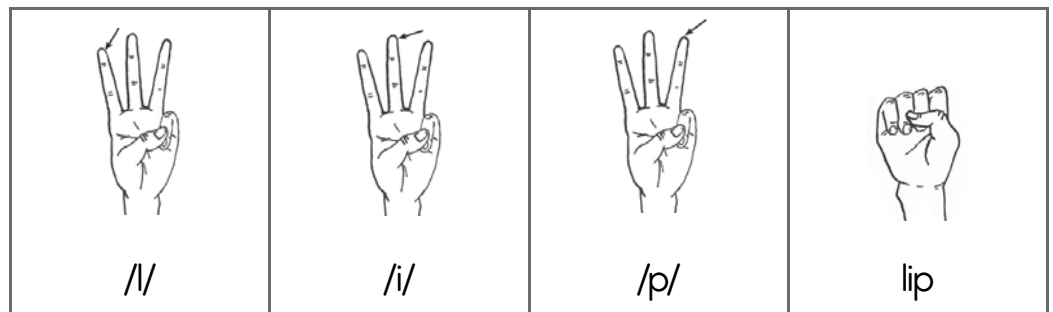
Oral Blending and Sound/Spelling Review

Part A

If students need additional blending practice, you may use the Pausing Point exercise "Relay Blending" and the activities in Unit 6, Section I of the *Assessment and Remediation Guide*.

You may use any of the motions previously taught. However, finger blending indicates how many sounds are in a word and easily allows for words with up to five sounds.

- Tell students you will say sounds for them to blend into words.
- Be sure to use the blending motion depicted or one of the motions previously taught.
- Say the words listed in a segmented fashion. The first five words are in a chain and the last five words belong to the same category. Have students tell you the category.



1. (3) /l/ /i/ /p/ > lip
2. (4) /l/ /i/ /m/ /p/ > limp
3. (4) /l/ /a/ /m/ /p/ > lamp
4. (4) /l/ /u/ /m/ /p/ > lump
5. (5) /s/ /l/ /u/ /m/ /p/ > slump
6. (4) /s/ /t/ /a/ /n/ > Stan
7. (4) /k/ /r/ /i/ /s/ > Chris
8. (4) /s/ /k/ /o/ /t/ > Scott
9. (4) /b/ /r/ /a/ /d/ > Brad
10. (5) /g/ /r/ /a/ /n/ /t/ > Grant

Part B

If students are ready to review 25 spellings instead of the 20 listed here, use the Large Cards for all of the spellings taught.

- Review the Large Cards listed in the At-a-Glance chart.
- Tell students you will show a card with a spelling and you want them to provide the sound.
- Hold up the Large Card for 'm'.
- Add Sound Card 26 (*pans*) to the 's' Sound Poster.
- Have students say the sound, not the letter name. (When you show the card for 's', be sure students say both sounds, /s/ and /z.)

Reviewing the Tricky Spelling

30 minutes

The Sounds /s/ and /z/ in Plural Nouns and in Verbs

15 minutes

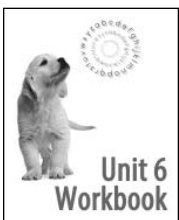
- Tell students the letter 's' is added to the end of some words to show we are talking about more than one thing. (You can introduce the word *plural* here if you wish.)
- Write the word *hat* on the board and ask students to read it.
- Write *hats* on the board and explain the final 's' shows there is more than one hat.
- Point out, in this case, the 's' is pronounced /s/.
- Write the word *kid* on the board and ask students to read it.
- Write the word *kids* on the board and point out that the final 's' shows there is more than one kid. In this case, the 's' is pronounced /z/: /k/ /i/ /d/ /z/. Stretch out the final sound so students can hear it.
- Summarize by explaining the letter 's' for plurals is sometimes sounded /s/ and sometimes sounded /z/.
- Point out to students for the next several lessons, any 's' pronounced /z/ will be printed in thick, bold letters in stories and on most worksheets.

Word Sort

15 minutes

- Distribute and display Worksheet 4.1.
- Ask students to read the first word.
- Ask students if the 's' in *legs* is pronounced like the 's' in *cats* (/s/) or the 's' in *dogs* (/z/).
- Have students write *legs* in the second column, following your example.
- Continue demonstrating until students are ready to work independently.

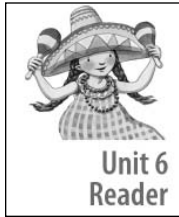
Note: The words in the box on the front of the worksheet are plural nouns. Those in the box on the back of the worksheet are verbs showing action.



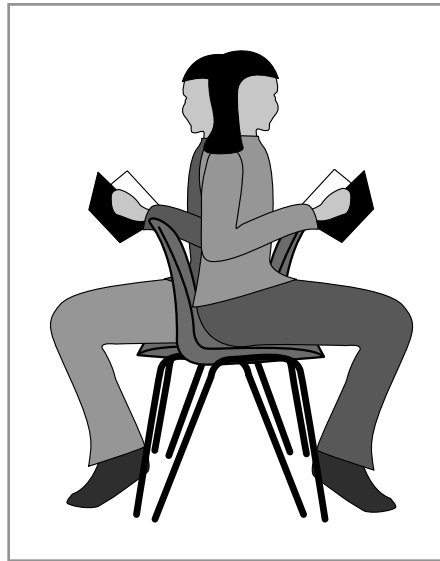
Worksheet 4.1

If students need additional practice with tricky spelling 's', you may use the activities in Unit 6, Section II of the *Assessment and Remediation Guide*.

“Kit’s Hats”



- Tell students they will receive their own copy of the book *Kit*. Explain to students they will have time each day to read at least one story in this book. Students will work together with a partner to read each story aloud.
- Call one student to the front of the room to act as your partner. Model for students the correct seating position for partner reading as shown below. Ensure students are sitting shoulder to shoulder to facilitate voices directed at the partner’s ear.



- Demonstrate partner reading using Student Readers, taking turns reading aloud from the previous story, “Kit.” Model running your finger under the printed text on each page, both when you are reading aloud, as well as when you are listening to your partner; explicitly prompt your partner to do the same. You may also want to demonstrate making a mistake when reading and encourage your partner to assist and correct you.
- Review any other rules for partner reading, such as reading just loud enough so only your own partner hears you and the locations in the classroom partners are permitted to use to read together, etc.
- Divide students into pairs, distributing a copy of the Reader to each student.
- Tell students this book is the same as the Big Book from which they have been reading. It includes all of the stories, but is smaller in size so it is easy for them to handle and read. They will read the entire book over the course of this unit.
- Guide students as they explore various parts of the book, calling attention to the cover, title, and title page. Call specific attention to the Table of Contents, explaining this page lists the titles of all of the stories included in the book and the page number for the beginning of each story.

If students need additional reading practice, you may use any of the Pausing Point exercises addressing reading and the activities in Unit 6, Section III of the *Assessment and Remediation Guide*.

- Ask students to read the names of the first three titles, telling you the page number for each story. Ask students to turn to the story “Kit’s Hats” on page 23. Tell students to take turns reading one page at a time aloud. Remind them to run their finger under each word of text both as they are reading aloud, as well as when listening to their partner.
- Tell students if they have difficulty sounding out a word, they should ask their partner for help in sounding out the word together. If they are still experiencing trouble, encourage them to raise their hands so you can assist them.
- Encourage students who finish early to reread the same story, but this time switch roles. If time still remains, tell students they may reread the stories “Kit” or “Kit and Stan.” They should not read ahead.

Take-Home Material

Label the Picture

- Have students give Worksheet 4.2 to a family member.

Supplemental Resources

- Newly Decodable Words:

- | | | |
|---------|---------|----------|
| 1. hums | 5. ends | 9. digs |
| 2. legs | 6. runs | 10. beds |
| 3. dogs | 7. bags | 11. wins |
| 4. kids | 8. pigs | 12. jogs |

- Chains:

1. in > fin > fins > pins > bins > wins > wind > win > pin > spin
2. at > rat > rats > hats > hits > huts > guts > gets > get > bet

- Phrases and Wiggle Cards:

- | | |
|-------------|----------------------|
| 1. has bags | 6. his dog runs |
| 2. pops gum | 7. pigs in pens |
| 3. big dogs | 8. cats and dogs |
| 4. tin cans | 9. rugs and mats |
| 5. jump up | 10. kids nap in beds |

Lesson 5

✓ Objectives

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

- ✓ Orally blend sounds to form words, e.g., given the sounds /k/ . . ./a/ . . ./t/, blend to make *cat* (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 's' or 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, and 'x' for /x/ (RF.K.1b)
- ✓ Recognize and name the 26 letters of the alphabet in lowercase form while singing "The Alphabet Song" (RF.K.1d)
- ✓ Read aloud in a group, with a partner, or alone at least 15 minutes each day (RL.K.10)
- ✓ Identify the parts of books and function of each part (front cover, back cover, title page, table of contents) (RI.K.5)
- ✓ Demonstrate correct book orientation by holding books correctly and turning pages (RI.K.5)
- ✓ Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back) (RF.K.1a)
- ✓ Point to each word in a line of print while reading aloud (RF.K.1c)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Read and write words in which 's' > /s/ as in *cats* or /z/ as in *dogs*
- ✓ Describe familiar people, places, things, and events and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Ask and answer questions to clarify information in a fiction text (SL.K.2)
- ✓ With prompting and support, answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, and setting in the story "Kit's Cats" (RL.K.3)
- ✓ With prompting and support describe illustrations from the fiction text, "Kit's Cats" using the illustrations to check and support comprehension of the story (RL.K.7)
- ✓ Explain the meaning of an apostrophe in the story while reading orally (L.K.2b)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Oral Blending and Sound/Spelling Review	Large Cards for 'm', 'n', 't', 'd', 'c', 'k', 'g', 's', 'z', 'p', 'b', 'w', 'j', 'y', 'x', 'i', 'e', 'a', 'u', 'o'	10
Reviewing the Letter Names	Letter Name Review	display-size lowercase alphabet strip; all Large Card letters	10
Teacher Demonstration	Demonstration Story: "Kit's Cats"	<i>Kit</i> Big Book or Media Disk	20
Small Group-Reading Time	"Kit's Cats"	<i>Kit</i> Big Book and Reader	20
Take-Home Material	Word Wheel Worksheet	Worksheet 5.1	*

Warm-Up

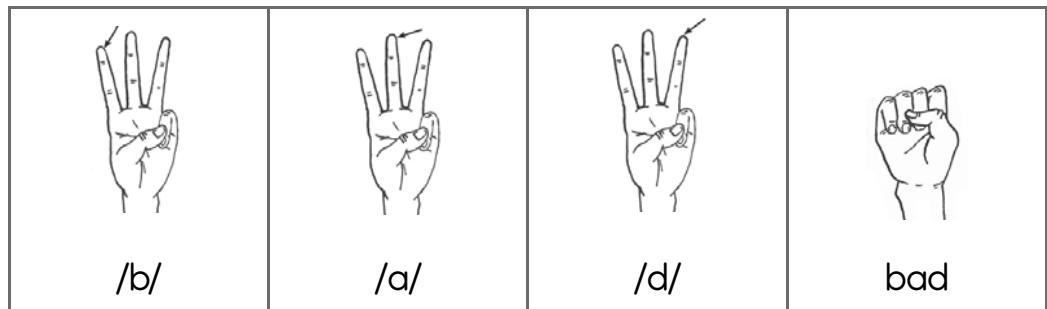
10 minutes

Oral Blending and Sound/Spelling Review

Part A

If students need additional blending practice, you may use the Pausing Point exercise "Relay Blending" and the activities in Unit 6, Section I of the *Assessment and Remediation Guide*.

- Tell students you will say sounds for them to blend into words.
- Be sure to use the blending motion depicted or one of the motions previously taught.
- Say the words listed in a segmented fashion. The first five words are in a chain and the last five words belong to the same category. Have students tell you the category.



1. (3) /b/ /a/ /d/ > bad
2. (4) /b/ /a/ /n/ /d/ > band
3. (4) /l/ /a/ /n/ /d/ > land
4. (4) /l/ /e/ /n/ /d/ > lend
5. (5) /b/ /l/ /e/ /n/ /d/ > blend
6. (4) /s/ /w/ /i/ /m/ > swim
7. (4) /j/ /u/ /m/ /p/ > jump
8. (4) /t/ /r/ /i/ /p/ > trip
9. (4) /s/ /k/ /i/ /p/ > skip
10. (4) /l/ /i/ /m/ /p/ > limp

Part B

- Following your established procedures, review the Large Cards and/or Sound Posters listed in the At-a-Glance chart.

Letter Name Review

For the first part of this exercise you could also use the Large Cards.

If students need additional practice with letter names or alphabetical order, you may use any of the Pausing Point exercises listed under "Know Letter Names" and the activities in Unit 6, Section II of the *Assessment and Remediation Guide*.

- Refer to the lowercase alphabet strip or lowercase letters written on the board.
- If students are ready, ask a student to lead the class in reciting or singing the letter names. Have him or her point to each letter with a pointer in alphabetical order, slowly reciting or singing the alphabet with students.
- Several students may take turns.
- Gather the Large Cards for the 26 letters of the alphabet.
- Hold up a card and have students say the name of the letter printed on it.
- Review the remaining cards.

Teacher Demonstration

20 minutes

Demonstration Story: "Kit's Cats"

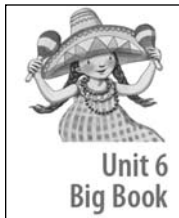
Note: In this story, the uppercase letters 'K' and 'C' and the spelling 's' for the sound /z/ are used.

Challenging Vocabulary

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

1. lap—to drink a liquid by scooping it up with the tongue

- Tell students you are going to write a word from today's story on the board before they listen to the story.
- Write the word, *lap*, on the board, letter by letter, pausing to ask students to give the sound of the letter as soon as you write it. Ask students to blend and read the word after you have finished writing the complete word.
- Ask students if they know the meaning of the word, *lap*. If students do not respond, ask everyone to place their hands in their *lap*, explaining one meaning of the word *lap* is a name for the part of your body/legs when you are seated.
- Explain to students that some words have more than one meaning, depending on how the word is used in a sentence. The word *lap* can also mean to drink, using one's tongue. Explain further this word is used most often when talking about animals drinking; for example, a dog might *lap* water from its bowl. In the story students are about hear they will hear the word *lap* used to describe some animals who are drinking.



Purpose for Reading

- Tell students they will read a story about Kit’s cats. Ask students to pay special attention to the story so that they can tell you some things Kit’s cats do.

Reading the Story

- Display the story “Kit’s Cats” using the *Kit* Big Book or Media Disk.
- Have students read the title of the story.
- Read the story “Kit’s Cats” once without interruption, running a finger beneath the words as you read them.
- Point to *Kit’s* in the title and remind students the little mark in *Kit’s* is called an apostrophe. Have students say *apostrophe*.
- Remind students an apostrophe can be used to show ownership. Here, the apostrophe shows the cats belong to Kit.
- Read the story a second time, pausing to point out words with apostrophes, the spelling ‘s’ pronounced /z/, and words with clusters.
- If you have time, read the story again.

Wrap-Up

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

Discussion Questions on “Kit’s Cats”

1. *Literal* Name some things that Kit’s cats do. (Students should refer back to the text as well as the illustrations to answer questions. Kit’s cats run fast.; Kit’s cats lap up milk.; Kit’s cats jump up on Kit’s bed.; The illustration on the last page also shows two cats sleeping and another cat playing with a hat.)
2. *Literal* How many cats does Kit have? (Kit has 3 cats.)
3. *Literal* Describe what Kit’s cats look like. (Accept reasonable answers based on the illustration.)
4. *Literal* Who is the main character in this story? (Kit is the main character in this story.)
5. *Literal* Referring to the illustrations, what is the setting of this story? (The setting of the story is inside Kit’s house.)
6. Do you have questions you would like to ask to clarify your understanding of the story?

Small Group: “Kit’s Cats”



If students finish early, they may use any of the supplemental materials.

If students need additional reading practice, you may use any of the Pausing Point exercises addressing reading and the activities in Unit 6, Section III of the *Assessment and Remediation Guide*.

Both this lesson and the following lesson have time designated for reading “Kit’s Cats” in small groups. Be sure to record anecdotal notes regarding your students’ reading abilities.

- 🔄 **Group 2:** Have students take out their Readers, sit with their partners, and take turns reading “Kit’s Cats” aloud. Encourage students to ask one another for help if they have trouble sounding out a word. Students who finish early should reread the stories “Kit’s Hats” and “Kit and Stan.” Students should not read ahead.
- 🔄 **Group 1:** Before reading the story, “Kit’s Cats,” write each of the words in the box below on the board, letter by letter, asking students to provide the sound of each letter as you write it. Ask students to blend and read the word after you have finished writing the complete word; have one or more students use the word in an oral sentence.

Note: When sounding out the word *has*, be sure to call students’ attention to the fact that the ‘s’ stands for the /z/ sound in this word.

1. has	2. fast	3. milk	4. jump
--------	---------	---------	---------

- Ask students to turn to the Table of Contents and locate the title “Kit’s Cats,” indicating the page on which this story starts (page 33). Have students turn to this page and read the title of the story. Ask students to point to the apostrophe in Kit’s name, explaining the use of the ‘s’ shows the cats belong to Kit.
- Let students know as they practice reading these stories, they may start to recognize words they have read before. Write the word *Kit’s* on the board, explaining, for example, they will see this word several times in this story. If they know the word, they can say it all at once, without sounding out each letter.
- Using an oral reading method of your choice, have students read the story aloud.
- Remind students to run their finger under each word as they read the story aloud. If they do not immediately recognize a word, they should sound it out letter by letter.
- Have students reread the story, if time permits.
- If time permits, students may read “Kit’s Hats” and “Kit and Stan” in the same fashion.

Take-Home Material

Word Wheel Worksheet

- Have students give Worksheet 5.1 to a family member.

Supplemental Resources

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

- Newly decodable words:

- | | |
|----------|-----------|
| 1. just* | 8. last* |
| 2. must* | 9. hand* |
| 3. went* | 10. best* |
| 4. help* | 11. west |
| 5. left* | 12. fast* |
| 6. next* | 13. test |
| 7. land | 14. milk |

- Chains:

- | |
|---|
| 1. at > fat > fast > last > list > mist > must > rust > rut > run |
| 2. an > and > hand > land > lad > lid > slid > slip > flip > clip |

- Phrases and Wiggle Cards:

- | | |
|--------------|--------------------|
| 1. left hand | 6. dog runs fast |
| 2. swim fast | 7. cat gets milk |
| 3. crab legs | 8. dust on desk |
| 4. drum set | 9. lamp on desk |
| 5. best band | 10. gulp milk fast |

Lesson 6

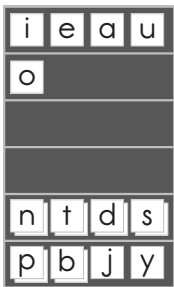
✓ Objectives

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

- ✓ Orally blend sounds to form words, e.g., given the sounds /k/ . . ./a/ . . ./t/, blend to make *cat* (RF.K.2d)
- ✓ Recognize and name the 26 letters of the alphabet in their lowercase form (RF.K.1d)
- ✓ 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 > bib* (RF.K.3b)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 's' or 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, and 'x' for /x/ (RF.K.1b)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)
- ✓ Identify the parts of books and function of each part (front cover, back cover, title page, table of contents) (RI.K.5)
- ✓ Demonstrate correct book orientation by holding books correctly and turning pages (RI.K.5)
- ✓ Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back) (RF.K.1a)
- ✓ Point to each word in a line of print while reading aloud (RF.K.1c)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Describe familiar people, places, things, and events and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Ask and answer questions to clarify information in a fiction text (SL.K.2)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Oral Blending and Alphabet Review	display-size lowercase alphabet strip	10
Chaining	Student Chaining	Chaining Folders; pocket chart; Small Cards and pocket chart cards for 'i', 'e', 'a', 'u', 'o', 'n' (2), 't' (2), 'd' (2), 's' (2), 'p' (2), 'b' (2), 'j', 'y'	20
Practicing Reading	Wiggle Cards	cards for <i>spin, jump, snap, clap, grin, bend, skip, trip</i>	10
Small Group-Reading Time	"Kit's Cats"	<i>Kit</i> Big Book and Reader	20
Take-Home Material	Take-Home Story: "Kit and Stan"	Worksheet 6.1	*

Advance Preparation



Pocket Chart Setup

Prepare the pocket chart and spelling cards as shown in the sidebar.

Write each of these words individually on index cards: *spin, jump, snap, clap, grin, bend, skip, trip*

Warm-Up

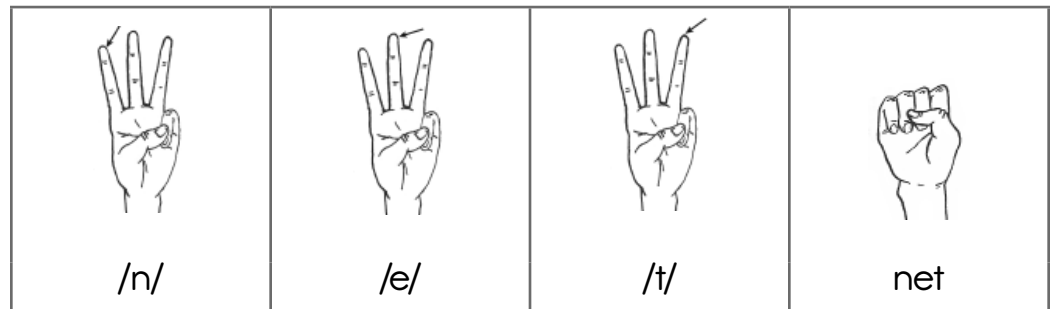
10 minutes

Oral Blending and Alphabet Review

Part A

If students need additional blending practice, you may use the Pausing Point exercise "Relay Blending" and the activities in Unit 6, Section I of the *Assessment and Remediation Guide*.

- Tell students you will say sounds for them to blend into words.
- Be sure to use the blending motion depicted below or one of the motions previously taught.



- Say the words listed below in a segmented fashion. The first five words are in a chain and the last five words belong to the same category. Have students tell you the category.

- | | |
|------------------------------------|-------------------------------------|
| 1. (3) /n/ /e/ /t/ > net | 6. (3) /r/ /u/ /n/ > run |
| 2. (3) /w/ /e/ /t/ > wet | 7. (3) /k/ /i/ /k/ > kick |
| 3. (4) /w/ /e/ /n/ /t/ > went | 8. (4) /j/ /u/ /m/ /p/ > jump |
| 4. (4) /w/ /e/ /p/ /t/ > wept | 9. (5) /s/ /t/ /o/ /m/ /p/ > stomp |
| 5. (5) /s/ /w/ /e/ /p/ /t/ > swept | 10. (5) /s/ /t/ /a/ /n/ /d/ > stand |

Part B

- Display a lowercase alphabet strip (or write the lowercase letters in alphabetical order on the board). Remind students these are all the letters of the English alphabet and when they are written in this order, we say the letters are in “alphabetical order.”
- Sing “The Alphabet Song” slowly, pointing to each letter as you sing its name. Be careful to enunciate each letter name using hand clapping to prevent “elemenohpee”—as some students tend to think it is one letter name. Sing: “el, (clap), em, (clap), en, (clap), oh, (clap), pee, (clap)”.
- Repeat at least one more time.
- If time permits, point to each letter in order, calling on students to name each letter.

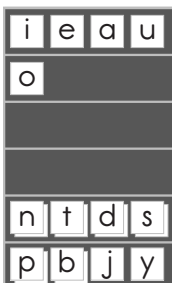
Chaining

20 minutes

Student Chaining



Chaining Folder



Pocket Chart Setup

- Ask students to take out their Chaining Folders and arrange the Small Cards on the folder, with the letters for vowel sounds along the top and the letters for consonant sounds along the bottom.
- Collect /x/ and /k/ cards from all students.
- Give each student two Small Cards showing a picture of the /s/ or /z/ sound (both spelled ‘s’) and two Small Cards showing a picture of the /p/ sound.
- Make sure students have cards for the following vowel spellings along the top of the folder: ‘i’, ‘e’, ‘a’, ‘u’, ‘o’.
- Make sure students have cards for the following consonant spellings along the bottom of the folder: ‘n’ (2), ‘t’ (2), ‘d’ (2), ‘s’ (2), ‘p’ (2), ‘b’ (2), ‘j’, ‘y’.
- Review the letter-sound correspondences by pointing to a letter on the pocket chart and having students say the sound.

For more student involvement, have a student use Large Cards to spell the words the other students have chained on their folders.

If students need additional practice spelling words with cards, you may use any of the Pausing Point exercises listed under “Spell up to Five-Sound Words with Cards” and the activities in Unit 6, Section II of the *Assessment and Remediation Guide*.

- Ask students to spell *net* in the middle of their Chaining Folders, starting on the left side at the green dot. While students are arranging cards, inspect as many Chaining Folders as you can. Ask a student to come to the pocket chart and spell the word *net*.
- If necessary, encourage students to correct what they have spelled on their Chaining Folders.
- When students have spelled *net*, say, “If that is *net*, show me *bet*.”
- Repeat for the remaining words in the chain.
- Once students have spelled the last word in the chain, have students return the Small Cards to their slots.
- Begin the next chain by saying the first word in the chain.

1. net > bet > yet > jet > jets > jots > jobs > bobs > bibs > bins
2. pat > spat > spot > pot > pop > top > stop > sop > sap > snap

Practicing Reading

10 minutes

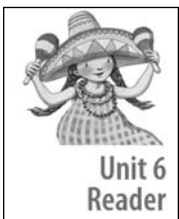
Wiggle Cards

- 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 card, have them read it, and let them perform the action.
- If you have time, repeat some or all of the cards.

Small Group-Reading Time

20 minutes

“Kit’s Cats”



If students finish early, have them use the Supplemental Materials.

If students need additional practice reading, you may use the activities in Unit 6, Section I of the *Assessment and Remediation Guide*.

Be sure to record anecdotal notes regarding your students’ reading abilities.

- ✪ **Group 2:** Have students take out their Readers, sit with their partners, and take turns rereading “Kit’s Cats” aloud. Students who finish early should reread the stories “Kit’s Hats” and “Kit and Stan”. They should not read ahead. Encourage students to ask one another for help if they have difficulty sounding out a word.
- ✪ **Group 1:** Ask students to turn to the Table of Contents and locate the title “Kit’s Cats,” indicating the page on which this story starts (page 33). Have students turn to this page and read the title of the story. Ask students to point to the apostrophe in *Kit’s* name, explaining the use of the apostrophe ‘s’ shows the cats belong to Kit.

- Let students know as they practice reading these stories, they may start to recognize words they have read before. Write the word Kit’s on the board, explaining, for example, they will see this word several times in this story. If they know the word, they can say it all at once, without sounding out each letter.
- Using an oral reading method of your choice, have students read the story aloud.
- Remind students to run their finger under each word as they read the story aloud. If they do not immediately recognize a word, they should sound it out letter by letter.
- Have students reread the story, if time permits.
- If time permits, students may read “Kit’s Hats” and “Kit and Stan” in the same fashion.

Take-Home Material

Take-Home Story: “Kit and Stan”

- Have students give Worksheet 6.1 to a family member.

Supplemental Resources

- Newly decodable words:

- | | |
|---------|----------|
| 1. drip | 6. fond |
| 2. welt | 7. grin |
| 3. blob | 8. plug |
| 4. spot | 9. dust |
| 5. vent | 10. wimp |

- Chains:

- | |
|--|
| 1. just > must > mist > mint > tint > tent > tend > lend > land > band |
| 2. blot > plot > plop > prop > drop > drip > grip > grim > trim > brim |

- Phrases and Wiggle Cards:

- | | |
|-----------------|--------------|
| 1. best buds | 6. jog west |
| 2. help him up | 7. glum kid |
| 3. must swim | 8. big pest |
| 4. felt sad | 9. fun trip |
| 5. hand in hand | 10. grip can |

Lesson 7

Reading

✓ Objectives

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

- ✓ Orally blend sounds to form words, e.g., given the sounds /k/ . . . /a/ . . . /t/, blend to make *cat* (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 's' or 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, and 'x' for /x/ (RF.K.1b)
- ✓ Recognize and name the 26 letters of the alphabet in their lowercase form (RF.K.1d)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and trace, copy, and write letters that are dictated (L.K.1a)
- ✓ Use spatial words, such as *down*, *left*, and *right*, while practicing handwriting (L.K.1e)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes a day (RL.K.10)
- ✓ Describe familiar people, places, things, and events and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Ask and answer questions to clarify information in a fiction text (SL.K.2)
- ✓ With prompting and support, answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters and setting in the story "Kit's Mom" (RL.K.3)
- ✓ With prompting and support describe illustrations from the fiction text "Kit's Mom" using the illustrations to check and support comprehension of the story (RL.K.7)
- ✓ Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud (RF.K.1a)

<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 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'w', 'j', 'i', 'e', 'a', 'u', 'o'	10
Dictation	Dictation with Words	pencils; Worksheet 7.1; projection system	20
Teacher Demonstration	Demonstration Story: "Kit's Mom"	<i>Kit</i> Big Book or Media Disk	10
Small Group-Reading Time	"Kit's Mom"	<i>Kit</i> Big Book and Reader	20
Take-Home Material	Take-Home Story: "Kit's Hats"	Worksheet 7.2	*

Warm-Up

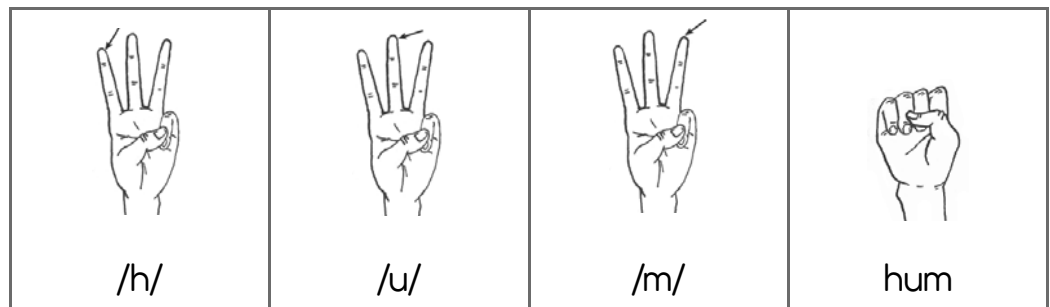
10 minutes

Oral Blending and Sound/Spelling Review

Part A

If students need additional blending practice, you may use the Pausing Point exercise "Relay Blending" and the activities in Unit 6, Section I of the *Assessment and Remediation Guide*.

- Tell students you will say sounds for them to blend into words.
- Be sure to use the blending motion depicted or one of the motions previously taught.
- Say the words listed in a segmented fashion. The first five words are in a chain and the last five words belong to the same category. Have students tell you the category.



- | | |
|------------------------------------|-------------------------------------|
| 1. (3) /h/ /u/ /m/ > hum | 6. (3) /sh/ /er/ /t/ > shirt |
| 2. (4) /h/ /u/ /m/ /p/ > hump | 7. (4) /s/ /k/ /er/ /t/ > skirt |
| 3. (4) /j/ /u/ /m/ /p/ > jump | 8. (4) /s/ /o/ /k/ /s/ > socks |
| 4. (4) /l/ /u/ /m/ /p/ > lump | 9. (5) /p/ /a/ /n/ /t/ /s/ > pants |
| 5. (5) /p/ /l/ /u/ /m/ /p/ > plump | 10. (5) /b/ /e/ /l/ /t/ /s/ > belts |

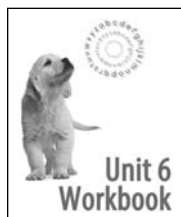
Part B

- Review the Large Cards listed in the At-a-Glance chart.
- Tell students you will be asking them to give both the sound and letter name when you show them a card. Ask for the sound first, then the name.

Dictation

20 minutes

Dictation with Words



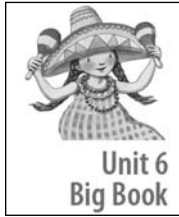
Worksheet 7.1

We recommend students use primary pencils.

If students need additional handwriting practice, you may use any of the Pausing Point exercises addressing handwriting.

- Distribute and display Worksheet 7.1.
- Tell students you are going to say a number of words for them to write on the worksheet.
- Say the word *let*. Then segment the word, raising one finger for each sound: /l/ (raise thumb) . . . /e/ (raise pointer finger) . . . /t/ (raise middle finger).
- Ask students how many sounds are in the word *let*.
- Ask students for the first sound in *let*.
- Direct students' attention to the first three lines on Worksheet 7.1. Have students write an 'l' on the first line, following your example.
- Repeat for the remaining two sounds and spellings in *let*.
- Model reading the word letter sound by letter sound to check for spelling accuracy.
- Demonstrate this process with at least one or two additional words before having students write the words independently.
- Remind students to refer to the Sound Posters as a reference.

- | | |
|---------|----------|
| 1. let | 6. slip |
| 2. sit | 7. swim |
| 3. run | 8. jump |
| 4. pot | 9. flip |
| 5. lips | 10. bend |



Demonstration Story: “Kit’s Mom”

Note: In this story, the uppercase letters ‘K’ and ‘M’ are used.

Purpose for Reading

- Tell students they will read a story about Kit’s mom. Ask students to pay special attention to the story so they can tell you when Kit’s mom gets up.

Reading the Story

- Display the story “Kit’s Mom” using the *Kit* Big Book or Media Disk.
- Have students read the title of the story.
- Read the story “Kit’s Mom” once without interruption, running a finger beneath the words as you read them.
- Point to *Kit’s* in the title and remind students the little mark in *Kit’s* is called an apostrophe. Have students say *apostrophe*.
- Remind students an apostrophe can be used to show ownership. Here, the apostrophe shows the mom belongs to Kit.
- Read the story a second time, pausing to point out words with apostrophes and words with clusters.
- If you have time, read the story again, having students read aloud.

Wrap-Up

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

Discussion Questions on “Kit’s Mom”

1. *Literal* What time does Kit’s mom get up? (Mom gets up at 6:00.)
2. *Literal* Who does Mom wake up first? (Mom wakes up Dad first.)
3. *Literal* Who feeds the cats? (Mom feeds the cats.)
4. *Literal* In the illustration on page 45, what does Mom wear on her feet? (Mom wears slippers on her feet.)
5. *Literal* In the illustration on page 47, who or what sleeps with Kim? (A cat and a teddy bear sleep with Kim.)
6. *Literal* In the illustration on page 49, what is Dad doing at the breakfast table? (Dad is reading at the breakfast table.)
7. *Literal* What is the setting of this story? (The setting of the story is inside Kit’s house.)
8. Do you have questions you would like to ask to clarify your understanding of the story?

“Kit’s Mom”



If students need additional reading practice, you may use any of the Pausing Point exercises addressing reading and the activities in Unit 6, Section I of the *Assessment and Remediation Guide*.

Both this lesson and the following lesson have time designated to read “Kit’s Mom” in small groups. This is a good time to record anecdotal notes regarding students’ reading performance.

🌀 **Group 2:** Have students take out their Readers, sit with their partners, and take turns reading “Kit’s Mom” aloud to one another. Students who finish early should reread the stories “Kit’s Cats” and “Kit’s Hats.” They should not read ahead. Encourage students to ask their partner for help if they have difficulty with a word.

🌀 **Group 1:** Before reading the story, “Kit’s Mom,” write each of the words in the box below on the board, letter by letter, asking students to provide the sound of each letter as you write it. Ask students to blend and read the word after you have finished writing the complete word; have one or more students use the word in an oral sentence.

- | | |
|---------|--------|
| 1. Mom | 4. six |
| 2. gets | 5. dad |
| 3. pets | |

- Ask students to turn to the Table of Contents and locate the title “Kit’s Mom,” indicating the page on which this story starts (page 43). Have students turn to this page and read the title of the story. Ask students to point to the apostrophe in Kit’s name, explaining the use of the apostrophe ‘s’ shows the mom in this story belongs to Kit.
- Let students know as they practice reading these stories, they may start to recognize words they have read before. Write the word *Kit’s* on the board, explaining, for example, they will see this word several times in this story. If they know the word, they can say it all at once, without sounding out each letter.
- Using an oral reading method of your choice, have students read the story aloud.
- Remind students to run their finger under each word as they read the story aloud. If they do not immediately recognize a word, they should sound it out letter by letter.
- Have students reread the story, if time permits.
- If time permits, continue having students read “Kit’s Cats” and “Kit’s Hats” in the same fashion.

Take-Home Material

Take-Home Story: "Kit's Hats"

- Have students give Worksheet 7.2 to a family member.

Supplemental Resources

- Newly decodable words:

- | | | |
|---------|---------|----------|
| 1. lent | 5. prod | 9. sand |
| 2. grip | 6. blab | 10. bump |
| 3. camp | 7. stun | 11. dent |
| 4. gust | 8. flap | 12. crud |

- Chains:

- | |
|--|
| 1. bran > brag > drag > drab > crab > grab > grub > rub > rut > rust |
| 2. twin > twig > swig > swim > swam > slam > slap > slab > scab > scam |

- Phrases and Wiggle Cards:

- | | |
|----------------|-----------------|
| 1. damp vest | 6. stop it |
| 2. just kids | 7. prop it up |
| 3. ant on twig | 8. slim and fit |
| 4. best grub | 9. big red drum |
| 5. grab him | 10. snap it up |

Lesson 8

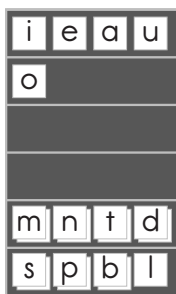
Rhyming Words

✓ Objectives

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

- ✓ Orally blend sounds to form words, e.g., given the sounds /k/ . . ./a/ . . ./t/, blend to make *cat* (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 's' or 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, and 'x' for /x/ (RF.K.1b)
- ✓ Recognize and produce rhyming words (RF.K.2a)
- ✓ 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* (RF.K.3b)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes a day (RL.K.10)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Oral Blending and Sound/Spelling Review	Large Cards for 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'w', 'j', 'i', 'e', 'a', 'u', 'o'	10
Introducing Rhyming Words	Do They Rhyme?		10
Chaining	Chain and Copy	pencils; primary paper; Chaining Folders; Small Cards; pocket chart; pocket chart cards for 'j', 'e', 'a', 'u', 'o', 'm' (2), 'n' (2), 't' (2), 'd' (2), 's' (2), 'p' (2), 'b' (2), 'l'	20
Small Group-Reading Time	"Kit's Mom"	<i>Kit</i> Big Book and Reader	20
Take-Home Material	Connect It	Worksheet 8.1	*



Pocket Chart Setup

Advance Preparation

Prepare the pocket chart and cards for chaining as shown in the sidebar.

Warm-Up

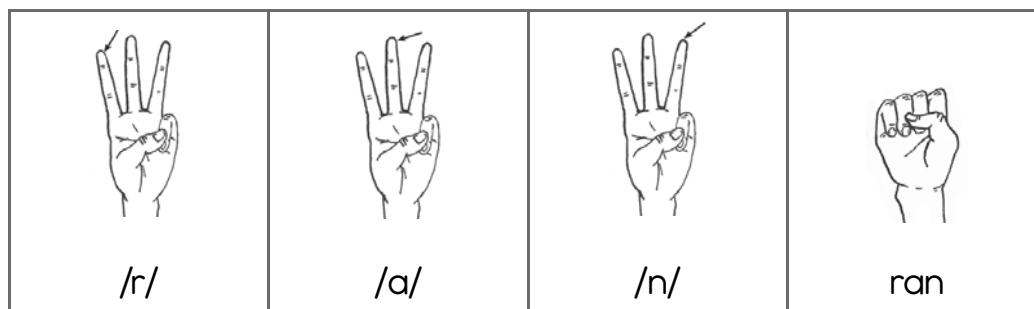
10 minutes

Oral Blending and Sound/Spelling Review

Part A

If students need additional blending practice, you may use the Pausing Point exercise “Relay Blending” and the activities in Unit 6, Section I of the *Assessment and Remediation Guide*.

- Tell students you will say sounds for them to blend into words.
- Be sure to use the blending motion depicted or one of the motions previously taught.
- Say the words listed in a segmented fashion. The first five words are in a chain and the last five words belong to the same category. Have students tell you the category.



- | | |
|--------------------------------------|---------------------------------------|
| 1. (3) /r/ /a/ /n/ > ran | 6. (3) /b/ /e/ /d/ > bed |
| 2. (4) /r/ /a/ /n/ /ch/ > ranch | 7. (3) /k/ /ou/ /ch/ > couch |
| 3. (5) /b/ /r/ /a/ /n/ /ch/ > branch | 8. (4) /d/ /e/ /s/ /k/ > desk |
| 4. (5) /b/ /r/ /a/ /n/ /d/ > brand | 9. (4) /l/ /a/ /m/ /p/ > lamp |
| 5. (4) /b/ /a/ /n/ /d/ > band | 10. (5) /k/ /ar/ /p/ /e/ /t/ > carpet |

Part B

- Review the Large Cards listed in the At-a-Glance chart.
- Point to a letter asking students to give the sound first and then the letter name.

Do They Rhyme?

- Tell students you are going to teach them about rhyming words.
- Tell students two words rhyme when they end with the same sounds.
- Give students some examples of rhyming words, e.g., *hat/cat*, *dog/hog*, *men/pen*, *bed/red*, etc.
- Give students a pair of words and ask if they rhyme.
- For contrast, say a pair of words that do not rhyme and ask if they rhyme.
- Complete the remaining word pairs in the same fashion.

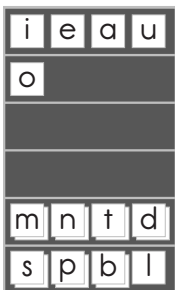
- | | |
|------------|-------------|
| 1. hot/pot | 6. bag/rag |
| 2. big/net | 7. pot/pan |
| 3. tip/sun | 8. leg/let |
| 4. hen/ten | 9. rip/lip |
| 5. fun/run | 10. fan/fin |

Chaining

Chain and Copy



Chaining Folder



Pocket Chart Setup

If students need additional handwriting practice, you may use any of the Pausing Point exercises addressing handwriting.

- Ask students to take out their Chaining Folders, a pencil, and a piece of paper.
- Collect the /j/ and /y/ cards from all students.
- Give each student one /l/ card and two /m/ cards.
- Make sure students have cards for the following vowel spellings along the top of the folder: 'i', 'e', 'a', 'u', 'o'.
- Make sure students have cards for the following consonant spellings along the bottom of the folder: 'm' (2), 'n' (2), 't' (2), 'd' (2), 's' (2), 'p' (2), 'b' (2), 'l'.
- Review the letter-sound correspondences by pointing to a letter on the pocket chart and having students say the sound.
- Assign student pairs.
- Tell students you are going to say some words. For each word you say, you want one person to spell the word using their Chaining Folder and the other person to copy the word.
- Ask students to spell *dip* in the middle of their Chaining Folders. While the students are arranging cards, inspect as many Chaining Folders as you can.
- Ask a student to come up to the pocket chart and spell *dip*.
- Encourage students to make any necessary corrections.

If students need additional practice spelling words with cards, you may use any of the Pausing Point exercises listed under “Spell up to Five-Sound Words with Cards” and the activities in Unit 6, Section II of the *Assessment and Remediation Guide*.

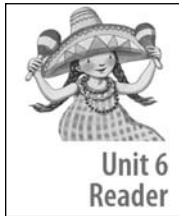
- Once students have chained and copied the word, say, “If that is *dip*, show me *lip*.”
- After students have chained and copied some of the words, have students switch roles.
- From time to time, choose a student to touch and say the individual sounds in a chained word and then read the word with the sounds blended together.

1. dip > lip > lop > plop > plot > slot > slat > slant > plant > pant
2. bump > pump > plump > slump > lump > lamp > lap > slap > slip > slit

Small Group-Reading Time

20 minutes

“Kit’s Mom”



Be sure to record anecdotal notes regarding your students’ reading performance.

- **Group 2:** Have students take out their Readers, sit with their partners, and take turns rereading “Kit’s Mom” aloud. Students who finish early should reread the stories “Kit’s Cats” and “Kit’s Hats.” They should not read ahead. Encourage students to ask their partner for help sounding out any difficult words.
- **Group 1:** Ask students to turn to the Table of Contents and locate the title “Kit’s Mom,” indicating the page on which this story starts (page 43). Have students turn to this page and read the title of the story. Ask students to point to the apostrophe in Kit’s name, explaining the use of the apostrophe before the ‘s’ shows the mom in this story belongs to Kit.
- Let students know as they practice reading these stories, they may start to recognize words they have read before. Write the word *Kit’s* on the board, explaining, for example, they will see this word several times in this story. If they know the word, they can say it all at once, without sounding out each letter.
- Using an oral reading method of your choice, have students read the story aloud.
- Remind students to run their finger under each word as they read the story aloud. If they do not immediately recognize a word, they should sound it out letter by letter.
- Have students reread the story, if time permits.
- If time permits, students may read “Kit’s Cats” and “Kit’s Hats.”

If students need additional practice reading, you may use the activities in Unit 6, Section II of the *Assessment and Remediation Guide*.

Take-Home Material

Connect It

- Have students give Worksheet 8.1 to a family member.

Supplemental Resources

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

- Newly decodable words:

- | | | | |
|-----------|----------|----------|-----------|
| 1. plant | 4. helps | 7. slept | 10. stems |
| 2. stand* | 5. spend | 8. strip | 11. crust |
| 3. steps | 6. plans | 9. stamp | 12. split |

- Chains:

- | |
|--|
| 1. swept > wept > wet > west > welt > belt > bent > sent > spent > spend |
| 2. trust > rust > runt > hunt > hut > hum > hump > bump > pump > plump |

- Phrases and Wiggle Cards:

- | | |
|-----------------|-----------------|
| 1. help mom mop | 6. sit on sand |
| 2. rust on fan | 7. plump bun |
| 3. red belt | 8. hen in nest |
| 4. last drop | 9. get in tent |
| 5. swept it up | 10. send him in |

Lesson 9

✓ Objectives

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

- ✓ Orally blend sounds to form words, e.g., given the sounds /k/ . . . /a/ . . . /t/, blend to make *cat* (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, and 'x' for /x/ (RF.K.1b)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and trace, copy, and write letters that are dictated (L.K.1a)
- ✓ Use spatial words, such as *down*, *left*, and *right*, while practicing handwriting (L.K.1e)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Describe familiar people, places, things, and events and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes a day (RL.K.10)
- ✓ Ask and answer questions to clarify information in a fiction text (SL.K.2)
- ✓ With prompting and support, answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters and setting in the story "Kit's Pants" (RL.K.3)
- ✓ With prompting and support describe illustrations from the fiction text "Kit's Pants" using the illustrations to check and support comprehension of the story (RL.K.7)
- ✓ Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud (RF.K.1a)
- ✓ Explain the use of an apostrophe while reading orally (L.K.2b)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Oral Blending and Sound/Spelling Review	Large Cards for 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'w', 'j', 'i', 'e', 'a', 'u', 'o'	10
Dictation	Dictation with Words	lowercase alphabet strip; pencils; primary paper	20
Teacher Demonstration	Demonstration Story: "Kit's Pants"	Kit Big Book or Media Disk	10
Partner Reading-Reading Time	"Kit's Pants"	Kit Reader	20
Take-Home Material	Take-Home Story: "Kit's Cats"	Worksheet 9.1	*

Warm-Up

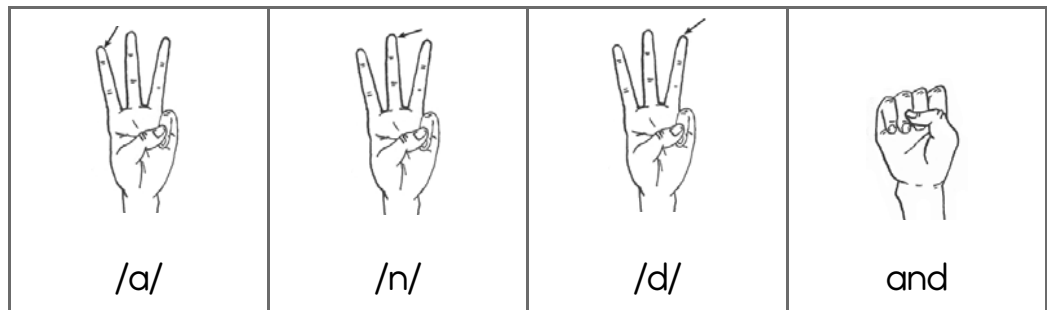
10 minutes

Oral Blending and Sound/Spelling Review

Part A

If students need additional blending practice, you may use the Pausing Point exercise "Relay Blending" and the activities in Unit 6, Section I of the *Assessment and Remediation Guide*.

- Tell students you will say sounds for them to blend into words.
- Be sure to use the blending motion depicted or one of the motions previously taught.
- Say the words listed in a segmented fashion. The first five words are in a chain and the last five words belong to the same category. Have students tell you the category.



1. (3) /a/ /n/ /d/ > and
2. (4) /h/ /a/ /n/ /d/ > hand
3. (4) /b/ /a/ /n/ /d/ > band
4. (4) /b/ /o/ /n/ /d/ > bond
5. (5) /b/ /l/ /o/ /n/ /d/ > blond
6. (3) /l/ /a/ /m/ > lamb
7. (3) /k/ /a/ /f/ > calf
8. (3) /ch/ /i/ /k/ > chick
9. (4) /p/ /u/ /p/ /ee/ > puppy
10. (5) /d/ /o/ /ng/ /k/ /ee/ > donkey

Part B

- Review the Large Cards listed in the At-a-Glance chart.
- Point to a letter and ask students to provide the sound and letter name.

Dictation

20 minutes

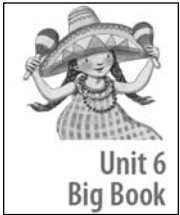
Dictation with Words

Dictation is much more difficult than reading. Be certain students can refer to a lowercase alphabet strip.

If students need additional handwriting practice, you may use any of the Pausing Point exercises addressing handwriting

- Ask students to take out a pencil and a piece of paper.
- Tell students you are going to say a number of words for them to write.
- Say the word *zip*. Then segment the word, raising one finger for each sound: /z/ (raise thumb) . . . /i/ (raise pointer finger) . . . /p/ (raise middle finger).
- Ask students how many sounds are in the word *zip*.
- Draw three lines on the board—one for each sound in *zip*. Have students do the same on their paper.
- Ask students for the first sound in *zip*. Fill in the first line on the board with the letter 'z'. Have students do the same on their paper.
- Repeat for the remaining two sounds and spellings in *zip*.
- Model reading the word letter sound by letter sound to check for spelling accuracy.
- Demonstrate this process with at least one or two additional words before having students write the words independently.
- Remind students to refer to the Sound Posters for reference.

- | | |
|---------|-----------|
| 1. zip | 6. twig |
| 2. jam | 7. stamp |
| 3. west | 8. slept |
| 4. frog | 9. pants |
| 5. fast | 10. drums |



Demonstration Story: “Kit’s Pants”

Note: In this story, the uppercase letters ‘K’ and ‘P’ and the contraction *can’t* are used.

Challenging Vocabulary

- Tell students you are going to write a word from today’s story on the board before they listen to the story.
- Write the word *camp* on the board, letter by letter, pausing to ask students to give the sound of the letter as soon as you write it. Ask students to blend and read the word after you have finished writing the complete word.
- Explain the meaning of *camp* as indicated below and use the word in a sentence or two.

1. **camp**—a place where children may go during the summer as part of their vacation; children learn and enjoy different activities like swimming or sports and often sleep in cabins or tents.
2. **can’t stand**—disliking something intensely

Purpose for Reading

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

Reading the Story

- Display the story “Kit’s Pants” using the *Kit* Big Book or Media Disk.
- Have students read the title of the story.
- Read the story “Kit’s Pants” once without interruption, running a finger beneath the words as you read them.
- Point to *Kit’s* in the title and remind students the little mark in *Kit’s* is an apostrophe which is used to show ownership. (The pants belong to Kit.)
- Point to *can’t* in the story and tell students the apostrophe in *can’t* does not show ownership but signals a contraction. The words *can* and *not* have been contracted, or shortened, into the single word *can’t*.
- Read the story a second time, pausing to point out words with apostrophes and words with clusters.
- If you have time, read the story again.

Wrap-Up

- Discuss the following questions as a class. Students should respond in complete sentences, incorporating the question stem in the answer. As a reminder, students should be reading the answers to the questions directly from the text or referring directly to the illustrations.

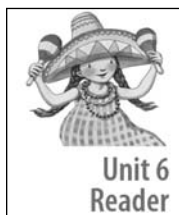
Discussion Questions on “Kit’s Pants”

1. *Literal* What does Kit lose? (Kit loses her pants.)
2. *Literal* Where does Kit lose her pants? (Kit loses her pants at camp.)
3. *Literal* Why is Kit’s mom mad about the lost pants? (Kim’s mom can’t stand lost pants.)
4. *Literal* Who are the main characters in this story? (Kit and her mom are the main characters in this story.)
5. Do you have questions you would like to ask to clarify your understanding of the story?

Partner Reading-Reading Time

20 minutes

“Kit’s Pants”



If students need additional reading practice, you may use the activities in Unit 6, Section III of the *Assessment and Remediation Guide*.

- Give each student a *Kit* Reader.
- Assign student pairs.
- Tell students to sit with their partners and take turns reading “Kit’s Pants” aloud.
- Encourage students to ask for help if they have difficulty with a word.
- Encourage students who finish early to reread the stories “Kit’s Mom” and “Kit’s Cats.” They should not read ahead.
- Listen to individuals read to their partner and record anecdotal notes on student progress.

Take-Home Material

Take-Home Story: “Kit’s Cats”

- Have students give Worksheet 9.1 to a family member.

Supplemental Resources

- Newly decodable words:

- | | | | |
|----------|----------|----------|-----------|
| 1. craft | 4. pants | 7. swift | 10. twist |
| 2. gifts | 5. lamps | 8. draft | 11. twigs |
| 3. frost | 6. grasp | 9. blast | 12. nests |

- Chains:

- | |
|---|
| 1. hug > mug > smug > slug > snug > snag > nag > bag > bags > bugs |
| 2. pond > pod > pad > lad > clad > clam > clams > slams > slaps > slips |

- Phrases and Wiggle Cards:

- | | |
|--------------|--------------------|
| 1. gulp milk | 6. crabs and clams |
| 2. can't run | 7. cramp in leg |
| 3. swift run | 8. sit at desk |
| 4. plump hen | 9. flags in wind |
| 5. big plums | 10. slept in tent |

Lesson 10

✓ Objectives

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

- ✓ Orally blend sounds to form words, e.g., given the sounds /k/ . . ./a/ . . ./t/, blend to make *cat* (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, and 'x' for /x/ (RF.K.1b)
- ✓ Recognize and name the 26 letters of the alphabet in lowercase form (RF.K.1d)
- ✓ Read words in which 's' > /s/ as in *cats* or /z/ as in *dogs*
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Describe familiar people, places, things, and events and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Read aloud in a group, with a partner, or alone at least 15 minutes a day (RL.K.10)
- ✓ Ask and answer questions to clarify information in a fiction text (SL.K.2)
- ✓ With prompting and support, answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters and setting in the story "Mumps" (RL.K.3)
- ✓ With prompting and support describe illustrations from the fiction text "Mumps" using the illustrations to check and support comprehension of the story (RL.K.7)
- ✓ Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud (RF.K.1a)
- ✓ Explain the use of the apostrophe while reading orally (L.K.2b)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Oral Blending and Sound/Spelling Review	Large Cards for 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'y', 'x', 'i', 'e', 'a', 'u', 'o'	10
Practice	Tap and Spell	marker; paper	20
Teacher Demonstration	Demonstration Story: "Mumps"	Kit Big Book or Media Disk	10
Small Group-Reading Time	"Mumps"	Kit Big Book and Reader	20
Take-Home Material	Take-Home Story: "Kit's Mom"	Worksheet 10.1	*

Advance Preparation

Gather or add to the Stomp and Spell cards you created for Unit 5, writing the vowel spellings 'a', 'i', 'o', 'e', and 'u' on separate cards. Then gather or add to the Stomp and Spell cards you created for Unit 5, writing the consonant spellings 's', 't', 'l', 'r', 'w', 'n', 'p', and 'c' on separate cards. You may consider laminating the cards for future use.

Warm-Up

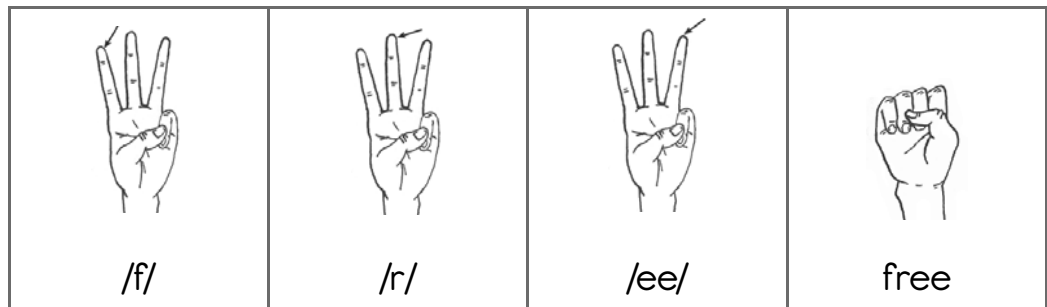
10 minutes

Oral Blending and Sound/Spelling Review

Part A

If students need additional blending practice, you may use the Pausing Point exercise "Relay Blending" and the activities in Unit 6, Section I of the *Assessment and Remediation Guide*.

- Tell students you will say sounds for them to blend into words.
- Be sure to use the blending motion depicted or one of the motions previously taught.
- Say the words listed in a segmented fashion. The first five words are in a chain and the last five words belong to the same category. Have students tell you the category.



- | | |
|----------------------------------|---------------------------------------|
| 1. (3) /f/ /r/ /ee/ > free | 6. (3) /ch/ /ee/ /z/ > cheese |
| 2. (3) /t/ /r/ /ee/ > tree | 7. (4) /b/ /r/ /e/ /d/ > bread |
| 3. (4) /t/ /r/ /ee/ /z/ > trees | 8. (4) /ch/ /i/ /p/ /s/ > chips |
| 4. (4) /b/ /r/ /ee/ /z/ > breeze | 9. (5) /g/ /r/ /ae/ /p/ /s/ > grapes |
| 5. (3) /b/ /ee/ /z/ > bees | 10. (5) /sh/ /r/ /i/ /m/ /p/ > shrimp |

Part B

- Review the Large Cards listed in the At-a-Glance chart.
- Ask students to provide the sound first and then the name of each letter.

Practice

20 minutes

Tap and Spell

If students need additional practice spelling words with cards, you may use any of the Pausing Point exercises listed under “Spell up to Five-Sound Words with Cards” and the activities in Unit 6, Section II of the *Assessment and Remediation Guide*.

- Arrange the spellings on the floor or on the board to resemble the setup on a pocket chart or Chaining Folder—vowel spellings on top, consonant spellings below.
- Choose a student to review the vowel spellings by tapping each one with his or her foot or a yardstick and calling out the appropriate sound.
- Choose a second student to review the consonant spellings in the same fashion.
- Select a third student and call out the word *wax* for the student to “tap spell.” The student should use his or her foot or a yardstick to tap each letter in the word to spell it, saying the sound of each spelling as he or she taps it.
- Repeat with the remaining words listed below.

- | | | | |
|--------|---------|----------|-----------|
| 1. rip | 4. rust | 7. slip | 10. crust |
| 2. nut | 5. spot | 8. went | 11. slept |
| 3. set | 6. twin | 9. spent | 12. spins |

Teacher Demonstration

10 minutes

Demonstration Story: “Mumps”

Note: In this story, the uppercase letters ‘M’ and ‘K’, the spelling ‘s’ for the sound /z/, and the contraction *can’t* are used.



Challenging Vocabulary

- Before reading today’s story, preview the following vocabulary with students. Write the word on the board and sound it out with students, explaining what it means.

1. **mumps**—a type of illness that involves swelling in the cheeks and neck

Purpose for Reading

- Tell students they are going to read a story about Kit being sick. Ask students to pay special attention to the story so they can tell you Kit’s illness.

Reading the Story

- Display the story “Mumps” using the *Kit* Big Book or Media Disk.
- Have students read the title of the story.
- Read the story “Mumps” once without interruption, running a finger beneath the words as you read them.
- Point to *can’t* in the story and remind students the apostrophe in “can’t” signals a contraction. The words *can* and *not* have been contracted, or shortened, into the single word *can’t*.
- Read the story a second time, pausing to point out words with apostrophes, the spelling ‘s’ pronounced /z/, and words with clusters.
- If you have time, read the story again, having students read aloud.

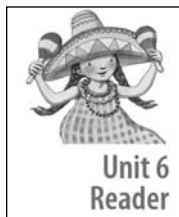
Wrap-Up

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

Discussion Questions on “Mumps”

1. *Literal* Why is Kit in bed? (Kit is in bed because she is sick.)
2. *Literal* What illness does Kit have? (Kit has mumps.)
3. *Literal* How does Kit feel? (Kit is sad.)
4. *Literal* Who is the main character in this story? (The main character in this story is Kit.)
5. *Literal* What is the setting of this story? (The setting of this story is Kit’s house.)
6. Do you have questions you would like to ask to clarify your understanding of the story?

“Mumps”



If students need additional reading practice, you may use any of the Pausing Point exercises addressing reading and the activities in Unit 6, Section III of the *Assessment and Remediation Guide*.

Both this lesson and the following lesson have time designated to read “Mumps” in small groups. Record anecdotal notes regarding your students’ reading performance and progress.

- 🌀 **Group 2:** Have students take out their Readers, sit with their partners, and take turns reading “Mumps” aloud to one another. Students who finish early should reread the stories “Kit’s Pants” and “Kit’s Mom.” They should not read ahead.
- 🌀 **Group 1:** Before reading the story, “Mumps,” write each of the words in the box below on the board, letter by letter, asking students to provide the sound of each letter as you write it. Ask students to blend and read the word after you have finished writing the complete word; have one or more students use the word in an oral sentence.

Note: When students sound out and read the words *has* and *is*, be sure to point out the ‘s’ at the end of these words stands for the /z/ sound. Also point out the use of the apostrophe in *can’t*, explaining the word *can’t* means can not.

1. has	3. mumps	5. jump
2. is	4. can’t	6. skip

- Ask students to turn to the Table of Contents and locate the title “Mumps,” indicating the page on which this story starts (page 57). Have students turn to this page and read the title of the story.
- Let students know as they practice reading these stories, they may start to recognize words they have read before. Write the word *Kit’s* on the board, explaining, for example, they will see this word several times in this story. If they know the word, they can say it all at once, without sounding out each letter.
- Using an oral reading method of your choice, have students read the story aloud.
- Students should run their finger under each word as they read the story aloud. If they do not immediately recognize a word, they should sound it out letter by letter.
- Have students reread the story, if time permits.
- If time permits, continue having students read “Kit’s Pants” and “Kit’s Mom” in the same fashion.

Take-Home Material

Take-Home Story: "Kit's Mom"

- Have students give Worksheet 10.1 to a family member.

Supplemental Resources

- Newly decodable words:

- | | | | |
|----------|----------|----------|-----------|
| 1. traps | 4. belts | 7. ponds | 10. masks |
| 2. drums | 5. tents | 8. jumps | 11. flags |
| 3. drift | 6. risk | 9. crest | 12. crisp |

- Chains:

- | |
|---|
| 1. pan > span > stan > stag > snag > snug > snub > sub > sob > slob |
| 2. run > runt > rent > tent > tents > tints > hints > hits > sits > slits |

- Phrases and Wiggle Cards:

- | | |
|--------------|------------------------|
| 1. hit drums | 6. snap at hand |
| 2. set traps | 7. dog jumps up |
| 3. red belts | 8. snug in bed |
| 4. red flags | 9. dad pumps gas |
| 5. scrub it | 10. kids swim in ponds |

Lesson 11

✓ Objectives

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

- ✓ Orally blend sounds to form words, e.g., given the sounds /k/ . . ./a/ . . ./t/, blend to make *cat* (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 's' or 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, and 'x' for /x/ (RF.K.1b)
- ✓ Recognize and name the 26 letters of the alphabet in lowercase form while singing "The Alphabet Song" (RF.K.1d)
- ✓ 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* (RF.K.3b)
- ✓ Recognize and produce rhyming words (RF.K.2a)
- ✓ Read aloud in a group, with a partner, or alone at least 15 minutes a day (RL.K.10)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Oral Blending and Alphabet Review	display-size lowercase letter strip	10
Chaining	Chain and Copy	pencils; primary paper; Chaining Folders; Small Cards; pocket chart; pocket chart cards for 'i', 'e', 'a', 'u', 'o', 'm' (2), 't' (2), 'd' (2), 'k', 's' (2), 'p' (2), 'b' (2), 'r'	20
Reviewing Rhyming Words	Make a Rhyme		10
Small Group-Reading Time	"Mumps"	<i>Kit</i> Big Book and Reader	20



Pocket Chart Setup

Advance Preparation

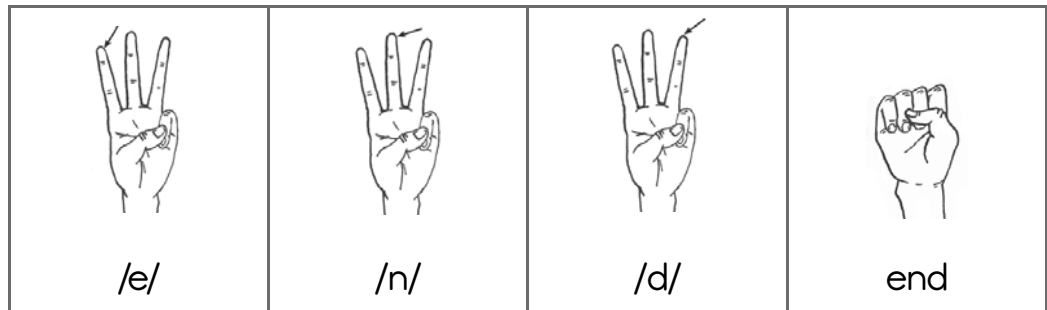
Prepare the pocket chart and cards as shown in the sidebar.

Oral Blending and Alphabet Review

Part A

If students need additional blending practice, you may use the Pausing Point exercise “Relay Blending” and the activities in Unit 6, Section I of the *Assessment and Remediation Guide*.

- Tell students you will say sounds they will blend into words.
- Be sure to use the blending motion depicted or one of the motions previously taught.
- Say the words listed in a segmented fashion. The first five words are in a chain and the last five words belong to the same category. Have students tell you the category.



- | | |
|------------------------------------|----------------------------------|
| 1. (3) /e/ /n/ /d/ > end | 6. (3) /r/ /e/ /d/ > red |
| 2. (4) /b/ /e/ /n/ /d/ > bend | 7. (3) /b/ /l/ /oo/ > blue |
| 3. (5) /b/ /l/ /e/ /n/ /d/ > blend | 8. (4) /g/ /r/ /ee/ /n/ > green |
| 4. (4) /l/ /e/ /n/ /d/ > lend | 9. (4) /b/ /l/ /a/ /k/ > black |
| 5. (4) /s/ /e/ /n/ /d/ > send | 10. (4) /b/ /r/ /ou/ /n/ > brown |

Part B

- Refer to and display a lowercase alphabet strip or the lowercase letters written in alphabetical order on the board. Remind students these are all the letters of the English alphabet and when they are written in this order, we say the letters are in “alphabetical order.”
- Following your established procedures, sing “The Alphabet Song” with students as you point to each letter.
- Repeat at least one more time.
- If time permits, point to each letter in order, calling on students to name each letter as you review the entire alphabet.

Chain and Copy



Chaining Folder

If students need additional handwriting practice, you may use any of the Pausing Point exercises addressing handwriting.



Pocket Chart Setup

If students need additional practice spelling words with cards, you may use any of the Pausing Point exercises listed under “Spell up to Five-Sound Words with Cards” and the activities in Unit 6, Section II of the *Assessment and Remediation Guide*.

- Ask each student to take out his or her Chaining Folder, a pencil, and a piece of paper.
- Collect the /l/ and /n/ cards.
- Give each student one Small Card of the /r/ sound ('r') and the /k/ sound ('k').
- Make sure students have cards for the following vowel spellings along the top of the folder: 'i', 'e', 'a', 'u', 'o'.
- Make sure students have cards for the following consonant spellings along the bottom of the folder: 'm' (2), 't' (2), 'd' (2), 'k', 's' (2), 'p' (2), 'b' (2), 'r'.
- Review letter-sound correspondences by pointing to a letter on the pocket chart and having students say the sound.
- Assign student pairs.
- Tell students you are going to say some words. For each word you say, you want one person to spell the word using their Chaining Folder and the other person to copy the word.
- Ask students to spell *rip* in the middle of their Chaining Folders. While students are arranging cards, look over as many Chaining Folders as you can.
- Ask a student to come up to the pocket chart and spell *rip*.
- If necessary, encourage students to correct what they have spelled on their Chaining Folders and papers.
- Once students have chained and copied the word, say, “If that is *rip*, show me *trip*.”
- After students have chained and copied some of the words, have students switch roles.
- From time to time, choose an individual student to touch and say the individual sounds in a chained word and then read the word with the sounds blended together.

1. rip > trip > trap > tap > tab > stab > stub > tub > tubs > rubs
2. risk > disk > desk > dusk > dust > bust > best > rest > rust > must

Make a Rhyme

If students need additional rhyming practice, you may use the activities in Unit 6, Section I of the *Assessment and Remediation Guide*.

- Remind students two words rhyme when they end with the same sounds.
- Give students some examples of rhyming words, e.g., *run/fun, van/pan, bug/rug, chop/hop, etc.*
- Tell students you are going to ask them to produce some rhyming words.
- Ask students for words rhyming with *hill*. Help students identify the ending sounds as /il/, pointing out the need to substitute different beginning sounds to create rhyming words.
- Complete the remaining words in the same fashion.

- | | |
|--------------------------------------|---------------------------------------|
| 1. hill (fill, still, thrill, chill) | 6. note (boat, wrote, vote, goat) |
| 2. week (cheek, leak, sneak, peak) | 7. look (book, took, crook, shook) |
| 3. rain (pain, gain, train, stain) | 8. sock (rock, clock, shock, knock) |
| 4. pop (hop, mop, stop, drop) | 9. sad (mad, dad, glad, bad) |
| 5. wet (bet, let, met, net) | 10. tease (bees, these, knees, trees) |

Small Group-Reading Time

“Mumps”



If students need additional reading practice, you may use any of the Pausing Point exercises addressing reading and the activities in Unit 6, Section III of the *Assessment and Remediation Guide*.

Record anecdotal notes regarding your students’ reading abilities.

- ❖ **Group 2:** Have students take out their Readers, sit with their partners, and take turns rereading “Mumps” aloud. Students who finish early should reread the stories “Kit’s Pants” and “Kit’s Mom.” They should not read ahead.
- ❖ **Group 1:** Before reading the story, “Mumps,” write *can’t* on the board and point out the use of the apostrophe. Explain that *can’t* means *can not*.
- Ask students to turn to the Table of Contents and locate the title, “Mumps,” indicating the page on which this story starts (page 57). Have students turn to this page and read the title of the story.
- Let students know as they practice reading these stories, they may start to recognize words they have read before. Write the word *Kit’s* on the board, explaining, for example, they will see this word several times in this story. If they know the word, they can say it all at once, without sounding out each letter.
- Using an oral reading method of your choice, have students read the story aloud.
- Remind students to run their finger under each word as they read the story aloud. If they do not immediately recognize a word, they should sound it out letter by letter.

- Have students reread the story, if time permits.
- If time permits, continue having students read “Kit’s Pants” and “Kit’s Mom” in the same fashion.

Supplemental Resources

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

- Newly decodable words:

- | | | |
|----------|----------|-----------|
| 1. held | 5. print | 9. fret |
| 2. cramp | 6. grub | 10. jump* |
| 3. bend | 7. clasp | 11. pant |
| 4. grab | 8. plum | 12. spot |

- Chains:

- | |
|--|
| 1. slip > slap > clap > clam > slam > slim > slip > snip > snap > snag |
| 2. tilt > wilt > wit > wim > swim > skim > skit > skid > skin > spin |

- Phrases and Wiggle Cards:

- | | |
|-----------------|-----------------|
| 1. dad is glad | 6. big plant |
| 2. mom has milk | 7. felt bad |
| 3. stamp it | 8. stand in tub |
| 4. rest in bed | 9. damp hat |
| 5. flip flops | 10. must get up |

Lesson 12

✓ Objectives

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

- ✓ Orally blend sounds to form words, e.g., given the sounds /k/ . . ./a/ . . ./t/, blend to make *cat* (RF.K.2d)
- ✓ Describe familiar people, places, things, and events and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, and 'x' for /x/ (RF.K.1b)
- ✓ Ask and answer questions to clarify information in fiction text read (SL.K.2)
- ✓ Recognize and name the 26 letters of the alphabet in lowercase form while playing a game (RF.K.1d)
- ✓ With prompting and support, answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ Recognize and produce rhyming words (RF.K.2a)
- ✓ With prompting and support, use narrative language to describe characters and setting in the story "Up" (RL.K.3)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)
- ✓ With prompting and support describe illustrations from the fiction text "Up" using the illustrations to check and support comprehension of the story (RL.K.7)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud (RF.K.1a)

<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 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'j', 'y', 'i', 'e', 'a', 'u', 'o'	10
Reviewing the Letter Names	Alphabet Soup	Small Cards for letters of the alphabet; container	10
Reviewing Rhyming Words	Make a Rhyme		10
Teacher Demonstration	Demonstration Story: "Up"	<i>Kit</i> Big Book or Media Disk	10
Whole Group-Reading Time	"Up"	<i>Kit</i> Reader	20
Take-Home Material	Take-Home Story: "Kit's Pants"	Worksheet 12.1	*

Advance Preparation

Prepare small slips of paper with one letter of the alphabet on each for the activity Alphabet Soup.

Warm-Up

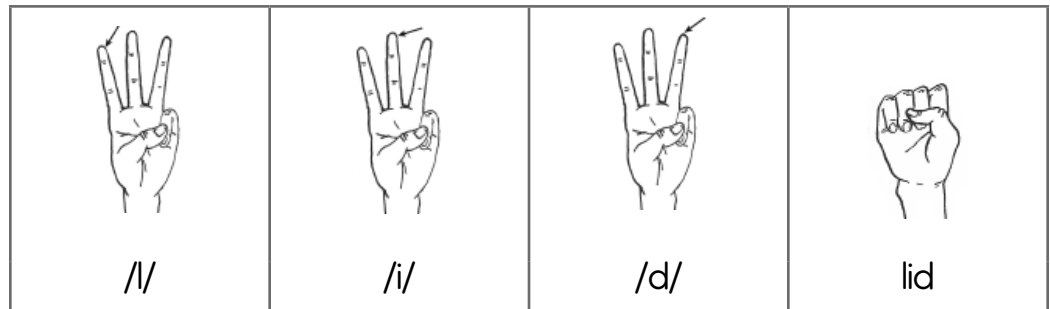
10 minutes

Oral Blending and Sound/Spelling Review

Part A

If students need additional blending practice, you may use the Pausing Point exercise "Relay Blending" and the activities in Unit 6, Section I of the *Assessment and Remediation Guide*.

- Tell students you will say sounds for them to blend into words.
- Be sure to use the blending motion depicted or one of the motions previously taught.
- Say the words listed in a segmented fashion. The first five words are in a chain and the last five words belong to the same category. Have students tell you the category.



- | | |
|------------------------------------|---------------------------------------|
| 1. (3) /l/ /i/ /d/ > lid | 6. (4) /k/ /u/ /p/ /s/ > cups |
| 2. (4) /l/ /i/ /d/ /s/ > lids | 7. (4) /f/ /or/ /k/ /s/ > forks |
| 3. (4) /b/ /i/ /d/ /s/ > bids | 8. (4) /n/ /ie/ /v/ /z/ > knives |
| 4. (4) /k/ /i/ /d/ /s/ > kids | 9. (5) /s/ /p/ /oo/ /n/ /z/ > spoons |
| 5. (5) /s/ /k/ /i/ /d/ /s/ > skids | 10. (5) /p/ /l/ /ae/ /t/ /s/ > plates |

Part B

- Review the Large Cards listed in the At-a-Glance chart.
- Ask students to provide the sound first, then the letter name.

Reviewing the Letter Names

10 minutes

Alphabet Soup

If students need additional practice with letter names, you may use any of the Pausing Point exercises listed under “Know Letter Names” and the activities in Unit 6, Section II of the *Assessment and Remediation Guide*.

- Place Small Cards for the 26 letters of the alphabet in a container.
- Have a student select a card, show it to the class, and say the name of the letter printed on the card and the sound or sounds the letter represents.
- Repeat with the remaining cards.

Reviewing Rhyming Words

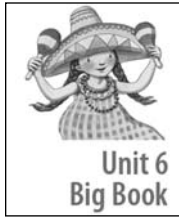
10 minutes

Make a Rhyme

If students need additional practice rhyming words, you may use the activities in Unit 6, Section I of the *Assessment and Remediation Guide*.

- Remind students two words rhyme when they end with the same sounds.
- Give students some examples of rhyming words, e.g., *wreck/deck*, *seem/team*, *shine/nine*, *make/take*, etc.
- Tell students you are going to ask them to produce some rhyming words.
- Ask students for some words that rhyme with *mice*.
- Complete the remaining words in the same fashion.

- | | |
|------------------------------------|--------------------------------------|
| 1. mice (nice, rice, twice, spice) | 6. soon (moon, noon, spoon, tune) |
| 2. chase (race, lace, space, face) | 7. kite (bite, light, fight, flight) |
| 3. tag (bag, rag, drag, brag) | 8. shock (rock, clock, sock, lock) |
| 4. red (bed, head, shed, bread) | 9. peach (beach, reach, teach, each) |
| 5. feet (seat, neat, sheet, heat) | 10. run (fun, sun, done, stun) |



Demonstration Story: “Up”

Note: In this story, the uppercase letters ‘U’, ‘K’, ‘M’, ‘J’, ‘T’, and ‘P’ are used.

Purpose for Reading

- Tell students they will read a story about Kit climbing something with her friends. Ask students to pay special attention to the story so they can tell you what Kit and her friends are climbing.

Reading the Story

- Display the story “Up” using the *Kit* Big Book or Media Disk.
- Have students read the title of the story.
- Read the story “Up” once without interruption, running a finger beneath the words as you read them.
- Read the story a second time, pausing to point out words with clusters.
- If you have time, read the story again, having students read aloud.

Wrap-Up

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

Discussion Questions on “Up”

1. *Literal* Who are the kids in the story? (Kit, Max, Jen, Kent, Ted, and Peg are the kids in the story.)
2. *Literal* Who is at the top? (Kit is at the top. Students should refer to illustration on page 69 and the sentence on page 64.)
3. *Literal* Who did Kit help up first? (Kit helps Max get up.)
4. *Literal* How many children are in the tree? (There are six children in the tree.)
5. *Literal* What is the setting of this story? (The setting of this story is outdoors in a tree.)
6. Do you have questions you would like to ask to clarify your understanding of the story?

“Up”

If students need additional practice reading, you may use the activities in Unit 6, Section III of the *Assessment and Remediation Guide*.

- Give each student a *Kit Reader*.
- Read the story “Up.”
- Using an oral reading method of your choice, have students read the story aloud.
- Remind students to run their finger under each word as they read the story aloud. If they do not immediately recognize a word, they should sound it out letter by letter.
- Have students reread the story, if time permits.
- If you finish early, read the stories “Mumps” and “Kit’s Pants” in the same fashion.

Take-Home Material**Take-Home Story: “Kit’s Pants”**

- Have students give Worksheet 12.1 to a family member.

Supplemental Resources

- Newly decodable words:

1. scrap	4. plump	7. desks	10. strap
2. stump	5. melts	8. clump	11. slips
3. spins	6. fists	9. blend	12. scrub

- Chains:

1. yet > met > melt > melts > belts > pelts > pets > pots > spots > slots
2. rib > rid > red > bred > bled > led > sled > fled > flex > flux

- Phrases and Wiggle Cards:

- | | |
|---------------|----------------------|
| 1. blond kid | 6. sit on stump |
| 2. mud clump | 7. melt in hand |
| 3. plump hens | 8. twigs in nest |
| 4. desk lamps | 9. hands and fists |
| 5. big tests | 10. cat rests on bed |

Lesson 13

✓ Objectives

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

- ✓ Orally blend sounds to form words, e.g., given the sounds /k/ . . ./a/ . . ./t/, blend to make *cat* (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, and 'x' for /x/ (RF.K.1b)
- ✓ Recognize and name the 26 letters of the alphabet in lowercase form while playing a game (RF.K.1d)
- ✓ 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* (RF.K.3b)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and trace, copy, and write letters (L.K.1a)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Oral Blending and Sound/Spelling Review	Large Cards for 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'j', 'y', 'i', 'e', 'a', 'u', 'o'	10
Reviewing the Letter Names	Letter Name Sprints	two cards for each of the letters of the alphabet	15
Chaining	Large Card Chaining	Large Cards for 'i', 'e', 'a', 'u', 'o', 'm', 'n', 't', 'd', 'k', 'f', 's' (2), 'p', 'b', 'l'	20
Practice	Word Box	pencils; Worksheet 13.1; projection system	15
Take-Home Material	Take-Home Story: "Mumps"	Worksheet 13.2	*

Advance Preparation

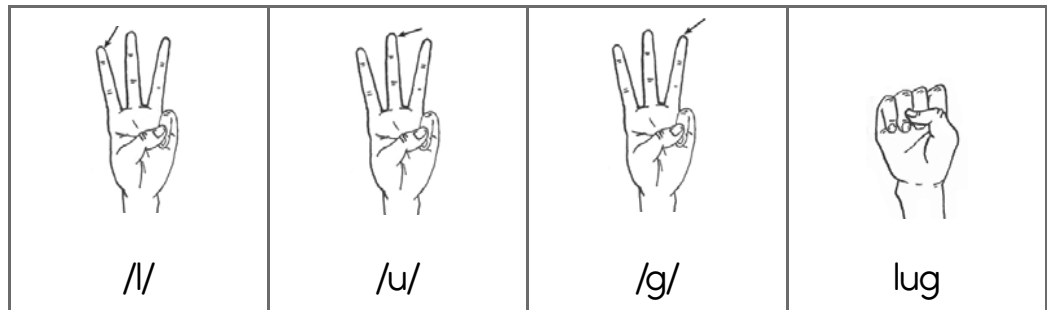
Prepare the cards for Letter Name Sprints by writing each letter of the alphabet on a large card or piece of paper. You will need two sets.

Oral Blending and Sound/Spelling Review

Part A

If students need additional blending practice, you may use the Pausing Point exercise “Relay Blending” and the activities in Unit 6, Section I of the *Assessment and Remediation Guide*.

- Tell students you will say sounds for them to blend into words.
- Be sure to use the blending motion depicted or one of the motions previously taught.
- Say the words listed in a segmented fashion. The first five words are in a chain and the last five words belong to the same category. Have students tell you the category.



- | | |
|------------------------------------|---------------------------------------|
| 1. (3) /l/ /u/ /g/ > lug | 6. (3) /t/ /ae/ /l/ > tail |
| 2. (4) /p/ /l/ /u/ /g/ > plug | 7. (4) /w/ /i/ /ng/ /z/ > wings |
| 3. (4) /s/ /l/ /u/ /g/ > slug | 8. (4) /f/ /i/ /n/ /z/ > fins |
| 4. (4) /s/ /l/ /u/ /m/ > slum | 9. (4) /k/ /l/ /aw/ /z/ > claws |
| 5. (5) /s/ /l/ /u/ /m/ /p/ > slump | 10. (5) /s/ /k/ /ae/ /l/ /z/ > scales |

Part B

- Review the Large Cards listed in the At-a-Glance chart.
- Ask students to give the sound first, then the name of each letter.

Reviewing the Letter Names

Letter Name Sprints

If students need additional practice with letter names, you may use any of the Pausing Point exercises listed under “Know Letter Names” and the activities in Unit 6, Section II of the *Assessment and Remediation Guide*.

- Place two sets of letter cards at the far end of the classroom, the gym, or the playground.
- Select two students to race.
- Call out a letter name.
- Have students race to grab a corresponding letter card and bring it back.
- The first student to return with the correct letter is the winner.
- Repeat with additional letter names.

Large Card Chaining

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

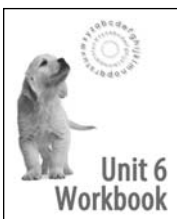
If students need additional practice spelling words with cards, you may use any of the Pausing Point exercises listed under “Spell up to Five-Sound Words with Cards” and the activities in Unit 6, Section II of the *Assessment and Remediation Guide*.

- Distribute the following Large Cards, reviewing each letter’s sound as you do: ‘i’, ‘e’, ‘a’, ‘u’, ‘o’, ‘m’, ‘n’, ‘t’, ‘d’, ‘k’, ‘f’, ‘s’ (2), ‘p’, ‘b’, ‘l’.
- Tell students if they are holding a card with a picture of a sound or letter in *pan*, they should go to the front of the room and stand in the order that spells *pan*. If necessary, help students with correct order.
- Once students are standing in place, ask a seated student to sound out the letters in the order they are arranged to verify that students at the front have spelled *pan* correctly.
- Say to students, “If that is *pan*, show me *span*.”
- Students should rearrange themselves to make the new word.
- Continue this process until all of the words in the first chain have been spelled.
- Have students trade cards.
- Proceed to the next chain.

1. pan > span > spat > sat > sap > lap > flap > flaps > flips > flops
2. mud > bud > bed > led > fled > sled > slid > skid > skids > kids

Practice

Word Box



Worksheet 13.1

If students need additional practice reading, you may use the activities in Unit 6, Section III of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 13.1.
- Ask students to read the first word.
- Ask which of the pictures match the word *milk*.
- Have students write *milk* under the picture of milk, following your example.
- Continue demonstrating until students are ready to work independently.

Take-Home Material

Take-Home Story: "Mumps"

- Have students give Worksheet 13.2 to a family member.

Supplemental Resources

- Newly decodable words:

- | | | |
|----------|----------|----------|
| 1. trust | 5. felt | 9. swept |
| 2. brand | 6. blond | 10. vest |
| 3. mint | 7. slim | 11. scab |
| 4. plug | 8. grump | 12. hint |

- Chains:

- | |
|---|
| 1. flap > lap > lab > cab > crab > crib > rib > rub > grub > grubs |
| 2. hit > fit > fits > fists > fist > mist > must > rust > crust > trust |

- Phrases and Wiggle Cards:

- | | |
|---------------|--------------------|
| 1. big hands | 6. stems and buds |
| 2. frogs flip | 7. cat jumps up |
| 3. red pants | 8. hands and fists |
| 4. scrub dog | 9. camp in tents |
| 5. get help | 10. mom helps dad |

Lesson 14

Reading

✓ Objectives

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

- ✓ Orally blend sounds to form words, e.g., given the sounds /k/ . . ./a/ . . ./t/, blend to make *cat* (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, and 'x' for /x/ (RF.K.1b)
- ✓ Recognize and name the 26 letters of the alphabet in lowercase form (RF.K.1d)
- ✓ Read and write one-syllable short vowel words with initial or final consonant blends/clusters and/or consonant digraphs (RF.K.3b)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and trace, copy, and write letters (L.K.1a)
- ✓ Use spatial words, such as *down*, *left*, and *right*, while practicing handwriting (L.K.1e)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Describe familiar people, places, things, and events and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Ask and answer questions to clarify information in a fiction text (SL.K.2)
- ✓ With prompting and support, answer questions (e.g., *who*, *what*, *where*, *when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support describe illustrations from the fiction text "Fast Fred" using the illustrations to check and support comprehension of the story (RL.K.3)
- ✓ With prompting and support describe the relationship between the illustrations and the story "Fast Fred" (RL.K.7)
- ✓ Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud (RF.K.1a)
- ✓ Name end punctuation while reading orally (L.K.2b)

<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 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'j', 'y', 'i', 'e', 'a', 'u', 'o'	10
Dictation	Dictation with Words	lowercase alphabet strip; pencils; primary paper	20
Teacher Demonstration	Demonstration Story: "Fast Fred"	<i>Kit</i> Big Book or Media Disk	10
Small Group-Reading Time	"Fast Fred"	<i>Kit</i> Big Book and Reader	20
Take-Home Material	Practice Pack	Worksheet 14.1	*

Warm-Up

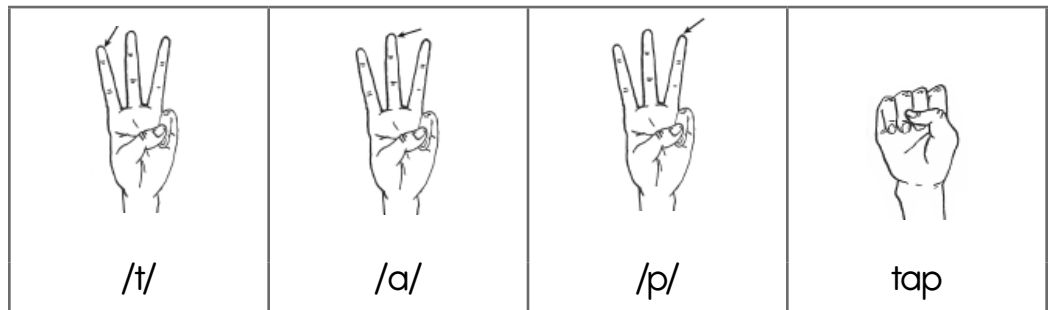
10 minutes

Oral Blending and Sound/Spelling Review

Part A

If students need additional blending practice, you may use the Pausing Point exercise "Relay Blending" and the activities in Unit 6, Section I of the *Assessment and Remediation Guide*.

- Tell students you will say sounds for them to blend into words.
- Be sure to use the blending motion depicted or one of the motions previously taught.
- Say the words listed in a segmented fashion. The first five words are in a chain and the last five words belong to the same category. Have students tell you the category.



1. (3) /t/ /a/ /p/ > tap
2. (3) /m/ /a/ /p/ > map
3. (3) /k/ /a/ /p/ > cap
4. (4) /k/ /l/ /a/ /p/ > clap
5. (5) /k/ /l/ /a/ /s/ /p/ > clasp
6. (3) /r/ /ae/ /n/ > rain
7. (4) /w/ /i/ /n/ /d/ > wind
8. (4) /s/ /t/ /or/ /m/ > storm
9. (5) /k/ /l/ /ou/ /d/ /z/ > clouds
10. (5) /th/ /u/ /n/ /d/ /er/ > thunder

Part B

- Review the Large Cards listed in the At-a-Glance chart.
- Ask students to give the sound first and then the letter name.

Dictation with Words

Be certain students can refer to a lowercase alphabet strip.

If students need additional handwriting practice, you may use any of the Pausing Point exercises addressing handwriting.

- Ask students to take out a pencil and a piece of paper.
- Tell students you are going to say a number of words for them to write.
- Say the word *vet*. Then segment the word, raising one finger for each sound: /v/ (raise thumb) . . . /e/ (raise pointer finger) . . . /t/ (raise middle finger).
- Ask students how many sounds are in the word *vet*.
- Draw three lines on the board—one for each sound in *vet*. Have students do the same on their paper.
- Ask students for the first sound in *vet*. Fill in the first line on the board with the letter ‘v’. Have students do the same on their paper.
- Repeat for the remaining two sounds and spellings in *vet*.
- Model reading the word letter sound by letter sound to check for spelling accuracy.
- Demonstrate this process with at least one or two additional words before having students write the words independently.
- Remind students to refer to the Sound Posters during the school day.

- | | |
|--------|-----------|
| 1. vet | 6. drum |
| 2. zip | 7. cost |
| 3. wet | 8. plums |
| 4. yes | 9. clamp |
| 5. jug | 10. plant |

Teacher Demonstration

Demonstration Story: “Fast Fred”



Note: In this story, the uppercase letters ‘K’, ‘F’, and ‘S’, quotation marks, a comma, and an exclamation point are used.

Challenging Vocabulary

- Before reading today’s story, preview the following vocabulary with students. Write the words on the board, help students sound them out, and explain their meaning.

- | |
|---|
| 1. gulp —to swallow in a hurried or greedy fashion |
| 2. pal —another word for friend |

Purpose for Reading

- Tell students they will read a story about Kit’s pal Fred. Ask students to pay special attention to the story so they can tell you what Fred is doing.

Reading the Story

- Display the story “Fast Fred” using the *Kit* Big Book or Media Disk.
- Have students read the title of the story.
- Read the story “Fast Fred” once without interruption, running a finger beneath the words as you read them.
- Point to the last sentence of the story and tell students it is enclosed in quotation marks. Have the students say *quotation marks*.
- Tell students quotation marks are used to indicate a person’s words. In this case, the quotation marks indicate Kit is saying, “Stop it, Fred!”
- Point to the comma in the last sentence. Tell students a comma signals the person reading to pause briefly.
- Point to the exclamation point at the end of the last sentence and explain that it is another punctuation mark (like a period). Have students say *exclamation point*.
- Tell students an exclamation point indicates something is being shouted out (exclaimed) because the speaker is very excited.
- Read the story a second time, pausing to point out the quotation marks, the comma, the exclamation point, and words with clusters.
- If you have time, read the story again.

Wrap-Up

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

Discussion Questions on “Fast Fred”

1. *Literal* What is Fred doing? (Fred is drinking milk in gulps.)
2. *Literal* What does Fred drink? (Fred drinks milk.)
3. *Literal* How does Fred get wet? (Fred gets wet when he spills the milk.)
4. *Literal* Who said, “Stop it, Fred!”? (Kit said, “Stop it, Fred!”)
5. *Literal* What is the setting of this story? (The setting of this story is at a table.)
6. *Literal* Who are the main characters in this story? (The main characters in this story are Kit and Fred.)
7. Do you have questions you would like to ask to clarify your understanding of the story?

“Fast Fred”



If students need additional reading practice, you may use any of the Pausing Point exercises addressing reading and the activities in Unit 6, Section III of the *Assessment and Remediation Guide*.

Both this lesson and the following lesson have time designated to read “Fast Fred” in small groups. Record anecdotal notes regarding students’ reading performance.

🕒 **Group 2:** Have students take out their Readers, sit with their partners, and take turns reading “Fast Fred” aloud. Students who finish early should reread the stories “Up” and “Mumps.” They should not read ahead.

🕒 **Group 1:** Before reading the story, “Fast Fred,” write each of the words in the box below on the board, letter by letter, asking students to provide the sound of each letter as you write it. Ask students to blend and read the word after you have finished writing the complete word. Have one or more students use the word in an oral sentence. Be sure to teach explicitly the meaning of *pal* and *gulps* as these are likely to be unfamiliar words for many students.

- | | | | |
|---------|----------|---------|----------|
| 1. fast | 3. pal | 5. milk | 7. pants |
| 2. Fred | 4. gulps | 6. desk | 8. stop |

- Let students know as they practice reading these stories, they may start to recognize words they have read before. Write the word *Kit’s* on the board, explaining, for example, they will see this word several times in this story. If they know the word, they can say it all at once, without sounding out each letter.
- Using an oral reading method of your choice, have students read the story aloud.
- Remind students to run their finger under each word as they read the story aloud. If they do not immediately recognize a word, they should sound it out letter by letter.
- On the next to the last page of the story (page 74), be sure to call students’ attention to the new punctuation in the last sentence, “Stop it, Fred!” explaining that quotation marks signal these are exact words someone (Kit) said. Also point out the exclamation mark is a signal that the words were said with emphasis. Provide students with other oral examples of sentences one might punctuate with an exclamation point.
- Have students read the story a second time.
- If time permits, continue having students read “Up” and “Mumps” in the same fashion.

Take-Home Material

Practice Pack

- Have students give Worksheet 14.1 to a family member.

Supplemental Resources

- Newly decodable words:

- | | | | |
|----------|----------|----------|-----------|
| 1. crabs | 4. plums | 7. flask | 10. plugs |
| 2. clams | 5. sleds | 8. tusks | 11. grabs |
| 3. blunt | 6. scalp | 9. rafts | 12. drags |

- Chains:

- | |
|---|
| 1. fist > mist > must > bust > dust > rust > rusts > rests > nests > nets |
| 2. lamp > limp > blimp > blip > flip > clip > clips > slips > slaps > snaps |

- Phrases and Wiggle Cards:

- | | |
|---------------|------------------|
| 1. twig snaps | 6. clots in milk |
| 2. fast sleds | 7. clasp on belt |
| 3. it skips | 8. claps hands |
| 4. leg cramp | 9. casts on legs |
| 5. drops drip | 10. gulps it up |

Lesson 15

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Student Performance Task Assessment	Letter Names and Rhyming Words	Part A: pencils; Worksheet 15.1; Part B: pencils; Worksheet 15.2; record sheet located at the end of this lesson	20
Small Group-Reading Time	“Fast Fred”	<i>Kit Big Book and Reader</i>	20
Student Performance Task Assessment	Reading Consonant Clusters	Part C, Part One: pencils; Worksheet 15.4;	20
	Analysis and Interpretation	Part C, Part Two: word cards located at the end of this lesson; Worksheet 15.3; record sheet located at the end of this lesson	
Practice	Label the Picture	Worksheets 15.5, 15.6	

Note to Teacher

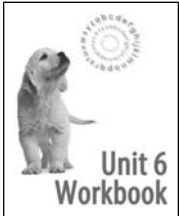
This is the final lesson of Unit 6. During this lesson, you will assess students to ascertain their understanding of the material presented in Unit 6.

Worksheets 15.1–15.6 are Student Performance Task Assessment worksheets. Worksheet 15.1 tests the students’ knowledge of letter names. Worksheet 15.2 tests the students’ understanding of rhyming words. The Part A and Part B assessments included on Worksheets 15.1 and 15.2 may be administered as group assessments. In Part C, Worksheets 15.3 and 15.4 test the students’ skill in reading words with consonant clusters. This portion of the assessment will be administered in two parts.

The Part C assessment consists of Parts One and Two. Part One is a whole-group activity required of all students. They will circle 10 words, one per row, as you pronounce each one-syllable CVC, CCVC, or CVCC word. After scoring Part One, you will determine which students need to complete Part Two. Students who scored 7 and below on Part One will need to complete Part Two. In Part Two, meet briefly with students individually to administer a 10-word reading assessment. The estimated time for each child is two to four minutes.

10 Letter Names and Rhyming Words

Part A (Letter Names)



Worksheets 15.1

If students need additional practice with letter names and rhyming words, you may use the activities in Unit 6, Section II of the *Assessment and Remediation Guide*.

- Distribute Worksheet 15.1.
- Direct students’ attention to the first row of letters.
- Tell students to circle the letter ‘b’ (“bee”).
- Complete the remaining items using the same format. (There are additional items on the back of the worksheet.)
- Assign one point for each item circled correctly.

1. ‘b’	4. ‘y’	7. ‘o’	10. ‘u’
2. ‘h’	5. ‘m’	8. ‘j’	11. ‘g’
3. ‘x’	6. ‘c’	9. ‘r’	12. ‘k’

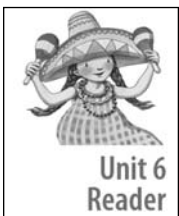
Part B (Rhymes)

- Distribute Worksheet 15.2.
- Tell students you are going to say two words. If the words rhyme, circle the smiley face. If the words do not rhyme, circle the frowny face.
- Complete the rhyming pairs.
- Assign one point for each correct item.

1. sun/fun	3. hat/bat	5. dog/bag
2. bed/big	4. net/pet	6. peach/beach

Small Group-Reading Time

“Fast Fred”



At the end of this lesson, you may consider keeping the Student Readers for use in Unit 7. In Unit 7, the use of the Student Reader, *Sam*, does not begin until Lesson 9. You may want students to practice reading in the *Kit* Reader prior to Lesson 9.

- **Group 2:** Have students take out their Readers, sit with their partners, and take turns rereading “Fast Fred” aloud. Students who finish early should reread the stories “Up” and “Mumps.”

If students need additional reading practice, you may use any of the Pausing Point exercises addressing reading and the activities in Unit 6, Section III of the *Assessment and Remediation Guide*.

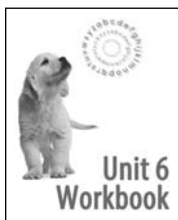
- **Group 1:** Ask students to turn to the Table of Contents and locate the title, “Fast Fred,” indicating the page on which this story starts (page 71). Have students turn to this page and read the title of the story.
- Let students know as they practice reading these stories, they may start to recognize words they have read before. Write the word *Kit* on the board, explaining, for example, they will see this word several times in this story. If they know the word, they can say it all at once, without sounding out each letter.
- Using an oral reading method of your choice, have students read the story aloud.
- Remind students to run their finger under each word as they read the story aloud. If they do not immediately recognize a word, they should sound it out letter by letter.
- On the next to the last page of the story (page 74), be sure to call students’ attention to the new punctuation in the last sentence, “Stop it, Fred!” explaining that the quotation marks signal that these are exact words someone (Kit) said. Also point out the exclamation mark signals the words were spoken with emphasis. Provide students with other oral examples of sentences one might punctuate with an exclamation point.
- Have students read the story a second time.
- If time permits, continue having students read “Up” and “Mumps” in the same fashion.

Student Performance Task Assessment

20 minutes

10 Reading Consonant Clusters

Part C, Part One



Worksheet 15.4

If students need additional practice reading consonant clusters, you may use the activities in Unit 6, Section II of the *Assessment and Remediation Guide*.

- Distribute Worksheet 15.4 and crayons or pencils.
- Display the front of Worksheet 15.4 in order to familiarize students with the format. If you wish to provide an example, create one using words other than those used in the assessment.
- Describe the activity to students by telling them they will be asked to circle one word in each row: the word you pronounce. Proceed with the assessment.

- Sample row: mat

- | | |
|---------|---------|
| 1. fit | 4. plan |
| 2. plum | 5. drab |
| 3. step | |

- Display the back of Worksheet 15.4 and continue.

- | | |
|----------|----------|
| 6. help | 9. sad |
| 7. crank | 10. spit |
| 8. swig | |

Analysis and Interpretation

Part C, Part One

Assign one point for each word circled correctly.

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

Interpret scores as follows:

9–10 points—excellent

8 points—good

7 points—fair

6 points or less—poor

Students scoring 7 or fewer points must complete Part Two of the assessment.

Part C, Part Two

- Part Two involves assessing students individually by having them read aloud 10 words printed on separate cards. These word cards are located at the end of Lesson 15.
- The words for the assessment are printed on the next to last page of this lesson. Copy the page and cut out the words. Show the cards to the student one at a time.
- Use the individual record sheet on Worksheet 15.3 to record each word as the student reads it. Scoring is based on one point assigned for every sound in a word which is read correctly.

Interpret scores as follows:

26 or more points—excellent

21–25 points—good

15–20 points—fair

Less than 15 points—poor

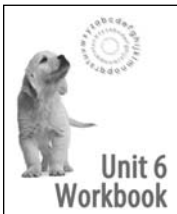
Further analyze each student's errors to determine whether there are one or more individual letter-sound correspondences that are particularly problematic. The subtotals for each sound-spelling at the bottom of the record sheet should facilitate the identification of specific problem areas.

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

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

Practice

Label the Pictures



Worksheets 15.5, 15.6

- Explain the directions for Worksheets 15.5 and 15.6 and complete them as a guided whole-group task or ask students to complete these pages independently.

Supplemental Resources

- Newly decodable words:

- | | | | |
|----------|---------|----------|------------|
| 1. band | 4. lift | 7. drag | 10. flop |
| 2. slump | 5. skid | 8. bent | 11. strict |
| 3. self | 6. rest | 9. grand | 12. mend |

- Chains:

- | |
|--|
| 1. spent > sent > rent > bent > bend > band > hand > land > sand > stand |
| 2. hop > hip > lip > limp > lamp > lump > slump > stump > stomp > stamp |

- Phrases and Wiggle Cards:

- | | |
|--------------------|--------------------|
| 1. stand on stump | 6. crabs and clams |
| 2. swept up dust | 7. clasp hands |
| 3. raft in pond | 8. belt and pants |
| 4. lumps and bumps | 9. grab gift |
| 5. hot sand | 10. split plum |

fist

plum

step

plant

drop

help

crust

swim

sand

spot

Record Sheet for Unit 6 Assessment

Date: _____

Student	Part A	Part B	Part C Part One	Part C Part Two	Notes

Unit 6 Pausing Point

If a significant number of students are having difficulty with any of the skills, 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 that you continue the Warm-Up exercises. The exercises are listed under the skills they address.

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

Be sure to give additional practice to students who still have difficulties blending words. It is crucial for students to master blending before moving on to Unit 7.

If you have specific concerns about particular students, you may want to ask them to read to you aloud individually, using the extra stories in their Reader. See Worksheets PP7 and PP8 for running records.

Pausing Point Topic Guide

Blend Three-, Four-, and Five-Sound Words

Oral Blending	Lessons 1–15
Relay Blending	Page 98

Understand the Sound /z/ Can Be Spelled ‘z’ or ‘s’

Word Sort by Plural Marker	Page 98
Jump at the Sound	Page 98

Read Four- and Five-Sound Words Containing Consonant Clusters

Teacher Chaining	Page 99
Fishing Pond	Page 99
Matching the Words	Page 99
Word Concentration	Page 99
Game Board with Decodable Words	Page 100
Word Wheel Worksheet	Page 100
Word Reading Sprints	Page 100

Read Phrases

Phrase Flipbook	Page 101
Unscramble the Words!	Page 101
Wiggle Cards	Page 101

Read Sentences

Sentence Strips	Page 102
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Read Decodable Stories

Demonstration Stories: “Pip’s Cats”
and “Vic Gets Lost” Page 102

Practice Reading: “Fast Fred,” “Pip’s Cats,”
and “Vic Gets Lost” Page 103

Take-Home Story: “Fast Fred” Page 103

Spell Up to Five-Sound Words with Cards

Student Chaining Lesson 6 and Page 103

Chain and Copy Lessons 8, 11, and Page 103

Large Card Chaining Lesson 13 and Page 104

Guess the Word and Spell It! Page 104

Spelling Hopscotch Page 105

Tap and Spell Lesson 10

Handwriting Practice

Handwriting Practice 1 Page 106

Handwriting Practice 2 Page 106

Dictation with Words

Dictation with Words Lessons 7, 9, 14, and Page 106

Dictation with Phrases Page 107

Know Letter Names

Alphabet Soup Lesson 12

Alphabet Walk Page 108

Letter Concentration Page 108

Letter Name Pretzel Game Page 108

Letter Name Bingo Page 109

Letter Name Sprints Lesson 13

Rhyming

Do They Rhyme? Lesson 8

Make a Rhyme Lessons 11, 12

Connect the Rhyming Words Page 109

Blend Three-, Four-, and Five-Sound Words

Oral Blending

- See Warm-Up exercises in Lessons 1–15.

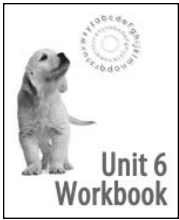
Relay Blending

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

Understand the Sound /z/ Can Be Spelled 'z' or 's'

Word Sort by Plural Marker

- Have students complete Worksheet PP1. This worksheet is similar to Worksheet 4.1.
- Make sure students know there are additional items on the back of the worksheet.



Worksheet PP1

Jump at the Sound

- Tell students you are going to say some words ending in either /s/ or /z/.
- Tell them to jump up and down and make the /s/ sound if they hear the /s/ sound at the end of the word.
- Tell them to turn around in circles and make the /z/ sound if they hear the /z/ sound at the end of the word.
- Practice this a few times with just the sounds /s/ and /z/.
- Repeat with the following words.

- | | |
|---------------|----------------|
| 1. /z/ bugs | 6. /s/ ships |
| 2. /s/ slips | 7. /z/ friends |
| 3. /s/ lights | 8. /s/ jumps |
| 4. /z/ moons | 9. /s/ tricks |
| 5. /z/ names | 10. /z/ grabs |

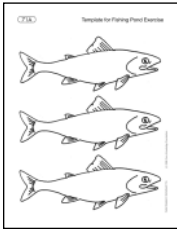
Read Four- and Five-Sound Words Containing Consonant Clusters

Teacher Chaining

- Write *wig* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Remove 'i' and add 'a' to create *wag*.
- As you make this change, say to students, "If that is *wig*, what is this?"
- Complete the remaining chains.

1. wig > wag > rag > brag > bag > bags > lags > flags > flag > flat
2. hit > fit > flit > flat > slat > slant > plant > pant > pants > punts
3. lap > flap > flaps > flips > flops > plops > pops > mops > maps > mats
4. fist > fit > flit > slit > sit > lit > lot > slot > plot > plots

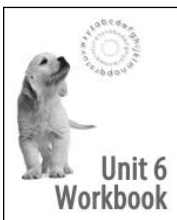
Fishing Pond



Worksheet PP2

- Copy the template we have provided on Worksheet PP2 on cardstock or construction paper.
- Write a decodable word on each fish. Choose words targeting the particular letter-sound correspondences with which students experience difficulty.
- Attach a paper clip to the top of each fish.
- Make a fishing pole from a pole, a string, and a magnet.
- Have students take turns fishing.
- When a student catches a fish, he or she should read the word written on the fish and copy it onto a piece of paper.

Matching the Words



Worksheets PP3, PP4

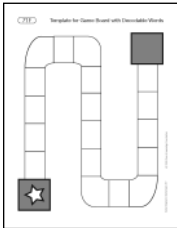
- Distribute Worksheets PP3 and PP4
- Have students cut out the word cards from Worksheet PP3.
- Have students read the words on the word cards and match them to the words on Worksheet PP4 by placing the word cards on top of the words.

Word Concentration

- Choose seven words and matching pictures (e.g., *twigs*, *flag*, *swim*, *drums*, *stamp*, *plant*, *frogs*).
- Write each word on a small card and glue the corresponding picture on another card of the same size.

- Shuffle the cards and lay them face down on the table.
- Have students turn over two cards at a time, attempting to find a word/picture match.
- If a student finds a match, he or she keeps the cards.
- Continue the game until all matches have been found.

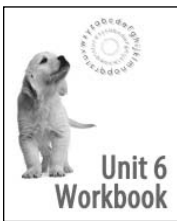
Game Board with Decodable Words



Worksheet PP5

- Use the template we have provided on Worksheet PP5 and write decodable words in the spaces. Provide a die and playing pieces.
- Have students set their playing pieces on the start line.
- Have each student roll the die and move his or her piece.
- Have the student read the word he or she landed on.
- If the student reads the word successfully, he or she may roll again.
- Continue the game until all students have finished.

Word Wheel Worksheet



Worksheet PP6

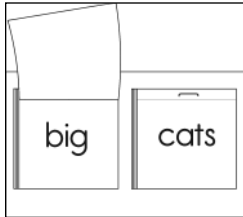
- Distribute Worksheet PP6.
- Option 1: Have students take the worksheet home and give it to a family member for reading practice.
- Option 2: Have students complete the worksheet in class.

Word Reading Sprints

- Make three sets of word cards and matching picture cards, e.g., three cards that have the word *frog* and three matching picture cards that have a picture of a frog, three cards that have the word *desk* and three matching picture cards that have a picture of a desk, etc.
- Place the word cards at the far end of the classroom, playground, or gym.
- Divide the class into three teams, and have each team form a line.
- Give the first student in each line the same picture card.
- Have students race to identify and return with a matching word card.
- The first student to return with a matching word card earns a point for his or her team.
- Repeat until each student has had a turn.
- Scoring is optional.

Read Phrases

Phrase Flipbook



- Cut out 10 slips of paper.
- Write the following decodable nouns on five of the slips of paper, one noun per slip: *kid, man, dog, vet, frog*.
- Write the following decodable verbs on five of the slips of paper, one verb per slip: *runs, stops, jogs, claps, jumps*.
- Stack the noun slips of paper and staple their top edge to a sheet of cardstock.
- Stack the verb slips of paper and staple their top edge to the sheet of cardstock to the right of the nouns.
- By flipping the slips of paper, students can make and read up to twenty-five decodable phrases, some of which are silly.

Unscramble the Words!

- Write a number of decodable words containing clusters on Large Cards.
- Hand two or three cards needed to make a phrase (e.g., *fast kids run*) to two or three students in random order.
- Have each student say his or her word.
- Have students arrange the cards to make the phrase.
- Continue with other Large Cards and words.

Wiggle Cards

- Write the words and phrases from the following box on cards, one word or phrase per card.
- Tell students you are going to show them some cards describing actions; you would like them to read each card and perform the action listed.
- Show students a card, have them read it, and let them perform the action.
- Complete the remaining cards.

- | | | |
|---------------|-----------------|-------------------|
| 1. lift hands | 7. sit on desk | 13. lift left leg |
| 2. jump up | 8. slump | 14. limp |
| 3. clap hands | 9. run fast | 15. spin |
| 4. stomp | 10. lift fists | 16. step up |
| 5. bend legs | 11. frog jump | |
| 6. strut | 12. grin at pal | |

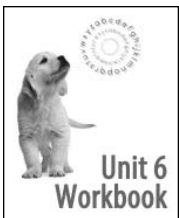
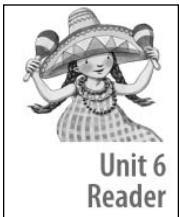
Read Sentences

Sentence Strips

- Choose sentences from the *Kit* reader that can be illustrated and copy them onto long slips of paper.
- Place the slips of paper in your pocket chart.
- Have the students choose a sentence to copy and illustrate.

Read Decodable Stories

Demonstration Stories: “Pip’s Cats” and “Vic Gets Lost”



Worksheets PP7, PP8

- These are extra stories to use during the Pausing Point. You may use them with the entire class or you may ask individual students to read aloud to you so you can keep a running record.

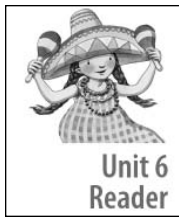
Note: In “Pip’s Cats” the uppercase letters ‘P’, ‘C’, and ‘K’ are used. In “Vic Gets Lost” the uppercase letters ‘V’, ‘P’, ‘G’, and ‘K’ are used.

Discussion Questions on “Pip’s Cats”

1. *Literal* How many cats does Pip have? (Pip has six cats.)
2. *Literal* Why does Pip’s mom get mad at the cats? (The cats got mud on the rug.)
3. *Literal* Describe how the cats get mud on the rug. (The cats got in mud and tracked it inside on the rug.)
4. *Literal* What is the setting of the story? (The setting of the story is inside Pip’s house.)
5. *Literal* Who are the characters in the story? (The characters in the story are Pip and his mom.)
6. Do you have questions you would like to ask to clarify your understanding of the story?

Discussion Questions on “Vic Gets Lost”

1. *Literal* Who gets lost in the story? (In this story, Vic gets lost.)
2. *Literal* How does Pip feel when his cat gets lost? (Pip feels sad when Vic gets lost.)
3. Do you have questions you would like to ask to clarify your understanding of the story?

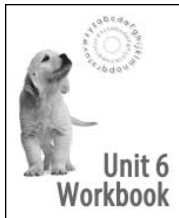


Practice Reading: “Fast Fred,” “Pip’s Cats,” and “Vic Gets Lost”

- Tell students to sit with their partners, take out their Readers, and take turns reading the following stories aloud to one another: “Fast Fred,” “Pip’s Cats,” and “Vic Gets Lost.”
- Encourage students who finish early to reread stories from previous lessons.

Take-Home Story: “Fast Fred”

- Distribute Worksheet PP9.
- Have students take the worksheet home and give it to a family member so they may practice reading the story at home.



Worksheet PP9

Spell up to Five-Sound Words with Cards

Student Chaining

- See Lesson 6.
- Make sure students have cards for the following vowel spellings along the top of the folders: ‘i’, ‘e’, ‘a’, ‘u’, ‘o’.
- Make sure students have cards for the following consonant spellings along the bottom of the folders: ‘n’ (2), ‘t’ (2), ‘f’ (2), ‘s’ (2), ‘p’ (2), ‘b’ (2), ‘r’, ‘w’.

The last two chains consist of silly words.

1. fun > bun > bus > bust > rust > rest > rent > went > wept > west
2. fans > fan > ban > bat > brat > rat > raft > rift > sift > swift
3. fob > feb > febs > frebs > frubs > fruns > bruns > brins > trins > trint
4. wup > twup > twep > tweps > twefs > twofs > tofs > stofs > stefs > sefs

Chain and Copy

- See Lessons 8 and 11.
- Make sure students have cards for the following vowel spellings along the top of the folders: ‘i’, ‘e’, ‘a’, ‘u’, ‘o’.
- Make sure students have cards for the following consonant spellings along the bottom of the folders: ‘m’ (2), ‘n’ (2), ‘g’, ‘f’ (2), ‘s’ (2), ‘p’ (2), ‘l’, ‘h’.

The last two chains consist of silly words.

1. hen > hem > hum > hump > pump > pup > pulp > gulp > gulf
2. hogs > hog > fog > fig > figs > pigs > pins > spins > spans > pans
3. hup > lup > slup > flup > flups > fleps > flefs > flef > flen > fleg
4. mif > nif > nilf > gilf > silf > hilf > helf > helps > nelfs > melfs

Large Card Chaining

- See Lesson 13.
- Distribute the following Large Cards, reviewing each card's sound: 'i', 'e', 'a', 'u', 'o', 'm', 'n', 't' (2), 'd', 'c', 'g', 'f', 's', 'p' (2), 'l', 'r', 'w'.

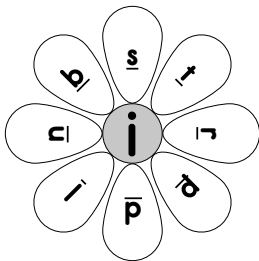
1. rim > trim > trip > rip > sip > sit > spit > spot > pot > plot > plots
2. sit > sift > soft > loft > left > let > leg > led > sled > fled > fed > fend > end
3. swim > swum > scum > sum > sun > stun > spun > pun > fun > fund
4. ten > tend > tent > tint > tin > tip > tips > lips > flips > clips > claps
5. plum > plump > lump > limp > lip > rip > drip > drop > crop > cop

Guess the Word and Spell It!

- Have students take out their Chaining Folders.
- Make sure students have the following vowel spellings along the top: 'i', 'e', 'a', 'u', 'o'.
- Make sure students have the following consonant spellings along the bottom: 'm', 'n', 't' (2), 'k', 's', 'p', 'l'.
- Tell students you will ask them riddles and you want them to spell the answers on their Chaining Folders.
- Have students clear their folder after every answer.

1. Something we drink that comes from cows is called _____ (milk).
2. A bird lays its eggs in a _____ (nest).
3. The piece of clothing you wear on your legs is called a pair of _____ (pants).
4. When you come to a red light, you have to _____ (stop).
5. The opposite of first is _____ (last).
6. The part of a tree remaining when you cut it down is called the _____ (stump).
7. When you go camping, you might sleep in a _____ (tent).
8. The part of a plant that supports the leaves and the flower is called the _____ (stem).

Spelling Hopscotch

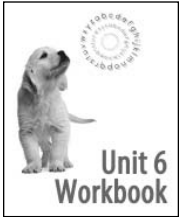


- Write the vowel spellings 'i', 'e', 'a', 'u', and 'o' on circular sheets of paper, underlining each spelling. (You may wish to use grey paper so the sheets match the cards on the student Chaining Folders, but this is not essential.)
- Write the consonant spellings 's', 't', 'r', 'p', 'd', 'l', 'n', and 'b' on oval or petal-shaped white sheets of paper, underlining each spelling.
- Arrange the spellings on the floor in a flower pattern, with one of the vowel spellings in the center and the consonant spellings around the outside.
- Show students how to spell a real or silly word by starting on the outside, hopping to the inside, and then hopping back to the outside, e.g., /p/ . . . /i/ . . . /n/ (*pin*). Repeat with one or two additional words.
- Ask a student to spell a real or silly word by starting on the outside, hopping to the inside, and then hopping back to the outside. Have student say the sounds while hopping on the letters (e.g., /r/ . . . /i/ . . . /p/) and blend them to make the real or silly word (e.g., *rip*).
- Ask students whether the word is a real or silly word.
- Repeat with additional students.
- After students have made a few words, switch in a new vowel spelling.

Tap and Spell

- See Lesson 10.

Handwriting Practice

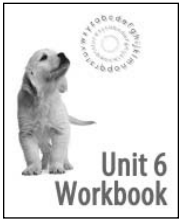


Worksheets PP10, PP11

Handwriting Practice 1

- Have students complete Worksheets PP10 and PP11.
- On the back of each of the worksheets are the same spellings as on the front. The back is more difficult, however, because only starting dots are provided.

Handwriting Practice 2



Worksheets PP12, PP13, PP14

Note: On Worksheet PP12 students practice writing four-sound words with initial clusters. Worksheet PP13 has four-sound words with final clusters and Worksheet PP14 has five-sound words with initial and/or final clusters.

- Have students complete Worksheets PP12, PP13, and PP14.

Dictation with Words

Dictation with Words

- See Lessons 7, 9, and 14.

We do not expect students to write all of these words in one sitting. You may complete this exercise on several successive days or you may choose only those words which students need to practice.

- | | | | |
|-----------|------------|-----------|-----------|
| 1. swift | 14. plants | 27. jump | 40. blast |
| 2. gift | 15. print | 28. melt | 41. drift |
| 3. just | 16. raft | 29. pond | 42. fast |
| 4. nest | 17. rust | 30. dots | 43. help |
| 5. next | 18. sand | 31. bump | 44. rest |
| 6. stamp | 19. grasp | 32. hump | 45. trust |
| 7. test | 20. soft | 33. lips | 46. grin |
| 8. west | 21. split | 34. hunt | 47. hints |
| 9. band | 22. text | 35. maps | 48. lost |
| 10. drum | 23. flint | 36. strap | 49. pants |
| 11. twist | 24. hand | 37. went | 50. tops |
| 12. frost | 25. belts | 38. fist | |
| 13. lift | 26. huts | 39. dust | |

Dictation with Phrases

- Ask students to take out a pencil and a piece of paper.
- Tell students you are going to say a number of phrases for them to write. (Select phrases from the following box.)
- Say a phrase, e.g., *ant and bug*. Then repeat the phrase, raising one finger for each word: *ant* (raise thumb) . . . *and* (raise pointer finger) . . . *bug* (raise middle finger).
- Ask students how many words are in the phrase *ant and bug*.
- Draw three lines on the board—one for each word in the phrase. Have students do the same on their paper.
- Ask students for the first word in the phrase. Fill in the first line on the board with the word *ant*, completing the word sound by sound. Have students do the same on their paper.
- Model reading the word as a strategy for double-checking spelling accuracy.
- Repeat for the remaining two words in the phrase.
- Demonstrate this process with at least one or two additional phrases before having students complete the steps independently.
- Remind students to refer to the sound posters.

We do not expect students to write all of these phrases in one sitting. You may complete this exercise on several successive days or you may choose only those phrases which students need to practice.

- | | |
|--------------------|--------------------|
| 1. ant and bug | 11. big flag |
| 2. damp fog | 12. dust on rug |
| 3. rat in nest | 13. lost hat |
| 4. dad naps | 14. jump and jog |
| 5. plump hen | 15. rust on bus |
| 6. mom in pants | 16. snug in bed |
| 7. jump in pond | 17. belt and pants |
| 8. wet frog | 18. red stamp |
| 9. drops and drips | 19. slid on sled |
| 10. bulb in lamp | 20. soft plum |

Know Letter Names

Alphabet Soup

- See Lesson 12.

Alphabet Walk

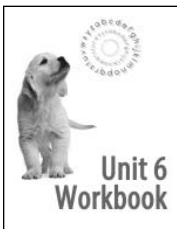
- Write each letter of the alphabet on its own sheet of paper.
- Tape the sheets of paper to the floor in alphabetical order to make a path.
- Have students step from sheet to sheet, saying the letter names as they step on the letters.

Letter Concentration

- Choose seven letters and write each letter on two small pieces of cardstock.
- 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 or she keeps the cards.
- Let the game continue until all matches have been found.

Letter Name Pretzel Game

- Gather 16 pieces of cardstock and a marker.
- Write one letter of the alphabet on each piece of cardstock. Tape the pieces of cardstock on the floor next to each other in a square 4 x 4 pattern.
- Copy the template provided (Worksheet PP15) on cardstock and use it as the spinner board. Write the letters from the floor pattern into each of the spaces on the spinner board. Attach the dial to the center of the board with a brass fastener.
- Two to four students can play at a time. Another student can be in charge of calling out the directions.
- Students are to use their hands and feet to cover the letters as dictated by the spinner.
- The student in charge of the spinner should flick the spinner for each player in turn and call out to each player the letter and the quadrant in which the spinner has landed. For example, if it is Sally's turn, the student will flick the spinner and call out the directions, "Sally, place your left foot on the letter 'f'!" Sally will then place her left foot on the letter 'f', while repeating, "Left foot 'f'." The game continues until students become entangled and lose their balance.



Worksheet PP15

You can find free bingo card generators online.

Letter Name Bingo

- Make bingo cards with letters.
- Write the 26 letters on small paper slips and place them in a box.
- Give each student a bingo card and playing pieces.
- Tell students you will pull letters from the box and you want students to put a playing piece on top of that letter if it is on their bingo card.
- Students should say, “Bingo!” once all of the spellings are covered.

Letter Name Sprints

- See Lesson 13.

Rhyming

Do They Rhyme?

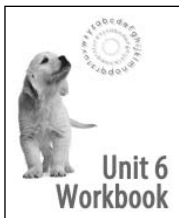
- See Lesson 8.

Make a Rhyme

- See Lessons 11 and 12.

Connect the Rhyming Words

- Have students complete Worksheet PP16 by drawing a line from each word on the left to a rhyming word on the right.



Worksheet PP16

Teacher Resources

Assessments

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

Tens Conversion Chart

Number Correct

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

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

Tens Recording Chart

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

Name															

Anecdotal Reading Record

Week of: _____

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

Name _____

2.2

frog	crab	flag
drum	stem	steps



stem

drum

crab



step

frog

flag

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

Unit 6 5

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twig	spot	swim
stop	plug	grin



plug

grin

stop



spot

swim

twig

Unit 6 6

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Name _____

3.1

as	his
is	has

1. Stan is mad at Fred.

2. Jim has not met Tim.

3. Ted is his dad.

4. Jen is not as sad as Kim.

Directions: Have students complete each sentence.

Unit 6 7

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Name _____

4.1

legs	pots	jets	pens
rats	bags	beds	hats

/s/ as in cats

/z/ as in dogs



pots

legs

jets

bags

rats

beds

hats

pens

Directions: Have students write the words that end in 's' pronounced /s/ under the 's' header, and the words that end in 's' pronounced /z/ under the 'z' header.

Unit 6 11

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rubs	taps	hits	sips
wins	sits	begs	tugs

/s/ as in naps



taps

hits

sips

sits

/z/ as in runs



wins

begs

tugs

rubs

Name _____

4.2

Dear Family Member,

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



1. cans



cans

2. desk



desk

3. pigs



pigs

4. crab



crab

5. gift



gift

6. hand



hand

Name _____

8.1

Dear Family Member,

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



1. stamp



2. vest



3. steps



4. lamp



Name _____

13.1

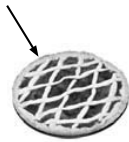
milk	fist	stump
cast	crust	tent



cast

milk

tent



fist

stump

crust

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

Unit 6 31

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crib	jump	bugs
lamp	kids	stamp



crib

kids

bugs



jump

stamp

lamp

Unit 6 32

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Name _____

15.1

1. d a **b**

2. **h** f i

3. **x** k q

4. g **y** j

5. w n **m**

6. e **c** o

Directions: Have students circle the dictated letters.

Unit 6 37

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7. **o** a c

8. **j** f y

9. h **r** m

10. **u** n v

11. p d **g**

12. q **k** t

Unit 6 38

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Name _____

15.2

Directions: For each pair of words spoken, have students circle the smiley face if the words rhyme and the frowny face if the words do not rhyme.

1.		
2.		
3.		
4.		
5.		
6.		






Unit 6 39

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Name _____

15.5

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

1. twig	
2. crab	
3. pond	
4. desk	
5. frog	

Unit 6 45

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Name _____

15.6

1. nest



nest

2. tent



tent

3. lamp



lamp

Unit 6 47

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4. plant



plant

5. mask



mask

6. sled



sled

Unit 6 48

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Name _____

PP1

bugs	drops	clips	plums
lamps	sleds	lists	bands

/s/ as in cats

/z/ as in dogs



drops

bands

clips

plums

lamps

bugs

lists

sleds

Directions: Have students write the words with the plural marker 's' pronounced /s/ under the /s/ header and the words with the plural marker 'z' pronounced /z/ under the /z/ header.

Unit 6 49

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clams	nests	twins	crops
drums	ramps	hands	tents

/s/ as in cats

/z/ as in dogs



nests

clams

tents

twins

crops

drums

ramps

hands

50 Unit 6

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Name _____

PP16

1. hot	bug
2. bed	can
3. sit	pot
4. hug	red
5. man	fit

Directions: Have students draw a line from each word on the left to the rhyming word on the right.

Unit 6 79

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6. bump	trip
7. test	land
8. spent	grump
9. stand	tent
10. flip	best

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