

Grade 5

Skills 1

Teacher Guide

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Welcome to Amplify CKLA

Dear Educator,

I am thrilled to welcome you to your Amplify CKLA 3rd Edition Teacher Guide.

At Amplify, we are dedicated to collaborating with educators like you to create learning experiences that support literacy development for all students. Amplify CKLA was designed to help you bring effective Science of Reading practices to life in your classroom, and we have been thrilled to see the impact it has had on students across the country.

The 3rd Edition builds on the robust principles and instruction of previous editions of Amplify CKLA to provide better-than-ever support for teaching and learning.

We've made significant improvements to Amplify CKLA in the areas you told us mattered most. In 3rd Edition, you will find more opportunities for differentiation to meet the needs of all learners—including multilingual/English learners—streamlined pacing, and bolstered writing instruction based on the science of reading and writing.

At its foundation, Amplify CKLA is built on the finding that word recognition and language comprehension are both critical to reading comprehension and writing composition.

In Grades 3–5, Amplify CKLA lessons combine skills and knowledge in content-driven units with increasingly complex texts, close reading, and a greater writing emphasis. Students start to use their skills to go on their own independent reading and writing adventures.

I know how overwhelming it can feel to start a new curriculum, but you are not alone! As you embark on this literacy journey with Amplify CKLA, we are here to support. We offer comprehensive professional development resources, including videos, podcasts, webinars, and virtual and in-person training, to help you make the shift to the Science of Reading.

We share the common belief that every child deserves to become a proficient, enthusiastic reader and writer, and I am confident that we can realize this goal together. Thank you for your unwavering commitment to your students' success and for your role in shaping the future of literacy instruction.

Sincerely,

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AmplifyCKLA

Amplify staff and contributors, who have worked on this edition of CKLA as well as prior editions of CKLA. This product reflects their expertise, passion, and dedication.



The Core Knowledge Foundation, which developed the first edition of CKLA over many years. This includes Core Knowledge Foundation staff as well as countless contributors, educators, and students who field-tested CKLA and provided invaluable feedback in its development.



Educators across the country who have provided essential feedback on previous editions of CKLA, helping us to make the program better for teachers and students.

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Teacher Resources

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Introduction

WELCOME

Dear Fifth Grade Teacher,

Welcome! This program has been carefully researched and crafted to help you make every student in your classroom a reader.

Some key aspects of the program are listed here:

- This program provides comprehensive review of and expansion on foundational reading skills, such as phonological awareness, phonics and word recognition, fluency, morphology, reading comprehension, as well as encoding and spelling.
- This program includes explicit, systematic phonics instruction in which students are taught the letter-sound correspondences needed to independently decode words.
- This program begins by reviewing the most common spelling for a sound (the basic code spelling). Later it teaches spelling alternatives for sounds that can be spelled several different ways. Complexity is added bit by bit as students gain confidence and automatize their reading and writing skills.
- This program uses a phonics approach that adheres to the science of reading by teaching students to read by blending through the word. It does not teach multiple cueing strategies, use of pictures as a primary resource in decoding, or part-word guessing.

The remainder of this introduction will provide you with an overview of the various materials included in the Grade 5 Skills program, general unit and lesson features, and detailed information about this first unit of instruction and how you will determine whether your students have the prerequisite skills needed to be successful in the Grade 5 Skills program. For more information on the program's research background, scope and sequence, and to access other resources, please visit the program's digital components site.

SKILLS STRAND COMPONENTS

Teacher Components

- Teacher Guide (one per unit)
- Assessment Guide | Check-Point Assessments (one booklet per classroom)

Digital Teacher Components

- Teacher Resources (Appendices)
- Caregiver Letters
- General English Learners

Student Components

- Activity Books (two volumes per student): includes reading passages for students to annotate

COMPONENT DESCRIPTIONS

Teacher Components

Teacher Guide

Each Teacher Guide includes daily lessons with detailed directions. Each lesson may be conducted in a single 30-minute session or as two 15-minute sessions (divided into Parts 1 and 2) depending on teacher preference. The Teacher Guide will indicate suggested pacing and grouping for activities. Instruction and exercises should be presented in the order listed in the Lesson at a Glance chart.

Part 1:

Phonological Awareness: Each lesson begins with a Warm-Up activity in which students hear and say the focus sounds of the lesson. Warm-Ups provide students opportunities to reinforce their phonological awareness skills while previewing and combining phonological awareness with the phonics skill they will study for the duration of the lesson. Students may also practice adding, deleting, and substituting sounds orally in words. Phonological Awareness reinforces and spirals from the G1 and G2 Skills program.

Phonics—Decoding: After the oral Warm-Up activity, each lesson moves into a review of how the focus sounds are read and spelled. The phonics activities are separated into two parts: decoding and syllabication. In the decoding activities, students review identifying and reading words with focus sound-spellings. In the syllabication activities, students review identifying specific syllable types in words. Units 1, 2, and 3 of the Skills program focus on the six main syllable types: closed, open, VCe, vowel team, r-controlled, and final stable syllables. Unit 4 focuses on using the syllable division patterns VCCV, VCV, and VCCCV to divide words. Decoding and syllabication activities build on skills learned in the G1 and G2 Skills program.

Morphology: Each morphology activity focuses on a specific affix or base. Students learn to identify, read, define, spell, and use words with each word part. Morphology and word study activities build on the G1 and G2 Skills program.

Part 2:

Reading: Students read a passage (located in the Student Activity Books) that provides practice with the lesson's phonics, syllabication, and morphology skills. Each week follows the same cycle:

- Day 1: The Teacher Demonstration focuses on accuracy, expression, and rate. Students answer oral discussion questions as a group, and the teacher may note correct responses in the Discussion Questions Observation Record as formative assessment.
- Day 2: Students reread the Day 1 passage with a partner, annotating the passage to indicate their understanding of the phonics, syllabication, and morphology skills reviewed in the lesson. The teacher may monitor partner reading in the Anecdotal Reading Record as formative assessment.
- Day 3: The Teacher Demonstration focuses on accuracy, expression, and rate. Students answer comprehension questions in their Activity Books.
- Day 4: Students reread the Day 3 passage with a partner, annotating the passage to indicate their understanding of the phonics, syllabication, and morphology skills reviewed in the lesson. The teacher may monitor partner reading in the Anecdotal Reading Record as formative assessment.
- Day 5: Students independently read a new passage and answer comprehension questions in their Activity Books.

Decoding and reading comprehension activities build on the G1 and G2 Skills program.

Phonics—Encoding: Each lesson ends with a short dictation activity that provides students practice in spelling words with the same sound-spelling reviewed in the Phonics activity. Students spell words in isolation and in sentences in their dictation journal. The Lesson 1 encoding activity is a dictation pretest that assesses students' understanding of the phonics skills that will be addressed in the unit. In the final lesson of the unit, students will spell the same dictated words from the pretest to show mastery of the sound-spellings covered in the unit. Encoding activities build on the G1 and G2 Skills program.

This program provides ample opportunities for students to spell words from teacher dictation. Each encoding activity has nine words for students to spell in isolation and two full sentences for students to spell in context. Students also have the opportunity to spell words in their own sentences.

Students will also create a dictation journal.

- For the dictation journal, you can either have students use a journal they use for other writing activities or you may wish to create or designate a small dictation journal for each student. Stapling ten pieces of paper together is all you will need for each journal.

Additional Support (optional additional opportunities to reinforce skills)

Writing Extension

In the Additional Support section, students are provided with optional additional opportunities to reinforce skills. For each passage, students are given a prompt and asked to respond using 3-5 complete sentences, using citations from the passage. This is a great opportunity for students to practice their cursive writing, and for the teachers to check students' letter formation, letter and word spacing, line quality, slant, and letter connections.

Tricky Words Review

In this program, we focus on teaching students Tricky Words that are used in the passages associated with each lesson. Students practice decoding and spelling Tricky Words in isolation, in the context of phrases and passages, and in their dictation journals. Tricky Word lists for each unit and lesson are available in Appendix D of the Grade 5 Skills Teacher Resources, on the digital components site. The lists include correlations of where Tricky Words appear in other research-based lists (e.g., Dolch, Fry, and Zeno). In addition, the background and approach on how we teach Tricky Words can also be accessed on the digital components site.

Digital Teacher Components

Teacher Resources (Appendices)

To learn more about the program's research and background, teachers can access the Grade 5 Teacher Resources, which includes the following appendices:

- Appendix A: Overview of the Grade 5 Skills Program
- Appendix B: Grade 5 Skills Scope and Sequence
- Appendix C: Using Chunking to Decode Multisyllabic Words
- Appendix D: Tricky Words (High-Frequency Irregular Words)

General English Learners Resources

A General English Learner (GEL) is a student whose language variety is different from the one used in education. Language variety is another term for dialect; each language variety follows complex, rule-governed phonological, morphological, syntactic, semantic, and lexical systems. There are many different variations of the English language, which may be spoken by students in the classroom. The one used in mainstream print media, business, and education is General American English (GAE; also often referred to as "Standard" or "Mainstream" English). Our goal is for students to decode and encode their oral system into a written system, and by helping students extend their oral language knowledge to include GAE they will be better prepared to learn the written system of GAE.

Your students' language varieties may have affected the way in which they speak, read, and write. Please refer to the *General English Learners* resource, available online on the program's digital component site, for information on how a student's performance can be influenced by language variety and for appropriate instructional supports.

Student Components

Activity Books

The student Activity Book pages are organized by lesson; the Teacher Guide provides direction within each lesson as to when and how each activity page should be used. Some pages are designed to be completed as a group with teacher assistance, while other pages are intended to be completed independently or in pairs. In addition to practice exercises for reinforcement of skills, the Activity Books also include assessment pages, homework, and passages to read and annotate in class. Students may take the activity pages home if they do not have enough time to complete them during class.

For any activity pages that are completed as homework, make time at the beginning of the next lesson to go over student responses and provide feedback. Allow students time to make corrections to their own work as appropriate.

Passages: There are three passages for each week. Students will read the texts with the teacher, with a partner, or independently based on the reading activity for the day. Students will annotate the passages to demonstrate their understanding of the phonics, syllabication, and morphology instruction in the lesson. In Grade 5 students are making the transition to becoming fully independent readers, who are prepared to confidently tackle natural text in any grade level-appropriate book. Students are taught to segment more difficult words using the code knowledge they have learned in order to read challenging, unfamiliar words.

Each unit has 12–15 passages (three passages per week) for students to read. The first and second passages are read at least twice. The first passage of the week begins as a teacher demonstration, during which you model reading accurately and with appropriate rate and expression. You may choose to have students perform a choral read during the whole-group demonstration. On the second day, students reread the passage with a partner, practicing the fluency skills they saw modeled the day before. Partner reading may follow any routines, including taking turns reading the entire story, echo reading, or choral reading. On the third day, students independently read a new passage and answer comprehension questions. They reread the passage on the fourth day with partners and clear up any misunderstandings or misreadings. On the last day of the week, students read a new passage independently and answer comprehension questions.

During reading time, it is important to circulate and listen to students read. Use the provided Anecdotal Reading Record located in the Teacher Resources section at the end of this Teacher Guide to note students' progress. You can make multiple copies of the blank record to have on hand when listening to students read aloud. You should strive to hear every student read aloud at least once or twice each week.

Vocabulary supports have been added to the lessons, providing opportunities for you to review domain-specific vocabulary, idioms or expressions, and text features with students before they read independently or with partners. You may also want to take time to prepare definitions of words before

students read each passage or create a routine in which students look up unfamiliar words using a classroom resource.

Comprehension is the goal of learning to read. To this end, comprehension discussion questions are included in the Teacher Guide. The discussion questions are labeled Literal, Inferential, or Evaluative. Literal questions can be answered by citing a specific text reference. Inferential questions require understanding and interpretation of text. Evaluative questions require students to access prior knowledge, synthesize, and hypothesize an answer. In addition, activity pages with written comprehension questions are also included with the passages.

UNIT AND LESSON FEATURES

Within each Teacher Guide, you will find the following elements in the order listed:

- A **Table of Contents** that provides a quick overview of the time allocation, skills, and activities included in each lesson and the unit as a whole.
- Individual lessons for the unit:
 - Each lesson begins with a list of the **Primary Focus Objectives**. The objectives are repeated in subsequent parts of the lesson in association with the specific instructional activity with which they are associated.
 - A list of the **Formative Assessment** opportunities within the lesson. These assessments are linked to the Primary Focus Objectives. Not every Primary Focus Objective is evaluated in every lesson. Rather, specific objectives are evaluated in different lessons. Over the course of the entire unit, the Primary Focus Objectives are assessed on multiple occasions so you have a clear sense of individual student progress with regard to unit skills before the end of the unit.
 - A **Lesson at a Glance** chart listing the lesson's instructional activities, the materials needed, and the amount of time allotted to each activity.
 - An **Advance Preparation** section that prompts you to select and/or prepare lesson materials prior to the lesson. Whenever a lesson activity suggests that you write something on the board/chart paper, this information is included in Advance Preparation. **Universal Access** preparation prompts are also included to ensure that you are ready to adapt specific activities as needed for multilingual/English learners (ML/ELs) or students who need additional support.
 - Throughout each lesson, Support and Challenge sidebars provide further guidance to assist you in differentiating instruction.
 - **ML/EL** tables provide specific tips for working with multilingual/English learners.
 - Foundational Skills **Additional Support** activities are suggested at the end of each lesson for more practice and follow-up reinforcement of skills outside the 30-minute instructional block devoted to the program. These activities can be used with any students needing more help, including students with special needs and multilingual/English learners.

- Additional Support activities include
 - writing prompts based on each of the passages that students read;
 - routines for students to share their writing and provide feedback to each other;
 - phonics activity pages that provide additional practice on the phonics skills taught or reviewed in the lesson; and
 - High Frequency Irregular Words (Tricky Words) instruction and review.
- Teacher Resource Activity Pages found in the Teacher Resources section at the end of the Teacher Guide should be copied as desired for students to work on.
- **Dictation Pretest and Posttest assessment(s)** can be administered during the first and final lessons of the unit. These can be found in the Assessment Guide.
- **Teacher Resources**, consisting of assorted forms and documents for monitoring student progress, as well as an answer key for the unit Activity Book, complete each Teacher Guide.
- **Appendices** that provide more detailed information about Grade 5 Skills are included on the digital program component.

UNIT 1 CONTENT

In Unit 1, students will review: (1) a number of spellings from earlier grades with an emphasis on blends, digraphs, and alternative sound-spellings; (2) words with closed and open syllables; and (3) words with common inflectional and derivational endings.

VOWEL SPELLINGS

Vowel sounds are made with an open mouth and unobstructed flow of air. There are nineteen vowel sounds in English, and ten are quickly reviewed in Unit 1.

The single-letter spellings for the “short” vowel sounds:

- ‘o’ > /o/ (*hop*)
- ‘e’ > /e/ (*pet*)
- ‘a’ > /a/ (*hat*)
- ‘i’ > /i/ (*it*)
- ‘u’ > /u/ (*but*)

The basic spellings for the “long” vowel sounds:

- /oe/ > ‘o’ (*go*) and ‘o_e’ (*hope*)
- /ee/ > ‘e’ (*be*) and ‘ee’ (*see*)
- /ae/ > ‘a_e’ (*cake*)

- /ie/ > 'i' (*hi*) and 'i_e' (*hike*)
- /ue/ > 'u_e' (*cube*)

In this unit, students are not asked to read and spell words with vowel digraph spellings such as 'aw', 'oe', and 'ai'. They also are not asked to cope with tricky spellings for vowel sounds, like the letter 'a' which routinely stands for /a/ (*cat*), /ae/ (*table*), /o/ (*lava*), and schwa /ə/ (*about*). Instruction on alternative vowel sounds will continue in the remaining units.

CONSONANT SPELLINGS

In Unit 1, the following spellings for consonant sounds are quickly reviewed:

- 't' > /t/ (*top*), 'tt' > /t/ (*sitting*), 'ed' > /t/ (*asked*), and 'bt' > /t/ (*doubt*)
- 'd' > /d/ (*dot*), 'dd' > /d/ (*add*), and 'ed' > /d/ (*filled*)
- 'p' > /p/ (*pot*) and 'pp' > /p/ (*napping*)
- 'b' > /b/ (*bat*) and 'bb' > /b/ (*rubbing*)
- 'c' > /k/ (*cat*), 'k' > /k/ (*kid*), 'cc' > /k/ (*hiccup*), 'ck' > /k/ (*black*), and 'ch' > /k/ (*school*)
- 'g' > /g/ (*gift*), 'gg' > /g/ (*egg*), and 'gh' > /g/ (*ghost*)
- 'ch' > /ch/ (*chin*) and 'tch' > /ch/ (*itch*)
- 'j' > /g/ (*jump*)
- 'f' > /f/ (*fit*), 'ff' > /f/ (*stuff*), 'ph' > /f/ (*phone*), and 'gh' > /f/ (*rough*)
- 'v' > /v/ (*vet*)
- 's' > /s/ (*sun*) and 'ss' > /s/ (*dress*)
- 'z' > /z/ (*zip*), 'zz' > /z/ (*buzz*), and 's' > /z/ (*dogs*)
- 'th' > /th/ (*thin*) as a spelling for (unvoiced) /th/
- 'th' > /th/ (*them*) as a spelling for (voiced) /th/
- 'm' > /m/ (*mad*), 'mm' > /m/ (*swimming*), 'mb' > /m/ (*comb*)
- 'n' > /n/ (*nut*), 'nn' > /n/ (*running*), and 'kn' > /n/ (*knock*)
- 'ng' > /ng/ (*sing*) and 'n' > /ng/ (*pink*)
- 'sh' > /sh/ (*shop*)
- 'h' > /h/ (*hot*)
- 'w' > /w/ (*wet*) and 'wh' > /w/ (*when*)
- 'l' > /l/ (*lip*) and 'll' > /l/ (*bell*)
- 'r' > /r/ (*red*), 'rr' > /r/ (*ferret*), and 'wr' > /r/ (*wrist*)

- 'y' > /y/ (*yes*)
- 'x' > /x/ (*tax*) as a spelling for the sound combination /x/ (/k/ + /s/)
- 'qu' > /qu/ (*quit*) as a spelling for the sound combination /qu/ (/k/ + /w/)

Students also review consonant blends with two and three letters:

- 'bl', 'cl', 'fl', 'gl', 'pl', 'sl', 'br', 'cr', 'dr', 'fr', 'gr', 'pr', 'tr', 'sc', 'sk', 'sm', 'sn', 'sp', 'st', 'sw', 'tw', 'ld', 'nt', 'ft', 'lk', and 'nd'
- 'scr', and 'spl', 'thr', 'shr', 'spr', 'str', and 'tch'

The above list includes the basic code spelling for each consonant sound as well as some common spelling alternatives. When a sound can be spelled more than one way, it has spelling alternatives. For example, the sound /k/ can be spelled several different ways: *cat*, *kit*, *soccer*, *rock*, and *school* are the spellings reviewed in Unit 1.

The consonant list for Unit 1 also illustrates another kind of complexity in the English writing system: the existence of tricky spellings. When a spelling can represent more than one sound, it is a tricky spelling. For example, notice the tricky spelling 's' can stand for /s/ as in *cats* or /z/ as in *dogs*. Tricky spellings often cause problems for students when they are reading. When they come upon an unfamiliar printed word with an 's' in it, they may need to try pronouncing the 's' as /s/ and then as /z/ in order to correctly identify the word. The list of consonant spellings also includes digraph (two-letter) and trigraph (three-letter) spellings, such as: (1) 'sh' in *shop*; (2) 'ng' in *sing*; (3) 'qu' in *quick*; and (4) 'tch' as a spelling for /ch/ as in *itch*.

In digraph spellings, two different letters stand for one sound. You may choose to teach students the terms *digraph* and *trigraph*. An alternative, which works for both digraphs and trigraphs, is to characterize the letters as a "letter team," where two or more letters work together to stand for one sound. Whatever terms you use, it is extremely important for students to understand that a letter can stand for a single sound all by itself or it can work with other letters to stand for a single sound. For example, when discussing the word *rinse*, you are encouraged to talk about how the 's' and the 'e' work together as a letter team to stand for the /s/ sound, just like the letters 't' and 'h' work together to stand for the /th/ sound in the word *with*.

The consonant sounds are listed in a particular order to help students learn more about the sounds. Many of the consonants have unvoiced and voiced pairs such as /s/ and /z/, /f/ and /v/. When comparing these sounds, students will notice their vocal box vibrates when saying voiced consonants, while it does not with unvoiced consonants. The voiced and voiceless pairs sometimes "share" spellings. For example, 's' is a spelling for the voiceless /s/ in *cats* and the voiced /z/ in *dogs*. Having a deep understanding about the sounds of English can help you explain sounds and spellings to students.

An understanding of the sounds of the language and the similarities among them can also help you understand students' spelling. Sometimes even the strangest-looking "invented" spellings make sense if you understand which sounds are similar to other sounds. Students often misspell a word by choosing a spelling for a sound that is similar to the sound they are trying to spell. For example, a student who writes *chump* for *jump* has confused sounds made with the same mouth position. The 'ch' spelling can therefore be seen as closer to the correct spelling than we might initially assume.

For more information on the program's approach to how phonics is taught with the basic and advanced code, please visit the program's digital components site.

SYLLABICATION

One-, two- and multisyllable words are reviewed in Unit 1 lessons. Students identify the smaller words that make up compound words. They identify the first two of six major syllable sounds: closed (short vowel) and open (long vowel). Closed syllables are defined as being "closed up" by a vowel, such as in the word *pat*. Open syllables are defined as being "left open" without a consonant, such as in the word *go*.

For more information on the program's approach to using chunking to decode multisyllable words, please visit the program's digital components site and look for Appendix C in the Teacher Resources.

MORPHOLOGY

Unit 1 focuses on inflectional endings *-s*, *-es*, *-ed*, *-ing*, *-er* (comparative), and *-est* and the derivational endings *-y*, *-er* (noun), and *-less*. Students review how the endings change the meaning and/or part of speech of the base word. They practice reading the words and using them in sentences. Students will identify spelling changes such as dropping the final 'e', doubling the final consonant, or changing 'y' to 'i' before adding 'es', 'er', or 'ed'.

WRITING

Encoding

Students practice spelling and writing words and sentences with all of the target sound-spellings, morphemes, and syllable types covered in Unit 1. Dictation words include short and long vowel sounds, consonant blends, double letter consonants, silent letter combinations, consonant digraphs, and consonant blends with digraphs. Students practice spelling multisyllabic words with the inflectional endings *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est* and the derivational endings *-y*, *-er*, and *-less*. In addition, students practice spelling abbreviations for titles with names, streets in addresses, states, days of the week, months of the year, and measurements.

Reading Comprehension Questions and Writing Extension

All twelve reading passages include comprehension questions. Students get alternating opportunities to respond to these orally or as a written exercise in their Activity Books. Each reading passage also includes an optional writing prompt that allows students to write for 10 minutes.

These are great opportunities for students to practice their cursive writing, and for teachers to check students' letter formation, letter and word spacing, line quality, slant, and letter connections. In all instances that involve student writing, be sure that students write their responses legibly in cursive with complete words, thoughts, and answers, leaving appropriate spaces between words. Provide modeling when necessary.

HIGH-FREQUENCY IRREGULAR WORDS (TRICKY WORDS)

Appendix D of the Grade 5 Skills Teacher Resources on the digital components site includes a list of high-frequency irregular words used in the Unit 1 passages. The list also indicates each word's correlation to other research-based lists (e.g., Dolch, Fry, and Zeno). Each Tricky Words lesson in the Additional Support section includes one to seven words from this list. Additional words from the Unit 1 Tricky Words list can be included or swapped out with the words in the lesson, if time allows and if students need practice with different words. Note that some lessons may not include any Tricky Word instruction.

ASSESSMENT

Dictation Pretest and Posttest

Unit 1 has an encoding pretest (Student Assessment Page1.1) and a posttest (Student Assessment Page1.2). Both assessments use the same words so you can monitor students' mastery of the sound-spellings addressed in the unit.

Formative Assessments and Additional Support

Throughout this unit, formative assessments are clearly marked for monitoring individual student performance and progress in key skills. Quick "Checks for Understanding" to evaluate classroom performance as a whole are also designated in various lessons.

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

TEACHER RESOURCES

In this section at the end of the Teacher Guide, you will find forms and charts which may be useful, including the following:

- Sample Anecdotal Reading Record
- Anecdotal Reading Record—Unit 1
- Sample Discussion Questions Observation Record
- Discussion Questions Observation Record—Unit 1
- Additional Support Activity Pages
- Activity Book Answer Key

BASIC CODE

Short and Long Vowels

PRIMARY FOCUS OF LESSON

Warm-Up

Students will orally review short and long vowel sounds. [RF.5.3]

Phonics—Decoding

Students will identify and decode words with short and long vowel sounds. [RF.5.3]

Students will identify syllables in compound words. [RF.5.3, RF.5.3a]

Morphology

Students will add inflectional endings –s and –es to base words. [RF.5.3, RF.5.3a, RF.5.4, L.5.2]

Reading

Students will read “Granddad’s Workshop” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral comprehension questions about key details in the text. [RF.5.3, RF.5.3a, RF.5.4]

Phonics—Encoding

Students will take the dictation pretest for Unit 1. [RF.5.3, RF.5.3a]

FORMATIVE ASSESSMENT

Activity Page 1.1**Compound Words**

[RF.5.3, RF.5.3a]

Observation**Discussion Questions Observation Record**

[RF.5.4]

**Student Assessment
Page 1.1****Unit 1 Dictation Pretest**

[L.5.2, L.5.2e]

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review Short and Long Vowel Sounds	3 min.	
Phonics—Decoding		
Review Short and Long Vowel Sounds	3 min.	
Review Syllables	3 min.	☐ Activity Page 1.1
Morphology		
Base Words and Inflectional Endings with Verbs: -s and -es	6 min.	☐ Activity Page 1.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Read “Granddad’s Workshop” with Accuracy	10 min.	☐ Activity Page 1.3
Phonics—Encoding		
Unit 1 Dictation Pretest	5 min.	☐ Student Assessment Page 1.1

ADVANCE PREPARATION

Note to Teacher

- If you do not already have a chart with guidelines for active listening posted in the classroom, use the list below to create one. Refer to the chart frequently when students begin small group or partner work or before a class discussion.

Active Listening Guidelines

- Look at the speaker and listen carefully.
- Ask questions that are relevant or follow along with the topic.
- Answer questions using details and descriptions.
- When the speaker is finished sharing, wait to be recognized before you ask questions.

Phonics—Decoding

- To learn more about how your students' language varieties may affect their pronunciation of certain sounds as they decode words, refer to the Language Varieties' Influence on Letter Sounds document, available under the General English Learners resource in the program's digital components site.

Reading

- Prepare the Unit 1 Discussion Questions Observation Record found in the Teacher Resources for use with students as they read aloud. Over the course of each week, be sure to ask each student to respond to at least one discussion question. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- The encoding activity in Lesson 1 is also the Unit 1 pretest. Students will spell words with sound-spellings that are reviewed in this unit to provide a snapshot of their mastery of individual phonics skills. In Lesson 20, students will spell the same words again in the posttest to show growth and mastery of the sound-spellings reviewed in Unit 1.
- Prepare one copy of the Unit 1 Dictation Pretest, available in the Assessment Guide, for each student in your class.

Universal Access

- Gather pictures to represent the words in the Reading activity: *toolbox*, *workshop*, and *birdhouse*.

Lesson 1: Basic Code: Short and Long Vowels, Part 1

Warm-Up



Primary Focus: Students will orally review short and long vowel sounds. [RF.5.3]

REVIEW SHORT AND LONG VOWEL SOUNDS (3 MIN.)

- Remind students that vowels can make different sounds.
- Introduce the terms *long* and *short* using the following examples. Say each word, emphasizing the long or short vowel sound. Have students repeat the word back to you.

Short	Long
cap	cape
pet	Pete
sit	site

- Say the following words, instructing students to raise one hand when they hear a short vowel sound or two hands when they hear a long vowel sound: *rid, cut, pine, mat, code, ride, cute, cod, pin, and fate.*


MULTILINGUAL/ENGLISH LEARNERS
Foundational Skills
Foundational Literacy Skills

Entering/Emerging	Ask yes/no questions about the words in the activity (e.g., “Is the vowel sound in <i>mat</i> the same as the vowel sound in <i>mate</i> ?”).
Transitioning/Expanding	After asking each question, provide students with specific sentence frames: <i>The vowel sound in [word] is long. The vowel sound in [word] is short.</i>
Bridging	Encourage each student to expand and/or build on other students’ responses; for example, by comparing and contrasting (e.g., “The vowel sound in <i>cap</i> is short, but the vowel sound in <i>cape</i> is long.”).

Lesson 1: Basic Code: Short and Long Vowels, Part 1

Phonics—Decoding



Primary Focus

Students will identify and decode words with short and long vowel sounds.

[RF.5.3]

Students will identify syllables in compound words. [RF.5.3, RF.5.3a]

REVIEW SHORT AND LONG VOWEL SOUNDS (3 MIN.)

- Write the following words on the board: *pin*, *mat*, *cod*, *cut*, and *rid*.
- Point to the word *pin* and read it aloud.
- Ask, “What is the vowel sound?” (/i/) “Is it short or long?” (*short*)
- Have a volunteer turn *pin* into a word with the long vowel sound /ie/. Read the new word aloud with the students. (*pine*)
- Say, “Adding a final ‘e’ to the end of the word changed the vowel sound from short to long.”
- Repeat the routine with the other words on the board. (*mat/mate*; *cod/code*; *cut/cute*; *rid/ride*)

REVIEW SYLLABLES (3 MIN.)

- Say, “A compound word is a word that is made up of two smaller words.”
- Say the following words: *backpack*, *bathtub*, *firefly*, and *goldfish*.
- Ask, “What do these words have in common?” (*They are compound words. Each word is made up of two smaller words.*)
- Write the word *backpack* on the board. Mark the syllable break: *back•pack*.
- Ask, “How many syllables are in *backpack*?” (*two*)
- Point to the words *back* and *pack*, and have the students read each word aloud with you. Then, read the compound word aloud together.
- Repeat the routine with the other compound words.
- Direct students to Activity Page 1.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.

D Differentiation

Challenge

Challenge students to generate additional compound words and share them with a partner. Have the partner identify the syllables. Then have partners switch roles.

Activity Page 1.1



- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Monitor students' responses to determine whether they can correctly divide a compound word into smaller words.

Lesson 1: Basic Code: Short and Long Vowels, Part 1

Morphology



Primary Focus: Students will add inflectional endings –s and –es to base words.

[RF.5.3, RF.5.3a, RF.5.4, L.5.2]

BASE WORDS AND INFLECTIONAL ENDINGS WITH VERBS: –S, –ES (6 MIN.)

- Remind students that a suffix is a word part added to the end of a verb to make a different word. On the board, write the examples: –s, –es.
- Say, “We add –s or –es to a verb to make the subject and the verb agree.”
- Write *dig* on the board. Read the word aloud. Say, “This is a word for an action that is happening right now: *I dig in the garden. We dig in the garden. They dig in the garden.*”
- Say, “I can add the suffix –s to the end of the word to show that someone else is doing the action right now.”
- Add –s to change it to *digs*.
- Use the word in sentences, noting *he*, *she*, and *the dog*: “*She digs in a garden. He digs in a garden. The dog digs in a garden.*”
- Say, “When I change who is doing the action from *I*, *you*, *we*, or *they* to someone or something else, I may need to add the suffix –s or –es to the verb: *I dig in the garden. He digs in the garden.* Both *dig* and *digs* are present tense verbs, meaning that the action is happening now. Let's try another one.”
- Write *rush* on the board. Say the word. Add the suffix –s.
- Ask, “If I want to show that someone else is doing this action in the present, should I write the word like this?” (*no*)

Activity Page 1.2



- Cross out *-s* and replace it with *-es*. Say, “*rushes*.” Have students read the word aloud.
- Say, “If I want to say that someone else rushes, I need to change the suffix to *-es* because *rush* ends in *-sh* and I am saying two syllables: *rush • es*.”
- Use the word in a sentence: “He rushes.”
- Repeat the process with *watch*.
- Remind students that words that end in *-ss*, *-sh*, *-ch*, *-x*, or *-zz* need the ‘*e*’ before the ‘*s*’.
- Direct students to Activity Page 1.2 and review the instructions. Have students work on the activity page independently. If they don’t complete it, instruct them to work on it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



MULTILINGUAL/ENGLISH LEARNERS

Foundational Skills

Foundational Literacy Skills

Entering/Emerging	Remind students that in English, verb forms have different endings. Point out the verbs used in the lesson: <i>dig/digs, rush/rushes, watch/watches</i> .
Transitioning/Expanding	Have students practice using the verbs by providing sentence frames. For example: <i>He _____ in the sand. I _____ in the sand.</i>
Bridging	Ask volunteers to share the words for <i>digs, rushes, and watches</i> in their home language.

Lesson 1: Basic Code: Short and Long Vowels, Part 2

Reading



Primary Focus: Students will read “Granddad’s Workshop” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral comprehension questions about key details in the text. [RF.5.3, RF.5.3a, RF.5.4]

READ “GRANDDAD’S WORKSHOP” WITH ACCURACY (10 MIN.)

- Direct students to Activity Page 1.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
 - words: *craft*, *pegboard*, *grain*
 - phrases: “gazes at the sunset”
- Have students follow along as you read “Granddad’s Workshop.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *craftsmen* and *measurements*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read.

D Differentiation

Challenge

Ask volunteers to read some or part of the story aloud. After they read, point out any adjustments the student made to read with accuracy.

Activity Page 1.3


D Differentiation

Support

Before reading “Granddad’s Workshop,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Encourage students to follow along as you read the story aloud, annotating words that are unfamiliar to them. Have students share unfamiliar words and discuss them as a group.

Wrap-Up

Discussion Questions for “Granddad’s Workshop”

- 1. **Literal.** What are Granddad and the narrator building in the workshop?
 - » They are building a blue birdhouse for Grandma’s garden.
- 2. **Literal.** What is Granddad’s rule about using tools in the workshop?
 - » Granddad’s rule is “Safety first, speed second”—he insists on using hand tools before power tools.
- 3. **Inferential.** Why do you think Granddad prefers teaching woodworking step by step, starting with hand tools?
 - » Students should recognize that this approach helps build basic skills safely and ensures proper learning of fundamentals before moving to more complex tools.
- 4. **Inferential.** Based on the passage, what kind of relationship do Granddad and the narrator have?
 - » Students should identify the caring, patient teaching relationship between them, noting how Granddad encourages learning and does not get frustrated with mistakes.
- 5. **Evaluative.** Do you think Granddad’s teaching method is effective? Support your answer with evidence from the text.
 - » Students should evaluate the teaching method using text evidence such as the narrator’s improved skills, enjoyment of learning, and successful project completion.



MULTILINGUAL/ENGLISH LEARNERS

Reading
Reading Closely

Entering/Emerging	Ask students yes/no questions using simple phrases to summarize the story: Does the narrator like working with Granddad? Do they build a birdhouse? Does Granddad teach patiently?
Transitioning/Expanding	Provide students with a specific sentence frame for summarizing and use temporal words: When the narrator works with Granddad, they feel ____.
Bridging	Encourage students to expand or build on other students’ responses.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you think I read this sentence with appropriate expression.” Read the sentence in a monotone voice: “‘Safety first, speed second,’ he always says.” (*thumbs-down*)



Observation: Discussion Questions Observation Record

- Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record.
- **Turn and Talk:** Write the inferential question on the board. Say, “Talking with a partner is one way to bring more perspectives and information to our discussion. Let’s take a moment to think about how we would answer this question.”
- After providing some wait time, choose a volunteer to act as your partner. Model (a) asking your partner the question, (b) asking any clarifying questions, and (c) repeating back to your partner what was shared. Then have your partner follow the same three steps. After both of you have shared, show the class that giving the thumbs-up sign signals when both partners have shared.
- Model sharing your partner’s answer with the group. Say, “Notice that I did not share my own answer. I shared my partner’s answer.” Ask your partner, “Did what I shared match what you shared with me?” Wait for a response and make changes, if necessary.
- Say, “Now it’s your turn.” Guide students through the three steps as they complete the activity with a partner. Remind students to signal with a thumbs-up when both partners have contributed to the conversation.
- Call on one student to share their partner’s thinking with the group. Ask the other partner if what was shared by the partner matches what they shared. Provide specific corrective feedback, or point out examples of how the response demonstrated how to do a Turn and Talk share.

Lesson 1: Basic Code: Short and Long Vowels, Part 2

Phonics—Encoding



Primary Focus: Students will take the dictation pretest for Unit 1.
[RF.5.3, RF.5.3a]

UNIT 1 DICTATION PRETEST (5 MIN.)

- Distribute Student Assessment Page 1.1. Review the instructions together.
- Tell students that they will be spelling words with different sound spellings that they will learn about in Unit 1.
- Say the word *blast*. Repeat it. Have students write it on Student Assessment Page 1.1.
- Repeat with the remaining words.

- | | | |
|-------------|-------------|-------------|
| 1. blast | 4. shipping | 7. trophies |
| 2. clipped | 5. crumbs | 8. selfless |
| 3. wrenches | 6. quicker | 9. funny |

- Then tell students that you will say two sentences aloud for them to spell.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|--------------------------------|
| 1. Mr. Smith uses a stopwatch. |
| 2. My stomach aches. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 5, but the dictated spelling word should be spelled correctly.

End Lesson

Student Assessment
Page 1.1



Lesson 1: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 1.1** for each student.
- Direct students to Activity Page 1.3.
- Have them reread “Granddad’s Workshop.”
- Review the writing prompt on **Activity Page TR 1.1**.
- Tell students that they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences. Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

TRICKY WORDS REVIEW

- Write the following words on index cards: *through*, *already*, *half*, *something*, *while*, *straight*, and *against*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *through* and say, “This word is tricky because the ‘ough’ is pronounced /oo/ and the ‘th’ and ‘r’ are blended together to say /thr/ /r/. ”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”

- Point to the letters as you say them. Say, “In this word, we say /th/ for these letters (th). We say /r/ for this letter. We say /oo/ for these letters (ough). Point to the letters as you blend the sounds: /th/ /r/ /oo/, *through*. Say, “*Through!* It’s a word we use all the time, like when we say ‘I walked through the door’ or ‘We drove through the tunnel.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *through*. What’s the word?” Ask them to sound it out and then read it again.
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

BASIC CODE

Consonant Blends

PRIMARY FOCUS OF LESSON

Warm-Up

Students will orally review words with consonant blends. [RF.5.3]

Phonics—Decoding

Students will identify and read words with consonant blends. [RF.5.3]

Students will identify and read words with closed syllables. [RF.5.3, RF.5.3a]

Morphology

Students will add inflectional endings –s and –es to base words.

[RF.5.3, RF.5.3a, RF.5.4, L.5.2]

Reading

Students will reread “Granddad’s Workshop” fluently with a partner.

[RF.5.3, RF.5.3a, RF.5.4, SL.5.1b]

Phonics—Encoding

Students will spell and write words with consonant blends. [L.5.2, L.5.2e]

FORMATIVE ASSESSMENT

Observation

“Granddad’s Workshop” Anecdotal Reading Record
[RF.5.4]

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min)		
Warm-Up		
Review Consonant Blends	3 min.	
Phonics—Decoding		
Read Words with Consonant Blends	3 min.	
Read Closed One-Syllable Words	3 min.	☐ Activity Page 2.1
Morphology		
Base Words and Inflectional Endings: –s, –es	6 min.	☐ Activity Page 2.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Reread “Granddad’s Workshop”	10 min.	☐ Activity Page 1.3
Phonics—Encoding		
Spell Words with Consonant Blends	5 min.	☐ dictation journal

ADVANCE PREPARATION

Reading

- Prepare one copy of the blank Unit 1 Anecdotal Reading Record for every student in your class. Label each record with a student's name. Place all of these records in alphabetical order on a dedicated clipboard with a pen so they are ready for use when students read aloud.
- Plan how you will pair students for partner reading.
- Partner reading options may include:
 - Have students take turns reading the entire story.
 - Have one student be the leader, reading a line at a time for the partner to echo.
 - Have students read chorally, keeping their voices together to read the story.

Universal Access

- Gather pictures to represent the words in the Reading activity, such as *toolbox*, *workshop*, and *birdhouse*.

Lesson 2: Basic Code: Consonant Blends, Part 1

Warm-Up



Primary Focus: Students will orally review words with consonant blends.

[RF.5.3]

REVIEW CONSONANT BLENDS (3 MIN.)

- Explain to students that today they will blend words with consonant blends.
- Say, “I will say some segmented sounds. You will blend the sounds to say a word.”
- Say the following sounds as students listen: /f/ /l/ /a/ /g/. Ask students to blend the sounds and say the word. (*flag*)
- Write the word *flag* on the board.
- Point out the consonant blend ‘fl’ at the beginning of the word. Remind students that consonant blends can appear at the end of words too.
- Repeat with the following words: *snug, splint, twin, throb, screen, club, plum, brim, glum, grab, bend, and belt*.

Lesson 2: Basic Code: Consonant Blends, Part 1

Phonics—Decoding



Primary Focus

Students will identify and read words with consonant blends. [RF.5.3]

Students will identify and read words with closed syllables. [RF.5.3, RF.5.3a]

READ WORDS WITH CONSONANT BLENDS (3 MIN.)

- Write *print* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Insert ‘s’ to create *sprint*.
- As you make this change, say, “If that is *print*, what is this?” (*sprint*)
- Continue this process with the remaining words, calling on individual students to blend and read words.

- Complete the chaining for the various consonant blends.

1. print > sprint > splint > split > slit > sit > silt > silk > milk > mill > pill > spill
2. bray > gray > pray > tray > stray > stay > slay > lay > clay > play > splay > spray
3. clump > plump > plum > glum > glom > glob > slob > slab > slap > flap > clap > clasp

D Differentiation

Support

Use rhyming to help students who struggle with short vowel sounds. Have students work with partners to say words that rhyme with the following words: *sap*, *let*, and *sit*.

Activity Page 2.1



READ CLOSED ONE-SYLLABLE WORDS (3 MIN.)

- Write the word *bat* on the board. Circle the 'a'.
- Say, "This vowel makes the short 'a' sound /a/." Have students repeat the sound.
- Point out that the vowel 'a' is followed by a consonant. Explain that we call this kind of syllable a "closed" syllable because the vowel is "closed up" by a consonant.
- Say, "Let's blend and read this word together." (/b/ /a/ t/, *bat*)
- Ask, "How many syllables does *bat* have? What kind of syllable is this?" (*one; closed*)
- Repeat with the following words: *bit*, *mud*, *pot*, and *fell*.
- Direct students to Activity Page 2.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, "Give a thumbs-up if you agree and a thumbs-down if you disagree that the following word has a closed syllable: *red*." (*thumbs-up*)

Lesson 2: Basic Code: Consonant Blends, Part 1

Morphology



Primary Focus: Students will add inflectional endings –s and –es to base words.
[RF.5.3, RF.5.3a, RF.5.4, L.5.2]

BASE WORDS AND INFLECTIONAL ENDINGS: –S, –ES (6 MIN.)

- Remind students that regular nouns are made plural by adding –s or –es.
- Write *pig* on the board. Say the word. Point out that it is a noun.
- Use the word in a sentence: “The pig eats.”
- Say, “If I want to say that there is more than one pig, I add the suffix –s to the word.”
- Remind students that the tricky spelling ‘s’ can stand for /s/ as in *cats* or /z/ as in *dogs*. Tell them that when they come upon an unfamiliar word with an ‘s’ in it, they may need to try pronouncing the ‘s’ as /s/ and then as /z/ in order to correctly read the word.
- Add –s to *pigs*. Read the new word aloud with the students. Say, “The ‘s’ in this word is pronounced /z/. *Pigs*.”
- Use the word in a sentence: “The pigs eat together.”
- Write *fox* on the board. Say the word. Add the suffix –s. Underline the ‘x’.
- Say, “The word *fox* ends in an ‘x’. We know that nouns that end in –ss, –sh, –ch, –x, or –zz need the ‘e’ before the ‘s’ or the suffix –es.” Write the letter combinations on the board as you say them.
- Say, “If I want to show that there is more than one fox, I need to replace the –s with –es.”
- Cross out –s and replace it with –es. Read the new word aloud with the students.
- Use the word in a sentence: “The foxes run.”
- Repeat the process with *boss*.
- Remind students that words that end in –ss, –sh, –ch, –x, or –zz need the ‘e’ before the ‘s’.
- Write *pony* on the board. Say the word.
- Say, “This noun ends with the letter ‘y’. We know that when a noun ends with the letter ‘y’, we need to change the y to i and add –es to make the plural form.”

D Differentiation

Challenge

Have students generate a list of five nouns that end in ‘y’. Ask them to trade lists with a partner. Have students write the plural version of the nouns on their list.

Activity Page 2.2



- Cross out the 'y' and replace it with 'i' and add '-es'. Read the new word aloud with the students.
- Use the word in a sentence: "Three ponies are by the barn."
- Say, "Remember, when a noun ends with a 'y', to make the plural form we change the 'y' to an 'i' and add -es."
- Repeat with *puppy*.
- Direct students to Activity Page 2.2 and review the instructions. Have students work on the activity page independently. If they don't complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



MULTILINGUAL/ENGLISH LEARNERS

Language

Learning How English Works

Entering/Emerging	Remind students that in English, when a singular noun becomes plural, the ending of the word usually changes. Point out the nouns used in the lesson: <i>pig</i> , <i>fox</i> , and <i>pony</i> . Ask whether the words show one or more than one of each kind of animal. (<i>one, singular</i>)
Transitioning/Expanding	Have students practice using the singular nouns from the lesson (<i>pig</i> , <i>fox</i> , <i>pony</i>) by providing sentence frames. For example, <i>The _____ rolls in the mud.</i>
Bridging	Ask volunteers to share the singular form of the nouns <i>pig</i> , <i>fox</i> , and <i>pony</i> in their home language.

Lesson 2: Basic Code: Consonant Blends, Part 2

Reading



D Differentiation

Challenge

Have students use a different color to identify multisyllabic words that contain closed syllables.

Activity Page 1.3



Primary Focus: Students will reread “Granddad’s Workshop” fluently with a partner.
[RF.5.3, RF.5.3a, RF.5.4, SL.5.1b]

REREAD “GRANDDAD’S WORKSHOP” (10 MIN.)

Note: Students will read today’s story with a partner. You may wish to review the partner reading routines before they read the story.

- Direct students back to the passage on Activity Page 1.3. Tell students that today they will reread “Granddad’s Workshop” with a partner.
- Take time to answer any questions that students may have about “Granddad’s Workshop.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
 - underline three words that have consonant blends, such as *craft*;
 - circle three words that end in *-s* or *-es*, such as *teaches*; and
 - highlight three words that have one closed syllable, such as *wood*.



MULTILINGUAL/ENGLISH LEARNERS

Reading Reading Closely

Entering/Emerging	Work with student pairs to identify a few words with consonant blends.
Transitioning/Expanding	Have students share their annotations with another student.
Bridging	Encourage students to read aloud the words they annotate to a partner.



Observation: “Granddad’s Workshop” Anecdotal Reading Record

As you listen to each student read “Granddad’s Workshop,” make notes about the student’s reading, such as errors in fluency or prosody, in the Unit 1 Anecdotal Reading Record.

Lesson 2: Basic Code: Consonant Blends, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with consonant blends.
[L.5.2, L.5.2e]

SPELL WORDS WITH CONSONANT BLENDS (5 MIN.)

- Explain that students will be writing in their dictation journals.
- Tell students that they will be spelling words that have consonant blends.
- Remind them that they can segment sounds to figure out how to spell the words.
- Give the example *split*. Ask, “What sounds does it contain?” (/s/ /p/ /l/ /i/ /t/)
- Write *split* on the board.
- Say the word *twin*. Repeat it. Have students write it in their journals.

- Repeat with the remaining words.

- | | | |
|---------|---------|--------------|
| 1. twin | 4. pink | 7. drumstick |
| 2. snug | 5. bend | 8. splint |
| 3. club | 6. plum | 9. smiles |

- Then tell students you will say two sentences aloud for them to spell in their dictation journals.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|--------------------------------|
| 1. The frog is in a trap. |
| 2. Fill the glass to the brim. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 5, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

End Lesson

Lesson 2: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 2.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are finished writing, ask pairs to share and check each other's work.

SHARING

- On chart paper, copy the "Response Starters for Writing About Text" table as shown below.
- Say, "Yesterday you wrote a response to the prompt about 'Granddad's Workshop.' The prompt asked you to think and write about a time when an adult taught you something new or when you learned a skill from someone older than you. Today you will share your writing. We will practice using a Response Starter to give each other constructive, or helpful, feedback about the writing prompt response."
- Display the Response Starters table below, leaving only the first Response Starter uncovered. Read the first Response Starter aloud. Say, "As I listen to someone share their writing, I am going to be listening for a word or short phrase that helps me understand something about this response to the prompt. Listen as I read a sample writing response."
- Say, "One time, my older brother taught me how to tie my shoes. I was very frustrated and kept making mistakes. He was very patient and showed me step by step. We practiced together until I could do it myself. I thanked him for teaching me something new."
- Say, "This writing response says that the brother was very patient. That helps me understand that learning new skills takes time and patience. Now I will use the Response Starter to give feedback." Point to each word of the Response Starter as you read it, filling in the blanks as you read. Say, "When you used the words very patient, it helped me understand that learning new skills takes time and patience."

- Say, “Now it’s your turn to practice using the Response Starter to give each other feedback.” Pair up students and have one person share the response they wrote about “Granddad’s Workshop” on **Activity Page TR 1.1**. Listeners should use the sentence starter to provide constructive feedback. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on one student to share their writing response with the group. Then have the student call on a listener to comment, using the Response Starter to provide constructive feedback. Provide as much support as necessary to help the student who is responding to successfully use the Response Starter. As time allows, call on two or three more volunteers to share their writing response and ask for feedback.
- Keep this table for all lessons that include writing about text. Response Starters should be used consistently to provide targeted feedback that helps the writer note a) where they used evidence correctly, b) where their word choice was impactful, and c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *through* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, throuuuugh. Write the letters to spell *through* on the board.
- Point to the word *through* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /oo/ sound is spelled with ‘ough’ and the /th/ /r/ sounds are spelled with ‘th’ and ‘r’”
- Show how the letters map to the sounds.

- Point to the letters as you say them. Say, “In this word, we say /th/ for these letters (th). We say /r/ for this letter. We say /oo/ for these letters (ough).” Point to the letters as you blend the sounds: /th/ /r/ /u/, *through*. Say, “*Through!* It’s a word we use all the time.”
- Repeat with the words *already*, *half*, *something*, *while*, *straight*, and *against*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

BASIC CODE

Words with Double-Letter Consonants

PRIMARY FOCUS OF LESSON

Warm-Up

Students will orally review words with double-letter consonants. [RF.5.3]

Phonics—Decoding

Students will identify and read words with double-letter consonants. [RF.5.3]

Students will identify and read closed two-syllable words. [RF.5.3, RF.5.3a]

Morphology

Students will add inflectional endings *-ed* and *-ing* to base words.

[RF.5.3, RF.5.3a, RF.5.4, L.5.2]

Reading

Students will read “How to Train Your Puppy” fluently and answer questions about key details in the text. [RF.5.3, RF.5.3a, RF.5.4]

Phonics—Encoding

Students will spell and write words with double-letter consonants.

[L.5.2, L.5.2e]

FORMATIVE ASSESSMENT

Activity Page 3.2

Base Words and Inflectional Endings: *-ed*, *-ing*

[RF.3.3a, L.3.2e, L.3.2f, L.3.4b]

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Blend and Segment Double-Letter Consonant Words	3 min.	
Phonics—Decoding		
Read Words with Double Consonants	3 min.	
Read Closed Two-Syllable Words	3 min.	☐ Activity Page 3.1
Morphology		
Base Words and Inflectional Endings: <i>-ed</i> and <i>-ing</i>	6 min.	☐ Activity Page 3.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Read “How to Train Your Puppy”	10 min.	☐ Activity Pages 3.3, 3.4
Phonics—Encoding		
Spell Words with /f/ > ‘ff’, /l/ > ‘ll’, /s/ > ‘ss’, /z/ > ‘zz’	5 min.	☐ dictation journal

ADVANCE PREPARATION

Universal Access

- Gather pictures to represent the words in the Reading activity: *puppy*, *kennel*, and *treats*.

Lesson 3: Basic Code: Words with Double-Letter Consonants, Part 1



Warm-Up

Primary Focus: Students will orally review words with double-letter consonants.
[RF.5.3]

BLEND AND SEGMENT DOUBLE-LETTER CONSONANT WORDS (3 MIN.)

- Explain to students that today they will blend words with double-letter consonants.
- Tell students that you will say some segmented sounds, and that they will blend the sounds to say a word.
- Say, “Listen to these two sounds: /a/ /d/.” Ask students to blend the sounds and say the word. (*add*)
- Repeat with the following words: *egg, fuzz, glass, hill, miss, kitten*.

Lesson 3: Basic Code: Words with Double-Letter Consonants, Part 1



Phonics—Decoding

Primary Focus

Students will identify and read words with double-letter consonants. [RF.5.3]

Students will identify and read closed two-syllable words. [RF.5.3, RF.5.3a]

READ WORDS WITH DOUBLE CONSONANTS (3 MIN.)

- Write the words *egg, fuzz, glass, hill, miss, kitten* on the board.
- Ask, “What do you notice about the word *egg*?” (*It has two consonants.*)
- Say, “Notice that when we say the words, we only say the consonant sound once, for the double-letter team. For example, we do not say /e/ /g/ /g/ (exaggerate the /g/ sound). We just say /e/ /g/.” Point to the word and read it aloud with the students.
- Repeat the routine with the other words from the Warm-Up.

D Differentiation

Support

Ask students to say the short vowel sounds with a partner. Then ask students to take turns saying words with short vowel sounds.

READ CLOSED TWO-SYLLABLE WORDS (3 MIN.)

Note: Students may have previously learned that double-consonant spellings are kept together as a unit when dividing syllables. Beginning in Grade 3, we moved to the traditional convention of dividing between the double consonants.

- Remind students that they learned about closed-syllable words in Lesson 2.
- Write the word *cat* on the board.
- Point out that the word has a short vowel sound. Circle the 'a' and say the short vowel sound /a/. Have students repeat it. Read the word aloud with the students.
- Ask, "How many syllables does *cat* have?" (*one*)
- Point out that the vowel ('a') is followed by a consonant ('t'). Remind students that this kind of syllable is a "closed" syllable because the vowel is "closed up" by the consonant.
- Write the word *rabbit* on the board.
- Circle the 'a' and 'i'. Point out that the word has two short vowel sounds, /a/ and /i/.
- Point to the double 'b'. Say, "I see a double consonant here. The letters work together to make a single /b/ sound."
- Use a slash to mark the division between the syllables: rab•bit.
- Point to the first syllable. Ask, "What kind of syllable is this?" (*closed*)
- Point to the second syllable. Ask, "What kind of syllable is this?" (*closed*)
- Ask, "How many syllables does this word have?" (*two*)
- Read the word aloud with students.
- Repeat with the following words: *cotton*, *button*, *goblet*, *happen*.
- Direct students to Activity Page 3.1 and review the instructions.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Activity Page 3.1





Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you agree and a thumbs-down if you disagree that the following word has two closed syllables: *laptop*.”
(thumbs-up)

Lesson 3: Basic Code: Words with Double-Letter Consonants,

Part 1

Morphology



Primary Focus: Students will add inflectional endings *-ed* and *-ing* to base words.
[RF.5.3, RF.5.3a, RF.5.4, L.5.2]

BASE WORDS AND INFLECTIONAL ENDINGS: -ED AND -ING (6 MIN.)

- Say, “A suffix is a word part that is added to the end of a word to change its meaning. Here are two common suffixes.”
- Write *-ed* and *-ing* on the board.
- Review how to create words with inflectional endings. Write the base word *cook* on the board. Say, “Let’s add *-ed* to *cook* to make the word *cooked*. When we add *-ed*, we show that *cook* happened in the past.”
- Add *-ed* to *cook*. Say, “Yesterday, I cooked for my friends.”
- Say, “Now, let’s add *-ing* to *cook* to make the word *cooking*. When we add *-ing*, we show that *cook* is happening in the present.”
- Add *-ing* to *cook*. Say, “Today, I am cooking for my family.”
- Write the word *jump* on the board. Ask, “What can we add to *jump* to show that it happened in the past?” (*-ed*)
- Add *-ed* to *jump*. Read the new word aloud with the students. Say, “Last week my cat jumped onto my friend’s head.”
- Ask, “What can we add to *jump* to show that it is happening now?”
- Add *-ing* to *jump*. Read the new word aloud with the students. Say, “I am happy that no one is jumping on their desk right now.”
- Repeat adding *-ed* and *-ing* to the following words: *fish*, *fill*, *end*, *call*. Note that *-ed* has a ‘t’ sound when it is added to *cook*, *jump*, and *fish*, but it has a ‘d’ sound when added to *fill*, *end*, and *call*.

D Differentiation

Challenge

Have students generate a list of three base words. Have them add the suffixes *-ed* and *-ing* to the words. Then ask them to write sentences with the six words they have created.

Activity Page 3.2



Note: Students will categorize words that end in *-ed* by the sound they make in the next lesson.

- Direct students to Activity Page 3.2 and review the instructions. Have students work on the activity page independently. If they don't complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

ML/EL

MULTILINGUAL/ENGLISH LEARNERS

Language

Learning How English Works

Entering/Emerging

Ask students to raise their right hand if they hear a word about something happening in the past and their left hand if they hear a word about something happening now. Say aloud the following words from the lesson: *enjoyed, ended, calling, filled, fishing*

Transitioning/ Expanding

Have students practice using the words by providing sentence frames. For example, *Yesterday, he _____ the zoo. (enjoyed)*

Bridging

Ask volunteers to ask a question using one of the words. For example, *Has the movie ended yet?*

Lesson 3: Basic Code: Words with Double-Letter Consonants, Part 2



Reading

Primary Focus: Students will read “How to Train Your Puppy” fluently and answer questions about key details in the text. [RF.5.3, RF.5.3a, RF.5.4]

READ “HOW TO TRAIN YOUR PUPPY” (10 MIN.)

- Direct students to Activity Page 3.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
 - words: *kennel*, *adjustable*, *fundamental*
 - phrases: “release commands,” “well-trained puppy”
- Have students follow along as you read “How to Train Your Puppy.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *adjustable* and *fundamental*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read.
- Then have them turn to Activity Page 3.4 and complete the comprehension questions. If they don’t complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

Activity Pages
3.3, 3.4





MULTILINGUAL/ENGLISH LEARNERS

Reading Reading Closely

Entering/Emerging

Provide options for individual reading. Pair strong and struggling readers. Ask them first to read the first paragraph together, alternating between sentences. Then ask them to read the rest of the text independently.

Transitioning/ Expanding

Have a small group read the first paragraph together, taking turns.

Bridging

Have students read independently and then work with a partner to share their responses to the comprehension questions.

D Differentiation

Support

Before reading “How to Train Your Puppy,” show the images you prepared in advance. Have students repeat the word after you as you show each image.



Check for Understanding

Circulate as students are working, asking them to explain their responses to the comprehension questions.

Lesson 3: Basic Code: Words with Double-Letter Consonants, Part 2



Phonics—Encoding

Primary Focus: Students will spell and write words with double-letter consonants.
[L.5.2, L.5.2e]

SPELL WORDS WITH /F/ > ‘FF’, /L/ > ‘LL’, /S/ > ‘SS’, /Z/ > ‘ZZ’ (5 MIN.)

- Explain to students that they will be writing in their dictation journal.
- Tell students that they will be spelling words that have double consonants. Point out that these words contain closed syllables.
- Remind them that they can segment sounds to figure out how to spell the words.
- Give the example *jazz*. Ask, “What sounds does it contain?” (/j/ /a/ /z/)
- Write *jazz* on the board.
- Say the word *less*. Repeat it. Have students write it in their journal.

D Differentiation

Support

Emphasize to students that each double-letter combination produces only a single sound and the letters are not pronounced twice.

- Repeat with the remaining words.

- | | | |
|---------|----------|------------|
| 1. less | 4. shell | 7. fizzy |
| 2. pull | 5. whiff | 8. cuff |
| 3. roll | 6. chess | 9. compass |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|--------------------------------|
| 1. The rabbit was on the hill. |
| 2. I will miss you. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 5, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

~~~~~ **End Lesson** ~~~~~

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### Lesson 3: Foundational Skills Remediation

# Additional Support

## WRITING EXTENSION

- Make one copy of **Activity Page TR 3.1** for each student.
- Direct students to Activity Page 3.3 “How to Train Your Puppy.”
- Review the writing prompt on **Activity Page TR 3.1**.
- Tell students they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write in complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

## TRICKY WORDS REVIEW

- Write the following words on index cards: *should*, *front*, *move*, *outside*, *learn*, *need*, and *stay*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *should* and say, “This word is tricky because the ‘ould’ is pronounced /ood/ (like ‘wood’).”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /sh/ for these letters (sh). We say /ood/ for these letters (ould). Point to the letters as you blend the sounds: /sh/ /ood/, *should*. Say, “*Should!* It’s a word we use all the time, like when we say ‘You should practice your reading’ or ‘We should go to the library.’”



- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *should*. What’s the word?” Ask them to sound it out and then read it again.
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### **Additional Ways to Practice Tricky Words**

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## 4

## REVIEW

# Words with Double-Letter Consonants and the Suffixes *-ed, -ing*

## PRIMARY FOCUS OF LESSON

**Warm-Up**

Students will review words with double-letter consonants. [RF.5.3]

**Phonics—Decoding**

Students will identify and read words with double-letter consonants and the suffixes *-ed* and *-ing*. [RF.5.3]

Students will identify and read multisyllabic words with closed syllables. [RF.5.3, RF.5.3a]

**Morphology**

Students will read and define words with inflectional endings *-ed* and *-ing*. [RF.5.3, RF.5.3a, RF.5.4, L.5.2]

**Reading**

Students will reread “How to Train Your Puppy” fluently with a partner. [RF.5.3, RF.5.3a, RF.5.4, SL.5.1b]

**Phonics—Encoding**

Students will spell and write words with double-letter consonants. [L.5.2, L.5.2e]

## FORMATIVE ASSESSMENT

Observation

“How to Train Your Puppy” Anecdotal Reading Record [RF.5.4]

## LESSON AT A GLANCE

|                                                                                         | Time    | Materials           |
|-----------------------------------------------------------------------------------------|---------|---------------------|
| <b>Part 1 (15 min.)</b>                                                                 |         |                     |
| <b>Warm-Up</b>                                                                          |         |                     |
| Blend Words with Double-Letter Consonants                                               | 3 min.  |                     |
| <b>Phonics—Decoding</b>                                                                 |         |                     |
| Read Words with Double-Letter Consonants and <i>-ed, -ing</i>                           | 3 min.  | ☐ Activity Page 4.1 |
| Read Closed Multisyllabic Words                                                         | 3 min.  |                     |
| <b>Morphology</b>                                                                       |         |                     |
| Base Words and Inflectional Endings: <i>-ed, -ing</i>                                   | 6 min.  | ☐ Activity Page 4.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. |         |                     |
| <b>Part 2 (15 min.)</b>                                                                 |         |                     |
| <b>Reading</b>                                                                          |         |                     |
| Reread “How to Train Your Puppy”                                                        | 10 min. | ☐ Activity Page 3.3 |
| <b>Phonics—Encoding</b>                                                                 |         |                     |
| Spell Words with Double-Letter Consonants and <i>-ed, -ing</i>                          | 5 min.  | ☐ dictation journal |

## ADVANCE PREPARATION

### Reading

- Ensure you have the Unit 1 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include:
  - Have students take turns reading the entire text.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping voices together to read the text.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity.

**Lesson 4: Review: Words with Double-Letter Consonants and the Suffixes *-ed*, *-ing*, Part 1**



# Warm-Up

**Primary Focus:** Students will review words with double-letter consonants.  
[RF.5.3]

## BLEND WORDS WITH DOUBLE-LETTER CONSONANTS (3 MIN.)

- Tell students that today they will continue to blend words with double-letter consonants.
- Explain that you will say some segmented sounds and then blend the sounds to say a word.
- Say the following sounds as students listen: /d/ /i/ /l/. Ask students to blend the sounds and say the word. (*dill*)
- Repeat with the following words: *ball*, *cliff*, *jazz*, *kiss*, *shell*, *will*.
- Write the words on the board. Point out that the double-letter consonants make a single consonant sound.
- Ask, “When I see the word *jazz*, should I say /j/ /a/ /z/ /z/ (make two distinct /z/ sounds)?” (*no*)
- Say, “No, the letters ‘zz’ at the end of *jazz* make a single /z/ sound.”

**Lesson 4: Review: Words with Double-Letter Consonants and the Suffixes *-ed*, *-ing*, Part 1**



# Phonics—Decoding

**Primary Focus**

Students will identify and read words with double-letter consonants and the suffixes *-ed* and *-ing*. [RF.5.3]

Students will identify and read multisyllabic words with closed syllables.  
[RF.5.3, RF.5.3a]

## D Differentiation

### Challenge

Ask students to share the forms of verbs that have irregular forms for the past tense and regular forms with doubled consonants for the form with *-ing*: *run*, *win*, *sat*. (*ran/running*; *won/winning*; *sat/sitting*)

### Activity Page 4.1



## READ WORDS WITH DOUBLE-LETTER CONSONANTS AND *-ED*, *-ING* (3 MIN.)

- Tell students that they will review the suffixes *-ed* and *-ing* today.
- Write the following words on the board: *batted*, *jogged*, and *hopped*.
- Write the following sounds in columns on the board: /ed/, /d/, and /t/.
- Explain to students that the suffix *-ed* can make the /ed/, /d/, or /t/ sound depending on the consonant that comes before it.
- Have a volunteer read the word *batted* aloud and underline the base word. (*bat*)
- Ask students what sound the *-ed* makes at the end of the word. (/ed/)
- Write the word *batted* beneath the /ed/ heading on the board.
- Repeat the routine with the other words on the board. (*jogged*: /d/; *hopped*: /t/)
- Write the words *running* and *swimming* on the board.
- Have a volunteer read the word *running* aloud and underline the base word. (*run*) Point out that we don't say two /n/ sounds because there are two 'n's in the word. The doubled 'n's work together to make a single /n/ sound.
- Direct students to Activity Page 4.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## READ CLOSED MULTISYLLABIC WORDS (3 MIN.)

- Remind students of what they have learned about closed-syllable words. Write the word *tennis* on the board.
- Point out that each of the syllables has a short vowel sound. Circle the 'e' and 'i' and say the short vowel sounds. Have students repeat them.
- Point out that the vowels in each syllable are followed by a consonant. Remind students that this kind of syllable is a "closed" syllable because the vowel is "closed up" by the consonant.
- Read the word aloud with students.
- Write the word *muffin* on the board.
- Circle the 'u' and 'i'. Point out that the word has two short vowel sounds, /u/ and /i/.

- Say the sounds and have students repeat them.
- Point to the double 'f'. Say: "I see a double consonant here. Where do I divide between the syllables?" (*between the double 'f's*)
- With a slash, mark the division between the syllables: *muf•fin*.
- Point to the first syllable. Ask, "What kind of syllable is this?" (*closed*)
- Point to the second syllable. Ask, "What kind of syllable is this?" (*closed*)
- Read the word aloud with students.
- Repeat with the following words: *blossom, classic, ribbon, and puppet*.

## D Differentiation

### Support

Ask students to read and clap the words to figure out how to divide each word into syllables.

## Lesson 4: Review: Words with Double-Letter Consonants and the Suffixes *-ed, -ing*, Part 1

# Morphology



**Primary Focus:** Students will read and define words with inflectional endings *-ed* and *-ing*. [RF.5.3, RF.5.3a, RF.5.4, L.5.2]

### BASE WORDS AND INFLECTIONAL ENDINGS: *-ED, -ING* (6 MIN.)

- Remind students that they have learned about the suffixes *-ed* and *-ing*. Review that the suffix *-ed* shows that the action took place in the past and the suffix *-ing* can show that the action is taking place now.

**Note:** You may wish to point out to students that the *-ing* ending may also signify different parts of speech, such as nouns (e.g., *She looks at the painting.*) and adjectives (e.g., *That was a boring book.*). However, this and the following lessons on inflectional endings will focus on when the action is taking place (e.g., *She is swimming in the pool.*).

- Say, "We're going to take a look at how base words that end with a closed syllable change when we add the *-ed* and *-ing* suffixes. Some words stay the same, and for others, we double the last consonant."
- Explain that for most words in which the last three letters have a consonant-vowel-consonant (CVC) pattern (such as *hum*), we have to double the final consonant before adding a suffix like *-ed* or *-ing*.
- Write the word *hum* on the board, and read the word aloud with the students. Label the 'h' with a C. Label the 'u' with a V. Label the 'm' with a C.
- Write the words *hummed* and *humming* on the board and read them aloud with the students. Circle the second 'm' in both words.

- Then point to the word *hummed*. Ask, “What suffix do you see in this word?” (–ed) Circle the –ed.
- Ask, “If we use the suffix –ed, when did the action take place?” (*in the past*)
- Point to the word *humming*. Ask, “What suffix do you see in this word?” (–ing) Underline the –ing.
- Ask, “If we use the suffix –ing, when is the action taking place?” (*now*)
- Repeat the routine with the word *stop*, labeling the ‘t’ with a C, the ‘o’ with a V, and the ‘p’ with a C.
- Write the words *stopped* and *stopping* on the board, and read the words aloud with the students. Then, have students identify the doubled consonant ‘p’.
- Ask, “Which word would we use to describe an action happening now?” (*stopping*)
- Ask, “Which word would we use to describe an action that happened in the past?” (*stopped*)
- Repeat the routine with the following words: *plan*, *trim*, and *grab*.
- Say, “We’ve been working with one-syllable words with the CVC pattern, and adding the suffixes –ed and –ing. Let’s take a look at adding the suffixes to two-syllable words that end with a closed syllable.”
- Point out that words in which the first syllable is stressed (***listen***, ***happen***) are an exception to the CVC rule for doubling consonants. In these cases, we do not double the final consonant before adding the ending: *listening/listened*; *happening/happened*.
- Say, “We have reviewed words that already have double-letter consonants before a suffix is added, such as *stuff*. Do you think we should add another ‘f’ to *stuff* when we add the suffix –ing?”
- Write *stuffing* (with 3 ‘f’s) on the board.
- Say, “No, if a word already has two consonants, we don’t need to add another one when we add a suffix.”
- Point out that we also don’t double the letters ‘x’, ‘y’, or ‘z’ before adding suffixes, e.g., *boxing*, *paying*.
- Direct students to Activity Page 4.2 and review the instructions. Have students work on the activity page independently. If they don’t complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

## Activity Page 4.2







## MULTILINGUAL/ENGLISH LEARNERS

### Foundational Skills

#### Foundational Literacy Skills

|                                     |                                                                                                      |
|-------------------------------------|------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Simplify the activity page by providing fewer word choices based on students' levels of proficiency. |
| <b>Transitioning/<br/>Expanding</b> | Have students work with a proficient reader who acts as a mentor.                                    |
| <b>Bridging</b>                     | Students can work on the activity independently.                                                     |



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, "Give a thumbs-up if you agree and a thumbs-down if you disagree that the following word describes an action taking place now: *looked*." (*thumbs-down*)

## D Differentiation

### Support

Have students first look for single-syllable words with short vowel sounds before they try to identify words with two closed syllables.

### Activity Page 3.3



## Lesson 4: Review: Words with Double-Letter Consonants and the Suffixes *-ed*, *-ing*, Part 2



# Reading

**Primary Focus:** Students will reread “How to Train Your Puppy” fluently with a partner. [RF.5.3, RF.5.3a, RF.5.4, SL.5.1b]

### REREAD “HOW TO TRAIN YOUR PUPPY” (10 MIN.)

**Note:** Students will read today’s text with a partner. You may wish to review the partner reading routines before they read the text.

- Direct students back to the passage on Activity Page 3.3. Tell students that today they will reread “How to Train Your Puppy” with a partner.
- Take time to answer any questions that students may have about “How to Train Your Puppy.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
  - underline at least three words with double-letter consonants;
  - circle at least three words with the suffixes *-ed* and *-ing* ; and
  - highlight at least three multisyllabic words in which all syllables are closed.



## MULTILINGUAL/ENGLISH LEARNERS

### Reading

#### Reading Closely

|                                |                                                                                |
|--------------------------------|--------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Work with student pairs to identify a few words with double-letter consonants. |
| <b>Transitioning/Expanding</b> | Have students share their annotations with another student.                    |
| <b>Bridging</b>                | Encourage students to read aloud the words they annotate to a partner.         |



### Observation: “How to Train Your Puppy” Anecdotal Reading Record

As you listen to each student read “How to Train Your Puppy,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

## Lesson 4: Review: Words with Double-Letter Consonants and the Suffixes *-ed*, *-ing*, Part 2



# Phonics—Encoding

**Primary Focus:** Students will spell and write words with double-letter consonants.  
[L.5.2, L.5.2e]

### SPELL WORDS WITH DOUBLE-LETTER CONSONANTS AND *-ED*, *-ING* (5 MIN.)

- Direct students to take out their dictation journal.
- Tell students that they will be spelling words that have double-letter consonants. Point out that these words contain closed syllables.
- Remind students that the suffix *-ed* can make the /ed/, /d/, or /t/ sound.
- Give the example *batted*. Ask, “What sounds does *batted* contain?”  
(/b/ /a/ /t/ /ed/)
- Write *batted* on the board.
- Ask, “What is the base word in *batted*?” (*bat*)

- Remind them that most words that end in the CVC pattern (consonant-vowel-consonant) need to have the final consonant doubled before adding the suffix.
- Say, “So I know that since *bat* is a CVC word, I will double the ‘t’ to spell *batted*.”
- Say the word *shipped*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- |            |             |            |
|------------|-------------|------------|
| 1. shipped | 4. shopping | 7. getting |
| 2. rubbing | 5. plugging | 8. grinned |
| 3. spotted | 6. trapped  | 9. winning |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                      |
|----------------------|
| 1. I am skipping.    |
| 2. I spotted a ship. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 5, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



### Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

**End Lesson**

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## Lesson 4: Foundational Skills

# Additional Support

### PHONICS SUPPORT

- Make one copy of **Activity Page TR 4.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are finished, ask pairs to share and check their work.

### SHARING

- Say, “Yesterday, you wrote a response to the prompt about ‘How to Train Your Puppy.’ The prompt asked you to identify the central idea of the text and to use at least two details from the passage that support this central idea. Today, you will share your writing. We will practice using another Response Starter to give each other constructive, or helpful, feedback about the writing prompt response.”
- Display the Response Starters table below, uncovering the second Response Starter. Read the Response Starter aloud. Say, “As we listen to a response, we are going to be listening for a central idea of ‘How to Train Your Puppy’ and details from the passage to support this central idea.”
- Pair up students and have one person share the response they wrote about “How to Train Your Puppy” on **Activity Page TR 3.1**. Listeners should use either of the sentence starters to provide constructive feedback. Circulate and provide as much support as necessary to help the student who is responding to successfully use the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on one student to share their writing response with the group. Then have the student call on a listener to comment, using the Response Starter to provide constructive feedback. As time allows, call on two or three more volunteers to share their writing response and ask for feedback.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

### TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *should* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *shooould*. Write the letters to spell *should* on the board.
- Point to the word *should* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /oo/ and /d/ sounds are spelled with ‘ould.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /sh/ for these letters (sh). We say /oo/ + /d/ for these letters (ould).” Point to the letters as you blend the sounds: /sh/ /oo/ /d/, *should*. Say, “*Should!* It’s a word we use all the time.”
- Repeat with the words *front*, *move*, *outside*, *learn*, *need*, and *stay*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

### **Additional Ways to Practice Tricky Words**

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

## REVIEW

# Mixed Review

**PRIMARY FOCUS OF LESSON****Warm-Up**

Students will review identifying words with long and short vowels and consonant blends. [RF.5.3]

**Phonics—Decoding**

Students will identify and read words with long and short vowels, consonant blends, and double-letter consonants. [RF.5.3]

Students will identify closed syllables in two-syllable words. [RF.5.3, RF.5.3a]

**Morphology**

Students will add inflectional endings to base words.  
[RF.5.3, RF.5.3a, RF.5.4, L.5.2]

**Reading**

Students will read and annotate “Deadline Day at the School News” independently and answer questions about key details in the text.  
[RL.5.10, RF.5.3, RF.5.3a]

**Phonics—Encoding**

Students will review spelling and writing words with long and short vowels, consonant blends, and double-letter consonants.  
[L.5.2, L.5.2e]

**FORMATIVE ASSESSMENT****Dictation Journal****Phonics/Encoding Dictation**

[L.5.2, L.5.2e]



## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                 |
|------------------------------------------------------------------------------------------------|---------|---------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                           |
| <b>Warm-Up</b>                                                                                 |         |                           |
| Give Me a Word                                                                                 | 3 min.  |                           |
| <b>Phonics—Decoding</b>                                                                        |         |                           |
| Review: Vowel Sounds, Blends, and Consonant Sound Spellings                                    | 3 min.  | ☐ Activity Pages 5.1, 5.2 |
| Read Closed Two-Syllable Words                                                                 | 3 min.  |                           |
| <b>Morphology</b>                                                                              |         |                           |
| Review Inflectional Endings                                                                    | 6 min.  | ☐ Activity Page 5.3       |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                           |
| <b>Part 2 (15 min.)</b>                                                                        |         |                           |
| <b>Reading</b>                                                                                 |         |                           |
| Read “Deadline Day at the School News” Independently                                           | 10 min. | ☐ Activity Pages 5.4, 5.5 |
| <b>Phonics—Encoding</b>                                                                        |         |                           |
| Encoding Review                                                                                | 5 min.  | ☐ dictation journal       |

## ADVANCE PREPARATION

### Phonics—Decoding

- Gather pennies (or other small objects) for each pair of students. Tear out Activity Page 5.1 and cut out one set of Shop for Spellings Word Cards for each pair of students.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity, such as *backpack, computer, printer, newspaper, deadline, editor, and notebook*.

## Lesson 5: Review: Mixed Review, Part 1

## Warm-Up



**Primary Focus:** Students will review identifying words with long and short vowels and consonant blends. [RF.5.3]

## GIVE ME A WORD (3 MIN.)

- Tell students that they are going to review words with blends and vowel sounds they have learned about this week.
- Write *flag* on the board. Say the word. Underline and point out the *fl* blend.
- Ask, “What is another word that begins with this blend?” (*flow, flight, flock, flip*, and so on)
- Point to the word *flag* again. Repeat the word.
- Ask, “What vowel sound does this word have? Is it long or short?” (*/a/*; *short*)
- Ask, “What is another word with the short */a/* vowel sound?” (*map, trap, flap, sap*, and so on)
- Repeat the routine with *tray, splint*, and *stripe*.

## Lesson 5: Review: Mixed Review, Part 1

## Phonics—Decoding

**Primary Focus**

Students will identify and read words with long and short vowels, consonant blends, and double-letter consonants. [RF.5.3]

Students will identify closed syllables in two-syllable words. [RF.5.3, RF.5.3a]

## REVIEW: VOWEL SOUNDS, BLENDS, AND CONSONANT SOUND SPELLINGS (3 MIN.)

- Organize students into pairs and distribute one set of pennies and Shop for Spellings Word Cards you have precut from Activity Page 5.1 for each pair of students. Then direct students to Activity Page 5.2.
- Review the instructions and game board for the Shop for Spellings game as a class. Answer questions.
- Circulate as students play the game.

Activity Pages  
5.1, 5.2



## D Differentiation

### Challenge

Have partners continue the Closed Two-Syllable Words activity by taking turns providing each other with a first syllable and having their partner complete the word with a closed syllable, for example: *gob-* (*goblet*), *cot-* (*cotton*), *din-* (*dinner*), *ten-* (*tennis*), *sud-* (*sudden*), *pil-* (*pilgrim*).

## D Differentiation

### Support

Write *Today he . . .* and *Yesterday he . . .* on the board, and work with students to categorize the following verbs correctly: *crushed*, *fetches*, *studies*, *talked* to complete each sentence.

### READ CLOSED TWO-SYLLABLE WORDS (3 MIN.)

- Write the following first syllable of a word on the board: *com-*. Say it aloud.
- Say, "A lot of words begin with this closed syllable. Let's solve some riddles to complete words that begin with *com-*."
- Say the first riddle and have students think of a second closed syllable to make a word that begins with *com-*. (*compass*)

|                                                   |                                                                              |
|---------------------------------------------------|------------------------------------------------------------------------------|
| a tool that always shows what direction North is  | a type of text that uses pictures and word bubbles to tell a story           |
| to force or pressure strongly                     | to carry out an action or to dedicate                                        |
| describes something that is made up of many parts | a bright object in space that develops a tail as it orbits closer to the sun |

- Add the second syllable to *com-* on the board. Ask a volunteer to read the complete word aloud. (*compass*)
- Repeat the routine with the remaining riddles. (e.g., *com•ic*, *com•pel*, *com•mit*, *com•plex*, *com•et*)



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, "Give a thumbs-up if you agree and a thumbs-down if you disagree that the following word has two closed syllables: *bucket*." (*thumbs-up*)

### Lesson 5: Review: Mixed Review, Part 1

## Morphology



**Primary Focus:** Students will add inflectional endings to base words.  
[RF.5.3, RF.5.3a, RF.5.4, L.5.2]

### REVIEW INFLECTIONAL ENDINGS (6 MIN.)

- Tell students they are going to review the suffixes they learned about this week.
- Write *berry* on the board. Read the word. Demonstrate changing the *y* to *i* and adding *-es*.

- Ask, “What does this ending tell us about how many berries there are?”  
(*There are more than one.*) Read the new word aloud with the students.
- Write *walk* on the board. Read the word. Demonstrate adding *-ed*.
- Ask, “What does this ending tell us about when the action took place?”  
(*It took place in the past.*) Read the new word aloud with the students.
- Write *wrap* on the board. Read the word. Demonstrate adding *-ing* to *wrap*.
- Point out that because *wrap* ends in a CVC pattern, you will double the ‘p’ before adding the suffix. Read the new word aloud with the students.
- Ask, “What can this ending tell us about when the action took place?”  
(*It might change the meaning of the word to mean the action is happening right now.*)
- Direct students to Activity Page 5.3 and review the instructions. Have students work on the activity page in pairs. If they don’t complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

Activity Page 5.3



| <div> <div>ML/EL</div> <div>MULTILINGUAL/ENGLISH LEARNERS</div> </div> <div> <div>Foundational Skills</div> <div>Foundational Literacy Skills</div> </div> |                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Entering/Emerging                                                                                                                                          | Use props to help students further understand the concepts of singular and plural. For example, point to a book and explain that <i>book</i> is singular. Then point to a stack of books and explain that <i>books</i> is plural. |
| Transitioning/Expanding                                                                                                                                    | Have students explain in their own words the difference between singular and plural.                                                                                                                                              |
| Bridging                                                                                                                                                   | Ask volunteers to generate a short list of singular nouns to make plurals both in English and in their home language.                                                                                                             |

## Lesson 5: Review: Mixed Review, Part 2

## Reading



**Primary Focus:** Students will read and annotate “Deadline Day at the School News” independently and answer questions about key details in the text.

[RL.5.10, RF.5.3, RF.5.3a]

**READ “DEADLINE DAY AT THE SCHOOL NEWS”  
INDEPENDENTLY (10 MIN.)**

Tell students that they will be reading “Deadline Day at the School News” independently. Direct students to Activity Page 5.4.

- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *scrambles*, *malfunctions*, *circulates*
  - phrases: “barely containing my energy,” “springs back to life”
  - domain-specific language: *head editor*, *newsroom*, *deadline*, *printer*, *proofing* (*journalism terms*); *desktop computers*, *backup file* (*technology terms*)
- Read a few lines of the passage, modeling how to sound out unfamiliar words (e.g., *deadline* and *malfunctions*).
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and
  - underline at least three words with double-letter spellings;
  - put a box around at least three compound words;
  - circle at least three words with *-ed* and *-ing*; and
  - highlight at least three one-syllable words with closed syllables.

## D Differentiation

### Support

Before reading “Deadline Day at the School News,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

### Support

Have students focus on one annotation at a time. For example, first have them read and underline words with double-letter spellings. On the next read, have them put a box around compound words, and so on.

- After students have annotated the passage, have them complete the comprehension questions on Activity Page 5.5 independently. If they don't complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

Activity Pages  
5.4, 5.5



**ML/EL**

## MULTILINGUAL/ENGLISH LEARNERS

### Reading

#### Reading Closely

|                                |                                                                                                                                                                              |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Have students write the words from the passage on their own paper using columns to categorize the skills (e.g., <i>Words with double-letter spellings; Compound words</i> ). |
| <b>Transitioning/Expanding</b> | Have students work with a partner to annotate the text.                                                                                                                      |
| <b>Bridging</b>                | Have students work independently to annotate the text and then share their work with a partner.                                                                              |



### Check for Understanding

Circulate as students are working, asking them to explain their annotation decisions.

## Lesson 5: Review: Mixed Review, Part 2

# Phonics—Encoding



**Primary Focus:** Students will review spelling and writing words with long and short vowels, consonant blends, and double-letter consonants.

[L.5.2, L.5.2e]

### ENCODING REVIEW (5 MIN.)

- Explain to students that they will be writing in their dictation journal.
- Tell students that they will be spelling words with long and short vowels, consonant blends, and words with double consonants and suffixes.
- Remind them that they can segment sounds to figure out how to spell the words.
- Give the example of *clap*. Ask, “What sounds does it contain?” (/k/ /l/ /a/ /p/).
- Write *clap* on the board.
- Say, I see the pattern CVC (consonant-vowel-consonant) in ***clap***.
- Ask, “When we see the pattern CVC at the end of the word, what do we usually need to do before adding a suffix like *-ing*?” (*double the consonant t*)
- Write *clapping* on the board. Point out the double consonant.
- Remind students that the suffix *-ed* can make the /ed/, /d/, and /t/ sounds.
- Say the word *bluff*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- |              |             |             |
|--------------|-------------|-------------|
| 1. bluff     | 4. swimming | 7. flies    |
| 2. rubbed    | 5. crabs    | 8. clipping |
| 3. sandboxes | 6. filled   | 9. drops    |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.



- Say the following sentences aloud, pausing to provide students time to write.

1. The rabbit hopped.
2. He bangs on the drum.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 5, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Dictation Journals: Phonics/Encoding Dictation

Collect students' dictation journals to review and monitor student progress.

**End Lesson**

## Lesson 5: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 5.1** for each student.
- Direct students back to Activity Page 5.4.
- Have them reread “Deadline Day at the School News.”
- Review the writing prompt on **Activity Page TR 5.1**.
- Tell students they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- When students are done writing, display the Response Starters table below, showing only the first two Response Starters. Have a volunteer read the Response Starters aloud.
- Tell students that they will share their responses either in pairs or small groups.
- After sharing their response, a student should call on a listener to comment. Remind the student who is responding to use one of the Response Starters to provide constructive feedback. Circulate and provide feedback on how the listeners used the Response Starter.

#### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

## TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lessons 1 and 3. Write the following new words on index cards: *room*, *page*, *still*, *remember*, *than*, *class*, and *ready*.
- Use the cards with the new words. Say, "Today we will review some more Tricky Words together. You can sound out these words, just like you've been doing. But some letter sounds in these words are pronounced differently than we would expect."
- Display and point to the word *room* and say, "This word is tricky because the 'oo' is pronounced /oo/."
- Show how the letters map to the sounds. Say, "Let's sound out this word. My turn first."
- Point to the letters as you say them. Say, "In this word, we say /r/ for this letter. We say /oo/ for these letters, and we say /m/ for this letter." Point to the letters as you blend the sounds: /r/ /oo/ /m/, *room*. Say, "*Room!* It's a word we use all the time, like when we say 'Please clean your room before dinner.'"
- Say, "Now it's your turn. When I touch the letters, you say the sounds and then read the word." Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, "We say *room*. What's the word?" Ask them to sound it out and then read it again. Say, "It is helpful to remember another word that has the /oo/ sound spelled 'oo.'" Write *soon* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining word(s), mapping the correct sounds to the letters in the irregular word.
- Add the Tricky Word cards from Lessons 1 and 3. Say, "Now we're going to practice reading all the new words we learned this week. Let's play a game. We're going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let's see how fast we can go. My turn first."
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, "Do you think you can go faster than I did?"

- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

### **Additional Activities to Review All Tricky Words from This Week**

#### **1. Tricky Words Race**

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

**Note:** Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

#### **2. Call, Flip, Read, Roll**

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1-10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.

- Place students into pairs. Call out a number at random and have each student take turns finding a card with that number on it in their stack. The student then reads the word aloud. If the word is read correctly, the student may then roll a die and whatever number it lands on is the number of points they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student's set of cards.

## 6

## REVIEW

# Silent Letter Combinations: ‘wr’ and ‘kn’

## PRIMARY FOCUS OF LESSON

**Warm-Up**

Students will orally add final sounds to make new words. [RF.5.3]

**Phonics—Decoding**

Students will identify and read words with silent letter combinations. [RF.5.3]

Students will identify and read closed syllables in multisyllabic words.

[RF.5.3, RF.5.3a]

**Morphology**

Students will add inflectional endings *-ing* and *-ed* to base words.

[RF.5.3, RF.5.3a, RF.5.4, L.5.2]

**Reading**

Students will read “Wrestling Through the Ages” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral literal recall questions about key details in the text. [RF.5.3, RF.5.3a, RF.5.4, SL.5.1c]

**Phonics—Encoding**

Students will spell and write multisyllabic words with silent letter combinations /r/ > ‘wr’, /n/ > ‘kn’. [L.5.2, L.5.2e]

## FORMATIVE ASSESSMENT

Activity Page 6.1

Review Silent Letter Combinations: ‘wr’ > /r/, ‘kn’ > /n/. [RF.5.3, RF.5.3a]

Observation

Discussion Questions Observation Record. [RF.5.4]

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials           |
|------------------------------------------------------------------------------------------------|---------|---------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                     |
| <b>Warm-Up</b>                                                                                 |         |                     |
| Add Ending Sounds to Create New Words                                                          | 3 min.  |                     |
| <b>Phonics—Decoding</b>                                                                        |         |                     |
| Review Words with Silent Letter Combinations: 'wr' > /r/, 'kn' > /n/                           | 3 min.  | ☐ Activity Page 6.1 |
| Read Closed Multisyllabic Words                                                                | 3 min.  |                     |
| <b>Morphology</b>                                                                              |         |                     |
| Base Words and Inflectional Endings: -ed, -ing                                                 | 6 min.  | ☐ Activity Page 6.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                     |
| <b>Part 2 (15 min.)</b>                                                                        |         |                     |
| <b>Reading</b>                                                                                 |         |                     |
| Read "Wrestling Through the Ages" with Accuracy                                                | 10 min. | ☐ Activity Page 6.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                     |
| Spell multisyllabic words with silent letter combinations 'wr' > /r/ and 'kn' > /n/            | 5 min.  | ☐ dictation journal |

## ADVANCE PREPARATION

### Reading

- Ensure you have the Unit 1 Discussion Questions Observation Record that you prepared in Lesson 1. Remember to ask each student to respond to at least one discussion question over the course of the week. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity, such as *wrestling*, *athlete*, and *championship*.



## Lesson 6: Review: Silent Letter Combinations: 'wr' and 'kn', Part 1

## Warm-Up



**Primary Focus:** Students will orally add final sounds to make new words.  
[RF.5.3]

## ADD ENDING SOUNDS TO CREATE NEW WORDS (3 MIN.)

**Note:** This activity should be done orally.

- Remind students that adding one sound to a word can change its meaning.
- Say the word *bell*. Demonstrate how to make a new word by adding a sound to the end of the word.
- Say, "If I add /t/ to the end of *bell*, I can make the word *belt*. If I added the sound /z/ instead, I could make the word *bells*."
- Continue the routine with the remaining examples. Have students create new words by adding sounds to the end of each word.

| Example | Possible New Words    |
|---------|-----------------------|
| bell    | <i>bells, belt</i>    |
| hat     | <i>hats, hatch</i>    |
| write   | <i>writer, writes</i> |
| know    | <i>known, knows</i>   |

## D Differentiation

### Challenge

Have students identify how adding phonemes can change word meanings. For example, adding /z/ or /s/ to a noun creates a plural noun.

## Lesson 6: Review: Silent Letter Combinations: 'wr' and 'kn', Part 1

# Phonics—Decoding



### Primary Focus

Students will identify and read words with silent letter combinations. [RF.5.3]

Students will identify and read closed syllables in multisyllabic words.

[RF.5.3, RF.5.3a]

### REVIEW WORDS WITH SILENT LETTER COMBINATIONS: 'WR' > /R/, 'KN' > /N/ (3 MIN.)

- Tell students that today you are going to focus on some tricky spellings for consonant sounds found mostly at the beginning of words.
- Write the spelling 'kn' on the board.
- Say, "Let's talk about this spelling in the word 'know.'"
- Write the word *know* on the board.
- Say, "We don't usually hear words that are said /k/ /n/, do we? The spelling 'kn' makes the sound /n/. The 'k' is silent."
- Write the spelling 'wr' on the board.
- Say, "Let's talk about this spelling in the word 'write.'"
- Write the word *write* on the board.
- Say, "We don't say this word /w/ /r/ /ie/ /t/, do we? The 'wr' makes the sound /r/ because the 'w' is silent."
- Say, "These are tricky spellings. When we read, we can remember not to say the /k/ in words with 'kn' and the /w/ in words with 'wr'. When we spell words with these silent letter combinations, we just have to learn the words and remember them."
- Write the following words on the board: *knock, knife, knot, knob, knitter, kneepad, wrap, wren, wrong, wrist, wrinkle, and wrapper*.
- Underline the silent letter in each word. Then read each word aloud, and ask students to read the word aloud.
- Direct students to Activity Page 6.1 and review the instructions. If time permits, divide students into groups to complete the activity page in class. If necessary, students may complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

### Activity Page 6.1





## MULTILINGUAL/ENGLISH LEARNERS

### Foundational Skills

#### Foundational Literacy Skills

|                                |                                                                                                                                                                                                                                                            |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Ask students to pronounce the sounds made by the letters 'r' and 'n'. Then ask them to pronounce the sounds made by the letter combinations 'wr' and 'kn'.                                                                                                 |
| <b>Transitioning/Expanding</b> | Ask students to pronounce the sounds made by the letters 'r', 'n', 'k', and 'w'. Then ask them to pronounce the sounds made by the letter combinations 'wr' and 'kn'.                                                                                      |
| <b>Bridging</b>                | Ask students to pronounce the sounds made by the letter combinations 'wr' and 'kn' and identify one example of a word that uses each letter combination. Ask them whether they know of other examples of silent letters in English or their home language. |

### READ CLOSED MULTISYLLABIC WORDS (3 MIN.)

- Say, “We have learned that syllables that have a vowel closed up by a consonant are called *closed syllables*. The vowel in a closed syllable makes a short vowel sound.”
- Write the word *wristband* on the board.
- Underline the first syllable of *wristband*.
- Say, “This is a closed syllable because the vowel ‘i’ is closed up by the consonant blend ‘st’. The ‘i’ makes the short /i/ sound.” Read the word aloud with students.
- Write the word *kneepad* on the board.
- Underline the second syllable of *kneepad*.
- Say, “This is a closed syllable because the ‘a’ is closed up by the ‘d’. The ‘a’ makes the short /a/ sound.” Read the word aloud with students.
- Repeat the activity by having individual students underline the closed syllables in the following words before reading them aloud: *backpack*, *knitted*, *lesson*, *muffin*, *nutshell*, *written*, *sudden*, and *zigzag*. (*All of the syllables are closed.*)

## D Differentiation

### Challenge

Challenge students to generate additional multisyllabic words with closed syllables and share them with a partner. Have the partner identify the closed syllables. Then have partners switch roles.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, “The word *kneepad* has two closed syllables.”  
(*thumbs-down; the vowel sound in knee is not closed by a consonant and does not have a short vowel sound*)

## Lesson 6: Review: Silent Letter Combinations: ‘wr’ and ‘kn’, Part 1

# Morphology



**Primary Focus:** Students will add inflectional endings *-ing* and *-ed* to base words.  
[RF.5.3, RF.5.3a, RF.5.4, L.5.2]

### BASE WORDS AND INFLECTIONAL ENDINGS: *-ED*, *-ING* (6 MIN.)

- Remind students that they have learned about the suffixes *-ed* and *-ing*.
- Say, “The suffix *-ed* shows that the action took place in the past, and the suffix *-ing* can show that an action is taking place now.”
- Tell students that the spelling of some words change when adding the suffixes *-ed* and *-ing*.
- Write the word *change* on the board and say it aloud.
- Say, “For words that end in ‘e’, we have to drop the final ‘e’ before we add *-ed* or *-ing*.”
- Then write the words *changed* and *changing*. Have students read each word aloud.
- Write the word *try* on the board.
- Say, “For words that end in ‘y’, we have to change the ‘y’ to ‘i’ before we add *-ed*. But we don’t have to make that change before we add *-ing*.”
- Write the words *tried* and *trying* on the board. Have students read each word aloud.
- Write the word *stop* on the board.
- Say, “Remember that most words that end in the CVC pattern (consonant-vowel-consonant) need to have the final consonant doubled before adding the suffix.”
- Annotate the word *stop* with ‘C’ above the ‘t’, ‘V’ above the ‘o’, and ‘C’ above the ‘p’.

- Then write the words *stopped* and *stopping*. Have students read each word aloud.
- Direct students to Activity Page 6.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Part 2

### Lesson 6: Review: Silent Letter Combinations: 'wr' and 'kn', Part 2

# Reading



**Primary Focus:** Students will read “Wrestling Through the Ages” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral literal recall questions about key details in the text. [RF.5.3, RF.5.3a, RF.5.4, SL.5.1c]

#### READ “WRESTLING THROUGH THE AGES” WITH ACCURACY (10 MIN.)

- Direct students to Activity Page 6.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
  - words: *grappling*, *limbs*, *strategy*
  - phrases: “stone carvings,” “protective gear”
- Have students follow along as you read “Wrestling Through the Ages.”
- Read the story once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *championships* and *undoubtedly*).
- Have students practice pronouncing the words with you.

### Activity Page 6.2



### D Differentiation

#### Support

Before reading “Wrestling Through the Ages,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

### Activity Page 6.3



- Read the story once more with the whole class as a choral read.

## Wrap-Up

### Discussion Questions for “Wrestling Through the Ages”

1. **Literal.** According to the passage, where can we find early evidence of wrestling?
  - » We can find evidence in Egyptian tombs showing stone carvings and Greek records describing Olympic wrestling contests.
2. **Literal.** What do referees do to get a better view when checking for pins?
  - » Referees briefly kneel to get a better view of shoulders touching the mat.
3. **Inferential.** Why do you think knights and warriors practiced wrestling in ancient times?
  - » Answers may vary but should include inferences that wrestling helped develop combat skills and strength needed for battle, as the text mentions these techniques were valuable in both sport and combat.
4. **Inferential.** Based on the passage, what makes wrestling different from other sports?
  - » Answers may vary but should include inferences that recognize that wrestling uniquely combines physical strength, strategy, quick thinking, and specific technical skills while requiring both mental and physical toughness.
5. **Evaluative.** Which aspect of wrestling seems most challenging: the physical demands or the mental strategy? Use evidence from the text to support your answer.
  - » Answers will vary but should include evaluations of two aspects of wrestling using details from the passage about training, thinking quickly, learning techniques, and physical challenges.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, “Give a thumbs-up if you think I read this sentence at an appropriate rate, or speed.” Read the sentence too slowly: “He had never gone on such an adventure before.” (*thumbs-down*)



### Observation: Discussion Questions Observation Record

- Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.
- **Turn and Talk:** Write the inferential question on the board and say, “Talking with a

partner is one way to bring more perspectives and information to our discussion. Let's take a moment to think about how we would answer this question."

- After providing some wait time, pair up students and have them take turns asking and answering the question. Remind students to ask any questions they may have about their partner's answer and then repeat back to their partner what was shared. Circulate and give feedback as partners are sharing and responding.
- Remind students to signal when both partners have contributed to the conversation.
- Call on students and ask them to share one idea their partner shared with them. Ask the other partner if what was shared by the partner matches what they shared. Provide specific corrective feedback, or point out examples of how the response demonstrated how to do a Turn and Talk share.

## Lesson 6: Review: Silent Letter Combinations: 'wr' and 'kn', Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write multisyllabic words with silent letter combinations /r/ > 'wr', /n/ > 'kn'. [L.5.2, L.5.2e]

### SPELL MULTISYLLABIC WORDS WITH SILENT LETTER COMBINATIONS 'WR' > /R/ AND 'KN' > /N/ (5 MIN.)

- Direct students to take out their dictation journal.
- Tell students that they will be spelling multisyllabic words with silent letter combinations 'wr' > /r/ and 'kn' > /n/ that you say aloud.
- Say, "Remember that the /r/ sound in *wrinkled* is spelled with the tricky silent letter combination 'wr'."
- Say the word *wrinkled*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

## D Differentiation

### Challenge

Challenge students to identify which of the spelling words are compound words. (*kneepad*, *wristband*, *knockout*)

- |              |             |             |
|--------------|-------------|-------------|
| 1. wrinkled  | 4. knuckle  | 7. wrung    |
| 2. know      | 5. kneepad  | 8. wrapping |
| 3. wristband | 6. knockout | 9. written  |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                |
|--------------------------------|
| 1. She writes about knitting.  |
| 2. He wrapped his cut knuckle. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 5, but the dictated spelling word should be spelled



correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

End Lesson

## Lesson 6: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 6.1** for each student.
- Direct students to Activity Page 6.3
- Have them reread “Wrestling Through the Ages.”
- Review the writing prompt on **Activity Page TR 6.1**.
- Tell students that they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

### TRICKY WORDS REVIEW

- Write the following words on index cards: *knew*, *wear*, *lead*, *strong*, *story*, *most*, and *follow*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words

are pronounced differently than we would expect. That's what makes them tricky."

- Display and point to the word *knew* and say, "This word is tricky because the 'kn' is pronounced /n/ and the 'ew' is pronounced /oo/."
- Show how the letters map to the sounds. Say, "Let's sound out this word. My turn first."
- Point to the letters as you say them. Say, "In this word, we say /n/ for these letters (kn). We say /oo/ for these letters (ew)." Point to the letters as you blend the sounds: /n/ /oo/, *knew*. Say, "*Knew*! It's a word we use all the time, like when we say 'She knew the answer.'"
- Say, "Now it's your turn. When I touch the letters, you say the sounds and then read the word." Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, "We say *knew*. What's the word?"
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, "Now we're going to practice reading all of the new words we just learned. Ready?" Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, "Remember, some words are tricky. You can sound them out, just like you've been doing. But some letter sounds in these words are pronounced differently than we would expect."

### **Additional Ways to Practice Tricky Words**

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.



## REVIEW

# Silent Letter Combinations: ‘mb’ and ‘bt’

**PRIMARY FOCUS OF LESSON****Warm-Up**

Students will orally create new words by adding phonemes to existing words. [RF.5.3]

**Phonics—Decoding**

Students will identify and read multisyllabic words with the silent letter combinations ‘mb’ and ‘bt’. [RF.5.3, RF.5.3a]

Students will identify and read multisyllabic words with closed syllables. [RF.5.3, RF.5.3a]

**Morphology**

Students will add the inflectional endings *-ing* and *-ed* to base words to change their meanings. [RF.5.3, RF.5.3a, RF.5.4, L.5.2]

**Reading**

Students will reread “Wrestling Through the Ages” fluently with a partner. [RF.5.3, RF.5.3a, RF.5.4, SL.5.1b]

**Phonics—Encoding**

Students will spell and write multisyllabic words with silent letter combinations /m/ > ‘mb’ and /t/ > ‘bt’. [L.5.2, L.5.2e]

**FORMATIVE ASSESSMENT**

Observation

“Wrestling Through the Ages” Anecdotal Reading Record [RF.5.4]

## LESSON AT A GLANCE

|                                                                                         | Time    | Materials           |
|-----------------------------------------------------------------------------------------|---------|---------------------|
| <b>Part 1 (15 min.)</b>                                                                 |         |                     |
| <b>Warm-Up</b>                                                                          |         |                     |
| Add Sounds to Make New Words                                                            | 3 min.  |                     |
| <b>Phonics—Decoding</b>                                                                 |         |                     |
| Review Silent Letter Combinations: 'mb' and 'bt'                                        | 3 min.  |                     |
| Read Closed Multisyllabic Words                                                         | 3 min.  | ☐ Activity Page 7.1 |
| <b>Morphology</b>                                                                       |         |                     |
| Base Words and Inflectional Endings: <i>-ed, -ing</i>                                   | 6 min.  | ☐ Activity Page 7.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. |         |                     |
| <b>Part 2 (15 min.)</b>                                                                 |         |                     |
| <b>Reading</b>                                                                          |         |                     |
| Reread "Wrestling Through the Ages"                                                     | 10 min. | ☐ Activity Page 6.3 |
| <b>Phonics—Encoding</b>                                                                 |         |                     |
| Spell Words with Silent Letter Combinations 'mb' and 'bt'                               | 5 min.  | ☐ dictation journal |

## ADVANCE PREPARATION

### Phonics—Decoding

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Reading

- Ensure you have the Unit 1 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire story.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the story.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity, such as *wrestling*, *athlete*, and *championship*.

## Lesson 7: Review: Silent Letter Combinations: 'mb' and 'bt', Part 1

## Warm-Up



**Primary Focus:** Students will orally create new words by adding phonemes to existing words. [RF.5.3]

### ADD SOUNDS TO MAKE NEW WORDS (3 MIN.)

**Note:** This activity should be done orally.

- Remind students that adding one sound to a word can change its meaning.
- Say, "In the last lesson, we practiced adding a sound to the end of a word to make a new word. We can also add sounds to the beginning or middle of a word."
- Say the word *fee*.
- Say, "I can add the /r/ sound to the middle of *fee* to make the word *free*. I could add the sound /l/ to the end of the word *fee* instead to make *feel*."
- Say the word *out*.
- Say, "I can add the sound /sh/ to the beginning of *out* to make the word *shout*. I could add the sound /d/ to the beginning of the word *out* instead to make the word *doubt*."
- Continue the routine with the remaining words. Ask students to create new words for the rest of the examples.

| Example | Possible New Words |
|---------|--------------------|
| fee     | free, feel         |
| out     | shout, doubt       |
| new     | newt, news         |
| hum     | thumb, hump        |

## D Differentiation

### Support

If students have trouble thinking of sounds to add to the beginning of words, suggest that they go down the alphabet adding sounds until they find a letter sound that makes sense with the word provided (e.g., aout, bout, cout, doubt).

## Lesson 7: Review: Silent Letter Combinations: 'mb' and 'bt', Part 1

# Phonics—Decoding



### Primary Focus

Students will identify and read multisyllabic words with the silent letter combinations 'mb' and 'bt'. [RF.5.3, RF.5.3a]

Students will identify and read multisyllabic words with closed syllables. [RF.5.3, RF.5.3a]

### REVIEW SILENT LETTER COMBINATIONS: 'MB' AND 'BT' (3 MIN.)

- Tell students that today you are going to focus on silent letter combinations found mostly in the middle and at the end of words.
- Write the words *knock* and *wring* on the board. Have students read the words aloud.
- Say, "In the previous lesson we studied words that have silent letters at the beginning of words, such as the 'k' in *knock* and the 'w' in *wring*." Underline the silent letters in each word as you point them out for students.
- Write the spelling 'mb' on the board.
- Say, "Let's look at this spelling in a word."
- Write the word *comb* on the board.
- Say, "We don't usually hear words that end in /m/ /b/, as in /k/ /oe/ /m/ /b/, do we? The spelling 'mb' makes the sound /m/. The letter 'b' is silent." Point to the word and have students read it aloud with you.
- Write the spelling 'bt' on the board.
- Say, "Now let's look at this spelling in a word."
- Write the word *doubt* on the board.
- Say, "We don't usually hear words with the sounds /b/ /t/ together, as in /d/ /ou/ /b/ /t/, do we? The spelling 'bt' makes the sound /t/. The letter 'b' is silent." Point to the word and have students read the word aloud with you.
- Say, "These are tricky spellings. When we read, we should remember not to say the /b/ in words with 'mb' or 'bt'. When we read or spell words with these silent letter combinations, we just have to learn the words and remember them."



- Write the following words on the board: *climb*, *debt*, *lamb*, *numb*, and *subtle*.
- Underline the silent letter in each word. Then read each word aloud and ask students to read it aloud.



## MULTILINGUAL/ENGLISH LEARNERS

### Foundational Skills

#### Foundational Literacy Skills

|                                |                                                                                                                                                                                                                                                                             |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Ask students to pronounce the sound made by the letter 'b'. (/b/) Then ask them to pronounce the sounds made by the letter combinations 'bt' and 'mb'. (/t/ and /m/)                                                                                                        |
| <b>Transitioning/Expanding</b> | Ask students to pronounce the sounds made by the letters 'b', 'm', and 't' (/b/, /m/, /t/). Then ask them to pronounce the sounds made by the letter combinations 'bt' and 'mb'. (/t/ and /m/)                                                                              |
| <b>Bridging</b>                | Ask students to pronounce the sounds made by the letter combinations 'bt' and 'mb' and identify one example of a word that uses each letter combination. (/t/ and /m/) Ask them whether they know of other examples of silent letters in English or in their home language. |

## READ CLOSED MULTISYLLABIC WORDS (3 MIN.)

- Say, "Syllables that have a vowel 'closed up' by a consonant are called *closed syllables*. The vowel in a closed syllable makes a short vowel sound."
- Write the word *knapsack* on the board.
- Underline the first syllable of *knapsack*.
- Say, "This is a closed syllable because the vowel 'a' is closed up by the consonant 'p'. The 'a' has a short vowel sound."
- Underline the second syllable of *knapsack*.
- Say, "This is also a closed syllable because the 'a' is closed up by the consonant digraph 'ck'. The 'a' has a short vowel sound." Say the word aloud, emphasizing its syllables, *knap•sack*.
- Write the word *numbly* on the board.
- Underline the first syllable of *numbly*.
- Say, "This is a closed syllable with a short vowel sound. The vowel 'u' is closed up by the consonant digraph 'mb'."
- Point out that the second syllable in *numbly* is not a closed syllable. Point to each syllable as you say the word aloud, and then have students read the word aloud.

## Activity Page 7.1



- Direct students to Activity Page 7.1 and review the instructions.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

- **Turn and Talk:** Say, "Talking with a partner is one way to bring more information to our learning. We will take turns deciding whether a multisyllabic word contains any closed syllables. For example, I might say a multisyllabic word like *cabinet*. My partner would decide if the word contains any closed syllables and identify them."
- Model the steps with a volunteer, including checking each other's work before moving on, by explaining why each syllable identified is a closed syllable. (It is closed in by a consonant and makes the short vowel sound.) Wrap up by showing the signal that you are both done.
- Pair up students. Say, "Think of a multisyllabic word. Turn to your partner and share it with them. Then have your partner identify any closed syllables in the word."
- Remind students to signal when both partners have contributed to the conversation.
- Call on students to share a word provided by their partner and identify the closed syllables, noting the word and closed syllables on the board. Provide corrective feedback as necessary.

## Lesson 7: Review: Silent Letter Combinations: 'mb' and 'bt', Part 1

# Morphology



**Primary Focus:** Students will add the inflectional endings *-ing* and *-ed* to base words to change their meanings. [RF.5.3, RF.5.3a, RF.5.4, L.5.2]

### BASE WORDS AND INFLECTIONAL ENDINGS: *-ED*, *-ING* (6 MIN.)

- Write the suffix *-ed* on the board.
- Say, "We have learned that adding *-ed* to the end of a verb changes its meaning to show that an action happened in the past."
- Write the suffix *-ing* on the board.
- Say, "We have also learned that adding *-ing* to the end of a verb can change its meaning to show that an action is happening now."
- Explain that students will practice adding these suffixes to base words. Write the word *decide* on the board. Read the word aloud with the students.
- Ask, "How would we say that this action happened in the past?" (*decided*)
- Write two spellings of the word on the board: *decideed* and *decided*.
- Ask, "Which is the correct spelling?" (*decided*)
- Ask, "How would we say that this action is happening now?" (*deciding*)
- Write two spellings of the word on the board: *deciding* and *decideing*.
- Ask, "Which is the correct spelling?" (*deciding*)
- Explain that for verbs that end in 'e', you must drop the final 'e' before adding *-ed* and *-ing*.
- Direct students to Activity Page 7.2. Read the base words aloud with the whole group, and then review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## D Differentiation

### Support

Circulate as students work on Activity Page 7.2 and help students decode the base words as needed. Students who struggle to identify the correct spelling may benefit from further instruction.

### Activity Page 7.2



## Lesson 7: Review: Silent Letter Combinations: 'mb' and 'bt', Part 2

## Reading



**Primary Focus:** Students will reread “Wrestling Through the Ages” fluently with a partner. [RF.5.3, RF.5.3a, RF.5.4, SL.5.1b]

**REREAD “WRESTLING THROUGH THE AGES” (10 MIN.)**

**Note:** Students will read today’s story with a partner. You may wish to review the partner reading routines before they read the story.

## Activity Page 6.3



- Direct students back to the passage on Activity Page 6.3. Tell students that today they will reread “Wrestling Through the Ages” with a partner.
- Take time to answer any questions that students may have about “Wrestling Through the Ages.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
  - Remind students to listen carefully while their partner reads.
  - Students may ask their partners questions about the text and discuss what they read.
- After students read the passage, have them work together to
  - underline three words with silent letter ‘mb’ and ‘bt’ spelling patterns,;
  - circle three words with *-ing* and *-ed* endings, ; and
  - highlight three multisyllabic words with closed syllables, .



## MULTILINGUAL/ENGLISH LEARNERS

### Reading

#### Reading Closely

|                                     |                                                                                  |
|-------------------------------------|----------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Work with student pairs to identify a few words with silent letter combinations. |
| <b>Transitioning/<br/>Expanding</b> | Have students share their annotations with another student.                      |
| <b>Bridging</b>                     | Encourage students to read aloud the words they annotate to a partner.           |



### Observation: “Wrestling Through the Ages”

#### Anecdotal Reading Record

As you listen to each student read “Wrestling Through the Ages,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

## Lesson 7: Review: Silent Letter Combinations: ‘mb’ and ‘bt’, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write multisyllabic words with silent letter combinations /m/ > ‘mb’ and /t/ > ‘bt’. [L.5.2, L.5.2e]

### **SPELL WORDS WITH SILENT LETTER COMBINATIONS ‘MB’ AND ‘BT’ (5 MIN.)**

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words that use the ‘mb’ and ‘bt’ patterns.
- Remind them that these words have silent letters.
- Give the example *debt*. Ask, “What sounds does this word contain?” (/d/ /e/ /t/)
- Write *debt* on the board. Underline the letters ‘bt’ as you read the word.
- Say the word *climber*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- |             |             |             |
|-------------|-------------|-------------|
| 1. climber  | 4. doubting | 7. doubtful |
| 2. plumbing | 5. debts    | 8. crumb    |
| 3. lambskin | 6. thumb    | 9. numbing  |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                    |
|------------------------------------|
| 1. She was combing the lamb's fur. |
| 2. He climbed on a limb.           |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 5, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

**End Lesson**

## Lesson 7: Foundational Skills

# Additional Support

### PHONICS SUPPORT

- Make one copy of **Activity Page TR 7.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are done writing, ask pairs to share and check their work.

### SHARING

- Say, “Yesterday, you wrote a response to the prompt about ‘Wrestling Through the Ages.’ The prompt reminded us that one central idea of the passage is that wrestling requires dedication, training, and combining both physical and mental skills to succeed. Your writing prompt asked you to use details from your own life to describe when you have had to show dedication and combine different skills to succeed at something challenging. Today, you will share your writing and practice using another Response Starter to give each other constructive, or helpful, feedback about the writing prompt response.”
- Display the Response Starters table below, uncovering the third Response Starter.
- Read the Response Starter aloud. Say, “As we listen to a response, we are going to be listening for an idea that stands out to us and thinking about why it stands out. Listen as I read a sample response.”
- Say, “I had to show dedication and combine different skills when I learned to play basketball. At first, I could only dribble or shoot, but not both together. My coach told me I needed to practice my footwork while dribbling. Then I had to learn how to think quickly about where to pass the ball! My first few games were frustrating because I couldn’t combine all the skills at once. I made many mistakes when trying to dribble, think, and move at the same time. I practiced over and over. I finally got better at basketball because I kept working on combining all the different skills! Now I can dribble down the court while watching for teammates and planning my next move without even thinking about it.”

- Point to the Response Starter and say, “Let me use this Response Starter to provide feedback. ‘The idea that stood out to me was that you never gave up because you made many mistakes when trying to combine all the skills at once.’”
- Say, “Now it’s your turn to practice giving feedback using a Response Starter.” Pair up students and have one person share the response they wrote about “Wrestling Through the Ages” on **Activity Page TR 6.1**. Listeners should try to use the third sentence starter to provide constructive feedback. Circulate and provide as much support as necessary to help the students who are responding to successfully use the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on one student to share their writing response with the group. Then have the student call on a listener to comment, using the Response Starter to provide constructive feedback. Provide as much support as necessary to help the student who is responding to successfully use the Response Starter. As time allows, call on two or three more volunteers to share their writing response and ask for feedback.
- Keep this table for all lessons that include writing about text. Response Starters should be used consistently to provide targeted feedback that helps the writer note a) where they used evidence correctly, b) where their word choice was impactful, and c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

### TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *knew* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *nnoo*. Write the letters to spell *knew* on the board.



- Point to the word *knew* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /n/ sound is spelled with ‘kn’ and the /oo/ sound is spelled with ‘ew.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /n/ for these letters (kn). We say /oo/ for these letters (ew).” Point to the letters as you blend the sounds: /n/ /oo/, *knew*. Say, “*Knew!* It’s a word we use all the time.”
- Repeat with the words *wear*, *lead*, *strong*, *story*, *most*, and *follow*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

### **Additional Ways to Practice Tricky Words**

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

## 8

## REVIEW

Spellings for /k/  
and /ch/

## PRIMARY FOCUS OF LESSON

**Warm-Up**

Students will review words with /ch/ and /k/ > 'ch'. [RF.5.3]

**Phonics—Decoding**

Students will identify and read words with /ch/ > 'ch' and 'tch' and /k/ > 'ch'. [RF.5.3]

Students will identify and read closed syllables in multisyllabic words. [RF.5.3, RF.5.3a]

**Morphology**

Students will add the inflectional endings *-ing* and *-ed* to base words to change their meanings. [RF.5.3, RF.5.3a, RF.5.4, L.5.2]

**Reading**

Students will read "Navigating the Ocean: Modern Ships at Sea" fluently and will answer questions about key details in the text. [RF.5.3, RF.5.3a, RF.5.4]

**Phonics—Encoding**

Students will spell and write multisyllabic words with 'ch' and 'tch' > /ch/ and 'ch' > /k/. [L.5.2, L.5.2e]

## FORMATIVE ASSESSMENT

Activity Page 8.2      Inflectional Endings: *-ed*, *-ing* [RF.3.3d]

## LESSON AT A GLANCE

|                                                                                         | Time    | Materials                 |
|-----------------------------------------------------------------------------------------|---------|---------------------------|
| <b>Part 1 (15 min.)</b>                                                                 |         |                           |
| <b>Warm-Up</b>                                                                          |         |                           |
| Review /ch/ and /k/                                                                     | 3 min.  |                           |
| <b>Phonics—Decoding</b>                                                                 |         |                           |
| Review /ch/ > 'ch' and 'tch', /k/ > 'ch'                                                | 3 min.  |                           |
| Read Closed Multisyllabic Words                                                         | 3 min.  | ☐ Activity Page 8.1       |
| <b>Morphology</b>                                                                       |         |                           |
| Base Words and Inflectional Endings: <i>-ed</i> , <i>-ing</i>                           | 6 min.  | ☐ Activity Page 8.2       |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. |         |                           |
| <b>Part 2 (15 min.)</b>                                                                 |         |                           |
| <b>Reading</b>                                                                          |         |                           |
| Read "Navigating the Ocean: Modern Ships at Sea"                                        | 10 min. | ☐ Activity Pages 8.3, 8.4 |
| <b>Phonics—Encoding</b>                                                                 |         |                           |
| Spell Words with 'ch' and 'tch' > /ch/, 'ch' > /k/                                      | 5 min.  | ☐ dictation journal       |

## ADVANCE PREPARATION

### Phonics—Decoding

- To learn more about how your students' language varieties may affect their pronunciation of certain sounds as they decode words, refer to the Language Varieties' Influence on Letter Sounds and Language Varieties' Influence on Decoding documents, available under the General English Learners resource in the program's digital components site.

### Reading

- Students will answer comprehension questions in groups. You may wish to assign groups according to students' levels in advance.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *compass*, *radar*, *bridge*, *vessel*, *anchor*, *sonar*, and *satellite*.

## Lesson 8: Review: Spellings for /k/ and /ch/, Part 1

## Warm-Up



**Primary Focus:** Students will review words with /ch/ and /k/ > 'ch'. [RF.5.3]

**REVIEW /CH/ AND /K/ (3 MIN.)**

- Say the word *change* aloud.
- Ask a student to repeat the word.
- Write the word *change* on the board and underline the 'ch'.
- Say, "The letters 'ch' make the /ch/ sound in *change*."
- Explain that you can change the /n/ sound to /r/ to create *charge*. Have students pronounce the word *charge*. Write *charge* on the board.
- Continue this process with the remaining words.

1. charge > chart > char > charm
2. itch > ditch > pitch > patch

- Write the word *school* on the board and underline the 'ch'.
- Say, "Sometimes the spelling 'ch' makes the /k/ sound, as in *school*."
- Repeat the routine with the following words: *scheme*, *scholar*, and *schedule*.

## Lesson 8: Review: Spellings for /k/ and /ch/, Part 1

## Phonics—Decoding


**Primary Focus**

Students will identify and read words with /ch/ > 'ch' and 'tch' and /k/ > 'ch'.

[RF.5.3]

Students will identify and read closed syllables in multisyllabic words.

[RF.5.3, RF.5.3a]

**REVIEW /CH/ > 'CH' AND 'TCH', /K/ > 'CH' (3 MIN.)**

- Write *hip* on the board. Ask a student to read the word aloud.

- Add the letter 'c' to create *chip*.
- As you make this change, say, "If that word is *hip*, what is this word?" Have students read each new word aloud.
- Continue this process with the remaining words.
- Complete the chaining for the various consonant blends.

1. chip > chop > chap > chaps > chats > chat > chant > can't > cat > cap
2. much > munch > lunch > bunch > bun > Ben > wren > wrench > bench

- Write on the board: ch /ch/, tch /ch/, ch /k/.
- Say, "The letter combination 'ch' usually spells the sound /ch/."
- Write *champ*, *rich*, and *bunch* on the board under the 'ch' /ch/. Underline the 'ch' as you read each word while pointing out where in the word the 'ch' spelling of /ch/ occurs, at the beginning of the word or at the end.
- Point to the 'tch'. Say, "This letter combination, 'tch', can also spell the sound /ch/. The 'tch' spelling of /ch/ happens only at the end of the word or base word."
- Write *catch*, *scratch*, and *sketch* on the board under the 'tch' /ch/.
- Say, "The /ch/ sound is spelled 'tch' when it is at the end of the word and comes after a single vowel. Let's read these words together."
- Circle the vowel and underline the 'tch' as the students read *catch*, *scratch*, and *sketch* aloud.
- Say, "Sometimes the spelling 'ch' makes the /k/ sound, as in *school*."
- Write *ache*, *anchor*, *stomach*, and *chorus* on the board under the 'ch' /k/.
- Say, "Let's read these words together." Underline the 'ch' spelling of /k/ as the class reads the words aloud. Note that the 'ch' of /k/ can be at the beginning, middle, or end of the word.
- Say, "Words with /ch/ spelled 'tch' and /k/ spelled 'ch' can be tricky. They must be learned and remembered. Let's read these words to practice."
- Write *rich*, *catch*, and *school* again and call on different students to read each word. Underline the 'ch' or 'tch' if a student has difficulty.

## READ CLOSED MULTISYLLABIC WORDS (3 MIN.)

- Remind students that syllables that have a vowel “closed up” by a consonant are called *closed syllables*. Point out that the vowel in a closed syllable makes a short vowel sound.
- Write the word *sandwich* on the board.
- Underline the first syllable of *sandwich*.
- Say, “This is a closed syllable because the vowel ‘a’ is closed up by the consonant blend ‘nd’. The ‘a’ makes the short /a/ sound.”
- Underline the second syllable of *sandwich*.
- Explain that *this* is also a closed syllable because the ‘i’ is closed up by the ‘ch’ and makes the /i/ sound. Say the word aloud, emphasizing its syllables, *sand•wich*. Have students read it aloud.
- Write the word *backache* on the board.
- Underline the first syllable of *backache*.
- Explain that this is a closed syllable with a short vowel sound /a/. Emphasize that the second syllable is not a closed syllable. Say the word aloud, emphasizing its syllables, *back•ache*. Have students read it aloud.
- Direct students to Activity Page 8.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Activity Page 8.1



ML/EL

### MULTILINGUAL/ENGLISH LEARNERS

#### Foundational Skills

#### Foundational Literacy Skills

#### Entering/Emerging

Have students say a word that begins with a /k/ such as *kit*. Then have them say *skit*. Explain that the ‘ch’ in *school* makes the /k/ sound. Have them say the word *school*.

#### Transitioning/ Expanding

Have students say the following words: *skate*, *score*, and *school*. Ask, “What sound does the ‘ch’ make in *school*?” (/k/)

#### Bridging

Have students come up with examples of one word that uses ‘ch’ to make the /ch/ sound and one word that uses ‘ch’ to make the /k/ sound.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, “Give a thumbs-up if you agree with the following statement, and give a thumbs-down if you disagree: ‘The word *public* has two closed syllables.’” (*thumbs-up*) As needed, explain that both vowels in the syllables *-pub* and *-lic* are “closed up” by consonants.

## Lesson 8: Review: Spellings for /k/ and /ch/, Part 1

# Morphology



**Primary Focus:** Students will add the inflectional endings *-ing* and *-ed* to base words to change their meanings. [RF.5.3, RF.5.3a, RF.5.4, L.5.2]

### BASE WORDS AND INFLECTIONAL ENDINGS: *-ED*, *-ING* (6 MIN.)

- Remind students that when we spell words that end in the CVC (consonant-vowel-consonant) pattern, we usually double the final consonant before adding *-ing* and *-ed*.
- Write the word *bat* on the board.
- Have students read the word aloud.
- Annotate the word with a C above ‘b’, V above ‘a’, and C above ‘t’. Explain that ‘C’ stands for *consonant* and ‘V’ stands for *vowel*.
- Then add the suffix *-ted* to create *batted*. Explain that the ‘t’ needs to be doubled at the end of *bat* when the suffix *-ed* is added.
- Ask students to read the word with the suffix added aloud. Review briefly that the suffix *-ed* signals that something happened in the past.
- Repeat the routine by adding the *-ing* suffix to create *batting*. Review briefly that the suffix *-ing* can signal that something is happening now.
- Continue using the words in the table.
- When you reach the word *hope*, write the word on the board and annotate it with V above ‘o’, C above ‘p’, and V above ‘e’.



- Say, “This word ends in an ‘e’. In this case, we need to drop the final ‘e’ before adding a suffix.”
- Model crossing out the ‘e’ and adding *-ed*. Rewrite the word beneath as *hoped*. Read the word aloud with students. Repeat the model with *hoping*.
- Remind students that the word *yell* already ends in double consonants, so no spelling changes need to be made when adding the suffixes.

| Base Word | <i>-ed</i> | <i>-ing</i> |
|-----------|------------|-------------|
| bat       | batted     | batting     |
| dip       | dipped     | dipping     |
| hop       | hopped     | hopping     |
| hope      | hoped      | hoping      |
| hug       | hugged     | hugging     |
| swap      | swapped    | swapping    |
| trim      | trimmed    | trimming    |
| yell      | yelled     | yelling     |

- Direct students to Activity Page 8.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## D Differentiation

### Support

Explain to students that some irregular verbs do not use the suffix *-ed*, even if they fall into the CVC pattern. Use the example *run*. Explain that to say this action is happening now, we say *running*. However, to say the action happened in the past, we say *ran* (not *runned*).

### Activity Page 8.2



Read aloud the words in the table to make sure students can decode them.

## D Differentiation

### Support

Before reading “Navigating the Ocean: Modern Ships at Sea,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

### Activity Pages 8.3, 8.4



## Part 2

### Lesson 8: Review: Spellings for /k/ and /ch/, Part 2

# Reading



**Primary Focus:** Students will read “Navigating the Ocean: Modern Ships at Sea” fluently and will answer questions about key details in the text.

[RF.5.3, RF.5.3a, RF.5.4]

### READ “NAVIGATING THE OCEAN: MODERN SHIPS AT SEA” (10 MIN.)

- Direct students to Activity Page 8.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *navigate*, *vessels*, *compass*, *radar*, *sonar*, *bridge*, *anchor*
  - phrases: “charted courses,” “echo sounders,” “bridge crews,” “backup systems”
- Have students follow along as you read “Navigating the Ocean: Modern Ships at Sea.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *sophisticated* and *emergency*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.
- Then have them turn to Activity Page 8.4 and complete the comprehension questions. If they don’t complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



### Check for Understanding

Circulate as students are working, asking them to explain their responses to the comprehension questions.

## Lesson 8: Review: Spellings for /k/ and /ch/, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write multisyllabic words with 'ch' and 'tch' > /ch/ and 'ch' > /k/. [L.5.2, L.5.2e]

### SPELL WORDS WITH 'CH' AND 'TCH' > /CH/, 'CH' > /K/ (5 MIN.)

- Direct students to their dictation journal.
- Tell students that they will be spelling words with 'ch' and 'tch' that you say aloud. Note that both 'ch' and 'tch' can spell the /ch/ sound.
- Say, "Remember that 'ch' can sometimes make the /ch/ sound but can also make the /k/ sound."
- Say the word *chart*, emphasizing the /ch/, and write it on the board. Then say the word *anchor*, emphasizing the /k/, and write it on the board.
- Say the word *sandwich*. Repeat it. Have students write it on Activity Page 8.4.
- Repeat with the remaining words.

- |              |                 |               |
|--------------|-----------------|---------------|
| 1. sandwich  | 4. butterscotch | 7. watchtower |
| 2. character | 5. headache     | 8. chicken    |
| 3. echo      | 6. chasing      | 9. chipped    |

- Then tell students you will say two sentences aloud for them to write in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. The chatter gave me a headache.
2. Bring your lunchbox to the schoolyard.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 5, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



## MULTILINGUAL/ENGLISH LEARNERS

### Reading

#### Reading Closely

#### Entering/Emerging

Provide options for individual reading. Pair students complete comprehension questions on the activity page, pair strong and struggling readers. Ask them first to read the first paragraph together, alternating between sentences. Then ask them to read the rest of the text independently. Have a strong reader work with a struggling reader to complete the comprehension questions.

#### Transitioning/ Expanding

Have a small group read the first paragraph together, taking turns, and work together to complete the comprehension questions.

#### Bridging

Have students read independently and then work with a partner to share their responses to the comprehension questions.



### Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

### End Lesson

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## Lesson 8: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 8.1** for each student.
- Direct students to Activity Page 8.3
- Have them reread “Navigating the Ocean: Modern Ships at Sea.”
- Review the writing prompt on **Activity Page TR 8.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

### TRICKY WORDS REVIEW

- Write the following words on index cards: *sound*, *alone*, *quick*, *number*, *real*, *sea*, and *ocean*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *sound* and say, “This word is tricky because the ‘ou’ is pronounced /ow/ (like in ‘out’).”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”

- Point to the letters as you say them. Say, “In this word, we say /s/ for this letter. We say /ow/ for these letters (ou). We blend and say /n/ /d/ for these letters.” Point to the letters as you blend the sounds: /s/ /ow/ /n/ /d/, *sound*. Say, “*Sound!* It’s a word we use all the time, like when we say ‘I heard a loud sound.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *sound*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### **Additional Ways to Practice Tricky Words**

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.



## REVIEW

# Digraphs: ‘sh’ and ‘qu’

## PRIMARY FOCUS OF LESSON

**Warm-Up**

Students will review words with /sh/ and /qu/. [RF.5.3]

**Phonics—Decoding**

Students will identify and read words with ‘sh’ and ‘qu’. [RF.5.3]

Students will identify and read words with open syllables. [RF.5.3, RF.5.3a]

**Morphology**

Students will add the inflectional endings *-ing* and *-ed* to base words to change their meanings. [RF.5.3, RF.5.3a, RF.5.4, L.5.2]

**Reading**

Students will reread “Navigating the Ocean: Modern Ships at Sea” fluently with a partner. [RF.5.3, RF.5.3a, RF.5.4, SL.5.1b]

**Phonics—Encoding**

Students will spell and write multisyllabic words with digraphs ‘sh’ > /sh/, ‘qu’ > /qu/. [L.5.2, L.5.2e]

## FORMATIVE ASSESSMENT

Observation

“Navigating the Ocean: Modern Ships at Sea”  
Anecdotal Reading Record [RF.5.4]



## LESSON AT A GLANCE

|                                                                                         | Time    | Materials           |
|-----------------------------------------------------------------------------------------|---------|---------------------|
| <b>Part 1 (15 min.)</b>                                                                 |         |                     |
| <b>Warm-Up</b>                                                                          |         |                     |
| Review /sh/ and /qu/                                                                    | 3 min.  |                     |
| <b>Phonics—Decoding</b>                                                                 |         |                     |
| Review Digraphs: 'sh', 'qu'                                                             | 3 min.  | ☐ Activity Page 9.1 |
| Read Open One-Syllable Words                                                            | 3 min.  |                     |
| <b>Morphology</b>                                                                       |         |                     |
| Base Words and Inflectional Endings: <i>-ed</i> , <i>-ing</i>                           | 6 min.  | ☐ Activity Page 9.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. |         |                     |
| <b>Part 2 (15 min.)</b>                                                                 |         |                     |
| <b>Reading</b>                                                                          |         |                     |
| Reread "Navigating the Ocean: Modern Ships at Sea"                                      | 10 min. | ☐ Activity Page 8.3 |
| <b>Phonics—Encoding</b>                                                                 |         |                     |
| Spell Words with 'sh' > /sh/, 'qu' > /qu/                                               | 5 min.  | ☐ dictation journal |

## ADVANCE PREPARATION

### Phonics—Decoding

- To learn more about how your students' language varieties may affect their pronunciation of certain sounds as they decode words, refer to the Language Varieties' Influence on Decoding document, available under the General English Learners resource in the program's digital components site.

### Morphology

- To learn more about how your students' language varieties may affect their oral reading fluency, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Reading

- Ensure you have the Unit 1 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire story.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the story.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *compass*, *radar*, *bridge*, *vessel*, *anchor*, *sonar*, and *satellite*.

## Lesson 9: Review: Digraphs: 'sh' and 'qu', Part 1

## Warm-Up



**Primary Focus:** Students will review words with /sh/ and /qu/. [RF.5.3]

**REVIEW /SH/ AND /QU/ (3 MIN.)**

**Note:** The sound /qu/ is really a sound combination consisting of /k/ + /w/.

- Tell students that they are going to review the /sh/ and /qu/ sounds.
- Say the word *sign* aloud. Have students repeat it. Then say the word *shine* aloud. Have students repeat the word *shine*.
- Say, "I can hear the difference between /s/ in *sign* and /sh/ in *shine*."
- Using the minimal pairs below, have students raise their right hand when they hear a word with /s/ or their left hand when they hear a word with /sh/.

|          |           |            |
|----------|-----------|------------|
| shy/sigh | Cass/cash | sock/shock |
| gush/Gus | sip/ship  | Russ/rush  |

- Say the word *kick* aloud. Have students repeat it. Then say the word *quick* aloud. Have students repeat the word *quick*.
- Say, "The sounds /k/ and /qu/ are very similar, but I can hear a difference between the /k/ at the beginning of the word *kick* and the /qu/ at the beginning of the word *quick*."
- Repeat the minimal pairs exercise with the following words.

|            |             |            |
|------------|-------------|------------|
| queen/keen | court/quart | quail/kale |
| kit/quit   | quake/cake  | kite/quite |

## Lesson 9: Review: Digraphs: 'sh' and 'qu', Part 1

# Phonics—Decoding



### Primary Focus

Students will identify and read words with 'sh' and 'qu'. [RF.5.3]

Students will identify and read words with open syllables. [RF.5.3, RF.5.3a]

## D Differentiation

### Support

If students struggle to develop new words, begin with a simple chaining activity. For example, demonstrate how *fish* can become *dish* or *swish*, while *squid* can become *squish*, and so on.

### REVIEW DIGRAPHS: 'SH', 'QU' (3 MIN.)

- Recreate the chart below on the board. Add the words *shine* and *quick* from the Warm-Up to the chart, having students read each word aloud.
- Ask students for examples of other words that have the /sh/ sound (e.g., *fish*, *cash*, *shop*, *wishful*, *shy*, *cash*, *shock*, *gush*, *ship*, *rush*). Write three student examples in the left column. Have students read each word aloud.
- Ask students for examples of other words that have the /qu/ sound (e.g., *quack*, *queen*, *quest*, *squid*, *quick*, *quart*, *quit*, *quake*, *quite*). Write three student examples in the right column. Have students read each word aloud.

| /sh/  | /qu/  |
|-------|-------|
| shine | quick |
|       |       |
|       |       |
|       |       |

- Point out to students that some words with the spelling 'qu', such as *unique*, do not make the /qu/ sound. Explain that these words are rare and must be learned and remembered.
- Direct students to Activity Page 9.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

### Activity Page 9.1



## READ OPEN ONE-SYLLABLE WORDS (3 MIN.)

- Write the word *shy* on the board. Say the word and have students read it aloud.
- Ask, “How many syllables does this word have?” (*one*)
- Say, “We have learned that closed syllables have a short vowel sound that is ‘closed up’ by a consonant. Is the ‘y’ closed up by a consonant?” (*no*)
- Circle the ‘y’ at the end of *shy*.
- Say, “The vowel at the end of the word *shy* is not closed up by a consonant. It has been “left open,” so we call this kind of syllable an *open syllable*. Open syllables have long vowel sounds.”
- Read each of the following words aloud with the students. Then, have students raise their right hand when they hear a word with a closed syllable or their left hand when they hear a word with an open syllable.

|                       |                      |                       |
|-----------------------|----------------------|-----------------------|
| go ( <i>open</i> )    | we ( <i>open</i> )   | not ( <i>closed</i> ) |
| mat ( <i>closed</i> ) | so ( <i>open</i> )   | l ( <i>open</i> )     |
| cry ( <i>open</i> )   | it ( <i>closed</i> ) | yet ( <i>closed</i> ) |



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, “Is *yes* an open syllable?” (*thumbs-down*) “Is *no* an open syllable?” (*thumbs-up*)

## D Differentiation

### Support

Before beginning the activity page, help students recognize patterns in the use of the *-ing* suffix. Say, "When we want to describe something that is happening now, we use *am*, *is*, and *are* followed by a verb with the *-ing* ending." Write the first sentence of the passage on the board: *Mo and his family are planning a party.* Circle the word *are* and underline the ending of *planning*. Tell students to look for instances of *am*, *is*, and *are* followed by a *-ing* word in the text. Have them circle *am*, *is*, and *are* when they encounter examples.

### Activity Page 9.2



## Lesson 9: Review: Digraphs: 'sh' and 'qu', Part 1

# Morphology



**Primary Focus:** Students will add the inflectional endings *-ing* and *-ed* to base words to change their meanings. [RF.5.3, RF.5.3a, RF.5.4, L.5.2]

### BASE WORDS AND INFLECTIONAL ENDINGS: *-ED*, *-ING* (6 MIN.)

- Direct students to Activity Page 9.2.
- Read each sentence in the story aloud with your students. Ask, "Does this describe something happening now or something that already happened?"
- Ask a different volunteer to add *-ing* or *-ed* to each base word. Then discuss with the class whether you should drop the final 'e' or double the final consonant before adding the suffix.
- When students have completed the story together, ask one volunteer to read the completed paragraph aloud.



### MULTILINGUAL/ENGLISH LEARNERS

#### Language

#### Learning How English Works

|                                |                                                                                                                                                                                                                                               |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Identify for students whether each sentence is happening now or has already happened. Ask, "Which ending is used when an action is happening now?" ( <i>-ing</i> ) "Which ending is used when an action has already happened?" ( <i>-ed</i> ) |
| <b>Transitioning/Expanding</b> | Identify whether each sentence is happening now or has already happened for students. Ask, "Which ending is used for this sentence?"                                                                                                          |
| <b>Bridging</b>                | Have students identify whether each sentence is happening now or has already happened. Ask, "Which ending is used for this tense?" Have students write a simple sentence using each ending.                                                   |

## Lesson 9: Review: Digraphs: 'sh' and 'qu', Part 2

## Reading


 Differentiation

## Support

Before reading “Navigating the Ocean: Modern Ships at Sea,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

## Activity Page 8.3



**Primary Focus:** Students will reread “Navigating the Ocean: Modern Ships at Sea” fluently with a partner. [RF.5.3, RF.5.3a, RF.5.4, SL.5.1b]

**REREAD “NAVIGATING THE OCEAN: MODERN SHIPS AT SEA” (10 MIN.)**

**Note:** Students will read today’s story with a partner. You may wish to review the partner reading routines before they read the story.

- Direct students back to the passage on Activity Page 8.3. Tell students that today they will reread “Navigating the Ocean: Modern Ships at Sea” with a partner.
- Take time to answer any questions that students may have about “Navigating the Ocean: Modern Ships at Sea.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
  - Remind students to listen carefully while their partner reads.
  - Students may ask their partners questions about the text and discuss what they read.
- After students read the passage, have them work together to
  - underline at least three words with the digraphs ‘sh’ and ‘qu’;
  - circle at least three words with *-ing* and *-ed* endings; and
  - highlight at least three one-syllable words with open syllables.



## MULTILINGUAL/ENGLISH LEARNERS

### Reading

#### Reading Closely

|                                |                                                                                  |
|--------------------------------|----------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Work with student pairs to identify a few words with the digraphs 'sh' and 'qu'. |
| <b>Transitioning/Expanding</b> | Have students share their annotations with another student.                      |
| <b>Bridging</b>                | Encourage students to read aloud the words they annotate to a partner.           |



### Observation: “Navigating the Ocean: Modern Ships at Sea”

#### Anecdotal Reading Record

As you listen to each student read “Navigating the Ocean: Modern Ships at Sea,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

## Lesson 9: Review: Digraphs: ‘sh’ and ‘qu’, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write multisyllabic words with digraphs ‘sh’ > /sh/, ‘qu’ > /qu/. [L.5.2, L.5.2e]

### SPELL WORDS WITH ‘SH’ > /SH/, ‘QU’ > /QU/ (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with ‘sh’ and ‘qu’ spelling patterns.
- Remind students that the ‘qu’ digraph makes the /qu/ (/k/ + /w/) sounds.
- Say the word *squeak*. Model segmenting the sounds in the word as you spell it on the board.
- Say the word *sunshine*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.



- |             |             |             |
|-------------|-------------|-------------|
| 1. sunshine | 4. request  | 7. squinted |
| 2. wishful  | 5. quitting | 8. finish   |
| 3. quilted  | 6. shifted  | 9. quacking |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                           |
|-------------------------------------------|
| 1. She is shutting the sheep in the shed. |
| 2. This quick quiz has a few questions.   |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 5, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

**End Lesson**

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## Lesson 9: Foundational Skills

# Additional Support

### PHONICS EXTENSION

- Make one copy of **Activity Page TR 9.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- Instruct students to make a list of all the 'sh' > /sh/ words they can think of in two minutes.
- Have students compare to see who has the most words, the word with the most syllables, and unique words. Have students add words to their lists based on their peers' answers.
- Repeat the routine with 'qu' > /qu/ words.

### SHARING

- Pair up students and have one person share the response they wrote about "Navigating the Ocean: Modern Ships at Sea" on **Activity Page TR 8.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

### TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *sound* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, soooownd. Write the letters to spell *sound* on the board.
- Point to the word *sound* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /ow/ sound is spelled with ‘ou.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /s/ for this letter. We say /ow/ for these letters (ou). We blend and say /n/ /d/ for these letters.” Point to the letters as you blend the sounds: /s/ /ow/ /n/ /d/, *sound*. Say, “*Sound!* It’s a word we use all the time.”
- Repeat with the words *alone*, *quick*, *number*, *real*, *sea* and *ocean*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

### **Additional Ways to Practice Tricky Words**

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.



## REVIEW

# Mixed Review

**PRIMARY FOCUS OF LESSON****Warm-Up**

Students will review identifying the sounds they have practiced this week.

[RF.5.3]

**Phonics—Decoding**

Students will review identifying and reading words with silent letter combinations. [RF.5.3]

Students will review identifying and reading words with open syllables.

[RF.5.3, RF.5.3a]

**Morphology**

Students will review adding the inflectional endings *-ing* and *-ed* to base words to change their meanings. [RF.5.3, RF.5.3a, RF.5.4, L.5.2]

**Reading**

Students will read and annotate “The School Kitchen” independently and will answer questions about key details in the text. [RL.5.10, RF.5.3, RF.5.3a]

**Phonics—Encoding**

Students will review spelling and writing multisyllabic words with silent letter combinations. [L.5.2, L.5.2e]

**FORMATIVE ASSESSMENT**

Dictation Journal      Phonics/Encoding Dictation [L.5.2, L.5.2e]

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                   |
|------------------------------------------------------------------------------------------------|---------|-----------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                             |
| <b>Warm-Up</b>                                                                                 |         |                             |
| Sound Review                                                                                   | 3 min.  |                             |
| <b>Phonics—Decoding</b>                                                                        |         |                             |
| Give Me a Word                                                                                 | 3 min.  | ☐ Activity Page 10.1        |
| Read Words with Open Syllables                                                                 | 3 min.  |                             |
| <b>Morphology</b>                                                                              |         |                             |
| Review Inflectional Endings                                                                    | 6 min.  | ☐ Activity Page 10.2        |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                             |
| <b>Part 2 (15 min.)</b>                                                                        |         |                             |
| <b>Reading</b>                                                                                 |         |                             |
| Read “The School Kitchen” Independently                                                        | 10 min. | ☐ Activity Pages 10.3, 10.4 |
| <b>Phonics—Encoding</b>                                                                        |         |                             |
| Encoding Review                                                                                | 5 min.  | ☐ dictation journal         |

## ADVANCE PREPARATION

### Universal Access

- Gather pictures to represent the words in the Reading activity, such as *kitchen, vegetables, dough, knife, herbs, lettuce, and stir-fry.*



## Lesson 10: Review: Mixed Review, Part 1

## Warm-Up



**Primary Focus:** Students will review identifying the sounds they have practiced this week. [RF.5.3]

## SOUND REVIEW (3 MIN.)

- Tell students they are going to play a game.
- Say, “I will say a word, and you will decide whether the word contains /sh/ or /s/. If the word contains /sh/, you should point to the ceiling. If the word contains /s/, you should point to the floor.”
- Say *saw*. Then ask the students to point in the correct direction. (*floor*)
- Repeat with the following words: *show* (*ceiling*), *fist* (*floor*), *fished* (*ceiling*), *Sue* (*floor*), *shoe* (*ceiling*).
- Then repeat the routine with /qu/ and /k/ words, with students pointing to the ceiling for /qu/ and the floor for /k/: *scare* (*floor*), *square* (*ceiling*), *kid* (*floor*), *squid* (*ceiling*), *quirk* (*floor and ceiling*), *Kirk* (*floor*).
- If time permits, repeat with /k/ and /ch/ words: *chin*, *kin*, *cheese*, *keys*, *chop*, and *cop*.

## Lesson 10: Review: Mixed Review, Part 1

## Phonics—Decoding

**Primary Focus**

Students will review identifying and reading words with silent letter combinations.

[RF.5.3]

Students will review identifying and reading words with open syllables.

[RF.5.3, RF.5.3a]

## GIVE ME A WORD (3 MIN.)

- Explain that you are going to say a riddle and then students will guess the word. Each word will have a silent letter combination they studied this week.
- Say, “I turn this to open the door.” (*knob*)

- Write *knob* on the board and underline the silent letter combination 'kn'. Have students read the word aloud.
- Repeat the routine with the following riddles.

This is the opposite of *right*. (*wrong*)

If I owe money, I have this. (*debt*)

I use this to cut food on my plate. (*knife*)

I use this to get the tangles out of my hair. (*comb*)

I use this to make a present pretty. (*wrapping*)

If I am unsure, I have this. (*doubt*)

I do this when I go up a steep mountain. (*climb*)

## Activity Page 10.1



- Direct students to Activity Page 10.1 and review the instructions. If time allows, have students work on the activity page in class and read the words aloud to a partner. If not, ask students to complete the activity at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

## READ WORDS WITH OPEN SYLLABLES (3 MIN.)

- Write the word *be* on the board. Say the word and have students read it aloud.
- Ask, "How many syllables does this word have?" (*one*)
- Ask, "Is the syllable open or closed? How do you know?" (*open; it ends with a long vowel*)
- Repeat the routine with the following words: *hi*, *he*, *see*, *no*, *so*, *try*, and *my*.

## D Differentiation

### Challenge

On the board, write the silent letter combinations students have studied this week: 'wr', 'kn', 'mb', and 'bt'. Then challenge students to come up with their own riddle for each combination. In pairs, have students share their riddles, and have partners say the answers.

## Lesson 10: Review: Mixed Review, Part 1

# Morphology



**Primary Focus:** Students will review adding the inflectional endings *-ing* and *-ed* to base words to change their meanings. [RF.5.3, RF.5.3a, RF.5.4, L.5.2]

### REVIEW INFLECTIONAL ENDINGS (6 MIN.)

- Say, “We’re going to review adding the endings *-ing* and *-ed* to base words.”
- Direct students to Activity Page 10.2 and review the instructions. Circulate as students work.
- Have students explain their work to you.
- If students need more time, they may complete the activity page at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

**ML/EL**

**MULTILINGUAL/ENGLISH LEARNERS**  
**Language**  
Learning How English Works

#### Entering/Emerging

Review doubling the final consonant before adding *-ing* and *-ed*. Demonstrate with *stop* and *plan*, writing each version of the word on the board. Have volunteers approach the board and point out the double consonants.

#### Transitioning/ Expanding

Have students practice using *stopped* in a sentence, by asking questions such as, “Why did the car stop?” (*The car stopped because the light was red.*)

#### Bridging

Ask volunteers to share sentences with *stopped/stopping* or *planned/planning*.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** On the board, write *trimmed* and say the word *trimmed*. If necessary, use the word in a sentence. Ask students to give a thumbs-up if they agree the word is spelled correctly and a thumbs-down if they disagree. (*thumbs-down; trimmed*)

### Activity Page 10.2



**D**

### Differentiation

#### Support

If students struggle with the activity page, have them work in pairs. Encourage them to explain their work to each other.

## D Differentiation

### Support

Before reading “The School Kitchen,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Have students focus on one annotation at a time. For example, first have them read and underline words with ‘ch’, ‘sh’, ‘qu’, ‘mb’, and ‘bt’. On the next read, have them annotate words that double the final consonant and so on.

Activity Pages  
10.3, 10.4



## Lesson 10: Review: Mixed Review, Part 2

# Reading



**Primary Focus:** Students will read and annotate “The School Kitchen” independently and will answer questions about key details in the text.

[RL.5.10, RF.5.3, RF.5.3a]

### READ “THE SCHOOL KITCHEN” INDEPENDENTLY (10 MIN.)

- Tell students they will be reading “The School Kitchen.”
- Direct students to Activity Page 10.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *kneaded, precise, wringing, chatter, demonstrate, spotless, sketched*
  - phrases: “farm-to-table”
  - domain-specific language: *head chef, fresh produce, knife skills, whole wheat, stir-fry, nutrition*
- Read a few lines of the passage, modeling how to sound out unfamiliar words (e.g., *vegetables* and *ingredients*).
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and
  - underline at least three words with ‘ch’, ‘sh’, ‘qu’, ‘mb’, and ‘bt’;
  - circle at least three words that double the final consonant before *–ed* or *–ing*; and
  - choose
    - at least three words with open syllables, such as *we*; and
    - at least three words with closed syllables.
- After students have annotated the passage, have them complete the comprehension questions on Activity Page 10.4 independently. If they don’t complete it, instruct them to work on it at home.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

**ML/EL**

## MULTILINGUAL/ENGLISH LEARNERS

### Reading

#### Reading Closely

|                                |                                                                                                                                                                                                     |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Have students write the words from the passage on their own paper using columns to categorize the skills (e.g., <i>Words with 'ch,' 'sh,' 'qu,' 'mb,' and 'bt' ; Words with closed syllables</i> ). |
| <b>Transitioning/Expanding</b> | Have students work with a partner to annotate the text.                                                                                                                                             |
| <b>Bridging</b>                | Have students work independently to annotate the text and then share their work with a partner.                                                                                                     |



### Check for Understanding

Circulate as students are working, asking them to explain their annotation decisions.

## Lesson 10: Review: Mixed Review, Part 2

# Phonics—Encoding



**Primary Focus:** Students will review spelling and writing multisyllabic words with silent letter combinations. [L.5.2, L.5.2e]

### ENCODING REVIEW (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with silent letter combinations. Remind students about the silent letter combinations they have studied this week.
- Ask, "What sound does 'mb' make? (/m/) What is the silent letter in 'mb'?" ('b')
- Ask, "What sound does 'bt' make? (/t/) What is the silent letter in 'bt'?" ('b')
- Ask, "What sound does 'kn' make? (/n/) What is the silent letter in 'kn'?" ('k')
- Ask, "What sound does 'wr' make? (/r/) What is the silent letter in 'wr'?" ('w')
- Say the word *debt*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- |              |             |             |
|--------------|-------------|-------------|
| 1. debt      | 4. chipping | 7. echoes   |
| 2. wrapped   | 5. crumbs   | 8. shipping |
| 3. stretches | 6. knocked  | 9. squints  |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                |
|--------------------------------|
| 1. His wrist and thumb hurt.   |
| 2. Do you know who wrote this? |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 5, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Dictation Journals: Phonics/Encoding Dictation

Collect students' dictation journals to review and monitor student progress.

End Lesson

## Lesson 10: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 10.1** for each student.
- Direct students to Activity Page 10.3.
- Have them reread "The School Kitchen."
- Review the writing prompt on **Activity Page TR 10.1**.

- Students will use text evidence to write and draw for approximately 10 minutes in response to the text. Students should try to write 3–5 complete sentences.
- Students should
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Then, pair up students and have one person share the response they wrote about “The School Kitchen” on **Activity Page TR 10.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

#### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

#### TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lessons 6 and 8 (*knew, wear, lead, strong, story, most, follow, alone, sound, quick, number, real, sea, ocean*). Write the following new words on index cards: *sure, great, few, rose, slow, would, and knife*.

- Use the cards with the new words. Say, “Today we will review some more Tricky Words together. You can sound out these words, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Display and point to the word *sure* and say, “This word is tricky because the ‘s’ is pronounced /sh/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /sh/ for this letter. We say /er/ for these letters, and we do not say this letter.” Point to the letters as you blend the sounds: /sh/ /er/, *sure*. Say, “*Sure!* It’s a word we use all the time, like when we say ‘I’m sure you can read this word!’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *sure*. What’s the word?” Ask them to sound it out and then read it again. Say, “It is helpful to remember another word that has the /sh/ sound spelled ‘s.’” Write *sugar* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining word(s), mapping the correct sounds to the letters in the irregular word.
- Add the Tricky Word cards from Lessons 6 and 8. Say, “Now we’re going to practice reading all the new words we learned this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.



- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

## **Additional Activities to Review All Tricky Words from This Week**

### **(1) Tricky Words Race**

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

**Note:** Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

### **(2) Call, Flip, Read, Roll**

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1-10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.
- Place students into pairs. Call out a number at random and have each student take turns finding a card with that number on it in their stack. The student then reads the word aloud. If the word is read correctly, the student may then roll a die and whatever number it lands on is the number of points they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student’s set of cards.

## REVIEW

# Digraphs ‘th’ (Voiced and Unvoiced) and ‘ng’

## PRIMARY FOCUS OF LESSON

**Warm-Up**

Students will review words with /ng/ and distinguish between words with /th/ (unvoiced) and /th/ (voiced). [RF.5.3]

**Phonics—Decoding**

Students will identify and read words with the digraphs ‘th’ > /th/ and /th/ and ‘ng’ > /ng/. [RF.5.3]

Students will identify and read words with open syllables. [RF.5.3, RF.5.3a]

**Morphology**

Students will review adding inflectional endings to verbs.  
[RF.5.3, RF.5.3a, RF.5.4, L.5.2]

**Reading**

Students will read “Elephant Communication: Special Report” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral comprehension questions about key details in the text.  
[RF.5.3, RF.5.3a, RF.5.4, SL.5.1c]

**Phonics—Encoding**

Students will spell and write multisyllabic words with digraphs ‘th’ > /th/, ‘ng’ > /ng/. [L.5.2, L.5.2e]

## FORMATIVE ASSESSMENT

**Activity Page 11.1****Open Two-Syllable Words [RF.5.3, RF.5.3a]****Observation****Discussion Questions Observation Record [RF.5.4]**

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials            |
|------------------------------------------------------------------------------------------------|---------|----------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                      |
| <b>Warm-Up</b>                                                                                 |         |                      |
| Review Digraphs: /th/, / <u>th</u> /, /ng/                                                     | 3 min.  |                      |
| <b>Phonics—Decoding</b>                                                                        |         |                      |
| Read Words with 'th' > /th/ and / <u>th</u> / and 'ng' > /ng/                                  | 3 min.  |                      |
| Read Open Two-Syllable Words                                                                   | 3 min.  | ☐ Activity Page 11.1 |
| <b>Morphology</b>                                                                              |         |                      |
| Review Inflectional Endings: Verbs                                                             | 6 min.  | ☐ Activity Page 11.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                      |
| <b>Part 2 (15 min.)</b>                                                                        |         |                      |
| <b>Reading</b>                                                                                 |         |                      |
| Read "Elephant Communication: Special Report" with Accuracy                                    | 10 min. | ☐ Activity Page 11.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                      |
| Spell Words with 'th' and 'ng'                                                                 | 5 min.  | ☐ dictation journal  |

## ADVANCE PREPARATION

### Phonics—Decoding

- To learn more about how your students' language varieties may affect their pronunciation of certain sounds as they decode words, refer to the Language Varieties' Influence on Decoding document, available under the General English Learners resource in the program's digital components site.

### Reading

- Ensure you have the Unit 1 Discussion Questions Observation Record that you prepared in Lesson 1. Remember to ask each student to respond to at least one discussion question over the course of the week. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity.

## Lesson 11: Review: Digraphs 'th' (Voiced and Unvoiced) and 'ng', Part 1



# Warm-Up

**Primary Focus:** Students will review words with /ng/ and distinguish between words with /th/ (unvoiced) and /th/ (voiced). [RF.5.3]

### REVIEW DIGRAPHS: /TH/, /TH/, /NG/ (3 MIN.)



#### MULTILINGUAL/ENGLISH LEARNERS

#### Foundational Skills

#### Foundational Literacy Skills

Many multilingual/English learners struggle with creating the 'ng' sound. Help students by explaining that the sound is created at the back of the mouth, with the tongue touching the roof of the mouth. Demonstrate with the word *ring* and have students repeat.

- Remind students that when two letters are used to spell one sound, it is called a digraph.
- Explain that 'ng' is a digraph. Write 'ng' on the board.
- Say the following 'ng' words. Ask students to repeat each word.

| 'ng' |
|------|
| sing |
| sang |
| song |

- Say *sing*. Repeat the word, saying it slowly so that students can hear the /ng/ sound. Have students repeat the word.
- Repeat with *sang* and *song*.
- Explain that 'th' is a digraph. Write 'th' on the board.
- Say, "The spelling 'th' can make different sounds. When we say *them*, the 'th' makes a buzzing sound, which we call a *voiced* sound because our voices help make it."
- Say, "If I put my hand here on my throat, I can feel the buzzing of the /th/ sound." Demonstrate with *them*.

- Have students put a hand on their throat and make the voiced /th/. Do it together a couple of times. Ask students if they can feel the voiced /th/ sound. (yes)
- Say, “The other sound ‘th’ makes doesn’t use our voices, so we call it the *unvoiced* /th/ sound. The word *thin* is an example of the unvoiced /th/ sound.”
- Say, “If I put my hand here on my throat, I do not feel the buzzing of the /th/ sound. Demonstrate with *thin*.”
- Have students put a hand on their throat and make the unvoiced /th/ sound. Do it together a couple of times. Ask students if they can feel the unvoiced /th/ sound. (no)
- Have students repeat the /th/ and /th/ sounds several times after you so they can feel the difference. Have them place their hand on their throat to feel the buzzing of the /th/ sound.
- Tell students that you are going to say words. Ask them to raise one hand if they hear /th/ (*thin*) or two hands if they hear /th/ (*them*).

| /th/ ( <i>thin</i> ) | / <u>th</u> / ( <i>them</i> ) |
|----------------------|-------------------------------|
| thank                | then                          |
| throng               | there                         |
| thread               | the                           |

## Lesson 11: Review: Digraphs ‘th’ (Voiced and Unvoiced) and ‘ng’, Part 1



# Phonics—Decoding

### Primary Focus

Students will identify and read words with the digraphs ‘th’ > /th/ and /th/ and ‘ng’ > /ng/. [RF.5.3]

Students will identify and read words with open syllables. [RF.5.3, RF.5.3a]

### READ WORDS WITH ‘TH’ > /TH/ AND /TH/ AND ‘NG’ > /NG/ (3 MIN.)

- Write the word *song* on the board and point to the ‘ng’.
- Explain that the letter ‘n’ by itself stands for the /n/ sound, and the letter ‘g’ by itself stands for the /g/ or /j/ sound, but the letters ‘n’ and ‘g’ written together stand for a completely different sound, /ng/.

- Practice saying the sound with students by saying the following words and having students repeat them: *sing, sang, ring*.
- Say, “Now we’re going to learn more about ‘th.’” Write the word *them* on the board, and point to the ‘th’.
- Continue to help students distinguish between the voiced digraph ‘th’ > /th/ and the unvoiced digraph ‘th’ > /th/.
- Have students place a hand on their throat and say *them*. Ask, “Do you feel any vibration, or buzz, on your hand?” (yes)
- Explain that there is a buzz because in *them* the /th/ is a voiced sound.
- Next, have students repeat this process, but with *thin*.
- Help students understand there is no buzz because this ‘th’ sound is unvoiced. Air passes through the mouth, but there is no vibration in the throat, so it is an unvoiced sound.
- Write *the* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Insert ‘n’ to create *then*.
- As you make this change, say, “If that is *the*, what is this?”
- Continue this process with the remaining words.
- Complete the chaining for words with ‘ng’ and ‘th’. Remind students about the /ng/ sound before doing chain number two.

1. the > then > thin > think > thank > than > that
2. sling > sing > ring > rung > lung > flung > fling

### READ OPEN TWO-SYLLABLE WORDS (3 MIN.)

- Remind students that open syllables end in a vowel that is not “closed up” by a consonant. Open syllables make long vowel sounds.
- Write the word *prolong* on the board.
- Using a slash, divide the word into its syllables: *pro•long*.
- Say and underline the first syllable.
- Ask, “Is the first syllable open or closed? How do you know?” (*open; it ends with a long vowel sound that is not closed up by a consonant.*)
- Say the word emphasizing each syllable. Have students read it aloud after you.

### **D** Differentiation

#### Challenge

Challenge pairs to create a list of ‘th’ words. Have them annotate the words as /th/ or /th/.

## Activity Page 11.1



- Repeat the routine with the following words: *menu*, *pony*, *total*, *solo*, and *baby*.
- Direct students to Activity Page 11.1 and review the instructions.
- Write *broken* on the board. Model underlining the open syllable: *bro-*.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, "Give a thumbs-up if you agree that the first syllable of the following word is an open syllable or give a thumbs-down if you disagree: *donut*." (*thumbs-up*)

## Lesson 11: Review: Digraphs 'th' (Voiced and Unvoiced) and 'ng', Part 1



# Morphology

**Primary Focus:** Students will review adding inflectional endings to verbs.  
[RF.5.3, RF.5.3a, RF.5.4, L.5.2]

### REVIEW INFLECTIONAL ENDINGS: VERBS (6 MIN.)

- Remind students that we often add suffixes to the end of verbs to show when the action is taking place and who is doing the action.
- Write *chase* on the board. Read the word aloud.
- Say, "This is a word for an action that is happening right now: *I chase the dog. We chase the dog. They chase the dog.*"
- Ask, "What suffix should I add to the end of the word to show that someone else is doing the action right now? For example, what suffix should I add to show that Sam is doing the action?" (-s)
- Add -s to make *chases*. Read the new word aloud with the students. Say, "Sam chases the dog."
- Use the word in sentences, noting *he*, *she*, *my brother*, and *Jack*: *She chases the dog. He chases the dog. My brother chases the dog. Jack chases the dog.*



- Say, “Remember, when I change who is doing the action from *I*, *you*, *we*, or *they* to someone or something else, I may need to add the suffix –s or –es to the verb.”
- Remind students that words that end in –ss, –sh, –ch, –x, or –zz need the ‘e’ before the ‘s’. Examples include *dresses*, *washes*, *munches*, *taxes*, and *fizzes*.
- Write *stretch* on the board. Say the word. Point out that the word ends in ‘ch’.
- Model adding –es. Say the word *stretches* and have students read the word aloud.
- Use the word in a sentence: *Henry stretches*.
- Ask, “What ending could we add to show that this is something Henry did yesterday?” (–ed; *stretched*) Use the word in a sentence: *Henry stretched his legs yesterday*.
- Say, “Remember that when a verb ends with a ‘y’, we add a suffix. But first we change the ‘y’ to an ‘i’.”
- Write *cry* on the board.
- Say, “I cry. They cry. You cry.”
- Ask, “How do I write this word to show that a baby is doing the action?” (*cries*)
- Write the word. Read the word aloud with the students. Then say the following sentence: *The baby cries*.
- How do I write it to show that the baby did the action in the past?” (*cried*)
- Write the word. Then say the following sentence: *The baby cried*.
- Direct students to Activity Page 11.2 and review the instructions.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Activity Page 11.2



## Lesson 11: Review: Digraphs ‘th’ (Voiced and Unvoiced) and ‘ng’, Part 2



# Reading

**Primary Focus:** Students will read “Elephant Communication: Special Report” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral comprehension questions about key details in the text.

[RF.5.3, RF.5.3a, RF.5.4, SL.5.1c]

### READ “ELEPHANT COMMUNICATION: SPECIAL REPORT” WITH ACCURACY (10 MIN.)

#### Activity Page 11.3



#### D Differentiation

##### Support

Before reading “Elephant Communication: Special Report”, show the images you prepared in advance. Have students repeat the word after you as you show each image.

Encourage students to follow along as you read the story aloud, annotating words that are unfamiliar to them. Have students share unfamiliar words and discuss them as a group.

- Direct students to Activity Page 11.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *emphasize, portraits, generation*
  - domain-specific language: *pharaohs, fortresses*
- Have students follow along as you read “Elephant Communication: Special Report.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *pharaohs* and *portraits*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read.

## Wrap-Up

### Discussion Questions for “Elephant Communication: Special Report”

1. **Literal:** How far can elephant calls reach other elephants?
  - » Elephant calls can reach other elephants several miles away. Dr. Laughlin states, “These deep rumbling calls can reach other elephants several miles away!”
2. **Literal:** How long do young elephants spend learning communication?
  - » Young elephants spend years learning how to make these sounds at the right times. The text states, “Young elephants spend years learning how to make these tough sounds at right times.”
3. **Inferential:** Why do researchers need special equipment to study elephant communication?
  - » Researchers need special equipment because elephants make low-pitched sounds that are beyond human hearing range. Dr. Laughlin explains that “they had to use special equipment because our ears cannot detect, or notice, every sound elephants use when communicating with each other.”
4. **Inferential:** How does elephant communication help with survival in the wild?
  - » Communication allows elephants to share vital information about resources and dangers, which is essential for group survival. The text explains, “elephants can share information about where to discover fresh plants and clean water” and “quick communication can mean the difference between safety and serious trouble.”
5. **Evaluative:** Do you think this research could be helpful beyond just understanding elephants? Why or why not?
  - » Answers will vary but could include yes, this research shows that complex communication and social systems exist throughout the animal kingdom, not just in humans. It could help scientists understand other animals.



## MULTILINGUAL/ENGLISH LEARNERS

### Reading

#### Reading Closely

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Ask students yes/no questions using simple phrases to summarize the story: Do elephants use sounds to communicate? Do elephants make low-pitched rumbling calls? Can elephant calls travel long distances? Do elephants touch trunks to say hello? Do elephant families have special calls?                                                                                                                    |
| <b>Transitioning/Expanding</b> | Provide students with a specific sentence frame for summarizing and use temporal words: When elephants want to communicate, they _____. After baby elephants get scared, they _____. During dangerous situations, elephants _____. Before young elephants can communicate well, they _____.                                                                                                                    |
| <b>Bridging</b>                | Encourage students to expand or build on other students' responses using academic vocabulary such as "detect," "sophisticated," "communication system," and "physical signals." Have them discuss how elephants use both sound and touch to communicate, compare elephant communication to human communication, and explain why this complex communication system helps elephant families survive in the wild. |



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, "Give a thumbs-up if you think I read this sentence at the appropriate rate." Read a sentence much too slowly: "These deep rumbling calls can reach other elephants several miles away!" (*thumbs-down*)



### Observation: Discussion Questions Observation Record

- Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.
- **Turn and Talk:** Write the inferential question on the board and say, "Remember that talking with a partner is one way to bring more perspectives and information to our discussion. Let's take a moment to think about how we would answer this question."
- After providing some wait time, pair up students and have them take turns asking and answering the question. Remind students to ask any questions they may have about their partner's answer and then repeat back to their partner what was shared. Circulate and give feedback as partners are sharing and responding.
- Remind students to signal when both partners have contributed to the conversation.
- Call on students and ask them to share one idea their partner shared with them. Ask the other partner if what was shared by the partner matches what they shared.

Lesson 11: Review: Digraphs 'th' (Voiced and Unvoiced)  
and 'ng', Part 2



# Phonics—Encoding

**Primary Focus:** Students will spell and write multisyllabic words with digraphs 'th' > /th/, 'ng' > /ng/. [L.5.2, L.5.2e]

## SPELL WORDS WITH 'TH' AND 'NG' (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with 'th' and 'ng.'
- Remind students that the letter 'n' by itself stands for the /n/ sound, and the letter 'g' by itself stands for the /g/ or /j/ sound, but the letters *n* and *g* written together stand for a completely different sound, /ng/.
- Remind them that /th/ can be voiced (*then*) or unvoiced (*thin*) but is spelled the same way.
- Say the word *three*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- |             |           |             |
|-------------|-----------|-------------|
| 1. three    | 4. rang   | 7. banged   |
| 2. them     | 5. thick  | 8. thrifty  |
| 3. thriving | 6. longer | 9. bringing |

- Tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                             |
|-----------------------------|
| 1. The string is long.      |
| 2. What do the kings think? |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 5, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

End Lesson

### Lesson 11: Foundational Skills

# Additional Support

## WRITING EXTENSION

- Make one copy of **Activity Page TR 11.1** for each student.
- Direct students to Activity Page 11.3.
- Have them reread “Elephant Communication: Special Report .”
- Review the writing prompt on **Activity Page TR 11.1**.
- Tell students they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

## TRICKY WORDS REVIEW

- Write the following words on index cards: *thought*, *loud*, *talk*, *field*, *thick*, *pay*, and *tried*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *thought* and say, “This word is tricky because the ‘th’ is pronounced /th/ and the ‘ough’ is pronounced /aw/ (like in ‘caught’).”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”

- Point to the letters as you say them. Say, “In this word, we say /th/ for these letters (th). We say /aw/ for these letters (ough). We say /t/ for this letter.” Point to the letters as you blend the sounds: /th/ /aw/ /t/, *thought*. Say, “*Thought!* It’s a word we use all the time, like when we say ‘I thought about the problem.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *thought*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### **Additional Ways to Practice Tricky Words**

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## REVIEW

Digraphs ‘ph’ and  
‘gh’ > /f/

## PRIMARY FOCUS OF LESSON

**Warm-Up**

Students will review words with /f/ > ‘ph’ and ‘gh’ and digraphs from previous lessons. [RF.5.3]

**Phonics—Decoding**

Students will identify and read words with ‘ph’ and ‘gh’ that make the /f/ sound. [RF.5.3]

Students will identify and read words with open syllables. [RF.5.3, RF.5.3a]

**Morphology**

Students will add inflectional endings to nouns and verbs.  
[RF.5.3, RF.5.3a, RF.5.4, L.5.2]

**Reading**

Students will read “Elephant Communication: Special Report” fluently with a partner. [RF.5.3, RF.5.3a, RF.5.4, SL.5.1b]

**Phonics—Encoding**

Students will spell and write multisyllabic words with digraphs ‘ph’ or ‘gh’ > /f/.  
[L.5.2, L.5.2e]

## FORMATIVE ASSESSMENT

Observation

“Elephant Communication: Special Report”  
Anecdotal Reading Record [RF.5.4]



## LESSON AT A GLANCE

|                                                                                                | Time    | Materials            |
|------------------------------------------------------------------------------------------------|---------|----------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                      |
| <b>Warm-Up</b>                                                                                 |         |                      |
| Review: Digraphs 'ph' and 'gh' > /f/                                                           | 3 min.  |                      |
| <b>Phonics—Decoding</b>                                                                        |         |                      |
| Read Words with 'ph' and 'gh' > /f/                                                            | 3 min.  |                      |
| Read Open Two-Syllable Words                                                                   | 3 min.  | ☐ Activity Page 12.1 |
| <b>Morphology</b>                                                                              |         |                      |
| Review Inflectional Endings                                                                    | 6 min.  | ☐ Activity Page 12.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                      |
| <b>Part 2 (15 min.)</b>                                                                        |         |                      |
| <b>Reading</b>                                                                                 |         |                      |
| Reread "Elephant Communication: Special Report"                                                | 10 min. | ☐ Activity Page 11.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                      |
| Spell Words with 'ph' and 'gh'                                                                 | 5 min.  | ☐ dictation journal  |

## ADVANCE PREPARATION

### Phonics—Decoding

- To learn more about how your students' language varieties may affect their pronunciation of certain sounds as they decode words, refer to the Language Varieties' Influence on Decoding document, available under the General English Learners resource in the program's digital components site.

### Reading

- Ensure you have the Unit 1 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire story.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the story.

### Universal Access

- Gather pictures to represent the words in the Reading activity.

## Lesson 12: Review: Digraphs 'ph' and 'gh' &gt; /f/, Part 1

## Warm-Up



**Primary Focus:** Students will review words with /f/ > 'ph' and 'gh' and digraphs from previous lessons. [RF.5.3]

## REVIEW: DIGRAPHS 'PH' AND 'GH' &gt; /F/ (3 MIN.)



## MULTILINGUAL/ENGLISH LEARNERS

## Foundational Skills

## Foundational Literacy Skills

Emphasize that in English some letters work together to form new sounds. Explain that the 'p' and 'h' in 'ph' and the 'g' and 'h' in 'gh' work together to form a new sound: /f/. Write the word *photo* on the board and model saying the word incorrectly: /p/ /h/ /oe/ /t/ /oe/. Then demonstrate correcting your pronunciation: /f/ /oe/ /t/ /oe/.

- Remind students that the /f/ sound is spelled three ways: 'f', 'ph', and 'gh'.
- Create a three-column chart on the board with the sound-spellings as column headings.
- Tell students they are going to review words spelled with 'ph' and 'gh'. Underline the spellings.
- Say the word *phone*, emphasizing the /f/ sound, and write it on the board in the 'ph' column. Have students read the word aloud.
- Repeat with the following words: *photo*, *graph*, and *trophy*. Write each word beneath the 'ph' heading.
- Say the word *cough*, emphasizing the /f/ sound. Have students read the word aloud.
- Repeat with the following words: *tough*, *rough*, *enough*, and *laugh*. Write each word in the 'gh' column.
- Circle the 'ou' in *cough*. Explain to students that there are many ways we say words with 'ough' in English, but in this case, the 'ou' makes the /aw/ sound. Have a volunteer circle the 'ou' in *tough*, *rough*, and *enough*.
- Ask, "What sound does the 'ou' in *tough*, *rough*, and *enough* make?" (/u/)
- Circle the 'au' in *laugh*. Explain to students that there are several ways we say words with 'augh' in English, but in this case, the 'au' makes the /a/ sound.

- Tell students that the spellings for /f/ sounds must be learned and remembered.

**Note:** Students will learn more sounds for the ‘ough’ and ‘augh’ quadgraphs in Unit 2.

## Lesson 12: Review: Digraphs ‘ph’ and ‘gh’ > /f/, Part 1

# Phonics—Decoding



### Primary Focus

Students will identify and read words with ‘ph’ and ‘gh’ that make the /f/ sound.

**[RF.5.3]**

Students will identify and read words with open syllables. **[RF.5.3, RF.5.3a]**

## D Differentiation

### Support

Vowel digraphs for words with tricky spellings such as ‘gh’ and ‘ph’ often need to be learned and remembered because general rules for decoding don’t apply.

It may be helpful for students to keep a list in their notebook and add to it throughout the unit as they encounter new words with /f/ > ‘gh’ or ‘ph’. You may also choose to keep a list of these words posted in the classroom for students to reference.

### READ WORDS WITH ‘PH’ AND ‘GH’ > /F/ (3 MIN.)

- Create a two-column chart on the board with the headings ‘ph’ and ‘gh’.
- Say the word “tough” and have students repeat it.
- Write the word into the correct column.
- Ask a volunteer to approach the board and underline the spelling of the /f/ sound in the word. (*gh*) Have students read the word aloud.
- Repeat with the following words: *tough*, *rough*, *laugh*, *enough*, *phone*, *photo*, *graph*, and *trophy*.
- If time allows, have students generate their own ‘ph’ and ‘gh’ words and add those to the chart.

### READ OPEN TWO-SYLLABLE WORDS (3 MIN.)

- Ask, “What is an open syllable?” (*a syllable that ends with a vowel that makes a long vowel sound*)
- Write the word *photo* on the board. Point out the ‘ph’.
- Using a slash, divide the word into its syllables: *pho•to*.
- Ask, “Is the first syllable open? How do you know?” (*open; It ends with a long vowel.*) Read the first syllable.
- Ask, “Is the second syllable open? How do you know?” (*open; It ends with a long vowel.*) Read the second syllable. Then read the word emphasizing each syllable and have students read the word aloud.
- Repeat the routine with the following words: *phone*, *trophy*, *phobic*, *even*, *item*, *moment*, and *frequent*.

- Direct students to Activity Page 12.1 and review the instructions. If time allows, have students work on the activity page in class and read the words aloud with a partner. If not, ask students to complete the activity at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, "Give a thumbs-up if you agree that the following word begins with a closed syllable, or give a thumbs-down if you disagree: *savor*." (*thumbs-down*)

### Activity Page 12.1



## Lesson 12: Review: Digraphs 'ph' and 'gh' > /f/, Part 1

# Morphology



**Primary Focus:** Students will add inflectional endings to nouns and verbs.  
[RF.5.3, RF.5.3a, RF.5.4, L.5.2]

### REVIEW INFLECTIONAL ENDINGS (6 MIN.)

- Ask a volunteer to write a singular noun on the board, such as *truck*. Read the word aloud with the students.
- Ask, "How do we write this word if there is more than one truck?" (*trucks*)
- Add the word ending. Read the word aloud together.
- Ask a volunteer to write a verb on the board, such as *dance*. Read the word aloud with the students.
- Ask, "How do we write this word to show the action happened in the past?" (*danced*)
- Add the word ending. Read the word aloud together.
- Direct students to Activity Page 12.2 and review the instructions. Circulate as students work.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If students need more time, ask them to complete the activity page at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

### Activity Page 12.2



## Lesson 12: Review: Digraphs 'ph' and 'gh' &gt; /f/, Part 2

## Reading



**Primary Focus:** Students will read “Elephant Communication: Special Report” fluently with a partner. [RF.5.3, RF.5.3a, RF.5.4, SL.5.1b]

**REREAD “ELEPHANT COMMUNICATION: SPECIAL REPORT”  
(10 MIN.)**

**Note:** Students will read today’s story with a partner. You may wish to review the partner reading routines before they read the story.

## Activity Page 11.3



- Direct students back to the passage on Activity Page 11.3. Tell students that today they will reread “Elephant Communication: Special Report” with a partner.
- Take time to answer any questions that students may have about “Elephant Communication: Special Report.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
  - underline three words with /f/ > ‘ph’ or ‘gh’, such as *Topher* and *rough*;
  - circle three plural nouns, such as *classes*; and
  - highlight three multisyllabic words with open syllables, such as *o•pen*, and put a box around the open syllable (*o*).



## MULTILINGUAL/ENGLISH LEARNERS

### Reading

#### Reading Closely

|                                |                                                                          |
|--------------------------------|--------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Work with student pairs to identify a few words with /f/ > 'ph' or 'gh'. |
| <b>Transitioning/Expanding</b> | Have students share their annotations with another student.              |
| <b>Bridging</b>                | Encourage students to read aloud the words they annotate to a partner.   |



### Observation: Anecdotal Reading Record

As you listen to each student read “Elephant Communication: Special Report,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.



### Differentiation

#### Challenge

Challenge students to create a chart of the words with inflectional endings, organizing the words by nouns and verbs.

## Lesson 12: Review: Digraphs ‘ph’ and ‘gh’ > /f/, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write multisyllabic words with digraphs ‘ph’ or ‘gh’ > /f/. [L.5.2, L.5.2e]

### SPELL WORDS WITH ‘PH’ AND ‘GH’ (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with ‘ph’ and ‘gh’.
- Remind students that in some words the /f/ sound is spelled ‘ph’ or ‘gh’.
- Say the word *biography*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- |              |           |              |
|--------------|-----------|--------------|
| 1. biography | 4. enough | 7. paragraph |
| 2. dolphin   | 5. phone  | 8. coughed   |
| 3. laughing  | 6. photo  | 9. phobic    |

- Tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. On the phone, I told Mom I got a trophy.
2. The elephant has rough skin.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 5, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, "Think about the way the word *nephew* is spelled. Give a thumbs-up if you think the /f/ sound is spelled with an 'f.'" (*thumbs-down*)

**End Lesson**



## Lesson 12: Foundational Skills

# Additional Support

### PHONICS SUPPORT

- Make one copy of **Activity Page TR 12.1** for each student.
- Read the following words, one at a time: *homophone, cough, push, orphan, tough, wrong, elephant, enough, saddle, alphabet, digraph, coconut, laugh, and nephew*.
- After each word, ask students to write it in the appropriate column of **Activity Page TR 12.1**. If the word does not contain the /f/ sound, students should not write it.
- When students are done writing, ask pairs to share and check their work.

### SHARING

- Pair up students and have one person share the response they wrote about “Elephant Communication: Special Report” on **Activity Page TR 11.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

#### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

## TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *thought* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, thawwwt. Write the letters to spell *thought* on the board.
- Point to the word *thought* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /th/ sound is spelled with ‘th’ and the /aw/ sound is spelled with ‘ough.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /th/ for these letters (th). We say /aw/ for these letters (ough). We say /t/ for this letter.” Point to the letters as you blend the sounds: /th/ /aw/ /t/, *thought*. Say, “*Thought!* It’s a word we use all the time.”
- Repeat with the words *loud*, *talk*, *field*, *thick*, *pay*, and *tried*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

### Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.

- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

## REVIEW

# Digraphs ‘ck’ > /k/, ‘wh’ > /w/, ‘gh’ > /g/

## PRIMARY FOCUS OF LESSON

**Warm-Up**

Students will review words with /k/, /w/, and /g/ to prepare for review of digraphs ‘ck’, ‘wh’, and ‘gh’. [RF.5.3]

**Phonics—Decoding**

Students will identify and read words with /k/ > ‘ck’, /w/ > ‘wh’, /g/ > ‘gh’. [RF.5.3]

Students will identify and read multisyllabic words with open syllables. [RF.5.3, RF.5.3a]

**Morphology**

Students will add the inflectional endings *-er* and *-est* to base words to change their meanings. [RF.5.3, RF.5.3a, RF.5.4, L.5.2]

**Reading**

Students will read “The Smartest Whale” fluently and will answer questions about key details in the text. [RF.5.3, RF.5.3a, RF.5.4]

**Phonics—Encoding**

Students will spell and write multisyllabic words with digraphs /k/ > ‘ck’, /w/ > ‘wh’, /g/ > ‘gh’. [L.5.2, L.5.2e]

## FORMATIVE ASSESSMENT

Activity Page 13.2

Comparative and Superlative Adjectives

[RF.3.3a, RF.3.3b, RF.3.3d, RF.3.4b, L.3.2e, L.3.2f]

## LESSON AT A GLANCE

|                                                                                         | Time    | Materials                   |
|-----------------------------------------------------------------------------------------|---------|-----------------------------|
| <b>Part 1 (15 min.)</b>                                                                 |         |                             |
| <b>Warm-Up</b>                                                                          |         |                             |
| Review /k/, /w/, /g/                                                                    | 3 min.  |                             |
| <b>Phonics—Decoding</b>                                                                 |         |                             |
| Read Words with /k/ > 'ck', /w/ > 'wh', /g/ > 'gh'                                      | 3 min.  |                             |
| Read Open Multisyllabic Words                                                           | 3 min.  | ☐ Activity Page 13.1        |
| <b>Morphology</b>                                                                       |         |                             |
| Base Words and Inflectional Endings: <i>-er</i> and <i>-est</i>                         | 6 min.  | ☐ Activity Page 13.2        |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. |         |                             |
| <b>Part 2 (15 min.)</b>                                                                 |         |                             |
| <b>Reading</b>                                                                          |         |                             |
| Read "The Smartest Whale"                                                               | 10 min. | ☐ Activity Pages 13.3, 13.4 |
| <b>Phonics—Encoding</b>                                                                 |         |                             |
| Spell Words with Digraphs 'ck', 'wh', and 'gh'                                          | 5 min.  | ☐ dictation journal         |

## ADVANCE PREPARATION

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *whale*, *research*, *scientist*, *ocean*, *instruments*, *currents*, and *pod*.

**Lesson 13: Review: Digraphs 'ck' > /k/, 'wh' > /w/,  
'gh' > /g/, Part 1**



# Warm-Up

**Primary Focus:** Students will review words with /k/, /w/, and /g/ to prepare for review of digraphs 'ck', 'wh', and 'gh'. [RF.5.3]

## REVIEW /K/, /W/, /G/ (3 MIN.)

- Say *kangaroo* and have students repeat it.
- Say, "Kangaroo begins with the /k/ sound."
- Write *kangaroo* on the board. Segment the sounds and then blend them. Have students repeat after you.
- Say, "Wall begins with the /w/ sound."
- Write *wall* on the board. Segment the sounds and then blend them. Have students repeat after you.
- Say, "Gate begins with the /g/ sound."
- Write *gate* on the board. Segment the sounds and then blend them. Have students repeat after you.
- Leave the words on the board to use later in the lesson.

**Lesson 13: Review: Digraphs 'ck' > /k/, 'wh' > /w/,  
'gh' > /g/, Part 1**



# Phonics—Decoding

## Primary Focus

Students will identify and read words with /k/ > 'ck', /w/ > 'wh', /g/ > 'gh'.

[RF.5.3]

Students will identify and read multisyllabic words with open syllables.

[RF.5.3, RF.5.3a]

## READ WORDS WITH /K/ > 'CK', /W/ > 'WH', /G/ > 'GH' (3 MIN.)

- Point to the word *kangaroo* that you wrote on the board during the Warm-Up activity. Say the sound /k/ and have students repeat it.



**MULTILINGUAL/ENGLISH LEARNERS**  
**Foundational Skills**  
Foundational Literacy Skills

Show students pictures or objects in the classroom that represent some of the words students hear during the lesson. For example, you might point out a black sign or a white paper. When generating your own sample words with the targeted sound spellings, focus on those that are familiar to students.

## **D** Differentiation

### Support

If students struggle in sounding out any of the sample words, try this routine. On the board, write the word, such as *solo*. Cover the second syllable with your finger (-*lo*) and ask them to read just the first syllable (*so*-). Then cover the first syllable (*so*-) and ask them to read the second syllable (-*lo*). Reveal the entire word and ask them to blend and read both syllables.

- Say, “Here is another way to spell the /k/ sound.”
- Write ‘ck’ on the board. Then say the word *black*.
- Write *black* on the board beneath the ‘ck’ heading.
- Circle the ‘ck’ in *black* and the ‘k’ in *kangaroo*.
- Say, “Both of these words have the /k/ sound, but I see different spellings.”
- Say, “When a word ends in the /k/ sound, we usually write /k/ as ‘ck.’”
- Write additional words beneath the ‘ck’ heading and have students read them aloud: *tack*, *sick*, and *check*.
- Point to the word *wall* that you wrote on the board during the Warm-Up activity. Say the sound /w/ and have students repeat it.
- Say, “We usually spell the /w/ sound ‘w’, but here is another way to spell it: ‘wh.’”
- Write ‘wh’ on the board. Then say the word *white*. Write *white* beneath the ‘wh’ heading, and have students read the word aloud.
- Circle the ‘wh’.
- Ask, “What sound does this make?” (/w/)
- Write *where* and *wheel* under *white*. Underline each instance of ‘wh’. Have students read each word aloud.
- Point out that /w/ > ‘wh’ usually appears at the beginning of a word.
- Repeat the routine for /g/ using the following words: *ghost*, *ghoul*, and *Ghana*.
- Point out that /g/ > ‘gh’ usually appears at the beginning of a word. Point out that they have also learned words in which ‘gh’ makes the /f/ sound, such as *elephant* and *laugh*.

### **READ OPEN MULTISYLLABIC WORDS (3 MIN.)**

- Remind students that an open syllable ends with a vowel and makes a long vowel sound.



- Write *silent* on the board.
- Using a slash, divide the words into its syllables: *si•lent*.
- Ask, “Which syllable is open?” (*the first; it ends with a long /ie/ sound*) Point to each syllable as you read the word aloud, and then have students read the word aloud.
- Ask, “How many syllables are in silent?” (*two*)
- Repeat the routine with the following words: *zero, tempo, solo, minus, and robot*.
- Direct students to Activity Page 13.1 and review the instructions. Complete the first two items with students. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

## Activity Page 13.1



### Lesson 13: Review: Digraphs ‘ck’ > /k/, ‘wh’ > /w/, ‘gh’ > /g/, Part 1



# Morphology

**Primary Focus:** Students will add the inflectional endings *-er* and *-est* to base words to change their meanings. [RF.5.3, RF.5.3a, RF.5.4, L.5.2]

#### BASE WORDS AND INFLECTIONAL ENDINGS: -ER AND -EST (6 MIN.)

- Say, “An adjective is a part of speech describing a noun.”
- Write *long nap* and *short nap* on the board. Underline *long* and *short*. Ask, “Are these adjectives? Why?” (*yes; They are words that describe the noun nap.*)
- Draw lines from the adjectives to the noun, emphasizing that the adjectives describe the noun.
- Write *shorter* on the board. Underline *-er*.
- Say, “Comparative adjectives describe how two things or groups of things are different. *Shorter* is a comparative adjective. Comparative adjectives usually end in *-er*.”
- Write *longest* on the board. Underline *-est*.
- Say, “Superlative adjectives describe how one thing in a group of three or more things is different from all of the others. *Longest* is a superlative adjective. Superlative adjectives usually end in *-est*.”

## D Differentiation

### Challenge

Have students create sentences using the superlative and comparative adjectives on the board. Ask them to share their sentences with a partner.

## Activity Page 13.2



- Display three pencils of different sizes.
- Hold up the shortest pencil. Say, “This pencil is shorter than the other two.”
- Point to the word *shorter* on the board.
- Hold up the longest pencil. Say, “This pencil is the longest.”
- Point to the word *longest* on the board.
- Write *cool* on the board. Say, “*Cool* is an adjective.”
- Demonstrate adding *-er* to *cool*. Say, “*Cooler* is a comparative adjective. It describes how two things are different.”
- Write the following sentence on the board and read it aloud: *Tuesday was cooler than Monday.*
- Demonstrate adding *-est* to *cool*. Say, “*Cooler* is a superlative adjective. It describes how one thing in a group of three or more is different from all the others.”
- Write the following sentence on the board and read it aloud: *Sunday was the coolest day of the week.*
- Direct students to Activity Page 13.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



### Check for Understanding

**Thumbs-Up/Thumbs-Down** Say, “Give a thumbs-up if you agree with the following statement or give a thumbs-down if you disagree: ‘The word *coldest* is a superlative adjective.’” (*thumbs-up*)

**Lesson 13: Review: Digraphs 'ck' > /k/, 'wh' > /w/,  
'gh' > /g/, Part 2**

# Reading



## D Differentiation

### Support

Before reading “The Smartest Whale,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

### Challenge

Have students work in pairs. Each student should write a question about the text. Have students trade questions, and then write responses.

### Activity Page 13.3



**Primary Focus:** Students will read “The Smartest Whale” fluently and will answer questions about key details in the text. [RF.5.3, RF.5.3a, RF.5.4]

#### READ “THE SMARTEST WHALE” (10 MIN.)

- Direct students to Activity Page 13.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *massive, thrilled, demonstrate, techniques, structures*
  - phrases: “in its wake,” “well documented,” “choppier waters”
  - domain-specific language: *marine biologist, research ship, instruments, currents, pod, whitecaps, equipment*
- Have students follow along as you read “The Smartest Whale.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *biologist* and *equipment*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.
- Then have students turn to Activity Page 13.4 and complete the comprehension questions. If they don’t complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



## MULTILINGUAL/ENGLISH LEARNERS

### Reading Reading Closely

|                                |                                                                                                                                                                                                                           |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Provide options for individual reading. Pair strong and struggling readers. Ask them first to read the first paragraph together, alternating between sentences. Then ask them to read the rest of the text independently. |
| <b>Transitioning/Expanding</b> | Have a small group read the first paragraph together, taking turns. Encourage students to work together to annotate the text.                                                                                             |
| <b>Bridging</b>                | Have students read independently and then work with a partner to annotate the text.                                                                                                                                       |



### Check for Understanding

Circulate as students are working, asking them to explain their responses to the comprehension questions.

## Lesson 13: Review: Digraphs 'ck' > /k/, 'wh' > /w/, 'gh' > /g/, Part 2



# Phonics—Encoding

**Primary Focus:** Students will spell and write multisyllabic words with digraphs /k/ > 'ck', /w/ > 'wh', /g/ > 'gh'. [L.5.2, L.5.2e]

### SPELL WORDS WITH DIGRAPHS 'CK', 'WH', AND 'GH' (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with 'ph', 'ck', and 'gh'.
- Remind students that some words with the /k/ sound are spelled 'ck', especially when the sound is at the end of the word. Point out that some words with the /w/ sound are spelled 'wh', and some words with the /g/ sound are spelled 'gh'.
- Say the word *clock*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- |           |              |          |
|-----------|--------------|----------|
| 1. clock  | 4. trickster | 7. which |
| 2. locker | 5. whisker   | 8. whiz  |
| 3. lucky  | 6. whistle   | 9. white |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                    |
|------------------------------------|
| 1. Some snacks are in my backpack. |
| 2. Why are you whispering?         |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 5, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

~~~~~ **End Lesson** ~~~~~

Lesson 13: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 13.1** for each student.
- Direct students to Activity Page 13.3.
- Have them reread “The Smartest Whale.”
- Review the writing prompt on **Activity Page TR 13.1**.
- Tell students they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

TRICKY WORDS REVIEW

- Write the following words on index cards: *grew*, *seen*, *such*, *large*, *of*, *could*, and *throat*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *grew* and say, “This word is tricky because the ‘ew’ is pronounced /oo/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /g/ for this letter. We say /r/ for this letter. We say /oo/ for these letters (ew).” Point to the letters as you blend the sounds: /g/ /r/ /oo/, *grew*. Say, “*Grew!* It’s a word we use all the time, like when we say ‘The plant grew tall.’”

- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *grew*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

REVIEW

Consonant Blends with Digraphs: ‘thr’, ‘shr’, ‘str’, ‘spl’

PRIMARY FOCUS OF LESSON**Warm-Up**

Students will orally add sounds to words to make new words. [RF.5.3]

Phonics—Decoding

Students will identify and read words with consonant blends with digraphs. [RF.5.3]

Students will identify and read multisyllabic words with open syllables. [RF.5.3, RF.5.3a]

Morphology

Students will identify words that use inflectional endings *-er* and *-est*. [RF.5.3, RF.5.3a, RF.5.4, L.5.2]

Reading

Students will reread “The Smartest Whale” fluently with a partner. [RF.5.3, RF.5.3a, RF.5.4, SL.5.1b]

Phonics—Encoding

Students will spell and write words with consonant blends with digraphs. [L.5.2, L.5.2e]

FORMATIVE ASSESSMENT

Observation

“The Smartest Whale” Anecdotal Reading Record [RF.5.4]

LESSON AT A GLANCE

| | Time | Materials |
|---|---------|----------------------|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Add Sounds to Create New Words | 3 min. | |
| Phonics—Decoding | | |
| Read Words with Consonant Blends and Digraphs | 3 min. | |
| Read Open Multisyllabic Words | 3 min. | ☐ Activity Page 14.1 |
| Morphology | | |
| Base Words and Inflectional Endings: <i>-er</i> and <i>-est</i> | 6 min. | ☐ Activity Page 14.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Reread “The Smartest Whale” | 10 min. | ☐ Activity Page 13.3 |
| Phonics—Encoding | | |
| Spell Words with Consonant Blends and Digraphs | 5 min. | ☐ dictation journal |

ADVANCE PREPARATION

Phonics—Decoding

- To learn more about how your students' language varieties may affect their pronunciation of certain sounds as they decode words, refer to the Language Varieties' Influence on Decoding document, available under the General English Learners resource in the program's digital components site.

Reading

- Ensure you have the Unit 1 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
 - Have students take turns reading the entire text.
 - Have one student be the leader, reading a line at a time for the partner to echo.
 - Have students read chorally, keeping their voices together to read the text.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *whale*, *research*, *scientist*, *ocean*, *instruments*, *currents*, and *pod*.

Lesson 14: Review: Consonant Blends with Digraphs:

'thr', 'shr', 'str', 'spl', Part 1

Warm-Up



Primary Focus: Students will orally add sounds to words to make new words.

[RF.5.3]

ADD SOUNDS TO CREATE NEW WORDS (3 MIN.)



MULTILINGUAL/ENGLISH LEARNERS

Foundational Skills

Foundational Literacy Skills

Support students by using gestures to act out the meaning of the new words with added phonemes. For example, demonstrate shredding a piece of paper or tying a string.

- Tell students that first you will say a word and then they will repeat it.
- Say, "After we say the word, I will give you a clue to a new word. You will make the new word by adding a sound to the word we said. Raise your hand when you think you know the new word."
- Give an example: *pill*. Have students repeat the word. Say, "Here's a hint to a new word: It is something that happens when a glass of water is knocked over. Add a sound to *pill*. What is the new word?" (*spill*)
- Continue with the following words in the list.

| | Hint | |
|----------|---|---------------|
| 1. spat | the sound a water balloon makes when it hits concrete | <i>splat</i> |
| 2. shed | to tear up paper | <i>shred</i> |
| 3. sting | something you use to tie | <i>string</i> |

Lesson 14: Review: Consonant Blends with Digraphs:
'thr', 'shr', 'str', 'spl', Part 1



Phonics—Decoding

Primary Focus

Students will identify and read words with consonant blends with digraphs.

[RF.5.3]

Students will identify and read multisyllabic words with open syllables.

[RF.5.3, RF.5.3a]

READ WORDS WITH CONSONANT BLENDS AND DIGRAPHS (3 MIN.)

- Write *thrill*, *splat*, *shred*, and *string* on the board to begin columns.
- Point to *thrill*. Underline 'thr'. Have students read the word aloud.
- Say, "This is a blend of consonants. The 't' and 'h' work together to make the /th/ sound. Then the /r/ comes in." Have students repeat /th/ /r/.
- Say, "These sounds blended together say 'thr'." Demonstrate saying *thr-ill* and *thrill*.
- Ask, "What other words start with this blend?" (examples: *three*, *throw*, *threw*)
- Write students' suggestions on the board under the word *thrill*. Correct any misconceptions. Read each word together and underline the *thr-*.
- Point to *splat*. Underline 'spl'. Have students read the word aloud.
- Say, "The 's' makes the /s/ sound, the 'p' makes the /p/ sound, and the 'l' makes the /l/ sound." Have students repeat /s/ /p/ /l/.
- Say, "These sounds blended together say 'spl'." Demonstrate saying *spl-at* and *splat*.
- Ask, "What other words start with this blend?" (examples: *splatter*, *splint*, *splash*)
- Write students' suggestions on the board under *splat*. Correct any misconceptions. Read each word together and underline the *spl-*.
- Point to *shred*. Underline 'shr'. Have students read the word aloud.
- Say, "This is a blend of consonants. The 's' and 'h' work together to make the /sh/ sound. Then the /r/ comes in." Have students repeat /sh/ /r/.
- Say, "These sounds blended together say 'shr'." Demonstrate saying *shr-ed* and *shred*.

D Differentiation

Support

If students struggle with identifying the consonant blend in the sample words, create a chart to organize the words by consonant blend and write them on the board. Work with students to organize the words in the chart and say each word together again.

- Ask, “What other words start with this blend?” (examples: *shrink*, *shrimp*, *shrug*)
- Write students’ suggestions on the board under the word *shred*. Correct any misconceptions. Read each word together and underline the *shr*–.
- Point to *string*. Underline ‘str’. Have students read the word aloud.
- Say, “This is a blend of the consonants ‘s’, ‘t’, and ‘r’: /s/ /t/ /r/. These sounds together say ‘str’. *Str*–ing. *String*.”
- Ask, “What other words start with this blend?” (examples: *street*, *strip*, *stripe*)
- Write students’ suggestions on the board under the word *string*. Correct any misconceptions. Read each word together and underline the *str*–.
- Explain that you are going to say some words. When students hear the ‘thr’ sound, they should raise their left hand. When they hear the ‘shr’ sound, they should raise their right hand.
- Say the following words: *thrive*, *throwback*, *shriek*, *shrine*, *threat*, and *shrivel*.
- Explain that you are going to say other words. When students hear the ‘spl’ sound, they should raise their left hand; and when they hear the ‘str’ sound, they should raise their right hand.
- Say the following words: *strict*, *splash*, *stray*, *strength*, *splint*, and *splendid*.

READ OPEN MULTISYLLABIC WORDS (3 MIN.)

- Remind students that an open syllable ends with a vowel and makes a long vowel sound.
- Write *apron* on the board.
- Using a slash, divide the word into its syllables: *a•pron*.
- Ask, “How many syllables are in this word?” (*two*)
- Ask, “Which syllable is open?” (*the first; It ends with a vowel and has a long vowel sound.*) Point to each syllable as you read the word aloud, and then have students read the word aloud.
- Repeat the routine with the following words: *open*, *relax*, *museum*, *sofa*, and *silent*.
- Direct students to Activity Page 14.1 and review the instructions. Read the list of words aloud as the students follow along. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

Activity Page 14.1



Lesson 14: Review: Consonant Blends with Digraphs:

'thr', 'shr', 'str', 'spl', Part 1

Morphology



Primary Focus: Students will identify words that use inflectional endings *-er* and *-est*. [RF.5.3, RF.5.3a, RF.5.4, L.5.2]

BASE WORDS AND INFLECTIONAL ENDINGS: -ER AND -EST (6 MIN.)

- Remind students that an adjective is a part of speech that describes a noun.
- Ask volunteers for examples of adjectives. (*nice, red, shiny*)
- Say, "Remember, a comparative adjective describes how two things or groups of things are different and usually ends in *-er*."
- Ask volunteers for examples of comparative adjectives. (*taller, smarter, harder*)
- Point out that when a word ends in 'y', we change the 'y' to 'i' before adding the ending *-er*. Write *shiny* on the board. Below it, write the word again and change the 'y' to 'i' to make the comparative adjective *shinier*. Remind students that they have learned this same rule for the endings *-ed* and *-es*.
- Say, "Remember, a superlative adjective describes how one thing in a group of three or more is different from all of the others and usually ends in *-est*."
- Write the adjective *old* on the board. Ask students to turn the adjective into a comparative and a superlative adjective. (*older, oldest*)
- Say, "Marc, Caleb, and Jonas are brothers."
- Then write the following sentence on the board: Marc is ____ than Caleb, but Jonas is the ____.
- Ask students to work with a partner to complete the sentence with the correct adjectives. Then have a volunteer pair approach the board and complete the sentence with the correct adjectives. (*Mark is older than Caleb, but Jonas is the oldest.*) Have students read the completed sentence aloud.
- Write the adjective *small* on the board. Ask students to turn the adjective into a comparative adjective and a superlative adjective. (*smaller, smallest*)
- Say, "There are three animals in the forest: a fox, a mouse, and a mountain lion."

D Differentiation

Challenge

Provide students with three objects. Then ask them to write a couple of sentences about the objects that include at least one comparative and one superlative adjective.

- Then write the following sentence on the board: The fox is ____ than the mountain lion, but the mouse is the ____.
- Have pairs complete the sentence with the correct adjectives. Then have a volunteer pair approach the board and complete the sentence with the correct adjectives. (*The fox is smaller than the mountain lion, but the mouse is the smallest.*) Have students read the completed sentence aloud.
- Point out that the same spelling rule for words that end in 'y' applies to the suffix *-est*. Below the words *shiny* and *shinier* on the board, write *shiniest*. Have students read all three words aloud.
- Direct students to Activity Page 14.2 and review the instructions. Read the words aloud, having students follow along.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Activity Page 14.2



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, "Give a thumbs-up if you agree that the adjectives in the following sentence are used correctly, and give a thumbs-down if you disagree: 'At the party, Ana was sillier than Avi, but Noa was the silliest.'" (*thumbs-up*)

D Differentiation

Challenge

Have students first create a list of the 'thr', 'shr', 'str', and 'spl' words used in the passage. Then challenge them to write a short story that uses all of the words.

Activity Page 13.3



Lesson 14: Review: Consonant Blends with Digraphs: 'thr', 'shr', 'str', 'spl', Part 2



Reading

Primary Focus: Students will reread "The Smartest Whale" fluently with a partner.
[RF.5.3, RF.5.3a, RF.5.4, SL.5.1b]

REREAD "THE SMARTEST WHALE" (10 MIN.)

Note: Students will read today's text with a partner. You may wish to review the partner reading routines before they read the text.

- Direct students back to the passage on Activity Page 13.3. Tell students that today they will reread "The Smartest Whale" with a partner.
- Take time to answer any questions that students may have about "The Smartest Whale."
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
 - underline three words with 'thr', 'str', 'spl', and 'shr', such as *thrilled*, *strongest*, *splashed*, and *shrieked*;
 - circle three comparative and superlative adjectives with *-er*, such as *stronger*, and *-est*, such as *quickest*; and
 - highlight three two-syllable words in which both syllables are open, such as *data*.



MULTILINGUAL/ENGLISH LEARNERS

Reading

Reading Closely

| | |
|--------------------------------|--|
| Entering/Emerging | Work with student pairs to identify a few words with consonant blends. |
| Transitioning/Expanding | Have students share their annotations with another student. |
| Bridging | Encourage students to read aloud the words they annotate to a partner. |



Check for Understanding

Turn and Talk: Say, “Turn and talk to a partner about the comparative and superlative adjectives used in the passage.” Ask the students to explain to each other why the writer chose to use these adjectives. Circulate as students talk, making sure they understand that the comparative adjectives compare two things and the superlative adjectives compare three or more things. Tell students to signal when both partners have contributed to the conversation. Call on students to share examples of comparative and superlative adjectives with the group.



Observation: “The Smartest Whale” Anecdotal Reading Record

As you listen to each student read “The Smartest Whale,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 14: Review: Consonant Blends with Digraphs:
'thr', 'shr', 'str', 'spl', Part 2



Phonics—Encoding

Primary Focus: Students will spell and write words with consonant blends with digraphs. [L.5.2, L.5.2e]

SPELL WORDS WITH CONSONANT BLENDS AND DIGRAPHS (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with 'thr', 'shr', 'str', and 'spl'.
- Remind students that these words have consonant blends and digraphs. Say, "For example, remember that in 'thr' words, the 't' and 'h' work together to make the /th/ sound. Then the /r/ comes in."
- Say the word *strongest*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- | | | |
|--------------|--------------|--------------|
| 1. strongest | 4. thriving | 7. shrub |
| 2. throwback | 5. shrugging | 8. splendid |
| 3. splatter | 6. stronger | 9. splashing |

- Tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|--|
| 1. Stress makes her head throb. |
| 2. The pumpkin struck the ground with a splat. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 5, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

End Lesson

Lesson 14: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 14.1** for each student.
- Review the directions. Read the words aloud, having students follow along. Answer any questions students have, and then ask students to complete the activity.
- When students are done writing, ask pairs to share and check their work.

SHARING

- Pair up students and have one person share the response they wrote about "The Smartest Whale" on **Activity Page TR 13.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *grew* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *grrroo*. Write the letters to spell *grew* on the board.
- Point to the word *grew* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /oo/ sound is spelled with ‘ew.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /g/ for this letter. We say /r/ for this letter. We say /oo/ for these letters (ew).” Point to the letters as you blend the sounds: /g/ /r/ /oo/, *grew*. Say, “*Grew!* It’s a word we use all the time.”
- Repeat with the words *seen*, *such*, *large*, *of*, *could*, and *throat*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.

- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

REVIEW

Mixed Review

PRIMARY FOCUS OF LESSON**Warm-Up**

Students will review the sounds for digraphs they studied this week. [RF.5.3]

Phonics—Decoding

Students will review identifying and reading words with the digraphs they practiced this week. [RF.5.3]

Students will identify and read words with closed and open syllables. [RF.5.3, RF.5.3a]

Morphology

Students will use adjectives with inflectional endings in sentences. [RF.5.3, RF.5.3a, RF.5.4, L.5.2]

Reading

Students will read and annotate “Strange Weather Patterns” independently and will answer questions about key details in the text. [RI.5.10, RF.5.3, RF.5.3a]

Phonics—Encoding

Students will review spelling and writing multisyllabic words with consonant blends and digraphs. [L.5.2, L.5.2e]

FORMATIVE ASSESSMENT

Dictation Journal Phonics/Encoding Dictation [L.5.2, L.5.2e]

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|-----------------------------|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Sound Building | 3 min. | |
| Phonics—Decoding | | |
| Review Digraphs | 3 min. | |
| Read Words with Closed and Open Syllables | 3 min. | ☐ Activity Page 15.1 |
| Morphology | | |
| Review Inflectional Endings | 6 min. | ☐ Activity Page 15.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Read “Strange Weather Patterns”
Independently | 10 min. | ☐ Activity Pages 15.3, 15.4 |
| Phonics—Encoding | | |
| Encoding Review | 5 min. | ☐ dictation journal |

ADVANCE PREPARATION

Warm-Up

- Gather blocks for the Sound Building game.

Morphology

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Universal Access

- Gather pictures to represent the words in the Reading activity: *clouds*, *thunder*, *lightning*, *radar*, *meteorologists*, *satellites*, and *storms*.

Lesson 15: Review: Mixed Review, Part 1

Warm-Up



Primary Focus: Students will review the sounds for digraphs they studied this week.
[RF.5.3]

SOUND BUILDING (3 MIN.)

- Tell students they are going to play a game called “Sound Building.”
- Explain that you will say a word and they will say the consonant blend or digraph at the beginning or the end of the word.
- Ask, “What is the digraph at the beginning of *shrug*?” (/sh/)
- If students struggle to identify the digraph, repeat the word with the digraph drawn out: shhhhhhhrug.
- Ask, “What sound blends with the digraph /sh/?” (/r/)
- As students provide correct digraphs and blends, give them a block. Students take turns placing the blocks to create a collective structure throughout the game.
- Repeat the routine with the following words:

/f/ > ‘ph’ and ‘gh’: *photo, cough, laugh*

/k/ > ‘ck’: *click, cluck, truck*

/w/ > ‘wh’: *while, when, whale*

/g/ > ‘gh’: *ghost, ghoul, ghastly*

‘thr’: *threw, thrown, threat*

‘shr’: *shriek, shrine, shred*

Lesson 15: Review: Mixed Review, Part 1

Phonics—Decoding



Primary Focus

Students will review identifying and reading words with the digraphs they practiced this week. [RF.5.3]

Students will identify and read words with closed and open syllables.

[RF.5.3, RF.5.3a]

D Differentiation

Challenge

For each sound and syllable requirement, challenge students to come up with additional words, not listed on the board. For example, for the first clue (“Give me a word with two open syllables”), students might say “ego.”

REVIEW DIGRAPHS (3 MIN.)



MULTILINGUAL/ENGLISH LEARNERS

Foundational Skills

Foundational Literacy Skills

Talk to students about the word *trophy*. Hold up a trophy or an image of a trophy. First segment the word, asking students to repeat. Blend the word, asking students to repeat. Then write the word on the board, dividing it by syllables. Put your hand over the second syllable. Say the first syllable, pointing out that it is an open syllable because it ends in a long vowel sound. Put your hand over the first syllable and pronounce the second syllable. Point out that it is an open syllable because it ends in a long vowel sound. Then say the word again and have students read it aloud.

- Explain that you are going to say a riddle and then students will guess the word. Each word will have a digraph or blend they studied this week ('ph' and 'gh' > /f/, 'ng' > /ng/, 'ck' > /k/, 'wh' > /w/, 'thr', 'shr', 'str', or 'spl').
- Say, “A team gets this for winning a big game.” (*trophy*)
- Write *trophy* on the board and underline the digraph 'ph'. Have students say the word aloud.
- Repeat the routine with the following riddles.

I call my sister's son this. (*nephew*)

I look at this to tell the time. (*clock*)

In soccer, you do this to the ball. (*kick*)

Cats have these on their faces. (*whiskers*)

This is the opposite of weak. (*strong*)

This is what happens when you jump in a pool. (*splash*)

This number comes after two. (*three*)

READ WORDS WITH CLOSED AND OPEN SYLLABLES (3 MIN.)

- Write the following words on the board: *solo*, *relax*, *humankind*, *sunset*, *when*. Point to and read each word aloud.
- Explain that you are going to say a sound and syllable requirement. Then students will read aloud a word on the board that meets the requirement.
- Say, "Give me a word with two open syllables." (*solo*)
- Repeat with the following sound and syllable requirements.

Give me a word with two closed syllables. (*sunset*)

Give me a word with one open syllable. (*relax*)

Give me a closed one syllable word. (*when*)

Give me a three syllable word with one open syllable. (*humankind*)

- Direct students to Activity Page 15.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Activity Page 15.1



Lesson 15: Review: Mixed Review, Part 1

Morphology



Primary Focus: Students will use adjectives with inflectional endings in sentences.
[RF.5.3, RF.5.3a, RF.5.4, L.5.2]

D Differentiation

Support

Identify adjectives on the activity page that students are struggling with and write the comparative and superlative versions on the board. Work with students to create sentences with each.

REVIEW INFLECTIONAL ENDINGS (6 MIN.)

- Remind students that a comparative adjective compares or describes how two things or groups of things are different and usually ends in *-er*.
- Ask a volunteer to say a sentence with *quicker*. (*The train is quicker than the bus.*)
- Remind students that a superlative adjective describes how one thing in a group of three or more is different from all of the others and usually ends in *-est*.
- Remind students that for adjectives that end in 'y', they must change the 'y' to 'i' before adding *-er* or *-est*.
- Ask a volunteer to say a sentence with *youngest*. (*I am the youngest of three sisters.*)
- Write the following sentences on the board: *Tina is funnier than the other actors. She is the ____ actor in the play.* Read the sentences aloud with the students.
- Ask a volunteer to circle the comparative adjective in the sentences. (*funnier*)
- Then ask a volunteer to complete the sentence with a superlative adjective. (*funniest*) Read the completed sentences aloud with the students.
- Direct students to Activity Page 15.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Activity Page 15.2





Check for Understanding

Turn and Talk: Point to the adjective “funnier” on the board. Ask students to discuss the spelling of the adjective. Ask, “Is the correct spelling ‘funnier’ or ‘funnyer’?” Circulate as students discuss, making sure they recognize that the *y* is replaced with *i* before the suffix is added. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner’s thinking with the group.

Lesson 15: Review: Mixed Review, Part 2

Reading



Primary Focus: Students will read and annotate “Strange Weather Patterns” independently and will answer questions about key details in the text.

[RI.5.10, RF.5.3, RF.5.3a]

D Differentiation

Support

Before reading “Strange Weather Patterns,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Have students focus on one annotation at a time.

For example, first have them read and underline words with digraphs and consonant blends.

On the next read, have them circle comparative adjectives, and so on.

READ “STRANGE WEATHER PATTERNS” INDEPENDENTLY (10 MIN.)

- Tell students they will be reading “Strange Weather Patterns.”
- Direct students to Activity Page 15.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: *meteorologists, atmospheric, phenomena, intensity, thriving, thrust, unstable*
 - phrases: “atmospheric phenomena,” “storm-prone springtime”
 - domain-specific language: *weather patterns, radar screens, satellites, warm and cold air, physical conditions*
- Read a few lines of the passage, modeling how to sound out unfamiliar words (e.g., *meteorologists* and *phenomena*).
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and have them
 - underline three words with ‘ph’, ‘gh’, ‘ck’, and ‘wh’ they learned about this week, such as *elephants* and *ghost*;
 - put a box around three words with *shr-*, *thr-*, *str-*, and *spl-*, such as *shrieks* and *through*;
 - circle three comparative adjectives and superlative adjectives, such as *stronger* and *strongest*; and

- highlight three multisyllabic words with open syllables, such as *photo* and *phenomena*.
- After students have annotated the passage, have them complete the comprehension questions on Activity Page 15.4 independently. If they don't complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

Activity Pages
15.3, 15.4



ML/EL

MULTILINGUAL/ENGLISH LEARNERS

Reading

Reading Closely

Entering/Emerging

Have students write the words from the passage on their own paper using columns to categorize the skills (e.g., *words with comparative adjectives*; *words with consonant blends*, *words with open syllables*).

Transitioning/ Expanding

Have students work with a partner to annotate the text.

Bridging

Have students work independently to annotate the text and then share their work with a partner.



Check for Understanding

Circulate as students are working, asking them to explain their annotation decisions.

Lesson 15: Review: Mixed Review, Part 2

Phonics—Encoding



Primary Focus: Students will review spelling and writing multisyllabic words with consonant blends and digraphs. [L.5.2, L.5.2e]

ENCODING REVIEW (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with ‘thr’, ‘shr’, ‘str’, and ‘spl’.
- Remind students that these words have consonant blends. Say, “For example, remember that in ‘shr’ words, the ‘s’ and ‘h’ work together to make the /sh/ sound. Then the /r/ comes in.”
- Say ‘shr’, *shr-ed*, and *shred*, having students repeat after you.
- Tell students that they will also be spelling words with ‘wh’ and ‘ck’.
- Say the /w/ sound. Remind students that the sound can be spelled ‘wh’. Say the /k/ sound. Remind students that the sound can be spelled ‘ck’.
- Tell students that they will also be spelling words with ‘ph’ and ‘gh’.
- Say the /f/ sound. Remind students that the sound can be spelled ‘ph’ and ‘gh’.
- Tell students that they will also be spelling words with ‘ng’.
- Remind students that the letter ‘n’ by itself stands for the /n/ sound, and the letter ‘g’ by itself stands for the /g/ sound, but the letters ‘n’ and ‘g’ written together stand for a completely different sound, /ng/.
- Say the word *whisks*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- | | | |
|-------------|--------------|-------------|
| 1. whisks | 4. throbbing | 7. trophies |
| 2. clocked | 5. shrinks | 8. laughing |
| 3. thrashes | 6. quicker | 9. longest |

- Tell students you will say two sentences aloud for them to spell in their dictation journal.

- Say the following sentences aloud, pausing to provide students time to write.

1. Dolphins swam along with the boat.
2. Is the gum sticky enough?

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 5, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Dictation Journals: Phonics/Encoding Dictation

Collect students' dictation journals to review and monitor student progress.

End Lesson

Lesson 15: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 15.1** for each student. Direct students to Activity Page 15.3.
- Have them reread “Strange Weather Patterns.”
- Review the writing prompt on **Activity Page TR 15.1**. Answer any questions students have, and then ask students to respond to the prompt.
- Tell students they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Then, pair up students and have one person share the response they wrote about “Strange Weather Patterns” on **Activity Page TR 15.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lessons 11 and 13. Write the following new words on index cards: *people*, *heavy*, *meet*, *soup*, *where*, *when*, and *these*.
- Use the cards with the new words. Say, “Today we will review some more Tricky Words together. You can sound out these words, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Display and point to the word *people* and say, “This word is tricky because the ‘eo’ is pronounced /ee/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /p/ for this letter. We say /ee/ for these letters, we say /p/ for this letter, and we say /ul/ for these letters.” Point to the letters as you blend the sounds: /p/ /ee/ /p/ /ul/, *people*. Say, “*People!* It’s a word we use all the time, like when we say ‘Many people like to read books.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *people*. What’s the word?” Ask them to sound it out and then read it again.
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Add the Tricky Word cards from Lessons 11 and 13. Say, “Now we’re going to practice reading all the new words we learned this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”

- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

Additional Activities to Review All Tricky Words from This Week

(1) Tricky Words Race

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

Note: Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

(2) Call, Flip, Read, Roll

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1-10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.

- Place students into pairs. Call out a number at random and have each student take turns finding a card with that number on it in their stack. The student then reads the word aloud. If the word is read correctly, the student may then roll a die and whatever number it lands on is the number of points they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student's set of cards.

REVIEW

Abbreviations: Titles with Names

PRIMARY FOCUS OF LESSON**Warm-Up**

Students will orally add sounds to words to make new words. [RF.5.3]

Phonics—Decoding

Students will identify and read abbreviations of titles with names. [RF.5.3]

Students will identify and read multisyllabic words with open syllables.
[RF.5.3, RF.5.3a]

Morphology

Students will read, define, and spell words with the derivational ending -y.
[RF.5.3, RF.5.3a, RF.5.4, L.5.2]

Reading

Students will read “A Guide to Letter Writing” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral comprehension questions about key details in the text. [RF.5.3, RF.5.3a, RF.5.4, SL.5.1c]

Phonics—Encoding

Students will spell and write abbreviations of titles with names.
[L.5.2, L.5.2e]

FORMATIVE ASSESSMENT

Activity Page 16.1

Abbreviations: Titles with Names [L.5.2, L.5.2e]

Observation

Discussion Questions Observation Record [RF.5.4]

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|----------------------|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Add Sounds to Make New Words | 3 min. | |
| Phonics—Decoding | | |
| Abbreviations: Titles with Names | 3 min. | ☐ Activity Page 16.1 |
| Read Open Multisyllabic Words | 3 min. | |
| Morphology | | |
| Base Words and Derivational Endings: -y | 6 min. | ☐ Activity Page 16.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Read “A Guide to Letter Writing” with Accuracy | 10 min. | ☐ Activity Page 16.3 |
| Phonics—Encoding | | |
| Spell Abbreviations of Titles with Names | 5 min. | ☐ dictation journal |

ADVANCE PREPARATION

Phonics—Decoding

- If desired, prepare a chart that lists the full words and abbreviations of titles that come before or after names for today and future reference. You may also choose to write on the board during the lesson.

Reading

- Ensure you have the Unit 1 Discussion Questions Observation Record that you prepared in Lesson 1. Remember to ask each student to respond to at least one discussion question over the course of the week. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity, such as *baseball field*, *ballpark*, and *walkie-talkie*.

Lesson 16: Review: Abbreviations: Titles with Names, Part 1

Warm-Up



Primary Focus: Students will orally add sounds to words to make new words.

[RF.5.3]

ADD SOUNDS TO MAKE NEW WORDS (3 MIN.)

Note: This activity should be done orally.

- Remind students that adding one sound to a word can change its meaning.
- Say, “Sounds can be added to the beginning, middle, or end of a word.”
- Tell them they will practice adding phonemes to words to make new words.
- Say the word *fog*.
- Ask, “How could I add the sound /r/ to the word *fog* to create a new word?” (*frog*)
- Continue with the remaining words in the list. As students offer their responses, remember that changes in spelling are acceptable, because the focus of the activity is adding sounds to make new words.

| Example | Sound to add | New Word |
|---------|--------------|----------|
| fog | /r/ | frog |
| met | /l/ | melt |
| rain | /b/ | brain |
| see | /l/ | seal |
| tray | /n/ | train |

D Differentiation

Challenge

Have pairs brainstorm more examples and new words.

Lesson 16: Review: Abbreviations: Titles with Names, Part 1

Phonics—Decoding



Primary Focus

Students will identify and read abbreviations of titles with names. [RF.5.3]

Students will identify and read multisyllabic words with open syllables.

[RF.5.3, RF.5.3a]

ABBREVIATIONS: TITLES WITH NAMES (3 MIN.)

- Explain that an abbreviation is a short way to write a full word. Abbreviations usually begin with a capital letter and end with a period.
- Tell students that titles that come before names, such as *Doctor* and *Missus*, are often abbreviated.
- On the board, display a chart that lists full titles along with their abbreviations.

| Full Word | Abbreviation |
|-----------|------------------------|
| Mister | Mr. |
| Missus | Mrs. |
| Miss | Miss (not abbreviated) |
| Doctor | Dr. |

- Read each title aloud, and complete each example on the chart by adding a familiar name, such as *Dr. Chen*, *Mr. Jones*, or *Mrs. Patel* after the abbreviation. Have students repeat each example.
- Point out that the title *Miss* is not abbreviated and often appears in full before a name, such as *Miss Anderson*. This title is most often used to address girls or younger, unmarried women.
- Explain that titles that come after names, such as *Junior* or *Senior*, are also abbreviated.
- Add and complete two more rows of the chart.

| Full Word | Abbreviation |
|-----------|--------------|
| Junior | Jr. |
| Senior | Sr. |

D Differentiation

Challenge

Explain to students that there are other titles that come before names that are also abbreviated.

Have students identify the full title for the following abbreviations: "Prof.," "Gov.," and "Gen." (*Professor*, *Governor*, *General*)

- Read each title aloud, and complete each example by adding a name, such as *Kyle Smith, Jr.* and *David Lee, Sr.* Have students repeat each example.
- Direct students to Activity Page 16.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

Activity Page 16.1



READ OPEN MULTISYLLABIC WORDS (3 MIN.)

Note: Students have learned about closed and open syllables. They may encounter an additional syllable type—the schwa—as they analyze vowel sounds in multisyllabic words.

- Say, “We have learned that open syllables have the long vowel sound; for example, in the word *go*, the ‘o’ is left “open.” In multisyllabic words, some vowel sounds that follow the rules for open syllables may actually be schwa sounds, depending on where the stress falls within the word. When there is less emphasis on a syllable, we say that it is unstressed. If the syllable is unstressed, the vowel sound in the open syllable may be pronounced as a schwa /ə/ sound. When we read multisyllabic words, we may need to adjust the vowel sound to the schwa sound.”
- Write the word *tomato* on the board. Explain that the word *tomato* is pronounced tə•mae•toe, not toe•mae•toe.
- As needed, provide other examples of common open and closed multisyllabic words with a schwa sound. For example
 - enemy: **en**•ə•mee, not en•ee•mee;
 - common: **com**•mən, not com•mon; and
 - telephone: **tel**•ə•foen, not tel•ee•foen.
- Students will continue to learn about the schwa in Unit 4.
- Remind students that an open syllable is one that ends in a vowel and makes a long vowel sound.
- Write the word *photograph* on the board. Mark the syllables: **pho**•to•graph and emphasize that the first syllable is stressed.
- Say the first syllable. Ask, “Is the first syllable open or closed? How do you know?” (*open; It ends with a long vowel sound.*)
- Point out that the ‘o’ in the second syllable *to* looks like it should follow the rules for open syllables, but as an unstressed syllable it makes the schwa sound.

- Ask students to identify the syllable type of *graph* and explain how they know. (*closed*; the 'a' is closed up by the consonant team 'ph' > /f/) Read the word emphasizing each syllable. Have students read it aloud.
- Repeat the routine, focusing on the open syllables of the following words: *vi•o•lin* (*vi, o*), *re•lax•ing* (*re*), *si•lent•ly* (*si, ly*), and *so•lo•ist* (*so, lo*).



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, "Give a thumbs-up if you agree or a thumbs-down if you disagree that the following word has two open syllables: *polo*." (*thumbs-up*)

Lesson 16: Review: Abbreviations: Titles with Names, Part 1

Morphology



Primary Focus: Students will read, define, and spell words with the derivational ending *-y*. [RF.5.3, RF.5.3a, RF.5.4, L.5.2]

BASE WORDS AND DERIVATIONAL ENDINGS: -Y (6 MIN.)

- Remind students that they have learned about suffixes that do not change the part of speech of the base word. These are called inflectional endings. Some examples include the word endings *-ed* and *-ing*. Ask, "What part of speech are the words *learn*, *learning*, and *learned*?" (*verbs*)
- Explain that students are now going to practice using suffixes that change the part of speech of the base word. These are called derivational endings.
- List examples on the board: *-y*, *-less*, and *-er*.
- Explain that *-y* and *-less* change nouns to adjectives, and *-er* changes verbs to nouns.
- Tell students that they will focus on the ending *-y* today.
- Write the example word *dirty* on the board. Read the word aloud and then have students read the word aloud. Ask a volunteer to define the word. (*not clean; filthy*) Then have another volunteer identify the base word. (*dirt*)
- Repeat with the words *cheery*, *lengthy*, *leaky*, *sunny*, and *noisy*.
- Direct students to Activity Page 16.2 and review the instructions.

D Differentiation

Support

Review the rules of doubling a consonant or dropping an 'e' before adding a suffix, as needed.

Activity Page 16.2



- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



MULTILINGUAL/ENGLISH LEARNERS

Language

Learning How English Works

| | |
|-------------------------------------|--|
| Entering/Emerging | Remind students of the basic parts of speech in English. A noun is a person, place, thing, or idea. A verb is an action word. An adjective is a word that describes a noun. An adverb is a word that describes a verb, adjective, or other adverb. |
| Transitioning/
Expanding | Provide sample sentences and have students identify which word is a noun and which is an adjective. |
| Bridging | Prompt students to give examples of nouns and adjectives to ensure mastery. |

D Differentiation

Support

Before reading “A Guide to Letter Writing,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Activity Page 16.3



Part 2

Lesson 16: Review: Abbreviations: Titles with Names, Part 2

Reading



Primary Focus: Students will read “A Guide to Letter Writing” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral comprehension questions about key details in the text.

[RF.5.3, RF.5.3a, RF.5.4, SL.5.1c]

READ “A GUIDE TO LETTER WRITING” WITH ACCURACY (10 MIN.)

- Direct students to Activity Page 16.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
 - words: *possibilities, essential, accurate, hasty, wordy, and, tidy*
 - domain-specific language: *applications, admissions, recipient*
 - phrases: “bumpy day,” “speedy exit”
- Have students follow along as you read “A Guide to Letter Writing.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words.
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read.



MULTILINGUAL/ENGLISH LEARNERS

Reading Reading Closely

Entering/Emerging

Review questions and ask them in a yes/no format rather than an open-ended format.

Transitioning/ Expanding

Allow students to work with a partner to answer the discussion questions.

Bridging

Provide minimal support as students work independently to answer the discussion questions.

Wrap-Up

Discussion Questions for “A Guide to Letter Writing”

1. **Literal.** What are three types of proper closings mentioned in the passage for different types of letters?
 - » “Sincerely” for formal letters, “Best wishes” for friendly notes, and “Love” for family letters are types of proper greetings from the passage.
2. **Literal.** What four pieces of information must be included in a professional address?
 - » Answers will vary but should include four of the following: name, title, street address with number, or city/state/zip code.
3. **Inferential.** Why does the passage say “different situations require different greetings”?
 - » Answers will vary but should include depending on the relationship between writer and reader, different levels of formality are needed to show respect to the recipient.
4. **Inferential.** How is letter writing different from texting or emailing according to the passage?
 - » Answers will vary but may include that letters are more permanent and meaningful, as people often save special letters, while texts disappear and emails get deleted.
5. **Evaluative.** Do you think schools should continue teaching letter writing in our digital age? Use details from the passage to support your opinion.
 - » Answers will vary but should include consideration of the various purposes for letter writing mentioned in the text, from job applications to personal connections, and evaluate its continued importance in modern communication.



Check for Understanding

- **Think-Pair-Share:** Say, “Sometimes we learn new information or think about things in a different way when we share with others. Today, we will practice how to use Think-Pair-Share by sharing our responses to the discussion questions about the passage we just read with a partner. Then we will share our answers with the whole group. Let me show you what I mean.”
- Choose a student to be your partner. Say, “The first question is ‘What are Mr. and Mrs. Lopez waiting for?’ First, we think about the answer. We might look back at the passage for help if we don’t remember.” Model thinking about the answer and maybe scanning the passage. Say, “Hmm. I remember now.”

- Model pairing and sharing. Say, “Then we pair up to share our answers. I will give the ready signal to my partner when I am ready, and I’ll wait for my partner to give me the signal so that I know that they are ready to share too.”
- When your partner gives you the signal, model sharing your answers with each other. Ask any clarifying questions you may have. Adjust your answer, if needed. Say, “Finally, if the teacher calls on me, I am ready to share my answer with the whole group.”
- Say, “Now it’s your turn. I will ask the question. You will answer the question in your head, and then you will give the ready signal to your partner to show that you are ready. When both partners give the signal, take turns answering the question. Ready for the next question? The next question is ‘Who received Mr. and Mrs. Lopez’s letter?’”
- Give students time to think about the answers, give the signal, and share their answers with their partner. Encourage students to ask clarifying questions and make changes to their answers if necessary. Remind students to signal when both partners have contributed to the conversation.
- As students conclude their conversations, call on a volunteer to share their answer. Ask the student if they made any changes to their answer after the partners shared with each other. If so, ask what changes were made and why.
- Continue with the rest of the questions, providing specific feedback regarding the Think-Pair-Share process.



Observation: Discussion Questions Observation Record

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

Lesson 16: Review: Abbreviations: Titles with Names, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write abbreviations of titles with names.

[L.5.2, L.5.2e]

SPELL ABBREVIATIONS OF TITLES WITH NAMES (5 MIN.)

- Explain to students that they will be writing in their dictation journal.
- Tell students that they will be spelling titles. First they will write the full word, and then they will write the abbreviation.

- Give the example *Missus*.
- Remind them that the spellings for abbreviations are usually similar to the full words, but abbreviations should be learned and remembered. Remind students that the title *Miss* is not abbreviated and is not followed by a period.
- Write *Missus* and the abbreviation *Mrs.* on the board.
- Say the word *Missus*. Repeat it. Have students write both the full word and the abbreviation in their journal.
- Repeat with the remaining full words and abbreviations.

- | | |
|-----------------|----------------|
| 1. Missus: Mrs. | 4. Senior: Sr. |
| 2. Doctor: Dr. | 5. Mister: Mr. |
| 3. Junior: Jr. | 6. Miss: Miss |

- Then tell students you will say two sentences aloud for them to write in their dictation journal. Students will decide whether to spell the full word or to write the abbreviation in each sentence.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|-----------------------------|
| 1. Mrs. Green teaches art. |
| 2. I went to see Dr. Smith. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 5, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

~~~~~ **End Lesson** ~~~~~

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## Lesson 16: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 16.1** for each student.
- Direct students to Activity Page 16.3.
- Have them reread “A Guide to Letter Writing.”
- Review the writing prompt on **Activity Page TR 16.1**.
- Tell students they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

### TRICKY WORDS REVIEW

- Write the following words on index cards: *clear, place, world, hall, your, you, and one*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *room* and say, “This word is tricky because the double ‘o’ makes the /oo/ sound.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”

- Point to the letters as you say them. Say, “In this word, we say /r/ for this letter. We say /oo/ for these two letters, and we say /m/ for this letter.” Point to the letters as you blend the sounds: /r/ /oo/ /m/, *room*. Say, “*Room!* It’s a word we use all the time, like when we say ‘Your hall has one clear place in each room.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *room*. What’s the word?” Ask them to sound it out and then read it again. Say, “It is helpful to remember another word that has the /oo/ sound spelled ‘oo.’” Write *moon* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### **Additional Ways to Practice Tricky Words**

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## REVIEW

# Abbreviations: Streets in Addresses and States

**PRIMARY FOCUS OF LESSON****Warm-Up**

Students will orally add sounds to words to make new words. [RF.5.3]

**Phonics—Decoding**

Students will identify and read abbreviations of streets in addresses and states. [RF.5.3]

Students will identify and read words with closed and open syllables. [RF.5.3, RF.5.3a]

**Morphology**

Students will identify words with the derivational ending -y. [RF.5.3, RF.5.3a, RF.5.4, L.5.2]

**Reading**

Students will reread “A Guide to Letter Writing” fluently with a partner. [RF.5.3, RF.5.3a, RF.5.4, SL.5.1b]

**Phonics—Encoding**

Students will spell and write abbreviations of streets in addresses and states. [L.5.2, L.5.2e]

**FORMATIVE ASSESSMENT**

Observation

“A Guide to Letter Writing” Anecdotal Reading  
Record [RF.5.4]

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials            |
|------------------------------------------------------------------------------------------------|---------|----------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                      |
| <b>Warm-Up</b>                                                                                 |         |                      |
| Add Sounds to Make New Words                                                                   | 3 min.  |                      |
| <b>Phonics—Decoding</b>                                                                        |         |                      |
| Read Abbreviations: Streets in Addresses and States                                            | 3 min.  | ☐ Activity Page 17.1 |
| Read Words with Closed and Open Syllables                                                      | 3 min.  |                      |
| <b>Morphology</b>                                                                              |         |                      |
| Base Words and Derivational Endings: -y                                                        | 6 min.  | ☐ Activity Page 17.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                      |
| <b>Part 2 (15 min.)</b>                                                                        |         |                      |
| <b>Reading</b>                                                                                 |         |                      |
| Reread “A Guide to Letter Writing”                                                             | 10 min. | ☐ Activity Page 16.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                      |
| Spell Abbreviations of Streets in Addresses and States                                         | 5 min.  | ☐ dictation journal  |

## ADVANCE PREPARATION

### Phonics—Decoding

- If desired, prepare a chart that lists the full words and abbreviations used in addresses.

|                  |             |            |               |                 |
|------------------|-------------|------------|---------------|-----------------|
| Avenue: Ave.     | Street: St. | Lane: Ln.  | Circle: Cir.  | Place: Pl.      |
| Boulevard: Blvd. | Road: Rd.   | Drive: Dr. | Terrace: Ter. | Court: Ct.      |
| North: N.        | South: S.   | East: E.   | West: W.      | Apartment: Apt. |

- Prepare a list of postal abbreviations for all 50 states for students who need additional support.

|                   |                 |                    |                   |                    |
|-------------------|-----------------|--------------------|-------------------|--------------------|
| Alabama: AL       | Alaska: AK      | Arizona: AZ        | Arkansas: AR      | California: CA     |
| Colorado: CO      | Connecticut: CT | Delaware: DE       | Florida: FL       | Georgia: GA        |
| Hawaii: HI        | Idaho: ID       | Illinois: IL       | Indiana: IN       | Iowa: IA           |
| Kansas: KS        | Kentucky: KY    | Louisiana: LA      | Maine: ME         | Maryland: MD       |
| Massachusetts: MA | Michigan: MI    | Minnesota: MN      | Mississippi: MS   | Missouri: MO       |
| Montana: MT       | Nebraska: NE    | Nevada: NV         | New Hampshire: NH | New Jersey: NJ     |
| New Mexico: NM    | New York: NY    | North Carolina: NC | North Dakota: ND  | Ohio: OH           |
| Oklahoma: OK      | Oregon: OR      | Pennsylvania: PA   | Rhode Island: RI  | South Carolina: SC |
| South Dakota: SD  | Tennessee: TN   | Texas: TX          | Utah: UT          | Vermont: VT        |
| Virginia: VA      | Washington: WA  | West Virginia: WV  | Wisconsin: WI     | Wyoming: WY        |

## Reading

- Ensure you have the Unit 1 Anecdotal Reading Record that you prepared in Lesson 2
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire story.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the story.

## Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

## Universal Access

- Gather pictures to represent the words in the Reading activity, such as *letter*, *mailman*, *human*, *mailbox*, and *sunny*.

## Lesson 17: Review: Abbreviations: Streets in Addresses and States, Part 1



# Warm-Up

**Primary Focus:** Students will orally add sounds to words to make new words.  
[RF.5.3]

### ADD SOUNDS TO MAKE NEW WORDS (3 MIN.)

**Note:** This activity should be done orally.

- Remind students that adding one sound to a word can change its meaning.
- Say, “Sounds can be added to the beginning, middle, or end of a word.”
- Tell them they will practice adding phonemes to words to make new words.
- Say the word *mill*.
- Ask, “How could I add the sound /k/ to the word *mill* to create a new word?” (*milk*)
- Continue with the remaining words in the list. As students offer their responses, remember that changes in spelling are acceptable, because the focus of the activity is adding sounds to make new words.

| Example | Sound to Add | New Word       |
|---------|--------------|----------------|
| mill    | /k/          | milk           |
| cram    | /s/          | scram or crams |
| sing    | /t/          | sting          |
| rain    | /b/          | brain          |
| ache    | /f/          | fake           |



## Lesson 17: Review: Abbreviations: Streets in Addresses and States, Part 1



# Phonics—Decoding

### Primary Focus

Students will identify and read abbreviations of streets in addresses and states.

[RF.5.3]

Students will identify and read words with closed and open syllables.

[RF.5.3, RF.5.3a]

### READ ABBREVIATIONS: STREETS IN ADDRESSES AND STATES (3 MIN.)

- Remind students that an abbreviation is a short way to write a full word.
- Say, “Abbreviations usually begin with a capital letter and end with a period.”
- Tell students that certain words in addresses are usually abbreviated. Display the chart you prepared or write the following examples on the board: *Rd.* for *Road*, *St.* for *Street*, *Ave.* for *Avenue*, and *Ln.* for *Lane*.
- Explain that names of countries are also usually abbreviated in addresses. Display the following examples: *U.S.* for *United States* and *U.K.* for *United Kingdom*.
- Tell students that names of states are abbreviated in addresses as well, but they do not end in a period. Display a chart or write the following examples on the board: *TX* for *Texas*, *CA* for *California*, *FL* for *Florida*, and *NY* for *New York*.
- On the board, write example addresses using abbreviations.

|                                     |                                               |                                           |
|-------------------------------------|-----------------------------------------------|-------------------------------------------|
| 15243 Main St.<br>Houston, TX 77001 | 200 Bluebird Rd.<br>Orlando, FL 32804<br>U.S. | 641 Robin Ln.<br>London, WC1B 3DG<br>U.K. |
|-------------------------------------|-----------------------------------------------|-------------------------------------------|

- Read each example address aloud, and have students read each one aloud.
- Explain that the abbreviations *US* and *UK* sometimes appear without periods, especially when they are used in text. This is often a matter of preference.
- Direct students to Activity Page 17.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.

### Activity Page 17.1



## D Differentiation

### Support

Have students prepare a two-column table for the information provided above. Ask them to write the full names in the first column and the abbreviations in the second column. Students can use the table as a reference during the lesson.

## D Differentiation

### Challenge

Instead of providing students with example sentences using the base words and adjectives made by adding *-y*, have student pairs come up with examples.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

### READ WORDS WITH CLOSED AND OPEN SYLLABLES (3 MIN.)

- Remind students that an open syllable is one that ends in a vowel and makes a long vowel sound, and a closed syllable is one in which one vowel is followed by one or more consonants. A closed syllable makes a short vowel sound.
- Write the word *volcano* on the board. Mark the syllables: *vol•ca•no*.
- Ask, "Is the first syllable open or closed? How do you know?" (*closed; It has a short vowel sound followed by a consonant.*) Read the first syllable.
- Ask, "Is the second syllable open or closed? How do you know?" (*open; It ends with a long vowel sound.*) Read the second syllable.
- Say the third syllable. Ask, "Is the third syllable open or closed? How do you know?" (*open; It ends with a long vowel sound.*) Read the third syllable. Then read the word, emphasizing each syllable. Have students read the word aloud.
- Repeat the routine with the following words: *sofa, deny, leafy, rodent, and razor*.

## Lesson 17: Review: Abbreviations: Streets in Addresses and States, Part 1



# Morphology

**Primary Focus:** Students will identify words with the derivational ending *-y*.  
[RF.5.3, RF.5.3a, RF.5.4, L.5.2]

### BASE WORDS AND DERIVATIONAL ENDINGS: -Y (6 MIN.)

- Remind students that *-y* is a derivational ending that changes a word from one part of speech to another; for example, a noun into an adjective. Sometimes additional spelling changes are needed, such as dropping the final 'e' to make *noisy* from *noise*.
- Write the noun *rain* on the board. Read the word aloud and have students read it aloud.
- Give students a sample sentence using the noun *rain*: *The rain made our shoes wet.*

- Model adding -y to create the adjective *rainy*. Read the word aloud and have students read it aloud. Use the word in a sentence: *We use umbrellas on rainy days.*
- Repeat with the words *wind/windy*, *cloud/cloudy*, and *mess/messy*.
- Direct students to Activity Page 17.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Activity Page 17.2



**ML/EL**

### MULTILINGUAL/ENGLISH LEARNERS Language Learning How English Works

|                                |                                                                                                               |
|--------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Simplify the activity page by providing shorter sentences or phrases based on students' level of proficiency. |
| <b>Transitioning/Expanding</b> | Have students work with a proficient reader who acts as a mentor.                                             |
| <b>Bridging</b>                | Students can work on the activity independently.                                                              |



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, "Give a thumbs-up if you agree or a thumbs-down if you disagree that the following word is an adjective made by adding a -y to a noun: *bossy*." (*thumbs-up*)

## Lesson 17: Review: Abbreviations: Streets in Addresses and States, Part 2



# Reading

**Primary Focus:** Students will reread “A Guide to Letter Writing” fluently with a partner. [RF.5.3, RF.5.3a, RF.5.4, SL.5.1b]

### REREAD “A GUIDE TO LETTER WRITING” (10 MIN.)

**Note:** Students will read today’s story with a partner. You may wish to review the partner reading routines before they read the story.

#### Activity Page 16.3



- Direct students back to the passage on Activity Page 16.3. Tell students that today they will reread “A Guide to Letter Writing” with a partner.
- Take time to answer any questions that students may have about “A Guide to Letter Writing.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
  - underline three words that are abbreviations, such as *Mr.*;
  - circle three words with the derivational ending *-y*, such as *goofy*; and
  - highlight three multisyllabic words with at least one open syllable, such as *Lopez*.

## D Differentiation

### Support

Have students first look for single-syllable words that end in long vowel sounds before they try to identify multisyllabic words with open syllables.



## MULTILINGUAL/ENGLISH LEARNERS

### Reading

Interacting in Meaningful Ways

|                                |                                                                       |
|--------------------------------|-----------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Have students repeat and write the vocabulary words from the passage. |
| <b>Transitioning/Expanding</b> | Have students use the vocabulary words to create sentences orally.    |
| <b>Bridging</b>                | Have students create and write sentences using the vocabulary words.  |



### Check for Understanding

Circulate as partner pairs are working to review and monitor their annotations.



### Observation: “A Guide to Letter Writing” Anecdotal Reading Record

As you listen to each student read “A Letter for Mr. and Mrs. Lopez,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

## Lesson 17: Review: Abbreviations: Streets in Addresses and States, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write abbreviations of streets in addresses and states. [L.5.2, L.5.2e]

### SPELL ABBREVIATIONS OF STREETS IN ADDRESSES AND STATES (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling abbreviations of streets in addresses and states. First they will write the full word, and then they will write the abbreviation.

- Give the example *Street*.
- Remind them that the spellings for abbreviations are usually similar to the full words, but abbreviations should be learned and remembered.
- Write *Street* and the abbreviation *St.* on the board.
- Say the word *Road*. Repeat it. Have students write both the full word and the abbreviation in their journal.
- Repeat with the remaining full words and abbreviations.

- |                        |                         |                   |
|------------------------|-------------------------|-------------------|
| 1. Road: Rd.           | 4. Florida: FL          | 7. New York: NY   |
| 2. Texas: TX           | 5. United Kingdom: U.K. | 8. California: CA |
| 3. United States: U.S. | 6. Avenue: Ave.         | 9. Lane: Ln.      |

- Then tell students you will say two sentences aloud for them to write in their dictation journal. Students will write each sentence with the complete state or street name. Then they will write its abbreviation at the end of the sentence. Model for students by writing on the board: *I lived on Main Street. (St.)*
- Say the following sentences aloud, pausing to provide students time to write.

- |                                                        |
|--------------------------------------------------------|
| 1. Bob wants to go to Dallas, Texas. (TX)              |
| 2. The address of the school is 126 Spring Road. (Rd.) |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 5, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

~~~~~ **End Lesson** ~~~~~

Lesson 17: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 17.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are done writing, ask pairs to share and check their work.

SHARING

- Pair up students and have one person share the response they wrote about “A Guide to Letter Writing” on **Activity Page TR 16.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *place* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *plllaaaccce*. Write the letters to spell *place* on the board.
- Point to the word *place* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /s/ sound at the end is spelled with ‘ce.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /p/ for this letter. We say /l/ for this letter. We say /ae/ for this letter, and we say /s/ for these letters.” Point to the letters as you blend the sounds: /p/ /l/ /ae/ /s/, *place*. Say, “*Place!* It’s a word we use all the time.”
- Repeat with the words *clear*, *world*, *hall*, *your*, *you*, and *one*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.

- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

REVIEW

Abbreviations: Days of the Week and Months of the Year

PRIMARY FOCUS OF LESSON**Warm-Up**

Students will orally review words with consonant blends. [RF.5.3]

Phonics—Decoding

Students will identify and read abbreviations of days of the week and months of the year. [RF.5.3]

Students will identify and read closed and open syllables. [RF.5.3, RF.5.3a]

Morphology

Students will read words with the ending *-er* and identify their part of speech. [RF.5.3, RF.5.3a, RF.5.4, L.5.2]

Reading

Students will read “Sarah’s Market Manager Notes” fluently and will answer questions about key details in the text. [RI.5.10, RF.5.3, RF.5.3a]

Phonics—Encoding

Students will spell and write abbreviations for the days of the week and months of the year. [L.5.2, L.5.2e]

FORMATIVE ASSESSMENT

Activity Page 18.2 **Creating Nouns and Adjectives with the Ending *-er***
[RF.5.3, RF.5.3a, RF.5.4, L.5.2]

LESSON AT A GLANCE

| | Time | Materials |
|---|---------|-----------------------------|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Review Consonant Blends | 3 min. | |
| Phonics—Decoding | | |
| Read Abbreviations: Days of the Week and Months of the Year | 3 min. | ☐ Activity Page 18.1 |
| Read Words with Closed and Open Syllables | 3 min. | |
| Morphology | | |
| Base Words and Derivational Endings: <i>-er</i> | 6 min. | ☐ Activity Page 18.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Read “Sarah’s Market Manager Notes” | 10 min. | ☐ Activity Pages 18.3, 18.4 |
| Phonics—Encoding | | |
| Spell Abbreviations of Days of the Week and Months of the Year | 5 min. | ☐ dictation journal |

ADVANCE PREPARATION

Phonics—Decoding

- If desired, prepare a chart that lists the full words and abbreviations for days of the week and months of the year for today and later reference. You may also choose to write these on the board.

| | | | |
|----------------|----------------|-----------------|------------------|
| Monday: Mon. | Tuesday: Tues. | Wednesday: Wed. | Thursday: Thurs. |
| Friday: Fri. | Saturday: Sat. | Sunday: Sun. | January: Jan. |
| February: Feb. | March: Mar. | April: Apr. | May: May |
| June: Jun. | July: Jul. | August: Aug. | September: Sept. |
| October: Oct. | November: Nov. | December: Dec. | |

Reading

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Universal Access

- Gather pictures to represent the words in the Reading activity: *blue whale*, *baleen whale*, *seawater*, and *shrimp*.
- Before the Warm-Up, provide multilingual/English learners with a list of common consonant clusters, such as *bl-*, *cl-*, *fl-*, *sl-*, *br-*, *st-*, *spr-*, *str-*, *-nt*, *-ft*, *-nk*, and *-ng*.

Lesson 18: Review: Abbreviations: Days of the Week and Months of the Year, Part 1

Warm-Up



Primary Focus: Students will orally review words with consonant blends. [RF.5.3]

REVIEW CONSONANT BLENDS (3 MIN.)



MULTILINGUAL/ENGLISH LEARNERS

Foundational Skills

Foundational Literacy Skills

Provide students with a list of common consonant blends. Encourage them to listen for and note the consonant blends they hear in each word.

- Explain that today students will chain words with consonant blends. Remind students that a consonant blend is made of two or three consonants in a row in a word.
- Tell students that you will say some segmented sounds, and that they will blend the sounds to say a word.
- Say the word *ring*, and have students repeat it.
- Ask students what sound you would need to add to create the word *bring*. (/b/)
- Say the word *bring*, and have students repeat it.
- Continue this process with the remaining words.
- Complete the chaining for the various consonant blends.

bring > bling > cling > fling > sling > slink > stink > sting > spring > string > thing > think



Differentiation

Support

As you complete the chain, remind students that consonant blends are made up of two or three letters, but since they stand for one sound, they will count as one change when chaining (for example, 'bl', 'dr', 'str').

Lesson 18: Review: Abbreviations: Days of the Week and Months of the Year, Part 1



Phonics—Decoding

Primary Focus

Students will identify and read abbreviations of days of the week and months of the year. [RF.5.3]

Students will identify and read closed and open syllables. [RF.5.3, RF.5.3a]

READ ABBREVIATIONS: DAYS OF THE WEEK AND MONTHS OF THE YEAR (3 MIN.)

- Remind students that an abbreviation is a short way to write a full word. Abbreviations usually begin with a capital letter and end with a period.
- Tell students that the months of the year that have four letters or more and the days of the week are often abbreviated when writing dates. Display a chart or write the full words and their abbreviations on the board.
- Read each abbreviation aloud. Have students read the abbreviation and say the full word for the day of the week or the month of the year.
- Direct students to Activity Page 18.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

Activity Page 18.1



Check for Understanding

Thumbs-Up/Thumbs-Down: Write the abbreviation *Thurs.* on the board. Ask students to give a thumbs-up if they agree or a thumbs-down if they disagree that *Thurs.* is the correct abbreviation for *Tuesday*. (*thumbs-down*)

READ WORDS WITH CLOSED AND OPEN SYLLABLES (3 MIN.)

- Remind students what they've learned about closed and open syllables.
- Say, "We've learned that an open syllable is one that ends in a vowel and has a long vowel sound. A closed syllable is one in which one vowel is followed by one or more consonants. A closed syllable makes a short vowel sound."

- Write the word *music* on the board. Mark the syllables like this: *mu•sic*.
- Ask, “Is the first syllable open or closed? How do you know?” (*open; It ends with a vowel and makes a long vowel sound.*)
- Read the first syllable.
- Ask, “Is the second syllable open or closed? How do you know?” (*closed; It is “closed up” by a consonant sound.*)
- Read the second syllable. Then read the word, emphasizing each syllable. Have students read it aloud.
- Say, “Remember, closed syllables usually have the short vowel sound. Most open syllables make the long vowel sound. But when we read multisyllabic words, we may need to adjust the vowel sound to the schwa sound based on which syllable is unstressed. Let’s try to read some of these words together.”
- Repeat the routine with the following words: *April, computer, dinosaur, July, October, open, and splendid*.

Lesson 18: Review: Abbreviations: Days of the Week and Months of the Year, Part 1

Morphology



Primary Focus: Students will read words with the ending *-er* and identify their part of speech. [RF.5.3, RF.5.3a, RF.5.4, L.5.2]

BASE WORDS AND DERIVATIONAL ENDINGS: *-ER* (6 MIN.)

- Remind students that they have already learned about adding *-er* to the end of a base word to make a comparative adjective, such as *shorter* and *happier*. In that case, *-er* is an inflectional ending that changes the meaning but not the part of speech of the base word (for example, *short* > *shorter*).
- Tell students that today they will be using *-er* as a derivational suffix. That is a suffix that changes the part of speech of the base word. In this case, adding *-er* turns a verb into a noun that means “a person who does something.”
- Write the verb *teach* on the board. Read the word aloud and then have students read it aloud.
- Model adding the ending *-er* to make the word *teacher*. Read the word aloud and have students read it aloud. Have a volunteer define the word. (*a person who teaches*)
- Repeat with the words *work/worker, bake/baker, and win/winner*.

Activity Page 18.2



D Differentiation

Challenge

Tell students that the suffix *-or* also turns a verb into a noun that means “a person who does something.” Have small groups work together to come up with a short oral list of examples and their base words (e.g., *visit* > *visitor*, *govern* > *governor*, and *inspect* > *inspector*).

- Explain that the suffix *-ist* is like the suffix *-er*. Adding it to a base word also creates a word that means “a person who does something.” However, the suffix *-ist* is usually used with base words that are nouns.
- Write the word *artist* on the board. Read the word aloud and have students read it aloud.
- Say, “An artist is a person who makes art.”
- Direct students to Activity Page 18.2 and review the instructions. Model the activity by completing the first question in each section on the board as a class.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Lesson 18: Review: Abbreviations: Days of the Week and Months of the Year, Part 2

Reading



Primary Focus: Students will read “Sarah’s Market Manager Notes” fluently and will answer questions about key details in the text. [RI.5.10, RF.5.3, RF.5.3a]

READ “SARAH’S MARKET MANAGER NOTES” (10 MIN.)

Note: “Sarah’s Market Manager Notes” is a nonfiction text that includes a schedule formatted as a table and some domain-specific terminology, including *hypothesis*.

- Direct students to Activity Page 18.3.
- Define unfamiliar words, phrases, domain-specific language, and text features for students. You may want to include the following:
 - words: *acre, crisp, fragile, stream, approximately*
 - phrases: “bottomless energy”
 - domain-specific language: *greenhouse, harvest*
 - text features: daily schedule table
- Have students follow along as you read “Sarah’s Market Manager Notes.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *detectives* and *discoveries*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.”
- Then have them turn to Activity Page 18.4 and complete the comprehension questions. If they don’t complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

Activity Pages
18.3, 18.4



D Differentiation

Support

Before reading “Sarah’s Market Manager Notes,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

As students answer the comprehension questions, remind them to scan the passage to look for details as needed.



MULTILINGUAL/ENGLISH LEARNERS

Reading Reading Closely

| | |
|--------------------------------|---|
| Entering/Emerging | Provide options for individual reading. Pair strong and struggling readers. Ask them first to read the first paragraph together, alternating between sentences. Then ask them to read the rest of the text independently. |
| Transitioning/Expanding | Have a small group read the first paragraph together, taking turns. Encourage students to work together to annotate the text. |
| Bridging | Have students read independently and then work with a partner to annotate the text. |



Check for Understanding

Question-Pair-Share: Have partners ask each other questions to summarize the content of the passage. Remind students to be sure to cite specifics from the passage to support their answer. Tell students to signal when both partners have contributed to the conversation. Call on students to share their question and their partner's answer with the group.

Lesson 18: Review: Abbreviations: Days of the Week and Months of the Year, Part 2



Phonics—Encoding

Primary Focus: Students will spell and write abbreviations for the days of the week and months of the year. [L.5.2, L.5.2e]

SPELL ABBREVIATIONS OF DAYS OF THE WEEK AND MONTHS OF THE YEAR (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling days of the week and months of the year. First they will write the full word, and then they will write the abbreviation.
- Give the example *Friday*.
- Remind them that the spellings for abbreviations are usually similar to the full words, but abbreviations should be learned and remembered.

- Write *Friday* and the abbreviation *Fri.* on the board.
- Say the word *March*. Repeat it. Have students write both the full word and the abbreviation in their journal.
- Repeat with the remaining full words and abbreviations.

- | | | |
|---------------------|---------------------|-------------------|
| 1. March: Mar. | 4. Wednesday: Wed. | 7. Monday: Mon. |
| 2. Thursday: Thurs. | 5. September: Sept. | 8. February: Feb. |
| 3. Sunday: Sun. | 6. April: Apr. | 9. December: Dec. |

- Then tell students you will say two sentences aloud for them to write in their dictation journal. Students will write each sentence. Then they will write an abbreviation for the day or month in each sentence. Model for students by writing on the board: *The test is on Friday. (Fri.)*
- As you read each sentence aloud, pause to provide students enough time to write.

- | |
|---|
| 1. The party will be on November 19. (Nov.) |
| 2. I have dance class on Tuesday. (Tues.) |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 5, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

~~~~~ **End Lesson** ~~~~~

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## Lesson 18: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 18.1** for each student.
- Direct students back to Activity Page 18.3. Have them reread “Sarah’s Market Manager Notes.”
- Review the writing prompt on **Activity Page TR 18.1**.
- Tell students they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

### TRICKY WORDS REVIEW

- Write the following words on index cards: *use*, *answer*, *example*, *come*, *group*, *does*, and *idea*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *nothing* and say, “This word is tricky because the ‘th’ makes the /th/ sound and the ‘g’ is silent.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”

- Point to the letters as you say them. Say, “In this word, we say /n/ for this letter. We say /o/ for this letter. We say /th/ for these letters. We say /i/ for this letter. We say /ng/ for these letters, and we do not say anything for this letter.” Point to the letters as you blend the sounds: /n/ /ə/ /th/ /i/ /ng/, *nothing*. Say, “*Nothing!* It’s a word we use all the time, like when we say ‘There was nothing about everything in our day.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say nothing. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### **Additional Ways to Practice Tricky Words**

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## REVIEW

# Abbreviations: Measurements

**PRIMARY FOCUS OF LESSON****Warm-Up**

Students will review words with consonant blends. [RF.5.3]

**Phonics—Decoding**

Students will identify and read abbreviations for measurements. [RF.5.3]

Students will identify and read closed and open syllables. [RF.5.3, RF.5.3a]

**Morphology**

Students will read and use words with the ending *-less*.

[RF.5.3, RF.5.3a, RF.5.4, L.5.2]

**Reading**

Students will reread “Sarah’s Market Manager Notes” fluently with a partner.

[RL.5.10, RF.5.3, RF.5.3a, SL.5.1b]

**Phonics—Encoding**

Students will spell and write abbreviations for units of measure.

[L.5.2, L.5.2e]

**FORMATIVE ASSESSMENT**

Observation

“Sarah’s Market Manager Notes” Anecdotal Reading  
Record [RF.5.4]

## LESSON AT A GLANCE

|                                                                                         | Time    | Materials            |
|-----------------------------------------------------------------------------------------|---------|----------------------|
| <b>Part 1 (15 min.)</b>                                                                 |         |                      |
| <b>Warm-Up</b>                                                                          |         |                      |
| Review Consonant Blends                                                                 | 3 min.  |                      |
| <b>Phonics—Decoding</b>                                                                 |         |                      |
| Read Abbreviations: Measurements                                                        | 3 min.  | ☐ Activity Page 19.1 |
| Read Words with Closed and Open Syllables                                               | 3 min.  |                      |
| <b>Morphology</b>                                                                       |         |                      |
| Base Words and Derivational Endings: <i>-less</i>                                       | 6 min.  | ☐ Activity Page 19.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. |         |                      |
| <b>Part 2 (15 min.)</b>                                                                 |         |                      |
| <b>Reading</b>                                                                          |         |                      |
| Reread “Sarah’s Market Manager Notes”                                                   | 10 min. | ☐ Activity Page 18.3 |
| <b>Phonics—Encoding</b>                                                                 |         |                      |
| Spell Abbreviations of Measurements                                                     | 5 min.  | ☐ dictation journal  |

## ADVANCE PREPARATION

### Phonics—Decoding

- If desired, prepare a chart that lists the full words and abbreviations for measurements. You may also choose to write on the board during the lesson.

### Reading

- Ensure you have the Unit 1 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire text.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the text.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity.



## Lesson 19: Review: Abbreviations: Measurements, Part 1

# Warm-Up



**Primary Focus:** Students will review words with consonant blends. [RF.5.3]

### REVIEW CONSONANT BLENDS (3 MIN.)

- Tell students that they will chain words with consonant blends. Remind students that a consonant blend is made of two or three consonants in a row in a word.
- Tell students that you will say some segmented sounds, and that they will blend the sounds to say a word.
- Say the word *drink*, and have students repeat it.
- Ask students what change you would need to make to change the word to *brink*. (change the /d/ to /b/)
- Say the word *brink*, and have students repeat it.
- Continue this process with the remaining words.
- Complete the chaining for the various consonant blends.

brink > blink > clink > link > pink > rink > mink > milk > mill > mile > tile > trial



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, “Give a thumbs-up if you agree or a thumbs-down if you disagree that you can turn the word *slat* into the word *splat* by changing one sound.” (thumbs-up)

## Lesson 19: Review: Abbreviations: Measurements, Part 1

# Phonics—Decoding



### Primary Focus

Students will identify and read abbreviations for measurements. [RF.5.3]

Students will identify and read closed and open syllables. [RF.5.3, RF.5.3a]

### READ ABBREVIATIONS: MEASUREMENTS (3 MIN.)

- Remind students that an abbreviation is a short way to write a full word. Abbreviations usually begin with a capital letter and end with a period.
- Tell students that units of measure are often abbreviated when writing measurements. Display a chart or write the full words and their abbreviations on the board:

| Full Word | Abbreviation |
|-----------|--------------|
| foot      | ft.          |
| inch      | in.          |
| second    | sec.         |
| minute    | min.         |
| hour      | hr.          |
| ounce     | oz.          |
| pound     | lb.          |

- Read each unit of measure and abbreviation aloud. Have students repeat both.
- Clarify that these abbreviations are used for both the singular and the plural of each word. Write the example “The pool was 4 ft. deep.” on the board. Read the sentence aloud and underline the abbreviation. Point out that *ft.* stands for *feet*, the plural of *foot*.
- Direct students to Activity Page 19.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

### Activity Page 19.1



### READ WORDS WITH CLOSED AND OPEN SYLLABLES (3 MIN.)

- Say, “We’ve learned that an open syllable is one that ends in a vowel and has a long vowel sound. A closed syllable is one in which one vowel is followed by one or more consonants. A closed syllable makes a short vowel sound.”
- Write the word *item* on the board. Mark the syllables: *i•tem*.
- Ask, “Is the first syllable open or closed? How do you know?” (*open; It ends with a long vowel.*) Read the first syllable.
- Ask, “Is the second syllable open or closed? How do you know?” (*closed; It has a consonant after a short vowel.*) Read the second syllable, making sure to change the short vowel sound to the schwa sound. Then read the word, emphasizing each syllable. Have students read it aloud.
- Repeat the routine with the following words: *moment, fifty, stopwatch, tiny, and volcano*.

### D Differentiation

#### Support

If students are unfamiliar with the terms for units of measure, explain that *foot* and *inch* are units of distance, *minute* and *hour* are units of time, and *ounce* and *pound* are units of weight.

### D Differentiation

#### Support

If students complete the activity page in class, have them work in pairs or small groups. Circulate to provide additional support as needed.

#### Challenge

Have students extend the paragraph on the activity page by writing two more sentences that include words with the suffix *-less*.

### Activity Page 19.2



### Lesson 19: Review: Abbreviations: Measurements, Part 1

# Morphology



**Primary Focus:** Students will read and use words with the ending *-less*.

[RF.5.3, RF.5.3a, RF.5.4, L.5.2]

### BASE WORDS AND DERIVATIONAL ENDINGS: *-LESS* (6 MIN.)

- Write the suffix *-less* on the board.
- Tell students that today they will be using another derivational suffix: *-less*.
- Say, “Adding *-less* turns a noun into an adjective that means ‘without something.’”
- Write the noun *time* on the board. Read the word aloud and have students read it aloud.
- Model adding the ending *-less* to make the word *timeless*. Read the word aloud and have students read it aloud. Have a volunteer define the word. (*without a specific time*)
- Repeat with the words *help/helpless, limit/limitless, price/priceless, speech/speechless, self/selfless, and pain/painless*.
- Direct students to Activity Page 19.2 and review the instructions.

- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



## MULTILINGUAL/ENGLISH LEARNERS

### Foundational Skills

#### Foundational Literacy Skills

|                                     |                                                                                                               |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Simplify the activity page by providing shorter sentences or phrases based on students' level of proficiency. |
| <b>Transitioning/<br/>Expanding</b> | Have students work with a proficient reader who acts as a mentor.                                             |
| <b>Bridging</b>                     | Students can work with partners on the activity.                                                              |

## Lesson 19: Review: Abbreviations: Measurements, Part 2

## Reading



**Primary Focus:** Students will reread “Sarah’s Market Manager Notes” fluently with a partner. [RL.5.10, RF.5.3, RF.5.3a, SL.5.1b]

**REREAD “SARAH’S MARKET MANAGER NOTES” (10 MIN.)**

**Note:** Students will read today’s passage with a partner. You may wish to review the partner reading routines before they read the text.

- Direct students back to the passage on Activity Page 18.3. Tell students that today they will reread “Sarah’s Market Manager Notes” with a partner.
- Take time to answer any questions that students may have about “Sarah’s Market Manager Notes.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
  - underline three words that are abbreviations, such as *Mon.*;
  - circle three words with the suffix *-less*, such as *limitless*; and
  - highlight three multisyllabic words that have a mix of open and closed syllables, such as *scientists*.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

**Activity Page 18.3**

**D Differentiation**
**Challenge**

As students underline words that are abbreviations, have them write out the full term in the margin.



## MULTILINGUAL/ENGLISH LEARNERS

### Reading

#### Reading Closely

##### Entering/Emerging

Before students read the passage, show the images you prepared in advance. Have students repeat the word after you as you show each image.

##### Transitioning/ Expanding

Guide students to review the images you prepared in advance as needed to read any unfamiliar words.

##### Bridging

Remind students to look for the new sound/spellings they have learned in this unit to help them read any unfamiliar words.



### Check for Understanding

**Turn and Talk:** Have students choose one word with the suffix *-less* that they circled and have pairs share their ideas of how the word choice in the passage helps build their understanding of the content. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.



### Observation: "Sarah's Market Manager Notes" Anecdotal Reading Record

As you listen to each student read "Sarah's Market Manager Notes," make notes about the student's reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

## Lesson 19: Review: Abbreviations: Measurements, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write abbreviations for units of measure.  
[L.5.2, L.5.2e]

### SPELL ABBREVIATIONS OF MEASUREMENTS (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling units of measure and their abbreviations. First they will write the full word, and then they will write the abbreviation.

- Give the example *ounce*.
- Remind them that the spellings for abbreviations are usually similar to the full words, but abbreviations should be learned and remembered.
- Write *ounce* and the abbreviation *oz.* on the board.
- Say the word *foot*. Repeat it. Tell students to write both the full word and the abbreviation in their journal.
- Repeat with the remaining full words and abbreviations.

- |                |              |
|----------------|--------------|
| 1. foot/ft.    | 4. hour/hr.  |
| 2. minute/min. | 5. pound/lb. |
| 3. second/sec. | 6. inch/in.  |

- Then tell students you will say two sentences aloud for them to write in their dictation journal. Students will write each sentence. Then they will write an abbreviation for the unit of measure in each sentence. Model for students by writing on the board: *The cup holds 12 ounces of water. (oz.)*
- As you read each sentence aloud, pause to provide students enough time to write.

- |                                               |
|-----------------------------------------------|
| 1. We bought one pound of butter. (lb.)       |
| 2. The beetle measured two inches long. (in.) |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 5, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

~~~~~ **End Lesson** ~~~~~

Lesson 19: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 19.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity. As needed, pair students with a proficient reader who acts as a mentor. Circulate to provide additional support.
- When students are done, ask pairs to share and check their work.

SHARING

- Pair up students and have one person share the response they wrote about “Sarah’s Market Manager Notes” on **Activity Page TR 18.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *was* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *wwwəəzzz*. Write the letters to spell *was* on the board.
- Point to the word *was* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /ə/ sound is spelled ‘a’ and the /z/ sound is spelled ‘s.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /w/ for this letter. We say /ə/ for this letter. We say /z/ for this letter.” Point to the letters as you blend the sounds: /w/ /ə/ /z/, *was*.
- Say, “*Was!* It’s a word we use all the time.”
- Repeat with the words *nothing*, *herself*, *day*, *about*, *everything*, and *our*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

REVIEW

Mixed Review

PRIMARY FOCUS OF LESSON**Warm-Up**

Students will review the sound-spellings from this unit. [RF.5.3]

Phonics—Decoding

Students will replace words with abbreviations. [RF.5.3]

Students will identify and read closed and open syllables in words with different sound-spelling patterns. [RF.5.3, RF.5.3a]

Morphology

Students will review adding inflectional and derivational endings to words. [RF.5.3, RF.5.3a, RF.5.4, L.5.2]

Reading

Students will read and annotate “Space Research Station X-15: Mission Report” independently and will answer questions about key details in the text. [RL.5.10, RF.5.3, RF.5.3a]

Phonics—Encoding

Students will complete the dictation posttest for Unit 1. [L.5.2, L.5.2e]

FORMATIVE ASSESSMENT

Student Assessment Page 1.2 Unit 1 Dictation Posttest [L.5.2, L.5.2e]

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|-------------------------------|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Sound Review | 3 min. | |
| Phonics—Decoding | | |
| Review Abbreviations | 3 min. | ☐ Activity Page 20.1 |
| Read Words with Closed and Open Syllables | 3 min. | |
| Morphology | | |
| Review Base Words and Suffixes | 6 min. | ☐ Activity Page 20.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Read “Space Research Station X-15: Mission Report” Independently | 10 min. | ☐ Activity Pages 20.3, 20.4 |
| Phonics—Encoding | | |
| Unit 1 Dictation Posttest | 5 min. | ☐ Student Assessment Page 1.2 |

ADVANCE PREPARATION

Warm-Up

- Prepare word cards for the phonics charades games. Make sure to include words that use the sound-spellings taught in this unit and are easy for students to act out. You may choose to use the examples from the lesson or create your own.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.
- Prepare one copy of the Unit 1 Dictation Posttest, available in the Assessment Guide, for each student in your class.

Universal Access

- Gather pictures to represent the words in the Reading activity: *beekeeper*, *(bee) colonies*, *beehive*, *(bee) smoker*.

Lesson 20: Review: Mixed Review, Part 1

Warm-Up



Primary Focus: Students will review the sound-spellings from this unit. [RF.5.3]

SOUND REVIEW (3 MIN.)

- Tell students that today they will be playing phonics charades to review the sound-spellings they have learned in this unit.
- Review the rules of charades. Explain that volunteers will take turns acting out a word while the rest of the class guesses what it is.
- Gather the cards you prepared before the lesson. Preview one and write the target sound-spelling on the board.
- Point to the sound-spelling. Say, “The word you are trying to guess has this sound-spelling.”
- Show the card to a volunteer to act out, and have the other students guess the word.
- Repeat with the other cards.

| | | |
|----------------------------|------------------------------------|--------------------------|
| 1. /sh/ as ‘sh’
shop | 4. /d/ as ‘dd’
add | 7. /ng/ as ‘ng’
sing |
| 2. /r/ as ‘wr’
write | 5. consonant blend ‘shr’
shrink | 8. /f/ as ‘ph’
phone |
| 3. /ch/ as ‘ch’
chicken | 6. /w/ as ‘wh’
whisper | 9. /qu/ as ‘qu’
queen |

Lesson 20: Review: Mixed Review, Part 1

Phonics—Decoding

**Primary Focus**

Students will replace words with abbreviations. [RF.5.3]

Students will identify and read closed and open syllables in words with different sound-spelling patterns. [RF.5.3, RF.5.3a]

Activity Page 20.1



D Differentiation

Challenge

Give students a sound-spelling and syllable requirement, and have them come up with an example word.

REVIEW ABBREVIATIONS (3 MIN.)

- Direct students to Activity Page 20.1 and review the instructions.
- Read aloud the party invitation, and have volunteers identify the words that should be replaced with abbreviations.
- Write the abbreviations on the board as students record them on the activity page.

| | | |
|----------|--------|---------|
| 1. Sat. | 3. St. | 5. min. |
| 2. Sept. | 4. TX | 6. Mrs. |

- If students do not finish the activity page in class, have them complete it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

READ WORDS WITH CLOSED AND OPEN SYLLABLES (3 MIN.)

- Tell students that they will be reviewing words with open and closed syllables.
- Write the following list of words on the board. Read each word aloud and then have students read it aloud.
- Say, "Remember that we may need to adjust the vowel sound to the schwa sound when we read unstressed syllables in multisyllabic words." (e.g., photograph)

| | | | |
|-------------|---------------|-------------|--------------|
| 1. quiet | 3. photograph | 5. doubtful | 7. messy |
| 2. knapsack | 4. ghostly | 6. watchful | 8. shredding |

- Give students a sound-spelling and syllable requirement, and have them choose the correct option from the list.
- Ask, "Which of these words has an open first syllable that has the sound /f/ with the spelling 'ph'?" (*photograph*)
- Repeat with the rest of the words.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, "Give a thumbs-up if you agree or a thumbs-down if you disagree that the following word has a closed first syllable that uses the consonant cluster *spl-*: *splashy*." (*thumbs-up*)

Lesson 20: Review: Mixed Review, Part 1

Morphology



Primary Focus: Students will review adding inflectional and derivational endings to words. [RF.5.3, RF.5.3a, RF.5.4, L.5.2]

REVIEW BASE WORDS AND SUFFIXES (6 MIN.)



MULTILINGUAL/ENGLISH LEARNERS

Foundational Skills

Foundational Literacy Skills

Review, or reteach, any sound-spellings from the unit, such as digraph /qu/ > 'qu' or silent letter combination 'kn,' as needed.

- Assigns groups for each of the following suffixes: *-er*, *-est*, *-y*, and *-less*.
- Write the following base words on the board:

| | | | |
|----------|----------|----------|---------|
| 1. cloud | 3. teach | 5. clean | 7. mess |
| 2. near | 4. frost | 6. fear | 8. run |

- Read the first word aloud, and then have students read it aloud.
- Ask the student groups to raise their hands if their suffix can be added to the base word to form a new word. Have volunteers say the new word or words. (*cloudy*, *cloudless*)
- Have the whole class identify the part of speech for each new word. (*adjective*)
- Direct students to Activity Page 20.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

D Differentiation

Support

Remind students that the suffix *-er* has two meanings. It can be used to form a comparative adjective, or it can be used to turn a verb into a noun meaning "a person who does something."

Activity Page 20.2



Lesson 20: Review: Mixed Review, Part 2

Reading



Primary Focus: Students will read and annotate “Space Research Station X-15: Mission Report” independently and will answer questions about key details in the text. [RL.5.10, RF.5.3, RF.5.3a]

READ “SPACE RESEARCH STATION X-15: MISSION REPORT” INDEPENDENTLY (10 MIN.)

Activity Pages
20.3, 20.4



D Differentiation

Support

Before reading “Space Research Station X-15: Mission Report,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Have students focus on one annotation at a time. For example, first have them read and underline words that are abbreviations. On the next read, have them circle the words with the suffixes *-er* or *-less*, and so on.

- Tell students they will be reading “Space Research Station X-15: Mission Report” independently. Direct students to Activity Page 20.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
 - words: *mission, coordinator, pulsing, analysis, data, precise*
 - domain-specific language: *radio telescope, celestial, stellar, auxiliary*
- Read a few lines of the passage, modeling how to sound out unfamiliar words (e.g., *weighs* and *responded*).
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and
 - underline three words that are abbreviations;
 - circle three words with the suffix *-er* or *-less*;
 - put a box around three words with the derivational suffix *-y* ; and
 - highlight three multisyllabic words with only closed syllables.
- After students have annotated the passage, have them complete the comprehension questions on Activity Page 20.4 independently. If they don’t complete it in class, have them work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



MULTILINGUAL/ENGLISH LEARNERS

Reading

Reading Closely

| | |
|--------------------------------|---|
| Entering/Emerging | Have students write short phrases or draw their answers to the comprehension questions. |
| Transitioning/Expanding | Encourage students to reread the passage as needed when answering the comprehension questions. |
| Bridging | Encourage students to use new vocabulary and details from the passage when answering the comprehension questions. |



Check for Understanding

Circulate as students are working, asking them to explain their annotation decisions.

Lesson 20: Review: Mixed Review, Part 2

Phonics—Encoding



Primary Focus: Students will complete the dictation posttest for Unit 1.

[L.5.2, L.5.2e]

UNIT 1 DICTATION POSTTEST (5 MIN.)

- Distribute Student Assessment Page 1.2. Review the instructions together.
- Tell students that they will be spelling words with different sound-spellings that they learned about in Unit 1.
- Say the word *blast*. Repeat it. Have students write it on Student Assessment Page 1.2.
- Repeat with the remaining words.

- | | | |
|-------------|-------------|-------------|
| 1. blast | 4. shipping | 7. trophies |
| 2. clipped | 5. crumbs | 8. selfless |
| 3. wrenches | 6. quicker | 9. funny |

Student Assessment
Page 1.2



- Then tell students you will say two sentences aloud for them to spell on the activity page.
- Say the following sentences aloud, pausing to provide students time to write.

1. Mr. Smith uses a stopwatch.
2. My stomach aches.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 5, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

End Lesson

Lesson 20: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 20.1** for each student.
- Direct students back to Activity Page 20.3.
- Have them reread "Space Research Station X-15: Mission Report."
- Review the writing prompt on **Activity Page TR 20.1**. Answer any questions students have, and then ask students to respond to the prompt.
- Tell students they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.

- Then, pair up students and have one person share the response they wrote about “Space Research Station X-15: Mission Report” on **Activity Page TR 20.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lessons 16 and 18. Write the following new words on index cards: *space, radio, station, this, for, been, have*.
- Use the cards with the new words. Say, “Today we will review some more Tricky Words together. You can sound out these words, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Display and point to the word *space* and say, “This word is tricky because the ‘a’ is pronounced /ay/ and the ‘e’ at the end is silent.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we blend and say /s/ for this letter. We say /p/ for this letter. We say /ay/ for this letter. We say /s/ for this letter, and we do not say anything for this letter.” Point to the letters as you blend the sounds: /s/ /p/ /ay/ /s/, *space*. Say, “*Space!* It’s a word we use all the time, like when we say ‘There’s space on the shelf.’”

- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *space*. What’s the word?” Ask them to sound it out and then read it again. Say, “It is helpful to remember another word that has the /ay/ sound spelled ‘a.’” Write *cake* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining word(s), mapping the correct sounds to the letters in the irregular word.
- Add the Tricky Word cards from Lessons 16 and 18. Say, “Now we’re going to practice reading all the new words we learned this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the year.

Additional Activities to Review All Tricky Words from This Week

(1) Tricky Words Race

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.

- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

Note: Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

(2) Call, Flip, Read, Roll

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1-10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.
- Place students into pairs. Call out a number at random and have each student take turns finding a card with that number on it in their stack. The student then reads the word aloud. If the word is read correctly, the student may then roll a die and whatever number it lands on is the number of points they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student's set of cards.

Teacher Resources

| | |
|---------|----------|
| Grade 5 | Skills 1 |
|---------|----------|

Teacher Guide

Teacher Resources

| | |
|--|-----|
| Sample Anecdotal Reading Record | 285 |
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SAMPLE ANECDOTAL READING RECORD

Below is an example of a completed Anecdotal Reading Record. A blank Anecdotal Reading Record is found on the next page. You will need to make a copy of the blank Anecdotal Reading Record for each student. As you listen to each student read, make notes about his or her reading ability in his or her respective Reading Record.

Name: T. Ellis

Lesson 2:

T. said "sank" for "snack." T. said "sank" for "snack" again further down the page but paused to correct himself.

Lesson 4:

T. said an extra /z/ at the end of "jazz" in the first few instances of the word. By paragraph 3, he paused on the word and recognized that it sounded incorrect to his ears. He correctly blended the double 'zz' as a single /z/ sound.

Lesson 7:

T. struggled with the 'kn' spelling in most cases. He read words with -ed as making the /ed/ sound in every case, including incorrectly in "grabbed."

Recommendation: Reteach the 'kn' spelling of the /n/ sound.

Lesson 9:

T. dropped the 'ed' in "snagged" and "planned." He read "cash" for "catch." He self-corrected when he misread the 'ed' in "escaped."

Recommendation: Encourage T. to systematically finger track all text from left to right and take his time reading.

Lesson 12:

T. said "Toper" for "Topher." He transposed words in the second sentence. He omitted a few words, including "so" in the next-to-last paragraph. He seemed to be racing through the text. He did not acknowledge the exclamation point after "doctor."

Recommendation: Encourage T. to take his time reading. Additional practice reading sentences with varied punctuation may be helpful.

ANECDOTAL READING RECORD—UNIT 1

Name:

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

SAMPLE DISCUSSION QUESTIONS OBSERVATION RECORD

Below is an example of a completed Discussion Questions Observation Record. A blank copy for you to photocopy and fill in is found on the next page. Throughout the unit, as you ask students comprehension questions after reading, record each student's response using the legend below. Be sure to note whether or not the student answered in a complete sentence and whether or not he/she answered the question correctly. Also denote what type of question (literal, inferential, evaluative) the student was answering. At the end of the unit, tabulate the student's performance in the subtotal column. Pay particular attention to the types of questions that may be problematic for certain students.

Discussion Questions Observation Record

CS ✓ - Answered in a complete sentence

CS ✗ - Did not answer in a complete sentence

L ✓ - Answered a literal question correctly

L ✗ - Answered a literal question incorrectly

I ✓ - Answered an inferential question correctly

I ✗ - Answered an inferential question incorrectly

E ✓ - Answered an evaluative question correctly

E ✗ - Answered an evaluative question incorrectly

| Student | Lesson: 1 | Lesson: 6 | Lesson: 11 | Lesson: 16 | Subtotal |
|------------|-------------|-------------|-------------|-------------|---------------|
| B. Allen | CS ✓
L ✓ | | | CS ✓
E ✗ | CS 2/2
1/2 |
| S. Bishop | CS ✓
L ✓ | | CS ✓
L ✓ | | CS 2/2
2/2 |
| L. Bronson | | CS ✓
L ✓ | | CS ✗
I ✗ | CS 1/2
1/2 |
| J. Chen | | | CS ✓
I ✗ | CS ✓
L ✓ | CS 2/2
1/2 |
| T. Ellis | CS ✓
L ✗ | CS ✓
L ✓ | | | CS 2/2
1/2 |
| B. Finn | | CS ✗
L ✗ | | CS ✓
I ✗ | CS 1/2
0/2 |
| J. Joyce | CS ✓
L ✓ | | | CS ✓
E ✗ | CS 2/2
1/2 |
| R. Little | CS ✓
L ✓ | | | CS ✗
E ✓ | CS 1/2
2/2 |
| K. Miller | CS ✓
I ✗ | CS ✓
L ✓ | | | CS 2/2
1/2 |
| M. Moore | | CS ✗
I ✗ | CS ✓
L ✓ | | CS 1/2
1/2 |
| P. Nuñez | CS ✓
L ✓ | | | CS ✓
E ✓ | CS 2/2
2/2 |
| G. O'Neill | | CS ✓
I ✗ | CS ✗
L ✓ | | CS 1/2
1/2 |
| K. Powell | | | CS ✓
I ✗ | CS ✓
L ✓ | CS 2/2
1/2 |
| T. Smith | | CS ✗
I ✗ | CS ✓
L ✓ | | CS 1/2
1/2 |
| W. Stein | CS ✗
L ✓ | | | CS ✓
E ✗ | CS 1/2
2/2 |

| CS✓ - Answered in a complete sentence | CS✗ - Did not answer in a complete sentence |
|---|---|
| L✓ - Answered a literal question correctly | L✗ - Answered a literal question incorrectly |
| I✓ - Answered an inferential question correctly | I✗ - Answered an inferential question incorrectly |
| E✓ - Answered an evaluative question correctly | E✗ - Answered an evaluative question incorrectly |

[illegible]

Additional Support Activity Pages

| | |
|---------|----------|
| Grade 5 | Skills 1 |
|---------|----------|

Teacher Guide

NAME: _____

DATE: _____

TR 1.1

Reread “Granddad’s Workshop.” Think about a time when an adult taught you something new or a time when you learned a skill from someone older than you. Tell about what happened on the lines below.

Sample Response: My uncle taught me how to change the oil in his car last summer. He showed me all the tools and helped me find the oil drain plug under the car. I got my hands dirty, but I felt proud because I learned something new and useful.

NAME: _____

DATE: _____

TR 2.1

Word Sort

Read each of the words in the box. Then sort them by consonant blend.

| | | | |
|--------|-------|-------|------|
| spruce | flat | sprig | bent |
| flip | stamp | flag | step |
| spree | stand | lent | sent |

| | | | |
|-------------------|--------------------|-------------------|-------------------|
| <i>fl-</i> | <i>spr-</i> | <i>st-</i> | <i>-nt</i> |
| flag | sprig | stamp | lent |
| flip | spree | stand | bent |
| flat | spruce | step | sent |

NAME: _____

DATE: _____

TR 3.1

Reread “How to Train Your Puppy.” Identify the central idea of the text. Use at least two details from the passage that support this central idea.

Sample Response: The central idea of the text is that training a puppy successfully requires good preparation, patience, and consistent practice. One detail that supports this is that you need to gather supplies, such as treats, toys, and a training mat, before you start teaching your puppy. Another supporting detail is that you should keep training lessons less than fifteen minutes and practice commands such as “sit” and “stay” regularly to help your puppy learn.

NAME: _____

DATE: _____

TR 4.1

Base Words and Inflectional Endings: *-ed*, *-ing*

Word Bank

| | | | |
|-------|--------|------|--------|
| smell | drum | chop | mop |
| jet | spritz | grin | listen |

Part I

Read each word in the word bank. Add the *-ed* ending to each word in the word bank. Read the new words.

1. smelled

2. drummed

3. chopped

4. mopped

5. jettied

6. spritzed

7. grinned

8. listened

NAME: _____

DATE: _____

Part II

Add the *-ing* ending to each word in the word bank. Read the new words.

1. smelling

2. drumming

3. chopping

4. mopping

5. jetting

6. spritzing

7. grinning

8. listening

NAME: _____

DATE: _____

TR 5.1

Using evidence from the passage, summarize what happens during deadline day at the school newspaper. Remember, when you summarize, you tell only the most important points.

Sample Response: On deadline day at the school newspaper,
students work quickly to finish writing stories, check for spelling
mistakes, and choose photos for the pages. The team faces
problems, such as broken printers and computers that freeze, but
they keep working hard to meet their deadline. At the end, they
review all the pages one more time and send the newspaper to
print so students can read it the next day.

NAME: _____

DATE: _____

TR 6.1

Reread “Wrestling Through the Ages.” One central idea of the passage is that wrestling requires dedication, training, and combining both physical and mental skills to succeed. Use details from your own life to describe when you have had to show dedication and combine different skills to succeed at something challenging.

Sample Response: Last year, I had to show dedication when I practiced for the school talent show because I wanted to play piano and sing at the same time. I practiced every day for two months and had to combine my piano skills with my singing skills, which was really hard at first. Even when my fingers got tired and I made mistakes, I kept practicing until I could do both things well together, and I felt proud when I performed successfully at the talent show.

NAME: _____

DATE: _____

TR 7.1

Silent Letters: b

Read each sentence. Then, circle the silent b's in the sentences.

1. The clim**b**ers doub**b**ted their ropes would hold.
2. Bees store their honey in a honeycom**b**.
3. The crumb**s** were from the banana bread.
4. He broke out into a sub**b**tle smile.
5. The tom**b** was covered in cobwebs.
6. The plum**b**er worked to pay off her deb**t**s.
7. Our lim**b**s went numb**b** with fear.
8. The subject of this reading is lam**b**s.

NAME: _____

DATE: _____

TR 8.1

Reread “Navigating the Ocean: Modern Ships at Sea.” Compare and contrast traditional navigation methods with modern navigation technology. Use at least two details from the passage to support your comparison.

Sample Response: Traditional navigation methods such as using
the magnetic compass and stars have helped sailors for centuries,
but modern ships now use GPS satellites and electronic charts that
give quick and accurate position updates. Old methods required
sailors to watch the stars and sun, while new technology such
as radar helps sailors see other ships and echo sounders check
the ocean depth below. Both traditional and modern methods
are important because officers still learn old navigation skills as
backup when electronic systems shut down during storms.

NAME: _____

DATE: _____

TR 9.1

Digraphs: 'sh,' 'qu'

List as many words with /sh/ > 'sh' as you can in the allotted time.

List as many words with /qu/ > 'qu' as you can in the allotted time.

NAME: _____

DATE: _____

TR 10.1

Reread “The School Kitchen.” Then imagine you are a student reporter visiting your own school’s cafeteria. Write a detailed observation report describing what you see, hear, and smell during lunch preparation. Include at least three specific details about the kitchen staff’s work and explain one thing that surprised you. Draw a picture of the most interesting moment you observed.

Sample Response: I visited our school kitchen and heard pots
clanging and smelled fresh bread baking in the ovens. The kitchen
workers chopped vegetables, stirred big pots of soup, and cleaned
everything to keep the food safe. I was surprised that they make
our hamburger buns from scratch every morning because I
thought they came from a store.

Drawings will vary.

NAME: _____

DATE: _____

TR 11.1

Reread “Elephant Communication: Special Report.” The passage explains that elephants use sounds and body language to communicate with their families and stay connected. Use details from your life to describe how you communicate with your family when you want to tell them something important or show them you care. How is your way of communicating similar to how elephants communicate with their families?

Sample response: I talk to my family with words and give them
hugs when I want to show I care, just like elephants touch trunks
to say hello and give trunk hugs to show friendship. When I need
help or get scared, I run to my mom and stay close to her, which is
like how baby elephants run to their mothers and stand close when
they feel scared. My family and I also have our own special ways of
talking and joking that other families might not understand, just
like elephant families have their own special calls.

NAME: _____

DATE: _____

TR 12.1

Digraphs 'ph' and 'gh' > /f/

Words with 'ph'

homophone

orphan

elephant

alphabet

nephew

digraph

Words with 'gh'

cough

tough

enough

laugh

DATE: _____

Reread “The Smartest Whale.” Identify the main idea of the passage and explain how the research team gathered evidence to support their conclusions about Thunder’s intelligence. Use at least two specific details from the passage.

Sample Response: Thunder is the smartest whale the research team ever studied. The research team used special equipment to track Thunder's movements through the ocean. They watched Thunder teach younger whales how to hunt in deep water.

[illegible]

NAME: _____

DATE: _____

TR 14.1

Sort Words with Consonant Blends

Read each word in the word bank. Sort the words from the word bank into the correct column of the chart. Read each column of the sorted words.

Word Bank

| | | | |
|---------|----------|----------|-----------|
| stripe | straight | shroud | stripped |
| through | shriek | split | thrifty |
| shrinks | shrill | throat | splashed |
| thrown | splice | splatter | structure |

| 'thr' | 'shr' | 'str' | 'spl' |
|---------|---------|-----------|----------|
| through | shriek | stripped | split |
| thrown | shroud | stripe | splashed |
| thrifty | shrill | straight | splatter |
| throat | shrinks | structure | splice |

DATE: _____

Reread “Strange Weather Patterns.” Using evidence from the passage, explain why meteorologists are important for keeping communities safe during storms. Write three to five sentences and include at least two specific examples from the text.

Sample Response: Meteorologists help keep communities safe by watching storms with radar screens. They can see when storms are moving and changing faster than normal. Weather scientists give communities time to prepare for dangerous weather.

[illegible]

NAME: _____

DATE: _____

TR 16.1

Reread “A Guide to Letter Writing.” Use details from the passage to explain how to format different types of letters. Be sure to include all the parts of the letter described in the text.

Sample Response: Letters have important parts such as the date
at the top and a greeting such as “Dear Mr. Wilson.” The body
contains your main message in clear paragraphs. You end the letter
with a closing such as “Sincerely” and write your signature
below it.

NAME: _____

DATE: _____

TR 17.1

Abbreviations in Addresses

Word Bank

| | | | | |
|-------------|------------|-------------|-------------|-----------|
| Ln. | TX | U.S. | St. | CA |
| Ave. | Rd. | FL | U.K. | NY |

Use the word bank to complete each address by adding the abbreviation for the word in parentheses.

- 400 Lincoln **Rd.**
Bismark, ND 58507 (Road)
- 8829 Cardinal Ln.
Jacksonville, **FL** 32201 (Florida)
- 998 Great Lakes Rd.
Lansing, MI 48864
U.S. (United States)
- 521 Second **St.**
Atlanta, GA 30306 (Street)
- 42 Green Ave.
Fresno, **CA** 93701 (California)
- 1255 Sunny **Ln.**
Boston, MA 02115 (Lane)
- 400 Foster St.
Austin, **TX** 78701 (Texas)

NAME: _____

DATE: _____

TR 17.1
CONTINUED

8. 1200 Danbury Ln.

London, W8 6AG

_____ **U.K.** _____ (United Kingdom)

9. 900 S. Finch _____ **Ave.** _____

Chicago, IL 60608 (Avenue)

10. 8 W. Winter St.

Albany, _____ **NY** _____ 12084 (New York)

NAME: _____

DATE: _____

TR 18.1

Reread “Sarah’s Market Manager Notes.” Identify the central idea of the text. Use details from the passage to identify two details from the text that support the central idea.

Sample Response: The central idea is that Sarah uses careful
planning to manage the farmers market stand. She wrote
a detailed weekly schedule with tasks for each day, such as
harvesting and weighing vegetables. She also made notes about
regular customers, such as Mrs. Chen who buys tomatoes at
9:00 a.m.

NAME: _____

DATE: _____

TR 19.1

Using Abbreviations for Measurements

Complete the paragraph by writing the correct abbreviation for each unit of measurement.

Kendra liked helping her grandmother bake. They made gingersnap cookies. Kendra gathered the ingredients. She began with one _____ **lb.** _____ of butter. (pound) Next, she needed the dry ingredients. They were in the back of the cabinet. She used a step stool to reach. Kendra was just under 4 _____ **ft.** _____ tall. (feet) Last, she grabbed a glass measuring cup. She carefully poured 8 _____ **oz.** _____ of molasses into it. (ounces) Finally, Kendra and her grandmother mixed the ingredients together. They rolled the sticky dough into 1- _____ **in.** _____ balls. (inch) They baked the cookies for 12 _____ **min.** _____. (minutes)

NAME: _____

DATE: _____

TR 20.1

Reread “Space Research Station X-15: Mission Report.” What is the central idea of this mission report? Use details from the passage to explain how teamwork and collaboration helped the scientists make their discovery.

Sample Response: The central idea is that scientists worked together from different places to discover a new type of star. The team from the U.S. and U.K. shared information and held video conferences to study the star’s signals. Mrs. Perry noticed the star’s signals followed a math pattern, which helped the whole team understand this special discovery.

Implement better coordination between U.S. and U.K. facilities.

Develop windless environments for steadier observations.

Future Implications:

This discovery opens endless possibilities for stellar research. Our specialized recording devices have been permanently adjusted to detect similar star patterns. The team remains focused on tracking this remarkable new celestial object through our 3 ft. auxiliary sensors.

ACTIVITY BOOK ANSWER KEY

NAME: _____
DATE: _____

1.1

Activity Page

Compound Words

Read each of the compound words below. Then draw a slash to separate each compound word into two words. Write each new word on the lines below. Read the new words.

1. cupcake cup/cake

cup

cake

2. pigpen pig/pen

pig

pen

3. footprint foot/print

foot

print

4. doorbell door/bell

door

bell

Skills 1

1

5. starfish star/fish

star

fish

6. sunlight sun/light

sun

light

7. popcorn pop/corn

pop

corn

8. snowball snow/ball

snow

ball

2

Skills 1

NAME: _____
DATE: _____

1.2

Activity Page

Verbs with -s and -es

Read each word and sentence. Add the suffix -s or -es to the verb to complete the sentence. Change the word's spelling as needed. Read the new sentence.

Example: watch. Joanna watches.

1. eat

She eats oatmeal every day.

2. mix

Jon mixes green and then yellow paint to make blue.

3. draw

Emma draws a rainbow in art class.

4. reach

Allison reaches for the top shelf.

5. flap; take

The bird flaps its wings once and takes off.

6. jump

Becky jumps higher than her brothers.

7. wish

Luke wishes for a bike.

8. fish

He fishes for trout every year with his grandpa.

Skills 1

3

9. smile

The baby smiles at his mother.

10. catch; throw

The baseball player catches the ball and throws it to the pitcher.

4

Skills 1

NAME: _____
DATE: _____

1.3 Activity Page

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with consonant blends.
- Circle words with the endings -s and -es.
- Highlight one-syllable words with closed syllables.

Pat's Bike

Pat loves to ride her bike. It is one of her favorite hobbies. She likes to feel the wind on her skin as she zips past backyards, ballparks, and bookstores. Her bike is her most loved item. It is red with a cute bell and a big basket.

One afternoon, Pat decides to take a short ride to the lake with her classmate Felix. She grabs her backpack and packs a mat and cupcakes to snack on. They strap on their helmets, hop on their bikes, and begin to pedal.

Not long into the ride, Pat's bike begins to shake. She hits the brakes to stop and scans the bike. "Oh, no! The tire is flat, and the rim is bent," says Pat.

Pat twists, pulls, and pushes on the bike. She cannot fix it. Sad and upset, Pat sits by a sandbox and wishes she knew how to fix the bike herself.

Felix asks Pat if she needs help. "Yes, my bike is in bad shape," says Pat. "Can you help?"

Felix studies the bike. "Yes, I can help. I will be back in no time," he says. Soon, Felix is back with a pump and a toolbox. He inflates the tire and sets the rim back into place with a tool.

Skills 1

5

"Thank you!" Pat says and hops back on her bike. They ride to the lake and set out the mat and snacks. Pat gazes at the sunset and decides that she wants to learn to fix bikes. She also thanks her kind classmate, Felix. She decides to be more like him—someone who likes to help.

TK

6

Skills 1

NAME: _____
DATE: _____

2.1 Activity Page

Short Vowel Sounds

Read each word. Circle the words that have short vowel sounds.

1. let
2. feet
3. glad
4. rot
5. plate
6. cute
7. hope
8. cup
9. snap
10. tape
11. trip
12. kite

TK

Skills 1

7

NAME: _____
DATE: _____

2.2 Activity Page

Plural Nouns with -s and -es

Read each word. Make each word plural by adding a suffix. Change the word's spelling as needed. Read the new word.

1. baby babies
2. fence fences
3. bench benches
4. berry berries
5. whale whales
6. party parties
7. wish wishes
8. cake cakes
9. story stories
10. dog dogs

TK

Skills 1

9

NAME: _____
DATE: _____

3.1 Activity Page

Closed Two-Syllable Words

Read each of the words below. Circle the words that have two short vowel sounds.

1. summit
2. puppet
3. mistake
4. plastic
5. tablet
6. pony
7. sunset
8. tennis
9. mascot
10. pancake

TK

Skills 1

11

NAME: _____
DATE: _____

3.2 Activity Page

Base Words and Inflectional Endings: -ed, -ing

Word Bank

| | | | |
|-------|------|-------|------|
| relax | call | paint | sail |
| play | land | stuff | wait |

Part I

Read each word in the word bank. Add the suffix -ed to make a verb that shows that the action happened in the past. Read the new word.

1. relaxed
2. called
3. painted
4. sailed
5. played
6. landed
7. stuffed
8. waited

TK

Skills 1

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Part II

Read each word in the word bank. Add the suffix -ing to make a verb that shows that the action is happening now. Read the new word.

1. relaxing
2. calling
3. painting
4. sailing
5. playing
6. landing
7. stuffing
8. waiting

TK

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Skills 1

NAME: _____
DATE: _____

3.3 Activity Page

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with double consonants.
- Circle words with the endings -ed and -ing.
- Highlight multisyllable words with closed syllables.

Jazz Music

Have you ever listened to jazz music? Let's discuss the subject. Jazz is a fun kind of music that buzzes with life. In jazz, the trumpet, piano, and drums often play big roles. These instruments can mix together to make stunning music that is smooth and lively.

One fun fact about jazz is that the musicians often make up parts of the songs on the spot. It's all about being playful and expressing yourself in the moment. Jazz has also helped shape many other types of music, like rock and roll and pop.

Jazz began in the 1900s in New Orleans, Louisiana. Black Americans, like Louis Armstrong, helped give life to this lively style of music. Jazz music was one of the ways Black communities were able to share their experiences and tell their stories. Like a magnet, jazz music connected music lovers from all over the world. Starting in the 1920s, the jazz sound filled music halls and attracted the public with its dizzying beats. No one wanted to miss the buzz!

Today, jazz music is still going strong. Jazz artists are finding ways to adapt the sound and make it even better. They want to keep pushing the limits on what jazz can be. They want to keep jazz music going.

Skills 1

15

In a nutshell, jazz has had a lasting impact. It has shifted the way people all over the world listen to and think about music. So the next time you want to listen to music, try some jazz! Sit back, press play, and relax. You may just find yourself tapping your feet, nodding your head, and moving to the beat.

TK

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Skills 1

NAME: _____
DATE: _____

3.4

Activity Page

"Jazz Music" Comprehension Questions

1. What are two words or phrases that the passage uses to describe jazz music?

Accept any two of the following: fun, buzzes with life, stunning, smooth, like a magnet, dizzying beats, has had a lasting impact

2. What are some musical instruments that are important in jazz?

The trumpet, piano, and drums often play a big role in jazz.

TK

3. How did jazz influence the Black community?

It has given Black people a way to tell stories and share parts of their lives.

4. Why do you think music lovers all over the world are connected by jazz music? Use evidence from the text in your answer.

Sample Response: People like to talk about jazz because it is fun, it has dizzying beats, and the musicians express themselves.

Skills 1

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5. What are jazz artists today trying to do?

Accept any of the following: They are trying to make jazz better; they are pushing the limits of jazz; they are trying to keep jazz going.

6. Does this passage make you more interested or less interested in listening to jazz? Explain why by using a detail from the text.

Sample Response: I am more interested in hearing jazz because I want to hear people make up music as they go along.

TK

18

Skills 1

NAME: _____
DATE: _____

4.1

Activity Page

Words with Double Letters and -ed, -ing

Part I

Read each of the words with suffixes below. Underline each base word.

1. grinned
2. dropping
3. batting
4. clipping
5. hugged
6. plugging
7. flapped
8. patted
9. rubbed
10. trapped

TK

Skills 1

19

Part II

Read each word in the table. Sort these words that show that something happened in the past into categories based on whether the suffix makes the /ed/, /d/, or /t/ sound. Read the words you sorted.

| | | |
|---------|---------|---------|
| pinned | batted | blocked |
| skipped | grilled | melted |
| asked | landed | saved |

| | | |
|--------|---------|---------|
| /ed/ | /d/ | /t/ |
| batted | pinned | skipped |
| landed | asked | blocked |
| melted | grilled | asked |

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Skills 1

NAME: _____

DATE: _____

4.2

Activity Page

Base Words and Inflectional Endings: -ed, -ing

Word Bank

| | | | | |
|---------|----------|-----------|----------|---------|
| grabbed | admitted | stopping | hugged | dripped |
| stopped | dripping | admitting | grabbing | hugging |

Part I

Read each word in the word bank. Write each word from the word bank that shows the action is happening now. Read each word again.

1. grabbing

2. admitting

3. stopping

4. hugging

5. dripping

TK

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Skills 1

Part II

Read each word in the word bank. Write each word from the word bank that shows the action happened in the past. Read each word again.

1. grabbed

2. admitted

3. stopped

4. hugged

5. dripped

Part III

Read each word. Add the suffixes -ed or -ing to each of the following words. Double the final consonants if needed. Read the new word.

| | | |
|--------|-----------|------------|
| | -ed | -ing |
| slip | slipped | slipping |
| happen | happened | happening |
| regret | regretted | regretting |
| blink | blinked | blinking |

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Skills 1

NAME: _____

DATE: _____

5.3

Activity Page

Inflectional Ending Review

Read each word. Add -s or -es to make each word plural. Change the word's spelling as needed. Read the new word.

1. baby

2. brush

3. fly

babies

brushes

flies

Read each word. Add -ed to each word to show that the action happened in the past. Change the word's spelling as needed. Read the new word.

4. skip

5. want

6. jump

skipped

wanted

jumped

Read each word. Add -ing to each word to show that the action is happening now. Change the word's spelling as needed. Read the new word.

7. plan

8. miss

9. chop

planning

missing

chopping

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Skills 1

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Skills 1

Read the sentences. Circle the correct word to correctly complete each sentence. Read the new sentences.

10. Lee is (walking/walked) her dog.
11. Last night, I (called/call) him.
12. The rain (gushes/gushes) down the street.

TK

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Skills 1

NAME: _____
DATE: _____

5.4

Activity Page

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with double consonants.
- Draw a box around compound words.
- Circle words with the endings -ed and -ing.
- Highlight one-syllable words with closed syllables.

Baking Cupcakes

Baking is a fun task that anyone can do. You can bake all kinds of pastries, like cakes, cupcakes, and muffins. Plus, it fills your home with a yummy smell. Let's bake some homemade cupcakes.

Step 1: Ask an adult to assist you.

Set the oven to 350°.

Step 2: Grab all the ingredients.

You will need 1 cup of flour, ¾ cup of sugar, ¼ cup of butter, 2 eggs, ½ cup of milk, 2 teaspoons of vanilla extract, 1 teaspoon of baking powder, and a bit of salt. Make sure to also grab frosting, a whisk, a spatula, baking cups, a cupcake pan, and a cooling rack.

Step 3: Make the batter.

As the oven gets hot, mix the flour, sugar, butter, eggs, milk, vanilla, baking powder, and salt. Mix them well with the whisk until you have made a batter that is soft and fluffy, like velvet.

Skills 1

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Step 4: Line the cupcake pan with baking cups.

Fill the baking cups with the batter. Make sure the cups are not filled to the rim. A little more than halfway full is fine.

Step 5: Bake the cupcakes.

With the help of an adult, put the pan in the hot oven, and let the cupcakes bake for 15 to 20 minutes. When the tops have browned, do a test to see if they are ready. Slide a toothpick in and out of the cupcake. If the toothpick comes out with no batter on it, your cupcakes have fully baked and are now done.

With the help of an adult, take the cupcakes out of the oven. Remove the cupcakes from the pan, and let them cool on a cooling rack for a bit.

Step 6: Add frosting.

When your cupcakes have chilled, add frosting to the tops of the cupcakes with the spatula. Make them fun! You can frost each cupcake however you like! You can even add snazzy toppings, like sprinkles.

Step 7: Taste your cupcakes.

Now it's time to dig in and taste the cupcakes you created! Share your cupcakes with others. The cupcakes are sure to make them smile.

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Skills 1

NAME: _____
DATE: _____

5.5

Activity Page

"Baking Cupcakes" Comprehension Questions

1. Why do you think turning on the oven is the first step?
It is the first step because the oven may take a while to heat up.
2. What are three ingredients in the batter?
Accept any combination of the following: Flour, sugar, butter, eggs, milk, vanilla, baking powder.
3. Why should you not fill the baking cups to the rim?
If they are filled to the rim, they may spill over.
4. How do you test if the cupcakes are ready to come out of the oven?
You slide a toothpick in and out of the cupcake. If the toothpick has no batter on it, the cupcakes are ready.
5. What tool should you use to put frosting on the tops of the cupcakes?
You should use a spatula.
6. Which step of baking cupcakes do you think you would enjoy the most? Why?
I would enjoy Step 6 the most because I like to decorate things.

Skills 1

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NAME: _____
DATE: _____

6.1 Activity Page

Review Silent Letter Combinations: 'wr' > /r/, 'kn' > /n/

Read each sentence. Complete each sentence by circling the letters that spell the missing word. Read each sentence with the correct word.

1. She used an iron to get the _____ out of her shirt.

| | |
|------|------|
| wrin | kles |
| rin | |

2. The students put their books in a _____.

| | |
|--------|------|
| nap | sack |
| (knap) | |

3. Someone is _____ at the door.

| | |
|---------|-----|
| nock | ing |
| (knock) | |

4. The worm _____ on the ground.

| | |
|------|------|
| wrig | gles |
| rig | |

5. I hope your weekend was _____.

| | |
|--------|-----|
| wrest | ful |
| (rest) | |

Skills 1

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6. My hands have _____.

| | |
|---------|-----|
| nuck | les |
| (knuck) | |

7. _____ how to spell is an important skill.

| | |
|--------|-----|
| Now | ing |
| (Know) | |

8. What _____ are you taking?

| | |
|------|-----|
| no | tes |
| (kn) | |

9. Skateboarders should wear _____.

| | |
|-------|------|
| knee | pads |
| (nee) | |

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Skills 1

NAME: _____
DATE: _____

6.2 Activity Page

Base Words and Inflectional Endings: -ed, -ing

Read each word. Write the base word next to each word with an -ed or -ing ending. Read each base word.

1. biked _____ bike

2. called _____ call

3. giving _____ give

4. hiding _____ hide

5. hopped _____ hop

6. knotting _____ knot

7. mined _____ mine

8. jumped _____ jump

9. trimmed _____ trim

10. wrinkling _____ wrinkle

Skills 1

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NAME: _____
DATE: _____

6.3 Activity Page

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with 'mb' and 'bt' spellings.
- Circle words with the endings -ed and -ing.
- Highlight words with closed syllables.

Knoll the Knight

Knoll was known as the bravest and most trusted knight in the kingdom.

One day, the king wrote to Knoll, "I need your help finding a rare gem. It is hidden in a tomb deep in the enchanted forest."

Knoll read the note and nodded. He was a mix of excitement and doubt. He had never gone on such an adventure before. He packed his bag and map, grabbed his knife, and set off on his horse.

The ride into the enchanted forest was not easy. Knoll had to climb steep hills and cross flowing rivers. His knees became sore and his legs went numb from riding. His wrists and thumbs hurt from holding on to the horse's reins. Knoll was a wreck. But he kept going, set on completing his task.

After days of traveling, Knoll finally arrived at the tomb. There, Knoll found a huge dragon protecting the entrance. Letting go of his fear and doubt, Knoll grabbed his knife and prepared to take on the dragon. He swung the knife, almost hitting the dragon. Then, the dragon pulled back and ran away.

Skills 1

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With the dragon gone, Knoll entered the tomb. There, glowing in the dim light, was the gem. It was dazzling! Knoll wrapped the gem in a cloth, tucked it safely in his bag, and returned to the kingdom.

He had found the gem, and the king was thrilled! "I am in debt to you for your hard work," the king said to Knoll. The kingdom celebrated. Knoll by singing and dancing in his honor. Knoll felt pride growing in his chest. As he looked at the sparkling gem, he grinned. He was ready for his next adventure.

TK

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Skills 1

NAME: _____
DATE: _____

7.1 Activity Page

Read Closed Multisyllabic Words

Read each word. Underline the closed syllable or syllables in each word. Circle the words that have at least two closed syllables. Read each word again.

1. wristband
2. hotdog
3. kneepad
4. numbed
5. puppet
6. lesson
7. rodent
8. radio
9. debtfree
10. suffix

TK

Skills 1

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NAME: _____
DATE: _____

7.2 Activity Page

Base Words and Inflectional Endings: -ed, -ing

Word Bank

| | | | |
|---------|---------|---------|--------|
| compare | refuse | decide | admire |
| invite | deglaze | compete | accuse |

Part I

Read each word in the word bank. Add the suffix -ed to each word in the word bank to show that the action happened in the past. Change the word's spelling as needed. Read the new word.

1. compared
2. refused
3. decided
4. admired
5. invited
6. deglazed
7. competed
8. accused

TK

Skills 1

43

Part II

Read each word in the word bank. Add the suffix -ing to each word in the word bank to show that the action is happening now. Change the word's spelling as needed. Read the new word.

1. comparing
2. refusing
3. deciding
4. admiring
5. inviting
6. deglazing
7. competing
8. accusing

TK

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Skills 1

NAME: _____
DATE: _____

8.1 Activity Page

Read Closed Multisyllabic Words

Read each word. Underline the closed syllable or syllables in each word. Read each word again.

1. wit•ness
2. sketch•y
3. back•lash
4. ech•o
5. sun•fish
6. jam•packed
7. hop•scotch
8. watch•ful
9. sun•tan
10. fan•tas•tic

TK

Skills 1

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NAME: _____
DATE: _____

8.2 Activity Page

Inflectional Endings -ed and -ing

| | | | | |
|-----|------|---------|--------|------|
| fan | swap | inspire | charge | pat |
| zip | plan | hike | chime | joke |

Part I

Read each word in the word bank. Sort the words in the word bank according to whether they double their final consonant or drop the final 'e' when adding the suffix -ed or -ing.

| Double Final Consonant | Drop e |
|------------------------|---------|
| fan | inspire |
| plan | charge |
| pat | joke |
| swap | chime |
| zip | hike |

TK

Skills 1

47

Part II

Read the base words. Add -ed and -ing to each base word to create a new word. Change the spelling of the word as needed. Read the new words.

| Base Word | -ed | -ing |
|-----------|----------|-----------|
| fan | fanned | fanning |
| swap | swapped | swapping |
| inspire | inspired | inspiring |
| charge | charged | charging |
| pat | patted | patting |
| zip | zipped | zipping |
| plan | planned | planning |
| hike | hiked | hiking |
| chime | chimed | chiming |
| joke | joked | joking |

TK

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Skills 1

NAME: _____
DATE: _____

8.3 Activity Page

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with 'sh' and 'qu'.
- Circle words with the endings -ed and -ing.
- Highlight words with one open syllable.

Lake Day

The Jones family was all set for an exciting day at the lake. They sat on the porch, chatting about what they should bring. "We need an umbrella for shade, a big quilt to sit on, and a bunch of snacks for lunch," said Mom. Dad added, "And let's not forget the fishing equipment. I want to catch a big fish!"

The next day, they woke up, packed their bags, and drove off. The sun was shining as they reached the lake. They snagged a nice spot by the water and laid out their quilt and umbrella. The kids, Shane and Rachel, rushed to the water, splashing and giggling. Mom and Dad watched from the quilt, taking in the fresh air.

A bit later, Shane spotted a shell along the shore. This shell was quite unique. It was a shiny conch shell. He picked it up and put it in his backpack. He planned to stash it with his other shells at home.

Dad left the quilt and shade to go fish for a bit. But he did not have much luck, as a few catfish escaped. He gave up just in time for lunch.

After lunch, Rachel and Mom played a quick game of catch. Mom pitched the ball and Rachel did her best to catch it. The ball often landed in the sand, but they just kept grinning, joking, and having the best time.

TK

Skills 1

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As the sun was setting, they began to pack up. They had so much fun at the lake. Driving home, the family chatted about the best parts of the day. The lake trip was a success. The Jones family could not wait for their next lake day.

TK

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Skills 1

NAME: _____ 8.4 Activity Page
DATE: _____

“Lake Day” Comprehension Questions

1. What did the Jones family talk about when they were on the porch?
The family members talked about what they would bring to the lake.

2. What did the family members lay out by the lake?
They laid out a quilt and an umbrella.

3. How many fish did Dad catch?
Dad did not catch any fish.

4. What would you do if you went with the Jones family to the lake? Choose one of their activities, and explain why you chose it.
Answers will vary. Students should choose one of the activities mentioned in the text and explain why it appeals to them.

TK

Skills 1

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5. What did Rachel and her mom play?
They played a game of catch.

6. Why do you think the Jones family's trip to the lake is called "a success"?
Sample answer: The trip was a success because the family members enjoyed it.

TK

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Skills 1

NAME: _____ 9.1 Activity Page
DATE: _____

Review Digraphs: 'sh,' 'qu'

Read each word. Circle the 'sh' or 'qu' digraph in each of the following words. Read each word again.

1. freshen
2. quaint
3. quitting
4. refresh
5. quicken
6. shiny
7. quished
8. surshine
9. dishes

TK

Skills 1

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NAME: _____ 9.2 Activity Page
DATE: _____

Base Words and Inflectional Endings: -ed, -ing

Read the story. Then, complete the story by adding the inflectional ending -ed or -ing to the base word to fill in each blank. Read the story again.

Mo and his family are (plan) planning a party. Many people are (come) coming, and the family has to get ready. Yesterday, Mo trim trimmed the lawn. He (notice) noticed the steps were dirty, so Mo (brush) brushed them off. Mo's sister is in charge of (put) putting balloons by the door. Mo's brother is (write) writing the invitation. Earlier this morning, Mo (swap) swapped out the decorations. He (pin) pinned streamers to the ceiling. It is (take) taking the whole day to prepare! Suddenly, Mo realizes that he is (forget) forgetting something. "Papa," he asks, "what is this party for?"

Skills 1

55

NAME: _____ 10.1 Activity Page
DATE: _____

Sort Words by Digraph

Read each word in the word bank. Write each word on the chart below to show which digraph is in the word. Read the words in each column.

Word Bank

| | | |
|--------|-------|-------|
| shy | shock | catch |
| brunch | ache | quick |
| quite | quiet | ship |

| | | |
|-------|-------|--------|
| 'sh' | 'ck' | 'ch' |
| shy | quick | brunch |
| shock | quiet | ache |
| ship | quite | catch |

Skills 1

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NAME: _____ 10.2 Activity Page
DATE: _____

Review: Base Words and Inflectional Endings: -ed, -ing

Read each sentence. Complete the sentences by adding the inflectional ending -ed or -ing to the base word to fill in each blank. Read each sentence again.

- I invited (invite) Kai to my house.
- The dog is chasing (chase) the cat out of the yard.
- She zipped (zip) her bag and slipped (slip) on her shoes.
- He is humming (hum) a sad song.
- Mom and Dad are joking (joke) and smiling (smile).
- I swapped (swap) books with Lia.
- Who is winning (win) the game?
- She saved (save) the bug by putting (put) it outside.

Skills 1

59

NAME: _____ 10.3 Activity Page
DATE: _____

Read "Fall Colors" once. Then reread the passage and mark up the text as follows:

- Underline words with 'ch', 'sh', 'qu', 'mb', and 'bt'.
- Circle words that have a double consonant before the ending -ed or -ing.
- Highlight at least three words with open syllables in yellow.
- Highlight at least three words with closed syllables in blue.

Fall Colors

Each fall we watch the leaves switch from lush, green colors to rich shades of red, orange, and yellow. This color switch makes the fall season equally unique and charming! Observing the colors change from one color to another is, without a doubt, beautiful. Have you ever questioned why the change in colors happens? Although not all places experience a fall season in which the leaves change colors, the science is fascinating. I'll teach you all about it! Listen up. There might be a quiz at the end.

This color switch happens because of what's inside the leaves. It's quite interesting! Plants catch sunlight and turn it into energy. This energy gives leaves their lush, green shade. During the fall, the days get shorter. This means there is less sunlight for the leaves to catch. As they succumb to this change, the leaves quit making their green color. The other colors, or pigments, hidden inside the leaves quickly start to show.

The colors we see in the fall depend on the pigments inside the leaves. Some leaves switch to a golden yellow shade, while others turn cherry red or burnt orange. The temperature can also impact the leaves' colors. Chilly nights and sunny days can make sharper red and orange shades.

Skills 1

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As fall ends, the trees begin to prepare for the winter. They do this by quietly dropping, or shedding, their leaves. The fallen leaves break down and help the ground become better for growing other plants.

So the next time you see leaves switching color in the fall, think about all that is happening on the inside. Also think about stopping to sketch or climb a tree, jumping into a pile of crunchy leaves, or just taking in the charming colors and chilly breeze. It's an opportunity to appreciate the subtle beauty of nature.

Now here's the quiz question: What's your favorite fall color?

TK

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Skills 1

NAME: _____ 10.4 Activity Page
DATE: _____

"Fall Colors" Comprehension Questions

1. With less sunlight, what do leaves stop doing?

They stop making their green color.

2. What do the colors we see in the fall depend on?

They depend on the pigments inside of the leaves.

3. How does the temperature impact the leaves' colors?

Chilly nights and sunny days can make sharper red and orange shades.

4. How do trees prepare for winter?

They drop, or shed, their leaves.

TK

Skills 1

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5. How does the writer likely feel about the fall season? How do you know?

The writer likes the fall season very much because they describe it as
unique and charming.

6. Describe one interesting thing you learned from the passage.

It is interesting that fallen leaves break down to help the ground
become better for growing other plants.

TK

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Skills 1

NAME: _____ 11.1 Activity Page
DATE: _____

Open Two-Syllable Words

Read each word. Underline the open syllable of each word. If both syllables are open, underline the entire word. Read each word again.

1. broken

2. cargo

3. human

4. humid

5. zebra

6. total

7. lazy

8. bonus

9. hero

10. ivy

TK

Skills 1

65

NAME: _____ 11.2 Activity Page
DATE: _____

Verbs with Inflectional Endings

Read each sentence. Underline the correct verb to complete each sentence. Read each sentence again.

1. Max (flies/flys) the kite.
2. Serena (washes/washes) the car.
3. Last night, I (joke/joked) with Mom.
4. Today, David (helps/help) his dad.
5. Yesterday, he (tried/tries) to do his work.
6. She (flashes/flashs) the light.
7. He (works/workes) until noon.
8. The bird (sings/singes).

Skills 1

67

NAME: _____ 11.3 Activity Page
DATE: _____

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with 'ph' and 'gh'.
- Circle words with the endings -es and -s.
- Highlight words with open syllables and draw a box around the open syllable.

Tophers Sings

Tophers loves to sing. He takes singing classes with voice coaches. Tophers has a habit of singing while doing just about anything. He belts his high-pitched songs, filling his home with music all day long. There is never a quiet moment around Tophers.

A few days ago, Tophers woke up with a fever and a rough cough. His throat also throbbed. He tried to sing, but not even a tiny hum came out. He sat there silent for the first time in a long time.

He tried everything to help his rough cough and throbbing throat. He sipped warm broth, gargled salt water, and tried to relax. But nothing helped. He missed singing his songs. He couldn't even laugh off the sadness.

But this morning, Tophers has had enough of his rough cough and throbbing throat. Plus, his home has become too quiet. He misses the way his songs ring out.

"That's it! Today I will see the doctor!" he cries out.

Tophers nephew Phillip rushes Tophers to the health clinic.

Skills 1

69

The doctor on duty dashes in and checks his throat and lungs. "You need to rest your vocal cords," she advises. "No singing or talking for three more days. And go get some cough drops from the pharmacy."

"That's too long!" Tophers cries. "This is going to be so tough."

Finally, Tophers agrees to follow the doctor's orders. He takes his medicine and tries to rest his vocal cords. He eats his lunches in silence and washes the dishes. He spends the next three days doing silent activities, like reading in libraries and taking photos of nature. He also spends time catching butterflies and picking strawberries.

On the third day, with his vocal cords restored, Tophers is able to sing again. He can now sing as he wishes! He opens his mouth and sings. His voice rings out stronger than ever. Music and songs fill his home once more.

Tophers values his health and voice more than ever. From this day forth, he promises to take better care of himself and not strain his voice by singing too much.

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Skills 1

NAME: _____ 12.1 Activity Page
DATE: _____

Sort 'ph' and 'gh' Words

Read each word in the word bank. Write each word on the chart below to show which digraph is in the word. Read the words in each column.

Word Bank

| | | | |
|--------|--------|----------|-------|
| orphan | tough | elephant | laugh |
| cough | enough | alphabet | graph |

| 'ph' | 'gh' |
|----------|--------|
| orphan | cough |
| elephant | tough |
| alphabet | enough |
| graph | laugh |

Skills 1

71

NAME: _____ 12.2 Activity Page
DATE: _____

Review Inflectional Endings

Read each word. Complete the charts below by adding an inflectional ending to each noun or verb. Change the spelling of the word as needed. Read the new words.

Nouns with Inflectional Endings

| Singular | Plural |
|----------|---------|
| class | classes |
| city | cities |
| story | stories |
| wish | wishes |

Verbs with Inflectional Endings

| | Present tense
(-s/-es) | Present tense
(-ing with is) | Past tense
(-ed) |
|-------|---------------------------|---------------------------------|---------------------|
| buzz | buzzes | buzzing | buzzed |
| erase | erases | erasing | erased |
| reply | replies | replying | replied |
| tap | taps | tapping | tapped |

Skills 1

73

NAME: _____ 13.1 Activity Page
DATE: _____

Complete Words

Add 'gh', 'wh', or 'ck' to complete the following words. Read each completed word.

- _____ gh _____ ost
- lo _____ ck _____
- _____ wh _____ ip
- pa _____ ck _____
- _____ gh _____ oul
- qui _____ ck _____
- _____ wh _____ ile
- _____ wh _____ iz

Skills 1

75

NAME: _____ 13.2 Activity Page
DATE: _____

Comparative and Superlative Adjectives

Read each sentence. Circle the correct adjective in each sentence. Read each new sentence.

- In the group, Anne is the (louder/loudest) singer.
- The black rock is (smoother/smoothest) than the white one.
- He is the (shorter/shortest) kid in the third grade.
- The (colder/coldest) day of the year was the first of December.
- In the fairy tale, the witch is (wiser/wisest) than the troll.
- The forest is (quieter/quietest) at night than in the day.
- Emi is the (faster/fastest) player on the team.
- Mr. Chang is the (older/oldest) teacher at the school.

Skills 1

77

NAME: _____ 13.3 Activity Page
DATE: _____

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with 'thr', 'str', 'spl', and 'shr'.
- Circle words with the endings -er and -est.
- Highlight words with two syllables in which both syllables are open.

Serena Williams

Serena Williams is a Black American woman and tennis player. She is one of the (strongest) and (best) athletes of our time. With a whopping number of wins, she is (truly) a major leader in her sport. She has one of the (quickest) serves and the (strongest) backhand. Serena is also a role model. (Many) young players (strive) to be like her.

Serena has an (older) sister, Venus, who is also a top tennis player. Serena and Venus' father (split) his time training both of them. While he trained them, he helped both Venus and Serena to become (stronger) and better players. In order to be the (best), Serena began to push herself to work (harder) every day. She never quit, even when she was hurt or (stressed).

Serena has had an impressive career because of her talent and drive. Her first big win was at the 1999 U.S. Open. At just 17 years old, she was the (youngest) player to ever win this title. This vital win is where her success began. With more (strong) whacks of the tennis ball, Serena went on to win (many) more matches and titles. She almost made it look easy!

Skills 1

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Serena is not just a talented solo player, she is also a strong doubles player. She and Venus make an amazing team and unit. Together, they have whacked the tennis ball to victory in 22 matches!

Even though Serena is faster and stronger than most players on the tennis court, she is no stranger to defeat. When she has lost, she never lets it get her down for too long. She shrugs off the disappointment and grows from her mistakes.

Off the tennis court, Serena is a mother and wife. Serena also has other interests. She is a lover of fashion and gives back to help those in need.

No one can deny that watching Serena Williams play is a splendid and thrilling experience! Many tennis fans watch her with admiration while letting out shrieks of excitement. She is surely one of the greatest tennis players of all time and a very interesting human being.

80

Skills 1

NAME: _____ 13.4 Activity Page
DATE: _____

“Serena Williams” Comprehension Questions

1. Who is Serena Williams?

Serena Williams is one of the best professional tennis players of her time.

2. Who was her first coach?

Her first coach was her father.

3. Why was winning the 1999 U.S. Open a special achievement?

She became the youngest player to win the U.S. Open.

Skills 1

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4. What are Serena Williams's personal interests?

She loves fashion and gives to people in need.

5. Based on the information in the passage, what type of person is Serena Williams?

Serena Williams is dedicated, hard-working, and generous.

6. What is special about her career as a tennis player?

She plays doubles with her sister Venus.

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Skills 1

NAME: _____ 14.1 Activity Page
DATE: _____

Words with Open Syllables

Read each word. Divide each word into syllables. Circle the words with at least one open syllable. For each word with an open syllable, underline the open syllable or syllables. Read each word again.

1. r a n d o m

2. (h o r i z o n)

3. (m i n u s)

4. (s p l a s h y)

5. w e t t e s t

6. (t i n y)

7. c a n d l e

8. o l d e r

9. (s o f a)

10. (a c c o r n)

Skills 1

83

NAME: _____ 14.2 Activity Page
DATE: _____

Words that end in -er and -est

Read each word. Underline the words that are adjectives. Then put a "C" by the comparative adjectives and an "S" by the superlative adjectives. Read each of the adjectives again.

1. crest _____
2. tastiest _____ S
3. unrest _____
4. shower _____
5. lonelier _____ C
6. poster _____
7. prettiest _____ S
8. healthiest _____ S
9. cozier _____ C
10. spookiest _____ S

Skills 1

85

NAME: _____ 15.1 Activity Page
DATE: _____

Complete Words

Read each sentence. Add 'wh', 'ck', 'thr', or 'shr' to complete the words so that the sentence makes sense. Read each sentence again.

1. I wear boots _____ wh _____ en it rains.
2. Please cli _____ ck _____ this button.
3. _____ wh _____ ere are the cups?
4. I love to eat _____ shr _____ imp.
5. That shirt will _____ shr _____ in if it gets wet.
6. The ro _____ ck _____ is smooth.
7. Bea tied the _____ thr _____ ee ribbons.
8. Let's go _____ thr _____ ough the tunnel.

Skills 1

87

NAME: _____ 15.2 Activity Page
DATE: _____

Use Superlative Adjectives to Complete Sentences

Read each sentence. Complete the sentences with a superlative adjective. Read each sentence again.

1. Tuesday was hotter than Monday and Sunday. It was the _____ hottest _____ day of the week.
2. The green dress is fancier than the blue one and the white one. It is the _____ fanciest _____ dress in the store.
3. Blake's backpack is larger than Ronen's backpack and Cybil's backpack. It is the _____ largest _____ backpack in the class.
4. The cactus is healthier than the fern and the tree. It is the _____ healthiest _____ plant in the yard.
5. The black bunny is fuzzier than the white bunny and the brown bunny. It is the _____ fuzziest _____ bunny in the cage.
6. The red bird is louder than the black bird and the blue bird. It is the _____ loudest _____ bird in the garden.
7. The gray blanket is softer than the brown blanket and the blue blanket. It is the _____ softest _____ blanket in the pile.
8. The green sauce is spicier than the red sauce and the brown sauce. It is the _____ spiciest _____ sauce on the table.

Skills 1

89

NAME: _____ 15.3 Activity Page
DATE: _____

Read "Whopping Elephants vs. Tiny Tigers" once. Reread the passage and mark up the text as follows:

- Underline words with 'ph', 'th', 'ck', and 'wh'.
- Draw a box around words with 'shr', 'thr', 'str', and 'spl'.
- Circle comparative and superlative adjectives.
- Highlight words with one or more open syllables.

Whopping Elephants vs. Tiny Tigers

Shri loved to play kickball with her team, the Whopping Elephants. She was the fastest runner on her team and had one of the strongest kicks.

The Whopping Elephants tr made it to the final playoff game of the season. "I'm so thrilled about our last tr game against the Tiny Tigers on Saturday!" Shri said to her team mates Whitney and Seng.

"We are for sure winning that trophy!" Whitney responded.

"I hope so," said Seng. "The Tiny Tigers are a tough team to beat. They won't make it easy." Shri and Whitney agreed. But they shrugged off any doubt.

On the day of the game, the players and coaches were buzzing and eager to begin. This game was going to be the climax of their kickball season. Which team would win it all?

Skills 1

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The game began, and Shri's team was doing well. The Whopping Elephants were in the lead and running faster, kicking harder, and playing better than they had all season. But the Tiny Tigers quickly started to catch up. Theo, the Tiny Tigers's toughest player, seemed unstoppable. He played a bit too rough. He was also a braver and smarter player than anyone had expected.

As they watched the Tiny Tigers score time after time, Shri, Whitney, and Seng went silent. Whitney became as pale as a ghost. Had they made a ghastly mistake about how well the Tiny Tigers could play? The Whopping Elephants began to feel a bit of stress. Their confidence was shrinking.

It was the last inning, and the score was tied six to six. It was Shri's last chance to kick. "This is it. We have no more strikes left," she whispered to herself. She walked behind home plate and was ready to kick. She took three deep breaths and ran up to the ball. Whoosh! With her strongest kick ever, she sent the ball flying past all the shrubs and bushes!

Shri whizzed past all three bases as fast as she could. It was the fastest she had ever run. She made it back to home plate just in time. The final score was now seven to six. The Whopping Elephants had won the game! What a splendid triumph! The team let out cries of happiness. "We won!" shrieked a thrilled Whitney.

Theo and the Tiny Tigers accepted the loss. "You guys were the hardest team we've played in a while! Keep it up," Seng said.

The Whopping Elephants named Shri their kickball hero and handed her the playoff trophy. The Whopping Elephants celebrated their win over spaghetti and french fries! What a great day!

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Skills 1

NAME: _____ 15.4 Activity Page
DATE: _____

"Whopping Elephants vs. Tiny Tigers" Comprehension Questions

1. What team do Shri, Whitney, and Seng play for?

They play for the Whopping Elephants.

2. How do the Tiny Tigers feel at the beginning of the game?

They feel confident that they will win the game.

3. Who is Theo?

Theo is the Tiny Tigers' toughest player.

4. Does the game unfold as the Whopping Elephants expect it to?

The game is harder than they expected. The Tiny Tigers are a very good team.

Skills 1

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5. What happens in the last inning?

Shri kicks the winning run.

6. How does the winning team celebrate?

They get a trophy and eat spaghetti and fries.

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Skills 1

NAME: _____ 16.1 Activity Page
DATE: _____

Abbreviations: Titles with Names

Word Bank

| | | |
|------|-----|------|
| Mr. | Jr. | Mrs. |
| Miss | Dr. | Sr. |

Read each abbreviation and title in the word bank. Then, read each sentence. Complete each sentence by adding the correct word or abbreviation for the title in parentheses. Remember, not all titles with names are abbreviated. Read each sentence again.

- Miss Diaz helped the students. (Miss)
- Dr. Brown put a cast on the patient's broken arm. (Doctor)
- My favorite baseball player is Jackson Smith, Jr. (Junior)
- The new principal is Mrs. Johnson. (Missus)
- Sam Davis, Sr., wrote the article. (Senior)
- Mr. Wilson made sandwiches for the class. (Mister)

Skills 1

95

NAME: _____ 16.2 Activity Page
DATE: _____

Base Words and Derivational Endings: -y

Read each word. Make each of these nouns into an adjective by adding the ending -y. Remember to change the base word's spelling as needed, such as by dropping the final 'e' or doubling the final consonant, before adding the ending. Read the new words.

1. bump _____ bumpy
2. mess _____ messy
3. scare _____ scary
4. sleep _____ sleepy
5. crunch _____ crunchy
6. spice _____ spicy
7. wind _____ windy
8. dust _____ dusty
9. gloom _____ gloomy
10. fun _____ funny

Skills 1

97

NAME: _____ 16.3 Activity Page
DATE: _____

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline abbreviated words.
- Circle words with the ending -y.
- Highlight words with at least one open syllable.

A Letter for Mr. and Mrs. Lopez

Carlos Lopez Sr. and his wife had been waiting for a letter from their son, Carlos Lopez Jr. Mr. and Mrs. Lopez were excited to read his funny stories.

The mailman, Mr. Jacobs, was a grumpy and sometimes clumsy human. He had a bad habit of mixing up the mail. One week on a sunny day, Mr. Jacobs delivered the mail with his usual cheerful attitude. He picked up the letter meant for Mr. and Mrs. Lopez and read the address written on the envelope. It was addressed to "456 Pine St." But, since Mr. Jacobs was in a bit of a hurry, he carelessly placed it in the mailbox labeled "654 Pine Ln." That was Dr. Davis's house.

Dr. Davis, who was a busy lady, did not see the mix-up right away. She placed the letter from Carlos Lopez Jr. on her dusty table and went on with her day.

A few days later, Mr. and Mrs. Lopez began to worry. Why had the letter from Carlos Lopez Jr. not arrived? They gave Mr. Jacobs a call. Mr. Jacobs wondered if he had placed it in Dr. Davis's mailbox. He always struggled with the addresses that are similar. "This is a tricky mess. I will fix this right away," said Mr. Jacobs.

Skills 1

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Mr. Jacobs went to see Dr. Davis and told her the story over some tasty tea. Dr. Davis, who was known to be a bit cranky, was not fussy at all. She said, "I am sorry. I did not see the mix-up. Here is the letter." Mr. Jacobs felt sorry when he realized he had made a mistake.

"Thank you, Dr. Davis," Mr. Jacobs said as he took the letter and made a speedy exit.

Then, Mr. Jacobs went back and handed the letter to Mr. and Mrs. Lopez. They were so happy. "Thank you, Mr. Jacobs! We know it was a mistake," they told the mailman.

"I will try to be more careful. I do not want to make anyone else worry again," he swore.

With that, Mr. Jacobs went on his way. Mr. and Mrs. Lopez sat down to read their letter. They read the funny stories from their son. It was a happy end to a bumpy day.

100

Skills 1

NAME: _____ 17.1 Activity Page
DATE: _____

Abbreviations: Streets in Addresses and States

Word Bank

| | | | | |
|------|-----|------|------|----|
| Ln. | TX | U.S. | St. | CA |
| Ave. | Rd. | FL | U.K. | NY |

Read each abbreviation in the word bank. Then read each word in the list below. Use the word bank to match each term with its abbreviation. Read each word and its abbreviation again.

1. Avenue _____ Ave.
2. Texas _____ TX
3. United States _____ U.S.
4. New York _____ NY
5. California _____ CA
6. Street _____ St.
7. Lane _____ Ln.
8. United Kingdom _____ U.K.

Skills 1

101

NAME: _____ 17.2 Activity Page
DATE: _____

Base Words and Derivational Endings: -y

Read each sentence. Circle the **bold** words that are nouns and underline the **bold** words that are adjectives. Read the sentences again.

- Mari found a piece of **fuzz**. It came off the **fuzzy** teddy bear.
- The chef used a lot of **spices**. The pasta tastes **spicy**.
- Ice covered the **frosty** window. Then the sun melted the **frost**.
- Lee bit into a **juicy** apple. **Juice** got on his hands.
- The bookshelf was **dusty**. The librarian wiped the **dust** off with a rag.
- A **leak** dripped into a bucket. A plumber came to fix the **leaky** pipe.
- Roses are a **thorny** flower. The florist trimmed the **thorns**.
- Sam added extra **cheese** to the pizza. She likes **cheesy** pizza.
- Stepping on leaves makes a loud **crunch**. Paul loves stepping on **crunchy** leaves.
- It is **noisy** in the gym. The basketball players make a lot of **noise** when they practice.

Skills 1

103

NAME: _____ 18.1 Activity Page
DATE: _____

Abbreviations: Days of the Week and Months

Word Bank

| | | | | |
|------|------|-------|------|------|
| Wed. | Aug. | Sat. | Nov. | Fri. |
| Jan. | Sun. | Tues. | Oct. | Mar. |

Read each abbreviation in the word bank. Then, read each word below. Use the word bank to match each term with its abbreviation. Read each word and its abbreviation.

- Friday _____ Fri.
- January _____ Jan.
- November _____ Nov.
- Wednesday _____ Wed.
- March _____ Mar.
- Sunday _____ Sun.
- Saturday _____ Sat.
- August _____ Aug.

Skills 1

105

NAME: _____ 18.2 Activity Page
DATE: _____

Creating Nouns and Adjectives with the Ending -er

Read each word. Add -er to each base word and write the new word on the first line. Change the word's spelling as needed. Then identify the part of speech of the new word by writing N for noun or A for adjective on the second line. Read each new word.

Inflectional and Derivational Ending -er

- | | | |
|-----------|---------|---|
| 1. tall | taller | A |
| 2. work | worker | N |
| 3. cheap | cheaper | A |
| 4. sing | singer | N |
| 5. plain | plainer | A |
| 6. think | thinker | N |
| 7. help | helper | N |
| 8. kind | kinder | A |
| 9. ride | rider | N |
| 10. wide | wider | A |
| 11. make | maker | N |
| 12. young | younger | A |

Skills 1

107

NAME: _____ 18.3 Activity Page
DATE: _____

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline abbreviated words.
- Circle words with the ending -less.
- Highlight words that have both closed and open syllables.

Scientists

Scientists are critical thinkers and problem solvers who work to learn more about the world. They are like detectives. They make discoveries by asking **countless** questions, observing, and testing. A scientist's week is full of **limitless** work. Here is a typical week's schedule that a scientist might make for themselves:

| Week of Jan. 15: | |
|------------------|--|
| Mon. | Think of a question. Ask "Why is the sky blue?" or "How can we protect people from new germs?" |
| Tues. | Come up with an idea, or hypothesis, to answer this question. Plan a way to test it. |
| Wed. | Try not to feel helpless if the test does not go as planned. Keep at it! |
| Thurs. | Find a new way to solve the problem and test a new hypothesis. |
| Fri. | Hopefully see some progress. |
| Sat. and Sun. | Rest to start fresh on Mon. |

Skills 1

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In their work, scientists use a lot of words to describe size. When taking notes, they often use abbreviations. For example, they may use “5 ft.” or “10 in.” to record how many feet or inches a plant has grown. They may use “20 oz.” or “15 lb.” to record how many ounces or pounds their artifacts or samples weigh. They also use “5 min.” or “2 hr.” to record how many minutes or hours a test takes.

Scientists become smarter and wiser with each test they conduct. They are tireless in their attempts to learn more in order to solve a problem. At times, they may feel puzzled or even hopeless. But they are fearless. They are not quitters and do not give up. They keep trying until they find the answer.

The work of a scientist never stops as they work to make discoveries. These discoveries are often priceless causes that can improve our world. The list of things to learn and improve is endless.

So, if you are an explorer who likes to ask “why” or “how”, think about being a scientist. You can be part of the tireless and selfless group of thinkers who work to make the world a bit better every day.

110

Skills 1

NAME: _____ 18.4 Activity Page
DATE: _____

“Scientists” Comprehension Questions

1. What are two words or phrases that the passage uses to describe scientists?

Accept any two of the following: critical thinkers, problem solvers,

tireless, fearless

2. What kind of information might a scientist record?

Accept any of the following: how many feet or inches a plant has grown,

how many ounces or pounds their artifacts or samples weigh, how many minutes or hours a test takes

3. How might scientists feel if their tests do not go as planned?

Scientists may feel helpless, puzzled, or hopeless.

4. How does conducting tests help scientists?

Conducting tests make scientists smarter and wiser.

Skills 1

111

5. Why don't scientists give up?

They want to find the answer to problems to improve our world.

6. Based on the passage, what do you think is the most important trait scientists have? Explain your choice using a detail from the text.

Sample answer: I think that being tireless is the most important trait

scientists have because they keep trying to make helpful discoveries.

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Skills 1

NAME: _____ 19.1 Activity Page
DATE: _____

Abbreviations: Measurements

Word Bank

| | | |
|-------|------|--------|
| hr. | lb. | in. |
| ounce | foot | minute |

Read each abbreviation in the word bank. Use the word bank to complete the chart below. Read each full word and its abbreviation.

| Full Word | Abbreviation |
|-----------|--------------|
| foot | ft. |
| inch | in. |
| minute | min. |
| hour | hr. |
| ounce | oz. |
| pound | lb. |

Skills 1

113

NAME: _____ 19.2 Activity Page
DATE: _____

Adjectives with the Ending -less

Word Bank

| | | |
|------------|----------|-----------|
| flawless | hopeless | soundless |
| weightless | tireless | endless |

Read each word in the word bank. Then, read the paragraph below. Use words from the word bank to complete the paragraph. Read the paragraph again.

It was the bottom of the ninth inning. Alex's baseball team was losing by two runs. The players felt hopeless. They had two outs already. It was Alex's turn to bat. The pitcher threw a flawless fastball right down the middle. Alex swung with all his might. A loud crack echoed across the soundless ballfield. The baseball soared like it was weightless. The ball flew over the fence for a home run. The tireless runners sprinted around the bases. Alex's foot hit home plate for the winning run. The team broke into endless cheers.

Skills 1

115

NAME: _____ 20.1 Activity Page
DATE: _____

Review Abbreviations

Read the party invitation below. Revise the party invitation by replacing words with abbreviations. Write the abbreviations below the words that could be shortened. Read the party invitation again.

What: Lisa Garcia's 8th Birthday

When: Saturday Sat., September Sept. 15, 12:00 p.m.

Where: The Community Aquatic Center

204 Maple Street St.
Dallas, Texas TX 5001

Note: We can use the pool for 90 minutes. min.

Reply to: Missus Mrs. Garcia (123) 456-7890

Skills 1

117

NAME: _____ 20.2 Activity Page
DATE: _____

Review Suffixes -er, -est, -y, and -less

Read the paragraph below. Complete the paragraph by adding the suffixes -er, -est, -y, or -less to the words in parentheses. Change the word's spelling if needed. Read the completed paragraph.

Ben needed new shoes. He grew a bit (tall) taller over the summer. His feet grew (big) bigger than they were last year. He wanted some (flash) flashy boots. A character on a (trend) trendy TV show wore them. Instead, his mom bought him a (plain) plainer pair of shoes. They were much (cheap) cheaper. Plus, she was a (plan) planner. She said that a (time) timeless style would be better in the long run. The TV show was canceled the next week. Now, everyone thought the boots were (taste) tasteless. Ben was glad he listened to his mom. He thought she was the (smart) smartest adult he knew.

Skills 1

119

NAME: _____ 20.3 Activity Page
DATE: _____

Read "Blanket Detective" once. Read the passage again and mark up the text as follows:

- Underline abbreviated words.
- Circle words with the endings -er and -less.
- Draw a box around words that end in -y.
- Highlight multisyllabic words that only have closed syllables.

Blanket Detective

Mr. Chen is a funny man and a good listener. He is also a detective and a writer. One windy and foggy morning, he was busy in his cozy home when he got a call from Dr. Jackson. Her tone was shaky. "I lost the priceless blanket that my grandmother made for me when I was a kid," she said with a helpless cry. "Can you please help me?"

"Sure, can you please describe the missing blanket?" asked the fearless detective.

"It's fluffy and red. It's about 6 ft. long and 4 ft. wide. It probably weighs about 2 lb," responded Dr. Jackson.

"Don't worry, Dr. Jackson. I will find your lovely blanket," said Mr. Chen after taking lengthy notes.

The next day, Mr. Chen began his hunt for the red, fluffy blanket. He went to Dr. Jackson's home and checked under the bed, behind the sofa, and even in the shadowy attic. But he was unlucky. He did not find it anywhere.

Skills 1

121

The next day was a sunny day, so Mr. Chen hung up posters for the missing blanket all over town. The poster read:

"MISSING BLANKET, FLUFFY AND RED.

6 FT. LONG AND 4 FT. WIDE.

WEIGHS 2 LB.

LAST SEEN ON TUES. OCT. 27TH, NEAR 43 WALNUT ST."

He left his phone number on the poster and waited for someone to call or text. Just as Mr. Chen was starting to feel hopeless, his phone buzzed with a text. The text read:

"Hi, I'm Mrs. Sanchez, a laundromat worker. Franklin Ave. I found a red, fluffy blanket last Fri. in a wash. It matches the blanket from the poster."

"I'll be right there," Mr. Chen responded. The missing blanket had been left behind as a harmless mistake.

Mr. Chen picked up the blanket from Mrs. Sanchez at the laundromat. He returned to Dr. Jackson's home and gave her the blanket. She was speechless. Her most loved blanket was back! She gave Mr. Chen endless thanks. Mr. Chen left feeling tired but happy. He knew he was not just a detective, but also a selfless helper.

122

Skills 1

NAME: _____ 20.4 Activity Page
DATE: _____

"Blanket Detective" Comprehension Questions

1. What did Dr. Jackson lose?

Dr. Jackson lost her blanket.

2. Why does Dr. Jackson call Mr. Chen for help?

Dr. Jackson calls Mr. Chen because he is a detective.

3. Where does Mr. Chen look first?

Mr. Chen looks at Dr. Jackson's home first.

4. How does Mr. Chen find the missing item?

Mr. Chen puts up posters in the town, and a laundromat worker recognizes the blanket.

Skills 1

123

5. How did Dr. Jackson lose her item?

She left it behind at the laundromat by mistake.

6. Would you like to be a detective? Use a detail from the story to explain why or why not?

Sample answer: Yes, I would like to be a detective. I would like to help people like Mr. Chen helped Dr. Jackson.

124

Skills 1

ADDITIONAL SUPPORT ACTIVITY PAGE ANSWER KEY

NAME: _____ TR 1.1
DATE: _____

Reread "Pat's Bike." Think about a time when you helped a friend or a time when a friend helped you. Tell about what happened on the lines below.

One time, my friend Sam lost his book. He was very upset. I helped him look for it. We found Sam's book under his desk. He thanked me for helping him find it.

TK

282

Skills 1

NAME: _____ TR 2.1
DATE: _____

Word Sort

Read each of the words in the box. Then sort them by consonant blend.

| | | | |
|--------|-------|-------|------|
| spruce | flat | sprig | bent |
| flip | stamp | flag | step |
| spree | stand | lent | sent |

| | | | |
|------------|-------------|------------|------------|
| fl- | spr- | st- | -nt |
| flag | sprig | stamp | lent |
| flip | spree | stand | bent |
| flat | spruce | step | sent |

Teacher Resources

283

NAME: _____ TR 3.1
DATE: _____

Reread "Jazz Music." Identify the central idea of the text. Use at least two details from the passage that support this central idea.

Sample response: Jazz is a lively kind of music. It has an important history. The text says that jazz "buzzes with life" and "It has shifted the way people all over the world listen to and think about music."

TK

284

Skills 1

NAME: _____ TR 4.1
DATE: _____

Base Words and Inflectional Endings: -ed, -ing

Word Bank

| | | | |
|-------|--------|------|--------|
| smell | drum | chop | mop |
| jet | spritz | grin | listen |

Part I

Read each word in the word bank. Add the -ed ending to each word in the word bank. Read the new words.

1. smelled
2. drummed
3. chopped
4. mopped
5. jetted
6. spritzed
7. grinned
8. listened

TK

Teacher Resources

285

NAME: _____
DATE: _____

TR 4.1

CONTINUED

Part II

Add the *-ing* ending to each word in the word bank. Read the new words.

1. smelling
2. drumming
3. chopping
4. mopping
5. jetting
6. spritzing
7. grinning
8. listening

TK

286

Skills 1

NAME: _____
DATE: _____

TR 5.1

Reread "Baking Cupcakes." Using evidence from the passage, summarize how to make cupcakes. Remember, when you summarize, you tell only the most important points.

Sample response: First, you turn on the oven and get the ingredients. Then you make the batter. Next you put the batter in the cupcake pan, and then you bake the cupcakes. After they are cool, you add frosting. Finally, it is time to eat them.

TK

Teacher Resources

287

NAME: _____
DATE: _____

TR 6.1

Reread "Knoll the Knight." One theme, or central message, of the story is that Knoll has to work hard to achieve great things. Use details from your own life to describe when you have had to keep working hard at something that was difficult.

Sample response: I had to keep working hard at something that was difficult when I learned to ride a bike. I kept falling off over and over again, but I kept trying. Eventually, I succeeded.

TK

288

Skills 1

NAME: _____
DATE: _____

TR 7.1

Silent Letters: b

Read each sentence. Then, circle the silent b's in the sentences.

1. The climbers doubted their ropes would hold.
2. Bees store their honey in a honeycomb.
3. The crumbs were from the banana bread.
4. He broke out into a subtle smile.
5. The tomb was covered in cobwebs.
6. The plumber worked to pay off her debts.
7. Our limbs went numb with fear.
8. The subject of this reading is lanbts.

TK

Teacher Resources

289

NAME: _____
DATE: _____

TR 8.1

Reread "Lake Day." The setting is where and when a story happens. The plot is what happens in the story. Use details from the passage to describe how the setting influences the plot of the "Lake Day."

Sample response: The setting is a sunny day at the lake. The plot is about what the Jones family does at the lake. In this setting, the family members can do activities like relax on a quilt, fish, and play catch.

TK

290

Skills 1

NAME: _____
DATE: _____

TR 10.1

Reread "Fall Colors" focusing on the final paragraph of the text. Then answer the question, explaining why the color you have chosen is your favorite fall color. Draw a picture using your favorite fall color.

Sample response: Gold is my favorite fall color. When I walk to school, I pass by a tree with big, beautiful golden leaves. The sun shines through the leaves, making the tree look like it is lit up.

TK

Drawings will vary but should show colorful fall color.

292

Skills 1

NAME: _____
DATE: _____

TR 11.1

Reread "Topher Sings." What is one message from the story? Use details from the passage to explain your thinking.

Sample response: One message from the story is that it is important to take care of the things that matter to you. Topher loves singing more than anything else. If he wants to keep singing, he needs to take care of his vocal cords. He can sing, but he should not sing too much. At the end of the story, Topher decides to take better care of himself so that he can continue to sing.

TK

Teacher Resources

293

NAME: _____
DATE: _____

TR 12.1

Digraphs 'ph' and 'gh' > /f/

Words with 'ph'

Words with 'gh'

homophone

cough

orphan

tough

elephant

enough

alphabet

laugh

nephew

digraph

TK

292

Skills 1

NAME: _____ TR 13.1
DATE: _____

Reread "Serena Williams." What is the central idea of the passage? Use details from the passage to support your answer.

The central idea of "Serena Williams" is that she has achieved
many great things. The passage outlines her accomplishments as
a professional single and doubles tennis player. It is also about
her personal life and interests.

TK

Teacher Resources

293

NAME: _____ TR 14.1
DATE: _____

Sort Words with Consonant Blends

Read each word in the word bank. Sort the words from the word bank into the correct column of the chart. Read each column of the sorted words.

Word Bank

| | | | |
|---------|----------|----------|-----------|
| stripe | straight | shroud | stripped |
| through | shriek | split | thrifty |
| shrinks | shrill | throat | splashed |
| thrown | splice | splatter | structure |

| 'thr' | 'shr' TK | 'str' | 'spl' |
|---------|----------|-----------|----------|
| through | shriek | stripped | split |
| thrown | shroud | stripe | splashed |
| thrifty | shrill | straight | splatter |
| throat | shrinks | structure | splice |

294

Skills 1

NAME: _____ TR 15.1
DATE: _____

Reread "Whopping Elephants vs. Tiny Tigers." Think of a time when you tried hard to compete in a sport or game. Use details from your life to describe how your experience compared to the players in the passage.

Sample response: When I played on a soccer team last year, I had
to work really hard to pay attention to where my teammates were
on the field. I also had to remember to share the ball and not try to
score every goal myself. It was hard work, but it felt so great when
we won a game.

TK

Teacher Resources

295

NAME: _____ TR 16.1
DATE: _____

Reread "A Letter for Mr. and Mrs. Lopez." Use details from the passage to retell what happens in the passage. Make sure to present events in the same order as they appear in the story.

Mr. and Mrs. Lopez are waiting for a letter from their son. The
mailman, Mr. Jacobs, delivers the letter to Dr. Davis by mistake.
After a few days, Mr. and Mrs. Lopez call Mr. Jacobs to find out
what happened to the letter. He realizes his mistake. Mr. Jacobs
gets the letter back from Dr. Davis. He brings it to Mr. and Mrs.
Lopez. Mr. and Mrs. Lopez read the letter.

TK

296

Skills 1

NAME: _____ TR 17.1
DATE: _____

Abbreviations in Addresses

Word Bank

| Ln. | TX | U.S. | St. | CA |
|------|-----|------|------|----|
| Ave. | Rd. | FL | U.K. | NY |

Use the word bank to complete each address by adding the abbreviation for the word in parentheses.

- 400 Lincoln _____ Rd. _____
Bismark, ND 58507 (Road)
- 8829 Cardinal Ln. _____
Jacksonville, _____ FL _____ 322 _____ (Florida)
- 998 Great Lakes Rd. _____
Lansing, MI 48864
_____ U.S. _____ (United States)
- 521 Second _____ St. _____
Atlanta, GA 30306 (Street)
- 42 Green Ave. _____
Fresno, _____ CA _____ 93701 (California)
- 1255 Sunny _____ Ln. _____
Boston, MA 02115 (Lane)
- 400 Foster St. _____
Austin, _____ TX _____ 78701 (Texas)

Teacher Resources

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NAME: _____ TR 17.1
DATE: _____ CONTINUED

- 1200 Danbury Ln.
London, W8 6AG
_____ U.K. _____ (United Kingdom)
- 900 S. Finch _____ Ave. _____
Chicago, IL 60608 (Avenue)
- 8 W. Winter St.
Albany, _____ NY _____ 12084 (New York)

TK

298

Skills 1

NAME: _____ TR 18.1
DATE: _____

Reread "Scientists." Identify the central idea of the text. Use details from the passage to identify two details from the text that support the central idea.

Sample response: The central idea of the text is that scientists
are hardworking problem solvers. The text says they "are not
quitters and do not give up." It also says that they make "priceless"
discoveries that "improve our world."

TK

Teacher Resources

299

NAME: _____ TR 19.1
DATE: _____

Using Abbreviations for Measurements

Complete the paragraph by writing the correct abbreviation for each unit of measurement.

Kendra liked helping her grandmother bake. They made gingersnap cookies. Kendra gathered the ingredients. She began with one _____ lb. _____ of butter. (pound) Next, she needed the dry ingredients. They were in the back of the cabinet. She used a step stool to reach. Kendra was just under 4 _____ ft. _____ tall. (feet) Last, she grabbed a glass measuring cup. She carefully poured 8 _____ oz. _____ of molasses into it. (ounces) Finally, Kendra and her grandmother mixed the ingredients together. They rolled the sticky dough into 1 _____ in. _____ balls. (inch) They baked the cookies for 12 _____ min. _____ (minutes)

TK

300

Skills 1

NAME: _____ TR 20.1
DATE: _____

Reread "Blanket Detective." Describe what happens at the end of the story. Using details from the passage, describe how Mr. Chen and Dr. Jackson feel at the end of the story and why they feel the way that they do.

Sample response: At the end of the story, Mr. Chen returns the
lost blanket to Dr. Jackson. Dr. Jackson feels thankful because the
blanket means a lot to her. She is glad to have it back. Mr. Chen
feels tired but happy. He feels tired because finding the blanket
was hard work. He feels happy because he helped Dr. Jackson.

TK

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Grade 5

Skills 1–2

Activity Book

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Grade 5

Skills 1

Activity Book

Skills 1

Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 1 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2.

NAME: _____

DATE: _____

1.1

Activity Page

Compound Words

Read each of the compound words below. Then draw a slash to separate each compound word into two words. Write each new word on the lines below. Read the new words.

1. cup cake **cup/cake**

cup

cake

2. pig pen **pig/pen**

pig

pen

3. foot print **foot/print**

foot

print

4. door bell **door/bell**

door

bell

5. s t a r f i s h **star/fish**

star

fish

6. s u n l i g h t **sun/light**

sun

light

7. p o p c o r n **pop/corn**

pop

corn

8. s n o w b a l l **snow/ball**

snow

ball

NAME: _____

DATE: _____

1.2

Activity Page

Verbs with -s and -es

Read each word and sentence. Add the suffix -s or -es to the verb to complete the sentence. Change the word's spelling as needed. Read the new sentence.

Example: watch. Joanna watches.

1. eat

She eats oatmeal every day.

2. mix

Jon mixes green and then yellow paint to make blue.

3. draw

Emma draws a rainbow in art class.

4. reach

Allison reaches for the top shelf.

5. flap; take

The bird flaps its wings once and takes off.

6. jump

Becky jumps higher than her brothers.

7. wish

Luke wishes for a bike.

8. fish

He fishes for trout every year with his grandpa.

9. smile

The baby smiles at his mother.

10. catch; throw

The baseball player catches the ball and throws it to the pitcher.

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- *Underline words with consonant blends.*
- *Circle words with the endings –s and –es.*
- *Highlight one-syllable words with closed syllables.*

Granddad's Workshop

While some kids spend their Saturdays playing sports or video games, Granddad teaches me how to craft something new in his workshop. Sunlight streams through the basement windows, making tiny dust specks dance in the air. The blue birdhouse catches my eye—half-built on the bench. “That’s for your grandma’s garden,” Granddad says with a wink as he reaches for his toolbox and grabs my safety glasses. Tools and supplies rest in neat stacks on shelves. There’s always something cool to build in Granddad’s workshop!

“Ready to finish the birdhouse?” He passes me his handbook. I love spending time in his basement workshop. Tools dangle from pegboard hooks, and supplies fill labeled boxes. “Check out all these different grades of sandpaper,” he shows me, pulling open a drawer. The workspace smells like fresh wood and paint.

“Watch closely,” he says as he traces lines with his pencil. The pencil slips smoothly as he sketches each mark. “This part’s tricky,” I tell him, leaning in to see better. My lessons with Granddad start simple—he believes in learning step-by-step. I press my hand against the grain, just like he shows me.

At the workbench, Granddad guides my grip as I sand the wood. “Feel that?” he asks. “The wood finishes best when you follow its pattern.” The power tools rest unused—Granddad insists on hand tools first. “Safety first, speed second,” he always says.

He watches as I mark the next piece. My ruler slides along the board while I make careful measurements. “That matches perfectly,” he nods, and I can’t help grinning. “I’m getting better at this!” I exclaim.

Time flies whenever we’re working on a project together. Granddad shows me how to push a nail straight, then lets me try. Although I sometimes bend the nails or make mistakes, Granddad stays patient and calmly shows me how to try again. “Even master craftsmen bend nails once in a while,” he chuckles. His patience never runs out.

By lunch, our birdhouse looks amazing. Since we measured everything carefully, all the pieces fit together perfectly, and the blue paint just needs a couple of final touches. “Grandma is going to love this,” I say while helping clean up. Each crooked nail taught me something new, and every straight cut made me proud.

“Tools back in place,” Granddad reminds me during cleanup. Each item finds its spot—the handbook, screwdriver, and measuring tape. “A clean workshop is a happy workshop,” he says, making me laugh.

Climbing the steps, I spot next week’s supplies already stacked by his toolbox—pieces for a window planter box. “Can’t wait until next Saturday, Granddad!” I call out. Because each project teaches me something new about woodworking, these workshop days with Granddad have become the best part of my week.

NAME: _____

DATE: _____

2.1

Activity Page

Short Vowel Sounds

Read each word. Circle the words that have short vowel sounds.

1. let

2. feet

3. glad

4. rot

5. plate

6. cute

7. hope

8. cup

9. snap

10. tape

11. trip

12. kite

NAME: _____

DATE: _____

2.2

Activity Page

Plural Nouns with –s and –es

Read each word. Make each word plural by adding a suffix. Change the word's spelling as needed. Read the new word.

1. baby babies

2. fence fences

3. bench benches

4. berry berries

5. whale whales

6. party parties

7. wish wishes

8. cake cakes

9. story stories

10. dog dogs

NAME: _____

DATE: _____

3.1

Activity Page

Closed Two-Syllable Words

Read each of the words below. Circle the words that have two short vowel sounds.

1. summit

2. puppet

3. mistake

4. plastic

5. tablet

6. pony

7. sunset

8. tennis

9. mascot

10. pancake

NAME: _____

DATE: _____

3.2

Activity Page

Base Words and Inflectional Endings: *-ed*, *-ing*

Word Bank

| | | | |
|-------|------|-------|------|
| relax | call | paint | sail |
| play | land | stuff | wait |

Part I

Read each word in the word bank. Add the suffix -ed to make a verb that shows that the action happened in the past. Read the new word.

1. relaxed

2. called

3. painted

4. sailed

5. played

6. landed

7. stuffed

8. waited

Part II

Read each word in the word bank. Add the suffix –ing to make a verb that shows that the action is happening now. Read the new word.

1. relaxing
2. calling
3. painting
4. sailing
5. playing
6. landing
7. stuffing
8. waiting

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- *Underline words with double consonants.*
- *Circle words with the endings -ed and -ing.*
- *Highlight multisyllable words with closed syllables.*

How to Train Your Puppy

Getting a puppy will fill your home with endless joy and make your heart buzz with love. You'll never have a dull day with a new puppy around.

Before you begin training sessions, you will need to collect some supplies. Well-planned lessons make training successful and less stressful. Your puppy will miss fewer commands when you follow these important steps.

Puppies need a lot of stuff. So gather these basic supplies for training: tennis balls and sturdy rubber toys for play sessions, a soft mat to create a comfortable training space, and a plastic kennel or steel crate that fits your puppy's size. An adjustable collar with a bell will help you track your puppy's movement. Keep training treats in a sealed basket or glass jar where your puppy cannot reach them. Include a whistle for attention, and pack a backpack for outdoor lessons.

Creating Your Training Space

Your puppy needs a special spot where training can happen every day. Select a common area in your house where your puppy will spend time

sleeping and playing. Place the soft mat in the **kennel**, and store your training supplies in **baskets**. Your puppy will feel less **stressed** when following a **planned** routine in a familiar setting.

Understanding House Training

It's important to work on spotting the right **signals** from your puppy. Watch carefully for signs that your puppy needs to go outside. Your puppy might start spinning in circles or sniffing the **carpet**. Some puppies will pass by the door, while others will show their need by looking anxious or by whining.

Many puppies show these behaviors before having accidents indoors. Don't get **upset** or yell if they make a mess—it's part of learning. Take your puppy outside every two hours for the best **results**. This is especially important after your puppy has finished napping, playing, or eating. When your puppy succeeds in doing their business outdoors, give them praise and treats.

Teaching Basic **Commands**

Begin with these fundamental skills that every well-trained puppy should learn. The “sit” **command** will be your first training goal. Hold a treat while standing in front of your puppy. Your puppy will look upward at the treat in your hand. When you lift the treat back over their head, their **bottom** will drop to the ground. After they have mastered sitting, reward them with the treat and praise. Once your puppy is comfortable with “sit,” you can start working on the “come” **command**. A fun way to practice this is to throw toys

NAME: _____

DATE: _____

3.3
CONTINUED

Activity Page

and have them run up and down the hall. This activity not only provides exercise but helps your puppy learn to come when called.

The “stay” command requires more patience from both you and your puppy. Start with your puppy in a sitting position. Hold your palm up while facing them directly. Step backward slowly while they are staying still. You should increase the distance gradually over time. Your puppy has succeeded when they have waited patiently until you say “OK” or “free.” These words are called release commands. When you say your release word, your puppy knows it’s time to move again.

Important Tips for Success

Keep all lessons shorter than fifteen minutes to maintain focus. Different settings, such as a spare room or hall, will help your puppy learn to follow commands anywhere. Missed opportunities for rewards can slow down progress, so always keep treats ready. If you are feeling stress, your puppy will sense it, so stay calm and patient. Avoid skipping training days or running irregular sessions, as puppies need routine. Being too harsh or yelling will make your puppy feel anxious about training.

Finally, remember that every puppy learns at their own pace. The key to success comes from staying consistent and making each lesson fun. When you have spotted improvement, celebrate these small victories with your furry friend.

NAME: _____

DATE: _____

3.4

Activity Page

“How to Train Your Puppy” Comprehension Questions

1. What are three basic supplies needed for puppy training according to the passage?

tennis balls and rubber toys, a soft mat, and a plastic kennel or steel crate

2. How often should you take your puppy outside during house training?

every two hours, especially after napping, playing, or eating

3. Why do you think the passage emphasizes keeping training sessions shorter than fifteen minutes?

Students should infer that puppies have short attention spans, and maintaining focus for longer periods might be difficult, making training less effective.

4. Based on the passage, what role does patience play in successful puppy training?

Students should recognize that patience is crucial because puppies learn at different paces, may have accidents, and need time to master commands such as “stay.”

5. Do you think the training approach described in the passage would be effective? Use evidence from the text to support your answer.

Students should evaluate the effectiveness of the training method

using details such as consistent routines, positive reinforcement, and

structured learning environments.

NAME: _____

DATE: _____

4.1

Activity Page

Words with Double Letters and *-ed*, *-ing*

Part I

Read each of the words with suffixes below. Underline each base word.

1. grinned
2. dropping
3. batting
4. clipping
5. hugged
6. plugging
7. flapped
8. patted
9. rubbed
10. trapped

Part II

Read each word in the table. Sort these words that show that something happened in the past into categories based on whether the suffix makes the /ed/, /d/, or /t/ sound. Read the words you sorted.

| | | |
|----------------|----------------|----------------|
| pinned | batted | blocked |
| skipped | grilled | melted |
| asked | landed | saved |

| | | |
|---------------|----------------|----------------|
| /ed/ | /d/ | /t/ |
| batted | pinned | skipped |
| landed | saved | blocked |
| melted | grilled | asked |

NAME: _____

DATE: _____

4.2

Activity Page

Base Words and Inflectional Endings: *-ed*, *-ing*

Word Bank

| | | | | |
|---------|----------|-----------|----------|---------|
| grabbed | admitted | stopping | hugged | dripped |
| stopped | dripping | admitting | grabbing | hugging |

Part I

Read each word in the word bank. Write each word from the word bank that shows the action is happening now. Read each word again.

1. grabbing

2. admitting

3. stopping

4. hugging

5. dripping

Part II

Read each word in the word bank. Write each word from the word bank that shows the action happened in the past. Read each word again.

1. grabbed
2. admitted
3. stopped
4. hugged
5. dripped

Part III

Read each word. Add the suffixes -ed and -ing to each of the following words. Double the final consonants if needed. Read the new words.

| | <i>-ed</i> | <i>-ing</i> |
|--------|------------|-------------|
| slip | slipped | slipping |
| happen | happened | happening |
| regret | regretted | regretting |
| blink | blinked | blinking |

NAME: _____

DATE: _____

5.1

Activity Page

Shop for Spellings Word Cards

Directions: Cut out the Word Cards. Spread them out between you and your partner.

| | |
|---------|---------|
| logged | gagged |
| digging | legging |
| swipe | lobbing |
| swim | bibbed |
| yelling | called |

NAME: _____

DATE: _____

5.1

CONTINUED

Activity Page

Directions: Cut out the Word Cards. Spread them out on the floor or table between you and your partner.

spilled

missed

blob

falling

blue

swift

blame

kissed

sweet

dressing

NAME: _____

DATE: _____

5.2

Activity Page

Shop for Spellings

Directions:

1. If you haven't already, cut out the Word Cards on Activity Page 5.1. Spread out the Word Cards between you and your partner.
2. Close your eyes and toss a penny onto the game board on the following page.
3. The penny will land on a spelling. That is the spelling you must shop for.
4. To buy a spelling, you must find a Word Card that has your spelling and correctly read the word on the card.
5. Take turns with your partner to shop for spellings. The winner is the person with the most cards.
6. If there is a tie, you and your partner will have a syllable race. Each of you will need a pencil. On the count of three, go through all your spellings and mark the syllable divide on each card. The first person to finish wins the game.

Shop for Spellings Game Board

bl

ll

sw

ss

bb

gg

NAME: _____

DATE: _____

5.3

Activity Page

Inflectional Ending Review

Read each word. Add -s or -es to make each word plural. Change the word's spelling as needed. Read the new word.

1. baby babies

2. brush brushes

3. fly flies

Read each word. Add -ed to each word to show that the action happened in the past. Change the word's spelling as needed. Read the new word.

4. skip skipped

5. want wanted

6. jump jumped

Read each word. Add -ing to each word to show that the action is happening now. Change the word's spelling as needed. Read the new word.

7. plan planning

8. miss missing

9. chop chopping

Read the sentences. Circle the correct word to correctly complete each sentence. Read the new sentences.

10. Lee is (walking/walked) her dog.

11. Last night, I (called/call) him.

12. The rain (gushs/gushes) down the street.

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with double consonants.
- Draw a box around compound words.
- Circle words with the endings -ed and -ing.
- Highlight one-syllable words with closed syllables.

Deadline Day at the School News

Barely containing my energy, I toss my backpack into my locker. Today is deadline day for our school newspaper, and as head editor, I need to ensure every detail is perfect.

The newsroom hums with activity when I push open the classroom door. My staff scrambles between desks while trading stories and verifying facts. “Remember, we have less than two hours until the printer needs our files,” I announce to the room.

While some students continue typing at the desktop computers, others pore over printed drafts while carefully reading every word to find mistakes. Sarah dashes across the room, clutching her notebook. “I’ve discovered three spelling mistakes!” she reports. In the corner, James sips his tea while selecting photos for the front page.

When our classroom printer suddenly malfunctions, my stomach tightens—we still need copies for final proofing. “Don’t stress,” Ms. Hall says calmly, quickly sending an email to the office staff requesting use of their printer.

As the minutes tick by, we polish stories about the science fair, football games, and school dances. Mike gestures for my attention, pointing to his computer screen. “The cafeteria article would be more engaging with student quotes,” he suggests. After reviewing his changes, I approve of them.

Just as we complete the last edits, our printer springs back to life. Articles about spelling bees and class parties fill the pages. Although we’ve spent weeks planning this issue, adjusting photos, and refining headlines, every detail must be perfect.

Ms. Hall circulates through the room, monitoring our progress. Despite her reassurance, tension keeps my shoulders tight. With the final bell approaching, we still haven’t finished the puzzle page.

“These crossword clues need revision,” Sarah notes, passing me her suggestions. While I file them in my notebook, Tom hurries to update the sports scores. Behind us, Lisa monitors the clock while carefully checking items off our list.

Suddenly, our computer screen freezes. “Miss” James calls out. “The system’s crashing!” My heart pounds as our work flickers, then vanishes. Yet Ms. Hall remains composed, revealing her backup file.

During our final review, the staff beams with pride as we send everything to print. Fresh copies emerge from the printer, and we lay them out on different tables around the room. Everyone moves from table to table, checking each page for last-minute errors.

NAME: _____

DATE: _____

5.4
CONTINUED

Activity Page

“Excellent work, team!” I announce. Though we’ve missed lunch, we’ve created something remarkable. Tomorrow, hundreds of students will read about school events, competitions, and upcoming activities. Through our dedication, we’ve created something that will spark conversations throughout the hallways.

Later, while packing my backpack, I feel the tension melting away. Managing the school newspaper continues to teach me valuable lessons each week. Despite technical difficulties, tight deadlines, and unexpected challenges, seeing students eagerly grab fresh copies makes every obstacle worthwhile.

NAME: _____

DATE: _____

5.5

Activity Page

“Deadline Day at the School News” Comprehension Questions

1. What different roles and tasks do the newspaper staff members perform during deadline day?

Students should identify multiple staff members and their responsibilities, such as Sarah finding spelling mistakes, James selecting photos, Mike adding student quotes, Tom updating sports scores, and Lisa monitoring time and the checklist.

2. What types of stories are they working on for this issue?

stories about the science fair, football games, school dances, spelling bees, and class parties

3. Why do you think Ms. Hall remains calm when the computer crashes?

Students should infer that Ms. Hall’s experience and preparation [having a backup file] allows her to stay composed during technical problems, setting an example for her students.

4. How does the narrator feel about their role as head editor?

Students should recognize the narrator's sense of responsibility, leadership, and pride in their work, shown through their concern for details and dedication to the final product.

5. Do you think the newspaper team worked effectively together? Support your answer with evidence from the text.

Students should evaluate the team's effectiveness using examples of their collaboration, problem-solving, and successful completion despite challenges like printer issues and computer crashes.

NAME: _____

DATE: _____

6.1

Activity Page

Review Silent Letter Combinations: 'wr' > /r/, 'kn' > /n/

Read each sentence. Complete each sentence by circling the letters that spell the missing word. Read each sentence with the correct word.

1. She used an iron to get the _____ out of her shirt.

| | |
|-------------|------|
| wrin
rin | kles |
|-------------|------|

2. The students put their books in a _____.

| | |
|-------------|------|
| nap
knap | sack |
|-------------|------|

3. Someone is _____ at the door.

| | |
|---------------|-----|
| nock
knock | ing |
|---------------|-----|

4. The worm _____ on the ground.

| | |
|-------------|------|
| wrig
rig | gles |
|-------------|------|

5. I hope your weekend was _____.

| | |
|---------------|-----|
| wrest
rest | ful |
|---------------|-----|

6. My hands have _____.

| | |
|---------------|-----|
| nuck
knuck | les |
|---------------|-----|

7. _____ how to spell is an important skill.

| | |
|-------------|-----|
| Now
Know | ing |
|-------------|-----|

8. What _____ are you taking?

| | |
|-----------|-----|
| no
kno | tes |
|-----------|-----|

9. Skateboarders should wear _____.

| | |
|-------------|------|
| knee
nee | pads |
|-------------|------|

NAME: _____

DATE: _____

6.2

Activity Page

Base Words and Inflectional Endings: *-ed*, *-ing*

Read each word. Write the base word next to each word with an -ed or -ing ending.

Read each base word.

1. biked bike

2. called call

3. giving give

4. hiding hide

5. hopped hop

6. knotting knot

7. mined mine

8. jumped jump

9. trimmed trim

10. wrinkling wrinkle

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- *Underline words with 'mb' and 'bt' spellings.*
- *Circle words with the endings -ed and -ing.*
- *Highlight words with closed syllables.*

Wrestling Through the Ages

For many years, wrestlers have tested their strength and skill against each other. Written records show that ancient athletes knew the importance of both power and strategy. From early matches in sand pits to today's modern championships, wrestling remains one of the world's most challenging sports.

The Story Behind the Sport

Stone carvings and written history tell us about ancient wrestling matches. Egyptian tombs show athletes grappling, using their hands to grab and hold each other, in wrestling matches. Greek records also describe Olympic wrestling contests. Knights and warriors knew that wrestling skills helped them prepare for battle. Undoubtedly, these common techniques proved valuable in both sport and combat.

Basic Moves and Skills

Modern wrestlers spend years learning proper techniques. Strong wrists and quick moves often lead to victory. Athletes must know how to escape

holds while keeping their limbs controlled. Many wrestlers start with basic moves, then climb to more challenging techniques as they build both strength and strategy.

Getting Ready to Compete

Today's wrestlers train for hours each day in order to progress in the sport. They wear appropriate protective gear based on their wrestling style, from headgear in freestyle to specialized uniforms in different competitions. Some may even wrap their wrists for protection. Coaches watch closely as athletes practice escaping from subtle holds, the kind that are hard to notice but can still trap an opponent. Even when muscles feel tired and numb from tough workouts, dedicated wrestlers keep practicing to improve.

Rules of the Sport

Referees move actively around the mat to maintain the best position for observing every move. When checking for pins, they may briefly kneel to get a better view of shoulders touching the mat. Officials write down points and penalties throughout the match while ensuring athletes follow proper rules. Matches start with competitors in specific positions, and victory comes through pins or points. Understanding these rules helps wrestlers compete safely and fairly.

What It Takes to Win

Wrestling demands both physical and mental strength. Athletes must think quickly while watching for opportunities to score. Their knuckles

NAME: _____

DATE: _____

6.3
CONTINUED

Activity Page

might feel sore and their knees might ache, but champions push through these challenges. Every match can teach something new about technique and strategy.

Today's Wrestling

Modern wrestlers combine years of knowledge with intense training. They study past matches to learn new moves and improve their skills. Whether competing in local tournaments or international championships, successful wrestlers know that victory takes more than just strength—it requires dedication, smart planning, and constant practice.

NAME: _____

DATE: _____

7.1

Activity Page

Read Closed Multisyllabic Words

Read each word. Underline the closed syllable or syllables in each word. Circle the words that have at least two closed syllables. Read each word again.

1. wristband

2. hotdog

3. kneepad

4. numbed

5. puppet

6. lesson

7. rodent

8. radio

9. debtfree

10. suffix

NAME: _____

DATE: _____

7.2

Activity Page

Base Words and Inflectional Endings: *-ed*, *-ing*

Word Bank

| | | | |
|---------|---------|---------|--------|
| compare | refuse | decide | admire |
| invite | deglaze | compete | accuse |

Part I

Read each word in the word bank. Add the suffix -ed to each word in the word bank to show that the action happened in the past. Change the word's spelling as needed. Read the new word.

1. compared
2. refused
3. decided
4. admired
5. invited
6. deglazed
7. competed
8. accused

Part II

Read each word in the word bank. Add the suffix –ing to each word in the word bank to show that the action is happening now. Change the word's spelling as needed. Read the new word.

1. comparing
2. refusing
3. deciding
4. admiring
5. inviting
6. deglazing
7. competing
8. accusing

NAME: _____

DATE: _____

8.1

Activity Page

Read Closed Multisyllabic Words

Read each word. Underline the closed syllable or syllables in each word. Read each word again.

1. wit•ness
2. sketch•y
3. back•lash
4. ech•o
5. sun•fish
6. jam•packed
7. hop•scotch
8. watch•ful
9. sun•tan
10. fan•tas•tic

NAME: _____

DATE: _____

8.2

Activity Page

Inflectional Endings *-ed* and *-ing*

| | | | | |
|-----|------|---------|--------|------|
| fan | swap | inspire | charge | pat |
| zip | plan | hike | chime | joke |

Part I

Read each word in the word bank. Sort the words in the word bank according to whether they double their final consonant or drop the final 'e' when adding the suffix -ed or -ing.

| Double Final Consonant | Drop e |
|------------------------|---------|
| fan | inspire |
| plan | charge |
| pat | joke |
| swap | chime |
| zip | hike |

Part II

Read the base words. Add –ed and –ing to each base word to create a new word. Change the spelling of the word as needed. Read the new words.

| Base Word | –ed | –ing |
|-----------|----------|-----------|
| fan | fanned | fanning |
| swap | swapped | swapping |
| inspire | inspired | inspiring |
| charge | charged | charging |
| pat | patted | patting |
| zip | zipped | zipping |
| plan | planned | planning |
| hike | hiked | hiking |
| chime | chimed | chiming |
| joke | joked | joking |

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- *Underline words with 'sh' and 'qu'.*
- *Circle words with the endings -ed and -ing.*
- *Highlight words with one open syllable.*

Navigating the Ocean: Modern Ships at Sea

Modern **ships** rely on both traditional knowledge and quick-**working** technology **to** navigate enormous oceans. **So**, captains must check weather patterns, follow charted courses, and use **sophisticated** instruments **to** guide their **vessels** safely. **No** single system works alone. Each journey requires careful **planning** and **constant** attention **to** **shifting** conditions.

Essential Navigation Tools

Every ship depends on crucial equipment. **The** **magnetic** **compass**, which has **helped** sailors for centuries, still guides a small number of ships. Gyro compasses rely on **the** Earth's rotation rather than magnetic fields. Gyro and satellite compasses **are** now **the** primary guidance system for modern ships. In addition, many ships have echo sounders, which send sound waves to check and measure ocean depth beneath the **vessel**. Radar helps sailors watch for the shape of other ships, while GPS satellites **show** quick, accurate position updates. **Crews** monitor weather data in **the** ship's bridge.

Understanding Ocean Conditions

Ships sometimes navigate through challenging situations. Captains try to watch for shifts in weather and ocean currents. Waves crash and splash against the hull, while storms might force a vessel to switch course. Technology helps crews analyze and track weather patterns, making ocean travel safer. Ships often search for sheltered routes when storms approach.

Modern Navigation Systems

Today's ships use electronic charts and computers that match the vessel's position with detailed maps. Navigation officers plot digital routes, watching their progress in real time. Quick decisions become easier with accurate data readily available. Each officer must catch potential hazards early. Computers help calculate positions and check for shallow areas.

Safety at Sea

When ships anchor in rough weather, multiple systems help maintain safety. Radar detects approaching vessels, while sonar monitors the seabed. Ships share quick updates about conditions with each other and shore stations. Bridge crews keep constant watch, ready to respond to emergencies. Modern ships also carry backup navigation tools for when electronic systems shut down.

Navigation Challenges

Even with modern technology, ocean navigation presents unique challenges. Ships must watch for areas of shallow water, called shoals. Storms can cause instruments to malfunction, forcing crews to shift to backup

NAME: _____

DATE: _____

8.3
CONTINUED

Activity Page

systems. That's why officers still learn traditional navigation methods, including using the stars and sun. These skills, some of which haven't changed since ancient times, are still valued.

Bridge Operations

Throughout each watch, crew members check navigation equipment and update course information. They must see and quickly respond to nearby vessel traffic. The ship's quarters are designed to handle rough weather with latched cabinets and secured equipment. Engineers constantly monitor machinery, so they can address issues that need immediate attention.

Training and Expertise

Modern navigation officers spend years mastering their skills. They study charts, train on electronic systems, and learn to use different navigation methods together. Training includes emergency procedures and quick problem-solving. Each officer must know how to respond when equipment fails or conditions suddenly shift.

By combining traditional knowledge with modern technology, ships can safely navigate the world's oceans. Whether crossing calm seas or facing rough weather, proper navigation remains essential for maritime safety. The quest for safer and more efficient navigation continues as technology advances, but the basic skills of watching, matching, and responding to ocean conditions remain fundamental to successful voyages.

NAME: _____

DATE: _____

8.4

Activity Page

“Navigating the Ocean: Modern Ships at Sea” Comprehension Questions

1. What tool has been helping sailors navigate for centuries and is still used today?

The tool is the magnetic compass.

2. What does an echo sounder do on a ship?

It sends sound waves to check and see ocean depth beneath the vessel.

3. Why do you think navigation officers still need to learn traditional navigation methods such as using the stars?

Students should infer that these skills serve as crucial backups when electronic systems fail, ensuring ships can navigate safely even without modern technology.

4. How has modern technology changed the way ships navigate compared to the past?

Students should recognize that technology such as GPS, electronic charts, and computers has made navigation more precise, faster, and safer while providing real-time information.

5. Which seems more important for safe navigation: human expertise or technological tools? Support your answer with details from the passage.

Students should consider the relationship between human skills and technology described in the text and evaluate how both contribute to safe navigation.

NAME: _____

DATE: _____

9.1

Activity Page

Review Digraphs: 'sh,' 'qu'

Read each word. Circle the 'sh' or 'qu' digraph in each of the following words. Read each word again.

1. freshen

2. quaint

3. quitting

4. refresh

5. quicken

6. shiny

7. squished

8. sunshine

9. dishes

NAME: _____

DATE: _____

9.2

Activity Page

Base Words and Inflectional Endings: *-ed*, *-ing*

Read the story. Then, complete the story by adding the inflectional ending -ed or -ing to the base word to fill in each blank. Read the story again.

Mo and his family are (plan) planning a party. Many people are (come) coming, and the family has to get ready. Yesterday, Mo trim trimmed the lawn. He (notice) noticed the steps were dirty, so Mo (brush) brushed them off. Mo's sister is in charge of (put) putting balloons by the door. Mo's brother is (write) writing the invitations. Earlier this morning, Mo (swap) swapped out the decorations. He (pin) pinned streamers to the ceiling. It is (take) taking the whole day to prepare! Suddenly, Mo realizes that he is (forget) forgetting something. "Papa," he asks, "what is this party for?"

NAME: _____

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10.1

Activity Page

Sort Words by Digraph

Read each word in the word bank. Write each word on the chart below to show which digraph is in the word. Read the words in each column.

Word Bank

| | | |
|--------|-------|-------|
| shy | shock | catch |
| brunch | ache | quick |
| quite | quiet | ship |

| 'sh' | 'qu' | 'ch' |
|-------|-------|--------|
| shy | quick | brunch |
| shock | quiet | ache |
| ship | quite | catch |

NAME: _____

DATE: _____

10.2

Activity Page

Review: Base Words and Inflectional Endings: *-ed*, *-ing*

Read each sentence. Complete the sentences by adding the inflectional ending -ed or -ing to the base word to fill in each blank. Read each sentence again.

1. I invited (invite) Kai to my house.
2. The dog is chasing (chase) the cat out of the yard.
3. She zipped (zip) her bag and slipped (slip) on her shoes.
4. He is humming (hum) a sad song.
5. Mom and Dad are joking (joke) and smiling (smile).
6. I swapped (swap) books with Celia.
7. Who is winning (win) the game?
8. She saved (save) the bug by putting (put) it outside.

Read “The School Kitchen” once. Then reread the passage and mark up the text as follows:

- Underline words with ‘ch’, ‘sh’, ‘qu’, ‘mb’, and ‘bt’.
- Circle words that have a double consonant before the ending –ed or –ing.
- Draw a box around at least three words with open syllables.
- Highlight at least three words with closed syllables.

The School Kitchen

When I heard about our cafeteria’s new farm-to-table program, I knew it would make a great story for our school newspaper. I grabbed my notebook and headed to the kitchen, where the chatter of busy cooks mixed with the clinking of pots and pans.

The kitchen staff watched as fresh produce arrived that morning. Mrs. Chen, the head chef, kneaded fresh dough for whole wheat bread. A few moments later, she demonstrated proper knife skills while preparing vegetables for cooking. Her quick, subtle movements, so smooth and precise you could barely see her hands change position, demonstrated years of experience. The kitchen buzzed with questions as everyone worked together, chopping vegetables and checking recipes.

“Fresh ingredients make all the difference,” Mrs. Chen explained, wrapping fresh herbs in damp cloth. She had written countless menus, but working with local farmers brought new chances to serve better meals. I watched as she taught a kitchen helper the proper way to wash and chop vegetables. Her wringing motion showed exactly how to squeeze water from fresh lettuce.

Safety and cleanliness seemed to be top priority in the kitchen. Staff members learned to handle sharp knives with care, keeping their thumbs tucked while chopping. Everyone had to quickly clean as they cooked. Mrs. Chen was intent on making sure the kitchen stayed spotless. She could easily catch any crumbs or spots that needed attention.

The kitchen staff knew how to shift and handle sudden changes. When produce arrived late, no one doubted their ability to adjust. I watched how a cook wrapped a burned thumb in a cool cloth but kept stirring the soup. Each challenge was met with a smart solution.

At the new salad station, workers arranged fresh ingredients in tasty combinations they knew students would enjoy. Nearby, whole grain dough rose slowly in metal bowls. The staff kept working to prepare healthy meals for students all day. By that point, all the chopping and mixing had made their wrists ache a little.

Mrs. Chen sketched out each week's menu carefully. She watched for proper food storage and welcomed fresh ideas from her team. The staff questioned whether students would try squash, while sharing suggestions for making vegetables more appealing. No doubt, creating healthy meals took quite a bit of planning and creativity.

By lunch, wonderful smells filled the air. That day's menu included fish and quick vegetable stir-fries. Though some new recipes made staff members nervous, the student reactions helped shape future menus. Mrs. Chen wrapped up the day by sharing tips about nutrition and cooking techniques. After my visit, I'll never look at our school lunches the same way—there's so much care and skill behind every meal.

NAME: _____

DATE: _____

10.4

Activity Page

“The School Kitchen” Comprehension Questions

1. What new program was being implemented in the school cafeteria?

The program is the farm-to-table program.

2. What special technique did Mrs. Chen demonstrate for handling lettuce?

Mrs. Chen showed how to wring/squeeze water from fresh lettuce.

3. How do kitchen staff members appear to feel about introducing new recipes to students?

Students should infer that staff members feel somewhat uncertain or nervous about student reactions, as shown by their questioning about squash and concerns about making vegetables appealing.

4. What evidence suggests Mrs. Chen is an experienced and skilled leader?

Students should identify her demonstrated knife skills, teaching abilities, attention to cleanliness, menu planning, and willingness to accept team input.

5. Based on the passage, what do you think is the most significant change the farm-to-table program brings to the school kitchen? Explain using text evidence.

Answers will vary but should include the impact of fresh ingredients,
new cooking methods, or changed relationships with food suppliers,
supporting their choice with specific details from the passage.

NAME: _____

DATE: _____

11.1

Activity Page

Open Two-Syllable Words

Read each word. Underline the open syllable of each word. If both syllables are open, underline the entire word. Read each word again.

1. broken

2. cargo

3. human

4. humid

5. zebra

6. total

7. lazy

8. bonus

9. hero

10. ivy

NAME: _____

DATE: _____

11.2

Activity Page

Verbs with Inflectional Endings

Read each sentence. Underline the correct verb to complete each sentence. Read each sentence again.

1. Max (flies/flys) the kite.
2. Serena (washes/washes) the car.
3. Last night, I (joke/joked) with Mom.
4. Today, David (helps/help) his dad.
5. Yesterday, he (tried/tries) to do his work.
6. She (flashs/flashes) the light.
7. He (works/workes) until noon.
8. The bird (sings/singes).

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- *Underline words with 'ph' and 'gh'.*
- *Circle words with the endings -es and -s.*
- *Highlight words with open syllables and draw a box around the open syllable.*

Elephant Communication: Special Report

Characters:

- Anchor 1 (Samantha Kipling)
- Anchor 2 (Dr. Joseph Laughlin)
- Anchor 3 (Wildlife Reporter Tabitha Phillips)

Samantha: Good evening. I'm Samantha Kipling with Channel 7 News. Tonight we bring you something truly amazing about elephant families staying together across the vast African plains.

Dr. Laughlin: That's right, Samantha. I'm Dr. Joseph Laughlin, and these incredible animals have developed ways to "talk" with each other that are far more complex than most people realize.

Tabitha: I'm Tabitha Phillips, reporting from the field. Scientists who have spent years studying elephant communication have discovered something remarkable about how these gentle giants share information.

Samantha: Tabitha, let's start with how elephants use sound to communicate. What have researchers discovered?

Tabitha: Well, Samantha, elephants are like living phone systems in the wild! They can “call” other elephants, the way you may call a friend on the phone, across a long distance. Elephants use different sounds to communicate, such as loud trumpeting calls. They also make low-pitched sounds that travel much farther than anything humans can hear.

Dr. Laughlin: These deep rumbling calls can reach other elephants several miles away! When researchers first began studying these sounds, they had to use special equipment because our ears cannot detect, or notice, every sound elephants use when communicating with each other.

Samantha: That’s fascinating! Dr. Laughlin, tell us more about these long-distance calls.

Dr. Laughlin: The strongest elephant calls carry important messages across long distances. Mother elephants use these calls when showing their babies the way to watering holes or when warning their families about danger.

Tabitha: Young elephants spend years learning how to make these tough sounds at right times. Each family group has its own special calls, almost like having their own telephone number that other elephant families can recognize.

Samantha: But elephants don’t just use sound for communication, do they, Tabitha?

Tabitha: Absolutely not, Samantha. Elephants also “talk” using their bodies in ways that might make us laugh if we tried to copy them. They touch trunks to say hello, wrap their trunks around each other to show friendship, and even give gentle trunk hugs.

Dr. Laughlin: When baby elephants get scared, they run to their mothers and stand close, breathing heavily until they feel safe again. These physical signals help elephant families stay connected when they're walking through rough, hilly areas or thick forests.

Samantha: Can you give us an example of how this works in daily life?

Dr. Laughlin: Of course! A mother elephant might place her trunk on her baby's back to guide the little one in the right direction. Older elephants often touch younger ones with their trunks to provide comfort during tough times.

Tabitha: All this communication helps elephant families survive in challenging environments. When food becomes hard to find, the elephants can share information about where to discover fresh plants and clean water.

Samantha: Why is this research so important for understanding these animals?

Dr. Laughlin: During dangerous situations, quick communication can mean the difference between safety and serious trouble. Scientists continue making new discoveries about elephant communication.

Tabitha: Recent studies show that elephants have even more ways of “talking” than we originally thought. Some researchers spend months in the field carefully recording and graphing different elephant calls. It is worth it to carefully study these amazing conversations and learn more about them.

Samantha: What should our viewers remember about elephant communication?

Tabitha: The next time you **see** elephants at a zoo or in a nature documentary, **pay** close attention **to** how **they** interact with each other. You might notice them touching, listening carefully, or making soft rumbling sounds.

Dr. Laughlin: Remember that you're watching **one** of nature's most sophisticated, or complex, communication systems in action. These incredible animals prove that you don't need words to have meaningful conversations with the ones you love.

Samantha: Thank you, **Dr. Laughlin** and **Tabitha Phillips**, for this fascinating report on elephant communication. This is **Samantha** Kipling reminding you that nature's mysteries are all around us.

All Anchors: (together) Good night from Channel 7 News!

NAME: _____

DATE: _____

12.1

Activity Page

Sort 'ph' and 'gh' Words

Read each word in the word bank. Write each word on the chart below to show which digraph is in the word. Read the words in each column.

Word Bank

| | | | |
|--------|--------|----------|-------|
| orphan | tough | elephant | laugh |
| cough | enough | alphabet | graph |

| 'ph' | 'gh' |
|----------|--------|
| orphan | cough |
| elephant | tough |
| alphabet | enough |
| graph | laugh |

NAME: _____

DATE: _____

12.2

Activity Page

Review Inflectional Endings

Read each word. Complete the charts below by adding an inflectional ending to each noun or verb. Change the spelling of the word as needed. Read the new words.

Nouns with Inflectional Endings

| Singular | Plural |
|----------|---------|
| class | classes |
| city | cities |
| story | stories |
| wish | wishes |

Verbs with Inflectional Endings

| | Present tense
(-s/-es) | Present tense
(-ing with is) | Past tense
(-ed) |
|-------|---------------------------|---------------------------------|---------------------|
| buzz | buzzes | buzzing | buzzed |
| erase | erases | erasing | erased |
| reply | replies | replying | replied |
| tap | taps | tapping | tapped |

NAME: _____

DATE: _____

13.1

Activity Page

Complete Words

Add 'gh', 'wh', or 'ck' to complete the following words. Read each completed word.

1. _____ **gh** _____ ost

2. lo _____ **ck** _____

3. _____ **wh** _____ ip

4. pa _____ **ck** _____

5. _____ **gh** _____ oul

6. qui _____ **ck** _____

7. _____ **wh** _____ ile

8. _____ **wh** _____ iz

NAME: _____

DATE: _____

13.2

Activity Page

Comparative and Superlative Adjectives

Read each sentence. Circle the correct adjective in each sentence. Read each new sentence.

1. In the group, Anne is the (louder/loudest) singer.
2. The black rock is (smoother/smoothest) than the white one.
3. He is the (shorter/shortest) kid in the third grade.
4. The (colder/coldest) day of the year was the first of December.
5. In the fairy tale, the witch is (wiser/wisest) than the troll.
6. The forest is (quieter/quietest) at night than at dawn.
7. Emi is the (faster/fastest) player on the team.
8. Mr. Chang is the (older/oldest) teacher at the school.

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- *Underline words with 'thr', 'str', 'spl', and 'shr'.*
- *Circle words with the endings -er and -est.*
- *Highlight words with two syllables in which both syllables are open.*

The Smartest Whale

Marine **biologist** Dr. Shrader checked her instruments while our **research** ship rocked in the Pacific waves. We'd been tracking the quickest and strongest whale ever recorded—a massive blue whale that local fishermen nicknamed Thunder. His thick body could splash through whitecaps, where waves curl and turn white at their peaks. He could also **create** the strangest sounds from its powerful throat.

“Where do you think he’s heading?” I asked, watching the black screens. As Dr. Shrader’s newest assistant, I’d spent weeks helping track whales through these waters. Our **equipment** showed Thunder, moving so fast he looked like a blur, streaking past underwater cliffs. It also showed Thunder growing stronger and faster than any whale we’d studied. We were thrilled to be part of this **research**.

“Quick! Look at these readings,” Dr. Shrader whispered. Thunder whirled through deeper waters past shrinking schools of fish and around rocky structures that stretched toward the surface. While most whales stuck to shallower areas, Thunder seemed to be checking something we couldn’t see in the ghostly currents that swirled in frightening patterns below our ship. Seaweed shriveled in its wake.

Through our ship's devices, we could track Thunder's calls—thicker and stranger than normal whale songs. Sometimes it shrieked so loudly our equipment could barely handle the sound. Dr. Shrader just shrugged when I asked how the whale could make such a powerful sound. A throng, or large group, of smaller whales would respond, creating patterns that grew stronger each day. Dr. Shrader's research suggested Thunder might be teaching younger whales to thrive despite the threatening ocean storms.

We soon had proof of Thunder's teaching skills when we spotted baby whales following Thunder's path. He splashed and streaked through waves, diving deeper than usual. While typical whale behavior was well documented, this was something different. Our crew watched, thrilled as Thunder demonstrated the smartest hunting techniques they'd ever seen.

"Check the temperature data," Dr. Shrader called while tracking the pod. The structure of ocean currents were different, creating stronger flows in strange new areas. Showing them where to find food near black underwater mountains, Thunder led the younger whales through these new streams.

Our research ship rocked harder as we entered choppier waters. Through special tools, we watched Thunder show the strangest behavior yet—swimming through deep currents like highways, making the pod's journey quicker and smarter. The whirling waters splashed against our hull while Dr. Shrader entered more data into her computer. "This is absolutely splendid!" Dr. Shrader remarked.

Thunder wasn't just the strongest whale we'd studied; he was the smartest too. While other whales struggled through choppy waters, Thunder had learned the strong swimming techniques. He even taught these skills to younger whales. Our thick folders of research showed patterns no one had seen before, proving that whales could be even smarter than we thought.

NAME: _____

DATE: _____

13.4

Activity Page

“The Smartest Whale” Comprehension Questions

1. What nickname did local fishermen give to the blue whale being studied?

His nickname was Thunder.

2. What was unusual about Thunder’s whale calls compared to normal whale songs?

His calls were thicker and stranger, sometimes shrieking so loudly that the equipment could barely handle the sound.

3. Why do the researchers seem particularly interested in Thunder’s interactions with younger whales?

Thunder’s ability to teach survival skills to younger whales shows remarkable intelligence and adaptation to changing ocean conditions, making it a significant scientific discovery.

4. What makes Thunder different from other whales in terms of navigation?

Answers will vary but should include that Thunder uses deep currents like highways and explores deeper waters than other whales, showing unique adaptability and intelligence in finding new travel routes.

5. Why do you think the researchers nicknamed their whale Thunder? Use evidence from the text to support your reasoning.

Answers will vary but should include the whale's characteristics and
why this name would be fitting.

NAME: _____

DATE: _____

14.1

Activity Page

Words with Open Syllables

Read each word. Divide each word into syllables. Circle the words with at least one open syllable. For each word with an open syllable, underline the open syllable or syllables. Read each word again.

1. r a n/d o m

2. h o/r i/z o n

3. m i/n u s

4. s p l a s h/y

5. w e t/t e s t

6. t i/n y

7. c a n/d l e

8. o l d/e r

9. s o/f a

10. a/c o r n

NAME: _____

DATE: _____

14.2

Activity Page

Words that end in *-er* and *-est*

Read each word. Underline the words that are adjectives. Then put a "C" by the comparative adjectives and an "S" by the superlative adjectives. Read each of the adjectives again.

1. crest _____

2. tastiest _____ S

3. unrest _____

4. shower _____

5. lonelier _____ C

6. poster _____

7. prettiest _____ S

8. healthiest _____ S

9. cozier _____ C

10. spookiest _____ S

NAME: _____

DATE: _____

15.1

Activity Page

Complete Words

Read each sentence. Add 'wh', 'ck', 'thr', or 'shr' to complete the words so that the sentence makes sense. Read each sentence again.

1. I wear boots _____ **wh** _____ en it rains.
2. Please cli _____ **ck** _____ this button.
3. _____ **wh** _____ ere are the cups?
4. I love to eat _____ **shr** _____ imp.
5. That shirt will _____ **shr** _____ ink if it gets wet.
6. The ro _____ **ck** _____ is smooth and flat.
7. Bea tied the _____ **thr** _____ ee ribbons.
8. Let's go _____ **thr** _____ ough the tunnel.

NAME: _____

DATE: _____

15.2

Activity Page

Use Superlative Adjectives to Complete Sentences

Read each sentence. Complete the sentences with a superlative adjective. Read each sentence again.

1. Tuesday was hotter than Monday and Sunday. It was the hottest day of the week.
2. The green dress is fancier than the blue one and the white one. It is the fanciest dress in the store.
3. Blake's backpack is larger than Ronen's backpack and Cybil's backpack. It is the largest backpack in the class.
4. The cactus is healthier than the fern and the fig tree. It is the healthiest plant in the yard.
5. The black bunny is fuzzier than the white bunny and the brown bunny. It is the fuzziest bunny in the cage.
6. The red bird is louder than the black bird and the blue bird. It is the loudest bird in the garden.
7. The gray blanket is softer than the brown blanket and the blue blanket. It is the softest blanket in the pile.
8. The green sauce is spicier than the red sauce and the brown sauce. It is the spiciest sauce on the table.

Read "Strange Weather Patterns" once. Reread the passage and mark up the text as follows:

- Underline words with 'ph', 'th', 'ck', and 'wh'.
- Draw a box around words with 'shr', 'thr', 'str', and 'spl'.
- Circle comparative and superlative adjectives.
- Highlight words with one or more open syllables.

Strange Weather Patterns

Weather patterns move from north to south, often bringing strong winds to northern regions in the spring. When the thick clouds turn black, meteorologists study atmospheric phenomena with their equipment. These weather scientists often photograph storm patterns and think about what might happen next.

Strong storms often gather where warm and cold air meet. Physical changes happen quickly as these long streams of air clash together. While some clouds drift silently along, others bring powerful systems. Meteorologists watching radar screens can notice when things move and change faster than normal.

When you hear thunder ring out, it is a sign that quick changes will happen in the atmosphere. Warm air streams upward, bringing strange patterns with it. The wind whistles and shrieks through trees, while rain can splatter and split against windows. Black clouds stack higher and thicker as the storm grows stronger, thriving in unstable conditions.

Weather stations gather these important things.

- which way storms are moving and changing
- where the strongest parts are developing
- when thunder and lightning might be approaching
- how physical conditions are shifting
- whether storms are strengthening

The strangest phenomena and most intense patterns happen when multiple patterns combine. Scientists studying these changes watch as storms grow with intensity. They observe how whirling winds grow stronger near the ground. The physical conditions keep changing as storms move through regions.

Modern technology helps meteorologists make smarter predictions. Radar shows where storms are strengthening while satellites track larger systems. When storms threaten communities, photographers capture images of developing patterns. Weather stations keep watching and studying these changes.

Understanding these weather patterns helps keep northern communities safer in the storm-prone springtime. Meteorologists think about which clouds might bring heavy rain and which could create stronger storms. By studying where storms thrust through areas and tracking how things are changing, scientists give communities time to prepare. Even the strangest weather becomes less dangerous when people understand what's happening.

“Strange Weather Patterns” Comprehension Questions

1. Which northern hemisphere storm season does this passage focus on?

The passage focuses on the spring.

2. What are five important things that weather stations gather information about?

Weather stations gather information about which way storms are moving and changing, where the strongest parts are developing, when thunder and lightning might be approaching, how physical conditions are shifting, and whether storms are strengthening.

3. Why do meteorologists pay special attention to areas where warm and cold air meet?

Meeting points create conditions for powerful storms.

4. How has modern technology changed the way meteorologists study storms?

Tools such as radar and satellites allow scientists to track storms more accurately and make better predictions about storm development.

5. Based on the passage, how important is the role of meteorologists in keeping communities safe? Use evidence from the text to explain your view.

Answers will vary but should include how meteorologists' work in studying, predicting, and warning about storms helps communities prepare for dangerous weather.

NAME: _____

DATE: _____

16.1

Activity Page

Abbreviations: Titles with Names

Word Bank

| | | |
|------|-----|------|
| Mr. | Jr. | Mrs. |
| Miss | Dr. | Sr. |

Read each abbreviation and title in the word bank. Then, read each sentence. Complete each sentence by adding the correct word or abbreviation for the title in parentheses. Remember, not all titles with names are abbreviated. Read each sentence again.

1. Miss Diaz helped the students. (Miss)
2. Dr. Brown put a cast on the patient's broken arm. (Doctor)
3. My favorite baseball player is Jackson Smith, Jr. (Junior)
4. The new principal is Mrs. Johnson. (Missus)
5. Sam Davis, Sr., wrote the article. (Senior)
6. Mr. Wilson made sandwiches for the class. (Mister)

NAME: _____

DATE: _____

16.2

Activity Page

Base Words and Derivational Endings: -y

Read each word. Make each of these nouns into an adjective by adding the ending -y. Remember to change the base word's spelling as needed, such as by dropping the final 'e' or doubling the final consonant, before adding the ending. Read the new words.

1. bump bumpy

2. mess messy

3. scare scary

4. sleep sleepy

5. crunch crunchy

6. spice spicy

7. wind windy

8. dust dusty

9. gloom gloomy

10. fun funny

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- *Underline abbreviated words.*
- *Circle words with the ending -y.*
- *Highlight words with at least one open syllable.*

A Guide to Letter Writing

Even in our digital world, knowing how to write proper letters opens up exciting possibilities. Pen pals from the U.K. and U.S. might share funny stories about life in different countries. A cheery thank-you note can brighten someone's day. Job applications, college admissions, and professional connections often start with well-written letters.

This guide teaches the essential parts of letter writing: addressing envelopes; choosing proper greetings for Mr., Mrs., or Dr.; and organizing your thoughts clearly. These skills help whether you're writing to a friend on Bates Ln. or sending a formal letter to Ms. Brown at City Hall.

The Proper Address Format

The envelope must include complete and accurate information. Place the recipient's name and title in the center:

Mr. James Wilson Jr.

425 Maple Rd.

Austin, TX 78701

Professional Letters

These letters may include letters to people with certain jobs, such as doctors and lawyers. The letters require specific titles and complete addresses. For example:

Dr. Sarah Miller
Children's Medical Center
230 Oak St.
Portland, OR 97201

The Letter Heading

Place the date at the top of your letter, written in tidy handwriting:

September 15, 2023

Greetings and Salutations

Different situations require different greetings—don't be too hasty in choosing one:

- “Dear Mr. or Mrs. Thompson” suits formal letters.
- “Dear Dr. Wilson” works for professionals.
- “Dear Ms. Brown” serves as a respectful choice.

- “Dear Uncle Jim **Sr.**” fits **family** correspondence.

The Body of the Letter

A clear **organization** makes **your** message **easy to** understand. **Begin** with a purpose statement. Make sure it's not **too wordy**. Each paragraph should present **one** main **idea**. **Tidy** handwriting and **proper** spacing help readers follow **your** thoughts. Business letters require **professional** language, while **friendly** letters allow a more personal **style**.

Proper Closings

The **closing** should match **your** relationship with **the** reader:

- “Sincerely” works for formal letters.
- “Best wishes” suits **friendly** notes.
- “Love” belongs on **family** letters.
- “Thank **you**” expresses gratitude.

Your signature **needs to** appear **below the closing**.

Important Guidelines

Good letter writers **always**

- **use** clean **paper** and a sturdy **writing** surface,
- **apply proper** punctuation,
- check spelling carefully,
- keep copies of important letters, and

- include return addresses.

Letters create lasting connections. While text messages disappear and emails get deleted, people often save special letters for years. A letter you write to Mrs. Johnson on Cedar Ln. might become a treasured memory. Your pen pal in the U.K. might share your funny letter with their class. When Dr. Smith reads your carefully written thank-you note after a school presentation, she'll remember your effort and attention to detail. Proper letter-writing skills help you share your thoughts, show you care, and maybe even make a new friend across the world.

NAME: _____

DATE: _____

17.1

Activity Page

Abbreviations: Streets in Addresses and States

Word Bank

| | | | | |
|-------------|------------|-------------|-------------|-----------|
| Ln. | TX | U.S. | St. | CA |
| Ave. | Rd. | FL | U.K. | NY |

Read each abbreviation in the word bank. Then read each word in the list below. Use the word bank to match each term with its abbreviation. Read each word and its abbreviation again.

1. Avenue Ave.
2. Texas TX
3. United States U.S.
4. New York NY
5. California CA
6. Street St.
7. Lane Ln.
8. United Kingdom U.K.

Base Words and Derivational Endings: -y

Read each sentence. Circle the **bold** words that are nouns and underline the **bold** words that are adjectives. Read the sentences again.

1. Mari found a piece of **fuzz**. It came off the **fuzzy** teddy bear.
2. The chef used a lot of **spices**. The pasta tastes **spicy**.
3. Ice covered the **frosty** window. Then the sun melted the **frost**.
4. Lee bit into a **juicy** apple. **Juice** got on his hands.
5. The bookshelf was **dusty**. The librarian wiped the **dust** off with a rag.
6. A **leak** dripped into a bucket. A plumber came to fix the **leaky** pipe.
7. Roses are a **thorny** flower. The florist trimmed the **thorns**.
8. Sam added extra **cheese** to the pizza. She likes **cheesy** pizza.
9. Stepping on leaves makes a loud **crunch**. Paul loves stepping on **crunchy** leaves.
10. It is **noisy** in the gym. The basketball players make a lot of **noise** when they practice.

NAME: _____

DATE: _____

18.1

Activity Page

Abbreviations: Days of the Week and Months

Word Bank

| | | | | |
|------|------|-------|------|------|
| Wed. | Aug. | Sat. | Nov. | Fri. |
| Jan. | Sun. | Tues. | Oct. | Mar. |

Read each abbreviation in the word bank. Then, read each word below. Use the word bank to match each term with its abbreviation. Read each word and its abbreviation.

1. Friday Fri.

2. January Jan.

3. November Nov.

4. Wednesday Wed.

5. March Mar.

6. Sunday Sun.

7. Saturday Sat.

8. August Aug.

NAME: _____

DATE: _____

18.2

Activity Page

Creating Nouns and Adjectives with the Ending *-er*

Read each word. Add -er to each base word and write the new word on the first line. Change the word's spelling as needed. Then identify the part of speech of the new word by writing N for noun or A for adjective on the second line. Read each new word.

Inflectional and Derivational Ending *-er*

- | | | |
|-----------|----------------|----------|
| 1. tall | <u>taller</u> | <u>A</u> |
| 2. work | <u>worker</u> | <u>N</u> |
| 3. cheap | <u>cheaper</u> | <u>A</u> |
| 4. sing | <u>singer</u> | <u>N</u> |
| 5. plain | <u>plainer</u> | <u>A</u> |
| 6. think | <u>thinker</u> | <u>N</u> |
| 7. help | <u>helper</u> | <u>N</u> |
| 8. kind | <u>kinder</u> | <u>A</u> |
| 9. ride | <u>rider</u> | <u>N</u> |
| 10. wide | <u>wider</u> | <u>A</u> |
| 11. make | <u>maker</u> | <u>N</u> |
| 12. young | <u>younger</u> | <u>A</u> |

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline abbreviated words.
- Circle words with the ending -less.
- Highlight words that have both closed and open syllables.

Sarah's Market Manager Notes

When Sarah's mom asked her to take charge of their farmers market stand for the first time, Sarah knew she had to be an organized planner. Her family ran a ten-acre vegetable farm, where they grew everything from crisp carrots to ripe tomatoes. She felt helpless even though she'd helped her mom countless times before. Being a first-time manager felt both exciting and scary, so she wrote herself a detailed note to keep track of everything. Sitting at her desk, the young farmer pulled out her planning notebook and wrote a weekly schedule:

| Our <u>weekly schedule</u> for the <u>farmers market</u> stand: | |
|---|---|
| <u>Mon.:</u>
Greenhouse
harvest day | <ul style="list-style-type: none"> • Check weather <u>forecast</u> (supposed to be 45° next <u>Sat.</u>) • Find a helper for heavy lifting (<u>Maybe</u> Jake, the builder, from next door?) • Est. time: 3 <u>hr.</u> |
| <u>Tues. & Wed.:</u>
<u>Prepare</u> and Weigh | <ul style="list-style-type: none"> • Sort <u>tomatoes</u> into 1 <u>lb.</u> bags (need about 40) • <u>Measure</u> <u>seedless cucumbers</u> (nothing under 8 <u>in.</u>) • Clean carrots (about 25 <u>lb.</u> <u>total</u>) • <u>Prepare</u> herbs in 4 <u>oz.</u> containers • Time needed: 2 <u>hr.</u> each day |

| | |
|--|---|
| Thurs. & Fri.:
Packing Days | <ul style="list-style-type: none"> • Important reminder: Some items will be fragile, so don't be careless with the boxes! |
| Inventory needed: | <ul style="list-style-type: none"> • Potatoes: 30 lb. • Fresh herbs: 40 oz. • Carrots: 25 lb. • Tomatoes: 40 lb. • Slicing cucumbers: 2 dozen (6 in. minimum) • Seedless watermelons: 25 melons • Zucchini: 10 lb. • Enough bags for our endless stream of customers! |
| Sat.:
Market Reminders: | <ul style="list-style-type: none"> • Setup time: 7:00 a.m. (It's going to be a long day!) • Market opens: 8:00 a.m. • Our total market day lasts approximately 6 hrs. |
| Regular Customer
Schedule: | <ul style="list-style-type: none"> • Mrs. Chen, our fearless morning shopper, arrives at 9:00 a.m. for her 2 lb. of tomatoes. • Mr. Johnson, our limitless conversation maker, comes at 10:30 a.m. for his seedless watermelon. • The City Baker will need exactly 3 lb. of fresh zucchini. |
| Remind customers
of our countless
seasonal offerings: | <ul style="list-style-type: none"> • Jan./Feb. - Winter veggies • Mar./Apr. - Early spring plants • May/Jun. - Spring peak • Jul./Aug. - Summer produce • Sept./Oct. - Fall harvest • Nov./Dec. - Winter squash, pumpkins |

NAME: _____

DATE: _____

18.3

CONTINUED

Activity Page

| | |
|--|---|
| Critical Reminders to Be a Successful Seller: | <ul style="list-style-type: none"> • Maintain <u>bottomless</u> energy throughout the day. • Make sure each price tag is <u>flawless</u> and include proper abbreviations: <u>lb.</u>, <u>oz.</u>, <u>ft.</u>, and <u>in.</u> • Keep <u>spotless</u> records of all sales. |
| Mom's advice: | <ul style="list-style-type: none"> • Be a good organizer. • Always keep display stocked. • Work <u>tirelessly</u>, whether it's busy or slow. |

After finishing her notes, Sarah closed her notebook with a satisfied smile. Being a market manager seemed effortless now that she had everything written down. She placed the notebook in her market apron pocket, knowing that the task would be challenging, but she was fearless. Her mom had always said that a good planner makes a great leader, and Sarah was ready to prove she could be both. Besides, with all her careful notes about times, weights, and regular customers, what could go wrong?

“Sarah’s Market Manager Notes” Comprehension Questions

1. What seasonal items does Sarah’s market offer, and how does this reflect their farming practices?

Students should identify the six seasonal periods and recognize the year-round farming operation.

2. What are the three critical reminders Sarah wrote for herself about being a successful seller?

Students should identify maintaining energy throughout the day, having flawless price tags with proper abbreviations, and keeping spotless sales records.

3. Why might Sarah have included specific customer arrival times in her notes?

Students should infer that knowing when regular customers arrive helps her prepare their orders and manage her time, showing her attention to personal service.

4. What does Sarah’s detailed note-taking suggest about her personality?

Students should recognize that Sarah is organized and thorough and takes her responsibility seriously, as shown by her careful planning and attention to details.

5. What do you think is the most challenging part of being a market manager based on Sarah's notes? Explain your reasoning using evidence from the text.

Students should analyze the various responsibilities listed—from physical labor to customer service to organization—and justify which aspect presents the greatest challenge.

NAME: _____

DATE: _____

19.1

Activity Page

Abbreviations: Measurements

Word Bank

| | | |
|-------|------|--------|
| hr. | lb. | in. |
| ounce | foot | minute |

Read each abbreviation in the word bank. Use the word bank to complete the chart below. Read each full word and its abbreviation.

| Full Word | Abbreviation |
|-----------|--------------|
| foot | ft. |
| inch | in. |
| minute | min. |
| hour | hr. |
| ounce | oz. |
| pound | lb. |

NAME: _____

DATE: _____

19.2

Activity Page

Adjectives with the Ending -less

Word Bank

| | | |
|------------|----------|-----------|
| flawless | hopeless | soundless |
| weightless | tireless | endless |

Read each word in the word bank. Then, read the paragraph below. Use words from the word bank to complete the paragraph. Read the paragraph again.

It was the bottom of the ninth inning. Alex's baseball team was losing by two runs. The players felt hopeless. They had two outs already. It was Alex's turn to bat. The pitcher threw a flawless fastball right down the middle. Alex swung with all his might. A loud crack echoed across the soundless ballfield. The baseball soared like it was weightless. The ball flew over the fence for a home run. The tireless runners sprinted around the bases. Alex's foot hit home plate for the winning run. The team broke into endless cheers.

NAME: _____

DATE: _____

20.1

Activity Page

Review Abbreviations

Read the party invitation below. Revise the party invitation by replacing words with abbreviations. Write the abbreviations below the words that could be shortened. Read the party invitation again.

What: Lisa Garcia's 8th Birthday

When: Saturday **Sat.**, September **Sept.** 15, 12:00 p.m.

Where: The Community Aquatic Center

204 Maple Street **St.**

Dallas, Texas **TX** 75001

Note: We can use the pool for 90 minutes. **min.**

Reply to: Missus **Mrs.** Garcia (123) 456-7890

Review Suffixes *-er, -est, -y, and -less*

Read the paragraph below. Complete the paragraph by adding the suffixes -er, -est, -y, or -less to the words in parentheses. Change the word's spelling if needed. Read the completed paragraph.

Ben needed new shoes. He grew a bit (tall) taller over the summer. His feet grew (big) bigger than they were last year. He wanted some (flash) flashy boots. A character on a (trend) trendy TV show wore them. Instead, his mom bought him a (plain) plainer pair of sneakers. They were much (cheap) cheaper. Plus, she was a (plan) planner. She said that a (time) timeless style would be better in the long run. The TV show was canceled the next week. Now, everyone thought the boots were (taste) tasteless. Ben was glad he listened to his mom. He thought she was the (smart) smartest adult he knew.

Read “Space Research Station X-15: Mission Report” once. Read the passage again and mark up the text as follows:

- Underline abbreviated words.
- Circle words with the endings –er and –less.
- Draw a box around words that end in –y.
- Highlight multisyllabic words that only have closed syllables.

Space Research Station X-15: Mission Report

Space Research Station X-15: Mission Report

Submitted by: Dr. Martinez, Lead Research Coordinator

Date Range: Mon., Feb. 12–Fri., Mar. 16

Initial Discovery (Mon., Feb. 12): On a chilly, starry night, Mr. Kumar, our lead researcher, detected soundless signals from a previously unknown star at our primary facility (789 Launch Rd., Cape Canaveral, FL, U.S.). Our 12 ft. radio telescope captured unusual pulsing patterns through the hazy atmosphere. Dr. Wright Sr., our U.K. partner at 456 Observatory Ln., confirmed similar readings on this stormy evening.

Preliminary Investigation (Wed., Feb. 14): Mrs. Perry, our data controller, spent 3 hrs. analyzing the researcher's signals while monitoring our tracking equipment. The star's pulses came faster than typical stellar patterns. At our NY facility on 123 Mission Rd., Dr. Adams, our weather reporter, reported unusually sunny conditions perfect for observation. However, our teams in TX and CA were powerless to collect data due to foggy, misty conditions.

Detailed Analysis (Mon., Feb. 19): After a 45 min. consultation with Ms. Parker, our lead engineer, cleaned off our dusty 6 in. lens arrays for better viewing. The tireless work of our team revealed that this star pulsed in a precise pattern every 2 hrs. Our observer's technology detected radio waves unlike any known star type.

International Coordination (Tues., Mar. 13): With storm clouds blocking stellar observations, we used this gloomy day to hold video conferences between our U.S. facilities and U.K. partners. Dr. Wright Sr. presented data from their explorer's radio arrays. The team felt clueless until Mrs. Perry noticed the star's signals followed a mathematical sequence. We collected 5 ft. of data printouts about this remarkable pattern.

Resolution (Fri., Mar. 16): Using our worker's flawless equipment on Hill Ln, we confirmed our discovery on a particularly windy evening. The limitless potential of this finding excited the scientific community. This star's unique signature could help us understand how stars change and develop over time.

Findings: The spotless data revealed this star as the first of its kind ever documented. Our teams across both the U.S. and U.K. contributed to identifying this new celestial object. Mr. Kumar's leadership and approach to international collaboration proved invaluable in understanding this discovery.

NAME: _____

DATE: _____

20.3
CONTINUED

Activity Page

Recommendations:

- Install enhanced wireless monitoring systems for clearer viewing on cloudy nights.
- Implement better coordination between U.S. and U.K. facilities.
- Develop windless environments for steadier observations.

Future Implications:

This discovery opens endless possibilities for stellar research. Our specialized recording devices have been permanently adjusted to detect similar star patterns. The team remains focused on tracking this remarkable new celestial object through our 3 ft. auxiliary sensors.

“Space Research Station X-15: Mission Report” Comprehension Questions

1. What challenges did the research teams face during their investigation?

Students should identify multiple obstacles, including weather conditions, such as storms and fog; equipment issues, such as dusty lens arrays; and coordination difficulties between international facilities.

2. How did different team members contribute to this discovery?

Students should identify multiple staff roles and contributions, such as Mr. Kumar’s initial detection, Mrs. Perry’s data analysis and pattern recognition, Ms. Parker’s equipment maintenance, and Dr. Wright Sr.’s international collaboration.

3. Based on the report, why do you think it was important to have multiple research facilities in different locations observing this star?

Students should infer that multiple locations help verify findings and provide backup when weather conditions affect some locations.

4. What does the text suggest about the significance of this star discovery compared to other known stars?

Students should infer from phrases such as “first of its kind” and “unlike any known star type” that this was a unique and important discovery.

5. Do you think the recommendations made in the report are sufficient to improve future star observations? Support your answer with evidence from the text.

Students should evaluate the effectiveness of the proposed recommendations using details from the report and their own reasoning.