Learning Guide - ELA and Math

First Grade
Section 1: Student Resource ............................................................pages 5-19

- Vocabulary
- Student Choice Board
- Student Answer Sheets

This section contains a list of skills that the students will be working on while reading and completing the tasks. Targeted vocabulary words have been identified. There are links to videos to provide students with the necessary background knowledge. There is a Student Choice Board in which students will select to complete 3 out of the 9 activities. Student answer sheets are provided for students to show their work.

Section 2: Student Text: Goods and Services .......................pages 20-39

- Text to use for Student Choice Board activities

This section provides a copy of the text to use for Shared Reading while in school and Student Choice Board activities while in school or at home (see Section1).

Section 3: Answer Key .................................................................pages 40-51

- Sample student replies

This section contains possible student replies for each activity from the Choice Board. This can be used to check the student’s work.
Topic Overview: Create bar and picture graphs and answer questions about them ................................................................. pages 53-64
  - Student Sheets
  - Answer Keys

Topic Overview: Count to 120......................................................... pages 65-82
  - Student Sheets
  - Answer Keys

Topic Overview: Add and Subtract within 20......................... pages 83-92
  - Student Sheets
  - Answer Keys
ENGLISH LANGUAGE ARTS (ELA)
Grade: 1  Subject: English Language Arts

Topic: Goods and Services

Access the text HERE.

What Your Student is Learning:

Your student will read the informational text, Goods and Services. While working with this text, your student will practice the following skills:

- Finding the details in the text that support the author's main point
- Building their vocabulary
- Writing an opinion piece that is supported by reasons

Background and Context for Parents and Guardians:

- In this unit, students read about goods and services and how people make choices about which goods and services they purchase.
- They will be asked to think about how readers use details they read to determine the author's main point.
- They will also learn how to support their opinions, in writing, with reasons.

Ways to support your student:

- Review the vocabulary words listed below with your child. Practice using these words when talking about the text.

<table>
<thead>
<tr>
<th>goods</th>
<th>services</th>
</tr>
</thead>
<tbody>
<tr>
<td>want</td>
<td>need</td>
</tr>
<tr>
<td>collects</td>
<td>taxes</td>
</tr>
<tr>
<td>producers</td>
<td>farmers</td>
</tr>
<tr>
<td>consumers</td>
<td>earn</td>
</tr>
<tr>
<td>choices</td>
<td></td>
</tr>
</tbody>
</table>

- Read the text aloud with your child.
- After reading, ask questions about the text. These questions could include:
  - What did you learn about goods and services? (Children share things they learned such as, "I learned the difference between a producer and a consumer.")
  - What do you think the author wanted you to know about goods and services? (Goods are real things people learn and services are work done for others.)
  - Can you find an example of a good in the text? (p.8 says: notebooks, bananas, soap are goods.)
  - Can you find an example of a service in the text? (p.9 says: dentist work is a service, and so
is mowing lawns, cutting hair, etc.)
- How are producers and consumers connected? (Using details from p.12 and p.15 I can determine that producers sell goods and services and consumers buy goods and services)
- What is the author’s main topic in the text? (People buy and sell goods and services.)
- What details does the author use to tell about the main topic? (The author gives examples of goods and services that people buy and sell.)

### Online Resources for Students:

**Video:** Goods and Services: [https://youtu.be/as0xUjKRo0](https://youtu.be/as0xUjKRo0)

**Video:** Consumers and Producers: [https://youtu.be/PAbBd0UJPzE](https://youtu.be/PAbBd0UJPzE)

**Power Library:** is the online portal to all that Pennsylvania libraries offer. This is the place to find 24/7 access to newspapers, magazines, journals, historical documents and photos, online databases, and eBooks. Research a subject. Learn about your family history. Locate a title. Explore career options. It’s all here at POWER Library.

**Link:** [https://sites.google.com/philasd.org/sdppowerlibrary/home](https://sites.google.com/philasd.org/sdppowerlibrary/home)

**Building Background Knowledge:** This article explains and provides support on why background knowledge is key to student’s being able to read with comprehension.

**Link:** [https://www.readingrockets.org/article/building-background-knowledge](https://www.readingrockets.org/article/building-background-knowledge)

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**NOTE:** There is a parent/guardian-friendly answer key at the end of this packet that you can use to help your student. Please note, these are sample answers. Your child might select different information to include in their answers.
**Tic-Tac-Toe Choice Board 1: Goods and Services**

**Directions:** Read the book *Goods and Services*. Choose 3 activities from the choice board below. You should complete at least one task from each row.

<table>
<thead>
<tr>
<th>Row</th>
<th>Activity 1</th>
<th>Activity 2</th>
<th>Activity 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Look at the pages of <em>Goods and Services</em>. Pay attention to the pictures and the section headings. Write down: 2 things that stood out to you 2 questions you have about the book. A prediction about the book.</td>
<td>Look at the image on page 18 of <em>Goods and Services</em>. Answer the questions about producers and consumers. Draw and label a picture of producers and consumers.</td>
<td>Practice New Vocabulary 1. Find the sentence where the author uses each word. 2. Choose two of the words. 3. Write a sentence with each word you choose and draw a picture of that word.</td>
</tr>
<tr>
<td>2</td>
<td>Read <em>Goods and Services</em> and complete a main topic and key detail web.</td>
<td>Read <em>Goods and Services</em> and create a piece of opinion writing. Complete a main idea and key details graphic organizer for the section.</td>
<td>Read <em>Goods and Services</em> and pay attention to the boldfaced words. Answer the questions about producers and consumers. Draw and label a picture of producers and consumers.</td>
</tr>
<tr>
<td>3</td>
<td>Practice High Frequency Words Read words aloud in text. Play Memory with the words.</td>
<td>Work with Letters and Sounds-Contractions Practice reading and writing contractions. Watch a video about new contractions!</td>
<td>Work with Letters and Sounds-Long /o/ and Short /o/ Practice reading and writing words with the vowel sound o. Watch a video about words that have long and short o sounds!</td>
</tr>
</tbody>
</table>
Activity 1: Preview the Text

Look at the pages of *Goods and Services*.

Pay attention to the pictures and the section headings.

<table>
<thead>
<tr>
<th>2 things that stood out to you as you looked through the book:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 questions you have about the book:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your prediction about the book:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>
Activity 2: Review the Content

Reread pages 18-21.

<table>
<thead>
<tr>
<th>Look at the photo on page 18.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Joe a producer or consumer in this picture? How do you know?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Look at the photo on page 21.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Joe a producer or consumer in this picture? How do you know?</td>
</tr>
</tbody>
</table>

Joe is a producer when he ________________________________.

Joe is a consumer when he ________________________________.

Draw a picture that shows the relationship between producers and consumers.
Add labels to show the important details.

Brainstorm 3 goods or services that first graders can provide:

1. 
2. 
3.
Activity 3: Practice New Vocabulary

Read the glossary on page 23. Choose two words. Write a sentence with each word you chose. Illustrate the 2 words you chose in the boxes at the bottom.

<table>
<thead>
<tr>
<th>Word 1:</th>
<th>Sentence:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word 2:</th>
<th>Sentence:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

My word is:  

My word is:  


Activity 4: Engage with the Text

Read Goods and Services.

Complete a main topic and key details web about Services. Place the main topic of the text in the center oval. Place key details found in the text that describe that main topic into the other ovals.
Activity 5: Connect Reading and Writing

Make a list of goods and services that are important to you and your family. List those below on the chart.

<table>
<thead>
<tr>
<th>Goods</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Choose 1 good or service from the list that you think is especially important.

Think about what you chose. Why is this good or service important to you and to your family? What would happen if you didn't have that good or service? How often does your family use that good or service?
On the lines below write 1 sentence explaining your opinion about the most important good or service. Then, give 2 reasons why this good or service is so important to your family. What words can you use to explain why you think that good or service is so important? What words can you use to make the reader agree with you?


Write a concluding sentence on the lines below that restates your opinion about which is the best good or service in other words.
Activity 6: Engage with the Text

The author says people buy things they need and things they want. People spend income they earn on these choices. Reread the text, paying close attention to pages 14 and 15.

<table>
<thead>
<tr>
<th>What does Jenna buy with her income? Is it something she needs or wants?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Find an example in the text of a person buying something they want and not something they need. Write your details in a sentence below.

<table>
<thead>
<tr>
<th>Find an example of a person buying something they need and not something they just want. Write your details in a sentence below.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Think about something you might spend your income on that is a good or service. Draw it in the box below and then label it as a want and or a need.
Activity 7: Practice High Frequency Words

In the text, *Goods and Services*, you will practice some of the High Frequency Words you have learned this year. Read these words aloud as you see them in the text. Then, cut these words out and play Memory with your family to see who can read and find the most matches!

<table>
<thead>
<tr>
<th>they</th>
<th>they</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>and</td>
</tr>
<tr>
<td>want</td>
<td>want</td>
</tr>
<tr>
<td>is</td>
<td>is</td>
</tr>
<tr>
<td>other</td>
<td>other</td>
</tr>
<tr>
<td>people</td>
<td>people</td>
</tr>
<tr>
<td>he</td>
<td>he</td>
</tr>
<tr>
<td>can</td>
<td>can</td>
</tr>
<tr>
<td>like</td>
<td>like</td>
</tr>
<tr>
<td>some</td>
<td>some</td>
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<tr>
<td>from</td>
<td>from</td>
</tr>
<tr>
<td>also</td>
<td>also</td>
</tr>
<tr>
<td>with</td>
<td>with</td>
</tr>
</tbody>
</table>
**Activity 8 Work with Letters and Sounds-Contractions**

On page 19, in Goods and Services, you can find the word *doesn’t*. Doesn’t is a contraction. A contraction is made by taking 2 words and putting them together to make 1 shorter word. When we write contractions, we put an apostrophe in place of the missing letters. The examples below are contractions!

<table>
<thead>
<tr>
<th>doesn’t</th>
<th>does not</th>
</tr>
</thead>
<tbody>
<tr>
<td>we’ll</td>
<td>we will</td>
</tr>
<tr>
<td>he’s</td>
<td>he is</td>
</tr>
<tr>
<td>let’s</td>
<td>let us</td>
</tr>
</tbody>
</table>

Find the word doesn’t on page 19.

What 2 words make up this contraction?

How many letters are missing in *doesn’t*?

Is the letter o at the beginning of the second word or is it in the middle?

Sometimes the apostrophe replaces letters at the beginning of the second word. In the word, *we’ll*, the apostrophe replaced the two initial letters in will.

Other times the apostrophe replaces letters from the middle of the second word, as in the o in not.

Watch this video about contractions! [https://youtu.be/GvipoNKhnZA](https://youtu.be/GvipoNKhnZA)
Watch this video about contractions! [https://youtu.be/sEGPVtxesiM](https://youtu.be/sEGPVtxesiM)

Write 3 new contractions you learned from the video:

1.
2.
3.
Activity 9 Work with Letters and Sounds-Long /o/ and Short /o/

Read aloud this sentence: I have a fishing rod.
What vowel sound do you hear in rod?
I hear the short /o/ vowel sound in rod.

Now read aloud this sentence: I rode a bike.
What vowel sound do you hear in rode?
I hear the long /o/ vowel sound in rode.

Watch this video on Long /o/ and Short /o/: https://youtu.be/RWbvHZBmrgk

Read these words that contain long /o/ and short /o/. Then, sort these words into the correct columns in the chart below.

hop, hope, not, note, mop, mope, smoke, smock, slop, slope.

<table>
<thead>
<tr>
<th>Short /o/ words</th>
<th>Long /o/ words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Read the sentences below and circle all of the words that have a long /o/ sound.

1. Rose had on a red robe.
2. Tape the note to the box.
3. Kids can also be producers.
Optional: Extend the Learning

**Explore:** We are learning about goods and services and producers and consumers in this text. Think about the goods and services produced and consumed by children in the text. Then, compare those goods and services to goods and services produced and consumed in your own life. Highlight any that are the same! Then, go back and write a G next to all of the Goods and an S next to all of the Services.

<table>
<thead>
<tr>
<th>Goods and Services Text</th>
<th>Me</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
Things People Buy

People buy things they need and want. They buy **goods** and **services**. Goods are real things that people can touch and use. A service is work done for other people.

An eye doctor does a service as he checks your eyes. The glasses he sells are goods.

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**Fun Fact!**

In 2004, the U.S. Department of Labor counted over 10 million people making goods in U.S. factories.
Goods and Services

Goods can be large, like a house or a car. Goods can also be small. Notebooks, a bunch of bananas, and soap are some small goods.
Men, women, boys, and girls can all do services. A dentist's work is a service. Washing cars, mowing lawns, and cutting hair are other services.
Government Services

Some goods and services come from the **government**. The government collects money called **taxes**. Taxes pay for the goods and services everyone uses. Taxes pay for firefighters and police officers. Parks, libraries, and schools are also paid for with taxes.

![Fun Fact!](image)

In 1921, West Virginia became the first state to collect taxes on goods people bought in stores.
Producers

Goods and services are sold by producers. Farmers sell the vegetables they grow. Mechanics are producers when they sell the service of fixing cars.
Kids can also be producers. Tim sells a service when he delivers newspapers. He can also sell the cookies he baked.
Consumers

Anyone who buys and uses goods and services is a consumer. Consumers choose what goods and services they buy. Jenna is a consumer. She uses her money to buy a new bike.

Fun Fact!
U.S. teens spend over $160 billion of their own money each year.
Earning Income

Producers earn money, or income. As a producer, Mary sells candy in her shop to earn money. Then she uses her income to buy goods and services from others. Mary is a consumer when she buys meat from the market.
Joe Is a Producer

Joe sells clothes and toys he doesn't use anymore. By selling these goods, Joe is a producer. He earns income that he can spend on other goods and services.
Joe Is a Consumer

As a consumer, Joe makes choices about his income. He saves part of his money for camp next summer. He buys some school supplies he needs. Then he has money left to buy a book he wants. What goods and services do you buy?
Taxes have been around for about 5,000 years. In ancient Egypt, people paid many taxes. The king collected them at least once a year. Ancient Egyptian art shows workers counting and recording the taxes.
Glossary

consumer (kuhn-SOO-mur)—a person who buys and uses goods and services

earn (URN)—to receive payment for working

goods (GUDZ)—real things that a person can touch and use

government (GUHV-urn-muhnt)—the people who lead a country, state, or city

income (IN-kuhm)—money a person receives for doing a job

producer (pruh-DOOSS-uhr)—a person who sells goods and services

service (SUR-viss)—work that’s done for other people

taxes (TAKS-uhz)—money the government collects to use for providing goods and services
Activity 1: Preview the Text

Look at the pages of *Goods and Services*.

Pay attention to the pictures and the section headings.

<table>
<thead>
<tr>
<th>2 things that stood out to you as you looked through the book:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There are real life photographs in this text.</td>
</tr>
<tr>
<td>2. The text has bubbles with fun facts inside them on some pages.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 questions you have about the book:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why does it say Joe is a producer and Joe is a consumer?</td>
</tr>
<tr>
<td>2. How does the glossary help me read this book?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your prediction about the book:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think this book will be a nonfiction text that teaches me about the differences between goods and services.</td>
</tr>
</tbody>
</table>
### Activity 2: Review the Content

Reread pages 18-21.

<table>
<thead>
<tr>
<th>Look at the photo on page 18.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Joe a producer or consumer in this picture? How do you know?</td>
</tr>
<tr>
<td>Joe is taking money. That means he is a producer because he is selling something that someone else is buying.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Look at the photo on page 21.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Joe a producer or consumer in this picture? How do you know?</td>
</tr>
<tr>
<td>Here Joe is buying a book. In this case, he is a consumer.</td>
</tr>
<tr>
<td>Joe is a producer when he sells goods or services.</td>
</tr>
<tr>
<td>Joe is a consumer when he buys goods or services.</td>
</tr>
</tbody>
</table>

Draw a picture that shows the relationship between producers and consumers. Add labels to show the important details.

![Diagram of producers and consumers](image)

Brainstorm 3 goods or services that first graders can provide:

1. **Clearing the dishes from the table** — Service
2. **Taking out the trash** — Service
3. **Making paper dolls for little sisters** — Good
Activity 3: Practice New Vocabulary

Read the glossary on page 23. Choose two words. Write a sentence with each word you chose. Illustrate the 2 words you chose in the boxes at the bottom.

<table>
<thead>
<tr>
<th>Word 1: Earn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence: I earn money every week from my mom for doing all of my chores at home.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word 2: Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence: My teacher provides a Service by teaching me every day at school!</td>
</tr>
</tbody>
</table>

My word is: Earn  
My word is: Service

![Illustrations of words: Earn and Service]
Activity 4: Engage with the Text

Read Goods and Services.

Complete a main topic and key details web about Services. Place the main topic of the text in the center oval. Place key details found in the text that describe that main topic into the other ovals.

- Services are work done for other people.
- Consumers buy services.
- Dentist's work is a service.
- Taxes pay for public services.
Activity 5: Connect Reading and Writing

Make a list of goods and services that are important to you and your family. List those below on the chart.

<table>
<thead>
<tr>
<th>Goods</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk</td>
<td>cable</td>
</tr>
<tr>
<td>Cheese</td>
<td>electricity</td>
</tr>
<tr>
<td>bread</td>
<td>barber</td>
</tr>
<tr>
<td>clothes</td>
<td>bus driver</td>
</tr>
<tr>
<td>baseball gear</td>
<td></td>
</tr>
<tr>
<td>books</td>
<td></td>
</tr>
</tbody>
</table>

Choose 1 good or service from the list that you think is especially important.

Think about what you chose. Why is this good or service important to you and to your family? What would happen if you didn't have that good or service? How often does your family use that good or service?

The bakery bakes delicious bread. We need it to make lunch sandwiches and breakfast every day.
On the lines below write 1 sentence explaining your opinion about the most important good or service. Then, give 2 reasons why this good or service is so important to your family. What words can you use to explain why you think that good or service is so important? What words can you use to make the reader agree with you?

The best good my family buys every week is bread. We love making sandwiches for lunch from this delicious bread. We also use it for French toast or eat it with our eggs for breakfast.

Write a concluding sentence on the lines below that restates your opinion about which is the best good or service in other words.

Without this awesome good, our family meals would not be awesome. Bread is the best good we buy every week.
Activity 6: Engage with the Text

The author says people buy things they need and things they want. People spend income they earn on these choices. Reread the text, paying close attention to pages 14 and 15.

<table>
<thead>
<tr>
<th>What does Jenna buy with her income? Is it something she needs or wants?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jenna buys a bike with her income.</td>
</tr>
<tr>
<td>A bike is something she wants.</td>
</tr>
</tbody>
</table>

Find an example in the text of a person buying something they want and not something they need. Write your details in a sentence below.

| The boy is buying toys on page 18.                                     |
| Toys are not something we need to live.                                |

Find an example of a person buying something they need and not something they just want. Write your details in a sentence below.

| The woman is buying food on page 17.                                   |
| Food is something we need to live.                                    |

Think about something you might spend your income on that is a good or service. Draw it in the box below and then label it as a want and or a need.
**Explore:** We are learning about goods and services and producers and consumers in this text. Think about the goods and services produced and consumed by children in the text. Then, compare those goods and services to goods and services from your own life. Highlight any that are the same! Then, go back and write a G next to all of the Goods and an S next to all of the Services.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Receiving glasses S</td>
<td>taking out trash S</td>
</tr>
<tr>
<td>Newspaper delivery S</td>
<td>buying mom flowers G</td>
</tr>
<tr>
<td>Bike buying G</td>
<td>helping my brother S</td>
</tr>
<tr>
<td>Yard sale G</td>
<td>buying a new videogame G</td>
</tr>
</tbody>
</table>

...
Activity 8 Work with Letters and Sounds-Contractions

On page 19, in *Goods and Services*, you can find the word *doesn’t*. Doesn’t is a contraction. A contraction is made by taking 2 words and putting them together to make 1 shorter word. When we write contractions, we put an apostrophe in place of the missing letters. The examples below are contractions!

<table>
<thead>
<tr>
<th>doesn’t</th>
<th>does not</th>
</tr>
</thead>
<tbody>
<tr>
<td>we’ll</td>
<td>we will</td>
</tr>
<tr>
<td>he’s</td>
<td>he is</td>
</tr>
<tr>
<td>let’s</td>
<td>let us</td>
</tr>
</tbody>
</table>

Find the word doesn’t on page 19.

What 2 words make up this contraction?  

How many letters are missing in doesn’t? 1

Is the letter o at the beginning of the second word or is it in the middle? middle

Sometimes the apostrophe replaces letters at the beginning of the second word. In the word, we’ll, the apostrophe replaced the two initial letters in will.

Other times the apostrophe replaces letters from the middle of the second word, as in the o in not.

Watch this video about contractions!  
https://youtu.be/GvipoNKhnZA

Watch this video about contractions!  
https://youtu.be/sEGPVtxesjiM

Write 3 new contractions you learned from the video:

1. can’t
2. you’re
3. isn’t
Activity 9 Work with Letters and Sounds-Long /o/ and Short /o/

Read aloud this sentence: I have a fishing rod.
What vowel sound do you hear in rod?
I hear the short /o/ vowel sound in rod.

Now read aloud this sentence: I rode a bike.
What vowel sound do you hear in rode?
I hear the long /o/ vowel sound in rode.

Watch this video on Long /o/ and Short /o/: https://youtu.be/RWbYHZBmrqk

Read these words that contain long /o/ and short /o/. Then, sort these words into the correct columns in the chart below.

hop, hope, not, note, mop, mope, smoke, smock, slop, slope.

<table>
<thead>
<tr>
<th>Short /o/ words</th>
<th>Long /o/ words</th>
</tr>
</thead>
<tbody>
<tr>
<td>hop</td>
<td>hope</td>
</tr>
<tr>
<td>not</td>
<td>note</td>
</tr>
<tr>
<td>mop</td>
<td>mope</td>
</tr>
<tr>
<td>smock</td>
<td>smoke</td>
</tr>
<tr>
<td>slop</td>
<td>slope</td>
</tr>
</tbody>
</table>

Read the sentences below and circle all of the words that have a long /o/ sound.

1. **Rose had on a red robe.**
2. **Tape the note to the box.**
3. **Kids can also be producers.**
Math
<table>
<thead>
<tr>
<th>Topic: Create bar and picture graphs and answer questions about them.</th>
<th>Suggested Time: 1-2 pages per day</th>
</tr>
</thead>
</table>

**What Your Student is Learning:** Your student is learning to represent and interpret data.

**Background and Context for Parents:**

In our daily lives, we are surrounded by data, and it is important that we are able to make sense of it and use it to make informed decisions. In first grade, students begin their exploration of data by looking at tally charts, picture, and bar graphs to answer questions like, “How many are in each category? and How many more in one category than another?”

On **Page 2**, students are taking information and creating tally charts. Then, they are using the data from the chart to answer questions. Each tally represents 1, so a group of 4 tallies represents 4. To make 5, students draw a diagonal. Then, start a new group for 6-10, etc.

4 =  

5 =  

6 =  

Now that students can collect and count data with tallies, they can begin to represent it in graphs. On **Page 3**, we explore picture graphs. Each picture represents 1. Students need to be able to create the graphs and to answer questions about them.

By **Page 4**, the questions get a little more complex. The questions compare categories rather than just asking students how many there are. Continue to ask questions like, “What do you notice? What do you wonder? How do you know?”

On **Page 5**, students are using the data from the graphs to help them to answer other questions.

On **Page 6**, we transition to bar graphs. Bar graphs are another way to represent data that students need to be familiar with. They must be able to create and interpret them. Ask, “How are bar graphs similar to picture graphs? How are they different? What do you notice about the bar graph?”

**Ways to support your student:**

1. Do you see any other graphs in the news you can talk about? Help students to see that data is all around us and we can learn from it -- as well as be critical about it.
2. Could you create your own graphs based on information you collect from friends and family? Maybe your student is curious about people’s favorite food or animal or tv show. Come up with a question and 3 possible answer choices, collect data, and graph it.
3. Throughout this set of lessons, ask questions like, “What do you notice about the graph?” Rather than diving into answering questions, take the opportunity to just explore it and notice things and wonder things. Be curious and observant.

**Online Resources for Students to Practice:**

1. Adapted from Topic 6, Lesson 1

G→
O→
B→

2. Which color sock has the most tally marks?

3. How many blue socks are there?

4. How many socks are there in all?

5. How many shorts does Saul have?

6. Which item in his closet does Saul have the most of?
This is a picture graph. Ask: What do you notice about the graph? Ask student to make at least 5 observations. Then, explain that each picture represents 1 person who voted for that sport. How many said basketball was their favorite? Soccer? Baseball? What does your student think? Add them to the graph.

1) Make a picture graph to represent the tallies for favorite fruit.

<table>
<thead>
<tr>
<th>Favorite Fruit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pear</strong></td>
</tr>
<tr>
<td><strong>Banana</strong></td>
</tr>
<tr>
<td><strong>Apple</strong></td>
</tr>
</tbody>
</table>

2) Which fruit had the most votes as favorite?

3) Which fruit had the least votes as favorite?

4) How many people voted for apple as their favorite?

5) Which is your favorite fruit of pear, banana, and apple?
The graph shows which lunch drink some students drank. What do you notice about the graph?

Use the graph to answer the questions below.

1) How many more students like milk than juice?  

   ______ more students

2) How many fewer students like water than milk?  

   ______ fewer students

3) How many more students like juice than water?  

   ______ more students

4) How many total students are in the graph?  

   ______ total students

Use the tally chart of students’ favorite colors to create the picture graph and answer the questions.

5) How many more students like purple than red?  

   ______ more students

6) Which color was the favorite of the most students?  

   ______ students

7) How many fewer students like red than blue?  

   ______ fewer students

8) How many total students are in the graph?  

   ______ total students
Use the graph to help answer the questions.

Linzie asks 18 students if they like milk, water, or juice with lunch. 7 students like milk. 3 students like water. The rest of the students like juice.

1) How many students like juice? 2) What is the favorite drink?

_________ students like juice? __________

3) Complete the picture graph below to represent Linzie’s data.

4) Ebony asks 14 classmates if they take the bus, walk, or ride in a car to school. 4 students ride in a car. The same number of the remaining students take the bus or walk to school. Complete the tally chart to represent Ebony’s class.
A Bar Graph is another way to represent data. The height of the bars tells us how many are in that category. Use the bar graph below to answer the questions.

1. How many students voted for grapes as their favorite?

2. How many students votes for plums as their favorite?

3. How many more students votes for bananas than apples?

4. How many fewer students voted for peaches than oranges?

5. How many total voted for pears and grapes?

6. How many total voted for oranges, peaches, and apples?
Answer Key
1. Adapted from Topic 6, Lesson 1

2. Which color sock has the most tally marks?
   - blue

3. How many blue socks are there?
   - 7

4. How many socks are there in all?
   - 18

Draw tally marks to show how many hats there are of each color.

<table>
<thead>
<tr>
<th></th>
<th>Blue</th>
<th>Green</th>
<th>Purple</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marks</td>
<td>12</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

Use your hat tally chart above. Which two sentences are true?
- □ There are 12 blue caps.
- □ There are 7 green caps.
- ✔ There are 3 purple caps.
- □ There are 12 caps in all.

Write and answer your own question about the hat tally chart.
- varies

5. How many shorts does Saul have?
   - 4 shorts

6. Which item in his closet does Saul have the most of?
   - shirts
This is a picture graph. Ask: What do you notice about the graph? Ask student to make at least 5 observations. Then, explain that each picture represents 1 person who voted for that sport. How many said basketball was their favorite? Soccer? Baseball? What does your student think? Add them to the graph.

1) Make a picture graph to represent the tallies for favorite fruit.

<table>
<thead>
<tr>
<th>Favorite Fruit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pear</td>
</tr>
<tr>
<td><img src="image" alt="Tallies for Pear" /></td>
</tr>
</tbody>
</table>

2) Which fruit had the most votes as favorite?

pear

3) Which fruit had the least votes as favorite?

banana

4) How many people voted for apple as their favorite?

5

5) Which is your favorite fruit of pear, banana, and apple?

varies

Resources from enVision Mathematics, 2020, Common Core, Grade 1
The graph shows which lunch drink some students drank. What do you notice about the graph?

<table>
<thead>
<tr>
<th>Lunch Drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk</td>
</tr>
<tr>
<td>Water</td>
</tr>
<tr>
<td>Juice</td>
</tr>
</tbody>
</table>

1) How many more students like milk than juice?  
   3 more students

2) How many fewer students like water than milk?  
   5 fewer students

3) How many more students like juice than water?  
   2 more students

4) How many total students are in the graph?  
   10 total students

Use the tally chart of students' favorite colors to create the picture graph and answer the questions.

<table>
<thead>
<tr>
<th>Our Favorite Colors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
</tr>
<tr>
<td>![Tally Chart]</td>
</tr>
</tbody>
</table>

5) How many more students like purple than red?  
   4 more students

6) Which color was the favorite of the most students?  
   purple students

7) How many fewer students like red than blue?  
   3 fewer students

8) How many total students are in the graph?  
   19 total students
Use the graph to help answer the questions.

Linzie asks 18 students if they like milk, water, or juice with lunch. 7 students like milk, 3 students like water. The rest of the students like juice.

1) How many students like juice?

\[8\] students like juice?

2) What is the favorite drink?

juice

3) Complete the picture graph below to represent Linzie's data.

4) Ebony asks 14 classmates if they take the bus, walk, or ride in a car to school. 4 students ride in a car. The same number of the remaining students take the bus or walk to school. Complete the tally chart to represent Ebony's class.
A Bar Graph is another way to represent data. The height of the bars tells us how many are in that category. Use the bar graph below to answer the questions.

1. How many students voted for grapes as their favorite? 6
2. How many students votes for plums as their favorite? 5
3. How many more students votes for bananas than apples? 8 - 4 = 4
4. How many fewer students voted for peaches than oranges? 2 - 1 = 1
5. How many total voted for pears and grapes? 5 + 6 = 11
6. How many total voted for oranges, peaches, and apples? 2 + 1 + 4 = 7
<table>
<thead>
<tr>
<th>Topic: Count to 120</th>
<th>Suggested Time: 1-2 pages per day</th>
</tr>
</thead>
</table>

What Your Student is Learning: Students are learning to count by 1s and 10s starting anywhere. They are using hundred charts, number lines, and base ten blocks as tools to help.

Background and Context for Parents:
Students counted to 100 in Kindergarten. Now they are going over 100, up to 120. They are also counting starting from any number, not just 1, and counting by tens, not just ones. It is a chance to be more flexible with counting, not just mindlessly counting 1, 2, 3…

On **Page 14**, students are exploring tens. They connect visually to ten frames, and think about different ways to say the number. For example, 50 is equal to 5 tens.

On **Page 15**, you get into counting, and really focus on counting numbers over 100. If you need to revisit counting below 100, you might count smaller numbers together. See **pages 21-24** for some tools that you might want to use to help. There are ten frames, pictures of base ten blocks, a hundred chart, and blank number lines.

**Page 16** really utilizes the hundred chart as a tool to help students count. In addition to practicing counting on from any number, you should discuss the chart. How is it organized? What happens when you move to the right? Left? Up? Down?

**Page 17** provides more practice counting by 1s and counting by 10s. Students can use the hundred chart if it helps them.

Hundred charts are great, but it wouldn’t be practical to use them forever, for all numbers up to thousands. Number lines are another great tool that is more flexible. They are often harder for students initially, but ultimately are great. An “open” number line is a number like that doesn’t have numbers written on it. You fill them in as you go. **Page 18** practices this.

**Page 19** has students count actual objects to connect the counting sequence to counting things. You can continue to practice counting after this lesson by collecting groups of objects and having students count them. How do they organize them? In rows? Groups of 2, 5, or 10? Does the arrangement help them to count?

Ways to support your student:
1. Look for opportunities throughout the day to count. Don’t just start at 1 - pick any number! Count by 1s and count by 10s. You could alternate, you saying a number and the student saying a number. You could make up a song or a dance. Just count!
2. Notice if the student has trouble going from one decade to another. For example, it’s easy to count 87, 88, 89… but changing to 90 may be challenging. Use hundred charts to help visualize how that jump happens.
3. This is an opportunity to have students write numbers too, not just to say them. Are you noticing that students can write their numbers? Can they read them? It’s one thing to count and another to recognize and write the numbers they are saying.
4. You can also practice counting actual objects. Provide a few handfuls of candy or buttons or crayons. How many are there? Count the objects.

Online Resources for Students:
We usually count by 1s, but we can count by other numbers too, like tens! Notice that there are different ways to write and say the numbers. For example, I could say 2 tens, 20, or twenty.

Use #1 as an example and complete 2-5.

1. \(4\) tens is \(40\).

2. ____ tens is ____.

3. ____ tens is ____.

4. ____ tens is ____.

5. ____ tens is ____.

Use your knowledge of counting by tens to answer the questions below.

**Assessment Practice** Mary has some books. She puts them in piles of 10 without any left over. Which number does NOT show how many books Mary could have?

- A 50
- B 60
- C 65
- D 70

**Number Sense** Jake wrote a pattern. He forgot to write some numbers.

What numbers did Jake forget to write?

10, 20, 30, 40, ____, 60, ____, 90, 100, ____, 120

i, 2020, Common Core, Grade 1
Read through this with your student. Talk about it. What do you notice?

Count forward by ones.

1. 116, ____, 118, 119, 120

2. ____, 110, ____, ____, 113

3. 104, ____, ____, 107, ____, ____, 114

4. 110, ____, ____, ____, ____, 114

5. 52, ____, ____, 55, ____, ____, 96, ____, ____, 115, ____, ____, 117

6. ____, ____, ____, ____, 115, ____, ____, 117

7. ____, 102, 103, ____, ____, ____, 71

In this chart, Tom writes the numbers 102 to 108 in order. Some numbers rub off. Help Tom fill in the missing numbers.

102 104 105 108
Read through and discuss with your student. What do you notice? What happens when you move to the right on the chart? Left? Up? Down?

Use a hundred chart to help you with the problems. Count by 1s.

1. 14, 15, 16, 17, 18

2. 21, , , ,

3. 103, , ,

4. , 49,

5. , , ,

6. , 52,

7. , 83, ,

8. 110, , ,

9. , , 79

10. , 98

11. , , 91

12. , 102,

13. | 34 | 36 |
    | 45 | 47 |

14. | 98 |
    | 107 |
    | 110 |
1. Count by 1s.
   112, 113, 114, 115, 116, 117, 118, 119, 120

2. Count by 10s.
   22, 32, 42, ____, ____, ____, ____, ____, ____

3. Count by 1s.
   90, 91, 92, ____, ____, ____, ____

4. Count by 10s.
   10, 20, 30, ____, ____, ____, ____

5. Count by 10s.
   35, 45, 55, ____, ____, ____, ____

6. Count by 1s.
   102, 103, 104, ____, ____, ____, ____, ____
Adapted from Topic 7, Lesson 5

Start at 72. Count by 1s to 81.

Start at 72. Count by 10s to 112.

Start at 89. Count on by 10s to 119.

Start at 111. Count on by 1s to 118.

**Number Sense** Teresa and Doug both draw a number line starting at 27. Teresa counts on by 1s five times. Doug counts on by 10s five times.

Will they stop counting at the same number? Explain.
Practice counting objects. How many are there? You might want to mark each one as you count it.

1. ______ balls

2. ______ rabbits

3. ______ socks

4. ______ bananas

- How many are in each row? Does that help make it easier to count? How? Discuss.

Use the base-ten blocks shown below to answer questions 5-7.

5. ______ tens ______ ones
   ______ in all

6. ______ tens ______ ones
   ______ in all

7. ______ tens ______ ones
   ______ in all
Base Ten Blocks

Hundred

Ten

One
BLANK NUMBER LINES

[Blank space for lines]
Answer Key
We usually count by 1s, but we can count by other numbers too, like tens! Notice that there are different ways to write and say the numbers. For example, I could say 2 tens, 20, or twenty.

<table>
<thead>
<tr>
<th>1 ten</th>
<th>2 tens</th>
<th>3 tens</th>
<th>4 tens</th>
<th>5 tens</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>ten</td>
<td>twenty</td>
<td>thirty</td>
<td>forty</td>
<td>fifty</td>
</tr>
</tbody>
</table>

Use #1 as an example and complete 2-5.

1. 
   4 tens is 40.  
   forty

2. 
   3 tens is 30.  
   thirty

3. 
   7 tens is 70.  
   seventy

4. 
   12 tens is 120.  
   one hundred twenty

5. 
   8 tens is 80.  
   eighty

Use your knowledge of counting by tens to answer the questions below.

Assessment Practice Mary has some books. She puts them in piles of 10 without any left over. Which number does NOT show how many books Mary could have?

- A 50
- B 60
- C 65
- D 70

Number Sense Jake wrote a pattern. He forgot to write some numbers. What numbers did Jake forget to write?

10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120
Read through this with your student. Talk about it. What do you notice?

This block shows 100. You say one hundred for this number.

The next number you say is one hundred one because you have one hundred and one.

When you count forward, you keep counting by 1s.

When you count higher, you start with the words one hundred.

Count forward by ones.

1. 116, 117, 118, 119, 120
2. 109, 110, 111, 112, 113
3. 104, 105, 106, 107, 108
4. 110, 111, 112, 113, 114
5. 52, 53, 54, 55, 56
6. 93, 94, 95, 96, 97
7. 101, 102, 103, 104, 105
8. 113, 114, 115, 116, 117
9. 67, 68, 69, 70, 71

In this chart, Tom writes the numbers 102 to 108 in order. Some numbers rub off. Help Tom fill in the missing numbers.
Read through and discuss with your student. What do you notice? What happens when you move to the right on the chart? Left? Up? Down?

You can find patterns when you count forward on a hundred chart.

The tens digit in each number in this row is 1.

The ones digit in each number in this column is 4.

A number chart can extend past 100 to greater numbers.

The numbers past 100 follow the same pattern.

Use a hundred chart to help you with the problems.

1. 14, 15, 16, 17, 18
2. 21, 22, 23, 24, 25
3. 103, 104, 105, 106, 107
4. 47, 48, 49, 50, 51
5. 64, 65, 66, 67, 68
6. 51, 52, 53, 54, 55
7. 81, 82, 83, 84, 85
8. 110, 111, 112, 113, 114
9. 75, 76, 77, 78, 79
10. 94, 95, 96, 97, 98
11. 87, 88, 89, 90, 91
12. 99, 100, 101, 102, 113
13. \[
\begin{array}{cccc}
34 & 35 & 36 & 37 \\
44 & 45 & 46 & 47
\end{array}
\]
14. \[
\begin{array}{cccc}
97 & 98 & 99 & 100 \\
107 & 108 & 109 & 110
\end{array}
\]
1. Count by 1s.
   112, 113, 114, 115, 116, 117, 118, 119, 120

2. Count by 10s.
   22, 32, 42, 52, 62, 72, 82, 92, 102

3. Count by 1s.
   90, 91, 92, 93, 94, 95, 96, 97, 98

4. Count by 10s.
   10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120

5. Count by 10s.
   35, 45, 55, 65, 75, 85, 95, 105, 115

6. Count by 1s.
   102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113
You can use an open number line to count on by 1s. Count on by 1s from 97 to 103.

Start at 72. Count by 1s to 81.

\[ \begin{align*}
72 & \quad 73 \quad 74 \quad 75 \quad 76 \quad 77 \quad 78 \quad 79 \quad 80 \quad 81
\end{align*} \]

Start at 72. Count by 10s to 112.

\[ \begin{align*}
72 & \quad 82 \quad 92 \quad 102 \quad 112
\end{align*} \]

Start at 89. Count on by 10s to 119.

\[ \begin{align*}
89 & \quad 99 \quad 109 \quad 119
\end{align*} \]

Start at 111. Count on by 1s to 118.

\[ \begin{align*}
111 & \quad 112 \quad 113 \quad 114 \quad 115 \quad 116 \quad 117 \quad 118
\end{align*} \]

**Number Sense** Teresa and Doug both draw a number line starting at 27. Teresa counts on by 1s five times. Doug counts on by 10s five times. Will they stop counting at the same number? Explain.

Teresa

\[ \begin{align*}
27 & \quad 28 \quad 29 \quad 30 \quad 31 \quad 32
\end{align*} \]

Doug

\[ \begin{align*}
27 & \quad 37 \quad 47 \quad 57 \quad 67 \quad 77
\end{align*} \]

**Sample:** No, counting by 1s and 10s would get you to different numbers. Five ones is 5. 5 tens is fifty. You end on 32 and 77.
Practice counting objects. How many are there? You might want to mark each one as you count it.

1. \[ \frac{410}{410} \text{ balls} \]

2. \[ \frac{28}{28} \text{ rabbits} \]

3. \[ \text{62 socks} \]

4. \[ \text{57 bananas} \]

- How many are in each row? Does that help make it easier to count? How? Discuss.

10 - It made it way easier since you can count by 10s first.

Use the base-ten blocks shown below to answer questions 5-7.

5. \[ \text{1 ten, 1 ones} \]

6. \[ \text{8 tens, 3 ones} \]

7. \[ \text{12 tens, 0 ones} \]

\[ \text{11 in all} \]

\[ \text{83 in all} \]

\[ \text{120 in all} \]
## Grade: 1  Subject: Math  Goes with Pages: 32-35

### Topic: Add and Subtract within 20

<table>
<thead>
<tr>
<th>Suggested Time: 1-2 pages per day</th>
</tr>
</thead>
</table>

### What Your Student is Learning:
Add and subtract within 20. Use strategies like doubles, number lines, make 10, and think about addition to subtract.

### Background and Context for Parents:

Students spent the first half of the year exploring strategies for adding and subtracting. The worksheets that follow provide a review and some practice problems. The left columns show how to do different skills and the right provide practice.

To continue to practice after you have finished the worksheet, just provide any addition and subtraction problems and support students in solving them and explaining their strategies. Use the left columns of the worksheet to remind yourself and the student of the various strategies they have learned.

You can also play games:

**3 Players:**
Player A and B blindly put a card on their foreheads. Player C says what they add to. Each player can see the other player’s card but not their own. By knowing the total and the other card, they can determine their own card.

**2 Players:**
Each player gets half of the deck. Each player puts down two cards. Whoever has the higher total when added together gets the cards. Continue with new cards until one player has all of the cards.

### Ways to support your student:

1. Students can use various tools to help them to solve problems. Do you have blocks they could use to physically solve the problem? Count they draw a picture or make a number line? Encourage them to use these tools and pictures, and ask questions about them. What do those blocks represent? Where do you see the 5 blocks in your picture? How does your picture match your equation?

2. Throughout, continue to ask, “How did you solve it? How do you know?” to emphasize that the answers are less important than the thinking. You could ask, “Is there another way you could have solved it?” to show that you value thinking and strategies.

### Online Resources for Students:
Pick activities from “Addition” and “Subtraction” boxes:
https://www.splashlearn.com/math-skills/first-grade
Reteaching from Topic 3

Name

**Set A**

You can use a number line to add. Start counting at one addend. Count on the number of the other addend.

\[ 10 + 8 = ? \]

\[ 10 + 8 = 18 \]

**Set B**

An open number line can help you add.

\[ 7 + 5 = ? \]

Start with the first addend. You can count on by 1s to add 5 more.

\[ 7 + 5 = 12 \]

**Set C**

A doubles-plus fact is a doubles fact and 1 or 2 more.

\[ \frac{8}{8} + \frac{7}{7} = ? \]

\[ 7 + 7 = 14. \]

Add the doubles. Then use the doubles facts to help you solve the double-plus facts.

3. \[ \frac{5}{5} + \frac{5}{5} + \frac{5}{5} \]

4. \[ \frac{8}{8} + \frac{8}{8} + \frac{8}{8} \]

5. \[ \frac{6}{6} + \frac{6}{6} + \frac{6}{6} \]

6. \[ \frac{5}{5} + \frac{5}{5} + \frac{5}{5} \]

Resources from enVision Mathematics, 2020, Common Core, Grade 1
Set D
You can make 10 to add.

8
+ 6
?  

10 so, 8
+ 4

Make 10 to add. Draw counters in the ten-frame to help you.

7 + 8
?

10 so, 7
+ 5
+ 8

Set E
You can choose different ways to add.

Doubles Near Doubles

Find each sum. Circle the strategy that you used.

8. 8
+ 4
Doubles Make 10
Near Doubles My Way

9. 7
+ 8
Doubles Make 10
Near Doubles My Way

Set F
You can write an equation to help you solve addition problems.

Sean plays in 8 soccer matches. Karla plays in 3 more matches than Sean. In how many matches does Karla play?

8 + 3 = 11

Karla plays in 11 soccer matches.

Write an equation to solve the problem.

10. Leslie has 8 pencils. She has 9 fewer pencils than Grace. How many pencils does Grace have?

Grace has ___ pencils.
Set A

You can count back on a number line to subtract.

Find $10 - 6$.

Start at 10 and count back 6 to get to 4.
$10 - 6 = \underline{4}$

You can also count on to subtract.

Start at 6 and count on 4 to get to 10.
$6 + 4 = 10$, so $10 - 6 = 4$.
$10 - 6 = \underline{4}$

Set B

You can make 10 to subtract.

$15 - 6$ = ?

First subtract 5 from 15 to get to 10.
$15 - 5 = 10$

Then take away 1 more to get to 6.
$15 - 6 = \underline{9}$

Make 10 to subtract.
Then complete the subtraction fact.

3. $16 - 7 = \underline{9}$

$16 - \underline{\_\_\_} = 10$
$10 - \underline{\_\_\_} = \underline{\_\_\_}$

4. $13 - 6 = \underline{7}$

$13 - \underline{\_\_\_} = 10$
$10 - \underline{\_\_\_} = \underline{\_\_\_}$
Reteaching from Topic 4

Set C
You can write a fact family to match the model.

\[ 14 = 6 + 8 \]
\[ 14 = 8 + 6 \]
\[ 6 = 14 - 8 \]
\[ 8 = 14 - 6 \]

Write a fact family to match the model.

5. \[ \_ \_ + \_ \_ = \_ \_ \]
\[ \_ \_ + \_ \_ = \_ \_ \]
\[ \_ \_ - \_ \_ = \_ \_ \]
\[ \_ \_ - \_ \_ = \_ \_ \]

200 two hundred

Set D
You can use addition to help you subtract.

\[ 15 - 7 = ? \]
Think:
\[ 7 + \_ \_ = 15 \]
The missing part is 8.
So, \[ 15 - 7 = 8 \].

Use addition to subtract. Complete the equations.

6. \[ 13 - 8 = ? \]
Think:
\[ 8 + \_ \_ = 13 \]
So, \[ 13 - 8 = \_ \_ \].

Set E
You can use different strategies to subtract \[ 14 - 6 \].

Find each difference. Choose a strategy to use.

7. \[ 12 - 4 \]
8. \[ 17 - 8 \]
Answer Key
**Set A**

You can use a number line to add. Start counting at one addend. Count on the number of the other addend.

\[10 + 8 = ?\]

\[\begin{array}{c}
10 \\
11 \\
12 \\
13 \\
14 \\
15 \\
16 \\
17 \\
18 \\
\end{array}\]

\[10 + 8 = 18\]

**Set B**

An open number line can help you add.

\[7 + 5 = ?\]

Start with the first addend.

\[\begin{array}{c}
7 \\
8 \\
9 \\
10 \\
11 \\
12 \\
\end{array}\]

You can count on by 1s to add 5 more.

\[7 + 5 = 12\]

**Set C**

A doubles-plus fact is a doubles fact and 1 or 2 more.

\[\begin{array}{c}
8 + 7 \\
\text{?} \\
8 + 7 \\
15 \\
\end{array}\]

\[7 + 7 = 14.\]

14 and 1 more is 15.

**Add the doubles. Then use the doubles facts to help you solve the double-plus facts.**

\[\begin{array}{c}
3. 5 + 5 \\
\text{10} \\
\text{11} \\
\end{array}\]

\[\begin{array}{c}
4. 8 + 8 \\
\text{16} \\
\text{17} \\
\end{array}\]

\[\begin{array}{c}
5. 6 + 6 \\
\text{12} \\
\text{14} \\
\end{array}\]

\[\begin{array}{c}
6. 5 + 5 \\
\text{10} \\
\text{12} \\
\end{array}\]
Reteaching from Topic 3

Set D
You can make 10 to add.

\[
\begin{array}{c}
8 \\
+ 6 \\
\hline
? \\
\end{array}
\]
10

so,
8

\[
\begin{array}{c}
+ 4 \\
\hline
14 \\
\end{array}
\]

Make 10 to add. Draw counters in the ten-frame to help you.

\[
\begin{array}{c}
7 \\
+ 8 \\
\hline
? \\
\end{array}
\]
10

so,
7

\[
\begin{array}{c}
+ 5 \\
\hline
15 \\
\end{array}
\] 15

Set E
You can choose different ways to add.

Find each sum. Circle the strategy that you used.

\[
\begin{array}{c}
8 \\
+ 4 \\
\hline
12 \\
\end{array}
\]
Doubles
Near Doubles
My Way

\[
\begin{array}{c}
7 \\
+ 8 \\
\hline
15 \\
\end{array}
\]
Doubles
Make 10
Near Doubles
My Way

Set F
You can write an equation to help you solve addition problems.

Sean plays in 8 soccer matches.
Karla plays in 3 more matches than Sean. In how many matches does Karla play?

\[
8 + 3 = 11
\]

Karla plays in 11 soccer matches.

Write an equation to solve the problem.

10. Leslie has 8 pencils.
She has 9 fewer pencils than Grace.
How many pencils does Grace have?

\[
8 + 9 = 17
\]
Grace has 17 pencils.
**Set A**

You can count back on a number line to subtract.

Find $10 - 6$.

Start at 10 and count back 6 to get to 4.

$10 - 6 = 4$

You can also count on to subtract.

Start at 6 and count on 4 to get to 10.

$6 + 4 = 10$, so $10 - 6 = 4$.

$10 - 6 = 4$

**Set B**

You can make 10 to subtract.

$15 - 6 = ?$

First subtract 5 from 15 to get to 10.

$15 - 5 = 10$

Then take away 1 more to get to 6.

$15 - 6 = 9$

Make 10 to subtract. Then complete the subtraction fact.

3. $16 - 7 = 9$

$16 - 6 = 10$

$10 - 1 = 9$

4. $13 - 6 = 7$

$13 - 3 = 10$

$10 - 3 = 7$
Set C
You can write a fact family to match the model.
\[ 14 = 6 + 8 \]
\[ 14 = 8 + 6 \]
\[ 6 = 14 - 8 \]
\[ 8 = 14 - 6 \]

Set D
You can use addition to help you subtract.
\[ 15 - 7 = ? \]
Think:
\[ 7 + \_ = 15 \]
The missing part is 8.
So, \[ 15 - 7 = 8 \].

Set E
You can use different strategies to subtract 14 - 6.
Think: Addition
Make 10

Write a fact family to match the model.
\[ 5. \ 8 + 7 = 15 \]
\[ 7 + 8 = 15 \]
\[ 15 - 7 = 8 \]
\[ 15 - 8 = 7 \]

Use addition to subtract. Complete the equations.
\[ 6. \ 13 - 8 = ? \]
Think:
\[ 8 + \_ = 13 \]
So, \[ 13 - 8 = 5 \].

Find each difference. Choose a strategy to use.
\[ 7. \ 12 - 4 = 8 \]
\[ 8. \ 17 - 8 = 9 \]
Lesson Preparation

Materials
- letter tiles (in containers)
- Review Decks
- Syllable Division Wall Card 3 (vcv)
- Worksheet 81
- Spelling List 14
- Handwriting Master 53 (optional)

Before class
- Fold Spelling List 14 in half lengthwise (with the words facing out).
- Retire the following cards that children know very well:
  - Letter Deck: b, m, w, x, y
  - Picture Deck: Cards that match retired letter cards
  - Sight Word Deck: Cards that every child can both read and spell correctly (See the results of the Sight Word Evaluation.)

Lesson Warm-Up

Alphabet Activity

Objective: To practice alphabetizing

- Seat children where they can work with the letter tiles easily.
- Distribute the letter tile containers.
- Have children take out all their letter tiles, turn them to the lowercase side, and set aside the duplicate tiles.

  "Before we start, let’s say the alphabet together so it’s fresh in our minds."

- Recite the alphabet together.

  "Put your letter tiles in alphabetical order. If you need help, please raise your hand."


  "Point to the initial letter." a
  "Point to the final letter." z
  "Pull down the letters that are always vowels." a, e, i, o, u
  "Now point to the letter that can sometimes be a vowel." y

- Walk around the room to check children’s work.

- Have children return the tiles to the containers. Collect the containers.
Daily Letter and Sound Review

Objective: To practice letter recognition, affixes, letter sounds, and sight words

► Reminder: Show all of the cards from one deck before beginning the next.

• Quickly review the Active Letter, Affix, Picture, and Sight Word Decks. (Review the Retired Decks weekly so children do not forget what they have learned.)

• Using the results indicated on the Sight Word Evaluation Form, select individual children to spell those sight words they have not yet mastered. (Choose a few children every day.)

Spelling Review

Objective: To practice spelling letter sounds and words

• Seat children where they can write comfortably.

• Distribute Worksheet 81. Make sure children turn to the correct side.

• Quickly review the following ten spelling sounds. Children should echo the sounds, name the letters that make them, and write the responses on the lines by #1–#10.

1. /bæl/  ble  6. /ɔːr/  or
2. /v/  ve  7. /kw/  qu
3. /i/  i–e, i || y  8. /j/  j
4. /æ/  a–e, a || ay  9. /s/  s, c || ss, se, ce
5. /ɔ/  o–e, o || ow  10. /tʃ/  ch

"Let’s practice spelling words. Put your finger by #11. Spell the word ‘show.’"

• Repeat with #12 (yellow). Be sure to tell children to double the middle consonant.

• Spell each word out loud after children write it, so they can check and correct their work immediately.

• Have children set their worksheets aside for use later in the lesson.

► Optional Handwriting Practice: For additional handwriting practice and review of previously taught sight words, distribute Handwriting Master 53. Have children complete the sheet in class or as homework.
Have children echo the following and identify the common sound: wafer, gravy.

Write the following on the board: wafer, gravy.

Introduce the "vcv" vowel pattern by coding "wafer."

---

**New Increment: The Rule v|cv with a**

"Echo these words and tell me what sound they have in common."

"Wafer." wafer  "Gravy." gravy

"What sound is the same?" /æ/

- Write the words on the board, leaving some space between each letter:

```
  wafer  gravy
```

- Point to "wafer."

  "What should I do before coding this word?" look for suffixes or final, stable syllables

  "Are there any suffixes or final, stable syllables?" no

  "What should we do next?" look for obvious coding

  "Do you see any obvious coding?" yes, combination er

- Code combination er:

```
  wafer
```

  "What should we do next?" find the vowels

  "How many vowels do you see?" two

  "Which letters are vowels?" a and e

  "What do we do when we have more than one vowel in a word?" find the vowel pattern and then divide the vowels into syllables

  "Let's write small v's under the vowels."

- Label the vowels:

```
  wafer
     v v v
```

  "What's the next step?" look between the vowels for consonants

  "How many consonants are between the vowels?" one

- Label the consonant:

```
  wafer
     v cv
```

  "Our syllable division rule won't work on this. We need two consonants and we only have one."

  "This is a new vowel pattern. Who can tell me the vowel pattern for this word?" vcv
Discuss that the best place to divide a “v.cv” word is after the first vowel.

“The best place to divide a word that follows the ‘v.cv’ pattern is after the first vowel.”
- Draw the division line:

\[
\text{wa} \big| \text{fer}
\]

“We always try the accent on the first syllable first.”
- Accent the first syllable:

\[
\text{wa} \big| \text{fer}
\]

“Let’s see what we have in each syllable now. The ‘a’ is open and accented. How should it be coded?”  long; macron
- Finish coding the word:

\[
\text{wa} \big| \text{fer}
\]

“Who can read this word?”  wafer
- If children need help, have them sound out each syllable and then read them together: /wá/-/fer/; wafer.

“Can anyone use the word ‘wafer’ in a sentence?”  various answers

“Get out your reference booklet and turn to page 53.”
- Make sure children turn to the correct page.
- Show Syllable Division Wall Card 3. Point to the v|cv pattern.

“This shows us the new vowel pattern we learned today. We don’t know all of these patterns yet, but we just learned one.”
- Briefly explain the new syllable division pattern using example 1 (baby). Do not explain examples 2 and 3 at this time.

“Dividing big words makes them easier to read. Let’s try one more word with this pattern before you divide one by yourself.”

- Repeat the procedure with “gravy”:

\[
\text{grá}|\text{vy}
\]

- Tip: The vowel y will have the /e/ sound because the second syllable is unaccented. For some children, the rule may be overwhelming. Have them say “gravy” with both sounds of vowel y to determine which sound makes a word they know.

Have children turn to page 53 in their reference booklets. Then introduce Syllable Division Wall Card 3.

Code “gravy” on the board with children.
Post Syllable Division Wall Card 3.

- Post the new wall card where children can see it easily. Encourage children to refer to the wall card or their reference booklets when they need help.

Application and Continual Review

Boardwork

“Let's practice coding words like those on today's worksheet.”

- Write the following on the board (without the coding). Select children to code the phrases, read them, and turn them into sentences:

- chol
- būt
- ter

- vé katēs
- thē lass
- room
- čen
- ter

“Let's practice dividing some nonsense words with the vcv pattern.”

- Write the following on the board:

- chaberted

“This isn’t a real word, but we can still divide it. Who can divide and code this word for me?”

- Select a child to divide and code the word:

- chaberted

“What does this word say?” chaberted

- Make sure children pronounce the accent on the first syllable.

“‘Chaberted’ is a made-up word, but we can still divide it because it has a vowel pattern we know.”

- Select a different child and repeat with the following:

- flōmē
- ness

➤ Note: Children who need further practice dividing vcv words can code words from the Reading Word List or additional nonsense words, such as “shradigh” or “habacking.” When children divide nonsense words, allow them to mark the accent on any syllable as long as that accent placement fits a pattern they have learned, but make sure they pronounce the accent where they place it.
Worksheet

- Seat children where they can write comfortably.
  “Get out your worksheet.”
  “Let’s practice spelling with the new rule you learned today.”

- Pronunciation Note: When you pronounce these words, say distinctly separate syllables. Children will be more successful spelling by syllables.

- Have children spell the following:
  13. baby 14. paper 15. navy

- Spell each word out loud after children write it, so they can check and correct their work immediately.

- When children finish, have them code and read the words by #16–#20 and then draw a line from one of the words (bacon) to its picture.

- Repeat with #21–#25. Children should match “ox” to its picture.

- As children work, walk around the room and listen to each child read from the worksheet or High Frequency Word Box.

- Always check each child’s worksheet, and have him/her correct it before sending it home. Worksheets should not be graded.

Homework

“Turn your paper over.”

- Review reading the paragraph and answering the questions. Remind children to code only the words they don’t know.

- Remind children to read the words in the High Frequency Word Box to someone at home.

- Have children set their worksheets aside.

Spelling List

“Leave your paper the way I put it on your desk.”

- Distribute Spelling List 14, folded with the blank lines faceup.

- Say the following words in the order shown, sounding them out as needed. Remind children to use their reference booklets if they need help.

  1. my      5. shall       9. packed
  2. tell    6. stringy     10. number
  3. her     7. made        11. want
  4. soon    8. feelings    12. don’t

- Walk around the room to identify children who need extra help.

- When children finish, have them refold their papers widthwise so the handwriting lines are faceup and the sentences do not show.
  “Let’s practice spelling sentences.”
Have children spell two (or more) of the following sentences and then check their work:

- My little dog likes to nap with me.
- He snores and cuddles on my lap.
- After he wakes up, he wants to run.

- Reminder: Of the following sentences, you may choose which ones you want children to spell or have them spell all three.
- Remind children to begin each sentence with a capital letter and end it with a period. Tell them where to put a comma in the third sentence.
- Say the following sentences one at a time, allowing time for children to write each one:
  
  My little dog likes to nap with me.
  He snores and cuddles on my lap.
  After he wakes up, he wants to run.
- When children finish, have them check their work on both sides and circle the sentences you want them to learn.

  “Practice these words and sentences at home. We’ll have a spelling test in a few days.”
- Have children put their worksheets and spelling lists in their Homework Folders.

  “Bring your worksheet back to me tomorrow.”

Classroom Practice

- If time permits, play the Kid Card games listed in Lesson 80.

  Optional Fluency Practice: To obtain the maximum benefit of fluency instruction, children should practice fluent reading for at least 15 minutes every day. The Fluency Instruction booklet suggests a variety of reading activities.
School/Home Reinforcement

- Send the following home with children at the end of the day:
  Worksheet 81
  Spelling List 14
  Handwriting Master 53 (optional)

**a cv**

1. __________ baby
2. __________ paper
3. __________ navy
4. __________ lady
5. __________ crazy
6. __________ basin
7. __________ crater
8. __________ bacon
9. __________ ox
10. __________ pillows
11. __________ cent
12. __________ snow
13. __________ show
14. __________ yellow

Jill is a zany lady. In the morning she has muffins with eggs and bacon. She likes to have two eggs and one slice of bacon. She gets up at five o'clock a.m. to cook so she still has time to play with the baby. She is not a lazy lady! But the zany part is that she puts gravy on her muffins.

1. Who is a zany lady? ________ Jill
2. What does Jill like to have on her muffins?
   - eggs
   - gravy
   - bacon
3. Does Jill get up early or late?
   - early
   - late

High Frequency Word Box:
- yellow
- friend
- show
- other
- shown
- world

My little dog likes to nap with me. He snores and cuddles on my lap. After he wakes up, he wants to run.

1. My little dog likes to nap with me.
2. He snores and cuddles on my lap.
3. After he wakes up, he wants to run.

**Spelling Words**

1. my
2. tell
3. her
4. soon
5. shall
6. stringy
7. made
8. feelings
9. packed
10. number
11. want*
12. don’t*

Note: The words marked by an asterisk are sight words and need to be memorized.
Lesson Preparation

Materials
- letter tiles (in containers)
- Retired Decks
- Alphabet/Accent Deck (Section 1)
- Worksheet 82
- Decodable Reader 29 (Tiny Plants, Big Plants)
- colored pencils

Lesson Warm-Up

Alphabet Activity

Objective: To practice accenting and alphabetical order

“Let’s work with the Alphabet/Accent Deck. Let’s stand up and karate punch as we say the accented syllables.”

- Enrichment: If you feel children are ready, shuffle the deck before the activity. Warn them that the cards will be in random order.
  - Have children stand at least an arm’s length away from one another.
  - Show Alphabet/Accent Card 1.
  - Have the class say “A” (softly, while standing still) and then “B” (loudly, while punching).
  - Continue with Alphabet/Accent Cards 2-25, moving as quickly as possible.

Daily Letter and Sound Review

Objective: To practice letter recognition, letter sounds, and sight words

- Quickly review the Retired Letter, Picture, and Sight Word Decks.

Spelling Review

Objective: To practice spelling letter sounds and words

- Seat children where they can write comfortably.
- Distribute Worksheet 82. Make sure children turn to the correct side.
Quickly review ten spelling sounds. Children should echo the sounds, name the letters that make them, and write the responses on the lines by #1–#10.

1. /ar/    ar
2. /u/    u–e, u
3. /o/    oo
4. /y/    y
5. /k/    k, c || ck, k, ke, c
6. /er/    er
7. /o/    o–e, o || ow
8. /s/    s, c || ss, se, ce
9. /f/    f || ff
10. /ch/    ch

"Let's practice spelling words. Put your finger by #11. Spell the word 'forget.'"

• Repeat with #12 (form).
• Spell each word out loud after children write it, so they can check and correct their work immediately.
• Have children set their worksheets aside for use later in the lesson.

New Increment: The Rule v′cv with i and e

"(Yesterday) we learned how to divide a word with a 'vcv' pattern. Let's try some more of those words."

• Write the following on the board, leaving space between each letter:

  fiber  minus  fever

• Point to "fiber."
  "What should we do before coding this word?"  look for suffixes or final, stable syllables
  "Are there any suffixes or final, stable syllables?"  no
  "What should we do next?"  look for obvious coding
  "Do you see any obvious coding?"  yes, combination er

• Code combination er:

  fiber

  "What should we do next?"  find the vowels
  "How many vowels do you see?"  two
  "Which letters are the vowels?"  i and e
  "What do we do when we have more than one vowel in a word?"  find the vowel pattern and then divide the word into syllables
  "Let's put a small v under the vowels."
• Label the vowels:

\[ \text{fiber} \]

"What's the next step?" look between the vowels for consonants
"What do we have between the vowels?" only one consonant

• Label the consonant:

\[ \text{fiber} \]

"A vowel pattern begins and ends with vowels, so we should look between the vowels to determine the pattern."
"What is the vowel pattern for this word?" rvv

• Have children turn to the "vcv" syllable division pattern on page 53 of their reference booklets. Refer them to the first example (v'lvv).
"Where is the best place to divide a 'vcv' word?" after the first vowel

• Draw the division line:

\[ \text{fiber} \]

"Which syllable is usually accented?" first

• Accent the first syllable:

\[ \text{fi'ber} \]

"Let's code each syllable now. The 'i' is open and accented. How should we code it?" long; macron

• Finish coding the word:

\[ \text{fi'ber} \]

• Select a child to read the word and use it in a sentence.
"Let's try one more word with this pattern."

• Repeat the procedure with "minus":

\[ \text{min'us} \]
"Now we know the 'vcv' pattern using a and i. Let's work with it using e."

- Follow the same procedure to code "fever":

  \[
  \text{f e \text{'v} e \text{r}}
  \]
  
  \[
  \text{v} \mid \text{c} \mid \text{v}
  \]

- Select a child to read the word and use it in a sentence.

**Spelling with Letter Tiles**

- Distribute the letter tile containers.
- Tell children which side to use, and have them lay their letter tiles in a row.
- Have children spell the following with their tiles:

  \[
  \text{t i g e r}
  \]
  
  \[
  \text{e v e n}
  \]
  
  \[
  \text{s p a c e}
  \]
  
  \[
  \text{t h r o w}
  \]

- Walk around the room to check that children spell the words correctly. Remind children to use their reference booklets, if necessary.

**"Let's practice spelling sight words again."

- Have children spell the following with their letter tiles:

  \[
  \text{m o t h e r}
  \]
  
  \[
  \text{l o v e}
  \]
  
  \[
  \text{a n y}
  \]

- Choose additional words from the Spelling Word List, if desired.
- Have children return the tiles to the containers. Collect the containers.

**Application and Continual Review**

**Boardwork**

**"Let's practice coding words like those on today's worksheet."

- Remind children to refer to the wall cards or their reference booklets, if necessary.
- Write the following on the board (without the coding). Select children to code and read the examples:

  \[
  \text{st} \mid \text{o} \mid \text{r} \mid \text{c} \mid \text{h}
  \]
  
  \[
  \text{f i r} \mid \text{'t} \mid \text{r} \mid \text{u} \mid \text{k}
  \]
  
  \[
  \text{a} \mid \text{b} \mid \text{c} \mid \text{d}
  \]
  
  \[
  \text{qu} \mid \text{u} \mid \text{a} \mid \text{u} \mid \text{n} \mid \text{t} \mid \text{e} \mid \text{d}
  \]
  
  \[
  \text{b} \mid \text{r} \mid \text{i} \mid \text{s} \mid \text{y}
  \]
  
  \[
  \text{m} \mid \text{e} \mid \text{t} \mid \text{e} \mid \text{r}
  \]
  
  \[
  \text{sh} \mid \text{o} \mid \text{w} \mid \text{e} \mid \text{s}
  \]
  
  \[
  \text{th} \mid \text{i} \mid \text{r} \mid \text{t} \mid \text{y}
  \]
  
  \[
  \text{a} \mid \text{m} \mid \text{p}
  \]

- Have children determine whether each item is a word, a phrase, or a sentence.
Worksheet

- Seat children where they can write comfortably.
  
  "Get out your worksheet."
  
  "Let's practice spelling with the rules you learned today."
  
  > Pronunciation Reminder: When you pronounce these words, say distinctly separate syllables. Children will be more successful spelling by syllables.
  
- Have children spell the following:
  
  13. spider  14. fever  15. tiny
  
- Spell each word out loud after children write it, so they can check and correct their work immediately.
  
- When children finish, have them code and read the words by #16–#20 and then draw a line from one of the words (pilot) to its picture.
  
- Repeat with #21–#25. Children should match "rainbow" to its picture.
  
- Spend time every day listening to each child read from the worksheet, the High Frequency Word Box, a controlled reader, or another material.
  
- Always check each child's worksheet, and have him/her correct it before sending it home. Worksheets should not be graded.

Homework

"Turn your paper over."

"Look at the picture at the top of the page. What are some things you see?"

- Allow time for children to describe the picture.
  
  "Look at the words in the box under the picture."
  
  "Read each word and decide whether someone or something is doing that in the picture."
  
  "Let's try one for practice. What is the first word?" creeping
  
  "Do you see someone or something creeping?" yes, a spider
  
  "Write the word 'creeping' on the first blank line under the box."

- Remind children to code any words they don't know.
  
  ➤ Enrichment: Allow children to write the names of things they see in the picture that are not listed in the word box. (Extra lines are provided.)

- Remind children to read the words in the High Frequency Word Box to someone at home.

- Have children put their worksheets in their Homework Folders.
Decodable Reader: Story Vocabulary
• Before distributing the reader, discuss the meaning of the following (if necessary):
  bulb (page 3)

Decodable Reader: Print Awareness
• Write the following sentence on the board:
  It will stand, silent and strong.
  • Point to the comma.
    “What do we call this mark?” comma
    “What do we do when we come to a comma in a sentence?” pause
  • Select a child to read the sentence aloud.
  • Write the following sentences on the board:
    They’ll be hidden in the earth.
    This baby’s mother has bamboo for dinner!
  • Select children to read the sentences aloud. Point to each word as it is read.
  • Point to the apostrophes.
    “What do we call these marks?” apostrophes
    “In which word does the apostrophe show ownership?” baby’s
    “What is the baby’s?” its mother
    “What two words does the contraction ‘they’ll’ represent?” “they” and “will”
    “Which two letters does the apostrophe in ‘they’ll’ replace?” w and i
  • Distribute Decodable Reader 29 (Tiny Plants, Big Plants).
  • Have children turn to page 1.
    “What does this picture show?” various answers
    “Look below the picture. What does this word say?” acorn
    “Right. This word is ‘acorn.’ When a picture may be unfamiliar to readers, authors write labels near the picture to help explain the picture to readers.”
    “This author wants to make sure we know that the item in the picture is an acorn.”
    “You’ll see other labels in your reader today. If you don’t know the name for what you see in the picture, the label will tell you.”

Discuss the labeling of the pictures in the reader.
Decodable Reader: Understanding the Story

- Select a child to read the title aloud.
- Have children read the story independently. Continue with the following questions when they finish:
  
  **"What does an acorn grow to be?"**  a tree
  
  **"Do all plants need a lot of rain to grow?"**  No, a cactus only needs a little rain.
  
  **"Do most plants need dirt? Explain."**  Yes, even water lilies are in the dirt at the bottom of the pond.
  
  **"How does a Venus's-flytrap get its food?"** traps bugs
  
  **"How are plants the same and different?"** They all need sun and rain. They are different sizes. Some plants start as bulbs. Some plants live in water, but others need very little water.

- Distribute colored pencils and let children color the pictures.

Classroom Practice

- If time permits, play the Kid Card games listed in Lesson 80.
School/Home Reinforcement

- Send the following home with children at the end of the day:
  Worksheet 82
  Decodable Reader 29 (if the child can read it easily)
Lesson Preparation

Materials
- one set of letter tiles
- Review Decks
- Sight Word Cards 67–69 (today, together, tomorrow)
- Activity Sheet 83
- Worksheet 83
- tokens

Before class
- Optional: Set aside Spelling Cards 3, 7, 10, 12, 29, 35, 36, and 39–41 for the alternate activity in the Spelling Review section.

Lesson Warm-Up

Alphabet Activity

Objective: To practice alphabetizing

"You'll like today's alphabet activity."

- Divide children into groups of four or five. Seat them together around tables or on the floor as you give instructions. Have one set of letter tiles ready.

"I'll give you each a letter tile. Each group will work as a team to alphabetize their letters. We'll see which group finishes first."

"We can do this several times if you work quickly and quietly. Don't start until I say 'Go.'"

- Mix up the letter tiles, and distribute one to each child. Do not give duplicate letter tiles to children in the same group.

- Make sure children do not start until you say "Go." Announce the winning group each time.

- Play as many rounds as possible.

- Return the letter tiles to the container.

Daily Letter and Sound Review

Objective: To practice letter recognition, affixes, letter sounds, and sight words

- Quickly review the Active Letter, Affix, Picture, and Sight Word Decks.
Have children spell unmastered sight words.

- Using the results indicated on the Sight Word Evaluation Form, select individual children to spell those sight words they have not yet mastered. (Choose a few children every day.)

**Spelling Review**

**Objective:** To practice spelling letter sounds and words

- Seat children at tables or desks.
- Distribute Activity Sheet 83 and at least 12 tokens to each child.

**“Let’s play bingo!”**

**“Cover the letters that spell the initial sound in ‘quick.’”** *qu*

- Repeat with the following:
  1. last syllable: tumble *ble* 6. initial sound: champion *ch*
  2. first vowel sound: April *A* 7. final sound: flow *ow*
  3. combination: tom *or* 8. final sound: stay *ay*
  4. /s/ sound: cent *c* 9. final sound: serve *ve*
  5. combination: after *er*

- All children should call “Bingo” simultaneously.
- Collect the tokens and activity sheets. Keep them available for additional practice, or send the papers home at the end of the day.

▶ Alternate Activity: Distribute Worksheet 83. Select ten Spelling Deck cards that children most need to practice, or use the cards suggested under *Before Class.* Children should echo the sounds, name the letters that make them, and write the responses on the lines by #1–#10.

- Distribute Worksheet 83. Make sure children turn to the correct side.

**“Let’s practice spelling sight words. Put your finger by #11. Spell the word ‘from.’”**

- Repeat with #12 (are).
- Spell each word out loud after children write it, so they can check and correct their work immediately.
- Have children set their worksheets aside for use later in the lesson.

---

**New Increment: The Rule v’ cv with o and u**

“*We’ve been working with words that have a ‘cvv’ syllable division pattern. Let’s try some more for practice.*”

- Write the following on the board:

```
focusing  music
```

---

Lesson 83
Introduce the "vcv" pattern with o by coding "focusing."

• Point to "focusing."
  "What should we do before coding this word?" look for suffixes or final, stable syllables
  "Are there any suffixes or final, stable syllables?" yes, -ing
  "How do we code suffixes?" with boxes
• Box the suffix:

  focusing

  "What should we do next?" look for obvious coding
  "Do you see any obvious coding?" yes, k-back on the c
• Draw a k-back on the c:

  focusing

  "What should we do next?" find the vowel pattern and then divide the vowels into syllables
  "How many vowels do you see?" two
  "What are they?" o and u
• Label the vowels:

  focusing

  V V

  Reminder: The vowels in affixes or final, stable syllables should never be labeled as part of a vowel pattern.
  "What's the next step?" look between the vowels for consonants
  "What do we have between the vowels?" only one consonant
• Label the consonant:

  focusing

  V C V

  "What is the vowel pattern for this word?" vcv
• Have children turn to the "vcv" syllable division pattern on page 53 of their reference booklets. Refer them to the first example.
  "Where should we divide the word?" after the first vowel
• Draw the division line:

  focusing

  V C V

Review the "vcv" syllable division rule.
“Which syllable is usually accented?” first

- Accent the first syllable:

\[
\text{focusing}
\]

V | CV

“Let’s code each syllable now. The o is open and accented. How should we code it?” long; macron

“How should we code the u in the second syllable?” short; breve

- Finish coding the word:

\[
\text{focusing}
\]

V | CV

- Cover the suffix with your hand.

“What is the root word?” focus

- Uncover the suffix.

“What is the word when we add suffix -ing?” focusing

- Select a child to use the word in a sentence.

“Now we know the ‘vcv’ pattern using an a, e, i, and o. Let’s work with u and we will have done all the vowels.”

- Follow the same procedure to code “music”:

\[
\text{music}
\]

V | CV

- Select a child to read the word and use it in a sentence.

- Leave the words on the board for the remainder of the lesson.

- Introduce the sight words “today,” “together,” and “tomorrow.”

New Sight Word Deck Cards

- Show Sight Word Card 67, and have children read the word.

- Repeat with Sight Word Cards 68 and 69.

- Add the three new cards to the Sight Word Deck.
Application and Continual Review

Boardwork

"Let's practice coding words like those on today's worksheet."

- Remind children to refer to the wall cards or their reference booklets, if necessary.
- Write the following on the board (without the coding). Select children to code and read the examples:

\[ \text{fən'çə pùz'zlē} \quad \text{Kætē sīngs'pōp mū'ʃī k.} \]
\[ \text{My' yərd həs grēn kəlō'vərs}. \]

- Discuss turning the phrase into a sentence.

Worksheet

- Seat children where they can write comfortably.
  "Get out your worksheet."
  "Let's practice spelling with the rules you learned today."

- Pronunciation Reminder: When you pronounce these words, say distinctly separate syllables. Children will be more successful spelling by syllables.

- Have children spell the following:

\[ 13. \overline{\text{over}} \quad 14. \text{bonus} \quad 15. \text{music} \]

- Spell each word out loud after children write it, so they can check and correct their work immediately.

- When children finish, have them code and read the words by #16--#20 and then draw a line from one of the words (tulip, yarn) to its picture.

- Repeat with #21--#25. Children should match "yarn" to its picture.
- As children work, walk around the room and listen to each child read from the worksheet or High Frequency Word Box.
- Always check each child's worksheet, and have him/her correct it before sending it home. Worksheets should not be graded.

Homework

"Turn your paper over."

- Review reading the paragraph and answering the questions.
- Remind children to read the words in the High Frequency Word Box to someone at home.
- Have children put their worksheets in their Homework Folders.
Classroom Practice

Play Kid Card games.

- If time permits, play the Kid Card games listed in Lesson 80.

School/Home Reinforcement

- Send the following home with children at the end of the day:

Worksheet 83
Activity Sheet 83 (optional)

---

Mr. Smith has a pupil, Jeff, who makes robots. His robots can pick up trash. Jeff donates his robots on weekends to pick up trash at the zoo. They pick up cups, bowls, napkins, forks, and even hot dogs. Jeff's robots are superb!

1. Who is a pupil in Mr. Smith's class? Jeff

2. What can Jeff's robots do?
   - make pillows
   - make hot dogs
   - pick up trash

3. What do Jeff's robots not pick up?
   - napkins
   - Jeff
   - hot dogs

---

High Frequency Words: open, love, over, move, eye, any

---

Lesson 83
Lesson Preparation

Materials
- Review Decks
- Letter Card 7 (a; from Letter Deck)
- Picture Card 65 (banana)
- Sight Word Card 70 (again)
- Spelling Card 26 (/e/; from Spelling Deck)
- Alphabet/Accent Deck (Section 1)
- Vowel Rule Wall Card 4 (v→)
- Syllable Division Wall Card 3 (vcv)
- Worksheet 84
- Decodable Reader 30 (Away at Day Camp)
- banana in a sack
- colored pencils

Before class
- Cover the picture for wallet on the Aa Alphabet Wall Card.
- Put a banana in a sack (or sacks, depending on your class size) for children to use to guess the new keyword. If desired, prepare a sack for each child.

Lesson Warm-Up

Alphabet Activity

Objective: To practice accenting and alphabetical order

"Let’s work with the Alphabet/Accent Deck. Everyone, stand up."

"We’ll say the first syllable in a normal voice. Then we’ll stand on our tiptoes as we loudly say the accented syllable."

➤ Enrichment: If you feel children are ready, shuffle the deck before the activity. Warn them that the cards will be in random order.
Using the Alphabet/Accent Deck (Section 1), have children stand on their tiptoes as they loudly say the accented syllables.

Quickly review the Active Decks.

Distribute Worksheet 84.

Quickly review ten spelling sounds.

For #11 and #12, have children spell “paid” and “say.”

**Show Alphabet/Accent Card 1.**

- Have the class say “A” (with feet flat) and then “B” (loudly, on tiptoes).
- Continue with Alphabet/Accent Cards 2–25, moving as quickly as possible.

**Daily Letter and Sound Review**

**Objective:** To practice letter recognition, affixes, letter sounds, and sight words

- Quickly review the Active Letter, Affix, Picture, and Sight Word Decks.

**Spelling Review**

**Objective:** To practice spelling letter sounds and words

- Seat children where they can write comfortably.
- Distribute Worksheet 84. Make sure children turn to the correct side.
- Quickly review the following ten spelling sounds. Children should echo the sounds, name the letters that make them, and write the responses on the lines by #1–#10.

1. /i/  i  
2. /b/  b  
3. /a/  a  
4. /r/  r  
5. /m/  m  
6. /u/  u  
7. /h/  h  
8. /sh/  sh  
9. /th/  th  
10. /g/  g

*Let’s practice spelling words. Put your finger by #11. Spell the word ‘paid.’*

- Remind children that the /a/ sound in this word is spelled with digraph ai.
- Repeat with #12 (say).
- Spell each word out loud after children write it, so they can check and correct their work immediately.
- Have children set their worksheets aside for use later in the lesson.

**New Increment: The Rule v cv’ with a**

- Write the following on the board, leaving some space between each letter:

  awa k e

*What should we do before coding this word?”* look for suffixes or final, stable syllables

*Are there any suffixes or final, stable syllables?”* no

*What should we do next?”* look for obvious coding

*Do you see any obvious coding?”* yes, silent e
Code the silent e and then label the vowel pattern.

* Cross out the e:

awake

"What should we do next?" find the vowel pattern and then divide the word into syllables
"Which vowels should I label?" two a's

* Label the first two vowels:

awake
     v    v

"What's the next step?" look between the vowels for consonants
"How many consonants are between the vowels?" one

* Label the consonant:

awake
     v    c    v

"What is the vowel pattern for this word?" vcv
"Where do we divide this word?" after the first vowel

* Draw the division line:

awake
     v     c    v

"Which syllable is usually accented?" first

* Accent the first syllable:

awake
     v     c    v

"Let's see what we have in each syllable now. The 'a' is open and accented. How should we code it?" long; macron
"What should we code in the second syllable?" macron over a

* Finish coding the word. (The accent will temporarily be misplaced.)

awake
     v     c    v

"Who can read this word the way it's coded?" ā'wāk
"The way we have coded it, this word is 'ā'wāk.'"

* Emphasize the mispronunciation.

"Has anyone ever heard the word 'ā'wāk'?"
- Children may say they have heard the word, but they will probably pronounce it correctly.

"I have heard the word ‘āwāk,’ but I have never heard the word ‘a’wāk.’ Still, if we read the word the way we coded and divided it, it says ‘ā’wāk.’"

"This is not a word, so the next best thing to try is to change the accent."

- Erase the accent and macron in the first syllable, and place the accent on the second syllable:

\[
\text{a} \quad \overset{\text{v}}{\text{wāk}}
\]

- Point to the a in the first syllable.

"Is the a still open and accented?" no

"Right. The a is open but not accented."

"When an a is open and not accented, it usually makes a schwa sound. Let’s code it with our mark for schwa.”

- Code the a with a schwa:

\[
\text{ā} \quad \overset{\text{v}}{\text{wāk}}
\]

"What is the schwa sound?" /u/

"We don’t have to change the ‘a’ in the second syllable because sneaky e makes a vowel long whether or not it is accented."

"Which syllable will be accented now?" second

"Who can read this word?" awake

"Right. This word is ‘ā|wāk.’ Who can use ‘awake’ in a sentence?" various answers

"I have another wall card that will help us remember another sound ‘a’ can make."

"Turn to page 40 in your reference booklet.”

- Make sure children turn to the correct page.

- Show Vowel Rule Wall Card 4 as you explain:

"This rule says that a makes the schwa sound when it is open and unaccented."

"This rule also helps us with sounds that other vowels can make. We’ll talk more about these later. I’ll hang this up for you to refer to when you need to."

- Post the wall card where children can see it easily. Encourage children to refer to the wall card or their reference booklets when they need help.
“We have this new vowel pattern on our syllable division wall card too. Turn to page 53 in your reference booklet.”

- Make sure children turn to the correct page.
- Point to the \( v \text{cv}' \) syllable division pattern on Syllable Division Wall Card 3.
- Discuss example 3 but use only “banana” to demonstrate. The other examples will be discussed in later lessons.

➤ Note: The \( \text{vlc}' \) pattern is listed third on the wall card because it occurs less frequently in English than the \( \text{vc}'lv \) rule (which is listed second, but not introduced until Lesson 107). However, the \( \text{vlc}' \) pattern with vowel \( a \), taught in this lesson, is commonly found in many words familiar to first-graders; introducing it here allows them to read more words immediately than they otherwise would be able to. The \( \text{vlc}' \) pattern with vowels \( e, i, o \) and \( u \) will be introduced in Lesson 114.

- Leave the words on the board for the remainder of the lesson.
- Introduce the sight word “again,” and ask children to use it in a sentence. Then have children turn to page 31 in their reference booklets and check off the word.

### New Deck Cards for Schwa \( a \)

- Show Letter Card 7 and have children name the letter.

  “Our new keyword for \( a \) has the /\( û \)/ sound. See if you can guess it.”

- Introduce the keyword “banana” by allowing each child to feel inside the sack. Then count to three and have children whisper the keyword.

➤ Alternate Activity: Introduce the keyword “banana” with the following riddle:

“This is a curved, yellow fruit that you must peel to eat. It grows in bunches. It’s a favorite food of monkeys. What do you think it is?” banana

- Show Picture Card 65 and uncover the picture on the wall card.

  “When you see this card, say ‘banana, /\( û \)/.’”

  “The keyword ‘banana’ helps us remember the /\( û \)/ sound spelled with \( a \).”

- Show Sight Word Card 70, and have children read the word.

  “Get out your worksheet. Put your finger by #13.”

- Hold up Spelling Card 26 so that only you can see what is written.

  “Echo /\( û \)/.” /\( û/\)

  “How have we been spelling the \( /\( û \)/ \) sound?” /\( û/\)
“Right! But today we learned that the letter a can make the /ʌ/, or schwa, sound in an open, unaccented syllable.”

“Let’s look at some examples.”

• Say each of the following as you write it on the board:

  ago  again  about

“From now on, whenever I give the /ʌ/ sound, we need to add the ‘a’ spelling. You’ll say ‘u comma a,’ which you write like this.”

• Write the following on the board:

  u, a

• Children should write the new response beside #13.

  “From now on, remember that when you hear the /ʌ/ sound in an open, unaccented syllable, you should spell the sound with the letter a instead of the letter u.”

• Have children set their worksheets aside for use later in the lesson.

  ➤ Note: If you provided a banana in a sack for each child, have children put their sacks under their desks.

• Add the two new cards to the Review Decks, and reinsert Letter Card 7 and Spelling Card 26. Always keep Picture Card 65 behind Picture Card 10 to help children remember that the letter a can make three sounds: /ʌ/, /æ/, and /ə/.

### Application and Continual Review

#### Boardwork

“Let’s practice coding words like those on today’s worksheet.”

• Write the following on the board (without the coding). Select children to code and read the examples:

  kool her feet   Char’lēē â   wōk’ ōn tîmē.

  V C   C V   V C V

  âlc  cēpt’  thē rîng

  V C   C V

• Have children determine which examples are phrases, and turn them into sentences.

#### Worksheet

• Seat children where they can write comfortably.

  “Get out your worksheet.”
For #14–#16, have children spell the following: ago, away, alike.

"Let's practice spelling with the /ü/ sound, using the rule you learned today."

"If you hear the /ü/ sound by itself in a syllable, the sound is usually spelled with the letter ‘a’ as in ‘awake,’ ‘ahead,’ ‘cola,’ and ‘tuna.’"

"But when you hear the /ü/ sound in a syllable and it has a consonant with it, the sound is spelled with the letter ‘u,’ as in ‘under,’ ‘upset,’ ‘fun,’ and ‘truck.’"

➤ Pronunciation Reminder: When you pronounce these words, say distinctly separate syllables. Children will be more successful spelling by syllables.

• Have children spell the following:
  14. ago  15. away  16. alike

• If necessary, unblend each syllable and have children spell the letter that makes each sound.

• Spell each word out loud after children write it, so they can check and correct their work immediately.

• When children finish, have them code and read the words by #17–#21 and then draw a line from one of the words (alarm) to its picture.

• Repeat with #22–#26. Children should match “wood” to its picture.

• Spend time every day listening to each child read from the worksheet, the High Frequency Word Box, a controlled reader, or another material.

• Always check each child’s worksheet, and have him/her correct it before sending it home. Worksheets should not be graded.

Homework

"Turn your paper over.”

"Look at the picture at the top of the page. What are some things you see?"

• Allow time for children to describe the picture.

"Look at the words in the box under the picture.”

"Read each word and decide whether someone or something is doing that in the picture.”

• Remind children to code any words in the box they don’t know.

➤ Enrichment: Allow children to write the names of things they see in the picture that are not listed in the word box. (Extra blank lines are provided.)

• Remind children to read the words in the High Frequency Word Box to someone at home.

• Have children put their worksheets in their Homework Folders.
Decodable Reader: Story Vocabulary

- Before distributing the reader, discuss the meanings of the following words: day camp, chat, arts and crafts, class, clay.

- Distribute Decodable Reader 30 (Away at Day Camp).

Decodable Reader: Understanding the Story

- Select a child to read the title aloud.
- Have children read pages 1–3.

“What has happened so far in this story?” Terry wakes up early, gets on the bus, and goes to day camp. She chats and sings with her friend Kim on the bus.

- Select children to read pages 4 and 5.

“What does Ann do?” takes Terry and Kim to the pool

“What happens at the pool?” Kim swims back and forth while Terry learns to swim.

- Finish reading the book with children.

“What other fun things do the girls do at day camp?” go to arts and crafts class to make things and go to music class to sing songs

Decodable Reader: Print Awareness

- Have children turn to page 4 and review paragraph indents.

- Display page 4 and point to the first paragraph indent.

“Why is the first word in this sentence pushed in from the edge of the page?” paragraph indent; signals beginning of a paragraph

“Right! How many paragraphs are on this page?” two

“Correct. There are two paragraphs. How can you tell that there are two paragraphs?” two paragraph indents

- Write the following sentences on the board:

Day camp is fun.
Don’t you think so?
I can’t wait until tomorrow!

- Select children to read the sentences aloud.

“Are all of these sentences?” yes

“How do you know?” They each tell or ask something.

“What always comes at the end of a sentence?” period, question mark, or exclamation point
“Which sentence ends with an exclamation point?” third one

- Repeat for the period and question mark.
- Distribute some colored pencils to each child. Children should read the story independently and then color the pictures.

**Classroom Practice**

- If time permits, play the Kid Card games listed in Lesson 80. Try to see that all children are prepared for tomorrow’s assessment.
- If you provided a banana for each child, allow children to eat them now (or whenever it is convenient).

**School/Home Reinforcement**

- Send the following home with children at the end of the day:
  
  Worksheet 84
  
  Decodable Reader 30 (if the child can read it easily)

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
</tr>
<tr>
<td>11.</td>
</tr>
<tr>
<td>12.</td>
</tr>
<tr>
<td>14. age</td>
</tr>
<tr>
<td>17. alarm</td>
</tr>
<tr>
<td>20. along</td>
</tr>
<tr>
<td>22. exciting</td>
</tr>
<tr>
<td>25. weekly</td>
</tr>
<tr>
<td>26.</td>
</tr>
</tbody>
</table>

**High Frequency Word Box**

- again tomorrow
- today away
- together many

**Notes:** Read aloud and cover the word. Have child say the word and then cover it with his fingers. Have child say it in the last sentence. Then have child say it in the last sentence. Have child say it in the last sentence. Then have child say it in the last sentence. Then have child say it in the last sentence. Then have child say it in the last sentence. Then have child say it in the last sentence.
Lesson Preparation

Materials
- letter tiles (in containers)
- Review Decks
- Letter Card 56 (ea)
- Picture Card 66 (leaf)
- Worksheet 86

Before class
- Put some leaves in a sack (or sacks, depending on your class size) for children to use to guess the new keyword.
- Cover the picture for digraph **ea** on Letter Cluster Poster A.
- Fold Spelling List 15 in half lengthwise (with the words facing out).

Lesson Warm-Up

Alphabet Activity

Objective: To practice alphabetizing

"Today we'll work together as teams again to put our letter tiles into alphabetical order."

- Divide children into evenly matched teams of two or three. Distribute a letter tile container to each team.

"Before we start, let's say the alphabet together so it's fresh in our minds."

- Recite the alphabet together.

"When I say 'Go,' dump your tiles out, turn them to the lowercase side, set aside the extra e, f, l, o, and s letter tiles, and put them in alphabetical order. We'll see which team finishes first."

"Ready, set, go!"

- Allow time for every team to complete the activity, but give the team that finishes first some recognition.

- Have children return the tiles to the containers. Collect the containers.

Daily Letter and Sound Review

Objective: To practice letter recognition, affixes, letter sounds, and sight words

- Quickly review the Active Letter, Affix, Picture, and Sight Word Decks.
Have children spell unmasted sight words.

Distribute Worksheet 86.
Quickly review ten spelling sounds.

For #11 and #12, have children spell "open" and "even."

Spelling Review

Objective: To practice spelling letter sounds and words

- Seat children where they can write comfortably.
- Distribute Worksheet 86. Make sure children turn to the correct side.
- Quickly review the following ten spelling sounds. Children should echo the sounds, name the letters that make them, and write the responses on the lines by #1-#10.

1. /æ/  a-e, a || ay
2. /s/  s, c || ss, se, ce
3. /ar/ ar
4. /o/  o-e, o || ow
5. /e/  ee, e || ee, y
6. /u/  u-e, u
7. /ɑ/  u, a
8. /ch/ ch
9. /or/ or
10. /kw/ qu

"Let's practice spelling words. Put your finger by #11. Spell the word 'open.'"

- Repeat with #12 (even).
- Spell each word out loud after children write it, so they can check and correct their work immediately.
- Have children set their worksheets aside for use later in the lesson.

> Optional Handwriting Practice: For additional handwriting practice and review of previously taught sight words, distribute Handwriting Masters 53 and 54. Have children complete the sheets in class or as homework.

New Increment: Digraph ea, Part 1

"Echo these words and listen for the sound in the medial position."

- Point to your mouth as you say each word:
  "Seal."  seal  "Peach."  peach  "Bean."  bean

"What sound do you hear in the medial position?”  /e/

- Review that /e/ is a voiced sound.
- Write the following on the board: seal, peach, bean.

Introduce digraph ea, using the examples on the board.

"There are two letters making the /e/ sound. Can you guess what they are?”  e and a

"What do we call two letters that come together to make one sound?”  digraph
“Do you think digraph ea is a vowel digraph or a consonant digraph?” vowel digraph

“How do we code digraphs?” underline them

• Point to the a in “seal.”

“The letter a is silent in this digraph, so we cross it out. The sound we hear is the long sound of e. How do we code long vowels?” with macrons

• Code the digraphs:
  seal  peach  beán

“Does anything else need to be coded?” yes, digraph ch

• Finish coding the words:
  séal  pēach  bēán

• Select children to read the words and use them in sentences.
• Leave the words on the board for the remainder of the lesson.

New Deck Cards for Digraph ea

• Show Letter Card 56 and have children name the digraph.

  “When you see this card, say ‘digraph ea.’”

  “Our new keyword for digraph ea has the /ē/ sound. See if you can guess it.”

• Introduce the keyword “leaf” by allowing each child to feel inside the sack. Then count to three and have children whisper the keyword.

  ▶ Alternate Activity: Introduce the keyword “leaf” with the following riddle:

  “This is part of a tree or plant. Usually it’s green, but it can change color in autumn and fall to the ground. What do you think it is?” leaf

• Show Picture Card 66 and uncover the picture on the letter cluster poster.

  “When you see this card, say ‘leaf, /ē/.’”

  “The keyword ‘leaf’ helps us remember the /ē/ sound spelled with digraph ea.”

  “Digraph ea doesn’t follow our rules for spelling, so we won’t add that response to our spelling card for the /ē/ sound.”

• If time permits, allow children to examine the list of irregular spelling words in the Student Spelling Dictionary and Reference Booklet. Words spelled with the /ē/ sound of digraph ea are listed on page 16. (Direct children to use the table of contents.)
• Add the two new cards to the Review Decks.
Application and Continual Review

Boardwork

"Let's practice coding words like those on today's worksheet."

- Remind children to refer to the wall cards or their reference booklets, if necessary.
- Write the following on the board (without the coding). Select children to code and read the examples:

  - fún’ý
  - lün’c'h
  - rón’m
  - lám’pli of tékg frém Ch lá
  - brín’s perch ånd carp

- Discuss the definitions of any words children don't know.
- Have children determine whether each example is a word, phrase, or sentence.

Worksheet

- Seat children where they can write comfortably.
  "Get out your worksheet."
  "Let's practice spelling with the /e/ sound. The /e/ sound in these words is spelled with digraph ea."

- Have children spell the following:

  13. eat  14. each  15. reading

- Spell each word out loud after children write it, so they can check and correct their work immediately.
- When children finish, have them code and read the words by #16–#20 and then draw a line from one of the words (dream, tiger).
- Repeat with #21–#25. Children should match "tiger" to its picture.
- As children work, walk around the room and listen to each child read from the worksheet or High Frequency Word Box.
- Always check each child's worksheet, and have him/her correct it before sending it home. Worksheets should not be graded.

Homework

"Turn your paper over."

- Review reading the paragraph and answering the questions.
- Remind children to read the words in the High Frequency Word Box to someone at home.
- Have children set their worksheets aside.
Spelling List

"Leave your paper the way I put it on your desk."

- Distribute Spelling List 15, folded with the blank lines faceup.
- Say the following words in the order shown, sounding them out as needed. Remind children to use their reference booklets if they need help.
  1. day
  2. fly
  3. trusted
  4. weekly
  5. campfire
  6. blooming
  7. under
  8. myself
  9. inside
  10. problem
  11. thought
  12. where

- Walk around the room to identify children who need extra help.
- When children finish, have them refold their papers widthwise so the handwriting lines are faceup and the sentences do not show.

"Let's practice spelling sentences."

- Note: Beginning today, an additional sentence is provided below for practice. You may choose which sentences you want children to spell, or have them spell all four.
- Remind children to begin each sentence with a capital letter and end it with a period.
- Say the following sentences one at a time, allowing time for children to write each one:
  - My sister can subtract numbers well.
  - She has a good grade in math.
  - She can spell well too.
  - Last summer she was in the spelling bee.

- When children finish, have them check their work on both sides and circle the sentences you want them to learn.

"Practice these words and sentences at home. We'll have a spelling test in a few days."

- Have children put their worksheets and spelling lists in their Homework Folders.

"Bring your worksheet back to me tomorrow."

Classroom Practice

- If time permits, play the Kid Card games listed in Lesson 85.

- Optional Fluency Practice: To obtain the maximum benefit of fluency instruction, children should practice fluent reading for at least 15 minutes every day. The Fluency Instruction booklet suggests a variety of reading activities.
School/Home Reinforcement

- Send the following home with children at the end of the day:
  - Worksheet 86
  - Spelling List 15
  - Handwriting Masters 54 and 55 (optional)

---

Name:

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________
9. __________
10. __________
11. __________
12. __________
13. eat
14. each
15. reading
16. leave
17. dream
18. yearly
19. weakness
20. drum
21. foggy
22. tiger
23. mess
24.angle
25. giggle

---

My friend cleans for a dentist. She sweeps the green carpet and dusts the chairs. Once she stepped on a tooth and slipped and fell. As she fell, she tipped over a bottle of bleach. She still cleans for the dentist, but some of the carpet is stained and is not green anymore.

1. My friend cleans for ________ a dentist
2. What did she step on?
   - a nail
   - a bleach bottle
   - a tooth
3. Was the carpet stained after my friend fell?
   - no
   - yes

---

High-Frequency Word Box:

- clean
- mean
- each
- read
- cat
- please

---

Spelling Words

1. day
2. fly
3. trusted
4. weekly
5. campfire
6. blooming
7. under
8. myself
9. inside
10. problem
11. thought
12. where

Note: The words followed by an asterisk are sight words and need to be memorized.
Lesson Preparation

Materials
- letter tiles (in containers)
- Retired Decks
- Letter Card 56 (ea; from Letter Deck)
- Picture Cards 67 and 68 (thread, steak)
- Alphabet/Accent Deck (Section 1)

Before class
- Put a spool of thread in a sack (or sacks, depending on your class size) for children to use to guess the new keyword.
- Cover the pictures for digraph \( \text{ea} \) and digraph \( \text{ss} \) on Letter Cluster Poster A.

Lesson Warm-Up

Alphabet Activity

Objective: To practice accenting and alphabetical order

- Seat children at tables or desks.

"Let's work with the Alphabet/Accent Deck. Let's sit and say the first syllable in a normal voice and then stand as we loudly say the accented syllable."

➢ Enrichment: If you feel children are ready, shuffle the deck before the activity. Warn them that the cards will be in random order.

- Show Alphabet/Accent Card 1.
- Have the class say “A” (sitting) and then “B” (standing and loudly).
- Continue with Alphabet/Accent Cards 2–25, moving as quickly as possible.

Quickly review the Retired Decks.

Daily Letter and Sound Review

Objective: To practice letter recognition, letter sounds, and sight words

- Quickly review the Retired Letter, Picture, and Sight Word Decks.

➢ Tip: If children seem to be missing concepts on cards that have been retired, move those cards back into the Active Deck(s).
Spelling Review

Objective: To practice spelling letter sounds and words

• Seat children where they can write comfortably.
• Distribute Worksheet 87. Make sure children turn to the correct side.
• Quickly review the following ten spelling sounds. Children should echo the sounds, name the letters that make them, and write the responses on the lines by #1–#10.

1. /i/ i–e, i || y
2. /k/ k, c || ck, k, ke, c
3. /a/ a–e, a || ay
4. /ar/ ar
5. /o/ o–e, o || ow
6. /s/ s, c || ss, se, ce
7. /e/ ee, e || ee, y
8. /ch/ ch
9. /u/ u–e, u
10. /or/ or

“Let’s practice spelling words. Put your finger by #11. Spell the word ‘ago.’”

“Remember, when you hear the /a/ sound in an open, unaccented syllable, you should spell the sound with the letter a instead of the letter u.”

• Repeat with #12 (away).
• Spell each word out loud after children write it, so they can check and correct their work immediately.
• Have children set their worksheets aside for use later in the lesson.

New Increment: Digraph ea, Part 2

“Echo these words and listen for the sound in the medial position.”

• Point to your mouth as you say each word:

“What sound do you hear in the medial position?” /e/

• Write the words in a column on the board:

  speak
  heat
  leak

“What letters are making the /e/ sound?” digraph ea

“Right! We learned (yesterday) that digraph ea makes the /e/ sound.”

“How should we code these words?” underline digraph, macron over e, cross out silent a
• Code the words as children instruct:

\[\text{spēk} \quad \text{hēāt} \quad \text{leāk}\]

"We learned that in this digraph, the first vowel is long and the second vowel is silent."

"Some digraphs have more than one sound."

"Echo these words and listen for the sound in the medial position."

• Point to your mouth as you say each word:

"Bread." bread "Sweat." sweat "Head." head

"What sound do you hear in the medial position?" /ē/

• Write the words in a second column on the board:

\[\text{spēk} \quad \text{bread} \quad \text{hēāt} \quad \text{sweat} \quad \text{leāk} \quad \text{head}\]

"There are two letters making the /ē/ sound. What are they?" e and a

"What do we call two letters that come together to make one sound?" digraph

"How do we code digraphs?" underline them

• Code digraph ea:

\[\text{bread} \quad \text{sweat} \quad \text{head}\]

"How will we show that digraph ea makes the /ē/ sound?" brev over e, cross out a since it is silent

• Code the words:

\[\text{brēād} \quad \text{swēāt} \quad \text{hēād}\]

"Do these words need any other coding?" no
Select children to read the words and use them in sentences.

"What two sounds do we know that digraph ea can make?" /æ/ and /e/

"Well, guess what? Digraph ea makes a third sound!"

"Echo these words and listen for the sound that's the same in each word."

"Break." break "Steak." steak "Great." great

"What sound do you hear that's the same in each word?" /æ/

Write the words in a third column on the board:

- speâk
- brêâd
- hêât
- sweât
- leâk
- hêâd

"What is making the /æ/ sound?" digraph ea

"How do we code digraphs?" underline them

Underline the digraphs:

- break
- steak
- great

"How will we show that digraph ea makes the /æ/ sound?" macron over a, cross out e since it is silent

Code the words as children instruct:

- bréâk
- steâk
- gréât

"Do these words need any other coding?" no

Select children to read the words and use them in sentences.

The words should be coded as follows:

- speâk
- brêâd
- bréâk
- hêât
- sweât
- steâk
- leâk
- hêâd
- gréât
Review the three sounds of digraph ea: /e/, /ə/, /ә/.

“What are the three sounds of digraph ea?” /e/, /ə/, and /ә/

“Are they voiced or unvoiced?” voiced

“Is digraph ea a vowel digraph or a consonant digraph?” vowel digraph

• Leave the words on the board for the remainder of the lesson.

Spelling with Letter Tiles

• Distribute the letter tile containers.

• Have children spell the following: alike, super, over, place.

• Have children spell the following sight words: another, many, move.

• Collect the containers.

New Deck Cards for Digraph ea

• Review digraph ea (Letter Card 56).

   ea

• Introduce the keyword “thread” (Picture Card 67) with the sack activity or the riddle.

   ea

   “This is a very thin cord that comes on a spool and is used for sewing. You loop it through a needle’s eye to make stitches. What do you think it is?” thread

• Show Picture Card 67 and uncover the picture on the letter cluster poster.

   “When you see this card, say ‘thread, /ə/.’”

   “The keyword ‘thread’ helps us remember the /ə/ sound spelled with digraph ea.”

   “Our next keyword for digraph ea has the /ә/ sound. See if you can guess it.”
Introduce the keyword “steak” (Picture Card 68) with the riddle.

- Introduce the keyword “steak” with the following riddle:
  “This is a thick piece of meat. In the summertime, people like to cook it on the grill. What do you think it is?”  steak

- Show Picture Card 68 and uncover the picture on the letter cluster poster.
  “When you see this card, say ‘steak, /ɑː/.’”

  “The keyword ‘steak’ helps us remember the /ɑː/ sound spelled with digraph ea.”

- “There is no rule that says which sound digraph ea will make, so you’ll have to try each sound until the word sounds right.”

- “The three sounds of digraph ea—/ɛə/, /əɛ/, and /ɑː/—are irregular spelling patterns, so we won’t add them to our spelling card responses.”

- If time permits, allow children to examine the list of irregular spelling words in the Student Spelling Dictionary and Reference Booklet. Words spelled with the /ɛə/ sound of digraph ea are listed on page 18. Words spelled with the /ɑː/ sound of digraph ea are listed on page 15. (Direct children to use the table of contents.)

- Add the two new cards to the Picture Deck, and reinsert Letter Card 56 into the Letter Deck. Always keep Picture Cards 67 and 68 behind Picture Card 66 to remind children that digraph ea has three sounds.

Application and Continual Review

Boardwork

“Let’s practice coding words like those on your worksheet.”

- Coding Note: In the final example below, code “shiny” as a “vcv” word. This will be less confusing for children than boxing the suffix -y and then coding the rest of the word.

- Write the following on the board (without the coding). Select children to code and read the examples:

  great book to read
  bite of spoon bread with butter
  Shy ny starlight à woké Hänk.

Worksheet

- Seat children where they can write comfortably.
  “Get out your worksheet.”

Have children code and read the examples on the board.
“Let’s practice spelling with the three sounds of digraph ea. The /e/, /ê/, and /ă/ sounds in these words are spelled with digraph ea.”

- Have children spell the following:
  13. read  14. bread  15. great

- Spell each word out loud after children write it, so they can check and correct their work immediately.

- When children finish, have them code the words by #16–#20 and then draw a line from one of the words (thread) to its picture.

- Repeat with #21–#25. Children should match “cartoon” to its picture.

- Although coding is important, reading is the ultimate goal. Spend time every day listening to each child read from the worksheet, the High Frequency Word Box, a controlled reader, or another material.

- Always check each child’s worksheet, and have him/her correct it before sending it home. Worksheets should not be graded.

**Homework**

“Turn your paper over.”

“Look at the picture at the top of the page. What do you see happening in the picture?”

- Allow time for children to describe the picture.

- Point out the sentences under the word box.

“**These sentences tell us things that are happening in the picture. What do you notice about all of these sentences?**” missing a word

- Explain to children that they should fill in each blank with the appropriate word from the word box.

- Remind children to read the words in the High Frequency Word Box to someone at home.

- Have children put their worksheets in their Homework Folders.

**Decodable Reader: Understanding The Story**

- Distribute Decodable Reader 31 (Jack and the Great Bean Plant).

- Select a child to read the title aloud.

- If necessary, explain the phrase “rob clean” (on page 1).

- Have children read the story independently. Continue with the following questions when they finish:

  “At the beginning of the story, what is Jack’s problem?” A mean beast took his and his mom’s things. They have little to eat.

  “What is Jack’s mother’s plan for getting food?” trade the ox for food

  “Why did Jack’s mother call the man with a beard a ‘cheat’?” He only gave Jack three yellow beans for the ox.
“Look at the picture on page 6. How does the picture help you know where the beast lives?” shows beast’s home in a castle in the clouds; sign on mail box tells that the beast lives there

“How did Jack solve their problem?” climbed up the plant, got all their things from the beast’s home, climbed back down, and chopped down the plant so the beast couldn’t get back down

Decodable Reader: Print Awareness

- Write the following on the board:

  With no fear, Jack went up the bean plant.

- Point to the comma.

  “What is this mark?” comma

  “Does this comma separate ideas in a sentence, a speaker’s words from the speaker’s name, or the items in a list?” ideas in a sentence

  “Let’s read this sentence together. Remember to pause a bit when we get to the comma.”

- Point to each word as you read the sentence together.

- Have children turn to page 6.

  “Why did the author use bold print for the last line on this page?” to show that these words are important

- Distribute colored pencils and let children color the pictures.

  Reminder: Keep the readers at school for practice. Send them home when children can read them easily.

Classroom Practice

- If time permits, take time to play the Kid Card games listed in Lesson 85.
School/Home Reinforcement

- Send the following home with children at the end of the day:
  Worksheet 87
  Decodable Reader 31 (if the child can read it easily)

---

1. ___ read
2. ___ bread
3. ___ great
4. ___
5. ___
6. ___
7. ___
8. ___
9. ___
10. ___
11. ___ ago
12. ___ away
13. ___ junk
14. ___ mistake
15. ___ bead
16. ___ cartoon
17. ___ shrub

---

jumping throwing eating fluffing squinting
hopping sitting boxing mixing cooking

1. The dog is ___ eating ___.
2. The cat is ___ jumping ___.
3. The rabbit is ___ hopping ___.
4. The girl is ___ sitting ___.
5. The man is ___ throwing ___.

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High Frequency Words:

great together
year tomorrow
again your

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Lesson 87