

Unit 8

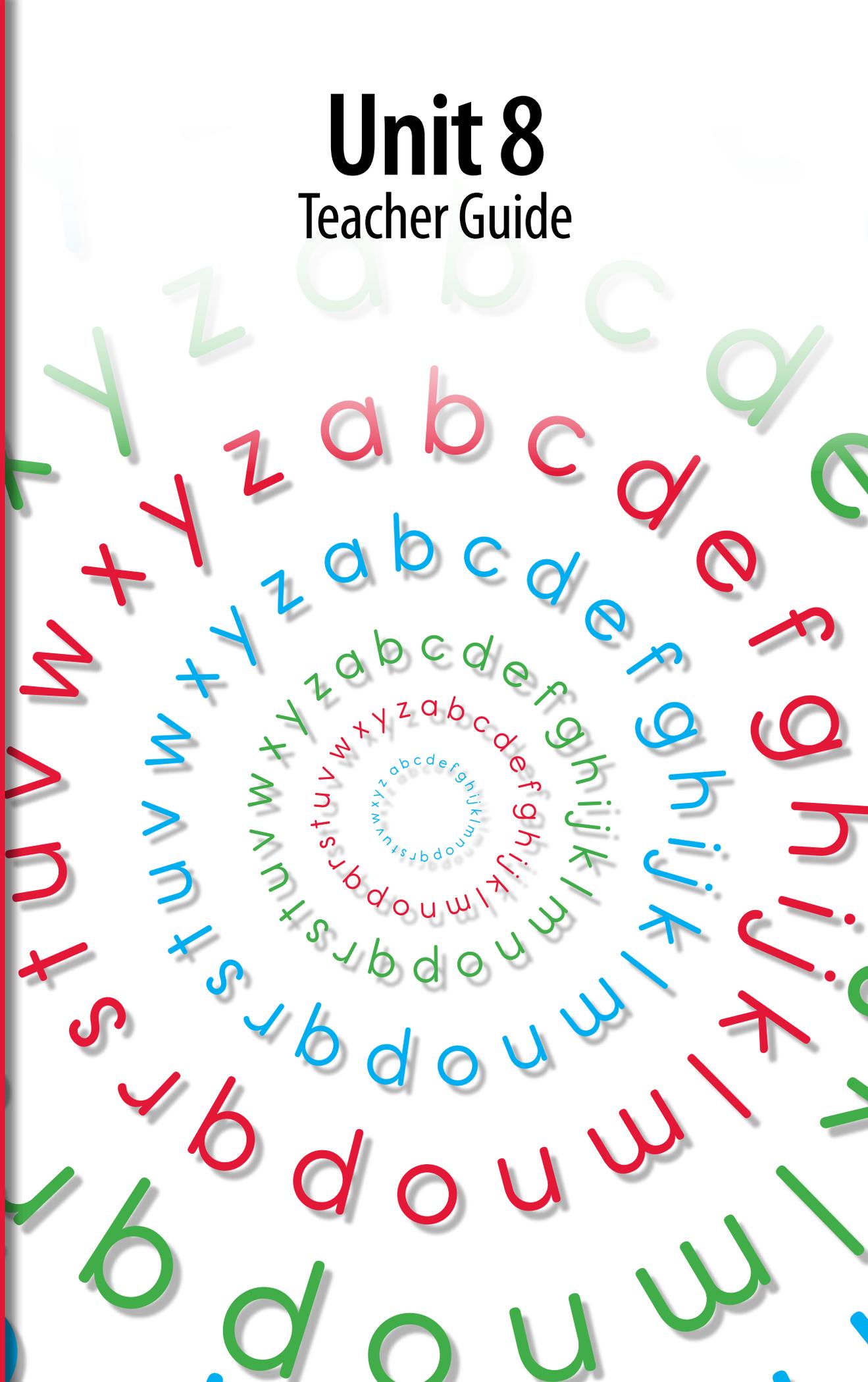
Teacher Guide

Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

KINDERGARTEN





Unit 8

Teacher Guide

Skills Strand
KINDERGARTEN

Core Knowledge Language Arts®



Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.



You are free:

- to Share** — to copy, distribute and transmit the work
- to Remix** — to adapt the work

Under the following conditions:

Attribution — You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial — You may not use this work for commercial purposes.

Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2013 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts, Listening & Learning, and Tell It Again! are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Table of Contents

Unit 8

Teacher Guide

Alignment Chart for Unit 8	v
Introduction to Unit 8	1
Lesson 1: Tricky Words: <i>the</i> and <i>a</i>	10
Lesson 2: Tricky Words: <i>of</i> and <i>all</i>	18
Lesson 3: Review	25
Lesson 4: Review; Rhyming Words	31
Lesson 5: Tricky Words: <i>one</i> and <i>from</i>	36
Lesson 6: Review	42
Lesson 7: Review	47
Lesson 8: Tricky Word: <i>was</i>	50
Lesson 9: Review; Rhyming Words	56
Lesson 10: Double-Letter Spellings ‘bb’, ‘dd’, ‘ff’, ‘gg’, ‘cc’, ‘ck’, ‘ll’, and ‘mm’	61
Lesson 11: Review	67
Lesson 12: Double-Letter Spellings ‘nn’, ‘pp’, ‘rr’, ‘ss’, ‘tt’, and ‘zz’.	70
Lesson 13: Review	75
Lesson 14: Review	81
Unit 8 Assessment	84
Lesson 15: Review and Student Performance Task Assessment	88
Lesson 16: Review and Student Performance Task Assessment	94
Lesson 17: Review and Student Performance Task Assessment	104
Lesson 18: Review and Student Performance Task Assessment	114
Lesson 19: Review and Student Performance Task Assessment	118
Lesson 20: Review and Student Performance Task Assessment; Rhyming Words.	123
Pausing Point	126
Appendix	141
Teacher Resources	145
Workbook Answer Key	149

Alignment Chart for Unit 8

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

		Lesson																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Alignment Chart for Unit 8																					
Reading Standards for Literature: Kindergarten																					
Key Ideas and Details																					
STD RL.K.1	With prompting and support, ask and answer questions about key details in a text.																				
CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., <i>who, what, where, when</i>) requiring literal recall and understanding of the details and/or facts of a fiction text	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RL.K.3	With prompting and support, identify characters, settings, and major events in a story.																				
CKLA Goal(s)	With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Range of Reading and Level of Text Complexity																					
STD RL.K.10	Actively engage in group reading activities with purpose and understanding.																				
CKLA Goal(s)	Read aloud in a group, with a partner, or alone at least 15 minutes each day																				✓

Alignment Chart for Unit 8

Lesson

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

Reading Standards for Informational Text: Kindergarten

Craft and Structure

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

Reading Standards for Foundational Skills: Kindergarten

Print Concepts

STD RF.K.1	Demonstrate understanding of the organization and basic features of print.	
STD RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.	
CKLA Goal(s)	Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds	✓
	Understand that words are separated by spaces in print.	
CKLA Goal(s)	Point to each word in a line of print while reading aloud	✓
STD RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.	
CKLA Goal(s)	Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms	✓

Alignment Chart for Unit 8

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Phonics and Word Recognition																					
STD RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).																				
STD RF.K.2a	Recognize and produce rhyming words.																				
CKLA Goal(s)				✓					✓							✓					✓
STD RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.																				
STD RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.																				
CKLA Goal(s)	<p>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound for every consonant</p> <p>'b', 'bb' > /b/; 'd', 'dd' > /d/; 'f', 'ff' > /f/; 'g', 'gg' > /g/; 'h', 'hh' > /h/; 'j', 'jj' > /j/; 'c', 'k', 'ck', 'cc' > /k/; 'l', 'll' > /l/; 'm', 'mm' > /m/; 'n', 'nn' > /n/; 'p', 'pp' > /p/; 'r', 'rr' > /r/; 's', 'ss' > /s/; 't', 'tt' > /t/; 'v' > /v/; 'w', 'ww' > /w/; 'x', 'xx' > /x/; 'y', 'yy' > /y/; 'z', 'zz', 's', 'ss' > /z/; 'ch', 'chh' > /ch/; 'sh', 'shh' > /sh/; 'th', 'thh' > /th/ (<i>thin</i>); 'th' > /th/ (<i>then</i>); 'qu', 'quu' > /qu/; 'ng', 'ngg' > /ng/</p>																				
STD RF.K.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.																				

Alignment Chart for Unit 8

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
	✓	✓	✓		✓	✓	✓	✓	✓		✓				✓	✓	✓	✓	✓	✓	
CKLA Goal(s)	<p>Read and write one-syllable short vowel words with initial or final blends/clusters, e.g., <i>tr-, fl-, sp-, -st, -nd, -lt</i>, etc. and initial or final consonant digraphs, e.g., <i>ch-, sh-, th-, -ch, -sh, -th, -ck, -ng</i></p> <p>Read, spell, and write chains of one-syllable short vowel words with consonant blends/clusters and/or consonant digraphs, e.g., <i>stab > slab > slap > slash</i></p> <p>Read and write one-syllable short vowel words containing a double consonant final spelling, e.g., <i>mess, bill, cuff</i>, etc.</p>																				
STD RF.K.3c	Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).																				
CKLA Goal(s)	<p>Read high-frequency words identified as Tricky Words: Unit 8: <i>the, a, of, all, one, from, was</i></p>																				
Fluency																					
STD RF.K.4	Read emergent-reader texts with purpose and understanding.																				
CKLA Goal(s)	<p>Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding</p>																				

Alignment Chart for Unit 8

Lesson

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

Speaking and Listening Standards: Kindergarten

Comprehension and Collaboration

STD SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.																			
CKLA Goal(s)	Ask and answer questions to clarify information in fiction text read independently	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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

Introduction to Unit 8

In this unit, you will introduce 14 double-letter spellings for consonant sounds and seven high-frequency Tricky Words.

Double-Letter Spellings for Consonant Sounds

These are the double-letter spellings in this unit:

- ‘mm’ for /m/ as in *drumming*
- ‘nn’ for /n/ as in *running*
- ‘pp’ for /p/ as in *puppets*
- ‘bb’ for /b/ as in *rabbit*
- ‘tt’ for /t/ as in *mitt*
- ‘dd’ for /d/ as in *sledding*
- ‘cc’ and ‘ck’ for /k/ as in *hiccup* and *clock*
- ‘gg’ for /g/ as in *egg*
- ‘ff’ for /f/ as in *muffin*
- ‘ss’ for /s/ as in *dress*
- ‘zz’ for /z/ as in *jazz*
- ‘ll’ for /l/ as in *shell*
- ‘rr’ for /r/ as in *ferret*

These double-letter spellings most frequently occur after a short vowel sound.

In this unit, we continue to use bold print to signal the new graphemes. The Student Reader contains bold print letters within words to signal letter teams working as single spelling units.

The double-letter spellings for consonant sounds should not cause difficulty for students when they are reading. However, they may cause some confusion when students are spelling. A student writing the word *egg* has to choose between two possible spellings for /g/—‘g’ and ‘gg’. Some students will need a lot of exposure to print before they are able to discern when to write a consonant sound with a single-letter spelling and when to write it with a double-letter spelling. At this point, you should accept any spelling that is a plausible representation of the sounds in the word. Accept *black*, *blac*, and *blak*; *fell* and *fel*; *buzz* and *buz*; etc.

Some of the double-letter spellings introduced in this unit are widely used in one-syllable words, e.g., ‘ff’ (*stuff, puff*), ‘ll’ (*hill, bell*), ‘ss’ (*dress, miss*), and ‘ck’ (*rock, black*). At this point in the program, we generally ask students to read one-syllable words. However, it is necessary to make an exception for spellings like ‘mm’, ‘tt’, and ‘cc’, which do not occur frequently in one-syllable words. These spellings are presented in the lessons with two-syllable example words, like *swimming*, however, two-syllable words are not included in the Reader or Workbook.

Week One				
Day 1 (Lesson 1)	Day 2 (Lesson 1)	Day 3 (Lesson 1)	Day 4 (Lesson 1)	Day 5 (Lesson 1)
The Short Vowel Sounds and Sound/Spelling Review (10 min.)	The Short Vowel Sounds and Sound/Spelling Review (10 min.)	The Short Vowel Sounds and Sound/Spelling Review (10 min.)	The Short Vowel Sounds and Sound/Spelling Review (10 min.)	Today’s Tricky Words: <i>from, one</i> (10 min.)
Today’s Tricky Words: <i>the, a</i> (10 min.)	Today’s Tricky Words: <i>of, all</i> (10 min.)	Tricky Word Practice (15 min.)	Making Phrases with Tricky Words (15 min.)	Complete the Sentences (15 min.)
Tricky Sentences (20 min.)	Tricky Sentences (20 min.)	Demonstration Story: “Fun at the Pond” (15 min.)	Do They Rhyme? (15 min.)	Demonstration Story: “Sam’s Pets” (15 min.)
Demonstration Story: “Sam and the Fish” (20 min.)	“Sam and the Fish” (20 min.)	“Fun at the Pond” (20 min.)	“Fun at the Pond” (20 min.)	“Sam’s Pets” (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6 (Lesson 1)	Day 7 (Lesson 1)	Day 8 (Lesson 1)	Day 9 (Lesson 1)	Day 10 (Lesson 1)
The Short Vowel Sounds and Sound/Spelling Review (10 min.)	The Short Vowel Sounds and Sound/Spelling Review (10 min.)	Today’s Tricky Word: <i>was</i> (10 min.)	The Short Vowel Sounds and Sound/Spelling Review (10 min.)	The Short Vowel Sounds (5 min.)
Dictation with Words (15 min.)	Teacher Chaining (15 min.)	Tricky Word Practice (15 min.)	Tricky Word Practice (15 min.)	Double-Letter Spellings for Consonant Sounds (15 min.)
Demonstration Story: “Tasks” (15 min.)	Label the Picture (15 min.)	Demonstration Story: “The Van” (15 min.)	Make a Rhyme (15 min.)	Teacher Chaining (10 min.)
“Tasks” (20 min.)	“Tasks” (20 min.)	“The Van” (20 min.)	Small Group Work (20 min.)	Demonstration Story: “On The Bus” (15 min.)
				Word Sort (15 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three				
Day 11 (Lesson 1)	Day 12 (Lesson 1)	Day 13 (Lesson 1)	Day 14 (Lesson 1)	Day 15 (Lesson 1)
The Short Vowel Sounds and Sound/Spelling Review (10 min.)	Double-Letter Spellings for Consonant Sounds (15 min.)	The Short Vowel Sounds and Sound/Spelling Review (10 min.)	The Sound/Spelling Review (5 min.)	Word Recognition Assessment (20 min.)
Teacher Chaining (15 min.)	Circling the Sounds (10 min.)	Guess It and Spell It (20 min.)	Connect It (15 min.)	Demonstration Story: “Stop That Bus!” (20 min.)
Tricky Word Dictation (15 min.)	Demonstration Story: “Sam in Class” (15 min.)	True or False (15 min.)	Small Group Work (20 min.)	How Many Sounds? (20 min.)
“On the Bus” (20 min.)	“Sam in Class” (20 min.)	Demonstration Story: “The Chills” (15 min.)	“The Chills” (20 min.)	
60 min.	60 min.	60 min.	60 min.	60 min.

Week Four				
Day 16 (Lesson 1)	Day 17 (Lesson 1)	Day 18 (Lesson 1)	Day 19 (Lesson 1)	Day 20 (Lesson 1)
Lowercase Letter Names (20 min.)	Tricky Word Assessment (15 min.)	The Short Vowel Sounds and Sound/Spelling Review (10 min.)	The Short Vowel Sounds and Sound/Spelling Review (10 min.)	The Short Vowel Sounds and Sound/Spelling Review (10 min.)
“Stop That Bus!” (20 min.)	Demonstration Story: “Sam and the Duck” (15 min.)	“Sam and the Duck” (20 min.)	Word Box (15 min.)	Dictation Identification (15 min.)
Pseudoword or Real Word Reading Assessment	Code Knowledge Diagnostic Assessment	Code Knowledge Diagnostic Assessment; Story Reading and/ or Code Knowledge Diagnostic Assessment	Demonstration Story: “Max in the Mud” (15 min.)	Connect the Rhyming Words (15 min.)
Label the Picture, Rhyming Words (20 min.)	Draw the Pictures, Mark the Phrase (30 min.)	Label the Picture, Partner Read (30 min.)	“Max in the Mud” (20 min.)	“The Band” (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Tricky Words

Up to this point, all of the words students have been asked to read, whether in chaining exercises or in their Readers, have been 100% decodable. Students have been able to arrive at the correct pronunciation by recognizing and blending the letter-sound correspondences. In addition, students have only had to learn two “tricky spellings.” The letter ‘s’ can be pronounced /s/ as in *cats* and /z/ as in *dogs*, and the spelling ‘th’ can be pronounced /th/ as in *thin* and /t/ as in *them*.

By now, most students should be reading proficiently using blending skills. In this unit, we introduce seven very common words that cannot be pronounced accurately using the letter-sound correspondences taught. We call these words *Tricky Words*. The seven Tricky Words introduced in this unit are: *the*, *a*, *of*, *all*, *one*, *from*, and *was*.

These Tricky Words are seven of the most common words in the English language. Each one contains at least one letter not pronounced as students might expect. It is important to recognize most of these words contain segments that are decodable as well. In the word *from*, the first two graphemes and the last are pronounced exactly as one would expect; only the letter ‘o’ is tricky (pronounced /u/ rather than /o/). In the word *the*, the initial consonant spelling ‘th’ is pronounced just as one would expect, but the vowel sound is generally pronounced /u/ rather than /e/ as students might expect. In these two words, and in many other Tricky Words, the vowel spelling is the tricky part.

In teaching Tricky Words, we ask you to first draw attention to the parts of the word that can be read via blending and second to the segments that must simply be remembered. There is an important difference between this method and teaching students the whole word is tricky and must be memorized as a single unit. By drawing attention to the regular parts of the word, you remind students that most Tricky Words contain some parts they can read via blending.

Once a Tricky Word has been introduced, it appears in the stories and on the worksheets. We initially underline the tricky part of a word to remind students it contains a part that cannot be read via blending. For example, the word *from* would be printed like this: from. The words *a*, *of*, and *one* are underlined as

a whole because they are tricky throughout. Tricky Words are marked in the Reader and on worksheets. We continue to underline the tricky parts of a word until the word has appeared approximately 20 times in the Reader. At that point, students have most likely had enough exposure to it to read the word fluently.

By the end of this unit, students will have learned seven Tricky Words. They will learn several more Tricky Words in Units 9 and 10.

Tricky Words you have taught may be added to your word wall. We recommend using yellow cards for Tricky Words and green cards for words that can be blended.

Increased Decoding Power

Students gain significant reading capability in the course of this unit. At the beginning of this unit, if students were asked to read 1,000 words of natural text, on average, only 230 of those words would be completely decodable. By the end of the unit, an average of 414 words in 1,000 will be completely decodable. This increase is due mainly to the introduction of very common words like *the*, *a*, and *of*. In 1,000 words of natural text, 87 words will be *the*, 35 will be *of*, and 28 will be *a*.

Warm-Ups

In the first part of the Warm-Up, students will practice hearing and producing the subtle differences between the vowel sounds /i/, /e/, /a/, /u/, and /o/. In the second part of the Warm-Up, students will practice letter-sound correspondences for digraphs and other sounds and spellings.

From Chaining to Reading

Over the next few units, you will notice the emphasis of the program moving from reading individual words to reading connected text. There is a decrease in chaining exercises as more time is given to reading. Beginning with Unit 8, students will no longer use Chaining Folders because of the shift in focus and the lack of space on the folders for the increasing number of spellings. However, you may continue to use the teacher pocket chart to have students practice spelling and reading words with double-letter spellings. We have provided word chains at the end of Lessons 10 and 12 featuring these new spellings. You may also use board chaining, in which you write words on the board and ask students to read them.

Decodable Reader: *Sam*

The decodable Reader for this unit is *Sam*. You will begin to model reading in the first lesson of this unit. As you present the Demonstration Stories, be sure to point out Tricky Words, double-letter spellings, vocabulary, and other unfamiliar content. We have provided discussion questions for each Demonstration Story. Be sure to present these questions orally since they contain a number of non-decodable words.

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

After you present Demonstration Stories, students will have the opportunity to practice reading the stories with partners or in small groups. Please continue to observe student performance, monitoring as many reading groups as possible and recording anecdotal notes using the record sheet provided at the end of this Teacher Guide. Remember the double-letter spellings are set in bold type and the tricky parts of Tricky Words are underlined.

Reading Practice

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

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

Reading in assigned pairs provides each student the opportunity to spend almost half of the available time reading aloud. Contrast this with round-robin reading done with a large group, in which an individual student might only be reading 1/20th of the time.

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

- Be sure students see and hear you model reading.
- Students should have a lot of time to practice reading by themselves.
- Students should read aloud.
- Make time for stories to be read more than once.

Rhyming Words

Rhyming words are reviewed in this unit.

Additional Materials for Unit 8

The following additional materials are needed in Unit 8; the number in parentheses indicates the first lesson in which the item is used.

- Yellow and green unlined index cards (1)
- Primary pencils for all students (1)
- Primary writing paper (8)

Student Performance Task Assessment

The Unit 8 Student Performance Task Assessment is a comprehensive, multipart assessment of all letter-sound correspondences, Tricky Words, and letter names taught in Units 1–8 of the CKLA program. With just several months of Kindergarten CKLA instruction remaining, it is imperative that you clearly identify any individual student weaknesses. To be successful in Grade 1, students must have mastered the basic code for the short vowel and consonant sounds and be able to apply this knowledge to blend and read words of three to five sounds.

Administering the Student Performance Task Assessment

You will give this multipart assessment to all students at the end of Unit 8. The results will allow you to determine which students need additional review and reinforcement and/or differentiated instruction.

There are whole group, as well as individual, assessments given to all students over the course of four days.

Whole Group Assessments

Word Recognition Assessment: This group assessment is administered first to all students as a screening tool designed to quickly differentiate students who have or have not mastered the basic code knowledge that has been taught. For each item, you say a spoken word as students see a choice of four written words. Distractors for each item have been carefully selected to represent frequent code errors and confusion. Students must mark the written word corresponding to the word spoken by you.

Lowercase Letter Names Assessment: This next group assessment is also administered to all students to determine whether they have learned the letter names. For each item, you name a letter as students see four written letters. Students must mark the correct written letter corresponding to the letter named by you.

Tricky Word Assessment: This final group assessment, also administered to all students, is similar to the Word Recognition Assessment. The difference being that students are asked to select the correct Tricky Word, that cannot be sounded out, corresponding to the word spoken by you.

Individual Assessments

Pseudoword Reading Assessment: This individually administered assessment is given only to those students whose performance on the Word Recognition Assessment is questionable. Asking students to decode

and blend nonsense words is a very pure test of whether a student has mastered individual letter-sound correspondences and is able to successfully blend them to “read a word.” There is no chance students have previously encountered and possibly memorized the word nor can they rely on meaning or context to decipher the word.

Real Word Reading Assessment: Occasionally, some students experience difficulty grasping the concept of nonsense words. If you suspect this may be the case with any student to whom you start to administer the Pseudoword Reading Assessment, discontinue the Pseudoword Reading Assessment and administer the Real Word Reading Assessment.

Code Knowledge Diagnostic Assessment: This individually administered assessment is given only to those students whose performance on either the Pseudoword Reading or Real Word Reading Assessment raises doubts as to whether they have mastered the individual letter-sound correspondences taught thus far in the Kindergarten CKLA units. Students are asked to provide the isolated sound or phoneme for each letter they are shown.

Story Reading Assessment: This individually administered assessment in which students are asked to read an unfamiliar story aloud provides you with an opportunity to complete a running record of student performance when asked to read continuous text, not just isolated words. By asking oral comprehension questions after students finish reading, you can also gauge whether students understand what they are reading.

This assessment is given to students who score 90% or above on the Word Recognition Assessment. At your discretion, it may also be administered to students who score less than 90% on the Word Recognition Assessment but then score 90% or above on either the Pseudoword or Real Word Reading Assessment. This assessment is not administered to students who take the Code Knowledge Diagnostic Assessment. This is the most demanding test of the Unit 8 multipart assessment.

Managing the Student Performance Task Assessment

Beginning with Lesson 16 in this unit, you are asked to assess students individually while other students work independently. We are not attempting to address every classroom situation, but we offer the following suggestion for managing your classroom during this process. Please be mindful this is only a suggestion, you are the professional responsible for your classroom and we respect your expertise.

In each of the At a Glance charts for Lessons 16–18, you will notice activities titled for “Individual Student Performance Task Assessment.” Directly under this activity is another activity titled, “Independent Practice.” Our intention is for you to explain the worksheets we have provided for independent work to all students and have them work independently while you assess students on an individual basis. Each individual assessment will last less than 10 minutes. This will allow you to revisit those students who are working independently at frequent intervals so as to redirect them or provide additional materials.

Recording and Analyzing Results

We have provided guidelines to help you calculate and analyze the results for each of the Student Performance Task Assessments. We have also provided charts on which you may compile class results.

Worksheet 15.1 is provided as a recording sheet for each individual student. This sheet should be placed in the student's literacy folder along with the actual Student Performance Task Assessment worksheets completed by each student. You may need this documentation for family member conferences or for Response to Intervention (RtI).

After giving these assessments and recording the results, you should be able to identify students in your class who need the most assistance with the code knowledge presented thus far. You should also be able to pinpoint specific weaknesses. For example, you should be able to identify specific letter-sound correspondences a student has not mastered. Please use this information to determine remediation strategies.

We encourage you to closely examine the performance of each student in your class and tailor your instruction and remediation to the specific needs of students. The assessment scores, combined with your daily observations of student performance, should provide you with enough information to group students according to their instructional needs. The effectiveness of your remediation will depend upon the ongoing monitoring of individual student progress. These groupings should be flexible and should allow for movement between groups as students meet their goals and as their specific needs change. However, we strongly recommend you seriously consider placing students who are not successful on the assessments in a remedial group in lieu of having them proceed to Units 9 and 10.

The skills taught in Units 9 and 10 of Kindergarten will be taught anew in Grade 1, not simply reviewed.

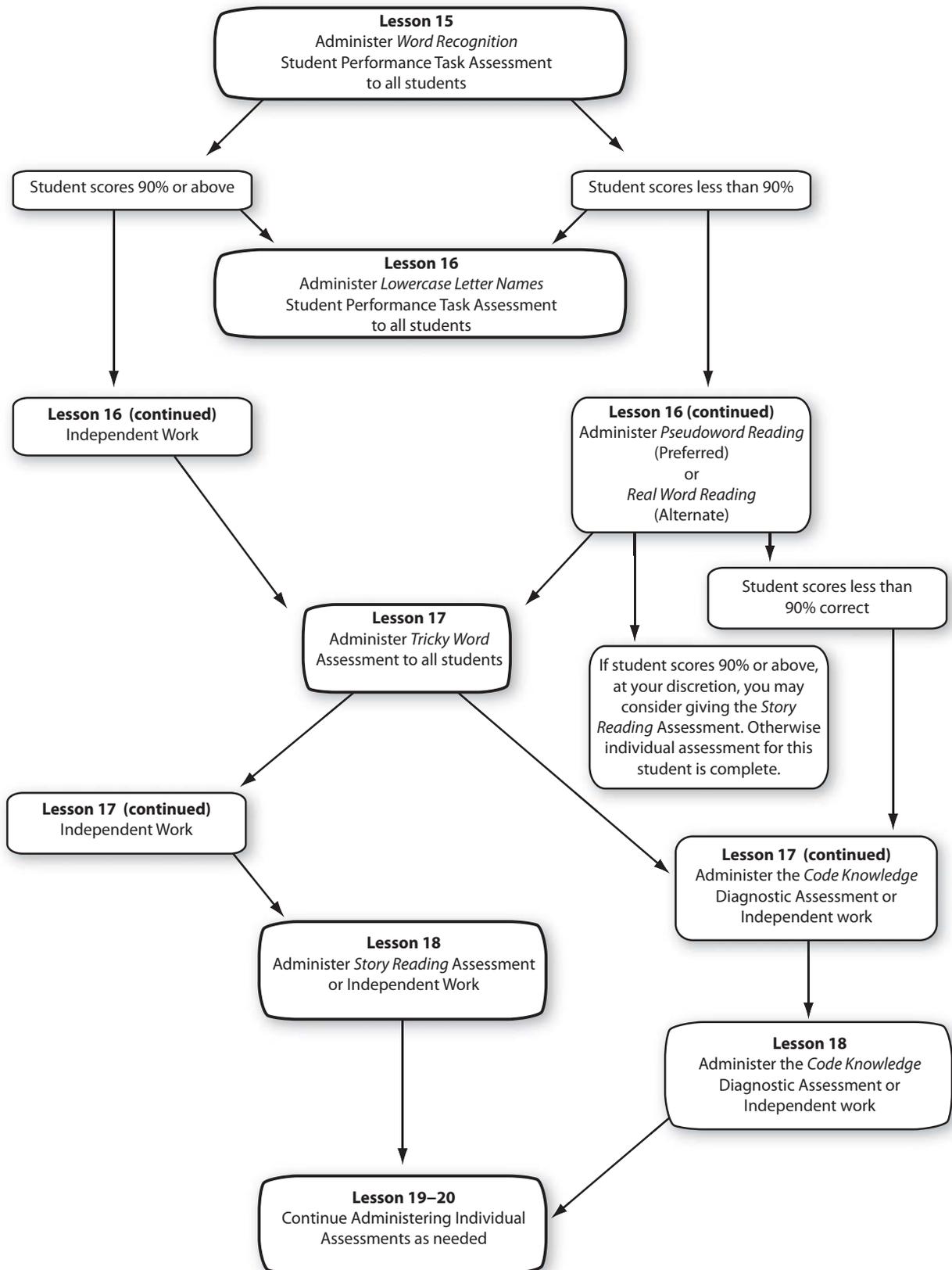
Teacher Resources

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

Assessment and Remediation Guide

A separate publication, the *Assessment and Remediation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills. This guide can be found online at <http://www.coreknowledge.org/AR-GK-U8>. Refer to this URL for additional resources, mini-lessons, and activities to assist students who experience difficulty with any of the skills presented in this unit.

Overview of Unit 8 Assessments



Lesson 1

Tricky Words

✓ Objectives

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

- ✓ Read and write one-syllable short vowel words with initial or final consonant digraphs, e.g., *-ng* (RF.K.3b)
- ✓ Ask and answer questions to clarify information in fiction text read independently (SL.K.2)
- ✓ With prompting and support, ask and answer questions (e.g., *who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.K.3)
- ✓ Identify the parts of books and function of each part (front cover, back cover, title page, table of contents) (RI.K.5)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	The Short Vowel Sounds and Sound/Spelling Review	Large Cards for 'i', 'a', 'o', 'ch', 'sh', 'th', 'ng', 'qu', and 15 other spellings	10
Introducing the Tricky Words	Today's Tricky Words: <i>the, a</i>		10
Reviewing the Tricky Words	Tricky Sentences	pencils; Worksheet 1.1; projection system	20
Teacher Demonstration	Demonstration Story: "Sam and the Fish"	<i>Sam</i> Big Book or Media Disk and Reader; Optional Worksheets 1.2, 1.3	20
Take-Home Material	Practice with <i>the</i> and <i>a</i>	Worksheet 1.4	

Advance Preparation

Prior to this lesson, you may want to write the following phrases on cards, sentence strips, or the board:

- | | | |
|----------------------|-----------------------|-----------------------|
| 1. the <u>e</u> cat | 7. the <u>e</u> pig | 13. the <u>e</u> mug |
| 2. <u>a</u> van | 8. <u>a</u> dish | 14. <u>a</u> crab |
| 3. <u>a</u> ship | 9. the <u>e</u> pond | 15. the <u>e</u> king |
| 4. the <u>e</u> dog | 10. the <u>e</u> spot | 16. the <u>e</u> fish |
| 5. <u>a</u> band | 11. <u>a</u> chip | 17. <u>a</u> lamp |
| 6. the <u>e</u> sand | 12. <u>a</u> quilt | 18. <u>a</u> path |

Warm-Up

10 minutes

The Short Vowel Sounds and Sound/Spelling Review

The Warm-Up exercise for Unit 8 consists of two parts. The goal of Part A is to review the five short vowel sounds /i/, /e/, /a/, /u/, and /o/. In Lessons 1–4 and Lesson 6, the sounds /i/, /a/, and /o/ are practiced. In Lesson 7 and Lessons 9–11, the /e/ sound is added between /i/ and /a/. In Lessons 13 and Lessons 18–20, the entire sequence /i/, /e/, /a/, /u/, and /o/ is practiced.

In Part B, you will review the digraphs and other spellings taught using Large Cards. Choose cards for spellings students need to practice. The ability to quickly decode letter-sound correspondences is essential for fluent reading. Any students who are not able to quickly provide the sounds associated with specific letters should be given opportunities for additional practice.

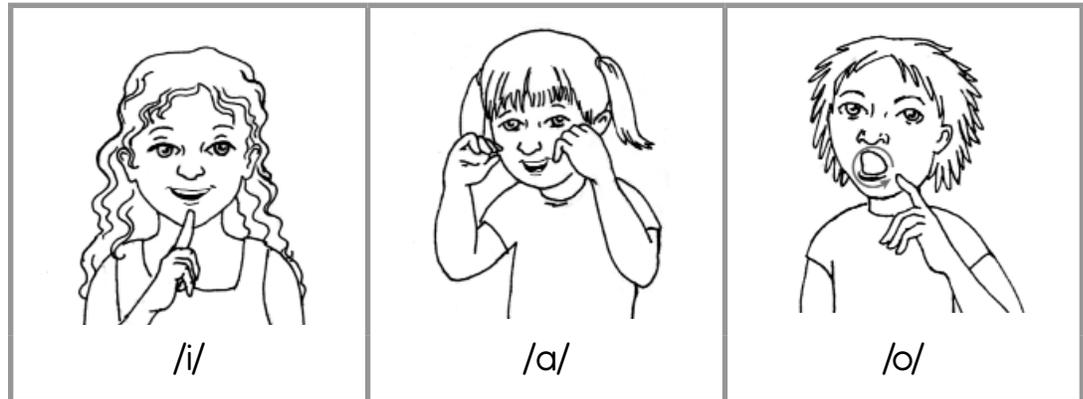
Part A

If students are having difficulty pronouncing the vowel sounds accurately, you may have them say the words *knit*, *gnat*, and *not* in this order and in reverse order before having them say the vowel sounds in isolation.

- Display the Large Cards for ‘i’, ‘a’, and ‘o’ in order, from left to right so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.

- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all three sounds from front to back: /i/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /i/.

You may adopt other gestures for the sounds if you find them more effective. You may omit the gestures once students are making the sounds accurately and confidently.



place finger below lips

pretend to cry

circle open mouth with finger

Part B

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

- Review the Large Cards for ‘ch’, ‘sh’, ‘th’, ‘ng’, ‘qu’, and 15 other spellings already taught. Select spellings students need to practice.
- Point to each spelling asking students to provide the sound first and then the letter name. Alternatively you may direct the students to say “Letter _____ (name) stands for _____ (sound).”
- When you come to the digraph ‘th’, be sure students name both possible sounds (voiceless /th/ and voiced /th/).

Introducing the Tricky Words

10 minutes

Today’s Tricky Words: *the, a*

Note: Both *the* and *a* can be pronounced two different ways. The word *the* can be pronounced /th/ /ee/ when strongly emphasized, as in, “This is *the* best game I have ever played.” In the same way, the word *a* can be pronounced /ae/ when it receives sentence stress. For example, if somebody brought you five puzzles but you only wanted one, you might say, “I said bring me *a* puzzle.” You may discuss pronunciation variations with students if the topic comes up, but it is not important at this point. You may omit it if you think it would confuse students. It is more important that they learn the unstressed versions and understand the concept of Tricky Words.

- Explain most words in English “play by the rules” and are pronounced exactly the way you would expect, but some do not. Words that do not “play by the rules” are called Tricky Words. They can be difficult to read and write.

- Tell students even in a Tricky Word, there are usually some letters pronounced just as you would expect. Usually only one or two letters are not pronounced as you would expect.

Tricky Word: the

If you like, start a word wall for Tricky Words. Be sure to write the Tricky Words on yellow cards to signal students they need to proceed with caution when reading these words. When adding decodable words to this word wall, be sure to write these words on green cards. Green means go!

If students need additional practice reading Tricky Words, you may select appropriate Pausing Point exercises from those addressing reading Tricky Words and the activities in Unit 8, Section I of the *Assessment and Remediation Guide*.

- Write the Tricky Word *the* on the board and ask students how they would pronounce it by blending. (They should say /th/ /e/ or /th/ /e/.)
- Tell students we actually pronounce this word /th/ /u/ as in, “Bring me *the* puzzle.”
- Circle the letter team ‘th’ and explain it is pronounced just as one would expect, as /th/.
- Underline the letter ‘e’ and explain it is the tricky part of the word. They would probably expect this letter to be pronounced /e/, but it is pronounced /u/.
- Tell students when reading *the*, they have to remember to pronounce the letter ‘e’ as /u/.
- Tell students when writing *the*, they have to remember to spell the /u/ sound with the letter ‘e’.

Tricky Word: a

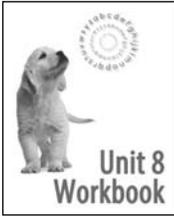
- Write the Tricky Word *a* on the board and ask students how they would pronounce it by blending. (They should say /a/.)
- Tell students we actually pronounce this word /u/ as in, “Bring me *a* cupcake.”
- Tell students when reading *a*, they have to remember to pronounce it /u/.
- Tell students when writing *a*, they have to remember to spell it with the letter ‘a’.

Read Phrases with Tricky Words

- Refer to the following phrases you prepared in advance. Have the entire class read the phrases aloud.

- | | | |
|--------------------|---------------------|---------------------|
| 1. the <u>cat</u> | 7. the <u>pig</u> | 13. the <u>mug</u> |
| 2. <u>a</u> van | 8. <u>a</u> dish | 14. <u>a</u> crab |
| 3. <u>a</u> ship | 9. the <u>pond</u> | 15. the <u>king</u> |
| 4. the <u>dog</u> | 10. the <u>spot</u> | 16. the <u>fish</u> |
| 5. <u>a</u> band | 11. <u>a</u> chip | 17. <u>a</u> lamp |
| 6. the <u>sand</u> | 12. <u>a</u> quilt | 18. <u>a</u> path |

Tricky Sentences



Worksheet 1.1

If students need additional practice writing Tricky Words, you may select appropriate Pausing Point exercises from those addressing writing Tricky Words and the activities in Unit 8, Section I of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 1.1.
- Ask students to read the first sentence.
- Ask students to identify a Tricky Word in the sentence.
- Have students circle the Tricky Word *the*, following your example.
- Have students write the Tricky Word *the* on the line provided, following your example.
- Complete each item on the worksheet as a class.
- Once students have completed the sentences, invite them to write an original sentence containing the Tricky Word *a*, the Tricky Word *the*, or both Tricky Words on the lines provided.

Teacher Demonstration

Demonstration Story: "Sam and the Fish"



Please be sure to clarify unfamiliar vocabulary.

If you like, start a word wall specific to the *Sam* Reader.

Note: In this Reader, the parts of the Tricky Words that cannot be decoded with students' current code knowledge are underlined with a gray line. The first 20 instances of each Tricky Word will be marked.

Introducing the Reader

- Load the *Sam* Media Disk and/or take out the *Sam* Big Book.
- Using the Big Book, point out the title of the book, printed on the cover. Remind students a book's title tells what the book is about. Ask students to read the title of the book; the book is about a boy named Sam.
- Review the parts of the Big Book (cover page, title page, back cover, page numbers).

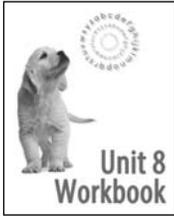
Reviewing Digraph Spellings

- Write the following headings on the board and ask students to provide the sounds represented by each of these digraphs: 'th', 'sh', and 'ng'.
- Write the words below under the appropriate heading and ask students to read these words that appear in the story, "Sam and the Fish."

- | | |
|---------|-----------|
| 1. this | 4. brings |
| 2. fish | 5. swings |
| 3. then | |

Challenging Vocabulary

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



Optional Worksheets 1.2, 1.3

1. **pond**—a small lake
2. **rod**—a pole used for fishing

Tricky Words: *a*, *the*

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

Note: You will find some optional vocabulary worksheets, Worksheets 1.2 and 1.3, in the Workbook. You may choose how you would like to use these, if at all. They are designed to reinforce the vocabulary presented by asking students to practice writing the word and then drawing a picture showing the meaning of the word. You may consider telling students this is much like the multiple meaning word posters they have seen in Listening & Learning. These worksheets could be easily compiled into a little booklet for students to take home or you may wish to display them in the room.

Tricky Words: *a*, *the*

- Write the words on the board for students to read. Use the words in oral sentences.

Purpose for Reading

- Tell students they will read a story about Sam and his dad going fishing. Ask students to pay special attention to the story so they can tell you where Sam and his dad go fishing.

Reading the Story

- Display the story “Sam and the Fish” using the *Sam* Big Book or Media Disk.
- Distribute student Readers so students can follow along as you read.
- Have students read the title of the story.
- Read the story “Sam and the Fish” once without interruption, running a finger beneath the words as you read them.
- Explain to students the parts of the Tricky Words that cannot be sounded out are underlined with a gray line. The word *a* is underlined because the whole word is tricky; in the word *the*, only the letter ‘e’ is underlined because it is not decoded /e/ as you would expect.
- Read the story a second time, pausing to point out Tricky Words.
- If you have time, read the story again, having students read aloud.



Wrap-Up

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

Reminder: Please discuss these questions orally.

Discussion Questions on “Sam and the Fish”

1. *Literal* Who are the main characters in the story? (Sam and Dad are the main characters in the story.)
2. *Literal* What is the setting of this story? (The setting of this story is outside at a pond.)
3. *Literal* Where do Sam and his dad go fishing? (Sam and his dad go fishing at a pond.)
4. *Literal* Who brings a rod to the pond? (Sam’s dad brings a rod.)
5. *Literal* What does Sam bring to the pond? (Sam brings a net.)
6. *Inferential* By looking at the illustration on page 9, what do you think the word *grin* means? What things in the illustration help you know what *grin* means? (Another word for smile is grin. Both characters are smiling with their mouths.)
7. *Evaluative* Compare Dad’s fishing pole to Sam’s net. How are they alike? How are they different? (Accept reasonable answers based on the text and illustrations.)
8. *Evaluative* What do you think the fish was trying to do when it jumped, twisted, and swam? (Accept reasonable answers based on the text and illustrations.)

Take-Home Material

Practice with *the* and *a*

- Have students give Worksheet 1.4 to a family member.

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 230 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average 338 of those words would be completely decodable.
- The word *the* is the most common word in English.
- The word *a* is the 5th most common word in English.
- In both words, the vowel is reduced to /u/ or schwa.

Lesson 2

Tricky Words

✓ Objectives

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

- ✓ Read and write one-syllable short vowel words with initial or final consonant digraphs, e.g., *th*– (RF.K.3b)
- ✓ Read and write one-syllable short vowel words containing a double consonant final spelling, e.g., *-ll* (RF.K.3b)
- ✓ Ask and answer questions to clarify information in fiction text read independently (SL.K.2)
- ✓ With prompting and support, ask and answer questions (e.g., *who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.K.3)
- ✓ Identify the parts of books and function of each part (front cover, back cover, title page, table of contents) (RI.K.5)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	The Short Vowel Sounds and Sound/Spelling Review	Large Cards for ‘i’, ‘a’, ‘o’, ‘ch’, ‘sh’, ‘th’, ‘ng’, ‘qu’, and 15 other spellings	10
Introducing the Tricky Words	Today’s Tricky Words: <i>of, all</i>		10
Reviewing the Tricky Words	Tricky Sentences	pencils; Worksheet 2.1; projection system	20
Small Group-Reading Time	“Sam and the Fish”	<i>Sam</i> Big Book or Media Disk and Reader	20
Take-Home Material	Practice with <i>of</i> and <i>all</i>	Worksheet 2.2	

Advance Preparation

Prior to teaching this lesson, you may want to write the following on the board, chart paper, sentence strips, or cards.

Noun phrases:

- | | |
|--------------|-------------|
| 1. a fish | 5. a shop |
| 2. a gift | 6. the pond |
| 3. the dish | 7. the frog |
| 4. the chips | 8. a crab |

Phrases with Tricky Words:

- | | |
|--------------------------|----------------------------|
| 1. a box <u>of</u> pens | 7. <u>all</u> things |
| 2. the can <u>of</u> ham | 8. <u>all</u> set |
| 3. lots <u>of</u> fun | 9. <u>all of</u> them |
| 4. a bag <u>of</u> fish | 10. <u>all of</u> it |
| 5. <u>all</u> red pants | 11. <u>the best of all</u> |
| 6. <u>all</u> tots | 12. a pot <u>of</u> crabs |

“Sam and the Fish”

‘a’	‘i’	‘o’	‘e’	‘u’	‘ng’	‘th’
Sam	is	rod	net	tugs	brings	this
and	his	pond	gets	jumps	swings	<u>the</u>
dad	in					
past	sit					
	fish					
	twists					
	swims					
	lifts					
	grins					

The Short Vowel Sounds and Sound/Spelling Review

If students are having difficulty pronouncing the vowel sounds accurately, you can have them say the words *knit*, *gnat*, and *not* in this order and in reverse order before having them say the vowel sounds in isolation.

Part A

- Display the Large Cards for ‘i’, ‘a’, and ‘o,’ in that order, from left to right so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all three sounds from front to back: /i/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /i/.

You may adopt other gestures for the sounds if you find them more effective. You may omit the gestures once students are making the sounds accurately and confidently.



place finger below lips

pretend to cry

circle open mouth with finger

Part B

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

- Review the Large Cards for ‘ch’, ‘sh’, ‘th’, ‘ng’, ‘qu’, and 15 other spellings already taught. Select spellings students need to practice.
- Use the same procedure described in Lesson 1. (When you come to the digraph ‘th’, be sure students name both possible sounds: voiceless /th/ and voiced /th/).

Introducing the Tricky Words

Today’s Tricky Words: of, all

- Remind students most words in English “play by the rules,” but some do not. Words that do not “play by the rules” are called Tricky Words.
- Write the words *the* and *a* on the board and have students read them.

- Refer to the noun phrases you prepared in advance and have students read them.

- | | |
|--------------|-------------|
| 1. a fish | 5. a shop |
| 2. a gift | 6. the pond |
| 3. the dish | 7. the frog |
| 4. the chips | 8. a crab |

If students need additional practice reading Tricky Words, you may select appropriate Pausing Point exercises from those addressing reading Tricky Words and the activities in Unit 8, Section I of the *Assessment and Remediation Guide*.

- Tell students they are going to learn two more Tricky Words.

Tricky Word: of

- Write the new Tricky Word *of* on the board and ask students how they would pronounce it by blending. (They should say /o/ /f/ like the word *off*.)
- Explain the word is actually pronounced /u/ /v/ as in, “a bag of chips.”
- Underline the letter ‘o’ and explain it is the first tricky part of the word. They would probably expect this letter to be pronounced /o/, but it is pronounced /u/.
- Underline the letter ‘f’ and explain it is the second tricky part of the word. They would probably expect this letter to be pronounced /f/, but it is pronounced /v/.
- Tell students when reading *of*, they have to remember to pronounce the letter ‘o’ as /u/ and the letter ‘f’ as /v/.
- Tell students when writing *of*, they have to remember to spell the /u/ sound with the letter ‘o’ and the /v/ sound with the letter ‘f’.

Tricky Word: all

The word *all* is pronounced differently in different parts of the country. Some speakers pronounce it /awl/, others pronounce it /ol/. This last pronunciation is the one we are referring to in this exercise. If you pronounce *all* as /awl/, tell students ‘a’ is pronounced with a sound they have not yet learned about (/aw/). There is no need to dwell on the sound /aw/. The relationship between /aw/ and /o/ will be discussed in Grade 1.

- Write the Tricky Word *all* on the board and ask students how they would pronounce it by blending. (They might say /a/ /l/, like the name *Al*.)
- Explain it is actually pronounced /o/ /l/ as in, “They all went outside.”
- Circle the spelling ‘ll’ and explain that ‘ll’ is a spelling for the /l/ sound, so ‘ll’ is pronounced as /l/.
- Underline the letter ‘a’ and explain it is the tricky part of the word. They would probably expect this letter to be pronounced /a/, but it is pronounced /o/.
- Tell students when reading *all*, they have to remember to pronounce the letter ‘a’ as /o/.
- Tell students when writing *all*, they have to remember to spell the /o/ sound with the letter ‘a’ and the /l/ sound with ‘ll’.

Read Phrases with Tricky Words

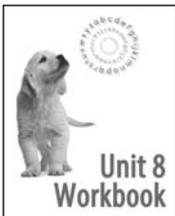
- Refer to the previously prepared Tricky Word phrases and have students read them aloud.

- | | | |
|--------------------------|-------------------------|----------------------------|
| 1. a box <u>of</u> pens | 5. <u>all</u> red pants | 9. <u>all of</u> them |
| 2. the can <u>of</u> ham | 6. <u>all</u> tots | 10. <u>all of</u> it |
| 3. lots <u>of</u> fun | 7. <u>all</u> things | 11. the <u>best of all</u> |
| 4. a bag <u>of</u> fish | 8. <u>all</u> set | 12. a pot <u>of</u> crabs |

Reviewing the Tricky Words

20 minutes

Tricky Sentences



Worksheet 2.1

- Distribute and display Worksheet 2.1.
- Ask students to read the first sentence.
- Ask students to identify a Tricky Word in the sentence.
- Have students circle the Tricky Word *a*, following your example.
- Have students write the Tricky Word *a* on the line provided, following your example.
- Continue demonstrating until students are ready to work independently. (Some of the sentences contain multiple Tricky Words.)
- Once students have completed the sentences, invite them to write an original sentence containing the Tricky Word *of*, the Tricky Word *all*, or both Tricky Words on the lines provided.

If students need additional practice writing Tricky Words, you may select appropriate Pausing Point exercises from those addressing reading Tricky Words and the activities in Unit 8, Section I of the *Assessment and Remediation Guide*.

Small Group-Reading Time

20 minutes

"Sam and the Fish"



Remember Group 1 is for students who are experiencing some challenges. Group 2 is for those students who are able to work more independently. Also remember these groups are flexible and should change to meet the needs of students.

- Distribute a copy of the Reader, *Sam*, to each student and ask students to show you the various parts of the book, i.e., the cover, the title page, the spine, and the table of contents.
- Ask students to look at the Table of Contents and tell you how many stories are included in the Reader (13). Then ask students to locate the page on which the story "Sam and the Fish" begins (page 2).

If students need additional practice reading, you may select appropriate activities in Unit 8, Section II of the *Assessment and Remediation Guide*.

- We recommend you read with Group 1 students during this lesson (while Group 2 students partner read). Remember these groupings are flexible and may change as students make progress and others experience a temporary difficulty. Be sure to record anecdotal notes regarding students’ reading; see the Appendix for an Anecdotal Record Form.
- ✪ **Group 2:** Have students sit with their partners and take turns reading “Sam and the Fish.” If they finish early, they may reread the story or complete a vocabulary worksheet.
- ✪ **Group 1:** Refer to the previously prepared headings and words on the board. Help students blend and read each word in a column, pointing out the pattern of each column, e.g., all of the words have the /a/ sound, all of the words end with the /ng/ sound, etc.

‘a’	‘i’	‘o’	‘e’	‘u’	‘ng’	‘th’
Sam	is	rod	net	tugs	brings	this
and	his	pond	gets	jumps	swings	the
dad	in					
past	sit					
	fish					
	twists					
	swims					
	lifts					
	grins					

- Have students follow along in their Readers as you use the *Sam* Big Book to read “Sam and the Fish” without interruption. Read the story a second time, having students read aloud.
- If time permits, ask students to turn to a partner for “Think-Pair-Share.” Direct them to ask each other a question about the story. After students have had a chance to talk with their partner, ask several students to share their questions and answers.

Take-Home Material

Practice with *of* and *all*

- Have students give Worksheet 2.2 to a family member.

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 338 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average 375 of those words would be completely decodable.
- The word *of* is the 2nd most common word in English.
- The word *all* is the 33rd most common word in English.
- There are many other words that follow the pattern seen in *all*, e.g., *tall*, *small*, *ball*, and *wall*. In each case, an 'a' followed by 'll' is pronounced /ol/ or /awl/ (depending on regional accent). The 'a' spelling for /o/ (especially before /l/) will be taught in Grade 1. For now, we do not view words like *tall* and *ball* as decodable and do not include them in exercises and stories. However, students who encounter them may be able to read them by analogy with *all*.

Lesson 3

Review

✓ Objectives

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

- ✓ Read and write one-syllable short vowel words with initial or final consonant digraphs, e.g., *th-* (RF.K.3b)
- ✓ Read and write one-syllable short vowel words containing a double consonant final spelling, e.g., *-ll* (RF.K.3b)
- ✓ Ask and answer questions to clarify information in fiction text read independently (SL.K.2)
- ✓ With prompting and support, ask and answer questions (e.g., *who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.K.3)
- ✓ Identify the parts of books and function of each part (front cover, back cover, title page, table of contents) (RI.K.5)

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Warm-Up</i>	The Short Vowel Sounds and Sound/Spelling Review	Large Cards for 'i', 'a', 'o', 'ch', 'sh', 'th', 'ng', 'qu', and 15 other spellings	10
<i>Reviewing the Tricky Words</i>	Tricky Word Practice	pencils; Worksheet 3.1	15
<i>Teacher Demonstration</i>	Demonstration Story: "Fun at the Pond"	Sam Big Book or Media Disk	15
<i>Small Group-Reading Time</i>	"Fun at the Pond"	Sam Big Book and Reader; Optional Worksheet 3.2	20
<i>Take-Home Material</i>	Phrasemaker	Worksheet 3.3	*

Advance Preparation

Write the following on the board or chart paper prior to teaching this lesson.

'a'	'o'	'i'	'e'	'u'
mad	hop	digs	wet	up
Chad	drops	snips	legs	mud
crab	frog	with		fun
hand	log			bugs
sand	long			

Warm-Up

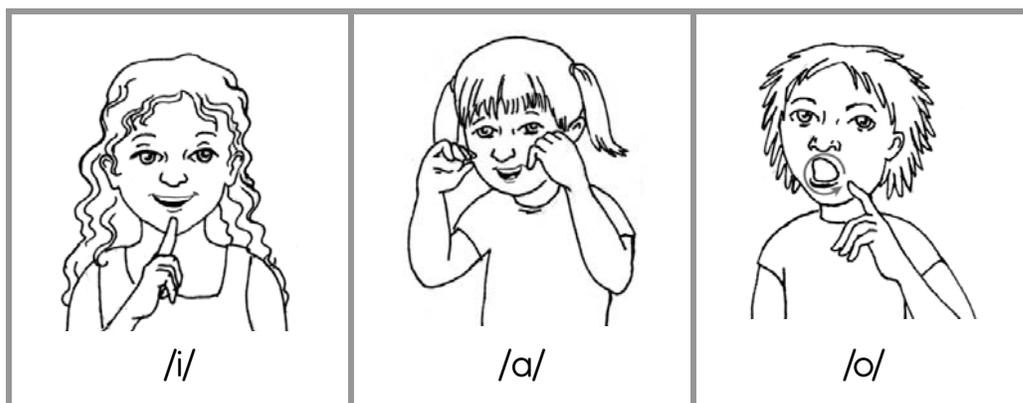
10 minutes

The Short Vowel Sounds and Sound/Spelling Review

Part A

If students are having difficulty pronouncing the vowel sounds accurately, you may have them say the words *knit*, *gnat*, and *not* in this order and in reverse order before having them say the vowel sounds in isolation.

- Display the Large Cards for 'i', 'a', and 'o,' in that order, from left to right so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all three sounds from front to back: /i/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /i/.



place finger below lips

pretend to cry

circle open mouth with finger

Part B

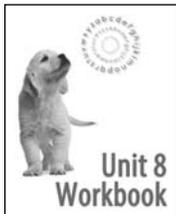
If students are ready to review more than 20 spellings, use the Large Cards for all of the spellings taught.

- Review the Large Cards for 'ch', 'sh', 'th', 'ng', 'qu', and 15 other spellings already taught. Select spellings students need to practice most.
- Use the same procedure described in Lesson 1.
- If students are ready for an extra challenge, ask them to provide a word starting with the sound represented by the spelling.

Reviewing the Tricky Words

15 minutes

Tricky Word Practice



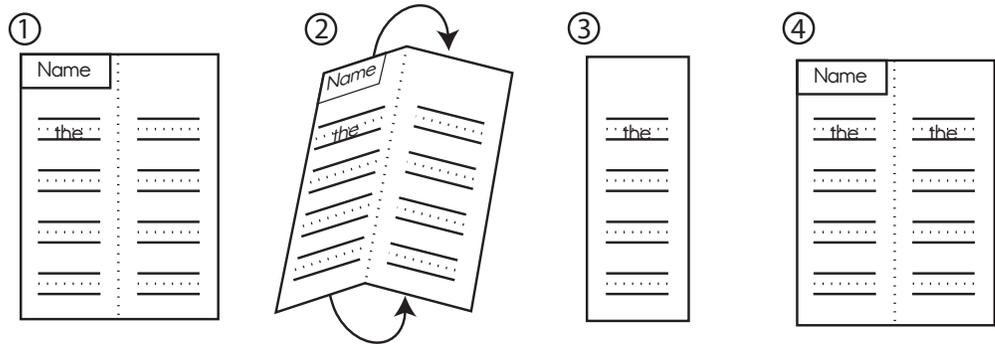
Worksheet 3.1

Before beginning this exercise, you could do a flash card review with the Tricky Words. Write the Tricky Words on yellow cards. Explain that yellow signals students to proceed with caution when reading the words.

For some students, it might be helpful to say the sounds in the Tricky Words instead of the letter names. For example, while writing the word *the*, they could say /th/ /u/ instead of 't' 'h' 'e'.

If students need additional practice writing Tricky Words, you may select appropriate Pausing Point exercises and the activities in Unit 8, Section I of the *Assessment and Remediation Guide*.

- Distribute Worksheet 3.1.
- Tell students they will practice writing Tricky Words.
- Write *the* on the board and have students read it.
- Have students copy *the* on the first handwriting guide on the worksheet (see Illustration 1). They should say the name of each letter as they copy the word.



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

1. the
2. a

3. of
4. all

Demonstration Story: “Fun at the Pond”



Challenging Vocabulary

- Before reading today’s story, preview the following vocabulary with students. Write the word on the board for students to read, explain the meaning, and provide an example of the word used in a sentence.

1. **snip**—a small pinch

Tricky Words: *the, all, a, of*

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

Purpose for Reading

- Tell students they will read a story about Sam spending time with his friends at a pond. Ask students to pay special attention to the story so they can tell you who is at the pond with Sam.

Reading the Story

- Display the story “Fun at the Pond” using the *Sam* Big Book or Media Disk. Ask students to follow along in their Reader.
- Have students read the title of the story.
- Read the story “Fun at the Pond” once without interruption, running a finger beneath the words as you read them.
- Remind students the parts of Tricky Words that cannot be decoded are underlined with a gray line. The words *a* and *of* are underlined because the whole word is tricky. In the word *the*, only the letter ‘e’ is underlined because it is not sounded /e/. In the word *all*, only the letter ‘a’ is underlined because it is not sounded /a/.
- Read the story a second time, pausing to point out Tricky Words.
- If you have time, read the story again, having students read aloud.

Wrap-Up

- Discuss the following questions as a class, referring to the text for answers as needed. Encourage students to respond in complete sentences.

Reminder: Please discuss these questions orally.

Discussion Questions on “Fun at the Pond”

1. *Literal* Who is at the pond with Sam? (Sam is at the pond with his pals.)
2. *Inferential* Why do you think the frogs hop in the pond when Sam runs at them? (Accept reasonable answers.)
3. *Literal* What does Chad dig up? (Chad digs up a crab.)
4. *Inferential* How do you think the crab feels when Chad digs him up? (Accept reasonable answers.)
5. *Literal* Who spots a bug? (Jen spots a bug.)
6. *Literal* Describe the bug Jen spots. (Accept reasonable answers based on the illustration.)
7. *Evaluative* How are the frogs, crab, and bug alike? How are they different? (Accept reasonable answers based on the text and illustrations.)
8. *Evaluative* Explain why the frogs, crab, and bug ran away. (Accept reasonable answers based on the text and illustrations.)

Small Group-Reading Time

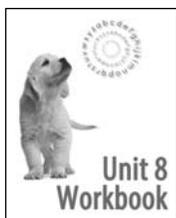
20 minutes

“Fun at the Pond”



Both this lesson and the following lesson have time designated to read “Fun at the Pond” in small groups. We recommend you read with Group 1 during this lesson (while Group 2 students partner read). Be sure to record anecdotal notes regarding your students’ reading progress.

- **Group 2:** Have students take out their Reader, sit with partners, and take turns reading “Fun at the Pond” aloud. Students who finish early should reread the story “Sam and the Fish.” They should not read ahead. You may consider assigning an optional vocabulary sheet.
- **Group 1:** Ask students to look at the Table of Contents and locate the page on which the story “Fun at the Pond” starts (10).
- Refer to the previously prepared headings and words on the board. Help students blend and read the words in each column. Point out the pattern of each column, e.g., all of the words have the /a/ sound, all of the words have the /o/ sound, etc.



Optional Worksheet 3.2

'a'	'o'	'i'	'e'	'u'
mad	hop	digs	wet	up
Chad	drops	snips	legs	mud
crab	frog	with		fun
hand	log			bugs
sand	long			

- Have students follow along in their Readers as you use the *Sam Big Book* to read “Fun at the Pond” without interruption. Complete the story a second time, having students read aloud.
- If time permits, ask students to turn to a partner for *Think Pair Share*. Direct them to ask each other a question about the story. After students have had a chance to talk with their partner, ask several students to share their questions and answers.

Take-Home Material

Phrasemaker

- Have students give Worksheet 3.3 to a family member.

Lesson 4

Review

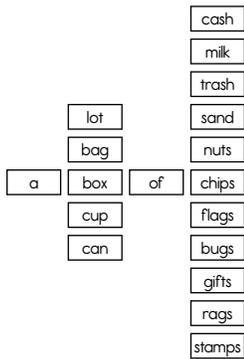
✓ Objectives

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

- ✓ **Recognize and produce rhyming words** (RF.K.2a)
- ✓ **Ask and answer questions to clarify information in fiction text read independently** (SL.K.2)
- ✓ **With prompting and support, ask and answer questions (e.g., *who*, *what*, *where*, *when*) requiring literal recall and understanding of the details and/or facts of a fiction text** (RL.K.1)
- ✓ **With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently** (RL.K.3)
- ✓ **Identify the parts of books and function of each part (front cover, back cover, title page, table of contents)** (RI.K.5)

At a Glance	Exercise	Materials	Minutes
Warm-Up	The Short Vowel Sounds and Sound/Spelling Review	Large Cards for ‘i’, ‘a’, ‘o’, ‘ch’, ‘sh’, ‘th’, ‘ng’, ‘qu’, and 15 other spellings	10
Reviewing the Tricky Words	Making Phrases with Tricky Words	marker; yellow and green paper	15
Reviewing Rhyming Words	Do They Rhyme?		15
Small Group-Reading Time	“Fun at the Pond”	<i>Sam Reader</i>	20

Advance Preparation



Write the Tricky Words *a*, *the*, *of*, and *all* and the words from the following boxes on sheets of paper, one word per sheet. Ideally, the Tricky Words should be written on yellow paper and the non-tricky words should be written on green paper.

Set 1 Words

- | | |
|--------|--------|
| 1. lot | 4. cup |
| 2. bag | 5. can |
| 3. box | |

Set 2 Words

- | | |
|----------|------------|
| 1. cash | 7. flags |
| 2. milk | 8. bugs |
| 3. trash | 9. gifts |
| 4. sand | 10. rags |
| 5. nuts | 11. stamps |
| 6. chips | |

Set 3 Words

- | | |
|---------|----------|
| 1. cats | 5. crabs |
| 2. dogs | 6. rats |
| 3. pigs | 7. bugs |
| 4. fish | 8. frogs |

Warm-Up

10 minutes

The Short Vowel Sounds and Sound/Spelling Review

Part A

If students are having difficulty pronouncing the vowel sounds accurately, you may have them say the words *knit*, *gnat*, and *not* in this order and in reverse order before having them say the vowel sounds in isolation.

- Display the Large Cards for 'i', 'a', and 'o,' in that order, from left to right so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.

- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all three sounds from front to back: /i/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /i/.

You may adopt other gestures for the sounds if you find them more effective. You may omit the gestures once students are making the sounds accurately and confidently.



place finger below lips

pretend to cry

circle open mouth with finger

Part B

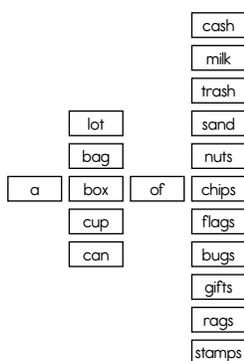
If students are ready to review more than 20 spellings, use the Large Cards for all of the spellings taught.

- Review the Large Cards for ‘ch’, ‘sh’, ‘th’, ‘ng’, ‘qu’, and 15 other spellings already taught. Select spellings students need to practice.
- Use the procedures described in Lesson 1.
- When you come to the digraph ‘th’, be sure students name both possible sounds (voiceless /th/ and voiced /th/).
- If students are ready for an extra challenge, also ask them to also provide a word starting with the sound represented by the spelling.

Reviewing the Tricky Words

15 minutes

Making Phrases with Tricky Words



- Arrange the Tricky Word *a*, the Set 1 words, the Tricky Word *of*, and the Set 2 words on the floor or on the board so students can tap them to construct phrases like “a lot of cash” or “a cup of milk.” You should place the Set 1 words in a column after the Tricky Word *a*, the Tricky Word *of* after the Set 1 words, and the Set 2 words in a column after the Tricky Word *of* (see illustration).
- Show students how to make a phrase like “a bag of nuts” by tapping on each word in the phrase with your foot or a yardstick.
- Invite students to make different phrases.

If students need additional practice reading Tricky Words, you may select appropriate Pausing Point exercises from those addressing reading Tricky Words and the activities in Unit 8, Section I of the *Assessment and Remediation Guide*.

- When students have practiced several phrases beginning with ‘a’, set up the cards for a second type of phrase beginning “all of the” and ending with a word from Set 3. Arrange the Set 3 words in a column after the Tricky Words *all of the*.
- Show students how to make a phrase like “all of the dogs” by tapping on each word in the phrase with your foot or a yardstick.
- Extension: Invite students to add words orally to the phrases to make sentences, e.g., “All of the dogs chased the robber.”

Reviewing Rhyming Words

15 minutes

Do They Rhyme?

- Remind students two words rhyme when they end with the same sounds.
- Give students some examples of rhyming words, e.g., *gum—yum, spot—hot, slip—trip, spend—send, etc.*
- Tell students you are going to ask them whether or not some words rhyme.
- Ask students if *of* and *love* rhyme. (Yes, they rhyme.)
- Complete the remaining word pairs.

- | | |
|----------------|---------------------|
| 1. of—love | 6. all—hall |
| 2. friend—bend | 7. clean—mean |
| 3. trees—tries | 8. heart—start |
| 4. the—a | 9. dress—dream |
| 5. pond—lake | 10. kittens—mittens |

- If time permits, invite students to provide their own examples of rhyming words.

“Fun at the Pond”



If students need additional practice reading, you may select activities in Unit 8, Section II of the *Assessment and Remediation Guide*.

If you read with Group 1 students during the previous lesson, we recommend you read with your Group 2 students while Group 1 students partner read. Be sure to record anecdotal notes regarding your students' reading progress.

- **Group 2:** Ask students to look at the Table of Contents and locate the page on which the story “Fun at the Pond” starts (10).
- Have students read aloud.
- If time permits, ask students to turn to a partner for *Think Pair Share*. Direct them to ask each other a question about the story. After students have had a chance to talk with their partner, ask several students to share their questions and answers.
- **Group 1:** Have students take out their Readers, sit with their partners, and take turns rereading “Fun at the Pond” aloud. Students who finish early should reread the story “Sam and the Fish.” They should not read ahead. You may consider assigning students an optional vocabulary worksheet (Worksheet 3.2) if you have not already done so.

Lesson 5

Tricky Words

✓ Objectives

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

- ✓ Read and write one-syllable short vowel words with initial or final consonant digraphs, e.g., *fr-* (RF.K.3b)
- ✓ Read and write one-syllable short vowel words containing a double consonant final spelling, e.g., *-ll* (RF.K.3b)
- ✓ Ask and answer questions to clarify information in fiction text read independently (SL.K.2)
- ✓ With prompting and support, ask and answer questions (e.g., *who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.K.3)
- ✓ Identify the parts of books and function of each part (front cover, back cover, title page, table of contents) (RI.K.5)

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Tricky Words	Today's Tricky Words: <i>from, one</i>		10
Reviewing the Tricky Words	Complete the Sentences	pencils; Worksheet 5.1; projection system	15
Teacher Demonstration	Reviewing Letter Sounds		15
	Demonstration Story: "Sam's Pets"	<i>Sam</i> Big Book or Media Disk; Optional Worksheets 5.2, 5.3	
Partner Reading-Reading Time	"Sam's Pets"	<i>Sam</i> Reader	20
Take-Home Material	Take-Home Story: "Sam and the Fish"	Worksheet 5.4	*

Advance Preparation

Prior to this lesson, write the following phrases on cards or the board.

Phrases with Tricky Words:

- | | |
|--|--|
| 1. <u>a</u> gift <u>fr</u> om Sam, <u>o</u> ne plant | 5. <u>all</u> <u>of</u> them |
| 2. <u>fr</u> om <u>o</u> ne <u>of</u> them | 6. <u>th</u> e man <u>fr</u> om <u>th</u> e <u>w</u> est |
| 3. <u>fr</u> om <u>a</u> dish | 7. <u>o</u> ne trip |
| 4. lots <u>of</u> dogs and <u>o</u> ne cat | 8. <u>o</u> ne chip <u>fr</u> om <u>th</u> e <u>b</u> ag |

Reviewing Letter Sounds

'u'	'sh'	'ng'
bug	dish	king
runs		
rubs		
jumps		
Tut		

Introducing the Tricky Words

10 minutes

Today's Tricky Words: *from, one*

- Tell students they are going to learn two more Tricky Words.

Tricky Word: *from*

If students need additional practice reading Tricky Words, you may select appropriate Pausing Point exercises from those addressing reading Tricky Words and the activities in Unit 8, Section I of the *Assessment and Remediation Guide*.

- Write the Tricky Word *from* on the board and ask students how they would pronounce it by blending. (They should say /f/ /r/ /o/ /m/.)
- Tell students this word is pronounced /f/ /r/ /u/ /m/ as in, "from here to there."
- Circle the letter 'f' and explain it is pronounced just as one would expect, as /f/.
- Circle the letter 'r' and explain it is also pronounced just as one would expect, as /r/.
- Circle the letter 'm' and explain it is also pronounced just as one would expect, as /m/.
- Underline the letter 'o' and explain it is the tricky part of the word. Students would probably expect this letter to be pronounced /o/, but it is pronounced /u/.
- Tell students when reading *from*, they have to remember to pronounce the letter 'o' as /u/.
- Tell students when writing *from*, they have to remember to spell the /u/ sound with the letter 'o'.

Tricky Word: one

In the Reader we underline the entire word *one*. You could say that the 'n' is regular, but you would expect it to be at the end of the word because it represents the last sound in the word *one*.

- Write the Tricky Word *one* on the board and ask students how they would pronounce it by blending. (The most logical pronunciation, at this point, would be /o/ /n/ /e/—“ah-neh.”)
- Tell students most of this word is very tricky.
- This word is pronounced /w/ /u/ /n/ and spelled with the letters ‘o’, ‘n’, and ‘e’.
- Tell students when reading *one*, they have to remember to pronounce it: /w/ /u/ /n/.
- Tell students when writing *one*, they have to remember to spell it with the letters ‘o’ ‘n’ ‘e’.

Read Phrases with Tricky Words

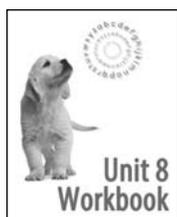
- Referring to the Tricky Word phrases you prepared in advance, ask students to read the phrases aloud.

- | | |
|---|---|
| 1. a gift <u>from</u> Sam, <u>one</u> plant | 5. <u>all</u> of them |
| 2. <u>from</u> <u>one</u> of them | 6. <u>the</u> man <u>from</u> <u>the</u> west |
| 3. <u>from</u> a dish | 7. <u>one</u> trip |
| 4. lots of <u>dogs</u> and <u>one</u> cat | 8. <u>one</u> chip <u>from</u> <u>the</u> bag |

Reviewing the Tricky Words

15 minutes

Complete the Sentences



Worksheet 5.1

- Distribute and display Worksheet 5.1.
- Tell students three Tricky Words are printed at the top of the worksheet. Each of these Tricky Words completes one of the sentences printed below.
- Ask students to read the Tricky Words.
- Demonstrate reading the first sentence three times: once with the Tricky Word *of*, once with the Tricky Word *from*, and once with the Tricky Word *one*.
- Ask students which Tricky Word completes the sentence.
- Have students print the Tricky Word *from* on the line provided, following your example.
- Continue demonstrating until students are ready to work independently.

If students need additional practice writing Tricky Words, you may select appropriate Pausing Point exercises from those addressing writing Tricky Words and the activities in Unit 8, Section I of the *Assessment and Remediation Guide*.

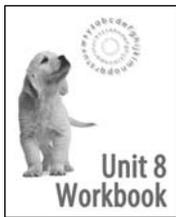
Reviewing Letter Sounds

- Direct student attention to the chart you prepared in advance. Help students blend and read each word in a column. Point out the pattern of each column, e.g., all of the words have the /u/ sound, etc.

'u'	'sh'	'ng'
bug	dish	king
runs		
rubs		
jumps		
Tut		

Demonstration Story: "Sam's Pets"

Challenging Vocabulary



Optional Worksheets 5.2, 5.3

- Before reading today's story, preview the following vocabulary with students. Write the words on the board for students to read and explain the meaning of the words, using them in an oral sentence.

1. **yelp**—to cry out sharply and quickly
2. **chomp**—to bite or chew something
3. Tricky Words: *one, of, a, the, from*

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

Purpose for Reading

- Tell students they will read a story about Sam's pets. Ask students to pay special attention to the story so they can tell you what types of pets Sam has.

Reading the Story



- Display the story "Sam's Pets" using the *Sam Big Book* or Media Disk. Ask students to follow along in their own Reader.
- Have students read the title of the story.
- Read the story "Sam's Pets" once without interruption, running a finger beneath the words as you read them.
- Remind students the parts of the Tricky Words that cannot be sounded out are underlined with a gray line. The words *a*, *of*, and *one* are underlined because each whole word is tricky; in the word *from*, only the letter 'o' is underlined because it is not sounded /o/.

- Read the story a second time, pausing to point out Tricky Words.
- If you have time, read the story again.

Wrap-Up

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

Discussion Questions on “Sam’s Pets”

1. *Literal* What pets does Sam have? (Sam has a dog, cat, and bug.)
2. *Literal* What are some things Sam’s cat, Tim, does? (Tim sips milk from a dish, naps on Sam’s bed, and runs from Max.)
3. *Literal* Which pet eats plants? (King Tut eats plants.)
4. *Inferential* Why does Sam’s bug run from Sam’s cat? (Accept reasonable answers.)
5. *Evaluative* How would you compare Max, the dog, and Tim, the cat? How are they alike and how are they different? (Accept reasonable answers based on the text and illustrations.)
6. *Evaluative* Would it be better if King Tut stayed in his bug house? Why or why not? (Accept reasonable answers based on the text and illustrations.)

Partner Reading-Reading Time

20 minutes

“Sam’s Pets”



- Give each student a *Sam Reader*.
- Assign student pairs.
- Ask students to sit with their partners and take turns reading “Sam’s Pets.”
- Encourage students who finish early to reread the stories “Fun at the Pond” and “Sam and the Fish.” Students should not read ahead.
- Record anecdotal notes on student progress.

If students need additional practice reading, you may select appropriate activities in Unit 8, Section II of the *Assessment and Remediation Guide*.

Take-Home Material

Take-Home Story: "Sam and the Fish"

- Have students give Worksheet 5.4 to a family member.

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 375 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average 385 of those words would be completely decodable.
- The word *from* is the 23rd most common word in the English language.
- The word *one* is the 32nd most common word in the English language.

Lesson 6

Review

✓ Objectives

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

- ✓ Write one-syllable short vowel words with initial or final blends/clusters, e.g., *pl-*, *tr-*, *gr-*, *-st*, *-mp* and initial or final consonant digraphs e.g., *ch-*, *sh-*, *-ng* (RF.K.3b)
- ✓ Ask and answer questions to clarify information in fiction text read independently (SL.K.2)
- ✓ With prompting and support, ask and answer questions (e.g., *who*, *what*, *where*, *when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.K.3)
- ✓ Identify the parts of books and function of each part (front cover, back cover, title page, table of contents) (RI.K.5)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	The Short Vowel Sounds and Sound/Spelling Review	Large Cards for 'i', 'a', 'o', 'ch', 'sh', 'th', 'ng', 'qu', and 15 other spellings	10
Dictation	Dictation with Words	pencils; primary paper	15
Teacher Demonstration	Demonstration Story: "Tasks"	Sam Big Book or Media Disk	15
Small Group-Reading Time	"Tasks"	Sam Big Book and Reader; Optional Worksheets 6.1, 6.2, 6.3	20
Take-Home Material	Take-Home Story: "Fun at the Pond"	Worksheet 6.4	*

Advance Preparation

Prior to this lesson, write the following on the board or chart paper:

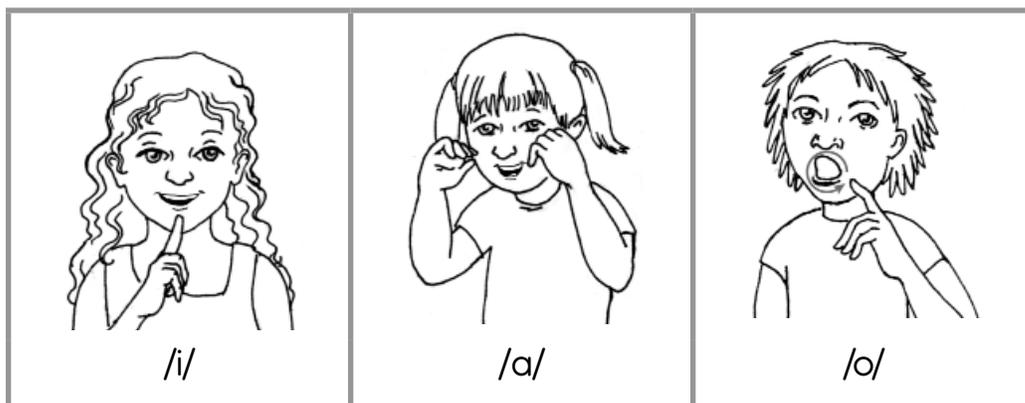
'a'	'o'	'i'	'e'	'u'
task	mop	list	then	cups
taps	spots	trim	step	bunch
grabs		snip	helps	scrubs
				shrubs

The Short Vowel Sounds and Sound/Spelling Review

Part A

If students are having difficulty pronouncing the vowel sounds accurately, you can have them say *knit*, *gnat*, and *not* in this order and in reverse order before having them say the vowel sounds in isolation.

- Display the Large Cards for 'i', 'a', and 'o,' in that order, from left to right so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all three sounds from front to back: /i/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /i/.



place finger below lips

pretend to cry

circle open mouth with finger

Part B

- Review the Large Cards for 'ch', 'sh', 'th', 'ng', 'qu', and 15 other spellings already taught. Select spellings students need to practice.
- Use the procedures described in Lesson 1.

Dictation

15 minutes

Dictation with Words

If students need additional practice with Dictation, you may select the activities in Unit 8, Section I of the *Assessment and Remediation Guide*.

- Ask students to take out a pencil and a piece of paper.
- Tell students you are going to say a number of words for them to write.
- Say the word *job*. Then segment the word, raising one finger for each sound: /j/ (raise thumb) . . . /o/ (raise pointer finger) . . . /b/ (raise middle finger).
- Ask students how many sounds are in the word *job*.
- Draw three lines on the board—one for each sound in *job*. Have students do the same on their paper.

- Ask students for the first sound in *job*. Fill in the first line on the board with the letter ‘j’. Have students do the same on their paper.
- Repeat for the remaining two sounds and spellings in *job*.
- Model reading the word letter by letter as a strategy for double-checking its spelling.
- Demonstrate this process with at least one or two additional words before having students write the dictated words independently.
- Be sure students draw the same amount of lines as there are sounds in the words before attempting to write the word.
- For items 7–10, remind students some sounds are represented by digraphs so they will be writing more than one letter on a line.
- Remind students to refer to the Sound Posters as they write the spellings.

- | | |
|----------|-----------|
| 1. job | 6. grubs |
| 2. win | 7. kings |
| 3. pest | 8. chin |
| 4. plum | 9. shrimp |
| 5. trips | 10. gongs |

Teacher Demonstration

15 minutes

Demonstration Story: “Tasks”

Challenging Vocabulary

- Before reading the story, preview the following vocabulary with students. Write the word on the board for students to sound out and then explain the meaning, providing a sample oral sentence.

1. **task**—a chore
2. **trim**—to cut or clip
3. **shrub**—a small, woody plant that has several stems

Tricky Words: *a, of, all, the*

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

Note: You may also want to point out that the word *trim* can have other meanings such as a fit and healthy weight. In today’s story it has the meaning noted above.



Purpose for Reading

- Tell students they will read a story about some tasks Sam must do. Ask students to pay special attention to the story so they can tell you Sam’s tasks.

Reading the Story

- Display the story “Tasks” using the *Sam* Big Book or Media Disk. Ask students to follow along in their Reader.
- Have students read the title of the story.
- Read the story “Tasks” once without interruption, running a finger beneath the words as you read them.
- Remind students the parts of the Tricky Words that cannot be sounded out are underlined with a gray line. The words *a* and *of* are underlined because the whole word is tricky; in the word *all*, only the letter ‘a’ is underlined because it is not sounded /a/.
- Read the story a second time, pausing to point out Tricky Words.
- If you have time, read the story again.

Wrap-Up

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

Discussion Questions on “Tasks”

1. *Literal* What are Sam’s tasks? (Sam must scrub a bunch of cups, trim the shrubs, and mop the steps.)
2. *Inferential* Why does Sam fall asleep on the floor? (Accept reasonable answers.)
3. *Literal* What does Sam’s mother do when she finds Sam asleep? (Sam’s mom wakes him up with the mop.)

Small Group-Reading Time

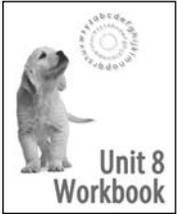
20 minutes



“Tasks”

Both this lesson and the following lesson have time designated to read “Tasks” in small groups. We recommend you read with Group 1 students during this lesson (while Group 2 students partner read). Be sure to record anecdotal notes regarding students’ reading progress.

- **Group 2:** Have students take out their Readers, sit with their partners, and take turns reading “Tasks” aloud. Students who finish early should reread the stories “Sam’s Pets” and “Fun at the Pond.” They should not read ahead. You may wish to assign a vocabulary worksheet.



Optional
Worksheets 6.1, 6.2, 6.3

If students need additional practice with Dictation, you may select the activities in Unit 8, Section II of the *Assessment and Remediation Guide*.

- **Group 1:** Ask students to look at the Table of Contents and locate the page on which the story “Tasks” starts (24).
- Refer to your previously prepared chart. Help students blend and read each word. Point out the pattern of each column, e.g., all of the words have the /a/ sound, all of the words have the /o/ sound, etc.

‘a’	‘o’	‘i’	‘e’	‘u’
task	mop	list	then	cups
taps	spots	trim	step	bunch
grabs		snip	helps	scrubs shrubs

- Choose an appropriate oral reading activity for this group and have them read the story aloud.
- Ask students to turn to a partner for *Think Pair Share*. Direct them to ask each other a question about the story. After students have had a chance to talk with their partner, ask several students to share the questions and answers they discussed.
- If time permits, read “Sam’s Pets” using the same format.

Take-Home Material

Take-Home Story: “Fun at the Pond”

- Have students give Worksheet 6.4 to a family member.

Lesson 7

Review

✓ Objectives

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

- ✓ Chain one-syllable short vowel words with initial or final blends/clusters and initial or final consonant digraphs (RF.K.3a)
- ✓ Read and write one-syllable short vowel words with initial or final consonant digraphs (RF.K.3b)
- ✓ Read chains of one-syllable short vowel words with initial or final blends/clusters and initial or final consonant digraphs (RF.K.3b)
- ✓ Ask and answer questions to clarify information in fiction text read independently (SL.K.2)
- ✓ With prompting and support, ask and answer questions (e.g., *who*, *what*, *where*, *when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.K.3)
- ✓ Identify the parts of books and function of each part (front cover, back cover, title page, table of contents) (RI.K.5)

At a Glance	Exercise	Materials	Minutes
Warm-Up	The Short Vowel Sounds and Sound/Spelling Review	Large Cards for 'i', 'e', 'a', 'o', 'ch', 'sh', 'th', 'ng', 'qu', and 15 other spellings	10
Chaining	Teacher Chaining		15
Practice	Label the Picture	pencils; Worksheet 7.1; projection system	15
Small Group-Reading Time	"Tasks"	Sam Big Book and Reader	20

Warm-Up

10 minutes

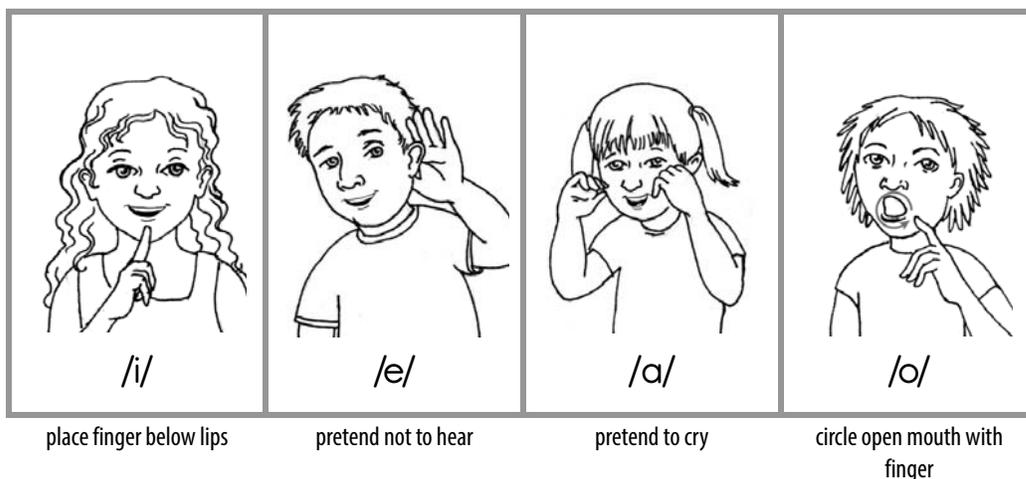
The Short Vowel Sounds and Sound/Spelling Review

Note: Today you will include the sound /e/ in the Warm-Up. The sounds /i/ and /e/, and /e/ and /a/ are difficult to distinguish.

Part A

If students are having difficulty pronouncing the vowel sounds accurately, you can have them say *knit*, *net*, *gnat*, and *not* in this order and in reverse order before having them say the vowel sounds in isolation.

- Display the Large Cards for ‘i’, ‘e’, ‘a’, and ‘o’, in that order, from left to right so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all four sounds from front to back: /i/, /e/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /e/, /i/.



Part B

- Review the Large Cards for ‘ch’, ‘sh’, ‘th’, ‘ng’, ‘qu’, and 15 other spellings taught. Select spellings students need to practice.
- Use the procedures described in Lesson 1.

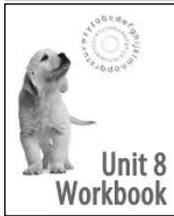
Chaining

15 minutes

Teacher Chaining

- Write *hot* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Remove ‘h’ and add ‘p’ to create *pot*.
- As you make this change, say to students, “If that is *hot*, what is this?”
- Continue this process with the remaining words.
- Complete the chaining.

1. hot > pot > spot > slot > slit > sling > slings > sings > things > wings
2. chop > chip > chips > ships > quips > quits > quints > hints > hunts



Worksheet 7.1

If students need additional practice writing Tricky Words, you may select appropriate Pausing Point exercises and the activities in Unit 8, Section I of the *Assessment and Remediation Guide*.

Label the Picture

- Distribute and display Worksheet 7.1.
- Ask students to read the first phrase.
- Remind students *one* is a Tricky Word; the letters ‘o’ ‘n’ ‘e’ are pronounced /w/ /u/ /n/. Remind students *of* is a Tricky Word; the ‘o’ stands for /u/ and the ‘f’ stands for /v/.
- Ask students which of the pictures matches the phrase *one can of trash*.
- Have students circle the matching picture.
- Have students write *one can of trash* on the line provided.
- Continue demonstrating until students are ready to work independently.

Small Group-Reading Time



“Tasks”

If you read with Group 1 students during the previous lesson, we recommend that you read with Group 2 students while Group 1 students partner read. Be sure to record anecdotal notes regarding students’ reading progress.

- **Group 2:** Ask students to look at the Table of Contents and locate the page on which the story “Tasks” starts (24).
 - Have students read the story aloud using an oral reading activity best suited to the needs of this group.
 - Ask students to turn to a partner for “Think-Pair-Share.” Direct them to ask each other a question about the story. After students have had a chance to talk with their partner, ask several students to share their questions and answers.
 - If time permits, read “Sam’s Pets” and “Fun at the Pond.”
- **Group 1:** Have students take out their Readers, sit with their partners, and take turns rereading “Tasks” aloud. Students who finish early should reread the stories “Sam’s Pets” and “Fun at the Pond.” They should not read ahead. You may consider assigning a vocabulary worksheet.

If students need additional practice reading, you may select the activities in Unit 8, Section II of the *Assessment and Remediation Guide*.

Lesson 8

Tricky Words

✓ Objectives

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

- ✓ Read and write one-syllable short vowel words with initial or final consonant digraphs, e.g., *gl-*, *th-* (RF.K.3b)
- ✓ Read and write one-syllable short vowel words containing a double consonant final spelling, e.g., *-ll* (RF.K.3b)
- ✓ Ask and answer questions to clarify information in fiction text read independently (SL.K.2)
- ✓ With prompting and support, ask and answer questions (e.g., *who*, *what*, *where*, *when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.K.3)
- ✓ Identify the parts of books and function of each part (front cover, back cover, title page, table of contents) (RI.K.5)

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Tricky Word	Today's Tricky Word: <i>was</i>		10
Dictation	Tricky Word Practice	pencils; Worksheet 8.1; projection system	15
Teacher Demonstration	Demonstration Story: "The Van"	<i>Sam</i> Big Book or Media Disk	15
Partner Reading-Reading Time	"The Van"	<i>Sam</i> Reader	20
Take-Home Material	Practice Pack	Worksheet 8.2	*

Advance Preparation

Prior to this lesson, you may want to write the following sentences on cards, sentence strips, or the board:

1. Sam was sad.
2. The dog was hot.
3. The man was thin.
4. The chimp was glad.

Today's Tricky Word: was

Students have learned the spelling 's' for the sound /z/ in an earlier unit. The only tricky part in the word *was* is the vowel sound.

- Remind students they have learned the letter 's' is sometimes pronounced /z/, especially at the end of words.
- Write the following common words with this pattern on the board: *is, as, has, his*.

Tricky Word: was

- Tell students you are going to introduce them to a Tricky Word ending with the /z/ sound spelled 's'.
- Write the Tricky Word *was* on the board and ask students how they would pronounce it by blending. (They should say /w/ /a/ /s/ or /w/ /a/ /z/.)
- Explain the word is actually pronounced /w/ /u/ /z/ as in, "I was happy."
- Circle the letter 'w' and explain it is pronounced just as one would expect, as /w/.
- Underline the letter 'a' and explain it is the tricky part of the word. Students would probably expect this letter to be pronounced /a/, but it is pronounced /u/.
- Circle the letter 's' and explain it is 's' pronounced /z/.
- Tell students when reading *was*, they have to remember to pronounce the letter 'a' as /u/ and the letter 's' as /z/.
- Tell students when writing *was*, they have to remember to spell the /u/ sound with the letter 'a' and the /z/ sound with the letter 's'.

Read Phrases with Tricky Words

- Using the material previously prepared, ask students to read the sentences aloud.

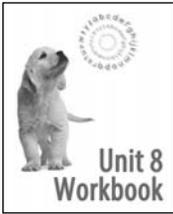
1. Sam was sad.

2. The dog was hot.

3. The man was thin.

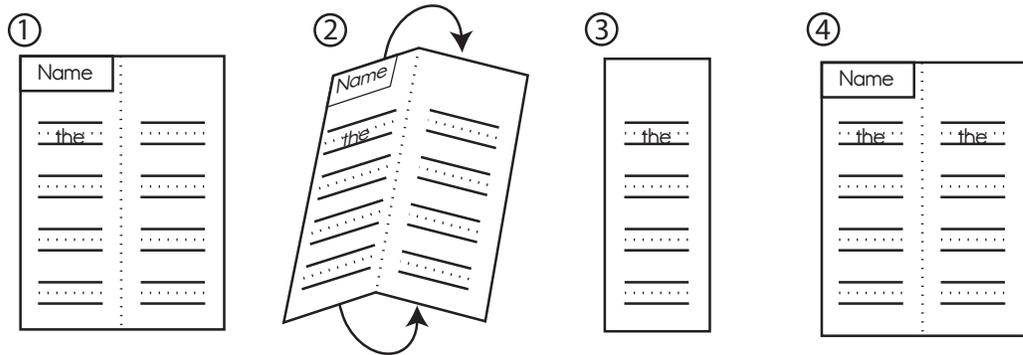
4. The chimp was glad.

Tricky Word Practice



Worksheet 8.1

- Distribute and display Worksheet 8.1.
- Tell students they will practice writing Tricky Words.
- Write *the* on the board and have students read it.
- Have students copy *the* on the first handwriting guide on the worksheet (see Illustration 1). They should say the name of each letter as they copy the word.



If students need additional practice reading Tricky Words, you may select any of the Pausing Point exercises addressing reading Tricky Words and the activities in Unit 8, Section I of the *Assessment and Remediation Guide*.

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

- | | |
|--------|---------|
| 1. the | 5. from |
| 2. a | 6. one |
| 3. of | 7. was |
| 4. all | |

Demonstration Story: “The Van”

Challenging Vocabulary

- Before reading the story, preview the following vocabulary with students. Write the words on the board for students to blend and read. Explain the meaning and provide an oral sentence.

1. **fix-it man**—a man who repairs or fixes something broken
2. **fix-it kit**—a tool box or kit with the things needed to repair something

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

Purpose for Reading

- Tell students they will read a story about Sam’s mom’s van. Ask students to pay special attention to the story so they can tell you what happened to Sam’s mom’s van.

Note to Teacher

- The illustrations in the story show Sam sitting in the front seat. Some states require children to sit in the backseat for safety. If this is a requirement in your state and you feel the need to address it, please do so.

Reading the Story

- Display the story “The Van” using the *Sam* Big Book or Media Disk. Ask students to follow along in their Reader.
- Have students read the title of the story.
- Read the story “The Van” once without interruption, running a finger beneath the words as you read them.
- Remind students the parts of the Tricky Words that cannot be sounded out are underlined with a gray line. The word *of* is underlined because the whole word is tricky; in the word *was*, *only* the letter ‘a’ is underlined because it is not sounded /a/.
- Read the story a second time, pausing to point out Tricky Words.
- If you have time, read the story again.

Wrap-Up

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



If students need additional practice reading, you may select the activities in Unit 8, Section II of the *Assessment and Remediation Guide*.

Discussion Questions on “The Van”

1. *Literal* What does the van hit that sends it into the air? (The van hits a big bump.)
2. *Literal* What noises does the van make when it hits the land? (The noises the van makes are: crash, smash, crunch, snap, and pop.)
3. *Inferential* Describe what the van looks like after hitting the land. (Accept reasonable answers.)
4. *Literal* Does the fix-it man fix the van? (No, the fix-it man does not fix the van.)
5. *Literal* How do Sam and his mom get home? (They take a cab to get home.)
6. *Inferential* Why is Sam’s mom sad? (Accept reasonable answers.)
7. *Literal* What does Sam do to make his mom feel better? (Sam holds his mom’s hand and sings to her.)
8. *Evaluative* How are traveling in a family car and a cab alike? How are they different? (Accept reasonable answers based on the text and illustrations.)
9. *Evaluative* Sam sang to his mother to make her feel better when she was sad. What would you do? (Accept reasonable answers based on the text and illustrations.)

Partner Reading-Reading Time

20 minutes

“The Van”



- Give each student a *Sam Reader*.
- Assign student pairs.
- Ask students to sit with their partners and take turns reading “The Van” aloud.
- Encourage students who finish early to reread the stories “Tasks” and “Sam’s Pets.” They should not read ahead.
- As partners read, record anecdotal notes on student progress.

Take-Home Material

Practice Pack

- Have students give Worksheet 8.2 to a family member.

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 385 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average 395 of those words would be completely decodable.
- The word *was* is the 10th most common word in the English language.

Lesson 9

Review

✓ Objectives

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

- ✓ Recognize and produce rhyming words (RF.K.2a)
- ✓ Read and write one-syllable short vowel words with initial or final blends/clusters, e.g., *fr-*, *-nd*, *-ft*, and initial or final consonant digraphs, e.g., *th-* (RF.K.3b)
- ✓ Read and write one-syllable short vowel words containing a double consonant final spelling, e.g., *-ll* (RF.K.3b)
- ✓ Ask and answer questions to clarify information in fiction text read independently (SLK.2)
- ✓ With prompting and support, ask and answer questions (e.g., *who*, *what*, *where*, *when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.K.3)
- ✓ Identify the parts of books and function of each part (front cover, back cover, title page, table of contents) (RI.K.5)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Warm-Up	The Short Vowel Sounds and Sound/Spelling Review	Large Cards for 'i', 'e', 'a', 'o', 'ch', 'sh', 'th', 'ng', 'qu', and 15 other spellings	10
Reviewing the Tricky Words	Tricky Word Practice	pencils; Worksheet 9.1	15
Reviewing Rhyming Words	Make a Rhyme		15
Differentiated Instruction	Small Group Work	pencils; Worksheet 9.2	20
Take-Home Material	Take-Home Story: "Sam's Pets"	Worksheet 9.3	*

Advance Preparation

Prior to this lesson, write the following sentences on cards, sentence strips, or the board:

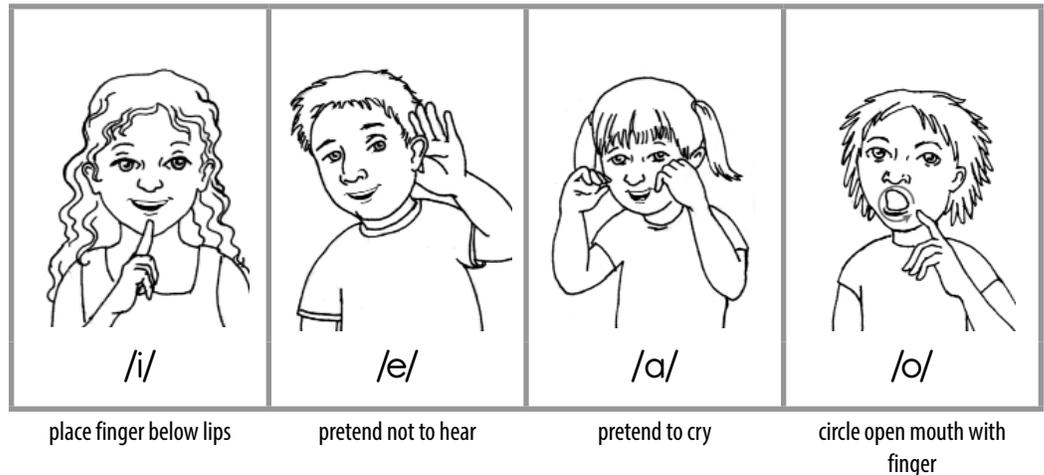
1. One frog is on the log.
2. Tim got a quilt from his bed.
3. Kim was in the pond.
4. The kids all got gifts.

The Short Vowel Sounds and Sound/Spelling Review

Part A

If students are having difficulty pronouncing the vowel sounds accurately, you can have them say *knit*, *net*, *gnat*, and *not* in this order and in reverse order before having them say the vowel sounds in isolation.

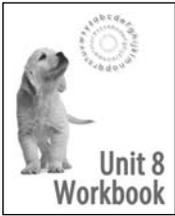
- Display the Large Cards for 'i', 'e', 'a', and 'o', in that order, from left to right so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all four sounds from front to back: /i/, /e/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /e/, /i/.



Part B

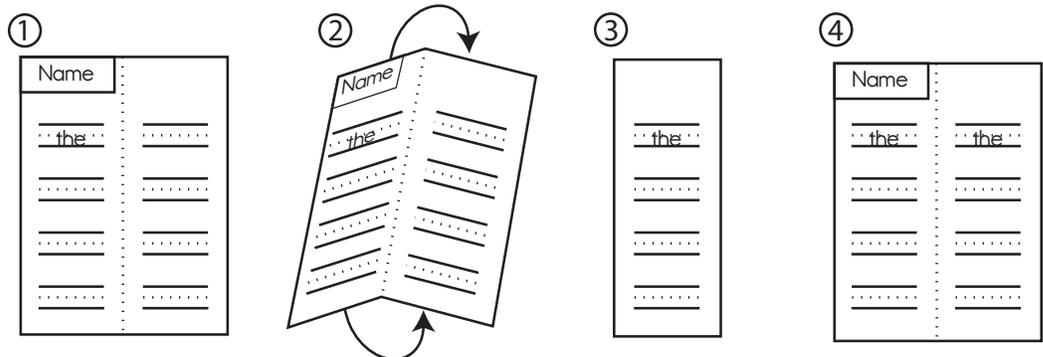
- Review the Large Cards for 'ch', 'sh', 'th', 'ng', 'qu', and 15 other spellings already taught. Select spellings students need to practice.
- Follow the same procedures described in Lesson 1.

Tricky Word Practice



Worksheet 9.1

- Distribute Worksheet 9.1.
- Tell students they will practice writing Tricky Words.
- Write *the* on the board and have students read it.
- Have students copy *the* on the first handwriting guide on the worksheet (see Illustration 1). They should say the name of each letter as they copy the word.



If students need additional practice writing Tricky Words, you may use any of the Pausing Point exercises addressing writing Tricky Words and the activities in Unit 8, Section I of the *Assessment and Remediation Guide*.

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

- | | |
|--------|---------|
| 1. the | 5. from |
| 2. a | 6. one |
| 3. of | 7. was |
| 4. all | |

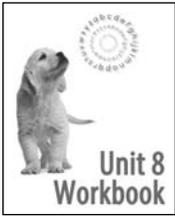
Make a Rhyme

- Remind students two words rhyme when they end with the same sounds.
- Give students some examples of rhyming words, e.g., *cheese—bees*, *start—art*, *dance—chance*, *spend—bend*, etc.
- Tell students you are going to ask them to produce some rhyming words.
- Ask students to suggest some words rhyming with *sad*.
- Complete the remaining word list.

1. sad (glad, mad, bad, had)
2. love (glove, dove, of, shove)
3. bride (lied, guide, ride, side)
4. flame (same, game, name, aim)
5. hand (land, band, sand, brand)
6. bent (sent, meant, spent, dent)
7. camp (lamp, damp, stamp, ramp)
8. blue (chew, stew, flew, clue)
9. greed (read, seed, bead, lead)
10. fox (rocks, socks, locks, box)

- If time permits, ask students to provide their own examples of rhyming words.

Small Group Work



Worksheet 9.2

🔄 Group 2

- Distribute Worksheet 9.2.
- For each picture, have students mark the matching phrase.
- Refer to the sentences you wrote on the board in advance. If students finish early, have them read, copy, and illustrate some of the sentences or suggest they reread previously read stories in *Sam*.

1. One frog is on the log.
2. Tim got a quilt from his bed.
3. Kim was in the pond.
4. The kids all got gifts.

If students need additional practice reading, you may select the activities in Unit 8, Section II of the *Assessment and Remediation Guide*.

🔄 Group 1

- Distribute Worksheet 9.2.
- Ask students to read the first phrase.
- Ask students to read the second phrase.
- Ask students which of the first two phrases matches the first picture.
- Have students mark the box next to the phrase *a gift from a kid*.
- Complete the remaining items.
- Alternatively, you may use a different remediation exercise addressing the specific needs of students.

Take-Home Material

Take-Home Story: "Sam's Pets"

- Have students give Worksheet 9.3 to a family member.

Lesson 10

✓ Objectives

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

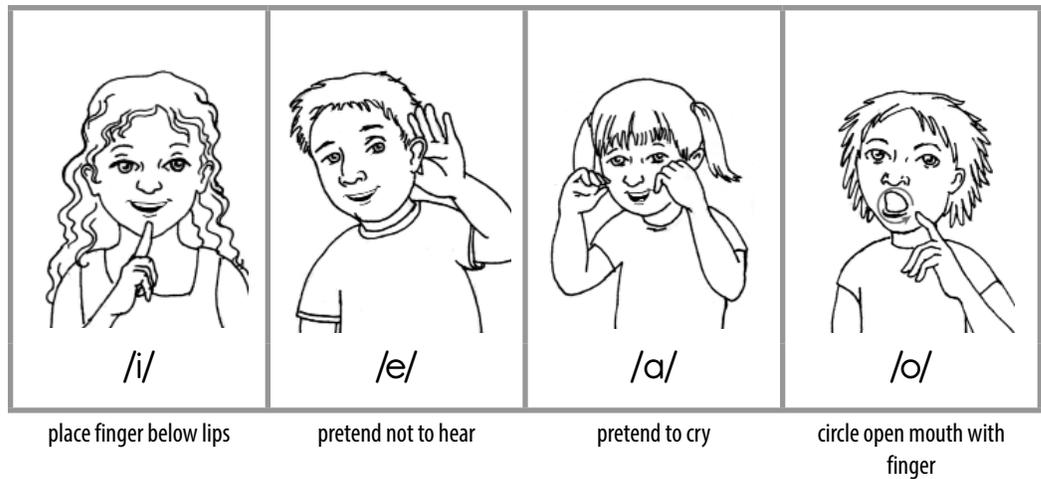
- ✓ Read chains of one-syllable short vowel words with initial or final blends/clusters and initial or final consonant digraphs (RF.K.3b)
- ✓ Read and write one-syllable short vowel words containing a double consonant final spelling, e.g., *-ck* (RF.K.3b)
- ✓ Ask and answer questions to clarify information in fiction text read independently (SL.K.2)
- ✓ With prompting and support, ask and answer questions (e.g., *who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.K.3)
- ✓ Identify the parts of books and function of each part (front cover, back cover, title page, table of contents) (RI.K.5)

At a Glance	Exercise	Materials	Minutes
Warm-Up	The Short Vowel Sounds	Large Cards for 'i', 'e', 'a', 'o'	5
Introducing the Spelling Alternatives	Double-Letter Spellings for Consonant Sounds	Sound Posters and Sound Cards 33–40	15
Chaining	Teacher Chaining	board or chart paper	10
Teacher Demonstration	Demonstration Story: "On the Bus"	<i>Sam</i> Big Book or Media Disk and Reader	15
Practice	Word Sort	pencils; Worksheet 10.1; projection system	15
Take-Home Material	Take-Home Story: "Tasks"	Worksheet 10.2	*

The Short Vowel Sounds

If students are having difficulty pronouncing the vowel sounds accurately, you can have them say *knit*, *net*, *gnat*, and *not* in this order and in reverse order before having them say the vowel sounds in isolation.

- Display the Large Cards for ‘i’, ‘e’, ‘a’, and ‘o’, in that order, from left to right so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all four sounds from front to back: /i/, /e/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /e/, /i/.



Introducing the Spelling Alternatives

Double-Letter Spellings for Consonant Sounds

Remember to place the sound cards for ‘bb’, ‘dd’, ‘ff’, ‘gg’, ‘cc’, ‘ck’, ‘ll’, and ‘mm’ on the appropriate Sound Posters.

In CKLA, ‘ck’ is treated as a double-letter spelling because ‘c’ and ‘k’ stand for the same sound, /k/.

The double-letter spellings usually follow short vowel sounds and are rarely used at the beginning of words.

Note: In this exercise a few two-syllable words are used because several of the double-letter spellings are not found in common one-syllable words. Help students read these words by breaking them into syllables.

For words that contain double-letter spellings for consonants, we place the divider after the double-letter spelling rather than in the middle. Whereas most dictionaries would print bat-ter, big-ger, and traf-fic, we print batt-er, bigg-er, and traff-ic. We do this because the double-letter spellings have been taught as single spelling units in Core Knowledge Reading and we do not wish to separate units students have been taught to process as whole entities.

- Remind students digraphs are letter teams consisting of two letters but representing only a single sound.
- Tell students they are going to learn about more letter teams today.

- Write 'g' on the board and ask students for the letter name first and then for the sound the letter stands for.
- Write 'gg' on the board and explain this letter team is another way of writing the /g/ sound; 'gg' stands for /g/ just as single 'g' does.
- Write the word *egg* on the board, underlining the 'gg', and ask students to read it.
- Do the same for the other spellings listed in the box, giving a sample word for each.
- Explain that items 5–7 are longer words than students are accustomed to reading. Write each of these words broken apart, syllable by syllable. Have students blend each syllable and then blend the entire word.

If students need additional practice reading, you may select the activities in Unit 8, Section I of the *Assessment and Remediation Guide*.

- | | |
|----------------|--------------------|
| 1. 'gg': egg | 5. 'mm': swimm ing |
| 2. 'dd': add | 6. 'bb': rabb it |
| 3. 'ff': stuff | 7. 'cc': hicc up |
| 4. 'll': hill | |

- Explain the 'ck' spelling last.
- Write 'c' on the board and ask for the letter name and the sound.
- Write 'k' on the board and ask for the letter name and the sound.
- Write 'ck' on the board and explain that both spellings stand for /k/ and both of them together still stand for the sound /k/.
- Write the word *rock* on the board, underlining the 'ck', and have students read it.

1. 'ck': rock

- Tell students the 'ck' spelling for /k/ is never at the beginning of a word, but often at the end of words.
- Summarize by explaining that double-letter spellings stand for the same sounds as the single-letter spellings and they are rarely used at the beginning of a word. For now, students will see them mostly at the end of words. Later they will see them in the middle of words like *swimming*, *rabbit*, and *hiccup*.
- Tell students whenever the double-letter spellings (including 'ck') appear on a worksheet or in a story for the next few lessons, they will be printed in darker, bolder ink to remind them two letters stand for a single sound.

Teacher Chaining

- Write *dwell* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Remove ‘d’ to create *well*.
- As you make this change, say to students, “If that is dwell, what is this?”
- Continue with the remaining chains.

1. dwell > well > will > wick > sick > stick
2. cluck > click > cliff > clip > lip > chip

Teacher Demonstration

Demonstration Story: “On the Bus”



Note: In this story, the uppercase letter ‘B’ is used. Uppercase ‘B’ does not look like lowercase ‘b’, tell students ‘B’ is another way of writing the letter ‘b’, i.e., it is the uppercase version of ‘b’.

Previewing the Spellings

- Before reading the story, write the following words containing Unit 8 spellings on the board, underlining the double-letter spellings. Read the words aloud as a class.

‘ck’ (/k/)	‘ff’ (/f/)	‘ll’ (/l/)
ba <u>ck</u>	o <u>ff</u>	hi <u>ll</u>
		be <u>ll</u>

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

Purpose for Reading

- Tell students they will read a story about Sam’s mom riding a bus. Ask students to pay special attention to the story so they can tell you why Sam’s mom must take the bus.

Reading the Story

- Display the story “On the Bus” using the *Sam* Big Book or Media Disk. Ask students to follow along in their Readers.
- Have students read the title of the story.
- Read the story “On the Bus” once without interruption, running a finger beneath the words as you read them.

If students need additional practice reading, you may select the activities in Unit 8, Section II of the *Assessment and Remediation Guide*.

- Read the story a second time, pausing to point out Tricky Words and double-letter spellings.
- If you have time, read the story again, having students read aloud.

Wrap-Up

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

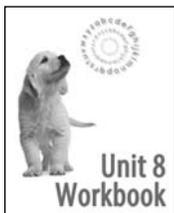
Discussion Questions on “On the Bus”

1. *Literal* Why must Sam’s mom take the bus? (Sam’s mom must take the bus because the van is not fixed.)
2. *Literal* Describe her ride on the bus. (Accept reasonable answers based on the text and illustrations.)
3. *Evaluative* Do you think Sam’s mom prefers driving her van or taking the bus? Why? (Accept reasonable answers.)
4. *Evaluative* Do you agree with Mom’s decision to ride the bus while her van was broken? (Accept reasonable answers based on the text and illustrations.)
5. *Evaluative* What was the purpose of the bell Mom rang while she was on the bus? (Accept reasonable answers based on the text and illustrations.)

Practice

15 minutes

Word Sort



Worksheet 10.1

- Distribute and display Worksheet 10.1.
- Ask students to read all the words in the box aloud.
- Now ask students to look back and read the first word, *rock*. Ask the students if the /k/ sound in *rock* is spelled ‘c’, ‘k’, or ‘ck’.
- Have students write *rock* in the third column, following your example.
- Continue demonstrating until students are ready to work independently.

Take-Home Material

Take-Home Story: “Tasks”

- Have students give Worksheet 10.2 to a family member.

Supplemental Resources

Words included on the Dolch word list or the Fry word list are indicated with an asterisk.

- Newly decodable words:

- | | | |
|----------|-----------|------------|
| 1. will* | 7. black* | 13. sell |
| 2. back* | 8. rock | 14. pick* |
| 3. well* | 9. fell | 15. shall* |
| 4. still | 10. thick | 16. add |
| 5. off* | 11. hill | 17. neck |
| 6. tell* | 12. eggs | 18. stuff |

- Chains:

1. set > sell > shell > shall > sham > ram > rack > pack > pick > pill
2. duck > buck > buff > cuff > puff > puck > pluck > luck > lick > pick

- Phrases and Wiggle Cards:

The last three items are sentences with uppercase letters and punctuation.

- | | |
|-------------------|----------------------------|
| 1. skip rocks | 7. one black cat |
| 2. hands off | 8. sell all the stuff |
| 3. pick it up | 9. dash up a hill |
| 4. get a snack | 10. Tell him that! |
| 5. add it up | 11. Sam will get well. |
| 6. chicks in eggs | 12. Tim fell from his bed. |

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 395 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average 409 of those words would be completely decodable.
- Of the double-letter spellings taught in this lesson, 'll', 'ck', and 'ff' are the ones most frequently used.

Lesson 11

Review

✓ Objectives

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

- ✓ Read chains of one-syllable short vowel words with initial or final blends/clusters and initial or final consonant digraphs (RF.K.3b)
- ✓ Read and write one-syllable short vowel words with initial or final consonant blends/clusters, e.g., *fr-* and initial or final digraphs, e.g., *th-* (RF.K.3b)
- ✓ Read and write one-syllable short vowel words containing a double consonant final spelling, e.g., *-ll* (RF.K.3b)
- ✓ Ask and answer questions to clarify information in fiction text read independently (SL.K.2)

At a Glance	Exercise	Materials	Minutes
Warm-Up	The Short Vowel Sounds and Sound/Spelling Review	Large Cards for 'i', 'e', 'a', 'o', 'ch', 'sh', 'th', 'ng', 'qu', 'ck', 'ff', 'll', and 12 other spellings	10
Chaining	Teacher Chaining		15
Reviewing the Tricky Words	Tricky Word Dictation	pencils; Worksheet 11.1	15
Partner Reading-Reading Time	"On the Bus"	Sam Reader	20

Warm-Up

10 minutes

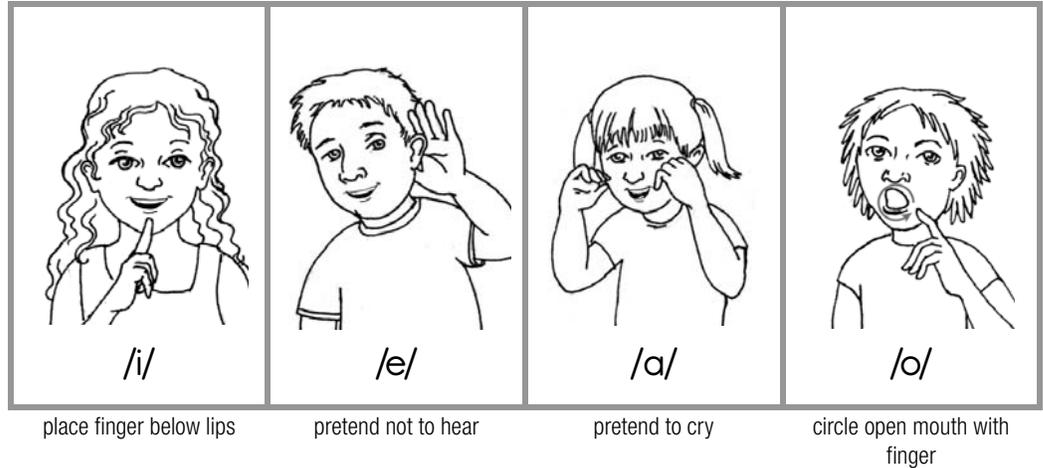
The Short Vowel Sounds and Sound/Spelling Review

Part A

If students are having difficulty pronouncing the vowel sounds accurately, you can have them say *knit*, *net*, *gnat*, and *not* in this order and in reverse order before having them say the vowel sounds in isolation.

- Display the Large Cards for 'i', 'e', 'a', and 'o', in that order, from left to right so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.

- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all four sounds from front to back: /i/, /e/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /e/, /i/.



Part B

The Large Cards set includes only four double-letter spellings. These are the spellings that are found in one-syllable words.

- Review the Large Cards for ‘ch’, ‘sh’, ‘th’, ‘ng’, ‘qu’, ‘ck’, ‘ff’, ‘ll’, and 12 other spellings already taught. Select the spellings students need to practice.
- Follow the procedures described in Lesson 1.

Chaining

15 minutes

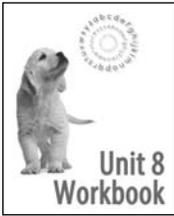
Teacher Chaining

If students need additional practice reading words with double-letter spellings, you may select appropriate Pausing Point exercises from those addressing reading words with double-letter spellings.

- Write *fill* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Remove ‘f’ and add ‘p’ to create *pill*.
- As you make this change, say to students, “If that is *fill*, what is this?”
- Complete the chaining.

1. fill > pill > pick > sick > slick > stuck > stuff > stiff
2. odd > add > at > it > ill > chill > chick > kick
3. sell > swell > well > will > wick > pick > puck > puff

Tricky Word Dictation



Worksheet 11.1

If students need additional practice reading Tricky Words, you may use any of the Pausing Point exercises that address reading Tricky Words and the activities in Unit 8, Section I of the *Assessment and Remediation Guide*.

- Distribute Worksheet 11.1.
- Tell students you are going to say a number of phrases.
- The phrases are written on the worksheet, but each phrase is missing one word. Sometimes the missing word is a Tricky Word.
- Say the phrase *big ships* and ask students which word is missing from the worksheet.
- Ask students for the first sound in *ships*.
- Have students write ‘sh’ on the line, following your example.
- Complete the remaining sounds and spellings in *ships* in the same fashion so the word *ships* is written in its entirety on the line.
- Model reading the word letter by letter as a strategy for double-checking its spelling.
- Continue demonstrating until students are ready to write the words independently.

- | | |
|-------------------------|--------------------------|
| 1. big <u>ships</u> | 5. hug <u>from</u> mom |
| 2. <u>the</u> thin man | 6. lots of <u>fish</u> |
| 3. his <u>red</u> cap | 7. Dad <u>was</u> glad. |
| 4. <u>one</u> big chimp | 8. All kids <u>run</u> . |

Partner Reading-Reading Time

“On the Bus”



If students need additional practice reading you may select the activities in Unit 8, Section II of the *Assessment and Remediation Guide*.

- Give each student a *Sam Reader*.
- Ask students to sit with their partners and take turns reading “On the Bus” aloud.
- Encourage students who finish early to reread the stories “The Van” and “Tasks.” They should not read ahead.
- Listen to students read and record anecdotal notes on their progress.

Lesson 12

Spelling Alternatives

✓ Objectives

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

- ✓ Ask and answer questions to clarify information in fiction text read independently (SL.K.2)
- ✓ With prompting and support, ask and answer questions (e.g., *who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.K.3)
- ✓ Identify the parts of books and function of each part (front cover, back cover, title page, table of contents) (RI.K.5)
- ✓ Read and write one-syllable short vowel words with final consonant digraphs (RF.K.3b)

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Spelling Alternatives	Double-Letter Spellings for Consonant Sounds	Sound Posters and Spelling Cards 41–46	15
	Circling the Sounds		10
Teacher Demonstration	Demonstration Story: “Sam in Class”	<i>Sam</i> Big Book or Media Disk; Optional Worksheets 12.1, 12.2	15
Whole Group-Reading Time	“Sam in Class”	<i>Sam</i> Reader	20
Take-Home Material	Practice Pack	Worksheet 12.3	*

Advance Preparation

Prior to this lesson, you may want to write the following on the board:

‘ck’ (/k/)	‘ff’ (/f/)	‘ll’ (/l/)	‘ss’ (/s/)
M <u>ack</u>	o <u>ff</u>	t <u>ill</u>	M <u>iss</u>
bl <u>ack</u>		be <u>ll</u>	cl <u>ass</u>
che <u>cks</u>		wi <u>ll</u>	me <u>ss</u>
ba <u>ck</u>		te <u>ll</u>	
		ye <u>lls</u>	

Double-Letter Spellings for Consonant Sounds

15 minutes

Remember to place the Sound Cards for 'nn', 'pp', 'rr', 'ss', 'tt', and 'zz' on the appropriate Sound Posters.

If students need additional practice reading words with double-letter spellings, you may select the activities in Unit 8, Section I of the *Assessment and Remediation Guide*

Note: In this exercise a few two-syllable words are used because several of the double-letter spellings are not found in common one-syllable words.

- Remind students they have learned several double-letter spellings for consonant sounds, e.g., 'ff' stands for /f/ and 'll' for /l/.
- Tell students they are going to learn about more letter teams.
- Write 's' on the board and ask students for the letter name first and then for the sound of the letter.
- Write 'ss' on the board and explain this letter team is another way of writing the /s/ sound; 'ss' stands for /s/ just as 's' does.
- Write the word *dress* on the board, underlining the 'ss', and ask students to read it.
- Do the same for the other spellings listed below, giving a sample word for each.
- Explain to students these double-letter spellings stand for the same sound as the single-letter spellings.
- Tell students double-letter spellings are rarely used at the beginning of a word. For now, students will see them mostly at the end of words. Later they will see them in the middle of words like *puppet* and *ferret*.
- Tell students whenever the double-letter spellings appear on a worksheet or in a story for the next few lessons, they will be printed in darker, bolder ink to remind them the two letters stand for a single sound.

Note: Explain that items 5 and 6 are longer words. Write each of these words broken apart, syllable by syllable. Have students sound and blend each syllable and then blend the entire word.

- | | | |
|----------------|---------------|------------------|
| 1. 'ss': dress | 3. 'zz': buzz | 5. 'pp': pupp et |
| 2. 'tt': mitt | 4. nn': inn | 6. 'rr': ferr et |

Circling the Sounds

10 minutes

- Write the word *glass* on the board.
- Have a student come up to the board and circle each of the spellings in *glass*.
- Ask students which sounds are written with single letters and which sounds are written with letter teams.
- Repeat these steps with the remaining words.

- | | | |
|----------|----------|---------|
| 1. glass | 4. thing | 7. quiz |
| 2. sock | 5. egg | 8. fuzz |
| 3. chest | 6. chill | 9. add |

Teacher Demonstration

15 minutes

Demonstration Story: "Sam in Class"

Previewing the Spellings

- Before reading the story, refer to the chart you prepared in advance. Read the words aloud as a class.

'ck' (/k/)	'ff' (/f/)	'll' (/l/)	'ss' (/s/)
M <u>ack</u>	o <u>ff</u>	t <u>ill</u>	M <u>iss</u>
bl <u>ack</u>		be <u>ll</u>	cl <u>ass</u>
ch <u>ecks</u>		w <u>ill</u>	me <u>ss</u>
ba <u>ck</u>		te <u>ll</u>	
		ye <u>lls</u>	

Challenging Vocabulary

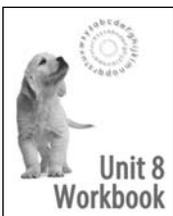
- Before reading today's story, preview the following vocabulary with students. Write the words on the board for students to read, explain the meanings of the words, and use them in oral sentences.

1. **print**—to write
2. **quip**—a light hearted way of saying something

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

Purpose for Reading

- Tell students they will read a story about something that happened to Sam at school. Ask students to pay special attention to the story so they can tell you what happened.



Optional Worksheets 12.1,
12.2

If students need additional practice reading you may select the activities in Unit 8, Section II of the *Assessment and Remediation Guide*

Reading the Story

- Display the story “Sam in Class” using the *Sam* Big Book or Media Disk. Have students follow along in their own Readers.
- Have students read the title of the story.
- Read the story “Sam in Class” once without interruption, running a finger beneath the words as you read them.
- Read the story a second time, pausing to point out Tricky Words and double-letter spellings.
- If you have time, read the story again, having students read aloud.

Wrap-Up

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

Discussion Questions on “Sam in Class”

1. *Literal* Who is Sam’s teacher? (Sam’s teacher is Miss Mack.)
2. *Literal* What is Sam daydreaming about? (Sam is daydreaming about swimming.)
3. *Literal* What does Sam have to do before he can go swim? (Sam has to do his printing.)
4. *Inferential* What kind of teacher is Miss Mack? (Accept reasonable answers.)
5. *Evaluative* Would it have been better if Sam completed his work neatly the first time? Why? (Accept reasonable answers based on the text and illustrations.)
6. *Evaluative* How can you prove that Miss Mack wanted the students to have good handwriting? (Accept reasonable answers based on the text and illustrations.)

Whole Group-Reading Time

20 minutes

“Sam in Class”



- Give each student a *Sam* Reader.
- Select an appropriate oral reading activity for students.
- If you finish early, read the stories “On the Bus” and “The Van” in the same fashion.

Take-Home Material

Practice Pack

- Have students give Worksheet 12.3 to a family member.

Supplemental Resources

Words included on the Dolch word list or the Fry word list are indicated with an asterisk.

- Newly decodable words:

1. less	5. cross	9. kiss	13. hiss
2. class	6. loss	10. inn	14. mutt
3. glass	7. dress*	11. jazz	15. mitt
4. grass	8. moss	12. buzz	16. fuzz

- Chains:

1. fuzz > buzz > bun > buff > buck > luck > lick > click > clack > class
2. mug > mutt > mitt > miss > hiss > hill > bill > bell > shell > fell

- Phrases and Wiggle Cards:

- | | | |
|---------------|--------------------|-------------------------|
| 1. kiss mom | 5. cross the legs | 9. sit on wet moss |
| 2. dress well | 6. pass the box | 10. stand on wet grass |
| 3. buzz in | 7. less than that | 11. This is a class. |
| 4. a big loss | 8. a glass of milk | 12. This dog is a mutt. |

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 409 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average 414 of those words would be completely decodable.
- Of the double-letter spellings taught in this lesson, 'ss', 'tt', and 'pp' are the ones most frequently used.

Lesson 13

Review

✓ Objectives

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

- ✓ Ask and answer questions to clarify information in fiction text read independently (SL.K.2)
- ✓ With prompting and support, ask and answer questions (e.g., *who*, *what*, *where*, *when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.K.3)
- ✓ Identify the parts of books and function of each part (front cover, back cover, title page, table of contents) (RL.K.5)

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Warm-Up</i>	The Short Vowel Sounds and Sound/Spelling Review	Large Cards for 'i', 'e', 'a', 'u', 'o', 'ch', 'sh', 'th', 'ng', 'qu', 'ck', 'ff', 'ss', 'll', and 11 other spellings	10
<i>Practice</i>	Guess It and Spell It	cards for 't', 's', 'w', 'b', 'k', 'm', 'd', 'e', 'i', 'u', 'll', 'ck', 'ss'	20
	True or False	pencils; Worksheet 13.1; projection system	15
<i>Teacher Demonstration</i>	Demonstration Story: "The Chills"	<i>Sam</i> Big Book or Media Disk and Reader; Optional Worksheet 13.2	15
<i>Take-Home Material</i>	Take-Home Story: "The Van"	Worksheets 13.3, 13.4	*

Advance Preparation

Write the spellings from the box below on sheets of paper, one spelling per sheet.

Initial Consonant Spellings

1. t
2. s
3. w
4. b
5. k
6. m
7. d

Medial Vowel Spellings

1. e
2. i
3. u

Double-Letter Consonant Spellings

1. ll
2. ck
3. ss

Prepare the following chart on paper or the board.

'ck' (/k/)	'll' (/l/)	'mm' (m)
rock	chills	swimming
back		

Warm-Up

10 minutes

The Short Vowel Sounds and Sound/Spelling Review

Note: Today you will include the last of the five short vowel sounds, /u/. It may be difficult for students to say and hear the difference between /a/ and /u/, and /u/ and /o/.

Part A

- Display the Large Cards for 'i', 'e', 'a', 'u', and 'o', in that order, from left to right so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.

- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all five sounds front to back: /i/, /e/, /a/, /u/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds back to front: /o/, /u/, /a/, /e/, /i/.



/i/ /e/ /a/ /u/ /o/
 place finger below lips pretend not to hear pretend to cry raise arms above head circle open mouth with finger

Part B

- Review the Large Cards for ‘ch’, ‘sh’, ‘th’, ‘ng’, ‘qu’, ‘ck’, ‘ff’, ‘ll’, ‘ss’, and 11 other spellings already taught. Select spellings students need to practice.
- Use the procedures described in earlier lessons. (When you come to the digraph ‘th’, be sure students name both possible sounds (voiceless /th/ and voiced /th/.)

Practice

35 minutes

Guess It and Spell It

20 minutes

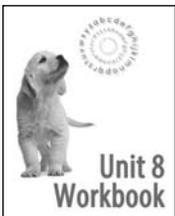
If students need additional practice spelling words with double-letter spellings, you may use any of the Pausing Point exercises that address spelling words with double-letter spellings and the activities in Unit 8, Section I of the *Assessment and Remediation Guide*.

- Arrange the previously prepared spelling sheets of paper on the floor or on the board so that the initial consonant spellings are in one column, the medial vowel spellings are in a second column, and the double-letter consonant spellings are in a third column.
- Point out double-letter spellings, located at the end because these spellings are usually used at the end of words, not the beginning.
- Show students how to spell the word *will* by tapping the correct sheets with your foot or a yardstick.
- Say the word *tick* and ask for a volunteer to “tap spell” the word.
- Repeat with the following words: *tell*, *will*, *still*, *miss*.
- Once students understand the game, add a riddle element; use one of the clues in the box below and ask students for the answer.
- Invite a student to spell out the answer by tapping the sheets.
- Repeat these steps with additional riddles.

1. The opposite of *buy* is (*sell*).
2. If you eat food that has spoiled or become rotten, you may feel (*sick/ill*).
3. Some people get their water from a deep hole in the ground called a (*well*).
4. In soccer, you can't touch the ball with your hands; you have to (*kick*) it.
5. The mother loved her little baby so much, she gave him a big hug and (*kiss*).
6. If your room is not neat, your family member may say, "Clean up this (*mess*)!"
7. When class is over, you may hear the ringing of a (*bell*).
8. A bird that quacks is a (*duck*).

True or False

15 minutes



Worksheet 13.1

- Distribute and display Worksheet 13.1.
- Ask students to read the first sentence.
- Ask students if the statement is true or false.
- Have students circle the thumbs down icon if a statement is false, following your example.
- Continue demonstrating until students are ready to work independently.

Teacher Demonstration

15 minutes

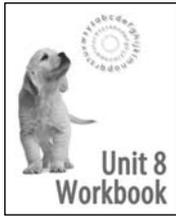
Demonstration Story: "The Chills"

Previewing the Spellings



- Before reading the story, refer to the chart you prepared in advance containing Unit 8 spellings on the board, underlining the double-letter spellings. Read the words aloud as a class.

'ck' (/k/)	'll' (/l/)	'mm' (m)
ro <u>ck</u>	ch <u>ll</u> s	sw <u>mm</u> ing
ba <u>ck</u>		



Optional Worksheet 13.2

If students need additional practice reading, you may select the activities in Unit 8, Section II of the *Assessment and Remediation Guide*.

Challenging Vocabulary

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

1. **chills**—to shiver with the feeling of being cold

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

Purpose for Reading

- Tell students the class is going to read a story about Sam and Chad swimming in a pond. Ask students to pay special attention to the story so they can tell you how Sam and Chad keep their clothes dry while they go swimming.

Reading the Story

- Display the story “The Chills” using the *Sam* Big Book or Media Disk and distribute the Readers.
- Have students read the title of the story.
- Read the story “The Chills” once without interruption, running a finger beneath the words as you read them. Have students follow along in their own Readers.
- Read the story a second time, pausing to point out Tricky Words and double-letter spellings.
- If you have time, read the story again, having students read aloud.

Wrap-Up

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

Discussion Questions on “The Chills”

1. *Literal* How do Sam and Chad keep their clothes dry while they go swimming? (They keep their clothes dry by leaving them on the shore.)
2. *Literal* Where do they leave their pants? (They leave their pants on the sand and the big rock.)
3. *Literal* How does the water feel? (The water is cool.)
4. *Inferential* What does it mean to get “the chills”? (Accept reasonable answers.)
5. *Literal* What happens to Chad’s pants? (Max took Chad’s pants but Chad got them back.)
6. *Evaluative* Would it have been better if Sam and Chad had checked to see if the water was too cold before they jumped in? (Accept reasonable answers based on the text and illustrations.)
7. *Evaluative* How do you know that Max was just playing when he took Chad’s pants? (Accept reasonable answers based on the text and illustrations.)

Take-Home Material

Take-Home Story: “The Van”

- Have students give Worksheets 13.3 and 13.4 to a family member.

Lesson 14

Review

✓ Objectives

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

- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by providing the correct sound for vowels when prompted (RF.K.1b)
- ✓ Recognize and name the 26 letters of the alphabet in their lowercase forms (RF.K.1d)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound for every consonant (RF.K.3a)
- ✓ Read high-frequency words identified as Tricky Words: the, a, of, all, one, from, was (RF.K.3c)

At a Glance	Exercise	Materials	Minutes
Warm-Up	The Sound/Spelling Review	Large Cards for 'i', 'e', 'a', 'u', 'o', 'ch', 'sh', 'th', 'ng', 'qu', 'ck', 'ff', 'ss', 'll', and 11 other spellings	5
Practice	Connect It	pencils; Worksheet 14.1; projection system	15
Differentiated Instruction	Small Group Work	pencils; Worksheet 14.2	20
Partner Reading-Reading Time	"The Chills"	Sam Reader	20
Take-Home Material	Take-Home Story: "On the Bus"	Worksheet 14.3	*

Advance Preparation

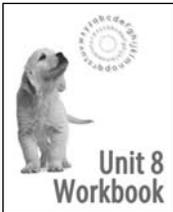
Prior to this lesson, write the following on chart paper or the board:

'ss'	'll'	'ff'	'ck'	'gg'	'dd'
glass	fill	huff	back	egg	add
grass	pill	puff	tack		odd
kiss	spill	stuff	tick		
hiss	tell	staff	click		
mess	sell	stiff	clock		
less	well	cliff	tock		

The Sound/Spelling Review

Note: Today you will only review the Large Cards.

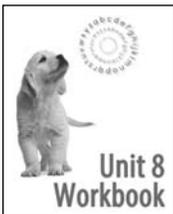
- Review the Large Cards for ‘ch’, ‘sh’, ‘th’, ‘ng’, ‘qu’, ‘ck’, ‘ff’, ‘ll’, ‘ss’, and 11 other spellings that have been taught. Select spellings students need to practice. (When you come to the digraph ‘th’, be sure students name both possible sounds (voiceless /th/ and voiced /th/.)

Practice**15 minutes****Connect It**

Worksheet 14.1

- Distribute and display Worksheet 14.1.
- Ask students to read the first phrase.
- Ask which of the pictures match the phrase *trash smells*.
- Have students draw a line from the phrase *trash smells* to the matching picture, following your example.
- Continue demonstrating until students are ready to work independently.

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

Differentiated Instruction**20 minutes****Small Group Work**

Worksheet 14.2

Group 2

- Distribute Worksheet 14.2.
- Have students write each word under the matching picture.
- Write the following decodable sentences on the board. If students finish early, have them read, copy, and illustrate some of the sentences.

1. The black hen has six chicks.
2. Ten eggs are in the nest.
3. Trish fell off the branch.
4. The kid is at the top of the hill.

If students need additional practice writing words with double-letter spellings, you may select appropriate Pausing Point exercises from those that address writing words with double-letter spellings and the activities in Unit 8, Section I of the *Assessment and Remediation Guide*.

Group 1

- Refer to the previously prepared lists of words on the board. Review the sound represented by each spelling and ask students to read the words in each list aloud.

'ss'	'll'	'ff'	'ck'	'gg'	'dd'
glass	fill	huff	back	egg	add
grass	pill	puff	tack		odd
kiss	spill	stuff	tick		
hiss	tell	staff	click		
mess	sell	stiff	clock		
less	well	cliff	tock		

- Distribute Worksheet 14.2.
- Have students read each word in the box on the front of the worksheet.
- Point to the 'd' in dress and ask students for the sound. Repeat with the 'r', then the 'e', and then the 'ss'.
- Ask students to blend the word.
- Ask students which of the pictures match the word *dress*.
- Have students write *dress* under the picture of the dress.
- Complete the remaining items using the same format.
- Alternatively, you may use a different remediation exercise addressing the specific needs of students.

Partner Reading-Reading Time

20 minutes

"The Chills"



If students need additional practice reading, you may select the activities in Unit 8, Section II of the *Assessment and Remediation Guide*.

- Give each student a *Sam Reader*.
- Assign student pairs.
- Ask students to sit with their partners and take turns reading "The Chills" aloud.
- Encourage students who finish early to reread the stories "Sam in Class" and "On the Bus." Students should not read ahead.
- Listen to students read and record anecdotal notes on their progress.

Take-Home Material

Take-Home Story: "On the Bus"

- Have students give Worksheet 14.3 to a family member.

Assessment

Student Performance Task Assessment

The Unit 8 Student Performance Task Assessment is a comprehensive, multipart assessment of all letter-sound correspondences, Tricky Words, and letter names taught in the CKLA program. With just several months of Kindergarten CKLA instruction remaining, it is imperative that you clearly identify any individual student weaknesses. To be successful in first grade, students must have mastered the basic code for the short vowel and consonant sounds and be able to apply this knowledge to blend and read words of 3–5 sounds.

Administering the Student Performance Task Assessment

Please give this multipart assessment to all students beginning in Lesson 15 of Unit 8. The results will allow you to determine which students need additional review and reinforcement and/or differentiated instruction.

Lesson 15: Whole Group Assessment

- Administer the **Word Recognition Assessment** to the entire class and score the test.

Scoring: Sort the students into two groups based on their performance on the **Word Recognition Assessment**. Students who score 90% (18 or more correct out of 20) or better have strong word recognition skills and can be placed in a low-risk category. Students who score below 90% (less than 18 correct) need further assessment using the **Pseudoword Reading Assessment**. An optional **Real Word Reading Assessment** is provided but should only be used if you feel the measurement of the student's ability is somehow compromised by using the **Pseudoword Reading Assessment**.

Lesson 16: Whole Group Assessment

- Administer the **Lowercase Letter Names Assessment** to all students.

Managing the Individual Student Performance Task Assessment and Independent Practice

To provide you with a window of time to individually assess students we have provided Workbook pages for the rest of the class to complete. Explain the worksheets to all students and have them work independently while you assess each student.

Individual Assessment

Begin to administer the **Pseudoword Reading Assessment**, individually to each student who scored below 90% (less than 18 correct) on the **Word Recognition Assessment**. The optional **Real Word Reading Assessment** should only be used if you feel the accuracy of the results of the **Pseudoword Reading Assessment** is in doubt.

Scoring: Sort the students again. Students who score 90–100% (27 or better correct out of 30) on the **Pseudoword Reading Test** have strong word attack skills. Students who score below 90% (less than 27 correct) need further assessment to pinpoint gaps in their knowledge of letter sound correspondences.

Lesson 17: Whole Group Assessment

Administer the **Tricky Word Assessment** to the entire class.

Individual Assessment

- Administer the **Code Knowledge Diagnostic Assessment**, to each student who scored below 90% (less than 27 correct) on the **Pseudoword or Real Word Reading Assessment**. This test will allow you to pinpoint specific letter-sound correspondences individual students have not yet mastered.

Recording and Analyzing Results:

We have provided guidelines to help you calculate and analyze the results for each of the Student Performance Task Assessments. We have also provided charts on which you may compile class results.

Worksheet 15.1 is provided as a recording sheet for each individual student. This sheet should be placed in the student's assessment portfolio along with the actual Student Performance Task Assessment worksheets completed by each student. You may need this documentation for family member conferences or for Rtl.

After giving these assessments and recording the results, you should be able to identify those students in your class who need the most assistance with the code knowledge presented thus far. You should also be able to pinpoint specific weaknesses. For example, you should be able to identify specific letter-sound correspondences a student has not mastered. Please use this information to determine remediation strategies.

We encourage you to closely examine the performance of each student in your class and to tailor your instruction and remediation to the specific needs of your students. The assessment scores, combined with your daily observations of student performance, should provide you with enough information to group your students according to their instructional needs. The effectiveness of your remediation will depend upon the ongoing monitoring of individual student progress. Therefore, these groupings should be flexible and should allow for movement between groups as students meet their goals and as their specific needs change. We strongly recommend giving serious

consideration to placing students who are not successful on the assessments in a remedial group rather than proceeding to Units 9 and 10.

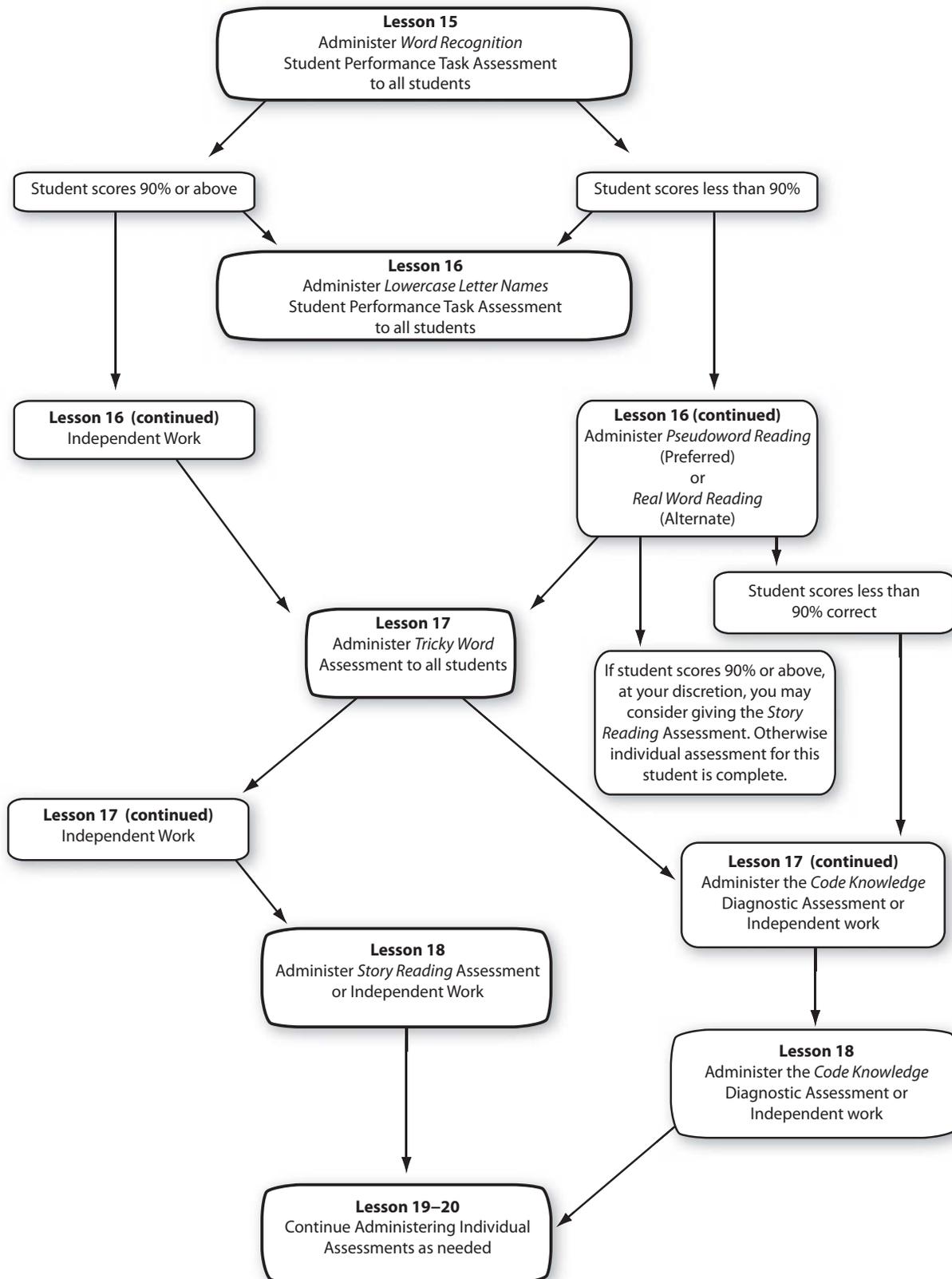
Be assured students who are placed in intensive remediation groups will not miss instruction on the new skills. The skills taught in Units 9 and 10 of Kindergarten CKLA are taught again in Grade 1 CKLA as brand new skills.

Lesson 18: Individual Assessment

Administer the **Story Reading Assessment** to students who score 90% or above on the **Word Recognition Assessment**. At the teacher's discretion, it may also be administered to students who score less than 90% on the **Word Recognition Assessment** but then score 90% or above on either the **Pseudoword** or **Real Word Reading Assessment**. This assessment is not administered to students who take the **Code Knowledge Diagnostic Assessment**. This is the most demanding test of the Unit 8 multipart assessment.

This individually administered assessment in which students are asked to read an unfamiliar story aloud provides the teacher with an opportunity to complete a running record of student performance when asked to read continuous text, not just isolated words. By asking oral comprehension questions after students finish reading, the teacher can also gauge whether students understand what they are reading.

Overview of Unit 8 Assessments



Lesson 15

Review
Student Performance
Task Assessment

✓ Objectives

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

- ✓ Ask and answer questions to clarify information in fiction text read independently (SL.K.2)
- ✓ With prompting and support, ask and answer questions (e.g., *who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.K.3)
- ✓ Identify the parts of books and function of each part (front cover, back cover, title page, table of contents) (RI.K.5)
- ✓ Read and write one-syllable short vowel words with initial or final consonant digraphs (RF.K.3b)

<i>At a Glance</i>	Exercise	Materials	Minutes
Student Performance Task Assessment	Word Recognition Assessment	Worksheets 15.1, 15.2	20
Teacher Demonstration and Whole Group Reading	Demonstration Story: "Stop That Bus!"	Sam Big Book or Media Disk and Reader	20
Practice	How Many Sounds?	pencils; Worksheet 15.3; projection system	20

Note to Teacher

As noted in the Introduction to Unit 8, the Student Performance Task Assessment at the end of this unit consists of several parts. Some are administered to the group as a whole and some are administered individually based on students' results on the group assessment.

Today you will administer the Word Recognition Assessment to the entire class. During this task, you will ask students to select one word from four choices to match the word you call out to the class. Go slowly between assessment items. Say the words three times. Do not elongate or segment the words. You may find it helpful to have students use a paper strip so they do not lose their place as you move through the assessment.

It is important for you to score students' work today after they complete this assessment. The scores of today's assessment will indicate which students should be assessed during the remainder of this week with various individual assessments.

Over the course of the next several lessons, you will continue to administer Student Performance Task Assessments to develop a clear picture of each students' skills at this point in time.

Students who score poorly on the majority of the assessments should be considered for a remediation group in lieu of proceeding to Units 9 and 10.

Advance Preparation

Prior to this lesson, write the following chart on the board:

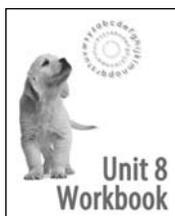
'ck' (/k/)	'ff' (/f/)	'll' (/l/)
pack	huffs	yells
back	puffs	
luck		

Student Performance Task Assessment

20 minutes

Word Recognition Assessment

Administration



Worksheets 15.1, 15.2

- All students will complete this Student Performance Task Assessment in a whole-group setting.
- Distribute Worksheet 15.2.
- Tell students you will ask them to point to each numbered row and then you will say a word. They should look at all of the words in the row and then draw a circle around the word you say.
- Tell students you will do one for practice. Ask students to put their finger on the row starting with ☺. Say *cat* and ask them to look carefully at all four choices. Repeat the word *cat* two more times. Do not segment or elongate the word. After all students have had time to circle a word, review the correct response, which is the very last word at the end of the row.
- Continue in the same fashion with the actual words on the assessment. Remember to tell students to point to the numbered row before you say the word for that particular row and remember to repeat each word three times.

- | | | | |
|--------|---------|-----------|-----------|
| 1. met | 6. pad | 11. thin | 16. egg |
| 2. rob | 7. sip | 12. chill | 17. wicks |
| 3. yes | 8. ken | 13. chips | 18. king |
| 4. had | 9. fat | 14. quest | 19. drip |
| 5. got | 10. fox | 15. buzz | 20. shot |

Scoring and Analysis

- Assign one point for each correctly circled word.
- Record students' scores on the Word Recognition Assessment Classroom Chart, located at the end of this lesson, making notes about the specific errors students made. Items 1–10 of this test focus on three-letter words in which each sound is written with a single letter. Items 11–20 are more challenging as they include consonant digraphs like 'th', double-letter spellings like 'zz', and consonant clusters like 'st.' You may be able to identify specific problems by carefully observing which items students missed and which word among the choices students selected.
- It may be useful to begin to record information on the Student Summary Sheet (Worksheet 15.1) or you may wait until you have completed all assessments.
- In Lesson 16, all students will complete the **Lowercase Letter Name Assessment** in a whole-group setting.
- Tomorrow you will administer the **Pseudoword Reading Assessment** (or **Real Word Reading Assessment**) individually to all students who received a score of 17 or less (90% or less) on the **Word Recognition Assessment**.
- Students who scored 90% or above will complete the Story Reading Assessment later in the week.

Teacher Demonstration and Whole Group Reading

20 minutes

Demonstration Story: "Stop That Bus!"



Note: In this story, the uppercase letter 'B' is used. Uppercase 'B' does not look like lowercase 'b', remind students 'B' is another way of writing the letter 'b', i.e., it is the uppercase version of 'b'.

Previewing the Spellings

- Before reading the story, refer to the chart you prepared in advance containing Unit 8 spellings on the board, underlining the double-letter spellings. Read the words aloud as a class.

'ck' (/k/)	'ff' (/f/)	'll' (/l/)
pack	huffs	yells
back	puffs	
luck		

Also, write the following Tricky Words on the board and review: one, of, the

- Review the use of the apostrophe as an indication of ownership (e.g., possessive). Students will also encounter an apostrophe used for the contraction *that's*.

If students need additional practice reading, you may select the activities in Unit 8, Section II of the *Assessment and Remediation Guide*.

Purpose for Reading

- Tell students they will read a story about Sam called “Stop That Bus!” Ask students to pay special attention to the story so they can tell you why the story has that title.

Reading the Story

- Display the story “Stop That Bus!” using the *Sam* Big Book or Media Disk and distribute the Readers.
- Have students read the title of the story.
- Read the story “Stop That Bus!” once without interruption, running a finger beneath the words as you read them. Have students follow along in their own Readers.
- Read the story a second time, pausing to point out Tricky Words and double-letter spellings.
- Read the story again, having students read.

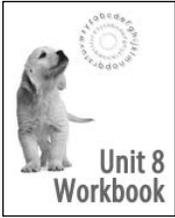
Wrap-Up

- Discuss the following questions as a class referring to the text to answer specific questions as needed.

Discussion Questions on “Stop That Bus!”

1. *Literal* Why did Sam’s mom yell “Sam, get up!” (Sam’s mom yelled because they were late.)
2. *Literal* What does Sam’s mom hand him? (Sam’s mom hands him his pack and his lunch.)
3. *Literal* Why do Sam and his mom run fast? (Sam and his mom run fast to catch the bus.)
4. *Literal* Who gets the bus driver to stop? (One of the kids on the bus gets the bus driver to stop.)
5. *Evaluative* Do you think the title of the story is a good title? Why or why not? (Accept reasonable answers.)
6. *Evaluative* Why did Sam and his mom need to hurry? (Accept reasonable answers based on the text and illustrations.)
7. *Evaluative* Why was it a good idea for Sam to hurry? What was the outcome? (Accept reasonable answers based on the text and illustrations.)

How Many Sounds?



Worksheet 15.3

If students need additional practice writing words with double-letter spellings, you may use any of the Pausing Point exercises that address writing words with double-letter spellings and the activities in Unit 8, Section 1 of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 15.3.
- Ask students to tell you the first sound in the first word.
- Ask students to identify the /sh/ spelling.
- Have students circle the spelling 'sh', following your example.
- Complete the remaining sounds and spellings in *shock* in the same fashion.
- Ask students how many sounds are in the word *shock*.
- Have students write the number 3 in the box, following your example.
- Have students copy *shock* on the handwriting guide, following your example.
- Continue demonstrating until students are ready to work independently.

Lesson 16

Review
Student Performance
Task Assessment

✓ Objectives

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

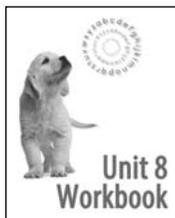
- ✓ Read and write one-syllable short vowel words with initial or final consonant digraphs, e.g., *-ck*, *-ng* (RF.K.3b)
- ✓ Read and write one-syllable short vowel words containing a double consonant final spelling, e.g., *-tt*, *-ss*, *-gg* (RF.K.3b)
- ✓ Recognize and produce rhyming words (RF.K.2a)

<i>At a Glance</i>	Exercise	Materials	Minutes
Student Performance Task Assessment	Lowercase Letter Name Assessment	Worksheet 16.1	20
Small Group or Partner-Reading Time	"Stop That Bus!"	Sam Reader	20
Independent Practice	Label the Picture, Rhyming Words	Worksheets 16.4, 16.5	20
Individual Student Performance Task Assessment	Pseudoword or Real Word Reading Assessment	Worksheets 16.2 or 16.3; pencils	

Advance Preparation

Prior to this lesson, write the following chart on the board:

'a'	'u'	'o'	'e'
pack	huff	stop	yells
back	puff	spots	
hands	luck		
pants	lunch		
fast	jumps		
grab			



Worksheet 16.1

Lower Case Letter Name Assessment

- All students, regardless of their scores on the Word Recognition Assessment should complete the Lower Case Letter Name Assessment.
- Ask students to remove both pages of Worksheet 16.1 from their Workbooks and write their names on the top of each page.
- Tell students you will ask them to point to a row and listen as you say the name of a letter. Tell students they are to circle the letter you name.
- Ask students to point to row number 1. Say the letter name for 'e' (eee), Repeat two times, giving students time to circle a letter.
- Continue in the same manner with each of the letters in the box below.

1. e	8. m	15. c	22. r
2. y	9. u	16. z	23. q
3. o	10. g	17. t	24. f
4. h	11. a	18. j	25. v
5. k	12. n	19. i	26. w
6. b	13. d	20. p	
7. x	14. l	21. s	

Scoring and Analysis

- Assign one point for each correctly circled letter. Interpret scores as follows:
 26—21 correct **Good**
 20—18 correct **Fair**
 17 or less **Poor**
- Record students' names, scores, and any letters missed on the Class Record Sheet located at the end of this lesson.
- If students score poorly on this assessment but are successful on the other assessments, they may still move onto Unit 9 while receiving remediation on letter names from the Pausing Point of Unit 6 or the *Assessment and Remediation Guide* for Unit 6.
- If students score in the poor range and also score poorly on other assessments, consideration should be given to placing those students in a remediation group, not continuing to Units 9 and 10. However, for these students a focus on letter-sound associations and blending and segmenting—not on letter names—would likely be the best use of instructional time.



“Stop That Bus!”

Below are two options for reading in this lesson. Use your discretion to select the one which best meets the needs of students and your need for time to assess students individually.

Partner Reading

- Assigning students partner reading will allow you time to assess individual students. In addition to partner reading, you may wish to assign unused vocabulary worksheets from previous lessons.

Small Group Reading

We recommend you read with Group 1 students while Group 2 students partner read. Be sure to record anecdotal notes regarding students’ reading progress.

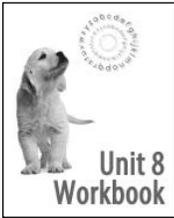
- **Group 2:** Have students take out their Readers, sit with their partners, and take turns rereading “Stop That Bus!” aloud. Students who finish early should reread the stories “The Chills” and “Sam in Class.” They should not read ahead.
- **Group 1:** Refer to the lists of words prepared in advance. Review the sound represented by the spelling at the top of the list and then ask students to read the words in each list aloud, calling attention to various patterns, e.g., all the words in this list have the /a/ sound, etc.

‘a’	‘u’	‘o’	‘e’
pack	huff	stop	yells
back	puff	spots	
hands	luck		
pants	lunch		
fast	jumps		
grab			

- Also write the following Tricky Words on the board to review: *one, of*.
- Have students turn to the Table of Contents and identify the page on which the story “Stop That Bus!” begins (page 64) and turn to that page.
- Select an appropriate oral reading activity for the group.
- Ask students to turn to a partner for *Think Pair Share*. Direct them to ask each other a question about the story. After students have had a chance to talk with their partner, ask several students to share the questions and answers that they discussed.
- If time permits, read “The Chills” and “Sam in Class” using the same format.

If students need additional practice reading, you may select the activities in Unit 8, Section I or II of the *Assessment and Remediation Guide*.

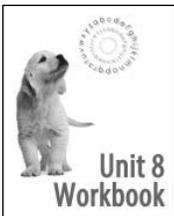
Label the Picture, Rhyming Words



Worksheets 16.4, 16.5

- Briefly explain the directions for Worksheets 16.4 and 16.5 so most students are able to work independently during this time period.
- Worksheet 16.4: Ask students to look at each picture and the two words underneath. Direct them to circle and then write the correct word on the line to label each picture. Point out the items on the back of the worksheet.
- Worksheet 16.5: Tell students they will be working with rhyming words on this worksheet. To review the concept of rhyming, say the word *fan* and ask students to come up with oral examples of rhyming words, such as *can*, *man*, *tan*.
- On the front of the worksheet, students should draw lines to connect each word with its matching rhyming word. On the back of the worksheet, point out each row has two rhyming words. Students are to write another rhyming word on the line provided in each row. Remind students rhyming words end with the same sounds. They should pay special attention to the ending sounds and letters in the examples if they are having difficulty thinking of a rhyming word.

Individual Student Performance Task Assessment



Worksheet 16.2 or 16.3

Refer to the Word Recognition Assessment Classroom Chart you completed with students' names and scores from the Word Recognition Assessment administered yesterday.

You should administer either the Pseudoword or Real Word Reading Assessment to each individual student who scored 17 or fewer (less than 90%). The Pseudo Word Assessment is a solid evaluation of letter-sound knowledge and blending. If at all possible, it should be used instead of the Real Word Reading Assessment. However, if you have any doubt that students do not understand the Pseudoword Reading Assessment, administer the Real Word Reading Assessment instead.

Pseudoword or Real Word Reading Assessment

Administration

- Place a copy of the Pseudowords or Real Words at the end of this lesson in front of the student; remove the corresponding record sheet from the student's workbook. Ask the student to read each row. If you are using the Pseudowords, be sure to tell students these are not real words; direct them to sound out each letter using the code knowledge they have learned and then blend the sounds as if they were saying a word. Write any misread words directly above the word on the record sheet.

Scoring and Analysis

- Assign one point for each word read correctly. Students who score 27-30 correct on either the Pseudoword or Real Word Reading Assessment have good decoding skills. **If a student scores 26 or fewer points, you should administer the Code Knowledge Diagnostic Assessment on another day.** Record students' names and scores on the appropriate Record Sheet at the end of this lesson.
- Each line of either the Pseudoword Reading or Real Word Reading Assessment assesses the ability to read different kinds of words:
 - Lines 1–3 contain 3-letter words without any consonant clusters or digraphs, which were taught in Units 4–5. If students have difficulty reading these words, provide targeted remedial practice using activities from the Pausing Points of Units 4 and 5 and/or the *Assessment and Remediation Guide*.
 - Line 4 contains words with initial or final consonant clusters, which were taught in Unit 6. If students have difficulty reading these words, provide targeted remedial practice using activities from the Pausing Point of Unit 6 and/or the *Assessment and Remediation Guide*.
 - Line 5 contains words with consonant digraphs, such as 'ch', 'sh', and 'ng', which were taught in Unit 7. If students have difficulty reading these words, provide targeted remedial practice using activities from the Pausing Point of Unit 7 and/or the *Assessment and Remediation Guide*.
 - Line 6 contains words with double-letter spellings for consonant sounds such as 'ss', 'ff', and 'ck', which were taught in Unit 8. If students have difficulty reading these words, provide targeted remedial practice using activities from the Pausing Point of Unit 8 and/or the *Assessment and Remediation Guide*.

Pseudowords

1. wug rab sep zat het

2. kem jid pog lum yod

3. lin fod cax ved mip

4. nist brin clup stent glosp

5. thog shup chim quib ling

6. geck vell tass beff dagg

Real Words

1. dog bed rat him but

2. yes fax cup van sad

3. let rim jot zip wag

4. step drop rust bend spent

5. then shop chin quit long

6. puff back egg miss fell

Lesson 17

Review
Student Performance
Task Assessment

✓ Objectives

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

- ✓ Ask and answer questions to clarify information in fiction text read independently (SL.K.2)
- ✓ With prompting and support, ask and answer questions (e.g., *who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.K.3)
- ✓ Identify the parts of books and function of each part (front cover, back cover, title page, table of contents) (RI.K.5)
- ✓ Read and write one-syllable short vowel words with initial or final blends/clusters, e.g., *gl-*, *-nt* and initial or final consonant digraphs, e.g., *-ck* (RF.K.3b)
- ✓ Read and write one-syllable short vowel words containing a double consonant final spelling, e.g., *-gg*, *-ss*, *-ll*, *-ff* (RF.K.3b)

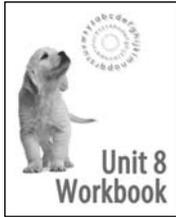
<i>At a Glance</i>	Exercise	Materials	Minutes
Student Performance Task Assessment	Tricky Word Assessment	Worksheet 17.1	15
Teacher Demonstration	Demonstration Story: "Sam and the Duck"	Sam Big Book or Media Disk and Reader	15
Independent Practice	Draw the Pictures, Mark the Phrase	Worksheets 17.2–17.5	30
Individual Student Performance Task Assessment	Code Knowledge Diagnostic Assessment	Worksheet 17.6	
Take-Home Material	Tricky Words	Worksheet 17.7	*

Advance Preparation

Prior to this lesson write the following chart on the board:

'ck' (/k/)	'ff' (/f/)	'll' (/l/)	'ss' (/s/)
d <u>o</u> ck	o <u>ff</u>	te <u>ll</u> s	cl <u>as</u> s
M <u>a</u> ck		ye <u>ll</u> s	Miss
du <u>ck</u>			
pe <u>ck</u> s			

Tricky Word Assessment



Worksheet 17.1

- All students will complete this assessment, regardless of scores on any previous assessment. This is the last whole group assessment to be completed in Unit 8.
- Ask students to remove Worksheet 17.1 from their Workbooks and write their name at the top.
- Tell students to place their finger on row number 1. Explain that you will say a word that is a Tricky Word. They should look at all the words in the row and then circle the word you said.
- Say ‘a’ (pronounced uhh). Repeat the word two more times, directing students to circle the correct word. Continue in the same fashion with the remaining words in the box.

- | | |
|---------|--------|
| 1. a | 5. one |
| 2. from | 6. of |
| 3. the | 7. all |
| 4. was | |

- There is no benchmark for this assessment. The purpose is to identify any Tricky Words students do not recognize. Record student names and errors on the Summary Record Sheet at the end of this lesson and provide targeted remedial practice using the “Read Tricky Words” Pausing Point activities and/or *Assessment and Remediation Guide*.

Teacher Demonstration

Demonstration Story: “Sam and the Duck”



Unit 8 Big Book

Note: In this story, the uppercase letter ‘D’ is used. Uppercase ‘D’ does not look like lowercase ‘d’, tell students that ‘D’ is another way of writing the letter ‘d’, i.e., it is the uppercase version of ‘d’.

Previewing the Spellings

- Referring to the chart you prepared in advance, read the Unit 8 spellings, underlining the double-letter spellings. Read the words aloud as a class.

‘ck’ (/k/)	‘ff’ (/f/)	‘ll’ (/l/)	‘ss’ (/s/)
d <u>ock</u>	o <u>ff</u>	te <u>lls</u>	cl <u>ass</u>
Ma <u>ck</u>		ye <u>lls</u>	Miss <u>ss</u>
du <u>ck</u>			
pe <u>cks</u>			

- Also write the following Tricky Words to review: *the*, *a*, *one*.

Challenging Vocabulary

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

1. **dock**—a structure (typically wooden) primarily used for loading and unloading boats
2. **peck**—to bite or strike using a beak
3. **glint**—shine; to reflect light

- Review the use of the apostrophe as an indication of ownership (e.g., possessive). Students will also encounter an apostrophe used for the contractions *let’s* and *it’s*.

Note: In today’s story, *peck* has the meaning noted above. You may also want to point out that the word *peck* can have other meanings. Students may be familiar with the word *peck* as a unit of measurement.

Purpose for Reading

- Tell students they will read a story about Sam’s class trip. Ask students to pay special attention to the story so they can tell you where Sam’s class goes on their trip.

Reading the Story

- Display the story “Sam and the Duck” using the *Sam* Big Book or Media Disk and distribute the Readers.
- Have students read the title of the story.
- Read the story “Sam and the Duck” once without interruption, running a finger beneath the words as you read them.
- Read the story a second time, pausing to point out Tricky Words and double-letter spellings. Also, point out the contractions *let’s* (page 76) and *it’s* (page 78).
- If you have time, read the story again, having students read aloud.

If students need additional practice reading, you may select the activities in Unit 8, Section II of the *Assessment and Remediation Guide*.

Wrap-Up

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

Discussion Questions on “Sam and the Duck”

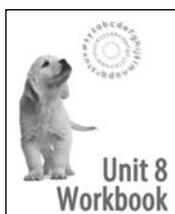
1. *Literal* Where does Sam’s class go on their trip? (Sam’s class goes to the dock.)
2. *Literal* What does the fish man say the kids can do? (The fish man says they can dig in the sand.) What does he tell the kids not to do? (The fish man says they should not pet the duck.)
3. *Literal* Why shouldn’t the kids pet the duck? (The duck is a bad duck who pecks at kids.)
4. *Literal* What do Sam and Chad find in the sand? (Sam and Chad find a ring.)
5. *Evaluative* What are some ways the ring might have ended up in the sand? (Accept reasonable answers based on the text and illustrations.)
6. *Evaluative* Sam and Chad obeyed their teacher. What choice would you have made? Why? (Accept reasonable answers based on the text and illustrations.)
7. *Literal* What does the duck do with the ring? (The duck runs off with the ring.)

Independent Practice

30 minutes

Draw the Pictures, Mark the Phrase

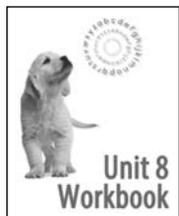
- Explain directions for Worksheets 17.2–17.5 so students can complete these worksheets independently while you continue to work with students needing individual evaluation.



Worksheets 17.2–17.5

Individual Student Performance Task Assessment

Code Knowledge Diagnostic Assessment



Worksheet 17.6

- Administer this task to **any student who scores 26 or less on the Pseudoword or Real Word Reading Assessment**. Place a copy of the Code Knowledge Diagnostic Assessment (located at the end of this lesson) in front of the student and remove Worksheet 17.6 from the student's workbook. Ask the student to place his finger under each row, saying the sound of each spelling in the row. If the student provides the letter name instead, remind him that he is to provide the sound, not the name of the letter. Note any incorrect sounds provided for any spellings on the record sheet.

Scoring and Analysis

If a student scored:

17 or less on the Word Recognition Assessment

AND

26 or less on either the Pseudoword or Real Word Reading Assessments

AND

23 or more on Rows 1–5 of the Code Knowledge Diagnostic Assessment

- These results indicate the student's knowledge of individual letter-sound associations is good. However, the pattern of results on the three different assessments suggests the difficulty this student is experiencing is likely related to a lack of fluency in blending. Remedial instruction should therefore emphasize systematic decoding/blending practice of simple CVC words, including ample use of chaining exercises, from Units 3–7 of the *Assessment and Remediation Guide* to make the blending process automatic. Of course, targeted remediation should also be provided for any of the specific letter-sound correspondences the student did not know as indicated by the Code Knowledge Diagnostic Assessment.
- Teachers may want to review the difference between two approaches to teaching blending: final blending and sequential blending. See the Kindergarten Unit 2 Teacher Guide for more information. CKLA uses the final blending approach in which the student says each sound in the word and then, when all of the sounds in the word have been spoken in isolation, the student blends the sounds together. If a student has not yet mastered blending based on this approach, the teacher may want to consider trying a sequential approach to blending whereby the student is taught to blend in chunks as she adds sounds, rather than waiting until she gets to the final sound. The very same CKLA materials from the *Assessment and Remediation Guide* can be used; however, the teacher models and reinforces a sequential blending approach in sounding out each word.

If a student scored:

17 or less on the Word Recognition Assessment

AND

26 or less on either the Pseudoword or Real Word Reading Assessments

AND

22 or less on Rows 1–5 of the Code Knowledge Diagnostic Assessment (especially if any of the errors in these rows are vowels) AND/OR 25 or less on Rows 1–7

- These results indicate the problems this student is encountering in reading simple words is likely due to his poor mastery of individual letter-sound correspondences. Remedial instruction should focus on targeted instruction of the specific letter-sound correspondences the student did not know on the Code Knowledge Diagnostic Assessment, using selected materials from Units 3–7 of the *Assessment and Remediation Guide*. One letter-sound correspondence should be taught at a time, until the student can decode and read lists of words that include the targeted letter-sound correspondence with 90% accuracy. Once the targeted letter-sound correspondence is mastered, a new letter-sound correspondence can be introduced and practiced until the student can decode and read words including this new letter-sound correspondence with 90% accuracy. Before then moving on to another new letter-sound correspondence, the student should practice accurately reading mixed lists of words including previously taught and mastered letter-sound correspondences to ensure the student does not forget what has already been taught.

Take-Home Material

Tricky Words

- Have students give Worksheet 17.7 to a family member.

Code Knowledge Diagnostic Assessment

1. m s f v z

2. r l n e u

3. i o a t y

4. d g h j k

5. b p c w x

6. sh ch th ng qu

7. ff ss ll gg ck

Remediation Cross Reference Chart for Code Knowledge Diagnostic Assessment

Row	Sound	Reteach:	
		Unit	Lesson
1.	m	3	1
1.	s	4	3
1.	f	4	4
1.	v	4	6
1.	z	4	7
2.	r	5	3
2.	l	5	2
2.	n	4	1
2.	e	4	9
2.	u	5	4
3.	i	3	9
3.	o	3	6
3.	a	3	2
3.	t	3	3
3.	y	5	8
4.	d	3	4
4.	g	3	8
4.	h	4	2
4.	j	5	7
4.	k	5	10
5.	b	5	1
5.	p	4	8
5.	c	3	7
5.	w	5	6
5.	x	5	9
6.	sh	7	1
6.	ch	7	2
6.	th, <u>th</u>	7	4/5
6.	ng	7	8
6.	qu	7	7
7.	ff	8	10
7.	ss	8	12
7.	ll	8	10
7.	gg	8	10
7.	ck	8	10

Lesson 18

Review
Student Performance
Task Assessment

✓ Objectives

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

- ✓ Read and write one-syllable short vowel words with initial or final digraphs, e.g., *-ck* (RF.K.3b)
- ✓ Read and write one-syllable short vowel words containing a double consonant final spelling, e.g., *-ll, -tt, -gg* (RF.K.3b)

At a Glance	Exercise	Materials	Minutes
Warm-Up	The Short Vowel Sounds and Sound/Spelling Review	Large Cards for 'i', 'e', 'a', 'u', 'o', 'ch', 'sh', 'th', 'ng', 'qu', 'ck', 'ff', 'ss', 'll', and 11 other spellings	10
Partner Reading-Reading Time	"Sam and the Duck"	Sam Reader	20
Independent Practice	Label the Picture, Partner Read	Worksheet 18.3; Sam Reader	30
Individual Student Performance Task Assessment	Story Reading Assessment and/or Code Knowledge Diagnostic Assessment	Worksheet 17.6 and/or 18.1, 18.2	
Take-Home Material	Take-Home Story: "Stop That Bus!"	Worksheet 18.4	*

Warm-Up

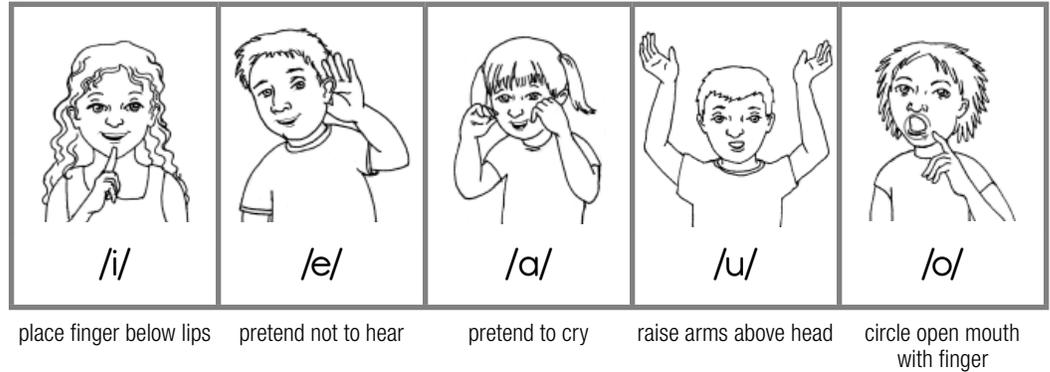
10 minutes

The Short Vowel Sounds and Sound/Spelling Review

Part A

- Display the Large Cards for 'i', 'e', 'a', 'u', and 'o', in that order, from left to right so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.

- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all five sounds front to back: /i/, /e/, /a/, /u/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds back to front: /o/, /u/, /a/, /e/, /i/.



Part B

- Review the Large Cards for ‘ch’, ‘sh’, ‘th’, ‘ng’, ‘qu’, ‘ck’, ‘ff’, ‘ss’, ‘ll’, and 11 other spellings already taught. Select spellings students need to practice most.
- Use the procedures described in earlier lessons. (When you come to the digraph ‘th’, be sure students name both possible sounds: voiceless /th/ and voiced /th/.)

Partner Reading-Reading Time

20 minutes

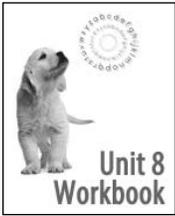
“Sam and the Duck”



If students need additional practice reading, you may select the activities in Unit 8, Section II of the *Assessment and Remediation Guide*.

- Give each student a *Sam Reader*.
- Tell students to sit with their partners and take turns reading “Sam and the Duck” aloud.
- Encourage students who finish early to reread the story “Stop That Bus!” Students should not read ahead.
- Listen to students read and record anecdotal notes on their progress.

Label the Picture, Partner Read

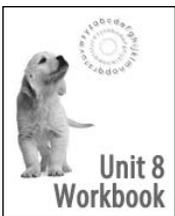


Worksheet 18.3

- Explain worksheet directions so students may complete this worksheet independently while you continue to work with students who need individual evaluation.
- Tell students after they have completed the worksheet they should choose previously read stories of their choice from the Reader to read with a partner.

**Individual Student Performance Task Assessment**

Story Reading Assessment

Administration

Worksheets 18.1–18.2

- Using Worksheets 18.1 and 18.2, administer the Story Reading Assessment to any student who scored 90% (27 or more correct) or above on the Word Recognition Assessment; if time permits, you may also administer the Story Reading Test to students who scored 90% (27 or more correct) on the Pseudoword or Real Word Reading Assessment.
- Place Worksheet 18.1 in front of the student.
- Remove Worksheet 18.2 from the Workbook to use as a recording sheet for the student's performance.
- Follow the prompts at the top of Worksheet 18.2 to administer the assessment.

Scoring and Analysis

- At a later time you will want to examine the assessment more closely than the initial recording of student performance.

Words Read Correctly

- Examine the student’s word accuracy by using the following table below to guide you.

Words Read Correctly	Student Performance
51–54	Very good. The student is decoding easily and fluidly
48–50	Good. The student is on the way to conquering the code!
47 or below	Concerning. The student may not be processing the code knowledge automatically. This student would benefit from rereading stories.

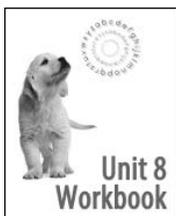
Comprehension Questions

- Examine the patterns of errors, if there are any.
- Are the comprehension errors from events or information presented at the beginning of the selection? Was the student reading so slowly they do not recall what happened at the beginning of the story? There may be decoding issues to examine.
- Are the comprehension errors from events or information presented at the end of the selection? If so, is the student able to find the correct answer by looking back?
- If the student read fluently but still did not answer the questions correctly, was the student able to find the answer by looking back in the text? If so, the difficulty may be an over-reliance on the text.

Code Knowledge Diagnostic Assessment

- Administer the Code Knowledge Diagnostic Assessment or any other individually administered assessment to any students needing further assessment.

Note: If necessary, continue administering individual assessments as needed during Lessons 19 and 20.



Worksheet 17.6

Take-Home Material

Take-Home Story: “Stop That Bus!”

- Have students give Worksheet 18.4 to a family member.

Lesson 19

Review
Student Performance
Task Assessment

✓ Objectives

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

- ✓ Ask and answer questions to clarify information in fiction text read independently (SL.K.2)
- ✓ With prompting and support, ask and answer questions (e.g., *who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.K.3)
- ✓ Identify the parts of books and function of each part (front cover, back cover, title page, table of contents) (RI.K.5)
- ✓ Read and write one-syllable vowel words with initial or final consonant digraphs, e.g., *-ck* (RF.K.3b)
- ✓ Read and write one-syllable short vowel words containing a double consonant final spelling, e.g., *-gg, -ll, -ss, -ff, -zz, -tt* (RF.K.3b)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	The Short Vowel Sounds and Sound/Spelling Review	Large Cards for 'i', 'e', 'a', 'u', 'o', 'ch', 'sh', 'th', 'ng', 'qu', 'ck', 'ff', 'ss', 'll', and 11 other spellings	10
Practice	Word Box	pencils; Worksheet 19.1; projection system	15
Teacher Demonstration	Demonstration Story: "Max in the Mud"	Sam Big Book or Media Disk and Reader	15
Small Group-Reading Time	"Max in the Mud"	Sam Reader	20
Take-Home Material	Take-Home Story: "Sam and the Duck"	Worksheet 19.2	*

Note to Teacher

If necessary, continue administering individual assessments as needed during Lessons 19 and 20.

Advance Preparation

Prior to this lesson, write the following charts on the board:

'ck' (/k/)	'ff' (/f/)	'll' (/l/)
tracks	sniffs	yells
deck		smells

'ck'	'll'	'ff'	'th'	'sh'
tracks	yells	sniffs	bath	fresh
deck	smells			

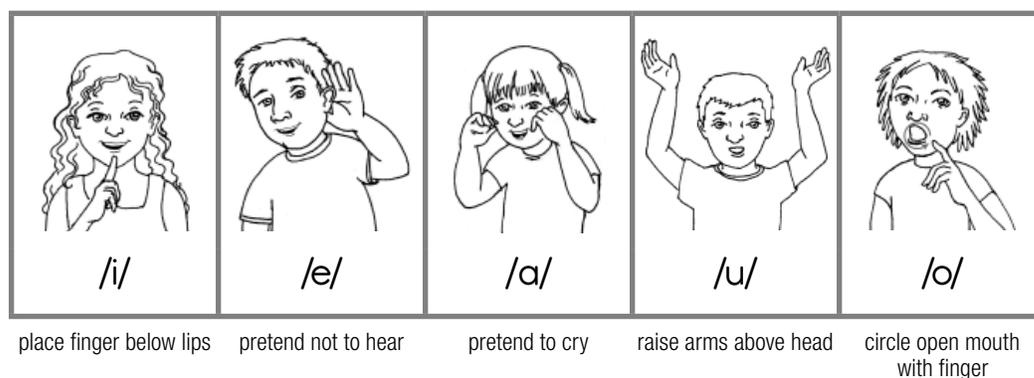
Warm-Up

10 minutes

The Short Vowel Sounds and Sound/Spelling Review

Part A

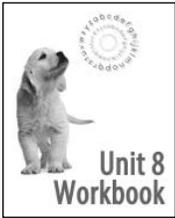
- Display the Large Cards for 'i', 'e', 'a', 'u', and 'o', in that order, from left to right so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all five sounds front to back: /i/, /e/, /a/, /u/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds back to front: /o/, /u/, /a/, /e/, /i/.



Part B

- Review the Large Cards for 'ch', 'sh', 'th', 'ng', 'qu', 'ck', 'ff', 'ss', 'll', and 11 other spellings already taught. Choose the spellings students need to practice.
- Use the procedures described in earlier lessons.
- When you come to the digraph 'th', be sure students name both possible sounds (voiceless /th/ and voiced /th/).

Word Box



Worksheet 19.1

If students need additional practice reading, you may select the activities in Unit 8, Section I of the *Assessment and Remediation Guide*.

Note: Instead of modeling this worksheet, you may prefer to have the students complete the worksheet independently while you meet with students in order to continue individual assessments.

- Distribute and display Worksheet 19.1.
- Ask students to read the first word.
- Ask which of the pictures match the word *egg*.
- Have students write *egg* under the picture of the egg, following your example.
- Continue demonstrating until students are ready to work independently.

Teacher Demonstration

Demonstration Story: “Max in the Mud”

Previewing the Spellings



- Before reading the story, refer to the chart you prepared in advance containing Unit 8 spellings. Underline the double-letter spellings and read the words aloud as a class.

'ck' (/k/)	'ff' (/f/)	'll' (/l/)
tr <u>ck</u> s	sn <u>ff</u> s	y <u>ll</u> s
de <u>ck</u>		sm <u>ll</u> s

- Also write the Tricky Words *the* and *a* on the board and review.
- Review the use of the apostrophe as an indication of ownership (e.g., possessive).

Purpose for Reading

- Tell students they will read a story about Sam’s dog, Max. Ask students to pay special attention to the story so they can tell you what happens when Max walks on the deck.

Reading the Story

- Display the story “Max in the Mud” using the *Sam* Big Book or Media Disk and distribute the Readers.
- Have students read the title of the story.
- Read the story “Max in the Mud” once without interruption, running a finger beneath the words as you read them. Direct students to follow along in their own Reader.

- Read the story a second time, pausing to point out Tricky Words and double-letter spellings.
- If you have time, read the story again, having students read aloud.

Wrap-Up

- Discuss the following questions as a class.

Discussion Questions on “Max in the Mud”

1. *Literal* What happens when Max walks on the deck? (Max gets his muddy footprints on the deck.)
2. *Inferential* How does Sam’s mom feel about Max getting muddy? (Accept reasonable answers.)
3. *Literal* Who mops up the mud? (Sam mops up the mud.)
4. *Literal* What does Mom do with Max? (Mom sniffs Max; Mom gives Max a bath.)
5. *Evaluative* Why do you think Sam’s mom told Sam to mop the deck? (Accept reasonable answers based on the text and illustrations.)
6. *Evaluative* How would you prove that Max made the muddy prints? (Accept reasonable answers based on the text and illustrations.)

Small Group-Reading Time

20 minutes

“Max in the Mud”



If students need additional practice reading, you may select the activities in Unit 8, Section II of the *Assessment and Remediation Guide*.

Both this lesson and the following lesson have time designated to read “Max in the Mud” in small groups. We recommend you read with Group 1 students during this lesson (while Group 2 students partner read) and Group 2 students during the following lesson (while Group 1 students partner read). Be sure to record anecdotal notes regarding your students’ reading progress.

🌀 **Group 2:** Have students take out their Readers, sit with their partners, and take turns reading “Max in the Mud” aloud. Students who finish early should reread the story “Sam and the Duck” or complete an optional vocabulary worksheet. They should not read ahead.

🌀 **Group 1:** Referring to the chart you prepared in advance review the sound represented by the spelling at the top of the chart. Ask students to read the words in each list aloud calling attention to various patterns, e.g., all the words in this list have a /ck/ sound at the end, etc.

‘ck’	‘ll’	‘ff’	‘th’	‘sh’
tracks	yells	sniffs	bath	fresh
deck	smells			

- Also write the following Tricky Words on the board to review, *the* and *a*.
- Have students turn to the Table of Contents and identify the page on which the story “Max in the Mud” begins (page 82) and turn to that page.
- Select an appropriate oral reading activity for this group and ask them to read the story aloud.
- Ask students to turn to a partner for *Think Pair Share*. Direct them to ask each other a question about the story. After students have had a chance to talk with their partner, ask several students to share the questions and answers they discussed.
- If time permits, read “Sam and the Duck” and “Stop that Bus!”, using the same format.

Take-Home Material

Take-Home Story: “Sam and the Duck”

- Have students give Worksheet 19.2 to a family member.

Lesson 20

Review
Student Performance
Task Assessment

✓ Objectives

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

- ✓ Read and write one-syllable short vowel words with initial or final consonant digraphs, e.g., *ch-*, *-ck* (RF.K.3b)
- ✓ Read and write one-syllable short vowel words containing a double consonant final spelling, e.g., *-ll*, *-ff*, *-dd*, *-zz*, *-ss*, *-ck* (RF.K.3b)
- ✓ Recognize rhyming words (RF.K.2a)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	The Short Vowel Sounds and Sound/Spelling Review	Large Cards for 'i', 'e', 'a', 'u', 'o', 'ch', 'sh', 'th', 'ng', 'qu', 'ck', 'ff', 'ss', 'll', and 11 other spellings	10
Dictation	Dictation Identification	pencils; Worksheet 20.1; projection system	15
Reviewing Rhyming Words	Connect the Rhyming Words	pencils; Worksheet 20.2; projection system	15
Small Group-Reading Time	"The Band"	Sam Big Book and Reader	20

Warm-Up

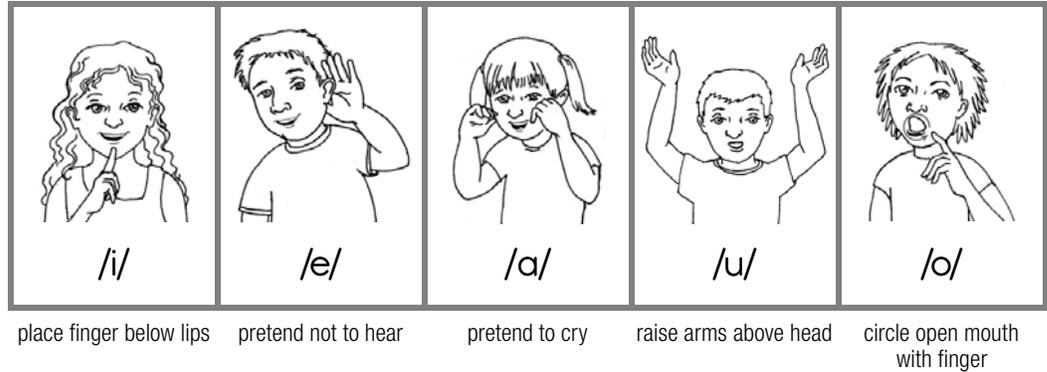
10 minutes

The Short Vowel Sounds and Sound/Spelling Review

Part A

- Display the Large Cards for 'i', 'e', 'a', 'u', and 'o', in that order, from left to right so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.

- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all five sounds front to back: /i/, /e/, /a/, /u/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds back to front: /o/, /u/, /a/, /e/, /i/.



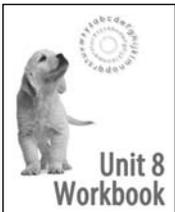
Part B

- Review the Large Cards for ‘ch’, ‘sh’, ‘th’, ‘ng’, ‘qu’, ‘ck’, ‘ff’, ‘ss’, ‘ll’, and 11 other spellings already taught. Select spellings students need to practice.
- Use the procedures described in earlier lessons. (When you come to the digraph ‘th’, be sure students name both possible sounds voiceless /th/ and voiced /th/.)

Dictation

15 minutes

Dictation Identification



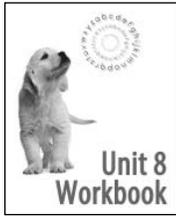
Worksheet 20.1

- Distribute and display Worksheet 20.1.
- Point to the first row of words, and tell students you are going to say one of the two words.
- Say the word *hill*.
- Ask which of the two words spells *hill*.
- Once the correct response is given, have students circle *hill*, following your example.
- Continue demonstrating until students are ready to work independently.
- If time permits, have students copy the circled words on the lines.

1. hill	4. add	7. doll	10. moss
2. fluff	5. fuzz	8. stiff	11. off
3. luck	6. bliss	9. chick	12. fuss

If students need additional practice with dictation identification, you may select the activities in Unit 8, Section I of the *Assessment and Remediation Guide*.

Connect the Rhyming Words



Worksheet 20.2

- Distribute and display Worksheet 20.2.
- Tell students you are going to review rhyming words. Remind them rhyming words sound the same at the end of the word. Say the words *back* and *stack*. Ask students to provide oral examples of additional rhyming words.
- Ask students to look at Worksheet 20.2. Ask students to read all the words in the first column and then all of the words in the second column.
- Ask students to read the first word.
- Ask students to identify a word on the right that rhymes with *buzz*.
- Have students draw a line from the word *buzz* to the word *was*, following your example.
- Continue demonstrating until students are ready to work independently.

Small Group-Reading Time

20 minutes

“The Band”



Note: If you read with Group 1 students during the previous lesson, we recommend you read with Group 2 students while Group 1 students partner read. Be sure to record anecdotal notes regarding your students’ reading progress.

- Review the use of the apostrophe as an indication of ownership (e.g., possessive). Students will also encounter an apostrophe used for the contraction *that’s*.
- ✦ **Group 2:** Select an appropriate oral reading method or activity that best suits the needs of this group to read the story aloud.
 - Ask students to turn to a partner for *Think Pair Share*. Direct them to ask each other a question about the story. After students have had a chance to talk with their partner, ask several students to share their questions and answers.
 - If time permits, read “Max in the Mud” and “Sam and the Duck” using the same format.
- ✦ **Group 1:** Have students take out their Readers, sit with their partners, and take turns reading “The Band” aloud. Students who finish early should reread the stories “Max in the Mud” and “Sam and the Duck.” They should not read ahead.

If students need additional practice reading, you may select the activities in Unit 8, Section II of the *Assessment and Remediation Guide*.

Unit 8 Pausing Point

The Unit 8 Pausing Point is critical. In previous Pausing Points you may have only paused for a day or two to work on a few skills. At this Pausing Point, you should analyze all of the assessment results for each student.

Students who do poorly on Word Recognition, Pseudoword/Real Word and/or Code Knowledge Diagnostic Assessments should not move on to Units 9 and 10. Instead, using the *Assessment and Remediation Guide*, your instruction should be a reteaching of skills from Units 3–7 as identified by the assessment results.

If students spend the remainder of Kindergarten practicing and mastering the skills identified on the Unit 8 Assessment, they will be well-prepared for the Grade 1 CKLA Skills instruction, even if they do not complete Kindergarten Units 9 and 10. The early units of the Grade 1 CKLA Skills Units reteach the skills introduced in Kindergarten Units 9 and 10.

Area of Concern	Pausing Point Activities to consider
Word Recognition Items 12, 15, 16 Pseudoword/Real Word Items in Line 6	Recognize Double Letter Spellings Distinguish Spelling Alternatives Read Words with Double-Letter Spellings
Tricky Words	Read Tricky Words

Remediation Cross-Reference Chart for Code Knowledge Diagnostic Assessment

Row	Sound	Reteach:	
		Unit	Unit
1.	m	3	1
1.	s	4	3
1.	f	4	4
1.	v	4	6
1.	z	4	7
2.	r	5	3
2.	l	5	2
2.	n	4	1
2.	e	4	9
2.	u	5	4
3.	i	3	9
3.	o	3	6
3.	a	3	2
3.	t	3	3
3.	y	5	8
4.	d	3	4
4.	g	3	8
4.	h	4	2
4.	j	5	7
4.	k	5	10

Row	Sound	Reteach:	
		Unit	Unit
5.	b	5	1
5.	p	4	8
5.	c	3	7
5.	w	5	6
5.	x	5	9
6.	sh	7	1
6.	ch	7	2
6.	th	7	4/5
6.	ng	7	8
6.	qu	7	7
7.	ff	8	10
7.	ss	8	12
7.	ll	8	10
7.	gg	8	10
7.	ck	8	10

Pausing Point Topic Guide

Distinguish the Short Vowel Sounds

The Short Vowel Sounds Lessons 1–4, 6, 7, 9–11, 13, 18–20;
Page 133

Recognize Double-Letter Spellings

Circling the Sounds Lesson 12; Page 133
Spelling Bingo Page 134
Stepping Sounds Page 134
Sound Sprints Page 134

Distinguish Spelling Alternatives

Word Sort Page 134

Read Words with Double-Letter Spellings (Spelling Alternatives)

Teacher Chaining Lessons 7, 10, and 11; Page 135
Large Card Chaining Page 135
Choose the Right Word Page 135
Wiggle Cards Page 136
Word Wheel Page 136
Shopping for Spellings Page 137
Word Concentration Page 137
Word Reading Sprints Page 137

Read Tricky Words

Colored Flashcards Page 138
Word Concentration Page 138
Read Decodable Stories Page 139
Practice Reading: “The Band” Page 139
Practice Reading: “The Chick” Page 139
Take Home Stories Page 139

Write Double-Letter Spellings (Spelling Alternatives)

Sound Dictation Page 139
Handwriting Worksheets with Double Letter Spellings Page 140

Spell Words with Double-Letter Spellings (Spelling Alternatives)

Tap and Spell Page 140
Spelling Hopscotch Page 141

Write Double-Letter Spellings (Spelling Alternatives)

Label the Picture	Page 141
Circle Spelling	Page 141
Dictation Identification	Page 141
Dictation with Words	Lesson 6; Page 142
Dictation with Phrases	Page 142

Write Tricky Words

Tricky Word Practice	Lessons 3 and 9; Page 143
Handwriting Worksheet with Tricky Words	Page 143

Write Phrases or Sentences

Making Phrases	Page 144
----------------	----------

Rhyming Words

Do They Rhyme?	Lesson 4; Page 144
Make a Rhyme	Lesson 9; Page 144
Connect the Rhyming Words	Page 144

Distinguish the Short Vowel Sounds

The Short Vowel Sounds

- See Warm-Up exercises in Lessons 1–4, 6, 7, 9–11, 13, 18–20.

Recognize Double-Letter Spellings

Circling the Sounds

- See Lesson 12.

- | | | | |
|----------|----------|-----------|-----------|
| 1. fluff | 6. odd | 11. shock | 16. yells |
| 2. brick | 7. thick | 12. still | 17. sniff |
| 3. bell | 8. mitt | 13. fuzz | 18. snack |
| 4. dress | 9. chick | 14. glass | 19. chick |
| 5. buzz | 10. ill | 15. toss | 20. egg |

Spelling Bingo

- Make bingo cards with double-letter spellings and other spellings that have been taught.
- Write the same spellings on slips of paper and put them in a box.
- Give each student a bingo card and playing pieces.
- Explain that you will draw spellings from the box and you want students to put a playing piece on top of the spelling you announce if it is on their bingo card.
- Explain that when all spellings are covered on a card students should say, “Bingo.”

Stepping Sounds

Note: This game is best played in small groups or in work stations.

- Firmly affix two rows of five to eight squares on the floor and have a student stand at the head of each row.
- Hold up a double-letter spelling for the first student and ask him or her to say the sound. If the student says the correct sound, he or she moves one square forward.
- Repeat this process, alternating between the two students.

Sound Sprints

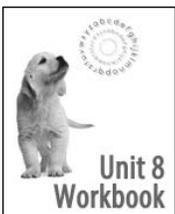
- Place two sets of Spelling Cards at the far end of the classroom, the gym, or the playground
- Select two students to race.
- Call out a sound.
- Have students race to grab a corresponding Spelling Card and bring it back.
- The first student to return with the correct spelling is the winner.
- Repeat with additional sounds and spellings.

Distinguish Spelling Alternatives

Word Sort

- Have students complete Worksheets PP1 and PP2.

Note: When students have completed a worksheet, ask if they can see any patterns. Generally, there will be more words with the single-letter spellings than with the double-letter spellings because the former are more common. Students will also see that double-letter spellings rarely occur at the beginning of words but are more likely to occur at the end of words.



Worksheets PP1, PP2

Read Words with Double-Letter Spellings (Spelling Alternatives)

Teacher Chaining

These chains contain some silly words with double-letter spellings. They provide students with an opportunity to practice reading the new spellings.

- See Lessons 7, 10, and 11.

1. ill > fill > chill > chick > pick > lick > slick > slack > smack > smacks
2. odd > off > poff > puff > putt > patt > pass > pagg > pazz > papp
3. fun > fuss > fuzz > buzz > buss > buff > muff > huff > puff > puck
4. ebb > egg > regg > remm > renn > senn > secc > seck > sepp > sebb

Large Card Chaining

- Distribute the following Large Cards, reviewing each card's sound as you give them out: 'i', 'e', 'a', 'u', 'o', 'm', 't', 'c', 'g', 'f', 's', 'p', 'b', 'l', 'r', 'h', 'w', 'y', 'sh', 'ch', 'ck', 'ff', 'ss', and 'll'.
- Tell students if they are holding a card with a picture of a sound that is in *bell*, they should go to the front of the room and stand in the order that spells *bell*.
- If necessary, help students move into the correct order.
- Once students are standing in place, ask seated students to read the word.
- Once the word has been read, say to students, "If that is *bell*, show me *yell*."
- Students should rearrange themselves to make the new word.
- Continue this process until all of the words in the first chain have been spelled.
- Have students trade cards.
- Proceed to the next chain.

1. bell > yell > sell > shell > fell > fill > fit > fish > wish > wick
2. rest > rust > rut > rot > rock > lock > clock > clack > clash > class
3. loss > gloss > glass > grass > brass > bass > back > black > block
4. off > poff > puff > huff > muff > mush > much > such > suck > sack
5. but > bet > bell > bill > fill > hill > chill > chick > check > chess

Choose the Right Word

- Write the words *buzz*, *sock*, and *duck* on the board and ask students to read each word.
- Tell students you are going to ask them some questions. They can find the answers on the board.
- Ask students to identify which word names something you wear on your foot.

- Tell students to find the answer (*sock*) on the board and then copy it on a sheet of paper.
- Continue this process with the remaining questions, introducing the words in groups of three as you go.

- 1a. Which word names something you wear on your foot? (*sock*)
- 1b. Which word names an animal? (*duck*)
- 1c. Which word is the sound a bee makes? (*buzz*)
-
- 2a. Which word names something that can be worn? (*dress*)
- 2b. Which word means very different or unusual? (*odd*)
- 2c. Which word names a body part? (*neck*)
-
- 3a. Which word names something a hen lays? (*egg*)
- 3b. Which word is the sound an angry snake makes? (*hiss*)
- 3c. Which word names a color? (*black*)

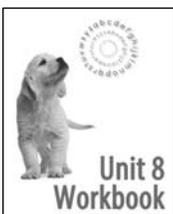
Wiggle Cards

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

- | | | |
|----------|--------------------|---------------------------|
| 1. buzz | 5. cross the legs | 9. huff and puff |
| 2. hiss | 6. kiss one hand | 10. lick the lips |
| 3. quack | 7. ring a bell | 11. pick it up |
| 4. sniff | 8. tap on the back | 12. stand stiff and still |

Word Wheel

- Distribute Worksheets PP3 and PP4.
- **Option 1:** Have students take the worksheets home to a family member so they can practice reading and writing at home.
- **Option 2:** Have students complete the worksheets in small groups or work stations.



Worksheets PP3, PP4

Shopping for Spellings

- Provide each student with a brown paper bag. Each bag should have one spelling written on the outside: either a double-letter spelling or a corresponding single-letter spelling.
- Review the sounds of the spellings.
- Spread a set of decodable word cards out on the floor and tell students they are going shopping! They should take their bags and fill them with cards containing the same spelling that is written on their bag.
- After students have collected all the cards, they should take turns sharing what they “bought” on the shopping trip.

Word Concentration

Note: This game is best played in small groups or in work stations.

- Choose seven words having double-letter spellings and find matching pictures (e.g., *egg*, *cliff*, *hill*, *kiss*, *bell*, *rock*, *mitt*).
- Write each word on a small card and glue the corresponding picture on another card of the same size.
- Shuffle the cards and lay them face down on the table.
- Have students turn over two cards at a time, attempting to find matching cards.
- If a student finds a match, he or she keeps the cards for the duration of the game.
- Continue until all matches have been found.

Word Reading Sprints

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

Read Tricky Words

Colored Flashcards

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

Green Cards:

- | | |
|----------|-----------|
| 1. them | 6. fuzz |
| 2. neck | 7. brass |
| 3. sell | 8. jazz |
| 4. risk | 9. mess |
| 5. check | 10. flask |

Yellow Cards:

- | | |
|--------|---------|
| 1. the | 5. one |
| 2. a | 6. from |
| 3. of | 7. was |
| 4. all | |

Word Concentration

Note: This game is best played in small groups or at work stations.

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

Read Decodable Stories

“The Band”



- Use the story “The Band” as a Demonstration Story, as well as an opportunity for small group or partner reading.

Discussion Questions on “The Band”

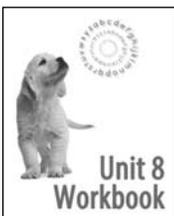
1. *Literal* Who is in the band? (Sam’s dad, Chad’s dad, and Chad’s boss are in the band.)
2. *Literal* What instrument does Chad’s dad play? (Chad’s dad plays the drums.)
3. *Literal* What instrument does Sam’s dad play? (Sam’s dad plays the bass.)
4. *Literal* What does the audience think of the band? (The band is a big hit.)

Practice Reading: “The Chick”



- Ask students to sit with their partners, take out their Readers, and take turns reading the following story aloud to one another: “The Chick.”
- Encourage students who finish early to reread stories from previous lessons.

Take-Home Stories



- Distribute Worksheets PP5, PP6, and PP7.
- Have students take the worksheets home and give them to a family member so they can practice reading the stories.

Worksheets PP5, PP6, PP7

Write Double-Letter Spellings (Spelling Alternatives)

Sound Dictation

- Distribute paper and pencils to students. Give each student a Large Card for a spelling that has been taught. (Be sure to include double-letter spellings and give each student a different Large Card.)
- Say a sound, and tell the student with the Large Card for the sound to stand up.

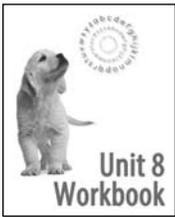
- Remind students how to print the spelling, and encourage them to trace the spelling in the air. Have students print the spelling on paper.
- Repeat for the remaining sounds.

Handwriting Worksheets with Double-Letter Spellings

- Have the students complete Worksheets PP8, PP9, and PP10.

Note: The same spellings are on the front and the back of the worksheet. The back, however, is more difficult because only starting dots are provided.

We recommend making multiple copies of these worksheets and using them frequently for additional practice.



Worksheets PP8, PP9, PP10

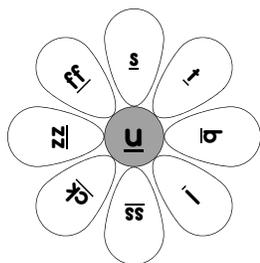
Spell Words with Double-Letter Spellings (Spelling Alternatives)

Tap and Spell

- Write the vowel spellings ‘i’, ‘e’, ‘a’, ‘u’, and ‘o’ on sheets of gray paper.
- Write the consonant spellings ‘h’, ‘s’, ‘m’, ‘b’, ‘t’, ‘ll’, ‘ck’, and ‘ss’ on sheets of white paper.
- Arrange the spellings on the floor or on the board to resemble the set up on a pocket chart or Chaining Folder—vowel spellings on top, consonants below.
- Choose a student to review the vowel spellings by tapping each one with his or her foot or a yardstick and calling out the appropriate sound.
- Choose a second student to review the consonant spellings in the same fashion.
- Select a third student and call out the word *duck* for the student to “tap spell.” The student should use his or her foot or a yardstick to tap each spelling in the word to spell it, saying the sound of each spelling as he or she taps it.
- Repeat with the remaining words listed below.

- | | | |
|---------|---------|----------|
| 1. duck | 5. back | 9. boss |
| 2. hill | 6. hiss | 10. tack |
| 3. mess | 7. tell | 11. bill |
| 4. sock | 8. sell | 12. toss |

Spelling Hopscotch



- Write the vowel spellings 'i', 'e', 'a', 'u', and 'o' on circular sheets of paper, underlining each spelling.
- Write the consonant spellings 's', 't', 'b', 'l', 'ss', 'ck', 'zz', and 'ff' on oval or petal-shaped sheets of white paper, underlining each spelling.
- Firmly affix the spellings on the floor in a flower pattern, with one of the vowel spellings in the center and the consonant spellings around the outside.
- Show students how to spell a real or silly word by starting on the outside, hopping to the inside, and then hopping back to the outside, e.g., /b/ . . . /u/ . . . /z/ (*buzz*). Repeat with one or two additional words.
- Ask a student to spell a real or silly word by starting on the outside, hopping to the inside, and then hopping back to the outside. Have the student say the sounds while hopping on the letters (e.g., /l/ . . . /u/ . . . /k/) and then blend them to make the real or silly word (e.g., *luck*).
- Ask the class whether the word is a real or silly word.
- Repeat with additional students.
- After students have made a few words, switch in a new vowel spelling.

Write Double-Letter Spellings (Spelling Alternatives)

Label the Picture

- Have students complete Worksheet PP11.

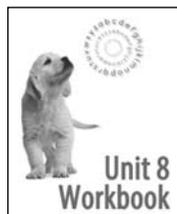
Circle Spelling

- Have students complete Worksheet PP12.

Dictation Identification

- Have students complete Worksheet PP13.

- | | | | |
|----------|----------|----------|-----------|
| 1. add | 4. grass | 7. press | 10. smell |
| 2. lick | 5. mitt | 8. fuzz | 11. odd |
| 3. dress | 6. toss | 9. inn | 12. egg |



Worksheets PP11,
PP12, PP13

Dictation with Words

- See Lesson 6.

1. gull	10. doll	19. stuff	28. gloss
2. chess	11. grill	20. staff	29. stress
3. dress	12. bass	21. mess	30. kicks
4. quack	13. fluff	22. brick	31. mess
5. glass	14. dwell	23. bells	32. mitt
6. back	15. black	24. brick	33. neck
7. chick	16. gruff	25. buzz	34. puff
8. bluff	17. gills	26. clocks	35. fuss
9. fuzz	18. bill	27. drill	36. truck

Dictation with Phrases

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

- Remind students to refer to the Sound Posters to write the spellings.

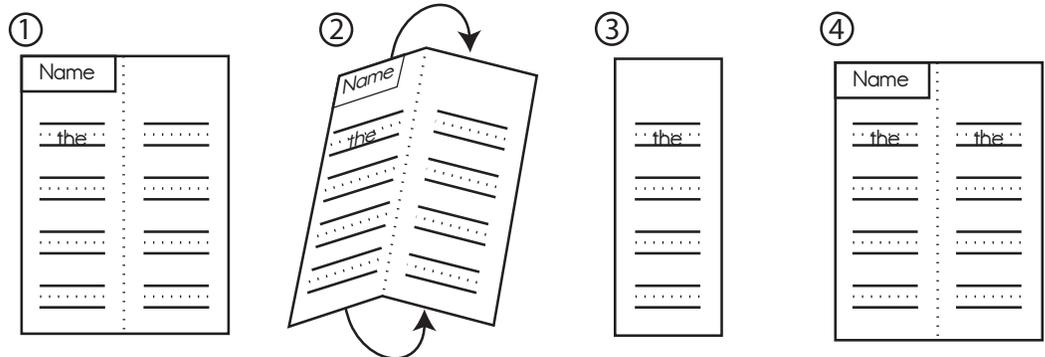
We do not expect students to write all of these phrases in one sitting. You may complete this exercise on several successive days or you may choose only those phrases which include words students need to practice.

- | | |
|--------------------|------------------------|
| 1. fix the van | 14. milk spills |
| 2. bag of socks | 15. ducks quack |
| 3. sing six songs | 16. sand crab |
| 4. big shells | 17. box of rocks |
| 5. grill hot dogs | 18. dress rips |
| 6. skip rocks | 19. spring has sprung |
| 7. bag of chips | 20. snack stand |
| 8. ten bugs buzz | 21. bed rest |
| 9. a chess champ | 22. bat and mitt |
| 10. a gust of wind | 23. trash smells |
| 11. scrub the dish | 24. one man |
| 12. pick up shells | 25. gift from mom |
| 13. the silk dress | 26. the mast of a ship |

Write Tricky Words

Tricky Word Practice

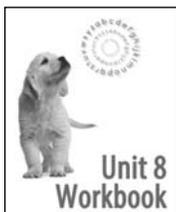
- See Lessons 3 and 9.
- Use the Tricky Words taught in this unit: *the*, *a*, *of*, *all*, *one*, *from*, and *was*.



Handwriting Worksheet with Tricky Words

- Distribute Worksheet PP14.
- Have students trace and copy the Tricky Words.
- **Extension:** Have students underline the tricky part of each Tricky Word.

Note: The words on the back of the worksheet are the same as on the front. The back is, however, more difficult because only starting dots are provided.



Worksheet PP14

Write Phrases or Sentences

Making Phrases

If you would like your students to create sentences, please also provide cards with the period, question mark, and exclamation point.

Note: This exercise is best done in small groups or at work stations.

- Write decodable nouns, decodable adjectives, and the Tricky Words *the, a, of, all, one, from,* and *was* on cards, one word per card.
- Have students create phrases or sentences with these cards.
- Have students copy the phrases or sentences on paper.

Rhyming Words

Do They Rhyme?

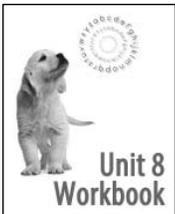
- See Lesson 4.

Make a Rhyme

- See Lesson 9.

Connect the Rhyming Words

- Have students complete Worksheet PP15 by drawing a line from each word on the left to a rhyming word on the right.



Worksheet PP15

Appendix

The Tricky Word Lesson

The term *Tricky Word* is used in this program to refer to a word that does not “play by the rules” of spelling and/or pronunciation. Examples of Tricky Words include *one, said, of, were, and have*.

You can describe the trickiness of a Tricky Word like *said* in two ways. If you think about it from a spelling point of view, you might say that the word *said* is tricky because the sound /e/ is not spelled with an ‘e’, as you might expect it would be. On the other hand, if you think about it from a reading point of view, you might say the word is tricky because the letters ‘ai’ are not pronounced /ae/, as you might expect they would be. Either way you look at it, *said* is a Tricky Word.

But notice that the word is not completely irregular, either. The first letter and the last letter are pronounced exactly as you would expect. It is only the second and third letters, representing the vowel sound, that are not sounded as you would expect. Or, if you prefer to look at things from the speller’s perspective, you might say the first and last sound are spelled just as you would expect; it is only the middle sound—the vowel sound—that is spelled irregularly. This is the case with many Tricky Words: most of them have a regular part (or parts) and then a tricky part. More often than not, you will find the tricky part involves the vowel sound and its spelling.

When you are asked to teach a Tricky Word, the guidelines in the Teacher Guide will generally prompt you to begin by reminding students that not all words play by the rules and words that do not play by the rules are called Tricky Words. Next, the Teacher Guide will generally suggest you write the Tricky Word on the board. You may wish to ask a student to read the word as he or she thinks it might be sounded, i.e., to blend according to the normal procedures. Alternatively, you can read the Tricky Word that way yourself. Then point out how the word is actually pronounced. Once you have established the actual pronunciation, you can point out and/or discuss what is regular and what is irregular about the word. Most Tricky Words have at least some parts pronounced exactly the way you would expect. For example, as noted above, the first and last letter in *said* are pronounced just as one would expect. After discussing the regular parts, you should then draw attention to the tricky part (or parts) of the word, pointing out letters not pronounced as one might expect, e.g., the ‘ai’ in *said*. This is the part of the word that students just have to remember.

By drawing attention to the regular as well as the irregular parts of the word, you teach students that Tricky Words are only partial exceptions to the normal rules of reading and writing. (They are not so much irregular as they are a little less regular than most words.) There are some parts of the word spelled just as you would expect and also pronounced just as you would expect. Then there are some others that are not. There is a subtle but important difference between teaching Tricky Words this way and teaching

them as single entities that have to be memorized as wholes, as if every part of the word were unpredictable.

The Tricky Word lesson is taught frequently in the last half of Kindergarten, but not in the first several units. We want students to begin working with the regular parts of the writing system first before they get to the exceptions. We want them to learn to blend and spell and become proficient at these skills before we tell them “sometimes blending doesn’t work,” and “some words aren’t spelled quite the way you would think.” A number of high-frequency Tricky Words like *the*, *of*, *one*, and *from* are taught in the second half of Kindergarten.

Note that some Tricky Words are actually part of spelling patterns. For example, the words *he*, *she*, *we*, *be* and *me* are taught as Tricky Words early on because it is hard to write stories without them. However, once the ‘e’ spelling alternative for /ee/ is taught, these Tricky Words can be seen as part of a larger pattern that includes word like *replay* and *prefix*. Other Tricky Words, like *one* and *of* remain tricky even when most of the spelling alternatives have been taught.

It is important to note that Tricky Words are not the same as sight words. The distinction is discussed in the next few sections.

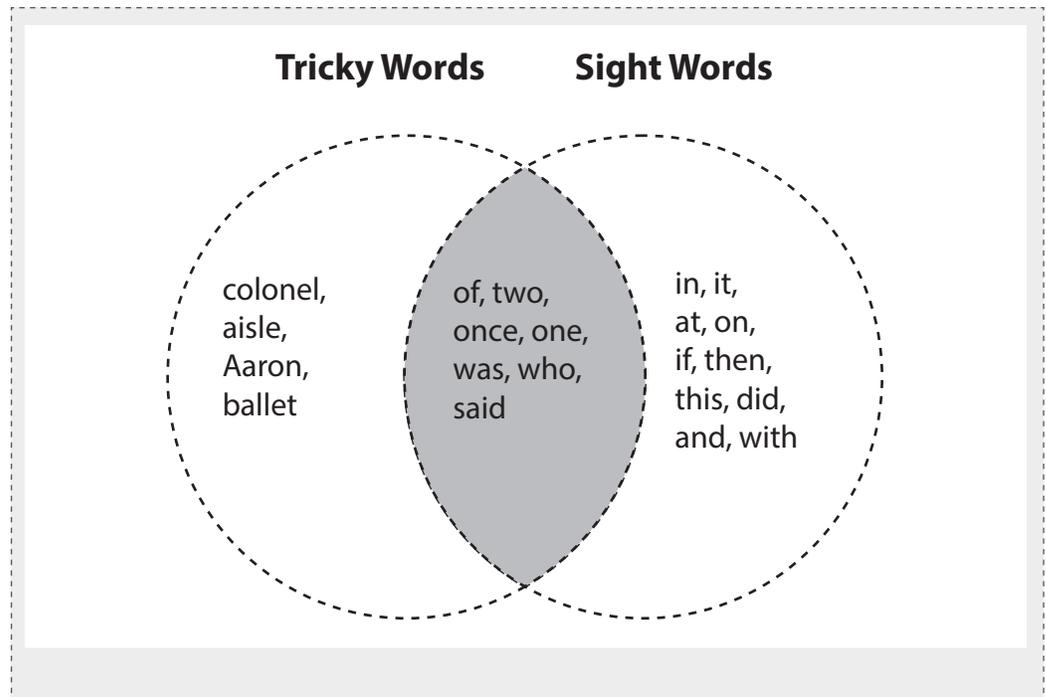
Sight Words and Tricky Words

One of the most common terms in the world of reading instruction is *sight word*. Unfortunately, this is also a rather ambiguous and potentially confusing term. Educators use the term *sight word* in two different senses. For some people, sight words are high-frequency words that students need to encounter frequently and learn to decode rapidly and effortlessly. Other people use the term *sight word* in a more restrictive sense, to refer to words that cannot be sounded out using letter-sound correspondences and may need to be taught as exceptions.

In CKLA, we distinguish between *Tricky Words* and *sight words*. We define these terms as follows:

- A *Tricky Word*, as noted in the previous section, is a word that does not play by the rules. It is a word containing at least one part that cannot be read correctly via blending or cannot be spelled correctly using the code knowledge taught so far.
- A *sight word* is a high-frequency word that we want students to see many, many times and learn to read quickly.

The main difference here is that a *Tricky Word* always contains some irregular element, whereas a sight word may or may not. The Venn diagram that follows shows the relationship between these two categories, as understood within this program.



The words in the left circle are Tricky Words: each one contains at least one set of letters that is not pronounced the way you would expect. Or, if you prefer to look at matters from a spelling point of view, you could say each contains at least one sound that is not written as you would expect it to be.

The words in the right circle are sight words: they are all high-frequency words that students should see frequently and eventually learn to recognize rapidly.

The shaded area in the middle shows that there is considerable overlap between the two categories (which is probably why the two connotations of *sight word* are regularly confused). Some words qualify as *sight words* because they are used a lot and also as *Tricky Words* because they are not pronounced (or written) as you would expect. These are words that are both irregular (and therefore hard to read and write, at least at first) and also very common (and therefore important for student success). They are candidates for special instruction, and many of them are given special instruction in this program. (See “Tricky Words” earlier.)

The area on the far left shows words that are tricky in the sense that they depart from the most common spelling patterns. But these words do not qualify as sight words on most lists because they are not especially common. Words of this sort are sprinkled throughout the language but do not receive much attention in CKLA because they are only used occasionally. Students can learn them as the need arises in upper grades.

The area on the far right shows words that qualify as sight words because they are very common and should be rapidly recognized but do not qualify as Tricky Words because they are completely regular. All of them are pronounced and spelled exactly as you would expect. They can be sounded out and set down on paper using basic letter-sound correspondences taught in Kindergarten.

Students need to see these words—and they will see most of them frequently in CKLA materials—but you probably do not need to give these words special attention and you certainly should not ask students to memorize them as wholes. Students can simply read them by sounding them out. After sounding them out several times, they will begin to recognize them more rapidly. In other words, no special teaching is required for these regular high-frequency words. All that is required is multiple exposures, and students are likely to get multiple exposures since the words are so common.

Sight Words

The CKLA guidelines for teaching Tricky Words are outlined in the earlier section. As noted, we use the term *sight word* in this program to refer to high-frequency words that we want students to see many, many times and learn to recognize rapidly.

CKLA *does* place the initial emphasis on reading regular words. But that does not mean high-frequency sight words are not being learned. In fact, as noted above, many sight words are completely regular and become decodable as students learn letter-sound correspondences. This means that CKLA is a very effective program for teaching sight words.

To illustrate this, consider one of the most widely used lists of sight words, Dr. Edward Fry’s “Instant Word” list. Fry’s list is divided into groups of 100. For purposes of illustration, we will focus on the first three lists of 100 words, 300 words in all. These are words that Fry recommends be mastered in the first several grades of school. We found more than half of the Fry Instant Words become fully decodable in Kindergarten, meaning they are either regular and can be sounded out using the letter-sound correspondences taught, or they are Tricky Words explicitly taught in the program:

- By the end of Unit 3, four of Fry’s Instant Words are 100% decodable: *at, did, got, it*.
- By the end of Unit 4, 19 Instant Words are 100% decodable: *can, an, and, not, in, on, man, him, had, if, get, end, men, set*.

If you have a simple numerical requirement to meet—e.g., you are required to teach 20 sight words—you should be able to meet this requirement without any significant modification of the materials. You can begin working with some sight words as early as Unit 3, provided you select words that are 100% decodable.

If there are words you are required to teach that do not become decodable when you need to have them taught, we simply ask that you wait until Unit 8 of Kindergarten to teach those. Again, the idea is to give the students plenty of opportunities to work with the regular part of the language before teaching them the exceptions. Once students are successfully blending regular words and have met a few of the most important Tricky Words, you can introduce additional sight words, even if they are not completely decodable. Simply treat the sight word as a Tricky Word and explain which parts are pronounced and spelled as one would expect (based on current code knowledge) and which parts are tricky.

Teacher Resources

Assessments

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

Tens Conversion Chart

Number Correct

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

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

Appendix - Teacher Resources

Anecdotal Reading Record

Week of: _____

Name:	Name:

Name _____

1.1

Directions: Have students read each sentence, circle the Tricky Word(s), and write the Tricky Word(s) on the lines. On the back of the page, lines are provided for students to write an original sentence containing the Tricky Word a, the Tricky Word the or both Tricky Words.

1. Mom went in the shop.

the

2. Seth got the best hug.

the

3. The kid had a frog.

The a

4. Mom got a quilt.

a

Unit 8

© 2013 Core Knowledge Foundation

5. The man had a ship.

The a

6. The kid sang a song.

The a

Name _____

1.4

Dear Family Member,

During this unit, your child will learn to read several words described as "Tricky Words." Although some letters in these words can be sounded out, other letters "do not follow the rules" your child has been taught for sounding out words. The letters not following the rules in a Tricky Word will be underlined in gray to remind you and your child it cannot be sounded out.



Today, your child learned the Tricky Words the and a. Help him practice these words by asking him to first read aloud the individual words and the sentences below. After reading each sentence ask him to say and circle Tricky Words. Then ask your child to write the Tricky Words on the lines below the sentence.

the a

1. The cat is on the rug.

The the

A man is on the bus.

A the

The fish is in the pond.

The the

Unit 8

© 2013 Core Knowledge Foundation

4. Sam got a fish in the net.

a the

The king is glad he has a quilt.

The a

6. Sam will bring a bag to shop.

a

7. Mom chats with the kids.

the

8. Sam sang a song to the kids.

a the

Unit 8

© 2013 Core Knowledge Foundation

Name _____

2.1

Directions: Have students read each sentence, circle the Tricky Word(s), and write the Tricky Word(s) on the line(s). On the back of the page, lines are provided for students to write an original sentence containing the Tricky Word of, the Tricky Word all, or both Tricky Words.

1. Max had a pet dog.

a

2. The tots all got gifts.

The all

3. Six of the cats left.

of the

4. Kim got a bag of chips.

a of

Unit 8 9

© 2013 Core Knowledge Foundation

5. That's all of it.

all of

6. Did all of them get lunch?

all of

10 Unit 8

© 2013 Core Knowledge Foundation

Name _____

2.2

Dear Family Member,

Today your child learned the Tricky Words *of* and *all*. Help your child practice these words by asking your child to read the individual words in the box and the sentences below. After each sentence ask your child to say and write any Tricky Words from the sentence on the lines below.



of all the a

1. All of the kids munched chips.

All of the

2. Mom got Sam a gift of red pants.

a of

3. Sam has all of the things in his box.

all of the

4. Mom, Dad, and Sam all had fish at lunch.

all

Unit 8 11

© 2013 Core Knowledge Foundation

5. Chad had a box of hats.

a of

6. The ships all got wet.

all

7. All of the tots sang a song.

All of the

8. Dad brings Sam a can of ham.

a of

12 Unit 8

© 2013 Core Knowledge Foundation

Name _____

5.1

of	from	one
----	------	-----

1. Stan got the best gift
 _____ from _____ his mom.

2. Chad has six frogs and
 _____ one _____ dog.

3. The man had ham and a bag
 _____ of _____ chips.

Directions: Have students write a word from the box to complete each sentence.

Unit 8 19

© 2013 Core Knowledge Foundation

of	one	all
----	-----	-----

4. Tim can crush a can with
 _____ one _____ hand.

5. The king slept on a bed
 _____ of _____ quilts.

6. Stan had _____ all _____
 the chips.

20 Unit 8

© 2013 Core Knowledge Foundation

Name _____

7.1



one can of trash

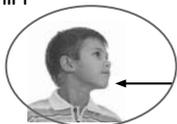
all six of the men



all six of the men



a kid's chin



a kid's chin

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



one ship

the box of quilts



the box of quilts

all six of the kids



all six of the kids

36 Unit 8

© 2013 Core Knowledge Foundation

Name _____

9.2

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

1.  a kid with a pig
 a gift from a kid

2.  one fish
 ten fish

3.  the cup of ants
 the jug of milk

4.  splash from a pond
 splash from a bath

5.  all of the chips
 all of the plums

Unit 8 43
© 2013 Core Knowledge Foundation

6.  the kid was mad
 the kid grins

7.  a bag of lunch
 a box of lunch

8. $1 + 1$ ten plus ten
 one plus one

9.  all of the ants
 all of the plants

10.  the kid was in bed
 the kids ran

44 Unit 8
© 2013 Core Knowledge Foundation

Name _____

10.1

Directions: Have students write the words containing the /k/ sound spelled 'c' under the 'c' header, the words containing /k/ spelled 'k' under the 'k' header, and the words containing the /k/ sound spelled 'ck' under the 'ck' header.

rock	cup	skin	crop
kid	duck	cash	milk
crab	back	clap	lick

as in cat as in kid as in luck

crab kid rock

cup skin duck

cash milk back

clap _____ lick

crop _____ _____

Unit 8 47
© 2013 Core Knowledge Foundation

Name _____

11.1

1. big _____ ships

2. _____ the thin man

3. his _____ red cap

4. _____ one big chimp

5. hug _____ from mom

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

Unit 8 51
© 2013 Core Knowledge Foundation

6. lots of fish

7. Dad was glad.

8. All kids run.

1. One kid in class has wings.  

2. Trash can smell bad.  

3. Milk is from hens.  

4. The best snack is grass.  

5. All the kids in class can grin.  

6. Milk is black.  

7. Trucks cost one buck.  

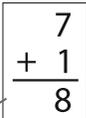
8. This was fun.   or  

Directions: For each statement, have students circle the thumbs up icon if the statement is true and the thumbs down icon if the statement is false.

1. trash smells 

2. one sock 

3. duck quacks 

4. add it up 

5. one shell 

Directions: Have students draw a line from each phrase to its matching picture.

6. a bat and a mitt 

7. the sick kid 

8. milk in a glass 

9. the kid yells 

10. one egg in a pan 

Name _____

14.2

cliff	egg	well
dress	duck	clock



duck

clock



dress

egg

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

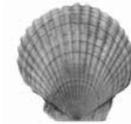
Unit 8 69
© 2013 Core Knowledge Foundation

hill	kiss	add
rock	shell	truck



kiss

truck



add

shell

70 Unit 8
© 2013 Core Knowledge Foundation

Name _____

15.2

☺ run leg cup cat

1. med mat met net

2. rim rot rob rod

3. yes yet yez yen

4. hat had hid ham

5. gut get cot got

6. bad pat pit pad

7. sip zip sap zap

8. hen ken kin jen

9. vat vet fat rat

10. fax fix box fox

11. thin fin thick this

12. chill jill chin still

13. ships chips chops shops

14. chest west quest quip

76 Unit 8
© 2013 Core Knowledge Foundation

Name _____

15. boss bus fuzz **buzz**

16. ebb edd **egg** odd

17. wick wax whips **wicks**

18. kin **king** kong wing

19. trip **drip** drop drug

20. shop ship **shot** chop

Total Score: _____ /20

Notes:

Name _____

15.3

1. **shock** 3 _____
shock

2. **spell** 4 _____
spell

3. **egg** 2 _____
egg

4. **cliff** 4 _____
cliff

5. **fluff** 4 _____
fluff

6. **splash** 5 _____
splash

7. **pinch** 4 _____
pinch

Directions: For each word, have students circle and count the sounds. Have students write the number of sounds in the box and copy the word on the line.

8. **check** 3 _____
check

9. **clips** 5 _____
clips

10. **fuzz** 3 _____
fuzz

11. **dress** 4 _____
dress

12. **kick** 3 _____
kick

13. **plums** 5 _____
plums

14. **grin** 4 _____
grin

Name _____

16.1

1. a w **e** i

2. t **y** u w

3. **o** p t m

4. f g **h** n

5. **k** l z c

6. c **b** v d

7. d **x** z j

8. n i h **m**

9. (u) r n m
10. l y p (g)
11. e (a) i o
12. (n) h m k
13. b (d) p q
14. i (l) t f
15. s t (c) k
16. x s t (z)
17. f (t) j l
18. y i (j) g

Name _____

19. (i) e u j
20. b (p) d q
21. z (s) c t
22. n m (r) q
23. (q) u w d
24. t (f) g e
25. c b (v) d
26. a (w) e i

Total Score: _____ /26

Notes:

Name _____

16.4

(sock) rock



sock

(truck) duck



truck

(mitt) kit



mitt

lock (clock)



clock

Directions: For each picture, have students circle and copy the matching word.

glass (dress)



dress

(drums) plums



drums

(bell) bill



bell

(egg) eggs



egg

Name _____

16.5

1.  

2.  

3.  

4.  

5.  

Directions: Have students connect words that rhyme.

Unit 8 91

© 2013 Core Knowledge Foundation

Name _____

17.1

1. u up **a** the

2. off of frame **from**

3. this **the** a that

4. waz wet with **was**

5. wab ib **one** once

6. from off up **of**

7. a the **all** tell

Unit 8 93

© 2013 Core Knowledge Foundation

Name _____

17.5

1.  one black dog
 ten black dogs

2.  eggs in nest
 eggs and chick

3.  black dress
 chin dress

4.  sit on grass
 stand on grass

5.  kiss kid
 kiss duck

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

Unit 8 101

© 2013 Core Knowledge Foundation

6.  chick on hand
 chick in box

7.  sing the song
 ring the bell

8.  dog sniffs
 cat sniffs

9.  doll with dress
 doll with pants

10.  duck flaps wings
 bat flaps wings

Unit 8 102

© 2013 Core Knowledge Foundation

Name _____

17.7

Dear Family Member,

Help your child practice the following Tricky Words. Ask him to first read each word in the box. Then ask him to use the words in the box to complete each sentence. You might suggest he cross out each word in the box as he uses it.



from one of a was the all

- Sam just has one pet, not 2 pets.
- Sam had a bag of chips at lunch.
- Chad lost his ring and was sad.
- Max is a dog.
- Sam got his pack from his mom.
- Sam and Chad went swimming in the pond.
- The frogs all hop in the pond.

Unit 8 105

© 2013 Core Knowledge Foundation

Name _____

18.3

1. shell



shell

2. duck



duck

3. mitt



mitt

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

Unit 8 111

© 2013 Core Knowledge Foundation

4. bell



bell

5. egg



egg

6. brick



brick

112 Unit 8

© 2013 Core Knowledge Foundation

Name _____

19.1

egg

chick

sock

bell

grass

kiss



bell

egg

grass



sock

chick

kiss

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

Unit 8 115

© 2013 Core Knowledge Foundation

dress buzz clock
 doll cliff mitt



clock



doll



dress



mitt



buzz



cliff

Name _____ **20.1**

1. **hill** chill _____

2. **fluff** flip _____

3. sick **luck** _____

4. **add** at _____

5. buzz **fuzz** _____

6. hiss **bliss** _____

Directions: Have students circle the words read aloud and copy them on the lines.

7. **doll** dull _____

8. cliff **stiff** _____

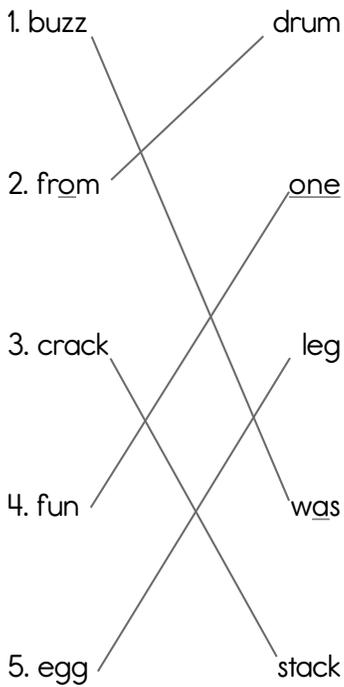
9. check **chick** _____

10. **moss** boss _____

11. odd **off** _____

12. fuzz **fuss** _____

Name _____ **20.2**



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

6. add press

7. still sock

8. dress glad

9. cliff thrill

10. clock stiff

Name _____

PP1

sniff	frog
soft	puff
stuff	gift
fresh	fist

as in fit

as in huff

_____	_____
soft	sniff
_____	_____
fresh	stuff
_____	_____
frog	puff
_____	_____
gift	_____
_____	_____
fist	_____

Directions: Have students write the words containing the *ff* sound spelled 'f' under the 'f' header and the words containing the *ff* sound spelled 'ff' under the 'ff' header.

Directions: Have students write the words containing the *ll* sound spelled 'l' under the 'l' header and the words containing the *ll* sound spelled 'll' under the 'll' header.

doll	long
lunch	belt
still	spell
bill	lamp

as in lip

as in hill

_____	_____
lunch	doll
_____	_____
long	still
_____	_____
belt	bill
_____	_____
lamp	spell
_____	_____

Name _____

PP2

class	sting
boss	moss
spot	pest
mess	pass

as in stop

as in toss

_____	_____
spot	class
_____	_____
sting	boss
_____	_____
pest	moss
_____	_____
_____	pass
_____	_____

Directions: Have students write the words containing the *ss* sound spelled 's' under the 's' header and the words containing the *ss* sound spelled 'ss' under the 'ss' header.

Directions: Have students write the words containing the /t/ sound spelled 't' under the 't' header and the words containing the /t/ sound spelled 'tt' under the 'tt' header.

mutt	stamp
tongs	putt
Matt	mitt
Watt	trap

as in top

as in putt

_____	_____
<u>tongs</u>	<u>mutt</u>
_____	_____
<u>stamps</u>	<u>Matt</u>
_____	_____
<u>trap</u>	<u>Watt</u>
_____	_____
_____	<u>putt</u>
_____	_____
_____	<u>mitt</u>

Name _____ **PP11**

1. socks



socks

2. yell



yell

3. cliff



cliff

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

4. grass



grass

5. truck



truck

6. bell



bell

Name _____ **PP12**

Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.

	b	e	m	_____
	p	u	ll	<u>bell</u>

	ch	a	ck	_____
	b	i	d	<u>chick</u>

	b	i	ll	_____
	p	e	ff	<u>pill</u>



d	i	tt
m	e	l

_____ **mitt** _____



m	u	th
d	o	ck

_____ **duck** _____



p	e	f
y	i	ll

_____ **yell** _____

1. **add** odd _____

2. lack **lick** _____

3. chess **dress** _____

4. glass **grass** _____

5. **mitt** mat _____

6. moss **toss** _____

Directions: Have students circle the pronounced word and then copy it on the lines.

7. **press** dress _____

8. buzz **fuzz** _____

9. **inn** chin _____

10. **smell** fell _____

11. **add** **odd** _____

12. **egg** leg _____

1. one from

2. still miss

3. strum sun

4. fuzz thrill

5. kiss was

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

6. mess

puff

7. beg

fell

8. stuck

egg

9. stuff

less

10. shell

luck

152 Unit 8
© 2013 Core Knowledge Foundation

CORE KNOWLEDGE LANGUAGE ARTS

SERIES EDITOR-IN-CHIEF

E. D. Hirsch, Jr.

PRESIDENT

Linda Bevilacqua

EDITORIAL STAFF

Carolyn Gosse, Senior Editor - Preschool
Khara Turnbull, Materials Development Manager
Michelle L. Warner, Senior Editor - Listening & Learning

Mick Anderson
Robin Blackshire
Maggie Buchanan
Paula Coyner
Sue Fulton
Sara Hunt
Erin Kist
Robin Luecke
Rosie McCormick
Cynthia Peng
Liz Pettit
Ellen Sadler
Deborah Samley
Diane Auger Smith
Sarah Zelinke

DESIGN AND GRAPHICS STAFF

Scott Ritchie, Creative Director

Kim Berrall
Michael Donegan
Liza Greene
Matt Leech
Bridget Moriarty
Lauren Pack

CONSULTING PROJECT MANAGEMENT SERVICES

ScribeConcepts.com

ADDITIONAL CONSULTING SERVICES

Ang Blanchette
Dorrit Green
Carolyn Pinkerton

ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



CREDITS

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

ILLUSTRATORS AND IMAGE SOURCES

12: Core Knowledge Staff; 14 (top): Shutterstock; 14 (bottom): Dustin Mackay; 15 (top): Shutterstock; 15 (bottom): Dustin Mackay; 20: Core Knowledge Staff; 22 (middle): Shutterstock; 22 (bottom): Dustin Mackay; 26: Core Knowledge Staff; 27: Shutterstock; 28: Dustin Mackay; 29 (middle): Dustin Mackay; 29 (bottom): Shutterstock; 32 : Core Knowledge Staff; 33 (top): Core Knowledge Staff; 33 (bottom): Core Knowledge Staff; 35: Dustin Mackay; 38: Shutterstock; 39 (middle): Shutterstock; 39 (bottom): Dustin Mackay; 40: Dustin Mackay; 43: Core Knowledge Staff; 45 (top): Dustin Mackay; 45 (bottom): Dustin Mackay; 46: Shutterstock; 48: Core Knowledge Staff; 49 (top): Shutterstock; 49 (middle): Dustin Mackay; 52 (top): Shutterstock; 52 (middle): Core Knowledge Staff; 53: Dustin Mackay; 54: Dustin Mackay; 57: Core Knowledge Staff; 58 (top): Shutterstock; 58 (middle): Core Knowledge Staff; 60: Shutterstock; 62: Core Knowledge Staff; 64: Dustin Mackay; 65: Shutterstock; 68: Core Knowledge Staff; 69 (top): Shutterstock; 69 (bottom): Dustin Mackay; 72 (middle): Dustin Mackay; 72 (bottom): Shutterstock; 73: Dustin Mackay; 77: Core Knowledge Staff; 78 (middle): Shutterstock; 78 (bottom): Dustin Mackay; 79: Shutterstock; 82: Shutterstock; 83: Dustin Mackay; 89: Shutterstock; 90: Dustin Mackay; 92: Shutterstock; 95: Shutterstock; 96: Dustin Mackay; 97: Shutterstock; 105 (top): Shutterstock; 105 (bottom): Dustin Mackay; 107: Shutterstock; 108: Shutterstock; 115 (top): Core Knowledge Staff; 115 (bottom): Dustin Mackay; 116 (top): Shutterstock; 116 (middle): Dustin Mackay; 116 (bottom): Shutterstock; 117: Shutterstock; 119: Core Knowledge Staff; 120 (top): Shutterstock; 120 (bottom): Dustin Mackay; 121: Dustin Mackay; 124 (top): Core Knowledge Staff; 124 (bottom): Shutterstock; 125 (top): Shutterstock; 125 (middle): Dustin Mackay; 130: Shutterstock; 132: Shutterstock; 135 (top): Dustin Mackay; 135 (middle): Dustin Mackay; 135 (bottom): Shutterstock; 136: Shutterstock; 137 (top): Core Knowledge Staff; 137 (bottom): Shutterstock; 139 (middle): Core Knowledge Staff; 139 (bottom): Shutterstock; 140: Shutterstock; 143: Core Knowledge Staff; 71: Shutterstock; 9.2: Shutterstock; 13.1: Core Knowledge Staff; 14.1: Shutterstock; 14.2: Shutterstock; 16.4: Shutterstock; 16.5: Shutterstock; 17.5: Shutterstock; 18.3: Shutterstock; 19.1: Shutterstock; PP11: Shutterstock; PP12: Shutterstock; Take Home Icon: Core Knowledge Staff

Regarding the Shutterstock items listed above, please note: No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content.



Core Knowledge®

Unit 8

Teacher Guide

Skills Strand
KINDERGARTEN

The Core Knowledge Foundation
www.coreknowledge.org