Amplify CKLA
FLORIDA

Core Knowledge®

Skills 2

Teacher Guide | Grade 2

Grade 2

Skills 2

Teacher Guide

Amplify Core Knowledge Language Arts

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Grade 2 | Skills 2

Contents

Introduction 1

Lesson 1 Basic Code: Review /ae/ › ‘a_e’ and /ie/ › ‘i_e’ 10

Foundational Skills (35 min.)
- Review Basic Code Spellings
- Pop-Out Chaining
- Tricky Words: *I*, *You*, *Your*, *Street*

Reading (15 min.)
- Introduce the Reader and Story
- Read “Mike’s Bedtime”

Language (10 min.)
- Introduce Spelling Words

Lesson 2 Basic Code: Review /oe/ › ‘o_e’ and /ue/ › ‘u_e’ 26

Language (5 min.)
- Warm-Up: Review Contractions

Foundational Skills (35 min.)
- Review Basic Code Spellings
- Pop-Out Chaining
- Read Two-Syllable Words
- Tricky Words: *My, By, Have*

Reading (20 min.)
- Introduce the Story
- Read “The Milk”

Lesson 3 Spelling Alternatives: Review /ee/ › ‘ee’ and ‘ea’ 42

Language (5 min.)
Warm-Up: Scrambled Sentences

Foundational Skills (25 min.)
- Review Spellings for */ee/*
- Pop-Out Chaining

Reading (30 min.)
- Close Read “The Milk”

Lesson 4 Review: Tricky Words and Quotation Marks 59

Language (10 min.)
- Warm-Up: Review Contractions

Foundational Skills (5 min.)
- Tricky Words: *All*, *Who*

Language (30 min.)
- Review Quotation Marks
- Practice Quotation Marks

Reading (15 min.)
- Introduce the Story
- Read “The Jumping Frog”

Lesson 5 Review and Practice: Spelling Assessment 72

Language (15 min.)
- Spelling Assessment

Foundational Skills (30 min.)
- Review Tricky Spelling ‘oo’
- Practice Tricky Spelling ‘oo’
- Tricky Words: *No*, *Go*, *So*

Reading (15 min.)
- Introduce the Story
- Read “The Frog Race”

Lesson 6 Writing: Plan a Fictional Narrative 86

Foundational Skills (10 min.)
- Tricky Words: *Are*, *Were*, *Some*

Writing (35 min.)
- Plan a Fictional Narrative

Language (15 min.)
- Introduce Spelling Words

Lesson 7 Writing: Draft a Fictional Narrative 96

Foundational Skills (25 min.)
- Warm-Up: Vowel Code Review
- Review /ou/ > 'ou' and 'ow'

Writing (35 min.)
- Draft a Fictional Narrative

Lesson 8 Writing: Edit a Fictional Narrative 106

Foundational Skills (25 min.)
- Warm-Up: Vowel Code Review
- Review /oi/ > 'oi' and 'oy'
- Teacher Chaining

Writing (35 min.)
- Edit a Fictional Narrative

Lesson 9 Grammar: Commas and Quotation Marks 117

Language (25 min.)
- Warm-Up: Review Quotation Marks
- Practice Quotation Marks

Reading (35 min.)
- Introduce the Story
- Close Read "The Hare and the Hedgehog"

Lesson 10 Review and Practice: Spelling Assessment 132

Language (15 min.)
- Spelling Assessment

Foundational Skills (25 min.)
- Tricky Words: *They*, *Their*
- Review /er/ > 'er'

Reading (20 min.)
- Introduce the Story
- Read "How the Hedgehog Tricked the Hare"

Lesson 11 Grammar: Quotation Marks and Contractions 145

Foundational Skills (20 min.)
- Review /or/ > 'or' and /ar/ > 'ar'

Language (40 min.)
- Practice Quotation Marks
- Introduce Spelling Words
- Review Activity Pages

Lesson 12 Writing: Draft a Narrative Book Report 157

Writing (40 min.)
- Draft a Narrative Book Report

Reading (20 min.)
- Introduce the Story
- Close Read "The Pancake, Part I"

Lesson 13 Writing: Edit a Narrative Book Report 173

Writing (20 min.)
- Edit a Narrative Book Report

Reading (30 min.)
- Introduce the Story
- Close Read "The Pancake, Part II"

Language (10 min.)
- Introduce Antonyms

Lesson 14 Writing: Edit and Write a Final Copy 186

Foundational Skills (10 min.)
- Review Sound/Spellings

Language (10 min.)
- Review Antonyms

Writing (40 min.)
- Edit and Write a Final Copy

Lesson 15 Review and Practice: Spelling Assessment 194

Language (15 min.)
- Spelling Assessment

Reading (45 min.)
- Introduce the Story
- Read "The Panther"
- Quick Write: Opinion

Lesson 16 Unit Assessment: Dictation Identification, Comprehension, and Fluency 204

Foundational Skills (10 min.)
- Dictation Identification Assessment

Reading (50 min.)
- Story Comprehension Assessment
- Fluency Assessment

Pausing Point (4 or 5 days) 213

Teacher Resources 235

Grade 2 | Skills 2

Introduction

UNIT 2 OVERVIEW

In Unit 1, students read words containing the basic code spellings for the five "short" vowel sounds:

- */i/* > 'i' (*it*)
- */e/* > 'e' (*pet*)
- */a/* > 'a' (*hat*)
- */u/* > 'u' (*but*)
- */o/* > 'o' (*hop*)

Unit 2 is the second of two units that should be largely review for students who were taught the Core Knowledge Language Arts (CKLA™) program last year. In this unit, students will:

- review a number of spellings they learned in Grade 1, with an emphasis on spellings for vowel sounds
- read one- and two-syllable words
- read contractions and provide their noncontracted equivalents
- practice recognizing a number of high-frequency Tricky Words
- read decodable stories in the Unit 2 Reader, *Bedtime Tales*
- learn the use of quotation marks
- begin instruction in the writing process, with a focus on writing narratives

Vowel Spellings and Sounds

In this unit students will review sixteen additional letter-sound correspondences:

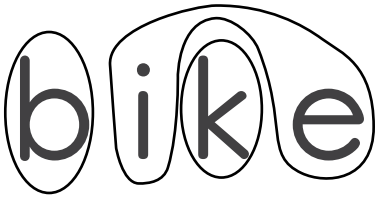
- */ae/* > 'a_e' (*cake*)
- */ie/* > 'i_e' (*bite*)
- */oe/* > 'o_e' (*home*)
- */ue/* > 'u_e' (*cute*)
- */ee/* > 'ee' (*bee*)
- */ee/* > 'e_e' (*Pete*)
- */ee/* > 'ea' (*beach*)
- */oo/* > 'oo' (*soon*)
- */oo/* > 'oo' (*look*)
- */ou/* > 'ou' (*shout*)
- */ou/* > 'ow' (*now*)
- */oi/* > 'oi' (*oil*)
- */oi/* > 'oy' (*toy*)
- */er/* > 'er' (*her*)
- */or/* > 'or' (*for*)
- */ar/* > 'ar' (*car*)

The spellings are listed in the order in which they are reviewed and/or introduced. For students who were in CKLA last year, these will be a review. For each spelling you review, you will add a Spelling Card to one of the Code Flip Books.

MARKING AND POINTING TRICKS

There are some marking and pointing tricks you can use to help students learn to see and process separated digraphs as single spelling units.

You can draw a horseshoe shape connecting the two letters, like this:



You may also reinforce the connection by using a pointing trick. When pointing to single-letter spellings or normal digraphs (written with letters side by side), use a single finger. When you point to a split digraph, pop out a second finger to make a 'V', with one finger pointing at the first letter in the separated digraph and the other pointing at the final letter 'e'.

Students will also encounter two-syllable words with these spellings. It is important for students to understand how to chunk multisyllable words into smaller segments that can be decoded. Please refer to Appendix B for more detailed information.

Additional background information describing how these letter-sound correspondences were used in Grade 1 CKLA is included in Appendix A. It is strongly recommended that you review this information prior to teaching any lessons in this unit.

TRICKY WORDS

During this unit, students will review the Tricky Words *I*, *you*, *your*, *street*, *my*, *by*, *have*, *all*, *who*, *no*, *so*, *are*, *were*, *they*, *their*, and *some*. When reviewing these words, point out which parts of each word are regular and can be blended and which parts are not regular and simply must be remembered.

Some of the words presented as Tricky Words are actually part of spelling patterns that will be reviewed later in this grade and are also covered in the second half of the curriculum for Grade 1. For example, *my* and *by* are examples of /ie/ spelled 'y', a spelling that will be reviewed in Unit 4. Students who had this program in Grade 1 and completed Unit 7 should already know that 'y' is a spelling for /ie/. They may be puzzled to see *my* and *by* introduced as Tricky Words. They may even tell you that these are not Tricky Words because 'y' is a spelling for /ie/. If this happens, it is a good thing. It means these students really know the spelling code (and did not forget it over the summer). Tell students that they are right, 'y' is a spelling for /ie/, and you will be reviewing this spelling a little later. Explain that *my* and *by* are not tricky if you know 'y' is a spelling alternative for /ie/, but those words are tricky for any student who has not yet learned that alternative. Since you cannot be sure everybody knows it, you are going to treat these words as tricky until you teach that spelling pattern.

If you have not already done so, this unit would be the time to create two word walls. One should be a Tricky Word Wall with yellow index cards. If you have already created a Tricky Word Wall, please keep the words from Unit 1 on display. There will be times when you will move a word from the Tricky Word Wall over to the Decodable Word Wall or Spelling Tree. This will happen as spellings are reviewed. It will be interesting for students to see a word "change color" from yellow to green. There are several ways you could make a word change color:

- You could write the word over on a green card in front of students.
- You could draw a green cloud circle around the Tricky Word.
- You could create a green index card frame to put around the yellow index card.

You are encouraged to include the Tricky Words from Unit 1 in the flash card review and other quick games you do in this unit. Students will benefit from multiple exposures to these high-frequency words. If you do not have time to review all of the Tricky Words from Unit 1, at least include the words that were taught at the end of Unit 1 and have therefore been rehearsed less frequently.

The second word wall you will need to create is a Decodable Word Wall. The Decodable Word Wall should remain up for the whole year in full view of students.

Students should be encouraged to refer to the word walls throughout the day, not only at Language Arts time.

READER: BEDTIME TALES

Inside the back cover of each Reader you will find the CKLA Code Load Emblem. It is pictured below. The Code Load Emblem lets you know, at a glance, how many spellings students are expected to know in order to read the first story and the number of spellings students need to know to read the final story.

The Reader for this unit is *Bedtime Tales*. In it, a father shares bedtime stories with his son and daughter. This Reader explores two fiction genres: fables and trickster stories. Students will enjoy reading the new tales that Dad tells Mike each night in an effort to get Mike to go to bed. Students will most likely identify with Mike's reluctance to go to bed on time.

This unit focuses on the following literary features: clever characters, setting, and plot, as well as morals (fables).

CLOSE READING

In Grade 2, students continue to focus on text-dependent questions. Starting with this unit, explicit close reading directions are included for you to utilize with several stories from the Reader. These lessons have been carefully crafted to focus the student on the text itself and precisely what meanings can be derived from close examination of said text.

The lessons in this unit gradually introduce the close reading approach. Close reading lessons will increase in difficulty and length as the units progress.

Additionally, you will note that wherever these lessons occur, (Lessons 3, 9, and 12 of this unit) the commitment to placing decodable text in the Reader and Activity Book does not waiver. You will find the close reading lessons occurring about once a week. Please note, some weeks where writing or assessment are the focus, there may not be sufficient time available to conduct a close-reading lesson.

GRAMMAR

In this unit, the use of end punctuation and quotation marks is reviewed and practiced, as well as capitalization of the first word of a sentence. Students who were taught using CKLA in Grade 1 should remember this information.

WRITING

In this unit, writing lessons begin by having students retell a fable, "The Milk," and write a book report on "The Hare and the Hedgehog." Narrative writing activities are presented in carefully scaffolded steps. Students will review how to plan, draft, and edit, incorporating the key features of narrative writing: character(s), setting, and plot.

Also, a friendly little fictional character named Mr. Mowse is introduced. He leaves writing samples in the classroom from time to time to share with students. Students who used CKLA Grade 1 materials will be familiar with Mr. Mowse.

Students should be able to produce a plausible spelling or spelling alternative for nearly every sound in any word they want to write. Plausible but not dictionary-correct spellings—like *hunnee* for *honey* and *wate* for *wait*—should be given credit at this point, though they can also be corrected if written work is being prepared for publication. Additionally, students should be held accountable for spellings that have been taught.

STUDENT PORTFOLIOS

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

Here are some ideas from other teachers:

- Allow each student to decorate a plain manila file folder. You should keep the folders in a safe spot to keep them intact. Each time students write, file the work in their folder.
- Create a three-ring binder for each student. This way their writing can be hole-punched and placed in the binder.
- Most schools have binder machines. Bind a large number of white sheets of copy paper. Bind a piece of construction paper to the front and allow students to decorate it. All of their writing is then done in this teacher-made booklet.

Consult with other teachers in your school or grade level team to see if there are other ideas that might work well for your particular circumstance.

UNIT 2 ASSESSMENT

Formative Assessments and Additional Support

Throughout this unit, formative assessments are clearly marked for monitoring individual student performance and progress in key skills. Quick "Checks for Understanding" to evaluate classroom performance as a whole are also designated in various lessons.

An analysis of students' performance on weekly spelling assessments may also be a valuable tool in gaining insight into specific gaps in code knowledge for individual students. Use the spelling analysis chart and directions for each assessment to summarize data about the types of errors students make.

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

Student Performance Assessment

In Lesson 16, you will be prompted to administer a multi-part end-of-unit assessment. During the Dictation Identification Assessment, students will be asked to look at several words on the designated activity page and then circle the written word that matches the spoken word you say. The target words include the vowel sound/spellings taught in this unit; distractors have been intentionally selected because they represent frequent sound/spelling confusions. Student performance on this assessment is a good indicator of whether students have mastered the new sound/spellings.

Students will also be asked to independently read a new story in *Bedtime Tales* silently and then answer written comprehension questions about the selection.

In addition, you will work individually with each student as he or she reads another short story aloud. You will make a running record, noting any errors during the student's oral reading, and will also time how long it takes the student to read the story. Activity Page 16.4 provides directions for calculating and summarizing words correct per minute for each student, so you can compare each student's fluency rate with national norms for other second graders. Oral discussion questions are also included to allow you to evaluate the student's understanding of what was read. It is strongly recommended that you save Activity Page 16.4 for each student to compare with later measures of fluency.

PAUSING POINT

An extensive listing of additional activities to teach and practice the Unit 2 skills can be found in the Pausing Point section included at the end of the last lesson. Pause for 4 or 5 days to provide targeted remediation for individual or groups of students in any areas in which they performed poorly on the end-of-unit assessment.

FLUENCY PACKET

A separate component, the *Fluency Packet*, is available on the CKLA Florida Teacher Resource site. This component has been designed to complement the unit. In it you will find a poem, an informational piece titled "Did You Know?", a Reader's Theater, a realistic fiction selection, and a science or social studies selection. See the Unit 1 introduction or directions in the *Fluency Packet* for further guidance.

APPENDICES

Unit 2 includes two appendices that provide additional information that will be useful in teaching this unit, particularly for teachers new to CKLA. Appendix A, "Teacher Background Information for Vowel Spellings and Sounds," explains the approach used in the earlier grades of CKLA to teach letter-sound correspondences associated with vowel sounds. Appendix B, "Using Chunking to Decode Multisyllable Words" provides an overview of how to scaffold instruction for students who have mastered letter-sound correspondences, but struggle in decoding multisyllable words.

TEACHER RESOURCES

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

- Anecdotal Reading Record—Unit 2
- Discussion Questions Observation Record—Unit 2
- Magic 'e' Template
- *Bedtime Tales* Story Chart
- Analysis Directions and Analysis of Student Errors for spelling assessments
- The Writing Process graphic
- Lesson 6: Planning Template
- Mr. Mowse
- Mr. Mowse's Draft
- Dictation Identification Assessment Analysis Chart
- Fluency Assessment—Student Copy
- Additional Support Activity Pages
- Activity Book Answer Key

ADDITIONAL RESOURCES FOR THIS UNIT

Poetry Lessons

Projectable Poetry Lessons contain poems and instruction that build on unit content to explore the genre of poetry. Each mini lesson consists of projectable, direct instruction that may be implemented with minimal advance preparation. Teachers may wish to print a copy of the poem for each student; alternatively, you can project the poem for the class.

Each Poetry Lesson presentation includes direct instruction, modeling of literary devices and reading skills, and formative assessment opportunities. This model allows for evaluation of student progress to ensure mastery of each skill. Poetry Lessons are located on the CKLA Florida Teacher Resource site.

Sound Library

The Sound Library features audio files, songs, and short, animated videos that provide pronunciation guidance for every phoneme. Amplify CKLA Sound Videos combine modeling, repetition, guided practice, and engaging animation. Use the Sound Library components any time new sounds or sound/spellings are introduced or during review lessons. The Sound Library can be found on the CKLA Florida Teacher Resource site. These files can be played and projected directly from the site, or they can be downloaded to devices.

ASSESSMENT AND REMEDIATION GUIDE

A separate, online only publication, the *Assessment and Remediation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills. This guide can be found on the CKLA Florida Teacher Resource site along with additional resources, mini-lessons, and activities to assist students who experience difficulty with any of the skills presented in this unit.

ADDITIONAL MATERIALS NEEDED IN UNIT 2

Some additional materials (most typically available in Grade 2 classrooms) are needed for specific lessons of Unit 2. These materials are always listed in the Lesson at a Glance chart at the beginning of each lesson. For your convenience, a complete list of these additional materials is included here. The number in parentheses indicates the first lesson in which the materials are used:

- thin-tipped green and red markers for each student (1)
- unruled 4" x 6" or 5" x 7" yellow index cards (1)
- unruled 4" x 6" or 5" x 7" white index cards (3)
- digital components: Throughout this unit and others, whenever the lesson suggests you model the completion of an activity page or prepare a chart to display, you may use the digital version provided in the digital components for this unit on the CKLA Florida Teacher Resource site. (1)

LESSON

1

BASIC CODE

Review /ae/ › ‘a_e’ and /ie/ › ‘i_e’

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read the Tricky Words *I, you, your,* and *street*. ELA.2.F.1.3; ELA.2.F.1.4

Students will distinguish between long and short vowel sounds in one-syllable words. ELA.2.F.1.3

Students will read and write one-syllable words containing /ae/ > ‘a_e’ and /ie/ > ‘i_e’, and will change words with short-vowel sounds to words with long-vowel sounds by adding the magic ‘e’ to the ends of words to form split digraphs. ELA.2.F.1.3; ELA.2.C.3.1

Reading

Students will generate questions about text before reading to deepen understanding and gain information. ELA.K12.EE.1.1

Students will read “Mike’s Bedtime” with purpose and understanding; will practice reading with accuracy, appropriate rate, and expression; will answer written multiple-choice and short-answer questions about the story; and will answer oral literal and inferential questions about the main characters, setting, and plot. ELA.2.F.1.4; ELA.2.R.1.1; ELA.K12.EE.1.1

Language (Spelling)

Students will decode words with inflectional endings, including -ed. ELA.2.F.1.3d; ELA.2.C.3.1

Students will spell one-syllable words with closed syllables. ELA.2.F.1.3d; ELA.2.C.3.1

FORMATIVE ASSESSMENT

Observation

Activity Page 1.2

Discussion Questions “Mike’s Bedtime” ELA.2.R.1.1

Story Questions “Mike’s Bedtime” ELA.2.R.1.1

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review Basic Code Spellings (Phonics)	Whole Group	15 min.	❑ Vowel Code Flip Book ❑ Spelling Cards for /ae/ > 'a_e' (*cake*) and /ie/ > 'i_e' (*bite*) ❑ Individual Code Chart ❑ green markers
Pop-Out Chaining (Phonics and Word Recognition)	Whole Group	15 min.	❑ magic 'e' cards ❑ Activity Page 1.1
Tricky Words: *I, You, Your, Street* (Word Recognition)	Whole Group	5 min.	❑ four yellow index cards ❑ marker
Reading			
Introduce the Reader and Story	Whole Group	5 min.	❑ *Bedtime Tales*
Read "Mike's Bedtime"	Whole Group	10 min.	❑ *Bedtime Tales* ❑ Activity Page 1.2 ❑ *Bedtime Tales* Story Chart
Language (Spelling)			
Introduce Spelling Words	Whole Group	10 min.	
Take-Home Material			
Spelling Words; Practice 'a_e', 'i_e'			❑ Activity Pages 1.3, 1.4

ADVANCE PREPARATION

Note to Teacher

If you have not already done so, beginning with this lesson you will place the Tricky Words on a Tricky Word Wall. It will be interesting for students to see how a word "changes color" as it becomes decodable. For example, in this lesson, you will treat the word *street* as a Tricky Word as students have not yet reviewed the spelling for /ee/ as 'ee'. However, after Lesson 3, the word *street* can "change color" to green as you will then have reviewed the spelling 'ee' for the vowel sound /ee/. Once you have reviewed the spelling, the word *street* can move to your Decodable Word Wall and be written on a green index card.

Foundational Skills

Digital Component 1.1

- Create the chart for Review Basic Code Spellings (Digital Component 1.1) on the board/chart paper, or use the digital version.
- Prepare to display the Vowel Code Flip Book within view of all students; have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green markers readily available.
- You may wish to tab the following pages in the Vowel Code Flip Book:

Vowel Code Flip Book
1. /a/ > 'a', /i/ > 'i', /e/ > 'e', /u/ > 'u', /o/ > 'o' **pages 1–5**
2. /ae/ > 'a_e' (*cake*) **page 8**
3. /ie/ > 'i_e' (*bite*) **page 10**

- Make enough copies of the Magic 'e' Template in Teacher Resources to have one magic 'e' card for each student. Copy the cards on card stock and/or laminate them to use throughout the unit.
- Write the Tricky Words *I, you,* and *your* on yellow cards.

Reading

- At the start of each week, prepare the Discussion Questions Observation Record provided in Teacher Resources. Over the course of the week, be sure to ask each student to respond to at least one discussion question. Make notes regarding each student's ability to respond in complete sentences and answer literal, inferential, and evaluative questions about characters, setting, and main events.

Digital Component 1.2

- Create the Preview Spellings chart (Digital Component 1.2) for Introduce the Story on the board/chart paper, or use the digital version.

Digital Component 1.3

- Create an enlarged, blank version of the *Bedtime Tales* Story Chart from Teacher Resources on the board/chart paper, or use the digital version (Digital Component 1.3). You will use this chart throughout the unit to record the genre, setting, characters, plot, and moral (when applicable) of each tale.

Universal Access

- Bring in pictures of window curtains, a lantern glowing, and an image that depicts the saying "pitch black" (e.g., nighttime) to use during Introduce the Story. You may also bring in a lantern to use to demonstrate the word *glowing* and help demonstrate the saying "pitch black." You should also plan how you will act out the word *slumped*.

Lesson 1: Basic Code Review

Foundational Skills

35M

Primary Focus

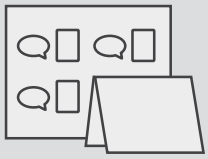
Students will read the Tricky Words *I, you, your,* and *street*. ELA.2.F.1.3; ELA.2.F.1.4

Students will distinguish between long and short vowel sounds in one-syllable words. ELA.2.F.1.3

Students will read and write one-syllable words containing /ae/ > 'a_e' and /ie/ > 'i_e', and will change words with short-vowel sounds to words with long-vowel sounds by adding the magic 'e' to the ends of words to form split digraphs. ELA.2.F.1.3; ELA.2.C.3.1

REVIEW BASIC CODE SPELLINGS (15 MIN.)

Code Materials



- Say the word cap then the word cape. Ask students: How is the vowel sound different in these words? Explain that they will learn how to read and write words with the long a sound in this lesson.
- Briefly review the vowel sounds from Unit 1. Using the chart you prepared in advance, read the words aloud with students. Point out the vowel spellings in each word.

Digital Component 1.1

Sound Library

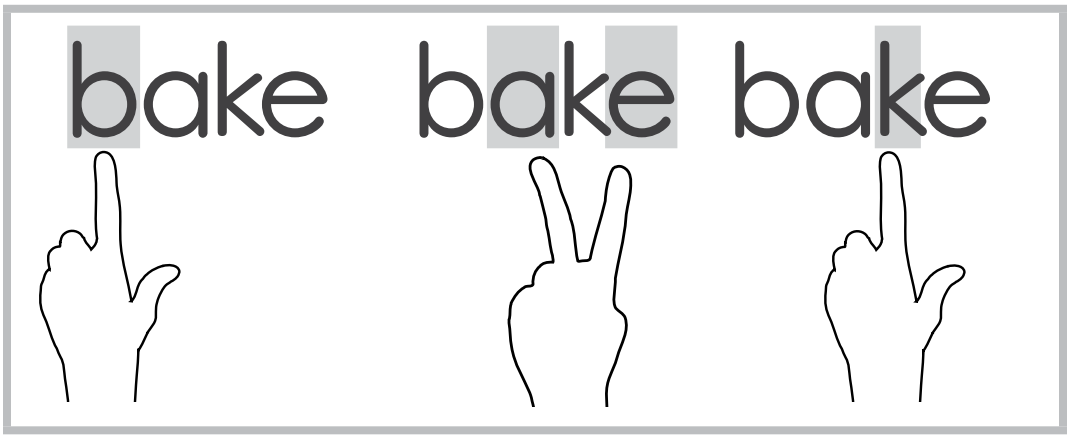
/i/	/e/	/a/	/u/	/o/
pit	bed	hat	run	pot
sit	fed	sat	fun	hot
fit	pet	rat	sun	mop
lip	bell	cap	cup	sock

- Beginning on **page 1** of the **Vowel Code Flip Book** and continuing to **page 5**, review the sounds of the vowels. Tell students these are the "short" vowel sounds and spellings you reviewed in Unit 1. Today, they will learn new sounds and spellings for vowels.
- Write the word *bake* on the board/chart paper, and read it.
- Tell students the vowel sound in *bake* is /ae/.

- Point out the spelling for the vowel sound in *bake* is a different kind of spelling—the two letters for the spelling are separated.
- Explain that even though the 'a' and the 'e' in *bake* are separated, they work together to stand for the /ae/ sound. This kind of spelling is called a separated digraph.

Note: If you prefer, you may use any of the following terms: split digraph, separated spelling, split spelling, separated letter team, split letter team, or magic 'e'.

- Circle each spelling in *bake* as you say its sound.



- Point to each spelling in *bake* as you say its sound: /b/ (point to the letter 'b' with your index finger), /ae/ (simultaneously point to the letter 'a' with your middle finger and the letter 'e' with your index finger), /k/ (point to the letter 'k' with your index finger).
- Write the following 'a_e' words on the board/chart paper and have students read them.

1. ate
2. late
3. made
4. safe
5. sale
6. name

- Show students the Spelling Card for /ae/ > 'a_e' (*cake*). Have students read the sample word. Discuss the power bar. Point out that the power bar does not stretch all the way across the card; this means there are some other spellings for this sound they will learn later in the year. Explain that these spellings are shown on the Vowel Code Flip Book but will not appear in the Readers until students have been introduced to them. Add the Spelling Card to **page 8** of the **Vowel Code Flip Book**. Then ask students to turn to **page 8** of their **Individual Code Charts** and outline the card in green.

Draw a horseshoe-shaped loop around the 'a' and the 'e' to show that these two letters work together to stand for the /ae/ sound.

Support

To help students practice the sound spellings 'a_e' and 'i_e', say the following word pairs: *plan—plane; mad—made; Tim— time; rip—ripe*. Have students repeat the words to you. Have students hold up the magic 'e' when they say the word with the long vowel sound.

Challenge

Have pairs of students hunt for words in a teacher-selected book for exceptions to the 'a_e' and 'i_e' rule (*have, give, fire*). Students write the found words on slips of paper and separate them into two piles, separating the 'a_e' and 'i_e' words.

Vowel Code Flip Book	Individual Code Chart
1. /ae/ > 'a_e' (*cake*) **page 8**	1. /ae/ > 'a_e' (*cake*) **page 8**
2. /ie/ > 'i_e' (*bite*) **page 10**	2. /ie/ > 'i_e' (*bite*) **page 8**

- Repeat the above steps for the 'i_e' spelling, writing the following words on the board/chart paper.

1. time
2. mine
3. shine
4. ride

POP-OUT CHAINING (15 MIN.)

- Distribute one small magic 'e' card to each student.
- Write *mad* on the board/chart paper.
- Ask students to read the word.
- Tell students you will add the letter 'e' to the word, and when you say "Alakazam!" everyone should read the new word and hold up their magic 'e' cards.
- Write the letter 'e' at the end of *mad* and say "Alakazam!" All students should respond by saying "*made"* and holding up their magic 'e' cards.
- Write the word *rip* on the board/chart paper. Have students read the word.
- Tell students when you say "Alakazam!" they should hold up their magic 'e' cards and say the new word.
- Add the letter 'e' and say, "Alakazam!" All students should hold up their cards and read the new word, *ripe*.
- Proceed in this way through the list of words.

1. mad > made
2. rip > ripe
3. tap > tape
4. pin > pine
5. grip > gripe
6. rat > rate
7. cap > cape
8. hid > hide

- Collect the magic 'e' cards; you will use them again in the next lesson.
- Ask students to turn to Activity Page 1.1. Tell them you will play a different version of the magic 'e' game. They will read each word as a group, then write the letter 'e' at the end of each word. When you say "Alakazam!" students should read the new word together aloud.

Activity Page 1.1

Check for Understanding

As students read the new words on Activity Page 1.1, observe whether they are pronouncing the word with the long vowel sound.

TRICKY WORDS (5 MIN.)

- Using the Tricky Word cards you prepared in advance, tell students which part of the word is read just as one would expect and which part is tricky.

Tricky Word: *I*

- **Tricky:** the letter 'I' is pronounced /ie/, and it is always capitalized.

Tricky Word: *You*

- **Expected:** the letter 'y' is pronounced /y/.
- **Tricky:** the letters 'ou' are pronounced /oo/.

Tricky Word: *Your*

- **Expected:** the letter 'y' is pronounced /y/.
- **Tricky:** the letters 'our' are pronounced /or/.

Tricky Word: *Street*

- **Expected:** the letters 'str' and the final 't' are pronounced as expected.
- **Tricky:** the letters 'ee' are pronounced /ee/. This may not be tricky for some students who recall the 'ee' spelling from Grade 1.

Note: After introducing the new Tricky Words, place the word cards on the Tricky Word Wall.

Lesson 1: "Mike's Bedtime"

Reading

15M

Primary Focus: Students will generate questions about text before reading to deepen understanding and gain information. ELA.K12.EE.1.1

Students will read "Mike's Bedtime" with purpose and understanding; will practice reading with accuracy, appropriate rate, and expression; will answer written multiple-choice and short-answer questions about the story; and will answer oral literal and inferential questions about the main characters, setting, and plot. ELA.2.F.1.4; ELA.2.R.1.1; ELA.K12.EE.1.1

INTRODUCE THE READER AND STORY (5 MIN.)

Reader

Page 1

- This is the first story in the new Reader for Unit 2, *Bedtime Tales*. Have students take a moment to examine the cover. Explain that *tales* is another word for *stories*. The focus for this unit will be on setting, characters, plot, and a moral (when applicable). Students who have been in CKLA classrooms since Kindergarten will be very familiar with these terms.
- Open to the title page and ask students to tell you what this page of the book is called. (If needed, remind them that this is called a title page.)
- Ask students to turn to the table of contents and tell you what this page of the book is called. (Again, prompt students as needed to respond that it is the table of contents.) Ask students to identify what information is listed in the table of contents. *(The title of each story and the page on which each story begins.)*
- Have students use the table of contents to tell you on which page number the story "Mike's Bedtime" begins. *(page 1)*

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

Digital Component 1.2

/ae/ > 'a_e'	/ie/ > 'i_e'
plane	Mike
take	bedtime
came	smiled
drapes	liked
face	
made	
tale	

Note: For more information on syllable division and chunking, see Appendix B.

- Point out that the title of today's story, "Mike's Bedtime," uses an apostrophe to show possession. That is, the word *Mike's* shows that the bedtime that is referred to in the story belongs to the character named Mike. (Students may be familiar with apostrophes used to indicate contractions. They will learn more about apostrophes used in contractions and to show possession later in Grade 2.)

Preview Core Vocabulary

- Preview the following vocabulary before reading the story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

drapes—n., another word for curtains (2)
Example: We closed the drapes to keep out the sunlight.

glinting—v., a small flash of light (2)
Example: Our lantern was glinting in the dark when we camped out overnight.

slumped—v., fell down slightly (4)
Example: The students slumped when they found out the soccer game was canceled.

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Show students the image of window curtains, say "drapes" and explain that this is another word for *curtains*. Have students repeat the word after you. Next, show the image of the lantern, tell students the lantern is glinting and explain that this is another way to say it is flashing. Have students repeat the word after you. Finally, say "slumped" and demonstrate how you would look when feeling dejected, falling down slightly. Have students repeat the word and mimic your actions. Repeat with the image you prepared for the saying "pitch black."

Sayings and Phrases

pitch black—complete darkness, no light (2)
Example: It was pitch black in our house when the power went out.

Vocabulary Chart for "Mike's Bedtime"			
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary		slumped glinting	
Multiple-Meaning Core Vocabulary Words			drapes
Sayings and Phrases	pitch black		

Purpose for Reading

- Remind students of the meanings of these literary terms: *setting*, *characters*, and *plot*. The setting is where the story takes place. Characters are the important people or animals in the story. The plot is the problem and the events in the story. (Do not introduce the term *moral* today. You will introduce it in the next lesson.)

Digital Component 1.3

- Ask students to read "Mike's Bedtime" carefully so they can name the main characters. This would be a good time to introduce the story chart (Digital Component 1.3) you prepared in advance.

READ "MIKE'S BEDTIME" (10 MIN.)

Whole Group

- Have students read "Mike's Bedtime" together as a class. There are many options for reading together as a class; select a method that best fits students.

Wrap-Up

- After reading the story, prompt students to discuss the setting, characters, and plot using the following discussion questions. Remind students to answer questions using complete sentences. Use student responses to complete the classroom story chart.

Discussion Questions for "Mike's Bedtime"

1. **Literal.** Who are the two main characters in the story?
    - » Mike and his dad are the two main characters in the story.
2. **Inferential.** What is the setting? (Remind students they may look at the illustrations and the text to answer this question.)
    - » The setting of the story is Mike's house or Mike's bedroom. (You may further prompt students to identify the time of day—nighttime—and that the story takes place during the present day based on the characters' clothing and the furnishings in the house.)
3. **Inferential.** What is the problem and what are the events in this story?
    - » Mike doesn't want to go to bed. His dad offers to tell him a bedtime story to help him feel better.

Digital Component 1.3

Story Title	Genre	Setting	Characters	Plot	Moral
"Mike's Bedtime"	Fiction	Mike's house	Mike, Dad	Mike doesn't want to go to bed. Dad offers to tell him a story.	

Observation: Discussion Questions

Ask a different student to respond to each question, noting in the Discussion Questions Observation Record each student's ability to answer oral literal or inferential questions about the main characters, setting, or plot, as applicable.

- Support students in completing the first several items on Activity Page 1.2, modeling how to locate the Reader page where the correct answer can be found. Ask students to complete the remainder of the activity page independently.

Activity Page 1.2

Activity Page 1.2: Story Questions

Collect Activity Page 1.2 and review to determine students' ability to look back at the text for answers to questions.

Lesson 1: Spelling

Language

10M

Primary Focus: Students will decode words with inflectional endings, including -ed.
ELA.2.F.1.3d; ELA.2.C.3.1

Students will spell one-syllable words with closed syllables.
ELA.2.F.1.3d; ELA.2.C.3.1

INTRODUCE SPELLING WORDS (10 MIN.)

- The words this week use the suffix *–ed*. Explain that although you will also show students the root word, they will only be tested on the word with the *–ed* suffix added.
- Begin by writing the root word of each spelling word. Have students read the word after you write it on the board/chart paper. Then add the suffix *–ed* to the word. Ask students to read the word with the suffix added. Review briefly that the suffix *–ed* signals something happened in the past.

Root Word	'ed' > /e/ + /d/	'ed' > /d/	'ed' > /t/
yell		yelled	
yank			yanked
slump			slumped
limp			limped
plop			plopped
smile		smiled	
shrug		shrugged	
like			liked
pat	patted		

ENGLISH LANGUAGE LEARNERS

Language

Using Verbs

Tell students there are three ways to pronounce the *–ed* ending. If the last sound in the word is /d/ or /t/, the *–ed* will sound like /ed/. If the last sound of the word is voiced (uses noise to make the sound) except for /d/, the *–ed* will sound like /d/. If the last sound in the word is not voiced (it uses only air to make the sound) except for /t/, the *–ed* will sound like /t/.

- Continue this process as you introduce each word on the list. Note words that need to have the final consonant spelling doubled (*pat* to *patted*, etc.) before adding the ending. When you have finished, have students read the list of root words and then read the list of words with the *–ed* suffix.
- Explain that the Tricky Word for the spelling list is *you*.
- The spelling words for this week are as follows.

1. yelled	6. smiled
2. yanked	7. shrugged
3. slumped	8. liked
4. limped	9. patted
5. plopped	**Tricky Word:** you

End Lesson

Take Home Material

SPELLING WORDS; PRACTICE 'A_E' AND 'I_E'

- Have students take home Activity Pages 1.3 and 1.4, and remind them to practice spelling words with a family member throughout the week.

Activity Pages 1.3, 1.4

Lesson 1: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- Wiggle Cards describe a motion or activity students can act out. You may want to designate a box or container to hold the cards. Wiggle Cards are invaluable to use at any point during the day, not just during reading but whenever you feel students need a transition activity to refocus attention.
- Write each word or phrase on an **index card** or **sentence strip.**
- Show students the Wiggle Card, have them read it, and let them perform the action.

1. Slide like a snake.
2. Hike up a hill.
3. Smile twice.
4. Run in place.

MORE HELP WITH SPLIT DIGRAPHS

Stomp the Spelling

- Cut out several long **strips of paper**.
- Write 'a_e' (as in *cake*) on each end of one strip, with the spellings facing away from each other. Repeat for 'a' (as in *cat*). Make a set of spellings for each pair of students.
- Have student pairs face each other, then place the strips of paper side-by-side on the floor between the two with the spellings lined up at their feet.
- Explain that you will say words that have either the /ae/ or the /a/ vowel sound. As soon as students hear the word, they should stomp the correct spelling for the vowel sound.
- Practice with the first two words: *rat* and *rake*. Then, select words from the box to read in random order.

1. rat	5. tap	9. cat	13. hat
2. rake	6. tape	10. cake	14. late
3. mat	7. bat	11. date	15. sat
4. make	8. bake	12. gate	16. pane

MORE HELP WITH –ED

Word Block

- Make one copy of the Word Block game board (**Activity Page TR 1.1**) for each student pair.
- Prepare two sets of word cards (**Activity Page TR 1.2**) with *–ed* suffix words for each student pair. If possible, print each set on a different colored paper to differentiate between players.
- Have students take turns drawing a card from the pile and then reading the word on the card. When a student correctly reads a card, he or she may place it in any square on the grid.

- Explain that the object of the game is to try to get five cards in a straight line (horizontally or vertically). Like in the game tic–tac–toe, students can use their cards to block an opponent from getting five in a row, as well as to try to get five of their own cards in a row.

SENTENCES AND PHRASES

- Use the following list of sentences and phrases to extend lessons, as needed.

1. I like it.
2. you and me
3. Rice is nice
4. lost in space
5. twice as nice
6. Wake up!
7. big mistake
8. Grab a bite.
9. Drop him a line.
10. Rise and shine!
11. Pipe down!
12. Shake a leg.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 464–556 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 501–640 of those words would be completely decodable.

Students have now reviewed at least one way to write 32 of the 44 sounds in English.

The spelling 'a_e' is generally regular in its pronunciation but occasionally stands for a schwa sound as in *pirate*, *senate*, and *delegate.*

The spelling 'i_e' is a bit less regular in its pronunciation; it can be pronounced /ie/ as in *prize*, /i/ as in *determine*, or /ee/ as in *machine*.

I is one of the 10 most common words in most samples of written English; in a typical passage of 1,000 words, *I* occurs 2–24 times.

You is one of the 100 most common words in most samples of written English; in a typical passage of 1,000 words, *you* occurs 1–19 times.

Your is one of the 500 most common words in most samples of written English; in a typical passage of 1,000 words, *your* occurs 1–3 times.

LESSON

2

BASIC CODE

Review /oe/ › ‘o_e’ and /ue/ › ‘u_e’

PRIMARY FOCUS OF LESSON

Language (Grammar)

Students will decode contractions. ELA.2.C.3.1

Foundational Skills

Students will read and write one-syllable words containing /oe/ > ‘o_e’ and /ue/ > ‘u_e’. ELA.2.F.1.3; ELA.2.C.3.1

Students will add magic ‘e’ to the ends of words with short-vowels to form words with /ue/ > ‘u_e’, /oe/ > ‘o_e’, /ae/ > ‘a_e’, and /ie/ > ‘i_e’. ELA.2.F.1.3; ELA.2.C.3.1

Students will decode words featuring /oe/ > ‘o_e’ and /ue/ > ‘u_e’ using knowledge of syllable division patterns. ELA.2.F.1.3b

Students will read the Tricky Words *my, by,* and *have*. ELA.2.F.1.3

Reading

Students will read “The Milk” with purpose and understanding; will practice reading with accuracy, appropriate rate, and expression; and will answer literal and inferential questions about key details in the text.
ELA.2.F.1.4; ELA.2.R.1.1; ELA.K12.EE.1.1

Students will describe the main events of the plot of “The Milk.” ELA.2.R.1.1

FORMATIVE ASSESSMENT

Activity Page 2.2	**Read Two-Syllable Words** ELA.2.F.1.3b
Observation	**Anecdotal Reading Record** “The Milk” ELA.2.F.1.4
Observation	**Discussion Questions** “The Milk” ELA.2.R.1.1

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Grammar)			
Warm-Up: Review Contractions	Whole Group	5 min.	❑ index cards or sentence strips ❑ tape
Foundational Skills			
Review Basic Code Spellings (Phonics)	Whole Group	15 min.	❑ Vowel Code Flip Book ❑ Spelling Cards for /oe/ > 'o_e' (*home*) and /ue/ > 'u_e' (*cute*) ❑ Individual Code Chart ❑ green markers
Pop-Out Chaining (Phonics)	Whole Group	10 min.	❑ magic 'e' cards ❑ Activity Page 2.1
Read Two-Syllable Words (Phonics)	Whole Group	5 min.	❑ Activity Page 2.2
Tricky Words (Word Recognition)	Whole Group	5 min.	❑ three yellow index cards
Reading			
Introduce the Story	Whole Group	5 min.	❑ *Bedtime Tales*
Read "The Milk"	Partner	15 min.	❑ *Bedtime Tales* ❑ *Bedtime Tales* Story Chart
Take-Home Material			
Practice 'o_e' and 'u_e'			❑ Activity Page 2.3

ADVANCE PREPARATION

Note to Teacher

In this lesson, students will read two-syllable words. Students may recall reading two-syllable words in Grade 1 with a dot dividing the word into syllables. In Grade 2 that support is removed. To review reading two-syllable words, CKLA begins with compound words. It is easy for students to see the syllable division as the words easily stand alone. You may wish to cover the second part of the word with your hand and have students read the first word, then place your hand over the first word and have students read the second word. (For a full explanation, please refer to the appendix at the end of this guide: Using Chunking to Decode Multisyllable Words.)

Language

- Write the contractions and words from the following chart on separate cards or sentence strips to use for Review Contractions. (The chart also includes the story where a contraction is first used so you may point it out when reading the story.)

Contraction	Words	Story
it's	it is	"Mike's Bedtime"
can't	can not	"Mike's Bedtime"
I'll	I will	"Mike's Bedtime"
I'm	I am	"Mike's Bedtime"
that's	that is	"The Milk"
I've	I have	"The Jumping Frog"
there's	there is	"The Jumping Frog"
he's	he is	"The Frog Race"
what's	what is	"The Hare and the Hedgehog"
let's	let us	"The Hare and the Hedgehog"
I'd	I would	"The Pancake, Part 1"
she's	she is	"The Panther"

Foundational Skills

- You may wish to tab the following pages in the Vowel Code Flip Book:

Vowel Code Flip Book	
1. /u/ > 'u' (*but*) **page 4**	3. /oe/ > 'o_e' (*home*) **page 11**
2. /o/ > 'o' (*hop*) **page 5**	4. /ue/ > 'u_e' (*cute*) **page 12**

- Prepare to distribute the magic 'e' cards.
- Write the following Tricky Words on yellow cards: *my, by, have*.

Reading

- Plan to pair students for partner reading.
- At the start of each week, prepare the Anecdotal Reading Record provided in Teacher Resources. Over the course of the week, be sure to listen to each student read at least once.

Digital Component 2.1

- Create the Preview Spellings chart (Digital Component 2.1) for Introduce the Story on the board/chart paper, or use the digital version.

Digital Component 1.3

- Prepare to update the *Bedtime Tales* Story Chart that you began in Lesson 1. Today you will add details from "The Milk" to the chart.
- Write the following phrases and sentences on the board/chart paper for students to illustrate if they finish reading early.

1. cute as can be	5. strong fumes
2. Excuse me.	6. The kitten is cute.
3. Stack the cubes.	7. The dog has a bone.
4. The rope is knotted.	8. Smell a rose.

Universal Access

- Bring in magnetic letters to use for Review Contractions. If an apostrophe is not available in the set, make one from construction paper or foam and tape.
- Gather images of cash, a piglet, and a bucket to use for Introduce the Story.

Start Lesson

Lesson 2: Grammar

Language

5M

Primary Focus: Students will decode contractions. ELA.2.C.3.1

WARM-UP (5 MIN.)

Review Contractions

- Tape the cards or sentence strips you prepared in advance in random order on the board/chart paper.
- Tell students that today you will review basic contractions. Explain that a contraction is a new word made up of two words in which some letters are replaced by an apostrophe.
- Have students play a matching game to review contractions with the words on the board/chart paper. Explain that a match would be the contraction and the two words it represents.

Support

To help students understand how contractions are made, use magnetic letters on a magnetic whiteboard. Demonstrate how letters are removed from a word, then pushed together with the other word, and an apostrophe is added. Allow students to manipulate the letters and apostrophe to form some contractions.

Lesson 2: Basic Code Review and Tricky Words

Foundational Skills

35M

Primary Focus

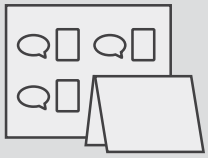
Students will read and write one-syllable words containing /oe/ > 'o_e' and /ue/ > 'u_e'. ELA.2.F.1.3; ELA.2.C.3.1

Students will add magic 'e' to the ends of words with short-vowels to form words with /ue/ > 'u_e', /oe/ > 'o_e', /ae/ > 'a_e', and /ie/ > 'i_e'. ELA.2.F.1.3; ELA.2.C.3.1

Students will decode words featuring /oe/ > 'o_e' and /ue/ > 'u_e' using knowledge of syllable division patterns. ELA.2.F.1.3b

Students will read the Tricky Words *my, by,* and *have*. ELA.2.F.1.3

Code Materials



REVIEW BASIC CODE SPELLINGS (15 MIN.)

- Remind students that in the previous lesson, they were taught some new sounds and spellings for vowels.

- Briefly review the sound /o/ spelled 'o' as in *hop* on **Vowel Code Flip Book page 5**. Remind students that in Unit 1, they reviewed all the basic code spellings for "short" vowel sounds.
- Turn to **page 11** of the **Vowel Code Flip Book** and tell students today they are going to learn a new sound and spelling.
- Write the word *stone* on the board/chart paper and read it aloud.
- Tell students the vowel sound in *stone is* /oe/.
- Point out that the spelling for the vowel sound in *stone* is similar to the spelling for /ae/ and /ie/ reviewed in the last lesson—the two letters for the spelling are separated.
- Explain that even though the 'o' and the 'e' in *stone* are separated, they work together to stand for the /oe/ sound. The spelling 'o_e' is a separated digraph.
- Circle each spelling in *stone* as you say its sound.
- Point to each spelling in *stone* as you say its sound: /s/ (point to the letter 's' with your index finger), /t/ (point to the letter 't' with your index finger), /oe/ (simultaneously point to the letter 'o' with your middle finger and the letter 'e' with your index finger), /n/ (point to the letter 'n' with your index finger).

Sound Library

Draw a horseshoe-shaped loop around the 'o' and the 'e' to show that these two letters work together to stand for the /oe/ sound.

- Write the following 'o_e' words on the board/chart paper and have students read them:

1. note	4. froze
2. hope	5. broke
3. rode	6. bone

- Show students the Spelling Card for /oe/ > 'o_e' (*home*). Have students read the sample word. Discuss the power bar. Point out that the power bar does not stretch all the way across the card; this means there are some other spellings for this sound they will learn later in the year. Explain that these spellings are shown on the Vowel Code Flip Book but will not appear in the Readers until students have been introduced to them. Add the Spelling Card to **page 11** of the **Vowel Code Flip Book**. Then ask students to turn to **page 8** of their **Individual Code Charts** and outline the card in green.

Vowel Code Flip Book	Individual Code Chart
1. /oe/ > 'o_e' (*home*) **page 11**	1. /oe/ > 'o_e' (*home*) **page 8**
2. /ue/ > 'u_e' (*cute*) **page 12**	2. /ue/ > 'u_e' (*cute*) **page 8**

- Repeat the steps for the 'u_e' spelling for /ue/, writing the following words on the board/chart paper.

1. cube	4. mule
2. mute	5. fuse
3. cute	6. fume

POP-OUT CHAINING (10 MIN.)

- Write *cut* on the board/chart paper.
- Ask students to read the word.
- Tell students you will add the letter 'e' to the word, and when you say "Alakazam!" everyone should read the new word
- Write the letter 'e' at the end of *cut* and say "Alakazam!" All students should respond by saying "cute."

- Distribute one small magic 'e' card to each student.
- Write the word *hop* on the board/chart paper. Have students read the word.
- Tell students when you say "Alakazam!" they should hold up their magic 'e' cards and say the new word.
- Add the letter 'e' and say, "Alakazam!" All students should hold up their cards and read the new word, *hope*.
- Proceed in this way through the remaining words in the list.

1. cut > cute
2. hop > hope
3. cap > cape
4. not > note
5. mop > mope
6. fin > fine
7. cub > cube
8. glob > globe
9. tap > tape
10. slid > slide

- Collect the magic 'e' cards; you will use them again in future lessons.
- Ask students to turn to Activity Page 2.1. Tell them you will play a different version of the magic 'e' game. They will read each word as a group, then write the letter 'e' at the end of each word. When you say "Alakazam!" students should read the new word together aloud.

Activity Page 2.1

Check for Understanding

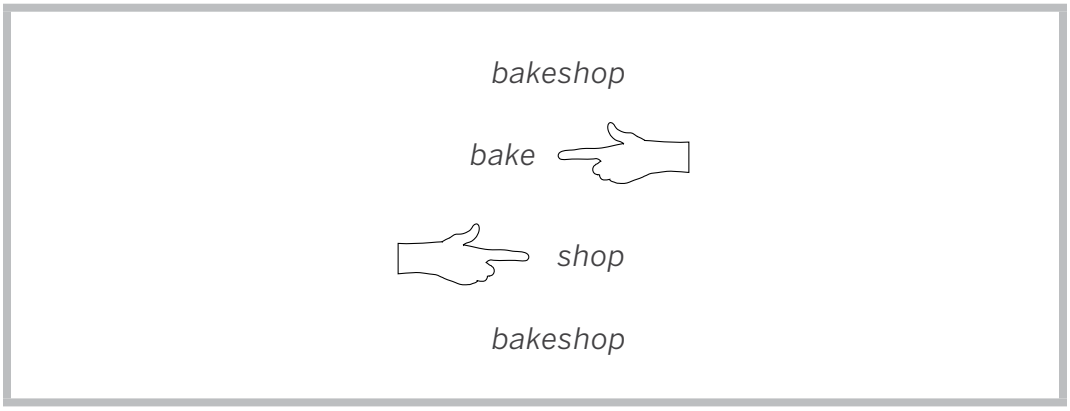
As students read the new words on Activity Page 2.1, observe whether they are pronouncing the word with the long vowel sound.

READ TWO-SYLLABLE WORDS (5 MIN.)

- Have students turn to Activity Page 2.2.
- Tell students you are going to review how to read two-syllable words.
- Write the word *bakeshop* on the board/chart paper.

Activity Page 2.2

- Tell students you will show them one way to help them read two-syllable words. Cover the second part of the word with a finger and read the first part of the word. Then cover the first part of the word with a finger and read the second part.
- Run a finger under the whole word and read it together aloud.



- Remind students that even though the 'a' and the 'e' in *bake* are separated, they work together to stand for the /ae/ sound. Circle each spelling in *bake* as you say its sound. Be sure to draw a horseshoe-shaped loop around the 'a' and the 'e' in bake to show that these two letters work together to stand for the /ae/ sound.

- Read the two-syllable words listed on Activity Page 2.2 aloud.
- Have students "horseshoe-circle" the letters for the /oe/ and the /ue/ sounds. Briefly use any unfamiliar words in a sentence.

Activity Page 2.2: Read Two-Syllable Words

Collect Activity Page 2.2. and review it to assess each student's ability to identify the separated digraphs 'o_e' and 'u_e' in two-syllable words.

TRICKY WORDS (5 MIN.)

- Refer to the Tricky Word cards you prepared in advance.

Tricky Word: *My*

- **Expected:** the letter 'm' is pronounced /m/.
- **Tricky:** the letter 'y' is pronounced /ie/.

Tricky Word: *By*

- **Expected:** the letter 'b' is pronounced /b/.
- **Tricky:** the letter 'y' is pronounced /ie/ (just as it is in *my*).

Tricky Word: *Have*

- **Expected:** the letter 'h' is pronounced /h/ and the letter 'v' is pronounced /v/.
- **Tricky:** the letters 'a_e' are pronounced /a/, not /ae/.
- Place these words on your Tricky Word Wall.

Note: *Have* is a word that can be described in different ways. You may prefer to tell students that *have* contains /h/ spelled 'h', /a/ spelled 'a', and /v/ spelled 've'. If you break up the word this way—h-a-ve—you can say that it is not tricky at all. It is made up of spellings that students have learned. But *have* still should to be practiced with the other Tricky Words, because it looks like words that have the vowel sound /ae/ spelled 'a_e' like *save* and *gave*.

Lesson 2: "The Milk"

Reading

20M

Primary Focus

Students will read "The Milk" with purpose and understanding; will practice reading with accuracy, appropriate rate, and expression; and will answer literal and inferential questions about key details in the text.

ELA.2.F.1.4; ELA.2.R.1.1; ELA.K12.EE.1.1

Students will describe the main events of the plot of "The Milk." ELA.2.R.1.1

Reader

Page 8

Challenge

Have students hunt for words in "The Milk" that include the spellings 'a_e' and 'i_e' that they were taught in the previous lesson. Ask them to write the found words on slips of paper and separate them by spelling into two piles (e.g., *tale, time, name, Jane, make, nice, face, Mike, face, take,* and *bedtime*).

INTRODUCE THE STORY (5 MIN.)

Digital Component 1.3

- Briefly remind students of the events in "Mike's Bedtime." You may want to refer to the story chart to review the terms *setting, character,* and *plot*. Tell students that today they will learn about a new genre of fiction: fables. Fables are stories that teach a lesson. These lessons are called morals. Remind students they heard many fables in Grade 1 in Knowledge. Tell students the title of today's story is "The Milk," and tell students this is similar to Aesop's fable, "The Milkmaid and the Pail."

Preview Spellings

- Refer to the chart you prepared in advance to preview spellings before reading the story.

Digital Component 2.1

/oe/ > 'o_e'	/ue/ > 'u_e'
home	use
hope	cute
those	fumed
stone	

Preview Core Vocabulary

- Preview the following vocabulary with students:

lass—n., another word for a girl (10)
Example: The young lass was riding her horse in the field.

slop—n., leftover food scraps fed to pigs (10)
Example: The farmer fed slop to the hungry pigs.

fumed—v., showed anger or frustration (12)
Example: The man fumed when he missed the bus to work.

Sayings and Phrases

one step at a time—slow down, take your time (12)
Example: When I get nervous about doing something new, my mom reminds me to take one step at a time.

Vocabulary Chart for "The Milk"			
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary		lass fumed	
Multiple-Meaning Core Vocabulary Words			slop
Sayings and Phrases	one step at a time		

Purpose for Reading

- Tell students to read "The Milk" to learn the moral (lesson) of this story. Remind students to use the illustrations to help them understand the story.

READ "THE MILK" (15 MIN.)

Partner Reading

- Today students will be doing partner reading. If some pairs finish early, they may illustrate one of the phrases or sentences you prepared in advance.

Observation: Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. As you listen to students read "The Milk," make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

- When the class has finished reading the story, use the discussion questions to fill in the story chart and promote further discussion of the story. Remind students to answer questions in complete sentences and use illustrations to help them respond.

Digital Component 1.3

Story Title	Genre	Setting	Characters	Plot	Moral
"The Milk"	Fable	outside, a waking path, a long time ago	Jane	Jane goes to the market to sell milk and makes plans how she will spend the money she earns; but then she spills the milk.	Take one step at a time.

ENGLISH LANGUAGE LEARNERS

Reading

Reading Closely

Entering/Emerging
Ask yes/no or simple questions: "Does Jane plan to drink the milk?" "Is Jane in the city or the country?"

Transitioning/Expanding
Provide students with specific sentence starters: "Jane set off from home to . . ." "After Jane tripped on a stone . . ."

Bridging
Ask students to listen to their peers' responses and explain whether or not they agree. Where relevant, ask them to provide additional information.

Discussion Questions for "The Milk"

1. **Literal.** Who are the main characters in this fable?
   - » The main character is a lass, or girl, named Jane.
2. **Inferential.** What is the setting of this fable? How can you tell? [You may want to further prompt students to discuss what time period the story is set.]
   - » Answers may vary, but may include: the setting is outside on a walking path, on the way to the market; the story is set a long time ago or far away. Students should respond with an answer that includes looking at the illustrations (the images are outdoors, the character's clothing, the dirt path or straw hut, etc.), the words in the story (e.g., *lass*), or the text ("Jane set off from home to sell a bucket of milk.").
3. **Literal.** What is the plot, or events, of this fable?
   - » Jane walks to the market with a bucket of milk that she plans to sell, day dreaming how she will spend the money she makes along the way. But her plans are spoiled when she trips and drops the bucket, and the milk spills.
4. **Evaluative. Think-Pair-Share** Talk with a partner about what you think the moral of the story means. [Remind students that the moral of the story is written on page 12.]
   - » Answers may vary, but should include something to the effect of: "Don't get ahead of yourself." "Don't make plans too far ahead of time." or "Take care of one thing at a time."

Observation: Discussion Questions

Ask a different student to respond to each question, noting in the Discussion Questions Observation Record each student's ability to answer oral literal, inferential, or evaluative questions about the main characters, setting, or plot, as applicable.

End Lesson

Take-Home Material

PRACTICE 'O_E' AND 'U_E'

Activity Page 2.3

- Have students give Activity Page 2.3 to a family member.

Lesson 2: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- Wiggle Cards describe a motion or activity students can act out. You may want to designate a box or container to hold the cards. Wiggle Cards are invaluable to use at any point during the day, not just during reading but whenever you feel students need a transition activity to refocus attention.
- Write each word or phrase on an **index card** or **sentence strip**.
- Show students the Wiggle Card, have them read it, and let them perform the action.

1. Smell a rose.
2. Hide a bone.
3. Tug a rope.
4. Toss a stone.
5. Make a line.

MORE HELP WITH CONTRACTIONS

Moon Shot

- Make one copy of the Moon Shot game board (**Activity Page TR 2.1**) for each pair of students.
- Copy and cut out one set of word cards for each student (**Activity Page TR 2.2**).
- Copy and cut out one set of Good to Go! cards (**Activity Page TR 2.3**) and one set of Oh No! cards (**Activity Page TR 2.4**).
- Provide some **small tokens** as playing pieces.
- Students take turns drawing word cards. If a student reads the word correctly, he or she can draw a Good to Go! card and follow the directions on the card. If a student does not read the word correctly, he or she will draw a card from the Oh No! pile and follow the directions on that card.
- The first student to make it to the moon is the winner.

Contractions Match Maker

- Use the cards you prepared for the Review Contractions lesson or copy and cut out the Match Maker word cards (**Activity Page TR 2.5**).
- Ask students to tell you what they learned about contractions. (If needed, remind them that a contraction is a new word made up of two words in which some letters are replaced by an apostrophe.)
- Shuffle the cards and lay them facedown on the table or floor, in rows and columns.
- Have students take turns flipping over two cards at a time, reading the words aloud, and attempting to find a matching pair. (A matching pair will be a contraction and the words it represents.)
- Students continue play until all matches have been found.

MORE HELP WITH SPLIT DIGRAPHS

Checkers

- Make one copy of the Checkers game board (**Activity Page TR 2.6**) for each pair of students.
- Copy and cut out one set of Checkers pieces (**Activity Page TR 2.7**) and one set of word cards (**Activity Page TR 2.8**) for each pair of students.

- The rules are the same as regular checkers except that, in order to make a move, the student must first draw a card and read the word correctly.

Note: If you have a regular game of checkers available, you may use that with the word cards provided.

SENTENCES AND PHRASES

- Use the following list of sentences and phrases to extend lessons, as needed.

1. cute as can be
2. Excuse me.
3. Stack up the cubes.
4. The rope is knotted.
5. strong fumes
6. The kitten is cute.
7. The dog has a bone.
8. the Pope in Rome
9. I'm home!
10. cold as stone

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 501–640 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 521–663 of those words would be completely decodable.

Students have now reviewed at least one way to write 34 of the 44 sounds in English.

The spelling 'o_e' can be pronounced /oe/ as in *stone*, /u/ as in *above,* or /oo/ as in *move.*

The spelling 'u_e' can be pronounced /ue/ as in *cube* or /oo/ as in *tune.*

My is one of the 50 most common words in most samples of written English; in a typical passage of 1,000 words, *my* occurs 1–6 times.

By is one of the 40 most common words in most samples of written English; in a typical passage of 1,000 words, *by* occurs 1–6 times.

Have is one of the 40 most common words in most samples of written English; in a typical passage of 1,000 words, *have* occurs 4–7 times.

LESSON

3

SPELLING ALTERNATIVES

Review /ee/ › ‘ee’ and ‘ea’

PRIMARY FOCUS OF LESSON

Language (Grammar)

Students will unscramble an interrogative sentence and a declarative sentence. ELA.2.C.3.1

Foundational Skills

Students will read words with /e/ > ‘ee,’ /ee/ > ‘ea,’ and /ee/ > ‘e_e.’ ELA.2.F.1.3a

Students will spell one-syllable and multisyllabic words with vowel teams, including digraphs. ELA.2.F.1.3a

Reading

Students will reread “The Milk” with a partner, and will close read the story by answering text dependent questions, identifying Tier 2 vocabulary, and discussing challenging portions of the text. ELA.2.F.1.4; ELA.2.R.1.1; ELA.2.R.3.2a; ELA.K12.EE.1.1

Students will write at least four sentences describing what Jane learned at the end of “The Milk.” ELA.2.R.1.1; ELA.2.C.3.1

FORMATIVE ASSESSMENT

Activity Page 3.1

Write About the Story “The Milk” ELA.2.R.1.1; ELA.2.C.3.1

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Grammar)			
Warm-Up: Scrambled Sentences	Whole Group	5 min.	❑ index cards
Foundational Skills			
Review Spellings for /ee/ (Phonics)	Whole Group	15 min.	❑ Vowel Code Flip Book ❑ Spelling Cards for /ee/ > 'ee' (*bee*), /ee/ > 'ea' (*beach*), /ee/ > 'e_e' (*Pete*) ❑ Individual Code Chart ❑ green markers
Pop-Out Chaining (Phonics)	Whole Group	10 min.	❑ magic 'e' cards
Reading			
Close Read "The Milk"	Partner, Whole Group	30 min.	❑ *Bedtime Tales* ❑ Activity Page 3.1
Take-Home Material			
"The Milk"			❑ Activity Page 3.2

ADVANCE PREPARATION

Note to Teacher

This lesson is the first time students in Core Knowledge Language Arts are introduced to a close reading lesson. You may want to tell students a little about the lesson and how it is different from other reading lessons in Core Knowledge Language Arts. You are the expert on students in your class, so you decide how much or how little to explain. In terms students will understand, you may say this kind of lesson focuses on only the language used in the text. It does not ask about pictures, feelings, or experiences students may have had outside the text. You may wish to tell students this special kind of reading will help them read more difficult text. To help them learn how to get the most meaning from a text, you will:

- ask text-dependent questions that require students to draw on evidence from the text;
- identify and discuss general academic (Tier 2) vocabulary;
- discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and/or
- engage students in a culminating writing activity that is completed independently, if possible.

Please also note that the close reading lessons will progress in difficulty as students complete more of the Grade 2 Core Knowledge Language Arts material. These first lessons are very scaffolded and rudimentary to help students gain expertise in this type of reading.

Language

- Write the following sentences on index cards with one word or punctuation mark on each card to use for Scrambled Sentences:

1. Can't I sit up a bit?
2. This is a bedtime tale your gramp liked to tell me.

Foundational Skills

- You may wish to tab **Vowel Code Flip Book page 9**.
- Prepare to distribute the magic 'e' cards.

Universal Access

- Make each student a set of scrambled sentences using the sentences/words listed for Scrambled Sentences, using index cards or by making copies of Activity Page TR 3.2.

Start Lesson

Lesson 3: Grammar

Language

5M

Primary Focus: Students will unscramble an interrogative sentence and a declarative sentence. ELA.2.C.3.1

WARM-UP (5 MIN.)

Scrambled Sentences

- Tape the index cards you prepared in advance to the board/chart paper in random order. Ask students to help you unscramble the sentences.

Support

Give each student their own set of scrambled sentence cards. Have students read the sentence several times aloud. Have students cut up the sentences and then independently put them in order.

Lesson 3: Basic Code and Spelling Alternatives

Foundational Skills

25M

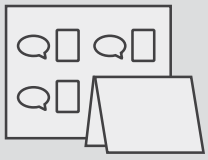
Primary Focus

Students will read words with /e/ > 'ee,' /ee/ > 'ea,' and /ee/ > 'e_e.' ELA.2.F.1.3a

Students will spell one-syllable and multisyllabic words with vowel teams, including digraphs. ELA.2.F.1.3a

REVIEW SPELLINGS FOR /EE/ (15 MIN.)

Code Materials



- Write the spelling 'ee' on the board/chart paper and ask students how they would pronounce this spelling.
- Once students have provided the correct sound, /ee/, ask them for the letters used to spell the sound.
- Remind students that when we see the letters 'ee', we recognize these letters are working together as a digraph, or letter team, and we say the sound /ee/.
- Write the following 'ee' words on the board/chart paper and have students read them.

Sound Library

1. bee	4. sweet
2. tree	5. seem
3. free	6. weed

- Show students the Spelling Card for /ee/ > 'ee' (*bee*). Have students read the sample word. Discuss the power bar. Point out that the power bar does not stretch all the way across the card; this means there are some other spellings for this sound they will learn later in the year. Explain that these spellings are shown on the Vowel Code Flip Book but will not appear in the Readers until students have been introduced to them. Add the Spelling Card to **page 9** of the **Vowel Code Flip Book**.
- Ask students to turn to **page 8** of their **Individual Code Charts** and outline the card in green.

Vowel Code Flip Book	Individual Code Chart
1. /ee/ > 'ee' (*bee*) **page 9**	1. /ee/ > 'ee' (*bee*) **page 8**
2. /ee/ > 'ea' (*beach*) **page 9**	2. /ee/ > 'ea' (*beach*) **page 8**
3. /ee/ > 'e_e' (*Pete*) **page 9**	3. /ee/ > 'e_e' (*Pete*) **page 8**

- Repeat the steps for the 'ea' spelling for /ee/, writing the following words on the board/chart paper.

1. beach	4. heat
2. stream	5. dream
3. deal	6. weak

- Explain that 'ea' is another way to spell the /ee/ sound. Add the Spelling Card to **page 9** of the **Vowel Code Flip Book**. Have students turn to **page 8** of the **Individual Code Chart** and outline the 'ea' card in green.
- Ask students to read the words you just wrote on the board/chart paper aloud with you. Ask students to help you circle the letters in each word for the sound of /ee/.
- Stay on **page 9** of the **Vowel Code Flip Book** and tell students they are going to learn another new spelling for /ee/.
- Write the word *Pete* on the board/chart paper, and read it aloud.
- Ask students to tell you the vowel sound in *Pete*. (*/ee/*)
- Point out the spelling for the vowel sound in *Pete* is like the spelling for /oe/ and the spelling for /ue/ in the last lesson—the two letters for the spelling are separated.

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Show students images of depictable items (bee, tree, beach, stream). You may also want to show images to depict unfamiliar concepts (heat, dream, weak, sweet, free).

You will need to draw a horseshoe-shaped loop around the first 'e' and the second 'e' to show these two letters work together to stand for the /ee/ sound.

- Explain that even though the 'e' and the 'e' in *Pete* are separated, they work together to stand for the /ee/ sound. The spelling 'e_e' is a separated digraph.
- Point to each spelling in *Pete* as you say its sound: /p/ (point to the letter 'p' with your index finger), /ee/ (simultaneously point to the first letter 'e' with your middle finger and the second letter 'e' with your index finger), /t/ (point to the letter 't' with your index finger).

- Circle each spelling in *Pete* as you say its sound.

Note: You will need to draw a horseshoe-shaped loop around the first 'e' and the second 'e' to show these two letters work together to stand for the /ee/ sound.

Support

You may wish to move the Tricky Word *street* from the Tricky Word Wall to the Decodable Word Wall (and write it on a green index card). Explain that now students have learned this spelling for the sound /ee/ and it is no longer tricky!

- Write the following 'e_e' words on the board/chart paper and have students read them: *Pete, eve, theme, these.*
- Show students the Spelling Card for 'e_e' > /ee/ (*Pete*). Have students read the sample word. Discuss the power bar. Point out that the power bar does not stretch all the way across the card. This means there are some other spellings for this sound students will study later in the year. Explain that these spellings are shown on the Vowel Code Flip Book but will not appear in the Readers until students have been introduced to them. Add the Spelling Card to **page 9** of the **Vowel Code Flip Book**. Have students outline the Spelling Card in green on **page 8** of the **Individual Code Chart**.

POP-OUT CHAINING (10 MIN.)

- Distribute one small magic 'e' card to each student.
- Write *pet* on the board/chart paper. Ask students to read the word.
- Tell students you will add the letter 'e' to the word, and when you say "Alakazam!" everyone should read the new word
- Write the letter 'e' at the end of *pet* and say "Alakazam!" All students should respond by saying "Pete."
- Point out that because this is a person's name, the first letter 'p' should be capitalized.
- Write the word *them* on the board/chart paper. Have students read the word.
- Tell students when you say "Alakazam!" they should hold up their magic 'e' cards and say the new word.
- Add the letter 'e' and say, "Alakazam!" All students should hold up their cards and read the new word, *theme*.
- Proceed in this way through the remaining words in the list.
- You should pause to point out that in some of these spellings the second 'e' acts as a team with the first vowel, that is, as a digraph. Only *theme* is a split digraph; the other spellings are side-by-side vowel teams or digraphs.

1. them > theme
2. wed > weed
3. bet > beet
4. dan > dean
5. met > meet
6. man > mean
7. bad > bead
8. lad > lead
9. red > reed
10. bled > bleed
11. bat > beat
12. mat > meat

- Collect the magic 'e' cards for later use.

Lesson 3: "The Milk"

Reading

30M

Primary Focus

Students will reread "The Milk" with a partner, and will close read the story by answering text dependent questions, identifying Tier 2 vocabulary, and discussing challenging portions of the text. ELA.2.F.1.4; ELA.2.R.1.1; ELA.2.R.3.2a; ELA.K12.EE.1.1

Students will write at least four sentences describing what Jane learned at the end of "The Milk." ELA.2.R.1.1; ELA.2.C.3.1

CLOSE READ "THE MILK" (30 MIN.)

Close Reading

- Have students reread "The Milk" with a partner.
- After students have finished reading "The Milk" with their partners, have them keep their Readers open to the story.
- Explain that you will be asking some questions about the story, and they will need to refer back to the text to answer the questions.
- Lead students in a close reading of the text by:
  - ask text-dependent questions that require students to draw on evidence from the text;
  - identify and discuss general academic (Tier 2) vocabulary;
  - discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
  - engage students in a culminating writing activity where they write at least four sentences to answer the question: "By the end of the tale, what did Jane learn?"

Reader

Page 8

Support

Encourage students to watch for the new sound/spellings they have learned, and to use the Individual Code Chart while reading if they need help sounding out a word.

Teacher Overview	
Main Idea and Key Details: The main idea of the story is that a milkmaid, rather than focusing on her immediate goal of selling a bucket of milk, started planning many steps ahead as to how she would spend money she did not yet have. As she was daydreaming and the steps in her plan were becoming less and less realistic, the milkmaid lost concentration on the first step in her plan and thus was not able to accomplish any of the subsequent steps in her plan. Key details of the text include the various steps in the milkmaid's plan for spending the money she would earn from selling a bucket of milk, such as buying a hen, selling the hen's eggs, buying a piglet, selling the piglet, and buying a nice dress.	**Synopsis:** The story "The Milk" is a retelling of the Aesop fable "The Milkmaid and the Pail." It is the basis for teaching or reviewing the fable genre. It is also the basis for teaching or reviewing the moral "Take one step at a time."

Lesson			
Text from Reader The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	**Vocabulary Instruction** As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	**Text-Dependent Questions** After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a "winnable" question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph.	**Responses** Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
Mike's dad was getting set to tell a bedtime tale. He said, "The name of this bedtime tale is 'The Milk.'"	**getting set** (page 8)—idiom meaning to become ready to start a task. You might ask students to list some things Mike's dad might be doing to get ready. (Examples: Tucking Mike in, pulling bed linens up, picking up toys, finding a comfortable way to sit, etc.) **tale** (page 8)—Tell students the word *tale* is a homophone for *tail*. A homophone is a word which sounds like another word but is spelled differently and has a different meaning. In this context *tale* is a story. A *tail* usually refers to an appendage on an animal.	Page 8 What is the name of this tale?	The name of the tale is "The Milk."
Once upon a time, a lass named Jane set off from home to sell a bucket of milk.		Page 10 Find and read the phrase on page 10 that lets you know this is a made-up story.	Students should read the phrase, *Once upon a time*.

Lesson			
Text from Reader The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	**Vocabulary Instruction** As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	**Text-Dependent Questions** After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a "winnable" question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph.	**Responses** Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
As she went, she was thinking of the cash she would get from selling the milk.		Page 10 Reread paragraph 2 on page 10. The text says, "As she went, she was thinking of the cash she would get from selling the milk." What does *as she went* mean?	It means she was walking from home and thinking of the money she would get from selling her milk at the same time.
"I have big plans. I will sell this milk," she said, "and I will use the cash to get a hen. I hope my hen will make lots of eggs."		Page 10 How will Jane make money with a hen?	Jane will sell the eggs from the hen to make more money.
"Then I will sell those eggs and use the cash to get a cute piglet. I will take care of the piglet and let him munch on pig slop till he gets nice and plump."	**piglet** (page 10)—a small pig **slop** (page 10)—food scraps eaten by pigs **plump** (page 10)—rounded, fat	Page 10 What will Jane do with the money she raises from selling eggs?	Jane will buy a piglet.
"Then I will sell the pig and get a nice dress that I can dance in, and . . ."		Page 12 What will Jane do after the piglet gets plump?	Jane will sell the piglet.

Lesson			
Text from Reader The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	**Vocabulary Instruction** As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	**Text-Dependent Questions** After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a "winnable" question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph.	**Responses** Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
"Then I will sell the pig and get a nice dress that I can dance in, and . . ."		Page 12 What will Jane do with the money from selling the pig? Why do you think Jane stopped talking mid-sentence when she was describing the dress she would buy?	Jane will buy a dress to go dancing. Jane tripped on a stone and lost her concentration.
But just as she was thinking of the dress, she tripped on a stone and the bucket fell with a crash.	**stone** (page 12)—another word for rock	What happened while Jane was thinking of the dress?	Jane tripped on a stone and the bucket fell, spilling the milk.
The milk splashed on the path. Jane made a face and fumed at the spilled milk.	**fumed** (page 12)—slightly annoyed or angry in this context. Note for students the multiple meanings of this word. The word *fume* can also mean to release smoke, vapor, or gas.		

Lesson			
Text from Reader The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	**Vocabulary Instruction** As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	**Text-Dependent Questions** After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a "winnable" question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph.	**Responses** Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
Moral: Take one step at a time.	**Take one step at a time.** (page 12)—idiom cautioning to do first one thing and then another—not think too far ahead	Page 12 The moral of the story is: Take one step at a time. **Turn and Talk:** How would you explain the moral, or the lesson, of the story? How is the moral of the story similar to the moral "Don't count your chickens before they hatch"?	
"Is that the end?" asked Mike. "That's it," said his dad. "What a shame!" said Mike. "She had such big plans!" Mike's dad nodded. "You can make plans, but planning by itself will not make things happen." Mike sat thinking a bit. Then he said, "Dad, that bedtime tale was not bad. But it was sad. Next time would you tell a fun tale?" "Yes," said his dad. "Next time."		Page 15 Mike's dad says, "You can make plans, but planning by itself will not make things happen." Explain what Mike's dad means when he says this.	Although planning is important, you need to act on your plan, or follow through with your plan, to achieve your goals.

Activity Page 3.1

Wrap-Up

- Ask students to turn to Activity Page 3.1 and write at least four sentences to answer the question: *By the end of the tale, what did Jane learn?*

Activity Page 3.1: Write About the Story

Collect Activity Page 3.1 and review to determine students' ability to look back at the text for evidence to support a written response, as well as whether or not they wrote four sentences, used proper punctuation and capitalization, and answered the question appropriately.

End Lesson

Take-Home Material

"THE MILK"

Activity Page 3.2

- Students should take home Activity Page 3.2 to read aloud to a family member.

Lesson 3: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- Wiggle Cards describe a motion or activity students can act out. You may want to designate a box or container to hold the cards. Wiggle Cards are invaluable to use at any point during the day, not just during reading but whenever you feel students need a transition activity to refocus attention.
- Write each phrase on an **index card** or **sentence strip.**
- Show students the Wiggle Card, have them read it, and let them perform the action.

1. Jump three times.
2. Feel your knees.
3. Take a hike.
4. Reach the top.
5. Make a face.
6. Smell a rose.

MORE HELP WITH VOWEL DIGRAPHS

Stomp the Sound

- This exercise may be done standing or seated.
- Tell students you will read some phrases and sentences that include words with the /ee/ sound. When they hear a word that has the /ee/ sound, they should stomp their foot (or pat the desk/table). But, they should remain still (and silent) when they hear words that don't include the /ee/ sound.
- Read the phrases and sentences from the following box and pause for students to stomp out the /ee/ sounds.
- You may reread the phrases/sentences in a different order and change how quickly/slowly you read the phrases/sentences for additional practice.

1. one, two, three
2. eating peas and beans
3. the wheels on the bus
4. speeding ticket
5. king and queen
6. Keep it up!
7. skinned a knee
8. home sweet home

Flip, Read, Roll

- Create a set of cards for each player **(Activity Page TR 3.1)** that has a word to be read on one side and a number on the other side.
- Call out a number at random and have each student take turns finding a card with that number on it in his or her stack.
- The student then reads the card aloud. If the word is read correctly, the student may then roll a **die**; whatever number it lands on is the number of points he or she receives.

MORE HELP WITH GRAMMAR

Scrambled Sentences

- Make a copy of **Activity Page TR 3.2** or write the sentences from the box onto a piece of **paper**.
- Have students read each sentence several times aloud.
- Cut the sentences into their individual words and place them into **envelopes** (one sentence per envelope).
- Have students unscramble the sentences. Point out that some of the words can be rearranged in different configurations and still be correct.
- Have students copy the sentences on paper, including correct punctuation.

1. Can't I sit up a bit?
2. This is a bedtime tale your gramp liked to tell me.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 521–663 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 546–691 of those words would be completely decodable.

Students have now reviewed at least one way to write 36 of the 44 sounds in English.

The spelling 'ee' is very regular in its pronunciation.

LESSON

4

REVIEW

Tricky Words and Quotation Marks

PRIMARY FOCUS OF LESSON

Language (Grammar)

Students will match contractions with the words that make up that contraction and form contractions. ELA.2.F.1.3; ELA.2.C.3.1

Foundational Skills

Students will read the Tricky Words *all* and *who*. ELA.2.F.1.3

Language (Grammar)

Students will recognize that quotation marks are used for dialogue in text, and will write quotation marks around dialogue in written sentences. ELA.2.C.3.1

Reading

Students will read "The Jumping Frog" in pairs with purpose and understanding; will answer written multiple-choice and short-answer questions about the story; and will answer literal and inferential questions about key details in the text.
ELA.2.F.1.4; ELA.2.R.1.1; ELA.K12.EE.1.1; ELA.K12.EE.3.1

FORMATIVE ASSESSMENT

Activity Page 4.2	**Story Questions** "The Jumping Frog" (Group 2) ELA.2.R.1.1; ELA.K12.EE.1.1
Observation	**Discussion Questions** "The Jumping Frog" ELA.2.R.1.1; ELA.K12.EE.1.1

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Grammar)			
Warm-up: Review Contractions	Whole Group	10 min.	❑ index cards
Foundational Skills			
Tricky Words: *All*, *Who* (Word Recognition)	Whole Group	5 min.	❑ two yellow index cards
Language (Grammar)			
Review Quotation Marks	Whole Group	20 min.	
Practice Quotation Marks	Whole Group	10 min.	❑ Activity Page 4.1
Reading			
Introduce the Story	Whole Group	5 min.	❑ *Bedtime Tales*
Read "The Jumping Frog"	Small Group/ Partner	10 min.	❑ *Bedtime Tales* ❑ Activity Page 4.2 ❑ *Bedtime Tales* Story Chart
Take-Home Material			
"The Jumping Frog"			❑ Activity Page 4.3

ADVANCE PREPARATION

Note to Teacher

Today students will work in small groups for the first time in Unit 2. The purpose of small groups is to provide time for you to work directly with a smaller group of students so you can provide more individual attention. Group 1 should be comprised of students needing remediation, while Group 2 should be made up of more independent learners. You will want to decide in advance how you will divide your class. Please remember a student placed in Group 1 one week may be in Group 2 for the next.

Language

- Write the following contractions and words on separate cards or sentence strips to use in Review Contractions.

Contraction	Words
can't	can not
I'm	I am
let's	let us
who's	who is or who has
that's	that is or that has
would've	would have
we've	we have
he'll	he will
didn't	did not
couldn't	could not

Foundational Skills

- Write the Tricky Words *all* and *who* on yellow cards.

Language

- Write the following sentences on the board/chart paper or sentence strips for Review Quotation Marks.

1. Jane said, I can run.
2. Frank said, We like cake.
3. James said, Let's go skating.
4. Pete said, Do you like frogs?

Reading

- Plan to pair Group 2 students with a partner.

Digital Component 4.1

- Create the Preview Spellings chart (Digital Component 4.1) for Introduce the Story on the board/chart paper, or use the digital version.
- Write the following phrases and sentences on the board/chart paper or sentence strips for Group 2 students who finish early.

1. Ride a bike.
2. slipped on the ice
3. a nine-mile hike
4. Lock the gate.
5. bake sale
6. Make the grade.
7. grade two
8. made in the shade
9. Time will tell.
10. Make waves.
11. one and the same
12. up in flames
13. nine white mice

- Prepare to update the *Bedtime Tales* Story Chart that you began in Lesson 1. Today you will add details from "The Jumping Frog" to the chart.

Universal Access

- Bring in magnetic letters to use for Review Quotation Marks. If quotation marks are not available in the set, make them from construction paper or foam and tape.
- Bring in pictures of the West, or the American frontier, to activate prior knowledge before reading "The Jumping Frog."
- Bring in pictures of a frog, a vest, and a stream to use for Introduce the Story.

Lesson 4: Grammar

Language

10M

Primary Focus: Students will match contractions with the words that make up that contraction and form contractions. ELA.2.F.1.3; ELA.2.C.3.1

WARM-UP (10 MIN.)

Review Contractions

- Tape the cards or sentence strips you prepared in advance in random order on the board/chart paper.
- Tell students that you will review contractions again today. If necessary, remind students that a contraction is a new word in which an apostrophe stands for some letters that have been dropped.
- Have students play a matching game with the words on the board/chart paper to review contractions. Explain that a match would be the contraction and the two words it represents.
- Then, using their own paper, have students write to form contractions from the following words: can not (can't), do not (don't), who is (who's), we have (we've). Remind students to put the apostrophe in the place where letters have been removed.

Lesson 4: Tricky Words

Foundational Skills

5M

Primary Focus: Students will read the Tricky Words *all* and *who*. ELA.2.F.1.3

TRICKY WORDS: ALL, WHO (5 MIN.)

- Using the Tricky Word cards you prepared in advance, begin by discussing which part of the word is read just as one would expect and which part is tricky.

Tricky Word: *All*

- **Expected:** the letters 'll' are pronounced /l/.

Support

To help students understand how contractions are made, use magnetic letters on a magnetic whiteboard. Demonstrate how letters are removed from a word, then pushed together with the other word, and an apostrophe is added. Allow students to manipulate the letters and apostrophe to form some contractions.

- **Tricky:** the letter 'a' is pronounced /aw/ (rather than /a/, as students might expect). You may wish to mention that there are other words that follow this pattern (e.g., *ball, mall, wall*). The students will learn 'a' as a spelling for the /aw/ sound in a later unit.

Tricky Word: *Who*

- **Tricky:** The letters 'wh' are pronounced /w/. The letter 'o' is pronounced /oo/ (as in the Tricky Words *do* and *to*).
- Place these Tricky Words on your Tricky Word Wall.
- After introducing the new Tricky Words, play a Tricky Word game using the word wall. A suggestion is to play a game called "I Spy the Word." Give clues for a specific word and have students guess the word.

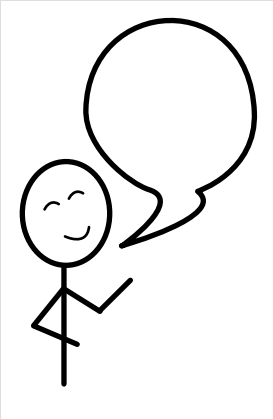
Lesson 4: Grammar

Language

30M

Primary Focus: Students will recognize that quotation marks are used for dialogue in text, and will write quotation marks around dialogue in written sentences. ELA.2.C.3.1

REVIEW QUOTATION MARKS (20 MIN.)



Note: In all of the sentences in this lesson, the speaker comes first, and what is said comes at the end of the sentence. In later lessons, you will review other ways of presenting quotation marks.

- Tell students there are special punctuation marks we use when writing to show a person is speaking (in a story when people are speaking we call this dialogue). Tell students this type of punctuation is called quotation marks. Tell the class you will discuss how to use quotation marks today.
- Draw a stick figure with a speech bubble on the board/chart paper like the one shown in the margin.
- Select a student and have him or her come to the front of the room where you have written the speech bubble. Write the student's name (for purpose of demonstration, we will use the name *Mike*) above the speech bubble. Ask Mike, "What do you like to eat?"
- Encourage the student, Mike, to restate the question and answer using complete sentence (e.g., "I like to eat candy.").

- Explain that speech bubbles are used to show the words a person says or said. Write *I like to eat candy*. in the speech bubble.
- Explain you will now write what Mike has said as a sentence. To show exactly what Mike has said when you write it in a sentence, explain to students that you will use quotation marks.
- Write *Mike said*, explaining the comma tells us to pause and the comma comes before the quotation marks. Then write *I like to eat candy*. Point to the quotation marks, and explain that these show us exactly what Mike said.
- Explain that the end punctuation is inside of the quotation marks.
- Point out both the start of the first letter of the sentence and first word in quotation marks is also capitalized.
- Ask Mike to give his answer again, this time cupping both his hands around his mouth as he speaks. Explain that cupping both your hands around your mouth is like adding quotation marks in a written sentence. Quotation marks show the reader exactly what a person has said during a conversation or dialogue.
- Repeat this procedure (calling on a new student, changing the name, asking a question, writing the answer in the speech bubble, and then writing the answer in a sentence). Point out once again the comma before the first quotation mark, capital letter at the beginning of the sentence, and end punctuation inside the last quotation mark.
- Refer to the sentences you prepared in advance and model writing in the quotation marks.
    - Jane said, I can run.
    - Frank said, We like cake.
    - James said, Let's go skating.
    - Pete said, Do you like frogs?

Check for Understanding

After adding the quotation marks and commas to the four sentences on the board/chart paper, have students read them aloud one sentence at a time. Tell students to cup their hands around their mouths when they read the words inside the quotation marks. They should leave their hands down when they are reading words outside of the quotation marks.

PRACTICE QUOTATION MARKS (10 MIN.)

Activity Page 4.1

- Complete Activity Page 4.1 as a class.
- Have students read the speech bubble and then write the words as a complete sentence.
- Tell students to carefully check to see if they included a capital letter at the beginning of sentences, a capital letter at the beginning of the quotation inside the quotation marks, and correct end punctuation.

Lesson 4: "The Jumping Frog"

Reading

15M

Primary Focus: Students will read "The Jumping Frog" in pairs with purpose and understanding; will answer written multiple-choice and short-answer questions about the story; and will answer literal and inferential questions about key details in the text. ELA.2.F.1.4; ELA.2.R.1.1; ELA.K12.EE.1.1; ELA.K12.EE.3.1

INTRODUCE THE STORY (5 MIN.)

Reader

Page 16

- Today's story is the first part of a two-part story. This story is an example of another type of fiction called a trickster tale. A trickster tale is a story about a character who outsmarts larger, stronger characters.
- Briefly review the terms *characters*, *setting*, and *plot*.

Preview Spellings

- Refer to the chart you prepared in advance to preview spellings before reading the story.

Digital Component 4.1

/ee/ > 'ea'	/ee/ > 'e_e'	Two-Syllable Words
stream	compete	problem

- Students may need some guidance in chunking the words into syllables. You may want to use your hand to cover the second syllable of a word as students read the first syllable. Then use your hand to cover the first syllable as students read the second syllable. After both syllables have been read, ask students to blend and read. (Please refer to Appendix B to learn more about chunking syllables to decode words.)

Preview Core Vocabulary

- Preview the following vocabulary with students:

West—n., during the settlement of the United States, the region west of the Appalachian Mountains was known as the West
Example: Many settlers moved to the West in a covered wagon.

Sayings and Phrases

like the wind—very fast and easily
Example: The horse ran like the wind to win the race.

drifted off to sleep—to slowly fall asleep
Example: The baby drifted off to sleep while her mother rocked her.

Vocabulary Chart for "The Jumping Frog"

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			
Multiple-Meaning Core Vocabulary Words		West	
Sayings and Phrases	like the wind drifted off to sleep		

Purpose for Reading

- Tell students to pay special attention whenever they see quotation marks in the story. This will help them understand that the two main characters, Big Jim and Pete, are speaking in a dialogue or conversation.
- Encourage students to adopt different voices for Big Jim and Pete when reading the dialogue in the story.

Activity Page 4.2

Poetry Lessons

READ "THE JUMPING FROG" (10 MIN.)

Small Group

Group 1: Read the story with students, paying particular attention to the quotation marks in the story. Model how to read the dialogue in quotations with a different voice for each character and encourage students to do the same. You may also use this as a time to discuss characters and setting. Complete Activity Page 4.2.

Group 2: Students in Group 2 should read with their partners and complete Activity Page 4.2. If some pairs finish early, they can illustrate one of the phrases or sentences from the board/chart paper.

Activity Page 4.2: Story Questions

Collect Activity Page 4.2 from Group 2 and review to determine each student's ability to answer multiple-choice and short-answer questions about the story; and answer written literal and inferential questions about key details in the text

Wrap-Up

- Bring both groups back together and use the following questions to begin a discussion and to review what you know about the story so far. Remind students to answer in complete sentences when responding to the questions. You will not be able to complete the story chart until you finish reading Part 2 in the next lesson.

Discussion Questions for "The Jumping Frog"

1. **Literal.** Who are the main characters in this story so far?
   - » The main characters in the story are Big Jim and Pete.
2. **Literal.** What is the setting of this story?
   - » The setting of this story is the West, or Wild West, a long time ago.
3. **Inferential.** What is the plot in this story so far?
   - » Big Jim boasts that he has the fastest frog in the land. Pete, a stranger, says he would race Big Jim's frog but he doesn't have a frog of his own. Big Jim tells Pete he will go to the stream to get him a frog to race.
4. **Inferential.** What does it mean when Pete says he would "take the bet"?
   - » It means he accepts Big Jim's challenge. If his frog can beat Big Jim's frog, he will win ten bucks.
5. **Inferential.** Why didn't Mike's dad finish the story?
   - » Mike's dad did not finish the story because Mike fell asleep.

Observation: Discussion Questions

Ask a different student to respond to each question, noting in the Discussion Questions Observation Record each student's ability to answer oral literal, inferential, or evaluative questions about the main characters, setting, or plot, as applicable.

ENGLISH LANGUAGE LEARNERS

Reading

Reading Closely

Entering/Emerging
Ask yes/no or simple questions to prompt students: "Is Big Jim the only character?" "Does this story take place in the past?"

Transitioning/Expanding
Provide students with specific sentence frames: "Pete accepts _____'s challenge to . . ." "Pete does not have a _____ so . . ."

Bridging
Ask students to listen to their peers' responses and explain whether or not they agree. Where relevant, ask them to provide additional information.

Challenge

Ask students to predict what will happen in the next part of the story: "Will the men race their frogs?" "Will it be a fair race?" "Who do you think is the trickster in this tale?" Encourage students to build on other students' responses.

End Lesson

Take-Home Material

"THE JUMPING FROG"

Activity Page 4.3

- Have students bring home Activity Page 4.3 to read with a family member, then draw a picture and write a sentence about the picture.

Lesson 4: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- Write each sentence on an **index card** or **sentence strip**.
- Show students a Wiggle Card, have them read it, and let them perform the action.

1. Shake your legs.
2. Drive a truck.
3. Make a fist.
4. Lick your lips.
5. Catch a fish.

MORE HELP WITH READING

Baseball Game

- Make one copy and cut out the Baseball word cards (**Activity Page TR 4.1**).
- Make one copy of the Baseball game board (**Activity Page TR 4.2**) or use the template to draw a baseball diamond on the **board/chart paper**.
- Divide students into two teams. Give each team a **token or playing piece**.
- Have one team at a time line up. Each team takes a turn "at bat" as follows:
  - Pick a card from the pile and ask the first person on the team to read it. If the word is read correctly, draw a line or move the token from home plate to first base, signifying a "hit." This player should go to the back of his or her team's line, while the next player comes forward to read the next card. If he or she reads the word correctly, draw a line or move the token from

first to second base. Play continues in this way, so that each time a player reads a word correctly a line is drawn or the token is moved to the next base. If the fourth player reads the word correctly, draw a line or move the token from third base to home plate and mark "1 run" for this team. Play continues by the members of this team so long as no words are misread. When a word is misread, the next team takes its turn at bat.

- Just as in the actual game of baseball, any players "left on base" when a word is misread do not count or add to the score.

SENTENCES AND PHRASES

- Use the following list of sentences and phrases to extend your lessons.

1. Ride a bike.
2. slipped on the ice
3. a nine-mile hike
4. Lock the gate.
5. bake sale
6. Make the grade.
7. grade two
8. made in the shade
9. Time will tell.
10. make waves
11. one and the same
12. up in flames
13. nine white mice

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 546–691 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 550–697 of those words would be completely decodable.

All is one of the 40 most common words in most samples of written English; in a typical passage of 1,000 words, all occurs 2–5 times.

Who is one of the 125 most common words in most samples of written English; in a typical passage of 1,000 words, who occurs 1–3 times.

LESSON

5

REVIEW AND PRACTICE

Spelling Assessment

PRIMARY FOCUS OF LESSON

Language (Spelling)

Students will correctly spell the Tricky Word *you* and words with the inflectional ending *–ed*. ELA.2.C.3.1

Foundational Skills

Students will decode words with 'oo' > /o͟o/ or /oo/ and will read simple sentences containing words with these features. ELA.2.F.1.3a

Students will read the Tricky Words *no, go,* and *so*. ELA.2.F.1.3

Students will spell one-syllable and multisyllabic words with open syllables. ELA.2.F.1.3

Reading

Students will read "The Frog Race" with purpose and understanding, and will answer oral literal questions about key details in the text.
ELA.2.F.1.4; ELA.2.R.1.1; ELA.K12.EE.1.1

FORMATIVE ASSESSMENT

Activity Page 5.1	**Spelling Assessment** ELA.2.C.3.1
Activity Page 5.2	**Tricky Spelling** 'oo' > /o͟o/ and /oo/ ELA.2.F.1.3
Observation	**Anecdotal Reading Record** "The Frog Race" (Group 1) ELA.2.F.1.4
Observation	**Discussion Questions**"The Frog Race" ELA.2.R.1.1; ELA.K12.EE.1.1

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Spelling)			
Spelling Assessment	Individual	15 min.	❑ Activity Page 5.1
Foundational Skills			
Review Tricky Spelling 'oo' (Phonics)	Whole Group	15 min.	❑ Vowel Code Flip Book ❑ Spelling Cards for /<u>oo</u>/ > 'oo' (*soon*) and /oo/ > 'oo' (*look*) ❑ Individual Code Chart ❑ green markers
Practice Tricky Spelling 'oo' (Phonics)	Whole Group	10 min.	❑ Activity Page 5.2
Tricky Words: *No, So, Go* (Word Recognition)	Whole Group	5 min.	❑ three yellow index cards
Reading			
Introduce the Story	Whole Group	5 min.	❑ *Bedtime Tales*
Read "The Frog Race"	Small Group/ Partner	10 min.	❑ *Bedtime Tales* ❑ *Bedtime Tales* Story Chart

ADVANCE PREPARATION

Foundational Skills

- You may wish to tab the following pages in the Vowel Code Flip Book:

Vowel Code Flip Book	
1.	/oo/ > 'oo' (*soon*) **page 13**
2.	/oo/ > 'oo' (*look*) **page 14**

- Write the following Tricky Words on yellow index cards: *no*, *go*, and *so*.

Reading

Digital Component 5.1

- Create the Preview Spellings chart (Digital Component 5.1) for Introduce the Story on the board/chart paper, or use the digital version.

Digital Component 1.3

- Prepare to update the *Bedtime Tales* Story Chart that you began in Lesson 1. Today you will add details from "The Frog Race" to the chart.
- Write several of the following phrases on the board/chart paper for Group 2 students who finish early.

1. good book
2. looks spooky
3. so cool
4. looking good
5. too much shampoo
6. full moon
7. two wooden ships
8. looks like fun
9. in a bad mood
10. The food takes root.

Universal Access

- Gather pictures to depict, or plan to act out, the following verbs: *whoop*, *toss*, *nab*, *drool*, *compete*, *hitch*, *plant*, *tip*, *trick* while reading "The Frog Race".
- Gather pictures to depict, or plan to act out, the following verb phrases while reading "The Frog Race": *woke up, drifted off, picked up, left off, ran off, set down, tossed off, hopped off, hitched up, fixing to, set off, bent down, let out*.

Lesson 5: Spelling Assessment

Language

15M

Primary Focus: Students will correctly spell the Tricky Word *you* and words with the inflectional ending *–ed*. ELA.2.C.3.1

SPELLING ASSESSMENT (15 MIN.)

- Have students take out Activity Page 5.1.
- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

Activity Page 5.1

1. yelled	6. smiled
2. yanked	7. shrugged
3. slumped	8. liked
4. limped	9. patted
5. plopped	10. you

- Direct students' attention to the lines at the bottom of the activity page. Tell students to write the sentence: *His dad smiled.* Slowly repeat the sentence twice.
- At the end, reread each spelling word and the sentence once more.
- After you have called out all the words, tell students you will now show them the correct spelling for each word so they may correct their own work.
- Say and write each word, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then onto the sentence. Remind students of the importance of correcting their work and learning from any mistakes.

Note: As you correct the words with students, make sure you call attention to the root words and any patterns that apply to doubling the final consonant. As you correct the sentence, be sure to emphasize the correct capitalization and punctuation for the sentence.

Activity Page 5.1: Spelling Assessment

Collect Activity Page 5.1. At a later time today, use the template provided in Teacher Resources to analyze student mistakes. This will help you to identify any patterns that are beginning to develop or are persistent among individual students.

Lesson 5: Tricky Spelling 'oo'

Foundational Skills

30M

Primary Focus

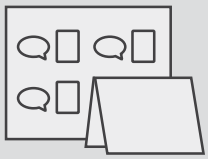
Students will decode words with 'oo' > /<u>oo</u>/ or /oo/ and will read simple sentences containing words with these features. ELA.2.F.1.3a

Students will read the Tricky Words *no, go*, and *so*. ELA.2.F.1.3

Students will spell one-syllable and multisyllabic words with open syllables. ELA.2.F.1.3

REVIEW TRICKY SPELLING 'OO' (15 MIN.)

Code Materials



- Write the word *soon* on the board/chart paper and read it aloud.
- Ask students to tell you the vowel sound in *soon*.
- Point out that the letters 'oo' work together, as a digraph or letter team, to stand for one sound in *soon*, the /<u>oo</u>/ sound.

- Write the following words on the board/chart paper and have the students read them:

1. moon	4. broom
2. noon	5. too
3. spoon	

- Turn to **Vowel Code Flip Book page 13**.
- Show students the Spelling Card for /<u>oo</u>/ > 'oo' (*soon*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate place.
- Point out that the power bar does not stretch all the way across the card; this means there are some other spellings for this sound students will study later in the year. Explain that these spellings are shown in the Vowel Code Flip Book but will not appear in the Readers until students have been introduced to them.
- Have students turn to **Individual Code Chart page 9**.
- Have students outline the /<u>oo</u>/ > 'oo' spelling in green marker in their Individual Code Charts.

Vowel Code Flip Book	Individual Code Chart
6. /<u>oo</u>/ > 'oo' (*soon*) **page 13**	1. /<u>oo</u>/ > 'oo' (*soon*) **page 9**
7. /oo/ > 'oo' (*look*) **page 14**	2. /oo/ > 'oo' (*look*) **page 9**

- Write the word *book* on the board/chart paper and read it aloud.
- Ask students to tell you the vowel sound in *book*.
- Ask students if this is the same sound they hear in *moon*. (It is similar, but it is not the same; /<u>oo</u>/ is made with the lips tightly pursed, and /oo/ is not.)
- Point out that the letters 'oo' work together, as a digraph, or letter team, to stand for one sound in *book*, the /oo/ sound.
- Point out the spelling 'oo' can stand either for the /<u>oo</u>/ sound in *soon* or the /oo/ sound in *book*.

Note: Some students may not hear the difference in sounds as it is very subtle. Do not worry as long as students can read and write with these spellings.

look

You may wish to distinguish /oo/ as in *look* with looking eyes like this.

- Write the following words on the board/chart paper and have students read them:

1. foot	4. look
2. wood	5. hook
3. cook	6. took

- Show students the Spelling Card for /oo/ > 'oo' (*look*). Have students read the example word. Discuss the power bar.
- Point out the power bar does not stretch all the way across the card; this means there are some other spellings for this sound that students will study later in the year. Explain that these spellings are shown in the Vowel Code Flip Book but will not appear in the Readers until students have been introduced to them.
- Attach the Spelling Card to the appropriate place of the Vowel Code Flip Book. Ask students to outline the card in green on their Individual Code Charts.

PRACTICE TRICKY SPELLING 'OO' (10 MIN.)

Activity Page 5.2

- Ask students to turn to Activity Page 5.2.
- Have students read each sentence aloud and write *yes* or *no* at the end of each statement to indicate whether or not the statement could really happen.

Activity Page 5.2: Tricky Spelling 'oo'

Collect Activity Page 5.2. Review to determine each student's to decode words with the tricky spelling 'oo' > /<u>oo</u>/ and /oo/.

TRICKY WORDS: NO, GO, SO (5 MIN.)

- For each word, begin by discussing which part of the word is read just as one would expect and which part is tricky.

Tricky Word: *No*

- **Expected:** the letter 'n' is pronounced /n/.
- **Tricky:** the letter 'o' is pronounced /oe/ (like the letter name) rather than /o/ as students might expect.

Tricky Word: *Go*

- **Expected:** the letter 'g' is pronounced /g/.
- **Tricky:** the letter 'o' is pronounced /oe/ (just like the 'o' in *no*).

Tricky Word: *So*

- **Expected:** the letter 's' is pronounced /s/.
- **Tricky:** the letter 'o' is pronounced /oe/ (just like the 'o' in *no*).
- Place these words on the Tricky Word Wall.

Check for Understanding

Ask students to briefly and quietly **Turn and Talk** with a partner, using the Tricky Words *no*, *so*, and/or *go* in an oral sentence. Circulate to listen to determine if students are properly pronouncing and using the words.

Lesson 5: "The Frog Race"

Reading

15M

Primary Focus: Students will read "The Frog Race" with purpose and understanding, and will answer oral literal questions about key details in the text.

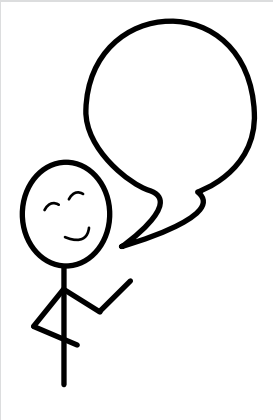
ELA.2.F.1.4; ELA.2.R.1.1; ELA.K12.EE.1.1

INTRODUCE THE STORY (5 MIN.)

- Tell students that today's story is the second part of the trickster tale they began in the previous lesson. Briefly review the characters, setting, and events from "The Frog Race." (The characters are two men, Big Jim and Pete. The story takes place a long time ago, in the West. The events are that Big Jim brags that his frog is the fastest in the land. A stranger, Pete, challenges Big Jim and his frog to a race, but he doesn't have a frog of his own. While Big Jim heads to the stream to get a frog for Pete, he leaves his frog with Pete.)

Reader

Page 24



- Remind students that they learned about quotation marks in the previous lesson.
- Draw a stick figure with a speech bubble on the board/chart paper and briefly review that quotation marks are used to indicate when a character is speaking.

Preview Spellings

- Refer to the chart you prepared in advance to preview spellings before reading the story.

Digital Component 5.1

Support

Remind students to use the Individual Code Chart as they read.

'oo' > /oo/	**'oo' > /oo/**
drooled	looked
whoop	took
	goodness

Preview Core Vocabulary

- Preview the following vocabulary with students:

stunned—v., shocked, surprised (30)
Example: We were stunned when our team lost the tournament!

Sayings and Phrases

hitched up—pulled up with a sudden movement (30)
Example: The farmer hitched up his pants as he waded through the mud.

solid as a rock—very hard (30)
Example: We left the modeling clay out overnight and it was solid as a rock in the morning.

Vocabulary Chart for "The Frog Race"

Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary		stunned	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	hitched up solid as a rock		

Purpose for Reading

- Ask students to read using expression, paying attention to the quotation marks in the story. Remind them that they might use a different voice for each character.

READ "THE FROG RACE" (10 MIN.)

Small Group

Group 1: This group of students should read with you. Remind students to read using expression, paying attention to the quotation marks in the story. Remind them that they might use a different voice for each character: Big Jim and Pete. Alternatively, you might want to have one student read the parts of Big Jim and another read Pete's parts.

Observation: Anecdotal Reading Record

As you listen to Group 1 students read "The Frog Race," make notes regarding their individual reading ability in the Anecdotal Reading Record paying particular attention to students' understanding of quotation marks.

Group 2: This group may partner read. If some pairs finish early during small group time, tell them they can illustrate one of the phrases or the sentence from the chart on the board/chart paper.

Wrap-Up

- Call all students back together to talk about the story using the discussion questions. Remind students to answer in complete sentences. You will want to fill out the *Bedtime Tales* Story Chart regarding characters, setting, and plot as students discuss the story.

Digital Component 1.3

Story Title	Genre	Setting	Characters	Plot	Moral
"The Jumping Frog"	Trickster Tale	the West, long ago	Big Jim, Pete	Big Jim challenges Pete to race his frog.	

ENGLISH LANGUAGE LEARNERS

Language

Using Verbs and Verb Phrases

Tell students that in English there are two-word verb phrases that combine an action word (verb) and a direction word (preposition). Explain that the meaning of a verb phrase is often different than the meaning of the two words alone.

Entering/Emerging
Show images to depict or demonstrate the verb phrases from the story. Have students repeat the verb phrase and mimic your actions.

Transitioning/Expanding
Provide sentence frames for students to identify verb phrases from the story. "When you (drifted/drifted off) . . ."

Bridging
Prompt students to identify verb phrases independently.

Discussion Questions for "The Frog Race"

1. **Literal.** What is the setting of "The Frog Race" and "The Jumping Frog"?

    » Answers may vary, but should cite the illustrations and the text; the West (i.e., Wild West or Old West); the frontier; a long time ago, outside, etc.

2. **Literal.** Who are the characters in the story?

    » Big Jim (a bragger) and Pete (a stranger, the trickster)

3. **Inferential.** What is the plot of the story?

    » Big Jim brags about his frog and says that no frog is faster. Pete accepts the challenge and tricks Big Jim by feeding limes to Big Jim's frog so he can't move.

4. **Inferential.** What type of fiction genre is "The Frog Race"?

    » a trickster tale

5. **Evaluative.** Who is the trickster? What event makes this story a trickster tale?

    » Pete is the trickster. He tricked Big Jim by feeding his frog limes so the frog couldn't jump.

Observation: Discussion Questions

Ask a different student to respond to each question, noting in the Discussion Questions Observation Record each student's ability to answer oral literal, inferential, or evaluative questions about the main characters, setting, or plot, as applicable.

Lesson 5: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- Write each phrase or sentence on an **index card** or **sentence strip**.
- Show students a Wiggle Card, have them read it, and let them perform the action.

1. Look spooky .
2. Be cool.
3. Shoot hoops.
4. looks like fun
5. in a bad mood
6. Act like a goof.

MORE HELP WITH READING

Race Against the Clock

- Create a set of word cards for each player **(Activity Page TR 5.1)**. Assign each word a point value based on the difficulty of the word; you may want to assign one point for one-syllable words, two points for two-syllable words, three points for three-syllable words, and so on.
- Each player gets a preset time limit to attempt to read as many words as possible within the time. Students get points for the words they read correctly and get no points for words they misspell or skip.

Crazy Eights

- Create a deck of word cards by making a copy of **Activity Pages TR 2.8, TR 3.1, TR 4.1, and TR 5.1,** using a different color for each sheet. Copy on card stock to allow for reuse.
- You may also wish to include *skip, add, draw 1, draw 2, draw 3*, and *reverse* cards.
- Each word should be one of four colors (suits), and there should be an equal number of each color.
- Give each player five cards to start. Put the rest of the deck in the middle, and flip the top card over next to the deck. This face up card becomes the discard pile.

- Taking turns, each student can either play a card that is the same color or that starts with the same letter as the card at the top of the discard pile. To be able to play a card, a student must correctly read the card or lose his or her turn.
- If a student does not have a card that is either the same color or that starts with the same letter as the top card of the discard pile, then he or she can draw from the deck. If there are no more cards left in the deck, shuffle the discard pile, which becomes the new deck.

PROGRESS MONITORING (OPTIONAL)

- Make a copy of the Word Cards for Progress Monitoring 1 (**Activity Page TR 5.2**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 1 (**Activity Page TR 5.3**) for each student you are assessing.
- Model with the sample item.
- Show the cards to the student one at a time. Use the record sheet to record each word as the student reads.
- Place a check next to each word read correctly.
- For misread words, write exactly what students say as the word is sounded out. If students misread a word, prompt them to try to read the word again, letting them know their first attempt was incorrect.

Scoring: Scoring is based on one point assigned for every sound-spelling in a word which is read correctly. Interpret scores as follows:

  - 11 or 12 points—excellent
  - 8–10 points—good
  - Less than 8 points—poor

Goal: Achieve scores of good or excellent (11 points or more).

Scores of 8 or less indicate additional reteaching and reinforcement is required. Further analyze student errors to determine whether there are one or more particularly problematic sound/spellings. The subtotals for targeted sound/spellings at the bottom of the record sheet facilitate the identification of specific problem areas.

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

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

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 550–697 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 558–727 of those words would be completely decodable.

The spelling 'oo' can be pronounced */o͞o/* as in *soon* or */o͝o/* as in *took*.

No is one of the 60 most common words in most samples of written English; in a typical passage of 1,000 words, *no* occurs 2–3 times.

So is one of the 50 most common words in most samples of written English; in a typical passage of 1,000 words, *so* occurs 1–5 times.

LESSON

6

WRITING

Plan a Fictional Narrative

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read the Tricky Words *are*, *were*, *some*. ELA.2.F.1.3

Writing

Students will listen as the teacher rereads "The Milk" aloud, and will plan a first draft by generating ideas to rewrite the story. ELA.2.C.1.5

Students will discuss how the use of text structure contributes to the author's purpose. ELA.2.C.1.2

Language (Spelling)

Students will spell words with inflectional endings by adding *-ing* to root words, dropping the final 'e' where necessary. ELA.2.C.3.1

FORMATIVE ASSESSMENT

Activity Page 6.1 — Plan a Fictional Narrative ELA.2.C.1.5

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Tricky Words: *Are, Were, Some* (Word Recognition)	Whole Group	10 min.	❑ three yellow index cards
Writing			
Plan a Fictional Narrative	Whole Group	35 min.	❑ *Bedtime Tales* ❑ Activity Page 6.1 ❑ writing process graphic ❑ planning template
Language (Spelling)			
Introduce Spelling Words	Whole Group	15 min.	❑ Activity Page 6.2
Take-Home Material			
Spelling Words			❑ Activity Page 6.2

ADVANCE PREPARATION

Foundational Skills

- Write the following words on yellow index cards: *are*, *were*, and *some*.

Writing

Digital Components 6.1, 6.2

- Make a copy of the writing process graphic in Teacher Resources. You can either draw the images or make enlarged copies of them and attach them to chart paper, or use the digital version (Digital Component 6.1).
- Prepare to display a blank planning template on the board/chart paper, or use the digital version (Digital Component 6.2). You may want to make a copy of the completed planning template provided in Teacher Resources to reference during the lesson.

Universal Access

- Bring in pictures to depict the following actions to use for Introduce Spelling Words: someone smiling (or a smile), racing, baking, and tasting.

Start Lesson

Lesson 6: Tricky Words

Foundational Skills

10M

Primary Focus: Students will read the Tricky Words *are*, *were*, *some*. ELA.2.F.1.3

TRICKY WORDS: ARE, WERE, SOME (10 MIN.)

- For each word, begin by discussing which part of the word is read just as one would expect and which part is tricky.

Tricky Word: *Are*

- **Tricky:** one might think the word would be /ae/ /r/, but in fact it is pronounced /ar/.

Tricky Word: *Were*

- **Expected:** the letter 'w' is pronounced /w/.
- **Tricky:** the letters 'e' 'r' 'e' are pronounced /er/ (unlike *here*, *there*, and *where*).

Tricky Word: *Some*

- **Expected:** the letter 's' is pronounced /s/ and the letter 'm' is pronounced /m/.
- **Tricky:** the spelling 'o_e' is pronounced /u/, not /oe/.
- Place these words on the Tricky Word Wall.

Check for Understanding

Ask students to briefly and quietly **Turn and Talk** with a partner, using the Tricky Words *no, so,* and/or *go* in an oral sentence. Circulate to listen to determine if students are properly pronouncing and using the words.

Lesson 6: Plan a Fictional Narrative

Writing

Primary Focus

Students will listen as the teacher rereads "The Milk" aloud, and will plan a first draft by generating ideas to rewrite the story. ELA.2.C.1.5

Students will discuss how the use of text structure contributes to the author's purpose. ELA.2.C.1.2

PLAN A FICTIONAL NARRATIVE (35 MIN.)

Review the Writing Process

Digital Component 6.1

- Display the writing process graphic you prepared in advance (Digital Component 6.1). Keep this graphic on display in the classroom for student reference anytime they are writing.
- Tell students this graphic shows the three steps good writers use when they write. Even authors of their favorite books use steps like these when they write.
- Tell students they will refer to this graphic whenever they have writing lessons.

- Point to the first step on the graphic: plan. Ask students what the person in the picture is doing. *(He is thinking, or planning.)*
- Explain that before you begin writing, you have to think about the topic and brainstorm ideas. This is called planning, or making a plan.
- Point to the second step on the graphic: draft. Ask students to identify this picture. *(pencil and paper)*
- Explain the next part of the process is to start writing ideas on paper. This is called drafting, or making a draft.
- Point to the last step on the graphic: edit. Ask students to identify this picture. *(paper and eraser)*
- Tell students the last part of the writing process is to reread the draft and fix any mistakes. This is called editing.
- Review the three steps of the writing process one more time by pointing to each icon and asking students to name the step.

Review Story Elements

- Remind students that this unit's Reader, *Bedtime Tales*, includes many stories.

Digital Component 6.2

- Display the blank planning template you prepared in advance.
- Point to the planning template and review the elements of a story—title, characters, setting, and plot.
- You may wish to briefly point out the Tricky Words *title*, *characters*, and *middle*.
- Tell students today they will use this template to retell the story "The Milk."

Analysis of Elements of a Fictional Story

- Explain that you will reread "The Milk" aloud, and you want students to pay special attention to the title, characters, and setting, and to the beginning, middle, and end of the plot.
- Reread "The Milk" aloud.
- While reading the story, draw attention to the difference between narrative text and dialogue. Remind students that dialogue is the part of a story where the characters speak. Remind students that dialogue has quotation marks to set off the exact words a person is saying.
- Ask students to turn to Activity Page 6.1.

Activity Page 6.1

- Explain that this activity page is the same as the planning template displayed. Tell students you will fill in the planning template together as a class.
- Complete the planning template as a class, identifying the title, characters, setting, and plot of "The Milk."
- While discussing Jane as a character, point out and list some character traits she exhibits (dreamer, planner, farmer, perhaps clumsy).
- As you fill out the setting, have students provide some details about the setting. They will need this information when they rewrite the story in the next lesson.
- Remind students that the plot can be divided into the beginning, middle, and end. Explain that an author makes decisions about which details to give at the beginning of the story, which events to develop across the middle of the story, and which events to resolve at the end. These decisions create the structure of the story.
- Tell students they will use this planning template to rewrite the story in the next lesson.

Note: Save the completed planning template for the next lesson.

Activity Page 6.1: Plan a Fictional Narrative

Collect Activity Page 6.1 and review to determine each student's progress completing his or her planning template. Be aware many of the words students use may include spellings that are phonemically correct, but not dictionary accurate. You should accept phonemically correct spellings. If students require support or additional time to complete their planning templates, plan to provide that opportunity before the next writing lesson. Be sure to return students' planning templates for use in the next lesson.

Lesson 6: Spelling

Language

15M

Primary Focus: Students will spell words with inflectional endings by adding *-ing* to root words, dropping the final 'e' where necessary. ELA.2.C.3.1

INTRODUCE SPELLING WORDS (15 MIN.)

Activity Page 6.2

- Have students turn to Activity Page 6.2.
- Tell students that this week's spelling words are made up of a root word and a suffix, like last week; this time the suffix is *–ing*.
- Tell students they will only be responsible for spelling the word with the suffix *–ing*. However, introduce the words by using both the root word and the ending as you did last week.
- As you do this, model dropping the final 'e' when the *–ing* suffix is added to a word with a separated vowel digraph. Also, model the need to double the consonant before adding *–ing* to the word *hop*.

Root Word	*–ing* Word
smile	smiling
race	racing
hope	hoping
bake	baking
invite	inviting
confuse	confusing
compete	competing
taste	tasting
hop	hopping
	Tricky Word: *were*

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Tell students that the *–ing* form of a verb is used to show that an action is happening right now (present tense). As you show students the images you prepared in advance, say the root word, (e.g., "smile"). Pause, show it again, and say "still smiling," with an emphasis on the *–ing* ending. You may also want to have students act out the word *hop* as you say the word, then prompt them to "keep hopping."

End Lesson

Take-Home Material

SPELLING WORDS

- Have students practice the spelling words on Activity Page 6.2 with a family member.

Activity Page 6.2

Lesson 6: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- Write each phrase or sentence on an **index card** or **sentence strip**.
- Show students a Wiggle Card, have them read it, and let them perform the action.

1. Make a cute face.
2. Smell a rose.
3. Poke a hole.
4. racing in place
5. Taste a homemade cake.
6. Wave the flag.
7. hopping up and down
8. Play trombone.

MORE HELP WITH –ING

Word Block

- Make one copy of the Word Block game board (**Activity Page TR 1.1**) for each student pair.
- Prepare two sets of word cards (**Activity Page TR 6.1**) with *–ing* suffix words. If possible, print each set on different colored papers to differentiate between players.
- Follow the procedure for Word Block in Lesson 1.

MORE HELP WITH TRICKY WORDS

- Make one copy of **Activity Page TR 6.2** and **Activity Page TR 6.3** for each student.
- Have students practice reading sentences that include the Tricky Words *were* and *some*.
- Have students read each activity page with another student using Two Voices (alternating lines between two readers), then switch parts.

MORE HELP PLANNING A FICTIONAL NARRATIVE

- Make a copy of **Activity Page TR 6.4** or have students continue working on their planning template (Activity Page 6.1) from today's lesson.
- Work individually with students to complete a planning template.

WORDS, SENTENCES, AND PHRASES

- Use the following lists of words, sentences, and phrases to extend the lessons, as needed.

Words

1. home
2. rose
3. backbone
4. flagpole
5. trombone
6. homemade
7. code
8. bathrobe

Sentences and Phrases

1. a cute nose
2. a red rose
3. "Have fun!"
4. pots on the stove
5. maps and globes
6. Tell me a joke.
7. close but not quite
8. a mole in a hole
9. a king on his throne

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 558–727 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 568–740 of those words would be completely decodable.

Are is one of the 60 most common words in most samples of written English; in a typical passage of 1,000 words, *are* occurs 2–7 times.

Were is one of the 80 most common words in most samples of written English; in a typical passage of 1,000 words, *were* occurs 2–5 times.

Some is one of the 80 most common words in most samples of written English; in a typical passage of 1,000 words, *some* occurs 2–3 times.

LESSON

7

WRITING

Draft a Fictional Narrative

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will use the sound/spellings /ou/ > 'ou' and /ou/ > 'ow', and will write dictated words that feature /ou/ > 'ow'. ELA.2.F.1.3a

Writing

Students will use the planning template from the previous lesson to write a draft retelling of "The Milk" in paragraph format, being sure to form sentences that convey dialogue and use proper punctuation. ELA.2.C.1.2

FORMATIVE ASSESSMENT

Exit Pass

Spelling Alternatives /ou/ > 'ou' and 'ow' ELA.2.F.1.3a

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Vowel Code Review (Phonics)	Whole Group	5 min.	❑ Vowel Code Flip Book
Review /ou/ > 'ou' and 'ow' (Phonics)	Whole Group	20 min.	❑ Vowel Code Flip Book ❑ Spelling Cards for /ou/ > 'ow' (*now*) and /ou/ > 'ou' (*shout*) ❑ Individual Code Chart ❑ green markers
Writing			
Draft a Fictional Narrative	Whole Group	35 min.	❑ Activity Page 6.1 ❑ writing process graphic ❑ planning template

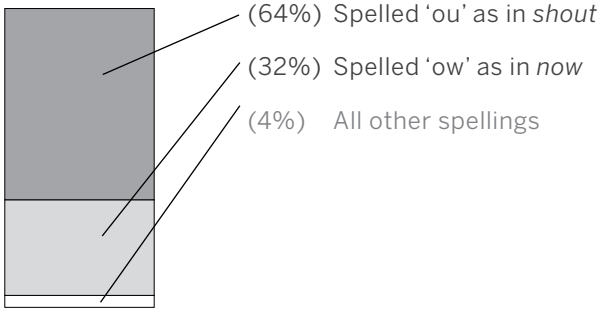
ADVANCE PREPARATION

Note to Teacher

Today you will review the 'ou' sound spelling for /ou/ learned in Grade 1 Core Knowledge Language Arts. You will also introduce a spelling alternative for the /ou/ sound: 'ow' as in *now*. The chart shows you which of these spellings is most common for this sound.

Students should already know the basic code spelling 'ou' as in *shout*. They should also have learned to read two Tricky Words containing /ou/ > 'ow', *down* and *how*. Students learned to recognize these as Tricky Words. Some students may also have learned to read other 'ow' words by analogy. However, we have not assumed they would be able to do so. At this point, they can be shown that *down* and *how* are part of a larger family of /ou/ > 'ow' words, so you can change these words on your word wall from tricky (yellow) to decodable (green).

Spellings for the Sound /ou/



Here are some patterns for you to be aware of:

- '**ow**' is common at the end of words and syllables (*how, now*); '**ou**' is not
- '**ow**' is widely used before other vowel spellings (*shower*, *flower*, *plowing*); '**ou**' is not
- '**ow**' appears in front of only a handful of consonant spellings, including 'l' (*growl*, *owl*), 'n' (*town*, *frown*), and 'd' (*crowd*)
- '**ou**' represents the /ou/ sound in most other situations (other than those mentioned above)
- '**ou**' appears in front of a wide range of consonant spellings (*out*, *our*, *hound*, *bounce*, *couch*)
- '**ou**' is widely used at the beginning of words (*outside*, *ounce*); '**ow**' is not (*owl*)

Foundational Skills

- You may wish to tab page 15 in the Vowel Code Flip Book:
- Write the following words on separate index cards or a piece of paper that you can cut to give one word to each student.

1. brown	7. shout
2. house	8. mouth
3. cow	9. trout
4. mouse	10. owl
5. cloud	11. flowers
6. showers	12. town

Writing

Digital Components 6.1, 7.1

- If you have not already done so, prepare to display the writing process graphic in Teacher Resources. You can either draw the images or make enlarged copies of them and attach them to chart paper, or use the digital version (Digital Component 6.1).
- Prepare to display your completed planning template from Lesson 6, or use the digital version (Digital Component 7.1). You should also plan to display what you are writing today, either on chart paper, an overhead projector, or other device.
- Be sure to return students' completed Activity Page 6.1.

Universal Access

- Bring in pictures to depict, or plan to act out, the following verbs *growling*, *frowning*, and *howling* to use during Review /ou/ > 'ou and 'ow'.

Start Lesson

Lesson 7: Basic Code Review and Spelling Alternatives

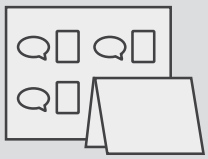
Foundational Skills

25M

Primary Focus: Students will use the sound/spellings /ou/ > 'ou' and /ou/ > 'ow', and will write dictated words that feature /ou/ > 'ow'. ELA.2.F.1.3a

WARM-UP (5 MIN.)

Code Materials



Vowel Code Review

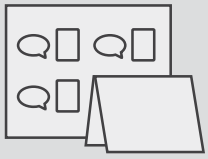
- Remind students that vowel sounds are the parts of words emphasized when we sing.
- Sing several vowel sounds and ask a student to point to the spelling for the sound on the Vowel Code Flip Book or Individual Code Chart.

Check for Understanding

Tell students you will now sing "Happy Birthday" using only the vowel sounds. Have students sing along with you. As they sing, listen to determine whether students are using the appropriate vowel sounds and pronouncing them correctly.

REVIEW /OU/ › 'OU' AND 'OW' (20 MIN.)

Code Materials



Sound Library

- Tell students the sound they will learn is /ou/.
- Have students say the sound /ou/.
- Ask students to think of words containing the /ou/ sound. As students offer words, write the words on the board/chart paper, sorting the words into columns according to the spelling used for /ou/ and underlining the letters that stand for the /ou/ sound in each word.
- For example, if a student says "cow," list the word under the heading 'ow' and underline the 'ow'. If a student says "mouth," list the word under the heading 'ou' and underline the 'ou'. If a student says "powerhouse," list the word twice, once under the heading 'ow', with the 'ow' underlined, and once under the heading 'ou', with the 'ou' underlined.

'ou'	**'ow'**
m<u>ou</u>th	p<u>ow</u>er
h<u>ou</u>se	p<u>ow</u>erhouse
powerh<u>ou</u>se	

- Remind students that in Grade 1 they learned one spelling for this sound, 'ou'.
- Use the Vowel Code Flip Book to review the 'ou' spelling. Point out the power bar for the 'ou' spelling and explain that there are other spellings for /ou/.
- Students will probably come up with examples of both the 'ou' and 'ow' spelling patterns listed above, but if the spelling 'ow' does not end up on the chart spontaneously, introduce it. You can do this by writing a familiar Tricky Word like *down* or *how* on the board/chart paper, asking students to read the word, and then asking them which letters stand for the /ou/ sound in each word.
- To provide additional practice, write the following words on the board/chart paper one at a time.

1. downtown	4. growling
2. showers	5. frowning
3. flowers	6. howling

- Show students the Spelling Card for /ou/ > 'ow' (*now*). Have students read the example word. Discuss the power bar. Add the Spelling Card to the **Vowel Code Flip Book** on **page 15**. Ask students to outline the card on **page 9** of the **Individual Code Chart.**

Vowel Code Flip Book	**Individual Code Chart**
1. /ou/ > 'ou' (*shout*) **page 15**	1. /ou/ > 'ou' (*shout*) **page 9**
2. /ou/ > 'ow' (*now*) **page 15**	2. /ou/ > 'ow' (*now*) **page 9**

Challenge

Ask students to generate three more words with the /ou/ sound in the word.

Exit Pass: Spelling Alternatives

Give each student a word card that you prepared in advance. Have students read the word on their card. This activity may be done individually or with a partner. Circulate to listen to each student read the word on their card.

Lesson 7: Draft a Fictional Narrative

Writing

35M

Primary Focus: Students will use the planning template from the previous lesson to write a draft retelling of "The Milk" in paragraph format, being sure to form sentences that convey dialogue and use proper punctuation.

ELA.2.C.1.2

DRAFT A FICTIONAL NARRATIVE (35 MIN.)

Review the Plan

Digital Components 6.1, 7.1

Activity Page 6.1

- If you have not already done so, return completed Activity Page 6.1 to students.
- Pointing to the writing process graphic displayed in the classroom (Digital Component 6.1), remind students that planning is the first step in the writing process.
- Display the planning template you completed in the previous lesson, or use the digital version (Digital Component 7.1).
- Remind students that during the last lesson they worked together to retell the story "The Milk." They used this planning template to write down their ideas.

Draft

- Tell students now that the story has been planned, the next step is to write a draft of it. They will do this as a class—you will scribe the story as students dictate sentences to you.

- Explain that you will write the draft in paragraph format on the board/chart paper.
- Write the title of the class story at the top of the board/chart paper and remind students the title is the first thing they need to write down in a draft.
- Tell students the starting sentence of the story should introduce the characters and the setting, specifying where and when it takes place. You may wish to encourage students to use the classic opening phrase: *Once upon a time. . .*
- Have students consult the notes on the planning template to come up with a good starting sentence for the story. Talk about several possible sentences orally before selecting one to write. Encourage students to think about the overall structure of the story and what kind of sentence would best introduce it.
- Write the sentence on the board/chart paper. Model how to indent by placing your pointer (index) finger down and beginning to write the first sentence of the paragraph after your pointer finger. Point out that the sentence starts with a capital letter and ends with a punctuation mark.
- Work with students to first write the beginning, then the middle, and finally the end of the story, asking students to help you transform the notes on the planning template into complete sentences. Be sure to use temporal words to structure the sequence of events (*first*, *next*, *then*, *last*, etc.).
- Assist students in formulating sentences that convey dialogue (e.g., Jane said, "Who will buy my milk?") and point out the appropriate use of punctuation, especially noting the quotation marks.
- As you transcribe the oral sentences, continue to model and emphasize written sentences beginning with a capital letter and ending with a punctuation mark.
- You are encouraged to keep the story short and focused, but try to write more than one paragraph. Explain that when writers write more than a few sentences, they divide their writing into sections called paragraphs. Explain that each paragraph is indented. Model how to indent the first line by placing your pointer (index) finger down and beginning to write the first sentence of the paragraph after your pointer finger. Model this in the draft.
- Tell students the ending sentence of the story should wrap up the story and let the reader know the story is finished. This is a good place to remind students this particular story is a fable. A good way to end this retelling of the story is to include a moral: "Take one step at a time."
- Write the ending sentence on the board/chart paper. You may also wish to add *The End* at the end of the paragraph. However be sure to point out that *The End* should not replace the actual ending sentence.

ENGLISH LANGUAGE LEARNERS

Writing

Understanding Cohesion

Entering/Emerging
Ask yes/no or simple questions to prompt students: "Did Jane spill the milk first or last?" "Was Jane happy at the end?"

Transitioning/Expanding
Provide sentence frames to help students sequence the events: "First, Jane got some _____." "Next, she makes plans to use the _____ from the milk." "Then, she spills the _____." "Finally, she was angry because . . ."

Bridging
Have students build on other students' responses: "Then what did Jane do?"

- Read the draft to the class or read it aloud together.
- Remind students that drafting is the second step in the writing process. In their draft, they wrote a starting sentence that introduced characters and setting, sentences that outlined the plot, and an ending sentence that wrapped up the story. The draft is written in paragraph format.
- Tell students they will edit their stories in the next lesson.

End Lesson

Lesson 7: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

1. Frown.
2. Scowl.
3. Take a bow.
4. on the prowl
5. Growl.
6. Howl at the moon.
7. Chow down.
8. Clown around.

MORE HELP WITH VOWEL DIGRAPHS

Race to the Top

- Provide one set of word cards (**Activity Page TR 7.1**) for each student pair and one Race to the Top game board **(Activity Page TR 7.2**) for each student.
- Provide each student with a **token** to use as a game piece.
- Place cards facedown in a pile
- Have students take turns drawing a card and reading the word on the card.
- Students move up a rung on the ladder for each word they read correctly. The first one to the top wins!

Pick the /ou/ Flowers

- Make one copy of **Activity Page TR 7.3** for each student.
- Have students color the flowers that have words with the /ou/ vowel sound using **crayons, colored pencils, or markers**.

MORE HELP PLANNING AND DRAFTING FICTIONAL NARRATIVES

- Make a copy of **Activity Page TR 6.4** or have students continue working on their planning template (**Activity Page 6.1**) from Lesson 6.
- If needed, work individually with students to complete a planning template.
- Once students have completed a planning template, work individually with them to develop their notes into a draft, or continue to work on the draft they began in today's writing lesson.

SENTENCES AND PHRASES

- Use the following sentences and phrases to extend your lessons.

1. A crowd went downtown.
2. The cows graze here.
3. Don't plow the cows!
4. There is a mouse in the house!
5. A brown owl is in the tree.
6. until the cows come home
7. here and now
8. How now, brown cow?
9. Make a house a home.
10. down and out

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 568–740 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 577–756 of those words would be completely decodable.

Students have now reviewed at least one way to write 40 of the 44 sounds in English.

The spelling 'ow' can be pronounced /oe/ as in *snow* or /ou/ as in *now*.

The spelling 'ou' is usually pronounced /ou/ as in *out*; however, it can also be pronounced /u/ as in *cousin*, /<u>oo</u>/ as in *soup*, or /oe/ as in *shoulder*.

LESSON

8

WRITING

Edit a Fictional Narrative

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will decode multisyllabic words with diphthongs. ELA.2.F.1.3a

Students will read and write one-syllable words with /oi/ > 'oi', /ou/ > 'ou', /oo/ > 'oo', and /ie/ > 'i_e'. ELA.2.F.1.3a; ELA.2.C.3.1

Writing

Students will complete the three-step writing process by using an editing checklist to edit a draft retelling of "The Milk." ELA.2.C.1.2; ELA.2.C.1.5

FORMATIVE ASSESSMENT

Activity Page 8.1

Editing Checklist
ELA.2.C.1.2; ELA.2.C.1.5

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Vowel Code Review (Phonics)	Whole Group	5 min.	❑ Vowel Code Flip Book
Review /oi/ > 'oi' and 'oy' (Phonics)	Whole Group	15 min.	❑ Vowel Code Flip Book ❑ Spelling Cards for /oi/ > 'oi' (*oil*), /oi/ > 'oy' (*toy*) ❑ Individual Code Chart ❑ green markers
Teacher Chaining (Word Recognition and Phonics)	Whole Group	5 min.	
Writing			
Edit a Fictional Narrative	Whole Group	35 min.	❑ Activity Page 8.1 ❑ writing process graphic ❑ image of Mr. Mowse ❑ Mr. Mowse's Draft ❑ editing checklist
Take-Home Material			
"The Frog Race"; Practice *–ing*			❑ Activity Pages 8.2, 8.3

ADVANCE PREPARATION

Foundational Skills

- You may wish to tab page 16 in the Vowel Code Flip Book:

Writing

Digital Component 6.1

- If you have not already done so, prepare to display the writing process chart (Digital Component 6.1).

Digital Component 8.1, 8.2

- Plan to display an enlarged version of the image of Mr. Mowse provided in Teacher Resources. Create a copy on the board/chart paper, or use the digital version (Digital Component 8.1).
- Mr. Mowse's draft of a fictional narrative is provided in Teacher Resources Create a copy on the board/chart paper, skipping every other line to leave room for editing, or use the digital version (Digital Component 8.2). The draft includes a variety of misspellings and omitted capital letters, words, and punctuation.
- You may wish to write the sentences using a different color for each sentence. This will make it easier to refer to specific parts of the story. The ideal draft will be one that is good but still in need of improvement in one or more of the areas on the editing checklist.

Digital Component 8.3

- Prepare to display an enlarged version of the editing checklist on Activity Page 8.3 (Digital Component 8.3), and be prepared to write on the board/chart paper.

Universal Access

- Bring in images or objects to depict words to use for Review Basic Code Spellings (e.g., *oil*, *boil*, *oink*, *coin*, *foil*, *soil*, *topsoil*, *spoiled*).
- Bring in images or objects to depict words to use for Review Spelling Alternatives (e.g., *toy*, *boy*, *soy*, *cowboy*, *soybean*).

Start Lesson

Lesson 8: Basic Code Review and Spelling Alternatives

Foundational Skills

25M

Primary Focus

Students will decode multisyllabic words with diphthongs. ELA.2.F.1.3a

Students will read and write one-syllable words with /oi/ > 'oi', /ou/ > 'ou', /oo/ > 'oo', and /ie/ > 'i_e'. ELA.2.F.1.3a; ELA.2.C.3.1

WARM-UP (5 MIN.)

Vowel Code Review

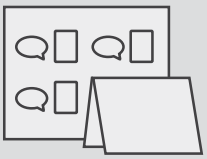
- Remind students that vowel sounds are the parts that get emphasized when we sing.
- Sing several vowel sounds and ask a student to point to the spelling for the sound on the Vowel Code Flip Book or Individual Code Chart.

REVIEW /OI/ › 'OI' AND 'OY' (15 MIN.)

- Write the spelling 'oi' on the board/chart paper and ask students what sound they would say if they saw this spelling in a word. (Students should respond with the sound /oi/.)
- Once students have provided the sound, ask them for the letters that spell this sound. Explain that when they see the letters 'o' and 'i' side by side, they should recognize that these letters are working together as a digraph, or letter team, and say the sound /oi/.
- Write the following words on the board/chart paper and have students read them.

1. oil	5. foil
2. boil	6. soil
3. oink	7. ointment
4. coin	8. spoiled

Code Materials



ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Before reading the words, show students the images you prepared in advance. As you show each image, say the word in a segmented fashion and ask students to repeat after you. You may also want to further explain and define the word *ointment*.

Sound Library

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Before reading the words, show students the images you prepared in advance. As you show each image, say each word in a segmented fashion and ask students to repeat after you. You may also want to further explain and define the compound words *cowboy* and *soybean* or simply use the words *boy* and *soy*.

- Show students the Spelling Card for /oi/ > 'oi' (*oil*). Have students read the example word. Discuss the power bar. Point out the power bar does not stretch all the way across the card; this means there is another spelling for this sound that students will study later. Add the Spelling Card to **page 16** of the **Vowel Code Flip Book**.
- Ask students to turn to **page 9** in the **Individual Code Chart** and outline the /oi/ > 'oi' card in green.

Vowel Code Flip Book	Individual Code Chart
1. /oi/ > 'oi' (*oil*) **page 16**	1. /oi/ > 'oi' (*oil*) **page 9**
2. /oi/ > 'oy' (*toy*) **page 16**	2. /oi/ > 'oy' (*toy*) **page 9**

- Repeat these steps for /oi/ > 'oy' (*toy*) using the following words:

1. toy	5. cowboy
2. boy	6. enjoy
3. joy	7. soybean
4. soy	8. employed

TEACHER CHAINING (5 MIN.)

Support

As you complete the chain, remind students that vowel digraphs are made up of two letters, however since they stand for one sound, they will count as one change when chaining (e.g., 'oi', 'ou', 'oo').

- Write the word *oil* on the board.
- Read the word aloud.
- Ask, "If this is *oil*, how would I write *boil*?" (You may wish to call on a student to come to the board and change the spelling.)
- Repeat this process with the remaining words.
- Remind students that even though vowel digraphs include multiple letters, they represent one phoneme, so they count as only one change when chaining.

Challenge

As you complete the chain, ask students to identify which sound you changed to make each new word.

1. oil > boil > coil > coin > join > joint > point
2. it > out > pout > bout > boot > root > room > groom > grim > grime

Lesson 8: Edit a Fictional Narrative

Writing

35M

Primary Focus: Students will complete the three-step writing process by using an editing checklist to edit a draft retelling o"The Milk."

ELA.2.C.1.2; ELA.2.C.1.5

EDIT A FICTIONAL NARRATIVE (35 MIN.)

Note: In today's lesson you will demonstrate editing a draft. This will allow you to model some basic editing conventions like crossing out draft text, inserting words with a carat, and so on.

Review

- Remind students that in the previous lessons, they first planned and then drafted a retelling of "The Milk." They planned the elements of the story on an activity page and then wrote the draft in paragraph form on a separate sheet of paper.

Digital Component 6.1

- Point to the writing process graphic (Digital Component 6.1) and tell students that today they will work on the third step in writing: edit. Explain that editing is what we do when we take a draft and try to make it better. Even professional writers do not write perfect stories on the first try. They edit and rework their writing to make it better.
- Tell students you have a draft for them to edit as a class. Let students know this is not the draft you worked on as a class but rather one that appeared like magic overnight in the classroom.

Digital Component 8.1

- Show students the image of Mr. Mowse you prepared in advance. Encourage students to read Mr. Mowse's name. Ask students if they know how to write *mouse*. Explain that both 'ou' and 'ow' can be used to spell /ou/. Mr. Mowse apparently spells his name with an 'ow'. The draft is from Mr. Mowse. Mr. Mowse likes to "listen in" to class writing lessons and try to write the same things the students are learning to write. But Mr. Mowse is very shy. He waits until everyone goes home to leave what he has written for students to find the next day. Mr. Mowse likes to write, but he needs some help with editing. Mr. Mowse will appear from time to time in other lessons.

Edit Mr. Mowse's Draft

Digital Component 8.2

- Display Mr. Mowse's draft (Digital Component 8.2).
- Have students turn to Activity Page 8.1.

Activity Page 8.1

Digital Component 8.3

- Point and read the display copy of the editing checklist (Digital Component 8.3). Discuss the Tricky Words: *questions*, *title*, *character*, *middle*, *final*.
- Explain that this is an editing checklist that has some questions addressed to the author. The questions are suggestions the author might want to consider to make his or her writing better.
- Read the first question of the checklist.
- Ask the class if the draft has a title. If so, make a check mark next to the question on your editing checklist.
- Complete the remaining questions and discuss whether the item can be checked off; if not, talk about whether improvements could be made.
- Model making any changes to the draft that the class agrees would be changes for the better. For example, you can ask students if there are places where details could be added, describing the look, sound, feel, or smell of characters, places, or things in the story. If students need prompting, call their attention to one sentence at a time, reading the sentence aloud; ask them to improve the sentence by adding one specific sense-based detail.
- Use the following editing conventions when correcting the draft. Explicitly call students' attention to these conventions, explaining this is how professional writers edit their work. Explain they will use these same corrections when they edit their own work:
  - Cross out punctuation mistakes and write the correct punctuation mark above the incorrect one.
  - Cross out capitalization mistakes and write the correct uppercase or lowercase letter above the incorrect one.
  - Write a carat (^) where a word or punctuation mark needs to be inserted. Write the word or punctuation mark above the carat.
  - Correct spelling mistakes if students notice or question them. You should accept phonemically plausible spellings for spellings students have not yet learned.

Support

Remind students that the author is the person who writes the text or story.

- You can also ask students if they have any other suggestions to improve the author's writing. Explain that they should make suggestions by asking a question.
- Model this by using a phrase, such as: "I was wondering if we might make the writing even better if we . . . ?" Using this phrase, or similar phrasing, will make it clear to students that they are making suggestions for consideration rather than mandatory changes.

Check for Understanding

As changes are suggested, have students use **Thumbs-Up/Thumbs-Down** to indicate whether they agree that the revision makes the writing better. Make agreed-upon changes on the classroom draft. (Two or three suggestions are sufficient at this stage.)

Copy the Draft

- When you have finished editing the draft, explain that authors often want to share their writing with other people.
- Ask students, "Do you think it would be easy or difficult for someone other than the author to read this draft? Why?"
- Explain that to share the edited draft, it will have to be copied onto a clean piece of paper or entered into a digital version using a computer or tablet or other word processing device incorporating all of the changes made on the draft. Let the class know the next step would be to recopy or electronically enter new text for the story.
- Summarize by saying students have now completed the three steps in the writing process. They planned their story on a planning activity page by specifying the title, characters, setting, and plot. They drafted their story by writing the information from the plan onto paper and writing complete sentences in a paragraph format. Finally, they edited and improved a draft by using an editing checklist and making changes to a draft.
- Tell students that they will learn how to write a book report later in this unit.

Activity Page 8.1: Editing Checklist

Collect and review Activity Page 8.1, paying particular attention to students' ability to use an editing checklist to edit and improve a draft, and to make changes to a draft. You may also wish to collect student final copies to review to determine whether students need support or additional time to complete the writing assignment.

End Lesson

Take Home Material

"THE FROG RACE"; PRACTICE –ING

Activity Pages 8.2, 8.3

- Have students take home Activity Page 8.2 to complete and Activity Page 8.3 to read aloud with a family member.

Lesson 8: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

1. Join hands.
2. Oink like a pig.
3. Point at the flag.
4. Jump for joy.
5. Ride like a cowboy.

MORE HELP WITH VOWEL DIGRAPHS

Swim to the Finish

- Make a copy of the Swim to the Finish game board (**Activity Page TR 8.1**) for up to four students.
- Copy and cut out one set of Swim to the Finish word cards (**Activity Page TR 8.2**) for each game.
- Have each student write his or her name or initials at the top of a column, or "swim lane."

- Place cards facedown in a pile. Have students take turns drawing a card and reading the word on the card.
- Students place a check mark in one square of their swimming lane for each word they read correctly. The first one to the finish line wins!

Complete the Sentence

- Make one copy of **Activity Page TR 8.3** for each student.
- Have students fill in the blanks using words from the word bank.

MORE HELP PLANNING, DRAFTING, AND EDITING

- Provide support for students who need additional time to complete their book report draft from Lesson 7. (If needed, work individually with students to complete the planning template and to develop their notes into a draft.)
- Work individually with students to complete the editing checklist (**Activity Page TR 8.4**) or **Activity Page 8.1** from today's lesson and edit their drafts.
- As time permits, support students in using **word processing software** to create a final draft, or write their final copy on a separate **piece of paper**.

PROGRESS MONITORING (OPTIONAL)

- Make a copy of the Word Cards for Progress Monitoring 2 (**Activity Page TR 8.5**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 2 (**Activity Page TR 8.6**) for each student you are assessing.
- Model with the sample item.
- Show the cards to the student one at a time. Use the Record Sheet to record each word as the student reads.
- Place a check next to each word read correctly.
- For misread words, write exactly what students say as the word is sounded out. If students misread a word, prompt them to try to read the word again, letting them know their first attempt was incorrect.

Scoring: Scoring is based on one point assigned for every sound/spelling in a word which is read correctly. Interpret scores as follows:

- 12 or 13 points—excellent
- 10 or 11 points—good

- 8–10 points—good
- Less than 8 points—poor

Goal: Achieve scores of good or excellent (10 points or more).

Scores of 8 or less indicate additional reteaching and reinforcement is required. Further analyze student errors to determine whether there are one or more particularly problematic sound/spellings. The subtotals for targeted sound/spellings at the bottom of the record sheet facilitate the identification of specific problem areas.

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

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

SENTENCES AND PHRASES

- Use the following lists of words, sentences, and phrases to extend the lesson.

1. Get a kick out of it.
2. Things got out of hand.
3. His plan was foiled.
4. Join the club.
5. She has a point.
6. spoiled milk
7. Enjoy the meal.
8. Toys are fun.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 577–756 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 580–759 of those words would be completely decodable.

The spelling 'oi' is very regular in its pronunciation.

LESSON

9

GRAMMAR

Commas and Quotation Marks

PRIMARY FOCUS OF LESSON

Language (Grammar)

Students will orally review the difference between dialogue and narration, and will use quotation marks to designate dialogue in written text. ELA.2.C.3.1

Reading

Students will read "The Hare and the Hedgehog" with purpose and understanding, and will close read the story by answering text dependent questions, identifying Tier 2 vocabulary, and discussing challenging portions of the text.
ELA.2.F.1.4; ELA.2.R.1.1; ELA.2.R.3.2a

Students will answer written multiple-choice questions about key details in "The Hare and the Hedgehog," and will write at least three sentences detailing the plot of the story. ELA.2.R.1.1

FORMATIVE ASSESSMENT

Observation	**Anecdotal Reading Record** "The Hare and the Hedgehog" (Group 1) ELA.2.F.1.4
Activity Page 9.2	**Story Questions** "The Hare and the Hedgehog" (Group 2) ELA.2.R.1.1

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Grammar)			
Warm-Up: Review Quotation Marks	Whole Group	10 min.	
Practice Quotation Marks	Whole Group	15 min.	❏ Activity Page 9.1
Reading			
Introduce the Story	Whole Group	10 min.	❏ *Bedtime Tales*
Close Read "The Hare and the Hedgehog"	Partner/Small Group	25 min.	❏ *Bedtime Tales* ❏ Activity Page 9.2

ADVANCE PREPARATION

Reading

Digital Component 9.1

- Create the Preview Spellings chart (Digital Component 9.1) for Introduce the Story on the board/chart paper, or use the digital version.
- Write the following words and sentences on the board/chart paper for Group 2 students who finish early.

1. beehive
2. Eat some beans.
3. Teach me how.
4. Cook a meal.
5. Tug your sleeve.
6. Feed your sheep.
7. Read my book.
8. Have a seat.
9. Sweep the floor.
10. I said, "No!"

Universal Access

- Bring in pictures of a hare (jack rabbit), a hedgehog, and a tree stump to use for Introduce the Story.

Lesson 9: Grammar

Language

25M

Primary Focus: Students will orally review the difference between dialogue and narration, and will use quotation marks to designate dialogue in written text.
ELA.2.C.3.1

WARM-UP (10 MIN.)

Review Quotation Marks

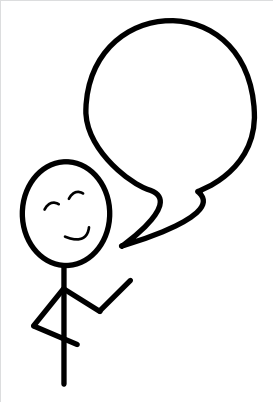
- Remind students that they have been working with a new type of punctuation in Unit 2 called quotation marks.
- Review that quotation marks are used to show exactly what a person has said. In the stories in *Bedtime Tales*, the characters often have a conversation, that is they talk to one another. This is called dialogue. When there is a dialogue between characters in a story, quotation marks are used to show what each character has said.
- Remind students that when practicing dialogue orally, we cup both hands around our mouth to represent where quotation marks would go in a sentence. To demonstrate, say, "James said," then cup both hands around your mouth and say, "Let's eat lunch," then put your hands down. Tell students the quotation marks would go around *Let's eat lunch*.
- Ask students to listen to the sentence you will say to hear where the quotation marks should go. Say: "Jorge said, 'I like to sing.'" Have students repeat the sentence and cup both hands around their mouths to show where the quotation marks should go.
- Repeat this activity with the sentence: *Raj said, "The beach was so hot."*
- After orally reviewing quotation marks, tell students they will now practice marking written dialogue with quotation marks.

Challenge

Ask students to write an original sentence using quotation marks, and share it with the class on the board/chart paper.

PRACTICE QUOTATION MARKS (15 MIN.)

- Draw a stick figure and speech bubble on the board/chart paper.
- Use the same procedure as Lesson 4 to review quotation marks (call on a student, write his or her name on the board/chart paper, ask him or her a question, write his or her answer in the speech bubble, and then rewrite his or her answer in a sentence). This time, however, what the student says should come at the beginning of the sentence.



- For example, you may write a sentence such as: *"I like to play ball," said Juan.*
- Circle the quotation marks, the comma, and the end punctuation; then underline the dialogue.
- Pause to point out the comma before the last set of quotation marks. Explain that when dialogue comes at the beginning of a sentence, it should end with a comma followed by the end quotation marks.
- Repeat this process with one more student (call on a student, write his or her name on the board/chart paper, ask him or her a question, write the answer in the speech bubble, and then write the answer in a sentence).
- Pause to ask students if you should write a comma or a period at the end of the dialogue. (If necessary, prompt them with a reminder that the dialogue is at the beginning of the sentence so you will use a comma at the end followed by the last set of quotation marks.)
- After you finish, circle the quotation marks, the end punctuation, and the comma; then underline the dialogue to help students see the pattern.
- Complete Activity Page 9.1 as a class. Have students read each speech bubble and write the dialogue as a complete sentence.
- Remind students that even though there is a period in the statement in the speech bubble, when they write it as dialogue at the beginning of a sentence, they must change that period to a comma.
- Allow students to complete the back of the activity page independently or with a partner, and encourage students to use the Individual Code Chart to help them with spellings.
- Review the activity page as a class. Tell students to check carefully to see if they included end punctuation in the appropriate place.

Check for Understanding

Have students cup their hands as they read the text within quotation marks from Activity Page 9.1.

Support

You may wish to use different-colored markers or chalk to write the quotation marks and comma.

Activity Page 9.1

Lesson 9: "The Hare and the Hedgehog"

Reading

35M

Primary Focus

Students will read "The Hare and the Hedgehog" with purpose and understanding, and will close read the story by answering text dependent questions, identifying Tier 2 vocabulary, and discussing challenging portions of the text.

ELA.2.F.1.4; ELA.2.R.1.1; ELA.2.R.3.2a

Students will answer written multiple-choice questions about key details in "The Hare and the Hedgehog," and will write at least three sentences detailing the plot of the story. ELA.2.R.1.1

INTRODUCE THE STORY (10 MIN.)

- Tell students that today they will read a story where the main characters are two animals: a hedgehog and a hare. Write the title of the story on the board/chart paper and practice reading each word aloud with students.
- If students are not familiar with the terms, explain that hedgehogs are small animal with spines (or spikes) all over their bodies. Hedgehogs have short legs and will roll into a tight ball if they feel they are in danger. Hares are like rabbits. However, they are bigger, and they are very fast. Hares are also known as jackrabbits.
- Tell students "The Hare and the Hedgehog" is a trickster tale. Remind students in a trickster tale, one character is usually clever and tricks another character.
- Tell students that this story involves a race between the hedgehog, an animal with short legs, and the hare, a very fast animal with long legs. Remind students of the fable they heard in Grade 1, "The Tortoise and the Hare," from the Knowledge Strand.
- Based on the plot of "The Tortoise and the Hare," ask students to predict what they think will happen in today's story.

Preview Spellings

- Briefly review and read the words you prepared in advance. Use any unfamiliar words in a sentence.

Reader

Page 34

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

As you explain the terms, show students the images of the hare, the hedgehog, and the stump. Say the words and have students repeat.

Support

If students aren't familiar with "The Tortoise and the Hare," explain that in that tale the hare takes a nap during the race because he has such a big lead over the tortoise and is certain he will win. The tortoise does not give up though.

Note: To help students see and hear the patterns of the spellings, present the words in the order they are listed in the box.

Digital Component 9.1

/oi/ > 'oi'	/oi/ > 'oy'	/ou/> 'ow'	/ou/ > 'ou'
join	enjoy	frowned	house
coins		how	south
			out

Preview Core Vocabulary

- Preview the following vocabulary before reading today's story.

brag—v., to talk about your strengths to the point of being annoying (36)
Example: Big Jim liked to brag about his fast frog.

stumps—n., the short part of the trunk left after a tree is cut down (38)
Example: When the man cut down the trees, there was nothing left but the stumps.

Sayings and Phrases

out of your wits—a saying used to imply that an idea is ridiculous (40)
Example: If you think it will snow in the summer you might be out of your wits!

Vocabulary Chart for "The Hare and the Hedgehog"

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			brag
Multiple-Meaning Core Vocabulary Words		stumps	
Sayings and Phrases	out of your wits		

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Before reading the word *frown*, make a frowning face, then say the word. Have students repeat, making a frowning face and then saying the word after you.

CLOSE READ "THE HARE AND THE HEDGEHOG" (25 MIN.)

Close Reading

- Have students reread "The Hare and the Hedgehog" with a partner.
- After students have finished reading "The Hare and the Hedgehog" with their partners, have them keep their Readers open to the story.
- Explain that you will be asking some questions about the story and they will need to refer back to the text to answer the questions.
- Lead students in a close reading of the text by:
  - ask text-dependent questions that require students to draw on evidence from the text;
  - identify and discuss general academic (Tier 2) vocabulary;
  - discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
  - engage students in a culminating writing activity where they compare and contrast the story "The Hare and the Hedgehog" with "The Tortoise and the Hare" using a T-chart or Venn diagram.

Support

Encourage students to watch for the new sound/spellings they have learned, and to use the Individual Code Chart while reading if they need help sounding out a word.

Teacher Overview	
Main Idea and Key Details: The main idea of the story is that a small creature who is clever can outwit a larger creature who is normally likely to triumph. Some may say this shows wits can outmatch brawn. Key details of the text include the much smaller, slower hedgehog grows weary of the constant boasting by the larger, faster hare. The hedgehog hatches a plan to outwit the hare engaging the help of his wife who is at first reluctant to believe the plan may work.	**Synopsis:** The story "The Hare and the Hedgehog" is a retelling of the Aesop fable "The Tortoise and the Hare" It is the basis for teaching or reviewing the fable genre.

Lesson			
Text from Reader The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	**Vocabulary Instruction** As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	**Text-Dependent Questions** After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a "winnable" question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph.	**Responses** Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
Page 34 Mike and his dad sat on the bed. "Did you like the tale of 'The Jumping Frog'?" Mike's dad asked. "Yes," said Mike. "I liked how Pete tricked Jim by feeding his frog the limes!" "Then I think you will like this next tale as well. It involves a trick, too. The name of this one is 'The Hare and the Hedgehog.'" "What's a hare?" "It's like a rabbit." "OK. Tell it!"	**hedgehog** (page 34)—a small animal covered with spikes **hare** (page 34)—a large type of rabbit; Additionally point out the homophone *hair* which means the covering on top of a human's head. Remind students they learned another homophone pair *tale/tail* in the story "The Milk."		

Lesson			
Text from Reader The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	**Vocabulary Instruction** As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	**Text-Dependent Questions** After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a "winnable" question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph.	**Responses** Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
Page 36 Once there was a hare who was proud of his speed. He liked to brag. "I'm so fast!" he said. "I am the fastest! No one is as fast as me!"	**bragging** (page 36)—to tell about one's strengths so much as to become annoying	What did the hare like to brag about?	The hare liked to brag about his speed.
Page 36 Well, the hedgehog got sick of all this bragging. He set himself to thinking how he could trick the hare and get him to stop bragging all the time. The hedgehog made a plan. He went to the hare and said, "Let's race!"	**got sick of** (page 36)—felt tired of listening	Why did the hedgehog want to race the hare?	The hedgehog wanted to race the hare because he had become tired of hearing the hare brag about his ability to be so very, very fast.
Page 38 The hare smiled. "You and I?" he said. "Is this a joke?		Reread this sentence: The hare smiled, "You and I?" he said. "Is this a joke?" Why does the hare think the hedgehog is joking?	The hare is implying that an animal with short little legs, who is not known for his speed, couldn't possibly win a race with him. The hare thinks the hedgehog is joking and couldn't be seriously challenging him to a race.

Lesson			
Text from Reader The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	**Vocabulary Instruction** As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	**Text-Dependent Questions** After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a "winnable" question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph.	**Responses** Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
Page 38 "What would be the point? Those legs of yours are like stumps."	**stumps** (page 38)—the short part left in the ground after a tree is cut down	Why does the hare compare the hedgehog's legs to stumps?	The hedgehog's legs are short because the hare says they are like stumps. Stumps are the short parts of trees left behind after trees are cut down.
It must take you from sunrise until sundown to hike a mile!" "Will you join me in a race?" said the hedgehog. "I will join you!" said the hare.	**"It must take you from sunrise to sundown to hike a mile!"** (page 38)—an unkind expression to denote extreme slowness	What part of the day do we experience sunrise? What part of the day do we experience sunset or sundown? So how long does the hare suggest it will take the hedgehog to hike a mile?	morning; nighttime; The hare suggests it will take the hedgehog from morning to night to hike a mile.
"Good," said the hedgehog. "We will race south from this fence up to the house on the hill. But I can't race till I have my lunch. I'll be back at one."	**south** (page 38)—one of the four cardinal directions		

Lesson			
Text from Reader The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	**Vocabulary Instruction** As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	**Text-Dependent Questions** After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a "winnable" question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph.	**Responses** Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
Page 40 Then the hedgehog went home and spoke to his wife. "Wife," he said, "at one I will run a race with the hare." "What?" said his wife. She frowned and asked, "Are you out of your wits? He's so fast! You can't hope to win a race with him." "Trust me," said the hedgehog. "I have a plan."	**"Are you out of your wits?"** (page 40)—unkind expression that means something like "Your idea is crazy. Are you using your brain to think hard about this?"	How does the hedgehog's wife feel about his plan?	The hedgehog's wife is not sure about the success of the plan. Her doubts are: "Are you out of your wits? He's so fast! You can't hope to win a race with him."
		Who are the characters in the story?	There are three characters in this story: the hare, hedgehog, and the hedgehog's wife.
Page 42 "What's his plan?" asked Mike. "I will tell you next time," said his dad. "Well, rats!" said Mike. "It was just getting good! I wish you could just tell me now." "Next time," said his dad.		**Turn and Tell:** Describe the plot of this story to your partner.	General outline of answers should include: The hedgehog got tired of the hare bragging. The hedgehog hatched a plan to fool the hare. The hare accepted the hedgehog's challenge. The hedgehog engaged the help of his wife to succeed.

Small Group

Group 1: Have students take turns rereading "The Hare and the Hedgehog" before completing Activity Page 9.2 as a group. Remind students to use the Individual Code Chart when reading and writing.

Observation: Anecdotal Reading Record

As you listen to Group 1 students reread "The Hare and the Hedgehog," make notes regarding their individual reading ability in the Anecdotal Reading Record.

Group 2: Have students answer the story questions on Activity Page 9.2, and write three or four sentences describing the plot of this story. If students finish early, they may illustrate one of the words or phrases on the board/chart paper.

Activity Page 9.2: Story Questions

Collect Activity Page 9.2 from Group 2 and review to assess each student's ability to answer written questions about key details in the text and write at least three sentences detailing the plot of the story.

End Lesson

Lesson 9: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

1. Swat a bee.
2. Eat some beans.
3. Cook a meal.
4. Tug your sleeve.
5. Feed a sheep.
6. Read my book.
7. Have a seat.
8. Sweep the floor.

Activity Page 9.2

ENGLISH LANGUAGE LEARNERS

Reading

Reading Closely

Entering/Emerging
Ask yes/no questions to prompt student response: "Did the hare think he was funny?" "Did he think he was fast?"

Transitioning/Expanding
Provide sentence frames to prompt student response: "The hedgehog asked the hare to _____."

Bridging
Prompt students to expand on their own responses: "What happened (first/next/last)?"

MORE HELP WITH VOWEL DIGRAPHS

Circle the Word

- Make one copy of **Activity Page TR 9.1** for each student.
- Have students circle the letters to spell the word that describes the picture in the box, then have students write the word on the line.

Over the Rainbow

- Make one copy of the Over the Rainbow game board (**Activity Page TR 9.3**) for each pair of students.
- Make one copy of Over the Rainbow cards (**Activity Page TR 9.2**) on card stock for each pair of students. Cut apart the cards. Shuffle and place facedown in a stack.
- Have students take turns choosing a card from the stack. The student reads the card aloud and performs the action on the card. Students move forward one space for each correctly read and performed card.
- The first one to the pot of gold wins!

Crossword Puzzle

- Make one copy of **Activity Page TR 9.4** for each student.
- Have students read the clues and select the correct words from the box to fill in the crossword puzzle.

WORDS, SENTENCES, AND PHRASES

- Use the following lists of words, sentences, and phrases to extend your lessons.

Words

1. beehive
2. bean
3. eat
4. each
5. leave
6. mean
7. sea
8. seat
9. teach
10. pea
11. read
12. tea
13. meal
14. eve
15. theme
16. these

Phrases and Sentences

1. feeling fine
2. feeding the sheep
3. by the skin of your teeth
4. black sheep
5. Drag your feet.
6. ten-speed bike
7. Keep your chin up!

LESSON

10

REVIEW AND PRACTICE

Spelling Assessment

PRIMARY FOCUS OF LESSON

Language (Spelling)

Students will read and write words with the inflectional ending *–ing*, and the Tricky Word *were*. ELA.2.F.1.3d; ELA.2.C.3.1

Foundational Skills

Students will read the Tricky Words *they* and *their*. ELA.2.F.1.3

Students will decode multisyllabic words with r-controlled syllables and will write sentences using words featuring /er/ > 'er'. ELA.2.F.1.3

Reading

Students will read "How the Hedgehog Tricked the Hare" with purpose and understanding, and will answer oral literal, inferential, and evaluative questions about key details in the text. ELA.2.F.1.4; ELA.2.R.1.1; ELA.K12.EE.1.1

Students will answer written multiple-choice questions about key details in "How the Hedgehog Tricked the Hare," and will write short answers to questions about actions in the story. ELA.2.R.1.1; ELA.2.C.3.1

FORMATIVE ASSESSMENT

Activity Page 10.1	**Spelling Assessment** ELA.2.F.1.3
Activity Page 10.3	**Basic Code Spelling /er/ > 'er'** ELA.2.F.1.3
Activity Page 10.4	**Story Questions** "How the Hedgehog Tricked the Hare" ELA.2.R.1.1; ELA.K12.EE.1.1
Observation	**Discussion Questions** "How the Hedgehog Tricked the Hare" ELA.2.R.1.1; ELA.2.C.3.1

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Spelling)			
Spelling Assessment	Individual	15 min.	❑ Activity Page 10.1
Foundational Skills			
Tricky Words: *They*, *Their* (Word Recognition)	Whole Group	5 min.	❑ two yellow index cards
Review */er/* > 'er' (Phonics)	Whole Group	20 min.	❑ Vowel Code Flip Book ❑ Spelling Card for */er/* > 'er' (*her*) ❑ Individual Code Chart ❑ blue markers ❑ Activity Pages 10.2, 10.3
Reading			
Introduce the Story	Whole Group	5 min.	❑ *Bedtime Tales*
Read "How the Hedgehog Tricked the Hare"	Partner	15 min.	❑ *Bedtime Tales* ❑ Activity Page 10.4 ❑ *Bedtime Tales* Story Chart

ADVANCE PREPARATION

Foundational Skills

- Write the following Tricky Words on yellow index cards, one word per card: *they* and *their*.
- Prepare to display the Vowel Code Flip Book within view of all students; have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green markers readily available.
- You may wish to tab page 19 in the Vowel Code Flip Book:

Digital Component 10.1

- Write the list of words for Review */er/* > 'er' from the lesson (Digital Component 10.1) on the board/chart paper, or use the digital version.

Reading

- Plan how you will group students for partner reading.

Digital Component 10.2

- Create the Preview Spellings chart (Digital Component 10.2) for Introduce the Story on the board/chart paper, or use the digital version.

Digital Component 1.3

- Prepare to update the *Bedtime Tales* Story Chart that you began in Lesson 1. Today you will add details from "How the Hedgehog Tricked the Hare" to the chart.

Universal Access

- Have small hand mirrors available for students to use during the Tricky Word lesson.
- Bring in pictures of a fence and a well, and prepare to demonstrate, or bring in images of the adjectives *weak* and *stern*, to use while reading "How the Hedgehog Tricked the Hare."
- Prepare to demonstrate, or bring in images of the verbs *puckered, bounded, frowned, gasp, stunned, huffing, puffing,* to use while reading "How the Hedgehog Tricked the Hare."

Start Lesson

Lesson 10: Spelling Assessment

Language

15M

Primary Focus: Students will read and write words with the inflectional ending *–ing*, and the Tricky Word *were*. ELA.2.F.1.3d; ELA.2.C.3.1

SPELLING ASSESSMENT (15 MIN.)

Activity Page 10.1

- Have students turn to Activity Page 10.1.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write down the word.
- Repeat this procedure with each of the remaining words.

1. smiling	6. confusing
2. racing	7. tasting
3. hoping	8. competing
4. baking	9. hopping
5. inviting	10. were

- Direct students' attention to the lines at the bottom of the page. Have students write the sentence: *The frogs were racing*. Slowly repeat this sentence twice.
- At the end, reread each spelling word once more.
- After you have called out all the words, tell students you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board/chart paper, instructing students to correct their work by crossing out any incorrect spelling; copying and writing the correct spelling next to it.
- Continue through all the words, and then move on to the sentence. Point out the correct punctuation and capitalization for the sentence.

Activity Page 10.1: Spelling Assessment

Collect Activity Page 10.1. At a later time today, use the Lesson 10 analysis chart and directions provided in Teacher Resources to analyze student mistakes. This will help you to identify any patterns that are beginning to develop or are persistent among individual students.

Lesson 10: Review

Foundational Skills

25M

Primary Focus

Students will read the Tricky Words *they* and *their*. ELA.2.F.1.3

Students decode multisyllabic words with r-controlled syllables and will write sentences using words featuring /er/ > 'er'. ELA.2.F.1.3

TRICKY WORDS: THEY, THEIR (5 MIN.)

- For each word, begin by discussing which part of the word is read just as one would expect and which part is tricky.

Tricky Word: *They*

- **Expected:** the letters 'th' are pronounced /th/.
- **Tricky:** the letters 'ey' are pronounced /ae/.

Tricky Word: *Their*

- **Expected:** the letters 'th' are pronounced /th/, and the letter 'r' is pronounced /r/.
- **Tricky:** the letters 'e' 'i' are pronounced /e/.
- Place these words on your Tricky Word Wall.

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Before reviewing the Tricky Words, hand out small hand mirrors. Explain that the /th/ sound for these two words is voiced. They will make a sound with their vocal cords. To make this sound, the tip of their tongue comes through the teeth. Have students practice this with mirrors, saying, "/th/ /th/ /th/ *they*" and "/th/ /th/ /th/ *their*."

Check for Understanding

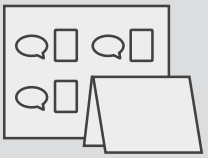
Ask students to briefly and quietly **Turn and Talk** with a partner, using the Tricky Words *they* and/or *their* in an oral sentence. Circulate to listen to determine if students are properly pronouncing and using the words.

REVIEW /ER/ > 'ER' (20 MIN.)

- Write the spelling 'er'.
- Explain that the letter 'r' is a spelling for consonant sound */r/*, but the sound */r/* can mingle with certain vowel sounds to create unique vowel sounds like /er/. We know /er/ is a vowel sound because adding it to a word adds a syllable: *steep* > *steeper*.
- Turn to **Vowel Code Flip Book page 19** and put the Spelling Card on the appropriate space. Discuss the power bar.
- Distribute the blue markers. Students have not used the color blue this year. Explain that /er/ is an r-controlled vowel sound, and they will use blue to mark r-controlled vowels on the Individual Code Chart.
- Have students turn to **Individual Code Chart page 10**. Guide students in outlining the appropriate card on the chart.

Vowel Code Flip Book	Individual Code Chart
1. /er/ > 'er' (*her*) **page 19**	1. /er/ > 'er' (*her*) **page 10**

Code Materials



Support

Ask individual students to reread the words written on the board/chart paper and to circle the r-controlled vowels.

- Refer to the words on the board/chart paper that you prepared in advance. Underline 'er' in each word, which will help students to see the spelling occurs in different places in different words. Have students read the words aloud.

Digital Component 10.1

1. her	7. modern
2. verb	8. nerve
3. term	9. verse
4. perfect	10. sister
5. perhaps	11. number
6. cavern	12. faster

Activity Pages 10.2, 10.3

- Have students turn to Activity Page 10.2.
- Complete Activity Page 10.2 as a class, and have students complete Activity Page 10.3 independently.

Activity Page 10.3: Basic Code Spelling /er/ > 'er'

Collect Activity Page 10.3 to assess students' ability to read and write words with /er/ > 'er.'

Lesson 10: "How the Hedgehog Tricked the Hare"

Reading

20M

Primary Focus

Students will read "How the Hedgehog Tricked the Hare" with purpose and understanding, and will answer oral literal, inferential, and evaluative questions about key details in the text. ELA.2.F.1.4; ELA.2.R.1.1; ELA.K12.EE.1.1

Students will answer written multiple-choice questions about key details in "How the Hedgehog Tricked the Hare," and will write short answers to questions about actions in the story. ELA.2.R.1.1; ELA.2.C.3.1

INTRODUCE THE STORY (5 MIN.)

- Tell students that today they will read the second part of the story "The Hare and the Hedgehog." Review "The Hare and the Hedgehog" by discussing the characters, the setting, and the plot.

Preview Spellings

- Write the words listed in the chart on the board/chart paper, and have students read them aloud as a class.

Digital Component 10.2

/er/ > 'er'	Multisyllable Words with /er/ > 'er'	Two-Syllable Words
stern	perfect powerful clever runner puckered	outlined

- Additionally, students may need some guidance in chunking the words into syllables. You may want to use your hand to cover the second syllable of a

Reader

Page 44

word as students read the first syllable. Then use your hand to cover the first syllable as students read the second syllable. After both syllables have been read, ask students to blend and read. (Refer to Appendix B to learn more about chunking syllables to decode words.)

Preview Core Vocabulary

- Preview the following vocabulary before reading today's story.

outlined—v., told the main ideas about something (46)
Example: My teacher outlined what we should do for a fire drill.

stern—adj., harsh (46)
Example: The principal used a stern voice to get the children's attention.

puckered—v., folded or pinched, as in lips (48)
Example: My grandmother puckered up and gave me a kiss on my forehead.

Sayings and Phrases

on the lookout—to watch for someone or something (46)
Example: My friend and I were on the lookout for the lost dog.

Vocabulary Chart for "How the Hedgehog Tricked the Hare"

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		outlined stern puckered	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	on the lookout		

Purpose for Reading

- Have students turn to their partner and share what they think will happen in today's story. What is the hedgehog's plan? Will it work?

Support

Remind students to use the Individual Code Chart both while reading the story and while answering activity page questions, if needed.

READ "HOW THE HEDGEHOG TRICKED THE HARE" (15 MIN.)

Partner Reading

Note: Today students will read the story with partners. If necessary, review established procedures for partner reading. Save at least five minutes for the Wrap-Up discussion.

- Tell students they will now read "How the Hedgehog Tricked the Hare" to find out if their predictions are correct.
- When students finish reading the story, they should complete Activity Page 10.4. Remind students to note the page in the Reader on which they located evidence in the text to answer the question.

Activity Page 10.4: Story Questions

Collect Activity Page 10.4 and review to assess each student's ability to locate answers to questions in a text, and answer written literal and inferential questions about key details in the text.

Wrap-Up

- When the class has finished reading the story, use the questions below to fill in the story chart and promote a discussion of the story.

Discussion Questions for "How the Hedgehog Tricked the Hare"

1. **Literal.** Who are the characters in this story?
   - » The characters in the story are the hare and two hedgehogs.
2. **Literal.** What is the story's setting?
   - » The story's setting is near the hedgehog's house.
3. **Inferential.** What is the plot of the story?
   - » The hedgehog made a plan to trick the hare. The hedgehog's wife pretended to be the hedgehog at the finish line. The hare thought he lost the race.
4. **Evaluative.** Ask students to give a describing word (adjective) for the hare. Then ask for a describing word for the hedgehog. Use the students' supplied adjectives to compare and contrast the characters of the story.
   - » Answers may vary.
5. **Evaluative.** Who is the trickster, who carries out the trickster trick, and how?
   - » The hedgehog is the trickster, and he tricks the hare. He creates a plan that makes the hare think the hedgehog is faster than the hare.

Activity Page 10.4

ENGLISH LANGUAGE LEARNERS

Reading

Reading/Viewing Closely

Entering/Emerging
Ask yes/no or simple questions: "Was the hare proud of being fast?" "Did the hedgehog ask the hare to race?"

Transitioning/Expanding
Provide specific sentence frames: "Hedgehog's wife (did/did not) think he could win." "The hare thought he . . ."

Bridging
Encourage students to use key details in complete sentences and build on other students' responses.

Digital Component 1.3

Story Title	Genre	Setting	Characters	Plot	Moral
"The Hare and the Hedgehog"	Trickster Tale	outdoors; near the hedgehog's house	Hare, Hedgehog, Hedgehog's wife	The hedgehog made a plan to trick the hare. The hedgehog's wife pretended to be the hedgehog at the finish line. The hare thought he lost the race.	

Observation: Discussion Questions

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

Check for Understanding

Using a T-chart or Venn diagram, have students compare and contrast the tricksters in "The Frog Race" and "How the Hedgehog Tricked the Hare." Ask students to name similarities and differences between the two tricksters and complete the graphic organizer together.

Lesson 10: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

1. Batter up!
2. Wave your fingers.
3. Count to five on your fingers.
4. Shiver.
5. Pucker your lips.

MORE HELP WITH VOWEL DIGRAPHS

Journey Through Space

- Copy and cut out the word cards (**Activity Page TR 10.1**), the Steal a Card cards (**Activity Page TR 10.2**), and the Take Another Turn cards (**Activity Page TR 10.3**).
- Place all of the cards in a container. Pass the container around, having each student draw a card and read the word aloud.
- If the student reads the word correctly, then he or she gets to keep the card. If the student does not read the word correctly, he or she places the card back into the container.
- If a student draws a Steal a Card card and correctly reads the word on a card, he or she can take a card from another player.
- If a student draws a Take Another Turn card and correctly reads the word on a card, he or she gets a second turn.
- The student with the most cards at the end of the game wins.

Complete the Sentence

- Make one copy of **Activity Page TR 10.4** for each student.
- Have students fill in the blanks using words from the word bank.

SENTENCES AND PHRASES

- Use the following list of words, sentences, and phrases to extend your lessons.

1. Better late than never.
2. good, better, best
3. "Yikes, a monster!"
4. Dinner is served.
5. soft as butter
6. I lost my temper.
7. the big dipper
8. his and hers
9. after you
10. It's never too late.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 580–759 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 612–782 of those words would be completely decodable.

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

The spelling 'er' is fairly regular in its pronunciation; however, it can also be pronounced */e/ + /r/* as in very and */ee/ + /r/* as in *Erie*.

They is one of the 30 most common words in most samples of written English; in a typical passage of 1,000 words, *they* occurs 3–8 times.

Their is one of the 200 most common words in most samples of written English; in a typical passage of 1,000 words, *their* occurs 1–3 times.

LESSON

11

GRAMMAR

Quotation Marks and Contractions

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will review the sound/spellings /or/ > 'or' and /ar/ > 'ar', will read one-syllable words featuring these spellings, and will complete fill-in-the-blank sentences with words containing these features. ELA.2.F.1.3

Language (Grammar)

Students will use commas and quotation marks to designate dialogue in written text; and will apply proper capitalization and punctuation in written sentences. ELA.2.C.3.1

Language (Spelling)

Students will decode and spell contractions and will write the Tricky Word *their*. ELA.2.C.3.1

FORMATIVE ASSESSMENT

Activity Page 11.1	**Complete the Sentences** /or/ and /ar/ ELA.2.F.1.3
Activity Page 11.2	**Quotation Marks** ELA.2.C.3.1

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review /or/ > 'or' and /ar/ > 'ar' (Phonics)	Whole Group	20 min.	❑ Vowel Code Flip Book ❑ Spelling Cards for /or/ > 'or' (*for*), /ar/ > 'ar' (*car*) ❑ Individual Code Chart ❑ blue markers ❑ Activity Page 11.1
Language			
Practice Quotation Marks	Whole Group	15 min.	❑ Activity Page 11.2
Introduce Spelling Words	Whole Group	15 min.	❑ Activity Page 11.3
Review Activity Pages	Whole Group	10 min.	❑ Activity Pages 11.4, 11.5
Take-Home Material			
Spelling Words; Writing			❑ Activity Pages 11.3–11.5

ADVANCE PREPARATION

Foundational Skills

- Prepare to display the Vowel Code Flip Book within view of all students; have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green markers readily available.
- You may wish to tab the following pages in the Vowel Code Flip Book:

Vowel Code Flip Book
1. /ar/ > 'ar' (*car*) **page 18**
2. /or/ > 'or' (*for*) **page 20**

Digital Components 11.1, 11.2

- Write the list of words with 'or' (Digital Component 11.1) and the list of words with 'ar' (Digital Component 11.2) for Review /or/ > 'or' and /ar/ > 'ar' on the board/chart paper, or use the digital versions.

Language

- Write the following on the board/chart paper for Practice Quotation Marks: *do you need to take a nap asked Ann*.

Universal Access

- Bring in pictures or examples of depictable objects for Review /or/ > 'or' and /ar/ > 'ar' (e.g., a fort, corn, a fork, a torch, a jar, an, arm, a car, a farm).
- Provide index cards for students to write this week's spelling words.

Start Lesson

Lesson 11: Basic Code Review

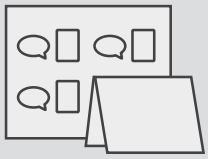
Foundational Skills

20M

Primary Focus: Students will review the sound/spellings /or/ > 'or', and /ar/ > 'ar', will read one-syllable words featuring these spellings, and will complete fill-in-the-blank sentences with words containing these features. ELA.2.F.1.3

REVIEW /OR/ > 'OR' AND /AR/ > 'AR' (20 MIN.)

Code Materials



Sound Library

- Begin by reviewing the spelling 'er' from Lesson 10. Remind students the spelling 'er' makes a unique vowel sound. Write the words *faster*, *nerve*, and *her* on the board/chart paper. Have students read the words aloud as a class, paying close attention to the /er/ vowel sound.
- Write 'or' on the board/chart paper and explain that by itself, the letter 'r' is a spelling for the consonant sound */r/*, but the sound */r/* can mingle with certain vowel sounds to create unique vowel sounds like /or/.
- Turn to **Vowel Code Flip Book page 20** and put the Spelling Card on the appropriate space. Discuss the power bar. Point out the power bar is large but does not stretch all the way across the card; this means there are some other spellings for this sound students will study later in the year.
- Distribute the blue markers.

Vowel Code Flip Book	Individual Code Chart
1. /ar/ > 'ar' (*car*) **page 18**	1. /ar/ > 'ar' (*car*) **page 10**
2. /or/ > 'or' (*for*) **page 20**	2. /or/ > 'or' (*for*) **page 10**

- Have students turn to **Individual Code Chart page 10**. Guide students in outlining the appropriate card on the chart.
- Write 'ar' on the board/chart paper and explain that by itself, the letter 'r' is a spelling for the consonant sound */r/*, but the sound */r/* can mingle with certain vowel sounds to create unique vowel sounds like /ar/.

- Turn to **Vowel Code Flip Book page 18** and put the Spelling Card on the appropriate space. Point out that the 'ar' > */ar/* (*car*) Spelling Card has a very long power bar; 'ar' is, in fact, the only major spelling for */ar/*. This sound is one of only two vowel sounds almost always spelled with the basic code spelling. (The other is */a/*.)
- Guide students in outlining the appropriate card on **Individual Code Chart page 10**.
- Refer to the words on the board/chart paper that you wrote in advance. Underline 'or' and 'ar' in each word, which will help students to see the spelling occurs in different places in different words. Have students read the words aloud.

Digital Component 11.1

Words with 'or'	
1. fort	7. order
2. sort	8. boring
3. sport	9. porch
4. born	10. torch
5. corn	11. pork
6. thorn	12. fork

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Before reading words with 'or' and 'ar', tell students you will show them pictures or objects that represent some of the words they will hear. You may also want to select fewer words to read, focusing on those that are more familiar and easily depictable.

Digital Component 11.2

Words with 'ar'	
1. jar	9. charm
2. car	10. bark
3. star	11. dark
4. yard	12. mark
5. card	13. ark
6. hard	14. arch
7. arm	15. march
8. farm	16. barn

Check for Understanding

Select a mix of words with /ar/ and /or/ from the lists to read one at a time. Have students repeat each word as you say it. Tell them that when they say a word with the /ar/ sound, they should motion and say, "ARRRRR," like a pirate.

Activity Page 11.1

- Ask students to turn to Activity Page 11.1.
- Complete the first items together as a class, then have students complete the activity page independently.

Activity Page 11.1: Complete the Sentences

Collect Activity Page 11.1 to review and monitor students' ability to read and write words with /or/ and /ar/.

Lesson 11: Grammar and Spelling

Language

40M

Primary Focus

Students will use commas and quotation marks to designate dialogue in written text; and will apply proper capitalization and punctuation in written sentences.

ELA.2.C.3.1

Students will decode and spell contractions and will write the Tricky Word *their*.

ELA.2.C.3.1

PRACTICE QUOTATION MARKS (15 MIN.)

- Remind students that they have been working with a type of punctuation called quotation marks. Ask students to tell you the purpose of quotation marks. *(Quotation marks show the reader exactly what a person has said during a conversation or dialogue.)*
- Tell students today they will again work with sentences that include dialogue and they will need to add quotation marks. However, tell students they will also need to pay attention to other punctuation that may be needed, as well as capital letters. Write the sentence *I would like to take a nap said Ann.* on the board/chart paper. Have a student come to the board/chart paper and place both sets of quotation marks and a comma before the last set of quotation marks.
- Review with students that sentences begin with a capital letter. Write an exclamation point and a question mark on the board/chart paper, and have students explain when we use these types of ending punctuation.
- Have students open their Activity Books to Activity Page 11.2. Explain that this activity page reviews not only quotation marks, but the end punctuation they have practiced as well.
- Refer to the sentence *do you need to take a nap asked Ann*. that you wrote earlier on the board/chart paper. Correct the sentence by starting the sentence with a capital letter and including a question mark. Then add the quotation marks: *"Do you need to take a nap?" asked Ann.*

Activity Page 11.2

- Explain that when dialogue ends with a question mark or exclamation point, no comma is needed after the quotation marks.
- Have students complete Activity Page 11.2 independently, circulating to provide support to students who need it.

Activity Page 11.2: Quotation Marks

Collect Activity Page 11.2, noting students' usage of commas and quotation marks to designate dialogue in written text, as well as proper capitalization and punctuation in written sentences.

INTRODUCE SPELLING WORDS (15 MIN.)

- Tell students the spelling words this week are contractions. Remind students when something contracts, it gets smaller. Similarly, we can contract (make smaller) two words by combining them together and leaving out a letter.

1. it is = it's	6. was not = wasn't
2. that is = that's	7. I will = I'll
3. she is = she's	8. you will = you'll
4. is not = isn't	9. she will = she'll
5. are not = aren't	Tricky Word: their

Support

Ask students to write the two words which make up each contraction on an index card. Have them circle the letters that will be removed to make the contraction. Then, write the contracted form of the word on the reverse side. Have students take cards home for practice with a family member.

- Begin by writing the first two words on the board/chart paper, *it is*. Tell students that to combine these two words into a contraction, *it is* becomes *it's*. The apostrophe replaces the letter 'i' in the word *is*.
- Tell students *it's* can also stand for the words *it has*. In this case the apostrophe replaces the letters 'h' and 'a' in *has*. They will need to look at the meaning of the sentences around the word to decide which set of words make up the contraction.
- Write *that is* on the board/chart paper, and show students how these two words combine to create the contraction *that's*. The apostrophe replaces the letter 'i' in the word *is*.

- Tell students *that's* can also stand for the words *that has*. In this case the apostrophe replaces the letters 'ha' in *has*. They will need to look at the meaning of the sentences around the word to decide which set of words make up the contraction.
- Write *she is* on the board/chart paper. Based on the last two words, ask students to predict what the contraction for *she is* will be. *(she's)*
- Tell students *she's* can also stand for the words *she has*. In this case the apostrophe replaces the letters 'ha' in *has*. They will need to look at the meaning of the sentences around the word to decide which set of words make up the contraction.
- Continue through the rest of the words in this fashion: show students how to form contractions for *is not* and *are not*, pointing out the apostrophe replaces the letter 'o' in *not*, and have them predict the contraction of *was not*. Show students how to form contractions for *I will* and *you will*, pointing out that the apostrophe replaces the letters 'w' and 'i' in *will*, and have them predict the contraction of *she will*.
- Discuss the Tricky Word *their*, pointing out what is tricky and what is expected about the word.

Challenge

Ask students to name two homophones for the word *their*.

REVIEW ACTIVITY PAGES (10 MIN.)

- Explain that students will take home Activity Page 11.4 to read and discuss "How the Hedgehog Tricked the Hare" with a family member. After reading the story, they should write the story's title, characters, setting, and plot on Activity Page 11.5.
- Tell students they will use their completed Activity Page 11.5 to write a book report in the next lesson so it is very important that they bring their completed activity page back to school.
- Remind students that planning is the first step in the writing process.

Activity Pages 11.4, 11.5

End Lesson

Take-Home Material

SPELLING WORDS; WRITING

- Have students take home Activity Page 11.3 to practice spelling words with a family member. Have students take home Activity Page 11.4 to read and Activity Page 11.5 to complete.

Activity Pages 11.3–11.5

Lesson 11: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

1. Start clapping.
2. March in place.
3. Scratch your arm.
4. Park the car.

MORE HELP WITH CONTRACTIONS

Roll, Flip, Read

- Make one copy of **Activity Page TR 2.2** for each student and cut out the cards. Number the back of each card 1–12.
- Have students lay cards facedown on the table or floor in front of them.
- To play, either call out a number or have the student roll two dice, then "flip" the card that corresponds to the number rolled and read the word on the card.
- If the student reads the word correctly, they may leave the card flipped over. If they do not read it correctly, they flip it back over and their turn ends.
- The first student to flip all of the words wins.

MORE HELP WITH R-CONTROLLED VOWELS

Word Sort

- Make a copy of the word cards (**Activity Page TR 11.1**). Cut apart the word cards.
- Find **two boxes or paper bags**. Label one box or bag with 'ar' and the other with 'or'.
- Have students pick a card, read the word, and place the card in the container labeled with the correct r-controlled vowel sound.
- Have students place the word card in the appropriate box.
- Repeat with the remaining words.
- Repeat again reading the words aloud, but this time do not show the cards to students. Have students tell you in which box to put each word.

- After all cards have been sorted, remove cards to check for accuracy.
- Review any misplaced words.

PROGRESS MONITORING (OPTIONAL)

- Make a copy of the Word Cards for Progress Monitoring 1 (**Activity Page TR 11.2**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 1 (**Activity Page TR 11.3**) for each student you are assessing.
- Model with the sample item.
- Show the cards to the student one at a time. Use the record sheet to record each word as the student reads.
- Place a check next to each word read correctly.
- For misread words, write exactly what students say as the word is sounded out. If students misread a word, prompt them to try to read the word again, letting them know their first attempt was incorrect.

Scoring: Scoring is based on one point assigned for every sound/spelling in a word which is read correctly. Interpret scores as follows:

  - 14 or 15 points—excellent
  - 11–13 points—good
  - 8–10 points—fair
  - Less than 8 points—poor

Goal: Achieve scores of good or excellent (11 points or more).

Scores of 10 or less indicate additional reteaching and reinforcement is required. Further analyze student errors to determine whether there are one or more particularly problematic sound/spellings. The subtotals for targeted sound/spellings at the bottom of the record sheet facilitate the identification of specific problem areas.

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

Finally, examine whether the student succeeded in reading words correctly on the second attempt. If so, the student may be rushing and may benefit

from explicit instruction to slow down and look at each letter in a word sequentially, left to right.

SENTENCES AND PHRASES

- Use the following list of sentences and phrases to extend your lessons, as needed.

1. It will cost you an arm and a leg.
2. A tree falls in the forest.
3. a rock and a hard place
4. Do not look a gift horse in the mouth.
5. shooting star
6. popcorn popper
7. pork chop
8. Park the car.
9. the hardest part
10. far-fetched
11. the graveyard shift
12. no hard feelings

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 612–782 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 644–801 of those words would be completely decodable.

LESSON

12

WRITING

Draft a Narrative Book Report

PRIMARY FOCUS OF LESSON

Writing

Students will use a planning template to write a draft book report about "The Hare and the Hedgehog," specifying the title, characters, setting, and plot of the story. ELA.2.C.1.4

Reading

Students will read "The Pancake, Part I" with purpose and understanding; will close read the story by answering text-dependent questions, identifying Tier 2 vocabulary, and discussing challenging portions of the text; and will write three or four sentences explaining how they can tell the story is fiction.
ELA.2.F.1.4; ELA.2.R.1.1; ELA.2.R.3.2a; ELA.K12.EE.1.1

Students will use context to determine the meaning of unfamiliar words. ELA.2.V.1.3

FORMATIVE ASSESSMENT

Activity Page 12.1	**Draft a Narrative Book Report** ELA.2.C.1.4
Observation	**Anecdotal Reading Record** "The Pancake, Part I" ELA.2.F.1.4

LESSON AT A GLANCE

	Grouping	Time	Materials
Writing			
Draft a Narrative Book Report	Whole Group/ Small Group	40 min.	❑ Activity Pages 11.5, 12.1 ❑ planning template
Reading			
Introduce the Story	Whole Group	5 min.	❑ *Bedtime Tales*
Close Read "The Pancake, Part I"	Partner/ Whole Group	15 min.	❑ *Bedtime Tales* ❑ Activity Page 12.2
Take-Home Material			
"The Pancake, Part I"			❑ Activity Page 12.3

ADVANCE PREPARATION

Writing

Digital Component 12.1

- Plan to review Activity Page 11.5 with students. Use the Answer Key at the back of this Teacher Guide or you may use the digital version to display a completed planning template (Digital Component 12.1).
- Plan to group students for Draft a Narrative Book Report. Group 1 student will work with your support and Group 2 students will work independently or in pairs.

Reading

- Plan to pair students for partner reading.

Digital Component 12.2

- Create the Preview Spellings chart (Digital Component 12.2) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Bring in images to depict unfamiliar concepts (a foot path, grilling, a gown, plowing, and zoomed) to use for Introduce the Story.

Start Lesson

Lesson 12: Draft a Narrative Book Report

Writing

40M

Primary Focus: Students will use a planning template to write a draft of a book report about "The Hare and the Hedgehog," specifying the title, characters, setting, and plot of the story. ELA.2.C.1.4

DRAFT A NARRATIVE BOOK REPORT (40 MIN.)

Review the Plan

Activity Page 11.5

- Remind students they have been writing narratives in Unit 2. Today they will begin writing a specific type of narrative called a book report. Their book report will be on "The Hare and the Hedgehog" (including "How the Hedgehog Tricked the Hare").
- Explain that a book report is not just a narrative that retells the story. For a book report, students should share their opinion and/or their impressions, or thoughts, about the story. For example, they may write about what they liked, what they disliked, and/or connections they made (to their own lives, other stories, etc.).
- Have students take out Activity Page 11.5 that they completed as homework. Remind students the first step in writing is to plan. They planned for their book report by writing notes about the characters, setting, and plot of the story "The Hare and the Hedgehog" on Activity Page 11.5.

Digital Component 12.1

- Review the activity page as a class. Record responses on the board/chart paper so it is visible for all students to see (in case anyone left their activity page at home), or use the digital version (Digital Component 12.1).

Write a Draft

Activity Page 12.1

- Remind students of the three steps in the writing process—plan, draft, and edit. Tell students because they have already planned, today they will take the next step in the writing process and write a draft.
- Tell students they will draft their book report in paragraph structure.
- Ask students to turn to Activity Page 12.1.

- Tell students the first thing they need to write on the draft is the title. Have them point to the line where they will write the title for their book reports on Activity Page 12.1. Tell students a good title for a book report can be the title of the story (i.e., "The Hare and the Hedgehog").
- Tell students the first sentences of the book report should introduce the main character(s) and the setting (specifying where and when it took place). They should also share the genre of the story.

Check for Understanding

Think-Pair-Share: Have students review the characters, setting, and plot with a partner. Circulate as students share to help clear up any confusion.

- Tell students they will write about the plot of the story next, including the beginning, middle, and end. Tell students they can look back to Activity Page 11.5 to help them write these sentences about the plot.
- Remind students to include their opinion or impression of the story.
- Tell students the ending sentence of their book report should be a focused summary the report was about and let the reader know the narrative is finished.
- Remind students that when writing:
  - A sentence starts with a capital letter and ends with a punctuation mark.
  - The first sentence of a paragraph is indented. Model how to start each paragraph a bit further to the right than the other sentences in the paragraph.
  - Writing needs to have linking words to describe the sequence of events (*first*, *next*, *then*, *last*, etc.). Encourage students to use these words when writing about the plot.
- Encourage students to look back in their Readers and to use the Individual Code Chart when writing.
- Divide students into groups so they can begin writing their book reports.

Small Group Work

Group 1: Form a group of students who need more support drafting their story. Begin by writing the title of the book report, "The Hare and

Support

Use guided writing for students who need help with generating the writing piece. Have students explicitly recite aloud the sentences they decide to write for the plot.

the Hedgehog." Next, read the start of the draft template. Have students share possible starting sentences aloud with you. After you have provided feedback, have them write the first sentence. Instruct students to work on the plot next, reminding them of what they need to include. Work one-on-one if necessary. Have students check in with you before they write their ending sentence. While students in Group 1 are wrapping up, catch up with Group 2.

Group 2: Ask students to write independently to complete the draft on their own. If students finish quickly, have them sit in pairs and read their narratives to each other. You may also have them draw a picture to accompany their book reports.

- When the time is up, recap for students that they drafted a book report about "The Hare and the Hedgehog." Drafting is the second step in the writing process.
- In the next lesson, they will edit what they have written. To model how to edit, you will select one student's report to share with the class. As a class, you will discuss what you like about the report and offer suggestions as to how the author could improve it. Tell students to add a star next to the title of their draft if they are interested in having their story reviewed by the class.

Activity Page 12.1: Draft a Narrative Book Report

Collect Activity Page 12.1 and review to determine whether students have included the title, characters, setting, and plot of the story in their book report on "The Hare and the Hedgehog." If students require support or additional time to complete their drafts, plan to provide that opportunity before the next writing lesson.

ENGLISH LANGUAGE LEARNERS

Writing

Writing

Entering/Emerging
Ask students yes/no and simple questions to prompt writing: "Is the hare the only character?" "Does the story take place inside or outside?"

Transitioning/Expanding
Provide sentence frames to prompt student responses: "The main characters are a _____ and a _____." "We know this story is [fiction/uses personification] because . . ."

Bridging
Encourage students to build upon ideas to add details to their writing: "Then what happened?"

Lesson 12: "The Pancake, Part I"

Reading

20M

Primary Focus

Students will read "The Pancake, Part I" with purpose and understanding; will close read the story by answering text-dependent questions, identifying Tier 2 vocabulary, and discussing challenging portions of the text; and will write three or four sentences explaining how they can tell the story is fiction.

ELA.2.F.1.4; ELA.2.R.1.1; ELA.2.R.3.2a; ELA.K12.EE.1.1

Students will use context to determine the meaning of unfamiliar words.

ELA.2.V.1.3

INTRODUCE THE STORY (5 MIN.)

- Tell students that when authors write about objects or animals that act like real people, this is called personification. For example, if a toothbrush in a story can sing and dance, the author has used personification.
- When authors use personification, the story is a fantasy. A fantasy story includes something magical, like a singing toothbrush or a talking hedgehog.
- Ask students if they can think of examples of personification from *Bedtime Tales* stories.
  - Students should respond that "The Hare and the Hedgehog" uses personification because hedgehogs and hares do not talk, make maps, and run races.
- Tell students that in the story "The Pancake, Part I," the author uses personification by making the main character, a pancake, talk and run.
- Show students the picture of the pancake on page 57 of *Bedtime Tales*. Call attention to the pancake's facial expression in the illustration. Based on this picture, ask students to predict what types of human activities the pancake might do in the story. *(Based on the pancake's worried look and the family members holding forks, students may predict the pancake will do something to avoid being eaten. Student's may make the connection between this story and the well-known fairytale, "The Gingerbread Man.")*

Reader

Page 54

Preview Spellings

- Refer to the chart you prepared in advance to preview the sound/spellings before reading the story.

Digital Component 12.2

/ar/ > 'ar'	/ae/ > 'a_e'	/ou/ > 'ou'	/ou/ > 'ow'	Two-Syllable Words
yard	scared	outrun	gown	seven
barn	hare	shouted	plowing	
farmers	pancake			
smart				
started				

- This story contains */ar/* > 'ar' words like *started* and *farmer* as well as */ae/* > 'a_e' words like *scared*.
- Refer to the */ar/* column on the chart you prepared in advance, and have students read the words aloud.
- Next refer to the */ae/* column on the chart, and have students read the words aloud as a class. Students may have more difficulty with these particular */ae/* words, so help them by circling or pointing to the separated digraphs to focus students' attention on the spelling, even though the letter 'r' separates the vowel digraph.
- Additionally, students may need some guidance in chunking the words into syllables. You may want to use your hand to cover the second syllable of a word as students read the first syllable. Then use your hand to cover the first syllable as students read the second syllable. After both syllables have been read, ask students to blend and read. (Refer to Appendix B to learn more about chunking syllables to decode words.)

Preview Core Vocabulary

- Preview the following vocabulary before reading today's story.

grilling—v., cooking on a hot surface (56)
Example: My dad is grilling cheese sandwiches to go with our soup.

outran—v., ran faster than someone or something (58)
Example: The winner of the marathon outran all the other runners.

foot path—n., a narrow path for walking (60)
Example: We walked along a foot path to get to the soccer field.

plowing—v., digging up soil (60)
Example: The farmers are plowing the field before they plant the seeds.

Vocabulary Chart for "The Pancake, Part I"			
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary	foot path	grilling outran plowing	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

CLOSE READ "THE PANCAKE, PART I" (15 MIN.)

Close Reading

- Have students pair up to read "The Pancake, Part I."
- After students have finished reading "The Pancake, Part I" with their partners, lead students in a close reading of the text by:
  - ask text-dependent questions that require students to draw on evidence from the text
  - identify and discuss general academic (Tier 2) vocabulary
  - discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences
  - engage students in a culminating writing activity where they write three or four sentences to explain how they know that this is a fiction story.

Observation: Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. As you listen to students read "The Pancake, Part I," make notes regarding their individual reading ability in the Anecdotal Reading Record.

Teacher Overview	
Main Idea and Key Details: The main idea of the story is that a pancake comes to life while being prepared to feed children. The pancake runs away from everyone who is chasing it. The pancake's success at elusion makes him boastful and overly confident. Key details of the text include the personification details of the pancake, the ever-increasing number of people chasing the pancake and the pancake's building certainty of escape and survival.	**Synopsis:** The story "The Pancake, Parts I and II" is a retelling of "The Gingerbread Man".

Lesson			
Text from Reader The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	**Vocabulary Instruction** As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	**Text-Dependent Questions** After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a "winnable" question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph.	**Responses** Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
Page 54 "Did you enjoy the tale of the hedgehog and the hare?" asked Mike's dad. "Yes, I liked it," said Mike. "The hedgehog came up with a good trick." "The tale I'd like to tell you next has a trick in it, too."		How do you know this story will be the same genre as "How the Hedgehog Tricked the Hare"?	Mike's dad says, "The tale I'd like to tell you next has a trick in it, too." When we see the word *too* at the end of a sentence it means the same as, also, or in addition.

Lesson			
Text from Reader The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	**Vocabulary Instruction** As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	**Text-Dependent Questions** After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a "winnable" question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph.	**Responses** Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
"Cool!" said Mike. "Is there a hedgehog in it?" "Nope," said his dad. "But there is a pancake in it!" "A pancake?" "Yep." "Neat! Tell it!" "But the sun has not set yet! The street lamp is not on yet!" "Please! I would like to hear it! Will you tell the pancake tale?"		What time of day is Dad telling this story?	It must be sometime during the day and not at bedtime. Dad says, "But the sun has not set yet! The street lamp is not on yet!"
Page 56 Once upon a time there was a mom who had six kids. One morning the mom was grilling a pancake for the kids. The kids looked at the pancake. They got out their forks and started licking their lips. The pancake looked back at the kids. He was scared. He feared the kids would eat him. When the mom was not looking, the pancake jumped out of the pan and ran off.	**feared** (page 56)—to be afraid of something or someone **grilling** (page 56)—to cook over a flame	In the second paragraph of page 56, read the parts of the story that let us know this is fiction.	"The pancake looked back at the kids. He was scared. He feared the kids would eat him. The pancake jumped out of the pan and ran off." We know this is personification because real pancakes don't do these things. *Personification*, which means describing nonhumans using human characteristics or qualities, is only used in fantasy stories.

Lesson			
Text from Reader The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	**Vocabulary Instruction** As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	**Text-Dependent Questions** After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a "winnable" question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph.	**Responses** Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
Page 58 The pancake ran out of the house. "Stop, pancake!" shouted the mom from the porch. "Stop, pancake!" shouted the six kids.		What is the setting at the beginning of the story?	The setting at the beginning of the story is inside a house because on page 58 it says, "The pancake ran out of the house."
All seven of them chased the pancake as he ran out of the yard. But the pancake was too fast. He outran them all.		Find the sentence on page 58 that lets you know how many people are chasing the pancake.	The text says, "All seven of them chased the pancake as he ran out of the yard."
Page 60 The pancake ran north on a foot path. He zoomed past a barn and two farmers who were plowing the ground. "Why are you running, pancake?" the farmers asked. The pancake shouted, "I've outrun a mom and six kids, and I can outrun you too! I'm too fast and too smart for you." "You think so?" said the farmers. They started running. But the pancake was too fast. He outran the farmers.	**north** (page 60)—one of the four cardinal directions **foot path** (page 60)—a narrow path used by humans **zoomed** (page 60)—to move very fast **plowing** (page 60)—to turn over the soil with a special garden tool	The author uses the word *zoomed* to describe how the pancake is running. What does *zoomed* mean?	Support students in using the other information in this paragraph to determine that the word *zooming* means fast. We can tell this because the text says, "But the pancake was too fast." (Page 60)

Lesson			
Text from Reader The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	**Vocabulary Instruction** As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	**Text-Dependent Questions** After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a "winnable" question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph.	**Responses** Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
Page 62 Just then Mike's sister, Ann, came in. She was just three. She had on her gown for bed. "Dad," she said, "will you tell it to me, too?" "Yes, I will," said her dad. "You can sit up here with Mike and hear the rest of the tale."			

Activity Page 12.2

Wrap-Up

- Ask students to turn to Activity Page 12.2 and write three or four sentences to explain how they know this is a fiction story.
- Tell students they may bring Activity Page 12.2 home to complete, if needed.

End Lesson

Take-Home Material

"THE PANCAKE, PART I"

Activity Page 12.3

- Ask students to take home Activity Page 12.3 to read aloud to a family member.

Lesson 12: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

1. Flap an arm.
2. Start the car.
3. Snort like a hog.
4. Bark like a dog.

MORE HELP WITH R-CONTROLLED VOWELS

Race Against the Clock

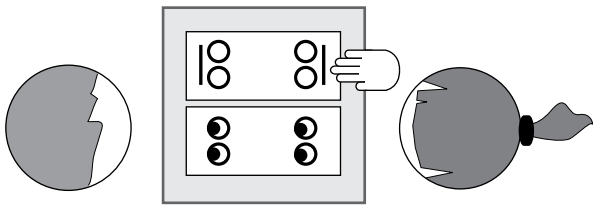
- Create a set of word cards for each player **(Activity Page TR 12.1)**. Assign each word a point value based on the difficulty of the word; you may want to assign one point for one-syllable words, two points for two-syllable words, three points for three-syllable words, and so on.
- Each player gets a preset time limit to attempt to read as many words as possible within the time. Students get points for the words they read correctly and get no points for words they misspell or skip.

Pat the Spelling

- Cut out a long, rectangular slip of paper and write 'ar' (as in *cart*) on each end. The spellings should face away from each other (see illustration). Repeat for 'er' (as in *her*).

- Place the slips of paper in a row on the floor between two students who are facing each other.
- Explain that you will say words with different vowel sounds and that you want the students to pat the spelling for that sound as fast as possible.

1. her
2. serve
3. hers
4. jerk
5. swerve
6. perch
7. nerve
8. term
9. herd
10. merge
11. after
12. verb
13. charm
14. scarf
15. tarp
16. farm
17. art
18. car
19. star
20. mark
21. tart
22. tar
23. yarn
24. hard



WORDS, SENTENCES, AND PHRASES

- Use the following list to extend your lessons.

1. Mum's the word.
2. spinning a yarn
3. hard times
4. "Good morning, sunshine!"
5. north and south
6. It all started when . . .
7. carpool
8. long and short of it
9. corner store
10. back and forth
11. so far, so good
12. card game

LESSON

13

WRITING

Edit a Narrative Book Report

PRIMARY FOCUS OF LESSON

Writing

Students will edit a peer's book report about "The Hare and the Hedgehog including complete sentences with subject-verb agreement," and will make suggestions to the author for improving the draft. ELA.2.C.1.5

Reading

Students will read "The Pancake, Part II" in pairs with purpose and understanding; will answer written multiple-choice and short-answer questions about the story; and will answer literal and inferential questions about key details in the text; and will arrange sentence strips describing events from the story in sequential order. ELA.2.R.1.1; ELA.2.R.3.2a; ELA.K12.EE.1.1

Language (Grammar)

Students will learn the meaning of the word *antonym* and will produce antonyms in response to questions about characters from *Bedtime Tales*. ELA.2.V.1.3

FORMATIVE ASSESSMENT

Activity Page 13.1	**Editing Checklist** ELA.2.C.1.5
Activity Page 13.2	**Story Questions** "The Pancake, Part II" ELA.2.R.1.1

LESSON AT A GLANCE

	Grouping	Time	Materials
Writing			
Edit a Narrative Book Report	Whole Group	20 min.	❏ Activity Page 13.1 ❏ editing checklist
Reading			
Introduce the Story	Whole Group	10 min.	❏ *Bedtime Tales*
Read "The Pancake, Part II"	Small Group	20 min.	❏ *Bedtime Tales* ❏ Activity Pages 13.2–13.4 ❏ scissors ❏ glue ❏ *Bedtime Tales* Story Chart
Language (Grammar)			
Introduce Antonyms	Whole Group	10 min.	
Take-Home Material			
"The Pancake, Part II"			❏ Activity Page 13.5

ADVANCE PREPARATION

Writing

Digital Component 8.3

- Prepare to display an enlarged version of the editing checklist (Digital Component 8.3). Prepare to write on the board/chart paper.
- Select a student's draft book report from among students who volunteered for the task. Copy the student's draft, including any misspellings or other errors, onto the board/chart paper, skipping every other line, to leave room for editing. You may wish to number the sentences using a different color. This will make it easier to refer to specific parts of the story. The ideal draft will be one that is good but suitable for improvement in one or more of the areas listed on the editing checklist (Activity Page 13.1). Also, before the start of class, alert the student whose work has been chosen. You may wish to ask the student if he or she would like to be identified or remain anonymous.

Reading

Digital Component 13.1

- Create the Preview Spellings chart (Digital Component 13.1) for Introduce the Story on the board/chart paper, or use the digital version.

Digital Component 1.3

- Prepare to update the *Bedtime Tales* Story Chart that you began in Lesson 1. Today you will add details from "The Pancake, Part II" to the chart.

Universal Access

- Gather images or plan to demonstrate unfamiliar verbs in "The Pancake, Part II" (e.g., *snorted*, *clucking*, *squinted*, and *scooped).*

Lesson 13: Edit a Narrative Book Report

Writing

20M

Primary Focus: Students will edit a peer's book report about "The Hare and the Hedgehog including complete sentences with subject-verb agreement," and will make suggestions to the author for improving the draft. ELA.2.C.1.5

EDIT A NARRATIVE BOOK REPORT (20 MIN.)

Review

- Remind students that they first planned and then drafted a book report about "The Hare and the Hedgehog." They planned the elements of the book report on a planning template and then wrote the draft in paragraph format on a separate sheet of paper.
- Tell students today they will work on the third step in writing: edit. Explain that editing is what we do when we work to make a draft better.
- Remind students that you asked them to volunteer if they wanted their book report to be shared with the class. Explain that you chose one student's draft and you copied it on the board/chart paper. The class will tell the author what they like about the draft and provide a few friendly suggestions that might help the student make the report even better.

Present a Student Draft

- Display the student's draft.
- If permitted by the student, identify the author and invite the student to present his or her book report by reading it out loud. (If the student has not agreed to be identified, you may read the draft.)
- Ask the class to give the author a round of applause: "Let's hear it for the author!"
- Explain that you would like students to begin by telling the author something they liked about his or her book report. Model this for the class.
- Invite other students to say something they liked about the book report. Write down these positive comments on the board/chart paper.

Edit the Student Draft

Digital Component 8.3

- Point to and read the display copy of the editing checklist (Digital Component 8.3). Discuss the Tricky Words: *questions*, *title*, *character*, *middle*, *final*.
- Have students turn to Activity Page 13.1. Remind students that this is an editing checklist. They will use it to edit the chosen author's draft. The checklist identifies areas the author might want to think about to make his or her book report better.
- Make clear that the entire class is using the editing checklist to edit one student's work today. In the future, students will each be expected to use the checklist to edit their own work.
- Ask the class if the draft has a title. If so, have students make a check mark next to the question on the editing checklist. The title can still be added or changed at this point.
- Complete the remaining questions, and discuss whether the item can be checked—or whether improvements could be made. Model making any changes to the draft that the class has agreed would be changes for the better.
- Use the following editing conventions when correcting the draft. Explicitly call students' attention to these conventions, explaining this is how professional writers edit their work. Explain that they will use these very same conventions when they edit their own work:
  - Cross out punctuation mistakes and write the correct punctuation mark above the wrong one.
  - Cross out capitalization mistakes and write the correct uppercase/lowercase letter above the wrong one.
  - Write a carat (^) where a word or punctuation mark needs to be inserted. Write the word or punctuation mark above the carat.
  - Correct spelling mistakes if students notice or question them. You should accept phonemically possible spellings for spellings students have not yet learned.
  - Correct any sentences where the subject and verb do not agree in number.
  - If the draft contains dialogue, discuss how it has to be marked with quotation marks and make corrections if necessary.
- You can also ask students if they have any other suggestions to improve the author's writing. Explain that students should make suggestions by asking the author questions.

Activity Page 13.1

ENGLISH LANGUAGE LEARNERS

Writing

Understanding Text Structure

Entering/Emerging
Ask yes/no or simple questions: "Does the author describe the setting at the start?" "Do all of the sentences begin with uppercase letters?"

Transitioning/Expanding
Provide students with specific prompts: "This sentence (asks a question/makes a statement/exclamation), so what goes at the end?"

Bridging
Prompt students to identify details independently: "Which characters are included/described?" "What sensory words did the author use?"

- Model this by using an example like this: "I am wondering if we might make the author's writing even better if we _____?" Using this phrasing will make it clear the author is being given suggestions for consideration rather than mandatory changes.
- If changes are suggested, check with the author to see if he or she likes the idea. Then make the changes on the board/chart paper. At this stage, two or three suggestions are probably sufficient.
- Save this edited draft for use in Lesson 14.

Activity Page 13.1: Editing Checklist

Collect Activity Page 13.1 and review it to assess each student's ability to use an editing checklist to edit a book report and to make suggestions to a peer for strengthening the draft. (You may also want to collect Activity Page 12.1 for reference.)

Lesson 13: "The Pancake, Part II"

Reading

30M

Primary Focus: Students will read "The Pancake, Part II" in pairs with purpose and understanding; will answer written multiple-choice and short-answer questions about the story; and will answer literal and inferential questions about key details in the text; and will arrange sentence strips describing events from the story in sequential order. ELA.2.R.1.1; ELA.2.R.3.2a; ELA.K12.EE.1.1

Reader

Page 64

INTRODUCE THE STORY (10 MIN.)

- Review "The Pancake, Part I" with students. Discuss the characters, setting, and plot.
- Tell students they will read "The Pancake, Part II" today.

Preview Spellings

- In "The Pancake, Part II," students will see the recently reviewed spellings of /ar/, /er/, and /or/. Refer to the chart you prepared in advance to preview the sound/spellings before reading the story.

Digital Component 13.1

/ar/ > 'ar'	/er/ > 'er'	/or/ > 'or'	Two-Syllable Words
farmers	farmers	snorted	mistake
start	nearer	for	
are	dinner		
smart			

- Additionally, students may need some guidance in chunking the words into syllables. You may want to use your hand to cover the second syllable of a word as students read the first syllable. Then use your hand to cover the first syllable as students read the second syllable. After both syllables have been read, ask students to blend and read. (Please refer to Appendix B to learn more about chunking syllables to decode words.)

Preview Core Vocabulary

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

snorted—v., breathed loudly through its nose (66)
Example: The pig snorted loudly as he ate his slop.

squinted—v., almost closed its eyes to see something better (72)
Example: We squinted at the ground to find the tiny button we lost.

Sayings and Phrases

by and by—after a while (66)
Example: We were driving for a long time and, by and by, we made it to the city!

make it out—to see or hear something well (70)
Example: The music was so quiet I could not make it out.

at the top of (his) lungs—as loud as he could (72)
Example: My baby brother cries at the top of his lungs when he is hungry.

Support

For the word *are*, students may be tempted to read it as a separated digraph. Circle 'ar' in *are* and explain that these sounds work together as a team (you may now change *are* to decodable on your Tricky Word wall). For the word *nearer*, pronouncing the 'r' followed by 'er' may be a challenge. Point out that the word *farmers* actually contains both the 'ar' and the 'er' spellings recently reviewed.

Vocabulary Chart for "The Pancake, Part II"			
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary		squinted snorted	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	by and by make it out at the top of (his) lungs		

Check for Understanding

Ask students to briefly and quietly **Turn and Talk.** Have one student summarize for their neighbor what happened in "The Pancake, Part I," using the words *first, then, last*. Then, based on their understanding of Part I, have the other student make a prediction about what will happen in Part II. As students discuss the story, quickly circulate to ensure that there is sufficient understanding of the first part of the story.

Purpose for Reading

- Tell students to read carefully with their partner to see if their predictions are correct.

READ "THE PANCAKE, PART II" (20 MIN.)

Partner Reading

Activity Page 13.2

- Have students read the story with a partner. When they are finished, they should work together to complete Activity Page 13.2.
- If student pairs finish early, they may begin to work on Activity Pages 13.3 and 13.4.

Activity Page 13.2: Story Questions

Collect Activity Page 13.2 and review to determine each student's ability to answer multiple-choice and short-answer questions about the story, and to answer written literal and inferential questions about key details in the text.

Activity Pages 13.3, 13.4

Wrap-Up

- Call the class back together to review (or complete) Activity Pages 13.3 and 13.4. As you do so, add to the *Bedtime Tales* Story Chart, recording the story's genre, characters, setting, and plot.

Digital Component 1.3

Story Title	Genre	Setting	Characters	Plot	Moral
"The Pancake"	Trickster Tale	the story begins inside the house, then outside	the pancake, a mom and six kids, two farmers, a pig, a hen, and a fox	A mom makes a pancake for her six kids. The pancake jumps out of the pan and runs away. It outruns the mom, six kids, two farmers, a pig, and a hen. But a fox tricks the pancake into coming too close and eats it!	

Lesson 13: Grammar

Language

10M

Primary Focus: Students will learn the meaning of the word *antonym* and will produce antonyms in response to questions about characters from *Bedtime Tales*.

ELA.2.V.1.3

INTRODUCE ANTONYMS (10 MIN.)

- Tell students today they are going to learn about antonyms.
- Have the class say the word *antonym*.
- Tell students antonyms are words that are opposite in meaning.
- Give several examples of antonyms (e.g., an antonym for *hot* is *cold*, an antonym for *fast* is *slow*, and an antonym for *big* is *small*).
- Practice generating antonyms as a class by discussing characters from *Bedtime Tales*. Use these examples to guide your discussion:

1. The pancake is a fast runner. What is an antonym for *fast*? (*slow)*
2. Jane wants her pig to get plump. What is an antonym for *plump*? (*thin)*
3. Jim is a big man. What is an antonym for *big*? (*small)*
4. Mike is a young boy. What is an antonym for *young*? (*old)*

Note: An antonym is provided for each word, but some words have multiple antonyms. Accept all reasonable answers.

End Lesson

ENGLISH LANGUAGE LEARNERS

Language

Evaluating Language Choices

Entering/Emerging
Ask yes/no or simple questions: "Does *fast* mean the same thing as *slow*?" "If something is big would it also be small?"

Transitioning/Expanding
Provide students with specific prompts: "If the words _____ and _____ have the (same/opposite) meaning they (are/are not) antonyms."

Bridging
Prompt students to identify antonyms independently: "What is the opposite of *slow*?"

Take-Home Material

"THE PANCAKE, PART II"

- Have students take Activity Page 13.5 to read and discuss both parts of the story with a family member.

Activity Page 13.5

Lesson 13: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

1. Look down.
2. Swing your arm.
3. a loose tooth
4. Stomp one foot.

MORE HELP WITH ANTONYMS

Match Maker

- Make one copy of the word cards (**Activity Page TR 13.1**) for each pair of students and cut out word cards.
- Place the cards facedown in random order, but in rows and columns.
- Each player takes a turn turning over two cards.
- The goal is to get a set of antonyms.

MORE HELP WITH READING DECODABLE WORDS

Crazy Eights

- Create a deck of word cards by making a copy of **Activity Pages TR 7.1, 8.2, 10.1, 12.1, and 13.2** using a different color for each sheet.
- You may also wish to include *skip*, *add*, *draw 1*, *draw 2*, *draw 3*, and *reverse* cards.
- Each word should be one of four colors (suits), and there should be an equal number of each color.
- Give each player five cards to start. Put the rest of the deck in the middle, and flip the top card over next to the deck. This faceup card becomes the discard pile.
- Taking turns, each student can either play a card that is the same color or starts with the same letter as the card at the top of the discard pile. To be able to play a card, a student must correctly read the card or lose his or her turn.

- If a student does not have a card that is either the same color or starts with the same letter as the top card of the discard pile, then he or she can draw from the deck. If there are no more cards left in the deck, shuffle the discard pile, which becomes the new deck.

PROGRESS MONITORING (OPTIONAL)

- Make a copy of the Word Cards for Progress Monitoring 4 (**Activity Page TR 13.3**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 4 (**Activity Page TR 13.4**) for each student you are assessing.
- Model with the sample item.
- Show the cards to the student one at a time. Use the record sheet to record each word as the student reads.
- Place a check next to each word read correctly.
- For misread words, write exactly what students say as the word is sounded out. If students misread a word, prompt them to try to read the word again, letting them know their first attempt was incorrect.

Scoring: Scoring is based on one point assigned for every sound/spelling in a word which is read correctly. Interpret scores as follows:

  - 14 or 15 points—excellent
  - 11–13 points—good
  - 8–10 points—fair
  - Less than 8 points—poor

Goal: Achieve scores of good or excellent (11 points or more).

Scores of 10 or less indicate additional reteaching and reinforcement is required. Further analyze student errors to determine whether there are one or more particularly problematic sound/spellings. The subtotals for targeted sound/spellings at the bottom of the record sheet facilitate the identification of specific problem areas.

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

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

SENTENCES AND PHRASES

- Use the following list of sentences and phrases to extend your lessons.

1. bride and groom
2. in the groove
3. lost a tooth
4. Three raccoons got in the trash.
5. Soon we will swim in the pool.
6. Add wood to the fire.

LESSON

14

WRITING

Edit and Write a Final Copy

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will work in pairs to review all of the vowel sounds by reading each of the sound/spellings aloud to each other. ELA.2.F.1.3

Language (Grammar)

Students will review antonyms by matching words with their antonyms. ELA.2.V.1.3

Writing

Students will edit their drafts of the book report on "The Hare and the Hedgehog," and will publish and share their writing by copying the edited draft on a clean sheet of paper. ELA.2.C.1.5

FORMATIVE ASSESSMENT

Activity Page 14.1	Antonym Match ELA.2.V.1.3
Writing	Final Narrative Book Report ELA.2.C.1.5

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review Sound/Spellings (Phonics and Word Recognition)	Whole Group	10 min.	❑ Vowel Code Flip Book ❑ Individual Code Charts
Language (Grammar)			
Review Antonyms	Whole Group	10 min.	❑ Activity Page 14.1
Writing			
Edit and Write a Final Copy		40 min.	❑ Activity Pages 12.1, 13.1, 14.2 ❑ paper

ADVANCE PREPARATION

Foundational Skills

- Prepare to display the Vowel Code Flip Book within view of all students.

Universal Access

- Bring in images or objects or prepare to demonstrate the following words: *inside*, *outside*, *rounded*, *pointed*, *add*, *subtract*, *whisper*, *shout* to use during Review Antonyms.

Start Lesson

Lesson 14: Sound/Spellings Review

Foundational Skills

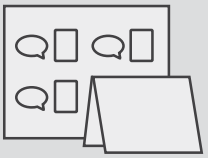
10M

Primary Focus: Students will work in pairs to review all of the vowel sounds by reading each of the sound/spellings aloud to each other. ELA.2.F.1.3

REVIEW SOUND/SPELLINGS (10 MIN.)

- Display the Vowel Code Flip Book, and ask students to take out the **Individual Code Chart** and turn to **page 7**.
- Remind students they have reviewed many vowel sounds. Tell students they will now review all the vowel sounds. To do so, they will work with a partner, taking turns to read each of the vowel sounds. Students will first say the sound and then read the word on each card.
- Model two of the sounds in your Vowel Code Flip Book before students work with their partners using the Individual Code Chart. Also remind students they can tell which sounds have been taught and should be reviewed because they are outlined in green or blue.

Code Materials



Sound Library

Lesson 14: Grammar

Language

10M

Primary Focus: Students will review antonyms by matching words with their antonyms. ELA.2.V.1.3

REVIEW ANTONYMS (10 MIN.)

- Remind students that they learned about antonyms in the last lesson. Ask students to tell you what antonyms are. *(Antonyms are words that are opposite in meaning.)*

- Tell students you will say two words and you want them to use **Thumbs-Up/Thumbs-Down** to indicate if the words are antonyms. You may want to clarify that if the words are antonyms they should indicate it with thumbs-up: *right—wrong*, *sad—smart*, *tall—short*, *slow—cold*, *hot—fast*, *up—down*, *now—later*, *open—shut*.

Check for Understanding

Have students **Turn and Talk** to their neighbor and share two examples of antonyms. One student should say a word and the other should name an antonym for it. Then switch roles and repeat. Ask a few student pairs to share their antonym examples.

- Have students complete Activity Page 14.1. The first antonym pair has been completed on the activity page as an example.

Activity Page 14.1: Antonym Match

Collect and review Activity Page 14.1 to assess student performance matching words with their antonyms. If additional practice is needed, use activities from Additional Support in Lesson 13.

ENGLISH LANGUAGE LEARNERS

Language

Evaluating Language Choices

Entering/Emerging
Ask yes/no or simple questions: "Does *hot* mean the same thing as *fast*?" "If something is up would it also be down?"

Transitioning/Expanding
Provide students with specific prompts: "If the words _____ and _____ have the (same/opposite) meaning they (are/are not) antonyms."

Bridging
Prompt students to identify antonyms independently: "What is the opposite of *open*?"

Activity Page 14.1

Lesson 14: Edit and Write a Final Copy

Writing

40M

Primary Focus: Students will edit their drafts of the book report on "The Hare and the Hedgehog," and will publish and share their writing by copying the edited draft on a clean sheet of paper. ELA.2.C.1.5

EDIT AND WRITE A FINAL COPY (40 MIN.)

- Tell students that today is the last day they will work on their book reports in class. Remind them they have completed the first two stages of the writing process: planning and drafting.
- Tell students they will complete the last step of the writing process, edit, today in class. They will also write or electronically enter the final draft of their book reports.
- Distribute students' book reports (Activity Page 12.1). Ask students to take out Activity Pages 13.1 and 14.2.
- Review the editing checklist with students.
- Working alone or in pairs, have students edit their stories. Circulate around the classroom to check students' progress in the editing process and answer any questions.
- When students finish editing their papers, they may copy them over on a clean piece of paper in paragraph form or use a word processing program to create a final published copy.
- You may display or publish the finished book reports. Additionally, you may wish to keep a copy in student portfolios.

Note: If students are unable to finish copying the final draft of their book report in class today, you may choose to have them complete it as homework.

Activity Pages
12.1, 13.1, 14.2

ENGLISH LANGUAGE LEARNERS

Writing

Writing

Entering/Emerging
Support students' writing by prompting with simple questions: "Is the story real or is it fiction?" "Are the characters people or animals?"

Transitioning/Expanding
Review student writing and point out punctuation and/or capitalization errors that need to be corrected. "Does that sentence begin with a capital letter?" "Have you indented this new paragraph?"

Bridging
Guide students in adding details to the final draft if information is left out.

Writing: Final Narrative Book Report

Collect and then review final book reports, paying particular attention to items listed on the editing checklist (Activity Pages 13.1, 14.2) and those issues identified on the draft as needing improvement.

End Lesson

Lesson 14: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

1. Make some sounds.
2. Howl at the moon.
3. Twist and shout.
4. Growl at the fowl.
5. Cross your fingers.
6. Go over here.

MORE HELP WITH R-CONTROLLED VOWELS

Label the Picture

- Make one copy of **Activity Page TR 14.1** for each student.
- Have students write the word on the line beneath the picture.

Round Robin Story Telling

- Make a copy of Story Word Cards (**Activity Page TR 14.2**) and cut out the words.
- Have students take turns drawing a card and adding to the story using the word cards as prompts. For example: "One summer afternoon a swimmer jumped in the river. The desert was hot, and the river felt better than he remembered . . ."

SENTENCES AND PHRASES

- Use the following list of sentences and phrases to extend your lessons.

1. "What's the matter?"
2. letters and sounds
3. big sister
4. my last nerve
5. All the runners finished the race.
6. Our manners are good.
7. Keep your fingers crossed.
8. Our teacher is stern.

LESSON

15

REVIEW AND PRACTICE

Spelling Assessment

PRIMARY FOCUS OF LESSON

Language (Spelling)

Students will spell nine contractions and the Tricky Word *their*.
ELA.2.C.3.1

Reading

Students will decode multisyllabic words with diphthongs.
ELA.2.F.1.3a

Students will read "The Panther" with purpose and understanding, and will answer oral literal, inferential, and evaluative questions about key details in the text. ELA.2.F.1.4; ELA.2.R.1.1; ELA.K12.EE.3.1

Students will complete fill-in-the-blank sentences describing events from "The Panther." ELA.2.R.3.2a

Students will use a drafting template to write about their favorite tale from *Bedtime Tales*. ELA.2.C.1.3

FORMATIVE ASSESSMENT

Activity Page 15.1	**Spelling Assessment** ELA.2.C.3.1
Observation	**Anecdotal Reading Record** "The Panther" ELA.2.F.1.4
Observation	**Discussion Questions** "The Panther" ELA.K12.EE.3.1
Activity Page 15.2	**Story Questions** "The Panther" ELA.2.R.1.1; ELA.K12.EE.3.1
Activity Page 15.3	**Quick Write** Opinion ELA.2.C.1.3

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Spelling)			
Spelling Assessment	Independent	15 min.	❑ Activity Page 15.1
Reading			
Introduce the Story	Whole Group	10 min.	❑ *Bedtime Tales*
Read "The Panther"	Whole Group/ Small Group	15 min.	❑ *Bedtime Tales* ❑ Activity Page 15.2 ❑ *Bedtime Tales* Story Chart
Quick Write: Opinion	Independent	20 min.	❑ *Bedtime Tales* ❑ Activity Page 15.3

ADVANCE PREPARATION

Reading

Digital Component 15.1

- Create the Preview Spellings chart (Digital Component 15.1) for Introduce the Story on the board/chart paper, or use the digital version.

Digital Component 1.3

- Prepare to update the *Bedtime Tales* Story Chart that you began in Lesson 1. Today you will add details from "The Panther" to the chart.
- Prepare to group students for small group reading.

Lesson 15: Spelling Assessment

Language

15M

Primary Focus: Students will spell nine contractions and the Tricky Word *their*.

ELA.2.C.3.1

SPELLING ASSESSMENT (15 MIN.)

- Have students tear out Activity Page 15.1.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

Activity Page 15.1

1. it's	6. wasn't
2. that's	7. I'll
3. she's	8. you'll
4. isn't	9. she'll
5. aren't	10. their

- Direct students' attention to the lines on the bottom of the activity page. Ask students to write the sentence: *Their book is huge*. Slowly repeat this sentence twice.
- At the end, reread each spelling word one more time.
- After all the words have been called out, tell students you will now show them the correct spelling for each word so they may correct their own work.
- Say and write each word on the board/chart paper, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and the sentence. Remind students of the importance of correcting and learning from mistakes.

Activity Page 15.1: Spelling Assessment

Collect Activity Page 15.1. At a later time today, use the template provided in Teacher Resources to analyze student mistakes. This will help you to identify any patterns that are beginning to develop or are persistent among individual students.

Lesson 15: "The Panther"

Reading

45M

Primary Focus

Students will decode multisyllabic words with diphthongs. ELA.2.F.1.3a

Students will read "The Panther" with purpose and understanding, and will answer oral literal, inferential, and evaluative questions about key details in the text. ELA.2.F.1.4; ELA.2.R.1.1; ELA.K12.EE.3.1

Students will complete fill-in-the-blank sentences describing events from "The Panther" ELA.2.R.3.2a

Students will use a drafting template to write about their favorite tale from *Bedtime Tales*. ELA.2.C.1.3

INTRODUCE THE STORY (10 MIN.)

Reader

Page 76

- Have students take out their Readers, open to the table of contents, and find the story "The Panther." Ask students for the page number where "The Panther" begins. *(page 76)*
- Tell students this story is about a sick panther who can no longer hunt for his food, so he has to come up with a clever plan. Remind students that when there is a character that plays a trick in a story, it is called a trickster tale. This is also a fable because the story has a moral, or lesson, to be learned.

Check for Understanding

Think-Pair-Share: Have students talk with a partner about other clever characters in the trickster tales from *Bedtime Tales*. As students talk, circulate to ensure they are secure in their understanding of trickster tales and can identify a clever character. Ask a few student pairs to share the connections they made with the class.

Preview Spellings

- Refer to the chart you prepared in advance to preview spellings before reading the story.

Digital Component 15.1

/oi/ > 'oi'	/ee/ > 'ea'	/ou/ > 'ow'	/er/ > 'er'	/oo/ > 'oo'	/ue/ > 'u_e'	/ou/ > 'ou'
joints	mean	owl	panther	fool	huge	mouth
	please		clever			out
	eat		understand			
	reason					

- Additionally, students may need some guidance in chunking the words into syllables. You may want to use your hand to cover the second syllable of a word as students read the first syllable. Then use your hand to cover the first syllable as students read the second syllable. After both syllables have been read, ask students to blend and read. (Please refer to Appendix B to learn more about chunking syllables to decode words.)

Preview Core Vocabulary

- Preview the following vocabulary before reading today's story.

panther—n., a big, black wildcat (77)
Example: The team's mascot was a panther because they are fast and ferocious.

trust—v., to believe in someone (84)
Example: I trust my dad to catch me when I jump into the pool.

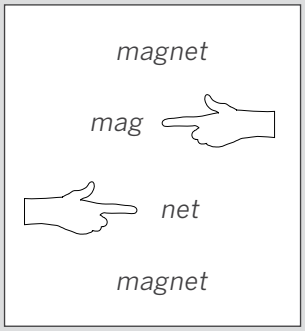
Sayings and Phrases

mouth of the cave—the opening of the cave (80)
Example: The bear peeked out from the mouth of the cave.

Vocabulary Chart for "The Panther"			
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary		panther trust	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	mouth of the cave		

Support

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



Purpose for Reading

- Ask students to pay close attention to the characters in "The Panther." Ask them to think of words to describe the characters (adjectives) as they listen.

READ "THE PANTHER" (15 MIN.)

Whole Group

- Have students read "The Panther" as a whole group.

Observation: Anecdotal Reading Record

As you listen to students read "The Panther," make notes regarding their individual reading ability in the Anecdotal Reading Record paying particular attention to students' understanding of quotation marks.

Wrap-Up

- When the class has finished reading the story, use the following questions to fill in the *Bedtime Tales* Story Chart and prompt further discussion.

Digital Component 1.3

Story Title	Genre	Setting	Characters	Plot	Moral
"The Panther"	Trickster Tale	outside the panther's cave	a panther, an owl, a hare, and a fox	The panther was old and sick and couldn't leave his cave so he tricks an owl and a hare into coming inside to help him and then he eats them. The fox does not trust the panther and doesn't go inside his cave.	Be careful who you trust.

Discussion Questions for "The Panther"

11. **Literal.** Who are the characters in the story?

    » The characters in the story are a panther, an owl, a hare, and a fox.

12. **Evaluative.** What describing words (adjectives) could be used to tell about them? (After students have provided adjectives, ask them to provide antonyms as well.)

    » the panther—*sick* (*healthy*), *old* (*young*); the owl—*nice* (*mean*), the hare—*fast* (*slow*), the fox—*clever* (*dumb*)

13. **Literal.** What is the setting of this story?

    » The setting of the story is outside the panther's cave.

14. **Inferential.** What happened to the hare and the owl?

    » The panther ate the hare and the owl.

15. **Evaluative.** Why did the fox decide not to enter the panther's cave?

    » He did not see footprints coming out of the cave, so he knew the panther ate the animals that visited him.

16. **Literal.** What is the moral of this story?

    » Be careful who you trust.

ENGLISH LANGUAGE LEARNERS

Language

Evaluating Language Choices

Entering/Emerging
Tell students that adjectives are words used to describe a noun (e.g., the size, age, shape, color) Ask yes/no or simple questions to help students identify an adjective: "Is the panther sick?" "Is the owl smart?"

Transitioning/Expanding
Help students identify an adjective in a sentence. "In the sentence, *The hare is fast*, the word _____ is an adjective because it describes the hare."

Bridging
Have students think of an adjective to describe the panther and use it in a sentence.

Support

Have students reread page 80, pause and ask what the author meant when he or she says, "The owl went in for a visit. He stepped inside. But he did not step out."

Activity Pages 15.2, 15.3

Challenge

Encourage students to use describing words (adjectives) in their opinion writing.

Observation: Discussion Questions

Ask a different student to respond to each question, noting in the Discussion Questions Observation Record each student's ability to answer oral literal, inferential, or evaluative questions about the main characters, setting, or plot, as applicable.

Small Group

Group 2: Work with students who need more support to complete Activity Page 15.2. Have students read the words in the box, then fill in the blanks with the best word choice from the box.

Group 1: Have students complete Activity Page 15.2 with a partner. If they finish early, they may begin Activity Page 15.3.

Activity Page 15.2: Story Questions

Collect and review Activity Page 15.2 to assess students' comprehension of "The Panther."

QUICK WRITE: OPINION (20 MIN.)

- Ask students to complete Activity Page 15.3 independently. Remind students that when they are writing an opinion piece they should state their opinion, give reasons for their opinion, and provide a conclusion for their thoughts.
- Remind students that they should use evidence from the text. Model this as necessary.

Activity Page 15.3: Quick Write

Collect and review Activity Page 15.3. Note whether each student successfully states his or her opinion, includes reasons, and offers a conclusion. Also note whether the student provides evidence from the text to support his or her opinion.

Lesson 15: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

1. Slide like a snake.
2. Hike up a hill.
3. Smell a rose.
4. Poke your nose.
5. Act cool.
6. Point to your mouth.
7. Oink like a pig.
8. Point at the flag.

MORE HELP WITH READING

Roll, Flip, Read

- Create a set of cards for each player **(Activity Page TR 15.1)** that has a word to be read on one side and a number on the other side.
- Have students lay cards facedown on the table or floor in front of them.
- To play, either call out a number or have the student roll a die (one or two), then "flip" the card that corresponds to the number rolled and read the word on the card.
- If the student reads the word correctly, they may leave the card flipped over. If they do not read it correctly, they flip it back over and their turn ends.

SENTENCES AND PHRASES

- Use the following list of sentences and phrases to extend your lessons.

1. in good time
2. Beep the horn.
3. Will you vote for her?
4. man in the moon
5. lost in the woods
6. Hop in the pool.
7. Hug a farmer.
8. I like lobster.
9. Toss the dart!
10. Let's hop in the pool!

LESSON

16

UNIT ASSESSMENT

Dictation Identification, Comprehension, and Fluency

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will correctly identify dictated words in a list of similarly spelled words. ELA.2.F.1.3

Reading

Students will describe and understand plot elements, including the main events, the conflict, and the resolution. ELA.2.R.1.1

Students will read "The Cat and Mouse Keep House" independently and will answer written multiple-choice and short-answer questions about key details in the text. ELA.2.R.1.1; ELA.K12.EE.1.1

Students will read "The Fox and the Cat" with appropriate fluency (rate, accuracy) and expression; and will answer oral literal and inferential questions about key details in the text. ELA.2.F.1.4; ELA.K12.EE.3.1

FORMATIVE ASSESSMENT

Activity Page 16.1	Dictation Identification Assessment ELA.2.F.1.3a, b, c, d
Activity Page 16.2	Story Comprehension Assessment ELA.2.R.1.1; ELA.K12.EE.1.1
Activity Page 16.3	Fluency Assessment ELA.2.F.1.4

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Dictation Identification Assessment (Phonics)	Whole Group	10 min.	❑ Activity Page 16.1
Reading			
Story Comprehension Assessment	Independent	20 min.	❑ *Bedtime Tales* ❑ Activity Page 16.2
Fluency Assessment	One-on-One	30 min.	❑ Activity Pages 16.3, 16.4 ❑ Fluency Assessment—Student Copy ❑ stopwatch

ADVANCE PREPARATION

Note to Teacher

Today you will begin the Unit 2 Student Performance Assessment. The first assessment is a dictation identification exercise targeting each of the letter-sound correspondences reviewed in Unit 2. The next assessment measures students' ability to read a story independently and answer comprehension questions. Once students have finished reading the story, you will begin administering the third assessment, a Fluency Assessment. You will work one-on-one with students to complete the Fluency Assessment. You will most likely need more than one day to test each student; you may plan on using time during the Pausing Point to finish the Fluency Assessment.

Reading

- Make one copy of the student copy of "The Fox and the Cat" from Teacher Resources to use for the Fluency Assessment.

Lesson 16: Student Performance Assessment

Foundational Skills

10M

Primary Focus: Students will correctly identify dictated words in a list of similarly spelled words. ELA.2.F.1.3

DICTATION IDENTIFICATION ASSESSMENT (10 MIN.)

Activity Page 16.1

- Have students turn to Activity Page 16.1.
- Tell students that for each row, you will say one word. Tell students to circle the word they hear you say.
- Read each word provided in the box, calling out each number to indicate the row where students should point and look as you read the word.

1. sister	7. joint	13. jerk
2. rate	8. pork	14. enjoy
3. beet	9. fine	15. beach
4. book	10. part	16. clown
5. theme	11. cute	17. steam
6. foul	12. hope	18. toot

Activity Page 16.1: Dictation Identification Assessment

Collect Activity Page 16.1 and correct. If a student misses three or more items on the Dictation Identification Assessment, take time to work with the student one-on-one.

Dictation Identification Remediation

- Place Activity Page 16.1 in front of the student. Have the student read the line(s) that contained the error. Then ask the student to point and read the correct word for that line.

- The student's oral response will indicate whether the mistake was a careless error or if the student needs additional instruction in specific letter-sound correspondences.
- Use the Dictation Identification Assessment Analysis chart in Teacher Resources to pinpoint the remediation needed.

Lesson 16: Student Performance Assessment

Reading

50M

Primary Focus

Students will describe and understand plot elements, including the main events, the conflict, and the resolution. ELA.2.R.1.1

Students will read "Cat and Mouse Keep House" independently and will answer written multiple-choice and short-answer questions about key details in the text. ELA.2.R.1.1; ELA.K12.EE.1.1

Students will read "The Fox and the Cat" with appropriate fluency (rate, accuracy), and will answer oral literal and inferential questions about key details in the text. ELA.2.F.1.4; ELA.K12.EE.3.1

Reader

Page 89

STORY COMPREHENSION ASSESSMENT (20 MIN.)

- Ask students to turn to Activity Page 16.2 and open *Bedtime Tales* to "Cat and Mouse Keep House" on page 89.
- Note the title has the phrase *keep house*; to keep house means the cat and mouse live together and take care of their house.
- Students should read the story completely first and then answer the comprehension questions on Activity Page 16.2.
- Encourage students who finish quickly to check over their papers. After checking their papers, they may reread stories from *Bedtime Tales*.

Activity Page 16.2

Activity Page 16.2: Story Comprehension Assessment

Collect Activity Page 16.2 and correct. A student who correctly answers seven or more of the comprehension questions is reading Unit 2 text with understanding. A student who correctly answers six questions is borderline; a student who correctly answers five or less questions is experiencing difficulty.

Story Comprehension Remediation

- For borderline and struggling students, carefully analyze performance on the Dictation Identification Assessment and Fluency Assessment to determine if there are specific sound/spellings in need of remediation.

FLUENCY ASSESSMENT (30 MIN.)

You will work individually with each student and take a running record of the student's oral reading of the story. This is an opportunity to look for specific problems any students are having. In addition, you will take a simple, easily calculated measure of the student's fluency by seeing how long it takes the student to read the story. Allow each student approximately three minutes to read the story. If the student cannot read the story in three minutes, this is a clear indication he or she is struggling and needs to work on fluency.

Note: You may allow more time (up to six minutes) for a student to finish reading the story. Three minutes is a sufficient amount of time to conduct the Fluency Assessment, but some students may be frustrated if they do not have the opportunity to finish reading the story.

If time is an issue, you may choose to assess only students who have struggled throughout the unit. You may refer to your anecdotal notes to guide you in choosing which students to assess. If you do decide to work with each student, you will most likely need more instructional days to complete the Fluency Assessment.

- As each student completes the comprehension assessment, ask the student to join you in a quiet area of the classroom.
- Ask each student to bring Activity Page 16.3, "The Fox and the Cat," on which you'll mark your running record.
- Write the student's name on the activity page. Explain that you are going to ask the student to read aloud to you.
- Place the student copy of "The Fox and the Cat" in front of the student.
- Start a stopwatch or jot down a start time when the student reads the first word in the story.
- As the student reads, take a running record, using the following marking guidelines. Focus specifically on what a student's errors reveal about his or her knowledge of letter-sound correspondences, recording what the student says.

Support

Give students a break at this point in the lesson by asking them to read some Wiggle Cards and perform each action.

Activity Page 16.3

Note: These guidelines for taking running records represent a simplified version of the process. If you have mastered a different process of annotating running records, please use the system you know.

Words read correctly	No mark required.
Omissions	Draw a long dash above the word *omitted*.
Insertions	Write a carat (^) at the point where the insertion was made.
Words read incorrectly	Write an 'X' above the word and if possible the word the student says.
Self-corrected errors	Replace original error mark with an 'SC'.
Teacher supplied word	Write a 'T' above the word (counts as an error); provide only if the child hesitates for five or more seconds or says he or she does not know the word.

- When the student completes the reading, jot down the elapsed time or the finish time.
- Ask the student a few of the following questions about the story to quickly assess comprehension. Note the student's answers on the back of Activity Page 16.3.

Comprehension Questions for "The Fox and the Cat"

1. **Literal.** Who are the characters of the story?
   - » The characters in the story are a fox and a cat.
2. **Inferential.** Where were the characters when they were talking?
   - » The characters were talking at the river.
3. **Literal.** The fox brags that he has many tricks. Can you name some of his tricks?
   - » He can run, swim, and dig a hole and hide.
4. **Literal.** How many tricks did the cat have?
   - » The cat had one trick.
5. **Inferential.** When the cat heard hunting dogs, it ran up the tree. What did the fox do? What happened?
   - » It could not decide what to do; the dogs got the fox.
6. **Literal.** What is the moral of the story?
   - » It's better to have one trick you can count on than a hundred you cannot.

Activity Pages 16.3, 16.4: Fluency Assessment

Calculate W.C.P.M. on Activity Page 16.4. You may wish to keep Activity Pages 16.3 and 16.4 in the student's portfolio for use during family conferences or for report cards.

Activity Page 16.4

Analysis and Remediation

Story Comprehension: A student who is able to answer five or more of the comprehension questions adequately has the ability to make sense of the stories at this point in CKLA. A student who answers four or less of the six comprehension questions correctly is experiencing difficulty in fully understanding what he or she is reading. The student may be expending so much mental energy on the decoding process that there is not enough left over to focus on comprehension. In such cases, additional work on fluency, especially repeated oral readings, is warranted.

Decoding Accuracy: If the student makes more than six uncorrected mistakes, he or she is having problems with word recognition and may need additional practice decoding specific spellings. Look at specific errors on the Dictation Identification Assessment and other past assignments to pinpoint weaknesses. During the Pausing Point, provide this student with practice to remediate any identified weaknesses.

Fluency: Assess fluency by comparing the student's reading time with the times listed in the following table. Students struggling with fluency need more practice rereading stories, and may benefit from previewing of vocabulary before reading as well. A score below the 50th percentile may be cause for concern; a score below the 25th percentile is definite cause for concern.

Grade 2 | Skills 2

Pausing Point

This is the end of Unit 2. Once you have administered the Unit Assessment in Lesson 16, analyze the results to determine if students are having difficulty with particular skills taught in this unit. If this is the case, it would be wise to pause here and spend four or five days providing targeted remediation in the specific areas of weakness. This is also a good time to expand the abilities of students who are able to go further and need a challenge.

PAUSING POINT TOPIC GUIDE

Transition Times

Wiggle Cards	Additional Support Lessons 1–15; Page 218

More Help with Sound/Spellings

Vowel Code Flip Book Review	Page 219
Mark the Vowel Spellings	Page 219
Count the Sounds	Page 219
Choose the Word	Page 219
Circle Spelling	Additional Support Lesson 9; Page 219
Label the Picture	Additional Support Lesson 14; Page 220
Word Box	Page 220
Teacher Chaining	Page 220
Board Chaining	Page 220
Chaining Dictation	Page 221
Checkers	Additional Support Lesson 2

More Help with Vowel Digraphs

Vowel-Consonant-‘e’: Separated Digraph	Additional Support Lesson 2; Page 221
Vowel-Consonant-‘e’: Color the Pumpkin	Page 221
Vowel-Consonant-‘e’: Dictation Identification	Page 222
Vowel-Consonant-‘e’: Pop-Out Chaining	Page 222
Vowel-Consonant-‘e’: Vowel Switch	Page 223
Vowel-Consonant-‘e’: Word Box	Page 223

‘o_e’ and ‘u_e’: Color the Cat	Page 223
‘a_e’ and ‘i_e’: Baseball Game	Additional Support Lesson 4
‘ee’, ‘ea’, ‘e_e’: Label the Picture	Page 224
‘ee’, ‘ea’, ‘e_e’: Maze	Page 224
‘ee’, ‘ea’, ‘e_e’: Pancake Sentences	Page 224
‘ee’, ‘ea’, ‘e_e’: Over the Rainbow	Additional Support Lesson 9
Vowel-Consonant- ‘e’, ’ee’, and ‘ea’ Chart Review	Page 224
Reading Practice /ae/	Page 225
‘ow’ and ‘ou’: Crossword Puzzle	Additional Support Lesson 9; Page 225
‘ow’ and ‘ou’: Brown Cow	Page 225
‘ow’ and ‘ou’: Race to the Top	Additional Support Lesson 7
‘oy’ and ‘oi’: Fill in the Blank	Additional Support Lesson 8; Page 225
‘oy’ and ‘oi’: Color the Leaf	Page 225
‘oy’ and ‘oi’: Swim to the Finish	Additional Support Lesson 8
/ue/ and /oo/: Minimal Pairs	Additional Support Lessons 5, 13; Page 225
Pat the Spelling	Page 226
Write Minimal Pairs	Page 227
‘er’: R-Controlled Vowels	Page 228
‘or’ and ‘ar’: R-Controlled Vowels	Page 228
‘or’, ‘ar’, and ‘er’: R-Controlled Vowels	Additional Support Lessons 10–12, 14; Page 228
Stomp the Spelling	Additional Support Lesson 1,9,15
Pick the /ou/ Flowers	Additional Support Lesson 7
Swim to the Finish	Additional Support Lesson 8
Circle the Word	Additional Support Lesson 9
Over the Rainbow	Additional Support Lesson 9

Crossword Puzzle	Additional Support Lesson 9
Journey Through Space	Additional Support Lesson 10
Complete the Sentence	Additional Support Lesson 10

More Help with Two-Syllable Words

Word Box	Page 228
Two-Syllable Word Reading	Additional Support Lessons 10, 12–14; Page 228
Label the Picture	Page 228
Word Box	Page 228
Word Sort	Page 228

More Help with Tricky Words

Tricky Word Clues	Page 229
Tricky Word Practice	Additional Support Lesson 6; Page 230

Reading and Comprehension

Yes or No?	Page 230
Mark the Sentence	Page 230
Reading Time	Page 231
Words, Sentences, and Phrases	Additional Support Lessons 1,2,4,6–10, 12,13–15
Flip, Read, Roll	Additional Support Lessons 3,11,15
Crazy Eights	Additional Support Lessons 5,13
Baseball Game	Additional Support Lesson 4
Race Against the Clock	Additional Support Lesson 5
Race to the Top	Additional Support Lesson 7

Writing Skills

Making Phrases	Page 231
Sentence Building	Page 231
Suffix *–ed*: Complete the Sentence	Page 231

Add –*ed*	Additional Support Lessons 2, 15; Page 232
Add –*ing*	Additional Support Lesson 6; Page 232
Contractions Match Maker	Additional Support Lesson 2
Antonyms	Additional Support Lessons 13, 14

Grammar

Quotation Marks: What Did the Character Say?	Page 232
Scrambled Sentences	Additional Support Lesson 3
Word Block	Additional Support Lessons 1,6
Moon Shot	Additional Support Lesson 2

Writing

Frogs and Pets	Page 232
Narrative Writing	Additional Support Lessons 6–8; Page 232
Book Report Writing	Page 233
Make a Pancake	Page 233
Scrambled Sentences	Additional Support Lesson 3

Note to Teacher

It will be most efficient to group students who have similar needs. This way students may work on similar activities in small groups, while you rotate from group to group. For example, you may have one group needing more practice with spelling alternatives, another needing practice with tricky spellings, and yet another group needing to review Tricky Words. Of course, if many students would benefit from a review of the same skill or concept, do the activity as a whole group review.

Select activities best suited for whatever difficulties were identified on the assessments. Students may do any combination of the activities provided, in any order.

For students who need extra practice with **reading**:

- Use chaining games requiring students to translate symbols into sounds.

- Have students play a Wiggle Cards game.
- Have students read the words and phrases provided in the Additional Support sections of the lessons.
- Have students read/reread stories, especially if fluency was a problem on the Fluency Assessment.

For students who need extra practice with **spelling and writing**:

- Use chaining games requiring students to translate from sound to print.
- Use dictation exercises, beginning with the most scaffolded ones and moving on to more independent ones. Focus mostly on one-syllable words and add longer and more complicated words gradually.

For students who need extra practice with **vowel digraphs**, try chaining games and other games listed. Select words and chains containing digraphs.

For students who need more work with **separated digraphs**, do Pop-Out Chaining.

For students who need extra practice with **Tricky Words**, try Tricky Word Practice or Dictation with Words (using Tricky Words).

Continue to encourage students to use the Individual Code Chart when writing. Spelling accuracy will improve over time as students have more writing experience and repeated exposure to the spelling alternatives.

TRANSITION TIMES

Wiggle Cards

If students enjoy reading and acting out the Wiggle Cards, you may want to add the following to your inventory of Wiggle Cards. Feel free to pull from this stack of cards any time during the day, not just the Language Arts period, when students need an active transition.

1. Stare at me.
2. Shake a fist.
3. Kneel.
4. Sweep up a mess.
5. Tug on one sleeve.
6. Look up.
7. Swing your left foot.
8. Grab a tooth.
9. Bounce up and down.
10. Slouch.
11. Count to ten.
12. Shout your name.
13. Lift an arm.
14. Beat a drum.
15. Scream without making a noise.

MORE HELP WITH SOUND/SPELLINGS

Vowel Code Flip Book Review

- Point to vowel spellings in the Vowel Code Flip Book and ask students to say the sounds.
- Say (or sing) a vowel sound and ask students to locate and point to the spelling.
- Ask students to point to single-letter spellings for vowel sounds, digraph spellings for vowel sounds, and separated digraphs.

Mark the Vowel Spellings

Activity Pages PP.1–PP.4

- Ask students to turn to Activity Page PP.1.
- Ask students to read each word and circle the letter or letters for the vowel sound in the word.
- The words on the front of the sheet have one syllable, so there is only one vowel spelling to find in each word. The words on the back have two syllables, so there are two vowel spellings to find in each word.

Count the Sounds

- Have students turn to Activity Page PP.2.
- Remind students some sound/spellings consist of more than one letter (letter teams, digraphs, or trigraphs).
- Tell students to count and mark the sounds in each word.
- Have students write the number of sounds in the box.
- Tell students to copy the words onto the lines.

Choose the Word

- Have students turn to Activity Page PP.3.
- There are two words written above each picture.
- Tell students to circle the word that matches the picture and print it on the line below the picture.

Circle Spelling

- Have students look at Activity Page PP.4.
- For each picture, have students circle the letters that spell the name of the picture.
- Tell students to write the name of the item on the line.

Activity Pages
PP.5–PP.6

Label the Picture

- Have students turn to Activity Page PP.5.
- Explain that for each word there are two pictures.
- Tell students to write each word under its matching picture.
- Have students write a sentence using the correct word.

Word Box

- Have students turn to Activity Page PP.6.
- Tell students to read the words in the box at the top of the activity page and write each word under its matching picture.

Teacher Chaining

- Write *hook* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Remove 'k' and add 'd' to create *hood*.
- As you make this change, say to students, "If that is *hook*, what is this?"
- Continue this process with the remaining words.

1. hook > hood > good > wood > weed > seed > seen > see
2. too > tooth > tool > toil > boil > foil > fool > food > feed > feet > foot
3. hook > hood > had > hand > hound > sound > sand
4. thin > thorn > torn > teen > seen > sun > soon > spoon
5. fit > feet > fort > form > farm > arm > art > cart > part > port > sort
6. name > lame > lime > line > lone > hone > hole > mole > mule > mute
7. part > dart > dark > park > pork > fork > fort > feet > feed > need > seed
8. sort > fort > foot > feet > feel > foil > foul > fool > food > mood
9. beef > beet > boot > bout > shout > shoot > shot > hot > pot > pout > out
10. eel > feel > peel > pool > fool > tool > cool > coop > cop > cope > pope

Board Chaining

- Write the word *hook* on the board.
- Have the class read the word.

- Say to the class/small group, "If this is *hook*, which letter do I need to change in order to make *hood*? Who can show me?" (Select a student to come to the board and point to the letter.)
- Say, "Who knows the letter we need instead of the letter 'k'?" (Select a student to come to the board and change the 'k' to a 'd'.)
- Repeat this process with the remaining words.

Note: You may use any of the chains listed under Teacher Chaining.

Chaining Dictation

- Have students take out a pencil and a piece of paper.
- Tell students you are going to say a number of words. Each new word will be very similar to the previous word, but one sound will be different. (For example, *map* might be changed to *sap.*)
- Tell students to write each word.
- As you move from one word to the next, use the chaining phrase, "If that is *fan*, show me *fin*."
- Use any of the chains listed under Teacher Chaining.

MORE HELP WITH VOWEL DIGRAPHS

Vowel-Consonant-'e': Separated Digraph

- Have students turn to Activity Page PP.7.
- Ask students to read each word on the page. Then tell students to color the /ae/ words brown and the /ie/ words orange.

Vowel-Consonant-'e': Color the Pumpkin

- Have students turn to Activity Page PP.8.
- Explain that each of the black lines on the page stands for one letter.
- Have students look at the example at the top of the page.
- Say the word *mad*, and ask students to tell you the vowel sound (*/a/*).
- Point out the word *mad* contains three sounds and is spelled with three letters.
- Say the word *made*. Point out the word *made* also contains three sounds but is spelled with four letters.

Activity Pages PP.7–PP.8

- Explain the letters ‘a’ and ‘e’ are working together even though they are not right next to each other. Tell students we call this kind of spelling a separated digraph.
- Circle each spelling in *made* as you say its sound. Draw a horseshoe-shaped loop around the ‘a’ and the ‘e’ to show these two letters work together to stand for the */ae/* sound. (See Lesson 1 for an example of drawing a horseshoe-shaped loop.)
- Point to each spelling in *made* as you say its sound: “*/m/*” (point to the letter */m/* with your index finger); “*/ae/*” (simultaneously point to the letter ‘a’ with your index finger and the letter ‘e’ with your middle finger); “*/d/*” (point to the letter ‘d’ with your index finger).
- Say the next word. Have students complete the rest of the activity page following this procedure. Use the words *fad*, *cap*, *dim*, *hop*, *tap*.

Vowel-Consonant-‘e’: Dictation Identification

Activity Page PP.9

- Have students turn to Activity Page PP.9.
- Tell students you are going to say a number of words. For each word you say, there are three words printed on the activity page: the word you will say plus two other words.
- Say each word and then use it in a sample sentence.
- Tell students to circle each word that you say.
- Have students copy the circled words on the lines.
- When reviewing the activity page, have students use the words orally in a sentence.

1. fade	5. dine	9. made
2. slope	6. can	10. mute
3. cape	7. fad	11. bike
4. joke	8. late	12. hop

Vowel-Consonant-‘e’: Pop-Out Chaining

- Make sure that you have enough copies of the magic ‘e’ card for each student to have a magic ‘e’ card. (See Teacher Resources.)
- Write *not* on the board/chart paper.
- Ask students to read *not*.

- Tell everyone you will add the letter 'e' to the word and when you say "Alakazam!" everyone should read the word.
- Write the letter 'e' at the end of *not* and say "Alakazam!" All students should respond by saying the word *note*.
- Give all students a magic 'e'. Tell students when you say "Alakazam!" they should hold up their magic 'e' card and say the word. Write the word *bit* on the board/chart paper. Have students read the word. Then add the letter 'e'. Say "Alakazam!" All students should hold up their card as you add the 'e' to *rip* and read the new word. Proceed in this way through the list of words. Collect the magic 'e' cards.

1. not > note	10. pin > pine
2. bit > bite	11. mad > made
3. man > mane	12. dim > dime
4. pan > pane	13. at > ate
5. rid > ride	14. rod > rode
6. rat > rate	15. cub > cube
7. slid > slide	16. fad > fade
8. pal > pale	17. cap > cape
9. Sam > same	18. rip > ripe

Vowel-Consonant-'e': Vowel Switch

- Have students turn to Activity Page PP.10.
- Tell students to look at each picture and read the three words written below.
- For each picture, have students circle the word matching the depicted item.

Vowel-Consonant-'e': Word Box

- Have students turn to Activity Page PP.11.
- Tell students to read the words in the box at the top of the activity page and write each word under its matching picture.

'o_e' and 'u_e': Color the Cat

- Have students tear out Activity Page PP.12.
- Ask students to read each word on the page.
- Tell students to color the /oe/ words light brown and the /ue/ words blue.

Activity Pages PP.10–PP.12

Activity Pages
PP.13–PP.15

‘ee’, ‘ea’, ‘e_e’: Label the Picture

- Have students tear out Activity Page PP.13.
- Tell students to select the appropriate word from the word bank to match the pictures below.

‘ee’, ‘ea’, ‘e_e’: Maze

- Have students turn to Activity Page PP.14.
- Tell students to find their way through the maze by following the path made by drawing a circle around the /ee/ words.

‘ee’, ‘ea’, ‘e_e’: Pancake Sentences

- Have students tear out Activity Page PP.15.
- Ask students to circle the word that best completes each sentence.

Vowel-Consonant -‘e’, ‘ee’, and ‘ea’ Chart Review

- Draw a chart with two columns on the board/chart paper: one for the short-vowel spellings and one for the long-vowel spellings.
- Write the word *met* in the left-hand column.
- Have students pronounce this word.
- Ask students what happens if you add an ‘e’ to the middle of *met*.
- Students should say *meet*. If they do not, write *meet* in the right-hand column and ask students to pronounce the word.

Short	Long
met	meet
at	ate
kit	kite
not	note
cut	cute

- Repeat this process using decodable words for the other e-controlled vowel spellings.

Reading Practice /ae/

- Ask students to turn to Activity Page PP.16.
- Students should read the story and then draw a picture illustrating the story.

‘ow’ and ‘ou’: Crossword Puzzle

- Have students turn to Activity Page PP.17.
- Have students read the clues in order to complete the crossword puzzle.

‘ow’ and ‘ou’: Brown Cow

- Have students turn to Activity Page PP.18.
- Have students read all of the words first, and then color only the flowers that have the /ou/ sound.

‘oy’ and ‘oi’: Fill in the Blank

- Have students turn to Activity Page PP.19.
- Ask students to read all of the words in the box and then fill in the blanks in each sentence with the best word from the word bank.

‘oy’ and ‘oi’: Color the Leaf

- Have students turn to Activity Page PP.20.
- Ask students to read all of the words first. Then tell students to color the ‘oy’ spellings blue and the ‘oi’ spellings green.

/ue/ and /<u>oo</u>/: Minimal Pairs

- Tell students it can be hard to tell the difference between the /ue/ sound and the /<u>oo</u>/ sound.
- Tell students you are going to say two words. The words will be very similar, but one word will have the /ue/ sound and the other word will have the /<u>oo</u>/ sound.
- Have students close their eyes and listen as you say the first word pair.
- Ask students which word has the /<u>oo</u>/ sound.
- Give each student two index cards, one with ‘oo’ and the other with ‘u_e’. Have students hold up the correct spelling cards.
- Have students repeat both words to hear and feel the difference in articulation.
- Complete the remaining pairs.

Activity Pages
PP.16–PP.20

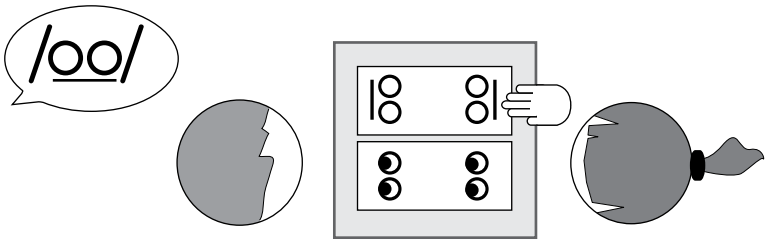
- You can do this exercise for other similar sounds like /ar/ and /er/, /ar/ and /or/, etc.

1.	use—ooze	3.	fool—fuel	5.	moot—mute	7.	cute—coot
2.	you—ooh	4.	who—hue	6.	cue—coo	8.	kook—cuke

Pat the Spelling

- Cut out a long, rectangular slip of paper and write 'u_e' on each end. The spellings should face away from each other (see illustration). Repeat for 'oo' (as in *soon*), 'oo' (as in *look*), and 'u'. (Make eyes on one of the 'oo' slips to represent /oo/ as in *look*.)
- Place the slips of paper in a row on the floor between two children who are facing each other.
- Tell students you will say different vowel sounds and you want students to slap the spelling for that sound as fast as possible. Explain that the /oo/ sound is shown with eyes to show that this 'oo' represents the sound in *look* rather than in *soon*.
- **Extension**: Once students are successful at distinguishing the sounds in isolation, have them listen for the vowel sound embedded in the words that follow.

Note: You can use this activity to review any of the spellings covered in this unit.



1.	cube	5.	pool	9.	moon
2.	cup	6.	foot	10.	wood
3.	book	7.	fun	11.	mute
4.	soon	8.	fuse	12.	such

Write Minimal Pairs

- Tell students to take out a pencil and a piece of paper.
- Choose one of the sets of words below and explain that you are going to say words that contain one of the two vowel sounds, e.g., /<u>oo</u>/ or /ue/.
- Tell students to write each word you say.

Note: The last word in each list is a two-syllable word.

/<u>oo</u>/ versus /ue/:

1.	cute	3.	fool	5.	cube	7.	pool	9.	fuse
2.	booth	4.	mute	6.	noon	8.	stool	10.	bamboo

/ae/ versus /ie/:

1.	drive	3.	case	5.	bike	7.	dive	9.	dime
2.	base	4.	bite	6.	fame	8.	fake	10.	escape

/ou/ versus /oi/:

1.	south	3.	count	5.	oink	7.	shout	9.	couch
2.	join	4.	boil	6.	mouth	8.	oil	10.	toilet

/er/ versus /ar/:

1.	herd	3.	art	5.	fern	7.	barn	9.	charm
2.	hard	4.	clerk	6.	park	8.	jerk	10.	carpet

/ar/ versus /or/:

1.	jar	3.	farm	5.	north	7.	fort	9.	horse
2.	lord	4.	force	6.	carve	8.	fork	10.	starting

/u/ versus /oo/ (*look*):

1.	but	3.	mud	5.	stood	7.	look	9.	buck
2.	wood	4.	thud	6.	bud	8.	cook	10.	textbook

Activity Pages PP.21–PP.23

'er': R-Controlled Vowels

- For students needing practice with 'er', use Activity Page PP.21.

'or' and 'ar': R-Controlled Vowels

- For students needing practice with 'or' and 'ar', use Activity Page PP.22.

'or', 'ar', and 'er': R-Controlled Vowels

- For students needing help with all three of the r-controlled vowels, use Activity Page PP.23.

MORE HELP WITH TWO-SYLLABLE WORDS

Activity Pages PP.24–PP.27

Word Box

- Have students complete Activity Page PP.24.
- Tell students to read the words in the box at the top of the activity page and write each word under its matching picture.

Two-Syllable Word Reading

- Turn to Activity Page PP.25. Read with students the two-syllable words listed there. Have students 'horseshoe loop' the letters for the /ae/ and the /ie/ sounds. Briefly use any unfamiliar words in a sentence for students.

Label the Picture

- Have students tear out Activity Page PP.26.
- Tell students that next to each word there are three pictures.
- Ask students to write each word under its matching picture.
- Remind students that each of these words has two syllables.

Word Box

- Have students tear out Activity Page PP.27.
- Tell students to read the words in the box at the top of the activity page and write each word under its matching picture.

Word Sort

- Write ten to fifteen decodable words on sheets of paper or index cards. About half of the words should be two-syllable words.
- Remind students that a two-syllable word has two vowel sounds, and a one-syllable word has only one.

- Mix up the word cards. Invite a student or team of students to sort the cards into two stacks: one-syllable words and two-syllable words.

Note: This can also be done as a timed, competitive event if you like.

Note: To make the exercise challenging, include some one-syllable words that look like two-syllable words from the second list.

High-Frequency Two-Syllable Words:

1. into	10. number	19. started	28. rather
2. after	11. ever	20. looking	29. someone
3. never	12. upon	21. needed	30. having
4. something	13. living	22. within	31. longer
5. under	14. himself	23. problem	32. whether
6. without	15. morning	24. river	33. public
7. until	16. order	25. themselves	34. process
8. children	17. given	26. perhaps	35. happened
9. sometimes	18. inside	27. outside	36. center

One-Syllable Words that Look like Two-Syllable Words:

1. asked	8. dressed
2. tossed	9. mixed
3. stopped	10. filled
4. helped	11. yelled
5. fixed	12. rubbed
6. locked	13. spelled
7. jumped	14. stunned

MORE HELP WITH TRICKY WORDS

Tricky Word Clues

- On the board, write three to six previously Tricky Words.
- Choose one word and then give students clues about that word.
- Clues could include the number of letters in the word, what the first and/or last letter in the word is, and what part of the word is tricky.

- Once students have found the right word, ask them to use it in a sentence.

Activity Page PP.28

Tricky Word Practice

- Have students tear out Activity Page PP.28.
- Write the word *I* on the board and have students read it.
- Have students copy the word *I* onto the left side of the activity page next to the number '1'. They should say the name of each letter as they copy the word.
- Erase the word from the board.
- Have students fold the activity page along the dotted line and position it so the word they copied is facing the desk.
- Have students write *I* from memory on the activity page next to the number *1*. They should say the name of each letter as they write the word.
- Tell students to unfold the activity page and compare the word they just wrote with the word they copied earlier.
- Have students correct the word if they misspelled it.
- Repeat these steps with some or all of the remaining Tricky Words. Choose the ten words students need to practice the most.

1. I	7. have	13. are
2. you	8. all	14. were
3. your	9. who	15. they
4. street	10. no	16. their
5. my	11. go	17. some
6. by	12. so	

Note: See the *Assessment and Remediation Guide*, Unit 2, for additional practice with Tricky Words.

READING AND COMPREHENSION

Activity Pages PP.29–PP.31

Yes or No?

- Tell students to tear out Activity Page PP.29.
- Have students answer the questions on the activity page by writing *yes* or *no*.

Note: Use Activity Page PP.30 for additional practice.

Mark the Sentence

- Tell students to tear out Activity Page PP.31.
- Tell students to read the sentences and put a check mark in the box next to the sentence that matches the picture.

Reading Time

- Have students reread any stories from either *The Cat Bandit* or *Bedtime Tales*.
- Students who have strong code knowledge (as ascertained by placement assessments or performance) may also read trade books.

WRITING SKILLS

Make Phrases

- Write a selection of decodable nouns, adjectives, and verbs along with the Tricky Words *I*, *you*, *your*, *street*, *my*, *by*, *have*, *all*, *who*, *no*, *go*, *so*, *are*, *were*, *they*, *their*, and *some* on cards, one word per card.
- Have students create phrases or sentences with these cards.
- Have students copy the phrases or sentences on paper.

Sentence Building

- Write ten to fifteen decodable words on small cards. Each word should include one of the spellings students learned in Unit 2. Have students lay out the cards.
- Give students a blank sheet of lined paper.
- Ask students to write a sentence that includes one of the words on the cards.
- Ask students to write a second sentence that contains two of the words on the cards.
- Ask students if they can write a third sentence that includes three of the words on the cards.
- Challenge students to keep going and see how many of the words they can get into a single sentence.

Suffix *–ed*: Complete the Sentence

- Have students turn to Activity Page PP.32.
- Ask students to read the words in the box. Then tell students to fill in the blanks from the word bank.
- Be sure to tell students that they will need to add *–ed* to each word in the word bank.

Activity Page PP.32

Activity Pages
PP.33–PP.34

Add *–ed*

- Have students turn to Activity Page PP.33.
- Ask students to read the words in the box. Then tell students to fill in the blanks from the word bank.
- Be sure to tell students they will need to add *–ed*.

Add *–ing*

- Have students tear out Activity Page PP.34.
- Tell students to add *–ing*. Review the pattern of dropping the 'e' before adding *–ing*.
- Then students are to pick the best *–ing* word from the first page to complete each sentence on the second page.

GRAMMAR

Activity Pages
PP.35–PP.37

Quotation Marks: What Did the Character Say?

- Have students turn to Activity Pages PP.35, PP.36, or PP.37.
- Have students look in *Bedtime Tales* and copy the spoken words of the character listed on the activity page (either the hedgehog, the pancake, or Big Jim). Tell students to be careful to use commas, quotation marks, and capital letters when recording the dialogue from the story.
- Have students read the quotes aloud to the class or their family using the characters' voices.

WRITING

Activity Pages
PP.38–PP.39

Frogs and Pets

- Have students turn to Activity Page PP.38.
- Tell students to compare how a pet frog compares to other pets.

Narrative Writing

- Have students turn to Activity Page PP.39.
- Students may select a story of their choice from *Bedtime Tales* to identify story elements.

Book Report Writing

- Have students turn to Activity Page PP.40.
- Students may select any story from the Reader to create a new book report.

Make a Pancake

- Have students turn to Activity Page PP.41.
- Students are to write the directions for making a pancake. Tell students to draw a picture of their pancake in the blank space provided at the top of the activity page.

Activity Pages
PP.40–P.41

Teacher Resources

Grade 2	Skills 2

Teacher Guide

Grade 2 | Skills 2

Teacher Resources

Anecdotal Reading Record—Unit 2

Discussion Questions Observation Record—Unit 2

Magic ‘e’ Template

Bedtime Tales Story Chart

Lesson 5: Spelling Analysis Directions

Lesson 5: Analysis of Student Errors

The Writing Process

Lesson 6: Planning Template

Mr. Mowse

Mr. Mowse’s Draft

Lesson 10: Spelling Analysis Directions

Lesson 10: Analysis of Student Errors

Lesson 15: Spelling Analysis Directions

Lesson 15: Analysis of Student Errors

Dictation Identification Assessment Analysis Chart

Fluency Assessment—Student Copy

Additional Support Activity Pages

Activity Book Answer Key

Appendix A: Teacher Background Information for Vowel Spellings and Sounds

Appendix B: Using Chunking to Decode Multisyllable Words

ANECDOTAL READING RECORD—UNIT 2

Name:
Lesson:
Lesson:
Lesson:
Lesson:
Lesson:

DISCUSSION QUESTIONS OBSERVATION RECORD—UNIT 2

CS✓ - Answered in a complete sentence
L✓ - Answered a literal question correctly
I✓ - Answered an inferential question correctly
E✓ - Answered an evaluative question correctly

CS× - Did not answer in a complete sentence
L× - Answered a literal question incorrectly
I× - Answered an inferential question incorrectly
E× - Answered an evaluative question incorrectly

Student	Lesson:	Lesson:	Lesson:	Lesson:	Lesson:	Lesson:	Subtotal

MAGIC 'E' TEMPLATE

_e	_e	_e	_e	_e
_e	_e	_e	_e	_e
_e	_e	_e	_e	_e
_e	_e	_e	_e	_e
_e	_e	_e	_e	_e
_e	_e	_e	_e	_e

BEDTIME TALES STORY CHART

Story Title	Genre	Setting	Characters	Plot	Moral
"Mike's Bedtime"	Fiction				
"The Milk"	Fable				Take one step at a time.
"The Jumping Frog"	Trickster Tale				
"The Frog Race"	Trickster Tale				
"The Hare and the Hedgehog"	Trickster Tale				
"How the Hedgehog Tricked the Hare"	Trickster Tale				
"The Pancake"	Trickster Tale and Fable				
"The Panther"	Fable				Be careful who you trust.
"Cat and Mouse Keep House"	Fable				Be careful who you trust.

LESSON 5: SPELLING ANALYSIS DIRECTIONS

- Write students' names in the column provided.
- Place an X in the column of any word that students did not spell correctly. If students misspelled a vowel sound, you might also want to note the incorrectly spelled vowel.
- There are several activity pages in the Pausing Point that will provide practice for students. You may wish to target certain items or have students complete the whole sheet with your guidance.

LESSON 5: ANALYSIS OF STUDENT ERRORS

Student Name	**1** yelled	**2** yanked	**3** slumped	**4** limped	**5** plopped	**6** smiled	**7** shrugged	**8** liked	**9** patted	**10** you

PLAN

DRAFT

EDIT

Title:

Characters	Setting
Jane -has dreams -has big plans	1. a long time ago 2. outside 3. a farm/road

Plot

Beginning

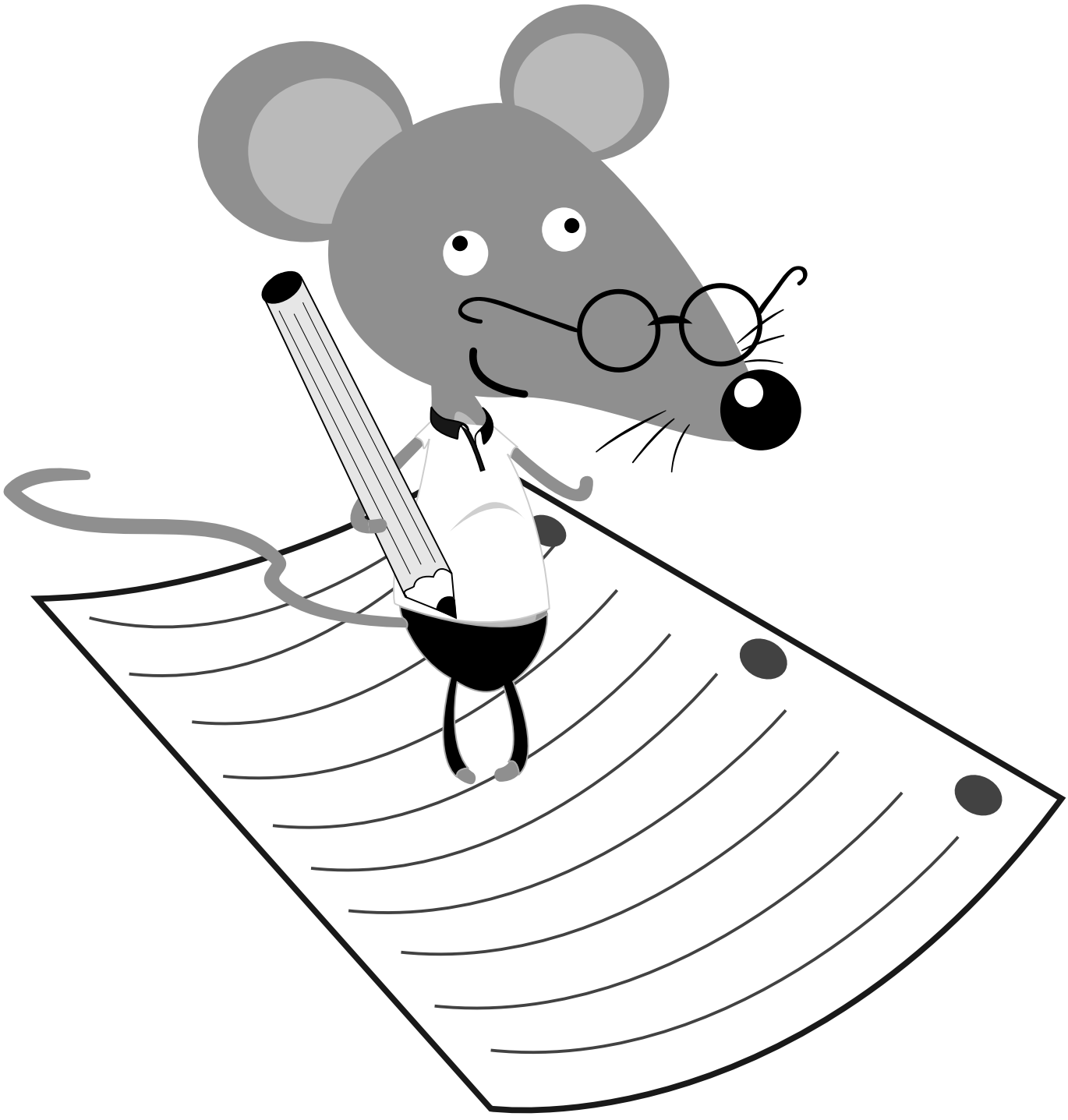
Jane puts milk in a bucket to sell.

Middle

Jane makes lots of plans to use the cash from selling the milk.

End

Jane spills the milk and doesn't get any cash.



Mr. Mowse

MR. MOWSE'S DRAFT

the Milk

ther wuz a las namd jane

she tuk a bukt of milk to cell

jane fell don

she wuntd to by a dres she wantd to get a pigg

jane wuz sad

the nd

LESSON 10: SPELLING ANALYSIS DIRECTIONS

- Write students' names in the column provided.
- Place an X in the column of any word students did not spell correctly. If you notice students are making errors in the medial vowel sounds of the words in this list, you will want to examine those errors for patterns. For example, is the student missing all of the */ae/* sounds? There are many activity pages in the Pausing Point for practice. You may wish to target certain items or have students complete the whole sheet with your guidance.
- If students made errors on the word *hopping* by failing to double the final consonant, then you may need to review the short vowel followed by a consonant rule with these students. After students see the pattern of only one letter to make the short sound, then guide them through doubling the last consonant to keep the vowel sound and adding the suffix *–ing*.
- Other errors students may make is failing to drop the 'e' before adding in the *–ing*. You will want to review the rules of long vowel spelling patterns with students by using Pausing Point exercises.

LESSON 10: ANALYSIS OF STUDENT ERRORS

Student Name	1 smiling	2 racing	3 hoping	4 baking	5 inviting	6 confusing	7 tasting	8 competing	9 hopping	10 were

LESSON 15: SPELLING ANALYSIS DIRECTIONS

- Write students' names in the column provided.
- Place an X in the column of any word students did not spell correctly. If you notice students are making errors in the words, you will want to examine those errors for patterns. For example, is the student adding or omitting spellings from the contracted word? Is the apostrophe correctly placed? There are many activity pages in the Pausing Point for practice. You may wish to target certain items or have students complete the whole sheet with your guidance.
- If students made errors on Tricky Words that are part of a contraction (i.e., *she's*, *aren't*, *wasn't*, *you'll*, *she'll*) or the Tricky Word *their*, then you may wish to provide additional practice with Tricky Words.

LESSON 15: ANALYSIS OF STUDENT ERRORS

Student Name	**1** it's	**2** that's	**3** she's	**4** isn't	**5** aren't	**6** wasn't	**7** I'll	**8** you'll	**9** she'll	**10** their

DICTATION IDENTIFICATION ASSESSMENT ANALYSIS CHART

Line	Feature	Source
1.	'er'	*Assessment and Remediation Guide*, Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
2.	'a_e'	*Assessment and Remediation Guide*, Unit 2, Section Separated Digraphs; Pausing Point Unit 2
3.	'ee'	*Assessment and Remediation Guide*, Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
4.	'oo' > /oo/	*Assessment and Remediation Guide*, Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
5.	'e_e'	*Assessment and Remediation Guide*, Unit 2, Section Separated Digraphs; Pausing Point Unit 2
6.	'ou'	*Assessment and Remediation Guide*, Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
7.	'oi'	*Assessment and Remediation Guide*, Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
8.	'or'	*Assessment and Remediation Guide*, Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
9.	'i_e'	*Assessment and Remediation Guide*, Unit 2, Section Separated Digraphs; Pausing Point Unit 2
10	'ar'	*Assessment and Remediation Guide*, Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
11.	'u_e'	*Assessment and Remediation Guide*, Unit 2, Section Separated Digraphs; Pausing Point Unit 2
12.	'o_e'	*Assessment and Remediation Guide*, Unit 2, Section Separated Digraphs; Pausing Point Unit 2
13.	'er'	*Assessment and Remediation Guide*, Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
14.	'oy'	*Assessment and Remediation Guide*, Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
15.	'ea'	*Assessment and Remediation Guide*, Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
16.	'ow'	*Assessment and Remediation Guide*, Unit 2, Section Spelling Alternatives; Pausing Point Unit 2
17.	'ea'	*Assessment and Remediation Guide*, Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
18.	'oo' > /<u>oo</u>/	*Assessment and Remediation Guide*, Unit 2, Section Basic Code Spellings; Pausing Point Unit 2

The Fox and the Cat

Once a fox and a cat were drinking from a river.

The fox started bragging.

"I am a clever one," said the fox. "There are lots of beasts out there that would like to eat me, but they can't catch me. I have lots of tricks that help me escape from them. I can run. I can swim. I can dig a hole and hide. Why, I must have a hundred clever tricks!"

"I have just one trick," said the cat. "But it is a good one."

"Just one?" said the fox. "That's all? Well, that is too bad for you!"

Just then there was a loud sound. It was the sound of barking dogs. A hunter was leading a pack of hunting dogs by the side of the river.

The cat scampered up a tree and hid in the leaves.

"This my plan," said the cat. "What are you going to do?"

The fox started thinking which of his tricks he should use. Should he run? Should he swim? Should he dig a hole and hide? He had such a long list of tricks. It was hard to pick just one. But while he was thinking, the hunter and his dogs were getting nearer and nearer. Soon they spotted the fox and then it was too late.

The cat said, "It's better to have one trick you can count on than a hundred you can't."

Additional Support Activity Pages

Grade 2	Skills 2

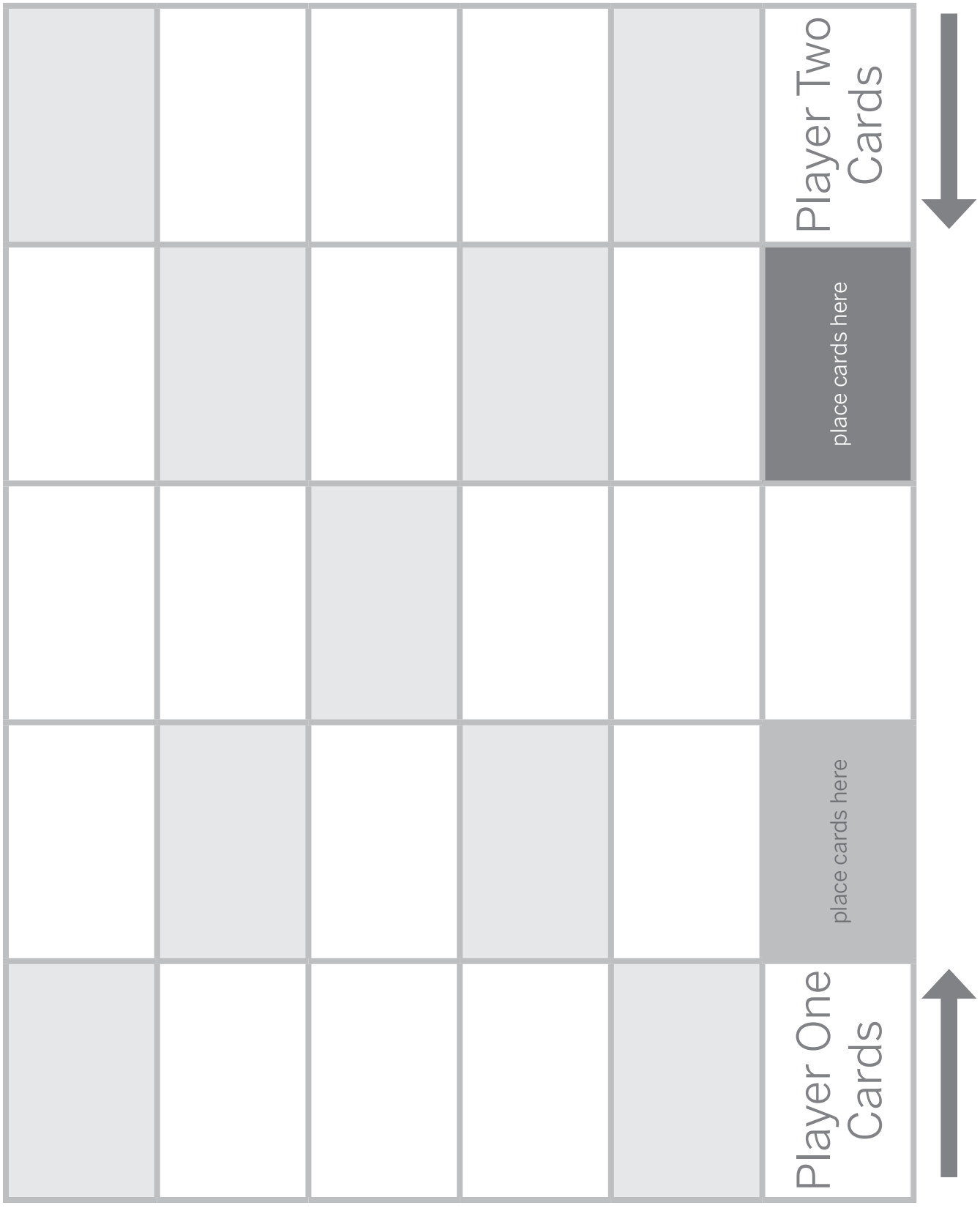
Teacher Guide

NAME: _____

DATE: _____

TR 1.1

Word Block Game Board



NAME: _____

DATE: _____

TR 1.2

Word Block Word Cards

Directions: Copy template and then cut cards apart.

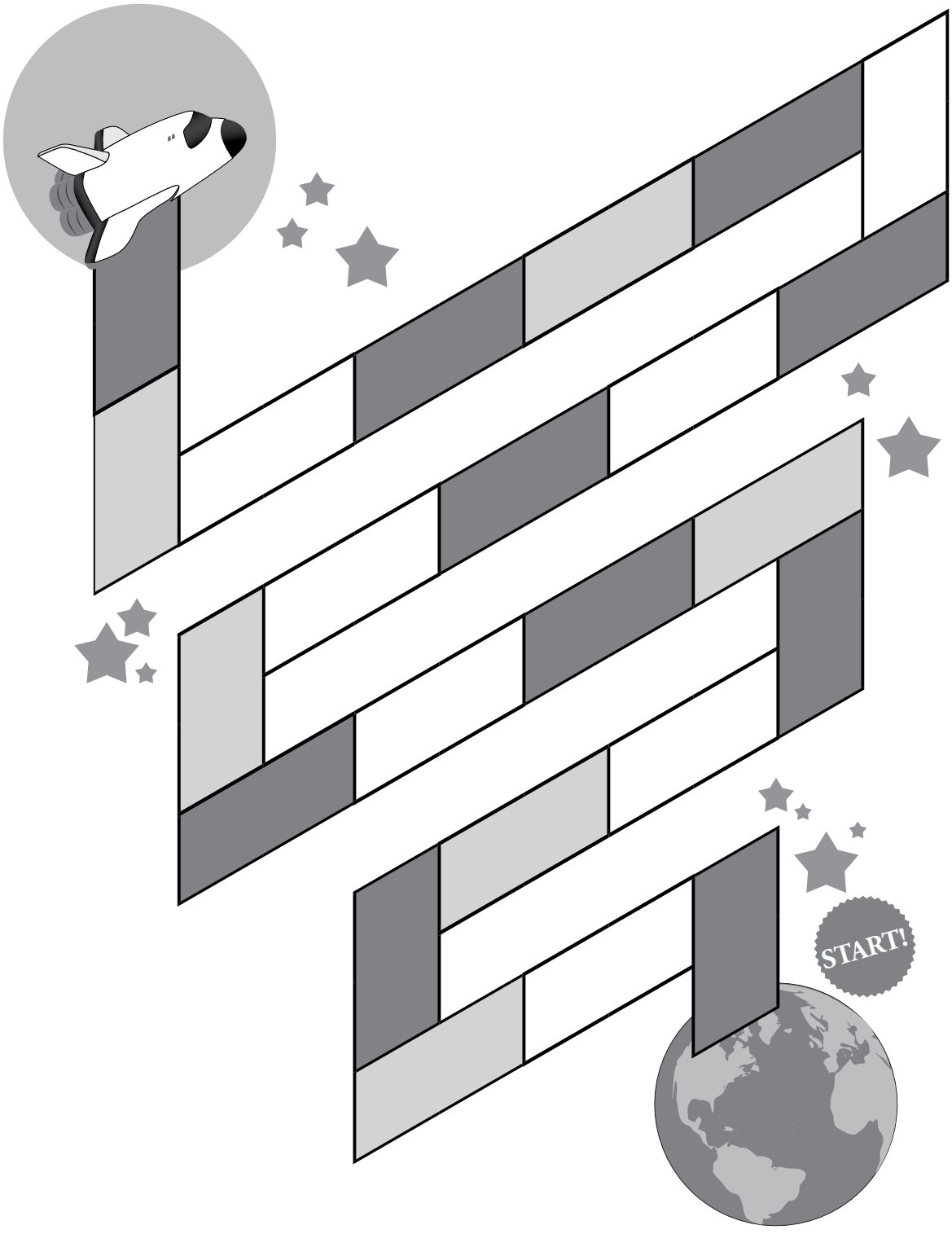
yelled	yanked	asked	helped	dressed	
slumped	smiled	missed	slipped	passed	
limped	shrugged	picked	mixed	stuffed	
plopped	liked	named	tripped	stopped	
hopped	patted	splashed	dropped	fixed	
tricked	landed	nodded	shocked	dripped	

NAME: _____

DATE: _____

TR 2.1

Moon Shot Game Board



NAME: _____

DATE: _____

TR 2.2

Moon Shot Word Cards
(Contractions)

Directions: Copy the template and cut out the words.

it's	can't
I'll	I'm
that's	I've
there's	he's
what's	let's
I'd	she's

NAME: _____

DATE: _____

TR 2.3

Moon Shot Good To Go! Cards

Directions: Copy the template and cut out the cards.

NAME: _____

DATE: _____

TR 2.4

Moon Shot Oh No! Cards

Directions: Copy the template and cut out the cards.

Sorry! Lose a Turn	Go back one space
Go back two spaces	Go back one space
Go back one space	Go back three spaces
Go back three spaces	Go back two spaces
Go back four spaces	Sorry! Lose A Turn

NAME: _____

DATE: _____

TR 2.5

Match Maker Word Cards (Contractions)

Directions: Copy the template and cut out the words.

it's	it is
can't	can not
I'll	I will
I'm	I am
that's	that is **or** that has
I've	I have

NAME: _____

DATE: _____

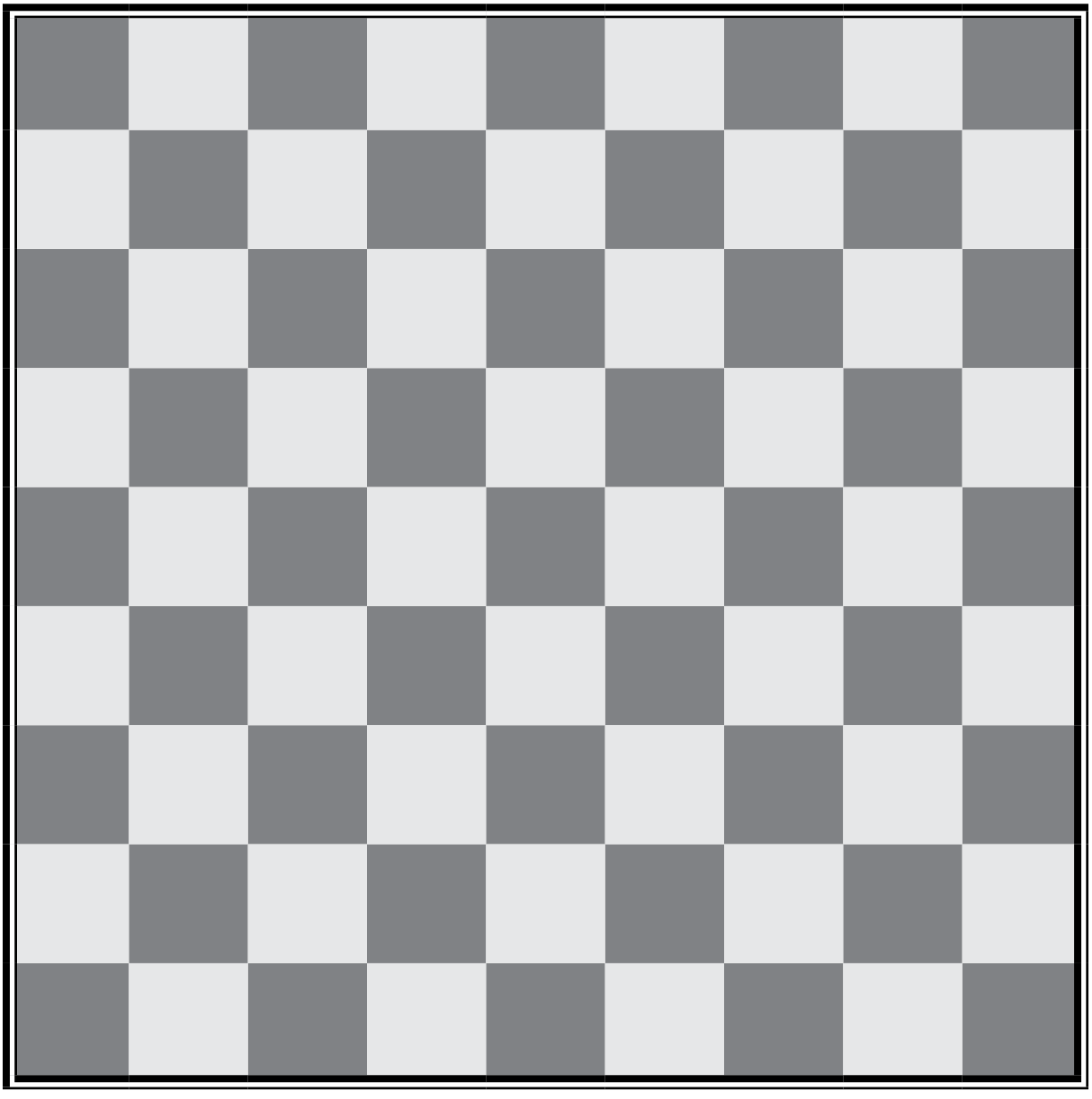
there's	there is **or** there has
he's	he is **or** he has
what's	what is **or** what has
let's	let us
I'd	I would
she's	she is **or** she has

NAME: _____

DATE: _____

TR 2.6

Checkers Game Board

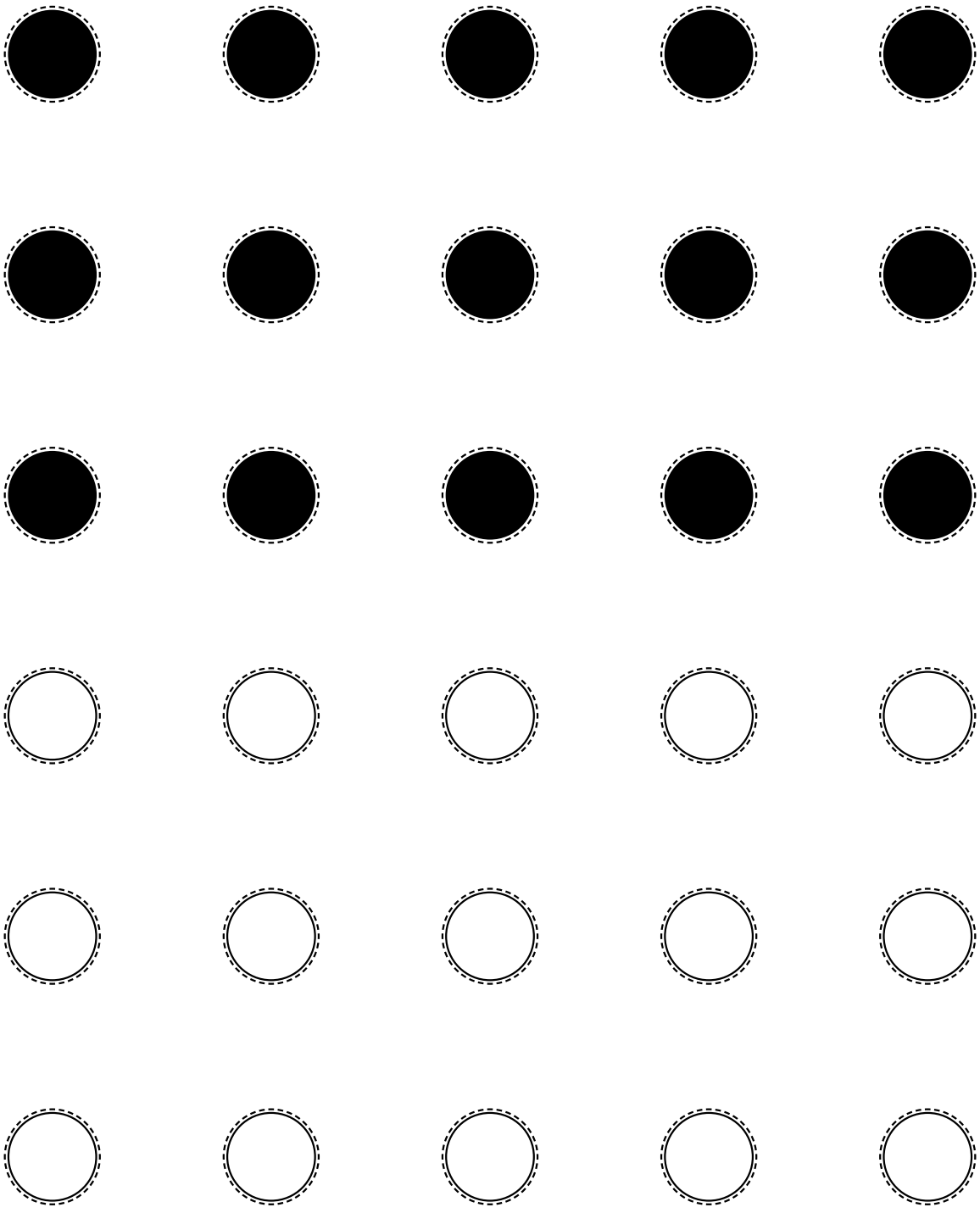


NAME: _____

DATE: _____

TR 2.7

Checkers Pieces



NAME: _____

DATE: _____

TR 2.8

Checkers Word Cards

Directions: Copy the template and cut out the words.

ate	like
came	line
face	page
five	place
gave	same
life	ride

NAME: _____

DATE: _____

TR 2.8
CONTINUED

made	mile
make	name
note	froze
hope	broke
rode	bone

NAME: _____

DATE: _____

TR 2.8

CONTINUED

close	mule
those	stone
cube	fume
globe	home
cute	use

NAME: _____

DATE: _____

TR 3.1

Word Cards for Roll, Flip, Read

Directions: Copy one template for each student. Cut out cards and write numbers on the back of each card.

street	three
beehive	tree
bean	Pete
eat	heat

NAME: _____

DATE: _____

TR 3.1

CONTINUED

mean	weeds
seat	deep
each	eve
leave	beach

NAME: _____

DATE: _____

TR 3.2

Scrambled Sentences

Directions: Make a copy and cut apart the word cards

Can't	I	sit
up	a	bit
?		

This	is	a
bedtime	tale	your
gramp	liked	to
tell	me	.

NAME: _____

DATE: _____

TR 4.1

Baseball Game Word Cards

Directions: Copy the template and cut out the words.

side	live
state	smile
take	scrape
time	stripes

NAME: _____

DATE: _____

TR 4.1
CONTINUED

while	pancake
white	nickname
write	reptile
cake	sunshine

NAME: _____

DATE: _____

TR 4.2

Baseball Game

NAME: _____

DATE: _____

TR 5.1

Race Against the Clock Word Cards ('oo')

Directions: Copy the template and cut out the words.

book	cool
food	wool
good	spook
look	roots

NAME: _____

DATE: _____

TR 5.1

CONTINUED

soon	shampoo
too	igloo
took	shoot
wood	fool

NAME: _____

DATE: _____

TR 5.2

Word Cards for Progress Monitoring 1

feel	three	leave
steer	need	speak
mean	tea	steep
team	bean	teach

NAME: _____

DATE: _____

TR 5.3

Record Sheet for Progress Monitoring 1

Word	**Student Pronunciation**				
Sample: feel	/f/	/ee/	/l/	-	
1. three	/th/	/r/	/ee/	-	_____/1
2. leave	/l/	/ee/	/v/	-	_____/1
3. steer	/s/	/t/	/ee/	/r/	_____/1
4. need	/n/	/ee/	/d/	-	_____/1
5. speak	/s/	/p/	/ee/	/k/	_____/1
6. mean	/m/	/ee/	/n/	-	_____/1
7. tea	/t/	/ee/	-	-	_____/1
8. steep	/s/	/t/	/ee/	/p/	_____/1
9. team	/t/	/ee/	/m/	-	_____/1
10. bean	/b/	/ee/	/n/		_____/1
11. teach	/t/	/ee/	/ch/		_____/1
Total Correct					**_____ /11**

Note: Student performance with all phonemes should be noted for evaluation; however, only vowel digraphs are scored for this assessment.

/ee/ > 'ee' (1,3,4,8) _____/4

/ee/ > 'ea' (2,5,6,7,9,10,11) _____/7

NAME: _____

DATE: _____

TR 6.1

Word Block Word Cards (*–ing*)

Directions: Copy template and then cut cards apart.

feeding	thinking	jumping	rubbing	smiling	
sleeping	getting	frosting	grinning	racing	
telling	spelling	running	spilling	hoping	
planning	selling	fixing	tripping	baking	
tasting	mixing	confusing	passing	inviting	
patting	hopping	wishing	competing	smelling	

NAME: _____

DATE: _____

TR 6.2

Tricky Word: *Were*

Were the pigs in the pen?

Yes, the pigs **were** in the pen.

Were the kids in class?

No, the kids **were** not in class.

Were his glasses on the desk?

Yes, his glasses **were** on the desk.

NAME: _____

DATE: _____

TR 6.3

Tricky Word: *Some*

Did you get **some** food?

Some kids came in.

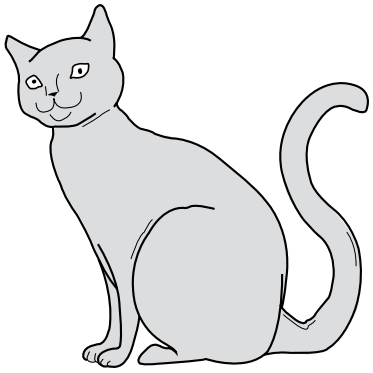
Let's have **some** fun.

Some of us were sad.

Some of them are cool.

I got **some** cat food.

Some of the kids like chess.



NAME: _____

DATE: _____

TR 6.4

Title:

Characters	Setting

Plot

Beginning

Middle

End

NAME: _____

DATE: _____

TR 7.1

Race to the Top Word Cards /ou/

Directions: Copy and cut out the word cards.

brown	cow
down	found
how	pound
now	crown
town	owl

NAME: _____

DATE: _____

TR 7.1
CONTINUED

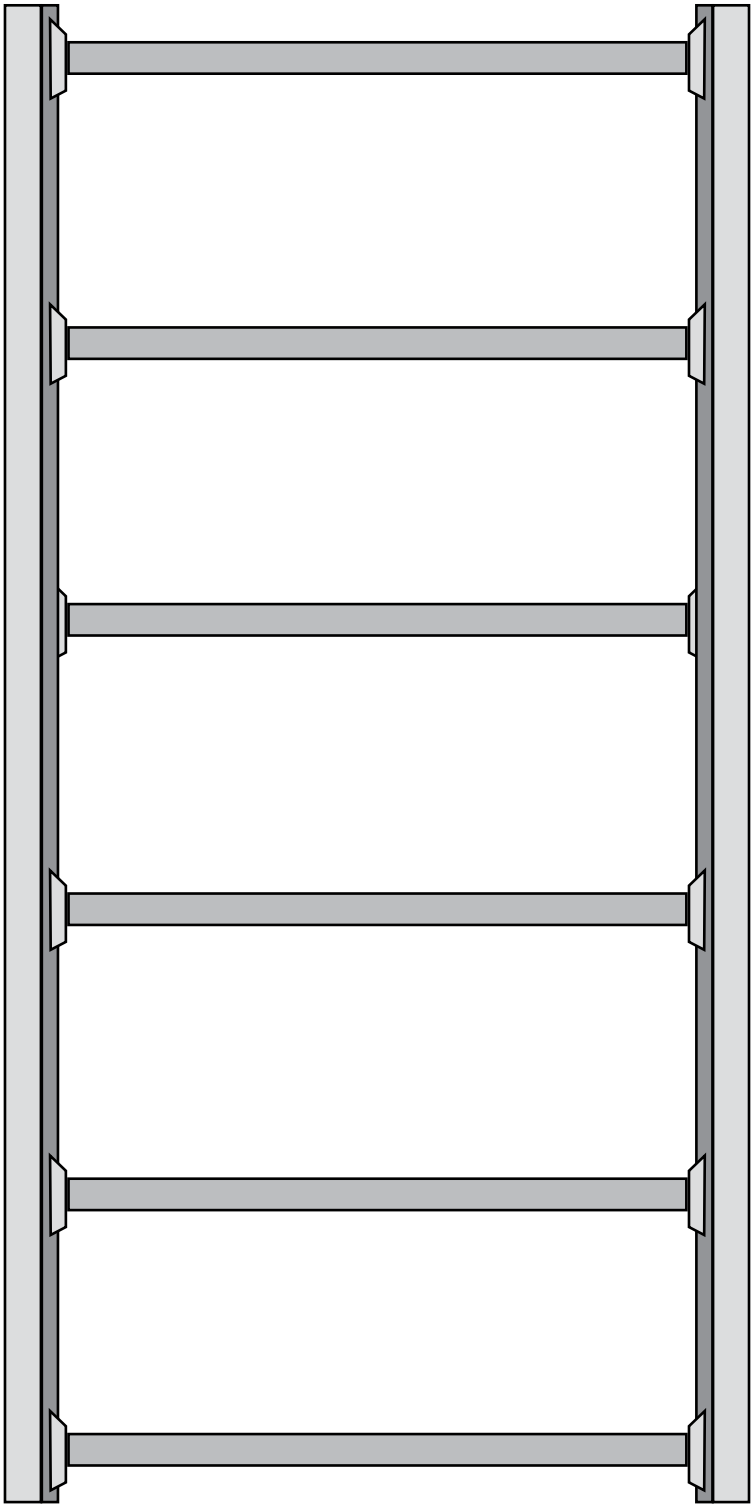
ouch	shout
loud	vow
frown	trout
crowd	flour
proud	count

NAME: _____

DATE: _____

TR 7.2

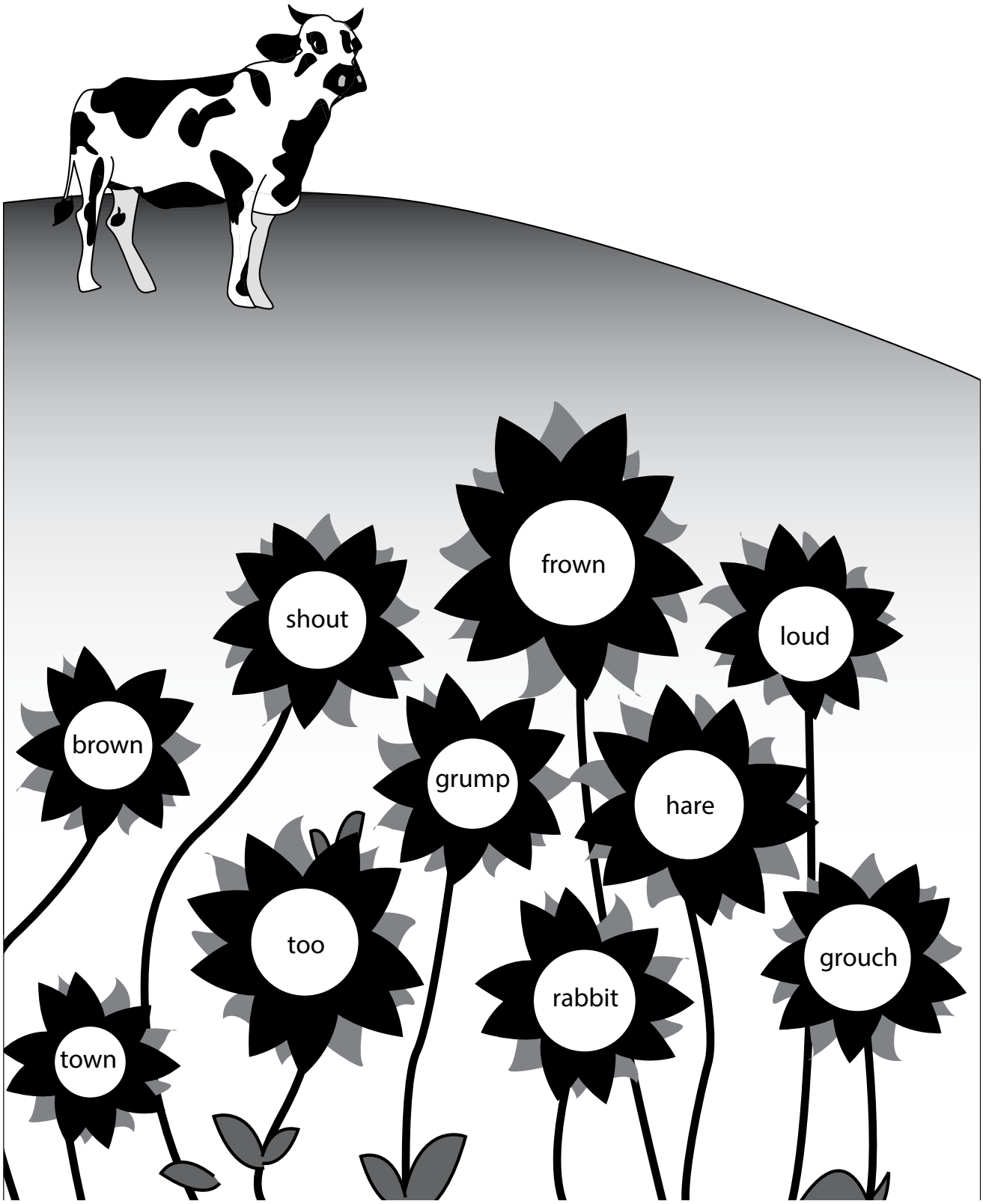
Race to the Top



NAME: _____

DATE: _____

TR 7.3

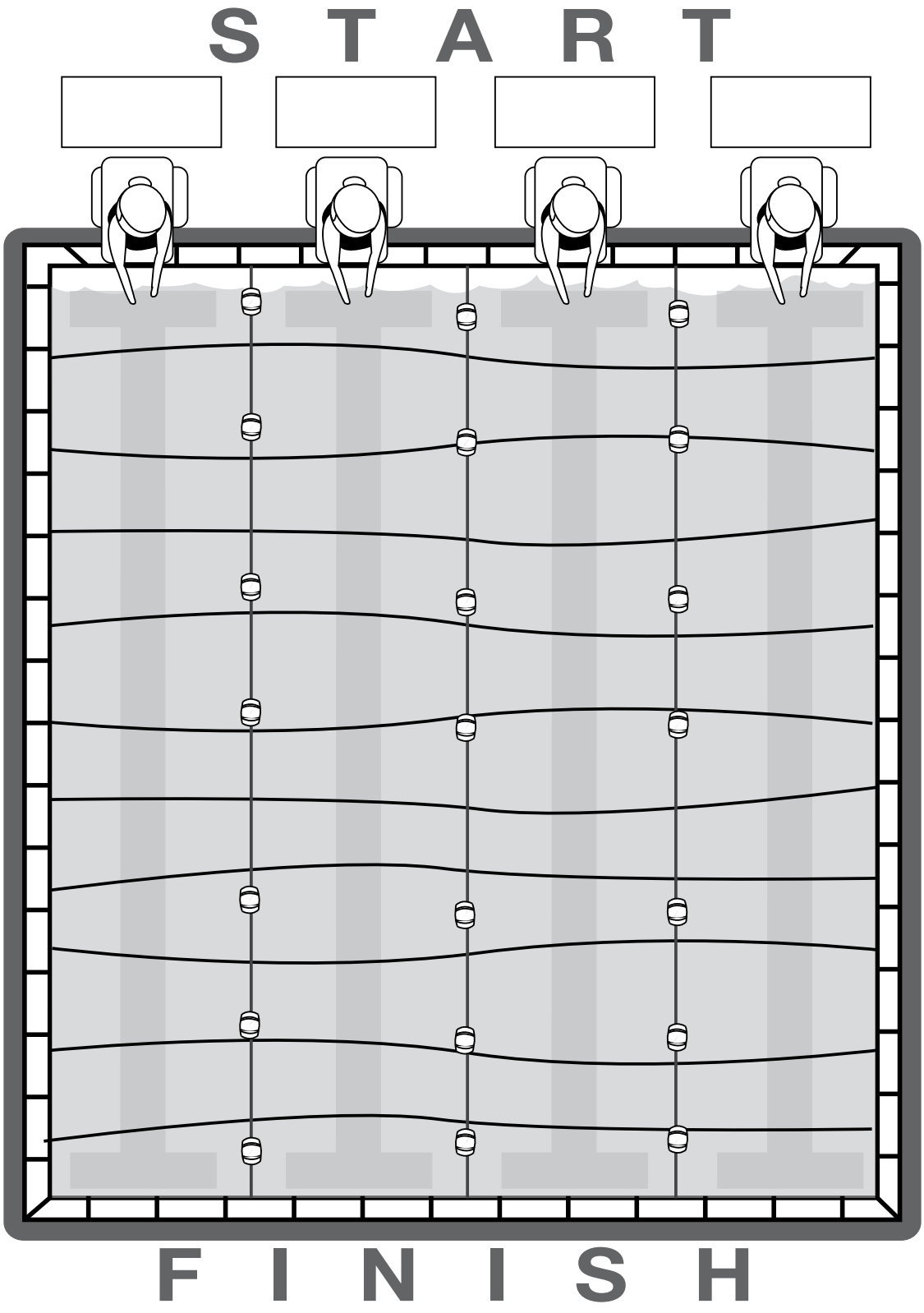


NAME: _____

DATE: _____

TR 8.1

Swim to the Finish Game Board



NAME: _____

DATE: _____

TR 8.2

Swim to the Finish Word Cards

Directions: Copy and cut out the word cards.

coin	toilet
toil	tinfoil
boil	toy
voice	boy
choice	destroy

NAME: _____

DATE: _____

TR 8.2

CONTINUED

soil	convoy
oink	joy
coy	cowboy
soy	point

NAME: _____

DATE: _____

TR 8.3

batboy	toybox	toys	coiled
soil	boiling	coins	

1. The sun is _____ hot outside.

2. Did you see the snake all _____ up?

3. The _____ will keep the baseball bats neat.

4. We will plant the seeds in the _____.

5. Pick up the toys and place them in the _____.

6. Could you help me count my _____?

7. Are the stuffed _____ on the bed?

NAME: _____

DATE: _____

TR 8.4

Editing Checklist

Ask yourself these questions as you edit your draft.

1. Do I have a title?	
2. Have I described the setting at the start?	
3. Have I named and described the characters?	
4. Do I have a plot with . . . a beginning? a middle? an end?	
5. Do all of my sentences start with uppercase letters?	
6. Do all of my sentences end with a final mark? (. ? or !)	
7. Have I spelled all of my words correctly?	
8. Have I added "sense" words that describe how things look, feel, taste, sound, or smell?	

NAME: _____

DATE: _____

TR 8.5

Word Cards for Progress Monitoring 2

how	frown	shout
plowing	growl	town
couch	hound	mouse
outside	owl	bounce

NAME: _____

DATE: _____

TR 8.6

Record Sheet for Progress Monitoring 2

Word	Student Pronunciation					
Sample: how	/h/	/ou/	-	-		
1. plowing	/p/	/l/	/ou/	/i/	/ng/	_____/1
2. couch	/k/	/ou/	/ch/	-		_____/1
3. outside	/ou/	/t/	/s/	/ie/	/d/	_____/1
4. frown	/f/	/r/	/ou/	/n/		_____/1
5. growl	/g/	/r/	/ou/	/l/		_____/1
6. hound	/h/	/ou/	/n/	/d/		_____/1
7. owl	/ou/	/l/	-	-		_____/1
8. shout	/sh/	/ou/	/t/	-		_____/1
9. town	/t/	/ou/	/n/	-		_____/1
10. mouse	/m/	/ou/	/s/	-		_____/1
11. bounce	/b/	/ou/	/n/	/s/		_____/1
Total Correct						**_____ /11**

Note: Student performance with all phonemes should be noted for evaluation; however, only vowel digraphs are scored for this assessment.

/ou/ > 'ow' (1,4,5,7,9) _____/5

/ou/ > 'ou' (2,3,6,8,10,11) _____/6

NAME: _____

DATE: _____

TR 9.1

Directions: Have students circle the letters that spell the word. Then have students write the word on the line.

	h w	oo ou	se z		_____
	m w	oo ou	se z		_____
	h m	ow oo	t l		_____
	c s	t r	ow oi	n m	_____

NAME: _____

DATE: _____

TR 9.1

CONTINUED

	c s	oi ou	t n	z s	_____
	c s	l w	ee e	r p	_____
	ch sh	e i	l w	f p	_____
	p b	t r	oo u	n m	_____
	g c	r w	ow oy	t d	_____

NAME: _____

DATE: _____

TR 9.2

Over the Rainbow Cards

Directions: Copy the template and cut out the words.

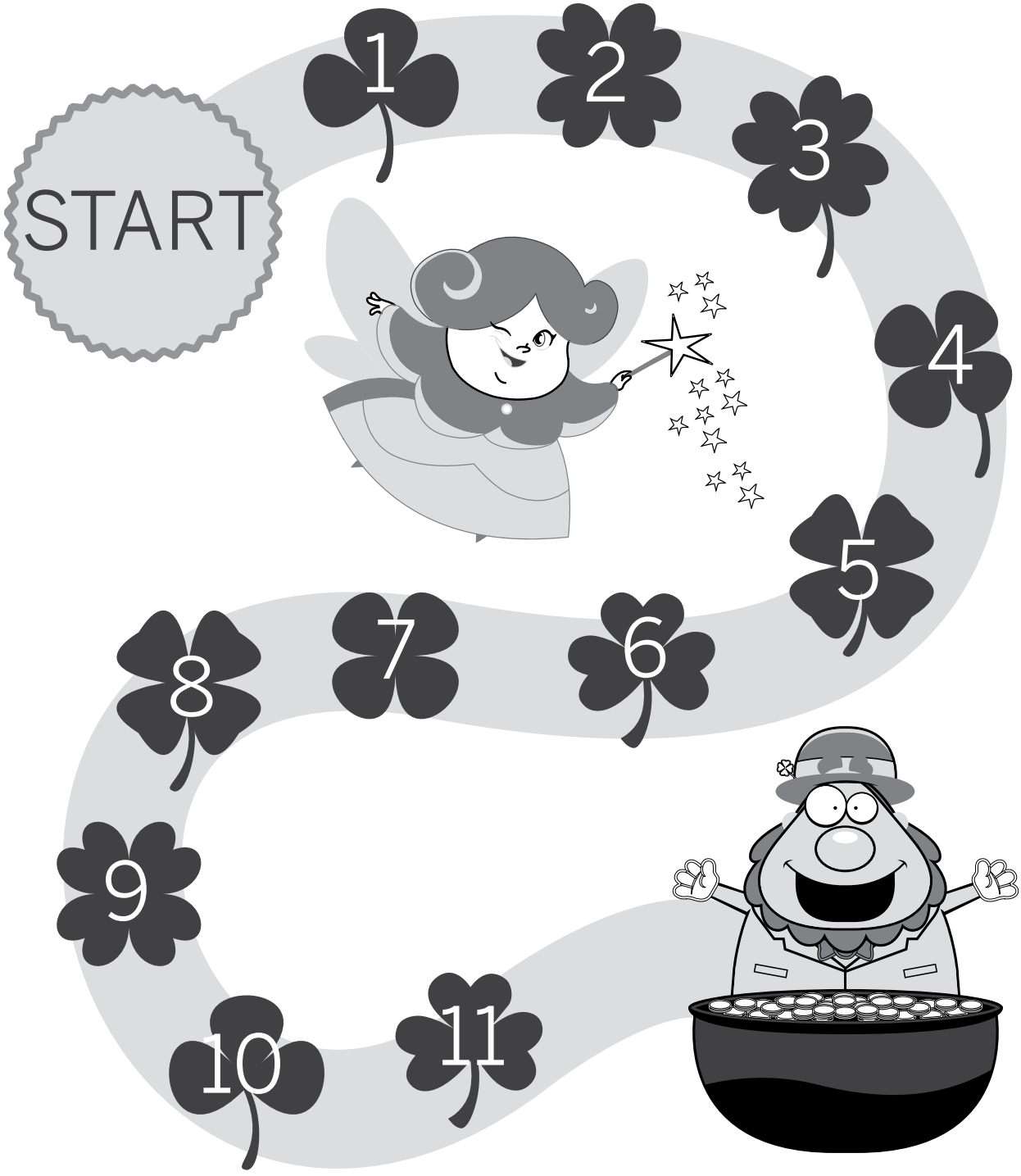
Swat a bee.	Feed a sheep.
Cook a meal.	Have a seat.
Tug your sleeve.	Sweep the floor.
Take a bow.	Growl or frown.
Shoot hoops.	Chow down.
Go to sleep.	Eat some beans.

NAME: _____

DATE: _____

TR 9.3

Over the Rainbow Board Game

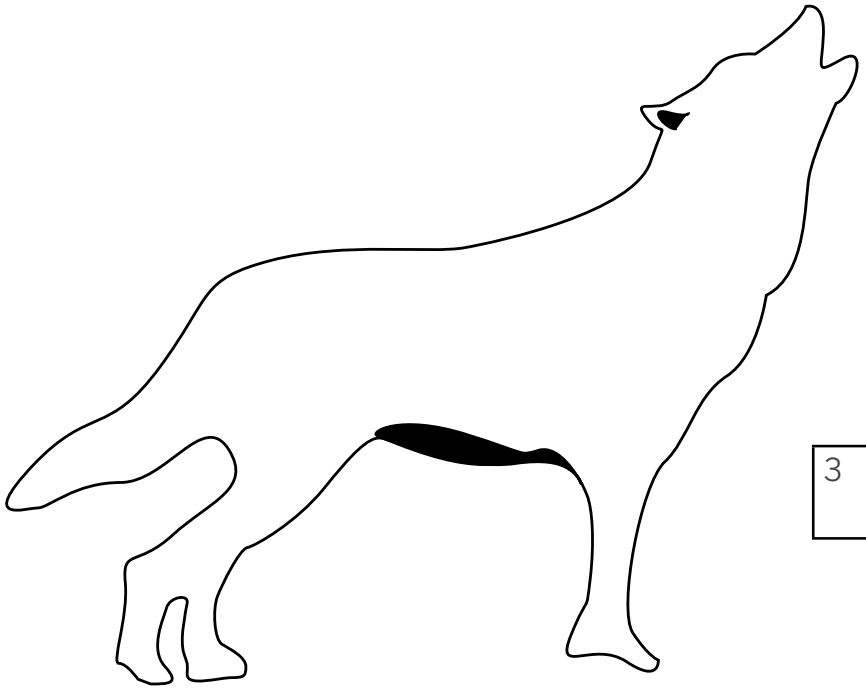


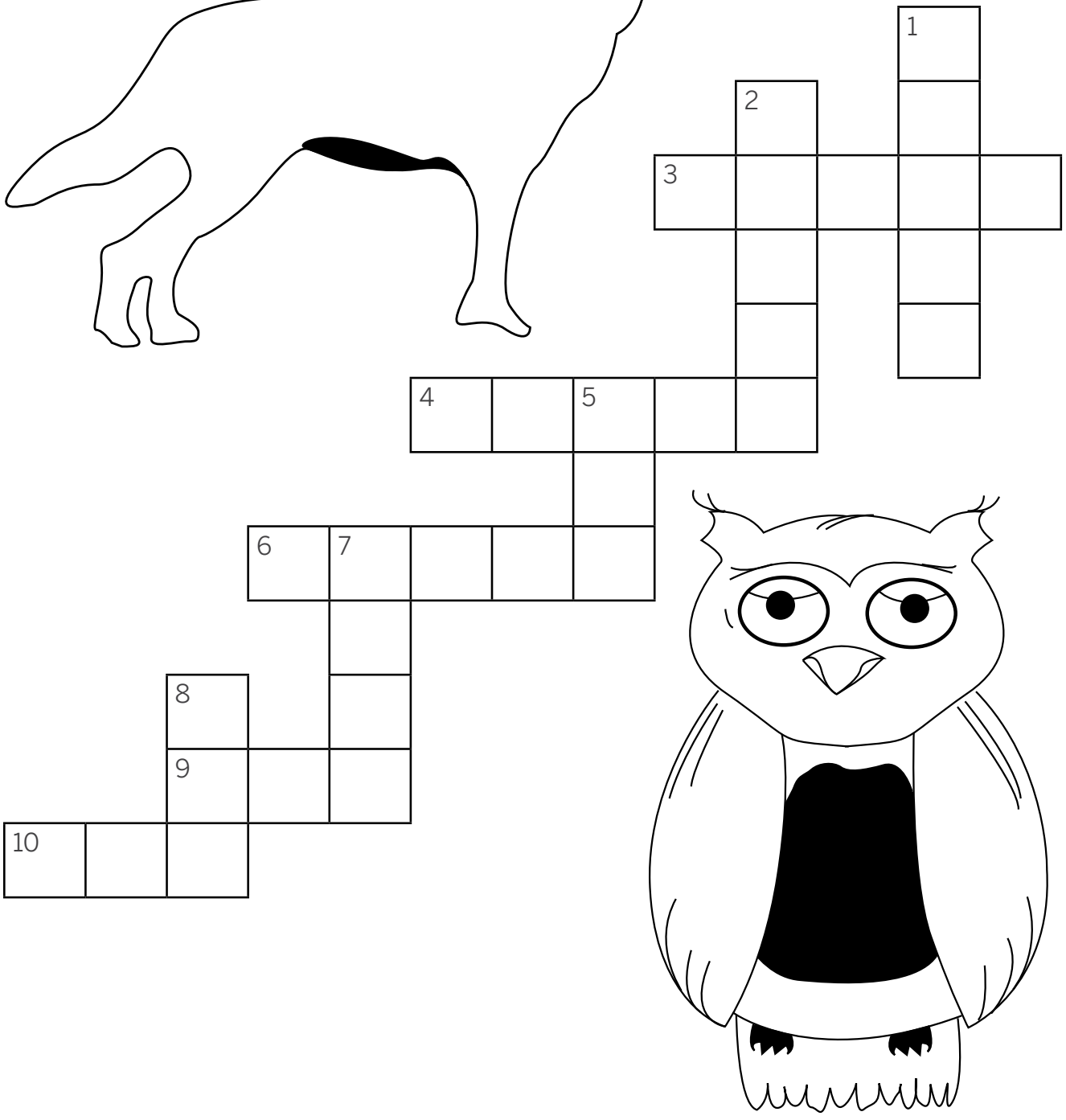
NAME: _____

DATE: _____

TR 9.4

/ou/ Crossword Puzzle





NAME: _____

DATE: _____

owl	now	out	shout	cow
mouse	howl	brown	frown	trout

Across

3. a fish
4. not a smile
6. a loud voice
9. a bird
10. “Go to bed _____,” said Mom.

Down

1. One _____, two mice
2. How now, _____ cow
5. not inside but _____side
7. A dog will _____ at the moon.

NAME: _____

DATE: _____

TR 10.1

Journey Through Space Word Cards

Directions: Copy and cut out the word cards.

her	letter
verb	never
after	number
term	under
better	river

NAME: _____

DATE: _____

Directions: Copy and cut out the word cards.

enter	pucker
nerve	batter
verse	fingers
clever	shiver
runner	perfect

NAME: _____

DATE: _____

Directions: Copy and cut out the word cards.

perhaps	power
cavern	stern
modern	monster
sister	butter
faster	temper

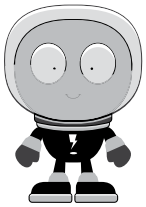
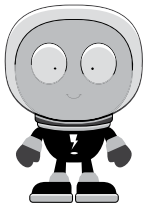
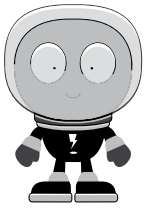
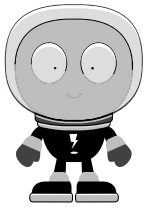
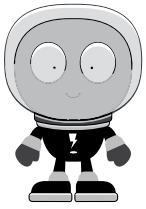
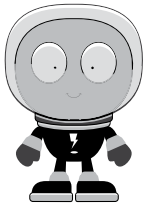
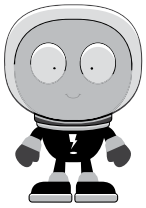
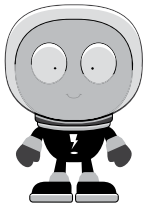
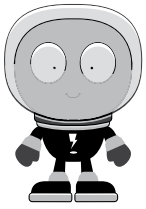
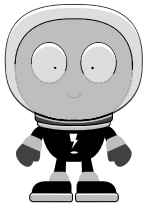
NAME: _____

DATE: _____

TR 10.2

Journey Through Space (Steal a Card)

Directions: Copy several times and cut out the cards.

brother  Steal a Card	fern  Steal a Card
term  Steal a Card	herd  Steal a Card
summer  Steal a Card	faster  Steal a Card
germ  Steal a Card	perch  Steal a Card
after  Steal a Card	butter  Steal a Card

NAME: _____

DATE: _____

TR 10.3

Journey Through Space (Second Turn)

Directions: Copy several times and cut out the cards.

foster Take Another Turn	**marker** Take Another Turn
shiver Take Another Turn	**temper** Take Another Turn
timber Take Another Turn	**under** Take Another Turn
herd Take Another Turn	**letter** Take Another Turn
hitter Take Another Turn	**term** Take Another Turn

NAME: _____

DATE: _____

TR 10.4

Directions: Have students choose the correct word that fits best in the sentence. After writing the word in the blank, have him or her circle the 'er' spelling.

after	sister	marker	chapter
herd	fern	perch	number

1. Ten is the _____ I like best.
2. The _____ of cows ate grass.
3. Do you have the red _____?
4. The green _____ needs water and sun.
5. My big _____, Jan, is tall.
6. The bird is sleeping on its _____.
7. _____class, I like to take a nap.
8. That _____ of the book was long.

NAME: _____

DATE: _____

TR 11.1

Word Sort Word Cards

Directions: Copy a template for each student and then write numbers on the back of each card. Cut out the cards.

car	sort
far	start
for	arm
form	sports
hard	short
or	part

NAME: _____

DATE: _____

TR 11.2

Word Cards for Progress Monitoring 3

coin	toiled	voice
choice	soil	toys
cowboy	joy	convoy
enjoy	point	spoil

NAME: _____

DATE: _____

TR 11.3

Record Sheet for Progress Monitoring 3

Word	**Student Pronunciation**					
Sample: coin	/k/	/oi/	/n/	-		
1. choice	/ch/	/oi/	/s/	-		_____/1
2. cowboy	/k/	/ou/	/b/	/oi/		_____/2
3. enjoy	/e/	/n/	/j/	/oi/		_____/1
4. toiled	/t/	/oi/	/l/	/d/		_____/1
5. soil	/s/	/oi/	/l/	-		_____/1
6. joy	/j/	/oi/	-	-		_____/1
7. voice	/v/	/oi/	/s/	-		_____/1
8. toys	/t/	/oi/	/z/	-		_____/1
9. convoy	/k/	/o/	/n/	/v/	/oi/	_____/1
10. spoil	/s/	/p/	/oi/	/l/		_____/1
11. point	/p/	/oi/	/n/	/t/		_____/1
Total Correct						**_____ /12**

Note: Student performance with all phonemes should be noted for evaluation; however, only vowel digraphs are scored for this assessment.

/oi/ > 'oi' (1,4,5,7,10,11) _____/6

/oi/ > 'oy' (2,3,6,8,9) _____/5

/ou/ > 'ow' (2) _____/1

NAME: _____

DATE: _____

TR 12.1

Race Against the Clock Word Cards

Directions: Copy the template and cut out the words.

charm	scarf
starfish	market
garlic	garden
porch	farm
backyard	art
storm	cartoon

NAME: _____

DATE: _____

TR 13.1

Antonyms Word Cards

nice	mean
cool	warm
down	up
later	now
yes	no
flat	round

NAME: _____

DATE: _____

TR 13.1
CONTINUED

stop	go
frown	smile
sleep	wake
cheer	boo
hide	seek

NAME: _____

DATE: _____

TR 13.2

Crazy Eights Word Cards

Directions: Copy the template and cut out the words.

boo-boo	toothbrush
zoo	broomstick
booth	classroom
cookbook	textbook
footprints	bathroom
bookcase	oops
barefoot	whoops

NAME: _____

DATE: _____

TR 13.3

Word Cards for Progress Monitoring 4

fork	flower	harder
sister	never	sport
thorn	porch	teacher
farmer	charming	marched

NAME: _____

DATE: _____

TR 13.4

Record Sheet for Progress Monitoring 4

Word	**Student Pronunciation**					
Sample: fork	/f/	/or/	/k/	-		
1. sister	/s/	/i/	/s/	/t/	/er/	_____/1
2. thorn	/th/	/or/	/n/	-		_____/1
3. farmer	/f/	/ar/	/m/	/er/		_____/2
4. flower	/f/	/l/	/ou/	/er/		_____/2
5. never	/n/	/e/	/v/	/er/		_____/1
6. porch	/p/	/or/	/ch/	-		_____/1
7. charming	/ch/	/ar/	/m/	/i/	/ng/	_____/1
8. harder	/h/	/ar/	/d/	/er/		_____/2
9. sport	/s/	/p/	/or/	/t/		_____/1
10. teacher	/t/	/ee/	/ch/	/er/		_____/2
11. marched	/m/	/ar/	/ch/	/t/		_____/1
Total Correct						**_____ /15**

Note: Student performance with all phonemes should be noted for evaluation; however, only vowel digraphs are scored for this assessment.

/or/ > 'or' (2,6,9) _____/3 /er/ > 'er' (1,3,4,5,8,10) _____/6 /ar/ > 'ar' (3,7,8,11) ____/4

/ou/ > 'ow' (4) _____/1 /ee/ > 'ea' (10) _____/1

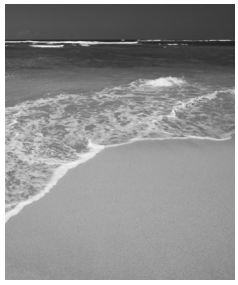
NAME: _____

DATE: _____

TR 14.1

Directions: Have students write the word on the line under the picture.

1. winter



winter

2. river

3. forest

NAME: _____

DATE: _____

TR 14.1
CONTINUED

4. farmer

_____ _____ _____

5. ladder

_____ _____ _____

6. collar

_____ _____ _____

NAME: _____

DATE: _____

TR 14.2

Story Word Cards /er/

swimmer	number
river	scatter
summer	better
ladder	afternoon
chapter	different
desert	messenger

NAME: _____

DATE: _____

TR 15.1

Roll, Flip, Read Word Cards

Directions: Copy one template for each student. Cut out cards and write numbers on the back of each card.

ate	sister
better	home
book	hope
came	longer
close	morning

NAME: _____

DATE: _____

TR 15.1
CONTINUED

Roll, Flip, Read Word Cards

gave	green
tree	hard
under	three
write	order

ACTIVITY BOOK ANSWER KEY

NAME: _____
DATE: _____

1.1 Activity Page

Directions: 1) Reads the word aloud. 2) Students write letter 'e' on word. 3) Say, "Alakazam!" 4) All students read the new word.

Add 'e' to make a new word.

slid e	slim e	plan e
grim____	spin e	mad e
pin____	glad e	quit e
Jan e	Sam e	twin____
fat e	sit e	hid e
rip e	fad e	

Skills 2 1

NAME: _____
DATE: _____

1.2 Activity Page

Directions: Ask students to reread the story and answer the questions using complete sentences, noting the page on which the answer is found.

Mike's Bedtime

1. How old is the little boy in the story?
   - A. six
   - (B.) seven
   - C. nine

   Page 2

2. Mike's dad said it's bedtime if . . .
   - (A.) the sun is down.
   - B. the street lamp is off.
   - C. the drapes are closed.

   Page 2

3. It was _____ black.
   - A. catch
   - B. watch
   - (C.) pitch

   Page 2

Skills 2 3

5. Why did Mike make a face?

   Mike made a face because he did not want to go to bed.

   Page 4

6. What will Mike's dad do?

   Mike's dad will tell him a bedtime tale.

   Page 6

4 Skills 2

NAME: _____
DATE: _____

1.4 Take-Home

Directions: Ask your child to read all the words in the box and then write the best word for each sentence in the blank.

Use the words in the box to make a sentence.

gave	drive	smile	like	cake

1. Mike _____gave_____ Dad a hot dog.
2. "Let's go for a _____drive_____," said Dad.
3. "Would you _____like_____ to go to the zoo?" asked Dad.
4. "Yes," said Mike with a _____smile_____.
5. "I like the _____cake_____ best," Dad said.

Skills 2 7

NAME: _____

DATE: _____

2.1 Activity Page

Directions: 1) Reads the word aloud. 2) Student writes letter 'e' on word. 3) Say, "Abkazam!" 4) All students read the new word.

Add 'e' to make a new word.

cub_e_	slop_e_	us_e_
hop_e_	not_e_	cut_e_
cop_e_	fat_e_	slid_e_
pop_e_	rob_e_	wok_e_
mop_e_	tap_e_	tub_e_

NAME: _____

DATE: _____

2.2 Activity Page

Directions: Ask students to read the words and horsesho-circle the letters that make the /oe/ and /ue/ sounds.

1. tadpole	8. hopeful
2. bathrobe	9. compute
3. trombone	10. confuse
4. remote	11. conclude
5. backbone	12. dispute
6. foxhole	13. rosebush
7. rosebud	

NAME: _____

DATE: _____

3.1 Activity Page

Directions: Students should write at least four sentences in response to the prompt: By the end of the tale, what did Jane learn?

Answers may vary, but should reference key details from the story, include at least four sentences, use proper punctuation and capitalization, and answer the question

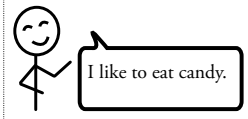
appropriately. For example: Jane learned that she should not get ahead of herself, she should take one step at a time, etc. She should not have made plans for the money she would get from selling the milk until after she had it. She was so busy making plans that she did not do her job well. If she had taken care of the milk, she would have been able to sell it and then plan what to do with the money.

NAME: _____

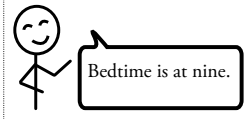
DATE: _____

4.1 Activity Page

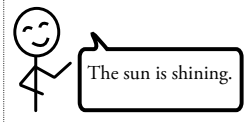
Directions: Ask students to write exactly what each person said in a complete sentence on the blank beside each picture.



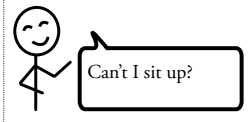
Jane said, "I like to eat candy."



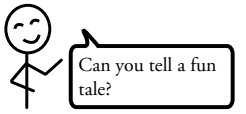
Dad said, "Bedtime is at nine."



Mike said, "The sun is shining."

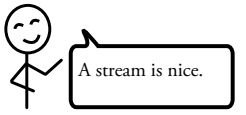


Jane asked, "Can't I sit up?"

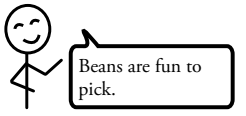


Mike asked, "Can you tell a fun tale?"

Jane said, "I don't like beets."



Ann said, "A stream is nice."



Dad said, "Beans are fun to pick."

NAME: _____

DATE: _____

4.2 Activity Page

Directions: Ask students to find the best answer to each question. Students should record the page number where the answer is found.

The Jumping Frog

1. Big Jim bragged that his frog had _____.
   - A. spunk.
   - (B.) speed.
   - C. three legs.

   Page 18

2. How much cash did Big Jim bet on his frog?
   - A. He bet one buck.
   - B. He bet five bucks.
   - (C.) He bet ten bucks.

   Page 18

3. Why did Big Jim run to the stream?
   - (A.) Big Jim ran to the stream to catch a frog for Pete.
   - B. Big Jim ran to the stream to set his frog free.
   - C. Big Jim ran to the stream to swim.

   Page 20

4. Who held Big Jim's frog while he ran off to the stream?
   - A. Big Jim's mom held his frog.
   - B. Big Jim held the frog.
   - (C.) Pete held Big Jim's frog.

   Page 20

5. Why didn't Mike's dad finish the tale?

   Mike's dad did not finish telling the tale because Mike fell asleep.

   Page 22

6. What do you think what will happen next in the story?

   Answers may vary, but should reference specific details from the story.

NAME: _____
DATE: _____

4.3 Take-Home
CONTINUED

Directions: Have your child draw a picture about the story "The Jumping Frog," and write a sentence about the picture.

Skills 2

25

NAME: _____
DATE: _____

5.1 Activity Page

Spelling Test

1. yelled
2. yanked
3. slumped
4. limped
5. plopped
6. smiled
7. shrugged
8. liked
9. patted
10. you

His dad smiled.

Skills 2

27

NAME: _____
DATE: _____

5.2 Activity Page

Directions: Have students write yes or no beside each sentence.

Write *yes* or *no* on the lines.

1. A stove can drool. no
2. A big lake can be nice. yes
3. We stood in line to get shampoo. yes
4. A pool is a good place to plant seeds. no
5. Brooms can hop. no
6. Ice is needed to heat a woodstove. no
7. A sheep can say, "Moo." no
8. A frog likes to be by a stream. yes
9. I can wave my hand to shoo a bug. yes

Skills 2

29

NAME: _____
DATE: _____

6.1 Activity Page

Directions: Complete the activity page after reading "The Milk."

Title: "The Milk"

Characters	Setting
Jane -has dreams -has big plans	1. a long time ago 2. outside 3. a farm/road

Plot

Beginning

Jane puts milk in a bucket to sell.

Middle

Jane makes lots of plans to use the cash from selling the milk.

End

Jane spills the milk and doesn't get any cash.

Skills 2

31

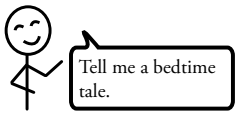
NAME: _____

DATE: _____

9.1 Activity Page

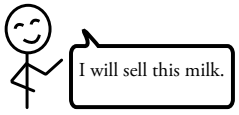
Directions: Have students write the sentence from the bubble on the line with quoation marks.

Mike



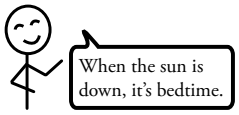
"Tell me a bedtime tale," said Mike.

Jane



"I will sell this milk," said Jane.

Mike's dad

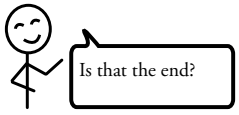


"When the sun is down, it's bedtime," said Mike's dad.

Jim

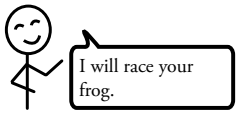
"My frog hops like the wind!" said Jim.

Mike



"Is that the end?" asked Mike.

Pete



"I will race your frog." said Pete.

NAME: _____

DATE: _____

9.2 Activity Page

Directions: Have students reread the story and answer the questions. Students should record the page number where the answer is found.

The Hare and the Hedgehog

1. Why was the hare proud?
   - (A.) He was fast.
   - B. He was funny.
   - C. He was nice.

   Page 36

2. What did the hedgehog ask the hare to do after lunch?
   - A. The hedgehog asked the hare to take a nap.
   - (B.) The hedgehog asked the hare to race.
   - C. The hedgehog asked the hare to run home.

   Page 38

3. Tell the plot of this tale. Write at least three sentences.

   Answers may vary, but should reference key details from the story and include at least three sentences. For example: The hedgehog got tired of the hare bragging. The hedgehog made a plan to trick the hare. The hare accepted the

hedgehog's challenge. The hedgehog's wife pretended to be the hedgehog at the finish line. The hare thought he lost the race.

NAME: _____
DATE: _____

10.1 Activity Page

Spelling Test

1. smiling
2. racing
3. hoping
4. baking
5. inviting
6. confusing
7. tasting
8. competing
9. hopping
10. were

The frogs were racing.

Skills 2

45

NAME: _____
DATE: _____

10.2 Activity Page

/er/ > 'er' (*her*)

Directions: Have students find and circle the word with the 'er' spelling in each sentence. On the line below, have students write the word and circle the 'er' spelling.

1. Last (summer) was hot.

   summer

2. Who is that (person)?

   person

3. The (water) is so cold!

   water

4. The book is (under) the bed.

   under

5. My (mother's) name is Ann.

   mother's

Skills 2

47

NAME: _____
DATE: _____

10.3 Activity Page

Directions: Have students create sentences with the words containing the 'er' spelling.

flower	never	river	after	later

1. Answers may vary, but should include a word from the box.
2. _____
3. _____
4. _____
5. _____

Skills 2

49

NAME: _____
DATE: _____

10.4 Activity Page

How the Hedgehog Tricked the Hare

Directions: Have students reread the story and answer the questions. Students should record the page number where the answer is found.

1. The hedgehog made a _____ to trick the hare.
   - (A.) plan
   - B. tale
   - C. race

   Page 46

2. The hedgehog and the hare lined up to race at _____.
   - A. the well
   - (B.) the fence
   - C. the house

   Page 48

3. Next, the hare ran past _____.
   - (A.) the well
   - B. the fence
   - C. the house

   Page 48

4. The hare ran up to _____.
   - A. the well
   - B. the fence
   - (C.) the house

   Page 48

Skills 2

51

5. Why did the hare run to the fence and back ten times?

The hare ran to the fence and back ten times because he did not want the hedgehog to beat him. The hare wanted to race the hedgehog again to show that he is faster and better.

Page 50, 52

6. Why did the hedgehog smile in the end?

The hedgehog smiled in the end because he knew that he had tricked the hare.

Page 46, 52

NAME: _____

DATE: _____

11.1 Activity Page

Directions: In the word box, have students circle the spelling of either "or" or "ar" in the words. Next, ask students to write the words in the appropriate sentence.

park car short shower shark

1. We like to go to the park to eat a picnic lunch.
2. Kate is not tall. She is short.
3. We had a rain shower.
4. The car is fast and red.
5. A shark is in the sea.

sports flower fork dark barking

6. I need a fork to eat my food.
7. The dog will not stop barking!
8. Do you enjoy sports like soccer?
9. The flower smells nice.
10. The lamp is on because it is dark and hard to see.

NAME: _____

DATE: _____

11.2 Activity Page

Quotation Marks

Directions: Have students copy each sentence with the correct capitalization, quotation marks, commas, and ending punctuation.

1. our dog likes to bark said Roy

"Our dog likes to bark," said Roy.

2. james asked is this game fun

James asked, "Is this game fun?"

3. troy asked can we go to the park

Troy asked, "Can we go to the park?"

4. i hope we can go to the park after lunch said Nate

"I hope we can go to the park after lunch," said Nate.

5. hand the flower pot to Jane said Mike

"Hand the flower pot to Jane," said Mike.

6. deb said this is a fast game

Deb said, "This is a fast game."

NAME: _____
DATE: _____

11.5 Take-Home

Directions: Have your child complete the activity page after reading "How the Hedgehog Tricked the Hare."

Title: "The Hare and the Hedgehog"

Characters	Setting
the hare -likes to brag the hedgehog -clever	1. outdoors 2. a house on a hill, by a fence

Plot

Beginning

The hedgehog made a plan to trick the hare.

Middle

The hedgehog's wife pretended to be the hedgehog at the finish line.

End

The hare thought he lost the race.

NAME: _____
DATE: _____

12.1 Activity Page

Directions: Have students use the template for their book reports.

Title "The Hare and the Hedgehog"

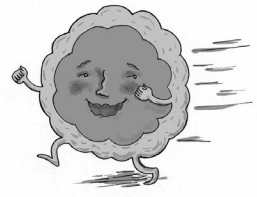
The main characters are The main characters are a hare, a hedgehog, and the hedgehog's wife.

The tale takes place The tale takes place outside near the hedgehog's home. The hare and the hedgehog race from the fence, past the well, and up to the house on the hill.

In the tale (plot) In the tale (plot) the hedgehog gets tired of the hare bragging about how fast he is. He comes up with a plan to trick the hare. The hedgehog challenges the hare to a race after lunch. He gets his wife to help him. She pretends to be the male hedgehog and stands at the finish line. The hare thinks she is the male hedgehog and he has lost the race.

NAME: _____
DATE: _____

12.2 Activity Page



How can you tell "The Pancake, Part I" is a made-up tale?

Answers may vary, but should reference key details from the story. For example, the story begins "Once upon a time"; there is personification (e.g., pancakes don't have eyes, have fear, jump, run, or talk).

NAME: _____
DATE: _____

13.2 Activity Page

The Pancake, Part II

Directions: Have students reread the story and answer the questions in complete sentences.

1. The pancake first ran past farmers. Then he ran past _____.
   A. a fox
   B. a hen
   (C.) a pig
   Page 66

2. The pancake ran past a hen. As the hen chased the pancake, she was _____.
   (A.) clucking
   B. snorting
   C. yelling
   Page 68

3. How did the fox trick the pancake?

The fox tricked the pancake by telling him he could not hear him. The pancake got closer and closer so the fox could hear him. Then, the fox ate him.

NAME: _____
DATE: _____

13.3 Activity Page

The Pancake, Part II

Directions: Have students number the sentences in the correct order using the story page numbers. Then cut and paste them on Activity Page 13.4.

3 The pancake ran past a fox. (Page 68)

5 The fox ate the pancake. (Page 74)

1 The pancake ran by a pig. (Page 66)

4 The pancake shouted, "I'VE OUTRUN A MOM, SIX KIDS, TWO FARMERS, A PIG, AND A HEN, AND I CAN OUTRUN YOU, TOO! I AM TOO FAST AND SMART FOR YOU!" (Page 72)

2 The pancake ran by a hen. (Page 68)

NAME: _____
DATE: _____

13.4 Activity Page

The Pancake, Part II

1. The pancake ran by a pig.

2. The pancake ran by a hen.

3. The pancake ran past a fox.

4. The pancake shouted, "I'VE OUTRUN A MOM, SIX KIDS, TWO FARMERS, A PIG, AND A HEN, AND I CAN OUTRUN YOU, TOO! I AM TOO FAST AND SMART FOR YOU!"

5. The fox ate the pancake.

NAME: _____
DATE: _____

14.1 Activity Page

Antonyms

Directions: Have students write the number of the word in the left column in the blank box with its antonym on the right.

1	inside	bad	4
2	soft	long	5
3	add	cold	8
4	good	rounded	7
5	short	hard	2
6	shout	subtract	3
7	pointed	outside	1
8	hot	whisper	6

NAME: _____
DATE: _____

15.1 Activity Page

Spelling Test

1. it's
2. that's
3. she's
4. isn't
5. aren't
6. wasn't
7. I'll
8. you'll
9. she'll
10. their

Their book is huge.

Skills 2

83

NAME: _____
DATE: _____

15.2 Activity Page

sick	visit	out
hare	cave	owl

Directions: Have students fill in the blanks with the best word choice from the box.

The panther was sick. He could not leave his cave. First the panther said to the owl, "I am sick. Will you visit me in my cave?" The owl went inside the cave, but he did not step out. Next, the panther said to the hare, "I am sick. Will you visit me in my cave?" The hare went inside the cave, but he did not step out.

Skills 2

85

NAME: _____
DATE: _____

15.3 Activity Page

Directions: Have students write about a favorite story from Bedtime Tales.

The tale I like the best from *Bedtime Tales* is:

Answers may vary.

In the tale:

Answers may vary, but should reference specific details from the story.

The reasons I like this tale are:

Answers may vary, but should reference specific details from the story.

Skills 2

87

Draw a picture from this tale.

88

Skills 2

NAME: _____

DATE: _____

16.1 Assessment

Mark the words that are said.

1.	(sitter)	stern	sister	stinger
2.	(rate)	rake	rat	ran
3.	be	bet	(beet)	best
4.	booking	bout	bake	(book)
5.	here	there	(theme)	them
6.	foil	(foul)	feel	fool
7.	join	(joint)	joust	joyful
8.	(pork)	park	perk	pick
9.	fin	(fine)	five	fit

10.	Bart	farm	port	(part)
11.	cut	(cute)	cube	cull
12.	hoop	(hope)	hop	hopping
13.	jeep	germ	(jerk)	jeans
14.	employ	joy	joyful	(enjoy)
15.	bet	batch	(beach)	beet
16.	(clown)	cow	crown	cloud
17.	stern	seem	(steam)	stream
18.	tout	tart	(toot)	foot

NAME: _____

DATE: _____

16.2 Assessment

Cat and Mouse Keep House

Directions: Have students circle the letter next to the best answer to each question.

1. Mike asked for a bedtime tale that had _____.
   - (A.) a trick
   - B. a dog
   - C. a joke

   Page 89

2. What did the cat and mouse set up?
   - A. The cat and mouse set up tricks.
   - B. The cat and mouse set up a mat.
   - (C.) The cat and mouse set up house.

   Page 90

3. What was in the jar?
   In the jar was _____.
   - (A.) some jam
   - B. a pancake
   - C. a smaller jar

   Page 90

4. Where did the cat and the mouse hide the jar?
   The cat and mouse hid the jar _____.
   - A. in a tree
   - B. in a bigger jar
   - (C.) in the house next door

   Page 90, 92

5. Who went to eat the jam first?
   The cat went to eat the jam first.

   Page 94

6. Why did the mouse want to eat the jam?
   He was hungry.

   Page 96

7. The cat tricked the mouse. This made the mouse feel _____ at the cat.
   - (A.) mad
   - B. sad
   - C. scared

   Page 96

8. What did the cat do to the mouse?
   - A. The cat sat on the mouse.
   - (B.) The cat ate the mouse.
   - C. The cat hid the mouse.

   Page 100

NAME: _____

DATE: _____

16.3 **Assessment**

The Fox and the Cat

Once a fox and a cat were drinking from a river.

The fox started bragging.

"I am a clever one," said the fox. "There are lots of beasts out there that would like to eat me, but they can't catch me. I have lots of tricks that help me escape from them. I can run. I can swim. I can dig a hole and hide. Why, I must have a hundred clever tricks!"

"I have just one trick," said the cat. "But it is a good one."

"Just one?" said the fox. "That's all? Well, that is too bad for you!"

Just then there was a loud sound. It was the sound of barking dogs. A hunter was leading a pack of hunting dogs by the side of the river.

The cat scampered up a tree and hid in the leaves.

"This my plan," said the cat. "What are you going to do?"

The fox started thinking which of his tricks he should use. Should he run? Should he swim? Should he dig a hole and hide? He had such a long list of tricks. It was hard to pick just one. But while he was thinking, the hunter and his dogs were getting nearer and nearer. Soon they spotted the fox and then it was too late.

The cat said, "It's better to have one trick you can count on than a hundred you can't."

Discussion Questions (note student's answers)

1. The characters in the story are a fox and a cat.
2. The characters were talking at the river.
3. He can run, swim, and dig a hole and hide.
4. The cat had one trick.
5. It could not decide what to do; the dogs got the fox.
6. It's better to have one trick you can count on that a hundred you cannot.

NAME: _____

DATE: _____

PP.1 **Activity Page**

Directions: Have students read each word and circle the letter or letters for the vowel sound in the word.

catch	green
spend	boil
trick	spoon
cord	foot
bunch	cloud
space	broil
lime	fern
slope	thorn
cute	yard

finish	shortcut
after	shampoo
basement	downtown
footprint	priceless
wishbone	morning
bedtime	hillside
pavement	napping
sleeping	mushroom
discount	number

NAME: _____
DATE: _____

PP.2 Activity Page

Count the sounds in the word. Write the number of sounds in the box. Print the word on the line.

1. cloud [4] cloud
2. grapes [5] grapes
3. twitch [4] twitch
4. foil [3] foil
5. crow [3] crow

6. short [3] short
7. teeth [3] teeth
8. joke [3] joke
9. parking [5] parking
10. choice [3] choice
11. winter [5] winter

NAME: _____
DATE: _____

PP.3 Activity Page

Which word matches the picture? Write it on the line.

(grapes) gate (coin) corn

grapes coin

(sleep) slope (slide) dive

sleep slide

Which word matches the picture? Write it on the line.

(book) cook (drive) dive

book drive

short (shark) (home) hill

shark home

NAME: _____
DATE: _____

PP.4 Activity Page

Spell the word. Then print it on the line.

	ar r	t d	i c	k s	t f	artist
	h d	ar a	k p			harp
	p b	u ar	x k			park
	qu k	oo ee	n m			queen
	b d	oo ou	t k			book

	s c	p k	u oo	d n		spoon
	kn k	e i	v f	i e		knife
	t f	ar or	d m	r er		farmer
	p g	l w	o d	t b	e a	globe
	g c	ar r	m d	e o	n d	garden

NAME: _____
DATE: _____

PP.5 Activity Page

Print the word on the line by the picture. Use each word in a sentence.

1. fork

fork _____

The fork is sharp.

2. slide

_____ slide

Answers may vary.

3. coin

coin _____

Answers may vary.

4. igloo

_____ igloo

Answers may vary.

5. pancakes

pancakes _____

Answers may vary.

6. rooster

_____ rooster

Answers may vary.

NAME: _____

DATE: _____

PP.6 Activity Page

Print the word from the box on the lines by the picture.

mule	cake	spoon
~~kite~~	house	tree

kite

house

tree

mule

cake

spoon

coin	rope	hook
cloud	fern	vase

cloud

vase

rope

hook

fern

coin

NAME: _____

DATE: _____

PP.8 Activity Page

Directions: Have students write each word sound by sound as you pronounce each word.

m a d → m a d e

f a d → f a d e

c a p → c a p e

d i m → d i m e

h o p → h o p e

t a p → t a p e

NAME: _____

DATE: _____

PP.9 Activity Page

Directions: Have students circle each word that the teacher says and write it on the line.

1.	fad	(fade)	fate	fade
2.	(slope)	slop	sop	slope
3.	cap	cope	(cape)	cape
4.	(joke)	jock	jot	joke
5.	dime	dim	(dine)	dine
6.	cane	(can)	corn	can

7.	fake	(fad)	fade	fad
8.	(late)	lad	lake	late
9.	mode	(made)	mad	made
10.	(mute)	moot	mate	mute
11.	bit	bite	(bike)	bike
12.	(hop)	hope	hoop	hop

NAME: _____
DATE: _____

PP.10 Activity Page

Directions: Have students circle the word that matches the picture.

dim
dine
(dime)

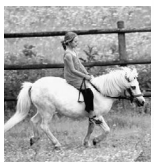
kit
(kite)
kiss

(fin)
find
fine

rate
rake
(rat)

(cute)
cap
cut

(pin)
pint
pine



rod
(rode)
red

(cap)
cane
cape

mate
(mat)
male

10

(ten)
teen
tent

can
(cane)
cape

pale
pane
(pan)

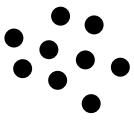
NAME: _____
DATE: _____

PP.11 Activity Page

Print the word from the box on the line by the picture.

lines	bike	gate
kite	~~nine~~	plate

Directions: Ask students to horseshoe-circle the separated digraphs in each word.



nine

plate

gate

bike

kite

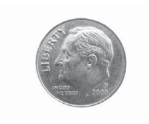
lines

Print the word from the box on the line by the picture.

dime	cube	grapes
globe	cone	cake

globe

cake


dime

grapes

cube

cone

NAME: _____
DATE: _____

PP.13 Activity Page

Print the word from the box on the line by the picture.

bee	beans	leaf
peanuts	teacup	~~seashell~~

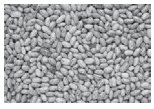
seashell

bee

peanuts

teacup

leaf


beans

wheat	chimpanzee	eel
athlete	cheese	geese

cheese

athlete

chimpanzee

eel

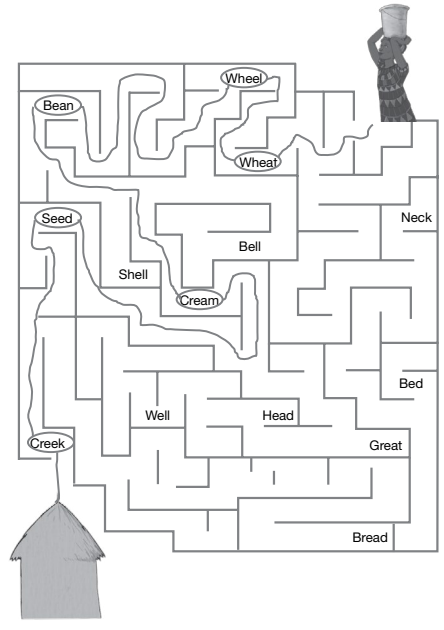
geese

wheat

NAME: _____
DATE: _____

PP.14 Activity Page

Directions: Ask students to read each word and circle only the words that have the /ee/ sound so Jane can follow the path to go back home.



NAME: _____

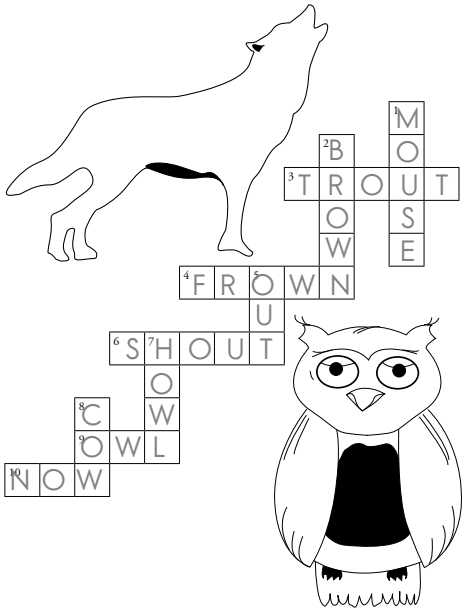
DATE: _____

PP.15 Activity Page

Directions: Circle the word that best completes each sentence.

1. I felt (seasick, sleep) riding on the ship.
2. Can you (reach, teach) me how to drive?
3. My sister made me (steam, scream).
4. Could I (Pete, please) have a slice of cake?
5. The (leaves, trees) fall off the tree in the fall.
6. A (peacock, eagle) is a bird with a tail like a fan.
7. The toy will squeak when you (squeeze, leave) it.
8. I like a (sweet, steam) treat after school.
9. I have (three, tree) sisters.
10. "Bless you," he said when I (sneezed, reached).
11. I like to read the tale, "Sheep in a (Jeep, Leave)."
12. (Steve, Pete) was a bad man in *The Frog Race*.

PP.17 Activity Page

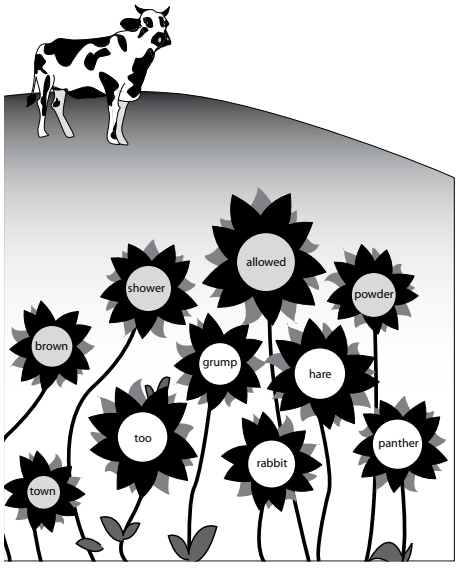


NAME: _____

DATE: _____

PP.18 Activity Page

Directions: Help the cow find the best flowers to eat. Color only the flowers with the /ou/ sound.



NAME: _____

DATE: _____

PP.19 Activity Page

Directions: Students should read the sentences and fill in the blank with the best word.

batboy	toybox	toys	coiled
soil	boiling	coins	

1. The sun is ___boiling___ hot outside.
2. Did you see the snake all ___coiled___ up?
3. The ___batboy___ will keep the baseball bats neat.
4. We will plant the seeds in the ___soil___.
5. Pick up the toys and place them in the ___toybox___.
6. Could you help me count my ___coins___?
7. Are the stuffed ___toys___ on the bed?

NAME: _____

DATE: _____

PP.21 Activity Page

Directions: Have students choose the correct word that fits best in the sentence. After writing the word in the blank, have him or her circle the 'er' spelling.

after	sister	marker	chapter
herd	fern	perch	number

1. Ten is the number I like best.
2. The herd of cows ate grass.
3. Do you have the red marker?
4. The green fern needs water and sun.
5. My big sister, Jan, is tall.
6. The bird is sleeping on its perch.
7. After class, I like to take a nap.
8. That chapter of the book was long.

NAME: _____

DATE: _____

PP.22 Activity Page

Directions: Have students choose the best word to complete the sentence. After writing the word in the blank, have him or her circle either the 'or' or 'ar' spelling.

arm	shark	farmer	car	torn
corn	yarn	cart	thorn	

1. The red car went down the street fast.
2. Mark has a cut on his arm.
3. Do you like to eat corn in the summer?
4. The farmer had pigs and cows on his land.
5. Did he place the food in his shopping cart?
6. The thorn on the rose was sharp.
7. My mom uses yarn when she knits.
8. That is a big shark in the sea!
9. His shirt was ripped and torn.

NAME: _____

DATE: _____

PP.23 Activity Page

Directions: Have students read each word aloud, write the word under the correct header, and circle the spelling for /or/, /er/, or /ar/.

north	letter	garlic	morning	better
car	porch	cartoon	ladder	swimmer
short	far	river	form	garden

/er/ as in *her*	/ar/ as in *car*	/or/ as in *for*
letter	garlic	north
better	car	morning
ladder	cartoon	porch
swimmer	far	short
river	garden	form

NAME: _____

DATE: _____

PP.24 Activity Page

Print the word from the box on the line by the picture.

artist	barefoot	tadpole
~~duckling~~	comics	checkers

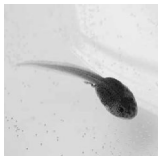
duckling

comics

checkers

barefoot

artist



tadpole

bookcase	broomstick	dentist
fireplace	handshake	iceberg

broomstick

handshake

iceberg

fireplace

dentist

bookcase

NAME: _____
DATE: _____

PP.25 Activity Page

Directions: Read these words aloud. Ask students to horseshoe-circle the pattern at the top of the column.

a_e	i_e
cupcake	sunshine
pancake	reptile
mistake	sunrise
fateful	timeline
bracelet	inside
cascade	pastime
snakeskin	combine
inflate	subscribe
translate	iceberg

NAME: _____
DATE: _____

PP.26 Activity Page

Print the word on the line by the picture.

1. winter

winter

2. river

river

3. forest

forest

4. farmer

farmer

5. ladder

ladder

6. collar

collar

NAME: _____
DATE: _____

PP.27 **Activity Page**

Print the word from the box on the line by the picture.

children	~~number~~	winter
kitchen	garden	fingers

38

number

garden

fingers

kitchen

children

winter

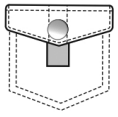
writing	coffee	pocket
fireplace	fifteen	soccer

15

fifteen

writing

fireplace



soccer

pocket

coffee

NAME: _____
DATE: _____

PP.29 **Activity Page**

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

1. Can a mule cook dinner? no
2. Can you wave your hand? yes
3. Are your feet green? no
4. Can you swim in a pool? yes
5. Is a dime less than a nickel? no
6. Is a river wet? yes

7. Is it dark at noon? no
8. Is a cake sweet? yes
9. Are there cats on the moon? no
10. Can a rock swim? no
11. Is a boiling pot hot? yes
12. Is butter red? no

NAME: _____
DATE: _____

PP.30 Activity Page

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

1. Can a pepper be green? yes
2. Do pigs moo? no
3. Is ice hot? no
4. Can you use a pen to write? yes
5. Do words have letters? yes
6. Can a fish oink? no
7. Is nineteen a number? yes

8. Is it hot at the South Pole? no
9. Do fish have feet? no
10. Is shouting loud? yes
11. Is a panther a fish? no
12. Do raccoons have fins? no

NAME: _____
DATE: _____

PP.31 Activity Page

Check the sentence that is the best fit.

1.
   - ☑ Roses have thorns.
   - ☐ Roses have horns.
2.
   - ☑ My house has a yard.
   - ☐ My cloud has a yard.
3.
   - ☑ I can knit mittens.
   - ☐ I can knit kittens.
4.
   - ☑ Dentists fix teeth.
   - ☐ Dentists fix sheep.
5.
   - ☐ This pup is cute.
   - ☑ This duck is cute.
6.
   - ☑ I swim in the pool.
   - ☐ I run on the moon.

7.
   - ☑ Trees are green.
   - ☐ Bees are green.
8.
   - ☑ He rides a bike.
   - ☐ He rides a horse.
9.
   - ☑ I have a dime.
   - ☐ I have a lime.
10.
    - ☑ The band is loud.
    - ☐ The fan is loud.
11.
    - ☑ This is a good book.
    - ☐ He is a good cook.
12.
    - ☑ The artist can paint.
    - ☐ The artist can faint.

NAME: _____

DATE: _____

PP.32 Activity Page

Directions: Ask students to use one word from the box in each sentence. He or she will need to add –ed to each word.

drop	ask	shrug	slump	limp
yank	plop	like	pat	yell

1. "Zip! Zing!" he ___yelled___. "Take that, T. rex!"
2. He ___yanked___ back the drapes.
3. "Ug!" Mike said. He ___slumped___ and ___dropped___ his chin on his chest.
4. "What if I tell you a bedtime tale?" he ___asked___.
5. Mike did not think it would help much. He ___shrugged___
6. "When I was a kid, your gramp would tell me bedtime tales. I ___liked___ them."
7. Mike's dad sat down on the bed and ___patted___ Mike on the back of the neck.
8. Mike ___limped___ to his bed and ___plopped___ down on it.

Skills 2

161

NAME: _____

DATE: _____

PP.33 Activity Page

Directions: Choose the correct word for each sentence and add –ed to the word. Then write the correct word to fill in the blank.

dent	melt	jot	rub	beg
jog	hop	hope	tape	tap

1. Someone ___tapped___ me on the head.
2. The dog ___begged___ for a treat.
3. I ___rubbed___ my hands together.
4. The side of the truck was ___dented___ in the wreck.
5. My candy ___melted___ when I left it in the sun.
6. Mom ___jotted___ down a list for shopping.
7. He ___hopped___ like a rabbit.
8. Dad ___jogged___ down the street.
9. We ___hoped___ to get a gift from Gramps.
10. She ___taped___ the poster to the wall.

Skills 2

163

NAME: _____

DATE: _____

PP.34 Activity Page

Directions: Ask students to add –ing to each word. Then write the correct word in the blank for the sentence on the next page.

smile	___smiling___
race	___racing___
bake	___baking___
invite	___inviting___
confuse	___confusing___
taste	___tasting___
compete	___competing___
hop	___hopping___

Skills 2

165

1. Can we make the ___racing___ car go faster?
2. Are you ___inviting___ all of us to your picnic?
3. Dad is ___baking___ cake for my snack.
4. I like ___tasting___ the frosting for the cake.
5. We were glad and ___smiling___ when we left the park.
6. It was ___confusing___ to see the twins.
7. The frog was ___hopping___ to the pond.
8. The frogs were ___competing___ in the race.

166

Skills 2

Appendix A: Teacher Background Information for Vowel Spellings and Sounds

"LONG" VOWELS AND SEPARATED DIGRAPHS

The vowel sounds: /ae/, /ee/, /ie/, /oe/, and /ue/ have traditionally been called the "long" vowels and are also letter names: /ae/ = 'a', /ee/ = 'e', /ie/ = 'i', /oe/ = 'o', /ue/ = 'u'.

The spellings 'a_e', 'ee', 'i_e', 'o_e', and 'u_e' are taught as the basic code spellings for these sounds because they are the least ambiguous spellings.

The 'ee' spelling for /ee/ is a vowel digraph analogous to the consonant digraphs students have already learned (e.g., 'ch', 'sh', 'ng', etc.). The spellings for the sounds /ae/, /ie/, /oe/, and /ue/ are also digraphs, but they are digraphs of a different sort. They are *separated digraphs.* The two letters work together to stand for a single sound, but the letters no longer sit next to each other. Instead, they are separated from each other by another spelling. This intervening spelling will always be a consonant spelling and it will usually be a single-letter spelling. For example, in words like *tame*, *tide*, *tone*, and *cute*, a single letter stands between the two letters of the vowel digraph. There are few words in English where a consonant digraph stands between the two letters of a separated vowel digraph; *ache* is one of the very few examples.

It is important for students to understand that two letters can work together to represent a single sound even if the letters are separated. This is likely to be difficult for some students to grasp. Even those who grasp the idea quickly may need time to automatize the procedure during reading, as it involves a significant departure from the left-to-right decoding used to read most words. Students have been taught to read from left to right, but in order to read words with separated digraphs, they need scan to the right and then glance back again to the left.

To get a sense of how the need for complex mental operations increases as the sequence of instruction progresses, consider what is involved in reading the following three words: *ham*, *sham*, *shame*. To read *ham*, the reader needs to inspect each letter, remember which sound each letter stands for, and then blend the three sounds together. To read *sham*, the reader must do all of these things as well as recognize that 's' and 'h' are a letter team. The reader may need to discard a first impression that the word begins with two consonant sounds, /s/ followed by /h/. To read *shame*, the reader must perform the above-mentioned tasks while also scanning ahead, spotting the letter 'e', connecting the letter 'e' to the letter 'a', and remembering that these

letters stand for the /ae/ sound. When you add all of these tasks together, you have a rather complicated procedure, one that takes lots of practice to automatize.

As adults and skilled readers, it is very hard for us to place ourselves in the mindset of the young learner. To get a sense of what reading must be like for a beginning reader, write the word *shine* on a piece of paper and cover it with a second sheet. Pretend that you do not already know what word the slip of paper conceals. Slowly slide the paper to the right, revealing one letter at a time. If you think out loud, your thinking might sound something like this: "The first sound is /s/. The next sound is /h/. No wait, those two letters stand for just one sound: /sh/. The next sound is /i/: /sh/ /i/. The next sound is /n/, making /sh/ /i/ /n/. The last sound is /e/: /sh/ /i/ /n/ /e/. But wait, *shinn-eh* isn't a word. Oh, I see, the letter 'i' and the letter 'e' are working together to stand for the /ie/ sound. The word is /sh/ /ie/ /n/!" As they encounter new words, students are performing a set of mental actions very much like these. They are segmenting the written symbols into chunks, trying to match those chunks to sounds, blending, correcting initial assumptions, connecting separated digraphs, and scanning forward and backward as needed. All of this requires a lot of mental energy—especially for readers who are just learning to crack the alphabet code.

SILENT 'E' AND MAGIC 'E'

In Core Knowledge Language Arts, spellings like 'a_e' and 'i_e' are referred to as *separated digraphs*. You may also use the term *split digraph* if you prefer. In years past you may have spoken of the 'e' in words like *name* or *note* as a *silent* '*e*'. Or you may have used the term *magic* '*e*'. Of these two terms, *magic* '*e*' is preferred. There are a few issues in telling students some letters are silent. In truth, all letters are silent. (If they could speak, we would not have to read them and turn them back into sounds.) Also the phrase *silent letter* may lead some students to believe that only some letters in a word matter as far as determining the pronunciation of the word whereas others have no purpose. In fact, the 'e' in *kite* is every bit as important in terms of determining pronunciation as the 'i'. Without the 'e', the word would be pronounced *kit*.

All in all, the notion of *magic* '*e*' better reflects the role of 'e' in these spellings. You are encouraged to avoid teaching the concept of *silent* '*e*' or other silent letters. For example, in the word *light*, it is more useful to think of 'igh' as a three-letter spelling (a trigraph) for /ie/ than it is to think of 'i' as standing for /ie/ and 'gh' as being "silent." If you think of all of the letters in a word as being part of a spelling, then there is no need to introduce the concept of "silent" letters.

For the same reason, you are strongly discouraged from using the popular phonics jingle "when two vowels go walking, the first one does the talking." Statistical analyses indicate this rule is only correct about 50% of the time. Moreover, it misleads students into thinking vowels are letters, whereas in fact vowels are sounds. Finally, it suggests students only need to pay attention to the first letter in a vowel digraph. That is very bad advice. To be effective readers, students need to look at both letters in a digraph spelling. They need to pay attention to the 'a' and the 'w' in *law*, the 'o' and the 'i' in *oil*, and the 'a' and the 'e' in *name*.

SIMILAR SOUNDS: /UE/, /OO/, /oo/, AND /U/

There is a lot of potential for confusion regarding the four vowel sounds /ue/, /oo/, /oo/, and /u/.

- The /ue/ sound as in *cute* is similar to the /oo/ sound as in *boot*. In fact, /ue/ actually contains the /oo/ sound. /ue/ is really a sound combination; it can be described as /y/ + /oo/.
- The sound /oo/ as in *soon* is also somewhat similar to /oo/ as in *look*, and the confusion between these sounds is magnified by the fact that they share a single basic-code spelling.
- The sound /oo/ as in *look* can also be confused with /u/ as in *luck*.

The sounds /ue/, /oo/, /oo/, and /u/ share a whole set of spellings, as you can see from the table below. The bold words in each column indicate the basic code spelling for that sound.

/ue/	/oo/	/oo/	/u/
cute	tune		
	soon	**look**	
unit	student	put	**but**
cue	blue		
few	new		
	prove		shove
	do		son
	soup		touch
	fruit		
	neutral		

VOWEL + /R/ COMBINATIONS

CKLA treats /er/, /ar/, and /or/ as single r-controlled vowel sounds in this program. You may be surprised to see these sounds treated as vowel sounds rather than vowel + consonant combinations. In many older phonics programs, these would have been taught as vowel + consonant combinations.

CKLA classifies the two sounds in *ear* not as a single r-controlled vowel sound but as a combination: /ee/ + /r/. This is done for two reasons. First, the two elements of this combination can be separated quite cleanly into /ee/ and /r/. Second, the spelling patterns for /ee/ when it occurs before /r/ are, by and large, the same ones used for /ee/ in other positions. If the sound combination /ee/ + /r/ were routinely written with entirely different spellings, that would be a good argument for teaching it as a separate unit. However, most words with this sound combination belong in one of the spelling categories for /ee/. Words like *deer* fall into the /ee/ spelled 'ee' group along with *deep* and *steep*. Words like *near* fit into the /ee/ spelled 'ea' group along with *neat* and *heap*. Words like *here* can be seen as members of the /ee/ spelled 'e_e' group along with *Pete* and *Eve*. Words like *Erie* can be seen as members of the /ee/ spelled 'e' group along with *even* and *Eden*. Therefore, in the CKLA classification system, the /ee/ + /r/ combination is treated as two sounds, each of which can be spelled using the spellings for that sound.

CKLA classifies the final sounds in *hair* not as a single r-controlled vowel sound but as /ae/ + /r/. Again, CKLA chose this classification because the two parts can be cleanly separated, and because the spellings used for /ae/ when it precedes /r/ are, by and large, the same ones used for /ae/ in other positions: *dare* follows the same pattern as *date*, and *lair* follows the same pattern as *paid*.

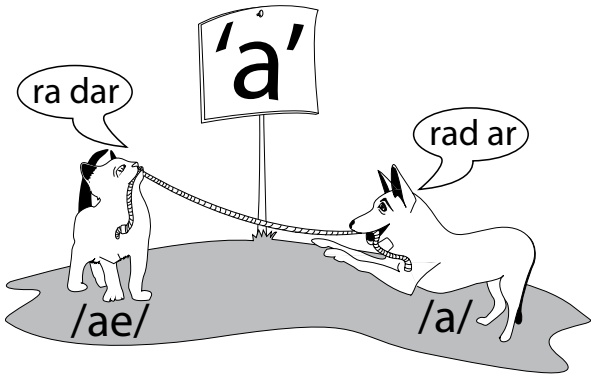
In CKLA, the initial sounds in *error* and the middle sounds in *very* are not classified as single r-controlled vowel sounds, but as /e/ + /r/. This is perhaps the most complicated and debatable of the classifications noted here. It is debatable for two reasons. First, there are some linguists who view this as a single sound. Second, the /e/ + /r/ combination heard in *very* can be difficult to distinguish from the /ae/ + /r/ combination heard in *hairy*. Depending on the dialect, it can also be difficult to hear a difference between *very* and *vary*; *marry* and *merry*; and *ferry* and *fairy*. Many people cannot hear any differences in these pairs and therefore regard the pairs as homophones. Others detect a subtle acoustic difference. In this program, /e/ + /r/ and /ae/ + /r/ are viewed as separate, not because they sound different but because they follow different spelling patterns. It is noted that most /ae/ + /r/ words can be sorted into one of the spelling patterns for the /ae/ phoneme. The same is true of /e/ + /r/ words: *very* can be seen as an example of the /e/ spelled 'e' pattern seen in *Betty* and *red*. The word *bear* can be seen as an example of the /e/ spelled 'ea' spelling pattern seen in *bread* and *head*. This is the classification scheme used in this program.

Words like *very* and *America* pose one additional problem. The letters 'er' can stand either for the single phoneme /er/ as in *her* and *letter* or for the combination /e/ + /r/ as in *very* and *America*. The program draws attention to this issue at a later time.

This information about the gray areas concerning vowels and /r/ is provided only for your background knowledge, to provide a perspective on the philosophy of the program so you may teach it more effectively. It might also help you to identify the patterns in the errors students make. You may wish to give students a general sense that the /r/ sound has a tendency to change vowel sounds when it follows them—they may need to pronounce some vowel + /r/ words in different ways in order to read them correctly.

THE TRICKY SPELLING LESSONS

Tricky Spelling Lessons are used to explicitly call students' attention to a spelling that can be pronounced and read more than one way. For example, 'a' can be pronounced as */a/* (*cat*), */ae/* (*paper*), */o/* (*father*) or */ə/* (*about*). It may be helpful to think of a tricky spelling as an instance in which several sounds "vie" for the student to pronounce and read the spelling a different way:



Tricky spellings present a challenge when students are asked to read unfamiliar words, since it is possible to sound out and pronounce a tricky spelling multiple ways.

In a Tricky Spelling Lesson, the teacher calls explicit attention to many examples of words in which the same spelling is pronounced different ways. Students are taught to try each pronunciation that they have learned for a spelling until they recognize a particular pronunciation as a familiar word that makes sense in the context. Some tricky spellings are taught in Grade 1, with many more taught in Grade 2.

TRICKY SPELLING 'OO'

There is only one tricky spelling introduced in this unit, the spelling 'oo', which is the basic code spelling for the */u͟o͟/* sound as in *soon* (sometimes called the "long" sound) and also for the */oo/* sound as in *look* (sometimes called the "short" sound). Remember, a tricky spelling is a spelling that can be sounded or pronounced more than one way. When students come across a word containing this spelling, they should first try to pronounce the letters as */u͟o͟/*. (This is the more common pronunciation.) If that pronunciation does not sound right, or does not make sense in the context, they should try to pronounce the letters as */oo/*. Students will have an opportunity to practice pronouncing this tricky spelling both ways in this unit.

Appendix B: Using Chunking to Decode Multisyllable Words

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

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

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

In addition to learning to decode two-syllable compound words, Grade 1 students also tackle two-syllable words that consist of a root word with a simple suffix (e.g., *yawn·ing*, *hunt·er*, *bust·ed*). The dot is typically placed immediately before the suffix. However, for words that contain double-letter spellings for consonants, in CKLA, the divider is typically placed after the double-letter spelling rather than between the two consonants (e.g. *batt·ed*, *bigg·er*, *bunn·y*). Teachers familiar with other ways to chunk or divide syllables may initially find this odd. This is done, however, because the double-letter spellings have been taught as single-spelling units in CKLA since Kindergarten (‘nn’ > /n/, ‘mm’ > /m/, ‘tt’ > /t/, etc.). CKLA strives to be consistent in representing these spellings in the way that the students have been taught to process them (e.g., as whole entities for a sound). (Ultimately, as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as *batt·ed* or *bat·ted*.) Most students find chunking and decoding these two-syllable words consisting of root words and suffixes relatively easy.

A greater challenge is encountered when chunking and decoding other types of multisyllable words.

To be successful in decoding these longer words, it is helpful if teachers and students recognize certain syllable types. Most reading specialists identify six different syllable types:

Note: Syllables exemplifying each type are underlined.

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

In addition, it is also helpful to designate one additional syllable type:

- **Schwa Syllables:** *ben·e·fit, ap·pe·tite, a·bout, hos·pit·al, e·mo·tion*

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

To be clear, in order to decode words, students do not need to identify syllables by these names. The names of the syllable types are provided here only to establish a common vocabulary for teachers as they use the CKLA materials. What is necessary, however, for students to become fluent readers of longer words in increasingly complex text is that they be able to visually parse certain spelling patterns as syllable chunks so they can quickly and easily decode each syllable.

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

Two closed syllables in a word are divided as follows:

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

ad · mit *nap · kin* *trum · pet*

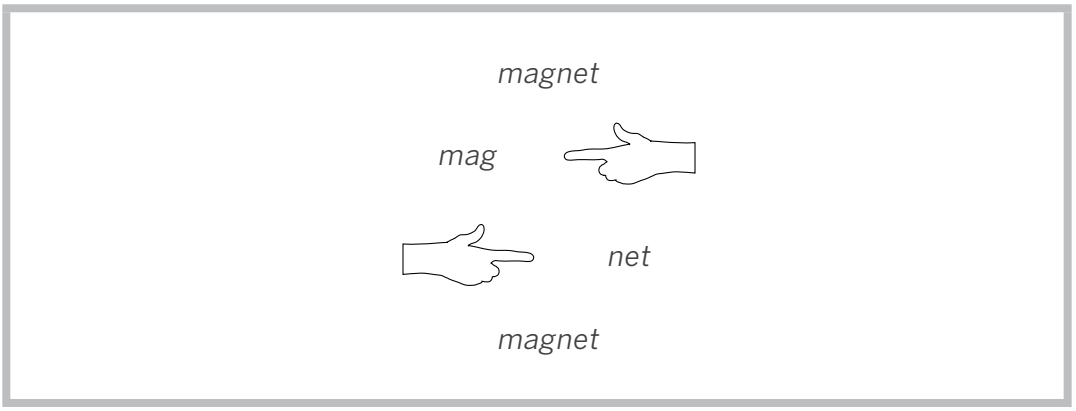
- For words that contain double-letter spellings for consonants, the divider is typically placed after the double-letter spelling rather than between the consonants. As noted earlier, this is one because the double-letter spellings have been taught as single spelling units in CKLA since Kindergarten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

  traff · ic *muff · in* *happ · en*

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

  mon · ster *con · tract* *pil · grim*

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



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

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

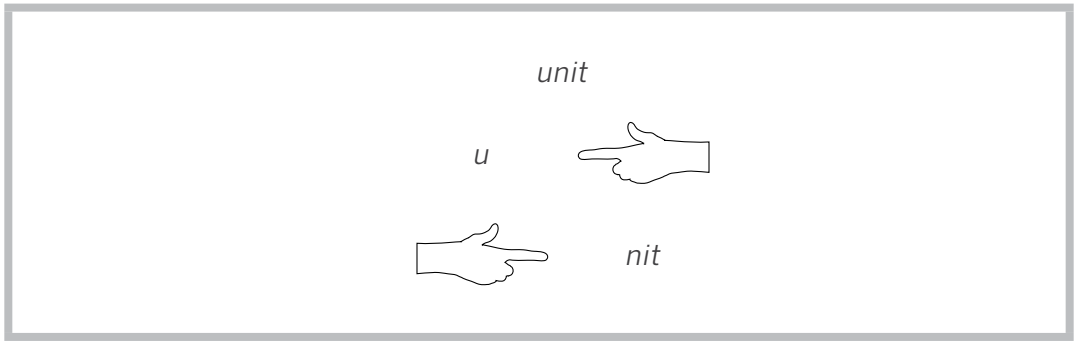
  tar · get *for · get* *es · cape* *ig · loo* *scoun · drel* *char · coal*

In Grade 2, students are introduced to more challenging multisyllable words.

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

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

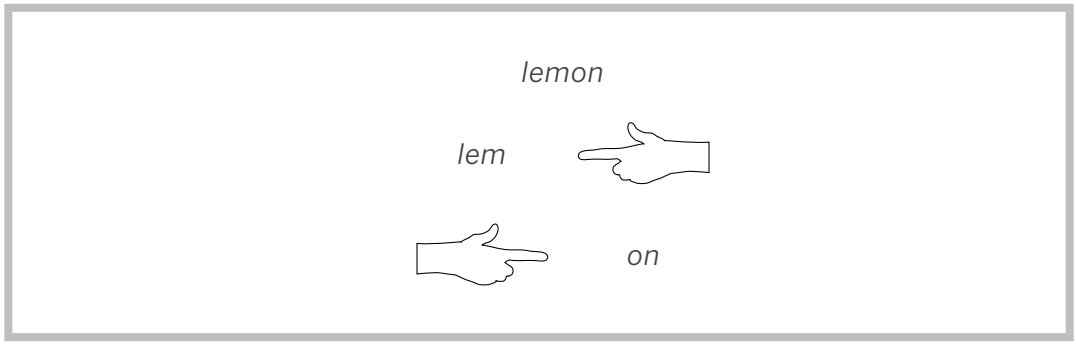
pu · pil *vi · rus* *mo · ment*



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

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

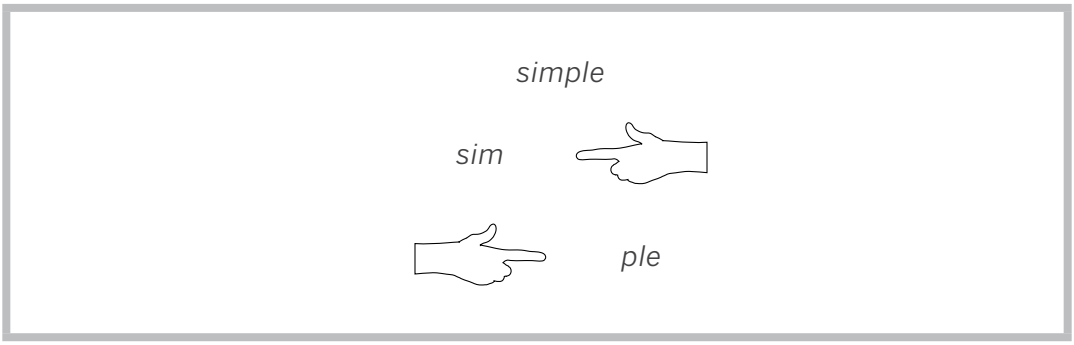
cam · el *mel · on* *pun · ish*



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

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

ban · gle *twin · kle* *sta · ble* *cra · dle* *tur · tle*



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

- Syllables with a schwa sound are divided in different ways, recognizing that the syllable with the schwa sound has a particular spelling:

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

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

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

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

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

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