Amplify CKLA
FLORIDA

Core Knowledge®

Skills 7

Teacher Guide | Kindergarten

Kindergarten

Skills 7

Teacher Guide

Amplify Core Knowledge Language Arts

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Introduction

In this unit, six more consonant sounds and the most common spelling for each sound are introduced:

- /ch/ spelled 'ch' as in *chin*
- /sh/ spelled 'sh' as in *shop*
- /th/ (unvoiced) spelled 'th' as in *thin*
- /th/ (voiced) spelled 'th' as in *them*
- /qu/ spelled 'qu' as in *quit*
- /ng/ spelled 'ng' as in *sing*

The six sounds presented in Unit 7 differ from the sounds studied up to this point because all six are generally written with two letters instead of one. English has more than forty sounds and only twenty-six letters. The people who began transcribing English long ago solved this imbalance by using multiletter combinations to represent some sounds.

DIGRAPHS AND CLUSTERS

Note: In Lesson 1 an explanation of the origin of digraphs in the English language is provided. It has been written using child-friendly wording as an optional enrichment feature.

When two letters stand for one sound, those letters are referred to, collectively, as a digraph. Students do not need to learn this term, and you may prefer to avoid it during instruction. You may also describe a digraph as a "letter team," in which two letters work together to stand for one sound.

It is important for students to understand the concept of digraphs. Digraphs should not be confused with consonant clusters. A consonant digraph is a set of two letters that, jointly, stand for one consonant sound. A consonant cluster is a set of two or more letters that stand for two or more consonant sounds. Here are some examples.

- The word *clip* begins with a consonant cluster; the letters 'c' and 'l' stand for two separate sounds.
- The word *ship* begins with a consonant sound written with a digraph. The letters 's' and 'h' are working together as a digraph (or letter team) to stand for one sound.
- The word *desk* ends with a consonant cluster; the letters 's' and 'k' stand for two separate sounds.
- The word *song* ends with a consonant sound written with a digraph; the two letters in the digraph 'ng' stand for a single sound.

- Some words contain both digraphs and clusters. For example, the word *shrimp* begins with a consonant cluster in which the digraph 'sh' stands for one consonant sound and the single-letter spelling 'r' stands for a second consonant sound.

Understanding the concept of a digraph is important not only for decoding consonant digraphs but also for decoding vowel digraphs. Most of the spellings students will be learning are digraphs.

Up to this point, there has been a simple, one-to-one relationship between sounds and letters. Students have been able to assume one letter stands for one sound and two letters stand for two sounds. With the addition of digraphs, however, decoding becomes more complicated. Students need to begin to apply an either/or strategy. They need to be aware that each letter they encounter could either stand for a single sound or could be part of a digraph. As they read, students need to be able to separate the letters in a word into groups of one or two and match each group with the appropriate sound. Although skilled readers do this effortlessly, even unconsciously, this more complex decoding is not a trivial skill for the beginning reader. The idea that two letters can stand for one sound may take some getting used to, and even those students who understand it intellectually may not be able to blend and read efficiently. That is why there are several days for practice and review. Additionally, we have chosen to mark the digraphs used in this unit by setting them in bold type (e.g., **ch**ip) on activity pages, in the Readers, and in the Big Book. This should help students recognize the digraphs and begin to treat them as single graphemes.

Note: Whenever you write a word with a digraph on the board/chart paper, circle the digraph to signal to students that the two letters work together as a team.

CONSONANT SOUNDS

Some of the specific sounds in this unit deserve a few comments. Many people are not aware the letters 'th' can stand for two different sounds—the voiceless /th/ and the voiced /<u>th</u>/. The difference between these two sounds is exactly analogous to the difference between /s/ and /z/ or between /f/ and /v/. In each of these pairs, the sounds are made with identical mouth positions, but the first sound is unvoiced and the second is voiced—or the first is a softer sound, while the second sounds buzzy.

To hear the difference between voiceless /th/ and voiced /<u>th</u>/, press your fingertips against your ears and palms against your chin, or press your fingertips against your voice box. Then say the following pairs: *teeth—teethe, ether—either, thin—then, thistle—this, bath—bathe*. You should feel a buzzing in the second word of each pair. Therefore, voiced /<u>th</u>/ and unvoiced /th/ are introduced as two sounds. First and foremost, they really are two sounds, and, second, because the distinctions made between voiced and unvoiced sounds in earlier units should allow many students to hear the difference. However, since both sounds are generally spelled with the digraph 'th', it will not be a problem if some students cannot yet hear the difference between these two sounds.

The sound /ng/ is a single sound, not a combination of /n/ + /g/. You can hear the combination of /n/ followed by /g/ in the word *in*gulf*. Compare this to the final sound in *stung*.

With /qu/ the situation is different. This is not actually a single phoneme. Like /x/, it is a cluster of two sounds; /qu/ is really /k/ + /w/. However, these letters are taught as a single unit since they are often written together. Students may notice /qu/ is really two sounds. If so, confirm that fact.

By the end of this unit, students will have been introduced to all but one of the consonant sounds in English. The only sound not yet introduced is /zh/ as in *treasure* and *seizure*. This sound is rare and can be spelled several different ways.

Since letter names were introduced in the last unit, you may use them now when talking about digraphs. For example, when describing the 'ch' spelling for /ch/ as in *chin*, you may say the spelling consists of a 'c' followed by an 'h'.

WARM-UPS

In the first part of the Warm-Up exercises in this unit, students will segment words containing consonant clusters. In the second part of the Warm-Up, students will practice letter-sound correspondences for sounds and spellings previously taught.

DECODABLE READER: SETH

The decodable Reader for this unit is *Seth*. You will model reading the *Seth* stories during the demonstration story exercises beginning in Lesson 9, pointing out digraphs and other unfamiliar content. A number of discussion questions are provided for each demonstration story. Please be sure to discuss them orally as they contain a number of nondecodable words.

After you have modeled reading with stories in the Big Book or the stories found in the Teacher Resources section on the CKLA Florida Teacher Resource site, students will be given the opportunity to practice reading the stories with partners, in small groups, or as a class.

Please note the Reader has four extra stories. These may be used for additional practice or evaluation of individual students or the entire class during the Pausing Point at the end of the unit.

STORY QUESTIONS

Comprehension is the goal of learning to read and comprehension and discussion questions are included in the Teacher Guide. In this unit, the focus includes literal questions (which can be answered by citing a specific text reference or illustration) and inferential questions which require understanding and interpretation of text or illustrations. Take this opportunity to teach students to answer in complete sentences using the question stem as the initial part of the answer. This training will serve students extremely well as they progress through their school career.

You are strongly encouraged to use these questioning and answering techniques. In Unit 8, students will add evaluative question skills to their repertoire.

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

HANDWRITING

At this point, the best handwriting assignments are ones that involve either copying decodable words, phrases, and sentences; or (slightly more challenging) dictation of decodable words, phrases, and sentences. You may combine copying with drawing. For example, you might have students copy the word *ship* and draw a picture of a ship.

WRITING

It is still a bit early to give free or nondirected writing assignments. Students should have learned how to write most of the consonant sounds in the language, but they only know how to write five of the eighteen vowel sounds. Students who wish to write on their own may do so, but you should not routinely assign free writing tasks. Students will derive greater benefit at this point in their literacy development by participating in the shared writing activities suggested in Knowledge, in which the teacher serves as a scribe.

HIGH-FREQUENCY WORDS

As of the beginning of this unit, students should be able to read **53 words from the Dolch Sight Word List** (Preprimer—Grade 2) and **53 words from Fry's Instant Words List** (first 300 words), as follows:

At the beginning of Unit 7:

	Dolch Words	Fry Words
Tricky Words	a, are, blue, I, little, look, one, the, three, two, yellow	a, are, I, little, look, one, the, three, two
Decodable Words	am, an, and, as, ask, at, best, big, but, can, cut, did, fast, get, had, has, help, him, his, hot, if, in, is, it, its, jump, just, let, must, not, on, ran, red, run, sit, six, stop, ten, up, us, went, yes	an, and, as, ask, at, big, but, can, cut, did, end, get, got, had, hand, has, help, him, his, if, in, is, it, its, just, land, last, left, let, list, man, men, must, nest, not, on, plant, run, set, sit, stop, up, us, went

By the end of this unit, students should be able to read the following new words from each of these respective lists, representing a total **66 Dolch Words** and **67 Fry Words**.

By the end of Unit 7:

	New Dolch Words	New Fry Words
Tricky Words	down, of, out	down, of, out
Decodable Words	bring, long, much, sing, that, them, then, this, wish, with	long, much, song, such, than, that, them, then, thing, this, with

FORMATIVE ASSESSMENTS AND ADDITIONAL SUPPORT

Throughout this unit, formative assessments are clearly marked for monitoring student performance and progress in the following key skills:

- oral segmenting of words with consonant clusters and digraphs (Warm-Up, Part A)
- Letter Name and Letter Sound Observation Record (Warm-Up, Part B)
- reading and spelling of words with consonant clusters and digraphs (Chaining Activities)
- oral reading of decodable stories (Small Group and Partner Reading)
- story comprehension of discussion questions (Demonstration Story Reading)

Observation records for recording student performance are included in Teacher Resources for oral segmenting of words with consonant clusters and digraphs, letter sounds and names, and story comprehension of discussion questions. A blank Anecdotal Reading Record form for making notes on each student's oral reading of decodable stories is also located in Teacher Resources.

Teachers may want to have two separate clipboards—one with the Oral Segmenting Observation Record, the Letter Name and Letter Sound Observation Record, and the Discussion Questions Observation Record. A second clipboard may hold the Anecdotal Reading Records, one for each student in the class, arranged in alphabetical order. Careful organization of these materials will mean that they are readily accessible when needed, so that they can be used most efficiently.

Teachers will also be prompted to collect completed activity pages to monitor student progress in reading and spelling of words with consonant clusters and digraphs.

Quick "Checks for Understanding" are also designated in various lessons.

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

STUDENT PERFORMANCE ASSESSMENT

In Lessons 11 and 12, you are provided with an end-of-unit Student Performance Assessment. There are two parts for this assessment.

Part 1 is required for all students and is administered in Lesson 11. This assessment directs you to pronounce ten one-syllable CVCC or CCVC words. For each word you say, students are to circle the word on Activity Page 11.1.

Part 2 requires you to assess students individually if they scored 7 or fewer points on Part 1. Each student reads from a set of ten words printed on separate cards. You will record their responses on Activity Page 12.2. You will have an opportunity to administer Part 2 to students as needed in Lessons 14, 15, and 16.

Be sure to record the results on the Unit 7 Assessment Record Sheet provided in the Teacher Resources section of this Teacher Guide.

TEACHER RESOURCES

At the end of each unit, you will find a section titled, "Teacher Resources." This section includes forms and charts which may be useful, including:

- Dolch Flash Card Family Letter and Flashcards
- Fry Flash Card Family Letter and Flashcards
- Dolch Word Assessment: Beginning and End of Unit 7
- Unit 7 Dolch Sight Word Assessment List
- Fry Word Assessment: Beginning and End of Unit 7
- Unit 7 Fry Instant Words Assessment List
- Sample Oral Segmenting Observation Record
- Oral Segmenting Observation Record—Unit 7
- Sample Letter Name and Letter Sound Observation Record—Unit 7
- Letter Name and Letter Sound Observation Record—Unit 7
- Discussion Questions Observation Record—Unit 7
- Anecdotal Reading Record—Unit 7
- Unit 7 Assessment Record Sheet
- Additional Support Activity Pages
- Activity Book Answer Key

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 on the CKLA Florida Teacher Resource site along with additional resources, mini-lessons, and activities to assist students who experience difficulty with any of the skills presented in this unit.

ADDITIONAL RESOURCES FOR THIS UNIT

Sound Library

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

ADDITIONAL MATERIALS FOR UNIT 7

The following additional materials are needed in Unit 7; the number in parentheses indicates the first lesson in which the item is used:

- clipboard(s) (1)
- pocket chart and stand (2)
- primary pencils for all students (1)
- unlined large index cards or card stock, white and yellow (3)
- primary writing paper (3)
- digital components: Throughout this unit and others, whenever the lesson suggests the teacher model the completion of an activity page or prepare a chart to display, you may use the digital version provided in the digital components file for the unit. You may also load the *Seth* Big Book from the Teacher Resources on the CKLA Florida Teacher Resource site.
- *Kit* Big Book, images from the CKLA Florida Teacher Resources site, and student Reader used in Unit 6 should be used as a decodable reading resource during Unit 7, Lessons 1–8. A new Reader, *Seth*, will be introduced in Lesson 9 of this unit.

LESSON

1

BASIC CODE

Introduce /ch/ › ‘ch’

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word.
ELA.K.F.1.2d; ELA.K.F.1.2f

Students will provide the sound and letter name for each letter card shown.
ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

Students will distinguish the similar sounds of /ch/ and /j/ in minimal word pairs.
ELA.K.F.1.2b

Students will read and spell single-syllable, short-vowel words with /ch/ > ‘ch’.
ELA.K.F.1.3c; ELA.K.F.1.3d

FORMATIVE ASSESSMENT

Observation	Oral Segmenting Observation Record ELA.K.F.1.2d; ELA.K.F.1.2f
Observation	Letter Name and Letter Sound Observation Record ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Segmenting - Sound/Spelling Review (Phonological Awareness, Print Concepts, Phonics)	Whole Group	10 min.	❑ twenty Large Letter Cards for spellings taught
Introduce the Sound /ch/ (Phonological Awareness)	Whole Group	10 min.	
Introduce the Spelling /ch/ > 'ch' (Phonological Awareness)	Whole Group	20 min.	❑ Activity Page 1.1
Differentiated Instruction (Phonics)	Small Group/ Independent	20 min.	❑ Activity Page 1.2

ADVANCE PREPARATION

Note to Teacher

Seth, the Reader for this unit, is not introduced until Lesson 9 to allow ample time for instruction and practice of digraphs. For reading practice, we recommend students reread the *Kit* Reader, as time permits.

Foundational Skills

- Gather twenty Large Letter Cards to review letter sounds and names taught up to this point.
- Give some thought prior to the lesson as to how you will group students for differentiated instruction. Group 1 students, who are students who need more support, will work with the teacher. Group 2 students will work independently.

Digital Component 1.1

- Create an enlarged version of Activity Page 1.1 (Digital Component 1.1) to display for Meet the Spelling Activity Page, or use the digital version.

Digital Component 1.2

- Create an enlarged version of Activity Page 1.2 (Digital Component 1.2) to display for Small Group 1, or use the digital version.

Universal Access

- Bring in pictures of a person skipping, a washcloth, an arm in a sling, a person on a gold medal stand, and a campsite to use in Oral Segmenting.

Lesson 1: Basic Code

Foundational Skills

60M

Primary Focus

Students will orally segment up to five sounds in a single-syllable word.

ELA.K.F.1.2d; ELA.K.F.1.2f

Students will provide the sound and letter name for each letter card shown.

ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

Students will distinguish the similar sounds of /ch/ and /j/ in minimal word pairs.

ELA.K.F.1.2b

Students will read and spell single-syllable, short-vowel words with /ch/ > 'ch'.

ELA.K.F.1.3c; ELA.K.F.1.3d

WARM-UP (10 MIN.)

Note: The Warm-Up exercise for Unit 7 has two sections. In Oral Segmenting, you will segment words containing up to five sounds, with consonant clusters at the beginning and/or the end of the word. You will begin with a set of six words which will be repeated for the first few lessons. You will also add a new word in every lesson until you have a set of ten. At that point, you will drop the oldest word when adding a new word in the next lesson. This will maintain a set of ten words at all times. In Sound/Spelling Review, you will review selected sounds and spellings that have been taught.

Oral Segmenting

- Hold up five fingers and say the word *skips*. Have students repeat the word after you.
- Wiggle or move your thumb and say the first sound in the word, /s/.
- Wiggle or move your index finger and say the second sound in the word, /k/.
- Wiggle or move your middle finger and say the third sound in the word, /i/.
- Wiggle or move your ring finger and say the fourth sound in the word, /p/.

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Prior to segmenting, tell students you will show them pictures of some of the words they will segment. Point to the picture of the person skipping, say *skips* and ask students to repeat. Do the same for the remaining words. For *hands*, hold up your free hand and say *hands*.

- Wiggle or move your pinkie and say the fifth sound in the word, /s/.
- Say the word *skips* while making a fist to symbolize the blending of the sounds.

1	2	3	4	5	6
skips	/s/	/k/	/i/	/p/	/s/

1. (5) skips /s/ /k/ /i/ /p/ /s/
2. (4) cloth /k/ /l/ /o/ /th/
3. (4) sling /s/ /l/ /i/ /ng/
4. (4) pride /p/ /r/ /ie/ /d/
5. (4) camp /k/ /a/ /m/ /p/
6. (5) hands /h/ /a/ /n/ /d/ /z/

Note: Oral Segmenting is designed to increase focus as students work with sounds and hone the ability to distinguish similar sounds. Working with four- and five-sound words can be challenging. For that reason, the same words are used repeatedly in the Warm-Ups. Use finger motions for cueing.

Observation: Oral Segmenting Observation Record

Call on a different student to segment each word. Note students' performance in the Oral Segmenting Observation Record.

Large Letter Cards

Sound/Spelling Review

- Review the Large Letter Cards for the twenty spellings that have been taught. Choose letter-sound correspondences students need to practice.
- Point to a Large Letter Card and ask students to provide the sound for the letter and provide the letter name.

Observation: Letter Name and Letter Sound Observation Record

Call on a different student to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

INTRODUCE THE SOUND /CH/ (10 MIN.)

Hearing Initial Sounds

- Tell students the new sound is /ch/.
- Have students say the /ch/ sound several times.
- Ask students to repeat a number of words having the /ch/ sound at the beginning: *cheap*, *chip*, *cherries*, *chill*, *chin*.
- Ask students to repeat a number of words having the /ch/ sound at the end: *hitch*, *lunch*, *pinch*, *bench*, *finch*.
- Ask students if /ch/ is a vowel sound or a consonant sound. *(It is a consonant sound, made with a closed mouth.)*
- Tell students you are going to say a number of words. Some of the words will begin with the /ch/ sound and some will not.
- Have students close their eyes and listen carefully.
- Ask students to raise their hands when they hear a word beginning with the /ch/ sound.

1. pig	6. bottle
2. cheek	7. chant
3. sun	8. red
4. chase	9. chops
5. chair	10. boat

Sound Library

Minimal Pairs

- Tell students it can be difficult to tell the difference between the /ch/ sound as in *chill* and the /j/ sound as in *Jill*.
- Ask students to say /ch/ several times. Ask what their tongues are doing as they say this sound. [The rim of the tongue taps against the palate (i.e., the roof of the mouth).]
- Ask students to say /j/ several times. Ask what their tongues are doing as they say this sound. [Again, the rim of the tongue taps against the palate (i.e., the roof of the mouth).]
- Both sounds feel the same way in the mouth; however, there is a difference: /ch/ is voiceless and /j/ is voiced (or buzzy).
- Tell students you are going to say word pairs. The words will be very similar, but one word will contain the /ch/ sound and the other word will contain the /j/ sound.
- Have students close their eyes and listen as you say the first word pair. Ask students which word contains the /ch/ sound.
- Have students repeat both words to hear and feel the difference in articulation.
- Complete the word pairs.

1. jug—chug
2. chest—jest
3. chain—Jane
4. junk—chunk
5. jeep—cheep
6. cherry—Jerry

Support

Word pairs for /ch/ vs. /j/: *jump—chump, jar—char, Jill—chill.*

Check for Understanding

Have students close their eyes and listen as you read the words in the chart. Ask students to raise their hands when they hear a word beginning with the /ch/ sound.

INTRODUCE THE SPELLING /CH/ → 'CH' (20 MIN.)

Teacher Modeling

Note: The concept of a digraph is a major shift for students who have only studied one-to-one letter-sound correspondences. To minimize the potential for confusion, introduce the digraph 'ch' using the following steps:

- Draw a square, a triangle, and a triangle on top of a square (a house) on the board/chart paper and ask students to identify the pictures.
- Tell students a triangle on its own is just a triangle, and a square on its own is just a square. However, when you put them together, these shapes look like something else altogether: a house. Some letters work the same way.
- Write the spelling 'ch' on the board/chart paper following the directions in the sidebar.
- Cover the letter 'h' with your hand. Explain that the letter 'c' by itself is usually a picture of /k/.
- Cover the letter 'c' with your hand. Tell students that the letter 'h' by itself is usually a picture of /h/.
- Circle the spelling 'ch' and explain that the two letters 'c' and 'h' in this order stand for the sound /ch/.
- Explain as with the shapes, these two letters can be combined to make a picture of a sound which is different from either /k/ or /h/.
- Have students write the spelling in the air while saying the sound.
- Tell students that whenever the spelling 'ch' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.

Why Some Sounds Are Spelled with Two Letters

A long time ago, English was a language people only spoke, because no one knew how to read or write. When some religious men called monks came to England, they wanted people to be able to read the Bible, so they invented a writing system—a way of writing down sounds. The monks spoke, read, and wrote another language besides English—the Latin language. That language had a set of letters (the Roman alphabet) the monks could use to write down the sounds of Latin. The monks thought they would use the same system and the same letters to write down the sounds they heard in English. There was one problem. English had more sounds than Latin: there were more than forty sounds in English and only twenty-six letters in the Roman alphabet.

Start just below the dotted line.

1. most of a circle to the left

Start on the top line.

1. long line down
2. hump

Support

You may introduce the term *digraph* or *letter team* at this point.

Challenge

You may wish to read or paraphrase the story explaining how digraphs came into the English language.

The monks might have solved this problem by inventing new letters, but instead they used combinations of the old letters to stand for extra sounds. This explains why English has several sounds written with letter teams or digraphs.

Meet the Spelling Activity Page

Digital Component 1.1

Activity Page 1.1

- Distribute and display Activity Page 1.1. Tell students they will practice writing the letters for the /ch/ sound.
- Work as a group, guiding students to complete each item in the rows of spellings as you model the handwriting process. Trace the gray dotted spellings in the row first; write the spellings, using the black dots as starting points. Say the sound as you finish each spelling.
- At the bottom of the page, show students how to read and trace the word *much*; have students trace and write the word using the black dots to start each letter. On the back of the activity page, ask students to read each word, find the matching picture, and write the word on the corresponding line. Model each step so students can follow along.

DIFFERENTIATED INSTRUCTION (20 MIN.)

Small Group 2

Activity Page 1.2

- Distribute Activity Page 1.2.
- Tell students that for each picture, they should circle letters that spell the name of the depicted item and write the name on the line.
- Write the following decodable phrases on the board/chart paper. As students finish, have them read, copy, and illustrate some of the phrases. Or suggest they partner read stories from the *Kit* Reader.

1. big lunch
2. crab can pinch
3. man on bench
4. munch on chips

Small Group 1

- Write *chip* on the board/chart paper.
- Ask students to read the word together, first in a segmented fashion and then blended.
- Ask students which letters represent the /ch/ sound; circle the 'ch' after the students respond.
- Add 's' to the end of *chip* and ask, "If that was *chip*, what is this?"
- Continue each step of this process with the remaining words.
- Complete the chaining.

1. chip > chips > chops > chaps > chats > chat
2. such > much > munch > lunch > bunch

Digital Component 1.2

- Distribute and display Activity Page 1.2.
- Point to the first picture and ask students to identify it. (If necessary, tell the class it is a chest.)
- Ask students for the first sound in *chest*.
- Ask students which of the first two spellings correctly spells the /ch/ sound.
- Have students circle the 'ch'.
- Repeat for the remaining three sounds in *chest*.
- Have students write *chest* on the line provided and say each sound as they write it.
- Complete the remaining items.
- Alternatively, you may use different remediation exercises that address students' needs.

End Lesson

Lesson 1: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

1. munch on chips
2. pals chat
3. bad stench
4. rich man
5. chin on chest
6. sit on bench
7. lunch and brunch
8. chop it up
9. finch on branch
10. not much milk left

MORE HELP SEGMENTING /CH/

Push & Say

Note: This activity is valuable for developing readiness for phonics work with four-and five-phoneme words.

- Make one copy of **Activity Page TR 1.1** (Sound Boxes) for each student. Provide each student with a handful of **small objects** (e.g., cubes, tiles, beans, buttons, etc.).
- Tell students you will say sounds for them to blend into words.
- Use familiar blending motions (e.g., finger tapping) as you say the words in segmented fashion.
- Use Sound Boxes to have students represent phonemes with objects. Representing phonemes with objects allows for cognitive focus on discriminating sounds in larger (four- and five-phoneme) words before requiring the additional demand of matching letter knowledge to those sounds.

1. such
2. much
3. rich
4. chimp
5. lunch
6. branch
7. inch
8. chip
9. chest
10. bench
11. chin
12. ranch

- Have students repeat the sounds and push an object into the boxes for each phoneme (from left to right). Have students then run a finger under the boxes (from left to right) and blend the sounds to say the word.
- Tell students that although they may not always use every box, they should always start with the first box on the left.

MORE HELP WITH SIMILAR SOUNDS

T-Charts

Note: In this unit, a few sounds are introduced that can be difficult to distinguish. With students, practice listening for the difference between /ch/ and /j/.

- Select two similar sounds, for example /ch/ and /j/, and gather pictures of items beginning with either of these sounds.
- Draw a T-chart and write the basic code spellings for the target sounds at the top of the chart.
- Show students pairs of pictures, one starting with /ch/ and one with /j/. Ask students to identify the beginning sounds.
- Have students place the pictures in the appropriate columns of the chart.

'ch'	'j'
chin	jar
chair	jet
child	jam
chain	jar
chick	jaw

MORE HELP READING AND SPELLING CONSONANT DIGRAPHS

Bingo

Note: Students apply learned sound/spelling knowledge from Unit 7 to read words as they play the traditional game, Bingo. Here, the game is tailored appropriately for the students' developmental level with only three spaces across, down, or diagonal.

- Make enough copies of **Activity Pages TR 1.2** (Bingo Boards) for each student to have a game board.
- Make one copy of **Activity Page TR 1.3** (Bingo Word Cards) and cut apart the word cards.
- Any collection of **small objects** can be used for students to cover spaces on their game boards (e.g., cubes, beans, tiles, etc.).
- As word cards are selected and read, students search for the word on their game board.
- Ask students to put their finger on the word if they find it and read it aloud to confirm they are correct before covering the space.
- When students are incorrect, use the opportunity to address the confusion.
- When students are correct, ask, "How did you know that was _____?" (This verbalization of knowledge or strategies used is powerful for reinforcing learning.)
- The game may be played until one or all students get three spaces covered in a row, or until one or all students get "blackout" (covering the entire board).

Large Card Chaining

- Distribute the following Large Letter Cards, reviewing each sound as you do so: 's', 'p', 't', 'r', 'm', 'l', 'ch', 'i', 'o', 'a'.
- Tell students if they are holding a card with a picture of a sound or letter in *sip*, they should go to the front of the room and stand in the order that spells *sip*. If necessary, help students with correct order.
- Once students are standing in place, ask a seated student to sound out the letters in the order they are arranged to verify that students at the front have spelled *sip* correctly.
- Say to students, "If that is *sip*, show me *chip*."
- 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.
- Have any students without Large Letter Cards write the chained words on the board/chart paper or in a notebook.

1. sip > chip > chips > chops > chaps > chats > chat > sat > spat > pat
2. rant > chant > chat > chap > champ > lamp > limp > chimp > chomp

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average between 170 and 217 of those words would be completely decodable.

After today's lesson: If students attempted to read 1,000 words in a trade book, on average between 173 and 219 of those words would be completely decodable.

The sound /ch/ is the 35th most common sound in English.

The sound /ch/ is found in approximately 4 percent of English words.

The sound /ch/ is spelled 'ch' approximately 70 percent of the time.

The spelling alternatives 'tch' as in *batch* and 't' as in *century* are taught later in the program.

The spelling 'ch' is a tricky spelling; it can be pronounced /ch/ as in *chip*, /k/ as in *school*, or /sh/ as in *chef*. In CKLA™ Kindergarten materials, however, 'ch' is always pronounced /ch/.

Students have now learned at least one way to spell 25 of the 44 sounds in the English language.

LESSON

2

BASIC CODE

Introduce /sh/ › ‘sh’

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word.
ELA.K.F.1.2d; ELA.K.F.1.2f

Students will provide the sound and letter name for each letter card shown.
ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

Students will read and spell single-syllable, short-vowel words with /ch/ > ‘ch’ and /sh/ > ‘sh’. ELA.K.F.1.3c; ELA.K.F.1.3d

FORMATIVE ASSESSMENT

Observation	Oral Segmenting Observation Record ELA.K.F.1.2d; ELA.K.F.1.2f
Observation	Letter Name and Letter Sound Observation Record ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Segmenting - Sound/Spelling Review (Phonological Awareness, Print Concepts, Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'ch' and nineteen other spellings ❑ Sound Poster for /ch/ ❑ Sound Card 27 (*chips*)
Introduce the Sound /sh/ (Phonological Awareness)	Whole Group	10 min.	❑ *One Fish, Two Fish* by Dr. Seuss (optional)
Introduce the Spelling /sh/ > 'sh' (Phonics)	Whole Group	20 min.	❑ Activity Page 2.1
Student Chaining (Phonics)	Independent	20 min.	❑ pocket chart ❑ Chaining Folders ❑ Small Letter Cards and pocket chart cards for 'i', 'e', 'a', 'u', 'o', 'n' (2), 't' (2), 's' (2), 'p' (2), 'l', 'r', 'ch', 'sh'
Take-Home Material			
Practice Pack			❑ Activity Page 2.2

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards for the letters listed in the Lesson at a Glance.
- Gather the Sound Poster for /ch/ and Sound Card 27 (*chips*).
- Prepare the pocket chart and arrange the cards as shown.

Pocket Chart Setup

Digital Component 2.1

- Create an enlarged version of Activity Page 2.1 (Digital Component 2.1) to display for Meet the Spelling Activity Page, or use the digital version.

Universal Access

- Bring in pictures of a person skipping, a washcloth, an arm in a sling, a person on a gold medal stand, a campsite, and frost on a window or ice/snow to use in Oral Segmenting.
- Bring in the following pictures to use in Sound Riddles: a person shampooing hair, a shirt, a pair of shoes, a sheep, a ship, a shell, and a shoulder.

Lesson 2: Basic Code

Foundational Skills

60M

Primary Focus

Students will orally segment up to five sounds in a single-syllable word. **ELA.K.F.1.2d; ELA.K.F.1.2f**

Students will provide the sound and letter name for each letter card shown. **ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b**

Students will read and spell single-syllable, short-vowel words with /ch/ > 'ch' and /sh/ > 'sh'. **ELA.K.F.1.3c; ELA.K.F.1.3d**

WARM-UP (10 MIN.)

Oral Segmenting

- Follow the steps outlined in Lesson 1, adding the word *frost*.

1	2	3	4	5	6
skips	/s/	/k/	/i/	/p/	/s/

Note: The numbers in parentheses indicate how many sounds are in each word.

1. (5) skips /s/ /k/ /i/ /p/ /s/
2. (4) cloth /k/ /l/ /o/ /th/
3. (4) sling /s/ /l/ /i/ /ng/
4. (4) pride /p/ /r/ /ie/ /d/
5. (4) camp /k/ /a/ /m/ /p/
6. (5) hands /h/ /a/ /n/ /d/ /z/
7. (5) frost /f/ /r/ /o/ /s/ /t/

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Prior to segmenting, tell students you will show them pictures of some of the words they will segment. Point to the picture of ice and snow, say *frost* and ask students to repeat. Then point to and name each pictured item, asking students to repeat. For *hands*, hold up your free hand, say *hands*, and ask students to repeat.

Observation: Oral Segmenting Observation Record

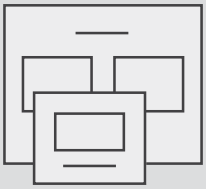
Call on a different student to segment each word. Note students' performance in the Oral Segmenting Observation Record.

Large Letter Cards

Sound/Spelling Review

- Review the Large Letter Cards for 'ch' and nineteen other spellings already taught. Select cards students need to practice.
- Point to a Large Letter Card spelling and ask students to provide the sound for the letter and the letter name.
- Add Sound Card 27 (*chips*) to the new Sound Poster for /ch/.

Sound Posters and Cards



Observation: Letter Name and Letter Sound Observation Record

Call on a different student to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

INTRODUCE THE SOUND /SH/ (10 MIN.)

Sound Riddles

- Tell students the new sound is: /sh/.
- Have students say the /sh/ sound several times, stretching it out.
- Ask students to repeat a number of words having the /sh/ sound at the beginning: *ship, shell, shower, shut, shine.*
- Ask students to repeat a number of words having the /sh/ sound at the end: *fish, wish, splash, rush, mash*.
- Ask students whether they can tell if /sh/ is a vowel or consonant sound. *(It is a consonant sound, made with a closed mouth.)*
- Tell students you are thinking of something beginning with the /sh/ sound. You want them to guess what it is, but first you will give a hint.
- Read the first hint and have students guess the answer.

Support

The Dr. Seuss book *One Fish, Two Fish* has a large number of words with the /sh/ sound. Reading this book aloud to students on the day /sh/ is introduced will give them practice listening for the sound. You could read it a second time asking students to raise their hands whenever they hear the /sh/ sound.

- If needed, read the second hint.
- Complete the following riddles.

Shampoo

I'm thinking of something you might find in a bathtub.

I'm thinking of something you use to wash your hair.

Shirt

I'm thinking of an item of clothing with sleeves.

I'm thinking of a piece of clothing covering your shoulders, chest and stomach.

Shoes

I'm thinking of something you wear on your feet.

I'm thinking of something you might tie with strings called laces.

Sheep

I'm thinking of an animal that gives us wool to make clothing.

I'm thinking of an animal that makes sounds like, "Baaa baaa!"

Ship

I'm thinking of something you can sail across the ocean.

I'm thinking of another name for a boat.

Shell

I'm thinking of something you can find on the beach.

I'm thinking of something people find in the sand when they are walking along the seashore.

Shoulder

I'm thinking of a part of my upper body.

I'm thinking of the top part of my arm.

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Prior to Sound Riddles, tell students that you will show them pictures that will give them clues to the riddle answers. Hold up the picture of the person shampooing their hair and ask a student to identify what the person is doing. Proceed to ask the riddle question, emphasizing that the answer will begin with /sh/. Repeat the process with the rest of the riddles.

Sound Library

INTRODUCE THE SPELLING /SH/ → 'SH' (20 MIN.)

Teacher Modeling

Note: Today you will introduce the second example of a single sound written with a combination of two letters (a digraph). To minimize the potential for confusion, review the concept of a digraph introduced in the lesson before, using the following steps.

- Draw a square, a triangle, and a triangle on top of a square (a house) on the board/chart paper and ask students to identify the pictures.
- Remind students a triangle on its own is just a triangle, and a square on its own is just a square. However, when you put them together, these shapes look like something else altogether: a house.
- Tell students some of the letters they have been learning can be combined to stand for something different, just like the triangle and the square. Remind them of the sound /ch/ they learned in the lesson before.
- Write the spelling 'sh' on the board/chart paper, following the directions in the sidebar.
- Cover the letter 'h' with your hand. Explain that the letter 's' by itself is usually a picture of /s/.
- Cover the letter 's' with your hand. Explain that the letter 'h' by itself is usually a picture of /h/.
- Circle the spelling 'sh' and explain that these two letters 's' and 'h' in this order, stand for the sound /sh/.
- Have students write the spelling in the air while saying the sound.
- Tell students that whenever the spelling 'sh' appears on a activity page for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Today you will introduce the second example of a single sound written with a combination of two letters (a digraph). To minimize the potential for confusion, review the concept of a digraph introduced in the lesson before, using the following steps.

Start just below the dotted line.

1. half circle to the left, half circle to the right

Start on the top line.

1. long line down
2. hump

Meet the Spelling Activity Page

Digital Component 2.1

- Distribute and display Activity Page 2.1.
- Tell students they will practice writing letters for the /sh/ sound.
- Work as a group, guiding students to complete each item in the rows of spellings as you model the handwriting process. Trace the gray dotted spellings in the row first; write the spellings, using the black dots as starting points. Say the sound as you finish each spelling.
- At the bottom of the page, show students how to read and trace the word *shed*; have students trace and write the word using the black dots to start each letter.
- Turn to the back of the activity page. Ask students to read each word, identify the matching picture, and write the word on the corresponding line. Model each step so students can follow along.

Activity Page 2.1

STUDENT CHAINING (20 MIN.)

- Ask students to take out the Chaining Folders and arrange the Small Letter Cards on the folder, with the spellings for vowel sounds along the top and the spellings for consonant sounds along the bottom.
- Collect the Small Letter Cards for /d/, /b/, /m/, and /k/.
- Students need two Small Letter Cards for 'n', and one Small Letter Card each for: 'l', 'ch', and 'sh'.
- Make sure students have Small Letter Cards for the following vowel spellings along the top of the folder: 'i', 'e', 'a', 'u', 'o'.
- Make sure students have Small Letter Cards for the following consonant spellings along the bottom of the folder: 'n' (2), 't' (2), 's' (2), 'p' (2), 'l', 'r', 'ch', 'sh'.
- Review the spelling-sound correspondences by pointing to a spelling on the pocket chart and having students say the sound.
- Ask students to spell *chin* in the middle of their Chaining Folders, starting on the left side at the green dot.
- Ask a student to come up to the pocket chart and spell *chin*.
- Have students make any necessary corrections on folders.

Pocket Chart Setup

Chaining Folder

- When students have spelled *chin* on the Chaining Folders, say, "If that is *chin*, show me *shin*."
- Repeat for the remaining words in the chain.
- Once students have spelled the last word in the chain, have students return the Small Letter Cards to their slots.
- Complete the chaining.

1. chin > shin > ship > ships > chips > chip > chop > shop > shot > shut
2. chant > chat > cat > sat > sash > lash > slash

Check for Understanding

As students move through the chain, observe their spelling ability, particularly with regard to consonant digraphs.

End Lesson

Take-Home Material

PRACTICE PACK

Activity Page 2.2

- Have students give Activity Page 2.2 to a family member

Lesson 2: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

1. trim shrubs
2. lush plants
3. big shelf
4. ship's mast
5. fresh shrimp
6. smash dish
7. bump shin
8. splash in pond
9. rash on skin
10. shop in shops

MORE HELP SEGMENTING /CH/ AND /SH/

Push & Say

- Make one copy of **Activity Page TR 1.1** (Sound Boxes) for each student.
- Follow the directions for Push & Say in Lesson 1.

1. shut
2. brush
3. rush
4. cash
5. shelf
6. crash
7. shed
8. flesh
9. chest
10. lunch

Feed the Squirrel

- Make one copy of **Activity Page TR 2.1** (Squirrel Cut-Out). Make enough copies of **Activity Page TR 2.2** (Acorn Cut-Outs) for each student to have at least six acorns. Cut apart the acorns.
- Place the squirrel in the middle of the table and tell students they need to help you feed the squirrel.
- Give each student at least six acorns and suggest that they arrange them in a row.

- Tell students you are going to say a word. As you say each word, students should push one acorn forward for each sound in the word.
- Once all students have the correct number of acorns set out, ask individual students to feed the squirrel by saying each sound for the word as they place each acorn on the squirrel. When they are finished, they get to say, "Oh, nuts!"
- As all students "feed the squirrel" the acorns will pile up on the squirrel. Then, redistribute the acorns for the next word.

1. chips
2. bunch
3. pinch
4. crunch
5. fish
6. ship
7. wish
8. fresh
9. shop
10. shot

MORE HELP READING AND SPELLING CONSONANT DIGRAPHS

Review the Sound/Spelling

- Make one copy of **Activity Page TR 2.3** for each student to review the digraph /sh/.

Note: The image of the girl pronouncing the target sound is provided to prompt attention to the articulation of the sound. The word provided is an exemplar allowing students to listen for the target sound within a word.

Letter formation arrows are also provided for the digraphs, which can serve as a reference when writing and/or as tracing practice if used with a clear plastic sleeve and dry-erase marker.

A few items are revisited from the Meet the Spelling activity pages to provide spelling, reading, and letter formation practice including the target sound/spelling.

Race to the Top

- Give each student a copy of **Activity Page TR 2.4 (Ladder Game Board)** and **small items** to use as game pieces. Make one set of **Word Picture Cards (Activity Page TR 2.5)**.

Note: Copy and cut the game cards from card stock to allow for reuse.

- Place Word Picture Cards in a **container**, such as a brown bag, so that students may select one card at a time.
- There are two versions of this game:
  - **Read It:** As cards are drawn, the word side of the card is shown to the opposing player to read. The picture allows for confirmation/correction.
  - **Spell It:** As cards are drawn, the picture side of the card is shown to the opposing player to be spelled (e.g., on a **whiteboard**). The word side allows for confirmation/correction.
- For correct answers, students move up a rung; for incorrect answers, students fall down a rung. First one to the top wins.

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average between 173 and 219 of those words would be completely decodable.

After today's lesson: If students attempted to read 1,000 words in a trade book, on average between 175 and 222 of those words would be completely decodable.

The sound /sh/ is the 34th most common sound in English.

The sound /sh/ is found in approximately 6 percent of English words.

The sound /sh/ is spelled 'sh' approximately 77 percent of the time.

Some spelling alternatives for /sh/ include 'ss' as in *assure,* 's' as in *sure*, and 'ch' as in *chef*, as well as the endings 'cious', 'tious', 'cia', 'tia', 'sion', 'ssion', and 'tion'. Several of these will be taught later in the program.

Students have now learned at least one way to spell 26 of the 44 sounds in the English language.

LESSON

3

TRICKY WORD

Introduce Down

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word. ELA.K.F.1.2d; ELA.K.F.1.2f

Students will provide the sound and letter name for each letter card shown. ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

Students will read the Tricky Word *down*. ELA.K.F.1.4

Students will read and spell single-syllable, short-vowel words with /ch/ > 'ch' and /sh/ > 'sh'. ELA.K.F.1.3c; ELA.K.F.1.3d

Students will learn that the word *down* is a word used to describe direction. ELA.K.V.1.1

FORMATIVE ASSESSMENT

Observation	Oral Segmenting Observation Record ELA.K.F.1.2d; ELA.K.F.1.2f
Observation	Letter Name and Letter Sound Observation Record ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b
Activity Page 3.2	'ch' and 'sh' (Group 2 only) ELA.K.F.1.3c

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Segmenting - Sound/Spelling Review (Phonological Awareness, Print Concepts, Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'ch', 'sh', and eighteen other spellings ❑ Sound Poster for /sh/ ❑ Sound Card 28 (*ship*)
Introduce Tricky Word: *Down* (Word Recognition)	Whole Group	20 min.	❑ yellow index card ❑ Picture Reader ❑ Activity Page 3.1
Reading Practice: Wiggle Cards (Phonics)	Whole Group	10 min.	❑ Wiggle Cards
Differentiated Instruction (Phonological Awareness, Phonics)	Small Group/ Independent	20 min.	❑ Activity Page 3.2
Take-Home Material			
Tricky Word: *Down*			❑ Activity Pages 3.3, 3.4

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards for the letters listed in the Lesson at a Glance.
- Gather the Sound Poster for /sh/ and Sound Card 28 (*ship*).
- Write *down* on a yellow index card if you have a Tricky Word Wall.

Digital Component 3.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 3.1) on the board/chart paper or display the digital version.
- Prepare to load "Skills 7" from the Picture Reader on the CKLA Florida Teacher Resource site.
- Write the following words on index cards for the Wiggle Card activity:

1. fish
2. chimp
3. trim shrubs
4. lush plants
5. big shelf
6. ship's mast
7. fresh shrimp
8. smash dish
9. bump shin
10. splash in pond
11. rash on skin
12. shop in shops

- Give some thought prior to the lesson as to how you will group students for differentiated instruction. Group 1 students, who are students who need more support, will work with the teacher. Group 2 students will work independently.

Digital Component 3.2

- Create an enlarged version of Activity Page 3.2 (Digital Component 3.2) to display for Small Group 1, or use the digital version.
- Write the following phrases on the board/chart paper or on sentence strips to use with Group 2.

1. cash in chest	3. crunch can
2. cat branch	4. fresh fish

Universal Access

- Bring in pictures of a person skipping, a washcloth, an arm in a sling, a person on a gold medal stand, a campsite, frost on a window or ice/snow and a leaky faucet to use in Oral Segmenting.

Lesson 3: Basic Code

Foundational Skills

60M

Primary Focus

Students will orally segment up to five sounds in a single-syllable word. **ELA.K.F.1.2d; ELA.K.F.1.2f**

Students will provide the sound and letter name for each letter card shown. **ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b**

Students will read the Tricky Word *down*. **ELA.K.F.1.4**

Students will read and spell single-syllable, short-vowel words with /ch/ > 'ch' and /sh/ > 'sh'. **ELA.K.F.1.3c; ELA.K.F.1.3d**

Students will learn that the word *down* is a word used to describe direction. **ELA.K.V.1.1**

WARM-UP (10 MIN.)

Oral Segmenting

- Follow the steps outlined in Lesson 1, adding the word *drips*. The numbers in parentheses indicate how many sounds are in each word.

1	2	3	4	5	6
skips	/s/	/k/	/i/	/p/	/s/

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Prior to segmenting, tell students that you will show them pictures of some of the words they will segment. Point to the picture of the leaky faucet, tell them a leaky faucet *drips* and ask students to repeat the word *drips*. Then point to and name each pictured item, asking students to repeat. For *hands*, hold up your free hand, say *hands* and ask students to repeat.

1. (5) skips /s/ /k/ /i/ /p/ /s/	5. (4) camp /k/ /a/ /m/ /p/
2. (4) cloth /k/ /l/ /o/ /th/	6. (5) hands /h/ /a/ /n/ /d/ /z/
3. (4) sling /s/ /l/ /i/ /ng/	7. (5) frost /f/ /r/ /o/ /s/ /t/
4. (4) pride /p/ /r/ /ie/ /d/	8. (5) drips /d/ /r/ /i/ /p/ /s/

Observation: Oral Segmenting Observation Record

Call on a different student to segment each word. Note students' performance in the Oral Segmenting Observation Record.

Sound/Spelling Review

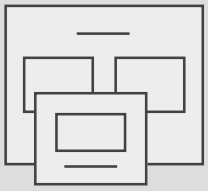
- Review the Large Letter Cards for 'ch', 'sh', and eighteen other spellings that have already been taught. Select cards students need to practice.
- Point to a Large Letter Card spelling and ask students to provide the sound it represents and supply the letter name.
- Add Sound Card 28 (*ship*) to the new Sound Poster for /sh/.

Large Letter Cards

Observation: Letter Name and Letter Sound Observation Record

Call on a different student to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

Sound Posters and Cards



INTRODUCE TRICKY WORD: DOWN (20 MIN.)

Tricky Word Review

Note: The word *up* is included in this Tricky Word lesson and the Picture Reader, even though students can read this as a decodable word, to contrast it with the new Tricky Word *down*, presenting *up* and *down* as opposites.

- Remind students that Tricky Words have parts that are not pronounced as we would expect them to be pronounced. These parts do not "follow the rules," so students must simply memorize how to pronounce and read these parts of the words.
- Review previously taught Tricky Words using the Tricky Word Wall or the digital version, following established procedures.

Digital Component 3.1

9. one	15. yellow
10. two	16. look
11. three	17. I
12. the	18. are
13. a	19. little
14. blue	

Tricky Word *Down*

- Write the Tricky Word *down* on the board/chart paper and ask students how they might sound out or pronounce this word. (Based on their current code knowledge, students may say, "/d/ /o/ /w/ /n/," which is not a real word.)
- Tell students this word is actually pronounced "/d/ /ou/ /n/" as in, "I walk down the stairs." Tell students the word *down* is also a word used to describe direction.
- Circle the letter 'd' and explain it is pronounced just as you would expect, as /d/.
- Circle the letter 'n' and explain it is also pronounced just as you would expect, as /n/.
- Underline the letters 'o' and 'w' and explain these letters make up the tricky part of the word. Students would probably expect these letters to be pronounced separately as /o/ /w/, but these two letters work together to stand for the /ou/ sound.
- Tell students when reading *down*, they have to remember to pronounce the letters 'o' 'w' as /ou/.
- Tell students when writing *down*, they have to remember to spell the /ou/ sound with the letters 'o' 'w'.

- Write the Tricky Word *down* on a yellow card and add it to the Tricky Word Wall.
- Point to the word *down* as you say the following sentence, "I look down at my shoe." Ask students to **Turn and Talk**, using the word *down* to tell their partner about something else that they might look down to see.
- Now write the word *up* on the board/chart paper and ask students to read this word, pointing out that they can sound out and read this word on their own.
- Point to *up* as you say the following sentence, "The balloon is up." Ask students to **Turn and Talk**, using the word *up* to tell their partner about something else that might be up.
- Tell students that the words *up* and *down* are opposites, meaning that they are completely different. Something that is *up*, like an airplane, is located high in the sky, or above you (gesture by looking and pointing up to the ceiling); something that is *down*, like your shoe, is located lower, or below you (gesture by looking and pointing down at the ground). So the words *up* and *down* are opposites.

Picture Reader and Activity Page 3.1

- Display page 81 of the Picture Reader and have students turn to this page in their copies of the Picture Reader.
- Point to each of the following new pictures explaining that students should "read" these pictures as follows:

Picture Reader Key

hill	**sidewalk**

- Point to *up* at the top of the page, asking all students to read the word aloud.
- Remind students that *up* is not a Tricky Word because it "follows the rules." That is, all of the letters are pronounced exactly as you would expect them to be.
- Tell students to turn the page to page 82.
- Now point to the first sentence on this page.

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

As students read sentences that use the words *is* and *are*, ask them to notice whether only one or more than one thing is being talked about to reinforce their understanding that the word *is* is used when talking about one thing and *are* is used when talking about more than one thing.

Picture Reader

Page 81

- Call on individual students to read each sentence on pages 82 and 83 aloud.
- Now display page 85 of the digital Picture Reader and ask students to turn to the same page in their copies of the Picture Reader.
- Point to *down* at the top of the page, asking all students to read the word aloud.
- Now tell students to turn the page to page 86.
- Now point to the first sentence on this page.
- Call on individual students to read each sentence on pages 86–87 aloud.
- Distribute Activity Page 3.1 and complete each item as a class. Ask one student to read each sentence aloud and have all students say and write the word *up* or *down* in the blank space to complete the sentence.

Activity Page 3.1

READING PRACTICE (10 MIN.)

Wiggle Cards

- Hold up the *fish* Wiggle Card while saying "Act like a . . ." Have students read the card and perform the action.
- Complete the activity using the remaining cards.

DIFFERENTIATED INSTRUCTION (20 MIN.)

Small Group 2

Digital Component 3.2

Activity Page 3.2

- Distribute and display Activity Page 3.2.
- Tell students to read both phrases for each item and then put a check mark in the box for the phrase that goes with the picture.
- Refer to the following decodable phrases prepared in advance. As students finish, have them read, copy, and illustrate some of the phrases. They may also use the time to partner read stories from the *Kit* Reader.

1. cash in chest	3. crunch can
2. cat branch	4. fresh fish

Small Group 1

- Write 'ch' and 'sh' on the board/chart paper in T-chart format and review the sounds for each digraph.
- Point to 'ch' and ask students to name words starting or ending with /ch/. Point to 'sh' and repeat the same process.
- Write the following words on the board/chart paper, one pair at a time, under the appropriate digraph header and ask students to read each pair; circle the digraph in each word as students read the pairs.

1. chip—ship	2. chop—shop	3. chin—shin

Activity Page 3.2: 'ch' and 'sh' (Group 2 only)

Collect Activity Page 3.2 from Group 2. Note any errors students make in matching phrases to pictures.

End Lesson

Take-Home Material

TRICKY WORD: DOWN

- Have students give Activity Pages 3.3 and 3.4 to a family member.

Activity Pages 3.3, 3.4

Lesson 3: Foundational Skills Remediation

Additional Support

MORE HELP SEGMENTING CONSONANT DIGRAPHS

Match Maker

- Make one copy of **Activity Page TR 3.1** (Picture Cards for /ch/ and /sh/) and cut the picture cards apart.
- Review the names of all pictures.
- Model how to mix up the cards, lay them out, and take turns turning pairs over to look for matches.
- The goal is to match the target sounds, such as two words that begin with /ch/.
- As students become comfortable with the game, they may be able to play independently.

Flip Your Lid!

Preparation: Collect a **number of bottle caps** from discarded water or soda bottles. They do not have to be alike and certainly can add more interest if the colors are varied. Cut off the bottom of a **2-liter soda bottle** and wash it thoroughly to remove any stickiness.

- Give each student at least six bottle caps.
- Tell students you are going to say a word and they should remove one bottle cap from their pile for each sound in the word.
- Once all students have the correct number of bottle caps set out, ask individual students to say each sound for the word as they gently toss each bottle cap into the soda bottle bottom.
- As all students get a turn, the bottle bottom will fill up with bottle caps. Then, redistribute the bottle caps for the next word.

1. shrubs
2. lush
3. shelf
4. fresh
5. smash
6. dish
7. munch
8. chat
9. stench
10. chop

Oral Segmenting

- Follow the steps outlined in Lesson 1 Warm-Up using the words in the box.

1. shrubs (5) /sh/ /r/ /u/ /b/ /z/
2. lush (3) /l/ /u/ /sh/
3. shelf (4) /sh/ /e/ /l/ /f/
4. fresh (4) /f/ /r/ /e/ /sh/
5. smash (5) /s/ /m/ /a/ /sh/
6. dish (3) /d/ /i/ /sh/
7. munch (4) /m/ /u/ /n/ /ch/
8. chat (3) /ch/ /a/ /t/
9. stench (5) /s/ /t/ /e/ /n/ /ch/
10. chop (3) /ch/ /o/ /p/

MORE HELP READING AND SPELLING CONSONANT DIGRAPHS

Pocket Chart Chaining for Reading

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

You will need new pocket chart cards for the following vowel sound spellings: 'i', 'a', 'u', 'o' and the following consonant sound spellings: 'p', 's', 't', 'r', 'n', 'm', 'l', 'g', 'sh', 'ch'.

- Point to the letters and have students say the sounds, not the letter names. (Students should now say both /s/ and /z/ for the letter 's'.)
- Move the 's', 'i', and 'p' cards to the center of the pocket chart to spell *sip*.
- Ask a student to read the word.
- Add the 's' card to the end of *sip* and say, "If that is *sip*, what is this?"
- Ask a student to read the word (*sips*).
- After changing the word, say, "What did we change to make *sip* into *sips*?" Repeat this process with each word change in the activity.

Complete the remaining chains.

1. sip > sips > chips > chops > chaps > chats > chat > sat > spat > pat
2. rant > chant > chat > chap > champ > lamp > limp > chimp > chomp
3. nut > shut > shun > run > rush > rash > mash > mush > lush > plush
4. rug > rush > rash > sash > lash > slash > splash > splat > split > slit

Chain and Copy

- Ask each student to take out his or her **Chaining Folder, a pencil, and a sheet of paper**.
- Students need **Small Letter Cards** for the following vowel spellings along the top of the folder: **'i', 'e', 'a', 'u', 'o'** and the following consonant spellings along the bottom of the folder: **'n' (2), 't' (2), 's' (2), 'l', 'r', 'ch', 'sh'.**
- Review the sound/spelling correspondences by pointing to a spelling on the pocket chart and having students say the sound.
- Assign student pairs.
- Tell students you are going to say some words. For each word you say, you want one person to spell the word using the Chaining Folder and the other person to copy the word.
- Ask students to spell *plush* in the middle of the Chaining Folders.
- Ask a student to come up to the pocket chart and spell *plush*.
- Students should check and correct what they have spelled on the Chaining Folders and papers.
- Once students have chained and copied the word, say, "If that is *plush*, show me *lush*."
- After students have chained and copied some of the words, have students switch roles.
- Complete the chaining.

1. plush > lush > lash > sash > stash > slash > splash
2. shops > chops > chop > chap > chat > chant > chants

LESSON

4

BASIC CODE

Introduce /th/ › ‘th’

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word.
ELA.K.F.1.2d; ELA.K.F.1.2f

Students will provide the sound and letter name for each letter card shown.
ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

Students will read and spell single-syllable, short-vowel words with /ch/ > ‘ch’, /sh/ > ‘sh’, and /th/ > ‘th’. ELA.K.F.1.3c; ELA.K.F.1.3d

FORMATIVE ASSESSMENT

Observation	Oral Segmenting Observation Record ELA.K.F.1.2d; ELA.K.F.1.2f
Observation	Letter Name and Letter Sound Observation Record ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Segmenting - Sound/Spelling Review (Phonological Awareness, Print Concepts, Phonics)	Whole Group	10 min.	❏ Large Letter Cards for 'ch', 'sh', and eighteen other spellings
Introduce the Sound /th/ (Phonological Awareness)	Whole Group	10 min.	
Introduce the Spelling /th/ > 'th' (Phonological Awareness and Phonics)	Whole Group	20 min.	❏ Activity Page 4.1
Student Chaining (Phonics)	Whole Group	20 min.	❏ pocket chart ❏ Chaining Folders ❏ Small Letter Cards and pocket chart cards for 'i', 'e', 'a', 'u', 'o', 'm' (2), 'n' (2), 's' (2), 'p' (2), 'r', 'ch', 'sh', 'th'

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards for the letters listed in the Lesson at a Glance.

Digital Component 4.1

- Create an enlarged version of Activity Page 4.1 (Digital Component 4.1) to display for Meet the Spelling Activity Page, or use the digital version.
- Prepare the pocket chart as shown.

Universal Access

- Bring in pictures of a person skipping, a washcloth, an arm in a sling, a person on a gold medal stand, a campsite, a window with frost or ice/snow, a leaky faucet, and a pillow to use in Oral Segmenting.

Pocket Chart Setup

Lesson 4: Introduce /th/ > 'th'

Foundational Skills

60M

Primary Focus

Students will orally segment up to five sounds in a single-syllable word.

ELA.K.F.1.2d; ELA.K.F.1.2f

Students will provide the sound and letter name for each letter card shown.

ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

Students will read and spell single-syllable, short-vowel words with /ch/ > 'ch', /sh/ > 'sh', and /th/ > 'th'. ELA.K.F.1.3c; ELA.K.F.1.3d

WARM-UP (10 MIN.)

Oral Segmenting

- Follow the steps outlined in Lesson 1, adding the word *soft*.

1	2	3	4	5	6
skips	/s/	/k/	/i/	/p/	/s/

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Prior to segmenting, tell students you will show them pictures of some of the words they will segment. Point to the picture of the pillow, tell them a pillow feels soft, and ask them to repeat the word *soft*. Then point to and name each pictured item or action, asking students to repeat. For *hands*, hold up your free hand, say *hands* and ask students to repeat.

1. (5) skips /s/ /k/ /i/ /p/ /s/
2. (4) cloth /k/ /l/ /o/ /th/
3. (4) sling /s/ /l/ /i/ /ng/
4. (4) pride /p/ /r/ /ie/ /d/
5. (4) camp /k/ /a/ /m/ /p/
6. (5) hands /h/ /a/ /n/ /d/ /z/
7. (5) frost /f/ /r/ /o/ /s/ /t/
8. (5) drips /d/ /r/ /i/ /p/ /s/
9. (4) soft /s/ /o/ /f/ /t/

Note: The numbers in parentheses indicate how many sounds are in each word.

Observation: Oral Segmenting Observation Record

Call on a different student to segment each word. Note students' performance in the Oral Segmenting Observation Record.

Sound/Spelling Review

- Review the Large Letter Cards for 'ch', 'sh', and eighteen other spellings that have been taught. Choose cards students need to practice.
- Use the same procedures outlined in earlier lessons.
- Conclude the Warm-Up by reviewing the Large Letter Cards for 'ch' and 'sh' again.

Large Letter Cards

Observation: Letter Name and Letter Sound Observation Record

Call on a different student to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

INTRODUCE THE SOUND /TH/ (10 MIN.)

Hearing Initial Sounds

- Tell students the new sound is /th/.

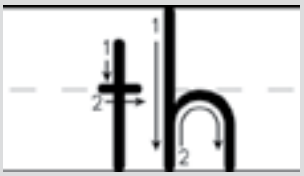
Sound Library

- Have students say the /th/ sound several times, stretching it out.
- Ask students to repeat a number of words having the /th/ sound at the beginning: *thick*, *thin*, *theft*, *thumb*, *thistle*.
- Ask students to repeat a number of words having the /th/ sound at the end: *math*, *path*, *booth*, *wreath*, *bath*.
- Ask students where their tongues are when they say the /th/ sound. *(The tips of their tongues are between their upper and lower teeth.)*
- Ask students if /th/ is a vowel sound or a consonant sound. *(It is a consonant sound because the flow of air is blocked by the tongue and teeth; the air has to squeeze out.)*
- Tell students you are going to say a number of words. Some of the words will begin with the /th/ sound and some will not.

1. thumb	6. thigh
2. gate	7. sign
3. star	8. think
4. thanks	9. foot
5. chart	10. torn

Check for Understanding

Have students close their eyes and listen as you read the words in the chart. Ask students to raise their hands when they hear a word beginning with the /th/ sound.



Start just below the dotted line.

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

Start on the top line.

1. long line down
2. hump

INTRODUCE THE SPELLING /TH/ → 'TH' (20 MIN.)

Teacher Modeling

- Write the spelling 'th' on the board/chart paper, following the directions in the sidebar.
- Point out the spelling 'th' is made up of two letters.
- Remind students of the digraphs /ch/ and /sh/ learned in earlier lessons. In each case, two letters work together as a team to make a single sound.

- Cover the letter 'h' with your hand. Explain that the letter 't' by itself is usually a picture of /t/.
- Cover the letter 't' with your hand. Explain that the letter 'h' by itself is usually a picture of /h/.
- Circle the spelling 'th' and explain that these two letters 't' and 'h', in this order, stand for the sound /th/.
- Have students write the spelling in the air while saying the sound.
- Tell students that whenever the spelling 'th' appears on a activity page or in a story for the next few lessons, it will be printed in bolder ink to remind them that the two letters stand for a single sound.

Meet the Spelling Activity Page

Digital Component 4.1

Activity Page 4.1

- Distribute and display Activity Page 4.1. Tell students they will practice drawing pictures of the /th/ sound.
- Work as a group, guiding students to complete each item in the rows of spellings as you model the writing process. Trace the gray dotted spellings in the row first. Then write the spellings, using the black dots as starting points. Say the sound as you finish each spelling.
- At the bottom of the page, show students how to read and trace the word *thud*. Have students trace and write the word using the black dots to start each letter.
- Turn to the back of the activity page. Ask students to read each word, identify the matching picture, and write the word on the corresponding line. Model each step so students can follow along.

STUDENT CHAINING (20 MIN.)

Pocket Chart Setup

- Ask students to take out the Chaining Folders and arrange the Small Letter Cards on the folder, with the spellings for vowel sounds along the top and the spellings for consonant sounds along the bottom.
- Collect the Small Letter Cards for /t/ and /l/.
- Give each student two Small Letter Cards for 'm' and one Small Letter Card for 'th'.
- Make sure students have the following vowel spellings along the top of the folder: 'i', 'e', 'a', 'u', 'o' and the following consonant spellings along the bottom of the folder: 'm' (2), 'n' (2), 's' (2), 'p' (2), 'r', 'ch', 'sh', 'th'.

- Review the sound/spelling correspondences by pointing to a spelling on the pocket chart and have students say the sound.
- Ask students to spell *chin* in the middle of the Chaining Folders, starting on the left side at the green dot.
- Ask a student to come up to the pocket chart and spell *chin*.
- Students may check and correct their work.
- When students have spelled *chin* on the Chaining Folders, say, "If that is *chin*, show me *thin*."
- Repeat for the remaining words in the chain.
- Once students have spelled the last word in the chain, have students return the Small Letter Cards to their slots.
- Complete the chaining.

1. chin > thin > shin > pin > pan > path > math > moth
2. chimp > chip > ship > shop > pop > pup > pump > thump

Check for Understanding

As students move through the chain, observe their spelling ability, particularly with regard to consonant digraphs.

End Lesson

Lesson 4: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

1. fish broth
2. thin cat
3. moth wing
4. thin twigs
5. fish with chips
6. froth on milk
7. dog in bath
8. broth in pot
9. run on path
10. thrush and finch

MORE HELP SEGMENTING CONSONANT DIGRAPHS

Construction Time

Preparation: Gather a collection of any variety of **blocks** (**e.g., unit blocks or locking cubes**).

- Give each student at least six blocks at a time.
- Tell students you are going to say a word and they should remove one block from their pile for each sound in the word.
- Once all students have the correct number of blocks set out, ask individual students to say each sound for the word as they link each block, building a collective structure as the game continues.
- Supply new blocks to each student for each successive word.

1. finch
2. branch
3. much
4. such
5. rash
6. shops
7. shin
8. with
9. thin
10. path

Push & Say

- Provide students with a copy of **Activity Page TR 1.1** (Sound Boxes) and a handful of **small objects**.
- Follow the directions for Push & Say in Lesson 1.

1. cloth	6. sixth
2. fifth	7. tenth
3. thrust	8. thump
4. bath	9. moth
5. math	10. broth

MORE HELP READING CONSONANT DIGRAPHS

Match Maker

- Make a copy of the **Word Picture Cards** (**Activity Page TR 4.1**).
- Follow the procedure in Lesson 3.

Sentence Strips

- Copy the following phrases onto **strips of paper**:

1. thin cat	3. run on path	5. fish with chips
2. big moth	4. broth in pot	6. dog in bath

- Place them in the pocket chart.
- Have students choose a phrase or phrases to copy and illustrate.

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average between 175 and 222 of those words would be completely decodable.

After today's lesson: If students attempted to read 1,000 words in a trade book, on average between 182 and 228 of those words would be completely decodable.

The voiceless /th/ sound is the 40th most common sound in English.

The voiceless /th/ sound is found in approximately 2 percent of English words.

The voiceless /th/ sound is spelled 'th' virtually 100 percent of the time.

The spelling 'th' is a tricky spelling; it can be pronounced /th/ (voiceless) as in *thin* or /<u>th</u>/ (voiced) as in *them*. Students will learn the 'th' spelling for /<u>th</u>/ in the following lesson.

Students have now learned at least one way to spell 27 of the 44 sounds in the English language.

LESSON

5

BASIC CODE

Introduce /th/ › ‘th’

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word. ELA.K.F.1.2d; ELA.K.F.1.2f

Students will provide the sound and letter name for each letter card shown. ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

Students will read and spell single-syllable, short-vowel words with /ch/ > ‘ch’, /sh/ > ‘sh’, /th/ > ‘th’, and /th/ > ‘th’. ELA.K.F.1.3c; ELA.K.F.1.3d

FORMATIVE ASSESSMENT

Observation	Oral Segmenting Observation Record ELA.K.F.1.2d; ELA.K.F.1.2f
Observation	Letter Name and Letter Sound Observation Record ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Segmenting - Sound/Spelling Review (Phonological Awareness, Print Concepts, Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'ch', 'sh', 'th', and seventeen other spellings ❑ Sound Poster for /th/ ❑ Sound Card 29 (*moth*)
Introduce the Sound /th/ (Phonological Awareness)	Whole Group	10 min.	
Introduce the Spelling /th/ > 'th' (Phonological Awareness, Phonics)	Whole Group	20 min.	❑ Activity Page 5.1
Differentiated Instruction (Phonological Awareness, Phonics)	Small Group/ Independent	20 min.	
Take-Home Material			
Connect It			❑ Activity Page 5.2

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards for the letters listed in the Lesson at a Glance.
- Gather the Sound Poster for /th/ and Sound Card 30 (*moth*).

Digital Component 5.1

- Create an enlarged version of Activity Page 5.1 (Digital Component 5.1) to display for Meet the Spelling Activity Page, or use the digital version.

Digital Component 5.2

- Write the sentences in the Small Group 2 chart (Digital Component 5.2) on the board/chart paper or on sentence strips, or use the digital version.

Universal Access

- Bring in pictures of a person skipping, a washcloth, an arm in a sling, a person on a gold medal stand, a campsite, frost on a window or ice/snow, a leaky faucet, a pillow, and a gymnast doing a split to use in Oral Segmenting.

Lesson 5: Introduce /th/ > 'th'

Foundational Skills

60M

Primary Focus

Students will orally segment up to five sounds in a single-syllable word.

ELA.K.F.1.2d; ELA.K.F.1.2f

Students will provide the sound and letter name for each letter card shown.

ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

Students will read and spell single-syllable, short-vowel words with /ch/ > 'ch', /sh/ > 'sh', /th/ > 'th', and /th/ > 'th'. ELA.K.F.1.3c; ELA.K.F.1.3d

WARM-UP (10 MIN.)

Oral Segmenting

- Follow the steps outlined in Lesson 1, adding the word *split*.

1	2	3	4	5	6
skips	/s/	/k/	/i/	/p/	/s/

1. (5) skips /s/ /k/ /i/ /p/ /s/
2. (4) cloth /k/ /l/ /o/ /th/
3. (4) sling /s/ /l/ /i/ /ng/
4. (4) pride /p/ /r/ /ie/ /d/
5. (4) camp /k/ /a/ /m/ /p/
6. (5) hands /h/ /a/ /n/ /d/ /z/
7. (5) frost /f/ /r/ /o/ /s/ /t/
8. (5) drips /d/ /r/ /i/ /p/ /s/
9. (4) soft /s/ /o/ /f/ /t/
10. (5) split /s/ /p/ /l/ /i/ /t/

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Prior to segmenting, tell students you will show them pictures of some of the words they will segment. Point to the picture of the gymnast doing a split, say this is called a split and ask students to repeat the word *split*. Then point to and name each pictured item or action, asking students to repeat. For *hands*, hold up your free hand.

Observation: Oral Segmenting Observation Record

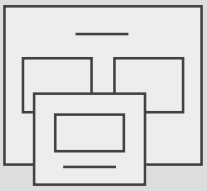
Call on a different student to segment each word. Note students' performance in the Oral Segmenting Observation Record.

Large Letter Cards

Sound/Spelling Review

- Review the Large Letter Cards for 'ch', 'sh', 'th', and 17 other spellings that have been taught. Select cards students need to practice.
- Use the same procedures outlined in earlier lessons.
- Add Sound Card 29 (*moth*) to the Sound Poster for /th/.
- Conclude the Warm-Up by reviewing the cards for 'ch', 'sh', and 'th' again.

Sound Posters and Cards



Observation: Letter Name and Letter Sound Observation Record

Call on a different student to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

Sound Library

INTRODUCE THE SOUND /TH/ (10 MIN.)

Sister Sounds

Note: Today students will learn to read and write the voiced /th/ sound. This is not the same sound as unvoiced /th/ introduced in the previous lesson. These two sounds are very similar—so similar most native speakers do not realize they are two distinct sounds. The voiced /th/ is buzzier than the unvoiced /th/ (i.e., your vocal cords vibrate when pronouncing voiced /th/). (Compare *teeth* and *teethe*, *ether* and *either*.)

- Tell students the new sound is /th/.
- Have students say the /th/ sound several times, stretching it out.
- Ask students to repeat a number of words having the /th/ sound at the beginning: *then, though, that, them, there*.

- Ask students to repeat a number of words having the /th/ sound at the end: *breathe, smooth, soothe, bathe, clothe*.
- Explain that /th/ and /th/ sound very similar—they are sister sounds. Both of these consonant sounds are made by placing the tip of the tongue between the upper and lower teeth and pushing air out.
- Have students alternate between saying the /th/ sound and the /th/ sound, stretching each one out.
- Ask students if they feel the difference between these two sounds.
- Repeat the contrast with a pair of words: *breath* (unvoiced)—*breathe* (voiced).
- Tell students the /th/ sound is buzzier than the /th/ sound. It makes our mouths and throats vibrate.
- Tell students you are going to say two words. The words will be very similar, but one word will contain the buzzy /th/ sound and the other word will contain the nonbuzzy /th/ sound.
- Have students close their eyes and listen as you say the first word pair. Ask students which word contains the buzzy /th/ sound.
- Have students repeat both words to hear and feel the difference in articulation.
- Complete the remaining pairs.

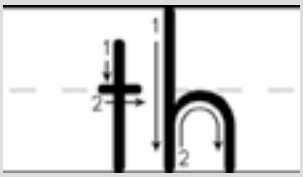
1. thin—than (voiced)
2. thick—that (voiced)
3. there (voiced)—thigh
4. thrill—though (voiced)
5. the (voiced)—three
6. thread—then (voiced)
7. thick—they (voiced)
8. though (voiced)—thumb

Check for Understanding

Have students close their eyes and listen as you read the words in the chart. Ask students to raise their hands when they hear a word beginning with the /th/ sound.

Support

Tell students to place their fingers over their ears and their palms on their cheeks, or they may place their fingertips on their throats.



Start just below the dotted line.

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

Start on the top line.

1. long line down
2. hump

INTRODUCE THE SPELLING /TH/ → 'TH' (20 MIN.)

Teacher Modeling

- Write the spelling 'th' on the board/chart paper, following the directions in the sidebar.
- Explain that this is the same spelling used for both the buzzy /th/ sound and the nonbuzzy /th/ sound.
- Tell students when they are reading and they see this spelling, they may not know whether to say buzzy /th/ or nonbuzzy /th/. If they are not sure, try it both ways.
- Point out that this spelling is made up of two letters like the spellings they have learned for /ch/, /sh/, and /th/.
- Write the letters of the sound two or three more times.
- Have students write the spelling in the air while saying the sound.
- Tell students that whenever the spelling 'th' appears on an activity page for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.

Meet the Spelling Activity Page

Digital Component 5.1

Activity Page 5.1

- Distribute and display Activity Page 5.1. Tell students they will practice writing the letters for the /th/ sound.
- Work as a group, guiding students to complete each item in the rows of spellings as you model the writing process. Trace the gray dotted spellings in the row first. Then write the spellings, using the black dots as starting points. Say the sound as you finish each spelling.
- At the bottom of the page, show students how to read and trace the word *that*. Have students trace and write the word using the black dots to start each letter.
- Turn to the back of the activity page. Ask students to read each word, decide whether the 'th' is pronounced /th/ or /th/, and write the word under the buzzing bee if it contains buzzy /th/ or the crossed-out bee if it contains nonbuzzy /th/. Model each step so students can follow along.

DIFFERENTIATED INSTRUCTION (20 MIN.)

Small Group 2

- Refer to the decodable phrases prepared in advance.
- Tell students to read, copy, and then illustrate some of the phrases.
- They may also use the time to partner read stories from the *Kit* Reader.

Digital Component 5.2

1. branch on path
2. lunch with dad
3. fish and shrimp
4. chimp thumps chest
5. mom and dad
6. big splash
7. cat with fish
8. bad rash

Small Group 1

- Write 'ch', 'sh', and 'th' on the board/chart paper and review the sounds for each digraph.
- Point to 'ch' and ask students to suggest words starting or ending with /ch/. Repeat the same process with 'sh' and 'th'.
- Write *thin* on the board/chart paper.
- Ask students to read the word together, first in a segmented fashion and then blended.
- For words with the tricky spelling 'th', encourage students to try both pronunciations (/th/ and /<u>th</u>/) to see which pronunciation sounds like a real word they recognize (e.g., /th/ /i/ /n/ or /<u>th</u>/ /i/ /n/).
- Change *thin* to *pin* and say, "If that was *thin*, what is this?"
- Complete the chaining.

1. thin > pin > pan > than > then > them > hem > hum > hump
2. wash > wish > win > with > pith > path > pat > chat > Chet
3. shop > chop > chip > chin > thin > fin > fish > dish > dash > cash

- If time permits, choose a story from the *Kit* Reader to reread as a small group.

End Lesson

Take-Home Material

CONNECT IT

Activity Page 5.2

- Have students give Activity Page 5.2 to a family member.

Lesson 5: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

1. this chimp
2. that ship
3. this much width
4. this man's fish
5. that man's dog
6. chat with them
7. gulp hot broth
8. get fresh fish
9. sit in hot baths
10. run on paths

SEGMENTING CONSONANT DIGRAPHS

Progress Monitoring (Optional)

- Make on copy of **Activity Page TR 5.1** (Isolating Digraphs Cubes) for each student.
- Tell students you are going to say two words at a time. The words will be very similar, but one will have a digraph sound we are listening for. Tell students to show you which word has the digraph sound by circling the first cube if it is the first word or the second cube if it is the second word.
- Model with the sample item.
- Say: "Listen for the digraph (or letter team) /sh/. Is /sh/ in the word *cash* or *catch*?" (Students circle the corresponding cube.)

- Instruct students to look at the next row of cubes for the first word pair.
- Complete the remaining word pairs.

1. ship—sip	3. thud—that	5. chop—shop
2. them—theme	4. crunch—crush	

Scoring: Each word pair is worth 1 point.

Goal: 4 or 5 correct

Scores of 3 or less indicate that additional reteaching and reinforcement is required from the Unit 7 *Assessment and Remediation Guide*, Section I, Phonological Awareness: Phonemes (Three to Five).

READING CONSONANT DIGRAPHS

Progress Monitoring (Optional)

Note: This assessment involves asking individual students to read ten words.

- Make one copy of **Activity Page TR 5.2** (Word Cards for Word Reading Progress Monitoring 1), and cut apart the words.
- Make one copy of **Activity Page TR 5.3** (Record Sheet for Word Reading Progress Monitoring 1) for each student.
- Model with the sample item.
- Show the cards to the student one at a time.
- Use the Record Sheet to record each word as the student reads.
- Place a check next to each word read correctly.
- For misread words, write exactly what students say as the word is sounded out.
- If students misread a word, prompt him or her to try to read the word again, letting them know their first attempt was incorrect.
- Students may benefit from the supports utilized during instruction such as blending motions and representing sounds with objects (e.g., Push & Say).

- Demonstrate and encourage the use of these supports during modeling with the sample item if needed. The goal is for students to eventually be capable of completing the tasks without physical supports or, at least utilizing the supports independently (without your prompt).

Scoring: Scoring is based on 1 point assigned for every consonant digraph in a word that is read correctly. Interpret scores as follows:

  - 9 or 10 points—excellent
  - 8 points—good
  - 6 or 7 points—fair
  - Less than 6 points—poor

Further analyze student errors to determine whether one or more types of consonant digraphs are particularly problematic. The subtotals for types of consonant digraphs at the bottom of the record sheets facilitate the identification of specific problem areas.

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

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

Goal: Achieve scores of good or excellent (8 points or higher).

- Students should reread stories from the previous Reader, *Kit*, to develop their accuracy and fluency.

MORE HELP READING CONSONANT DIGRAPHS

- While you administer Word Progress Monitoring 1 with one group of students, you may have other students complete **Activity Pages TR 5.3** and **5.4**.

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average between 182 and 228 of those words would be completely decodable.

After today's lesson: If students attempted to read 1,000 words in a trade book, on average between 200 and 250 of those words would be completely decodable.

The voiced /th/ sound is the 8th most common sound in English.

The voiced /th/ sound is found in approximately 0.7 percent of English words.

The voiced /th/ sound occurs in relatively few words, but many of these words are used frequently (e.g., *the*, *that*, *they*, *this*, *there*, *them*, etc.).

The voiced /th/ sound is spelled 'th' approximately 89 percent of the time.

The spelling alternative 'the' as in *soothe* is rare.

The spelling 'th' is a tricky spelling; it can be pronounced /th/ (voiceless) as in *thin* or /th/ (voiced) as in *them*. Students were taught the 'th' spelling for /th/ in the previous lesson.

Students have now learned at least one way to spell 28 of the 44 sounds in the English language.

LESSON

6

BASIC CODE

Review /ch/ › 'ch', /sh/ › 'sh', /th/ › 'th' and /<u>th</u>/ › 'th'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word.
ELA.K.F.1.2d; ELA.K.F.1.2f

Students will provide the sound and letter name for each letter card shown.
ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

Students will read and spell single-syllable, short-vowel words with /ch/ > 'ch', /sh/ > 'sh', /th/ > 'th', and /<u>th</u>/ > 'th'. ELA.K.F.1.3c; ELA.K.F.1.3d

FORMATIVE ASSESSMENT

Observation	Oral Segmenting Observation Record ELA.K.F.1.2d; ELA.K.F.1.2f
Observation	Letter Name and Letter Sound Observation Record ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b
Activity Page 6.1	'ch', 'sh', and 'th' (Group 2 only) ELA.K.F.1.3c

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Segmenting - Sound/Spelling Review (Phonological Awareness, Print Concepts, Phonics)	Whole Group	5 min.	❑ Large Letter Cards for 'ch', 'sh', 'th', and seventeen other spellings ❑ Sound Poster for /th/ ❑ Sound Card 30 (*this*)
Spelling Hopscotch (Phonological Awareness, Phonics)	Whole Group	15 min.	
Chain and Copy (Phonics)	Whole Group	20 min.	❑ pocket chart ❑ Chaining Folders ❑ Small Letter Cards and pocket chart cards for 'i', 'e', 'a', 'u', 'o', 'm' (2), 'n' (2), 's' (2), 'p' (2), 'r', 'ch', 'sh', 'th'
Differentiated Instruction (Phonological Awareness, Phonics)	Small Group/ Independent	20 min.	❑ Activity Page 6.1

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards for the letters listed in the Lesson at a Glance.
- Gather the Sound Poster for /th/ and Sound Card 30 (*this*).
- Gather or add to the Spelling Hopscotch cards you created for earlier units, writing the vowel spellings 'a', 'i', 'o', 'e', and 'u' and the consonant spellings 'ch', 'sh', 'th', 'p', 's', 'm', and 'r' on separate cards.
- Prepare the pocket chart as shown.
- Give some thought prior to the lesson as to how you will group students for differentiated instruction. Group 1 students, who are students who need more support, will work with the teacher. Group 2 students will work independently.

Pocket Chart Setup

Digital Component 6.1

- Write the sentences in the Small Group 2 chart (Digital Component 6.1) on the board/chart paper or on sentence strips, or use the digital version.

Digital Component 6.2

- Create an enlarged version of Activity Page 6.1 (Digital Component 6.2) to display for Small Group 2, or use the digital version.

Universal Access

- Bring in pictures of a washcloth, an arm in a sling, a person on a gold medal stand, a campsite, frost on a window or ice/snow, a leaky faucet, a pillow, a gymnast doing a split, and mouse traps to use in Oral Segmenting.

Start Lesson

Lesson 6: Basic Code

Foundational Skills

60M

Primary Focus

Students will orally segment up to five sounds in a single-syllable word.
ELA.K.F.1.2d; ELA.K.F.1.2f

Students will provide the sound and letter name for each letter card shown.
ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

Students will read and spell single-syllable, short-vowel words with /ch/ > 'ch', /sh/ > 'sh', /th/ > 'th', and /<u>th</u>/ > 'th'. **ELA.K.F.1.3c; ELA.K.F.1.3d**

WARM-UP (5 MIN.)

Oral Segmenting

Note: The word *skips* has been dropped from the list to make room for the word *traps*. In the remaining lessons, a set of ten words is maintained by adding a new word in each lesson while dropping the oldest word.

- Follow the steps outlined in Lesson 1, dropping the word *skips* and adding the word *traps*.

1	2	3	4	5	6
traps	/t/	/r/	/a/	/p/	/s/

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Prior to segmenting, tell students that you will show them pictures of some of the words they will segment. Point to the picture of the mouse traps, tell them these are called *traps* and ask students to repeat the word *traps*. Then point to and name each pictured item or action, asking the students to repeat.

1. (4) cloth /k/ /l/ /o/ /th/
2. (4) sling /s/ /l/ /i/ /ng/
3. (4) pride /p/ /r/ /ie/ /d/
4. (4) camp /k/ /a/ /m/ /p/
5. (5) hands /h/ /a/ /n/ /d/ /z/
6. (5) frost /f/ /r/ /o/ /s/ /t/
7. (5) drips /d/ /r/ /i/ /p/ /s/
8. (4) soft /s/ /o/ /f/ /t/
9. (5) split /s/ /p/ /l/ /i/ /t/
10. (5) traps /t/ /r/ /a/ /p/ /s/

Observation: Oral Segmenting Observation Record

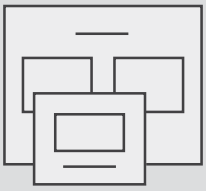
Call on a different student to segment each word. Note students' performance in the Oral Segmenting Observation Record.

Sound/Spelling Review

Large Letter Cards

- Review the Large Letter Cards for 'ch', 'sh', 'th', and seventeen other spellings already taught. Select cards students need to practice.
- Use the procedures described in earlier lessons.
- Add Sound Card 30 (*this*) to Sound Poster for /<u>th</u>/.
- Conclude the Warm-Up by reviewing the Large Letter Cards for 'ch', 'sh', and 'th' again.

Sound Posters and Cards

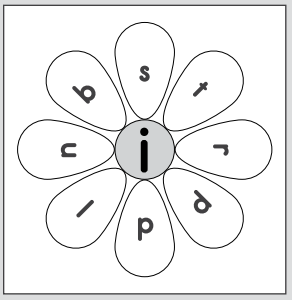


Observation: Letter Name and Letter Sound Observation Record

Call on a different student to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

SPELLING HOPSCOTCH (15 MIN.)

- Arrange the spellings on the floor in a flower pattern, with one of the vowel spellings in the center and the consonant spellings around the outside.
- Show students how to spell a real or silly word by starting on the outside, hopping to the inside, and then hopping back to the outside [e.g., /ch/ . . . /i/ . . . /n/ *(chin)*]. 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., /sh/ . . . /i/ . . . /p/) and blend them to make a real or silly word (e.g., *ship*). As the student hops, students should write the spelling. Once the hopping student blends, students should read the word aloud.
- Repeat with additional students.
- After students have made a few words, switch in a new vowel spelling.



CHAIN AND COPY (20 MIN.)

- Ask students to take out the Chaining Folders, a pencil, and a sheet of paper.
- Make sure students have the following vowel spellings along the top of the folder: 'i', 'e', 'a', 'u', 'o'.
- Make sure students have the following consonant spellings along the bottom of the folder: 'm' (2), 'n' (2), 's' (2), 'p' (2), 'r', 'ch', 'sh', 'th'.
- Review the spelling-sound correspondences by pointing to a spelling on the pocket chart and having students say the sound.
- Assign student pairs.
- Tell students you are going to say some words. For each word you say, you want one person to spell the word using the Chaining Folder and the other person to copy the word onto a sheet of paper.
- Ask students to spell *them* in the middle of the Chaining Folders.
- Ask a student to come up to the pocket chart and spell *them.*
- Have students check and correct the Chaining Folders and papers.
- Once students have chained and copied the word, say, "If that is *them*, show me *then*."

Pocket Chart Setup

- After students have chained and copied some of the words, have students switch roles as needed.

1. them > then > than > pan > pin > chin > shin > ship
2. path > math > mash > sash > sap > chap > chop > chip

Check for Understanding

As students move through the chain, observe their spelling ability, particularly with regard to consonant digraphs.

DIFFERENTIATED INSTRUCTION (20 MIN.)

Small Group 2

Digital Component 6.2

Activity Page 6.1

- Distribute and display Activity Page 6.1.
- Tell students to write each word under the correct matching picture.
- Refer to the following decodable phrases prepared in advance. Tell students that when they finish, they can read, copy, and illustrate some of the phrases. They may also use the time to partner read stories from the *Kit* Reader.

Digital Component 6.1

1. thin red fish
2. this man has cash
3. cat and dog
4. chop it with an ax

Activity Page 6.1: 'ch', 'sh', and 'th' (Group 2 only)

Collect Activity Page 6.1 from Group 2. Note any errors students make in matching words to pictures.

Small Group 1

- Ask students, "What is the first sound in the word *rich*?"
- Choose a volunteer to draw a picture of the /r/ sound on chart paper or the board/chart paper.
- Have all students copy the spelling onto a piece of paper, saying the sound as they write it.
- Complete the remaining two sounds in *rich* so students eventually have the entire word written on their paper.
- Tell students two letters in this word stand for one sound, the /ch/ sound. Ask students to circle these letters.
- Complete the remaining words in the same fashion.
- If time permits, choose a story from the *Kit* Reader to reread as a small group.
- Alternatively, you may use different remediation exercises that address students' specific needs.

1. rich	6. that
2. this	7. crush
3. hush	8. tenth
4. bath	9. lunch
5. much	10. thrash

End Lesson

Lesson 6: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Write the words and phrases from the box on the board/chart paper. Have students copy and illustrate a few of them on paper.

1. this chimp
2. that man's dog
3. sit in hot baths
4. get fresh fish
5. that ship
6. chat with them
7. run on paths
8. this man's fish
9. this much width
10. gulp hot broth

MORE HELP SEGMENTING CONSONANT DIGRAPHS

Push & Say

- Provide students with a copy of **Activity Page TR 1.1** (Sound Boxes) and a handful of **small objects**.
- Follow directions for Push & Say in Lesson 1.

1. froth
2. bath
3. path
4. thrush
5. this
6. that
7. them
8. baths
9. paths
10. chimp
11. ship
12. chap

Oral Segmenting

- Follow the steps outlined in Lesson 1 Warm-Up, using the words in the box.

1. with (3) /w/ /i/ /th/	4. cash (3) /c/ /a/ /sh/
2. that (3) /<u>th</u>/ /a/ /t/	5. brush (4) /b/ /r/ /u/ /sh/
3. dish (3) /d/ /i/ /sh/	6. chips (4) /ch/ /i/ /p/ /s/

Review the Sound/Spelling

- Use **Activity Pages TR 6.1** and **TR 6. 2**.

LESSON

7

BASIC CODE

Introduce /qu/ › ‘qu’

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will provide the sound and letter name for each letter card shown. ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

Students will read and spell single-syllable short-vowel words with /ch/ > ‘ch’, /sh/ > ‘sh’, /th/ > ‘th’, and /th/ > ‘th’, and /qu/ > ‘qu’. ELA.K.F.1.3c; ELA.K.F.1.3d

FORMATIVE ASSESSMENT

Observation — Letter Name and Letter Sound Observation Record
ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Letter Names - Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	10 min.	❏ display-size lowercase alphabet strip ❏ Large Letter Cards for 'ch', 'sh', 'th', and seventeen other spellings
Introduce the Sound /qu/ (Phonological Awareness)	Whole Group	10 min.	
Introduce the Spelling /qu/ > 'qu' (Phonological Awareness, Print Concepts)	Whole Group	20 min.	❏ Activity Page 7.1
Student Chaining (Phonics)	Whole Group	20 min.	❏ pocket chart ❏ Chaining Folders ❏ Small Letter Cards and pocket chart cards for 'i', 'e', 'a', 'u', 'o', 'n' (2), 't' (2), 's' (2), 'l', 'ch', 'sh', 'th', 'qu'
Take-Home Material			
Word Wheel			❏ Activity Page 7.2

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards for the letters listed in the Lesson at a Glance.

Digital Component 7.1

- Create an enlarged version of Activity Page 7.1 (Digital Component 7.1) to display for Meet the Spelling Activity Page, or use the digital version.
- Prepare the pocket chart as shown.

Universal Access

- Bring in the following pictures to use with Sound Riddles: a duck quacking, a queen, quilts, a quarter, someone whispering, someone running fast, and a question mark.

Pocket Chart Setup

Start Lesson

Lesson 7: Basic Code

Foundational Skills

60M

Primary Focus

Students will provide the sound and letter name for each letter card shown.

ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

Students will read and spell single-syllable short-vowel words with /ch/ > 'ch', /sh/ > 'sh', /th/ > 'th', and /th/ > 'th', and /qu/ > 'qu'.

ELA.K.F.1.3c; ELA.K.F.1.3d

WARM-UP (10 MIN.)

Letter Names

- Sing "The Alphabet Song" with students, pointing to each letter on the alphabet strip.
- After singing, rapidly point to letters in random order asking students to provide the sound first and then letter name.

Sound/Spelling Review

- Review the Large Letter Cards for 'ch', 'sh', 'th', and seventeen other spellings already taught. Select cards students need to practice.
- Use the procedures described in earlier lessons.
- Conclude the Warm-Up by reviewing the cards for the digraphs again.

Large Letter Cards

Observation: Letter Name and Letter Sound Observation Record

Call on a different student to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Prior to Sound Riddles, tell students that you will show them pictures that will give them clues to the riddle answers. Hold up the picture of the duck quacking and ask a student to identify the animal. Proceed to ask the riddle question, emphasizing that the answer will begin with /qu/. Repeat the process with the rest of the riddles.

INTRODUCE THE SOUND /QU/ (10 MIN.)

Sound Riddles

- Tell students the new sound is /qu/.
- Have students say /qu/ several times.
- Ask students to repeat a number of words having /qu/ at the beginning: *queen, quiet, quail, quit, quart.*
- Tell students you are going to say some riddles, each of which has an answer beginning with /qu/.

1. I'm thinking of the sound a duck makes. *(quack)*
2. I'm thinking of a powerful woman who rules a country and wears a crown. *(queen)*
3. I'm thinking of big, comfy blankets made with patches of cloth. *(quilts)*
4. I'm thinking of a coin worth 25 cents. *(quarter)*
5. I'm thinking of the opposite of loud. *(quiet)*
6. I'm thinking of the opposite of slow. This is another word for fast. *(quick)*
7. I'm thinking of a word for giving up. If you don't want to play a game anymore, you . . . *(quit)*
8. I'm thinking of something needing an answer. *(question)*

INTRODUCE THE SPELLING /QU/ → 'QU' (20 MIN.)

Teacher Modeling

Note: The sound /qu/ is really a sound combination consisting of /k/ + /w/. Because the two letters in the digraph generally occur as a unit, they are taught as if they were one sound.

- Tell students you are going to show them the letters for /qu/.
- Draw a large lowercase 'qu' on the board/chart paper following the directions in the sidebar.
- Point out the spelling is made up of two letters.
- Draw the spelling several more times, using the phrases or counting off the strokes as you create the spelling.
- Tell students you are going to use your entire arm to draw a very large spelling in the air. Model this with your back to students, encouraging them to copy the motions and repeat the phrases with you.

Start between the dotted line and bottom line.

1. circle to the left
2. line down ending below the bottom line

Start on the dotted line.

1. cup
2. short line down

- Tell students whenever the spelling 'qu' appears on an activity page for the next few lessons, it will be printed in darker, bolder ink.

Meet the Spelling Activity Page

Digital Component 7.1

- Distribute and display Activity Page 7.1. Tell students they will practice writing the letters for /qu/.
- Work as a group, guiding students to complete each item in the rows of spellings as you model the writing process. Trace the gray dotted spellings in the row first; write the spellings, using the black dots as starting points. Say the sound as you finish each spelling.
- At the bottom of the page, show students how to read and trace the word *quiz*. Have students trace and write the word using the black dots to start each letter.
- Turn to the back of the activity page. Ask students to identify each picture and write a 'qu' under the picture if the depicted item begins with the /qu/ sound. Model each step so students can follow along.

STUDENT CHAINING (20 MIN.)

- Ask students to take out the Chaining Folders and arrange the Small Letter Cards on the folder, placing the spellings for vowel sounds along the top and the spellings for consonant sounds along the bottom.
- Collect the Small Letter Cards for /p/, /m/, and /r/.
- Give each student two Small Letter Cards for 't', one Small Letter Card for 'l', and one Small Letter Card for 'qu'.
- Make sure students have the following vowel spellings along the top of the folder: 'i', 'e', 'a', 'u', 'o'.
- Make sure students have the following consonant spellings along the bottom of the folder: 'n' (2), 't' (2), 's' (2), 'l', 'ch', 'sh', 'th', 'qu'.
- Review the sound/spelling correspondences by pointing to a spelling on the pocket chart and having students say the sound.
- Ask students to spell *quit* in the middle of the Chaining Folders, starting on the left side at the green dot.
- Ask a student to come up to the pocket chart and spell *quit*.
- Students should make any necessary corrections on the Chaining Folders.

Sound Library

Activity Page 7.1

Pocket Chart Setup

Chaining Folder

- When students have spelled *quit* on the Chaining Folders, say, "If that is *quit*, show me *quilt*."
- Repeat for the remaining words in the chain.
- Once students have spelled the last word in the chain, have students return the Small Letter Cards to their slots.
- Begin the next chain by saying the first word in the chain.
- Complete the chaining.

1. quit > quilt > quint > squint > stint > tint > tin > thin
2. quest > chest > nest > net > set > sat > chat > that

Check for Understanding

As students move through the chain, observe their spelling ability, particularly with regard to consonant digraphs.

End Lesson

Take-Home Material

WORD WHEEL

Activity Page 7.2

- Have students give Activity Page 7.2 to a family member.

Lesson 7: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Write the words and phrases from the box on the board/chart paper. Have students copy and illustrate a few of them on paper.

1. quit that	4. quilts on beds
2. math quiz	5. squid in pot
3. quilt in chest	6. sit on quilt

MORE HELP WITH LETTER NAMES

"The Alphabet Song"

- Make one copy of **Activity Page TR 7.1** (Lowercase Alphabet Board) for each student.
- Sing "The Alphabet Song" while students point to the corresponding letters on the Lowercase Alphabet Board. Letters are arranged in lines to match the pauses in the song.

Note: "l-m-n-o-p" should be sung with a clap between each letter.

Letter Match

- Make one copy of **Activity Page TR 7.1** (Lowercase Alphabet Board) and **Activity Page TR 7.2** (Lowercase Letter Cards)for each student. Cut apart the Lowercase Letter Cards.
- Provide students with Lowercase Letter Cards to match with the letters on the Lowercase Alphabet Board. Make it game-like by putting select letters in a bag and taking turns selecting one to match to the board.

I Spy

- Make one copy of **Activity Page TR 7.1** (Lowercase Alphabet Board) for each student.

- Using the Lowercase Alphabet Board, provide clues for students to identify letters. Students should point to and name the letter they identify. Below are a few sample clues:
  - I spy the letter your name starts with.
  - I spy two letters made with a tall line and a circle (e.g.,'b' and 'd').
  - I spy the letter after 'r'.

MORE HELP READING AND SPELLING CONSONANT DIGRAPHS

Pocket Chart Chaining for Reading

- You will need pocket chart cards for the following vowel spellings: 'i', 'e', 'u' and the following consonant spellings: 'qu', 'th', 'sh', 'ch', 'l', 't', 'p', 's', 'r', 'b', 'y', 'n', 'h', 'd'.
- See the directions for Pocket Chart Chaining for Reading in Lesson 3.

1. lit > quit > pit > pet > pest > rest > quest > best > bust > bus
2. yen > hen > then > ten > ted > shed > bed > bend > bench > quench

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average between 200 and 250 of those words would be completely decodable.

After today's lesson: If students attempted to read 1,000 words in a trade book, on average between 200 and 250 of those words would be completely decodable.

Today's sound, /qu/, is really a combination of two sounds, /k/ + /w/.

The sound combination /qu/ is found in approximately 0.9 percent of English words.

The sound combination /qu/ is spelled 'qu' approximately 92 percent of the time.

The spelling 'kw' as in *Kwanza* is rare but is already decodable based on previous lessons.

Students have now learned at least one way to spell 29 of the 44 sounds in the English language.

LESSON

8

BASIC CODE

Introduce /ng/ › ‘ng’

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will provide the sound and letter name for each letter card shown.

ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

Students will distinguish the similar sounds of /n/ and /ng/ in minimal word pairs.

ELA.K.F.1.2; ELA.K.F.1.3a

Students will read and spell single-syllable, short-vowel words with /ch/ > ‘ch’, /sh/ > ‘sh’, /th/ > ‘th’, and /<u>th</u>/ > ‘th’, /qu/ > ‘qu’, and /ng/ > ‘ng’.

ELA.K.F.1.3c; ELA.K.F.1.3d

FORMATIVE ASSESSMENT

Observation	Letter Name and Letter Sound Observation Record ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b
Activity Page 8.4	‘qu’ (Group 2 only) ELA.K.F.1.3c

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	5 min.	❑ Large Letter Cards for 'ch', 'sh', 'th', 'qu', and sixteen other spellings ❑ Sound Poster for /qu/ ❑ Sound Card 31 (*quilt*)
Introduce the Sound /ng/ (Phonological Awareness)	Whole Group	10 min.	
Introduce the Spelling /ng/ > 'ng' (Phonological Awareness and Phonics)	Whole Group	20 min.	❑ Activity Page 8.1
Minimal Pairs (Phonics)	Whole Group	10 min.	❑ Activity Pages 8.2, 8.3
Differentiated Instruction (Phonological Awareness, Phonics)	Small Group/ Independent	15 min.	❑ Activity Page 8.4

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards for the letters listed in the Lesson at a Glance.
- Gather the Sound Poster for /qu/ and Sound Card 31 (*quilt*).

Digital Component 8.1

- Create an enlarged version of Activity Page 8.1 (Digital Component 8.1) to display for Meet the Spelling Activity Page, or use the digital version.
- Reassign students to Group 1 or Group 2 based on their work in earlier lessons. Group 1 students, who are students who need more support, will work with the teacher. Group 2 students will work independently.
- Write the following decodable phrases on the board/chart paper or on sentence strips to use with Group 2.

1. queen and king
2. quilt on bed
3. math quiz
4. flaps its wings and sings

Start Lesson

Lesson 8: Basic Code

Foundational Skills

60M

Primary Focus

Students will provide the sound and letter name for each letter card shown.

ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

Students will distinguish the similar sounds of /n/ and /ng/ in minimal word pairs.

ELA.K.F.1.2; ELA.K.F.1.3a

Students will read and spell single-syllable, short-vowel words with /ch/ > 'ch', /sh/ > 'sh', /th/ > 'th', and /th/ > 'th', /qu/ > 'qu', and /ng/ > 'ng'.

ELA.K.F.1.3c; ELA.K.F.1.3d

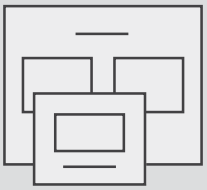
WARM-UP (5 MIN.)

Sound/Spelling Review

Large Letter Cards

- Review the Large Letter Cards listed in the Lesson at a Glance. Select cards students need to practice.
- Use the procedures described in earlier lessons.
- Be sure students name both possible sounds for the digraph 'th' (voiceless /th/ and voiced /th/).
- Add Sound Card 31 (*quilt*) to the Sound Poster for /qu/.
- Conclude the Warm-Up by reviewing all digraphs.

Sound Posters and Cards



Observation: Letter Name and Letter Sound Observation Record

Call on a different student to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

INTRODUCE THE SOUND /NG/ (10 MIN.)

Hearing Final Sounds

Note: In the English language, the sound /ng/ never appears at the beginning of words or syllables.

- Tell students the new sound is /ng/.
- Have students say the /ng/ sound several times, drawing it out.
- Ask students to repeat a number of words having the /ng/ sound at the end: *song, thing, long, bang, ring, king*.
- Ask students if /ng/ is a vowel sound or a consonant sound. *(It is a consonant sound, made with the mouth closed.)*
- Tell students you are going to say a number of words. Some of the words will end with the /ng/ sound and some will not.
- Have students close their eyes and listen carefully.

1.	wisp	3.	bring	5.	flung	7.	book
2.	rang	4.	sip	6.	king	8.	lung

Check for Understanding

Have students close their eyes and listen as you read the words in the chart. Ask them to raise their hands when they hear a word ending with the /ng/ sound.

INTRODUCE THE SPELLING /NG/ → 'NG' (20 MIN.)

Teacher Modeling

- Draw a large lowercase 'ng' on the board/chart paper following the directions in the sidebar.
- Point out the spelling is made up of two letters, reviewing the concept of a digraph if necessary. Explain that 'ng' does not equal /n/ plus /g/ but stands for a different sound altogether.

Sound Library

Start on the dotted line.

1. short line down
2. hump

Start between the dotted line and the bottom line.

1. circle to the left
2. hook ending below bottom line

- Draw the digraph several more times, using the phrases or counting off the strokes as you create the spelling.
- Tell students you are going to use your entire arm to draw a very large spelling in the air. Model this with your back to students, encouraging them to copy the motions and repeat the phrases with you.
- Tell students that whenever the spelling 'ng' appears on an activity page for the next few lessons, it will be printed in darker, bolder ink to remind them that two letters stand for a single sound.

Meet the Spelling Activity Page

Digital Component 8.1

Activity Page 8.1

- Distribute and display Activity Page 8.1. Tell students they will practice writing letters for the /ng/ sound.
- Work as a group, guiding students to complete each item in the rows of spellings as you model the writing process. Trace the gray dotted spellings in the row first; write the spellings, using the black dots as starting points. Say the sound as you finish each spelling.
- At the bottom of the page, show students how to read and trace the word *bang*. Have students trace and write the word using the black dots to start each letter.
- Turn to the back of the activity page. Ask students to read each word, find the matching picture, and write the word on the corresponding line. Model each step so students can follow along.

Activity Pages 8.2, 8.3

MINIMAL PAIRS (10 MIN.)

- Tell students it can be difficult to tell the difference between the /n/ sound and the /ng/ sound. Both sounds are made by channeling air through the nose.
- Distribute Activity Pages 8.2 and 8.3.
- Ask students to show you the picture of /n/ when you say the /n/ sound and the picture of /ng/ when you say the /ng/ sound.
- Practice this several times.
- Next, tell students you are going to say two words. The words will be very similar, but one word will end with the /n/ sound and the other word will end with the /ng/ sound.
- Have students close their eyes and listen as you say the first word pair.

Support

In order to help students hear the subtle difference between /n/ and /ng/, you may teach them gestures. The students can touch their noses for /n/ and raise their hands for /ng/.

- Have students repeat both words to hear and feel the difference in articulation.
- Complete the remaining pairs.

1. sun—sung
2. pang—pan
3. ran—rang
4. king—kin
5. thin—thing
6. ban—bang
7. wing—win
8. run—rung

Check for Understanding

As you read Minimal Pairs, have students hold up the picture of /n/ when you say a word ending with the /n/ sound and the picture of /ng/ when you say a word ending with the /ng/ sound.

DIFFERENTIATED INSTRUCTION (15 MIN.)

Small Group 2

- Distribute Activity Page 8.4.
- Tell students to look at each picture, then circle the letters that spell the name of the depicted item and write the word on the line.
- Refer to the decodable phrases written on the board/chart paper in advance. As students finish, have them read, copy, and illustrate some of the phrases or suggest students partner read from the *Kit* Reader.

1. queen and king
2. quilt on bed
3. math quiz
4. flaps its wings and sings

Activity Page 8.4

Activity Page 8.4: 'qu' (Group 2 only)

As Group 2 students complete Activity Page 8.4, collect it to review and monitor student progress.

Small Group 1

- Distribute Activity Page 8.4.
- Point to the first picture and ask students to identify it. (If necessary, tell the class it is a swing.)
- Ask students for the first sound in *swing.*
- Ask students which of the first two spellings is a picture of the /s/ sound.
- Have students circle the 's'.
- Repeat for the remaining three sounds in *swing*.
- Have students write *swing* on the line provided, saying each sound as they write it.
- Complete the remaining items.
- If time permits, choose a story from the *Kit* Reader to reread as a small group.
- Alternatively, you may use different remediation exercises that address students' specific needs.

End Lesson

Lesson 8: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

1. fling things
2. Men sing songs.
3. stings leg
4. finch with wings
5. long, thin string
6. length and width
7. ring on hand
8. bang on pots
9. That man is strong.
10. Tots sit on swings.

MORE HELP SEGMENTING CONSONANT DIGRAPHS

Oral Segmenting

- Follow the steps outlined in Lesson 1 Warm-Up, using the words in the box.

1. (3) thing /th/ /i/ /ng/
2. (3) rang /r/ /a/ /ng/
3. (4) clang /c/ /l/ /a/ /ng/
4. (3) ran /r/ /a/ /n/
5. (4) clan /c/ /l/ /a/ /n/

MORE HELP WITH SIMILAR SOUNDS

T-Charts

Note: In this unit, a few sounds have been introduced that can be difficult to distinguish. With students, practice listening for the difference between /n/ and /ng/.

- Gather pictures of items ending with either of these sounds, /n/ and /ng/.

1. fun
2. tin
3. wing
4. sing
5. pin
6. grins
7. king
8. stun
9. lungs
10. plan
11. strings
12. van

- Draw a T-chart on the board/chart paper and write the basic code spellings for the target sounds at the top of the chart.
- Show students pairs of pictures, one ending with /n/ and one with /ng/. Ask students to identify the ending sounds.
- Have students place the pictures in the appropriate columns of the chart.

MORE HELP READING CONSONANT DIGRAPHS

Race to the Top

- Give each student a copy of **Activity Page TR 2.4** (Ladder Game Board) and a game piece. Make one set of word picture cards (**Activity Page TR 8.1**).
- Follow the directions for Race to the Top in Lesson 2.

Bingo

Note: Students will apply learned sound/spelling knowledge from Unit 7 to read words as they play the traditional game. Here, the game is tailored appropriately for student's developmental level with only three spaces across, down, or diagonal.

- Make enough copies of **Activity Page TR 8.2** for each student to have a Bingo board.
- Make one copy of **Activity Page TR 8.3** (Bingo Word Cards). Cut apart the words.
- Any collection of **tokens** can be used for students to cover spaces on their game boards (**e.g., cubes, beans, tiles, etc.**).
- Follow the procedure for Bingo in Lesson 1.

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average between 200 and 250 of those words would be completely decodable.

After today's lesson: If students attempted to read 1,000 words in a trade book, on average between 206 and 257 of those words would be completely decodable.

The sound */ng/* is the 30th most common sound in English.

The sound */ng/* is found in approximately 10 percent of English words.

The sound */ng/* is spelled 'ng' approximately 86 percent of the time.

The spelling alternative 'n' as in *pink* is taught later in the program.

Students have now learned at least one way to spell 30 of the 44 sounds in the English language.

LESSON

9

TRICKY WORD

Introduce Out

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word. ELA.K.F.1.2d; ELA.K.F.1.2f

Students will provide the sound and letter name for each letter card shown. ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

Students will read the Tricky Word *out*. ELA.K.F.1.4

Students will learn that the words *in* and *out* are used as position words. ELA.K.V.1.3

Students will write preposition words. ELA.K.V.1.1

Students will count the number of phonemes in single-syllable, short-vowel words that include consonant digraphs. ELA.K.F.1.2d; ELA.K.F.1.2f; ELA.K.F.1.3a; ELA.K.F.1.3b

Reading

As the teacher reads "Seth" aloud, students will track print from top to bottom and left to right; will identify periods at the end of sentences; and will ask and answer questions about key details in a text. Students will indicate words on the page and distinguish letters from words within sentences. ELA.K.F.1.1a; ELA.K.F.1.1b

FORMATIVE ASSESSMENT

Observation	Oral Segmenting Observation Record ELA.K.F.1.2d; ELA.K.F.1.2f
Observation	Letter Name and Letter Sound Observation Record ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b
Activity Page 9.2	Counting Phonemes ELA.K.F.1.2d; ELA.K.F.1.3a; ELA.K.F.1.3b
Observation	Discussion Questions Observation Record ELA.K.C.4.1

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Segmenting - Sound/Spelling Review (Phonological Awareness, Print Concept, Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'ch', 'sh', 'th', 'qu', 'ng', and fifteen other spellings ❑ Sound Poster for */ng/* ❑ Sound Card 32 (*ring*)
Introduce Tricky Word: *Out* (Word Recognition)	Whole Group	20 min.	❑ yellow index card ❑ Picture Reader ❑ Activity Page 9.1
Practice: How Many Sounds? (Phonological Awareness, Phonics)	Whole Group	15 min.	❑ Activity Page 9.2
Reading			
Introduce the Reader and Story	Whole Group	15 min.	❑ *Seth* Big Book and Reader
Teacher Demonstration: Read "Seth"			
Take-Home Material			
Practice Digraphs; Tricky Word: *Out*			❑ Activity Pages 9.3, 9.4

ADVANCE PREPARATION

Note to Teacher

Today you will start the discussion of the story "Seth" by asking students to use a **Think-Pair-Share** strategy; they should be familiar with this approach from their experience with the Knowledge strand. However, unlike the Knowledge strand, you will not provide a question for students to discuss. Instead, you will be instructing students to ask their partner a question about the story they have just read. Once students have had an opportunity to work in pairs, have several pairs share the questions and answers they discussed. Then proceed with the remainder of the discussion questions.

Foundational Skills

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance.
- Gather Sound Poster for /ng/ and Sound Card 32 (*ring*).
- Write *out* on a yellow index card if you have a Tricky Word Wall.

Digital Component 9.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Introduce Tricky Word: *Out* (Digital Component 9.1) on the board/chart paper or display the digital version.
- Prepare to load pages 89–104 from the digital Picture Reader located in Teacher Resources on the CKLA Florida Teacher Resource site.

Digital Component 9.2

- Create an enlarged version of Activity Page 9.2 (Digital Component 9.2) to display for How Many Sounds?, or use the digital version.

Reading

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

- You may wish to start a word wall specific to the *Seth* Reader. Add words to it throughout the next seven Unit 7 lessons. Be sure to write these words on white index cards to indicate that they are decodable.
- Prepare to display the story "Seth" from the *Seth* Big Book or the Teacher Resources on the CKLA Florida Teacher Resource site.

Digital Component 9.3

- Create the Preview Spellings chart (Digital Component 9.3) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Bring in pictures of a campsite, frost on a window or ice/snow, a leaky faucet, a pillow, a gymnast doing a split, mouse traps, a person carrying bags, an envelope with an arrow pointing to the stamp, and people going down a roller coaster to use in Oral Segmenting.
- Bring in a picture of a puppy (or other animal) playing (i.e., romping) in the grass to use in Preview Core Vocabulary.

Lesson 9: Tricky Word: *Out*

Foundational Skills

45M

Primary Focus

Students will orally segment up to five sounds in a single-syllable word. **ELA.K.F.1.2d; ELA.K.F.1.2f**

Students will provide the sound and letter name for each letter card shown. **ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b**

Students will read the Tricky Word *out*. **ELA.K.F.1.4**

Students will learn that the words *in* and *out* are used as position words. **ELA.K.V.1.3**

Students will write preposition words. **ELA.K.V.1.1**

Students will count the number of phonemes in single-syllable, short-vowel words that include consonant digraphs. **ELA.K.F.1.2d; ELA.K.F.1.2f; ELA.K.F.1.3a; ELA.K.F.1.3b**

WARM-UP (10 MIN.)

Oral Segmenting

- Follow the steps outlined in Lesson 1.

1	2	3	4	5
camp	/k/	/a/	/m/	/p/

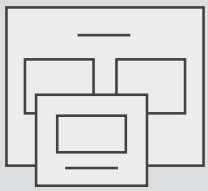
1. camp (4) /k/ /a/ /m/ /p/
2. hands (5) /h/ /a/ /n/ /d/ /z/
3. frost (5) /f/ /r/ /o/ /s/ /t/
4. drips (5) /d/ /r/ /i/ /p/ /s/
5. soft (4) /s/ /o/ /f/ /t/
6. split (5) /s/ /p/ /l/ /i/ /t/
7. traps (5) /t/ /r/ /a/ /p/ /s/
8. brings (5) /b/ /r/ /i/ /ng/ /z/
9. stamp (5) /s/ /t/ /a/ /m/ /p/
10. thrill (4) /th/ /r/ /i/ /l/

Observation: Oral Segmenting Observation Record

Call on a different student to segment each word. Note students' performance in the Oral Segmenting Observation Record.

Large Letter Cards

Sound Posters and Cards



Sound/Spelling Review

- Review the Large Letter Cards listed in the Lesson at a Glance. Select cards students need to practice.
- Use the procedures described in earlier lessons.
- Add Sound Card 32 (*ring*) to the Sound Poster for /ng/.
- Conclude the Warm-Up by reviewing cards for digraphs.

Observation: Letter Name and Letter Sound Observation Record

Call on a different student to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record

INTRODUCE TRICKY WORD: OUT (20 MIN.)

Tricky Word Review

Note: The word *in* is included in this Tricky Word lesson and the Picture Reader, even though students can read this as a decodable word, to contrast it with the new Tricky Word *out*, presenting *in* and *out* as opposites.

- Remind students that Tricky Words have parts that are not pronounced as we would expect them to be pronounced. These parts do not "follow the rules," so students must simply memorize how to pronounce and read these parts of the words.

- Review previously taught Tricky Words using the Tricky Word Wall or the digital version, following established procedures.

Digital Component 9.1

1. one	7. yellow
2. two	8. look
3. three	9. I
4. the	10. are
5. a	11. little
6. blue	12. down

Tricky Word *Out*

- Write the Tricky Word *out* on the board/chart paper and ask students how they might sound out or pronounce this word. (Based on their current code knowledge, students may say /o/ /u/ /t/, which is not a real word.)
- Tell students we actually pronounce this word /ou/ /t/ as in, "I took out my book." Tell students the word *out* is also used as a position word.
- Circle the letter 't' and explain it is pronounced just as you would expect, as /t/.
- Underline the letters 'o' and 'u' and explain these letters make up the tricky part of the word. Students would probably expect these letters to be pronounced separately as /o/ /u/, but these two letters work together to stand for the /ou/ sound.
- Tell students when reading *out*, they have to remember to pronounce the letters 'o' 'u' as /ou/.
- Tell students when writing *out*, they have to remember to spell the /ou/ sound with the letters 'o' 'u'.
- Point to the word *out* as you say the following sentence, "I took my coat out of the closet." Ask students to **Turn and Talk**, finishing the sentence frame "I took out my . . ."
- Write the Tricky Word *out* on a yellow card and add it to the Tricky Word Wall.
- Now write the word *in* on the board/chart paper and ask students to read this word, pointing out that they can sound out and read this word on their own.
- Point to *in* as you say the following sentence, "The pencil is in the cup." Ask students to **Turn and Talk**, using the word *in* to tell their partner about something else that is in or inside something.

Challenge

Ask students if they remember any other opposites they have learned (*big—little*, *up—down*).

- Tell students that the words *in* and *out* are called opposites, meaning that they have completely different meanings. Use an object in the classroom such as a pencil or a book to demonstrate as you say, "The book is in the desk; The book is out of the desk. So the words *in* and *out* are opposites."

Picture Reader and Activity Page 9.1

- Display page 89 of the digital Picture Reader and ask students to turn to the same page in their copies of the Picture Reader.
- Point to each of the following new pictures explaining that students should "read" these pictures as follows:

Picture Reader Key

baseball	**glove**	**basketball**	**hoop**
cat	**box**	**books**	**backpack**
dog	**doghouse**	**hat**	

- Point to *in* at the top of the page, asking all students to read the word aloud.
- Remind students that *in* is not a Tricky Word because it "follows the rules". That is, all of the letters are pronounced exactly as you would expect them to be.
- Tell students to turn to page 90.

Picture Reader

Page 89

Activity Page 9.1

Support

As students read sentences that use the words *is* and *are*, ask them to notice whether only one thing or more than one thing is being talked about to reinforce their understanding that the word *is* is used when talking about one thing and *are* is used when talking about more than one thing.

- Now point to the first sentence on this page.
- Call on individual students to read each sentence on pages 90–100 aloud.
- Now display page 103 of the digital Picture Reader and ask students to turn to the same page in their copies of the Picture Reader.
- Point to *out* at the top of the page, asking all students to read the word aloud.
- Now tell students to turn to page 104.
- Point to the first sentence on this page.
- Call on individual students to read each sentence on page 104 aloud.
- Distribute Activity Page 9.1 and complete each item as a class. Ask one student to read each sentence aloud and have all students say and write the word *in* or *out* in the blank space to complete the sentence.

PRACTICE (15 MIN.)

How Many Sounds?

Digital Component 9.2

Activity Page 9.2

- Distribute and display Activity Page 9.2.
- Remind students some spellings are digraphs (letter teams), which means they are made up of more than one letter.
- Ask students to tell you the first sound in the first word.
- Ask students to identify the /r/ spelling.
- Have students circle the spelling 'r', following your example.
- Complete the remaining sounds and spellings in *ranch*.
- When you get to the final sound be sure to point out that the final sound /ch/ is written with two letters working as a team.
- Ask students how many sounds are in the word *ranch*. Segment the word orally, holding up one finger for each sound.
- Have students write the number 4 in the box, following your example.
- Have students copy *ranch* on the handwriting guide, following your example.
- Continue demonstrating until students are ready to work independently.

Activity Page 9.2: Counting Phonemes

Collect and review Activity Page 9.2 to monitor student progress.

Lesson 9: "Seth"

Reading

15M

Primary Focus: As the teacher reads "Seth" aloud, students will track print from top to bottom and left to right; will identify periods at the end of sentences; and will ask and answer questions about key details in a text. Students will indicate words on the page and distinguish letters from words within sentences.

ELA.K.F.1.1a; ELA.K.F.1.1b

INTRODUCE THE READER AND STORY (5 MIN.)

- Using the Big Book or the digital version, point out the title of the book printed on the cover. Remind students that a book's title tells what the book is about.
- Ask students to read the title of the book. Tell students the book is about a boy named Seth.
- Review the parts of the Big Book (cover page, title page, back cover, and page numbers).
- Ask students to locate a printed word on the page and distinguish letters from words within sentences.

Preview Spellings

- Referring to the chart you prepared in advance, read the words aloud as a class, circling the digraphs in each word.

Digital Component 9.3

/th/ > 'th'	/<u>th</u>/ > 'th'
Seth	This, this
Smith	

Big Book

Page 2

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Prior to previewing vocabulary, tell students you will act out one of the core vocabulary words. Tell the students that the word *romp* is a verb that means to play in a fun, lively way.

Say the word *romp* again slowly, and ask students to repeat it. Demonstrate the action *to romp* by skipping or moving about in a lively way, and ask students to demonstrate the action as well as they repeat the phrase *to romp*. Use the word *romp* at an appropriate opportunity during the school day (e.g., before recess, PE, etc.).

Preview Core Vocabulary

- Before reading today's story, preview the following vocabulary with students. Write the word on the board/chart paper for students to blend and read, explain its meaning, and use it in a sentence.

romp—*v.*, to play in a fun, lively way (4)
Example: I romp at the park after school.

stomp—*v.*, to step down with force (4)
Example: If you stomp on a can you will crush it.

Sayings and Phrases

at ten—a phrase meaning ten o'clock (4)
Example: Dad always falls asleep at ten.

False Spanish Cognates

English Word: ten (2)

False Spanish Cognate: ten

English Translation of False Spanish Cognate: take this (command form of the verb *tener*)

English Word: romp (4)

False Spanish Cognate: romper

English Translation of False Spanish Cognate: to break

Purpose for Reading

- Tell students they will read a story about a boy named Seth. Ask students to pay special attention to the story so they can tell you what things Seth can do before bed.

Vocabulary Chart for "Seth"

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			stomp
Multiple-Meaning Core Vocabulary Words			romp
Sayings and Phrases	at ten		

TEACHER DEMONSTRATION (10 MIN.)

Read "Seth"

- Load or display the story "Seth" from the *Seth* Big Book.
- Have students turn to the table of contents in their Readers and locate the page on which the story "Seth" begins (page 2).
- Have students read the title of the story.
- Read the story "Seth" once without interruption, running a finger beneath the words as you read them, as students follow along in their Readers.
- Read the story a second time, pausing to point out that the first letter in a digraph (e.g., *This*) or in any word is capitalized if it is at the beginning of a sentence.
- If you have time, read the story again.

Wrap-Up

- Discuss the following questions as a class, referring to specific text in the story to help students answer. Encourage students to respond in a complete sentence incorporating the question stem in their answer.

Discussion Questions for "Seth"

1. *Think Pair Share.* I am going to ask you to talk with a partner about the story we just read. I will give you a minute so you may ask your partner one question about the story "Seth." Your partner should try to answer the question. Then it will be his or her turn to ask you a question. For example, I might ask my partner, "When does Seth go to bed?" My partner would answer by telling me Seth goes to bed at ten. Then it would be my partner's turn to ask me a question. There are many questions you may ask about this story.
2. **Literal.** How old is Seth?
   - » Seth is ten.
3. **Literal.** What are some things Seth can do before ten?
   - » Seth can jump on his bed; Seth can stomp and romp and stand on his hands.
4. **Literal.** What happens if Seth is not in bed by ten?
   - » Seth's dad gets mad if Seth is not in bed at ten.
5. **Literal.** Why can't Seth jump on his bed past ten?
   - » Seth must get in bed at ten.
6. Do you have questions you would like to ask to clarify your understanding of the story?

ENGLISH LANGUAGE LEARNERS

Reading

Exchanging Information and Ideas

Entering/Emerging
Ask yes/no questions using simple phrases: "Is Seth six?" "Can Seth jump on his bed past ten?"

Transitioning/Expanding
When asking each question, provide students with a specific sentence frame:"Seth's dad gets mad if . . ."

Bridging
Encourage students to expand and/or build from other students' responses.

Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.

End Lesson

Take-Home Material

PRACTICE DIGRAPHS; TRICKY WORD: OUT

Activity Pages 9.3, 9.4

- Have students give Activity Pages 9.3 and 9.4 to a family member.

Lesson 9: Foundational Skills Remediation

Additional Support

MORE HELP WITH LETTER SOUNDS AND NAMES

Sound Dictation

- Distribute paper and pencils to students. Give each student a Large Letter Card for a spelling that has been taught. (Be sure to include the digraphs taught in this unit; give each student a different Large Letter Card.)
- Say a sound, and ask the student with the Large Letter Card for that sound to stand up and give the letter name.
- Remind students how to print the spelling, and encourage them to write the spelling in the air. Have students print the spelling on paper, saying the sound as they write.
- Repeat for the remaining sounds.

MORE HELP SEGMENTING CONSONANT DIGRAPHS

Oral Segmenting

- Follow the steps outlined in Lesson 1 Warm-Up, using the words in the box.

1. lungs (4) /l/ /u/ /ng/ /z/	5. wish (3) /w/ /i/ /sh/
2. string (5) /s/ /t/ /r/ /i/ /ng/	6. branch (5) /b/ /r/ /a/ /n/ /ch/
3. long (3) /l/ /o/ /ng/	7. thump (4) /th/ /u/ /m/ /p/
4. quilt (4) /qu/ /i/ /l/ /t/	8. sprung (5) /s/ /p/ /r/ /u/ /ng/

Silly Monster

- Use **Activity Page TR 9.1** (Silly Monster 1) to give students practice segmenting phonemes. Students may have met Silly Monster and learned how he talks by breaking the sounds in words apart for syllable activities in the *Assessment and Remediation Guide* for Unit 2.
- Give each student a copy of the activity page.
- Tell students Silly Monster talks by breaking the sounds in words apart. Say: "For example, instead of saying *shut*, Silly Monster would say, '/sh/ /u/ /t/'."
- Review the names of the depicted items with students.
- Randomly point to a picture and ask students to identify it by talking like Silly Monster.
- If students are unable to answer, say the name of the item by stretching out the word (e.g., "/sssssshhhhh-uuuuu-t-t-t-t-t/").
- Continue until all the pictures are identified using Silly Monster talk.

Option: Blocks, **beans**, **tiles**, or the like can be used to cover pictures as sounds are identified.

Feed the Squirrel

- Follow the directions for Feed the Squirrel in Lesson 2, using the words in the box.

1. chat	5. shift	9. them
2. champ	6. that	10. quit
3. shed	7. cloth	11. king
4. sting	8. thing	12. wing

Push & Say

- Follow the directions for Push & Say in Lesson 1.
- Use the phrases in the box.

1. Fling things.	4. ring on hand
2. stings leg	5. Bang on pots.
3. long, thin string	6. That man is strong.

MORE HELP WITH TRICKY WORDS

Making Phrases

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

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

- Write decodable nouns, decodable adjectives, and the Tricky Word *down* on **cards**, one word per card.
- Have students create phrases or sentences with these cards.
- Have students copy the phrases or sentences on paper.

LESSON

10

BASIC CODE

Review Single-Syllable, Short-Vowel Words

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word.
ELA.K.F.1.2d; ELA.K.F.1.2f

Students will match the sound and letter name for each letter card shown.
ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

Students will read and spell single-syllable, short-vowel words with /ch/ > 'ch', /sh/ > 'sh', /th/ > 'th', and /<u>th</u>/ > 'th', /qu/ > 'qu', and /ng/ > 'ng'.
ELA.K.F.1.3c; ELA.K.F.1.3d

Reading

As the teacher reads "Seth's Mom" aloud, students will track print from top to bottom and left to right; will identify periods at the end of sentences; and will ask and answer questions about key details in a text. Students will indicate words on the page and distinguish letters from words within sentences.
ELA.K.F.1.1a; ELA.K.F.1.1b

Students will read "Seth's Mom" with purpose and understanding.
ELA.K.F.1.4; ELA.K.C.4.1

Students will learn about print and graphic features of text. ELA.K.R.2.1

FORMATIVE ASSESSMENT

Observation	Oral Segmenting Observation Record ELA.K.F.1.2d; ELA.K.F.1.2f
Observation	Letter Name and Letter Sound Observation Record ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

Activity Page 10.1	**Dictation with Words ‘th’, ‘sh’, ‘ng’, ‘qu’** ELA.K.F.1.3a
Observation	**Discussion Questions Observation Record** ELA.K.C.4.1
Observation	**“Seth’s Mom” Anecdotal Reading Record** ELA.K.F.1.4

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Segmenting - Sound/Spelling Review (Phonological Awareness, Print Concepts, Phonics)	Whole Group	10 min.	❑ Large Letter Cards for ‘ch’, ‘sh’, ‘th’, ‘qu’, ‘ng’, and fifteen other spellings
Dictation Identification (Phonics)	Whole Group	15 min.	❑ Activity Page 10.1
Reading			
Introduce the Story	Whole Group	20 min.	❑ *Seth* Big Book and Reader
Teacher Demonstration: Read “Seth’s Mom”			
Read “Seth’s Mom”	Partner	15 min.	❑ *Seth* Reader
Take-Home Material			
Tricky Words: *Out*, *Down*			❑ Activity Page 10.2

ADVANCE PREPARATION

Foundational Skills

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance.

Digital Component 10.1

- Create an enlarged version of Activity Page 10.1 (Digital Component 10.1) to display for Dictation Identification, or use the digital version.

Reading

Digital Component 10.2

- Create the Preview Spellings chart (Digital Component 10.2) for Introduce the Story on the board/chart paper, or use the digital version.
- Prepare to display the story "Seth's Mom" from the *Seth* Big Book or the Teacher Resources on the CKLA Florida Teacher Resource site.
- Plan to assign student pairs.
- At the start of each week, prepare the Anecdotal Reading Record provided in Teacher Resources. Over the course of the week, be sure to listen to each student read independently and make notes in the Anecdotal Reading Record.

Universal Access

- Bring in pictures of a campsite, frost on window or ice/snow, a leaky faucet, a pillow, a gymnast doing a split, mice traps, a person carrying bags, an envelope with an arrow pointing to the stamp, people going down a roller coaster, and a trash can to use in Oral Segmenting.

Lesson 10: Basic Code

Foundational Skills

25M

Primary Focus

Students will orally segment up to five sounds in a single-syllable word.

ELA.K.F.1.2d; ELA.K.F.1.2f

Students will match the sound and letter name for each letter card shown.

ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

Students will read and spell single-syllable, short-vowel words with /ch/ > 'ch', /sh/ > 'sh', /th/ > 'th', and /th/ > 'th', /qu/ > 'qu', and /ng/ > 'ng'.

ELA.K.F.1.3c; ELA.K.F.1.3d

WARM-UP (10 MIN.)

Oral Segmenting

- Follow the steps outlined in Lesson 1, dropping the word *camp* and adding the word *trash*.

1	2	3	4	5	6
hands	/h/	/a/	/n/	/d/	/z/

1. hands (5) /h/ /a/ /n/ /d/ /z/
2. frost (5) /f/ /r/ /o/ /s/ /t/
3. drips (5) /d/ /r/ /i/ /p/ /s/
4. soft (4) /s/ /o/ /f/ /t/
5. split (5) /s/ /p/ /l/ /i/ /t/
6. traps (5) /t/ /r/ /a/ /p/ /s/
7. brings (5) /b/ /r/ /i/ /ng/ /z/
8. stamp (5) /s/ /t/ /a/ /m/ /p/
9. thrill (4) /th/ /r/ /i/ /l/
10. trash (4) /t/ /r/ /a/ /sh/

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Prior to segmenting, tell students you will show them pictures of some words they will segment. Point to the picture of the trash can, say *trash* and ask students to repeat the word *trash*. Then point to and name each pictured item or action, asking students to repeat. For *hands*, hold up your free hand, say *hands* and ask students to repeat. Proceed with the segmenting of the words.

Observation: Oral Segmenting Observation Record

Call on a different student to segment each word. Note students' performance in the Oral Segmenting Observation Record.

Sound/Spelling Review

- Review the Large Letter Cards listed in the Lesson at a Glance. Select cards students need to practice.
- Follow the procedures described in earlier lessons.
- Conclude the Warm-Up by reviewing cards for the digraphs.

Large Letter Cards

Observation: Letter Name and Letter Sound Observation Record

Call on a different student to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

DICTATION IDENTIFICATION (15 MIN.)

Digital Component 10.1

- Distribute and display Activity Page 10.1.
- Point to the first row of words and tell students you are going to say one of the two words. (See box for words.)
- Say the word *then* and ask students to match it to the word on the activity page that spells *then*.
- Have students circle *then*, following your example.
- Continue demonstrating until students are ready to work independently.
- **Handwriting Practice:** Have students copy the circled words on the lines.

Activity Page 10.1

1. then	3. lush	5. thin
2. sang	4. chat	6. quilt

Activity Page 10.1: Dictation with Words 'th', 'sh', 'ng', 'qu'

Collect Activity Page 10.1 to review and monitor student progress.

Lesson 10: "Seth's Mom"

Reading

35M

Primary Focus

As the teacher reads "Seth's Mom" aloud, students will track print from top to bottom and left to right; will identify periods at the end of sentences; and will ask and answer questions about key details in a text. Students will indicate words on the page and distinguish letters from words within sentences.

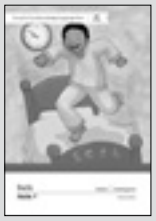
ELA.K.F.1.1a; ELA.K.F.1.1b

Students will read "Seth's Mom" with purpose and understanding.

ELA.K.F.1.4; ELA K.C.4.1

Students will learn about print and graphic features of text. ELA.K.R.2.1

Big Book



Page 8

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Referring to the chart you prepared in advance, read the words aloud as a class, circling the digraphs in each word.
- Point out the apostrophe 's' in *Seth's* and review its meaning.

Digital Component 10.2

/th/ > 'th'	/<u>th</u>/ > 'th'	/ng/ > 'ng'
Se**th**'s	**Th**is, **th**is	thi**ng**s
things		stro**ng**
think		si**ng**
		so**ng**s

Purpose for Reading

- Tell students they are going to read a story about Seth's mom. Ask students to pay special attention to the story so they can tell you some things about Seth's mom.

TEACHER DEMONSTRATION (15 MIN.)

Read "Seth's Mom"

- Load or display the story "Seth's Mom" from the *Seth* Big Book.
- Have students turn to the Table of Contents in their Reader and locate the page on which "Seth's Mom" begins (page 8).
- Have students read the title of the story.
- Read the story "Seth's Mom" once without interruption, running a finger beneath the words as you read them. Ask students to follow along in their Readers. Have students point to words on the page and distinguish letters from words within sentences.
- Read the story a second time. Remind students the first letter of the first word in a sentence is capitalized.
- If you have time, read the story again.

Wrap-Up

- Discuss the following questions as a class. Students should respond in complete sentences. Ask a student to come to the Big Book and read the sentence/point to the illustration that answers the question.

ENGLISH LANGUAGE LEARNERS

Reading

Exchanging Information and Ideas

Entering/Emerging
Ask yes/no questions using simple phrases: "Is Pat Seth's mom?" "Can Pat fix things?"

Transitioning/Expanding
When asking each question, provide students with a specific sentence frame:"Pat can sing . . ." "Pat can run . . ."

Bridging
Encourage students to expand and/or build from other students' responses

Discussion Questions for "Seth's Mom"

1. *Think-Pair-Share.* I am going to ask you to talk with a partner about the story we just read. I will give you a minute so you may ask your partner one question about the story "Seth's Mom." Your partner should answer the question. Then it will be his or her turn to ask you a question.
2. **Literal.** Who is Seth's mom?
   - » Pat is Seth's mom.
3. **Literal.** What are some things Pat can do?
   - » Pat can fix things; Pat can scrub, plan, and think; Pat can run fast; Pat can sing songs.
4. **Inferential.** Use the illustrations to answer this question: Where does Pat run?
   - » Referring to the image on page 15, students may respond that Pat runs outside; Pat runs in her neighborhood; Pat runs on the sidewalk; Accept reasonable answers.
5. Do you have questions you would like to ask to clarify your understanding of the story?

Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.

READ "SETH'S MOM" (15 MIN.)

Partner Reading

Note: Even though students will not encounter unknown spellings in the remaining stories of this Reader, discourage students from reading ahead so they do not get in the habit of doing so.

- Ask students to sit with their partners and take turns reading "Seth's Mom" aloud.
- Encourage students who finish early to reread the story "Seth." They should not read ahead.

Reader

Page 8

Observation: "Seth's Mom" Anecdotal Reading Record

As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

End Lesson

Take-Home Material

TRICKY WORDS: OUT, DOWN

- Have students give Activity Page 10.2 to a family member.

Activity Page 10.2

Lesson 10: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

1. quit that
2. math quiz
3. quilt in chest
4. quilts on beds
5. squid in pot
6. sit on quilt

SEGMENTING DIGRAPHS

Progress Monitoring (Optional)

- Make one copy of **Activity Page TR 5.1** (Isolating Digraphs Cubes) for each student.
- Follow directions for Segmenting Digraphs: Progress Monitoring in Lesson 5.

1. cheep—jeep
2. ship—chip
3. thin—thing
4. quick—wick
5. thin—this

Scoring: Each word pair is worth 1 point.

Goal: 4 or 5 correct

Scores of 3 or less indicate that additional reteaching and reinforcement is required from the Unit 7 *Assessment and Remediation Guide*, Section I, Phonological Awareness: Phonemes (Three to Five).

READING DIGRAPHS

Progress Monitoring (Optional)

- Make one copy of **Activity Page TR 10.1** (Word Cards for Word Reading Progress Monitoring 2), and cut the words out.
- Make one copy of **Activity Page TR 10.2** (Record Sheet for Word Reading Progress Monitoring 2) for each student.
- Follow directions for Reading Digraphs: Progress Monitoring in Lesson 5.

Scoring: Scoring is based on 1 point assigned for every consonant digraph in a word which is read correctly. Interpret scores as follows:

  - 9 or 10 points—excellent
  - 8 points—good
  - 6 or 7 points—fair
  - Less than 6 points—poor

Further analyze student errors to determine whether one or more types of consonant digraphs are particularly problematic. The subtotals for types of consonant digraphs at the bottom of the record sheets facilitate the identification of specific problem areas.

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

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

LESSON

11

TRICKY WORD/STUDENT ASSESSMENT

Introduce Of

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word.
ELA.K.F.1.2d; ELA.K.F.1.2f

Students will match the sound and letter name for each letter card shown.
ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

Students will read the Tricky Word *of*. ELA.K.F.1.4

Reading

As the teacher reads "Seth's Dad" aloud, students will track print from top to bottom and left to right; will identify periods at the end of sentences; and will ask and answer questions about key details in a text. Students will also locate printed words and distinguish letters from words within sentences.
ELA.K.F.1.1a; ELA.K.F.1.1b

Students will read "Seth's Dad" with purpose and understanding.
ELA.K.F.1.4; ELA.K.C.4.1

FORMATIVE ASSESSMENT

Observation	Oral Segmenting Observation Record ELA.K.F.1.2d; ELA.K.F.1.2f
Observation	Letter Name and Letter Sound Observation Record ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b
Activity Page 11.1	Reading Assessment (Part 1) ELA.K.F.1.3c
Observation	Discussion Questions Observation Record ELA.K.C.4.1
Observation	"Seth's Dad" Anecdotal Reading Record ELA.K.F.1.4

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Segmenting - Sound/Spelling Review (Phonological Awareness, Print Concepts, Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'ch', 'sh', 'th', 'qu', 'ng', and fifteen other spellings
Reading Assessment (Part 1)	Whole Group	5 min.	❑ Activity Page 11.1
Introduce Tricky Word: *Of* (Word Recognition)	Whole Group	15 min.	❑ yellow index card ❑ Activity Page 11.2 ❑ Picture Reader
Reading			
Introduce the Story	Whole Group	15 min.	❑ *Seth* Big Book and Reader
Teacher Demonstration: Read "Seth's Dad"			
Read "Seth's Dad"	Small Group/ Partner	15 min.	
Take-Home Material			
Mark the Phrase; Take-Home Story: "Seth"			❑ Activity Pages 11.3, 11.4

ADVANCE PREPARATION

Note to Teacher

This lesson and the one(s) that follow are devoted to review and assessment of Unit 7. The assessment consists of two parts. You will administer Part 1 today, which is a whole-group activity required of all students. Students will circle ten words on an activity page, one per row, as you pronounce each one-syllable, short-vowel word with the consonant digraphs taught in this unit.

After scoring Part 1, you will determine which students will complete Part 2 (during the next several lessons). In Part 2, you will meet briefly with students (individually) to administer a ten-word reading assessment. The estimated time for each child is two to four minutes.

Foundational Skills

Digital Component 11.1

- Create an enlarged version of Activity Page 11.1 (Digital Component 11.1) to display for Reading Assessment (Part 1), or use the digital version.
- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Introduce Tricky Word Review (Digital Component 11.2) on the board/chart paper or display the digital version.
- Prepare to load pages 105–108 from the digital Picture Reader located in Teacher Resources on the CKLA Florida Teacher Resource site.

Reading

- Prepare to display the story "Seth's Dad" from the *Seth* Big Book or the Teacher Resources on the CKLA Florida Teacher Resource site.

Digital Component 11.3

- Create the Preview Spellings chart (Digital Component 11.3) for Introduce the Story on the board/chart paper, or use the digital version.
- Plan which students you will assign to each group. Group 1 students, who need more support, will read aloud with you, while Group 2 students will read with partners.

Universal Access

- Bring in pictures of frost on a window or ice/snow, a leaky faucet, a pillow, a gymnast doing a split, mouse traps, a person carrying bags, an envelope with an arrow pointing to the stamp, people going down a roller coaster, a trash can, and a park bench to use in Oral Segmenting.
- Bring in an aluminum can that can be easily crushed to demonstrate for the Core Vocabulary Preview. You may also use a grape or other small object to demonstrate the verb *crush*.

Start Lesson

Lesson 11: Tricky Word *Of*

Foundational Skills

30M

Primary Focus

Students will orally segment up to five sounds in a single-syllable word.

ELA.K.F.1.2d; ELA.K.F.1.2f

Students will match the sound and letter name for each letter card shown.

ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

Students will read the Tricky Word *of*. ELA.K.F.1.4

WARM-UP (10 MIN.)

Oral Segmenting

- Follow the steps outlined in Lesson 1, dropping the word *hands* and adding the word *bench*.

1	2	3	4	5	6
frost	/f/	/r/	/o/	/s/	/t/

1. frost (5) /f/ /r/ /o/ /s/ /t/
2. drips (5) /d/ /r/ /i/ /p/ /s/
3. soft (4) /s/ /o/ /f/ /t/
4. split (5) /s/ /p/ /l/ /i/ /t/
5. traps (5) /t/ /r/ /a/ /p/ /s/
6. brings (5) /b/ /r/ /i/ /ng/ /z/
7. stamp (5) /s/ /t/ /a/ /m/ /p/
8. thrill (4) /th/ /r/ /i/ /l/
9. trash (4) /t/ /r/ /a/ /sh/
10. bench (4) /b/ /e/ /n/ /ch/

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Prior to segmenting, tell students you will show them pictures of some of the words they will segment. Point to the picture of the park bench, say *bench* and ask students to repeat the word *bench*. Then point to and name each pictured item or action, asking students to repeat. Proceed with the segmenting of the words.

Observation: Oral Segmenting Observation Record

Call on a different student to segment each word. Note students' performance in the Oral Segmenting Observation Record.

Sound/Spelling Review

Large Letter Cards

- Review the Large Letter Cards listed in the Lesson at a Glance. Select cards students need to practice.
- Use the procedures described in earlier lessons.
- Conclude the Warm-Up by reviewing cards for the digraphs.

Observation: Letter Name and Letter Sound Observation Record

Call on a different student to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

READING ASSESSMENT (PART 1) (5 MIN.)

Short Vowel Words with Consonant Clusters and Digraphs

Activity Page 11.1

- Distribute Activity Page 11.1 and pencils.
- Digital Component 11.1
- Display Activity Page 11.1 to familiarize students with the format. If you wish to provide an example, create one using words other than those used on the assessment to demonstrate on the board/chart paper.
- Tell students you will say a word and then ask them to look at and read all of the words in a row. After they have carefully read all the words, they should circle the word that matches the word you said. You may repeat the word.
- Proceed with the assessment.

1. then
2. path
3. chin
4. lunch
5. thrash
6. quilts
7. ring
8. shut
9. song
10. quiz

Activity Page 11.1: Reading Assessment (Part 1)

Collect Activity Page 11.1 to review and monitor student performance in reading one-syllable, short-vowel words with consonant clusters and digraphs.

Analysis and Interpretation

- Assign 1 point for each word circled correctly.
- There are ten words making a total score of 10 points possible.
- Record the results on the Unit 7 Assessment Record Sheet located in the Teacher Resources section of this Teacher Guide.

Interpret scores as follows:

- 9 or 10 points—excellent
- 8 points—good
- 7 points—fair
- 6 points or less—poor
- Students scoring 7 or fewer points must complete Part 2 of the assessment, which you will administer individually over the next several lessons.

INTRODUCE TRICKY WORD: OF (15 MIN.)

Tricky Word Review

- Remind students that Tricky Words have parts that are not pronounced as we would expect them to be pronounced. These parts do not "follow the rules," so students must simply memorize how to pronounce and read these parts of the words.
- Review previously taught Tricky Words using the Tricky Word Wall or the digital version, following established procedures.

Digital Component 11.2

1. one
2. two
3. three
4. the
5. a
6. blue
7. yellow
8. look
9. I
10. are
11. little
12. down
13. out

Tricky Word *Of*

Support

Add *of* card to Tricky Word Wall.

- Write the Tricky Word *of* on the board/chart paper and ask students how they would sound it out or pronounce it. (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 that 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 that 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'.

- Point to the word *of* as you say the following sentence, "I have a lot of fun at school." Ask students to **Turn and Talk**, using the word *of* in an oral sentence.

Picture Reader and Activity Page 11.2

- Display page 105 of the digital Picture Reader and ask students to turn to the same page in their copies of the Picture Reader.
- Point to each of the following new pictures explaining that students should "read" these pictures as follows:

Picture Reader Key

pizza	**oven**
cookies	**cake**

- Point to *of* at the top of the page, asking all students to read the word aloud.
- Tell students to turn the page to page 106.
- Now point to the first sentence on this page.
- Call on individual students to read each sentence on pages 106–108 aloud.
- Distribute Activity Page 11.2 and complete each item as a class. Ask one student to read each sentence aloud and have all students say and write the word *of* in the blank space to complete each sentence.

Support

If students struggle to think of a sentence using *of*, suggest phrases that include the word *of*: *a lot of*, *out of* (as in took something out of something else), *in front/back of*, etc.

Activity Page 11.2

Picture Reader

Page 105

Support

As students read sentences that use the words *is* and *are*, ask them to notice whether only one thing or more than one thing is being talked about to reinforce their understanding that the word *is* is used when talking about one thing and *are* is used when talking about more than one thing.

Lesson 11: "Seth's Dad"

Reading

30M

Primary Focus

As the teacher reads "Seth's Dad" aloud, students will track print from top to bottom and left to right; will identify periods at the end of sentences; and will ask and answer questions about key details in a text. Students will also locate printed words and distinguish letters from words within sentences.

ELA.K.F.1.1a; ELA.K.F.1.1b

Students will read "Seth's Dad" with purpose and understanding.

ELA.K.F.1.4; ELA.K.C.4.1

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Prior to previewing vocabulary, tell students you will show them a demonstration of one of the core vocabulary words. Take out the can and carefully crush it with your hands or by placing it on the ground and stomping on it. Say the word *crush*, and ask students to repeat it. Now ask students to pantomime the action *to crush* (e.g., an imaginary can or grape) as they repeat the word again.

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Referring to the chart you prepared in advance, read the words aloud as a class, circling the digraphs in each word.
- Point out the apostrophe 's' in *Seth's* and review its meaning.

Digital Component 11.3

/ch/ > 'ch'	/sh/ > 'sh'	/th/ > 'th'	/th/ > 'th'	/ng/ > 'ng'
lun**ch**	cru**sh**	Se**th**'s	**Th**is, **th**is	bri**ng**s
		wi**th**		stro**ng**
		thinks		
		ma**th**		

Note: In this story, uppercase letter 'D' is used. Uppercase 'D' does not look like lowercase 'd'. Tell students 'D' is another way of writing the letter 'd' (i.e., it is the uppercase version of 'd').

Preview Vocabulary

- Before reading today's story, preview the following vocabulary. Write the word *crush* on the board/chart paper for students to blend and read. Explain that *crush* is a verb that means to squeeze something until it is smaller. Read the example sentence.

crush—*v.*, to squeeze something until it is smaller (24)
Example: I crush the dried leaves with my boots as I walk to school.

Vocabulary Chart for "Seth"			
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary			
Multiple-Meaning Core Vocabulary Words			crush
Sayings and Phrases			

False Spanish Cognates

English Word: cans (24)

False Spanish Cognate: cansar

English Translation of False Spanish Cognate: to tire; exhaust

Purpose for Reading

- Tell students they will read a story about Seth's dad. Ask students to pay special attention to the story so they can tell you some things about Seth's dad.

TEACHER DEMONSTRATION (10 MIN.)

Read "Seth's Dad"

- Load or display the story "Seth's Dad" from the *Seth* Big Book.
- Have students turn to the table of contents in the Reader and locate the page on which the story "Seth's Dad" begins (page 18).
- Have students read the title of the story.
- Read the story "Seth's Dad" 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 words with digraphs.
- If you have time, read the story again.

Big Book

Page 18

ENGLISH LANGUAGE LEARNERS

Reading

Exchanging Information and Ideas

Entering/Emerging
Ask yes/no questions using simple phrases: "Is Seth's dad Pat?" "Can Ted crush cans with his hands?"

Transitioning/Expanding
When asking each question, provide students with a specific sentence frame: "Ted brings his . . . with him."

Bridging
Encourage students to expand and/or build from other students' responses.

Wrap-Up

- Discuss the following questions as a class. Students should respond in complete sentences. Ask a student to come to the Big Book and read the sentence/point to the illustration that answers the question.

Discussion Questions for "Seth's Dad"

1. *Think-Pair-Share.* I am going to ask you to talk with a partner about the story we just read. I will give you a minute so you may ask your partner one question about the story "Seth's Dad." You might start your question with a word like *who*, *what*, *where*, or *why*. Your partner should answer the question. Then it will be his or her turn to ask you a question.
2. **Literal.** Who is Seth's dad?
   - » Ted is Seth's dad.
3. **Literal.** What are some things Ted does?
   - » *Ted brings his lunch with him; Ted thinks and plans; Ted can crush cans with his hands.*
4. **Inferential.** Use the illustrations to answer this question: How does Ted get to work?
   - » Referring to the image on page 21, students may respond that Ted takes the bus to work; Ted walks to/from the bus; Accept reasonable answers.
5. Do you have questions you would like to ask to clarify your understanding of the story?

Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.

READ "SETH'S DAD" (15 MIN.)

Small Group

Group 2: Have students take out the Readers, sit with their partners, and take turns reading "Seth's Dad" aloud. Upon completion, students may reread the stories "Seth's Mom" and "Seth." They should not read ahead.

Group 1: Have students follow along in the Readers as you use the *Seth* Big Book to read aloud "Seth's Dad" without interruption. Read the story a second time.

- Tell students you are going to ask them to reread "Seth's Dad." Use group reading strategies that work best for your students. Remind all students to run their finger under each word as they read aloud. Also remind them they should sound a word letter by letter if they do not immediately recognize it.
- Remind students that as they practice reading these stories, they may start to recognize words they have read before. Write the word *Seth's* on the board/chart paper, explaining, for example, they will see this word several times in this story; if they know the word, they can say it all at once, without sounding out each letter.
- Ask all students to point to the title on page 18 and read it aloud. Ask students the name of the punctuation mark in the word *Seth's* (*an apostrophe)* and what it means *(it shows possession [e.g., whose dad we are talking about])*.
- Be sure to point out the uppercase 'D' in the word *Dad*, explaining it is another way to write the letter 'd' (i.e., it is the uppercase version of this letter).

Reader

Page 18

Observation: "Seth's Dad" Anecdotal Reading Record

As you listen to each student read, make notes regarding their reading in the Anecdotal Reading Record.

End Lesson

Take-Home Material

MARK THE PHRASE; TAKE-HOME STORY: "SETH"

Activity Pages 11.3, 11.4

- Have students give Activity Pages 11.3 and 11.4 to a family member.

Lesson 11: Foundational Skills Remediation

Additional Support

MORE HELP SEGMENTING CONSONANT DIGRAPHS

Flip Your Lid!

- Follow the directions for Flip Your Lid! in Lesson 3 using the words in the box.

1. chant
2. pinch
3. hush
4. flash
5. moth
6. thump
7. that
8. quiz
9. bring
10. swing

Oral Segmenting

- Follow the steps outlined in Lesson 1 Warm-Up, using the words in the box.

1. quick (3) /qu/ /i/ /k/
2. queen (3) /qu/ /ee/ /n/
3. quack (3) /qu/ /a/ /k/
4. fang (4) /f/ /a/ /ng/
5. flung (5) /f/ /l/ /u/ /ng/
6. throws (5) /th/ /r/ /oe/ /w/ /z/
7. shrub (5) /sh/ /r/ /u/ /b/ /z/

MORE HELP WITH TRICKY WORDS

Tricky Word Phrases

- Write the following phrases on cards, sentence strips, or the board/chart paper:

1. thrill of frost
2. sit down on bench
3. out of stamps
4. trash drips down can
5. out of strong trap
6. down a soft chin
7. down on quilt
8. bring out lunch

- Have students read the phrases aloud.

LESSON

12 Student Performance Assessment

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word.
ELA.K.F.1.2d; ELA.K.F.1.2f

Students will provide the sound and letter name for each letter card shown.
ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

Students will read and spell single-syllable, short-vowel words with /ch/ > 'ch', /sh/ > 'sh', /th/ > 'th', and /th/ > 'th', /qu/ > 'qu', and /ng/ > 'ng'.
ELA.K.F.1.3c; ELA.K.F.1.3d

Reading

Students will read "Seth's Dad" with purpose and understanding. ELA.K.F.1.4

FORMATIVE ASSESSMENTS

Observation	Oral Segmenting Observation Record ELA.K.F.1.2d; ELA.K.F.1.2f
Observation	Letter Name and Letter Sound Observation Record ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b
Activity Page 12.2	Reading Assessment (Part 2) ELA.K.F.1.3c
Observation	"Seth's Dad" Anecdotal Reading Record ELA.K.F.1.4

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Segmenting - Sound/Spelling Review (Phonological Awareness, Print Concepts, Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'ch', 'sh', 'th', 'qu', 'ng', and fifteen other spellings
Teacher Chaining (Phonological Awareness, Phonics)	Whole Group	15 min.	
Word Box (Phonics)	Whole Group	15 min.	❑ Activity Page 12.1
Reading Assessment (Part 2)	One-on-One		❑ Activity Page 12.2 ❑ Word Cards for Unit 7 Reading Assessment Part 2
Reading			
Reread "Seth's Dad"	Small Group/ Partner	20 min.	❑ *Seth* Reader
Take-Home Material			
Take-Home Story: "Seth's Mom"; Tricky Word Practice			❑ Activity Pages 12.3, 12.4

ADVANCE PREPARATION

Note to Teacher

Any student who received a score of 7 or less on Part 1 of the Student Performance Assessment administered in the previous lesson should take Part 2. To administer Part 2, you will meet briefly with each student individually to ask them to read ten words. The estimated time for each child is two to four minutes. Other students should work independently on Activity Page 12.1 as you administer Part 2. You will have additional opportunities to administer Part 2 to additional students in Lessons 14, 15, and 16.

Foundational Skills

Digital Component 12.1

- Create an enlarged version of Activity Page 12.1 (Digital Component 12.1) to display for Word Box, or use the digital version.
- Copy the Word Cards for Unit 7 Reading Assessment Part 2, found in the Teacher Resources section of this Teacher Guide. Cut apart the word cards (if desired).

Universal Access

- Bring in pictures of a leaky faucet, a pillow, a gymnast doing a split, mouse traps, a person carrying bags, an envelope with an arrow pointing to the stamp, people going down a roller coaster, a trash can, and a park bench to use in Oral Segmenting.

Lesson 12: Student Performance Assessment

Foundational Skills

40M

Primary Focus

Students will orally segment up to five sounds in a single-syllable word.

ELA.K.F.1.2d; ELA.K.F.1.2f

Students will provide the sound and letter name for each letter card shown.

ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

Students will read and spell single-syllable, short-vowel words with /ch/ > 'ch', /sh/ > 'sh', /th/ > 'th', and /th/ > 'th', /qu/ > 'qu', and /ng/ > 'ng'.

ELA.K.F.1.3c; ELA.K.F.1.3d

WARM-UP (10 MIN.)

Oral Segmenting

- Follow the steps outlined in Lesson 1, dropping the word *frost* and adding the word *things*.

1	2	3	4	5	6
drips	/d/	/r/	/i/	/p/	/s/

1. drips (5) /d/ /r/ /i/ /p/ /s/
2. soft (4) /s/ /o/ /f/ /t/
3. split (5) /s/ /p/ /l/ /i/ /t/
4. traps (5) /t/ /r/ /a/ /p/ /s/
5. brings (5) /b/ /r/ /i/ /ng/ /z/
6. stamp (5) /s/ /t/ /a/ /m/ /p/
7. thrill (4) /th/ /r/ /i/ /l/
8. trash (4) /t/ /r/ /a/ /sh/
9. bench (4) /b/ /e/ /n/ /ch/
10. things (4) /th/ /i/ /ng/ /z/

Challenge

Ask students to provide a rhyming word for each blended word.

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Prior to segmenting, tell students you will show them pictures of some of the words they will segment. Point to and name each pictured item or action, asking students to repeat. Tell students that there is no picture for this week's new word. Proceed with the segmenting of the words.

Observation: Oral Segmenting Observation Record

Call on a different student to segment each word. Note students' performance in the Oral Segmenting Observation Record.

Sound/Spelling Review

Large Letter Cards

- Review the Large Letter Cards listed in the Lesson at a Glance. Select cards students need to practice.
- Use the procedures described in earlier lessons.
- Conclude the Warm-Up by reviewing cards for the digraphs.

Observation: Letter Name and Letter Sound Observation Record

Call on a different student to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

TEACHER CHAINING (15 MIN.)

Support

Whenever you write a word spelled with a digraph on the board/chart paper, circle the digraph to signal students two letters work together as a team.

- Write *bunch* on the board/chart paper.
- Ask a student to read the word, first in a segmented fashion then blended.
- Remove 'b' and add 'h' to create *hunch*.
- As you make this change, say, "If that is *bunch*, what is this?"
- Complete the chaining.

1. bunch > hunch > lunch > punch > munch > much > mush > rush > rung
2. lug > lush > lash > sash > cash > ash > bash > bath > path > math
3. ring > thing > thin > tin > tip > quip > quit > quits > quilts > quilt

WORD BOX (15 MIN.)

Digital Component 12.1

Activity Page 12.1

- Distribute and display Activity Page 12.1.
- Ask students to read the first word.
- Ask which pictures match the word *shed*.
- Have students write *shed* under the picture of the shed, following your example.
- Instruct students to work independently so you can administer Part 2 of the Student Performance Assessment.
- Tell students who finish the activity page early to reread stories they have already read in the *Seth* Reader.

READING ASSESSMENT (PART 2)

- Part 2 involves assessing students individually by having them read aloud ten words.
- The words for the assessment are located in the Teacher Resources section of this Teacher Guide.
- Copy the page and either have students read directly from the page, or cut out and show the words as cards one at a time.
- Use the Student Record Sheet on Activity Page 12.2 to record each word as the student reads it. Scoring is based on 1 point assigned for every sound in a word that is read correctly.

Activity Page 12.2

Analysis and Interpretation

Interpret scores as follows:

- 27 or more points—excellent
- 23–26 points—good
- 20–22 points—fair
- Less than 20 points—poor

Further analyze each student's errors to determine whether there are one or more individual letter-sound correspondences that are particularly problematic.

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

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

Lesson 12: "Seth's Dad"

Reading

20M

Primary Focus: Students will read "Seth's Dad" with purpose and understanding.

ELA.K.F.1.4

REREAD "SETH'S DAD" (20 MIN.)

Small Group

Reader

Page 18

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

Group 1: Have students take out the Readers, sit with their partners, and take turns rereading "Seth's Dad" aloud. Students who finish early should reread the stories "Seth's Mom" and "Seth." They should not read ahead.

Group 2: Ask students to reread "Seth's Dad." Use a group reading practice that is best for your group. Remind all students to run their finger under each word as they read aloud. If they do not immediately recognize a word, encourage students to blend and read the word.

- As they practice reading these stories, students may start to recognize words they have read before. For example, write the word *Seth's* on the board/chart paper, explaining that they will see the word several times in this story; if they know the word, they can say it all at once, without sounding out each letter.
- Ask all students to point to the title on page 18 and read it aloud. Ask students to name the punctuation mark in the word *Seth's* and tell what it means. *[It is an apostrophe; it shows possession (i.e., whose dad we are talking about)]*

- Be sure to point out the uppercase 'D' in the word *Dad*, explaining it is another way to write the letter 'd' (i.e., it is the uppercase version of this letter).
- If time permits, have students reread "Seth's Mom" and "Seth" using various read-aloud strategies.

Observation: "Seth's Dad" Anecdotal Reading Record

As you listen to each student read, make notes regarding their reading in the Anecdotal Reading Record.

End Lesson

Take-Home Material

TAKE-HOME STORY: "SETH'S MOM"; TRICKY WORD PRACTICE

- Have students give Activity Pages 12.3 and 12.4 to a family member.

Activity Pages 12.3, 12.4

Lesson 12: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

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

MORE HELP SEGMENTING CONSONANT DIGRAPHS

Silly Monster

- Follow the directions for Silly Monster in Lesson 9.
- Provide each student with a copy of **Activity Page TR 12.1** (Silly Monster 2).

Construction Time

- Follow the directions in Lesson 4, using the words in the box.

1. lunch	6. sloth
2. branch	7. then
3. shop	8. quest
4. smash	9. long
5. bath	10. stung

MORE HELP WITH ORAL READING

Two Voices

- The story "Seth's Mom" from the *Seth* Reader has been recreated here to be read for two voices. One student reads down column 1 while the other reads down column 2, together completing the story. The lines read chorally are in bold. Encourage students to practice rereading for two voices to prepare to perform the story. Distribute one copy of **Activity Page TR 12.2** to each student.

LESSON

13

BASIC CODE

Review Single-Syllable, Short-Vowel Words

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word.
ELA.K.F.1.2d; ELA.K.F.1.2f

Students will read and spell single-syllable, short-vowel words with /ch/ > 'ch', /sh/ > 'sh', /th/ > 'th', and /<u>th</u>/ > 'th', /qu/ > 'qu', and /ng/ > 'ng'.
ELA.K.F.1.3c; ELA.K.F.1.3d

Reading

Students will use texts to learn or clarify word meanings. ELA.K.V.1.1

As the teacher reads "Sal's Fish Shop" aloud, students will track print from top to bottom and left to right; will identify periods at the end of sentences; and will ask and answer questions about key details in a text. Students will also locate printed words and distinguish letters from words within sentences.
ELA.K.F.1.1a; ELA.K.F.1.1b

Students will read "Sal's Fish Shop" with purpose and understanding.
ELA.K.F.1.4; ELA.K.C.4.1

Students will make inferences and use evidence to support understanding.
ELA.K12.EE.3.1

FORMATIVE ASSESSMENT

Observation	Oral Segmenting Observation Record ELA.K.F.1.2d; ELA.K.F.1.2f
Observation	Discussion Questions Observation Record ELA.K.C.4.1
Observation	"Sal's Fish Shop" Anecdotal Reading Record ELA.K.F.1.4

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Oral Segmenting (Phonological Awareness)	Whole Group	5 min.	
Large Card Chaining (Phonological Awareness, Phonics)	Whole Group	20 min.	❑ Large Letter Cards for 'n', 't', 'd', 'f', 's', 'p', 'b', 'l', 'r', 'h', 'ch', 'sh', 'th', 'qu', 'ng', 'i', 'e', 'a', 'u', 'o'
Reading			
Introduce the Story	Whole Group	15 min.	❑ *Seth* Big Book and Reader
Teacher Demonstration: Read "Sal's Fish Shop"			
Read "Sal's Fish Shop"	Partner	20 min.	❑ *Seth* Reader
Take-Home Material			
Tricky Word: *Of*			❑ Activity Page 13.1

ADVANCE PREPARATION

Note to Teacher

There is no time allotted for student assessment during today's lesson. You will have the opportunity in the next lesson to continue to administer Part 2 to those students who need to complete it.

Foundational Skills

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance.

Reading

- Prepare to display the story "Sal's Fish Shop" from the *Seth* Big Book or the Teacher Resources on the CKLA Florida Teacher Resource site.

Digital Component 13.1

- Create the Preview Spellings chart (Digital Component 13.1) for Introduce the Story on the board/chart paper, or use the digital version.
- Plan to assign student pairs for partner reading.

Universal Access

- Bring in pictures of a pillow, a gymnast doing a split, mouse traps, a person carrying bags, an envelope with an arrow pointing to the stamp, people going down a roller coaster, a trash can, a park bench, and a hand crushing a soda can to use in Oral Segmenting.
- Bring in a picture of a clam and a squid to use during Preview Core Vocabulary. (You may wish to bring in two pictures of each item: one in its natural environment and another in a meal setting or fish shop).

Start Lesson

Lesson 13: Basic Code

Foundational Skills

25M

Primary Focus

Students will orally segment up to five sounds in a single-syllable word.

ELA.K.F.1.2d; ELA.K.F.1.2f

Students will read and spell single-syllable, short-vowel words with /ch/ > 'ch', /sh/ > 'sh', /th/ > 'th', and /th/ > 'th', /qu/ > 'qu', and /ng/ > 'ng'.

ELA.K.F.1.3c; ELA.K.F.1.3d

WARM-UP (5 MIN.)

Oral Segmenting

- Follow the steps outlined in Lesson 1, dropping the word *drips* and adding the word *crush*.

1	2	3	4	5
soft	/s/	/o/	/f/	/t/

1. soft (4) /s/ /o/ /f/ /t/
2. split (5) /s/ /p/ /l/ /i/ /t/
3. traps (5) /t/ /r/ /a/ /p/ /s/
4. brings (5) /b/ /r/ /i/ /ng/ /z/
5. stamp (5) /s/ /t/ /a/ /m/ /p/
6. thrill (4) /th/ /r/ /i/ /l/
7. trash (4) /t/ /r/ /a/ /sh/
8. bench (4) /b/ /e/ /n/ /ch/
9. things (4) /th/ /i/ /ng/ /z/
10. crush (4) /k/ /r/ /u/ /sh/

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Prior to segmenting, tell students you will show them pictures of some of the words they will segment. Point to the picture of the hand crushing the soda can and say *crush*, asking students to repeat. Then point to and name each pictured item or action, asking students to repeat. Proceed with the segmenting of the words; note that there is no picture support for the word *things*.

Observation: Oral Segmenting Observation Record

Call on a different student to segment each word. Note students' performance in the Oral Segmenting Observation Record.

LARGE CARD CHAINING (20 MIN.)

- Distribute the Large Letter Cards listed in the Lesson at a Glance, reviewing each sound as you do so.
- Tell students if they are holding a card with a picture of a sound in *tin*, they should go to the front of the room and stand in the order that spells *tin*. If necessary, assist students in arranging themselves in the correct order.
- Once students are standing in place, ask seated students to sound out the letters as they are arranged and indicate whether the letters spell *tin*.
- Once the word has been spelled correctly, say to students, "If that is *tin*, show me *thin*."
- 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.
- Complete the chaining.

1. tin > thin > shin > pin > ping > ring > thing > sing > sting > stung
2. rat > raft > shaft > shift > rift > lift > list > lit > quit > quilt
3. hen > then > than > that > bat > chat > chad > bad > bath > path

- Have students without Large Letter Cards write the chained words on paper.

Large Letter Cards

Lesson 13: "Sal's Fish Shop"

Reading

35M

Primary Focus

Students will use texts to learn or clarify word meanings. ELA.K.V.1.1

As the teacher reads "Sal's Fish Shop" aloud, students will track print from top to bottom and left to right; will identify periods at the end of sentences; and will ask and answer questions about key details in a text. Students will also locate printed words and distinguish letters from words within sentences.
ELA.K.F.1.1a; ELA.K.F.1.1b

Students will read "Sal's Fish Shop" with purpose and understanding.
ELA.K.F.1.4; ELA.K.C.4.1

Students will make inferences and use evidence to support understanding.
ELA.K12.EE.3.1

Big Book

Page 26

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Prior to previewing vocabulary, tell students you will show them a picture of some of the core vocabulary words. Point to the picture of the clam, say the word *clam*, and ask students to repeat it. Do the same with the picture of a squid. You may want to explain that these sea creatures are also prepared and eaten. Show the alternate pictures of the clam and squid and repeat the demonstration process.

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Referring to the chart you prepared in advance, read the words aloud as a class, circling the digraphs in each word.

Digital Component 13.1

/sh/ > 'sh'	/th/ > 'th'	/qu/ > 'qu'
fi**sh**	Se**th**	s**qu**id
shop		
fre**sh**		
shrimp		

- Point out the apostrophe 's' in *Sal's* and review its meaning.

Preview Core Vocabulary

- Before reading today's story, preview the following vocabulary with students. Write the words on the board/chart paper, discuss their meanings, and use the words in sentences.

clam—*n.*, a shelled animal living in sand or mud near the ocean; some people eat clams (28)

Example: We found the clam on the beach.

squid—*n.*, a sea animal with eight arms and two tentacles that some people like to eat (28)

Example: We had fresh squid with our dinner.

Vocabulary Chart for "Seth"			
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary		clam squid	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

Purpose for Reading

- Tell students they will read a story about Seth and his mom going to a fish shop. Ask students to pay special attention to the story so they can tell you what Seth and his mom saw at the fish shop and what they bought.

TEACHER DEMONSTRATION (10 MIN.)

Read "Sal's Fish Shop"

- Load or display the story "Sal's Fish Shop" from the *Seth* Big Book.
- Have students use the table of contents to locate the page on which "Sal's Fish Shop" begins (page 26).
- Have students read the title of the story.
- Read the story "Sal's Fish Shop" once without interruption, running a finger beneath the words as you read them.
- Read the story a second time, pausing to point out words with digraphs.
- If you have time, read the story again, having students participate.

ENGLISH LANGUAGE LEARNERS

Reading

Exchanging Information and Ideas

Entering/Emerging
Ask yes/no questions using simple phrases: "Did Pat and Seth go in Sal's Fish Shop?" "Did Pat get squid?"

Transitioning/Expanding
When asking each question, provide students with a specific sentence frame:"Sal had fresh . . ."

Bridging
Encourage students to expand and/or build from other students' responses.

Wrap-Up

Discussion Questions for "Sal's Fish Shop"

1. *Think-Pair-Share.* Ask your partner a question about the story "Sal's Fish Shop."
2. **Literal.** What store did Pat and Seth go in?
   - » Pat and Seth went in Sal's Fish Shop.
3. **Literal.** What are some things Sal had in the fish shop?
   - » Sal had fresh fish; Sal had fresh shrimp; Sal had crabs; Sal had clams; Sal had squid.
4. **Literal.** What does Pat get at the fish shop?
   - » Pat got fish and shrimp.
5. **Inferential.** Use the text or illustrations to answer this question. Who is Sal?
   - » Referring to the image on page 29, students may respond that Sal is a man, or Sal works in the fish shop. Referring to the use of the apostrophe in "Sal's Fish Shop," students may respond that Sal is the owner of the fish shop.
6. Do you have questions you would like to ask to clarify your understanding of the story?

Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.

READ "SAL'S FISH SHOP" (20 MIN.)

Reader

Page 18

Partner Reading

- Give each student a *Seth* Reader.
- Ask students to sit with their partners and take turns reading "Sal's Fish Shop" aloud.
- Encourage students to reread the stories "Seth's Dad" and "Seth's Mom." They should not read ahead.

Observation: "Sal's Fish Shop" Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. As you listen to each student, make notes in the Anecdotal Reading Record.

End Lesson

Take-Home Material

TRICKY WORD: OF

- Have students give Activity Page 13.1 to a family member.

Activity Page 13.1

Lesson 13: Foundational Skills Remediation

Additional Support

MORE HELP SEGMENTING CONSONANT DIGRAPHS

Push & Say

- Follow directions for Push & Say in Lesson 1 using the words in the box.

1. chop	6. throb
2. inch	7. this
3. mesh	8. quilt
4. crash	9. song
5. thud	10. sting

Oral Segmenting

- Follow the steps outlined in Lesson 1 Warm-Up, using the words in the box.

1. swung (4) /s/ /w/ /u/ /ng/	4. fish (3) /f/ /i/ /sh/
2. sprung (5) /s/ /p/ /r/ /u/ /ng/	5. sheets (4) /sh/ /ee/ /t/ /s/
3. rash (3) /r/ /a/ /sh/	6. champs (5) /ch/ /a/ /m/ /p/ /s/

Guess the Sound

- Whisper a "secret sound" to one student and ask him or her to find an object in the classroom beginning or ending with that sound.
- When the student points to an object, have the other students guess what the "secret sound" was.
- Use beginning sounds /ch/, /sh/, /th/, /<u>th</u>/, /qu, and ending sounds /n/, /ng/.

MORE HELP WITH ORAL READING

Two Voices

- Distribute one copy of **Activity Page TR 13.1**, "Sal's Fish Shop" to each student. The story from the *Seth* Reader has been recreated here to be read for two voices. One student reads down column 1 while the other student reads down column 2, together completing the story.

LESSON

14

Student Performance Assessment

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word.
ELA.K.F.1.2d; ELA.K.F.1.2f

Students will provide the sound and letter name for each letter card shown.
ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

Reading

As the teacher reads "Lunch" aloud, students will track print from top to bottom and left to right; will identify periods at the end of sentences; and will ask and answer questions about key details in a text. Students will also locate printed words and distinguish letters from words within sentences.
ELA.K.F.1.1a; ELA.K.F.1.1b

Students will read "Lunch" with purpose and understanding. ELA.K.F.1.4

FORMATIVE ASSESSMENT

Observation	Oral Segmenting Observation Record ELA.K.F.1.2d; ELA.K.F.1.2f
Observation	Letter Name and Letter Sound Observation Record ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b
Activity Page 12.2	Reading Assessment (Part 2) ELA.K.F.1.3c
Observation	"Lunch" Anecdotal Reading Record ELA.K.F.1.4

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Segmenting - Sound/Spelling Review (Phonological Awareness, Print Concepts, Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'ch', 'sh', 'th', 'qu', 'ng', and fifteen other spellings
Label the Picture (Phonics)	Independent	15 min.	❑ Activity Page 14.1
Reading Assessment (Part 2)	One-on-One		❑ Activity Page 12.2 ❑ Word Cards for Unit 7 Reading Assessment Part 2
Reading			
Introduce the Story	Whole Group	15 min.	❑ *Seth* Big Book and Reader
Teacher Demonstration: Read "Lunch"			
Read "Lunch"	Small Group/ Partner	20 min.	❑ *Seth* Reader
Take-Home Material			
Take-Home Story: "Seth's Dad"			❑ Activity Page 14.2

ADVANCE PREPARATION

Note to Teacher

Any student who received a score of 7 or less on Part 1 of the Student Performance Assessment administered in the previous lesson should take Part 2. To administer Part 2, you will meet briefly with each student individually to ask them to read ten words. The estimated time for each child is two to four minutes. Other students should work independently on Activity Page 14.1 as you administer Part 2. You will have additional opportunities to administer Part 2 to additional students in Lessons 15 and 16.

Foundational Skills

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance.

Digital Component 14.1

- Create an enlarged version of Activity Page 14.1 (Digital Component 14.1) to display for Label the Picture, or use the digital version.
- Copy the Word Cards for Unit 7 Reading Assessment Part 2. Cut apart word cards (if desired).

Reading

- Prepare to display the story "Lunch" from the *Seth* Big Book or the Teacher Resources on the CKLA Florida Teacher Resource site.

Digital Component 14.2

- Create the Preview Spellings chart (Digital Component 14.2) for Introduce the Story on the board/chart paper, or use the digital version.
- Plan how you will divide students into groups.

Universal Access

- Bring in pictures of a gymnast doing a split, mouse traps, a person carrying bags, an envelope with an arrow pointing to the stamp, people going down a roller coaster, a trash can, a park bench, a hand crushing a soda can, and frogs to use in Oral Segmenting.

Lesson 14: Student Performance Assessment

Foundational Skills

25M

Primary Focus

Students will orally segment up to five sounds in a single-syllable word.

ELA.K.F.1.2d; ELA.K.F.1.2f

Students will provide the sound and letter name for each letter card shown.

ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

WARM-UP (10 MIN.)

Oral Segmenting

- Follow the steps outlined in Lesson 1, dropping the word *soft* and adding the word *frogs*.

1	2	3	4	5	6
split	/s/	/p/	/l/	/i/	/t/

1. split (5) /s/ /p/ /l/ /i/ /t/
2. traps (5) /t/ /r/ /a/ /p/ /s/
3. brings (5) /b/ /r/ /i/ /ng/ /z/
4. stamp (5) /s/ /t/ /a/ /m/ /p/
5. thrill (4) /th/ /r/ /i/ /l/
6. trash (4) /t/ /r/ /a/ /sh/
7. bench (4) /b/ /e/ /n/ /ch/
8. things (4) /th/ /i/ /ng/ /z/
9. crush (4) /k/ /r/ /u/ /sh/
10. frogs (5) /f/ /r/ /o/ /g/ /z/

Challenge

Ask students to provide a rhyming word for each blended word.

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Prior to segmenting, tell students you will show them pictures of some words they will segment. Point to the picture of the frogs and say *frogs*, asking students to repeat. Then point to and name each pictured item or action, asking students to repeat. Proceed with the segmenting of the words; note that there is no picture support for the word *things*.

Observation: Oral Segmenting Observation Record

Call on a different student to segment each word. Note students' performance in the Oral Segmenting Observation Record.

Sound/Spelling Review

- Review the Large Letter Cards listed in the Lesson at a Glance. Select cards students need to practice. Use previously described procedures.
- Conclude the Warm-Up by reviewing cards for digraphs.

Large Letter Cards

Observation: Letter Name and Letter Sound Observation Record

Call on a different student to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

LABEL THE PICTURE (15 MIN.)

Note: This activity page includes the word *chat*, new vocabulary for many students.

Digital Component 14.1

- Distribute and display Activity Page 14.1.
- Ask students to read the first word.
- Ask which of the first two pictures matches the word *ship*.
- Have students write *ship* under the picture of the ship, following your example.
- Instruct students to work independently so you can administer Part 2 of the Reading Assessment.
- Tell students who finish the activity page early to reread stories they have already read in the *Seth* Reader.

Activity Page 14.1

Activity Page 12.2

READING ASSESSMENT (PART 2)

- Follow the procedure explained in Lesson 12.

Lesson 14: "Lunch"

Reading

35M

Primary Focus

As the teacher reads "Lunch" aloud, students will track print from top to bottom and left to right; will identify periods at the end of sentences; and will ask and answer questions about key details in a text. Students will also locate printed words and distinguish letters from words within sentences.

ELA.K.F.1.1a; ELA.K.F.1.1b

Students will read "Lunch" with purpose and understanding. ELA.K.F.1.4

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Referring to the chart you prepared in advance, read the words aloud as a class, circling the digraphs in each word.

Big Book

Page 32

Digital Component 14.2

/ch/ > 'ch'	/sh/ > 'sh'	/th/ > 'th'
lunch	shrimp	Seth
chips	fish	with
munch		
crunch		

Purpose for Reading

- Tell students they will read a story about Seth's lunch. Ask students to pay special attention to the story so they can tell you who Seth had lunch with and what they ate.

TEACHER DEMONSTRATION (10 MIN.)

Read "Lunch"

- Load or display the story "Lunch" from the *Seth* Big Book.
- Have students locate the page on which the story "Lunch" begins (page 32).
- Have students read the title of the story.
- Read the story "Lunch" once without interruption, running a finger beneath the words as you read them. Ask students to follow along in the Readers.
- Read the story a second time, pausing to point out words with digraphs.
- If you have time, read the story again, having students participate.

Wrap-Up

Discussion Questions for "Lunch"

1. *Think-Pair-Share.* Ask your partner a question about the story "Lunch."
2. **Literal.** Who did Seth have lunch with?
   - » Seth had lunch with his mom and dad.
3. **Literal.** What did Pat have for lunch?
   - » Pat had shrimp and chips.
4. **Literal.** What did Ted have for lunch?
   - » Ted had shrimp, fish, and chips.
5. **Inferential.** Do you think Seth likes fish? Why or why not?
   - » Seth does not like fish. Seth had ham and chips.
6. **Inferential.** Use the text or illustrations to answer this question: Does Seth like chips? How do you know?
   - » Yes, referring to the image on page 35, students may respond that Seth is eating chips. The text on page 34 also reads, "Munch, munch. Crunch, crunch. Yum, yum."
7. Do you have questions you would like to ask to clarify your understanding of the story?

ENGLISH LANGUAGE LEARNERS

Reading

Exchanging Information and Ideas

Entering/Emerging
Ask yes/no questions using simple phrases: "Did Seth have fish?" "Did Seth have lunch with his mom and dad?"

Transitioning/Expanding
When asking each question, provide students with a specific sentence frame: "Pat had shrimp and . . ." "Ted had shrimp, . . . and chips."

Bridging
Encourage students to expand and/or build from other students' responses.

READ "LUNCH" (20 MIN.)

Small Group

Note: Both this lesson and the following lesson designate time to read "Lunch" in small groups. Read with Group 1 during this lesson (while Group 2 completes a partner read) and Group 2 during the following lesson (while Group 1 completes a partner read).

Reader

Page 32

Group 2: Have students take out their Readers, sit with their partners, and take turns reading "Lunch" aloud. As students complete the partner reading, they should reread the stories "Sal's Fish Shop" and "Seth's Dad." They should not read ahead.

Group 1: Ask students to read "Lunch." Use a reading strategy appropriate for students in the group. Remind all students to run their finger under each word as they read aloud. Tell them if they do not immediately recognize a word, they should segment, blend, and read the word.

- Let students know that, as they practice reading these stories, they may start to recognize words they have read before. For example, write the word *lunch* on the board/chart paper, explaining, they will see this word several times in the story; if they know the word, they should say it without sounding out each letter.

Observation: "Lunch" Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. As you listen to each student, make notes in the Anecdotal Reading Record.

End Lesson

Take-Home Material

Activity Page 14.2

TAKE-HOME STORY: "SETH'S DAD"

- Have students give Activity Page 14.2 to a family member.

Lesson 14: Foundational Skills Remediation

Additional Support

MORE HELP SEGMENTING CONSONANT DIGRAPHS

Push & Say

- Provide students with a copy of **Activity Page TR 1.1** (Sound Boxes).
- Follow the directions for Push & Say in Lesson 1 using the words in the box.

1. bench	6. quench
2. crunch	7. than
3. blush	8. rang
4. swish	9. cling
5. math	10. spring

Flip Your Lid!

- Follow the directions for Flip Your Lid! in Lesson 3 using the words in the box.

1. clung	6. quit
2. fling	7. quiz
3. clang	8. them
4. thrash	9. shin
5. rush	10. ship

MORE HELP READING CONSONANT DIGRAPHS

Matching Words with Pictures

- Have students complete **Activity Page PP.14**.

Sentence Strips

- Use the following sentences from the *Seth* Reader that can be illustrated and copy them onto **slips of paper**.
- Place the slips of paper in your pocket chart.
- Have students choose a sentence to copy and illustrate.

1. Seth had lunch with his mom and dad.
2. Seth had ham and chips.
3. Pat had shrimp and chips.
4. Ted had shrimp, fish, and chips.

LESSON

15

Student Performance Assessment

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word.
ELA.K.F.1.2d; ELA.K.F.1.2f

Students will provide the sound and letter name for each letter card shown.
ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

Students will read and spell single-syllable, short-vowel words with /ch/ > 'ch', /sh/ > 'sh', /th/ > 'th', and /<u>th</u>/ > 'th', /qu/ > 'qu', and /ng/ > 'ng'.
ELA.K.F.1.3c; ELA.K.F.1.3d

Reading

Students will read "Lunch" with purpose and understanding. ELA.K.F.1.4

FORMATIVE ASSESSMENT

Observation	Oral Segmenting Observation Record ELA.K.F.1.2d; ELA.K.F.1.2f
Observation	Letter Name and Letter Sound Observation Record ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b
Activity Page 12.2	Reading Assessment (Part 2) ELA.K.F.1.3c
Observation	"Lunch" Anecdotal Reading Record ELA.K.F.1.4

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Segmenting - Sound/Spelling Review (Phonological Awareness, Print Concepts, Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'ch', 'sh', 'th', 'qu', 'ng', and fifteen other spellings
Practice: - Tap and Spell - Circle Spelling (Phonological Awareness)	Whole Group/ Independent	30 min.	❑ Activity Page 15.1
Reading Assessment (Part 2)	One-on-One		❑ Activity Page 12.2 ❑ Word Cards for Unit 7 Reading Assessment Part Two
Reading			
Reread "Lunch"	Small Group/ Partner	20 min.	❑ *Seth* Reader
Take-Home Material			
Take-Home Story: "Sal's Fish Shop"			❑ Activity Page 15.2

ADVANCE PREPARATION

Note to Teacher

Continue to meet briefly with students individually to administer the ten-word reading assessment for those students who need to complete Part 2. The estimated time for each child is two to four minutes. Other students should work independently on Activity Page 15.1. You will have an additional opportunity to administer Part 2 in Lesson 16.

Foundational Skills

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance.
- Gather or add to the Tap and Spell cards you created for earlier units, writing the vowel spellings 'a', 'i', 'o', 'e', and 'u' and the consonant spellings 'ch', 'sh', 'th', 'qu', 'ng', 'p', 't', and 's' on separate cards.

Digital Component 15.1

- Create an enlarged version of Activity Page 15.1 (Digital Component 15.1) to display for Circle Spelling, or use the digital version.
- Copy the Word Cards for Unit 7 Reading Assessment Part 2. Cut apart word cards (if desired).

Universal Access

- Bring in pictures of mouse traps, a person carrying bags, an envelope with an arrow pointing to the stamp, people going down a roller coaster, a trash can, a park bench, a hand crushing a soda can, frogs, and stars to use in Oral Segmenting.

Lesson 15: Student Performance Assessment

Foundational Skills

40M

Primary Focus

Students will orally segment up to five sounds in a single-syllable word.

ELA.K.F.1.2d; ELA.K.F.1.2f

Students will provide the sound and letter name for each letter card shown.

ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

Students will read and spell single-syllable, short-vowel words with /ch/ > 'ch', /sh/ > 'sh', /th/ > 'th', and /<u>th</u>/ > 'th', /qu/ > 'qu', and /ng/ > 'ng'.

ELA.K.F.1.3c; ELA.K.F.1.3d

WARM-UP (10 MIN.)

Oral Segmenting

- Follow the steps outlined in Lesson 1, dropping the word *split* and adding the word *stars*.

1	2	3	4	5	6
traps	/t/	/r/	/a/	/p/	/s/

1. traps (5) /t/ /r/ /a/ /p/ /s/
2. brings (5) /b/ /r/ /i/ /ng/ /z/
3. stamp (5) /s/ /t/ /a/ /m/ /p/
4. thrill (4) /th/ /r/ /i/ /l/
5. trash (4) /t/ /r/ /a/ /sh/
6. bench (4) /b/ /e/ /n/ /ch/
7. things (4) /th/ /i/ /ng/ /z/
8. crush (4) /k/ /r/ /u/ /sh/
9. frogs (5) /f/ /r/ /o/ /g/ /z/
10. stars (4) /s/ /t/ /ar/ /z/

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Prior to segmenting, tell students you will show them pictures of some of the words they will segment. Point to the picture of the stars and say *stars*, asking students to repeat. Then point to and name each pictured item or action, asking students to repeat. Proceed with the segmenting of the words; note that there is no picture support for the word *things*.

Observation: Oral Segmenting Observation Record

Call on a different student to segment each word. Note students' performance in the Oral Segmenting Observation Record.

Sound/Spelling Review

- Review the Large Letter Cards listed in the Lesson at a Glance. Select cards students need to practice.
- Use the previously described procedures.
- Conclude the Warm-Up by reviewing cards for digraphs.

Large Letter Cards

Observation: Letter Name and Letter Sound Observation Record

Call on a different student to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

PRACTICE (30 MIN.)

Tap and Spell

- Arrange the spellings on the floor or on the board/chart paper to resemble the setup 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.
- Select a third student and call out the word *such* for the student to "tap spell." The student should use his or her foot or yardstick to tap each spelling in the word saying the sound of each spelling as he or she taps it.
- Complete the spelling activity.

1. such	4. quit	7. this	10. stung
2. ship	5. that	8. chop	11. shot
3. path	6. sting	9. thing	12. quest

Circle Spelling

Digital Component 15.1

Activity Page 15.1

- Distribute and display Activity Page 15.1.
- Point to the first picture and ask the class to identify it. *(chips)*
- Ask students for the first sound in *chips*.
- Ask students which of the first two spellings is a picture of the /ch/ sound.
- Have students circle the 'ch'.
- Repeat for the remaining three sounds in *chips*.
- Have students write *chips* on the line provided, following your example.
- Instruct students to work independently so you can administer Part 2 of the Reading Assessment.
- Tell students who finish the activity page early to reread stories they have already read in the *Seth* Reader.

READING ASSESSMENT (PART 2)

Activity Page 12.2

- Follow the procedure explained in Lesson 12.

Lesson 15: "Lunch"

Reading

20M

Primary Focus: Students will read "Lunch" with purpose and understanding.

ELA.K.F.1.4

REREAD "LUNCH" (20 MIN.)

Small Group

Note: It is suggested that, if you read with Group 1 during the previous lesson, you read with Group 2 while other students partner read.

Group 1: Have students take out their Readers, sit with their partners, and take turns rereading "Lunch" aloud. After partner reading is completed, students may reread the stories "Sal's Fish Shop" and "Seth's Dad." They should not read ahead.

Group 2: Tell students you are going to ask them to reread "Lunch." Remind all students to run their finger under each word as they read aloud. If they do not immediately recognize a word, they should sound it out letter by letter.

- Let students know as they practice reading these stories, they may start to recognize words they have read before. For example, write the word *lunch* on the board/chart paper, explaining, they will see this word several times in this story. If they know the word, they can just say it all at once, without sounding out each letter.
- Ask one student to read the first sentence, making sure all students run their finger under the text as they listen to their classmate reading the same text. Use various read-aloud strategies that meet the needs of students.
- If a student misreads a word, call his attention to the specific letter-sound correspondence he or she misread. Ask the student to provide the sound of this digraph or provide the sound for him or her. Ask the student to sound out the word letter by letter, blending all sounds together to say the word.
- If time permits, continue having students read "Sal's Fish Shop" and "Seth's Dad."

Reader

Page 32

Observation: "Lunch" Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. As you listen to each student, make notes in the Anecdotal Reading Record.

End Lesson

Take-Home Material

TAKE-HOME STORY: "SAL'S FISH SHOP"

Activity Page 15.2

- Have students give Activity Page 15.2 to a family member.

Lesson 15: Foundational Skills Remediation

Additional Support

SEGMENTING CONSONANT DIGRAPHS

Progress Monitoring (Optional)

- Follow the directions for Segmenting Consonant Digraphs: Progress Monitoring in Lesson 5 using the words in the box.

1. junk—chunk
2. sheep—cheap
3. those—throw
4. cake—quake
5. stint—sting

READING WORDS WITH CONSONANT CLUSTERS AND DIGRAPHS

Progress Monitoring (Optional)

- Make one copy of **Activity Page TR 15.2** (Word Reading Record Sheet for Progress Monitoring 4) for each student.
- Copy **Activity Page 15.1** (Word Cards for Word Reading Progress Monitoring 4) and cut apart if desired.
- Follow the directions for Reading Consonant Digraphs: Progress Monitoring in Lesson 5.

MORE HELP SEGMENTING CONSONANT DIGRAPHS

Matching Words to Pictures

- Have students complete **Activity Page PP.15**.

LESSON

16 Student Performance Assessment

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word.

ELA.K.F.1.2d; ELA.K.F.1.2f

Students will read and spell single-syllable, short-vowel words with /ch/ > 'ch', /sh/ > 'sh', /th/ > 'th', and /<u>th</u>/ > 'th', /qu/ > 'qu', and /ng/ > 'ng'.

ELA.K.F.1.3c; ELA.K.F.1.3d

Reading

As the teacher reads "Seth's Finch" aloud, students will track print from top to bottom and left to right; will identify periods at the end of sentences; and will ask and answer questions about key details in a text. Students will also locate printed words and distinguish letters from words within sentences.

ELA.K.F.1.1a; ELA.K.F.1.1b

Students will read "Seth's Finch" with purpose and understanding.

ELA.K.F.1.4; ELA.K.C.4.1

FORMATIVE ASSESSMENT

Observation	Oral Segmenting Observation Record ELA.K.F.1.2d; ELA.K.F.1.2f
Activity Page 12.2	Reading Assessment (Part 2) ELA.K.F.1.3c
Observation	Discussion Questions Observation Record ELA.K.C.4.1
Observation	"Seth's Finch" Anecdotal Reading Record ELA.K.F.1.4

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Oral Segmenting (Phonological Awareness)	Whole Group	5 min.	
Practice: - Wiggle Cards - Circle the Word (Phonics)	Whole Group/ Independent	20 min.	❑ Wiggle Cards ❑ Activity Page 16.1
Reading Assessment (Part 2)	One-on-One		❑ Activity Page 12.2 ❑ Word Cards for Unit 7 Reading Assessment Part 2
Reading			
Introduce the Story	Whole Group	20 min.	❑ *Seth* Big Book and Reader
Teacher Demonstration: Read "Seth's Finch"			
Read: "Seth's Finch"	Small Group/ Partner	15 min.	❑ *Seth* Reader
Take-Home Material			
Label the Picture			❑ Activity Page 16.2

ADVANCE PREPARATION

Note to Teacher

Continue to meet briefly with students individually to administer the ten-word reading assessment for those students who need to complete Part 2. The estimated time for each child is two to four minutes. Other students should work independently on Activity Page 16.1.

Foundational Skills

- Write the following words and phrases, one per card, on index cards to use in the Wiggle Cards activity:

1. sing	5. pinch leg	9. clench fists
2. clap hands	6. jump	10. tap chin
3. shrug	7. squint	11. grin
4. spin	8. chat with pal	12. stomp

Digital Component 16.1

- Create an enlarged version of Activity Page 16.1 (Digital Component 16.1) to display for Circle the Word, or use the digital version.
- Copy the Word Cards for Unit 7 Reading Assessment Part 2. Cut apart the word cards (if desired).

Reading

- Prepare to display the story "Seth's Finch" from the *Seth* Big Book or the Teacher Resources on the CKLA Florida Teacher Resource site.

Digital Component 16.2

- Create the Preview Spellings chart (Digital Component 16.2) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Bring in pictures of a person carrying bags, an envelope with an arrow pointing to the stamp, people going down a roller coaster, a trash can, a park bench, a hand crushing a soda can, frogs, stars, and a shelf to use in Oral Segmenting.
- Bring in a picture of a finch to use during Preview Vocabulary.

Lesson 16: Student Performance Assessment

Foundational Skills

25M

Primary Focus

Students will orally segment up to five sounds in a single-syllable word.

ELA.K.F.1.2d; ELA.K.F.1.2f

Students will read and spell single-syllable, short-vowel words with /ch/ > 'ch', /sh/ > 'sh', /th/ > 'th', and /th/ > 'th', /qu/ > 'qu', and /ng/ > 'ng'.

ELA.K.F.1.3c; ELA.K.F.1.3d

WARM-UP (5 MIN.)

Oral Segmenting

- Follow the steps outlined in Lesson 1, dropping the word *traps* and adding the word *shelf*.

1	2	3	4	5	6
brings	/b/	/r/	/i/	/ng/	/s/

1. brings (5) /b/ /r/ /i/ /ng/ /z/
2. stamp (5) /s/ /t/ /a/ /m/ /p/
3. thrill (4) /th/ /r/ /i/ /l/
4. trash (4) /t/ /r/ /a/ /sh/
5. bench (4) /b/ /e/ /n/ /ch/
6. things (4) /th/ /i/ /ng/ /z/
7. crush (4) /k/ /r/ /u/ /sh/
8. frogs (5) /f/ /r/ /o/ /g/ /z/
9. stars (4) /s/ /t/ /ar/ /z/
10. shelf (4) /sh/ /e/ /l/ /f/

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Prior to segmenting, tell students you will show them pictures of some of the words they will segment. Point to the picture of the shelf and say *shelf*, asking students to repeat. Then point to and name each pictured item or action, asking students to repeat. Note that there is no picture support for the word *things*.

Observation: Oral Segmenting Observation Record

Call on a different student to segment each word. Note students' performance in the Oral Segmenting Observation Record.

PRACTICE (20 MIN.)

Wiggle Cards

- Tell students you are going to show 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 perform the action.
- Complete the remaining cards.

Circle the Word

Digital Component 16.1

Activity Page 16.1

- Distribute and display Activity Page 16.1.
- Point to the first picture and ask the class to identify it. (If necessary, tell the class it is a bib.)
- Ask students to read the first word; repeat for the second and third word.
- Ask if the first, second, or third word matches the picture of the bib.
- Have students circle the word *bib*, following your example.
- Instruct students to work independently so you can administer Part 2 of the Reading Assessment.
- Tell students who finish the activity page early to reread stories they have already read in the *Seth* Reader.

READING ASSESSMENT (PART 2)

Activity Page 12.2

- Follow the procedures explained in Lesson 12.

Lesson 16: "Seth's Finch"

Reading

35M

Primary Focus

As the teacher reads "Seth's Finch" aloud, students will track print from top to bottom and left to right; will identify periods at the end of sentences; and will ask and answer questions about key details in a text. Students will also locate printed words and distinguish letters from words within sentences.

ELA.K.F.1.1a; ELA.K.F.1.1b

Students will read "Seth's Finch" with purpose and understanding.

ELA.K.F.1.4; ELA.K.C.4.1

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Referring to the chart you prepared in advance, read the words aloud as a class, circling the digraphs in each word.
- Point out the apostrophe 's' in *Seth's* and review its meaning.

Digital Component 16.2

/ch/ > 'ch'	/th/ > 'th'	/<u>th</u>/ > 'th'	/ng/ > 'ng'
finch	Seth's	that's	wings
Chip		that	sing
munch			

Preview Vocabulary

finch—*n.*, a type of songbird (36)
Example: The finch ate a bug for lunch.

Big Book

Page 36

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Bring in a picture of a finch to show students that it is a small, yellow songbird. Ask students to repeat the word *finch*.

Vocabulary Chart for "Seth's Finch"			
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary		finch	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

Purpose for Reading

- Tell students the class is going to read a story about Seth's pet finch, which is a small songbird. Ask students to pay special attention to the story so they can tell you things Seth's pet finch can do.

TEACHER DEMONSTRATION (15 MIN.)

Read "Seth's Finch"

- Load or display the story "Seth's Finch" from the *Seth* Big Book.
- Have students turn to the table of contents to locate the page on which the story "Seth's Finch" begins (page 36).
- Have students read the title of the story.
- Read the story "Seth's Finch" once without interruption, running a finger beneath the words as you read them. Have students follow along in the Readers.
- Read the story a second time, pausing to point out words with digraphs.
- Read the story again, having students participate.

Wrap-Up

Discussion Questions for "Seth's Finch"

1. *Think Pair Share.* Ask your partner a question about the story "Seth's Finch."
2. **Literal.** Who is that in the illustration on page 37?
   - » That's Seth's pet finch, Chip.
3. **Literal.** What are some things Chip can do?
   - » Chip can flap his wings; Chip can munch on ants and bugs; Chip can sing; Chip can land on Seth's hand.
4. **Inferential.** Use the text and illustrations to answer this question: Is Seth's finch little or big? How do you know?
   - » Seth's finch is little. In the image on page 39, Chip lands on Seth's hand.
5. Do you have questions you would like to ask to clarify your understanding of the story?

Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.

READ "SETH'S FINCH" (15 MIN.)

Small Group

Group 2: Have students take out the Readers, sit with their partners, and take turns reading "Seth's Finch" aloud. As students finish reading, they may reread the stories "Lunch" and "Sal's Fish Shop." They should not read ahead.

Group 1: Ask students to read "Seth's Finch." Remind all students to run their finger under each word as they read aloud. If students do not immediately recognize a word, they should sound it out letter by letter.

- Let students know as they practice reading these stories, they may start to recognize words they have read before. Write the word *finch* on the board/chart paper, explaining this word appears several times in the story. If students know the word, they may say it without sounding out each letter.

ENGLISH LANGUAGE LEARNERS

Reading

Exchanging Information and Ideas

Entering/Emerging
Ask yes/no questions using simple phrases: "Is that Seth's pet fish?" "Can Chip sing?"

Transitioning/Expanding
When asking each question, provide students with a specific sentence frame: "Chip can munch on . . ."

Bridging
Encourage students to expand and/or build from other students' responses.

Reader

Page 36

- Have students reread the story a second time, and if time permits, read "Lunch" and "Sal's Fish Shop."

Observation: "Seth's Finch" Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. As you listen to each student, make notes in the Anecdotal Reading Record.

End Lesson

Take-Home Material

LABEL THE PICTURE

Activity Page 16.2

- Have students give Activity Page 16.2 to a family member.

Lesson 16: Foundational Skills Remediation

Additional Support

MORE HELP SEGMENTING CONSONANT DIGRAPHS

Silly Monster

- Follow the directions for Silly Monster in Lesson 9.
- Provide students with a copy of **Activity Page TR 16.1** (Silly Monster 3).

Feed the Squirrel

- Follow the directions for Feed the Squirrel In Lesson 2 using the words in the box.

1. chip	6. quint
2. bunch	7. bang
3. mash	8. lung
4. fresh	9. prong
5. broth	10. strung

MORE HELP WITH SIMILAR SOUNDS

Sound off

- Tell students you are going to read a story containing a number of examples of the /th/ and /<u>th</u>/ sound.
- Ask students to touch their chins whenever they hear the /th/ or /<u>th</u>/ sounds.
- Read the following story sentence by sentence, making an effort to emphasize the /th/ and /<u>th</u>/ sounds.

On **Th**ursday mornings, **Th**eo's mo**th**er and fa**th**er always eat breakfast toge**th**er. **Th**ey talk about **th**is and **th**at and sometimes **th**e wea**th**er. **Th**ose **th**ings are fine for **th**em, but **th**ey are boring for **Th**eo. He would ra**th**er run outside and play ball wi**th** his bro**th**er.

LESSON

17

TRICKY WORDS

Review Down, Out, Of

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word.
ELA.K.F.1.2d; ELA.K.F.1.2f

Students will provide the sound and letter name for each letter card shown.
ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

Students will read the Tricky Words *down*, *out*, and *of*. ELA.K.F.1.4

Reading

Students will read "Seth's Finch" with purpose and understanding. ELA.K.F.1.4

FORMATIVE ASSESSMENT

Observation	Oral Segmenting Observation Record ELA.K.F.1.2d; ELA.K.F.1.2f
Observation	Letter Name and Letter Sound Observation Record ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b
Activity Page 17.1	Review Tricky Words ELA.K.F.1.4
Observation	"Seth's Finch" Anecdotal Reading Record ELA.K.F.1.4

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Segmenting - Sound/Spelling Review (Phonological Awareness, Print Concepts, Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'ch', 'sh', 'th', 'qu', 'ng', and fifteen other spellings
Review Tricky Words: *Up/Down*, *In/Out*, *Of* (Word Recognition)	Whole Group	15 min.	❑ Activity Page 17.1
Word Reading Sprints (Phonics)	Whole Group	15 min.	❑ three copies of the Word Reading Sprints Cards
Reading			
Reread "Seth's Finch"	Small Group/ Partner	20 min.	❑ *Seth* Big Book and Reader
Take-Home Material			
Take-Home Story: "Lunch"; Mark the Phrase			❑ Activity Pages 17.2, 17.3

ADVANCE PREPARATION

Foundational Skills

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance.
- Make three copies of the Word Reading Sprints Cards located in Teacher Resources and cut apart for Word Reading Sprints.
- Plan in advance of the Word Reading Sprints activity to locate a space where three students at a time can run safely; adapt the activity if space is not available.

Universal Access

- Bring in pictures of an envelope with an arrow pointing to the stamp, people going down a roller coaster, a trash can, a park bench, a hand crushing a soda can, frogs, stars, and a shelf to use in Oral Segmenting.

Start Lesson

Lesson 17: Tricky Word Review

Foundational Skills

40M

Primary Focus

Students will orally segment up to five sounds in a single-syllable word.

ELA.K.F.1.2d; ELA.K.F.1.2f

Students will provide the sound and letter name for each letter card shown.

ELA.K.F.1.1f; ELA.K.F.1.3a; ELA.K.F.1.3b

Students will read the Tricky Words *down*, *out*, and *of*. ELA.K.F.1.4

WARM-UP (10 MIN.)

Oral Segmenting

- Follow the steps outlined in Lesson 1, dropping the word *brings* and adding the word *clinch*.

1	2	3	4	5	6
stamp	/s/	/t/	/a/	/m/	/p/

1. stamp (5) /s/ /t/ /a/ /m/ /p/
2. thrill (4) /th/ /r/ /i/ /l/
3. trash (4) /t/ /r/ /a/ /sh/
4. bench (4) /b/ /e/ /n/ /ch/
5. things (4) /th/ /i/ /ng/ /z/
6. crush (4) /k/ /r/ /u/ /sh/
7. frogs (5) /f/ /r/ /o/ /g/ /z/
8. stars (4) /s/ /t/ /ar/ /z/
9. shelf (4) /sh/ /e/ /l/ /f/
10. clinch (5) /k/ /l/ /i/ /n/ /ch/

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Prior to segmenting, tell students you will show them pictures of some of the words they will segment. Point to and name each pictured item or action, asking the students to repeat. Proceed with the segmenting of the words; note that there is no picture support for the words *things* or *clinch*.

Observation: Oral Segmenting Observation Record

Call on a different student to segment each word. Note students' performance in the Oral Segmenting Observation Record.

Sound/Spelling Review

Large Letter Cards

- Review the Large Letter Cards listed in the Lesson at a Glance. Select cards students need to practice.
- Use the previously described procedures.
- Conclude the Warm-Up by reviewing the cards for digraphs.

Observation: Letter Name and Letter Sound Observation Record

Call on a different student to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

REVIEW TRICKY WORDS (15 MIN.)

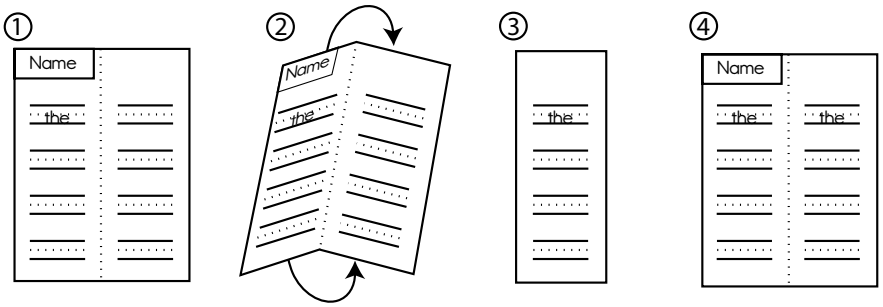
Activity Page 17.1

Up/Down, In/Out, Of

- Distribute Activity Page 17.1.
- Tell students they will practice writing Tricky Words.
- Write *of* on the board/chart paper and have students read it.
- Have students copy *of* on the first handwriting guide on the activity page (see Illustration 1). They should say the name of each letter as they copy the word.

Support

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'.



- Erase the word *of* from the board/chart paper.
- Have students fold their activity page 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 *of* 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 activity pages 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/chart paper for students to read, and use it in an oral sentence.

1. of
2. down
3. look
4. out

Activity Page 17.1: Tricky Word Review

Collect Activity Page 17.1 to review at a later point to monitor student progress in writing Tricky Words.

WORD READING SPRINTS (15 MIN.)

- Place the word cards you prepared earlier 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 find and return with a matching word card.
- The first student to return with a matching word card earns a point for his or her team.
- Repeat until each student has had a turn.
- The team with the most points wins. (Scoring is optional.)

Lesson 17: "Seth's Finch"

Reading

20M

Primary Focus: Students will read "Seth's Finch" with purpose and understanding.

ELA.K.F.1.4

REREAD "SETH'S FINCH" (20 MIN.)

Small Group

Reader

Page 36

Group 1: Have students take out the Readers, sit with their partners, and take turns rereading "Seth's Finch" aloud. As students finish the partner reading, they may reread the stories "Lunch" and "Sal's Fish Shop." They should not read ahead.

Group 2: Ask students to reread "Seth's Finch." Remind all students to run their finger under each word as they read aloud. If they do not immediately recognize a word, they may sound it out letter by letter.

- Let students know that as they practice reading these stories, they may start to recognize words that they have read before. Write the word *finch* on the board/chart paper, explaining that this word appears several times in the story. If they know the word, they may read it without sounding out each letter.
- Continue having students read using the stories "Lunch" and "Sal's Fish Shop."

Observation: "Seth's Finch" Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. As you listen to each student, make notes in the Anecdotal Reading Record.

End Lesson

Take-Home Material

TAKE-HOME STORY: "LUNCH"; MARK THE PHRASE

- Have students give Activity Pages 17.2 and 17.3 to a family member.

Activity Pages 17.2, 17.3

Lesson 17: Foundational Skills Remediation

Additional Support

MORE HELP SEGMENTING CONSONANT DIGRAPHS

Sound Boxes

- Follow the directions for Sound Boxes in Lesson 2 using the words in the box.

1. chin	6. hang
2. wish	7. strong
3. flush	8. shred
4. path	9. shelf
5. thin	

Oral Segmenting

- Follow the directions for Segmenting and Sound/Spelling Review in Lesson 1 using the words in the box.

1. rang (3) /r/ /a/ /ng/
2. long (3) /l/ /o/ /ng/
3. pinch (4) /p/ /i/ /n/ /ch/
4. branch (5) /b/ /r/ /a/ /n/ /ch/
5. tenth (4) /t/ /e/ /n/ /th/
6. thump (4) /th/ /u/ /m/ /p/

MORE HELP WITH TRICKY WORDS

Review Tricky Words

Note: Before beginning this exercise, you could do a flash card review with the Tricky Words, using the words on the Tricky Word Wall.

- Make one copy of **Activity Page TR 17.1** for each student. Refer to the illustrated directions for Review Tricky Words in this lesson.
- Tell students they will practice writing Tricky Words.
- Write *down* on the board/chart paper and have students read it.
- Have students copy *down* on the first handwriting guide on the activity page (see Illustration 1). They should say the name of each letter as they copy the word.
- Erase the word *down* from the board/chart paper.
- Have students fold their activity page 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 *down* 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 activity pages 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: *out* and *of*. Write each word on the board/chart paper for students to read, and use it in an oral sentence.

Making Phrases

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.

Tricky Word Practice

- Distribute **Activity Page TR 17.2**.
- 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 activity page are the same as on the front. The back is, however, more difficult because only starting dots are provided.

Pausing Point

With the conclusion of Unit 7, if a significant number of students are having difficulty with any of the objectives, pause here and spend additional time reviewing the material. If you do pause, you may have students complete any combination of the exercises listed below, in any order, but continue the Warm-Up exercises.

The Pausing Point exercises are listed under the unit objectives they address. Note that procedures are not reprinted for exercises included in Unit 7 Additional Support lessons. Instead, the corresponding Additional Support lessons are listed. Exercises not included in the Unit 7 lessons have procedures printed here.

There are four additional stories in the *Seth* Reader. The stories may be used for assessment purposes, partner reading, or small group reading. In addition, there are Take-Home copies of the stories in the Activity Book. It is recommended that Take-Home stories be read at least once in class prior to sending them home with students.

PAUSING POINT TOPIC GUIDE

More Help with Letter Sounds and Names

"The Alphabet Song"	Additional Support Lesson 7
Letter Match	Additional Support Lesson 7
I Spy	Additional Support Lesson 7
Sound Dictation	Additional Support Lesson 9

Recognize and Isolate the Sounds Taught in Unit 7

Sound Riddles	Page 202
Hearing Initial Sounds	Page 203
Hearing Final Sounds	Page 204
Tongue Twister	Page 205
Digraph Clothesline	Page 205
Guess the Sound	Additional Support Lesson 13; Page 206

Sound Search — Page 206

More Help with Similar Sounds

T-Charts — Additional Support Lessons 1,8; Page 206
Word Sort with Pocket Chart — Page 207
Sound Off — Additional Support Lesson 16
Sound Collections — Page 207
Buzzy Bee — Page 207
Minimal Pairs — Page 208

Recognize and Write the Digraphs Taught in Unit 7

Handwriting Activity Pages with Digraphs — Page 209
Cross Out Spellings — Page 209
Spelling Bingo — Page 209
Shop for Spellings — Page 210
Step the Sounds — Page 210
Sound Sprints — Page 210

More Help Reading Consonant Digraphs

Bingo — Additional Support Lessons 1,8
Race to the Top — Additional Support Lessons 2,8
Teacher Chaining — Page 210
Pocket Chart Chaining for Reading — Additional Support Lessons 3,7; Page 211
Choose the Right Word — Page 211
Phrases and Wiggle Cards — Additional Support Lessons 1,2,4–6, 8,10,12;Page 212
Word Wheel — Page 212
Match the Words — Page 212
Match Maker — Additional Support Lessons 3,4; Page 212
Mark the Phrase — Page 213

Read Sentences

Sentence Strips	Additional Support Lessons 4,14; Page 213

Read Decodable Stories

Teacher Demonstration Stories	Page 214
Practice Reading	Page 216
Running Records for Oral Reading	Page 216
Take-Home Stories	Page 216
Two Voices	Additional Support Lessons 12,13

More Help Segmenting Consonant Digraphs

Push & Say	Additional Support Lessons 1,2,4,6,9,13,14
Feed the Squirrel	Additional Support Lessons 2,9,16
Flip Your Lid!	Additional Support Lessons 3,11,14
Oral Segmenting	Additional Support Lessons 3,6,8,9,11, 13,17
Construction Time	Additional Support Lessons 4,12
Silly Monster	Additional Support Lessons 9,12,16
Sound Boxes	Additional Support Lesson 17

More Help Spelling Consonant Digraphs

Chain and Copy	Additional Support Lesson 3; Page 216
Large Card Chaining	Additional Support Lesson 1; Page 217
Guess the Word and Spell it	Page 217
Review the Sound/Spelling	Additional Support Lessons 2,6; Page 218

Write Words Containing Digraphs

Handwriting Activity Page with Words	Page 218
Label the Picture	Page 218
Word Box	Page 218

Circle Spelling	Page 218
Dictation with Sounds in Words	Page 218
Chaining Dictation	Page 219
Dictation with Words	Page 219

More Help with Tricky Words

Making Phrases	Additional Support Lessons 9,17
Tricky Word Phrases	Additional Support Lesson 11
Review Tricky Words	Additional Support Lesson 17
Tricky Word Practice	Additional Support Lesson 17

RECOGNIZE AND ISOLATE THE SOUNDS TAUGHT IN UNIT 7

Sound Riddles

- Follow the procedure in Lesson 2.
- The following are sound riddles for /th/, /<u>th</u>/, /qu/, /ng/, /ch/, and /sh/.

/th/, /<u>th</u>/:

1. I'm thinking of the number coming after two. *(three)*
2. I'm thinking of something we use our brains to do. *(think)*
3. I'm thinking of a short wide finger on the side of your hand. *(thumb)*
4. I'm thinking of the booming sound you hear during a storm. *(thunder)*
5. I'm thinking of something you should say if someone gives you a gift or helps you. *(thanks)*

/qu/:

1. I'm thinking of the sound a duck makes. *(quack)*
2. I'm thinking of the wife of a king. *(queen)*
3. I'm thinking of another word for fast. *(quick)*
4. I'm thinking of a coin worth 25 cents. *(quarter)*
5. I'm thinking of the opposite of noisy or loud. *(quiet)*

/ng/:

1. I'm thinking of something you sing. *(song)*
2. I'm thinking of something you wear on your finger. *(ring)*
3. I'm thinking of the husband of a queen. *(king)*
4. I'm thinking of the season coming after winter. *(spring)*
5. I'm thinking of something on your shoes you can tie. *(strings)*

/ch/:

1. I'm thinking of a crisp, salty snack made from potatoes. *(chips)*
2. I'm thinking of something in which pirates store treasure. *(chest)*
3. I'm thinking of furniture used as a place to sit. *(chair)*
4. I'm thinking of a food found on pizzas, sandwiches, or mixed with macaroni. *(cheese)*
5. I'm thinking of the side of my face. *(cheek)*

/sh/:

1. I'm thinking of something you wear on your feet. *(shoes)*
2. I'm thinking of what you do when you go to a store to buy something. *(shop)*
3. I'm thinking of something you find on the beach. *(shell)*
4. I'm thinking of large pieces of cloth that go over your mattress. *(sheets)*
5. I'm thinking of an animal living in the ocean that has really, really sharp teeth. *(shark)*

Hearing Initial Sounds

- Follow the procedure in Lesson 1.

/sh/:

1. shark
2. shut
3. shelf
4. star
5. shrimp
6. cheese

/<u>th</u>/:

1. these
2. dress
3. van
4. then
5. that
6. those

/qu/:

1. quilt
2. queen
3. great
4. quiz
5. win
6. gift
7. quack

Hearing Final Sounds

- Follow the procedure in Lesson 8.

/ch/:

1. teach
2. rush
3. much
4. hatch
5. porch
6. march

/sh/:

1. hush
2. wish
3. mash
4. match
5. leash
6. bees

/th/:

1. path
2. math
3. with
4. each
5. bath
6. stuff

Tongue Twister

- Have students close their eyes and listen as you read the following tongue twister for /sh/.

> **Sh**y **Sh**elly says **sh**e **sh**all sew **sh**eets.

- Ask students which sound they heard at the beginning of most of the words.
- Once the /sh/ sound has been identified, read the tongue twister a second time, having students raise their hands whenever they hear the /sh/ sound.
- Break the tongue twister into phrases and read it again, having students repeat each phrase back to you: "Shy Shelly says (pause) she shall (pause) sew sheets."
- The following are tongue twisters for /ch/, /th/, /qu/, and /ng/.

> **/ch/:**
>
> **Ch**elsea **Ch**adwick **ch**eerfully **ch**omps on **ch**ewy **ch**ocolate **ch**ips.

> **/th/:**
>
> **Th**ank **Th**eo for **th**oughtfully **th**inking of you on your ten**th** bir**th**day.

> **/qu/:**
>
> **Qu**een Clara **qu**ickly sews a **qu**ilt while **qu**ietly answering **qu**estions.

> **/ng/:**
>
> Duri**ng** spri**ng**, so**ng**birds si**ng** and flap their wi**ng**s.

Digraph Clothesline

Note: This exercise is meant to be purely oral; it is not a spelling exercise. It is very likely students will find pictures of items containing the target sounds but they will not be spelled in basic code. This is not a problem.

Digraphs are written on the cards only to indicate the sounds they stand for, not the actual spellings of the words for the pictures.

- Write the digraphs 'sh', 'ch', 'th', 'qu', and 'ng' on individual cards.
- Hang these cards on a clothesline, allowing space on the line between the digraphs.
- Provide students with magazines, newspaper ads, etc.
- Assign groups of students a particular sound and ask them to search for pictures of items that contain the target sound. Assign /th/ and /<u>th</u>/ together.
- Have students cut out and glue their pictures on small cards and write the digraph on the card next to or below the picture.
- Display the picture cards on the clothesline.

Guess the Sound

- Whisper a "secret sound" to one student and ask him or her to find an object in the classroom beginning with that sound.
- When the student points to an object, have the other students guess what the "secret sound" is.

Sound Search

- Say a sound and ask students to find an object in the classroom beginning with that sound.
- Help students find the first object.
- When a student has found an object, have him or her show it to the other students and say its name.

MORE HELP WITH SIMILAR SOUNDS

T-Charts

Note: In this unit, a few sounds have been introduced that can be difficult to distinguish. With students, practice listening for the difference between /sh/ and /ch/, /n/ and /ng/, /th/ and /f/, and /<u>th</u>/ and /v/.

- Select two similar sounds, for example /ch/ and /sh/, and gather pictures of items beginning with either of these sounds.
- Draw a T-chart and write the basic code spellings for the target sounds at the top of the chart.

- Show students pairs of pictures, one starting with /sh/ and one with /ch/. Ask students to identify the beginning sounds.
- Have students place the pictures in the appropriate columns of the chart.
- This activity may also be used for target sounds at the end of words (e.g., *peach* and *fish*).

Word Sort with Pocket Chart

- Prepare the pocket chart with headers for one of the following pairs: 'sh' and 'ch', 'n' and 'ng', 'th' (/th/) and 'f', or 'th' (/<u>th</u>/) and 'v'.
- Write a number of decodable words containing the target spellings on index cards.
- Ask students to sort the words by placing them on the pocket chart under the proper headers.
- **Extension:** Set up two or more identical pocket charts, divide the class into groups, and have groups do the word sort as a race.

Possible Words:

a) 'sh': ships, shut, shed, shop, shin
b) 'ch': chips, chin, chat, chest, chop

a) 'n': kin, win, spin, twin, plan
b) 'ng': king, long, wing, string, sing

a) 'th': thin, thump, throb, theft, thrust
b) 'f': fin, fun, fist, frog, flop

a) 'th': then, them, this, that
b) 'v': vat, vest, vet, van

Sound Collections

- Gather a number of objects or pictures of objects starting with either of two target sounds (e.g., /ch/ and /sh/).
- Label two boxes with the spellings 'ch' and 'sh'.
- Ask students to say the name of each object or picture and its first sound.
- Have students place the objects or pictures in the appropriate boxes.

Buzzy Bee

- Write a number of words beginning with /th/ or /<u>th</u>/ on word cards.
- Using two containers, label one container with a bee saying "bzzzz" and one container with a crossed-out bee.

- Ask students to place words with buzzy /th/ in the box with the buzzing bee and words with the nonbuzzy /th/ in the other box.
- Ask students to read each word and say its first sound.
- Students should place the word cards in the appropriate boxes.

Minimal Pairs

- Follow the procedure in Lesson 1.
- The following are minimal pairs for /ch/ and /sh/, /th/ and /f/, /th/ and /v/, and /sh/ and /s/.

/ch/—/sh/:

1. chop—shop
2. chip—ship
3. cheer—sheer
4. choose—shoes
5. chock—shock
6. cheese—she's
7. cheap—sheep

/th/—/f/:

1. thin—fin
2. thought—fought
3. three—free
4. thread—Fred
5. thirst—first
6. thigh—fie
7. with—whiff

/th/—/v/:

1. than—van
2. that—vat
3. then—ven
4. thee—vee
5. thy—vie

/sh/—/s/:

1. ship—sip
2. she—see
3. short—sort
4. sheet—seat
5. show—so
6. sheep—seep
7. shame—same

RECOGNIZE AND WRITE THE DIGRAPHS TAUGHT IN UNIT 7

Handwriting Activity Pages with Digraphs

- Have students complete Activity Page PP.1.
- The same spellings are on the front and the back of the activity page. The back, however, is more difficult because only starting dots are provided.

Activity Page PP.1

Cross Out Spellings

- Write words with digraphs on cards (one word per card) and distribute one card and a pencil to each student.
- Have each student read his or her word out loud.
- Gather the Large Letter Cards for the spellings used on the word cards.
- Show the first Large Letter Card and review the sound with students.
- Ask students to cross out the spelling if it is on their word card.
- Remind students they have to cross out two letters for some sounds.
- Continue until students have crossed out all of the spellings in the words on their cards.

Large Letter Cards

Spelling Bingo

- Make Bingo cards with digraphs and other spellings taught.
- Write those same spellings on paper and put them in a box.
- Give each student a Bingo card and playing pieces.
- Tell students you will pull spellings from the box and pronounce them. Students should place a playing/cover piece on top of the spelling if it is on their Bingo card.
- When rows or cards are covered students should say, "Bingo."

Shop for Spellings

- Provide each student with a brown paper bag. Each bag should have one of the digraphs taught in Unit 7 written on the outside.
- Review the sounds of the digraphs.
- Spread a set of decodable word cards on the floor and tell students they are going shopping! They should take their bags and fill them with cards or pictures containing the same digraph written on their bag.
- After students have collected all the cards, they should take turns sharing what they "bought" on the shopping trip.

Step the Sounds

- Tape two rows of five to eight squares on the floor and have a student stand at the head of each row.
- Hold up a digraph 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 letter 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 letter card and bring it back.
- The first student to return with the correct spelling is the winner.
- Repeat with additional sounds and letters.

MORE HELP READING CONSONANT DIGRAPHS

Teacher Chaining

- Follow the procedure in Lesson 12 using the following chains.

1. inch > pinch > pin > pit > pith > path > pang > sang > song
2. at > ash > rash > rush > mush > much > munch > lunch > hunch
3. hut > hush > rush > rash > crash > crab > crib > rib > ring > thing
4. chest > rest > quest > best > bet > bat > bash > bath > bang > rang
5. rip > ring > king > kong > long > lop > shop > chop > chip > quip

Pocket Chart Chaining for Reading

- Follow the procedure in Additional Support Lesson 3.
- You will need pocket chart cards for the following vowel sound spellings: 'i', 'a', 'u', 'o' and the following consonant sound spellings: 'm', 'n', 't', 'p', 'b', 'l', 'r', 'ch', 'sh', 'th', 'ng', 'qu'

1. rash > rush > brush > thrush > thrash > brash > bash > ban > ran > ranch
2. rim > brim > bring > ring > ping > pong > long > lop > lip > quip
3. that > chat > mat > map > mash > mush > rush > brush > plush > plum
4. quip > ship > shin > pin > ping > ring > thing > thin > chin > bin

Choose the Right Word

- Write the words *bench*, *brush*, and *king* on the board/chart paper and read them.
- Tell students you are going to ask them some questions and they will be able to locate the answers on the board/chart paper.
- Ask students, "Which word names something you can sit on?"
- Tell students to find the answer (*bench*) on the board/chart paper and 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 can sit on? *(bench)*

1b. Which word names a tool used to spread paint? *(brush)*

1c. Which word names the ruler of a country? *(king)*

2a. Which word names a kind of blanket? *(quilt)*

2b. Which word names a piece of jewelry you wear on your finger? *(ring)*

2c. Which word names something on which you can travel across the sea? *(ship)*

3a. Which word means the opposite of thick? *(thin)*

3b. Which word describes what you do with your eyes in bright sunshine? *(squint)*

3c. Which word names a body part of a bird? *(wing)*

Phrases and Wiggle Cards

- Write the words and phrases from the following box on cards, one word or phrase per card.
- Tell students you are going to show cards describing actions. Have them read each card and perform the action listed.
- Show students a card, have them read it, and let them perform the action.
- If time allows, repeat some or all of the cards.

1. squint	5. hush up	9. swing leg
2. munch on chips	6. clench fist	10. shrug
3. chat with pal	7. get lunch bag	11. chin on chest
4. sing a song	8. strong man	

Word Wheel

Activity Pages PP.2–PP.4

- Distribute Activity Page PP.2.
- **Option 1:** Have students take the activity page home and give it to a family member so they can practice reading and writing at home.
- **Option 2:** Have students complete the activity page in small groups or work stations.

Match the Words

- Distribute Activity Pages PP.3 and PP.4.
- Have students cut out the word cards from Activity Page PP.3.
- Have students read the words on the word cards and match them to the words on Activity Page PP.4 by placing the word cards on top of the words.

Match Maker

- Choose seven words and matching pictures (e.g., *ship*, *brush*, *chimp*, *king*, *quilt*, *ring*, *moth*).
- 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 the game until all matches have been found.

Mark the Phrase

- Have students complete Activity Page PP.5.

Activity Page PP.5

READ SENTENCES

Sentence Strips

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

READ DECODABLE STORIES

Big Book

Teacher Demonstration Stories

- Using the *Seth* Big Book, follow the procedure in Lesson 9 for Teacher Demonstration to read one or more of the following stories: "Lost Finch," "Seth's Sled," "Meg's Tots," and "Hash and Milk." Discussion questions are provided.

Discussion Questions for "Lost Finch"

1. **Literal.** What happens to Chip?
   - » Chip is lost.
2. **Literal.** Who helps Seth look for Chip?
   - » Pat and Ted help Seth look for Chip.
3. **Literal.** Where do they look for him?
   - » They look for Chip on Seth's bed and on Seth's desk.
4. **Inferential.** Where else did they look for Chip? Look at the illustrations to find your answer.
   - » They looked in the closet, in the plant, and in Pat's hat.
5. **Literal.** Who finds Chip?
   - » Pat finds Chip.
6. **Inferential.** Do you think Chip hid on purpose?
   - » Answers may vary.
7. **Inferential.** Why do you think Seth looked for Chip in the potted plant?
   - » Answers may vary, but could include: birds rest on plants. Birds build their nests on plants.

False Spanish Cognates for "Lost Finch"

English Word: can't (40)

False Spanish Cognate: cantar

English Translation of False Spanish Cognate: to sing

Discussion Questions for "Seth's Sled"

1. **Literal.** Does Seth's sled go slow or fast?
    - » Seth's sled goes fast.
2. **Literal.** What does Seth hit with his sled?
    - » Seth hit bumps, slush, and mud.
3. **Literal.** Does he stop?
    - » Seth does not stop.
4. **Inferential.** What would happen if Seth's sled hit a stone?
    - » Seth might fall off or get hurt.
5. **Literal.** What splashes on Seth's clothes?
    - » Mud splashes on Seth's clothes.
6. **Inferential.** What is Seth wearing? Why?
    - » Seth is wearing a hat, coat, scarf, mittens, long pants, and boots. He is wearing that to stay warm and dry.

Discussion Questions for "Meg's Tots"

1. **Literal.** Who is Meg?
    - » Meg is Pat's best pal.
2. **Literal.** How many tots does Meg have?
    - » Meg has 5 tots.
3. **Literal.** Where does Ted set Sam?
    - » Ted sets Sam on Seth's quilt.
4. **Literal.** Where does Pat set Max?
    - » Pat sets Max on Seth's bed.
5. **Inferential.** How many brothers and sisters does Seth have?
    - » Seth does not have any brothers or sisters.
6. **Inferential.** What is a quilt?
    - » A quilt is a blanket.

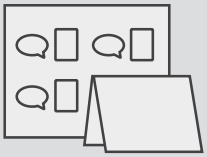
Discussion Questions for "Hash and Milk"

1. **Literal.** Who has lunch in the story?
   - » In the story, Pat and Ted had lunch with Meg's tots.
2. **Literal.** Who gets hash on his chin?
   - » Max got hash on his chin.
3. **Literal.** What does Wes get on his bib?
   - » Wes got hash on his bib.
4. **Inferential.** How do you think Pat and Ted feel?
   - » Pat and Ted feel tired. Pat and Ted feel confused.

Reader

Activity Pages PP.6–PP.10 and PP.16–PP.19

Code Materials



Practice Reading

- Ask students to sit with their partners, take out the Readers, and take turns reading the following stories aloud: "Lost Finch," "Seth's Sled," "Meg's Tots," and "Hash and Milk."
- Encourage students who finish early to reread stories from previous lessons.

Running Records for Oral Reading

- Use Activity Pages PP.16–P.19 to gather additional data on students' oral reading of stories with sound/spellings taught up to this point.

Take-Home Stories

- Distribute Activity Pages PP.6 ("Seth's Finch"), PP.7 ("Lost Finch"), PP.8 ("Seth's Sled"), PP.9 ("Meg's Tots"), and/or PP.10 ("Hash and Milk").
- Have students give the activity page(s) to a family member so they can practice reading the stories at home.

MORE HELP SPELLING CONSONANT DIGRAPHS

Chain and Copy

- Follow the procedure in Additional Support Lesson 3.

Note: For this exercise, have pairs of students combine their Small Letter Cards. This will give each pair access to more consonant spellings.

- Make sure students in each pair have Small Letter Cards for the following vowel spellings along the top of one folder: 'i', 'e', 'a', 'u', 'o'.

- Make sure students in each pair have Small Letter Cards for the following consonant spellings along the bottom of their combined folders: ‘m’, ‘n’, ‘t’, ‘g’, ‘s’, ‘b’, ‘l’, ‘r’, ‘h’, ‘w’, ‘ch’, ‘sh’, ‘th’, ‘qu’, ‘ng’.

1. hat > chat > bat > bash > bath > bang > bag > rag > rash > rang
2. rest > quest > best > bet > bit > quit > quilt > silt > sit > sing
3. gong > thong > thing > thin > win > wing > swing > sing > ring > bring
4. gas > gash > gush > mush > much > munch > lunch > bunch > bench

Large Card Chaining

- Follow the procedure in Additional Support Lesson 1.
- Distribute the following Large Letter Cards, reviewing each sound as you do so: ‘n’, ‘t’, ‘d’, ‘g’, ‘f’, ‘s’, ‘p’, ‘b’, ‘r’, ‘ch’, ‘sh’, ‘th’, ‘ng’, ‘i’, ‘e’, ‘a’, ‘u’, ‘o’.

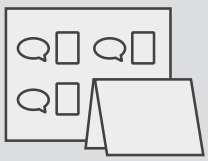
Large Letter Cards

1. ship > dip > dish > fish > fin > shin > thin > tin > ten > tenth
2. tub > rub > shrub > shrug > rug > chug > dug > bug > bud > thud
3. ranch > rant > rat > rash > sash > sang > sung > sun > bun > bunch
4. top > shop > ship > chip > chips > rips > rip > ring > rings > things

Guess the Word and Spell it

Note: Please have two students combine their Small Letter Cards for this exercise. The digraphs should be on one folder; the remaining cards should be on the other. This will give each student pair access to more consonant spellings.

Code Materials



- Make sure students have the following Small Letter Cards along the top: ‘i’, ‘e’, ‘a’, ‘u’, ‘o’.
- Make sure students have the following Small Letter Cards along the bottom of their combined folders: ‘n’, ‘t’, ‘f’, ‘s’, ‘b’, ‘l’, ‘r’, ‘w’, ‘ch’, ‘sh’, ‘th’, ‘qu’, ‘ng’.
- Tell students you will ask them riddles and you want them to spell the answers on their Chaining Folders.
- Have the students clear their folder after every answer.

1. When you need to get clean, you run water into the tub and take a _____. *(bath)*
2. The part of your face right below your mouth is called a _____. *(chin)*
3. Before you blow out the candles on your birthday cake, you make a _____. *(wish)*
4. The meal you eat in the middle of the day is called _____. *(lunch)*
5. A bird can fly because it has _____. *(wings)*
6. The opposite of *short* is _____. *(long)*
7. The piece of furniture we use to store books is called a _____. *(shelf)*

Activity Page PP.11

Review the Sound/Spelling

- Distribute Activity Page PP.11.
- **Option 1:** Have students give the activity page to a family member so they can practice reading and writing at home.
- **Option 2**: Have students complete the activity page in small groups or work stations.

WRITE WORDS CONTAINING DIGRAPHS

Activity Pages PP.12–PP.15

Handwriting Activity Page with Words

- Have students complete Activity Page PP.12.

Label the Picture

- Have students complete Activity Page PP.13.

Word Box

- Have students complete Activity Page PP.14.

Circle Spelling

- Have students complete Activity Page PP.15.

Dictation with Sounds in Words

- Ask students to take out a pencil and a piece of paper.
- Have students write the **first** sound in each word.

1. chimp	5. quit	9. quest	13. thin
2. quiz	6. chest	10. ship	14. chin
3. that	7. chip	11. then	15. shop
4. shut	8. shin	12. quilt	16. thing

Chaining Dictation

- Have students take out a pencil and a piece of paper.
- Tell students you are going to say a number of words and each new word will be very similar to the previous word, but one sound will be different. (This is similar to the chaining games they have been playing.)
- Have students write each word you say.
- For each word you say, hold up one finger for each sound.
- Ask students to count the sounds in the word and then draw a line on their paper for each sound they hear. For example, for the word *bath*, three lines would be drawn on the paper: __ __ __ . Once students have written one line for each sound in the word, instruct them to write the spellings on their respective lines: b a th. Finally, ask students to read the word back to you.
- As you move from one word to the next, say, "If that is *bath*, show me *math*."
- Instruct students to refer to the Sound Posters if they are having difficulty remembering how to write the spellings.

1. bath > math > mash > sash > sang > sung > lung > flung > fling > sling
2. thin > chin > shin > shun > fun > fan > than > then > men > mesh
3. chat > that > than > can > cash > gash > sash > sang > sing > thing
4. hut > hush > hash > hang > rang > rash > mash > mush > much > mug

Dictation with Words

- 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 *bath*. Then segment the word, raising one finger for each sound: "/b/ (raise thumb) . . . /a/ (raise pointer finger) . . . /th/ (raise middle finger)."
- Ask students how many sounds are in the word *bath*.

- Draw three lines on the board/chart paper—one for each sound in *bath*. Have students do the same on their paper.
- Ask students for the first sound in *bath*. Fill in the first line on the board/chart paper with the letter 'b'. Have students do the same on their paper.
- Repeat for the remaining two sounds and spellings in *bath*.
- Read the word to model a strategy to double-check spelling.
- Demonstrate this process with at least one or two additional words before students write the words independently.
- Students should refer to the Sound Posters as they write the spellings.

Note: Select four to six words for students to write during any given sitting.

1. bath	20. froth	39. punch	58. shrub
2. branch	21. gush	40. bench	59. shut
3. broth	22. hunch	41. quench	60. sing
4. smash	23. king	42. quest	61. squint
5. bunch	24. thing	43. stench	62. math
6. cash	25. brush	44. quit	63. string
7. chest	26. ship	45. mesh	64. swing
8. chin	27. with	46. ranch	65. shrimp
9. clash	28. champ	47. splash	66. them
10. clench	29. wish	48. rash	67. thin
11. crash	30. lunch	49. chops	68. thump
12. shelf	31. lush	50. rush	69. wing
13. fish	32. mash	51. sang	70. thrust
14. flash	33. blush	52. shin	71. quiz
15. fling	34. thrash	53. plush	72. ash
16. chat	35. bring	54. munch	73. this
17. tenth	36. chips	55. path	
18. crush	37. flush	56. trash	
19. than	38. fresh	57. pinch	

Teacher Resources

Kindergarten	Skills 7

Teacher Guide

Teacher Resources

Dolch Flash Card Family Letter

Fry Flash Card Family Letter

Dolch Word Assessment Record: Beginning and End of Unit 7

Unit 7 Dolch Sight Word Assessment List

Fry Word Assessment Record: Beginning and End of Unit 7

Unit 7 Fry's Instant Words Assessment List

Sample Oral Segmenting Observation Record

Oral Segmenting Observation Record—Unit 7

Sample Letter Name and Letter Sound Observation Record—Unit 7

Letter Name and Letter Sound Observation Record—Unit 7

Discussion Questions Observation Record—Unit 7

Anecdotal Reading Record—Unit 7

Unit 7 Assessment Record Sheet

Word Cards for Unit 7 Reading Assessment Part 2

Word Reading Sprints Cards

Additional Support Activity Pages

Activity Book Answer Key

DOLCH FLASH CARD FAMILY LETTER

Name _____

Dear Family Member,

Your child is being taught to read by sounding out letters in words. Beginning readers tend to read slowly, sounding out each letter in a word. The skill of reading by sounding out letters is essential, but with ever increasing exposure to frequently used words, students should also begin to automatically and quickly recognize certain familiar words without needing to sound out each individual letter. Speed and automaticity will come from frequent and repeated practice.

To help your child build speed and automatic recognition, you are being provided a bank of flash cards containing words from a list known as the "Dolch Sight Word List". These are words that have been identified as being important for young children to recognize due to their high usage rate.

Your child will be taught to read the following new words as Tricky Words during this unit: *down* (Lesson 3), *out* (Lesson 9), and *of* (Lesson 11). He or she should already be able to read all of the other words successfully at the beginning of this unit.

Please have your child cut out the flash cards. In order to build increasingly rapid, automatic recognition of these words, show the cards to your child in random order and have him/her read them as quickly as possible on a nightly basis.

Remember that some of these words have been taught as Tricky Words [i.e., words that are difficult to read and spell because they have letters which do not follow the letter-sound correspondences your child has been taught to sound out (e.g., *one*)]. The portion of any word that your child will not be able to read by sounding out is underlined. These words simply must be memorized. If your child misreads a Tricky Word during practice, tell him or her the correct word and have him or her repeat the word back to you while running his or her finger under the word on the card. You might also ask your child to copy any misread word on another piece of paper, while he or she says the word aloud for additional practice.

Most of the words on these flash cards will not have underlined portions. These words can be read by sounding out each individual letter. If your child misreads one of these words, encourage him or her to point to each letter on the card as he or she sounds it out. Once he or she has successfully sounded the word out, have him or her repeat the whole word on the card.

help	blue
three	had
are	up
it	run

Dolch Sight Word List Flash Cards 1

six	jump
am	can
and	as
red	two

Dolch Sight Word List Flash Cards 2

an	big
the	but
his	of
must	did

Dolch Sight Word List Flash Cards 3

down	let
yes	just
much	has
cut	hot

Dolch Sight Word List Flash Cards 4

went	get
ten	bring
this	fast
at	sing

Dolch Sight Word List Flash Cards 5

wish	them
in	if
I	stop
sit	us

Dolch Sight Word List Flash Cards 6

not	ran
then	its
yellow	one
a	best

Dolch Sight Word List Flash Cards 7

him	is
with	little
that	out
long	look

Dolch Sight Word List Flash Cards 8

on	ask

Dolch Sight Word List Flash Cards 9

FRY FLASH CARD FAMILY LETTER

Name _____

Dear Family Member,

Your child is being taught to read by sounding out letters in words. Beginning readers tend to read slowly, sounding out each letter in a word. The skill of reading by sounding out letters is essential, but with ever increasing exposure to frequently used words, students should also begin to automatically and quickly recognize certain familiar words without needing to sound out each individual letter. Speed and automaticity will come from frequent and repeated practice.

To help your child build speed and automatic recognition, you are being provided a bank of flash cards containing words from a list known as the "Fry's Instant Words List". These are words that have been identified as being important for young children to recognize due to their high usage rate.

Your child will be taught to read the following new words as Tricky Words during this unit: *down* (Lesson 3), *out* (Lesson 9), and *of* (Lesson 11). He or she should already be able to read all of the other words successfully at the beginning of this Unit.

Please have your child cut out the flash cards. In order to build increasingly rapid, automatic recognition of these words, show the cards to your child in random order and have him/her read them as quickly as possible on a nightly basis.

Remember that some of these words have been taught as Tricky Words [i.e., words that are difficult to read and spell because they have letters which do not follow the letter-sound correspondences your child has been taught to sound out (e.g., *one*)]. The portion of any word that your child will not be able to read by sounding out is underlined. These words simply must be memorized. If your child misreads a Tricky Word during practice, tell him or her the correct word and have him or her repeat the word back to you while running his or her finger under the word on the card. You might also ask your child to copy any misread word on another piece of paper, while he or she says the word aloud for additional practice.

Most of the words on these flash cards will not have underlined portions. These words can be read by sounding out each individual letter. If your child misreads one of these words, encourage him or her to point to each letter on the card as he or she sounds it out. Once he or she has successfully sounded the word out, have him or her repeat the whole word on the card.

on	at
if	an
it	up
sit	us

Fry Instant Word List Flash Cards 1

one	had
a	cut
him	did
can	big

Fry Instant Word List Flash Cards 2

man	two
but	and
last	got
is	of

Fry Instant Word List Flash Cards 3

nest	end
with	look
left	get
men	its

Fry Instant Word List Flash Cards 4

ask	just
down	long
must	such
than	are

Fry Instant Word List Flash Cards 5

plant	then
in	stop
thing	three
list	help

Fry Instant Word List Flash Cards 6

set	the
them	hand
I	song
much	little

Fry Instant Word List Flash Cards 7

run	not
as	has
land	his
went	let

Fry Instant Word List Flash Cards 8

out	this
that	

Fry Instant Word List Flash Cards 9

DOLCH WORD ASSESSMENT RECORD: BEGINNING AND END OF UNIT 7

Student Name:_____

Instructions: This is an optional assessment of words from the Dolch Sight Word List. At the beginning of Unit 7, show the student the Dolch Sight Word List which follows this record. (Alternatively, you may use information from the end-of-unit Dolch Word Assessment for Unit 6.)

Ask the student to read each word on the list from left to right, top to bottom. We suggest that you provide students with either a blank sheet of paper or cardboard to place on the word list page directly under the row to be read. As students complete a row, they can slide the paper down just enough to read the next row.

Record each student's performance in the chart below, using + to indicate that the word was read correctly and – to indicate the word was read incorrectly. If the student misreads a completely different word, record the word read by the student. Mark as incorrect any word that the student does not read within three to five seconds.

Repeat the assessment at the end of Unit 7.

Dolch Word	Beginning Unit 7 Assessment: Date _____	End of Unit 7 Assessment: Date _____
1. help		
2. blue		
3. three		
4. had		
5. are		
6. up		
7. it		
8. run		
9. six		
10. jump		
11. am		
12. can		
13. and		
14. as		
15. red		
16. two		
17. an		

Dolch Word	Beginning Unit 7 Assessment: Date _____	End of Unit 7 Assessment: Date _____
18. big		
19. the		
20. but		
21. his		
22. of		
23. must		
24. did		
25. down		
26. let		
27. yes		
28. just		
29. much		
30. has		
31. cut		
32. hot		
33. went		
34. get		
35. ten		
36. bring		
37. this		
38. fast		
39. at		
40. sing		
41. wish		
42. them		
43. in		
44. if		
45. I		
46. stop		
47. sit		
48. us		
49. not		
50. ran		

Dolch Word	Beginning Unit 7 Assessment: Date _____	End of Unit 7 Assessment: Date _____
51. then		
52. its		
53. yellow		
54. one		
55. a		
56. best		
57. him		
58. is		
59. with		
60. little		
61. that		
62. out		
63. long		
64. look		
65. on		
66. ask		
Subtotal	**_____/66**	**_____/66**

UNIT 7 DOLCH SIGHT WORD ASSESSMENT LIST

1. help	2. blue	3. three
4. had	5. are	6. up
7. it	8. run	9. six
10. jump	11. am	12. can
13. and	14. as	15. red
16. two	17. an	18. big
19. the	20. but	21. his
22. of	23. must	24. did
25. down	26. let	27. yes
28. just	29. much	30. has
31. cut	32. hot	33. went

34. get	35. ten	36. bring
37. this	38. fast	39. at
40. sing	41. wish	42. them
43. in	44. if	45. I
46. stop	47. sit	48. us
49. not	50. ran	51. then
52. its	53. yellow	54. one
55. a	56. best	57. him
58. is	59. with	60. little
61. that	62. out	63. long
64. look	65. on	66. ask

FRY WORD ASSESSMENT RECORD: BEGINNING AND END OF UNIT 7

Student Name: _____

Instructions: This is an optional assessment of words from the Fry Instant Word List. At the beginning of Unit 7, show the student the Fry's Instant Words Assessment List which follows this record. (Alternatively, you may use information from the end-of-unit Fry Word Assessment for Unit 6.)

Ask the student to read each word on the list from left to right, top to bottom. Provide students with either a blank sheet of paper or card stock to place on the word list page directly under the row to be read. As students complete a row, they can slide the paper down just enough to read the next row.

Record each student's performance in the chart below, using + to indicate that the word was read correctly and – to indicate the word was read incorrectly; if the student misreads a completely different word, record the word read by the student. Mark as incorrect any word that the student does not read within three to five seconds.

Repeat the assessment at the end of Unit 7.

Fry Word	Beginning Unit 7 Assessment: Date _____	End of Unit 7 Assessment: Date _____
1. on		
2. at		
3. if		
4. an		
5. it		
6. up		
7. sit		
8. us		
9. one		
10. had		
11. a		
12. cut		
13. him		
14. did		
15. can		
16. big		
17. man		

18. two		
19. but		
20. and		
21. last		
22. got		
23. is		
24. of		
25. nest		
26. end		
27. with		
28. look		
29. left		
30. get		
31. men		
32. its		
33. ask		
34. just		
35. down		
36. long		
37. must		
38. such		
39. than		
40. are		
41. plant		
42. then		
43. in		
44. stop		
45. thing		
46. three		
47. list		
48. help		
49. set		
50. the		
51. them		
52. hand		

53. l		
54. song		
55. much		
56. little		
57. run		
58. not		
59. as		
60. has		
61. land		
62. his		
63. went		
64. let		
65. out		
66. this		
67. that		
Subtotal	_____ **/67**	_____ **/67**

UNIT 7 FRY'S INSTANT WORDS ASSESSMENT LIST

1. on	2. at	3. if
4. an	5. it	6. up
7. sit	8. us	9. one
10. had	11. a	12. cut
13. him	14. did	15. can
16. big	17. man	18. two
19. but	20. and	21. last
22. got	23. is	24. of
25. nest	26. end	27. with
28. look	29. left	30. get
31. men	32. its	33. ask

34. just
35. down
36. long
37. must
38. such
39. than
40. are
41. plant
42. then
43. in
44. stop
45. thing
46. three
47. list
48. help
49. set
50. the
51. them
52. hand
53. I
54. song
55. much
56. little
57. run
58. not
59. as
60. has
61. land
62. his
63. went
64. let
65. out
66. this
67. that

SAMPLE ORAL SEGMENTING OBSERVATION RECORD

Below is an example of a completed Oral Segmenting Observation Record. A blank copy for you to photocopy and fill in can be found on the next page. The chart is divided into two halves, one for Lessons 1–8 and one for Lessons 9–16. Throughout the unit, as you ask students to orally segment words, record each student's performance using the legend below or one that you devise. Be sure to note whether or not the student correctly segmented the word. If the student does not correctly segment the word, record the segmented sounds the student produced next to the word given. At the end of each half of the unit, tabulate the student's performance in the subtotal column. Pay particular attention to the types of sounds and sound combinations that may be problematic for students.

✓ - Correctly segmented

× - Incorrectly segmented (Write the segmented sounds after a / next to the word given)

Subtotal = number of correct responses/total responses per student

Student	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Subtotal
B. Allen	× (skips/ skibz)		× (cloth/clof)	✓ (soft)	✓ (skip)		2/4
S. Bishop		× (frost/fost)	✓ (sling)		× (cloth/clod)	✓ (cloth)	2/4
L. Bronson		✓ (skips)			✓ (pride)	✓ (soft)	3/3
J. Chen	✓ (skips)				× (drips/dris)	✓ (drips)	2/3
T. Ellis	× (hands/ hand)		✓ (hands)	× (sling/ sleng)	✓ (split)		2/4
B. Finn		× (sling/sing)	✓ (pride)			✓ (sling)	2/3
J. Joyce		✓ (cloth)		× (pride/pry)	× (frost/fost)	✓ (pride)	2/4
R. Little	× (skips/ skip)		✓ (skips)	× (camp/ camb)	✓ (camp)		2/4
K. Miller	✓ (cloth)					× (split/spit)	1/2
M. Moore		✓ (pride)			✓ (soft)		2/2
P. Nuñez		✓ (camp)			× (hands/ hans)	× (hands/ hand)	1/3
G. O'Neill			× (drips/dips)	✓ (skips)		✓ (frost)	2/3
K. Powell			× (frost/fost)	✓ (frost)		× (drips/drip)	1/3
T. Smith	✓ (sling)			✓ (hands)			2/2
W. Stein	✓ (pride)		× (camp/ canp)	✓ (cloth)		✓ (camp)	3/4
P. Zhang		✓ (hands)		× (drips/ dribs)	✓ (sling)		2/3

ORAL SEGMENTING OBSERVATION RECORD—UNIT 7

✓ - Correctly segmented

× - Incorrectly segmented (Write the segmented sounds after a / next to the word given)

Subtotal = number of correct responses/total responses per student

Student	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Subtotal
							/
							/
							/
							/
							/
							/
							/
							/
							/
							/
							/
							/
							/
							/
							/
							/
							/

SAMPLE LETTER NAME AND LETTER SOUND OBSERVATION RECORD—UNIT 7

Below is an example of a completed Letter Name and Letter Sound Observation Record. A blank copy for you to photocopy and fill in can be found on the next page. Throughout the unit, as you ask students to identify letter names and letter sounds, record each student's performance using the legend below or one that you devise. Be sure to note whether or not the student gave the correct letter name and the correct letter sound. Include the letter given next to the marks. At the end of each row, tabulate the student's performance in the subtotal column. Pay particular attention to what letters and sounds may be problematic for students.

LN ✓ Gave the correct letter name
LN × Gave an incorrect letter name
LS ✓ Gave the correct letter sound
LS × Gave an incorrect letter sound
Subtotal: number of correct responses/total responses

Student	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 6	Lesson 7	Subtotal
B. Allen	LN ✓ LS × (i)				LN ✓ LS ✓ (th)		LN 2/2 LS 1/2
S. Bishop	LN ✓ LS ✓ (ch)					LN ✓ LS ✓ (o)	LN 2/2 LS 2/2
L. Bronson				LN × LS × (ng)	LN ✓ LS ✓ (ng)		LN 1/2 LS 1/2
J. Chen		LN ✓ LS ✓ (sh)				LN ✓ LS ✓ (th)	LN 2/2 LS 2/2
T. Ellis	LN ✓ LS ✓ (a)			LN ✓ LS ✓ (sh)			LN 2/2 LS 2/2
B. Finn	LN ✓ LS ✓ (o)				LN × LS ✓ (sh)		LN 1/2 LS 1/2
J. Joyce		LN ✓ LS ✓ (qu)		LN ✓ LS × (th)			LN 2/2 LS 1/2
R. Little		LN ✓ LS ✓ (th)				LN × LS ✓ (ch)	LN 1/2 LS 2/2
K. Miller				LN ✓ LS × (qu)		LN ✓ LS ✓ (ng)	LN 2/2 LS 1/2
M. Moore	LN × LS ✓ (sh)					LN × LS ✓ (qu)	LN 0/2 LS 2/2
P. Nuñez			LN × LS ✓ (qu)		LN ✓ LS ✓ (ch)		LN 1/2 LS 2/2
G. O'Neill				LN ✓ LS ✓ (ch)	LN ✓ LS ✓ (o)		LN 2/2 LS 2/2
K. Powell			LN ✓ LS ✓ (o)				LN 1/1 LS 1/1
T. Smith			LN ✓ LS × (ch)				LN 1/1 LS 0/1
W. Stein		LN ✓ LS ✓ (ng)			LN ✓ LS ✓ (a)		LN 2/2 LS 2/2

LETTER NAME AND LETTER SOUND OBSERVATION RECORD—UNIT 7

LN ✓ Gave the correct letter name LN × Gave an incorrect letter name
LS ✓ Gave the correct letter sound LS × Gave an incorrect letter sound
Subtotal: number of correct responses/total responses

Student	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 6	Lesson 7	Subtotal
							LN / LS /
							LN / LS /
							LN / LS /
							LN / LS /
							LN / LS /
							LN / LS /
							LN / LS /
							LN / LS /
							LN / LS /
							LN / LS /
							LN / LS /
							LN / LS /
							LN / LS /
							LN / LS /
							LN / LS /

Discussion Questions Observation Record—Unit 7

CS ✓ - Answered in a complete sentence

L ✓ - Answered a literal question correctly

I ✓ - Answered an inferential question correctly

E ✓- Answered an evaluative question correctly

CS ✗ - Did not answer in a complete sentence

L ✗ - Answered a literal question incorrectly

I ✗ - Answered an inferential question incorrectly

E ✗ - Answered an evaluative question incorrectly

	Lesson								
Student									**Subtotal**

Discussion Questions Observation Record—Unit 7

CS ✓ - Answered in a complete sentence

L ✓ - Answered a literal question correctly

I ✓ - Answered an inferential question correctly

E ✓ - Answered an evaluative question correctly

CS ✗ - Did not answer in a complete sentence

L ✗ - Answered a literal question incorrectly

I ✗ - Answered an inferential question incorrectly

E ✗ - Answered an evaluative question incorrectly

	Lesson								
Student									**Subtotal**

ANECDOTAL READING RECORD - UNIT 7

Name:
Lesson:
Lesson:
Lesson:
Lesson:
Lesson:

UNIT 7 ASSESSMENT RECORD SHEET

Student	Score	Notes

WORD CARDS FOR UNIT 7 READING ASSESSMENT PART 2

then	quilts
path	ring
chin	shut
lunch	song
thrash	quiz

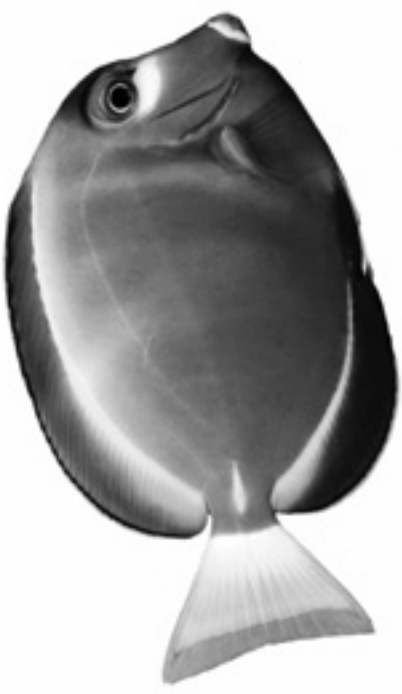
chips	moth
fish	quilt

string

math

ship

sing



1+1=2

Additional Support Activity Pages

Kindergarten	Skills 7

Teacher Guide

NAME: _____

DATE: _____

TR 1.1

Sound Boxes

Directions: This Sound Boxes page is provided for use with the activity Push & Say. Say a three-, four-, or five-phoneme word. Students echo the word and segment the sounds, placing small objects below the boxes from left to right to represent each phoneme. Then students push the objects into the boxes from left to right and say the sound as they push each one. Immediately, students run their finger under the objects in one smooth motion and say the entire word blended.

NAME: _____

DATE: _____

TR 1.2

Bingo Boards

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

su**ch**	mu**ch**	ri**ch**
lun**ch**	bran**ch**	in**ch**
chest	ben**ch**	**ch**in

ran**ch**	**ch**ips	bun**ch**
pin**ch**	crun**ch**	mu**ch**
su**ch**	ben**ch**	**ch**est

NAME: _____

DATE: _____

chin	lun**ch**	ran**ch**
ben**ch**	in**ch**	pin**ch**
su**ch**	crun**ch**	**ch**ips

ri**ch**	mu**ch**	**ch**est
chips	su**ch**	ben**ch**
crun**ch**	bun**ch**	lun**ch**

NAME: _____

DATE: _____

TR 1.2

CONTINUED

Bingo Boards

chest	ran**ch**	ri**ch**
chips	su**ch**	lun**ch**
pin**ch**	in**ch**	ben**ch**

mu**ch**	ben**ch**	bun**ch**
chin	ran**ch**	su**ch**
crun**ch**	**ch**ips	bran**ch**

NAME: _____

DATE: _____

TR 1.3

Bingo Word Cards

Directions: Copy and cut out the words cards for use with Bingo Boards.

su**ch**	mu**ch**	ri**ch**	lun**ch**
bran**ch**	in**ch**	**ch**est	ben**ch**
chin	ran**ch**	**ch**ips	bun**ch**
pin**ch**	crun**ch**		

NAME: _____

DATE: _____

TR 2.1

Squirrel Cut-Out

Directions: See Feed the Squirrel.

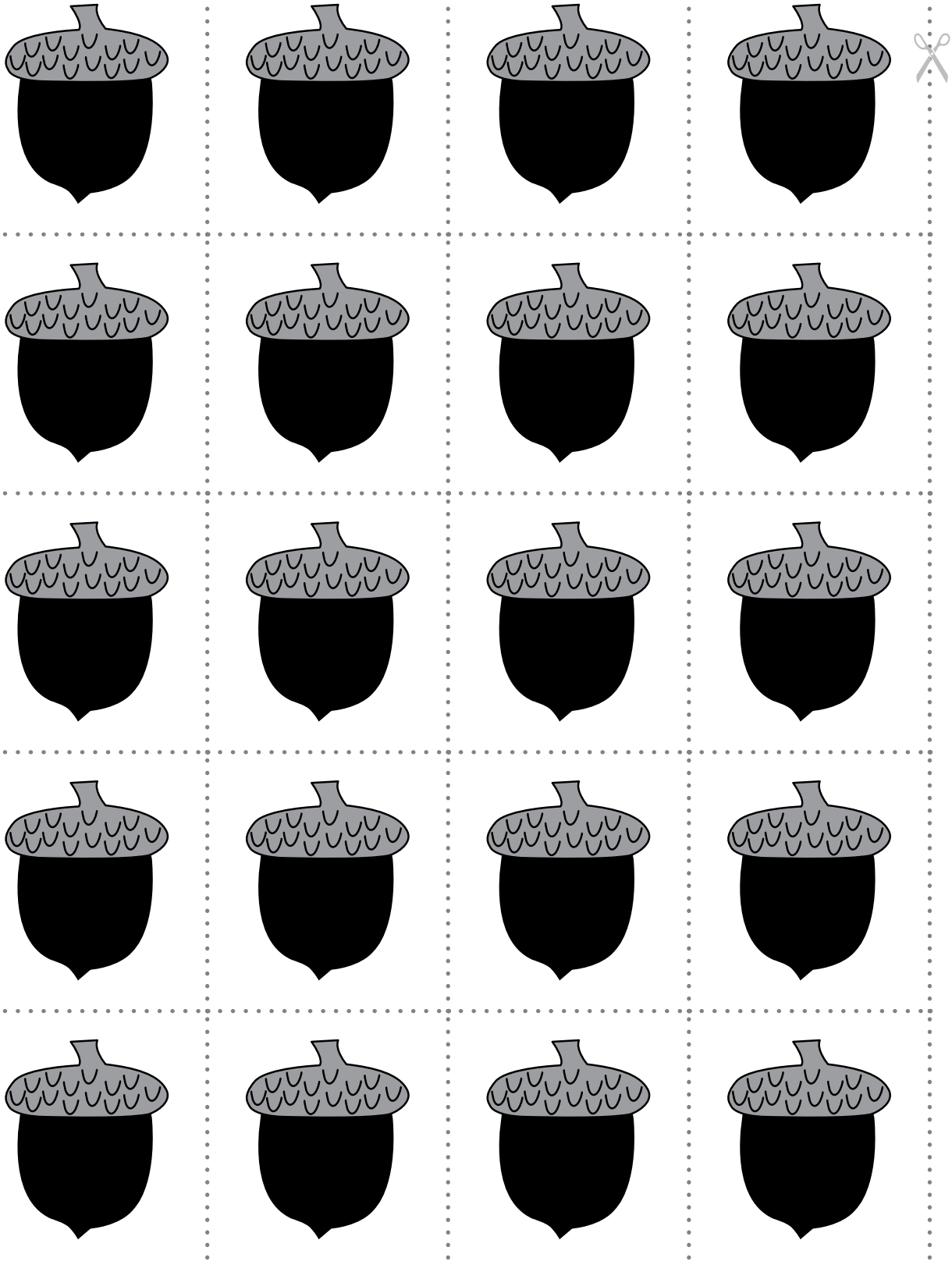
NAME: _____

DATE: _____

TR 2.2

Acorn Cut-Outs

Direction: Copy on card stock and cut out acorns to use with Feed the Squirrel.



NAME: _____

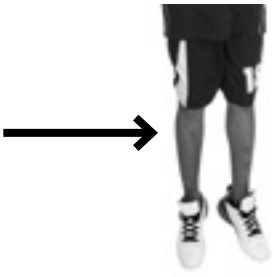
DATE: _____

TR 2.3

Review the Sound Spelling 2 /sh/

ship

1. **sh**in



2. bru**sh**

Directions: See "Oh Nuts!"

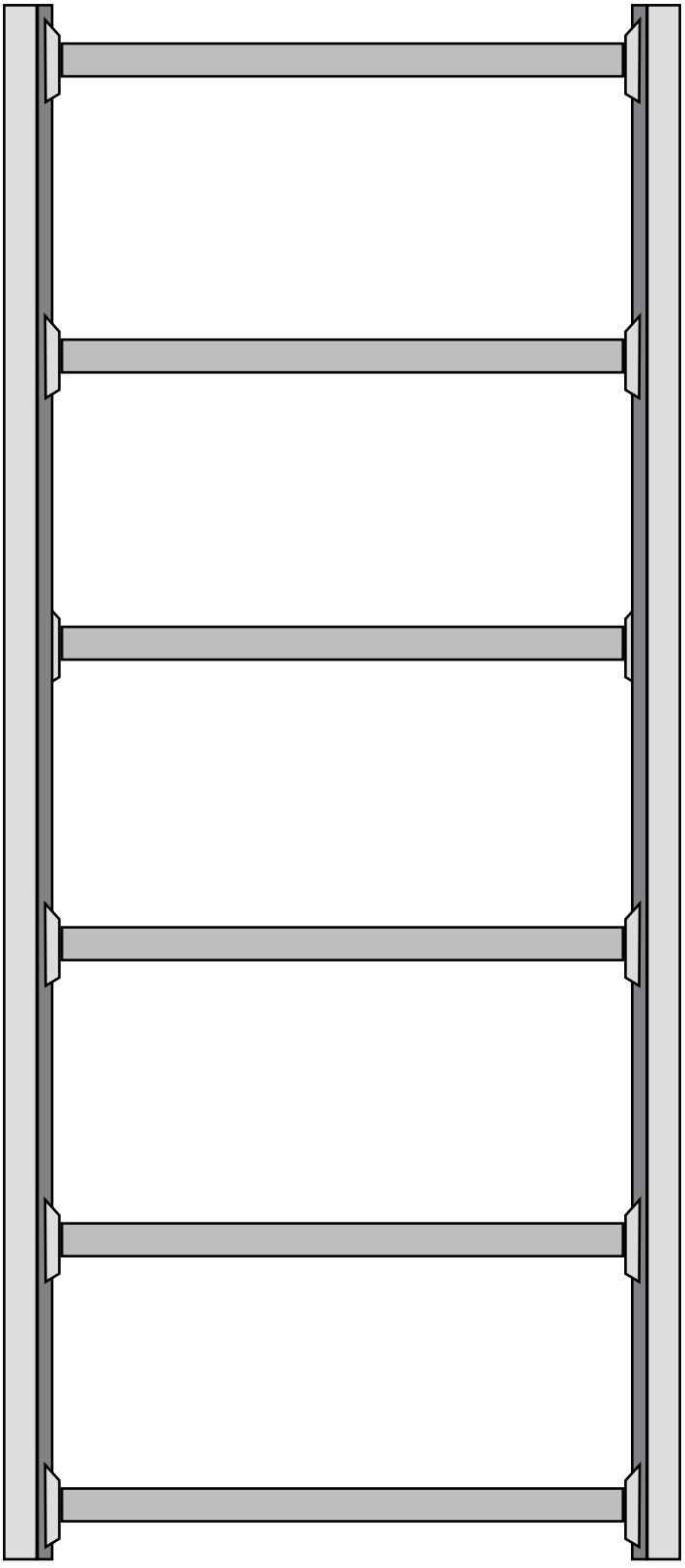
NAME: _____

DATE: _____

TR 2.4

Race to the Top Ladder

Directions: Copy this page for the game Race to the Top.



NAME: _____

DATE: _____

TR 2.5

Word Picture Cards

Directions: These Word/Picture Cards are provided for use with games. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together to create two-sided cards. For Match Maker, copy and cut out, separating word and picture cards.

chat

chin

chop

inch

NAME: _____

DATE: _____

TR 2.5

CONTINUED

Word Picture Cards

champ

lunch

bench

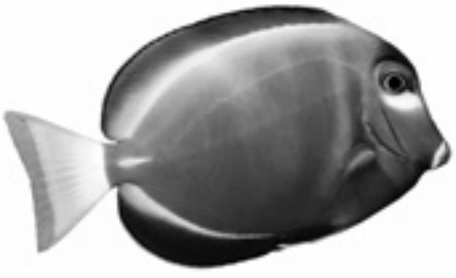
pinch

NAME: _____

DATE: _____

TR 3.1

Picture Cards 1 /ch/ and /sh/



NAME: _____

DATE: _____

TR 4.1

Word Picture Cards 5

Directions: These Word/Picture Cards are to create for use with games. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together to create two-sided cards. For Match Maker, copy and cut out, separating word and picture cards.

math

bath

4 + 3 = 7

math

path

NAME: _____

DATE: _____

TR 4.1

CONTINUED
Word Picture Cards 5

ship

chimp

chips

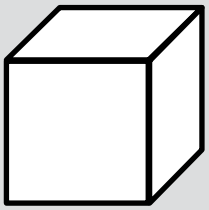
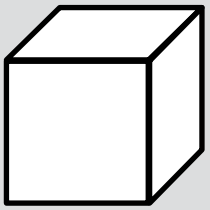
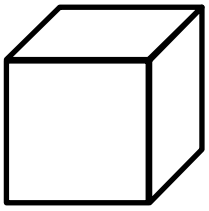
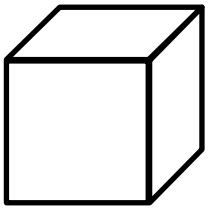
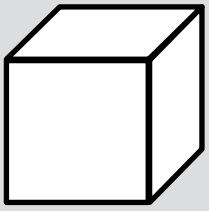
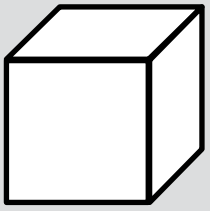
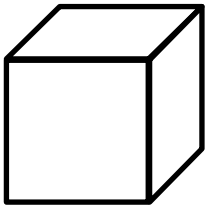
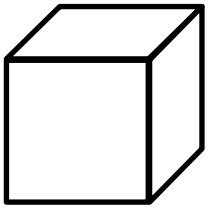
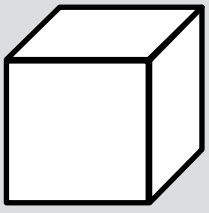
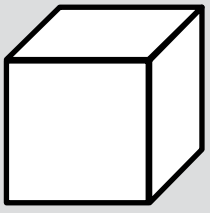
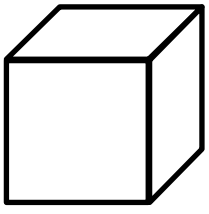
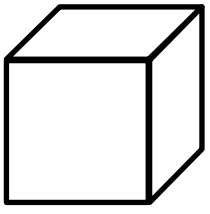
NAME: _____

DATE: _____

TR 5.1

Isolating Digraphs Cubes

Directions: For each line, provide the target sound and have students circle the cube matching the word containing the target sound.

☆		
1.		
2.		
3.		
4.		
5.		

NAME: _____

DATE: _____

TR 5.2

Word Cards for Word Reading Progress Monitoring 1

wish	sloth	that
chat	with	then
pinch	bench	smash
thin	shed	

NAME: _____

DATE: _____

TR 5.3

Word Reading Progress Monitoring 1

Record Sheet for Word Reading Progress Monitoring 1

Word	**Student Pronunciation**				
Sample: wish					
1. sloth	/s/	/l/	/o/	/th/	_____(1)
2. that	/th/	/a/	/t/	-	_____(1)
3. chat	/ch/	/a/	/t/	-	_____(1)
4. with	/w/	/i/	/th/	-	_____(1)
5. then	/th/	/e/	/n/	-	_____(1)
6. pinch	/p/	/i/	/n/	/ch/	_____(1)
7. bench	/b/	/e/	/n/	/ch/	_____(1)
8. smash	/s/	/m/	/a/	/sh/	_____(1)
9. thin	/th/	/i/	/n/	-	_____(1)
10. shed	/sh/	/e/	/d/	-	_____(1)
Total Correct					_____ **/10**

Note: *Phonemes in gray are single letter sound/spellings from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 7 consonant digraphs are scored.*

'ch' > /ch/ (3, 6, 7) _____ /3

'th' > /th/ (1, 4, 9) _____ /3

'sh' > /sh/ (8, 10) _____ /2

'th' > /th/ (2, 5) _____ /2

NAME: _____

DATE: _____

TR 5.4

Phrases and Pictures with Consonant Digraphs

1.

- ☐ fi**sh** in pan
- ☐ fi**sh** in pond

2.

- ☐ ants in cup
- ☐ ants in bag

3.

- ☐ spla**sh** in pond
- ☐ spla**sh** in bath

4.

- ☐ his **ch**in
- ☐ his **sh**in

5.

- ☐ dog on ben**ch**
- ☐ cat on ben**ch**

NAME: _____

DATE: _____

TR 5.4

CONTINUED

Phrases and Pictures with Consonant Digraphs

6.

☐ pig wi**th** hen

☐ pig wi**th** bug

7.

☐ fin**ch** on bran**ch**

☐ tra**sh** can

8.

☐ van cra**sh**

☐ wi**ng** cra**sh**

9.

☐ mom **sh**ops

☐ dad **sh**ops

10.

☐ su**ch** big hands

☐ su**ch** big lips

NAME: _____

DATE: _____

TR 5.5

Phrases and Pictures with Consonant Digraphs

1.

☐ stro**ng** man

☐ **th**in man

2.

☐ Man sits at desk

☐ Man sits on ben**ch**

3.

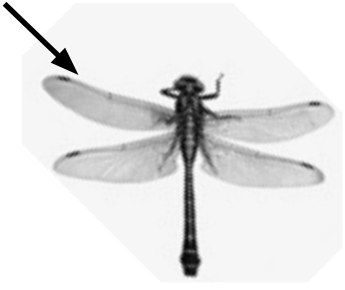
☐ **ch**at wi**th** mom

☐ run wi**th** dad

4.

☐ kid in ba**th**

☐ pig in ba**th**

5. 

☐ wi**ng** on bug

☐ wi**ng** on hen

NAME: _____

DATE: _____

6.

☐ mun**ch** on **ch**ips

☐ jump on bed

7.

☐ big **sh**ip

☐ big **sh**op

8.

☐ cru**sh** can

☐ cru**sh** box

9.

☐ lid on jug

☐ lid on pan

10.

☐ bru**sh** on **sh**elf

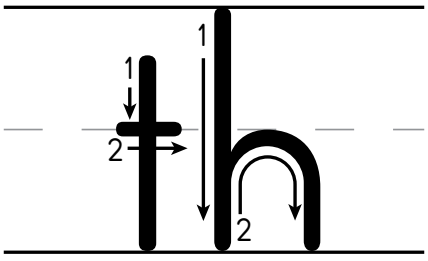
☐ bru**sh** on bed

NAME: _____

DATE: _____

TR 6.1

Review the Sound/Spelling 3 (/th/)



moth

1. ba**th**

2. mo**th**

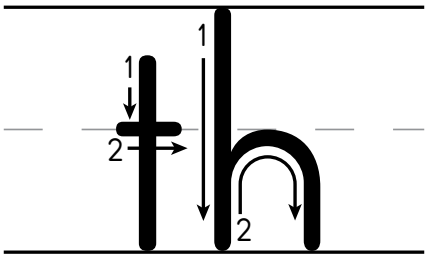
Directions: Have students write each word under its matching picture.

NAME: _____

DATE: _____

TR 6.2

Review the Sound/Spelling 4 (/<u>th</u>/)



this

then	**th**in
ma**th**	**th**at

Directions: Have students write the words with buzzy /<u>th</u>/ under the bee saying "bzzzz" and the words with non-buzzy /th/ under the crossed-out bee.

NAME: _____

DATE: _____

TR 7.1

Lowercase Alphabet Board

Directions: Use the Lowercase Alphabet Board for Additional Support activities.

a b c d

e f g

h i j k

l m n o p

q r s

t u v

w x

y z

NAME: _____

DATE: _____

TR 7.2

Lowercase Letter Cards

Directions: Copy and cut out the letter cards for use with Letter Match.

a	b	c	d
e	f	g	h
i	j	k	l
m	n	o	p
q	r	s	t
u	v	w	x
y	z		

NAME: _____

DATE: _____

TR 8.1

Word/Picture Cards 3

Directions: These Word/Picture Cards are provided for use with games. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together to create two-sided cards. For Match Maker, copy and cut out, separating word and picture cards.

shed

ring

shut

dish

NAME: _____

DATE: _____

TR 8.1

CONTINUED
Word/Picture Cards 3

shelf

brush

sting

wing

NAME: _____

DATE: _____

TR 8.2

Bingo Boards

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

quit	quilt	quest
squid	squids	quench
squint	quint	quiz

quilt	squid	squids
squint	quint	quest
quit	quiz	quench

NAME: _____

DATE: _____

TR 8.3

Bingo Word Cards

Directions: Copy and cut out the words cards for use with Bingo Boards.

quit	**qu**ilt	**qu**est
s**qu**id	s**qu**ids	**qu**en**ch**
s**qu**int	**qu**int	**qu**iz

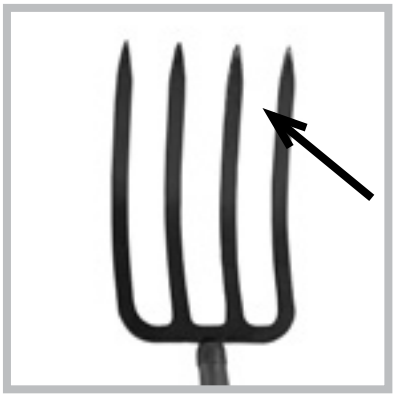
NAME: _____

DATE: _____

TR 9.1

Silly Monster 1

Directions: Point to or name pictures on the page. Students repeat the picture name by talking like Silly Monster, who breaks words into their individual sounds (them, flash, beach, prong, shave, change, cloth, throw, quick)



NAME: _____

DATE: _____

TR 10.1

Word Cards for Word Reading Progress Monitoring 2

wish	clang	shop
broth	than	quit
bench	crush	king
thud	chip	wrench

NAME: _____

DATE: _____

TR 10.2

Word Reading Progress Monitoring 2

Record Sheet for Word Reading Progress Monitoring 2

Word	**Student Pronunciation**				
Sample: wish					
1. clang	/k/	/l/	/a/	/ng/	_____(1)
2. shop	/sh/	/o/	/p/	-	_____(1)
3. broth	/b/	/r/	/o/	/th/	_____(1)
4. than	/th/	/a/	/n/	-	_____(1)
5. quit	/qu/	/i/	/t/	-	_____(1)
6. bench	/b/	/e/	/n/	/ch/	_____(1)
7. crush	/k/	/r/	/u/	/sh/	_____(1)
8. king	/k/	/i/	/ng/	-	_____(1)
9. thud	/th/	/u/	/d/	-	_____(1)
10. chip	/ch/	/i/	/p/	-	_____(1)
Total Correct					_____ **/10**

Note: *Phonemes in gray are single letter sound/spellings from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 7 consonant digraphs are scored.*

'ch' > /ch/ (6, 10) _____ /2

'sh' > /sh/ (2, 7) _____ /2

'th' > /th/ (3, 9) _____ /2

'th' > /th/ (4) _____ /1

'qu' > /qu/ (5) _____ /1

'ng' > /ng/ (1, 8) _____ /2

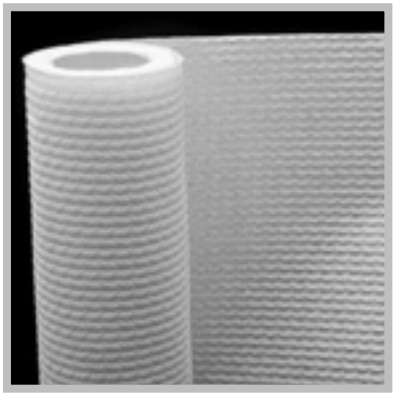
NAME: _____

DATE: _____

TR 12.1

Silly Monster 2

Directions: Point to or name pictures on the page. Students repeat the picture name by talking like Silly Monster, who breaks words into their individual sounds (church, think, swing, wrench, teeth, quack, sheet, smash, these).



NAME: _____

DATE: _____

TR 12.2

Two Voices

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines to be read chorally (voices together) are in bold.

Seth's Mom	
1	2
This is Pat.	
	Pat is Seth's mom.
Pat can	**Pat can**
fix things.	
Pat can	**Pat can**
	scrub, plan, and think.
Pat can	**Pat can**
run fast.	
Pat can	**Pat can**
	sing songs.

NAME: _____

DATE: _____

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines to be read chorally (voices together) are in bold.

Sal's Fish Shop	
1	2
Pat and Seth went in	
Sal's Fish Shop.	**Sal's Fish Shop.**
	Sal had fresh fish.
Sal had crabs.	
	Sal had clams.
Sal had squid.	
Pat got fish and shrimp.	**Pat got fish and shrimp.**

NAME: _____

DATE: _____

TR 15.1

Word Cards for Word Reading Progress Monitoring 4

wish	song	dish
thump	math	quest
chant	that	inch
prong	shrub	

NAME: _____

DATE: _____

TR 15.2

Word Reading Progress Monitoring 4

Record Sheet for Word Reading Progress Monitoring 4

Word	**Student Pronunciation**				
Sample: wish					
1. song	/s/	/o/	/ng/	-	_____(1)
2. dish	/d/	/i/	/sh/	-	_____(1)
3. thump	/th/	/u/	/m/	/p/	_____(1)
4. math	/m/	/a/	/th/	-	_____(1)
5. quest	/qu/	/e/	/s/	/t/	_____(1)
6. chant	/ch/	/a/	/n/	/t/	_____(1)
7. that	/<u>th</u>/	/a/	/t/	-	_____(1)
8. inch	/i/	/n/	/ch/	-	_____(1)
9. prong	/p/	/r/	/o/	/ng/	_____(1)
10. shrub	/sh/	/r/	/u/	/b/	_____(1)
Total Correct					_____ **/10**

Note: *Phonemes in gray are single letter sound/spellings from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 7 consonant digraphs are scored.*

'ch' > /ch/ (6, 8) _____ /2

'sh' > /sh/ (2, 10) _____ /2

'th' > /th/ (3, 4) _____ /2

'th' > /<u>th</u>/ (7) _____ /1

'qu' > /qu/ (5) _____ /1

'ng' > /ng/ (1, 9) _____ /2

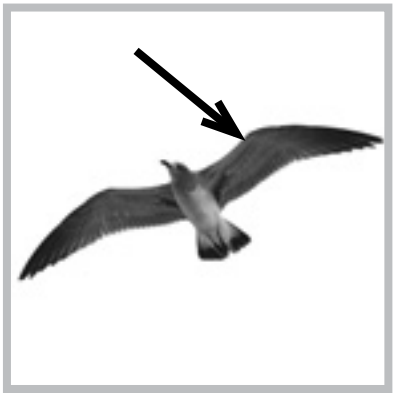
NAME: _____

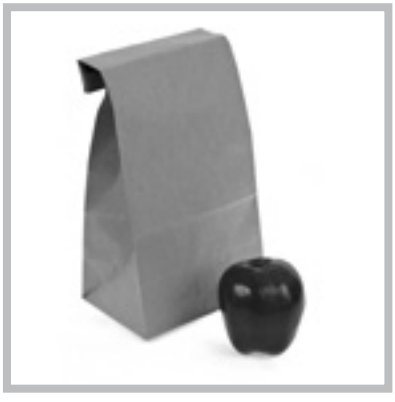
DATE: _____

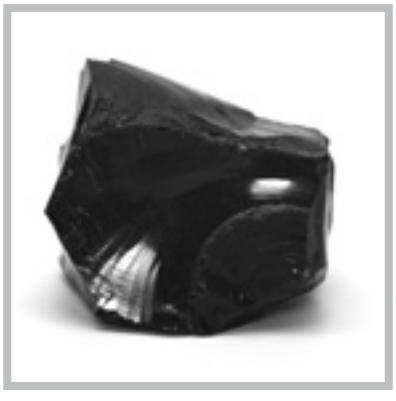
TR 16.1

Silly Monster 3

Directions: Point to or name pictures on the page. Students repeat the picture name by talking like Silly Monster, who breaks words into their individual sounds (throat, shirt, quart, wing, check, path, lunch, smooth, crash).







NAME: _____

DATE: _____

TR 17.1

Tricky Word Sheet w/Lines

1.

2.

3.

4.

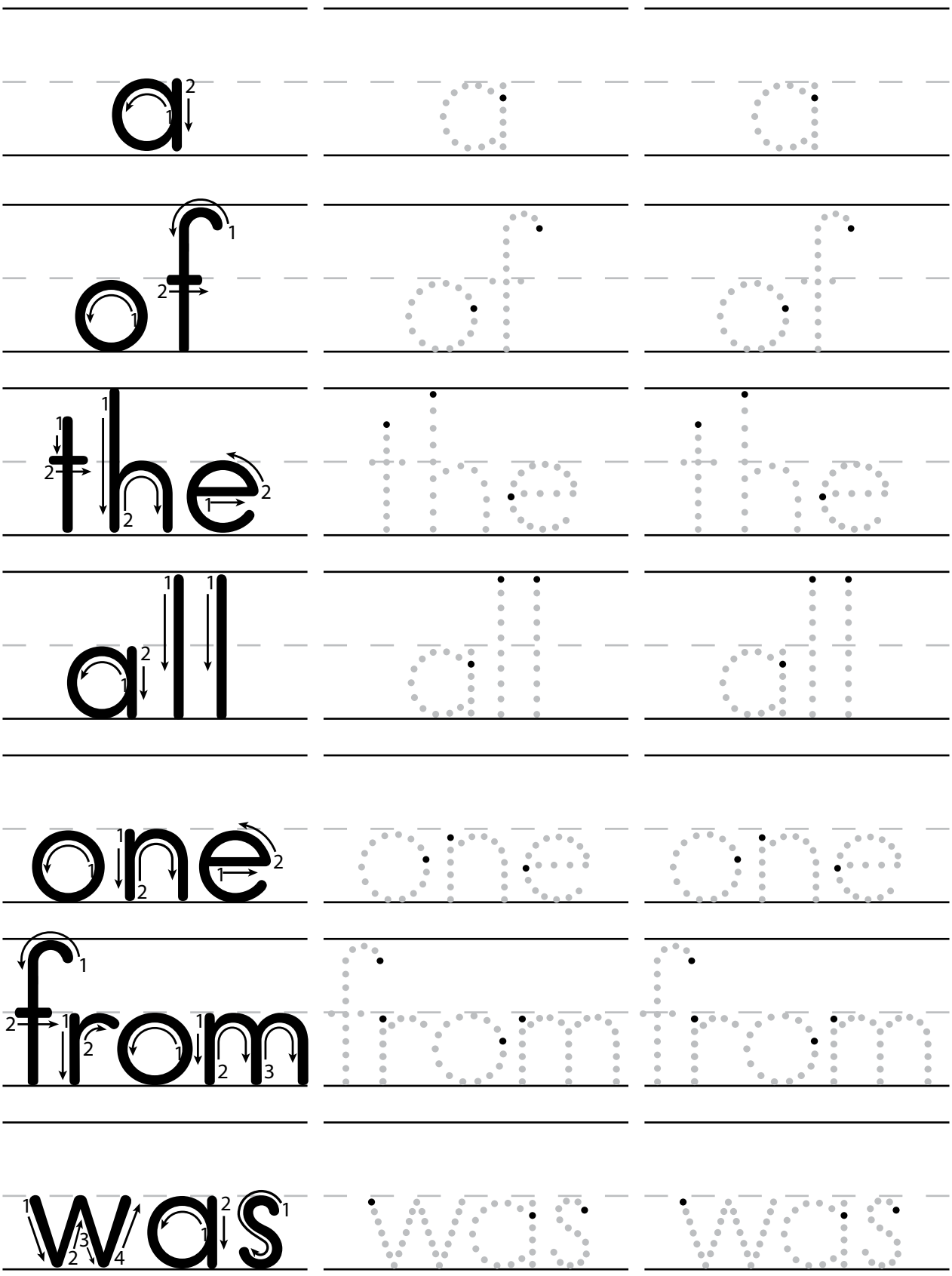
NAME: _____

DATE: _____

TR 17.2

Tricky Word Tracing Page

Directions: Have students trace and copy the words. Encourage students to say the letter names while writing the words.



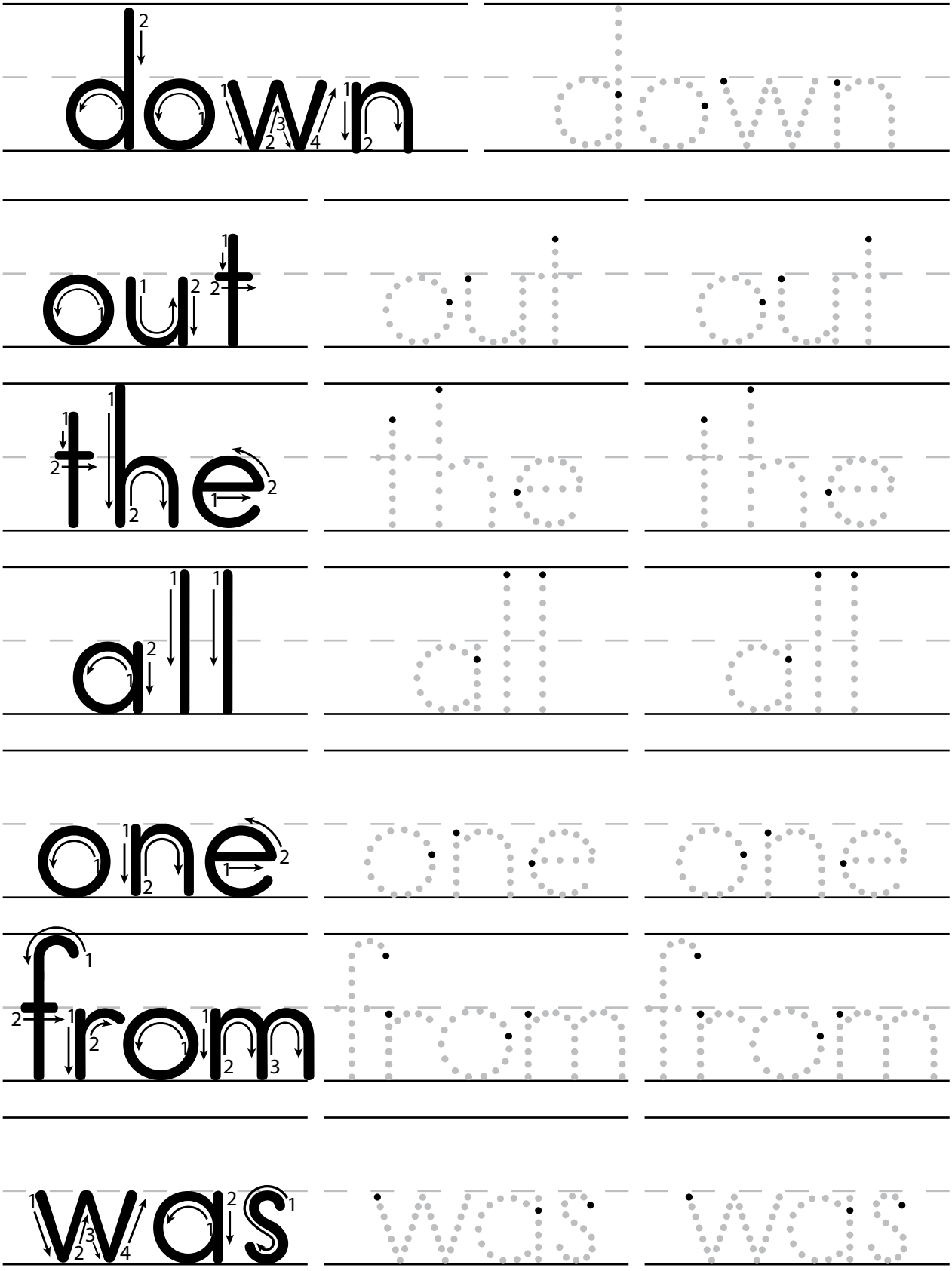
NAME: _____

DATE: _____

TR 17.2

CONTINUED

Tricky Word Tracing Page



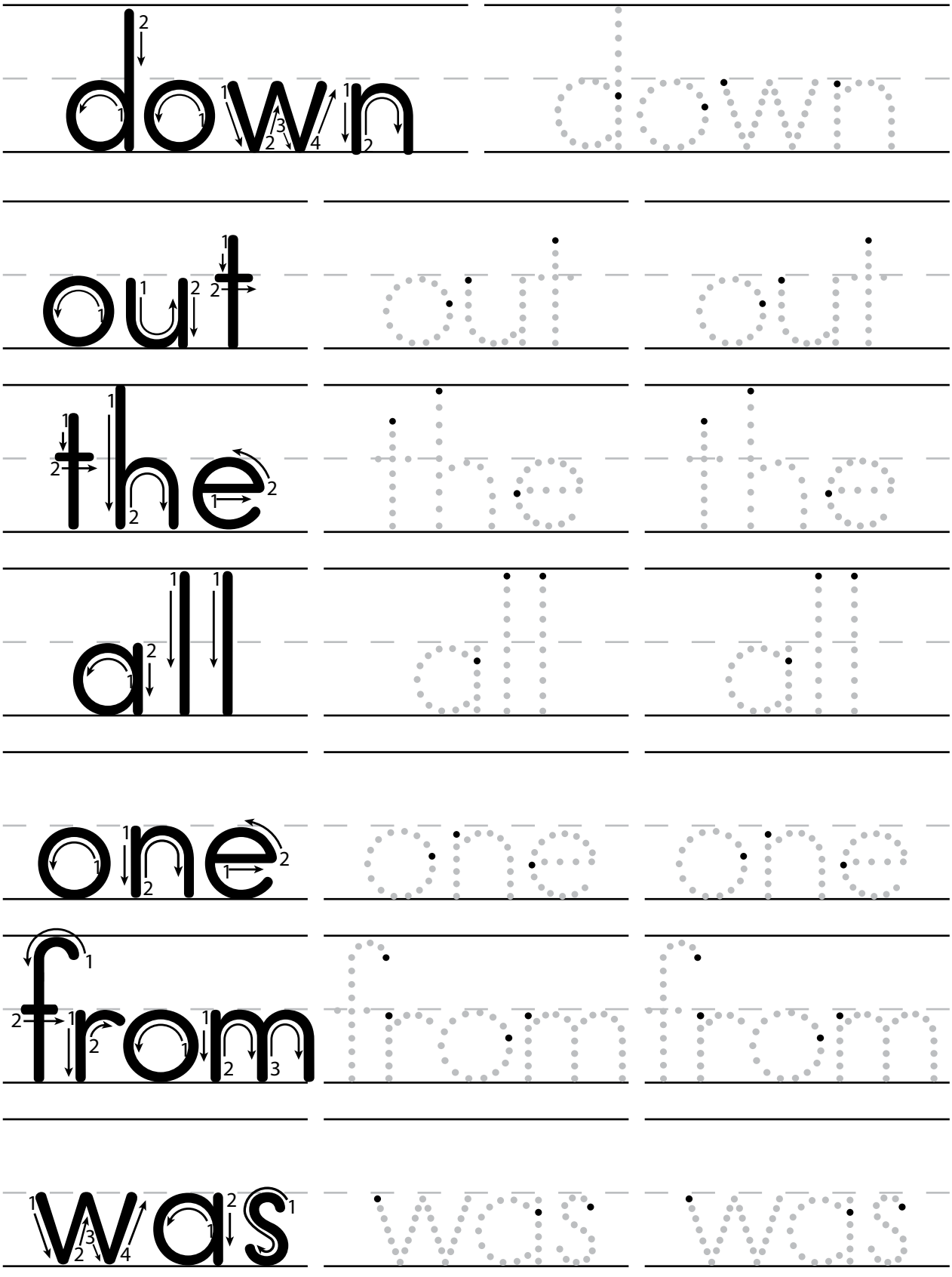
NAME: _____

DATE: _____

TR 17.2

CONTINUED

Tricky Word Tracing Page



ACTIVITY BOOK ANSWER KEY

NAME: _____
DATE: _____

1.1 Activity Page

Directions: Have students trace and copy the digraph and word and say the sounds while printing.

ch

ch ch ch

ch ch ch

ch ch ch

ch ch ch

much much

Skills 7 1

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

lun**ch**	bran**ch**
ben**ch**	**ch**ips

branch lunch

chips bench

2 Skills 7

NAME: _____
DATE: _____

1.2 Activity Page

Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.

ch i s t
j e z d

chest

ch i m b
c o n p

chimp

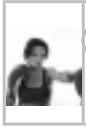
h i p t
ch a d s

chips

Skills 7 3

b i r k
p e n ch

bench



p a n ch
d u t j

punch

g i n sh
p e m ch

pinch

4 Skills 7

NAME: _____

DATE: _____

2.1 Activity Page

Directions: Have students trace and copy the digraph and word and say the sounds while printing.

sh

sh sh sh

sh sh sh

sh sh sh

sh sh sh

shed shed

Skills 7

5

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

1. shin

shin

2. fish

fish

3. brush

brush

6

Skills 7

NAME: _____

DATE: _____

3.1 Activity Page

Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.

up

1. The big is up.

2. The is up.

3. The is up.

Skills 7

9

up

4. I look up at the big .

5. I look up at the little .

6. I look up at the big .

10

Skills 7

NAME: _____

DATE: _____

3.1 Activity Page
CONTINUED

up

7. I look up at the little .

8. I look up at the little

in the big .

down

1. I can down the .

2. I can down the .

NAME: _____

DATE: _____

3.1 Activity Page
CONTINUED

up, down

1. I can up and down .

2. I can up and down the

3. I can look up at the

and look down the .

NAME: _____

DATE: _____

3.2 Activity Page

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

1.
   - ☑ big **sh**ip
   - ☐ big **sh**op
2.
   - ☑ his **ch**in
   - ☐ his **sh**in
3.
   - ☑ tra**sh** in **ch**est
   - ☐ ca**sh** in **ch**est
4.
   - ☑ **ch**op up logs
   - ☐ **ch**op up **sh**ips
5.
   - ☐ fi**sh** and **sh**rimp
   - ☑ ham and **ch**ips

Skills 7

15

6.
   - ☑ su**ch** big hands
   - ☐ su**ch** big cats
7.
   - ☑ cru**sh** can
   - ☐ cru**sh** box
8.
   - ☑ dog on ben**ch**
   - ☐ cat on ben**ch**
9.
   - ☐ crab can pin**ch**
   - ☑ kid can pin**ch**
10.
    - ☑ mom **sh**ops
    - ☐ dad **sh**ops

16

Skills 7

NAME: _____

DATE: _____

4.1 Activity Page

Directions: Have students trace and copy the digraph and word and say the sounds while printing.

th

th th th th

th th th th

th th th th

th th th th

thud thud

Skills 7

21

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

1. ba**th**

bath

2. mo**th**

moth

3. **th**umb

thumb

22

Skills 7

NAME: _____

DATE: _____

5.1 Activity Page

Directions: Have students trace and copy the digraph and word and say the sounds while printing.

th

th th th

th th th

th th th

th th th

that that

Skills 7

23

that	**th**an	**th**en	**th**eft
that	**th**is	ba**th**	**th**in

Directions: Have students write the words with buzzy /th/ under the bee saying "bzzzz" and the words with nonbuzzy /th/ under the crossed-out bee.

that math

than thin

then bath

this theft

24

Skills 7

NAME: _____

DATE: _____

6.1 Activity Page

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

1. bench

bench

2. bath

bath

3. lunch

lunch

Skills 7

27

4. moth

moth

5. cash

cash

6. punch

punch

28

Skills 7

NAME: _____

DATE: _____

7.1 **Activity Page**

qu

Directions: Have students trace and copy the digraph and word and say the sounds while printing.

qu qu qu

qu qu qu

qu qu qu

qu qu qu

quiz quiz

Skills 7

29

qu

qu

?

qu qu

Directions: Have students write 'qu' under the pictures of items that begin with /qu/.

30

Skills 7

NAME: _____

DATE: _____

8.1 **Activity Page**

ng

Directions: Have students trace and copy the digraph and word and say the sounds while printing.

ng ng ng

ng ng ng

ng ng ng

ng ng ng

bang bang

Skills 7

33

punch	king
ring	swing

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

swing punch

king ring

34

Skills 7

NAME: _____

DATE: _____

8.4 Activity Page

Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.

z v e (ng)
(s) (w) (i) n

swing

k (i) (l) d
(qu) e f (t)

quilt

(s) e (ng)
z (i) n

sing

Skills 7

39

sh i (s) (t)
(ch) (e) z d

chest

s (e) p
(sh) i (d)

shed

(t) l o (sh)
c r (a) ch

trash

40

Skills 7

NAME: _____

DATE: _____

9.1 Activity Page

Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.

in

1. The is in

the .

2. The is in

the .

Skills 7

41

in, out

1. The is in .

2. The is out .

3. The is in .

4. The is out .

42

Skills 7

NAME: _____
DATE: _____

9.1 Activity Page
CONTINUED

5. The is in .

6. The is out .

7. The is in .

8. The is out .

out

1. I got out

the .

2. I got out

the .

NAME: _____
DATE: _____

9.2 Activity Page

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.

1. ran**ch** 4 ranch
2. **sh**ip 3 ship
3. plu**sh** 4 plush
4. ba**th** 3 bath
5. **ch**ips 4 chips
6. **th**is 3 this
7. so**ng** 3 song

8. **th**em 3 them
9. mo**th** 3 moth
10. si**ng** 3 sing
11. ben**ch** 4 bench
12. bru**sh** 4 brush
13. **ch**est 4 chest
14. **th**ing 3 thing

NAME: _____
DATE: _____

10.1 Activity Page

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

1.	**th**en	**th**in	then
2.	so**ng**	sa**ng**	sang
3.	gu**sh**	lu**sh**	lush
4.	**ch**at	**ch**ant	chat
5.	thi**ng**	**th**in	thin
6.	**qu**it	**qu**ilt	quilt

NAME: _____
DATE: _____

11.1 Assessment

1.	**th**in	**th**en	**th**an	ten
2.	ma**th**	pat	pa**th**	pats
3.	**th**in	**ch**in	**sh**in	**ch**ip
4.	lu**sh**	lu**nch**	bu**nch**	bru**nch**
5.	**thr**ash	ra**sh**	tra**sh**	trap

6.	**qu**ilts	**qu**its	kilts	**qu**ip
7.	si**ng**	ra**ng**	ri**ng**	ru**ng**
8.	hut	**sh**ut	**sh**ot	**sh**rug
9.	go**ng**	soft	so**ng**	si**ng**
10.	**qu**it	**qu**iz	**qu**ip	**qu**its

NAME: _____
DATE: _____

11.2 Activity Page

Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.

of

1. The is out of the .

2. The is out of the .

3. The is out of the

.

4. The is out of the

.

NAME: _____
DATE: _____

11.2 Activity Page

5. The is out of the

.

6. The is out of the

.

NAME: _____
DATE: _____

11.3 Take-Home

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

1.
- ☐ cat in ba**th**
- ☑ dog in ba**th**

2.
- ☑ lun**ch** bag
- ☐ lun**ch** box

3.
- ☑ cab cra**sh**
- ☐ bus cra**sh**

4.
- ☑ sit on **qu**ilt
- ☐ sit on ben**ch**

5.
- ☑ big **sh**ip
- ☐ six **sh**ips

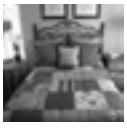
NAME: _____
DATE: _____

12.1 Activity Page

shed	stri**ng**
quilt	ben**ch**

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

shed bench



string quilt

chimp	ba**th**
fi**sh**	mo**th**

moth chimp

fish bath

NAME: _____
DATE: _____

12.4 Take-Home

Directions: Have your child write the word from the box to complete each sentence and then read the sentence aloud to you.

out, of

1. The are out

of the .

2. The is out

of the .

in

3. The is in

the .

4. The are in

the .

5. The is in

the .

NAME: _____
DATE: _____

14.1 Activity Page

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

1. **sh**ip

ship

2. k**ing**

king

3. ca**sh**

cash

4. r**ing**

ring

5. **ch**at

chat

6. **ch**op

chop

NAME: _____

DATE: _____

15.1 Activity Page

Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.

ch	i	p	z
sh	a	b	s

chips

p	i	u	sh
b	r	n	ch

brush

qu	e	l	t
ch	i	f	d

quilt

m	i	ch
n	o	th

moth

d	e	sh
f	i	ch

fish

c	e	sh
g	a	s

cash

NAME: _____

DATE: _____

16.1 Activity Page

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

1.

bath bed **b**ib

2.

desk disk dusk

3.

fox fog ox

4.

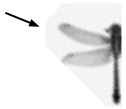
caps **ch**ips clips

5.

ship **sh**in **sh**op

6. **cl**am clap cap

7. **sh**elf **sh**rug **sh**ip

8.  wig wax wi**ng**

9. cat **ch**in **ch**est

10. desk di**sh** drop

NAME: _____
DATE: _____

17.2 Take-Home

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

1.
☑ lo**ng** belt
☐ lo**ng** stri**ng**

2.
☑ tra**sh** bag
☐ tra**sh** can

3.
☑ man on ben**ch**
☐ kid on ben**ch**

4.
☑ pig wi**th** hen
☐ pig wi**th** bug

5.
☑ bru**sh** on **sh**elf
☐ bru**sh** on bed

6.
☑ finch on bran**ch**
☐ **ch**imp on bran**ch**

7.
☑ mun**ch** on **ch**ips
☐ jump on bed

8.
☑ van cra**sh**
☐ fi**sh** cra**sh**

9.
☑ wi**ng** on bug
☐ wi**ng** on hen

10.
☐ **sh**rimp on di**sh**
☑ fi**sh** on di**sh**

NAME: _____
DATE: _____

PP.5 Activity Page

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

1.
☑ fi**sh** in pan
☐ fi**sh** in pond

2.
☑ stro**ng** man
☐ **th**in man

3.
☐ bri**ng** lun**ch**
☑ bri**ng** gift

4.
☐ man sits at desk
☑ man sits on ben**ch**

5.
☑ ants in cup
☐ ants in bag

6.

- [ ] splash in pond
- [x] splash in bath

7.

- [x] chat with mom
- [ ] run with dad

8.

- [x] lid on jug
- [ ] lid on pan

9.

- [ ] kid in bath
- [x] pig in bath

10.

- [x] long pants
- [ ] long belt

NAME: _____
DATE: _____

PP.13 Activity Page

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

1. branch

branch

2. shed

shed

3. moth

moth

4. quilt

quilt

5. string

string

6. pinch

pinch

NAME: _____
DATE: _____

PP.14 Activity Page

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

ring	brush
bath	quilt

quilt brush

bath ring

thumb	si**ng**
chimp	**sh**ed

thumb chimp

sing shed

NAME: _____

DATE: _____

PP.15 Activity Page

Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.

(s)	l	(i)	sh	
p	(w)	a	(ng)	swing

v	a	(n)	sh	
(b)	(e)	d	(ch)	bench

(b)	l	a	(sh)	
c	(r)	(u)	m	brush

(qu)	(i)	n	(t)	
p	e	(l)	m	quilt

(m)	a	(th)	
h	(o)	c	moth

(l)	o	m	(ch)	
t	(u)	(n)	sh	lunch

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