

# Unit 7

## Teacher Guide

Core Knowledge Language Arts® • Skills Strand



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KINDERGARTEN







# Unit 7

## Teacher Guide

Skills Strand  
**KINDERGARTEN**

Core Knowledge Language Arts®



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## Alignment Chart for Unit 7

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

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

## Alignment Chart for Unit 7

### Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
<b>Reading Standards for Foundational Skills: Kindergarten</b>																				
<b>Print Concepts</b>																				
<b>STD RF.K.1</b>	Demonstrate understanding of the organization and basic features of print.																			
<b>STD RF.K.1a</b>	Follow words from left to right, top to bottom, and page by page.																			
<b>CKLA Goal(s)</b>	Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud									✓	✓	✓		✓	✓			✓		
<b>STD RF.K.1b</b>	Recognize that spoken words are represented in written language by specific sequences of letters.																			
<b>CKLA Goal(s)</b>	Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds																			
<b>STD RF.K.1d</b>	Recognize and name all upper- and lowercase letters of the alphabet.																			
<b>CKLA Goal(s)</b>	Recognize and name the 26 letters of the alphabet in their lowercase forms								✓											
<b>Phonological Awareness</b>																				
<b>STD RF.K.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).																			
<b>STD RF.K.2d</b>	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (This does not include CVCs ending with /l/, /r/, or /x/).																			
<b>CKLA Goal(s)</b>	Segment a spoken word into phonemes, e.g., given <i>bat</i> , produce the segments /b/ /a/ /t/	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/	✓				✓			✓											
	Indicate whether a target phoneme is present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of <i>mat</i> and /g/ at the end of <i>bag</i>	✓	✓		✓				✓	✓										
	Listen to one-syllable words and tell the beginning or ending sounds, e.g., given <i>dog</i> , identify initial /d/ or final /g/	✓	✓		✓	✓			✓	✓										

**Alignment Chart for Unit 7**

**Lesson**

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
<b>Phonics and Word Recognition</b>																				
<b>STD RF.K.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.																			
<b>STD RF.K.3a</b>	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.																			
<b>CKLA Goal(s)</b>	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound for every consonant 'b', 'bb' > /b/; 'd', 'dd' > /d/; 'f', 'ff' > /f/; 'g', 'g' > /g/; 'h' > /h/; 'j' > /j/; 'c', 'k', 'ck', 'cc' > /k/; 'l', 'll' > /l/; 'm', 'mm' > /m/; 'n', 'nn' > /n/; 'p', 'pp' > /p/; 'r', 'rr' > /r/; 's', 'ss' > /s/; 't', 'tt' > /t/; 'v' > /v/; 'w' > /w/; 'x' > /x/; 'y' > /y/; 'z', 'zz', 's' > /z/; 'ch' > /ch/; 'sh' > /sh/; 'th' > /th/ ( <i>thin</i> ); 'th' > / <u>th</u> / ( <i>them</i> ); 'qu' > /qu/; 'ng', 'n' > /ng/	✓	✓		✓	✓	✓	✓	✓								✓		✓	
<b>STD RF.K.3b</b>	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.																			
<b>CKLA Goal(s)</b>	Read and write one-syllable short vowel CVC words, e.g., <i>sit, cat, wet, not, cup</i>	✓															✓	✓		
	Read and write one-syllable short vowel words with initial or final blends/clusters, e.g., <i>tr-, fl-, sp-, -st, -nd, -lt</i> , etc. and initial or final consonant digraphs, e.g., <i>ch-, sh-, th-, -ch, -sh, -th, -ck, -ng</i>		✓	✓	✓	✓			✓	✓			✓		✓					
	Read, spell, and write chains of one-syllable short vowel words with consonant blends/clusters and/or consonant digraphs, e.g., <i>stab &gt; slab &gt; slap &gt; slash</i>		✓	✓	✓		✓	✓	✓	✓			✓	✓						
<b>Fluency</b>																				
<b>STD RF.K.4</b>	Read emergent-reader texts with purpose and understanding.																			
<b>CKLA Goal(s)</b>	Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding											✓	✓	✓		✓	✓		✓	✓

## Alignment Chart for Unit 7

### Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
<b>Additional NYLA Goals</b>																			
<b>Speaking and Listening Standards: Kindergarten</b>																			
<b>Comprehension and Collaboration</b>																			
<b>STD SL.K.2</b>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.																		
<b>CKLA Goal(s)</b>	Ask and answer questions to clarify information in fiction text read independently									✓	✓	✓		✓	✓			✓	
<b>Presentation of Knowledge and Ideas</b>																			
<b>STD SL.K.4</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.																		
<b>CKLA Goal(s)</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail									✓	✓	✓		✓	✓			✓	
<b>Language Standards: Kindergarten</b>																			
<b>Conventions of Standard English</b>																			
<b>STD L.K.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																		
<b>STD L.K.1a</b>	Print many lowercase letters.																		
<b>CKLA Goal(s)</b>	Hold a writing utensil with a tripod (or pincer) grip and make marks on paper	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	
	Trace, copy, and write from memory the letters of the alphabet accurately in lowercase form	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	
<b>STD L.K.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																		
<b>CKLA Goal(s)</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.										✓	✓		✓				✓	
<b>STD L.K.2a</b>	Capitalize the first word in a sentence and the pronoun <i>I</i> .																		
<b>CKLA Goal(s)</b>	Capitalize the first word in a sentence and the pronoun <i>I</i>									✓	✓								
<b>STD L.K.2b</b>	Recognize and name end punctuation.																		
<b>CKLA Goal(s)</b>	Name and use commas and end punctuation while reading orally									✓									

## Alignment Chart for Unit 7

### Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
<b>STD L.K.2c</b>	Write a letter or letters for most consonant and short vowel sounds (phonemes).																		
<b>CKLA Goal(s)</b>	Recognize, isolate, and write single letter, double letter, and digraph spellings for consonant sounds	✓	✓		✓	✓		✓	✓										
<b>STD L.K.2d</b>	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.																		
<b>CKLA Goal(s)</b>	Spell and write any CVC, CCVC, CVCC, or CCVCC word that uses the letter-sound correspondences taught in Kindergarten																		
	Begin to write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write <i>won</i> for <i>one</i> , <i>sum</i> for <i>some</i> , etc.																		
<b>Vocabulary Acquisition and Use</b>																			
<b>STD L.K.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.																		
<b>CKLA Goal(s)</b>										✓		✓		✓					✓
<b>STD L.K.4b</b>	Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i> ) as a clue to the meaning of an unknown word.																		
<b>CKLA Goal(s)</b>	Use the inflections <i>-s</i> , <i>-es</i> , and <i>-ed</i> as a clue to the meaning of an unknown word																		

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



# Introduction to Unit 7

In this unit we introduce six more consonant sounds and the most common spelling for each sound:

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

The six sounds presented in Unit 7 differ from the sounds studied up to this point because all six are generally written with two letters instead of one. English has more than 40 sounds and only 26 letters. The people who began transcribing English long ago solved this imbalance by using multi-letter combinations to represent some sounds.

Week One				
Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
Segmenting and Sound/Spelling Review (10 min.)	Segmenting and Sound/Spelling Review (10 min.)	Segmenting and Sound/Spelling Review (10 min.)	Segmenting and Sound/Spelling Review (10 min.)	Segmenting and Sound/Spelling Review (10 min.)
Hearing Initial Sounds Minimal Pairs (10 min.)	Sound Riddles (10 min.)	Wiggle Cards (10 min.)	Hearing Initial Sounds (10 min.)	Sister Sounds (10 min.)
Teacher Modeling Meet the Spelling Worksheet (20 min.)	Teacher Modeling Meet the Spelling Worksheet (20 min.)	Chain and Copy (20 min.)	Teacher Modeling Meet the Spelling Worksheet (20 min.)	Teacher Modeling Meet the Spelling Worksheet (20 min.)
Small Group Work (20 min.)	Student Chaining (20 min.)	Small Group Work (20 min.)	Student Chaining (20 min.)	Small Group Work (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6 (Lesson 6)	Day 7 (Lesson 7)	Day 8 (Lesson 8)	Day 9 (Lesson 9)	Day 10 (Lesson 10)
Segmenting and Sound/Spelling Review (5 min.)	Letter Names and Sound/Spelling Review (10 min.)	Sound/Spelling Review (5 min.)	Segmenting and Sound/Spelling Review (10 min.)	Segmenting and Sound/Spelling Review (10 min.)
Chain and Copy (20 min.)	Sound Riddles (10 min.)	Hearing Final Sounds (10 min.)	How Many Sounds? (15 min.)	“Seth’s Mom” (20 min.)
Small Group Work (20 min.)	Teacher Modeling Meet the Spelling Worksheet (20 min.)	Teacher Modeling Meet the Spelling Worksheet (20 min.)	Sound Dictation (20 min.)	Dictation Identification (15 min.)
Spelling Hopscotch (15 min.)	Student Chaining (20 min.)	Small Group Work (15 min.)	Demonstration Story: “Seth” (15 min.)	Demonstration Story: “Seth’s Mom” (15 min.)
		Minimal Pairs (10 min.)		
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three				
Day 11 (Lesson 11)	Day 12 (Lesson 12)	Day 13 (Lesson 13)	Day 14 (Lesson 14)	Day 15 (Lesson 15)
Segmenting and Sound/Spelling Review (10 min.)	Segmenting and Sound/Spelling Review (10 min.)	Segmenting and Sound/Spelling Review (5 min.)	Segmenting and Sound/Spelling Review (10 min.)	Segmenting and Sound/Spelling Review (10 min.)
Mark the Phrase (15 min.)	Teacher Chaining (15 min.)	Large Card Chaining (20 min.)	Label the Picture (15 min.)	Tap and Spell Circle Spelling (30 min.)
Demonstration Story: "Seth's Dad" (15 min.)	Word Box (15 min.)	Demonstration Story: "Sal's Fish Shop" (15 min.)	Demonstration Story: "Lunch" (15 min.)	"Lunch" (20 min.)
"Seth's Dad" (20 min.)	"Seth's Dad" (20 min.)	"Sal's Fish Shop" (20 min.)	"Lunch" (20 min.)	Reading Assessment
Reading Assessment	Reading Assessment	Reading Assessment	Reading Assessment	
60 min.	60 min.	60 min.	60 min.	60 min.

Week Four	
Day 16 (Lesson 16)	Day 17 (Lesson 17)
Lesson 16: Segmenting and Sound/Spelling Review (5 min.)	Lesson 17: Segmenting and Sound/Spelling Review (10 min.)
Circle the Word (15 min.)	Mark the Phrase Word Reading Sprints (30 min.)
Wiggle Cards (5 min.)	"Seth's Finch" (20 min.)
Demonstration Story: "Seth's Finch" (15 min.)	Reading Test
"Seth's Finch" (20 min.)	
Reading Test	
60 min.	60 min.

## Digraphs and Clusters

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

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

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

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

- The word *song* ends with a consonant sound written with a digraph; the two letters in the digraph ‘ng’ stand for a single sound.
- Some words contain both digraphs and clusters. For example, the word *shrimp* begins with a consonant cluster in which the digraph ‘sh’ stands for one consonant sound and the single-letter spelling ‘r’ stands for a second consonant sound.

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

Whenever you write a word with a digraph on the board, underline or circle the digraph to signal students the two letters work together as a team.

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

## Consonant Sounds

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

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

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

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

By the end of this unit students will have been introduced to all but one of the consonant sounds in English. The only sound not yet introduced is /zh/ as in *treasure* and *seizure*. This sound is rare and can be spelled several different ways. It will be taught in Grade 2.

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

## Warm-Ups

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

## Decodable Reader: *Seth*

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

After you have modeled reading with stories in the Big Book or Media Disk, students will be given the opportunity to practice reading the stories with partners, in small groups, or as a class. Please continue to observe and make notes regarding students' performance.

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

## Story Questions

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

We strongly encourage you to use these questioning and answering techniques. In Unit 8, students will add evaluative question skills to their repertoire.

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

## Handwriting

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

## Writing

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It is still a bit early to give free writing assignments. Students should have learned how to write most of the consonant sounds in the language, but they only know how to write five of the 18 vowel sounds. Students who wish to write on their own may do so, but you should not routinely assign free writing tasks. Students will derive greater benefit at this point in their literacy development by participating in the shared writing activities suggested in Listening & Learning in which the teacher serves as a scribe.

## Additional Materials for Unit 7

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

Pocket chart and stand (2)

Primary pencils for all students (1)

Unlined large index cards or cardstock (3)

Primary writing paper (3)

Projection system (1)

*Kit* Big Book, Media Disk, and Student Readers used in Unit 6 should be used as a decodable reading resource during Unit 7, Lessons 1–8. A new Reader, *Seth*, will be introduced in Unit 7, Lesson 9.

## Student Performance Task Assessment

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In Lesson 11, you are provided with a Student Performance Task Assessment. The assessment may be completed over the course of several days. There are two parts for this assessment:

**Part One** is required for all students. This assessment directs you to pronounce 10 one-syllable CVC words. For each word you say, students are to circle the word on their Worksheet.

**Part Two** requires you to assess students individually if they scored 7 or fewer points on Part One. Each student reads from a set of 10 words printed on separate cards.

Be sure to record the results on the Class Record sheet provided at the end of Lesson 11 in this Teacher Guide.

## Teacher Resources

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At the end of each unit, you will find a section titled, “Teacher Resources.” In this section, we have included assorted forms and charts which may be useful.

## Assessment and Remediation Guide

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A separate publication, the *Assessment and Remediation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills. This guide can be found online at <http://www.coreknowledge.org/AR-GK-U7>. Refer to this URL for additional resources, mini-lessons, and activities to assist students who experience difficulty with any of the skills presented in this unit.

# Lesson 1

Basic Code

## ✓ Objectives

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

- ✓ Segment spoken four- and five-sound words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, 'x' for /x/, 'k' for /k/, and 'ch' for /ch/ (RF.K.1b)
- ✓ Practice pronouncing the sound /ch/ by repeating words with the sound /ch/ in initial or final positions (RF.K.2d)
- ✓ Indicate whether the phoneme for the digraph /ch/ is present in the initial position of a spoken word (RF.K.2d)
- ✓ Differentiate between the initial consonants /ch/ and /j/ in spoken words and choose the correct spelling (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by writing the letters 'ch' for /ch/ in the air and on paper (RF.K.1b)
- ✓ Recognize, isolate, and write 'ch' for consonant sound /ch/ (L.K.2c)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the digraph 'ch' (L.K.1a)
- ✓ Trace and copy the lowercase letters for the consonant digraph 'ch' (L.K.1a)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound /ch/ for 'ch' (RF.K.3a)
- ✓ Read and write one-syllable short vowel words with initial or final consonant digraph 'ch' (RF.K.3b)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	Segmenting and Sound/Spelling Review	20 Large Cards for spellings taught	10
<b>Introducing the Sound</b>	Hearing Initial Sounds		5
	Minimal Pairs		5
<b>Introducing the Spelling</b>	Teacher Modeling		5
	Meet the Spelling Worksheet	Worksheet 1.1; pencils; projection system	15
<b>Differentiated Instruction</b>	Small Group Work	Worksheet 1.2; pencils	20

**Note to Teacher**

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

**Warm-Up**

**10** minutes

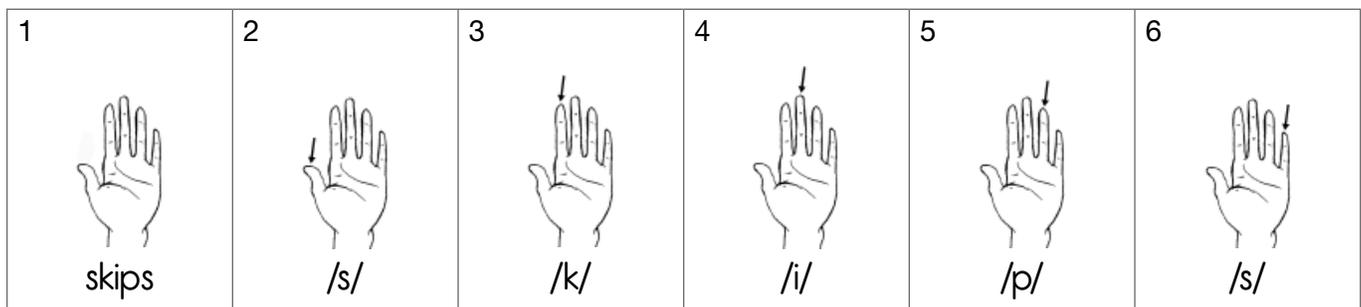
**Segmenting and Sound/Spelling Review**

**Note:** The Warm-Up exercise for Unit 7 has two sections. In Part A, you will segment words containing up to five sounds, with consonant clusters at the beginning and/or the end of the word. You will begin with a set of six words which will be repeated for the first few lessons. You will also add a new word in every lesson until you have a set of 10. At that point, you will drop the oldest word when adding a new word in the next lesson. This will maintain a set of 10 words at all times. In Part B of the Warm-Up, you will review selected sounds and spellings that have been taught.

**Part A**

Part A of the Warm-Up is designed to increase focus as students work with sounds and hone the ability to distinguish similar sounds. Working with four- and five-sound words can be challenging. For that reason, the same words are used repeatedly in the Warm-Ups. We encourage you to use the finger motions for cueing.

- Hold up five fingers and say the word *skips* (see Illustration 1).
- Have students repeat the word after you.
- Wiggle or move your thumb and say the first sound in the word, /s/ (see Illustration 2).
- Wiggle or move your index finger and say the second sound in the word, /k/ (see Illustration 3).
- Wiggle or move your middle finger and say the third sound in the word, /i/ (see Illustration 4).
- Wiggle or move your ring finger and say the fourth sound in the word, /p/ (see Illustration 5).
- Wiggle or move your pinkie and say the fifth sound in the word, /s/ (see Illustration 6).
- Say the word *skips* while making a fist to symbolize the blending of the sounds.



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

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

### Part B

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

- Review the Large Cards for the 20 spellings that have been taught. Choose letter-sound correspondences students need to practice.
- Point to a Large Card spelling and ask students to provide the sound for the letter and provide the letter name.

## Introducing the Sound

10 minutes

### Hearing Initial Sounds

5 minutes

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under "Recognize and Isolate the Sounds Taught in Unit 7."

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

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

## Minimal Pairs

5 minutes

If students need additional practice differentiating these sounds, you may select appropriate Pausing Point exercises from those listed under “Differentiate Similar Sounds” and the activities in Unit 7, Section I of the *Assessment and Remediation Guide*.

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

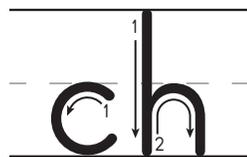
- |               |               |                 |
|---------------|---------------|-----------------|
| 1. jug—chug   | 3. chain—Jane | 5. jeep—cheep   |
| 2. chest—jest | 4. junk—chunk | 6. cherry—Jerry |

## Introducing the Spelling

20 minutes

### Teacher Modeling

5 minutes



Start just below the dotted line.

1. most of a circle to the left

Start on the top line.

1. long line down
2. hump

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

- Draw a square, a triangle, and a triangle on top of a square (a house) on the board and ask students to identify the pictures.
- Tell students a triangle on its own is just a triangle, and a square on its own is just a square. However, when you put them together, these shapes look like something else altogether: a house.
- Tell students some letters work the same way.
- Write the spelling ‘ch’ on the board following the directions in the sidebar.
- Cover the letter ‘h’ with your hand. Explain the letter ‘c’ by itself is usually a picture of /k/.

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

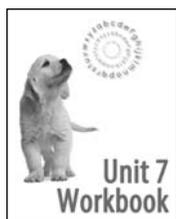
- Cover the letter ‘c’ with your hand. Tell students the letter ‘h’ by itself is usually a picture of /h/.
- Circle the spelling ‘ch’ and explain the two letters ‘c’ and ‘h’ in this order, stand for the sound /ch/.
- Explain as with the shapes, these two letters can be combined to make a picture of a sound which is different from either /k/ or /h/.
- Have students write the spelling in the air while saying the sound.
- Tell students whenever the spelling ‘ch’ appears on a worksheet or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them the two letters stand for a single sound.
- If you think students are interested, you may either read or paraphrase the following story explaining how digraphs came into the English language.

### **Why Some Sounds Are Spelled with Two Letters**

A long time ago, English was a language people only spoke, because no one knew how to read or write. When some religious men called monks came to England, they wanted people to be able to read the Bible, so they invented a writing system—a way of writing down sounds. The monks spoke, read, and wrote another language besides English—the Latin language. That language had a set of letters (the Roman alphabet) the monks could use to write down the sounds of Latin. The monks thought they would use the same system and the same letters to write down the sounds they heard in English. There was one problem. English had more sounds than Latin: there were more than 40 sounds in English and only 26 letters in the Roman alphabet. The monks might have solved this problem by inventing new letters, but instead they used combinations of the old letters to stand for extra sounds. This explains why English has several sounds written with letter teams or digraphs.

## Meet the Spelling Worksheet

15 minutes



Worksheet 1.1

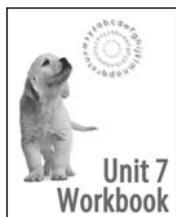
If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting.

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

## Differentiated Instruction

20 minutes

### Small Group Work



Worksheet 1.2

#### ✪ Group 2

- Distribute and display Worksheet 1.2.
- For each picture, have students circle letters which spell the name of the depicted item and write the name on the line.
- Write the following decodable phrases on the board. As students finish, have them read, copy, and illustrate some of the phrases. Or suggest they partner read stories from the *Kit Reader*.

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

#### ✪ Group 1

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

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

If students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading and the activities in Unit 7, Section II of the *Assessment and Remediation Guide*.

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

## Supplemental Resources

We recommend students reread stories from the previous Reader, *Kit*, to develop their reading accuracy and fluency.

Words included on the Dolch word list or the Fry word list (two lists of sight words) are indicated with an asterisk.

- Newly decodable words:

- |           |           |            |
|-----------|-----------|------------|
| 1. such*  | 6. inch   | 11. chips  |
| 2. much*  | 7. chest  | 12. bunch  |
| 3. rich   | 8. bench  | 13. pinch  |
| 4. lunch  | 9. chin   | 14. crunch |
| 5. branch | 10. ranch |            |

- Chains:

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

- Phrases and Wiggle Cards:

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

## Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average between 170 and 217 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average between 173 and 219 of those words would be completely decodable.
- The sound /ch/ is the 35<sup>th</sup> most common sound in English.
- The sound /ch/ is found in approximately 4 percent of English words.
- The sound /ch/ is spelled 'ch' approximately 70 percent of the time.
- The spelling alternatives 'tch' as in *batch* and 't' as in *century* are taught later in the program.
- The spelling 'ch' is a tricky spelling; it can be pronounced /ch/ as in *chip*, /k/ as in *school*, or /sh/ as in *chef*. In CKLA Kindergarten materials, however, 'ch' is always pronounced /ch/.
- Students have now learned at least one way to spell 25 of the 44 sounds in the English language.

# Lesson 2

## ✓ Objectives

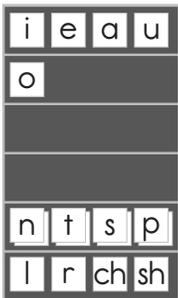
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment spoken four- and five-sound words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, 'x' for /x/, 'k' for /k/, 'ch' for /ch/, and 'sh' for /sh/ (RF.K.1b)
- ✓ Indicate whether the phoneme for the digraph /sh/ is present in the initial position of a spoken word (RF.K.2d)
- ✓ Practice pronouncing the sound /sh/ by repeating words with the sound /sh/ in initial or final positions (RF.K.2d)
- ✓ Listen to riddles and provide words with an initial /sh/ as an answer (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by writing the letters 'sh' for /sh/ in the air and on paper (RF.K.1b)
- ✓ Recognize, isolate, and write 'sh' for consonant sound /sh/ (L.K.2c)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the digraph 'sh' (L.K.1a)
- ✓ Trace and copy the lowercase letters for the consonant digraph 'sh' (L.K.1a)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sounds /ch/ for 'ch' and /sh/ for 'sh' (RF.K.3a)
- ✓ Read and write one-syllable short vowel words with initial or final consonant digraph 'sh' (RF.K.3b)
- ✓ Read, spell, and write chains of one-syllable short vowel words using consonant digraphs 'ch', and 'sh' (RF.K.3b)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Segmenting and Sound/Spelling Review</b>	Large Cards for 'ch' and 19 other spellings; Sound Poster for 'ch'; Sound Card 27 ( <i>chips</i> )	10
<b>Introducing the Sound</b>	<b>Sound Riddles</b>	<i>One Fish, Two Fish</i> by Dr. Seuss (optional)	10
<b>Introducing the Spelling</b>	<b>Teacher Modeling</b>		5
	<b>Meet the Spelling Worksheet</b>	pencils; Worksheet 2.1; projection system	15
<b>Chaining</b>	<b>Student Chaining</b>	pocket chart; Chaining Folders; Small Cards and pocket chart cards for 'i', 'e', 'a', 'u', 'o', 'n' (2), 't' (2), 's' (2), 'p' (2), 'l', 'r', 'ch', 'sh'	20
<b>Take-Home Material</b>	<b>Practice Pack</b>	Worksheet 2.2	*

### Advance Preparation

Prepare the pocket chart and arrange the cards as displayed in the sidebar.



Pocket Chart Setup

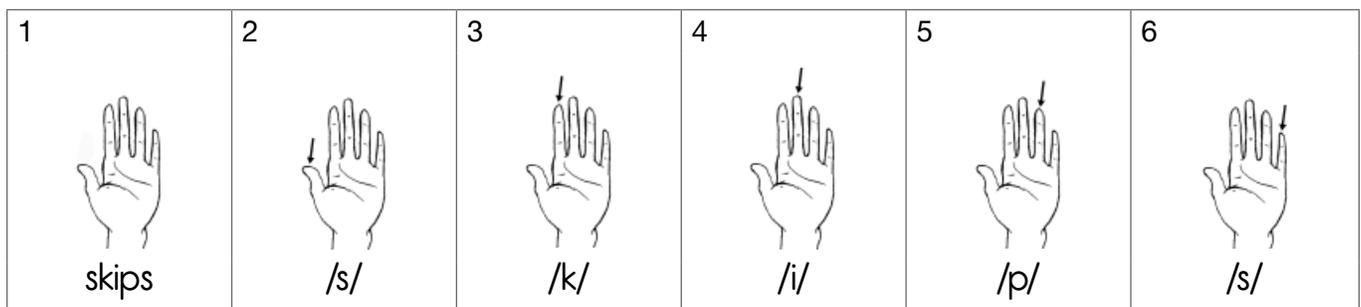
## Warm-Up

**10** minutes

### Segmenting and Sound/Spelling Review

#### Part A

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



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

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

### Part B

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

- Review the Large Cards for 'ch' and 19 other spellings already taught. Select cards students need to practice.
- Point to a Large Card spelling and ask students to provide the sound for the letter and the letter name.
- Add Sound Card 27 (*chips*) to the new Sound Poster for 'ch'.

## Introducing the Sound

10 minutes

### Sound Riddles

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

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

### Shampoo

1. I'm thinking of something you might find in a bathroom.
2. I'm thinking of something you use to wash your hair.

### Shirt

1. I'm thinking of an item of clothing with sleeves.
2. I'm thinking of a piece of clothing covering your shoulders and tummy.

### Shoes

1. I'm thinking of something you wear on your feet.
2. I'm thinking of something you might tie with strings called laces.

### Sheep

1. I'm thinking of an animal that gives us wool to make clothing.
2. I'm thinking of an animal that makes sounds like, "Baaa baaa!"

### Ship

1. I'm thinking of something you can sail across the ocean.
2. I'm thinking of another name for a boat.

### Shell

1. I'm thinking of something you can find on the beach.
2. I'm thinking of something people find in the sand when they are walking along the seashore.

### Shoulder

1. I'm thinking of a part of my upper body.
2. I'm thinking of the top part of my arm.

## Introducing the Spelling

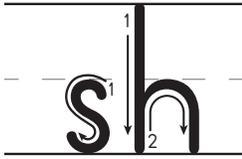
20 minutes

### Teacher Modeling

5 minutes

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

- Draw a square, a triangle, and a triangle on top of a square (a house) on the board and ask students to identify the pictures.
- Remind students a triangle on its own is just a triangle and a square on its own is just a square. However, when you put them together, these shapes look like something else altogether: a house.



Start just below the dotted line.

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

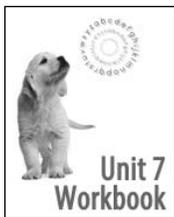
Start on the top line.

1. long line down
2. hump

- Tell students some of the letters they have been learning can be combined to stand for something different, just like the triangle and the square. Remind them of the sound /ch/ they learned in the lesson before.
- Write the spelling 'sh' on the board, following the directions in the sidebar.
- Cover the letter 'h' with your hand. Explain that the letter 's' by itself is usually a picture of /s/.
- Cover the letter 's' with your hand. Explain that the letter 'h' by itself is usually a picture of /h/.
- Circle the spelling 'sh' and explain that these two letters 's' and 'h' in this order, stand for the sound /sh/.
- Have students write the spelling in the air while saying the sound.
- Tell students whenever the spelling 'sh' appears on a worksheet for the next few lessons, it will be printed in darker, bolder ink to remind them the two letters stand for a single sound.

## Meet the Spelling Worksheet

15 minutes



Worksheet 2.1

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

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

## Chaining

20 minutes

### Student Chaining



Chaining Folder

- Ask students to take out the Chaining Folders and arrange the Small Cards on the folder, with the spellings for vowel sounds along the top and the spellings for consonant sounds along the bottom.
- Collect the cards for /d/, /b/, /m/, and /k/.
- Students need two Small Cards for 'n', and one Small Card each for: 'l', 'ch', and 'sh'.
- Make sure students have cards for the following vowel spellings along the top of the folder: 'i', 'e', 'a', 'u', 'o'.



Pocket Chart Setup

If students need additional practice spelling words with cards, you may select appropriate Pausing Point exercises from those listed under “Spell Words Containing Digraphs” and the activities in Unit 7, Section II of the *Assessment and Remediation Guide*.

- Make sure students have cards for the following consonant spellings along the bottom of the folder: ‘n’ (2), ‘t’ (2), ‘s’ (2), ‘p’ (2), ‘l’, ‘r’, ‘ch’, ‘sh’.
- Review the spelling-sound correspondences by pointing to a spelling on the pocket chart and having students say the sound.
- Ask students to spell *chin* in the middle of their Chaining Folders, starting on the left side at the green dot.
- Ask a student to come up to the pocket chart and spell *chin*.
- Have students make any necessary corrections on folders.
- When students have spelled *chin* on the Chaining Folders, say, “If that is *chin*, show me *shin*.”
- Repeat for the remaining words in the chain.
- Once students have spelled the last word in the chain, have students return the Small Cards to their slots.
- Complete the chaining.

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

## Take-Home Material

### Practice Pack-

- Have students give Worksheet 2.2 to a family member.

## Supplemental Resources

We recommend students reread stories from the previous Reader, *Kit*, to develop their accuracy and fluency.

- Newly decodable words:

- |          |          |           |
|----------|----------|-----------|
| 1. fish  | 6. shot  | 11. shelf |
| 2. ship  | 7. shut  | 12. crash |
| 3. wish* | 8. brush | 13. shed  |
| 4. fresh | 9. rush  | 14. flesh |
| 5. shop  | 10. cash |           |

- Chains:

1. nut > shut > shun > run > rush > rash > mash > mush > lush > plush
2. rug > rush > rash > sash > lash > slash > splash > splat > split > slit

- Phrases and Wiggle Cards:

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

### ***Code Knowledge***

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average between 173 and 219 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average between 175 and 222 of those words would be completely decodable.
- The sound /sh/ is the 34<sup>th</sup> most common sound in English.
- The sound /sh/ is found in approximately 6 percent of English words.
- The sound /sh/ is spelled 'sh' approximately 77 percent of the time.
- Some spelling alternatives for /sh/ include 'ss' as in *assure*, 's' as in *sure*, and 'ch' as in *chef*, as well as the endings 'cious', 'tious', 'cia', 'tia', 'sion', 'ssion', and 'tion'. Several of these will be taught later in the program.
- Students have now learned at least one way to spell 26 of the 44 sounds in the English language.

# Lesson 3

Review

## ✓ Objectives

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

- ✓ Segment spoken four- and five-sound words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, 'x' for /x/, 'k' for /k/, 'ch' for /ch/, and 'sh' for /sh/ (RF.K.1b)
- ✓ Read a one-syllable short vowel decodable CVC word and perform the action indicated on a card (RF.K.3b)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and write words for chaining (L.K.1a)
- ✓ Read and write one-syllable short vowel words with initial or final consonant digraphs 'ch' and 'sh' (RF.K.3b)
- ✓ Read, spell, and write chains of one-syllable short vowel words using consonant digraphs 'ch' and 'sh' (RF.K.3b)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Segmenting and Sound/Spelling Review</b>	Large Cards for 'ch', 'sh', and 18 other spellings; Sound Poster for 'sh'; Sound Card 28 ( <i>ship</i> )	10
<b>Practicing Reading</b>	<b>Wiggle Cards</b>	cards for <i>cat, dog, pig, hen, bug, bat, crab, frog, fish, chimp, mom, dad</i>	10
<b>Chaining</b>	<b>Chain and Copy</b>	pencils; primary paper; pocket chart; Chaining Folders; Small Cards and pocket chart cards for 'i', 'e', 'a', 'u', 'o', 'n' (2), 't' (2), 's' (2), 'p' (2), 'l', 'r', 'ch', 'sh'	20
<b>Differentiated Instruction</b>	<b>Small Group Work</b>	pencils; Worksheet 3.1	20
<b>Take-Home Material</b>	<b>Circle the Word</b>	Worksheet 3.2	*

### Advance Preparation



Pocket Chart Setup

Write the following words on index cards, one word per card: *cat, dog, pig, hen, bug, crab, frog, fish, chimp, mom, dad*. Use these cards in the Wiggle Cards activity.

Prepare the pocket chart and arrange the cards as illustrated in the sidebar.

Write the following phrases on the board or on sentence strips to use with Group 2.

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

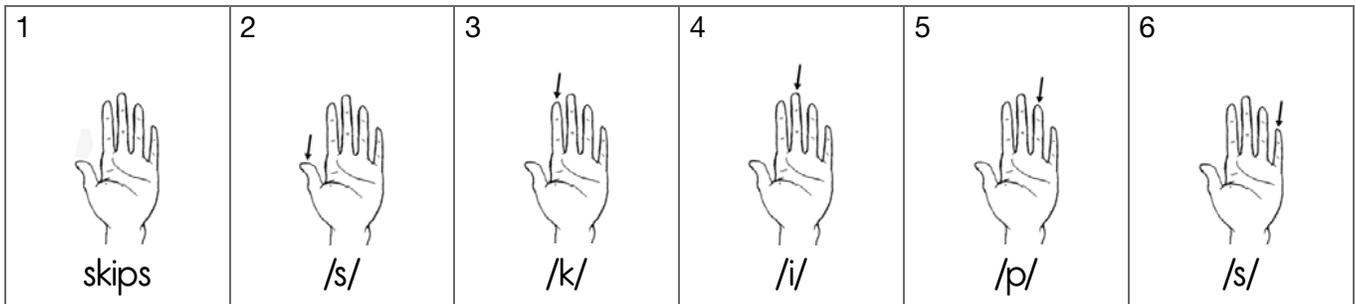
## Warm-Up

10 minutes

### Segmenting and Sound/Spelling Review

#### Part A

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



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

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

## Part B

- Review the Large Cards for ‘ch’, ‘sh’, and 18 other spellings that have already been taught. Select cards students need to practice.
- Point to a Large Card spelling and ask students to provide the sound it represents and supply the letter name.
- Add Sound Card 28 (*ship*) to the new Sound Poster for ‘sh’.

## Practicing Reading

10 minutes

### Wiggle Cards

If students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading and the activities in Unit 7, Section II of the *Assessment and Remediation Guide*.

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

## Chaining

20 minutes

### Chain and Copy



Chaining Folder

If students need additional practice spelling words with cards, you may select appropriate Pausing Point exercises from those listed under “Spell Words Containing Digraphs” and the activities in Unit 7, Section II of the *Assessment and Remediation Guide*.

If you need additional words to chain, there are decodable chains listed at the end of this lesson.

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

- After students have chained and copied some of the words, have students switch roles.
- Complete the chaining.

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

## Differentiated Instruction

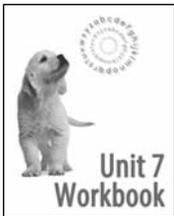
20 minutes

### Small Group Work

#### Group 2

- Distribute Worksheet 3.1.
- For each picture, have students mark the matching phrase.
- Refer to the following decodable phrases prepared in advance. As students finish, have them read, copy, and illustrate some of the phrases. They may also use the time to partner read stories from the *Kit Reader*.

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



Worksheet 3.1

#### Group 1

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

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

## Take-Home Material

### Circle the Word

- Have students give Worksheet 3.2 to a family member.

# Lesson 4

Basic Code

## ✓ Objectives

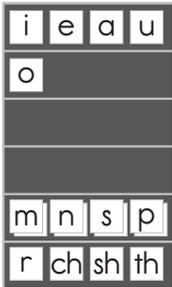
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment spoken four- and five-sound words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, 'x' for /x/, 'k' for /k/, 'ch' for /ch/, 'sh' for /sh/, and 'th' for /th/ (RF.K.1b)
- ✓ Indicate whether the phoneme for the digraph /th/ is present in the initial position of a spoken word (RF.K.2d)
- ✓ Practice pronouncing the sound /th/ by repeating words with the sound /th/ in initial or final positions (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by writing the letters 'th' for /th/ in the air and on paper (RF.K.1b)
- ✓ Recognize, isolate, and write 'th' for consonant sound /th/ (L.K.2c)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the digraph 'th' (L.K.1a)
- ✓ Trace and copy the lowercase letters for the consonant digraph 'th' (L.K.1a)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sounds /ch/ for 'ch', /sh/ for 'sh', and /th/ for 'th' (RF.K.3a)
- ✓ Read and write one-syllable short vowel words with initial or final consonant digraph 'th' (RF.K.3b)
- ✓ Read, spell, and write chains of one-syllable short vowel words using consonant digraphs 'ch', 'sh', 'th' (RF.K.3b)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Segmenting and Sound/Spelling Review</b>	Large Cards for 'ch', 'sh', and 18 other spellings	10
<b>Introducing the Sound</b>	<b>Hearing Initial Sounds</b>		10
<b>Introducing the Spelling</b>	<b>Teacher Modeling</b>		5
	<b>Meet the Spelling Worksheet</b>	pencils; Worksheet 4.1; projection system	15
<b>Chaining</b>	<b>Student Chaining</b>	pocket chart; Chaining Folders; Small Cards and pocket chart cards for 'i', 'e', 'a', 'u', 'o', 'm' (2), 'n' (2), 's' (2), 'p' (2), 'r', 'ch', 'sh', 'th'	20

### Advanced Preparation

Prepare the pocket chart and arrange the cards as displayed in the sidebar.



Pocket Chart Setup

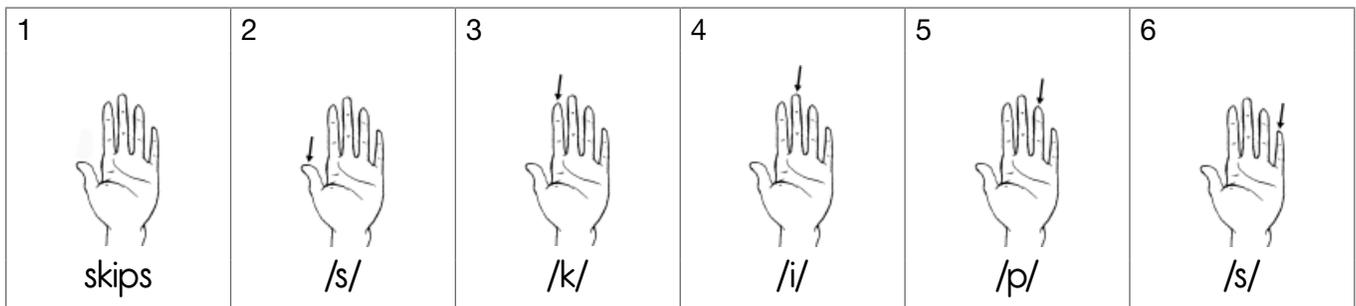
## Warm-Up

**10** minutes

### Segmenting and Sound/Spelling Review

#### Part A

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



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

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

### Part B

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

- Review the Large Cards for ‘ch’, ‘sh’, and 18 other spellings that have been taught. Choose cards students need to practice.
- Use the same procedures outlined in earlier lessons.
- Conclude the Warm-Up by reviewing the Large Cards for ‘ch’ and ‘sh’ again.

## Introducing the Sound

10 minutes

### Hearing Initial Sounds

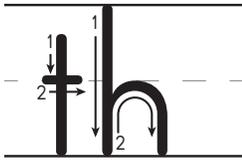
If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under “Recognize and Isolate the Sounds Taught in Unit 7” and the activities in Unit 7, Section I of the *Assessment and Remediation Guide*.

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

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

## Teacher Modeling

5 minutes



Start between the dotted line and top line.

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

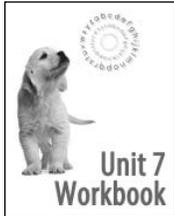
Start on the top line.

1. long line down
2. hump

- Write the spelling 'th' on the board, following the directions in the sidebar.
- Point out the spelling 'th' made up of two letters.
- Remind students of the digraphs /ch/ and /sh/ learned in earlier lessons. In each case, two letters work together as a team to make a single sound.
- Cover the letter 'h' with your hand. Explain that the letter 't' by itself is usually a picture of /t/.
- Cover the letter 't' with your hand. Explain that the letter 'h' by itself is usually a picture of /h/.
- Circle the spelling 'th' and explain that these two letters 't' and 'h' in this order, stand for the sound /th/.
- Have students write the spelling in the air while saying the sound.
- Tell students whenever the spelling 'th' appears on a worksheet or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them the two letters stand for a single sound.

## Meet the Spelling Worksheet

15 minutes



Worksheet 4.1

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

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



Chaining Folder



Pocket Chart Setup

If students need additional practice spelling words with cards, you may select appropriate Pausing Point exercises from those listed under “Spell Words Containing Digraphs” and the activities in Unit 7, Section II of the *Assessment and Remediation Guide*.

If you need additional chaining lists, there are decodable chains listed at the end of this lesson.

## Student Chaining

- Ask students to take out the Chaining Folders and arrange the Small Cards on the folder, with the spellings for vowel sounds along the top and the spellings for consonant sounds along the bottom.
- Collect the cards for /t/ and /l/.
- Give each student two Small Cards for ‘m’ and one Small Card for ‘th’.
- Make sure students have cards for the following vowel spellings along the top of the folder: ‘i’, ‘e’, ‘a’, ‘u’, ‘o’ and the following consonant spellings along the bottom of the folder: ‘m’ (2), ‘n’ (2), ‘s’ (2), ‘p’ (2), ‘r’, ‘ch’, ‘sh’, ‘th’.
- Review the spelling-sound correspondences by pointing to a spelling on the pocket chart and have students say the sound.
- Ask students to spell *chin* in the middle of the Chaining Folders, starting on the left side at the green dot.
- Ask a student to come up to the pocket chart and spell *chin*.
- Students may check and correct their work.
- When students have spelled *chin* on the Chaining Folders, say, “If that is *chin*, show me *thin*.”
- Repeat for the remaining words in the chain.
- Once students have spelled the last word in the chain, have students return the Small Cards to their slots.
- Complete the chaining.

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

## Supplemental Resources

---

We recommend students reread stories from the previous Reader, *Kit*, to develop accuracy and fluency.

- Newly decodable words:

- |           |           |
|-----------|-----------|
| 1. with*  | 8. math   |
| 2. thin   | 9. sixth  |
| 3. path   | 10. width |
| 4. cloth  | 11. tenth |
| 5. fifth  | 12. thump |
| 6. thrust | 13. moth  |
| 7. bath   | 14. theft |

- Chains:

- |   |
|---|
| 1. set > sent > tent > tenth > ten > tan > tin > thin > pin > chin      |
| 2. but > bust > must > rust > thrust > rust > rest > chest > pest > pet |

- Phrases and Wiggle Cards:

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

## Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average between 175 and 222 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average between 182 and 228 of those words would be completely decodable.
- The voiceless /th/ sound is the 40<sup>th</sup> most common sound in English.
- The voiceless /th/ sound is found in approximately 2 percent of English words.
- The voiceless /th/ sound is spelled 'th' virtually 100 percent of the time.
- The spelling 'th' is a tricky spelling; it can be pronounced /th/ (voiceless) as in *thin* or /th/ (voiced) as in *them*. Students will learn the 'th' spelling for /th/ in the following lesson.
- Students have now learned at least one way to spell 27 of the 44 sounds in the English language.

# Lesson 5

## ✓ Objectives

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

- ✓ Segment spoken four- and five-sound words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: ‘a’ for /a/, ‘m’ for /m/, ‘t’ for /t/, ‘d’ for /d/, ‘o’ for /o/, ‘c’ for /k/, ‘g’ for /g/, ‘i’ for /i/, ‘n’ for /n/, ‘h’ for /h/, ‘s’ for /s/, ‘f’ for /f/, ‘v’ for /v/, ‘z’ for /z/, ‘p’ for /p/, ‘b’ for /b/, ‘l’ for /l/, ‘r’ for /r/, ‘u’ for /u/, ‘w’ for /w/, ‘j’ for /j/, ‘y’ for /y/, ‘x’ for /x/, ‘k’ for /k/, ‘ch’ for /ch/, ‘sh’ for /sh/, ‘th’ for /th/, and ‘th’ for /th/ (RF.K.1b)
- ✓ Differentiate between the consonant digraphs /th/ and /th/ in spoken words and choose the correct spelling (RF.K.2d)
- ✓ Practice pronouncing the sound /th/ by repeating words with the sound /th/ in initial or final positions (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by writing the letters ‘th’ for /th/ in the air and on paper (RF.K.1b)
- ✓ Recognize, isolate, and write ‘th’ for consonant sound /th/ (L.K.2c)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the digraph ‘th’ (L.K.1a)
- ✓ Trace and copy the lowercase letters for the consonant digraph ‘th’ (L.K.1a)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sounds /ch/ for ‘ch’, /sh/ for ‘sh’, /th/ for ‘th’, and /th/ for ‘th’ (RF.K.3a)
- ✓ Read and write one-syllable short vowel words with initial or final consonant digraph ‘th’ (RF.K.3b)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	Segmenting and Sound/Spelling Review	Large Cards for ‘ch’, ‘sh’, ‘th’, and 17 other spellings; ‘th’ Sound Poster; Sound Card 29 ( <i>moth</i> )	10
<b>Introducing the Sound</b>	Sister Sounds		10
<b>Introducing the Spelling</b>	Teacher Modeling		5
	Meet the Spelling Worksheet	pencils; Worksheet 5.1; projection system	15
<b>Differentiated Instruction</b>	Small Group Work	pencils; paper	20
<b>Take-Home Material</b>	Connect It	Worksheet 5.2	*

### Advance Preparation

Write the following phrases on the board or sentence strips to use with Group 2.

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

### Note to Teacher

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

## Warm-Up

10 minutes

### Segmenting and Sound/Spelling Review

#### Part A

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

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

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

## Part B

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

## Introducing the Sound

10 minutes

### Sister Sounds

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under “Recognize and Isolate the Sounds Taught in Unit 7” and the activities in Unit 7, Section II of the *Assessment and Remediation Guide*.

If students need additional practice differentiating these sounds, you may select appropriate Pausing Point exercises from those listed under “Differentiate Sister Sounds” and the activities in Unit 7, Section I of the *Assessment and Remediation Guide*.

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

- Complete the remaining pairs.

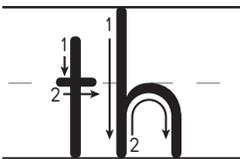
- |                           |                          |
|---------------------------|--------------------------|
| 1. thin—than (voiced)     | 5. the (voiced)—three    |
| 2. thick—that (voiced)    | 6. thread—then (voiced)  |
| 3. there (voiced)—thigh   | 7. thick—they (voiced)   |
| 4. thrill—though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

## Introducing the Spelling

20 minutes

### Teacher Modeling

5 minutes

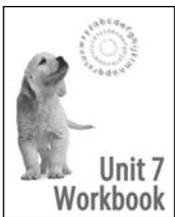


Start between the dotted line and top line.

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

Start on the top line.

1. long line down
2. hump



Worksheet 5.1

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

If students need additional practice with the tricky spelling 'th', you may use the Pausing Point exercise "Sound Collections" and the activities in Unit 7, Section II of the *Assessment and Remediation Guide*.

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

### Meet the Spelling Worksheet

15 minutes

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

## Small Group Work

If students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading and the activities in Unit 7, Section II of the *Assessment and Remediation Guide*.

### 🔄 Group 2

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

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

### 🔄 Group 1

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

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

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

## Take-Home Material

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### Connect It

---

- Have students give Worksheet 5.2 to a family member.

## Supplemental Resources

---

We recommend students reread stories from the previous Reader, *Kit*, to develop their accuracy and fluency.

- Newly decodable words:

- |          |          |          |
|----------|----------|----------|
| 1. that* | 3. them* | 5. than* |
| 2. this* | 4. then* | 6. thus  |

These chains contain words with voiced /th/ and voiceless /th/.

- Chains:

- |   |
|---|
| 1. pin > thin > bin > ban > pan > than > then > them > hem > hum  |
| 2. ten > then > them > hem > hen > pen > pin > win > with > width |
| 3. pat > path > pith > pit > spit > spat > sat > sit > sis > this |

These phrases contain words with voiced /th/ and voiceless /th/.

- Phrases and Wiggle Cards:

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

## Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average between 182 and 228 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average between 200 and 250 of those words would be completely decodable.
- The voiced /th/ sound is the 8<sup>th</sup> most common sound in English.
- The voiced /th/ sound is found in approximately 0.7% of English words.
- The voiced /th/ sound occurs in relatively few words, but many of these words are used frequently, e.g., *the, that, they, this, there, them*, etc.
- The voiced /th/ sound is spelled 'th' approximately 89 percent of the time.
- The spelling alternative 'the' as in *soothe* is rare.
- The spelling 'th' is a tricky spelling; it can be pronounced /th/ (voiceless) as in *thin* or /th/ (voiced) as in *them*. Students were taught the 'th' spelling for /th/ in the previous lesson.
- Students have now learned at least one way to spell 28 of the 44 sounds in the English language.

# Lesson 6

Review

## ✓ Objectives

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

- ✓ Segment spoken four- and five-sound words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, 'x' for /x/, 'k' for /k/, 'ch' for /ch/, 'sh' for /sh/, 'th' for /th/, and 'th' for /th/ (RF.K.1b)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by playing a large motor game using sounds taught (RF.K.3a)
- ✓ Read, spell, and write chains of one-syllable short vowel words using consonant digraphs 'ch', 'sh', and 'th' (RF.K.3b)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the letters for the sounds taught to date (L.K.1a)
- ✓ Trace and copy the lowercase letters for the consonant digraph taught to date (L.K.1a)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Segmenting and Sound/Spelling Review</b>	Large Cards for 'ch', 'sh', 'th', and 17 other spellings; Sound Poster 'th'; Sound Card 30 ( <i>this</i> )	5
<b>Practice</b>	<b>Spelling Hopscotch</b>	marker; primary paper	15
<b>Chaining</b>	<b>Chain and Copy</b>	pencils; paper; pocket chart; Chaining Folders; Small Cards and pocket chart cards for 'i', 'e', 'a', 'u', 'o', 'm' (2), 'n' (2), 's' (2), 'p' (2), 'r', 'ch', 'sh', 'th'	20
<b>Differentiated Instruction</b>	<b>Small Group Work</b>	pencils; Worksheet 6.1; primary paper	20



Pocket Chart Setup

### Advance Preparation

Gather or add to the Spelling Hopscotch cards you created for earlier units, writing the vowel spellings 'a', 'i', 'o', 'e', and 'u' and the consonant spellings 'ch', 'sh', 'th', 'p', 's', 'm', and 'r' on separate cards.

Prepare the pocket chart and arrange the cards as illustrated in the sidebar.

Write the following phrases on the board or on sentence strips to use with Group 2.

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

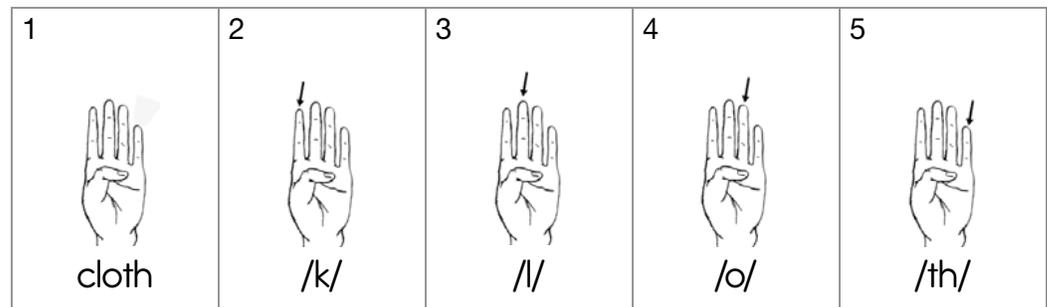
## Warm-Up

5 minutes

### Segmenting and Sound/Spelling Review

#### Part A

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

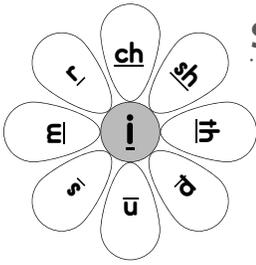


The word *skips* has been dropped from the list to make room for the word *traps*. In the remaining lessons, a set of 10 words is maintained by adding a new word in each lesson while dropping the oldest word.

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

#### Part B

- Review the Large Cards for 'ch', 'sh', 'th', and 17 other spellings already taught. Select cards students need to practice.
- Use the procedures described in earlier lessons.
- Add Sound Card 30 (*this*) to 'th' Sound Poster
- Conclude the Warm-Up by reviewing the cards for 'ch', 'sh', and 'th' again.



### Spelling Hopscotch

- Arrange the spellings on the floor in a flower pattern, with one of the vowel spellings in the center and the consonant spellings around the outside.
- Show students how to spell a real or silly word by starting on the outside, hopping to the inside, and then hopping back to the outside, e.g., /ch/ . . . /i/ . . . /n/ (*chin*). Repeat with one or two additional words. Ask a student to spell a real or silly word by starting on the outside, hopping to the inside, and then hopping back to the outside. Have the student say the sounds while hopping on the letters (e.g., /sh/ . . . /i/ . . . /p/) and blend them to make a real or silly word (e.g., *ship*).
- Repeat with additional students.
- After students have made a few words, switch in a new vowel spelling.

### Chaining

#### Chain and Copy

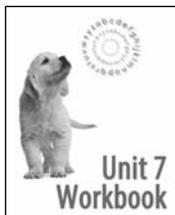


Chaining Folder

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

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

**Small Group Work**



Worksheet 6.1

**Group 2**

- Distribute Worksheet 6.1.
- Have students write each word under the matching picture.
- Refer to the following decodable phrases prepared in advance. As students finish, have them read, copy, and illustrate some of the phrases. They may also use the time to partner read stories from the *Kit Reader*.

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

**Group 1**

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

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

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

# Lesson 7

## Basic Code

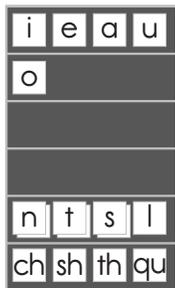
### ✓ Objectives

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

- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, 'x' for /x/, 'k' for /k/, 'ch' for /ch/, 'sh' for /sh/, 'th' for /th/, 'th' for /th/, and 'qu' for /qu/ (RF.K.1b)
- ✓ Recognize and name all lowercase letters of the alphabet by singing "The Alphabet Song" (RF.K.1d)
- ✓ Listen to riddles and provide words with an initial /qu/ as an answer (RF.K.2d)
- ✓ Indicate whether the phoneme for the digraph /qu/ is present in the initial position of a spoken word (RF.K.2d)
- ✓ Practice pronouncing the sound /qu/ by repeating words with the sound /qu/ in the initial position (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by drawing a picture of 'qu' for /qu/ in the air and on paper (RF.K.1b)
- ✓ Recognize, isolate, and write 'qu' for consonant sound /qu/ (L.K.2c)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the letters for digraph 'qu' (L.K.1a)
- ✓ Trace and copy the lowercase letters for the consonant digraph 'qu' (L.K.1a)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sounds /ch/ for 'ch', /sh/ for 'sh', /th/ for 'th', /th/ for 'th', and /qu/ for 'qu' (RF.K.3a)
- ✓ Read and write one-syllable short vowel words with initial consonant digraph 'qu' (RF.K.3b)
- ✓ Read, spell, and write chains of one-syllable short vowel words using consonant digraphs 'ch', 'sh', 'th', and 'qu' (RF.K.3b)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
<b>Warm-Up</b>	<b>Letter Names and Sound/Spelling Review</b>	display size lowercase alphabet strip; Large Cards for 'ch', 'sh', 'th', and 17 other spellings	10
<b>Introducing the Sound</b>	<b>Sound Riddles</b>		10
<b>Introducing the Spelling</b>	<b>Teacher Modeling</b>		5
	<b>Meet the Spelling Worksheet</b>	pencils; Worksheet 7.1; projection system	15
<b>Chaining</b>	<b>Student Chaining</b>	pocket chart; Chaining Folders; Small Cards and pocket chart cards for 'i', 'e', 'a', 'u', 'o', 'n' (2), 't' (2), 's' (2), 'l', 'ch', 'sh', 'th', 'qu'	20
<b>Take-Home Material</b>	<b>Word Wheel Worksheet</b>	Worksheet 7.2	*

### *Advance Preparation*



Pocket Chart Setup

Prepare the pocket chart and cards as illustrated in the sidebar.

### *Note to Teacher*

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

## **Warm-Up**

**10** minutes

### **Letter Names and Sound/Spelling Review**

#### *Part A*

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

#### *Part B*

- Review the Large Cards for ‘ch’, ‘sh’, ‘th’, and 17 other spellings already taught. Select cards students need to practice.
- Use the procedures described in earlier lessons.
- Conclude the Warm-Up by reviewing the cards for the digraphs again.

## Sound Riddles

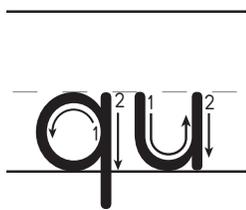
- Tell students the new sound is /qu/.
- Have students say /qu/ several times.
- Ask students to repeat a number of words having /qu/ at the beginning: *queen, quiet, quail, quit, quart*.
- Tell students you are going to say some riddles, each of which has an answer beginning with /qu/.

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under "Recognize and Isolate the Sounds Taught in Unit 7" and the activities in Unit 7, Section I of the *Assessment and Remediation Guide*.

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

# Introducing the Spelling

## Teacher Modeling



Start between the dotted line and bottom line.

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

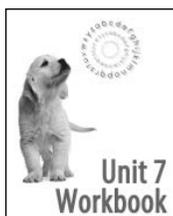
Start on the dotted line.

1. cup
2. short line down

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

## Meet the Spelling Worksheet

15 minutes



Worksheet 7.1

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

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

## Chaining

20 minutes

### Student Chaining



Chaining Folder



Pocket Chart Setup

If students need additional practice spelling words with cards, you may select appropriate Pausing Point exercises from those listed under "Spell Words Containing Digraphs" and the activities in Unit 7, Section II of the *Assessment and Remediation Guide*.

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

- Once students have spelled the last word in the chain, have students return the Small Cards to their slots.
- Begin the next chain by saying the first word in the chain.
- Complete the chaining.

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

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

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### **Word Wheel Worksheet**

---

- Have students give Worksheet 7.2 to a family member.

## ***Supplemental Materials***

---

We recommend students reread stories from the previous Reader, *Kit*, to develop accuracy and fluency.

- Newly decodable words:

- |          |           |
|----------|-----------|
| 1. quit  | 5. quiz   |
| 2. quilt | 6. quench |
| 3. quest | 7. squint |
| 4. squid | 8. quint  |

- Chains:

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

- Phrases and Wiggle Cards:

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

## ***Code Knowledge***

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average between 200 and 250 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average between 200 and 250 of those words would be completely decodable.
- Today's sound, /qu/, is really a combination of two sounds, /k/ + /w/.
- The sound combination /qu/ is found in approximately 0.9 percent of English words.
- The sound combination /qu/ is spelled 'qu' approximately 92 percent of the time.
- The spelling 'kw' as in *Kwanza* is rare but is already decodable based on previous lessons.
- Students have now learned at least one way to spell 29 of the 44 sounds in the English language.

# Lesson 8

Basic Code

## ✓ Objectives

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

- ✓ **Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, 'x' for /x/, 'k' for /k/, 'ch' for /ch/, 'sh' for /sh/, 'th' for /th/, 'th' for /th/, 'qu' for /qu/, and 'ng' for /ng/ (RF.K.1b)**
- ✓ **Indicate whether the phoneme for the digraph /ng/ is present in the final position of a spoken word by raising a hand each time the phoneme is spoken (RF.K.2d)**
- ✓ **Practice pronouncing the sound /ng/ by repeating words with the sound /ng/ in the final position (RF.K.2d)**
- ✓ **Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by drawing a picture of 'ng' for /ng/ in the air and on paper (RF.K.1b)**
- ✓ **Recognize, isolate, and write 'ng' for consonant sound /ng/ (L.K.2c)**
- ✓ **Hold a writing utensil with a tripod (or pincer) grip and form the letters for digraph 'ng' (L.K.1a)**
- ✓ **Trace and copy the lowercase letters for the consonant digraph 'ng' (L.K.1a)**
- ✓ **Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sounds /ch/ for 'ch', /sh/ for 'sh', /th/ for 'th', /th/ for 'th', /qu/ for 'qu,' and /ng/ for 'ng' (RF.K.3a)**
- ✓ **Differentiate between the consonant /n/ and the consonant digraph /ng/ in spoken words and choose the correct spelling (RF.K.2d)**
- ✓ **Read and write one-syllable short vowel words with initial or final consonant digraph 'ng' (RF.K.3b)**
- ✓ **Read, spell, and write chains of one-syllable short vowel words using consonant digraphs 'ch,' 'sh,' 'th,' 'th,' 'qu,' and 'ng' (RF.K.3b)**

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
<b>Warm-Up</b>	<b>Sound/Spelling Review</b>	Large Cards for 'ch', 'sh', 'th', 'qu', and 16 other spellings; Sound Poster for 'qu'; Sound Card 31 ( <i>quilt</i> )	5
<b>Introducing the Sound</b>	<b>Hearing Final Sounds</b>		10
<b>Introducing the Spelling</b>	<b>Teacher Modeling</b>		5
	<b>Meet the Spelling Worksheet</b>	pencils; Worksheet 8.1; projection system	15
<b>Practice</b>	<b>Minimal Pairs</b>	Worksheet 8.2, Worksheet 8.3	10
<b>Differentiated Instruction</b>	<b>Small Group Work</b>	pencils; Worksheet 8.4	15

### **Advance Preparation**

Write the following phrases on the board or on sentence strips to use with Group 2.

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

### **Note to Teacher**

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

## **Warm-Up**

**5 minutes**

### **Sound/Spelling Review**

- Review the Large Cards for 'ch', 'sh,' 'th', 'qu' and 16 other spellings already taught. Select cards students need to practice.
- Use the procedures described in earlier lessons.
- Be sure students name both possible sounds for the digraph 'th' (voiceless /th/ and voiced /th/).
- Add Sound Card 31 (*quilt*) to the 'qu' Sound Poster.
- Conclude the Warm-Up by reviewing all digraphs.

## Hearing Final Sounds

If students need additional practice recognizing and isolating the sounds taught in this unit, you may use any of the Pausing Point exercises listed under "Recognize and Isolate the Sounds Taught in Unit 7" and the activities in Unit 7, Section I of the *Assessment and Remediation Guide*.

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

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

# Introducing the Spelling

## Teacher Modeling



Start on the dotted line.

1. short line down
2. hump

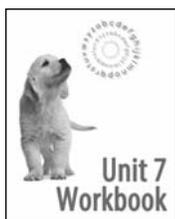
Start between the dotted line and the bottom line.

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

- Draw a large lowercase 'ng' on the board following the directions in the sidebar.
- Point out the spelling is made up of two letters, reviewing the concept of a digraph if necessary. Explain that 'ng' does not equal /n/ plus /g/ but stands for a different sound altogether.
- Draw the digraph several more times, using the phrases or counting off the strokes as you create the spelling.
- Tell students you are going to use your entire arm to draw a very large spelling in the air. Model this with your back to students, encouraging them to copy the motions and repeat the phrases with you.
- Tell students whenever the spelling 'ng' appears on a worksheet for the next few lessons, it will be printed in darker, bolder ink to remind them two letters stand for a single sound.

## Meet the Spelling Worksheet

15 minutes



Worksheet 8.1

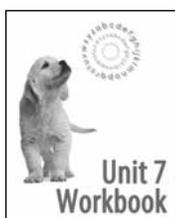
If students need additional handwriting practice, you may use any of the Pausing Point exercises addressing handwriting.

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

## Practice

10 minutes

### Minimal Pairs



Worksheets 8.2, 8.3

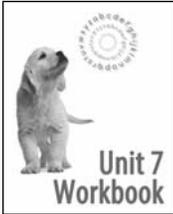
In order to help students hear the subtle difference between /n/ and /ng/, you may teach them gestures. The students can touch their noses for /n/ and raise their hands for /ng/.

If students need additional practice differentiating these sounds, you may select appropriate Pausing Point exercises from those listed under "Differentiate Similar Sounds" and the activities in Unit 7, Section I of the *Assessment and Remediation Guide*.

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

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

**Small Group Work**



Worksheet 8.4

**Group 2**

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

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

**Group 1**

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

## Supplemental Resources

---

We recommend students reread stories from the previous Reader, *Kit*, to develop accuracy and fluency.

- Newly decodable words:

- |           |           |
|-----------|-----------|
| 1. long*  | 8. ring   |
| 2. thing* | 9. string |
| 3. strong | 10. wing  |
| 4. king   | 11. song  |
| 5. bring* | 12. sing* |
| 6. spring | 13. lungs |
| 7. length | 14. swing |

- Chains:

- |  |
|--|
| 1. nap > snap > slap > slang > sang > tang > pang > pan > span > spin          |
| 2. ship > lip > slip > sling > sing > sting > string > strong > strung > strut |

- Phrases and Wiggle Cards:

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

## Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average between 200 and 250 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average between 206 and 257 of those words would be completely decodable.
- The sound /ng/ is the 30<sup>th</sup> most common sound in English.
- The sound /ng/ is found in approximately 10 percent of English words.
- The sound /ng/ is spelled 'ng' approximately 86 percent of the time.
- The spelling alternative 'n' as in *pink* is taught later in the program.
- Students have now learned at least one way to spell 30 of the 44 sounds in the English language.

# Lesson 9

## Demonstration Story Review

### ✓ Objectives

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

- ✓ Segment spoken four-, five-, and six-sound words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, 'x' for /x/, 'k' for /k/, 'ch' for /ch/, 'sh' for /sh/, 'th' for /th/, 'th' for /th/, 'qu' for /qu/, and 'ng' for /ng/ (RF.K.1b)
- ✓ Segment written four- and five-sound words into phonemes by moving one finger for each phoneme heard, and writing the number of phonemes heard (RF.K.2d)
- ✓ Read and write one-syllable short vowel words containing consonant digraphs 'ch' for /ch/, 'sh' for /sh/, 'th' for /th/, 'th' for /th/, and 'ng' for /ng/ (RF.K.3b)
- ✓ Trace, copy, and write the spelling for each sound dictated (L.K.1a)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form dictated letters (L.K.1a)
- ✓ Trace, copy, and write dictated letters (L.K.1a)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught with purpose and understanding (RF.K.4)
- ✓ Describe familiar people, places, things, and events and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Ask and answer questions to clarify information in a fiction text (SL.K.2)
- ✓ With prompting and support, answer questions (e.g., *who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters and setting in the story "Seth" (RL.K.3)
- ✓ With prompting and support describe the relationship between the illustrations and the story "Seth" (RL.K.7)
- ✓ Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud (RF.K.1a)
- ✓ Clarify the meaning of the unknown word *romp* in the story "Seth" (L.K.4)
- ✓ Name and use end punctuation while reading orally (L.K.2b)
- ✓ Attend to capitalization of the first letter of a digraph or any other word at the beginning of a sentence (L.K.2a)

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Warm-Up</b>	<b>Segmenting and Sound/Spelling Review</b>	Large Cards for 'ch', 'sh', 'th', 'qu', 'ng', and 15 other spellings; Sound Poster for 'ng'; Sound Card 32 ( <i>ring</i> )	10
<b>Practice</b>	<b>How Many Sounds?</b>	pencils; Worksheet 9.1; projection system	15
<b>Dictation</b>	<b>Sound Dictation</b>	pencils; primary paper; Large Cards for digraphs and other spellings	20
<b>Teacher Demonstration</b>	<b>Demonstration Story: "Seth"</b>	<i>Seth</i> Big Book or Media Disk and Reader	15
<b>Take-Home Material</b>	<b>Practice Pack</b>	Worksheet 9.2	*

## Warm-Up

**10** minutes

### Segmenting and Sound/Spelling Review

#### Part A

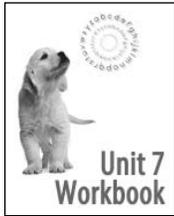
- Follow the steps outlined in Lesson 1.

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

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

#### Part B

- Review the Large Cards for 'ch', 'sh', 'th', 'qu', 'ng', and the 15 other spellings taught. Select cards students need to practice.
- Use the procedures described in earlier lessons.
- Add Sound Card 32 (*ring*) to the 'ng' Sound Poster.
- Conclude the Warm-Up by reviewing cards for digraphs.



Worksheet 9.1

### How Many Sounds?

- Distribute and display Worksheet 9.1.
- Remind students some spellings are digraphs (letter teams), which means they are made up of more than one letter.
- Ask students to tell you the first sound in the first word.
- Ask students to identify the /r/ spelling.
- Have students circle the spelling 'r', following your example.
- Complete the remaining sounds and spellings in *ranch*.
- When you get to the final sound be sure to point out to students the final sound /ch/ is written with two letters working as a team.
- Ask students how many sounds are in the word *ranch*. Segment the word orally, holding up one finger for each sound.
- Have students write the number 4 in the box, following your example.
- Have students copy *ranch* on the handwriting guide, following your example.
- Continue demonstrating until students are ready to work independently.

### Dictation

20 minutes

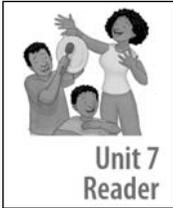
#### Sound Dictation

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

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

**Demonstration Story: “Seth”**

**Introducing the Reader**



You may wish to start a word wall that is specific to the *Seth* Reader, adding to it over the next seven lessons.

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

**Previewing the Spellings**

- Before reading the story, write the following Unit 7 spellings on the board. Read the words aloud as a class, circling the digraphs in each word.

'th' (/th/)	'th' (/th/)
Seth	this
Smith	

**Challenging Vocabulary**

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

1. **romp**—to play in a lively fashion

**Purpose for Reading**

- Tell students they will read a story about Seth’s bedtime. Ask students to pay special attention to the story so they can tell you what time Seth has to go to bed.

**Reading the Story**

- Display the story “Seth” using the *Seth* Big Book or Media Disk and distribute the Readers.
- Have students turn to the Table of Contents in their own Reader and locate the page on which the story “Seth” begins (page 2).
- Have students read the title of the story.
- Read the story “Seth” once without interruption, running a finger beneath the words as you read them, as students follow along in their own books.
- Read the story a second time, pausing to point out that the first letter in a digraph or any word is capitalized if it is at the beginning of a sentence.
- If you have time, read the story again.

## Wrap-Up

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

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

### Think-Pair-Share “Seth”

I am going to ask you to talk with a partner about the story we just read. I will give you a minute so you may ask your partner one question about the story “Seth.” Your partner should try to answer the question. Then it will be his or her turn to ask you a question. For example, I might ask my partner, “When does Seth go to bed?” My partner would answer by telling me Seth goes to bed at ten. Then it would be my partner’s turn to ask me a question. There are many questions you may ask about this story.

### Discussion Questions on “Seth”

1. Think Pair Share: Ask your partner a question about the story “Seth.”
2. *Literal* How old is Seth? (Seth is ten years old.)
3. *Literal* What are some things Seth can do before ten o’clock? (Before ten o’clock, Seth can jump on his bed. Seth can also stomp, romp, and stand on his hands.)
4. *Literal* What happens if Seth is not in bed by ten? (If Seth is not in bed by ten, Seth’s dad gets mad.)
5. *Inferential* Why doesn’t Seth jump on his bed after ten? (Seth does not jump on his bed after ten because he has to go to sleep.) (Accept reasonable answers.)

## Take-Home Material

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### Practice Pack

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- Have students give Worksheet 9.2 to a family member.

# Lesson 10

## Demonstration Story Review

### ✓ Objectives

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

- ✓ Segment spoken four-, five-, and six-sound words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Describe familiar people, places, things, and events and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, 'x' for /x/, 'k' for /k/, 'ch' for /ch/, 'sh' for /sh/, 'th' for /th/, 'th' for /th/, 'qu' for /qu/, and 'ng' for /ng/ (RF.K.1b)
- ✓ Ask and answer questions to clarify information in a fiction text (SL.K.2)
- ✓ Read and write the spelling for each word dictated (RF.K.1b)
- ✓ With prompting and support, answer questions (e.g., *who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form dictated letters (L.K.1a)
- ✓ With prompting and support, use narrative language to describe characters and setting in the story "Seth's Mom" (RL.K.3)
- ✓ Trace, copy, and write dictated letters (L.K.1a)
- ✓ With prompting and support describe the relationship between the illustrations and the story "Seth's Mom" (RL.K.7)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught with purpose and understanding (RF.K.4)
- ✓ Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud (RF.K.1a)
- ✓ Recognize and use the apostrophe while reading orally (L.K.2)
- ✓ Attend to capitalization of the first letter of a digraph at the beginning of a sentence (L.K.2a)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Segmenting and Sound/Spelling Review</b>	Large Cards for 'ch', 'sh', 'th', 'qu', 'ng', and 15 other spellings	10
<b>Dictation</b>	<b>Dictation Identification</b>	pencils; Worksheet 10.1; projection system	15
<b>Teacher Demonstration</b>	<b>Demonstration Story: "Seth's Mom"</b>	Seth Big Book or Media Disk and Reader	15
<b>Partner Reading-Reading Time</b>	<b>"Seth's Mom"</b>	Seth Reader	20

### Advance Preparation

Write the following chart on the board for use with the Demonstration Story.

'th' (/th/)	'th' (/th/)	'ng' (/ng/)
Seth's	this	things
things		sing
		songs

## Warm-Up

10 minutes

### Segmenting and Sound/Spelling Review

#### Part A

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

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

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

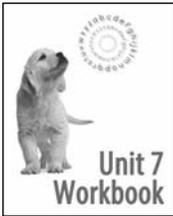
## Part B

- Review the Large Cards for ‘ch’, ‘sh’, ‘th’, ‘qu’, ‘ng’, and 15 other spellings taught. Select cards students need to practice.
- Follow the procedures described in earlier lessons.
- Conclude the Warm-Up by reviewing cards for the digraphs.

## Dictation

15 minutes

### Dictation Identification



Worksheet 10.1

If students need additional reading practice, you may use any of the Pausing Point exercises addressing reading and the activities in Unit 7, Section II of the *Assessment and Remediation Guide*.

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

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

## Teacher Demonstration

15 minutes

### Demonstration Story: “Seth’s Mom”

#### Previewing the Spellings

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

‘th’ (/th/)	‘th’ (/th/)	‘ng’ (/ng/)
Seth’s	this	things
things		sing
		songs

- Be sure to point out the apostrophe ‘s’ in *Seth’s* and review its meaning.

#### Purpose for Reading

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



### **Reading the Story**

- Display the story “Seth’s Mom” using the *Seth* Big Book or Media Disk and distribute the Readers.
- Have students turn to the Table of Contents in their own reader and locate the page on which “Seth’s Mom” begins (page 8).
- Have students read the title of the story.
- Read the story “Seth’s Mom” once without interruption, running a finger beneath the words as you read them. Ask students to follow along in their own book.
- Read the story a second time. Remind students the first letter of the first word in a sentence is capitalized.
- If you have time, read the story again.

### **Wrap-Up**

- Discuss the following questions as a class. Refer to specific text in the story to answer questions. Encourage students to respond in complete sentences incorporating the question stem in their reply.

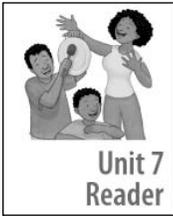
#### **Discussion Questions on “Seth’s Mom”**

I am going to ask you to talk with a partner about the story we just read. I will give you a minute so you may ask your partner one question about the story “Seth’s Mom.” Your partner should answer the question. Then it will be his or her turn to ask you a question.

1. Think Pair Share: Ask your partner a question about the story “Seth’s Mom.”
2. *Literal* What is Seth’s mom’s name? (Seth’s mom is named Pat.)
3. *Literal* What are some things Pat can do? (Pat can fix things, scrub, plan, think, run fast, and sing.)
4. *Inferential* Where do you think Pat runs? (Accept reasonable answers.)
5. *Inferential* Why do you think Pat runs? (Accept reasonable answers.)

**“Seth’s Mom”**

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Even though students will not encounter unknown spellings in the remaining stories of this Reader, we ask you to discourage reading ahead to make sure students do not get in the habit of doing so.

- Assign student pairs.
- Ask students to sit with their partners and take turns reading “Seth’s Mom” aloud.
- Encourage students who finish early to reread the story “Seth.” They should not read ahead.
- Listen to students read and record anecdotal notes on their progress.

# Lesson 11

Demonstration Story  
Review  
Student Performance Task  
Assessment

## ✓ Objectives

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

- ✓ Segment spoken four-, five-, and six-sound words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, 'x' for /x/, 'k' for /k/, 'ch' for /ch/, 'sh' for /sh/, 'th' for /th/, 'th' for /th/ 'qu' for /qu/, and 'ng' for /ng/ (RF.K.1b)
- ✓ Read and write the spelling for each phrase dictated (RF.K.1b)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form dictated letters (L.K.1a)
- ✓ Trace, copy, and write dictated letters (L.K.1a)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught with purpose and understanding (RF.K.4)
- ✓ Describe familiar people, places, things, and events and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Ask and answer questions to clarify information in a fiction text (SL.K.2)
- ✓ With prompting and support, answer questions (e.g., *who*, *what*, *where*, *when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters and setting in the story "Seth's Dad" (RL.K.3)
- ✓ With prompting and support describe the relationship between the illustrations and the story "Seth's Dad" (RL.K.7)
- ✓ Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud (RF.K.1a)
- ✓ Recognize and use the apostrophe while reading orally (L.K.2)
- ✓ Clarify the meaning of the unknown word *stump* in the story "Seth's Dad" (L.K.4)

<b>At a Glance</b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Warm-Up</b>	<b>Segmenting and Sound/Spelling Review</b>	Large Cards for 'ch', 'sh', 'th', 'qu', 'ng', and 15 other spellings	10
<b>Practice</b>	<b>Mark the Phrase</b>	pencils; Worksheet 11.1; projection system	15
<b>Student Performance Task Assessment</b>	<b>Reading Assessment</b>	Part One: Worksheet 11.3; crayons or pencils; Part Two: Worksheet 11.2; reading test word cards	*
<b>Teacher Demonstration</b>	<b>Demonstration Story: "Seth's Dad"</b>	<i>Seth</i> Big Book or Media Disk and Reader	15
<b>Small Group-Reading Time</b>	<b>"Seth's Dad"</b>	<i>Seth</i> Big Book and Reader	20
<b>Take-Home Material</b>	<b>Take-Home Story: "Seth"</b>	Worksheet 11.4	*

### **Advance Preparation**

Write the following chart on the board for use with the demonstration story.

<b>'ch' (/ch/)</b>	<b>'sh' (/sh/)</b>	<b>'th' (/th/)</b>	<b>'th' (/th/)</b>	<b>'ng' (/ng/)</b>
chop	crush	Seth's	this	strong
		with		

### **Note to Teacher**

This lesson and the six that follow are devoted to review and assessment of Unit 7. The assessment consists of Parts One and Two. Part One is a whole-group activity required of all students. Students will circle 10 words on a worksheet, one per row, as you pronounce each one-syllable CVC word. After scoring Part One, you will determine which students must complete Part Two. In Part Two, meet briefly with students (individually) to administer a ten-word reading assessment. The estimated time for each child is two to four minutes.

Segmenting and Sound/Spelling Review

Part A

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

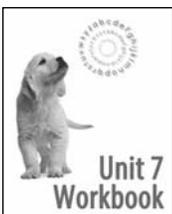
1	2	3	4	5	6
					
frost	/f/	/r/	/o/	/s/	/t/

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

Part B

- Review the Large Cards for ‘ch’, ‘sh’, ‘th’, ‘qu’, ‘ng’, and 15 other spellings taught. Select cards students need to practice.
- Use the procedures described in earlier lessons.
- Conclude the Warm-Up by reviewing cards for the digraphs.

Mark the Phrase



Worksheet 11.1

**Note:** The following procedures encourage you to model Worksheet 11.1 for students. They have encountered this type of worksheet a number of times, so you may prefer to have them complete the worksheet independently while you meet with individual students in order to administer Part Two of the assessment.

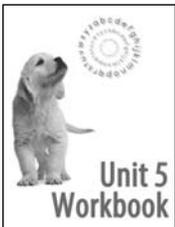
- Distribute and display Worksheet 11.1.
- Ask students to read the phrases.

- Ask students which of the first two phrases match the first picture.
- Have students mark the box next to the phrase *dog in bath*, following your example.
- Continue demonstrating until students are ready to work independently.

## Student Performance Task Assessment

### 10 Reading Assessment

#### Part One



Worksheet 11.3

- Distribute Worksheet 11.3 and pencils.
- Display the front of Worksheet 11.3 in order to familiarize students with the format. If you wish to provide an example, create one using words other than those used on the assessment.
- Describe the activity to students by telling them they will be asked to circle one word in each row: the word you pronounce. Proceed with the assessment.

- |         |           |
|---------|-----------|
| 1. then | 4. lunch  |
| 2. path | 5. thrash |
| 3. chin |           |

- Display the back of Worksheet 11.3 and continue.

- |           |          |
|-----------|----------|
| 6. quilts | 9. song  |
| 7. ring   | 10. quiz |
| 8. shut   |          |

## Analysis and Interpretation

---

### Part One

Assign one point for each word circled correctly.

There are 10 words making a total score of 10 points possible.

Record the results on the Record Sheet for Unit 7 assessment located at the end of this lesson.

Interpret scores as follows:

9–10 points—excellent

8 points—good

7 points—fair

6 points or less—poor

**Students scoring 7 or fewer points must complete Part Two of the assessment.**

### Part Two

- Part Two involves assessing students individually by having them read aloud 10 words printed on separate cards.
- The words for the assessment are printed on the next to last page of this lesson. Copy the page and cut out the words. Show the cards to the student one at a time.
- Use the individual record sheet on Worksheet 11.2 to record each word as the student reads it. Scoring is based on one point assigned for every sound in a word that is read correctly.

Interpret scores as follows:

26 or more points—excellent

21–25 points—good

15–20 points—fair

Less than 15 points—poor

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

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

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

**Demonstration Story: “Seth’s Dad”**



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

**Previewing the Spellings**

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

‘ch’ (/ch/)	‘sh’ (/sh/)	‘th’ (/th/)	‘th’ (/th/)	‘ng’ (/ng/)
chop	crush	Seth’s	this	strong
		with		

**Challenging Vocabulary**

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

1. **stump**—the base of a tree that has been cut down

**Purpose for Reading**

- Tell students they will read a story about Seth’s dad. Ask students to pay special attention to the story so they can tell you the name of Seth’s dad.

**Reading the Story**

- Display the story “Seth’s Dad” using the *Seth* Big Book or Media Disk and distribute the Readers.
- Have students turn to the Table of Contents in the Reader and locate the page on which the story “Seth’s Dad” begins (page 18).
- Have students read the title of the story.
- Read the story “Seth’s Dad” once without interruption, running a finger beneath the words as you read them. Have students follow along in their own Readers.
- Read the story a second time, pausing to point out words with digraphs.
- If you have time, read the story again.

**Wrap-Up**

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

## Discussion Questions on “Seth’s Dad”

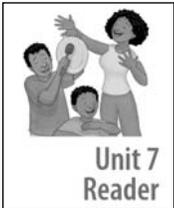
I am going to ask you to talk with a partner about the story we just read. I will give you a minute so you may ask your partner one question about the story “Seth’s Dad.” Your partner should answer the question. Then it will be his or her turn to ask you a question.

1. Think Pair Share: Ask your partner a question about the story “Seth’s Dad.”
2. *Literal* What is Seth’s dad’s name? (Seth’s dad is named Ted.)
3. *Literal* Describe Ted. (Ted is strong.)
4. *Literal* What can Ted chop? (Ted can chop big logs.)
5. *Inferential* Why do you think Ted is chopping logs? (Accept reasonable answers.)
6. *Literal* What can Ted crush? (Ted can crush tin cans.)

## Small Group-Reading Time

20 minutes

### “Seth’s Dad”



If students need additional reading practice, you may use any of the Pausing Point exercises addressing reading and the activities in Unit 7, Section III in the *Assessment and Remediation Guide*.

- ✪ **Group 2:** Have students take out the Readers, sit with their partners, and take turns reading “Seth’s Dad” aloud. Upon completion, students may reread the stories “Seth’s Mom” and “Seth.” They should not read ahead.
- ✪ **Group 1:** Have students follow along in the Readers as you use the *Seth* Big Book to read aloud “Seth’s Dad” without interruption. Read the story a second time. If you have time, read “Seth’s Mom” and “Seth” as well.
- Tell students you are going to ask them to reread “Seth’s Dad.” Use group reading strategies that are best for students. Remind all students to run their finger under each word as they read aloud. Remind students they should sound a word letter by letter if they do not immediately recognize it.

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

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

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### **Take-Home Story: “Seth”**

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- Have students give Worksheet 11.4 to a family member.

**then**

**quilts**

**path**

**ring**

**chin**

**shut**

**lunch**

**song**

**thrash**

**quiz**



# Lesson 12

## ✓ Objectives

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

- ✓ Segment spoken four-, five-, and six-sound words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: ‘a’ for /a/, ‘m’ for /m/, ‘t’ for /t/, ‘d’ for /d/, ‘o’ for /o/, ‘c’ for /k/, ‘g’ for /g/, ‘i’ for /i/, ‘n’ for /n/, ‘h’ for /h/, ‘s’ for /s/, ‘f’ for /f/, ‘v’ for /v/, ‘z’ for /z/, ‘p’ for /p/, ‘b’ for /b/, ‘l’ for /l/, ‘r’ for /r/, ‘u’ for /u/, ‘w’ for /w/, ‘j’ for /j/, ‘y’ for /y/, ‘x’ for /x/, ‘k’ for /k/, ‘ch’ for /ch/, ‘sh’ for /sh/, ‘th’ for /th/, ‘th’ for /th/, ‘qu’ for /qu/, and ‘ng’ for /ng/ (RF.K.1b)
- ✓ Read, spell, and write chains of one-syllable short vowel words using consonant digraphs ‘ch’, ‘sh’, ‘th’, ‘qu’, and ‘ng’ (RF.K.3b)
- ✓ Read one-syllable short vowel words with consonant digraphs and write the words under their corresponding pictures (RF.K.3b)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form dictated letters (L.K.1a)
- ✓ Trace, copy, and write lowercase letters of the alphabet (L.K.1a)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	Segmenting and Sound/Spelling Review	Large Cards for ‘ch’, ‘sh’, ‘th’, ‘qu’, ‘ng’, and 15 other spellings	10
<b>Chaining</b>	Teacher Chaining		15
<b>Practice</b>	Word Box	pencils; Worksheet 12.1; projection system	15
<b>Student Performance Task Assessment</b>	Reading Assessment	materials from Lesson 11	*
<b>Small Group-Reading Time</b>	“Seth’s Dad”	Seth Big Book and Reader	20
<b>Take-Home Material</b>	Take-Home Story: “Seth’s Mom”	Worksheet 12.2	*

**Segmenting and Sound/Spelling Review**

**Part A**

- Follow the steps outlined in Lesson 1, dropping the word *frost* and adding the word *things*.
- As a challenge, ask students to provide a rhyming word for each blended word.

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

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

**Part B**

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

- Review the Large Cards for ‘ch’, ‘sh’, ‘th’, ‘qu’, ‘ng’, and 15 other spellings taught. Select cards students need to practice.
- Use the procedures described in earlier lessons.
- Conclude the Warm-Up by reviewing cards for the digraphs.

**Teacher Chaining**

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

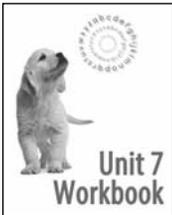
- Complete the chaining.

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

## Practice

15 minutes

### Word Box



Worksheet 12.1

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

**Note:** Instead of modeling this worksheet, you may prefer to have students complete the worksheet independently while you meet with individual students in order to administer Part Two of the assessment.

- Distribute and display Worksheet 12.1.
- Ask students to read the first word.
- Ask which pictures match the word *shed*.
- Have students write *shed* under the picture of the shed, following your example.
- Continue demonstrating until students are ready to work independently.

## Student Performance Task Assessment

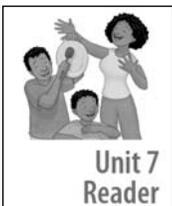
### Reading Assessment

- Follow the procedures explained in Lesson 11.

## Small Group-Reading Time

20 minutes

### “Seth’s Dad”



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

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

If students need additional reading practice, you may use any of the Pausing Point exercises that address reading and the activities in Unit 7, Section III of the *Assessment and Remediation Guide*.

- **Group 2:** Ask students to reread “Seth’s Dad.” Use a group reading practice that is best for the group. Remind all students to run their finger under each word as they read aloud. If they do not immediately recognize a word, encourage students to blend and read the word.
- As they practice reading these stories, students may start to recognize words they have read before. Write the word *Seth’s* on the board, explaining, for example, they will see the word several times in this story; if they know the word, they can say it all at once, without sounding out each letter.
- Ask all students to point to the title on page 18 and read it aloud. Ask students to name the punctuation mark in the word *Seth’s* and tell what it means. (It shows possession, e.g., whose dad we are talking about.)
- Be sure to point out the uppercase “D” in the word *Dad*, explaining it is another way to write the letter ‘d’, i.e., it is the uppercase version of this letter.
- Select a group reading strategy appropriate for this particular group.
- Have students reread the story a second time.
- If time permits, continue having students read “Seth’s Mom” and “Seth” using various read aloud strategies.

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

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### **Take-Home Story: “Seth’s Mom”**

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- Have students give Worksheet 12.2 to a family member.

# Lesson 13

Demonstration Story  
Review  
Student Performance  
Task Assessment

## ✓ Objectives

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

- ✓ Segment spoken four-, five-, and six-sound words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, 'x' for /x/, 'k' for /k/, 'ch' for /ch/, 'sh' for /sh/, 'th' for /th/, 'th' for /th/, 'qu' for /qu/, and 'ng' for /ng/ (RF.K.1b)
- ✓ Read, spell, and write chains of one-syllable short vowel words using consonant digraphs 'ch', 'sh', 'th', 'qu', and 'ng' (RF.K.3b)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught with purpose and understanding (RF.K.4)
- ✓ Describe familiar people, places, things, and events and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Ask and answer questions to clarify information in a fiction text (SL.K.2)
- ✓ With prompting and support, answer questions (e.g., *who*, *what*, *where*, *when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters and setting in the story "Sal's Fish Shop" (RL.K.3)
- ✓ With prompting and support describe the relationship between the illustrations and the story "Sal's Fish Shop" (RL.K.7)
- ✓ Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud (RF.K.1a)
- ✓ Clarify the meaning of the unknown words *clam* and *squid* in the story "Sal's Fish Shop" (L.K.4)
- ✓ Recognize and use the apostrophe while reading orally (L.K.2)
- ✓ Read aloud with a partner for at least 15 minutes (RL.K.10)

<b>At a Glance</b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Warm-Up</b>	<b>Segmenting and Sound/Spelling Review</b>	Large Cards for 'ch', 'sh', 'th', 'qu', 'ng', and 15 other spellings	5
<b>Chaining</b>	<b>Large Card Chaining</b>	Large Cards for 'n', 't', 'd', 'f', 's', 'p', 'b', 'l', 'r', 'h', 'ch', 'sh', 'th', 'qu', 'ng', 'i', 'e', 'a', 'u', 'o'; pencils; primary paper	20
<b>Teacher Demonstration</b>	<b>Demonstration Story: "Sal's Fish Shop"</b>	Seth Big Book or Media Disk and Reader	15
<b>Partner Reading-Reading Time</b>	"Sal's Fish Shop"	Seth Reader	20
<b>Student Performance Task Assessment</b>	<b>Reading Assessment</b>	materials from Lesson 11	*

### Advance Preparation

Prepare the following chart for use with the Demonstration Story.

'sh' (/sh/)	'th' (/th/)	'qu' (/qu/)
fish	Seth	squid
shop		
fresh		
shrimp		

## Warm-Up

5 minutes

### Segmenting and Sound/Spelling Review

#### Part A

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

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

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

### Part B

- Review the Large Cards for ‘ch’, ‘sh’, ‘th’, ‘qu’, ‘ng’, and 15 other spellings taught. Select cards students need to practice.
- Use the previously described procedures.
- Conclude the Warm-Up by reviewing cards for digraphs.

## Chaining

20 minutes

### Large Card Chaining

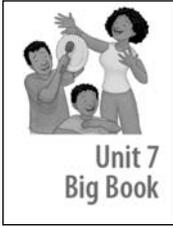
Have students without Large Cards write the chained words on paper.

If students need additional practice spelling words with cards, you may use any of the Pausing Point exercises listed under “Spell Words Containing Digraphs” and the activities in Unit 7, Section II of the *Assessment and Remediation Guide*.

- Distribute the following Large Cards, reviewing each sound as you do so: ‘n’, ‘t’, ‘d’, ‘f’, ‘s’, ‘p’, ‘b’, ‘l’, ‘r’, ‘h’, ‘ch’, ‘sh’, ‘th’, ‘qu’, ‘ng’, ‘i’, ‘e’, ‘a’, ‘u’, ‘o’.
- Tell students if they are holding a card with a picture of a sound in *tin*, they should go to the front of the room and stand in the order that spells *tin*. If necessary, assist students in arranging themselves in the correct order.
- Once students are standing in place, ask seated students to sound out the letters as they are arranged and indicate whether the letters spell *tin*.
- Once the word has been spelled correctly, say to students, “If that is *tin*, show me *thin*.”
- Students should rearrange themselves to make the new word.
- Continue this process until all of the words in the first chain have been spelled.
- Have students trade cards.
- Complete the chaining.

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

**Demonstration Story: “Sal’s Fish Shop”**



**Previewing the Spellings**

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

'sh' (/sh/)	'th' (/th/)	'qu' (/qu/)
fish	Seth	squid
shop		
fresh		
shrimp		

**Challenging Vocabulary**

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

1. **clam**—a shelled animal living in sand or mud that can be eaten
2. **squid**—a sea animal with eight arms and two tentacles that can be eaten

**Purpose for Reading**

- Tell students they will read a story about Seth and his mom going to a shop. Ask students to pay special attention to the story so they can tell you the type of store Seth and his mom went in and what they bought.

**Reading the Story**

- Display the story “Sal’s Fish Shop” using the *Seth* Big Book or Media Disk and distribute the Student Readers.
- Have students use the Table of Contents to locate the page on which “Sal’s Fish Shop” begins (page 26).
- Have students read the title of the story.
- Read the story “Sal’s Fish Shop” once without interruption, running a finger beneath the words as you read them.
- Read the story a second time, pausing to point out words with digraphs.
- If you have time, read the story again, having students participate.

### Wrap-Up

- Discuss the following questions as a class, referring to the text as needed to answer questions. Encourage students to respond in complete sentences incorporating the question stem in their reply.

#### Discussion Questions on “Sal’s Fish Shop”

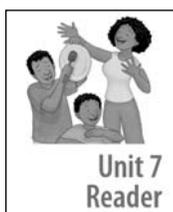
I am going to ask you to talk with a partner about the story we just read. I will give you a minute so you can ask your partner one question about the story “Sal’s Fish Shop.” Your partner should try to answer the question. Then it will be his or her turn to ask you a question.

1. *Think Pair Share:* Ask your partner a question about the story “Sal’s Fish Shop.”
2. *Literal* What kind of shop do Seth and his mom go to? (Seth and his mom go to a fish shop.)
3. *Inferential* Who is Sal? (Sal works in the fish shop.)
4. *Literal* Name three things Sal sells. (Sal sells fish, shrimp, crabs, clams, and squid.)
5. *Literal* What does Pat buy? (Pat buys fish and shrimp.)
6. *Inferential* What do you think Pat will do with the fish and shrimp? (Accept reasonable answers.)

## Partner Reading-Reading Time

20 minutes

### “Sal’s Fish Shop”



- Give each student a *Seth* Reader.
- Assign student pairs.
- Ask students to sit with their partners and take turns reading “Sal’s Fish Shop” aloud.
- Encourage students to reread the stories “Seth’s Dad” and “Seth’s Mom.” They should not read ahead.
- Listen to students read and record anecdotal notes on their progress.

## Student Performance Task Assessment

### Reading Assessment

- Follow the procedures explained in Lesson 11.

# Lesson 14

Demonstration Story  
Review  
Student Performance  
Task Assessment

## ✓ Objectives

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

- ✓ Segment spoken four-, five-, and six-sound words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, 'x' for /x/, 'k' for /k/, 'ch' for /ch/, 'sh' for /sh/, 'th' for /th/, 'th' for /th/, 'qu' for /qu/, and 'ng' for /ng/ (RF.K.1b)
- ✓ Read one-syllable short vowel words with consonant digraphs and write the words under their corresponding pictures (RF.K.3b)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught with purpose and understanding (RF.K.4)
- ✓ Describe familiar people, places, things, and events and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Ask and answer questions to clarify information in a fiction text (SL.K.2)
- ✓ With prompting and support, answer questions (e.g., *who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters and setting in the story "Lunch" (RL.K.3)
- ✓ With prompting and support describe the relationship between the illustrations and the story "Lunch" (RL.K.7)
- ✓ Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud (RF.K.1a)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	Segmenting and Sound/Spelling Review	Large Cards for 'ch', 'sh', 'th', 'qu', 'ng', and 15 other spellings	10
<b>Practice</b>	Label the Picture	pencils; Worksheet 14.1; projection system	15
<b>Student Performance Task Assessment</b>	Reading Assessment	materials from Lesson 11	*
<b>Teacher Demonstration</b>	Demonstration Story: "Lunch"	Seth Big Book or Media Disk	15
<b>Small Group-Reading Time</b>	"Lunch"	Seth Big Book and Reader	20
<b>Take-Home Material</b>	Take -Home Story: "Seth's Dad"	Worksheet 14.2	*

### Advance Preparation

Prepare the following chart on the board for use with the Demonstration Story.

'ch' (/ch/)	'sh' (/sh/)	'th' (/th/)
lunch	shrimp	Seth
chips	fish	with
munch		
crunch		

## Warm-Up

10 minutes

### Segmenting and Sound/Spelling Review

#### Part A

- Follow the steps outlined in Lesson 1, dropping the word *soft* and adding the word *frogs*.
- As a challenge, ask students to provide a rhyming word for each blended word.

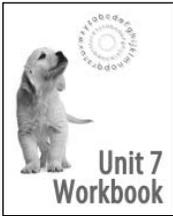
1  split	2  /s/	3  /p/	4  /l/	5  /i/	6  /t/
--	--	--	--	--	--

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

#### Part B

- Review the Large Cards for 'ch', 'sh', 'th', 'qu', 'ng', and 15 other spellings taught. Select cards students need to practice. Use previously described procedures.
- Conclude the Warm-Up by reviewing cards for digraphs.

**Label the Picture**



Worksheet 14.1

**Note:** Instead of modeling this worksheet, you may prefer to have students complete the worksheet independently while you meet with individual students in order to administer Part Two of the assessment.

This worksheet includes the word *chat*, new vocabulary for many students.

- Distribute and display Worksheet 14.1.
- Ask students to read the first word.
- Ask which of the first two pictures matches the word *ship*.
- Have students write *ship* under the picture of the ship, following your example.
- Continue demonstrating until students are ready to work independently.

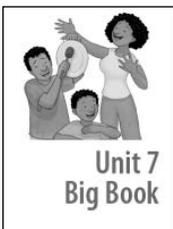
**Student Performance Task Assessment**

**Reading Assessment**

- Follow the procedures explained in Lesson 11.

**Teacher Demonstration**

**Demonstration Story: “Lunch”**



**Previewing the Spellings**

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

'ch' (/ch/)	'sh' (/sh/)	'th' (/th/)
lunch	shrimp	Seth
chips	fish	with
munch		
crunch		

**Purpose for Reading**

- Tell students they will read a story about Seth’s family eating lunch. Ask students to pay special attention to the story so they can tell you what each person had for lunch.

### **Reading the Story**

- Display the story “Lunch” using the *Seth* Big Book or Media Disk.
- Have students locate the page on which the story “Lunch” begins (page 32).
- Have students read the title of the story.
- Read the story “Lunch” once without interruption, running a finger beneath the words as you read them. Ask students to follow along in the Readers.
- Read the story a second time, pausing to point out words with digraphs.
- If you have time, read the story again, having students participate.

### **Wrap-Up**

- Discuss the following questions as a class, referring to the text as needed. Encourage students to respond in complete sentences incorporating the question stem in their reply.

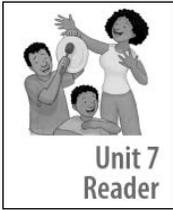
#### **Discussion Questions on “Lunch”**

Talk with a partner about the story we just read and ask your partner one question about the story “Lunch.” Your partner should answer the question. Then it will be his or her turn to ask you a question.

1. *Think Pair Share:* Ask your partner a question about the story “Lunch.”
2. *Literal* What does Seth’s mom have for lunch? (Seth’s mom eats shrimp and chips for lunch.)
3. *Literal* What does Seth’s dad have for lunch? (Seth’s dad eats shrimp, fish, and chips for lunch.)
4. *Literal* What does Seth have for lunch? (Seth eats ham and chips for lunch.)
5. *Inferential* Do you think Seth, Ted, and Pat enjoy their lunch? Why? (Accept reasonable answers.)

### “Lunch”

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If students need additional reading practice, you may use any of the Pausing Point exercises addressing reading and the activities in Unit 7, Section III of the *Assessment and Remediation Guide*.

Both this lesson and the following lesson designate time to read “Lunch” in small groups. We recommend you read with Group 1 during this lesson (while Group 2 completes a partner read) and Group 2 during the following lesson (while Group 1 completes a partner read).

- ✪ **Group 2:** Have students take out their Readers, sit with their partners, and take turns reading “Lunch” aloud. As students complete the partner reading, they should reread the stories “Sal’s Fish Shop” and “Seth’s Dad.” They should not read ahead.
- ✪ **Group 1:** Ask students to reread “Lunch.” Use a reading strategy appropriate for students in the group. Remind all students to run their finger under each word as they read aloud. Tell them if they do not immediately recognize a word, they should segment, blend, and read the word.
- Let students know as they practice reading these stories, they may start to recognize words they have read before. Write the word *lunch* on the board, explaining, for example, they will see this word several times in the story; if they know the word, they should say it without sounding out each letter.
- Continue to use various student read-aloud strategies for the lesson.
- Have students reread the story. If time permits, continue having students read “Sal’s Fish Shop” and “Seth’s Dad.”

## Take-Home Material

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### Take -Home Story: “Seth’s Dad”

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- Have students give Worksheet 14.2 to a family member.

# Lesson 15

## ✓ Objectives

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

- ✓ Segment spoken four-, five-, and six-sound words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: ‘a’ for /a/, ‘m’ for /m/, ‘t’ for /t/, ‘d’ for /d/, ‘o’ for /o/, ‘c’ for /k/, ‘g’ for /g/, ‘i’ for /i/, ‘n’ for /n/, ‘h’ for /h/, ‘s’ for /s/, ‘f’ for /f/, ‘v’ for /v/, ‘z’ for /z/, ‘p’ for /p/, ‘b’ for /b/, ‘l’ for /l/, ‘r’ for /r/, ‘u’ for /u/, ‘w’ for /w/, ‘j’ for /j/, ‘y’ for /y/, ‘x’ for /x/, ‘k’ for /k/, ‘ch’ for /ch/, ‘sh’ for /sh/, ‘th’ for /th/, ‘th’ for /th/, ‘qu’ for /qu/, and ‘ng’ for /ng/ (RF.K.1b)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by playing a large motor game using consonant digraph spellings (RF.K.3a)
- ✓ Read and write one-syllable short vowel CVC words by circling the letters that spell the word and match a picture cue (RF.K.3b)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form dictated letters (L.K.1a)
- ✓ Trace, copy, and write lowercase letters of the alphabet (L.K.1a)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	Segmenting and Sound/Spelling Review	Large Cards for ‘ch’, ‘sh’, ‘th’, ‘qu’, ‘ng’, and 15 other spellings	10
<b>Practice</b>	Tap and Spell	marker; paper	15
	Circle Spelling	pencils; Worksheet 15.1; projection system	15
<b>Student Performance Task Assessment</b>	Reading Assessment	materials from Lesson 11	*
<b>Small Group-Reading Time</b>	“Lunch”	Seth Big Book and Reader	20
<b>Take-Home Material</b>	Take-Home Story: “Sal’s Fish Shop”	Worksheet 15.2	*

### Advanced Preparation

Gather or add to the Stomp/Tap and Spell cards you created for earlier units, writing the vowel spellings ‘a’, ‘i’, ‘o’, ‘e’, and ‘u’ and the consonant spellings ‘ch’, ‘sh’, ‘th’, ‘qu’, ‘ng’, ‘p’, ‘t’, and ‘s’ on separate cards.

**Segmenting and Sound/Spelling Review**

**Part A**

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

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

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

**Part B**

- Review the Large Cards for ‘ch’, ‘sh’, ‘th’, ‘qu’, ‘ng’, and 15 other spellings taught. Select cards students need to practice.
- Use the previously described procedures.
- Conclude the Warm-Up by reviewing cards for digraphs.

## Tap and Spell

15 minutes

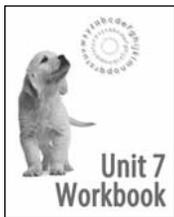
If students need additional practice spelling words with cards, you may use any of the Pausing Point exercises listed under “Spell Words Containing Digraphs” and the activities in Unit 7, Section II of the *Assessment and Remediation Guide*.

- Arrange the spellings on the floor or on the board to resemble the setup on a pocket chart or Chaining Folder—vowel spellings on top, consonants below.
- Choose a student to review the vowel spellings by tapping each one with his or her foot or a yardstick and calling out the appropriate sound.
- Choose a second student to review the consonant spellings.
- Select a third student and call out the word *such* for the student to “tap spell.” The student should use his or her foot or yardstick to tap each spelling in the word saying the sound of each spelling as he or she taps it.
- Complete the spelling activity.

1. such	4. quit	7. this	10. stung
2. ship	5. that	8. chop	11. shot
3. path	6. sting	9. thing	12. quest

## Circle Spelling

15 minutes



Worksheet 15.1

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

**Note:** Instead of modeling this worksheet, you may prefer to have students complete the worksheet independently while you meet with individual students to administer Part Two of the assessment.

- Distribute and display Worksheet 15.1.
- Point to the first picture and ask the class to identify it. (If necessary, tell the class it is chips.)
- Ask students for the first sound in *chips*.
- Ask students which of the first two spellings is a picture of the /ch/ sound.
- Have students circle the ‘ch’.
- Repeat for the remaining three sounds in *chips*.
- Have students write *chips* on the line provided, following your example.
- Continue demonstrating until students are ready to work independently.

## Student Performance Task Assessment

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### Reading Assessment

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- Follow the procedures explained in Lesson 11.

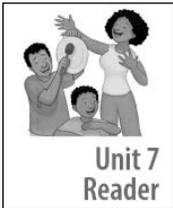
### Small Group-Reading Time

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20 minutes

#### “Lunch”

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If you read with Group 1 during the previous lesson, we recommend you read with Group 2 while other students partner read.

- ✪ **Group 1:** Have students take out the Readers, sit with their partners, and take turns rereading “Lunch” aloud. After the partner reading is completed students may reread the stories “Sal’s Fish Shop” and “Seth’s Dad.” They should not read ahead.
- ✪ **Group 2:** Tell students you are going to ask them to reread “Lunch.” Remind all students to run their finger under each word as they read aloud. If they do not immediately recognize a word, they should sound it out letter by letter.
- Let students know as they practice reading these stories, they may start to recognize words they have read before. Write the word *lunch* on the board, explaining, for example, they will see this word several times in this story. If they know the word, they can just say it all at once, without sounding out each letter.
- Ask one student to read the first sentence, making sure all students run their finger under the text as they listen to their classmate reading the same text. Use various read-aloud strategies that meet the needs of students.
- If a student misreads a word, call his attention to the specific letter-sound correspondence he misread. Ask the student to provide the sound of this digraph or provide the sound for him. Ask the student to sound out the word letter by letter, blending all sounds together to say the word.
- Use group read-aloud strategies that best suit students’ needs.
- If time permits, continue having students read “Sal’s Fish Shop” and “Seth’s Dad.”

If students need additional reading practice, you may use any of the Pausing Point exercises addressing reading and the activities in Unit 7, Section III of the *Assessment and Remediation Guide*.

### Take-Home Material

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#### Take-Home Story: “Sal’s Fish Shop”

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- Have students give Worksheet 15.2 to a family member.

# Lesson 16

## ✓ Objectives

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

- ✓ Segment spoken four-, five-, and six-sound words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Describe familiar people, places, things, and events and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, 'x' for /x/, 'k' for /k/, 'ch' for /ch/, 'sh' for /sh/, 'th' for /th/, 'th' for /th/, 'qu' for /qu/, and 'ng' for /ng/ (RF.K.1b)
- ✓ Ask and answer questions to clarify information in a fiction text (SL.K.2)
- ✓ Read one-syllable short vowel CVC words and phrases and perform the action indicated on a card (RF.K.3b)
- ✓ With prompting and support, answer questions (e.g., *who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught and match them to the appropriate picture (RF.K.4)
- ✓ With prompting and support, use narrative language to describe characters and setting in the story "Seth's Finch" (RL.K.3)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form dictated letters (L.K.1a)
- ✓ With prompting and support describe the relationship between the illustrations and the story "Seth's Finch" (RL.K.7)
- ✓ Trace, copy, and write dictated letters (L.K.1a)
- ✓ Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud (RF.K.1a)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Recognize and use the apostrophe while reading orally (L.K.2)
- ✓ Clarify the meaning of the unknown word *finch* in the story "Seth's Finch" (L.K.4)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Segmenting and Sound/Spelling Review</b>	Large Cards for 'ch', 'sh', 'th', 'qu', 'ng', and 15 other spellings	5
<b>Practicing Reading</b>	<b>Wiggle Cards</b>	cards for <i>sing, clap hands, shrug, spin, pinch leg, jump, squint, chat with pal, clench fists, tap chin, grin, stomp</i>	5
<b>Practice</b>	<b>Circle the Word</b>	pencils; Worksheet 16.1; projection system	15
<b>Student Performance Task Assessment</b>	<b>Reading Assessment</b>	materials from Lesson 11	*
<b>Teacher Demonstration</b>	<b>Demonstration Story: "Seth's Finch"</b>	Seth Big Book or Media Disk and Reader	15
<b>Small Group-Reading Time</b>	<b>"Seth's Finch"</b>	Seth Reader	20
<b>Take-Home Material</b>	<b>Label the Picture</b>	Worksheet 16.2	*

### Advanced Preparation

Write the following words and phrases, one per card, on index cards to use in the Wiggle Card exercise: *sing, clap hands, shrug, spin, pinch leg, jump, squint, chat with pal, clench fists, tap chin, grin, stomp*.

Prepare the following chart on the board for use with the Demonstration Story.

'ch' (/ch/)	'th' (/th/)	'th' (/th/)	'ng' (/ng/)
finch	Seth's	that's	wings
Chip		that	sing
munch			

## Warm-Up

5 minutes

### Segmenting and Sound/Spelling Review

#### Part A

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

1  brings	2  /b/	3  /r/	4  /i/	5  /ng/	6  /s/
--	---	---	---	--	---

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

## Practicing Reading

5 minutes

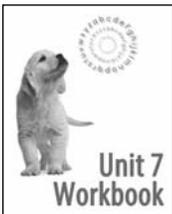
### Wiggle Cards

- Tell students you are going to show some cards describing actions; you would like them to read each card and perform the action listed.
- Show students a card, have them read it, and perform the action.
- Complete the remaining cards.

## Practice

15 minutes

### Circle the Word



Worksheet 16.1

**Note:** Instead of modeling this worksheet, you may prefer to have students complete the worksheet independently while you meet with individual students in order to administer Part Two of the assessment.

- Distribute and display Worksheet 16.1.
- Point to the first picture and ask the class to identify it. (If necessary, tell the class it is a bib.)
- Ask students to read the first word; repeat for the second and third word.
- Ask if the first, second, or third word matches the picture of the bib.
- Have students circle the word *bib*, following your example.
- Continue demonstrating until students are ready to work independently.

## Student Performance Task Assessment

### Reading Assessment

- Follow the procedures explained in Lesson 11.

**Demonstration Story: “Seth’s Finch”**

**Previewing the Spellings**

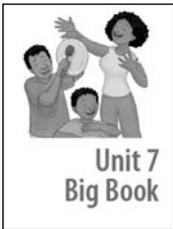
- Referring to the chart you prepared in advance, read the words aloud as a class, circling the digraphs in each word.

'ch' (/ch/)	'th' (/th/)	'th' (/th/)	'ng' (/ng/)
finch	Seth's	that's	wings
Chip		that	sing
munch			

**Challenging Vocabulary**

- Before reading today’s story, preview the following vocabulary with students. Write the word for students to sound out then explain the meaning. Use the word in a sentence.

1. **finch**—a type of songbird



**Purpose for Reading**

- Tell students the class is going to read a story about Seth’s pet bird, which is a finch. Ask students to pay special attention to the story so they can tell you things Seth’s pet finch can do.

**Reading the Story**

- Display the story “Seth’s Finch” using the *Seth Big Book* or Media Disk and distribute Student Readers.
- Have students turn to the Table of Contents to locate the page on which the story “Seth’s Finch” begins (page 36).
- Have students read the title of the story.
- Read the story “Seth’s Finch” once without interruption, running a finger beneath the words as you read them. Have students follow along in the Readers.
- Read the story a second time, pausing to point out words with digraphs.
- Read the story again, having students participate.

**Wrap-Up**

- Discuss the following questions as a class, referring to the text. Encourage students to respond in complete sentences using the question stem.

## Discussion Questions on “Seth’s Finch”

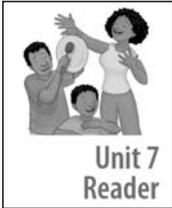
Talk with a partner about the story we just read. Ask your partner one question about the story “Seth’s Finch.” Your partner should answer the question. Then it will be his or her turn to ask you a question.

1. *Think Pair Share:* Ask your partner a question about the story “Seth’s Finch.”
2. *Literal* What is the name of Seth’s finch? (Seth’s finch is named Chip.)
3. *Literal* Describe what Seth’s finch looks like. (Have students refer to illustration and describe Chip.)
4. *Literal* What can Seth’s pet finch do? (Seth’s pet finch can flap his wings, munch on bugs and ants, and sing.)
5. *Inferential* Where do you think Chip stays when Seth is not playing with him? (Accept reasonable answers.)

## Small Group-Reading Time

20 minutes

### “Seth’s Finch”



If students need additional reading practice, you may use any of the Pausing Point exercises addressing reading and the activities in Unit 7, Section III of the *Assessment and Remediation Guide*.

- **Group 2:** Have students take out the Readers, sit with their partners, and take turns reading “Seth’s Finch” aloud. As students finish reading, they may reread the stories “Lunch” and “Sal’s Fish Shop.” They should not read ahead.
- **Group 1:** Ask students to reread “Seth’s Finch.” Remind all students to run their finger under each word as they read aloud. If students do not immediately recognize a word, they should sound it out letter by letter.
- Let students know as they practice reading these stories, they may start to recognize words they have read before. Write the word *finch* on the board, explaining this word appears several times in the story. If students know the word, they may say it without sounding out each letter.
- Use a group reading strategy that best meets students’ needs, being sure all students run their finger under the text as they listen to their classmate reading the same text.
- Have students reread the story a second time, and if time permits, read “Lunch” and “Sal’s Fish Shop.”

## Take-Home Material

### Label the Picture

- Have students give Worksheet 16.2 to a family member.

# Lesson 17

Review  
Student Performance  
Task Assessment

## ✓ Objectives

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

- ✓ Segment spoken four-, five-, and six-sound words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, 'x' for /x/, 'k' for /k/, 'ch' for /ch/, 'sh' for /sh/, 'th' for /th/, 'th' for /th/, 'qu' for /qu/, and 'ng' for /ng/ (RF.K.1b)
- ✓ Read pairs of decodable phrases and indicate which phrase matches the picture (RF.K.4)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by playing a large motor relay game using consonant digraph spellings (RF.K.3a)

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Segmenting and Sound/Spelling Review</b>	Large Cards for 'ch', 'sh', 'th', 'qu', 'ng', and 15 other spellings	10
<b>Practice</b>	<b>Mark the Phrase</b>	pencils; Worksheet 17.1; projection system	15
	<b>Word Reading Sprints</b>	three copies of each card located at the end of this lesson	15
<b>Student Performance Task Assessment</b>	<b>Reading Assessment</b>	materials from Lesson 11	*
<b>Small Group-Reading Time</b>	<b>"Seth's Finch"</b>	Seth Big Book and Reader	20
<b>Take-Home Material</b>	<b>Take-Home Story: "Lunch"</b>	Worksheet 17.2	*

### Advance Preparation

Make three copies of the pages at the end of this lesson and cut apart for Word Reading Sprints.

Segmenting and Sound/Spelling Review

Part A

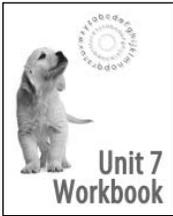
- Follow the steps outlined in Lesson 1, dropping the word *brings* and adding the word *clinch*.

1  stamp	2  /s/	3  /t/	4  /a/	5  /m/	6  /p/
---	---	---	---	---	---

- |                                  |                                     |
|----------------------------------|-------------------------------------|
| 1. stamp (5) /s/ /t/ /a/ /m/ /p/ | 6. crush (4) /k/ /r/ /u/ /sh/       |
| 2. thrill (4) /th/ /r/ /i/ /l/   | 7. frogs (5) /f/ /r/ /o/ /g/ /z/    |
| 3. trash (4) /t/ /r/ /a/ /sh/    | 8. stars (4) /s/ /t/ /ar/ /z/       |
| 4. bench (4) /b/ /e/ /n/ /ch/    | 9. shelf (4) /sh/ /e/ /l/ /f/       |
| 5. things (4) /th/ /i/ /ng/ /z/  | 10. clinch (5) /k/ /l/ /i/ /n/ /ch/ |

Part B

- Review the Large Cards for ‘ch’, ‘sh’, ‘th’, ‘qu’, ‘ng’, and 15 other spellings taught. Select cards students need to practice.
- Use the previously described procedures.
- Conclude the Warm-Up by reviewing the cards for digraphs.

**Mark the Phrase****15 minutes**

Worksheet 17.1

**Note:** Instead of modeling this worksheet, you may prefer to have students complete the worksheet independently while you meet with individual students in order to administer Part Two of the assessment.

- Distribute and display Worksheet 17.1.
- Ask students to read the first phrase.
- Ask students to read the second phrase.
- Ask which of the first two phrases matches the first picture.
- Have students mark the box next to the phrase *long string*, following your example.
- Continue demonstrating until students are ready to work independently.

**Word Reading Sprints****15 minutes**

If students need additional reading practice, you may use any of the Pausing Point exercises which address reading and the activities in Unit 7, Section II of the *Assessment and Remediation Guide*.

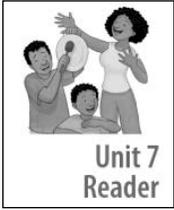
- Place the word cards you prepared earlier at the far end of the classroom, playground, or gym.
- Divide the class into three teams, and have each team form a line.
- Give the first student in each line the same picture card.
- Have students race to find and return with a matching word card.
- The first student to return with a matching word card earns a point for his or her team.
- Repeat until each student has had a turn.
- The team with the most points wins. (Scoring is optional.)

**Student Performance Task Assessment****Reading Assessment**

- Follow the procedures explained in Lesson 11.

**“Seth’s Finch”**

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- **Group 1:** Have students take out the Readers, sit with their partners, and take turns rereading “Seth’s Finch” aloud. As students finish the partner reading, they may reread the stories “Lunch” and “Sal’s Fish Shop.” They should not read ahead.
- **Group 2:** Ask students to reread “Seth’s Finch.” Remind all students to run their finger under each word as they read aloud. If they do not immediately recognize a word, they may sound it out letter by letter.
- Let students know as they practice reading these stories, they may start to recognize words they have read before. Write the word *finch* on the board, explaining that this word appears several times in the story. If they know the word, they may read it without sounding out each letter.
- Use group reading strategies that meet students’ needs, being sure students run their finger under the text as they listen to their classmate reading the same text.
- Continue having students read using the stories “Lunch” and “Sal’s Fish Shop.”

**Take-Home Material**

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**Take-Home Story: “Lunch”**

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- Have students give Worksheet 17.2 to a family member.

**fish**

**chips**

**quilt**

**moth**

**math**

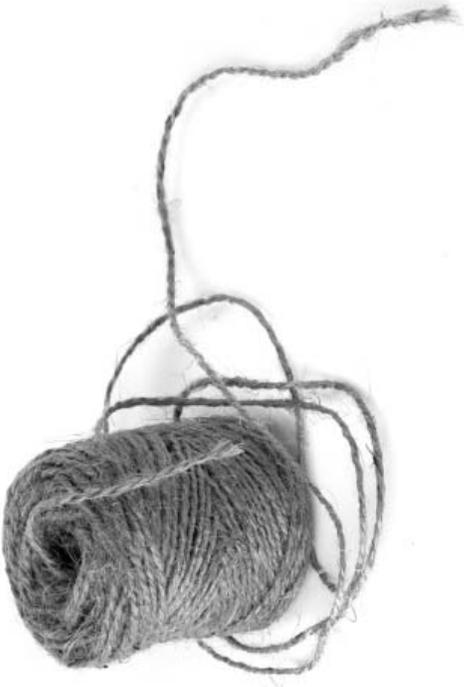
**sing**

**string**

**ship**



$$1 + 1 = 2$$





# Unit 7 Pausing Point

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With the conclusion of Unit 7, if a significant number of students are having difficulty with any of the objectives, pause here and spend additional time reviewing the material. If you do pause, you may have students complete any combination of the exercises listed below, in any order, but we suggest you continue the Warm-Up exercises.

The exercises are listed under the unit objectives they address. Note that procedures are not reprinted for exercises included in Unit 7 lessons. Instead, we simply list the lessons where the exercises are located. Exercises not included in the Unit 7 lessons have procedures printed here.

There are four additional stories in the *Seth* Reader. The stories may be used for assessment purposes, partner reading, or small group reading. In addition, there are Take-Home copies of the stories in the Workbook. We recommend Take-Home copies be read at least once in class prior to sending them home with students.

## Unit 7 Pausing Point Topic Guide

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### Segment up to Five-Sound Words with Consonant Clusters

Segmenting	Lessons 1–17
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### Recognize and Isolate the Sounds Taught in Unit 7

Sound Riddles	Lessons 2, 7; Page 111
Minimal Pairs	Lessons 1, 8; Page 112
Hearing Initial Sounds	Lessons 1, 4; Page 113
Hearing Final Sounds	Lesson 8; Page 114
Sound Off	Page 115
Tongue Twister	Page 115
Digraph Clothesline	Page 116
Sound Collections	Page 116
Simon Says Sounds	Page 116
Guess the Sound!	Page 116
Sound Search	Page 117

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### Differentiate Similar Sounds

Sister Sounds	Lesson 5
T-Charts	Page 117
Word Sort with Pocket Chart	Page 117

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## Recognize and Write the Digraphs Taught in Unit 7

Sound Dictation	Lesson 9
Handwriting Worksheets with Digraphs	Worksheet PP1; Page 118
Crossing Out Spellings	Page 118
Spelling Bingo	Page 119
Shopping for Spellings	Page 119
Stepping Sounds	Page 119
Sound Sprints	Page 119

## Understand the Spelling ‘th’ Stands for Two Very Similar Sounds, /th/ and /tʰ/

Sound Collections	Page 119
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## Read Words Containing Digraphs

Teacher Chaining	Lessons 12; Page 120
Pocket Chart Chaining for Reading	Lesson 3 (Unit 6); Page 120
Choose the Right Word	Page 121
Wiggle Cards	Page 121
Word Wheel	Worksheet PP2; Page 122
Matching the Words	Worksheets PP3, PP4; Page 122
Word Concentration	Page 122
Word Reading Sprints	Lesson 17

## Read Phrases

Mark the Phrase	Worksheet PP5; Page 122
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## Read Sentences

Sentence Strips	Page 123
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## Read Decodable Stories

Demonstration Stories: “Lost Finch,” “Seth’s Sled,” “Meg’s Tots,” and “Hash and Milk”	Page 123; PP16–PP19
Practicing Reading: “Lost Finch,” “Seth’s Sled,” “Meg’s Tots,” and “Hash and Milk”	Page 124
Take-Home Stories: “Seth’s Finch,” “Lost Finch,” “Seth’s Sled,” “Meg’s Tots,” “Hash and Milk”	Worksheets PP6–PP10; Page 124

### **Spell Words Containing Digraphs**

Chain and Copy	Lessons 3, 6; Page 125
Large Card Chaining	Lesson 13; Page 125
Guess the Word and Spell it!	Page 125
Spelling Worksheet	Worksheet PP11; Page 126
Tap and Spell	Lesson 15
Spelling Hopscotch	Lesson 6

### **Write Words Containing Digraphs**

Handwriting Worksheet with Words	Worksheet PP12; Page 126
Label the Picture	Worksheet PP13; Page 126
Word Box	Worksheet PP14; Page 126
Circle Spelling	Worksheet PP15; Page 127
Dictation with Sounds in Words	Page 127
Chaining Dictation	Page 127
Dictation with Words	Page 128
Dictation with Phrases	Page 129

## Segment up to Five-Sound Words with Consonant Clusters

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### Segmenting

---

- See Warm-Up exercises in Lessons 1–17.

## Recognize and Isolate the Sounds Taught in Unit 7

---

### Sound Riddles

---

- See Lesson 2 for /sh/.
- See below for /th/, /qu/, and /ng/.

#### **/th/:**

1. I'm thinking of the number coming after two. (three)
2. I'm thinking of something we use our brains to do. (think)
3. I'm thinking of a short wide finger on the side of your hand. (thumb)
4. I'm thinking of the booming sound you hear during a storm. (thunder)
5. I'm thinking of something you should say if someone gives you a gift or helps you. (thanks)

#### **/qu/:**

1. I'm thinking of the sound a duck makes. (quack)
2. I'm thinking of the wife of a king. (queen)
3. I'm thinking of another word for *fast*. (quick)
4. I'm thinking of a coin worth 25 cents. (quarter)
5. I'm thinking of the opposite of *noisy* or *loud*. (quiet)

#### **/ng/:**

1. I'm thinking of something you sing. (song)
2. I'm thinking of something you wear on your finger. (ring)
3. I'm thinking of the husband of a queen. (king)
4. I'm thinking of the season coming after winter. (spring)
5. I'm thinking of something on your shoes you can tie. (string)

- See Lesson 7 for /qu/.
- See below for /ch/ and /sh/.

### **/ch/:**

1. I'm thinking of a crisp, salty snack made from potatoes. (chips)
2. I'm thinking of something in which pirates store treasure. (chest)
3. I'm thinking of furniture used as a place to sit. (chair)
4. I'm thinking of a food found on pizzas, sandwiches, or mixed with macaroni. (cheese)
5. I'm thinking of the side of my face. (cheek)

### **/sh/:**

1. I'm thinking of something you wear on your feet. (shoes)
2. I'm thinking of what you do when you go to a store to buy something. (shop)
3. I'm thinking of something you find on the beach. (shell)
4. I'm thinking of large pieces of cloth that go over your mattress. (sheets)
5. I'm thinking of an animal living in the ocean that has really, really sharp teeth. (shark)

## **Minimal Pairs**

---

- See Lesson 1 for /ch/ and /j/ and Lesson 8 for /ng/ and /n/.
- See below for /ch/ and /sh/, /th/ and /f/, /th/ and /v/, and /sh/ and /s/.

### **/ch/—/sh/:**

- |                 |                 |
|-----------------|-----------------|
| 1. chop—shop    | 5. chock—shock  |
| 2. chip—ship    | 6. cheese—she's |
| 3. cheer—sheer  | 7. cheap—sheep  |
| 4. choose—shoes |                 |

**/th/—/f/:**

- |                   |                 |
|-------------------|-----------------|
| 1. thin—fin       | 5. thirst—first |
| 2. thought—fought | 6. thigh—fie    |
| 3. three—free     | 7. with—whiff   |
| 4. thread—Fred    |                 |

**/th/—/v/:**

- |             |             |
|-------------|-------------|
| 1. than—van | 4. thee—vee |
| 2. that—vat | 5. thy—vie  |
| 3. then—ven |             |

**/sh/—/s/:**

- |               |               |
|---------------|---------------|
| 1. ship—sip   | 5. show—so    |
| 2. she—see    | 6. sheep—seep |
| 3. short—sort | 7. shame—same |
| 4. sheet—seat |               |

**Hearing Initial Sounds**

---

- See Lesson 1 for /ch/ and Lesson 4 for /th/.
- See below for /sh/, /th/, and /qu/.

**/sh/:**

- |          |           |
|----------|-----------|
| 1. shark | 4. star   |
| 2. shut  | 5. shrimp |
| 3. shelf | 6. cheese |

**/th/:**

- |          |          |
|----------|----------|
| 1. these | 4. then  |
| 2. dress | 5. that  |
| 3. van   | 6. those |

**/qu/:**

- |          |          |
|----------|----------|
| 1. quilt | 5. win   |
| 2. queen | 6. gift  |
| 3. great | 7. quack |
| 4. quiz  |          |

**Hearing Final Sounds**

---

- See Lesson 8 for /ng/.
- See below for /ch/, /sh/, and /th/.

**/ch/:**

- |          |          |
|----------|----------|
| 1. teach | 4. hatch |
| 2. rush  | 5. porch |
| 3. much  | 6. march |

**/sh/:**

- |         |          |
|---------|----------|
| 1. hush | 4. match |
| 2. wish | 5. leash |
| 3. mash | 6. bees  |

**/th/:**

- |         |          |
|---------|----------|
| 1. path | 4. each  |
| 2. math | 5. bath  |
| 3. with | 6. stuff |

## Sound Off

---

- Tell students you are going to read a story containing a number of examples of the /th/ and /th/ sound.
- Ask students to touch their noses whenever they hear the /th/ or /th/ sounds.
- Read the story sentence by sentence, making an effort to emphasize the /th/ sound and /th/ sounds.

On Saturday mornings, **Theo's mother** and **father** always eat breakfast **together**. **They** talk about **this** and **that** and sometimes **the** weather. **Those things** are fine for **them**, but **they** are boring for **Theo**. He would **rather** run outside and play ball with his **brother**.

## Tongue Twister

---

You can find a number of tongue twister databases online.

- Have students close their eyes and listen as you read the following tongue twister.

**Shy Shelly** says **she shall** sew **sheets**.

- Ask students which sound they heard at the beginning of most of the words.
- Once the /sh/ sound has been identified, read the tongue twister a second time, having students raise their hands whenever they hear the /sh/ sound.
- Break the tongue twister into phrases and read it again, having students repeat each phrase back to you: *Shy Shelly says* (pause) *she shall* (pause) *sew sheets*.
- See below for /ch/, /th/, /qu/, and /ng/.

**/ch/:**

**Chelsea Chadwick** cheerfully **chomps** on **chewy chocolate chip** cookies.

**/th/:**

**Thank Theo** for **thoughtfully thinking** of you on your **tenth birthday**.

**/qu/:**

**Queen Clara** quickly sews a **quilt** while **quietly** answering **questions**.

**/ng/:**

During **spring**, **songbirds** **sing** and flap their **wings**.

## Digraph Clothesline

---

You could make this an ongoing activity by consistently adding new pictures to the clothesline.

Adaptation: This can be done in a similar fashion with a word wall if it is not possible to drape yarn or string to make a clothesline.

**Note:** This exercise is meant to be purely oral; it is not a spelling exercise. It is very likely students will find pictures of items containing the target sounds but they will not be spelled in basic code. This is not a problem. Digraphs are written on the cards only to indicate the sounds they stand for, not the actual spellings of the words for the pictures.

- Write the digraphs 'sh', 'ch', 'th', 'qu', and 'ng' on individual cards.
- Hang these cards on a clothesline, allowing space on the line between the digraphs.
- Provide students with magazines, newspaper ads, etc.
- Assign groups of students a particular sound and ask them to search for pictures of items that contain the target sound. Assign /th/ and /th/ together.
- Have students cut out and glue their pictures on small cards and write the digraph on the card next to or below the picture.
- Display the picture cards on the clothesline.

## Sound Collections

---

- Gather a number of objects or pictures of objects starting with either of two target sounds, e.g., /ch/ and /sh/.
- Label two boxes with the spellings 'ch' and 'sh'.
- Ask students to say the name of each object or picture and its first sound.
- Have students place the objects or pictures in the appropriate boxes.

## Simon Says Sounds

---

**Note:** Be sure to explain and practice the game of Simon Says if students are not familiar with it.

- Give each student the same set of Spelling Cards.
- Play Simon Says, using commands such as:
  - Simon says, "Touch the picture that stands for the /th/ sound as in *thin*."
  - Simon says, "Touch the picture that stands for the /sh/ sound as in *ship*."
  - Touch the picture that stands for the /qu/ sound as in *quit*. (Since Simon did not say to touch it, they should not have touched the picture.)

## Guess the Sound!

---

- Whisper a "secret sound" to one of the students and ask him or her to find an object in the classroom beginning with that sound.
- When the student points to an object, have the other students guess what the "secret sound" was.

## Sound Search

- Say a sound and ask students to find an object in the classroom beginning with that sound.
- Help students find the first object.
- When a student has found an object, have him or her show it to the other students and say its name.

## Differentiate Similar Sounds

### Sister Sounds

- See Lesson 5 for /th/ and /th/.

### T-Charts

sh	ch
	
	
	

You may also adapt this exercise for the pocket chart.

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

- Select two similar sounds, for example /ch/ and /sh/, and gather pictures of items beginning with either of these sounds.
- Draw a T-chart and write the basic code spellings for the target sounds at the top of the chart.
- Show students pairs of pictures, one starting with /sh/ and one with /ch/. Ask students to identify the beginning sounds.
- Have students place the pictures in the appropriate columns of the chart.
- This activity may also be used for target sounds at the end of the words, e.g., *peach* and *fish*.

### Word Sort with Pocket Chart

ch	sh
chips	ships
chin	shut
chat	shed
chest	shop
chop	shin

To make this a little more challenging, select words having the target sounds in the final position.

- Prepare the pocket chart with headers for one of the following pairs: 'sh' and 'ch', 'n' and 'ng', 'th' (/th/) and 'f', or 'th' (/th/) and 'v'.
- Write a number of decodable words containing the target spellings on index cards.
- Ask students to sort the words by placing them on the pocket chart under the proper headers.
- Extension: Set up two or more identical pocket charts, divide the class into groups, and have groups do the word sort as a race.

### **Possible Words:**

- a) 'sh': ships, shut, shed, shop, shin
- b) 'ch': chips, chin, chat, chest, chop
  
- a) 'n': kin, win, spin, twin, plan
- b) 'ng': king, long, wing, string, sing
  
- a) 'th': thin, thump, throb, theft, thrust
- b) 'f': fin, fun, fist, frog, flop
  
- a) 'th': then, them, this, that
- b) 'v': vat, vest, vet, van

## ***Recognize and Write the Digraphs Taught in Unit 7***

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### **Sound Dictation**

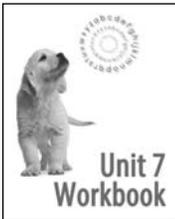
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- See Lesson 9.

### **Handwriting Worksheets with Digraphs**

---

- Have students complete Worksheet PP1.
- The same spellings are on the front and the back of the worksheet. The back, however, is more difficult because only starting dots are provided.



Worksheet PP1

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

### **Crossing Out Spellings**

---

- Write words with digraphs on cards (one word per card) and distribute one card and a pencil to each student.
- Have each student read his or her word out loud.
- Gather the Large Cards for the spellings used on the word cards.
- Show the first Large Card and review the sound with students.
- Ask students to cross out the spelling if it is on their word card.
- Remind students they have to cross out two letters for some sounds.
- Continue until students have crossed out all of the spellings in the words on their cards.

## Spelling Bingo

---

You can find free bingo card generators online.

- Make bingo cards with digraphs and other spellings taught.
- Write those same spellings on paper and put them in a box.
- Give each student a bingo card and playing pieces.
- Tell students you will pull spellings from the box and pronounce them. Students should place a playing/cover piece on top of the spelling if it is on their bingo card.
- When rows or cards are covered students should say, “Bingo.”

## Shopping for Spellings

---

Adaptation: You may also use picture cards instead of word cards, or a mixture of picture cards and word cards.

- Provide each student with a brown paper bag. Each bag should have one of the digraphs taught in Unit 7 written on the outside.
- Review the sounds of the digraphs.
- Spread a set of decodable word cards on the floor and tell students they are going shopping! They should take their bags and fill them with cards or pictures containing the same digraph written on their bag.
- After students have collected all cards, they should take turns sharing what they “bought” on the shopping trip.

## Stepping Sounds

---

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

## Sound Sprints

---

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

## Understand the Spelling 'th' Stands for Two Very Similar Sounds, /th/ and /th/

### Sound Collections

The bee images on Worksheet 5.1 may be useful for this activity.

- Write a number of words beginning with /th/ or /th/ on word cards.
- Using two containers, label one container with a bee saying “bzzzz” and one container with a crossed-out bee.
- Ask students to place words with buzzy ‘th’ in the box with the buzzing bee and words with the non-buzzy ‘th’ in the other box.
- Ask students to read each word and say its first sound.
- Students should place the word cards in the appropriate boxes.

## Read Words Containing Digraphs

### Teacher Chaining

- See Lesson 12.

1. inch > pinch > pin > pit > pith > path > pang > sang > song
2. at > ash > rash > rush > mush > much > munch > lunch > hunch
3. hut > hush > rush > rash > crash > crab > crib > rib > ring > thing
4. chest > rest > quest > best > bet > bat > bash > bath > bang > rang
5. rip > ring > king > kong > long > lop > shop > chop > chip > quip

### Pocket Chart Chaining for Reading

- See Lesson 3 (Unit 6).
- You will need pocket chart cards for the following vowel sound spellings: ‘i’, ‘a’, ‘u’, ‘o’ and the following consonant sound spellings: ‘m’, ‘n’, ‘t’, ‘p’, ‘b’, ‘l’, ‘r’, ‘ch’, ‘sh’, ‘th’, ‘ng’, ‘qu’.

i	a	u	o
m	n	t	p
b	l	r	ch
sh	th	ng	qu

Pocket Chart Setup

1. rash > rush > brush > thrush > thrash > brash > bash > ban > ran > ranch
2. rim > brim > bring > ring > ping > pong > long > lop > lip > quip
3. that > chat > mat > map > mash > mush > rush > brush > plush > plum
4. quip > ship > shin > pin > ping > ring > thing > thin > chin > bin

## Choose the Right Word

---

- Write the words *bench*, *fish*, and *king* on the board and read them.
- Tell students you are going to ask them some questions and they will be able to locate the answers on the board.
- Ask students, “Which word names something you can sit on?”
- Tell students to find the answer (*bench*) on the board and copy it on a sheet of paper.
- Continue this process with the remaining questions, introducing the words in groups of three as you go.

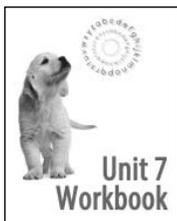
- |   |  |
|---|--|
| 1a. Which word names something you can sit on? ( <i>bench</i> )                           |  |
| 1b. Which word names a tool used to spread paint? ( <i>brush</i> )                        |  |
| 1c. Which word names the ruler of a country? ( <i>king</i> )                              |  |
| -----   |  |
| 2a. Which word names a kind of blanket? ( <i>quilt</i> )                                  |  |
| 2b. Which word names a piece of jewelry you wear on your finger? ( <i>ring</i> )          |  |
| 2c. Which word names something on which you can travel across the sea? ( <i>ship</i> )    |  |
| -----   |  |
| 3a. Which word means the opposite of thick? ( <i>thin</i> )                               |  |
| 3b. Which word describes what you do with your eyes in bright sunshine? ( <i>squint</i> ) |  |
| 3c. Which word names a body part of a bird? ( <i>wing</i> )                               |  |

## Wiggle Cards

---

- Write the words and phrases from the following box on cards, one word or phrase per card.
- Tell students you are going to show cards describing actions. Have them read each card and perform the action listed.
- Show students a card, have them read it, and let them perform the action.
- If time allows, repeat some or all of the cards.

- |                   |                  |                   |
|-------------------|------------------|-------------------|
| 1. squint         | 5. hush up       | 9. swing leg      |
| 2. munch on chips | 6. clench fist   | 10. shrug         |
| 3. chat with pal  | 7. get lunch bag | 11. chin on chest |
| 4. sing a song    | 8. strong man    |                   |



Worksheet PP2

## Word Wheel

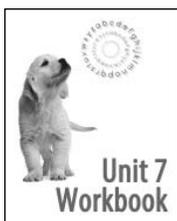
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- Distribute Worksheet PP2.
- Option 1: Have students take the worksheet home and give it to a family member so they can practice reading and writing at home.
- Option 2: Have students complete the worksheet in small groups or work stations.

## Matching the Words

---

- Distribute Worksheets PP3 and PP4.
- Have students cut out the word cards from Worksheet PP3.
- Have students read the words on the word cards and match them to the words on Worksheet PP4 by placing the word cards on top of the words.



Worksheets PP3, PP4

## Word Concentration

---

- Choose seven words and matching pictures (e.g., ship, brush, chimp, king, quilt, ring, moth).
- Write each word on a small card and glue the corresponding picture on another card of the same size.
- Shuffle the cards and lay them face down on the table.
- Have students turn over two cards at a time, attempting to find matching cards.
- If a student finds a match, he or she keeps the cards for the duration of the game.
- Continue the game until all matches have been found.

## Word Reading Sprints

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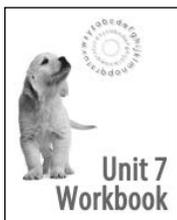
- See Lesson 17.

## Read Phrases

---

### Mark the Phrase

---



Worksheet PP5

- Have students complete Worksheet PP5.

## Read Sentences

---

### Sentence Strips

---

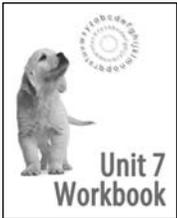
- Choose sentences from the *Seth* Reader that can be illustrated and copy them onto long slips of paper.
- Place the slips of paper in your pocket chart.
- Have students choose a sentence to copy and illustrate.

## Read Decodable Stories

---

### Demonstration Stories: “Lost Finch,” “Seth’s Sled,” “Meg’s Tots,” and “Hash and Milk”

---



See Worksheets PP16–PP19  
for Running Records

#### Discussion Questions on “Lost Finch”

1. *Literal* What happens to Chip? (Chip is lost.)
2. *Literal* Who helps Seth look for Chip? (Pat and Ted help Seth look for Chip.)
3. *Literal* Where do they look for him? (They look for Chip on Seth’s bed and on Seth’s desk.)
4. *Inferential* Where else did they look for Chip? (Using illustrations: They looked in the closet, in the plant, and in Pat’s hat.)
5. *Literal* Who finds Chip? (Pat finds Chip.)
6. *Inferential* Do you think Chip hid on purpose?
7. *Inferential* Why do you think Seth looked for Chip in the potted plant? (Birds rest on plants. Birds build their nests on plants.) (Accept reasonable answers.)

#### Discussion Questions on “Seth’s Sled”

1. *Literal* Does Seth’s sled go slow or fast? (Seth’s sled goes fast.)
2. *Literal* What does Seth hit with his sled? (Seth hit bumps, slush, and mud.)
3. *Literal* Does he stop? (Seth does not stop.)
4. *Inferential* What would happen if Seth’s sled hit a stone? (Seth might fall off or get hurt.)
5. *Literal* What splashes on Seth’s clothes? (Mud splashes on Seth’s clothes.)
6. *Inferential* What is Seth wearing? Why? (Seth is wearing a hat, coat, scarf, mittens, long pants, and boots. He is wearing that to stay warm and dry.)

### Discussion Questions on “Meg’s Tots”

1. *Literal* Who is Meg? (Meg is Pat’s best pal.)
2. *Literal* How many tots does Meg have? (Meg has 5 tots.)
3. *Literal* Where does Ted set Sam? (Ted sets Sam on Seth’s quilt.)
4. *Literal* Where does Pat set Max? (Pat sets Max on Seth’s bed.)
5. *Inferential* How many brothers and sisters does Seth have? (Seth does not have any brothers or sisters.)
6. *Inferential* What is a quilt? (A quilt is a blanket.)

### Discussion Questions on “Hash and Milk”

1. *Literal* Who has lunch in the story? (In the story, Pat and Ted had lunch with Meg’s tots.)
2. *Literal* Who gets hash on his chin? (Max got hash on his chin.)
3. *Literal* What does Wes get on his bib? (Wes got hash on his bib.)
4. *Inferential* How do you think Pat and Ted feel? (Pat and Ted feel tired. Pat and Ted feel confused.)

### Practicing Reading: “Lost Finch,” “Seth’s Sled,” “Meg’s Tots,” and “Hash and Milk”

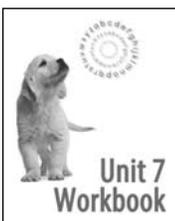
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- Ask students to sit with their partners, take out the Readers, and take turns reading the following stories aloud: “Lost Finch,” “Seth’s Sled,” “Meg’s Tots,” and “Hash and Milk.”
- Encourage students who finish early to reread stories from previous lessons.

### Take-Home Stories: “Seth’s Finch,” “Lost Finch,” “Seth’s Sled,” “Meg’s Tots,” and “Hash and Milk”

---

- Distribute Worksheets PP6, PP7, PP8, PP9, and/or PP10.
- Have students give the worksheets to a family member so they can practice reading the stories at home.



Worksheets PP6–PP10

## Spell Words Containing Digraphs

---

### Chain and Copy

---

Dictate only as many words as you find helpful.

- See Lessons 3 and 6.

**Note:** For this exercise, have pairs of students combine their Chaining Folders. This will give each pair access to more consonant spellings.

- Make sure students in each pair have cards for the following vowel spellings along the top of one folder: 'i', 'e', 'a', 'u', 'o'.
- Make sure students in each pair have cards for the following consonant spellings along the bottom of their combined folders: 'm', 'n', 't', 'g', 's', 'b', 'l', 'r', 'h', 'w', 'ch', 'sh', 'th', 'qu', 'ng'.

1. hat > chat > bat > bash > bath > bang > bag > rag > rash > rang
2. rest > quest > best > bet > bit > quit > quilt > silt > sit > sing
3. gong > thong > thing > thin > win > wing > swing > sing > ring > bring
4. gas > gash > gush > mush > much > munch > lunch > bunch > bench

### Large Card Chaining

---

- See Lesson 13.
- Distribute the following Large Cards, reviewing each sound as you do so: 'n', 't' (2), 'd', 'g', 'f', 's', 'p', 'b', 'r', 'ch', 'sh', 'th', 'ng', 'i', 'e', 'a', 'u', 'o'.

1. dip > dish > fish > fin > shin > thin > tin > ten > tenth > tent
2. tub > rub > shrub > shrug > rug > chug > dug > bug > bud > thud
3. ranch > rant > rat > rash > sash > sang > sung > sun > bun > bunch
4. top > shop > ship > chip > chips > rips > rip > ring > rings > things

### Guess the Word and Spell it!

---

**Note:** Please have two students combine their Chaining Folders for this exercise. The digraphs should be on one folder; the remaining cards should be on the other. This will give each student pair access to more consonant spellings.

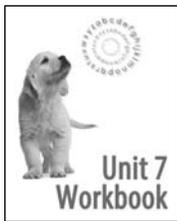
- Make sure students have the following vowel spellings along the top: 'i', 'e', 'a', 'u', 'o'.
- Make sure students have the following consonant spellings along the bottom of their combined folders: 'n', 't', 'f', 's', 'b', 'l', 'r', 'w', 'ch', 'sh', 'th', 'qu', 'ng'.

- Tell students you will ask them riddles and you want them to spell the answers on their combined Chaining Folders.
- Have the students clear their folder after every answer.

1. When you need to get clean, you run water into the tub and take a \_\_\_\_\_. (bath)
2. The part of your face right below your mouth is called a \_\_\_\_\_. (chin)
3. Before you blow out the candles on your birthday cake, you make a \_\_\_\_\_. (wish)
4. The meal you eat in the middle of the day is called \_\_\_\_\_. (lunch)
5. A bird can fly because it has \_\_\_\_\_ (wings)
6. The opposite of short is \_\_\_\_\_. (long)
7. The piece of furniture we use to store books is called a \_\_\_\_\_. (shelf)
8. In the bright sunlight, if you are not wearing sunglasses, you will probably \_\_\_\_\_ (squint) your eyes.

## Spelling Worksheet

- Distribute Worksheet PP11.
- Option 1: Have students give the worksheet to a family member so they can practice reading and writing at home.
- Option 2: Have students complete the worksheet in small groups or work stations.



Worksheet PP11

## Tap and Spell

- See Lesson 15.

## Spelling Hopscotch

- See Lesson 6.

## Write Words Containing Digraphs

### Handwriting Worksheet with Words

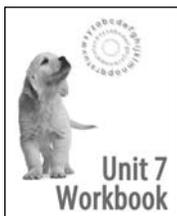
- Have students complete Worksheet PP12.

### Label the Picture

- Have students complete Worksheet PP13.

### Word Box

- Have students complete Worksheet PP14.



Worksheets PP12–PP15

## Circle Spelling

---

- Have students complete Worksheet PP15.

## Dictation with Sounds in Words

---

- Ask students to take out a pencil and a piece of paper.
- Have students write the **first** sound in each word.

1. chimp	5. quit	9. quest	13. thin
2. quiz	6. chest	10. ship	14. chin
3. that	7. chip	11. then	15. shop
4. shut	8. shin	12. quilt	16. thing

## Chaining Dictation

---

- Have students take out a pencil and a piece of paper.
- Tell students you are going to say a number of words and each new word will be very similar to the previous word, but one sound will be different. (This is similar to the chaining games they have been playing.)
- Have students write each word you say.
- For each word you say, hold up one finger for each sound.
- Ask students to count the sounds in the word and then draw a line on their paper for each sound they hear. For example, for the word *bath*, three lines would be drawn on the paper:            . Once students have written one line for each sound in the word, instruct them to write the spellings on their respective lines b a th. Finally, ask students to read the word back to you.
- As you move from one word to the next, use the chaining phrase, “If that is *bath*, show me *math*.”
- Instruct students to refer to the Sound Posters if they are having difficulty remembering how to write the spellings.

1. bath > math > mash > sash > sang > sung > lung > flung > fling > sling
2. thin > chin > shin > shun > fun > fan > than > then > men > mesh
3. chat > that > than > can > cash > gash > sash > sang > sing > thing
4. hut > hush > hash > hang > rang > rash > mash > mush > much > mug

## Dictation with Words

---

- Ask students to take out a pencil and a piece of paper.
- Tell students you are going to say a number of words for them to write.
- Say the word *bath*. Then segment the word, raising one finger for each sound: /b/ (raise thumb) . . . /a/ (raise pointer finger) . . . /th/ (raise middle finger).
- Ask students how many sounds are in the word *bath*.
- Draw three lines on the board—one for each sound in *bath*. Have students do the same on their paper.
- Ask students for the first sound in *bath*. Fill in the first line on the board with the letter 'b'. Have students do the same on their paper.
- Repeat for the remaining two sounds and spellings in *bath*.
- Read the word to model a strategy to double-check spelling.
- Demonstrate this process with at least one or two additional words before students write the words independently.
- Students should refer to the Sound Posters as they write the spellings.

1. bath	20. flush	39. munch	58. shrub
2. branch	21. fresh	40. path	59. shut
3. broth	22. froth	41. trash	60. sing
4. smash	23. gush	42. pinch	61. squint
5. bunch	24. hunch	43. punch	62. math
6. cash	25. king	44. bench	63. string
7. chest	26. thing	45. quench	64. swing
8. chin	27. brush	46. quest	65. shrimp
9. clash	28. ship	47. stench	66. them
10. clench	29. with	48. quit	67. thin
11. crash	30. champ	49. mesh	68. thump
12. shelf	31. wish	50. ranch	69. wing
13. fish	32. lunch	51. splash	70. thrust
14. flash	33. lush	52. rash	71. quiz
15. fling	34. mash	53. chops	72. ash
16. chat	35. blush	54. rush	73. this
17. tenth	36. thrash	55. sang	
18. crush	37. bring	56. shin	
19. than	38. chips	57. plush	

## Dictation with Phrases

---

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

- |                    |                     |
|--------------------|---------------------|
| 1. fox in shed     | 14. this moth wing  |
| 2. lunch with mom  | 15. munch chips     |
| 3. quilt on shelf  | 16. pinch skin      |
| 4. ranch with shed | 17. shut shop       |
| 5. ring on hand    | 18. plush bed       |
| 6. fresh shrimp    | 19. math quiz       |
| 7. leg and shin    | 20. rush fast       |
| 8. tot on bench    | 21. jump and splash |
| 9. fish on dish    | 22. thin twig       |
| 10. froth on milk  | 23. fast ship       |
| 11. rash on skin   | 24. chips in bag    |
| 12. broth in pot   | 25. quilt on bed    |
| 13. ships on land  |                     |

# Teacher Resources

## Assessments

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

# Tens Conversion Chart

## Number Correct

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

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



## Appendix - Teacher Resources

---

### Anecdotal Reading Record

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

Name:	Name:

lunch      branch  
 bench      chips



\_\_\_\_\_

branch



\_\_\_\_\_

lunch



\_\_\_\_\_

chips



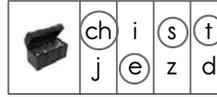
\_\_\_\_\_

bench

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

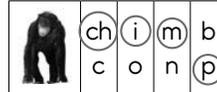
Name \_\_\_\_\_

1.2



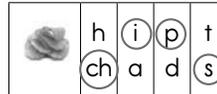
\_\_\_\_\_

chest



\_\_\_\_\_

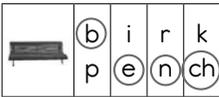
chimp



\_\_\_\_\_

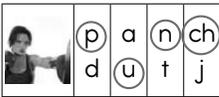
chips

Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.



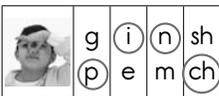
\_\_\_\_\_

bench



\_\_\_\_\_

punch



\_\_\_\_\_

pinch

1. shin



\_\_\_\_\_

shin

2. fish



\_\_\_\_\_

fish

3. brush



\_\_\_\_\_

brush

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

Name \_\_\_\_\_

3.1

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

- 1.   big **ship**  
 big **shop**
- 2.   his **chin**  
 his **shin**
- 3.   **trash** in **chest**  
 **cash** in **chest**
- 4.   **chop** up logs  
 **chop** up ships
- 5.   **fish** and **shrimp**  
 ham and **chips**

Unit 7 9

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- 6.   **such** big hands  
 **such** big lips
- 7.   **crush** can  
 **crush** box
- 8.   dog on **bench**  
 cat on **bench**
- 9.   crab can **pinch**  
 kid can **pinch**
- 10.   mom **shops**  
 dad **shops**

Unit 7 10

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Name \_\_\_\_\_

3.2

Dear Family Member,

For each row on the front and back, have your child blend and read all three words and circle the word matching the picture. If necessary, identify the pictures for your child.



- 1.  **champ** **chomp** **chimp**
- 2.  **punch** **hunch** **bunch**
- 3.  **shed** **mush** **sash**
- 4.  **chip** **ship** **shin**

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- 5.  **branch** **ranch** **brand**
- 6.  **lunch** **hunch** **lump**
- 7.  **shelf** **fish** **shrug**
- 8.  **crash** **trap** **trash**
- 9.  **ship** **shin** **chin**

Unit 7 12

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1. bath



bath

2. moth



moth

3. thumb



thumb

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

math	than	then	theft
that	this	bath	thin



than

math

then

theft

that

bath

this

thin

Directions: Have students write the words with busy (b) under the bee saying "bzzzz" and the words with non-busy (t) under the crossed-out bee.

Name \_\_\_\_\_

5.2

Dear Family Member,

On the front and back of this sheet, have your child draw a line from each word on the left to the matching picture. If necessary, identify the pictures for your child.



1. bath



2. fish



3. thumb



4. branch



5. moth



6. brush



7. chop



8. pinch



9. chest



Name \_\_\_\_\_

6.1

1. bench



\_\_\_\_\_

bench

2. bath



\_\_\_\_\_

bath

3. lunch



\_\_\_\_\_

lunch

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

Unit 7 19

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4. moth



\_\_\_\_\_

moth

5. cash



\_\_\_\_\_

cash

6. punch



\_\_\_\_\_

punch

Unit 7

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\_\_\_\_\_



\_\_\_\_\_

qu



\_\_\_\_\_

qu



\_\_\_\_\_



\_\_\_\_\_

qu



\_\_\_\_\_

qu

Directions: Have students write 'qu' under the pictures of items that begin with 'qu'.

Unit 7

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punch

king

ring

swing



\_\_\_\_\_

swing



\_\_\_\_\_

punch



\_\_\_\_\_

king



\_\_\_\_\_

ring

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

Unit 7

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Name \_\_\_\_\_

8.4

Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.



z	v	e	ng
s	w	i	n

 \_\_\_\_\_  
\_\_\_\_\_ **swing** \_\_\_\_\_



k	i	l	d
qu	e	f	t

 \_\_\_\_\_  
\_\_\_\_\_ **quilt** \_\_\_\_\_



s	e	ng
z	i	n

 \_\_\_\_\_  
\_\_\_\_\_ **sing** \_\_\_\_\_

Unit 7 31

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sh	i	s	t
ch	e	z	d

 \_\_\_\_\_  
\_\_\_\_\_ **chest** \_\_\_\_\_



s	e	p
sh	i	d

 \_\_\_\_\_  
\_\_\_\_\_ **shed** \_\_\_\_\_



t	l	o	sh
c	r	a	ch

 \_\_\_\_\_  
\_\_\_\_\_ **trash** \_\_\_\_\_

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Name \_\_\_\_\_

9.1

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

1. **ranch**

4
---

 \_\_\_\_\_  
\_\_\_\_\_ **ranch** \_\_\_\_\_

2. **ship**

3
---

 \_\_\_\_\_  
\_\_\_\_\_ **ship** \_\_\_\_\_

3. **plush**

4
---

 \_\_\_\_\_  
\_\_\_\_\_ **plush** \_\_\_\_\_

4. **bath**

3
---

 \_\_\_\_\_  
\_\_\_\_\_ **bath** \_\_\_\_\_

5. **chips**

4
---

 \_\_\_\_\_  
\_\_\_\_\_ **chips** \_\_\_\_\_

6. **this**

3
---

 \_\_\_\_\_  
\_\_\_\_\_ **this** \_\_\_\_\_

7. **song**

3
---

 \_\_\_\_\_  
\_\_\_\_\_ **song** \_\_\_\_\_

Unit 7 33

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8. **them**

3
---

 \_\_\_\_\_  
\_\_\_\_\_ **them** \_\_\_\_\_

9. **moth**

3
---

 \_\_\_\_\_  
\_\_\_\_\_ **moth** \_\_\_\_\_

10. **sing**

3
---

 \_\_\_\_\_  
\_\_\_\_\_ **sing** \_\_\_\_\_

11. **bench**

4
---

 \_\_\_\_\_  
\_\_\_\_\_ **bench** \_\_\_\_\_

12. **brush**

4
---

 \_\_\_\_\_  
\_\_\_\_\_ **brush** \_\_\_\_\_

13. **chest**

4
---

 \_\_\_\_\_  
\_\_\_\_\_ **chest** \_\_\_\_\_

14. **thing**

3
---

 \_\_\_\_\_  
\_\_\_\_\_ **thing** \_\_\_\_\_

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Name \_\_\_\_\_

10.1

1. **then** thin \_\_\_\_\_  
 \_\_\_\_\_ then \_\_\_\_\_
2. song **sang** \_\_\_\_\_  
 \_\_\_\_\_ sang \_\_\_\_\_
3. gush **lush** \_\_\_\_\_  
 \_\_\_\_\_ lush \_\_\_\_\_
4. **chat** chant \_\_\_\_\_  
 \_\_\_\_\_ chat \_\_\_\_\_
5. **thing** thin \_\_\_\_\_  
 \_\_\_\_\_ thin \_\_\_\_\_
6. quit **quilt** \_\_\_\_\_  
 \_\_\_\_\_ quilt \_\_\_\_\_

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

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Name \_\_\_\_\_

11.1

1.   cat in bath  
 dog in bath
2.   lunch bag  
 lunch box
3.   cab crash  
 bus crash
4.   sit on quilt  
 sit on bench
5.   big ship  
 six ships

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

Unit 7 39

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Name \_\_\_\_\_

11.3



1. thin **then** than ten
2. math pat **path** pats
3. thin **chin** shin chip
4. lush **lunch** bunch brunch
5. **thrash** rash trash trap

Unit 7 43

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6. **quilts** quits kilts quip
7. sing rang **ring** rung
8. hut **shut** shot shrug
9. gong soft **song** sing
10. quit **quiz** quip quits

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Name \_\_\_\_\_

12.1

shed	string	quilt
punch	bench	path



shed

string

bench



punch

quilt

path

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

Unit 7 47

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chimp

shin

shelf

fish

moth

bath



shelf

chimp

moth



fish

bath

shin

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Name \_\_\_\_\_

14.1

1. ship



ship

2. king



king

3. cash



cash

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

Unit 7 51

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4. ring



ring

5. chat



chat

6. chop



chop

52 Unit 7

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Name \_\_\_\_\_

15.1

Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.



ch	i	p	z
sh	a	b	s

 \_\_\_\_\_  
 -----  
 \_\_\_\_\_  
 chips



p	i	u	sh
b	r	n	ch

 \_\_\_\_\_  
 -----  
 \_\_\_\_\_  
 brush



qu	e	l	t
ch	i	f	d

 \_\_\_\_\_  
 -----  
 \_\_\_\_\_  
 quilt

Unit 7 55

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m	i	ch
n	o	th

 \_\_\_\_\_  
 -----  
 \_\_\_\_\_  
 moth



d	e	sh
f	i	ch

 \_\_\_\_\_  
 -----  
 \_\_\_\_\_  
 fish



c	e	sh
g	a	s

 \_\_\_\_\_  
 -----  
 \_\_\_\_\_  
 cash

56 Unit 7

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Name \_\_\_\_\_

16.1

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

1.  bath bed **bib**

2.  **desk** disk dusk

3.  **fox** fog ox

4.  caps **chips** clips

5.  **ship** shin shop

Unit 7 59

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6.  **clam** clap cap

7.  **shelf** shrug ship

8.  wig wax **wing**

9.  cat **chin** chest

10.  desk **dish** drop

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Name \_\_\_\_\_

16.2

Dear Family Member,

On the front and back of this sheet have your child write each word under the matching picture. If necessary, identify the pictures for your child.



1. sing



sing

2. punch



punch

3. string



string

Unit 7 61

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4. king



king

5. dish



dish

6. quilt



quilt

Unit 7 62

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Name \_\_\_\_\_

17.1

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

1.



- long belt
- long string

2.



- trash bag
- trash can

3.



- man on bench
- kid on bench

4.



- pig with hen
- pig with bug

5.



- brush on shelf
- brush on bed

Unit 7 63

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6.



- finch on branch
- chimp on branch

7.



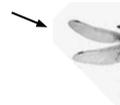
- munch on chips
- jump on bed

8.



- van crash
- fish crash

9.



- wing on bug
- wing on hen

10.



- shrimp on dish
- fish on dish

Unit 7 64

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Name \_\_\_\_\_

**PP5**

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

1.   fish in pan  
 fish in pond

2.   strong man  
 thin man

3.   bring lunch  
 bring gift

4.   man sits at desk  
 man sits on bench

5.   ants in cup  
 ants in bag

Unit 7 75

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6.   splash in pond  
 splash in bath

7.   chat with mom  
 run with dad

8.   lid on jug  
 lid on pan

9.   kid in bath  
 pig in bath

10.   long pants  
 long belt

Unit 7 76

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Name \_\_\_\_\_

**PP13**

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

1. branch    
 \_\_\_\_\_  
 -----  
 branch

2. shed    
 \_\_\_\_\_  
 -----  
 shed

3. moth    
 \_\_\_\_\_  
 -----  
 moth

Unit 7 91

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4. quilt



\_\_\_\_\_  
-----  
quilt

5. string



\_\_\_\_\_  
-----  
string

6. pinch



\_\_\_\_\_  
-----  
pinch

Unit 7 92

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Name \_\_\_\_\_

**PP14**

ring	brush	chop
shed	quilt	bath



shed



chop



brush



quilt



bath



ring

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

Unit 7 93

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thumb	sing	chimp
cash	wing	chat



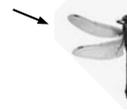
thumb



chimp



sing



wing



chat



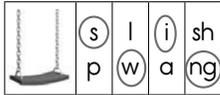
cash

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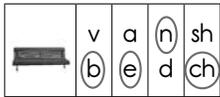
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Name \_\_\_\_\_

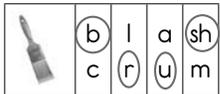
**PP15**



swing



bench

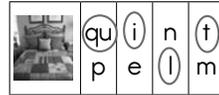


brush

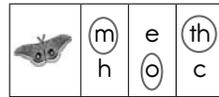
Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.

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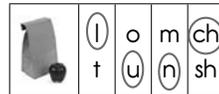
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quilt



moth



lunch

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# Unit 7

## Teacher Guide

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