

# **Unit 1**

## **Teacher Guide**

Core Knowledge Language Arts® • Skills Strand



# Core Knowledge®

GRADE 3





# Unit 1

## Teacher Guide

Skills Strand

**GRADE 3**

Core Knowledge Language Arts®



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# **Alignment Chart for Unit 1**

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

## **Alignment Chart for Unit 1**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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## **Reading Standards for Literature: Grade 3**

### **Key Ideas and Details**

STD RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.														
CKLA Goal(s)	Ask and answer questions (e.g., <i>who, what, where, when, why, how</i> ), orally or in writing, requiring literal recall and understanding of the details of a fiction text read independently by explicitly referring to the text														
CKLA Goal(s)	Ask and answer questions, orally or in writing, that require making interpretations, judgments, or giving opinions about what is read independently in a fiction text, by explicitly referring to the text, including asking and answering why questions that require recognizing or inferring cause/effect relationships													✓	✓
STD RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.														
CKLA Goal(s)	Recount stories read independently, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text							✓	✓	✓	✓	✓	✓	✓	✓
STD RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.														
CKLA Goal(s)	Describe characters in a fiction text read independently (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events														

### Lesson

### **Alignment Chart for Unit 1**

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
--	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

### Craft and Structure

STD RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CKLA Goal(s)	Refer to parts of stories and dramas that are read independently, when writing or speaking about a text, using terms such as <i>introduction</i> , <i>conclusion</i> , <i>chapter</i> , and <i>scene</i> ; describe how each successive part builds on earlier sections	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
STD RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	✓	✓													
CKLA Goal(s)	Distinguish their own point of view from that of the narrator or those of the characters	✓														

### Integration of Knowledge and Ideas

STD RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	✓
CKLA Goal(s)	Explain how specific aspects of an independently read fiction text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	✓
STD RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	
CKLA Goal(s)	Compare and contrast the characters, themes, settings, and plots of stories, read independently, from different chapters of the same Reader	✓

### Range of Reading and Level of Text Complexity

STD RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2–3 text complexity band independently and proficiently.	✓
CKLA Goal(s)	By the end of the year, read and comprehend literature, including stories and dramas, at the high end of the Grades 2–3 text complexity band independently and proficiently	✓

**Alignment Chart for Unit 1**
**Lesson**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

**Speaking and Listening Standards: Grade 3**
**Comprehension and Collaboration**

<b>CKLA Goal(s)</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.															
	Demonstrate preparedness for a discussion, having read or studied required material, explicitly drawing on preparation and other information known about the topic to explore content under discussion							✓	✓	✓	✓	✓	✓	✓	✓	
	Prior to independently reading a text, identify (orally or in writing) what they know and have learned that may be related to the specific read-aloud or topic			✓				✓		✓	✓	✓	✓	✓	✓	
<b>STD SL.3.1c</b>	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>CKLA Goal(s)</b>	Interpret information presented, and then ask questions to clarify information or the topic in a fiction or nonfiction/informational text read independently											✓				
	Summarize (orally or in writing) text read independently content								✓		✓		✓	✓	✓	
<b>STD SL.3.1d</b>	Explain their own ideas and understanding in light of the discussion.															
<b>CKLA Goal(s)</b>	During a discussion, explain ideas and understanding in relation to the topic							✓	✓	✓	✓	✓	✓	✓	✓	

**Lesson****Alignment Chart for Unit 1**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
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**Presentation of Knowledge and Ideas**

<b>STD SL.3.4</b>	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.													
<b>CKLA Goal(s)</b>	Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational text read independently												<input checked="" type="checkbox"/>	
<b>STD SL.3.6</b>	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language Standards 1 and 3 on pages 28 and 29 for specific expectations.)													
<b>CKLA Goal(s)</b>	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification												<input checked="" type="checkbox"/>	

**Language Standards: Grade 3****Conventions of Standard English**

<b>STD L.3.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.													
<b>CKLA Goal(s)</b>	Produce simple sentences												<input checked="" type="checkbox"/>	
<b>STD L.3.2f</b>	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.													
<b>CKLA Goal(s)</b>	Use spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) in writing words	✓	✓	✓	✓	✓							✓	✓

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

\* Skills marked with an asterisk (\*) in Language Standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

# Introduction to Unit 1

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## Welcome

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Dear Grade 3 Teacher,

Welcome to the Core Knowledge Language Arts (CKLA) program! This program has been carefully researched and designed to make every child in your classroom a reader. There are two strands of language arts instruction, the Skills Strand and the Listening & Learning Strand, which together require 150 minutes of instructional time, per day, in Grade 3.

In Grades K–2, the schedule and content of these strands function autonomously, allowing teachers the flexibility to provide decoding instruction and practice in the Skills Strand as needed, while continuing to build background knowledge and vocabulary in the Listening & Learning Strand through daily domain-based read-alouds.

In Grade 3, as students are making the shift from the beginning stages of “learning to read” to the more advanced skills involved in “reading to learn,” the Skills Strand is merged with the Listening & Learning Strand to create integrated domain-based units that continue to provide content-based read-alouds together with instruction and practice in decoding, while also providing explicit instruction in writing, grammar, spelling, and morphology. For example, in the first domain-based unit, *Classic Tales: The Wind in the Willows*, the Skills Student Reader (*Classic Tales*), the Skills Teacher Guide, and Skills Workbook align with the schedule and content of the Listening & Learning *Tell It Again! Read-Aloud Anthology* for *Classic Tales: The Wind in the Willows*.

The following are the 11 Grade 3 domains of knowledge based on the *Core Knowledge Sequence*, listed in the instructional order they should be taught to integrate the Skills and Listening & Learning Strands:

1. Classic Tales
2. Classification of Animals
3. The Human Body: Systems and Senses
4. The Ancient Roman Civilization
5. Light and Sound

6. The Vikings and Norse Mythology
7. Astronomy: The Solar System and Beyond
8. Native Americans
9. European Exploration of North America
10. Colonial America
11. Ecology

## The Skills Strand

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The CKLA Grade 3 Skills Strand includes the following components:

### *Teacher Components*

- Teacher Guide
- Consonant and Vowel Flip Books and Spelling Cards
- Vocabulary Cards
- Wiggle Cards
- *Assessment and Remediation Guide*

### *Student Components*

- Student Reader
- Skills Workbook
- Individual Code Chart (found in the Appendix in this Teacher Guide)
- Fluency selections

**Note:** Throughout this unit and others, whenever the lesson suggests that the teacher display materials (such as modeling a worksheet or correcting dictation), or whenever we refer to the board, you should choose the most convenient and effective method of reproducing and displaying the material for all to see. This may include making a transparency of the material and using an overhead projector; scanning the page and projecting it on an interactive, electronic surface; or writing the material on the board or chart paper.

### *Additional Materials*

In addition, teachers should ensure that the following additional supplies are readily available:

- White index cards (unruled)
- Chart paper
- Grade appropriate student writing paper and/or notebooks

## **Components**

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### **Teacher Resources**

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#### *Teacher Guide*

Each Skills Teacher Guide includes daily lessons that provide detailed direction for all Skills instruction. Instruction and exercises should be presented in the order listed in the guide. The guide suggests whether instruction and/or accompanying exercises should be presented as whole group, small group, partner exercises, or independent practice. Teachers should use their discretion in following the suggestions and consider students' needs.

In CKLA K–2, the primary focus of Skills instruction was the teaching of the letter-sound correspondences. Students who successfully completed CKLA Grade 2 instruction have now mastered nearly all of the letter-sound correspondences in the English language. Following a review of letter-sound correspondences in Unit 1, the focus of Grade 3 Skills instruction in the remaining units shifts from letter-sound correspondences to the following areas of study:

**Morphology:** Explicit instruction, beginning in Unit 2, is provided for reading and understanding words with common prefixes and suffixes. Attention to the meaning of various prefixes and suffixes and how they affect the meaning of root words is also addressed.

**Grammar:** Specific grammar lessons and exercises, beginning in Unit 2, address the various parts of speech and language usage conventions such as capitalization and punctuation, as identified in the Common Core State Standards.

**Spelling:** Explicit spelling instruction begins in Unit 2. Weekly word lists and accompanying exercises focused on the spellings of given sounds are included, followed by an assessment at the end of each week.

The spelling exercises provide a systematic review of the letter-sound correspondences that students have already been taught in earlier grades. The weekly assessment can be a useful indication of which students may have gaps in code knowledge and require remedial attention. Dictionary skills are also introduced—including alphabetizing; using guide words to locate entry words; and understanding features of dictionary entries, such as part of speech, pronunciation, definition, and sample sentences.

**Writing:** Writing instruction is addressed in both the Skills Strand and the Listening & Learning Strand. As a part of the Skills Strand, specific attention is devoted to learning to write increasingly complex and elaborate sentences, as well as composing coherent paragraphs. Within the Listening & Learning Strand, students will receive instruction in using the four-step composition writing process they learned in Grades 1 and 2: Plan, Draft, Edit, and Publish. Within each domain, students are offered multiple opportunities to practice writing about the domain topic, using the kinds of writing called for in the Common Core State Standards. While explicit writing instruction during the Skills Strand does not begin until Unit 2, writing prompts are included in the Teacher Resources section of this Teacher Guide.

**Fluency:** A fluency packet consisting of poetry, folklore, and fables is provided online at <http://www.coreknowledge.org/G3-FP>. These additional text selections provide opportunities for students to practice reading with fluency and expression (prosody). The selections can be used in any order. At the beginning of the week, the teacher should make sufficient copies of the week's selection for each student. The teacher should take time to read the selection aloud to all students. Then, students take the selection home to practice reading aloud throughout the week. The expectation for all students should be that they are prepared to read the selection fluently and with prosody by Friday. At the end of the week, the teacher should select a few students to individually read the selection aloud. Teachers may also wish to have a few students choral read the selection. Be sure to provide opportunities for different students to read aloud each week.

You will want to establish and model audience guidelines for all students. Some examples are:

- Listen respectfully to your classmates.
- Listen without talking.
- Give their classmate(s) a round of applause and sincere compliments on their reading. Model compliments by saying, “I liked it when you...”

### ***Consonant and Vowel Code Flip Books***

See the Appendix, “The Basic and Advanced Code: Understanding How Phonics is Taught in CKLA” for more information.

Students who participated in CKLA in earlier grades should be familiar with the introduction and review of letter-sound correspondences using the format and approach of the Consonant and Vowel Code Flip Books. In Grades 1 and 2, code information is presented to students using (1) group instruction Flip Books—one for consonants and one for vowels and (2) Individual Code Charts for each student. These components are used in Grade 3 as well.

Flip Books will be used in Unit 1 to review letter-sound spellings with the entire class. They may also be used at any time during the year with individuals or groups of students in need of targeted remediation and practice, with or without exercises from the *Grade 3 Assessment and Remediation Guide*.

The Flip Books are accompanied by a set of Spelling Cards to be affixed to appropriate Flip Book pages when sounds and spellings are reviewed. The Flip Books show (in gray print) the spellings for all sounds taught through Grade 2. As you review given sounds, you will be asked to place the various colored Spelling Cards for each sound on the appropriate Flip Book page.

Each Spelling Card is printed front and back. One side of the card shows the sound. The other side of the card shows three things:

- The top shows the spelling.
- The bottom shows a sample word containing the spelling.
- In the middle is the power bar. The power bar gives an indication of how common this spelling is for the sound it represents. A long power bar indicates the main spelling for the sound and there are very few words that have this sound spelled any other way. A very short power bar means that the spelling is less common and occurs in fewer English words.

The Flip Book and Chart exercises in the Unit 1 lessons will reacquaint students with using these materials as they review the letter-sound correspondences taught in earlier grade levels. These lessons are intended to remind students to think about letter-sound correspondences and the written English code after the summer break. Keep the Flip Book exercises briskly paced so they do not become tedious.

**Note:** The exercises in the Unit 1 lessons are not designed to teach letter-sound correspondences to students who have not mastered the code in earlier grades. Students who have large gaps in their code knowledge will be identified through the placement assessments presented during Lessons 6–10 of this unit so that they can be appropriately placed in the level of CKLA materials that will meet their individual instructional needs.

### **Vocabulary Cards**

Particularly challenging vocabulary words are identified for each text selection in all the Grade 3 Student Readers. In Unit 1 *Classic Tales*, each lesson in the Teacher Guide lists these vocabulary words with brief definitions, so that the teacher can preview these words before students read the text.

In addition, each remaining Grade 3 Student Reader also includes a glossary for vocabulary words as well as large individual Vocabulary Cards that the teacher may use to preview vocabulary. One side of each Vocabulary Card includes the individual word, while the other side of the card includes both the word and definition, allowing teachers flexibility in how to use the cards with students.

With each group of Vocabulary Cards for a given chapter we have also included a single illustration from the same chapter. One way we recommend using these cards is to display the chapter illustration in your classroom and then post or hang each Vocabulary Card from that same chapter image after you have previewed the words with students. You may choose to display either side of the Vocabulary Card.

### **Wiggle Cards**

A set of Wiggle Cards is available for use throughout the year. Each card has a simple sentence or phrase written using the letter-sound correspondences students were taught in earlier grades. The card directs students to move or act in a certain way, providing a break from the focused concentration expected of students during Skills and Listening & Learning instruction. You should select five to 10 cards to use each day. If you have students who are working remedially on certain letter-sound correspondences, you may want to choose cards that reflect these sound spellings.

### ***Assessment and Remediation Guide***

The *Assessment and Remediation Guide* provides teachers with further guidance in assessing, analyzing, and remediating specific decoding skills. The purpose of this guide is to assist in providing targeted remedial instruction to students who may occasionally struggle with gaps in letter-sound knowledge, but who are not significantly below grade level. Students who are below grade level, with significant gaps in letter-sound knowledge, require intensive decoding instruction on their level, preferably by a reading specialist, for at least 60 minutes a day, to bring them quickly up to grade level.

### **Student Resources**

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#### ***Student Reader***

Every Skills unit includes a Student Reader comprised of fiction and/or nonfiction selections. In CKLA K–2, the selections in the Student Readers are always 100% decodable, meaning that the selections are written using only words and spellings students have been explicitly taught and practiced.

The Student Readers in Grade 3 represent a departure from the K–2 Readers in that they have been written without strict adherence to the CKLA sound-spelling database. They do, however, conform to standard readability criteria for Grade 3 reading levels. The selections in the Grade 3 Student Readers are similar to comparable level trade books.

Students who have successfully mastered the skills taught in K–2 CKLA, now have both the basic and advanced code knowledge needed to decode and read nearly all possible sound spellings in the English language. At this point, if and when students encounter words with the few sound spellings that may not have been taught explicitly, they should be able to analyze these words based on existing code knowledge and make sense of the text using contextual clues.

There is also a supplemental fiction Reader, entitled *More Classic Tales*, included with the Grade 3 materials. Teachers may use selections from this Reader at any time during the year, either with the entire class or by assigning stories to individual students for enrichment purposes.

#### ***Skills Workbook***

The Skills Workbook is organized by lesson. The Teacher Guide provides direction within each lesson as to when and how each page should be

used. Some pages are designed to be completed within teacher-assisted groups, while others are intended to be completed independently by each student. In addition to practice exercises for reinforcement of skills, the Skills Workbook also includes assessment pages, homework, take-home text copies of the Reader chapters, and take-home letters for family members.

The Skills Workbook contains worksheets that correspond with lessons from the Teacher Guide. Each worksheet is identified sequentially by its lesson number and where it is intended to be used. For example, if there are two worksheets for Lesson 8, the first will be numbered 8.1 and the second 8.2.

#### ***Individual Code Chart***

The Individual Code Chart for each student reproduces the same code information included in the Consonant and Vowel Flip Books, in a more concise manner. The *Assessment and Remediation Guide* can be found online at <http://www.coreknowledge.org/AR-G3>.

To fully take advantage of the Individual Code Chart, it is important to understand the logic by which the various letter-sound correspondences have been grouped on the Individual Code Chart:

- Consonant sounds are grouped separately from vowel sounds.
- Consonant sounds that resemble one another are included on the same chart page. Examples are included.
- Please also note that the spellings for any given sound are arranged from the most frequent spelling for that sound to least frequent spellings. Be sure to call this to students' attention as it may be useful to know during spelling and writing when students are unsure of the exact spelling of a word. Encourage students to use the Individual Code Chart with its indication of the relative frequency of various spellings to either make an educated guess about the spelling of a sound in a word and/or look up the word in a dictionary.

**Encourage students to use the Individual Code Chart whenever they are reading and/or writing throughout the day, not just during the Skills instruction portion of the language arts block.** This reinforces the notion that the skills they are learning during language arts are meant to be applied whenever they are reading and writing.

# **Unit 1 Overview**

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Skills Unit 1 will largely be a review for students who successfully completed the Grade 2 CKLA program. In this unit, students will review some of the daily routines of the CKLA program, including how to approach text. They will also review a number of Grade 2 sound-spellings and will read stories from the Student Reader, *Classic Tales*. Here is an overview of the Unit 1 schedule. Please see the *Tell It Again! Read-Aloud Anthology for Classic Tales: The Wind in the Willows* for the corresponding Listening & Learning schedule.

<b>Week One</b>					
<b>Min.</b>	<b>Day 1 (Lesson 1)</b>	<b>Day 2 (Lesson 2)</b>	<b>Day 3 (Lesson 3)</b>	<b>Day 4 (Lesson 4)</b>	<b>Day 5 (Lesson 5)</b>
45	Back-to-School Lesson 1	Back-to-School Lesson 2	Back-to-School Lesson 3	Back-to-School Lesson 4	Back-to-School Lesson 5
35	Practice Reading and Comprehension: “The Beginning”	Practice Reading and Comprehension: “The Thief”	Practice Reading and Comprehension: “All’s Well That Ends Well”	Practice Reading and Comprehension: “The Hungry Troll”	Practice Reading and Comprehension: “Fire!”

<b>Week Two</b>					
<b>Min.</b>	<b>Day 6 (Lesson 6)</b>	<b>Day 7 (Lesson 7)</b>	<b>Day 8 (Lesson 8)</b>	<b>Day 9 (Lesson 9)</b>	<b>Day 10 (Lesson 10)</b>
50	Beginning-of-Year Assessment	Beginning-of-Year Assessment	Beginning-of-Year Assessment	Beginning-of-Year Assessment	Beginning-of-Year Assessment
30	“Introduction: Where in the World Do These Tales Come From?”, Chapter 1 “Aladdin and the Wonderful Lamp, Part I”	Chapter 1 “Aladdin and the Wonderful Lamp, Part I”	Chapter 2 “Aladdin and the Wonderful Lamp, Part II”	Chapter 3 “Aladdin and the Wonderful Lamp, Part III”	Chapter 4 “Alice’s Adventures in Wonderland, Part I”

<b>Week Three</b>					
<b>Min.</b>	<b>Day 11 (Lesson 11)</b>	<b>Day 12 (Lesson 12)</b>	<b>Day 13 (Lesson 13)</b>	<b>Day 14 (Lesson 14)</b>	<b>Day 15 (Lesson 15)</b>
25	Chapter 4 “Alice’s Adventures in Wonderland, Part I”	Chapter 5 “Alice’s Adventures in Wonderland, Part II”	Chapter 6 “Alice’s Adventures in Wonderland, Part III”	Chapter 6 “Alice’s Adventures in Wonderland, Part III”	Chapter 7 “Alice’s Adventures in Wonderland, Part IV”
25	Sound-Spelling Review	Sound-Spelling Review	Sound-Spelling Review	Sound-Spelling Review	Sound-Spelling Review

## Student Reader: *Classic Tales*

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Like the related Listening & Learning domain, the Reader for Unit 1 is called *Classic Tales*. While the Listening & Learning domain focuses on a single classic tale, *The Wind in the Willows*, the Unit 1 Reader offers students the opportunity to read selections from two different classic tales, “Aladdin and the Wonderful Lamp” and “Alice’s Adventures in Wonderland.” Additional enrichment chapters retelling parts of *The Wind and the Willows* are also included at the end of the Reader for use at the teacher’s discretion with more capable students.

A supplemental Reader entitled *More Classic Tales* is available online at <http://www.coreknowledge.org/G3-SR>. The accompanying Supplemental Skills Workbook can be found online at <http://www.coreknowledge.org/G3-SR-WB>. This Workbook contains comprehension worksheets and take-home text copies. The teacher may assign reading of these additional fictional texts at any time during the year to the whole class, groups, or individual students.

In each unit in Grade 3, students will be introduced to academic vocabulary words. In Unit 1, we will focus on five academic vocabulary words: *narrative*, *introduce*, *chronological order*, *imagine*, and *moral*.

By academic vocabulary, we mean words that support reading comprehension and may appear across a variety of materials, in language arts and in content areas. These words can be found in textbooks, assignment directions, and assessments. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words often appear in directions to students. These words may appear on end-of-year assessments that third graders may take. Where applicable, we use the words throughout the unit, not just as they might refer to reading selections but also in Back-to-School or review activities or related to comprehension. They may also appear in directions, assessments, and discussion questions, among other places.

- We define the word *narrative* to mean a story.
- To *introduce* means to present something new to someone.
- *Chronological order* is the arrangement of events in order as they happen in time.
- To *imagine* means to form an image or idea of something in your mind.
- A *moral* is the lesson to be learned from a story.

We encourage you to use all five of these words throughout the school day so that students may experience multiple uses of them.

### **Back-to-School Lessons (1–5)**

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After the summer break, all students need time to reacclimate to the school environment. The Back-to-School lessons reacquaint students with CKLA daily routines and exercises. In addition, these lessons prepare students for placement assessments that follow Back-to-School week by providing practice and review of reading skills and code knowledge.

In addition to reacquainting students with daily routines, the lessons are also designed to ensure that the results of the placement assessments administered in Lessons 6–10 accurately reflect the reading skills and code knowledge that students mastered by the end of the prior school year.

These lessons will also allow you an opportunity to begin to get to know students as you observe how they complete these review lessons in which no new skills are introduced.

Please take the time to reteach these procedures thoroughly, making sure that you present at least part of every exercise in each lesson. Use the time recommendations for each exercise as a guideline. If you find that you have exceeded the time estimated for the initial activities in a lesson, please adjust the remaining exercises accordingly by doing fewer items per exercise.

For example, you may find that you do not have time, especially in the first lesson(s), to model how to respond to every question on the chapter comprehension worksheets. In this case, model responses to several questions, but do not feel compelled to complete all of the questions on the worksheets. Remember that the point of these Back-to-School lessons is to remind students of CKLA routines. If necessary, do fewer items per exercise, but try to do all exercises in every lesson.

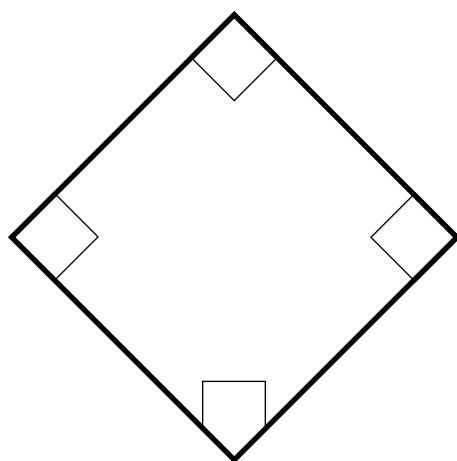
As students re-learn the procedures, your presentation of each lesson will become more efficient. Do not get frustrated in these first days if it takes a little longer to do portions of the lessons. It will come back to students and you will be glad that you took the time to do them.

After a detailed review of short and/or long vowels and their spellings (Lessons 1–4) and the vowel team ‘le’ (Lesson 5), each Back-to-School lesson includes exercises from the following list:

### ***Baseball Game***

A popular activity in Grade 2 is the Baseball game. Students who were in Grade 2 CKLA will be very familiar with this game. You will use cards you prepare in advance.

Draw a baseball diamond similar to the picture below on the board.



- Divide the class into two teams, having one team at a time come to the front of the room and line up in front of the board.

**Note:** Given students' reading ability, you may wish to have them play in pairs so students can help one another when they are up to bat.

- Each team takes a "turn at bat" as follows:
  - Pick a card from the pile and ask the first person on the team to read it. If the word is read correctly, draw a line from home plate to first base, signifying a "hit." This player should go to the back of his or her team's line, while the next player comes forward to read the next card. If he reads the word correctly, draw a line from first to second base. Play continues in this way so that each time a player reads a word correctly a line is drawn to the next base. If the fourth player reads the word correctly, draw a line from third base to home late and mark "1 run" for this team. Play continues by the members of this team so long as no words are misread. When a word is misread, the next team takes its turn at bat.
  - As in the actual game of baseball, any "players left on base" when all turns have been used do not count or add to the score.

### ***Pop-Out Chaining***

Students have been completing chaining exercises in CKLA since the earliest Kindergarten units. This critical activity reinforces students' ability to manipulate the sounds in words in which only a single phoneme/grapheme is changed (added or deleted) at a time, e.g., *tap* > *tape*, *rip* > *ripe*.

When teaching the Back-to-School lessons, remember to present the chaining exercises exactly as written; do not make up your own chaining activities.

### ***Dictation***

Simple dictation exercises are included to remind students about the connection between decoding and encoding, i.e., reading and writing. Encourage students to actively and openly refer to the Individual Code Chart, if needed, during this portion of the lessons.

Some teachers find it helpful to have students write the dictation with a pen. Then, they have students turn the pen back in to them and students use a pencil for corrections. In this way, teachers can more clearly see exactly what errors students are making. Correcting their own errors heightens students' awareness of specific spelling errors and solidifies their understanding of correct spelling.

Once the dictation is completed, review and model the correct spelling for each word and instruct students to correct their own work by simply crossing out any incorrect spelling, then copying and writing the correct spelling next to it. There should be no stigma associated with having incorrectly spelled a word. Teachers may want to comment that it is normal to make mistakes, especially at the beginning of the year. Emphasize to students that what is important is to recognize and understand when a mistake has been made and to then correct the error. This will help to establish procedures that will be followed when administering spelling assessments, which begin in Unit 2.

**Note:** Teachers should choose whether to have students complete dictation exercises in a notebook, which offers the advantage of providing an ongoing written record of each student's work, or simple, lined paper for these exercises.

### ***Practice Reading***

Practice stories for students to read during the Back-to-School lessons are included in the Skills Workbook.

These stories are from the Grade 2 Unit 5 *Sir Gus* Reader so most students should be familiar with these stories. The Back-to-School lessons are read as a whole group.

The point in reading these stories is to remind students how to read orally and silently and to ensure a measure of success and enjoyment in the opening days of school with text that is not too challenging.

Once you have practiced reading the stories in class, we encourage you to send the text copies home for students to read aloud with a family member.

### ***Story Comprehension***

Each practice story is accompanied by a story comprehension worksheet. The questions on these worksheets are similar to those that students completed in the Grade 2 CKLA materials and are also similar to the scope of the assessment questions that students will be asked to complete during Lessons 6–10.

As with the other Back-to-School exercises, the purpose of these worksheets is to reacquaint students with how to answer comprehension questions and complete Workbook pages. Note that the lessons direct you to model for students how to approach these worksheets and questions.

Please be sure to model the responses to several comprehension questions in each lesson. If there is not sufficient time to model and complete all of the questions, especially in the early lessons, model responses to just a few questions, instead of completing them all. At this point in the year, please do not skip the modeling by simply assigning independent completion of the questions by students entirely on their own.

### ***Note to Teacher***

You may want to use your planning time this week to review any information provided by the Grade 2 teachers about each student. All students who completed CKLA Grade 2 should have taken an End-of-Year Assessment. The Grade 2 teachers were asked to analyze and summarize each student’s performance on this evaluation and to pass the information on to students’ Grade 3 teachers. If you have not already received copies of this information for students in your classroom, please check with the Grade 2 teachers.

## **Assessment and Placement Lessons (6–10)**

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Throughout the program, you will see the symbol (10) whenever an assessment is indicated. Details regarding the Grade 3 Placement Assessments are described in the Assessment and Placement sections later in this unit. At the end of Lesson 10, information is provided that will guide you in placing students in appropriate reading groups. While beginning-of-year assessment is important for all students, it is especially important for those students who are new to the CKLA program and/or for whom you have no information regarding Grade 2 reading performance.

It is imperative that students be assessed effectively and efficiently at the very beginning of the year so that each student can be placed in the appropriate level instructional group and receive instruction appropriate to his or her reading level and knowledge of the code.

## **More Review of Spellings-to-Sounds Lessons (11–15)**

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In many CKLA K–2 Skills lessons, the teacher first introduces sounds and then teaches the spellings for those sounds. For example, a teacher would teach the sound /m/ before teaching the spelling ‘m’. Unit 1 of Grade 3 CKLA is different as it features instruction that is mainly oriented from spelling-to-sound. For example, you will show students the letter ‘m’ and ask them, “What sound would you say if you saw this spelling in a word?” You will repeat this procedure for many more spellings throughout the Unit 1 lessons.

The review of spellings-to-sounds is good preparation for decoding single words and reading chapters because it requires students to see a letter and say a sound, a required skill for reading printed words. Throughout Unit 1, the primary focus is on recognizing spellings and reading words rather than on hearing sounds and spelling words.

This spelling-to-sound format allows for a rapid review of spellings, most of which should be familiar to students. Although the pace of the spelling-to-sound review of Unit 1 is rapid, it should be appropriate for students who have already learned the bulk of these letter-sound correspondences. However, the pace will be too rapid for students who know only a few of the letter-sound correspondences covered in Unit 1. The Silent Reading Assessment and the Word Reading in Isolation Assessment administered in Lessons 6–10 will facilitate identification of students who are struggling with recognizing these letter-sound

correspondences. You will make decisions, based on the analyses of these assessment results, regarding appropriate instructional grouping for all students. You should be able to determine which students may benefit from targeted remedial assistance within the context of Grade 3 instruction. You may also make decisions for students, if any, who need more intensive remediation.

### **Student Performance Task Assessments**

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Typically, the end of every Skills Unit will include a Unit Assessment that will help you evaluate whether all students have mastered the skills introduced in the unit. Since Unit 1 includes an extensive series of assessments for instructional placement, no additional Unit Assessment is included.

### **Take-Home Letters and Homework**

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We have provided weekly letters for family members, homework worksheets, and text copies of the chapters from the Reader in the Skills Workbook. However, we leave it to your discretion whether to use all of them.

### **Pausing Point**

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Additional enrichment chapters retelling parts of *The Wind and the Willows* are included in the Pausing Point for use with more capable students at the teacher's discretion. The teacher may assign reading of these additional fictional texts to the whole class, groups, or individual students at any time during the year.

### **Teacher Resources**

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

### **Assessment and Remediation Guide**

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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-G3>. Refer to this URL for additional resources, mini-lessons, and activities to assist students who experience difficulty with the skills presented in this unit.

# Lesson 1

Back-to-School 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.

- ✓ Make predictions prior to and while reading “The Beginning,” based on the title, images, and/or text read thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, meaningful word parts) in writing words with the spellings ‘a’ > /a/ (hat), ‘i’ > /i/ (it), ‘e’ > /e/ (pet), ‘u’ > /u/ (but), ‘o’ > /o/ (hop) (L.3.2f)

At a Glance	Exercise	Materials	Minutes
<b>Back-to-School Review</b>	Short Vowel Review	Consonant Flip Book; Vowel Flip Book; Spelling Cards for ‘a’ > /a/ (hat), ‘i’ > /i/ (it), ‘e’ > /e/ (pet), ‘u’ > /u/ (but), ‘o’ > /o/ (hop); tape; Individual Code Chart	20
	Baseball Game	board; prepared word cards	15
	Dictation	optional pens; writing materials	10
<b>Reading Time</b>	Whole Group: “The Beginning”	Worksheet 1.1	20
	Story Comprehension Worksheet	Worksheet 1.2	15
<b>Take-Home Material</b>	“The Beginning”; Family Letter	Worksheets 1.1, 1.3	*

## *Advance Preparation*

Prior to this lesson, ensure that students have their own copy of the following materials:

- Student Skills Workbook
- Individual Code Chart

Display the Vowel Flip Book within view of all students and tab the pages. Also, have the Spelling Cards listed in the At a Glance readily available.

### **Vowel Flip Book**

1. ‘a’ > /a/ (*hat*) on **page 1**
2. ‘i’ > /i/ (*it*) on **page 2**
3. ‘e’ > /e/ (*pet*) on **page 3**
4. ‘u’ > /u/ (*but*) on **page 4**
5. ‘o’ > /o/ (*hop*) on **page 5**

Also, prepare the following word cards for the baseball game. Because you will use these cards for several days this week, you may wish to create them using durable paper, such as card stock or index cards, so that they will withstand continued use.

- |              |             |             |              |
|--------------|-------------|-------------|--------------|
| 1. admit     | 14. insect  | 27. basket  | 40. contract |
| 2. signal    | 15. plastic | 28. sudden  | 41. pumpkin  |
| 3. attic     | 16. pocket  | 29. unless  | 42. finish   |
| 4. catfish   | 17. rabbit  | 30. bandit  | 43. congress |
| 5. fantastic | 18. chicken | 31. upset   | 44. trumpet  |
| 6. cabin     | 19. tennis  | 32. velvet  | 45. invent   |
| 7. children  | 20. tunnel  | 33. sunset  | 46. publish  |
| 8. until     | 21. jacket  | 34. funnel  | 47. cobweb   |
| 9. himself   | 22. magnet  | 35. discuss | 48. bathtub  |
| 10. hundred  | 23. wedding | 36. blanket | 49. rocket   |
| 11. problem  | 24. napkin  | 37. traffic | 50. tablet   |
| 12. happen   | 25. banner  | 38. tonsil  |              |
| 13. kitchen  | 26. comment | 39. pilgrim |              |

**Note:** If you have not already done so, we highly recommend that you review the Appendices, “The Basic and Advanced Code” and “Using Chunking to Decode Multi-Syllable Words” before teaching this lesson.

**Note:** In this unit, students will focus on five academic vocabulary words, three of which are *narrative*, *introduce*, and *chronological order*. By academic vocabulary, we mean words that support reading comprehension and may appear across a variety of materials, in language arts and in content areas. These words can be found in textbooks, assignment directions, and assessments. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words often appear in directions to students. These words may appear on end-of-year assessments that third graders may take. Where applicable, we use the words throughout the unit, not just as they might refer to reading selections but also in Back-to-School or review activities or related to comprehension. They may also appear in directions, assessments, and discussion questions, among other places.

- We define the word *narrative* to mean a story.
- To *introduce* means to present something new to someone.
- *Chronological order* is the arrangement of events in order as they happen in time.

We encourage you to use all three of these words throughout the school day so that students may experience multiple uses of them.

## Back-to-School Review

45 minutes

### Short Vowel Review

20 minutes

For additional practice, see worksheets in Section I-B of the *Assessment and Remediation Guide*.

- Briefly flip through either or both of the Flip Books and ask students if the information on these pages looks similar to anything they recall using in CKLA Grade 2. Remind students that last year, they had “flip books with small cards” displayed in their classrooms.
- Explain that the Flip Books are just like last year’s Flip Books: one Flip Book shows the vowel sounds and their spellings and the other shows the consonant sounds and their spellings. Remind students that the vowel sounds like /a/ and /i/ are made with an open mouth. Consonant sounds like /m/ and /s/ are made with parts of the mouth touching or closed, so the air coming out of the mouth is blocked.

- Follow these steps to review short vowels:
  - Show students the /a/ Spelling Card with the ‘a’– *hat* side facing students. Point to the ‘a’ and ask students to name the letter. Then, read the word *hat* and remind them that the letter ‘a’ is used to spell and write /a/ in English words. Remind students that /a/ is a vowel sound. Vowel sounds will always be written in green on the Spelling Cards because when we say a vowel sound, we open our mouths, letting the air “go.”
  - Point out the power bar below the spelling ‘a’ and remind students that this bar indicates how common each spelling is. If the card shows a very common spelling for a sound—a spelling used in lots and lots of words—there will be a long power bar on the card, stretching almost across the entire card. If the card shows a less common spelling for this sound—a spelling used in a smaller number of words—the card will have a shorter power bar.
  - Point to the power bar under the ‘a’ and ask students whether they think the letter ‘a’ is a very common spelling or a less common spelling for /a/. (very common)
  - Turn to **page 1 of the Vowel Flip Book** and point to the “sound bubble” for /a/ on the page. Then, point to the outline for the Spelling Card, placing the ‘a’ Spelling Card for /a/ on the appropriate place on the Flip Book page.
  - Explain to students that like last year, this year they will each have an Individual Code Chart, similar to the Flip Books. This year’s Individual Code Chart will look a bit different since they are in Grade 3. Distribute the Individual Code Chart to each student. Ask them to write their name in the blank at the bottom of the cover page.
  - Now, ask students to turn to **Individual Code Chart page 3**. Point to the “sound bubble” for /a/ in the Flip Book and ask students to find the row on the chart that begins with /a/.
  - Tell students to point to the spot in the row on the chart that shows the ‘a’ spelling for /a/ as in *hat*.
  - Prompt students to summarize the code information on the chart: “This tells us that /a/ is spelled as the letter ‘a’ in written words. The long power bar tells us that it is a very common spelling.” (In fact, it is the only spelling for /a/. This information can be deduced based on the fact that there are no other spots on the chart in this row for other ways to spell /a/.)

- Repeat these steps with the /i/ Spelling Card, the /e/ Spelling Card, the /u/ Spelling Card, and the /o/ Spelling Card.
- Tell students that they will review other sounds and spellings. Encourage them to use the Individual Code Chart whenever they are reading and/or writing throughout the day, not just during Skills instruction. Explicitly tell them that what they learn in Skills applies not just in the language arts block, but throughout the day whenever they are reading or writing.

## Baseball Game

15 minutes

- Before you begin this game, take a few moments to review with students how to break a multi-syllable word into parts. Explain that knowing how to break apart a long word into syllables may help students in decoding multi-syllable words. You might do the following:
  - Write the word *batman* on the board.
  - Remind students that words have syllables and that each syllable has one vowel sound.
  - Ask students to tell you where the vowels are in this word. Underline the letter ‘a’ in both syllables. Point out to students that there are two consonants between these two vowel sounds. Remind students that words are divided into syllables between consonants. Draw a line between the letter ‘t’ and the letter ‘m’ in *batman*. Note that students can now clearly see that there are two syllables in this word.

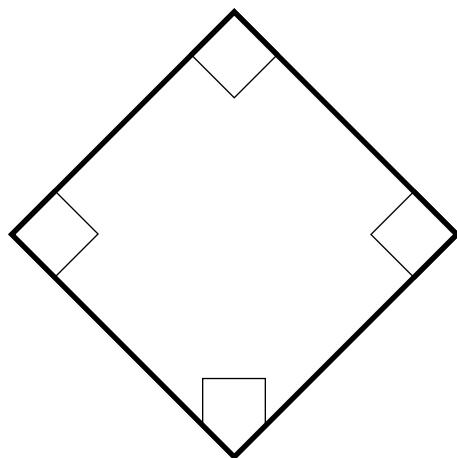
bat | man

- Cover the last syllable ‘man’ with your hand and guide students in sounding out the first syllable ‘bat’. Then, cover ‘bat’ with your hand and guide students in sounding out ‘man’. Now, guide students in blending both of the syllables together. You might use a prompt like “say it fast” to encourage them to blend through both syllables.
- Point out the ‘a’ spelling in each of these syllables represents the /a/ sound they just reviewed with the Vowel Flip Book and Individual Code Chart.

- Practice with students using the following words as well: *fabric*, *victim*, and *signal*. (fab | ric, vic | t̬im, sig | nal)
- Now, write the word *children* on the board.
- Ask students to tell you where the vowels are in this word. Underline the letters ‘i’ and ‘e’. Point out to students that in this word, there are three consonants between the vowel sounds. Often, when there are three consonants between two vowels, the syllable divides after the first consonant. Draw a line between the letter ‘l’ and the letter ‘d’ in *children*.

chil | dren

- Again, point out that the ‘l’ and ‘e’ spellings represent the /i/ and /e/ sounds they reviewed earlier in the Vowel Flip Book and Individual Code Chart.
- Now, practice with the word *hundred*. (hun | dred)
- Point out finally that the ‘u’ and ‘e’ spellings represent the vowel sounds they have reviewed.
- Tell students that a popular activity in Grade 2 is the Baseball game. Students who were in Grade 2 CKLA will be very familiar with this game. You will use cards you prepared in advance.
- Draw a baseball diamond similar to the picture below on the board.



- Divide the class into two teams, having one team at a time come to the front of the room and line up in front of the board.

### **Note to Teacher**

Given students' reading ability, you may wish to have them play in pairs so students can help one another when they are up to bat.

- Each team takes a “turn at bat” as follows:
  - Pick a card from the pile and ask the first person on the team to read it. If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player should go to the back of his or her team’s line, while the next player comes forward to read the next card. If he reads the word correctly, draw a line from first to second base. Play continues in this way so that each time a player reads a word correctly a line is drawn to the next base. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for this team. Play continues by the members of this team so long as no words are misread. When a word is misread, the next team takes its turn at bat.
  - As in the actual game of baseball, any “players left on base” when all turns have been used do not count or add to the score.

### **Dictation**

**10 minutes**

**Note:** Before beginning this exercise, make sure every student has the writing materials you have selected. (notebook or lined paper and pencil) Some teachers find it helpful to have students write the dictation with a pen. Then, they have students turn the pen back in to them and students use a pencil for corrections. In this way, teachers can more clearly see exactly what errors students are making. Correcting their own errors heightens students’ awareness of specific spelling errors and solidifies their understanding of correct spelling.

If you wish for students to have pens, this is the time to pass them out.

- Tell students they are to write the word you say. Read the first word, use it in a sentence, and then read the word only once more, allowing time for students to write.
- Follow the procedure with each of these words.

picnic

bobcat

handstand

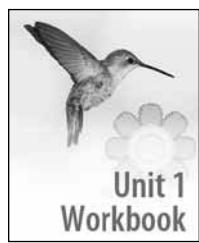
- You may want to point out to students that like the words they just read in the baseball game, these words are multi-syllable words. Students may be more successful if they spell a word syllable by syllable.
- Once students have finished, collect the pens, if used.
- After all of the words have been called out, tell students that you will now show them the correct spelling for each word so they can correct their own work. Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it. Point out that each syllable of these words has letter-sound spellings like those they reviewed earlier today with the Vowel Flip Book and the Individual Code Chart.
- Tell students it is normal to make mistakes, especially at the beginning of the year. What is important is to recognize and understand when a mistake has been made and to then correct the error.
- Tell students they will take home Worksheet 1.1 to share with a family member.

## Reading Time

**35** minutes

### Whole Group: “The Beginning”

**20** minutes



Worksheet 1.1

Remember to use academic vocabulary when appropriate:  
*narrative, introduce, and chronological order.*

#### *Introducing the Practice Story*

- Tell students that they are going to practice reading a story they read last year in Grade 2 from a book called *Sir Gus*.
- Remind students the practice stories they will read in the next few lessons are about a knight named Sir Gus and that a knight was a type of soldier who lived long ago. Knights were often soldiers for kings. They helped the kings defend their kingdoms.
- Explain that the term “Sir” was used to refer to knights who had earned a certain honor in serving their king.
- Remind students that in the past, knights really did exist. However, in many fairy tales, knights are fictional characters that often fight dragons and have to break magic spells. These practice stories are fiction.
- Ask students to share anything they remember about Sir Gus and his adventures.

- Remind students that Sir Gus had the following weapons:
  - lance—a long pole that knights would usually hold while on horseback, using them to knock things down
  - shield—a metal plate knights carried in front of their bodies to protect them
  - spear—a sharp, pointed weapon resembling a long knife used to protect knights
  - sword—a weapon used in battle to fight enemies
- Ask students to tear out Worksheet 1.1.
- Read the title of the story on Worksheet 1.1 (“The Beginning”), reminding students that the title provides an idea of what the story is about.
- Ask students to brainstorm what the title may mean. (Answers may vary.)
- Have students look at the images on Worksheet 1.1 and comment on them.
- Remind students that knights wore armor, directing their attention to the image of Sir Gus on the back of Worksheet 1.1.
- Tell students they will read one paragraph at a time to find the answer to a question you will ask them. Students will then share their answers.

#### ***Guided Reading Supports and Purpose for Reading***

If necessary, remind students that they can tell where each new paragraph starts because new paragraphs are indented.

#### **Paragraph 1**

- Tell students they are to read **paragraph 1** to find the answer to the question: “When and where is the story taking place?” Call on one student to read the paragraph aloud while others follow along.
- When students have finished reading, restate the question and ask students to answer. (The story takes place long before students were born in a place that can no longer be found.)

#### **Paragraph 2**

- Tell students to read **paragraph 2** to find the answer to the questions: “What kind of man was King Alfred? What was his favorite thing to do?” Call on another student to read the paragraph aloud while others follow along.

- When students have finished reading, restate the questions and ask students to answer. (King Alfred was well-liked. He liked to have fun by having parties and feasts.)
- Have students fill in the blank in the sentence: “King Alfred kept his people \_\_\_\_\_. ” (safe)

### Paragraph 3

- Tell students to read **paragraph 3** to find the answer to the question: “Who helped King Alfred keep his people safe?” Ask another student to read aloud.
- When students have finished reading, restate the question and ask students to answer. (King Alfred had 12 knights who helped him keep his people safe.)
- Also ask, “Were the knights always brave? How do you know?” (No. The story says, “Sometimes they were brave.” It does not say knights were always brave.)

### Paragraph 4

- Tell students to read **paragraph 4** to find the answer to the question: “Who was the most well-known knight of King Alfred’s knights?” Ask a student to read aloud.
- When students have finished reading, restate the question and ask students to answer. (Sir Gus the Fearless was the most well-known knight of King Alfred’s knights.)
- Also ask, “Why was the name ‘Fearless’ an odd name for Sir Gus?” (Sir Gus was not entirely fearless. In fact, he had a lot of fears.)

### Paragraph 5

- Tell students to read **paragraph 5** to find the answer to the question: “What are some things that Sir Gus was fearful (afraid) of?” Ask a student to read aloud.
- When students have finished reading, restate the question and ask students to answer. (Sir Gus was afraid of the dark, mice, bats, spiders, boats, and loud noises.)
- Ask, “Would you call a person who is afraid of all those things *fearless*?” (Answers may vary.)

### **Paragraph 6**

- Tell students to read **paragraph 6** to find the answer to the question: “What were some of the things that Sir Gus had to help him be a brave knight?” Ask a student to read aloud.
- When students have finished reading, restate the question and ask students to answer. (Sir Gus had a shield, lance, spear, and sword.)
- Also ask, “What did Sir Gus like better than his shield, lance, spear, and sword?” (Sir Gus liked a long soak in the bathtub.)

### **Paragraph 7**

- Tell students to read **paragraph 7** to find the answer to the question: “How did Sir Gus get along with his horse?” Ask a student to read aloud.
- When students have finished reading, restate the question and ask students to answer. (Horses and cats made Sir Gus itch.)

### **Paragraph 8**

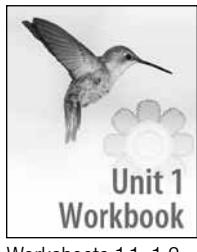
- Tell students to read **paragraph 8** to find the answer to the question: “What other things about Sir Gus made him a ‘not so fearless’ knight?” Ask a student to read aloud.
- When students have finished reading, restate the question and ask students to answer. (Sir Gus was absentminded and could get lost easily. He also found it difficult to get up in the morning and was often late.)

### **Paragraph 9**

- Tell students to read **paragraph 9** to themselves to find the answer to the question: “Was King Alfred aware that Sir Gus was odd?” Ask a student to read aloud.
- When students have finished reading, restate the question and ask students to answer. (King Alfred didn’t think that Sir Gus was an odd knight. He thought that Sir Gus always served him well.)
- Have students answer the question: “If you were a knight in King Alfred’s kingdom, would you behave differently from Sir Gus?” (Answers may vary but should include specific examples of the behavior of Sir Gus from the story.)

## Story Comprehension Worksheet

15 minutes



Worksheets 1.1, 1.2

- Keeping Worksheet 1.1 on their desks, have students turn to Worksheet 1.2 while you display the same page. Ask students to first write their name on the line at the top of the page.
- Tell students that you are going to complete this page together, reading and answering questions to see if they paid attention and understood the story.
- Read the first question aloud as students follow along. Remind students that whenever they are answering worksheet questions, it is important to read the entire question before beginning to write. Model for students how to use words in the question to form a complete sentence to answer the question. For instance, in question 1, which reads “Why are the people of King Alfred’s land happy with King Alfred as their king?” students should begin their answer with the words, “The people of King Alfred’s land are happy with King Alfred as their king because...” Then, model looking back in the text to check that your answer is correct, reading aloud the line or two of text that confirms your answer.
- Have students write the paragraph number where they found the answer on the blank provided.
- Read the next question and possible answers and pretend that you do not remember the answer. Model looking back at the text and reading aloud to try to find the answer.
- Tell students they will take home Worksheet 1.1 to read to a family member.

## Take-Home Material

### “The Beginning”; Family Letter

- Have students take home Worksheet 1.1 to read to a family member and Worksheet 1.3 to share with a family member.

# Lesson 2

Back-to-School 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.

- ✓ Make predictions prior to and while reading “The Thief,” based on the title, images, and/or text read thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, meaningful word parts) in writing words with the spellings ‘a\_e’ > /ae/ (cake), ‘e\_e’ > /ee/ (Pete), ‘i\_e’ > /ie/ (bite), ‘o\_e’ > /oe/ (home), ‘u\_e’ > /ue/ (cute) (L.3.2f)

At a Glance	Exercise	Materials	Minutes
<b>Back-to-School Review</b>	Short and Long Vowel Review	Vowel Flip Book; Spelling Cards for ‘a_e’ > /ae/ (cake), ‘e_e’ > /ee/ (Pete), ‘i_e’ > /ie/ (bite), ‘o_e’ > /oe/ (home), ‘u_e’ > /ue/ (cute); tape; Individual Code Chart	20
	Pop-Out Chaining	board	10
	Dictation	optional pens; writing materials	15
<b>Reading Time</b>	Whole Group: “The Thief”	Worksheet 2.1	20
	Story Comprehension Worksheet	Worksheets 2.1, 2.2	15
<b>Take-Home Material</b>	“The Thief”	Worksheet 2.1	*

### Advance Preparation

Create and display the following vowel chart on the board or chart paper.

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

Display the Vowel Flip Book within view of all students and tab the pages. Also, have the Spelling Cards listed in the At a Glance readily available.

### Vowel Flip Book

1. ‘a\_e’ > /ae/ (*cake*) on **page 8**
2. ‘e\_e’ > /ee/ (*Pete*) on **page 9**
3. ‘i\_e’ > /ie/ (*bite*) on **page 10**
4. ‘o\_e’ > /oe/ (*home*) on **page 11**
5. ‘u\_e’ > /ue/ (*cute*) on **page 12**

## Back-to-School Review

**45 minutes**

### Short and Long Vowel Review

**20 minutes**

For additional practice, see worksheets in Section III-A of the *Assessment and Remediation Guide*.

- Draw students' attention to the Vowel Chart you created and displayed in advance. Read the words in each column with students, as you underline the vowel sound in each word. After reading each column, isolate the vowel sound.
- Now point out that there is only one letter or spelling that represents the vowel sound in each word in this chart.
- Turn to the **Vowel Flip Book pages 8–12** and review additional vowel sounds and spellings.
- Follow these procedures to review long vowels:
  - Write the word *bake* on the board and ask if any students can read it.
  - Ask students to tell you the vowel sound in *bake*. (/ae/)
  - Point out that the spelling that stands for the vowel sound in *bake* is a different kind of spelling consisting of two separated letters that work as a team.
  - Explain to students that even though the ‘a’ and the ‘e’ in *bake* are separated, they work together to stand for the /ae/ sound.
  - Circle each spelling in *bake* as you say its sound.

**Note:** You will need to draw a horseshoe-shaped loop around the ‘a’ and the ‘e’ to show that these two letters work together to stand for the /ae/ sound.

bake        bake



- Point to each spelling in *bake* as you say its sound: “/b/” (point to the letter ‘b’ with your index finger), “/ae/” (simultaneously point to the letter ‘a’ with your middle finger and the letter ‘e’ with your index finger), “/k/” (point to the letter ‘k’ with your index finger).
- Show students the Spelling Card for ‘a\_e’ > /ae/ (*cake*). Have students read the sample word. Discuss the power bar. Point out that the power bar does not stretch all the way across the card. This means that there are some other spellings for this sound that students will study later. Add the Spelling Card to **page 8 of the Vowel Flip Book**. Then, ask students to turn to **page 3 of the Individual Code Chart**. Remind students that they should use the Individual Code Chart throughout the day, not just during reading time. The code chart can help them with both reading and writing.
- Next, write the word *Pete* on the board and ask if any students can read it.
- Ask students to tell you the vowel sound in *Pete*. (/ee/)
- Point out that the spelling that stands for the vowel sound in *Pete* is a different kind of spelling consisting of two separated letters that work as a team.
- Explain to students that even though the first ‘e’ and the second ‘e’ in *Pete* are separated, they work together to stand for the /ee/ sound.
- Circle each spelling in *Pete* as you say its sound.
- Show students the Spelling Card for ‘e\_e’ > /ee/ (*Pete*). Have students read the sample word. Discuss the power bar. Point out that the power bar does not stretch all the way across the card. This means that there are some other spellings for this sound that students will

study later. Add the Spelling Card to **page 9** of the **Vowel Flip Book**. Then, ask students to turn to **page 3** of the **Individual Code Chart**. Remind students that they should use the Individual Code Chart throughout the day, not just during reading time. The code chart can help them with both reading and writing.

- Repeat the above steps for the remaining separated digraph spellings, using the words *vowel team*: ‘i\_e’, ‘o\_e’, and ‘u\_e’. Remember to prompt students to summarize the code information conveyed on their chart. You may consider asking them to turn to a partner and summarize the information.
- This may also be a good time to point out to students that the spellings for each sound on the chart are sequenced in order from the most frequently used spelling to the least frequently used spelling. For example, have students look at ‘a\_e’ > /ae/ on the **Individual Code Chart page 3**. Note that there is one other spelling for /ae/ that occurs more frequently (‘a’), but ‘a\_e’ is in the second position and so it is a very frequently used spelling for /ae/.
- Now, have students look at ‘e\_e’ > /ee/ on the **Individual Code Chart page 3** and examine the position of this spelling relative to other spellings for /ee/. Ask students to summarize what the placement of ‘e\_e’ on the code chart indicates. (‘e\_e’ is a relatively infrequent or rare spelling for /ee/)
- Repeat the explanation of sequencing on the Individual Code Chart for ‘i\_e’ > /ie/, ‘o\_e’ > /oe/, and ‘u\_e’ > /ue/.

### Pop-Out Chaining

**10 minutes**

- Write *mad* on the board.
- Ask students to read *mad*.
- Tell students that you will add the letter ‘e’ to the word and when you say “alakazam,” everyone should read the word.
- Write the letter ‘e’ at the end of *mad* and say, “alakazam.” All students should respond by saying the word *made*. Point out the vowel team a\_e.

- Write the word *rip* on the board. Have students read the word. Then, add the letter ‘e’. Say, “alakazam.” Ask students to read the new word. (*ripe*) Proceed in this way through the list of words.

- |                 |                  |
|-----------------|------------------|
| 1. tap > tape   | 9. hat > hate    |
| 2. pin > pine   | 10. cub > cube   |
| 3. grip > gripe | 11. bit > bite   |
| 4. pet > Pete   | 12. mop > mope   |
| 5. cap > cape   | 13. past > paste |
| 6. hid > hide   | 14. shin > shine |
| 7. cut > cute   | 15. rob > robe   |
| 8. hop > hope   | 16. tub > tube   |

## Dictation

**15 minutes**

**Note:** Make sure every student has the writing materials you have selected. (notebook or lined paper and pencil)

- Review with students how to chunk multi-syllable words into single syllables, letting them know that today’s dictation words are two-syllable words.
- If you wish for students to have pens, this is the time to pass them out.
- Tell students that they are to write the word you say. Read the first word, use it in a sentence, and then read the word only once more, allowing time for students to write.
- Follow the procedure with each of these words.

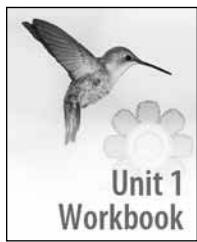
- |             |
|-------------|
| 1. sunshine |
| 2. bonfire  |
| 3. mistake  |
| 4. homerun  |
| 5. cupcake  |

- Once students have finished, collect the pens, if used.

- After all of the words have been called out, tell students that you will now show them the correct spelling for each word so they can correct their own work. Say and write each word on the board, instructing students to correct their work by crossing out every incorrect spelling, then copying and writing the correct spelling next to it. Be sure to point out the vowel teams.

## Reading Time

**35 minutes**



Worksheet 2.1

Remember to use academic vocabulary when appropriate:  
*narrative, introduce, chronological order.*

### Whole Group: “The Thief”

**20 minutes**

#### *Introducing the Practice Story*

- Tell students that they are going to practice reading another story that they read last year in Grade 2 from a book called *Sir Gus*.
- Ask students to retell the story from Lesson 1 entitled “The Beginning.”
- Ask students to tear out Worksheet 2.1.
- Tell students the title of today’s practice story is “The Thief.” Remind them that the title provides an idea of what the story is about.
- Have students think about what kind of a knight Sir Gus was and predict how he might react to a thief.
- Have students look at the images and predict what might happen in the story.
- Tell students that today, they will read a few paragraphs at a time to themselves to find the answer to a question you will give them. Students will then share their answers.
- Remind students when they read a story and answer questions about it that it is a good idea to look back to the story to find the answers.
- Tell students that after they finish reading the practice story they will complete a comprehension worksheet together as a class.

#### *Guided Reading Supports and Purpose for Reading*

##### **Paragraphs 1 and 2**

Remind students that they can tell when a new paragraph starts because the first word is indented.

- Tell students to read **paragraphs 1 and 2** to themselves to find the answer to the question: “While everyone slept, what happened?” Give students time to read the paragraphs silently.

- When students have finished reading, restate the question and ask students to answer. (A thief crept into King Alfred’s bedroom and stole the king’s golden ring while everyone slept.)
- Ask, “How did the king feel about his lost ring?” (He was very sad.)

#### **Paragraphs 3 and 4**

- Tell students to read **paragraphs 3 and 4** to themselves to find the answer to the question: “What about the lost ring made King Alfred so sad?” Give students time to read the paragraphs silently.
- When students have finished reading, restate the question and ask students to answer. (The ring had belonged to King Alfred’s father and grandfather.)
- Have students fill in the blank in the sentence: “King Alfred was so upset that he \_\_\_\_\_. ” (could not eat his eels on toast)

#### **Paragraphs 5 and 6**

- Tell students to read **paragraphs 5 and 6** to themselves to find the answer to the question: “Who did King Alfred call to help him?” Give students time to read the paragraph silently.
- When students have finished reading, restate the question and ask students to answer. (King Alfred called his 12 knights.)
- Ask, “Why was Sir Gus not on his horse?” (Sir Gus said he had lost his horse.)

#### **Paragraphs 7 and 8**

- Tell students to read **paragraph 7 and 8** to themselves to find the answer to the question: “How did Sir Gus lose his horse?” Give students time to read the paragraph silently.
- When students have finished reading, restate the question and ask students to answer. (Sir Gus got to itching so badly he fell off his horse and it ran off.)
- Ask, “What did King Alfred say Sir Gus should do?” (King Alfred said Sir Gus should stop itching.)

#### **Paragraphs 9 and 10**

- Tell students to read **paragraphs 9 and 10** to themselves to find the answer to the question: “What did King Alfred tell his knights he was counting on them to do?” Give students time to read the paragraph silently.

- When students have finished reading, restate the question and ask students to answer. (King Alfred told his knights he was counting on them to find the ring.)

### Paragraphs 11 and 12

- Tell students to read **paragraphs 11 and 12** to themselves to find the answer to the question: “Why did only 11 knights set out the next morning to find the thief?” Give students time to read the paragraph silently.
- When students have finished reading, restate the question and ask students to answer. (Sir Gus was still in bed.)
- Ask, “Why was Sir Gus still in bed?” (Sir Gus found it difficult to get up in the morning and was often late.)
- Ask, “Who woke him up?” (King Alfred woke him up.)

### Paragraphs 13–15

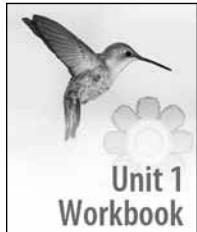
- Tell students to read **paragraphs 13–15** to themselves to find the answer to the questions: “Was King Alfred angry with Sir Gus? How do you know?” Give students time to read the paragraph silently.
- When students have finished reading, restate the questions and ask students to answer. (No, King Alfred didn’t think Sir Gus needed to get up because he had no horse to ride, so why get up?)
- Ask, “What present did King Alfred have for Sir Gus?” (King Alfred brought Sir Gus his horse as a gift.)

### Paragraphs 16–18

- Tell students to read **paragraphs 16–18** to themselves to find the answer to the question: “What happened when Sir Gus mounted the horse?” Give students time to read the paragraph silently.
- When students have finished reading, restate the question and ask students to answer. (Sir Gus was carried off.)
- Ask, “Why did the horse run off so quickly?” (King Alfred had told Sir Gus to be careful because his horse was the fastest in the land.)

## Story Comprehension Worksheet

15 minutes



Worksheets 2.1, 2.2

- Keeping Worksheet 2.1 on their desks, have students turn to Worksheet 2.2 while you display the same page. Ask students to first write their name on the line at the top of the page.
- Tell students that you are going to complete this page together, reading and answering questions to see if they paid attention and understood the story.
- Read the first question aloud as students follow along. Remind students that whenever they are answering worksheet questions, it is important to read the entire question before beginning to write. Model for students how to use words in the question to form a complete sentence to answer the question. For instance, in question 1, which reads “What is a thief?” students should begin their answer with the words, “A thief is...” Then, model looking back in the text to check that your answer is correct, reading aloud the line or two of text that confirms your answer.
- Have students write the paragraph number where they found the answer on the blank provided.
- Read the next question and possible answers and pretend that you do not remember the answer. Model looking back at the text and reading aloud to try to find the answer.
- Guide students in answering question 4, reminding them to think back to “The Beginning” for the answer. (All King Alfred saw was that Sir Gus always served him well.)
- Tell students they will take home Worksheet 2.1 to read to a family member.

## Take-Home Material

### “The Thief”

- Have students take home Worksheet 2.1 to read to a family member.

# Lesson 3

Back-to-School 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.

- ✓ Prior to reading “All’s Well That Ends Well,” identify what they know and have learned that may be related to Sir Gus (SL.3.1a)
- ✓ Make predictions prior to and while reading “All’s Well That Ends Well,” based on the title, images, and/or text read thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, meaningful word parts) in writing words with the spellings ‘a’ > /ae/ (paper), ‘e’ > /ee/ (me), ‘i’ > /ie/ (biting), ‘o’ > /oe/ (open), ‘u’ > /ue/ (unit) (L.3.2f)

At a Glance	Exercise	Materials	Minutes
<b>Back-to-School Review</b>	Long Vowel Review	Vowel Flip Book; Spelling Cards for ‘a’ > /ae/ (paper), ‘e’ > /ee/ (me), ‘i’ > /ie/ (biting), ‘o’ > /oe/ (open), ‘u’ > /ue/ (unit); tape; Individual Code Chart	20
	Baseball Game	board; prepared word cards	15
	Dictation	optional pens; writing materials	10
<b>Reading Time</b>	Whole Group: “All’s Well That Ends Well”	Worksheet 3.1	20
	Story Comprehension Worksheet	Worksheets 3.1, 3.2	15
<b>Take-Home Material</b>	“All’s Well That Ends Well”	Worksheet 3.1	*

### **Advance Preparation**

Display the Vowel Flip Book within view of all students and tab the pages. Also, have the Spelling Cards listed in the At a Glance readily available.

#### **Vowel Flip Book**

1. ‘a’ > /ae/ (*paper*) on **page 8**
2. ‘e’ > /ee/ (*me*) on **page 9**
3. ‘i’ > /ie/ (*biting*) on **page 10**
4. ‘o’ > /oe/ (*open*) on **page 11**
5. ‘u’ > /ue/ (*unit*) on **page 12**

Prior to this lesson, prepare the following word cards for the baseball game.

- |          |            |            |            |
|----------|------------|------------|------------|
| 1. label | 6. human   | 11. lilac  | 16. spiral |
| 2. tulip | 7. silent  | 12. baby   | 17. omit   |
| 3. pupil | 8. relax   | 13. crazy  | 18. recite |
| 4. hotel | 9. virus   | 14. pony   | 19. total  |
| 5. navy  | 10. broken | 15. moment | 20. unit   |

## **Back-to-School Review**

**45 minutes**

### **Long Vowel Review**

**20 minutes**

For additional practice, see worksheets in Section IV of the *Assessment and Remediation Guide*.

- Remind students that they have been reviewing the spellings for different vowel sounds.
- Turn to **Vowel Flip Book page 8** and show students the ‘a’ Spelling Card for /ae/, as well as the target word *paper* on the card.
- Write *paper* on the board as *pa per* and point to the ‘a’ at the end of the first syllable. Explain that when the letter ‘a’ comes at the end of a syllable, it most often represents the /ae/ sound.
- Sound out the word with students using the /ae/ sound. Put the Spelling Card on the appropriate space. Discuss the power bar.

- Call students' attention to the location of the 'a' in the following words in which the 'a' can represent the /a/ or /ae/ sounds.

**'a' > /ae/ (*paper*)**

1. pal vs. pa ler
2. cap vs. ca per
3. lab vs. la bel
4. wag vs. wa ger

Refer to the Appendix,  
"Using Chunking to Decode  
Multi-Syllable Words" for  
examples.

- Compare and contrast words where 'a' represents the /a/ sound with words where 'a' represents the /ae/ sound.
- Point out that the 'a' represents the /a/ sound when there are consonants on either side of the 'a'.
- Point out that 'a' represents the /ae/ sound when the 'a' comes at the end of a syllable in a two-syllable word.
- Show students how the two-syllable words could be divided in different ways and try out sounding out the words when they are divided differently to see if these alternate pronunciations produce recognizable words that make sense.
- Continue in the same manner for each of the Spelling Cards, using the words in the following boxes.

**'e' > /ee/ (*me*)**

1. leg vs. le gal
2. bel low vs. be low
3. bed time vs. be fore
4. rep tile vs. re tile

**'i' > /ie/ (*biting*)**

1. sin vs. si nus
2. trip vs. tri pod
3. sill vs. si lent

### **'u' > /ue/ (*unit*)**

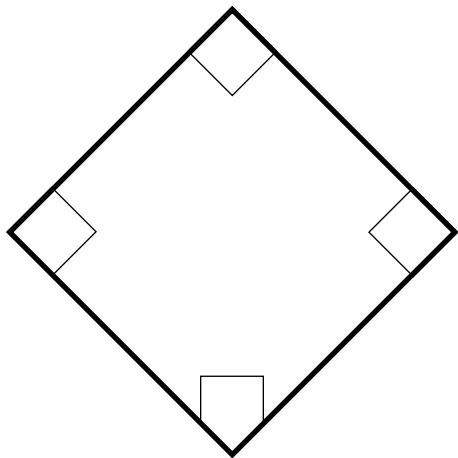
1. hum vs. hu mid
2. hum vs. hu man
3. sup vs. su per

- Continue to encourage students to use the Individual Code Chart to help them both with reading and spelling throughout the day, not just at reading time.

### **Baseball Game**

**15 minutes**

- Tell students that they will practice the skills they are learning to read multi-syllable words by playing the baseball game. You will use the cards you prepared in advance.
- Draw a baseball diamond similar to the picture below on the board.



- Divide the class into two teams, having one team at a time come to the front of the room and line up in front of the board.

#### **Note to Teacher**

Given students' reading ability, you may wish to have them play in pairs so students can help one another when they are up to bat.

- Each team takes a “turn at bat” as follows:
  - Pick a card from the pile and ask the first person on the team to read it. If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player should go to the back of his or her team’s line, while the next player comes forward to read the next card. If he reads the word correctly, draw a line from first to second base. Play continues in this way so that each time a player reads a word correctly a line is drawn to the next base. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for this team. Play continues by the members of this team so long as no words are misread. When a word is misread, the next team takes its turn at bat.
  - As in the actual game of baseball, any “players left on base” when all turns have been used do not count or add to the score.

## Dictation

10 minutes

**Note:** Before beginning this exercise, make sure every student has the writing materials you have selected.

- If you wish for students to have pens, this is the time to pass them out.
- Tell students that they are to write the word you say. Read the first word, use it in a sentence, and then read the word only once more, allowing time for students to write.
- Follow this procedure with each of these words.

- |           |           |
|-----------|-----------|
| 1. label  | 4. moment |
| 2. human  | 5. legal  |
| 3. silent |           |

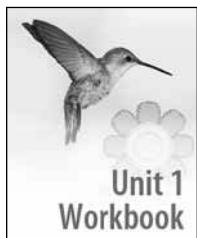
- Once students have finished, collect the pens, if used.
- After all of the words have been called out, tell students that you will now show them the correct spelling for each word so that they can correct their own work. Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, copying and writing the correct spelling next to it.

# Reading Time

35 minutes

## Whole Group: “All’s Well That Ends Well”

20 minutes



Worksheet 3.1

Remember to use academic vocabulary when appropriate:  
*narrative, introduce, and chronological order.*

### Introducing the Practice Story

- Ask students to retell the story from Lesson 2 entitled “The Thief.”
- Tell students that they are going to practice reading another story from *Sir Gus*.
- Ask students to tear out Worksheet 3.1.
- Tell students the title of today’s practice story is “All’s Well That Ends Well.” Remind them that the title provides an idea of what the story is about.
- Have students predict how things might end well.
- Have students look at the images and predict what might happen in the story.
- Tell students that today, they will read a few paragraphs at a time to themselves to find the answer to a question you will give them. Students will then share their answers.
- Remind students when they read a story and answer questions about it that it is a good idea to look back to the story to find the answers.

### Guided Reading Supports and Purpose for Reading

#### Paragraphs 1 and 2

- Tell students to read **paragraphs 1 and 2** to themselves to find the answer to the question: “How did Sir Gus react to riding the king’s horse?” Give students time to read the paragraphs silently.
- When students have finished reading, restate the question and ask students to answer. (He itched so badly, he stopped riding so he wouldn’t fall off the horse.)

#### Paragraphs 3 and 4

- Tell students to read **paragraphs 3 and 4** to themselves to find the answer to the question: “Where did Sir Gus stop?” Give students time to read the paragraphs silently.
- When students have finished reading, restate the question and ask students to answer. (Sir Gus stopped in front of a farmhouse near a well.)

- Ask, “Who did he meet there?” (He met a young strong-looking man.)
- Ask, “What did Sir Gus ask the man for?” (a drink of water from his well)

### Paragraphs 5–7

- Tell students to read **paragraphs 5–7** to themselves to find the answer to the question: “What happened when he tried to get water from the well?” Give students time to read the paragraph silently.
- When students have finished reading, restate the question and ask students to answer. (Sir Gus began to itch so badly, he jumped up and down and fell in the well.)
- Ask, “What was Sir Gus’s reaction to being in the well?” (Sir Gus said, “Ack! What have I done?”)

### Paragraphs 8–10

- Tell students to read **paragraph 8–10** to themselves to find the answer to the question: “Did Sir Gus drown?” Give students time to read the paragraph silently.
- When students have finished reading, restate the question and ask students to answer. (No, Sir Gus was tall so the water only came up to his chest.)
- Ask, “What did the man say he would do to help Sir Gus?” (He said he would drop the bucket down and lift Sir Gus out of the well.)

### Paragraphs 11–13

- Tell students to read **paragraphs 11–13** to themselves to find the answer to the question: “Why was Sir Gus shivering and shaking?” Give students time to read the paragraph silently.
- When students have finished reading, restate the question and ask students to answer. (The water was so cold it made him shiver and shake.)
- Ask, “What happened when the man dropped the bucket down the well?” (Sir Gus grabbed the rope and held on tight. Slowly the man began to lift him up.)

### **Paragraphs 14–18**

- Tell students to read **paragraphs 14–18** to themselves to find the answer to the question: “Did Sir Gus get out of the well?” Give students time to read the paragraph silently.
- When students have finished reading, restate the question and ask students to answer. (Yes, he did.)
- Ask, “What was the man’s name? What kind of person was he?” (His name was Robin and he was very polite and kind.)

### **Paragraphs 19–22**

- Tell students to read **paragraphs 19–22** to themselves to find the answer to the question: “What did Robin offer to do for Sir Gus?” Give students time to read the paragraph silently.
- When students have finished reading, restate the question and ask students to answer. (Robin offered to get dry clothes and something to drink for Sir Gus.)

### **Paragraphs 23 and 24**

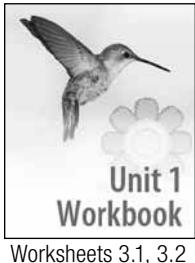
- Tell students to read **paragraphs 23 and 24** to themselves to find the answer to the question: “What happened when Sir Gus and Robin went inside Robin’s house?” Give students time to read the paragraph silently.
- When students have finished reading, restate the question and ask students to answer. (Sir Gus reacted to Robin’s cat by jumping up and down so hard he knocked the king’s ring off a shelf.)
- Fill in the blank in the sentence, “Sir Gus knew that Robin was \_\_\_\_\_. (the robber or thief)

### **Paragraphs 25–27**

- Tell students to read **paragraphs 25–27** to themselves to find the answer to the question: “What did Sir Gus do with the king’s ring and Robin?” Give students time to read the paragraph silently.
- When students have finished reading, restate the question and ask students to answer. (Sir Gus knew he couldn’t fight Robin because Robin was so strong, so he grabbed the ring, tiptoed out of the house, mounted his horse, and rode off to see the king.)

## Story Comprehension Worksheet

15 minutes



- Keeping Worksheet 3.1 on their desks, have students turn to Worksheet 3.2 while you display the same page. Ask students to first write their name on the line at the top of the page.
- Tell students that you are going to complete this page together, reading and answering questions to see if they paid attention and understood the story.
- Read the directions aloud as students follow along. Tell students they will read the five sentences that follow and write numbers 1–5 on the blanks preceding the sentences.
- Once students have brainstormed and decided on the order for the numbers, have students carefully copy the five sentences in order on the blanks that follow.
- Tell students that once they have finished copying the five sentences, they will be in *chronological order*.
- Have students turn to the back of Worksheet 3.2.
- Guide students to find words with /u/ sound in the first paragraph. (*Gus, country, lovely*) Remind students the /u/ sound can be spelled 'u', 'ou', and 'o\_e'.
- Have students continue reading the remaining paragraphs to find other words with the /u/ sound.
- Tell students they will take home Worksheet 3.1 to read to a family member.

## Take-Home Material

### "All's Well That Ends Well"

- Have students take home Worksheet 3.1 to read to a family member.

# Lesson 4

Back-to-School 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.

- ✓ Make predictions prior to and while reading “The Hungry Troll,” based on the title, images, and/or text read thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, meaningful word parts) in writing words with the spellings ‘ai’ > /ae/ (*wait*), ‘ee’ > /ee/ (*bee*), ‘ea’ > /ee/ (*beach*), ‘ie’ > /ie/ (*tie*), ‘oa’ > /oe/ (*boat*), ‘oe’ > /oe/ (*toe*), ‘ue’ > /ue/ (*cue*) (L.3.2f)

At a Glance	Exercise	Materials	Minutes
<b>Back-to-School Review</b>	Long Vowel Review	Vowel Flip Book; Spelling Cards for ‘ai’ > /ae/ ( <i>wait</i> ), ‘ee’ > /ee/ ( <i>bee</i> ), ‘ea’ > /ee/ ( <i>beach</i> ), ‘ie’ > /ie/ ( <i>tie</i> ), ‘oa’ > /oe/ ( <i>boat</i> ), ‘oe’ > /oe/ ( <i>toe</i> ), ‘ue’ > /ue/ ( <i>cue</i> ); tape; Individual Code Chart	25
	Dictation	optional pens; writing materials	20
<b>Reading Time</b>	Whole Group: “The Hungry Troll”	Worksheet 4.1	20
	Story Comprehension Worksheet	Worksheets 4.1, 4.2	15
<b>Take-Home Material</b>	“The Hungry Troll”	Worksheet 4.1	*

### **Advance Preparation**

Display the Vowel Flip Book within view of all students and tab the pages. Also, have the Spelling Cards listed in the At a Glance readily available.

#### **Vowel Flip Book**

1. ‘ai’ > /ae/ (*wait*) on **page 8**
2. ‘ee’ > /ee/ (*bee*) on **page 9**
3. ‘ea’ > /ee/ (*beach*) on **page 9**
4. ‘ie’ > /ie/ (*tie*) on **page 10**
5. ‘oa’ > /oe/ (*boat*) on **page 11**
6. ‘oe’ > /oe/ (*toe*) on **page 11**
7. ‘ue’ > /ue/ (*cue*) on **page 12**

## **Back-to-School Review**

**45 minutes**

### **Long Vowel Review**

**25 minutes**

For additional practice, see worksheets in Section I–V of the *Assessment and Remediation Guide*.

- Briefly review the sound /ae/ spelled ‘a\_e’ as in *cake* on **page 8** of the **Vowel Flip Book**. Remind students that the ‘a\_e’ work together as a vowel team.
- While referring to **page 8** of the **Vowel Flip Book**, tell students that today, they are going to review another and spelling for the /ae/ sound.
- Show students the Spelling Card for ‘ai’ > /ae/ (*wait*). Have students read the sample word. Discuss the power bar. Point out that the power bar does not stretch all the way across the card. This means that there are some other spellings for this sound that students will study later. Add the Spelling Card ‘ai’ > /ae/ (*wait*) to **page 8** of the **Vowel Flip Book**. Have students turn to **page 3** of the **Individual Code Chart**.
- Explain that the spelling is ‘ai’ as in *wait*. It is also a vowel team. The letters ‘a’ and ‘i’ work together to make the sound /ae/.

**Note:** Draw students’ attention to the **Individual Code Chart** and point out that there are many spellings for the /ae/ sound and that not all of them will be reviewed. Tell students that if they happen upon

words with these spellings in their reading, they can always refer to the Individual Code Chart.

- Write the following words on the board: *mermaid*, *rainstorm*, *painter*, and *snail*. As students read them aloud to you, underline the vowel team ‘ai’.
- Repeat with the remaining sound Spelling Cards, using the words *vowel team*. Use the following words for each spelling.

1. ‘ee’ > /ee/ (*bee*): Yankees, weekend, feet
2. ‘ea’ > /ee/ (*beach*): stream, bean, least
3. ‘ie’ > /ie/ (*tie*): cried, spied, tied
4. ‘oa’ > /oe/ (*boat*): raincoat, sailboat, cockroach
5. ‘oe’ > /oe/ (*toe*): tiptoe, goes, foe
6. ‘ue’ > /ue/ (*cue*): value, rescue, continue

- After each letter-sound correspondence is reviewed on the Flip Book page, guide students in finding each of the letter spellings on the Individual Code Chart. Remember to prompt students to summarize the code information conveyed by each on the chart.

## Dictation

20 minutes

**Note:** Before beginning this exercise, make sure every student has the writing materials you have selected.

- If you wish for students to have pens, this is the time to pass them out.
- Tell students that they are to write the word you say. Read the first word, use it in a sentence and then read the word only once more, allowing time for students to write.
- Follow the procedure with each of these words.

1. sailboat
2. tiptoe
3. rescue
4. weekend
5. beanbag

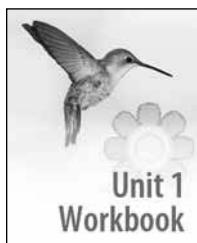
- Once students have finished, collect the pens, if used.
- After all of the words have been called out, tell students that you will now show them the correct spelling for each word so that they can correct their own work. Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.

## Reading Time

**35** minutes

### Whole Group: “The Hungry Troll”

**20** minutes



Worksheet 4.1

#### *Introducing the Practice Story*

- Tell students that they are going to practice reading another story that they read last year in Grade 2 from a book called *Sir Gus*.
- Ask students to retell the story from Lesson 3 entitled “All’s Well That Ends Well.”
- Ask students to tear out Worksheet 4.1.
- Tell students the title of today’s practice story is “The Hungry Troll.” Remind them that the title provides an idea of what the story is about.
- Have students predict how the troll might act when he is hungry.
- Have students look at the images and predict what might happen in the story.
- Tell students that today, they will read a few paragraphs at a time to themselves to find the answer to a question you will give them. Students will then share their answers.
- Remind students when they read a story and answer questions about it that it is a good idea to look back to the story to find the answers.
- Tell students that after they finish reading the practice story they will complete a comprehension worksheet together as a class.

#### *Guided Reading Supports and Purpose for Reading*

##### **Paragraphs 1–4**

- Tell students to read **paragraphs 1–4** to themselves to find the answer to the question: “What was the king’s reaction to getting his ring back?” Give students time to read the paragraphs silently.

- When students have finished reading, restate the question and ask students to answer. (King Alfred was delighted.)
- Ask, “What did Sir Gus say about how he found it?” (Sir Gus said it was just a bit of good luck.)
- Ask, “What did the King say about Sir Gus after that?” (King Alfred said Sir Gus was not only brave and clever, but he was also modest.)

### Paragraphs 5–7

- Tell students to read **paragraphs 5–7** to themselves to find the answer to the question: “What did the other 11 knights think about Sir Gus and the fact that he found the ring?” Give students time to read the paragraphs silently.
- When students have finished reading, restate the question and ask students to answer. (They all went home and told the story to all.)
- Ask, “What happened then?” (Sir Gus became a very famous knight.)

### Paragraphs 8 and 9

- Tell students to read **paragraphs 8 and 9** to themselves to find the answer to the question: “What happened after months of peace in the kingdom?” Give students time to read the paragraphs silently.
- When students have finished reading, restate the question and ask students to answer. (A sound of thunder was heard.)
- Ask, “What was that sound of thunder really?” (It was the cry of a troll.)

### Paragraphs 10 and 11

- Tell students to read **paragraph 10 and 11** to themselves to find the answer to the question: “Why was King Alfred so frightened?” Give students time to read the paragraphs silently.
- When students have finished reading, restate the question and ask students to answer. (The troll was a monstrous beast who loved to eat people.)
- Ask, “Who did King Alfred send for?” (He sent for his 12 knights.)

### Paragraphs 12 and 13

- Tell students to read **paragraphs 12 and 13** to themselves to find the answer to the question: “Did all 12 knights come at once?” Give students time to read the paragraphs silently.

- When students have finished reading, restate the question and ask students to answer. (No, 11 knights awoke from the sound of the troll but Sir Gus slept on.)
- Ask, “What did King Alfred do?” (He sent one of the knights to get Sir Gus.)
- Ask, “Did Sir Gus come at once?” (No, it was sometime after lunch before he showed up.)

### Paragraphs 14–17

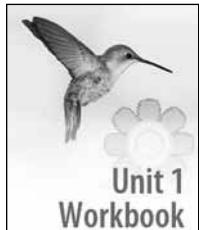
- Tell students to read **paragraphs 14–17** to themselves to find the answer to the question: “What was Sir Gus’s excuse for not coming at once?” Give students time to read the paragraph silently.
- When students have finished reading, restate the question and ask students to answer. (He had a bad cold.)
- Ask, “Why is he talking funny?” (He had a *dold* in his *doze*. People talk funny when their heads are stuffed up with a cold.)
- Ask, “What does King Alfred ask of his knights?” (He wants to know who has a plan to deal with the troll.)

### Paragraphs 18–21

- Tell students to read **paragraphs 18–21** to themselves to find the answer to the question: “Does one of the knights have a plan?” Give students time to read the paragraphs silently.
- When students have finished reading, restate the question and ask students to answer. (Yes, Sir Tom knows trolls are scared of fire so he thinks making a fire near the troll’s home will scare it off.)
- Ask, “What is the king’s reaction to Sir Tom’s plan?” (He liked it and said, “See that it is done!”)
- Ask, “Did all 12 knights set out to follow the plan?” (No, Sir Gus went to the king’s kitchen to get a piece of pie while the other 11 knights got torches and set off to find the troll.)
- Ask, “Is Sir Gus turning out to be fearless?” (Answers may vary but should include examples from the readings to back them up.)

## Story Comprehension Worksheet

15 minutes



Worksheets 4.1, 4.2

- Keeping Worksheet 4.1 on their desks, have students turn to Worksheet 4.2 while you display the same page. Ask students to first write their name on the line at the top of the page.
- Tell students that you are going to complete this page together, reading and answering questions to see if they paid attention and understood the story.
- Model reading the first four questions and all the answers with students, pointing out that students should read all answers in multiple choice questions before choosing an answer.
- Guide students in answering question 5, having them share actual characters and events in the story they liked the best so far.
- Tell students they will take home Worksheet 4.1 to read to a family member.

## Take-Home Material

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### "The Hungry Troll"

- Have students take home Worksheet 4.1 to read to a family member.

# Lesson 5

Back-to-School 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.

- ✓ **Make predictions prior to and while reading “Fire!”, based on the title, images, and/or text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)**
- ✓ **Use spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, meaningful word parts) in writing words with the spelling ‘le’ (L.3.2f)**

At a Glance	Exercise	Materials	Minutes
<b>Back-to-School Review</b>	Syllables with Consonant ‘le’	board; Individual Code Chart	20
	Baseball Game	prepared word cards	15
	Dictation	optional pens; writing materials	10
<b>Reading Time</b>	Whole Group: “Fire!”	Worksheet 5.1	20
	Story Comprehension Worksheet	Worksheets 5.1, 5.2	15

### *Advance Preparation*

Prior to this lesson, prepare the following word cards for the baseball game.

- |            |             |
|------------|-------------|
| 1. candle  | 11. castle  |
| 2. ankle   | 12. table   |
| 3. battle  | 13. title   |
| 4. cable   | 14. single  |
| 5. rattle  | 15. tackle  |
| 6. puzzle  | 16. jungle  |
| 7. handle  | 17. freckle |
| 8. kettle  | 18. gentle  |
| 9. giggle  | 19. uncle   |
| 10. cradle | 20. maple   |

## Back-to-School Review

45 minutes

### Syllables with Consonant 'le'

20 minutes

For additional practice, see worksheets in Section VI-B of the *Assessment and Remediation Guide*.

- Tell students that today they will review another vowel team that is spelled 'le' and makes the sound /ə/ + /l/.
- Write the following words on the board and read them as you write: *middle, simple, castle, and little*.
- Circle 'le' at the end of each word. Point out to students that this pattern or combination of letters represents a new syllable pattern. The 'e' is used with a syllable ending in a consonant 'le' pattern, as in *middle, simple, castle, little*.
- Point out to students that when a syllable ends in 'le', they should look at how many consonants come before the 'le'. If there are two consonants, then the word is chunked into syllables by dividing between the consonants.

Refer to Appendix, "Using Chunking to Decode Multi-Syllable Words" for examples.

1. mid dle
2. sim ple
3. cas tle
4. lit tle

- Point out that in each of the previous words, the first syllable has the CVC pattern and the vowels in each syllable are short.
- Then, write the following words on the board and read them as you write: *stable, cradle, idle, able, and maple*.
- Circle the consonant 'le' at the end of each word. Point out to students that this combination forms the last syllable in the word and that there is a consonant before the 'le'.
- Point out to students that in the following words, there is only one consonant before 'le'. In most instances when there is only one consonant before the 'le', we divide before the consonant.

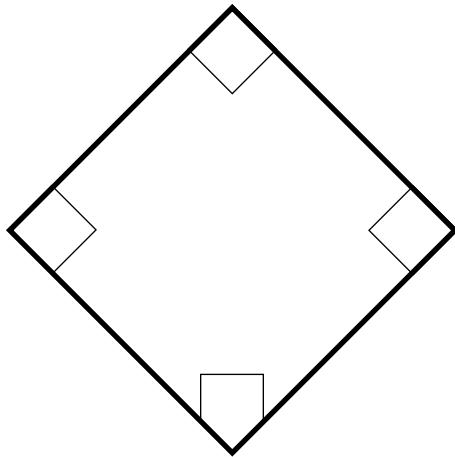
1. sta ble
2. cra dle
3. i dle
4. ma ple

- Point out that the first syllable in the previous words ends with the /ae/ or /ie/ sound.

## Baseball Game

15 minutes

- Tell students that they will practice the skills they are learning to read multi-syllable words by playing the baseball game. You will use the cards you prepared in advance.
- Draw a baseball diamond similar to the picture below on the board.



- Divide the class into two teams, having one team at a time come to the front of the room and line up in front of the board.

### Note to Teacher

Given students' reading ability, you may wish to have them play in pairs so students can help one another when they are up to bat.

- Each team takes a "turn at bat" as follows:
  - Pick a card from the pile and ask the first person on the team to read it. If the word is read correctly, draw a line from home plate to first base, signifying a "hit." This player should go to the back of his or her team's line, while the next player comes forward to read the next card. If he reads the word correctly, draw a line from first to second base. Play continues in this way so that each time a player reads a word correctly a line is drawn to the next base. If the fourth player reads the word correctly, draw a line from third base to home plate and mark "1 run" for this team. Play continues by the members of this team so long as no words are misread. When a word is misread, the next team takes its turn at bat.
  - As in the actual game of baseball, any "players left on base" when all turns have been used do not count or add to the score.

## Dictation

10 minutes

**Note:** Before beginning this exercise, make sure every student has the writing materials you have selected.

- If you wish for students to have pens, this is the time to pass them out.
- Following the procedures you have now established, complete the dictation exercise including correction, using the following words.

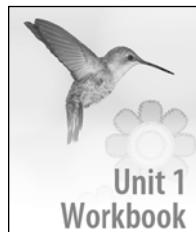
- |           |           |
|-----------|-----------|
| 1. apple  | 5. bubble |
| 2. jungle | 6. cable  |
| 3. table  | 7. title  |
| 4. uncle  |           |

## Reading Time

35 minutes

### Whole Group: “Fire!”

20 minutes



Worksheet 5.1

#### *Introducing the Practice Story*

- Ask students to retell the story from Lesson 4 entitled “The Hungry Troll.”
- Tell students that they are going to practice reading another story from *Sir Gus*.
- Ask students to tear out Worksheet 5.1.
- Tell students the title of today’s practice story is “Fire!” Remind them that the title provides an idea of what the story is about.
- Have students predict if building a fire will help get rid of the troll.
- Have students look at the images and predict what might happen in the story.
- Tell students that today, they will read a few paragraphs at a time to themselves to find the answer to a question you will give them. Students will then share their answers.
- Remind students when they read a story and answer questions about it that it is a good idea to look back to the story to find the answers.
- Tell students that after they finish reading the practice story they will complete a comprehension worksheet together as a class.

## *Guided Reading Supports and Purpose for Reading*

### **Paragraphs 1 and 2**

- Tell students to read **paragraphs 1 and 2** to themselves to find the answer to the question: “Why wasn’t it hard to find the troll?” Give students time to read the paragraphs silently.
- When students have finished reading, restate the question and ask students to answer. (Trolls cry when they are hungry and this troll was hungry. The knights merely followed the sounds of loud sobs and eating.)
- Ask, “What was left on the hill they came to?” (Prickly plants and some old, dying trees were left on the hill after a day of eating.)

### **Paragraphs 3 and 5**

- Tell students to read **paragraphs 3 and 5** to themselves to find the answer to the question: “What was the knights’ plan?” Give students time to read the paragraphs silently.
- When students have finished reading, restate the question and ask students to answer. (They decided to wait until dark to light the torches and then creep up the hill. The sight of the flames would hopefully scare the troll and it would go back into its home beneath the ground.)

### **Paragraphs 6–8**

- Tell students to read **paragraphs 6–8** to themselves to find the answer to the question: “What was Sir Ed’s fear?” Give students time to read the paragraphs silently.
- When students have finished reading, restate the question and ask students to answer. (Sir Ed wondered what would happen if the plan failed. He didn’t want to become the troll’s dinner.)
- Ask, “Did anyone have another plan?” (No.)

### **Paragraphs 9 and 10**

- Tell students to read **paragraph 9 and 10** to themselves to find the answer to the question: “Who arrived at that point?” Give students time to read the paragraphs silently.
- When students have finished reading, restate the question and ask students to answer. (Sir Gus arrived.)

- Ask, “What did he want to know?” (Sir Gus wanted to know if they had devised a plan to attack and defeat this monstrous troll.)

### Paragraphs 11–13

- Tell students to read **paragraphs 11–13** to themselves to find the answer to the question: “What did Sir Tom say was the plan?” Give students time to read the paragraphs silently.
- When students have finished reading, restate the question and ask students to answer. (He said that the bravest knight would creep up the hill with a torch and frighten the troll away.)
- Ask, “Was that different from the plan they devised earlier?” Yes, this asked for a specific knight to carry the torch instead of all of the knights creeping up the hill.)
- Ask, “Who did the 11 knights think was the bravest knight and the one to carry out the plan?” (They thought Sir Gus would be the brave knight to attempt the deed.)

### Paragraphs 14–17

- Tell students to read **paragraphs 14–17** to themselves to find the answer to the question: “What was Sir Gus’s response to the charge?” Give students time to read the paragraph silently.
- When students have finished reading, restate the question and ask students to answer. (“But, but. . . well. . . I. . . er. . . um. . .”)
- Ask, “Why is he talking funny?” (He was reluctant but went up the hill with the torch anyway.)

### Paragraphs 18–21

- Tell students to read **paragraphs 18–21** to themselves to find the answer to the question: “What did Sir Gus hear and see when he got to the mouth of the cave?” Give students time to read the paragraphs silently.
- When students have finished reading, restate the question and ask students to answer. (Sir Gus heard alarming troll sounds and saw bits of rock the troll spit out.)

### Paragraphs 22–25

- Tell students to read **paragraphs 22–25** to themselves to find the answer to the question: “What else did Sir Gus hear?” Give students time to read the paragraphs silently.

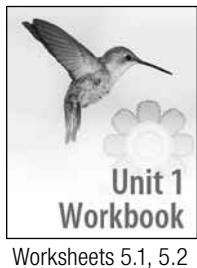
- When students have finished reading, restate the question and ask students to answer. (Sir Gus heard the troll approaching.)
- Ask, “What happened?” (Sir Gus was so afraid he fainted and the torch fell on some dry, prickly plants, which caught on fire.)

### Paragraphs 26–28

- Tell students to read **paragraphs 26–28** to themselves to find the answer to the question: “How did the story end?” Give students time to read the paragraphs silently.
- When students have finished reading, restate the question and ask students to answer. (The flames became bigger, the troll screamed and ran away, the fire awoke Sir Gus, and he ran back down the hill.)
- Ask, “What was the reaction of the 11 other knights?” (They shouted, “Hooray! Brave Sir Gus lit the fire! He has driven away the troll!”)

### Story Comprehension Worksheet

**15 minutes**



- Keeping Worksheet 5.1 on their desks, have students turn to Worksheet 5.2 while you display the same page. Ask students to first write their name on the line at the top of the page.
- Tell students that you are going to complete this page together, reading and answering questions to see if they paid attention and understood the story.
- Model reading the first two questions, guiding students to answer in complete sentences.
- Guide students in answering question 3, having them read actual sentences from the story to back up their answer.
- Guide students in answering question 4, having them look carefully at many paragraphs at the end of the story.
- Have students write the paragraph number where they found the answer on the blank provided.

# **Beginning-of-Year Assessment**

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# Assessment

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The primary focus of Lessons 6–10 is to gauge students’ reading abilities using the Silent Reading Assessment and Word Reading in Isolation Assessment. **Taking this time to assess students is crucial in ensuring their success as readers this school year.** The assessments will help you determine which students have the knowledge and skills needed to benefit from Grade 3 Skills instruction and which students need, instead, to be regrouped to an earlier point in the Skills program. The assessments can also provide information about which students are ready to read trade books independently. Details about how to interpret students’ scores for placement are provided at the end of Lesson 10 in this Teacher Guide.

## Independent Work

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Some of the assessments will be administered to groups of students, while others will require that you work one-on-one with students. We have created worksheets for students to complete independently while others are being assessed. They have been created to be easy for students to work on without direct teacher guidance. You can also incorporate other independent activities that are routine in your classroom, such as reading trade books, working at literacy stations, or independent writing.

The important thing is for all students to be engaged in activities that will allow you to maintain a calm atmosphere conducive for assessment. Decide on the procedures you will implement for providing and explaining the worksheets and other independent activities to students so things can run smoothly during this time.

## Scoring and Placement

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At the end of each lesson, there is information in the Scoring section about how to evaluate students’ assessment performance. The Scoring section also tells you which students will take the next Silent Reading Assessment and the Word Reading in Isolation Assessment. At the end of Lesson 10, information is provided that will guide you in placing students in appropriate reading groups.

If the placement assessments indicate that a student is not ready for Grade 3 CKLA, it is imperative that the student be regrouped to get Skills instruction that matches his or her current reading ability and needs. There is a good spot in the CKLA materials for every reader (and for nonreaders, as well), but the beginning of Grade 3 is not the place for students with very limited code knowledge and reading ability or for students who rely on picture clues, whole word recollection, and guessing instead of reading by blending.

### **Core Knowledge Language Arts K–2 Experience**

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To accurately place students in reading groups, it is helpful to have a basic overview of the K–2 CKLA program.

Students who did well in CKLA in Grade 2 should be ready for the Grade 3 sequence of instruction. In general, students who have completed and mastered CKLA Grade 2 material from Units 1–4 should have adequate to good preparation for the Grade 3 sequence of instruction. Those who have also completed and mastered Units 5 and 6 should have outstanding preparation for the Grade 3 sequence of instruction.

The following chart provides a broad overview of the phonics skills taught in Grades K–2. Note that each grade level provides for review of basic skills at the start of the year. This review should be adequate, for example, for students who may have learned phonics skills during Grade 2, but have forgotten some skills during the summer months due to lack of practice. The review in these early lessons will not be sufficient for those students who may not have been taught phonics skills in the early grades. These students will likely need to be regrouped to receive CKLA instruction at a level other than the Grade 3 sequence of instruction.

# Core Knowledge Language Arts K–2 Experience

Kindergarten		
<b>Units 1–2</b> Purely Oral Phonemic Awareness		
<b>Units 3–5</b> One-to-one letter-sound correspondences, CVC words with “short” vowel sounds like <i>cat, dog, bed</i>		
<b>Unit 6</b> Consonant Clusters, CCVC words like <i>flag</i> , CVCC words like <i>dust</i> , CCVCC words like <i>blast</i>		
<b>Unit 7</b> Consonant sounds written with digraph spellings, e.g., ‘sh’, ‘ch’, ‘th’, ‘ng’	<b>Grade 1</b>	
<b>Units 8 and 9</b> Tricky Words, double-letter spellings like ‘ss’, ‘ff’, ‘ck’	<b>Unit 1</b> Review of CVC, CCVC, CVCC, CCVCC words; Tricky Words	
<b>Unit 10</b> Basic code spellings for /ee/ spelled ‘ee’, /ae/ spelled ‘a_e’, /oe/ spelled ‘o_e’, /ie/ spelled ‘i_e’, and /ue/ spelled ‘u_e’; Tricky Words	<b>Unit 2</b> Basic code spellings for /ee/ spelled ‘ee’, /ae/ spelled ‘a_e’, /oe/ spelled ‘o_e’, /ie/ spelled ‘i_e’, and /ue/ spelled ‘u_e’; Tricky Words	
	<b>Unit 3</b> Basic code spellings for vowel sounds /oo/, /oo/, /ou/, /oi/, and /aw/; Tricky Words	
	<b>Unit 4</b> Basic code spellings for r-controlled vowel sounds (/er/, /ar/, /or/), past-tense endings, two-syllable words; Tricky Words	<b>Grade 2</b>
	<b>Unit 5</b> Common spelling alternatives for consonant sounds, e.g., ‘tch’ for /ch/, ‘g’ for /j/, ‘wr’ for /r/; Tricky Words	<b>Unit 1</b> Review of basic code spellings for /a/, /i/, /e/, /o/, /u/ and all consonant sounds; spelling alternatives for /s/, /j/, /w/, /r/, /n/; tricky spellings for ‘c’, ‘g’, ‘n’
	<b>Unit 6</b> Common spelling alternatives for consonant sounds, e.g., ‘c’ for /s/, ‘kn’ for /n/, ‘wh’ for /wh/	<b>Unit 2</b> Review of basic code spellings for /ae/, /ee/, /ie/, /oe/, /ue/, /oo/, /ou/, /oi/, /er/, /or/, /ar/; spelling alternatives for /ee/, /ou/, /oi/
	<b>Unit 7</b> Spelling alternatives for long vowel sounds, e.g., ‘ai’ and ‘ay’ for /ae/, ‘o’, ‘oe’, and ‘oa’ for /oe/	<b>Unit 3</b> Spelling alternatives for /ae/, /oe/, /ie/, /ue/, and /aw/; tricky spellings for ‘a’, ‘o’, ‘i’
		<b>Unit 4</b> Spelling alternatives for: /er/, /i/, /ie/, /oe/, /ee/, and /aw/; tricky spellings for ‘e’, ‘ow’
		<b>Unit 5</b> Spelling alternatives for /u/ and /ə/, tricky spellings for ‘a’, ‘e’, ‘o’, ‘o_e’, and ‘ou’
		<b>Unit 6</b> Spelling alternatives for /er/, /o/, /ə/, /k/, /f/

# Lesson 6

## Beginning-of-Year 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.

- ✓ Recount stories read independently, including fantasy; determine the central message and explain how it is conveyed through key details in the text (RL.3.2)
- ✓ Refer to parts of “Aladdin and the Wonderful Lamp, Part I,” using terms such as *chapter* (RL.3.5)
- ✓ Make predictions prior to and while reading “Aladdin and the Wonderful Lamp, Part I,” based on the title, images, and/or text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)

At a Glance	Exercise	Materials	Minutes
<b>Assessment</b>	Beginning-of-Year Assessment	Worksheets 6.1–6.5; glue sticks; scissors	50
<b>Reading Time</b>	Whole Group Partner Reading: “Introduction: Where in the World Do These Tales Come From?”; “Aladdin and the Wonderful Lamp, Part I”	Classic Tales	30
<b>Take-Home Material</b>	“Fire!”	Worksheet 5.1	*

### Advance Preparation

**Note:** To familiarize yourself with procedures for introducing vocabulary, you may wish to preview the sections in Reading Time entitled Previewing the Vocabulary and Sound Spellings for Words before beginning the Reading Time lesson. You will use these procedures with students once you begin Guided Reading Supports and Purpose for Reading.

**Note:** In this unit, students will focus on five academic vocabulary words, three of which are *narrative*, *introduce*, and *chronological order*. By academic vocabulary, we mean words that support reading comprehension and may appear across a variety of materials, in language arts and in content areas. These words can be found in textbooks, assignment directions, and assessments. Understanding

academic vocabulary may contribute to improved performance on assignments and assessments, as these words often appear in directions to students. These words may appear on end-of-year assessments that third graders may take. Where applicable, we use the words throughout the unit, not just as they might refer to reading selections but also in Back-to-School or review activities or related to comprehension. They may also appear in directions, assessments, and discussion questions, among other places.

- We define the word *narrative* to mean a story.
- To *introduce* means to present something new to someone.
- *Chronological order* is the arrangement of events in order as they happen in time.

We encourage you to use all three of these words throughout the school day so that students may experience multiple uses of them.

#### ***Lesson Format for Lessons 6–10***

- The primary purpose of the next five lessons is to assess all students to determine placement and instruction in the appropriate level of CKLA materials. Today, all students will read the first selection of the Silent Reading Assessment (Worksheet 6.1) and will answer comprehension questions specific to the selection. Students who answer five or more comprehension questions correctly will read the second selection of the Silent Reading Assessment (Worksheet 6.2) and will answer questions specific to it.
- Each subsequent lesson will also start with students, though not all students, reading selections silently and answering questions. These selections and questions are located in students' Skills Workbook. Depending on the student, this silent reading and question answering may take from 15–30 minutes to complete. We have provided additional worksheets that can be done independently each day for those who finish more rapidly.
- You should allocate approximately 50 minutes each day for assessment and completion of the independent worksheets. The rest of each Skills lesson this week should be spent on reading *Classic Tales*.
- See the Flow Chart for Placement Assessment Administration found at the end of this lesson for an overview.

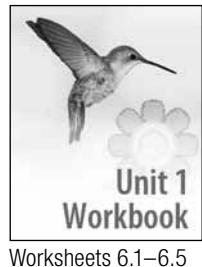
- Students will turn in their Silent Reading Assessments to you upon completion. These should be scored as soon as possible to determine which students will continue with which assessments during subsequent lessons this week. You will follow the same procedure each day this week, i.e., students who successfully complete the daily Silent Reading Assessment will continue to read a new selection and answer questions the next day.
- If a student does not successfully complete a particular Silent Reading Assessment, you will give him or her an individually administered Word Reading in Isolation Assessment that day or the next day in order to more accurately determine individual reading strengths and weaknesses for placement consideration. You will begin administering the Word Reading in Isolation Assessment in Lesson 7 to any student who does not successfully complete “The Bug Hunt” or “The Snake.”
- As noted before, throughout all lessons this week, we have provided worksheets with instructional activities that students should be able to complete independently to ensure that you have adequate time to assess students individually.
- Feel free to provide additional independent activities for students including reading trade books, independent writing, or doing other activities that can be completed quietly with little or no teacher assistance.

## **Beginning-of-Year Assessment**

**50** minutes

### **10 Silent Reading Assessment: “The Bug Hunt” and “The Snake”**

#### **Note to Teacher**



The Silent Reading Assessment measures students' ability to read connected prose and answer simple multiple-choice questions. Each assessment consists of a story and eight multiple-choice questions. The questions are meant to be relatively easy. The first story, “The Bug Hunt,” is only 54 words long. It uses only one-syllable words and only a handful of the most basic spellings, all of which are taught in the Kindergarten curriculum, so this particular story and set of questions should be very easy for nearly all students.

- Have students tear out Worksheet 6.1.
- Have students read the story to themselves on Worksheet 6.1 and answer the multiple-choice questions. Tell them that they can look back at the story and use it to help them answer the questions. This is not a timed assessment. Allow enough time for students to answer the questions.
- Tell students that once they complete Worksheet 6.1, they should bring it to you. We recommend that you score the “The Bug Hunt” assessment on Worksheet 6.1 during this class period, as soon as students complete the assessment. Enter students’ scores on the Placement Planning Chart located at the end of this lesson. Any students who answered fewer than five comprehension questions correctly about “The Bug Hunt” should be given the individually administered Word Reading in Isolation Assessment starting in the next lesson to help you determine an appropriate placement for those students.
- Answer key for “The Bug Hunt”

1. C	5. B
2. B	6. A
3. A	7. A
4. B	8. B

- Have students who correctly answered five or more questions return to their seats and read “The Snake,” found on Worksheet 6.2. Students should also complete the comprehension questions. “The Snake” is 172 words long and presents a much greater challenge than “The Bug Hunt.” Be sure to encourage students to take their time and do their best, rereading the story as necessary.
- Then, score “The Snake,” either while students work independently or after class.
- Answer key for “The Snake”

1. C	5. A
2. A	6. C
3. B	7. A
4. B	8. B

## Review

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- Since some students will complete the assessment more rapidly than others, we have included other work that can be completed independently and quietly. Students can complete Worksheets 6.3, 6.4, and 6.5 when they finish either one or both Worksheets 6.1 and 6.2. In addition, they can participate in any other independent activities you have planned for them, such as reading trade books, working at listening centers, or independent writing. Remember, the important thing is that your classroom be a calm environment that is conducive for student assessment.
- Enter students' scores on the Placement Planning Chart located at the end of this lesson. Students who were able to answer five or more of the questions correctly on Worksheet 6.2 will take the assessment "Moans at Midnight" found on Worksheet 7.1 during the next lesson. Students who answered fewer than five correct should be given the individually administered Word Reading in Isolation Assessment starting in the next lesson to help you determine placement for those students.
- See the Flow Chart for Placement Assessment Administration found at the end of this lesson for an overview.

## Reading Time

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**30** minutes

### Whole Group Partner Reading: "Introduction: Where in the World Do These Tales Come From?"; "Aladdin and the Wonderful Lamp, Part I"

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Introduction: Where in the World Do These Tales Come From?; Chapter 1

Remember to use academic vocabulary when appropriate: *narrative, introduce, and chronological order.*

#### *Introducing the Reader*

- Make sure that each student has a copy of the Reader, *Classic Tales*.
- Read the title of the Reader to students. Take a few moments to talk with students about the cover and to browse briefly through the images in the Reader. Have students comment on the images.
- Ask students if they recall hearing stories called classic tales in Grades 1 or 2. Explain to students that the title *Classic Tales* means that the selections in this Reader are "classics," favorite children's stories for many, many years. All of the selections in this Reader are fiction, meaning that they are not stories of things that have actually happened, but rather were created and written from the imagination of the authors.

- Have students turn to the Table of Contents in the Reader.
- Either read the Table of Contents aloud to students or have students read it.
- Ask if they recognize the titles of any of these chapters or have any predictions about this Reader.
- Direct students briefly to the world map in the “Introduction: Where in the World Do These Tales Come From?” and explain that the chapters in this Reader originate from different places around the world. Two of the chapters were written by well-known authors, while another story has been passed down orally in certain countries and cultures.

#### **Note to Teacher**

In order to guide students through the remainder of this lesson, first pair students as partners and then follow the Guided Reading Supports to preview vocabulary and to give students a purpose for reading. Students will read orally with a partner, taking turns as you guide them. With so many students reading aloud at once, ask students to read quietly with their partner. After students finish reading the portion you have directed them to read, restate the question (purpose for reading) and have students answer.

This first chapter of *Classic Tales* will be read today and reread in the next lesson in order to have sufficient time to introduce the Reader, examine vocabulary, and have a discussion.

#### **Introducing the Chapter**

- Ask students to return to the Table of Contents and to point to and read the title of Chapter 1, “Aladdin and the Wonderful Lamp, Part I,” reminding students that the title provides an idea of what the story is about. Note for students that this story is told in three chapters and that the chapters are numbered I, II, and III.
- Tell students that this story is set in ancient Persia, now known as Iran. Have students look back at the “Introduction: Where in the World Do These Tales Come From?” on **pages 7** and find Iran on the map by following the arrow from the title of the story to Iran on the map.
- Tell students that this story comes from a book called *A Thousand and One Nights*, which is a collection of nightly stories a sultan’s wife named Scheherazade [shə HAIR ə zod] told her husband.

- Ask students to return to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

### *Previewing the Vocabulary*

Do not attempt to preview the entire list of vocabulary words prior to reading the story. Introduce only the words pertinent to each page.

- Preview the vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “Aladdin and the Wonderful Lamp, Part I” is listed in bold print after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

### **Vocabulary for “Aladdin and the Wonderful Lamp, Part I”**

- Aladdin**—the main character in this chapter (**8**)
- wonderful**—great (**8**)
- tailor**—someone who makes clothing (**8**)
- nephew**—a relative (**8**)
- dead**—no longer living (**8**)
- merchant**—someone who sells goods to make money (**merchants**) (**10**)
- magician**—a person who does tricks using power that makes it seem like impossible things can happen (**10**)
- Persia**—a country now known as Iran (**10**)
- treasure**—something considered to be valuable (**12**)
- glittering**—sparkling (**14**)
- precious**—valuable (**14**)

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board.
  - Divide the word into syllables.
  - Cover one syllable at a time with your hand and segment the word.
  - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
  - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound correspondence.

**Note:** Following are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted. Introduce these vocabulary words, using the procedures outlined in the Sound Spellings for Words section that follows.

1. A | lad | din                          'A' > /ə/ (*about*)
2. won | der | ful                          'o' > /u/ (*son*)
3. tai | lor
4. neph | ew                                  'ph' > /f/ (*phone*),  
  'ew' > /ue/ (*few*)
5. dead    'ea' > /e/ (*head*)
6. mer | chant                                  'a' > /ə/ (*purchase, about*)
7. ma | gi | cian                                  'g' > /j/ (*gem*),  
  'ci' > /sh/ (*musician*)
8. Per | sia    's' > /zh/ (*pleasure*)
9. trea | sure    'ea' > /e/ (*head*),  
  's' > /zh/ (*pleasure*)
10. glit | ter | ing
11. pre | cious    'ci' > /sh/ (*musician*),  
  'ou' > /u/ (*touch*)

### ***Sound Spellings for Words***

Write the word *Aladdin* on the board (**Vocabulary Word #1**)

Circle the letter 'A'.

Tell students that this letter represents the sound /ə/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ə/ row and follow it across to 'a' (*about*).

Ask students to summarize what the power bar means for 'a'.

Write the word *wonderful* on the board. (**Vocabulary Word #2**)

Circle the letter ‘o’.

Tell students that this letter represents the sound /u/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /u/ row and follow it across to ‘o’ (*son*).

Ask students to summarize what the power bar means for ‘o’.

Write the word *nephew* on the board. (**Vocabulary Word #4**)

Circle the letters ‘ph’.

Tell students that these letters represent the sound /f/.

Ask students to turn to **page 1** of the **Individual Code Chart**.

Ask students to find the /f/ row and follow it across to ‘ph’ (*phone*).

Ask students to summarize what the power bar means for ‘ph’.

Circle the letters ‘ew’.

Tell students that these letters represent the sound /ue/.

Ask students to turn to **page 4** of the **Individual Code Chart**.

Ask students to find the /ue/ row and follow it across.

Students will see that there is no ‘ew’ listed. Explain to them that the ‘ew’ spelling of /ue/ is so rare that it is not included on the Individual Code Chart. It only occurs in a few words.

Write the word *few* on the board as an example of another word in which ‘ew’ spells the sound /ue/.

Write the word *dead* on the board. (**Vocabulary Word #5**)

Circle the letters ‘ea’.

Tell students that these letters represent the sound /e/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /e/ row and follow it across to ‘ea’ (*head*).

Ask students to summarize what the power bar means for ‘ea’.

Write the word *merchant* on the board. (**Vocabulary Word #6**)

Circle the letter ‘a’.

Tell students that this letter represents the sound /ə/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ə/ row and follow it across to ‘a’ (*about*).

Ask students to summarize what the power bar means for ‘a’.

Write the word *magician* on the board. (**Vocabulary Word #7**)

Circle the letter ‘g’.

Tell students that this letter represents the sound /j/.

Ask students to turn to **page 1** of the **Individual Code Chart**.

Ask students to find the /j/ row and follow it across to ‘g’ (*gem*).

Ask students to summarize what the power bar means for ‘g’.

Circle the letters ‘ci’.

Tell students that these letters represent the sound /sh/.

Ask students to turn to **page 2** of the **Individual Code Chart**.

Ask students to find the /sh/ row and follow it across.

Students will see that there is no ‘ci’ listed. Explain to them that the ‘ci’ spelling of /sh/ is so rare that it is not included on the Individual Code Chart. It only occurs in a few words.

Write the word *musician* on the board as an example of another word in which ‘ci’ spells the sound /sh/.

Write the word *Persia* on the board. (**Vocabulary Word #8**)

Circle the letter ‘s’.

Tell students that this letter represents the sound /zh/.

Students will see that there is no ‘zh’ sound listed. Explain to them that the ‘zh’ sound is so rare that it is not included on the Individual Code Chart. It only occurs in a few words.

Write the word *pleasure* on the board as an example of another word that has the ‘zh’ sound.

Write the word *treasure* on the board. (**Vocabulary Word #9**)

Circle the letters ‘ea’.

Tell students that these letters represent the sound /e/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /e/ row and follow it across to ‘ea’ (*head*).

Ask students to summarize what the power bar means for ‘ea’.

Circle the letter ‘s’.

Tell students that this letter represents the sound /zh/.

Students will see that there is no ‘zh’ sound listed. Explain to them that the ‘zh’ sound is so rare that it is not included on the Individual Code Chart. It only occurs in a few words.

Write the word *pleasure* on the board as an example of another word that has the ‘zh’ sound.

Write the word *precious* on the board. (**Vocabulary Word #11**)

Circle these letters ‘ci’.

Tell students that these letters represent the sound /sh/.

Ask students to turn to **page 2** of the **Individual Code Chart**.

Ask students to find the /sh/ row and follow it across.

Students will see that there is no ‘ci’ listed. Explain to them that the ‘ci’ spelling of /sh/ is so rare that it is not included on the Individual Code Chart. It only occurs in a few words.

Write the word *musician* on the board as an example of another word in which ‘ci’ spells the sound /sh/.

Circle the letters ‘ou’.

Tell students that these letters represent the sound /u/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /u/ row and follow it across to ‘ou’ (*touch*).

Ask students to summarize what the power bar means for ‘ou’.

### ***Guided Reading Supports and Purpose for Reading***

**Note:** It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening & Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

Be sure to call students’ attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.

### **Pages 8 and 9**

- Read the title of the chapter together as a class, “Aladdin and the Wonderful Lamp, Part I.”
- Have students find the words *Aladdin* and *Wonderful* in the title of the chapter and discuss decoding and definitions. Have students find the words *tailor*, *nephew*, and *dead* on **page 8** and discuss definitions.

- Direct students' attention to the image and caption on **page 9** and have them read the caption aloud.
- Ask students to comment on the expression on the face of the boy in the image. Tell students that the boy is Aladdin.
- Tell students to read **pages 8 and 9** orally with their partner to find the answer to the question: "Why has the adult in the image approached Aladdin?" Give students time to read the pages silently.
- When students have finished reading, restate the question and ask students to answer. (He claims to be Aladdin's father's brother or Aladdin's uncle.) Have one student read the sentence(s) from the Reader that has the answer to the question.
- Discuss with students the meaning of the words *nephew* and *uncle*.
- Have students predict what might happen next. (Answers may vary.)

### **Pages 10 and 11**

- Have students find the word *merchant* in the first paragraph and discuss its definition. Note for students that the word *merchants* is also used in this chapter and can be found in the last paragraph on **page 10**.
- Direct students' attention to the image and caption on **page 11** and have them comment on what they see in the house.
- Have students read the first paragraph on **page 10** orally with a partner to find the answers to these questions: "Who is the woman in the image? Why was she surprised at what the man said?"
- When students have finished reading, restate the questions and ask students to answer. (The woman is Aladdin's mother. She is surprised because her husband never spoke of a brother.)
- Have students find the words *magician* and *Persia* in the second paragraph and discuss definitions.
- Have students read the rest of **page 10** orally with a partner to find the answer to the question: "Who was the man, really, and why did he need Aladdin to help him?"
- When students have finished reading, restate the questions and ask students to answer. (The man was really a magician from north Africa who needed Aladdin to help him find a magic lamp.)

- Ask, “What did the magician say he would do for Aladdin?” (He said he would help Aladdin become a merchant and would introduce him to other merchants.)

### Pages 12 and 13

- Have students find the word *treasures* in the fourth paragraph and discuss its definition. Note for students that *treasures* is a form of the word *treasure*.
- Direct students’ attention to the image and caption on **page 13** and say, “I wonder what the magician said as he pointed to the brass ring in the stone. Let’s read **page 12** to find out.” Have students read **page 12** orally with a partner to find the answer. You may wish to have students alternate reading the paragraphs aloud with their partner.
- When students have finished reading, restate the question and ask students to answer. (The magician told Aladdin that there was a treasure under the stone that would make him rich. He instructed Aladdin to lift the stone by the ring, go down the stairs, enter a garden, find a lamp hanging from a tree, and bring the lamp back to him.)
- Ask, “What did the magician tell Aladdin not to do?” (Aladdin was not to touch any of the treasures until he had the lamp. He could then gather any of the treasures that he wanted.)
- Ask, “What did the magician give Aladdin to keep him safe from harm?” (The magician gave him a ring to place on his finger.)

### Pages 14 and 15

- Have students find the words *glittering* and *precious* in the first paragraph and discuss definitions.
- Ask students to find the word *spell* in the last paragraph and tell them to read the sentence to determine its meaning.
- Tell students that the word *spell* is a word that has many meanings. Ask students if the word *spell* in this sentence means to correctly put letters in order when writing. (no) Brainstorm with them what *spell* means in this sentence. Have students look carefully back at the text to determine the meaning of *spell*. (words that have magical powers to move the stone to cover the door of the cave)
- Direct students’ attention to the image and caption on **page 15** and ask students to comment on the objects Aladdin has collected and why he looks scared.

- Say, “I wonder why Aladdin looks scared and the magician looks angry. Let’s read **page 14** to find out.” Have students read **page 14** orally with a partner to find the answer. You may wish to have students alternate reading.
- When students have finished reading, restate the question and have students answer. (Aladdin did just what the magician said to do but the glittering things weighed him down. As he came to the top of the staircase, he could not climb out. The magician demanded that Aladdin give him the lamp but Aladdin didn’t want to drop anything he had in his bag.)
- Ask, “What did the magician do at the end of this chapter?” (He grew impatient, uttered a magic spell making the stone roll back, and trapped Aladdin in the black darkness of the cave.)
- Have students predict what could happen next to Aladdin. (Answers may vary.)

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

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### **“Fire!”**

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- Have students take home Worksheet 5.1 to read to a family member.

## Flow Chart for Placement Test Administration

Administer “The Bug Hunt” passage and questions to entire class.



## PLACEMENT PLANNING CHART

Teacher Name

Date

**Directions for Placement Chart:** Record the number of correctly answered questions. If a student scores 0–4, stop with that test. If the student scores 5–8, continue to the next test. A quick way to see which students should continue with the assessment is to color the chart with highlighters or colored pencils. Test scores of 0–4 should be highlighted in red, scores of 5–8 in green.

# Lesson 7

Beginning-of-Year  
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.

- ✓ Recount stories read independently, including fantasy; determine the central message and explain how it is conveyed through key details in the text (RL.3.2)
- ✓ Refer to parts of “Aladdin and the Wonderful Lamp, Part I,” using terms such as *chapter* (RL.3.5)
- ✓ Distinguish their own point of view from that of Aladdin (RL.3.6)
- ✓ Demonstrate preparedness for a discussion, having read “Aladdin and the Wonderful Lamp, Part I,” explicitly drawing on preparation and other information known about Aladdin to explore content under discussion (SL.3.1a)
- ✓ Prior to reading “Aladdin and the Wonderful Lamp, Part I,” identify what they know and have learned that may be related to Aladdin (SL.3.1a)
- ✓ Make predictions prior to and while reading “Aladdin and the Wonderful Lamp, Part I,” based on the title, images, and/or text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Summarize “Aladdin and the Wonderful Lamp, Part I” (SL.3.1c)
- ✓ During a discussion, explain ideas and understanding in relation to Aladdin (SL.3.1d)

<b>At a Glance</b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Assessment</b>	Beginning-of-Year Assessment	Worksheets 7.1–7.7	50
<b>Reading Time</b>	Small Group: “Aladdin and the Wonderful Lamp, Part I”	Classic Tales; Worksheet 7.8	30
<b>Take-Home Material</b>	“Aladdin and the Wonderful Lamp, Part I”	Worksheet 7.9	*

### ***Advance Preparation***

Make one copy of the following page for use during the Word Reading in Isolation Assessment to use in administering the assessment. This assessment is also printed in the Skills Workbook, Worksheet 7.4.

Have students tear out Worksheets 7.4–7.7 and collect them before beginning this lesson. These worksheets will be used in conjunction with the Word Reading in Isolation Assessment (Worksheet 7.4 for you to mark students' answers on, and for analysis of the Word Reading in Isolation Assessment, Worksheet 7.5 as a Scoring Sheet, Worksheet 7.6 as an Analysis Sheet, and Worksheet 7.7 as a Remediation Guide).

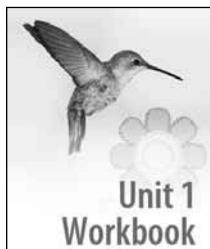
## Word Reading in Isolation Assessment

1.	cloud	hook	joint	spoon	worm
2.	scold	she	grow	paint	fright
3.	barge	knock	whine	cell	graph
4.	away	brother	glove	meant	born
5.	clerk	yard	collar	taxi	biting
6.	acorn	coach	claim	first	cue
7.	dries	oven	owl	slate	hide
8.	scowl	theme	curve	flies	keys
9.	sauce	joy	caught	echo	dote
10.	stay	study	cube	thirst	mile
11.	teach	anchor	wall	decay	sheep
12.	jolt	gym	army	child	knit
13.	alley	health	wand	myth	cover
14.	launch	swam	afloat	blue	price

15.	were	all	no	they	are
16.	great	who	any	some	their

17.	henpeck	stopgap	anthill	sunlit	sandbox
18.	helpless	hunches	biggest	slapping	hotter
19.	outside	beehive	highway	topsoil	faultline
20.	booker	foolish	fifteen	artist	proudest
21.	panic	modern	carpet	mattress	support
22.	leaky	awful	daughter	lightning	southern
23.	include	parents	basic	hockey	hatred
24.	gentle	level	medal	evil	caption

## 10 Beginning-of-Year Assessment



Worksheets 7.1–7.7

### Silent Reading Assessment: "Moans at Midnight"

- This portion of the Silent Reading Assessment will be given to students who scored five or more correct on "The Bug Hunt" and "The Snake." The selection "Moans at Midnight" and comprehension questions are found on Worksheet 7.1. Today's story has 224 words.
- Please follow the instructions previously provided on how to administer the Silent Reading Assessment. Once students complete this selection, they should work on the other worksheets provided (Worksheets 7.2–7.3).
- Answer key for "Moans at Midnight"

1. B	5. B
2. A	6. B
3. C	7. B
4. A	8. C

- Enter students' scores on the Placement Planning Chart. Those students who were able to answer five or more of the questions correctly should complete "The Dog Show," which is found on Worksheet 8.1, during the next lesson. Students who answered fewer than five correct will take the Word Reading in Isolation Assessment in a subsequent lesson to help you determine placement.

**Note:** Use the Flow Chart for Placement Assessment Administration found at the end of Lesson 6 for an overview.

### Word Reading in Isolation Assessment

- You will begin to administer the Word Reading in Isolation Assessment to students who scored fewer than five correct on either "The Bug Hunt" or "The Snake." This assessment will provide further information about where to place students. It will also help you pinpoint specific letter-sound correspondences the student does not know.
- This is a single-word reading assessment that needs to be administered individually.

### ***Directions for Word Reading in Isolation Assessment***

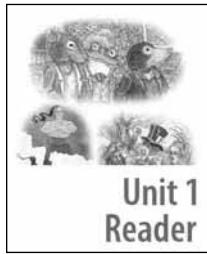
- Turn to the copy of the Word Reading in Isolation Assessment that you prepared in advance. Students will read to you from this copy of the Word Reading in Isolation Assessment.
- Cover all of the words before calling a student back to you.
- Tell the student that today, he or she will read words aloud to you.
- Tell the student that it is important to do his/her very best reading.
- Uncover the first row of words by moving the paper down one space.
- As the student reads a word, mark any incorrect letter-sound correspondences above the word on the copy of Word Reading in Isolation Assessment Worksheet 7.4 that students brought to you earlier. (You will use Worksheets 7.5–7.7 to analyze scores at a later time.) Also, note whether the student incorrectly chunks letters into syllables, leading to mispronunciation. If the student reads the word correctly, simply place a check mark above the word.
- If, after 10 seconds, the student is unable to read the word at all, simply tell the student the word and move on. Mark an X above the word on the recording sheet.
- Continue to call students to read as time permits. Refer to the end of this lesson for analysis directions.

**Note:** You may wish to administer the assessment to all students before beginning the analysis for placement. The analysis directions are printed at the end of this lesson for your convenience, should you be ready to begin the analysis. The analysis directions are also printed on Worksheet 7.6 that students brought to you earlier.

### ***Review***

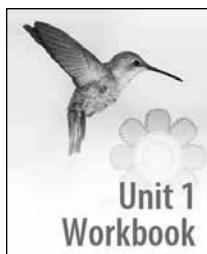
- Students can work on Worksheets 7.2 and 7.3, as well as the additional independent activities you have planned.

## Small Group: “Aladdin and the Wonderful Lamp, Part I”



Unit 1  
Reader

Worksheet 7.8



Unit 1  
Workbook

Chapter 1

Remember to use academic vocabulary when appropriate: *narrative, introduce, and chronological order.*

### Guided Reading Supports and Purpose for Reading

- Tell students that today, they will reread the chapter independently and in small groups.

### Reviewing the Vocabulary

- You may wish to review some or all of the vocabulary once more before rereading “Aladdin and the Wonderful Lamp, Part I.”

### Note to Teacher

Use your discretion to divide students into groups. Small Group 1 should be made up of those students who need more support. This is a good opportunity to ask students to take turns reading aloud so you can observe fluency and decoding skills.

- Small Group 1: Ask these students to come to the reading table and read the chapter with you. This is an excellent time for you to make notes in your anecdotal records.
- After Group 1 students finish reading, have them turn to Worksheet 7.8 while you display the same page. Ask students to first write their name on the line at the top of the page. Tell students that you are going to complete this page together, reading and answering questions to see if they paid attention and understood the story.
- Read the first question and all of the possible answers aloud as students follow along. Remind students that whenever they are answering worksheet questions, it is important to read the entire question and all the possible answers before making a choice. Next, model circling the A, B, C, or D in front of the correct answer on the worksheet. Then, model looking back in the text to check that your answer is correct, reading aloud the line or two of text that confirms your answer. Model writing the page number on the line below the question.
- Read the next question and possible answers and pretend that you do not remember the answer. Model looking back at the text and reading aloud to try to find the answer.
- Ask students to read the remaining questions aloud and complete the remaining questions as time allows.

- ★ **Small Group 2:** Ask these students to read the chapter independently or with a partner and complete Worksheet 7.8 after they read.

#### **Wrap-Up**

- Use the following questions to promote a discussion and check for students' understanding of the story. Encourage students to respond in complete sentences.

#### **Discussion Questions on “Aladdin and the Wonderful Lamp, Part I”**

1. *Literal* Who were the characters in this story? (Aladdin, Aladdin's mother, a stranger who was a magician)
2. *Literal* In what setting did the chapter take place? (Persia)
3. *Literal* What lie did the stranger tell Aladdin and his mother? (He said he was Aladdin's uncle, the brother of his father.)
4. *Inferential* What adjectives would you use to describe the stranger when he first met Aladdin? (Answers may vary but could include happy, talkative, dishonest, and/or convincing.)
5. *Inferential* Why do you think the magician was able to convince Aladdin's mother to allow Aladdin to go with the magician? (Answers may vary but could include that the magician promised to set Aladdin up in business as a merchant. Aladdin and his mother were poor and needed money.)
6. *Literal* How did the magician make the stone and brass ring appear? (The magician built a fire, threw perfumes into it, and uttered magical words. The sky darkened. Thunder rumbled. The earth opened and a large stone with a brass ring appeared.)
7. *Literal* Why did the magician leave Aladdin in the cave? (He grew impatient because Aladdin wouldn't give him the lamp.)

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

##### **“Aladdin and the Wonderful Lamp, Part I”**

- Have students take home Worksheet 7.9 to read to a family member.

## ***Word Reading in Isolation Scoring Sheet***

This sheet is also printed in the Skills Workbook, Worksheet 7.5.

**Word Reading in Isolation Scoring Sheet**

	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>
<b>1</b> <i>/k/ /l/ /ou/ /d/</i>	cloud hook	<i>/h/ /oo/ /k/</i>	joint <i>/j/ /oi/ /n/ /t/</i>	spoon <i>/s/ /p/ /oo/ /n/</i>	worm <i>/w/ /er/ /m/</i>
<b>2</b> <i>/s/ /k/ /oe/ /l/ /d/</i>	scold she	<i>/sh/ /ee/</i>	grow <i>/g/ /r/ /oe/</i>	paint <i>/p/ /ae/ /n/ /t/</i>	fright <i>/f/ /r/ /ie/ /t/</i>
<b>3</b> <i>/b/ /ar/ /j/</i>	barge knock	<i>/n/ /o/ /k/</i>	whine <i>/w/ /ie/ /n/</i>	cell <i>/s/ /e/ /l/</i>	digraph <i>/g/ /r/ /a/ /f/</i>
<b>4</b> <i>/ə/ • /w/ /ae/</i>	away <i>/b/ /r/ /u/ /th/ • /er/</i>	<i>/g/ /l/ /u/ /v/</i>	<i>/m/ /e/ /n/ /t/</i>	<i>/b/ /or/ /n/</i>	<i>/b/ /or/ /n/</i>
<b>ə • digraph</b>					
<b>5</b> <i>k/ /l/ /er/ /k/</i>	clerk yard	<i>/y/ /ar/ /d/</i>	collar <i>/k/ /o/ /l/ /er/</i>	<i>/t/ /a/ /x/ • /ee/</i>	<i>/b/ /ie/ • /t/ /i/ /ng/</i>
			<i>closed • r-controlled</i>	<i>closed • open</i>	<i>open • closed</i>
<b>6</b> <i>/ae/ • /k/ /or/ /n/</i>	acorn <i>/k/ /oe/ /ch/</i>	coach <i>/k/ /l/ /ae/ /m/</i>	claim <i>/ou/ /l/</i>	first <i>/f/ /er/ /s/ /t/</i>	<i>/k/ /ue/</i>
<b>open • r-controlled</b>					
<b>7</b> <i>/d/ /r/ /ie/ /z/</i>	dries oven	<i>/u/ /v/ • /e/ /n/</i>	owl <i>/s/ /l/ /ae/ /t/</i>	<i>/h/ /ie/ /d/</i>	<i>hide</i>
		<i>closed • closed</i>			
<b>8</b> <i>/s/ /k/ /ou/ /l/</i>	scowl theme	<i>/th/ /ee/ /m/</i>	curve <i>/k/ /er/ /v/</i>	slate <i>/f/ /l/ /ie/ /z/</i>	keys <i>/k/ /ee/ /z/</i>
<b>9</b> <i>/s/ /aw/ /s/</i>	sauce joy	<i>/j/ /oi/</i>	caught <i>/k/ /aw/ /t/</i>	echo <i>/e/ /k/ • /oe/</i>	date <i>/d/ /oe/ /t/</i>
			<i>closed • open</i>		

	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>
<b>10</b> stay	/s/ /t/ /ae/	/s/ /t/ /u/ /d/ • /ee/	/k/ /ue/ /b/	/th/ /er/ /s/ /t/	/m/ /e/ / /
		closed • open			
<b>11</b> teach	/t/ /ee/ /ch/	/a/ /ng/ • /k/ /er/	/w/ /aw/ /l/	/cl/ /ə/ • /k/ /ae/	/sh/ /ee/ /p/
		closed • r-controlled		ə • digraph	
<b>12</b> jolt	/j/ /oe/ /l/ /t/	/j/ /i/ /m/	/ar/ • /m/ /ee/	/ch/ /ie/ /l/ /d/	/n/ /i/ /t/
			r-controlled • open		
<b>13</b> alley	a/ /l/ • /l/ /ee/	/h/ /e/ /l/ /th/	/w/ /o/ /n/ /d/	/m/ /i/ /th/	/kl/ /u/ /v/ • /er/
		closed • open			closed • r-controlled
<b>14</b> launch	/l/ /aw/ /n/ /ch/	/s/ /w/ /a/ /m/	/ə/ • /f/ /l/ /oe/ /t/	/b/ /l/ /oo/	/p/ /r/ /ie/ /s/
			ə • digraph		
<b>15</b> were	/w/ /er/	/aw/ /l/	/n/ /oe/	/th/ /ae/	/ar/
		who	any	some	their
<b>16</b> great	/g/ /r/ /ae/ /t/	/h/ /oo/	/ə/ /n/ • /ee/	/s/ /u/ /m/	/th/ /air/
			ə • open		
<b>17</b> henpeck	/h/ /e/ /n/ • /p/ /e/ /k/	/s/ /t/ /o/ /p/ • /g/ /a/ /p/	/a/ /h/ /t/ • /h/ /i/ /l/	/s/ /u/ /n/ • /l/ /i/ /t/	sandbox
		closed • closed	closed • closed	closed • closed	closed • closed
<b>18</b> helpless	/h/ /e/ /l/ /p/ • /l/ /e/ /s/	/h/ /u/ /n/ /ch/ • /e/ /z/	/b/ /i/ /g/ • /g/ /el/ /s/ /t/	/s/ /l/ /a/ /p/ • /p/ /i/ / /ng/	hotter
					closed • r-controlled

	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>
<b>19</b>	outside <i>/u/ /t/ • /s/ /ie/ /d/</i>	beehive <i>/b/ /ee/ • /h/ /ie/ /v/</i>	highway <i>/hv/ /ie/ • /w/ /ae/</i>	topsoil <i>/t/ /a/ /p/ • /s/ /oi/ /l/</i>	faultline <i>/f/ /aw/ /l/ /t/ • /l/ /ie/ /n/</i>
	digraph • digraph	digraph • digraph	digraph • digraph	closed • digraph	digraph • digraph
<b>20</b>	booker <i>/b/ /oo/ /k/ • /er/</i>	foolish <i>/f/ /oo/ /l/ • /i/ /sh/</i>	fifteen <i>/f/ /i/ /f/ • /t/ /ee/ /n/</i>	artist <i>/ar/ • /t/ /i/ /s/ /t/</i>	proudest <i>/p/ /r/ /ou/ /d/ • /e/ /s/ /t/</i>
	digraph • r-controlled	digraph • closed	closed • digraph	r-controlled • closed	digraph • closed
<b>21</b>	panic <i>/p/ /a/ /n/ • /i/ /k/</i>	modern <i>/m/ /o/ /d/ • /er/ /n/</i>	carpet <i>/k/ /ar/ • /p/ /e/ /t/</i>	mattress <i>/m/ /a/ /t/ • /t/ /r/ /e/</i>	support <i>/s/ /u/ /p/ • /p/ /or/ /t/ /s/</i>
	closed • closed	closed • r-controlled	r-controlled • closed	closed • closed	closed • r-controlled
<b>22</b>	leaky <i>/l/ /ee/ /k/ • /ee/ /</i>	awful <i>/aw/ • /f/ /ə/ /l/</i>	daughter <i>/d/ /aw/ • /t/ /er/</i>	lightning <i>/l/ /ie/ /t/ • /n/ /i/ /ng/</i>	southern <i>/s/ /u/ /th/ • /er/ /n/</i>
	digraph • open	digraph • -le	digraph • r-controlled	digraph • closed	digraph • r-controlled
<b>23</b>	include <i>/i/ /n/ • /k/ /l/ /oo/ /d/ /s/</i>	parents <i>/p/ /air/ • /e/ /n/ /t/ /s/</i>	basic <i>/b/ /ae/ • /s/ /i/ /k/</i>	hockey <i>/h/ /o/ /k/ • /ee/ /d/</i>	hatred <i>/h/ /ae/ • /t/ /r/ /e/ /d/</i>
	closed • digraph	r-controlled • closed	open • closed	closed • digraph	open • closed
<b>24</b>	gentle <i>/j/ /e/ /n/ • /t/ /ə/ /l/</i>	level <i>/l/ /e/ /v/ • /ə/ /l/</i>	medal <i>/m/ /e/ /d/ • /ə/ /l/</i>	evil <i>/ee/ • /v/ /ə/ /l/</i>	caption <i>/k/ /a/ /p/ • /sh/ /ə/ /n/</i>
	closed • -le	closed • -le	closed • -le	open • -le	closed • closed

## ***Word Reading in Isolation Analysis***

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*This sheet is also printed in the Skills Workbook, Worksheet 7.6.*

After scoring the assessment, you might find it helpful to determine which phonemes students missed that caused them to score below the benchmark for word recognition. Note that one-syllable words are not included on the Syllabication Analysis.

Score required to meet benchmark of 80%					
Phonemes					
Consonants					
/b/	/d/	/f/	/g/	/h/	
/j/	/k/	/l/	/m/	/n/	251/313
/p/	/r/	/s/	/t/	/v/	
/w/	/x/	/y/	/z/	/ch/	
/sh/	/th/	/th/	/ng/		
Vowels (totals)					149/186
/a/	/e/	/i/	/o/	/u/	50/63
/ae/	/ee/	/ie/	/oe/	/ue/	41/51
/ə/	/oo/	/oo/	/aw/	/ou/	21/26
/oi/	/ar/	/er/	/or/	/air/	39/46
Syllabication					
Closed Syllable/short					32/40
Open Syllable/long					9/11
Digraph Syllable					16/20
R-Controlled Syllable					11/14
ə Syllable					4/4
-le Syllable					4/4

The following sheets are provided for your use in directing remediation.

Write the names of students who missed sounds under each header. This will help you determine what kind of remediation is needed.

Refer to the Table of Contents in the *Assessment and Remediation Guide* to locate information about specific phonemes and syllabication for remediation purposes.

# **Word Reading in Isolation Remediation Guide**

*This sheet is also printed in the Skills Workbook, Worksheet 7.7.*

<b>Phonemes—Consonants</b>		
/b/ (3a, 4b, 4e, 5e, 10c, 14d, 17e, 18c, 19b, 20a, 23c)	/d/ (1a, 2a, 5b, 7a, 7e, 9e, 10b, 11d, 12d, 13c, 17e, 19a, 20e, 21b, 22c, 23a, 23e, 24c)	/f/ (2e, 3e, 6d, 8d, 14c, 19e, 20b, 20c, 22b)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/g/ (2c, 3e, 4c, 16a, 17b, 18c)	/h/ (1b, 7e, 13b, 16b, 17a, 17c, 18a, 18b, 18e, 19b, 19c, 23d, 23e)	/j/ (1c, 3a, 9b, 12a, 12b, 24a)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/k/ (1a, 1b, 2a, 3b, 5a, 5c, 6a, 6b, 6c, 6e, 8a, 8c, 8e, 9c, 9d, 10c, 11b, 11d, 13e, 17a, 20a, 21a, 21c, 22a, 23a, 23c, 23d, 24e)	/l/ (1a, 2a, 3d, 4c, 5a, 5c, 6c, 7c, 7d, 8a, 8d, 10e, 11c, 12a, 12d, 13a, 13b, 14a, 14c, 14d, 15b, 17c, 17d, 18a, 18d, 19d, 19e, 20b, 22a, 22b, 22d, 23a, 24b)	/m/ (1e, 4d, 6c, 8b, 10e, 12b, 12c, 13d, 14b, 16d, 21b, 21d, 24c)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/n/ (1c, 1d, 2d, 3b, 3c, 4d, 4e, 6a, 7b, 12e, 13c, 14a, 15c, 16c, 17a, 17c, 17d, 17e, 18b, 19e, 20c, 21a, 21b, 22d, 22e, 23a, 23b, 24a, 24e)	/p/ (1d, 2d, 11e, 14e, 17a, 17b, 18a, 18d, 19d, 20e, 21a, 21c, 21e, 23b, 24e)	/r/ (2c, 2e, 3e, 4b, 7a, 14e, 16a, 20e, 21d, 23e)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/s/ (1d, 2a, 3d, 6d, 7d, 8a, 9a, 10a, 10b, 10d, 14b, 14e, 16d, 17b, 17d, 17e, 18a, 18c, 18d, 19a, 19d, 20d, 20e, 21d, 21e, 22e, 23b, 23c)	/t/ (1c, 2d, 2e, 4d, 5d, 5e, 6d, 7d, 9c, 9e, 10a, 10b, 10d, 11a, 12a, 12e, 14c, 16a, 17b, 17c, 17d, 18c, 18e, 19a, 19d, 19e, 20c, 20d, 20e, 21c, 21d, 21e, 22c, 22d, 23b, 23e, 24a)	/v/ (4c, 7b, 8c, 13e, 19b, 24b, 24d)
_____	_____	_____
_____	_____	_____
_____	_____	_____

/w/ (1e, 3c, 4a, 11c, 13c, 14b, 15a, 19c)	/x/ (5d, 17e)	/y/ (5b)
/z/ (7a, 8d, 8e, 18b)	/ch/ (6b, 11a, 12d, 14a, 18b)	/sh/ (2b, 11e, 20b, 24e)
/th/ (8b, 10d, 13b, 13d)	/th/ (4b, 15d, 16e, 22e)	/ng/ (5e, 11b, 18d, 22d)

Phonemes—Vowels		
/a/ (3e, 5d, 11b, 13a, 14b, 17b, 17c, 17e, 18d, 21a, 21d, 24e)	/e/ (3d, 4d, 7b, 9d, 13b, 17a, 18a, 18b, 18c, 20e, 21c, 21d, 23b, 23e, 24a, 24b, 24c)	/i/ (5e, 12b, 12e, 13d, 17c, 17d, 18c, 18d, 20b, 20c, 20d, 21a, 22d, 23a, 23c)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/o/ (3b, 5c, 13c, 17b, 17e, 18e, 19d, 21b, 23d)	/u/ (4b, 4c, 7b, 10b, 13e, 16d, 17d, 18b, 21e, 22e)	/ae/ (2d, 4a, 6a, 6c, 7d, 10a, 11d, 15d, 16a, 19c, 23c, 23e)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/ee/ (2b, 5d, 8b, 8e, 10b, 11a, 11e, 12c, 13a, 16c, 19b, 20c, 22a, 23d, 24d)	/ie/ (2e, 3c, 5e, 7a, 7e, 8d, 10e, 12d, 14e, 19a, 19b, 19c, 19e, 22d)	/oe/ (2a, 2c, 6b, 9d, 9e, 12a, 14c, 15c)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/ue/ (6e, 10c)	/ə/ (4a, 11d, 14c, 16c, 22b, 24e)	/oo/ (1d, 14d, 16b, 20b, 23a)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/oo/ (1b, 20a)	/aw/ (9a, 9c, 11c, 14a, 15b, 19e, 22b, 22c)	/ou/ (1a, 7c, 8a, 19a, 20e)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/oi/ (1c, 9b, 19d)	/ar/ (3a, 5b, 12c, 15e, 20d, 21c)	/er/ (1e, 4b, 5a, 5c, 6d, 8c, 10d, 11b, 13e, 15a, 18e, 20a, 21b, 22c, 22e)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/or/ (4e, 6a, 21e)	/air/ (16e, 23b)	/ə/ + /l/ (24a, 24b, 24c, 24d)
_____	_____	_____
_____	_____	_____
_____	_____	_____

<b>Syllabication (only two-syllable words)</b>	
<b>Closed Syllable (4b, 5c, 5d, 5e, 7b, 9d, 10b, 11b, 13a, 13e, 17a, 17b, 17c, 17d, 17e, 18a, 18b, 18c, 18d, 18e, 19d, 20b, 20c, 20d, 20e, 21a, 21b, 21c, 21d, 21e, 22d, 23a, 23b, 23c, 23d, 23e, 24a, 24b, 24c, 24e)</b>	<b>Open Syllable (5d, 5e, 6a, 9d, 10b, 12c, 16c, 22a, 23c, 23e, 24d)</b>
_____	_____
_____	_____
_____	_____
<b>Digraph Syllable (4a, 11d, 13a, 14c, 19a, 19b, 19c, 19d, 19e, 20a, 20b, 20c, 20e, 22a, 22b, 22c, 22d, 22e, 23a, 23d)</b>	<b>R-Controlled Syllable (5c, 6a, 11b, 12c, 13e, 18e, 20a, 20d, 21b, 21c, 21e, 22c, 22e, 23b)</b>
_____	_____
_____	_____
_____	_____
<b>ə Syllable (4a, 11d, 14c, 22b)</b>	<b>-le Syllable (24a, 24b, 24c, 24d)</b>
_____	_____
_____	_____
_____	_____

# Lesson 8

Beginning-of-Year  
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.

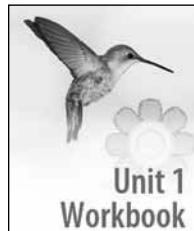
- ✓ Recount stories read independently, including fantasy; determine the central message and explain how it is conveyed through key details in the text (RL.3.2)
- ✓ Refer to parts of “Aladdin and the Wonderful Lamp, Part II,” using terms such as *chapter* (RL.3.5)
- ✓ Demonstrate preparedness for a discussion, having read “Aladdin and the Wonderful Lamp, Part II,” explicitly drawing on preparation and other information known about Aladdin to explore content under discussion (SL.3.1a)
- ✓ Make predictions prior to and while reading “Aladdin and the Wonderful Lamp, Part II,” based on the title, images, and/or text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to Aladdin (SL.3.1d)

At a Glance	Exercise	Materials	Minutes
<b>Assessment</b>	Beginning-of-Year Assessment	Worksheets 8.1–8.3	50
<b>Reading Time</b>	Whole Group Partner Reading: “Aladdin and the Wonderful Lamp, Part II”	Classic Tales; Worksheet 8.4	30
<b>Take-Home Material</b>	“Aladdin and the Wonderful Lamp, Part II”	Worksheet 8.5	

## Assessment

50 minutes

### 10 Beginning-of-Year Assessment



#### Silent Reading Assessment: “The Dog Show”

- This assessment will be given to students who scored five or more correct on “Moans at Midnight.” The selection “The Dog Show” and its comprehension questions are on Worksheet 8.1. Today’s story has 376 words.

Worksheets 8.1–8.3

- Answer key for “The Dog Show”

1. B	5. A
2. B	6. C
3. A	7. C
4. C	8. B

- Enter students’ scores on the Placement Planning Chart to help you determine placement for those students. Students who answer five or more correct will finish the silent reading portion of the assessment in the next lesson by reading “Black Diamond,” which is found on Worksheet 9.1. You should continue with the Word Reading in Isolation Assessment until you have assessed all students who are in need of this assessment.

**Note:** Use the Flow Chart for Placement Assessment Administration found at the end of Lesson 6 for an overview.

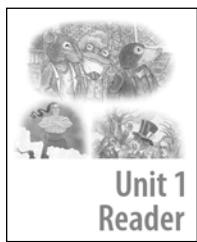
#### *Word Recognition in Isolation Assessment*

- Continue assessing any students who scored less than five correct on “The Bug Hunt” and “The Snake.” Please follow the instructions previously provided for administering the Word Reading in Isolation Assessment. If time permits, you may also want to administer the Word Reading in Isolation Assessment to students who scored less than five correct on “Moans at Midnight,” if time permits.

#### *Review*

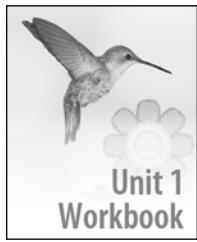
- Students can work on Worksheets 8.2–8.3 as well as the additional independent activities you have planned.

## Whole Group Partner Reading: “Aladdin and the Wonderful Lamp, Part II”



Unit 1  
Reader

Chapter 2



Unit 1  
Workbook

Worksheet 8.4

Remember to use academic vocabulary when appropriate:  
*narrative, introduce, and chronological order.*

### Introducing the Chapter

- Tell students that the title of today’s chapter is “Aladdin and the Wonderful Lamp, Part II.”
- Have students review the setting, characters, and events that happened in “Aladdin and the Wonderful Lamp, Part I” and predict what they think will happen in today’s chapter. (Answers may vary but should include the correct setting and characters.)
- Ask students to turn to the Table of Contents, locate the chapter, and turn to the first page of the chapter.

### Previewing the Vocabulary

- Preview the vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “Aladdin and the Wonderful Lamp, Part II” is listed in bold print after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

### Vocabulary for “Aladdin and the Wonderful Lamp, Part II”

1. **whisk**—to move quickly and suddenly (**whisked**) (16)
2. **genie**—a magical person or creature that grants the wishes of the person who rubs the ring or lamp (16)
3. **monstrous**—huge (18)
4. **glimpse**—a quick look (20)
5. **sultan**—the king of a Muslim country (20)
6. **daughter**—a female child (20)
7. **beautiful**—very pretty (20)
8. **astounding**—amazing (20)
9. **radiant**—shining brightly (20)
10. **servant**—a person who is told what to do in order to perform tasks for others (**servants**) (20)
11. **palace**—a large, fancy home of a king or queen (24)
12. **celebrate**—to have a party or do something special for a particular occasion or event (**celebrated**) (24)

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board.
  - Divide the word into syllables.
  - Cover one syllable at a time with your hand and segment the word.
  - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
  - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound correspondence.

**Note:** Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted. Introduce these vocabulary words, using the procedures outlined in the Sound Spellings for Words section that follows.

1. whisk	‘wh’ > /w/ ( <i>when</i> )
2. ge   nie	‘g’ > /j/ ( <i>gem</i> ), ‘ie’ > /ee/ ( <i>cookie</i> )
3. mon   strous	‘ou’ > /u/ ( <i>touch</i> )
4. glimpse	
5. sul   tan	‘a’ > /ə/ ( <i>merchant, about</i> )
6. daugh   ter	‘augh’ > /aw/ ( <i>caught</i> )
7. beau   ti   ful	‘eau’ > /ue/ ( <i>beauty</i> )
8. a   stound   ing	‘a’ > /ə/ ( <i>merchant, about</i> )
9. ra   di   ant	‘i’ > /ee/ ( <i>ski</i> ), ‘a’ > /ə/ ( <i>merchant, about</i> )
10. ser   vant	‘a’ > /ə/ ( <i>merchant, about</i> )
11. pal   ace	‘a_e’ > /ə/, ‘ce’ > /s/ ( <i>prince</i> )
12. cel   e   brate	‘e’ > /ə/ ( <i>debate</i> )

### *Sound Spellings for Words*

Write the word *whisk* on the board. (**Vocabulary Word #1**)

Circle the letters ‘wh’.

Tell students that these letters represent the sound /w/.

Ask students to turn to **page 2** of the **Individual Code Chart**.

Ask students to find the /w/ row and follow it across to ‘wh’ (when).

Ask students to summarize what the power bar means for ‘wh’.

Write the word *genie* on the board. (**Vocabulary Word #2**)

Circle the letter ‘g’.

Tell students that this letter represents the sound /j/.

Ask students to turn to **page 1** of the **Individual Code Chart**.

Ask students to find the /j/ row and follow it across to ‘g’ (gem).

Ask students to summarize what the power bar means for ‘g’.

Circle the letters ‘ie’.

Tell students that these letters represent the sound /ee/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ee/ row and follow it across to ‘ie’ (cookie).

Ask students to summarize what the power bar means for ‘ie’.

Write the word *monstrous* on the board. (**Vocabulary Word #3**)

Circle the letters ‘ou’.

Tell students that these letters represent the sound /u/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /u/ row and follow it across to ‘ou’ (touch).

Ask students to summarize what the power bar means for ‘ou’.

Write the words *sultan*, *astounding*, *radiant*, and *servant* on the board.  
**(Vocabulary Words #5, #8, #9, and #10)**

Circle the letter ‘a’ in *sultan*, *astounding*, and *servant* and the second letter ‘a’ in *radiant*.

Tell students that this letter represents the sound /ə/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ə/ row and follow it across to ‘a’ (*about*).

Ask students to summarize what the power bar means for ‘a’.

Write the word *daughter* on the board. **(Vocabulary Word #6)**

Circle the letters ‘augh’.

Tell students that these letters represent the sound /aw/.

Ask students to turn to **page 4** of the **Individual Code Chart**.

Ask students to find the /aw/ row and follow it across to ‘augh’ (*caught*).

Ask students to summarize what the power bar means for ‘augh’.

Write the word *beautiful* on the board. **(Vocabulary Word #7)**

Circle the letters ‘eau’.

Tell students that these letters represent the sound /ue/.

Ask students to turn to **page 4** of the **Individual Code Chart**.

Ask students to find the /ue/ row and follow it across.

Students will see that there is no ‘eau’ listed. Explain to them that the ‘eau’ spelling of /ue/ is so rare that it is not included on the Individual Code Chart. It only occurs in a few words.

Write the word *beauty* on the board as an example of another word in which ‘eau’ spells the sound /ue/.

Write the word *radiant* on the board. (**Vocabulary Word #9**)

Circle the letter ‘i’.

Tell students that this letter represents the sound /ee/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ee/ row and follow it across to ‘i’ (*ski*).

Ask students to summarize what the power bar means for ‘i’.

Write the word *palace* on the board. (**Vocabulary Word #11**)

Circle the letters ‘a\_e’.

Tell students that these letters represent the sound /ə/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ə/ row and follow it across.

Students will see that there is no ‘a\_e’ listed. Explain to them that the ‘a\_e’ spelling of /ə/ is so rare that it is not included on the Individual Code Chart. It only occurs in a few words.

Circle the second letters ‘ce’.

Tell students that these letters represent the sound /s/ in this word.

Ask students to turn to **page 2** of the **Individual Code Chart**.

Ask students to find the /s/ row and follow it across to ‘ce’ (*prince*).

Ask students to summarize what the power bar means for ‘ce’.

Write the word *celebrate* on the board. (**Vocabulary Word #12**)

Circle the second letter ‘e’.

Tell students that this letter represents the sound /ə/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ə/ row and follow it across to ‘e’ (*debate*).

Ask students to summarize what the power bar means for ‘e’.

### ***Guided Reading Supports and Purpose for Reading***

**Note:** It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening & Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

- As in Lesson 6, group students in partner pairs though you will be discussing the pages read as a whole group.
- Be sure to call students' attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.
- Ask students to take a minute or two to look at the images in today's chapter and formulate predictions about the story.
- Have students think about their predictions as they read to decide whether or not their predictions were correct. Remind students that they may change or modify their predictions as they read since new information might influence them to make a new prediction. You may wish to stop from time to time and ask students if they wish to modify their prediction. Remind them that good readers may change their predictions based on new information in the story.

#### **Pages 16 and 17**

- Read the title of the chapter together as a class, "Aladdin and the Wonderful Lamp, Part II."
- Have students find the word *whisked* in the second paragraph and discuss its definition. Note that *whisked* is a form of the word *whisk*.
- Have students find the word *genie* in the third paragraph. Help students decode *genie*. You may wish to refrain from reading the definition of *genie* as it will give the story away.
- Direct students' attention to the image and caption on **page 17** and have them read the caption aloud.
- Say, "I wonder where the genie came from. Let's read **page 16** to find the answer." Have students read **page 16** orally with a partner to find the answer.

- When students have finished reading, restate the question and have students answer. (Aladdin rubbed the magic ring the magician had given him and a genie rose before him.)
- Ask, “How long did Aladdin spend in the dark cave before the genie appeared?” (three days)
- Ask, “What was Aladdin’s wish?” (to get out of the cave)
- Ask students to look back at the word *genie* and discuss its definition. Have students predict what sorts of magic the genie might perform.

### Pages 18 and 19

- Direct students’ attention to the image and caption on **page 19**.
- Have students find the word *monstrous* in the third paragraph. Guide students in decoding *monstrous* and discuss its definition.
- Have students read **pages 18 and 19** orally with a partner to find the answer to the question: “Where did the platters of food come from?”
- When students have finished reading, restate the question and have students answer. (Aladdin’s mother rubbed the lamp and a genie appeared, asked for their wish, and brought 12 silver platters piled with food.)
- Ask, “Why did Aladdin’s mother rub the lamp?” (She said it was so dirty that she wanted to clean it.)
- Ask, “What did Aladdin’s mother intend to do with the clean lamp?” (She hoped to sell it to get some food.)

### Pages 20 and 21

- Have students find the words *glimpse*, *sultan*, *daughter*, *beautiful*, *astounding*, *radiant*, and *servant* on **page 20** and discuss their definitions. Note for students that *servants* is also used in this chapter.
- Direct students’ attention to the image and caption on **page 21** and have them predict who the man is and why Aladdin’s mother is showing him the glittering things from the cave.
- Have students read **page 20** to themselves to find the answer to the questions: “Who was the man in the image on **page 21**? Why was Aladdin’s mother showing him the glittering things from the cave?”
- When students have finished reading, restate the questions and have students answer. (The man was the Sultan. Aladdin’s mother went to him with a gift so he would allow Aladdin to marry his daughter.)

- Ask, “Why did Aladdin’s mother feel she needed to take a gift to the Sultan?” (She didn’t think the Sultan would allow her son, who was the son of a poor tailor, to marry his daughter.)
- Ask, “What was the Sultan’s reaction to the gems?” (He thought they were astounding because he had never seen such radiant gems.)
- Ask, “What did the Sultan require in order for Aladdin to marry the Sultan’s daughter?” (Aladdin must send 40 servants, each carrying a bowl of gems like the ones Aladdin’s mother gave him.)

### Pages 22 and 23

- Have students read **pages 22 and 23** to themselves to find the answer to the question: “How did Aladdin meet the Sultan’s requirement?”
- When students have finished reading, restate the question and have students answer. (He rubbed the lamp and repeated the Sultan’s wish to the genie.)
- Ask, “Was the Sultan happy with the 40 servants who appeared carrying bowls of pearls, diamonds, rubies, and emeralds?” (Yes, he agreed that Aladdin could marry his daughter.)
- Direct students’ attention to the image and caption on **page 23**.

### Pages 24 and 25

- Have students find the words *palace* and *celebrated* in the second paragraph and discuss definitions. Note for students that *celebrated* is a form of the word *celebrate*.
- Have students read **pages 24 and 25** orally with a partner to find the answer to the question: “What did Aladdin have the genie prepare for his wedding to the Sultan’s daughter?”
- When students have finished reading, restate the question and have students answer. (The genie had the 40 servants bring rich clothes, sweet perfumes, a splendid horse, gold pieces for Aladdin to throw to the people who lined the streets to see him, a palace next to the Sultan’s palace and a thick, red carpet for the princess that stretched from the Sultan’s home to Aladdin’s palace.)
- Ask, “What was the Sultan’s reaction when he saw all that had been prepared?” (He was sure that Aladdin was the right husband for his daughter.)

### **Wrap-Up**

- Use the following questions to promote a discussion and check for students' understanding of the story. Encourage students to respond in complete sentences.

### **Discussion Questions on “Aladdin and the Wonderful Lamp, Part II”**

1. *Literal* How did Aladdin escape from the cave? (When he rubbed the magic ring, a genie appeared and let him out of the cave.)
2. *Literal* Who were the new characters in this chapter? (the genie, the Sultan, and the Sultan's daughter)
3. *Literal* Why did Aladdin fall in love with the Sultan's daughter after only a glimpse of her? (She was so beautiful that he fell in love at once.)
4. *Inferential* What adjectives would you use to describe the Sultan? (Answers may vary but could include *careful, rich, demanding, astounded*, and/or *happy*.)
5. *Literal* How long did the wedding celebration last? (It lasted all day and all night.)

- Have students turn to Worksheet 8.4 while you display the same page on the overhead projector.
- Tell students that you are going to complete this page together, reading and answering questions to see if they paid attention and understood the story.
- Read the first question and all of the possible answers aloud as students follow along. Remind students that whenever they are answering worksheet questions, it is important to read the entire question and all the possible answers before making a choice. Next, model circling the A, B, C, or D in front of the correct answer on the worksheet. Then, model looking back in the text to check that your answer is correct, reading aloud the line or two of text that confirms your answer. Model writing the page number on the line below the question.
- Read the next question and possible answers and pretend that you do not remember the answer. Model looking back at the text and reading aloud to try to find the answer.
- Model and complete the remaining questions as time allows.

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

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### **“Aladdin and the Wonderful Lamp, Part II”**

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- Have students take home Worksheet 8.5 to read to a family member.

# Lesson 9

Beginning-of-Year  
Assessment

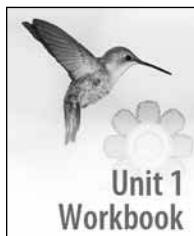
## Objectives

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.

- ✓ Recount stories read independently, including fantasy; determine the central message and explain how it is conveyed through key details in the text (RL.3.2)
- ✓ Refer to parts of “Aladdin and the Wonderful Lamp, Part III,” using terms such as *chapter* (RL.3.5)
- ✓ Distinguish their point of view from that of the Sultan (RL.3.6)
- ✓ Demonstrate preparedness for a discussion, having read “Aladdin and the Wonderful Lamp, Part III,” explicitly drawing on preparation and other information known about Aladdin to explore content under discussion (SL.3.1a)
- ✓ Prior to reading “Aladdin and the Wonderful Lamp, Part III,” identify what they know and have learned that may be related to Aladdin and his adventures (SL.3.1a)
- ✓ Make predictions prior to and while reading “Aladdin and the Wonderful Lamp, Part III,” based on the title, images, and/or text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Summarize “Aladdin and the Wonderful Lamp, Part II” (SL.3.1c)
- ✓ During a discussion, explain ideas and understanding in relation to Aladdin (SL.3.1d)

At a Glance	Exercise	Materials	Minutes
<b>Assessment</b>	Beginning-of-Year Assessment	Worksheets 9.1–9.3	50
<b>Reading Time</b>	Whole Group Partner Reading: “Aladdin and the Wonderful Lamp, Part III”	Classic Tales; Worksheet 9.4	30
<b>Take-Home Material</b>	“Aladdin and the Wonderful Lamp, Part III”	Worksheet 9.5	*

## 10 Beginning-of-Year Assessment



Worksheets 9.1–9.3

### Silent Reading Assessment: "Black Diamond"

- This assessment will be given to students who scored five or more correct on the "The Dog Show" story. The selection "Black Diamond" and its comprehension questions are found on Worksheet 9.1. Today's story has 384 words. This is the last selection for the silent reading assessments.
- Answer key for "Black Diamond"

1. B	5. D
2. B	6. B
3. A	7. D
4. B	8. C

- Enter students' scores on the Placement Planning Sheet found at the end of Lesson 6 to help you determine placement for those students. Students have finished the Silent Reading Assessment. In the next lesson, you should continue to administer the Word Reading in Isolation Assessment until you have assessed all students who are in need of this assessment. Guidance for interpreting the various assessment results is provided at the end of Lesson 10.

**Note:** Use the Flow Chart for Placement Assessment Administration found at the end of Lesson 6 as an overview.

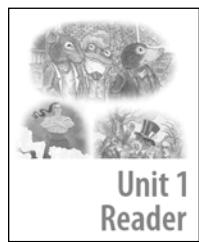
### Word Recognition in Isolation

- Continue assessing students who scored less than five correct on "The Bug Hunt," "The Snake," "Moans at Midnight," or "The Dog Show." Priority should be placed on assessing the lowest performing students.
- When you have finished assessing students, you can begin the process of placing students into appropriate reading groups. Guidance on how to go about determining these groups for students is provided in Lesson 10.

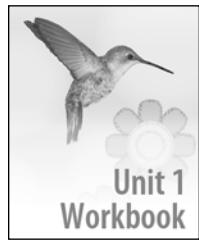
### Review

- Students can work on Worksheets 9.2 and 9.3 as well as the additional independent activities you have planned.

## Whole Group Partner Reading: “Aladdin and the Wonderful Lamp, Part III”



Chapter 3



Worksheet 9.4

### Introducing the Chapter

- Tell students that the title of today’s chapter is “Aladdin and the Wonderful Lamp, Part III.”
- Have students review the setting, characters, and events that happened in “Aladdin and the Wonderful Lamp, Part II” and predict what they think will happen in today’s chapter. (Answers may vary but should include the correct setting and characters.)
- Ask students to turn to the Table of Contents, locate the chapter, and turn to the first page of the chapter.

### Previewing the Vocabulary

- Preview the vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “Aladdin and the Wonderful Lamp, Part III” is listed in bold print after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

### Vocabulary for “Aladdin and the Wonderful Lamp, Part III”

1. **lurk**—to hide, to stay in one place (**lurked**) **(26)**
2. **fortune**—luck **(26)**
3. **peddler**—a person who sells goods by going door to door or who sells on the street **(26)**
4. **obey**—to follow orders or instructions **(28)**
5. **storm**—to shout (**stormed**) **(30)**
6. **deed**—something that is done **(32)**
7. **thunder**—to shout (**thundered**) **(34)**
8. **celebration**—party (**celebrations**) **(36)**
9. **pleasure**—happiness **(36)**
10. **justly**—fairly **(36)**

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board.
  - Divide the word into syllables.
  - Cover one syllable at a time with your hand and segment the word.
  - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
  - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound correspondence.

**Note:** Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted. Introduce these vocabulary words, using the procedures outlined in the Sound Spellings for Words section that follows.

- |                         |   |
|-------------------------|---|
| 1. lurk                 |   |
| 2. for   tune           | ‘t’ > /ch/ ( <i>picture, lecture</i> )                                      |
| 3. ped   dler           |   |
| 4. o   bey              | ‘ey’ > /ae/ ( <i>hey</i> )  |
| 5. storm                |   |
| 6. deed                 |   |
| 7. thun   der           |   |
| 8. cel   e   bra   tion | ‘e’ > /ə/ ( <i>debate</i> ),<br>‘tion’ > /sh/ + /ə/ + /n/ ( <i>nation</i> ) |
| 9. plea   sure          | ‘ea’ > /e/ ( <i>head</i> ),<br>‘s’ > /zh/ ( <i>treasure</i> )               |
| 10. just   ly           |   |

### *Sound Spellings for Words*

Write the word *fortune* on the board. (**Vocabulary Word #2**)

Circle the letter ‘t’.

Tell students that this letter represents the sound /ch/.

Ask students to turn to **page 1** of the **Individual Code Chart**.

Ask students to find the /ch/ row and follow it across.

Students will see that there is no ‘t’ listed. Explain to them that the ‘t’ spelling of /ch/ is so rare that it is not included on the Individual Code Chart. It only occurs in a few words.

Write the word *picture* on the board as an example of another word in which ‘t’ spells the sound /ch/.

Write the word *obey* on the board. (**Vocabulary Word #4**)

Circle the letters ‘ey’.

Tell students that these letters represent the sound /ae/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ae/ row and follow it across to ‘ey’ (hey).

Ask students to summarize what the power bar means for ‘ey’.

Write the word *celebration* on the board. (**Vocabulary Word #8**)

Circle the second letter ‘e’.

Tell students that this letter represents the sound /ə/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ə/ row and follow it across to ‘e’ (*debate*).

Ask students to summarize what the power bar means for ‘e’.

Circle the letters ‘tion’.

Tell students that these letters represent three different phonemes /sh/ + /ə/ + /n/.

Because ‘tion’ is made up of three different phonemes, students will see that it is not listed on the Individual Code Chart.

Write the word *nation* on the board as another example of a word in which ‘tion’ spells the sounds /sh/ + /ə/ + /n/.

Write the word *pleasure* on the board. (**Vocabulary Word #9**)

Circle the letters ‘ea’.

Tell students that these letters represent the sound /e/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /e/ row and follow it across to ‘ea’ (*head*).

Ask students to summarize what the power bar means for ‘ea’.

Circle the letter ‘s’.

Tell students that this letter represents the sound /zh/.

Students will see that there is no ‘zh’ sound listed. Explain to them that the ‘zh’ sound is so rare that it is not included on the Individual Code Chart. It only occurs in a very few words.

Write the word *treasure* on the board as an example of another word that has the ‘zh’ sound.

### **Guided Reading Supports and Purpose for Reading**

**Note:** It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening & Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

- Be sure to call students' attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.

#### **Pages 26 and 27**

- Read the title of the chapter together as a class, "Aladdin and the Wonderful Lamp, Part III."
- Have students find the words *lurked* and *peddler* on **page 26** and discuss their definitions. Note that *lurked* is a form of the word *lurk*.
- Have students find the word *fortune* in the second paragraph on **page 26** and tell them to read the sentence to determine its meaning.
- Tell students that the word *fortune* is a word that has many meanings. Ask students if *fortune* means having lots of money in the sentence on **page 26**. (no) Brainstorm with them what *fortune* means in this sentence. Have students look carefully back at the text to determine the meaning of *fortune*. (luck)
- Direct students' attention to the image and caption on **page 27** and ask students to comment on the look on the stranger's face. (Answers may vary.)
- Have students read **pages 26 and 27** orally with a partner to find the answer to the question: "Why did the magician return to Persia?"
- When students have finished reading, restate the question and have students answer. (The magician heard of Aladdin's marriage to the Sultan's daughter, the princess, and decided that it must have happened because of the magic of the lamp.)
- Ask students, "How did the magician approach Aladdin's wife?" (He disguised himself as a peddler trading new lamps for old and the princess gladly traded the "ugly, old lamp" for a new one.)

### **Pages 28 and 29**

- Have students find the word *obey* in the last sentence and discuss its definition.
- Have students read **pages 28 and 29** orally with a partner to find the answer to the question: “What did the magician do with the magic lamp?”
- When students have finished reading, restate the question and have students answer. (The magician rubbed the lamp and commanded the genie to take Aladdin’s palace and all that it contained and set it down in north Africa, where he lived.)
- Direct students’ attention to the image and caption on **page 29**.

### **Pages 30 and 31**

- Have students find the word *stormed* in the last line on **page 30** and have them read the sentence to determine its meaning. Note for students that *stormed* is a form of *storm*.
- Tell students that the word *stormed* is a word that has many meanings. Ask students if *stormed* means raining or snowing on this page. (no) Brainstorm with them what *stormed* means in this sentence. Have students look carefully back at the text to determine the meaning of *stormed*. (to shout or yell angrily)
- Direct students’ attention to the image and caption on **page 31** and have students comment on why they think Aladdin is being dragged before the Sultan. (Answers may vary.)
- Have students read **page 30** orally with a partner to find the answer to the question: “Why was Aladdin in trouble with the Sultan?”
- When students have finished reading, restate the question and have students answer. (The Sultan was very angry because his daughter and Aladdin’s palace had disappeared.)
- Ask, “Why didn’t Aladdin disappear with the palace and his wife?” (He was out hunting when the magician had the genie move the palace and all of its contents to north Africa.)
- Ask, “What did the Sultan say would happen to Aladdin if he failed to return his daughter and the palace?” (He would die.)

### **Pages 32 and 33**

- Have students find the word *deed* in the last paragraph and discuss its definition.

- Direct students' attention to the image and caption on **page 33**.
- Have students read **pages 32 and 33** orally with a partner to find the answer to the question: "How did Aladdin summon the genie in the image on **page 33?**"
- When students have finished reading, restate the question and have students answer. (As he walked beside the river, he rubbed his hands wondering what to do.)
- Ask students, "Which genie is this—the lamp or the ring?" (This is the genie of the ring not the genie of the lamp.)
- Ask, "What did Aladdin ask the genie to do?" (bring his palace and wife home)
- Ask students, "Why was the genie unable to do as he asked?" (The genie of the ring is unable to undo what the genie of the lamp had done. The genie of the lamp would have to undo what had been done.)
- Ask, "What did Aladdin then ask the genie of the ring to do?" (take him to his wife)
- Ask students, "How did Aladdin learn that he magician used the lamp to whisk his palace and wife to North Africa?" (His wife told him about the peddler and the lamp. Aladdin figured out that the peddler was the magician and had used the lamp to work his evil deed.)

### **Pages 34 and 35**

- Have students find the word *thundered* in the third paragraph and read the sentence to determine its meaning.
- Tell students that the word *thundered* is a word that has many meanings. Ask students if *thundered* means the noise you hear when there is lightning during a storm. (no) Brainstorm with them what *thundered* means in this sentence. Have students look carefully back at the text to determine the meaning of *thundered*. (to shout or yell angrily)
- Ask students, "Was there another word in this chapter that had many meanings that meant to shout?" (yes, *stormed*)
- Direct students' attention to the image and caption on **page 35** and have students read **page 34** orally with a partner to find the answer to the question: "How did Aladdin get the lamp back?"

- When students have finished reading, restate the question and have students answer. (The princess cooked a meal and put poison in the magician's cup. He took one sip and died. Aladdin got the lamp from the magician's sleeve, where he had hidden it.)
- Ask, “After Aladdin rubbed the lamp and the genie appeared, what did he command the genie to do?” (carry the palace and all it contains back to Persia and set it beside the Sultan’s home)

### **Pages 36 and 37**

- Have students find the words *celebrations*, *pleasure*, and *justly* on **page 36** and discuss their definitions.
- Have students read **pages 36 and 37** orally with a partner to find the answer to the question: “Why was everyone happy at the end of this story?”
- When students have finished reading, restate the question and have students answer. (Aladdin and the princess and their palace were returned to Persia. The Sultan and all those who lived there celebrated for a month.)

### **Wrap-Up**

- Use the following questions to promote a discussion and check for students’ understanding of the story. Encourage students to respond in complete sentences.

### **Discussion Questions on “Aladdin and the Wonderful Lamp, Part III”**

1. *Literal* Why did the evil magician return to Persia when he heard of Aladdin’s marriage? (He wanted the magic lamp.)
2. *Inferential* What adjectives would you use to describe the two genies? (Answers may vary but could include *magical*, *powerful*, *obedient*, and *grand*.)
3. *Literal* Why didn’t the magician know that Aladdin had learned that he had the lamp? (Aladdin kept out of sight when the princess served him a fine supper that had poison in it.)
4. *Literal* What happened after the old Sultan died? (Aladdin took his throne and ruled justly over all people, rich and poor.)

- Have students turn to Worksheet 9.4 while you display the same page.
- Tell students that you are going to complete this page together, reading and answering questions to see if they paid attention and understood the story.
- Read the first question and all of the possible answers aloud as students follow along. Remind students that whenever they are answering worksheet questions, it is important to read the entire question and all the possible answers before making a choice. Next, model circling the A, B, C, or D in front of the correct answer on the worksheet. Then, model looking back in the text to check that your answer is correct, reading aloud the line or two of text that confirms your answer. Model writing the page number on the line below the question.
- Read the next question and possible answers and pretend that you do not remember the answer. Model looking back at the text and reading aloud to try to find the answer.
- Model and complete the remaining questions as time allows.

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

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### ***“Aladdin and the Wonderful Lamp, Part III”***

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- Have students take home Worksheet 9.5 to read to a family member.

# Lesson 10

Beginning-of-Year  
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.

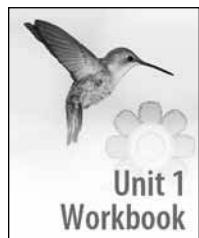
- ✓ Recount stories read independently, including fantasy; determine the central message and explain how it is conveyed through key details in the text (RL.3.2)
- ✓ Refer to parts of “Alice’s Adventures in Wonderland, Part I,” using terms such as *chapter* (RL.3.5)
- ✓ Make predictions while reading “Alice’s Adventures in Wonderland, Part I,” based on the title, images, and/or text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)

At a Glance	Exercise	Materials	Minutes
<b>Assessment</b>	Beginning-of-Year Assessment	Worksheets 10.1–10.3	50
<b>Reading Time</b>	Whole Group Partner Reading: “Alice’s Adventures in Wonderland, Part I”	Classic Tales	30

## Assessment

50 minutes

### ⑩ Beginning-of-Year Assessment



Worksheets 10.1–10.3

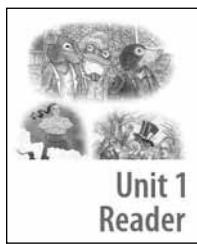
#### Word Reading in Isolation Placement

- Continue assessing students who scored less than five correct on “The Bug Hunt,” “The Snake,” “Moans at Midnight,” or “The Dog Show.” Priority should be placed on assessing the lowest performing students.
- When you have finished assessing students, you can begin the process of placing students into appropriate reading groups. Guidance on how to go about determining these groups for students is provided at the end of this lesson.

#### Review

- Students can work on Worksheets 10.1–10.3 as well as the additional independent activities you have planned.

## Whole Group Partner Reading: “Alice’s Adventures in Wonderland, Part I”



### Introducing the Chapter

- Ask students to turn to the Table of Contents and point to and read the title of Chapter 4, “Alice’s Adventures in Wonderland, Part I.” Note for students that this story is told in four chapters and that the chapters are numbered as I, II, III, and IV, similar to the Aladdin chapters.
- Tell students that this story was written by a man named Lewis Carroll, who lived in England. Have students turn to “Introduction: Where in the World Do These Tales Come From?” and find England on the map by following the arrow from the title of the story to England.
- Tell students that while the story starts and ends in England, almost the entire story of Alice’s adventures actually takes place in a wonderland she visits in her imagination.
- Ask students to return to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

### Previewing the Vocabulary

- Preview the vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “Alice’s Adventures in Wonderland, Part I” is listed in bold print after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

## Vocabulary for “Alice’s Adventures in Wonderland, Part I”

1. **Adventures**—exciting events (38)
2. **Wonderland**—the name of the magical, imaginary place Alice visits (38)
3. **pictures**—images, illustrations (38)
4. **conversations**—speaking with someone (38)
5. **daisy**—a flower with white petals and a yellow center (**daisies**) (38)
6. **remarkable**—unusual, something to be noticed (40)
7. **peculiar**—strange, odd (40)
8. **pop**—to move quickly (40)
9. **cupboard**—cabinet (**cupboards**) (42)
10. **Ma’am**—a polite way to address a woman (42)
11. **New Zealand**—an island country in the southwestern Pacific Ocean (42)
12. **Australia**—a continent that lies between the Indian Ocean and the southwestern Pacific Ocean (42)
13. **spotted**—noticed, saw (46)
14. **custard**—a sweet, thick dessert similar to pudding (46)
15. **toffee**—hard, chewy candy made from sugar and butter (46)

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board.
  - Divide the word into syllables.
  - Cover one syllable at a time with your hand and segment the word.
  - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
  - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound correspondence.

**Note:** Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted. Introduce these vocabulary words, using the procedures outlined in the Sound Spellings for Words section that follows.

- |                           |  |
|---------------------------|--|
| 1. ad   ven   tures       | 't' > /ch/ ( <i>picture, lecture</i> )                           |
| 2. won   der   land       | 'o' > /u/ ( <i>son</i> )   |
| 3. pic   tures            | 't' > /ch/ ( <i>adventure, lecture</i> )                         |
| 4. con   ver   sa   tions | 'tion' > /sh/ + /ə/ + /n/ ( <i>nation</i> )                      |
| 5. dai   sy               |  |
| 6. re   mark   a   ble    | 'a' > /ə/ ( <i>about</i> ),<br>'le' > /ə/ + /l/ ( <i>apple</i> ) |
| 7. pe   cul   iar         | 'i' > /y/ ( <i>familiar</i> )                                    |
| 8. pop                    |  |
| 9. cup   board            | 'oar' > /er/ ( <i>starboard</i> )                                |
| 10. Ma'am                 |  |
| 11. New Zea   land        |  |
| 12. Aus   tral   ia       | 'ia' > /ə/   |
| 13. spot   ted            |  |
| 14. cus   tard            | 'ar' > /er/ ( <i>dollar, collar</i> )                            |
| 15. tof   fee             |  |

### **Sound Spellings for Words**

Write the words *Adventures* and *pictures* on the board. (**Vocabulary Words #1 and #3**)

Circle the letter 't'.

Tell students that this letter represents the sound /ch/.

Ask students to turn to **page 1** of the **Individual Code Chart**.

Ask students to find the /ch/ row and follow it across.

Students will see that there is no 't' listed. Explain to them that the 't' spelling of /ch/ is so rare that it is not included on the Individual Code Chart. It only occurs in a few words.

Write the word *Wonderland* on the board. (**Vocabulary Word #2**)

Circle the letter ‘o’.

Tell students that this letter represents the sound /u/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /u/ row and follow it across to ‘o’ (son).

Ask students to summarize what the power bar means for ‘o’.

Write the word *conversations* on the board. (**Vocabulary Word #4**)

Circle the letters ‘tion’.

Tell students that these letters represent three different phonemes /sh/ + /ə/ + /n/.

Because ‘tion’ is made up of three different phonemes, students will see that it is not listed on the Individual Code Chart.

Write the word *nation* on the board as another example of a word in which ‘tion’ spells the sounds /sh/ + /ə/ + /n/.

Write the word *remarkable* on the board. (**Vocabulary Word #6**)

Circle the second letter ‘a’.

Tell students that this letter represents the sound /ə/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ə/ row and follow it across to ‘a’ (about).

Ask students to summarize what the power bar means for ‘a’.

Circle the letters ‘le’.

Tell students that these letters represent the sound /ə/ + /l/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ə/ + /l/ row and follow it across to ‘le’ (apple).

Ask students to summarize what the power bar means for ‘le’.

Write the word *peculiar* on the board. (**Vocabulary Word #7**)

Circle the letter ‘i’.

Tell students that this letter represents the sound /y/.

Ask students to turn to **page 2** of the **Individual Code Chart**.

Ask students to find the /y/ row and follow it across.

Students will see that there is no ‘i’ listed. Explain to them that the ‘i’ spelling of /y/ is so rare that it is not included on the Individual Code Chart. It only occurs in a few words.

Write the word *cupboard* on the board. (**Vocabulary Word #9**)

Circle the letters ‘oar’.

Tell students that these letters represent the sound /er/.

Ask students to turn to **page 4** of the **Individual Code Chart**.

Ask students to find the /er/ row and follow it across.

Students will see that there is no ‘oar’ listed. Explain to them that the ‘oar’ spelling of /er/ is so rare that it is not included on the Individual Code Chart. It only occurs in a few words (*starboard*).

Write the word *Australia* on the board. (**Vocabulary Word #12**)

Circle the letters ‘ia’.

Tell students that these letters represent the sound /ə/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ə/ row and follow it across.

Students will see that there is no ‘ia’ listed. Explain to them that the ‘ia’ spelling of /ə/ is so rare that it is not included on the Individual Code Chart. It only occurs in a few words.

Write the word *custard* on the board. (**Vocabulary Word #14**)

Circle the letters ‘ar’.

Tell students that these letters represent the sound /er/.

Ask students to turn to **page 4** of the **Individual Code Chart**.

Ask students to find the /er/ row and follow it across to ‘ar’ (*dollar*).

Ask students to summarize what the power bar means for ‘ar’.

### ***Guided Reading Supports and Purpose for Reading***

**Note:** It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening & Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

- Be sure to call students’ attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.

### ***Pages 38 and 39***

- Read the title of the chapter together as a class, “Alice’s Adventures in Wonderland, Part I.”
- Guide students in decoding *Adventures* and *Wonderland*.
- Have students find *pictures* and *conversations* in the first paragraph, help them decode the words and discuss their definitions. Also have students find the words *daisy* and *daisies* in the third paragraph and discuss its definition.
- Direct students’ attention to the image and caption on **page 39** and call on one student to read the caption aloud.
- Ask students what they notice about the animal in the image. (Answers may vary but could include the rabbit is wearing a coat and is carrying a fan and gloves. The rabbit is also running on two legs instead of hopping.)
- Have students read **pages 38 and 39** orally with a partner to find the answer to the question: “What was Alice doing when something caught her attention?”

- When students have finished reading, restate the question and ask students to answer. (Alice was sitting by the bank of the river as her sister read a book. She was bored, and then she noticed a White Rabbit run past her.)
- Have students predict what the White Rabbit might do next.

### Pages 40 and 41

- Have students find the words *remarkable* and *peculiar* in the first paragraph and discuss their definitions.
- Have students find the word *pop* in the first paragraph and tell them to read the sentence to determine its definition.
- Tell students that the word *pop* is a word that has many meanings. Ask students if *pop* means bursting like a balloon. (no) Brainstorm with them what *pop* means in this sentence. Have students look carefully back at the text to determine the meaning of *pop*. (to move quickly)
- Direct students' attention to the image and caption on **page 41** and have them comment on Alice's expression.
- Have students read **pages 40 and 41** orally with a partner to find the answer to the questions: "What made Alice jump to her feet? Why might this have been odd?"
- When students have finished reading, restate the questions and ask students to answer. (Alice jumped to her feet when she saw the Rabbit take a watch out of its coat pocket. Answers may vary.)
- Ask, "What did Alice do next?" (She followed the Rabbit down the hole.)

### Pages 42 and 43

- Have students find the word *cupboards* in the first paragraph. Discuss the definition of the singular form of the word, *cupboard*, with students and point out that in this chapter, the word *cupboards* is used.
- Have students find the words *Ma'am*, *New Zealand*, and *Australia* in the last paragraph and discuss definitions.
- Direct students' attention to the images and caption on **page 43** and have them comment on what is around Alice in the images.

- Have students read **pages 42 and 43** orally with a partner to find the answer to the question: “What did Alice think she would do as a result of falling for so long?”
- When students have finished reading, restate the question and ask students to answer. (Alice thought she might fall right through the earth and come out on the other side.)
- Ask, “What happened just as Alice felt she was dozing off?” (She landed on a heap of sticks and dry leaves.)

### **Pages 44 and 45**

- Direct students’ attention to the image and caption on **page 45** and read the caption aloud as a class.
- Have students read **pages 44 and 45** orally with a partner to find the answer to the question: “What did Alice find in front of her after she landed?”
- When students have finished reading, restate the question and ask students to answer. (She was standing in front of a long tunnel.)
- Ask, “After the White Rabbit disappeared, where did Alice find herself?” (in a long, low hall that had many doors that were all locked)
- Ask, “What did the tiny golden key do?” (Nothing; it would not open any of the doors.)

### **Pages 46 and 47**

- Have students find the words *custard* and *toffee* in the last paragraph and discuss the definitions of each word.
- Have students find the word *spotted* in the first paragraph and tell them to read the sentence to determine its definition.
- Tell students that the word *spotted* is a word that has many meanings. Ask students if *spotted* means having spots like a leopard. (no) Brainstorm with them what *spotted* means in this chapter. Have students look carefully back at the text to determine the meaning of *spotted*. (to notice or to see)
- Direct students’ attention to the image and caption on **page 47** and ask students to comment on what is happening.
- Have students read **pages 46 and 47** orally with a partner to find the answer to the question: “What happened when Alice found a door the little golden key could unlock?”

- When students have finished reading, restate the question and ask students to answer. (The door led to a small passage but the doorway was so small, Alice couldn't even get her head through it.)
- Ask, “What did Alice do before she drank what was in the bottle?” (She inspected the bottle to see if it was marked *Poison*.)

## ***Interpreting Student Scores from Student Assessments for Placement***

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The student scores you have been recording for both assessments will be useful in deciding where students should be placed for Skills instruction. Once all scores have been recorded, all Grade 3 teachers will need to meet to place students.

A chart has been provided with specific information about the Silent Reading Assessment. The chart for the Silent Reading Assessment tells you about the length of each story, the code knowledge assumed, and suggested placements for students based on their scores. Below is an overview of how to interpret students' scores.

**Note:** CKLA Skills instruction also includes other areas of skill instruction such as spelling, grammar and morphology. However, decisions about placement in the CKLA materials are based on evaluating students' reading (decoding) and basic comprehension skills.

### **Silent Reading Assessment Scores**

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Students who answered less than six questions correctly on “The Bug Hunt” and “The Snake” have **minimal preparation** for the Grade 3 sequence of Skills instruction. These students likely have fairly significant skills deficits and will need to be regrouped to an earlier point of instruction in the CKLA grade level materials. Additional information from the Word Reading in Isolation Assessment should be used to guide placement.

Students who answered six or more of the questions correctly on “Moans at Midnight” have **adequate preparation** for Grade 3 and may enjoy reading some trade books. Use student results from the Word Reading in Isolation to identify gaps in the mastery of specific letter-sound spellings and use the *Assessment and Remediation Guide* to provide targeted remediation.

Students who answer at least five questions correctly on “The Dog Show” likely have **strong preparation** for Grade 3 and are ready to read trade books independently.

Students who correctly answer six or more of the questions on “The Black Diamond” have **outstanding preparation** for Grade 3 and are ready to read trade books independently. If there are enough students performing at this level, they may be grouped together for Skills so that they can move at a faster pace.

**Note:** Grade 2 teachers were asked to pass on a summary of results for each student to Grade 3 teachers. A strong performance on the end of year Grade 2 assessment is an indication that the student should be ready for Grade 3 instruction, even if his or her performance on this placement assessment is now slightly below his performance at the end of the school year. Some slippage is expected during the summer months if students have not been encouraged to continue reading. These students may also benefit from targeted practice with selected pages from the *Assessment and Remediation Guide*.

## Word Reading in Isolation Assessment Scores

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The more words a student is able to read and the farther the student is able to progress in the assessment, the stronger his or her preparation is. There are three parts to the Word Reading in Isolation Assessment: One-Syllable Words (lines 1–14), Tricky Words (lines 15 and 16), and Two-Syllable Words (lines 17–24).

### *One- and Two-Syllable Words*

The first 14 lines of the Word Reading in Isolation Assessment are one-syllable words. Students who struggle with many of the words on these early lines may need to be regrouped to an earlier point in the CKLA grade level materials. Specifically:

Students who score 60–70 out of 70 words correctly have **strong or outstanding preparation** for Grade 3 CKLA materials.

Students who read 49–59 out of 70 words correctly have **adequate preparation** for Grade 3 CKLA materials.

Students who read 48 or fewer words out of 70 correctly have **poor preparation** for Grade 3 CKLA materials.

### ***Tricky Words***

Lines 15 and 16 consist of Tricky Words from prior grades. Tricky Words are words that contain a sound-spelling that doesn't follow the basic code or is unusual enough to have not been taught yet. Students who struggle with these words will need remediation on any words read incorrectly. (See the *Assessment and Remediation Guide* for practice worksheets.)

### ***Two-Syllable Words***

The remaining lines consist of two-syllable words:

Line 17: compound words with short vowel spellings

Line 18: words made up of short vowel spellings containing common suffixes

Line 19: compound words that use the rest of the basic code spelling for vowel sounds beyond the five short vowels: long vowels and 'oo' > /oo/ (*soon*), 'ou' > /ou/ (*shout*), 'oi' > /oi/ (*oil*), 'ar' > (car), 'er' > /er/ (*her*), 'or' > /or/ (*for*)

Line 20: words similar to line 19 but with the second syllable being a common suffix

Line 21: words that are not compound words, do not have root word and suffix format, and are written entirely with basic code spellings

Line 22: words with common vowel spelling alternatives in the first syllable and a common suffix in the second syllable

Line 23: words that are not compound, do not have root word plus suffix format, and use spelling alternatives

Line 24: words that include /ə/

Students who struggle with many of the words on the later lines may need to either be placed back in an earlier point in the CKLA grade level materials or in Grade 3 with remedial tutoring to correct specific problems. Specifically:

Students who read 34–40 out of 40 words correctly have **strong or outstanding preparation** for Grade 3 CKLA materials.

Students who read 28–33 out of 40 words correctly have **adequate preparation** for Grade 3 CKLA materials.

Students who read 27 or fewer words out of 40 correctly have **poor preparation** for Grade 3 CKLA materials.

## Borderline Scores

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Students with ambiguous or borderline scores are the most **challenging to place**. In particular, you may have some students who are right on the border between being strong enough readers to benefit from the Grade 3 instruction and not having adequate preparation. This might include students who read the first and second story on the Silent Reading Assessment and answered most of the questions correctly but struggled with the third story, or this might include students whose performance was uneven on the Word Reading in Isolation Assessment.

If possible, please spend additional time with these students before making a placement decision. We encourage you to sit with students and have them read aloud decodable texts like “The Snake” or “Moans at Midnight,” or selected stories from the Grade 2 Readers for Units 3, 4, and 5. How many mistakes do they make? How slow are they in terms of words correct per minute? Are the problems they encounter as they read isolated or pervasive? Here are some guidelines for deciding these borderline cases:

In analyzing results from the **Silent Reading Assessment**, be aware that some students may have limited previous experience with multiple-choice tests. They may struggle to answer the questions even if they read the story and understood it. You may wish to have borderline students read the story aloud to you and then discuss it with you so that you can better determine if their struggles are a result of comprehension difficulties or other factors.

In analyzing results from the **Word Reading in Isolation Assessment** remember that not all poor scores are the same.

A score in the **lower range of poorly prepared** on the one-syllable word section of this assessment probably indicates a major problem reading the words or spellings in question and signals the need for intensive remediation beyond what can likely be provided within a Grade 3 classroom.

However, a score in the **lower range of poorly prepared** for multi-syllable words might result from the student not knowing a small set of letter-sound correspondences or a less than adequate knowledge of syllabication. This sort of problem can often be

remediated in supplemental, small-group sessions and may not require placing the student at any earlier point in the sequence of instruction.

A score of **poorly prepared** in the Tricky Words section will result in the need to remediate those words and evaluate knowledge of Tricky Words in general.

Remember that one possibility is to place the student back at an earlier point in the CKLA grade level materials, but a second possibility is to place him or her in the Grade 3 material and then provide remedial tutoring to correct specific problems. For example, if you can identify the specific letter-sound correspondences causing difficulty, you may be able to practice these in extra sessions while the student gets the Grade 3 instruction with the rest of the class.

If you are considering grouping less-prepared students with stronger students and teaching both groups the Grade 3 sequence, be sure to individualize instruction during small-group time to meet all students' needs.

If you feel you will be unable to provide such additional support sessions, this may be a reason for regrouping the less-prepared students to an earlier point in the CKLA grade level materials.

**Note:** See Guidelines for Evaluating Results at the end of this lesson for more detailed information.

# Silent Reading Assessment

## Guidelines for Evaluating Results

Code Knowledge Assumed	Correct	Next Steps and Placement Indicated by Assessment Score
<b>1. “The Bug Hunt” (54 words)</b>		
Single-letter spellings for “short” vowel sounds, including ‘a’ > /a/ ( <i>can</i> ), ‘e’ > /e/ ( <i>leg</i> ), ‘o’ > /o/ ( <i>on</i> ), ‘u’ > /u/ ( <i>bug</i> ), and ‘i’ > /i/ ( <i>six</i> )	< 6 Poor	Student was unable to make sense of a selection comparable to the ones in the Reader for Unit 9 of Kindergarten.  Student is <b>not ready</b> for the Grade 3 Skills.
Single-letter spellings for 19 consonant sounds, including ‘b’ > /b/ ( <i>bug</i> ), ‘d’ > /d/ ( <i>red</i> ), and ‘f’ > /f/ ( <i>Fred</i> )		Student should be regrouped and needs intensive remediation. Use the Word Reading in Isolation Assessment score to guide placement.
Double-letter spellings for consonant sounds, including ‘ff’ > /f/ ( <i>off</i> ), ‘ll’ > /l/ ( <i>Jill</i> ) and ‘ck’ > /k/ ( <i>black</i> )	6 Borderline	Student most likely understood the story, but there is a chance of getting a 6 by lucky guessing.  Give “The Snake” Silent Reading Assessment and use results for placement.
Digraph spellings for consonant sounds including ‘th’ > /th/ ( <i>the</i> ) and ‘th’ > /th/ ( <i>with</i> )		
Some Tricky Words first taught in Units 8 and 9 of Kindergarten, e.g., <i>a, the</i> Story is made up entirely of one-syllable words	7–8 Adequate–Strong	Student was able to make sense of a selection comparable to the ones in the Reader for Unit 9 of Kindergarten.  Give “The Snake” Silent Reading Assessment and use results for placement.
<b>2. “The Snake” (172 words)</b>		
All of the above plus the following:  Basic-code spellings for “long” vowel sounds including ‘ee’ > /ee/ ( <i>queen</i> ), ‘a_e’ > /ae/ ( <i>snake</i> ), ‘o_e’ > /oe/ ( <i>woke</i> ), and ‘i_e’ > /ie/ ( <i>bite</i> )	< 6 Poor	Student was not able to make sense of a story comparable to the ones in the Reader for Unit 6 of Grade 1.  Student is <b>probably not ready</b> for the Grade 3 sequence. Use Word Reading in Isolation Assessment score for placement.
Basic-code spellings for other vowel sounds, including ‘oo’ > /oo/ ( <i>room</i> ), ‘ou’ > /ou/ ( <i>out</i> ), ‘oi’ > /oi/ ( <i>coiled</i> )	6 Borderline	The student most likely understood the story, but there is a chance of getting a 6 by lucky guessing.  If the student also received a borderline score on “The Bug Hunt,” administer the Word Reading in Isolation Assessment.
Basic-code spellings for /er/ ( <i>corner</i> ), /ar/ ( <i>scarf</i> ), /or/ ( <i>for</i> )		
Spelling alternatives for consonant sounds, including ‘c’ > /s/ ( <i>princess</i> ) and ‘tch’ > /ch/ ( <i>catcher</i> )		If the students had a good score on “The Bug Hunt” but borderline on “The Snake,” give “Moans at Midnight” Silent Reading Assessment.
Tricky Words taught in Units 1–6 of Grade 1 and reviewed in Grade 2, e.g., <i>there, a, said, would, and I</i>	7–8 Adequate–Strong	Student was able to make sense of a story comparable to the ones included in the Reader for Unit 1 of Grade 2.  Student has at least <b>adequate</b> preparation for Grade 3 Skills.
Past-tense endings with –ed as in <i>coiled</i> and <i>squinted</i>		
Two-syllable words		Administer “Moans at Midnight” Silent Reading Assessment.  You may still want to administer the Word Reading in Isolation Assessment, if you have time, to pinpoint specific letter-sound correspondences that need to be reinforced.

### 3. “Moans at Midnight” (224 words)

All of the prior code knowledge, plus common spelling alternatives for /ae/ ( <i>crazy, upstairs, stayed</i> ), /oe/ ( <i>pillow, show, Joe, over, moan</i> ), /ie/ ( <i>hiding, night, die, lying</i> ), /ee/ ( <i>Pete, crazy, hear, me, be</i> )  Two-syllable words	< 6 Adequate	Student was not able to make sense of a story comparable to the ones in the Readers for Units 3 and 4 of Grade 2. However, student may still have <b>adequate</b> preparation for Grade 3 Skills.  Administer “The Dog Show” Silent Reading Assessment and the Word Reading in Isolation Assessment.
	6 Adequate	The student most likely understood the selection, but there is a chance of getting a 6 by lucky guessing.  Give the “The Dog Show” Silent Reading Assessment.
	7–8 Adequate–Strong	Student was able to make sense of a selection comparable to the ones in the Reader for Unit 8 of Grade 1.  Student has at least <b>adequate</b> and possibly <b>strong</b> preparation for Grade 3 and <i>may also be ready to read trade books independently</i> .  Give the “The Dog Show” Silent Reading Assessment.

### 4. “The Dog Show” (376 words)

All of the prior code knowledge plus additional spellings taught in Units 4–6 of Grade 2 , e.g., <i>during, girl, section, wrinkles</i> , plus some words with unusual spellings, e.g., <i>Seattle, Spitz, only, example, four, fur</i>  Two- and three-syllable words	< 5 Adequate–Strong	Student was not able to make sense of this selection, which contains some unusual and rare spellings. However, if the student made it this far and performed adequately on “Moans at Midnight,” he or she likely has <b>adequate–strong</b> preparation for Grade 3 and <i>is ready to read trade books independently</i> .
	5 Strong	The student most likely understood the selection, but there is a chance of getting a 5 by lucky guessing. However, as noted above, this student likely has <b>strong</b> preparation for Grade 3.
	6–8 Strong–Outstanding	Student was able to make sense of a selection that contains some unusual and rare spellings not taught in the Grade 2 curriculum.  Student has <b>strong–outstanding</b> preparation for Grade 3 and <i>is ready to read trade books independently</i> .

### 5. “Black Diamond” (384 words)

All of 1–4 plus the additional spellings taught in Units 5 and 6 of Grade 2, e.g., /ə/ spellings; <i>cousin, courage, some, listen, mountain, caution, Phil, ski, learning, thought, ready, toughest, great, and worry</i>  Two- and three-syllable words	< 5 Strong	Student was not able to make sense of this selection, which contains some unusual and rare spellings. However, if the student made it this far, he or she has <b>strong</b> preparation for Grade 3 and <i>may also be ready to read trade books independently</i> .
	5 Strong	The student most likely understood the selection, but there is a chance of getting a 5 by lucky guessing. However, as noted above, this student has <b>strong</b> preparation for Grade 3.
	6–8 Strong–Outstanding	Student was able to make sense of a selection and read proficiently.  Student has <b>outstanding</b> preparation for Grade 3 and <i>is ready to read trade books independently</i> .

## Analyzing Student Skills Scores for Skills Placement

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Once you have administered and scored all assessments, enter students' scores on the Placement Planning Chart found at the end of Lesson 6. Consideration of these scores is critical in determining what Skills instruction students need and how to group students to facilitate the best delivery of this instruction.

We highly recommend that all Grade 3 teachers meet as a grade level team to examine students' scores across the entire grade level, rather than having each teacher examine only the scores of students in his or her own classroom. Homogeneous grouping for Skills instruction is the most efficient and effective way to differentiate instruction and meet students' needs when teaching phonics skills. Once the grade level team has examined the scores of all Grade 3 students on these assessments, you may find that it makes sense to regroup some students on the basis of their specific decoding skills for purposes of Skills instruction only.

**Note:** The Skills assessments and placement recommendations should be used in grouping students for instruction during the Skills Strand. These assessments should not be used for regrouping students during the Listening & Learning Strand. In fact, all students should participate in grade level Listening & Learning instruction, regardless of their decoding skills. Limited decoding skills will not prevent a student from learning from the read-alouds, discussions, and activities that are a part of Listening & Learning. It is critical that all students continue to build their oral vocabulary and content knowledge, irrespective of their decoding skills. In fact, the focus on oral language in the Listening & Learning Strand may provide struggling decoders with an opportunity to shine.

## Placing Students in Leveled Groups

If a student scores...	s/he should start instruction after Unit 1 with	Group
5 or more correct on “Black Diamond” <u>and</u> 60–70 words correct on lines 1–14 and 34 to 40 words correct on lines 17–24 of the Word Reading in Isolation Assessment	CKLA Grade 3 Unit 2  <b>This student has OUTSTANDING preparation for Grade 3 Skills.</b>	1
5 or more correct on “The Dog Show,” 0–4 correct on “Black Diamond,” <u>and</u> 60–70 words correct on lines 1–14 and 28–33 words correct on lines 17–24 of the Word Reading in Isolation Assessment	CKLA Grade 3 Unit 2  <b>This student has STRONG preparation for Grade 3 Skills, with good decoding of comprehension and decoding of individual words.</b>	1
5 or more correct on “The Dog Show,” 0–4 correct on “Black Diamond,” <u>and</u> 49–59 words correct on lines 1–14 and 28–33 words correct on lines 17–24 of the Word Reading in Isolation Assessment	CKLA Grade 3 Unit 2  <b>This student has STRONG preparation for Grade 3 Skills, with good decoding of comprehension and decoding of individual words.</b> Provide additional practice in specific letter-sound correspondences misread, using selected materials from the <i>Unit 3 Assessment and Remediation Guide</i> .	1 or 2
5 or more correct on “Moans at Midnight,” 0–4 correct on “The Dog Show,” <u>and</u> 60–70 words correct on lines 1–14 and 28–33 words correct on lines 17–24 of the Word Reading in Isolation Assessment	CKLA Grade 3 Unit 2  <b>This student has ADEQUATE and possibly STRONG preparation for Grade 3 Skills, with good decoding of comprehension and decoding of individual words.</b> Provide targeted small group remediation in the specific vowel digraphs missed, using selected materials from the <i>Grade 3 Assessment and Remediation Guide</i> .	2
5 or more correct on “Moans at Midnight,” 0–4 correct on “The Dog Show” <u>and</u> 49–59 words correct on lines 1–14 and 28–33 words correct on lines 17–24 of the Word Reading in Isolation Assessment	CKLA Grade 3 Unit 2  <b>This student has ADEQUATE preparation for Grade 3 Skills, with good comprehension and adequate decoding of individual words.</b> Provide additional practice in specific letter-sound correspondences and vowel digraphs misread, using selected materials from the <i>Unit 3 Assessment and Remediation Guide</i> .	2
5 or more correct on “The Snake,” 0–4 correct on “Moans at Midnight,” <u>and</u> 60–70 words correct on lines 1–14 and 28–33 words correct on lines 17–24 of the Word Reading in Isolation Assessment	CKLA Grade 3 Unit 2  <b>This student has ADEQUATE preparation for Grade 3 Skills, with good decoding of comprehension and decoding of individual words.</b> Provide additional practice in specific letter-sound correspondences and vowel digraphs misread, using selected materials from the <i>Unit 3 Assessment and Remediation Guide</i> .	2
5 or more correct on “The Snake,” <u>and</u> 0–4 correct on “Moans at Midnight,” <u>and</u> 49–59 words correct on lines 1–14 and 28–33 words correct on lines 17–24 of the Word Reading in Isolation Assessment	CKLA Grade 3 Unit 2  <b>This student has a somewhat ADEQUATE preparation for Grade 3 Skills.</b> Provide targeted small group remediation in the specific letter-sound correspondences and vowel digraphs misread on the Word Reading in Isolation Assessment, as well as materials from the <i>Grade 3 Assessment and Remediation Guide</i> . Monitor progress in Unit 2.	2

<p>5 or more correct on “The Bug Hunt,” 0–4 correct on “The Snake,” <u>and</u> 49–70 words correct on lines 1–14 and 28–33 words correct on lines 17–24 of the Word Reading in Isolation Assessment</p>	<p><b>This student has QUESTIONABLE preparation for Grade 3 Skills.</b> The Word Reading in Isolation scores may reveal a tendency to memorize words, rather than apply code knowledge. S/he needs a <u>comprehensive review first of all material from the Unit 3 Assessment and Remediation Guide</u>, before starting CKLA Grade 3 Unit 2. If CKLA Grade 2 materials are available, another option may be to use Grade 2 materials before starting CKLA Grade 3 Unit 2.</p>	3
<p>4 or less correct on “The Bug Hunt” <u>and/or</u> 48 or fewer words on the first 14 lines of the Word Reading in Isolation Assessment</p>	<p><b>This student has QUESTIONABLE preparation for Grade 3 Skills.</b> S/he needs a <u>comprehensive review first of all material from the Unit 3 Assessment and Remediation Guide</u>, before starting CKLA Grade 3 Unit 2. If CKLA Grade 2 materials are available, another option may be to use Grade 2 materials before starting CKLA Grade 3 Unit 2.</p>	3

## Placement and Grouping Guidelines

Grade 3 teachers should meet as a team after they have completed the Placement Planning Chart and have assigned a group number to each student in their class. Teachers may wish to write each student’s name and group number on an index card for ease in grouping students. Using the group numbers, begin sorting students from all classrooms on the basis of their group number, using the following guidelines.

<p>If there is only one classroom teacher per grade level...</p>	<p>...the teacher should start all students in Groups 1 and 2 with CKLA Grade 3, Unit 2, providing individualized remediation in small groups using Pausing Point activities and/or the <i>Assessment and Remediation Guide</i> as needed. Group 3 needs intensive intervention outside the regular classroom and should not start with CKLA Grade 3, Unit 2.</p>
<p>If there are 2 classroom teachers per grade level...</p>	<p>...one teacher provides Skills instruction to all Group 1 and 2 students, starting with CKLA Grade 3, Unit 2, while the other teacher provides Skills instruction to all Group 3 students, starting with Section 1 of the <i>Assessment and Remediation Guide</i>. <b>OR</b> ...one teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 3, Unit 2; the other teacher should provide Skills instruction to all Group 2 students, starting with CKLA Grade 3, Unit 2; and all Group 3 students, who need intensive intervention outside the regular classroom would not start with CKLA Grade 3, Unit 2 but rather be provided the needed intervention.</p>
<p>If there are 3 classroom teachers per grade level...</p>	<p>...one teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 3, Unit 2; another teacher provides Skills instruction to all Group 2 students, starting with CKLA Grade 3, Unit 2; and the third teacher provides Skills instruction to all Group 3 students, who need intensive intervention, starting with Section 1 of the <i>Assessment and Remediation Guide</i>.</p>
<p>If there are 4 classroom teachers per grade level...</p>	<p>...one teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 3, Unit 2; another teacher provides Skills instruction to the high level Group 2 students, starting with CKLA Grade 3, Unit 2; a third teacher provides Skills instruction to the lower level Group 2 students, starting with CKLA Grade 3, Unit 2; and the fourth teacher provides Skills instruction to all Group 3 students, who need intensive intervention, starting with Section 1 of the <i>Assessment and Remediation Guide</i>.</p>

These grouping guidelines are only a starting point; other variables, such as the number of students across the grade level in any given group, will also be considered. If there are disproportionately larger numbers of one or more particular groups of students, these guidelines will need to be modified to ensure that no one teacher has a disproportionately larger class size within the basic guidelines of placement suggestions.

### Analyzing Assessment for Additional Instructional Information

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Once students have been grouped and placed, teachers are encouraged to conduct a more refined error analysis of student performance on the various assessments as suggested below in order to better tailor small group instruction to meet individual students' needs.

- **Word Reading in Isolation Assessment**—See error analysis for each student as documented on the Scoring Sheet for Word Reading in Isolation Assessment, Worksheet 7.5. Provide specific remediation for the letter-sound correspondences and/or Tricky Words missed: see the Table of Contents in the *Assessment and Remediation Guide* for appropriate worksheets.
- **Silent Reading Assessments**—See errors on the comprehension worksheets for the assessments completed by students. Provide support in modeling how to answer multiple choice comprehension questions (both literal and inferential) during small group meetings with students.

# Lesson 11

## Spellings-to-Sounds 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.

- ✓ Recount stories read independently, including fantasy; determine the central message and explain how it is conveyed through key details in the text (RL.3.2)
- ✓ Refer to parts of “Alice’s Adventures in Wonderland, Part I,” using terms such as *chapter* (RL.3.5)
- ✓ Demonstrate preparedness for a discussion, having read “Alice’s Adventures in Wonderland, Part I,” explicitly drawing on preparation and other information known about Alice to explore content under discussion (SL.3.1a)
- ✓ Prior to rereading “Alice’s Adventures in Wonderland, Part I,” identify what they know and have learned that may be related to Alice and her adventures (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to Alice and her adventures (SL.3.1d)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, meaningful word parts) in writing words with the spellings ‘g’ > /g/ (*got*), ‘g’ > /j/ (*gem*), ‘c’ > /k/ (*can*), and ‘c’ > /s/ (*cent*) (L.3.2f)

At a Glance	Exercise	Materials	Minutes
<b>Reading Time</b>	Small Group: “Alice’s Adventures in Wonderland, Part I”	Classic Tales; Worksheet 11.1	25
<b>Review</b>	Spellings ‘g’ and ‘c’	Consonant Flip Book; Spelling Cards for ‘g’ > /j/ ( <i>gem</i> ) and ‘c’ > /s/ ( <i>cent</i> ); tape; Individual Code Chart; board; Worksheets 11.2–11.7	25
<b>Take-Home Material</b>	“Alice’s Adventures in Wonderland, Part I”	Worksheet 11.8	*

### ***Advance Preparation***

Display the Consonant Flip Book within view of all students and tab the pages. Also have the Spelling Cards listed in the At a Glance readily available.

#### **Consonant Flip Book**

1. ‘g’ > /j/ (*gem*) on **page 8**
2. ‘c’ > /s/ (*cent*) on **page 5**

**Note:** In this unit, students will focus on five academic vocabulary words, two of which are *imagine* and *moral*. By academic vocabulary, we mean words that support reading comprehension and may appear across a variety of materials, in language arts and in content areas.

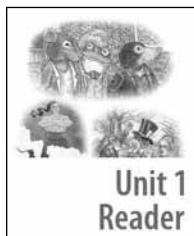
These words can be found in textbooks, assignment directions, and assessments. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words often appear in directions to students. These words may appear on end-of-year assessments that third-graders may take.

Where applicable, we use the words throughout the unit, not just as they might refer to reading selections but also in Back-to-School or review activities, or related to comprehension. They may also appear in directions, assessments, and discussion questions, among other places.

- To *imagine* means to form an image or idea of something in your mind.
- A *moral* is the lesson to be learned from a story.

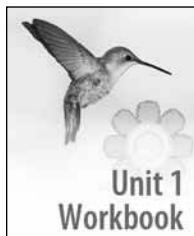
We encourage you to use both of these words throughout the school day so that students may experience multiple uses of them.

## Small Group: “Alice’s Adventures in Wonderland, Part I”



Unit 1  
Reader

Chapter 4



Unit 1  
Workbook

Worksheet 11.1

Remember to use academic vocabulary when appropriate: *imagine* and *moral*.

### Guided Reading Supports and Purpose for Reading

- Tell students that today, they will reread the chapter independently and in small groups.

### Reviewing the Vocabulary

- You may wish to review some or all of the vocabulary again before rereading “Alice’s Adventures in Wonderland, Part I.”

### Note to Teacher

Use your discretion to divide students into groups. Small Group 1 should be made up of those students who need more support.

- ➊ **Small Group 1:** Ask these students to come to the reading table and read the chapter with you. This is an excellent time for you to make notes in your anecdotal records. Have students complete Worksheet 11.1 after they read.
- ➋ **Small Group 2:** Ask these students to read the chapter independently at their desks and complete Worksheet 11.1 after they read.

### Wrap-Up

- Use the following questions to promote a discussion and check for students’ understanding of the story. Encourage students to respond in complete sentences.

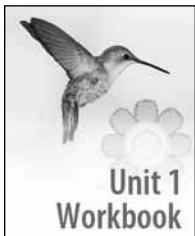
## **Discussion Questions on “Alice’s Adventures in Wonderland, Part I”**

1. *Literal* Who are the characters in this story? (Alice, her sister, a White Rabbit)
2. *Literal* Where did Alice go when she left the bank of the river? (down a hole and into a long hall)
3. *Inferential* Why do you think Alice decided to follow the Rabbit? (Answers may vary.)
4. *Literal* What did Alice see when she used the little, golden key to unlock the door behind the curtain? (a small passage leading to the loveliest garden she had ever seen)
5. *Literal* What problem did Alice have after she unlocked the door behind the curtain? (The doorway was too small for Alice to go through.)

- Have students turn to Worksheet 11.1 while you display the same page.
- Read and answer the first question together, reminding students that whenever they are answering worksheet questions, it is important to read the entire question and all the possible answers before making a choice. Next, model circling A, B, or C in front of the correct answer on the worksheet. Then, model looking back in the text to check that your answer is correct, reading aloud the line or two of text that confirms your answer. Model writing the page number on the line below the question.

## Spellings 'g' and 'c'

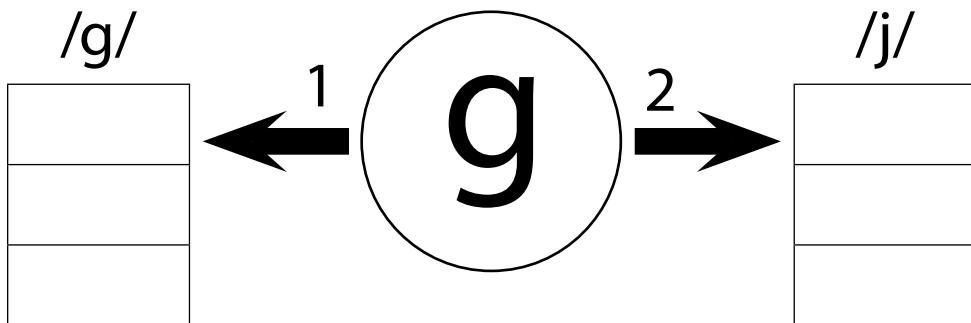
### Spelling 'g'



Worksheets 11.2–11.7

For additional practice,  
see worksheets in Section  
II-E of the *Assessment and  
Remediation Guide*.

- Remind students that some spellings, called Tricky Spellings, can be pronounced more than one way.
- On **Consonant Flip Book page 6**, point to the Spelling Card that shows 'g' as a spelling for /g/. Remind students that they have already learned that 'g' can be pronounced /g/.
- Using the following steps, draw the chart below to illustrate the spelling 'g'.



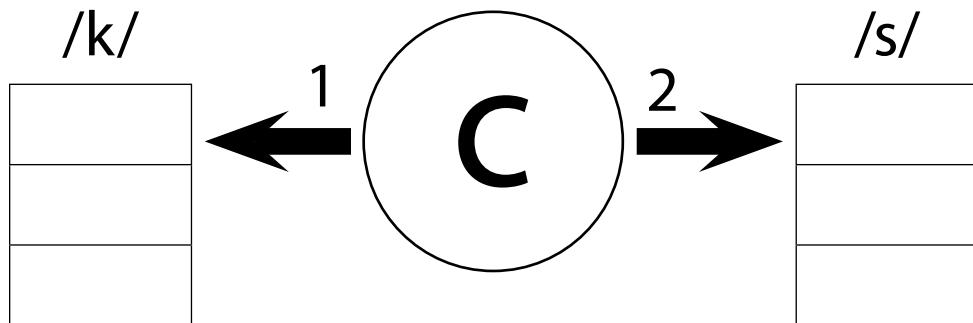
- Begin by writing *got* on the board under the left side of the chart marked /g/.
- Underline the 'g' in *got* as you write it. Pronounce the word *got*.
- Repeat the process with the words *gum* and *big*.
- Read the words aloud. Ask students what sound the letter 'g' says in these three words.
- Point out that the spelling 'g' is pronounced /g/ in these words.
- Explain that 'g' can also be pronounced /j/.
- Begin by writing *gem* on the board under the right side of the chart marked /j/.
- Underline the 'g' in *gem* as you write it. Pronounce the word *gem*.
- Repeat the process with the words *tragic* and *legend*.
- Read the words aloud. Ask students what sound the letter 'g' says in these three words.

- Point out that the spelling ‘g’ is pronounced /j/ in these words. Explain that ‘g’ is often pronounced /j/ when it is followed by the letter ‘e’ or the letter ‘i’.
- Tell students that to figure out how to pronounce this spelling, they may need to try sounding it out two different ways.
- Explain that /g/ is the most likely pronunciation option and therefore the one they should try first.
- If that does not sound right, or does not make sense in context, they should try option 2, /j/.
- Tell students to turn to **page 1** of the **Individual Code Chart** while you turn to **page 8** in the **Consonant Flip Book**.
- Show students the ‘g’ < /j/ (gem) Spelling Card and add it to the Consonant Flip Book.
- Have students turn to Worksheet 11.2.
- Read the example words on the left of the page: *got, gum, big*. Point out the /g/ sound in these words. Have students underline the ‘g’ in the words.
- Read the example words on the right of the page: *gem, tragic, legend*. Review that it is the /j/ sound because ‘g’ is followed by ‘i’ or ‘e’. Have students underline the ‘g’ in the words.
- Have students find and underline the ‘g’ in the word in the first sentence.
- Read the first sentence on the worksheet, pronouncing the spelling /g/: “He did a /m/ /a/ /g/ /i/ /k/ trick.” Ask if that sounds right.
- Explain that since /m/ /a/ /g/ /i/ /k/ sounds wrong, students need to try pronouncing it the second way.
- Read the sentence again, pronouncing the spelling /j/: “He did a /m/ /a/ /j/ /i/ /k/ trick.” Point out that ‘i’ follows ‘g’. Ask if that sounds right.
- Write *magic* in the /j/ column to indicate that the ‘g’ in *magic* is pronounced like the ‘g’ in *gem*.
- Work through the remaining sentences on the worksheet, having students first find and underline ‘g’ in the words on their own. Then, call on students to read each sentence aloud, try the tricky spelling both ways, choose the pronunciation that sounds right and/or makes sense, and print the word in the correct column.

- When students have completed the worksheet, ask them which pronunciation seems to be more common. (/g/ is more common)
- You may wish to have students complete Worksheets 11.3 and/or 11.4.

*Spelling ‘c’*

- Remind students that some spellings can be pronounced more than one way.
- On **Consonant Flip Book page 5**, point to the Spelling Card that shows ‘c’ as a spelling for /k/. Remind the students that they have already learned that ‘c’ can be pronounced /k/.
- Using the following steps, draw the chart below to illustrate the spelling ‘c’.



- Begin by writing *can* on the board under the left side of the chart marked /k/.
- Underline the ‘c’ in *can* as you write it. Pronounce the word *can*.
- Repeat the process with the words *cap* and *cot*.
- Read the words aloud. Ask students what sound the letter ‘c’ says in these three words.
- Point out that the spelling ‘c’ is pronounced /k/ in these words.
- Explain that ‘c’ can also be pronounced /s/.
- Explain that ‘c’ is often pronounced /s/ when it is followed by the letters ‘e’ or ‘i’, as in words like *cent* and *citrus*.
- Begin by writing *cent* on the board under the right side of the chart marked /s/.
- Underline ‘c’ in the word *cent*, and pronounce it /s/. Pronounce the word *cent*.

- Repeat the process with the words *citrus* and *cell*.
- Point out that the spelling ‘c’ is pronounced /s/ in these words.
- Explain that /k/ is the most likely pronunciation option and therefore the one that students should try first. If that does not sound right, or does not make sense in context, they should try option 2, /s/.
- Tell students to turn to **page 2** of the **Individual Code Chart** while you turn to **page 11** in the **Consonant Flip Book**.
- Show the students the ‘c’ > /s/ (*cent*) Spelling Card for /s/ and add it to the appropriate card on Consonant Flip Book. Remember to point out and discuss the power bar for each spelling.
- Have students look at Worksheet 11.5.
- Explain that the letters in slashes stand for sounds.
- Have students underline the ‘c’ in the example words: *can*, *cap*, and *cot*. Review the /k/ sound.
- Have students underline the ‘c’ in the example words: *cent*, *citrus*, and *cell*. Review the /s/ sound.
- Have students find and underline ‘c’ in the word in the first sentence.
- Read the first sentence on the worksheet, pronouncing the spelling /k/: “The king got the /p/ /r/ /i/ /n/ /k/ /e/ /s/ a kitten.”
- Ask students if that sounds right.
- Explain that since /p/ /r/ /i/ /n/ /k/ /e/ /s/ does not sound right, students need to try it the second way.
- Read the sentence again, pronouncing the tricky spelling /s/: “The king got the /p/ /r/ /i/ /n/ /s/ /e/ /s/ a kitten.”
- Ask students if that sounds right. (Yes, *princess* is a word and it makes sense in this context since a princess is the daughter of a king.)
- Show students how to write *princess* in the “cent” column to indicate that the ‘c’ in *princess* is pronounced like the ‘c’ in *cent*.
- Work through the remaining sentences on the worksheet, asking students to underline the ‘c’. Call on students to read the sentences aloud, try the spelling both ways, choose the pronunciation that sounds right and/or makes sense, and print the word in the correct column.

- When students have completed the worksheet, ask them which pronunciation seems to be more common. (/k/ is more common)
- You may wish to have students complete Worksheets 11.6 and/or 11.7.

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

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### ***“Alice’s Adventures in Wonderland, Part I”***

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- Have students take home Worksheet 11.8 to read to a family member.

# Lesson 12

## Spellings-to-Sounds 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.

- ✓ Recount stories read independently, including folklore; determine the central message and explain how it is conveyed through key details in the text (RL.3.2)
- ✓ Refer to parts of “Alice’s Adventures in Wonderland, Part II,” using terms such as *chapter* (RL.3.5)
- ✓ Demonstrate preparedness for a discussion, having read “Alice’s Adventures in Wonderland, Part II” explicitly drawing on preparation and other information known about Alice and her adventures to explore content under discussion (SL.3.1a)
- ✓ Summarize (orally or in writing) the content of text read independently (SL.3.1c)
- ✓ During a discussion, explain ideas and understanding in relation to Alice and her adventures (SL.3.1d)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, meaningful word parts) in writing words with the spellings ‘kn’ > /n/ (*knock*), ‘wr’ > /r/ (*wrist*), ‘wh’ > /w/ (*when*), ‘qu’ > /qu/ (*quit*) (L.3.2f)

At a Glance	Exercise	Materials	Minutes
<b>Reading Time</b>	<b>Whole Group Partner Reading: “Alice’s Adventures in Wonderland, Part II”</b>	<i>Classic Tales</i> ; Worksheet 12.1	25
<b>Review</b>	<b>Review and Practice Spelling Alternatives for Consonant Sounds ‘kn’, ‘wr’, ‘wh’, and ‘qu’</b>	Consonant Flip Book; Spelling Cards for ‘kn’ > /n/ ( <i>knock</i> ), ‘wr’ > /r/ ( <i>wrist</i> ), ‘wh’ > /w/ ( <i>when</i> ), ‘qu’ > /qu/ ( <i>quit</i> ); tape; Individual Code Chart; board; Worksheet 12.2	25
<b>Take-Home Material</b>	<b>“Alice’s Adventures in Wonderland, Part II”</b>	Worksheet 12.3	*

### ***Advance Preparation***

Before beginning this exercise, display the Consonant Flip Book within view of all students and tab the pages. Also have the Spelling Cards listed in the At a Glance readily available.

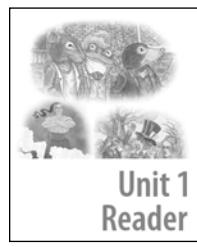
#### **Consonant Flip Book**

1. ‘kn’ > /n/ (*knock*) on **page 16**
2. ‘wr’ > /r/ (*wrist*) on **page 18**
3. ‘wh’ > /w/ (*when*) on **page 21**
4. ‘qu’ > /qu/ (*quit*) on **page 25**

## ***Reading Time***

**25 minutes**

### **Whole Group Partner Reading: “Alice’s Adventures in Wonderland, Part II”**



Remember to use academic vocabulary when appropriate: *imagine* and *moral*.

#### ***Introducing the Chapter***

- Tell students that the title of today’s chapter is “Alice’s Adventures in Wonderland, Part II.”
- Have students review the setting, characters, and events in “Alice’s Adventures in Wonderland, Part I” and predict what they think will happen in today’s chapter. (Answers may vary but should include the correct setting and characters.)
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

#### ***Previewing the Vocabulary***

- Preview the vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “Alice’s Adventures in Wonderland, Part II” is listed in bold print after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

## Vocabulary for “Alice’s Adventures in Wonderland, Part II”

1. **odd**—strange (48)
2. **curious**—remarkable, unusual (**curiouser**) (48)
3. **currant**—berry (**currants**) (48)
4. **enthusiastically**—in an excited way (48)
5. **patter**—to make quick movements and sounds (**pattering**) (52)
6. **splendidly**—wonderfully (52)
7. **muttering**—speaking softly (52)
8. **Duchess**—wife of a Duke, like a queen to a king (52)
9. **cross**—annoyed (52)
10. **scurry**—to move with quick, light running steps (**scurried**) (52)
11. **caterpillar**—a worm-like insect that becomes a butterfly (56)
12. **sternly**—seriously, harshly (56)
13. **afraid**—concerned, worried (56)
14. **confusing**—hard to understand (56)
15. **irritated**—angry, annoyed (58)
16. **temper**—a person’s tendency to get angry quickly (58)

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board.
  - Divide the word into syllables.
  - Cover one syllable at a time with your hand and segment the word.
  - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
  - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound correspondence.

**Note:** Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted.

- |                                       |   |
|---------------------------------------|---|
| 1. odd                                |   |
| 2. cur   i   ous                      | ‘cur’ > /k/ + /y/ + /er/ ( <i>cure</i> ),<br>‘i’ > /ee/ ( <i>ski</i> ), ‘ou’ > /u/ ( <i>touch</i> ) |
| 3. cur   rant                         | ‘a’ > /ə/ ( <i>merchant, about</i> )  |
| 4. en   thu   si   as   tic   al   ly | ‘s’ > /z/ ( <i>dogs</i> )   |
| 5. pat   ter                          |   |
| 6. splen   did   ly                   |   |
| 7. mut   ter   ing                    |   |
| 8. Duch   ess                         |   |
| 9. cross                              |   |
| 10. scur   ry                         |   |
| 11. cat   er   pil   lar              | ‘ar’ > /er/ ( <i>dollar</i> )   |
| 12. stern   ly                        |   |
| 13. a   fraid                         | first ‘a’ > /ə/ ( <i>about</i> )  |
| 14. con   fus   ing                   |   |
| 15. ir   ri   ta   ted                | first ‘i’ > /ee/ ( <i>ski</i> )   |
| 16. tem   per                         |   |

### *Sound Spellings for Words*

Write the word *curious* on the board. (**Vocabulary Word #2**)

Circle the letters ‘cur’.

Tell students that these letters represent three different phonemes /k/ + /y/ + /er/.

Because ‘cur’ is made up of three different phonemes, students will see that it is not listed on the Individual Code Chart.

Write the word *cure* on the board as another example of a word in which ‘cur’ spells the sounds /k/ + /y/ + /er/.

Circle the letter ‘i’.

Tell students that this letter represents the sound ‘ee’.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ee/ row and follow it across to ‘i’ (ski).

Ask students to summarize what the power bar means for ‘i’.

Circle the letters ‘ou’.

Tell students that these letters represent the sound /u/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /u/ row and follow it across to ‘ou’ (touch).

Ask students to summarize what the power bar means for ‘ou’.

Write the word *currant* on the board. (**Vocabulary Word #3**)

Circle the letter ‘a’.

Tell students that this letter represents the sound /ə/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ə/ row and follow it across to ‘a’ (about).

Ask students to summarize what the power bar means for ‘a’.

Write the word *enthusiastically* on the board. (**Vocabulary Word #4**)

Circle the first letter ‘s’.

Tell students that this letter represents the sound /z/.

Ask students to turn to **page 2** of the **Individual Code Chart**.

Ask students to find the /z/ row and follow it across to ‘s’ (dogs).

Ask students to summarize what the power bar means for ‘s’.

Write the word *caterpillar* on the board. (**Vocabulary Word #11**)

Circle the letters ‘ar’.

Tell students that these letters represent the sound /er/.

Ask students to turn to **page 4** of the **Individual Code Chart**.

Ask students to find the /er/ row and follow it across to ‘ar’ (dollar).

Ask students to summarize what the power bar means for ‘ar’.

Write the word *afraid* on the board. (**Vocabulary Word #13**)

Circle the first letter ‘a’.

Tell students that this letter represents the sound /ə/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ə/ row and follow it across to ‘a’ (about).

Ask students to summarize what the power bar means for ‘a’.

Write the word *irritated* on the board. (**Vocabulary Word #15**)

Circle the first letter ‘i’.

Tell students that this letter represents the sound /ee/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ee/ row and follow it across to ‘i’ (ski).

Ask students to summarize what the power bar means for ‘i’.

### **Guided Reading Supports and Purpose for Reading**

**Note:** It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening & Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

- Be sure to call students' attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.

#### **Pages 48 and 49**

- Read the title of the chapter together as a class, "Alice's Adventures in Wonderland, Part II."
- Direct students' attention to the image and caption on **page 49** and read the caption aloud as a class.
- Ask students what they notice about Alice in the image. (Answers may vary.)
- Have students find the words *odd*, *curious*, *currant*, and *enthusiastically* at the bottom of the page and discuss their definitions. Point out to students that the plural form of *currant* is used in this chapter, which is *currants*.
- Tell students to read **pages 48–49** orally with a partner to find the answer to the question: "What happened to Alice after drinking from the bottle labeled 'DRINK ME'? How did this make her feel?"
- When students have finished reading, restate the question and ask students to answer. (Alice was shrinking smaller and smaller and ended up being only 10 inches high. She could now fit through the little door but she had forgotten the key so she sat down and cried. Alice said, "What a curious feeling.")
- Ask, "What do you think will happen to Alice when she eats the cake labeled 'EAT ME'?" (Answers may vary.)

### Pages 50 and 51

- Have students find the word *curiouser* in the first sentence and discuss its definition. Note that it is a form (albeit incorrect) of *curious*.
- Direct students' attention to the image and caption on **page 51** and call on one student to read the caption aloud.
- Say, "I wonder what happened to Alice after she ate the cake. Let's read **page 50** to find out." Have students read **page 50** orally with a partner to find the answer.
- When students have finished reading, restate the question and ask students to answer. (Alice grew big again, nine feet tall, and hit her head on the roof of the hall.)
- Ask, "What was Alice's problem now?" (She was too large to go through the doorway, even though she had grabbed the key.)

### Pages 52 and 53

- Have students find the words *pattering*, *splendidly*, *muttering*, and *Duchess* in the second paragraph and *scurried* in the next to last paragraph and discuss the definition of each. Note for students that the words *pattering* and *scurried* are forms of the words *patter* and *scurry* and these forms appear in this chapter.
- Have students find the word *cross* in the second paragraph and tell them to read the sentence to determine its definition.
- Tell students that the word *cross* has many meanings. Ask students if *cross* means to walk across the street. (no) Brainstorm with them what *cross* means in this sentence. Have students look carefully back at the text to determine the meaning of *cross*. (annoyed)
- Direct students' attention to the image and caption on **page 53** and read the caption aloud as a class.
- Have students read **pages 52 and 53** orally with a partner to find the answer to the question: "What happened as Alice was crying?"
- When students have finished reading, restate the question and ask students to answer. (Alice heard a pattering of feet in the distance and the White Rabbit returned, muttering to himself. Alice tried to talk to him but he got startled and scurried away.)
- Have students predict what they think will happen to Alice next. (Answers may vary.)

### Pages 54 and 55

- Direct students' attention to the image and caption on **page 55** and call on one student to read the caption aloud.
- Have students read **pages 54 and 55** orally with a partner to find the answer to the questions: "Where did this water come from? What will happen to Alice now?"
- When students have finished reading, restate the questions and ask students to answer. (The water is from all the tears that fell when Alice cried. As she swam about in the water, she found a way out and began wandering further and further into Wonderland.)
- Have students predict what Alice might find next in Wonderland. (Answers may vary.)

### Pages 56 and 57

- Have students find the words *caterpillar*, *sternly*, and *confusing* on **page 57** and discuss their definitions.
- Have students find the word *afraid* in the next to last paragraph and tell them to think about the meaning while reading this page.
- Tell students that the word *afraid* is a word that has many meanings. Ask students if *afraid* means frightened. (no) Brainstorm with them what *afraid* means in this chapter. Have students look carefully back at the text to determine the meaning of *afraid*. (concerned, worried)
- Direct students' attention to the image and caption on **page 57** and have students describe the creature in the image.
- Say, "I wonder how this creature will react to Alice. Let's read **page 56** to find out." Have students read **page 56** orally with a partner to find the answer.
- When students have finished reading, restate the question and ask students to answer. (The Caterpillar asked who Alice was and when Alice answered that she wasn't herself and couldn't explain, the Caterpillar did not respond nicely.)

### Pages 58 and 59

- Have students find the words *irritated* and *temper* and discuss their definitions. Direct students' attention to the image and caption on **page 59** and read the caption aloud as a class.
- Have students read **pages 58 and 59** orally with a partner to find out what advice the Caterpillar gave Alice.
- When students have finished reading, restate the question and ask students to answer. (The Caterpillar told Alice to keep her temper and he told her that one side of the mushroom will make her grow taller, the other side will make her grow shorter.)
- Ask, “What did Alice do after the Caterpillar was gone?” (She broke off a bit of each side of the mushroom and brought herself back to her normal height.)

### Wrap-Up

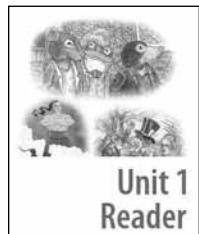
- Use the following questions to promote a discussion and check for students' understanding of the story:

#### Discussion Questions on “Alice’s Adventures in Wonderland, Part II”

1. *Literal* Who were the characters in this story? (Alice, the White Rabbit, the Caterpillar)
2. *Literal* Describe the two settings in this chapter. (One setting was the hall where Alice cried and created so much water that it swept her out into the garden. The other setting was the garden, where Alice was small and standing next to a caterpillar and a mushroom.)
3. *Literal* How did Alice explain herself to the Caterpillar? (Alice did not explain herself very well since she had been having such an odd day; she couldn’t quite tell the Caterpillar who she was or what had happened to her.)

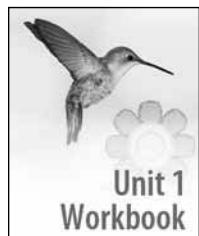
- Have students turn to Worksheet 12.1 and complete this worksheet in the same manner they have completed worksheets throughout the week.

## Review and Practice Spelling Alternatives for Consonant Sounds ‘kn’, ‘wr’, ‘wh’, and ‘qu’



Chapter 5

Unit 1  
Reader



Worksheet 12.2

For additional practice, see worksheets in Section II-E of the *Assessment and Remediation Guide*.

- Tell students that today, they will review several spelling alternatives for consonant sounds that are found mostly at the beginning of words.
- Write the spelling ‘kn’ on the board and ask students, “If you saw this spelling in a word, what would you say?” (Remind students that the spelling ‘kn’ is pronounced /n/.)
- Once students have provided the sound(s), ask them for the letter names.
- Summarize the information: “Good! When we see the letters ‘k’ and ‘n’ side-by-side like this, we recognize that they make up a single spelling and we say /n/.”
- Show students the ‘kn’ > /n/ (*knock*) Spelling Card. Have students read the sample word. Discuss what the power bar tells us about this spelling.
- Add the Spelling Card to the **Consonant Flip Book** on page 16.
- Repeat this process for the other spellings, writing each spelling on the board and adding its Spelling Card to the Consonant Flip Book. Remember to point out and discuss the power bar for each spelling.

**Note:** /qu/ is actually two sounds /k/ + /w/. You can either teach this to students as two sounds or just glide over it without drawing attention to the fact that it is actually two sounds. If you have good listeners, some of them may hear that /qu/ is actually /k/ + /w/.

As you review these digraph spellings, you may also wish to review the sounds that the single letters generally stand for. For example, when introducing ‘wh’ you might cover the ‘h’, leaving only the ‘w’ visible, and ask, “What sound would you say if you saw this in a word?” Then, you could cover the ‘w’, leaving only the ‘h’ visible, and ask, “What sound would you say if you saw this in a word?” Then, show the digraph.

We encourage you to avoid speaking of “silent letters” when discussing spellings like ‘wr’. Just say that these two letters stand for one sound, in the same way ‘sh’ and ‘ch’ stand for one sound.

- Ask students to turn to Worksheet 12.2.
- Guide students through the first two items. First, ask students to name the picture and then circle the letters that spell the picture name. Then, ask students to write the picture name on the line provided. You may choose to guide students through the rest of the worksheet or have them complete it independently.

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

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### ***“Alice’s Adventures in Wonderland, Part II”***

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- Have students take home Worksheet 12.3 to read to a family member.

# Lesson 13

## Spellings-to-Sounds Review

### Objectives

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

- ✓ Ask and answer questions that require making judgments about whether the Cheshire Cat or the White Rabbit seem more helpful (RL.3.1)
- ✓ Recount stories read independently, including fantasy; determine the central message and explain how it is conveyed through key details in the text (RL.3.2)
- ✓ Refer to parts of “Alice’s Adventures in Wonderland, Part III,” using terms such as *chapter* (RL.3.5)
- ✓ Compare and contrast the Cheshire Cat, the White Rabbit, and the Caterpillar (RL.3.9)
- ✓ Prior to reading “Alice’s Adventures in Wonderland, Part III,” identify what they know and have learned that may be related to Alice and her adventures (SL.3.1a)
- ✓ Make predictions prior to and while reading “Alice’s Adventures in Wonderland, Part III,” based on the title, images, and/or text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Summarize “Alice’s Adventures in Wonderland, Part II” (SL.3.1c)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, meaningful word parts) in writing words with the spellings ‘ch’ > /ch/ (*chin*), ‘ch’ > /k/ (*school*), and ‘ch’ > /sh/ (*chef*), ‘ph’ > /f/ (*phone*), ‘sh’ > /sh/ (*shop*), and ‘th’ > /th/ (*thin*) (L.3.2f)

<b>At a Glance</b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Reading Time</b>	<b>Whole Group Partner Reading:</b> “Alice’s Adventures in Wonderland, Part III”	<i>Classic Tales</i>	25
<b>Review</b>	<b>Review and Practice Spelling Alternatives for Consonant Sounds ‘ch’, ‘ph’, ‘sh’, and ‘th’</b>	Consonant Flip Book; Spelling Cards for ‘ch’ > /ch/ ( <i>chin</i> ), ‘ch’ > /k/ ( <i>school</i> ), ‘ch’ > /sh/ ( <i>chef</i> ), ‘ph’ > /f/ ( <i>phone</i> ), ‘sh’ > /sh/ ( <i>shop</i> ), ‘th’ > /th/ ( <i>thin</i> ); tape; Individual Code Chart; board; Worksheets 13.1, 13.2; Dictation	15
	<b>Dictation</b>	writing materials	10

### **Note to Teacher**

Display the Consonant Flip Book within view of all students; also have the six Spelling Cards listed in the At a Glance readily available.

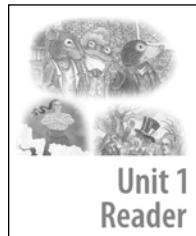
#### **Consonant Flip Book**

1. ‘ch’ > /ch/ (*chin*) on **page 7**
2. ‘ch’ > /k/ (*school*) on **page 5**
3. ‘ch’ > /sh/ (*chef*) on **page 24**
4. ‘ph’ > /f/ (*phone*) on **page 9**
5. ‘sh’ > /sh/ (*shop*) on **page 24**
6. ‘th’ > /th/ (*thin*) on **page 13**

## **Reading Time**

**25** minutes

### **Whole Group Partner Reading: “Alice’s Adventures in Wonderland, Part III”**



**Unit 1  
Reader**

Chapter 6

Remember to use academic vocabulary when appropriate:  
*imagine, moral.*

#### **Introducing the Chapter**

- Tell students that the title of today’s chapter is “Alice’s Adventures in Wonderland, Part III.”
- Have students review the setting, characters, and events that happened in “Alice’s Adventures in Wonderland, Part II” and predict what they think will happen in today’s chapter. (Answers may vary but should include the correct setting and characters.)
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

### *Previewing the Vocabulary*

- Preview the vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “Alice’s Adventures in Wonderland, Part III” is listed in bold print after the definition.

### **Vocabulary for “Alice’s Adventures in Wonderland, Part III”**

1. **Cheshire Cat**—a character in the chapter known for his grin (**60**)
2. **enough**—as much as necessary (**60**)
3. **question**—a sentence that asks for information (**60**)
4. **Mad Hatter**—a character in the chapter described as being “mad” (**62**)
5. **March Hare**—a character in the chapter described as being “mad” (**62**)
6. **mad**—crazy, insane (**62**)
7. **vanished**—to disappear (**62**)
8. **remained**—to stay behind (**62**)
9. **dormouse**—an animal found in Europe that looks like a small mouse (**64**)
10. **indignantly**—in a way that shows anger because something is not fair (**64**)
11. **civil**—polite, nice (**64**)
12. **raven**—a large black bird (**66**)
13. **treacle**—molasses, syrup (**68**)
14. **frequently**—often (**68**)
15. **frustrated**—feeling helpless, discouraged (**68**)
16. **concluded**—arrived at a decision after thinking about all the facts (**68**)

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board.
  - Divide the word into syllables.
  - Cover one syllable at a time with your hand and segment the word.
  - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.

- Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound correspondence.

**Note:** Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted. Introduce these vocabulary words, using the procedures outlined in the Sound Spellings for Words section that follows.

1. Chesh   ire	'ire' > /er/
2. e   nough	'ou' > /u/ ( <i>touch</i> ), 'gh' > /f/ ( <i>tough</i> )
3. ques   tion	'ti' > /ch/
4. Mad Hat   ter	
5. March Hare	
6. mad	
7. van   ished	
8. re   mained	
9. dor   mouse	
10. in   dig   nant   ly	
11. civ   il	second 'i' > /ə/ ( <i>evil, fossil</i> )
12. ra   ven	
13. trea   cle	
14. fre   quent   ly	
15. frus   tra   ted	
16. con   clu   ed	

### *Sound Spellings for Words*

Write the word *Cheshire* on the board. (**Vocabulary Word #1**)

Circle the letters ‘ire’.

Tell students that these letters represent the sound /er/.

Ask students to turn to **page 4** of the **Individual Code Chart**.

Ask students to find the /ə/ row and follow it across.

Students will see that there is no ‘ire’ listed. Explain to them that the ‘ire’ spelling of /er/ is so rare that it is not included on the Individual Code Chart.

Write the word *enough* on the board. (**Vocabulary Word #2**)

Circle the letters ‘ou’.

Tell students that these letters represent the sound /u/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /u/ row and follow it across to ‘ou’ (*touch*).

Ask students to summarize what the power bar means for ‘ou’.

Circle the letters ‘gh’.

Tell students that these letters represent the sound /f/.

Ask students to turn to **page 1** of the **Individual Code Chart**.

Ask students to find the /f/ row and follow it across to ‘gh’ (*tough*).

Ask students to summarize what the power bar means for ‘gh’.

Write the word *question* on the board. (**Vocabulary Word #3**)

Circle the letters ‘ti’.

Tell students that these letters represent the sound /ch/.

Ask students to turn to **page 1** of the **Individual Code Chart**.

Ask students to find the /ch/ row and follow it across.

Students will see that there is no ‘ti’ listed. Explain to them that the ‘ti’ spelling of /ch/ is so rare that it is not included on the Individual Code Chart.

Write the word *civil* on the board. (**Vocabulary Word #11**)

Circle the second letter ‘i’.

Tell students that this letter represents the sound /ə/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ə/ row and follow it across.

Students will see that there is no ‘i’ listed. Explain to them that the ‘i’ spelling of /ə/ is so rare that it is not included on the Individual Code Chart.

Write the word *evil* on the board as an example of another word in which ‘i’ spells the sound /ə/.

### ***Guided Reading Supports and Purpose for Reading***

**Note:** It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening & Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

- Be sure to call students’ attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.

### Pages 60 and 61

- Read the title of the chapter together as a class, “Alice’s Adventures in Wonderland, Part III.”
- Help students decode the word *Cheshire*.
- Have students find the words *enough* and *question* at the bottom of **page 60**, help them decode the words and discuss their definitions.
- Direct students’ attention to the image and caption on **page 61** and read the caption aloud as a class.
- Tell students to read **pages 60 and 61** orally with a partner to find the answer to the questions: “Does the Cheshire Cat seem more helpful to Alice than the White Rabbit or the Caterpillar? Why or why not?”
- When students have finished reading, restate the questions and ask students to answer. (Answers may vary.)

### Pages 62 and 63

- Have students find the words *Mad Hatter*, *March Hare* and *mad* in the first paragraph and *vanished* and *remained* in the fourth paragraph and discuss their definitions.
- Direct students’ attention to the image and caption on **page 63** and call on one student to read the caption aloud.
- Have students read **pages 62 and 63** orally with a partner to find the answer to the question: “What did the Cat tell Alice about the people who live there?”
- When students have finished reading, restate the question and ask students to answer. (The Cat said that in one direction lives a Mad Hatter and in another direction lives a March Hare, both of whom are mad.)
- Ask, “How did Alice respond to the Cat?” (She said she didn’t want to visit any mad people.)

### Pages 64 and 65

- Have students find the word *Dormouse* in the first paragraph, *indignantly* in the third paragraph, and *civil* in the next to last paragraph and discuss their definitions.
- Direct students’ attention to the image and caption on **page 65** and read the caption aloud to the class.

- Have students read **pages 64 and 65** orally with a partner to find the answer to the question: “What two odd things happened when Alice approached the March Hare and the Mad Hatter?”
- When students have finished reading, restate the question and ask students to answer. (First, they told Alice there was no room for her at the very large table when there was actually plenty of room. Next, they offered her lemonade even though there wasn’t any on the table to drink.)
- Ask, “What did Alice say wasn’t very civil of them to do and what did they tell Alice wasn’t very civil of her to do?” (She said it wasn’t very civil of them to offer lemonade and they told Alice it wasn’t very civil of her to sit down without being invited.)

### **Pages 66 and 67**

- Have students find the word *raven* in the first paragraph and discuss its definition.
- Direct students’ attention to the image and caption on **page 67** and call on one student to read the caption aloud.
- Have students read **pages 66–67** orally with a partner to find out what happens when Alice tried to answer the riddle the Hatter asked.
- When students have finished reading, restate the question and ask them to answer. (Alice started to answer and the March Hare interrupted, making things confusing.)
- Ask, “Who else spoke up in the conversation?” (The Dormouse spoke up.)

### **Pages 68 and 69**

- Have students find the words *treacle*, *frequently*, and *frustrated* in the next to last paragraph and *concluded* in the last paragraph and discuss their definitions.
- Direct students’ attention to the image and caption on **page 69** and read the caption aloud as a class.
- Ask students to discuss what Alice is doing in the image.
- Say, “I wonder why it looks like Alice is leaving in the image. Let’s read **page 68** to find out.” Have students read **page 68** orally with a partner.

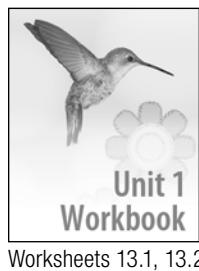
- When students have finished reading, restate the question and ask students to answer. (Alice thinks it is the strangest tea party she has ever been to. She got so frustrated that she walked off as the Dormouse, the Mad Hatter, and the March Hare continued on with their conversation.)

## Review

**25** minutes

### Review and Practice Spelling Alternatives for Consonant Sounds ‘ch’, ‘ph’, ‘sh’, and ‘th’

**15** minutes



Worksheets 13.1, 13.2

Turn to **page 7** [‘ch’ > /ch/ (*chin*)] in the **Consonant Flip Book**. Ask students whether this page shows vowel sounds and spellings or consonant sounds and spellings. (consonant sounds and spellings)

Tell students that they are going to review the spelling ‘ch’ > /ch/.

Show students the Spelling Card for ‘ch’ > /ch/ (*chin*).

Tell students to turn to **page 1** of the **Individual Code Chart** and find the /ch/ row and follow it across to ‘ch’ (*chin*).

Have students read the sample word. Discuss the power bar. Add the Spelling Card to the **Consonant Flip Book page 7**.

Turn to **page 5** [‘ch’ > /k/ (*school*)] in the **Consonant Flip Book**. Ask students whether this page shows vowel sounds and spellings or consonant sounds and spellings. (consonant sounds and spellings)

Tell students that they are going to review the spelling ‘ch’ > /k/.

Show students the Spelling Card for ‘ch’ > /k/ (*school*).

Tell students to turn to **page 1** of the **Individual Code Chart** and find the /k/ row and follow it across to ‘ch’ (*school*).

Have students read the sample word. Discuss the power bar. Add the Spelling Card to the **Consonant Flip Book page 5**.

Turn to **page 24** ['ch' > /sh/ (*chef*)] in the **Consonant Flip Book**. Ask students whether this page shows vowel sounds and spellings or consonant sounds and spellings. (consonant sounds and spellings)

Tell students that they are going to review the spelling 'ch' > /sh/.

Show students the Spelling Card for 'ch' > /sh/ (*chef*).

Tell students to turn to **page 2** of the **Individual Code Chart** and find the /sh/ row and follow it across to 'ch' (*chef*).

Have students read the sample word. Discuss the power bar. Add the Spelling Card to the **Consonant Flip Book page 24**.

Turn to **page 9** ['ph' > /f/ (*phone*)] in the **Consonant Flip Book**. Ask students whether this page shows vowel sounds and spellings or consonant sounds and spellings. (consonant sounds and spellings)

Tell students that they are going to review the spelling 'ph' > /f/.

Remind students that they have learned 'f' as /f/ in *fit* and 'ff' as /f/ in *stuff*.

Show students the Spelling Card for 'ph' > /f/ (*phone*).

Tell students to turn to **page 1** of the **Individual Code Chart** and find the /f/ row and follow it across to 'ph' (*phone*).

Have students read the sample word. Discuss the power bar. Add the Spelling Card to the **Consonant Flip Book page 9**.

Turn to **page 9** ['sh' > /sh/ (*shop*)] in the **Consonant Flip Book**. Ask students whether this page shows vowel sounds and spellings or consonant sounds and spellings. (consonant sounds and spellings)

Tell students that they are going to review the spelling 'sh' > /sh/.

Show students the Spelling Card for 'sh' > /sh/ (*shop*).

Tell students to turn to **page 2** of the **Individual Code Chart** and find the /sh/ row and follow it across to 'sh' (*shop*).

Have students read the sample word. Discuss the power bar. Add the Spelling Card to the **Consonant Flip Book page 9**.

Turn to **page 13** ['th' > /th/ (*thin*)] in the **Consonant Flip Book**. Ask students whether this page shows vowel sounds and spellings or consonant sounds and spellings. (consonant sounds and spellings)

Tell students that they are going to review the spelling 'th' > /th/.

Show students the Spelling Card for 'th' > /th/ (*thin*).

Tell students to turn to **page 2** of the **Individual Code Chart** and find the /th/ row and follow it across to 'th' (*thin*).

Have students read the sample word. Discuss the power bar. Add the Spelling Card to the **Consonant Flip Book page 13**.

- Ask students to turn to Worksheets 13.1 and 13.2 and complete them either as a teacher-guided activity or independently.

### Dictation

**10 minutes**

- Using your established procedures, have students write the following words and then correct them as a class:

- attach
- shape
- preschool
- graph
- chute
- thunder

# Lesson 14

Spellings-to-Sounds 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.

- ✓ Recount stories read independently, including fantasy; determine the central message and explain how it is conveyed through key details in the text (RL.3.2)
- ✓ Refer to parts of “The Alice’s Adventures in Wonderland, Part III,” using terms such as *chapter* (RL.3.5)
- ✓ Demonstrate preparedness for a discussion, having read “Alice’s Adventures in Wonderland, Part III” explicitly drawing on preparation and other information known about Alice and her adventures to explore content under discussion (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to Alice and her adventures (SL.3.1d)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, meaningful word parts) in writing words with the spellings ‘ar’ > /ar/ (car), ‘er’ > /er/ (her), ‘ur’ > /er/ (hurt), ‘ir’ > /er/ (bird), ‘or’ > /or/ (for) (L.3.2f)

At a Glance	Exercise	Materials	Minutes
<b>Reading Time</b>	Small Group: “Alice’s Adventures in Wonderland, Part III”	Classic Tales; Worksheet 14.1	25
<b>Review</b>	R-Controlled Vowels Review	Vowel Flip Book; Spelling Cards for ‘ar’ > /ar/ (car), ‘ur’ > /er/ (hurt), ‘ir’ > /er/ (bird), ‘or’ > /or/ (for); tape; Worksheets 14.2, 14.3	25
<b>Take-Home Material</b>	“Alice’s Adventures in Wonderland, Part III”	Worksheet 14.4	*

### *Advance Preparation*

- Display the Vowel Flip Book within view of all students and tab the pages. Also have the Spelling Cards listed in the At a Glance readily available.

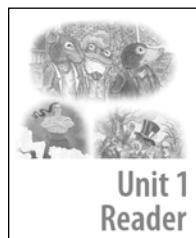
### **Vowel Flip Book**

1. ‘ar’ > /ar/ (*car*) on **page 18**
2. ‘er’ > /er/ (*her*) on **page 19**
3. ‘ur’ > /er/ (*hurt*) on **page 19**
4. ‘ir’ > /er/ (*bird*) on **page 19**
5. ‘or’ > /or/ (*for*) on **page 20**

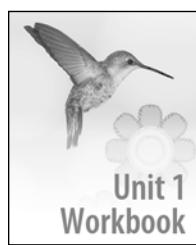
## **Reading Time**

**25 minutes**

### **Small Group: “Alice’s Adventures in Wonderland, Part III”**



Chapter 6



Worksheet 14.1

#### **Guided Reading Supports and Purpose for Reading**

- Tell students that today, they will reread the chapter independently and in small groups.

#### **Reviewing the Vocabulary**

- You may wish to review some or all of the vocabulary before rereading this chapter.
- **Small Group 1:** Ask these students to come to the reading table and read the chapter with you. This is an excellent time for you to make notes in your anecdotal records. Have students complete Worksheet 14.1 after they read.
- **Small Group 2:** Ask these students to read the chapter independently at their desks and complete Worksheet 14.1 after they read.

### *Wrap-Up*

- Use the following questions to promote a discussion.

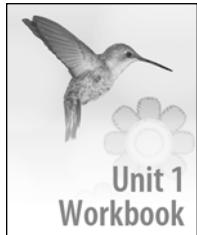
### **Discussion Questions on “Alice’s Adventures in Wonderland, Part III”**

1. *Literal* Describe the tea party that Alice came upon. (There was a Hatter, a March Hare, and a Dormouse at a large table. They said many odd and confusing things as Alice tried to understand what was happening. Alice became very frustrated and finally left.)
2. *Literal* What was odd about the Dormouse? (He seemed to walk and talk in his sleep.)
3. *Inferential* What adjectives would you use to describe Alice as she took part in the tea party? (Answers may vary but could include confused, puzzled, wary of ‘mad’ people, intrigued, and frustrated.)

## **Review**

**25 minutes**

### **R-Controlled Vowels Review**



Worksheets 14.2, 14.3

For additional practice, see worksheets in Sections III-B and V-B of the *Assessment and Remediation Guide*.

- Explain to students that by itself, the letter ‘r’ is a spelling for a consonant sound, but the sound /r/ can mix with certain vowel sounds to create unique vowel sounds, like /or/.
- Write ‘or’ on the board and ask students, “If you saw this spelling in a word, what sound would you say?” (Students should respond with the sound /or/).
- Turn to the **Vowel Flip Book page 20** and put the Spelling Card on the appropriate space. Discuss the power bar. Point out that the power bar is large but does not stretch all the way across the card. This means that there are some other spellings for this sound that students will study later in the year.
- Have students turn to the **Individual Code Chart page 4**. Explain to students that by itself, the letter ‘r’ is a spelling for a consonant sound, but the sound /r/ can mix with certain vowel sounds to create another unique vowel sound /ar/.

- Write ‘ar’ on the board and ask students, “If you saw this spelling in a word, what sound would you say?” (Students should respond with the sound /ar/.)
- Turn to **Vowel Flip Book page 18** and put the Spelling Card on the appropriate space. Point out that the ‘ar’ > /ar/ (car) Spelling Card has a very long power bar; ‘ar’ is, in fact, the only major spelling for /ar/. This sound is one of only two vowel sounds that are almost always spelled with the basic code spellings. (The only other vowel sound that almost always is spelled with the basic code spelling is /a/.) Tell students to stay on **Individual Code Chart page 4**. Write the following words on the board. Underline ‘or’ and ‘ar’ in each word, which will help students to see that the spelling occurs in different places in different words. Have students read the words aloud.

- |              |              |
|--------------|--------------|
| 1. order     | 11. carnival |
| 2. boring    | 12. barbecue |
| 3. oral      | 13. particle |
| 4. orange    | 14. cigar    |
| 5. orphan    | 15. depart   |
| 6. transform | 16. radar    |
| 7. short     | 17. partly   |
| 8. forget    | 18. scarlet  |
| 9. order     | 19. starfish |
| 10. story    | 20. garlic   |

- Next, tell students that they will first begin by reviewing the basic code spelling ‘er’ for /er/. Remind students that by itself, the letter ‘r’ is a spelling for a consonant sound, but the sound /r/ can mix with certain vowel sounds to create unique vowel sounds, like /er/. We know /er/ is a vowel sound since adding it to a word adds a syllable: *steep* > *steeper*.
- Write the following words on the board and ask students to read them: *fern*, *western*, *perfect*, and *interrupt*.
- Tell students they will focus on reviewing two other spellings for the /er/ sound: ‘ir’ and ‘ur’.

- Write the following columns on the board: ‘er’, ‘ir’, and ‘ur’. Explain that the /er/ sound can be spelled by any of these letter combinations. Ask students to share at least eight to 10 words that contain the /er/ sound. Write the words on the board in the appropriate column and circle the letter combination used to spell /er/ in each word.

**Note to Teacher**

Below are examples of words students may provide. Each column represents the major spellings that were taught in Grade 2.

/er/		
‘er’	‘ur’	‘ir’
sister	surface	birthday
number	return	direct
nerve	occur	thirsty
other	survive	thirty
better	during	circus

- Turn to the **Vowel Flip Book page 19** and put the Spelling Card(s) ‘er’, ‘ir’, and ‘ur’ on the appropriate space(s). Discuss the power bar for each of the spellings for the /er/ sound.
- Have students turn to the **Individual Code Chart page 4**. Tell students to look at the Individual Code Chart. Ask students which of the three spellings, ‘er’, ‘ir’, or ‘ur’, has the longest power bar. (‘er’) Explain that ‘er’ is used as a spelling for /er/ in more words than ‘ur’ and ‘ir’.
- Ask students to open to Worksheet 14.2. Complete the first few items together as a class, and then give students time to complete the worksheet independently.
- Ask students to turn to Worksheet 14.3 and complete it as a teacher-guided activity.

## **Take-Home Material**

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### **“Alice’s Adventures in Wonderland, Part III”**

- Have students take home Worksheet 14.4 to read to a family member.

# Lesson 15

## Spellings-to-Sounds Review

### Objectives

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

- ✓ Ask and answer questions that require giving opinions about what *Reeling*, *Writhing*, and *Ambition*, and *Mystery* mean (RL.3.1)
- ✓ Recount stories read independently, including fantasy; determine the central message and explain how it is conveyed through key details in the text (RL.3.2)
- ✓ Refer to parts of “Alice’s Adventures in Wonderland, Part IV,” using terms such as *chapter* (RL.3.5)
- ✓ Compare and contrast the Queen of Hearts and the Caterpillar (RL.3.9)
- ✓ Demonstrate preparedness for a discussion, having read “Alice’s Adventures in Wonderland, Part IV,” explicitly drawing on preparation and other information known about Alice and her adventures to explore content under discussion (SL.3.1a)
- ✓ Prior to reading “Alice’s Adventures in Wonderland, Part IV,” identify what they know and have learned that may be related to Alice and her adventures (SL.3.1a)
- ✓ Make predictions prior to and while reading “Alice’s Adventures in Wonderland, Part IV,” based on the title, images, and/or text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Summarize “Alice’s Adventures in Wonderland, Part III” (SL.3.1c)
- ✓ During a discussion, explain ideas and understanding in relation to Alice and her adventures (SL.3.1d)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, meaningful word parts) in writing words with the spellings ‘er’ > /er/ (her), ‘ur’ > /er/ (hurt), ‘ir’ > /er/ (bird), ‘ar’ > /er/ (dollar) and ‘or’ > /er/ (work) (L.3.2f)

At a Glance	Exercise	Materials	Minutes
<b>Reading Time</b>	Whole Group Partner Reading: “Alice’s Adventures in Wonderland, Part IV”	Classic Tales; Worksheet 15.1	25
<b>Review</b>	The /er/ Sound and its Spellings	Vowel Flip Book; Spelling Cards for ‘ar’ > /er/ (dollar) and ‘or’ > /er/ (work); Individual Code Chart; tape; Worksheets 15.2, 15.3	15
	Dictation	writing materials	10
<b>Take-Home Material</b>	“Alice’s Adventures in Wonderland, Part IV”	Worksheet 15.4	*

### **Advance Preparation**

Write the following words on cards to sort for this lesson: *dollar, actor, color, history, major, doctor, labor, effort, factory, memory, mirror, author, collar, solar, polar, cellar, grammar, calendar, lizard, wizard, mustard, orchard, standard*.

### **Note to Teacher**

Students learned in Grade 2 CKLA that /er/ can be seen as the schwa of the R-controlled vowels. In words like *dollar* and *actor*, the stress is on the first syllable and the unstressed second syllable is reduced to /er/. In this lesson, you will review with students words like *dollar* and *actor*.

Display the Vowel Flip Book within the view of all students and tab the pages. Also have the Spelling Cards listed in the At a Glance readily available.

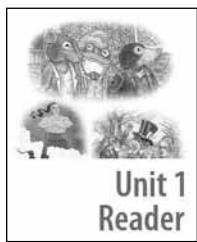
### **Vowel Flip Book**

1. ‘ar’ > /er/ (**dollar**) on **page 19**
2. ‘or’ > /er/ (**work**) on **page 19**

Create five columns on the board, ‘er’, ‘ur’, ‘ir’, ‘ar’, and ‘or’ and write the following words on them:

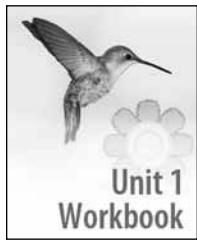
‘er’	‘ur’	‘ir’	‘ar’	‘or’
servant	sunburn	stirrup	parka	orphan
pattern	murder	blackbird	target	forest
modern	disturb	squirrel	sardine	glory
intern	surrender	giraffe	marvel	morning

### Whole Group Partner Reading: “Alice’s Adventures in Wonderland, Part IV”



Chapter 7

Unit 1  
Reader



Worksheet 15.1

Unit 1  
Workbook

#### Introducing the Chapter

- Tell students that the title of today’s chapter is “Alice’s Adventures in Wonderland, Part IV.”
- Have students review the setting, characters, and events that happened in “Alice’s Adventures in Wonderland, Part III” and predict what they think will happen in today’s chapter. (Answers may vary but should include the correct setting and characters.)
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

#### Previewing the Vocabulary

- Preview the vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “Alice’s Adventures in Wonderland, Part IV” is listed in bold print after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

## Vocabulary for “Alice’s Adventures in Wonderland, Part IV”

1. **courtier**—a member of a royal court (**courtiers**) (70)
2. **croquet**—a game in which players hit wooden balls with mallets through wire hoops stuck in the ground (70)
3. **chaos**—complete confusion and disorder (70)
4. **furrow**—a long, narrow ditch in the ground (**furrows**) (70)
5. **hedgehog**—small animal (**hedgehogs**) (70)
6. **mallet**—a wooden hammer with a heavy, round head (**mallets**) (70)
7. **flamingo**—a pink bird with long legs and a long neck (**flamingos**) (70)
8. **eager**—excited (72)
9. **Gryphon**—a character in the chapter (72)
10. **extraordinary**—impressive and unusual (72)
11. **inhabitant**—a person or animal who lives in a particular place (**inhabitants**) (72)
12. **Reeling**—staggering (72)
13. **Writhing**—squirming in pain (72)
14. **Ambition**—a desire to be successful (72)
15. **Mystery**—a story that is hard to explain (72)
16. **trial**—a formal meeting in a court where a judge and jury examine evidence to determine guilt or fault (74)
17. **Knave of Hearts**—a character in the chapter; a boy servant of the King and Queen of Hearts (74)
18. **tart**—a small pie (**tarts**) (74)
19. **witness**—a person in a trial called to speak about what they saw or know (**witnesses**) (74)
20. **sentence**—the statement from the jury in a trial that states whether the person on trial is at fault or not (74)
21. **jury**—a group of people who listen to facts given at a trial to determine guilt or fault (74)
22. **verdict**—the decision of a jury in a trial (74)
23. **Hold your tongue**—stop talking (74)
24. **creature**—a living person or animal (**creatures**) (76)

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board.
  - Divide the word into syllables.
  - Cover one syllable at a time with your hand and segment the word.
  - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
  - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound correspondence.

**Note:** Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted. Introduce these vocabulary words, using the procedures outlined in the Sound Spelling for Words section that follows.

1. cour   ti   er	'our' > /or/ ( <i>four, court</i> )
2. cro   quet	'et' > /ae/
3. cha   os	'ch' > /k/
4. fur   row	
5. hedge   hog	
6. mal   let	'e' > /ə/
7. fla   ming   o	'ng' > /ng/ ( <i>sing</i> ), 'g' > /g/ ( <i>gift</i> )
8. ea   ger	
9. Gry   phon	'y' > /i/ ( <i>myth</i> ), 'ph' > /f/ ( <i>phone</i> )
10. ex   traor   din   ar   y	'aor' > /or/, 'ar' > /air/ 'y' > /ee/
11. in   hab   it   ant	'a' > /ə/ ( <i>merchant, about</i> )
12. Reel   ing	
13. Writh   ing	'wr' > /r/ ( <i>wrist</i> )
14. Am   bi   tion	'tion' > /sh/ + /ə/ + /n/ ( <i>nation</i> )
15. Mys   ter   y	
16. tri   al	
17. Knave of Hearts	
18. tart	
19. wit   ness	
20. ju   ry	
21. ver   dict	
22. sen   tence	
23. Hold your tongue	'ngue' > /ng/
24. crea   ture	't' > /ch/ ( <i>feature</i> ) 'ure' > /er/

### *Sound Spellings for Words*

Write the word *courtier* on the board. (**Vocabulary Word #1**)

Circle the letters ‘our’.

Tell students that these letters represent the sound /or/.

Ask students to turn to **page 4** of the **Individual Code Chart**.

Ask students to find the /or/ row and follow it across to ‘our’ (*four*).

Ask students to summarize what the power bar means for ‘our’.

Write the word *croquet* on the board. (**Vocabulary Word #2**)

Circle the letters ‘et’.

Tell students that these letters represent the sound /ae/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ae/ row and follow it across.

Students will see that there is no ‘et’ listed. Explain to them that the ‘et’ spelling of /ae/ is so rare that it is not included on the Individual Code Chart. It only occurs in a few words.

Write the word *chaos* on the board. (**Vocabulary Word #3**)

Circle the letters ‘ch’.

Tell students that these letters represent the sound /k/.

Ask students to turn to **page 1** of the **Individual Code Chart**.

Ask students to find the /k/ row and follow it across to ‘ch’ (*school*).

Ask students to summarize what the power bar means for ‘ch’.

Write the word *mallet* on the board. (**Vocabulary Word #6**)

Circle the letter ‘e’.

Tell students that this letter represents the sound /ə/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ə/ row and follow it across to ‘e’ (*debate*).

Ask students to summarize what the power bar means for ‘e’.

Write the word *flamingo* on the board. (**Vocabulary Word #7**)

Circle the letters ‘ng’.

Tell students that these letters represent the sound /ng/.

Ask students to turn to **page 2** of the **Individual Code Chart**.

Ask students to find the /ng/ row and follow it across to ‘ng’ (*sing*).

Ask students to summarize what the power bar means for ‘ng’.

Circle the letter ‘g’.

Tell students that this letter also represents the sound /g/.

Ask students to turn to **page 1** of the **Individual Code Chart**.

Ask students to find the /g/ row and follow it across to ‘g’ (*gift*).

Ask students to summarize what the power bar means for ‘g’.

Write the word *Gryphon* on the board. (**Vocabulary Word #9**)

Circle the letter ‘y’.

Tell students that this letter represents the sound /i/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /i/ row and follow it across to ‘y’ (*myth*).

Ask students to summarize what the power bar means for ‘y’.

Circle the letters ‘ph’.

Tell students that these letters represent the sound /f/.

Ask students to turn to **page 1** of the **Individual Code Chart**.

Ask students to find the /f/ row and follow it across to ‘ph’ (*phone*).

Ask students to summarize what the power bar means for ‘ph’.

Write the word *extraordinary* on the board. (**Vocabulary Word #10**)

Circle the letters ‘aor’.

Tell students that these letters represent the sound /or/.

Ask students to turn to **page 4** of the **Individual Code Chart**.

Ask students to find the /or/ row and follow it across.

Students will see that there is no ‘aor’ listed. Explain to them that the ‘aor’ spelling of /or/ is so rare that it is not included on the Individual Code Chart. It only occurs in a few words.

Circle the letters ‘ar’.

Tell students that these letters represent the sound /air/.

Ask students to turn to **page 4** of the **Individual Code Chart**.

Ask students to find the ‘ar’ row and follow it across.

Students will see that there is no ‘air’ listed. Explain to them that the ‘air’ spelling of /ar/ is so rare that it is not included on the Individual Code Chart. It only occurs in a few words.

Circle the letter ‘y’.

Tell students that this letter represents the sound /ee/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ee/ row and follow it across to ‘y’ (*funny*).

Ask students to summarize what the power bar means for ‘y’.

Write the word *inhabitant* on the board. (**Vocabulary Word #11**)

Circle the second letter ‘a’.

Tell students that this letter represents the sound /ə/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ə/ row and follow it across to ‘a’ (*about*).

Ask students to summarize what the power bar means for ‘a’.

Write the word *Writhing* on the board. (**Vocabulary Word #13**)

Circle the letters ‘wr’.

Tell students that these letters represent the sound /r/.

Ask students to turn to **page 2** of the **Individual Code Chart**.

Ask students to find the /r/ row and follow it across to ‘wr’ (*wrist*).

Ask students to summarize what the power bar means for ‘wr’.

Write the word *Ambition* on the board. (**Vocabulary Word #14**)

Circle the letters ‘tion’.

Tell students that these letters represent three different phonemes /sh/ + /ə/ + /n/.

Because ‘tion’ is made up of three different phonemes, students will see that it is not listed on the **Individual Code Chart**.

Write the word *nation* on the board as another example of a word in which ‘tion’ spells the sounds /sh/ + /ə/ + /n/.

Write the word *tongue* on the board. (**Vocabulary Word #23**)

Circle the letters ‘ngue’.

Tell students that these letters represent the sound /ng/.

Ask students to turn to **page 2** of the **Individual Code Chart**.

Ask students to find the /ng/ row and follow it across.

Students will see that there is no ‘ngue’ listed. Explain to them that the ‘ngue’ spelling of /ng/ is so rare that it is not included on the Individual Code Chart. It only occurs in a few words.

Write the word *creature* on the board. (**Vocabulary Word #24**)

Circle the letter ‘t’.

Tell students that this letter represents the sound /ch/.

Ask students to turn to **page 1** of the **Individual Code Chart**.

Ask students to find the /ch/ row and follow it across.

Students will see that there is no ‘t’ listed. Explain to them that the ‘t’ spelling of /ch/ is so rare that it is not included on the Individual Code Chart. It only occurs in a few words.

Circle the letters ‘ure’.

Tell students that this letter represent the sound /er/.

Ask students to turn to **page 4** of the **Individual Code Chart**.

Ask students to find the /er/ row and follow it across.

Students will see that there is no ‘ure’ listed. Explain to them that the ‘ure’ spelling of /er/ is so rare that it is not included on the Individual Code Chart. It only occurs in a few words.

### **Guided Reading Supports and Purpose for Reading**

**Note:** It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening & Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

- Be sure to call students’ attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.

### **Pages 70 and 71**

- Read the title of the chapter together as a class, “Alice’s Adventures in Wonderland, Part IV.”
- Have students find the words *courtiers* and *croquet* in the first paragraph and discuss their definitions. Note for students that the word *courtiers* is a form of the word *courtier*.

- Direct students' attention to the image and caption on **page 71** and read the caption aloud as a class.
- Tell students to read the first paragraph of **page 70** orally with a partner to find the answer to the question: "What did Alice find behind the door in the tree that led into a hallway?"
- When students have finished reading, restate the question and ask students to answer. (Alice encountered a beautiful garden filled with people.)
- Ask, "What game did the King and Queen of Hearts invite Alice to play?" (They invited her to play croquet.)
- Have students find the words *chaos*, *furrows*, *hedgehogs*, *mallets*, and *flamingos* in the second paragraph and discuss their definitions. Note for students that the words *furrows*, *hedgehogs*, *mallets*, and *flamingos* are the plural forms of the words *furrow*, *hedgehog*, *mallet*, and *flamingo*.
- Ask students to read the second paragraph on **page 70** orally with a partner to find the answer to the question: "What was unusual about this game of croquet?" (The croquet balls were live hedgehogs and the mallets were flamingos.)
- Ask, "What was the Queen of Hearts shouting?" (She was shouting, "Off with his head! Off with her head!") "What did she mean by that?" (Answers may vary.)

### Pages 72 and 73

- Have students find the words *Gryphon*, *extraordinary*, and *inhabitants* in the first paragraph and discuss their definitions. Note for students that the word *inhabitants* is the plural form of the word *inhabitant*.
- Direct students' attention to the image and caption on **page 73** and call on one student to read the caption aloud.
- Have students read the first paragraph on **page 72** orally with a partner to find the answer to the question: "What new remarkable creatures did Alice meet?"
- When students have finished reading, restate the question and ask students to answer. (Alice met the Mock Turtle and the Gryphon.)
- Have students find the words *Reeling*, *Writhing*, *Ambition*, and *Mystery* in the second paragraph on **page 72** and discuss their definitions.

- Ask, “What subjects in school did the Mock Turtle and the Gryphon say they studied?” (They said they studied Reeling, Writhing, and Ambition, not to mention ancient and modern Mystery.)
- Have students comment on these subjects and their unusual names. (Answers may vary. You may wish to tell students that school is known for teaching Reading, Writing, and Arithmetic, also known as the Three Rs. These three subjects sound like the words *Reeling*, *Writhing*, and *Ambition*. The subject named Mystery rhymes with a common subject in school called history. )

### Pages 74 and 75

- Have students find the words *trial*, *Knave of Hearts*, and *tarts* in the first paragraph and discuss their definitions. Note for students that the word *tarts* is a form of the word *tart*.
- Direct students’ attention to the image and caption on **page 75** and read the caption aloud to the class.
- Have students read the first paragraph of **page 74** orally with a partner to find the answer to the question: “Who is on trial and why is he on trial?”
- When students have finished reading, restate the question and ask students to answer. (The Knave of Hearts was on trial for stealing some tarts.)
- Have students find the words *witnesses*, *witness*, *sentence*, *jury*, and *verdict* in the second paragraph and discuss their definitions. You may wish to elaborate on what a trial is, relying on the image on **page 75** to show the judge, jury, witnesses, and the Knave of Hearts.
- Have students find the words *Hold your tongue* and discuss the definition.
- Have students read the second paragraph on **page 74** orally with a partner to find the answer to the question: “Why was Alice ready to scream?”
- When students have finished reading, restate the question and ask students to answer. (She was upset at how the trial was going.)
- Have students read the remainder of **page 74** orally with a partner to find the answer to the question: “What was Alice upset about in the trial?”

- When students have finished reading, restate the questions and ask students to answer. (The sentence was being read first before the jury had reached a verdict.) You may wish to elaborate further on how a trial works and why this is backwards and not in the correct *chronological order*.

### Pages 76 and 77

- Have students find the words *eager*, and *creatures* and discuss their definitions. Note for students that the word *creatures* is a form of the word *creature*.
- Direct students' attention to the image and caption on **page 77** and call on one student to read the caption aloud.
- Have students read **pages 76 and 77** to themselves to find out if Alice avoided the Queen's demand, "Off with her head!"
- When students have finished reading, restate the question and ask them to answer. (Alice woke up on the bank beside her sister.)
- Ask, "What does it mean that Alice woke up and was on the river bank with her sister?" (The adventures in Wonderland had been a dream.)
- Ask, "What was her sister's reaction to the adventures as Alice told them?" (She hoped that Alice would always remember the day she dreamed of Wonderland and would continue to tell the stories.)

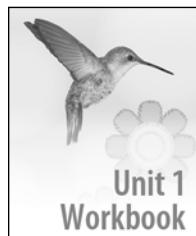
### Wrap-Up

- Use the following questions to promote a discussion.

#### Discussion Questions on "Alice's Adventures in Wonderland, Part IV"

- Literal* Describe the trial that Alice came upon. (The trial was a confusing muddle. The witnesses were not at all helpful. Alice was called as a witness herself.)
- Literal* Why did Alice get angry at the trial? (She was frustrated by the muddle and the order of things happening.)
- Inferential* What adjectives would you use to describe the Queen of Hearts? (Answers may vary but could include demanding, confusing, and angry.)

- Have students complete Worksheet 15.1 independently.



Worksheets 15.2,  
15.3

For additional practice, see  
worksheets in Sections III-B  
and V-B of the *Assessment  
and Remediation Guide*.

## The /er/ Sound and its Spellings

15 minutes

- Review with students the different spellings of /er/ that you discussed in previous lessons.
- Using the chart you prepared in advance, work column by column and point to a word, circle the r-controlled spelling, and ask students to read the word. Continue until all words have been read aloud.
- Tell students that you are going to practice some more words with r-controlled vowels. Have students turn to Worksheet 15.2. First, have students read all the words in the box aloud and then, complete the first several items as a class.
- If most students appear to understand the content, have students complete the remainder of the worksheet independently. If not, continue to provide guided practice.
- Explain that students will review two spellings today for /er/, ‘ar’ and ‘or’. Turn to the **Vowel Flip Book page 19** and put the Spelling Cards on the appropriate spaces. Discuss the power bars.
- Have students turn to the **Individual Code Chart page 4**. Draw three columns on the board and label them /or/, /er/, and /ar/.
- Remind students that they have already encountered the spellings ‘ar’ and ‘or’ in association with other sounds, ‘ar’ as /ar/ and ‘or’ as /or/. Write the following words on the board and ask students to read them:

1. charm
2. carpet
3. barber
4. alarm
5. short
6. forest
7. corner
8. support

- Ask students to help you sort the words into ‘ar’ and ‘or’ columns.

- Have students look at the Individual Code Chart. Ask students which of the spellings they have learned for /er/ has the longer power bar. Explain that ‘or’ is used as a spelling for /er/ in more words than ‘ar’ but that ‘er’ is used as a spelling for /er/ in more words than the other spellings.
- Ask students which of the spellings they have learned for /er/ has the longest power bar. Explain that ‘er’ is used as a spelling for /er/ in more words than the other spellings.
- Help students realize that when they see a word with an ‘ar’ or ‘or’ spelling, they may need to sound out the word with alternate sounds, /ar/ or /er/, /or/ or /er/, to see which sound makes sense in any given instance.
- Have students turn to Worksheet 15.3 and complete it independently.

### Dictation

**10 minutes**

- Following your established dictation procedures, dictate the following words to your class.

1. grammar
2. calendar
3. lizard
4. mustard
5. blizzard

## Take-Home Material

### “Alice’s Adventures in Wonderland, Part IV”

- Have students take home Worksheet 15.4 to read to a family member.

# Pausing Point

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## Note to Teacher

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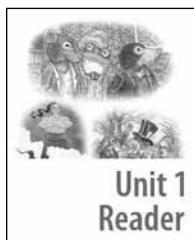
- We recommend that you select specific Pausing Point activities to meet students' needs.

## Reading Time

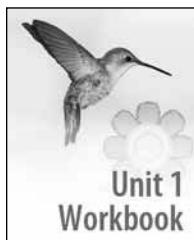
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### Small Group: "The Open Road, Part I"

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Chapter 8



Worksheet PP1

#### Introducing the Chapter

- Ask students to return to the Table of Contents and to point to and read the title of Chapter 8, "The Open Road, Part I," reminding students that the title provides an idea of what the story is about. Note for students that this story is told in four chapters and that the chapters are numbered I, II, III, and IV.
- Tell students that this story is set in England. Have students turn to the Introduction and find England on the map by following the arrow from the title of the story to England.
- Tell students that this story comes from a book called *The Wind in the Willows*, which is a collection of stories author Kenneth Grahame wrote in part for his son, Alastair. Grahame was born in Scotland in 1859, worked as a banker, and lived in England most of his life. *The Wind in the Willows* is full of the antics of little animals in the English countryside, including Toad, who loves his speedy motorcar.
- Ask students to return to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

#### Introducing the Chapter

- Tell students the title of today's chapter is "The Open Road, Part I."
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

### *Previewing the Vocabulary*

- Preview the vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “The Open Road, Part I” is listed in bold print after the definition. An asterisk after a word indicates the word is also taught in Listening & Learning.

### **Vocabulary for “The Open Road, Part I”**

1. **call on\***—to visit (**78**)
2. **fellow**—a man or a boy (**78**)
3. **clever**—smart; able to understand things quickly (**78**)
4. **conceited\***—overly proud of yourself (**78**)
5. **dignified**—formal (**80**)
6. **stables**—a barn or building where horses are kept (**80**)
7. **banquet hall**—a large dining room (**80**)
8. **cross beams**—long pieces of wood in the ceiling that go from one wall to another that things are hung from (**80**)
9. **slip**—a place where a boat is docked (**80**)
10. **deserted**—with no one around (**80**)
11. **fad**—something that is popular for a short time (**80**)
12. **wicker**—a type of furniture made of twigs (**82**)
13. **introduction**—meeting a person (**82**)

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board.
  - Divide the word into syllables.
  - Cover one syllable at a time with your hand and segment the word.
  - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
  - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound correspondence.

**Note:** Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted. Introduce these vocabulary words, using the procedures outlined in the Sound Spellings for Words section that follows.

1. call on
2. fel | low
3. clev | er
4. con | ceit | ed              'ei' > /ee/ (*receipt*)
5. dig | nif | ied              'ie' > /ie/ (*tie*)
6. sta | bles
7. ban | quet hall
8. cross beams
9. slip
10. de | ser | ted              's' > /z/ (*dogs*)
11. fad
12. wick | er
13. in | tro | duc | tion        'tion' > /sh/ + /ə/ + /n/ (*nation*)

### *Sound Spellings for Words*

Write the word *conceited* on the board. (**Vocabulary Word #4**)

Circle the letters 'ei'.

Tell students that these letters represent the sound /ee/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ee/ row and follow it across.

Students will see that that is no 'ei' listed. Explain to them that the 'ei' spelling of /ee/ is so rare that it is not included on the Individual Code Chart. It only occurs in a few words.

Write the word *receipt* on the board as an example of another word in which 'ei' spells the sound /ee/.

Write the word *dignified* on the board. (**Vocabulary Word #5**)

Circle the letters ‘ie’.

Tell students that these letters represent the sound /ie/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ie/ row and follow it across to ‘ie’ (tie).

Ask students to summarize what the power bar means for ‘ie’.

Write the word *deserted* on the board. (**Vocabulary Word #10**)

Circle the letter ‘s’.

Tell students that this letter represents the sound /z/.

Ask students to turn to **page 2** of the **Individual Code Chart**.

Ask students to find the /z/ row and follow it across to ‘s’ (dogs).

Ask students to summarize what the power bar means for ‘s’.

Write the word *introduction* on the board. (**Vocabulary Word #13**)

Circle the letters ‘tion’.

Tell students that these letters represent three different phonemes /sh/ + /ə/ + /n/.

Because ‘tion’ is made up of three different phonemes, students will see that it is not listed on the Individual Code Chart.

Write the word *nation* on the board as another example of a word in which ‘tion’ spells the sounds /sh/ + /ə/ + /n/.

### *Purpose for Reading*

**Note:** The Guided Reading Supports that follow are intended for use while you work with students in **Small Group 1**.

- ➊ **Small Group 1:** Ask these students to come to the reading table and read the chapter with you. This is an excellent time for you to make notes in your anecdotal records. Follow the Guided Reading Supports below as you guide students through the chapter. Then, tell them to complete Worksheet PP1.
- ➋ **Small Group 2:** Ask these students to read the chapter independently to find out specific details about the characters of Rat, Mole and Toad. Then, tell them to complete Worksheet PP1.

### *Guided Reading Supports*

**Note:** It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening & Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

- Be sure to call students' attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.

### **Pages 78 and 79**

- Read the title of the chapter together as a class, "The Open Road, Part I."
- Have students find the words *call on*, *fellow*, *clever*, and *conceited* on **page 78** and discuss their definitions.
- Direct students' attention to the image and caption on **page 79** and have students comment on the characters, Rat and Mole. Note for students the presence of personification in this story. Explain to students that personification is giving human qualities or abilities to animals or objects that don't normally possess those qualities or abilities.
- Have students read **pages 78 and 79** orally to find the answer to the question: "What examples of personification are there in the characters of Rat and Mole?"

- When students have finished reading, restate the question and have students answer. (Answers may vary but should include that the characters speak to each other, row a boat, wear clothing, and live in houses like the one in the image on **page 79**.)
- Ask students, “Why would an author use personification?” (Answers may vary but could include to make the story funnier, more interesting, more engaging, and/or better suited for children.)
- Ask students to think of examples of stories they have read before that include personification. (Answers may vary but could include “Frog and Toad,” “The Three Billy Goats Gruff,” “Stuart Little,” etc.)
- Draw students’ attention back to the text on **page 78** and ask, “What characteristics do Rat and Mole list about Toad?” (good-tempered, always glad to see you, always sorry when you go, nice, simple, friendly, not very clever, boastful, and conceited)
- Ask, “Why did Mole want Rat to take him to call on Toad?” (Mole had heard so much about him.)

### Pages 80 and 81

- Have students find the words *dignified*, *stables*, *banquet hall*, *cross beams*, *slip*, *deserted*, and *fad* on **page 80** and discuss their definitions.
- Direct students’ attention to the image and caption on **page 81** and have them comment on how the two buildings look different. (Answers may vary but could include that Toad Hall looks very grand and well-kept and the boathouse looks neglected.)
- Have students read **pages 80 and 81** orally to find the answer to the question: “Why does the boathouse in the image on **page 81** look neglected?”
- When students have finished reading, restate the question and have students answer. (Answers may vary but could include that Rat thinks Toad was “done with” boating and had taken up a new fad.)
- Ask students, “Why do you think Rat would know that Toad was ‘done with’ boating and Mole wouldn’t know?” (Answers may vary but could include that Rat knows Toad and Mole is meeting him for the first time.)

## Pages 82 and 83

- Have students find the words *wicker* and *introduction* on **page 82** and discuss their definitions. Note for students that the academic vocabulary word *introduce* is the root word of *introduction*.
- Have students read **pages 82 and 83** orally to find the answer to the question: “Why was Toad so excited to see Rat?”
- When students have finished reading, restate the question and have students answer. (Answers may vary but could include that Toad was just about to send a boat down the river for Rat to bring him to Toad.)
- Ask, “What additional examples of personification are included in **pages 82 and 83?**” (Answers may vary but could include that Toad is sitting in a wicker garden chair reading a map, he jumps up to shake the paws of Rat and Mole, and he dances around them.)

### Wrap-Up

- Use the following questions to promote a discussion.

### Discussion Questions on “The Open Road, Part I”

1. *Literal* Who were the main characters in the chapter? (Rat, Mole, and Toad)
2. *Literal* What is the setting of the chapter? (the English countryside)
3. *Literal* What adjectives would you use to describe Rat? (*happy, friendly, and/or smart*)
4. *Literal* Why did Rat go see Toad? (because Mole wanted to meet him)
5. *Literal* Why did Rat say that Toad Hall was “one of the nicest houses around, though we never admit as much to Toad?” (Answers may vary but could include that Rat thinks Toad is already conceited.)
6. *Inferential* Make a prediction about what might happen in the next chapter. (Answers may vary.)

## **Take-Home Material**

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### **“The Open Road, Part I”**

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- Have students take home Worksheet PP2 to read to a family member.

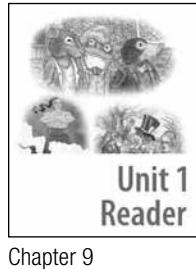
## **Reading Time**

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### **Small Group: “The Open Road, Part II”**

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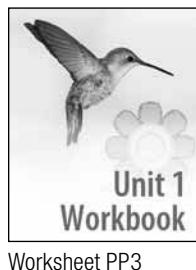
#### ***Introducing the Chapter***



Chapter 9

- Tell students that the title of today’s chapter is “The Open Road, Part II.”
- Have students review the setting, characters, and events that happened in “The Open Road, Part I” and predict what they think will happen in today’s chapter. (Answers may vary but should include the correct setting and characters.)
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

#### ***Previewing the Vocabulary***



Worksheet PP3

- Preview the vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “The Open Road, Part II” is listed in bold print after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

## Vocabulary for “The Open Road, Part II”

1. **amusement**—enjoyment (84)
2. **occupation**—a job (84)
3. **tomorrow**—the day after today (86)
4. **horizon**—a picture of your experiences (86)
5. **beg your pardon**—excuse me (88)
6. **doggedly**—stubbornly (88)
7. **loyally**—in a way that supports a friend (90)
8. **wistfully**—in a way that shows sadness about something that made you happy in the past (90)
9. **Life Adventurous**—a life full of excitement or danger (90)
10. **disappointing**—letting someone down by not doing what is expected (90)
11. **motto**—a rule for one’s behavior (90)

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board.
  - Divide the word into syllables.
  - Cover one syllable at a time with your hand and segment the word.
  - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
  - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound correspondence.

**Note:** Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted. Introduce these vocabulary words, using the procedures outlined in the Sound Spellings for Words section that follows.

- |                              |                                    |
|------------------------------|------------------------------------|
| 1. a   muse   ment           | 'a' > /ə/ ( <i>about</i> )         |
| 2. oc   cu   pa   tion       |                                    |
| 3. to   mor   row            |                                    |
| 4. hor   i   zon             | second 'o' > /ə/ ( <i>common</i> ) |
| 5. beg your par   don        | second 'o' > /ə/ ( <i>common</i> ) |
| 6. dog   ged   ly            |                                    |
| 7. loy   al   ly             |                                    |
| 8. wist   ful   ly           |                                    |
| 9. Life Ad   ven   tur   ous | 'ou' > /u/ ( <i>touch</i> )        |
| 10. dis   ap   point   ing   |                                    |
| 11. mot   to                 |                                    |

### *Sound Spellings for Words*

Write the word *amusement* on the board. (**Vocabulary Word #1**)

Circle the letter 'a'.

Tell students that this letter represents the sound /ə/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ə/ row and follow it across to /a/ (*about*).

Ask students to summarize what the power bar means for 'a'.

Write the words *horizon* and *beg your pardon* on the board.

**(Vocabulary Words #4 and #5)**

Circle the second letter ‘o’ in both vocabulary entries.

Tell students that these letters represent the sound /ə/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ə/ row and follow it across.

Students will see that that is no ‘o’ listed. Explain to them that the ‘o’ spelling of /ə/ is so rare that it is not included on the Individual Code Chart. It only occurs in a few words.

Write the word *common* on the board as an example of another word in which ‘o’ spells the sound /ə/.

Write the words *Life Adventurous* on the board. (**Vocabulary Word #9**)

Circle the letters ‘ou’.

Tell students that these letters represent the sound /u/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /u/ row and follow it across to /ou/ (*touch*).

Ask students to summarize what the power bar means for ‘ou’.

### *Purpose for Reading*

**Note:** The Guided Reading Supports that follow are intended for use while you work with students in **Small Group 1**.

- ★ **Small Group 1:** Ask these students to come to the reading table and read the chapter with you. This is an excellent time for you to make notes in your anecdotal records. Follow the Guided Reading Supports below as you guide students through the chapter. Then, tell them to complete Worksheet PP3.
- ★ **Small Group 2:** Ask these students to read the chapter independently to find out specific details about Toad’s plan for a new adventure. Then, tell them to complete Worksheet PP3.

### **Guided Reading Supports**

**Note:** It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening & Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

- Be sure to call students' attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.

#### **Pages 84 and 85**

- Read the title of the chapter together as a class, "The Open Road, Part II."
- Have students find the words *amusement* and *occupation* on **page 84** and discuss their definitions.
- Direct students' attention to the image and caption on **page 85** and ask, "Do you think Rat, Mole, and Toad will go boating? Why or why not?" (Answers may vary but could include that there is a travel wagon in the image, not a boat.)
- Have students read **page 84** orally to find the answer to the question: "What does Toad think of boating?"
- When students have finished reading, restate the question and have students answer. (Toad feels that boating is a silly, boyish amusement that he gave up long ago.)
- Ask, "How does Toad feel about Rat and Mole wanting to go boating?" (Toad feels sorry to see his friends, who ought to know better, wasting their lives boating.)
- Ask students, "What does Toad wish he hadn't done? (Toad wishes he hadn't spent so many years boating, which he feels now was a waste of time.)

#### **Pages 86 and 87**

- Direct students' attention to the image and caption on **page 87**.
- Have students find the words *tomorrow* and *horizon*, and discuss definitions.

- Have students read **pages 86 and 87** orally to find the answer to the question: “Were Rat and Mole as excited about Toad’s new travel wagon?”
- When students have finished reading, restate the question and have students answer. (Rat was very unhappy and Mole was eager to see the inside of the wagon.)
- Ask students, “Why do you think Rat was not excited?” (Answers may vary but could include that Rat knew Toad and had experienced his new adventures before.)

### Pages 88 and 89

- Have students find the words *beg your pardon* and *doggedly* on **page 88** and discuss definitions.
- Direct students’ attention to the image and caption on **page 89** and discuss the look on Rat’s face. (Answers may vary but could include that he doesn’t look happy.)
- Have students read **page 88** orally to find the answer to the question: “What was Toad’s plan for the afternoon?”
- When students have finished reading, restate the question and have students answer. (Toad expected Rat and Mole to accompany him on a trip in his new wagon.)
- Ask students, “Why did Toad say Rat should go with him?” (He said he couldn’t possibly go without Rat and that Rat shouldn’t stick to his dull, old river all his life, living in a hole and going boating.)
- Ask, “What was the reaction of Rat to Toad’s plan?” (Rat refused to go, saying he would stick with his “old river and boating” as he’d always done.)
- Ask students, “What does Rat say to Mole about accompanying Toad?” (Rat says that Mole will stick with him and do as he will do.)
- Ask students to predict what Mole will do. (Answers may vary, but could include that since Mole had looked eager to see the wagon, he may want to go with Toad.)
- Ask students to list additional examples of personification from the text and image on **pages 88 and 89**. (Answers may vary but could include that the animals slept in bunks, ate at a table, cooked on a stove, and read books.)

### Pages 90 and 91

- Have students find the words *loyally*, *wistfully*, *Life Adventurous*, *disappointing*, and *motto* on **page 90** and discuss definitions.
- Direct students' attention to the image and caption on **page 91**.
- Have students read **pages 90 and 91** orally to find the answer to the question: "What was Mole's decision about going with Toad?"
- When students have finished reading, restate the question and have students answer. (Mole wanted to go with Toad but said he would go along with Rat's decision.)
- Ask, "What did Rat think about Mole and his decision to go with Toad?" (Rat said that Mole had been tempted by the Life Adventurous and had fallen in love with the green-colored cart.)
- Ask, "What made Rat begin to change his mind about going?" (Answers may vary but could include that he hated disappointing people and was fond of Mole.)
- Ask, "What did Toad suggest they do at the end of **page 90**?" (Toad suggested they go have lunch and talk it over.)

### Wrap-Up

- Use the following questions to promote a discussion.

### Discussion Questions on “The Open Road, Part II”

1. *Literal* What is the setting of the chapter? (Toad Hall and the stable yard)
2. *Literal* What adjectives would you use to describe Toad in this chapter? (Answers may vary but could include *excited*, *enthusiastic*, *encouraging*, and/or *hopeful*.)
3. *Inferential* What do you notice about the way in which the Toad spoke? (Answers may vary but could include that he said a lot to convince Rat and Mole to accompany him.)
4. *Inferential* Predict what will happen in the next chapter. (Answers may vary.)

## **Take-Home Material**

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### **“The Open Road, Part II”**

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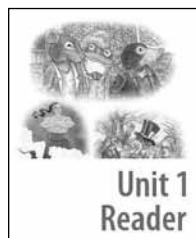
- Have students take home Worksheet PP4 to read to a family member.

## **Reading Time**

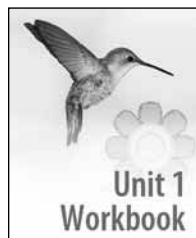
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### **Small Group: “The Open Road, Part III”**

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Chapter 10



Worksheet PP5

#### ***Introducing the Chapter***

- Tell students that the title of today’s chapter is “The Open Road, Part III.”
- Have students review the setting, characters, and events that happened in “The Open Road, Part II” and discuss their predictions they made in a previous lesson about what they think will happen in today’s chapter. (Answers may vary but should include the correct setting and characters.)
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

#### ***Previewing the Vocabulary***

- Preview the vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “The Open Road, Part III” is listed in bold print after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

## Vocabulary for “The Open Road, Part III”

1. **played like a harp**—to cleverly cause someone to think like you do (92)
2. **inexperienced**—not having much practice in doing something (92)
3. **satisfying**—pleasing (94)
4. **orchards**—fields where fruit trees grow (94)
5. **gentleman**—a wealthy or rich man who belongs to a high social class (94)
6. **journey**—a trip (94)
7. **disaster**—when everything goes wrong (94)
8. **interior**—the inside of something (96)
9. **magnificent**—extremely beautiful (96)
10. **dwindle**—to gradually become smaller (**dwindled**) (96)
11. **lurch**—to suddenly jerk or move forward (**lurched**) (96)
12. **villains**—evil people (96)

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board.
  - Divide the word into syllables.
  - Cover one syllable at a time with your hand and segment the word.
  - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
  - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound correspondence.

**Note:** Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted. Introduce these vocabulary words, using the procedures outlined in the Sound Spellings for Words section that follows.

1. played	'ay' > /ae/ ( <i>day</i> )
2. in   ex   per   i   enced	second 'e' > /ee/ ( <i>bee</i> ), second 'i' > /ee/ ( <i>ski</i> )
3. sat   is   fy   ing	'y' > /ie/ ( <i>try</i> )
4. or   chards	'ar' > /er/ ( <i>dollar</i> )
5. gen   tle   man	'a' > /ə/ ( <i>about</i> )
6. jour   ney	'our' > /er/ ( <i>tournament</i> ), 'ey' > /ee/ ( <i>key</i> )
7. dis   as   ter	
8. in   ter   i   or	'e' > /ee/ ( <i>bee</i> ), second 'i' > /ee/ ( <i>ski</i> )
9. mag   ni   fi   cent	'c' > /s/ ( <i>cent</i> )
10. dwin   dle	
11. lurch	'ur' > /er/ ( <i>hurt, curtain</i> )
12. vil   lains	'ai' > /ə/

### Sound Spellings for Words

Write the word *played* on the board. (**Vocabulary Word #1**)

Circle the letters 'ay'.

Tell students that these letters represent the sound /ae/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ae/ row and follow it across to 'ay' (*day*).

Ask students to summarize what the power bar means for 'ay'.

Write the word *inexperienced* on the board. (**Vocabulary Word #2**)

Circle the second letter ‘e’.

Tell students that this letter represents the sound /ee/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ee/ row and follow it across to ‘ee’ (bee).

Ask students to summarize what the power bar means for ‘ee’.

Circle the second letter ‘i’.

Tell students that this letter represents the sound /ee/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ee/ row and follow it across to ‘i’ (ski).

Ask students to summarize what the power bar means for ‘i’.

Write the word *satisfying* on the board. (**Vocabulary Word #3**)

Circle the letter ‘y’.

Tell students that this letter represents the sound /ie/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ie/ row and follow it across to ‘y’ (try).

Ask students to summarize what the power bar means for ‘y’.

Write the word *orchards* on the board. (**Vocabulary Word #4**)

Circle the letters ‘ar’.

Tell students that these letters represent the sound /er/.

Ask students to turn to **page 4** of the **Individual Code Chart**.

Ask students to find the /er/ row and follow it across to ‘ar’ (dollar).

Ask students to summarize what the power bar means for ‘ar’.

Write the word *gentleman* on the board. (**Vocabulary Word #5**)

Circle the letter ‘a’.

Tell students that this letter represents the sound /ə/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ə/ row and follow it across to ‘a’ (*about*).

Ask students to summarize what the power bar means for ‘a’.

Write the word *journey* on the board. (**Vocabulary Word #6**)

Circle the letters ‘our’.

Tell students that these letters represent the sound /er/.

Ask students to turn to **page 4** of the **Individual Code Chart**.

Ask students to find the /er/ row and follow it across.

Students will see that there is no ‘our’ listed. Explain to them that the ‘our’ spelling of /er/ is so rare that it is not included on the Individual Code Chart. It only occurs in a few words.

Circle the letters ‘ey’.

Tell students that these letters represent the sound /ee/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ee/ row and follow it across to ‘ey’ (*key*).

Ask students to summarize what the power bar means for ‘ey’.

Write the word *interior* on the board. (**Vocabulary Word #8**)

Circle the letter ‘e’.

Tell students that this letter represents the sound /ee/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ee/ row and follow it across to ‘ee’ (bee).

Ask students to summarize what the power bar means for ‘ee’.

Circle the second letter ‘i’.

Tell students that this letter represents the sound /ee/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ee/ row and follow it across to ‘i’ (ski).

Ask students to summarize what the power bar means for ‘i’.

Write the word *magnificent* on the board. (**Vocabulary Word #9**)

Circle the letter ‘c’.

Tell students that this letter represents the sound /s/.

Ask students to turn to **page 2** of the **Individual Code Chart**.

Ask students to find the /s/ row and follow it across to ‘c’ (cent).

Ask students to summarize what the power bar means for ‘s’.

Write the word *lurch* on the board. (**Vocabulary Word #11**)

Circle the letters ‘ur’.

Tell students that these letters represent the sound /er/.

Ask students to turn to **page 4** of the **Individual Code Chart**.

Ask students to find the /er/ row and follow it across to ‘ur’ (hurt).

Ask students to summarize what the power bar means for ‘ur’.

Write the word *villains* on the board. (**Vocabulary Word #12**)

Circle the letters ‘ai’.

Tell students that these letters represent the sound /ə/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /ə/ row and follow it across.

Students will see that there is no ‘ai’ listed. Explain to them that the ‘ai’ spelling of /ə/ is so rare that it is not included on the Individual Code Chart. It only occurs in a few words.

#### *Note to Teacher*

The Guided Reading Supports that follow are intended for use while you work with students in **Small Group 1**.

- ❖ **Small Group 1:** Ask these students to come to the reading table and read the chapter with you. This is an excellent time for you to make notes in your anecdotal records. Follow the Guided Reading Supports below as you guide students through the chapter. Then, tell them to complete Worksheet PP5.
- ❖ **Small Group 2:** Ask these students to read the chapter independently to find out specific details about Toad’s plan for a new adventure. Then, tell them to complete Worksheet PP5.

#### *Guided Reading Supports*

**Note:** It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening & Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

- Be sure to call students’ attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.

#### **Pages 92 and 93**

- Read the title of the chapter together as a class, “The Open Road, Part III.”

- Have students find the words *played like a harp* and *inexperienced* in the first paragraph on **page 92** and discuss their definitions.
- Direct students' attention to the image and caption on **page 93** and have students comment on the amount of food on the table. (Answers may vary but could include that there is a lot of food on the table for only three animals eating lunch.)
- Ask, "What additional examples of personification are depicted in the image on **page 93**?" (Answers may vary but could include that the animals are using plates, forks, knives, spoons, and glasses and are sitting at a table eating.)
- Have students read **page 92** orally to find the answer to the question: "Did Toad have trouble talking Rat and Mole into accompanying him?"
- When students have finished reading, restate the question and have students answer. (Toad had no trouble talking Mole into going as Mole was so excited he could hardly sit in his chair. Rat decided to override his objections and go with his friends because he hated to disappoint them.)

### Pages 94 and 95

- Have students find the words *satisfying*, *orchards*, *gentleman*, *journey*, and *disaster* on **page 94** and discuss definitions.
- Direct students' attention to the image and caption on **page 95** and ask them to comment on how the journey seems to be going for Rat, Mole, and Toad. (Answers may vary but could include that all three look happy and seem to be enjoying the afternoon.)
- Ask, "What do you think that cloud of dust in the background is?" (Answers may vary.)
- Have students read **page 94** orally to find the answer to the question: "What was enjoyable about the journey of the threesome?" (It was a golden afternoon full of nice smells, birds whistling cheerily, and travelers stopping the threesome to say nice things about the wagon.)
- Have a student read the last paragraph aloud and ask students to predict what will happen next. (Answers may vary.)

### Pages 96 and 97

- Have students find the words *interior*, *magnificent*, and *dwindled* in the second paragraph on **page 96** and discuss definitions. Note for students that the word *dwindled* is a form of the word *dwindle*.

- Direct students' attention to the image and caption on **page 97**.
- Have students read the first two paragraphs on **page 96** orally to find the answer to the question: "What did that cloud of dust in the background turn out to be?"
- When students have finished reading, restate the question and have students answer. (It was a motor car.)
- Ask, "What did the inside of the motor car look like?" (glittering glass and leather)
- Have students find the words *lurched* and *villains* on the remainder of **page 96** and discuss their definitions. Note for students that the word *lurched* is a form of the word *lurch*.
- Have students read the remainder of **page 96** orally to find the answer to the question: "What did the horse do?" (The horse lurched forward, causing the wagon to fall onto its side in the ditch.)
- Ask, "What was Rat's reaction?" (He danced up and down in the road shouting and shaking his fists at the driver of the motor car.)

#### *Wrap-Up*

- Use the following questions to promote a discussion.

#### **Discussion Questions on “The Open Road, Part III”**

1. *Literal* What adjectives would you use to describe Rat in this chapter? What parts of the story would you use to support your answer? (Answers may vary but could include *kind* because he chose to do what his friends wanted to do and was very angry when the motor car drove the wagon off the road.)
2. *Inferential* Have students predict what may happen in Part IV. (Answers may vary.)

## **Take-Home Material**

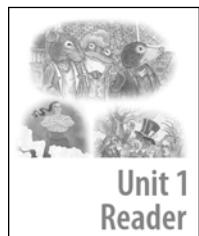
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### **“The Open Road, Part III”**

- Have students take home Worksheet PP6 to read to a family member.

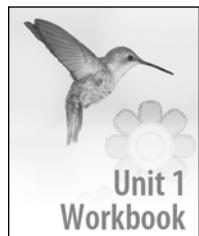
# Reading Time

## Small Group: “The Open Road, Part IV”



Unit 1  
Reader

Chapter 11



Unit 1  
Workbook

Worksheet PP7

### Introducing the Chapter

- Tell students that the title of today’s chapter is “The Open Road, Part IV.”
- Have students review the setting, characters, and events in “The Open Road, Part III” and discuss the predictions they made in a previous lesson about what they think will happen in today’s chapter. (Answers may vary but should include the correct setting and characters.)
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

### Previewing the Vocabulary

- Preview the vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “The Open Road, Part IV” is listed in bold print after the definition.

### Vocabulary for “The Open Road, Part IV”

1. **trance**—the state of not being aware of what’s around someone (**98**)
2. **murmured**—speaking quietly and unclearly (**98**)
3. **budge**—to move (**98**)
4. **fling**—to throw (**98**)
5. **carelessly**—without any care about something (**98**)
6. **craze**—a fad (**100**)
7. **blacksmith**—a person who makes things by heating and bending metal (**102**)
8. **meanwhile**—at the same time (**102**)
9. **ordered**—to ask for something to be delivered to you (**104**)
10. **expensive**—costly (**104**)

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board.
  - Divide the word into syllables.
  - Cover one syllable at a time with your hand and segment the word.
  - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
  - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound correspondence.

**Note:** Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted. Introduce these vocabulary words, using the procedures outlined in the Sound Spellings for Words section that follows.

1. trance
2. mur | mur | ed
3. budge
4. fling
5. care | less | ly
6. craze
7. black | smith
8. mean | while
9. or | der | ed
10. ex | pen | sive                  ‘i\_e’ > /i/ (give)

### *Sound Spellings for Words*

Write the word **expensive** on the board. (**Vocabulary Word #10**)

Circle the letters ‘i\_e’.

Tell students that these letters represents the sound /i/.

Ask students to turn to **page 3** of the **Individual Code Chart**.

Ask students to find the /i/ row and follow it across.

Students will see that there is no ‘i\_e’ listed. Explain to them that the ‘i\_e’ spelling of /i/ is so rare that it is not included on the Individual Code Chart. It only occurs in a few words.

### *Note to Teacher*

The Guided Reading Supports that follow are intended for use while you work with students in **Small Group 1**.

- ★ **Small Group 1:** Ask these students to come to the reading table and read the chapter with you. This is an excellent time for you to make notes in your anecdotal records. Follow the Guided Reading Supports below as you guide students through the chapter. Then, tell them to complete Worksheet PP7.
- ★ **Small Group 2:** Ask these students to read the chapter independently to find out specific details about Toad’s plan for a new adventure. Then, tell them to complete Worksheet PP7.

### *Guided Reading Supports*

**Note:** It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening & Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

- Be sure to call students’ attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.

### Pages 98 and 99

- Read the title of the chapter together as a class, “The Open Road, Part IV.”
- Have students find the words *trance*, *murmured*, and *budge* in the first two paragraphs on **page 98** and discuss their definitions.
- Direct students’ attention to the image and caption on **page 99**.
- Have students read **page 98** orally to find the answer to the question: “Why had Toad gone into a trance?”
- When students have finished reading, restate the question and have students answer. (He was staring after the motor car and couldn’t think of anything else.)
- Have students find the words *fling* and *carelessly* on the remainder of **page 98** and discuss their definitions.
- Ask, “Was Toad angry that his magnificent yellow-colored wagon was ruined?” (Toad seems to have completely forgotten about his yellow-colored wagon.)
- Ask, “What do you think Toad will do next?” (Answers may vary but could include buying a motor car.)

### Pages 100 and 101

- Have students find the word *craze* in the first paragraph on **page 100** and discuss its definition.
- Have students read **page 100** orally to find the answer to the question: “Were Rat and Mole able to drive the wagon away?”
- When students have finished reading, restate the question and have students answer. (No, the wheel was broken and would need to be replaced in order to drive the wagon again.)
- Ask, “How did the threesome get back to town to get a new wheel?” (Rat and Mole set out to walk to town, which was some 5–6 miles away. They left Toad in the middle of the road.)
- Ask, “Why did Rat seem unhappy with Toad?” (Rat had seen Toad behave this way in the past and knew he wouldn’t be able to do anything useful for a few days. He said he was done with him.)
- Draw students’ attention to the image and caption on **page 101**.

### **Pages 102 and 103**

- Have students find the words *blacksmith* and *meanwhile* on **page 102** and discuss definitions.
- Direct students' attention to the image and caption on **page 103** and have them comment on the differences between the faces of Rat and Mole and the face of Toad. (Answers may vary but could include that Rat and Mole look worried and Toad looks happy.)
- Have students read **page 102** orally to find the answer to the question: "Why did Rat speak to Toad sharply?"
- When students have finished reading, restate the question and have students answer. (Rat was fed up with Toad.)
- Ask, "What did Rat want Toad to do?" (Rat wanted Toad to go to the police station and complain because the yellow wagon was ruined.)
- Ask, "Did Toad agree with Rat?" (No, Toad was still in a trance about the motor car and would never complain about such a beautiful motor car.)

### **Pages 104 and 105**

- Have students find the words *ordered* and *expensive* on **page 104** and discuss their definitions.
- Have students read **pages 104 and 105** orally to find the answer to the question: "Why does Rat look so excited in the image on **page 105**?"
- When students have finished reading, restate the question and have students answer. (He told Mole that Toad had gone to town on the train that morning and ordered a large and very expensive motor car.)

### **Wrap-Up**

- Use the following questions to promote a discussion.

#### **Discussion Questions on “The Open Road, Part IV”**

1. *Literal* Have students list additional examples of personification in this chapter. (The animals can dream, can be in a trance by new adventures, can plan in order to fix something broken, and/or can ride on a train to order a motor car.)
2. *Inferential* What adjectives describe Toad in this chapter? (Answers may vary but could include *possessed, changeable, unsettled*, and/or *excited*.)

### **Take-Home Material**

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#### **“The Open Road, Part IV”**

- Have students take home Worksheet PP8 to read to a family member.

# Appendix

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## **The Basic and Advanced Code**

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### **Understanding How Phonics is Taught in CKLA**

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The Core Knowledge Language Arts program teaches the highly complex letter-sound correspondences of the English language in an explicit and systematic manner in Kindergarten–Grade 2. Students are taught how the 26 letters (or graphemes) of the alphabet are used in various combinations to represent 44 sounds (or phonemes). There are approximately 150 different spellings for these sounds.

Students are first taught the **Basic Code** for each of the 44 phonemes. The Basic Code spelling for a sound is usually the most common, or the least ambiguous, spelling for a sound. By learning these letter-sound correspondences first, students experience a high degree of predictability, and therefore success, in decoding words with these spellings.

Basic Code spellings may be single letters, such as these spellings and sounds: ‘a’ > /a/, ‘e’ > /e/, ‘b’ > /b/, ‘m’ > /m/. Basic Code spellings may also include digraphs or two letters to represent a sound, such as ‘ee’ > /ee/, ‘oy’ > /oi/, ‘ou’ > /ow/, ‘sh’ > /sh/, ‘th’ > /th/. Other Basic Code spellings include separated digraphs, such as ‘a\_e’ > /ae/, ‘o\_e’ > /oe/. The chart on the next page lists the Basic Code as taught in CKLA.

In a **Basic Code lesson**, students first learn to listen for and isolate a single sound and are then taught the spelling for that sound. Typically in this type of lesson, the teacher introduces the sound and conducts various oral language activities with the students to be certain that they can identify the sound orally. The teacher then presents the spelling for that sound and models writing the spelling, as well as sounding out simple one syllable words that use the spelling. Additional reading and writing practice opportunities for students then follow.

## **Basic Code Spellings**

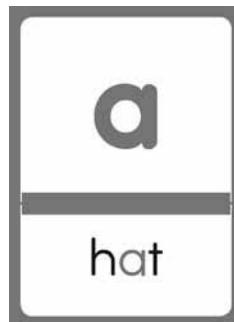
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Vowel Sounds and Spellings	Consonant Sounds and Spellings
/a/ as in <u>hat</u>	/p/ as in <u>pot</u>
/o/ as in <u>hot</u>	/t/ as in <u>top</u>
/i/ as in <u>sit</u>	/d/ as in <u>dog</u>
/e/ as in <u>bed</u>	/k/ as in <u>cat, kid</u>
/u/ as in <u>but</u>	/g/ as in <u>get</u>
/ee/ as in <u>green</u>	/n/ as in <u>not</u>
/ae/ as in <u>bake</u>	/h/ as in <u>hot</u>
/ie/ as in <u>bike</u>	/s/ as in <u>sit</u>
/oe/ as in <u>broke</u>	/f/ as in <u>fat</u>
/ue/ as in <u>cute</u>	/v/ as in <u>vet</u>
/oo/ as in <u>soon</u>	/z/ as in <u>zip</u>
/oo/ as in <u>look</u>	/m/ as in <u>man</u>
/ou/ as in <u>ouch</u>	/b/ as in <u>bat</u>
/oi/ as in <u>boil</u>	/l/ as in <u>lip</u>
/aw/ as in <u>law</u>	/r/ as in <u>red</u>
/er/ as in <u>her</u>	/w/ as in <u>wet</u>
/ar/ as in <u>car</u>	/j/ as in <u>jet</u>
/or/ as in <u>for</u>	/y/ as in <u>yes</u>
	/x/ as in <u>tax</u>
	/ch/ as in <u>chop</u>
	/sh/ as in <u>ship</u>
	/th/ as in <u>thin</u>
	/th/ as in <u>them</u>
	/qu/ as in <u>quit</u>
	/ng/ as in <u>song</u>

The **Advanced Code** consists of all other spelling alternatives (over 100) that may be used to spell the 44 phonemes in English. Examples of alternative spellings include ‘mm’ > /m/, ‘ss’ > /s/, ‘c’ > /s/ ‘g’ > /j/, ‘ay’ > /ae/, ‘ey’ > /ee/. Some of these spelling alternatives occur relatively frequently in the English language, while others are quite rare.

As each spelling alternative is taught in CKLA, the frequency with which students may expect the spelling to occur is communicated in several ways. A “power bar” on cards used to teach the spellings indicates how frequent or infrequent a spelling is. A long power bar indicates the spelling occurs frequently, while a short bar designates a rarer spelling.

The long power bar on the card below indicates that the ‘a’ spelling is used frequently to spell /a/, the short vowel sound:



The short power bar on this card signals that the ‘eigh’ spelling is used infrequently to spell /ae/.

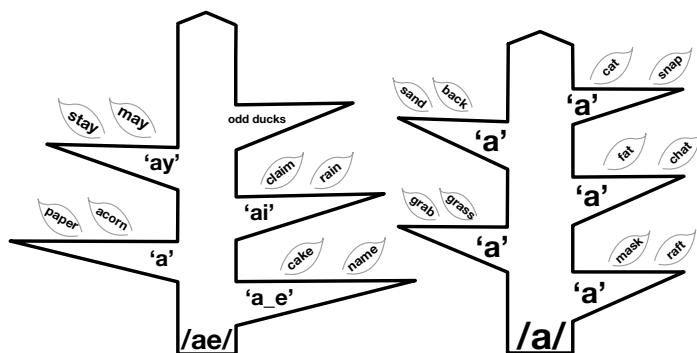


The relative frequency of spellings for any given sound is also communicated in the student’s Individual Code Chart, a copy of which is included at the end of this section. In this chart, the spellings for a sound are arranged in order from most to least frequent.

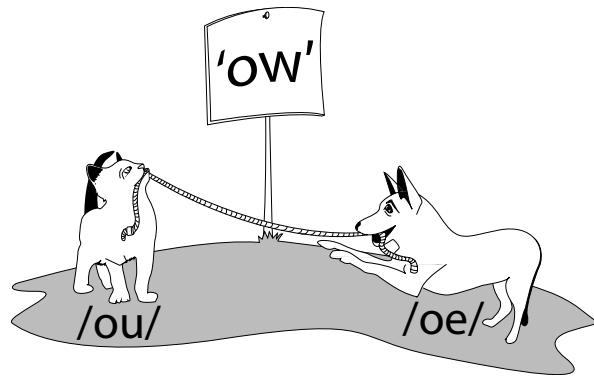
Students are introduced to and practice the **Advanced Code** in two types of lessons, **Spelling Alternative Lessons** and **Tricky Spelling Lessons**. In a **Spelling Alternative Lesson**, the teacher first reviews the Basic Code spelling that students have already learned for a particular

sound. New words with different spellings for the same sound are then introduced. Students are then often asked to conduct word sorts as a way to reinforce the fact that the same sound may be spelled multiple ways. In Grades 1 and 2, teachers are also encouraged to display Spelling Trees in the classroom as yet another way to reinforce spelling alternatives. A given sound is listed on the tree trunk, with various branches standing for different spellings. Leaves with words exemplifying a spelling are placed on the appropriate branches.

*The fact that there are so many spelling alternatives in the English language presents a challenge for students when they are asked to write (and spell) a word.*



**Tricky Spelling Lessons** are used to explicitly call students' attention to a spelling that can be pronounced and read more than one way. For example, 'a' can be pronounced as /a/ (cat), /ae/ (paper), /o/ (father) or /ə/ (about). It may be helpful to think of a tricky spelling as an instance in which several sounds "vie" for the student to pronounce and read the spelling a different way:



*Tricky spellings present a challenge when students are asked to read unfamiliar words since it is possible to sound out and pronounce a tricky spelling multiple ways.*

In a **Tricky Spelling Lesson**, the teacher calls explicit attention to many examples of words in which the same spelling is pronounced different ways. Students are taught to try each pronunciation that they have learned for a spelling until they recognize a particular pronunciation as a familiar word that makes sense in the context.



# Individual Code Chart

Skills Strand  
**GRADE 3**

Core Knowledge Language Arts®



Name: \_\_\_\_\_

---

# Consonant Sounds and Spellings

<b>/p/</b>	p	pp	napping
<b>/b/</b>	b	bb	rubbing
<b>/t/</b>	t	tt	sitting
<b>/d/</b>	d	dd	asked
<b>/k/</b>	c	ck	filled
<b>/g/</b>	g	gg	odd
<b>/ch/</b>	ch	gu	black
<b>/j/</b>	ch	gh	school
<b>/f/</b>	g	ghost	hiccup
<b>/v/</b>	ff	gh	judging
	gem	guess	judge
	fi†	ghost	ghost
	vet	ghost	tough
		ghost	twelve
		ghost	vet

# Consonant Sounds and Spellings

<b>/s/</b>	s	c	ss	ce	se	st	sc
	sun	cent	dress	prince	rinse	whistle	scent
<b>/z/</b>	s	z	se	zz	ze		
	dogs	zip	pause	buzz	bronze		
<b>/θ/</b>	th						
	thin						
<b>/tθ/</b>	th						
	them						
<b>/m/</b>	m		mm		mb		
	mad		swimming		thumb		
<b>/n/</b>	n		nn		kn	gn	w
	nut		running		knock	sign	wet
<b>/ŋ/</b>	ng		n				y
	sing		pink				yes
<b>/r/</b>	r		rr		wr	x	
	red		ferret		wrist	tax	
<b>/l/</b>	l		ll				sh
	lip						shop
<b>/h/</b>	h						qu
	hot						quit
							ch
							chef

# Vowel Sounds and Spellings

# Vowel Sounds and Spellings

<b>/oə/</b>	<b>o</b>	<b>o_e</b>	<b>ow</b>	<b>oa</b>	<b>oe</b>
	open	home	snow	boat	toe
<b>/uə/</b>	<b>u</b>	<b>u_e</b>	<b>ue</b>		
	unit	cure	cue		
<b>/oʊ/</b>	<b>oo</b>	<b>u</b>	<b>u_e</b>	<b>ew</b>	<b>ue</b>
	soon	student	tune	new	blue
<b>/oʊ/</b>	<b>oo</b>	<b>u</b>	<b>u_e</b>	<b>ew</b>	<b>ue</b>
	look	push			
<b>/aʊ/</b>	<b>ou</b>	<b>ow</b>			
	shout	now			
<b>/ɔɪ/</b>	<b>oi</b>	<b>oy</b>			
	oil	toy			
<b>/aʊ/</b>	<b>au</b>	<b>aw</b>	<b>ai</b>	<b>ough</b>	<b>augh</b>
	Paul	paw	wall	bought	caught
<b>/ɑːr/</b>	<b>ar</b>				
	car				
<b>/eər/</b>	<b>er</b>	<b>or</b>	<b>ur</b>	<b>ar</b>	<b>ir</b>
	her	work	hurt	dollar	bird
<b>/oər/</b>	<b>or</b>	<b>ore</b>	<b>ar</b>	<b>our</b>	<b>oor</b>
	for	more	war	four	roar

ear  
earth  
oor  
door

ear  
bird  
oor

ear  
bird  
oor

ear

## ***Using Chunking to Decode Multi-syllable Words***

---

Mastering the various letter-sound correspondences taught in CKLA will enable students to read one syllable words with ease. However, knowing these individual letter-sound correspondences is no guarantee that students will be able to apply this knowledge in reading multisyllable words. To this end, most students will benefit from additional instruction in learning to recognize, chunk and read parts of words – syllables - as a way to decode longer words.

When students first encounter two syllable words in Grade 1 materials, we insert a small dot as a visual prompt or cue between the syllables (e.g., sun·set). This is done in both the workbooks and readers. The dot is intended to visually break the word into two chunks, each of which can then be sounded out separately. As Grade 1 progresses, the dot is eliminated and students are expected to begin visually chunking parts of longer words on their own.

Starting in Grade 1, CKLA introduces the decoding of two syllable words by having students work first with two syllable compound words (e.g., cat·fish, cup·cake, pea·nut, drive·way). For compound words, we place the dot between the two component words. These are among the easiest two syllable words to chunk and decode because each syllable of a compound word is already a familiar spelling pattern students have encountered in reading one syllable words. In addition, each syllable or chunk is also frequently recognizable as a word part that has semantic familiarity.

In addition to learning to decode two syllable compound words, Grade 1 students also tackle two syllable words that consist of a root word with a simple suffix (e.g., yawn·ing, hunt·er, kick·ed). We typically place the dot immediately before the suffix. However, for words that contain double-letter spellings for consonants, in CKLA, we typically place the divider after the double-letter spelling rather than between the two consonants (e.g. batt·ed, bigg·er, bunn·y). Teachers familiar with other ways to chunk or divide syllables may initially find this odd. We do this, however, because the double-letter spellings have been taught as single spelling units in CKLA since kindergarten ('nn' >/n/, 'mm' > /m/, 'tt'> /t/, etc.) and we wish to be consistent in representing these spellings in the way that the students have been taught to process them, e.g. as whole entities for a sound. (Ultimately as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does

not matter whether they visually chunk and decode these words as batt-ed or bat · ted.) Most students find chunking and decoding these two syllable words consisting of root words and suffixes relatively easy.

A greater challenge is encountered when chunking and decoding other types of multisyllable words. To be successful in decoding these longer words, it is helpful if teachers and students recognize certain syllable types. Most reading specialists identify six different syllable types:

Note: Syllables exemplifying each type are underlined.

- **Closed Syllables (CVC ,VC, CCVCC, etc.) – always associated with a “short” vowel sound, e.g. /a/, /e/, /i/, /o/, /u/: let, pad, rod, tin, fun, pic-nic, un-til**
- **Magic E Syllables (V-C – E) - always associated with a “long” vowel sound, e.g. /ae/, /ee/, /ie/, /oe/, /ue/: cake, home, like, mule, Pete, mis-take, stam-pede**
- **Vowel Digraph Syllables** joint, speak, proud, play, dis-may, be-low, coun-sel
- **R-Controlled Syllables** art, curb, girl, fort, clerk, tur-nip, ar-tist, fe-ver
- **Open Syllables (V or CV) – always associated with a “long” vowel sound, e.g. /ae/, /ee/, /ie/, /oe/, /ue/: go, me, hi, a-pron, fi-nal, com-pre-hend**
- **Consonant-LE Syllables (C-LE):** sim-ple, puz-zle, raf-fle, ca-ble, ri-fle

In addition, in CKLA, we think it is also helpful to designate one additional syllable type:

- **Schwa Syllables** ben-e-fit, ap-pe-tite, a-bout, hos-pit-al, e-mo-tion

**Note:** The Consonant-LE Syllable is also a schwa syllable, but we distinguish it separately because of the way this spelling is chunked when dividing words into syllables.

**To be clear, in order to decode words, students do not need to identify syllables by these names. The names of the syllable types are provided here only to establish a common vocabulary for teachers as they use the CKLA materials.** What is necessary, however, for your students to become fluent readers of longer words in increasingly complex text is that they be able to visually parse certain spelling patterns as syllable chunks so they can quickly and easily decode each syllable.

The first type of two syllable word pattern to which students are introduced is the closed syllable pattern in two syllable words. These two syllable words are also relatively easy for students to chunk and recognize as an example of the familiar CVC , VC, CCVCC, etc. spelling pattern they encountered in one syllable words in kindergarten.

We divide two closed syllables in a word as follows:

- When two different consonants stand between two vowels, we divide the syllables between the consonants, creating one or more closed syllables.

*ad · mit*

*nap · kin*

*trum · pet*

- For words that contain double-letter spellings for consonants, we typically place the divider after the double-letter spelling rather than between the consonants. As noted earlier, we do this because the double-letter spellings have been taught as single spelling units in CKLA since kindergarten ('nn' >/n/, 'mm' > /m/, 'tt'> /t/, etc.).

*traff · ic*

*muff · in*

*happ · en*

- When there are three consonants between two vowels, in general, we divide so the first consonant goes with the first vowel and the other two consonants with the second vowel.

*mon · ster*

*con · tract*

*pil · grim*

When students have difficulty reading a two syllable word, you may find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once students read the first syllable, the second syllable can be uncovered and read. If necessary, you can then model for students how to blend the two syllables aloud:

*magnet*



*magnet*

In Grade 1, students will encounter other two syllable words with various combinations of the magic-E syllable, vowel digraph syllable, the

r-controlled vowel syllable, and the closed syllable.

- Chunking these syllable types follows the same patterns for division as noted above for closed syllables:

*tar · get    for · get    es · cape    ig · loo    scoun · drel    char · coal*

In Grade 2, students are introduced to more challenging multisyllable words.

Two syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility when they encounter an unfamiliar word.

- When only one consonant stands between two vowels, we suggest first dividing the word in front of the consonant and sounding it out as an open syllable:

*pu · pil*

*vi · rus*

*mo · ment*

*unit*



However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way - before and/or after the consonant - to determine whether they recognize a familiar word as they sound out each possibility. In order to recognize whether a word is familiar when sounded either way, the word must be one that the student has heard before, i.e. the word must be in the student's oral vocabulary. Obviously, this will represent an additional challenge for students who have a limited vocabulary and/or for whom English is a second language.

- If the word divides after the consonant, a closed syllable is created:

*cam · el*

*mel · on*

*pun · ish*

*lemon*



In Grade 2, students are also introduced to consonant –LE syllables. Chunking these words into syllables is fairly straightforward.

- When a word ends in consonant -le, we divide in front of the consonant, creating a first syllable that may be an open, closed or even r-controlled syllable, depending on the other spellings in the words

*ban · gle*

*twin · kle*

*sta · ble*

*cra · dle*

*tur · tle*

*simple*



In the later part of Grade 2, students are introduced to syllables in which various spellings represent the schwa sound. English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound that linguists call a schwa. This happens in many English words. Spellings for the schwa sound include ‘a’, ‘e’, ‘al’, ‘il’, ‘el’ and ‘tion’. Chunking and decoding words that include the schwa sound can be quite challenging for many students.

- We divide syllables with a schwa sound in different ways, recognizing that the syllable with the schwa sound has a particular spelling:

*a · bout    de · pos · it    med · al    e · vil    nick · el    lo · tion*

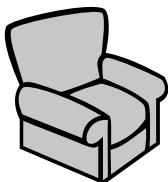
As noted earlier, the Consonant-LE Syllable is actually a schwa syllable, but we identify it separately because of the way this spelling is chunked when dividing words into syllables.

Finally, while students encountered some simple root words and affixes in Grade 1, throughout the entire year of Grade 3 instruction, they study prefixes, suffixes, and root words in much greater depth and are taught to chunk syllables accordingly.

*pre-tend    non-sense    tri-cycle    re-peat    self-ish    sad-ness    help-less*

By combining the specific code knowledge of letter-sound spellings taught in Kindergarten – Grade 3, with the ability to chunk multisyllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.

# Teacher Resources



Reader's Chair

# Reader's Chair Sign-Up Sheet

Write your name on the line when you are ready to read to the class.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

This template is for recording anecdotal notes about students' reading abilities. You can record things such as: (1) repeated trouble with specific sound-spelling correspondences; (2) difficulty with certain digraphs/letter teams; (3) inability to segment isolated words; and (4) progress with specific skills.

## Anecdotal Reading Record

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

Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:

# Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

# 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
Number of Questions	0	10																			
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 the student produced along the top of the chart and the number of total 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.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

# Writing Prompts

## Unit 1:

1. Write a different ending to the **narrative** (story) of your choice.
2. Choose a story and list five events in **chronological order** that happened.
3. **Introduce** a new character into a chapter of your choice and describe how that new character changes the events that happen.
4. Write the **moral** to the story of your choice. Add details to support it.
5. **Imagine** you are Alice and describe her reaction to the Queen of Hearts. Now describe your reaction. List differences between your reactions and Alice's reactions.

## Either fiction or nonfiction:

1. Summarize the story or chapter you read in three to five sentences.
2. After reading this story or chapter, I wonder...
3. Name three things you liked about the story or chapter.
4. Make a timeline of three to five events in your reading today.
5. Pretend you are a TV reporter who has to interview the main character or person in the story or chapter you read, and write down five questions you would ask.
6. Make a prediction about what will happen next in the story or chapter you just read. Explain why you think this will happen.
7. Pretend you are the main character or a person in the story or chapter you read today and write a diary entry for that person.
8. Tell about something in the story or chapter you read today that is similar to something you have already read.
9. Draw a Venn diagram to show what is alike and/or different between two characters or people in the story or chapter you read.
10. How does the title fit the story or chapter? Suggest another title.

11. Write down three new words you learned while reading and tell what they mean. Use each word in a new sentence.

12. Name three questions you would ask the author of the story or chapter.

## Fiction:

1. Tell about the setting.
2. Tell about the plot.
3. Tell about your favorite character. Write three reasons why you chose that character.
4. Which character is your least favorite? Write three reasons why you chose that character.
5. Give examples of personification from the story.
6. Draw a line down the center of your paper. On one side write the title of your favorite story. On the other side write the title of whatever you read today. Compare and contrast the main characters, the settings, and the plots.
7. Write a different ending for the story.
8. If you could be any character in the story or chapter you read today, who would you be? Give three reasons why.
9. Invent a conversation or dialogue between two characters or people in the story or chapter that you read. Write what each character says and don't forget to use quotation marks.
10. Describe a character, setting, or plot that surprised you. Explain what it was and why it surprised you.
11. Tell about a problem that someone in the story or chapter had and what he or she did about it.

## Nonfiction:

1. Describe something that you learned from what you read today.
2. Write at least three questions you have after reading the chapter about the topic in the chapter.

Name: \_\_\_\_\_

**1.2**

### The Beginning

1. Why are the people of King Alfred's land happy with King Alfred as their king?

King Alfred liked to have fun. He liked parties and feasts. He was fair and kind, and he kept his people safe.

Paragraph 2

2. Who helps King Alfred keep his lands peaceful and his people safe?

King Alfred's twelve knights help keep his lands peaceful and his people safe.

Paragraph 3

3. What are some of Sir Gus's fears?

Sir Gus was afraid of the dark, mice, bats, spiders, shadows, and loud noises.

Paragraph 5

Unit 1 3  
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Name: \_\_\_\_\_

**2.2**



### The Thief

1. What is a thief?

A thief is someone who steals things from other people. (a robber)

2. Sir Gus takes longer to get to the king than the other knights. Why?

Sir Gus's horse had run off.

3. Why did Sir Gus fall off of his horse?

Horses make Sir Gus itch. He had such a bad itch while riding his horse, he fell off.

Unit 1 9  
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4. Why is the king not mad when he finds Sir Gus sleeping in?

The king didn't see any reason for Sir Gus to get up at the crack of dawn since he didn't have a horse to ride.

Name: \_\_\_\_\_

**3.2**

### All's Well That Ends Well

Number and then write the sentences in the proper order.

- 3 Sir Gus bumped into Robin's shelf.    1 Robin invited Sir Gus into his house.  
5 Sir Gus tiptoed out of Robin's house.    2 A cat jumped on Sir Gus's lap.  
4 Sir Gus found the ring.

1. Robin invited Sir Gus into his house  
\_\_\_\_\_
2. A cat jumped on Sir Gus's lap.  
\_\_\_\_\_
3. Sir Gus bumped into Robin's shelf.  
\_\_\_\_\_
4. Sir Gus found the ring.  
\_\_\_\_\_
5. Sir Gus tiptoed out of Robin's house.  
\_\_\_\_\_

6. Can you find six words in the story that have the /u/ sound?

1. Gus

2. country

3. front

4. was

5. young

6. tug

jumping      once

up                bumped

jumped        dangerous

much            lovely

bucket          bottom

touched        done

glove           some

come            something

4.2

Name: \_\_\_\_\_

### The Hungry Troll

1. When Sir Gus brings the king his ring, the king is...

delighted

angry

sad

2. What wakes King Alfred?

thunder

the cries of a baby

the cries of a troll

3. Sir Tom says that trolls are scared of...

water

fire

thunder

4. Where does Sir Gus go when the rest of the knights ride off to find the troll?

Sir Gus goes to the shed to find a weapon.

Sir Gus goes to the barn to find a horse.

Sir Gus goes to the kitchen to get a snack.

5. Which Sir Gus story have you liked best so far? Why?

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5.2

Name: \_\_\_\_\_

### Fire!

Write the answer to each question using complete sentences.

1. Why was it not hard to find the troll?

Trolls cry when they are hungry. The knights followed the sound of loud sobs and eating.

Paragraph 1

2. Sir Tom's plan changed a bit when Sir Gus appeared. How did it change?

Sir Tom's plan changed from all of the knights creeping up the hill to only Sir Gus going.

Paragraph 11

3. Do you think that Sir Tom really thinks that Sir Gus is the bravest knight? Why or why not?

Answers may vary.

4. What happened when Sir Gus fainted?

When he fainted, he dropped the torch. Dry plants caught fire. The troll ran away.

Paragraphs 25, 26

### The Bug Hunt

1. What did the kids get on the hunt?

A. cats

B. dogs

(C.) bugs

2. What did Max get?

A. a red ant

(B.) a black ant

C. a red bug with black spots

3. What did Sam get?

(A.) a red ant

B. a black ant

C. a black bug with six legs

4. Which kid got a red bug with black spots?

A. Sam

(B.) Fred

C. Jen

5. Which kid got a black bug with six legs?

A. Sam

(B.) Jen

C. Jill

6. Which kid got a slug?

(A.) Cal

B. Jill

C. Fred

7. The kids kept the bugs in \_\_\_\_\_.  
(A.) cans

B. cups

C. bags

8. Jill got a \_\_\_\_\_.  
(B.) moth

A. slug

C. ant

### The Snake

1. What did the queen think she saw in the corner?

A. a cat

B. a bug

(C.) a snake

2. What was the coiled thing really?

(A.) It was a scarf.

B. It was a hat.

C. It was a snake.

3. Why did the king say he had to keep safe?

A. for the queen

(B.) for the sake of his subjects

C. for the princess

4. Who said, "We had better send for the snake catcher"?

A. the princess

(B.) the king

C. the queen

5. Who picked up the coiled thing in the end?

- A. the princess
- B. the king
- C. the queen

6. Who passed out?

- A. the king
- B. the queen
- C. the king and queen

7. What do we think we know about the princess?

- A. She owns a black scarf.
- B. She has a pet snake.
- C. She passed out.

8. What do we think we know about the king?

- A. He is scared of the princess.
- B. He is scared of snakes.
- C. He is scared of the snake catcher.

Name: \_\_\_\_\_

## 6.3

Choose the correct word from the word box and write it in the blank to make a compound word. Cut out the compound word box and glue it under the correct picture on Worksheet 6.4.

pack      bug      shine      corn      time      cake

back pack

pan cake

bed time

pop corn

lady bug

sun shine

Name: \_\_\_\_\_

## 6.4



backpack



pancake



ladybug



popcorn



bedtime



sunshine

Name: \_\_\_\_\_

## 7.1

### Moans at Midnight

1. Why was Pete at Joe's house?

- A. Joe was sleeping over.
- B. Pete was sleeping over.
- C. It is Pete's house, too.

2. Why did the kids stay up late?

- A. They stayed up to see a scary TV show.
- B. They stayed up reading comics.
- C. They stayed up playing chess.

3. What sound did Joe and Pete hear?

- A. a buzz
- B. a scream
- C. a moan

4. Were Joe and Pete scared?

- A. Yes, they were both scared.
- B. No, they were not scared.
- C. Pete was scared but Joe was not.

5. Did Joe and Pete look in the closet?

- A. Yes
  - B. No
  - C. Pete did, but Joe did not.
6. Who or what was in the closet?
- A. a moaning ghost
  - B. Joe's sisters
  - C. Joe's mom and dad

7. Which statement best sums up what happened in the story?

- A. Joe and Pete scared Jean and Mary by moaning.
  - B. Jean and Mary scared Joe and Pete by moaning.
  - C. Jean and Joe scared Mary and Pete by moaning.
8. What did the hoarse voice say?
- A. "No! Don't hurt us! We're just kids!"
  - B. "Whooo—watch out Mary and Jean! Here we come."
  - C. "Whooo—watch out Joe and Pete! Here we come."

Name: \_\_\_\_\_

### Aladdin and the Wonderful Lamp, Part I

1. Aladdin's father was a \_\_\_\_\_.

- A. butcher
- B. magician
- C. tailor
- D. merchant

Page 8

2. The stranger who said he was Aladdin's uncle was really a \_\_\_\_\_.

- A. butcher from faraway north Africa
- B. magician from faraway north Africa
- C. tailor from faraway north Africa
- D. merchant from faraway north Africa

Page 10

3. The sentences below describe events in the chapter and are in the wrong order. Use the numbers 1–6 to put them in chronological order.

- 3 The magician lit a fire and uttered magical words.
- 1 A stranger appeared to Aladdin and claimed to be his uncle.
- 4 The magician gave Aladdin a ring to protect him.
- 6 Aladdin stuffed his bag with glittering things.
- 2 The stranger met Aladdin's mother.
- 5 Aladdin found the lamp hanging from a tree.

4. How did the magician roll the stone back over the cave entrance?

He chanted a magic spell and the stone rolled back over the cave entrance.

Page 14

5. Would you have given the lamp to the magician? Why or why not?

Answers may vary.

Name: \_\_\_\_\_

### The Dog Show

1. What happens in the story?

- A. A mom and dad go to a dog show.
  - B. Two girls go to a dog show.
  - C. Two sisters go to a dog show.
2. Who is at a dog show for the first time?
- A. Jill
  - B. Rachel
  - C. Jill and Rachel

3. In the story, Rachel \_\_\_\_\_.

- A. likes all of the dogs
- B. likes only one of the dogs
- C. tells Jill all about dog shows

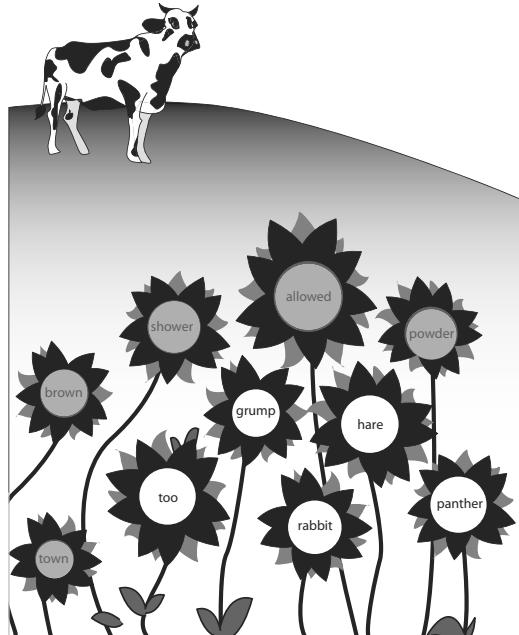
4. In the dog show \_\_\_\_\_.

- A. all of the dogs were beagles
- B. all of the dogs were spitz dogs
- C. there were lots of breeds of dogs

5. The handler's job is to \_\_\_\_\_.
- bring a dog into the ring
  - pick the winning dog
  - handle the set up for the dog show
6. Which dog does Rachel say is "so ugly it's cute"?
- the chow chow
  - the spitz
  - the pug
7. At the end of the story, \_\_\_\_\_.
- the spitz wins first prize
  - the beagle wins first prize
  - Jill explains how prizes are given
8. Why did Jill say basset hounds are short and low to the ground?
- so they can chase pugs
  - so they can chase foxes
  - so they can be in dog shows

Name: \_\_\_\_\_

Help the cow find the best flowers to eat. Color only the flowers with the /ou/ sound.



Name: \_\_\_\_\_

### Aladdin and the Wonderful Lamp, Part II

1. Why was there no reply when Aladdin called for help?
- The magician was teasing Aladdin.
  - The magician planned to enter the cave from a different door and take the lamp.
  - The magician had returned to north Africa.
  - The magician had turned himself into a genie.

Page 16

2. Aladdin got out of the cave by \_\_\_\_\_.

- uttering magical words
- rubbing the ring and asking the genie to get him out
- begging the magician to let him out
- asking his mother to let him out

Page 16

3. How long did Aladdin sit in the dark cave? Aladdin sat in the dark cave for three days.

Page 16

4. Circle *true* or *false* and write the page number where you found the answer.

	Circle <i>True</i> or <i>False</i>	Page
Aladdin ran home to tell his sister all that had happened in the cave.	True <input checked="" type="radio"/>	False <input type="radio"/> 18
Aladdin's mother liked the beautiful lamp that Aladdin gave her.	True <input checked="" type="radio"/>	False <input type="radio"/> 18
A genie appeared to Aladdin's mother and scared her.	True <input checked="" type="radio"/>	False <input type="radio"/> 18
Aladdin asked the genie to bring him food.	True <input checked="" type="radio"/>	False <input type="radio"/> 18
The Sultan laughed when Aladdin's mother told him Aladdin wanted to marry his daughter.	True <input checked="" type="radio"/>	False <input type="radio"/> 20
The Sultan said the gems Aladdin's mother gave him were astounding.	True <input checked="" type="radio"/>	False <input type="radio"/> 20
The wedding celebration lasted five days.	True <input checked="" type="radio"/>	False <input type="radio"/> 24

5. What was the one condition the Sultan demanded so Aladdin could marry his daughter? The Sultan demanded forty servants, each carrying a bowl of gems.

Page 20

Black Diamond

1. Who tells this story?

  - A. Phil
  - B. Phil's cousin
  - C. Phil's mom
  - D. We don't know.

2. Which sentence best describes Phil?

  - A. He is an expert skier.
  - B. He has more courage than sense.
  - C. He is scared of everything.
  - D. He tells the story about his cousin Dave.

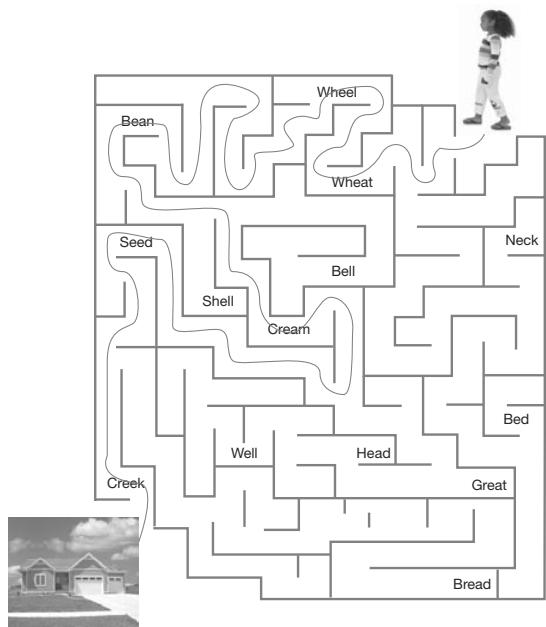
3. When does the story takes place?

  - A. on a chilly winter day
  - B. on a wet spring day
  - C. on a hot summer day
  - D. on a windy fall day

4. What does a black diamond sign mean in this story?

  - A. It marks an easy ski trail.
  - B. It marks a hard ski trail.
  - C. It shows the way to the ski lodge.
  - D. It shows the way to the ski patrol office.

Read each word and circle only the words that have the /ee/ sound so Jane can follow the path to go back home.



5. How does Phil get to the bottom of the mountain?

  - A. He skis all the way down by himself.
  - B. He trips, falls, and then skis the rest of the way down.
  - C. He skis down with his cousin.
  - D. He skis part of the way, falls down, and is carried down on a sled the rest of the way.

6. How does Phil's cousin get to the bottom?

  - A. He skis down "Great Gorge" trail with Phil.
  - B. He skis down a different trail.
  - C. He takes a chair lift down.
  - D. He takes a snowmobile down.

7. Which of the following is most accurate?

  - A. Phil made it to the bottom unhurt.
  - B. Phil broke his leg.
  - C. Phil broke his arm.
  - D. Phil hurt himself but did not break his leg.

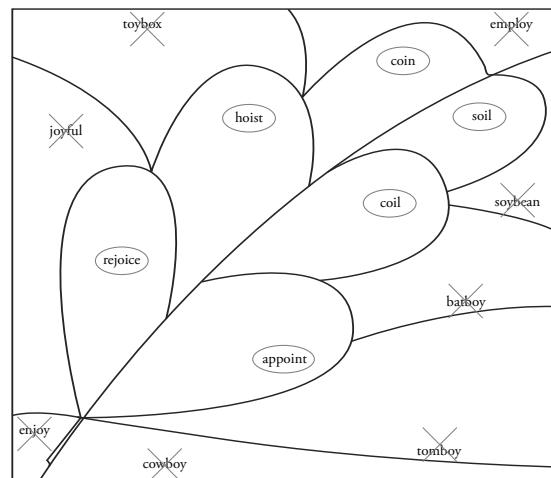
8. What did Phil's cousin try to tell him?

  - A. that Phil lost a ski pole when he fell
  - B. that Phil was ready for difficult trails
  - C. that Phil was not ready for difficult trails
  - D. that Phil had good sense but no courage

Color the words with the /oi/ sound spelled 'oy' blue and the words with the /oi/ sound spelled 'oi' green.

‘oy’ = blue

‘oi’ = green



blue =

Name: \_\_\_\_\_

## 9.4

### Aladdin and the Wonderful Lamp, Part III

1. The magician returned disguised as a \_\_\_\_\_.

- A. rich prince
- B. Sultan
- C. poor peddler
- D. genie

Page 26

2. How did the magician get the lamp away from Aladdin's wife? \_\_\_\_\_

**The magician traded a shiny, new lamp for the ugly, old lamps.**

Page 26

3. What did the magician demand the genie do with Aladdin's palace and all that it contained? \_\_\_\_\_

**The magician demanded Aladdin's palace and all it contained be set down in his country of north Africa.**

Page 28

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4. Why do you think the Sultan was so angry when he heard his daughter was gone? **Answers may vary.**

5. What would your reaction have been if you were the Sultan? \_\_\_\_\_  
**Answers may vary.**

6. Describe the plan that Aladdin and his wife made to get the lamp back from the magician. **Aladdin's wife cooked the magician a fine supper. She put poison in the magician's cup. He drank it and died. Aladdin got the lamp from inside the magician's sleeve.**

Page 34

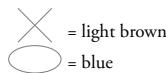
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Name: \_\_\_\_\_

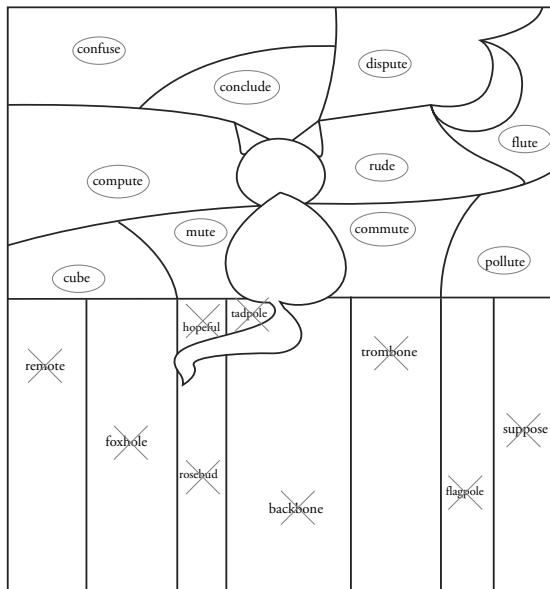
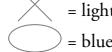
## 10.1

Color the areas with /oe/ words light brown and /ue/ words blue.

/oe/ = light brown



/ue/ = blue

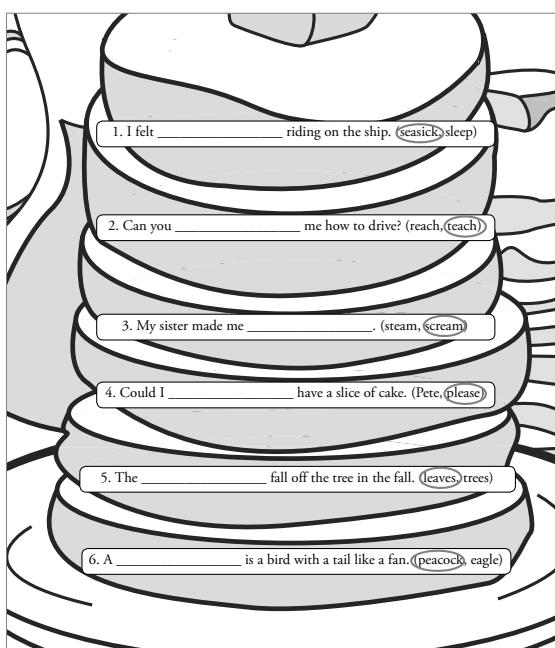


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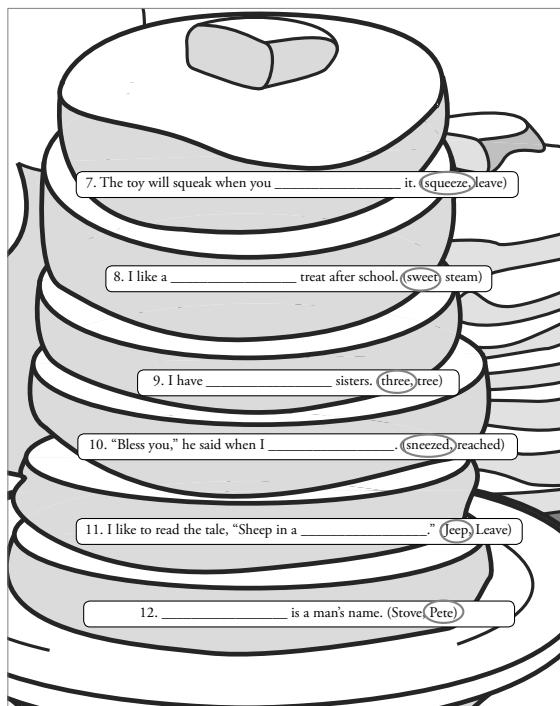
Name: \_\_\_\_\_

## 10.2

Directions: Draw a circle around the best word for each sentence. Then write it in the blank.



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Name: \_\_\_\_\_

## 11.1

### Alice's Adventures in Wonderland, Part I

- Which of the following did Alice find most odd about the White Rabbit?
  - A. The White Rabbit ran past her.
  - B. The White Rabbit took out a pocket watch.
  - C. The White Rabbit was talking to himself as he ran by.

Page 40

- Describe what Alice saw as she fell down the hole.

Alice saw cupboards and bookshelves, dishes and clocks.

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- List the flavors Alice tasted when she drank from the bottle labeled 'DRINK ME'.

<u>cherry tart</u>	<u>roast turkey</u>
<u>custard</u>	<u>toffee</u>
<u>pineapple</u>	<u>hot buttered toast</u>

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Name: \_\_\_\_\_

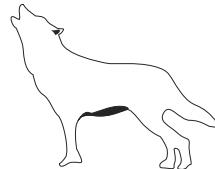
## 10.3

Read the clues and complete the crossword puzzle.

owl	now	out	shout	cow
mouse	howl	brown	frown	trout

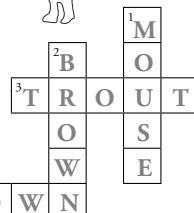
Across

- A fish
- Not a smile
- A loud voice
- A bird
- "Go to bed \_\_\_\_\_," said Mom.



Down

- One \_\_\_\_\_, two mice
- How now, \_\_\_\_\_ cow
- Not inside but \_\_\_\_\_ side
- A dog will \_\_\_\_\_ at the moon.
- "Moo," said the \_\_\_\_\_.



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- Predict what will happen after Alice drinks from the bottle.

Answers may vary.

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- What evidence is there in the text to support your prediction?

Answers may vary.

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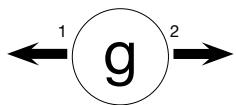
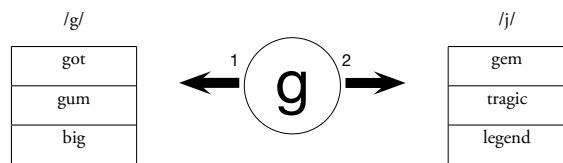


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Name: \_\_\_\_\_

**11.2**

Circle the 'g' in each word. Next, read each sentence and write the word with the tricky spelling 'g' under the heading "got" if the tricky spelling is pronounced /g/ or "gen" if it is pronounced /j/.



/g/ as in  
got

/j/ as in  
gem

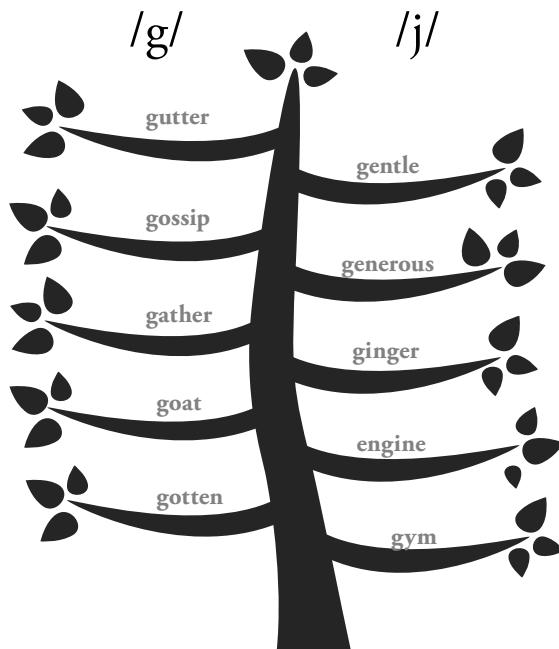
1. He did a magic trick. magic
2. This fish has gills. gills
3. Dad is the best at golf. golf
4. The cat is in the cage. cage
5. Brr! That pond was frigid! frigid
6. A present is a gift. gift
7. Mom had a stick of gum. gum

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**11.4**

Name: \_\_\_\_\_

Write the words from Worksheet 11.3 on the appropriate branches.

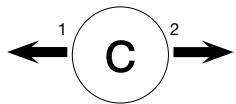
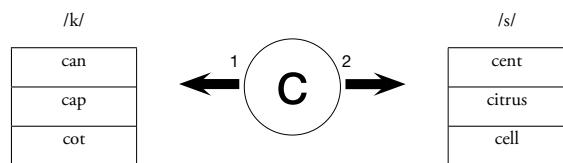


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Name: \_\_\_\_\_

**11.5**

Circle the 'c' in each word. Then, read each sentence and write the word with the tricky spelling 'c' under the heading "can" if the tricky spelling is pronounced /k/ or "cent" if it is pronounced /s/.



/k/ as in  
can

/s/ as in  
cent

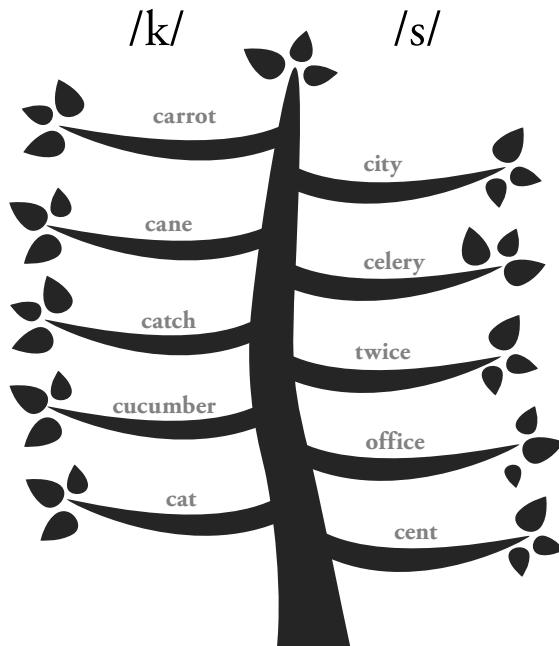
1. The king got the princess a kitten. princess
2. We slept in a cabin. cabin
3. As the band was singing, she was dancing. dancing
4. Mom swept up the dust and cobwebs. cobwebs
5. Fill up that cup. cup
6. He had six chances to stop. chances
7. Liz spotted a skunk at camp. camp

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**11.7**

Name: \_\_\_\_\_

Write the words from Worksheet 11.6 on the appropriate branches.



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Name: \_\_\_\_\_

## 12.1

### Alice's Adventures in Wonderland, Part II

1. Describe how Alice changed when she followed these directions:

Drinking from the bottle labeled 'DRINK ME'

Alice shrank to only ten inches high.

Eating the cake labeled 'EAT ME'

Alice grew to nine feet tall.

2. What happened when Alice cried again?

A. Her tears filled the bottle labeled 'DRINK ME'.

B. Her tears washed away the dirt in the hall.

C. Her tears created a large pool of water all around her.

Page 52

3. Describe the Caterpillar and how he spoke to Alice.

The Caterpillar was blue, sitting on a mushroom, and smoking a pipe. He spoke to Alice sternly.

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4. Predict what will happen next to Alice as she wanders further into Wonderland.

Answers may vary.

5. What evidence from the text supports this prediction?

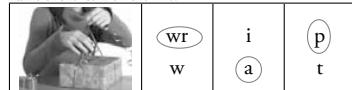
Answers may vary.

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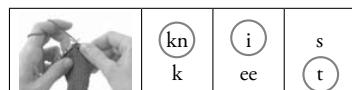
Name: \_\_\_\_\_

## 12.2

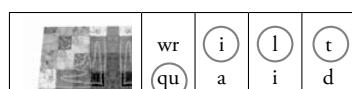
For each picture, circle the letters that spell the name of the depicted item. Then write the name of the item on the line.



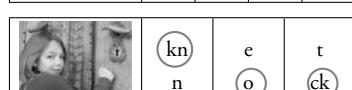
wrap



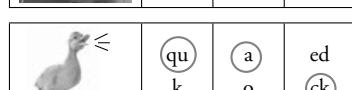
knit



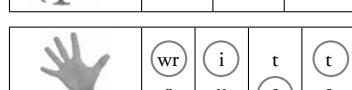
quilt



knock

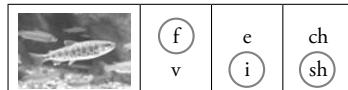


quack



wrist

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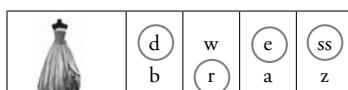


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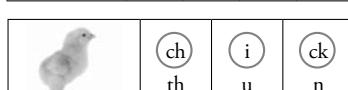
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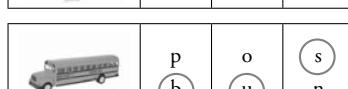


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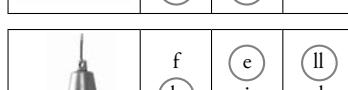


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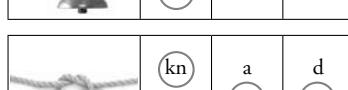


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knot

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Name: \_\_\_\_\_

## 13.1

Write the words from the box on the lines to finish the sentences.

school	stomach	monarchy	anchor
chemist	architect	orchestra	echo

1. Chris is in tenth grade at East Side High school.
2. A person who mixes chemicals is called a chemist.
3. Christina shouted into the cave and her voice came back as an echo.
4. A person who plans houses and buildings is called an architect.
5. Zachary plays the violin in the symphony orchestra.
6. This food is awful! I think I may be sick to my stomach.
7. A country ruled by a king is called a monarchy.
8. The sailor tossed the anchor into the water.

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Name: \_\_\_\_\_

## 13.2

Write the words from the box on the lines to finish the sentences.

photograph	homophones	amphibian	trophy
alphabet	paragraph	telephone	dolphin

1. Philip answered the telephone.
2. 'Z' is the last letter in the alphabet.
3. Ralph saw a dolphin swimming in the sea.
4. Sophie took this photograph of her sister with her camera.
5. Stephanie wrote the first paragraph of the story.
6. Randolph won a trophy.
7. "Road" and "rode" are homophones.
8. A frog can live on land or in the water. It is an amphibian.

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Write the words from the box on the lines to finish the sentences.

gophers	ashes	anything	alphabet
foolish	established	withstand	

1. The house is so strong that it can withstand the winds from a tornado.
2. Please take the ashes from the fireplace and dump them outside.
3. It is foolish to eat too many cookies.
4. The gophers dug holes in our yard.
5. Can you teach your little sister the alphabet?
6. I can not find anything to wear!
7. Our school was established in 1977.

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## 14.1

### Alice's Adventures in Wonderland, Part III

1. Where does this chapter mostly take place?

- (A) at a tea party  
B. beside a mushroom in the garden  
C. in a long hall  
Page 64

2. Why did the March Hare and Mad Hatter tell Alice there wasn't any room at the large table?

Answers may vary.

3. Did Alice enjoy the tea party?

- A. Yes, she had a great time and stayed for a while.  
(B) No, she got frustrated and left.  
C. No, she persuaded the others to play a game instead.  
Page 68

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4. Do you think Alice is finished meeting strange creatures and finding events or will she continue to meet other characters? Use information from the chapter to help you answer this question.

Answers may vary.

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Name: \_\_\_\_\_

### R-controlled Vowels 'or' and 'ar'

Have students choose the best word to complete the sentence. After writing the word in the blank, have them circle either the 'or' or 'ar' spelling.

arm	shark	farmer	car	torn
corn	yarn	cart	thorn	

1. The red car went down the street fast.
2. Mark has a cut on his arm.
3. Do you like to eat corn in the summer?
4. The farmer had pigs and cows on his land.
5. Did he place the food in his shopping cart?
6. The thorn on the rose was sharp.
7. My mom uses yarn when she knits.
8. That is a big shark in the sea!
9. His shirt was ripped and torn.

Name: \_\_\_\_\_

### Yes or No?

Write yes or no in the blank, then circle either the 'ar', 'er', 'ir', or 'or' spelling.

1. Can a dog chirp with joy? no
2. Can yogurt sing as you eat it? no
3. Can birds sit on a tree branch? yes
4. Do squirrels have gray fur? yes
5. Do you like to stir dirt into your milk? no
6. Would your mom be pleased if you burped out loud at dinner? no
7. Could a nurse place a thermometer in your mouth? yes
8. Can you draw a pattern on your paper? yes
9. Can a clown be part of a circus? yes
10. If you use sunblock, will you get a sunburn? no
11. Could your purse eat popcorn? no

Name: \_\_\_\_\_

### Alice's Adventures in Wonderland, Part IV

1. What was odd about the croquet game?  
 A. The balls were flamingos and the mallets were hedgehogs.  
 B. There was nothing odd about the croquet game.  
 C. The mallets were flamingos and the balls were hedgehogs.  
 Page 70
2. What was Alice told about what the Mock Turtle and the Gryphon were?  
Alice was only given answers that didn't make sense.  
 \_\_\_\_\_  
 \_\_\_\_\_
3. Did Alice enjoy the trial?  
 A. Yes, she had a great time and stayed for a while.  
 B. No, she got frustrated and shouted at the Queen.  
 C. No, she persuaded the others to go see the Mock Turtle and the Gryphon instead.  
 Page 74

4. What was wrong with the trial?
- The Queen wanted the Gryphon to be on trial.
  - The Queen wanted the sentence to be announced before the verdict.
  - The Queen wanted everyone to calm down.

5. How did Alice get out of Wonderland?

Alice woke up and found herself on the river bank beside her sister.

6. Compare and contrast the Queen of Hearts and the Caterpillar.

Answers may vary.

## 15.2

Name: \_\_\_\_\_

### The /er/ Sound and its Spellings

Choose the best word from the box to fill in each sentence.

hurt	circus	skirts
burned	birthday	dirt
surprise	Saturday	birds
thirsty	dirty	clerks

- I like pants better than skirts.
- Be careful near the edge! I don't want you to get hurt.
- Is the party on Friday or Saturday?
- In the nest sat three baby birds.

- Shirley saw clowns at the circus.
- Is the party a surprise?
- Abby got lots of gifts for her birthday.
- Can I have something to drink? I am so thirsty.
- Jeannie washed the dirt off of her hands.
- My mom makes me shower when I am dirty.
- The fire burned all night.
- The store clerks were very helpful.

## 15.3

Name: \_\_\_\_\_

### Mixed Practice

Write the best word to complete each sentence.

- The bird (bard bird) will make a nest in the spring.
- Her hair has lots of curls (church curls).
- My mom's purse (nurse purse) has lots of stuff in it.
- Can you ask that girl (gill girl) to skip rope with me?
- The nurse (purse nurse) gave me a shot in the arm.
- If you can ride the waves in the sea, then you can surf (suc surf).
- Last year I was in first (fist first) grade.
- I like the swirl (swirl sell) ice cream cones at the shop.
- To make butter, you have to churn (churn curd) cream.
- My skirt (skirt skit) is green and red for the holidays.
- Dad lets me stir (skirt stir) the pancake batter on Saturday morning.
- The cat's fur (fur first) is so soft.

Name: \_\_\_\_\_

**PP1**

### The Open Road, Part I

1. Why did Mole want to visit Toad? \_\_\_\_\_

Mole wanted to visit Toad because he had heard so much about him.

Page 78

2. The sentences below describe events in the chapter and are in the wrong order. Use the numbers 1–6 to put them in chronological order.

- 5 Toad greeted Rat and Mole and cried, "Hooray!"  
6 Mole told Toad he had a delightful house.  
3 Rat pointed out Toad Hall to Mole as they rounded the bend in the river.  
1 Mole asked Rat to take him to visit with Toad.  
4 Rat and Mole noticed that the boathouse seemed deserted.  
2 Rat told Mole all about Toad's great qualities.

3. Was Toad rich or poor? Explain how you know. \_\_\_\_\_

Toad was rich. Rat said so. Also Toad Hall is quite large and grand.

Page 80

Unit 1

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4. Rat said, "Boating is old news. Toad is tired of it and done with it." What does he mean by that?

Rat knows that Toad has gotten tired of boating and moved on to a new fad.

Page 80

5. Why do you think Toad was looking at a map when Rat and Mole first arrived? Answers may vary.

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Name: \_\_\_\_\_

**PP3**

### The Open Road, Part II

1. Why do you think Rat followed Toad with a "most unhappy look" on his face? Answers may vary.

\_\_\_\_\_

2. Describe the inside and the outside of wagon. Use words from the chapter. The wagon was shining with newness and painted yellow and green. It had little sleeping bunks and a table that folded up against the wall. It had a cooking stove, lockers, and bookshelves. It had a birdcage with a bird in it. It had pots, pans, jugs, and kettles of every size.

Pages 86, 88

3. Who made the arrangements for what was on the inside of wagon?

- A. Toad  
B. Rat  
C. Mole

Page 86

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4. Why did Mole want to go along with Toad? \_\_\_\_\_

Mole thought it sounded like fun.

Page 90

5. On page 90, Toad watched Rat and Mole closely. Why do you think he did that? Use words from the chapter to explain your answer. \_\_\_\_\_

Answers may vary.

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Name: \_\_\_\_\_

**PP5**

### The Open Road, Part III

1. Circle *true* or *false* and write the page number where you found the answer.

	Circle <b>True or False</b>		Page
Rat, Mole, and Toad enjoyed a fine dinner together.	True	<input type="radio"/> False	92
Rat decided to go along with Toad on their trip in the wagon.	<input type="radio"/> True	False	92
Toad and Mole had a great ride, but Rat was grumpy all afternoon.	True	<input type="radio"/> False	94
Out of the dust a faint "beep-beep" was heard.	True	<input type="radio"/> False	96
Toad glimpsed glittering glass and leather inside the motor car.	<input type="radio"/> True	False	96
The motor car hit the wagon and smashed it to bits.	True	<input type="radio"/> False	96
Toad shouted at the motor car, "I'll call the police on you!"	True	<input type="radio"/> False	96

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2. In the first paragraph on **page 92**, it says, "He (Toad) played inexperienced Mole like one would play a harp." What do you think that expression means? Use words from the chapter to explain your answer. \_\_\_\_\_

Answers may vary.

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3. Was Rat dancing up and down in the road because he was happy or angry? \_\_\_\_\_

Rat was angry.

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Name: \_\_\_\_\_

**PP7**

### The Open Road, Part IV

1. Why did Toad sit so still on the road and stare after the motor car? \_\_\_\_\_  
He was in a trance.

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Page 98

2. Why did Rat want to leave Toad in the road and go into town? \_\_\_\_\_  
Rat knew Toad would not be able to do anything useful for days. He was done with him.

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Page 100

3. Why didn't Mole want to leave Toad in the road and go into town? \_\_\_\_\_  
Mole was afraid another thing (motor car) would come along. It was not safe.

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Page 100

4. Why wouldn't Toad complain to the police? \_\_\_\_\_  
Toad couldn't complain about that beautiful motor car. He wanted one.

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Page 102

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5. Why did Toad order a brand new motor car? \_\_\_\_\_  
It was the latest fad.

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Page 104

6. Suppose the motor car had not come along. Write a new ending for the story.  
Answers may vary.

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