

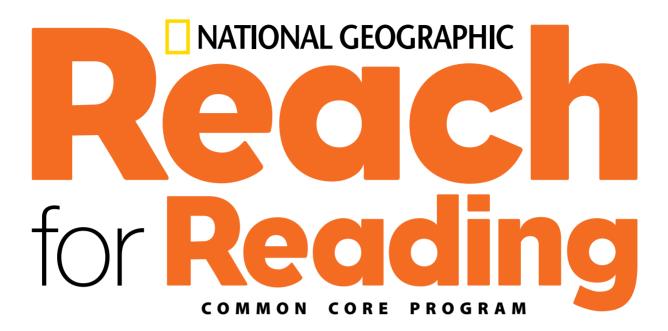
# NATIONAL GEOGRAPHIC RECEIPTORA ON CORE PROGRAM

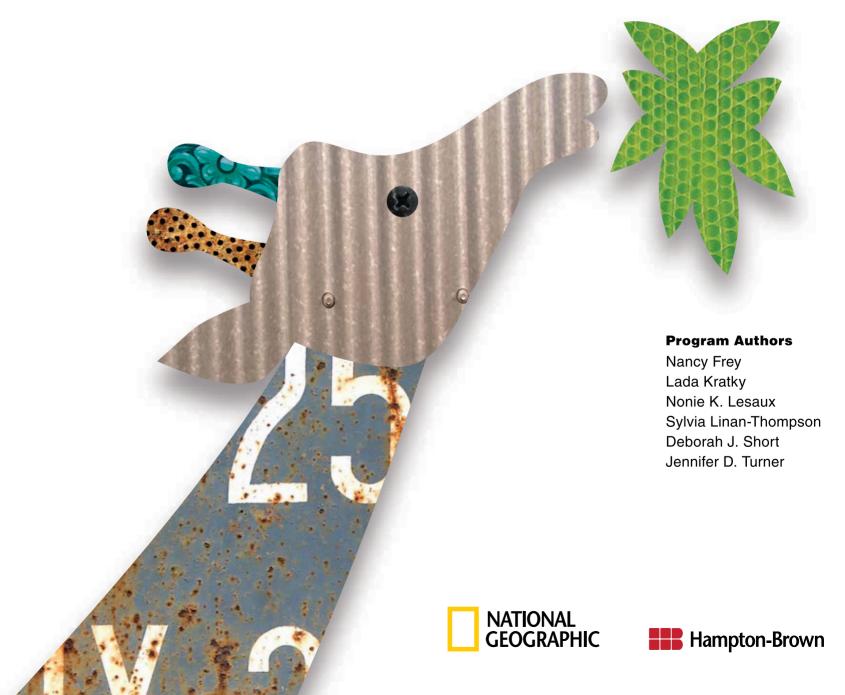




# Forwarding the National Geographic Mission











**Joel Sotelo** grew up in Tijuana, Mexico and began coming to the United States with his mother as a young child. He now lives in San Diego where he works as an artist and designer. Sotelo loves to travel and integrates elements of many countries and cultures into his art.

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# Table of Contents Unit 2



# PHONICS & READING SKILLS

Sounds and Letters y, qu, x, k
Short u
List Facts
Monitor Reading

Week 1			 	٠	•		۰	 ۰	۰	0							T65g
<b>Life in the Forest</b> by Theresa Volpe		 ٠	 	٠	٠	• •	•	 ٠	٠	۰	•	• •	٠	Scie	nce	e Book	T70
NATIONAL GEOGRAPHIC EXCLUSIVE																	
<b>Are You Living?</b> by Laura Purdie Salas	• •	 ٠	 	٠	٠		۰	 ٠	٠	•						Song n Coach	



Double Final Consonants

Words with -ck, -ng

Use a Diagram

Compare Texts



Blends fl, pl, sl
Blends cl, bl, gl
Identify Plot
Monitor Reading



Blends fr, gr, tr
Blends br, cr, dr
Compare Fiction and
Nonfiction

Week 4 T119c

Michael Fay and the Giant Redwoods Project Notebook T121

by Gabrielle Burns

NATIONAL GEOGRAPHIC EXCLUSIVE

Fredwood Goes to California Tall Tale by Natasha Itkin

Writing Project: How-To Article T128



# **Classroom Management**

# Whole Group Time

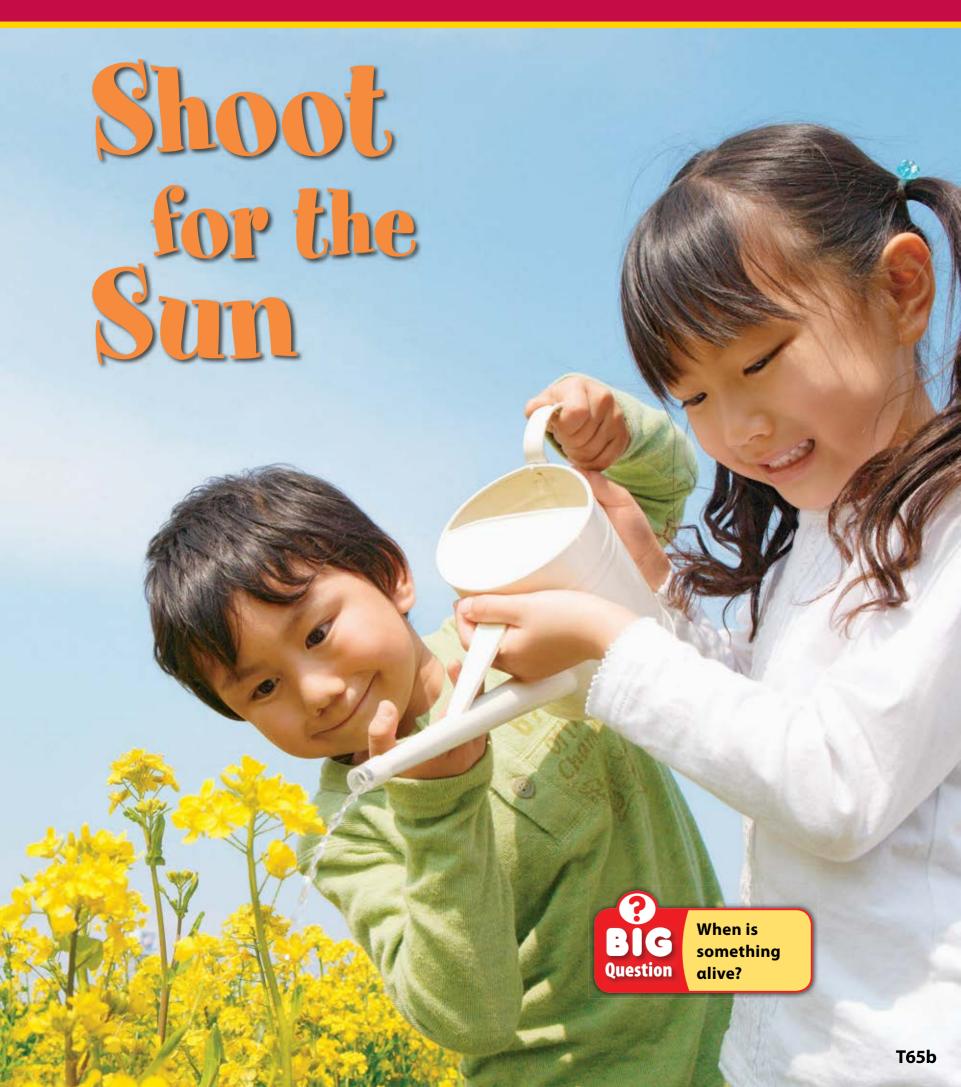
### **TEACHER STUDENT** Conduct Phonics Lessons Learn to Read Read and Respond to Fiction Conduct Reading Lessons and Nonfiction Teach Daily Language Arts Build Content Knowledge Daily Spelling and Word Work Daily Grammar Engage in Daily Language Arts Differentiate Instruction **Activities** Collaborate on Writing Projects Guide Writing Projects Assess Progress Complete Assessments

# Leveled Reading Time

TEACHER	STUDENT
Introduce Books	Read and Discuss Books
Monitor Small Group Reading	Extend Content Knowledge
<ul><li>Guide Discussion</li></ul>	Apply Reading Skills
Assess Progress	Connect and Compare Texts
	Demonstrate Comprehension



TEACHER	STUDENT
<ul> <li>Suggest Books for Independent Reading</li> <li>Introduce Learning Stations</li> <li>Meet with Small Groups or Individuals for Intervention, Reteaching, or Acceleration</li> </ul>	<ul> <li>Read Independently</li> <li>Complete Learning Station Activities</li> <li>Meet for Intervention, Reteaching, or Acceleration</li> <li>Work on Assigned Skills Practice</li> </ul>
<ul> <li>Guide and Redirect as Needed</li> </ul>	



# Unit 2 Program Resources

# WHOLE GROUP TIME







Read On Your Own:

Decodable Books

(cant)



• Write-On/Wipe Off Board

- Sound Spelling Cards
- Phonics Picture Cards
- Sing with Me Phonics Songs





**Build Background Video** 



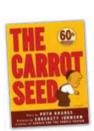
**Big Books** 

Interactive Whiteboard



Interactive Read Aloud 3 and 4

# LEVELED READING TIME





**Fiction Leveled Books** 













**Leveled Book Finder** 



**Leveled Reading Masters** LR2.1-LR2.7

**Nonfiction Leveled Books** 

# Shoot for the Sun

# **LEARNING STATION TIME**









**Phonics Games Vocabulary Games** 

NGReach.com

### **Student Technology**

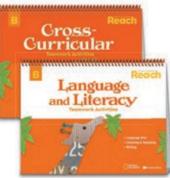
- My Assignments
- Digital Library
- Phonics Games
- Vocabulary Games
- My Vocabulary Notebook
- Comprehension Coach
- Read with Me MP3s
- Practice Masters
- Teamwork Activities
- Other Student Resources



**Practice Book** PM2.1-PM2.78



**Practice Masters** PM2.1-PM2.78



**Teamwork Activities** 



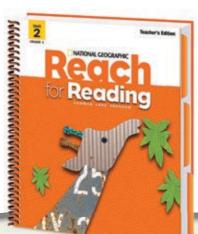
# **PLANNING RESOURCES**



### **Teacher Technology**

- Student and Teacher eEditions
- Lesson Planner
- eVisuals 2.1-2.14
- Family Newsletter 2 (in 7 languages)
- Teamwork Activities Teacher's Guide
- Test-Taking Strategies Teacher's Guide
- Professional Development
- Other Teacher Resources





# Teacher's Edition

- Whole Group Lessons
- Practice Masters
- Leveled Reading
- Assessment and Reteaching Masters

# **ASSESSMENT & RETEACHING**



eAssessment™





**Assessment Masters** A2.1-A2.61



**Reteaching Masters** RT2.1-RT2.19

# Unit 2 Skills at a Glance

= TESTED SKILL

# **Introduce Unit 2**

### **BUILD BACKGROUND VIDEO**

### INTRODUCE THE BIG QUESTION

### WHOLE GROUP TIME

# **Speaking and Listening**

# Language and Vocabulary Reading

# Week 1



# Listen to a Science Book

- Listen to a Song
- ✓ List Facts
  ✓ Monitor Reading
- Monitor Reading

Discuss Living and Nonliving Things
Discuss Living Things

### **Phonics**

- Segment Sounds; Match and Isolate Medial Sounds
- ightharpoonup Read and Spell Words with y, qu, x, and k
- Read and Spell Words with Short u
- Grammar: Use Adjectives and Determiners
- Science Vocabulary
  animal breathe drink eat living
  move nonliving person plant
- Academic Vocabulary

  alive energy exercise food health

# Read and Comprehend a Science Book

Read and Comprehend a Science Book

- List Facts
- Monitor Reading

### **Phonics**

- Read Decodable Text
- Read and Spell High
  Frequency Words
  for grow
  keep look
  or when



# Week 2



Discuss Steps in a Process
Discuss Diagrams
Relate Readings to the Big Question

### Phonics

- Segment Sounds; Match and Isolate Medial Sounds
- Read and Spell Words with Double Final Consonants
- Read and Spell Words with -ck, -ng
- Grammar: Use Adjectives
- Sort Words

### Read and Comprehend a Diagram

- Use a Diagram
- **Compare Texts**

### **Phonics**

- Read Decodable Text
- Read and Spell High
  Frequency Words
  body how
  out start
  they use



# Week 3





### Listen to a Fairy Tale Listen to a Folk Tale

- Identify Plot
- Monitor Reading
  Retell a Story
  Discuss Plot
  Act Out the Plot

### **Phonics**

- Match and Identify Medial Sounds; Segment and Add Sounds
- Read and Spell Words with Blends fl, pl, sl
- Read and Spell Words with Blends cl, bl, gl
- ✓ Grammar: Use Adjectives
- Science Vocabulary

bud flower leaf petal seed sun

Academic Vocabulary

height length light project ready

### Read and Comprehend a Fairy Tale Read and Comprehend a Folk Tale

- Identify Plot
- Monitor Reading

### Phonics

- Read Decodable Text
- Read and Spell High Frequency Words

does eat live no see why



# Week 4



Discuss Trees
Discuss Features of Tall Tales

### Phonic

- Match and Identify Medial Sounds; Segment and Add Sounds
- Read and Spell Words with Blends fr, gr, tr
- Read and Spell Words with Blends br, cr, dr
- Grammar: Use Adjectives
- Sort Words

# Read and Comprehend a Project

# Read and Comprehend a Tall Tale

Compare Fiction and Nonfiction

### Phonics

- Read Decodable Text
- Read and Spell High Frequency Words

all are by first more there



**Unit 2 Wrap-Up** 

**ANSWER THE BIG QUESTION** 

Relate Readings to the Big Question

UNIT PROJECTS

# BIG Question When is something alive?

# Writing

**Power Writing** Write About Living and Nonliving Things Writer's Craft Write About Living Things Write a Verse Write About It

# **LEARNING STATION TIME**

## Speaking and Listening

It's Alive!; The Lives of Living Things

### Language and Vocabulary

Games; My Vocabulary Notebook

What Does It Need?: How Do You Know?

### Cross-Curricular

Is It Alive?; Living Around the World

### **Reading and Intervention**

Comprehension Coach; Write About Prose; Reteach Phonics; ESL Kit

# ASSESSMENT & RETEACHING

- Segment Sounds; Match and Isolate **Medial Sounds**
- Decode and Spell Words with Sounds and Letters y, t, x, k; Possessive 's, Short u
- High Frequency Words
- Fluency: Intonation, Accuracy, Rate
- List Facts
- Monitor Reading
- Science and Academic Vocabulary
- Grammar: Adjectives and Determiners
- Write a Sentence

**Power Writing** Write About Nonliving Things Write Steps in a Process Write About a Diagram Write a Diagram

Write About Living and Nonliving Things

### **Speaking and Listening**

List Living Things; Using Nonliving Things

### Language and Vocabulary

Games; My Vocabulary Notebook

### Writing

Make a New Word; Write About Books

### **Cross-Curricular**

Breathe! You Are Alive!; Living Things

### **Reading and Intervention**

Comprehension Coach; What Did You Learn?; Reteach Phonics, ESL Kit

- Segment Sounds; Match and Isolate Medial Sounds
- **☑** Decode Words with Double Final Consonants and -ck, -ng
- High Frequency Words
- Fluency: Intonation, Accuracy, Rate
- **Use Text Features**
- Compare Texts
- Science and Academic Vocabulary
- Grammar: Adjectives
- Write an Opinion

**Power Writing** Write About Zina Writer's Craft Write About Living Things Writer's Craft Write About It

# **Speaking and Listening**

Will It or Won't It?; Guess Which Plant?

# Language and Vocabulary

Games; My Vocabulary Notebook

Write About a Character; Scoopful of

### **Cross-Curricular**

How Tall Does it Grow?; Ultimate Field Trip

### **Reading and Intervention**

Comprehension Coach: Recommendations: Reteach Phonics; ESL Kit

- Match and Isolate Medial Sounds; Segment and Add Sounds
- Decode and Spell Words with fl, pl, sl, cl, bl, gl and Short a, i
- High Frequency Words
- Fluency: Phrasing, Accuracy, Rate
- Identify Plot
- Monitor Reading
- Science and Academic Vocabulary
- Grammar: Adjectives
- Write an Explanation

**Power Writing** Write About Redwoods Write About Living Things Write a Personal Response Write a New Ending Write About Trees

### **Writing Project**

Write a How-To Article

## **Speaking and Listening**

Redwood Fact File; A Special Tree

# Language and Vocabulary

Games; My Vocabulary Notebook

### Writing

Find the Redwoods: Write How Weeds Grow

### **Cross-Curricular**

Redwood Tree Story; A Forest Saved

# **Reading and Intervention**

Comprehension Coach; Reading a Poem; Reteach Phonics: ESL Kit

- Match and Isolate Medial Sounds; Segment and Add Sounds
- Decode and Spell Words with fr, gr, tr, br, cr, dr and Short o, e, u
- High Frequency Words
- Fluency: Phrasing, Accuracy, Rate
- Compare Fiction and Nonfiction
- Science and Academic Vocabulary
- Grammar: Adjectives
- Write Directions
- Writing Trait: Plan

# LEVELED **READING**

GUIDED READING LEVELS A - K











- A This Food Grows Here
- **B** Seeds
- C A Bear Eats a Fish
- C Living Things Need Water
- **D** On this Earth
- **D** Baby Birds
- **E** What Do Pets Need?
- **E** Is It Living or Nonliving?
- F What Animals Need
- F Plants and Animals Live Here
- **G** The Carrot Seed
- **G** Hairy Harry
- **H** Living Things Need Food
- Potatoes
- J A Tree's Life
- **K** What's Best For Red?
- Leveled Book Finder

# Week 1 Planner



TEST	TED	Day <b>1</b>	Day <b>2</b>
WILL	OLE GROUP TIME	Learn Sounds, Letters, and Words	Read and Comprehend
VVII	Phonological Awareness 5 minutes	Segment Sounds T67a CC.1.Rfou.2.d	Segment Sounds T70c CC.1.Rfou.2.d
Decodable Text	Phonics and Spelling 20–30 minutes  Chartend Crow	Phonics CC.1.Rfou.2.b; CC.1.Rfou.3  Words with <i>y</i> , <i>qu</i> , <i>x</i> , <i>k</i> T67a  Spelling CC.1.L.2.d  Words with <i>y</i> , <i>qu</i> , <i>x</i> , <i>k</i> , 's, and Short <i>u</i> T65k, T67c	Phonics  CC.1.Rfou.2.b; CC.1.Rfou.3;  Words with y, qu, x, k T70c  CC.1.Rfou.4  Learn Possessives with 's T70d  Read with Fluency T70e  Spelling  CC.1.Rfou.3; CC.1.L.2.d  Words with y, qu, x, k T65k, T70d
	High Frequency Words 5–10 minutes	Learn High Frequency Words CC.1.Rfou.3.g; CC.1.L.2.d T65k, T67d	Practice High Frequency Words CC.1.Rfou.3.g; T65k, T70d CC.1.L.2.d Handwriting T70d CC.1.L.1.a
WHO	OLE GROUP TIME	Listen and Comprehend	Listen and Analyze
	Speaking and Listening  10 minutes	Introduce the Big Question; CC.1.SL.1 Preview Unit Projects T66–T67 Describe T68 CC.1.SL.1	Discuss Living and Nonliving Things CC.1.SL.1.b; T71 CC.1.L.6
Big Book	Language and Vocabulary  15–25 minutes	Daily Grammar     CC.1.L.1; CC.1.L.1.f;       ✓ Use Adjectives and Determiners T65m     CC.1.L.1.h       Science Vocabulary     CC.1.L.4       ✓ Key Words T68     animal breathe drink eat living       move nonliving person plant	Daily Grammar CC.1.L.1; CC.1.L.1.f;  ✓ Use Adjectives and Determiners T65m CC.1.L.1.h  Academic Vocabulary CC.1.L.4  ✓ Key Words T70g  alive energy exercise  food health
Anthology &	Reading 20–40 minutes	Read CC.1.Rinf.10  ✓ Read Aloud: Science Book T69a  Comprehension ✓ List Facts T69a	Reread CC.1.Rinf.10  Read Aloud: Science Book T71a  Comprehension CC.1.Rinf.10;  Monitor Reading T71a CC.1.Rfou.4.a
	Writing 15 minutes	Power Writing T68 CC.1.W.5 Writing CC.1.W.5 Write About Living and Nonliving Things T70b	Power Writing T70g CC.1.W.5 Writing CC.1.W.5 Writer's Craft T71b
LEV	ELED READING TIME		
-	THE W	Read Book 1 CC.1.Rlit.3; CC.1.Rlit.10; CC.1.Rinf.10	Reread Book 1 CC.1.Rlit.3: CC.1.Rlit.10: CC.1.Rinf.10:

Fiction & Jonfiction



20 minutes



Read Book 1

Introduce LR2 Read LR4-LR11

- Monitor
- List Facts
- Identify Plot

CC.1.Rlit.3; CC.1.Rlit.10; CC.1.Rinf.10

Reread Book 1 Read and Integrate Ideas LR2

Monitor
List Facts

CC.1.Rlit.3; CC.1.Rlit.10; CC.1.Rinf.10; CC.1.SL.1

List Facts
Identify Plot

# **LEARNING STATION TIME**



20 minutes



Speaking and Listening T65iCC.1.SL.4-5Language and Vocabulary T65iCC.1.L.4Writing T65iCC.1.W.2; CC.1.SL.5Cross-Curricular T65jCC.1.SL.2; CC.1.SL.5Reading and Intervention T65j; RT2.1CC.1.Rfou3-4; CC.1.Rlit.10; CC.1.W.6

# **BIG Question** When is Something Alive?

Dar. 2	Dar: 4	Doz. F
Day <b>3</b>	Day <b>4</b>	Day <b>5</b>
Learn Sounds, Letters, and Words	Read and Comprehend	Review and Apply
✓ Match and Isolate Medial Sounds T71c CC.1.Rfou.2.c	Match and Isolate Medial Sounds T85a CC.1.Rfou.2.c	Review T85h CC.1.Rfou.2.c-d
Phonics CC.1.Rfou.2.b; CC.1.Rfou.3  ✓ Words with Short <i>u</i> T71c	Phonics CC.1.Rfou.3; CC.1.Rfou.2.c;  ✓ Words with Short u T85a CC.1.Rfou.4  ✓ Read with Fluency T85c	Phonics CC.1.Rfou.3 Words with <i>y</i> , <i>qu</i> , <i>x</i> , <i>k</i> and Short <i>u</i> T85h
Spelling CC.1.L.2.d−e  ✓ Words with Short <i>u</i> T65I, T71e	Spelling CC.1.Rfou.3; CC.1.L.2.d−e  ✓ Words with Short <i>u</i> T65I, T85a	Spelling CC.1.Rfou.3; CC.1.L.2.d  ✓ Words with <i>y</i> , <i>qu</i> , <i>x</i> , <i>k</i> and Short <i>u</i> T85h
Practice High Frequency Words CC.1.Rfou.3.g; T65I, T71e CC.1.L.2.d	Practice High Frequency Words CC.1.Rfou.3.g; T65I, T85b CC.1.L.2.d	Review High Frequency Words CC.1.Rfou.3.g; CC.1.L.2.d T65I, T85g
Read and Comprehend	Reread and Analyze	Review and Apply
Preview and Predict T72 CC.1.SL.1	Discuss Living Things T85e CC.1.SL.1	Talk About Are You Living? T86 CC.1.SL.1
Daily Grammar CC.1.L.1; CC.1.L.1.f;  ✓ Use Adjectives and Determiners T65n CC.1.L.1.h	Daily Grammar CC.1.L.1; CC.1.L.1.f; CC.1.L.1.h  ☐ Grammar and Writing T65n	Daily Grammar CC.1.L.1; CC.1.L.1.f; CC.1.L.1.h  ✓ Review T65n
Vocabulary Practice CC.1.L.4; CC.1.L.6  Expand Word Knowledge T72	Vocabulary Practice CC.1.L.4; CC.1.L.1.6  ✓ Share Word Knowledge T85e	Vocabulary CC.1.L.4  ✓ Apply Word Knowledge T85g
Read CC.1.Rlit.10  ✓ Read a Song T73–T85  Comprehension CC.1.Rlit.10  ✓ List Facts T73–T85	Reread CC.1.Rlit.10  ✓ Reread a Song T85f Comprehension CC.1.Rlit.10; ✓ List Facts T73–T84–85 ✓ Monitor Reading T73–T84–85	Reread and Integrate Ideas T86 Comprehension List Facts T86 Monitor Reading T87  CC.1.Rlit.10 CC.1.Rinf.10; CC.1.Rfou.4.a
Power Writing T72 CC.1.W.5 Writing CC.1.W.5 Write About Living Things T84–85	Power Writing T85e CC.1.W.5 Writing Write a Verse T85f	Power Writing T85g CC.1.W.5 Writing CC.1.W.2 Write About It T86
Read Book 2 CC.1.Rlit.3; CC.1.Rlit.10; CC.1.Rinf.10 Introduce LR2 Read LR4−LR11  ✓ Monitor ✓ List Facts ✓ Identify Plot	Reread Book 2 CC.1.Rlit.3; CC.1.Rlit.10; CC.1.Rinf.10; Read and Integrate Ideas LR2  ✓ Monitor ✓ List Facts ✓ Identify Plot	Reading CC.1.W.1–3; CC.1.SL.1.a Connect Across Texts LR3 Writing Choose a Writing Option LR4–LR11
	ASSESSMENT & RETEACHING	



**Assessment & Reteaching** T87a–T87b 
✓ Foundational Skills A2.5–A2.7 CC.1.Rfou.2.a-c; CC.1.Rfou.3; CC.1.Rfou.3.c

Spelling Test T65k CC.1.Rfou.3.g; CC.1.L.2.d-e

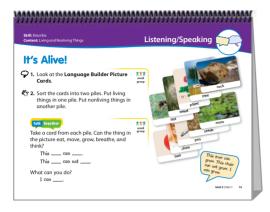
✓ Oral Reading Assessment A2.1–A2.4 CC.1.Rfou.4

- Reading Comprehension Test A2.8–A2.9 CC.1.Rlit.3
- Reading Strategy Assessment LR17–LR18 CC.1.Rinf.10 **Vocabulary Test** A2.10−A2.13 CC.1.L.4; CC.1.L.6
- Grammar and Writing Test A2.14–A2.15 CC.1.L.1 Reteaching Masters RT2.1–RT2.4

# Week 1 Learning Stations

# **Speaking and Listening**

# Option 1: It's Alive!



### **PROGRAM RESOURCES & MATERIALS**

**Language and Literacy Teamwork Activities:** 

Teacher's Guide on MGReach.com colored markers • crayons

**Describe Things** Add Visuals to Clarify

CC.1.SL.4 CC.1.SL.5

# Option 2: The Lives of Living Thinas



### **MATERIALS**

colored markers • crayons

- Have partners search the song "Are You Living?" for characteristics of living things (sleep, breathe, feed, etc.).
- Then have each child draw a living thing that is exhibiting one of the characteristics.
- Have partners share their drawings.

**Describe Things** CC.1.SL.4 CC.1.SL.5 Add Visuals to Clarify

# **Language and Vocabulary**

## **Kev Words**

alive animal breathe drink eat energy exercise food health list living monitor move nonliving person plant

# Option 1: Vocabulary Games X



**Determine Meaning of Words** 

CC.1.L.4

# Option 2: My Vocabulary Notebook 🕺



Have children expand word knowledge by:

- looking up words
- adding definitions and images
- writing sentences that contain both a Key Word and that, this, these, or those.

**Determine Meaning of Words** CC.1.L.4

# Writing

# Option 1: What Does It Need?



### **PROGRAM RESOURCES**

**Language and Literacy Teamwork Activities:** 

Digital Library Image: Language Builder Picture Cards B13, B15, B16

Teacher's Guide on ONGReach.com

Write Facts About Topics CC.1.W.2 Add Visuals to Clarify CC.1.SL.5

# Option 2:: How Do You Know?



**PROGRAM RESOURCES & MATERIALS** 

markers • crayons

Have children study the photo and draw one living thing shown in it. Then ask children to write a sentence that tells how they know this is a living thing. Have children work in small groups to share and compare their work.

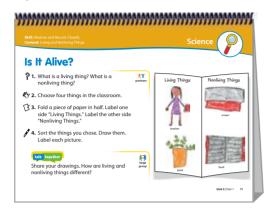


Write Facts About Topics Add Visuals to Clarify

CC.1.W.2 CC.1.SL.5

# **Cross-Curricular**

# Option 1: Is It Alive?



### **PROGRAM RESOURCES & MATERIALS**

### **Cross-Curricular Teamwork Activities:** Card 11

Teacher's Guide on MGReach.com

colored markers • crayons

Add Visuals to Clarify CC.1.SL.5 CC.1.SL.2 Ask and Answer Ouestions

# Option 2: Living Around the World



# **MATERIALS**

drawing paper • colored markers • crayons

Have children go to Resources > Unit 2 > Learning Stations > Week 1 > Countries. Have each child click on a country, learn about living things there, and draw one of them. Have children share their drawings with the class.

**Ask and Answer Ouestions** CC.1.SL.2 Add Visuals to Clarify CC.1.SL.5

# Reading

# Option 1: Comprehension Coach 🟋

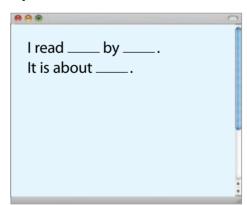


Have children use the software according to their individual needs:

- Read silently and answer questions.
- · Listen to fluent models.
- Record their reading and get a fluency report.

CC.1.Rlit.10 Read with Fluency CC.1.Rfou.4

# Option 2: Write About Prose



Have children use a word processing program to report on a selection of prose they have read. Children can use these sentence starters.

### See **Recommended Reading** on page LR12.

CC.1.Rlit.10 Read with Fluency CC.1.Rfou.4 Use Technology in Writing CC.1.W.6

# **Intervention**

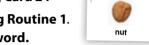
# Option 1: Reteach Short u 🕺



### **PROGRAM RESOURCES**

Phonics Picture Cards 51, 68, 76, 109, 126 Sound/Spelling Card 24

Use Reteaching Routine 1.



- · Display the word.
- Say the word: nut. Have children repeat.
- Read the word. Point to the short u and ask: What is this letter? What is this sound?
- **Scaffold spelling.** Say: *nut*. Have children repeat the word, say the first sound, and write its spelling.

For **Reteaching Routine 1**, see BP36.

Decode Words with Short *u* 

CC.1.Rfou.3

# Option 2: Phonics Games X



Decode Words with Short *u* 

CC.1.Rfou.3

For Reteaching Masters, see pages RT2.1-RT2.4.

**GReach.com** Online Phonics Games

# **Additional Resources**

# ESL Kit XXX



ESL Teacher's Edition pages T67a-T87

# Week 1 Daily Spelling & Word Work

### **OBJECTIVES**

Thematic Connection: Shoot for the Sun

Spell Words with y, qu, x, k

Spell Words with 's

Spell Words with Short u

Spell High Frequency Words

### **SUGGESTED PACING**

DAY 1 Spelling Pretest DAY 2-4 **Daily Practice Options** DAY 5 **Spelling Test** 

**Spelling Pretest** 

Day 1

XXX

**Spelling Test** 



# **Spelling Words**

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

# Words with y, qu, x, k

1. quit	I do not want to <i>quit</i> planting.
2. box	We carry plants in this <b>box</b> .

# Word with 's

3. dad's I have my **dad's** garden tools, too.

# Words with Short u

4. mud We plant in damp soil, not mud.

# **High Frequency Words**

5. for	Dad got this plant just <b>for</b> me.
6. grow	Some plants <i>grow</i> very fast.
7. keep	We <i>keep</i> the tallest plants in back.
8. look	<b>Look</b> at this flower and see how pretty it is.
9. or	This plant can be tall <b>or</b> short.
10. when	l feel happy <b>when</b> l am in my garden.

### **More Words**

Use these words and sentences for additional Pretest and Test items. Do you work in your *pal's* vegetable garden? 1. pal's 2. yes Yes, it is a big garden. 3. fun It is lots of **fun** to grow things to eat. 4. kid Dad says it's nice to have a *kid* help in the garden. We *mix* our vegetables into a big salad. 5. mix 6. yum Yum! This salad is delicious!

# **Finding Words**

Day 2



**MATERIALS** 

scissors • glue

Option 1

### **PROGRAM RESOURCES**

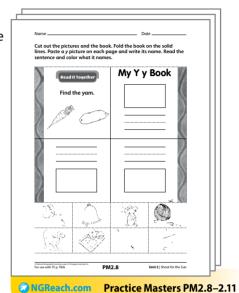
**My Letter Books: Practice Masters** PM2.8-PM2.11

# **Prepare**

Read aloud the directions at the top of the Practice Masters.

# Play a Game

Have pairs complete the four **Practice Masters.** 



Decode Words with y, qu, x, k Spell Words with y, qu, x, k Spell New Words Phonetically CC.1.Rfou.3 CC.1.L.2.d CC.1.L.2.e

# **Alphabetize**

Day 2

XXX

**MATERIALS** 

scissors

Option 2

### **PROGRAM RESOURCES**

**High Frequency Word Cards: Practice Master PM2.12** 

# **Prepare**

Have each group cut out one set of **High Frequency Word Cards.** 

Note that words in the first column are review.

# Play a Game

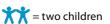
- Groups turn cards facedown and shuffle them. At a signal, groups flip and alphabetize the cards.
- Check the words and assign a point for each correctly alphabetized word.
- Have groups shuffle the cards for another round.

After several rounds, the group with the most points wins.



Spell High Frequency Words

CC.1.L.2.d









**Drawing Words** 

Day 3

Option 1

### **MATERIALS**

colored markers or crayons

# **Prepare**

Display the Spelling Words.

# **Play a Game**

- Have one child start by choosing a Spelling Word to illustrate.
- The second child must guess which word is being illustrated.
- · Have children alternate roles.

Extend the activity by having partners write the Spelling Words shown in the illustration.

Spell Words with y, qu, x, k	CC.1.L.2.d
Spell Words with Short u	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

**Word Scramble** 

Day 4



Option 1

# **Prepare**

Display the Spelling Words. Scramble a few letters of one of the words. Demonstrate with the word when by writing the letters nweh. Ask a volunteer to guess the word and write it correctly.

# Play a Game

· Have each child choose five words, scramble the letters of each one, and write the scrambled words



· Have partners exchange puzzles. Have them unscramble the set of words and write them correctly.

Extend the activity by having partners take turns saying sentences that use their unscrambled words.

Spell Words with y, qu, x, k	CC.1.L.2.d
Spell Words with Short u	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

**Build Words Online** 

Day 3

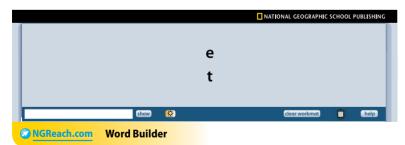


Option 2

# **Prepare**

Have children access Word Builder and NGReach.com.

# Play a Game



- Have one child choose one of the words and drag the first letter on the screen. Another child attempts to guess the word. After each guess, the first player adds another letter until the word is identified.
- · When the second player guesses the word, the third player must use it in a sentence.

Have children change roles until all words have been identified. Extend the activity by having children identify the target letters in each word.

Spell Words with y, qu, x, k	CC.1.L.2.d
Spell Words with Short u	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

**Sentences** 

Day 4

XXX

Option 2

### **Prepare**

Write the words *Living Things* on the board. Display the Spelling Words.

# Play a Game

- Have a volunteer choose one of the words, spell it, and use it in a sentence about living things. Write the sentence on the board.
- Continue until all the words have been used.

Extend the activity by having children underline the target letter or punctuation in each Spelling Word.

Look at that butterfly.

Spell Words with y, qu, x, k CC.1.L.2.d Spell Words with Short u CC.1.L.2.d Spell High Frequency Words CC.1.L.2.d

# Week 1 Daily Grammar

### **OBJECTIVE**

**Thematic Connection: Shoot for the Sun** 

**Use Adjectives and Determiners** 

### **COMMON CORE STANDARDS**

**Demonstrate Command of English Grammar Use Adjectives Use Determiners** 

CC.1.L.1 CC.1.L.1.f CC.1.L.1.h

# Day 1

### **PROGRAM RESOURCES**

Adjectives: eVisual 2.1 **Phonics Picture Cards** 

# **Teach the Rules**

Use page T70b to introduce adjectives and then teach the rules. Point out that an adjective usually comes before the noun it describes.

# **Adjectives**

• An **adjective** describes, or tells about, a noun.

A tree grows in the forest.

A tall tree grows in the **dark** forest.

NGReach.com Adjectives: eVisual 2.1

# Play a Game XXX

Hold up **Phonics Picture Card 28**. Say: hat. This is a yellow hat. Hold up an assortment of picture cards. Have children identify the object and then say a "This is" sentence, adding an adjective to describe the object.

Continue play until all children have answered at least twice.

# Differentiate

# **EL** English Learners

**ISSUE** In Hmong, Spanish, and Vietnamese, adjectives follow the nouns they describe.

**STRATEGY** Review the use of adjectives in English. Help children choose the correct word order in these and similar phrases:

a red apple a green worm a big garden little boys tall trees loud dogs

# Day 2

### **PROGRAM RESOURCES**

### This/That: eVisual 2.2

### **MATERIALS**

an assortment of classroom objects such as pencils, pens, scissors, glue, and rulers

## **Teach the Rules**

Use page T71b to introduce the singular determiners this and that and then teach the rules.

### This/That

• Use **this** to point out one person or thing that is **near**. **This** tree here is ours.

What is **this** hole in its trunk?

• Use **that** to point out one person or thing that is **far** away.

**That** rabbit over there eats plants in my garden.

It ate a leaf from **that** plant.

NGReach.com This/That: eVisual 2.2

# Play a Game XX

Hold up a pencil and say: This pencil is yellow. Choose a child farther away to answer using that. (Possible response: That pencil is yellow.) Then point to a distant object in the room, such as a window, and say: That window is open. Choose a child near the window to answer using this. (Possible response: Yes, this window is open.)

Use only singular nouns for this game.

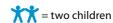
Continue play until every child has had a chance to answer.

# Differentiate

# **BL** Below Level

**ISSUE** Children have difficulty distinguishing near and far and the appropriate determiner.

**STRATEGY** Place one pencil near a child and another across the room. Touch the nearby pencil and say: *This pencil is near*. Point to the other pencil and say: That pencil is far away. Repeat with other pairs of classroom objects.







### **PROGRAM RESOURCES**

These/Those: eVisual 2.4

**Use Determiners:** 

**Practice Master PM2.15** 

# Teach the Rules

Use page T84–85 to introduce the plural determiners these and those and then teach the rules.

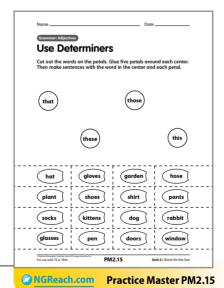
### These/Those

- Use **these** to point out people or things that are **near**.
- **These** bulbs here are for daffodils.
- Why are **these** seeds in my hand so small?
- Use **those** to point out people or things that are far away.
- **Those** plants over there will start to sprout next year.
- **Those** weeds by the fence are big!

NGReach.com These/Those: eVisual 2.4

# Play a Game XX

Distribute Practice Master PM2.15. Have partners place the petals near the correct determiners and use each word in a sentence.



# Differentiate

# SN Special Needs

**ISSUE** Children need a visual cue to remember the difference between this/these and that/those.

**STRATEGY** Have children point to themselves and say, "this, these." Have them point away from themselves and say, "that, those." Repeat several times.

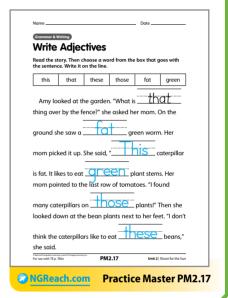
# Day 4

### **PROGRAM RESOURCES**

**Write Adjectives: Practice Master PM2.17** 

# **Grammar and** Writing X

Explain: Good writers use adjectives to add details to their writing. Adjectives make their writing more interesting. Use page T85f to model the use of adjectives. Then distribute **Practice Master PM2.17**. Read the story. Have children find the word in the box that completes each sentence. Then have children write the correct word on each line.



# Day 5

# **PROGRAM RESOURCES**

Writing, Revising, and Editing Test: Assessment Masters A2.14-A2.15

# Review and Assess XX

Display the sentences below. Have partners work together to write the correct determiner or adjective in each sentence.

- 1. Please go get \_\_\_\_ children on the playground.
- 2. Look at \_\_\_\_\_ butterfly in my hand.
- 3. I found it on \_\_\_\_\_ tomato plant over there.
- 4. \_\_\_\_ tomato is ripe and ready to eat.
- 5. You might see another butterfly if you look at \_\_\_\_ tomato plants here every day.

Administer the Writing, Revising, and Editing Test.

# $7\,\,{f 1}\,$ Introduce Unit 2

Anthology

### **OBJECTIVE**

Thematic Connection: Shoot for the Sun Preview Content

### **PROGRAM RESOURCES**

**TECHNOLOGY ONLY** 

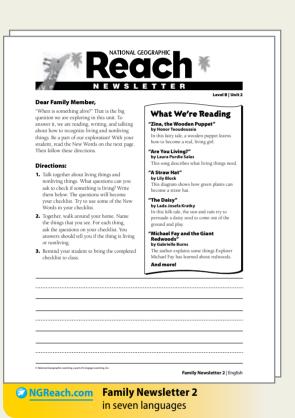
**Unit 2 Build Background Interactive** 

**PRINT & TECHNOLOGY** 

Family Newsletter 2 (available in 7 languages)

### **MATERIALS**

pencils or markers • tape



# **COMMON CORE STANDARDS**

# Speaking and Listening

Participate in Conversations Ask and Answer Ouestions About Information Presented Through Media

CC.1.SL.2

# **MORNING WARM-UP**

What kinds of things are alive?

Have children turn and talk. Then select volunteers to name things they know are alive.

# Science Background

1 Big Question Anthology page 66 Read aloud the **Big Question: When is something alive?** This unit is about things that are **living**, or alive. It is also about things that are **nonliving**, or not alive. Distribute Family Newsletter 2.

2 Share What You Know Anthology page 67

Point to yourself and say: I am alive. Hold up an eraser or other classroom item. Ask: Is this alive? Prompt children to think of one thing that is alive. Have them describe how it moves and what it can do. Review the directions on page 67 and distribute materials. After each child completes steps 1 and 2, have them draw a picture of the living thing they chose. Then have children share their pictures.

3 Build Background Video

Set a purpose for viewing: Watch and listen for how we know when something is alive. Play the video. Discuss the video: What four things must animals do to live? (breathe, drink, move, and eat) How did the pumpkin change when it was cut from the vine? (It became a **nonliving** thing.) Why? (Possible response: It was no longer able to grow.)

# Mini Lesson

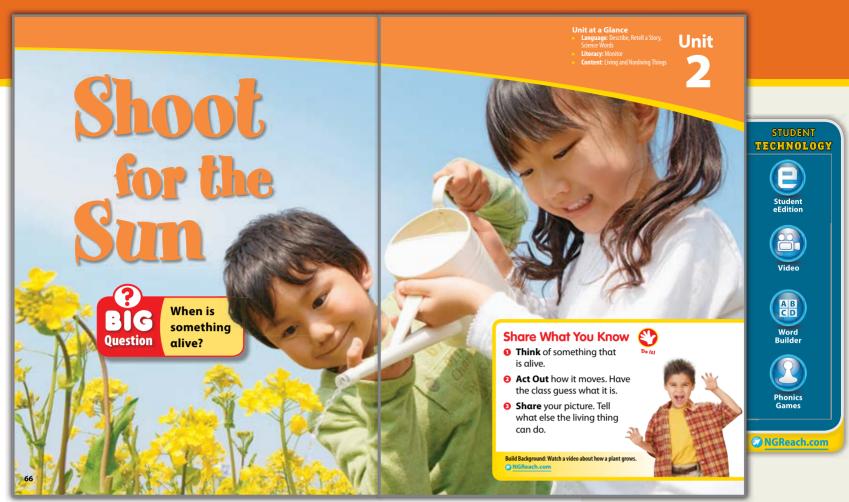
# **Compare Media**

out about **living** and **nonliving** things. Play the Build Background **Video** a second time. Pause at the first frame of the cat to think aloud: The text tells me to click on the cat. The cat **moves**, **breathes**, **drinks**, and **eats**. The video shows me that a cat is a **living** thing. Pause the video where children match nonliving things and living things they are

Explain: In this video, you can find



made from. Have children explain how each nonliving thing is made.



# **Anthology** pages 66-67

# **Unit Projects**

# 4 Introduce the Unit Concept Map

Review the **Big Question.** Have children look through the unit pages and prompt them to predict: What do you think you will learn in this unit? Have pairs point to and talk about the pages they think are most important.

Display a class concept map. Explain: As we go through this unit, we will be organizing our answers to the Big Question using a class concept map.

Model: In the video, I learned about **living** and **nonliving** things. What do **living** things do? (Possible responses: People, animals,

and **plants** are **living** things that grow. They need food and

**Concept Map** water. Animals and people move by walking or running.) Record children's

When is

something

alive?

# **5** Preview Unit Projects

ideas on the map.

Point out the activities on pages 130–131 of the **Anthology**. Explain: At the end of the unit, you will choose one of these projects on the Big Question and share your work. Read aloud the project options. Ask children to think about which option they will choose.

# **Weekly Folder**

- √ Word Window (T72)
- √ Writing (T70b, T71b, T84–85, T85f, T86)
- √ Checklist: Practice Master PM2.5
- √ Checklist: Practice Master PM2.19

# **Learn Sounds, Letters, and Words**



Sing with Me Phonics Songs Book

### **OBJECTIVES**

Thematic Connection: Shoot for the Sun

Segment Sounds

Read and Spell Words with y, qu, x, k

Read and Spell High Frequency Words

### **PROGRAM RESOURCES**

**PRINT & TECHNOLOGY** 

Write-On/Wipe-Off Boards

Sing with Me Phonics Songs Book, page 24 Sound/Spelling Cards 20, 23, 25, 26, 16, 3, 11, 18

Phonics Picture Cards 112, 115, 153, 157, 161, 162, 163

Read On Your Own Book 5

Letter and Sound: Practice Masters Yy, Qq, Xx, Kk: PM2.1–PM2.4

**TECHNOLOGY ONLY** 

Sing with Me Phonics Songs MP3 or CD 1,

Tracks 20-21

**Word Builder** 

**Phonics Games** 

### **MATERIALS**

small chips or coins for counting sounds, 3 per child

# **Phonological Awareness**

Use Phonological Awareness Routine 3.

- Say a word: yam
- Segment the sounds: /y/ /ā/ /m/. Model for children, placing a chip in a sound box for each sound you say.
- Repeat the word slowly: /y/ /ă/ /m/. Have children say the sounds with you and place a chip in their sound boxes on the Write-On/Wipe-Off Boards for each sound they hear as they segment the word. Ask: How many chips did you put on your board? (three) How many sounds did you say and hear? (three)

For **Phonological Awareness Routine 3**, see page BP29.

Have children repeat the routine with the words look, ox, yak, and can.

# **Check & Reteach**

**OBJECTIVE:** Segment Sounds

Ask: How many sounds do you hear in help? (four)

If children do not say *four*, use **Phonological Awareness Routine 1** to have children practice isolating individual sounds. Say *grow*, having children repeat the sounds with you as you tap the desk for each sound. Then ask children how many taps they heard. Repeat with *sun* and *plant*.

For **Phonological Awareness Routine 1**, see page BP28.

# **Phonics**

# 2 Learn Sounds and Letters y, qu, x, k

Sing with Me Phonics Songs Book page 24
Scaffold language. Be sure children understand that a yam is like a sweet potato. Play Track 20 and have children listen, follow along, and then listen again and chime in. Play Track 21 and have children sing on their own. Practice the gestures until children can perform smoothly.

- Bend down to pantomime planting.
- Make thumb-and-index-finger glasses and look around.
- Make index-finger horns on sides of head.



**Songs Book** page 24

### **COMMON CORE STANDARDS**

# Reading

CC.1.Rfou.2.b Blend Sounds to Orally Produce Words CC.1.Rfou.2.d Segment Sounds CC.1.Rfou.3 Decode Words with y, qu, x, k Read Irregularly Spelled Words CC.1.Rfou.3.g Read with Fluency CC.1.Rfou.4 Language and Vocabulary Spell words with y, qu, x, k CC.1.L.2.d Spell High Frequency Words CC.1.L.2.d

CC.1.L.2.e

Spell New Words Phonetically

Cover up all spellings except y on **Sound/Spelling Card 23**. Then use **Decoding Routine 1** to connect sound and spelling y/y and to blend words. Repeat for sound and spellings k/y/y, k/y/y, and k/y/x.

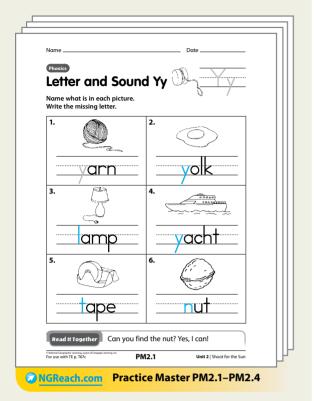
Step 1 Develop Phonological Awareness	/y/ y	/kw/ qu	/ks/ x	/k/ k
1. Tell children: These words have /y/ at the beginning. For /ks/ and /k/, also say: These words have /ks/ (/k/) at the end. Show picture-only side of Phonics Picture Cards 112, 115, 153, 157, 161, 162, 163.	yam, you, yellow, yak	quart, queen, quilt, quartz	fox, ox, six	Kim, keep, kind; yak, look, cheek
2. Tell children: I will say a word. Listen for /y/. If you hear it, stand up. If you don't hear it, don't do anything.	your, yawn, zoo, yarn, bear, watch, yolk, yo- yo, sip	quart, yard, quiz, quack, jam, question, van	mix, red, six, fix, dog, box, toad	kite, week, quite, key, lab, book, kitten
Step 2 Introduce the Sound/Spelling				
<ol> <li>Display the picture-only side of Sound/Spelling Card 23. Say yellow. Have children repeat.</li> </ol>	2	2	2	
2. Say /y/. Have children repeat.				Line
<b>3.</b> Turn the card over. Point to <i>y</i> and name it. Have children repeat. For /kw/ <i>qu</i> , explain that <i>u</i> almost always follows <i>q</i> .	<b>y</b> _ ~	qu_	X	k
For <b>Sound/Spelling Card 20</b> , point to and name the <i>k</i> and <i>c</i> spellings. Then cover up the <i>c</i> spelling for the rest of Steps 2 and 3. The _ <i>ck</i> spelling should already be covered up.	Card 23 yellow, /y/y	Card 25 quarter, /kw/, qu	Card 26 box, /ks/, <i>x</i>	Card 20 key, /k/, <i>k</i>
<b>4.</b> Give examples of words with <i>y</i> in the initial position. (For <i>x</i> , give examples in final position. For <i>k</i> , give examples in both positions.)	year, young, yuck, yippee, youth, yard	quiet, quote, quail	ax, Max, tax	keep, kid, kiss; leak, hook, fork
Step 3 Blend Sound-by-Sound				
<b>1.</b> Write y. Say /y/ and have children repeat.	у	qu	W	k
<b>2.</b> Add <i>a</i> . Blend /y/ /ã/, sweeping your hand beneath the spellings. Have children blend the sounds with you.	ya →	qui	wa	ki >
<b>3.</b> Add <i>m</i> . Model blending the whole word, then have children blend with you.	уащ	quit	wax	kit
<b>4.</b> Write and blend other words with /y/y.	yes, yap, yet, yip	quiz	ox, mix	Ken, Kip

For **Decoding Routine 1,** see page BP32.

# **Learn Sounds, Letters, and Words**



Read On Your Own Book 5



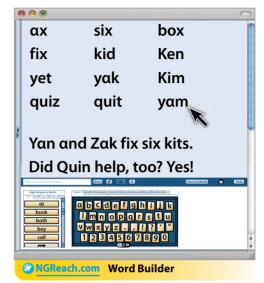
3 Read Words with y, qu, x, k < R</p>

Display the words and sentences using **Word Builder**. Have children blend the words. Then point out High Frequency Words *and*, *help*, and *too*, and ask children to read the sentences.

Have children turn to **Read On Your Own Book 5** page 2. Review the sound/spellings and complete the example together. Then have partners take turns reading the picture labels.
Assign **Practice Masters PM2.1–PM2.4** for more practice.

Children can also play **Phonics Games** at **NGReach.com** to reinforce phonics skills.

Read On Your Own Book 5 page 2



# 4 Spell Words with y, qu, x, k ✓

Use **Dictation Routine 1** to have children practice spelling *ox, yak, quiz, fox,* and *kit* on their **Write-On/Wipe-Off Boards**.

- Say a word: ox
- Segment Sounds: /ŏ/ /ks/. How many sounds do you hear? (two)
- Display Sound/Spelling Cards. Have children match each sound to a card. (cards 16 /ŏ/ and 26 /ks/)



Write-On/Wipe-Off Board

- Repeat the word: ox. Have children write the spelling of the word.
- Write the spelling. Have children check and correct their spelling. Repeat for fix, box, and fox using cards 16 /ŏ/, 26 /ks/, 3 /f/, 11 /ĭ/, and 18 /b/.

Then apply the spelling rule to a complete sentence: *The quick yak got the fox.* Have children chorally repeat and then write the sentence. Write the correct sentence and have children check and correct.

For **Dictation Routine 1,** see page BP35.

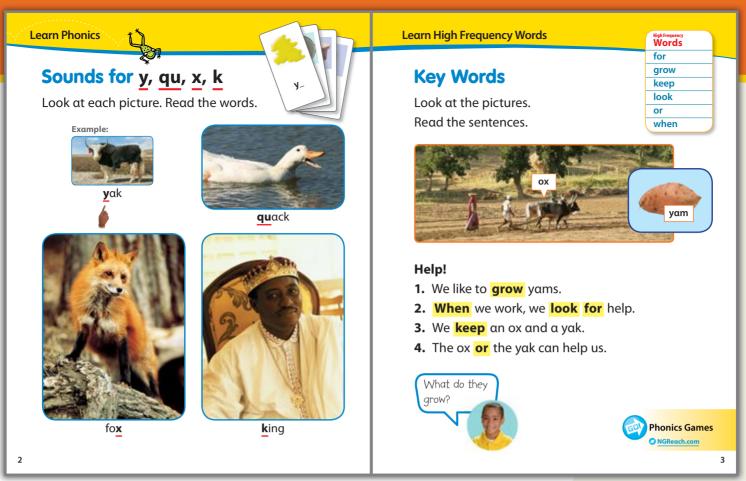
# Daily Language Arts Daily Spelling and Word Work Practice options on page T65k

# Check & Reteach

**OBJECTIVE:** Read and Spell Words with *y, qu, x, k* 

Check the dictation sentence for the correct spelling of *quick*, *yak*, and *fox*. Call out words and ask children how to spell them.

If children have difficulty with *y*, *qu*, *x*, and *k*, make a set of cards and label each one *y*, *qu*, *x*, or *k*. Shuffle the cards and ask children to choose one without looking at it. Ask them to say the sound and then say a word that uses the letter on the card they drew.



Read On Your Own Book 5 pages 2–3

# **High Frequency Words**

5 Read and Spell Key Words 
☑ Read On Your Own Book 5 page 3
Read aloud page 3. Teach each highlighted word and review known sound/spellings.

Use **High Frequency Word Routine 1.** 

- Say the High Frequency Word: for
- Say a sentence with the word: I like to look for shells.
- Say the word again and have children repeat it and then write it.

For **High Frequency Word Routine 1**, see page BP37.

### See **Differentiate**

Have children track print and echo as you reread items 1–4. Reread again, pausing for children to say the High Frequency Words. Then have partners take turns saying the words.

# **Check & Reteach**

**OBJECTIVE:** Read and Spell High Frequency Words

Read aloud each sentence on page 3, slowly. Have children raise their hands when they hear a High Frequency Word and then write it. Check for misspellings.

Give pairs a set of **High Frequency Word Cards** for the words they need to practice. Partner A picks a card without looking at it. He or she says the word. Partner B says the word, spells it, and uses it in a sentence. Then have partners switch roles. Continue until both partners have spelled and used each word.

# Differentiate

# **EL** English Learners

**ISSUE** English learners may not know the meanings of words.

**STRATEGY** Use the gestures in parentheses and examples in blue to convey word meaning.

**for** *People grow plants* for *food.* (Draw plants and pantomime eating.)

**grow** Most plants grow in the ground. People grow plants to eat. When plants grow, they get bigger. (Raise your hand, palm down, from a lower place to a higher place to pantomime growing.)

**keep** People keep their plants wet. They water (pantomime) the plants so that they stay wet.

**look** Let's look for some plants. (Look at pages 4–10.)

**or** *Plants can be big* or *small*. (Gesture to show big and small.)

when We pick plants when they are ready to eat. (Pantomime picking and eating something from a plant.)

# **Listen and Comprehend**

Nonfiction



Anthology

**Kev Words** 

animal breathe drink

nonliving person plant

eat living move

### **OBJECTIVES**

Thematic Connection: Shoot for the Sun

✓ Use Science Vocabulary in Speaking
✓ List Facts

### **PROGRAM RESOURCES**

**PRINT ONLY** 

Big Book: Life in the Forest
PRINT & TECHNOLOGY

Sing with Me MP3

**Checklist: Practice Master PM2.5** 

**TECHNOLOGY ONLY** 

Digital Library: Key Word Images My Vocabulary Notebook

### **MATERIALS**

note cards • markers • drawing paper

# **Power Writing**

Have children write as much as they can as well as they can in one minute about the word *eat*.

For **Writing Routine 1**, see page BP56.

# **Academic Talk**

1 Describe Anthology page 68

Tell children: *This song is about a girl and her bike. In this song, the girl talks about living and nonliving things.* Review the previously taught High Frequency Words *am, can,* and *not.* Play the song. Have children follow along as they sing.

Remind children that *am, can,* and *not* are words that can help them describe living and nonliving things. Explain that in this song:

- Am is a word we use to tell about ourselves, and we are **living** things.
- Can and not are used in this song to talk about what can and can not happen.

Have children complete these frames:

I eat. I am a \_\_\_\_\_ thing. (living)

My pencil can not **eat**. It is a \_\_\_\_\_ thing. (**nonliving**)

Then have small groups work together to make cards for *can* and *can not*. Have one child name a living or nonliving thing and use the phrase "can or can not" to make a true or false statement. Have the others hold up either the *can* or *can not* card to make the sentence true. Model an example: *A desk can or can not* eat. (Children should hold up the *can not* card.) Have group members take turns until everyone has given an example.

# Science Vocabulary

2 Key Words 

✓ Anthology page 69

Use **Vocabulary Routine 1** to teach the words.

- Pronounce the word and point to its picture: living.
- Rate the word. Have children give thumbs up if they know the word or give a thumbs down if they do not. Ask: What do you know about this word?
- **Define the word:** Something that is **living** is alive.
- **Elaborate:** I am **living**. That means that I can **breathe** and **move**.

For **Vocabulary Routine 1**, see page BP46.

For more images of the **Key Words**, use the **Digital Library**.

### **COMMON CORE STANDARDS**

### Reading

Read Informational Text CC.1.Rinf.10
Read with Accuracy and Fluency CC.1.Rfou.4
Read Orally with Accuracy, CC.1.Rfou.4.b

Appropriate Rate, and Expression

Writing

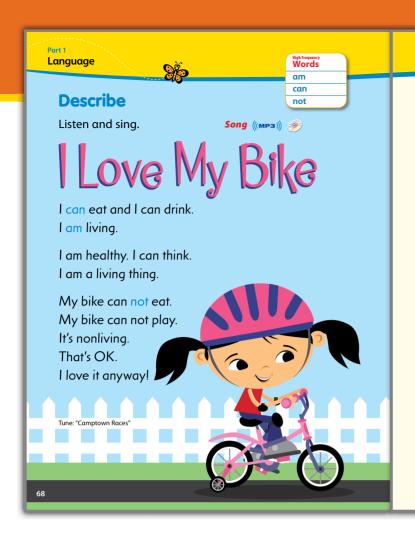
Focus on a Topic CC.1.W.5

**Speaking and Listening** 

Participate in Conversations CC.1.SL.1

Language and Vocabulary

Use Adjectives CC.1.L.1.f



Science Vocabulary

# **Key Words**

People, plants, and animals are living.



You are living. How do you know? Describe

how something nonliving is different from

something living.

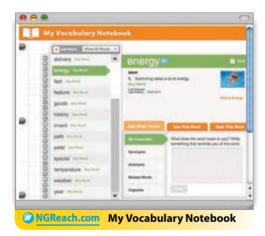


**Anthology** pages 68-69

Have partners take turns repeating Vocabulary Routine 1 (see page T68) for each word on page 69. Then have children add the words to My Vocabulary Notebook.

See **Differentiate** 

3 Talk Together Anthology page 69 Have partners use the song, Key Words, and High Frequency Words to describe how something nonliving is different from something living.



# **Check & Reteach**

**OBJECTIVE:** Use Science Vocabulary in Speaking

Ask: What are some **living** things? What are some **nonliving** things? Listen for correct differentiation of living and nonliving things.

If children use words incorrectly, ask yes or no questions:

Is a fish a **living** thing or a **nonliving** thing?

Is a flower a **living** thing or a **nonliving** thing?

Is a computer a **living** thing or a **nonliving** thing?

# Differentiate

# **EL** English Learners

**ISSUE** Children do not understand the definitions. **STRATEGY** Provide translations of **Key Words** using Family Newsletter 2 for translations in seven languages. Use cognates for Spanish speakers: move/mover

# **Listen and Comprehend**

Nonfiction

Reach Santa Forest

Anthology

# 

PM2.5

NGReach.com Practice Master PM2.5

# Comprehension

4 List Facts ✓ Anthology page 70

Teach the word **list**. Say: A **list** has items or names written together in a group. We have a class **list** with all of your names. The **list** on page 70 has facts about **living** things. Explain that a list is a helpful way to organize facts and details.

Project the song "I Love My Bike" on **Student eEdition** page 68. Sing the first and second stanzas. Remind children that facts are details that are true. Ask: *Which facts from the checklist are used to describe the girl as a living thing?* (eat, drink, healthy, think)

Then sing the last stanza of "I Love My Bike" with children. Have partners list the facts about the nonliving things that the girl names. (can not **eat** or play)

# **Check & Reteach**

**OBJECTIVE:** List Facts

Ask children how a list can help them organize facts.

If a child cannot answer, point to the list and say: What is the name of the list? (Living Things Checklist) Point to the facts in the list. (Ask children to use the checklist to demonstrate or pantomime examples of what living things can do.)

5 Talk Together Anthology page 70

Distribute **Practice Master PM2.5** for children to complete. Have children work in pairs. One child chooses a living or nonliving thing in the classroom. The other child guesses what it is by using the checklist and asking other questions. Then partners switch roles.

See **Differentiate** 

# **Big Book Read-Aloud**

# **6** Share a Science Book

Display the cover and read aloud the title and the name of the author. (Theresa Volpe) Have children predict: What do you think this story is about? (animals in the forest) Why do you think that? (the picture)

# Differentiate

# **SN** Special Needs

**ISSUE** Children may not be able to use a checklist.

**STRATEGY** Display checklist items as questions and model how to use them to determine if an item should be checked.

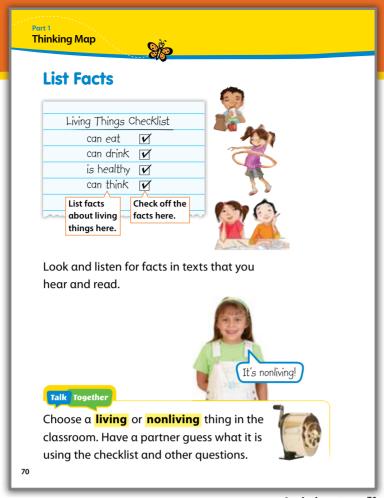
Can it eat?

Can it drink?

Is it healthy?

Can it think?

Say: If I ask "Can it eat?" and my partner says "yes," then I put a check in the box beside "can eat." If most of the items on my list are checked, then I know my partner is thinking of a living thing. If none of the items are checked, then I know that my partner is thinking of a nonliving thing.



Anthology page 70

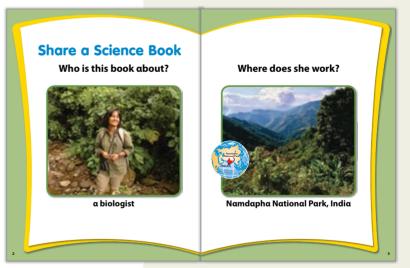
### **SCIENCE BACKGROUND**

Share information about Aparajita Datta and her work to build background.

- Dr. Datta is a biologist who travels to study **living** things.
- She has studied is the Namdapha National Park in India.
- People who live in Namdapha helped her find special living things in the park.

Set a purpose: Let's read to find out more about this biologist. Read aloud pages 4–15 of Life in the Forest. Use the questions on pages T70a–T70b to build comprehension on the first read (Day 1) and second read (Day 2).

**GENRE** Define the genre: Science books give information about nature and the world. This book gives facts and details about a biologist and the scientific work she does. Display and read the Share a Science Book on **Big Book** pages 2–3.



Big Book pages 2-3

# **Comprehension Focus**

FIRST READ SECOND READ

# Day 1 Listen and Comprehend

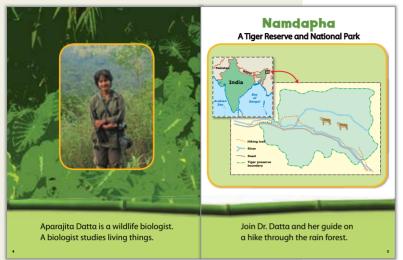
- Active Reading
- List Facts
- Critical Thinking

# Day 2 Listen and Analyze

- Monitor Reading
  - Critical Thinking

# **Listen and Comprehend**

Nonfiction



Big Book pages 4–5



Big Book pages 8-9



Big Book pages 6-7



Big Book pages 10-11

# Fluency 🗹

Intonation Explain the concept: Fluent readers raise and lower their voices as they read. When you read, try to sound like you do when you are having a conversation. Have children read a sentence from the story in a flat voice. Then have children reread the sentence using intonation. Ask children which reading sounded more natural. (second reading) Model intonation as you read the story.

# **Build Comprehension**

**FIRST READ** 

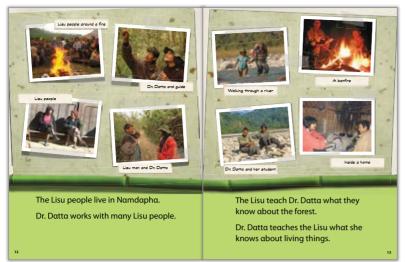
# Day 1 Listen and Comprehend

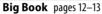
- **Active Reading** Pause so children can sniff and make faces as they mimic smelling the odor of the Sapria plant.
- List Facts ✓ What facts did you learn about living things? (Possible response: Plants don't move, but they are living.) What about nonliving things? (Possible response: Water can move, but it is not living.)

**SECOND READ** 

# Day 2 Listen and Analyze

- **Monitor Reading**  Name one thing you do not understand about **living** or **nonliving** things. Reread. What did you find out?
- **Draw Conclusions** How do the Lisu know so much about the forest? (Possible responses: They live near it; they can explore it often.)





breathe drink

eat move



Big Book pages 14-15

# Writing

# **6** Write About Living and Nonliving Things

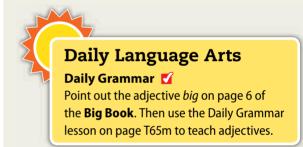
Form groups and have children choose something from the story that is either living or nonliving. Say: *Talk about the thing your group chose from the story. How do you know if it is a living or nonliving thing?* 

Tell children to use the words in the box and one of the frames for help. Display these sentence frames:

- \_\_\_\_ is a **living** thing. I know this because \_\_\_\_.
- \_\_\_\_ is a **nonliving** thing. I know this because \_\_\_\_\_.

Have each group use drawing paper and markers to illustrate their sentences. Have groups present and display their work.





# Day 2 Read and Comprehend Decodable Narrative Text

### **OBJECTIVES**

**Thematic Connection: Shoot for the Sun** 

- Segment Sounds
- Read and Spell Words with y, qu, x, k
- Read and Spell Words with 's
- Read and Spell High Frequency Words
- Read Decodable Text Fluently and with Comprehension

### **PROGRAM RESOURCES**

**PRINT & TECHNOLOGY** 

Write-On/Wipe-Off Boards
Sound/Spelling Cards 20, 23, 25, 26
Words with 's: Practice Master PM2.6
Handwriting: Practice Master PM2.7
Read On Your Own Book 5

**TECHNOLOGY ONLY** 

**Letter Cards** 

### **MATERIALS**

small chips or coins for blending, 4 per child



# **Phonological Awareness**

survive? Have children turn and talk.

- Segment Sounds
  - Use Phonological Awareness Routine 3.
  - Say a word: keep
  - Segment sounds: /k//ē//p/. Model for children, placing a chip in a sound box for each sound you say.
  - Repeat the word slowly: /k//ē//p/. Have children say the sounds with you and place a chip in their sound boxes on their Write-On/Wipe-Off Boards for each sound they hear as they segment the word. Ask: How many chips did you put on your board? (three) How many sounds did you say and hear? (three)

For **Phonological Awareness Routine 3**, see page BP29.

Repeat the routine with the words key, yes, pup, you, and work.

# Check & Reteach

**OBJECTIVE:** Segment Sounds **I** 

Ask: How many sounds do you hear in Kim?(three)

For children who did not say *three*, assign each child one of the sounds (/k/, /ĭ/, /m/). Have children line up in groups of three, stand close together, and say the word: *Kim*. Have children step away from each other and say their own sounds. Ask: *How many sounds are in* Kim? (three)

# **Phonics**

# 2 Read Words with y, qu, x, k

**REVIEW** Display **Sound/Spelling Card 23** and ask for the picture (yellow), the sound (/y/), and the spelling (y). Have children spell as they write in the air. Repeat with **Sound/Spelling Cards 20**, **25**, **26**.



Distribute **Letter Cards.** Have children fold a piece of paper into fourths and write *y*, *qu*, *x*, and *k*. Model how to build and blend *yip*. Have partners build and blend *fox*, *kid*, *yet*, *quiz*, and write the words in the appropriate squares.

### **COMMON CORE STANDARDS**

### Reading

Blend Sounds to Orally
Produce Words
Segment Sounds
Decode Words with y, qu, x, k
Read Irregularly Spelled Words
Read with Fluency
CC.1.Rfou.2.d
CC.1.Rfou.3.
CC.1.Rfou.3.g
CC.1.Rfou.4

Spell Words with *y*, *qu*, *x*, *k*Spell High Frequency Words
Spell New Words Phonetically
CC.1.L.2.d
CC.1.L.2.d
CC.1.L.2.d

# 3 Spell Words with y, qu, x, k

Use **Letter Cards** to build *yes, quit, max,* and *kid*. Then have pairs use **Letter Cards** to build *yam, quiz, tax,* and *kit*. When all pairs have built their words, have the class chorally blend and read the words

1	yes	yam	yuck	yak
ı	quit	quack	quiz	max
ı	tax	mix	box	kid
	kite	kit	key	

**Word Bank** 

together. Repeat for the remaining words in the Word Bank.

For **Dictation Routine 2**, see page BP35.

# 4 Learn Possessives with 's

Write *Kim's* on the board. Point to the 's and explain that we use this to show that something belongs to someone. Ask: *What color is Ana's hair?* Write *Ana's hair is black*. Underline *Ana's* and model blending the word, noting that the s makes the /z/ sound.

Distribute **Letter Card** 's. Write and have children blend *Ken*. Place the 's card at the end of *Ken* and have children blend *Ken*'s. Write *Ken has a cat.* \_\_\_\_ cat is big. Have children complete the sentence using 's. Repeat for the words *Kip, Kat,* and *Kim*.

Assign Practice Master PM2.6 for more practice.

# **High Frequency Words**

# S Read and Spell Key Words

Display and read these sentences. Then say the underlined word or words.



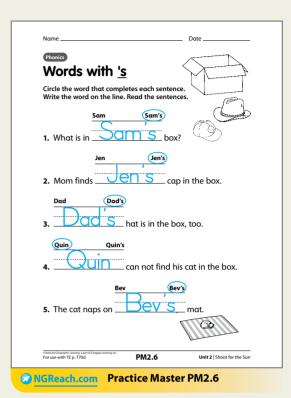
Reread the sentences. Have children clap when they hear a High Frequency Word. Assign **Practice Master PM2.7** for more practice.

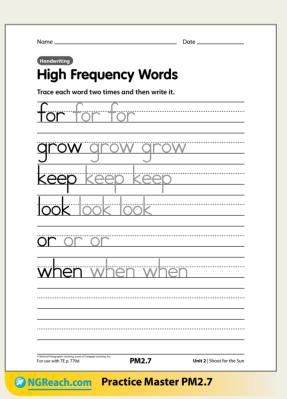
# **Check & Reteach**

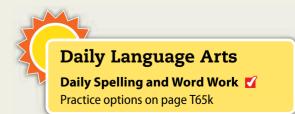
OBJECTIVES: Read and Spell Words with *y*, *qu*, *x*, *k* Aread and Spell Words with *s* Aread and Spell High Frequency Words

Dictate the sentence: **Look** at Kim's yak. Have children write the sentence as you repeat it slowly. Check children's sentences for misspellings.

If children do not spell words correctly, display a model and have children circle any misspelled words. Then have them use **Letter Cards** to build the words.







Legend

words with *y, qu, x, k,* and 's high frequency

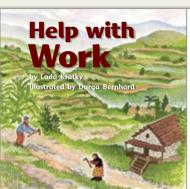
story word

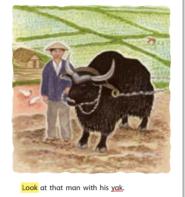
# **Read and Comprehend**

**Decodable Narrative Text** 











Read On Your Own Book 5 pages 4–7

It is a lot of work to grow plants

# Differentiate

# **BL** Below Level

**ISSUE** Children mispronounce words with previously taught phonics elements.

**STRATEGY** Use the chart to identify specific resources for review and reteaching.

Skill	Book 15	Teacher's Edition
words with final s	plants (page 4) is (page 4) his (pages 5–10) helps (pages 6, 8)	-s (page T52b)
words with short a	man (pages 5, 6) yak (pages 5, 6) that (pages 5, 6) can (page 10)	/ă/a (page T7c)

# AL Above Level

**ISSUE** Children can easily decode words in the story. **STRATEGY** Challenge children to think of animals or people they know and how they can help.

Encourage children to use the frame: \_\_\_\_\_ helps me with \_\_\_\_\_. Have them share with the rest of the class.

# **Decodable Reading**

G Read "Help with Work" ✓ Read On Your Own Book 5 pages 4–10
Use the photos to preteach the story word plants (page 4). Use Decoding
Routine 4 to conduct two readings of "Help with Work." First, conduct a whisper read to monitor decoding. Then, conduct a choral read to monitor progress.

FIRST READ

# Day 2 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children do not self-correct, provide corrective feedback. See **Differentiate** 

**SECOND READ** 

### Day 2 Reread and Comprehend

Have children chorally reread the text. Listen for improvement with rate and accuracy. Use the following questions to build comprehension.

- 1 Identify Details What animal helps the first man? (A yak helps him.) What animal helps Quin? (An ox helps Quin.)
- 2 Make Comparisons Look at the pictures on pages 6 and 8. How are the animals alike? (They are both helping by pulling a plow.) How are the animals different? (The yak is black and the ox is tan.)
- **Use Visuals** What is Kim's work? (Kim's work is to water the plants.) How do you know? (I see that Kim is carrying a watering can.)
- Make Connections What other animals help people with their work? (Possible responses might include sheep dogs, service dogs, and mules.)

For **Decoding Routine 4**, see page BP34.





k

α

Read On Your Own Book 5 pages 8–11

# **Practice Phonics**

7 Words with y, qu, x, k Read On Your Own Book 5 page 11 Distribute Letter Cards. Read aloud the directions for the first activity on page 11. Have partners build y

the words.

8 Talk Together Read On Your Own Book 5 page 11
Have partners turn and talk about what they see in the illustrations. Ask them to use y, qu, x, and k words from the box and the language frame: \_\_\_\_\_ can help.

\_\_\_\_\_ can not help. Encourage them to think about which words make sense. Then have pairs share their **Talk Together** answers. (Possible answers: Ox/Ken can help; Yak/Quin/Fox can not help.)

# **Check & Reteach**

**OBJECTIVE:** Read Decodable Text Fluently and with Comprehension **Y** 

Have each child read aloud a page from "Help with Work." Note reading speed and miscues.

For children with low reading speeds and many miscues, conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1,** see page BP36.

# **Listen and Analyze**

Nonfiction



Anthology

**Key Words** 

food health

alive energy exercise

### **OBJECTIVES**

Thematic Connection: Shoot for the Sun

Use Academic Vocabulary in Speaking

Monitor Reading

### **PROGRAM RESOURCES**

**PRINT ONLY** 

Big Book: Life in the Forest

**TECHNOLOGY ONLY** 

Digital Library: Key Word Images My Vocabulary Notebook

### **MATERIALS**

marker • timer

# **Power Writing**

Have children write as much as they can as well as they can in one minute about the word *drink*.

For **Writing Routine 1**, see page BP56.

# **Academic Vocabulary**

1 More Key Words Anthology page 71
Use Vocabulary Routine 1 and the images on page 71 to teach the Key Words.

 Pronounce the word and point to its picture: exercise.

 Rate the word. Have children give a thumbs up if they know the word or give a thumbs down if they do not. Ask: What do you know about this word?

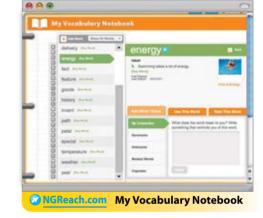
• **Define the word: Exercise** is movement that helps our **health**.

• **Elaborate.** Relate the word to a personal experience: *I jog every morning* for **exercise**.

For **Vocabulary Routine 1**, see page BP46. For more images of the **Key Words**, use the **Digital Library**.

Vocabulary Routine 1 for each word on page 71. Have children add the words to My Vocabulary Notebook.

See **Differentiate** 



# 2 Talk Together Anthology page 71

Read the directions. Have partners take turns using **Key Words** in sentences. Then have pairs take turns saying sentences. Ask volunteers to share one sentence with the group.

# **Check & Reteach**

**OBJECTIVE:** Use Academic Vocabulary in Speaking

Point to a **Key Word** in the book, such as **energy**, and have pairs give one more example using the same sentence pattern used in the book.

If children offer unrelated examples, have them pantomime swimming. Then say: Swimming takes a lot of energy. Have them pantomime sleeping. Then ask: Does sleeping take a lot of energy? (No.) Then ask: Does playing football take a lot of energy? (Yes.)

### **COMMON CORE STANDARDS**

### Reading

Read Informational Text CC.1.Rinf.10
Read with Purpose and CC.1.Rfou.4.a
Understanding

Writing

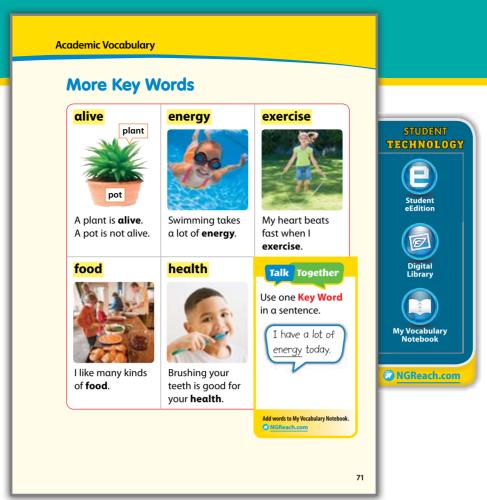
Add Details to Strengthen Writing CC.1.W.5

Speaking and Listening

Build on Others' Talk CC.1.SL.1.b

Language and Vocabulary

Use Determiners CC.1.L.1.h
Determine Meaning of New Words
Use Words and Phrases CC.1.L.6



Anthology page 71

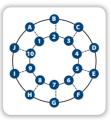
# **Academic Talk**

# 3 Discuss Living and Nonliving Things

Use **Inside-Outside Circle** to have children discuss facts they learned in *Life in the* Forest. Have children stand in concentric circles facing each other. Have those in the inside circle use **Key Words** such as **eat**, **drink**, **move**, **food**, and **alive** to share what they have learned about **living** and **nonliving** things.

Have children in the outside circle listen to and acknowledge what the speakers have shared by repeating one fact or idea. Encourage children in the outside circle to ask a question about something they did not understand.

On a signal, tell children to rotate to create new partnerships. On another signal, have children trade inside/outside roles. For Inside-Outside Circle, see page BP60.



Inside-Outside Circle

#### Differentiate

# **SN** Special Needs

**ISSUE** Children struggle with vocabulary concepts. **STRATEGY** Broaden understanding by connecting the meanings of the **Key Words**. Display the following flowchart.



Say: Food gives your body energy to exercise and stay **healthy** and **alive**.

Emphasize each **Key Word** and slide your finger along the arrows from one **Key Word** to the next.

# **EL** English Learners

**ISSUE** Children do not understand the definitions. **STRATEGY** Provide translations of the **Key Words** 

and have children use each one in a sentence. Access Family Newsletter 2 for translations in seven languages. Use cognates for Spanish speakers:

energy/energia exercise/ejercicio

# **Listen and Analyze**

Nonfiction



Big Book

# Comprehension

4 Monitor Reading V Big Book page 16

Display and read aloud page 16 of the **Big Book**. Teach children the meaning of the word **monitor** (to check or keep track of for a certain purpose). Tell them that they can monitor, or keep track of, what they read to make sure they understand it.

Model how to monitor reading using the photo:

- I see a close-up photo of something, but I don't understand what I see.
- I stop and think about it. I need to read on to see if I can find more information to help me understand.
- I see another photo. This photo shows flowers. Now I understand that the top photo is a close-up of the flowers.

Point to various details in the photo of the flowers. Ask children to show a thumbs up or a thumbs down if the detail matches the close-up. Then cover the flowers. Ask: Does the close-up still make sense if the photo of the flowers is covered? (No.) Why do you think that? (because the photo gives clues)

#### **Check & Reteach**

**OBJECTIVE:** Monitor Reading

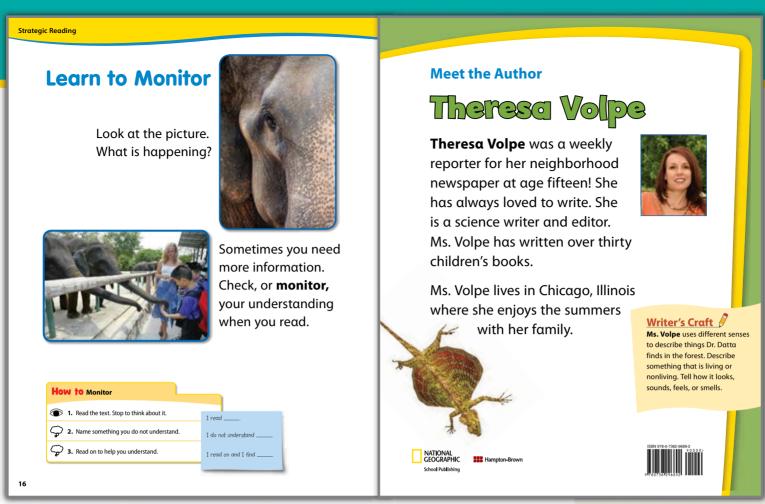
Point to the close-up and ask: What do we know about this image? (Possible answer: It is one of a bunch of flowers.) Where did we get that information? (from reading on)

For children who don't make the connection to reading on, ask: What do you see in the second photo that you can't see in the first? Explain that they get more information from the second photo that they wouldn't have known if they didn't read on.

# Listen Again and Analyze

- **5 Build Comprehension** Big Book pages 4–15
  Use the Listen and Analyze questions on T70a–T70b as you reread *Life in the Forest* and practice monitoring reading.
- Oisplay and read the biography aloud. Point out Chicago, Illinois, on a map. Say: Theresa Volpe likes to write science books about different subjects. What is the subject of this science book? (Possible responses: the rain forest; living and nonliving things)





**Big Book** page 16 and back cover

# Writing

Writer's Craft Big Book back cover

Read aloud the **Writer's Craft**. Explain that the adjectives a writer uses to describe things can help us understand how something looks, sounds, feels, or smells.

Read	Think Aloud
The sapria plant smells bad!	The author uses the word bad to describe how the plant smells. I think about bad smells like stinky garbage. I wonder if the plant smells as bad as that.

Have children work in pairs to describe something that is **living** or **nonliving** and how it looks, sounds, feels, or smells. Display these sentence frames:

That \_\_\_\_\_ looks \_\_\_\_.

This \_\_\_\_ smells \_\_\_\_.





Have children point to the determiners *this* and *that* in the sentence frames. Then use the Daily Grammar lesson on page T65m to teach determiners.

# Day 3 Learn Sounds, Letters, and Words



Sing with Me Phonics Songs Book

#### **OBJECTIVES**

Thematic Connection: Shoot for the Sun

- Match and Isolate Medial Sounds
- Read and Spell Words with Short u
- Read and Spell High Frequency Words

#### **PROGRAM RESOURCES**

**PRINT & TECHNOLOGY** 

Sing with Me Phonics Songs Book, page 25 Sound/Spelling Cards 3, 7, 9, 10, 14, 18, 24

Read On Your Own Book 5

**Letter and Sound: Practice Master PM2.13** 

Write-On/Wipe-Off Boards

**High Frequency Words: Practice Master PM2.14** 

**TECHNOLOGY ONLY** 

Sing with Me Phonics Songs MP3 or CD 1, Tracks 22–23

**Word Builder** 



# **MORNING WARM-UP**

#### How do you know a cup is a nonliving thing?

Have children sit in a large circle. Play a ball toss game. One child asks the question and tosses the ball. The catcher tells one way he or she knows a cup is a nonliving thing.

# **Phonological Awareness**

#### ■ Match and Isolate Medial Sounds ✓

Use Phonological Awareness Routine 1.

- **Direct listening.** Tell children to listen for the middle sound.
- **Say the words:** *mug, cup.* Have children repeat the words.
- Segment sounds: /m/ /ŭ/ /g/, /c/ /ŭ/ /p/. Ask: What sound is the same? (/ŭ/)
- Say the sound again: /ŭ/

For **Phonological Awareness Routine 1**, see page BP28.

Have children repeat the routine with big/sit and can/rat.

#### **Check & Reteach**

**OBJECTIVE:** Match and Isolate Medial Sounds

Ask: Are middle sounds the same in rub and box? (No.) What is the middle sound in rub? (/ŭ/) If children answer "yes," use **Phonological Awareness Routine 12** to reteach identifying sounds in words. Focus on the medial sound, using tap, cut, fudge, miss, wet, and pup. For **Phonological Awareness Routine 12**, see page BP31.

# **Phonics**

# 2 Learn Words with Short u

Sing with Me Phonics Songs Book page 25
Play Tracks 22 and 23 and follow the directions.
Practice until children perform smoothly.

- Squat down and slowly rise to "grow."
- 2 Pantomime watering a plant; look through thumb-and-finger glasses.
- Use hands as a megaphone; point.



Sing with Me Phonics Songs Book page 25

#### **COMMON CORE STANDARDS**

#### Reading

Blend Sounds to Orally
Produce Words

Match and Isolate Medial Sounds
Decode Words with Short u

Read Irregularly Spelled Words
Read with Fluency

CC.1.Rfou.3

CC.1.Rfou.3.g

CC.1.Rfou.4

Language and Vocabulary

Spell Words with Short uCC.1.L.2.dSpell High Frequency WordsCC.1.L.2.dSpell New Words PhoneticallyCC.1.L.2.e

Use **Decoding Routine 1** to connect sound and spelling  $/\check{u}/u$ , and to blend words.

Step 1 Develop Phonological Awareness	/ŭ/ u
1. Tell children: These words have /ŭ/ at the	up, us, under, uncle
beginning. These words have /ŭ/ in the middle.	nut, cup, duck
2. Tell children: I will say a word. Listen for /ŭ/. If you hear /ŭ/, rub the top of your head. If you don't hear /ŭ/, don't do anything	up, rug, map, buzz, wet, bud, cake, ugly
Step 2 Introduce the Sound/Spelling	
<ol> <li>Display the picture-only side of Sound/Spelling Card 24. Say umbrella. Have children repeat.</li> </ol>	
2. Say /ŭ/. Have children repeat.	v
3. Turn the card over. Point to the spelling and name it. Have children repeat.	<b>u</b>
	Card 24
	umbrella, / <b>ŭ</b> /, <i>u</i>
<b>4.</b> Give examples of words with short <i>u</i> in the beginning and medial positions.	umpire, under, cut, mud, jump, junk, until
Step 3 Blend Sound-by-Sound	maa, jame, jame, ama
1. Write <i>u</i> . Point to the <i>u</i> spelling on <b>Sound/ Spelling Card 24.</b> Tell children that the short	U
vowel sound for $u$ is /ŭ/.	***
	US
2. Add s. Blend /ŭ/ /s/, sweeping your hand beneath the spellings. Have children repeat. Model blending the whole word again and then have children blend with you.	US

For **Decoding Routine 1**, see page BP32.

See **Differentiate** 

# Differentiate

# **EL** English Learners

#### LANGUAGE TRANSFER

**ISSUE** In Hmong, Korean, and Haitian Creole, there is no /ŭ/ sound. There are similar sounds in Spanish and Cantonese, but children speaking these languages may need help creating the /ŭ/ sound.

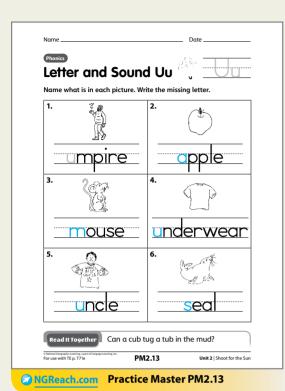
#### **STRATEGY** Have children:

- tell whether the sound /ŭ/ is used in their home languages.
- practice making the /ŭ/ sound.
- practice saying groups of words that begin with /ŭ/ and that have /ŭ/ in the middle: up/us, mug/ hug/bug, fun/sun/run.

# **Learn Sounds, Letters, and Words**



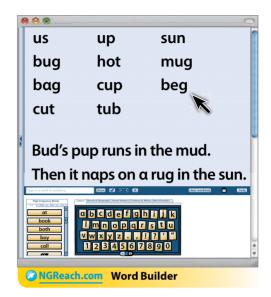
Read On Your Own Book 5



**3** Read Words with Short *u* 

Read On Your Own Book 5 page 12 Use the **Word Builder** to project the words and sentences shown. Have children blend the words as they did in step 3 on page T71d. Then point out High Frequency Words the and then.

Review short u words and read the example on page 12 together. Then have partners take turns reading the picture labels. Assign **Practice Master** PM2.13 for more practice.



# 4 Spell Words with Short u

Use **Dictation Routine 1** to have children practice writing short *u* words on their Write-On/Wipe-Off Boards.

- Say a word: fun.
- Segment sounds: /f/ /ŭ/ /n/.
- Display Sound/Spelling Cards. Have children match each sound to a card. (cards 3 /f, 24 /ŭ/, 7/n/)
- Repeat the word: fun. Have children write the spelling of the word.
- Write the spelling. Have children check and correct their spelling. Repeat for bug and cup, using **Sound/Spelling Cards** 9 /p/, 10 /g/, 14 /k/, 18 /b/, 24 /ŭ/.



Write-On/Wipe-Off Board

Then use **Dictation Routine 2** to apply the spelling rule to a complete sentence that children can write on their Write-On/Wipe-Off Boards.

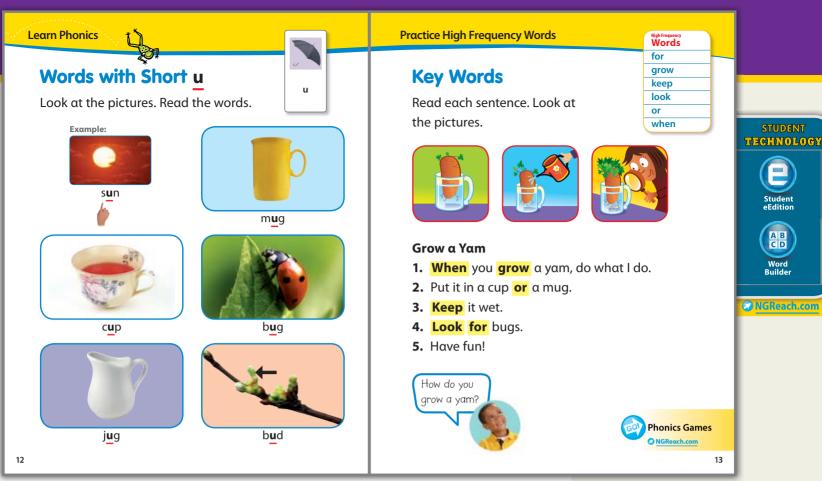
- Say a sentence: I keep my mug in the sun.
- Repeat the sentence. Have children write the sentence.
- Write the sentence. Have children check and correct spelling.

Repeat with this sentence: My bug has fun in the sun.

For **Dictation Routines 1 and 2**, see page BP35.

# **High Frequency Words**

**5** Read and Spell Key Words **☑** Read On Your Own Book 5 page 13 Read aloud page 13. Point to the list of High Frequency Words in the upper right corner. Reread sentences 1–5. Have children raise their hands when they hear a High Frequency Word.



#### Play Hopscotch.

- Make a hopscotch grid on the floor with tape.
- Choose a High Frequency Word and write one letter in each box of the hopscotch grid and the whole word at the top.
- Children hop and say each letter to spell the word and say the word when they reach the end.
- Continue the game for the remaining words.

**REVIEW** Check children's retention of High Frequency Words from Unit 1. Have children play **Hopscotch** with *his, too, has, find, have, mother, do, then, what, with, you,* and *your*.

For **Hopscotch Game**, see page BP39.

Assign Practice Master PM2.14 for independent practice.



u for children to spell. The first child to spell the word correctly earns a point for his or her team. Continue until all High Frequency Words have been spelled.

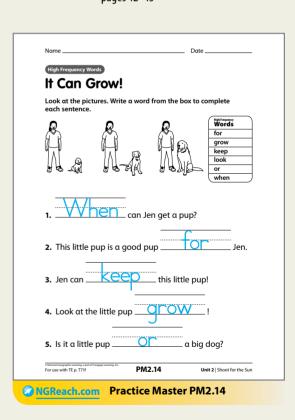
For children who misspelled words, use **High Frequency Words Routine 2** or

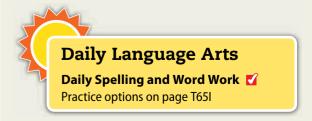
**Phonological Awareness Routine 12** to reteach the sounds and words.

For **High Frequency Words Routine 2**, see page BP37.

For **Phonological Awareness Routine 12**, see page BP31.

#### Read On Your Own Book 5 pages 12–13





# **Read and Comprehend**

Song



Anthology

#### **OBJECTIVE**

Thematic Connection: Shoot for the Sun **Preview a Song and Make Predictions** 

#### **PROGRAM RESOURCES**

**TECHNOLOGY ONLY** 

My Vocabulary Notebook Read with Me MP3 Writing Options: eVisual 2.3

#### **MATERIALS**

colored markers • crayons • index cards • self-stick notes

#### **Power Writing**

Have children write as much as they can as well as they can in one minute about the word exercise.

For **Writing Routine 1**, see page BP56.

# **Vocabulary Practice**

1 Expand Word Knowledge Use Vocabulary Routine 2 to model

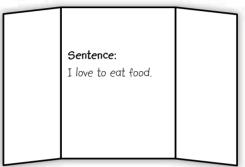
- Mark the center of a horizontal 8 1/2" x 11" sheet of paper.
- Fold the left half of the paper to the center line so that the edge meets the center mark.
- Repeat with the right half.
- Write the word and draw a picture on the left half. Write the definition on the right half. Write a sentence using the word inside.

For **Vocabulary Routine 2**, see page BP47.

Assign a **Key Word** to a small group of children. Have each group create a window for its assigned **Key Word**. Display the windows in the classroom. Then have them add their sentences to My Vocabulary Notebook.

making a window about the word **food**.





Window

**Key Words** alive animal breathe drink eat energy exercise food health living move nonliving person plant

# **Academic Talk**

2 Preview and Predict Anthology pages 72–73

Read aloud the title. Ask: What do you see in the picture? Encourage children to use **Key Words** to describe what they see. Then have children do a picture walk.

Have partners turn and talk to make predictions based on their picture walks. Have children share with the rest of the class: What do you think this song will be about? (Possible response: I think it will be about living things and what they do to stay alive and healthy.) Why do you think that? (Possible response: I see children playing and **exercising**, and I see animals **eating**.)

#### **COMMON CORE STANDARDS**

**Determine Meaning of New Words** 

Use Words and Phrases

Reading CC.1.Rlit.10 **Read Poetry** Writing Focus on a Topic CC.1.W.5 Speaking and Listening Participate in Conversations CC.1.SL.1 Language and Vocabulary **Use Determiners** CC.1.L.1.h

CC.1.L.4

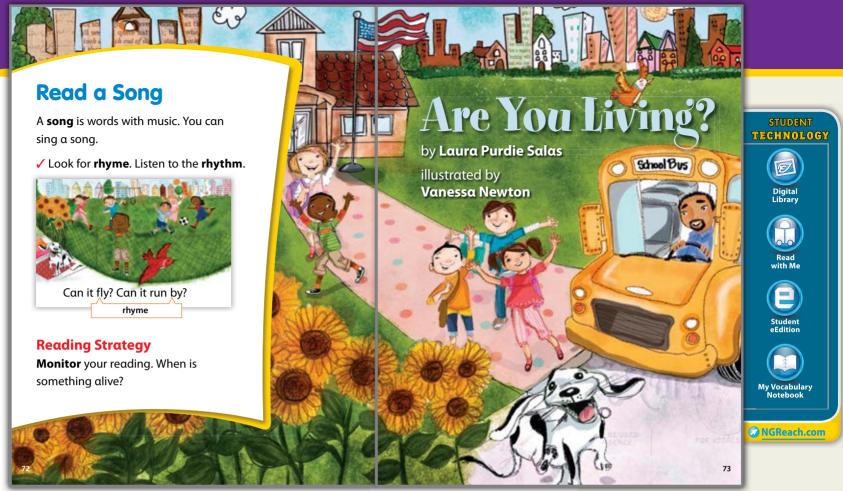
CC.1.L.6

#### **Check & Reteach**

**OBJECTIVE:** Preview a Song and Make Predictions

Tell children to name two or three specific things from the cover or their picture walk that support their predictions.

If children cannot support their predictions, have them look at the title. Ask: What does it mean to be living? (Possible response: You're alive and breathing. You can move around.) What do you see in the picture that is **living**? (people, dog, flowers, grass, bird) What do you see that is nonliving? (Possible response: school bus)



Anthology pages 72-73

# **Shared Reading**

3 Read a Song Anthology pages 72–73

**GENRE AND RHYME AND RHYTHM** Read aloud the definition of a song. Say: A song is often like a poem set to music. This song tells real information about **living** things. Point to the example for rhyme. Say: The words fly and by rhyme because they have the same ending sounds. Then demonstrate a song's rhythm by clapping the beat to a familiar song. Tell children that "Are You Living?" is set to the tune for a classic song called "Are You Sleeping?" ("Frère Jacques"). Play the tune to familiarize children with it before reading.

Read pages 74–85 to the class. Use the questions on T74–75 to T84–85 to guide discussion on the first read (Day 3) and second read (Day 4).

# **Comprehension Focus**

**FIRST READ** SECOND READ

#### Day 3 Read and Comprehend

Active Reading

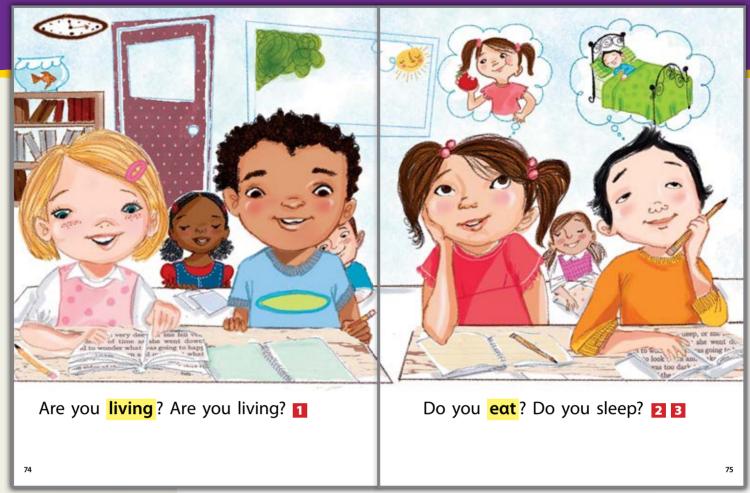
#### Day 4 Reread and Analyze

List Facts

Monitor Reading

Critical Thinking

# Day 3



Anthology pages 74–75

# **Build Comprehension**

**FIRST READ** 

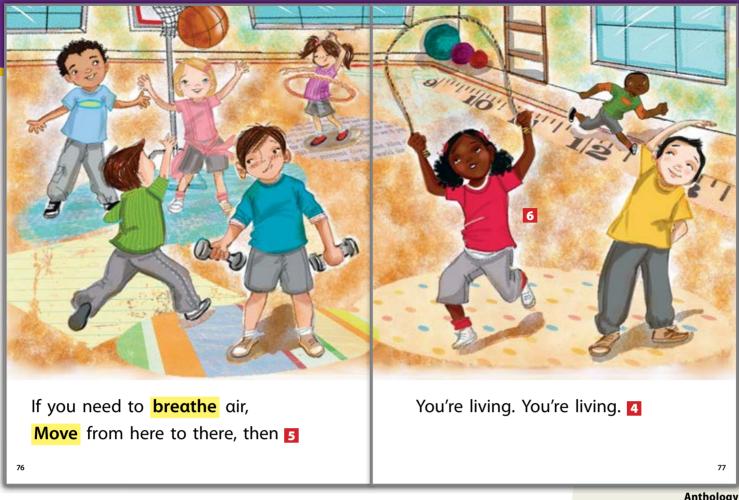
#### Day 3 Read and Comprehend

**1 Active Reading** Point out the question marks. Have children echo read each question, raising their voices at the end.

**SECOND READ** 

#### Day 4 Reread and Analyze

- Monitor Name one thing you do not understand. (Possible response: I do not understand the question: Do you eat?) Reread the text and look at the pictures. What helps you understand the question? (Possible response: I see the girl thinking about eating an apple. Now I understand what eating means—putting food in my mouth.)
- List Facts ✓ Have children begin a list of facts about living things. (eat, sleep) Have children add to the list as they read.



Anthology pages 76–77

#### **Build Comprehension**

**FIRST READ** 

#### Day 3 Read and Comprehend

Active Reading Have children read this part of the song aloud. Say: Some sentences in the song repeat, such as "You're living." Explain that repeating sentences help give a song a strong rhythm. Sing this part of the song to model the rhythm. As you continue reading, have children identify repeated lines.

#### **SECOND READ**

#### Day 4 Reread and Analyze

**List Facts** ✓ Ask children to add facts to their lists about living things. (breathe, move)

See **Differentiate** 

**Use Visuals** *How are the children moving*? (Possible responses: running, jumping rope, stretching)

# Differentiate

#### **BI** Below Level

**ISSUE** Children have difficulty listing facts.

**STRATEGY** Provide children with self-stick notes. Guide them to place a note next to each fact as they read it. Remind them that a fact is a detail that is true. Demonstrate how to transfer the facts to their lists.

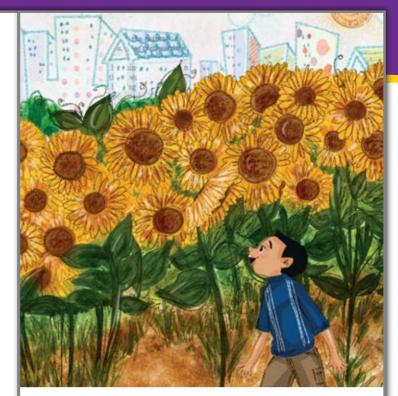
#### **AL** Above Level

**ISSUE** Children can relate more of what they know about people to facts about living things.

**STRATEGY** Have children add facts they know about people to their lists and have them share these facts with the class when time permits.



Is it growing? Is it growing?



Toward the sky? Green and high?

Anthology pages 78-79

# **Build Comprehension**

FIRST READ

#### Day 3 Read and Comprehend

**11 Active Reading** Ask children to show what "toward the sky" means and identify the rhyming words. (sky and high)

**SECOND READ** 

#### Day 4 Reread and Analyze

**Monitor** *Mame one thing you do not understand.* (Possible response: I do not understand what "green and high" means.) Reread the text and look at the pictures. What helps you understand? (Possible response: The pictures show me the flowers have green leaves and stems and that they are growing taller, or high.)

See **Differentiate** 

# Differentiate

# **EL** English Learners

**ISSUE** Children lack sufficient English proficiency to express why they have trouble understanding

**STRATEGY** Display sentence frames and have children copy them onto index cards and use them for clarification. For example:

- What does \_\_\_\_\_ mean?
- Please explain this sentence to me.
- Can you retell this idea for me?

#### T78-79 Unit 2



Anthology pages 80–81

# **Build Comprehension**

FIRST READ

#### Day 3 Read and Comprehend

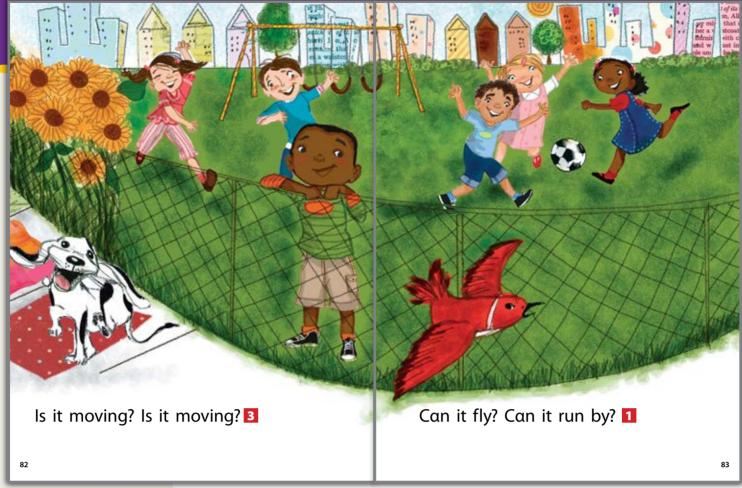
**Active Reading** Have children sing this part of the song after you read it aloud. Have them add movements that go with the lyrics.

**SECOND READ** 

#### Day 4 Reread and Analyze

- **Make Inferences** What could make the ground damp? (Possible response: rain, water from a hose)
- **List Facts ☑** What do plants need in order to grow? (water, soil, sun)

# Day 3



Anthology pages 82–83

#### Fluency 🗹

**Intonation** Explain the concept: When you read with proper intonation, you change the sound of your voice to match what you are reading. Question marks signal readers to raise their voices at the end of questions. Periods signal readers to lower their voices at the end of statements. Read aloud pages 83–84. Model how your voice rises at the end of questions and lowers at the end of statements.

# **Build Comprehension**

FIRST READ

#### Day 3 Read and Comprehend

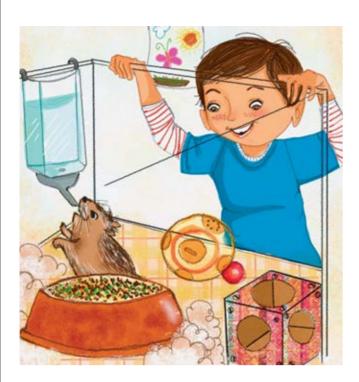
**Use Visuals** Have children answer the questions in the song using the illustrations. (Possible responses: The dog, bird, and children are moving. The bird can fly. The children are running.)

#### **SECOND READ**

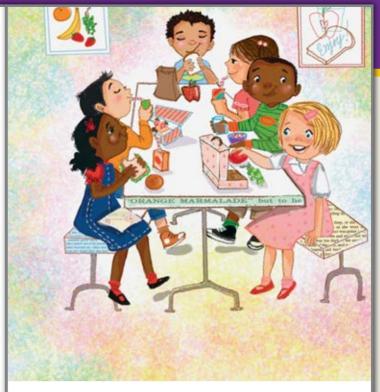
#### Day 4 Reread and Analyze

- Draw Conclusions Why do living things need to drink and eat?

  (Possible response: Living things need to eat and drink so they can grow and stay strong.)



Living things need dinner, Or they get much thinner.



So they need To drink and feed. 3

Anthology pages 84-85

# Writing

# **4** Write About Living Things

Display **eVisual 2.3** and read aloud the options for writing. Post a sample caption: These children get lots of exercise. Have children share their writing with the class.



#### **Writing Options**

- 1. Draw a living thing doing something. Add a caption that tells what it is doing.
- 2. Draw something a living thing needs to stay alive. Add a caption that tells what it needs.

**Key Words** 

alive animal breathe drink eat energy

exercise food health

living move nonliving person plant

NGReach.com Writing Options: eVisual 2.3



# **Daily Language Arts**

#### Daily Grammar 🌠

Point out the determiner *these* in the sample caption. Then use the Daily Grammar lesson on page T65n to review determiners.



# Read and Comprehend Decodable Informational Text

#### **OBJECTIVES**

Thematic Connection: Shoot for the Sun

- Match and Isolate Medial Sounds
- Read and Spell Words with Short u
- Read and Spell High Frequency Words
- Read Decodable Text Fluently and with Comprehension

#### **PROGRAM RESOURCES**

**PRINT & TECHNOLOGY** 

Sound/Spelling Card 24

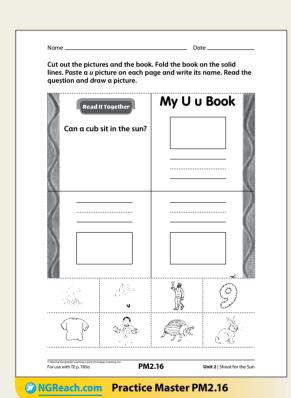
Write-On/Wipe-Off Boards

My Uu Book: Practice Master PM2.16

**Read On Your Own Book 5** 

TECHNOLOGY ONLY

**Letter Cards** 

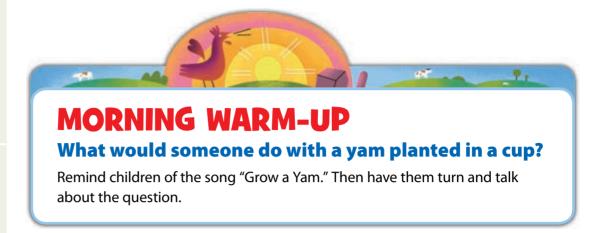


#### **COMMON CORE STANDARDS**

Reading
Blend Sou

unds to Orally CC.1.Rfou.2.b **Produce Words** Match and Isolate Medial Sounds CC.1.Rfou.2.c Decode Words with Short *u* CC.1.Rfou.3 Read Irregularly Spelled Words CC.1.Rfou.3.q Read with Fluency CC.1.Rfou.4 Language and Vocabulary

Spell Words with Short *u* CC.1.L.2.d CC.1.L.2.d Spell High Frequency Words Spell New Words Phonetically CC.1.L.2.e



# **Phonological Awareness**

#### ■ Match and Isolate Medial Sounds ■

Use **Phonological Awareness Routine 1**.

- **Direct Listening.** Tell children to listen for the middle sound.
- Say the words: pup, fun. Have children repeat the words.
- Segment sounds: /p/ /ŭ/ /p/, /f/ /ŭ/ /n/. What sound is the same? (/ŭ/)
- Say the sound again: /ŭ/

For **Phonological Awareness Routine 1**, see page BP28.

Have children repeat the routine with the words bus/hug, mud/cut.

#### **Check & Reteach**

OBJECTIVE: Match and Isolate Medial Sounds 🔽

Ask: Which word has the same middle sound as bus: sit or tuck?

If children named sit as one of the words, use **Phonological Awareness Routine 12** to reteach identifying sounds. Focus on the medial sound with bus, sit, and tuck.

For **Phonological Awareness Routine 12**, see page BP31.

# **Phonics**

# 2 Read and Spell Words with Short u

**REVIEW** Display Sound/Spelling Card 24. Ask for the picture (umbrella), the beginning sound ( $/\check{u}$ /), and the spelling (u).

Use Letter Cards to model building fun, and blend the word with children. Demonstrate how to build more -un words by changing f to s. Distribute **Letter Cards** and have children take turns building and reading short u words.

mug cup sun bua pup dug yup rug **Word Bank** 

-ug

-up

-un

fun

Assign **Practice Master PM2.16** for more practice.

Use **Dictation Routine 2** with short *u* words from the **Word Bank**. Children should write on their **Write-On/Wipe-Off Boards**.

- Say a sentence: A bug and a pup run in the sun.
- Repeat the sentence. Have children write the sentence.
- Write the sentence. Have children check and correct spelling.

For **Dictation Routine 2**, see page BP35.

#### **Check & Reteach**

**OBJECTIVE:** Read and Spell Words with Short *u* 

Display the following sentence: The bug dug under the rug. Read the sentence aloud and then have children read it with you and identify words with short u. Then say the short u words randomly and ask volunteers to spell them.

For children who cannot identify short *u* words, use **Phonological Awareness Routine 1** and have them name words with short *u* from lists of dictated words.

For **Phonological Awareness Routine 1**, see page BP28.

# **High Frequency Words**

# 3 Read and Spell Key Words <</p>

Model pronouncing each of this week's words. Have children chant the words three times as you point to them on the Word Wall: for, grow, keep, look, or, and when.

**REVIEW** Have children review previously taught words from Unit 1: *his, too, has, find, have, mother, do, then, what, with, you,* and *your.* Have children take turns making up sentences that use the words.

#### **Check & Reteach**

**OBJECTIVE:** Read and Spell High Frequency Words

Give partners **High Frequency Word Cards** for the words *for, grow, keep, look, or,* and *when*. Have partners take turns reading and spelling the words.

For children who have not mastered the High Frequency Words, use **High Frequency Words Routine 2** to reteach the words.

For **High Frequency Words Routine 2**, see page BP37.



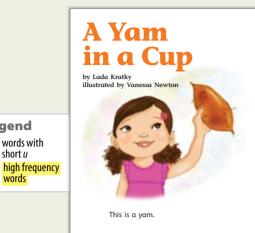
Legend words with short 11

# **Read and Comprehend**

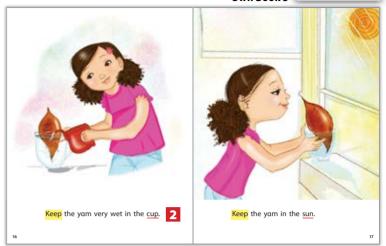
Decodable Informational Text



Read On Your Own Book 5







**Read On Your Own Book 5** pages 14-17

# Differentiate

# **BL** Below Level

**ISSUE** Children mispronounce words with previously taught phonics elements.

**STRATEGY** Use the chart to identify specific resources for review and reteaching.

Skill	Book 5	Teacher's Edition
words with short <i>i</i>	this (page 14) is (pages 14, 20) in (pages 15–17, 20)	/ĭ/i (page T30a)
words with short a	yam (pages 14–18, 20)	/ă/ <i>a</i> (page T7c)
words with short e	wet (page 16)	/ĕ/ <i>e</i> (page T60a)
plural words with s	yams (page 20) cups (page 20)	plural s (page T52b)

# AL Above Level

**ISSUE** Children can easily decode short *u* words. **STRATEGY** Have children use **Letter Cards** to build as many short *u* words from the story as they can.

#### T85c Unit 2

# **Decodable Reading**

4 Read "A Yam in a Cup" Read On Your Own Book 5 pages 14–20 Use **Decoding Routine 4** to conduct two readings of "A Yam in a Cup." First, conduct a whisper read to monitor decoding. Then conduct a choral read to monitor progress.

**FIRST READ** 

#### Day 4 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children cannot self-correct, provide corrective feedback. See **Differentiate** 

#### **SECOND READ**

#### Day 4 Reread and Comprehend

Have children chorally reread the text. Listen for improvement in rate and accuracy. Use the following questions to build comprehension.

- **Identify Details** What does the girl put in a cup? (She puts a yam in a cup.)
- **Determine Sequence** What does the girl do right after she puts the yam in the cup? (She keeps it wet.) What does she do next? (She puts it in the sun.)
- **Make Inferences** How does the girl feel when the boy tries to cut the bud? (Possible response: not happy) How do you know? (She does not look happy. She says, "Do not cut that bud!")
- Make Connections What can you grow in a cup? (Possible response: plants)

For **Decoding Routine 4**, see page BP34.





Read On Your Own Book 5 pages 18–21

# **Practice Phonics**

Distribute Letter Cards. Read aloud the first activity on page 21. Have partners read the words in the box and complete the word-building activity.

f	u	n
c	u	р
b	u	g

**Talk Together** Read On Your Own Book 5 page 21
Display the **Talk Together** illustration. Have children choose words from the box to complete the sentence frame to tell their partners what is wet. Remind children to think about what they read in the text. (Possible responses: *The yam/cup/bug is wet.*)

#### **Check & Reteach**

**OBJECTIVE:** Read Decodable Text Fluently and with Comprehension

Have each child read aloud a page from "A Yam in a Cup." Note reading speed and miscues. Have children who have low reading speeds conduct partner readings or use the

**Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.



Anthology

#### **OBJECTIVES**

Thematic Connection: Shoot for the Sun

List Facts

Monitor Reading

#### **PROGRAM RESOURCES**

**TECHNOLOGY ONLY** 

Read with Me MP3

#### **MATERIALS**

children's windows from Day 3

#### **Power Writing**

Have children write as much as they can as well as they can in one minute about the word *health*.

For Writing Routine 1, see page BP56.

# **Vocabulary Practice**

1 Share Word Knowledge 🗹

Have children use the windows they made on Day 3 (see page T72). Pair children and have them follow the steps of **Vocabulary Routine 3**.

- Take turns reading the windows.
- Talk about how the sentences show the meanings of the Key Words.
- Create sentences using each **Key Word**.
- Draw a line under each **Key Word**.

For **Vocabulary Routine 3**, see page BP48.

# **Academic Talk**

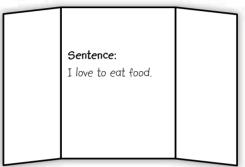
**2** Discuss Living Things

**REVIEW** Remind children: We read a song about living things. Living things have needs and can do things.

Use **Think**, **Pair**, **Share**. Post and read these questions: What do **living** things need? What do **living** things do? How do **living** things move? Tell children to monitor reading: When there is something that you don't understand, reread the text and think about facts you know that can help you answer the questions. Then pair children to discuss the questions and their answers. Encourage children to use **Key Words** in their discussions. Have children individually share their ideas with the class.

For **Think, Pair, Share**, see page BP61.





Window

#### **Key Words**

aliveanimalbreathedrinkeatenergyexercisefoodhealthlivingmovenonlivingpersonplant

Think A B
Pair A B

Think, Pair, Share

#### **Check & Reteach**

OBJECTIVES: List Facts 

✓

Monitor Reading ✓

Have children tell how they monitored their reading and decided which facts to use to answer each question.

If children have difficulty telling what **living** things need, have them look back and reread.

Ask: What **living** things do you see on page 75? (two girls and a boy) What are the children thinking about? (**eating** an apple, sleeping) What could you say about what **living** things need? (**Living** things need to **eat** and sleep.)

#### **COMMON CORE STANDARDS**

Reading

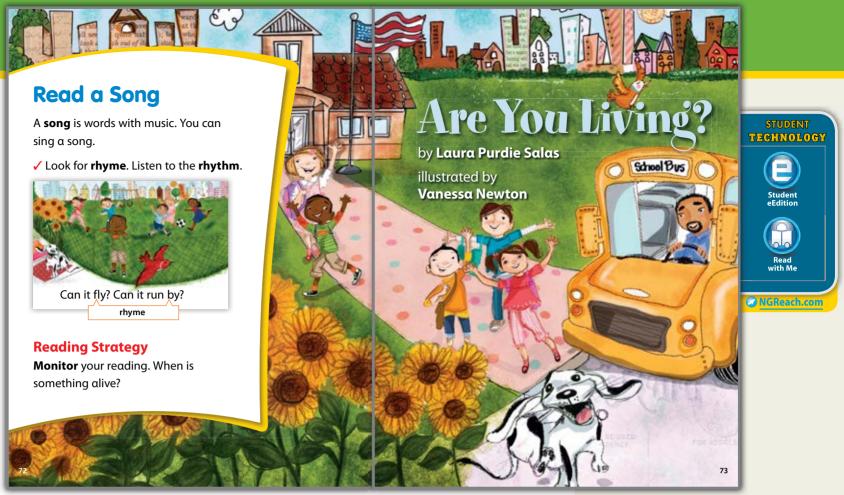
Read Poetry CC.1.Rlit.10

Speaking and Listening

Participate in Conversations CC.1.SL.1

Language and Vocabulary

Determine Meaning of New Words CC.1.L.4
Use Words and Phrases CC.1.L.6



Anthology pages 72–73

# Reread and Analyze

3 Build Comprehension Anthology pages 72–85

Use the **Reread and Analyze** questions on T74–75 through T84–85 as you reread "Are You Living?"

See **Differentiate** 

# Writing

# **4** Write a Verse

Have partners write another verse for the song or add lyrics. Model how to write lines for this song's tune. Write: "Do you like corn? Do you like corn? Yes, I do! Yes, I do! Corn is sweet and yummy, Tastes good in my tummy. I like corn." Invite children to sing their own song lyrics to the class.



# Daily Language Arts Daily Grammar

Point out the adjectives *sweet* and *yummy* in the writing model. Then have children complete the Grammar and Writing lesson on T65n.

# Differentiate

# **BL** Below Level

**FRONTLOAD** Have children listen to the song using the **Read with Me MP3** before conducting the whole-class rereading.

# OL On Level

**READ TOGETHER** Have children track the print as you reread together.

# **AL** Above Level

**READ ALONG** Have children whisper read as you conduct the rereading.

# ${ m Day}\,{f 5}\,$ Review and Apply



Read On Your Own Book 5

#### **OBJECTIVES**

Thematic Connection: Shoot for the Sun

Read and Spell Words with y, qu, x, k

Read and Spell Words with Short u

Read and Spell High Frequency Words

Demonstrate Understanding of a Song

List Facts

Monitor Reading

#### **PROGRAM RESOURCES**

**PRINT & TECHNOLOGY** 

Vocabulary: Practice Master PM2.18 Checklist: Practice Master PM2.19

Read on Your Own Book 5
TECHNOLOGY ONLY

Online Vocabulary Games Comprehension Coach

#### **MATERIALS**

children's completed Family Newsletter 2 (see page T66)

#### **Power Writing**

Have children write as much as they can as well as they can in one minute about the word *energy*.

For **Writing Routine 1**, see page BP56.

#### **COMMON CORE STANDARDS**

#### Reading

Decode Words with y, qu, x, k CC.1.Rfou.3 Decode Words with Short *u* CC.1.Rfou.3 CC.1.Rfou.3.q Read Irregularly Spelled Words Writing **Write About Topics** CC.1.W.2 **Speaking and Listening** Participate in Conversations CC.1.SL.1 Language and Vocabulary **Use Adjectives** CC.1.L.1.f **Use Determiners** CC.1.L.1.h Spell Words with y, qu, x, k CC.1.L.2.d Spell Words with Short u CC.1.L.2.d Spell High Frequency Words CC.1.L.2.d

CC.1.L.4

**Determine Meaning of New Words** 



#### How many living things do you see?

Tell children to look around the classroom to see how many living things they can find, including living things they can see out the window. Have children use their **Family Newsletters** to discuss the question in small groups.

# **Vocabulary Review**

Apply Word Knowledge

Have children apply their knowledge of the Key Words to play games.

# **L VOCABULARY** GAME

Introduce Rivet.

Display the **Key Words** and distribute **Practice Master PM2.18**.

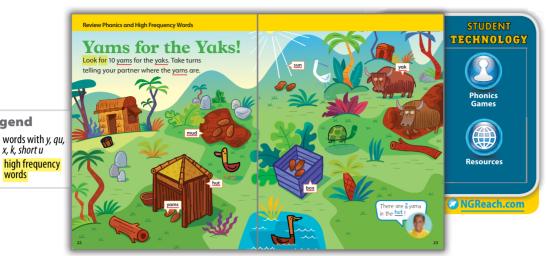
#### **Key Words**

alive animal breathe
drink eat energy
exercise food health
living move nonliving
person plant

Draw six short write-on lines in a row. Tell children to watch as you start to fill in a word. Have children raise their hands when they know the **Key Word**. Write the first letter of the word *living* in the first blank. Add additional letters if needed. Once the word is identified, have children fill in the rest of the word on **Practice Master PM2.18**. Then have them take turns with a partner for the rest of the words.

For **Rivet**, see page BP55.





Read On Your Own Book 5 pages 22-23

# **Phonics Review**

Legend

x, k, short u

2 Play Yam for the Yaks! Read On Your Own Book 5 pages 22–23 Read aloud the directions on page 22. Have children take turns reading the sentences on page 22. Pair children and have them play the game. Gather the group and discuss where they found the yams. Then ask children the questions below and have them write the answers. Ask them to circle each y, qu, x, k, and short u:

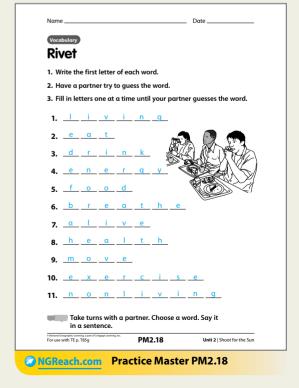
- I have two yams under my roof. What am I? (hut)
- I am purple and open at the top. What am I? (box)
- I am made of dirt and water. What am I? (mud)
- I shine down on the world and **keep** things warm. I help things **grow**. What am I? (sun)
- *I am swimming in the pond. What am I?* (duck)
- I am the animal with horns. What am I? (yak)
- There are three of us in the box. What are we? (yams)

#### **Check & Reteach**

**OBJECTIVES:** Read and Spell Words with *y*, *qu*, *x*, *k* Read and Spell Words with Short u Read and Spell High Frequency Words 🌠

Have small groups make up a story about the yaks and their yams. Ask them to use the words in the labels on pages 22–23 and some of this week's High Frequency Words. Then have each group write a sentence about the yams and yaks and read it aloud to the rest of the class.





# Day 5

# **Review and Apply**

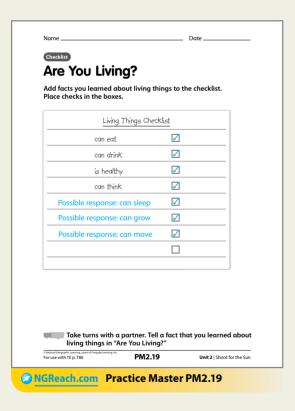
Reach

Anthology

#### **Answers Talk About It**

- **1. Cause and Effect** If a living thing does not eat, it will get much thinner.
- **2. Identify Details** Sunshine helps plants grow tall.
- **3. Classify** Something is nonliving if it does not breathe.

# Daily Language Arts Daily Grammar Have children look at the illustration on pages 82–83. Say: These animals are outside the park. Those children are playing in the park. Then use the Review and Assess on page T65n.



# **Academic Talk**

3 Talk About It Anthology page 86
Have partners answer the Talk About It questions. Pror

Have partners answer the **Talk About It** questions. Prompt children to cite evidence from the text or illustrations and use **Key Words** in their responses.

# Writing

4 Write About It Anthology page 86

Tell children that they will write about how they like to move. Read aloud the directions on page 86 and point out the sentence frame. Then model how to put your thoughts in writing to complete the sentence frame about how you like to move. Say: I like to run. I also like to dance to music. I can complete the sentence frame by writing: I like to run and dance. Tell children to think about all the ways they like to move and complete the sentence frame.

#### **Check & Reteach**

**OBJECTIVE:** Demonstrate Understanding of a Song

Use the answers to **Talk About It** to monitor comprehension. Also review children's **Write About It** sentences to see if they correctly identify ways they like to move. Have children who do not demonstrate comprehension listen to the selection audio provided in the **Student eEdition**. Use questions from the **Comprehension Coach** to quide comprehension.

# Reread and Integrate

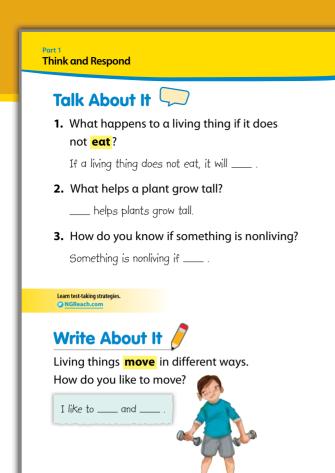
5 List Facts ✓ Anthology page 87

**REVIEW** Remind children: Facts are details that are true. I can make a list of facts that I hear and read in texts to help me remember the information. If there are still things that I don't understand, I will monitor by rereading.

Read aloud the directions on page 87. Explain to children that they will add new information they learned in "Are You Living?" to the checklist, then mark it if it is a fact about living things. Model how to complete the checklist using the text on page 78: Flowers are **living** things that grow. I will add "can grow" to my checklist.

Distribute **Practice Master PM2.19**. Have each child complete the checklist. Remind children to use facts from the song. Circulate and guide children as they complete their checklists.

Have partners share and compare their completed checklists. Then, as a whole class, have volunteers share some of the facts they included on their checklists.

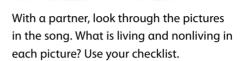


#### **List Facts**

Reread and Describe

What other facts did you learn about living things? Add to the checklist.

Living Things	Checklist	
can eat	V	
can drink	V	
is healthy	V	
can think	V	







Anthology pages 86-87

#### **Check & Reteach**

**OBJECTIVES:** List Facts Monitor Reading 🌠

Listen to children as they tell what facts they added to their checklists. Ask: Were there any facts that you had to monitor?

For children who were unable to add additional facts from the "Are You Living?" song, flip through the book, point to and read text, and ask: What does this tell you about living things? Did you understand it completely? Record children's answers as a Key Points List and have them use the list to tell facts that they learned about living things.



WRAP-UP Form heterogeneous groups and ask children to use what they've learned to discuss the **Big Question: When is something alive?** Add children's responses to the class concept map. Circulate and prompt discussion as needed:

- How do you know that a dog is a living thing?
- How do you know that a rock is a nonliving thing?
- What can you do that a soccer ball cannot do?

# Week 1 Assessment & Reteaching

= TESTED SKILL

# **Assess**

#### **OBJECTIVES**

#### **Foundational Skills**

#### **Phonological Awareness**

- Segment Sounds
- Match and Isolate Medial Sounds

#### Phonics

- Decode Words with Sounds and Letters *y*, *qu*, *x*, *k*
- ☑ Decode Words with Possessive 's
- Decode Words with Short *u*

#### **High Frequency Words**

☑ Read High Frequency Words

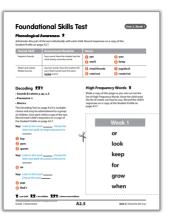
#### **Spelling**

- $\square$  Spell Words with y, qu, x, k
- ☑ Spell Words with Possessive 's
- Spell Words with Short u
- Spell High Frequency Words

#### **Fluency**

- **☑** Intonation
- Accuracy and Rate

#### **ASSESSMENTS**



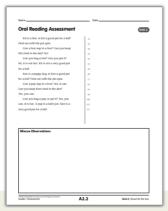




Foundational Skills Test A2.5–A2.6

Spelling Pretest/ Spelling Test See page T65k







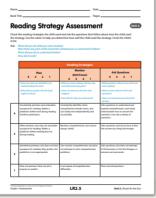
Oral Reading Assessment A2.1–A2.4

Use these passages throughout Unit 2. Work with Below Level readers this week.

#### Reading

- List Facts
- Monitor Reading







Reading Comprehension Test A2.8–A2.9

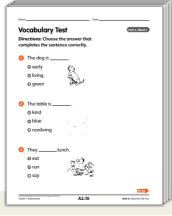
Reading Strategy Assessment LR2.5-LR2.6

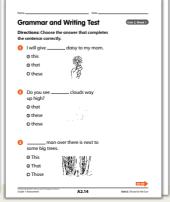
#### **Vocabulary**

- ☑ Use Science Vocabulary
- Use Academic Vocabulary

#### **Grammar and Writing**

- ☑ Adjectives and Determiners Test
- ☑ Write a Sentence







Vocabulary Test A2.10–A2.13

Grammar and Writing Test A2.14–A2.15

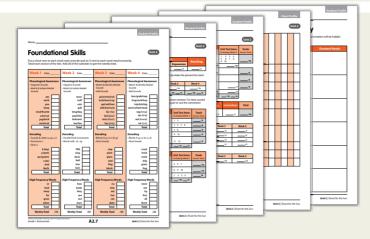
Writing Rubric A2.57



# **Reteach and Practice**

#### **RESOURCES AND ROUTINES**

#### **REPORTS**



#### **PRINT & ONLINE**

#### **Report Forms for Teacher to Complete**

Student Profile: Oral Reading Progress Tracker

**Student Profile:** Foundational Skills A2.7 **Student Profile:** Weekly and Unit Tests A2.53-A2.54 Class Profile: Weekly and Unit Tests A2.55 **Student Profile:** Strengths and Needs A2.56

**ONLINE ONLY** 

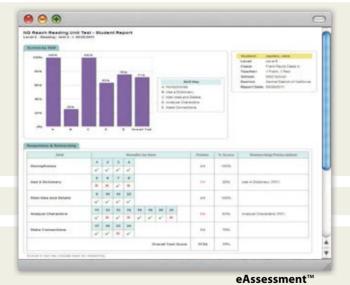
#### Foundational Skills, Spelling, Fluency

#### **RETEACH**

Phonological Awareness Routine, page BP36 Phonics/Decoding & Spelling Routines, page BP36 **High Frequency Words Routines,** page BP37 Fluency Routines, page BP40

**ADDITIONAL PRACTICE** 

Activities for Daily Practice, pages BP38-BP39



#### **ONLINE ONLY**

#### **Automated Reports**

Student Profile: Weekly and Unit Assessment Class Profile: Weekly and Unit Assessment

**Standards Summary Report** 

#### Reading

#### **RETEACH**

List Facts: Reteaching Master RT2.1 Monitor: Reteaching Master RT2.2 **ADDITIONAL PRACTICE** Leveled Books, pages LR4-LR12

#### Vocabulary, Grammar and Writing

Adjectives and Determiners: Reteaching Master RT2.3 Interactive Writing Routine, page BP58

**ADDITIONAL PRACTICE** 

More Grammar Practice RT2.4

# Week 2 Planner



<b>-</b> 7			
✓ = TESTED		Day <b>1</b> Day <b>2</b>	
WHO	OLE GROUP TIME	Learn Sounds, Letters, and Words	Read and Comprehend
	Phonological Awareness 5 minutes	Segment Sounds T87k	☑ Segment Sounds T91b CC.1.Rfou.2.d
Decodable Text	Phonics and Spelling 20–30 minutes	Phonics  CC.1.Rfou.2.b;  Words with Double Final Consonants T87k CC.1.Rfou.3  VCC, CVCC Word Patterns T87l  Spelling  CC.1.Rfou.3;  Words with Double Final Consonants  -ck, -ng T87g, T87m  CC.1.L.2.d−e	Phonics CC.1.Rfou.2.b; CC.1.Rfou.3;  ✓ Words with Double Final Consonants T91b CC.1.Rfou.4  Read with Fluency T91d  Spelling CC.1.Rfou.3; ✓ Words with Double Final Consonants CC.1.L.2.d–e  -ck, -ng T87g, T91c
	High Frequency Words 5–10 minutes	Learn High Frequency Words CC.1.Rfou.3.g; T87g, T87n CC.1.L.2.d	Practice High Frequency Words T91c CC.1.Rfou.3.g; CC.1.L.2.d Handwriting T91c CC.1.L.1.a
WHO	OLE GROUP TIME	Read and Comprehend	Reread and Analyze
	Speaking and Listening  10 minutes	Preview and Predict T88 CC.1.SL.1	Discuss Steps in a Process T91f CC.1.SL.1
Big Book	Language and Vocabulary  15–25 minutes	Daily Grammar CC.1.L.1; CC.1.L.1.f  ✓ Use Adjectives T87i  Vocabulary CC.1.L.5.a  ✓ Sort Words T88	Daily Grammar CC.1.L.1.f  ✓ Use Adjectives T87i  Vocabulary CC.1.L.5.a  ✓ Sort Words T91f
Anthology &	Reading 20–40 minutes	Read Shared Reading: Diagram T89	Reread  Build a Diagram T91g  Comprehension  ✓ Use a Diagram T91f  Compare Texts T91h  CC.1.Rinf.5z-6
	Writing 15 minutes	Power Writing T88 CC.1.W.5 Writing CC.1.W.5 Write About Nonliving Things T91a	Power Writing T91f CC.1.W.5 Writing CC.1.W.5 Write Steps in a Process T92
LEV	ELED READING TIME		
ion	20 minutes	Read Book 1 CC.1.Rlit.3; CC.1.Rlit.10; CC.Rinf.10 Introduce LR2 Pand LP4 LP11	Reread Book 1 CC.1.Rlit.3; CC.1.Rlit.10; Read and Integrate Ideas LR2 CC.Rinf.10; CC.1.SL.1

# LEARNING STATION TIME

20 minutes



20 minutes



Read LR4-LR11

Monitor

List Facts

🗹 Identify Plot

Speaking and Listening T87eCC.1.W.2; CC.1.SL.5Language and Vocabulary T87eCC.1.L.4Writing T87eCC.1.W.2; CC.1.W.7; CC.1.L.6Cross-Curricular T87fCC.1.SL.2Reading and Intervention T87f; RT2.5CC.1.Rfou.3-4

**Monitor** 

List Facts

Identify Plot

# BIG Question When is something alive?

Day <b>3</b>	Day <b>4</b>	Day <b>5</b>
Learn Sounds, Letters, and Words	Read and Comprehend	Review and Apply
Match and Isolate Medial Sounds T92a CC.1.Rfou.2.c	Match and Isolate Medial Sounds T92i CC.1.Rfou.2.c	Review T92o
Phonics  ✓ Words with -ck, -ng T92a  Spelling  ✓ Words with -ck, -ng T92c  CC.1.Rfou.2.b; CC.1.Rfou.3  CC.1.Rfou.3; CC.1.L.2.d-e	Phonics CC.1.Rfou.2.b; CC.1.Rfou.3-4  ✓ Words with -ck, -ng T92i Read with Fluency T92k  Spelling CC.1.Rfou.3; CC.1.L.2.d-e  ✓ Words with -ck, -ng T92j	Phonics  ✓ Words with Double Final Consonants and -ck, ng T920  Spelling  ✓ Words with Double Final Consonants and -ck, ng T920
Practice High Frequency Words T92c CC.1.Rfou.3.g; CC.1.L.2.d	Practice High Frequency Words T92j CC.1.Rfou.3.g; CC.1.L.2.d	Review High Frequency Words T92o CC.1.Rfou.3.g; CC.1.L.2.d
Listen and Comprehend	Listen and Analyze	Review and Compare
Preview and Predict T92e CC.1.SL.1	Discuss Diagrams T92n CC.1.SL.1	Relate Readings to the Big Question T93a CC.1.SL.1
Daily Grammar CC.1.L.1; CC.1.L.1.f  ✓ Use Adjectives T87j  Vocabulary CC.1.L.5.a  Review Science and Academic  Vocabulary T92e	Daily Grammar CC.1.L.1; CC.1.L.1.f  ✓ Use Adjectives T87j  Vocabulary CC.1.L.5.a  ✓ Sort Words T92m	Daily Grammar CC.1.L.1; CC.1.L.1.f  ✓ Review T87j, T93  Vocabulary CC.1.L.5.a  ✓ Review T93
Read CC.1.Rinf.3; ✓ Interactive Read Aloud: CC.1.Rinf.10 Diagrams T92e	Reread CC.1.Rinf.10 Interactive Read Aloud: Diagrams T92m Comprehension CC.1.Rinf.9  ✓ Compare Texts T92m	Comprehension  Compare Texts T93a  CC.1.Rinf.9  CC.1.Rinf.9
Power Writing T92e CC.1.W.5 Writing CC.1.W.2 Write About a Diagram T92h	Power Writing T92m CC.1.W.5 Writing CC.1.W.5 Write a Diagram T92n	Power Writing T920 CC.1.W.5 Writing CC.1.W.2 Write About Living and Nonliving Things T93b
Read Book 2 CC.1.Rlit.3; CC.1.Rlit.10; CC.Rinf.10 Introduce LR2 Read LR4–LR11  Monitor List Facts Identify Plot	Reread Book 2 Read and Integrate Ideas LR2  ✓ Monitor ✓ List Facts ✓ Identify Plot  CC.1.Rlit.3; CC.1.Rlit.10; CC.Rinf.10; CC.1.SL.1	Reading CC.1.W.1–3; CC.1.SL.1.a; Connect Across Texts LR3 CC.1.SL.1 Writing Choose a Writing Option LR4–LR11
	ASSESSMENT & RETEACHING	
Reach v. Reading	Assessment & Reteaching T93c–93d  ✓ Foundational Skills A2.16–A2.17 CC.1.Rfou.2.a–c;  CC.1.Rfou.3: CC.1.Rfou.3.c	Reading Comprehension Test A2.18–A2.19 CC.1.Rlit.3

Spelling Test T87g

✓ Oral Reading Assessment A2.1–A2.4

CC.1.Rfou.4

CC.1.Rfou.3; CC.1.Rfou.3.c

CC.1.Rfou.3.g; CC.1.L.2.d

CC.1.L.4; CC.1.L.6

CC.1.L.1

☑ Reading Strategy Assessment LR17–LR18 CC.1.Rinf.10

☑ Vocabulary Test A2.20–A2.21

Grammar and Writing Test A2.22–A2.23

Reteaching Masters RT2.5-RT2.8

# Week 2 Learning Stations

#### **Speaking and Listening**

#### Option 1: List of Living Things





#### **PROGRAM RESOURCES & MATERIALS**

#### **Cross-Curricular Teamwork Activities:** Card 12

Teacher's Guide on MGReach.com colored markers • crayons

**Write About Topics** CC.1.W.2 CC.1.SL.5 Add Visuals to Clarify

#### Option 2: Using Nonliving Things

#### **MATERIALS**

colored markers • crayons

- Have each child draw a nonliving item that he or she uses on a regular basis.
- Have children title their drawings with the name of the item.
- Then have partners talk about how the item is used and how it was made, if they know.

**Write About Topics** CC.1.W.2 Add Visuals to Clarify CC.1.SL.5

#### **Language and Vocabulary**

#### **Kev Words**

alive animal breathe drink eat energy exercise food health list living monitor move nonliving person plant

#### Option 1: Vocabulary Games X

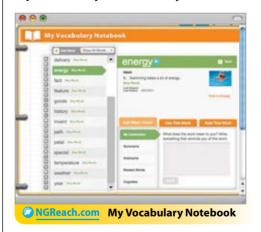




Determine the Meaning of Words

CC.1.L.4

#### Option 2: My Vocabulary Notebook X



Have children expand word knowledge by:

- looking up words
- adding definitions and images
- · writing sentences with the Key Words and adjectives.

Determine the Meaning of Words

#### Writing

#### Option 1: Make a New Word





#### **PROGRAM RESOURCES & MATERIALS**

**Language and Literacy Teamwork Activities:** 

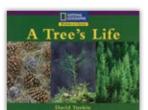
Digital Library Image: Language Builder Picture Cards B14, B17, B18, B20, and B21

Teacher's Guide on MGReach.com

self-stick notes

**Write About Topics** CC.1.W.2 **Use Words and Phrases** CC.1.L.6

#### Option 2: Write About Books



#### **PROGRAM RESOURCES & MATERIALS**

#### **Leveled Reading Books**

poster board • colored markers or crayons

Have children discuss the Leveled Reading Books they have read. Pair children who have read similar books to work together to make a poster. Each child should write at least one sentence to tell an interesting fact about the book. Have children share their posters.

Participate in Shared Research and CC.1.W.7 Writing Projects

CC.1.L.4

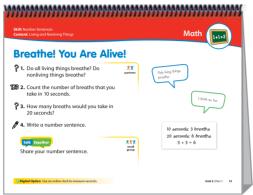




#### **Cross-Curricular**

#### Option 1: Breathe! You Are Alive!





#### **PROGRAM RESOURCES & MATERIALS**

#### **Cross-Curricular Teamwork Activities:** Card 13

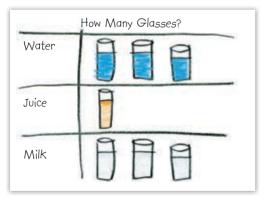
Teacher's Guide on **ONGReach.com** 

clock with second hand

CC.1.SL.2 Ask and Answer Questions

# Option 2: Living Things Drink





#### **MATERIALS**

colored markers or crayons

- Have children count how many glasses they drink in a day.
- · Have children record what they typically drink with each meal and in between meals on simple graphs.
- Then have partners compare their charts and ask and answer questions about why it is important to drink fluids.

Ask and Answer Questions

CC.1.SL.2

#### Reading

#### Option 1: Comprehension Coach 🟋



Have children use the software according to their individual needs:

• Read silently and answer questions.

NGReach.com Comprehension Coach

- · Listen to fluent models.
- Record their reading and get a fluency report.

**Read Informational Text** Read with Fluency

# Option 2: What Did You Learn?



CC.1.Rinf.10

CC.1.Rfou.4

Have children choose a nonliving thing that came from a living thing. Suggest foods, such as pumpkin seeds, carrot cake, or apple pie. Have children research how these items came from seeds. Then have them use the sentence frames to report information they found.

I read about \_\_\_\_\_.

I learned \_\_\_

See **Recommended Reading** on page LR12.

**Read Informational Text** CC.1.Rinf.10 CC.1.Rfou.4 Read with Fluency Participate in Shared Research CC.1.W.7 and Writing Projects

#### **Intervention**

#### Option 1: Reteach Double 🕺 **Final Consonants**

#### **PROGRAM RESOURCES**

Phonics Picture Cards 35, 38, 106, 171, 179, 195, 203

Sound/Spelling Cards 28, 45

Use Reteaching Routine 1.

- Display the word. bell
- Say the word: bell. Have children repeat.
- Read the word. Point to the double final consonants and ask: What are these letters? What is the sound?
- Scaffold spelling. Say: bell. Did you hear the bell ring? Children repeat the word, say the first sound, and write its spelling. Repeat for the remaining sounds.

For **Reteaching Routine 1**, see BP36.

Decode Words with Double Final Consonants CC.1.Rfou.3

Option 2: Phonics Games X



#### **PROGRAM RESOURCES**

#### **Online Phonics Games**

Decode Words with Double Final Consonants CC.1.Rfou.3 Read with Fluency

For Reteaching Masters, see pages RT2.5-RT2.8.

#### **Additional Resources**

ESL Kit XXX



ESL Teacher's Edition pages T87k-T93b

# Week 2 Daily Spelling & Word Work

#### **OBJECTIVES**

Thematic Connection: Shoot for the Sun

Spell Words with Double Final Consonants

Spell Words with -ck, -ng

Spell High Frequency Words

#### **SUGGESTED PACING**

DAY 1 **Spelling Pretest** DAY 2-4 **Daily Practice Options** DAY 5 Spelling Test

**Spelling Pretest** 

Day 1

XXX

**Spelling Test** 



#### **Spelling Words**

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

#### Words with Double Final Consonants, -ck, -ng

1. fill	Please <i>fill</i> the empty water pail.
2. pass	<b>Pass</b> the pail to me so I can put it in the garden.
3. luck	I hope we have good <i>luck</i> growing plants this year.
4 sing	I will <b>sing</b> about gardens.

#### High Frequency Words

inginicquency monas		
5. body	My <b>body</b> needs many of the same things as plants.	
6. how	<b>How</b> do plants get water and food?	
7. out	They cannot go <b>out</b> to the store.	
8. start	I will <b>start</b> to water our plants.	
9. they	<b>They</b> get water from me and the rain.	
10. use	They <i>use</i> their roots to drink.	
<u>.</u>		

#### **More Words**

Use these words and sentences for additional Pretest and Test items.

1. fuzz	Some plants grow fruit with <b>fuzz</b> .
2. off	I wipe the dirt <b>off</b> before I eat it.
3. quack	I hear a duck <b>quack</b> by the pond.
4. neck	A duck has a long <b>neck</b> .
5. wing	A duck's <b>wing</b> is different from a robin's wing.
6. song	A robin's <b>song</b> is prettier than a duck's quack.

#### **Sort Words**

Day 2



**MATERIALS** 

Option 1

#### **PROGRAM RESOURCES**

Word Cards: Practice Master PM2.24

scissors

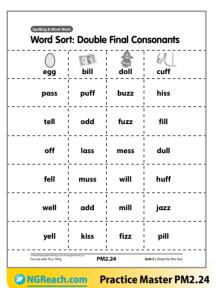
#### **Prepare**

Have pairs cut out the Word Cards and sort them into piles based on the double final consonant.

#### Play a Game

- One child mixes some of the words up while the other child isn't looking.
- The partner then tries to find all the misplaced words and re-sort them as quickly as possible.

Extend the activity by having children write one more word that contains the same letter combination as those they have



sorted, adding them to the correct sorted piles.

**Decode Words with Double Final Consonants** Spell Words with Double Final Consonants Spell New Words Phonetically

CC.1.Rfou.3 CC.1.L.2.d CC.1.L.2.e

#### **Alphabetize**

Day 2

XXX

**MATERIALS** 

Option 2

#### **PROGRAM RESOURCES**

**High Frequency Word Cards: Practice Master PM2.25** 

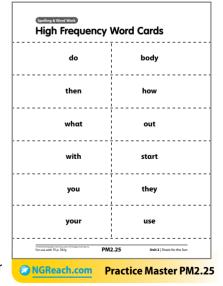
scissors

#### **Prepare**

Have each group cut out one set of **High Frequency Word Cards.** Note that words in the first column are review.

# Play a Game

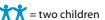
- · Groups turn cards facedown and shuffle them. At a signal, groups turn over and alphabetize the cards.
- Check the words and assign a point for each correctly alphabetized word.
- Have groups shuffle the cards for another round.



After several rounds, the group with the most points wins.

Spell High Frequency Words

CC.1.L.2.d







# Words with Double Final Consonants, Words with -ck and -ng, and High Frequency Words

**Hunt for Words** 

Day 3



Option 1

#### **MATERIALS**

books, magazines, or newspapers

#### **Make a List**

- pick grass · Have partners skim reading material to locate words with double consonants, endings in -ck and -nq, or the High Frequency Words studied in this lesson.
- · Have them write down each word they find, making two lists, one for the Spelling Words and one for other words.
- Have them underline the double consonants and endings in each list of words.
- · Ask them to continue until they find at least five Spelling Words and five other words.

Extend the activity by having children use each word in sentences.

Decode Words with Double Final Consonants	CC.1.Rfou.3
Decode Words with -ck, -ng	CC.1.Rfou.3
Spell Words with Double Final Consonants	CC.1.L.2.d
Spell Words with -ck, -ng	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d
Spell New Words Phonetically	CC.1.L.2.e

**Build Words Online** XX Option 2 Day 3

#### **Prepare**

Have children access Word Builder at NGReach.com.

#### **Play a Game**

- Have one partner choose one of the words and drag the first letter.
- The other child tries to guess the word. If he or she guesses it after only the first letter has been dragged, 1 point is awarded; after 2 letters, 2 points, and so on. The lowest total score at the end of the game wins.
- To subtract an additional point from the total, the second child spells the word correctly after identifying it.
- Have the partners continue play until all the words have been used.

Extend the activity by having children identify the double consonant or letter combination that appears in a word.

Spell Words with Double Final Consonants	CC.1.L.2.d
Spell Words with -ck, -ng	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

**Double Your Fun** 

Day 4



Option 1

#### **Prepare**

Display the Spelling Words.

#### **Play a Game**

• Have children work in pairs. Partner 1 chooses a Spelling Word and uses it in a sentence.

How does the bird get out of its shell?

- Partner 2 says a different sentence using the original word and a second word of his or her choosing. Have partners play until all the words have been used twice.
- Award one point for each word used correctly. The winner is the child with more points after the game has ended.

Extend the activity by having children play the game as above, but the first player gives a sentence using three of the words after the second player has given a sentence with two words.

Spell Words with Double Final Consonants	CC.1.L.2.d
Spell Words with -ck, -ng	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

**Word Worms** 

Day 4



Option 2

#### **MATERIALS**

paper with 1-inch squares traced on it

#### **Prepare**

Display the Spelling Words and a portion of a word worm.

# Play a Game

• Have partners take turns adding words by "attaching" them to a letter that is already in

S BODY Ν EGG

 Have children work together until all Spelling Words are attached. They may have to start a new worm if no more words can be added.

Extend the activity by having partners add words with -ck or -ng.

Spell Words with Double Final Consonants	CC.1.L.2.d
Spell Words with -ck, -ng	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

# Week 2 Daily Grammar

#### **OBJECTIVES**

**Thematic Connection: Shoot for the Sun** 

**Use Adjectives** 

#### **COMMON CORE STANDARDS**

**Demonstrate Command of English Grammar Use Adjectives** 

CC.1.L.1 CC.1.L.1.f

# Day 1

#### **PROGRAM RESOURCES**

**Adjectives That Describe:** eVisual 2.5

Phonics Picture Cards 3, 5, 10, 16, 21, 34, 35, 41, 44, 49, 50

#### **Teach the Rules**

Use page T91a to review adjectives. Explain that an adjective can tell how something looks, sounds, smells, feels, or tastes.

#### **Adjectives That Describe**

 An adjective describes a noun. Tall straw grows in the large field.

The **hot** sun turns them into **dry** stalks.

She braids **long** <u>strands</u> into a **red** <u>hat</u>.

ONGReach.com Adjectives That Describe: eVisual 2.5

# Play a Game XXX

Hold up Phonics Picture Card 50 (pot) and name an adjective to describe the object: *small pot*. Ask volunteers to use the words in a sentence. (Possible response: The small pot holds water.)

Continue to hold up **Phonics Picture Cards** of common objects. Have one child give an adjective to describe the object. Have a second child use the phrase in a sentence.

Continue until each child has given an adjective and a sentence.

# Differentiate

# **EL** English Learners

**ISSUE** In Spanish, adjectives change to show gender and number.

**STRATEGY** Remind children that English adjectives do not change form depending on which words they describe. The adjective is always the same. Have them fill in these sentence frames with adjectives they know:

The \_\_\_\_\_ boy ran home.

The \_\_\_\_\_ girls ate dinner.

The \_\_\_\_\_ dogs barked at me.

The \_\_\_\_\_ rabbit ran.

# Day 2

#### **PROGRAM RESOURCES**

Adjectives: Size, Color, Shape, Age: eVisual 2.6 Phonics Picture Cards 3, 4, 5, 6, 8,

#### **Teach the Rules**

15, 74, 83, 90, 113

Use page T92 to introduce adjectives that describe size, color, shape, and age, and then teach the rules.

#### Adjectives: Size, Color, Shape, Age

• Some adjectives describe I can make a **big** shirt. the **size** of a noun.

I will start with a **small** piece of yarn.

 Some adjectives describe It will be **green** with **white** the **color** of a noun. stripes.

 Some adjectives describe I will send it in a square box. the **shape** of a noun. I will seal it with a **round** sticker.

 Some adjectives describe This **new** shirt will replace the **age** of a noun. your **old** shirt.

NGReach.com Size, Color, Shape, Age: eVisual 2.6

# Play a Game XXX

Display the words size, color, shape, and age. Hold up a **Phonics Picture Card.** Have a child name the object in the picture and give an adjective that describes its size, color, shape, or age.

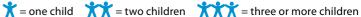
Provide an example; Display Phonics Picture Card 83. Say: tire; a round tire. Have children describe another aspect of the same object. (Possible responses: a black tire, an old tire, a big tire) Continue until each child has given at least two adjectives.

# Differentiate

# **SN** Special Needs

**ISSUE** Children do not focus on the size, color, shape, or age of an object.

**STRATEGY** For each picture, provide a choice to describe a specific attribute. For example: Is this tire big or small? Is this tire black or white? *Is this tire round or square? Is this tire new or worn?* 





# Day 3

#### **PROGRAM RESOURCES**

**Adjectives: Shades of Meaning:** eVisual 2.7

**Use Shades of Meaning: Practice Master PM2.29** 

#### **Teach the Rules**

Use page T92h to review adjectives. Remind children that an adjective describes a noun. Then teach the rules.

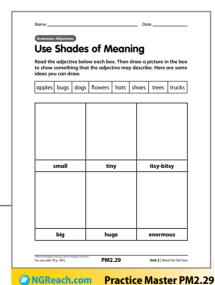
#### Adjectives: Shades of Meaning

- The adjectives tiny and itsy-bitsy tell different degrees of small. Which animal is the smallest?
- Your puppy is **small** Her kitten is **tiny**. A baby mouse is itsy-bitsy!
- The adjectives huge and enormous tell degrees of **big**. Which food is biggest?
- This peach is **big**. This squash is **huge**. This melon is **enormous!**

MGReach.com Shades of Meaning: eVisual 2.7

# Play a Game XX

Distribute Practice Master PM2.29. Have partners draw pictures that go with the adjectives under the boxes.



# Differentiate



**ISSUE** Children need a kinesthetic cue to grasp the shades of meaning.

**STRATEGY** Use arm and hand movements to illustrate different degrees of size as children mirror you. For example, hold your hands a foot apart and say: big. Then hold your hands farther apart and say: huge. For enormous, spread your arms as wide as possible and say the word.

# Day 4

#### **PROGRAM RESOURCES**

**Write More Adjectives: Practice Master PM2.31** 

### **Grammar and** Writing \*

Explain: Good writers use adjectives to add interesting details to their writing. Use page T92n to model the use of adjectives in writing. Distribute **Practice Master** PM2.31. Read the story. Have children find the words in the box that correctly complete each sentence. Have them write each adjective on the appropriate line.



# Day 5

#### **PROGRAM RESOURCES**

Writing, Revising, and Editing Test: Assessment Masters A2.22-A2.23

#### **Review and Assess**

See page T93 for a review of adjectives.

Administer the Writing, Revising, and Editing Test.

# Day 1 Learn Sounds, Letters, and Words



Sing with Me Phonics Songs Book

#### **OBJECTIVES**

Thematic Connection: Shoot for the Sun

- Segment Sounds
- Read and Spell Words with Double Final Consonants
- Read and Spell VCC, CVCC Words
- Read and Spell High Frequency Words

#### **PROGRAM RESOURCES**

**PRINT & TECHNOLOGY** 

Sing with Me Phonics Songs Book, page 26
Sound/Spelling Cards 1, 2, 3, 8, 10, 13, 18, 21, 22, 24
Read On Your Own Book 6

Double Consonants: Practice Master PM2.21

Write-On/Wipe-Off Boards

**TECHNOLOGY ONLY** 

Sing with Me Phonics Songs MP3 or CD 1, Tracks 24–25

Word Builder

**Phonics Games** 

Letter Cards



# **MORNING WARM-UP**

#### Which things need energy? a buzzing bee? a plant?

Have children think about what living things need as they turn and talk. Choose children to explain their reasoning.

# **Phonological Awareness**

- Segment Sounds
  - Use Phonological Awareness Routine 3.
  - Say a word: buzz.
  - Segment the sounds: /b//ŭ//z/. Say the sounds with me. (/b//ŭ//z/)
  - Repeat the word slowly: buzz. How many sounds do you hear? (three)

For **Phonological Awareness Routine 3**, see page BP29.

Have children repeat the routine with hiss (3), huff (3), puff (3), tell (3), and pigs (4).

#### **Check & Reteach**

**OBJECTIVE:** Segment Sounds

Ask: How many sounds do you hear in pass? (three)

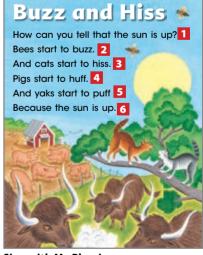
If children cannot answer, use a sound box divided into three sections—/p/, /ă/, /s/. Point to each box and have children say the sounds and then count them. Repeat with yell, toss, fuss.

# **Phonics**

# 2 Learn Words with Double Final Consonants

Sing with Me Phonics Songs Book page 26 Scaffold language. Explain that *up* means "in the sky." Play Tracks 24 and 25 and follow the directives. Practice the gestures until children can perform smoothly.

- 1 6 Raise arms; touch fingertips to form a circle.
- 2 3 Make a buzzing noise; make a hissing noise.
- Puff out your cheeks and blow out hard.



Sing with Me Phonics Songs Book page 26

#### **COMMON CORE STANDARDS**

#### Reading

Blend Sounds to Orally CC.1.Rfou.2.b **Produce Words** CC.1.Rfou.2.d Segment Sounds Decode Words with Double CC.1.Rfou.3 **Final Consonants** Read Irregularly Spelled Words CC.1.Rfou.3.a Read with Fluency CC.1.Rfou.4 Language and Vocabulary Spell Words with Double CC.1.L.2.d **Final Consonants** Spell High Frequency Words CC.1.L.2.d

CC.1.L.2.e

**Spell New Words Phonetically** 

Cover the spellings *ce* and *ci*\_ on **Sound/Spelling Card 1** and *ph*\_ on **Sound/ Spelling Card 3**. Then use **Decoding Routine 1** to connect sounds and spellings for double final consonants ss, ff, ll, gg, dd, and zz and to blend words.

Step 1 Develop Phonological Awareness	Double Final Consonants
1. Review the sounds /s/, /f/, /l/, /g/, /d/, and /z/. Tell children: <i>This word has (sound) at the end.</i>	grass, huff, bell, egg, add, fizz
2. Tell children: I will say a word. Listen for and repeat the final sound.	Tadd, off, shell, jazz, mess, egg
Step 2 Introduce the Sound/Spelling	
<ol> <li>Display the picture-only side of Sound/Spelling Card 1. Say: seed. Have children repeat.</li> </ol>	
2. Say: /s/. Have children repeat.	
<b>3.</b> Turn the card over. Point to the <i>s</i> spelling. Explain that when /s/ comes at the end of some short vowel words, /s/ is spelled <i>ss</i> . The two letters together stand for the one sound /s/.	Card 1
	seed, /s/, ss
<b>4.</b> Repeat for <b>Sound/Spelling Cards</b> 3/f/, 8/l/, 10/g/, 13/d/, and 22/z/.	
Step 3 Blend Sound-by-Sound	
1. Write p. Say: /p/. Have children repeat.	р
2. Add a. Say: /a/. Blend /p/ /a/, sweeping your hand beneath the spellings. Have children blend the sounds with you.	pa
3. Add ss. Say: /s/. Model blending the whole word, and then have children blend with you.	
	pass >
<b>4.</b> Write and blend other words with double final consonants. Point out the VCC pattern (add, egg) and the CVCC pattern (muff, sell, pass, jazz) in words.	add, muff, sell, pass, jazz, egg

For **Decoding Routine 1**, see page BP32.

#### See **Differentiate**

#### **Weekly Folder**

- √ Writing (T91a, T92, T92h, T92n, T93b)
- √ Compare Genres: Practice Master PM2.21

## Differentiate

#### **EL** English Learners

#### **PHONICS TRANSFER**

**ISSUE** In Korean, there is no sound for /f/ or /z/. In Spanish and Cantonese, there is no /z/ sound. In Haitian Creole, there is a similar sound to /s/, but children speaking these languages may need help producing the /s/.

#### **STRATEGY** Have children:

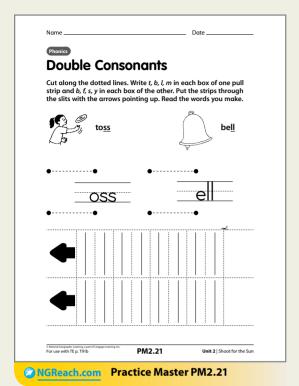
- tell whether the sounds /f/, /z/, and /s/ are used in their home language
- · practice making each sound
- exaggerate each ending sound as they say these words: buzz, huff, puff, hiss, kiss.

## Day 1

## **Learn Sounds, Letters, and Words**



Read On Your Own Book 6



#### Read Words with Double Final Consonants

Read On Your Own Book 6 page 2
Display the words and sentences using Word Builder. Have children blend the words. Point out previously taught High Frequency Words *and*, *the*, and *l*, and ask children to read the sentences.

Have children turn to **Read On Your Own Book 6**, page 2. Review the sound/spellings /l/ll, /f/ff, /s/ss, and /z/zz. Read the example and have partners take turns reading the picture labels. Assign **Practice Master PM2.21**.

Children can also play **Phonics Games** at **NGReach.com**.



#### 4 Spell Words with Double Final Consonants

Use **Dictation Routine 1** to have children practice spelling on their **Write-On/ Wipe-Off Boards.** 

- · Say a word: fell.
- Segment sounds: /f/ /ĕ/ /l/. How many sounds do you hear? (three)
- Display Sound/Spelling Cards. Children match each sound to a card. (3 /f/, 21 /ĕ/, 8 /l/)
- Repeat the word: fell. Children write fell.

  Remind them that /l/ can be spelled /l when it is at the end of a short vowel word. Point out the CVCC pattern.
- Write the correct spelling. Have children check and correct their spelling. Repeat for *buzz* and *mess* using cards 18 /b/, 24 /ŭ/, 22 /z/, 2 /m/, 21 /ĕ/, and 1 /s/.

Apply the spelling rule to a complete sentence. Dictate: *Buzz fell in the wet mess*. Have children chorally repeat and then write the sentence. Write the correct sentence and have children check and correct.

For **Dictation Routine 1**, see page BP35.

# fel ABCDEFGHIJKLMNOPORSTUVWXYZ abcdefghijklmnopqrstuvwxyz 12345678910 Rouerham

Write-On/Wipe-Off Board

# Daily Language Arts Daily Spelling & Word Work Practice options on page T87g

#### **Check & Reteach**

OBJECTIVE: Read and Spell Words with Double Final Consonants 

Read and Spell VCC, CVCC Words 

✓

Check dictation sentences for the correct spelling of *Buzz, fell, mess*. Prompt self-correction. If children misspell, use **Decoding Routine 2** to reteach words.

For **Decoding Routine 2**, see page BP33.



Read On Your Own Book 6

pages 2–3

## **High Frequency Words**

5 Read and Spell Key Words 
☐ Read On Your Own Book 6 page 3

Read aloud page 3 to teach each highlighted word and review known sound/spellings.

Use High Frequency Words Routine 1.

- Say the High Frequency Word: body.
- Say a sentence with the word: The pig has a big body.
- Say the word again and have children repeat it and then write it.

For **High Frequency Words Routine 1**, see page BP37.

#### See **Differentiate**

Have children track print as you reread items 1–4. Reread and pause for children to say the High Frequency Words. Partners match each sentence to a picture.

#### **Check & Reteach**

**OBJECTIVE:** Read and Spell High Frequency Words

Spell a word with **Letter Cards** and have children chorally read the word. Cover up the word. Have children write the word and hold up their paper. Scan for misspellings. If children misspell words, mix up the letters in the word and have volunteers put the letters back in the correct order. Repeat the routine for each High Frequency Word.

### Differentiate

### **EL** English Learners

**ISSUE** English learners may not know the meanings of words.

**STRATEGY** Use the gestures in parentheses and examples in blue to convey word meaning.

**body** (Stand up.) *This is my* body. (Point.) *Where is your* body?

**how** How do I get my body into my chair? I bend my knees and sit. (Sit.)

**out** How do I get my body out of the chair? (Demonstrate in and out.)

**start** I will start to get up. To start means "to begin." To start, I put my feet flat on the floor. (Demonstrate.)

**they** They stay on the floor. They refers to my feet. (Point.)

**use** Then I use my feet and my legs to push me up. (Stand up.) When I use my feet, I do something with them. What did I use my feet for?

## Day 1

## **Read and Comprehend**

Diagram



Anthology

#### **OBJECTIVES**

Thematic Connection: Shoot for the Sun

Sort Words

**Preview a Diagram to Make Predictions** 

#### **PROGRAM RESOURCES**

PRINT & TECHNOLOGY

Language Builder Cards B13-B20

**MATERIALS** 

timer

#### **Power Writing**

Have children write as much as they can as well as they can in one minute about the word *living*.

For Writing Routine 1, see page BP56.

## **Vocabulary Strategy**

**1** Sort Words **☑** Anthology page 88

Have volunteers read the captions of the pictures in the left column. Ask: *How are the things in the left column alike?* (They are all **living** things.) Repeat with the right column. Explain: *When you sort words, you put the words together in a group.* These words are alike in some way.

Have children go on a picture hunt, through the classroom books to find images of living and nonliving things. Have them display and sort the pictures.

2 Try It Together Anthology page 88

Display **Language Builder Cards** B13–B20. Read the directions. Display a two-column chart with the headings "Living Things" and "Nonliving Things." Select one of the cards and read the picture's name. Have the class decide in which column the word belongs. Tape the card in the corresponding column. Repeat with the rest of the cards, and have children sort the words into columns.

See **Differentiate** 

#### Check & Reteach

**OBJECTIVE:** Sort Words

Ask: In which group does the word cat belong? (Living Things) In which group does the word chair belong? (Nonliving Things)

If children cannot place words in the correct groups, have them try using different categories, such as "Things You Eat" and "Things You Do Not Eat." Ask: *Is an apple a thing you eat* or a thing you do not eat? Repeat with other words, such as baseball and grape, until you are sure children grasp the concept of sorting words.

## **Academic Talk**

3 Preview and Predict Anthology page 89

Read aloud the title of the selection. Have children preview **Anthology** pages 90–91. Ask: *What do you think the arrows show?* (Possible response: the steps in making a straw hat) Have children make predictions and share them with the rest of the class.

#### Check & Reteach

**OBJECTIVE:** Preview a Diagram to Make Predictions

Listen as partners make and discuss their predictions.

If a child responds off topic, point out other features of the diagram, such as the numbers. Ask: *Why do you think the pictures are numbered 1, 2, 3, and 4?* (Possible response: to show the order of the steps)

#### **COMMON CORE STANDARDS**

Reading

Read Informational Text CC.1.Rinf.10

Writing

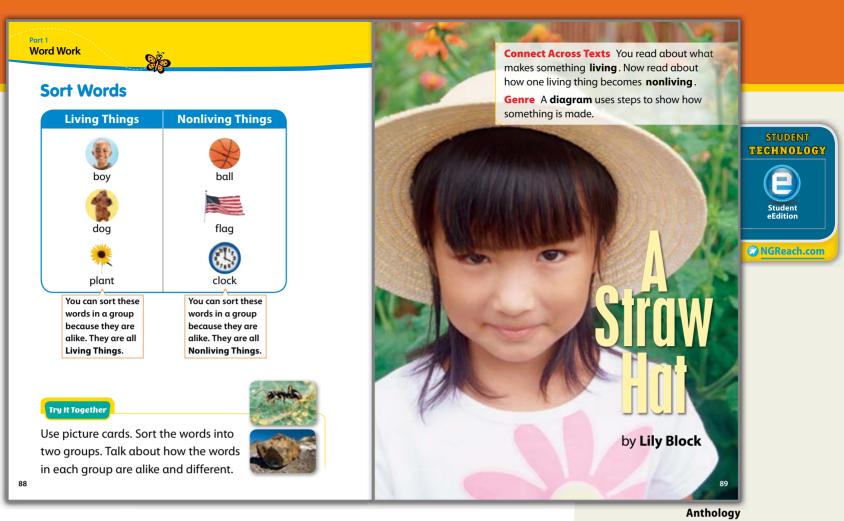
Focus on a Topic CC.1.W.5

**Speaking and Listening** 

Participate in Conversations CC.1.SL.1

Language and Vocabulary

Use Adjectives CC.1.L.1.f Sort Words CC.1.L.5.a



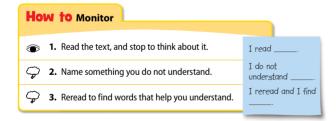
pages 88-89

## **Shared Reading**

4 Read a Diagram Anthology page 89

**CONNECT ACROSS TEXTS** Explain: "Are You Living?" was about things that are **living**. Now you will read about a **nonliving** thing that was once **living**.

#### **REVIEW MONITOR READING** Remind children how to monitor:



Read **Anthology** pages 90–91 to the class. Use the questions on T90–91 to build comprehension on the first read (Day 1) and the second read (Day 2).

#### **Comprehension Focus**

**FIRST READ SECOND READ** Day 1 Read and Comprehend Day 2 Read and Analyze · Active Reading Use a Diagram Critical Thinking Compare Texts Critical Thinking

#### Differentiate

#### **EL** English Learners

**ISSUE** Children have difficulty sorting words into categories.

**STRATEGY** Provide children with categories they might be more familiar with, such as "Color Words" and "Number Words." Guide them to sort the following words: five, two, red, ten, green, black.

#### AL Above Level

**ISSUE** Children quickly sort the words.

**STRATEGY** Supply children with the words leaf, hair, stem, arms, legs, and petal. Have them name categories and sort the words accordingly. Encourage children to tell how the words in each group are alike.

## Day 1



Anthology pages 90–91

#### **Build Comprehension**

FIRST READ

#### Day 1 Read and Comprehend

- **Active Reading** Model how to read the diagram's steps in order by pointing to each step as you read it. Have children hold up the number of fingers for each step as you read it.
- **Use Visuals** Point to the harvester. Ask: *How might this machine make work easier for the farmer?* (It cuts down more **plants** than a **person** can.)

**SECOND READ** 

#### Day 2 Read and Analyze

- Monitor Reading You read that plants grow tall and are cut down. Stop and think. What is one thing you do not understand? (Possible response: I do not understand how the plants get out of the field.) Reread the text and look at the pictures. What do you find that helps you understand now? (Possible response: It says the farmer cuts down the plants. The farmer must take them out of the field, too.)
- **Use a Diagram** ✓ Point to step 4 on page 91. What happens to the dry straw? (The straw is made into a hat.)
- **Compare Texts** ✓ How is the straw in "A Straw Hat" different from the **plants** in "Are You Living?" (It's no longer **living**.)

## Writing

#### **5** Write About Nonliving Things

Ask: *Is a hat living* or *nonliving?* How do you know? (A hat is *nonliving*; it does not **breathe**, grow, **eat**, **drink**, or think.)

Organize children into small groups. Have them discuss reasons they know a hat is nonliving. Have them work as a group to write a sentence about why a hat is nonliving. Provide the sentence frame below.

A hat is nonliving because \_\_\_\_\_.

Each group should illustrate their sentence and share their writing with the class.

If appropriate, brainstorm as a class adjectives that could be added to the sentences. Display the revised sentences.



Remind children that the straw used to make the hat was once a living plant. Ask: What do you think that plant needed to grow tall and green? What do you need to live and grow? Have children share and explain their ideas.



Challenge children to identify adjectives that describe things on pages 90–91. (*living*, tall, green, dry, straw, nonliving)
Then use the Daily Grammar lesson on page T87i to teach adjectives.

## Day 2 Read and Comprehend Decodable Informational Text

#### **OBJECTIVES**

Thematic Connection: Shoot for the Sun

- Segment Sounds
- Read and Spell Words with Double Final
- Read and Spell VCC, CVCC Words
- Read and Spell High Frequency Words
- Read Decodable Text Fluently and with Comprehension

#### **PROGRAM RESOURCES**

**PRINT & TECHNOLOGY** 

Sound/Spelling Cards 1, 3, 8, 10, 13, 22

**Double Consonants: Practice Master PM2.21** 

**Blend Words: Practice Master PM2.22** 

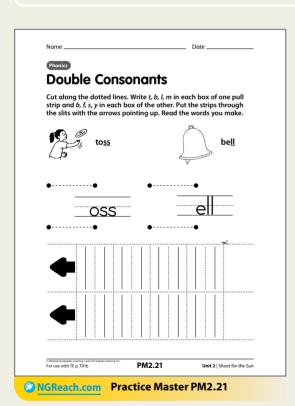
**Handwriting: Practice Master PM2.23** 

Read On Your Own Book 6

**TECHNOLOGY ONLY** 

**Letter Cards** 

**Comprehension Coach** 



#### **COMMON CORE STANDARDS**

#### Reading

Blend Sounds to Orally Produce Words
Segment Sounds
CC.1.Rfou.2.b
CC.1.Rfou.2.d

Final Consonants CC.1.Rfou.3
Read Irregularly Spelled Words CC.1.Rfou.3.g
Read with Fluency CC.1.Rfou.4

Language and Vocabulary
Spell Words with Double Final Consonants
Spell High Frequency Words
Spell New Words Phonetically
CC.1.L.2.e



## **Phonological Awareness**

Use Phonological Awareness Routine 3.

- Say a word: miss.
- **Segment the sounds:** /m//i//s/. Model for children, placing a chip in a sound box for each sound you say.
- Repeat the word slowly: miss. How many sounds do you hear? (three) For Phonological Awareness Routine 3, see page BP29.

Repeat the routine with the words sun (3), hot (3), moss (3), qull (3), and (3), spill (4).

#### **Check & Reteach**

**OBJECTIVE:** Segment Sounds

Ask: How many sounds do you hear in add? (two)

If children cannot answer, clap for each sound as you say the word slowly. Have children count the number of claps. Repeat as children clap along. Repeat with *kiss* (3) and *stuff* (4).

## **Phonics**

#### Read Words with Double Final Consonants

**REVIEW** Display **Sound/Spelling Card 1** and review spelling *ss*. Remind children that when /s/ comes at the end of a short vowel word, /s/ can be spelled *ss*. Repeat with cards 3, 8, 10, 13, and 22.



Use **Letter Cards** to display *will*. Ask children to blend and read the word.

Point out the CVCC pattern: Words with one vowel between two consonants usually



have a short vowel sound. Words with one vowel between a consonant and a double consonant follow the same rule. The double I at the end of will stands for one sound, so it acts like one consonant. Build the words huff, till, jazz, mill, Jeff, fuzz, and lass. Have children blend and read each word and use it in a sentence.

#### 3 Spell Words with Double Final Consonants

Print, cut out, and use **Letter Cards** to build *add* and blend the word. Point out the VCC pattern. Distribute **Letter Cards.** Have children build and blend the VCC words on the chart. Repeat for CVCC words.

Pattern Words
VCC add, egg, ill
CVCC sass, bell, sill,
kiss, puff

Assign Practice Masters PM2.21 and PM2.22.

Word Bank: Double Final Consonants

#### **Check & Reteach**

OBJECTIVE: Read and Spell Words with Double Final Consonants 

Read and Spell VCC, CVCC Words 

✓

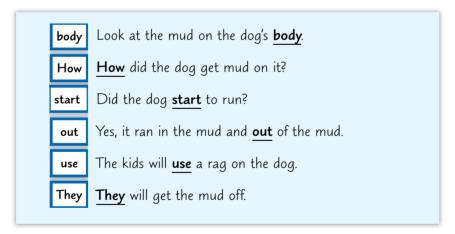
Dictate: *Hill. The sun rose over the hill. Hill.* Have children write and then cheer by chanting the spelling and saying the word: (h i I I, hill).

If they misspell *hill*, write the spelling. Have children spell the word in the air as they repeat the cheer. Repeat with *egg*, *puff*, and *kiss*.

## **High Frequency Words**

#### ■ Read and Spell Key Words ✓

Display and read these sentences. Then say the underlined word or words:



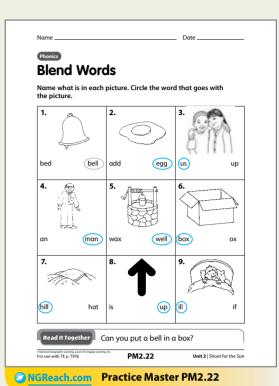
Reread each sentence. Have children chime in for the word. Distribute **High Frequency Word Cards** to pairs. Reread each sentence and have partners hold up the word card as they say the word. Assign **Practice Master PM2.23.** 

#### **Check & Reteach**

**OBJECTIVE:** Read and Spell High Frequency Words

Have children work in pairs. One child tells the partner to find a word on **Practice Master PM2.23** that begins with (letter). The partner points to the word, reads it, and then writes it.
If children misspell words, use **High Frequency Words Routine 2** to reteach.

For **High Frequency Words Routine 2**, see page BP37.



Handwriting
High Frequency Words
Trace each word two times and then write it.

Dody boody boody

NOW how how

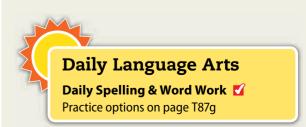
Out out out

Start start start

They they they

USE USE USE

PM2.23 Unit 2 | Shoot for the Sun



Legend words with double final consonants

story word

## **Read and Comprehend**

**Decodable Informational Text** 









Read On Your Own Book 6 pages 4-7

## Differentiate

#### **BL** Below Level

**ISSUE** Children mispronounce words with previously taught phonics elements.

**STRATEGY** Use the chart to identify specific resources for review and reteaching.

Skill	Book 6	Teacher's Edition
words with initial <i>b</i>	bee (page 5) buzz (page 5)	/b/ <i>b</i> (page T55n)
words with initial h	how (page 4) hiss (page 6) huff (pages 7, 9) hens (page 9) have (page 10)	/h/h (page T3)
words with short u	sun (page 4) up (page 4)	/ŭ/ <i>u</i> (page T71d)

## **Decodable Reading**

5 Read "The Sun Is Up" 
☐ Read On Your Own Book 6 pages 4–10 Use the photo to preteach the story word bee (page 5). Use **Decoding Routine 4** to conduct two readings of "The Sun Is Up." First, conduct a whisper read to monitor decoding. Then, conduct a choral read to monitor progress.

**FIRST READ** 

#### Day 2 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children do not self-correct, provide corrective feedback. See **Differentiate** 

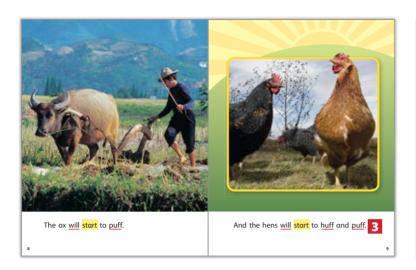
**SECOND READ** 

#### Day 2 Reread and Comprehend

Have children chorally reread the text. Listen for improvement in accuracy and rate. Use the following questions to build comprehension.

- **Identify Details** What will start to buzz when the sun is up? (A bee will start to buzz.)
- **Draw Conclusions** *Do you think the cat likes the dog? Why or why not?* (No. The cat hisses and looks mad.)
- Identify Cause and Effect Why do the hens huff and puff? (Possible responses: They huff and puff because the sun is up. They huff and puff to tell us they have eggs.)
- **Make Connections** What animal do you see when the sun is up? What does the animal do?

For **Decoding Routine 4**, see page BP34.





Read On Your Own Book 6 pages 8–11

## **Practice Phonics**

6 Words with Double Final
Consonants ✓ Read On Your Own Book 6 page 11
Distribute Letter Cards. Read aloud the directions for the first activity on page 11. Have partners build the words with double final consonants.

See **Differentiate** 

h	i	ı	ı
у	e	ı	ı
h	i	S	S
b	u	z	z
h	u	f	f
р	u	f	f

**Talk Together** Read On Your Own Book 6 page 11 Have partners take turns giving clues for somethin

Have partners take turns giving clues for something in the picture. Encourage them to use the words and the language frame: *This can* \_\_\_\_\_. One partner fills in the blank with a word from the box. The other partner points to the item in the picture. (Possible clues: *This can hiss/buzz/huff/puff/yell*.)

#### **Check & Reteach**

**OBJECTIVE:** Read Decodable Text Fluently and with Comprehension

Have each child read aloud a page from "The Sun Is Up." Note reading speed and miscues. For children with low reading speeds and many miscues, conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.

#### Differentiate

## SN Special Needs

**ISSUE** Children need practice with double final consonant words.

**STRATEGY** Help children fold a sheet of paper into four squares and label each square *ss, ff, ll,* or *zz.* Identify double final consonant words in "The Sun Is Up." Read aloud each word as children echo. Then have children write each word in the corresponding square.

## Day 2

## **Read and Analyze**

Diagram



Anthology

#### **OBJECTIVES**

Thematic Connection: Shoot for the Sun

Sort Words

🗹 Use a Diagram

**Compare Genres** 

#### **PROGRAM RESOURCES**

**PRINT & TECHNOLOGY** 

T-Chart: Practice Master PM2.26

#### **MATERIALS**

timer

#### **Power Writing**

Have children write as much as they can as well as they can in one minute about the word *nonliving*. For **Writing Routine 1**, see page BP56.

## **Vocabulary Practice**

**1** Sort Words 

✓

**REVIEW** Remind children that when they sort, they group words that are alike. Ask: If you were doing these two things, which would you do first and which would you do second: wake up/get dressed? (first: wake up, second: get dressed)

Have children work in small groups to sort these pairs as first or second steps: put pajamas on/go to bed; put toothpaste on toothbrush/brush teeth. Elicit answers from each group for each word pair. Write the answers in the chart.

First Step	Second Step
wake up	get dressed

#### **Check & Reteach**

**OBJECTIVE:** Sort Words

Ask: Why does put toothpaste on toothbrush go in the First Step category? (because you do not want to brush your teeth with a dry toothbrush)

For children who cannot explain why they would put toothpaste on first, ask: *Could you brush your teeth without toothpaste?* (No.) *Would you put toothpaste on your brush after you have already brushed your teeth?* (No.) *So would you need to put toothpaste on first, before brushing your teeth?* (Yes.)

## **Academic Talk**

2 Discuss Steps in a Process Anthology page 89
Remind children of the steps in making a straw hat. Ask:
Is a straw hat a living thing or a nonliving thing? (nonliving)
Use Fishbowl. The inside circle discusses the first two steps.
Reverse. The new inside circle discusses the last two steps.
For Fishbowl, see page BP60.



Fishbowl

## Comprehension

3 Use a Diagram 
✓ Anthology pages 90–91

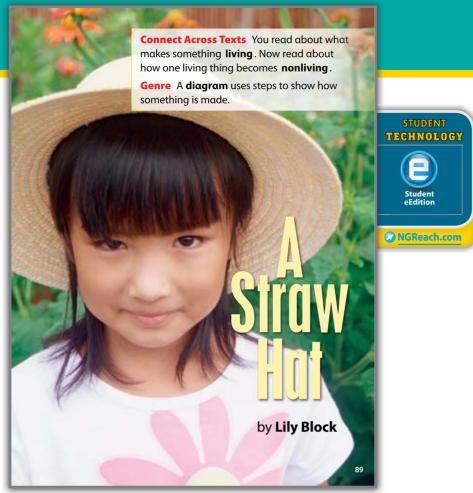
Point to the diagram and explain that it shows the steps of making a straw hat. It uses arrows and numbers to show the steps are in order. It uses photos and text to give information. Help children distinguish the difference between the information they get from the photos and the text.

Point to the first photo on page 90. Model: This photo shows me what straw
looks like when it is still a living plant. I know it is living because it is green. Read
aloud the text with step 1.

#### **COMMON CORE STANDARDS**

#### Reading

CC.1.Rlit.5 Compare Fiction and Nonfiction CC.1.Rinf.5 **Use Text Features** Distinguish Information from CC.1.Rinf.6 Pictures and Words CC.1.Rinf.10 Read Informational Text Writing Write About Topics CC.1.W.2 Speaking and Listening Participate in Conversations CC.1.SL.1 Language and Vocabulary CC.1.L.1.f **Use Adjectives** Sort Words CC.1.L.5.a



Anthology page 89

- Point to the photo in step 2. Ask: How does the plant look different in this photo?
  (Possible response: It is brown.) Ask: What does this tell me? (Possible response:
  It is nonliving.) Ask: What does the farmer do with it? (cuts it down) Read aloud the text with step 2.
- Point to the photo in step 3 on page 91 and read the caption. Then point to the photo in step 4 and ask: What is the woman doing with the straw? (making a hat)

#### **Check & Reteach**

**OBJECTIVE:** Use a Diagram

Ask: What is the second step in making a straw hat?

For children who cannot identify the second step, ask: Where do you see the number two in the diagram? Have children locate the number. Ask: What does this photo show? (Possible response: a machine cutting down plants) Read the caption aloud. Have children echo. Guide children to understand this is the second step.

## Reread and Analyze

#### **4** Build Comprehension

Use the **Read and Analyze** questions on page T90–91 as you reread "A Straw Hat."

See **Differentiate** 

## Differentiate

### **BL** Below Level

**FRONTLOAD** Have children recall the diagram by discussing with a partner before conducting the whole-class rereading.

#### **OL** On Level

**READ TOGETHER** Have children track the print as you reread together.

#### **AL** Above Level

**READ ALONG** Read page by page. Have children chime in to read the words they know.

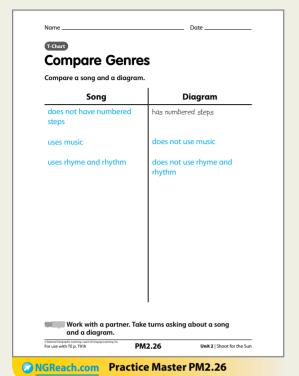
## Day 2

## Read and Analyze

Diagram



Anthology



## Respond and Extend

**5** Compare Genres Anthology page 92

Read aloud page 92. Remind children that "Are You Living?" is a song and "A Straw Hat" is a diagram that shows how a straw hat is made.

To help children compare genres, discuss features that would be found in each. Ask: Would a song or a diagram include rhyming words? (song) Would you see numbered steps in a song or a diagram? (diagram) Have children think about other differences between the genres. Children should record their answers on **Practice Master PM2.26**.

#### **Check & Reteach**

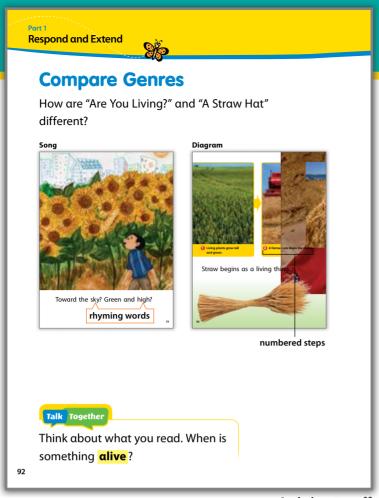
**OBJECTIVE:** Compare Genres

Ask children to identify one difference between a song and a diagram.

For children who cannot name a difference between the two genres, sing the song "Twinkle, Twinkle, Little Star." Point out features of the song, such as the rhythm and rhyme. Ask: *Does a diagram use music*? (No.) Encourage children to think of and list other differences.

6 Talk Together Anthology page 92

Read aloud the **Talk Together**. Prompt a whole-class discussion by asking: *What are some examples of things that are living? What are some examples of things that are nonliving? How do you know?* Have children explain their answers.



Anthology page 92

## Writing

#### Write Steps in a Process

Divide children into small groups. Have each group write the steps to make an item, such as a birthday card, a flower necklace, a bouquet, or a wreath of dried flowers. Provide the following sentence frames for children to use. Have children include in their frames adjectives that describe size, color, shape, or age.

For step 1, \_\_\_\_\_. For step 2, \_\_\_\_\_. For step 3, \_\_\_\_\_.

Allow children to add additional steps if needed.

Discuss with children whether their items are living or nonliving, and discuss if nonliving things were living at one point.



## **Daily Language Arts**

#### Daily Grammar 🌠

Point out the use of the adjectives tall and green to describe size and color on page 90. Then use the Daily Grammar lesson on page T87i to teach adjectives.

## Day 3 Learn Sounds, Letters, and Words



Sing with Me Phonics Songs Book

#### **OBJECTIVES**

**Thematic Connection: Shoot for the Sun** 

Match and Isolate Medial Sounds

Read and Spell Words with -ck, -ng

Read and Spell High Frequency Words

#### **PROGRAM RESOURCES**

**PRINT & TECHNOLOGY** 

Sing with Me Phonics Songs Book page 27
Sound/Spelling Cards 11, 19, 20, 22, 31
Words with -ck, -ng: Practice Master PM2.27
High Frequency Words: Practice Master PM2.28
Write-On/Wipe-Off Boards

**TECHNOLOGY ONLY** 

Read On Your Own Book 6

Sing with Me Phonics Songs MP3 or CD 2, Tracks 26–27

**Word Builder** 

#### **MATERIALS**

beanbag

## **MORNING WARM-UP**

#### What does cotton feel like?

Distribute cotton balls to small groups of children. Have them turn and talk to describe what the cotton feels like. List their descriptive adjectives.

## **Phonological Awareness**

#### 

Use Phonological Awareness Routine 1.

- **Direct Listening.** Tell children to listen for the middle sounds.
- Say the words: duck, sun. Have children repeat the words.
- **Segment sounds:** /d/ /ŭ/ /k/; /s/ /ŭ/ /n/. Do duck and sun have the same middle sound? (Yes.) What is the middle sound? (ŭ)
- Say the sound again: /ŭ/.

For **Phonological Awareness Routine 1**, see page BP28.

Repeat the routine with wish/pick (Yes), peck/bed (Yes), swim/file (No).

#### Check & Reteach

**OBJECTIVE:** Match and Isolate Medial Sounds

Ask: Which word has the same middle sound as Jack: made or mad?

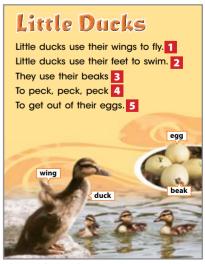
For children who have difficulty identifying words with the same medial sounds, use gestures to exaggerate the differences in sounds. Stand up tall and sweep your arms out wide as you say the long *a* in *made*. Repeat for *rock: hop/hope*.

## **Phonics**

## 2 Learn Words with -ck, -ng

Sing with Me Phonics Songs Book page 27
Scaffold language. Point to duck, wing, feet, beak, egg. Have children repeat the words. Play Tracks 26 and 27 and follow the directives. Practice gestures until children perform smoothly.

- Flap arms to side as if flying.
- 2 Paddle with hands as if swimming.
- 3 4 Use fingers to tap three times on desk.
- 5 Sit up straight and look around.



Sing with Me Phonics Songs Book page 27

#### **COMMON CORE STANDARDS**

#### Reading

CC.1.Rfou.2.b Blend Sounds to Orally Produce Words Match and Isolate Medial Sounds CC.1.Rfou.2.c Decode Words with -ck, -ng CC.1.Rfou.3 Read Irregularly Spelled Words CC.1.Rfou.3.g Language and Vocabulary Spell Words with -ck, -ng CC.1.L.2.d Spell High Frequency Words CC.1.L.2.d Spell New Words Phonetically CC.1.L.2.e

Use **Decoding Routine 1** to connect sounds and spellings /k/ck and /ng/ng and to blend words.

Step 1 Develop Phonological Awareness	/k/ <i>ck</i>	/ng/ <i>ng</i>
1. Tell children: These words have /k/ at the end.	sock, rock, quack	ring, wing, king
<b>2.</b> Tell children: I will say a word. Listen for /k/. If you hear it, clap. If you don't hear it, do not clap.	duck, feet, peck, neck, bell, back	wing, song, beak, long, Ling, buzz
Step 2 Introduce the Sound/Spelling		
<ol> <li>Display the picture-only side of Sound/ Spelling Card 20. Say: key. Have children repeat.</li> <li>Say: /k/. Have children repeat.</li> <li>Turn the card over. Point to all the spellings and name them. Have children repeat. Then cover up the k and c spellings for the rest of steps 2 and 3.</li> <li>Give examples of words with -ck in the final</li> </ol>	k c _ck Card 20 key, /k/ck	_ng Card 31 ring, /ng/ng
position by pointing to the words <i>ducks</i> and <i>peck</i> in the song on page 27.		
Step 3 Blend Sound-by-Sound		
<ol> <li>Write qu. Point to qu and say: /kw/. Have children repeat.</li> </ol>	qu	W
2. Add a. Say: /aੱ/. Blend /qu/ /aੱ/, sweeping your hand beneath the spellings. Have children blend the sounds with you.	qua	WI
<b>3.</b> Add <i>ck</i> . Say: /k/. Model blending the whole word, and then have children blend with you. Point out that /k/ is usually spelled <i>ck</i> when it comes after a short vowel. For <i>ng</i> , point out that the two letters make one sound /ng/, not /n/ /g/.	quack >	wing ->
4. Repeat for other words.	lock, duck, tick	sing, rang, bang

For **Decoding Routine 1**, see page BP32.

#### See **Differentiate**

## Differentiate

## **EL** English Learners

#### LANGUAGE TRANSFER

**ISSUE** In Korean, there is no /ng/ sound. There is a similar sound in Haitian Creole, but children may need help creating the /ng/ sound in English. In many languages, there is no sound/symbol match for /k/ck or /ng/ng.

#### **STRATEGY** Have children:

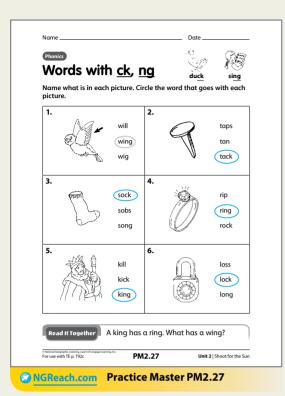
- tell whether the sound /ng/ is used in their home languages
- practice making the /ng/ sound
- write *ck* and *ng* on cards. Have them repeat these words and hold up the letters that stand for the final sound: *duck*, *sing*, *rock*, *sick*, *long*, *wing*.

## Day 3

## **Learn Sounds, Letters, and Words**



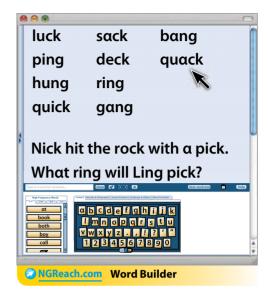
Read On Your Own Book 6



3 Read Words with -ck, -ng

Read On Your Own Book 6 page 12
Use the **Word Builder** to display the words and sentences shown. Have children blend the words as they did in step 3 on page T92b. Then point out High Frequency Words *the*, *with*, and *What*.

Have children turn to **Read On Your Own Book 6**, page 12. Review the sound/spellings /k/ck and /ng/ng and complete the example together. Then have partners take turns reading the



picture labels. Assign Practice Master PM2.27 for more practice.

4 Spell Words with -ck, -ng

Use **Dictation Routine 2** to have children practice spelling *neck, rock,* and *hung* on their **Write-On/Wipe-Off Boards**.

- Say a sentence: He has a stiff neck.
- Repeat the sentence. Children write the word neck as you repeat it several times slowly.
- **Write the sentence.** Children use your sentence to correct their spelling.

For **Dictation Routine 2**, see page BP35.

Repeat the routine with these sentences: *Dad sat on a big rock. I hung a bag up for Mom.* 

Write-On/Wipe-Off Board

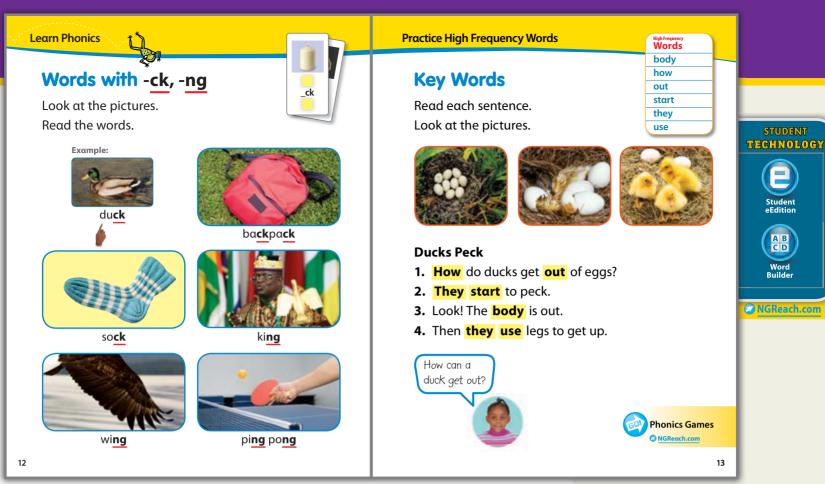


**Check & Reteach** 

OBJECTIVE: Read and Spell Words with -ck, -ng 🌠

Dictate: Wings. The bird has wings. Wings. Have children say and then write the word wings. If children do not spell wings correctly, use sound boxes to segment the sounds and then have children match each sound to a **Sound/Spelling Card**. (19 /w/, 11 /ĭ/, 31 /ng/, 22 /z/) Repeat with the word pick: Pick. Let's pick a card. Pick.

## **High Frequency Words**



Use a Word Wall chant to develop automatic recognition. Together, chant the spelling of each word (e.g., b, o, d, y) and use a thumb and index finger to peck for each letter. Say the whole word and pretend you are hatching. Assign **Practice Master PM2.28** for more practice.



**OBJECTIVE:** Read and Spell High Frequency Words 🗹

Have partners take turns reading and spelling the High Frequency Words on page 13 of **Read On Your Own Book 6**. Circulate and listen for errors.

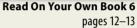
For children who misspelled words, use **High Frequency Words Routine 1** to reteach the words.

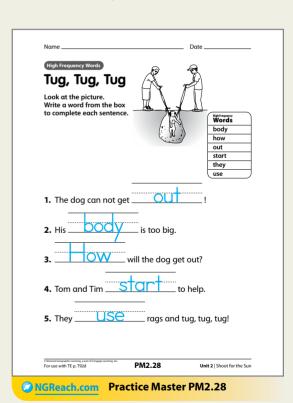
For **High Frequency Words Routine 1**, see page BP37.

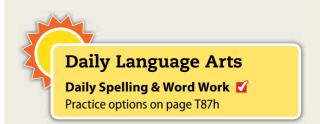
**REVIEW** Check children's retention of High Frequency Words from Weeks 1 and 2 of Unit 1. Have children play **Toss and Spell** with *do, find, has, have, his, mother, then, too, what, with, you,* and *your*.

- Use a beanbag and sit in a circle.
- The first child says a High Frequency Word and its first letter and tosses the bean bag to the next child, who says the next letter.
- Tossing continues until the word is complete. The child who says the last letter uses the word in an oral sentence.

For Toss and Spell Game, see page BP38.







## **Listen and Comprehend**

Diagram

#### **OBJECTIVES**

Thematic Connection: Shoot for the Sun **Preview a Diagram to Make Predictions Connect Ideas** 

#### **PROGRAM RESOURCES**

PRINT & TECHNOLOGY

Interactive Read-Aloud 3 or Interactive Read-Aloud 3 PDF R11-R13

#### **MATERIALS**

index cards, 1 per group • timer

#### **Power Writing**

Have children write as much as they can as well as they can in one minute about the word move.

For Writing Routine 1, see page BP56.

## **Vocabulary Practice**

#### Review Science and Academic Vocabulary

Review the **Key Words** to prepare children for reading "From Cotton to Clothes." Display the words. Chorally read the words as a class.



Organize children into small groups and give each group a list of five or more **Key Words** on an index card. Have groups use their words to create a skit about what animals need to stay alive and in good health. After children present their skits, discuss with them which skit used the words most accurately.

#### **Academic Talk**

2 Preview and Predict Interactive Read-Aloud 3 SCREEN 1

Have children look at the screen as you read aloud the title of the diagram. Have children predict: What do you think this article will be about? (Possible response: a girl who makes cotton clothes) Why do you think that? (Possible response: I see a picture of a girl and hear the words cotton and clothes in the title.) Set a purpose: Let's read to find out if the girl makes clothes from cotton.

#### **Check & Reteach**

**OBJECTIVE:** Preview a Diagram to Make Predictions

Have children explain how they made their predictions.

If children respond off topic with their predictions, have them look through the rest of the screens. Ask: What else do you see? (Possible responses: cotton; a girl working with yarn; clothes) Guide children to understand that this diagram tells how Keli makes clothes from cotton.

## **Interactive Read-Aloud**

3 Share Diagrams Interactive Read-Aloud 3 SCREEN 2

**GENRE** Explain: "From Cotton to Clothes" is an article with diagrams. A diagram uses steps and pictures to explain how something is made or how something works. It often includes numbered steps.

**CONNECT ACROSS TEXTS** Remind children that "A Straw Hat" is also a diagram. Have children think about how a straw hat is made. Ask: Is a straw hat made from plants? (Yes.) Point out the picture of cotton fields in "From Cotton to Clothes." Ask: Do you think these **plants** are used to make clothes? Set a purpose: Let's read to find out how these **plants** are used to make clothes.

#### **COMMON CORE STANDARDS**

#### Reading

Describe the Connection CC 1 Rinf 3 **Read Informational Text** CC.1.Rinf.10

Writing

Write Informative Text CC.1.W.2

Speaking and Listening

Participate in Conversations CC.1.SL.1 Ask and Answer Questions About CC.1.SL.2 Information Presented Through

Media

**Language and Vocabulary** 

CC.1.L.1.f **Use Adjectives** 





#### **SCIENCE BACKGROUND** Share information on cotton:

- Cotton is grown in warm climates in many countries around the world.
- A cotton **plant** is a shrub. The shrubs produce seed pods called "cotton bolls."
- Inside each boll are seeds surrounded by soft, white fluff.
- This fluff is used to make many things, including string, rope, cloth, and even some kinds of paper.

Read screens 1–5 to the class. Use the questions on page T92g to build comprehension during the first read (Day 3) and second read (Day 4).

#### **Comprehension Focus**

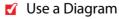
FIRST READ SECOND READ

#### Day 3 Listen and Comprehend

#### • Make Predictions

· Active Reading

#### Day 4 Listen and Analyze



- Connect Ideas
- Critical Thinking

## **Listen and Comprehend**

Diagram





#### **Build Comprehension**

FIRST READ

#### Day 3 Listen and Comprehend

- **Make Predictions** What do you think Keli will do with this yarn? (Possible response: She will make clothes with it.)
- **Active Reading** Point out to children that each box contains one step in the process. The arrows show how each step leads to the next. Have a volunteer point to the appropriate box as you read the text.

**SECOND READ** 

#### Day 4 Listen and Analyze

- 3 Use a Diagram ✓ What is the first step in making the cloth? (Farmers plant and grow cotton in big fields.) What is the last step? (Keli weaves the yarn into cloth.)
- **Draw Conclusions** Do you think it took a long time for Keli to learn how to weave yarn? Why or why not? (Possible response: Yes; she had to learn how to make all the different patterns in the cloth.)
- **Connect Ideas** How are the **plants** on screen 2 connected to the clothes on screen 5? (The **plants** produce cotton, which is used to make the clothes.)





## Writing

## **4** Write About a Diagram

Interactive Read-Aloud 3 SCREEN 1

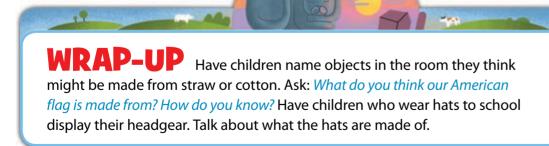
Ask: What is something you learned from one of the diagrams we read this week? Have groups of children write one sentence telling about something they learned. Have children use **Key Words** in their sentences.

Key Words

alive breathe drink eat

energy exercise food health
living move nonliving

Remind children to use adjectives to add details in their sentences.





## Read and Comprehend Decodable Informational Text

#### **OBJECTIVES**

Thematic Connection: Shoot for the Sun

- Match and Isolate Medial Sounds
- Read and Spell Words with -ck, -ng
- Read and Spell High Frequency Words
- Read Decodable Text Fluently and with Comprehension

#### **PROGRAM RESOURCES**

**PRINT & TECHNOLOGY** 

Sound/Spelling Cards 20, 31 Words with ck, ng: Practice Master PM2.30

Write-On/Wipe-Off Boards

Read On Your Own Book 6 **TECHNOLOGY ONLY** 

**Letter Cards** 

**Comprehension Coach** 



## **Phonological Awareness**

Match and Isolate Medial Sounds

Use Phonological Awareness Routine 1.

- **Direct listening.** Tell children to listen for the middle sound.
- Say the words: sack, bat.
- Segment sounds: /s/ /ă/ /k/; /b/ /ă/ /t/. Do sack and bat have the same middle sound? (Yes.) What is the middle sound? (/ă/)
- Say the sound again: /ă/. Say the sound with me: /ă/.

For **Phonological Awareness Routine 1**, see page BP28.

Repeat the routine with beak/feet (Yes), sing/white (No), quack/yam (Yes).

#### **Check & Reteach**

OBJECTIVE: Match and Isolate Medial Sounds 🗹

Ask: Do cub and bus have the same middle sound? (Yes.) What is the middle sound? (/ŭ/) If children cannot answer, write the words as you segment sounds. Point to the middle letters and have children say the sounds. Ask: Are these sounds the same? (Yes.) Have children raise their hand when they hear a word with the same middle sound as cub/bus: cot, mutt, sat, pup, pot. (mutt; pup)

## **Phonics**



**REVIEW** Display Sound/Spelling Card 20. Ask: What's the picture? (key) What's the sound? (/k/) What are the *spellings?* (*k*, *c*, *ck*) Repeat for **Sound**/

-ing	-ack	-ock
king	back	dock
sing	rack	lock
wing	tack	sock

Word Bank: Long a

Spelling Card 31. Print, cut out, and distribute Letter Cards. Model how to build king, back, and dock. Have partners build and blend sing/wing, rack/tack, and lock/ sock. Then write each word in a three-column chart with heads -ing, -ack, -ock.

Assign Practice Master PM2.30 for more practice.

#### **COMMON CORE STANDARDS**

CC 1 Rfou 2 h Blend Sounds to Orally Produce Match and Isolate Medial Sounds CC.1.Rfou.2.c Decode Words with -ck, -ng CC.1.Rfou.3 CC.1.Rfou.3.a Read Irregularly Spelled Words Read with Fluency CC.1.Rfou.4 Language and Vocabulary Spell Words with -ck, -ng CC.1.1.2.d

Spell High Frequency Words CC.1.L.2.d Spell New Words Phonetically CC.1.L.2.e

#### 

Use **Dictation Routine 2** to have children spell sentences on their **Write-On/Wipe-Off Boards**.

- Say a sentence: Jack and Nick hung socks.
- Repeat the sentence. Tell children to write the sentence as you repeat it slowly. Ask children to read and check their sentence as you repeat it. Jack and Nick hung socks.
- Write the sentence. Have children check and correct their spelling.

Repeat the routine with this sentence: *Mack can ring the bell.*For *Dictation Routine 2*, see page BP35.

## **High Frequency Words**

#### 4 Read and Spell Key Words 🗹

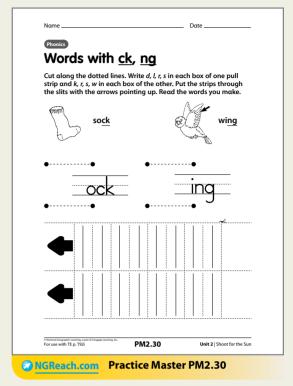
Point to this week's High Frequency Words on the Word Wall: *body, how, out, start, they, use.* Have children read and spell each word. Then point to the words one after another for children to read quickly. Start slowly and increase the speed with each round. Have children read the words 10 times. Vary the order in which you point to the words.

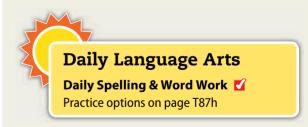
**REVIEW** Have children review previously taught High Frequency Words from Unit 1: *do, find, has, have, his, mother, then, too, what, with, you,* and *your.*Write each word on a card. Have children sort the words into different categories, such as numbers of letters or beginning letter. When they have finished, have children read and spell each word.

#### **Check & Reteach**

OBJECTIVES: Read and Spell Words with −ck, -ng 
Read and Spell High Frequency Words

Help children fold a sheet of paper into six sections. Tell them to draw a duck, rock, sack, king, wing, and body—one picture per section. Then have children label each picture. If children have trouble writing the words, review the spellings. Have children write each word, spell each word as they trace it with their fingers, and use each word in a sentence.





Legend

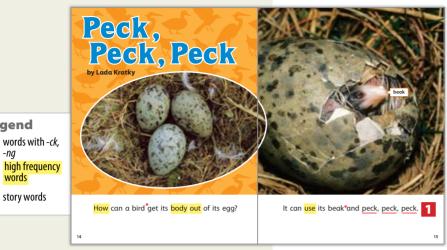
story words

## **Read and Comprehend**

Decodable Informational Text









Read On Your Own Book 6 pages 14-17

## **Decodable Reading**

5 Read "Peck, Peck, Peck" Read On Your Own Book 6 pages 14–20 Use the photos to preteach the story words bird (page 14), beak (page 15), and snack (page 16), and gestures to preteach all and no (page 20). Then use **Decoding Routine 4** to conduct two readings of "Peck, Peck, Peck." First, conduct a whisper read to monitor decoding. Then, conduct a choral read to monitor progress.

**FIRST READ** 

#### Day 4 Decode and Self-Correct

Day 4 Reread and Comprehend

a hole in the egg.)

eat worms.)

the following questions to build comprehension.

beak when it wants to get a snack.)

(It is not pecking. It is singing.)

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children cannot self-correct, provide corrective feedback. See **Differentiate** 

Have children chorally reread the text. Listen for improvement on errors. Use

**Identify Details** How can a bird get out of its egg? (It uses its beak to peck

**Identify Details** When does a duck use its beak to peck? (A duck uses its

**Make Comparisons** How is the last bird different from all the other birds?

Make Connections Would you like to be a bird? Why or why not? (Possible

responses: Yes, because birds can fly. No, because I would not want to

**SECOND READ** 

## Differentiate

#### **BII** Below Level

**ISSUE** Children mispronounce words with previously taught phonics elements.

**STRATEGY** Use the chart to identify specific resources for review and reteaching.

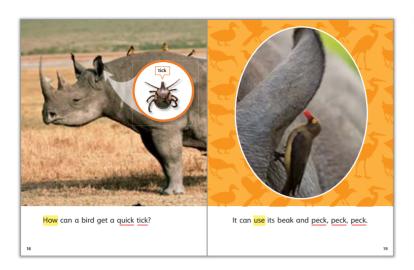
Skill	Book 6	Teacher's Edition
words with initial qu	quick (page 18)	/kw/ <i>qu</i> (page T67b)
words with short e	get (pages 14, 16, and 18) egg (page 14) peck (pages 15, 17, 19, 20)	/ĕ/ <i>e</i> (page T60j)

#### AL Above Level

**ISSUE** Children can quickly decode the passage. **STRATEGY** Have pairs work together to make more comparisons between the birds in the text (e.g., size, color, features).

#### For **Decoding Routine 4**, see page BP34.

#### T92k Unit 2





Read On Your Own Book 6 pages 18–21

## **Practice Phonics**

## 

Read On Your Own Book 6 page 21
Print, cut out, and distribute **Letter Cards**. Read aloud the first activity on page 21. Have partners read the words in the box and do the word-building

k	i	С	k
р	e	c	k
k	i	n	g
s	i	n	g

## **7** Talk Together

activity.

Read On Your Own Book 6 page 21

Display the **Talk Together** sentence frame. Have children tell about the pictures by filling in the blanks with words from the box. Have children act out each sentence. (Answers: *Ducks can quack. Ducks can peck. Ducks can kick.*)

#### **Check & Reteach**

**OBJECTIVE:** Read Decodable Text Fluently and with Comprehension

Have each child read aloud a page from "Peck, Peck," Note reading rate and accuracy. Have children who have low reading speeds conduct partner readings or use the

**Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Decoding Routine 1,** see page BP36.

## **Listen and Analyze**

Diagram

#### **OBJECTIVES**

Thematic Connection: Shoot for the Sun

Sort Words

Compare Texts

#### **PROGRAM RESOURCES**

PRINT & TECHNOLOGY

Interactive Read-Aloud 3 or Interactive Read-Aloud 3 PDF R11-R13

#### **MATERIALS**

index cards, 7 per group • timer

#### **Power Writing**

Have children write as much as they can as well as they can in one minute about the word breathe.

For Writing Routine 1, see page BP56.

## **Vocabulary Practice**

Sort Words 

✓ Interactive Read-Aloud 3 SCREEN 2

Display screen 4 and model how to sort words. Say: To sort words, think about how the words are alike. Then put them in groups. I see the words cotton and plants on this screen. I could sort these words into the group "Living Things."

Organize children into groups. Give each group a set of index cards with the words seeds, farmers, machines, yarn, shirt, dress, and pants. Explain that the cards contain words from "From Cotton to Clothes." Have children work together to sort the words into groups. Then have each group explain how the words are alike.

#### Check & Reteach

**OBJECTIVE:** Sort Words

Ask children why the words shirt and pants can be grouped together.

If children cannot answer, ask: Do both words name something you can wear? (Yes.) Say: These words are alike because they both name clothing, so you can sort them into a group.

## Comprehension

2 Compare Texts Interactive Read-Aloud 3 SCREENS 1-5

**REVIEW** Have a volunteer pull the More tab on screen 2 and read the definition. Ask: What process does this diagram show? (how Keli makes clothes from cotton plants) How do you know which step comes first? (There is a number 1 in the first box.) How do you know which step comes next? (An arrow points to the next step.)

Remind children that "A Straw Hat" is also a diagram. Ask: Does "A Straw Hat" show numbers with the steps? (Yes.) How else is it like "From Cotton to Clothes"? Have children volunteer more ways that the two diagrams are similar. Display answers and have volunteers point out where they see the answer in each of the texts.

#### **Check & Reteach**

**OBJECTIVE:** Compare Texts

Ask: How are "From Cotton to Clothes" and "A Straw Hat" different?

For children who cannot answer correctly, clarify: There are four steps in "A Straw Hat." How many steps are there in "From Cotton to Clothes?" (five) Guide children to see the ways in which "From Cotton to Clothes" and "A Straw Hat" are not alike.

## Listen Again and Analyze

3 Build Comprehension Interactive Read-Aloud 3 SCREENS 1-5 Use the **Listen and Analyze** guestions on page T92f as you reread "From Cotton to Clothes" and practice comparing texts.

#### **COMMON CORE STANDARDS**

#### Reading

CC 1 Rinf 9 Compare Two Texts Read Informational Text CC.1.Rinf.10 Writing

Write Informative Text CC.1.W.2

Speaking and Listening

Participate in Conversations CC.1.SL.1

Language and Vocabulary

**Use Adjectives** CC.1.L.1.f Sort Words CC.1.L.5.a



**Interactive Read-Aloud** 

## Writing

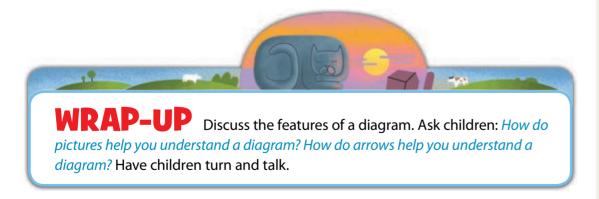
#### 4 Write a Diagram

Have children work in groups to produce simple diagrams. Give each group a topic. Think aloud: First, I will draw a picture. Then I will write a caption with the number one. I will use adjectives to describe things. Display diagrams.

## **Academic Talk**

#### **5** Discuss Diagrams

Have children discuss what is living and nonliving in their diagrams. Encourage them to acknowledge others' comments before they introduce their own ideas.





Grammar and Writing lesson on T87j.

## $\operatorname{Day} \mathbf{5}$ Review and Apply

Animals Sing
Read On
Your Own

Book 6

Anthology

#### **OBJECTIVES**

**Thematic Connection: Shoot for the Sun** 

- Read and Spell Words with Double Final Consonants
- Read and Spell Words with -ck, -ng
- Read and Spell High Frequency Words
- Compare Texts

#### **PROGRAM RESOURCES**

PRINT & TECHNOLOGY

**Draw It!: Practice Master PM2.32** 

Read On Your Own Book 6

Interactive Read-Aloud 3 or Interactive Read-Aloud 3

PDF R11-R13

**TECHNOLOGY ONLY** 

**Online Vocabulary Games** 

#### **MATERIALS**

timer

#### **Power Writing**

Have children write as much as they can as well as they can in one minute about the word *alive*.

For Writing Routine 1, see page BP56.

## **MORNING WARM-UP**

What did you learn about diagrams this week?

Help children recall the diagrams they read this week. Ask: *How do diagrams help you understand how something is made?* Have children turn and talk.



Read On Your Own Book 6 pages 22–23

## **Phonics Review**

1 Help Bun Bun! 🗹 Read On Your Own Book 6 pages 22–23

Read aloud the directions on page 22. Pair children and have them take turns reading and answering each question. Gather the groups and discuss. Then have children find and read words to answer these questions:

- What sound can the bee make? (buzz)
- The dog's body is not short. What is it? (long)
- What does the duck use its beak for? (peck)
- What does mother cat say? (hiss)

#### **COMMON CORE STANDARDS**

#### Reading CC.1.Rinf.9 **Compare Two Texts** Decode Words with Double CC.1.Rfou.3 Final Consonants Decode Words with -ck, -ng CC.1.Rfou.3 Read Irregularly Spelled Words CC.1.Rfou.3.g Writing Write Informative Text CC.1.W.2 Speaking and Listening CC.1.SL.1 Participate in Conversations Language and Vocabulary **Use Adjectives** CC.1.L.1.f Spell Words with Double CC.1.L.2.d **Final Consonants** Spell Words with -ck, -ng CC.1.L.2.d

CC.1.L.2.d

#### **Check & Reteach**

OBJECTIVE: Read and Spell Words with Double Final Consonants 

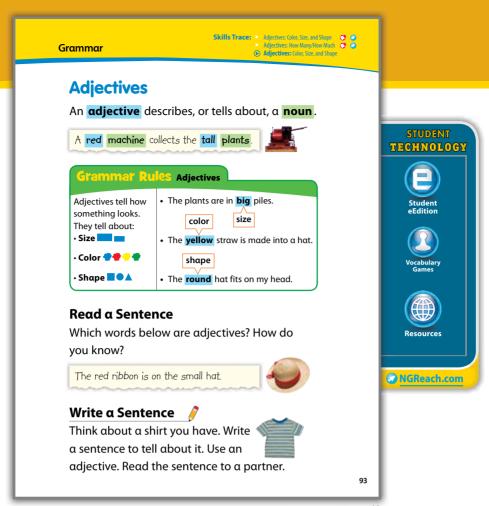
Read and Spell Words with -ck, -ng 

✓

Read and Spell High Frequency Words

Read aloud the questions on page 23 several times through. On the first read, have children hold up two fingers each time you read a word with double final consonants. Have them say and spell. Repeat for words with endings *-ck* and *-ng* and for High Frequency Words.

Spell High Frequency Words



Anthology page 93

## **Vocabulary Review**

#### 2 Apply Word Knowledge

Have children apply their knowledge of the **Key Words** to play a game. Display the Key Words.

## **Grammar Review**

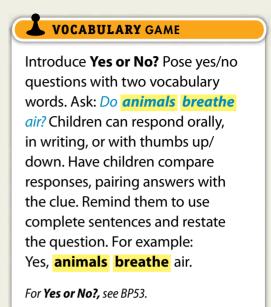
#### 3 Use Adjectives Anthology page 93

Read aloud the Grammar Rules box. Remind children that adjectives can describe the colors, sizes, shapes, and ages of things. Complete the Read a Sentence activity with children. Ask: Which words in the sentence tell about color, size, shape, or age? (red, small) Have children complete Write a Sentence.

Then use pages T87i–T87j to review more kinds of adjectives and shades of meaning. Organize children into groups. Have them work together to identify the adjective and the noun it describes in each sentence. Then have them tell whether the adjective describes the color, size, shape, or age of the noun.

- 1. Pam drives a blue truck to the market. (blue/truck; color)
- 2. Mom's new bag is made of straw. (new/bag; age)
- 3. Kevin rides a big bike. (big/bike; size)
- 4. We sit at a square table and play a game. (square/table; shape)

Assign Practice Master PM2.32.





## Comprehension

## **4** Compare Texts **✓**

Remind children that they have read two diagrams this week: "A Straw Hat" and "From Cotton to Clothes." Ask: How are these diagrams alike? (Possible responses: Both have photos; both tell how something is made; both show plants that the things are made of.) How are the diagrams different? (Possible responses: One tells how straw hats are made, while the other tells how clothes are made from cotton; one diagram shows a person making a straw hat by hand, while the other diagram shows a girl using a small wooden tool to weave yarn into cloth; one uses photos with numbers and sentences below them that tell about the steps, while the other diagram uses boxes with numbers and sentences inside the boxes and arrows to point to the next step.)

#### **Check & Reteach**

**OBJECTIVE:** Compare Texts 🗹

Ask: How are the photos different in "A Straw Hat" and "From Cotton to Clothes"?

For children who have trouble describing differences, ask: What do you see in the photos for "A Straw Hat"? (Possible responses: plants, a big machine, straw, a hat) What do you see in the photos for "From Cotton to Clothes"? (Possible responses: cotton plants, yarn, cloth, clothes) List children's responses on a T-chart. Do both diagrams show the same things? (No.)

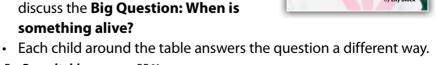
### **Academic Talk**

## **5** Relate Readings to the Big Question

For **Roundtable**, see page BP61.

Use Roundtable.

- Seat children around a table in groups of four.
- Have children think about the plants, animals, and objects they have read about this week.
- Ask: When do things change from living to nonliving? Also have children discuss the Big Question: When is something alive?





## Writing

#### **6** Write About Living and Nonliving Things

Have children work in the same groups they did for the **Academic Talk** activity. Have each group choose a living thing or a nonliving thing and create a poster about it. For the posters, have children:

- · draw the thing they have chosen
- list facts about it
- use adjectives that describe the size, shape, and color of the thing.

Display the posters so children have a chance to offer comments or ask questions about them.



Have each child review the contents of their Weekly Folder. Form heterogeneous groups. Have groups decide which plants (and products from the plants) they would like to learn more about. Ask: What else do you want to know? How can you find out? Display a question from each group. Help children find classroom resources to answer their questions. Encourage children to add any new information to their concept maps.



## Week 2 Assessment & Reteaching

= TESTED SKILL

#### **Assess**

#### **OBJECTIVES**

#### **Foundational Skills**

#### **Phonological Awareness**

- Segment Sounds
- Match and Isolate Medial Sounds

#### Phonics

- Decode Words with Double Final Consonants
- Decode Words with -ck, -ng

#### **High Frequency Words**

Read High Frequency Words

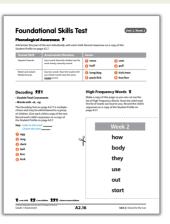
#### **Spelling**

- Spell Words with Double Final Consonants
- Spell Words with -ck, -ng
- ☑ Spell High Frequency Words

#### **Fluency**

- **☑** Intonation
- Accuracy and Rate

#### **ASSESSMENTS**





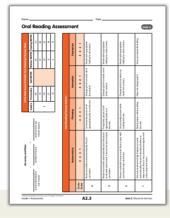


Foundational Skills Test A2.16–A2.17

Spelling Pretest/ Spelling Test See page T87g





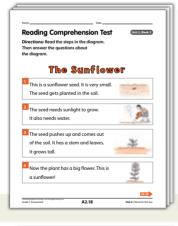


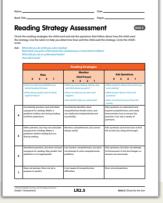
Oral Reading Assessment A2.1–A2.4

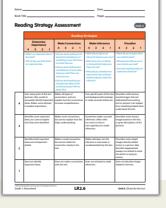
Use these passages throughout Unit 2. Work with On Level readers this week.

#### Reading

- Use Text Features
- ☑ Compare Texts







Reading Comprehension Test A2.18-A2.19

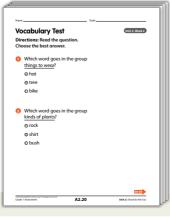
Reading Strategy Assessment LR2.5-LR2.6

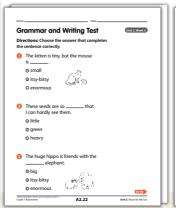
#### **Vocabulary**

- ☑ Use Science Vocabulary
- Use Academic Vocabulary

#### **Grammar and Writing**

- Adjectives Test
- Write an Opinion







Vocabulary Test A2.20–A2.21

Grammar and Writing Test A2.22–A2.23

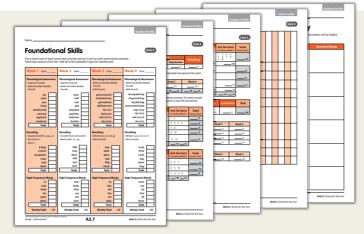
Writing Rubric A2.57



## **Reteach and Practice**

#### **RESOURCES AND ROUTINES**

#### **REPORTS**



#### **PRINT & ONLINE**

#### **Report Forms for Teacher to Complete**

**Student Profile:** Foundational Skills A2.7 **Student Profile:** Weekly and Unit Tests A2.53-A2.54 Class Profile: Weekly and Unit Tests A2.55 **Student Profile:** Strengths and Needs A2.56 Student Profile: Oral Reading Progress Tracker **ONLINE ONLY** 

#### Foundational Skills, Spelling, Fluency

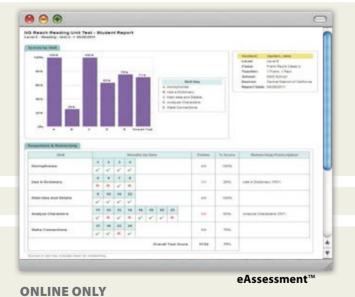
#### **RETEACH**

Phonological Awareness Routine, page BP36 Phonics/Decoding & Spelling Routines, page BP36 **High Frequency Words Routines,** page BP37

Fluency Routines, page BP40

#### **ADDITIONAL PRACTICE**

Activities for Daily Practice, pages BP38-BP39



**Automated Reports** 

**Standards Summary Report** 

Student Profile: Weekly and Unit Assessment Class Profile: Weekly and Unit Assessment

#### Reading

#### **RETEACH**

**Use Diagrams: Reteaching Master RT2.5** Monitor: Reteaching Master RT2.6 **ADDITIONAL PRACTICE** Leveled Books, pages LR4-LR12 

#### Vocabulary, Grammar and Writing

Adjectives: Reteaching Master RT2.7 **Interactive Writing Routine,** page BP58 **ADDITIONAL PRACTICE** 

More Grammar Practice RT2.8

## Week 3 Planner



<b>☑</b> = TESTED		Day <b>1</b>	Day <b>2</b>	
WHOLE GROUP TIME		Learn Sounds, Letters, and Words	Read and Comprehend	
	Phonological Awareness 5 minutes	Match and Identify Medial Sounds CC.1.Rfou.2.c T93m	Match and Identify Medial Sounds CC.1.Rfou.2.c T96e	
ole Text	Phonics and Spelling 20–30 minutes	Phonics CC.1.Rfou.2.b;  ✓ Words with Blends fl, pl, sl T93m CC.1.Rfou.3	Phonics CC.1.Rfou.2.b; CC.1.Rfou.3; CC.1.Rfou.4  ✓ Words with Blends fl, pl, sl T96e ✓ Read with Fluency T96h	
Decodable Text	Dates.	Spelling CC.1.Rfou.3; CC.1.L.2.d−e  Words with Blends fl, pl, sl T93i, T93o  CCVCC Word Patterns T93o	Spelling CC.1.Rfou.3; CC.1.L.2.d−e  Words with fl, pl, sl T93i, T96f  CCVCC Words T96f	
	High Frequency Words	Learn High Frequency Words CC.1.Rfou.3.g; CC.1.L.2.d T93i, T93p	Practice High Frequency Words CC.1.Rfou.3.g; T93i, T96f CC.1.L.2.d Handwriting T96f CC.1.L.1.a	
	5–10 minutes		Trail and Trail	
WHO	OLE GROUP TIME	Listen and Comprehend	Listen and Analyze	
Anthology & Big Book	Speaking and Listening  10 minutes	Retell a Story T94 CC.1.Rlit.2	Discuss Plot T96i CC.1.SL.1	
	Language and Vocabulary  15–25 minutes	Daily Grammar CC.1.L.1; CC.1.L.1.b  ✓ Use Nouns T93k  Science Vocabulary CC.1.L.4  ✓ Learn Key Words T94  bud flower leaf petal seed sun	Daily Grammar CC.1.L.1; CC.1.L.1.b; CC.1.L.1.f  ✓ Use Adjectives T93k  Academic Vocabulary CC.1.L.4  ✓ Learn More Key Words T96i  height length light  project ready	
	Reading 20–40 minutes	Read CC.1.Rlit.10  ✓ Read-Aloud: Fairy Tale T95a  Comprehension CC.1.Rlit.2–3  ✓ Identify Plot T95a	Reread CC.1.Rlit.10  ✓ Read-Aloud: Fairy Tale T97a  Comprehension CC.1.Rfou.4.a; ✓ Monitor Reading T97a	
	Writing 15 minutes	Power Writing T94 CC.1.W.5 Writing CC.1.W.5 Write About Zina T96d	Power Writing T96i CC.1.W.5 Writing CC.1.W.5 Writer's Craft T97b	
LEV	ELED READING TIME			
on & ction	20 minutes	Read Book 1 CC.1.Rlit.3; CC.1.Rlit.10; CC.1.Rinf.10 Introduce LR2 Read LR4–LR11	Reread Book 1 CC.1.Rlit.10; CC.1.Rinf.10; CC.1.Rlit.3;  ✓ Read and Integrate Ideas LR2	

#### **LEARNING STATION TIME**

20 minutes



Monitor

List Facts 🔏 Identify Plot

> **Speaking and Listening** T93g CC.1.SL.4-5 Language and Vocabulary T93g CC.1.L.4 Writing T93g CC.1.W.3 Cross-Curricular T93h CC.1.SL.5; CC.1.W.3 Reading and Intervention T93h; RT2.9 CC.1.Rfou.3-4; CC.1.Rinf.10; CC.1.W.6

Identify Plot

**Monitor** List Facts

# BIG Question When is Something Alive?

Day <b>3</b>	Day <b>4</b>	Day <b>5</b>
Learn Sounds, Letters, and Words	Read and Comprehend	Review and Apply
☑ Segment and Add Sounds T97c CC.1.Rfou.2.d	Segment and Add Sounds T116a CC.1.Rfou.2.d	Review T117b CC.1.Rfou.3
Phonics  CC.1.Rfou.2.b; CC.1.Rfou.3  Spelling  CC.1.Rfou.3;	Phonics CC.1.Rfou.2.b; CC.1.Rfou.3;  ✓ Words with Blends cl, bl, gl T116a CC.1.Rfou.4  ✓ Review Words with Short Vowels a, i T116b  ✓ Read with Fluency T116c  Spelling CC.1.Rfou.3; CC.1.L.2.d–e	Phonics CC.1.Rfou.3 Words with Blends fl, pl, sl, cl, bl, gl T117b  Spelling CC.1.Rfou.3; CC.1.L.2.d
✓ Words with <i>cl, bl, gl</i> T93j, T97e CC.1.L.2.d–e  ✓ Practice High Frequency Words T93j, T97e CC.1.L.2.d	✓ Words with <i>cl</i> , <i>bl</i> , <i>gl</i> T93j, T116a  ✓ Practice High Frequency Words CC.1.Rfou.3.g; CC.1.L.2.d T93j, T116b	Words with fl, pl, sl, cl, bl, gl T117b  Review High Frequency Words CC.1.Rfou.3.g; CC.1.L.2.d T93j, T117b
Read and Comprehend	Reread and Analyze	Review and Apply
Preview and Predict T98 CC.1.SL.1	Act Out the Plot T116e CC.1.Rlit.2–3	Talk About <i>The Daisy</i> T118 CC.1.SL.1
Daily Grammar CC.1.L.1; CC.1.L.1.b; CC.1.L.1.f  ✓ Use Adjectives T93I  Vocabulary CC.1.L.4  ✓ Expand Word Knowledge T98	Daily Grammar CC.1.L.1; CC.1.L.1.b; CC.1.L.1.f  ✓ Grammar and Writing T93I  Vocabulary CC.1.L.4  ✓ Share Word Knowledge T116e	Daily Grammar  CC.1.L.1; CC.1.L.1.b; CC.1.L.1.  Review T931  Vocabulary  CC.1.L.4; CC.1.L.5.b  Review T117a
Read CC.1.Rlit.10  ✓ Read a Folk Tale T99  Comprehension Make and Confirm Predictions T100–T115	Reread CC.1.Rlit.10 Reread a Folk Tale T116f  Comprehension CC.1.Rlit.2-3 Identify Plot T99-T116 Monitor Reading T99-T116 Describe the Plot T116g	Reread and Integrate Ideas T118 Comprehension CC.1.SL.1 The Daisy Understanding The Daisy The Daisy Understanding The Daisy The Dais
Power Writing T98 CC.1.W.5 Writing CC.1.W.5 Write About Living Things T116	Power Writing T116e CC.1.W.5 Writing CC.1.W.5 Writer's Craft T117	Power Writing T117a CC.1.W.: Writing CC.1.W.: Write About It T118
Read Book 2 CC.1.Rlit.10; CC.1.Rinf.10; CC.1.Rlit.3; Introduce LR2 Read LR4−LR11  ✓ Monitor ✓ List Facts ✓ Identify Plot	Reread Book 2 CC.1.Rlit.10; CC.1.Rinf.10; CC.1.Rlit.3; Read and Integrate Ideas LR2 CC.1.SL.1  ✓ Monitor ✓ List Facts ✓ Identify Plot	Reading CC.1.W.1–3; CC.1.SL.1. Connect Across Texts LR3 Writing Choose a Writing Option LR4–LR11
	ASSESSMENT & RETEACHING	
Reachy: Reading  Weight Grant	ASSESSMENT & RETEACHING  Assessment & Reteaching T119a-T119b  Foundational Skills A2.24-A2.25 CC.1.Rfou.2.a-c;	Reading Comprehension Test A2.26–A2.27 CC.1.Rli

CC.1.Rfou.3; CC.1.Rfou.3.c

CC.1.Rfou.4

CC.1.Rfou.3.g; CC.1.L.2.d-e

Spelling Test T93i

✓ Oral Reading Assessment A2.1–A2.4

CC.1.L.4; CC.1.L.6

Reading Strategy Assessment LR17–LR18 CC.1.Rinf.10

Grammar and Writing Test A2.32–A2.33 CC.1.L.1

✓ Vocabulary Test A2.28–A2.31

Reteaching Masters RT2.9-RT2.12

# Week 3 Learning Stations

### **Speaking and Listening**

### Option 1: Will It or Won't It?



### **PROGRAM RESOURCES**

**Language and Literacy Teamwork Activities:** Card 15

**Digital Library: Language Builder Picture** Cards B13, B16, B19, B23

Teacher's Guide on **QNGReach.com** 

**Describe Things** CC.1.SL.4 Add Visuals to Clarify CC.1.SL.5

### Option 2: Guess Which Plant



### **MATERIALS**

colored markers or crayons

- Have each child draw a plant or flower they know, keeping it hidden from others.
- Have a child describe the plant to the class.
- Then have classmates guess which plant was described. The child who guesses correctly is next to describe a drawing.
- Play until everyone has had a turn.

**Describe Things** CC.1.SL.4 Add Visuals to Clarify CC.1.SL.5

### **Language and Vocabulary**

### **Key Words**

retell seed sun

bud flower height leaf length light petal project ready reread

Option 1: Vocabulary Games X





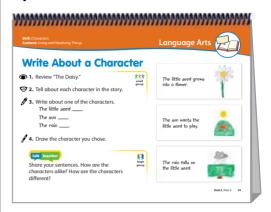
Determine the Meaning of Words

CC.1.L.4

### Writing

# Option 1: Write About a Character





### **PROGRAM RESOURCES & MATERIALS**

**Language and Literacy Teamwork Activities:** Card 14

Teacher's Guide on **ONGReach.com** 

colored markers or crayons

CC.1.W.3 Write Narratives

### Option 2: My Vocabulary Notebook X



Have children expand word knowledge by

- looking up words
- · adding synonyms and definitions
- · writing sentences with count and noncount nouns.

CC.1.L.4 Determine the Meaning of Words

### Option 2: A Scoopful of Seeds X



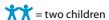
### **PROGRAM RESOURCES**

### Digital Library: Language Builder Picture Card B22

Display the photo and post a story starter about the seeds: I scooped up some seeds.

Have children write two or more sentences to finish the story. For example: I put them in a bird feeder. A big purple bird ate them.

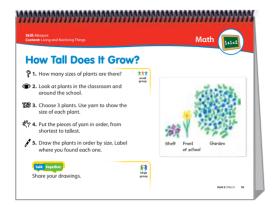
Write Narratives CC.1.W.3





### **Cross-Curricular**

# Option 1: How Tall Does It Grow?



### **PROGRAM RESOURCES & MATERIALS**

**Cross-Curricular Teamwork Activities: Card 16 Digital Library: Language Builder Picture** Card B25

Teacher's Guide on <a> NGReach.com</a>

yarn • scissors • colored markers or crayons

Add Visuals to Clarify CC.1.SL.5

### Option 2: Ultimate Field Trip



To learn about Costa Rica, go to Resources > Unit 2 > Learning Stations > Week 3 > Costa Rica Video on NGReach.com.

- Work together as a class to make a list of things to see and do on a class field trip to Costa Rica.
- · Have children suggest living things and nonliving things to include on the sightseeing agenda.

Write Narratives CC.1.W.3 Add Visuals to Clarify CC.1.SL.5

### Reading

### Option 1: Comprehension Coach 🕺



Have children use the software according to their individual needs:

- Read silently and answer questions.
- · Listen to fluent models.
- Record their reading and get a fluency report.

Read with Fluency CC.1.Rfou.4 Read Informational Text CC.1.Rinf.10

### Option 2: Recommendations



Have children use a word processor to write a recommendation for an informational article or book they have read. Have children begin with these sentence frames. Children may include additional sentences if they wish.

See **Recommended Reading** on page LR12.

CC.1.Rfou.4 Read with Fluency CC.1.Rinf.10 **Read Informational Text** CC.1.W.6 Use Technology in Writing

### **Intervention**

### Option 1: Reteach Words with 🔭 **Blends**

### **PROGRAM RESOURCES**

Phonics Picture Cards 190-198 Sound/Spelling Card 43



· Display the word.

- Use Reteaching Routine 1.
- Say the word: flag. Have children repeat.
- Read the word. Point to fl and ask: What are these two letters? What is the sound?
- **Scaffold spelling.** Say: *flag.* Have children repeat, say the first sound, and spell it. For Reteaching Routine 1, see BP36.

**Decode Words with Blends** 

CC.1.Rfou.3

### Option 2: Phonics Games X



**Decode Words with Blends** Read with Fluency

CC.1.Rfou.3 CC.1.Rfou.4

For Reteaching Masters, see pages RT2.9-RT2.12.

### **Additional Resources**

### ESL Kit XXX



ESL Teacher's Edition pages T93m-T119

# Week 3 Daily Spelling & Word Work

### **OBJECTIVES**

Thematic Connection: Shoot for the Sun

Spell Words with / Blends

Spell High Frequency Words

### **SUGGESTED PACING**

Spelling Pretest DAY 1 DAY 2-4 **Daily Practice Options** 

DAY 5 Spelling Test

**Spelling Pretest** 

**Spelling Test** 

Day 5

XXX

### **Spelling Words**

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

### Words with / Blends

1. flip	<b>Flip</b> the rock over and look under it.
2. plant	What is that shiny thing next to the <b>plant</b> ?
3. black	It is a big <b>black</b> bug.
4. glass	Put the bug in this <i>glass</i> jar.

### **High Frequency Words**

5. does	How <b>does</b> a plant get its food?
6. eat	Do plants <b>eat</b> food?
7. live	Can plants <i>live</i> everywhere?
8. no	<b>No</b> , they don't live on the moon!
9. see	I <b>see</b> bugs near plants all the time.
10. why	Why do some people think bugs are creepy?

### **More Words**

Use these words and sentences for additional Pretest and Test items.

1. class	Our <i>class</i> has a display about bugs.
2. slap	Some people <b>slap</b> a bug if it gets on them.
3. flap	Did you see a butterfly <b>flap</b> its wings?
4. glad	I was <i>glad</i> to see it.
5. club	My uncle belongs to a beekeeping <i>club</i> .
6. plans	He <b>plans</b> to wear gloves when he works with bees.

### **Sort Words**

Day 2



Option 1

### **PROGRAM RESOURCES**

**Word Cards: Practice Master PM2.38** 

# **Prepare**

Have pairs cut out the Word Cards and sort them into piles by I blend (fl, pl, sl).

### **Play a Game**

- · One child shuffles some of the words while the other isn't looking.
- The partner then tries to find all of the misplaced words and resort them as quickly as possible.

Extend the activity by having children write one more word that contains each / blend, adding them to the correct sorted piles.

### **MATERIALS**

scissors

Conting & Word Work  Word Cards: fl, pl, sl			
flag	plug	sled	flock
fling	flip	flat	slit
flap	plαn	plum	slip
plus	flick	slick	slam
slαp	slop	flop	fled
pluck	slim	fluff	slung
sling	plop	slug	fleck
For use with TE p. 1981 PM2.38 Unit 2   Shoot for the Sun			
NGReach.com Practice Master PM2.33			

Decode Words with / Blends Spell Words with / Blends Spell New Words Phonetically CC.1.Rfou.3 CC.1.L.2.d CC.1.L.2.e

### **Alphabetize**

Day 2

XXX

Option 2

### **PROGRAM RESOURCES**

**High Frequency Word Cards: Practice Master PM2.39** 

### **Prepare**

Have each group cut out one set of High Frequency Word Cards. Note that the words in the first column are review.

### Play a Game

- · Groups turn cards facedown and shuffle them. At a signal, groups turn over and arrange the cards in alphabetical order.
- · Check the words and assign a point for each correctly alphabetized word.
- · Have groups shuffle the cards for another round.

# **MATERIALS**

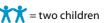
scissors

High Frequency Word Cards	
get	does
help	eαt
of	live
put	no
we	see
work	why
i batined Compagnia Learning, a period Compagnicamoning Inn. For use with TE p. 1931	PM2.39 Unit 2   Shoot for the Sun
	Practice Master PM2.39

After several rounds, the group with the most points wins.

Spell High Frequency Words

CC.1.L.2.d







# Words with / Blends and High Frequency Words

**Say Sentences** 

Day 3

Option 1

### **Prepare**

Display the Spelling Words.

### Play a Game

club meeting

- · Have one child choose and say a spelling word and another word that is not on the list. This child then points to another child, who must use both words in a sentence. For example, if one child chooses "club" and "meeting," the second child that is pointed to might say, "I am going to a club meeting today."
- Continue play until all children have had a chance to choose words or say a sentence.

Decode Words with / Blends CC.1.Rfou.3 CC.1.L.2.d Spell High Frequency Words

**Riddles** Day 4 XXX Option 1

### **Prepare**

Display the Spelling Words.

### Play a Game

 One child secretly chooses a spelling word.

I am green and grow in soil.

- The child creates a riddle about the chosen word. Share this example: I am green and grow in soil. What am I? (plant)
- The child who solves the riddle chooses a different word and says a riddle.
- · Continue until each spelling word has been used.

Extend the activity by having children say a sentence using each word.

CC.1.Rfou.3 Decode Words with / Blends Spell High Frequency Words CC.1.L.2.d

**Build Words Online** 

Day 3



Option 2

### **Prepare**

Have pairs access Word Builder and NGReach.com.

### Play a Game

- Have one partner choose one of the spelling words and write a question using it.
- The other child builds an answer to the question using a complete
- Have the partners continue play until all the spelling words have been used.

Extend the activity by having children write another answer to the original question.

Decode Words with / Blends CC.1.Rfou.3 Spell Words with / Blends CC.1.L.2.d Spell High Frequency Words CC.1.L.2.d Spell New Words Phonetically CC.1.L.2.e

**Word Search** 

Day 4

XX

Option 2

### **MATERIALS**

grid paper

### **Prepare**

Display the Spelling Words.

### Play a Game

· Have partners create word search puzzles with five Spelling Words. To create a puzzle online, have children go to Resources > Unit 2 > Learning Stations > Week 3 > Word Search.



· Have children print out and exchange puzzles with a partner and find the Spelling Words.

Extend the activity by having children make new word searches with ten words and exchanging them again.

Decode Words with / Blends CC.1.Rfou.3 Spell Words with / Blends CC.1.L.2.d CC.1.L.2.d Spell High Frequency Words

# Week 3 Daily Grammar

### **OBJECTIVES**

**Thematic Connection: Shoot for the Sun** 

**Use Adjectives** 

### **COMMON CORE STANDARDS**

**Demonstrate Command of English Grammar Use Common Nouns Use Adjectives** 

CC.1.L.1 CC.1.L.1.b CC.1.L.1.f

# Day 1

### **PROGRAM RESOURCES**

**Count and Noncount Nouns:** eVisual 2.8

### Teach the Rules

Use page T96d to introduce count and noncount nouns. Then teach the rules.

### **Count and Noncount Nouns**

**Count nouns** name things we can count.

one puppet, two puppets one girl, two girls, three girls one lion, two lions, three lions

water

Noncount nouns name things we cannot count. They do not have a plural form.

wood

NGReach.com Count and Noncount Nouns: eVisual 2.8

food

### Play a Game XX

Hold up two pencils. Ask: Can I count the number of pencils? (yes, two) Guide children to understand that pencil is a count noun. Have them practice counting different numbers of pencils and telling how many they have.

Point to the garbage can. Ask: Can I count the amount of garbage? (No.) Explain that you can have some garbage or a lot of garbage. Have children work in pairs to identify count and noncount nouns in the classroom and put their ideas in a T-chart.

## Differentiate

### AL Above Level

**ISSUE** Children notice that some noncount nouns can be count nouns.

**STRATEGY** Explain that the following words, and others, can be either count or noncount nouns: bread, chicken, fish. Provide examples:

There are two fishes in the tank. (count)

Would you like to eat some fish for dinner? (noncount)

Then have children use the other words in sentences as count and then noncount nouns.

# Day 2

### **PROGRAM RESOURCES**

Number Words and Some, A Lot. Many, and A Few: eVisual 2.9 Phonics Picture Cards 45, 66, 90, 124, 126, and 146

### Teach the Rules

Use page T97b to introduce number words and indefinite adjectives. Then teach the rules.

### Number Words

• Use number words with count nouns.

four lions

· Number words tell an exact number.

five wood planks

three puppets

• Use **some**, **a lot**, **many**, and a few with count nouns.

**some** legs a lot of branches

• These words don't tell an exact number.

many days a few children

NGReach.com Number Words: eVisual 2.9

### Play a Game XX

Hold up a **Phonics Picture Card** and have a child say a sentence about it, using a count adjective and making the noun plural.

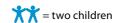
Provide an example using **Phonics Picture Card 126**: *Do you* want some nuts? Have children answer. (Possible response: I would like a few nuts.) Have children continue in pairs until each child has said at least three sentences.

### Differentiate

### **BL** Below Level

**ISSUE** Children may have difficulty determining if a noun is a count noun.

**STRATEGY** Have children ask this question about each noun: "Can I say a sentence with a number and this word?" Help them examine several nouns, such as *dog*, *rain*, *snow*, *apple*, and *homework*.







# Day 3

### **PROGRAM RESOURCES**

### **MATERIALS**

Some, A Lot, Much, and A Little: eVisual 2.10

scissors

**Word Cards: Adjectives:** Practice Master PM2.42

### Teach the Rules

Use page T116 to introduce the indefinite adjectives some, a lot, much, and a little with noncount nouns. Teach the rules.

### Some. A Lot. Much. and A Little

• Use some, a lot, much, and a little with noncount **nouns**. These words tell the amount of something.

some dirt; a lot of trouble; much fun; a little sunshine

**Some** and **a lot** can describe both **count nouns** and **noncount nouns**.

some seeds; some rain a lot of seeds; a lot of work

NGReach.com Some, A Lot, Much, and A Little: eVisual 2.10

## Play a Game XXX

Distribute Practice Master PM2.42.

- · Have children cut out cards. Have one partner pick a gray card and the other pick a white card to match.
- · Have each child say one sentence using both words.

some	a lot	much	α little
301116			Unitile
many	α few	three	six
hat	glove	garden	¦ wαter
shovel	bread	dirt	air
plant	shoe	shirt	seed
wind	kitten	dog	¦ rain
glasses	pen	food	furniture
snow	plαte	αpple	banana

# Differentiate

### **EL** English Learners

**ISSUE** English contains noncount nouns that do not

have a commonly used plural form, such as money and snow. This may be challenging for English learners.

**STRATEGY** Pair English learners with native speakers and have them talk about what they will (or did) eat for lunch today. (I will eat an apple and some cheese.)

# Day 4

### **PROGRAM RESOURCES**

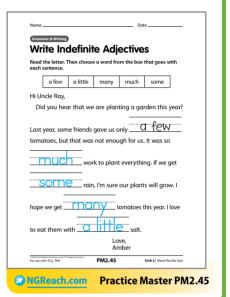
Write Indefinite Adjectives: Practice Master PM2.45

### **Grammar and** Writing X

Use page T117 to model the use of count and noncount nouns and adjectives.

Explain: *Knowing the* difference between count and noncount nouns will help you know which adjectives to use.

Distribute **Practice Master** PM2.45. Have children find the word that correctly completes each sentence and write it on the line.



# Day **5**

### **PROGRAM RESOURCES**

Writing, Revising, and Editing Test: Assessment Masters A2.32-A2.33

### Review and Assess XX

Display the sentences below, along with the words some, much, a lot, a few, and many. Have partners work together to write an appropriate indefinite adjective in each sentence.

- 1. I will give you \_\_\_\_ great news about our garden.
- 2. Only \_\_\_\_ people know about it.
- 3. The news will cause \_\_\_\_\_ of excitement.
- 4. \_\_\_\_ people will want to talk to us.
- 5. There will be \_\_\_\_\_ talk about our plants.

✓ Administer the Writing, Revising, and Editing Test.

# Day 1 Learn Sounds, Letters, and Words



Sing with Me Phonics Songs Book

### **OBJECTIVES**

**Thematic Connection: Shoot for the Sun** 

- Match and Identify Medial Sounds
- Read and Spell Words with fl, pl, sl
- Read and Spell CCVCC Words
- Read and Spell High Frequency Words

### **PROGRAM RESOURCES**

**PRINT & TECHNOLOGY** 

Sing with Me Phonics Songs Book, page 28 Phonics Picture Cards 193, 196, 197 Read On Your Own Book 7 Blends fl, pl, sl Practice Master PM2.33

Write-On/Wipe-Off Boards

**TECHNOLOGY ONLY** 

Sing with Me Phonics Songs MP3 or CD 1, Tracks 28–29

Sound/Spelling Cards 1, 2, 3, 6, 7, 8, 9, 10, 11, 24

**Letter Cards** 

**Word Builder** 

**Phonics Games** 

### **MATERIALS**

small chips or coins for segmenting sounds, 3 per child

# **MORNING WARM-UP**

If you were a puppet, would you grow bigger every year? Why?

Say: I can make a puppet as big as you. Why isn't the puppet really like you? Have children turn and talk.

# **Phonological Awareness**

Match and Identify Medial Sounds 

 ✓

Use **Phonological Awareness Routine 1**.

- **Direct listening.** Tell children to listen for the middle sounds.
- Say the words: *slip*, *big*. Have children repeat the words.
- **Segment sounds:** /s//l//i//p/, /b//ii//g/. What is the middle sound in sip/big? (/i/)
- Say the sound again: /ĭ/.

Repeat the routine with the word pairs pack/cap, rock/doll, and ten/pet.

For **Phonological Awareness Routine 1**, see page BP28.

### **Check & Reteach**

**OBJECTIVE:** Match and Identify Medial Sounds

Say: Tell me if the middle sound is the same in the following words: red, pen. (Yes.)

If children say the sounds are not the same, use **Phonological Awareness Routine 3.** Say: *bed.* Have children place a chip in a sound box for each sound. Have them identify the sound in the middle of *red.* Ask if it is the same in *pet.* Repeat with *tub/pup* and *hip/mitt*.

For **Phonological Awareness Routine 3**, see page BP29.

# **Phonics**

# 2 Learn Words with Blends fl, pl,

Sing with Me Phonics Songs Book page 28
Scaffold language. Explain that a slug is an animal like a snail, but without a shell. Play
Tracks 28 and 29 and follow the directives
Practice until children can perform smoothly.

- Flap arms like wings.
- Hold "plum" in one hand; take a bite.
- Move one hand like a slug slinking.



Sing with Me Phonics Songs Book page 28

### **COMMON CORE STANDARDS**

### Reading

Blend Sounds to Orally Produce Words
Match and Identify Medial Sounds
CC.1.Rfou.2.c
Decode Words with Blends fl, pl, sl
Read Irregularly Spelled Words
Read with Fluency
CC.1.Rfou.3.g

Language and Vocabulary

Spell words with Blends fl, pl, sl
Spell High Frequency Words
Spell New Words Phonetically
CC.1.L.2.d
CC.1.L.2.d
CC.1.L.2.d
CC.1.L.2.d

Use **Decoding Routine 1** to teach initial blends *fl, pl,* and *sl,* and to blend words.

<b>Step 1</b> Develop Phonological Awareness	fl	pl	sl
<ol> <li>Tell children: These words have /f/ /l/ at the beginning.</li> <li>Tell children: I will say a</li> </ol>	flag, floor, flip,	plum, plate, plant	sleep, slide, slow
word. Listen for /f/ /l/ at the beginning of the word. If you hear /f/ /l/, flap your arms. If you don't hear it, don't do anything.	fly, flood, fun, fast, float, food,	plug, plus, pet, pick, place, please	sleeve, slam, silly, sound, sleepy, slimy
<b>Step 2</b> Introduce the Sound/Spelling			
<b>1.</b> Display the picture-only side of <b>Picture Card 193.</b> Say <i>This is a flag.</i> Have children repeat the word.			
2. Turn the card over. Point to the letters fl at the beginning	Card 193 flag	Card 196 plate	Card 197 sled
of the word and say: The letters f and I stand for the first two sounds you hear in flag. Blend f and I with me: /f/ /I/.	flat, flute, fluff, flunk, floss	play, planet, plane, plant	slot, slam, slip, slump
<b>3.</b> Give additional examples of words with <i>fl</i> . Point out the CCVCC pattern in <i>flunk</i> and <i>floss</i> . Point out the same pattern with <i>plant</i> for <i>pl</i> and <i>slump</i> for <i>sl</i> .			
Step 3 Blend Sound-by-Sound			
1. Write fl. Blend: /f/ /l/. Sweep your hand beneath the spellings and have children blend the sounds together.	fl fla	pl plu	sl slu
2. Add a. Blend: /f/ /l/ /ă/, sweeping your hand beneath the spellings. Have children repeat.	flap	plum	slug
<b>3.</b> Add <i>p</i> . Say: /p/. Model blending the whole word, then have children blend with you.			

For **Decoding Routine 1**, see page BP32.

### See **Differentiate**

### **Weekly Folder**

- √ Writing (T96d, T97b, T116, T117, T118)
- √ Identify Plot: Practice Master PM2.34

# Differentiate

### **BL** English Learners

### **PHONICS TRANSFER**

**ISSUE** In Korean, the /f/ sound differs from the /f/ sound in English, so children may have difficulty pronouncing words with fl.

### **STRATEGY** Have children:

- practice making the /f/ sound and then blending the /f/ and /l/.
- repeat sentences with /f/ and /f/ /l/ sounds: The fancy flag flew.

### **SN** Special Needs

**ISSUE** Children are having difficulty blending *fl, pl,* or *sl.* 

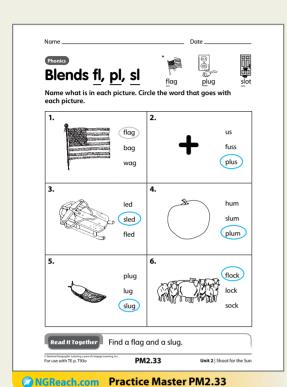
**STRATEGY** Print, cut out, and distribute **Letter Cards** for *f*, *l*, *p*, and *s*. Call out *fl* and have children with those letters stand together, about 2 feet apart. Have them say their letters. Then ask them to move together so they are touching. Ask them to blend and say *fl* aloud. Have them step apart again and say their individual letters and then step closer and blend them again. Repeat for *pl* and *sl*.

# Day 1

# **Learn Sounds, Letters, and Words**



Read On Your Own Book 7



3 Read Words with Blends fl, pl, sl 

✓ Read On Your Own Book 7 page 2

Display the words and sentences using **Word Builder.** Have children blend the words. Point out High Frequency Word *We.* Ask children to read the sentences.

Have children turn to **Read On Your Own Book 7,** page 2. Review the sound/spellings for *fl, pl,* and *sl* and have children echo. Then have partners take turns reading the picture labels. Assign **Practice Master PM2.33**.

Children can also play **Phonics Games** at **NGReach.com** to reinforce phonics skills.



### ■ Spell Words with Blends fl, pl, sl ✓

Use **Dictation Routine 1** to have children practice spelling on their **Write-On/Wipe-Off Boards.** 

- Say a word: flap.
- Segment sounds: /f/ /l/ /ă/ /p/. How many sounds do you hear? (four)
- Display Sound/Spelling Cards. Have children match each sound to a card. (cards 3 /f/, 6 /ă/, 8 /l/, 9 /p/)
- **Repeat the word slowly:** *flap.* Have children write the spelling of the word.
- Write the spelling. Have children check and correct their spelling. Repeat for plump, slug, fling using cards 1 /s/, 2 /m/, 3 /f/, 7 /n/, 8 /l/, 9 /p/, 10 /g/, 11 /ĭ/, 24 /ŭ/.

Apply the spelling rule: *Fling the plump slug away*. Have children repeat and then write the sentence. Write the correct sentence. Have children check and correct. *For Dictation Routine 1*, see page BP35.

# ABCDEFGHIJKLMNOPORSTUVWXYZ abcdefghijkimnopqrstuvwxyz 12345678910 Format Abbase

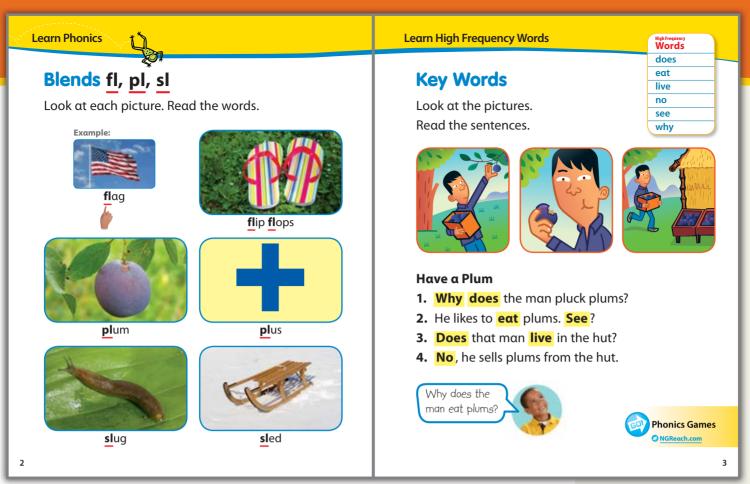
Write-On/Wipe-Off Board

# Daily Language Arts Daily Spelling and Word Work Practice options on page T93i

### Check & Reteach

OBJECTIVES: Read and Spell Words with *fl, pl, sl*Read and Spell CCVCC Words

Check the dictation sentence for the correct spelling of *fling*, *plump*, and *slug*. If children have difficulty with *fl*, *pl*, or *sl*, or words with the CCVCC word pattern, brainstorm a list of words children know that follow these patterns and display them on the wall. Point to a word at random and ask children to spell the word and blend the sounds.



Read On Your Own Book 7 pages 2-3

# **High Frequency Words**

**5** Read and Spell Key Words 

✓ Read On Your Own Book 7 page 3 Read aloud page 3 to teach each highlighted word and review known sound/spellings.

Use High Frequency Words Routine 1.

- · Say the High Frequency Word: does.
- Say a sentence with the word: **Does** your mother **eat** plums?
- Say the word again and have children repeat it and then write it.

For **High Frequency Words Routine 1**, see page BP37.

### See **Differentiate**

Have children track print as you reread items 1–4. Reread and pause for children to say the High Frequency Words. Partners take turns saying and spelling them.

### Check & Reteach

**OBJECTIVE:** Read and Spell High Frequency Words

Dictate the words from page 3. Have children repeat each word, then write it. Check for misspellings.

For children who need practice spelling these words, have them walk around the classroom, looking for High Frequency Words. As they find a word, have them write it on a list. Time the activity. The child who has found the most instances of High Frequency Words when the timer goes off has won the game.

# Differentiate

### **EL** English Learners

**ISSUE** English Learners may not know the meanings of words.

**STRATEGY** Use the gestures in parentheses and examples in blue to convey word meaning.

**does** We wear clothes. Does [child's name] have on clothes? (Point to child.) Yes, he/she does! (Nod.)

eat We eat food. We eat lunch in the cafeteria. (Gesture bringing food to mouth, then eating.) Do we eat at home, too? Yes. (Nod.)

live We live in homes, such as houses and apartments. Birds live in nests. (Form a nest with hands.)

**no** Do we live in nests? No, we do not! (Shake head.)

**see** Do we see with our ears? (Point to ears.) No. (Shake head.) We see with our eyes. (Point to eyes.)

why Why do we ask questions? (Draw a question mark.) We ask questions so we can learn new things. We can use the word why to ask questions.

# **Listen and Comprehend**

Fairy Tale



Anthology

### **OBJECTIVES**

Thematic Connection: Shoot for the Sun Use Science Vocabulary in Speaking

**Identify** Plot

### **PROGRAM RESOURCES**

PRINT ONLY

Big Book: Zina, the Wooden Puppet

**PRINT & TECHNOLOGY** 

Sing with Me MP3

**Family Newsletter 2** 

Character-Setting-Plot Chart: Practice Master PM2.34

**TECHNOLOGY ONLY** 

**Digital Library: Key Word Images My Vocabulary Notebook** 

### **MATERIALS**

timer • real or artificial flower • seed

### **Power Writing**

Have children write as much as they can as well as they can in one minute about the word seed.

For **Writing Routine 1**, see page BP56.

### **COMMON CORE STANDARDS**

### Reading

Retell Stories with Key Details CC.1.Rlit.2 CC.1.Rlit.3 Use Key Details to Describe CC.1.Rlit.7 Use Illustrations and Details to Describe

CC.1.Rlit.10 **Read Prose** 

Writing

Focus on a Topic CC.1.W.5

**Language and Vocabulary** 

CC.1.L.1.b **Use Common Nouns** Determine the Meaning of Words CC.1.L.4 **Use Words and Phrases** CC.1.L.6

# **Academic Talk**

1 Retell a Story Anthology page 94

Review the previously taught High Frequency Words days, have, and work. Play the song. Have children follow in their books as they sing along.

Explain: A story tells what happens to the characters in the story and when it happens. When you **retell** a story, you use your own words to explain what happened. Use "Ant and the Grasshopper" to model how to retell a story:

- First, I have to say who the characters in the story are. Who are the characters in this *song?* (the ant and the grasshopper)
- Next, I tell where the story happens. Does the story happen inside a building or outside? (outside)
- And now, I will explain what happens. The ant works hard to find food during the summer. It looks for **seeds**. Meanwhile, the grasshopper just plays. What happens next? (The ant has food for the winter; the grasshopper does not.)

Have children work in small groups to retell a story you have read together in class. Remind children to include the characters, where the story takes place, and what happens to the characters.

### Check & Reteach

**OBJECTIVE: Retell a Story** 

Ask children to retell a familiar fairy tale.

If children have difficulty retelling the story, ask questions to guide the retelling:

- Who are the people or animals in the story?
- Does the story happen in your town? Does it happen in a land far away?
- What happens first? What happens after that? How does the story end?

# **Science Vocabulary**

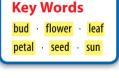
**2 Key Words**  ✓ **Anthology** page 95

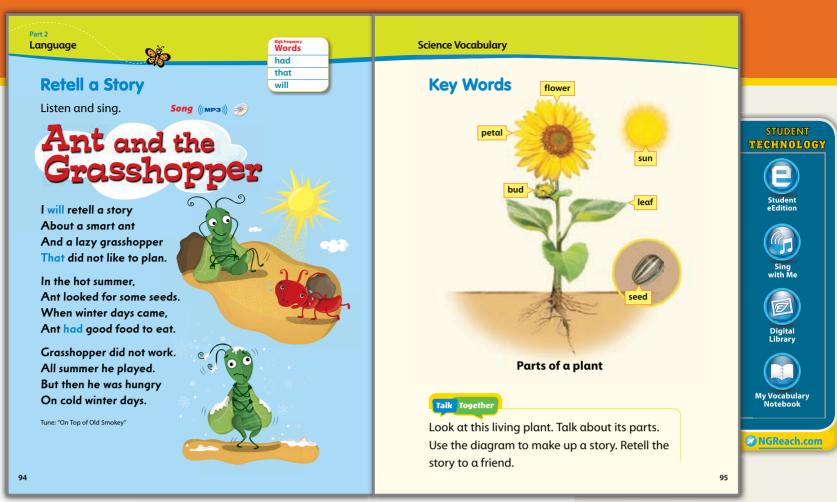
Use **Vocabulary Routine 1** and the diagram on page 95 to teach the words.

- Pronounce the word and point to its picture: bud.
- Rate the word. Have children give a thumbs up if they know the word or give a thumbs down if they do not. Ask: What do you know about this word?
- **Define the word:** A **bud** is what forms when a plant grows a new part. A **bud** can grow into a leaf, a shoot, or a **flower**.
- **Elaborate:** I saw a pretty rose bush. It had beautiful red **buds** that will open up into **flowers** in a few days.

For **Vocabulary Routine 1**, see page BP46.

For more images of the **Key Words**, use the **Digital Library**.





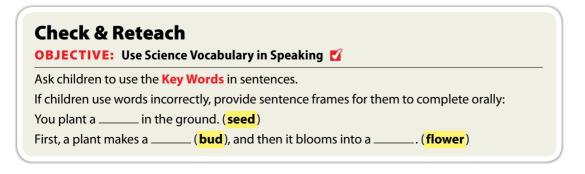
Anthology

Have partners take turns repeating **Vocabulary Routine 1** (see page T94) for each word on page 95. Have children add the words to My Vocabulary Notebook.

See **Differentiate** 

3 Talk Together Anthology page 95 Have partners use the **Key Words** to NGReach.com My Vocabulary Notebook talk about the plant in the diagram. Encourage children to add anything they already know about plants and how they grow.

Remind children that their story should tell about something that happens to the characters. Suggest that the plant itself or someone who plants the flower could be a character. Have partners retell their stories to the class or to another pair.



pages 94-95

### Differentiate

### **EL** English Learners

**ISSUE** Children do not understand the definitions.

**STRATEGY** Provide translations of **Key Words** using Family Newsletter 2 for translations in seven languages. Use cognates for Spanish speakers:

flower/flor petal/pétalo

### **SN** Special Needs

**ISSUE** Children struggle to understand the **Key Words** and how they relate to each other.

**STRATEGY** Allow children to touch the parts of a real or artificial flower as you name each part. Lead children in acting out a person planting a seed; the sun shining on the seed; and a plant growing leaves, a bud, and a flower.

# **Listen and Comprehend**

Fairy Tale



Anthology

# **Identify Plot** Retell a story you know to a partner. Fill out the chart Characters Character Settina: Plot:

PM2.34

**Practice Master PM2.34** 

Differentiate

NGReach.com

## Below Level

**ISSUE** Children struggle to recall a story to retell.

**STRATEGY** Have children flip through the **Anthology** and choose a story they remember reading previously. Ask guiding questions, such as: Who is this story about? Where does the story happen? What happens first? What happens on this page? How does the story end? Have children write their answers in their chart.

### AL Above Level

**ISSUE** Children can quickly and easily fill in the chart.

**STRATEGY** Have partners add as many details as they can remember about the characters, the setting, and the plot of the story they retold. Ask guiding guestions, such as: What did this character look like? Can you remember what he or she did or said? What do you remember about the setting? Did anything surprising happen? What was the most interesting part of the story?

# Comprehension

4 Identify Plot Anthology page 96

Project the song on **Student eEdition** page 94. Introduce: Let's reread "Ant and the Grasshopper." When you reread, you read something again. Track the words as you read aloud the text of the song.

Explain: The plot is what happens in a story. It tells about the important events of a story, the characters in the story, and where and when the story happens. When you **retell** a story, you describe the plot.

Have children look at the chart on page 96. Point out the parts of the diagram and read the text aloud. Have children use the chart to identify the characters, setting, and plot in "Ant and the Grasshopper."

### Check & Reteach

**OBJECTIVE:** Identify Plot

Ask children to identify the plot of "Ant and the Grasshopper" in their own words. If a child cannot identify the plot, ask: What did the ant do? (gathered seeds) What did the grasshopper do? (had fun) What happened in winter? (The grasshopper was hungry.) Help children summarize: The ant gathered seeds for the winter, but the grasshopper did not.

# **5 Talk Together Anthology** page 96

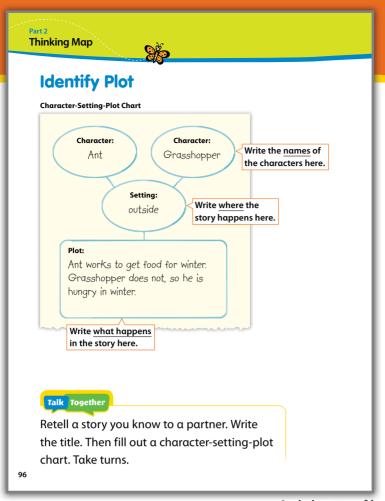
Place children in pairs and distribute **Practice Master PM2.34**. Have children choose a story they both know well and retell it. Then have the pairs write the title of the story at the top of the character-setting-plot chart and fill in the chart with details from the story.

See **Differentiate** 

# **Big Book Read-Aloud**

### **6** Share a Fairy Tale

Display the cover and read aloud the title and the name of the author and illustrator (Honor Teoudoussia and Jennifer Hewitson). Point out the subtitle: A Retelling of Pinocchio. Ask children if they are familiar with the story of Pinocchio. Ask children to predict: What do you think this story is about? (Possible response: a wooden puppet) What do you think the puppet will learn in the story? (Possible response: how to be a real girl)



Anthology page 96

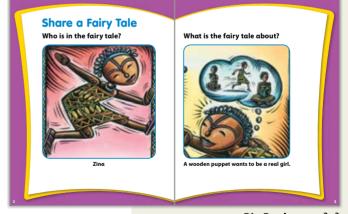
### **SCIENCE BACKGROUND**

Share information to build background:

- *In real life, nonliving things cannot eat, sleep, or talk on their own. They cannot grow.*
- Living things breathe and grow. Trees, animals, and people are all living things.
- Wood comes from trees, but wood is a nonliving thing.
- Many things can be made of wood, including toys and puppets.

Display and read Share a Fairy Tale on **Big Book** pages 2–3. Set a purpose: *Let's read to learn what happens when Zina dreams*.

**GENRE** Define the genre. A fairy tale is a made-up story that cannot really happen. This book is a fairy tale about a puppet that talks, thinks, and feels. Read aloud pages 4–31 of the book. Use the questions on pages T96a–T96d to build comprehension on the first read (Day 1) and second read (Day 2).



Big Book pages 2–3

### **Comprehension Focus**

### FIRST READ SECOND READ

### Day 1 Listen and Comprehend

- Make Predictions
- Identify Plot
- Critical Thinking

### Day 2 Listen and Analyze

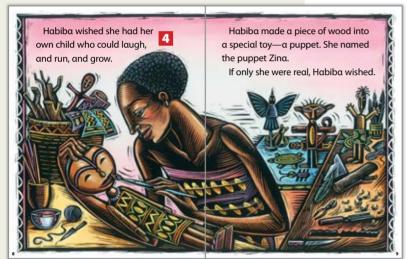
- Monitor Reading
- Critical Thinking

# **Listen and Comprehend**

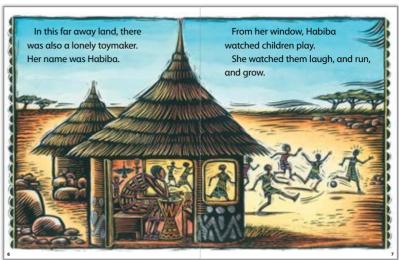
Fairy Tale



Big Book pages 4-5



Big Book pages 8-9



Big Book pages 6-7



Big Book pages 10–11

### Fluency 🗹

**Phrasing** Explain the concept: A phrase is a group of words that work together. A phrase can be part of a sentence. When you read aloud, you pause between phrases. Often, there are commas between phrases to help you decide when to pause. Model reading the first sentence on page 4 with proper phrasing. Then read the sentence aloud with no pauses between phrases. Discuss with children how much harder the sentence is to follow when there are no pauses.

### **Build Comprehension**

**FIRST READ** 

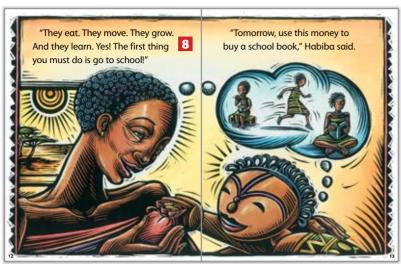
### Day 1 Listen and Comprehend

- **Make Connections** What would you do if one of your toys came alive? (Possible responses: I would be scared and run away. I would play.)
- Make Predictions What do you think will happen to Zina now that she is a living thing? (Possible response: She will become a real girl.)

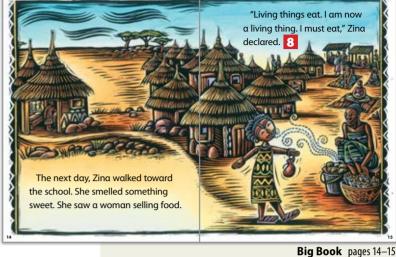
SECOND READ

### Day 2 Listen and Analyze

Monitor Reading ✓ I do not understand why Habiba wishes Zina were real. I'll reread this page. Point to and reread page 8: Why does Habiba wish Zina was real? (Habiba wants a child of her own.)

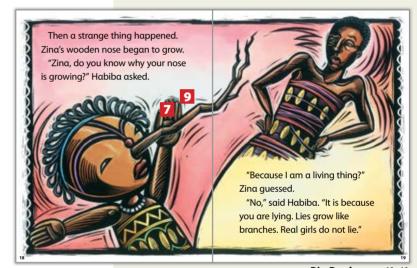


Big Book pages 12-13





Big Book pages 16-17



Big Book pages 18-19

### **Build Comprehension**

**FIRST READ** 

### Day 1 Listen and Comprehend

- **Confirm Predictions** *Were your predictions about Zina correct?*
- **Use Visuals** How do you know that Zina is not a real girl?
- **Identify Plot ☑** What happens when Zina lies? (Her nose grows.)

**SECOND READ** 

### Day 2 Listen and Analyze

- **Monitor Reading Monitor Reading Reread page 15.** *Zina says that she must eat* because living things eat. Why does she say this? Reread pages 11 and 12, and ask: Why does Zina decide she must eat? (Habiba said living things eat.) See **Differentiate**
- **Character's Motive** Why does Zina lie? (She does not want Habiba to know that she didn't go to school.)

## Differentiate

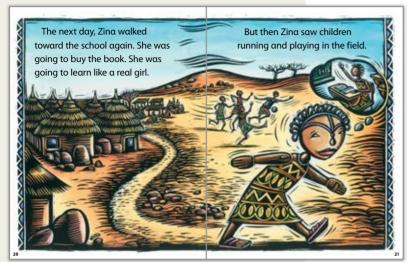
### **BL** Below Level

**ISSUE** Children have difficulty making the connection between the text on pages 11-12 and the text on page 15.

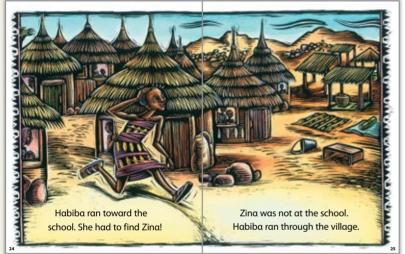
**STRATEGY** Ask guiding questions. *Habiba says* living things eat, move, grow, and learn. Is Zina living? (Yes.) Does Zina eat? (Yes.)

# **Listen and Comprehend**

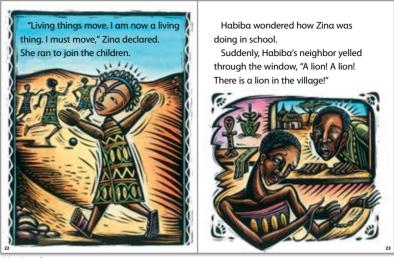
**Fairy Tale** 



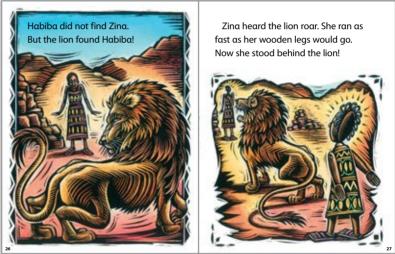
Big Book pages 20-21



Big Book pages 24–25



Big Book pages 22–23



Big Book pages 26-27

### **Build Comprehension**

**FIRST READ** 

### Day 1 Listen and Comprehend

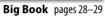
- **Identify Plot** ✓ *How does Zina save Habiba from a lion?* (Zina yells to get the lion's attention, and the lion chases Zina and leaves Habiba alone.)
- **Identify Plot ✓** How does the story end? (Zina becomes a real girl.)

**SECOND READ** 

### Day 2 Listen and Analyze

Identify Cause and Effect Why didn't the lion want to eat Zina? (Possible response: Zina is made of wood and lions don't eat wood.)







Then something amazing happened. Zina's wooden body became flesh and bones. Her painted smile became a real mouth.

Zina was no longer a wooden puppet. She was a real girl! 2



Big Book pages 30-31

# Writing

### Write About Zina Big Book

Explain: For most of the story, Zina is a puppet. At the end of the story, she becomes a real girl. Divide the class into small groups. Explain that each group will write two sentences. One sentence will describe Zina as a puppet, and the other sentence will describe Zina as a real girl. Give children the following sentence frames and word bank to help them construct their sentences:

When she is a puppet, Zina \_\_\_ When she is a real girl, Zina \_\_\_\_\_.

bones mouth brave nose eat of flesh play help toy lies wood made

**Word Bank** 



Say: Zina becomes a real girl. Ask: What did you read about living things? As a class, discuss what qualities make a real person.

# **Daily Language Arts**

### Daily Grammar 🍯

Display pages 12–13 of *Zina, the Wooden* Puppet. Point to the word book. Ask children how many books Habiba is talking about (one). Then point to the word *money*. Ask: Can you count the word money in the same way you count the word book? Can you say "one money, two monies"? (No.) Explain that book and money are different types of nouns. Then use the Daily Grammar lesson on page T93k to teach count and noncount nouns.

# Day 2 Read and Comprehend Decodable Narrative Text

### **OBJECTIVES**

**Thematic Connection: Shoot for the Sun** 

- Match and Identify Medial Sounds
- Read and Spell Words with fl, pl, sl
- Read and Spell CCVCC Words
- Read and Spell High Frequency Words
- Read Decodable Text Fluently and with Comprehension

### **PROGRAM RESOURCES**

**PRINT & TECHNOLOGY** 

Sound/Spelling Cards 2, 3, 8, 9, 24

Write-On/Wipe-Off Boards

Blends fl, pl, sl: Practice Master PM2.35

**Blend Words: Practice Master PM2.36** 

Handwriting: High Frequency Words:

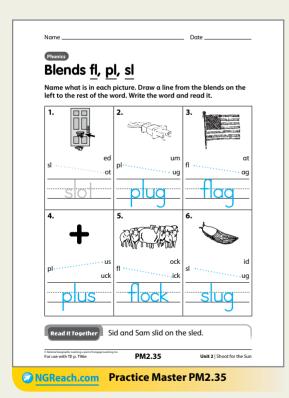
**Practice Master PM2.37** 

Read On Your Own Book 7

TECHNOLOGY ONLY

**Letter Cards** 

**Comprehension Coach** 



### **COMMON CORE STANDARDS**

### Reading

Blend Sounds to Orally Produce
Words

Match and Identify Medial Sounds
Decode Words with Blends fl, pl, sl
Read Irregularly Spelled Words
Read with Fluency

CC.1.Rfou.2.b
CC.1.Rfou.2.c
CC.1.Rfou.3.c
CC.1.Rfou.3.g
CC.1.Rfou.4

Language and Vocabulary

Spell Words with Blends fl, pl, sl CC1.L.2.d Spell High Frequency Words CC.1.L.2.d Spell New Words Phonetically CC.1.L.2.e

# **MORNING WARM-UP**

Tap on your arm. What does it sound like? How does it feel?

Remind children of *Zina, the Wooden Puppet*. Have children turn and talk about how the lion knew that he couldn't eat Zina for lunch.

# **Phonological Awareness**

Match and Identify Medial Sounds

Use **Phonological Awareness Routine 1**.

- **Direct listening.** Tell children to listen for the middle sound.
- **Say the words:** *tap, pack.* Have children repeat the words.
- **Segment sounds:** /t/ /ă/ /p/, /p/ /ă/ /k/. Ask: Do both words have the same middle sound? (Yes.) What sound is the same? (/ă/)
- Say the sound again: /ă/

For **Phonological Awareness Routine 1**, see page BP28.

### **Check & Reteach**

**OBJECTIVE:** Match and Identify Medial Sounds

Say: Tell me if the middle sound is the same in the following words: sad, bed. (No.)

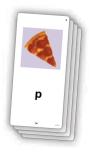
If children say the sounds are the same, use **Phonological Awareness Routine 12** to have children practice identifying medial sounds. Ask: *What sound do you hear in the middle of \_\_\_\_\_?* Use the words: *flap, plum, slip, slick, like, this.* 

For **Phonological Awareness Routine 12**, see page BP31.

# **Phonics**

### 2 Read Words with Blends fl, pl, sl

**REVIEW** Display **Sound/Spelling Cards 2, 9, 8,** and **24** and ask what the sound is for each of the letters on the cards. Blend the sounds together to make *plump*. Then have children use **Letter Cards** or their **Write-On/Wipe-Off Boards** to build and blend the following words: *sling, slump, plant, slick, fling, flick, pluck*. After they build each word, have them write it.



Assign **Practice Master PM2.35** for more practice.

### 3 Spell Words with Blends fl, pl, sl

Use **Letter Cards** to build and blend *slant*. Then have pairs use **Letter Cards** to build *slap, slant, slim, slug, slung, plan, plank, plant, plus, flint,* and *flip*. Then blend them and read them together. Assign **Practice Master 2.36** for more practice.

1	slap	slant	slim
ı	slug	slung	plan
ı	plank	plant	plus
ı	flint	flip	

**Word Bank** 

### **Check & Reteach**

OBJECTIVES: Read and Spell Words with fl, pl, sl 

Read and Spell CCVCC Words 

✓

Dictate: A slick slug did a flip on the plump plant.

If children misspell any of the words, use **Sound/Spelling Cards** to review the sounds made by each letter. Repeat the word(s) and have children sound it (them) out with you. Then have children rewrite the word(s) correctly.

# **High Frequency Words**

# 

Display and read these sentences:



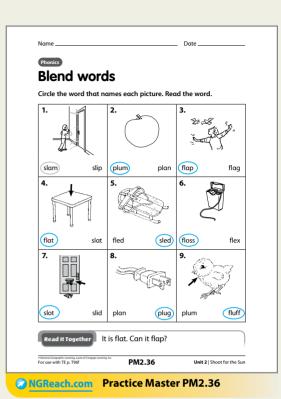
Read each sentence, then say the underlined word. Reread the sentence, having children raise both hands in the air when they hear the word. Distribute **High Frequency Word Cards** to partners. Have partners take turns reading and spelling each word. Assign **Practice Master 2.37**.

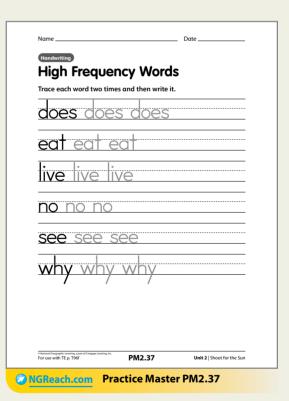
### **Check & Reteach**

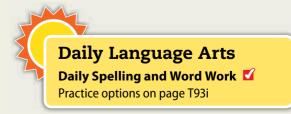
**OBJECTIVE:** Read and Spell High Frequency Words **☑** 

Call out **High Frequency Words** and have children write them on a piece of paper. Then have partners exchange papers and read the words aloud, noting their spelling. For children who misspell a word, use **High Frequency Words Routine 2** to reteach.

For **High Frequency Words Routine 2**, see page BP37.







# Day 2

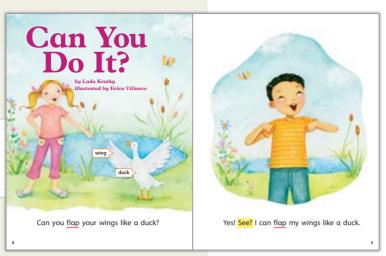
words with fl,
pl, sl
high frequence

# **Read and Comprehend**

**Decodable Narrative Text** 











Read On Your Own Book 7 pages 4–7

# Differentiate

### **BL** Below Level

**ISSUE** Children mispronounce words with previously taught phonics elements.

**STRATEGY** Use the chart to identify specific resources for review and reteaching.

Skill	Book 15	Teacher's Edition
words with plural s	wings (page 4, 5)	plural s (page T52b)
words with short a	can (pages 4–8) flap (pages 4, 5)	/ă/ <i>a</i> (page T7c)
words with short i	it (pages 6, 7) kiss (pages 8, 9) slick (pages 8, 9) will (pages 9, 10)	/ĭ/i (page T30a)
words with short u	duck (pages 4, 5) pluck (pages 6, 7) plum (pages 6, 7) slug (pages 8, 9)	/ŭ/u (page T71c)

### **AL** Above Level

**ISSUE** Children easily decode the story.

**STRATEGY** Challenge children to add to the story, using sentences that contain *fl*, *pl*, and *sl* words. Ask them to read their additions to the rest of the class.

# **Decodable Reading**

5 Read "Can You Do It?" 
☑ Read On Your Own Book 7 pages 4–10

Use Decoding Routine 4 to conduct two readings of "Can You Do It?" First, conduct a whisper read to monitor decoding. Then, conduct a choral read to monitor progress.

FIRST READ

### Day 2 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children do not self-correct, provide corrective feedback. See **Differentiate** 

**SECOND READ** 

### Day 2 Reread and Comprehend

Have children chorally reread the text. Listen for improvement with rate and accuracy. Use the following questions to build comprehension.

- **Identify Details** What can the boy do? (He can flap like a duck. He can pluck a plum and eat it.)
- **Identify Setting** Are the boy and girl inside or outside in the story? (outside)
- Make Inferences Why doesn't the boy want to kiss the slug? (Possible responses: The slug is slimy. The slug is dirty.)
- 4 Make Connections Would you like to pluck a plum and eat it? What fruit would you like to pluck and eat?

For **Decoding Routine 4**, see page BP34.





Read On Your Own Book 7 pages 8–11

# **Practice Phonics**

6 Words with Blends fl, pl, sl ✓ Read On Your Own Book 7 page 11

Distribute **Letter Cards**. Read aloud the directions for the first activity on page 11. Have partners build words with *fl, pl,* and *sl* blends.

f | I | α | p | p | I | u | m | s | I | u | g

See Differentiate

**7 Talk Together Read On Your Own Book 7** page 11

Have partners turn and talk about what they see in the illustration. Have partners fill in the blanks with words from the box. Then discuss their answers. (Possible responses: *The ducks flap/flip/plop/slip*.)

### **Check & Reteach**

**OBJECTIVE:** Read Decodable Text Fluently and with Comprehension

Have each child read aloud a page from "Can You Do It?" Note reading speed and miscues. For children with low reading speeds and many miscues, conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.

### Differentiate

### **BL** Below Level

**ISSUE** Children mix up the spelling of *fl, pl,* or *sl* blends.

**STRATEGY** Hold up **Sound/Spelling Cards 3** and **8** and have children practice saying /f/ /l/. Then have them name words they know with fl. Use cards **9** and **8** and do the same for pl; use cards **1** and **8** and do the same for sl.

# **Listen and Analyze**

Fairy Tale

Anthology

**Key Words** 

project ready

height length light

### **OBJECTIVES**

Thematic Connection: Shoot for the Sun

Use Academic Vocabulary in Speaking

Monitor Reading

### **PROGRAM RESOURCES**

PRINT ONLY

**PRINT & TECHNOLOGY** 

**Family Newsletter 2** 

**TECHNOLOGY ONLY** 

**Digital Library: Key Word Images** 

### **MATERIALS**

timer • soft foam ball

### **Power Writing**

Big Book: Zina, the Wooden Puppet

My Vocabulary Notebook

Have children write as much as they can as well as they can in one minute about the word ready.

For **Writing Routine 1**, see page BP56.

### **COMMON CORE STANDARDS**

Reading	
Read Prose	CC.1.Rlit.10
Read with Purpose and	CC.1.Rfou.4.a
Understanding	
Writing	
Add Details to Strengthen Writing	CC.1.W.5
Speaking and Listening	
Participate in Conversations	CC.1.SL.1
Language and Vocabulary	
Use Adjectives	CC.1.L.1.f
Determine Meaning of New Words	CC.1.L.4
Use Words and Phrases	CC.1.L.6

# **Academic Talk**

1 Discuss Plot Big Book

Display a soft foam ball. Explain that the person who is holding the ball gets to ask a question about Zina, the Wooden Puppet. Children who have answers or ideas will raise their hands. Launch the first round by asking a question yourself. For example, ask: Why doesn't Zina go to school, even though Habiba tells her to go there? Then toss the ball to a child with a raised hand and guide children through the first round. Continue until the question has been sufficiently discussed. Then call on another child to bring up another question.

# **Academic Vocabulary**

2 More Key Words Anthology page 97

Use **Vocabulary Routine 1** and the images on page 97 to teach the **Key Words**.

· Pronounce the word and point to its picture: project.



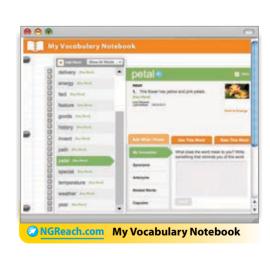
- **Define the word:** A **project** is a job you do over time. Often, a **project** is something you make or do.
- **Elaborate.** Relate the word to your experience: My favorite school project was when we planted bean seeds and watched how they grew.

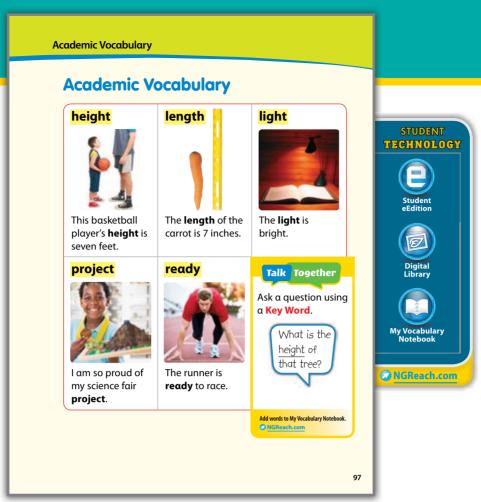
For **Vocabulary Routine 1**, see page BP46.

For more images of the **Key Words**, use the **Digital Library**.

Have partners take turns repeating **Vocabulary Routine 1** (see page T96i) for each word on page 97. Have children add the words to My Vocabulary Notebook.

See **Differentiate** 





Anthology page 97

### 3 Talk Together Anthology page 97

Read the directions. Have partners take turns asking and answering each other's questions using the **Key Words**.

### **Check & Reteach**

**OBJECTIVE:** Use Academic Vocabulary in Speaking

Point to a **Key Word** on the page and have children use the word in a sentence. If children use words incorrectly or struggle to use the words, say cloze sentences for children to complete, and follow them up with questions. For example:

- The **length** of this ruler is \_\_\_\_\_. What is the **length** of this book?
- Your height is \_\_\_\_\_ inches. What do you think my height is?
- One school **project** you have done is \_\_\_\_\_. What is your favorite **project**?
- The thing high in the sky that makes **light** is the \_\_\_\_\_. What else makes **light**?
- To get **ready** for school, you \_\_\_\_\_\_. What do you do to get **ready** for bed?

### Differentiate

### **EL** English Learners

**ISSUE** Children do not understand the definitions. **STRATEGY** Provide translations of the **Key Words** 

and have children use each one in a sentence. Access Family Newsletter 2 for translations in seven

languages. Use cognates for Spanish speakers:

project/proyecto length/longitud

### **SN** Special Needs

**ISSUE** Children struggle to define the **Key Words**.

**STRATEGY** Have children act out the meanings of the words or find examples of the words in the classroom. As children act out the words or point to examples, say the words aloud and have children repeat after you.

# Listen and Analyze

**Fairy Tale** 



Big Book

# Comprehension

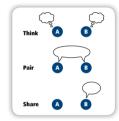
**4** Monitor Reading **☑** Big Book page 32

Explain: When you monitor your reading, you pay attention to what you understand and what you do not understand. When you reread, you go back and try to understand what you did not understand the first time.

Say: First, I will look at the picture. When I look at the picture, I see a jungle. But I don't understand what lives in the jungle. Then read the text under the picture. Say: I will look again to help me understand. When I look closer, I see monkeys in the jungle. Ask volunteers to tell what they see in the picture that they did not notice the first time. Say: When we look at something again, or reread it, we often find things we didn't notice the first time. This helps us better understand what we read. Read the paragraph, the **How to Monitor** box, and the sentence frames.

Use **Think**, **Pair**, **Share** to have pairs think of something they do not understand in *Zina*, the *Wooden Puppet*, complete the sentence frames on page 32 of the **Big Book**, and share their sentences with the class.





Think, Pair, Share

### Differentiate

### **BL** Below Level

**ISSUE** Children cannot complete sentence frames. **STRATEGY** Guide children through the process. Page through the **Big Book** and ask questions to gauge understanding. When you reach a point children do not understand, complete the first two frames with children. Then show children the pages that contain the information they need, reread the pages, and help children complete the last frame.

### **AL** Above Level

**ISSUE** Children quickly complete sentence frames. **STRATEGY** Prompt children to elaborate. Ask: What words helped you understand when you reread the text?

# Check & Reteach

See **Differentiate** 

**OBJECTIVE:** Monitor Reading

Ask children to say one thing they do not understand about *Zina*, the Wooden Puppet. If children did not identify something, ask: What should you do to understand why Zina became a real person? (Read the last two pages again.) Reread pages 30–31 aloud and ask: Why did Zina become a real person? (because she helped someone)

# Listen Again and Analyze

**Build Comprehension** Big Book pages 4–31
Use the **Listen and Analyze** questions on T96a–T96d as you reread *Zina, the Wooden Puppet* and practice monitoring reading.



**Meet the Author and Illustrator** Big Book back cover

Display and read the biographies aloud. Say: Ms. Teoudoussia thought about her masks from Africa and her children when she wrote this book. Ms. Hewitson thinks about places she has been when she makes art. Both women are inspired by places and people when they work on a **project**.

Who do characters in Zina, the Wooden Puppet remind you of? Do they make you think of people you know? (Children may think of people who care about others.)

Read the text, and stop to think about it.

2. Name something you do not understand.

3. Reread to find words that help you understand.

# Meet the Author and Illustrator Honor Teoudoussia

The masks and toys that Honor Teoudoussia brought home from Africa inspired her retelling of Pinocchio. But the qualities in her children, Adji and Josephine, inspired the moral of the story—be honest, brave, and caring.

Jennifer Hewitson

Jennifer Hewitson's illustrations are award-winning. She gets ideas for her art from nature and traveling.

Writer's Craft Honor Teoudoussia used words to show that Zina was alive. Find these words. What other words would you use to describe 7ina?

> **Bia Book** page 32 and back cover

# Writing

32

Writer's Craft: Words That Describe Big Book back cover Read aloud the Writer's Craft. Explain that authors use words to give readers an idea of what characters are like. Display pages 14–15 of Zina, the Wooden Puppet.

I do not

Read	Think Aloud
She smelled something sweet. She saw a woman selling food.	When Zina smells something sweet, she wants to find out what it is. This tells me Zina is curious

Have children work in groups to write sentences that describe Zina. Use this sentence starter: Here are some things we know about Zina: \_\_\_\_. Encourage children to use details to strengthen their writing.



WRAP-UP Have children discuss the differences between living and nonliving things. Remind children how the lion couldn't eat Zina the puppet for lunch. Have them discuss how Zina the puppet is different from living things, and how Zina the girl is different from Zina the puppet.

# **Daily Language Arts** Daily Grammar 🌠

Point out the indefinite adjective some in the sentence starter for the Writer's Craft activity. Explain that words such as some, a few, many, and a lot tell how many. Give some examples from the classroom, such as: I have a few books on my desk. There are many books on the shelves. Then use the Daily Grammar lesson on page T93k to teach indefinite adjectives with count nouns.

# Day 3 Learn Sounds, Letters, and Words



Sing with Me Phonics Songs Book

### **OBJECTIVES**

Thematic Connection: Shoot for the Sun

Segment and Add Sounds

Read and Spell Words with cl, bl, gl

Read and Spell High Frequency Words

### **PROGRAM RESOURCES**

**PRINT & TECHNOLOGY** 

Sing with Me Phonics Songs Book page 29
Phonics Picture Cards 55, 56, 57, 190, 191, 195
Read On Your Own Book 7
Blend *cl, gl, bl*: Practice Master PM2.40
Sound/Spelling Cards 2, 6, 8, 9, 10, 11, 13, 14, 18
Write-On/Wipe-Off Boards
High Frequency Words: Practice Master PM2.41

**TECHNOLOGY ONLY** 

**Letter Cards** 

Sing with Me Phonics Songs MP3 or CD 1, Tracks 30–31

**Word Builder** 

### **MATERIALS**

small chips or coins for blending, 4 per child

# MORNING WARM-UP

### If you lay a seed in a hole, what will it need to grow?

Recall readings from Week 1. Say: We know that plants need certain things to grow big and strong. Have children turn and talk about what plants need.

# **Phonological Awareness**

### ■ Segment and Add Sounds ■

Use Phonological Awareness Routines 3 and 4.

- Say a word: lay. Have children repeat the word.
- **Segment sounds:** /l/ /ā/. Model placing a chip in each sound box on the **Write-On/Wipe-Off Board** as you say each sound.
- Add a sound: Let's add /p/ to lay: /p/ /l/ /ā/. What's the word? (play)
- **Say the new word:** *play. Say the new word with me*: play.

For **Phonological Awareness Routines 3 and 4**, see page BP29.

Repeat the routine with *lip*, adding *s* to make *slip*; and *low*, adding *f* to make *flow*.

### **Check & Reteach**

**OBJECTIVE:** Segment and Add Sounds 🗹

Ask: What is the new word if I add /f/ to the beginning of lake? (flake)

If children cannot answer, use **Phonological Awareness Routine 12**. Focus on blending the beginning sounds in *flake*. Repeat with *bl* in the word *black* and *gl* in the word *glass*. For **Phonological Awareness Routine 12**, see page BP31.

# **Phonics**

### 2 Learn Words with Blends cl, bl,

Sing with Me Phonics Songs Book page 29
Explain that *glug* is the sound of drinking. Play Tracks 30 and 31 and follow the directives.
Practice until children can perform smoothly.

- 1 2 Scoop hands as if scooping water; nod.
  - Put hands in front as if paws.
  - Pantomime holding and drinking water.



**Sing with Me Phonics Songs Book** page 29

### **COMMON CORE STANDARDS**

### Reading

Segment and Add Sounds

Blend Sounds to Orally
Produce Words

Decode Words with Blends cl, bl, gl

Read Irregularly Spelled Words

Read with Fluency

CC.1.Rfou.2.d

CC.1.Rfou.2.b

CC.1.Rfou.3.

CC.1.Rfou.3.

CC.1.Rfou.4

Language and Vocabulary

Spell Words with Blends *cl, bl, gl* CC.1.L.2.d Spell High Frequency Words CC.1.L.2.d Spell New Words Phonetically CC.1.L.2.e

Use **Decoding Routine 1** to teach initial blends *cl, bl,* and *gl* and to blend words.

Step 1 Develop Phonological Awareness	cl	Ы	gl
<b>1.</b> Tell children: <i>These words have /k/ /l/ at the beginning.</i>	class, cloud, clean	black, blanket, blue	glove, globe, glue
2. Tell children: I will say a word. Listen for /k/ /l/ at the beginning of the word. If you hear /k/ /l/, clap your hands. If you don't hear /k/ /l/, don't do anything.	clown, clothes, cow, cluck, cup, claw	blast, blow, butter, blaze, book, bounce	glass, glob, get, go, gleam, girl
Step 2 Introduce the Sound/Spelling			
<ol> <li>Display the picture-only side of Phonics Picture Card 191. Say: This is a clam. Have children repeat.</li> </ol>			
2. Turn the card over. Point to the letters cl at the beginning of the word and say: The letters c and I stand for the first two sounds you hear in clam.  Remember, c has a /k/ sound when it comes in front of I. Blend c and I with me: /k/ /l/.	Card 191: clam	Card 190: block	Card 195: glass
<b>3.</b> Give examples of words with <i>cl</i> .			
	club, click, cluck, clump, climb, clay	blob, bluff, blend	glow, gloss, glug
Step 3 Blend Sound-by-Sound			
1. Write <i>cl</i> . Blend: /k/ /l/. Sweep your hand beneath the spellings and have children blend the sounds	cl	bl	gl
together.	cla	bla	gla
<b>2.</b> Add <i>a</i> . Blend: /k/ /l/ /ă/, sweeping your hand beneath the spellings. Have children repeat.	->	<b>→</b>	->
<b>3.</b> Add <i>p</i> . Say: /p/. Model blending the whole word, then have children blend with you.	clap	black	glad ->

For **Decoding Routine 1**, see page BP32.

### See **Differentiate**

# Differentiate

# **EL** English Learner

### PHONICS TRANSFER

**ISSUE** In Cantonese, Korean, and Hmong, g does not make exactly the same sound as it does in English. Children speaking these languages may need to review /g/g.

### **STRATEGY** Have children:

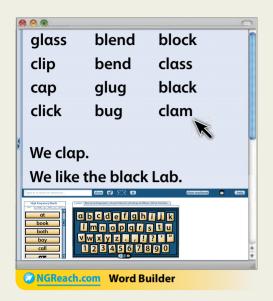
practice pronouncing the words on *Picture Cards* 55 (gift), 56 (girl), and 57 (goat).

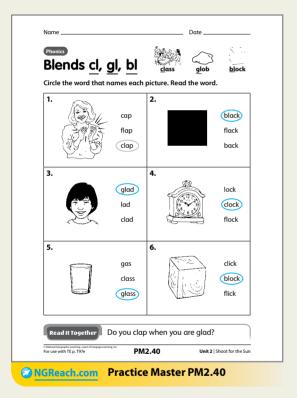
# Day 3

# **Learn Sounds, Letters, and Words**



Read On Your Own Book 7





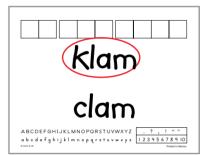
3 Read Words with Blends *cl*, *bl*, *gl* ✓ Read On Your Own Book 7 page 12 Display the words and sentences using Word Builder. Have children blend the words as they did in step 3 on page T97d. Then point out High Frequency Words *we* and *like*, and ask children to read the sentences.

Have children turn to **Read on Your Own Book 7** page 12. Review the sound/ spellings *cl, bl,* and *gl,* and complete the example together. Then have partners take turns reading the picture labels. Assign **Practice Master PM2.40** for more practice.

### 4 Spell Words with Blends cl, bl, gl ✓

Use **Dictation Routine 1** to have children practice writing words with *cl, bl,* and *gl* blends on their **Write-On/Wipe-Off Boards**.

- Say a word: clam.
- Segment sounds: /k/ /l/ /ă/ /m/. Have children segment the sounds with you.
- Display Sound/Spelling Cards. Have children match each sound to a card. (cards 14 /k/, 8 /l/, 6 /ă/, 2 /m/)
- **Repeat the word:** *clam.* Have children write the spelling of the word.



Write-On/Wipe-Off Board

• Write the spelling. Have children check and correct their spelling. Repeat for blip and glad, using Sound/Spelling Cards 18 /b/, 11 /ĭ/, 9 /p/, 10 /g/, and 13 /d/.

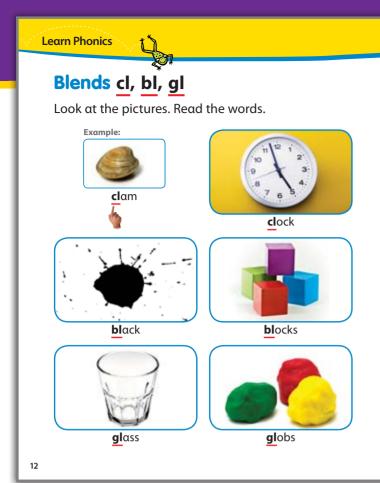
For **Dictation Routine 1**, see page BP35.

Then use **Dictation Routine 2** to apply the spelling rule to a complete sentence that children can write on their **Write-on/Wipe-Off Boards**.

- Say a sentence: My mother was glad she had a black cloth hat.
- **Repeat the sentence.** Children write the sentence as you repeat it several times slowly.
- **Write the sentence.** Children use your sentence to check and correct spelling. For **Dictation Routine 2**, see page BP35.

# **High Frequency Words**

**Sead and Spell Key Words** ✓ Read On Your Own Book 7 page 13
Read aloud page 13. Point to the list of High Frequency Words in the upper right corner. Then reread the sentences. Have children raise their hands when they hear a High Frequency Word.





Read each sentence.

**Practice High Frequency Words** 



### See the Pigs

- 1. See the pigs? Does the mud make them sad?
- 2. No! They are glad. Why?
- **3.** They **live** in the slick mud.
- **4.** They get to **eat** all day.





Words does eat

live no

see

13

TECHNOLOGY

Read On Your Own Book 7

pages 12–13

### Play Word Hunt.

- · Pair children.
- Have partners find High Frequency Words in their reading selections or in print around the school or classroom.
- Ask children to write the words as they are found.

**REVIEW** Check children's retention of High Frequency Words from Unit 1. Have children play **Word Hunt** with *of, get, help, we, put, work, she, us, day, good, from,* and *very*.

For **Word Hunt Game**, see page BP38.

Assign Practice Master PM2.41 for more practice.

### **Check & Reteach**

OBJECTIVES: Read and Spell Words with *cl, bl, gl* 

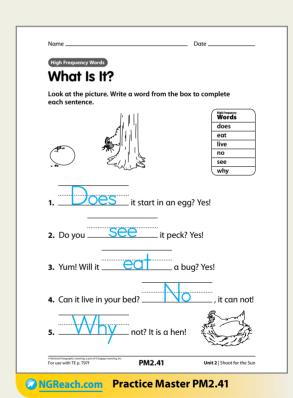
Read and Spell High Frequency Words 

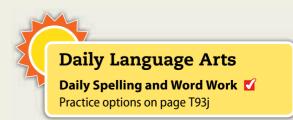
✓

Dictate: **Does** a glad clam **eat** blocks? Have children write the sentence.

For children who do not spell *glad*, *clam*, or *blocks* correctly, have them use **Letter Cards** to practice building and blending the words. For children who misspell *does* or *eat*, use **High Frequency Words Routine 2** to reteach the words.

For **High Frequency Words Routine 2**, see page BP37.





# **Read and Comprehend**

Folk Tale



Anthology

### **OBJECTIVES**

Thematic Connection: Shoot for the Sun **Preview a Folk Tale to Make Predictions** 

### **PROGRAM RESOURCES**

**TECHNOLOGY ONLY** 

Read with Me MP3

### **MATERIALS**

strips of colored paper • glue • crayons • colored markers • timer • self-stick notes

### **Power Writing**

Have children write as much as they can as well as they can in one minute about the word flower.

For **Writing Routine 1**, see page BP56.

# **Vocabulary Practice**

1 Expand Word Knowledge

Use **Vocabulary Routine 2** to model making a portrait for the word **light**.

- Fold a sheet of paper in half, taking the top edge to the bottom.
- Glue small strips of colored paper to the outside edges of the cover to form a picture frame.
- Children draw a picture in the frame to illustrate the meaning of the word. They write the word on the inside.

For **Vocabulary Routine 2**, see page BP47.

Assign one **Key Word** per pair of children. Have partners create a portrait for their assigned **Key Word**. Display the portraits in the classroom.





**Portrait** 



# **Academic Talk**

2 Preview and Predict Anthology pages 98–99

Read aloud the folk tale title. Tell children that a daisy is a kind of flower. Have children do a picture walk.

Have partners turn and talk to make predictions based on their picture walks. Have children share with the rest of the class: What do you think this folk tale will be about? (Possible response: I think it will be about how flowers grow.) Why do you think that? (Possible response: I see pictures of plant parts and flowers.)

### Check & Reteach

**OBJECTIVE:** Preview a Folk Tale to Make Predictions

Tell children to explain how they made their predictions.

If children don't predict something reasonable, ask them to look at the title. Ask: What is a daisy? (a kind of **flower**) What do story titles sometimes tell you? (what the story will be about) Do you predict this folk tale will be about a kind of **flower** called a daisy?

### **COMMON CORE STANDARDS**

Reading **Read Prose** 

CC.1.Rlit.10

Writing

CC.1.W.5

Focus on a Topic

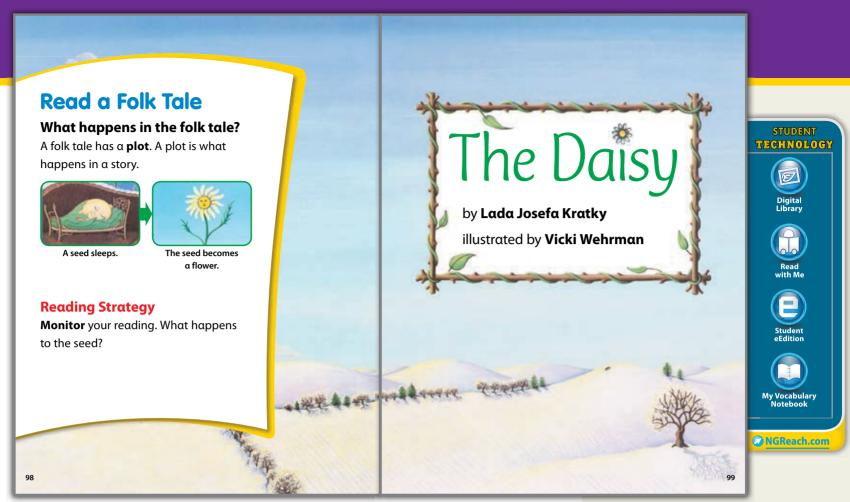
Speaking and Listening Participate in Conversations

CC.1.SL.1

Language and Vocabulary

**Use Adjectives** CC.1.L.1.f

**Determine Meaning of New Words** CC.1.L.4



Anthology pages 98-99

# **Shared Reading**

3 Read a Folk Tale Anthology pages 98–99

**GENRE AND PLOT** Tell children that a folk tale is a make-believe story that has been told for many years. Say: A plot tells about the important events that happen in a folk tale. The plot also identifies the characters and the setting.

### **SCIENCE BACKGROUND** Share information to build background:

- A **flower** begins as a **seed** in the ground. The **seed** has a hard shell.
- The **seed** gets water from the ground. Soon the seedling breaks through the shell.
- Small **leaves** grow up from the ground. The roots grow in the ground.

Read pages 99–116 to the class. Use the questions on pages T100–101 to T114–115 to guide discussion on the first read (Day 3) and second read (Day 4).

# **Comprehension Focus**

**FIRST READ SECOND READ** 

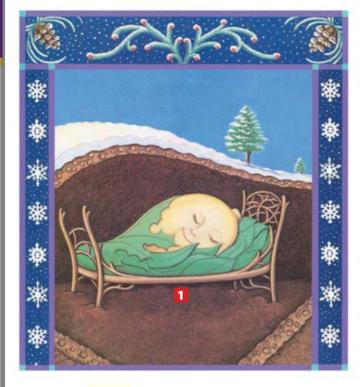
### Day 3 Read and Comprehend

- Make and Confirm Predictions
- Active Reading
- Critical Thinking

### Day 4 Reread and Analyze

- Identify Plot
- Monitor Reading
- Critical Thinking

# Day 3



A little **seed** sleeps under the earth.

The sun shines. The rain falls. 2

101

Anthology pages 100–101

## **Build Comprehension**

**FIRST READ** 

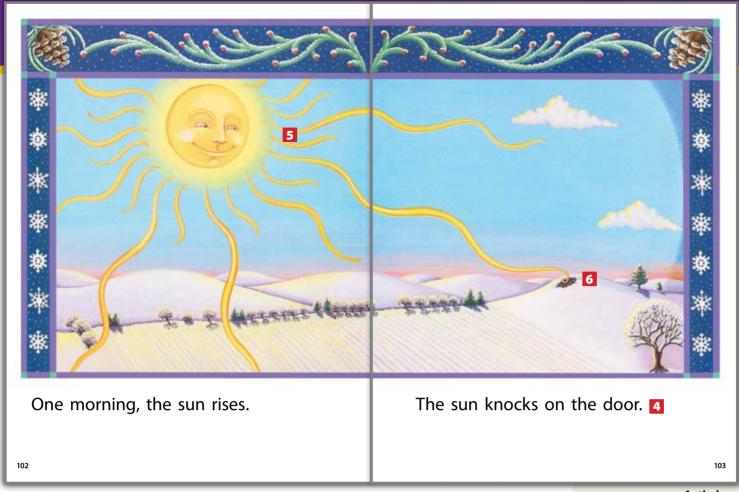
### Day 3 Read and Comprehend

**Make Predictions** What do you think will happen to the **seed**? (Possible response: I think it will grow up to be a daisy.)

**SECOND READ** 

### Day 4 Reread and Analyze

- **Use Visuals** What time of year is it? How do you know? (It's winter because there is snow on the ground.)



Anthology pages 102–103

### **Build Comprehension**

**FIRST READ** 

### Day 3 Read and Comprehend

**Active Reading** Have children knock on their desk each time a character in the story knocks on the seed's door.

**SECOND READ** 

### Day 4 Reread and Analyze

- **Determine Sequence** What does the sun do first? (The sun rises or gets up.) What does the sun do second? (The sun knocks on the little seed's door.)
- Monitor Reading What have we read about the little seed ? (The little seed is sleeping under the earth.) Name one thing you do not understand. (Possible response: I do not understand exactly where the little seed is sleeping.) Reread and look at the pictures again. What do you find that helps you understand now? (Possible response: I see a small door in the snow. Now I understand that the little seed is under the snow and dirt.)

# Day 3



105

Anthology pages 104–105

### **Build Comprehension**

FIRST READ

### Day 3 Read and Comprehend

**Active Reading** Have boys chime in as you read what the sun does, and have girls chime in as you read about the little seed's response.

**SECOND READ** 

### Day 4 Reread and Analyze

- 2 **Identify Plot** ✓ *What is happening in the story now?* (The sun asks the **seed** to play, but the **seed** stays in bed and sleeps.)
- Monitor Reading What do you read about the little seed? (The little seed just wants to sleep.) Name one thing you do not understand. (Possible response: I don't understand why the little seed just wants to sleep.) Reread and look at the pictures again. What do you find that helps you understand? (Possible response: I see that it is still winter and there is snow on the ground. I understand that the little seed does not want to play because it is still too cold outside.)

See **Differentiate** 

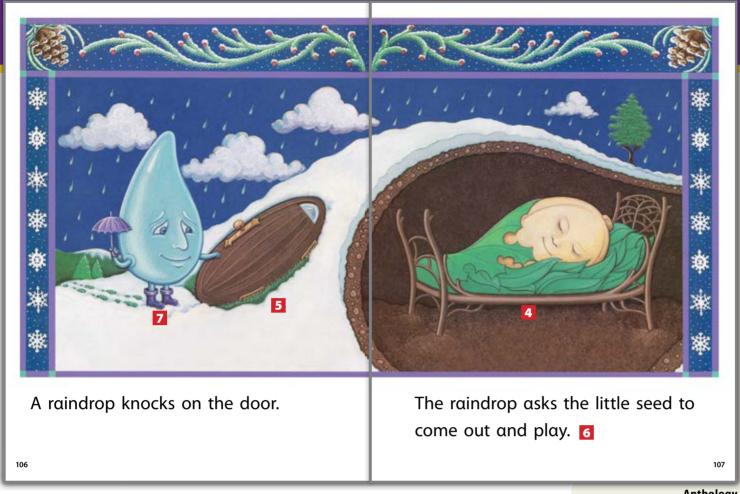
## Differentiate

### **AL** Above Level

**ISSUE** Children have questions about the text that go beyond the events presented in the story.

**STRATEGY** As children read, have them note their questions on self-stick notes. When they finish reading, have them answer the questions using print or digital sources or discussing them with peers.

### T104-105 Unit 2



Anthology pages 106–107

#### **Build Comprehension**

**FIRST READ** 

#### Day 3 Read and Comprehend

**Make Predictions** *Will the little* **seed** *come out and play?* (Possible response: No; the little **seed** will say she just wants to sleep.)

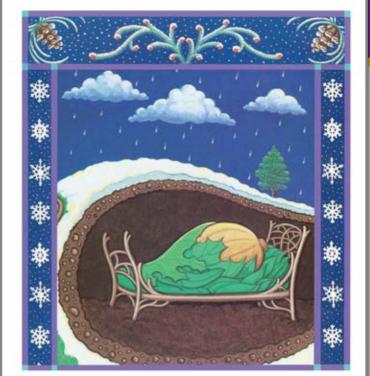
**SECOND READ** 

#### Day 4 Reread and Analyze

- **Draw Conclusions** Why do you think grass is showing around the little **seed's** door and in the raindrop's footprints? (Possible response: The rain is melting the snow; it is getting warmer.)
- **Compare Characters** How are the sun and the raindrop alike? (Possible response: They both want the little **seed** to come out and play.)
- **Use Visuals** Look at the pictures. How do you know this is a make-believe story? (Possible response: The raindrop is wearing boots and carrying an umbrella; seeds don't sleep in beds.)



The little seed says she just wants to sleep. 2

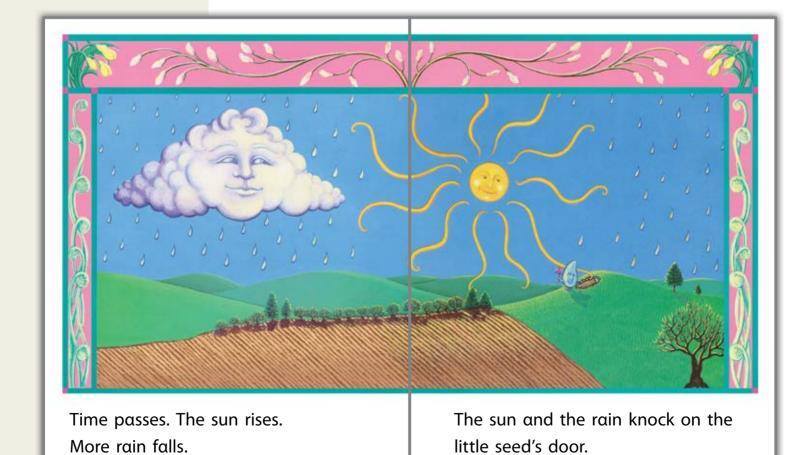


The little seed goes back to sleep.

109

111

Anthology pages 108–109



Anthology pages 110–111

110





Anthology pages 112–113

#### **Build Comprehension**

FIRST READ

#### Day 3 Read and Comprehend

- **Active Reading** Have children point to the labels on the daisy as you read the words in the text.
- **Confirm Predictions** *Give a thumbs up if your prediction about the little seed's response to the raindrop was correct.*

**SECOND READ** 

#### Day 4 Reread and Analyze

- Monitor Reading What happens to the little seed? (A leaf grows from the little seed.) Name one thing you do not understand. (Possible response: I do not understand what is happening to the seed.) Reread and look at the pictures again. What do you find that helps you understand now? (Possible response: I find that the little seed turns into a bud, and then the bud turns into a flower. Now I understand how the seed changes.)
- Identify Plot What events happen on these pages? (Possible response: The seed grows into a flower. It has changed from winter to spring.)
  See Differentiate

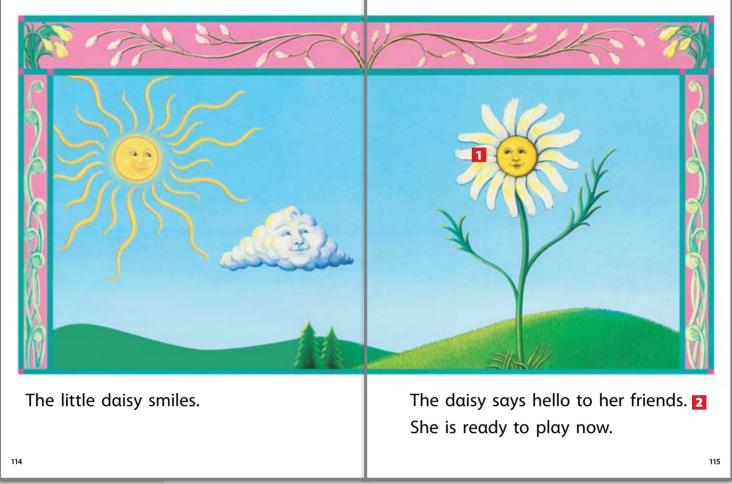
### Differentiate

#### **BL** Below Level

ISSUE Children can name characters and settings, but struggle with summarizing in their own words.

STRATEGY Tell children to imagine that the story is about them. Say: Pretend you are the little seed.

Tell me what you're doing here. What's going on outside? Are you still a little seed or have you grown? What did you grow into?



Anthology pages 114–115

#### Fluency 🗹

**Phrasing** Explain the concept: When you read aloud, you should pay attention to groups of words that tell a thought or express a feeling. These groups of words are phrases, and you need to pause after them. When you see a period, you should take a longer pause.

Read aloud pages 114–115, emphasizing the correct phrasing. Then have partners read the pages aloud together several times until they are reading with correct phrasing.

#### **Build Comprehension**

FIRST READ

#### Day 3 Read and Comprehend

1 Confirm Predictions Remind children of the predictions they made when they started to read the folk tale. Ask: Was your prediction about what would happen to the seed correct? What part of the text confirms your prediction? (Possible response: The daisy's petals open.)

**SECOND READ** 

#### Day 4 Reread and Analyze

- 2 Analyze Characters How do you know that the little seed, the sun, and the rain are friends? (Possible response: The daisy smiles and says hello to them.)
- Identify Plot What happens at the end of the folk tale? (The sun, the rain, and the daisy play together.)



Anthology page 116

**Key Words** 

project ready

seed sun

bud flower height

leaf length petal

# Writing

### **4** Write About Living Things

Say: Think about planting seeds. What do you think you need to plant seeds? What can you do to make sure they grow? Post an example sentence and some sentence frames. For example: We want to plant some seeds. We will need \_\_\_\_\_ and some \_\_\_\_\_. Plants need a lot of \_\_\_\_\_. We will put the seeds \_\_\_\_\_. Then we will \_\_\_\_\_. Organize shildren into small groups and have them write sentences.

children into small groups and have them write sentences to tell how to plant seeds and what the seeds need to grow. Suggest that children tell whether to put the seeds in a dark place or in lots of sun, and whether to put the seeds in a cold or a warm place. Encourage children to use **Key Words** in their sentences. Have groups share their sentences with the class.





Point out the indefinite adjectives, *some* and *a lot*, in the example sentence and sentence frames for the **Writing** activity. Then use the Daily Grammar lesson on page T93l to review the indefinite adjectives *some*, *a lot*, *much*, and *a little* with noncount nouns.

# Day 4 Read and Comprehend Decodable Informational Text

#### **OBJECTIVES**

**Thematic Connection: Shoot for the Sun** 

- Segment and Add Sounds
- Read and Spell Words with cl, bl, gl
- Review Words with Short Vowel a and i
- Read and Spell High Frequency Words
- Read Decodable Text Fluently and with Comprehension

#### **PROGRAM RESOURCES**

**PRINT & TECHNOLOGY** 

Write-On/Wipe-Off Boards

Sound/Spelling Cards 6, 11

Phonics Picture Cards 2, 55

Blends cl, gl, bl: Practice Master PM2.43

Short a, i: Practice Master PM2.44

Read On Your Own Book 7

**TECHNOLOGY ONLY** 

**Letter Cards** 

**Word Builder** 

**Comprehension Coach** 

#### **MATERIALS**

small chips or coins for segmenting sounds, 4 per child



# **Phonological Awareness**

#### **1** Segment and Add Sounds ✓

Use **Phonological Awareness Routines 3** and **4**.

- Say a word: lad. Model placing a chip in each sound box on the Write-On/Wipe-Off Board as you say each sound.
- **Segment sounds:** /l//ă//d/. Have children put chips in boxes and repeat.
- Add a sound: Let's add/g/ to lad: /g/ /l/ /ă/ /d/. What is the word? (glad)
- Say the new word: glad. Say the new word with me: glad.

For **Phonological Awareness Routines 3** and **4**, see page BP29.

Repeat the routine with *lock/block* and *law/claw*.

#### **Check & Reteach**

**OBJECTIVE:** Segment and Add Sounds **2** 

Ask: What new word do I make if I add /k/ to lap? (clap)

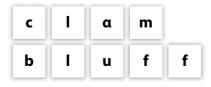
If children cannot answer, use **Phonological Awareness Routine 3** to reteach segmenting sounds in words. Say: /k/ /l/ /ă/ /p/. Blend the sounds to say: *clap*. Ask: *What sound made* lap *become* clap? (/k/) Repeat with *lass/glass* and *lot/blot*.

For **Phonological Awareness Routine 3**, see page BP29.

# **Phonics**

### 2 Read and Spell Words with Blends cl, bl, gl

**REVIEW** Display and read *clam, bluff, glass, class, glum.* Remind children that many words begin with two consonants like *cl, bl,* or *gl.* Remind them that when they see two consonants together, they should blend the



sounds together. Use **Letter Cards** to model building *clam* and *bluff*. Have children blend the words *glass, class,* and *glum*.

Assign Practice Master PM2.43.

#### **COMMON CORE STANDARDS**

#### Reading

Segment and Add Sounds
Blend Sounds to Orally Produce
Words
Decode Words with Blends cl, bl, gl
Read Irregularly Spelled Words
Read with Fluency
CC.1.Rfou.3.g
CC.1.Rfou.3.g
CC.1.Rfou.4

Language and Vocabulary

Spell Words with Blends *cl, bl, gl* CC.1.L.2.d Spell High Frequency Words CC.1.L.2.d Spell New Words Phonetically CC.1.L.2.e Use **Dictation Routine 2** to have children spell sentences on their **Write-On/Wipe-Off Boards**.

- Say a sentence: The black bugs land on the glass clock.
- **Repeat the sentence.** Have children write the sentence as you repeat it several times slowly.
- Write the sentence. Have children check and correct their spelling. For Dictation Routine 2, see page BP35.

#### 3 Review Words with Short Vowels a, i

Display **Sound/Spelling Card 6** and ask what sound the letter *a* stands for in *apple*. (/ă/) **Display Phonics Picture Card 2** (man) and model blending and reading the word. Have children read the word. Then use **Letter Cards** to build the word. Remind children that the letter *a* has a short sound when it comes between two consonants. Repeat for short *i*, using **Sound/Spelling Card 11** and **Phonics Picture Card 55** (gift).

Assign **Practice Master 2.44** for more practice.

# **High Frequency Words**

#### ■ Read and Spell Key Words ✓

Model pronouncing each of the High Frequency Words. Have children chant the words three times as you point to them on the Word Wall: *does, eat, live, no, see, why.* 

**REVIEW** Have children review previously taught words from Unit 1: of, get, help, we, put, work, she, us, day, good, from, and very. Have children take turns making up sentences that use the words.

#### **Check & Reteach**

OBJECTIVES: Read and Spell Words with *cl, bl, gl* ✓

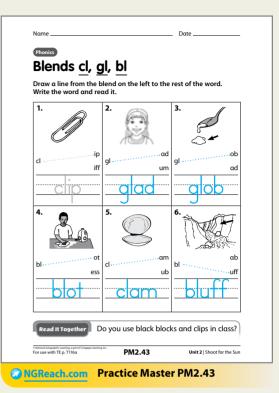
Review Words with Short Vowels *a* and *i*Read and Spell High Frequency Words

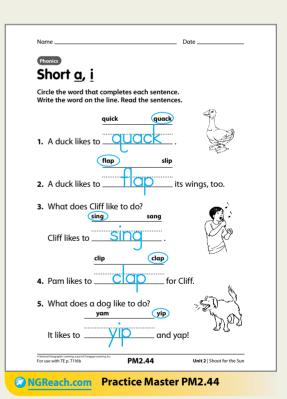
Repeat **Dictation Routine 2** with the sentence: I see a pin in the glass.

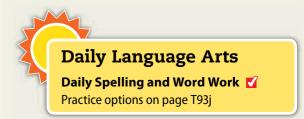
If children have trouble, display a model and have them circle any misspelled words and build them correctly with **Letter Cards** or **Word Builder**. Repeat with this sentence:

The man wants to **eat** a big clam.

For **Dictation Routine 2**, see page BP35.







Legend

words with blends *cl, bl, gl* 

story word

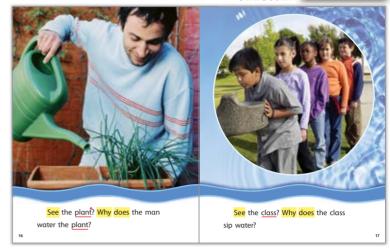
# **Read and Comprehend**

Decodable Informational Text









**Read On Your Own Book 7** pages 14-17

#### Differentiate

#### Below Level

**ISSUE** Children mispronounce words with previously taught phonics elements.

**STRATEGY** Use the chart to identify specific resources for review and reteaching.

Skill	Book 14	Teacher's Edition
initial blend <i>pl</i>	plant (page 16)	pl (page T93m)
short a	clam (page 14) black (page 15) plant (page 16) glass (page 19)	/ă/ <i>a</i> (page T7c)
short o	dog (page 15)	/ŏ/o (page T35c)
short <i>u</i>	run (page 15) glug (page 20)	/ŭ/ <i>u</i> (page T71c)

#### **AL** Above Level

ISSUE Children can easily decode words with cl, bl, gl.

**STRATEGY** Have partners think of other things that begin with cl, bl, and gl that relate to water.

# **Decodable Reading**

**S** Read "Water" ✓ Read On Your Own Book 7 pages 14–20

Use the photo on page 16 to preteach the story word plant. Then use **Decoding** Routine 4 to conduct two readings of "Water." First, conduct a whisper read to monitor decoding. Then, conduct a choral read to monitor progress.

**FIRST READ** 

#### Day 4 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt selfcorrection. If children cannot self-correct, provide corrective feedback. See **Differentiate** 

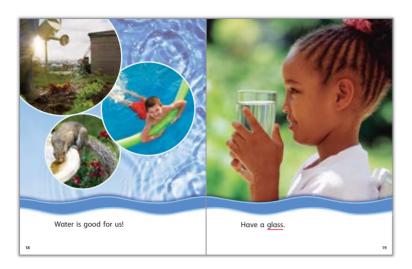
**SECOND READ** 

#### Day 4 Reread and Comprehend

Have children chorally reread the text. Listen for improvement in rate and accuracy. Use the following questions to build comprehension.

- **Identify Details** Why does the clam live in the water? (The clam is a water animal. It can't live on land.)
- **Make Inferences** Why does the black Lab run in the water? (Possible responses: The black Lab is hot. The water is fun.)
- **Draw Conclusions** What has the boy been doing? (He has been playing soccer.)
- **Make Connections** When do you like to drink water? (Possible responses: during sports, in hot weather, or at bedtime)

For **Decoding Routine 4**, see page BP34.





Read On Your Own Book 7 pages 18–21

### **Practice Phonics**

6 Words with Blends cl, bl, gl ☑ Read On Your Own Book 7 page 21
Distribute Letter Cards. Read aloud the first activity
on page 21 Have partners read the words in the box

on page 21. Have partners read the words in the box and complete the word-building activity.



#### See **Differentiate**

**Talk Together** Read On Your Own Book 7 page 21

Display the **Talk Together** illustration. Have children choose words from the box to tell about the picture. Remind them to look carefully at everything shown in the illustration. Have children use the following sentence frame: *They have a \_\_\_\_\_ in the \_\_\_\_\_*. (Possible responses: *They have a clock/block/blob in the class*.)

#### **Check & Reteach**

**OBJECTIVE:** Read Decodable Text Fluently and with Comprehension

Have each child read aloud a page from "Water." Note reading speed and miscues. Have children who have low reading speeds conduct partner readings or use the

**Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.

#### Differentiate

### **BL** Below Level

**ISSUE** Children may confuse *a* and *o*.

**STRATEGY** Play a game in which you alternate saying and showing short *a* and short *o* words. When children see or hear short *a* words, have them hold their arm up to represent the "leg" of the letter *a*. Have them hold their hands out in an "o" shape when they see or hear short *o* words.

# **Reread and Analyze**

Folk Tale

Reach Zo

Anthology

#### **OBJECTIVES**

Thematic Connection: Shoot for the Sun

**Identify** Plot

Monitor Reading

#### **PROGRAM RESOURCES**

TECHNOLOGY ONLY

Read with Me MP3

#### **MATERIALS**

children's word portraits from Day 3 • timer

#### **Power Writing**

Have children write as much as they can as well as they can in one minute about the word *bud*.

For **Writing Routine 1**, see page BP56.

# **Vocabulary Practice**

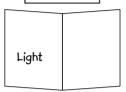
#### **1** Share Word Knowledge **☑**

Have children use the word portraits they made on Day 3 (see page T98). Pair children and have them follow the steps of **Vocabulary Routine 3**.

- Have children take turns reading the words on the portraits.
- Talk about how each picture shows the meaning of the word.
- Have children create a sentence using both Key Words and write the sentence on the back page of their portraits.
- Draw a line under each Key Word.

For **Vocabulary Routine 3**, see page BP48.

# light



**Portrait** 

### **Academic Talk**

#### 2 Act Out the Plot

**REVIEW** Explain that children will act out the plot of "The Daisy." Remind children: *The plot is what happens in the story. Events happen in the beginning, middle, and end of the story. The events happen in order.* 

#### Use Corners.

- · Organize the class into three groups.
- Assign each group to one of the three corners—beginning, middle, and end.
- Have groups reread parts of the story to determine the events to act out for the class.
- Ask groups to act out the story in order.

For **Corners**, see page BP60.



Corners

#### Check & Reteach

OBJECTIVES: Identify Plot 

Monitor Reading 

✓

Have children summarize the events of the beginning of the story.

If children do not understand what happens, do a Think-Aloud. For example: *This is where the folk tale begins. I can reread the text to help me understand what happens at the beginning of the story.* Then ask children again to summarize the events. (A little **seed** sleeps under the earth while the **sun** shines and the rain falls.)

#### **COMMON CORE STANDARDS**

#### Reading

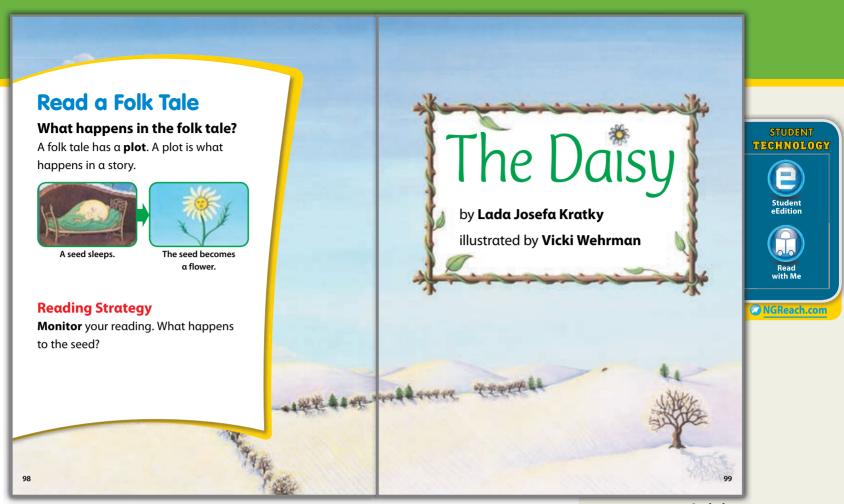
Retell Stories with Key Details
Use Key Details to Describe
Use Illustrations and Details
to Describe
Read Prose
CC.1.Rlit.2
CC.1.Rlit.3
CC.1.Rlit.7
CC.1.Rlit.7

Writing

CC.1.W.5

Add Details to Strengthen Writing

Language and Vocabulary
Use Adjectives CC.1.L.1.f
Determine Meaning of New Words CC.1.L.4
Use Words and Phrases CC.1.L.6



**Anthology** pages 98–99

# Reread and Analyze

3 Build Comprehension Anthology pages 98–116

Read page 98. Say: What do the pictures tell you about what happens to the seed? (A seed sleeps and becomes a flower.) Tell children to monitor their reading to help them understand all that happens to the seed as they reread. Use the Reread and Analyze questions on T100–101 to T114–115 as you reread "The Daisy."

See **Differentiate** 

### Differentiate

**BL** Below Level

**FRONTLOAD** Have children listen to the story using the **Read with Me MP3** before conducting the whole-class rereading.

OL On Level

**READ TOGETHER** Have children track the print as you reread together.

**AL** Above Level

**READ ALONG** Have children whisper read as you conduct the rereading.

# **Reread and Analyze**

Folk Tale



Mini Lesson

#### **Use Details to Describe the Plot**

Explain: A plot is made up of the events that happen in the beginning, middle, and end of a story. Details give the reader more information about what is happening in the plot. Model using details to tell more about the plot.

- Point to the text and illustration on **Anthology** page 100. Think aloud:
   This is the beginning of the story. I read and see that the little **seed** sleeps. The detail "under the earth" in the text describes where the little **seed** sleeps. The details in the illustration show me that the little **seed** is not only
   under the earth, but is nice and cozy in a bed.
- Reread the text on pages 102–103. Think aloud: The details in the text tell me that the **sun** rises before knocking on the door. The details in the illustration show me that the door is the entrance to the home of the little **seed**.

Point to the text and illustration on page 112. Ask: What details describe what is happening in this part of the story? (Possible response: I learn that first, a leaf grows, and then a little bud grows.) Point to the text and illustration on page 113. Ask: What details describe how the flower's petals open? (Possible response: First, one petal opens, and then more open.)

Remind children to use illustrations to learn additional story details. Have children look at the illustrations on pages 106 and 107. Ask: *What details does the picture tell you about the story?* (The picture shows the snow starting to melt by showing grass around the door and in the raindrop's footprints.)

Point to the text and illustrations on pages 114 and 115. Ask children to identify the details that describe the plot. (Possible response: The daisy has opened up all the **petals** and is ready to play with her friends.) If children cannot answer, use page 116 to model thinking aloud. Then ask again.

#### 4 Meet the Author Anthology page 117

Read aloud the biography of Lada Josefa Kratky. Use the biography to build comprehension:

- Make Inferences Why do you think Lada can write books in both English and Spanish? (Possible response: She learned Spanish as a child in Uruguay and speaks English in California.)
- Make Connections Lada likes to write folk tales. What kind of stories do you like to write?

See page LR12 for additional books by Lada Josefa Kratky.



Anthology page 117

# Writing

**5 Writer's Craft: Details Anthology** page 117

Read aloud **Writer's Craft**. Work together to identify details about how the seed grows. Have children create a storyboard to describe the plot. Model writing a sentence for the first frame to describe the beginning of the seed's growth: The little seed sleeps in her small bed underground for many sunny and rainy days.

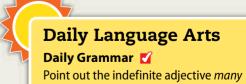
1. The little seed sleeps in her small bed underground for many sunny and rainy days.

2. The little seed opens her \_\_\_\_\_ door and grows a \_\_\_\_\_ , \_\_\_\_ , and a \_\_\_\_\_.

3. The little seed opens her many \_\_\_\_\_ petals and plays with her \_\_\_\_\_ friends.

In pairs, have children complete the sentence frames with details about the middle and end of the story. Have them illustrate each sentence.





Point out the indefinite adjective *many* in the model sentence you wrote. Have children complete the Grammar and Writing lesson on page T93l. Apply it as they edit count nouns, noncount nouns, and indefinite adjectives in their writing.

# Day 5 Review and Apply



Read On Your Own Book 7

#### **OBJECTIVES**

**Thematic Connection: Shoot for the Sun** 

- Read and Spell Words with fl, pl, sl
- Read and Spell Words with cl, bl, gl
- Read and Spell High Frequency Words
  Demonstrate Understanding of a Folk Tale
- **Identify Plot**
- Monitor Reading

#### **PROGRAM RESOURCES**

**PRINT & TECHNOLOGY** 

Vocabulary: Practice Master PM2.46

Character-Setting-Plot Chart: Practice Master PM2.47

Read On Your Own Book 7

**TECHNOLOGY ONLY** 

**Online Vocabulary Games** 

**Comprehension Coach** 

#### **MATERIALS**

timer

#### **Power Writing**

Have children write as much as they can as well as they can in one minute about the word *petal*.

For **Writing Routine 1**, see page BP56.

#### **COMMON CORE STANDARDS**

Decode Words with Blends fl, pl, sl	CC.1.Rfou.3
Decode Words with Blends cl, bl, gl	CC.1.Rfou.3
Read Irregularly Spelled Words	CC.1.Rfou.3.
Writing	
Focus on a Topic	CC.1.W.5
Speaking and Listening	
Participate in Conversations	CC.1.SL.1
Language and Vocabulary	
Use Adjectives	CC.1.L.1.f
Spell Words with Blends fl, pl, sl	CC.1.L.2.d
Spell Words with Blends <i>cl, bl, gl</i>	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d
Determine Meaning of New Words	CC.1.L.4
Define Words by Category and	CC.1.L.5.b

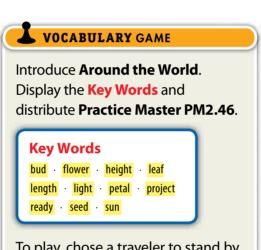
CC.1.L.6



# **Vocabulary Review**

● Apply Word Knowledge

Have children apply their knowledge of the **Key Words** to play games.

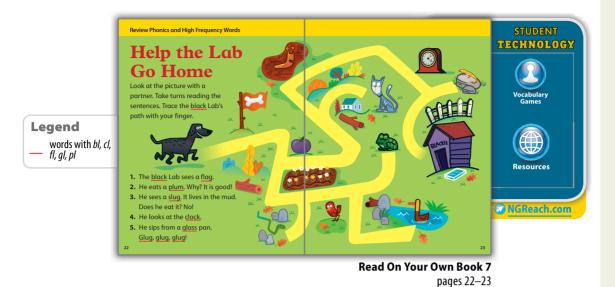


To play, chose a traveler to stand by a challenger in the next seat. Give a clue or question about a **Key Word**. For example, say: the flat, green part of a plant. The child who responds first with the correct **Key Word** (**leaf**) travels to the next challenger. For **Around the World**, see page BP55.



Key Attributes
Use Words and Phrases

Reading



# **Phonics Review**

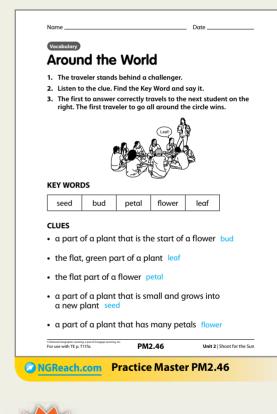
- What color is the dog? (black, /bl/, bl)
- What does the dog eat? (plum, /pl/, pl)
- What lives in the mud? (slug, /sl/, sl)
- What tells the time? (clock, /kl/, cl)
- What has a picture of a bone on it? (flag, /fl/, fl)
- What is the pan made of? (glass, /gl/, gl)

Then have children find and read the High Frequency Words sees, lives, eat, why, no, and does.

#### **Check & Reteach**

OBJECTIVES: Read and Spell Words with fl, pl, sl 
Read and Spell Words with cl, bl, gl 
Read and Spell High Frequency Words 
✓

Have children find the pictures whose names begin with *fl, pl, sl, cl, bl,* and *gl*. Then have them think of another word that begins with each *l* blend and write it. Have partners use the **High Frequency Word Cards** *does, eat, live, no, see,* and *why* to take turns holding up a card, reading the word, and spelling it.



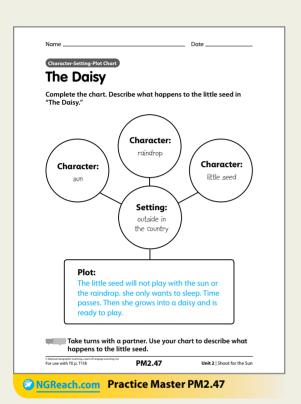
# **Review and Apply**

Reach 25

Anthology

#### Answers Talk About It

- **1. Plot** The little seed grows up to be a daisy.
- Identify Details They want the little seed to come out and play.
- **3. Make Inferences** They give her **light** and water.





#### Daily Grammar 🌠

Have children look at the illustration on page 113. Say: Some **petals** are open a lot. Some are open just a little. Point out the indefinite adjectives a lot, some, and a little. Then use the Review and Assess on page T931.

### **Academic Talk**

3 Talk About It Anthology page 118

Have partners answer the **Talk About It** questions. Prompt children to cite evidence from the text or illustrations and use **Key Words** in their responses.

# Writing

4 Write About It Anthology page 118

Tell children that they will write about what a seed needs in order to grow. Read aloud the directions on page 118 and point out the example sentence. Then model how to put your thoughts in writing. Say: I am going to think about the plot of the story. At first, the seed was sleeping. Her friends tried to wake her up. Tell children to think about what helped the seed turn into a daisy and then turn their thoughts into a sentence.

#### **Check & Reteach**

**OBJECTIVE:** Demonstrate Understanding of a Folk Tale

Use the answers to **Talk About It** to monitor comprehension. Also review children's **Write About It** sentences to see if they correctly identify what a seed needs in order to grow. Have children who do not demonstrate comprehension listen to the selection audio provided in the **Student eEdition**. Use questions from the **Comprehension Coach** to quide comprehension.

# Reread and Integrate

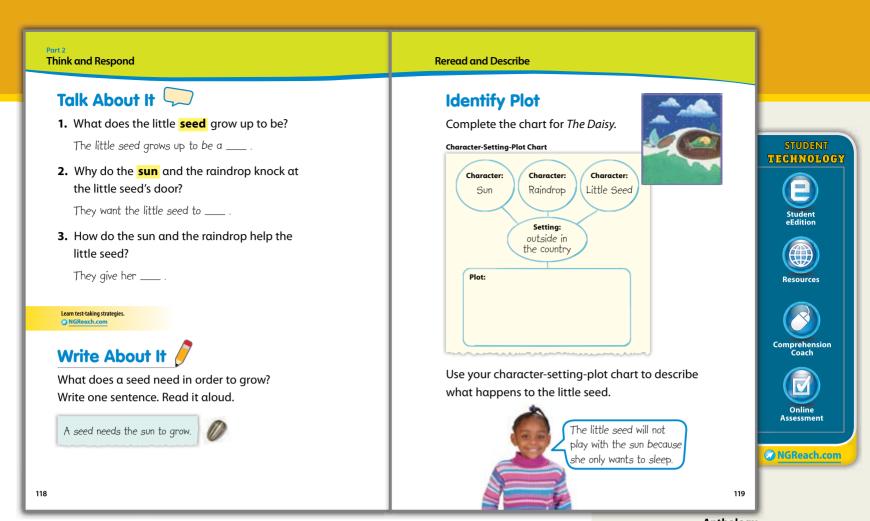
**5 Identify Plot** ✓ Anthology page 119

**REVIEW** Remind children: A plot is what happens in a story. The setting is where the story takes place. The characters are the individuals in the story. Review **Key Words** bud, flower, leaf, light, petal, seed, and sun.

Read aloud the directions on page 119. Discuss the information given for characters and setting. Then explain to children that they will add the plot events of the story.

Distribute **Practice Master PM2.47**. Have each child complete the chart by listing the events in the order that they happened. Tell them to think about what happened in the beginning, middle, and end of the story. Remind children to reread the story to check their ideas. Circulate and guide children as they complete their charts.

Have partners share and compare their completed charts. Then as a whole class, have volunteers share some of the plot events they listed.



Anthology pages 118–119

#### **Check & Reteach**

**OBJECTIVES:** Identify Plot

Monitor Reading 🌠

Listen to children as they tell what events they added to their charts.

For children who were unable to add events from "The Daisy," flip through the book, point to and read text, and ask: *What is happening in this part of the story*? Remind children to reread parts of the story to determine plot elements.



Weekly Folder. Form heterogeneous groups and ask children to use what they've learned to discuss the **Big Question: When is something alive?** Add children's responses to the class concept map. Circulate and prompt discussion as needed:

- What do you do that makes you alive?
- What does a plant do that makes it alive?
- How do the **sun** and rain help living things?

# Week 3 Assessment & Reteaching

= TESTED SKILL

#### **Assess**

#### **OBJECTIVES**

#### **Foundational Skills**

#### **Phonological Awareness**

- ✓ Match and Isolate Medial Sounds
- Segment and Add Sounds

#### **Phonics**

- Decode Words with Blends fl, pl, sl, cl, bl, gl
- ☑ Decode Words with Short *a*, *i*

#### **High Frequency Words**

Read High Frequency Words

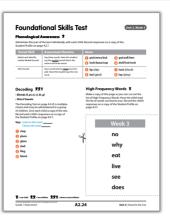
#### **Spelling**

- ☑ Spell Words with / Blends
- Spell High Frequency Words

#### Fluency

- Phrasing
- Accuracy and Rate

#### **ASSESSMENTS**



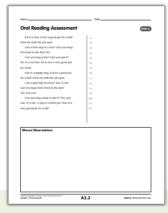




Foundational Skills Test A2.24–A2.25

Spelling Pretest/ Spelling Test See page T93i





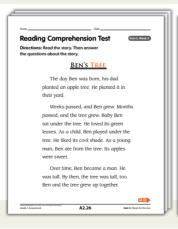


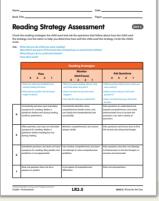
#### Oral Reading Assessment A2.1–A2.4

Use these passages throughout Unit 2. Work with Above Level readers this week.

#### Reading

- **☑** Identify Plot
- Monitor Reading







Reading Comprehension Test A2.26–A2.27

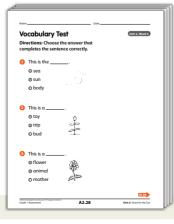
Reading Strategy Assessment LR2.5-LR2.6

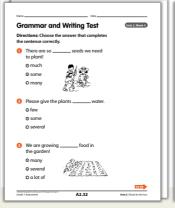
#### Vocabulary

- ☑ Use Science Vocabulary
- Use Academic Vocabulary

#### **Grammar and Writing**

- Adjectives Test
- Write an Explanation





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Vocabulary Test A2.28–A2.31

Grammar and Writing Test A2.32–A2.33

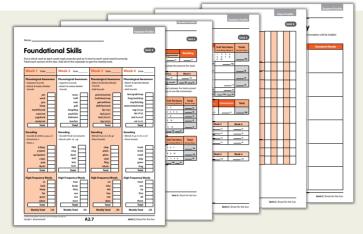
Writing Rubric A2.57



# **Reteach and Practice**

#### **RESOURCES AND ROUTINES**

#### **REPORTS**



#### **PRINT & ONLINE**

#### **Report Forms for Teacher to Complete**

**Student Profile:** Foundational Skills A2.7 **Student Profile:** Weekly and Unit Tests A2.53-A2.54 Class Profile: Weekly and Unit Tests A2.55 **Student Profile:** Strengths and Needs A2.56

Student Profile: Oral Reading Progress Tracker **ONLINE ONLY** 

#### Foundational Skills, Spelling, Fluency

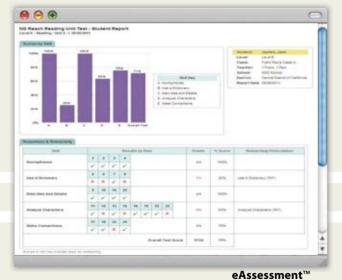
#### **RETEACH**

Phonological Awareness Routine, page BP36 Phonics/Decoding & Spelling Routines, page BP36 **High Frequency Words Routines,** page BP37

Fluency Routines, page BP40

#### **ADDITIONAL PRACTICE**

Activities for Daily Practice, pages BP38-BP39



#### **ONLINE ONLY**

#### **Automated Reports**

Student Profile: Weekly and Unit Assessments Class Profile: Weekly and Unit Assessments

**Standards Summary Report** 

#### Reading

#### **RETEACH**

**Identify Plot: Reteaching Master RT2.9** Monitor: Reteaching Master RT2.10 **ADDITIONAL PRACTICE** 

Leveled Books, pages LR4-LR12 

#### Vocabulary, Grammar and Writing

Adjectives: Reteaching Master RT2.11 **Interactive Writing Routine,** page BP58 **ADDITIONAL PRACTICE** 

More Grammar Practice RT2.12

# Week 4 Planner



= TEST	ΓED	Day <b>1</b>	Day <b>2</b>
337LJ	WHOLE GROUP TIME Learn Sounds, Letters, and Words Read and Comprehend		
WIC	Phonological Awareness 5 minutes	Match and Identify Medial Sounds CC.1.Rfou.2.c T119k	Match and Identify Medial Sounds CC.1.Rfou.2.c
Decodable Text	Phonics and Spelling 20–30 minutes  More to Eat	Phonics  CC.1.Rfou.2.b;  Words with Blends fr, gr, tr T119k  CCVCC Word Patterns T119m  Spelling  CC.1.Rfou.3;  CC.1.Rfou.3;  CC.1.Rfou.3;  CC.1.L.2.d	Phonics CC.1.Rfou.3; CC.1.L.2.d; Words with Blends fr, gr, tr T125a CC.1.Rfou.4 Read with Fluency T125c  Spelling CC.1.Rfou.3; CC.1.L.2.d ✓ Spell Words with Blends fr, gr, tr T119g CCVCC Word Patterns T125b
	High Frequency Words 5–10 minutes	Learn High Frequency Words T119n CC.1.Rfou.3.g; CC.1.L.2.d	Practice High Frequency Words T125b CC.1.Rfou.3.g; CC.1.L.2.d Handwriting T125b CC.1.L.1.a
WHO	OLE GROUP TIME	Read and Comprehend	Reread and Analyze
	Speaking and Listening  10 minutes	Preview and Predict T120 CC.1.SL.1	Discuss Trees T125e CC.1.SL.1
Big Book	Language and Vocabulary  15–25 minutes	Daily Grammar CC.1.L.1; CC.1.L.1.b  ✓ Use Nouns T119i  Vocabulary CC.1.L.5.a  ✓ Sort Words T120	Daily Grammar CC.1.L.1; CC.1.L.1.b; CC.1.L.1.f  ✓ Use Adjectives T119i  Vocabulary CC.1.L.5.a  ✓ Sort Words T125e
Anthology & Big Book	Reading 20–40 minutes	Read CC.1.Rinf.10 Shared Reading: Project Notebook T120 Redwoods	Reread CC.1.Rinf.10 Shared Reading: Project Notebook T125f Comprehension CC.1.Rlit.5  ✓ Compare Fiction and Nonfiction T125g
	Writing 15–45 minutes	Power Writing T120 CC.1.W.5 Writing CC.1.W.2 Write About Redwoods T124–125 Writing Project: How-To Article Study a Model T128 CC.1.W.2; CC.1.W.5	Power Writing T125e CC.1.W.5 Writing CC.1.W.5 Write About Living Things T126 Writing Project: How-To Article Prewrite T128  CC.1.W.5 CC.1.W.5 CC.1.W.5
LEV	ELED READING TIME		
ction & nfiction	20 minutes	Read Book 1 CC.1.Rlit.10; CC.1.Rlit.3; CC.1.Rinf.10 Introduce LR2 Read LR4-LR11  Monitor	Reread Book 1 CC.1.Rlit.10; CC.1.Rlit.3; CC.1.Rinf.10; CC.1.SL.1  Read and Integrate Ideas LR2  Monitor

#### LEARNING STATION TIME



20 minutes



List Facts

Identify Plot

Speaking and Listening T119e CC.1.W.2; CC.1.SL.5
Language and Vocabulary T119e CC.1.L.4
Writing T119e CC.1.W.2; CC.1.W.5
Cross-Curricular T119f CC.1.SL.5; CC.1.W.3
Reading and Intervention T119f; RT2.13 CC.1.Rfou.4;

List Facts

Identify Plot

# **When is something alive?**

Day <b>3</b>	Day <b>4</b>	Day <b>5</b>
Learn Sounds, Letters, and Words	Read and Comprehend	Review and Apply
Segment and Add Sounds T126a CC.1.Rfou.2.d	✓ Segment and Add Sounds T126i CC.1.Rfou.2.d	Review T1260
Phonics CC.1.Rfou.2.b; CC.1.Rfou.3  Words with Blends <i>br, cr, dr</i> T126a CC.1.Rfou.3  Spelling CC.1.Rfou.3;	Phonics CC.1.Rfou.3; CC.1.L.2.d;  ✓ Words with Blends br, cr, dr T126i CC.1.Rfou.4  ✓ Words with Short Vowels o, e, u T126i Read with Fluency T126k  Spelling CC.1.Rfou.3; CC.1.L.2.d	Phonics  ✓ Words with Blends fr, gr, tr, br, cr, dr T1260  Spelling CC.1.L.2.d
Words with Blends <i>br, cr, dr</i> T119h CC.1.L.2.d–e	Words with Blends <i>br, cr, dr</i> T119j	Words with r Blends T1260
Practice High Frequency Words T126c CC.1.Rfou.3.g; CC.1.L.2.d	Practice High Frequency Words T126j CC.1.Rfou.3.g; CC.1.L.2.d	Review High Frequency Words T126m CC.1.Rfou.3.g;
Listen and Comprehend	Listen and Analyze	Review and Apply
Preview and Predict T126e CC.1.SL.1	Discuss Features of Tall Tales T126n CC.1.SL.1	Relate Readings to the Big Question T127a CC.1.SL.1
Daily Grammar CC.1.L.1; CC.1.L.1.b, f  ✓ Use Adjectives T119j  Vocabulary ✓ Review Science and Academic Vocabulary T126e	Daily Grammar CC.1.L.1; CC.1.L.1.b, f  ✓ Grammar and Writing T119j  Vocabulary CC.1.L.f  ✓ Sort Words T126m	Daily Grammar CC.1.L.1; CC.1.L.1.b,  ✓ Review T119j, T127  Vocabulary CC.1.L.1. ✓ Review T127
Read CC.1.Rinf.10  ✓ Interactive Read-Aloud: Tall Tale T126g	Reread Interactive Read-Aloud: Tall Tale Comprehension CC.1.Rlit.5 Compare Fiction and Nonfiction T126m	Comprehension Compare Fiction and Nonfiction T127a  CC.1.Rlit.5  Redwoods
Power Writing T126e CC.1.W.5 Writing CC.1.W.2	Power Writing T126m CC.1.W.5 Writing CC.1.W.2	Power Writing T1260 CC.1.W.5 Writing CC.1.W.5
Write a Personal Response T126h  Writing Project: How-To Article CC.1.W.2; CC.1.W.5  Draft T129	Write a New Ending T126n  Writing Project: How-To Article CC.1.W.2; CC.1.W.5  Revise and Edit T129a—T129b	Write About Trees T127b  Writing Project: How-To Article  Publish and Present T129b  CC.1.W.2; CC.1.W.5
·		
Read Book 2 CC.1.Rlit.10; CC.1.Rlit.3; CC.1.Rinf.10 Introduce LR2 Read LR4−LR11  ✓ Monitor ✓ List Facts ✓ Identify Plot	Reread Book 2 CC.1.Rlit.10; CC.1.Rlit.3; CC.1.Rinf.10; CC.1.SL.1  Read and Integrate Ideas LR2  Monitor  List Facts Identify Plot	Reading CC.1.W.1–3; CC.1.SL.1. Connect Across Texts LR3 Writing Choose a Writing Option LR4–LR11
	ASSESSMENT & RETEACHING	
Reach   Reading   Company Nation and National Company Nation and National Company National	Assessment & Reteaching T129c–129d  ✓ Foundational Skills A2.34–A2.35 CC.1.Rfou.2.a–c; CC.1.Rfou.3; CC.1.Rfou.3.c	Reading Comprehension Test A2.36–A2.44 CC.1.Rlit.3 Reading Strategy Assessment LR17–LR18 CC.1.Rinf.10

Spelling Test T119g

✓ Oral Reading Assessment A2.1–A2.4

CC.1.Rfou.3.g; CC.1.L.2.d

CC.1.Rfou.4

CC.1.L.4; CC.1.L.6

CC.1.L.1

☑ Vocabulary Test A2.45–A2.48

Grammar and Writing Test A2.49–A2.52

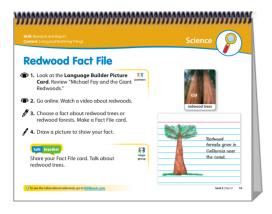
Reteaching Masters RT2.13-RT2.17

# Week 4 Learning Stations

#### **Speaking and Listening**

#### Option 1: Redwood Fact File \*\*\*





#### **PROGRAM RESOURCES & MATERIALS**

**Cross-Curricular Teamwork Activities:** Card 14

Digital Library Image: Language Builder **Picture Card B25** 

Teacher's Guide on **ONGReach.com** 

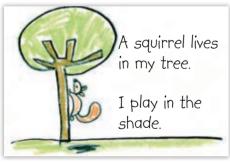
computer with Internet access • lined index cards • colored markers or crayons

**Write Facts About Topics** Add Visuals to Clarify

CC.1.W.2 CC.1.SL.5

#### Option 2: Special Tree X





#### **MATERIALS**

colored markers or crayons

Have children recall familiar trees in their neighborhoods, nearby parks, or playgrounds.

· Have each child draw a tree that is important to them and write a caption telling why it is special to them, animals, or others.

**Write Facts About Topics** CC.1.W.2 Add Visuals to Clarify CC.1.SL.5

#### **Language and Vocabulary**

#### **Kev Words**

bud flower height leaf length light petal project ready reread retell seed sun

#### Option 1: Vocabulary Games 🟋





Determine the Meaning of Words

CC.1.L.4

#### Option 2: My Vocabulary Notebook X





Have children expand word knowledge by

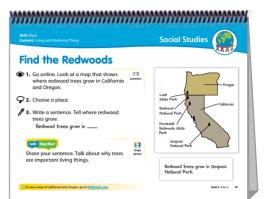
- · looking up words
- adding definitions and images
- writing sentences that contain both a Key Word and some, a few, a little, many, or much.

Determine the Meaning of Words

Writing

#### Option 1: Find the Redwoods





#### **PROGRAM RESOURCES & MATERIALS**

**Cross-Curricular Teamwork Activities: Card 15** 

Teacher's Guide on **ONGReach.com** 

computer with Internet access

CC.1.W.2 Write Explanatory Text CC.1.W.5 Focus on a Topic

#### Option 2: Write How Weeds Grow X



#### **PROGRAM RESOURCES**

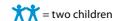
#### Digital Library Image: Language Builder **Picture Card B14**

Display the photo. Explain that a dandelion is a weed. Ask: Do weeds need the same things to grow as other flowers, such as a daisy? (Yes.) Have children write a sentence or two to tell what weed seeds need to grow and where they grow.



Write Explanatory Text CC.1.W.2 Focus on a Topic CC.1.W.5

CC.1.L.4





#### **Cross-Curricular**

#### Option 1: Redwood Tree Story



#### **PROGRAM RESOURCES & MATERIALS**

#### **Language and Literacy Teamwork Activities:** Card 16

Teacher's Guide on **ONGReach.com** 

computer with Internet access and a printer • colored markers or crayons

Add Visuals to Clarify CC.1.SL.5 Write Narratives CC.1.W.3

#### Option 2: A Forest Saved



#### **MATERIALS**

colored markers or crayons

To view the video, have children go to Resources > Unit 2 > Learning Stations > Week 4 > Canada Video.

· Have children draw their own signs telling why it is important to protect the forest. Each sign should include a picture and words.

CC.1.SL.5 Add Visuals to Clarify

#### Reading

#### Option 1: Comprehension Coach 🟋

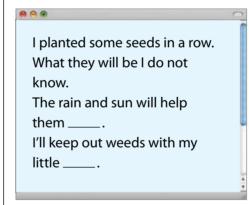


Have children use the software according to their individual needs:

- Read silently and answer questions.
- · Listen to fluent models.
- · Record their reading and get a fluency report.

Read Poetry CC.1.Rlit.10 Read with Fluency CC.1.Rfou.4

#### Option 2: Reading a Poem X



Have children read the poem. Then have them complete the next lines with words that rhyme with row and know. (grow, hoe).

Ask children to read the completed poem aloud with expression.

See **Recommended Reading** on page LR12.

CC.1.Rlit.10 **Read Poetry** CC.1.Rfou.4 Read with Fluency Use Technology in Writing CC.1.W.6

#### **Intervention**

#### Option 1: Reteach Words with 🕺 **Blends**

#### **PROGRAM RESOURCES**

**Phonics Picture Cards 199-204** 



Use Reteaching Routine 1.

- · Display the word.
- Say the word: frog. Have children repeat.
- **Read the word.** Point to the *fr* and ask: What are these letters? What is the sound?
- **Scaffold spelling.** Say: *frog.* Have children repeat the word, say the first sound, and write its spelling.

For **Reteaching Routine 1**, see BP36.

**Decode Words with Blends** 

CC.1.Rfou.3

#### Option 2: Phonics Games X



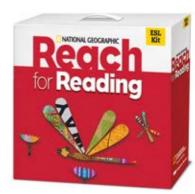
**Decode Words with Blends** CC.1.Rfou.3 CC.1.Rfou.4 Read with Fluency

For Reteaching Masters, see pages RT2.13-RT2.17.

NGReach.com Online Phonics Games

#### **Additional Resources**

#### ESL Kit XXX



ESL Teacher's Edition pages T119k-T127b

# Week 4 Daily Spelling & Word Work

#### **OBJECTIVES**

Thematic Connection: Shoot for the Sun

Spell Words with r Blends

Spell High Frequency Words

#### **SUGGESTED PACING**

DAY 1 Spelling Pretest DAY 2-4 **Daily Practice Options** 

DAY 5 Spelling Test

**Spelling Pretest** 

**Spelling Test** 

Day 5



#### **Spelling Words**

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

#### Words with r Blends

1. grass	We planted <i>grass</i> seeds around the tree.
2. brag	We started to <i>brag</i> when the grass grew.
3. trim	Then we had to <i>trim</i> the grass.
4. dress	My sister cut the lawn in a <i>dress</i> .

#### **High Frequency Words**

5. all	<b>All</b> trees are alike in some ways.
6. are	Some trees <i>are</i> evergreens.
7. by	Many trees lose their leaves <b>by</b> winter.
8. first	The <b>first</b> big tree I ever saw was a giant oak tree.
9. more	I saw <i>more</i> big trees when I visited California.
10. there	Some of the biggest trees on Earth are <i>there</i> .

#### **More Words**

Use these words and sentences for additional Pretest and Test items. 1. drip Drops of water *drip* down from the highest leaves. 2. trap The roots **trap** water for the trees. 3. trip The water takes a **trip** all the way back up. 4. Fred My brother, *Fred*, taught me all about trees. 5. cram He had to *cram* for a science presentation. 6. front He practiced his speech in front of us.

#### **Sort Words**

Day 2



**MATERIALS** 

Option 1

#### **PROGRAM RESOURCES**

Word Cards: Practice Master PM2.52

#### scissors

#### **Prepare**

Have pairs cut out the Word Cards and sort them into piles by r blend (fr, gr, tr, br, cr, dr).

#### **Play a Game**

- · One child shuffles some words while the other isn't looking.
- The partner then tries to re-sort the words as quickly as possible.

Extend the activity by having children write one more word for each r blend, adding them to the correct sorted piles.

Word Cards: fr, gr, tr, br, cr, dr				
frog	grass	truck	drop	
frill	dress	drank	crop	
grab	grow	grin	grunt	
drill	crab	trim	trap	
frizz	grub	gruff	drip	
trip	grid	brim	brink	
grip	crib	cram	Fred	
Element Companies comes a partial Companies comes in the Companies				
<b>◯ NGReach.com Practice Master PM2.52</b>				

Decode Words with r Blends Spell Words with r Blends Spell New Words Phonetically CC.1.Rfou.3 CC.1.L.2.d CC.1.L.2.e

#### **Alphabetize**

Day 2



Option 2

#### **PROGRAM RESOURCES**

**High Frequency Word Cards: Practice Master PM2.53** 

#### scissors

**MATERIALS** 

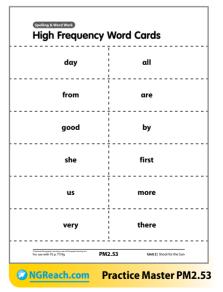
#### **Prepare**

Have each group cut out one set of **High Frequency Word Cards.** 

Note that the words in the first column are review.

#### Play a Game

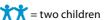
- · Groups turn cards facedown and shuffle them.
- At a signal, groups turn over and alphabetize the cards.
- Check the words and assign a point for each correctly alphabetized word.
- · Have groups shuffle the cards for another round.



After several rounds, the group with the most points wins.

Spell High Frequency Words

CC.1.L.2.d







# Words with r Blends and High Frequency Words

Illustrate a Word

Day 3



Option 1

#### **MATERIALS**

colored markers or cravons

#### **Create Visuals**

- Have each child choose a spelling word and write it on the bottom of a sheet of paper.
- Have partners exchange papers and draw an illustration of the word on the paper.
- Have partners exchange papers again and write a sentence about the illustration, using the spelling word.

Extend the activity by having children make drawings that illustrate two words.

Decode Words with r Blends	CC.1.Rfou.3
Spell Words with r Blends	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

**Odd One Out** 

Day 4



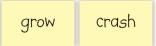
Option 1

#### **PROGRAM RESOURCES**

Word Cards from Day 2 Option 1

#### Play a Game

• The first player takes all of the Word Cards from Day 2.



- The first player lays down three cards, two of which have the same r blend.
- The second player identifies the odd card, the one that does not match the r blend of the other two cards.
- Have children switch roles after each round and play for 5–10 minutes.

Extend the activity by having children use the words in sentences.

Decode Words with r Blends CC.1.Rfou.3 Spell High Frequency Words CC.1.L.2.d

**Build Words Online** 

Day 3

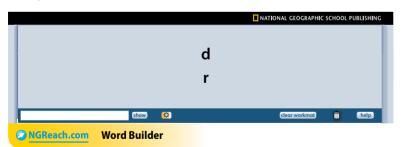


Option 2

#### **Prepare**

Have small groups access Word Builder and NGReach.com.

#### **Play a Game**



- Have one child choose a spelling word and drag the first letter on the **Word Builder**. The other children take turns guessing the word.
- The first player continues dragging letters until a child guesses the word. Then, other players must use it in a sentence.
- Have children rotate roles until all the words have been identified.

Spell Words with r Blends CC.1.L.2.d CC.1.L.2.d Spell High Frequency Words

**Guess the Word** 

Day 4



Option 2

#### **MATERIALS**

colored markers or crayons

#### **Prepare**

Display the Spelling Words.

#### Play a Game

- One child chooses a word to illustrate and draws a picture.
- The second child guesses the word that was illustrated. Then he or she chooses a different word and adds to the drawing. Share this example:

If my partner draws a picture of a frog, I might add to the picture by drawing a pretty dress on the frog.

• Have children take the words after they draw them and continue playing until each child has drawn five words.

Decode Words with r Blends Spell High Frequency Words CC.1.Rfou.3 CC.1.L.2.d

# Week 4 Daily Grammar

#### **OBJECTIVE**

**Thematic Connection: Shoot for the Sun** 

**Use Adjectives** 

#### **COMMON CORE STANDARDS**

**Demonstrate Command of English Grammar Use Common Nouns Use Adjectives** 

CC.1.L.1 CC.1.L.1.b CC.1.L.1.f

# Day 1

#### PROGRAM RESOURCES

#### **MATERIALS**

More Count and Noncount Nouns: eVisual 2.11

index cards

#### **Teach the Rules**

Use page T124–125 to review count and noncount nouns. Then review the rules.

#### **More Count and Noncount Nouns**

- **Count nouns** name things leaf, problem, job, man, we can count. woman, tool, plant, thing
- Noncount nouns name light, water, work, trouble, things we cannot count. fog, stuff, weather

NGReach.com Count/Noncount Nouns: eVisual 2.11

#### Play a Game XXX

Display the count and noncount nouns from the chart above. Have the class sit in a circle. Explain the game:

- The first child says a noun.
- The person to the right says if it is a count or noncount noun.
- The next person to the right uses the word in a sentence.
- The first child gives a thumbs up if the other two answer correctly.

Continue going around the circle until all children have had a chance to participate.

#### Differentiate

#### SN Special Needs

ISSUE Children need extra help distinguishing count nouns and noncount nouns.

**STRATEGY** Have children make and use flash cards of common count nouns and noncount nouns. Have them write a noun on one side. On the other side, have them write C for count nouns or N for noncount nouns.

# Day 2

#### **PROGRAM RESOURCES**

How Many? / How Much?: eVisual 2.12

#### **Teach the Rules**

Use page T126 to introduce the questions How many? and How much? Then teach the rules.

#### How Many? / How Much?

• Use **How many?** to ask How many trees did you see? about a **count noun**.

MGReach.com How Many? / How Much?: eVisual 2.12

- I saw **many** trees.
- Use **How much?** to ask about a **noncount noun**.

**How much** fog did you see?

There was **a lot** of fog.

#### Play a Game XX

Display and read aloud the words How many and How much. Display and read aloud the count nouns and noncount nouns from Day 1.

Have children work in pairs. Have one child ask a question using How many or How much and one of the nouns. The other child answers the question. Then have them switch roles. Share this example: How many leaves did you rake? I raked a lot of leaves. Continue play for five minutes.

# Differentiate

#### **BL** Below Level

**ISSUE** Children may have difficulty asking and answering questions.

**STRATEGY** Share these sentence frames with children:

How many \_\_\_\_\_ did you \_\_\_\_\_? I \_\_\_\_\_ed \_\_\_\_\_.

How much \_\_\_\_\_ did you \_\_\_\_\_?

1 \_\_\_\_\_ed \_\_\_\_\_.







#### **PROGRAM RESOURCES**

#### **MATERIALS**

Some, A Few, A Little, Many, and Much: eVisual 2.13

number cube—1 for each group

**Use Indefinite Adjectives: Practice** Master PM2.57

#### **Teach the Rules**

Use page T126h to review indefinite adjectives. Then teach the rules.

#### Some, A Few, Many, and Much

· A few and many describe **count nouns**, or things you can count.

a few rows

many helpers

· A little and much describe noncount nouns, or things you cannot count.

a little work much sunshine

- Use **some** and **a lot** with both count nouns and noncount nouns.
- **some** trees **some** fog
- a lot of children a lot of water

**Use Indefinite Adjectives** 

Use a number cube with six numbers to play the game. Roll the cube and find your number on the chart.

some α few α little many much α lot

PM2.57

Practice Master PM2.57

NGReach.com Some, A Few, Many, and Much: eVisual 2.13

#### Play a Game 光光光

Put children in groups of three. Distribute Practice Master PM2.57. Explain:

- Take turns rolling the cube. Say a sentence with your adjective. If the sentence is correct, mark that number.
- If you roll the same number, skip a turn. The first child to mark off all six wins.

#### Differentiate

#### NGReach.com **EL** English Learners

**ISSUE** Some uncountable nouns in English are count nouns in other languages.

**STRATEGY** Review the use of these noncount nouns, which may be confusing: *bread*, *information*, *money*, *news*, *travel*, *work*, and *furniture*.

# Day 4

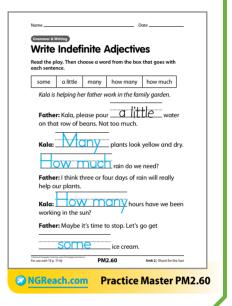
#### **PROGRAM RESOURCES**

**Write Indefinite Adjectives: Practice** Master PM2.60

#### **Grammar and** Writing \*

Use page T126n to model the correct use of indefinite adjectives with count and noncount nouns in writing.

**Distribute Practice Master** PM2.60. Read the play. Have children find the word in the box that correctly completes each sentence and write it on the line.



# Day 5

#### **PROGRAM RESOURCES**

Writing, Revising, and Editing Unit Test: Assessment Masters A2.49-A2.52

#### **Review and Assess**

See page T127 for a review of the use of indefinite adjectives with count and noncount nouns.

✓ Administer the Writing, Revising, and Editing Unit Test.

# Day 1 Learn Sounds, Letters, and Words



Sing with Me Phonics Songs Book

#### **OBJECTIVES**

**Thematic Connection: Shoot for the Sun** 

- Match and Identify Medial Sounds
- Read and Spell Words with Blends fr, gr, tr
- Read and Spell CCVCC Words
- Read and Spell High Frequency Words

#### **PROGRAM RESOURCES**

**PRINT & TECHNOLOGY** 

Sing with Me Phonics Songs Book, page 30
Phonics Picture Cards 202, 203, 204
Blends fr, gr, tr: Practice Master PM2.48
Read On Your Days Book 8

Read On Your Own Book 8

Write-On/Wipe-Off Boards

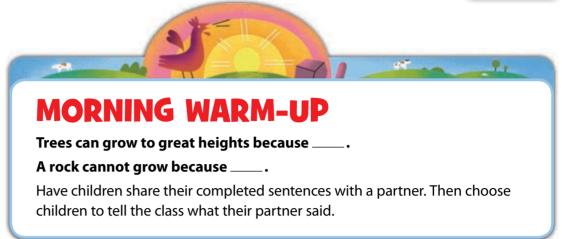
Sound/Spelling Cards 3, 10, 12, 16

**TECHNOLOGY ONLY** 

Sing with Me Phonics Songs MP3 or CD 1, Tracks 32–33

**Word Builder** 

**Phonics Games** 



# **Phonological Awareness**

#### ■ Match and Identify Medial Sounds ■

Use Phonological Awareness Routine 1.

- **Direct listening.** Tell children to listen for the middle sound.
- Say the words: rock, mop. Have children repeat the words.
- **Segment sounds:** /r/ /ŏ/ /k/, /m/ /ŏ/ /p/. Ask: *What sound is the same?* (/ŏ/)
- Say the sound again: /ŏ/.

For **Phonological Awareness Routine 1**, see page BP28.

Repeat the routine with *lock/hop/pot*, *mud/hush/plum*, and *pack/man/stand*.

#### Check & Reteach

OBJECTIVE: Match and Identify Medial Sounds 🌠

Ask: What word has the same middle sound as fin: sit or fan? (sit) What is the sound? (/ĭ/)

If children cannot answer, use a sound box divided into three sections—/f/, /ĭ/, /n/ and /s/, /ĭ/, /t/. Say each word several times, emphasizing the /ĭ/ sound while pointing to the middle box. Then repeat with hum: him and mud.

# Phonics

# 2 Learn Words with Blends fr, gr,

Sing with Me Phonics Songs Book page 30
Scaffold language. Tell children that, in the song, the word *grock* is the sound a frog makes, and *ker-plunk* is the sound of the water. Play Tracks 32 and 33 and follow the directives. Practice until children can perform smoothly.

- 1 2 Squat like a frog and go up and down on "grock, grock."
- Trot in place with "paws" in front of you.
- Squat like a frog and jump on "ker-plunk."



Sing with Me Phonics Songs Book page 30

#### **COMMON CORE STANDARDS**

#### Reading

Blend Sounds to Orally Produce Words
Match and Identify Medial Sounds
Decode Words with Blends fr, gr, tr
Read Irregularly Spelled Words
Language and Vocabulary
Spell Words with Blends fr, gr, tr
Spell High Frequency Words

CC.1.Rfou.3.g
CC.1.Rfou.3.g
CC.1.L.2.d
CC.1.L.2.d
CC.1.L.2.d

CC.1.1.2.e

Spell New Words Phonetically

Use **Decoding Routine 1** to connect sound and spelling of initial blends *fr, gr,* and *tr* and to blend words.

#### **Weekly Folder**

- √ Writing (T124–125, T126, T126h, T126n, T127b, T128–T129b)
- √ Compare Genres: Practice Master PM2.54

Step 1 Develop Phonological Awareness	fr	gr	tr
1. Tell children: These words have /f/ /r/ at the beginning.	Friday, fruit, friend	green, grape, grow	train, tree, true
2. Tell children: I will say a word. Listen for /f/ /r/ at the beginning. If you hear /f/ /r/, say "Grock," like a frog. If you don't hear /f/ /r/, keep quiet. (Food, funny, and fig do not have /f/ /r/.)	free, food, funny, freeze, front, fig	grass, ground, goat, grumpy, goose, growl	trunk, tub, try, trash, taste, table
Step 2 Associate Sounds and Spellings			
<ol> <li>Display the picture-only side of Phonics Picture Card 202. Say: This is a frog. Have children repeat.</li> </ol>		-	34
2. Turn the card over. Point to the letters fr at the beginning of the word and explain: The letters f and r stand for the first two sounds you hear in frog. Blend f and r with me: /f/ /r/.	Card 202: frog	Card 203: grass	Card 204: truck
<b>3.</b> Give examples of words with fr. Point out the CCVCC spelling pattern in the words front, grass, grock, trunk, and trash. Say: When a vowel comes between two sets of consonants, it usually has a short vowel sound.	from, fry, frame, front	group, gray, grass, grock	trot, trail, trace, trunk, trash
Step 3 Blend Sound-by-Sound			
<ol> <li>Write fr. Blend: /f/ /r/. Sweep your hand beneath the spellings and have children blend the sounds together.</li> <li>Add i. Blend: /f/ /r/ /ĭ/, sweeping your hand beneath</li> </ol>	fr fri ->	gr gri —>	tr tra
the spellings. Have children repeat it.  3. Add <i>II</i> . Say: /I/. Model blending the whole word and then have children blend with you.	frill	grip	track

For **Decoding Routine 1**, see page BP32.

#### See **Differentiate**

# Differentiate

# EL English Learners PHONICS TRANSFER

**ISSUE** Children who speak Spanish, Cantonese, Vietnamese, Hmong, and Korean may need practice with *r*-blends.

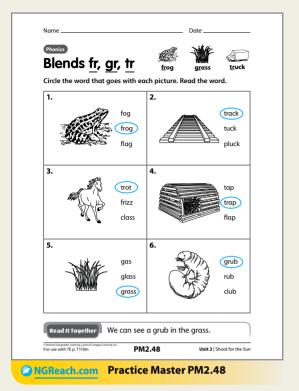
#### **STRATEGY** Have children:

- tell whether or not the /r/ sound is used in their home language.
- practice chanting the /r/ sound: Ring around a Rosie. Run, Rosie. Run, Rosie. Run, run, run! Then have them practice blending fr, gr, and tr.

# **Learn Sounds, Letters, and Words**



Read On Your Own Book 8



3 Read Words with Blends fr, gr, tr 

Read On Your Own Book 8 page 2

**Word Builder**. Have children blend the words. Then point out previously taught High Frequency Words *I, see, the,* and *is,* and ask children to read the sentences.

Have children turn to **Read On Your Own Book 8**, page 2. Review the blends *fr, gr,* and *tr,* read the example, and have children echo. Then have partners take turns reading the picture labels. Assign **Practice Master PM2.48** for more practice.

Children can also play **Phonics Games** at **NGReach.com** to reinforce phonics skills.

#### 4 Spell Words with Blends fr, gr, tr

Use **Dictation Routine 1** to have children practice spelling *frog, grass,* and *trap* on their **Write-On/Wipe-Off Boards.** 

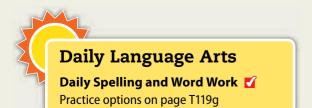
- Say a word: frog.
- **Segment Sounds:** /f/ /r/ /ŏ/ /g/. What is the first sound you hear in frog? (/f/) What letter stands for the sound /f/? (f)
- Display Sound/Spelling Cards. Have children match each letter to a card. (3 /f/, 12 /r/, 16 /ŏ/, 10 /g/)
- **Repeat the word:** *frog.* Have children write the spelling of the word.



Write-On/Wipe-Off Board

• Write the correct spelling. Have children check and correct their spelling. Repeat for *grass* and *trap*.

Then dictate: *The frogs are in the traps*. Have children chorally repeat and then write the sentence. Write the correct sentence. Have children check and correct. *For Dictation Routine 1*, see page BP35.



#### **Check & Reteach**

OBJECTIVES: Read and Spell Words with Blends fr, gr, tr 

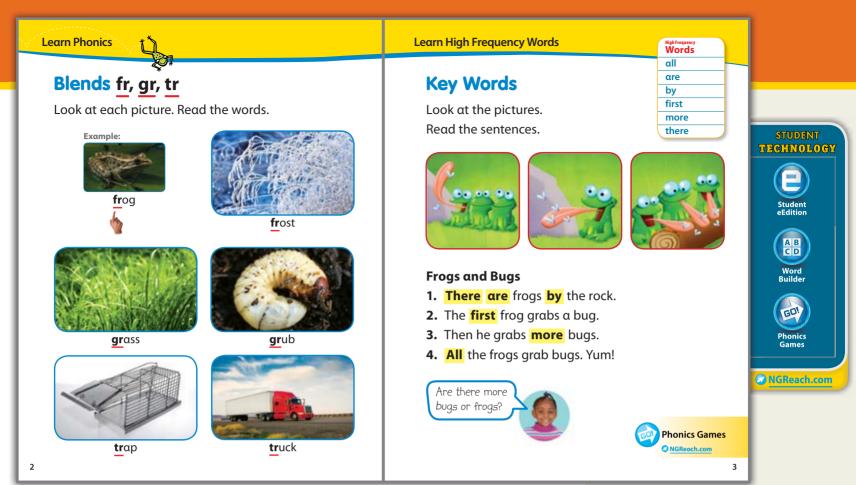
Read and Spell CCVCC Words 

✓

Check dictation sentences for correct spellings. Prompt self-correction.

If children spell a word incorrectly, use **Phonological Awareness Routine 12** to reteach the words. Repeat with this sentence: *The frog sees a trap in the grass*.

For **Phonological Awareness Routine 12**, see page BP31.



Read On Your Own Book 8 pages 2–3

# **High Frequency Words**

5 Read and Spell Key Words 
☐ Read On Your Own Book 8 page 3

Read aloud page 3 to teach each highlighted word and review known sound/spellings.

Use High Frequency Words Routine 1.

- · Say the High Frequency Word: there.
- Say a sentence with the word: Put your coat over there.
- · Say the word again and have children repeat it and then write it.

For **High Frequency Words Routine 1**, see page BP37.

#### See **Differentiate**

Have children track print and echo as you reread sentences 1–4. Reread, pausing for children to say the High Frequency Words. Then have partners work together to match each sentence to a picture.

#### **Check & Reteach**

**OBJECTIVE:** Read and Spell High Frequency Words

Have children chorally read a word from the list on page 3, write the word, and hold up the paper. Scan for misspellings. Repeat for all words.

Guide children to make a set of flash cards for words they need to practice. Pair children to practice the words together.

#### Differentiate

#### **EL** English Learners

**ISSUE** English Learners may not know the meanings of words.

**STRATEGY** Use the examples to convey word meanings.

**all** (Gesture to all.) All the children are here. That means everyone is here.

**are** We are at school. Are we in our room? (Nod yes.) Where are we at lunchtime?

**by** *I stand* by *a desk*. (Stand there; gesture nearness.) *That means I am next to a desk*.

**first** (Line up three children. Point to the first.) [Name] is first in line. That means he/she is number one. (Repeat with another child first.)

**more** (Give two pencils to a child. Hold one pencil.) I have only one pencil. [Name] has two. He/She has more than I have.

**there** There are [number] boys in the room. (Point to boys.) There are [number] girls in the room (Point to girls.) There is one teacher. (Point to yourself.)

# **Read and Comprehend**

Project Notebook



Anthology

#### **OBJECTIVES**

Thematic Connection: Shoot for the Sun

✓ Sort Words

**Preview a Project Notebook and Make Predictions** 

#### **PROGRAM RESOURCES**

TECHNOLOGY ONLY

**My Vocabulary Notebook** 

#### **MATERIALS**

timer • index cards • self-stick notes

#### **Power Writing**

Have children write as much as they can as well as they can in one minute about the word *lead*.

For **Writing Routine 1**, see page BP56.

# **Vocabulary Strategy**

**1 Sort Words ☑** Anthology page 120

Explain: To sort words, you put them in groups. Each group has words that are alike in some way. Read the heading of the left column. Say: These words name parts of plants. Read the heading of the right column. Ask: How are these words alike? (They name what plants need.) Display the words air and stem, and have children work in pairs to sort them into the columns. (Air goes in "What Plants Need," and stem goes in "Plant Parts.")

2 Try It Together Anthology page 120

Have children work in pairs to sort the word cards. Model the first word: *Is a daisy a kind of plant or is it where plants grow?* (It is a kind of plant.) Move it to that group.

See **Differentiate** 

#### **Check & Reteach**

**OBJECTIVE:** Sort Words

Have children write the words *grass* and *soil* on index cards and sort the cards into the groups from **Try It Together**.

If children cannot sort the new words, ask yes/no questions, such as: *Is grass like a daisy or a sunflower?* (Yes.) *Is it a kind of plant?* (Yes.)

# **Academic Talk**

**Preview and Predict** Anthology pages 121–125

Perform a picture walk, pointing out the trees in each photo. Ask: What do you think this project notebook is about? (Possible response: very big trees) Have children write their predictions on self-stick notes in their books.

# **Shared Reading**

4 Read a Project Notebook Anthology page 121
CONNECT ACROSS TEXTS Read aloud the introduction. Explain: "The Daisy" is a story about a seed that becomes a flower. Some seeds become trees. "Michael Fay and the Giant Redwoods" is about giant trees called redwoods.

Remind children that the seed in "The Daisy" needed sunlight and water to become a flower. Ask: What do you think these trees need to grow? (Possible response: I think they also need **light** and water. I bet they must need a lot of water to grow so big!) Have children write this prediction on new self-stick note.

**GENRE** Read aloud the genre explanation. Add: *People write* **project** notebooks to remember important facts. They add photos of things they want to remember. You can use **project** notebooks to learn about what scientists study.

#### **COMMON CORE STANDARDS**

Reading

Read Informational Text CC.1.Rinf.10

Writing

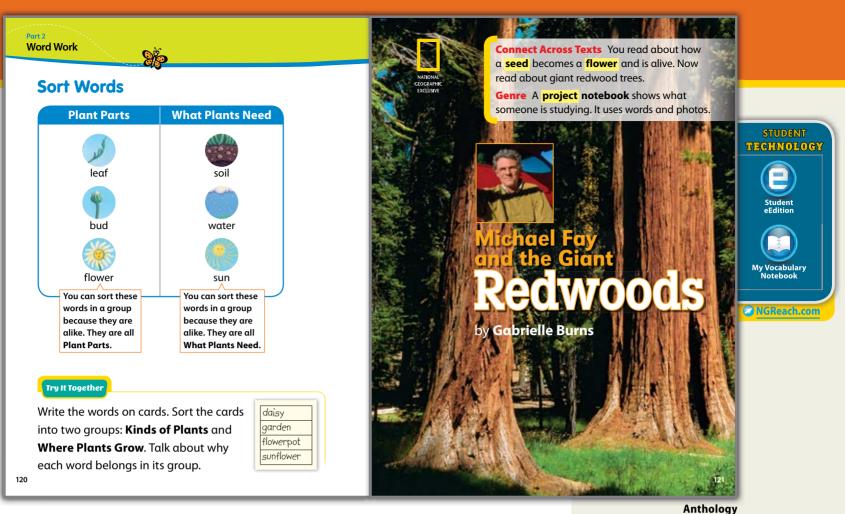
Write About Topics CC.1.W.2

Speaking and Listening

Participate in Conversations CC.1.SL.1

Language and Vocabulary

Use Common Nouns CC.1.L.1.b Sort Words CC.1.L.5.a



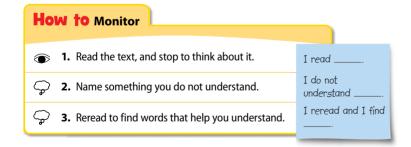
pages 120-121

#### **SCIENCE BACKGROUND** Share information about redwoods:

- Redwoods are very tall trees. They also have very large trunks.
- They grow along the coast in California and Oregon.
- *Many rare birds, frogs, and fish live in or near the redwood forests.*

Read pages 122-125 with children. Use the questions on page T122-123 to build comprehension during the first read (Day 1) and the second read (Day 2).

#### **REVIEW HOW TO MONITOR** Remind children how to monitor their reading.



#### **Comprehension Focus**

**FIRST READ SECOND READ** 

#### Day 1 Read and Comprehend

- Confirm Predictions
- Active Reading

#### Day 2 Read and Analyze

- ✓ Compare Fiction and Nonfiction
- Critical Thinking

#### Differentiate

#### **SN** Special Needs

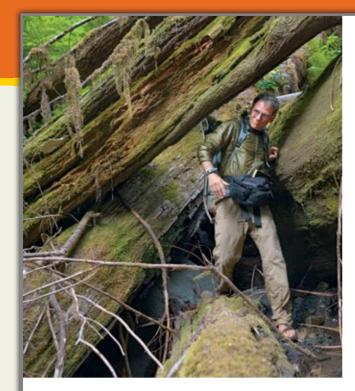
**ISSUE** Children do not understand the concept of sorting.

STRATEGY Choose four children. Create two categories, such as "Children Wearing Green Shirts" and "Children with Brown Hair." Display a sign for each category. Have children take turns sorting the four children by leading them to their sign. Invite them to include other children in each group.

#### EL English Learners

**ISSUE** Children confuse the words *height* and length.

STRATEGY Point to vertical items, such as a short bookshelf and a tall bookshelf, and horizontal items, such as a short rug and a long rug. Use the bookshelves to explain the meaning of height and the rugs to explain the meaning of length.



Michael Fay studies redwood trees. They are one of the biggest living things on Earth!



Redwood trees can grow to a **height** of 360 feet! 1 2

123

Anthology pages 122–123

#### **Build Comprehension**

**FIRST READ** 

#### **Fluency**

**Phrasing** Explain that there is a longer pause after a period than after a comma. Read page 125 aloud. Have children practice tapping once on the desk after the comma and twice after each period. Then have them read the passage chorally with you.

#### Day 1 Read and Comprehend

- **Active Reading** Pause after each exclamation and have children echo read, matching your expression. Ask: *Why are these facts exciting?*
- **Confirm Predictions** Have children read the predictions they wrote. *Was your prediction correct? How do you know?* (Possible response: Yes, I predicted I would read about big trees. Redwoods can be 360 feet tall!)
- Make Connections Point to the photos on pages 124–125 and the text on page 125. What is the weather on the California coast like? (California is warm, wet, and foggy.)

#### **SECOND READ**

# Differentiate

**EL** English Learners

**ISSUE** Children have difficulty pronouncing the word *redwood* and are unfamiliar with the trees.

**STRATEGY** Explain that some English words are made up of two words. Display the word *redwood*. Draw a vertical line to divide it: red | wood. Point to classroom objects that are red or made of wood. Explain that a redwood tree gets its name from its reddish bark and wood.

#### Day 2 Read and Analyze

- **Summarize** What information about redwoods will this **project** notebook help you remember? (how big redwoods are, what they need to grow, and what they look like) See **Differentiate**

T122-123 Unit 2



**Key Words** 

seed sun

bud flower height

leaf length light

petal project ready

Anthology pages 124–125

# Writing

#### **6** Write About Redwoods

Ask: What is a redwood tree? Where do redwoods grow? What do they need to grow? Have children turn to a partner and talk.

Have children write a sentence about redwoods. Encourage them to use the **Key Words** in their sentences. Then have children illustrate their sentences.

Provide sentence frames such as the following:

Redwoods are \_\_\_\_\_. Redwoods grow in \_\_\_\_\_. Redwoods need \_\_\_\_\_.

Have children share their writing with the class.



# Daily Language Arts

**Daily Grammar** 

Point to the word redwoods on page 125. Ask: Is it a count noun or a noncount noun? How do you know? (It's a count noun because you could count the number of redwoods in the forest.) Then point to the word fog. Ask: Can you count fog? (No.) Remind children that an s can be added to a count noun, such as redwoods.

Then use the Daily Grammar lesson on page T119i to teach more count nouns and noncount nouns.

# Day 2 Read and Comprehend Decodable Narrative Text

#### **OBJECTIVES**

**Thematic Connection: Shoot for the Sun** 

- Match and Identify Medial Sounds
- Read and Spell Words with Blends fr, gr, tr
- Read and Spell CCVCC Words
- Read and Spell High Frequency Words
- Read Decodable Text Fluently and with Comprehension

#### **PROGRAM RESOURCES**

**PRINT & TECHNOLOGY** 

Sound/Spelling Cards 6, 10, 12, 18
Blends *fr, gr, tr*: Practice Master PM2.49
Blend Words: Practice Master PM2.50

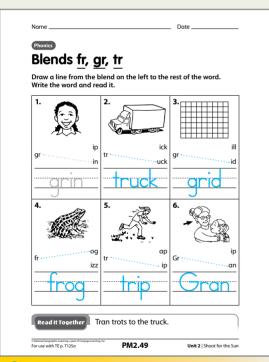
Write-On/Wipe-Off Boards

**Handwriting: Practice Master PM2.51** 

**Read On Your Own Book 8** 

**TECHNOLOGY ONLY** 

**Letter Cards** 



<u>Itoricaenicom</u>

NGReach.com Practice Master PM2.49

#### **COMMON CORE STANDARDS**

#### Reading

Blend Sounds to Orally
Produce Words
Match and Identify Medial Sounds
Decode Words with Blends fr, gr, tr
Read Irregularly Spelled Words
Read with Fluency
CC.1.Rfou.3.g
CC.1.Rfou.3.g
CC.1.Rfou.3.g
CC.1.Rfou.4

Spell Words with Blends , fr, gr, tr
Spell High Frequency Words
Spell New Words Phonetically
CC.1.L.2.e

# MORNING WARM-UP Why do redwood trees grow in California? Remind children what they learned about the needs of redwoods in "Michael Fay and the Giant Redwoods." Have children turn and talk.

# **Phonological Awareness**

Match and Identify Medial Sounds 

 ✓

Use **Phonological Awareness Routine 1**.

- **Direct listening.** Tell children to listen for the middle sound.
- Say the words: run, bug. Have children repeat the words.
- Segment sounds: /r/ /ŭ/ /n/, /b/ /ŭ/ /g/. Ask: What sound is the same? /ŭ/
- Say the sound again: /ŭ/.

For **Phonological Awareness Routine 1**, see page BP28.

Have children repeat the routine with the words slip/stick, heat/seem, and shed/then.

#### **Check & Reteach**

**OBJECTIVE:** Match and Identify Medial Sounds

Ask: Which words have the same middle sound: red, tin, pen? (red, pen) What is the sound? (/ĕ/) If children cannot answer, use a sound box with three sections. Say each word, segmenting each sound and emphasizing /ĕ/ as you point to the middle box. Repeat with hop and not.

#### **Phonics**

# 2 Read Words with Blends fr, gr, tr

**REVIEW** Use Letter Cards t, r, i, and p to build trip. Blend and have children echo.

Point to short *i*. Explain that when a vowel is between a blend and a consonant, it usually has the short sound. Add *s* to *trip*. Explain that the vowel also usually has the short sound if it is between a blend and two final consonants.

t	r	i	р	
t	r	i	р	S
g	r	i	р	s

Have children blend *trips*. Change *t* to *g* and have them blend *grips*. Distribute **Letter Cards**. Have children take turns building and reading *frog*, *grip*, *truck*, *track*.

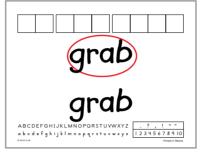
Assign Practice Master PM2.49 for more practice.

## 3 Spell Words with Blends fr, gr, tr

Use **Dictation Routine 1** to have children practice spelling.

- Say a word: grab.
- **Segment sounds:** /g/ /r/ /ă/ /b/. How many sounds do you hear? (four)
- **Display Sound/Spelling Cards.** Children match sounds to cards. (10/g/, 12/r/, 6/ă/, 18/b/)
- Repeat the word: *grab*. Have children write it.
- Write the correct spelling. Have children check and correct spelling. Repeat with frill. Assign Practice Master PM2.50.

For **Dictation Routine 1**, see page BP35.



Write-On/Wipe-Off Board

#### **Check & Reteach**

OBJECTIVES: Read and Spell Words with Blends fr, gr, tr 

Read and Spell CCVCC Words 

✓

Check for the correct spelling of CCVC and CCVCC words. Prompt self-correction. If children spell a word incorrectly, repeat the word and have children place chips in their sound boxes for every sound they hear. Have them write the letters that match the sounds.

# **High Frequency Words**

# Read and Spell Key Words ✓

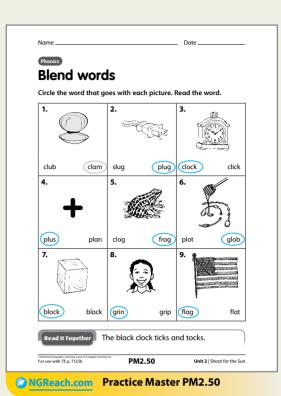
Display and read these sentences. Reread and have children hop when they hear the High Frequency Word. Assign **Practice Master PM2.51**.

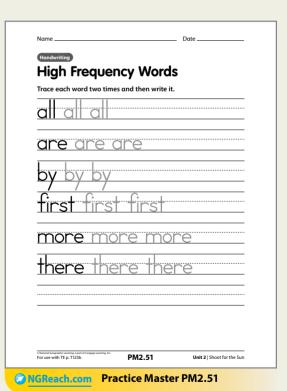


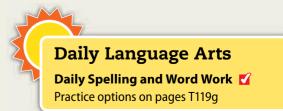
#### **Check & Reteach**

**OBJECTIVE:** Read and Spell High Frequency Words

Distribute **High Frequency Word Cards** and have partners take turns dictating words. For children who misspelled words, use **High Frequency Words Routine 2** to reteach. For **High Frequency Words Routine 2**, see page BP37.







# Day 2

words with
blends fr, gr, tr
high frequency

# **Read and Comprehend**

**Decodable Narrative Text** 

1







Frog sits and sees bugs by a web

Read On Your Own Book 8 pages 4–7

Frog sits on the grass by a rock



# **Decodable Reading**

5 Read "Frog" ☑ Read On Your Own Book 8 pages 4–10
Use Decoding Routine 4 to conduct two readings of "Frog." First, conduct a whisper read to monitor decoding. Then, conduct a choral read to monitor progress.

FIRST READ

#### Day 2 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children do not self-correct, provide corrective feedback. See **Differentiate** 

**SECOND READ** 

### Day 2 Reread and Comprehend

Have children chorally reread the text. Listen for improvement with rate and accuracy. Use the following questions to build comprehension.

- 1 Identify Details Where does Frog sit? (He sits on the grass by a rock.)
- **Identify Sequence** What does Frog grab first? (He grabs bugs first.)
- **Make Inferences** Why does Frog want to go away from the dog? (Possible answers: The dog will eat him. The dog is big. The dog is scary.)
- Make Connections Do you like frogs? Do you like dogs? What do you like about them? (Possible response: Yes, I like frogs because they make funny noises, and I like dogs because they are friendly.)

For **Decoding Routine 4**, see page BP34.

### Differentiate

### **BL** Below Level

**ISSUE** Children mispronounce words with previously taught phonics elements.

**STRATEGY** Use the chart to identify specific resources for review and reteaching.

Skill	Book 8	Teacher's Edition
words with double final consonants	grass (page 4) all (page 6)	-ss (page T87n) -// (page T87n)
words with short e	web (page 5) then (pages 7 and 9) gets (page 10)	/ĕ/ <i>e</i> (page T60b)
words with short u	bugs (pages 5 and 6) grubs (pages 7 and 8)	/ŭ/u (page T71d)

### AL Above Level

**ISSUE** Children can quickly decode the passage.

**STRATEGY** Ask children to practice reading the text faster and faster in order to achieve reading at an appropriate rate.

**T125c** Unit 2





Read On Your Own Book 8 pages 8–11

# **Practice Phonics**

6 Words with Blends fr, gr, tr 
☐ Read On Your Own Book 8 page 11

Distribute **Letter Cards**. Read aloud the directions for the first activity on page 11. Have partners work together to read and build words with *fr, gr,* and *tr*.

f	r	0	g
g	r	u	b
g	r	α	b
t	r	i	р

f	r	i	ı	ı
g	r	α	S	s
t	r	u	c	k
t	r	α	р	

#### See **Differentiate**

**Talk Together** Read On Your Own Book 8 page 11

Have partners turn and talk about what they see in the three pictures. Then share **Talk Together** answers. (Possible answers: *The frogs are in the grass/trap/truck*.)

#### **Check & Reteach**

**OBJECTIVE:** Read Decodable Text Fluently and with Comprehension

Have each child read aloud a page from "Frog." Note reading speed and miscues. For children with low reading speeds and many miscues, conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.

# Differentiate

# **SN** Special Needs

**ISSUE** Children need additional practice building words that begin with blends.

**STRATEGY** Use the Legend to identify words with blends *fr, gr,* and *tr* in "Frog." Have children use letter cards to build the words and sort them into three sections according to their initial blend. Then have partners read the words to each other.

# Day 2

# **Read and Analyze**

Project Notebook



Anthology

#### **OBJECTIVES**

Thematic Connection: Shoot for the Sun

Sort Words

Compare Fiction and Nonfiction

**Compare Genres** 

#### **PROGRAM RESOURCES**

**PRINT ONLY** 

T-Chart: Practice Master PM2.54

#### **MATERIALS**

index cards • timer

#### **Power Writing**

Have children write as much as they can as well as they can in one minute about the word *project*.

For **Writing Routine 1**, see page BP56.

# **Vocabulary Practice**

## **1** Sort Words **☑**

**REVIEW** Remind children that to sort words, they group together words that are alike. They can name the groups by how the words are alike. Say: Let's put words about trees into groups. Divide children into six groups. Make note cards with the words leaf, root, soil, sun, trunk, and water. Distribute one card to each group.

Post "Parts of a Tree" on one side of the room, and post "What a Tree Needs" on the other side. Read the headings chorally with children. Ask each group to move to the appropriate side of the room.

Read the words on the "Parts of a Tree" side of the room: *leaf*, root, trunk. How are these words alike? (They are all parts of a tree.) Draw a simple tree and have children identify the different parts. Repeat with the words on the "What a Tree Needs" side. Make sure children understand the meaning of each word, and draw pictures for them if necessary.

Have children add more words to each group, such as *flower, fruit, fog*, and *rain*.

#### **Check & Reteach**

**OBJECTIVE:** Sort Words **M** 

As partners sort words, ask: *Why does this word belong in this group?* (Possible answer: because it is like other words in the group)

If children cannot explain, have them ask and answer questions about the categories and words. Model: What are the parts of a tree? They are: roots, trunk, branches, leaves, flowers. Are any of these words here? Yes, leaf, root, and trunk are parts of a tree.

# **Academic Talk**

## **2** Discuss Trees

Use **Jigsaw** to invite children to share what they know about trees. Organize children into four even groups. Assign each group a topic:

- A. different kinds of trees (maple, pine, redwood)
- B. animals that live in trees (birds, squirrels, monkeys)
- C. fruit that grows on trees (pears, apples, peaches)
- D. things made from wood (chairs, tree houses, desks)



Jigsaw

Have each group think of at least three examples. Then regroup children so that each new group has at least one member from each expert group. Have experts report on what they discussed. Encourage other group members to add ideas. For **Jigsaw**, see BP60.

#### **COMMON CORE STANDARDS**

### Reading

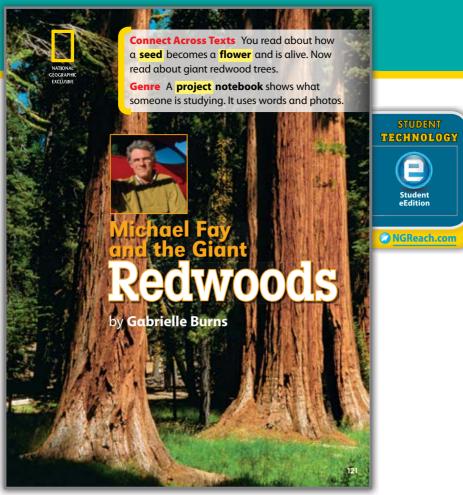
Explain Differences Between Fiction and Nonfiction

Writing
Focus on a Topic CC.1.W.5

**Speaking and Listening**Participate in Conversations CC.1.SL.1

Language and Vocabulary

Use Common Nouns CC.1.L.1.b Use Adjectives CC.1.L.1.f Sort Words CC.1.L.5.a



Anthology page 121

# Comprehension

**3 Compare Fiction and Nonfiction** ✓ Anthology pages 100 and 123 Explain: Often, fiction stories have made-up characters and events that cannot happen in real life. They have a plot and illustrations to go along with it. Nonfiction texts are about real people and events. They have photos of real people and things.

Compare the illustration of a seed on page 100 with the photos on page 123. Ask: *Which one is real?* (the redwood) Display books or stories that children have read in class or on their own. Ask: *Is this fiction or nonfiction? How do you know?* 

#### **Check & Reteach**

**OBJECTIVE:** Compare Fiction and Nonfiction

Hold up "The Sun Is Up." Ask: *Is this book fiction or nonfiction*? (nonfiction) If children do not answer accurately, point to the photos of the cat, the pig, and the chickens. Ask: *Are these things you see in real life*? (Yes.)

# Reread and Analyze

4 Build Comprehension Anthology pages 122–125
Use the Read and Analyze questions on page T122–123 as you reread "Michael Fay and the Giant Redwoods."

See Differentiate

## Differentiate

# **BL** Below Level

**FRONTLOAD** Have children recall the project notebook by discussing with a partner before conducting the whole-class rereading.

### OL On Level

**READ TOGETHER** Have children track the print as you reread together.

### **AL** Above Level

**READ ALONG** Read page by page. Have children chime in to read the words they know.

# **Read and Analyze**

**Project Notebook** 



Anthology

# **Respond and Extend**

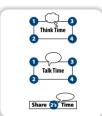
**5** Compare Genres Anthology page 126

Remind children that "The Daisy" is a folk tale, which is fiction, and "Michael Fay and the Giant Redwoods" is a project notebook, which is nonfiction.

Use the **Numbered Heads Together** routine. Create groups and give children numbers. Remind them to think on their own silently before they give answers.

To help children compare genres, discuss features that would be found in each:

- Would you find a talking seed in fiction or nonfiction? (fiction)
- Would you find facts about trees and weather in fiction or nonfiction? (nonfiction) Do you see photos of real things in fiction or nonfiction? (nonfiction)
- Would you have a plot with a beginning, a middle, and an end in fiction or nonfiction? (fiction)



Numbered Heads Together

Guide children to also discuss the author's purpose of the two selections.

Have each group discuss the questions. Then call a number from each group to share with the class. Have children record their answers on **Practice Master PM2.54**.

For **Numbered Heads Together**, see BP61.

#### **Check & Reteach**

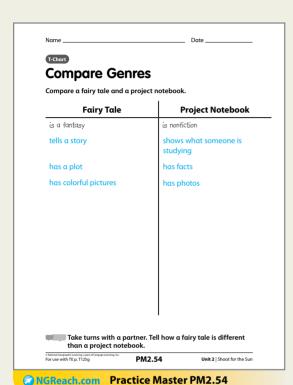
**OBJECTIVE:** Compare Genres

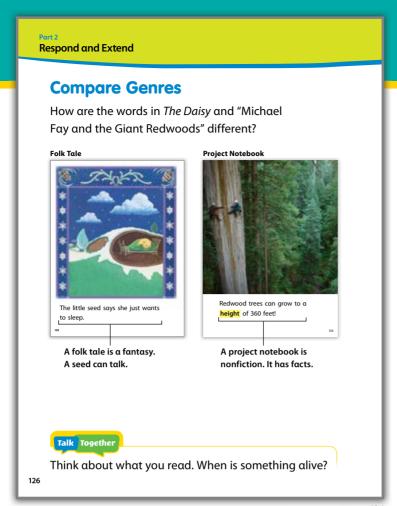
Ask: *How is a project* notebook different from a folk tale? (A project notebook tells about what someone is studying. It is nonfiction. A folk tale has a plot with things in it that are made up. It is fiction.)

If children cannot explain the difference between the two, ask: In real life, does a seed sleep in a bed? (No.) Can a raindrop wear boots, carry an umbrella, and knock on a door? (No.) Reinforce that things that cannot happen in real life appear in fiction.

**6 Talk Together** Anthology page 126

Read aloud **Talk Together**. Discuss with children how things that are alive grow and need energy. Things that are not alive do not change. Ask: *If a tree changes its height*, *is it alive*? (Yes.) *Does a book need energy*? (No.)





Anthology page 126

# Writing

## Write About Living Things

Organize children into two groups. Assign one group to write about what daisies need to grow. Assign the other group to write about what redwoods need to grow. Allow groups time to discuss what they learned about daisies or redwoods. Then have children write their sentences individually. Provide these sentence frames:

Redwoods need \_\_\_\_\_ to grow. Daisies need \_\_\_\_ to grow.

Have children share their sentences with another child in their group, and then share with a child from the other group.



**WRAP-UP** 

Ask: Why can't redwood trees grow in Alaska or Texas?

Have children talk in small groups about why these areas would not support the growth of redwoods. Help children compare the weather in these two states with the weather in northern California.

# Daily Language Arts

Point out the noncount noun water on page 125. Ask: How much water does a redwood tree need? A little or a lot? (a lot) Then use the Daily Grammar lesson on page T119i to teach the question words How much? and How many?

# Day 3 Learn Sounds, Letters, and Words



Sing with Me Phonics Songs Book

#### **OBJECTIVES**

Thematic Connection: Shoot for the Sun

Segment and Add Sounds

Read and Spell Words with Blends br, cr, dr

Read and Spell High Frequency Words

#### **PROGRAM RESOURCES**

**PRINT & TECHNOLOGY** 

Sing with Me Phonics Songs Book page 31
Sound/Spelling Cards 9, 12, 14, 16
Phonics Picture Cards 36, 38, 39, 199, 200, 201
Words with Blends *br, cr, dr*: Practice Master PM2.55
High Frequency Words: Practice Master PM2.56
Read On Your Own Book 8
Write-On/Wipe-Off Boards

**TECHNOLOGY ONLY** 

Sing with Me Phonics Songs MP3 or CD 1, Tracks 34–35

**Word Builder** 

#### **MATERIALS**

small chips or coins for blending, 4 per child

# **MORNING WARM-UP**

#### Do most plants go places to find food? Why?

Remind children that the frog in "Frog" hopped from the rock to the log to catch grubs. Have children turn and talk about the question.

# **Phonological Awareness**

## Segment and Add Sounds

Use Phonological Awareness Routines 3 and 4.

- Say a word: qo.
- Segment sounds: /g/ /ō/. Model placing a chip in each sound box on the Write-On/Wipe-Off Board as you say each sound. Then have children put chips in the sound boxes as they repeat each sound.
- Add a letter: Let's add /t/ to the end of go: /g/ /o/ /t/.
- Say the new word: What is the word? (goat)

For **Phonological Awareness Routines 3** and **4**, see page BP29.

Repeat the routine with way/wait and bow/bowl.

#### **Check & Reteach**

**OBJECTIVE:** Segment and Add Sounds **[** 

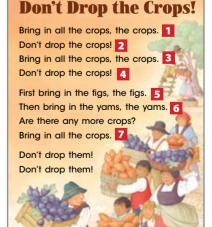
Segment sounds: /w/ /i/ /n/. What's the word? (win) What is it if you add /d/ to the end? (wind) If children do not say wind, have them listen and repeat: /d/ /o/ /g/ /z/. What's the last sound? (/z/) What word does dogs change to if you drop /z/? (dog) Repeat with time (tie), main (may).

# **Phonics**

# **2** Learn Words with Blends *br, cr,*

**dr** Sing with Me Phonics Songs Book page 31 Explain that crops are plants people grow for food. Play Tracks 34 and 35 and follow the directions. Practice the gestures until children can perform smoothly.

- 1 3 7 Hold arms in front as if carrying a load.
- 2 4 8 Drop arms and shake head.
- Pick figs up high; dig yams.



Sing with Me Phonics Songs Book page 31

#### **COMMON CORE STANDARDS**

#### Reading

Blend Sounds to Orally
Produce Words
Segment and Add Sounds
Decode Words with Blends br, cr, dr
Read Irregularly Spelled Words
Language and Vocabulary

CC.1.Rfou.2.d
CC.1.Rfou.3.
CC.1.Rfou.3.

Spell Words with Blends *br, cr, dr*Spell High Frequency Words
Spell New Words Phonetically
CC.1.L.2.e

Use **Decoding Routine 1** to teach initial blends *br, cr,* and *dr* and to blend words.

Step 1 Develop Phonological Awareness	br	cr	dr
<ol> <li>Tell children: These words have /b//r/ at the beginning.</li> <li>Tell children: I will say a word. Listen for /b//r/ at the beginning of the word. If you hear /b//r/, raise your hand. If you don't hear it, leave your hands down.</li> </ol>	broom, brown, brave bread, break, boom, butter, brother, broke	cricket, crown, crunch crash, candle, crumb, car, cry, cape	drive, drain, dragon draw, dance, drink, dry, day, dollar
Step 2 Associate Sounds and Spellings			
<ol> <li>Display the picture-side only of Phonics Picture         Card 199. Say: This is a brick. Have children repeat         the word.</li> <li>Turn the card over. Point to the letters br at the         beginning of the word. Say: The letters b and r stand         for the first two sounds you hear in brick. Blend b and r         with me: /b/ /r/.</li> </ol>	Card 199 : brick	Card 200: crab	Card 201 : drill
<b>3.</b> Give examples of words with <i>br</i> .	bring, brush, branch	creek, crayon, crush	drove, drain, dress
Step 3 Blend Sound-by-Sound			
<ol> <li>Write br. Blend: /b//r/. Sweep your hand beneath the spellings and have children blend the sounds together.</li> <li>Add i. Blend: /b//r/ /ĭ/, sweeping your hand beneath the spellings. Have children repeat.</li> <li>Add m. Say: /m/. Model blending the whole word and have children blend with you.</li> </ol>	br bri brim	cr cra crack	dr dri → drip →

For **Decoding Routine 1**, see page BP32.

See **Differentiate** 

# Differentiate

# **EL** English Learners

**PHONICS TRANSFER** 

**ISSUE** In several languages, *b* does not stand for exactly the same sound as it does in English. Children speaking these languages may say /d/ instead of /b/.

**STRATEGY** Review how to pronounce /b/.

Then have children practice naming the items on **Phonics Picture Cards 36** (bat), **38** (bell), and **39** (bike).

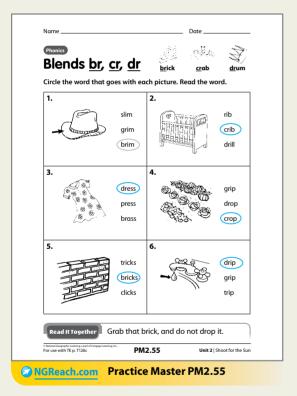
# Day 3

# **Learn Sounds, Letters, and Words**



Read On Your Own Book 8





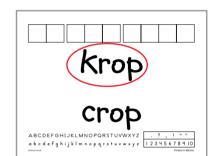
3 Read Words with *br, cr, fr* ✓ Read On Your Own Book 8 page 12
Use the Word Builder to project the words and sentences shown. Have children blend the words. Then point out the High Frequency Words *the* and *Do*. Ask children to read the sentences.

Have children review the sound/spellings *br, cr,* and *dr* on page 12, and complete the example together. Then have partners take turns reading the picture labels. Assign **Practice Master PM2.55** for more practice.

### 4 Spell Words with br, cr, fr

Use **Dictation Routine 1** to have children practice spelling *crop, bring,* and *drag* on their **Write-On/Wipe-Off Boards**.

- Say a word: crop.
- Segment Sounds: /k//r//ŏ//p/. What is the first sound you hear in crop? (/k/)
- Display Sound/Spelling Cards. Have children match each sound to a card. (cards 14 /k/, 12 /r/, 16 /ŏ/, 9 /p/)
- **Repeat the word:** *crop.* Have children write the spelling of the word.
- **Write the correct spelling.** Have children Write-On/W check and correct their spelling. Repeat for *bring* and *drag*.



Write-On/Wipe-Off Board

Then dictate: *The drum has a crack*. Have children say and write the sentence. For *Dictation Routine 1*, see page BP35.

#### **Check & Reteach**

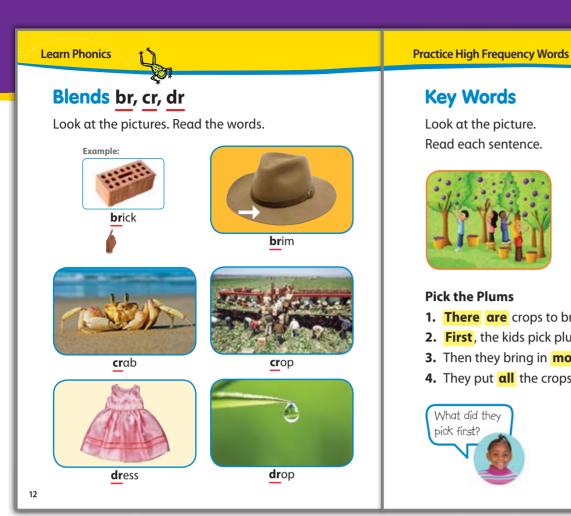
OBJECTIVE: Read and Spell Words with Blends br, cr, dr 🌠

Check dictation sentences for correct spellings. Prompt self-correction.

If children spell a word incorrectly, use letter cards to model spelling. If errors persist, use

**Decoding Routine 2** to reteach blends. Repeat with this sentence: *Bring the crop to the bag.* For *Decoding Routine 2*, see page BP33.

# **High Frequency Words**





Look at the picture. Read each sentence.





Words Words αll are

bν first

more

there

TECHNOLOGY

- 1. There are crops to bring in.
- **2.** First, the kids pick plums.
- **3.** Then they bring in **more** crops.
- **4.** They put **all** the crops **by** the hut.



**Pick the Plums** 



**Read On Your Own Book 8** pages 12–13

Use a Word Wall chant to develop automatic recognition. Together, chant each word and spelling as shown below.

Say	Do
a, I, I	Snap each letter.
all!	Clap!

Assign Practice Master PM2.56 for more practice.

#### **Check & Reteach**

**OBJECTIVE:** Read and Spell High Frequency Words

Have partners take turns reading and spelling the High Frequency Words on page 13 of Read On Your Own Book 8. Circulate and listen for errors.

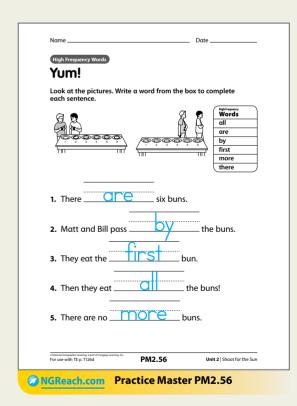
If children misspell words, use **High Frequency Words Routine 2** to reteach.

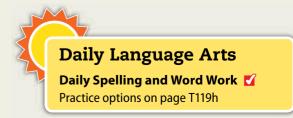
For **High Frequency Words Routine 2**, see page BP37.

**REVIEW** Check retention of Unit 2 High Frequency Words. Have children play **Memory** with *body, for, grow, how, keep, look, or, out, start, they, use,* and *when.* 

- Pair children. Use two sets of word cards set in a grid face down.
- The first child turns over two cards, saying and spelling them. If the words match, the child keeps the cards. If they don't match, the child turns the cards over, and the other player takes a turn. Continue until all cards are matched.

For **Memory Game**, see page BP38.





# **Listen and Comprehend**

Tall Tale

#### **OBJECTIVE**

Thematic Connection: Shoot for the Sun Preview a Tall Tale to Make Predictions

#### **PROGRAM RESOURCES**

**PRINT & TECHNOLOGY** 

Interactive Read-Aloud 4: "Fredwood the Redwood"

#### **MATERIALS**

timer

#### **Power Writing**

Have children write as much as they can as well as they can in one minute about the word *height*.

For **Writing Routine 1**, see page BP56.

# **Vocabulary Practice**

# 1 Review Science and Academic Vocabulary

Display the **Key Words**. Chorally read the words as a class. Have children look out the window and compare the heights of different trees, bushes, flowers, and other plants. Then have

them compare the lengths of the leaves or petals. Ask: Which plant has the tallest height? Which plant has the longest leaf?

# Key Words bud flower height leaf length light petal project ready seed sun

# **Academic Talk**

#### 2 Preview and Predict Interactive Read-Aloud 4 SCREEN 1

Read aloud the tall tale's title and display the first screen. Ask children to tell what they see in the first illustration. Have children predict: What do you think this tall tale is about? (a redwood tree in the North Pole) Why do you think that? (I see lots of snow and ice, and I see penguins playing around the tree.)

Ask: Do you think this tall tale is about real life? (No.) Why do you think that? (Possible response: The penguins are ice skating, and the redwood tree has a face.) Set a purpose for reading the article: Let's read to find out what this redwood tree thinks about the North Pole.

#### **Check & Reteach**

#### **OBJECTIVE:** Preview a Tall Tale to Make Predictions

Listen carefully as children preview the tall tale and make predictions. If children do not make relevant predictions, have them work with partners. Have partners sit back-to-back, with one child facing the screen. Ask the child viewing the screen to tell what he or she sees in the illustration. Have the other partner use that description to make a prediction about the tall tale. Then have children switch places.

# **Interactive Read-Aloud**

3 Share a Tall Tale Interactive Read-Aloud 4 SCREEN 1

**GENRE** Explain: "Fredwood the Redwood" is a tall tale. It uses exaggeration and humor to tell a made-up story. It has characters that do impossible things.

**CONNECT ACROSS TEXTS** Remind children that "Michael Fay and the Giant Redwoods" is a project notebook. Have children turn to page 121 as you display screen 1 of the Interactive Read-Aloud. Ask: Read the title of the project notebook and of the tall tale. What do you think the two selections have in common? (redwood trees) How are they different? ("Fredwood the Redwood" is fiction, and "Michael Fay and the Giant Redwoods" is nonfiction.)

#### **COMMON CORE STANDARDS**

#### Writing

Write About Topics CC.1.W.2

#### Speaking and Listening

Participate in Conversations CC.1.SL.1
Ask and Answer Questions About CC.1.SL.1

CC.1.L.1.f

Information Presented
Through Media

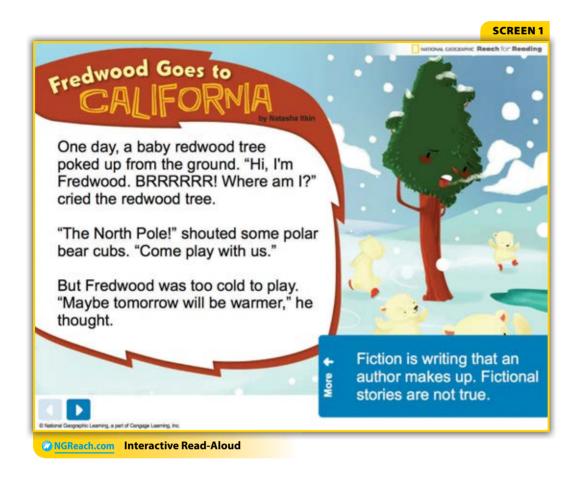
Through Media

Language and Vocabulary

Use Adjectives

**T126e** Unit 2





#### **SCIENCE BACKGROUND** Share information about the North Pole.

- The North Pole is the northernmost point of Earth. (Display a globe and show children where the North Pole is.)
- The North Pole is covered with ice that can be six to ten feet deep. In winter, the ice can grow to the size of the United States!
- There is no land underneath the ice, so most of the animals that live there—like polar bears and penguins—can swim well.
- The North Pole is warmest in July—usually near freezing, or 32 degrees Fahrenheit. The average winter temperature is –30 degrees.

Read screens 1–5 to children. Use the questions on page T126g to build comprehension during the first read (Day 3) and second read (Day 4).

## **4** Comprehension Focus

FIRST READ SECOND READ

#### Day 3 Listen and Comprehend

#### • Make Predictions

Active Reading

#### Day 4 Listen and Analyze

Compare Fiction and Nonfiction

Critical Thinking

# **Listen and Comprehend**

Tall Tale





## **5** Build Comprehension

**FIRST READ** 

#### Day 3 Listen and Comprehend

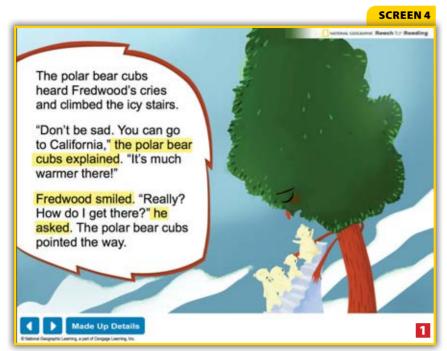
- **Active Reading** Explain that some tall tales have characters that are not people, but act like people. Have children raise a hand when a character does something like a person does.
- Make Predictions Ask: What do you think the redwood tree will do next? Why do you think so? (Possible response: The redwood tree will do something to keep warm since he is so cold.)

#### **SECOND READ**

#### Day 4 Listen and Analyze

- Compare Fiction and Nonfiction What different purposes do the authors of "Michael Fay and the Giant Redwoods" and "Fredwood the Redwood" have? (Possible response: The author of the project notebook wants to inform about redwoods. The author of the tall tale wants to entertain by telling a made-up story in a humorous way.)
- Describe Character How does the redwood tree feel? (cold, miserable) What does the giant redwood tree do when he is cold? (complains, shivers, cries) Do you want to be around this tree? Why or why not? (Possible response: No; I don't like that he complains.)
- Make Connections Why doesn't Fredwood like living at the North Pole? (It's too cold.) What does that tell you about redwoods? (They belong in warm, wet climates, not cold places.)





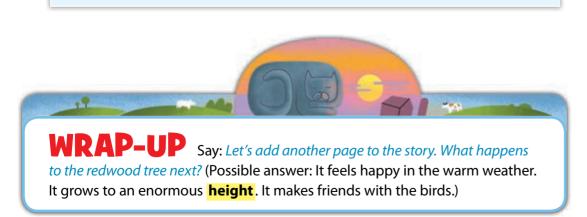


# Writing

- 6 Write a Personal Response Interactive Read-Aloud 4 SCREEN 3 Invite children to share their reactions to the tall tale "Fredwood the Redwood." Ask:
  - Did you like the story? Why or why not?
  - Which part did you like best? Why?
  - Which part did you like least? Why?

Encourage children to answer the questions in complete sentences. Have them write two sentences about the story, telling whether they liked it and which part they liked or disliked. Have them use these sentence frames:

I \_\_\_\_\_ the story because \_\_\_\_\_. The \_\_\_\_\_ part is \_\_\_\_\_ because \_\_\_\_\_.



# Daily Language Arts Daily Grammar

Display screens from "Fredwood the Redwood" and ask: *How many penguins are there?* (some or a few) *How much snow is there?* (a lot) Then use the Daily Grammar lesson on page T119j to review indefinite adjectives.

# Day 4 Read and Comprehend Decodable Narrative Text

#### **OBJECTIVES**

#### Thematic Connection: Shoot for the Sun

- Segment and Add Sounds
- Read and Spell Words with Blends *br, cr, dr*
- Review Words with Short Vowels o, e, u
- Read and Spell High Frequency Words
- Read Decodable Text Fluently and with Comprehension

#### **PROGRAM RESOURCES**

**PRINT & TECHNOLOGY** 

Blends *br, cr, dr:* Practice Master PM2.58 Sound/Spelling Cards 16, 21, 24

Phonics Picture Cards 7, 30, 68

Short o, e, u: Practice Master PM2.59

**Read On Your Own Book 8** 

Write-On/Wipe-Off Boards

**TECHNOLOGY ONLY** 

Letter cards

#### **MATERIALS**

small chips or coins for blending, 4 per child



### Can plants choose where they want to grow?

Remind children that plants, like people, are living things. People might choose where their children grow up. Have children turn and talk about the question.

# **Phonological Awareness**

### ■ Segment and Add Sounds ■

Use Phonological Awareness Routines 3 and 4.

- Say a word: rip.
- Segment sounds: /r/ /i/ /p/. Model placing a chip in each sound box on the Write-On/Wipe-Off Board as you say each sound. Then have children put chips in the sound boxes as they repeat each sound.
- Add a letter: Let's add /d/ to the beginning of rip: /d/ /r/ /i/ /p/.
- Say the new word: What is the word? (drip)

For **Phonological Awareness Routines 3** and **4**, see page BP29.

Repeat the routine with the word rag, adding /b/ to make brag.

#### Check & Reteach

**OBJECTIVE:** Segment and Add Sounds

Segment: /r/ /ā/ /n/. Have children add /d/ to the beginning. Ask: What's the word? (drain) If children cannot identify the word, ask them to listen and repeat the word rain. Have one group chant rain as another group chants /d/ at your signal. Point to each group one at a time, faster until the sounds blend. What's the word? (drain) Repeat for rain/brain, rim/brim, rib/crib.

## **Phonics**

## 2 Read Words with Blends *br, cr, dr*

**REVIEW** Display and read *crops, drag,* and *bring*. Remind children:

- Many words begin with two consonant letters such as *br, cr,* or *dr*.
- When they see two consonants together, they should blend the sounds together.

Have children blend the sounds.

Assign **Practice Master PM2.58** for more practice.

#### **COMMON CORE STANDARDS**

#### Reading

Blend Sounds to Orally
Produce Words
Segment and Add Sounds
Decode Words with Blends br, cr, dr
Read Irregularly Spelled Words
Read with Fluency
CC.1.Rfou.2.d
CC.1.Rfou.3.
CC.1.Rfou.3.g
CC.1.Rfou.4

Language and Vocabulary

Spell Words with Blends *br, cr, dr*Spell High Frequency Words

Spell New Words Phonetically

CC.1.L.2.d

CC.1.L.2.d

CC.1.L.2.d

## 

Use **Dictation Routine 2** to have children practice spelling sentences on their **Write-On/Wipe-Off Boards.** 

- Say a sentence: They bring a big box.
- Repeat the sentence. Have children write the sentence.
- Write the sentence. Have children check and correct their spelling.

Repeat with these sentences: *They sell the crops. They do not drop.* For **Dictation Routine 2**, see page BP35.

### **4** Review Words with Short Vowels o, e, u **☑**

Display **Sound/Spelling Card 16**. Ask: *What* sound does the letter o stand for at the beginning of octopus? (/ŏ/) Display **Phonics Picture Card 7** (mop) and model blending and reading the



word. Have children read the word. Use **Letter Cards** to build the word *mop*. Remind children that the letter *o* has a short sound when it comes between two consonants.

Repeat with **Sound/Spelling Cards 21** (elephant) and **24** (umbrella), **Phonics Picture Cards 30** (hen) and **68** (cup), and **Letter Cards** to build words with short vowels *e* and *u*.

Assign Practice Master PM2.59 for more practice.

# **High Frequency Words**

## 

**REVIEW** Review Key Words from this week (*all, are, by, first, more, there*) and from Unit 1, Week 3 (*get, help, of, put, we, work*) by playing **Bang!** For **Bang! Game,** see page BP39.

#### **Check & Reteach**

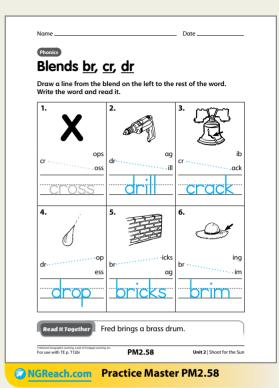
**OBJECTIVES:** Read and Spell Words with Blends *br, cr, dr* 

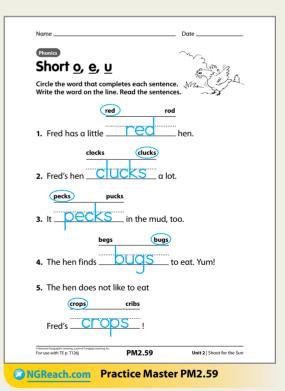
Review Words with Short Vowels o, e, u 🌠

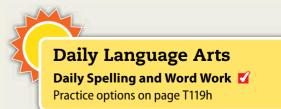
Read and Spell High Frequency Words 🌠

Dictate: *There are crops to sell*. Have children repeat and then write the sentence. If children have trouble, have them work in pairs to build the sentence using **Letter Cards**.

Repeat with this sentence: Put all the bricks on the truck.







# Day 4

Legend

words with *br, cr, dr* high frequency

# **Read and Comprehend**

**Decodable Narrative Text** 









It is six and we all get up. The sun is up.



# Differentiate

# **BL** Below Level

**ISSUE** Children mispronounce words with previously taught phonics elements.

**STRATEGY** Use the chart to identify specific resources for review and reteaching.

Skill	Book 8	Teacher's Edition
final x	six (page 14) box (page 18)	/x/x (page T67b)
final -ng	bring (page 15, 16, and 17)	<i>-ng</i> (page T92b)

## **AL** Above Level

**ISSUE** Children can quickly decode the passage. **STRATEGY** Ask children to read the text aloud with intonation and expression.

# **Decodable Reading**

6 Read "The Crops" 
☐ Read On Your Own Book 8 pages 14–20
Use Decoding Routine 4 to conduct two readings of "The Crops." First, conduct a whisper read to monitor decoding. Then, conduct a choral read to monitor progress.

FIRST READ

First, we bring in the crops

#### Day 4 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children do not self-correct, provide corrective feedback. See **Differentiate** 

**SECOND READ** 

#### Day 4 Reread and Comprehend

Have children chorally reread the text. Listen for improvement on errors. Use the following questions to build comprehension.

- **Identify Details** What crops does the family bring in? (They bring in figs and yams.)
- **Make Inferences** Why does the family get up so early? (Possible answers: They have lots of work to do. They have to go pick the crops.)
- **Determine Sequence** What does the family do after they pick the crops? (They drag out the box to sell the crops.)
- Make Connections What kind of work do you do with your family? (Responses will vary and may include helping out with household chores.)

For **Decoding Routine 4**, see page BP34.





**Read On Your Own Book 8** pages 18-21

# **Practice Phonics**

**7** Words with Blends *br, cr, dr* **☑** Read On Your Own Book 8 page 21

Distribute Letter Cards. Read aloud the first activity on page 21. Have partners read the words in the box and do the word-building activity.

b	r	i	С	k
c	r	0	s	s
d	r	e	s	s

8 Talk Together Read On Your Own Book 8 page 21

Have children work with partners to tell about the picture using words from the box. Then share **Talk Together** answers. (Possible answers: *They bring/drag/drop* the crops. They bring/drag/drop the bricks.)

#### **Check & Reteach**

**OBJECTIVE:** Read Decodable Text Fluently and with Comprehension

Have each child read aloud a page from "The Crops." Note reading rate and accuracy. For children who have low reading speeds, conduct partner readings or use the

Comprehension Coach to build automaticity. Use Reteaching Routine 1 to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.

# **Listen and Analyze**

Tall Tale

#### **OBJECTIVES**

**Thematic Connection: Shoot for the Sun** 

Sort Words

Compare Fiction and Nonfiction

#### **PROGRAM RESOURCES**

PRINT & TECHNOLOGY

Interactive Read-Aloud 4 or Interactive Read-Aloud 4 PDF R14-R16

#### **MATERIALS**

timer

#### **Power Writing**

Have children write as much as they can as well as they can in one minute about the word *length*.

For **Writing Routine 1**, see page BP56.

# **Vocabulary Practice**

1 Sort Words 🗹 Interactive Read-Aloud 4 SCREENS 1-5

Remind children how to sort words: When you sort words, you group together words that have something in common. The columns tell you what to look for as you sort.

Display columns: "What the Redwood Does" and "What the Animals Do." Then display each screen of "Fredwood the Redwood." Have partners find words for each category. Model sorting was born into the "What the Redwood Does" column.

#### Check & Reteach

**OBJECTIVE:** Sort Words

Listen to make sure children understand which character does each action. If children have difficulty, go through the screens as a class, action by action. When children find an action, reread the sentence. Ask: Who does this? In which column does it belong?.

# Comprehension

**2** Compare Fiction and Nonfiction **☑** Interactive Read-Aloud 4

Remind children: Fiction often has drawings or cartoons that go along with the story. Nonfiction shows photos and diagrams that go with the facts.

- Organize children into two groups, "Fiction" and "Nonfiction." Have each group discuss pictures they have seen in books of their genre.
- Display "Michael Fay and the Giant Redwoods," page by page, and "Fredwood the Redwood," screen by screen, at the same time.
- For each page and screen, have one group member explain what the selection shows. Ask: What is happening in the pictures? Does it show something real?

#### **Check & Reteach**

**OBJECTIVE:** Compare Fiction and Nonfiction

Listen for accurate identification of the kinds of pictures in each genre.

If children cannot distinguish between the kinds of pictures, say: I notice that the drawings

in "Fredwood the Redwood" show things that cannot happen, like a stairway made out of tears. What other things do you see that cannot happen? Then help children identify photos of real people in "Michael Fay and the Giant Redwoods."

# Listen Again and Analyze

3 Build Comprehension Interactive Read-Aloud 4 SCREENS 1-5
Use the Listen and Analyze questions on page T126g as you reread "Fredwood the Redwood" and children compare fiction and nonfiction.

#### **COMMON CORE STANDARDS**

#### Reading

Explain Differences Between Fiction CC.1.Rlit.5 and Nonfiction

Writing

Write About Topics CC.1.W.2

**Speaking and Listening**Participate in Conversations CC.1.SL.1

Language and Vocabulary
Use Adjectives CC.1.L.1.f
Sort Words CC.1.L.5

**T126m** Unit 2



Interactive Read-Aloud

# Writing

4 Write a New Ending Interactive Read-Aloud 4

Explain the activity: Let's write a new ending to the story. Ask: What else do you think could have happened after the redwood cried? Divide the class into groups of four. Have each child write one sentence that builds on the previous sentence.

# **Academic Talk**

**5** Discuss Features of Tall Tales

Remind children that characters in tall tales do impossible and amazing things. Have pairs of children come up with at least one impossible thing that the giant redwood tree does in the story and in their new endings. Compile children's responses. Have the class vote on which impossible thing is the most farfetched.



# Daily Language Arts

#### **Daily Grammar**

Point to the words *some clouds* on screen 3 of "Fredwood the Redwood." Remind children that *some* can be used with count or noncount nouns. Then have children complete the Grammar and Writing lesson on page T119j.

# ${ m Day}\,{f 5}\,$ Review and Apply

Anthology

Read On Your Own

Book 8

#### **OBJECTIVES**

**Thematic Connection: Shoot for the Sun** 

Read and Spell Words with Blends fr, gr, tr

Read and Spell Words with Blends *br, cr, dr* 

Read and Spell High Frequency Words

Compare Fiction and Nonfiction

#### **PROGRAM RESOURCES**

PRINT & TECHNOLOGY

**Grammar: Adjectives: Practice Master 2.61** 

Read on Your Own Book 8

Interactive Read-Aloud 4 or Interactive Read-Aloud

4 PDF R14-R16

**TECHNOLOGY ONLY** 

**Letter Cards** 

**Online Vocabulary Games** 

#### **MATERIALS**

timer

#### **Power Writing**

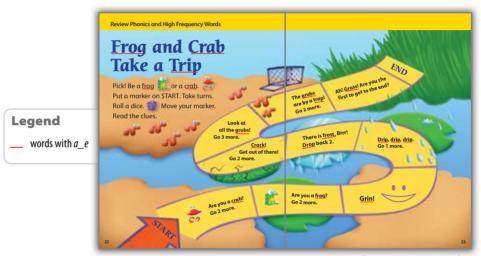
Have children write as much as they can as well as they can in one minute about the word *sun*.

For **Writing Routine 1**, see page BP56.

# **MORNING WARM-UP**

# What was the most surprising thing you learned this week?

Help children remember the selections they read this week. Then have them turn and talk about surprising things they learned about redwoods.



Read On Your Own Book 8 pages 22–23

# **Phonics Review**

- "Frog! I felt a drop of rain! We will get wet! Let's hide over there in the grass, Frog."
- "All I see are grubs there, Crab. I don't care if rain drips on me."
- "Grubs are good to eat. Who will be the first to get a grub? Let's race!"

# Reading Explain Differences Between Fiction CC.1.Rlit.5

and Nonfiction

Decode Words with Blends fr, gr, tr

Decode Words with Blends br, cr, dr

CC.1. Rfou.3

CC.2. Rfou.3

**COMMON CORE STANDARDS** 

Read Irregularly Spelled Words **Writing** 

CC.1.W.5

CC.1.Rfou.3.q

Focus on a Topic **Language and Vocabulary**Spell Words with Blends *fr, qr, tr* 

Spell High Frequency Words

Spell Words with Blends br, cr, dr

CC.1.L.2.d CC.1.L.2.d CC.1.L.2.d

CC.1.L.1.f

Use Adjectives

Speaking and Listening

Participate in Conversations CC.1.SL.1

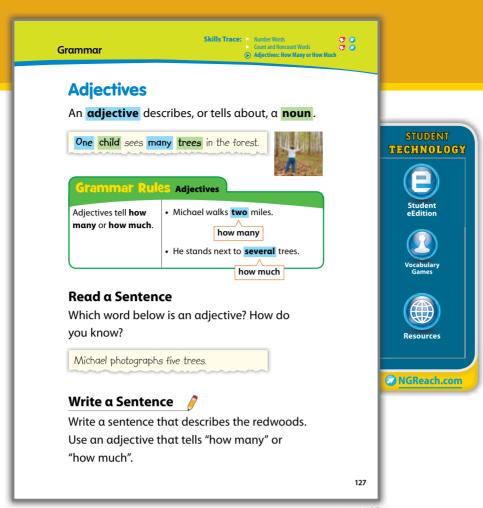
#### **Check & Reteach**

OBJECTIVES: Read and Spell Words with Blends fr, gr, tr 🌠

Read and Spell Words with Blends *br, cr, dr* 

Read and Spell High Frequency Words

Distribute a **Letter Card** to each child. Have them hold up their cards as you whispercheer the spelling for words. *Give me a* g ... *Give me an* r ... *Give me an* a ... *Give me* ss. Have children with the letters stand together. *What does it spell?* (*grass*) Repeat for High Frequency Words.



Anthology page 127

# **Vocabulary Review**

2 Apply Word Knowledge

Have children apply their knowledge of the words on the Spelling Test and the **Key Words** to play a game. Display the Spelling Words and the **Key Words**.

## **Grammar Review**

**Adjectives with Count and Noncount Nouns**Anthology page 127

Explain: Use "how many" when you can count the noun, and use "how much" when you cannot count the noun. Invite children to list words that tell how many or how much. Display answers. (some, a few, several, a little, many, much, a lot, number words) Then invite children to use these adjectives to describe their classmates.

Complete the Read a Sentence activity with children. Ask: *Which word tells how much or how many?* (five) Have children complete the Write a Sentence activity.

Then use pages T119i–T119j to review indefinite adjectives, and have children identify the adjectives that tell how much or how many in the sentences below.

- 1. I see many trees in the forest.
- 2. Some trees have bright yellow leaves.
- 3. Several trees do not lose their leaves.
- 4. Trees need a lot of water.

Assign Practice Master PM2.61.

#### L VOCABULARY GAME

Introduce Vocabulary Bingo.

Distribute the cards, which are available at NGReach.com. Have children fill out the cards with Spelling Words or Key Words.
Provide clues for each word, such as: This folded part appears before the flower opens. (bud) Keep track of the words as you go. Have children place scraps of paper on the cards as they go. The first child to get four in a row should call "Bingo!" Have children review their answers.
For Vocabulary Bingo, see BP53.



# Comprehension

### 4 Compare Fiction and Nonfiction 🔽

Remind children that "Michael Fay and the Giant Redwoods" is a project notebook and "Fredwood the Redwood" is a tall tale. Explain: A project notebook is a place to store important facts and pictures. A tall tale is a fiction story with amazing and impossible things. Divide children into pairs and have them compare the two selections.

- Display page 121 of "Michael Fay and the Giant Redwoods" and screen 1 of "Fredwood the Redwood." Ask: How are the pictures different? (One picture shows what real redwood trees look like. The other shows a made-up redwood tree.)
- Display pages 122–123 and screen 3. Ask: What does each selection tell about redwood trees? (One tells their actual size and **height**. The other pretends they are so tall that they are in the clouds.)
- Display pages 124–125 and screen 4. Ask: How does each author tell about California? (One author gives facts about California. The other author tells about California by having the redwood tree walk there.)

#### Check & Reteach

**OBJECTIVE:** Compare Fiction and Nonfiction

Listen as children describe the week's selections. Check that children understand the genres and how they are different.

If children cannot connect the differences in selections to their genres, have them identify classroom examples of fiction and describe them. Repeat with nonfiction examples.

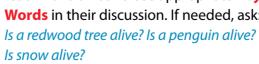
# **Academic Talk**

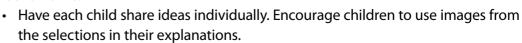
### **5** Relate Readings to the **Big Question**

Use Think, Pair, Share.

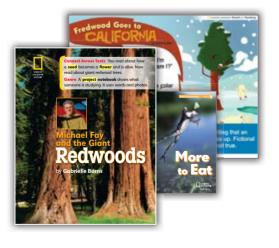
 Allow time for children to think about the Big Question: When is something alive?

Have children form pairs for a discussion. Tell them to recall the selections they read in this unit and use appropriate Key Words in their discussion. If needed, ask:





For **Think, Pair, Share**, see BP61.



# Writing

#### **6** Write About Trees

Have children work in the same pairs from the **Academic Talk** activity. Review the **Key Words** with children. Tell children to write at least two sentences.

- Ask children to look outside at nearby trees or plants. If no plants or trees are visible, have children think about trees in their neighborhood or in the park.
- Ask: How many trees do you see? What is their height? What do their leaves look like? Do the trees have buds or flowers?

Encourage children to use **Key Words** or Spelling Words to describe trees. Then have them illustrate their writing and share it with another pair.

Provide these sentence frames:

I see \_\_\_\_\_ trees.
They are \_\_\_\_\_ and \_\_\_\_.
The leaves are \_\_\_\_.
This tree is special because \_\_\_\_.



Ask: What is something you learned about redwoods that you would want to share with your family? In small groups, have children talk about what they learned about redwoods, and how they know redwoods are living things. Tell children to look back at "Michael Fay and the Giant Redwoods" for ideas. Have children add their ideas to the concept map.



# Week 4 Writing Project

Anthology

#### **OBJECTIVES**

Thematic Connection: Shoot for the Sun Organize and Write a How-To Article

#### **PROGRAM RESOURCES**

**PRINT & TECHNOLOGY** 

Steps in a Process Diagram: Practice Master PM2.62 Writing Rubric: Assessment Master A2.57

**TECHNOLOGY ONLY** 

**Practice Revising: eVisual 2.14** 

#### **SUGGESTED PACING**

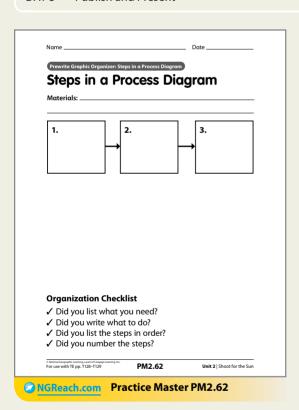
DAY 1 Study a Model

Prewrite DAY 2

DAY 3 Draft

Revise and Edit DAY 4

DAY 5 **Publish and Present** 



#### **COMMON CORE STANDARDS**

#### Writing

Write About Topics CC.1.W.2 Focus on a Topic; Respond to Peer CC.1.W.5 Feedback

CC.1.SL.1

Speaking and Listening

Participate in Conversations

Language and Vocabulary

**Use Adjectives** CC.1.I.1.f

# Study a Model

#### Read and Analyze Anthology page 128

Read aloud the prompt and explain: "Write Like a Teacher" tells me that we are pretending to be a teacher explaining how to make something. Who is our audience? (our classmates) What are we writing about? (how to make something from plants)

Review the trait, organization. Explain: When writers tell how to make something, they organize things in a way that makes sense. First, they list the materials that are needed. Then, they number the steps.

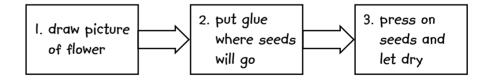
Read aloud the title and author's name on page 128. Point out the list and directions, identifying the purpose of each. Then point to the first step and tell children: This sentence is step one. It tells you what to do first. Read aloud the remaining steps and have children point to the materials used in each step.

## **Prewrite**

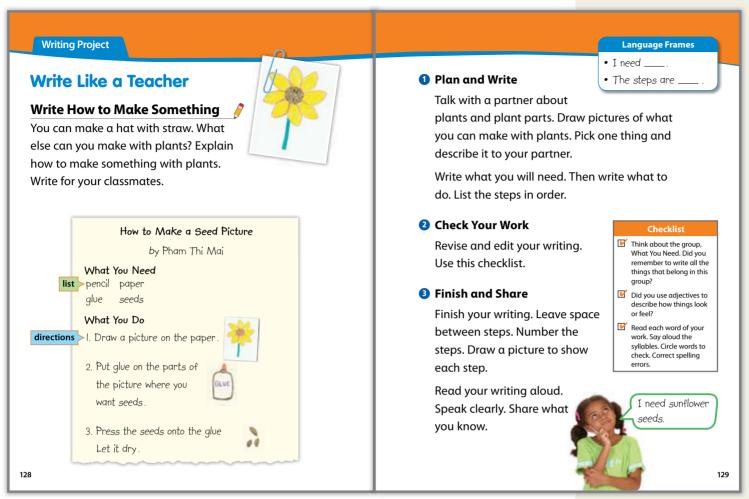
Plan Anthology pages 128–129

Reread the prompt on page 128. Explain: You will explain how to make something with plants. Allow pairs time to discuss parts of plants and things they can make with them. As they talk, have them draw pictures of things they could make. Then have them choose one idea as their topic.

Have children recall the Steps in a Process Diagram in "From Cotton to Clothes." Explain that they will use this same diagram to plan their writing. Check that topics are feasible.



Distribute **Practice Master PM2.62** and have children use it to plan their how-to articles. Tell children to use the Language Frames on page 129 and the Organization Checklist on the practice master for guidance.



Anthology pages 128-129

## Draft

#### Write Anthology page 129

Use the Steps in a Process Diagram you created for "How to Make a Seed Picture" and model how the author used it to draft the article.

Think Aloud	Write
This article tells how to make a seed picture. The author listed her materials and then numbered her first step to tell the reader what to do first.	1. Draw a picture on the paper.
The second step is to glue the seeds to the picture. The author used the number 2 to tell the reader what to do next.	2. Put glue on the parts of the picture where you want seeds.

Continue the Think Aloud for the final step. Remind children that numbering the steps organizes the writer's ideas and makes it easier for readers to follow the directions. Have children draft their articles. Remind them to use their Steps in a Process Diagrams to organize their writing.

#### See Differentiate

# Differentiate

## **AL** Above Level

**ISSUE** Children need more than three steps to explain their topics.

STRATEGY Before drafting, have children draw additional boxes to extend their diagrams to accommodate extra steps. Others may prefer to combine multiple steps into boxes or add the extra steps during the drafting process. Challenge children to include steps at the end that explain how to clean up after the project.

## Below Level

**ISSUE** Children have trouble developing topics.

**STRATEGY** Have children draw a picture of what happens in each step of their diagrams before they write their drafts. For those who continue to struggle and want to change topics, suggest one of the following: pressed leaves or flowers; a bird feeder made with peanut butter, pine cones, and bird seed; tree branch picture frame; apple block print.

# Week 4 Writing Project

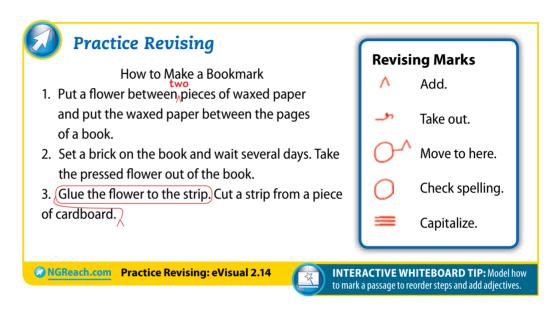
Reach

Anthology

# **Revise**

#### Check Your Work Anthology page 129

Display and read aloud **eVisual 2.14** to model how to make changes to drafts. Point out and use the revising marks.



Think aloud as you mark the revisions to fix the article's organization. First, I will add the adjective two to make it clear that the flower should be placed between two pieces of waxed paper. I also see that the two sentences in the last step are reversed. You glue the flower to the strip after you cut the strip from a piece of cardboard. I will fix the order of the steps. You might also model how to simplify the second step by removing the word brick and replacing it with the phrase heavy object.

Have partners read their how-to articles to each other. Have listeners retell the activity, making sure to repeat the steps in the correct order. Then have listeners ask writers each of the Organization Checklist questions on **Practice Master PM2.62**. Both writers and listeners discuss the responses and make suggestions for revisions.

See **Differentiate** 

### Differentiate

## English Learners

**ISSUE** Children struggle with sentence structure. **STRATEGY** Have children read each step and highlight the nouns in each sentence. For those who need help, instruct: *Highlight each person, place, or thing you can find in this sentence.* Then have children reread each sentence and circle the verbs. Ask questions to help children locate verbs. For example, ask: *What do you do with the scissors?* (cut the paper) Direct children to circle the verb *cut.* Point out that each sentence must contain at least one noun and one verb.

#### T129a Unit 2

## **Edit**

#### Check Your Work Anthology page 129

Have children work in pairs to review drafts using the Checklist on page 129. Have them circle any words they think may be misspelled and any grammatical errors they find. Circulate and provide feedback on their findings. Use Daily Language Arts lessons to reinforce spelling and grammar skills.

# **Publish and Present**

#### Finish Anthology page 129

Have children make final drafts on clean paper, incorporating their revisions and edits. Have them illustrate their how-to articles. Bind the pages together using a hole punch and yarn to make a class how-to book. Invite children to use the book to teach other children how to make things.

Use the **Writing Rubric** to assess each child's how-to article.

#### **Share** Anthology page 129

Demonstrate speaking at an appropriate pace. Reread the student model too slowly, too quickly, and then at an appropriate pace. Tell children that when they read a how-to article, they should pause between each step to give listeners time to think about what they heard. Ask: What happens when you hear me read too quickly? (I can't remember all of the steps.) What happens when I read too slowly? (I forget the parts you already read.)

After each child reads his or her how-to article to the class, allow time for children to participate in conversations. Remind children to speak one at a time and to listen attentively

while others speak. Model by role-playing an active listener. Ask: Why did you put a brick on top of the book? Answer: The brick added weight and flattened the flower.

#### Checklist

- Think about the group, What You Need. Did you remember to write all the things that belong in this aroup?
- Did you use adjectives to describe how things look or feel?
- Read each word of your work. Say aloud the syllables. Circle words to check. Correct spelling errors.

# **Daily Language Arts** Daily Spelling & Word Work 🗹

Point out the spelling of words with r blends, such as brick and from, in eVisual 2.14 on page T129a. Then use pages T119g-T119h to practice spelling.

#### Daily Grammar

Point out adjectives that tell how many or how much, such as two and several, in eVisual 2.14 on page T129a. Then use pages T119i-T119j to practice adjectives.

#### **Writing Rubric**

O Nazional Grade	Geographic Learning, a part of Cengage Lean 1 Assessment	A2.5	57	Unit 2   Shoot for the Sun
Score	4	m	7	-
Ideas	or The message is deen and deen and focused.  Details are accurate and excernt showing excellent understanding of the topic.	Most of the writing has a decrard focused resoge.     Most details are accurate and selevant showing good understanding of the topic.	The message is present, but somewart unclear or confusing.  Some details are occurate and referent, showing some understanding of the topic.	The writing does not have a clear, not have a clear, not have a clear.  Few or no dealis are included, showing little are no understanding of the topic.
Organization	The structure is along and fits the part and fits the part of the structure flows in a logical sequence.	Most of the structure is clear and first the purpose.     Most of the content flows in a logical sequence.	The structure is confusing and does not fit the purpose.  Some content filews in a logical sequence.	There is no sucture or it is sucture or it is borely discentifie.  discentifie.     The content does or flowing a paycal sequence.
Voice	or The tone is appropriate for the purpose and the purpose and the audience.  The writing sounds genuine.	• The tone is mostly appropriate for the purpose and the audience. • Most of the writing sounds genuine.	The tane is sometimes oppropriete sometimes oppropriete and the purpose and the audience.  Some of the witing sounds genuine.	or The tone is not appropriate for the purpose or the audience. The writing does out sound genuine.
Word Choice	Appropriate words were words were drosen to clearly corney the ms soage.  The language consistently grabs readers' attention.	Many     appropriate     words with     conney the     message.     Most of the     ionguage grabs     medders'     anteration.	Some appropriate words were chosen to clearly conney the me soage.  Some of the language grabs readers' attention.	• Few appropriate world were world were world were commy the commy the me sage.  • Little and an analysis of the brajuage grans readers' attention.
Fluency	All sentences are varied and varied and effective and have transitions.  When read aloud, the writing sounds not until and and rhythmic.	Most sente cost     are varied and     eff extre and     hove transitions.     When read aloud,     most of the     writing sounds     not suicided     inlythmic.	Some sentences one varied and effective and hove transitions.  When read doud, some of the writing sounds natural and inythmic.	rewornone of the sometons are vorted, effective, or complex. Few or complex. Few or complex. Complex. The property of the complex of the vortice of the vortice of the vortice of the vortice of the sounds.
	only a few minor early a few minor early a few minor captalization, and punctuation.  The writing has anly a few minor early a few minor grammar and usage.	The writing has some minor eros in spelling application and punctuation.  The writing has some eros in grammar and usage.	The writing has several errors in spelling purctuation, and appropriation and appropriation in the writing has several errors in grammar and usage.	or The writing has mary exacts in spelling purctuation, and application.  The writing has mary exacts in grammary areas in usage.
	The text is presented in an orderly way.     Woulds are appropriate and appropriate and appropriate and appropriate and appropriate and appropriate formation or handwriting is neat and legible.	Most of the text is presented in an arcderly way.     Most visuals are appropriate and support meaning.     Most of the letter formation or handwitting is neat and legible.	Some of the text is presented in an orderly way.     Some visuals are appropriate and support meaning.     Some of the letter formation or handwriting is neat and legible.	The text is not presented in an orderly way.  Waudis are not appropriate and do not support meaning, or they do not east.  Letter formation or hardwarting is not legible.

**Assessment Master A2.57** 

# Week 4 Assessment & Reteaching

= TESTED SKILL

### **Assess**

#### **OBJECTIVES**

#### **Foundational Skills**

#### **Phonological Awareness**

- Match and Isolate Medial Sounds
- Segment and Add Sounds

#### Phonics

- Decode Words with

  Blends fr, gr, tr, br, cr, dr
- Decode Words with Short o, e, u

#### **High Frequency Words**

Read High Frequency Words

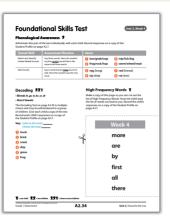
#### **Spelling**

- ☑ Spell Words with *r* Blends
- Spell High Frequency Words

#### Fluency

- Phrasing
- Accuracy and Rate

#### **ASSESSMENTS**



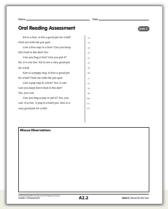


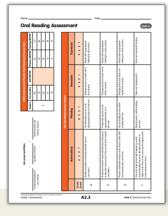


Foundational Skills Test A2.34–A2.35

Spelling Pretest/ Spelling Test See page T119g







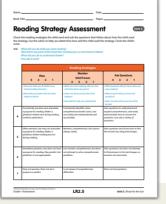
Oral Reading Assessment A2.1–A2.4

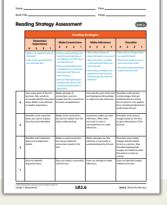
Use these passages throughout Unit 2. Work with Below Level readers this week.

#### Reading

☑ Compare Fiction and Nonfiction







Reading Comprehension Unit Test

A2.36-A2.44

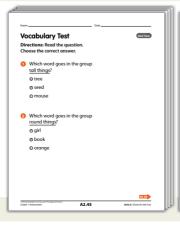
Reading Strategy Assessment LR2.5-LR2.6

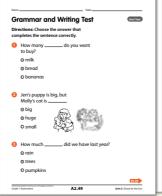
#### Vocabulary

- ☑ Use Science Vocabulary
- Use Academic Vocabulary

#### **Grammar and Writing**

- Adjectives Test
- ☑ Write Directions





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	The remarks to Construct Construct Construct scounts and remark, through reserve to added to refer to a part.	white of the writing has a control has a con	The removage to per seri, but some wheat some wheat some death are scored to the country and released, the whoill some as a conference of the region.	The noting disc set home close, set home close, for or or disch set school of set school of creating it is creating of the topic.
Organization	The structure is considered in the considered in the constant from its relegion in whether its relegion in the constant from its relegion from the constant from t	Wat of the arches index propers. Wat of the content flow is a legistionies.	The standard of control of the parties of the parties of the parties of the form contact from the place of the standard of the	- There is no classified entitis bearing discondibile. - The cost and don's real from is no highest sequence.
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Weed Chetee	Age gelan needs ners close to closely conseg the remange. The language consider the gelan resident	Figure 9 Copies of his man of the series of course to clearly contrast the commongen.  Figure 1 House of the series of the serie	Seen representations weeks were chosen to clearly consequence remarge. Some of the larguage grates as offers' as offers'	For appaignite medic nerv doors to cleady corong the removage. Like or new of the language gashs in effort extention.
Rumey	A distribution con seaded dend of the time and hour transform. The executional time as they covering related covering related	- Max wree on on not offered on not offered has verelond max of the max of the max of the max of the max of the max of the max of the	Seen seathern on with detect of the feer and have tweathern. Whe ereacted some of the seat of the extent and highern.	Few or neer of the south recision made of the cite, eccomplete from eccomplete from eccomplete from the person. In the eccelebed for the property
Convertions	The nating has order to the ret nor order to tape lay, coprehent on, order poets with code a law or nor order to order	The nating has some release to construct and large contraction or contraction. The nating has generated and generates and sading.	The nating has some all erects in some all erects in some first from the first fr	Be with his read on the process of t
	Batest is pease tradin co- celled years.     Vincibiose     specipilite and support his end support his end support his end support his end support his end.     Letter for end his     certain or his end.	Most of the test to consider strates and consideration of the consideration of support treates rep- support treates rep- tended to the fellor femalities of beautiful treates of the consideration of the test of the place.	Serve of the test is presented in no. certal press. Serve should not appear interest in Serve of the latter formation of hardwidthy is need and highle.	Partial is not called a not called a not vive bose not cipos print and cipos print and cipos print and cipos print and cipos a cipos cipos print and cipos a cipos cipos a not cipos a not

Vocabulary Unit Test A2.45–A2.48

Grammar and Writing Unit Test A2.49–A2.52

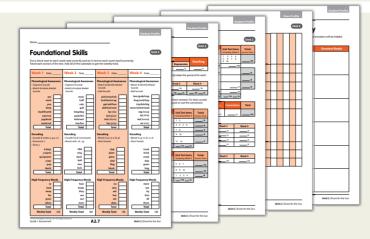
Writing Rubric A2.57



# **Reteach and Practice**

#### **RESOURCES AND ROUTINES**

#### **REPORTS**



#### **PRINT & ONLINE**

#### **Report Forms for Teacher to Complete**

Student Profile: Oral Reading Progress Tracker

**Student Profile:** Foundational Skills A2.7 **Student Profile:** Weekly and Unit Tests A2.53-A2.54 Class Profile: Weekly and Unit Tests A2.55 **Student Profile:** Strengths and Needs A2.56

**ONLINE ONLY** 

#### Foundational Skills, Spelling, Fluency

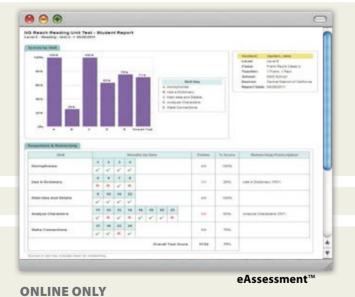
#### **RETEACH**

Phonological Awareness Routine, page BP36 Phonics/Decoding & Spelling Routines, page BP36 High Frequency Words Routines, page BP37

Fluency Routines, page BP40

#### **ADDITIONAL PRACTICE**

Activities for Daily Practice, pages BP38-BP39



Student Profile: Weekly and Unit Assessments

Class Profile: Weekly and Unit Assessments

**Automated Reports** 

**Standards Summary Report** 

#### Reading

#### **RETEACH**

**Compare Fiction and Nonfiction: Reteaching Master** 

Monitor: Reteaching Master RT2.14

**ADDITIONAL PRACTICE** 

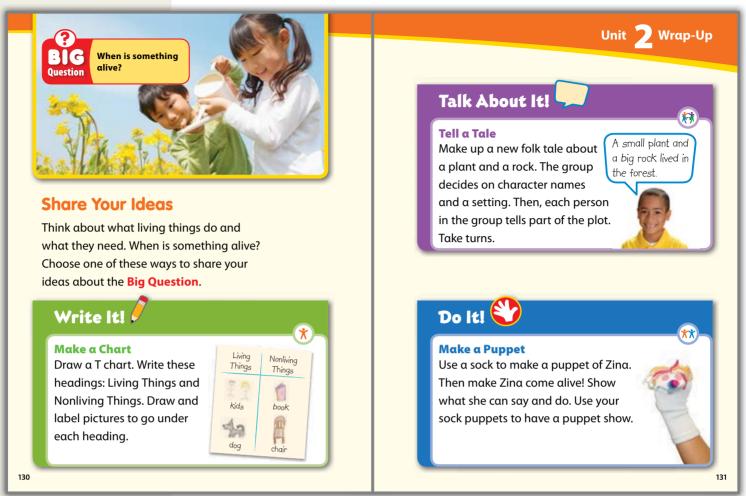
Leveled Books, pages LR4-LR12

#### Vocabulary, Grammar and Writing

Adjectives: Reteaching Master RT2.15 **Interactive Writing Routine,** page BP58 Writing Trait: Reteaching Master RT2.17

**ADDITIONAL PRACTICE** More Grammar Practice RT2.16

# Unit 2 Wrap-Up



Anthology pages 130–131

#### **OBJECTIVES**

**Thematic Connection: Shoot for the Sun** 

**Review Content** 

#### **MATERIALS**

unit concept map

#### **COMMON CORE STANDARDS**

### Writing

Focus on a Topic CC.1.W.5

Speaking and Listening

Participate in Conversations CC.1.SL.1
Build on Others' Talk CC.1.SL.1.b
Describe Events CC.1.SL.4
Add Visuals to Clarify CC.1.SL.5

Language and Vocabulary

Define Words by Category and Key CC.1.L.5.b

Attributes

# **Academic Talk**

1 Big Question Anthology page 130

Display the **Big Question**. Read aloud **Share Your Ideas** on page 130. Have children revisit their unit concept maps to remind them of their answers to the **Big Question**. Encourage them to add any additional ideas. Guide them in thinking about their class discussions by looking at the selections in the unit and their leveled reading books.

Have children share the title of their favorite selection or book from the unit. Guide them to tell how they think it answers the **Big Question**. Ask: What did you like best about this story? What was alive in the story? How do you know?

# **Unit Projects**

2 Share Your Ideas Anthology pages 130–131

Read aloud the project options. Allow children a few minutes to turn and talk in order to choose their projects. Have children who choose the **Talk About It!** or **Do It!** options gather in designated areas and work quietly together. Have the other children work independently at their desks.



#### **MATERIALS**

unlined paper • colored pencils or crayons

#### Plan

Read aloud the headings and labels shown on the sample chart on page 130. Use the drawings to review living and nonliving things. Encourage children to offer examples of living and nonliving things they learned about in the unit.

Focus on a Topic CC 1 W 5 Define Words by Category and Key Attributes CC.1.L.5.b

#### **Make a Chart**

Provide time for children to create their charts. Remind them to:

- · use Key Words
- print and draw legibly

Have children share their charts with a partner and take turns describing living and nonliving things.

# Talk About It!



#### **Plan**

Have children recall the folk tale "The Daisy" on pages 99–116. Remind them: A folk tale is a make-believe story that often has non-human characters that speak like humans.

Point out that their folk tales will be about a plant and a rock. Elicit that the plant is alive, but the rock is not. Suggest to children that they may have the plant and the rock speak in their folk tales.

Build on Others' Talk CC.1.SL.1.b **Describe Events** CC.1.SL.4

#### Tell a Tale

Circulate as groups decide on the character names and settings for their folk tales. Allow enough time for children to develop their plots. Before they tell their tales, remind them to speak with expression and listen when others speak. Be sure that all children in the group have a turn to tell part of the plot.





#### **MATERIALS**

socks • felt • yarn • buttons • scissors • glue

#### Plan

Invite volunteers to share something they remember about Zina, either when she was a toy or when she was alive. Have children turn and talk about what happened at the end of the story. Then have them discuss what might happen if they were able to make Zina come alive now.

Add Visuals to Clarify CC.1.SL.5 Participate in Conversations CC.1.SL.1

#### Make a Puppet

Give children ample time to make their puppets. Pair children and have them work together to create dialogue for their puppets. Have pairs take turns presenting their puppet shows to the class. Encourage them to use a lively voice when they speak dialogue.





# Unit 2 Reflection

Successful Teaching Moments	Adjustments for Next Year
Additional Notes or Resources	

# **Practice Masters**







Access all resources using the Lesson Planner

Display Practice Masters using the Presentation Tool

# Resource Directory

Browse the

# **More Practice**



**Phonics Games and Vocabulary Games** 



**Comprehension Coach** 



My Vocabulary Notebook



Read With Me MP3s





Sing With Me MP3s





### **Contents at a Glance**

	Practice Masters	Pages	Practice Masters	Pages
	Family Newsletter 2: English and Spanish			
Week 1	Day 1: Letters and Sounds Yy, Qq, Xx, Kk Checklist  Day 2: Words with 's Handwriting My Yy Book My Qq Book My Xx Book My Kk Book	PM2.5 PM2.6 PM2.7 PM2.8 PM2.9	High Frequency Words  Day 3: Letter and Sound Uu  High Frequency Words  Grammar: Adjectives  Day 4: My Uu Book  Grammar and Writing  Day 5: Vocabulary  Checklist	<ul><li>PM2.13</li><li>PM2.14</li><li>PM2.15</li><li>PM2.16</li><li>PM2.17</li><li>PM2.18</li></ul>
Week 2	Day 1: Double Consonants  Day 2: Double Consonants  Blend Words  Handwriting  Word Sort: Double Final Consonants  High Frequency Word Cards  T-Chart	PM2.21 PM2.22 PM2.23 PM2.24 PM2.25	Day 3: Words with -ck, -ng  High Frequency Words  Grammar: Adjectives  Day 4: Words with -ck, -ng  Grammar and Writing  Day 5: Grammar: Adjectives	<ul><li>PM2.28</li><li>PM2.29</li><li>PM2.30</li><li>PM2.31</li></ul>
Week 3	Day 1: Blends fl, pl, sl  Character-Setting-Plot Chart  Day 2: Blends fl, pl, sl  Blend Words  Handwriting  Word Cards: fl, pl, sl  High Frequency Word Cards	PM2.34 PM2.35 PM2.36 PM2.37 PM2.38	Day 3: Blends: cl, gl, bl  High Frequency Words  Grammar: Adjectives  Day 4: Blends: cl, gl, bl  Short a, i  Grammar and Writing  Day 5: Vocabulary  Character-Setting-Plot Chart	<ul><li>PM2.41</li><li>PM2.42</li><li>PM2.43</li><li>PM2.44</li><li>PM2.45</li><li>PM2.46</li></ul>
Week 4	Day 1: Blends: fr, gr, tr  Day 2: Blends: fr, gr, tr  Blend Words  Handwriting  Word Cards: fr, gr, tr, br, cr, dr  High Frequency Word Cards  T-Chart	PM2.49 PM2.50 PM2.51 PM2.52 PM2.53	Day 3: Blends: br, cr, dr  High Frequency Words  Grammar: Adjectives  Day 4: Blends: br, cr, dr  Short o, e, u  Grammar and Writing  Day 5: Grammar: Adjectives  Prewrite: Plan	<ul><li>PM2.56</li><li>PM2.57</li><li>PM2.58</li><li>PM2.59</li><li>PM2.60</li><li>PM2.61</li></ul>



Level B | Unit 2

#### **Dear Family Member,**

"When is something alive?" That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about how to recognize living and nonliving things. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

#### **Directions:**

- **1.** Talk together about living things and nonliving things. What questions can you ask to check if something is living? Write them below. The questions will become your checklist. Try to use some of the New Words in your checklist.
- **2.** Together, walk around your home. Name the things that you see. For each thing, ask the questions on your checklist. You answers should tell you if the thing is living or nonliving.
- **3.** Remind your student to bring the completed checklist to class.

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#### What We're Reading

### "Zina, the Wooden Puppet" by Honor Teoudoussia

In this fairy tale, a wooden puppet learns how to become a real, living girl.

### "Are You Living?" by Laura Purdie Salas

This song describes what living things need.

### "A Straw Hat" by Lily Block

This diagram shows how green plants can become a straw hat.

### "The Daisy" by Lada Josefa Kratky

In this folk tale, the sun and rain try to persuade a daisy seed to come out of the ground and play.

#### "Michael Fay and the Giant Redwoods" by Gabrielle Burns

The author explains some things Explorer Michael Fay has learned about redwoods.

Family Newsletter 2 | English

#### And more!

•			
·			



### **New Words**

#### Weeks 1 and 2

alive	energy	living
breathe	exercise	move
drink	food	nonliving
eat	health	

#### Weeks 3 and 4

bud	length	ready
flower	light	seed
height	petal	sun
leaf	project	

Learn and play with words. MGReach.com

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New Words | English



Nivel B | Unidad 2

#### Estimado miembro de la familia,

"¿Cuándo algo está vivo?" Esa es la gran pregunta que estamos explorando en esta unidad. Para responderla, estamos leyendo, escribiendo y hablando acerca de cómo reconocer a seres vivientes y cosas no vivientes. ¡Sea parte de nuestra exploración! Con su estudiante, lea las Nuevas Palabras en la siguiente página. Luego siga estas instrucciones.

#### **Instrucciones:**

- **1.** Hablen acerca de las cosas vivientes y no vivientes. ¿Qué preguntas se pueden hacer para verificar si algo es viviente? Escríbalas abajo. Las preguntas serán su lista de verificación. Intente usar algunas de las Nuevas Palabras en su lista de verificación.
- **2.** Juntos, recorran la casa. Nombren las cosas que ven. Para cada cosa, hagan las preguntas en su lista de verificación. Sus respuestas deben indicar si la cosa es viviente o no viviente.
- **3.** Recuerde a su estudiante traer la lista de verificación a clase.

#### Qué estamos leyendo

#### "Zina, the Wooden Puppet" por Honor Teoudoussia

En este cuento, un títere de madera aprende a convertirse en una niña real, viviente.

#### "Are You Living?" por Laura Purdie Salas

Esta canción describe qué necesitan las cosas vivientes.

#### "A Straw Hat" por Lily Block

Este diagrama muestra cómo las plantas verdes se pueden convertir en sombrero de paja.

### "The Daisy" por Lada Josefa Kratky

En este cuento popular, el sol y la lluvia tratan de persuadir a una semilla de margarita a que salga de la tierra y juegue.

#### "Michael Fay and the Giant Redwoods" por Gabrielle Burns

La autora explica algunas cosas que el explorador Michael Fray ha aprendido acerca de las secoyas.

¡Y más!


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Family Newsletter 2 | Spanish



# **Nuevas Palabras**

#### Semanas 1 y 2

alive	energy	living
viviente	energía	viviente
breathe	exercise	move
respirar	ejercicio	moverse
drink	food	nonliving
bebida	comida	no viviente
<b>eat</b> comer	health salud	

#### Semanas 1 y 2

bı	ud	length	ready
	ullo	longitud	listo
<b>flo</b>	ower	light <sub>luz</sub>	seed semilla
he	eight	petal	sun
altu	<sup>ra</sup>	pétalo	sol
le hoja	<b>af</b>	project proyecto	

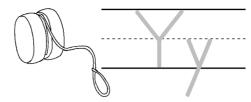
Aprenda y juegue con palabras. O NGReach.com

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**New Words** | Spanish

#### Phonics

# Letter and Sound Yy

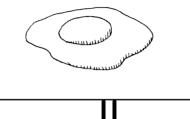


Name what is in each picture. Write the missing letter.

1.



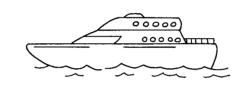
2.



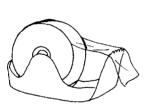
3.



4.



5.



6.



Read It Together

Can you find the nut? Yes, I can!

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For use with TE p. T67c

PM2.1

COPY READY

Phonics

# Letter and Sound Qq



Qq

Name what is in each picture. Write the missing letter.

1.		2.	
	quilt		ave
3.		4.	13 E 19 A 1 A 1 A 1 A 1 A 1 A 1 A 1 A 1 A 1
	ig		uarter
5.		6.	
	uart		ing

Read It Together

Can I quit? Yes, you can.

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For use with TE p. T67c

**PM2.2** 

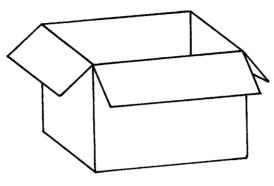
COPY READY

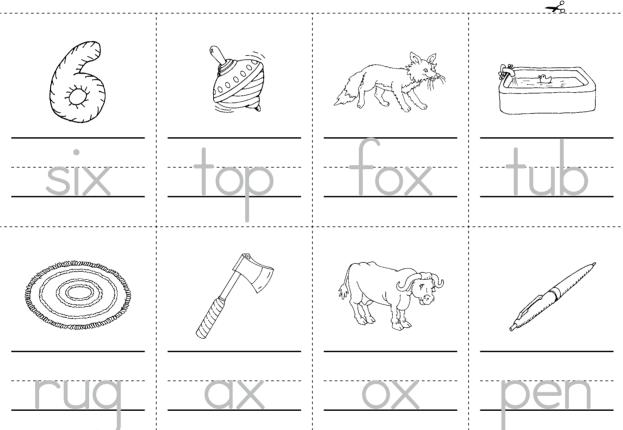
Phonics

## Letter and Sound Xx



Cut out and name the picture cards. Trace the words. Put in the box the cards with names that end like box.





Read It Together

What is in your box?

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For use with TE p. T67c

**PM2.3** 

Phonics

### Letter and Sound Kk



Name what is in each picture. Write the missing letter.

1.	2.	3.
key	obe	<u>:</u>
4.	5.	6.
	ing	OX
7.	8.	9.
ite	itten	ake

Read It Together

Find the kit and the fox.

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For use with TE p. T67c

PM2.4

Checklist

### **List Facts**

Use the checklist. Decide if something is living or nonliving.

Living Things Ch	ecklist_	
can eat		
can drink		
is healthy		
can think		

# Words with 's

Circle the word that completes each sentence. Write the word on the line. Read the sentences.







-----

2. Mom finds \_\_\_\_\_ cap in the box.

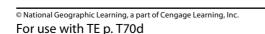
**3.** \_\_\_\_\_ hat is in the box, too.

-----

4. \_\_\_\_\_ can not find his cat in the box.

-----

5. The cat naps on \_\_\_\_\_ mat.



Handwriting

# **High Frequency Words**

Trace each word two times and then write it.

for for for

Loop koop koop

look look look

or or or

when when

-----

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PM2.7

Name	Dαte

Cut out the pictures and the book. Fold the book on the solid lines. Paste a y picture on each page and write its name. Read the sentence and color what it names.

Read	Read It Together		Book
Find	the yam.		
To be see			

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For use with TE p. T65k

PM2.8

Cut out the pictures and the book. Fold the book on the solid lines. Paste a q picture on each page and write its name.

Read It Together  Is this α Q? Yes, it is α big Q!		My Q q Book		
	<b>Q</b>			
		13 E 39		
		And the same		

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For use with TE p. T65k

PM2.9

Name	Date
TAITIC	Date

Cut out the pictures and the book. Fold the book on the solid lines. Paste an x picture on each page and write its name. Draw a picture in the box that answers the question.

Read It Together	My X x Book
What do you have in a box?	
Land to the state of the state	
Samuel Sa	

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For use with TE p. T65k

PM2.10

Cut out the pictures and the book. Fold the book on the solid lines. Paste a k picture on each page and write its name. Read the sentence and color what it names.

Read	It Together	My K k Book		
Find	I the kid.			
			₹6 \$486 \$5	
		E Jy		

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For use with TE p. T65k

PM2.11

# **High Frequency Word Cards**

find	for
hαs	grow
hαve	keep
his	look
mother	or
too	when
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Phonics

# Letter and Sound Uu



Name what is in each picture. Write the missing letter.

1.



2.



3.



4.



**5.** 



6.



Read It Together

Can a cub tug a tub in the mud?

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For use with TE p. T71e

**PM2.13** 

Name	Date

#### High Frequency Words

### It Can Grow!

Look at the pictures. Write a word from the box to complete each sentence.











High Frequency Words	
for	
grow	
keep	
look	
or	
when	

**1.** \_\_\_\_\_ can Jen get a pup?

**2.** This little pup is a good pup \_\_\_\_\_\_ Jen.

-----

3. Jen can \_\_\_\_\_ this little pup!

-----

**4.** Look at the little pup \_\_\_\_\_!

-----

**5.** Is it a little pup \_\_\_\_\_ a big dog?

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PM2.14

Grammar: Adjectives

### **Use Determiners**

Cut out the words on the petals. Glue five petals around each center. Then make sentences with the word in the center and each petal.

that

those

these

this

hat

gloves

garden

hose

plant

shoes

shirt

pants

socks

kittens

dog

rabbit

glasses

pen

doors

window

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For use with TE p. T65n

PM2.15

Name	_ Date

Cut out the pictures and the book. Fold the book on the solid lines. Paste a u picture on each page and write its name. Read the question and draw a picture.

Read It Together	My U u Book
Cαn α cub sit in the sur	n?
	<b>-</b>
WORLD'S BEST UNCLE	

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For use with TE p. T85α

PM2.16

# **COPY READY**

Grammar & Writing

# **Write Adjectives**

Read the story. Then choose a word from the box that goes with the sentence. Write it on the line.

,		1		1		
	this	that	these	those	fat	green
•	Amy looked at the garden. "What is					
(	ground sł	ne saw a <sub>-</sub>		gre	een worm	n. Her
	mom pick	ked it up.	She said,		Co	aterpillar
is fat. It likes to eat plant stems. Her mom pointed to the last row of tomatoes. "I found						
	•	-		ants next	•	
	she sαid.	caterpilla		eat		_ beαns,"

Name	Dαte



### **Rivet**

- 1. Write the first letter of each word.
- 2. Have a partner try to guess the word.
- 3. Fill in letters one at a time until your partner guesses the word.

  - **7.** \_\_\_\_ \_\_\_
- 9. \_\_\_\_\_\_
- 11. \_\_\_\_\_\_



Take turns with a partner. Choose a word. Say it in α sentence.

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For use with TE p. T85g

PM2.18

Name	Date

# Are You Living?

Add facts you learned about living things to the checklist. Place checks in the boxes.

Living Things Checklist		
can eat		
can drink		
is healthy		
can think		

Take turns with a partner. Tell a fact that you learned about living things in "Are You Living?"

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For use with TE p. T86

PM2.19

# **Double Consonants**



Name what is in each picture. Draw a line from the first letter to the rest of the word. Write the word and read it.

1.	2.	3.
og	uzz	ill
d	b	m
oll	oll	itt
doll		
3.	<b>5.</b>	6.
OSS	ell	uff
t	b	h
iff	ut	ill

Read It Together

What can you toss to a pal with a mitt?

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For use with TE p. T87m

PM2.20

Phonics

### **Double Consonants**

Cut along the dotted lines. Write t, b, l, m in each box of one pull strip and b, f, s, y in each box of the other. Put the strips through the slits with the arrows pointing up. Read the words you make.



to<u>ss</u>



bell

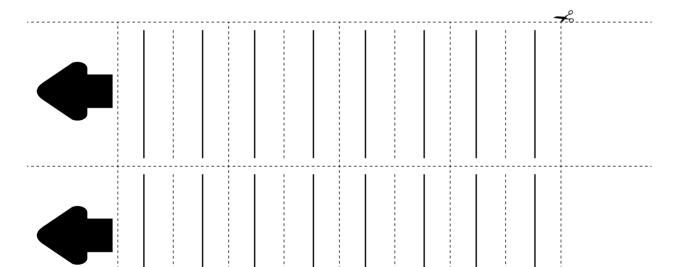
|--|

OSS









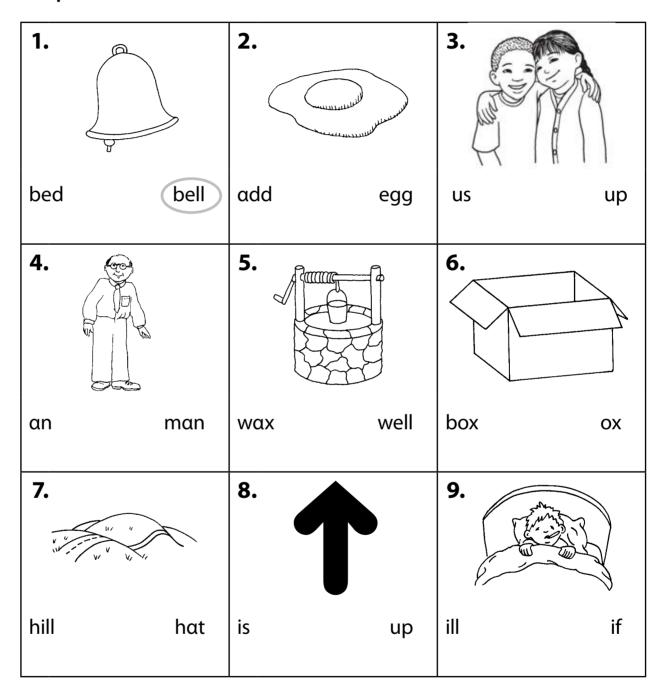
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PM2.21

Phonics

### **Blend Words**

Name what is in each picture. Circle the word that goes with the picture.



Read It Together

Can you put a bell in a box?

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PM2.22

Name \_\_\_\_\_

Date \_\_\_\_\_

Handwriting

# **High Frequency Words**

Trace each word two times and then write it.

body body body

how how how

out out out

start start start

they they they

use use use

### **Word Sort: Double Final Consonants**

bill	doll	cuff
puff	buzz	hiss
odd	fuzz	fill
lass	mess	dull
muss	will	huff
αdd	mill	jαzz
kiss	fizz	pill
	puff odd lass muss add	bill doll  puff buzz  odd fuzz  lass mess  muss will  add mill

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For use with TE p. T87g

PM2.24

do	body
then	how
what	out
with	start
you	they
your	use
	<u> </u>

Spelling & Word Work

Name	Dαte



# **Compare Genres**

Compare a song and a diagram.

Song	Diagram
	has numbered steps



Work with a partner. Take turns asking about a song and a diagram.

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For use with TE p. T91h

PM2.26

#### Phonics

# Words with ck, ng





si<u>n</u>

Name what is in each picture. Circle the word that goes with each picture.

1.	A Commission of the Commission	will wing wig	2.	taps tan tack
3.		sock sobs song	4.	rip ring rock
5.		kill kick king	6.	loss lock long

Read It Together

A king has a ring. What has a wing?

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PM2.27

Name	Date

High Frequency Words

# Tug, Tug, Tug

Look at the picture. Write a word from the box to complete each sentence.



	High Frequency Words	١
	body	
	how	
	out	
	start	
	they	
_	use	/

- **1.** The dog can not get \_\_\_\_\_!
- **2.** His \_\_\_\_\_\_ is too big.

\_\_\_\_\_

\_\_\_\_\_

- **3.** \_\_\_\_\_ will the dog get out?
- 4. Tom and Tim \_\_\_\_\_ to help.
- 5. They \_\_\_\_\_ rags and tug, tug, tug!

Grammar: Adjectives

# **Use Shades of Meaning**

Read the adjective below each box. Then draw a picture in the box to show something that the adjective may describe. Here are some ideas you can draw.

apples bugs dogs	flowers h	hats shoes	trees	trucks
------------------	-----------	------------	-------	--------

small	tiny	itsy-bitsy
big	huge	enormous

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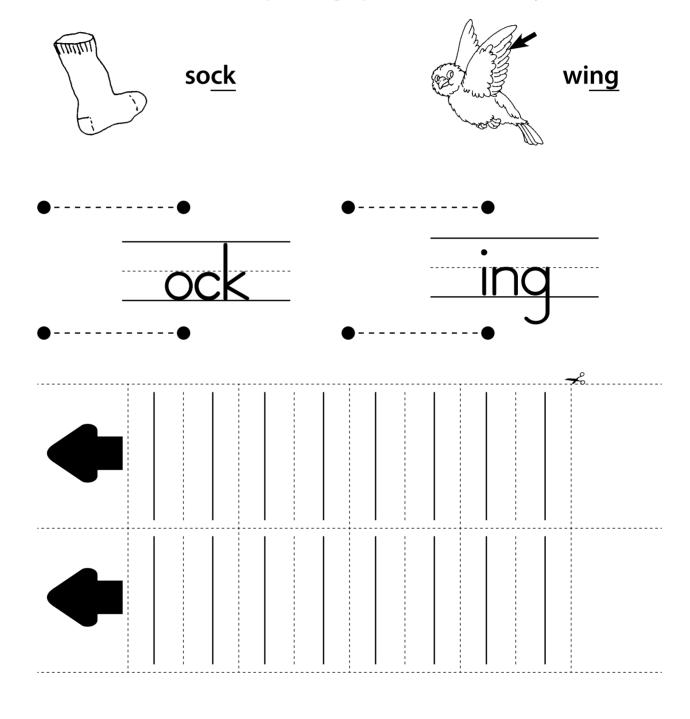
PM2.29

Name	Date

Phonics

# Words with ck, ng

Cut along the dotted lines. Write d, l, r, s in each box of one pull strip and k, r, s, w in each box of the other. Put the strips through the slits with the arrows pointing up. Read the words you make.



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Grammar & Writing

# Write More Adjectives

Read the story. Then choose a word from the box that goes with the sentence. Write it on the line.

green heavy	round	tiny
-------------	-------	------

Jared and Paul planted a bag of seeds. "Wow,"

said Paul, "these seeds are so \_\_\_\_\_tiny\_\_, I can

hardly see them." For a week, nothing happened. The

boys kept watering the seeds. The watering can was

\_\_\_\_\_ and hard to lift. After a few weeks,

they saw little \_\_\_\_\_ leaves coming out of the

soil. By the end of the month, they were eating delicious

\_\_\_\_\_ radishes.

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PM2.31

#### Grammar: Adjectives

#### **Draw It!**

#### **Grammar Rules Adjectives**

- 1. Adjectives describe how something looks.
- 2. Some adjectives tell about color, size, or shape.

The green plant is tall.

Read each sentence. Draw a line under each adjective. Then use the sentences to draw a picture on a separate piece on paper.

- 1. The park has green grass and yellow flowers.
- 2. Children play with a big, red ball.
- 3. A small, brown bird flies above.
- **4.** A boy sees a blue house with square windows.
- **5.** A tall man sells round balloons in many colors and sizes.



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For use with TE p. T93

PM2.32

# slot

Phonics

# Blends fl, pl, sl

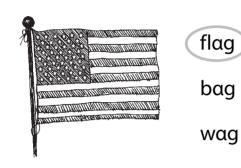




sl

Name what is in each picture. Circle the word that goes with each picture.

1.



2.

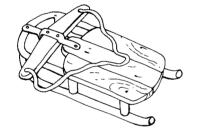


us

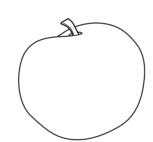
fuss

plus

3.



4.



hum

slum

plum

**5.** 



6.

lug

plug

led

sled

fled

slug

flock

lock

sock

Read It Together

Find a flag and a slug.

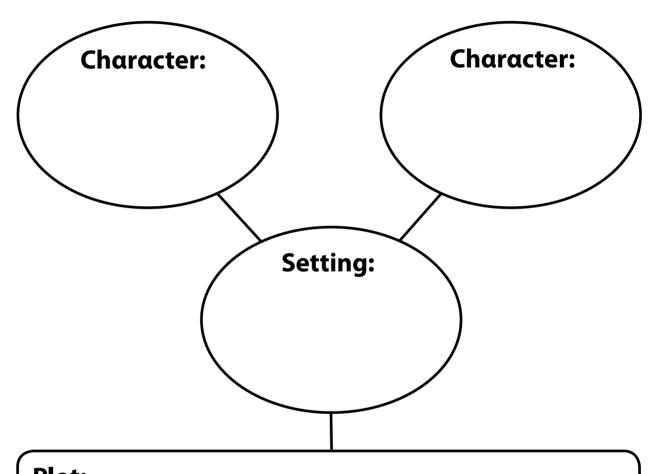
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PM2.33

# **Identify Plot**

Retell a story you know to a partner. Fill out the chart.

Title: \_\_\_\_\_



Plot:

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For use with TE p. T95α

PM2.34

# Blends fl, pl, sl

Name what is in each picture. Draw a line from the blends on the left to the rest of the word. Write the word and read it.

2. 1. **3.** ed um at рl fl ot ug αg 5. 4. 6. ock id us pΙ fl sl uck ick ug

Read It Together

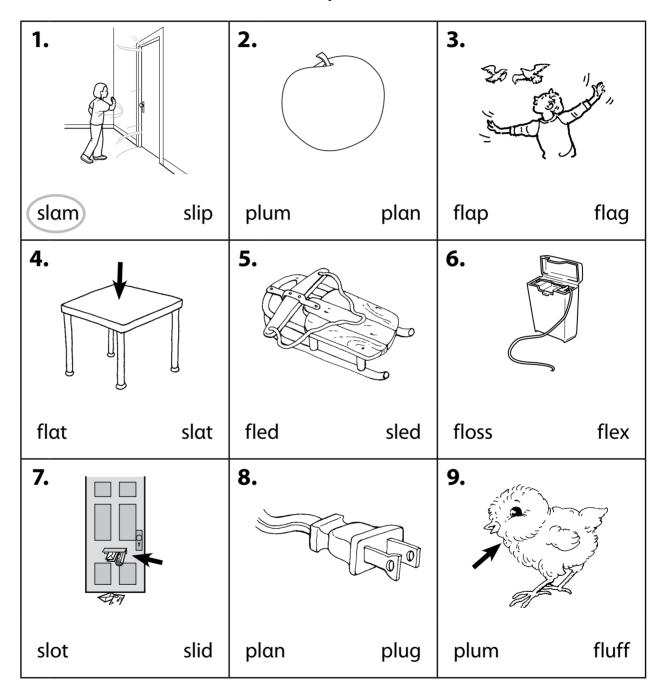
Sid and Sam slid on the sled.

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For use with TE p. T96e

PM2.35

#### **Blend words**

Circle the word that names each picture. Read the word.



Read It Together

It is flat. Can it flap?

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For use with TE p. T96f

PM2.36

Handwriting

### **High Frequency Words**

Trace each word two times and then write it.

### Word Cards: fl, pl, sl

flag	plug	sled	flock
fling	flip	flat	slit
flαp		plum	slip
plus	flick	slick	slam
slap		flop	fled
pluck	slim	fluff	slung
sling	plop	slug	   fleck 

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For use with TE p. T93i

PM2.38

Spelling & Word Work

get

help eat

does

of live

put ¦ no

we ¦ see

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For use with TE p. T93i

PM2.39

### Blends cl, gl, bl



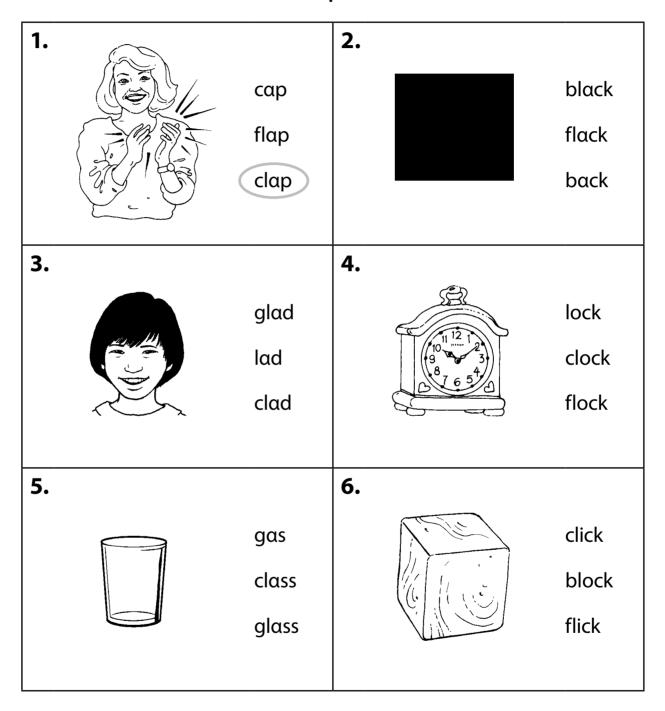




glob

<u>bl</u>ock

Circle the word that names each picture. Read the word.



Read It Together

Do you clap when you are glad?

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For use with TE p. T97e

PM2.40

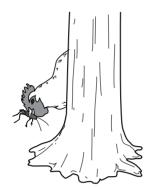
High Frequency Words

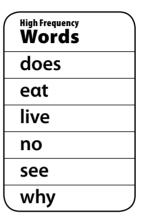
#### What Is It?

\_\_\_\_\_

Look at the picture. Write a word from the box to complete each sentence.







1. \_\_\_\_\_ it start in an egg? Yes!

-----**2.** Do you \_\_\_\_\_\_ it peck? Yes!

\_\_\_\_\_ **3.** Yum! Will it \_\_\_\_\_ α bug? Yes!

**4.** Can it live in your bed? \_\_\_\_\_\_, it can not!

**5.** \_\_\_\_\_ not? It is α hen!



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PM2.41

### **Word Cards: Adjectives**

some	αlot	much	α little
many	   α few	three	six
hαt	glove	¦ garden	¦ water
shovel	ı ı breαd	dirt	ι αir
plαnt	shoe	shirt	' seed
wind	kitten	dog	¦ rαin
glasses	pen	food	furniture
SNOW  © National Geographic Learning, a part of Cen	   plαte 	¦ αpple	¦ banana

For use with TE p. T931

PM2.42

# Blends cl, gl, bl

Draw a line from the blend on the left to the rest of the word. Write the word and read it.

2. 1. 3. ip αd ob gl gl iff αd um 4. **5.** ot amαb bl bl cl uff ess ub

Read It Together

Do you use black blocks and clips in class?

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PM2.43

### Short <u>a</u>, <u>i</u>

Circle the word that completes each sentence. Write the word on the line. Read the sentences.

quick

**1.** A duck likes to \_\_\_\_\_\_



\_\_\_\_\_

quack



3. What does Cliff like to do?

Cliff likes to \_\_\_\_\_

sing sang



\_\_\_\_\_



**5.** What does a dog like to do?

yam yip

\_\_\_\_\_

It likes to \_\_\_\_\_ and yap!



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For use with TE p. T116b

PM2.44

Grammar & Writing

### Write Indefinite Adjectives

Read the letter. Then choose a word from the box that goes with each sentence.

a few a little	many	much	some
----------------	------	------	------

Hi Uncle Ray,

Did you hear that we are planting a garden this year?

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For use with TE p. T931

PM2.45

Name	Date



#### **Around the World**

- 1. The traveler stands behind a challenger.
- 2. Listen to the clue. Find the Key Word and say it.
- 3. The first to answer correctly travels to the next student on the right. The first traveler to go all around the circle wins.



#### **KEY WORDS**

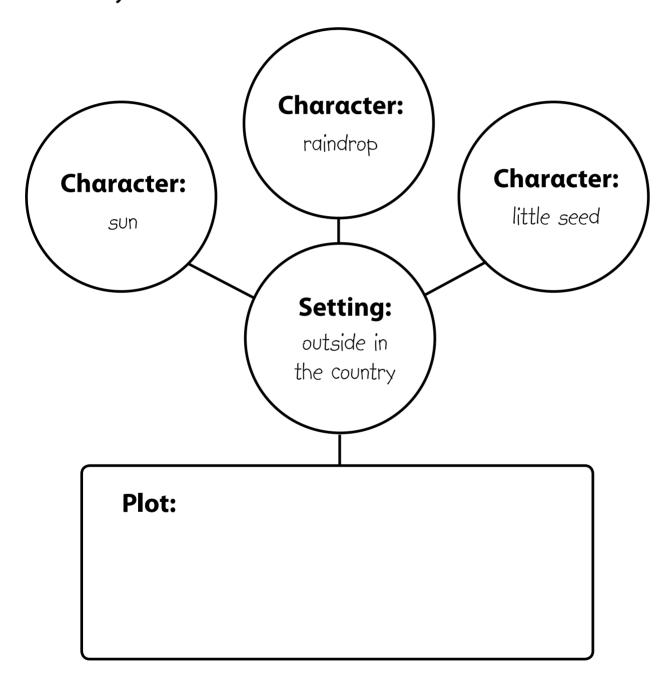
seed bud petal	flower leaf
----------------	-------------

#### **CLUES**

- a part of a plant that is the start of a flower
- the flat, green part of a plant
- the flat part of a flower
- a part of a plant that is small and grows into a new plant
- a part of a plant that has many petals

### The Daisy

Complete the chart. Describe what happens to the little seed in "The Daisy."





Take turns with a partner. Use your chart to describe what happens to the little seed.

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For use with TE p. T118

PM2.47

## Blends fr, gr, tr





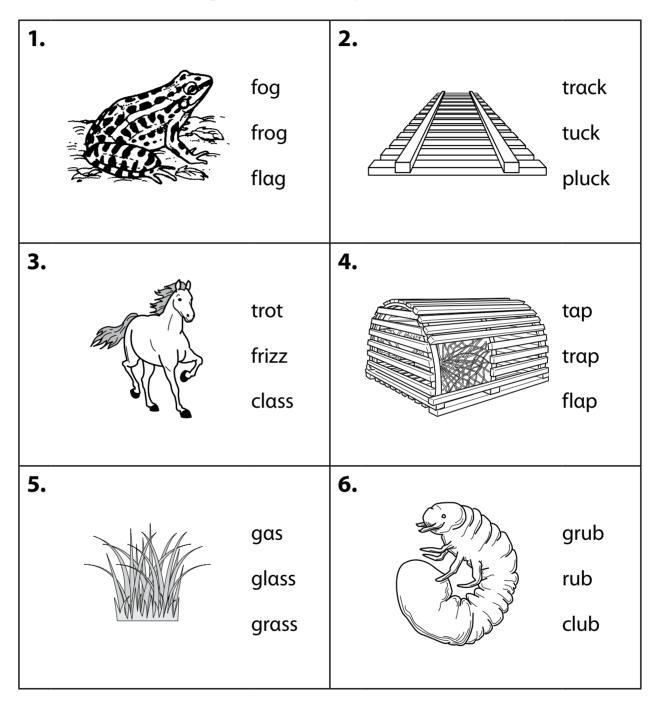


<u>tr</u>og

<u>gr</u>ass

<u>tr</u>uc

Circle the word that goes with each picture. Read the word.



Read It Together

We can see a grub in the grass.

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For use with TE p. T119m

PM2.48

# Blends fr, gr, tr

Draw a line from the blend on the left to the rest of the word. Write the word and read it.

ip tr ick gr

uck

ill gr id

4.

og fr izz

5.

tr ip

6.

ip Gr αn

Read It Together

Tran trots to the truck.

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PM2.49

#### **Blend words**

Circle the word that goes with each picture. Read the word.

1.		2.		3.	10 11 12 1 10 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
club	clam	slug	plug	clock	click
4.		5.		6.	
plus	plan	clog	frog	plot	glob
7.		8.		9.	
block	black	grin	grip	flag	flat

Read It Together

The black clock ticks and tocks.

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For use with TE p. T125b

PM2.50

Handwriting

### **High Frequency Words**

Trace each word two times and then write it.

### Word Cards: fr, gr, tr, br, cr, dr

frog	grass	truck	drop
frill	dress	drank	crop
grαb	grow	grin	grunt
drill	crab	trim	trαp
frizz	grub	gruff	drip
trip	grid	brim	brink
grip	crib	cram	Fred

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For use with TE pp. T119g–T119h

PM2.52

Spelling & Word Work

# **High Frequency Word Cards**

day	all
from	are
good	by
she	first
us	more
very	there
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For use with TE p. T119g

PM2.53

Name	Dαte



#### **Compare Genres**

Compare a fairy tale and a project notebook.

Fairy Tale	Project Notebook
is a fantasy	is nonfiction



Take turns with a partner. Tell how a fairy tale is different than a project notebook.

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For use with TE p. T125g

PM2.54

#### Blends br, cr, dr

Circle the word that goes with each picture. Read the word.



slim

brim

grim

2.



rib

crib

drill

3.



dress

press

brass

4.

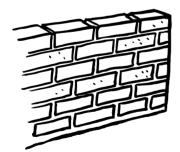


grip

drop

crop

**5.** 



bricks

tricks

clicks

6.



drip

grip

trip

Read It Together

Grab that brick, and do not drop it.

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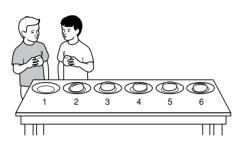
PM2.55

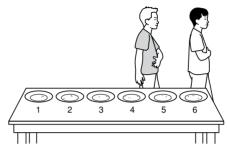
Name	Dαte

High Frequency Words

#### Yum!

Look at the pictures. Write a word from the box to complete each sentence.





High Frequency Words	
αll	
are	
by	
first	
more	
there	

**1.** There \_\_\_\_\_ six buns.

\_\_\_\_\_

2. Matt and Bill pass \_\_\_\_\_ the buns.

\_\_\_\_

**3.** They eat the \_\_\_\_\_ bun.

\_\_\_\_

**4.** Then they eαt \_\_\_\_\_ the buns!

\_\_\_\_\_

5. There are no \_\_\_\_\_ buns.

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For use with TE p. T126d

PM2.56

Grammar: Adjectives

### **Use Indefinite Adjectives**

Use a number cube with six numbers to play the game. Roll the cube and find your number on the chart.

#### Chart

1	2	3	4	5	6
some	a few	a little	many	much	a lot

Say a sentence using the word that matches your number. If all of the players agree that your sentence is correct, mark it off on the score sheet.

#### **Score Sheet**

Player 1 \_\_\_\_\_\_ Player 2 \_\_\_\_\_ Player 3 \_\_\_\_\_

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

### Blends br, cr, dr

Draw a line from the blend on the left to the rest of the word. Write the word and read it.

1. <b>X</b>	2.		3.	
ops	d۳	αg	C.K	ib
Cr ····· OSS	dr	ill	cr 	ack
Cross				
4.	5.		6.	
op	برما	icks	بر ا	ing
dr ess	br	ag	br	im

Read It Together

Fred brings a brass drum.

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PM2.58

### Short o, e, u

Circle the word that completes each sentence. Write the word on the line. Read the sentences.



\_\_\_\_\_

1. Fred has a little \_\_\_\_\_ hen.

clocks clucks

\_\_\_\_\_

**2.** Fred's hen \_\_\_\_\_ α lot.

pecks pucks

\_\_\_\_\_

**3.** It \_\_\_\_\_\_ in the mud, too.

begs bugs

-----

**4.** The hen finds \_\_\_\_\_ to eat. Yum!

5. The hen does not like to eat

crops cribs

\_\_\_\_\_

Fred's \_\_\_\_\_!

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PM2.59

Name	Dαte

Grammar & Writing

# Write Indefinite Adjectives

Read the play. Then choose a word from the box that goes with each sentence.

some	α little	many	how many	how much	
Kala is	helping he	er father w	ork in the fan	nily garden.	
_			r <u> </u>	tle wate	! <b>r</b>
Kala:			 _ plants look 	yellow and d	ry.
			rain do we	need?	
_	<b>r:</b> I think tl ur plants.	hree or fo	our days of ra	in will really	
<b>Kala:</b> working	ng in the s	un?	hour	s have we be	en
Fathe	<b>r:</b> Maybe i	it's time t	o stop. Let's g	go get	
			_ ice cream.		

#### Grammar: Adjectives

#### **At School**

**Grammar Rules Adjectives** 

- 1. Some adjectives tell how many there are of something.

  I ate three pears.
- **2.** Some adjectives tell how much there is of something.

I need some water.

Complete the sentences below. Use words from the box.

much	some	five	many	ten

\_\_\_\_\_

- 1. There are Many books in the library.
- 2. There are \_\_\_\_\_\_ soccer balls in the gym.
- 3. There is \_\_\_\_\_\_ food in the cafeteria.
- 4. There is not \_\_\_\_\_ milk in the cafeteria.
- **5.** There are \_\_\_\_\_ pencils on the desk.
- Write two sentences about your school. Use adjectives. Read them to a partner.

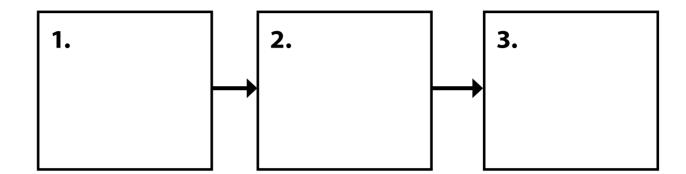
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PM2.61

Prewrite Graphic Organizer: Steps in a Process Diagram

#### Steps in a Process Diagram

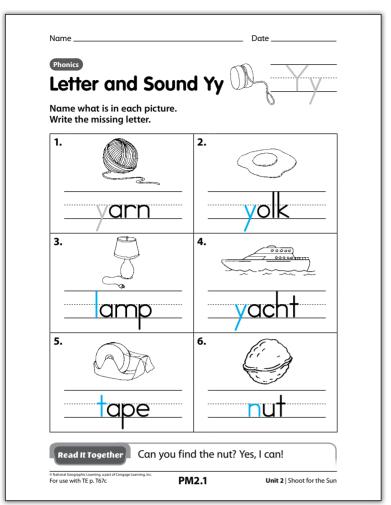
Materials: \_\_\_\_\_



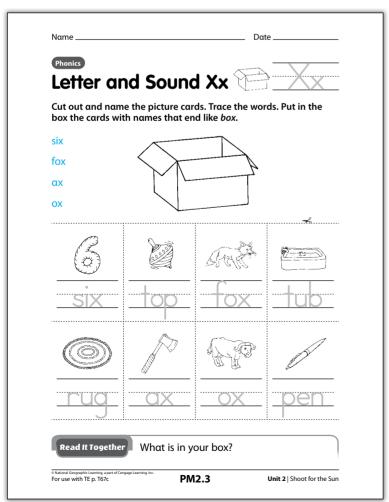
#### **Organization Checklist**

- ✓ Did you list what you need?
- ✓ Did you write what to do?
- ✓ Did you list the steps in order?
- ✓ Did you number the steps?

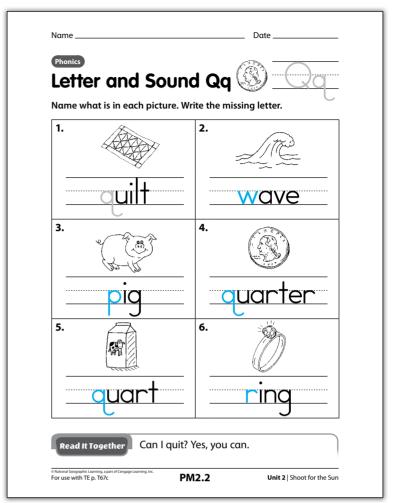
#### **Answer Keys**



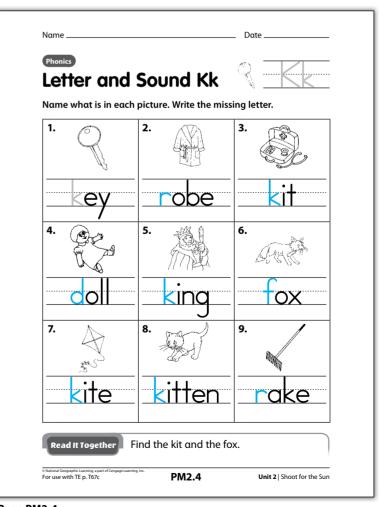
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Page PM2.3



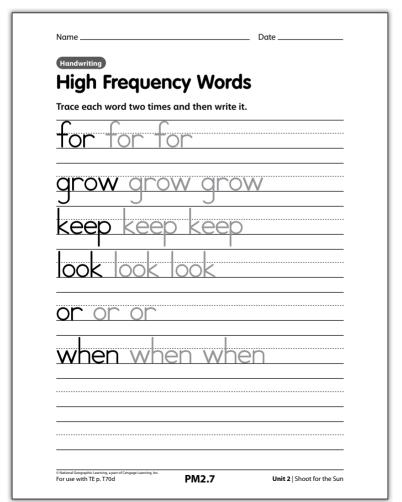
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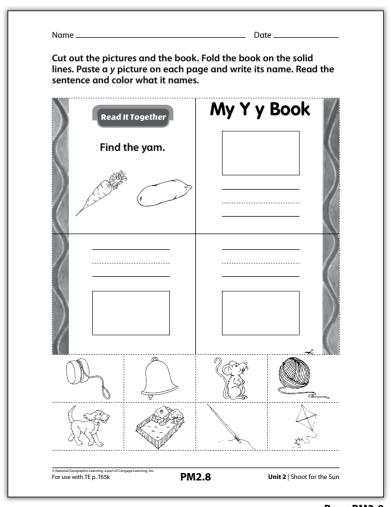


Page PM2.4

Checklist	•		
List Fac	:ts		
Use the check	list. Decide if som	ething is living or	nonliving.
	Living Things	: Checklist	
	can eat		
	can drink		
	is healthy		
	can think		

Name Date Words with 's Circle the word that completes each sentence. Write the word on the line. Read the sentences. Sam's Sam 1. What is in \_ Jen's S cap in the box. 2. Mom finds \_ hat is in the box, too. Quin Quin's \_ can not find his cat in the box. 5. The cat naps on o National Geographic Learning, a par For use with TE p. T70d PM2.6 Unit 2 | Shoot for the Sun Page PM2.6

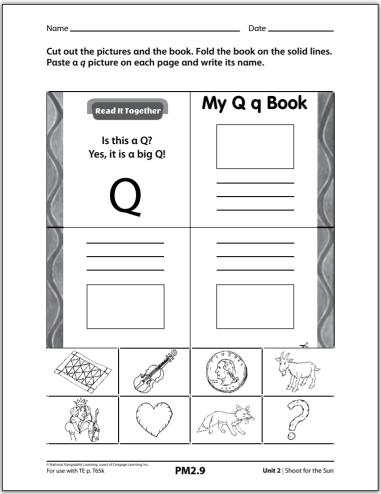




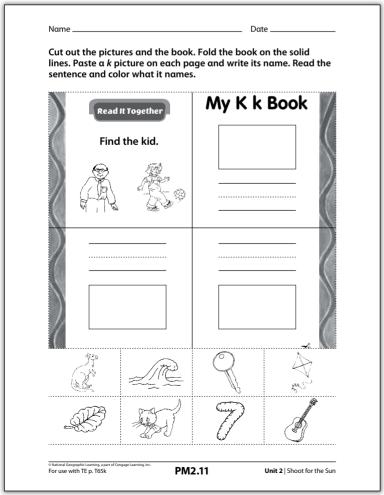
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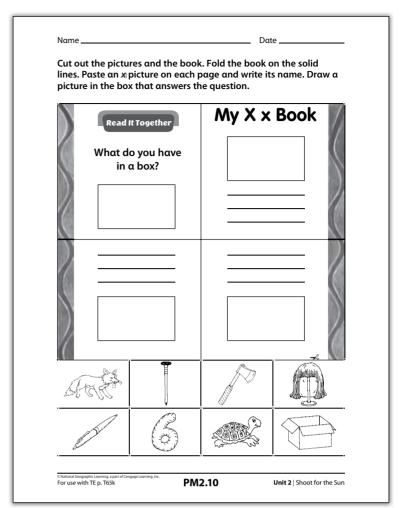
#### Answer Keys, continued



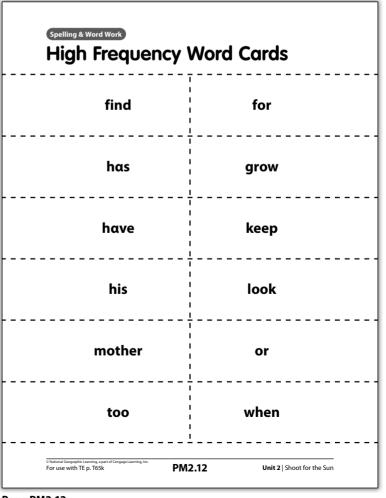
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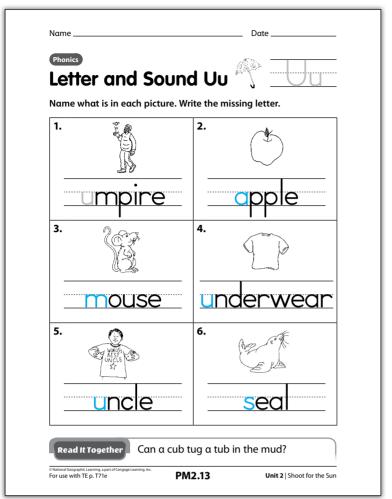
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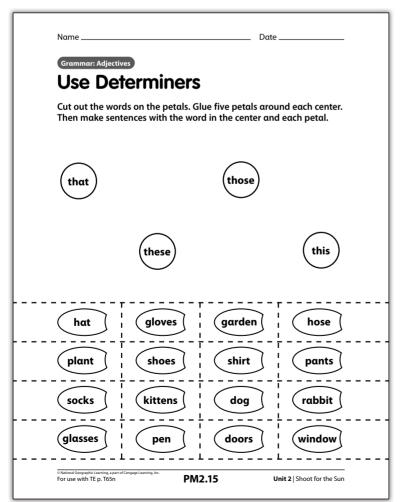
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Page PM2.13



Date It Can Grow! Look at the pictures. Write a word from the box to complete Words Words grow keep look or en\_can Jen get a pup? 2. This little pup is a good pup this little pup! 3. Jen can 4. Look at the little pup **5.** Is it α little pup a big dog? O National Geographic Learning, a pa For use with TE p. T71f

PM2.14

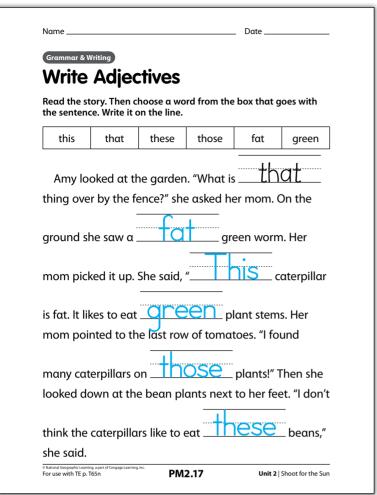
Page PM2.14

Name Cut out the pictur lines. Paste a <i>u</i> pi	es and the book cture on each po	. Fold the book o	
//	w a picture. Together sit in the sun?	My U u	Book
-306-			9
D	O Williams	A.	Š.
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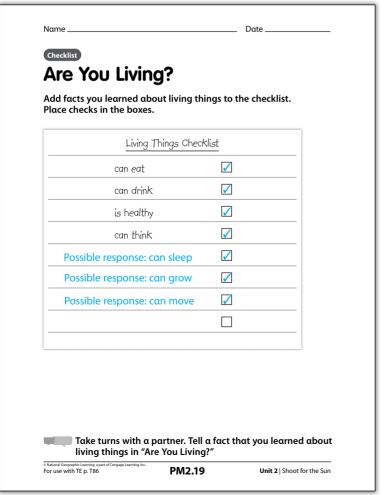
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#### Answer Keys, continued



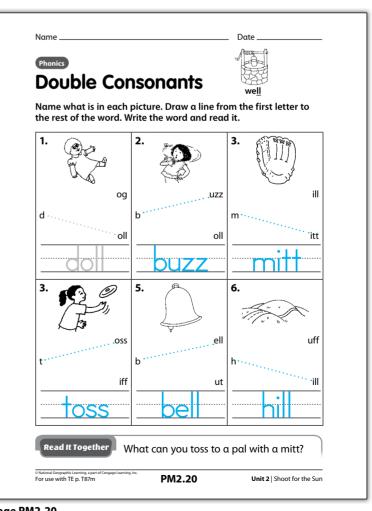
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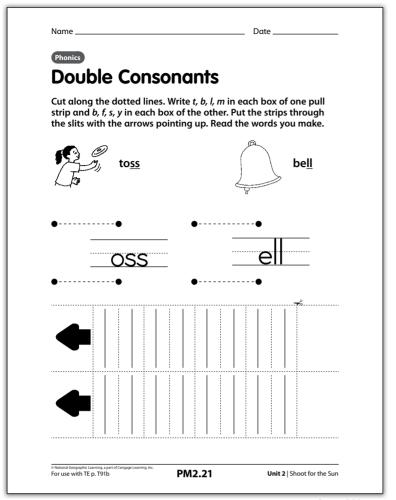
Page PM2.19

	bulary	)								
Riv	<b>et</b>									
1. W	rite th	e first	letter	of ea	ıch wo	rd.				
			•	-		word			_	_
							oartn	er gue	esses the wor	d.
1.		<u>i</u>	V	<u>i</u>	<u>n</u>	<u>g</u>				
2.	<u>e</u>	<u>a</u>	t							
3.	<u>d</u>	<u>r</u>	<u>_i_</u>	<u>n</u>	_ <u>k</u>	· §				
4.	<u>e</u>	<u>n</u>	<u>e</u>	r	g	<u>y</u> =				
5.	_f_	_0_	0	_d	-					21
6.	b	<u>r</u>	<u>e</u>	<u>a</u>	t	<u>h</u>	<u>e</u>			
7.	α		<u>i</u>	V	е					
8.	<u>h</u>	<u>e</u>	<u>a</u>		_t	<u>h</u>				
9.	m	0	V	<u>e</u>						
10.	<u>e</u>	X	<u>e</u>	<u>r</u>	C	<u>i</u>	S	<u>e</u>		
11.	n	0	<u>n</u>		<u>i</u>		<u>i</u>	n	g	
							se a w			

Page PM2.18



Page PM2.20



Page PM2.21

High Frequency Wo	rds
Trace each word two times and then wi	
body body bod	dy
how how how	
out out out	
start start sta	art
they they they	/
use use use	

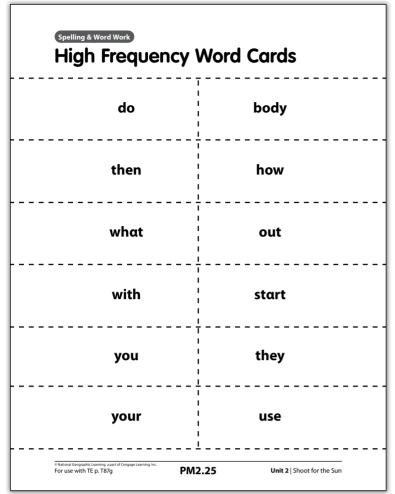
Phonics			
Blend	Words		
Name wha the picture	t is in eαch picture	. Circle the word	that goes with
1.	2.	- Carrier Control	3.
bed	bell add	egg	us up
4.	5.		6.
an	man wax	well	box ox
7.	8.	1	9.
hill	hat is	up	il if

Page PM2.22

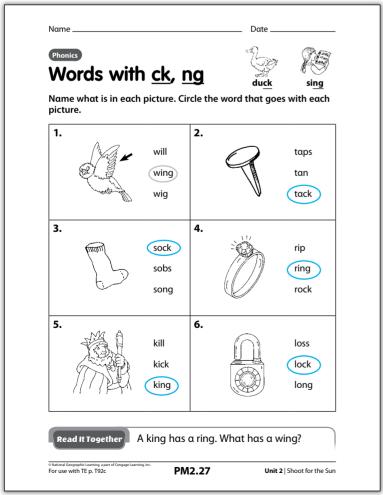
Spelling & Word Word Word Sor		Final Co	nsonants
egg	bill	doll	cuff
pαss	puff	buzz	hiss
tell	odd	fuzz	fill
off	lαss	mess	dull
fell	muss	will	huff
well	αdd	mill	jαzz
yell	kiss	fizz	pill
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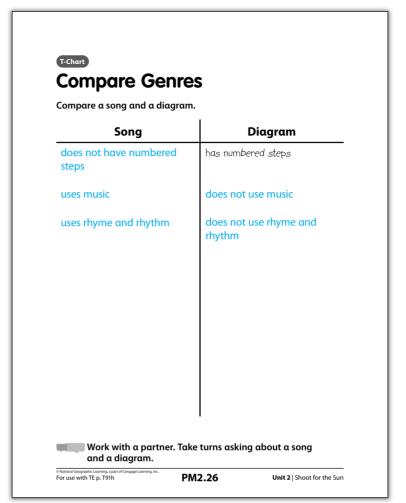
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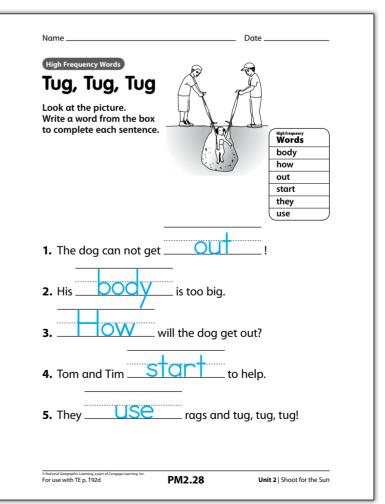
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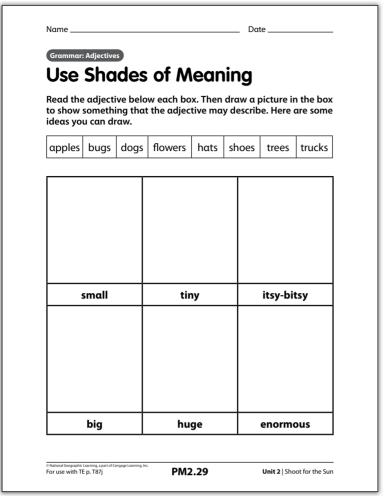
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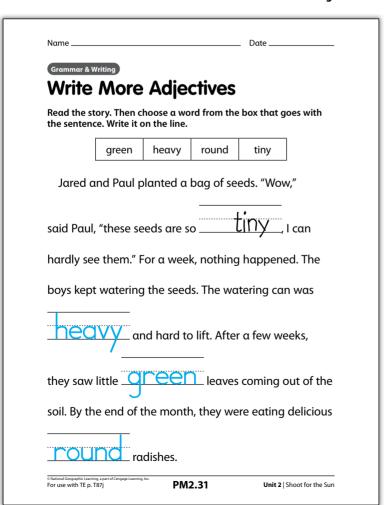
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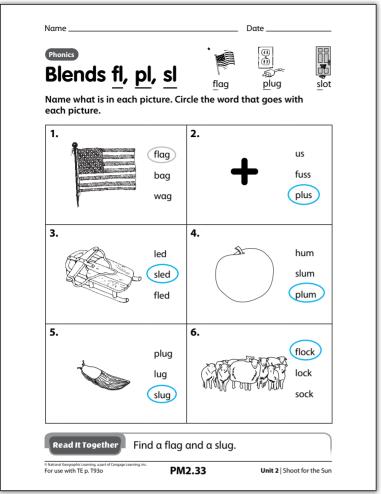


Words with <u>c</u>	k na		
Cut along the dotted lines. strip and k, r, s, w in each b the slits with the arrows po	Write <i>d, l, r, s</i> in e	ut the strips through	
sock	•	wi <u>ng</u>	
ock	•	ing	
•			
•			

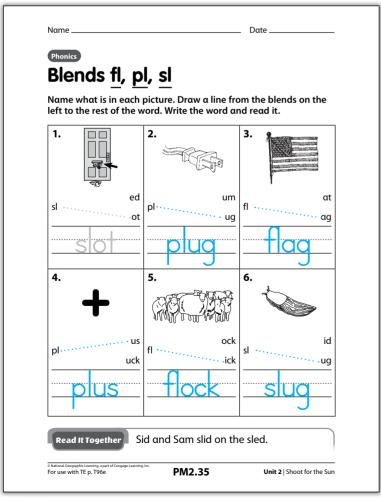
Page PM2.30

Name		Dαte
Grammar: Adjectives		
Draw It!		
Grammar Rule	S Adjectives	
1. Adjectives de	escribe how something	g looks.
2. Some adject	ives tell about color, si	ze, or shape.
	The green plant is tall.	
	green grass and ye	llow flowers.
<b>1.</b> The park has		llow flowers.
1. The park has	green grass and <u>ye</u>	llow flowers.
<ol> <li>The park has</li> <li>Children play</li> <li>A small, brow</li> </ol>	green grass and ye with a big, red ball	llow flowers.
<ol> <li>The park has</li> <li>Children play</li> <li>A small, brow</li> <li>A boy sees a</li> </ol>	green grass and ye with a big, red ball	llow flowers uare windows.
<ol> <li>The park has</li> <li>Children play</li> <li>A small, brow</li> <li>A boy sees a</li> <li>A tall man se and sizes.</li> </ol>	green grass and ye with a big, red ball on bird flies above.	llow flowers.  uare windows.  n many colors

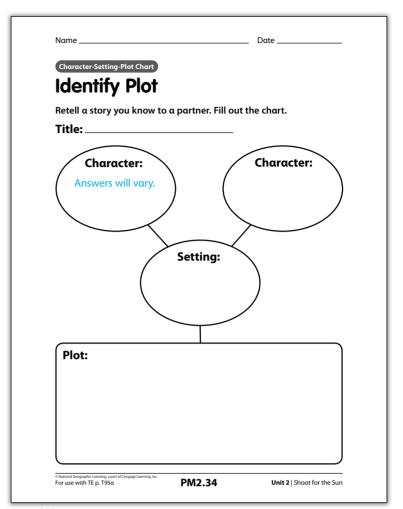
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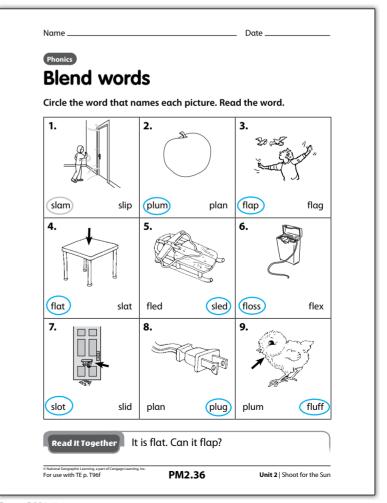
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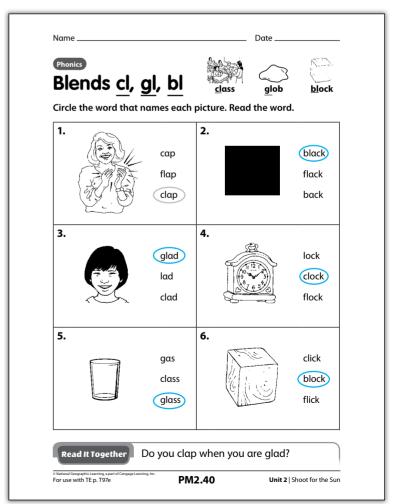
Page PM2.36

Trace each word two	ency Word	
does do	es does	
eat eat	eat	
live live	ive	
no no no	Ö	
see see	see	
why wh	y why	

Spelling & Word Word Word Car		sl	
flag	plug	sled	flock
fling	flip	flαt	slit
flap	plαn	plum	slip
plus	flick	slick	slαm
slαp	slop	flop	fled
pluck	slim	fluff	slung
sling	plop	slug	fleck
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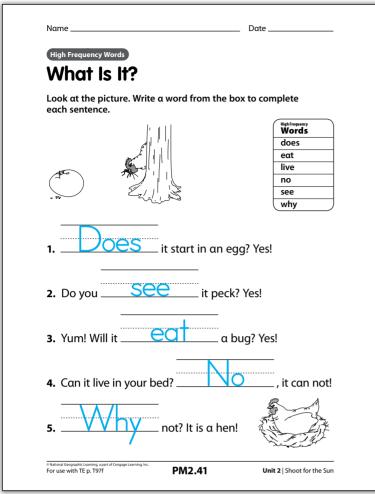
Page PM2.38

(Spelling & Word Work)  High Frequen	ncy Word Cards
get	does
help	eαt
of	live
put	no
we	;   see 
work	why
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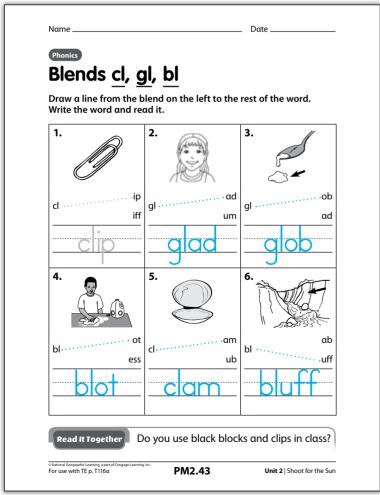


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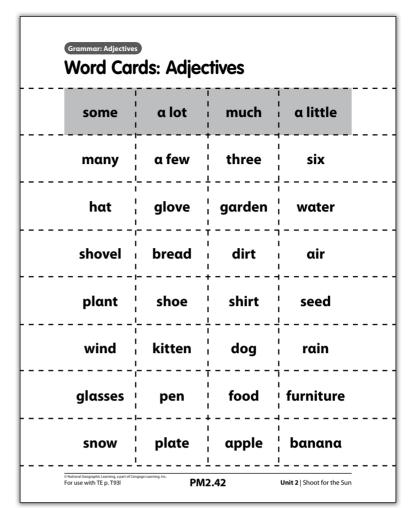
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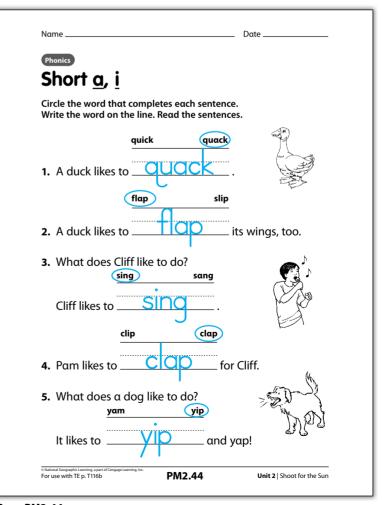
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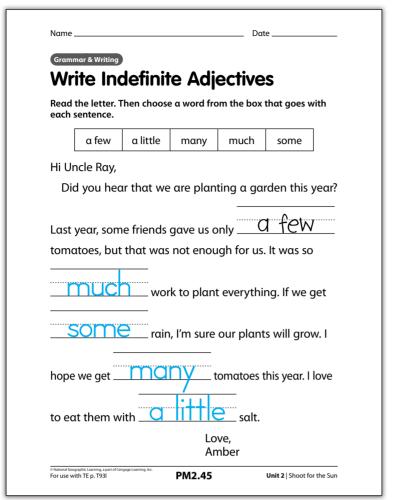
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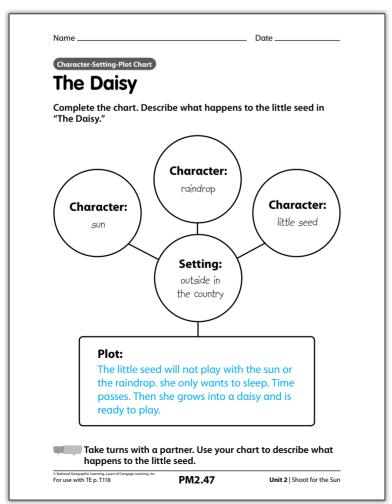


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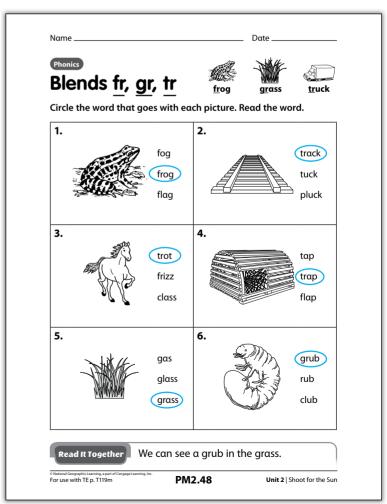
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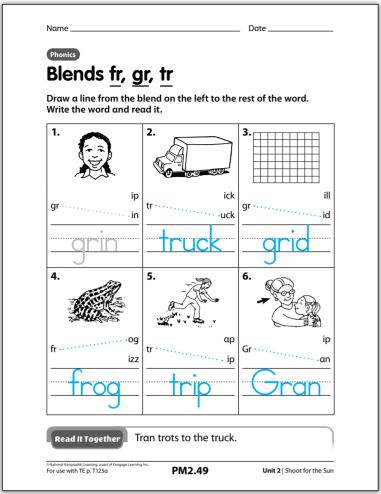
Around the World  1. The traveler stands behind a challenger.  2. Listen to the clue. Find the Key Word and say it.  3. The first to answer correctly travels to the next student on right. The first traveler to go all around the circle wins.	ı the
<ol> <li>Listen to the clue. Find the Key Word and say it.</li> <li>The first to answer correctly travels to the next student on</li> </ol>	ı the
(Learly)	
KEY WORDS	
seed bud petal flower leaf	
• a part of a plant that is the start of a flower bud	
• the flat, green part of a plant leaf	
<ul> <li>the flat part of a flower petal</li> <li>a part of a plant that is small and grows into a new plant seed</li> </ul>	

PM2.46

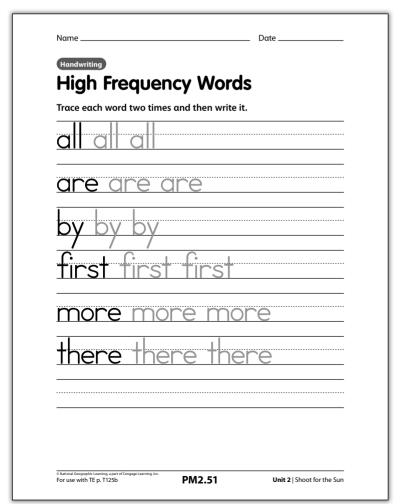
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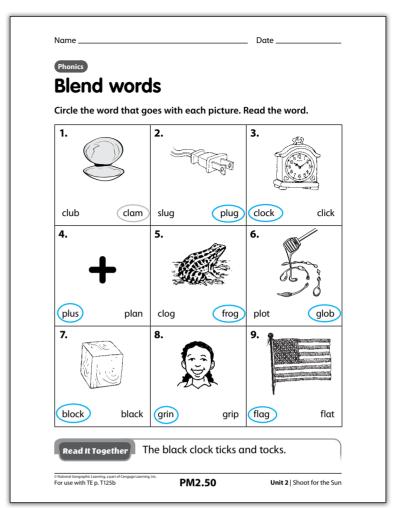
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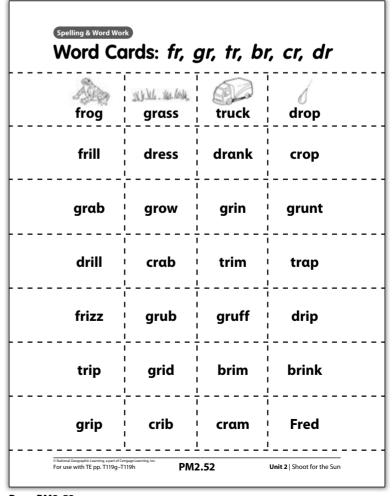
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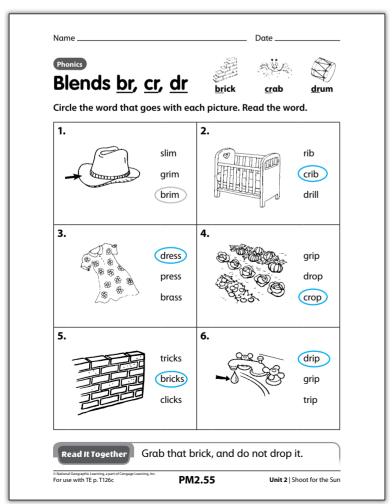
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Spelling & Word Work  High Frequency	Word Cards
dαy	αΙΙ
from	αre
good	by
she	first
us	more
very	there
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Fairy Tale	Project Notebook
is a fantasy	is nonfiction
tells α story	shows what someone is studying
hαs α plot	has facts
has colorful pictures	has photos

Take turns with a partner. Tell how a fairy tale is different

PM2.54

than a project notebook.

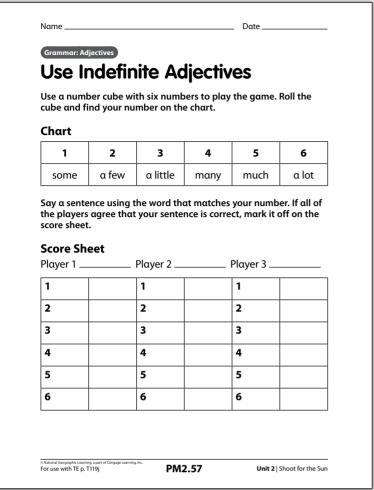
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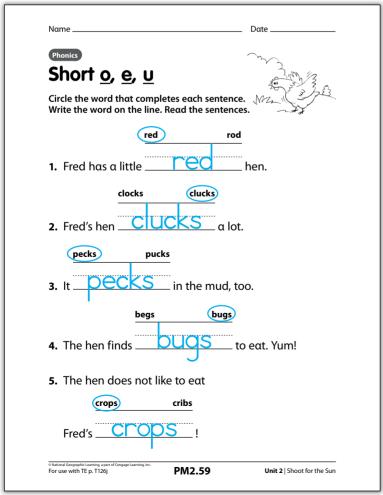
Name		Date
High Frequency Words Yum!		
Look at the pictures. Write each sentence.	α word from the l	oox to complete
		Nigh frequency Words  all  are by  first  more there
1. There	six buns	
2. Matt and Bill pass	<u>by</u>	the buns.
3. They eat the	irst b	un.
<b>4.</b> Then they eαt	all	the buns!
5. There are no	nore b	uns.

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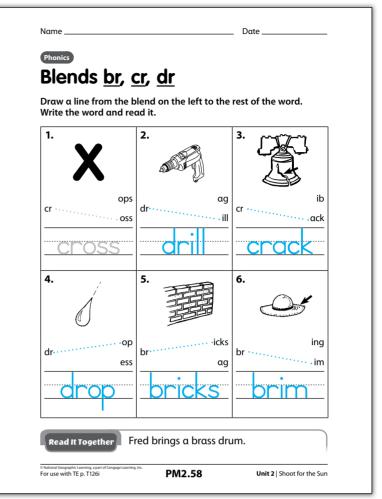
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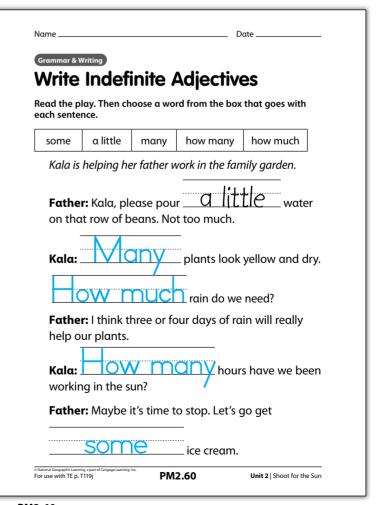
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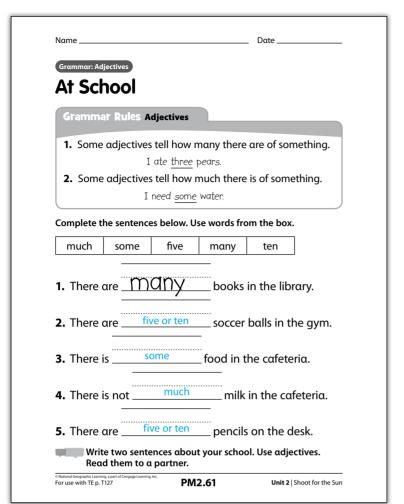
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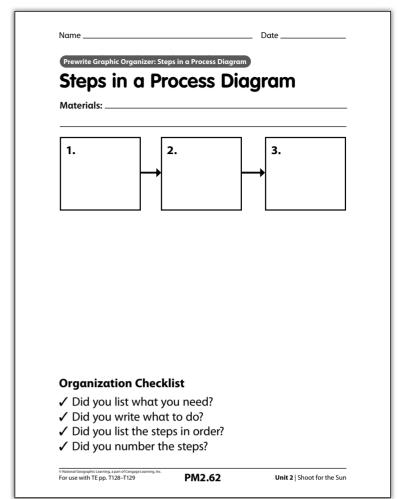


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# **Leveled Reading**



# Leveled Reading Time

т				

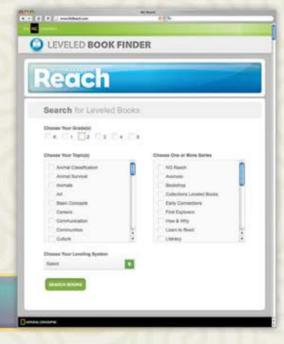
- Introduce Books
- Monitor Small Group Reading
- Guide Discussion
- Assess Progress

# CHILDREN

- Read and Discuss Books
- Extend Content Knowledge
- Apply Reading Skills
- Connect and Compare Texts
- Demonstrate Comprehension

# **Contents**

	· ugc
Books at a Glance	LR1
Reading Routines	LR2
Teaching Resources	LR4
Independent Reading	LR12
Leveled Reading Practice Masters	LR13
Assessment Masters	LR16







# **Books** at a Glance

Level*	Title	Author	Content Connection	Genre	Length	Pages
A	This Food Grows Here	Zoe Sharp	Food	Nonfiction	8 pp.	LR4
В	Seeds	Lada Kratky	Seeds	Nonfiction	8 pp.	LR4
C	A Bear Eats a Fish	David Tunkin	The Food Chain	Nonfiction	12 pp.	LR5
C	Living Things Need Water	Sharon Street	Living Things	Nonfiction	16 pp.	LR5
D	On This Earth	Lada Kratky	Earth	Nonfiction	8 pp.	LR6
D	Baby Birds	Neve Koyama	Birds	Nonfiction	12 pp.	LR6
E	What Do Pets Need?	Ellie Roper	Pets	Nonfiction	8 pp.	LR7
E	Is It Living or Nonliving?	Sheila Rivera	Living and Nonliving Things	Nonfiction	8 pp.	LR7
F	What Animals Need	James Nguyen	Animals	Nonfiction	16 pp.	LR8
F	Plants and Animals Live Here	George Wong	Living Things	Nonfiction	24 pp.	LR8
G	The Carrot Seed	Ruth Krauss	Seeds	Fiction	24 pp.	LR9
G	Hairy Harry	Belle Perez	Seeds	Nonfiction	12 pp.	LR9
Н	Living Things Need Food	Keith Pigdon	Food	Nonfiction	16 pp.	LR10
I	Potatoes	Beatrice Duggan	Vegetables	Nonfiction	12 pp.	LR10
J	A Tree's Life	David Tunkin	Trees	Nonfiction	12 pp.	LR11
K	What's Best for Red?	Casey Eggers	Plants	Fiction	16 pp.	LR11

 $<sup>^{*}</sup>$  as measured by the Fountas and Pinnell leveling system; see page R2 for leveling translation information

# Unit 2 Reading Routines Fiction & Nonfiction

### **OBJECTIVES**

**Thematic Connection: The Natural World** Read and Comprehend Text

**Monitor** 

I ist Facts

Identify Plot

## **PROGRAM RESOURCES**

**PRINT ONLY** 

**Fiction and Nonfiction Books** 

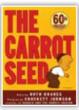
**PRINT & TECHNOLOGY** 

Practice Masters LR2.1, LR2.2, and LR2.3 Assessment Masters LR1.4-LR1.7, LR2.4-LR2.7

### **COMMON CORE STANDARDS**

**Identify Plot** CC.1.Rlit.3 **Read Prose** CC.1.Rlit.10 CC.1.Rinf.10 Read Informational Text Respond to Reading CC.1.W.1, 2, 3 **Engage in Discussion** CC.1.SL.1 **Connect Across Texts** CC.1.SL.1.a

### **Fiction**





### **Nonfiction**



























# Introduce \*

**Assign books.** Review the Teaching Resources on pages LR4-LR11. Use the summary of each book for an overview of content. Select eight books for each child to read over the course of the four-week unit, based on the children's interests, their reading levels, and the completed **Assessment Masters** for Unit 1.

**Introduce books.** Use the Teaching Resources for each book to activate prior knowledge and preview the content. Remind children that they can use what they learn from the books to answer the Big Question: When is something alive?

**Introduce story words.** Preview any story words that are listed for each book. When applicable, point out corresponding story illustrations or photos to scaffold word meaning.

Establish a weekly reading plan. Children will repeat the same schedule to read two books each week.

# Read and Integrate Ideas 💥



Have children read independently. Circulate to observe children reading. Have them read a page aloud. Note miscues and check for fluency. Encourage children to self-correct. Ask: Did that make sense? You said \_\_\_\_\_. Does that sound right?

# Have homogenous pairs reread and

**discuss.** Pair children who have read the same book. Have pairs reread the book. After children have learned the reading strategy and target skills, have them complete a graphic organizer together to demonstrate how the skill applies to their book.

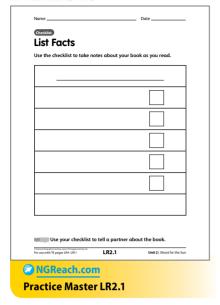
- List Facts: Practice Master LR2.1
- Identify Plot: Practice Master LR2.2

Monitor partners' discussions. Have children share their completed graphic organizers. Prompt children to show you where in the book they gathered the information to complete them. Use the build comprehension questions in the Teaching Resources to check for understanding.

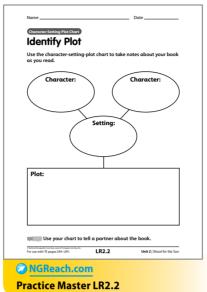
Have children self-assess. Distribute Assessment Master LR2.4. Have children evaluate their ability to read on their own and determine importance.

**Provide writing options.** Have each child complete one of the writing options from the Teaching Resources to respond to one of the books they read during the week. Encourage volunteers to share their writing with the group.

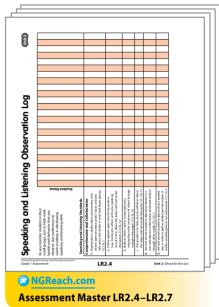
### **AFTER READING**



### **AFTER READING**



### **DURING CONFERENCES**



# Connect Across Texts \*\*\*\*

Form heterogeneous discussion groups. Group children of mixed ability levels into clusters of four, representing different combinations of books.

Introduce the activity. Write the Big Question: When is something alive? Distribute Practice Master LR2.3. Explain to children in each group that they will take turns retelling or summarizing one of the books they read that week.

**Have children summarize.** Have each child retell his or

her story or summarize his or her AFTER READING book. Have listeners use

Practice Master LR2.3 to draw or take notes about the books. They may begin by writing about one book they read and then add notes about three other books described by their group members.

**Have children connect** across texts. Have groups use completed Connect Across Texts Practice Master LR2.3 to guide discussion.

**Connect Across Texts** Draw a picture for a book that you read. Then listen to in your group. Draw pictures about some of the books t Title: Title: NGReach.com Practice Master LR2.3

# **Conduct Conferences**

**Assess reading.** Have each child choose a favorite part of his or her book and read it aloud. Listen for miscues as you check for fluency. Ask the child to tell why it was the best part of the story or most important part of the informational text. Have the child self-select a part of the book that relates to the Big **Question**. Ask: What makes [name] a living thing? or What does [name] need?

Use the Reading Strategy Rubrics on Assessment Masters LR2.6 and LR2.7 to assess the child's use of reading strategies. Say:

- Tell me one important idea or event from the book. How do you *know it is important?*
- Were there any parts of the book that you didn't understand? What did you do?

**Assess writing.** Ask: Which writing option did you choose? Why did you choose that option? Have the child read his or her writing aloud. Ask: How did your writing help you understand the book?

Plan intervention or acceleration. Ask the child if there is anything he or she didn't understand. Plan for further instruction:

• Use independent time to provide reteaching or practice with skills.

Use the Recommended Books on page LR12 to guide children in choosing books to read independently.





# Weeks 1-4 Teaching Resources Fiction/Nonfiction

Α

**Guided Reading Level** 

# This Food Grows Here

by Zoe Sharp

Nonfiction | Pages: 8
Content Connection: Food



**Summary** Different food-producing plants show children that food grows in many different ways and on many different plants. Foods include apples, corn, raspberries, and tomatoes.

**Activate Prior Knowledge** Display the back cover of the book. Ask: *What food do you think grows on plants like this?* Encourage children to explain their answers.

**Preview** Display the cover and read aloud the title. Point to the picture and ask: *What fruit is in this picture?* (apples) Tell children they will read about the kinds of plants on which different foods grow.

# **Build Comprehension**

- **List Facts** Have children list the foods they learned about by reading this book. (apples, corn, raspberries, tomatoes)
- Monitor What did you read about? (Possible response: where food grows) What was something you did not understand? (Possible response: I don't know what the food on page 6 is.)

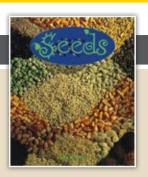
# В

**Guided Reading Level** 

# Seeds

by Lada Kratky

Nonfiction | Pages: 8
Content Connection: Seeds



**Summary** Seeds turn into plants. Different seeds turn into different plants. Some of these include sunflowers, daisies, apples, melons, pumpkins, and peppers. Seeds can also turn into popcorn!

**Activate Prior Knowledge** Invite children to talk about seeds they have planted and what those seeds turned into.

**Preview** Display the cover and read aloud the title. Ask children to predict what kinds of seeds they might find out about. Remind children to monitor their understanding as they read. Introduce the story words *daisies* (page 3), *melons* (page 5), *popcorn* (page 8), and *Seeds* (page 2).

# **Build Comprehension**

- List Facts Have children list three things seeds can turn into. (Possible responses: sunflowers, daisies, pumpkins)
- Monitor What did you read about? (Possible response: seeds)
  What was something you did not understand? (Possible response:
  I don't understand where the seeds come from.)

# **Writing Options**

**Book Page** Have children add a page to the book. Tell them to draw a food they know about, including the plant that it grows on. Have children use this sentence frame to describe their page:

This food is \_\_\_\_\_. This food grows here.

**Journal Entry** Have children write about their favorite fruit or vegetable. Encourage them to tell why they like it.

# **Writing Options**

**Book Page** Have children write a new page for the book. Have them draw a flower or fruit and a box with seeds. Tell children to use this sentence frame to describe their picture:

Seeds turn into \_\_\_\_\_

**Journal Entry** Have children write about something they have planted and grown. Have them tell how long it took and what they needed to do to help the plant grow.

# C C D D E E F F G G H I J

**Guided Reading Level** 

# A Bear Eats a Fish

by David Tunkin

Nonfiction | Pages: 12

Content Connection: The Food Chain

**Summary** Children compare the things they eat with the food eaten by various animals. Foods include fish, seeds, nuts, leaves, and meat.

Activate Prior Knowledge Ask: What kinds of foods do you eat? What kinds of foods do your pets eat? Tell children they are going to read about the foods that people and animals eat.

**Preview** Display the cover and read aloud the title. Ask: *What* does the bear have in his mouth? What do you think he will do with the fish? (eat it) Introduce the story words bear (page 2), crocodile (page 10), rabbit (page 8), and squirrel (page 6).

# **Build Comprehension**

- **List Facts** Have children review the selection and list foods that animals eat. (Possible responses: fish, seeds, nuts, leaves, meat)
- **Monitor** What was something you did not understand? (Possible response: I did not understand how we eat leaves.) When you reread the passage, what did you find? (Possible response: I found that lettuce has leaves. I know about eating lettuce.)

# **Writing Options**

**Book Page** Have children add a page to the book by drawing a picture of another animal they know about. Have children use this sentence frame with their picture:

A \_\_\_\_\_ eats \_

**Journal Entry** Have children write about their favorite food. Have them tell what animals they think also eat that food.

**Guided Reading Level** 

# Living Things Need Water

by Sharon Street

Nonfiction | Pages: 16

**Content Connection:** Living Things



**Summary** Children are introduced to the concept that all living things need water. Examples illustrating the concept include birds, fish, reptiles, mammals, plants, insects, and people.

Activate Prior Knowledge Display the back cover of the book. Ask: How do you use water? Explain that no living thing can stay alive without water.

**Preview** Display the cover and read aloud the title. Point to the heron and ask: What is this bird standing in? (water) Tell children to monitor their reading as they find out about living things and water. Introduce the story words birds (page 2), mammals (page 9), and reptiles (page 6).

# **Build Comprehension**

**List Facts** *List three living things that need water.* (Possible responses: birds, fish, mammals)

**Compare** Look at the pictures on pages 4–5 and 6–7. How are the fish and the reptiles alike? (Possible responses: They both need water. They both live in water.)

**Monitor** What was something you did not understand? (Possible response: I don't understand if fish need water for the same reason people need water.)

# **Writing Options**

**Book Page** Have children draw a picture of a different living thing. Have them use this sentence frame to explain their picture:

\_\_\_\_ need water.

**Journal Entry** Have children list the things they do with water every day.

# Weeks 1-4 Teaching Resources

D

**Guided Reading Level** 

# On This Earth

by Lada Kratky

Nonfiction | Pages: 8
Content Connection: Earth



**Summary** Children are introduced to the concept that each living thing is unique. There may be many that are alike but each individual is unique. Examples illustrating this concept include flowers, leaves, rocks, birds, and children. A mirror on the final page of the book offers a unique surprise for each reader.

**Activate Prior Knowledge** Show children examples of things that are alike but not identical. For example, show them two different colored pencils. Have children examine the samples and tell how they are alike and how they are different.

**Preview** Display the cover and read aloud the title. Ask: *What are some things that are on this earth?* (Possible responses: plants, animals, people, rocks, buildings) Remind them to monitor their understanding as they read the selection. Introduce the story words *leaves* (page 3), *millions* (page 2), and *stones* (page 4).

# **Build Comprehension**

- **List Facts** Have children list at least three things that there are millions of. (Possible response: flowers, leaves, and stones)
- Monitor What was something you did not understand?

  (Possible response: I did not understand how the leaves were different.) When you reread the passage, what did you find?

  (Possible response: I found that each one has something that is a little bit different from the others.)

# **Writing Options**

**Make a List** Have children choose two more examples of things that are alike but not identical and list how they are different.

**Journal Entry** Have children write about how they are like their parents and how they are different.

D

**Guided Reading Level** 

# **Baby Birds**

by Neve Koyama

Nonfiction | Pages: 12 Content Connection: Birds



**Summary** Baby birds need their families for many reasons. They need their families to keep them safe, to feed them, to clean them, to keep them warm, and to help them move around.

**Activate Prior Knowledge** Show the back cover and ask: What do you think baby birds need? (Possible responses: food, water, a nest) Ask: Who takes care of those things for a baby bird? (Possible response: the mother and father birds)

**Preview** Display the cover and read aloud the title. Ask children to predict what they will find out about baby birds. Introduce the story word *ride* (page 12).

# **Build Comprehension**

- ✓ **List Facts** Have children make a list of things baby birds need their families for. (Possible responses: to keep them safe, to feed them, to keep them clean, to keep them warm, to give them a ride)
- Monitor What did you read about? (Possible response: baby birds) What was something you did not understand? (Possible response: I did not understand why baby birds need a ride.)

# **Writing Options**

**Make a List** Have children think of something else a baby bird might need such as to sleep or to learn how to fly. Have them draw a picture and use this sentence frame to explain their pictures:

A baby bird needs \_\_\_\_

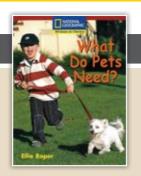
**Journal Entry** Have children write about things they need their families for.

**Guided Reading Level** 

# What Do Pets Need?

by Ellie Roper

Nonfiction | Pages: 8 **Content Connection: Pets** 



**Summary** Children answer the question "What do pets need?" by looking at three different pets—cats, fish, and dogs. An interactive feature allows children to answer a question before revealing the answer. Children learn that pets need four very important things—food, water, a home, and love.

**Activate Prior Knowledge** Have children with pets tell what they do to take care of their pets and what they do to show their pets they love them.

**Preview** Display the cover and read aloud the title. Ask: What is the boy in the picture doing? (walking his dog) Have children decide what they would like to learn from reading this book. Introduce the story words cat (page 2), dog (page 6), love (page 8), and pets (page 1).

# **Build Comprehension**

**List Facts** Have children list the things they learned that pets need. (food, water, a home, love)

**Make Inferences** Look at the picture on page 2. How does this girl feel about the cat? (Possible response: She likes the cat.) How can you tell? (Possible response: She is smiling.)

**Monitor** What did you read about? (Possible response: what pets need)

# **Writing Options**

**Description** Draw a picture of your pet or a pet you know. Write about what the pet needs every day and what you do with the pet.

**Journal Entry** Ask children to write about how they and their pets are alike.

**Guided Reading Level** 

# Is It Living or Nonliving?

by Sheila Rivera

Nonfiction | Pages: 8

**Content Connection:** Living and Nonliving Things

**Summary** Examples of living things (dog, plant, person) and nonliving things (ball, bike, shoe) prepare children to answer the question, "Is a tree living or nonliving?"

Activate Prior Knowledge Have children point out living things in the classroom. Then have them point out nonliving things in the classroom.

**Preview** Display the cover and read aloud the title. Point to the picture and ask: What are the living things in the picture? (fish, boy) Then ask: What are the nonliving things in the picture? (toy, rocks) Introduce the story words ball (page 3) and person (page 6).

# **Build Comprehension**

**List Facts** Have children list the living things they read about. (dog, plant, person)

**Describe** Look at the picture on page 8. Describe what is in the picture. (Possible response: grass, trees, and mountains)

**Monitor** What did you read about? (Possible response: things that are living and nonliving) What was something you did not understand? (Possible response: I did not understand what the word *nonliving* means.)

# **Writing Options**

**Book Page** Have children draw two new pages for the book. One picture should be of a living thing and the other of a nonliving thing. Have children use these sentence frames to explain their pictures:

A \_\_\_\_ is living. A \_\_\_\_ is nonliving.

**Journal Entry** Have children write about their favorite nonliving things.

# Weeks 1-4 Teaching Resources Fiction/Nonfiction

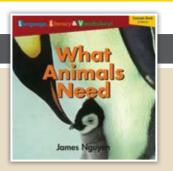
F

**Guided Reading Level** 

# What Animals Need

by James Nguyen

Nonfiction | Pages: 16 Content Connection: Animals



**Summary** The common needs of all animals are food, water, and a safe environment. How different animals get these things can be quite different. Wild animals need to find their food, water, and shelter. Pets are given these things by their owners.

**Activate Prior Knowledge** Ask: What kinds of things do your pets need from you? (Possible response: food, water, a home) Explain to children that all animals have things they need.

**Preview** Display the cover and read aloud the title. Ask: *What do you think animals need?* (Possible responses: food, water) Tell children to read to find out what animals need. Introduce the story words *grass* (page 8) and *hunt* (page 8).

# **Build Comprehension**

- List Facts Have children list the things that animals need. (food, water, a safe place to live)
  Use Visuals Have children look at the picture on page 13.
  Ask: What information can you get from the photo that you can't get from the words? (Possible response: Sometimes people feed calves. A calf can drink from a bottle.)
- **Monitor** What did you read about? (Possible response: what animals need)

# **Writing Options**

**Labeled Drawing** Have children draw their favorite animal from the selection and label the drawing with the animal's name.

**Journal Entry** Have children write about something they help take care of.

F

**Guided Reading Level** 

# Plants and Animals Live Here

by George Wong

Nonfiction | Pages: 24

**Content Connection:** Living Things



**Summary** Children meet plants and animals that live in different ecosystems including deserts, plains, mountains, forests, wetlands, and rivers. Plants and animals live everywhere.

**Activate Prior Knowledge** Display the back cover of the book. Ask: *Have you ever seen animals like this? Where do you think these animals live?* Tell children that plants and animals live in many different kinds of places.

**Preview** Display the cover and read aloud the title. Remind children to monitor their understanding as they read about where plants and animals live. Introduce the story words *forest* (page 14) and *mountain* (page 10).

# **Build Comprehension**

- ✓ **List Facts** Have children list animals that live in the desert. (Possible responses: scorpions, rattlesnakes) Continue with the other ecosystems.
- List Facts Have children list plants that live in the desert. (cactus) Continue with the other ecosystems.
- ✓ **Monitor** What was something you did not understand? (Possible response: I did not understand what prairie dogs are. They don't look like dogs.)

# **Writing Options**

**Labeled Drawings** Have children draw a picture of a plant and an animal that live in their area. Have them label each picture with the name of the plant and the animal.

**Journal Entry** Have children write about plants and animals they have seen in their neighborhoods. Remind children that insects and birds are animals, too.



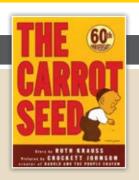
# **Guided Reading Level**

# The Carrot Seed

by Ruth Krauss

Fiction | Pages: 24

**Content Connection: Seeds** 



**Summary** A little boy plants a carrot seed. He waters it. He weeds it. He watches. His mother, father, and brother all tell him it won't come up. But he waters it. He weeds it. He watches it. And it comes up.

Activate Prior Knowledge Ask: Who has planted seeds? Invite children who have planted seeds to tell about what happened to their seeds.

**Preview** Display the cover and read aloud the title. Have children read to find out what happens to the carrot seed. Introduce the story words sprinkled (page 10), won't (page 4), and wouldn't (page 16).

# **Build Comprehension**

- **☑ Identify Plot** *What happens at the beginning of the story?* (The little boy plants a carrot seed.) What happens next? (He takes care of the seed.) What happens at the end of the story? (The carrot grows.)
- **Monitor** *What was something you did not understand?* (Possible response: I did not understand what won't means.) When you reread the passage, what did you find? (Possible response: I find that it means will not.)

# **Writing Options**

**Book Page** Have children write and illustrate a new scene for the end of the book that shows what they think the little boy will do with his carrot.

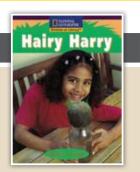
**Journal Entry** Have children write about plants they have either grown from seed or taken care of as mature plants. Encourage them to tell how they liked caring for their plant.

# **Guided Reading Level**

# **Hairy Harry**

by Belle Perez

Nonfiction | Pages: 12 **Content Connection:** Seeds



**Summary** Children see Hairy Harry come to life as they follow the steps in planting grass seed, taking care of its needs, and finally watching it grow.

**Activate Prior Knowledge** Display the back cover of the book. Ask: What do you think the girl is doing?

**Preview** Display the cover and read aloud the title. Point to the plant ball and ask: What do you think this is? Tell children to read to find out who or what Hairy Harry is. Introduce the story words hairy (page 3), stockings (page 4), and toe (page 5).

# **Build Comprehension**

- **List Facts** Have children list the materials needed to make Hairy Harry. (soil, water, a jar, a trowel, grass seeds, an old stocking, gloves, and scissors)
- **Monitor** What was something you did not understand? (Possible response: I did not understand what stockings are.) When you reread the passage, what did you find? (Possible response: I find that stockings are something like tights.)

# **Writing Options**

Write a Description Have children look at page 12 and write a description of Hairy Harry.

**Journal Entry** Have children make their own Hairy Harry and write about how they did it.

# Weeks 1-4 Teaching Resources Fiction/Nonfiction

н

**Guided Reading Level** 

# Living Things Need Food

by Keith Pigdon

Nonfiction | Pages: 16
Content Connection: Food



**Summary** All living things need food. To illustrate this, children follow one simple food chain from the polar bear to the seal to the squid to the krill, and finally, to the base of the food chain, plankton.

**Activate Prior Knowledge** Display the back cover of the book. Ask: *What do you think a seal eats?* 

**Preview** Display the cover and read aloud the title. Point to the picture and say: *This book is going to be about living things and food.* Have children read to find out what kinds of food living things eat. Introduce the story words *krill* (page 10), *plankton* (page 13), and *squid* (page 9).

# **Build Comprehension**

- List Facts Have children list each of the living things in the polar bear's food chain. (seal, squid, krill, plankton)
   Compare How are squid and krill alike? (Possible responses: They both live in the water; they both need food.)
- Monitor What did you read about? (Possible response: things that living things eat) What was something you did not understand? (Possible response: I did not understand what plankton eat.)

# **Writing Options**

**Book Page** Have children pick an animal and think about what that animal eats. Have them draw one picture showing the animal and one picture showing what it eats. Have them use these sentence frames to explain their pictures:

A \_\_\_\_ needs food. A \_\_\_\_ eats \_\_\_

**Journal Entry** Have children write about other living things they know of and the food those things eat.

Т

**Guided Reading Level** 

# **Potatoes**

by Beatrice Duggan

Nonfiction | Pages: 12

**Content Connection:** Vegetables



**Summary** Children are introduced to the potato. They see how farmers plant, grow, and harvest potatoes.

**Activate Prior Knowledge** Display the back cover of the book. Then ask: What kind of plant do you think these are? What do you think is growing? Encourage children to tell why they think the way they do.

**Preview** Display the cover and read aloud the title. Ask children to read to find out everything they can about potatoes. Introduce the story words *leafy* (page 6) and *rows* (page 4).

# **Build Comprehension**

- List Facts Have children list at least three facts about potatoes. (Possible response: New potatoes are grown from old potatoes. They are planted in rows. They grow underground.)
- ✓ **Monitor** What did you read about? (potatoes) What was something you did not understand? (Possible response: I did not understand how new potatoes can grow from old potatoes.)

# **Writing Options**

**Labeled Picture** Have children draw their favorite potato dish such as mashed potatoes or french fries. Tell them to label the picture to tell what kind of potato dish it is.

**Journal Entry** Have children tell what they like best about their favorite potato dish.

# B C C D D E E F F G G H I J

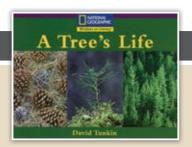


# **Guided Reading Level**

# A Tree's Life

by David Tunkin

Nonfiction | Pages: 12 **Content Connection: Trees** 



**Summary** Children follow the life of a pine tree from its start as a seedling to becoming a sapling, and finally a mature tree.

**Activate Prior Knowledge** Have children tell about the trees they have in their neighborhoods. Ask: What do you think the trees started as?

**Preview** Display the cover and read aloud the title. Have children read to find out what a tree's life is like. Introduce the story words pinecone (page 10), pine tree (page 2), sapling (page 6), and seedling (page 4).

# **Build Comprehension**

many, many pine trees.)

- **List Facts** Have children list the different stages in a pine tree's life. (seed, seedling, sapling, pine tree) **Describe** Look at the photo on pages 2 and 3. Describe what is in the photo. (Possible response: The photo shows a forest with
- **Monitor** What was something you did not understand? (Possible response: I did not understand what pinecones are.)

# **Writing Options**

**Diagram** Have children make a diagram showing the different stages in a pine tree's life. Have them label each of the pictures to tell what it is.

**Journal Entry** Tell children that just like pine trees, people are called different things at different stages of their lives. Have children write about what people are called at different stages of their lives.



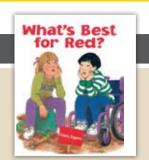
# **Guided Reading Level**

# What's Best for Red?

by Casey Eggers

Fiction | Pages: 16

**Content Connection: Plants** 



**Summary** Mr. Taft's class is planting a garden. Each of the four teams—yellow, blue, pink, and red—will grow something that matches their team color. All of the teams except the red team quickly pick their plant. The red team struggles to choose a plant, but all finally agree that the best plant for them is the strawberry plant.

**Activate Prior Knowledge** Ask: If you were planting a garden, which plants would you put in the garden? Why?

**Preview** Display the cover and read aloud the title. Tell children to read to find the answer to the question in the title, What's Best for Red? Introduce the story words damp (page 12), garden (page 2), jam (page 4), and stamp (page 12).

# **Build Comprehension**

- **✓ Identify Plot** *Who are the main characters in the story?* (Mr. Taft, Cass, Rusty, Matt, and Jill)
- **Identify Plot** What is the problem that needs to be solved in the story? (what red plant to choose)
- **Monitor** What did you read about? (Possible response: a class that was planting a garden)

# **Writing Options**

**Description** Have children choose a plant they would plant in the garden. Tell them to describe the plant and tell why they chose the plant.

Journal Entry Have children write about plants that grow around their house. Encourage children to tell what they like or don't like about the plants.

# Unit 2 Independent Reading Fiction & Nonfiction



# **Recommended Books**

evel*	Fiction About the Natural World	Nonfiction About the Natural World
Α	Burke, Melissa Blackwell. <i>One Farm</i> . Steck-Vaughn, 2000.	Gardiner, Stewart. <i>Look at the Tree</i> . National Geographic, 2001.
_	Williams, Rozanne L. <i>A Picnic</i> . Creative Teaching Press, 2002.	
В	Charpenel, Mauricio. What's on My Farm? Hampton-Brown Company, 1997.	Fink, Jacob. What Lives in a Swamp? National Geographic, 2001.
D	Moore, Claudia. <i>A Plant Picture</i> . National Geographic, 2006.	Gardiner, Stewart. <i>Look at the Tree</i> . National Geographic, 2001.
		Sharp, Zoe. <i>In the Tree</i> . National Geographic, 2002.
		Stanos, Dimi. <i>Plants in the Park</i> . National Geographic, 2002.
C	Bruni, Santina. What Grows Here? National Geographic, 2003.	Graves, Kimberlee. <b>See How It Grows</b> . Creative Teaching Press, 2003.
	Williams, Rozanne L. Who Lives Here? Creative Teaching Press, 1994.	Rubin, Alan. <i>This Farm</i> . Red Brick Learning, 2003.
D	Bruce, Lisa. <i>Grow Flower, Grow!</i> Scholastic, 1999.	Lucca, Mario. Bricks, Wood, and Stones. National Geographic, 2001.
	Crowley, Joy. <i>I Like Worms!</i> Sunshine Books/The Wright Group, 1996.	Schaefer, Lola M. <i>Scarecrows</i> . Capstone Press, 1999.
Е	Breenan, Ari. <i>Mr. Greg's Garden</i> . National Geographic, 2006.	Hammonds, Heather. <i>This Little Seed</i> . Rigby, 2002.
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ш	Gibbons, Gail. <i>The Seasons of Arnold's Apple Tree</i> . Sandpiper, 1988.	Ciciano, Joseph. <i>My Bean Plant</i> . National Geographic, 2003.
Н		Tunkin, David. How Does My Garden Grow? National Geographic, 2003.
	Hall, Zoe. <i>The Apple Pie Tree</i> . Scholastic, 1996.	Bredeson, Carmen. <i>The Solar System</i> . Children's Press, 2003.
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J	Caldwell, V.M. <b>Solar-Powered Sam</b> . Richard C. Owen, 1999.	Bodach, Vijaya Khisty. <b>Seeds</b> . Capstone Press, 2007.
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I/	Cowley, Joy. <i>The Sunflower That Went Flop</i> . Wright Group, 1990.	Bang, Molly. <i>My Light</i> . Blue Sky Press, 2004.
K		Buckley, Marvin. <i>Corn</i> . National Geographic, 2001.
		Pether, Lesley. <i>Cactuses</i> . National Geographic, 2001.
		Wong, George. <b>Soil</b> . National Geographic, 2001.



**Author Study:** Laura Purdie Salas

**Do Polar Bears Snooze in Hollow Trees?: A Book About Animal Hibernation**. Picture Window Books, 2006.

Colors of Fall. Capstone Press, 2011.

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Picture Window Books, 2009.

<sup>\*</sup> as measured by the Fountas and Pinnell leveling system; see page R2 for leveling translation information

Name	Date

Checklist

# **List Facts**

Use the checklist to take notes about your book as you read.



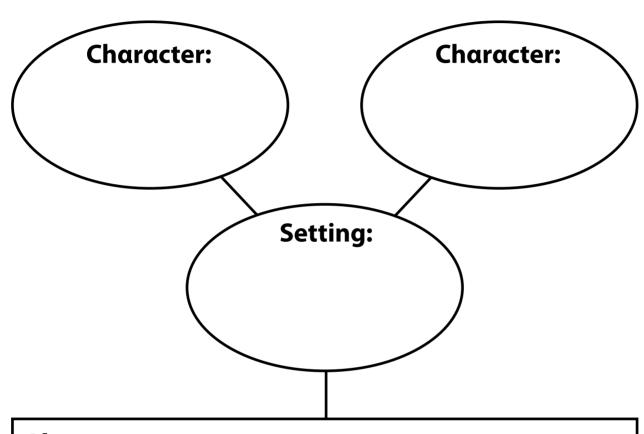
Use your checklist to tell a partner about the book.

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**LR2.1** 

# **Identify Plot**

Use the character-setting-plot chart to take notes about your book as you read.



**Plot:** 



Use your chart to tell a partner about the book.

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For use with TE pages LR4–LR11

LR2.2

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	ß	2	
		١	
	C	5	)
ì	٠	4	1

Name	Date

Discussion Guide

# **Connect Across Texts**

Draw a picture for a book that you read. Then listen to other people in your group. Draw pictures about some of the books they read.

Title:	Title:
Title:	Title:



When is something alive?

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**LR2.3** 



# Speaking and Listening Observation Log

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Grade 1 Assessment

LR2.4

Name	Date
Rook Title	Pages

# **Reading Strategy Assessment**



Check the reading strategies the child used and ask the questions that follow about how the child used the strategy. Use the rubric to help you determine how well the child used the strategy. Circle the child's score.

Ask: What did you do while you were reading?

Were there any parts of the book that confused you or were hard to follow?

What did you do to understand better?

How did it work?

	Reading Strategies			
	Plαn 4 3 2 1	Monitor (Unit Focus) 4 3 2 1	Ask Questions 4 3 2 1	
	<ul> <li>Show me what you did before you started reading the book.</li> <li>What did you predict that the book might be about?</li> </ul>	<ul> <li>When you were reading, did you stop and think about any parts?</li> <li>Show me what you do when that happens.</li> </ul>	<ul><li>What questions did you have when you were reading?</li><li>What answers did you find to the questions?</li></ul>	
		How did this help you understand?	Show me where/how you found the answer.	
4	Consistently previews and articulates a purpose for reading. Makes a prediction before and during reading. Confirms predictions.	Consistently identifies when comprehension breaks down, and can clarify text independently and successfully.	Asks questions to understand and expand comprehension, and easily demonstrates how to answer the questions. Can ask a variety of questions.	
3	Often previews, but may not articulate a purpose for reading. Makes a prediction before reading but not during reading.	Monitors comprehension, but cannot always clarify.	Asks questions and shows how to find the answers by citing text/images.	
2	Sometimes previews, but does not have a purpose for reading. May predict, but prediction is not appropriate.	Can monitor comprehension, but does not attempt to solve comprehension problems.	Asks questions, but does not attempt to find answers in the text/images, or answers are inaccurate.	
1	Does not preview. Does not set α purpose or predict.	Is not aware of comprehension difficulties.	Does not αsk questions.	

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Grade 1 Assessment

**LR2.5** 

Name	Dαte
Book Title	Pages

# **Reading Strategy Assessment**

Unit 2

	Reading Strategies					
	Determine Importance 4 3 2 1	Mαke Connections 4 3 2 1	Mαke Inferences 4 3 2 1	Visualize 4 3 2 1		
	<ul> <li>What is an important idea of this book?</li> <li>Tell me why you think that is an important idea.</li> </ul>	<ul> <li>Did you read anything in the book that reminded you of something in your life? Show me what that was.</li> <li>Did you read anything that reminded you of some other book you read? Show me what that was.</li> <li>Did you read anything you already knew about in the world around you? Tell me about that.</li> </ul>	<ul> <li>What did you figure out about this book on your own?</li> <li>Were there clues, or details, in the book that helped you figure this out?</li> <li>What did you already know about those clues and how did they help you make this inference?</li> </ul>	<ul> <li>What did you imagine when you read this book?</li> <li>What pictures did you see in your mind as you read?</li> <li>How did visualizing help you understand the book?</li> </ul>		
4	Uses many parts of the text (pictures, title, words) to accurately identify important ideas. Makes some attempt to explain importance.	Makes all types of connections, and can explain how the connections increase comprehension.	Uses specific parts of the text and background knowledge to make accurate inferences.	Describes multi-sensory mental images that are elaborated from existing text or pictures. Can explain how visualizing helped them understand the text.		
3	Identifies some important ideas, but cannot explain how they were identified.	Makes some connections, but cannot explain how this helps understanding.	Sometimes makes accurate inferences. Often relies too much on text or own experience to make inferences.	Describes some sensory images based on the text, or gives descriptions of the pictures.		
2	Identifies both important ideas and unimportant details.	Makes a weak connection, but cannot relate the connection clearly to the text.	Makes attempts, but the inference is inaccurate or unsubstantiated by the text.	Describes some simple images directly related to text or a picture. May describe inappropriate images not related to what the author is trying to convey.		
1	Does not identify important ideas.	Does not make a connection with the text.	Does not attempt to make inferences.	Does not describe images related to the text.		

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Grade 1 Assessment

**LR2.6** 

# **COPY READY**

# **Reader Reflection**

Date	Title of Book	Author

1. Before I read this book,



□ I looked at the title and the pictures.



 $\square$  I made a prediction.

2. If I didn't understand something,



☐ I stopped to think about it.



 $\Box$  I read it again.



□ I asked myself a question about it.





This book was:

 $\Box$  easy

□ about right

□ hard

Rate this book!











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**LR2.7** 

# **Assessment & Reteaching**





# **Assessment Overview**

assessment overview						
		Printed Components	Online PDFs  NGReach.com	eAssessment NGReach.com	ExamView	
Oral Reading Assessments	Oral Reading Assessments	1	1			
Progress Monitoring Assessments	Weekly Tests  Reading Comprehension  Vocabulary  Grammar and Writing	<b>✓</b>	1	1	1	
	Spelling	<b>√</b>				
	Foundational Skills, including Phonics	1	1			
	Unit Tests Reading Comprehension Vocabulary Grammar and Writing	✓	1	1	1	
	Reading Strategy Assessments	1	1			
Benchmark Assessments	Benchmark Assessments*	1	1	1		
Scoring and Reporting Tools	Rubrics	1	1			
10013	Student Profiles	1	1			
	Strengths and Needs Summary	1	1			
	Oral Reading Progress Tracker	1	1			
	Class Profiles	1	1	1		
	School and District Reports			1		
Additional Assessment Tools	Speaking and Listening Observation Log	1	1			
	Reader Reflections	1	1			
	Unit Self-Assessments	1	1			
	Affective and Metacognitive Measures		1			
Reteaching	Reteaching Masters	1	1			

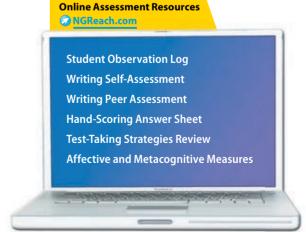
<sup>\*</sup> Available in separate books.

#### **Contents at a Glance**

Speaking and Listening Observation LogLR2.4Reading Strategy AssessmentLR2.5Reader ReflectionLR2.7

**Leveled Reading Assessments** 

Assessment Masters	Pages	Reteaching Masters	Page
Week 1			
Foundational Skills Test	A2.5	Comprehension: List Facts	RT2.1
Reading Comprehension Test	A2.8	Comprehension: Monitor Reading	RT2.2
Vocabulary Test	A2.10	Grammar: Adjectives and Determiners	RT2.3
Grammar and Writing Test	A2.14	More Grammar Practice	
Week 2			
Foundational Skills Test	A2.16	Comprehension: Use Diagrams	RT2.5
Reading Comprehension Test	A2.18	Comprehension: Monitor Reading	RT2.6
Vocabulary Test	A2.20	Grammar: Adjectives	RT2.7
Grammar and Writing Test	A2.22	More Grammar Practice	RT2.8
Week 3			
Foundational Skills Test	A2.24	Comprehension: Identify Plot	RT2.9
Reading Comprehension Test	A2.26	Comprehension: Monitor Reading	RT2.10
Vocabulary Test	A2.28	Grammar: Count and Noncount Nouns RT2.	
Grammar and Writing Test	A2.32	More Grammar Practice	
Week 4			
Foundational Skills Test	A2.34	Comprehension: Compare Fiction and Nonfiction	RT2.13
Reading Comprehension Unit Test	A2.36	Comprehension: Monitor Reading	RT2.14
Vocabulary Unit Test	A2.45	Grammar: Adjectives	RT2.15
Grammar and Writing Unit Test	A2.49	More Grammar Practice	RT2.16
		Writing Trait: Organization	RT2.17
		(Also see prior weeks.)	
Oral Reading Assessment  (Also see Unit 1 for the Oral Reading Assessment Routine	A2.1		
and Progress Tracker.)			
Profiles			
Student Profile: Weekly and Unit Assessments	A2.53	Online Assessment Resources  NGReach.com	
Class Profile: Weekly and Unit Assessments	A2.55		
Student Profile: Strengths and Needs Summary	A2.56	Student Observation Log	
Writing Rubric		Writing Self-Assessment	



#### **Oral Reading Assessment**

Unit 2

Kit is a lion. Is Kit a good pet for a kid?

Find out with the pet quiz.

Can a lion nap in a box? Can you keep

Kit's bed in the den? No!

Can you hug a lion? Can you pet it?

No, it is not fun. Kit is not a very good pet

for a kid!

Ken is a puppy dog. Is Ken a good pet

for a kid? Find out with the pet quiz.

Can a pup nap in a box? Yes, it can.

Can you keep Ken's bed in the den?

Yes, you can.

Can you hug a pup or pet it? Yes, you can. It is fun. A pup is a kid's pet. Ken is a

very good pet for a kid!

Name	D t -
Name	Date
Nume	

#### **Oral Reading Assessment**

Unit 2

Kit is a lion. Is Kit a good pet for a kid?	
Find out with the pet quiz.	
Can alian nan in a hay? Can you kaan	

Can a lion nap in a box? Can you keep Kit's bed in the den? No!

Can you hug a lion? Can you pet it?

No, it is not fun. Kit is not a very good pet for a kid!

Ken is a puppy dog. Is Ken a good pet for a kid? Find out with the pet quiz.

Can a pup nap in a box? Yes, it can.
Can you keep Ken's bed in the den?
Yes, you can.

Can you hug a pup or pet it? Yes, you can. It is fun. A pup is a kid's pet. Ken is a very good pet for a kid!

12

28

18

43

55

58 68

77

87 95

98

108 121

127

Miscue Ol	oservations
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Grade 1 Assessment

**A2.2** 

### Unit 2

### **Oral Reading Assessment**

cy Data	Winter WCPM Spring WCPM	111	82	53	28	15
2006 Hasbrouck & Tindal Oral Reading Fluency Data	Winter WCPM	18	47	23	12	9
ck & Tindal Oral	Fall WCPM					
.006 Hasbroud	Grade Percentile	06	75	50	25	10
2	Grade			-		

words correct per minute (wcpm)

number of errors

words attempted in one minute

47	23	12	9
75	50	25	10
	-		

	Expression	4 3 2 1	Reads with appropriate feeling for all content.	Reads with appropriate feeling for most content.	Reads with appropriate feeling for some content.	Does not read with feeling.
cs	Intonation	4 3 2 1	Changes pitch to match all of the content.	Changes pitch to match some of the content.	Changes pitch, but does not match the content.	Does not change pitch.
Oral Reading Fluency Rubrics	Phrasing	4 3 2 1	Consistently pauses at all appropriate places in the text.	Frequently pauses at all appropriate places in the text.	Occasionally pauses while reading the text.	Rarely pauses while reading the text.
	Automaticity	4 3 2 1	Reads smoothly and automatically. Pace is consistent.	Reads most words automatically but still pauses to decode some words. Pace varies but is mostly consistent.	Pauses to decode many words. Pace is slow with occasional stops and starts.	Can only read some high frequency words automatically. Pauses to decode all others or skips words. Pace is very slow and irregular with many stops and starts.
		Circle Score	4	м	2	-

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Grade 1 Assessment

**A2.3** 

**Unit 2** | Shoot for the Sun

Accuracy and Rate

Name	Date
Nume	Date

#### **Oral Reading Assessment**



Retelling Rubric				
Circle Score	4 3 2 1			
4	Child provides an accurate and complete retelling of the passage that includes the main idea and supporting details presented in a logical order.			
3	Child's retelling is accurate and coherent but some elements and supporting details may be missing.			
2	2 Child provides some details from the passage, but the retelling does not demonstrate understanding of the main idea and lacks coherence. Or, child may identify the topic without any elaboration.			
1	1 Child is not able to retell the passage or retells it inaccurately.			

Observations and Notes:

#### **Oral Reading Assessment Wrap-up**

• Ask the child about his or her reading. You can prompt the child with questions such as:

Did you have any problems reading this passage? If yes: What problems did you have?

What did you do when you didn't know a word?

• Share the positive things you noticed about the child's reading, for example:

> I noticed that you read with a lot of expression. Your reading is getting smoother. You don't stop as often as you used to.

• Make suggestions about what improvements are needed, for example:

Try to read more smoothly without stopping between words.

 If you asked the child to retell the story, make notes about what the child needs to improve, e.g., distinguish the main idea from details, or present events in the proper sequence.

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Grade 1 Assessment

**A2.4** 

#### **Foundational Skills Test**

Unit 2, Week 1

#### Phonological Awareness 🛪

Administer this part of the test individually with each child. Record responses on a copy of the Student Profile on page A2.7.

Tested Skill	Assessment Routine	Items	
Segment Sounds	Say a word. Have the student say the word slowly, sound by sound.	<ul><li>yes</li><li>work</li></ul>	<ul><li>3 you</li><li>4 keep</li></ul>
Match and Isolate Medial Sounds	Say two words. Have the student tell you if both words have the same medial sound.	5 mud/thumb 6 cute/cut	<ul><li>jug/duck</li><li>route/rut</li></ul>

**A2.5** 

#### Decoding XXX

- Sounds & Letters y, qu, x, k
- Possessive 's
- Short u

The Decoding Test on page A2.6 is multiple-choice and may be administered to a group of children. Give each child a copy of the test. Record each child's responses on a copy of the Student Profile on page A2.7.

Say:	Listen to this word:	Choose the
	letter that spells the be	ginning sound in

- 1 key
- 2 yam
- queen

**Say:** Listen to this word: \_\_\_\_\_\_. Choose the letter that spells the sound at the end of

4 ax

**Say:** Listen to this word: \_\_\_\_\_.

Choose the word \_\_\_\_\_.

- 6 pup
- **6** Bud's

= one child	<b>**</b> = two children	<b>***</b> = three or more children

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Grade 1 Assessment

#### High Frequency Words 🕇

Make a copy of this page so you can cut out the list of High Frequency Words. Have the child read the list of words out loud to you. Record the child's responses on a copy of the Student Profile on page A2.7.

 	Week 1
0	or
	look
 	keep
 	for
 	grow
 	when
i 	

#### **Foundational Skills Test**

Unit 2, Week 1



- $\triangle$  d
- $^{\mathbb{B}}$  h
- $\odot$  k





- A X
- $\odot$  r



- (A) W
- **₿ y**
- © X



- A pep
- ® pop
- © pup



- wh
- ® qu
- © gr



- Bud
- ® Bob's
- © Bud's

DONE!

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Grade 1 Assessment

**A2.6** 

### **Foundational Skills**

Unit 2

Put a check next to each word read correctly and an X next to each word read incorrectly. Total each section of the test. Add all of the subtotals to get the weekly total.

Week 1 Date	Week 2 Date	Week 3 Date	Week 4 Date
Phonological Awareness • Segment Sounds • Match & Isolate Medial Sounds	Phonological Awareness • Segment Sounds • Match & Isolate Medial Sounds	Phonological Awareness • Match & Identify Medial Sounds • Add Sounds	Phonological Awareness • Match & Identify Medial Sounds • Add Sounds
yes work you keep mud/thumb cute/cut jug/duck route/rut Total	moss huff cats gull long/dog pack/lick kick/nest bus/fun Total	pick/miss/tick luck/buzz/cup get/sell/hen doll/hot/rock lip (slip) lad (glad) lock (block) lay (play) Total	lass/grab/trap frog/rock/hop trip/lick/big seem/wheel/read rag (brag) rip (drip) red (bread) rot (trot)  Total
• Sounds & Letters y, qu, x, k • Possessive 's • Short u	<ul><li>Decoding</li><li>Double Final Consonants</li><li>Words with -ck, -ng</li></ul>	• Blends fl, pl, sl, cl, bl, gl • Short Vowels	• Blends fr, gr, tr, br, cr, dr • Short Vowels
k (key) y (yam) qu (queen) x (ax) pup Bud's Total	egg sing duck bell kiss lock Total	clap plum glass sled flag block Total	truck brick crack drip grass frog
High Frequency Words  or look keep for grow when	High Frequency Words  how body they use out start	High Frequency Words  no why eat live see does	High Frequency Words  more  are  by  first  all  there
Totαl Weekly Totαl /20	Total Weekly Total /20	Totαl Weekly Totαl /20	Total Weekly Total /20

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Grade 1 Assessment

**A2.7** 

### **Reading Comprehension Test**

**Directions:** Read the passage. Then answer the questions about the passage.

### How Animals Move

Animals live in different places. They move in many different ways.

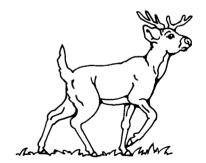
Fish live in the water. They move their fins and tails. That's how they swim.



Many birds live high up in trees. They build their nests there. Birds flap their wings. This is the way they move through the air.



Deer live on land. They walk or run from place to place. They do this by moving their legs.



GO ON

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Grαde 1 Assessment

A2.8

#### **Reading Comprehension Test**

Unit 2, Week 1

Here is the name of a list.

How Animals Move

Which fact belongs on this list?

- Deer live on land.
- ® Animals live in different places.
- © Fish use their fins and tail to swim.
- What is another fact that belongs on the same list?
  - Birds make nests.
  - ® Birds flap their wings.
  - © Many birds live in trees.
- What is another fact that belongs on the same list?
  - Deer walk from place to place.
  - ® Animals move in different ways.
  - © Fish live in the water.

Score

### **Vocabulary Test**

Unit 2, Week 1

**Directions:** Choose the answer that completes the sentence correctly.

- 1 The dog is \_\_\_\_\_.
  - **A** early
  - B living
  - © green



- 2 The tαble is \_\_\_\_\_.
  - **A** kind
  - blue
  - © nonliving



- They \_\_\_\_\_lunch.
  - A eat
  - ® run
  - © say



GO ON

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Grade 1 Assessment

A2.10

#### **Vocabulary Test**

Unit 2, Week 1

- She \_\_\_\_\_ water.
  - **A** learns
  - **®** shares
  - © drinks



- He \_\_\_\_\_.
  - **A** cares
  - ® stops
  - © moves



- - **A** visit
  - ® breathe
  - © understand



GO ON

#### **Vocabulary Test**

Unit 2, Week 1

- Swimming takes a lot of \_\_\_\_\_\_.
  - **A** music
  - ® family
  - © energy



- 8 Brushing your teeth is good for your \_\_\_\_\_.
  - **A** name
  - **®** heαlth
  - © power



- 9 I like many kinds of \_\_\_\_\_\_.
  - (A) food
  - B land
  - © area



GO ON

#### **Vocabulary Test**

Unit 2, Week 1

- 10 The plant is \_\_\_\_\_.
  - **A** fast
  - ® long
  - © alive



- My heart beats fast when I \_\_\_\_\_.
  - **A** change
  - ® exercise
  - © remember



Score \_\_\_\_\_/11

### **Grammar and Writing Test**

Unit 2, Week 1

**Directions:** Choose the answer that completes the sentence correctly.

- 1 will give \_\_\_\_\_ daisy to my mom.
  - **A** this
  - ® that
  - © these



- ② Do you see \_\_\_\_\_ clouds wαy up high?
  - **A** that
  - B these
  - © those



- man over there is next to some big trees.
  - **A** This
  - B That
  - © Those



GO ON

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Grade 1 Assessment

A2.14

#### **Grammar and Writing Test**

- 4 I am planting \_\_\_\_\_ seeds in the ground.

  - ® those
  - © these



5

Think of something that grows. It could be a pet or a plant. Write a sentence about the pet or plant to tell how it changes as it grows.

Score
/4 multiple-choice
/ <b>4</b> writing

DONE!

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Grade 1 Assessment

**A2.15** 

### **Foundational Skills Test**

Unit 2, Week 2

#### Phonological Awareness 🕇

Administer this part of the test individually with each child. Record responses on a copy of the Student Profile on page A2.7.

Tested Skill	Assessment Routine	Items	
Segment Sounds	Say α word. Have the student say the word slowly, sound by sound.	1 moss 2 huff	3 cats 4 gull
Match and Isolate Medial Sounds	Say two words. Have the student tell you if both words have the same medial sound.	5 long/dog 6 pack/lick	<ul><li>kick/nest</li><li>bus/fun</li></ul>

#### **Decoding** \*\*\*

- Double Final Consonants
- Words with -ck, -ng

The Decoding Test on page A2.17 is multiplechoice and may be administered to a group of children. Give each child a copy of the test. Record each child's responses on a copy of the Student Profile on page A2.7.

**Say:** Listen to this word: \_\_\_\_\_. Choose the word \_\_\_\_\_.

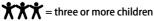
- በ egg
- 👩 sing
- duck
- 4 bell
- kiss
- lock

#### High Frequency Words \*

Make a copy of this page so you can cut out the list of High Frequency Words. Have the child read the list of words out loud to you. Record the child's responses on α copy of the Student Profile on page A2.7.

	Week 2
P	how
	body
	they
	use
	out
	start





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Grade 1 Assessment

**A2.16** 

#### **Foundational Skills Test**

Unit 2, Week 2









4

A bell







2 A sip

® sick

© sing



5

**A** fizz



© bill



A dug

 $^{\tiny{\textcircled{\tiny{\textbf{B}}}}}$  dull

© duck



6

A lock



© long



Score /6

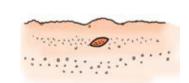
### **Reading Comprehension Test**

Unit 2, Week 2

Directions: Read the steps in the diagram. Then answer the questions about the diagram.

### The Sunflower

This is a sunflower seed. It is very small. The seed gets planted in the soil.



The seed needs sunlight to grow. It also needs water.



The seed pushes up and comes out of the soil. It has a stem and leaves. It grows tall.



Now the plant has a big flower. This is a sunflower!



GO ON

#### **Reading Comprehension Test**

Unit 2, Week 2

- Which of these can you tell from the pictures?
  - A how to water the seed
  - ® why the seed needs sunlight
  - © what kind of soil the seed is planted in
- Which of these can you tell from looking at **all** the steps?

  - ® when to plant a sunflower seed
  - $\odot$  how a seed grows into a sunflower
- Think about what you learned about straw. In what way are straw and a sunflower the same?
  - They are both plants.
  - ® They are both nonliving things.
  - © They can both be made into hats.

Score \_\_\_\_\_/3

### **Vocabulary Test**

Unit 2, Week 2

**Directions:** Read the question. Choose the best answer.

- Which word goes in the group things to wear?
  - A hat
  - ® tree
  - © bike
- Which word goes in the group kinds of plants?
  - A rock
  - ® shirt
  - © bush

GO ON

#### **Vocabulary Test**

Unit 2, Week 2

- Which word goes in the group animals that fly?
  - **A** turtle
  - B bird
  - © dog
- Which word goes in the group things that grow?
  - A car

  - © child

Score \_\_\_\_\_/4

### **Grammar and Writing Test**

Unit 2, Week 2

**Directions:** Choose the answer that completes the sentence correctly.

- 1 The kitten is tiny, but the mouse is
  - A small
  - ® itsy-bitsy
  - © enormous



- 2 These seeds are so \_\_\_\_\_ that I can hardly see them.
  - **A** little
  - ® green
  - © heavy
- The huge hippo is friends with the \_\_\_\_\_ elephant.
  - (A) big
  - ® itsy-bitsy
  - © enormous



GO ON

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Grade 1 Assessment

A2.22

#### **Grammar and Writing Test**

4

A dime is \_\_\_\_\_ like α circle.

- **A** red
- ® round



© square



Think of a favorite animal at home, at school, or in a book. Write a sentence to tell why you like that animal.

My favorite animal is	because

Score

\_\_\_\_\_/4 multiple-choice

\_\_\_\_\_/4 writing

DONE!

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Grade 1 Assessment

A2.23

### **Foundational Skills Test**

Unit 2, Week 3

#### Phonological Awareness 🕇

Administer this part of the test individually with each child. Record responses on a copy of the Student Profile on page A2.7.

Tested Skill	Assessment Routine	Items	
Mαtch and Identify Isolate Medial Sounds	Say three words. Have the student say the <u>medial</u> sound that is the same in all three words.	pick/miss/tick luck/buzz/cup	<ul><li>get/sell/hen</li><li>doll/hot/rock</li></ul>
Add Sounds	Say a word and an <u>initial</u> sound to add. Have the student say the new word.	5 lip (slip) 6 lad (glad)	<ul><li>lock (block)</li><li>lay (play)</li></ul>

#### Decoding \*\*\*

- Blends fl, pl, sl, cl, bl, gl
- Short Vowels

The Decoding Test on page A2.25 is multiplechoice and may be administered to a group of children. Give each child a copy of the test. Record each child's responses on a copy of the Student Profile on page A2.7.

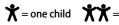
**Say:** Listen to this word: \_\_\_\_\_. Choose the word \_\_\_\_\_.

- በ clap
- plum
- glass
- 4 sled
- 🕞 flag
- 6 block

#### High Frequency Words \*

Make a copy of this page so you can cut out the list of High Frequency Words. Have the child read the list of words out loud to you. Record the child's responses on α copy of the Student Profile on page A2.7.

r	
 	Week 3
OP	no
	why
 	eat
 	live
 	see
	does
i 	



**†** = one child **†** two children **†** three or more children

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Grade 1 Assessment

A2.24

#### **Foundational Skills Test**

Unit 2, Week 3

- 1 A clip
  - ® clop
  - © clap



- 4
- bled
- ® sled
- © fled



- 2 A flap

  - © plum



- 5
- A lag
- ® flag
- © slag



- - **B** class
  - © bliss



- 6
- A block
- © clock



Score \_\_\_\_\_/6

Name

# COPY READY

### **Reading Comprehension Test**

Unit 2, Week 3

Directions: Read the story. Then answer the questions about the story.

### BEN'S TREE

The day Ben was born, his dad planted an apple tree. He planted it in their yard.

Weeks passed, and Ben grew. Months passed, and the tree grew. Baby Ben sat under the tree. He loved its green leaves. As a child, Ben played under the tree. He liked its cool shade. As a young man, Ben ate from the tree. Its apples were sweet.

Over time, Ben became a man. He was tall. By then, the tree was tall, too. Ben and the tree grew up together.

GO ON

#### **Reading Comprehension Test**

Unit 2, Week 3

- 1 Who planted a tree?
  - A Ben
  - ® Ben's dad
  - © Ben and his dad
- When Ben was a young man, he
  - A sat under the tree.
  - ® ate apples from the tree.
  - © played in the shade of the tree.
- What happened at the end of "Ben's Tree"?
  - A Ben became a man.
  - Ben sat under the tree.
  - © The apple tree was planted.

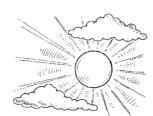
Score \_\_\_\_\_/3

### **Vocabulary Test**

Unit 2, Week 3

**Directions:** Choose the answer that completes the sentence correctly.

- 1 This is the \_\_\_\_\_.
  - A sea
  - ® sun
  - © body



- 2 This is  $\alpha$  \_\_\_\_\_.
  - A toy
  - ® trip
  - © bud



- $\odot$  This is  $\alpha$  \_\_\_\_\_.

  - animal
  - © mother





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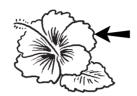
Grade 1 Assessment

A2.28

#### **Vocabulary Test**

Unit 2, Week 3

- 4 This is  $\alpha$  \_\_\_\_\_.
  - A voice
  - ® story
  - © petal



- 5 These are \_\_\_\_\_\_.
  - **A** ideas
  - ® seeds
  - © songs



- 6 This is  $\alpha$  \_\_\_\_\_.
  - A leaf
  - B ball
  - © page



GO ON

#### **Vocabulary Test**

Unit 2, Week 3

- 7 The \_\_\_\_\_ is bright.
  - A light
  - ® plant
  - © group



- 8 I am so proud of my science fair \_\_\_\_\_\_.
  - **A** surface

  - © holiday



- The \_\_\_\_\_ of the carrot is seven inches.
  - A place
  - **®** father
  - © length



GO ON

#### **Vocabulary Test**

Unit 2, Week 3

- 1 The runner is \_\_\_\_\_ to race.
  - **A** new
  - blue
  - © ready



- This basketball player's \_\_\_\_\_\_is seven feet.
  - **A** plane
  - ® height
  - © school



Score \_\_\_\_\_/11

### **Grammar and Writing Test**

Unit 2, Week 3

**Directions:** Choose the answer that completes the sentence correctly.

- 1 There are so \_\_\_\_\_ seeds we need to plant!
  - **(A)** much
  - ® some
  - © many



- 2 Please give the plants \_\_\_\_\_ water.
  - few
  - ® some
  - © several
- 3 We are growing \_\_\_\_\_ food in the garden!
  - **Many**
  - several
  - © a lot of



GO ON

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Grade 1 Assessment

A2.32

#### **Grammar and Writing Test**

- 4 \_\_\_\_\_ boys are trying to kick the ball.
  - **M** Two
  - ® Much
  - © A little





Think about one thing plants need to live. Write a sentence to explain why plants need that thing to live.

Score
/4 multiple-choice
/ <b>4</b> writing

DONE!

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Grade 1 Assessment

A2.33

### **Foundational Skills Test**

Unit 2, Week 4

#### Phonological Awareness 🛪

Administer this part of the test individually with each child. Record responses on a copy of the Student Profile on page A2.7.

Tested Skill	Assessment Routine	Items	
Match and Identify Isolate Medial Sounds	Say three words. Have the student say the <u>medial</u> sound that is the same in all three words.	1 lass/grab/trap 2 frog/rock/hop	<ul><li>3 trip/lick/big</li><li>4 seem/wheel/read</li></ul>
Add Sounds	Say a word and an <u>initial</u> sound to add. Have the student say the new word.	5 rag (brag) 6 rip (drip)	<ul><li>red (bread)</li><li>rot (trot)</li></ul>

#### Decoding XXX

- Blends fr, gr, tr, br, cr, dr
- Short Vowels

The Decoding Test on page A2.35 is multiplechoice and may be administered to a group of children. Give each child a copy of the test. Record each child's responses on a copy of the Student Profile on page A2.7.

**Say:** Listen to this word: \_\_\_\_\_. Choose the word \_\_\_\_\_.

- 1 truck
- Ø brick
- crack
- 4 drip
- grass
- 6 frog

#### High Frequency Words \*

Make a copy of this page so you can cut out the list of High Frequency Words. Have the child read the list of words out loud to you. Record the child's responses on a copy of the Student Profile on page A2.7.

	,
	Week 4
	more
•	are
	by
	first
	αll
	there
_	 

**†** = one child **†** two children **†** three or more children

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Grade 1 Assessment

A2.34

#### **Foundational Skills Test**

Unit 2, Week 4



**® truck** 

© track



A flip









© brick



**A** grass







**A** crack







6 A grog







Score

N.I.	D .
Name	Date

Unit Test

**Directions:** Read the passage. Then answer the questions about the passage.

# Water Brings Life



You can tell when a plant is alive. It is green and has leaves. It might have pretty flowers. How does a plant start its life? It starts with a seed.

A seed does not look alive. It is small and dry. Most seeds have a hard cover. It keeps the seed safe.

A seed needs water to grow. The seed soaks up the water. It gets bigger, and the cover breaks open. Now the first root can grow. The seed is alive!

**Unit Test** 

1 Here is the name of a list.

What Seeds Look Like

Which fact belongs on this list?

- Seeds need water.
- ® Seeds are small and dry.
- © Seeds are alive.
- What is another fact that can be added to the same list?
  - Seeds soak up water.
  - ® Seeds' covers break open.
  - © Seeds are the start of plant life.

Name	Date
name	Date

.....

**Directions:** Read the steps in the diagram. Then answer the questions about the diagram.

# Making Rain

You need an adult to help you. First, fill a pot with water.



Heat the water. When the water gets hot, you see little bubbles. The bubbles become steam. The steam rises up.

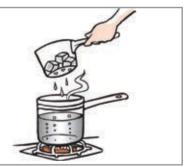


Now put ice in another pot. Hold the pot with ice over the hot water. Wait for a few minutes.



Look! Here comes the rain!

It is dripping from under the cold pot.



## **Reading Comprehension Test**

**Unit Test** 

- Look at the diagram. The rain comes right after you

  - ® see bubbles turn to steam.
  - © hold a pot of ice over the hot water.
- The pictures in the diagram help show
  - A how to heat the water.
  - ® how to fill the pot with water.
  - © where to get the ice.

## **Reading Comprehension Test**

**Unit Test** 

- 5 From the diagram you can tell
  - who you need to αsk for help.
  - ® how hot the water must be to make steam.
  - © how close to hold the pot of ice over the hot water.
- 6 The diagram shows
  - why drips fall from under the cold pot.
  - B how long the rain will drip from the pot.
  - © how much water to put in the first pot.

**Unit Test** 

- "Making Rain" and "Water Brings Life" both —
  - tell something about water.
  - ® tell how something grows.
  - © tell how to do something.
- Which of these uses steps to explain how to do something?
  - "Water Brings Life"
  - **®** "Making Rain"



Name	Date

Unit Test

**Directions:** Read the passage. Then answer the questions about the passage.



Sun and Rain did not get along. "The plants need me to live," said Sun. "They need me more," said Rain. When Sun came out, Rain stayed away. When Rain came out, Sun hid. They were never together.

Then one day something happened. Sun thought it was his day to shine. He left his spot behind the clouds. He bumped right into Rain!

You probably know what happened.

A beautiful rainbow appeared. From that day on, Sun and Rain shared a few days now and then.

**Unit Test** 

- What happens at the **beginning** of the passage?
  - Sun bumps into Rain.
  - ® Sun and Rain do not get along.
  - © Sun comes out from the clouds.
- What happens at the **end** of the passage?
  - Sun and Rain make a rainbow.
  - ® Sun hides when Rain comes out.
  - © Sun and Rain are never together.

## **Reading Comprehension Test**

**Unit Test** 

- Which of these is fiction?
  - **Making Rain**
  - ® "Sun and Rain"
  - © "Water Brings Life"
- What is one way you can tell that a passage is fiction?
  - A lt gives facts.
  - ® It tells about real things.
  - © It has made-up characters.

Score \_\_\_\_\_/12



# **Vocabulary Test**

**Unit Test** 

**Directions:** Read the question. Choose the correct answer.

- Which word goes in the group tall things?
  - A tree
  - ® seed
  - © mouse
- Which word goes in the group round things?
  - (A) girl
  - B book
  - © orange

## **Vocabulary Test**

**Unit Test** 

- Which word goes in the group things that make noise?
  - (A) soil
  - ® truck
  - © stem
- Which word goes in the group things that move?
  - A shirt
  - B bottle
  - © puppy

# COPY R

## **Vocabulary Test**

**Unit Test** 

**Directions:** Choose the answer that completes the sentence correctly.

- 5 I want to \_\_\_\_\_ clean air.
  - A eat

  - © breathe
- 6 The \_\_\_\_\_ feels hot todαy.
  - A sun

  - © height
- I planted the \_\_\_\_\_ in the soil.
  - A leaf
  - B seed
  - © animal

## **Vocabulary Test**



- He is \_\_\_\_\_ to work in the garden.

  - B living
  - © alive
- Do you know the \_\_\_\_\_ of the snake?
  - A light
  - ® length
  - © project
- 10 Take care of your body so you will have good \_\_\_\_\_.
  - (A) food
  - ® light
  - © health





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Grade 1 Assessment

A2.48

# **Grammar and Writing Test**

Unit Test

**Directions:** Choose the answer that completes the sentence correctly.

- 1 How many \_\_\_\_\_ do you want to buy?
  - **M** milk
  - ® bread
  - © bananas
- Jen's puppy is big, but Molly's cαt is \_\_\_\_\_.
  - A big
  - B huge
  - © small





- How much \_\_\_\_\_ did we have last year?
  - **A** rain
  - ® trees
  - © pumpkins

GO ON

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Grade 1 Assessment

A2.49

# **Grammar and Writing Test**



- 4 I just love \_\_\_\_\_ cookies!
  - **A** this
  - ® these
  - © those



- \_\_\_\_\_ water do the roses need?
  - **A** How much
  - ® How many
  - © What number of
- This watermelon is too \_\_\_\_\_.
  I can't lift it!
  - A new
  - heavy
  - © green



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Grade 1 Assessment

**A2.50** 

# **Grammar and Writing Test**

**Unit Test** 

- 7 How many \_\_\_\_\_ did you grow in spring?
  - **A** fun
  - ® food
  - © flowers
- 8 It takes \_\_\_\_\_ oranges to make a glass of juice.
  - **A** much
  - ® α little
  - © several
- 9 How many \_\_\_\_\_ does it take to grow good tomatoes?
  - **A** days
  - ® light
  - © sunshine

# **Grammar and Writing Test**

..........

- 10 There is \_\_\_\_\_ grass in our yard.
  - **Many**
  - ® α few
  - © a lot of

11

People do many things to get ready for a meal. Choose a meal, and think about what you need and the steps you do to get ready. Write a how-to article to explain how you get ready for the meal.

Score							
/10 multiple-choice							
/4 weekly writing skill							
/24 writing traits							

DONE!

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Grade 1 Assessment

A2.52

# **Weekly and Unit Assessments**

Unit 2

Enter the scores for the Oral Reading Assessment administered in this unit.

Oral Reading		Ord	Retelling			
Assessment	wcpm	Automaticity	Phrasing	Intonation	Expression	Reteiling
		/4	/4	/4	/4	/4

Enter the scores from the Spelling Pre-Test and the End-of-Week Test in the table. Calculate the percent for each End-of-Week Test or use the conversion charts on page 2.61.

Spelling Tests	Week 1	Week 2	Week 3	Week 4			
Pre-Test CC.1.Rfou.3, L.2.d, L.2.e	/16	/16	/16	/16			
End-of-Week Test CC.1.Rfou.3, L.2.d, L.2.e	/16%	/16%	/16%	/16%			

Circle the item number for each item answered correctly. Assign 1 point for each correct answer. For tests scored with rubrics, enter the student's rubric scores. Calculate the percent of the overall score or use the conversion charts on page 2.61.

Reading Comprehension	W	eekly Test Iter	Unit Test Items	Totals	
Tests	Week 1	Week 2	Week 3	Including Week 4	Across Tests
List Facts	1 2 3			1 2	/5
Text Features CC.1.Rinf.5, Rinf.6		1 2		3 4 5 6	/6
Compare Texts CC.1.Rinf.9		3		7 8	/3
Events, Setting, Plot cc.1.Rlit.3			1 2 3	9 10	/5
Differences Between Stories and Informational Text cc.1.Rlit.5				11 12	/2
Tota	/ /3%	/3%	/3%	/12%	

Vocabulary Tests	W	eekly Test Iter	Unit Test Items	Totals	
	Week 1	Week 2	Week 3	Including Week 4	Across Tests
Science Vesabulary seas	1 2 3 4		1 2 3 4	5 6 7	
Science Vocabulary CC.1.L.4	5 6		5 6	5 0 7	/15
Academic Vocabulary cc.1.L.4	7 8 9 10 11		7 8 9 10 11	8 9 10	/13
Sort Words CC.1.L.5.a		1 2 3 4		1 2 3 4	/8
Tot	al/11%	/4%	/11%	/10%	

Name	Date

# **Weekly and Unit Assessments**

Unit 2

Gramma		Weekly Test Items											Unit Test Items			Totals				
			We	ek 1	ı		W	eel	k 2			We	ek 3	3	Including Week 4			Across Tests		
Grammar	Adjectives CC.1.L.1.h, L.1.f	1	2 3	3 4	1	1	2	3	4		1	2	3 4	1	1 5 9	2 6 10	3 7	4 8		/22
	Subtotal		_		/4					_/4		-		/4		_		/	10	
Weekly	Write an Informative Sentence cc.1.w.2		_		/4							_		/4						/8
Writing Skills (Writing	Write αn Opinion CC.1.W.1									_/4										/4
Prompts)	Write Directions CC.1.W.2																		./4	/4
	Subtotal		_		/4					_/4		_		/4					/4	
	Total	_	/8	B _	%	_		/8		_%	_	/	8 _	%	_	/	14 .		%	

Unit Test Writing		Organization Voice \		Word Choice	Fluency	Conventions	Total
Prompt—Traits							
CC.1.W.2	/4	/4	/4	/4	/4	/4	/24

Fill in the strategy or the strategies used each week and enter the score.

Reading Strategy Assessments	Week 1	Week 2	Week 3	Week 4
	/4	/4	/4	/4
	/4	/4	/4	/4
	/4	/4	/4	/4
	/4	/4	/4	/4

Enter the score for each Weekly Project.

Weekly Projects	Week 1	Week 2	Week 3	Week 4
Writing or Research Project	/24	/24	/24	/24

# Weekly and Unit Assessments

Unit 2

gro rete Pro sun cla: if th	e Class Profile will help you oup students for review and eaching. Use the Student files to complete this nmary information for your ss. Write a minus sign (–) ne student would benefit m review and reteaching.							
ء	List Facts							
Comprehension	Text Features CC.1.Rinf.5, Rinf.6							
Compre	Compare Texts cc.1.Rinf.9							
Reading	Events, Settings, Plot cc.1.Rlit.3							
Ř	Differences Between Stories and Informational Text cc.1.Rlit.5							
Grammar and Writing	Adjectives CC.1.L.1.h, L.1.f							
Grammar	Writing in Response to Prompt CC.1.W.1, W.2							

Science Vocabulary cc.1.L.4

Academic Vocabulary cc.1.L.4

Sort Words CC.1.L.5.a

Vocabulary

Name a	Darka
Name	Date

# **Strengths and Needs Summary**

Use this chart to summarize the strengths and needs of individual students. This information will be helpful during student conferences and for instructional planning.

	Consistent Strengths	Some Successes	Greatest Needs
Reading Comprehension			
Oral Reading			
Vocabulary			
Spelling			
Grammar			
Writing			

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Grade 1 Assessment

**A2.56** 

# **Writing Rubric**

tion	n an  e and aning. ation ing is	text is and sand aning. letter if it is gible.	text is and less and aning.	not not not sand sort rthey ation ing is
Presentation	<ul> <li>The text is presented in an orderly way.</li> <li>Visuals are appropriate and support meaning.</li> <li>Letter formation or handwriting is neat and legible.</li> </ul>	<ul> <li>Most of the text is presented in an orderly way.</li> <li>Most visuals are appropriate and support meaning.</li> <li>Most of the letter formation or handwriting is neat and legible.</li> </ul>	<ul> <li>Some of the text is presented in an orderly way.</li> <li>Some visuals are appropriate and support meaning.</li> <li>Some of the letter formation or handwriting is neat and legible.</li> </ul>	<ul> <li>The text is not presented in an orderly way.</li> <li>Visuals are not appropriate and do not support meaning, or they do not exist.</li> <li>Letter formation or handwriting is not legible.</li> </ul>
Conventions	<ul> <li>The writing has only a few minor errors in spelling, capitalization, and punctuation.</li> <li>The writing has only a few minor errors in grammar and usage.</li> </ul>	The writing has some minor errors in spelling, capitalization, and punctuation.     The writing has some errors in grammar and usage.	The writing has several errors in spelling, punctuation, and capitalization.     The writing has several errors in grammar and usage.	The writing has many errors in spelling, punctuation, and capitalization.     The writing has many errors in grammar and usage.
Fluency	<ul> <li>All sentences are varied and effective and have transitions.</li> <li>When read aloud, the writing sounds natural and rhythmic.</li> </ul>	Most sentences are varied and effective and have transitions.     When read aloud, most of the writing sounds natural and rhythmic.	Some sentences are varied and effective and have transitions.     When read aloud, some of the writing sounds natural and rhythmic.	Few or none of the sentences are varied, effective, or complete. Few or no transitions are present.     When read aloud, the writing sounds unnatural.
Word Choice	Appropriate     words were     chosen to clearly     convey the     message.      The language     consistently     grabs readers'     attention.	Many     appropriate     words were     chosen to clearly     convey the     message.      Most of the     language grabs     readers'     attention.	Some appropriate words were chosen to clearly convey the message.     Some of the language grabs readers' attention.	Few appropriate words were chosen to clearly convey the message.     Little or none of the language grabs readers' attention.
Voice	<ul> <li>The tone is appropriate for the purpose and the audience.</li> <li>The writing sounds genuine.</li> </ul>	The tone is mostly appropriate for the purpose and the audience. Most of the writing sounds genuine.	The tone is sometimes appropriate for the purpose and the audience. Some of the writing sounds genuine.	<ul> <li>The tone is not appropriate for the purpose or the audience.</li> <li>The writing does not sound genuine.</li> </ul>
Organization	<ul> <li>The structure is clear and fits the purpose.</li> <li>All content flows in a logical sequence.</li> </ul>	<ul> <li>Most of the structure is clear and fits the purpose.</li> <li>Most of the content flows in a logical sequence.</li> </ul>	The structure is confusing and does not fit the purpose.     Some content flows in a logical sequence.	<ul> <li>There is no structure or it is barely discernible.</li> <li>The content does not flow in a logical sequence.</li> </ul>
Ideas	The message is clear and focused.  Details are accurate and relevant, showing excellent understanding of the topic.	Most of the writing has a clear and focused message.     Most details are accurate and relevant, showing good understanding of the topic.	The message is present, but somewhat unclear or confusing.     Some details are accurate and relevant, showing some understanding of the topic.	The writing does not have a clear, focused message.  Few or no details are included, showing little or no understanding of the topic.
Score Point	4	m	8	-

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Grade 1 Assessment

A2.57

 $\textbf{Unit 2} \,|\, \mathsf{Shoot}\, \mathsf{for}\, \mathsf{the}\, \mathsf{Sun}$ 

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Nulle	Dute	

# **Unit Self-Assessment**

Unit 2

Directions: Mark a ✔ in one box for each skill.	••	••
When I read, I can	yes	not yet
sort words into groups.		
monitor how much I am understanding.		
list facts.		
understand diagrams.		
understand how things are the same or different.		
understand the plot.		

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Grade 1 Assessment

tell the difference between what

is real and what is made up.

# **Answer Keys and Rubrics**



	Reading Comprehension							
	Week 1							
ltem	Key	Item Descriptor	CCSS Code					
1	С	List Facts						
2	В	List Facts						
3	Α	List Facts						
	Week 2							
ltem	Item Key Item Descriptor CCSS Code							
1	Α	Diagrams	CC.1.Rinf.5					
2	С	Diagrams	CC.1.Rinf.5, Rinf.6					
3	Α	Compare Texts	CC.1.Rinf.9					
	Week 3							
ltem	Key	Item Descriptor	CCSS Code					
1	В	Plot	CC.1.Rlit.3					
2	В	Plot	CC.1.Rlit.3					
3	Α	Plot	CC.1.Rlit.3					
		Unit Test (including Week 4)						
ltem	Key	Item Descriptor	CCSS Code					
1	В	List Facts						
2	В	List Facts						
3	С	Diagrams	CC.1.Rinf.5					
4	Α	Diagrams	CC.1.Rinf.5					
5	С	Diagrams	CC.1.Rinf.5, Rinf.6					
6	С	Diagrams	CC.1.Rinf.5, Rinf.6					
7	Α	Compare Texts	CC.1.Rinf.9					
8	В	Compare Texts	CC.1.Rinf.9					
9	В	Plot	CC.1.Rlit.3					
10	Α	Plot	CC.1.Rlit.3					
11	В	Compare Fiction and Nonfiction	CC.1.Rlit.5					
12	С	Compare Fiction and Nonfiction	CC.1.Rlit.5					

	Vocabulary								
		<b>/eek 1</b> CC.1.L.4	Week 3 CC.1.L.4						
Item	Word	ltem	Key	Word					
1	В	living	1	В	sun				
2	С	nonliving	2	С	bud				
3	Α	eat	3	Α	flower				
4	С	drinks	4	С	petal				
5	С	moves	5	В	seeds				
6	В	breathe	6	Α	leαf				
7	С	energy	7	Α	light				
8	В	health	8	В	project				
9	Α	food	9	С	length				
10	С	αlive	10	С	ready				
11	В	exercise	11	В	height				

Week 2						
Item	Key	Item Descriptor	CCSS Code			
1	Α	Sort Words	CC.1.L.5.a			
2	С	Sort Words	CC.1.L.5.a			
3	В	Sort Words	CC.1.L.5.a			
4	С	Sort Words	CC.1.L.5.a			
Unit Test (including Week 4)						
Item	Key	Item Descriptor	CCSS Code			
1	Α	Sort Words	CC.1.L.5.a			
2	С	Sort Words	CC.1.L.5.a			
3	В	Sort Words	CC.1.L.5.a			
4	С	Sort Words	CC.1.L.5.a			
5	С	Science Vocabulary	CC.1.L.4			
6	Α	Science Vocabulary	CC.1.L.4			
7	В	Science Vocabulary	CC.1.L.4			
8	Α	Academic Vocabulary	CC.1.L.4			
9	В	Academic Vocabulary	CC.1.L.4			
10	С	Academic Vocabulary	CC.1.L.4			

# **Answer Keys and Rubrics**



			Grammar	and V	<b>Vritin</b>	g				
Week 1					<b>Unit Test</b> (including Week 4)					
Item	Key	Item Descriptor	tem Descriptor CCSS Code Item Key Item		Item Descriptor	CCSS Code				
1	Α	Demonstrative Adjectives	CC.1.L.1.h	1	С	Adjectives of Quantity	CC.1.L.1.f			
2	С	Demonstrative Adjectives	CC.1.L.1.h	2	В	Descriptive Adjectives	CC.1.L.1.f			
3	В	Demonstrative Adjectives	CC.1.L.1.h	3	Α	Adjectives of Quantity	CC.1.L.1.f			
4	С	Demonstrative Adjectives	CC.1.L.1.h	4	В	Demonstrative Adjectives	CC.1.L.1.h			
Prompt (5)	Skill Rubric	Write an Informative Sentence	CC.1.W.2	5	Α	Adjectives of Quantity	CC.1.L.1.f			
Week 2					В	Descriptive Adjectives	CC.1.L.1.f			
Item	Key	Item Descriptor	CCSS Code	7	С	Adjectives of Quantity	CC.1.L.1.f			
1	В	Descriptive Adjectives	CC.1.L.1.f	8	С	Adjectives of Quantity	CC.1.L.1.f			
2	Α	Descriptive Adjectives	CC.1.L.1.f	9	Α	Adjectives of Quantity	CC.1.L.1.f			
3	С	Descriptive Adjectives	CC.1.L.1.f	10	С	Adjectives of Quantity	CC.1.L.1.f			
4	В	Descriptive Adjectives	CC.1.L.1.f	Prompt (11)	Skill Rubric; Writing Rubric	Write Directions	CC.1.W.2			
Prompt (5)	Skill Rubric	Write an Opinion	CC.1.W.1		•					
		Week 3								
Item	Key	Item Descriptor	CCSS Code							
1	С	Adjectives of Quantity	CC.1.L.1.f							
2	В	Adjectives of Quantity	CC.1.L.1.f							
3	С	Adjectives of Quantity	CC.1.L.1.f							
4	Α	Adjectives of Quantity	CC.1.L.1.f							
Prompt (5)	Skill Rubric	Write an Informative Sentence	CC.1.W.2	1						

## **Answer Keys and Rubrics**

Unit 2

Use the Skill Rubrics to score student responses for weekly skills or editing. Use the Writing Rubric to assess the writing traits of student responses for the Unit Test writing prompt. The Writing Rubric is located on page A2.57.

	Grammar and Writing									
	Week 1 Skill Rubric Item 5 (Prompt)   Write αn Informative Sentence									
Child write	es a sentence that									
4 points	clearly describes change/growth.									
3 points	adequately describes change/growth.									
2 points	vaguely describes change/growth.									
1 point	minimally describes a pet or plant.									
	Week 2 Skill Rubric Item 5 (Prompt)   Write an Opinion									
Child write	es a sentence that									
4 points	clearly expresses an opinion about a favorite animal.									
3 points	adequately expresses an opinion about a favorite animal.									
2 points	vaguely expresses an opinion about a favorite animal.									
1 point	minimally expresses an opinion about a favorite animal.									
	Week 3 Skill Rubric Item 5 (Prompt)   Write an Informative Sentence									
Child write	es a sentence that									
4 points	clearly explains a plant need.									
3 points	adequately explains a plant need.									
2 points	vaguely explains α plant need.									
1 point	minimally explains a plant need.									

	Grammar and Writing									
Unit Test Week 4 Skill Rubric Item 11 (Prompt)   Write Directions										
Child write	es directions for preparing for a meal that are									
4 points	clear, complete, and logically organized.									
3 points	adequate and generally organized.									
2 points	related to a meal and loosely organized.									
1 point	vaguely related, incomplete, and/or minimally organized.									

## Conversion Charts: Points Earned to Percent Scored

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•	μ	v	••	ш	

Points	1	2	3
%	33	67	100

#### 4 points

#### 8 points

Points	1	2	3	4	5	6	7	8
%	13	25	38	50	63	75	88	100

#### 10 points

Points	1	2	3	4	5	6	7	8	9	10
Points %	10	20	30	40	50	60	70	80	90	100

#### 11 points

Points	1	2	3	4	5	6	7	8	9	10	11
Points %	9	18	27	36	45	55	64	73	82	91	100

#### 12 points

Points	1	2	3	4	5	6	7	8	9	10	11	12
Points %	8	17	25	33	42	50	58	67	75	83	92	100

#### 14 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Points %	7	14	21	29	36	43	50	57	64	71	79	86	93	100

#### 16 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
%	6	13	19	25	31	38	44	50	56	63	69	75	81	88	94	100

Name	Data	
Name	Date	

# **List Facts**



A **list** tells the things or names that are in a group.

- A list has things or names that go with each other.
- A list has a name.
- A list helps organize facts.

### Fox's body parts

nose

ears

legs

tail



## Red, the Hen

Red is a hen. We get eggs from Red. We find an egg in the pig pen. We find an egg on the bed. We can find an egg in a barn.

### Follow the directions.

- 1. Where do they find eggs? Circle the words in the passage.
- 2. Make a list of places to find the eggs.

1	
Ι.	

2.			

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# **Monitor Reading**

Reteach

When we monitor reading, we check to see if we understand.

That is an enormous dog. It is bigger than my dad!



I don't know what enormous means. I'll keep reading. I know what bigger means. Now I understand that enormous means really big.

### **Summer Storms**

Summer storms come very fast. There is sun in the morning. There are a few small clouds. Later, the air gets hot. The hot air goes up. The hot air makes the clouds bigger. The clouds turn into storms. The rain begins. It rains hard. The wind blows the clouds away. The sun is back. The sun warms the air. The storm is gone.

### Follow the directions.

- 1. Circle a part you didn't understand. What did you do next?
- 2. Retell what you read.

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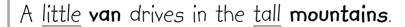
RT2.2

# **Adjectives**

Reteach

### **Grammar Rules Adjectives**

An **adjective** describes, or tells about, a noun.





# Underline the adjective in each sentence. Circle the noun it tells about.

- 1. May walks in the dry land.
- 2. She has a heavy backpack.
- 3. The hot sun shines down.
- 4. A white goat jumps over a rock.
- 5. May walks on a path of round stones.
- 6. Two lizards cross the trail.
- 7. May drinks cold water.
- 8. She rests on a large rock.
- 9. May sees beautiful birds in the sky.
- 10. May walks down the tall mountain.



# **Determiners**

#### **Grammar Rules Determiners**

Use **this** to point out one person or thing that is near. Use that to point out one person or thing that is far away. Use these to point out people or things that are near. Use that to point out people or things that are far away.



These tulips came from that garden.

## Choose the correct word from the box to complete each sentence. One word will be used twice

- 1. Look at \_\_\_\_\_ cut on my leg.
- 2. Bring \_\_\_\_\_ books from the car.
- 3. Do you like \_\_\_\_\_ ring on my hand?
- 4. Take \_\_\_\_\_ glasses off my face.
- 5. Did you paint \_\_\_\_\_ picture over there?

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**RT2.4** 

Unit 2 | Shoot for the Sun

**Word Bank** 

this that

these those

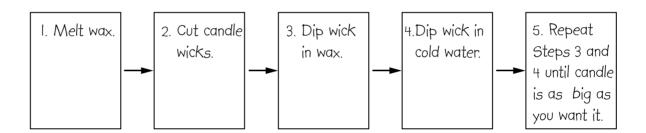
# Use a Diagram

A **diagram** shows the steps of how to do something.

- It uses arrows to show the steps in order.
- It uses **numbers** to show the steps in order.
- It uses **photos** or **art** to give facts.
- It also uses words to give facts.



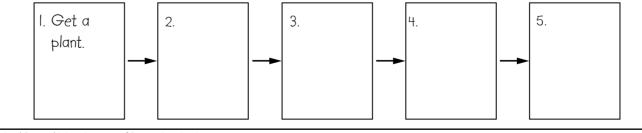
### **To Make Candles**



### To Grow a Plant

My Dad and I get a plant. It needs sun and dirt. We dig a hole. We put the plant in the hole. We fill the hole with dirt. We water the plant.

Complete the diagram. List the steps in order to grow a plant.



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For use with TE page T93d

RT2.5

it's late.

# **COPY READY**

# **Monitor Reading**

Reteach

When we monitor reading, we check to see if we understand.

The stars come out in the evening.
The sky is dark and



I don't know what evening means. I'll keep reading. When the sky is dark, it's nighttime. Now I understand that evening means nighttime.

## **Grandma's Special Day**

Grandma has a birthday today. Dad and I have a party for her. Grandma claps her hands. She loves a party. I give Grandma a big hug. She gives me a kiss. She opens her gift. It is a red bag. She is happy!

### Follow the directions.

- 1. Underline a part you didn't understand.
- 2. What did you do next?\_\_\_\_\_
- 3. Retell what you read.

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**RT2.6** 

# **Adjectives**

Reteach

### **Grammar Rules Adjectives**

An adjective describes, or tells about, a noun. An adjective can tell about size or color. It can tell about the shape of something.







a big barn

round grapes

a brown bear

Draw a line under the adjective in each sentence. Circle the word that tells what the adjective describes.

1.	Marla is a little girl.	size	color	shape
2.	Draw a round face.	size	color	shape
3.	A big tree fell down.	size	color	shape
4.	Mom and I like red socks.	size	color	shape
5.	Carla saw a blue bird.	size	color	shape
6.	I took the square block.	size	color	shape
<b>7.</b>	The black dog runs.	size	color	shape
8.	My tall sister plays hockey.	size	color	shape

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**RT2.7** 

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# COPY READY

# **Adjectives**

**Uranus** 

















Read the sentences about the picture. Choose a word from the box to complete each sentence.

- 1. Zorg drives his \_\_\_\_\_\_ spaceship.
- 2. He sees a \_\_\_\_\_ planet called Mars.
- 3. He sees the \_\_\_\_\_ planet with rings.
- 4. His spaceship passes the \_\_\_\_\_sun.
- 5. Watch out for \_\_\_\_\_ monsters on Mars!

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**RT2.8** 

•	_
Name	Date

# **Identify Plot**



The **plot** tells **who** is in the story, **where** and **when** the story happens, and **what** happens in the story.

## Ren and Grandpa

Ren went to Grandpa's home on Sunday. Ren and Grandpa play and read books. They have fun!

Who	Ren, Grandpa
Where and When	Grandpa's house on Sunday
What	Ren and Grandpa play and read books.

## **Red Riding Hood**

Red Riding Hood went to the woods. A wolf tries to eat her grandma. The wolf tries to eat Red Riding Hood. They are saved in the end.

### Follow the directions.

- 1. Circle who is in the story.
- 2. Underline where the story happens.
- 3. Retell what happens.

For use with TE page T119b

**RT2.9** 

# **Monitor Reading**

Reteach

When we **monitor reading**, we check to see if we understand.

We went to see the acts at the circus.

We had fun watching the clowns!



I don't know what circus means. I'll reread the sentence again.
There were clowns.
I know where clowns work. Now I understand that a circus is a place with clowns.

## My Family

I have a special family. They are just great! When we get together, it is time to celebrate. We love to dance and eat. We love to sing and shout. We laugh and play together. This is what family is all about.

### Follow the directions.

- 1. Draw a square around a part you don't understand.
- 2. What did you do to understand that part?
- 3. Retell what you read.

For use with TE page T119b

**RT2.10** 

Name	Date
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# **Count and Noncount Nouns**

Reteach

**Grammar Rules Count and Noncount Nouns** 

**Count nouns** name things we can count.



three kites

**Noncount nouns** name things we cannot count.



Read the words. Circle the nouns that you can count.

sunshine	girl	air	bike
milk	dog	water	book
dirt	desk	homework	flag
weather	balloon	train	oil

# **Number Words**

Grammar Rules Number Words

Use **number words** with **count nouns**.

Number words tell an exact number.

**Some** and **a lot** can be used with count nouns, too.

Use **some**, **a lot**, **much**, and **a little** with **noncount nouns**.



some apples



a little water

Look at the picture. Choose the correct word from the box to complete each sentence. Each word will be used once.

- 1. \_\_\_\_\_ bad weather is coming.
- 2. I see \_\_\_\_\_\_ bolt of lightning.
- 3. \_\_\_\_\_ of clouds are over the barn.
- 4. I hear so \_\_\_\_\_ rain on the roof!
- 5. Dad led \_\_\_\_\_ cows inside the barn.
- **6.** \_\_\_\_\_ of the animals are scared.





# **Compare Fiction and Nonfiction**

Reteach

**Nonfiction** tells about real people and real things. It has real photos.

**Fiction** tells about made-up characters and events that do not happen in real life. It has illustrations.



**Fiction** 



**Nonfiction** 

# Look at the pictures.





- 1. Which picture would you find in  $\alpha$  fiction text?
- 2. Which picture would you find in  $\alpha$  nonfiction text?

# **Monitor Reading**

Reteach

When we monitor reading, we check to see if we understand.

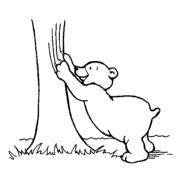
The rain is pouring down. It is all over the ground!



I don't know what pouring means. I'll reread the sentence again. Now I understand that pouring means the rain comes down very hard.

# **Baby Bears Grow**

Bears are big. They start small. They have no hair. They do not see. They are born in winter. Bears stay with their Mom. She shows them how to find food.



### Follow the directions.

- 1. Retell what you read.
- 2. Put a sticky note next to a part you didn't understand.
- 3. What did you do to understand?\_\_\_\_\_

Name	Date
Harric	Date

# **Adjectives**

\*\*\*\*\*\*\*\*

#### Grammar Rules Count Nouns/Noncount Nouns

Use **number words** with **count nouns**.

Number words tell an exact number.

**Some** and **a lot** can be used with count nouns, too.

Use some, a lot, much, and a little with noncount nouns.

Look at the picture. Choose the correct word from the box to complete each sentence. Each word will be used once.

- 1. \_\_\_\_\_ farmer picks apples.
- **2.** I see \_\_\_\_\_ of apples on the tree.
- 3. \_\_\_\_\_ apples are on the ground.
- 4. Going to a farm is so \_\_\_\_\_ fun!
- 5. \_\_\_\_\_ sunshine helps trees grow.





# **Adjectives**

**Grammar Rules How many? How much?** 

Use how many? to ask about a count noun.

Use **how much?** to ask about a **noncount noun** 





How many kids do you see? How much music did they play?

Choose the correct words from the box to complete each sentence. The words can be used more than once.

**Word Bank** How much

**How many** 

- 1. \_\_\_\_\_ rain will fall today?
- 2. \_\_\_\_\_ butterflies are here?
- 3. \_\_\_\_\_ gifts do I have?
- 4. \_\_\_\_ money should I bring?
- **5.** \_\_\_\_\_\_ books do you need?
- 6. \_\_\_\_\_ water did you drink?

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**RT2.16** 

**Unit 2** | Shoot for the Sun

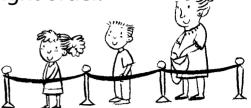
Name	Data
Name	Date

# **Writing Trait: Organization**



Good writers organize their ideas in the right order.

Everything makes sense. When you write, you can put your ideas in order. The reader can follow your ideas.



# Revise the How to list. Use the revising marks.

- Make sure all materials are listed.
- Put the steps in the right order.

Revising Marks				
$\wedge$	Add.			
ىو	Move to here.			

## How to Make a Bookmark

What you need: paper, scissors, colored paper, stickers What you do:

 Add	stickers	to	the	rectand	ale.
					- J

\_\_\_\_\_ Draw a rectangle on colored paper.

\_\_\_\_\_ Use markers or crayons to decorate the rectangle.

\_\_\_\_\_ Cut the rectangle from the colored paper.

#### **Practice the Trait**

Write about something you can make. Put your ideas in order. Can your partner follow your ideas?

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**RT2.17** 

Unit 2 | Shoot for the Sun

# **Reteaching Masters Answer Key**

#### **RT2.1 List Facts**

- 1. Circled words: pig pen on the bed in a barn
- 2. pig pen, bed, barn

#### **RT2.2 Monitor Reading**

- 1. Answers will vary, but circled part should be an example of where children can monitor reading.
- 2. Answers will vary, but should be an accurate summary of the content.

#### **RT2.3 Adjectives**

Underlined adjective/circled nouns:

- 1. dry(land)
- 2. heavy(backpack
- 3. hot(sun)
- 4. white goat
- 5. round(stones)
- 6. Two (lizards)
- 7. cold/water
- 8. large (rock)
- 9. beautiful/birds
- 10. tall/mountain

#### **RT2.4 Determiners**

- 1. this
- 2. those
- 3. this
- 4. these
- 5. that

#### RT2.5 Use a Diagram

Completed Diagram:

- 1. Get a plant.
- 2. Dig a hole.
- 3. Put plant in the hole.
- 4. Fill the hole with dirt.
- 5. Water the plant.

#### **RT2.6 Monitor Reading**

- 1. Answers will vary, but underlined part should be an example of where children can monitor reading.
- 2. Possible response: I reread the text.
- 3. Answers will vary, but should be an accurate summary of the content.

#### **RT2.7 Adjectives**

Underlined adjective/circled word:

- 1. little(size)
- 2. round(shape
- 3. big(size)
- 4. red/color
- 5. blue(color)
- 6. square(shape)
- 7. black(color)
- 8. tall(size)

#### **RT2.8 Adjectives**

Possible responses:

- 1. little
- 2. hot, big, round
- 3. big, round
- 4. hot, round
- 5. scary, big

#### **RT2.9 Identify Plot**

- 1. Circled words: Red Riding Hood wolf grandma
- 2. Underlined word: woods
- 3. Answers will vary, but should be an accurate summary of the content.

#### **RT2.10 Monitor Reading**

- 1. Answers will vary, but boxed part should be an example of where children can monitor reading.
- 2. Possible response: I reread the story.
- 3. Answers will vary, but should be an accurate summary of the content.

#### **RT2.11 Count and Noncount Nouns**

Circled words:

(girl)(bike)(dog)(book)(desk)(flag)(balloon)(train)

# Reteaching Masters Answer Key, continued

#### **RT2.12 Number Words**

- 1. Some
- 2. one
- 3 A lot
- 4. much
- 5. six
- 6. many

#### **RT2.13 Compare Fiction and Nonfiction**

- 1. alien reading
- 2. bird breaking through an egg

#### **RT2.14 Monitor Reading**

- 1. Answers will vary, but should be an accurate summary of the content.
- 2. Answers will vary, but sticky note should be placed where children can monitor reading.
- 3. Possible response: I reread the text.

#### **RT2.15 Adjectives**

- 1. One
- 2. a lot
- 3. Four
- 4. much
- 5. Some

#### **RT2.16 Adjectives**

- 1. How much
- 2. How many
- 3. How many
- 4. How much
- 5. How many
- 6. How much

#### **RT2.17 Writing Trait: Organization**

#### **How to Make a Bookmark**

What you need: paper, scissors, , markers, , crayons, colored paper, stickers

What you do:

- 1. Draw a rectangle on colored paper.
- 2. Use markers or crayons to decorate the rectangle.
- 3. Add stickers to the rectangle.
- 4. Cut the rectangle from the colored paper.

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# **Reading Level Translation Key**

	Guided Reading	DRA	Lexile <sup>®</sup>	Reading Recovery	
	A	A-2		A-2	
K	В	3		3	K
	С			4	
	D	4		5	
				6	
	E	6		7	
	F	8		8	
1			200L-400L	9	1
	G	10		10	
	Н			11	
	I	12		12	
	J	14		14	
				15	
2		16	200L-400L		2
	K				
	L-M	18-28	300L-500L	18-20	
3	N-P	30-38	500L-700L	22–24	3
4	Q-R	40	650L-850L	26	4
5	S-U	44	750L-950L	28	5
6	V-W	50	850L-1000L		6

Reading levels are provided for each title in the *National Geographic Reach for Reading* Grade 1–2 Leveled Reading and Grades 3–5 Small Group Reading lessons. Please note that each leveling system is based on a different set of criteria. This may result in discrepancies when translating reading levels.

# **Phonics Picture Card Index**

Card	Letter/Word	Card	Letter/Word	Card	Letter/Word	Card	Letter/Word
1	Mm	60	Cc	118	Nn	176	li
2	man	61	cage	119	nail	177	igloo
3	mask	62	cake	120	necklace	178	iguana
4	mitten	63	can	121	needle	179	ill
5	monkey	64	cap	122	nest	180	insect
6	moon	65	car	123	nine	101	
7	mop	66	carrot	124	noodles	181	Oo
8	mouse	67	cat	125	nose	182	octopus
		68	cup	126	nut	183	olive
9	Ss					184	ostrich
10	saw	69	Rr	127	Vv	185	otter
11	seal	70	rabbit	128	vacuum	186	Uu
12	seven	71	rake	129	valentine	187	umbrella
13	sign	72	red	130	van	188	umpire
14	sink	73	ribbon	131	vase	189	underwear
15	soap	74	ring	132	vest	Pland	s with I
16	sock	75	rope	133	violin		
17	Ff	76	rug	134	Ww	190	block
18	fan	77	ruler	135	wallet	191	clam
19	feather	78	Tt	136	watch	192	clock
20	fence	79	tape	137	watermelon	193	flag
21	fish	80	teapot	138	wig	194	flute
22	foot	81	tent	139	window	195	glass
23	fork	82	tiger	140	wing	196	plate
24	fox	83	tire	141	worm	197	sled
		84	top			198	slug
25	Hh	85	turtle	142	Jj <sub>.</sub>	Blend	s with r
26	hammer			143	jacket	199	brick
27	hand	86	LI	144	judge	200	crab
28	hat	87	ladder	145	jeans	201	drill
29	heart	88	lamp	146	jellybeans	202	frog
30	hen	89	leaf	147	jet	203	grass
31	horse	90	lemon	148	Zz	204	truck
32	hose	91	lion	149	zebra		
33	Bb	92	lizard	150	zero		s with s
34	baby	93	lock	151	zipper		skunk
35	ball	94	Kk			206	sling
36	bat	95	kangaroo	152	Qq	207	squid
37	bear	96	key	153	quart	208	stamp
38	bell	97	king	154	quarter	209	string
39	bike	98	kitchen	155	queen	210	swing
40	boat	99	kite	156	question mark	Digra	ph ch
41	book	100	kitten	157	quilt	211	chick
				158	Xx	212	chin
42	Рр	101	Dd	159	a <u>x</u>	213	chip
43	pan	102	deer	160	 bo <u>x</u>		
44	parrot	103	desk	161	fo <u>x</u>	Digra <sub>l</sub>	
45	pear	104	dime	162	0 <u>X</u>	214	shell
46	pencil	105	dog	163	si <u>x</u>	215	ship
47	penguin	106	doll			216	shoe
48	pig	107	donkey	164	Aa	217	shrimp
49	pizza	108	door	165 166	alligator		
50	pot	109	duck	166	anchor		
51	puppet	110	Yy	167	ant		
52	Gg	111	yacht	168	apple		
53	game	112	yam	169	astronaut		
54	gate	113	yarn	170	Ee		
55	gift	114	yawn	171	egg		
56	girl	115	yellow	172	elbow		
57	goat	116	yolk	173	elephant		
58	gorilla	117	yo-yo	174	elevator		
59	guitar	11/	, · , ·	175	envelope		
3,5	94.14.	•		•	'	•	

# **Grade 1 Cumulative Key Word List**

High Frequency	different	how	picture	warm
Words	do	hurry	play	was
a	does	hurt	pull	watch
about	done	1	push	water
above	don't	idea	put	we
after	down	important	said	were
again	each	into	saw	what
air	earth	is	school	when
all	eat	keep	sea	where
almost	enough	kind	second	who
along	even	know	see	why
also	every	learn	seven	with
always	eyes	light	she	word
am	fall	like	should	work
and	family	little	show	world
animal	far	live	sleep	would
another	few	look	small	yellow
answer	find	many	some	you
any	first	may	something	your
are	follow	mean	sometimes	Vov Words
around	food	might	soon	Key Words
away	for	more	sound	adult (n)
be	found	most	start	animal (n)
because	four	mother	story	baby (n)
been	friend	mountain	that	beak (n)
before	from	move	the	better (adj) blow (v)
began	full	my	their	breathe (v)
begin	funny	need	then	bud (n)
below	get	never	there	butterfly (n)
better	give	new	they	butterny (n) buy (v)
between	go	next	this	calendar (n)
body	good	no	thought	caterpillar (n)
both	great	now	three	change (v)
boy	group	number	through	chrysalis (n)
brother	grow	of	today	climb (v)
buy	hard	often	together	cloudy (adj)
by	has	on	tomorrow	computer (n)
call	have	once	too	coverings (n)
carry	he	one	turn	delivery (n)
change	head	only	two	drink (v)
children	help	or	under	easier (adj)
city	her	other	until	east (n)
color	here	our	us	eat (v)
come	him	out	use	egg (n)
could	his	over	very	extended family (n)
country	hold	paper	walk	factory (n)
day	house	people	want	family (n)

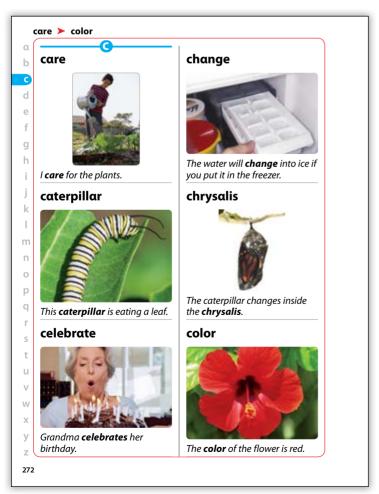
Words from Unit 2 appear in red type. For additional content words and story words, please see the Leveled Reading section.

family member (n) parts (n) **Academic and** exercise (v) past (n) feathers (n) path (n) fact (n) place (n) Classroom feel (v) far (adv) play (v) paw (n) Vocabulary flower (n) person (n) alike (adj) fast (adv) plot (n) fly (v) petal (n) feature (n) power (n) alive (adj) form (v) picture (n) follow (v) predict (v) apply (v) fun (adj) food (n) present (n) plant (n) ask (v) fur (n) pupa (n) attach (v) front (n) problem (n) future (n) grow (v) rainy (adj) back (n) project (n) record (n) purpose (n) hatch (v) goods (n) before (prep) holiday (n) right (n) between (adv) group (n) push (v) home (n) run (v) hard (adj) question (n) body (n) insect (n) scales (n) health (n) ready (adj) born (adj) seed (n) Internet (n) height (n) reread (v) bring (v) sell (v) key (n) help (v) retell (v) build (v) leaf (n) ship (v) history (n) review (v) business (n) left (n) shop (v) hot (adj) sequence (n) care (v) slide (v) idea (n) service (n) living (adj) categorize (v) identify (v) map (n) slither (v) setting (n) category (n) imagine (v) shape (n) market (n) snowy (adj) cause (v) meal (n) inference (n) share (v) south (n) celebrate (v) show (v) meaning (n) special (adj) information (n) cold (adj) inside (prep) message (n) store (n) color (n) sign (n) money (n) storm (n) communicate (v) invent (v) size (n) month (n) sun (n) job (n) soft (adj) compare (v) sunny (adj) length (n) solution (n) mouth (n) connection (n) move (v) swim (v) contrast (v) light (n) strong (adj) music (n) symbol (n) cool (adj) list (v) support (v) neighborhood (n) tall (adj) location (n) temperature (n) corner (n) nest (n) then (adv) look (v) count (v) time (n) new (adj) together (adv) machine (n) tool (n) describe (v) useful (adj) main idea (n) trip (n) news (n) detail (n) nonliving (adj) visit (v) modern (adj) visualize (v) determine (v) north (n) weather (n) different (adi) monitor (v) wants (n) now (adv) west (n) movement (n) warm (adj) direction (n) old (adj) wind (n) near (adv) worker (n) distance (n) world (n) parents (n) year (n) needs (n) earn (v) effect (n) organize (v) outside (adv) energy (n)

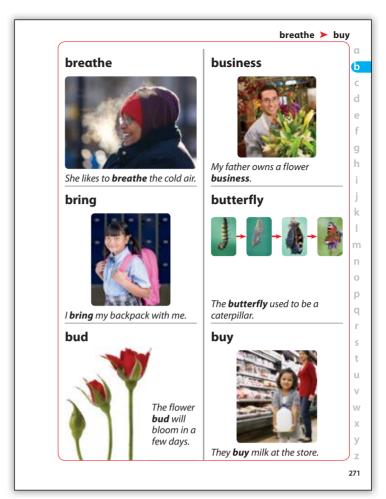
# **Anthology Picture Dictionary**



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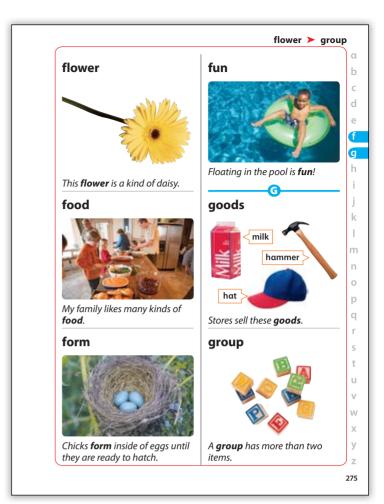
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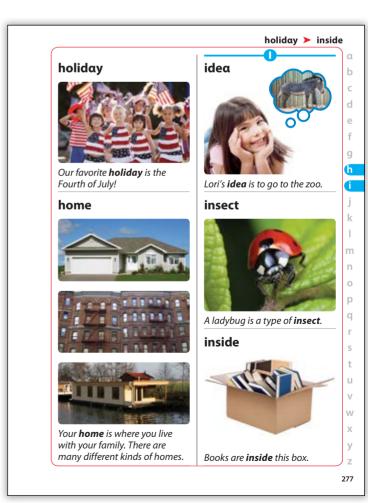
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# Anthology Picture Dictionary, continued



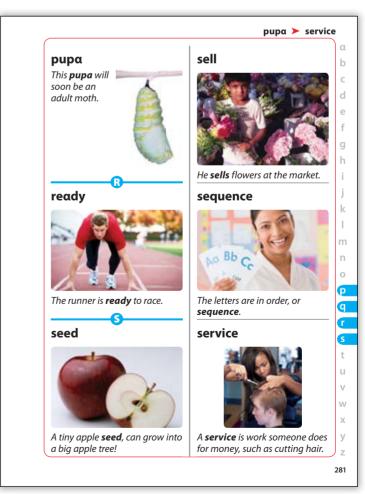
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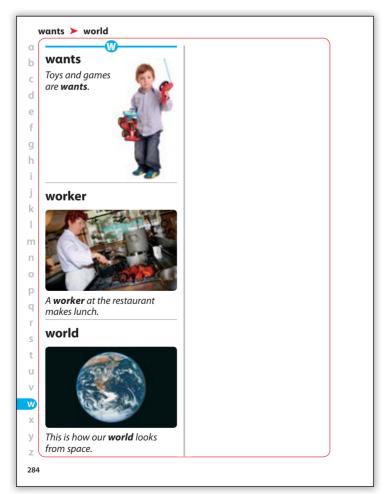
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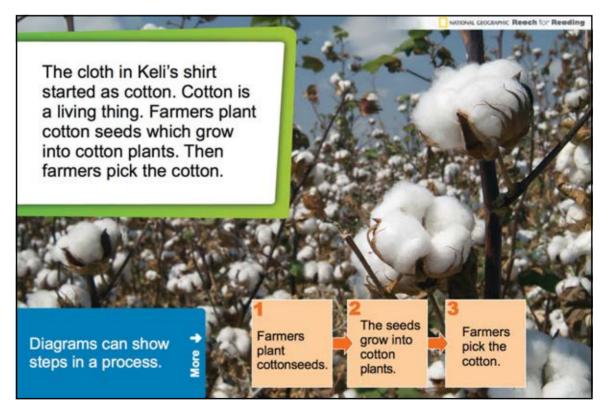
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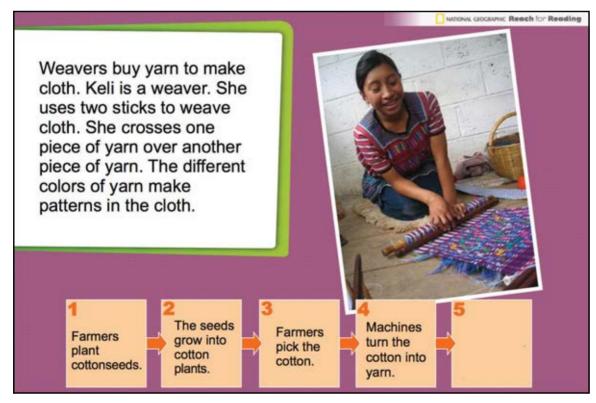
#### Article with a Diagram





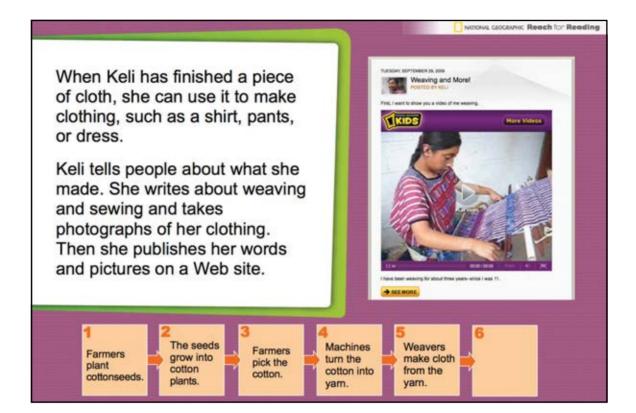
#### Article with a Diagram



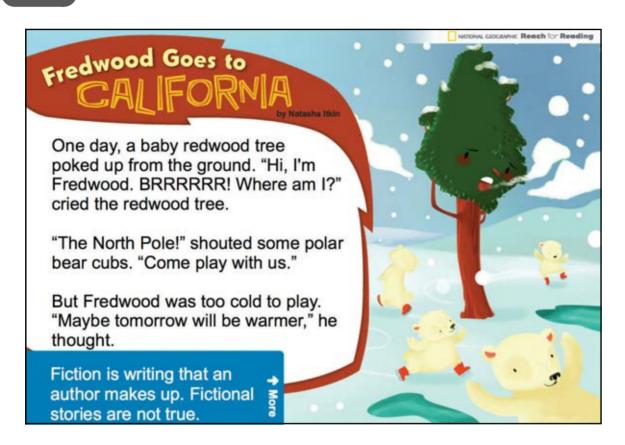


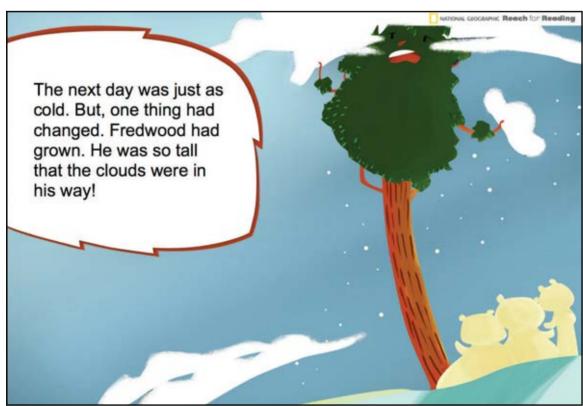
Name	Date	

#### Article with a Diagram



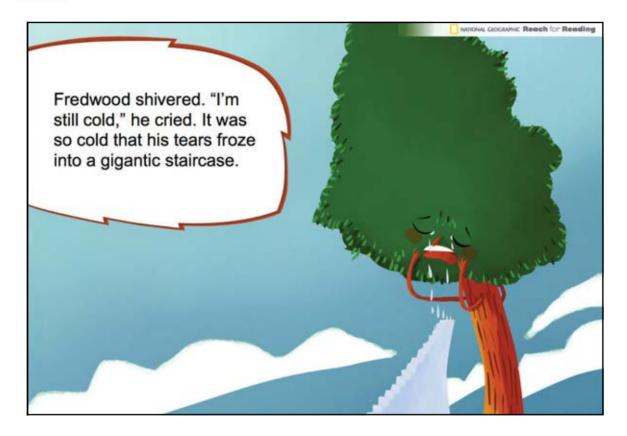
#### Tall Tale

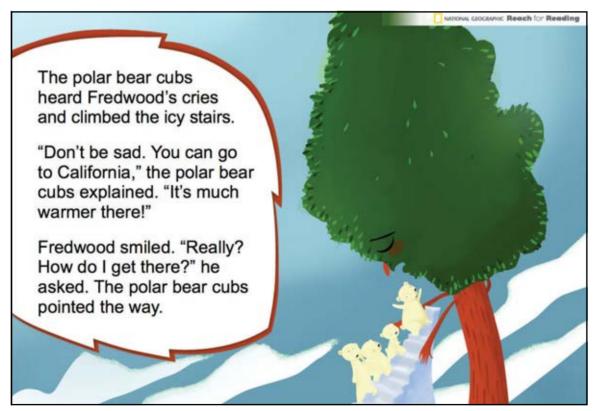




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#### Tall Tale





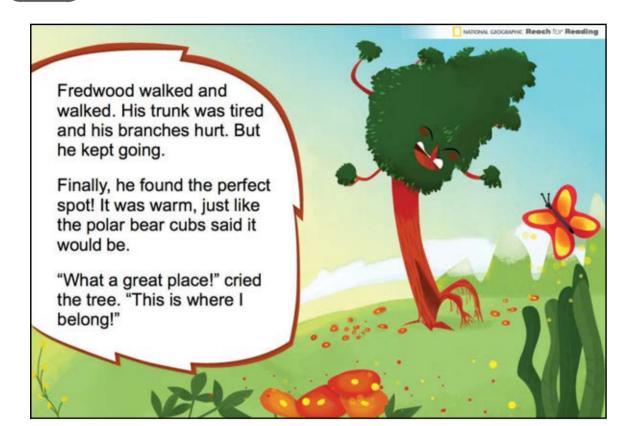
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**R15** 

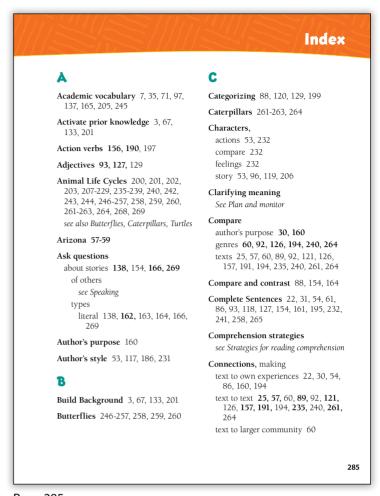
**Unit 2** | Shoot for the Sun

# **COPY READY** • Black & White or Color

#### Tall Tale



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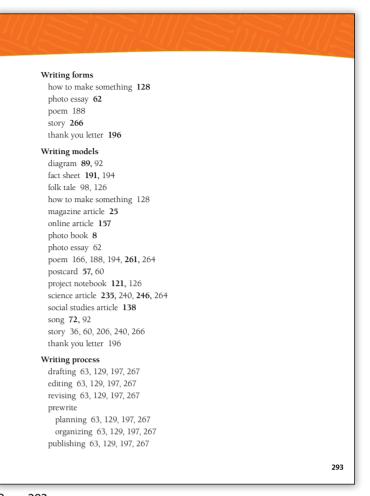
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# **Scope and Sequence**

			Gra	ade		
Reading	K	1	2	3	4	5
LITERATURE						
Key Ideas and Details						
Retell or Explain a Story	•	•	•	•	•	•
Analyze Story Elements	•	•	•	•	•	•
Plot	•	•	•	•	•	•
Characters	•	•	•	•	•	•
Setting	•	•	•	•	•	•
Theme, Lesson, or Moral		•	•	•	•	•
Use Reading Strategies	•	•	•	•	•	•
Preview and Make Predictions	•	•	•	•	•	•
Monitor Understanding	•	•	•	•	•	•
Ask and Answer Questions	•	•	•	•	•	•
Summarize Texts	•	•	•	•	•	•
Make Inferences	•	•	•	•	•	•
Visualize	•	•	•	•	•	•
Make Connections	•	•	•	•	•	•
Synthesize: Draw Conclusions			•	•	•	•
Synthesize: Draw Generalizations			•	•	•	•
Relate Ideas	•	•	•	•	•	•
Chronology	•	•	•	•	•	•
Comparison	•	•	•	•	•	•
Cause/Effect		•	•	•	•	•
Goal/Outcome				•	•	•
Problem/Solution					•	•
Craft and Structure						
Determine the Meaning of Words and Phrases in a Text	•	•	•	•	•	•
Identify Elements of Genre	•	•	•	•	•	•
Describe Structure of Stories, Dramas, and Poems			•	•	•	•
Identify Introduction and Conclusion			•	•	•	•
Identify Text Segments: Chapter, Scene, Stanza				•	•	•
Identify Elements of Poetry: Rhyme, Rhythm	•	•	•	•	•	•
Identify Elements of Poetry: Verse, Meter, Line Breaks					•	•
Identify Elements of Drama: List of Characters, Dialogue, Stage Directions					•	•
Compare Drama and Prose			•	•	•	•
Compare Poetry and Prose			•	•	•	•
Identify Author and Illustrator	•	•	•	•	•	•
Identify Narrator		•	•	•	•	•
Identify and Distinguish Points of View			•	•	•	•

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Reading, continued	K	1	2	3	4	5
Integration of Knowledge and Ideas						
Analyze Text Elements	•	•	•	•	•	•
Use Information in Illustrations	•	•	•	•	•	•
Connect Text and Oral or Visual Presentation of Story or Versions of a Story	•	•	•	•	•	•
Analyze Visual or Multimedia Elements in a Text		•	•	•	•	•
Compare Ideas or Texts	•	•	•	•	•	•
Compare Fiction and Nonfiction	•	•	•	•	•	•
Compare Characters	•	•	•	•	•	•
Compare Settings	•	•	•	•	•	•
Compare Events	•	•	•	•	•	•
Compare Topics	•	•	•	•	•	•
Compare Themes				•	•	•
Range of Reading and Level of Text Complexity						
Read and Comprehend Literature at and Above Grade Level Complexity	•	•	•	•	•	•
Participate in Shared Reading	•	•	•	•	•	•
Read Independently	•	•	•	•	•	•

INFORMATIONAL TEXT						
Key Ideas and Details						
Retell or Explain a Text	•	•	•	•	•	•
Use Reading Strategies	•	•	•	•	•	•
Preview and Make Predictions	•	•	•	•	•	•
Monitor Understanding	•	•	•	•	•	•
Ask and Answer Questions	•	•	•	•	•	•
Determine Importance: Identify the Topic, Main Idea, and Key Details	•	•	•	•	•	•
Determine Importance: Summarize		•	•	•	•	•
Make Inferences	•	•	•	•	•	•
Visualize	•	•	•	•	•	•
Make Connections	•	•	•	•	•	•
Synthesize: Draw Conclusions			•	•	•	•
Synthesize: Make Generalizations			•	•	•	•
Relate Ideas and Describe Text Structure	•	•	•	•	•	•
Logical Order	•	•	•	•	•	•
Chronology	•	•	•	•	•	•
Comparison		•	•	•	•	•
Cause/Effect		•	•	•	•	•
Problem/Solution, Goal/Outcome		•	•	•	•	•
Compare Text Structure					•	•

			Gra	ade		
Reading, continued	K	1	2	3	4	5
Craft and Structure					_	
Determine the Meaning of Words and Phrases in a Text	•	•	•	•	•	•
Identify and Use Text Features	•	•	•	•	•	•
Covers and Title Page	•	•	•	•	•	•
Table of Contents or Electronic Menus	•	•	•		•	
Headings and Subheadings		•	•	•	•	•
Topic Sentence			•	•	•	•
Glossaries and Indexes		•	•	•	•	•
Captions, Labels, Icons, Hyperlinks and Callouts		•	•		•	•
Graphs, Diagrams, Tables, and Maps		•	•		•	•
Sidebars				•	•	•
Distinguish Between Information in Illustrations and Information in Text	•	•	•	•	•	•
Identify Author and Illustrator	•	•	•		•	•
Identify Author's Purpose		•	•		•	•
Distinguish Points of View or Accounts				•	•	•
Integration of Knowledge and Ideas						
Use Information in Illustrations and Media	•	•	•	•	•	•
Interpret Information Presented in Multiple Formats					•	•
Identify and Distinguish Facts and Opinions		•	•	•	•	•
Identify Author's Reasons and Evidence	•	•	•	•	•	•
Explain Connections Within a Text		•	•	•	•	•
Compare Texts	•	•	•	•	•	•
Range of Reading and Level of Text Complexity						
Read and Comprehend Text at and above Grade Level Complexity		•	•	•	•	•
Participate in Shared Reading	•	•	•	•	•	•
Read Independently	•	•	•	•	•	•

	Grade						
Reading, continued	K	1	2	3	4	5	
FOUNDATIONAL SKILLS							
Print Concepts							
Understand Directionality of Text	•	•	•				
Recognize the Relationship of Letters and Words to Speech	•	•					
Recognize and Name Alphabet Letters	•	•					
Know the Order of the Alphabet	•	•					
Identify Letters	•	•	•				
Match Uppercase and Lowercase Letters	•	•	•				
Identify a Word	•	•	•				
Identify End Punctuation	•	•	•				
Identify Title	•	•	•	6			
Hold a Book and Turn the Pages	•	•	•		Reach	-	
Identify Sentence Capitalization	•	•	•		No.	<b>3</b> .	
Use Page Numbers	•	•	•	100	W		
Identify Dialogue			•		h into Phon e interventi		
Identify Indentions of Paragraphs			•	for found	ational reac		
Phonological Awareness				in grades	3–5.		
Distinguish Long and Short Vowel Sounds	•	•	•				
Isolate Words in a Sentence	•	•	•				
Identify Syllables	•	•	•				
Blend Syllables to Form a Word	•	•	•				
Segment a Word into Syllables	•	•	•				
Identify Rhyming Words	•	•	•				
Generate Rhyming Words	•	•	•				
Match Initial, Medial, and Final Sounds	•	•	•				
Identify and Isolate Initial, Medial, and Final Sounds	•	•	•				
Blend Onset and Rime	•	•	•				
Blend Sounds to Form a Word	•	•	•				
Segment a Word into Sounds	•	•	•				
Manipulate Sounds in Words (Add, Delete, Substitute)	•	•	•				

	Grade									
Reading, continued	K	1	2	3	4	5				
Phonics and Word Recognition										
Identify Letter/Sounds and Read Words	•	•	•							
Consonants	•	•	•							
Short Vowels	•	•	•							
Long Vowels	•	•	•							
Consonant Blends and Digraphs	•	•	•							
Vowel Digraphs: ai, ay, ee, ea, ie, igh, oa, ow, oo, ou, ui	•	•	•							
r-Controlled Vowels: ar, or, -ore, er, ir, ur, air, -are, eer, ear		•	•							
Sounds for -y: /ē/, /ī/	•	•	•							
Diphthongs: oi, oy, ou, ow	•	•	•							
Variant Vowels: aw, au, al, all, oo, ew, ea	•	•		6						
Vowel Patterns: -igh, -old, -alk	•	•	•		Reach	2				
Vowel Patterns: o, i, -ight			•		100	1				
Schwa			•	1	¥ 100,					
Soft c	•	•	•		Use <b>Reach into Phonics</b> to provide intervention					
Soft g	•	•	•	for found	ational read					
Silent Consonants kn, wr, gn, mb	•	•	•	in grades	3-5.					
Plurals -s, -es, -ies		•	•							
Read Words with Spelling Patterns		•	•							
CVCe Word Patterns with a, i, o, u, e	•	•	•							
CV Word Patterns with o, e	•	•	•							
Short and Long Vowels in CVC and CVCe Word Patterns	•	•	•							
CVVC Word Patterns		•	•							
Read Multisyllabic Words		•	•							
Compound Words		•	•							
VCCV Syllable Division (bas/ket, kit/ten)		•	•							
VCCCV Syllable Division (hun/dred)		•	•							
VCV Syllable Division (mu/sic, cab/in)		•	•							
Words with Consonant + le		•	•							
Suffixes		•	•							
Prefixes		•	•							
Inflected Forms		•	•							
Syllable Types: $r$ -Controlled, Consonant + $le$ , Vowel Team, Vowel + Silent $e$		•	•							
Final Syllables with -tion, -ture, -ent, -ant			•							

			Gr	ade		
Reading, continued	K	1	2	3	4	5
Phonics and Word Recognition, continued						
Use Decoding Strategies	•	•	•			
Blend Sounds to Decode Words						
Recognize Word Families and Similarly-Spelled Words	•	•	•			
Use Structural Clues		•	•			
Identify Syllable Types		•	•			
Recognize High Frequency Words	•	•	•			
Distinguish Between Similarly-Spelled Words	•	•	•			
Read Irregularly-Spelled Words	•	•	•			
Fluency						
Read with Purpose and Understanding	•	•	•	•	•	•
Read with Accuracy and Appropriate Rate	•	•	•	•	•	•
Use Phrasing		•	•	•	•	•
Read with Expression		•	•	•	•	•
Read with Correct Intonation		•	•	•	•	•
Read Instructional Level Materials Fluently	•	•	•	•	•	•
Use Context to Support Decoding	•	•	•	•	•	•

# Writing

Text Types and Purposes						
Opinion Pieces	•	•	•	•	•	•
Informative/Explanatory Text	•	•	•	•	•	•
Interview			•	•	•	•
Letter or Email		•	•	•	•	•
Report			•	•	•	•
Persuasive Essay				•	•	•
Procedural Text		•	•	•	•	•
Explanatory Text		•	•	•	•	•
Narratives	•	•	•	•	•	•
Story or Account	•	•	•	•	•	•
Character Sketch				•	•	•
Poem		•	•	•	•	•
Tall Tale/Myth/Trickster Tale/Folk Tale			•	•	•	•
Science Fiction Story					•	•
Response Text	•	•	•	•	•	•
Write to Demonstrate Comprehension	•	•	•	•	•	•

			Gra	ade		
Writing, continued	К	1	2	3	4	5
Writing Skills						
Organization and Purpose	•	•	•	•	•	•
Introduce a Topic	•	•	•	•	•	•
Write a Conclusion	•	•	•	•	•	•
Establish and Follow a Purpose	•	•	•	•	•	•
Identify Context for Formal and Informal English	•	•	•	•	•	•
State Main Ideas and Support with Details		•	•	•	•	•
Introduce and State an Opinion	•	•	•	•	•	•
Supply Reasons and Evidence		•	•	•	•	•
Write Facts, Definitions, and Details	•	•	•	•	•	•
Maintain Point of View					•	•
Use Persuasive Techniques or Language		•	•	•	•	•
Organize Writing	•	•	•	•	•	•
Sequence Events	•	•	•	•	•	•
Fiction			•	•	•	•
Include Dialogue					•	•
Tell About Events and Details	•	•	•	•	•	•
Introduce Characters or a Narrator				•	•	•
Word Choice	•	•	•	•	•	•
Use Signal Words		•	•	•	•	•
Use Concrete Words and Phrases		•	•	•	•	•
Use Sensory Words and Phrases		•	•	•	•	•
Use Figurative Language					•	•
Use Colorful Details to Elaborate				•	•	•
Use Linking Words		•	•	•	•	•
Use Quotations		•	•	•	•	•
Use Precise Language and Vocabulary				•	•	•
Use Your Own Words	•	•	•	•	•	•
Sentence Fluency	•	•	•	•	•	
Connect Ideas				•	•	•
Break Up Long Sentences				•	•	•
Combine Sentences				•	•	•
Vary Sentences		•	•	•	•	•
Production and Distribution of Writing						
Produce Writing for Specific Tasks, Purposes, and Audiences	•	•	•	•	•	•
Prewrite		•	•	•	•	•
Analyze a Model		•	•	•	•	•
Determine the Role, Audience, Form, and Topic		•	•	•	•	•
Organize Ideas		•	•	•	•	•

			Gra	ade		
Writing, continued	K	1	2	3	4	5
Production and Distribution of Writing, continued						
Draft	•	•	•	•	•	•
Use Appropriate Development and Organization		•	•	•	•	•
Use Technology to Produce Writing	•	•	•	•	•	•
Demonstrate Keyboarding Skills					•	•
Revise	•	•	•	•	•	•
Respond to Peer Suggestions	•	•	•	•	•	•
Add, Combine, or Delete Details	•	•	•	•	•	•
Edit and Proofread		•	•	•	•	•
Publish and Present	•	•	•	•	•	•
Use Visuals or Multimedia to Enhance Meaning		•	•	•	•	•
Keep a Portfolio	•	•	•	•	•	•
Writing Traits						
Ideas		•	•	•	•	•
Organization		•	•	•	•	•
Voice		•	•	•	•	•
Word Choice		•	•	•	•	•
Sentence Fluency		•	•	•	•	•
Conventions		•	•	•	•	•
Presentation		•	•	•	•	•
Research to Build and Present Knowledge						
Create Research and Writing Projects	•	•	•	•	•	•
Recall or Gather Information	•	•	•	•	•	•
Choose and Focus a Topic	•	•	•	•	•	•
Develop Research Questions					•	•
Locate Sources of Information		•	•	•	•	•
Evaluate Information					•	•
Find Information in Sources			•	•	•	•
Take and Sort Notes			•	•	•	•
Distinguish Plagiarism from Quoting or Paraphrasing					•	•
Distinguish Relevant from Irrelevant Information		•	•	•	•	•
Integrate Information from Multiple Sources				•	•	•
Provide a List of Sources				•	•	•
Draw Evidence from Text to Support Analysis, Reflection, and Research				•	•	•
Range of Writing						
Write Routinely for a Variety of Tasks, Purposes, and Audiences	•	•	•	•	•	•

	Grade						
Speaking and Listening	K	1	2	3	4	5	
Comprehension and Collaboration							
Engage in Collaborative Discussions	•	•	•	•	•	•	
Follow Agreed-Upon Rules	•	•	•	•	•	•	
Build on and Connect Others' Idea	•	•	•	•	•	•	
Ask for Clarification	•	•	•	•	•	•	
Come to Discussions Prepared	•	•	•	•	•	•	
Explain and Review Ideas and Understanding	•	•	•	•	•	•	
Restate Ideas	•	•	•	•	•	•	
Elaborate	•	•	•	•	•	•	
Evaluate Information Presented in Diverse Media and Formats	•	•	•	•	•	•	
Analyze the Message			•	•	•	•	
Identify or Describe Media Elements including Visual, Functional and Auditory Details		•	•	•	•	•	
Ask and Answer Questions for Information, Clarification, or Understanding	•	•	•	•	•	•	
Identify a Speaker's Reasons and Evidence					•	•	
Presentation of Knowledge and Ideas							
Describe with Facts and Details	•	•	•	•	•	•	
Tell a Story	•	•	•	•	•	•	
Recount an Experience	•	•	•	•	•	•	
Report on a Text or Topic	•	•	•	•	•	•	
Present an Opinion					•	•	
Speak Clearly, at an Appropriate Pace	•	•	•	•	•	•	
Organize Ideas					•	•	
Add Visual, Audio, or Multimedia Support	•	•	•	•	•	•	
Produce Complete Sentences	•	•	•	•	•	•	
Adapt Speech to the Context and Task	•	•	•	•	•	•	

# Language

Conventions of Standard English							
Print Upper and Lower Case Letters	•	•					
Sentences	•	•	•	•	•	•	
Statements, Questions, Exclamations, and Commands	•	•	•	•	•	•	
Negative Sentences	•	•	•	•	•	•	
Compound Sentences		•	•	•	•	•	
Complex Sentences				•	•	•	
Complete Subject	•	•	•	•	•	•	
Simple Subject	•	•	•	•	•	•	
Compound Subject		•	•	•	•	•	

	Grade					
Language, continued	K	1	2	3	4	5
Conventions of Standard English, continued						
Complete Predicate	•	•	•	•	•	•
Simple Predicate	•	•	•	•	•	•
Compound Predicate		•	•	•	•	•
Complete Sentences	•	•	•	•	•	•
Fragment/Dependent Clause					•	•
Independent Clause			•	•	•	•
Participial Phrases						•
Run-On Sentences			•	•	•	•
Subject-Verb Agreement	•	•	•		•	•
Parts of Speech	•	•	•	•	•	•
Nouns	•	•	•	•	•	•
Common and Proper		•	•	•	•	•
Count and Noncount		•	•	•	•	•
Plurals	•	•	•	•	•	•
Possessive		•	•	•	•	•
Abstract				•		
Articles/Determiners		•	•	•	•	•
Pronouns		•	•	•	•	•
Subject	•	•	•	•	•	•
Object	•	•	•	•	•	•
Demonstrative			•	•	•	•
Indefinite		•	•	•	•	•
Reflexive			•	•	•	•
Relative					•	
Possessive		•	•	•	•	•
Pronoun Agreement	•	•	•	•	•	•
Adjectives	•	•	•	•	•	•
Comparative and Superlative			•	•	•	•
Relative					•	
Demonstrative	•	•	•	•	•	•
Predicate					•	•
Possessive		•	•	•	•	•
Indefinite		•	•	•	•	
Proper						•
Order within Sentences					•	•

	Grade					
Language, continued	K	1	2	3	4	5
Conventions of Standard English, continued						
Verbs	•	•	•	•	•	•
Action	•	•	•	•	•	•
Transitive/Intransitive	•	•	•	•	•	•
Linking			•	•	•	•
Modals			•	•	•	•
Helping			•	•	•	•
Present Tense	•	•	•	•	•	•
Past Tense (Regular and Irregular)		•	•	•	•	•
Future Tense		•	•	•	•	•
Present-Perfect Tense						•
Past-Perfect Tense						•
Future-Perfect Tense						•
Progressive Forms		•	•	•	•	•
Contractions		•	•	•	•	•
Adverbs		•	•	•	•	•
Comparative and Superlative			•	•	•	•
Relative					•	•
Adverbial Clauses					•	•
Prepositions	•	•	•	•	•	•
Prepositional Phrases			•	•	•	•
Conjunctions	•	•	•	•	•	•
Coordinating		•	•	•	•	•
Subordinating		•	•	•	•	•
Correlative						•
Interjections						•
Mechanics	•	•	•	•	•	•
Capitalization	•	•	•	•	•	•
End Punctuation	•	•	•	•	•	•
Abbreviations			•	•	•	•
Comma		•	•	•	•	•
Apostrophe			•	•	•	•
Quotation Marks				•	•	•
Underlining or Italics						•
Spelling	•	•	•	•	•	•
High Frequency Words	•	•	•	Use <b>R</b>	each into Pho	nics for
Use Phonetic Knowledge to Spell	•	•	•		onal spelling ski	
Consult Reference Materials to Check Spelling		•	•	•	•	•
Use Spelling Patterns	•	•	•	•	•	•

	Grade					
Language, continued	K	1	2	3	4	5
Knowledge of Language						
Compare Formal and Informal Uses of English	•	•	•		•	•
Recognize the Difference Between Spoken and Written English	•	•	•	•	•	
Choose Words and Phrases or Punctuation for Effect				•	•	•
Vary Sentences for Meaning, Interest, and Style		•	•	•	•	•
Vocabulary Acquisition and Use						
Determine Meanings of Unfamiliar and Multiple-Meaning Words	•	•	•	•	•	•
Acquire and Use Academic Vocabulary	•	•	•	•	•	•
Acquire and Use Domain-Specific Vocabulary	•	•	•	•	•	•
Use Inflections and Affixes	•	•	•	•	•	•
Use Context	•	•	•	•	•	•
Use Root Words		•	•	•	•	•
Use Prefixes and Suffixes		•	•	•	•	•
Use Individual Words Within Compound Words		•	•	•	•	•
Use a Glossary, Dictionary, and Thesaurus		•	•	•	•	•
Explore Word Relationships	•	•	•	•	•	•
Categorize Words	•	•	•	•	•	•
Identify Antonyms	•	•	•	•	•	•
Identify Synonyms	•	•	•	•	•	•
Identify Homographs					•	•
Identify Homophones					•	•
Connect Between Words and Their Uses	•	•	•	•	•	•

Distinguish Shades of Meaning

**Use Analogies** 

and Sayings

Figurative and Literary Language

**Identify Personification** 

**Explain Similes and Metaphors** 

Identify Feeling Words and Sensory Words Distinguish Literal from Nonliteral Meanings

Interpret Idioms, Expressions, Dialect, Adages, Proverbs,

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# **Grade 1 Common Core Standards**

# Reading

Strand	Code	Standards Text	Grade 1 Units 1-8 Standards Correlations
Literature			
Key Ideas and Details	CC.1.Rlit.1	(1) Ask and answer questions about key details in a text.	<b>Unit 3:</b> T131i, T137, T137a, T153e, T154, T155; <b>Unit 4:</b> T230g; <b>Unit 7:</b> T177, T178–179, T180–181, T182–183, T184–185, T186–187;
	CC.1.Rlit.2	(2) Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<b>Unit 2:</b> T94, T116g; <b>Unit 3:</b> T136d, T137b, T164a, T164b, T164c; <b>Unit 4:</b> T202, T204i, T230e, T232, T233f; <b>Unit 6:</b> T95e
	CC.1.Rlit.3	(3) Describe characters, settings, and major events in a story, using key details.	<b>Unit 1:</b> T33c, T33d, T33e, T34, T35a, T59f, T60g, T61a, T61b; <b>Unit 2:</b> T94, T116g; <b>Unit 4:</b> T204a, T204i, T230e, T232, T257e; <b>Unit 7:</b> T171h, T173a, T174a, T174b, T175a, T175b, T188e, T188g, T189, T190, T191
Craft and Structure	CC.1.Rlit.4	(4) Identify words or phrases in stories or poems that suggest feelings or appeal to the senses.	<b>Unit 6:</b> T124g; <b>Unit 7:</b> T172, T173a, T174a, T174b, T174c, T175a, T175b, T188e, T188f, T188g, T189, T190, T191; <b>Unit 8:</b> T230g, T230m
	CC.1.Rlit.5	(5) Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<b>Unit 2:</b> T91f, T91h, T125f, T126m, T127a; <b>Unit 3:</b> T193h; <b>Unit 4:</b> T239g, T263h; <b>Unit 5:</b> T37g, T38; <b>Unit 6:</b> T131g
	CC.1.Rlit.6	(6) Identify who is telling the story at various points in a text.	<b>Unit 2:</b> T91f; <b>Unit 7:</b> T197e, T197f, T198
Integration of Knowledge and Ideas	CC.1.Rlit.7	(7) Use illustrations and details in a story to describe characters, events, or settings.	<b>Unit 1:</b> T7a, T34, T35b, T59g, T61b; <b>Unit 2:</b> T96b, T116f; <b>Unit 5:</b> T28e, T28g, T30, T31; <b>Unit 6:</b> T104
	CC.1.Rlit.9	(9) Compare and contrast the adventures and experiences of characters in stories.	<b>Unit 6:</b> T101e, T102n; <b>Unit 8:</b> T256g
Range and Level of Text Complexity	CC.1.Rlit.10	(10) With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Unit 1: T7a, T31h, T33b, T33c, T33d, T33e, T35a, T37, T42–43, T48–49, T50–51, T52f, T52g, T57, T58–59, T59g, T60f, LR2; Unit 2: T65j, T76–77, T85f, T96c, T97a, T99, T116f, T119f; Unit 3: T136a, T136b, T136c, T137a, T160e, T160f, T160g, T160n, T167, T172–173, T174–175, T176–177, T178–179, T180–181, T182–183, T185f, T186, LR2; Unit 4: T199j, T204a, T214–215, T230f, T233f, T260a, T263f, T264e, T264m; Unit 5: T5a, T6, T6a, T6b, T6c, T9, T10–11, T12–13, T18–19, T24–25, T26–27, T28f, T28g; Unit 6: T74, T97, T101f, T102f, T102m, T105a, T124f; Unit 7: T173a, T174, T174a, T174b, T174c, T175a, T188f, T188g, T191e, T192, T193, T194–195, T197e, T197f, T198e, T198f, T198g; Unit 8: T209a, T229g, T230e, T230f, T230g, T230m, T233a, T234, T234a, T234b, T234c, T235a, T237, T238–239, T240–241, T242–243, T248–249, T254–255, T256f, LR2
Informational Text			
Key Ideas and Details	CC.1.Rinf.1	(1) Ask and answer questions about key details in a text.	<b>Unit 3:</b> T137, T137a, T159f, T159g, T159h, T160, T162, T163, T164a, T164b, T164c, T164i, T165a, T165b, T193f, T193g, T194m
	CC.1.Rinf.2	(2) Identify the main topic and retell key details of a text.	<b>Unit 3:</b> T163a, T164a, T164b, T164c, LR3; <b>Unit 4:</b> T243a, T245a, T258; <b>Unit 5:</b> T37e, T37f, T38m; <b>Unit 6:</b> T106i; <b>Unit 7:</b> T137i, T137j, T141a, T142a, T142b, T142c, T143b, T143c, T161e, T161f, T162, T163, T169e, T169g
	CC.1.Rinf.3	(3) Describe the connection between two individuals, events, ideas or pieces of information in a text.	<b>Unit 1:</b> T29g, T30; <b>Unit 2:</b> T92e; <b>Unit 3:</b> T192—193, T193g, T193h, T194m, T194n, T195a; <b>Unit 4:</b> T257g; <b>Unit 6:</b> T75a; <b>Unit 8:</b> T265e, T265f, T266g, T266m
Craft and Structure	CC.1.Rinf.4	(4) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<b>Unit 3:</b> T137, T137a, T159f, T159g, T159h, T160, T162, T163, T164a, T164b, T164c, T164i, T165a, T165b, T193f, T193g, T194m
	CC.1.Rinf.5	(5) Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<b>Unit 3:</b> T158–159, T159a; <b>Unit 4:</b> T239e, T240m, T241a; <b>Unit 7:</b> T166–167e
	CC.1.Rinf.6	(6) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<b>Unit 5:</b> T57f
Integration of Knowledge and Ideas	CC.1.Rinf.7	(7) Use the illustrations and details in a text to describe its key ideas.	<b>Unit 7:</b> T137i, T142b, T143a, T143b, T161e, T161f, T162, T163
	CC.1.Rinf.8	(8) Identify the reasons an author gives to support points in a text.	<b>Unit 7:</b> T170m
	CC.1.Rinf.9	(9) Identify basic similarities in and differences between two texts on the same topic (e.g in illustrations, descriptions, or procedures).	<b>Unit 2:</b> T92m, T93a; <b>Unit 6:</b> T131g, T132m
Range and Level of Text Complexity	CC.1.Rinf.10	(10) With prompting and support, read information texts of appropriate complexity for grade 1.	Unit 1: T1i, T9, T10—11, T12—13, T14—15, T16—17, T21f, T23f, T26—27, T29f, T30e, T30f, T30g, T30m, T55f, LR2, LR3; Unit 2: T70a, T71a, T90—91, T91f, T92f, T92m, T93h, T121; Unit 3: T140—141, T142—143, T148—149, T153f, T158—159, T159c, T159h, T164a, T164b, T164c, T165a, T190, T191, T192—193, T193h, LR2; Unit 4: T234a, T239f, T240e, T240m, T241h, T244, T252—253, T257g, T257j; Unit 5: T32a, T33, T34—35, T36—37, T37f, T38f, T38g, T38m, T41a, T42, T42b, T42b, T42c, T43a, T45, T46—47, T48—49, T50—51, T52—53, T54—55, T57f, T60a, T61, T62—63, T63g, T64e, T64f, T64g, T64m; Unit 6: T77, T93f, T109, T129, T131g, T132f, T132n; Unit 7: T137j, T141a, T142, T142a, T142c, T145, T150—151, T156—157, T158—159, T164, T165, T166—167, T169f, T170e, T170f, T170g, T170n; Unit 8: T212—213, T214—215, T216—217, T218—219, T220—221, T223f, T260a, T261, T262—263, T265f, T266f, T266g, T266m, LR2

### Reading, continued

Search for activities that meet each
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Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Foundational Skills			
Print Concepts	CC.1.Rfou.1	(1) Demonstrate understanding of the organization and basic features of print.	<b>Unit 7:</b> T164, T165, T169e, T192, T193, T197e
	CC.1.Rfou.1a	(a) Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation).	
Phonological Awareness	CC.1.Rfou.2	(2) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<b>Unit 1:</b> T3c, T5g, T23k, T23l, T23m, T29a, T29b, T31m, T31n, T31o, T33g, T33h, T33i, T33j, T59b, T59e; <b>Unit 4:</b> T240a, T240i; <b>Unit 5:</b> T64a, T64i; <b>Unit 8:</b> T209c, T223a
	CC.1.Rfou.2a	(a) Distinguish long from short vowel sounds in spoken single-syllable words.	<b>Unit 4:</b> T239a, T204e; <b>Unit 6:</b> T71a, T74e, T95k, T101a, T103m, T106e, T127k, T131b
	CC.1.Rfou.2b	(b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Unit 1: T7c, T7d, T21a, T30a, T30i, T35c, T35d, T35e, T52a, T55k, T55l, T60a, T60i, T60j; Unit 2: T67b, T70c, T71d, T85a, T87l, T91b, T92b, T92i, T93n, T96e, T97c, T116a, T119l, T125a, T126b, T126i; Unit 3: T133a, T133b, T136e, T136f, T136g, T136h, T137c, T137d, T153a, T153b, T155k, T159b, T159c, TT160a, T160b, T160c, T160i, T160j, T161n, T161o, T164e, T165d, T185a, T189l, T193c, T194b, T194c, T194i; Unit 4: T201b, T204e, T205d, T230a, T233l, T239b, T240b, T240j, T241n, T244f, T245d, T257b, T259l, T263b, T264b, T264b; Unit 5: T7d, T7e, T28a, T28b, T38b, T38i, T38j, T43d, T43e, T57a, T57b, T64i; Unit 6: T71b, T74e, T75d, T93a, T95l, T101a, T102a, T102i, T103m, T106e, T107d, T124a, T127l, T131b, T132b, T132i; Unit 7: T139b, T139c, T142e, T142f, T143d, T143e, T161a, T163l, T163m, T169a, T169b, T170b, T170c, T170i, T170i, T171n, T171o, T174e, T174f, T175d, T175e, T188a, T188b, T191l, T191m, T197a, T197b, T198b, T198c, T198i, T198j; Unit 8: T205b, T205c, T208e, T208f, T225l, T229b, T229c, T230b, T230c, T230i, T235c, T235d, T235e, T256a, T256b, T266a, T266b, T266i
	CC.1.Rfou.2c	(c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<b>Unit 1:</b> T3a, T3c, T5h, T23k, T23l, T29a, T31m, T31n, T33g, T33h, T55k, T55l, T59b; <b>Unit 2:</b> T71d, T85a, T92a, T92i, T93m, T96e, T119k, T125a; <b>Unit 3:</b> T133a, T133b, T136e, T137d, T137e, T153a, T155k, T159b, T161m, T164e, T165c, T185a, T189k, T193b, T194a, T194i; <b>Unit 4:</b> T201a, T204e, T205c, T230a, T233k, T239a; <b>Unit 5:</b> T38a, T38b, T38c, T38i, T43c, T57a; <b>Unit 6:</b> T131b
	CC.1.Rfou.2d	(d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<b>Unit 2:</b> T67a, T70c, T87k, T91b, T97c, T116a, T126a, T126i; <b>Unit 3:</b> T160a, T160i, T160j; <b>Unit 7:</b> T175c, T175d, T175e, T188a; <b>Unit 8:</b> T223a, T231m, T234e, T259k, T259m, T265a
Phonics and Word Recognition	CC.1.Rfou.3	(3) Know and apply grade-level phonics and word analysis skills in decoding words.	Unit 1: T1i, T1j, T1k, T7c, T7d, T7e, T21c, T21d, T21h, T23f, T23h, T30b, T30i, T30i, T30o, T31h, T31i, T31j, T35d, T52a, T52b, T52c, T53b, T55f, T55g, T55h, T60a, T60b, T60i, T60j, T60k, T60l, T60o, T61; Unit 2: T65j, T65k, T67c, T70e, T71d, T85c, T85h, T87f, T87g, T87h, T87l, T91d, T92c, T92k, T92o, T93h, T93i, T93j, T93n, T96g, T97d, T116c, T117b, T119f, T119g, T119h, T119l, T125c, T126b, T126b, T126c; Unit 3: T131j, T131k, T133b, T136e, T136g, T136h, T137d, T137e, T137f, T153a, T153b, T153c, T153g, T153h, T155f, T155g, T155h, T155l, T155m, T159d, T159e, T160c, T160k, T160l, T160o, T161h, T161i, T161j, T161n, T161o, T164g, T165d, T165e, T185c, T187b, T189f, T189g, T189h, T189h, T189m, T193c, T193d, T194b, T194i, T194k, T194o; Unit 4: T199k, T199l, T201a, T204e, T205d, T230a, T231b, T233g, T233k, T239a, T240b, T240j, T240o, T241h, T241i, T241n, T244e, T245d, T257a, T257j, T259f, T259g, T259l, T263b, T264b, T264i, T264o; Unit 5: T1j, T1k, T1l, T3b, T3c, T6e, T6f, T6g, T7d, T7e, T7f, T28a, T28b, T29b, T31f, T31g, T31k, T31l, T37a, T37c, T38a, T38b, T38c, T38i, T38o, T39h, T39i, T39j, T39m, T39n, T42e, T42f, T42g, T43c, T43d, T57a, T57h, T59f, T59g, T59h, T59l, T59m, T63b, T64a, T64b, T64c, T64i, T64o; Unit 6: T69j, T69k, T71b, T74e, T75e, T93a, T93h, T95f, T95g, T95h, T95l, T96, T101a, T101e, T102b, T102e, T102j, T102m, T102o, T103g, T103i, T103j, T103n, T106e, T107d, T124a, T127l, T131b, T132b, T132i, T125b, T127f, T127g, T127h, T128, T131f, T132m; Unit 7: T137j, T137k, T137l, T139b, T139c, T142e, T142f, T142g, T142h, T143c, T143d, T143e, T161a, T161b, T161c, T161g, T161h, T163f, T163g, T163h, T163k, T163l, T163m, T169a, T169b, T169c, T170a, T170b, T170c, T170i, T125i, T225j, T225h, T225i, T225m, T225m, T229b, T229c, T229d, T230a, T230b, T230c, T230i, T230i, T230i, T230i, T230i, T230i, T230i, T230i, T230i, T230
	CC.1.Rfou.3.a	(a) Know the spelling-sound correspondences for common consonant digraphs.	<b>Unit 3:</b> T189f; <b>Unit 4:</b> T244f, T257j
	CC.1.Rfou.3.b	(b) Decode regularly spelled one-syllable words.	
	CC.1.Rfou.3.c	(c) Know final -e and common vowel team conventions for representing long vowel sounds.	<b>Unit 4:</b> T201b, T204e
	CC.1.Rfou.3.d	(d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<b>Unit 8:</b> T259I, T259m, T265a, T266b, T266c, T266i, T266j, T266o
	CC.1.Rfou.3.e	(e) Decode two-syllable words following basic patterns by breaking the words into syllables.	<b>Unit 8:</b> T259I, T259m, T265a, T265c, T266a, T266b, T266c, T266i, T266j, T266o
	CC.1.Rfou.3.f	(f) Read words with inflectional endings.	<b>Unit 8:</b> T209c, T209d, T209e, T223a, T223b, T223c, T223d, T223h

# **Grade 1 Common Core Standards**

### Reading, continued

Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Phonics and Word Recognition	CC.1.Rfou.3.g	(g) Recognize and read grade-appropriate irregularly spelled words.	Unit 1: T3d, T5h, T7f, T21a, T21b, T21g, T21h, T23n, T29a, T29b, T29c, T29d, T30c, T30d, T30l, T30o, T31o, T31p, T33i, T35e, T35f, T52c, T54, T55, T55m, T55n, T59d, T60c, T60k, T60o; Unit 2: T67d, T70d, T71f, T85b, T85h, T87n, T87m, T91c, T92c, T92j, T92o, T93p, T96f, T97f, T116b, T117b, T119n, T125b, T126d, T126j; Unit 3: T133c, T133d, T136g, T136h, T137e, T137f, T153c, T154, T155m, T155n, T159d, T160c, T160d, T160k, T160o, T161o, T161p, T164g, T165e, T165f, T185a, T185b, T185c, T184, T185m, T195c, T193d, T194c, T194d, T194i, T194j, T194k, T194l, T195a; Unit 4: T201d, T204f, T205f, T230b, T231a, T233n, T239b, T240d, T240j, T240o, T241p, T244f, T245f, T257b, T257j, T259n, T263b, T264d, T264j, T264o; Unit 5: T3c, T3d, T6e, T6f, T6g, T28a, T28b, T28c, T30, T31m, T37a, T37b, T37c, T38c, T38d, T38b, T38o, T39o, T39p, T42e, T42f, T42g, T43e, T43f, T57a, T57b, T57c, T57h, T59m, T59n, T63b, T63c, T63d, T63e, T64c, T64d, T64i, T64j, T64k, T64o; Unit 6: T71d, T74g, T75f, T93b, T95n, T101b, T102d, T102j, T103p, T106f, T107f, T124b, T127n, T131c, T132d, T132j, T127h; Unit 7: T139b, T139c, T139d, T142e, T142f, T142g, T142h, T143c, T143d, T143e, T143f, T161a, T161b, T161d, T161g, T161h, T163k, T163l, T163m, T169a, T169b, T169c, T169d, T170b, T170c, T170d, T170i, T170i, T170h, T170i, T170n, T171n, T1710, T171p, T174e, T174f, T174h, T175d, T175f, T188a, T188b, T188c, T189b, T191l, T191m, T191n, T197a, T197b, T197c, T197d, T198b, T198c, T198d, T198i, T198i, T198i, T198i, T198i, T198i, T125n, T225c, T225d, T225d, T223d, T223b, T223c, T223h, T224, T225m, T225n, T225c, T225d, T225d, T225d, T225d, T225d, T256d, T256d, T257b, T258, T259l, T259m, T259n, T265a, T265b, T265c, T265d, T265d, T266d, T266i, T266d, T266i, T266b, T266b, T266b, T266d, T257b, T258, T259l, T259m, T259n, T265a, T265b, T265c, T265d, T265d, T266d, T266d, T266i, T266b, T2
Fluency	CC.1.Rfou.4	(4) Read with sufficient accuracy and fluency to support comprehension.	Unit 1: T1i, T5i, T5j, T18—19, T21c, T21d, T23f, T31h, T33i, T32j, T52c, T55f, T60k; Unit 2: T65j, T67c, T70a, T70f, T71e, T85c, T87f, T91e, T92k, T93h, T93p, T96h, T97e, T116d, T119f, T125c, T126k; Unit 3: T131j, T133c, T133d, T136a, T136g, T136h, T153c, T155f, T159d, T159e, T160k, T161g, T161h, T161o, T161p, T165e, T165f, T185c, T189f, T193d, T193e, T194k, T194l; Unit 4: T199j, T204h, T230d, T233f, T239d, T240l, T241h, T244h, T245f, T257d, T259f, T259m, T263e, T264d, T264l; Unit 5: T1j, T6a, T28c, T28d, T31f, T37c, T37d, T38a, T38k, T38l, T39h, T39o, T42a, T42e, T42g, T42h, T54—55, T57d, T59f, T63d, T63e, T64k, T64l, T64o; Unit 6: T69l, T71d, T74a, T74h, T75e, T93d, T95f, T101d, T102k, T103h, T106a, T106g, T124d, T131d, T132l, T122—123, T127f; Unit 7: T137j, T141a, T142, T142a, T142b, T142c, T142g, T142h, T158—159, T161c, T161d, T163f, T169c, T169d, T170k, T170l, T171h, T173a, T174, T174a, T174b, T174c, T177, T178—179, T180—181, T182—183, T184—185, T186—187, T188c, T188d, T191e, T191f, T197b, T197c, T197d, T198j, T198k, T198l; Unit 8: T203j, T208a, T208g, T208h, T223c, T223d, T225f, T229d, T230k, T230l, T231h, T231p, T234g, T234h, T256c, T256d, T259f, T266k
	CC.1.Rfou.4.a	(a) Read on-level text with purpose and understanding.	<b>Unit 2:</b> T71a, T97a
	CC.1.Rfou.4.b	(b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<b>Unit 1:</b> T18–19; <b>Unit 2:</b> T70a; <b>Unit 3:</b> T136a; <b>Unit 5:</b> T6a, T42a, T54–55; <b>Unit 6:</b> T74a, T106a, T122–123; <b>Unit 7:</b> T142a, T158–159, T174a, T177, T178–179, T180–181, T186–187; <b>Unit 8:</b> T208a
	CC.1.Rfou.4.c	<ul> <li>(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	

# Writing

Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Text Types and Purposes	CC.1.W.1	(1) Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, and provide a reason for their opinion, and provide a sense of closure.	<b>Unit 1:</b> T30h, T30n, T60h, LR2, LR3; <b>Unit 3:</b> T136d, T155e, LR2, LR3; <b>Unit 5:</b> T1j, T59e, T59f, T64n, T65b; <b>Unit 6:</b> T106d, T124; <b>Unit 7:</b> T137i, T140, T142d, T143b, T168–169, T170n, T171b, T175b; <b>Unit 8:</b> T266–T267b, LR2, LR3
	CC.1.W.2	(2) Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<b>Unit 1:</b> T23f, T23o, T28–29, T30, T60n, LR2, LR3; <b>Unit 2:</b> T65i, T86, T87e, T92, T92h, T92h, T93b, T119e, T124–125, T126h, T126n, T128–T129b; <b>Unit 3:</b> T131i, T154, T155f, T184–185, T193a, T194, T194h, T194h, T195b, LR2, LR3; <b>Unit 4:</b> T233e, T233o, T240, T240h, T240h, T241b, T241g, T244d, T257h, T259e, T259o, T264h, T264n; <b>Unit 5:</b> T1i, T6d, T31e, T36–37, T38h, T38n, T39g, T43b, T56–57, T57f, T59e, T63a, T64h, T64n, T65b, T66–T67b; <b>Unit 6:</b> T69i, T74d, T74i, T92–93, T93f, T103g, T127e, T131a, T132, T132h, T132n, T134–T135b, T136; <b>Unit 7:</b> T200–T201b, T202; <b>Unit 8:</b> T224, T230, T230h, T231g, T234d, T264–265, T266h, T266n, T270, LR2, LR3
	CC.1.W.3	(3) Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<b>Unit 1:</b> LR2, LR3; <b>Unit 2:</b> T93g, T93h, T119f; <b>Unit 3:</b> T131i, T160h, LR2, LR3; <b>Unit 4:</b> T199i, T204d, T231, T233a, T267; <b>Unit 7:</b> T198h; <b>Unit 8:</b> T231g, T257, LR2, LR3
Production and Distribution of Writing	CC.1.W.5	(5) With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Unit 1: T1h, T6, T7a, T7b, T10–11, T18–19, T20–21, T21g, T22, T23, T23e, T30o, T31a, T31b, T31g, T33f, T35b, T53, T54, T55, T55e, T55f, T61b, T62, T63a, T63b, T64; Unit 2: T69a, T71b, T74–75, T88, T96d, T97b, T116, T117, T118, T119e, T126, T127b, T130; Unit 3: T137b, T152–153, T153f, T155e, T159a, T160, T160n, T161b, T161g, T164d, T165b, T186, T188, T189e, T196, T197a, T197b, T198; Unit 4: T199i, T205b, T230, T231a, T233b, T241b, T241g, T245b, T246, T258, T264, T265b, T267a, T269; Unit 5: T7b, T28, T29, T31, T38, T39b, T42d, T58, T64, T68; Unit 6: T93g, T95e, T96, T101e, T102h, T102m, T102o, T103g, T107b, T125, T125a, T127e, T134, T135a, T135b; Unit 7: T137i, T160–161, T161f, T162, T163e, T170, T170h, T171g, T188, T189, T190, T191e, T191f, T196–197, T198, T200, T201a, T201b; Unit 8: T208d, T209b, T222–223, T223f, T235b, T256, T258, T259e, T266, T267b
	CC.1.W.6	(6) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>Unit 1:</b> T31h; <b>Unit 2:</b> T65j, T93h, T119f; <b>Unit 3:</b> T131j, T155f, T161h, T189f; <b>Unit 4:</b> T199j, T233b, T241h, T259e, T259f; <b>Unit 5:</b> T31f, T39h; <b>Unit 6:</b> T69j, T103h; <b>Unit 7:</b> T137j, T163f, T191f; <b>Unit 8:</b> T203j, T259f

### Writing, continued

Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Research to Build and Present Knowledge	CC.1.W.7	(7) Participate in shared research and writing projects (e.g. exploring a number of "how-to" books on a given topic and use them to write a sequence of instructions).	<b>Unit 1:</b> T20–21, T21e, T59a, T60, T61b; <b>Unit 2:</b> T87e; <b>Unit 3:</b> T161g; <b>Unit 4:</b> T233f; <b>Unit 5:</b> T1j; <b>Unit 6:</b> T95f; <b>Unit 7:</b> T163e, T163f; <b>Unit 8:</b> T225e, T225f, T231h
	CC.1.W.8	(8) With guidance and support from adults, recall information and experiences or gather information from provided sources to answer a question.	<b>Unit 1:</b> T31h,T62, T63; <b>Unit 3:</b> T161h, T189f, T196, T197; <b>Unit 4:</b> T233e, T233f

### Speaking and Listening

Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Comprehension and Collaboration	CC.1.SL.1	(1) Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	Unit 1: T1i, T2, T8, T21e, T21f, T21g, T23, T23f, T23o, T24a, T28–29, T30h, T30n, T30o, T31b, T32, T33, T33a, T35a, T35b, T36, T52, T59a, T59h, T60, T60e, T60h, T60n, T60o, T61a; Unit 2: T66, T69, T72, T85e, T85g, T88, T91f, T92h, T92n, T92o, T97a, T98, T118, T124–125, T125e, T126e, T126m, T126o, TT128, T129a, T129b, T131; Unit 3: T132, T138, T152–153, T153e, T153f, T153h, T154, T155, T155e, T155f, T156, T159f, T159h, T160, T160h, T160n, T160o, T161a, T161b, T164i, T165, T166, T184–185, T185e, T187a, T188, T189, T190, T193a, T193f, T194e, T194o, T195a, T195b,T196, T197a, T197b, T199, LR2, LR3; Unit 4: T200, T206, T232, T233e, T233o, T239e, T240e, T240n, T241a, T246, T257i, T260a, T264e, T264n, T264o; Unit 5: T1j, T2, T3, T4, T5, T6i, T7, T7b, T8, T28, T28e, T29a, T31e, T31o, T32, T32a, T37e, T37g, T38h, T38n, T38o, T39b, T40, T41, T41a, T42i, T43, T43a, T44, T56–57, T57e, T57f, T57h, T58, T59, T59e, T59f, T63a, T63f, T63h, T64e, T64n, T65a, T65b, T66, T67a, T67b; Unit 6: T70, T76, T93e, T94, T100–101, T102e, T102o, T107, T108, T124e, T125a, T128, T132e, T132n; Unit 7: T137i, T137j, T138, T139, T144, T160–161, T161e, T161f, T161g, T161h, T162, T163, T163e, T163f, T164, T168–169, T169e, T169g, T170, T170e, T170h, T170m, T170n, T170o, T171, T171a, T171b, T172, T173, T173a, T174d, T168–169, T169e, T169g, T191e, T192, T196–197, T197e, T197g, T198, T198e, T198h, T203; Unit 8: T204, T206, T207, T207a, T208d, T208i, T210, T222–223, T223e, T223f, T223g, T223h, T224, T225, T235e, T236e, T256e, T256g, T257, T257a, T257b, T258, T259, T259e, T2590, T260, T260a, T264–265, T265e, T265f, T265e, T266e, T266e, T266h, T266n, T266o, T267, T267a, T267b, T271, LR2, LR3
	CC.1.SL.1.a	(a) follow agreed-upon rules for discussions (e.g listening to others, speaking one at a time about the topics and texts under discussion).	Unit 1: T65; Unit 3: LR3; Unit 7: T203; Unit 8: LR3
	CC.1.SL.1.b	(b) Build on others' talk in conversation by responding to the comments of others through multiple exchanges.	<b>Unit 2:</b> T70g, T131; <b>Unit 3:</b> T155e; <b>Unit 4:</b> T233e
	CC.1.SL.1.c	(c) Ask questions to clear up confusion about the topics and texts under discussion.	
	CC.1.SL.2	(2) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<b>Unit 1:</b> T1i, T2, T3, T23f, T30e, T30f, T30g, T30h, T30m, T30n, T65; <b>Unit 2:</b> T65j, T66, T87f, T92g, T126e; <b>Unit 3:</b> T133, T160e, T160g, T194g, T199; <b>Unit 4:</b> T199j, T200, T205a, T233b, T233e, T241h, T259f, T264e; <b>Unit 5:</b> T2, T31f, T38h, T39h, T64g, T64h, T68; <b>Unit 6:</b> T70, T95e, T103h, T127f; <b>Unit 7:</b> T137i, T138, T139, T203; <b>Unit 8:</b> T204, T205
	CC.1.SL.3	(3) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<b>Unit 1:</b> T62, T63a, T63b; <b>Unit 4:</b> T267b; <b>Unit 6:</b> T134, T135a, T135b; <b>Unit 7:</b> T200, T201a, T201b; <b>Unit 8:</b> T231g, T266, T267a, T267b
Presentation of Knowledge and Ideas	CC.1.SL.4	(4) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<b>Unit 1:</b> T1h, T23e, T31g, T55e, T65; <b>Unit 2:</b> T65i, T93g, T131; <b>Unit 3:</b> T161g, T161h, T189e; <b>Unit 4:</b> T199i, T233e, T233f, T241g, T242, T259e, T269; <b>Unit 5:</b> T1i, T39g, T69; <b>Unit 6:</b> T69i, T69j, T95f, T103g, T105a, T127e, T137; <b>Unit 7:</b> T191e, T191f; <b>Unit 8:</b> T231h, T259e, T271
	CC.1.SL.5	(5) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Unit 1: T1h, T1i, T31g, T31h, T55e, T55f, T65; Unit 2: T65i, T65j, T87e, T93g, T93h, T119e, T119f, T131; Unit 3: T161g, T189e, T199; Unit 4: T199i, T199j, T233e, T233f, T241g, T241h, T244i, T259e, T259f, T269; Unit 5: T1i, T31e, T39g, T39h, T59e, T59f, T69; Unit 6: T69i, T69j, T103g, T103h, T127e, T127f, T137; Unit 7: T171g, T174i; Unit 8: T271
	CC.1.SL.6	(6) Produce complete sentences when appropriate to task and situation (see grade 1 Language standards 1 and 3 for specific expectations).	Unit 3: T199; Unit 4: T269; Unit 6: T127f, T137; Unit 7: T203; Unit 8: T271

# **Grade 1 Common Core Standards**

# Language

Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Conventions of Standard English	CC.1.L.1	(1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>Unit 1:</b> T1m, T23j, T31l, T55j; <b>Unit 2:</b> T65m, T87j, T93l, T119j, T126n; <b>Unit 3:</b> T131n, T155g, T155j, T161l, T189j; <b>Unit 4:</b> T199k, T199l, T199m, T233g, T233h, T238–239, T241k, T259i; <b>Unit 5:</b> T1n, T31j, T39l, T59j; <b>Unit 6:</b> T69m, T95i, T103k, T127i; <b>Unit 7:</b> T137n, T163j, T171l, T191j; <b>Unit 8:</b> T225i, T225j, T229f, T230, T230h, T230m, T230n, T231b, T259j
	CC.1.L.1.a	(a) Print all upper and lowercase letters.	<b>Unit 1:</b> T5h, T23m, T23n; <b>Unit 4:</b> T204f, T239d
	CC.1.L.1.b	(b) Use common, proper, and possessive nouns.	<b>Unit 1:</b> T1l, T1m, T7a, T7b, T20–21, T21e, T21f, T21g, T21h, T23i, T23j, T23o, T24, T29e, T30h, T30m, T30o, T31, T31b, T31k, T31l, T33f, T35a, T52, T52g, T53, T54, T55i, T59a, T60, T60h, T61, T63a; <b>Unit 2:</b> T93k, T96d, T119i, T124–125, T126; <b>Unit 3:</b> T199; <b>Unit 4:</b> T241k, T244d, T245b, T256–257, T257h, T258
	CC.1.L.1.c	(c) Use singular and plural nouns with matching verbs in basic sentences (e.g. He hops.; We hop.)	<b>Unit 3:</b> T131n, T137b, T153f, T153, T154, T155i, T159a, T159f, T161k, T161l, T164d, T184—185, T186, T189, T189i, T190, T194h, T194m, T195, T197, T197a, T197b
	CC.1.L.1.d	(d) Use personal, possessive, and indefinite pronouns (e.g. l, me, my, they, them, their, anyone, everything).	<b>Unit 4:</b> T199m, T204d, T204f, T205b, T230, T231, T233b; <b>Unit 5:</b> T1m, T1n, T7b, T28, T10–11, T12–13, T18–19, T29, T30, T31, T59i, T59j, T61, T64, T64h, T64n, T65
	CC.1.L.1.e	(e) Use verbs to convey a sense of past, present, and future in writing and speaking (e.g. Yesterday I walked home. Today I walk home. Tomorrow I will walk home.)	<b>Unit 3:</b> T131m, T131n, T136d, T135, T153, T154, T155i, T155j, T156, T159f, T160, T160m, T160n, T161h, T161h, T161k, T161h, T184—185, T189i, T189j, T190, T193a, T193f, T194h, T194m, T195; <b>Unit 7:</b> T137i, T137m, T137n, T142d, T143b, T160—161, T161f, T162, T163i, T163j, T168—169, T170, T170h, T170n, T171, T171h, T191i, T191j, T196—197, T198, T198h, T203
	CC.1.L.1.f	(f) Use frequently occurring adjectives.	<b>Unit 1:</b> T60m; <b>Unit 2:</b> T65m, T70f, T86, T87i, T91a, T91a, T92h, T92h, T92h, T93, T93k, T97b, T116, T117, T118, T119j, T126, T126h, T127; <b>Unit 4:</b> T259i, T263a, T264, T264h, T264h, T265b, T267b; <b>Unit 6:</b> T137
	CC.1.L.1.g	(g) Use frequently occurring conjunctions (e.g. and, but, or, so, because)	<b>Unit 5:</b> T28, T30, T31; <b>Unit 6:</b> T69m, T74d, T75b, T92—93, T93f, T94, T103l, T107b, T132h; <b>Unit 7:</b> T171k, T171l, T174d, T175b, T188, T189, T190
	CC.1.L.1.h	(h) Use determiners (e.g. articles, demonstratives)	<b>Unit 1:</b> T23i, T23j, T28–29, T29e, T30, T30h, T30m, T31, T31b; <b>Unit 2:</b> T65m, T71b, T84–85, T86
	CC.1.L.1.i	(i) Use frequently occurring prepositions (e.g. during, beyond, toward).	<b>Unit 8:</b> T259i, T259j, T264–265, T266, T266h, T266n, T267, T267b
	CC.1.L.1.j	(j) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<b>Unit 1:</b> T63, T63a, T63b; <b>Unit 2:</b> T129, T129a, T129b; <b>Unit 3:</b> T197, T197a, T197b; <b>Unit 4:</b> T267b; <b>Unit 5:</b> T31i, T31j, T31o, T36–37, T37e, T37f, T37g, T38, T38e, T38h, T38m, T39b, T39k, T39l, T41a, T42d, T43b, T56–57, T57f, T58, T67, T67a, T67b; <b>Unit 6:</b> T69n, T74d, T75b, T92–93, T93f, T95i, T100–101, T102, T102h, T102h, T102h, T103h, T103l, T103l, T103l, T107b, T124, T125, T126, TT127i–127j, T131a, T132, T132h, T133b, T135, T135a, T135b; <b>Unit 7:</b> T201, T201a, T201b; <b>Unit 8:</b> T267, T267a, T267b
	CC.1.L.2	(2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>Unit 1:</b> T55j, T60, T60h; <b>Unit 4:</b> T205e, T230a; <b>Unit 8:</b> T203n, T208d, T209b, T209d, T209e, T209f, T222–223, T223a, T223b, T223d, T223f, T224, T231l, T235d, T235e, T235f, T256, T256a, T256b, T256d
	CC.1.L.2.a	(a) Capitalize dates and names of people.	<b>Unit 1:</b> T33f, T35a, T52, T52g, T53, T53b, T55i, T60, T60h; <b>Unit 8:</b> T203m, T203n
	CC.1.L.2.b	(b) Use end punctuation for sentences.	<b>Unit 1:</b> T63a, T63b; <b>Unit 2:</b> T129a, T129b; <b>Unit 3:</b> T197, T197a, T197b; <b>Unit 4:</b> T267b; <b>Unit 5:</b> T67, T67a, T67b; <b>Unit 6:</b> T135, T135a, T135b; <b>Unit 7:</b> T201, T201a, T201b; <b>Unit 8:</b> T231l, T256, T267, T267a, T267b
	CC.1.L.2.c	(c) Use commas in dates and to separate single words in a series.	<b>Unit 1:</b> T60, T60h; <b>Unit 8:</b> T231k, T234d, T235b
	CC.1.L.2.d	(d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Unit 1: T1j, T1k, T3d, T5h, T7e, T7f, T21a, T21b, T21d, T21g, T21h, T23g, T23h, T23n, T29b, T30c, T30d, T30j, T30l, T30o, T31i, T31j, T31p, T33h, T35d, T35e, T35f, T52b, T52d, T53b, T55g, T55h, T55n, T59c, T60a, T60c, T60d, T60j, T60l, T60o; Unit 2: T65k, T65l, T67c, T67d, T70d, T71e, T71f, T85a, T85b, T85h, T87g, T87h, T87m, T87n, T91c, T92c, T92d, T92j, T92o, T93i, T93j, T93o, T93p, T96f, T97e, T116b, T117b, T119g, T119h, T119m, T119n, T125b, T126c, T126d, T126j, T126o; Unit 3: T131k, T131l, T133c, T133d, T136f, T136h, T137e, T137f, T153a, T153b, T153g, T153h, T155g, T155h, T155m, T155n, T159c, T160c, T160d, T160i, T160j, T160o, T161i, T161j, T161o, T161p, T161o, T161p, T164f, T164h, T165e, T165f, T185a, T185b, T185d, T187a, T187b, T189g, T189h, T189m, T189n, T193c, T193e, T194c, T194d, T194j, T194l, T194o; Unit 4: T199k, T199l, T201c, T201d, T205e, T230b, T231b, T233g, T233h, T233n, T233n, T239d, T240c, T240j, T240o, T241i, T241j, T241m, T241p, T244f, T245c, T245e, T257b, T257j, T259g, T259h, T259m, T259n, T263c, T264c, T264d, T264i, T264i, T264o; Unit 5: T1k, T1l, T3c, T3d, T6e, T6f, T7d, T7e, T7f, T28a, T28b, T28d, T29b, T31g, T31h, T31m, T31n, T37a, T37b, T38a, T38c, T38d, T38i, T38j, T38l, T39j, T39o, T39p, T42f, T43e, T43f, T57a, T57b, T57f, T59g, T59h, T59m, T63b, T63c, T64c, T64d, T64j, T64j, T64j, T64i, T64o, T65; Unit 6: T69k, T69l, T71c, T71d, T74f, T75e, T75f, T93a, T93b, T93h, T95g, T95h, T95m, T101b, T102c, T102i, T102c, T102i, T102j, T102a, T103i, T103p, T103p, T106f, T107e, T107f, T124a, T124b, T125b, T127m, T131c, T132c, T132d, T132j, T132j, T127g, T127h; Unit 7: T137k, T137l, T139b, T139d, T142f, T142h, T142c, T143d, T143e, T143f, T161a, T161b, T161d, T161h, T163g, T163h, T163l, T163n, T169a, T169b, T169b, T169b, T169b, T169b, T169b, T169h, T197l, T171i, T171j, T171n, T1710, T177b, T197b, T19

### Language, continued

Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Conventions of Standard English	CC.1.L.2.e	(e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Unit 1: T1j, T7e, T21d, T23g, T23h, T30a, T30b, T30i, T31i, T35e, T52d, T55g, T55h, T60b, T60c, T60l; Unit 2: T65k, T67a, T70f, T71e, T85a, T87g, T87h, T87m, T91c, T92e, T92l, T93i, T93j, T93o, T96f, T97e, T116d, T119g, T119m, T125b, T126e, T126i; Unit 3: T131k, T133a, T133b, T133c, T136e, T136f, T136h, T137d, T137e, T137f, T153d, T155g, T155m, T159e, T160d, T160l, T161i, T161o, T161p, T164h, T165e, T165f, T185a, T185b, T185b, T185d, T189g, T189h, T189k, T193c, T193e, T194c, T194d, T194l; Unit 4: T199k, T201c, T204h, T205e, T230d, T233g, T233m, T241i, T241o, T244h, T259g, T259h, T259m, T263e; Unit 5: T1l, T3c, T6h, T7c, T31g, T31k, T31l, T31m, T37a, T37b, T37d, T39m, T39n, T39o, T42e, T42h, T59g, T59h, T59k, T59m, T63b, T63e, T64a, T64b, T64c; Unit 6: T69k, T69l, T71c, T74h, T75e, T93a, T95m, T101d, T102c, T102j, T103i, T103j, T103o, T106h, T107e, T124a, T127m, T131e, T132c, T132l; Unit 7: T139b, T139c, T142e, T142f, T142g, T142h, T143c, T143d, T143e, T161a, T161b, T161d, T163g, T163h, T163k, T163l, T163m, T163n, T169b, T169d, T170b, T170c, T170i, T170i, T170i, T171i, T171m, T171n, T171o, T174e, T174h, T175c, T175d, T175e, T188a, T188b, T188c, T191g, T191k, T191l, T191m, T191n, T197a, T197b, T197d, T198b, T198c, T198i, T198j, T198j; Unit 8: T203k, T203l, T205a, T205b, T205c, T208h, T209c, T209d, T209e, T223a, T223b, T223h, T223h, T225g, T225h, T225k, T225l, T225m, T229c, T229e, T230a, T230b, T230c, T230l, T231i, T259g, T259h
Vocabulary Acquisition and Use	CC.1.L.4	(4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	Unit 1: T1h, T6, T7, T8, T21e, T23e, T31g, T32, T33, T34, T35, T36, T52e, T55e; Unit 2: T65i, T71g, T72, T85e, T85g, T87e, T93g, T94, T96i, T98, T116e, T117a, T119e; Unit 3: T131i, T134, T135, T136i, T138, T153e, T153g, T153h, T155e, T155i, T161g, T162, T164i, T166, T185e, T189e, T190; Unit 4: T199i, T202, T204i, T204, T230e, T233e, T241g, T242, T244i, T246, T257e, T259e, T263f, T264e; Unit 5: T1i, T4, T5, T6i, T8, T26–27, T28e, T29, T31e, T39g, T40, T42i, T43, T44, T57e, T59e; Unit 6: T69i, T72, T74i, T76, T93e, T95e, T103g, T104, T106i, T108, T124e, T127e; Unit 7: T137i, T140, T141, T142i, T144, T163e, T170e, T171g, T172, T173, T174i, T175, T176, T188e, T191e; Unit 8: T206, T207, T208i, T209, T210, T214–215, T220–221, T223e, T223g, T225e, T231g, T234i, T235, T236, T256c, T257a, T257b, T259e
	CC.1.L.4.a	(a) Use sentence-level context as a clue to the meaning of a word or phrase.	<b>Unit 4:</b> T2330, T240m, T2590, T263f, T264m
	CC.1.L.4.b	(b) Use frequently occurring affixes in English as a clue to the meaning of a word.	<b>Unit 8:</b> T203i, T229f, T230e, T230m, T259o, T260, T266e, T266m
	CC.1.L.4.c	(c) Identify frequently occurring root words (e.g. look) and their inflectional forms (e.g. looks, looked, looking).	<b>Unit 8:</b> T229f, T230
	CC.1.L.5	(5) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	<b>Unit 4:</b> T233e; <b>Unit 5:</b> T31e, T31o, T32, T36–37, T37e, T38, T38m, T60, T63f, T64m
	CC.1.L.5.a	(a) Sort words into categories (e.g colors, clothing) to gain a sense of the concepts the categories represent.	<b>Unit 2:</b> T88, T91f, T92m, T120, T125e, T126m; <b>Unit 4:</b> T239e, T240e
	CC.1.L.5.b	(b) Define words by category and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes.)	<b>Unit 1:</b> T21h, T53b; <b>Unit 2:</b> T117a, T131; <b>Unit 3:</b> T187, T188; <b>Unit 4:</b> T231a, T257j; <b>Unit 5:</b> T4, T5a, T6a, T6b, T6d; <b>Unit 6:</b> T93g, T125a
	CC.1.L.5.c	(c) Identify real-life connections between words and their use (e.g. note places at home that are cozy.)	
	CC.1.L.5.d	(d) Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, stare, glance, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining, choosing, or acting out the meanings.	
	CC.1.L.6	(6) Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. I named my hamster Nibblet because she nibbles too much because she likes that.)	<b>Unit 1:</b> T33, T33a, T33f, T35, T65; <b>Unit 2:</b> T71b, T72, T85e, T87e, T95, T96i, T116e, T117a; <b>Unit 3:</b> T131i, T135, T136d, T164d, T165; <b>Unit 4:</b> T202, T204i, T241, T242, T269; <b>Unit 5:</b> T7b, T42d, T56—57, T69; <b>Unit 6:</b> T72, T92—93, T93e, T105, T107, T108, T124e, T125a; <b>Unit 8:</b> T233, T234d, T235, T235b, T271

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