

# Unit 9

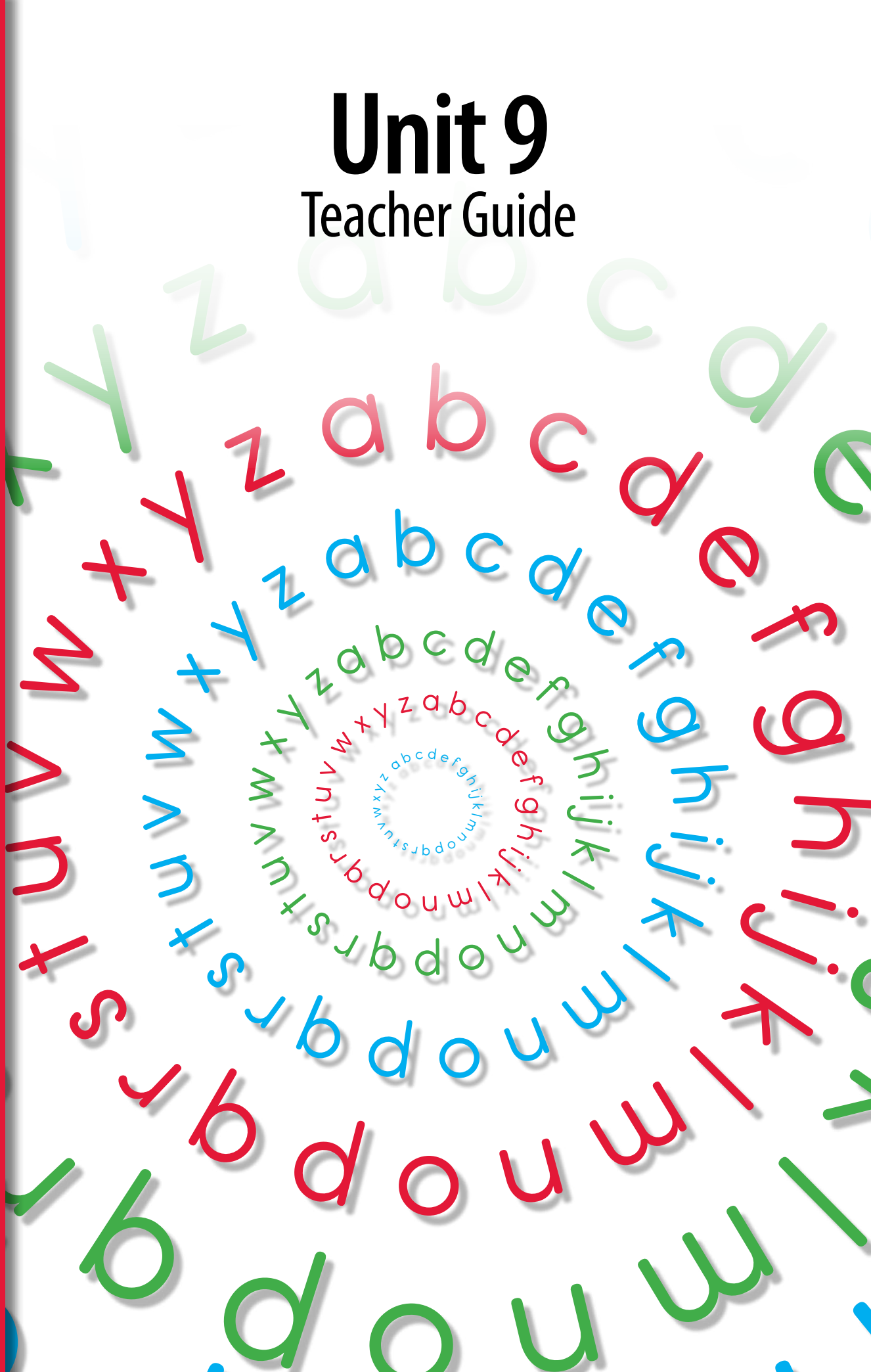
## Teacher Guide

Core Knowledge Language Arts® • Skills Strand



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KINDERGARTEN







# Unit 9

## Teacher Guide

Skills Strand  
**KINDERGARTEN**

Core Knowledge Language Arts®



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## Alignment Chart for Unit 9

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

		Lesson																							
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
<b>Alignment Chart for Unit 9</b>																									
<b>Reading Standards for Literature: Kindergarten</b>																									
<b>Key Ideas and Details</b>																									
<b>STD RL.K.1</b>	With prompting and support, ask and answer questions about key details in a text.																								
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ) requiring literal recall and understanding of the details and/or facts of a fiction text	✓				✓				✓				✓						✓				✓	
<b>STD RL.K.3</b>	With prompting and support, identify characters, settings, and major events in a story.																								
<b>CKLA Goal(s)</b>	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	✓					✓							✓						✓				✓	
<b>Craft and Structure</b>																									
<b>STD RL.K.4</b>	Ask and answer questions about unknown words in a text.																								
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer questions about unknown words and phrases from a fiction text that has been read independently	✓					✓							✓						✓				✓	

**Alignment Chart for Unit 9**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
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<b>Integration of Knowledge and Ideas</b>																						
<b>STD RL.K.7</b>	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).																					
<b>CKLA Goal(s)</b>	✓				✓						✓					✓					✓	
<b>Range of Reading and Level of Text Complexity</b>																						
<b>STD RL.K.10</b>	Actively engage in group reading activities with purpose and understanding.																					
<b>CKLA Goal(s)</b>	✓				✓						✓					✓					✓	
<b>Reading Standards for Foundational Skills: Kindergarten</b>																						
<b>Print Concepts</b>																						
<b>STD RF.K.1d</b>	Recognize and name all upper- and lowercase letters of the alphabet.																					
<b>CKLA Goal(s)</b>	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
<b>Phonological Awareness</b>																						
<b>STD RF.K.2d</b>	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)																					
<b>CKLA Goal(s)</b>	✓				✓						✓					✓					✓	
<b>STD RF.K.2e</b>	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.																					
<b>CKLA Goal(s)</b>	✓				✓						✓					✓					✓	



# Alignment Chart for Unit 9

## Lesson

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

Phonics and Word Recognition	
<b>STD RF.K.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>STD RF.K.3a</b>	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
<b>CKLA Goal(s)</b>	<p>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound for every consonant</p> <p>‘b’, ‘bb’ &gt; /b/; ‘d’, ‘dd’ &gt; /d/; ‘f’, ‘ff’ &gt; /f/; ‘g’, ‘gg’ &gt; /g/; ‘h’ &gt; /h/; ‘j’ &gt; /j/; ‘c’, ‘k’, ‘ck’, ‘cc’ &gt; /k/; ‘l’, ‘ll’ &gt; /l/; ‘m’, ‘mm’ &gt; /m/; ‘n’, ‘nn’ &gt; /n/; ‘p’, ‘pp’ &gt; /p/; ‘r’, ‘rr’ &gt; /r/; ‘s’, ‘ss’ &gt; /s/; ‘t’, ‘tt’ &gt; /t/; ‘v’ &gt; /v/; ‘w’ &gt; /w/; ‘x’ &gt; /x/; ‘y’ &gt; /y/; ‘z’, ‘zz’, ‘s’ &gt; /z/; ‘ch’ &gt; /ch/; ‘sh’ &gt; /sh/; ‘th’ &gt; /th/ (<i>thin</i>); ‘th’ &gt; /th/ (<i>then</i>); ‘qu’ &gt; /qu/; ‘ng’, ‘n’ &gt; /ng/</p>
<b>STD RF.K.3b</b>	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
<b>CKLA Goal(s)</b>	<p>Read, spell, and write chains of one-syllable long vowel words with the final -e spelling, e.g., <i>nine</i> &gt; <i>line</i> &gt; <i>lime</i> &gt; <i>time</i> &gt; <i>tame</i> &gt; <i>came</i> &gt; <i>cape</i> &gt; <i>tape</i></p> <p>Read, spell, and write chains of one-syllable short vowel words with consonant blends/clusters and/or consonant digraphs, e.g., <i>stab</i> &gt; <i>slab</i> &gt; <i>slap</i> &gt; <i>slash</i></p>
<b>STD RF.K.3c</b>	Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).
<b>CKLA Goal(s)</b>	<p>Read high-frequency words identified as Tricky Words:</p> <p><b>Unit 9:</b> <i>word, to, I, no, when, where, why, what, which, so, once, said, says, are, were, here, there</i></p>

**Alignment Chart for Unit 9**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
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<b>Fluency</b>																						
<b>STD RF.K.4</b>	Read emergent-reader texts with purpose and understanding.																					
<b>CKLA Goal(s)</b>	Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding																					
	Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary																					

**Language Standards: Kindergarten**

**Conventions of Standard English**

<b>STD L.K.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																					
<b>STD L.K.1a</b>	Print many upper- and lowercase letters.																					
<b>CKLA Goal(s)</b>	Trace, copy, and write from memory the letters of the alphabet accurately in upper- and lowercase form																					
	Ask questions beginning with <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , or <i>how</i>																					
<b>STD L.K.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																					
<b>STD L.K.2b</b>	Recognize and name end punctuation.																					
<b>CKLA Goal(s)</b>	Name and use commas and end punctuation while reading orally																					

## Alignment Chart for Unit 9

### Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
<b>STD L.K.2c</b>	Write a letter or letters for most consonant and short vowel sounds (phonemes).																							
<b>CKLA Goal(s)</b>	Recognize, isolate, and write the spellings for short vowel sounds																	✓						
	Recognize, isolate, and write single letter, double letter, and digraph spellings for consonant sounds																	✓						



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



# Introduction to Unit 9

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

Week One				
Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
Oral Blending and Sound/Spelling Review (10 min.)	Today's Tricky Words: <i>why, to</i> (10 min.)	Tricky Word Flash Card Review and Sound/Spelling Review (10 min.)	Tricky Word Flash Card Review and Sound/Spelling Review (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)
Today's Tricky Words: <i>when, word</i> (10 min.)	Tricky Word Practice (15 min.)	Uppercase Letter Review (5 min.)	Uppercase Letter Sprints (15 min.)	Today's Tricky Words: <i>where, no, I</i> (15 min.)
Introduction to Uppercase Letters (10 min.)	"The Bad Crab" (20 min.)	Today's Letters: E, F, G, H (10 min.)	"Ann's Dress" (20 min.)	Circle and Copy (15 min.)
Today's Letters: A, B, C, D (10 min.)	Story Questions Worksheet: "The Bad Crab" (15 min.)	Handwriting Worksheet (15 min.)	Story Questions Worksheet: "Ann's Dress" (15 min.)	Small Group Work (20 min.)
Handwriting Uppercase Letters (20 min.)		"Ann's Dress" (20 min.)		
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6 (Lesson 6)	Day 7 (Lesson 7)	Day 8 (Lesson 8)	Day 9 (Lesson 9)	Day 10 (Lesson 10)
Today's Letters: I, J, K, L, M (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)	Tricky Word Review (5 min.)	Oral Blending and Sound/Spelling Review (10 min.)	Tricky Word Review (5 min.)
Handwriting Worksheet (15 min.)	Today's Tricky Words: <i>what, so</i> (10 min.)	Large Card Chaining (20 min.)	Complete the Sentences (15 min.)	Today's Tricky Word: <i>which</i> (5 min.)
"Zach Gets a Pet" (20 min.)	Who Can Show Me? (10 min.)	Letter Dictation (15 min.)	"On The Mat" (20 min.)	Flash Card Review (5 min.)
Story Questions Worksheet: "Zach Gets A Pet" (15 min.)	Today's Letters: N, O, P, Q, R (10 min.)	"On The Mat" (20 min.)	Story Questions Worksheet: "On the Mat" (15 min.)	Today's Letters: S, T, U, V, W (10 min.)
	Handwriting Worksheet (20 min.)			Handwriting Worksheet (15 min.)
				"Fix That Ship" (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

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

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

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

## Warm-Up

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

## Uppercase Letters

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

## Tricky Words

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

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

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

## Decodable Reader: *Zack and Ann*

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

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

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

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

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

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

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

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

## Story Questions Worksheets

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

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



## **Worksheet Instructions**

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

## **Teacher Resources**

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

## **Student Performance Task Assessment**

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

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

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A separate publication, the *Assessment and Remediation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills. This guide can be found online at <http://www.coreknowledge.org/AR-GK-U9>. 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

## Tricky Words Uppercase Letters

### ✓ 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)
- ✓ Add or substitute phonemes to spoken one-syllable words (RF.K.2e)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound for every consonant (RF.K.3a)
- ✓ Read high-frequency words identified as Tricky Words: *when, word* (RF.K.3c)
- ✓ Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms (RF.K.1d)
- ✓ Trace, copy, and write from memory the letters of the alphabet accurately in upper- and lowercase form (L.K.1a)

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

### ***Advance Preparation***

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

**Oral Blending and Sound/Spelling Review**

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

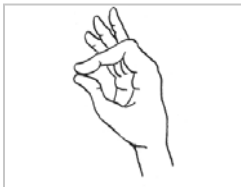
**Part A**

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

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

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

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



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

**Part B**

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

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

## Today's Tricky Words: *when, word*

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

### Tricky Word: *when*

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

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

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

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

### Tricky Word: *word*

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

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

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

## Introducing the Uppercase Letters

20 minutes

### Introduction to Uppercase Letters

10 minutes

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

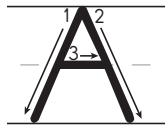
- Tell students for the next few lessons they will be learning about uppercase letters.
- Explain that each letter in the alphabet has two types of letters. The large type is called the *uppercase* or *capital* letter and the small type is called the *lowercase* or *small* letter.
- Remind students they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

### Today’s Letters: A, B, C, D

10 minutes

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

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



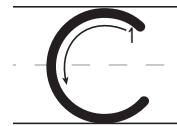
Start on the top line.

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



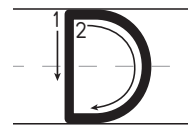
Start on the top line.

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



Start just below the top line.

1. most of a circle to the left



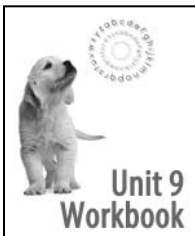
Start on the top line.

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

## Practice

20 minutes

### Handwriting Uppercase Letters



Worksheet 1.1

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

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

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

## Take-Home Material

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### Writing and Tricky Word Practice

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- Have students give Worksheet 1.2 to a family member.

### Code Knowledge

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

# Lesson 2

## Tricky Words

### ✓ Objectives

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

- ✓ Read high-frequency words identified as Tricky Words: *why, to* (RF.K.3c)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)
- ✓ 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, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.K.3)
- ✓ With prompting and support, ask and answer questions about unknown words and phrases from a fiction text that has been read independently (RL.K.4)
- ✓ With prompting and support, describe illustrations from a fiction text read independently, using the illustrations to check and support comprehension of the story (RL.K.7)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)

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



### Note to Teacher

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

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

## Introducing the Tricky Words

10 minutes

### Today's Tricky Words: *why, to*

#### Tricky Word: *why*

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

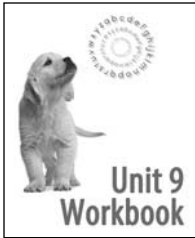
If students need additional practice reading Tricky Words, you may select appropriate Pausing Point exercises from those addressing reading Tricky Words and the activities in Unit 9, Section I of the *Assessment and Remediation Guide*.

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

#### Tricky Word: *to*

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

## Tricky Word Practice

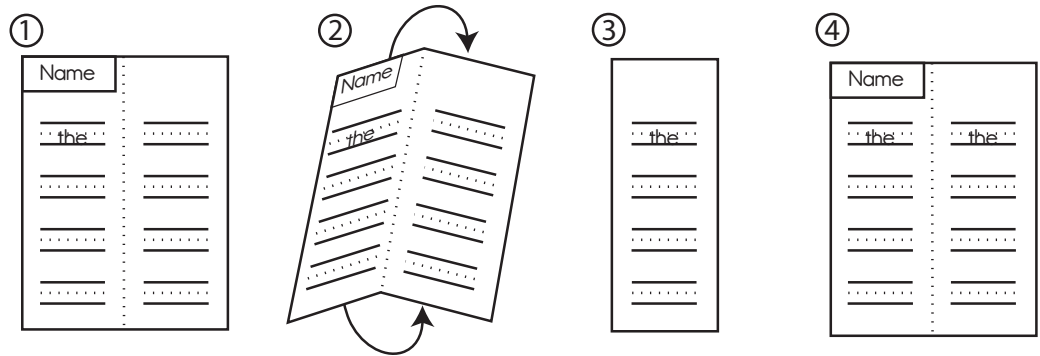


Worksheet 2.1

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

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

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



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

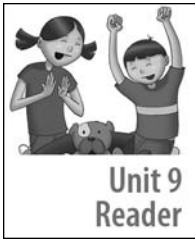
- |         |        |         |        |
|---------|--------|---------|--------|
| 1. when | 3. why | 5. one  | 7. was |
| 2. word | 4. to  | 6. from |        |

## Whole Group-Reading Time

### “The Bad Crab”

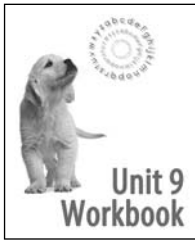
If students will benefit from continued story demonstration, please demonstrate reading the story. Use the Media Disk for *Zack and Ann*, or read from the Reader and have students follow along in their Readers.

### Introducing the Reader



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

### Challenging Vocabulary



Worksheets 2.3, 2.4,  
2.5

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

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

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

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

### Purpose for Reading

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

### Reading the Story

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

## Wrap-Up

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

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

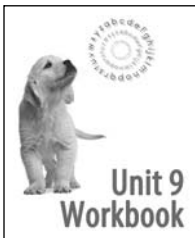
### Discussion Questions on “The Bad Crab”

1. *Literal* What is the setting of the story? (The story is set at the beach.)
2. *Literal* Who are the main characters in the story? (The main characters are: Zack, Ann, Mom, Dad, and the crab.)
3. *Inferential* Why does Zack’s family try to stay away from the crab? (The crab snaps and tries to hurt people.)
4. *Inferential* What might have happened if Zack hadn’t told the kids on the next bench about the crab? (Accept reasonable answers.)

## Reviewing the Story

15 minutes

### Story Questions Worksheet: “The Bad Crab”



Worksheet 2.2

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

### Code Knowledge

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

# Lesson 3

## ✓ Objectives

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

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

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

### Advance Preparation

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

**Tricky Word Flash Card Review and Sound/Spelling Review**

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**Part A**

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

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

**Part B**

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

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

**Reviewing the Uppercase Letters**

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**5** minutes**Uppercase Letter Review**

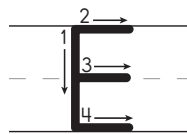
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- Remind students what they have learned about uppercase letters, also known as capital letters.
- Referring to the sentence you previously wrote on the board, explain *Ann* and *Bob* are capitalized because they are names.
- Explain *This* is capitalized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

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

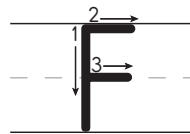
The terms *uppercase letter* and *capital letter* can be used interchangeably. Be sure to expose students to both terms.

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



Start on the top line.

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



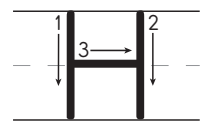
Start on the top line.

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



Start just below the top line.

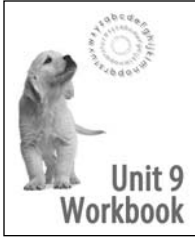
1. most of a circle to the left
2. line across



Start on the top line.

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

## Handwriting Worksheet



Worksheet 3.1

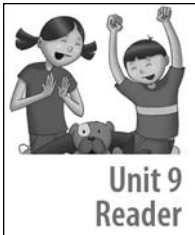
If students need additional practice with uppercase letters, you may select appropriate Pausing Point exercises from those listed under “Recognize and Write Uppercase Letters” and the activities in Unit 9, Section III of the *Assessment and Remediation Guide*.

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

## Small Group-Reading Time

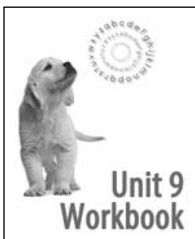
### “Ann’s Dress”

#### Challenging Vocabulary



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

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



Worksheets 3.2, 3.3

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

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

#### Purpose for Reading

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

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



### Reading the Story

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

### Wrap-Up

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

#### Discussion Questions on “Ann’s Dress”

1. *Literal* Where does Ann buy a dress? (Ann buys a dress at Gwen’s Dress Shop.)
2. *Literal* What is the color of the dress? (The dress is red.)
3. *Literal* What happens to the dress after it falls from the cab? (The dress is damaged.)
4. *Literal* Describe what the dress looks like at the end of the story. (Accept reasonable answers.)
5. *Evaluative* What do you think Ann might do next? (Accept reasonable answers.)
6. *Evaluative* Think-Pair-Share: Ask your partner a question about the story “Ann’s Dress.”

## Take-Home Material

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### Writing and Tricky Words

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

# Lesson 4

Review

## ✓ Objectives

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

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

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

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**Tricky Word Flash Card Review and Sound/Spelling Review**

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**Part A**

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

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

**Part B**

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

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**Reviewing the Uppercase Letters**

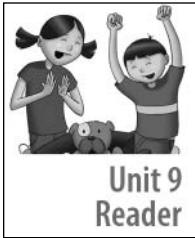
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**Uppercase Letter Sprints**

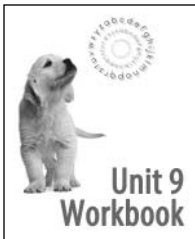
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If students need additional practice with uppercase letters, you may select appropriate Pausing Point exercises from those listed under “Recognize and Write Uppercase Letters” and the activities in Unit 9, Section III of the *Assessment and Remediation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

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

**“Ann’s Dress”**

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

**Reviewing the Story****15 minutes****Story Questions Worksheet: “Ann’s Dress”**

Worksheet 4.1

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

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

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

- Have students give Worksheet 4.2 to a family member.

# Lesson 5

## Tricky Words

### ✓ Objectives

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

- ✓ Orally blend sounds to form words, e.g., given the sounds /k/ . . ./a/ . . ./t/, blend to make *cat* (RF.K.2d)
- ✓ Add or substitute phonemes to spoken one-syllable words (RF.K.2e)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound for every consonant (RF.K.3a)
- ✓ Read high-frequency words identified as Tricky Words: *where, no, I* (RF.K.3c)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)

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

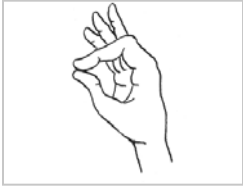
### *Advance Preparation*

Write the following sentences on the board or chart paper.

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

## Oral Blending and Sound/Spelling Review

### Part A



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

- Follow the instructions in Lesson 1.

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

### Part B

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

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

## Introducing the Tricky Words

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

#### Tricky Word: *where*

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

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

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

### Tricky Word: no

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

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

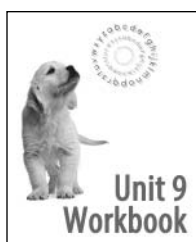
### Tricky Word: I

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

## Practice

15 minutes

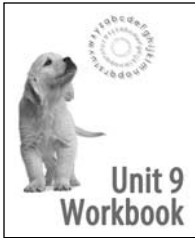
### Circle and Copy



Worksheet 5.1

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

**Small Group Work**



Worksheet 5.2

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

**Group 2**

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

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

**Group 1**

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



## ***Code Knowledge***

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

# Lesson 6

## Uppercase Letters

### ✓ Objectives

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

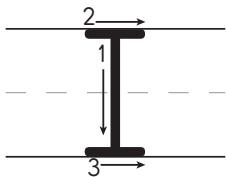
- ✓ Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms (RF.K.1d)
- ✓ Trace, copy, and write from memory the letters of the alphabet accurately in upper- and lowercase form (L.K.1a)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)
- ✓ 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, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.K.3)
- ✓ With prompting and support, ask and answer questions about unknown words and phrases from a fiction text that has been read independently (RL.K.4)
- ✓ With prompting and support, describe illustrations from a fiction text read independently, using the illustrations to check and support comprehension of the story (RL.K.7)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)

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

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

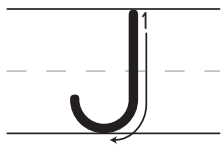
The terms *uppercase letter* and *capital letter* can be used interchangeably. Be sure to expose students to both terms.

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



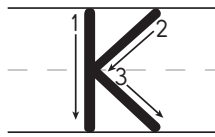
Start on the top line.

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



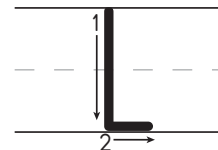
Start on the top line.

1. fish hook



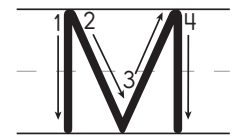
Start on the top line.

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



Start on the top line.

1. long line down
2. line across



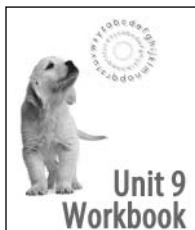
Start on the top line.

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

## Practice

15 minutes

### Handwriting Worksheet



Worksheet 6.1

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

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

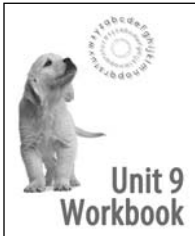
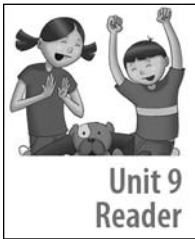
- Display the back of the worksheet, and ask students to identify the first uppercase letter in the box.
- Ask students to locate the matching lowercase letter.
- Have students write an uppercase ‘B’ next to the lowercase ‘b’, following your example.
- Continue demonstrating until students are ready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

## Whole Group-Reading Time

20 minutes

### “Zack Gets a Pet”

#### Challenging Vocabulary



Worksheets 6.3, 6.4

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

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

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

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

#### Purpose for Reading

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

#### Reading the Story

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

### Wrap-Up

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

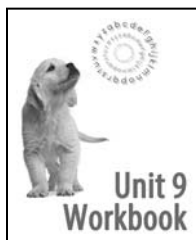
#### Discussion Questions on “Zack Gets a Pet”

1. *Literal* What four pets does Zack ask about? (Zack asks about a cat, rat, bug, and fish.)
2. *Literal* Who does not want cats? (Dad does not want cats.)
3. *Literal* Which pet does Zack buy in the end? (Zack gets a fish.)
4. *Inferential* Will everyone in the family like the fish? (Accept reasonable answers.)
5. *Evaluative* Do you think Zack will enjoy having a fish as a pet? Why or why not? (Accept reasonable answers.)

## Reviewing the Story

15 minutes

### Story Questions Worksheet: “Zack Gets a Pet”



Worksheet 6.2

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

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

## Take-Home Material

### Handwriting Practice

- Have students give Worksheet 6.5 to a family member.

# Lesson 7

## Tricky Words Uppercase Letters

### ✓ 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.

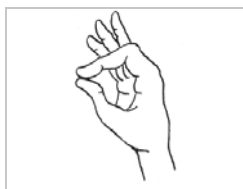
- ✓ Orally blend sounds to form words, e.g., given the sounds /k/ . . ./a/ . . ./t/, blend to make *cat* (RF.K.2d)
- ✓ Add or substitute phonemes to spoken one-syllable words (RF.K.2e)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound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

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

## Oral Blending and Sound/Spelling Review

### Part A

- Follow the instructions in Lesson 1.



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

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

### Part B

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

## Introducing the Tricky Words

### Today's Tricky Words: *what, so*

#### Tricky Word: *what*

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

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

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

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

### Tricky Word: so

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

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

## Reviewing the Uppercase Letters

10 minutes

### Who Can Show Me?

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

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

## Introducing the Uppercase Letters

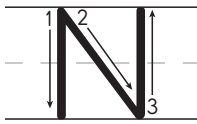
10 minutes

### Today’s Letters: N, O, P, Q, R

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

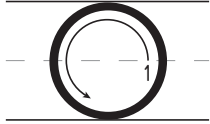


- Model writing the letters two or three more times, using the writing stroke cues provided.
- Have students write the uppercase and lowercase letters in the air with a pointed finger while saying whether it is uppercase or lowercase.
- Repeat these steps for 'O', 'P', 'Q', and 'R' pointing out which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



Start on the top line.

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



Start between the dotted and the top line.

1. circle to the left



Start on the top line.

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



Start between the dotted and the top line.

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



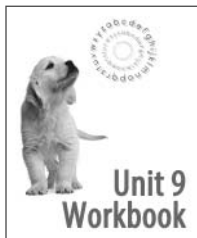
Start on the top line.

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

## Practice

20 minutes

### Handwriting Worksheet



Worksheet 7.1

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

## Take-Home Material

### Tricky Words

- Have students give Worksheet 7.2 to a family member.

## ***Code Knowledge***

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

# Lesson 8

Review

## ✓ Objectives

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

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

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

### Advance Preparation

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

## Warm-Up

5 minutes

### Tricky Word Review

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

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

## Chaining

20 minutes

### Large Card Chaining

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

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

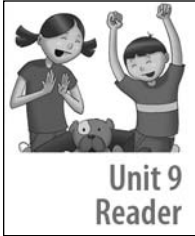
## Dictation

15 minutes

### Letter Dictation

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

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



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

### “On the Mat”

#### Purpose for Reading

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

#### Reading the Story

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

#### Wrap-Up

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

#### Discussion Questions on “On the Mat”

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

## Take-Home Material

### Take-Home Story: “Ann’s Dress”

- Have students give Worksheet 8.1 to a family member.

# Lesson 9

Review

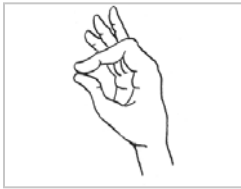
## ✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart 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)
- ✓ Add or substitute phonemes to spoken one-syllable words (RF.K.2e)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound for every consonant (RF.K.3a)
- ✓ Read high-frequency words identified as Tricky Words (RF.K.3c)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)
- ✓ 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, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.K.3)
- ✓ With prompting and support, ask and answer questions about unknown words and phrases from a fiction text that has been read independently (RL.K.4)
- ✓ With prompting and support, describe illustrations from a fiction text read independently, using the illustrations to check and support comprehension of the story (RL.K.7)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)

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

Oral Blending and Sound/Spelling Review



Part A

- Follow the instructions in Lesson 1.

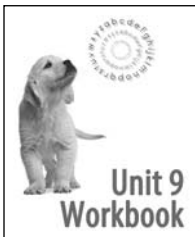
- |                                   |  |
|-----------------------------------|--|
| 1. (4) /r/ /i/ /ng/ /er/ > ringer | 7. (4) /m/ /i/ /x/ /er/ > mixer                  |
| 2. (4) /s/ /i/ /ng/ /er/ > singer | 8. (5) /f/ /r/ /ee/ /z/ /er/ > freezer           |
| 3. (4) /s/ /i/ /m/ /er/ > simmer  | 9.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

Part B

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

Reviewing the Tricky Words

Complete the Sentences

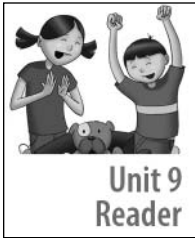


Worksheet 9.1

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

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

### “On the Mat”

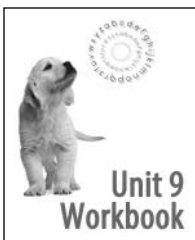


🔄 **Group 2:** Have students take out their Readers, sit with their partners, and take turns rereading “On the Mat” aloud. Students who finish early should reread the stories “Zack Gets a Pet” and “Ann’s Dress.” You may wish to assign any of the optional vocabulary worksheets for completion. Students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

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

## Reviewing the Story

### Story Questions Worksheet: “On the Mat”



Worksheet 9.2

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

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



# Lesson 10

## Tricky Word Uppercase Letters

### ✓ Objectives

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

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

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

### Advance Preparation

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

## Warm-Up

5 minutes

### Tricky Word Review

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

## Introducing the Tricky Word

5 minutes

### Today's Tricky Word: *which*

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

### Tricky Word: *which*

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

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

### Flash Card Review

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

## Introducing the Uppercase Letters

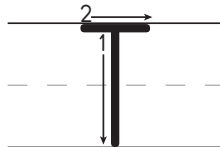
### Today's Letters: S, T, U, V, W

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



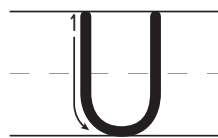
Start between the top and the dotted line.

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



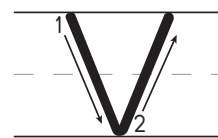
Start on the top line.

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



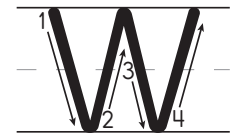
Start on the top line.

1. cup



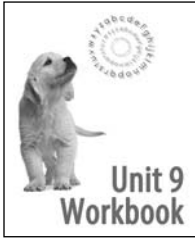
Start on the top line.

1. diagonal right
2. diagonal up



Start on the top line.

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



Worksheet 10.1

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

## Handwriting Worksheet

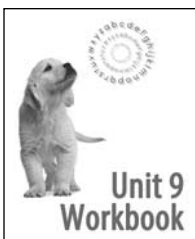
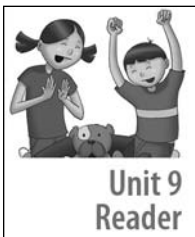
- Distribute and display Worksheet 10.1.
- Show students how to trace the gray dotted letters and how to write the letters using the black dots as starting points.
- At the bottom of the page, demonstrate how to read, trace, and write the Tricky Word.
- Display the back of the worksheet, and ask students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

## Small Group-Reading Time

20 minutes

### “Fix That Ship”

#### Challenging Vocabulary



Worksheets 10.2–10.7

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

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

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

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

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

### **Purpose for Reading**

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

### **Reading the Story**

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

### **Wrap-Up**

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

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

### **Discussion Questions on "Fix That Ship"**

1. *Literal* What is wrong with Zack's dad's ship? (The ship has a crack in the mast, dents, and rust.)
2. *Inferential* Why do you think Dan takes the ship out of water and onto land before fixing it? (Accept reasonable answers.)
3. *Literal* Why does Dan wear a mask? (Dan wears a mask to block the dust.)
4. *Literal* Name some of the things Dan does to fix the ship. (Dan sands the deck, rubs and scrubs, drills and bangs.)
5. *Evaluative* How do you think Dan feels after the ship is fixed? (Accept reasonable answers.)

## **Take-Home Material**

### **Take-Home Story: "Zack Gets a Pet"**

- Have students give Worksheet 10.8 to a family member.

## ***Code Knowledge***

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

# Lesson 11

Review  
Tricky Word

## ✓ 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)
- ✓ Add or substitute phonemes to spoken one-syllable words (RF.K.2e)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound for every consonant (RF.K.3a)
- ✓ Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms (RF.K.1d)
- ✓ Trace, copy, and write from memory the letters of the alphabet accurately in upper- and lowercase form (L.K.1a)
- ✓ Read high-frequency words identified as Tricky Words: *once* (RF.K.3c)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)
- ✓ 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, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.K.3)
- ✓ With prompting and support, ask and answer questions about unknown words and phrases from a fiction text that has been read independently (RL.K.4)
- ✓ With prompting and support, describe illustrations from a fiction text read independently, using the illustrations to check and support comprehension of the story (RL.K.7)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)

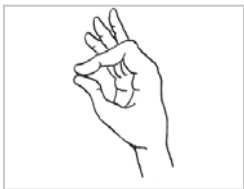
At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Oral Blending and Sound/Spelling Review</b>	Large Cards for 20 spellings taught	10
<b>Reviewing the Uppercase Letters</b>	<b>Flash Card Review</b>	cards prepared in Lesson 10	5
<b>Introducing the Tricky Words</b>	<b>Today's Tricky Word: once</b>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

## Warm-Up

**10** minutes

### Oral Blending and Sound/Spelling Review

#### Part A



- Follow the instructions in Lesson 1.

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

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

#### Part B

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



## Reviewing the Uppercase Letters

5 minutes

### Flash Card Review

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

## Introducing the Tricky Words

10 minutes

### Today's Tricky Word: *once*

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

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

#### Review: *one*

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

#### Tricky Word: *once*

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

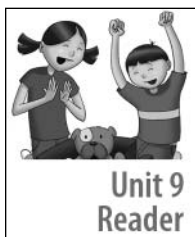
## Small Group-Reading Time

20 minutes

### "Fix That Ship"

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

- ❖ **Group 1:** Have students take out their Readers, sit with their partners, and take turns rereading "Fix That Ship." Students who finish early should reread the stories "On the Mat" and "Zack Gets a Pet." You may wish to assign any of the optional vocabulary worksheets for completion. Students should not read ahead.

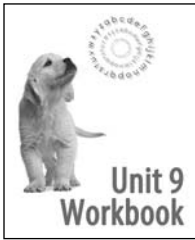


- **Group 2:** Have students follow along in their Readers as students read “Fix That Ship” aloud, one page at a time. Read the story a second time, having students participate using a reading approach appropriate for this group. If you have time, read “On the Mat” and “Zack Gets a Pet,” as well. Alternatively, you may use a different remediation exercise addressing the specific needs of students.

## Reviewing the Story

15 minutes

### Story Questions Worksheet: “Fix That Ship”



Worksheet 11.1

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

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

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

## Take-Home Material

### Tricky Words

- Have students give Worksheet 11.2 to a family member.

### Code Knowledge

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

# Lesson 12

## Uppercase Letters

### ✓ Objectives

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

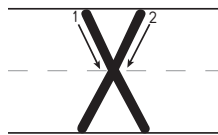
- ✓ Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms (RF.K.1d)
- ✓ Trace, copy, and write from memory the letters of the alphabet accurately in upper- and lowercase form (L.K.1a)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)
- ✓ 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, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.K.3)
- ✓ With prompting and support, ask and answer questions about unknown words and phrases from a fiction text that has been read independently (RL.K.4)
- ✓ With prompting and support, describe illustrations from a fiction text read independently, using the illustrations to check and support comprehension of the story (RL.K.7)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)

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

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

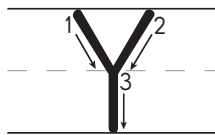
If students need additional practice with Uppercase Letters, you may use the activities in Unit 9, Section III of the *Assessment and Remediation Guide*.

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



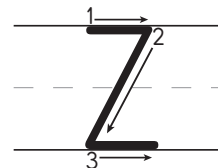
Start on the top line.

1. diagonal right (lift)
2. diagonal left



Start on the top line.

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



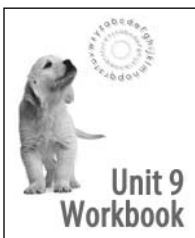
Start on the top line.

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

## Practice

15 minutes

### Handwriting Worksheet



Worksheet 12.1

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

If students need additional practice with uppercase letters, you may use any of the Pausing Point exercises listed under “Recognize and Write Uppercase Letters.”

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

## Partner Reading-Reading Time

20 minutes

### “The Tent”

#### Purpose for Reading

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

#### Reading the Story

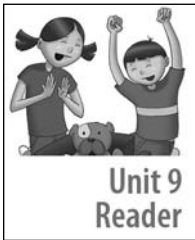
- Ask students to sit with their partners and take turns reading “The Tent” aloud.
- Review the use of the apostrophe as an indication of ownership, e.g. possessive. Students will also encounter an apostrophe used for the contraction *it’s*.
- Encourage students who finish early to reread the stories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

#### Wrap-Up

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

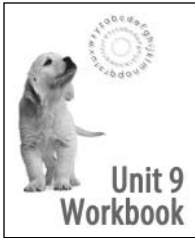
#### Discussion Questions on “The Tent”

1. *Inferential* When Zack and Ann first set up the tent, were they excited about it? (Yes, they were excited.) How do you know? (Accept reasonable answers.)
2. *Literal* Why does the tent fall? (The tent falls because a big gust of wind blows it.)
3. *Literal* How do Zack and Ann get wet? (Zack and Ann get wet during the rain.)
4. *Literal* What gets in the tent? (Red ants and a slug get in the tent.)



### Story Questions Worksheet: "The Tent"

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Worksheet 12.2

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

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

## Take-Home Material

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### Take-Home Story: "On the Mat"

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- Have students give Worksheet 12.3 to a family member.

# Lesson 13

## Tricky Words

### ✓ Objectives

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

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

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

## Introducing the Tricky Words

**15** minutes

### Today's Tricky Words: *said, says*

#### Tricky Word: *said*

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

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

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

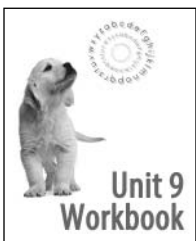
**Tricky Word: says**

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

**Reviewing the Tricky Words**

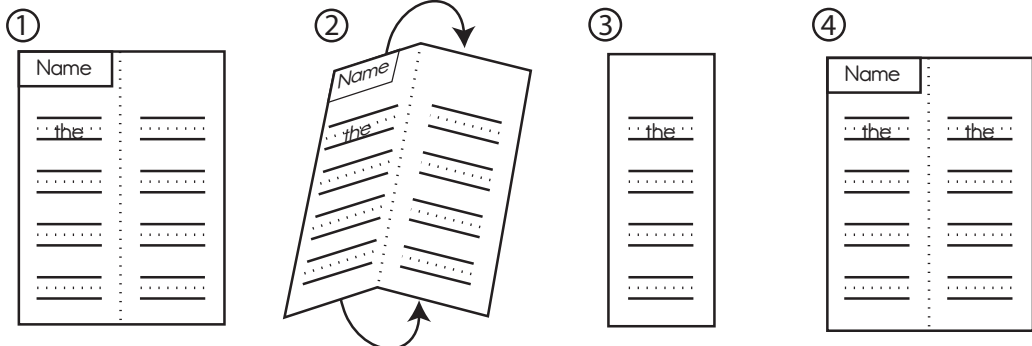
**25 minutes**

**Tricky Word Practice**



Worksheet 13.1

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





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

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

## Small Group-Reading Time

20 minutes

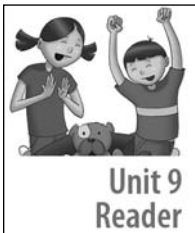
### “A Gift from Mom”

#### Purpose for Reading

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

#### Reading the Story

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



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

### Wrap-Up

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

#### Discussion Questions on “A Gift from Mom”

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

#### Code Knowledge

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

# Lesson 14

Review

## ✓ Objectives

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

- ✓ Read high-frequency words identified as Tricky Words (RF.K.3c)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound for every consonant (RF.K.3a)
- ✓ Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms (RF.K.1d)
- ✓ Trace, copy, and write from memory the letters of the alphabet accurately in upper- and lowercase form (L.K.1a)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)
- ✓ 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, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.K.3)
- ✓ With prompting and support ask and answer questions about unknown words and phrases from a fiction text that has been read independently (RL.K.4)
- ✓ With prompting and support, describe illustrations from a fiction text read independently, using the illustrations to check and support comprehension of the story (RL.K.7)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)

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

### Advance Preparation

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

## Warm-Up

10 minutes

### Tricky Word Review and Sound/Spelling Review

#### Part A

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

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

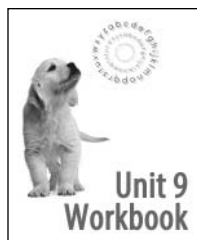
#### Part B

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

## Practice

15 minutes

### Caps Worksheet

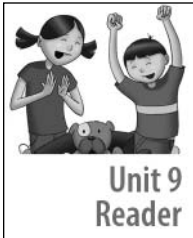


Worksheet 14.1

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

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

### "A Gift from Mom"



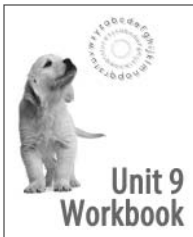
If students need additional practice reading, you may use the activities in Unit 9, Section II of the *Assessment and Remediation Guide*.

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

## Reviewing the Story

15 minutes

### Story Questions Worksheet: "A Gift from Mom"



Worksheet 14.2

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

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

## Take-Home Material

### Take-Home Story: "Fix That Ship"

- Have students give Worksheet 14.3 to a family member.

# Lesson 15

Review

## ✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart 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)
- ✓ Add or substitute phonemes to spoken one-syllable words (RF.K.2e)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound for every consonant (RF.K.3a)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)

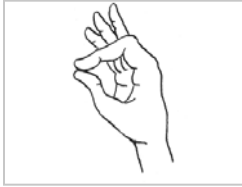
<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
<b>Warm-Up</b>	<b>Oral Blending and Sound/Spelling Review</b>	Large Cards for 20 spellings taught	10
<b>Practicing Reading</b>	<b>Wiggle Cards</b>	Wiggle Cards for <i>lift one hand, squint, nod yes, stand still, buzz, clap hands, tap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

### *Advance Preparation*

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

**Oral Blending and Sound/Spelling Review**

**Part A**



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

- Follow the instructions in Lesson 1.

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

**Part B**

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

**Practicing Reading**

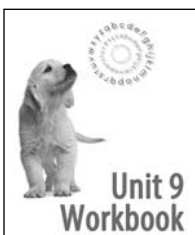
**Wiggle Cards**

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

**Practice**

**Mark the Sentence**

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



Worksheet 15.1

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

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

8-10 correct-Good

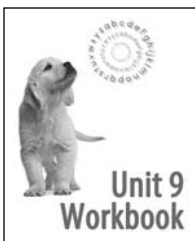
7 correct-Fair

6 or less correct-Poor

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

## Differentiated Instruction

20 minutes



Worksheet 15.2

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

### Small Group Work

#### ✪ Group 2

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

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

#### ✪ Group 1

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



# Lesson 16

## Tricky Words

### ✓ Objectives

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

- ✓ Read high-frequency words identified as Tricky Words: *are, were* (RF.K.3c)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound for every consonant (RF.K.3a)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)
- ✓ 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, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.K.3)
- ✓ With prompting and support, ask and answer questions about unknown words and phrases from a fiction text that has been read independently (RL.K.4)
- ✓ With prompting and support, describe illustrations from a fiction text read independently, using the illustrations to check and support comprehension of the story (RL.K.7)
- ✓ Read aloud in a group, with a partner, or alone at least 15 minutes each day (RL.K.10)

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

**Tricky Word Review**

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

**Introducing the Tricky Words****15 minutes****Today's Tricky Words: are, were**

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**Tricky Word: are**

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

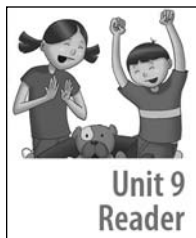
- Write the Tricky Word *are* on the board and ask students how they would blend and pronounce it. (They may say /a/ /r/ /e/.)
- Explain the actual pronunciation of the word is /ar/ as in, “Are you sleeping?”
- Underline the entire word and explain that it is completely tricky.
- Tell students when reading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

**Tricky Word: were**

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

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

“Bug and Frog”



Challenging Vocabulary

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

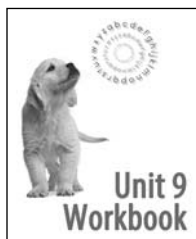
1. **web**—thin nets spun by spiders; refer to illustration in Reader on page 55
2. **munch**—to eat or chew something

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

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

Purpose for Reading

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



Worksheets 16.2, 16.3

Reading the Story

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

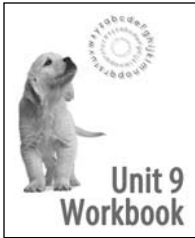
If students need additional practice reading, you may use the activities in Unit 9, Section II of the *Assessment and Remediation Guide*.

Wrap-Up

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

- Discussion Questions on “Bug and Frog”**
1. *Literal* Who is at the pond? (Zack and Ann are at the pond.)
  2. *Literal* Why does Zack wish he were a bug? (Zack wishes he were a bug because they hum and zip.)
  3. *Inferential* Why does Zack change his mind about wishing to be a bug? (Accept reasonable answers.)

## Story Questions Worksheet: "Bug and Frog"



Worksheet 16.1

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

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

## Take-Home Material

### "The Tent"

- Have students give Worksheet 16.4 to a family member.

### Code Knowledge

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

# Lesson 17

## Tricky Words

### ✓ Objectives

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

- ✓ Read high-frequency words identified as Tricky Words: *here, there* (RF.K.3c)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)
- ✓ 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, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.K.3)
- ✓ With prompting and support, ask and answer questions about unknown words and phrases from a fiction text that has been read independently (RL.K.4)
- ✓ With prompting and support, describe illustrations from a fiction text read independently, using the illustrations to check and support comprehension of the story (RL.K.7)
- ✓ Read aloud in a group, with a partner, or alone at least 15 minutes each day (RL.K.10)

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

## Today's Tricky Words: *here, there*

### Tricky Word: *here*

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

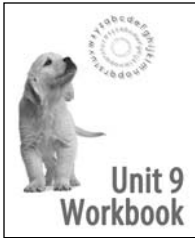
- Write the Tricky Word *here* on the board and ask students how they would blend and pronounce it. (They may say /h/ /e/ /r/ /e/.)
- Explain the actual pronunciation of the word is /h/ /ee/ /r/ as in, "I'm so glad you're here!"
- Circle the letter 'h' and explain it is pronounced just as one would expect,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

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

### Tricky Word: *there*

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

## Tricky Word Practice: here, there

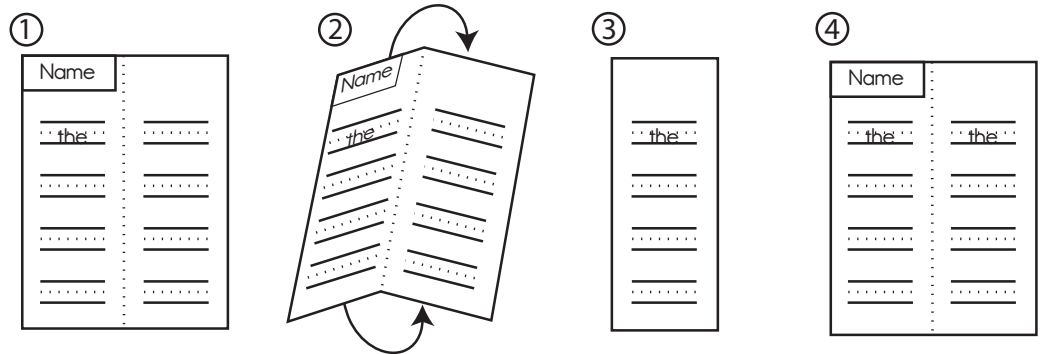


Worksheet 17.1

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

If students need additional practice writing Tricky Words, you may complete any of the Pausing Point exercises addressing writing Tricky Words.

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

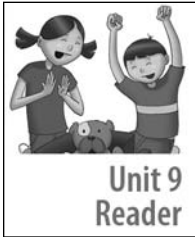


- Erase the word *no* from the board.
- Have students fold their worksheet along the dotted line and position it so the word they copied is facing the desk and the blank handwriting guides are facing up (see Illustration 2).
- Have students write *no* from memory on the top handwriting guide (see Illustration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

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

**“Swing That Net”**

**Challenging Vocabulary**



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

1. *slick*—slippery

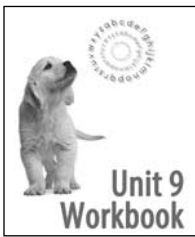
- You may wish to assign the optional vocabulary worksheet for completion.

**Purpose for Reading**

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

**Reading the Story**

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



Worksheet 17.3

**Wrap-Up**

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

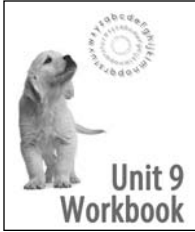
**Discussion Questions on “Swing That Net”**

1. *Literal* Why does Zack run into the pond? (Zack wants to catch frogs.)
2. *Literal* What happens when Zack runs into the pond? (The frogs run away.)
3. *Inferential* Why do you think the frogs hop away from Zack? (Accept reasonable answers.)
4. *Literal* How many frogs does Zack catch? (Zack catches six frogs.)
5. *Evaluative* What do you think Zack will do with the frogs that he catches? (Accept reasonable answers.)

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



### Story Questions Worksheet: "Swing That Net"



Worksheet 17.2

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

## Take-Home Material

### Practice Pack

- Have students give Worksheet 17.4 to a family member.

### Code Knowledge

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

# Lesson 18

Review

## ✓ Objectives

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

- ✓ Read high-frequency words identified as **Tricky Words** (RF.K.3c)
- ✓ Recognize, isolate, and write the spellings for short vowel sounds (L.K.2c)
- ✓ Recognize, isolate, and write single letter, double letter, and digraph spellings for consonant sounds (L.K.2c)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)

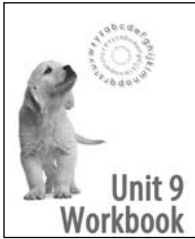
<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
<b>Warm-Up</b>	<b>Tricky Word Review</b>	cards for Tricky Words taught	10
<b>Dictation</b>	<b>Dictation with Phrases</b>	pencils; Worksheet 18.1; projection system	15
<b>Reviewing the Tricky Words</b>	<b>Complete the Sentences</b>	pencils;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

## Warm-Up

**10** minutes

### Tricky Word Review

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



Worksheet 18.1

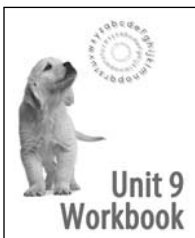
If students need additional practice writing Tricky Words, you may complete any of the Pausing Point exercises addressing writing Tricky Words and the activities in Unit 9, Section I of the *Assessment and Remediation Guide*.

**Dictation with Phrases**

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

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

**Reviewing the Tricky Words**



Worksheet 18.2

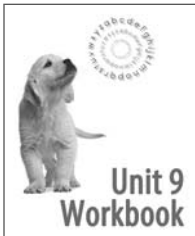
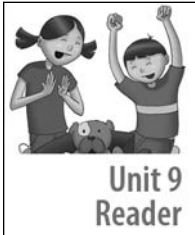
If students need additional practice reading Tricky Words, you may complete any of the Pausing Point exercises addressing reading Tricky Words and the activities in Unit 9, Section I of the *Assessment and Remediation Guide*.

**Complete the Sentences**

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

**“Spot’s Bath”**

**Challenging Vocabulary**



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

1. **grip**—to hold tightly

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

**Purpose for Reading**

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

**Reading the Story**

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

**Wrap-Up**

- Discuss the following questions as a class.

**Discussion Questions on “Spot’s Bath”**

1. *Literal* Why does Spot need a bath? (Spot needs a bath because he is muddy.)
2. *Inferential* Is Spot enjoying his bath? Why or why not? (Accept reasonable answers.)
3. *Literal* What happens when Zack’s hands slip while he is holding Spot? (Spot runs back to the mud pit when Zack’s hands slip.)
4. *Inferential* Will Spot have to take another bath? Why or why not? (Accept reasonable answers.)

Worksheet 18.3

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

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

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### **Take-Home: “A Gift From Mom”**

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- Have students give Worksheet 18.4 to a family member.

# Lesson 19

Review  
Student Performance  
Task Assessment

## ✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the 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.

- ✓ Name and use commas and end punctuation while reading orally (L.K.2b)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)
- ✓ 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, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.K.3)
- ✓ With prompting and support, ask and answer questions about unknown words and phrases from a fiction text that has been read independently (RL.K.4)
- ✓ With prompting and support, describe illustrations from a fiction text read independently, using the illustrations to check and support comprehension of the story (RL.K.7)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)

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

### ***Advance Preparation***

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

Dan ran fast.

Did Sam bring the book?

Help!

### ***Note to Teacher***

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

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

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

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

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

There are activities in the Unit 9 Pausing Point addressing Tricky Words, uppercase letters, and punctuation marks.

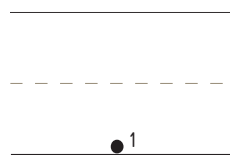
Keep the assessment or a record of the results in your assessment portfolio.

## Punctuation Marks

10 minutes

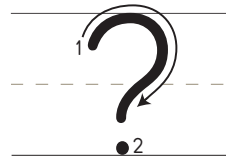
**Note:** Students have already seen these punctuation marks in the decodable stories, and you have explained what these punctuation marks mean. In this lesson, you will review this information with students and they will practice writing the punctuation marks.

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



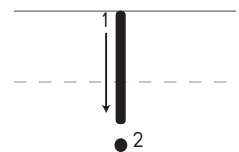
Start on the bottom line.

1. dot



Start a little below the top line.

1. candy cane (lift)
2. dot



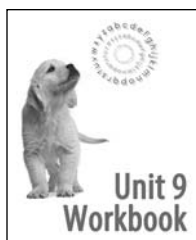
Start on the top line.

1. short line down (lift)
2. dot



## Punctuation Worksheet

15 minutes



Worksheet 19.1

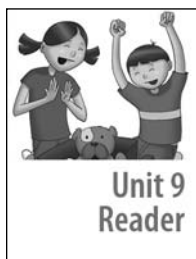
- Distribute and display Worksheet 19.1.
- Show students how to trace the gray dotted punctuation marks and how to write the punctuation marks, using the black dots as starting points.
- Display the back of the worksheet.
- Read the first item, being sure to emphasize the question's intonation.
- Ask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

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

## Small Group-Reading Time

20 minutes

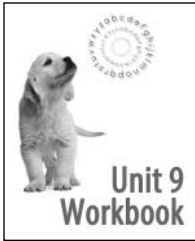
### "Spot's Bath"



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

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

## Story Questions Worksheet: "Spot's Bath"



Worksheet 19.2

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

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

## Student Performance Task Assessment

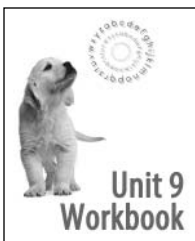
### 10 Reading Assessment

#### Option A

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

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

#### Option B



Worksheets 19.3-19.6

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

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

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

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

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

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### **Take-Home Story: "The Tent"**

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- Have students give Worksheet 19.7 to a family member.







Rob and Ed were sad.

Which pet is fun?

When can I get a snack?

Why are the dogs here?

Dad says, "This cab is so fast!"

# Lesson 20

Review  
Student Performance  
Task Assessment

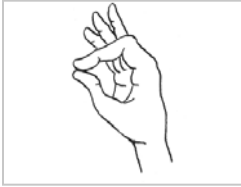
## ✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the 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)
- ✓ Add or substitute phonemes to spoken one-syllable words (RF.K.2e)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound for every consonant (RF.K.3a)
- ✓ Ask questions beginning with *who*, *what*, *where*, *when*, *why*, or *how* (L.K.1d)
- ✓ Name and use commas and end punctuation while reading orally (L.K.2b)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)

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



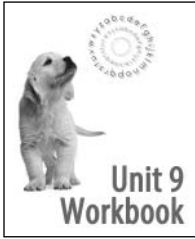
**Oral Blending and Sound/Spelling Review****Part A**

- Follow the instructions in Lesson 1.

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

**Part B**

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



Worksheet 20.1

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

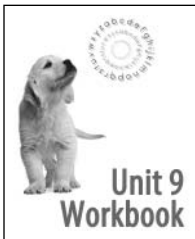
## Completing Questions

15 minutes

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

## Circle and Copy

15 minutes



Worksheet 20.2

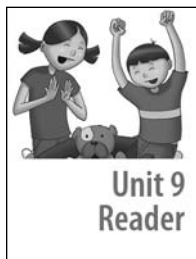
The following procedures encourage you to model Worksheet 20.2 for students. Students have encountered this type of worksheet a number of times, so you may prefer to have them complete the worksheet independently. The same can be said for most of the worksheets included in the remaining Unit 9 lessons.

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

### “The Pots and Pans Band”

#### Purpose for Reading

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



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

#### Reading the Story

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

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

#### Wrap-Up

- Discuss the following questions as a class.

#### Discussion Questions on “The Pots and Pans Band”

1. *Literal* What instruments do the kids in the pots and pans band play? (The kids use pots and pans as instruments.)
2. *Inferential* Describe what the music this band makes sounds like. (Accept reasonable answers.)
3. *Literal* How does Mom trick the kids to get them to stop playing? (Mom makes a snack and the kids go into another room to eat it.)
4. *Evaluative* How do you think the kids will feel when they realize Mom put their instruments on a shelf? (Accept reasonable answers.)

## Student Performance Task Assessment

### Reading Assessment

- Follow the procedures explained in Lesson 19.

# Lesson 21

Review  
Student Performance  
Task Assessment

## ✓ Objectives

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

- ✓ Orally blend sounds to form words, e.g., given the sounds /k/ . . ./a/ . . ./t/, blend to make *cat* (RF.K.2d)
- ✓ Add or substitute phonemes to spoken one-syllable words (RF.K.2e)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound for every consonant (RF.K.3a)
- ✓ Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms (RF.K.1d)
- ✓ Trace, copy, and write from memory the letters of the alphabet accurately in upper- and lowercase form (L.K.1a)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)
- ✓ 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, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.K.3)
- ✓ With prompting and support, ask and answer questions about unknown words and phrases from a fiction text that has been read independently (RL.K.4)
- ✓ With prompting and support, describe illustrations from a fiction text read independently, using the illustrations to check and support comprehension of the story (RL.K.7)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)

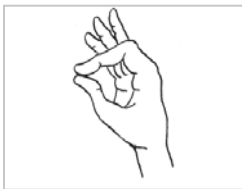
<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Warm-Up</b>	<b>Oral Blending and Sound/Spelling Review</b>	Large Cards for 20 spellings taught	10
<b>Practice</b>	<b>Uppercase Letters Worksheet</b>	pencils; Worksheet 21.1; projection system	15
<b>Small Group-Reading Time</b>	<i>"The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

## Warm-Up

**10** minutes

### Oral Blending and Sound/Spelling Review

#### Part A



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

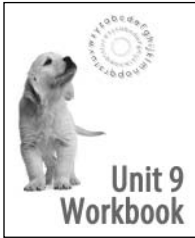
- Follow the instructions in Lesson 1.

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

#### Part B

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

## Uppercase Letters Worksheet



Worksheet 21.1

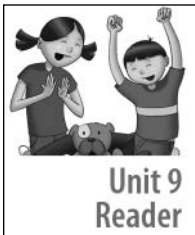
If students need additional practice with uppercase letters, you may select appropriate Pausing Point exercises from those listed under “Recognize and Write Uppercase Letters” and the activities in Unit 9, Section III of the *Assessment and Remediation Guide*.

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

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

## Small Group-Reading Time

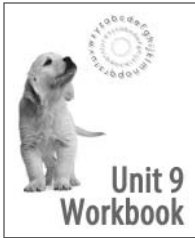
### “The Pots and Pans Band”



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

### Story Questions Worksheet: “The Pots and Pans Band”

---



Worksheet 21.2

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

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

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

## Student Performance Task Assessment

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### Reading Assessment

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- Follow the procedures explained in Lesson 19.

## Take-Home Material

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### Take-Home Story: “Swing That Net”

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- Have students give Worksheet 21.3 to a family member.

# Lesson 22

Review  
Student Performance  
Task Assessment

## ✓ Objectives

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

- ✓ Read high-frequency words identified as **Tricky Words** (RF.K.3c)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound for every consonant (RF.K.3a)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)
- ✓ 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, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.K.3)
- ✓ With prompting and support, ask and answer questions about unknown words and phrases from a fiction text that has been read independently (RL.K.4)
- ✓ With prompting and support, describe illustrations from a fiction text read independently, using the illustrations to check and support comprehension of the story (RL.K.7)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)

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



**Tricky Word Review and Sound/Spelling Review**

---

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

**Part A**

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

**Part B**

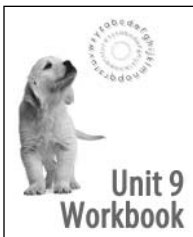
- Gather the Large Cards for the 20 spellings that have been taught, including digraphs and spelling alternatives.
- Display the first Large Card.
- Have students provide the sound represented on the card and name the letters.
- Continue with the remaining cards.

**Practice****Yes/No Questions**

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

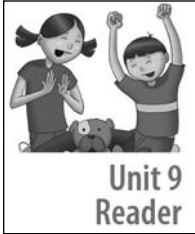
- Distribute and display Worksheet 22.1.
- Ask students to read the first question.
- Ask students if the answer to the question is yes or no.
- Have students write *no* on the line provided, following your example.
- Continue demonstrating until students are ready to work independently.



Worksheet 22.1

## “When It’s Hot”

### Challenging Vocabulary

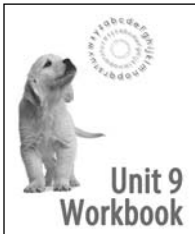


If students need additional practice reading, you may use the activities in Unit 9, Section II of the *Assessment and Remediation Guide*.

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

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

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



Worksheets 22.3, 22.4

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

### Purpose for Reading

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

### Reading the Story

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

### Wrap-Up

- Discuss the following questions as a class.

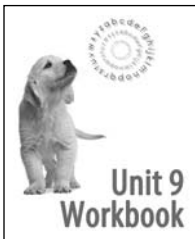
## Discussion Questions on “When It’s Hot”

1. *Literal* Where does Dad’s golf ball land? (Dad’s golf ball lands in the grass.)
2. *Inferential* Do you think Zack and his dad are having any luck catching fish? Why do you think that? (Accept reasonable answers.)
3. *Literal* What do Zack and his dad like to grill? (Zack and his dad like to grill hot dogs.)

## Reviewing the Story

15 minutes

### Story Questions Worksheet: “When It’s Hot”



Worksheet 22.2

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

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

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

## Student Performance Task Assessment

### Reading Assessment

- Follow the procedures explained in Lesson 19.

## Take-Home Material

### Take-Home Story: “Spot’s Bath”

- Have students give Worksheet 22.5 to a family member.

# Lesson 23

Review  
Student Performance  
Task Assessment

## ✓ Objectives

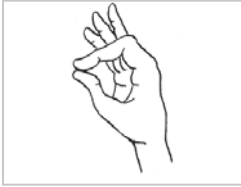
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart in the Introduction for additional standards addressed in all lessons in this unit.

- ✓ Orally blend sounds to form words, e.g., given the sounds /k/ . . . /a/ . . . /t/, blend to make *cat* (RF.K.2d)
- ✓ Add or substitute phonemes to spoken one-syllable words (RF.K.2e)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound for every consonant (RF.K.3a)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)
- ✓ 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 (RF.K.1)
- ✓ 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 (RF.K.3)
- ✓ With prompting and support, ask and answer questions about unknown words and phrases from a fiction text that has been read independently (RF.K.4)
- ✓ With prompting and support, describe illustrations from a fiction text read independently, using the illustrations to check and support comprehension of the story (RF.K.7)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RF.K.10)

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

## Oral Blending and Sound/Spelling Review

### Part A



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

- Follow the instructions in Lesson 1.

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

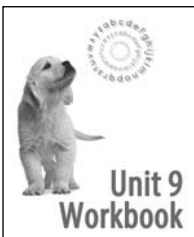
### Part B

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

## Practice

15 minutes

### Mark the Sentence



Worksheet 23.1

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

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

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

## Partner Reading-Reading Time

20 minutes

### “Ann’s Hat Box”

#### Challenging Vocabulary

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

1. **top hat**—a tall, fancy hat

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

#### Purpose for Reading

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

#### Reading the Story

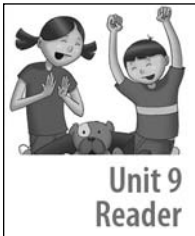
- Ask students to sit with their partners and take turns reading “Ann’s Hat Box” aloud.
- Encourage students who finish early to reread previous stories. They should not read ahead.
- Listen to students read and record anecdotal notes on their progress.

#### Wrap-Up

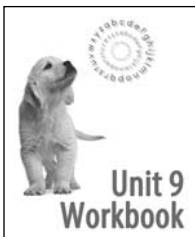
- Discuss the following questions as a class.

#### Discussion Questions on “Ann’s Hat Box”

1. *Literal* Where does Ann set her hat box? (Ann sets her hat box on the bed.)
2. *Literal* What does Zack think is wrong with the top hat? (The top hat has a big dent.)
3. *Literal* Which hat does Zack like the best? (Zack likes the red hat best.)
4. *Evaluative* Why do you think Ann is trying on hats? (Accept reasonable answers.)



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



Worksheet 23.3

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



# Unit 9 Pausing Point

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

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

## Pausing Point Topic Guide

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### Blend Two-Syllable Words

Oral Blending	Page 109
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### Read Tricky Words

What's My Word?	Page 109
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Colored Flash Cards	Page 110
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Word Concentration	Page 111
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### Read Decodable Stories

Practicing Reading: "Dan the Cab Man", "Help From Pals", and "Ann's Cut"	Page 111
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Take-Home Stories: "Dan the Cab Man", "Help From Pals", and "Ann's Cut"	Page 112
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### Answer Written Story Questions

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

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### **Write Tricky Words**

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### **Write Sentences**

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Making Questions, Exclamations,  
and Statements Page 116

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### **Understand the Usage of Question Words**

Completing Questions Page 117

What's the Question? Page 117

## ***Blend Two-Syllable Words***

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### **Oral Blending**

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

## ***Read Tricky Words***

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### **What's My Word?**

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

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

### Colored Flash Cards

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

#### Green Cards:

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

#### Yellow Cards:

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

## Word Concentration

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

## Tricky Word Beanbag Toss

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

## Read Decodable Stories

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

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

#### Discussion Questions on “Dan the Cab Man”

1. *Literal* What is Zack and Ann’s dad’s name? (Dan)
2. *Litera* What is Dan’s job? (Drives a cab)
3. *Literal* Is Dan’s cab fast or slow? (fast)
4. *Literal* What two things does Dan’s cab pass? (van, bus)
5. *Inferential* What do you think Dan will do with the money he earns? (Accept reasonable answers.)

### Discussion Questions on “Help from Pals”

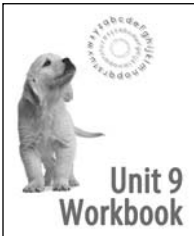
1. *Literal* Who has a lot of tasks? (Ann)
2. *Literal* What tasks does Ann have to do? (Cut the grass, scrub the pots, trim the shrubs, brush the dog.)
3. *Literal* Who helps Ann with the tasks? (Zack, Rod, and Ed)
4. *Literal* Which tasks does Ann do? (Trims the shrubs)
5. *Evaluative* Why is it great to get help with tasks or jobs that you need to do?

### Discussion Questions on “Ann’s Cut”

1. *Inferential* What happened to Ann? (She fell skating.)
2. *Evaluative* How do you think it happened? (Accept reasonable answers.)
3. *Inferential* What is bigger: a gash or a cut? (Accept reasonable answers.)

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

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Worksheets PP4–PP6

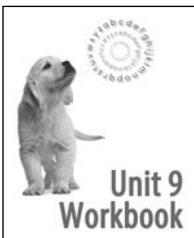
- Distribute Worksheets PP4, PP5, and PP6.
- Have students take the worksheets home and give them to a family member so they can practice reading the stories while at home.

### Answer Written Story Questions

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

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Worksheets PP1–PP3

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

## ***Recognize and Write Uppercase Letters***

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### **Sound Dictation with Uppercase Letters**

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

### **Rough Around the Edges**

---

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

### **Tray Tracing**

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

### **Erase the Letter**

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

### **Name Game**

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

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

### Letter Concentration

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

### Word Scramble

---

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

### Finding Letters

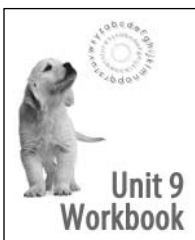
---

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

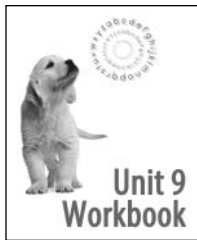
### Rainbow Letters

---

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



Worksheet PP7



Worksheets PP8, PP9

## Worksheet with Missing Uppercase Letters

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

## Worksheet with Uppercase Letters

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

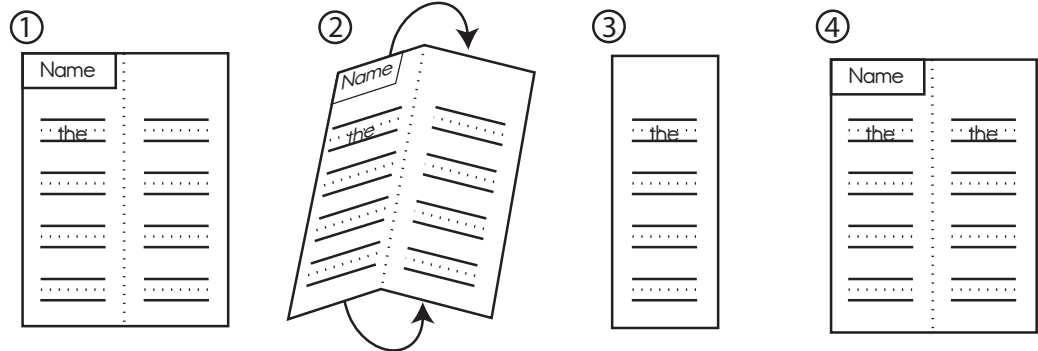
## Alphabet Classbook

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

## Write Tricky Words

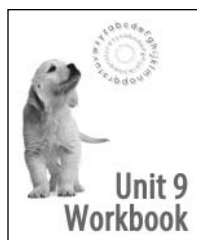
### Tricky Word Practice

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



## Handwriting Worksheets with Tricky Words

---



Worksheets PP10–PP12

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

## Write Sentences

---

### Sentence Strips

---

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

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

### Making Questions, Exclamations, and Statements

---

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

### Dictation with Sentences

---

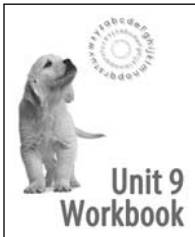
- Ask students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of sentences. The sentences will be statements, questions, and exclamations. Be sure to use the proper intonation when reading the sentences. (Select sentences from the following list.)
- For each sentence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



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

## Understand the Usage of Question Words

### Completing Questions



Worksheet PP13

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

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

### What's the Question?

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

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

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



# Teacher Resources

## Assessments

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

# Tens Conversion Chart

## Number Correct

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

## Appendix - Teacher Resources

### Anecdotal Reading Record

Week of: \_\_\_\_\_

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

Name \_\_\_\_\_

1.1

Print the caps and the words.

A A A A A A A

B B B B B B B

C C C C C C C

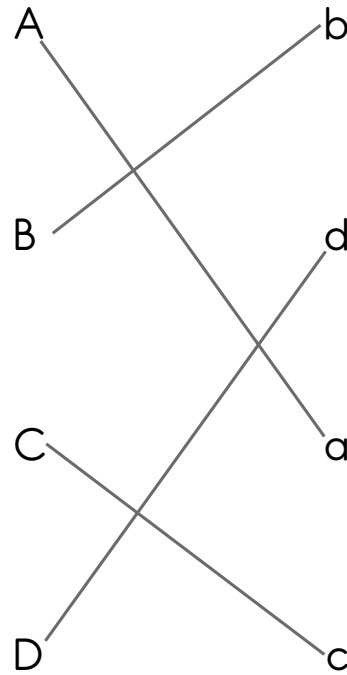
D D D D D D D

word word

when when

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

Unit 9

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Name \_\_\_\_\_

1.2

Dear Family Member,

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



A A A A A A A

B B B B B B B

C C C C C C C

D D D D D D D

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

when from of

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

was word all

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

Unit 9

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Name \_\_\_\_\_

2.2

## The Bad Crab

1. Is Zack six?

- Zack is six.
- Zack is not six.

2. Did the crab pinch Ann?

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

3. Did Mom run from the crab?

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

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

Unit 9 7

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Name \_\_\_\_\_

3.1

Print the caps and the words.

E E E E E E E

F F F F F F F

G G G G G G G

H H H H H H H

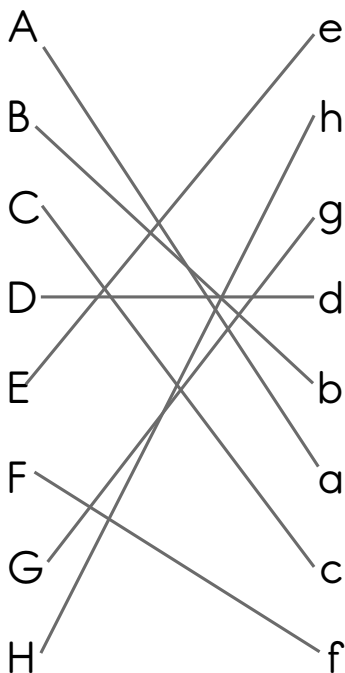
to to

why why

Unit 9 15

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



16 Unit 9

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Name \_\_\_\_\_

4.1

## Ann's Dress

1. The cab hit . . .

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

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

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

3. Why was Ann's dress a mess?

Accept reasonable answers based on the text.

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

Unit 9 25

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Name \_\_\_\_\_

5.1

The duck flaps its wings.



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

\_\_\_\_\_

-----

\_\_\_\_\_

The dress is long.



\_\_\_\_\_

-----

\_\_\_\_\_

A kid gets a kiss.



\_\_\_\_\_

-----

\_\_\_\_\_

Unit 9 29

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An egg is in the pan.



\_\_\_\_\_

-----

\_\_\_\_\_

The fish has fins.



\_\_\_\_\_

-----

\_\_\_\_\_

The kid went to bed.



\_\_\_\_\_

-----

\_\_\_\_\_

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Name \_\_\_\_\_

5.2

Where

Why

to

1. Why is Jess mad at Ann?

2. The kids went to the pond.

3. Where is the shop?

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

Unit 9 31

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I

When

word

4. Jeff can not spell the word.

5. When did Jill get back?

6. I can not stand that cat!

32 Unit 9

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Name \_\_\_\_\_

6.1

Print the caps and the words.

I I I I I I I

J J J J J J J

K K K

L L L L L L L

M M M

where where

no no

Unit 9 33

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A	B	M	D
E	F	G	H
I	J	K	L

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

b B k K h H

d D l L a A

m M f F j J

i I e E g G

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Name \_\_\_\_\_

6.2

### Zack Gets a Pet

1. Why can't Zack get a cat?

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

2. Why can't Zack get a bug?

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

3. Where did Zack get his fish?

Zack got his fish from the pet shop.

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

Unit 9 35

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Name \_\_\_\_\_

7.1

Print the caps and the words.

N N N N N N N

O O O

P P P

Q Q Q Q Q Q Q

R R R R R R R

what what

so so

Unit 9 43

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

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

Name \_\_\_\_\_ **9.1**

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

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

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

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

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

Name \_\_\_\_\_ **9.2**

## On the Mat

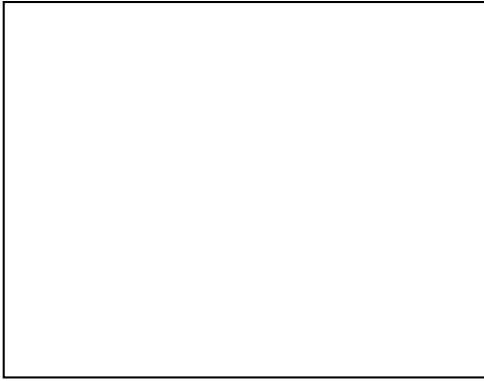
1. What did the kids get on?  
The kids got on a mat.
2. Where was Ed?  
Ed was on the tip top.

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

3. Why did Zack slip?

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

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



-----  
-----

Name \_\_\_\_\_

10.1

Print the caps and the word.

S S S S S S

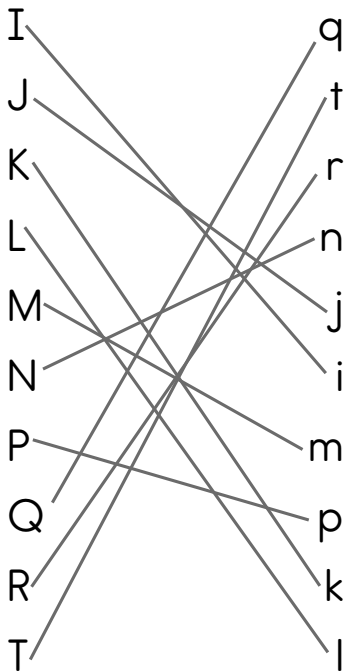
T T T T T T

U U U U U U

V V V V V V

W W W W W W

which which



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

Name \_\_\_\_\_

11.1

## Fix That Ship

1. Why can't Dan fish?

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

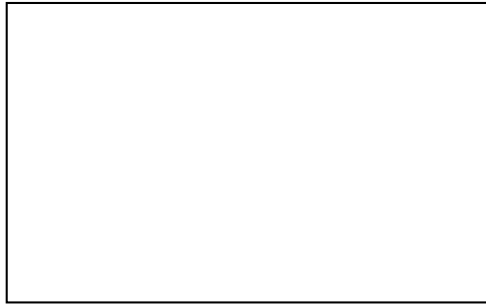
2. The mast of the ship . . .

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

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

3. What must Dan sand?

Dan must sand the rust.



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

Name \_\_\_\_\_

12.1

Print the caps and the words.

X X X X X X

Y Y Y Y Y Y

Z Z Z Z Z Z

one one

once once

When What

1. When can the cat drink milk?

Why Which

2. Which bus will stop at the gift shop?

When Where

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

Why What

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

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

Name \_\_\_\_\_

12.2

## The Tent

1. Where did Zack and Ann get the tent?

- from a shop
- from the shed
- from Dad

2. What hit the tent?

A big wind hit the tent.

3. What got in the tent?

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

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

Name \_\_\_\_\_

14.1

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

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

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

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

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

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

Unit 9 82

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Name \_\_\_\_\_

14.2

## A Gift from Mom

1. What did Mom bring Zack and Ann?

- a cat
- a box
- a snack

2. What was in the box?

A dog was in the box.

3. Was Zack glad to get a dog?

Yes, Zack was glad to get a dog.


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

Unit 9 83


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Name \_\_\_\_\_


15.1

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

2.   This is a clock.  
 This is a dish.

3.   The man is strong.  
 The dog is strong.






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

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

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

Unit 9 87

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

Name \_\_\_\_\_ **15.2**

Which	once	says
-------	------	------

1. Sam says no, but Beth

\_\_\_\_\_ says \_\_\_\_\_ yes.

2. I went to the shop

\_\_\_\_\_ once \_\_\_\_\_ .

3. \_\_\_\_\_ Which \_\_\_\_\_ glass is Ann's?

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

so	said	one
----	------	-----

4. That is what Trish

\_\_\_\_\_ said \_\_\_\_\_ .

5. The plums smell \_\_\_\_\_ so \_\_\_\_\_  
fresh.

6. Brad had \_\_\_\_\_ one \_\_\_\_\_ chip.

Name \_\_\_\_\_ **16.1**

## Bug and Frog

1. Where are Zack and Ann?

\_\_\_\_\_ Zack and Ann are next to a pond. \_\_\_\_\_

2. Zack says . . .

- "I wish I were a cat."  
 "I wish I were a frog."  
 "I wish I were a bug."

3. Ann says . . .

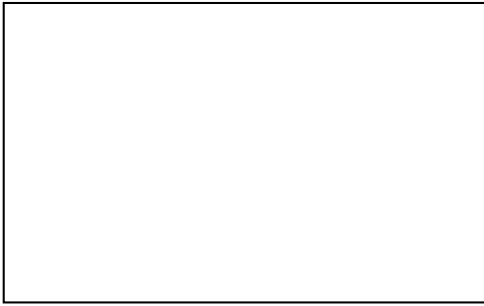
- "Bugs are no fun."  
 "Bugs are the best."  
 "Bugs spin webs."

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

4. Can a frog munch on a bug?

Yes, a frog can munch a bug.

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



Name \_\_\_\_\_

17.2

## Swing That Net

1. What did Zack say to the frogs?

Zack yells, "Get in here, frogs."

2. Did Zack get lots of frogs?

Zack got lots of frogs in his net.

3. Did Zack get wet?

Accept reasonable answers based

on illustrations.

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

Name \_\_\_\_\_

18.1

1. \_\_\_\_\_  
which \_\_\_\_\_ one

2. Ann \_\_\_\_\_  
\_\_\_\_\_ says \_\_\_\_\_ no

3. gifts \_\_\_\_\_  
\_\_\_\_\_ are \_\_\_\_\_ here

4. \_\_\_\_\_  
\_\_\_\_\_ where \_\_\_\_\_ am I

Directions: Have students fill in the blanks while the phrases are said.

5. \_\_\_\_\_  
\_\_\_\_\_ where \_\_\_\_\_ to shop

6. \_\_\_\_\_  
\_\_\_\_\_ why \_\_\_\_\_ did Scott

7. one \_\_\_\_\_  
\_\_\_\_\_ word \_\_\_\_\_

8. \_\_\_\_\_  
\_\_\_\_\_ what \_\_\_\_\_ Ann said



Name \_\_\_\_\_

18.2

were	Here	to
------	------	----

1. The kid went to the shop.

2. The rocks were big.

3. Here is his mitt.

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

Unit 9 109

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no	There	are
----	-------	-----

4. There are eggs in the nest.

5. I said no.

6. The stamps are red and black.

110 Unit 9

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Name \_\_\_\_\_

19.1

\_\_\_\_\_

? ? ? ? ? ?

\_\_\_\_\_

! ! ! ! ! !

Directions: Have students trace and copy the punctuation marks.

Unit 9 115

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? . !

1. Can Stan help us ?

2. Stop the bus !

3. Did Jim get a bag of chips ?

4. Tom sang a song .

5. Where are the kids ?

6. Help !

7. A dog is a fun pet .

Directions: Have students fill in the punctuation marks as the sentences are read aloud.

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Name \_\_\_\_\_

19.2

## Spot's Bath

1. What got on Spot?

- mud
- jam
- sand

2. Where were Spot's pals?

Spot's pals are in the mud pit.

3. Was Spot a bad dog?

Accept reasonable answers.

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

Unit 9 117

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Name \_\_\_\_\_

19.3

1. which wimp word

2. sock so sop

3. here there hem

4. bet are ask

5. hut wet what

Unit 9 119

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6. zed says said

7. a I it

8. no not next

9. one once when

10. when win went

120 Unit 9

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Name \_\_\_\_\_

19.4

w W h H o O

a A q Q x X

u U e E i I

c C l L s S

m M y Y f F

p P t T j J

r R v V z Z

d D g G b B

n N k K

Directions: Have students write the corresponding uppercase letter next to each lowercase letter.

Unit 9 121

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Name \_\_\_\_\_

19.5

? . !

1. Which desk is his ?

2. A dog just bit him !

3. Why is it so hot ?

4. The dress is red .

5. I can not stand it !

6. His dad has a truck .

Directions: Have students fill in the punctuation marks as the sentences are read aloud.

Unit 9 123

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Name \_\_\_\_\_

20.1

When Which

1. When will Pat get here?

Which What

2. What is that?

What Why

3. Why did the cat hiss at him?

Where Which

4. Which pan is hot?

Directions: Have students complete each sentence with the correct question word. Remind students the first word in a sentence must begin with a capital letter.

Unit 9 129

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Where Which

5. Where can Dad rest his legs?

Why What

6. Why is it so hot in here?

What When

7. When can I get a pet, Mom?

Which Where

8. Which cap is the black one?

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Name \_\_\_\_\_

20.2

There is an ant in the grass.



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

A fish has fins.



Unit 9 131

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The pup gets a bath.



Handwriting practice lines (dashed top and bottom lines, solid middle line).

The hen has six eggs.



Handwriting practice lines (dashed top and bottom lines, solid middle line).

Name \_\_\_\_\_

21.1

b	_____	H
d	_____	K
e	_____	E
f	_____	J
g	_____	M
h	_____	B
i	_____	F
j	_____	L
k	_____	D
l	_____	G
m	_____	I

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

O	P	Q	R
S	T	U	V
W	X	Y	Z

o	o	s	s	r	R
t	T	p	P	w	W
u	U	q	Q	v	V
y	Y	x	X	z	Z

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

Name \_\_\_\_\_

21.2

## The Pots and Pans Band

1. What is a pots and pans band?

Accept reasonable answers based

on text and illustrations.

2. Did Mom bang on the pots and pans?

No, Mom did not bang on the pots and pans.

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

3. What did the kids get from Mom in the end?

- snacks
- pots and pans
- lunch

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

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

22.1

1. Is there a king in this class? \_\_\_\_\_  
-----  
no

2. Are ants as big as pigs? \_\_\_\_\_  
-----  
no

3. Is a jet fast? \_\_\_\_\_  
-----  
yes

4. Are pots the best pets? \_\_\_\_\_  
-----  
no

5. Are there kids in this class? \_\_\_\_\_  
-----  
yes

6. Can a frog swim? \_\_\_\_\_  
-----  
yes

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

7. Can a bug buzz? \_\_\_\_\_  
-----  
yes

8. Are all fish wet? \_\_\_\_\_  
-----  
yes

9. Can dogs run fast? \_\_\_\_\_  
-----  
yes

10. Can a chimp swing from a branch? \_\_\_\_\_  
-----  
yes

11. Can crabs sing? \_\_\_\_\_  
-----  
no

12. Is a rock a snack? \_\_\_\_\_  
-----  
no

Name \_\_\_\_\_

22.2

## When It's Hot

1. When it's hot, Zack and his dad . . .

- jump, skip, and hop.
- camp, swim, and grill.
- golf, fish, and grill.

2. Where did Zack's dad sit to cast?

Zack's dad sits next to Zack on a rock.

3. What did Zack and his dad grill?

Zack and his dad grill hot dogs.

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

Name \_\_\_\_\_

23.1

Directions: For each picture, have students fill in the circle next to the matching sentence and then copy it on the line.



- No dogs are in the box.
- Dogs are in the box.

\_\_\_\_\_

-----

\_\_\_\_\_



- This is a bed.
- This is a bath.

\_\_\_\_\_

-----

\_\_\_\_\_

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- There is a man here.
- There is a mat here.

\_\_\_\_\_

-----

\_\_\_\_\_



- Beth has a doll.
- Beth has a dog.

\_\_\_\_\_

-----

\_\_\_\_\_

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Name \_\_\_\_\_

23.2

## Ann's Hat Box

1. What did Ann set on the bed?

\_\_\_\_\_

-----

\_\_\_\_\_

**Ann set a box of hats on the bed.**

2. Which hat had a dent?

\_\_\_\_\_

-----

\_\_\_\_\_

**The black top hat has a dent.**

3. Did Zack pick the nap cap?

\_\_\_\_\_

-----

\_\_\_\_\_

**No, Zack did not pick the nap cap.**

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

Unit 9 151

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4. Zack said that \_\_\_\_\_ was the best.

- the red hat
- the nap cap
- the top hat

\_\_\_\_\_

-----

\_\_\_\_\_

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

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Name \_\_\_\_\_

**PP1**

## Dan the Cab Man

1. Was Dan's cab fast?

\_\_\_\_\_

Yes, Dan's cab is fast.

\_\_\_\_\_

2. What did the cab pass?

a van and a bus

a truck

a ship

3. What did the man hand to Dan?

\_\_\_\_\_

The man handed a bunch of cash to Dan.

\_\_\_\_\_

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

Unit 9 157

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Name \_\_\_\_\_

**PP2**

## Help from Pals

1. What tasks did Ann get from Dad?

\_\_\_\_\_

Dad said to cut the grass and trim the shrubs.

\_\_\_\_\_

2. What tasks did Ann get from Mom?

\_\_\_\_\_

Mom said to scrub the pots and brush the dog.

\_\_\_\_\_

3. Did Zack's pals help Ann?

\_\_\_\_\_

Yes, Zack's pals did help Ann.

\_\_\_\_\_

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

Unit 9 159

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4. What is a task?

\_\_\_\_\_

A task is a small job.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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



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Name \_\_\_\_\_

**PP3**

## Ann's Cut

1. Where did Ann get a cut?

\_\_\_\_\_

Ann got a cut on one leg.

\_\_\_\_\_

2. What did Mom get to help?

a glass of milk

a pad to scrub the cut

a bag with pills

3. Did the cut sting?

\_\_\_\_\_

Yes, the cut did sting.

\_\_\_\_\_

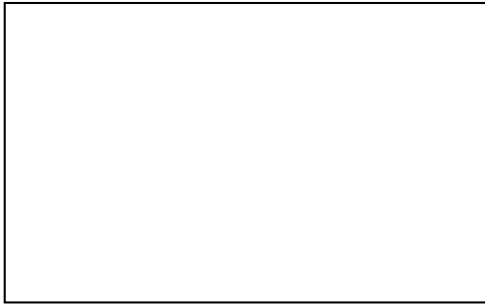
*Directions: Have students reread the story and answer the questions.*

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4. Did Ann get well?

Accept reasonable answers.



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

Name \_\_\_\_\_

PP8

Fill in the gaps.

A    B C    D    E  
F G H    I J  
   K L    M    N O  
P    Q R    S T U  
   V W    X Y Z

Name \_\_\_\_\_

PP9

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

h    H i    I l    L

b    B c    C a    A

j    J k    K f    F

d    D e    E g    G

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

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

m Q  
n U  
o Y  
p V  
q X  
r N  
s P  
t R  
u M  
v O  
w Z  
x T  
y W  
z S



Name \_\_\_\_\_

**PP13**

Where When

1. Where are Kim and Scott?

Which Why

2. Why can't I jump on one leg?

When Which

3. Which dog ran up to Tim?

When What

4. When did Pam get a snack?

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

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Why Which

5. Which dog has black spots?

What Why

6. What was in the box?

When Which

7. When did Jill get there?

Why What

8. What is the best snack?

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