

Reading Wings

Word Power

Teacher Edition



Reading Wings

**Produced by
the Reading Wings Development Team**

Reading Wings Word Power was developed under the leadership of Robert E. Slavin and Nancy A. Madden, cofounders of the Success for All Foundation family of programs.

Reading Wings Word Power Teacher Edition

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Word Power Overview

Word Power is a program that combines two effective and complementary sets of activities to give students more skills in word recognition. The first of these, *Sail Along*, picks up where *Reading Roots* leaves off, giving the students instruction in more advanced phonics skills. In these lessons, the students practice, master, and then demonstrate their ability to divide words into recognizable parts for easier identification: chunks of larger sound parts in longer words, base word + endings with prefixes and endings, compound words, and contractions.

The second activity in Word Power, *On My Own*, gives the students the practice they need to read words fluently. They practice, master, and demonstrate their ability to read *On My Own* lists of words correctly, smoothly, and at a good reading speed. The *On My Own* lists are carefully crafted to represent word patterns that the students learn to read in *Sail Along*, as well as high-frequency words that make up a high percentage of the words the students are exposed to in their reading.

Word Power is effective and fun at the same time! Captain Good Reader, your nautical guide to instruction, is full of seaworthy tips on how to read new words; he will send you the clues you need to teach the *Sail Along* skills. In *On My Own*, he will insist that the students practice reading their word lists quickly and correctly so that they can sail through their texts.

Sail Along and *On My Own* will give your students the boost they need to move from basic word recognition to fluent reading. This step, for many readers, is critical to comprehension. When the students can read more words more quickly, they will be ready to focus on the ideas represented in sentences and passages. This is a big step in the development of a reader, and Word Power helps the students take that step.

Sail Along Introduction

Sail Along lessons teach students how to break words down into recognizable, easier-to-read parts. The lessons equip the students with the skills they need to read and to understand longer words. These skills include reading base word + endings and endings or prefixes, reading compound words and contractions, and dividing words into “chunks” or recognizable sound/syllable parts that can be identified automatically and read together to form a word.

Sail Along lessons are divided into two parts, each requiring about 15 minutes of instructional time. In Targeted Treasure Hunts, Part One is taught at the beginning of Day 1 and Part Two is taught at the beginning of Day 2. With other Treasure Hunts, Sail Along may be taught during Additional Skills practice time. These lessons may be used in tutoring or anytime the students need practice in word-identification skills.

The combined parts of each lesson follow a familiar process of instruction: one part includes Instruction and Team Practice, and the other part includes Team Mastery and a Quick Check with Challenge Sentences. Each lesson includes step-by-step directions with occasional sample scripts for added detail.

The lessons are wrapped in a nautical theme. Captain Good Reader sends clues to the teacher to help the students discover Word Treasures, which are word-recognition skills. The Captain’s clues consist of words and sail or boat visual representations of the word parts. The students use these clues to decipher each skill. Once they figure out a Word Treasure, they must prove that they can use it (independent Quick Check) before they can claim the treasure. The students use Team Practice and Team Mastery to prepare for their Quick Checks.

Because the steps of the lessons are repetitive—the same from lesson to lesson—they will become increasingly easy to teach. Once your students learn what to expect, the lessons will proceed more quickly. To give you a head start on learning the steps, we’ve described the sequence of each lesson in more detail below.

Instruction (Beginning of Part One)

Captain Good Reader, our instructional helper at sea, sends the teacher clues as messages in a bottle. These clues associate a word skill with boats and sails or paddles. The teacher presents Captain Good Reader’s clues and uses them to model breaking the word down into parts.

With prompting, the teacher engages the class in breaking down similar words. The students break a word down into parts and then compare the parts to the whole word. With some words these parts (“blame” + “ed,” for example) do not look exactly like the whole word (“blamed”). In these cases, the students must adjust the word parts to show spelling changes when the parts are combined in a word.

Following these examples, the teacher asks the students to identify the skill—the Word Treasure—that Captain Good Reader wants them to learn. The students discuss the skill, and then the teacher reads aloud Captain Good Reader’s explanation of the skill. In this way, Captain Good Reader confirms their thinking.

Team Practice

Following instruction, teams practice using the new skill, or Word Treasure, with a set of items. The first item is reviewed as a class to check understanding. If the class doesn't understand the skill, the teacher may review an additional item at the class level. Otherwise, the students work through the remaining items in teams. The teacher uses Numbered Heads to review the students' answers.

Team Mastery (Beginning of Part Two)

Part Two opens with another message from Captain Good Reader reminding the students of the current skill. The students continue with a second set of items, working independently and then sharing and discussing answers in teams. Again, the teacher uses Numbered Heads to check their answers.

Quick Check/Challenge Sentences

The students complete a third set of items independently. The activity closes with the teacher writing two sentences on the board that include the new words representing the skill they have learned. The students work with their partners to make sure that they can read the sentences. Then the teacher randomly calls on one or two students to read the sentences. To celebrate their new skill, the students write a skill word from one of the Challenge Sentences on their Celebrate Word Power! sheets.

Scoring

Sail Along Quick Checks are scored as followed:

100: all five items correct

90: four items correct

80: three items correct

Below 80, the student has not demonstrated the skill and should confer with a teammate or the teacher and redo the Quick Check.

(Sail Along and On My Own scores are totaled and averaged on Team Score Sheets.)

Materials Organization

There are 64 Sail Along lessons. This number includes Extra practice lessons for some skills. Interspersed among the lessons are mixed practice lessons that engage the students in review practice and assessment of two or more skills.

All the lessons are included in the Sail Along portion of *Word Power Teacher Edition*. Student materials for Level 1 are separately packaged class sets of consumable workbooks. Student materials for Level 2 are not consumable and are located in the *Word Power Student Edition* booklets. The students should use journals or loose-leaf paper for recording answers to their Team Practice, Team Mastery, and Quick Check items for Level 2. Materials also include an introductory audio CD, Sail Along Cue Cards, two per team, and the Celebrate Word Power! sheets.

The first lesson is a foundation lesson. It introduces Captain Good Reader and the lesson process to the students. Following that, the lessons are arranged in order of complexity, with Extra practice lessons following the original lessons.

This organization allows you to administer the Sail Along program in a way that will best meet your students' needs. Guidelines are the following:

- ▶ Always administer the foundation lesson to the students when beginning the program.
- ▶ You may administer the program sequentially, using the Extra practice lessons to re-teach the skills if needed.
- ▶ You may use informal observations or Sail Along individual skill- or mixed-practice lesson results to determine which skills your students already have and which they need. You are not obligated to teach lessons for skills that you know your students already possess.
- ▶ Remember, however, that some students may seem to have a skill when reading words they already know, but they may not be able to use the skill with more difficult words. For that reason, you may want to teach a higher level of a skill that they appear to know.

In other words, use these lessons strategically, but be careful about your assumptions, even with evidence, about what the students know. Explicit instruction in word parts, and practice in taking familiar (for some students) words apart to read them, may pay off when the students encounter longer, unfamiliar words.

We hope that you, and the students, will enjoy Captain Good Reader, and we suggest that you bring him to life as much as possible as you teach these lessons. A little drama, such as pretending to take his “messages” from a bottle, will go a long way toward keeping your students engaged in the activities.



Sail Along

Word Recognition Strategies Level 1

Base Word + Ending

Foundation Lesson “s,” “es,” “ed,” “ing



Part One

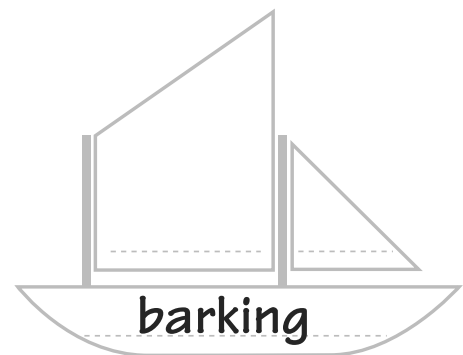
- ▶ Introduce the Sail Along program and Captain Good Reader.

What do you do when you come to a word in your reading that you don’t know? (Listen to the students’ responses.) **Yes, you can sound out the word or ask your friends to help you read it.**

We are going to learn some new ways to break down longer words so that we can figure out how to read them ourselves. Captain Good Reader, a friend of mine, is going to help us learn how to do this. He knows that you can really sail along with your reading, that is, read faster and better, if you can figure out harder and longer words. He is a very good reader himself and wants all of you to be good readers as well. Captain Good Reader believes that every skill that helps you read is a treasure—something very special that you own, once you learn it. That’s why he wants to help me teach you different skills for reading words. Since Captain Good Reader knows all about sailing, he’s going to help us learn these skills with boats and sails. He’s going to give us clues to help us figure out each skill.

- ▶ Explain how Captain Good Reader sends his clues, and pretend to take a message from him out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with endings. Draw a sailboat with one main sail and one small sail and write “barking” on the boat.

Captain Good Reader sends me lots of messages. Since he’s out on a boat, he can’t send them through the mail, so he sends his special notes in bottles. He sent me one last night that I want to share with you. The message is a Word Treasure hunt. He likes you to learn things for yourselves, so instead of telling us how to use skills, he sends us clues to figure out how to read different kinds of words. (Point to the boat.) Here are the clues he has given us this time.



- ▶ Explain to the students that the word “barking” has a base word and an ending and explain what that means.

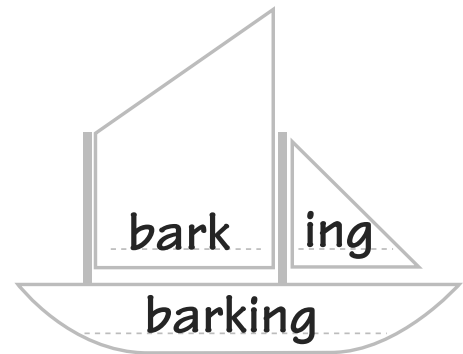
Sometimes we see a word that we think we know, but there are extra letters at the end of it. We call words that you already know base words. The letters added to the end of base words are called endings. Some examples of endings are “s,” “es,” “ed,” and “ing.”

- ▶ Explain how Captain Good Reader uses different sails to show us how to figure out longer words.

Captain Good Reader uses different size sails to show us the different parts of a word. When he has a whole word, he writes it on a big sail. If he has extra letters that aren't words, he uses small sails.

- ▶ Point again to “barking” and use Think-Pair-Share to ask the students if they can see the base word (bark) and the ending (ing) in “barking.” If necessary, remind them that the base word is a word they already know. Write these word parts on the sails.
- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let's read our sails together (move your hand from left to right under the base word and the ending on the sails to read “barking” with the class). **Do the parts on our sails look the same as the word on our boat?** (Listen to the students' responses.) **Yes, they do match.**



- ▶ Repeat the activity with “cats” and “jumped” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. Remember that Captain Good Reader believes that every skill you learn that helps you read longer or harder words is a treasure. What do you think the treasure is this time? What did the clues help you learn? Think and share your thoughts with your partner. (Allow time before accepting responses.) **I think you're right! Let's read what Captain Good Reader says the treasure is. “Sometimes words have endings on them. If you're having trouble reading a word like this, read the base word and ending first and then read the whole word.”**

- ▶ Tell the students that Captain Good Reader says that they must show that they can use a skill correctly and independently, on a Quick Check, before they can claim a Word Treasure. Explain that Team Practice will help them get ready for their Quick Check, which will decide whether or not the treasure is theirs.

- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, draw a boat on the board and write the word on it.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the sails and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Worksheet

Write the underlined word in each sentence on your boat. Write the base word and ending on your sails.

1. Nina likes talking on the phone. **talk + ing**
2. Gus filled the pot with dirt. **fill + ed**
3. Rob’s socks didn’t match. **socks + s**
4. Mom brought two dresses to the dry cleaners. **dress + es**
5. We looked for crabs on the beach. **crab + s**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on. Also remind them that they are preparing to show that they can use this skill correctly on a Quick Check.

Captain Good Reader sent another message last night. He wanted to remind you that you are working on a new Word Treasure and what that treasure is. He asked me to remind you that sometimes words have endings on them. If you’re having trouble reading a word like this, read the base word and ending first and then read the whole word.

- ▶ Explain that team mastery will help the students prepare for the Quick Check.
- ▶ Before the students begin, review the directions. Have the teams practice the first item in Team Mastery. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.

- ▶ Have the students work independently to complete the Quick Check.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board.
- ▶ Have the students work with their partners to read the sentences, concentrating on the underlined words.

We have learned a new skill to help us read more words. Now we’re going to read some of these words aloud. Work with your partner to read these sentences. I am going to ask someone to read each sentence aloud, so make sure you can read all the words, especially the underlined word.

- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Worksheet

Write the underlined word in each sentence on your boat. Write the base word and ending on your sails.

1. The boxes were heavy. **box + es**
2. We rested after running the race. **rest + ed**
3. I love singing when I wash the dishes. **sing + ing**
4. I knocked on Ginny’s door, but no one was home. **knock + ed**
5. Mary found three rocks for her collection. **rock + s**

Quick Check | Student Worksheet

Write the underlined word in each sentence on your boat. Write the base word and ending on your sails.

1. The chair is squeaking. **squeak + ing**
2. Tim boiled the noodles. **boil + ed**
3. Paula is ironing her shirt. **iron + ing**
4. The second grade needs two buses for their field trip. **bus + es**
5. Kyle crashed his bike into a tree. **crash + ed**

Challenge sentences

Missy pushed her brother on the swing. **push + ed**
Tomas eats a cupcake for dessert. **eat + s**

Base Word + Ending

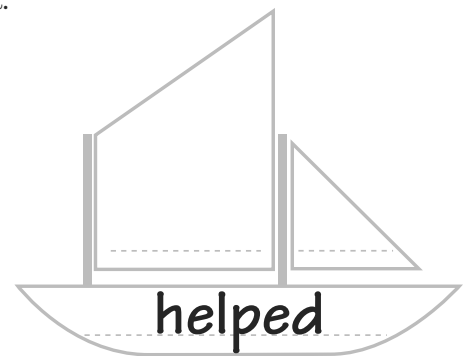
“s,” “es,” “ed,” “ing”: Extra practice



Part One

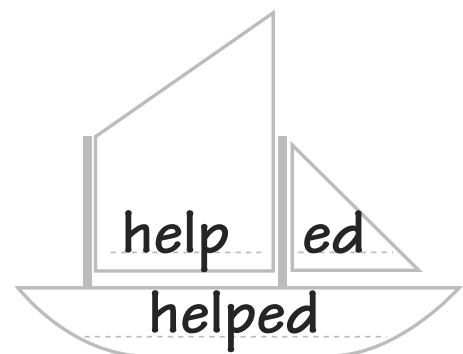
- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with endings. Draw a sailboat with one main sail and one small sail and write “helped” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! (Point to the boat.) **Here are the clues he has given us this time.**



- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

What do the sails on this boat tell us about this word? Think and then share your thoughts with your partners. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! A main sail and a small sail mean that this word must have a base word and an ending. Can you see the base word [help] or the ending [ed]?**



- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “helped” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right. The words on the sails match the word on the boat, so we don’t have to make any changes.**

- ▶ Repeat the activity with “blowing” and “shouts” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. Remember that the treasure is using the clues to help us read new words. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) I think you’re right! Let’s read what Captain Good Reader says is the treasure. “Sometimes words have endings on them. If you’re having trouble reading these words, read the parts of the word first and then read the whole word.”

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Check, which will decide whether or not the treasure is theirs.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, draw a boat on the board and write the word on it.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the sails and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Worksheet

Write the underlined word in each sentence on your boat. Write the base word and ending on your sails.

1. The race starts at 10:00. **start + s**
2. Josh wishes it would stop raining. **wish + es**
3. Roger cleaned his room so that he could play outside. **clean + ed**
4. We are playing at Jeff’s house after school. **play + ing**
5. The dentist counted my teeth. **count + ed**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes words have endings on them. If you're having trouble reading these words, read the parts of the word first and then read the whole word.

- ▶ Before the students begin, review the directions. Have the teams practice the first item in Team Mastery. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete the Quick Check.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Worksheet

Write the underlined word in each sentence on your boat. Write the base word and ending on your sails.

1. I checked my work before I turned it in. **check + ed**
2. Nina ate two bowls of ice cream. **bowl + s**
3. My mom is taking me fishing. **fish + ing**
4. Erin's cheeks were red from being out in the cold. **cheek + s**
5. I can't hear what you are saying. **say + ing**

Quick Check | Student Worksheet

Write the underlined word in each sentence on your boat. Write the base word and ending on your sails.

1. Jim passes the football to Jen. **pass + es**
2. Cara loves brushing her teeth. **brush + ing**
3. I am sending Grandma a birthday card. **send + ing**
4. We planted roses in our garden. **plant + ed**
5. Ray saws the tree down. **saw + s**

Challenge Sentences

Tonya smells the skunk before she sees it. **smell + s**

Dad is pushing Jake in the wagon. **push + ing**

Base Word + Ending

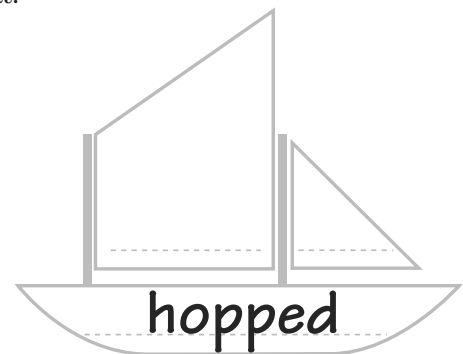
double final consonant



Part One

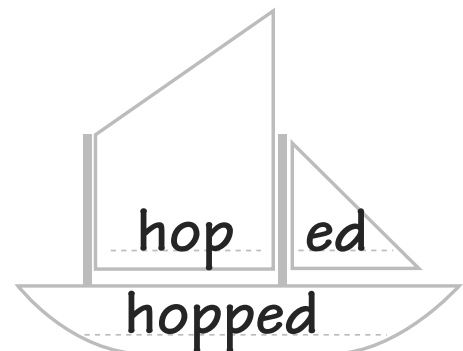
- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with endings. Draw a sailboat with one main sail and one small sail and write “hopped” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! (Point to the boat.) **Here are the clues he has given us this time.**



- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

What do the sails on this boat tell us about this word? Think and then share your thoughts with your partners. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! A main sail and a small sail mean that this word must have a base word and an ending. Can you see the base word [hop] or the ending [ed]?**

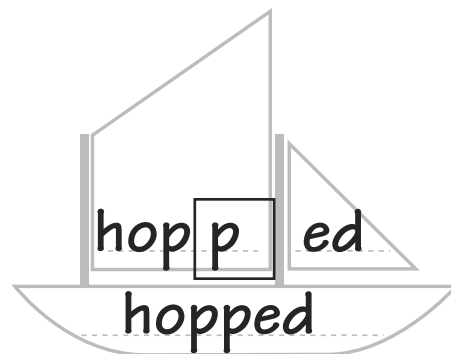


- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “hopped” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right! There is an extra “p” in the word “hopped” that isn’t on the sails.**

- ▶ Introduce the patch as a tool that Captain Good Reader uses to make the sails match the word on the boat. Draw a box at the end of “hop” and write a “p” in the box to illustrate the “patch.”

Captain Good Reader says that sometimes the last letter of a base word doubles when an ending is added to it. He uses a patch on the main sail to show this. This word (point to “hop”) needs to have a patch to show the additional “p.” I’ll draw a box after “hop” and write a “p” inside the box (draw a box on the end of “hop” and write the letter “p” on it to model).



- ▶ Repeat the activity with “begging” and “napped” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat. If necessary, remind the students that they need to use the patch to have the sails match the word on the boats.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. We divided the word parts on the sails to show base words and endings. We also used a patch on the main sail to show how the base words changed when you put the parts together. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) I think you’re right! Let’s read what Captain Good Reader says the treasure is. “Sometimes when an ending is added to a base word, the last letter of the base word is doubled. If you’re having trouble reading a word like this, read the base word and ending first and then read the whole word.”

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly without help. Explain that Team Practice will help them get ready for their Quick Check, which will decide whether or not the treasure is theirs.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, draw a boat on the board and write the word on it.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the sails, reading the word twice—once from the parts and once as a whole—and telling whether or not a tool was used and why. If necessary, remind the students to use a patch on their sails where appropriate.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Worksheet

Write the underlined word in each sentence on your boat. Write the base word and ending on your sails. Draw a box on the end of the base word and write the extra letter in the box to show how the word changes when the ending is added.

1. Mark tapped his pencil on his desk. tap p + ed
2. Marcy liked hugging her dad before he left for work. hug g + ing
3. John mopped the floor last night. mop p + ed
4. I am getting tired of walking my little sister to school. get t + ing
5. Our team was winning the game until our goalie got hurt. win n + ing



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes when an ending is added to a base word, the last letter of the base word is doubled. Remember, if you're having trouble reading a word like this, read the base word and ending first and then read the whole word.

- ▶ Before the students begin, review the directions. Have the teams practice the first item in Team Mastery. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete the Quick Check.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Worksheet

Write the underlined word in each sentence on your boat. Write the base word and ending on your sails. Draw a box on the end of the base word and write the extra letter in the box to show how the word changes when the ending is added.

1. The bus stopped at the railroad tracks. **stop** [p] + **ed**
2. Annie is cutting her picture out of the newspaper. **cut** [t] + **ing**
3. Joe stepped on the paper so that it wouldn't blow away. **step** [p] + **ed**
4. Josie likes sitting in the last row of the bus. **sit** [t] + **ing**
5. Beth gripped her bike handles when she jumped the curb. **grip** [p] + **ed**

Quick Check | Student Worksheet

Write the underlined word in each sentence on your boat. Write the base word and ending on your sails. Draw a box on the end of the base word and write the extra letter in the box to show how the word changes when the ending is added.

1. The bunny hopped back to the forest. **hop** [p] + **ed**
2. Jeff shopped for new clothes. **shop** [p] + **ed**
3. Chris is digging a hole for the plant. **dig** [g] + **ing**
4. Tammy zipped up her raincoat. **zip** [p] + **ed**
5. Molly mopped the kitchen floor. **mop** [p] + **ed**

Challenge Sentences

Is anyone sitting in this seat? **sit** [t] + **ing**

Mom hemmed Delia's dress. **hem** [m] + **ed**

Base Word + Ending

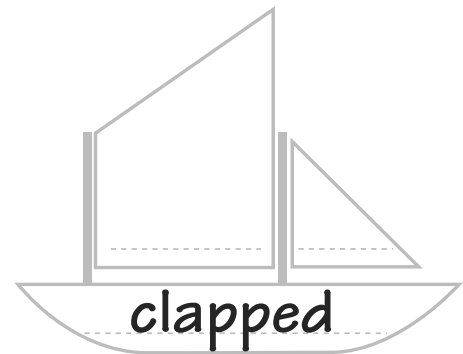
double final consonant: Extra practice



Part One

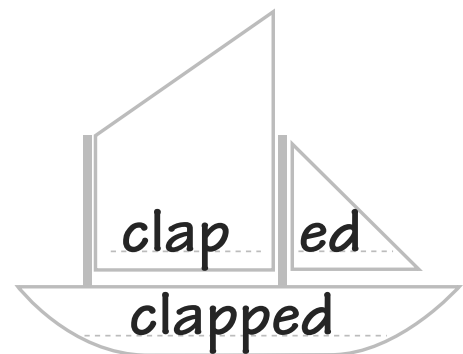
- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with endings. Draw a sailboat with one main sail and one small sail and write “clapped” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! (Point to the boat.) **Here are the clues he has given us this time.**



- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

What do the sails on this boat tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! A main sail and a small sail mean that this word must have a base word and an ending. Can you see the base word [clap] or the ending [ed]?**

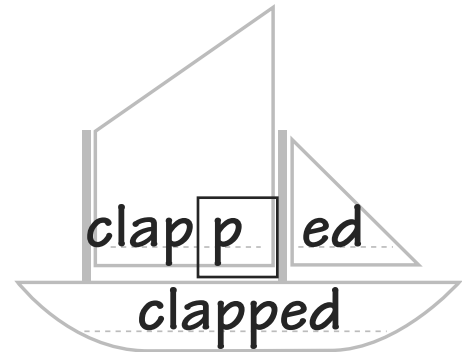


- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word part on the sails and read “clapped” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right. There is an extra “p” in the word “clapped” that isn’t on the sails.**

- ▶ Use Think-Pair-Share to ask the students what tool Captain Good Reader uses to make the sails match the word on the boat. Add the extra “p” as a patch on the main sail.

Remember that Captain Good Reader had a tool to add extra letters so that the letters on the sails would match the word on the boat. Think about what tool he would use and then talk to your partner about it. (Allow time for the students to think and share with their partners.)
What tool would Captain Good Reader use? (Listen to the students' responses.) **That's right! He would use a patch to show this on the sails** (draw a patch on the end of "clap" and write the letter "p" on it to model).



- ▶ Repeat the activity with “plumber” and “bowler” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat. If necessary, remind the students that they may need to use the patch to have the sails match the word on the boat.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. We used a patch on some of the sails to show how the base words changed when you put the parts together. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **I think you're right! Let's read what Captain Good Reader says. "Sometimes when an ending is added to a base word, the last letter of the base word is doubled. If you're having trouble reading a word like this, read the base word and ending first and then read the whole word."**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Check, which will decide whether or not the treasure is theirs.
- ▶ Review the directions for the Sail Along practice items in the students' materials and have the teams practice the first item in Team Practice. As they practice, draw a boat on the board and write the word on it.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the sails, reading the word twice—once from the parts and once as a whole. If necessary, remind the students to use a patch on their sails where appropriate.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Worksheet

Write the underlined word in each sentence on your boat. Write the base word and ending on your sails. Draw a box on the end of the base word and write the extra letter in the box to show how the word changes when the ending is added.

1. Grandpa rubbed his sore knee. **rub** [**b**] + **ed**
2. Marc went shopping for a gift for his mom. **shop** [**p**] + **ing**
3. Sean bragged about his home run. **brag** [**g**] + **ed**
4. Spot is wagging his tail. **wag** [**g**] + **ing**
5. Brent runs after Steve to try to tag him. **run** + **s**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes when an ending is added to a base word, the last letter of the base word is doubled. Remember, if you're having trouble reading a word like this, read the base word and ending first and then read the whole word.

- ▶ Before the students begin, review the directions. Have the teams practice the first item in Team Mastery. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete the Quick Check.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Worksheet

Write the underlined word in each sentence on your boat. Write the base word and ending on your sails. Draw a box on the end of the base word and write the extra letter in the box to show how the word changes when the ending is added.

1. Roger swims every day to keep fit. **swim** + **s**
2. We planned to meet at the park at 3:00. **plan** n + **ed**
3. Wendy was skipping down the hallway because she was happy. **skip** p + **ing**
4. Dad dropped his wallet near the car. **drop** p + **ed**
5. Jose grabs the pen before it rolls off the desk. **grab** + **s**

Quick Check | Student Worksheet

Write the underlined word in each sentence on your boat. Write the base word and ending on your sails. Draw a box on the end of the base word and write the extra letter in the box to show how the word changes when the ending is added.

1. Hope jogged to the park. **jog** g + **ed**
2. Ron pets his cat while he reads. **pet** + **s**
3. The dog is digging a hole in the back yard. **dig** g + **ing**
4. Sally dipped her hand in the water to see if it was warm. **dip** p + **ed**
5. We knew it was getting late when we saw the moon. **get** t + **ing**

Challenge Sentences

Mary slipped on the wet floor. **slip** p + **ed**

Tom is humming along with the music. **hum** m + **ing**

Chunking



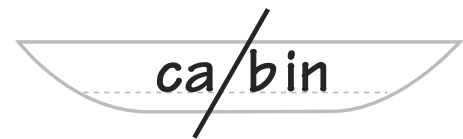
Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for chunking words. Model how to chunk three words using paddles rather than sails.

Captain Good Reader sent another message last night. It's a new Word Treasure hunt with very different clues for a new skill! (Draw a boat without sails and write "across" on it.) **Captain Good Reader told me to put a paddle here** (draw a paddle between the "a" and "c") **and to read this word in two chunks before reading the whole word—"a-cross" – "across."**



The note has more words for me to chunk (write "cabin" on the boat). **Captain Good Reader says to put my paddle here** (draw a paddle between the "a" and "b") **and to read this word in two chunks before reading the whole word—"ca-bin" – "cabin."** **There's one more word that Captain Good Reader wants us to look at** (write "reason" on the boat). **He says to put my paddle here** (draw a paddle between the "a" and "s") **and to read this word in two chunks before reading the whole word—"rea-son" – "reason."**



- ▶ Ask the students what is different about the boat and explain why it doesn't have sails.

How is this boat different from the other boats that we use? (Listen to the students' responses.) **That's right! The boat doesn't have any sails. As you know, we use the sails to separate a base word and an ending. This word is different because we don't have a base word and ending. For words like this, we will use paddles to divide them into smaller chunks.**

- ▶ Explain what chunking is and how to use the paddles to divide the word into smaller parts.

Some words may be hard to read because they look longer than words you are comfortable reading. But you can break the words into smaller sound parts that you can read and then read the whole word together. This is called chunking. We will use paddles to divide the words into smaller chunks.

- ▶ Explain that there are many ways to chunk a word, but you always break the word down from left to right.

There isn't one right way to chunk words. You may divide a word differently from the way I divide it. For example, you may divide a word into three parts and I may divide the same word into two parts. The only thing you must do is to chunk the word from left to right; the same direction we read.

- ▶ Write the word “pocket” on the boat. Model and prompt the students to chunk the word.

Let's chunk the word on the boat. What sound does this word start with? (Listen to the students' responses.) **Good! Let's put the “p-o-c” together. Those letters say /poc/. We'll put a paddle after the “c.”** (Draw a paddle between the “c” and the “k.”) **Can you chunk another part of the word?** (Listen to the students' responses.) **That's right! “k-e-t” says /ket/. Let's put those sounds together to read the whole word—“poc-ket” – “pocket.”**



- ▶ Repeat the activity with “kitten” and “number” to provide other examples, writing these words on the boat and prompting the students to divide the words into sound parts with paddles. Always have the students read the chunks and then the whole word.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **I think you're right! Let's read what Captain Good Reader says the treasure is. “When we come to a word that we can't read, we can break it into smaller chunks, read the small chunks, and then read the whole word.”**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that team practice will help them get ready for their Quick Check, which will decide whether or not the treasure is theirs.
- ▶ Review the directions for the Sail Along practice items in the students' materials and have the teams practice the first item in Team Practice. As they practice, draw a boat on the board and write the word on it.

- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by drawing paddles between the chunks and reading the word twice—once from the chunks and once as the whole word.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Worksheet

Write the underlined word in each sentence on your boat. Make paddles by drawing lines to divide the word into chunks. (Chunking answers may vary.)

1. Tom waited for the bus at the corner. **cor / ner**
2. Rebecca went to the doctor for a checkup. **doc / tor**
3. Math is my favorite subject. **sub / ject**
4. The thunder scared the dog. **thun / der**
5. We will go to the movies first and then we will eat dinner. **din / ner**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes words in our reading are long and seem hard to read. You can break these words into smaller chunks, read the small chunks, and then read the whole word.

- ▶ Before the students begin, review the directions. Have the teams practice the first item in Team Mastery. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete the Quick Check.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Worksheet

Write the underlined word in each sentence on your boat. Make paddles by drawing lines to divide the word into chunks. (Chunking answers may vary.)

1. After school I have piano lessons. **af / ter**
2. Nathan gave his mom a silver ring for Mother's Day. **sil / ver**
3. Lisa goes to the library every Monday. **Mon / day**
4. My mom let me adopt a kitten from the animal shelter. **a / dopt**
5. The light turned yellow. **yel / low**

Quick Check | Student Worksheet

Write the underlined word in each sentence on your boat. Make paddles by drawing lines to divide the word into chunks. (Chunking answers may vary.)

1. I love winter! **win / ter**
2. Rita asked, "Mom, what's for dinner?" **din / ner**
3. We used a ladder to get into the tree house. **lad / der**
4. When I opened the gate, a chicken ran out. **chick / en**
5. Carrie jumped in every puddle. **pud / dle**

Challenge Sentences

(Chunking answers may vary.)

Betsy picked a flower for her mother. **mo / ther**

Please put the dishes in the kitchen. **kitch / en**

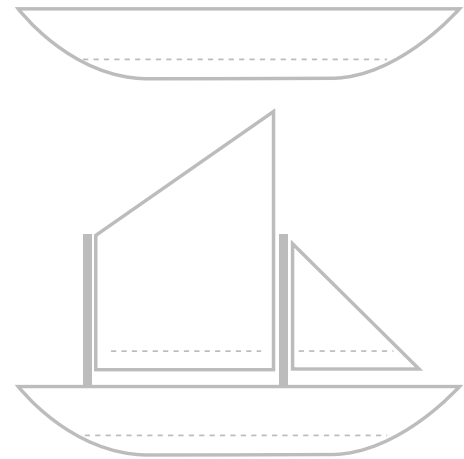
Mixed Practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Tell the students that the message says that he wants to check their memories on some of the skills they have learned. Draw a boat without sails. Also, draw a sailboat with one main sail and one small sail.

Captain Good Reader sent another message last night. He says that when we read, we use different skills to figure out how to read different words. He wants us to practice using some of the skills we’ve learned. Here are the clues he has given us for the kinds of words he wants us to practice reading.



- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean.

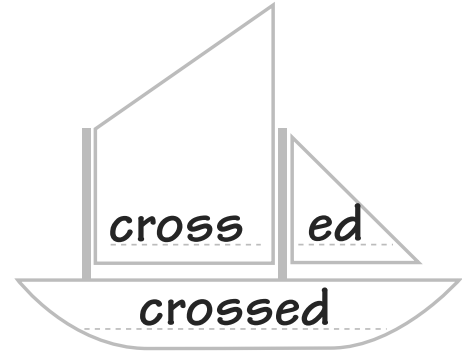
What do these boats tell us about the kinds of words we have learned to read? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! A boat without sails means that we will use chunking to read this word. A main sail and a small sail mean that we can read words that have a base word and an ending.**

- ▶ Explain that Captain Good Reader has given you some word clues with the boats. On the boat without sails, write “thunder” and prompt the students to chunk it.

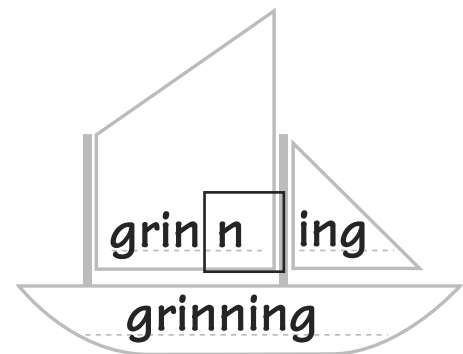
Let’s chunk the word on the boat. What sound does this word start with? (Listen to the students’ responses.) **Good! One way we could begin to chunk this word is to put the “thun” together and say /thun/.** (Draw a paddle between the “n” and the “d.”) **Can you chunk another part of the word?** (Listen to the students’ responses.) **We’ll put the rest of the word together and say /der/. Let’s put those sounds together to read the whole word—“thun-der” – “thunder.”**



- ▶ Write “crossed” on the boat with the main and small sails and prompt the students to tell you how to divide the word into a base word and ending. After listening to their responses, write “cross” on the main sail and “ed” on the small sail. Have the students compare the sails to the boat and then read the parts to read the whole word.



- ▶ Write “grinning” on another boat with sails to demonstrate a second example of a base word and ending. After having the students compare the parts on the sails to the word, prompt them to identify the tool that Captain Good Reader uses to show that “n” is added to this word with the ending. (Draw a box [patch] on the end of “grin” and write the letter “n” on it to model.)



- ▶ Review and summarize the skills that were covered and the tools that the students will need to use in the Sail Along practice.

Today we chunked the word “thunder” in parts and we read two base words with endings, “crossed” and “grinning.” We used a patch on the base word “grin” to show that a letter was added to this word with the ending. You will continue to practice using these skills in your Sail Along practice. Make sure that the sails always match the word on the boat. You may need to use a tool on some of the words to show that the base word changes when the ending is added.

- ▶ Remind the students that they will have to use all the Word Treasures that they have learned so far to complete their work.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, draw a boat on the board and write the word on it.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the sails, reading the word twice—once from the parts and once as a whole—and telling whether or not a tool was used and why.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Worksheet

Write the underlined word in each sentence on your boat. Write the correct word parts on the sails or use paddles to divide the word into chunks. Add extra letters to base words if necessary. (Chunking answers may vary.)

1. Joe dressed like a clown for the carnival. **dress + ed**
2. Mom put the dishes in the kitchen. **kitch / en**
3. Sarah is clipping coupons out of the newspaper. **clip [p] + ing**
4. Tim marched in the parade. **pa / rade**
5. Paul was sitting next to Carl on the bus. **sit [t] + ing**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students that they will be using many of the skills that they have learned thus far.

Captain Good Reader sent another message last night. He wanted to remind you that you will use many different skills to figure out how to read words. He wants you to practice chunking words and reading base words with endings. To read all of these words, we can read the smaller parts and then the whole word.

- ▶ Before the students begin, review the directions. Have the teams practice the first item in Team Mastery. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete the Quick Check.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Worksheet

Write the underlined word in each sentence on your boat. Write the correct word parts on the sails or use paddles to divide the word into chunks. Add extra letters to base words if necessary. (Chunking answers may vary.)

1. The airplane had trouble landing in the snow. **land + ing**
2. Jared thanked Kate for the gift. **thank + ed**
3. Dave opened the window to feel the breeze. **win / dow**
4. Roger kisses his cat before going to school. **kiss + es**
5. The water dripped onto the floor. **drip [p] + ed**

Quick Check | Student Worksheet

Write the underlined word in each sentence on your boat. Write the correct word parts on the sails or use paddles to divide the word into chunks. Add extra letters to base words if necessary. (Chunking answers may vary.)

1. Olivia blows bubbles with her gum. **blow + s**
2. Wayne tripped over the hose. **trip [p] + ed**
3. Ed played checkers with his father. **check / ers**
4. Scott was running after Greg. **run [n] + ing**
5. Riley piled her toys in the wagon. **wag / on**

Challenge Sentences

(Chunking answers may vary.)

The traffic light was broken. **traf / fic**

The rabbit hopped through the field. **hop [p] + ed**

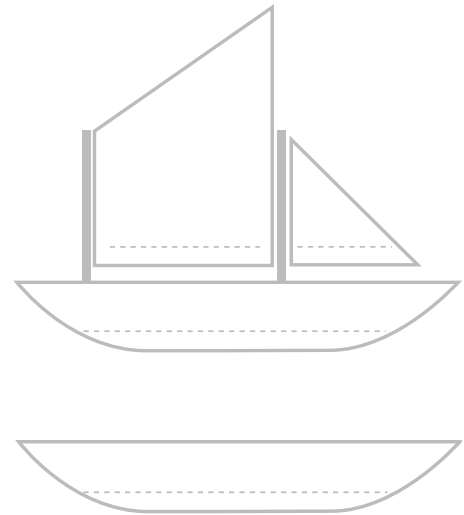
Mixed Practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Tell the students that the message says he wants to check their memories on some of the skills they have learned. Draw a boat with main and small sails. Also, draw a boat without sails.

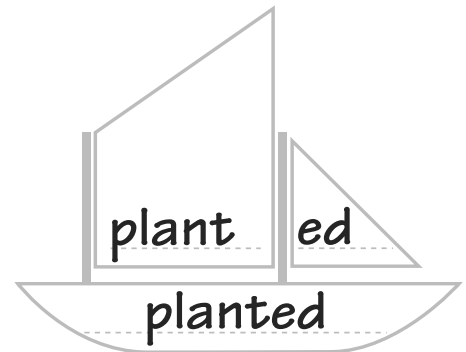
Captain Good Reader sent another message last night. He says that when we read, we use different skills to figure out how to read different words. He wants us to practice using some of the skills we’ve learned. Here are the clues he has given us for the kinds of words he wants us to practice reading.



- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean.

What do these boats tell us about the kinds of words we have learned to read? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! A main sail and a small sail mean that we can read words that have a base word and an ending. A boat without sails means that we will use chunking to read this word.**

- ▶ Explain that Captain Good Reader has given you some word clues with the boat. Write “planted” on the boat and prompt the students to tell you how they would divide the base word from the ending. After listening to their responses, write “plant” on the main sail and “ed” on the small sail.



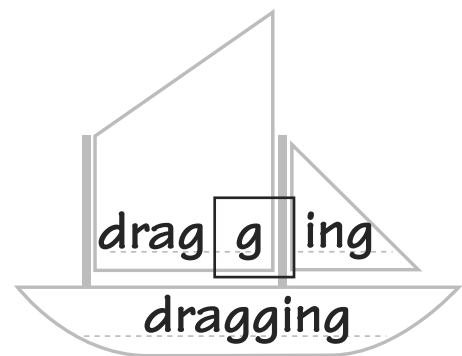
- ▶ Ask the students to read the sail parts with you, read the word, and compare the parts to the boat to see if they are the same.

Let's read our sails together. (Point to each word on the sails and read “planted” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students' responses.) **You're right! The words on the sails match the word on the boat, so we don't have to make any changes.**

- ▶ Write “garden” on the boat without any sails and prompt the students to tell you how they would chunk the word. After listening to their responses, draw paddles to show where you could divide the word. Have the students read the parts to read the whole word.



- ▶ Write “dragging” on another boat with a main sail and a small sail and prompt the students to tell you how they would divide the base word from the ending. After having the students compare the parts on the sails to the word, prompt them to identify the tool that Captain Good Reader uses to show that “g” is added to this word with the ending. (Draw a box [patch] on the end of “drag” and write the letter “g” on it to model.) Have the students read the parts to read the whole word.



- ▶ Review and summarize the skills that were covered and the tools that the students will need to use in the Sail Along practice.

Today we read two words that had base words and endings—“planted” and “dragging”—and we chunked the word “garden.” We used a patch to show that the letter “g” was doubled when the “ing” ending was added to “drag.” You will continue to practice using these skills in your Sail Along practice. Make sure that the sails always match the word on the boat.

- ▶ Remind the students that they will have to use all the Word Treasures that they have learned so far to complete their work.
- ▶ Review the directions for the Sail Along practice items in the students' materials and have the teams practice the first item in Team Practice. As they practice, draw a boat on the board and write the word on it.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the sails, reading the word twice—once from the parts and once as a whole—and telling whether or not a tool was used and why.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Worksheet

Write the underlined word in each sentence on your boat. Write the correct word parts on the sails or use paddles to divide the word into chunks. Add extra letters to base words if necessary. (Chunking answers may vary.)

1. Steve called Paula to help him with his homework. **call + ed**
2. A dollar is equal to one hundred pennies. **hun / dred**
3. Chris had trouble snapping his coat. **snap [p] + ing**
4. My brother is better at baseball than I am. **bet / ter**
5. Pete is petting the pig. **pet [t] + ing**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students that they will be using many of the skills that they have learned thus far.

Captain Good Reader sent another message last night. He wanted to remind you that you will use many different skills to figure out how to read words. He wants you to practice chunking words and reading base words with endings. To read all of these words, we can read the smaller parts then the whole word.

- ▶ Before the students begin, review the directions. Have the teams practice the first item in Team Mastery. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete the Quick Check.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Worksheet

Write the underlined word in each sentence on your boat. Write the correct word parts on the sails or use paddles to divide the word into chunks. Add extra letters to base words if necessary. (Chunking answers may vary.)

1. Natalie skinned her knee when she fell. **skin** n + **ed**
2. Rover is barking at the cat. **bark** + **ing**
3. We took a walk in the forest. **for** / **est**
4. Dad lifted Carrie over his head. **lift** + **ed**
5. Sean blinks because the sun is so bright. **blink** + **s**

Quick Check | Student Worksheet

Write the underlined word in each sentence on your boat. Write the correct word parts on the sails or use paddles to divide the word into chunks. Add extra letters to base words if necessary. (Chunking answers may vary.)

1. Noah and Derrick camped out in their front yard. **camp** + **ed**
2. Draw a circle in the center of the paper. **cen** / **ter**
3. Grant scrubbed the bathtub. **scrub** b + **ed**
4. Tyrone shoveled seven driveways after the snowstorm. **sev** / **en**
5. It has been raining for three days! **rain** + **ing**

Challenge Sentences

(Chunking answers may vary.)

TJ looks like his father. **look** + **s**

The sun made my shadow look very tall. **shad** / **ow**

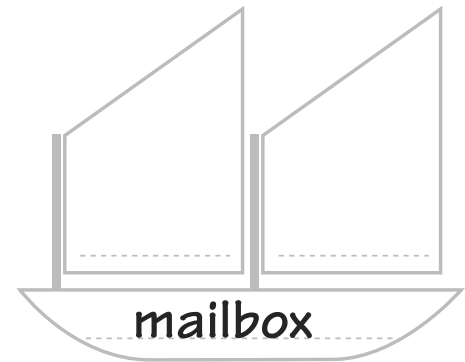
Compound words



Part One

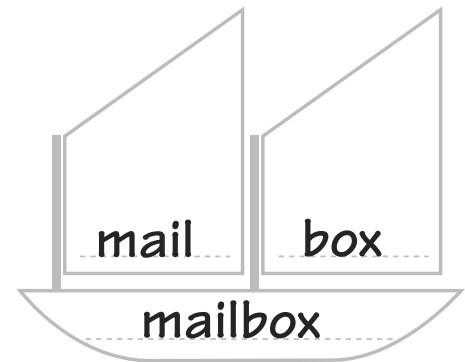
- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading compound words. Draw a sailboat with two main sails and write “mailbox” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! (Point to the boat.) Here are the clues he has given us this time.



- ▶ Point out that both sails are big. Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

Oh look! This boat has two main sails. What does that tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! Two main sails mean two whole words. There must be two words in this one word. We would put one word on each sail. What’s one of the words? [mail] What’s the other word? [box]**



- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “mailbox” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right! The words on the sails match the word on the boat, so we don’t have to make any changes.**

- ▶ Repeat the activity with “baseball” and “raincoat” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat. If necessary, remind the students that they have two main sails on this boat.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. For each word we used two main sails. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) I think you’re right! Let’s read what Captain Good Reader says the treasure is. “Some words are two words put together. They are called compound words. If you’re having trouble reading these words, first read the two words separately, and then read them together.”

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that team practice will help them get ready for their Quick Check, which will decide whether or not the treasure is theirs.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, draw a boat on the board and write the word on it.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the sails, reading the word twice—once from the parts and once as a whole—and telling whether or not a tool was used and why.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task; then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Worksheet

Write the underlined word in each sentence on your boat. Show the two words on your sails.

1. Troy and Abby played in the sandbox. **sand + box**
2. Rafael ate a pancake every morning. **pan + cake**
3. Ms. Allen told us to leave our books in the classroom. **class + room**
4. There was a footprint in the mud. **foot + print**
5. The mailman delivered a card for Thomas. **mail + man**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that compound words are two smaller words put together to make a longer word. Remember, if you're having trouble reading these words, read the two words separately and then read them together.

- ▶ Before the students begin, review the directions. Have the teams practice the first item in Team Mastery. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete the Quick Check.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Worksheet

Write the underlined word in each sentence on your boat. Show the two words on your sails.

1. Ernie ate one meatball for dinner. **meat + ball**
2. We got on the train at the railroad station. **rail + road**
3. Mom boiled water in the teapot. **tea + pot**
4. Abe was homesick after being away at camp for one week. **home + sick**
5. Gavin rang the doorbell before going into Hank's house. **door + bell**

Quick Check | Student Worksheet

Write the underlined word in each sentence on your boat. Show the two words on your sails.

1. Maggie put her new goldfish in its bowl. **gold + fish**
2. Leah could not find her hairbrush. **hair + brush**
3. Mom said, “Dan, that’s too much toothpaste!” **tooth + paste**
4. Phil put on his seatbelt when he got in his car. **seat + belt**
5. Beth got a suntan when she went to the beach. **sun + tan**

Challenge Sentences

Todd watched his toy boat fall over the waterfall. **water + fall**

We collected seashells at the beach. **sea + shells**

Compound words

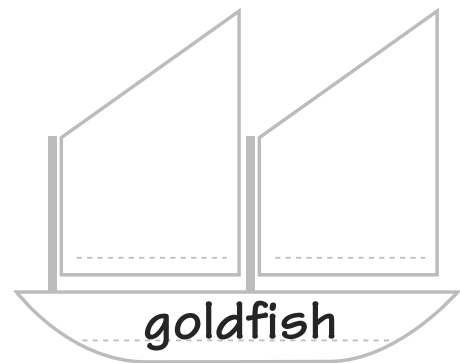
Extra practice



Part One

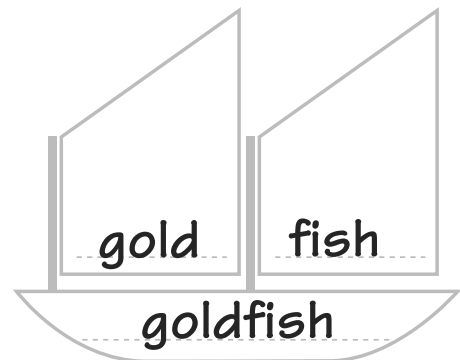
- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading compound words. Draw a sailboat with two main sails and write “goldfish” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! (Point to the boat.) Here are the clues he has given us this time.



- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

This boat has two main sails. What does that tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! Two main sails mean two whole words. There must be two words in this one word. We would put one word on each sail. What’s one of the words? [gold] What’s the other word? [fish]**



- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “goldfish” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **Yes, they do, so we don’t have to make any changes to the sails.**

- ▶ Repeat the activity with “bathroom” and “airplane” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat. If necessary, remind the students that they have two main sails on this boat.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. For each word we used two main sails. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) I think you’re right! Let’s read what Captain Good Reader says. “Some words are two words put together. They are called compound words. If you’re having trouble reading these words, first read the two words separately, and then read them together.”

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that team practice will help them get ready for their Quick Check, which will decide whether or not the treasure is theirs.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, draw a boat on the board and write the word on it.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the sails, reading the word twice—once from the parts and once as a whole—and telling whether or not a tool was used and why they used it.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task; then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Worksheet

Write the underlined word in each sentence on your boat. Show the two words on your sails.

1. Mary’s toothbrush is green. **tooth + brush**
2. Ed wears his bathrobe after taking a shower. **bath + robe**
3. Joe came in first in the wheelchair races on Saturday. **wheel + chair**
4. We have to tiptoe down the hall so that we don’t wake up the baby. **tip + toe**
5. Brent finished his homework before playing with Steve. **home + work**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that compound words are two smaller words put together to make a longer word. Remember, if you're having trouble reading these words, read the two words separately and then read them together.

- ▶ Before the students begin, review the directions. Have the teams practice the first item in Team Mastery. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete the Quick Check.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Worksheet

Write the underlined word in each sentence on your boat. Show the two words on your sails.

1. Ray's job was to straighten up the bookshelf. **book + shelf**
2. We eat outside during the summer. **out + side**
3. Wendy ate popcorn while she watched the movie. **pop + corn**
4. Dad sent us a postcard when he went to Hawaii. **post + card**
5. Jose wrote the answer to the math problem in his notebook. **note + book**

Quick Check | Student Worksheet

Write the underlined word in each sentence on your boat. Show the two words on your sails.

1. We had a snowball fight after school. **snow + ball**
2. Tim wore his raincoat so that he would not get wet. **rain + coat**
3. An airplane flew over our house. **air + plane**
4. Grandpa wore his bathrobe to breakfast. **break + fast**
5. I left my shoes downstairs. **down + stairs**

Challenge Sentences

Matt lost his passport in France. **pass + port**

Would you please put your books back on the bookshelf? **book + shelf**

Base Word + Ending

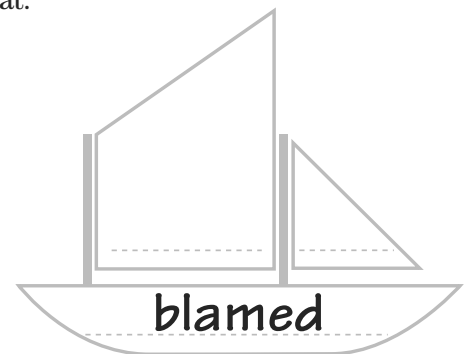
silent “e” dropped



Part One

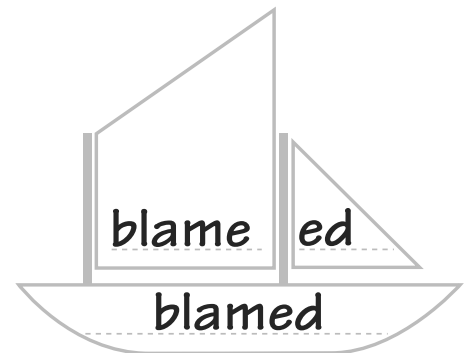
- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with endings. Draw a sailboat with one main sail and one small sail and write “blamed” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! (Point to the boat.) **Here are the clues he has given us this time.**



- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

What do the sails on this boat tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! A main sail and a small sail mean that this word must have a base word and an ending. Can you see the base word [blame] or the ending [ed]?**

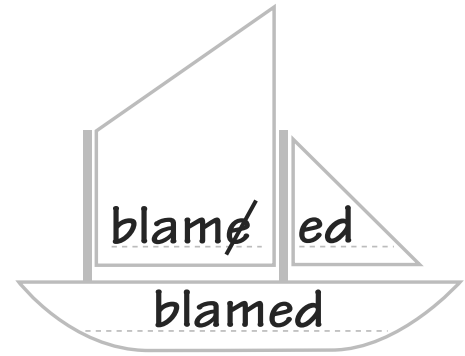


- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “blamed” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right. There is only one “e” in “blamed” but there are two on the sails.**

- ▶ Introduce the scrubber as a tool that Captain Good Reader uses to make the sails match the word on the boat. Scrub off the “e” from “blame” on the main sail by drawing a line through it.

Captain Good Reader says that sometimes base words that end with an “e” change a little bit when endings are added to them. He uses a scrubber to get rid of the extra letter. This word (point to “blame”) has an extra “e.” I’ll scrub it off by drawing a line through it (draw a line through the “e” in “blame” to model).



- ▶ Repeat the activity with “saving” and “shined” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat. If necessary, remind the students to use the scrubber to have the sails match the word on the boat.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. We used a scrubber on the main sails to show how the base words changed when you put the parts together. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) I think you’re right! Let’s read what Captain Good Reader says the treasure is. “Sometimes when an ending is added to a base word that ends in “e,” the “e” is dropped. If you’re having trouble reading a word like this, read the base word and ending first and then read the whole word.”

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Check, which will decide whether or not the treasure is theirs.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, draw a boat on the board and write the word on it.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the sails and reading the word twice—once from the parts and once as a whole. Also ask the student to tell whether or not a tool was used and why. If necessary, remind the student to cross out the letter that is dropped on the base word when the ending is added.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Worksheet

Write the underlined word in each sentence on your boat. Write the base word and ending on your sails. Draw a line through the letter on the base word that is dropped when the ending is added.

1. Carol is taking her sleeping bag to Jane’s house. **take~~e~~ + ing**
2. Mr. Jones graded our test over the weekend. **grade~~e~~ + ed**
3. Betsy baked pies for the bake sale. **bake~~e~~ + ed**
4. Jason is diving into the pool. **div~~e~~ + ing**
5. Lisa is biking to Emily’s house. **bike~~e~~ + ing**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes when an ending is added to a base word that ends in “e,” the “e” is dropped. Remember, if you’re having trouble reading a word like this, read the base word and ending first and then read the whole word.

- ▶ Before the students begin, review the directions. Have the teams practice the first item in Team Mastery. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete the Quick Check.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Worksheet

Write the underlined word in each sentence on your boat. Write the base word and ending on your sails. Draw a line through the letter on the base word that is dropped when the ending is added.

1. Jason is using his lunch money to buy a soda. **use~~e~~ + ing**
2. The coach timed us as we ran around the track. **time~~e~~ + ed**
3. Jody raced to class because she was late. **race~~e~~ + ed**
4. Toby is taking care of his sick cat. **take~~e~~ + ing**
5. My family is going hiking on Sunday. **hike~~e~~ + ing**

Quick Check | Student Worksheet

Write the underlined word in each sentence on your boat. Write the base word and ending on your sails. Draw a line through the letter on the base word that is dropped when the ending is added.

1. Mom is making a cake for the party. **make~~e~~ + ing**
2. We saw a cave that they are mining for coal. **mine~~e~~ + ing**
3. Ashley raced home to see her new puppy. **race~~e~~ + ed**
4. Mrs. Powers is driving us to the soccer game. **drive~~e~~ + ing**
5. Michael bounced the ball. **bounce~~e~~ + ed**

Challenge Sentences

- Jessie hoped that her dad would make it to the play. **hope~~e~~ + ed**
Penny is pasting her pictures in her photo album. **paste~~e~~ + ing**

Base Word + Ending

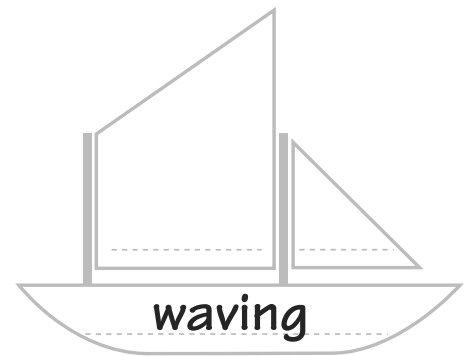
silent “e” dropped: Extra practice



Part One

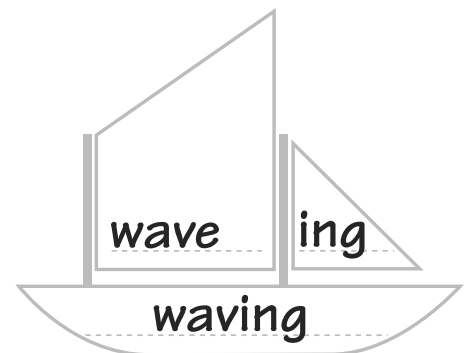
- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with endings. Draw a sailboat with one main sail and one small sail and write “waving” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! (Point to the boat.) **Here are the clues he has given us this time.**



- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

What do the sails on this boat tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **Good! A main sail and a small sail mean that this word must have a base word and an ending. Can you see the base word [wave] or the ending [ing]?**

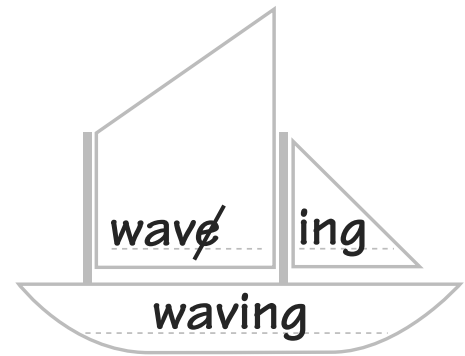


- ▶ Ask the students to read the sail parts with you, read the word, and compare the parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “waving” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right. There is an “e” in “wave” but there isn’t one in “waving.”**

- ▶ Use Think-Pair-Share to ask the students what tool Captain Good Reader uses to make the sails match the word on the boat. Scrub off the “e” from the main sail.

Remember that Captain Good Reader had a tool to take away extra letters from the sails so that they would match the boat. Think about what tool he would use and then talk to your partner about it. (Allow time for the students to think about the answer and share it with their partners.) **What tool would Captain Good Reader use?** (Listen to the students’ responses.) **That’s right! He would use a scrubber to show the change on the sails** (draw a line through “e” in “wave” to model).



- ▶ Repeat the activity with “skates” and “joked” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat. If necessary, remind the students that they may need to use the scrubber to have the sails match the word on the boat.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. We used a scrubber on some of the sails to show how the base words changed when you put the parts together. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **I think you’re right! Let’s read what Captain Good Reader says the treasure is. “Sometimes when an ending is added to a base word that ends in “e,” the “e” is dropped. If you’re having trouble reading a word like this, read the base word and ending first and then read the whole word.”**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Check, which will decide whether or not the treasure is theirs.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, draw a boat on the board and write the word on it.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the sails and reading the word twice—once from the parts and once as a whole. Also ask the student to tell whether or not a tool was used and why. If necessary, remind the student to cross out the letter that is dropped on the base word when the ending is added.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Worksheet

Write the underlined word in each sentence on your boat. Write the base word and ending on your sails. Draw a line through the letter on the base word that is dropped when the ending is added.

1. Josh hoped that his mom would like her birthday present. **hop~~e~~ + ed**
2. The baby dances when she hears music. **danc~~e~~ + es**
3. Lisa was scared to be in the house alone. **scar~~e~~ + ed**
4. Beth cares for Mr. Smith’s dog when he is away. **car~~e~~ + es**
5. Tina dives off the board. **div~~e~~ + es**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes when an ending is added to a base word that ends in “e,” the “e” is dropped. Remember, if you’re having trouble reading a word like this, read the base word and ending first and then read the whole word.

- ▶ Before the students begin, review the directions. Have the teams practice the first item in Team Mastery. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete the Quick Check.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Worksheet

Write the underlined word in each sentence on your boat. Write the base word and ending on your sails. Draw a line through the letter on the base word that is dropped when the ending is added.

1. Robin liked the red shoes. **lik~~e~~ + ed**
2. We are making brownies for Father's Day. **mak~~e~~ + ing**
3. Leo drives a green car. **driv~~e~~ + es**
4. Nancy smiled when she saw the letter in the mailbox. **smil~~e~~ + ed**
5. Stan put his baseball cards into piles. **pil~~e~~ + es**

Quick Check | Student Worksheet

Write the underlined word in each sentence on your boat. Write the base word and ending on your sails. Draw a line through the letter on the base word that is dropped when the ending is added.

1. Claire lined up her dolls on the couch. **lin~~e~~ + ed**
2. We went horseback riding on Sunday. **rid~~e~~ + ing**
3. Ryan chased the cat up the tree. **chas~~e~~ + ed**
4. Rachel is hiding from Brian. **hid~~e~~ + ing**
5. My aunt lives down the street from me. **liv~~e~~ + es**

Challenge Sentences

Let's go swimming while the sun is shining. **shin~~e~~ + ing**

Molly makes her bed every morning before school. **mak~~e~~ + es**

Chunking



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for chunking words. Draw a boat and write “animal” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! (Point to the boat.) **Here are the clues he has given us this time.**



- ▶ Point out that the boat doesn’t have any sails. Use Think-Pair-Share to ask the students what they know about a word if the boat doesn’t have sails. Remind them to add paddles to these words.

This boat doesn’t have any sails. What does that tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! If a boat doesn’t have sails, it means that we will chunk the word to read it. We will add paddles to these boats.**

- ▶ Remind the students that there are many ways to chunk a word, but you always break the word down from left to right.
- ▶ Model and prompt the students to chunk the word.

Let’s chunk the word on the boat to figure out where to put the paddles. What is the first chunk of letters that we could put together? (Listen to the students’ responses.) **Good! One way we could begin to chunk this word is to put the “an” together and say /an/.** (Draw a paddle between the “n” and the “i.”) **Can you chunk another part of the word?** (Listen to the students’ responses.) **We’ll put the “i” by itself.** (Draw a paddle between the “i” and the “m.”) **Can you chunk another part of the word?** (Listen to the students’ responses.) **That’s right! “mal” says /mal/. Let’s put those sounds together to read the whole word—“an-i-mal” – “animal.”**



- ▶ Repeat the activity with “important” and “letter” to provide other examples, writing these words on the boat and prompting the students to divide the words with paddles. Always have the students read the chunks and then the whole word.

- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **I think you're right! Let's read what Captain Good Reader says the treasure is. "When we come to a word that we can't read, we can break it into smaller chunks, read the small chunks, and then read the whole word."**

- ▶ Remind the students that the treasure is not theirs until they can show they know how to use it correctly and without help. Explain that team practice will help them get ready for their Quick Check, which will decide whether or not the treasure is theirs.
- ▶ Review the directions for the Sail Along practice items in the students' materials and have the teams practice the first item in Team Practice. As they practice, draw a boat on the board and write the word on it.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by drawing paddles between the chunks and reading the word twice—once from the chunks and once as the whole word.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Worksheet

Write the underlined word in each sentence on your boat. Make paddles by drawing lines to divide the word into chunks. (Chunking answers may vary.)

1. What are we eating for dessert? **des / sert**
2. Connie drew a picture with a pencil. **pen / cil**
3. We visited Washington last summer. **Wash / ing / ton**
4. Anna loves to learn about the planet Venus. **plan / et**
5. She is the youngest in her family. **fam / i / ly**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes words in our reading are long and seem hard to read. You can break these words into smaller chunks, read the small chunks, and then read the whole word.

- ▶ Before the students begin, review the directions. Have the teams practice the first item in Team Mastery. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete the Quick Check.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Worksheet

Write the underlined word in each sentence on your boat. Make paddles by drawing lines to divide the word into chunks. (Chunking answers may vary.)

1. We picked flowers for Mrs. Hill. **flow / ers**
2. The rabbit ate carrots. **rab / bit**
3. What continent is France in? **con / tin / ent**
4. Robin and Sally are sisters. **sis / ters**
5. He lost his first tooth yesterday. **yes / ter / day**

Quick Check | Student Worksheet

Write the underlined word in each sentence on your boat. Make paddles by drawing lines to divide the word into chunks. (Chunking answers may vary.)

1. Jose squeezed some lemon into the water. **lem / on**
2. Mandy is wearing a silver ring. **sil / ver**
3. Wendy got wet in the rain because she forgot her umbrella. **um / brel / la**
4. "What's for supper?" Jerry asked. **sup / per**
5. Tina brought two gallons of water on her camping trip. **gal / lons**

Challenge Sentences

(Chunking answers may vary.)

Would you please repeat what you said? **re / peat**

Karen likes butterscotch cookies. **but / ter / scotch**

Chunking

Extra practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for chunking words. Draw a boat and write “morning” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! (Point to the boat.) **Here are the clues he has given us this time.**



- ▶ Point out that the boat doesn’t have any sails. Use Think-Pair-Share to ask the students what they know about a word if the boat doesn’t have sails.

This boat doesn’t have any sails. What does that tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! If a boat doesn’t have sails, it means that we will chunk this word to read it. We will add paddles to these boats.**

- ▶ Remind the students that there are many ways to chunk a word, but you always break the word down from left to right.
- ▶ Prompt the students to chunk the word.

Let’s chunk the word on the boat to figure out where to put the paddles. What is the first chunk of letters that we could put together? (Listen to the students’ responses.) **Good! One way we could begin to chunk this word is to put the “mor” together and say /mor/.** (Draw a paddle between the “r” and the “n.”) **Can you chunk another part of the word?** (Listen to the students’ responses.) **We’ll put the rest of the word together and say /ning/. Let’s put those sounds together to read the whole word—“mor-ning”—“morning.”**



- ▶ Repeat the activity with “insect” and “president” to provide other examples, writing these words on the boat and prompting the students to divide the words with paddles. Always have the students read the chunks and then the whole word.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **I think you’re right! Let’s read what Captain Good Reader says is the treasure. “When we come to a word that we can’t read, we can break it into smaller chunks, read the small chunks, and then read the whole word.”**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that team practice will help them get ready for their Quick Check, which will decide whether or not the treasure is theirs.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, draw a boat on the board and write the word on it.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by drawing paddles between the chunks and reading the word twice—once from the chunks and once as the whole word.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Worksheet

Write the underlined word in each sentence on your boat. Make paddles by drawing lines to divide the word into chunks. (Chunking answers may vary.)

1. Jeff forgot to write his name on his test. **for / got**
2. Carla wore her cloud pajamas to bed. **pa / ja / mas**
3. Ned loved the art center. **cen / ter**
4. The story was hard to understand. **un / der / stand**
5. I can’t remember Paul’s last name. **re / mem / ber**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes words in our reading are long and seem hard to read. You can break these words into smaller chunks, read the small chunks, and then read the whole word.

- ▶ Before the students begin, review the directions. Have the teams practice the first item in Team Mastery. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete the Quick Check.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Worksheet

Write the underlined word in each sentence on your boat. Make paddles by drawing lines to divide the word into chunks. (Chunking answers may vary.)

1. We needed directions to get to the party. **di / rec / tions**
2. We will follow Mr. Cohen to the playground. **fol / low**
3. We threw the bottle in the trash can. **bot / tle**
4. Troy called Pete on the telephone. **tel / e / phone**
5. Kevin's father is my baseball coach. **fa / ther**

Quick Check | Student Worksheet

Write the underlined word in each sentence on your boat. Make paddles by drawing lines to divide the word into chunks. (Chunking answers may vary.)

1. The thunderstorm last night was horrible! **hor / ri / ble**
2. Jason got a sliver in his finger when he was climbing the tree. **sli / ver**
3. I added some cinnamon to the pie. **cin / na / mon**
4. Casey blew a bubble with her gum. **bub / ble**
5. The carpenter used a hammer and saw. **car / pen / ter**

Challenge Sentences

(Chunking answers may vary.)

The farmer drove the tractor out into the field. **trac / tor**

We made a sand castle with our shovel and bucket. **buck / et**

Contractions

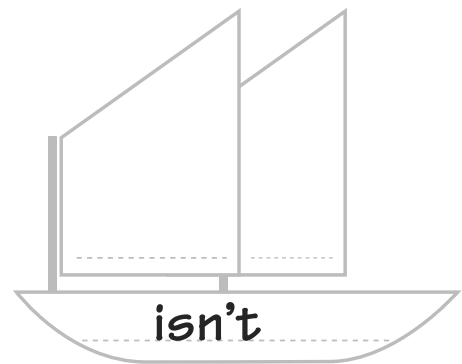
“n’t” (not)



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce contractions and the Word Treasure hunt clues for reading them. Draw a sailboat with two overlapping sails and write “isn’t” on the boat.

Captain Good Reader sent another message last night. The note says that we’re going to learn about a new kind of word called contractions. Contractions are words that are made of two words – a base word and a second word. When the words are put together, the base word stays the same, but the second word is pushed onto the end of that base word. When the word is pushed, one or more letters gets squeezed out and replaced with an apostrophe. The note also has a new Word Treasure Hunt! (Point to the boat.) Here are the clues he has given us this time.

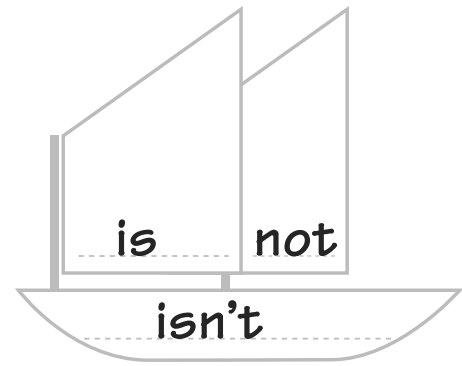


- ▶ Ask the students what is different about the sails on this boat and explain why the sails overlap one another.

How are the sails on this boat different from the other boats that we use? (Listen to the students’ responses.) That’s right! The first sail is on top of the second sail. Remember I said that contractions are two words that are pushed together to make one word. The sails have been pushed together, too. We use two main sails, like we use when dividing compound words, but the sails overlap one another.

- ▶ Explain that Captain Good Reader provided an extra clue this time. He says that the apostrophe here (point to “n’t”) stands for one or more missing letters from one of the parts.
- ▶ Model and prompt the students to figure out how the clues can help them read the word and what should go on the sails. Write the word parts on the sails. If necessary, write “n_t” on the second sail to help the students visualize “not.”

We know that two overlapping sails mean that this word can be divided into two whole words. Can you figure out either of the whole words that make “isn’t” [is, not]?

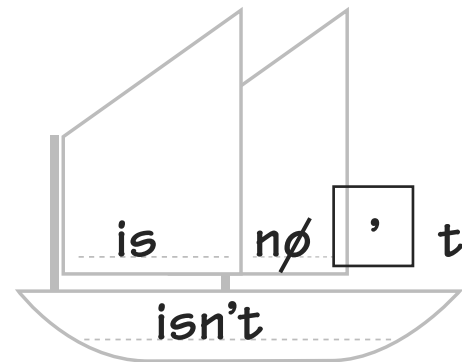


- ▶ Ask the students to read just the sail parts and compare those to the boat to see if they are the same. Explain that because the “o” is missing when you put the parts together, the word on the boat sounds different. Ask the students to blend the sounds on the boat, omitting the “o” sound until they pronounce “isn’t” correctly. Model, if necessary.

Let’s read our sails. (Point to each word and read “is” “not” with the class.) **Do the parts look like the word? How are they different?** (Listen to the students’ responses.) **You’re right! There is an “o” on the sails that isn’t on the boat. That means you don’t have the /o/ sound in the word when the parts are together. Let’s read the word by blending the sounds without the /o/ sound.**

- ▶ Use Think-Pair-Share to ask the students what tools Captain Good Reader would use to show these changes on the sails.

What tools would Captain Good Reader use to show these changes? Think about this and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! He would use a scrubber to clean off the “o” and a patch to add the apostrophe** (model change on the sails for the students).



- ▶ Repeat the activity with “can’t” and “hasn’t” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts (can not, has not), compare them to the word on the boat, and then change to parts to try the pronunciation again. Remind the students that the parts, before they are changed, do not sound like the word on the boat.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. We used a patch and the scrubber on some of the sails to show how parts changed when you put them together. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **Let’s read what Captain Good Reader says. “When ‘not’ is added to another word, the /o/ sound is left out and an apostrophe is put in its place. If you’re having trouble reading these words, try to read the parts of the word first and then read the whole word.”**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Check, which will decide whether or not the treasure is theirs.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, draw a boat on the board and write the word on it.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the sails, reading the word twice—once from the parts and once as a whole. If necessary, remind them to use a patch and scrubber on their sails where appropriate.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Worksheet

Write the underlined word in each sentence on your boat. Write the two words on your sails. Draw a line through the extra letter and draw a patch to add the apostrophe.

1. We aren’t going camping this weekend. **are + nØ ’ t**
2. Joan looked for her shoes, but she still can’t find them. **can + nØ ’ t**
3. We didn’t have school on Monday. **did + nØ ’ t**
4. Ben shouldn’t play in the mud. **should + nØ ’ t**
5. Carl is going next because he hasn’t had a turn. **has + nØ ’ t**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that when “not” is added to the end of another word, the /o/ sound is left out and an apostrophe is put in its place. If you’re having trouble reading these words, try to read the parts of the word first and then read the whole word.

- ▶ Before the students begin, review the directions. Have the teams practice the first item in Team Mastery. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.

- ▶ Have the students work independently to complete the Quick Check.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Worksheet

Write the underlined word in each sentence on your boat. Write the two words on your sails. Draw a line through the extra letter and draw a patch to add the apostrophe.

1. We don't have milk so we are going to the store. **do** + **nø** ' t
2. I haven't gotten a birthday card from Grandma yet. **have** + **nø** t
3. Cara wore a hat so that people wouldn't see her haircut. **would** + **nø** t
4. Nat wasn't happy that he forgot his homework. **was** + **nø** t
5. Al broke his shoelace, so he couldn't tie his shoe. **could** + **nø** t

Quick Check | Student Worksheet

Write the underlined word in each sentence on your boat. Write the two words on your sails. Draw a line through the extra letter and draw a patch to add the apostrophe.

1. Ben hasn't finished his homework yet. **has** + **nø** t
2. You shouldn't fight with your brothers and sisters. **should** + **nø** t
3. We would be at the farm if we hadn't made that wrong turn. **would** + **nø** t
4. Steve wasn't being careful and he fell off his bike. **was** + **nø** t
5. We aren't going to the zoo today because of the rain. **are** + **nø** t

Challenge Sentences

Jeremy isn't coming to the party. **is** + **nø** t

Troy couldn't get his dog to fetch the ball. **could** + **nø** t

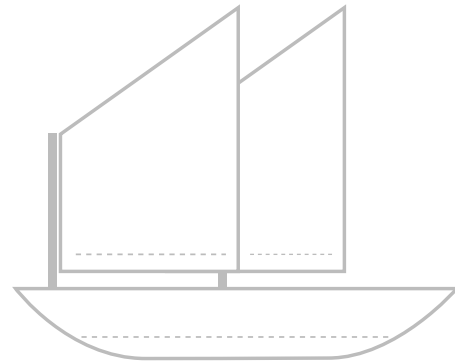
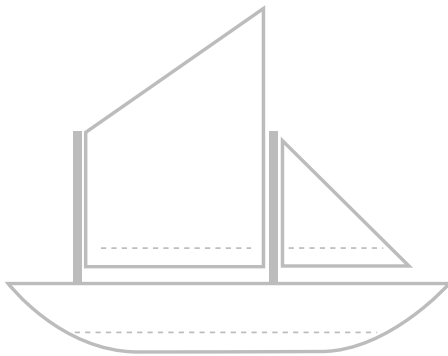
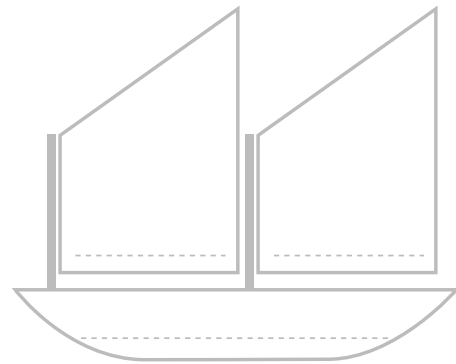
Mixed Practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Tell the students that the message says that he wants to check their memories on some of the skills they have learned. Draw a sailboat with two main sails. Also draw a boat with one main sail and one small sail and a third boat with two overlapping sails. Ask the students what these boats tell us about the kinds of words we have learned to read.

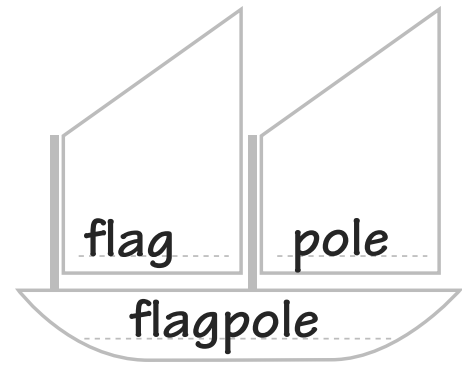
Captain Good Reader sent another message last night. He says that when we read, we will use different skills to figure out how to read different words. He wants us to practice using some of the skills we've learned. Here are the clues he has given us for the kinds of words he wants us to practice reading.



- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean.

What do these boats tell us about the kinds of words we have learned to read? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That's right! A boat with two main sails means that a word is made up of two smaller words. A main sail and a small sail mean that we can read words that have a base word and an ending. A boat with two overlapping sails means that the word is made up of two smaller words that were pushed together.**

- ▶ Explain that Captain Good Reader has given you some word clues with the boats. On the boat with two main sails, write “flagpole.” Use Think-Pair-Share to ask the students how the sails can help them read this word and if they can read the two words (“flag” and “pole”) that make this longer word. Add these parts to the sails.



- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “flagpole” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right! The words on the sails match the word on the boat, so we don’t have to make any changes.**

- ▶ Write “raced” on the boat with a main sail and a small sail and prompt the students to tell you how they would divide the base word from the ending. After listening to their responses, write “race” on the main sail and “ed” on the small sail. Have the students identify the tool (scrubber) that Captain Good Reader used to show that the “e” was dropped from “race.” Have the students read the parts to read the whole word.
- ▶ Write “can’t” on the boat with two overlapping sails to demonstrate an example of a contraction. Prompt the students to identify the tools that Captain Good Reader uses to get rid of some letters (scrubber) and to add the apostrophe (patch). Have the students read the parts and then the whole word.
- ▶ Review and summarize the skills that were covered and the tools that the students will need to use in the Sail Along practice.

Today we read a compound word, “flagpole,” and a contraction, “can’t.” We also read a base word with ending, “raced.” We used a patch and scrubber on the sails for the word “can’t” to show that a letter was taken away and an apostrophe was added. You will continue to practice using these skills in your Sail Along practice. Make sure that the sails always match the word on the boat. You may need to use tools on some of the words to show that the words change.

- ▶ Remind the students that they will have to use all the Word Treasures that they have learned so far to complete their work.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, draw a boat on the board and write the word on it.

- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the sails, reading the word twice—once from the parts and once as a whole, and telling whether or not a tool was used and why.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Worksheet

Write the underlined word in each sentence on your boat. Write the correct word parts on the sails. Add extra letters and patches to base words if necessary.

1. Tina put the books in the bookcase. **book + case**
2. Beth couldn't find her shoes, so she was late to school. **could + nØ ' t**
3. Mom put new wallpaper in the kitchen. **wall + paper**
4. Fred shoved Nina out of the way. **shovØ + ed**
5. My brother finally finished his science project. **finish + ed**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students that they will be using many of the skills that they have learned thus far.

Captain Good Reader sent another message last night. He wanted to remind you that you will use many different skills to figure out how to read words. He wants you to practice chunking words and reading base words with endings. To read all of these words, we can read the smaller parts and then the whole word.

- ▶ Before the students begin, review the directions. Have the teams practice the first item in Team Mastery. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete the Quick Check.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Worksheet

Write the underlined word in each sentence on your boat. Write the correct word parts on the sails. Add extra letters and patches to base words if necessary.

1. Mary isn't sleeping at Greta's house tonight. **is + nØ ['] t**
2. Claire loves to play with her dollhouse. **doll + house**
3. Melissa loved reading before going to sleep. **lovØ + ed**
4. I wrote myself a note so that I wouldn't forget to return my library book.
would + nØ ['] t
5. Mom is framing our art. **framØ + ing**

Quick Check | Student Worksheet

Write the underlined word in each sentence on your boat. Write the correct word parts on the sails. Add extra letters and patches to base words if necessary.

1. Will is gluing the pictures in his book. **gluØ + ing**
2. I listened to the weather report before I got dressed. **listen + ed**
3. Wendy loves eating grapefruit! **grape + fruit**
4. You shouldn't chew gum while you run. **should + nØ ['] t**
5. I didn't check my addition before I turned in my math test. **did + nØ ['] t**

Challenge Sentences

We added a teaspoon of sugar to the dough. **tea + spoon**

Willis is taping some pictures into his report. **tapØ + ing**

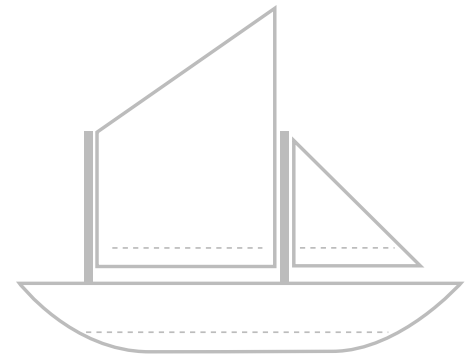
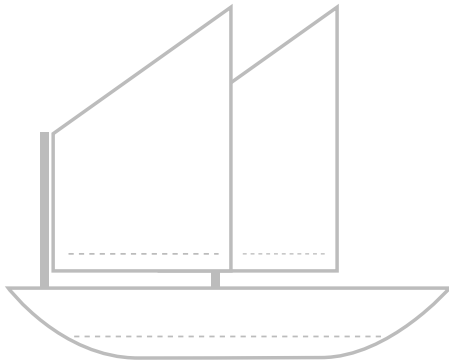
Mixed Practice




Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Tell the students that the message says he wants to check their memories on some of the skills they have learned. Draw a boat without any sails, one with two overlapping sails, and a third with a small sail and a main sail. Ask the students what these boats tell us about the kinds of words we have learned to read.

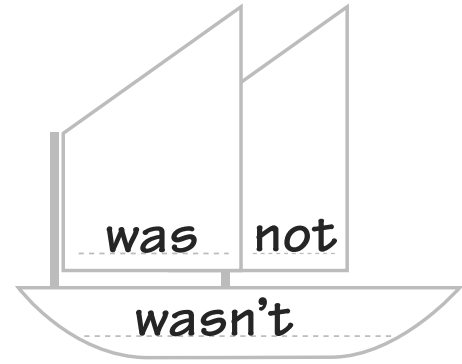
Captain Good Reader sent another message last night. He says that when we read we will use different skills to figure out how to read different words. He wants us to practice using some of the skills we've learned. Here is the clue he has given us for the kinds of words he wants us to practice reading.



- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean.

What do these boats tell us about the kinds of words we have learned to read? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That's right! A boat without sails means that we will chunk the word into smaller parts. A boat with two overlapping sails means that the word is made up of two smaller words that were pushed together and a boat with a main and a small sail means that we will divide the word into base word and ending.**

- ▶ Explain that Captain Good Reader has given you some word clues with the boat. Write “wasn’t” on the boat with two overlapping sails and prompt the students to tell you how they would divide it into two words. After listening to their responses, write “was” on the first sail and “not” on the second.

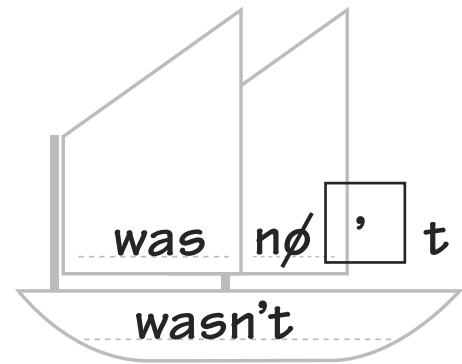


- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “wasn’t” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right, they don’t. There is an “o” on the second sail that isn’t on the boat and there is an apostrophe on the boat that’s not on the sails.**

- ▶ Use Think-Pair-Share to ask the students what tools Captain Good Reader uses to make the sails match the word on the boat. Draw a line through the “o” (scrubber) and add a patch for the apostrophe.

Remember that Captain Good Reader has tools he uses to take away letters and to add apostrophes. Think about what tools he would use and then talk to your partner about them. (Allow time for the students to think about the answers and share them with their partners.) **What tools would Captain Good Reader use?** (Listen to the students’ responses.) **That’s right! He would use a scrubber to take off the “o” and a patch to add the apostrophe. I will draw a line through the “o” and draw a patch for the apostrophe (model).**



- ▶ Write “baked” on the boat with a main sail and a small sail and prompt the students to tell you how they would divide the base word from the ending. After listening to their responses, write “bake” on the main sail and “ed” on the small sail. Have the students identify the tool (scrubber) that Captain Good Reader used to show that the “e” was dropped from “bake.” Have the students read the parts to read the whole word.
- ▶ Write “million” on the boat without sails and prompt the students to tell you how they would chunk the word. After listening to their responses, draw paddles between the parts to show how this word can be divided. Have the students read the parts to read the whole word.

- ▶ Review and summarize the skills that were covered and the tools that the students will need to use in the Sail Along practice.

Today we read a contraction, “wasn’t.” We also read a base word with an ending, “baked,” and we chunked the word “million.” We used a patch and a scrubber when necessary to make the words on the sails match the words on the boats. You will continue to practice using these skills in your Sail Along practice. Make sure that the sails always match the word on the boat. You may need to use tools on some of the words to show that the words change.

- ▶ Remind the students that they will have to use all the Word Treasures that they have learned so far to complete their work.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, draw a boat on the board and write the word on it.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the sails, reading the word twice—once from the parts and once as a whole—and telling whether or not a tool was used and why.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Worksheet

Write the underlined word in each sentence on your boat. Write the correct word parts on the sails or use paddles to divide the word into chunks. Add extra letters and patches to base words if necessary. (Chunking answers may vary.)

1. We don’t have enough time to stop for ice cream. **do + nØ ’ t**
2. Rob’s dad is a general in the army. **gen / e / ral**
3. We paddled the boat through the water. **paddlØ + ed**
4. An example of a fraction is 3/4. **frac / tion**
5. I ate popcorn while I watched the movie. **watch + ed**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students that they will be using many of the skills that they have learned thus far.

Captain Good Reader sent another message last night. He wanted to remind you that you will use many different skills to figure out how to read words. He wants you to practice reading base words with endings and chunking words. To read all of these words, we can read the smaller parts and then the whole word.

- ▶ Before the students begin, review the directions. Have the teams practice the first item in Team Mastery. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete the Quick Check.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Worksheet

Write the underlined word in each sentence on your boat. Write the correct word parts on the sails or use paddles to divide the word into chunks. Add extra letters and patches to base words if necessary. (Chunking answers may vary.)

1. The fireman used a long hose to put out the fire. **use** + **ed**
2. My uncle lives on the other side of the river. **ri** / **ver**
3. The baby didn't like to eat her baby food. **did** + **n** **t**
4. I will finish my homework after dinner. **fin** / **ish**
5. The bread is rising in the oven. **rise** + **ing**

Quick Check | Student Worksheet

Write the underlined word in each sentence on your boat. Write the correct word parts on the sails or use paddles to divide the word into chunks. Add extra letters and patches to base words if necessary. (Chunking answers may vary.)

1. The lifeguard pulled the girl out of the water. **pull + ed**
2. Joel used magnets in his science project. **mag / nets**
3. I haven't finished my homework yet. **have + nØ ' t**
4. Matt tuned his flute before he played it. **tunØ + ed**
5. Write your name on your paper. **pa / per**

Challenge Sentences

Liz and Greta aren't feeling well. **are + nØ ' t**

Mark rides his bike to his baseball game. **ride + s**



Sail Along

Word Recognition Strategies Level 2

Base Word + Ending

“s,” “es,” “ed,” “ing”



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with endings. Draw a sailboat with one main sail and one small sail and write “crowded” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

What do the sails on this boat tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! A main sail and a small sail mean that this word must have a base word and an ending. Can you see the base word [crowd] or the ending [ed]?**

- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “crowded” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right! The words on the sails match the word on the boat, so we don’t have to make any changes.**

- ▶ Repeat the activity with “dollars” and “carrying” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. Remember that the treasure is using the clues to help us read new words. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **I think you’re right! Let’s read what Captain Good Reader says: “Sometimes words that seem longer or harder to read are just base words with endings like ‘ed,’ ‘es,’ or ‘ing.’ If you’re having trouble reading these words, read the base word and the ending first and then read the whole word.”**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Ask the students to look at the Team Practice and tell you how this page is different from the other pages they have worked on (no boats). Point out the icon at the top of the page and explain what it represents.

Turn to page ___ in your student books. How is this page different from the other pages we have been working on? (Listen to the students’ responses.) That’s right! The boats are gone. Also, there is a small picture at the top of the page. The picture is a clue that tells you how to divide the underlined words. This picture is a big sail and a small sail. What do you think of when you see a big sail and a small sail? (Listen to the students’ responses.) Yes, this picture tells us that the underlined words will be base words with endings.

- ▶ Explain that from now on the students will write their answers in their journals. Model how you want them to set up their journals. An example follows.

Starting today, you will write your answers in your reading journal. I want you to set up your page to look like the example on the board.

Date: November 12, 2004

Team Practice

- 1.
- 2.
- 3.
- 4.
- 5.

- ▶ Model how they will write their answers using the word “crowded.”

When you’re writing your answers in your journals, I want you to write the underlined word as it appears in the sentence and then I want you to write the parts of the word. For example, if the word was “crowded” you would write “crowded = crowd + ed” as you would if you were writing the parts on sails (write the word and parts on the board).

- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 1

Write the underlined word in each sentence in your journal. Then write the base word and the ending.

Example: *reading* = *read* + *ing*

1. The party begins in 10 minutes. **begin + s**
2. The traffic light was flashing, so we knew it was broken. **flash + ing**
3. The beaches were closed due to Hurricane Frances. **beach + es**
4. Jack was climbing a tree when he hurt his arm. **climb + ing**
5. We cleaned the house before my grandmother came to visit. **clean + ed**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes words that seem longer or harder to read are just base words with endings like “ed,” “es,” or “ing.” Remember, if you’re having trouble reading these words, read the base word and the ending first and then read the whole word.

- ▶ Before the students begin, have them set up their journal pages the way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 2

Write the underlined word in each sentence in your journal. Then write the base word and the ending.

1. The girls looked like princesses in their gowns and crowns. **princess + es**
2. We were all breathing hard after running two miles. **mile + s**
3. Four chickens got out of the pen. **chicken + s**
4. “What happened to your coat?” Mom asked. **happen + ed**
5. Ned closed the curtains so that the sun wouldn’t wake him in the morning. **curtain + s**

Quick Check | Student Edition page 165

Write the underlined word in each sentence in your journal. Then write the base word and the ending.

1. Thad got ten dollars for mowing the lawn. **dollar + s**
2. Rory reaches for the cookie jar. **reach + es**
3. Are you listening to the radio? **listen + ing**
4. Casey swallowed the lima beans even though he didn’t like them. **swallow + ed**
5. The baby splashes in the bath. **splash + es**

Challenge Sentences

Who discovered America? **discover + ed**

Fran is cleaning her bedroom. **clean + ing**

Base Word + Ending

“s,” “es,” “ed,” “ing” : Extra practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with endings. Draw a sailboat with one main sail and one small sail and write “peaches” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

What do the sails on this boat tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! A main sail and a small sail mean that this word must have a base word and an ending. Can you see the base word [peach] or the ending [es]?**

- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “peaches” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right! The words on the sails match the word on the boat, so we don’t have to make any changes.**

- ▶ Repeat the activity with “spreading” and “switched” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat.

- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. Remember that the treasure is using the clues to help us read new words. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **I think you’re right! Let’s read what Captain Good Reader says: “Sometimes words that seem longer or harder to read are just base words with endings like ‘ed,’ ‘es,’ or ‘ing.’ If you’re having trouble reading these words, read the base word and the ending first and then read the whole word.”**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on.

Turn to page ____ in your student books. Remember that the small picture at the top of the page is a clue that tells you how to divide the underlined words. This picture is a main sail and a small sail. What do you think of when you see a main sail and a small sail? (Listen to the students’ responses.) Yes, this picture tells us that the underlined words will be base words with endings.

- ▶ If necessary, review and model how the students should write their answers using the word “peaches.”

When you’re writing your answers in your journals, I want you to write the underlined word as it appears in the sentence, and then I want you to write the parts of the word. For example, if the word is “peaches” you would write “peaches = peach + es” (write the word and parts on the board).

- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 3

Write the underlined word in each sentence in your journal. Then write the base word and the ending.

Example: *reading = read + ing*

1. Cara kisses her dolls good night before she goes to bed. **kiss + es**
2. I am learning to play a new song on the piano. **learn + ing**
3. The boat drifted away from the dock. **drift + ed**
4. Erin is pretending to be a knight. **pretend + ing**
5. Mrs. Jones hates spiders! **spider + s**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes words that seem longer or harder to read are just base words with endings like “ed,” “es,” or “ing.” Remember, if you’re having trouble reading these words, read the base word and the ending first and then read the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 4

Write the underlined word in each sentence in your journal. Then write the base word and the ending.

1. The tree branch fell on my dad’s car and scratched it. **scratch + ed**
2. Leon will be marching in the parade on Sunday. **march + ing**
3. Lee bought his mom tulips for her birthday. **tulip + s**
4. Mark joined the football team in August. **join + ed**
5. John presses the elevator button. **press + es**

Quick Check | Student Edition page 166

Write the underlined word in each sentence in your journal. Then write the base word and the ending.

1. Ron wrecked his bike when he tried to jump it over the rock. **wreck + ed**
2. My sweater matches my skirt. **match + es**
3. The cat is stretching after taking a nap. **stretch + ing**
4. The queen’s crown has many jewels in it. **jewel + s**
5. Max searches for the hidden treasure. **search + es**

Challenge Sentences

Jonah laughed as he read *Captain Underpants*. **laugh + ed**

Tabby is counting the stars. **count + ing**

Base Word + Ending

“er” (person)



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with endings. Draw a sailboat with one main sail and one small sail and write “renter” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

What do the sails on this boat tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! A main sail and a small sail mean that this word must have a base word and an ending. Can you see the base word [rent] or the ending [er]?**

- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “renter” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right! The words on the sails match the word on the boat, so we don’t have to make any changes.**

- ▶ Repeat the activity with “banker” and “jumper” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat. If necessary, remind the students that they may need to use a tool to have the sails match the word on the boats.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. Remember that the treasure is using the clues to help us read new words. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) I think you’re right! Let’s read what Captain Good Reader says: “Some words are base words with an ‘er’ ending. If you’re having trouble reading these words, read the base word and the ending first and then read the whole word.”

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students will write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 5

Write the underlined word in each sentence in your journal. Then write the base word and the ending.

Example: *banker* = *bank* + *er*

1. Mr. Edwards is an excellent house painter. **paint + er**
2. My teacher is Mr. Troy. **teach + er**
3. The worker came to fix our sink. **work + er**
4. The news reporter interviewed me for the newspaper. **report + er**
5. The tennis trainer taught Earl to serve. **train + er**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that some words are base words with an “er” ending. If you’re having trouble reading these words, read the base word and the ending first and then read the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 6

Write the underlined word in each sentence in your journal. Then write the base word and the ending.

1. Marcy is a great listener. **listen + er**
2. The rancher sold us a horse. **ranch + er**
3. Paul is the catcher on his baseball team. **catch + er**
4. The dry cleaner takes good care of my dad’s suits. **clean + er**
5. The farmer wakes up early to feed the animals. **farm + er**

Quick Check | Student Edition page 167

Write the underlined word in each sentence in your journal. Then write the base word and the ending.

1. The waiter brought us our food quickly. **wait + er**
2. The news broadcaster reported a fire downtown. **broadcast + er**
3. Donna is a clothes designer in New York City. **design + er**
4. Tiger Woods is a famous golfer. **golf + er**
5. The tourists needed an interpreter to travel with them. **interpret + er**

Challenge Sentences

Gus is a great bowler! **bowl + er**

Carla is a singer in the choir. **sing + er**

Base Word + Ending

“er” (person): Extra practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with endings. Draw a sailboat with one main sail and one small sail and write “gardener” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

What do the sails on this boat tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! A main sail and a small sail mean that this word must have a base word and an ending. Can you see the base word [garden] or the ending [er]?**

- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “gardener” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right! The words on the sails match the word on the boat, so we don’t have to make any changes.**

- ▶ Repeat the activity with “catcher” and “banker” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. Remember that the treasure is using the clues to help us read new words. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **I think you’re right! Let’s read what Captain Good Reader says: “Some words are base words with an ‘er’ ending. If you’re having trouble reading these words, read the base word and the ending first and then read the whole word.”**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 7

Write the underlined word in each sentence in your journal. Then write the base word and the ending.

Example: banker = bank + er

1. The reporter wrote an article about the parade. **report + er**
2. The photographer took my family’s picture. **photograph + er**
3. Lance was a great whale hunter. **hunt + er**
4. Rick is a fast reader. **read + er**
5. The store keeper sold us steaks. **keep + er**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that some words are base words with an “er” ending. If you’re having trouble reading these words, read the base word and the ending first and then read the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 8

Write the underlined word in each sentence in your journal. Then write the base word and the ending.

1. The gardener planted some roses. **garden + er**
2. Bo Jackson is a famous football player. **play + er**
3. The pitcher threw a fastball that the batter couldn’t hit. **pitch + er**
4. The waiter brought our drinks first. **wait + er**
5. Jed’s teacher took his class to the zoo. **teach + er**

Quick Check | Student Edition page 168

Write the underlined word in each sentence in your journal. Then write the base word and the ending.

1. The painter used watercolors to paint his pictures. **paint + er**
2. Jill’s trainer is helping her with her swimming. **train + er**
3. We called a worker to fix our leaky faucet. **work + er**
4. The farmer woke up early to feed the cows. **farm + er**
5. Rachel is the lead singer in the band. **sing + er**

Challenge Sentences

Mrs. Adams is a fast walker! **walk + er**

Who is the owner of this shop? **own + er**

Mixed Practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Tell the students that the message says that he wants to check their memories on some of the skills they have learned. Draw a boat with one main sail and one small sail. Ask the students what this boat tells us about the kinds of words we have learned to read.

Captain Good Reader sent another message last night. He says that when we read, we will use different skills to figure out how to read different words. He wants us to practice using some of the skills we've learned. Here is the clue he has given us for the kinds of words he wants us to practice reading. (Point to the boat.)

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean.

What does this boat tell us about the kinds of words we have learned to read? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **Good! A main sail and a small sail mean that we can read words that have a base word and an ending.**

- ▶ Explain that Captain Good Reader has given you some word clues with the boat. Write “farmer” on the boat and prompt the students to tell you how they would divide the base word from the ending. After listening to their responses, write “farm” on the main sail and “er” on the small sail.
- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let's read our sails together. (Point to each word on the sails and read “farmer” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students' responses.) **You're right! The words on the sails match the word on the boat, so we don't have to make any changes.**

- ▶ Write “scratched” on another boat with a main sail and a small sail and prompt the students to tell you how they would divide the base word from the ending. After listening to their responses, write “scratch” on the main sail and “ed” on the small sail. Have the students read the parts to read the whole word.
- ▶ Write “pushes” on a third boat with a main sail and a small sail and prompt the students to tell you how they would divide the base word from the ending. After listening to their responses, write “push” on the main sail and “es” on the small sail. Have the students read the parts to read the whole word.
- ▶ Review and summarize the skills that were covered and the tools that the students will need to use in the Sail Along practice.

Today we read three words that all had base words and endings—“farmer,” “scratched,” and “pushes.” You will continue to practice using these skills in your Sail Along practice. Make sure that the sails always match the word on the boat.

- ▶ Remind the students that they will have to use all the Word Treasures that they have learned so far to complete their work.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 9

Write the underlined word in each sentence in your journal. Then write the base word and the ending.

Example *noses* = *nose* + *s*

1. The baby sounds angry. **sound + s**
2. Casey reached for the cereal. **reach + ed**
3. Mandy presses the flowers in her book. **press + es**
4. Jamie is drawing pictures for his story. **draw + ing**
5. Ruth is a fast walker! **walk + er**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students that they will be using many of the skills they have learned thus far.

Captain Good Reader sent another message last night. He wanted to remind you that you will use many different skills to figure out how to read words. He wants you to practice reading base words with endings. To read all of these words, we can read the smaller parts and then the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 10

Write the underlined word in each sentence in your journal. Then write the base word and the ending.

1. Ethan is the best pitcher on the team. **pitch + er**
2. Mom covered the cake with plastic wrap. **cover + ed**
3. Ricky is packing his suitcase for his trip. **pack + ing**
4. Mr. Walsh couldn't find his glasses. **glass + es**
5. Nancy laughed at the video. **laugh + ed**

Quick Check | Student Edition page 169

Write the underlined word in each sentence in your journal. Then write the base word and the ending.

1. The baby weighed seven pounds when he was born. **weigh + ed**
2. Mrs. Green is a fast talker! **talk + er**
3. Joe is climbing a tree to get away from his sister. **climb + ing**
4. Sean waited 10 minutes for the bus. **wait + ed**
5. The music teacher taught us a new song. **teach + er**

Challenge Sentences

Isaac kneaded the bread dough. **knead + ed**

Natalie is the catcher on my baseball team. **catch + er**

Mixed Practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Tell the students that the message says that he wants to check their memories on some of the skills they have learned. Draw a boat with one main sail and one small sail. Ask the students what this boat tells us about the kinds of words we have learned to read.

Captain Good Reader sent another message last night. He says that when we read, we will use different skills to figure out how to read different words. He wants us to practice using some of the skills we've learned. Here is the clue he has given us for the kinds of words he wants us to practice reading.

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean.

What does this boat tell us about the kinds of words we have learned to read? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **Good! A main sail and a small sail mean that we can read words that have a base word and an ending.**

- ▶ Explain that Captain Good Reader has given you some word clues with the boat. Write “finishing” on the boat and prompt the students to tell you how they would divide the base word from the ending. After listening to their responses, write “finish” on the main sail and “ing” on the small sail.
- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let's read our sails together. (Point to each word on the sails and read “finishing” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students' responses.) **You're right! The words on the sails match the word on the boat, so we don't have to make any changes.**

- ▶ Write “designer” on another boat with a main sail and a small sail and prompt the students to tell you how they would divide the base word from the ending. After listening to their responses, write “design” on the main sail and “er” on the small sail. Have the students read the parts to read the whole word.
- ▶ Write “watched” on a third boat with a main sail and a small sail and prompt the students to tell you how they would divide the base word from the ending. After listening to their responses, write “watch” on the main sail and “ed” on the small sail. Have the students read the parts to read the whole word.

- ▶ Review and summarize the skills that were covered and the tools that the students will need to use in the Sail Along practice.

Today we read three words that all had base words and endings—“finishing,” “designer,” and “watched.” You will continue to practice using these skills in your Sail Along practice. Make sure that the sails always match the word on the boat.

- ▶ Remind the students that they will have to use all the Word Treasures that they have learned so far to complete their work.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 11

Write the underlined word in each sentence in your journal. Then write the base word and the ending.

Example: *noses* = *nose* + *s*

1. Mr. Fins is a banker downtown. **bank + er**
2. Pete pointed out the poison ivy so that we wouldn’t step in it. **point + ed**
3. Matt trades baseball cards with Ray. **trade + s**
4. Heather coasts on her bike when she goes down hills. **coast + s**
5. Kevin is a pitcher on his baseball team. **pitch + er**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students that they will be using many of the skills that they have learned thus far.

Captain Good Reader sent another message last night. He wanted to remind you that you will use many different skills to figure out how to read words. He wants you to practice reading base words with endings. To read all of these words, we can read the smaller parts and then the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 12

Write the underlined word in each sentence in your journal. Then write the base word and the ending.

1. Gus waves goodbye to his grandma. **wave + s**
2. Simon was a guest reader in our class today. **read + er**
3. Trish is speaking to Rita on the phone. **speak + ing**
4. Abby places the plates on the table. **place + s**
5. Pete counted his money. **count + ed**

Quick Check | Student Edition page 170

Write the underlined word in each sentence in your journal. Then write the base word and the ending.

1. School begins at 9:00. **begin + s**
2. Beth is a great singer. **sing + er**
3. It rained all weekend. **rain + ed**
4. Will is the best catcher on the team. **catch + er**
5. Jack is pounding the nail with a hammer. **pound + ing**

Challenge Sentences

Maria couldn't lift the heavy boxes. **box + es**

Grandpa drifted off to sleep after dinner. **drift + ed**

Chunking

irregular letter sounds



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for chunking words with irregular sounds by modeling how to chunk a word using paddles and a flag. Draw a boat and write “student” on it.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! (Point to the boat.) **Captain Good Reader told me to put a paddle here.** (Draw a paddle between the “u” and “d.”) **He also told me to draw a flag on the boat.**

- ▶ Ask the students what is different about the boat and explain what the flag represents.

How is this boat different from the other boats that we use when we chunk words? (Listen to the students’ responses.) **That’s right! This boat has a flag in the front of it. Sometimes we may not know a word, and when we try to chunk it, the word doesn’t sound familiar. We will change one or more of the sounds of the letters in the word and try to read it again. We will use a flag to show that we read the word more than once. For example, in the word “student” you could read it /stu/-/dent/ instead of /stū/-/dent/. That’s why there is a flag on this boat.**

- ▶ Explain that the students will chunk the words the same way, but if they read the word and it isn’t familiar to them, they will change one or more sounds in the word and read it again. They will continue to try different sounds until they read a word they know. If they read the word more than once, they will put a flag on the boat.

We will chunk words the same way that we have been doing—putting chunks of letters together from left to right. But sometimes we may read a word that doesn’t sound familiar because one or more of the letters makes a different sound than we expect. For example, a vowel can make a short or long sound or a “c” can sound like /k/ or /s/. When that happens, we will change the sounds of these letters, one at a time, and reread the word. We’ll continue to change the sounds until we can identify the word.

- ▶ Write the word “danger” on the boat. Prompt the students to chunk the word, modeling as necessary. Draw a flag on the boat to show that you tried to read this word a different way.

How could you divide this word into parts to try to read it? (Accept responses.) **If I didn't know this word, and tried to read it, I might put my paddle between the "g" and the "e" and read "danger" (/dang/-er/), but that isn't a word I know. If I put my paddle between the "n" and the "g" and read the "dan" like /dān/, the word sounds like "danger." That's a word I know, so it must be right. I'll leave my paddles there and also draw a flag on this boat to show that I had to reread the word a different way before it sounded like a word I know.**

- ▶ Repeat the activity with "moment" and "vowel" to provide other examples, writing these words on the boat and prompting the students to divide the words with paddles. Always have the students read the chunks and then the whole word.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **I think you're right! Let's read what Captain Good Reader says: "When we come to a word that we can't read, we can break it into smaller chunks, read the small chunks, and then read the whole word. If the word doesn't sound like a word we know, we have to change one or more of the sounds and try to read it again. We keep trying different sounds until we can read a word we know."**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that team practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students' materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 13

Write the underlined word in each sentence in your journal. Use paddles to divide the word into chunks. If you need to try reading the word more than once, draw a flag next to it. (Chunking answers may vary.)

Example: closet = clos / et

1. School will begin in 15 minutes. **be / gin**
2. I drew a picture for my mom's birthday. **pic / ture**
3. What kind of music do you like to listen to? **mu / sic**
4. We drove up the steep mountain. **moun / tain**
5. Erwin couldn't figure out the math problem. **fig / ure**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes we will see words in our reading that are long and seem hard to read. You can break these words into smaller chunks, read the small chunks, and then read the whole word. If the word doesn't sound like a word we know, we have to change one or more of the sounds and try to read it again. We keep trying different sounds until we can read a word we know.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 14

Write the underlined word in each sentence in your journal. Use paddles to divide the word into chunks. If you need to try reading the word more than once, draw a flag next to it. (Chunking answers may vary.)

1. On our field trip, we saw a machine that crushes cans. **ma / chine**
2. Chris was certain that he left his keys at home. **cer / tain**
3. Sarah didn't notice that Todd was standing behind her. **no / tice**
4. Our team played against the league champions. **a / gain / st**
5. Megan's heart was beating fast after she ran to school. **af / ter**

Quick Check | Student Edition page 171

Write the underlined word in each sentence in your journal. Use paddles to divide the word into chunks. If you need to try reading the word more than once, draw a flag next to it. (Chunking answers may vary.)

1. I wrote the letter on yellow paper. **pa / per**
2. Tim checked his car's engine, but still didn't know why the car wouldn't start. **en / gine**
3. We were learning about the Civil War in history class. **his / tor / y**
4. What country is Paris in? **coun / try**
5. Ballet practice is at 6:00. **prac / tice**

Challenge Sentences

(Chunking answers may vary.)

Billy played the cymbals in the band. **cym / bals**

We were quiet while the baby slept. **qui / et**

Chunking

irregular letter sounds: Extra practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for chunking words. Draw a boat and write “visit” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Point out that the boat doesn’t have any sails. Use Think-Pair-Share to ask the students what they know about a word if the boat doesn’t have sails.

This boat doesn’t have any sails. What does that tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! If a boat doesn’t have sails, it means that we will chunk the word to read it.**

- ▶ Remind the students that when they chunk a word, and the word doesn’t sound familiar, they need to change one or more of the sounds and try reading the word again. They will add a flag to their boats to identify the sound that is irregular.
- ▶ Prompt the students to chunk the word, modeling as necessary. Draw a flag on the boat to show that you tried to read this word a different way.

How could you divide this word into parts to try to read it? (Accept responses.) **If I didn’t know this word and tried to read it, I might put my paddle between the first “i” and the “s” and read “visit” (/vi/ - /sit/), but that isn’t a word I know. In this word, the “s” sounds like /z/ – (/vi/-/zit/). I will also draw a flag on this boat to show that I had to try reading this word more than once.**

- ▶ Repeat the activity with “baggage” and “niece” to provide other examples, writing these words on the boat and prompting the students to divide the words with paddles. Always have the students read the chunks and then the whole word.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **I think you're right! Let's read what Captain Good Reader says: "When we come to a word that we can't read, we can break it into smaller chunks, read the small chunks, and then read the whole word. If the word doesn't sound like a word we know, we have to change one or more of the sounds and try to read it again. We keep trying different sounds until we can read a word we know."**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that team practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students' materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set. Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 15

Write the underlined word in each sentence in your journal. Use paddles to divide the word into chunks. If you need to try reading the word more than once, draw a flag next to it. (Chunking answers may vary.)

Example: *closet* = *clos / et*

1. There are ten teams in the swim league. **lea / gue**
2. Captain Jack steers the boat into port. **Cap / tain**
3. The symbol on the flag stands for peace. **sym / bol**
4. I wrote a rhyming poem. **po / em**
5. Which number is between 39 and 41? **be / tween**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes we will see words in our reading that are long and seem hard to read. You can break these words into smaller chunks, read the small chunks, and then read the whole word. If the word doesn't sound like a word we know, we have to change one or more of the sounds and try to read it again. We keep trying different sounds until we can read a word we know.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 16

Write the underlined word in each sentence in your journal. Use paddles to divide the word into chunks. If you need to try reading the word more than once, draw a flag next to it. (Chunking answers may vary.)

1. We studied magnets in our science class. **mag / nets**
2. Lois wasn't able to tie her shoes because her shoelace was broken. **a / ble**
3. I love the taste of gravy! **gra / vy**
4. Break the candy bar into two equal pieces. **e / qual**
5. Linda played on the swings during recess. **re / cess**

Quick Check | Student Edition page 172

Write the underlined word in each sentence in your journal. Use paddles to divide the word into chunks. If you need to try reading the word more than once, draw a flag next to it. (Chunking answers may vary.)

1. Reed used a ruler to draw a straight line. **strai**gh / t
2. The play was a huge success! **suc** / **cess**
3. Do you have enough plates for the party? **e** / **nough**
4. Bob wanted to purchase a new bike. **pur** / **chase**
5. Which girl is your daughter? **daugh** / **ter**

Challenge Sentences

(Chunking answers may vary.)

If you have to talk, please whisper. **whis** / **per**

The doctor will measure my height and weight. **mea** / **sure**

Base Word + Ending

“ful,” “y,” and “ly”



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with endings. Draw a sailboat with one main sail and one small sail and write “cheerful” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

What do the sails on this boat tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! A main sail and a small sail mean that this word must have a base word and an ending. Can you see the base word [cheer] or the ending [ful]?**

- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “cheerful” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right. The words on the sails match the word on the boat, so we don’t have to make any changes.**

- ▶ Repeat the activity with “lightly” and “snowy” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat. If necessary, remind the students that they may need to use the patch and scrubber to have the sails match the word on the boats.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **I think you’re right! Let’s read what Captain Good Reader says: “Some longer words are base words with ‘ly,’ ‘y,’ and ‘ful’ endings. Sometimes these endings change the spelling of the words when they are added. If you’re having trouble reading these words, read the parts of the word first and then read the whole word.”**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 17

Write the underlined word in each sentence in your journal. Then write the base word and the ending.

Example: armful = arm + ful

1. The peacock’s tail was colorful. **color + ful**
2. Andy’s room was messy! **mess + y**
3. The turtle crawled slowly down the hill. **slow + ly**
4. It was thoughtful of Aunt Mary to buy you a gift. **thought + ful**
5. It was a cold and rainy day. **rain + y**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that when “ful,” “ly,” or “y” are added to a base word, sometimes the base word changes. Remember, if you’re having trouble reading these words, read the parts of the word first and then read the whole word.

- ▶ Before they begin, have the students set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 18

Write the underlined word in each sentence in your journal. Then write the base word and the ending.

1. Missy’s hair gets curly when it’s hot outside. **curl + y**
2. Izzy has been spending a lot of time at our house lately. **late + ly**
3. The bride looked lovely in her dress and veil. **love + ly**
4. The mountain was hard to climb because it was rocky. **rock + y**
5. The police officer was helpful when we got lost. **help + ful**

Quick Check | Student Edition page 173

Write the underlined word in each sentence in your journal. Then write the base word and the ending.

1. The ballerina looked so graceful when she leaped. **grace + ful**
2. Joan gets a weekly allowance from her parents. **week + ly**
3. Peter tiptoed quietly into his brother’s room. **quiet + ly**
4. This weekend we washed my mother’s dirty car. **dirt + y**
5. The new, bright curtains made the room look cheerful. **cheer + ful**

Challenge Sentences

Jerry finished his chores quickly so that he could play outside. **quick + ly**

Toby was careful when he carried the glass vase. **care + ful**

Base Word + Ending

“ful,” “y,” and “ly”: Extra practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with endings. Draw a sailboat with one main sail and one small sail and write “bravely” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

What do the sails on this boat tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! A main sail and a small sail mean that this word must have a base word and an ending. Can you see the base word [brave] or the ending [ly]?**

- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “bravely” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right. The words on the sails match the word on the boat, so we don’t have to make any changes.**

- ▶ Repeat the activity with “healthy” and “wishful” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **I think you’re right! Let’s read what Captain Good Reader says: “Some longer words are base words with ‘ly,’ ‘y,’ and ‘ful’ endings. Sometimes these endings change the spelling of the words when they are added. If you’re having trouble reading these words, read the parts of the word first and then read the whole word.”**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 19

Write the underlined word in each sentence in your journal. Then write the base word and the ending.

Example: yearly = year + ly

1. My forgetful uncle was late for dinner. **forget + ful**
2. The junkyard was full of old, rusty cars. **rust + y**
3. The Smiths visit the same hotel yearly. **year + ly**
4. Liza washed her hands after she ate the sticky lollipop. **stick + y**
5. Walter felt deeply sorry for breaking his father’s camera. **deep + ly**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that when “ful,” “ly,” or “y” are added to a base word, sometimes the base word changes. Remember, if you’re having trouble reading these words, read the parts of the word first and then read the whole word.

- ▶ Before they begin, have the students set up their journal pages the same way they did for the Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 20

Write the underlined word in each sentence in your journal. Then write the base word and the ending.

1. Tracey was sleepy when she came home from the slumber party. **sleep + y**
2. The choir sang a joyful song to end the show. **joy + ful**
3. Shane clearly understood his math homework. **clear + ly**
4. The coral snake is one of the most deadly snakes. **dead + ly**
5. Toby was fearful that he lost his library book. **fear + ful**

Quick Check | Student Edition page 174

Write the underlined word in each sentence in your journal. Then write the base word and the ending.

1. Roger walked shyly onto the stage to get his award. **shy + ly**
2. Maggie was lucky to find her bracelet on the sidewalk. **luck + y**
3. The nicely wrapped gifts were laid on the table. **nice + ly**
4. We were careful not to tell Mom about her surprise party. **care + ful**
5. Rick was hopeful that he would win first prize. **hope + ful**

Challenge Sentences

My aunt told me to slice the onions thinly. **thin + ly**

I rewrote my report so it wasn't as messy. **mess + y**

Base Word + Ending

silent “e” dropped



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with endings. Draw a sailboat with one main sail and one small sail and write “amazed” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

What do the sails on this boat tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! A main sail and a small sail mean that this word must have a base word and an ending. Can you see the base word [amaze] or the ending [ed]?**

- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “amazed” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right. There is only one “e” in “amazed,” but there are two on the sails.**

- ▶ Use Think-Pair-Share to ask the students what tool Captain Good Reader uses to make the sails match the word on the boat. Scrub off the “e” from the main sail.

Remember that Captain Good Reader had a tool to take away extra letters from the sails so that they would match the boat. Think about what tool he would use and then talk to your partner about it. (Allow time for the students to think about the answer and share it with their partners.) **What tool would Captain Good Reader use?** (Listen to the students’ responses.) **That’s right! He would use a scrubber to show the change on the sails.** (Draw a line through “e” in “amaze.”)

- ▶ Repeat the activity with “dining” and “raised” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat. If necessary, remind the students that they may need to use the scrubber to have the sails match the word on the boats.

- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. We used a scrubber on some of the sails to show how the base words changed when you put the parts together. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **I think you’re right! Let’s read what Captain Good Reader says the treasure is: “When an ending is added to a base word that ends in ‘e,’ the ‘e’ is dropped. If you’re having trouble reading these words, read the parts of the word first and then read the whole word.”**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 21

Write the underlined word in each sentence in your journal. Then write the base word and the ending. Draw a line through the letter on the base word that is dropped when the ending is added.

Example: lived = liv~~e~~ + ed

1. Jim is striving to do his best. **striv~~e~~ + ing**
2. The park closed at 7:00. **close~~e~~ + ed**
3. Nancy dared Harry to jump into the cold water. **dar~~e~~ + ed**
4. Amy is squeezing lemons to make lemonade. **squeez~~e~~ + ing**
5. My aunt arrived after dinner. **arriv~~e~~ + ed**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes when an ending is added to a base word that ends in “e,” the “e” is dropped. Remember, if you’re having trouble reading these words, read the parts of the word first and then read the whole word.

- ▶ Before the students begin, review the directions. Have the teams practice the first item in Team Mastery. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 22

Write the underlined word in each sentence in your journal. Then write the base word and the ending. Draw a line through the letter on the base word that is dropped when the ending is added.

1. We voted on what kind of cake to have at the party. **vot~~e~~ + ed**
2. Connie is refusing to ride her bike to school. **refus~~e~~ + ing**
3. We surprised Louis with a party. **surpris~~e~~ + ed**
4. Tom blamed his sister when they missed their bus. **blam~~e~~ + ed**
5. The rain is causing the streets to flood. **caus~~e~~ + ing**

Quick Check | Student Edition page 175

Write the underlined word in each sentence in your journal. Then write the base word and the ending. Draw a line through the letter on the base word that is dropped when the ending is added.

1. Patty was craving sweets so she ate a cookie. **crav~~e~~ + ing**
2. Ray served the tennis ball. **serv~~e~~ + ed**
3. Josh continued to read books about South America. **continu~~e~~ + ed**
4. Stacey is weaving a rug. **weav~~e~~ + ing**
5. We were graded on our book reports and teamwork. **grad~~e~~ + ed**

Challenge Sentences

Tom is giggling at the clown. **gigg~~l~~e + ing**

Rhonda squeezed lemons to make lemonade. **squeez~~e~~ + ed**

Base Word + Ending

silent “e” dropped: Extra practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with endings. Draw a sailboat with one main sail and one small sail and write “improved” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

What do the sails on this boat tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! A main sail and a small sail mean that this word must have a base word and an ending. Can you see the base word [improve] or the ending [ed]?**

- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “improved” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right! There is only one “e” in “improved” but there are two on the sails.**

- ▶ Use Think-Pair-Share to ask the students what tool Captain Good Reader uses to make the sails match the word on the boat. Scrub off the “e” from the main sail.

Remember that Captain Good Reader has a tool to take away extra letters from the sails so that they match the boat. Think about what tool he would use and then talk to your partner about it. (Allow time for the students to think about the answer and share it with their partners.) **What tool would Captain Good Reader use?** (Listen to the students’ responses.) **That’s right! He would use a scrubber to show the change on the sails.** (Draw a line through “e” in “improve.”)

- ▶ Repeat the activity with “confusing” and “erased” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat. If necessary, remind the students that they may need to use the scrubber to have the sails match the word on the boats.

- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. We used a scrubber on some of the sails to show how the base words changed when you put the parts together. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **I think you’re right! Let’s read what Captain Good Reader says the treasure is: “When an ending is added to a base word that ends in ‘e,’ the ‘e’ is dropped. If you’re having trouble reading these words, read the parts of the word first and then read the whole word.”**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 23

Write the underlined word in each sentence in your journal. Then write the base word and the ending. Draw a line through the letter on the base word that is dropped when the ending is added.

Example: lived = liv~~e~~ + ed

1. Abby choked on her carrot. **chok~~e~~ + ed**
2. Mrs. Ray exercised in the morning. **exercis~~e~~ + ed**
3. The new couch arrived this morning. **arriv~~e~~ + ed**
4. Mr. West is announcing the winners now. **announc~~e~~ + ing**
5. Josh is greasing the pan before putting the cookie dough on it. **greas~~e~~ + ing**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes when an ending is added to a base word that ends in “e,” the “e” is dropped. Remember, if you’re having trouble reading these words, read the parts of the word first and then read the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 24

Write the underlined word in each sentence in your journal. Then write the base word and the ending. Draw a line through the letter on the base word that is dropped when the ending is added.

1. Tina invited the whole class to her party. **invi~~t~~ + ed**
2. We are decorating the gym for the dance. **decorat~~e~~ + ing**
3. The lake is polluted with cans and bottles. **pollut~~e~~ + ed**
4. In science class, we compared a bean seed to a pumpkin seed. **compar~~e~~ + ed**
5. “Stop wasting your food,” Mom told Gwen. **wast~~e~~ + ing**

Quick Check | Student Edition page 176

Write the underlined word in each sentence in your journal. Then write the base word and the ending. Draw a line through the letter on the base word that is dropped when the ending is added.

1. When we added the last block, the tower collapsed. **collaps~~e~~ + ed**
2. Sheila surprised Leo with balloons and a cake. **surpris~~e~~ + ed**
3. "Who is whistling?" Mr. Lonnie asked. **whistl~~e~~ + ing**
4. My shirt got wrinkled in the wash. **wrinkl~~e~~ + ed**
5. April is having trouble deciding whom to bring to the fair. **hav~~e~~ + ing**

Challenge Sentences

We sprinkled salt on the ice to make it melt faster. **sprinkl~~e~~ + ed**

Carla sneezed when she smelled the pepper. **sneez~~e~~ + ed**

Base Word + Ending

“y” changes



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with endings. Draw a sailboat with one main sail and one small sail and write “puppies” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

What do the sails on this boat tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **Good! A main sail and a small sail mean that this word must have a base word and an ending. Can you see a base word [puppy] or the ending [es]?**

- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same. If necessary, point out that the “y” is changed to an “i” when the ending is added to the base word.

Let’s read our sails together. (Point to each word on the sails and read “puppies” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right, they don’t. There is an “i” in “puppies” and a “y” in “puppy.”**

- ▶ Explain and show how Captain Good Reader uses a needle and thread to show this change.

Captain Good Reader will use a different tool when a letter changes on the base word sail. He mends the sail with a needle and thread. We can mend our sail and show the change by making stitches across the “y” to cross it out and writing the “i” above it. (Make two lines across the “y” and write “i” above it.)

- ▶ Repeat the activity with “babies” and “berries” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat. If necessary, remind the students that they need to mend the sails with a needle and thread to match the word on the boats.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. We used a needle and thread to mend the sails to show how the base words changed when you put the parts together. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) Let’s read what Captain Good Reader says the treasure is: “Sometimes when a base word ends with a ‘y,’ the ‘y’ is changed to an ‘i’ before an ending is added. If you’re having trouble reading these words, read the parts of the word first and then read the whole word.”

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 25

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If a letter changes when the ending is added, cross it out and write the new letter above it.

i

Example: babies = ~~baby~~ + es

1. The butterflies landed in the garden. ~~butterfly~~ **i** + es
2. Amanda has a lot of parties to go to this week. ~~party~~ **i** + es
3. The yellow daisies looked pretty in the vase. ~~daisy~~ **i** + es
4. How many countries are in Africa? ~~country~~ **i** + es
5. We ate cherries for our afterschool snack. ~~cherry~~ **i** + es



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes when an ending is added to a base word that ends with a “y,” the “y” is changed to an “i.” Remember, if you’re having trouble reading these words, read the parts first and then read the whole word.

- ▶ Before the students begin, review the directions. Have the teams practice the first item in Team Mastery. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 26

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If a letter changes when the ending is added, cross it out and write the new letter above it.

1. How many copies of this book are at the library? ~~copy~~ **i** + es
2. The bullies were not allowed to play during recess. ~~bully~~ **i** + es
3. We could hear the canaries singing in their cage. ~~canary~~ **i** + es
4. Which activities are you signing up for? ~~activity~~ **i** + es
5. Henry empties the dishwasher. ~~empty~~ **i** + es

Quick Check | Student Edition page 177

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If a letter changes when the ending is added, cross it out and write the new letter above it.

1. We told stories around the campfire. ~~story~~ **i** + **es**
2. Taylor threw his pennies into the fountain. ~~penny~~ **i** + **es**
3. How many bowling trophies do you have? ~~trophy~~ **i** + **es**
4. We saw three ponies at the farm. ~~pony~~ **i** + **es**
5. Wes picked pansies for his grandmother. ~~pansy~~ **i** + **es**

Challenge Sentences

There are two libraries near my house. ~~library~~ **i** + **es**

Louis carries his books to school. ~~carry~~ **i** + **es**

Mixed Practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Tell the students that the message says that he wants to check their memories on some of the skills they have learned. Draw a boat with one main sail and one small sail and another boat without sails. Ask the students what these boats tell us about the kinds of words we have learned to read.

Captain Good Reader sent another message last night. He says that when we read, we will use different skills to figure out how to read different words. He wants us to practice using some of the skills we've learned. Here is the clue he has given us for the kinds of words he wants us to practice reading.

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean.

What do these boats tell us about the kinds of words we have learned to read? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That's right! A boat with a main sail and a small sail means that we can read words that have a base word and an ending. A boat without sails means that we will use chunking to read the word.**

- ▶ Explain that Captain Good Reader has given you some word clues with the boat. Write “babies” on the boat and prompt the students to tell you how they would divide the base word from the ending. After listening to their responses, write “baby” on the main sail and “es” on the small sail.
- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let's read our sails together. (Point to each word on the sails and read “babies” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students' responses.) **You're right, they don't. There is an “i” in “babies” and a “y” in “baby.”**

- ▶ Use Think-Pair-Share to ask the students what tool Captain Good Reader uses to make the sails match the word on the boat. Draw two lines through the “y” in “baby” and write an “i” on top of it to show that the main sail has been mended.

Remember that Captain Good Reader has a tool to change letters to different letters on the sails so that they match the boat. Think about what tool he would use and then talk to your partner about it. (Allow time for the students to think about the answer and share it with their partners.) **What tool would Captain Good Reader use?** (Listen to the students' responses.) **That's right! He would use a needle and thread to show the change on the sails.** (Draw two lines through the “y” in “baby” and write an “i” above it.)

- ▶ Write “lovely” on another boat with a main sail and a small sail and prompt the students to tell you how they would divide the base word from the ending. After listening to their responses, write “love” on the main sail and “ly” on the small sail. Have the students compare the word on the boat to the parts on the sail and read the word twice—once from the parts and once as a whole.
- ▶ Write “perfect” on the boat without sails and prompt the students to tell you how they would chunk the word. After listening to their responses, draw paddles between the parts to show how this word can be divided. Have the students read the parts to read the whole word.
- ▶ Review and summarize the skills that were covered and the tools that the students will need to use in the Sail Along practice.

Today we read two base words with endings, “babies” and “lovely,” and we chunked the word “perfect” in parts. We used a needle and thread on the base word “baby” to show that a letter changed before the ending was added. You will continue to practice using these skills in your Sail Along practice. Make sure that the sails always match the word on the boat. You may need to use a tool on some of the words to show that the base word changes when the ending is added.

- ▶ Remind the students that they will have to use all the Word Treasures they have learned so far to complete their work.
- ▶ Point out that there are two icons at the top of the page. Remind the students that the icons tell them what kind of skills they will work on, and use Think-Pair-Share to have them identify the skills.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 27

Write the underlined word in each sentence in your journal. Then write the base word and the ending or use paddles to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. (Chunking answers may vary.)

1. Troy’s room is so messy he can’t find his backpack! **mess + y**
2. Joan was careful not to break any dishes as she loaded the dishwasher. **care + ful**
3. How many pennies are in a dollar? **penny** i + **es**
4. Cara ate a brownie for dessert. **brown / ie**
5. Will served the ball to Lenny. **serv** + **ed**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students that they will be using many of the skills they have learned thus far.

Captain Good Reader sent another message last night. He wanted to remind you that you will use many different skills to figure out how to read words. He wants you to practice reading base words with endings. To read all of these words, we can read the smaller parts and then the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 28

Write the underlined word in each sentence in your journal. Then write the base word and the ending or use paddles to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. (Chunking answers may vary.)

1. Gus blew an enormous bubble with his gum. **enor / mous**
2. Walk slowly over the wet floor so that you don't slip. **slow + ly**
3. We tried to blow big bubbles with our gum. **try/ i + ed**
4. The ponies walked around the field. **pony/ i + es**
5. The colorful lights lit up the tree. **color + ful**

Quick Check | Student Edition page 178

Write the underlined word in each sentence in your journal. Then write the base word and the ending or use paddles to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. (Chunking answers may vary.)

1. Mandy made a silly mistake on her spelling test. **mis / take**
2. Theresa felt guilty about lying to her teacher. **guilt + y**
3. It would be helpful if you would put the papers in order. **help + ful**
4. The butterflies flew around the flowers. **butterfly** i + **es**
5. I hope you enjoy your vacation! **en / joy**

Challenge Sentences

(Chunking answers may vary.)

The beach was rocky, so we couldn't take our shoes off. **rock + y**

I looked in a catalog for some new clothes. **ca / ta / log**

Mixed Practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Tell the students that the message says that he wants to check their memories on some of the skills they have learned. Draw a boat with a main sail and a small sail and another boat without sails. Ask the students what these boats tell us about the kinds of words we have learned to read.

Captain Good Reader sent another message last night. He says that when we read we will use different skills to figure out how to read different words. He wants us to practice using some of the skills we've learned. Here is the clue he has given us for the kinds of words he wants us to practice reading.

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean.

What do these boats tell us about the kinds of words we have learned to read? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That's right! A boat with a main sail and a small sail means that we can read words that have a base word and an ending. A boat without sails means that we will use chunking to read this word.**

- ▶ Explain that Captain Good Reader has given you some word clues with the boat. Write “wastes” on the boat with the main sail and the small sail and prompt the students to tell you how they would divide the base word from the ending. After listening to their responses, write “waste” on the main sail and “s” on the small sail.
- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let's read our sails together. (Point to each word on the sails and read “wastes” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students' responses.) **You're right! The words on the sails match the word on the boat, so we don't have to make any changes.**

- ▶ Write “happily” on another boat with a main sail and a small sail and prompt the students to tell you how they would divide the base word from the ending. After having the students compare the parts on the sails to the word, prompt them to identify the tool that Captain Good Reader uses to show that the “y” is changed to an “i” when the ending is added (needle and thread). Draw two lines through the “y” and write “i” above it (model).
- ▶ Write “chatter” on the boat without sails and prompt the students to tell you how they would chunk the word. After listening to their responses, draw paddles between the parts to show how this word can be divided. Have the students read the parts to read the whole word.

- ▶ Review and summarize the skills that were covered and the tools that the students will need to use in the Sail Along practice.

Today we read two base words with endings, “wastes” and “happily,” and we chunked the word “chatter” in parts. We used a needle and thread on the base word “happy” to show that a letter changed before the ending was added. You will continue to practice using these skills in your Sail Along practice. Make sure that the sails always match the word on the boat. You may need to use a tool on some of the words to show that the base word changes when the ending is added.

- ▶ Remind the students that they will have to use all of the Word Treasures that they have learned so far to complete their work.
- ▶ Point out that there are two icons at the top of the page. Remind the students that the icons tell them what kind of skills they will work on, and use Think-Pair-Share to have them identify the skills.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 29

Write the underlined word in each sentence in your journal. Then write the base word and the ending or use paddles to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. (Chunking answers may vary.)

1. They found a treasure chest at the bottom of the sea. **bot / tom**
2. Paul loves cold cherries. **cherry** i + **es**
3. It is time for my yearly checkup with my doctor. **year** + **ly**
4. Melanie is a very hard worker. **work** + **er**
5. Mom tasted the sauce to see if it needed more salt. **taste** + **ed**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students that they will be using many of the skills that they have learned thus far.

Captain Good Reader sent another message last night. He wanted to remind you that you will use many different skills to figure out how to read words. He wants you to practice reading base words with endings. To read all of these words, we can read the smaller parts and then the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 30

Write the underlined word in each sentence in your journal. Then write the base word and the ending or use paddles to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. (Chunking answers may vary.)

1. Mr. Ray is my karate instructor. **in / struc / tor**
2. The baby cries when he is tired. **cry / i + es**
3. The kitten was playful when it woke up from a nap. **play + ful**
4. The photographer took our pictures for the yearbook. **photograph + er**
5. Robin chased me around the playground. **chasē / + ed**

Quick Check | Student Edition page 179

Write the underlined word in each sentence in your journal. Then write the base word and the ending or use paddles to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. (Chunking answers may vary.)

1. We read many stories on our airplane trip. **story** i + **es**
2. Mr. Jones whistles as he works on his car. **whistle** + **s**
3. Melissa and Simone were fairies in the play. **fairy** i + **es**
4. Myles' room was very messy! **mess** + **y**
5. We were all hopeful that school would be closed because of the snow. **hope** + **ful**

Challenge Sentences

(Chunking answers may vary.)

Hope ran quickly so that she wouldn't miss the bus. **quick** + **ly**

The spies found the secret plans under the computer. **com** / **pu** / **ter**

Contractions

“’ll” (will)



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading contractions. Draw a sailboat with two overlapping sails and write “who’ll” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Remind the students that the apostrophe (point to “’ll”) stands for one or more missing letters from one of the parts.
- ▶ Use Think-Pair-Share to ask the students if they can figure out how the clues can help them read the word and what should go on the sails. Write the word parts on the sails. If necessary, write “_ll” on the second sail to help the students visualize “will.”

What do the sails on this boat tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **Good! Two overlapping sails mean that the words have been pushed together to make a new word. Can you figure out either of the words [who, will]?**

- ▶ Ask the students to read just the sail parts and compare these to the boat to see if they are the same. Explain that because the “wi” is missing when you put the parts together, the word on the boat sounds different. Ask the students to blend the sounds on the boat, omitting the “wi” sound until they pronounce “who’ll” correctly. Model, if necessary.

Let’s read our sails. (Point to each word and read “who” “will” with the class.) **Do the parts look like the word? How are they different?** (Listen to the students’ responses.) **You’re right! There is a “wi” on the sails that isn’t on the boat. That means that you don’t have the /wi/ sound in the word when the parts are together. Let’s read the word by blending the sounds without the /wi/ sound.**

- ▶ Use Think-Pair-Share to ask the students what tools Captain Good Reader would use to show these changes on the sails.

What tools would Captain Good Reader use to show these changes? Think about this and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! He would use a scrubber to clean off the “wi” and a patch to add the apostrophe.** (Model changes on the sails for the students).

- ▶ Repeat the activity with “she’ll” and “they’ll” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat, and then change the parts to try the pronunciation again. Remind the students that the parts, before they are changed, do not sound like the word on the boat.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. We used a patch and the scrubber on some of the sails to show how parts changed when you put them together. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) Let’s read what Captain Good Reader says: “When ‘will’ is added to another word, the /wi/ sound is left out. If you see an ‘apostrophe ll’ on the end of a word, it means that ‘will’ has been added, but you don’t pronounce the /wi/ sound. Remember, if you’re having trouble reading these words, read the parts first and then read the whole word.”

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 31

Write the underlined word in each sentence in your journal. Then write the two words that make the word. Draw a line through any letters that are dropped and draw a box to add the apostrophe.

Example: she'll = she + ' ~~will~~

1. He'll be here on Saturday. He + ' ~~will~~
2. I don't think I'll go to the track meet tonight. I + ' ~~will~~
3. We'll see Aunt Rose at the lake. We + ' ~~will~~
4. Do you think there'll be a lot of people at the park? there + ' ~~will~~
5. I don't think it'll rain today. it + ' ~~will~~



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that if you see an “apostrophe ll” on the end of a word, it means “will” has been added, but you don’t pronounce the /wi/ sound. Remember, if you’re having trouble reading these words, read the parts first and then read the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 32

Write the underlined word in each sentence in your journal. Then write the two words that make the word. Draw a line through any letters that are dropped and draw a box to add the apostrophe.

1. I'll bring your book tomorrow. **I** + ' ~~w~~ill
2. Do you think you'll be home by 4:30? **you** + ' ~~w~~ill
3. She'll win the race if she keeps running that fast. **She** + ' ~~w~~ill
4. Do you think we'll see Steven at the pool? **we** + ' ~~w~~ill
5. If the store owners don't reorder more cards, they'll be out of them soon. **they** + ' ~~w~~ill

Quick Check | Student Edition page 180

Write the underlined word in each sentence in your journal. Then write the two words that make the word. Draw a line through any letters that are dropped and draw a box to add the apostrophe.

1. It'll be a very long trip to the beach with a crying baby in the car. **It** + ' ~~w~~ill
2. If there'll be more ice cream later, I will come back. **there** + ' ~~w~~ill
3. Do you think we'll be able to finish our project on time? **we** + ' ~~w~~ill
4. I'll go with you if we can be home before dinner. **I** + ' ~~w~~ill
5. He'll play with Gus when he is finished with his chores. **He** + ' ~~w~~ill

Challenge Sentences

She'll bring her sleeping bag to Marsha's house. **She** + ' ~~w~~ill

Do you think you'll finish the dishes soon? **you** + ' ~~w~~ill

Compound Words



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading compound words. Draw a sailboat with two main sails and write “afternoon” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

This boat has two main sails. What does that tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! Two main sails mean two whole words. There must be two words in this one word. We would put one word on each sail. What’s one of the words? [after] What’s the other word? [noon]**

- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “afternoon” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **Yes, they do, so we don’t have to make any changes to the sails.**

- ▶ Repeat the activity with “candlelight” and “playground” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat. If necessary, remind the students that they have two main sails on this boat.

- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. For each word we used two main sails. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **I think you’re right! Let’s read what Captain Good Reader says: “Some words are two words put together. They are called compound words. If you’re having trouble reading these words, first read the two words separately, and then read them together.”**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students' materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the whole word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 33

Write the underlined word in each sentence in your journal. Then write the two words that make the compound word.

Example: teacup = tea + cup

1. The thunderstorm woke me up.
2. I always wear a lifejacket when I'm on a boat.
3. We cleaned the windshield after washing the car.
4. Roadrunners live in the desert.
5. Matt lay on top of the bedspread.



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that compound words are two smaller words put together to make a longer word. Remember, if you're having trouble reading these words, read the two words separately and then read them together.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 34

Write the underlined word in each sentence in your journal. Then write the two words that make the compound word.

1. Mrs. Conner taught us to paint with watercolors. **water + colors**
2. We went to the seashore for one week last summer. **sea + shore**
3. Luke rides on the back of Dad's motorcycle. **motor + cycle**
4. I got a paper cut on my fingertip. **finger + tip**
5. We played basketball during recess. **basket + ball**

Quick Check | Student Edition page 181

Write the underlined word in each sentence in your journal. Then write the two words that make the compound word.

1. We took a tour of the Hatteras lighthouse. **light + house**
2. My teenage son wants a cell phone. **teen + age**
3. For breakfast, I always have a bowl of cereal. **break + fast**
4. I dropped my strawberry on the floor. **straw + berry**
5. The salesperson helped me put on my shoes. **sales + person**

Challenge Sentences

I love playing tag outside. **out + side**

The playground was crowded with lots of kids. **play + ground**

Compound Words

Extra Practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading compound words. Draw a sailboat with two main sails and write “wishbone” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

This boat has two main sails. What does that tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! Two main sails mean two whole words. There must be two words in this one word. We would put one word on each sail. What’s one of the words? [wish] What’s the other word? [bone]**

- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “wishbone” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **Yes, they do, so we don’t have to make any changes to the sails.**

- ▶ Repeat the activity with “whirlpool” and “earthquake” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat. If necessary, remind the students that they have two main sails on this boat.

- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. For each word we used two main sails. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **I think you’re right! Let’s read what Captain Good Reader says: “Some words are two words put together. They are called compound words. If you’re having trouble reading these words, first read the two words separately, and then read them together.”**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students' materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 35

Write the underlined word in each sentence in your journal. Then write the two words that make the compound word.

Example: teacup = *tea* + *cup*

1. Mom stood on the stepladder to paint the ceiling. **step + ladder**
2. We took a hike to the top of the waterfall. **water + fall**
3. We go to the supermarket every Sunday. **super + market**
4. Mr. Scott let us draw on the chalkboard. **chalk + board**
5. The fishermen got caught in the storm. **fisher + men**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that compound words are two smaller words put together to make a longer word. Remember, if you're having trouble reading these words, read the two words separately and then read them together.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 36

Write the underlined word in each sentence in your journal. Then write the two words that make the compound word.

1. After cutting the wood, Jerry used sandpaper to make it smooth. **sand + paper**
2. Neal loves blueberry pie! **blue + berry**
3. Todd caught a grasshopper in the field. **grass + hopper**
4. The woodpecker built a nest in one of our trees. **wood + pecker**
5. Throw your trash in the wastebasket. **waste + basket**

Quick Check | Student Edition page 182

Write the underlined word in each sentence in your journal. Then write the two words that make the compound word.

1. I wore my sunglasses at the beach. **sun + glasses**
2. Ted likes to wear headphones while he does his work. **head + phones**
3. My parents brought back a pineapple from Hawaii. **pine + apple**
4. My bangs cover my forehead. **fore + head**
5. Peggy can do a lot of tricks on her skateboard. **skate + board**

Challenge Sentences

We had to stop at the supermarket on our way home. **super + market**

After the wedding, the couple went on a honeymoon. **honey + moon**

Prefix + base word ▲

“re,” “un”



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with prefixes. Draw a sailboat with one small sail and one main sail and write “rewrite” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Point out that the small sail is in front of the main sail. Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

This boat looks different from the boats we usually see. This time the small sail is in front of the main sail. What do you think that tells us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **Well done! A small sail in front of the main sail means that there will be letters in front of the base word. We call these letters prefixes. Can you see a prefix [re] or base word [write]?**

- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “rewrite” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right! The words on the sails match the word on the boat, so we don’t have to make any changes.**

- ▶ Repeat the activity with “uncover” and “redo” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **Let’s read what Captain Good Reader says the treasure is: “Some words start with the prefixes ‘re’ or ‘un.’ If you’re having trouble reading these words, read the parts of the word first and then read the whole word.”**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 37

Write the underlined word in each sentence in your journal. Then write the prefix and base word.

Example: undo = un + do

1. Abe helps his mom undress the baby. **un + dress**
2. I will help you rebuild your tower of blocks. **re + build**
3. “Will you help me unzip my coat?” Wayne asked. **un + zip**
4. I will unfold my napkin and place it on my lap. **un + fold**
5. For lunch, Bill can reheat last night’s pizza. **re + heat**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes in our reading we will come across base words with the prefixes “re” and “un” in front of them. Remember, if you’re having trouble reading these words, read the parts first and then read the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 38

Write the underlined word in each sentence in your journal. Then write the prefix and base word.

1. Ben was unsure how he was going to get home. **un + sure**
2. Owen could not recall his friend’s phone number. **re + call**
3. Joe will unhitch the camper from his truck. **un + hitch**
4. It was unfair of Ned to cheat at hide-and-seek. **un + fair**
5. I will rearrange my bedroom so that my new bed fits. **re + arrange**

Quick Check | Student Edition page 183

Write the underlined word in each sentence in your journal. Then write the prefix and base word.

1. Marco helps his sister unload the dishwasher. **un + load**
2. It was unsafe of Kate to walk near the railroad tracks. **un + safe**
3. I will review my notes before taking the test. **re + view**
4. We were unhappy that it was raining. **un + happy**
5. It is time for me to renew my books at the library. **re + new**

Challenge Sentences

They will rebuild the library to make it bigger. **re + build**

Put all of your unwanted clothes in one pile and we'll give them away. **un + wanted**

Mixed Practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Tell the students that the message says that he wants to check their memories on some of the skills they have learned. Draw a boat with two main sails, a second boat with two overlapping sails, and a third boat with one small sail and one main sail. Ask the students what these boats tell us about the kinds of words we have learned to read.

Captain Good Reader sent another message last night. He says that when we read we will use different skills to figure out how to read different words. He wants us to practice using some of the skills we've learned. Here is the clue he has given us for the kinds of words he wants us to practice reading.

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean.

What do these boats tell us about the kinds of words we have learned to read? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That's right! A boat with two main sails means that we will divide the word into two whole words. A boat with two overlapping sails means that the word is made up of two smaller words that were pushed together. A boat with a small sail and a main sail means that the word can be divided into a prefix and a base word.**

- ▶ Explain that Captain Good Reader has given you some word clues with the boat. Write “nightgown” on the boat with two main sails and prompt the students to tell you how they would divide it into two words. After listening to their responses, write “night” on one sail and “gown” on the other.
- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let's read our sails together. (Point to each word on the sails and read “nightgown” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students' responses.) **You're right! The words on the sails match the word on the boat, so we don't have to make any changes.**

- ▶ Write “he'll” on the boat with two overlapping main sails and prompt the students to tell you how they would divide it into two whole words. After listening to their responses, write “he” on the first sail and “will” on the second. After having the students compare the parts on the sails to the word, prompt them to identify the tools that Captain Good Reader uses to show that the “wi-” is dropped and an apostrophe is added (scrubber and patch). Draw a line through the “wi-” and draw a box and write an apostrophe in it. (Model.)

- ▶ Write “rerun” on the boat with the small and main sails and prompt the students to tell you how they would divide the word into prefix and base word. After listening to their responses, write “re” on the small sail and “run” on the main sail. Have the students read the parts to read the whole word.
- ▶ Review and summarize the skills that were covered and the tools that the students will need to use in the Sail Along practice.

Today we read a compound word, “nightgown,” a contraction, “he’ll,” and a base word with a prefix, “rerun.” We used a scrubber and patch on the word “he’ll” to show that some letters were taken away and some were added. You will continue to practice using all the skills you have learned in your Sail Along practice. Make sure that the sails always match the word on the boat. You may need to use tools on some of the words to show that the base word changes when the ending is added.

- ▶ Remind the students that they will have to use all the Word Treasures that they have learned so far to complete their work.
- ▶ Point out the icons at the top of the page. Remind the students that the icons tell them what kind of skills they will work on, and use Think-Pair-Share to have them identify the skills.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 39

Write the underlined word in each sentence in your journal. Then write the base word and the ending or the two words that make the compound word or contraction. If necessary, use a tool to make the parts match the whole word.

1. Philippe threw a snowball at his sister. **snow + ball**
2. Do you think there’ll be ice cream at the carnival? **there + will**
3. Nathan was unhappy that his family wasn’t going to the zoo. **un + happy**
4. That is the biggest strawberry I have ever seen! **straw + berry**
5. Coach Ryan told the team to replay the pass. **re + play**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students that they will be using many of the skills they have learned thus far.

Captain Good Reader sent another message last night. He wanted to remind you that you will use many different skills to figure out how to read words. To read all of these words, we can read the smaller parts and then the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 40

Write the underlined word in each sentence in your journal. Then write the base word and the ending or the two words that make the compound word or contraction. If necessary, use a tool to make the parts match the whole word.

1. The gardener planted sunflowers around the fountain. **sun + flowers**
2. The *Titanic* sank after hitting an iceberg. **ice + berg**
3. I'll put the markers away when I'm finished with them. **I + 'll will**
4. Dad unpacked his suitcase. **un + packed**
5. Paul will return the book after he reads it. **re + turn**

Quick Check | Student Edition page 184

Write the underlined word in each sentence in your journal. Then write the base word and the ending or the two words that make the compound word or contraction. If necessary, use a tool to make the parts match the whole word.

1. Jack and Jill played basketball on the same team. **basket + ball**
2. I don't think it'll snow today. **it + 'll will**
3. Wendy got a postcard from her penpal. **post + card**
4. "Quincy, unzip your coat before you try to take it off," Mom said. **un + zip**
5. Do you think we'll go iceskating this weekend? **we + 'll will**

Challenge Sentences

You should bring a flashlight because it'll be dark soon. **flash + light**

I will resend your letter since it was returned to me. **re + send**

Mixed Practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Tell the students that the message says that he wants to check their memories on some of the skills they have learned. Draw a boat with two overlapping sails, a second with two main sails, and a third with one small sail and one main sail. Ask the students what these boats tell us about the kinds of words we have learned to read.

Captain Good Reader sent another message last night. He says that when we read we will use different skills to figure out how to read different words. He wants us to practice using some of the skills we've learned. Here is the clue he has given us for the kinds of words he wants us to practice reading.

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean.

What do these boats tell us about the kinds of words we have learned to read? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That's right! A boat with two overlapping sails means that the word is made up of two smaller words that were pushed together. A boat with two main sails means that we will divide the word into two whole words. A boat with a small sail and a main sail means that the word can be divided into a prefix and a base word.**

- ▶ Explain that Captain Good Reader has given you some word clues with the boat. Write "it'll" on the boat with two overlapping sails and prompt the students to tell you how they would divide it into two words. After listening to their responses, write "it" on the first sail and "will" on the second.
- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let's read our sails together. (Point to each word on the sails and read "it'll" with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students' responses.) **You're right, they don't. There is a "wi" on the second sail that isn't on the boat and there is an apostrophe on the boat that's not on the sails.**

- ▶ Use Think-Pair-Share to ask the students what tools Captain Good Reader would use to make the sails match the word on the boat. Draw a line through the "wi" (scrubber) and add a patch for the apostrophe.

Remember that Captain Good Reader has tools he uses to take away letters and to add apostrophes. Think about what tools he would use and then talk to your partner about them. (Allow time for the students to think about the answer and share it with their partners.) **What tools would Captain Good Reader use?** (Listen to the students' responses.) **That's right! He would use a scrubber to take off the "wi" and a patch to add the apostrophe. I will draw a line through the "wi" and draw a patch for the apostrophe.** (Model.)

- ▶ Write "checkout" on the boat with two main sails and prompt the students to tell you how they would divide it into two whole words. After listening to their responses, write "check" on the first sail and "out" on the second. Have the students read the parts to read the whole word.
- ▶ Write "uncertain" on the boat with the small and main sails and prompt the students to tell you how they would divide the word into prefix and base word. After listening to their responses, write "un" on the small sail and "certain" on the main sail. Have the students read the parts to read the whole word.
- ▶ Review and summarize the skills that were covered and the tools that the students will need to use in the Sail Along practice.

Today we read the contraction "it'll," the compound word "checkout," and a base word with a prefix, "uncertain." We used a scrubber and a patch on the word "it'll" to show that some letters were taken away and some were added. You will continue to practice using all the skills you have learned in your Sail Along practice. Make sure that the sails always match the word on the boat. You may need to use tools on some of the words to show that the base word changes when the ending is added.

- ▶ Remind the students that they will have to use all the Word Treasures that they have learned so far to complete their work.
- ▶ Point out the icons at the top of the page. Remind the students that the icons tell them what kind of skills they will work on, and use Think-Pair-Share to have them identify the skills.
- ▶ If necessary, review and model how the students will write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students' materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set. Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 41

Write the underlined word in each sentence in your journal. Then write the base word and the ending or the two words that make the compound word or contraction. If necessary, use a tool to make the parts match the whole word.

1. Do you think he'll bring a friend with him? **he** + ' **will**
2. Mike used a stepladder to clean out the gutters. **step** + **ladder**
3. Jason had trouble recalling his friend's phone number. **re** + **calling**
4. They'll be at our house in 10 minutes. **They** + ' **will**
5. We played inside because it was cold and rainy outside. **out** + **side**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students that they will be using many of the skills they have learned thus far.

Captain Good Reader sent another message last night. He wanted to remind you that you will use many different skills to figure out how to read words. To read all of these words, we can read the smaller parts and then the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 42

Write the underlined word in each sentence in your journal. Then write the base word and the ending or the two words that make the compound word or contraction. If necessary, use a tool to make the parts match the whole word.

1. It took a long time for Lucy's arm to recover after she broke it. **re + cover**
2. Roy ate a doughnut at lunch. **dough + nut**
3. She'll leave for the airport in an hour. **She + will**
4. Justin had a terrible nightmare! **night + mare**
5. We were a little worried because it was unusual for Mr. Pyles to be late. **un + usual**

Quick Check | Student Edition page 185

Write the underlined word in each sentence in your journal. Then write the base word and the ending or the two words that make the compound word or contraction. If necessary, use a tool to make the parts match the whole word.

1. Do you have to rewrite your story? **re + write**
2. Which suitcase will you bring on your trip? **suit + case**
3. It'll be dark when we get home. **It + will**
4. Moses picked up the football. **foot + ball**
5. She'll call when she gets home. **She + will**

Challenge Sentences

James will unpack his suitcase when he gets home. **un + pack**

There was some seaweed on the beach. **sea + weed**

Contractions

“’s,” “’m,” “’re” (is, are)



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading contractions. Draw a sailboat with two overlapping sails and write “he’s” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Remind the students that the apostrophe (point to “’s”) stands for one or more missing letters from one of the parts.
- ▶ Use Think-Pair-Share to ask the students if they can figure out how the clues can help them read the word and what should go on the sails. Write the word parts on the sails. If necessary, write “_s” on the second sail to help the students visualize “is.”

What do the sails on this boat tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **Good! Two overlapping sails mean that two words have been pushed together to make a new word. Can you figure out either of the words [he, is]?**

- ▶ Ask the students to read just the sail parts and compare these to the boat to see if they are the same. Explain that because the “i” is missing when you put the parts together, the word on the boat sounds different. Ask the students to blend the sounds on the boat, omitting the “i” sound until they pronounce “he’s” correctly. Model, if necessary.

Let’s read our sails. (Point to each word and read “he” “is” with the class.) **Do the parts look like the word? How are they different?** (Listen to the students’ responses.) **You’re right! There is an “i” on the sails that isn’t on the boat. That means that you don’t have the /i/ sound in the word when the parts are together. Let’s read the word by blending the sounds without the /i/ sound.**

- ▶ Use Think-Pair-Share to ask the students what tools Captain Good Reader would use to show these changes on the sails.

What tools would Captain Good Reader use to show these changes? Think about this and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! He would use a scrubber to clean off the “i” and a patch to add the apostrophe.** (Model changes on the sails for the students).

- ▶ Repeat the activity with “they’re” and “I’m” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts to compare them to the word on the boat, and then change the parts to try the pronunciation again. Remind the students that the parts, before they are changed, do not sound like the word on the boat.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. We used a patch and the scrubber on some of the sails to show how parts changed when you put them together. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) Let’s read what Captain Good Reader says: “When ‘is’ or ‘are’ is added to another word, a letter is dropped and an apostrophe is put in its place. Remember, if you’re having trouble reading these words, read the parts first and then read the whole word.”

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 43

Write the underlined word in each sentence in your journal. Then write the two words that make the word. Draw a line through any letters that are dropped and draw a box to add the apostrophe.

Example: Bill’s = Bill + ’ ~~is~~

1. Dante’s meeting us at the airport. **Dante** + ’ ~~is~~
2. I’m not going to play with Brian today. **I** + ’ ~~m~~
3. She’s doing her math homework. **She** + ’ ~~is~~
4. Nina’s moving to a new house. **Nina** + ’ ~~is~~
5. I wore a coat because it’s cold out. **it** + ’ ~~is~~



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that when “is” or “are” is added to another word, a letter is dropped and an apostrophe is put in its place. Remember, if you’re having trouble reading these words, read the parts first and then read the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 44

Write the underlined word in each sentence in your journal. Then write the two words that make the word. Draw a line through any letters that are dropped and draw a box to add the apostrophe.

1. What is the title of the book that Kevin’s reading? **Kevin** + ’ **is**
2. Renee’s going to Utah this winter. **Renee** + ’ **is**
3. When he’s finished checking his work, he will turn in his test. **he** + ’ **is**
4. It’s dark out, so the fireworks should start soon. **It** + ’ **is**
5. Mandy can’t talk on the phone because she’s eating dinner. **she** + ’ **is**

Quick Check | Student Edition page 186

Write the underlined word in each sentence in your journal. Then write the two words that make the word. Draw a line through any letters that are dropped and draw a box to add the apostrophe.

1. I'm going to be late if I don't leave right now. **I** + ~~am~~
2. After school, Cody's playing golf. **Cody** + ~~is~~
3. He's waiting for Billy so that they can walk home together. **He** + ~~is~~
4. I think you're going the wrong way. **you** + ~~are~~
5. Jan's buying a gift for her dad. **Jan** + ~~is~~

Challenge Sentences

It's cold in my room! **It** + ~~is~~

You're going to be late for school if you don't get out of bed now! **You** + ~~are~~

Chunking

irregular letter sounds



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for chunking words. Draw a boat and write “sheriff” on it.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Point out that the boat doesn’t have any sails. Use Think-Pair-Share to ask the students what they know about a word if the boat doesn’t have sails.

This boat doesn’t have any sails. What does that tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! If a boat doesn’t have sails, it means that we will chunk the word in order to read it.**

- ▶ Remind the students that when they chunk a word, and the word doesn’t sound familiar, they need to change one or more of the sounds and try reading the word again. They will add a flag to their boats to show that they had to read the word more than once.
- ▶ Prompt the students to chunk the word, modeling as necessary. Draw a flag on the boat to show that you tried to read this word a different way.

How could you divide this word into parts to try to read it? (Accept responses.) **If I didn’t know this word and tried to read it, I might put my paddle between the “e” and the “r” and read “she-riff” (/shē/ - /riff/), but that isn’t a word I know. If I put my paddle between the “r” and the “i” and read the “er” like “air,” the word sounds like “sheriff.” That’s a word I know, so it must be right. I’ll leave my paddles there and also draw a flag on this boat to show that I had to reread the “er” a different way before it sounded like a word I know.**

- ▶ Repeat the activity with “feather” and “stranger” to provide other examples, writing these words on the boat and prompting the students to divide the words with paddles. Always have the students read the chunks and then the whole word.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **I think you're right! Let's read what Captain Good Reader says: "When we come to a word that we can't read, we can break it into smaller chunks, read the small chunks, and then read the whole word. If the word doesn't sound like a word we know, we have to change one or more of the sounds and try to read it again. We keep trying different sounds until we can read a word we know."**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students' materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 45

Write the underlined word in each sentence in your journal. Use paddles to divide the word into chunks. If you need to try reading the word more than once, draw a flag next to it. (Chunking answers may vary.)

Example: closet = *clo* / *et*

1. We ate biscuits for breakfast this morning. **bis / cuits**
2. Ian smelled the fragrant roses when he walked into his house. **fra / grant**
3. Liza cut up the tomatoes before putting them in the salad. **tom / at / oes**
4. Patrick climbed the tree to pick apples. **ap / ples**
5. My favorite season is autumn. **aut / umn**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes we will see words in our reading that are long and seem hard to read. You can break these words into smaller chunks, read the small chunks, and then read the whole word. If the word doesn't sound like a word we know, we have to change one or more of the sounds and try to read it again. We keep trying different sounds until we can read a word we know.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 46

Write the underlined word in each sentence in your journal. Use paddles to divide the word into chunks. If you need to try reading the word more than once, draw a flag next to it. (Chunking answers may vary.)

1. Our journey home was a long one. **jour / ney**
2. My fingers are numb from the cold! **numb**
3. The entrance to the store was crowded with shoppers. **ent / rance**
4. What language do you speak? **lan / guage**
5. Scott opened his parachute as he jumped out of the plane. **par / a / chute**

Quick Check | Student Edition page 187

Write the underlined word in each sentence in your journal. Use paddles to divide the word into chunks. If you need to try reading the word more than once, draw a flag next to it. (Chunking answers may vary.)

1. Mr. Finch is the director of our school play. **dir / ec / tor**
2. My mom saved money at the store by using coupons. **cou / pons**
3. That's a beautiful bracelet! **brace / let**
4. Mrs. West plays the violin in the city symphony. **sym / ph / on / y**
5. School was closed because the streets were flooded. **be / cause**

Challenge Sentences

(Chunking answers may vary.)

The surgeon scrubbed his hands before the operation. **sur / geon**

Since it was raining, we had recess in the gymnasium. **gym / nas / i / um**

Chunking

irregular letter sounds: Extra practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for chunking words. Draw a boat and write “against” on it.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Point out that the boat doesn’t have any sails. Use Think-Pair-Share to ask the students what they know about a word if the boat doesn’t have sails.

This boat doesn’t have any sails. What does that tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! If a boat doesn’t have sails, it means that we will chunk the word in order to read it.**

- ▶ Remind the students that when they chunk a word, and the word doesn’t sound familiar, they need to change one or more of the sounds and try reading the word again. They will add a flag to their boats to show that they had to read the word more than once.
- ▶ Prompt the students to chunk the word, modeling as necessary. Draw a flag on the boat to show that you tried to read this word a different way.

How could you divide this word into parts to try to read it? (Accept responses.) **If I didn’t know this word and tried to read it, I might put a paddle between the first “a” and the “g” and another between the “n” and the “s” and read “a-gainst” (/a/-/gān/-/st/), but that isn’t a word I know. If I leave the first paddle, but remove the second one, and read the “gainst” as /genst/, the word sounds like “against.” That’s a word I know, so it must be right. I’ll leave my paddles there and also draw a flag on this boat to show that I read the word more than once before it sounded like a word I know.**

- ▶ Repeat the activity with “business” and “figure” to provide other examples, writing these words on the boat and prompting the students to divide the words with paddles and to draw a flag on the boat if they read the word more than once. Always have the students read the chunks and then the whole word.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **I think you're right! Let's read what Captain Good Reader says: "When we come to a word that we can't read, we can break it into smaller chunks, read the small chunks, and then read the whole word. If the word doesn't sound like a word we know, we have to change one or more of the sounds and try to read it again. We keep trying different sounds until we can read a word we know."**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students' materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 47

Write the underlined word in each sentence in your journal. Use paddles to divide the word into chunks. If you need to try reading the word more than once, draw a flag next to it. (Chunking answers may vary.)

Example: *closet* = *clo* / *et*

1. We bought lettuce for our salads. **let / tuce**
2. Kristie brought her special bear to show and tell. **spe / cial**
3. Jeff takes karate lessons. **ka / ra / te**
4. The dog got fur on the furniture. **fur / ni / ture**
5. You have to be gentle when you hold a baby. **gen / tle**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes we will see words in our reading that are long and seem hard to read. You can break these words into smaller chunks, read the small chunks, and then read the whole word. If the word doesn't sound like a word we know, we have to change one or more of the sounds and try to read it again. We keep trying different sounds until we can read a word we know.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 48

Write the underlined word in each sentence in your journal. Use paddles to divide the word into chunks. If you need to try reading the word more than once, draw a flag next to it. (Chunking answers may vary.)

1. Close your eyes and imagine that you are a princess. **i / ma / gine**
2. My mom only buys natural foods. **nat / ur / al**
3. After shopping, take your groceries to the register. **re / gis / ter**
4. What language do they speak in Brazil? **lang / uage**
5. Patty has a leather purse. **lea / th / er**

Quick Check | Student Edition page 188

Write the underlined word in each sentence in your journal. Use paddles to divide the word into chunks. If you need to try reading the word more than once, draw a flag next to it. (Chunking answers may vary.)

1. We saw a kangaroo at the zoo. **kang / a / roo**
2. Would you like some orange juice? **juice**
3. Ray paddled the canoe down the river. **can / oe**
4. I wanted to buy that shirt but it was too expensive. **ex / pen / sive**
5. Tony picked a raspberry and ate it. **rasp / ber / ry**

Challenge Sentences

(Chunking answers may vary.)

Ben thought he knew the answer, so he raised his hand. **th / ought**

Roy was jealous of his new baby sister. **jea / lous**

Mixed Practice




Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Tell the students that the message says that he wants to check their memories on some of the skills they have learned. Draw a boat with two overlapping sails, one without any sails, and a third with a small sail and a main sail. Ask the students what these boats tell us about the kinds of words we have learned to read.

Captain Good Reader sent another message last night. He says that when we read, we will use different skills to figure out how to read different words. He wants us to practice using some of the skills we've learned. Here is the clue he has given us for the kinds of words he wants us to practice reading.

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean.

What do these boats tell us about the kinds of words we have learned to read?

Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That's right! A boat with two overlapping sails means that the word is made up of two smaller words that were pushed together. A boat without sails means that we will chunk the word into smaller parts. A boat with a small sail and a main sail means that the word has a prefix and a base word.**

- ▶ Explain that Captain Good Reader has given you some word clues with the boat. Write "you're" on the boat with two overlapping sails and prompt the students to tell you how they would divide it into two words. After listening to their responses, write "you" on the first sail and "are" on the second.
- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let's read our sails together. (Point to each word on the sails and read "you're" with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students' responses.) **You're right, they don't. There is an "a" on the second sail that isn't on the boat and there is an apostrophe on the boat that's not on the sails.**

- ▶ Use Think-Pair-Share to ask the students what tools Captain Good Reader uses to make the sails match the word on the boat. Draw a line through the "a" (scrubber) and add a patch for the apostrophe.

Remember that Captain Good Reader has tools he uses to take away letters and to add apostrophes. Think about what tools he would use and then talk to your partner about them. (Allow time for the students to think about the answer and share it with their partners.) **What tools would Captain Good Reader use?** (Listen to the students' responses.) **That's right! He would use a scrubber to take off the "a" and a patch to add the apostrophe. I will draw a line through the "a" and draw a patch for the apostrophe.** (Model.)

- ▶ Write "eighth" on the boat without sails and prompt the students to tell you how they would chunk the word. After listening to their responses, draw paddles between the parts to show how this word can be divided and, if needed, a flag to show that you read the word more than once. Have the students read the parts to read the whole word.
- ▶ Write "restart" on the boat with a small and a main sail and prompt the students to tell you how they would divide the word into base word and prefix. After listening to their responses, write "re" on the small sail and "start" on the main sail. Have the students read the parts to read the whole word.
- ▶ Review and summarize the skills that were covered and the tools that the students will need to use in the Sail Along practice.

Today we read the contraction "you're," chunked the word "eighth," and read a base word with a prefix, "restart." We used a scrubber and patch on the contraction to show that some letters were taken away and an apostrophe was added. You will continue to practice using all the skills you have learned in your Sail Along practice. Make sure that the sails always match the word on the boat. You may need to use tools on some of the words to show that the base word changes when the ending is added.

- ▶ Remind the students that they will have to use all the Word Treasures that they have learned so far to complete their work.
- ▶ Point out the icons at the top of the page. Remind the students that the icons tell them what kind of skills they will work on, and use Think-Pair-Share to have them identify the skills.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students' materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 49

Write the underlined word in each sentence in your journal. Then write the base word and the ending or use paddles to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. (Chunking answers may vary.)

1. The detective gathered clues so that he could solve the case. **de / tec / tive**
2. He's not following directions well. **He + ' is**
3. I wore boots because there's a lot of snow on the ground. **there + ' is**
4. Please recount the money. **re + count**
5. We'll be at Aunt Beth's house by 1:00. **We + ' will**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students that they will be using many of the skills that they have learned thus far.

Captain Good Reader sent another message last night. He wanted to remind you that you will use many different skills to figure out how to read words. He wants you to practice reading base words with endings. To read all of these words, we can read the smaller parts and then the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for the Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 50

Write the underlined word in each sentence in your journal. Then write the base word and the ending or use paddles to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. (Chunking answers may vary.)

1. They're coming to our house. **They** + ' **are**
2. Nate ate cereal for dinner. **cer** / **e** / **al**
3. Abdul helped his mom unwind the yarn. **un** + **wind**
4. I'm on my way to school. **I** + ' **am**
5. Renata rode her bicycle to the library. **bi** / **cycle**

Quick Check | Student Edition page 189

Write the underlined word in each sentence in your journal. Then write the base word and the ending or use paddles to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. (Chunking answers may vary.)

1. "What is for dinner?" Connie asked. **din** / **ner**
2. I'm going to help Wes read this book. **I** + ' **am**
3. Miguel looks unhappy. **un** + **happy**
4. Wear your boots because it's raining! **it** + ' **is**
5. Wipe up the crumbs from your snack, please. **cr** / **umbs**

Challenge Sentences

(Chunking answers may vary.)

I visited my brother in the hospital. **hos** / **pi** / **tal**

She's giving her book report today. **She** + ' **is**

Mixed Practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Tell the students that the message says that he wants to check their memories on some of the skills they have learned. Draw a boat without any sails, one with two overlapping sails, and a third with a small sail and a main sail. Ask the students what these boats tell us about the kinds of words we have learned to read.

Captain Good Reader sent another message last night. He says that when we read we will use different skills to figure out how to read different words. He wants us to practice using some of the skills we've learned. Here is the clue he has given us for the kinds of words he wants us to practice reading.

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean.

What do these boats tell us about the kinds of words we have learned to read? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That's right! A boat without sails means that we will chunk the word into smaller parts. A boat with two overlapping sails means that the word is made up of two smaller words that were pushed together, and a boat with a small sail and a main sail means that we will divide the word into a prefix and a base word.**

- ▶ Explain that Captain Good Reader has given you some word clues with the boat. Write "famous" on the boat without any sails and prompt the students to tell you how they would chunk the word. After listening to their responses, draw paddles to show where you could divide the word. Remind the students that if they had to read the word more than once, they would add a flag to the boat.
- ▶ Write "it's" on the boat with two overlapping sails and prompt the students to tell you how they would divide the word into two whole words. After listening to their responses, write "it" on the first sail and "is" on the second. Ask the students what tools are needed to make the sails match the boat (scrubber and patch) and draw a line through the "i" in "is" and draw a patch and write an apostrophe in it. Have the students read the parts to read the whole word.
- ▶ Write "uncomfortable" on the boat with a small and main sail and prompt the students to tell you how they would divide the word into a prefix and a base word. After listening to their responses, write "un" on the small sail and "comfortable" on the main sail. Have the students read the parts to read the whole word.
- ▶ Review and summarize the skills that were covered and the tools that the students will need to use in the Sail Along practice.

Today we chunked the word “famous,” read the contraction “it’s,” and read a base word with a prefix, “uncomfortable.” We used a scrubber and patch on the contraction to show that some letters were taken away and an apostrophe was added. You will continue to practice using all the skills you have learned in your Sail Along practice. Make sure that the sails always match the word on the boat. You may need to use tools on some of the words to show that the base word changes when the ending is added.

- ▶ Remind the students that they will have to use all the Word Treasures that they have learned so far to complete their work.
- ▶ Point out the icons at the top of the page. Remind the students that the icons tell them what kind of skills they will work on, and use Think-Pair-Share to have them identify the skills.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 51

Write the underlined word in each sentence in your journal. Then write the base word and the ending or use paddles to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. (Chunking answers may vary.)

1. We used our good china for my birthday dinner. **chi / na**
2. After school, we’re leaving for vacation. **we + [] are**
3. I have to return my library books. **re + turn**
4. Grandma always puts a saucer under her teacup. **sau / cer**
5. Chips are an unhealthy snack. **un + healthy**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students that they will be using many of the skills they have learned thus far.

Captain Good Reader sent another message last night. He wanted to remind you that you will use many different skills to figure out how to read words. He wants you to practice reading base words with endings. To read all of these words, we can read the smaller parts and then the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 52

Write the underlined word in each sentence in your journal. Then write the base word and the ending or use paddles to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. (Chunking answers may vary.)

1. I love seeing the baby elephant at the zoo. **el / e / phant**
2. The weather is uncertain. **un + certain**
3. When he's finished washing the outside of the car, he will clean the inside. **he + 's**
4. Mary put her bike in the garage. **ga / rage**
5. Jerome had to rebuild his block tower. **re + build**

Quick Check | Student Edition page 190

Write the underlined word in each sentence in your journal. Then write the base word and the ending or use paddles to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. (Chunking answers may vary.)

1. I'm going to the library today. **I** + **'am**
2. Do not unfasten your seatbelt when the car is moving. **un** + **fasten**
3. The nurse checked our vision and hearing. **vi** / **sion**
4. Mandy can't play today because she's not feeling well. **she** + **'s**
5. Jack had to resend the letter with the correct postage. **re** + **send**

Challenge Sentences

(Chunking answers may vary.)

We are going out to eat on Wednesday. **Wed** / **nes** / **day**

There's only one more brownie. **There** + **'s**

Base Word + Ending

“er,” “est”



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with endings. Draw a sailboat with one main sail and one small sail and write “faster” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

What do the sails on this boat tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! A main sail and a small sail mean that this word must have a base word and an ending. Can you see the base word [fast] or the ending [er]?**

- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word part on the sails and read “faster” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right. The words on the sails match the word on the boat, so we don’t have to make any changes.**

- ▶ Repeat the activity with “slowest” and “smaller” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat.

- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **I think you’re right! Let’s read what Captain Good Reader says: “Sometimes words that seem longer or more difficult to read are just base words with the endings ‘er’ or ‘est’ on them. If you’re having trouble reading these words, try to read the parts of the word first and then read the whole word.”**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board, reading the whole word and then the parts.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 53

Write the underlined word in each sentence in your journal. Then write the base word and ending on your sails.

Example: quicker = quick + er

1. Mr. Cotter’s grass is the greenest on the street. **green + est**
2. Maria is younger than Josh. **young + er**
3. The clouds get darker before a storm. **dark + er**
4. My grandfather is balder than my dad. **bald + er**
5. Erin is the tallest person in our class. **tall + est**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes words that seem longer or more difficult to read are just base words with the endings “er” or “est” on them. If you’re having trouble reading these words, try to read the parts of the word first and then read the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 54

Write the underlined word in each sentence in your journal. Then write the base word and ending on your sails.

1. My brother is richer than I am because he saves his money. **rich + er**
2. Lemonade is sweeter than water. **sweet + er**
3. When the lights went out, our house was the darkest it has ever been. **dark + est**
4. Rita’s hair is blacker than Rick’s. **black + er**
5. I am the oldest in my family. **old + est**

Quick Check | Student Edition page 191

Write the underlined word in each sentence in your journal. Then write the base word and ending on your sails.

1. It is colder in Alaska than Hawaii. **cold + er**
2. My new glasses are rounder than my old ones. **round + er**
3. The lollipop is sweeter than the gumballs. **sweet + er**
4. Troy was the strongest boy on the football team. **strong + est**
5. We bought the red shirt because it was the cheapest. **cheap + est**

Challenge Sentences

New York is warmest in August. **warm + est**

My pillow is softer than yours. **soft + er**

Base Word + Ending

“er,” “est”: Extra practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with endings. Draw a sailboat with one main sail and one small sail and write “newest” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

What do the sails on this boat tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! A main sail and a small sail mean that this word must have a base word and an ending. Can you see the base word [new] or the ending [est]?**

- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “newest” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right. The words on the sails match the word on the boat, so we don’t have to make any changes.**

- ▶ Repeat the activity with “deeper” and “cheapest” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat. If necessary, remind the students that they may need to use more than one tool to make the sails match the word on the boats.
- ▶ Always have the students read the word parts and compare them to the word on the boat.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **I think you’re right! Let’s read what Captain Good Reader says: “Sometimes words that seem longer or more difficult to read are just base words with the endings ‘er’ or ‘est’ on them. If you’re having trouble reading these words, try to read the parts of the word first and then read the whole word.”**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board, reading the whole word and then the parts.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 55

Write the underlined word in each sentence in your journal. Then write the base word and ending on your sails.

Example: quicker = quick + er

1. The room is brighter now that I have replaced the light bulb. **bright + er**
2. That was the greatest play I have ever seen! **great + est**
3. My hair is smoother after I brushed it. **smooth + er**
4. Joe is the kindest person I know. **kind + est**
5. “Use the roughest sandpaper we have,” Dad said. **rough + est**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes words that seem longer or more difficult to read are just base words with the endings “er” or “est” on them. If you’re having trouble reading these words, try to read the parts of the word first and then read the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 56

Write the underlined word in each sentence in your journal. Then write the base word and ending on your sails.

1. We have to be quieter when the baby goes to sleep. **quiet + est**
2. “Your room is the cleanest it has ever been!” exclaimed Keith. **clean + est**
3. The cocoa is a little warmer than I like it to be. **warm + er**
4. The children are at their wildest right before recess. **wild + est**
5. The drums are the loudest instrument in the band. **loud + est**

Quick Check | Student Edition page 192

Write the underlined word in each sentence in your journal. Then write the base word and ending on your sails.

1. The luggage is lighter without my books in it. **light + er**
2. Who is the fastest runner? **fast + est**
3. Heidi added white to the red paint to make it pinker. **pink + er**
4. I need the longest rope you have. **long + est**
5. It was much quieter after all the guests left. **quiet + er**

Challenge Sentences

The wood is harder than the plastic. **hard + er**

Leroy finished his artwork the quickest. **quick + est**

Base Word + Ending

“en”



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with endings. Draw a sailboat with one main sail and one small sail and write “lighten” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

What do the sails on this boat tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! A main sail and a small sail mean that this word must have a base word and an ending. Can you see the base word [light] or the ending [en]?**

- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “lighten” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right! The words on the sails match the word on the boat, so we don’t have to make any changes.**

- ▶ Write “chosen” on another boat with a main sail and a small sail and prompt the students to tell you how they would divide the base word from the ending. After having the students compare the parts on the sails to the word, prompt them to identify the tool that Captain Good Reader uses to show that the “e” was dropped from “chose” before the “en” was added (scrubber). Draw a line through the “e” in “chose” to model using the scrubber. Have the students read the parts to read the whole word.
- ▶ Write “gotten” on a third boat with a main sail and a small sail and prompt the students to tell you how they would divide the base word from the ending. After having the students compare the parts on the sails to the word, prompt them to identify the tool that Captain Good Reader uses to show that the “t” on “got” was doubled before the “en” was added (patch). Draw a box next to “got” on the main sail and write a “t” inside it to model using the patch. Have the students read the parts to read the whole word.

- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **I think you’re right! Let’s read what Captain Good Reader says: “Sometimes words that seem longer or more difficult to read are just base words with the ending ‘en’ on them. And sometimes we need to change the base word before an ending is added. If you’re having trouble reading these words, try to read the parts of the word first and then read the whole word.”**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board, reading the whole word and then the parts.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 57

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If necessary, use a tool to make the parts match the whole word.

1. We couldn’t drink the juice because it was frozen. **froz** + **en**
2. We tried to frighten my brother by hiding from him. **fright** + **en**
3. The golden sunset looked beautiful over the ocean. **gold** + **en**
4. Gabe sat on his wooden rocking horse. **wood** + **en**
5. Rusty tried to fatten up his pig so that it would do better at the fair. **fat** t + **en**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes words that seem longer or more difficult to read are just base words with the ending “en” on them. And sometimes we need to change the base word before an ending is added. If you’re having trouble reading these words, try to read the parts of the word first and then read the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 58

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If necessary, use a tool to make the parts match the whole word.

1. Peter wants to whiten his teeth. **white** + **en**
2. We will lengthen the curtain rod so that it fits over the window. **length** + **en**
3. Ray has already eaten, so he’s not hungry. **eat** + **en**
4. The chair is broken, so don’t sit in it. **break** + **en**
5. Missy will soften the fabric by washing it many times. **soft** + **en**

Quick Check | Student Edition page 193

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If necessary, use a tool to make the parts match the whole word.

1. We were awoken by the loud thunder. **awok** + **en**
2. Quincy has fallen off his bike! **fall** + **en**
3. Jerome found the hidden candy in the cupboard. **hid** **[d]** + **en**
4. The laws of gravity are proven when you drop something and it hits the floor. **prov** + **en**
5. Johann tried to tighten the bolts so that they wouldn't come undone. **tight** + **en**

Challenge Sentences

Betsy tried to flatten her pillow so that it wasn't so lumpy. **flat** **[t]** + **en**

I will loosen the lid so that you can open the pickles. **loos** + **en**

Base Word + Ending

“en”: Extra practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with endings. Draw a sailboat with one main sail and one small sail and write “dampen” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

What do the sails on this boat tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! A main sail and a small sail mean that this word must have a base word and an ending. Can you see the base word [damp] or the ending [en]?**

- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “dampen” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right! The words on the sails match the word on the boat, so we don’t have to make any changes.**

- ▶ Write “widen” on another boat with a main sail and a small sail and prompt the students to tell you how they would divide the base word from the ending. After having the students compare the parts on the sails to the word, prompt them to identify the tool that Captain Good Reader uses to show that the “e” was dropped from “wide” before the “en” was added (scrubber). Draw a line through the “e” in “wide” to model using the scrubber. Have the students read the parts to read the whole word.
- ▶ Write “bitten” on a third boat with a main sail and a small sail and prompt the students to tell you how they would divide the base word from the ending. After having the students compare the parts on the sails to the word, prompt them to identify the tool that Captain Good Reader uses to show that the “t” on “bit” was doubled before the “en” was added (patch). Draw a box next to “bit” on the main sail and write a “t” inside it to model using the patch. Have the students read the parts to read the whole word.

- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **I think you’re right! Let’s read what Captain Good Reader says: “Sometimes words that seem longer or more difficult to read are just base words with the ending ‘en’ on them. And sometimes we need to change the base word before an ending is added. If you’re having trouble reading these words, try to read the parts of the word first and then read the whole word.”**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board, reading the whole word and then the parts.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 59

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If necessary, use a tool to make the parts match the whole word.

1. Jesse had forgotten that the pizza party was today. **forgot + t + en**
2. Trina wanted to sharpen her pencil. **sharp + en**
3. We have beaten the Cruisers every time we’ve played them. **beat + en**
4. Opening the curtains will brighten the room. **bright + en**
5. Please fasten your seatbelts. **fast + en**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes words that seem longer or more difficult to read are just base words with the ending “en” on them. And sometimes we need to change the base word before an ending is added. If you’re having trouble reading these words, try to read the parts of the word first and then read the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 60

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If necessary, use a tool to make the parts match the whole word.

1. The eggs were beaten before we cooked them. **beat + en**
2. We covered the new puppies with a woven blanket. **wov~~e~~ + en**
3. Carly will loosen her helmet strap. **loos~~e~~ + en**
4. The pumpkins were rotten, so we threw them away. **rot + t + en**
5. We will shorten the dog’s leash if we get close to another dog. **short + en**

Quick Check | Student Edition page 194

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If necessary, use a tool to make the parts match the whole word.

1. They will widen the highway so that there is less traffic. **wid~~e~~ + en**
2. It has taken longer than we thought to buy our tickets. **take~~e~~ + en**
3. Make sure to fasten your seatbelts. **fast + en**
4. We found the forgotten pictures in a box in the attic. **forgot + t + en**
5. Don't loosen the screw too much! **loose~~e~~ + en**

Challenge Sentences

The rug was woven by hand. **wov~~e~~ + en**

“It is not nice to threaten your brother like that,” my dad said. **threat + en**

Mixed Practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Tell the students that the message says that he wants to check their memories on some of the skills they have learned. Draw a boat with a main sail and a small sail. Ask the students what this boat tells us about the kinds of words we have learned to read.

Captain Good Reader sent another message last night. He says that when we read, we will use different skills to figure out how to read different words. He wants us to practice using some of the skills we've learned. Here is the clue he has given us for the kinds of words he wants us to practice reading.

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean.

What does this boat tell us about the kinds of words we have learned to read? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That's right! A boat with a main sail and a small sail means that we will divide the word into base word and ending.**

- ▶ Explain that Captain Good Reader has given you some word clues with the boat. Write "greatest" on the boat and prompt the students to tell you how they would divide the base word from the ending. After listening to their responses, write "great" on the main sail and "est" on the small sail.
- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let's read our sails together. (Point to each word on the sails and read "greatest" with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students' responses.) **You're right! The words on the sails match the word on the boat, so we don't have to make any changes.**

- ▶ Write "chosen" on another boat with a main sail and a small sail and prompt the students to tell you how they would divide the base word from the ending. After having the students compare the parts on the sails to the word, prompt them to identify the tool that Captain Good Reader uses to show that the "e" was dropped from "chose" before the "en" was added (scrubber). Draw a line through the "e" in "chose" to model using the scrubber. Have the students read the parts to read the whole word.
- ▶ Write "faster" on a third boat with a main sail and a small sail and prompt the students to tell you how they would divide the base word from the ending. After listening to their responses, write "fast" on the main sail and "er" on the small sail. Have the students read the parts to read the whole word.

- ▶ Review and summarize the skills that were covered and the tools that the students will need to use in the Sail Along practice.

Today we read three words that had base words and endings—“greatest,” “chosen,” and “faster.” We had to use a scrubber on the word “chosen” to make the parts on the sails match the word on the boat. You will continue to practice using these skills in your Sail Along practice. Make sure that the sails always match the word on the boat.

- ▶ Remind the students that they will have to use all the Word Treasures that they have learned so far to complete their work.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 61

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If necessary, use a tool to make the parts match the whole word.

1. My sister is older than I am. **old + er**
2. I chose to wear my warmest coat because I knew we would be outside a lot. **warm + est**
3. “Please sharpen your pencils before we begin our lesson,” Mr. Thomas said. **sharp + en**
4. Who is the richest person you know? **rich + est**
5. The town is going to widen the sidewalks so that they are safer. **wid~~e~~ + en**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students that they will be using many of the skills they have learned thus far.

Captain Good Reader sent another message last night. He wanted to remind you that you will use many different skills to figure out how to read words. He wants you to practice reading base words with endings. To read all of these words, we can read the smaller parts and then the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 62

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If necessary, use a tool to make the parts match the whole word.

1. Dad's hands felt rougher after he worked outside all day. **rough + er**
2. This branch must have fallen off that tree. **fall + en**
3. When it gets darker in the theater, I know that the movie is about to start. **dark + er**
4. The weather is coldest in January. **cold + est**
5. This book was the longest one I've ever read! **long + est**

Quick Check | Student Edition page 195

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If necessary, use a tool to make the parts match the whole word.

1. I am shorter than Hernando. **short + er**
2. Annette is the tallest girl in our class. **tall + est**
3. Jeremy's pants are too long, so he needs to shorten them. **short + en**
4. Wesley was bitten by a dog! **bit + t + en**
5. I like to sleep with the softer blanket. **soft + er**

Challenge Sentences

I like sweeter foods more than salty ones. **sweet + er**

Kelsey wanted to paint her room pink to brighten it up. **bright + en**

Mixed Practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Tell the students that the message says that he wants to check their memories on some of the skills they have learned. Draw a boat with a main sail and a small sail. Ask the students what this boat tells us about the kinds of words we have learned to read.

Captain Good Reader sent another message last night. He says that when we read, we will use different skills to figure out how to read different words. He wants us to practice using some of the skills we've learned. Here is the clue he has given us for the kinds of words he wants us to practice reading.

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean.

What does this boat tell us about the kinds of words we have learned to read? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That's right! A boat with a main sail and a small sail means that we will divide the word into a base word and an ending.**

- ▶ Explain that Captain Good Reader has given you some word clues with the boat. Write “slower” on the boat and prompt the students to tell you how they would divide the base word from the ending. After listening to their responses, write “slow” on the main sail and “er” on the small sail.
- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let's read our sails together. (Point to each word on the sails and read “slower” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students' responses.) **You're right! The words on the sails match the word on the boat, so we don't have to make any changes.**

- ▶ Write “frighten” on another boat with a main sail and a small sail and prompt the students to tell you how they would divide the base word from the ending. After listening to their responses, write “fright” on the main sail and “en” on the small sail. Have the students read the parts to read the whole word.
- ▶ Write “greenest” on a third boat with a main sail and a small sail and prompt the students to tell you how they would divide the base word from the ending. After listening to their responses, write “green” on the main sail and “est” on the small sail. Have the students read the parts to read the whole word.

- ▶ Review and summarize the skills that were covered and the tools that the students will need to use in the Sail Along practice.

Today we read three words that all had base words and endings—“slower,” “frighten,” and “greenest.” You will continue to practice using these skills in your Sail Along practice. Make sure that the sails always match the word on the boat.

- ▶ Remind the students that they will have to use all the Word Treasures that they have learned so far to complete their work.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 63

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If necessary, use a tool to make the parts match the whole word.

1. Randy jumped higher than Olivia did. **high + er**
2. We tried to frighten the campers by telling ghost stories. **fright + en**
3. The witch is the meanest character in the book. **mean + est**
4. Bleach will whiten your stained white shirt. **white + en**
5. Where is the nearest gas station? **near + est**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students that they will be using many of the skills they have learned thus far.

Captain Good Reader sent another message last night. He wanted to remind you that you will use many different skills to figure out how to read words. He wants you to practice reading base words with endings. To read all of these words, we can read the smaller parts and then the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 64

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If necessary, use a tool to make the parts match the whole word.

1. Simon was disappointed that his orange was rotten. **rot** + **t** + **en**
2. James is taller than I am. **tall** + **er**
3. What is the quickest route to the hospital? **quick** + **est**
4. Carmine wrote a shorter story. **short** + **er**
5. This is the lowest the water in the lake has ever been. **low** + **est**

Quick Check | Student Edition page 196

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If necessary, use a tool to make the parts match the whole word.

1. We had forgotten to bring towels to the beach. **forgot** + t + **en**
2. Ingrid is stronger than she looks. **strong** + **er**
3. We bought the smallest bag we could find. **small** + **est**
4. Be careful not to step on the broken glass! **broke** + **en**
5. What is the longest you can live without food? **long** + **est**

Challenge Sentences

We got to the hotel sooner than we thought. **soon** + **er**

Rory has eaten so much he feels ill. **eat** + **en**

Base Word + Ending

“ment”



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with endings. Draw a sailboat with one main sail and one small sail and write “placement” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

What do the sails on this boat tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! A main sail and a small sail mean that this word must have a base word and an ending. Can you see the base word [place] or the ending [ment]?**

- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “placement” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right! The words on the sails match the word on the boat, so we don’t have to make any changes.**

- ▶ Repeat the activity with “excitement” and “movement” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat.

- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. Remember that the treasure is using the clues to help us read new words. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **I think you’re right! Let’s read what Captain Good Reader says the treasure is: “Sometimes words that seem longer or more difficult to read are just base words with the ending ‘ment’ on them. If you’re having trouble reading these words, try to read the parts of the word first and then read the whole word.”**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board, reading the whole word and then the parts.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 65

Write the underlined word in each sentence in your journal. Then write the base word and ending on your sails.

Example: *government* = *govern* + *ment*

1. Josie found a great hiding place in the basement. **base + ment**
2. Lois and Jacob are having an engagement party on Saturday. **engage + ment**
3. We are making lots of improvements to our house before we sell it. **improve + ments**
4. Robbie rode every ride at the amusement park. **amuse + ment**
5. Our group was in agreement about how we would finish the volcano project. **agree + ment**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes words that seem longer or more difficult to read are just base words with the ending “ment” on them. If you’re having trouble reading these words, try to read the parts of the word first and then read the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 66

Write the underlined word in each sentence in your journal. Then write the base word and ending on your sails.

1. We took measurements of my room before we bought a new carpet. **measure + ments**
2. The audience stared at the tightrope walker in amazement. **amaze + ment**
3. What treatment will you get for your broken arm? **treat + ment**
4. What is our math homework assignment? **assign + ment**
5. It is easier to ride your bike on the pavement than on the grass. **pave + ment**

Quick Check | Student Edition page 197

Write the underlined word in each sentence in your journal. Then write the base word and ending on your sails.

1. What was your punishment for lying to your parents? **pinish + ment**
2. I like the advertisement with the cat that says, “This food is PURR-fect!” **advertise + ment**
3. Paul was in charge of collecting the soccer equipment after practice. **equip + ment**
4. Tommy made arrangements to have George walk the dog while he was away.
arrange + ments
5. We received a shipment of books. **ship + ment**

Challenge Sentences

We made many improvements to our house. **improve + ments**

“Please put these boxes in the basement,” Mom asked. **base + ment**

Base Word + Ending

silent “e” dropped, “er” (person)



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with endings. Draw a sailboat with one main sail and one small sail and write “writer” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

What do the sails on this boat tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! A main sail and a small sail mean that this word must have a base word and an ending. Can you see the base word [write] or the ending [er]?**

- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “writer” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right! There is one “e” in “writer” but there are two on the sails—one on the end of “write” and one on “er.”**

- ▶ Use Think-Pair-Share to ask the students what tool Captain Good Reader uses to make the sails match the word on the boat. Scrub off the “e” from the main sail.

Remember that Captain Good Reader has a tool to take away extra letters from the sails so that they would match the boat. Think about what tool he would use and then talk to your partner about it. (Allow time for the students to think about the answer and share it with their partners.) **What tool would Captain Good Reader use?** (Listen to the students’ responses.) **That’s right! He would use a scrubber to show the change on the sails. Let’s imagine that we are using a scrubber and draw a line through the “e” on “write.”** (Draw a line through “e” in “write” to model.)

- ▶ Repeat the activity with “skater” and “voter” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat. If necessary, remind the students that they may need to use a tool to have the sails match the word on the boats.

- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. We used a scrubber to show how the base words changed when you put the parts together. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) I think you’re right! Let’s read what Captain Good Reader says the treasure is: “When the ending ‘er’ is added to a base word that ends in ‘e,’ the ‘e’ is dropped. If you’re having trouble reading these words, read the parts first and then read the whole word.”

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students will write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board, reading the whole word and then the parts.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 67

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If necessary, use a tool to make the parts match the whole word.

Example: voter = vote + er

1. The football receiver was the star of the game. **receiv~~e~~ + er**
2. Michael is a mountain hiker. **hik~~e~~ + er**
3. The tap dancer taught us how to shuffle our feet. **danc~~e~~ + er**
4. Who was the organizer of the school fair? **organiz~~e~~ + er**
5. The baker made ten loaves of bread for the picnic. **bak~~e~~ + er**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that when the ending “er” is added to a base word that ends in “e,” the “e” is dropped. Remember, if you’re having trouble reading these words, read the parts first and then read the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 68

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If necessary, use a tool to make the parts match the whole word.

1. Terry got in trouble for being a practical joker. **jok~~e~~ + er**
2. Our food was bad so we asked to talk to the manager. **manag~~e~~ + er**
3. Carson is a great biker. **bik~~e~~ + er**
4. The announcer told us all to take our seats. **announc~~e~~ + er**
5. The baker gave me a cookie. **bak~~e~~ + er**

Quick Check | Student Edition page 198

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If necessary, use a tool to make the parts match the whole word.

1. When do the voters arrive? **vote** + **ers**
2. Jesse is a great poetry writer. **write** + **er**
3. The bus driver stopped at the railroad tracks. **drive** + **er**
4. The store manager helped me find what I was looking for. **manage** + **er**
5. I want to be a dancer when I grow up. **dance** + **er**

Challenge Sentences

Betsy is a great ice skater. **skate** + **er**

My mom is a taxi driver. **drive** + **er**

Base Word + Ending

double consonants, “er” (comparative)



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with endings. Draw a sailboat with one main sail and one small sail and write “bigger” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails. If necessary, explain that “er” is another ending that the students may see on the end of words.

What do the sails on this boat tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! A main sail and a small sail mean that this word must have a base word and an ending. Can you see the base word [big] or the ending [er]?**

- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “bigger” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right! There is an extra “g” in the word “bigger” that isn’t on the sails.**

- ▶ Use Think-Pair-Share to ask the students what tool Captain Good Reader uses to make the sails match the word on the boat. Add the extra “g” as a patch on the main sail.

Remember that Captain Good Reader has a tool to add extra letters so that the letters on the sails match the word on the boat. Think about what tool he would use and then talk to your partner about it. (Allow time for the students to think and share with their partners.) **What tool would Captain Good Reader use?** (Listen to the students’ responses.) **That’s right! He would use a patch to show the extra letter on the sails so that they match the word on the boat.** (Add extra “g” patch.)

- ▶ Repeat the activity with “madder” and “hotter” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat. If necessary, remind the students that they will need to use the patch to have the sails match the word on the boat.

- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. We used a patch on the sails to show how the base word changed when you put the parts together. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) I think you’re right! Let’s read what Captain Good Reader says the treasure is: “When the ending ‘er’ is added to a base word, the last letter of the base word is doubled. If you’re having trouble reading these words, read the parts first and then read the whole word.”

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 69

Write the underlined word in each sentence in your journal. Then write the base word and ending on your sails. Draw a box at the end of the base word and write the extra letter inside it.

Example: big = big g + er

1. Steve pounded the dough to make it flatter. flat t + er
2. I would like the paint to be redder. red d + er
3. The dog is wetter than the cat. wet t + er
4. Troy was sadder than Tommy that the game was cancelled. sad d + er
5. Consuela looks thinner than the last time I saw her. thin n + er



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that when the ending “er” is added to a base word, the last letter of the base word is doubled. If you’re having trouble reading these words, read the parts first and then read the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 70

Write the underlined word in each sentence in your journal. Then write the base word and ending on your sails. Draw a box at the end of the base word and write the extra letter inside it.

1. Nathan was madder than Jill that the ice cream shop was closed. **mad** d + **er**
2. Shane’s pumpkin is bigger than Margaret’s. **big** g + **er**
3. Sue was tanner when she came home from camp. **tan** n + **er**
4. Maria was sadder than Ryan that their aunt wasn’t going to visit. **sad** d + **er**
5. The soup is hotter than the chili. **hot** t + **er**

Quick Check | Student Edition page 199

Write the underlined word in each sentence in your journal. Then write the base word and ending on your sails. Draw a box at the end of the base word and write the extra letter inside it.

1. The towel is wetter since I dried the dog with it. **wet** t + er
2. The pizza is hotter than the hot dogs. **hot** t + er
3. The book was sadder than the movie. **sad** d + er
4. The frog is fatter than the toad. **fat** t + er
5. Is Jerome thinner than Patricia? **thin** n + er

Challenge Sentences

I am madder than Justin that the show was cancelled. **mad** d + er

My sister is slimmer than I am. **slim** m + er

Base Word + Ending

“y” changes, “er” (comparative)



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with endings. Draw a sailboat with one main sail and one small sail and write “happier” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

What do the sails on this boat tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **Good! A main sail and a small sail mean that this word must have a base word and an ending. Can you see a base word [happy] or the ending [er]?**

- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same. Have the students tell how the word is different from its parts. Point out that when some endings are added to words that end with a “y,” the “y” is changed to an “i.”

Let’s read our sails together. (Point to each word on the sails and read “happier” with the class.) **How are the parts on our sails different from the word on the boat?** (Listen to the students’ responses.) **There is an “i” in “happier” and a “y” in “happy.” When we add some endings to base words that end with “y,” the “y” is changed to “i.”**

- ▶ Use Think-Pair-Share to ask the students what tool Captain Good Reader uses to make the sails match the word on the boat (needle and thread). Draw two lines through the “y” on the main sail and write an “i” above it.

Remember that Captain Good Reader has a tool that he uses when a letter changes on a sail. Think about what tool he would use and then talk to your partner about it. (Allow time for the students to think about the answer and share it with their partners.) **What tool would Captain Good Reader use?** (Listen to the students’ responses.) **That’s right! He would use a needle and thread to mend the sail. We can mend our sail and show the change by making stitches across the “y” to cross it out and writing the “i” above it.** (Make two lines across the “y” and write “i” above it.)

- ▶ Repeat the activity with “shinier” and “prettier” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat. If necessary, remind the students that they need to mend the sails with a needle and thread to match the word on the boat.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. We used a needle and thread to mend the sails to show how the base words changed when you put the parts together. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) Let’s read what Captain Good Reader says the treasure is: “Sometimes when a base word ends with a ‘y,’ the ‘y’ is changed to an ‘i’ before an ending is added. If you’re having trouble reading these words, read the parts of the word first and then read the whole word.”

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 71

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If a letter changes when the ending is added, cross it out and write the new letter above it.

i

Example: happier = happy~~y~~ + er

1. Since my mom had a baby, she is much busier. busy i + er
2. I wake up earlier than the rest of my family. early i + er
3. My dog is furrier than my cat. furry i + er
4. After he plays soccer, Lance is hungrier than usual. hungry i + er
5. The house is much noisier when my cousins are here. noisy i + er



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes when a base word ends with a “y,” the “y” is changed to an “i” before an ending is added. If you’re having trouble reading these words, read the parts of the word first and then read the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 72

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If a letter changes when the ending is added, cross it out and write the new letter above it.

1. The house was messier after the party. ~~messy~~ **i** + er
2. My hair gets curlier in the summer. ~~curly~~ **i** + er
3. Luis was angrier than John about their bikes being stolen. ~~angry~~ **i** + er
4. I thought the movie was funnier than Abby did. ~~funny~~ **i** + er
5. The cliffs are rockier than the sand dunes. ~~rocky~~ **i** + er

Quick Check | Student Edition page 200

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If a letter changes when the ending is added, cross it out and write the new letter above it.

1. The test was easier than Tanya thought it would be. ~~easy~~ **i** + er
2. I think this book is funnier than the last one I read. ~~funny~~ **i** + er
3. The pizza is greasier than the French fries. ~~greasy~~ **i** + er
4. I didn't think the car could get dirtier than it already was! ~~dirty~~ **i** + er
5. I think this painting is prettier than that one. ~~pretty~~ **i** + er

Challenge Sentences

Mary is happier now that her test is over. ~~happy~~ **i** + er

It's windier today than it was yesterday. ~~windy~~ **i** + er

Base Word + Ending

double final consonant or “y” changes, “est”



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with endings. Draw a sailboat with one main sail and one small sail and write “easiest” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

What do the sails on this boat tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **Good! A main sail and a small sail mean that this word must have a base word and an ending. Can you see a base word [easy] or the ending [est]?**

- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same. Have the students tell how the word is different from its parts. Point out that when some endings are added to words that end with a “y,” the “y” is changed to an “i.”

Let’s read our sails together. (Point to each word on the sails and read “easiest” with the class.) **How are the parts on our sails different from the word on the boat?** (Listen to the students’ responses.) **There is an “i” in “easiest” and a “y” in “easy.” When we add some endings to base words that end with “y,” the “y” is changed to “i.”**

- ▶ Use Think-Pair-Share to ask the students what tool Captain Good Reader uses to make the sails match the word on the boat (needle and thread). Draw two lines through the “y” on the main sail and write an “i” above it.

Remember that Captain Good Reader has a tool that he uses when a letter changes on a sail. Think about what tool he would use and then talk to your partner about it. (Allow time for the students to think about the answer and share it with their partners.) **What tool would Captain Good Reader use?** (Listen to the students’ responses.) **That’s right! He would use a needle and thread to mend the sails. We can mend our sail and show the change by making stitches across the “y” to cross it out and writing the “i” above it.** (Make two lines across the “y” and write “i” above it.)

- ▶ Repeat the activity with “foggiest” to provide another example, writing the word on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat. If necessary, remind the students that they may need to use a needle and thread to make the sails match the word on the boat.
- ▶ Write “hottest” on another boat with a main and a small sail. After having the students compare the parts on the sails to the word, prompt them to identify the tool that Captain Good Reader uses to show that “t” is added to this word with the ending. Draw a box (patch) on the end of “hot” and write the letter “t” on it to model.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. We used a patch and the scrubber on some of the sails so that they would match the words on the boats. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) Let’s read what Captain Good Reader says the treasure is: “When the ending ‘est’ is added to base words, the base word changes. The last letter may be doubled or, if the last letter is a ‘y,’ it may be changed to an ‘i.’ If you’re having trouble reading these words, read the parts of the word first and then read the whole word.”

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students will write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 73

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If a letter changes when the ending is added, cross it out and write the new letter above it or draw a box to show that a letter has been doubled.

Example: happiest = happy ⁱ + est

maddest = mad ^d + est

1. The caramel is the chewiest of all candies. **chewy** ⁱ + est
2. We used the dimmest light bulb, so there wouldn't be too much light. **dim** ^m + est
3. This box is the heaviest. **heavy** ⁱ + est
4. Our living room is the biggest room in our house. **big** ^g + est
5. The goat Elsa is the skinniest animal on the farm. **skinny** ⁱ + est



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes when the ending “est” is added to base words, the base word changes. The last letter may be doubled or, if the last letter is a “y,” it may be changed to an “i.” Remember, if you’re having trouble reading base words and endings, try to read the parts and then put those together to read the word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 74

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If a letter changes when the ending is added, cross it out and write the new letter above it or draw a box to show that a letter has been doubled.

1. Timmy is the luckiest person I know. **lucky** i + est
2. After my week at the beach, I was the tannest I have ever been. **tan** n + est
3. The pig is the fattest animal on the farm. **fat** t + est
4. Margo tried to draw the thinnest line she could. **thin** n + est
5. This is the crispiest apple I have ever eaten! **crispy** i + est

Quick Check | Student Edition page 201

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If a letter changes when the ending is added, cross it out and write the new letter above it or draw a box to show that a letter has been doubled.

1. The baby is the noisiest of all the children. **noisy** i + est
2. Clay dirt is the reddest. **red** d + est
3. The ground is driest during the hot summer. **dry** i + est
4. That was the funniest movie I've ever seen! **funny** i + est
5. Mercury is the hottest planet. **hot** t + est

Challenge Sentences

After the pool party, the pool was the emptiest it had been all summer. **empty** i + est
 After losing the game, Sherry was the saddest she has ever been. **sad** d + est

Base Word + Ending

double final consonant or “y” changes, “est”: Extra practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with endings. Draw a sailboat with one main sail and one small sail and write “maddest” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

What do the sails on this boat tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! A main sail and a small sail mean that this word must have a base word and an ending. Can you see the base word [mad] or the ending [est]?**

- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “maddest” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right! There is an extra “d” in the word “maddest” that isn’t on the sails.**

- ▶ Use Think-Pair-Share to ask the students what tool Captain Good Reader uses to make the sails match the word on the boat. Add the extra “d” as a patch on the main sail.

Remember that Captain Good Reader has a tool to add extra letters so that the letters on the sails match the word on the boat. Think about what tool he would use and then talk to your partner about it. (Allow time for the students to think and share with their partners.) **What tool would Captain Good Reader use?** (Listen to the students’ responses.) **That’s right! He would use a patch to show this on the sail.** (Draw a patch on the end of “mad” and write the letter “d” on it to model.)

- ▶ Repeat the activity with “dimpest” to provide another example, writing the word on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat. If necessary, remind the students that they may need to use a patch to make the sails match the word on the boats.

- ▶ Write “juiciest” on another boat with a main sail and a small sail. After having the students compare the parts on the sails to the word, prompt them to identify the tool that Captain Good Reader uses to show that the “y” is changed to an “i” before the ending is added (needle and thread). Model how to make the changes by drawing two lines through the “y” and writing an “i” above it.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. We used a patch and the scrubber on some of the sails so that they would match the words on the boats. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) Let’s read what Captain Good Reader says the treasure is: “When the ending ‘est’ is added to base words, the base word changes. The last letter may be doubled or, if the last letter is a ‘y,’ it may be changed to an ‘i.’ If you’re having trouble reading these words, read the parts of the word first and then read the whole word.”

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 75

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If a letter changes when the ending is added, cross it out and write the new letter above it or draw a box to show that a letter has been doubled.

Example: happiest = happy + est

maddest = mad + est

1. That was the yuckiest sandwich I have ever tasted! **yucky** + est
2. Anna is the thinnest child in the family. **thin** + est
3. This part of the road is the bumpiest. **bumpy** + est
4. Mr. Lyons is the fittest he has been in years. **fit** + est
5. That was the saddest part of the movie. **sad** + est



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes when the ending “est” is added to base words, the base word changes. The last letter may be doubled or, if the last letter is a “y,” it may be changed to an “i.” Remember, if you’re having trouble reading base words and endings, try to read the parts and then put those together to read the word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 76

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If a letter changes when the ending is added, cross it out and write the new letter above it or draw a box to show that a letter has been doubled.

1. After vacation, I was the tannest I have ever been. **tan** n + **est**
2. I think chocolate cake is the yummiest of all desserts. **yummy** i + **est**
3. Renee chose the flattest pillow to sleep on. **flat** t + **est**
4. This oatmeal is the lumpiest I have ever tasted! **lumpy** i + **est**
5. Jim is sleepiest right after lunch. **sleepy** i + **est**

Quick Check | Student Edition page 202

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If a letter changes when the ending is added, cross it out and write the new letter above it or draw a box to show that a letter has been doubled.

1. He is the funniest clown in the whole circus. **funny** i + **est**
2. I only eat the crispiest French fries. **crispy** i + **est**
3. This is the sloppiest work you have ever done! **sloppy** i + **est**
4. Lana wore the laciest dress she could find. **lacy** i + **est**
5. That is the fattest cow I have ever seen! **fat** t + **est**

Challenge Sentences

Justin is the happiest person I know. **happy** i + **est**

Tyrone was maddest when he learned that his bike had been stolen. **mad** d + **est**

Mixed Practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Tell the students that the message says that he wants to check their memories on some of the skills they have learned. Draw a boat with a main sail and a small sail. Ask the students what the boat tells us about the kinds of words we have learned to read.

Captain Good Reader sent another message last night. He says that when we read, we will use different skills to figure out how to read different words. He wants us to practice using some of the skills we've learned. Here is the clue he has given us for the kinds of words he wants us to practice reading.

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean.

What does this boat tell us about the kinds of words we have learned to read? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That's right! A boat with a main sail and a small sail means that we will break up the word into base word and ending.**

- ▶ Explain that Captain Good Reader has given you some word clues with the boat. Write “dancer” on the boat and prompt the students to tell you how they would divide it into base word and ending. After listening to their responses, write “dance” on the main sail and “er” on the small sail.
- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let's read our sails together. (Point to each word on the sails and read “dancer” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students' responses.) **You're right, they don't. There is an extra “e” on the sails that isn't on the boat.**

- ▶ Use Think-Pair-Share to ask the students what tool Captain Good Reader uses to make the sails match the word on the boat (scrubber). Draw a line through the “e” in “dance.”

Remember that Captain Good Reader has a tool he uses to take away letters. Think about what tool he would use and then talk to your partner about it. (Allow time for the students to think about the answer and share it with their partners.) **What tool would Captain Good Reader use?** (Listen to the students' responses.) **That's right! He would use a scrubber to take off the “e” in “dance.” I will draw a line through the “e.”** (Model.)

- ▶ Write “payment” on another boat and prompt the students to tell you how they would divide the word into base word and ending. After listening to their responses, write “pay” on the main sail and “ment” on the small sail. Have the students read the parts to read the whole word.

- ▶ Write “luckiest” on a third boat and prompt the students to tell you how they would divide the word into base word and ending. After having the students compare the parts on the sails to the word, prompt them to identify the tool that Captain Good Reader uses to show that the “y” was changed to an “i” in “lucky” when the ending was added (needle and thread). Draw two lines through the “y” and write an “i” above it to model using the needle and thread. Have the students read the parts to read the whole word.
- ▶ Review and summarize the skills that were covered and the tools that the students will need to use in the Sail Along practice.

Today we read three words that were all base words and endings—“dancer,” “payment,” and “luckiest.” We used a scrubber on the word “dancer” to show that there was an extra “e,” and a needle and thread on “luckiest” to change the “y” to an “i.” You will continue to practice using all the skills you have learned in your Sail Along practice. Make sure that the sails always match the word on the boat. You may need to use tools on some of the words to show that the base word changes when the ending is added.

- ▶ Remind the students that they will have to use all the Word Treasures that they have learned so far to complete their work.
- ▶ Point out the icons at the top of the page. Remind the students that the icons tell them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 77

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If necessary, use a tool to make the parts match the whole word.

1. Put the heaviest furniture in the truck first. **heavy** i + **est**
2. Uncle James is a truck driver. **drive** + **er**
3. Stacey did well on her science assignment. **assign** + **ment**
4. Lex decided that the test was easier than he thought it would be. **easy** i + **er**
5. Oscar and Leo made an agreement to be reading partners. **agree** + **ment**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students that they will be using many of the skills they have learned thus far.

Captain Good Reader sent another message last night. He wanted to remind you that you will use many different skills to figure out how to read words. He wants you to practice reading base words with endings. To read all of these words, we can read the smaller parts and then the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 78

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If necessary, use a tool to make the parts match the whole word.

1. Olivia is taller than Max. **tall + er**
2. The amusement park is closed in the winter. **amuse + ment**
3. We didn't want to wake the baby, so we put the light on the dim m + **est**
4. Dudley is a writer for the school paper. **writ**~~e~~ + **er**
5. Out of all the snacks on the table, the apple is the healthiest choice. **health**~~y~~ i + **est**

Quick Check | Student Edition page 203

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If necessary, use a tool to make the parts match the whole word.

1. The heaviest bag of groceries is still in the car. **heavy** **i** + **est**
2. The pavement was so hot I couldn't walk on it! **pave** + **ment**
3. My nose gets redder when I'm cold. **red** **d** + **er**
4. I will straighten up my room after school. **straight** + **en**
5. Mildred wants the smaller piece of pizza. **small** + **er**

Challenge Sentences

Rex was excited when he got the shipment from Terrific Toys. **ship** + **ment**

The baker showed us around the kitchen. **bake** + **er**

Mixed Practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Tell the students that the message says that he wants to check their memories on some of the skills they have learned. Draw a boat with a main sail and a small sail. Ask the students what the boat tells us about the kinds of words we have learned to read.

Captain Good Reader sent another message last night. He says that when we read, we will use different skills to figure out how to read different words. He wants us to practice using some of the skills we've learned. Here is the clue he has given us for the kinds of words he wants us to practice reading.

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean.

What does this boat tell us about the kinds of words we have learned to read? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That's right! A boat with a main sail and a small sail means that we will break up the word into base word and ending.**

- ▶ Explain that Captain Good Reader has given you some word clues with the boat. Write “hottest” on the boat and prompt the students to tell you how they would divide it into base word and ending. After listening to their responses, write “hot” on the main sail and “est” on the small sail.
- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let's read our sails together. (Point to each word on the sails and read “hottest” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students' responses.) **You're right, they don't. There is an extra “t” on the boat that isn't on the sails.**

- ▶ Use Think-Pair-Share to ask the students what tool Captain Good Reader uses to make the sails match the word on the boat (patch). Draw a patch next to “hot” and write a “t” inside it.

Remember that Captain Good Reader has a tool he uses to take away letters. Think about what tool he would use and then talk to your partner about it. (Allow time for the students to think about the answer and share it with their partners.) **What tool would Captain Good Reader use?** (Listen to the students' responses.) **That's right! He would use a patch to add a letter to the base word. I will draw a patch (box) next to “hot” and write a “t” inside it.** (Model.)

- ▶ Write “laziest” on a second boat and prompt the students to tell you how they would divide the word into base word and ending. After having the students compare the parts on the sails to the word, prompt them to identify the tool that Captain Good Reader uses to show that the “y” was changed to an “i” in “lucky” when the ending was added (needle and thread). Draw two lines through the “y” and write an “i” above it to model using a needle and thread. Have the students read the parts to read the whole word.
- ▶ Write “banker” on a third boat and prompt the students to tell you how they would divide the word into base word and ending. After listening to their responses, write “bank” on the main sail and “er” on the small sail. Have the students read the parts to read the whole word.
- ▶ Review and summarize the skills that were covered and the tools that the students will need to use in the Sail Along practice.

Today we read three words that were all base words and endings—“hottest,” “laziest,” and “banker.” We used a patch on the word “hottest” to show that there was a “t” added to “hot,” and we used a needle and thread on “laziest” to change the “y” to an “i.” You will continue to practice using all the skills you have learned in your Sail Along practice. Make sure that the sails always match the word on the boat. You may need to use tools on some of the words to show that the base word changes when the ending is added.

- ▶ Remind the students that they will have to use all the Word Treasures they have learned so far to complete their work.
- ▶ Point out the icons at the top of the page. Remind the students that the icons tell them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students will write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 79

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If necessary, use a tool to make the parts match the whole word.

1. What is the healthiest food they serve for lunch? **healthy** i + **est**
2. My father makes a house payment every month. **pay** + **ment**
3. This is the saddest part of the movie! **sad** d + **est**
4. I need to strengthen my leg since I broke it. **strength** + **en**
5. May I speak to the store manager, please? **manage** + **er**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students that they will be using many of the skills that they have learned thus far.

Captain Good Reader sent another message last night. He wanted to remind you that you will use many different skills to figure out how to read words. He wants you to practice reading base words with endings. To read all of these words, we can read the smaller parts and then the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 80

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If necessary, use a tool to make the parts match the whole word.

1. My brother is shorter than I. **short + er**
2. Nicole left her homework assignment on the bus. **assign + ment**
3. Abigail was happiest riding her horse in the show. **happy** i + **est**
4. The golden wheat danced in the breeze. **gold + en**
5. We were much wetter after running through the sprinkler. **wet** t + **er**

Quick Check | Student Edition page 204

Write the underlined word in each sentence in your journal. Then write the base word and the ending. If necessary, use a tool to make the parts match the whole word.

1. Mr. Watson is the wealthiest person in our town. **wealthy** i + **est**
2. The story was longer than Josh thought it would be. **long** + **er**
3. We made the final arrangements for Petra's surprise party. **arrange** + **ments**
4. Were George Washington's teeth really wooden? **wood** + **en**
5. Ruben wants to become a better skater so that he can join the hockey team. **skate** + **er**

Challenge Sentences

What is the funniest joke you know? **funny** i + **est**

We took the train because it was cheaper than flying. **cheap** + **er**

Contractions

“’ve,” “’d,” “’s,” (have, had, has)



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading contractions. Draw a sailboat with two overlapping sails and write “he’s” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Remind the students that the apostrophe (point to “’s”) stands for one or more missing letters from one of the parts.
- ▶ Use Think-Pair-Share to ask the students if they can figure out how the clues can help them read the word and what should go on the sails. Write the word parts on the sails. If necessary, write “_s” on the second sail to help the students visualize “has.”

What do the sails on this boat tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **Good! Two overlapping sails mean that two words have been pushed together. Can you figure out either of the words?** [*he, has*]

- ▶ Ask the students to read just the sail parts and compare these to the boat to see if they are the same. Explain that because the “ha” is missing when you put the parts together, the word on the boat sounds different. Ask the students to blend the sounds on the boat, omitting the “has” sound until they pronounce “he’s” correctly. Model, if necessary.

Let’s read our sails. (Point to each word and read “he” “has” with the class.) **Do the parts look like the word? How are they different?** (Listen to the students’ responses.) **You’re right! There is a “ha” on the sails that isn’t on the boat. That means you don’t have the /ha/ sound in the word when the parts are together. Also, there is an apostrophe on the boat that isn’t on the sails. Let’s read the word by blending the sounds without the /ha/ sound.**

- ▶ Use Think-Pair-Share to ask the students what tools Captain Good Reader would use to show these changes on the sails.

What tools would Captain Good Reader use to show these changes? Think about this and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! He would use a scrubber to clean off the “ha” and a patch to add the apostrophe.** (Model changes on the sails for the students.)

- ▶ Repeat the activity with “they’ve” and “she’d” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts, compare them to the word on the boat, and change the parts to try the pronunciation again. Remind the students that the parts, before they are changed, do not sound like the word on the boat.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. We used a patch and the scrubber on some of the sails to show how parts changed when you put them together. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) Let’s read what Captain Good Reader says: “When ‘has,’ ‘had,’ or ‘have’ is added to another word, the /ha/ sound is left out. Remember, if you’re having trouble reading these words, read the parts first and then read the whole word.”

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 81

Write the underlined word in each sentence in your journal. Then write the two words that make the word. Draw a line through any letters that are dropped and draw a box to add the apostrophe.

Example: she’s = she + ’ /s

1. He’s given his toys to charity. He + ’ ~~h~~~~a~~s
2. We’d a great time at your pool party. We + ’ ~~h~~~~a~~d
3. Where’ve you been all day? Where + ’ ~~h~~~~a~~ve
4. It’s been weeks since I saw my cousin. It + ’ ~~h~~~~a~~s
5. I’ve finished all of my chores. I + ’ ~~h~~~~a~~ve



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that if you see an apostrophe “-s,” “-d,” or “-ve” on the end of a word, it means “has,” “had,” or “have” has been added, but you don’t pronounce the /ha/ sound. Remember, if you’re having trouble reading these words, read the parts first and then read the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 82

Write the underlined word in each sentence in your journal. Then write the two words that make the word. Draw a line through any letters that are dropped and draw a box to add the apostrophe.

1. They’ve been standing in line for tickets for 2 hours. **They** + ~~h~~ave
2. I have to go to the dentist because it’s been six months since my last visit. **it** + ~~i~~s
3. He’d been waiting to see the doctor for a long time. **He** + ~~h~~ad
4. Mary’s gone to the store. **Mary** + ~~h~~as
5. Who’s been invited to the party? **Who** + ~~h~~as

Quick Check | Student Edition page 205

Write the underlined word in each sentence in your journal. Then write the two words that make the word. Draw a line through any letters that are dropped and draw a box to add the apostrophe.

1. She'd been waiting for Jared since 6:00. **She** + ~~h~~~~a~~~~d~~
2. We've got to finish this project tonight! **We** + ~~h~~~~a~~~~v~~~~e~~
3. What's she doing with the red paint? **What** + ~~h~~~~a~~~~s~~
4. He's lived here a long time. **He** + ~~h~~~~a~~~~s~~
5. Where've the cats gone? **Where** + ~~h~~~~a~~~~v~~~~e~~

Challenge Sentences

She's already left for the library. **She** + ~~h~~~~a~~~~s~~

They've been working on the float since yesterday. **They** + ~~h~~~~a~~~~v~~~~e~~

Chunking

irregular letter sounds



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for chunking words. Draw a boat and write “musician” on it.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Point out that the boat doesn’t have any sails. Use Think-Pair-Share to ask the students what they know about a word if the boat doesn’t have sails.

This boat doesn’t have any sails. What does that tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! If a boat doesn’t have sails, it means that we will chunk the word in order to read it.**

- ▶ Remind the students that when they chunk a word, and the word doesn’t sound familiar, they need to change one or more of the sounds and try reading the word again. They will add a flag to their boats to show that they had to read the word more than once.
- ▶ Prompt the students to chunk the word, modeling as necessary. Draw a flag on the boat to show that you tried to read this word a different way.

How could you divide this word into parts to try to read it? (Accept responses.) **If I didn’t know this word, and tried to read it, I might say “mu-sic-i-an” (/mū/ - /sic/-i/-/an/), but that isn’t a word I know. In this word, the “sici” makes a /sish/ sound. I will put a paddle between the “u” and the “s” and another after the second “i.” I will also draw a flag on this boat to show that I had to try reading this word more than once.**

- ▶ Repeat the activity with “volcano” and “material” to provide other examples, writing these words on the boat and prompting the students to divide the words with paddles. Always have the students read the chunks and then the whole word.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **I think you're right! Let's read what Captain Good Reader says: "When we come to a word that we can't read, we can break it into smaller chunks, read the small chunks, and then read the whole word. If the word doesn't sound like a word we know, we have to change one or more of the sounds and try to read it again. We keep trying different sounds until we can read a word we know."**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students' materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 83

Write the underlined word in each sentence in your journal. Use paddles to divide the word into chunks. If you need to try reading the word more than once, draw a flag next to it. (Chunking answers may vary.)

Example: closet = *clo* / *et*

1. I spilled grape juice on the beige carpet. **bei / ge**
2. The cashier forgot to give me my change. **cash / ier**
3. Our town had a parade to thank the soldiers. **sol / diers**
4. Ryan learned a lot about the python by reading books. **py / thon**
5. I turn down the stereo when I'm on the phone. **ster / e / o**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes we will see words in our reading that are long and seem hard to read. You can break these words into smaller chunks, read the small chunks, and then read the whole word. If the word doesn't sound like a word we know, we have to change one or more of the sounds and try to read it again. We keep trying different sounds until we can read a word we know.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 84

Write the underlined word in each sentence in your journal. Use paddles to divide the word into chunks. If you need to try reading the word more than once, draw a flag next to it. (Chunking answers may vary.)

1. A photographer took our class picture this morning. **pic / ture**
2. I am not familiar with that kind of music. **fa / mil / i / ar**
3. The lemonade was sour. **lem / on / ade**
4. Roy brought his car to the shop because he was having engine problems. **en / gine**
5. What is the temperature on the moon? **temp / er / a / ture**

Quick Check | Student Edition page 206

Write the underlined word in each sentence in your journal. Use paddles to divide the word into chunks. If you need to try reading the word more than once, draw a flag next to it. (Chunking answers may vary.)

1. Mrs. Paul was a great influence on my becoming an artist. **in / flu / ence**
2. I didn't recognize you with your new haircut! **rec / og / nize**
3. What is the opposite of long? **op / po / site**
4. The symbols used to write in ancient China are different from the ones used today. **an / cient**
5. Mr. Halt had surgery on his knee. **sur / ger / y**

Challenge Sentences

(Chunking answers may vary.)

We did an experiment to see if a pumpkin would sink or float. **ex / per / i / ment**

That pigeon tried to eat my sandwich! **pig / eon**

Chunking

irregular letter sounds: Extra practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for chunking words. Draw a boat and write “environment” on it.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Point out that the boat doesn’t have any sails. Use Think-Pair-Share to ask the students what they know about a word if the boat doesn’t have sails.

This boat doesn’t have any sails. What does that tell us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That’s right! If a boat doesn’t have sails, it means that we will chunk the word in order to read it.**

- ▶ Remind the students that when they chunk a word, and the word doesn’t sound familiar, they need to change one or more of the sounds and try reading the word again. If they must read the word again, they will add a flag to their boats to show that they tried to read the word more than once.
- ▶ Prompt the students to chunk the word, modeling as necessary.

How could you divide this word into parts to try to read it? (Accept responses.) **If I didn’t know this word, and tried to read it, I might say “en-vir-on-ment” (/en/-/vir/-/on/-/ment/), but that isn’t a word we know. In this word, the “en” sounds like the letter “n” and the “i” makes an /ī/ sound. I will put a paddle between the “n” and the “v,” between the “i” and the “r,” and another after the first “n.” I will also draw a flag on this boat to show that I had to try reading this word more than once.**

- ▶ Repeat the activity with “recognize” and “performance” to provide other examples, writing these words on the boat and prompting the students to divide the words with paddles. Always have the students read the chunks and then the whole word.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **I think you're right! Let's read what Captain Good Reader says: "When we come to a word that we can't read, we can break it into smaller chunks, read the small chunks, and then read the whole word. If the word doesn't sound like a word we know, we have to change one or more of the sounds and try to read it again. We keep trying different sounds until we can read a word we know."**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students will write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students' materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 85

Write the underlined word in each sentence in your journal. Use paddles to divide the word into chunks. If you need to try reading the word more than once, draw a flag next to it. (Chunking answers may vary.)

Example: closet = clos / et

1. That painting is similar to one that I have in my home. **sim / il / ar**
2. We will be playing various games at my party. **var / i / ous**
3. What is your position in the company? **po / si / tion**
4. Mrs. Fox, the librarian, helped me find the book that I wanted. **li / bra / ri / an**
5. Phil's favorite food is pizza. **fav / or / ite**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes we will see words in our reading that are long and seem hard to read. You can break these words into smaller chunks, read the small chunks, and then read the whole word. If the word doesn't sound like a word we know, we have to change one or more of the sounds and try to read it again. We keep trying different sounds until we can read a word we know.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 86

Write the underlined word in each sentence in your journal. Use paddles to divide the word into chunks. If you need to try reading the word more than once, draw a flag next to it. (Chunking answers may vary.)

1. The museum is open every day. **mus / eum**
2. We tried to find the Big Dipper constellation, but the clouds blocked the stars.
con / stel / la / tion
3. I like addition problems more than subtraction ones. **sub / trac / tion**
4. Which instrument do you play in your band? **in / stru / ment**
5. Jose ate spaghetti and meatballs for dinner. **spa / ghet / ti**

Quick Check | Student Edition page 207

Write the underlined word in each sentence in your journal. Use paddles to divide the word into chunks. If you need to try reading the word more than once, draw a flag next to it. (Chunking answers may vary.)

1. Margot went to the symphony for her birthday. **sym / pho / ny**
2. Neve wrote thank-you notes on her stationery. **sta / tion / er / y**
3. The poinsettia added a lot of color to the room. **poin / sett / i / a**
4. Doug loved to run through the obstacle course during gym class. **ob / sta / cle**
5. The cows lumber slowly across the field. **lum / ber**

Challenge Sentences

(Chunking answers may vary.)

The ballerina danced gracefully. **bal / ler / in / a**

Siu used a microphone so that everyone could hear her. **mic / ro / phone**

Prefix + base word ▲

“dis”



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with prefixes. Draw a sailboat with one small sail and one main sail and write “disable” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Point out that the small sail is in front of the big one. Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

This boat has the small sail in front of the main sail. What do you think that tells us about this word? Think and then share your thoughts with your partners. (Allow time for the students to think and share with their partners before accepting responses.) **Well done! A small sail in front of the main sail means that there will be a prefix in front of the base word. Can you see a base word [able] or a prefix [dis]?**

- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “disable” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right! The words on the sails match the word on the boat, so we don’t have to make any changes.**

- ▶ Repeat the activity with “disloyal” and “dismount” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **Let’s read what Captain Good Reader says the treasure is: “Some words start with the prefix ‘dis.’ If you’re having trouble reading these words, read the parts of the word first and then read the whole word.”**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 87

Write the underlined word in each sentence in your journal. Then write the prefix and base word.

Example: disable = dis + able

1. The magician made the rabbit disappear. **dis + appear**
2. I disagree with your answer. **dis + agree**
3. I don’t like to disappoint my mother so I always try my best. **dis + appoint**
4. My father will disconnect the television before working on it. **dis + connect**
5. Two days after Sharon was born she was discharged from the hospital. **dis + charged**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind us that sometimes in our reading we will come across base words with the prefix “dis” in front of them. Remember, if you’re having trouble reading these words, read the parts first and then read the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 88

Write the underlined word in each sentence in your journal. Then write the prefix and base word.

1. Mrs. Cohn will dismiss us at 3:00. **dis + miss**
2. Frank got a discount on the cost of his computer. **dis + count**
3. Angel will disinfect the bathroom when she cleans it. **dis + infect**
4. Gary and Pete will discourage Brian from trying to jump over the stream. **dis + courage**
5. They discovered dinosaur fossils in our backyard. **dis + covered**

Quick Check | Student Edition page 208

Write the underlined word in each sentence in your journal. Then write the prefix and base word.

1. It is dishonest to cheat on a test. **dis + honest**
2. Max wore a disguise so that his friends wouldn't recognize him. **dis + guise**
3. It is rude to disrespect adults. **dis + respect**
4. My father will discontinue his subscription to *Fishing Magazine*. **dis + continue**
5. We stared in disbelief at the man who swallowed fire. **dis + belief**

Challenge Sentences

I disagree about which is the correct answer. **dis + agree**

We had to disconnect the phone when we moved. **dis + connect**

Prefix + base word ▲

“im”



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with prefixes. Draw a sailboat with one small sail and one main sail and write “immobile” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Point out that the small sail is in front of the main sail. Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

This boat has the small sail in front of the main sail. What do you think that tells us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **Well done! A small sail in front of the main sail means that there will be a prefix in front of the base word. Can you see a base word [mobile] or prefix [im]?**

- ▶ Ask the students to read the sail parts with you, read the word, and compare the parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “immobile” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right! The words on the sails match the word on the boat, so we don’t have to make any changes.**

- ▶ Repeat the activity with “improper” and “impersonal” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **Let’s read what Captain Good Reader says the treasure is: “Some words start with the prefix ‘im.’ If you’re having trouble reading these words, read the parts of the word first and then read the whole word.”**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students will write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 89

Write the underlined word in each sentence in your journal. Then write the prefix and base word.

Example: improper = im + proper

1. Crying when you don’t get your way is an immature way to act. **im + mature**
2. Jeff was impatient when he had to wait to open his gifts. **im + patient**
3. It is impossible to put your elbow in your ear. **im + possible**
4. It is okay if the circle you draw is imperfect. **im + perfect**
5. Fran was impolite when she didn’t thank Jake for the cupcake. **im + polite**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes in our reading we will come across base words with the prefix “im” in front of them. Remember, if you’re having trouble reading these words, read the parts first and then read the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 90

Write the underlined word in each sentence in your journal. Then write the prefix and base word.

1. That science fair judge was impartial when he evaluated his son’s work. **im + partial**
2. It was improper of Ben to wear shorts to the wedding. **im + proper**
3. Jan was sad that her fan club newsletter was so impersonal. **im + personal**
4. It would be impossible for you to fly when you jump off that rock. **im + possible**
5. The measurements were imprecise, so the carpet was too small. **im + precise**

Quick Check | Student Edition page 209

Write the underlined word in each sentence in your journal. Then write the prefix and base word.

1. Gary knew it would be impossible to finish his project on time. **im + possible**
2. My mom is impartial when she says my artwork is the best she has ever seen. **im + partial**
3. It was immature of Randy to kick the ground when his team lost the game. **im + mature**
4. The shirt was on sale because it was imperfect. **im + perfect**
5. It is impolite not to respond to an invitation. **im + polite**

Challenge Sentences

It was impractical to think that we would be able to park near the parade. **im + practical**

Mary found it impossible to pack all of her clothes in one bag. **im + possible**

Prefix + base word ▲

“pre”



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to introduce Word Treasure hunt clues for reading base words with prefixes. Draw a sailboat with one small sail and one main sail and write “preschool” on the boat.

Captain Good Reader sent another message last night. It’s a new Word Treasure hunt! Here are the clues he has given us this time. (Point to the boat.)

- ▶ Point out that the small sail is in front of the main sail. Use Think-Pair-Share to ask the students if they can figure out what the clues mean—how the sails can help them read the word—and what should go on the sails. Write these word parts on the sails.

This boat has the small sail in front of the main sail. What do you think that tells us about this word? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **Well done! A small sail in front of the main sail means that there will be a prefix in front of the base word. Can you see a base word [school] or a prefix [pre]?**

- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let’s read our sails together. (Point to each word on the sails and read “preschool” with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students’ responses.) **You’re right! The words on the sails match the word on the boat, so we don’t have to make any changes.**

- ▶ Repeat the activity with “pretest” and “preview” to provide other examples, writing these words on the boat and prompting the students to divide the word parts for the sails. Always have the students read the word parts and compare them to the word on the boat.
- ▶ Use Think-Pair-Share to have the students say what they think the treasure (skill) is. Confirm, or model, by reading what Captain Good Reader says the treasure is in his note.

We just used the same clues to figure out how to read these three words. What do you think the treasure is? Think and share your thoughts with your partner. (Allow time before accepting responses.) **Let’s read what Captain Good Reader says the treasure is: “Some words start with the prefix ‘pre’ If you’re having trouble reading these words, read the parts of the word first and then read the whole word.”**

- ▶ Remind the students that the treasure is not theirs until they can show that they know how to use it correctly and without help. Explain that Team Practice will help them get ready for their Quick Checks, which will decide whether or not the treasure is theirs.
- ▶ Remind the students that the icon at the top of the page tells them what kind of skill they will work on, and use Think-Pair-Share to have them identify the skill.
- ▶ If necessary, review and model how the students will write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 91

Write the underlined word in each sentence in your journal. Then write the prefix and base word.

Example: pretest = pre + test

1. As a precaution, we always have an ambulance at our football games. **pre + caution**
2. Dinosaurs are prehistoric animals. **pre + historic**
3. What is the prefix in the word “recover”? **pre + fix**
4. Nikko loved his preschool class. **pre + school**
5. We watched the preview before watching our movie. **pre + view**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students of the skill they are working on.

Captain Good Reader sent another message last night. He wanted to remind you that sometimes in our reading we will come across base words with the prefix “pre” in front of them. Remember, if you’re having trouble reading these words, read the parts first and then read the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students’ Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 92

Write the underlined word in each sentence in your journal. Then write the prefix and base word.

1. My mom precooked meals for my brother and me to eat. **pre + cooked**
2. The town likes to preserve old homes. **pre + serve**
3. Every Monday we have a pretest on our spelling words. **pre + test**
4. Don’t prejudge people you don’t know. **pre + judge**
5. My brother is a premed student. **pre + med**

Quick Check | Student Edition page 210

Write the underlined word in each sentence in your journal. Then write the prefix and base word.

1. After seeing the preview we wanted to see the whole movie. **pre + view**
2. Ray had trouble with his homework because he was preoccupied thinking about his birthday party. **pre + occupied**
3. My mom prepays for my lunches each week. **pre + pays**
4. Nina goes to preschool two days a week. **pre + school**
5. This course is a prerequisite for the creative writing course I want to take. **pre + requisite**

Challenge Sentences

Before reading a book, I like to preview it by reading the back cover. **pre + view**

Claire painted a picture in her preschool class. **pre + school**

Mixed Practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Tell the students that the message says that he wants to check their memories on some of the skills they have learned. Draw a boat with two overlapping sails, one without any sails, and a third with a small sail and a main sail. Ask the students what these boats tell us about the kinds of words we have learned to read.

Captain Good Reader sent another message last night. He says that when we read, we will use different skills to figure out how to read different words. He wants us to practice using some of the skills we've learned. Here is the clue he has given us for the kinds of words he wants us to practice reading.

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean.

What do these boats tell us about the kinds of words we have learned to read? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That's right! A boat with two overlapping sails means the word is made up into two that are pushed together. A boat without sails means that we will chunk the word into smaller parts, and a boat with a small sail and a main sail means that we will divide the prefix and the base word.**

- ▶ Explain that Captain Good Reader has given you some word clues with the boat. Write "they've" on the boat with two overlapping sails and prompt the students to tell you how they would divide it into two words. After listening to their responses, write "they" on the first sail and "have" on the second.
- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let's read our sails together. (Point to each word on the sails and read "they've" with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students' responses.) **You're right, they don't. There is an "ha" on the second sail that isn't on the boat and there is an apostrophe on the boat that's not on the sails.**

- ▶ Use Think-Pair-Share to ask the students what tools Captain Good Reader uses to make the sails match the word on the boat. Draw a line through the "ha" (scrubber) and add a patch for the apostrophe.

Remember that Captain Good Reader has tools he uses to take away letters and to add apostrophes. Think about what tools he would use and then talk to your partner about them. (Allow time for the students to think about the answer and share it with their partners.) **What tools would Captain Good Reader use?** (Listen to the students' responses.) **That's right! He would use a scrubber to take off the "ha" and a patch to add the apostrophe. I will draw a line through the "ha" and draw a patch for the apostrophe.** (Model.)

- ▶ Write “education” on the boat without sails and prompt the students to tell you how they would chunk the word. After listening to their responses, draw paddles between the parts to show how this word can be divided and a flag if they had to try reading the word more than once. Have the students read the parts to read the whole word.
- ▶ Write “disobey” on the boat with a small sail and a main sail and prompt the students to tell you how they would divide the word into base word and prefix. After listening to their responses, write “dis” on the small sail and “obey” on the main sail. Have the students read the parts to read the whole word.
- ▶ Review and summarize the skills that were covered and the tools that the students will need to use in the Sail Along practice.

Today we read a contraction, “they’ve,” and a word with a prefix and a base word, “disobey.” We also chunked the word “education.” We used a patch and a scrubber on the word “they’ve” to make the word on the boat and the sails match. You will continue to practice using all the skills you have learned in your Sail Along practice. Make sure that the sails always match the word on the boat. You may need to use tools on some of the words to show that the base word changes when the ending is added.

- ▶ Remind the students that they will have to use all the Word Treasures they have learned so far to complete their work.
- ▶ Point out the icons at the top of the page. Remind the students that the icons tell them what kind of skills they will work on, and use Think-Pair-Share to have them identify the skills.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 93

Write the underlined word in each sentence in your journal. Then write the base word and the ending or use paddles to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. (Chunking answers may vary.)

1. Pack a first-aid kit as a precaution. **pre + caution**
2. The sweater was cheap because it was marked “imperfect.” **im + perfect**
3. Reading science fiction books fascinates Ian. **fas / cin / ates**
4. John’s gone to the store for more milk. **John + [] has**
5. Tyrone disassembled his racecar track to put it away. **dis + assembled**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students that they will be using many of the skills they have learned thus far.

Captain Good Reader sent another message last night. He wanted to remind you that you will use many different skills to figure out how to read words. To read these words, we can read the smaller parts and then the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 94

Write the underlined word in each sentence in your journal. Then write the base word and the ending or use paddles to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. (Chunking answers may vary.)

1. I didn't recognize Uncle Sid with his new haircut. **re / cog / nize**
2. Stacey and Pedro met at the predetermined time to work on their project.
pre + determined
3. We waited impatiently for Christina to come on stage. **im + patiently**
4. The bike Erin wanted had been discontinued so she chose a different one. **dis + continued**
5. He'd been waiting for three hours. **He + ' had**

Quick Check | Student Edition page 211

Write the underlined word in each sentence in your journal. Then write the base word and the ending or use paddles to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. (Chunking answers may vary.)

1. I did well on my pretest, so I don't have to take the final test. **pre + test**
2. Betsy is a library volunteer. **vol / un / teer**
3. We've seen this movie two times before. **We + 've**
4. Sheila gathered all the materials she would need for her art project. **mat / er / i / als**
5. He stood perfectly immobile for a few seconds. **im + mobile**

Challenge Sentences

(Chunking answers may vary.)

Mr. Finley shaved his mustache and beard. **mus / tache**

Lyle was disappointed that he couldn't go skiing because it was too warm. **dis + appointed**

Mixed Practice



Part One

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Tell the students that the message says that he wants to check their memories on some of the skills they have learned. Draw a boat with a small sail and a main sail, one without any sails, and a third with two overlapping sails. Ask the students what these boats tell us about the kinds of words we have learned to read.

Captain Good Reader sent another message last night. He says that when we read, we will use different skills to figure out how to read different words. He wants us to practice using some of the skills we've learned. Here is the clue he has given us for the kinds of words he wants us to practice reading.

- ▶ Use Think-Pair-Share to ask the students if they can figure out what the clues mean.

What do these boats tell us about the kinds of words we have learned to read? Think and then share your thoughts with your partner. (Allow time for the students to think and share with their partners before accepting responses.) **That's right! A boat with a small and a main sail means that we will divide the prefix and the base word. A boat without sails means that we will chunk the word into smaller parts, and a boat with two overlapping sails means that the word is made up of two words that were pushed together.**

- ▶ Explain that Captain Good Reader has given you some word clues with the boat. Write "pretest" on the boat with a small and a main sail and prompt the students to tell you how they would divide the base word from the prefix. After listening to their responses, write "pre" on the small sail and "test" on the main sail.
- ▶ Ask the students to read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.

Let's read our sails together. (Point to each word on the sails and read "pretest" with the class.) **Do the parts on our sails look the same as the word on our boat?** (Listen to the students' responses.) **You're right! The words on the sails match the word on the boat, so we don't have to make any changes.**

- ▶ Write "vacuum" on the boat without sails and prompt the students to tell you how they would chunk the word. After listening to their responses, draw paddles between the parts to show how this word can be divided and a flag if they had to try reading the word more than once. Have the students read the parts to read the whole word.

- ▶ Write “she’s” on the boat with two overlapping sails and prompt the students to tell you how they would divide the word into two whole words. After having the students compare the parts on the sails to the word, prompt them to identify the tools that Captain Good Reader uses to show that the letter “i” was removed from “is” (scrubber) and an apostrophe was put in its place (patch). Model the changes.
- ▶ Review and summarize the skills that were covered and the tools that the students will need to use in the Sail Along practice.

Today we read a word with a prefix and a base word, “pretest,” and a contraction, “she’s,” and we chunked the word “vacuum.” We used a patch and a scrubber on the word “she’s” to make the word on the boat and the sails match. You will continue to practice using all the skills you have learned in your Sail Along practice. Make sure that the sails always match the word on the boat. You may need to use tools on some of the words to show that the base word changes when an ending is added.

- ▶ Remind the students that they will have to use all the Word Treasures they have learned so far to complete their work.
- ▶ Point out the icons at the top of the page. Remind the students that the icons tell them what kind of skills they will work on, and use Think-Pair-Share to have them identify the skills.
- ▶ If necessary, review and model how the students should write their answers in their journals.
- ▶ Review the directions for the Sail Along practice items in the students’ materials and have the teams practice the first item in Team Practice. As they practice, write the word on the board.
- ▶ Use Numbered Heads to check understanding. Ask the student to demonstrate the answer by writing his or her answer on the board and reading the word twice—once from the parts and once as a whole.
- ▶ Continue checking teams on individual items until you are satisfied that the students understand the skill and task. Then have teams complete the remaining items in the set.
- ▶ Review the remaining items the same way you checked the first one.

Team Practice | Student Edition page 95

Write the underlined word in each sentence in your journal. Then write the base word and the ending or use paddles to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. (Chunking answers may vary.)

1. The bride looked gorgeous as she walked down the aisle. **gor / geous**
2. We’d better get going before the store closes. **We + ['] had**
3. The fossil I found in my backyard may be a prehistoric bone! **pre + historic**
4. Throwing food is impermissible. **im + permissible**
5. They’ve got a lot of cars! **They + ['] have**



Part Two

- ▶ Pretend to take a message from Captain Good Reader out of the bottle. Use the message to remind the students that they will be using many of the skills they have learned thus far.

Captain Good Reader sent another message last night. He wanted to remind you that you will use many different skills to figure out how to read words. To read these words, we can read the smaller parts and then the whole word.

- ▶ Before the students begin, have them set up their journal pages the same way they did for Team Practice and review the directions.
- ▶ Have the teams practice the first item in Team Mastery. If necessary, model how to write the answers. Use Numbered Heads to check understanding.
- ▶ Have the students complete the remaining items in their materials, working independently, before they discuss their answers as a team.
- ▶ Use Numbered Heads to check their Team Mastery answers.
- ▶ Have the students work independently to complete their Quick Checks.
- ▶ Collect the students' Quick Checks and write the Challenge Sentences on the board. Have the students work with their partners to read the sentences, concentrating on the underlined words.
- ▶ Randomly choose a student to read each sentence orally.
- ▶ Celebrate the new Word Treasure.

Team Mastery | Student Edition page 96

Write the underlined word in each sentence in your journal. Then write the base word and the ending or use paddles to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. (Chunking answers may vary.)

1. I've lost my keys! I + ' ~~h~~ave
2. Be careful carrying those scissors. sci / ssors
3. The bleach discolored my red shirt. dis + colored
4. It is improper to talk when you have food in your mouth. im + proper
5. The movie was incredible! in / cred / i / ble

Quick Check | Student Edition page 212

Write the underlined word in each sentence in your journal. Then write the base word and the ending or use paddles to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. (Chunking answers may vary.)

1. I love the illustrations in this book! **ill / us / tra / tions**
2. He's been to the doctor two times this week. **He + ' has**
3. Mrs. Wiley is our substitute teacher in art class today. **sub / sti / tute**
4. It was dishonest to take Vicki's pen without telling her. **dis + honest**
5. The bank opens at a preset time every morning. **pre + set**

Challenge Sentences

I've already finished my homework. **I + ' have**

The nurse disinfected Rita's cut before putting a bandage on it. **dis + infected**

On My Own

Instruction and Student Word Lists



On My Own Introduction

During On My Own activities, students practice reading lists of words correctly and fluently. When students read rapidly and smoothly, they are able to focus on the ideas in the text, rather than on individual words. Becoming a fluent reader is a milestone in development, and On My Own activities help the students reach that level.

Each On My Own activity follows the same routine, which involves practicing with partners and teams until individuals can successfully read a word list correctly and rapidly. “Rapidly” means with reasonable reading speed. Rather than needing to sound out a word, think about it, or try to figure it out in other ways, the students aim to read words at an automatic, conversational speed.

The lesson routine is divided into two parts that require approximately 15 minutes of instructional time. In Targeted Treasure Hunts, Part One is taught at the beginning of Day 3 and Part Two is taught at the beginning of Day 4. With other Treasure Hunts, On My Own may be taught during the Additional Skills instructional time. On My Own may also be used during tutoring, or anytime the students need to practice fluency.

Easy-to-follow directions carry you and the students through the steps of the lesson routine. Once you are familiar with these steps, the lessons will go more quickly. To help you get a head start on this process, the following explains the lesson routine:

Teacher Presentation (Beginning of Part One)

The teacher opens the lesson with Captain Good Reader reminding the students that the purpose of the activity is to practice reading words correctly and quickly. The teacher then presents the Practice List of words, one group at a time, reading the words at different speeds with the students.

Group 1 words typically demonstrate patterns of word changes that the students learn in lessons. For example, words in this group might include Base Words that end in “e,” followed by these same Base Words with endings. Most patterns are easy to recognize and they are noted in the Teachers’ Edition lists. Teachers should ask teams to identify the pattern in Group 1 words (or patterns, in the case of Review lists) and to contribute additional words that fit the pattern if possible. Team examples may be added to the list.

Group 2 words include some of these same (Group 1) words, randomly ordered, with a few new, similar words added. Group 3 words are high-frequency words that the students must learn to recognize automatically.

Team Practice

Students work in their teams to practice reading the groups of words correctly and rapidly. The teacher then asks each team to read aloud in unison, correctly and quickly, one of the groups of words. This part of the lesson ends with team celebration.

Review (Beginning of Part Two)

Assuming Part Two begins on the next day, the class reviews the Practice List. Volunteers, or randomly selected students, are asked to lead the class in reading one of the groups of words using My Turn, Your Turn.

Teacher Presentation

The teacher presents the On My Own list of words, again reading the words at different speeds with the students. This list includes fifteen words: twelve from the current Practice List, randomly mixed, and three review words from the previous lists' high-frequency words.

Team Mastery

Following the presentation, the students work with partners to practice reading the On My Own list correctly and rapidly. The teacher listens to teams and then prompts, models, and reinforces correct and rapid reading.

Quick Check

Individuals indicate when they are ready to read aloud to the teacher. If the reading is successful, the teacher will punch a hole in the individual's Celebrate Word Power! sheet and the student will write the number for the list on the line above. If the student needs more practice, he or she should practice further with a partner (one who has demonstrated success, if available) and try again.

Scoring

Success in On My Own is 100, 90, or 80 points. A score below 80 indicates that the student must try again. The scores are defined as follows:

100: reads all words correctly, smoothly, and at a good reading pace; no rereading or hesitation

90: reads 14 words correctly, smoothly, and at a good reading pace; does not hesitate or reread more than two words

80: reads 12 or 13 words correctly, smoothly, and at a good reading pace; does not hesitate or reread more than three words.

For scores below 80, the student has not mastered reading the list correctly, smoothly, and at a good reading pace; he or she should practice and try again.

(and On My Own scores are totaled and averaged on Team Score Sheets.)

The activity closes with the teacher calling on different students to read parts of the list aloud for the class and the class celebrating successful reading "On My Own."

On My Own Lesson Routine

Part One

Teacher Presentation

Preparation: Prepare and display the Practice List groups of words on chart paper or a transparency. If you plan to add team words to Group 1, leave room to add more words to this group.

- ▶ Start the activity by explaining or reminding the students that Captain Good Reader says that they must be able to sail through words if they want to be good readers. Explain that this means that they must be able to read words correctly and quickly when they see them.
- ▶ Explain that Captain Good Reader sent a new word list for them to practice until they can read these words correctly and quickly on their own. Present the words as follows:

Group 1 words:

- Point to each word on the list and have the class read it aloud with you, moving left to right across the rows.
- Ask the teams which Sail Along, or word recognition, skill they recognize in these words and challenge them to add another word that demonstrates the same pattern. For lists that include examples of more than one skill (Review lists), consider asking the students to identify one of the skills in the group and challenge them to add another example.
- Use Numbered Heads to review the answers and add examples to the list.
- Set the pace for rereading all the words by clapping your hands or tapping a ruler. Have the students reread the words at this pace.
- Challenge the students by setting a faster pace and have them read the list one more time.

Group 2 words:

- Explain or remind the students that Group 2 words include some of Group 1's words, but they are randomly ordered with new, similar words mixed in.
- Point to each word on the list and have the class read it aloud with you.
- Set a reading pace for the class to read the words. Tell the students to read the words again at this pace.
- Challenge the students by setting a faster pace and have them read the list one more time.

Group 3 words:

- Explain or remind the students that Group 3 words are words that they see many times in their reading. If any of these words are difficult to recognize or do not include a phonetically regular spelling, use Say-Spell-Say to reinforce pronunciation and memory.
- Set a reading pace for the class to read the words.

- Challenge the students by setting a faster pace and have them read the list one more time.
- Following the presentation of all three groups of words, set a challenging pace and have the class read aloud all of the groups on the Practice List.
- Celebrate successful reading with a class cheer.

Team Practice

- ▶ Tell the students to turn to the appropriate list of words in their student materials for Team Practice.
- ▶ Have teams practice reading the Practice List and any words that teams have added to Group 1. Students on a team can take turns setting the reading pace while other team members read the words. Remind team members to assist and encourage one another during the practice. Give cooperation points to teams that demonstrate good teamwork.
- ▶ Review the Team Practice by having each team read one of the groups of words on the Practice List. (Teams can choose which group they want to read.)
- ▶ Celebrate all reading efforts with a class cheer.

Part Two

Review

Preparation: Display the Practice List from yesterday.

- ▶ Choose a volunteer to lead the class in reading the Group 1 words, including any additional team words, using My Turn, Your Turn.
- ▶ Choose additional volunteers and repeat the process for the words in Groups 2 and 3.

Teacher Presentation

Preparation: Prepare and display the On My Own list, including any additional team words from Group 1.

- ▶ Explain or remind the students that the On My Own list contains 12 of the words from the Practice List, as well as three Group 3 words from an earlier list. Tell the students that they will work on reading this list correctly, quickly, and independently.
- ▶ Point to each word on the list and have the students read it. Have the students reread the list with you, increasing your speed as you point to the words.


Partner Practice

Preparation: Make sure that the students have and display their Celebrate Word Power! sheets.

- ▶ Tell the students to turn to the On My Own list in their materials and take turns reading the list, and any additional team words, with their partners. Encourage the students to help their partners read the words correctly, and then encourage them to read the words more rapidly.
- ▶ Have the students practice reading the words with their partners until they think they are ready to read independently for you. Tell the students to place their Celebrate Word Power! sheets on their desks when they are ready to read for you. (Students waiting to read can continue practicing or turn the page and go to the next list of words.)
- ▶ If a student reads successfully, punch a hole in the appropriate place on the student's celebration card and have the student write the list number above the hole. Encourage the student to begin practicing the words on the next list or to help any teammates who need further practice. Have unsuccessful students continue practicing until they can read a list successfully on their own. Tell them to focus on correct pronunciation first, and then work on increasing speed.
- ▶ Celebrate the activity with the class by asking random students to read parts of the list (the first four words, the next four, and so on).

My Word Lists

I learned to read these lists On My Own:



18			
_____	_____	_____	_____
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

List 1

Practice List		
Group 1		
walk	walked	walking
boil	boiled	boiling
push	pushed	pushing

Group 2		
walked	boiling	fished
pushing	talking	chalk
coil	crushed	soiled

Group 3		
him	live	its

On My Own		
walked	chalk	boiled
fished	pushing	crushed
coil	talking	walk
soiled	him	pushed
live	its	boiling

Group 1 identification skill:
Base Word + Ending, Foundation Lesson
“s,” “es,” “ed,” “ing” (Lesson 1)

List 2

Practice List		
Group 1		
pass	passes	passing
box	boxes	boxing
patch	patches	patching

Group 2		
foxes	patches	glasses
patching	boxing	pass
hatch	passing	scratches

Group 3		
after	that	had

On My Own		
foxes	passing	had
boxes	patching	hatch
patches	after	boxing
that	glasses	scratches
Review		
him	live	its

Group 1 identification skill:
Base Word + Ending
“s,” “es,” “d,” “ing”: Extra practice (Lesson 1-E)

List 3

Practice List		
Group 1		
shop	shopped	shopping
hem	hemmed	hemming
spot	spotted	spotting

Group 2		
wrapped	hemming	spot
petting	skipped	hem
trimmed	shopped	cramming

Group 3		
down	now	both

On My Own		
hem	trimmed	shopped
skipped	now	spot
petting	down	cramming
spotted	both	hemming
Review		
after	that	had

Group 1 identification skill:
Base Word + Ending
double final consonant (Lesson 2)

List 4

Practice List		
Group 1		
swim	swimming	sit
sitting	run	running
shrug	shrugged	shrugging

Group 2		
dim	running	hugging
sitting	quit	skimmed
shrugged	run	forgetting

Group 3		
jump	out	must

On My Own		
shrugged	dim	jump
running	out	swim
hugging	sitting	must
run	skimmed	sitting
Review		
down	now	both

Group 1 identification skill:
Base Word + Ending
double final consonant: Extra practice (Lesson 2-E)

List 5

Practice List		
Group 1		
letter	artist	melon
corner	pretend	cartoon
tunnel	suggest	wagon

Group 2		
anger	suggest	melon
gather	letter	belong
corner	perhaps	mistake

Group 3		
ask	black	look

On My Own		
letter	ask	corner
perhaps	anger	belong
artist	melon	black
tunnel	wagon	look
Review		
must	jump	out

**Group 1 identification skill:
Chunking (Lesson 3)**

List 6

Practice List		
Group 1		
back	backed	backing
dig	digs	digging
border	fifty	cricket

Group 2		
forks	hidden	grouped
dabbing	mixes	backing
pencil	dig	cactus

Group 3		
put	use	us

On My Own		
border	fifty	hidden
backing	digs	dabbing
mixes	grouped	pencil
put	use	us
Review		
look	ask	black

**Group 1 identification skills:
Mixed Practice (Lesson 4)**

List 7

Practice List		
Group 1		
drop	dropped	dropping
glow	glowed	glowing
twenty	bowl	cobra

Group 2		
Thursday	started	dropping
skinned	glow	shovel
blanket	busy	finger

Group 3		
four	first	around

On My Own		
started	glow	four
first	glowed	dropping
skinned	around	glowing
finger	dropped	blanket
Review		
put	use	us

**Group 1 identification skill:
Mixed Practice (Lesson 5)**

List 8

Practice List		
Group 1		
flower	pot	flowerpot
tea	spoon	teaspoon
after	noon	afternoon

Group 2		
mailbox	inside	flowerpot
snowflake	afternoon	birthday
teaspoon	upstairs	toothbrush

Group 3		
upon	soon	once

On My Own		
upon	inside	soon
upstairs	mailbox	afternoon
tea	teapot	once
noon	teaspoon	toothbrush
Review		
first	around	four

**Group 1 identification skill:
Compound Words (Lesson 6)**

List 9

Practice List		
Group 1		
star	fish	starfish
doll	house	dollhouse
eye	brow	eyebrow

Group 2		
peanut	bookshelf	eyebrow
airplane	starfish	sunburn
fireman	baseball	homework

Group 3		
open	or	know

On My Own		
open	baseball	sunburn
or	house	starfish
airplane	dollhouse	homework
fireman	know	bookshelf
Review		
soon	once	upon

Group 1 identification skill:
Compound Words
Extra practice (Lesson 6-E)

List 10

Practice List		
Group 1		
grade	graded	grading
hike	hiked	hiking
use	used	using

Group 2		
biked	using	time
making	graded	amuse
hiked	code	grading

Group 3		
because	read	them

On My Own		
read	grade	using
use	graded	hiked
grading	used	hiking
them	making	because
Review		
open	or	know

Group 1 identification skill:
Base Word + Ending
silent “e” dropped (Lesson 7)

List 11

Practice List		
Group 1		
chase	chases	chasing
wave	waves	waving
smile	smiles	smiling

Group 2		
waves	vases	smiling
behaves	chasing	miles
filing	drives	brave

Group 3		
before	green	pretty

On My Own		
chases	smiling	before
chasing	green	filing
pretty	smiles	chase
drives	wave	waves
Review		
because	read	them

Group 1 identification skill:

Base Word + Ending

silent “e” dropped: Extra practice (Lesson 7-E)

List 12

Practice List		
Group 1		
different	apartment	sister
calendar	president	delight
second	struggle	hunger

Group 2		
department	tunnel	princess
second	umpire	talent
question	apartment	conductor

Group 3		
round	could	found

On My Own		
sister	struggle	different
second	found	hunger
calendar	apartment	round
could	question	talent
Review		
before	green	pretty

Group 1 identification skill:

Chunking (Lesson 8)

List 13

Practice List		
Group 1		
number	present	animal
hurry	adventure	color
nobody	rabbit	happen

Group 2		
color	adventure	monkey
cardinal	establish	window
present	happen	instrument

Group 3		
fly	buy	may

On My Own		
buy	animal	may
present	found	window
happen	adventure	fly
nobody	color	monkey
Review		
round	could	found

Group 1 identification skill:
Chunking
Extra practice (Lesson 8-E)

List 14

Practice List		
Group 1		
is	not	isn't
was	not	wasn't
could	not	couldn't

Group 2		
shouldn't	didn't	won't
isn't	haven't	wouldn't
hasn't	can't	don't

Group 3		
these	their	every

On My Own		
not	isn't	haven't
don't	could	couldn't
these	can't	their
wasn't	hasn't	every
Review		
fly	buy	may

Group 1 identification skill:
Contractions
"n't" (not) (Lesson 9)

List 15

Practice List

Group 1

has	not	hasn't
air	port	airport
bite	bites	biting

Group 2

don't	drugstore	faded
biking	can't	postcard
sailboat	gated	doesn't

Group 3

of	off	goes
----	-----	------

On My Own

biting	airport	bites
of	postcard	off
goes	gated	hasn't
not	sailboat	biking

Review

these	their	every
-------	-------	-------

**Group 1 identification skills:
Mixed Practice (Lesson 10)**

List 16

Practice List

Group 1

dragon	yesterday	pattern
dare	dared	daring
lip	stick	lipstick

Group 2

timed	gallon	oatmeal
rainbow	taping	parade
example	tiptoe	kites

Group 3

does	going	do
------	-------	----

On My Own

timed	pattern	lipstick
kites	gallon	does
dared	going	example
daring	rainbow	do

Review

of	off	goes
----	-----	------

**Group 1 identification skills:
Mixed Practice (Lesson 11)**

List 17

Practice List		
Group 1		
listen	listened	listening
happen	happened	happening
remember	remembered	remembering

Group 2		
whispering	presented	happening
wondered	remember	shoveling
borrowed	happening	presented

Group 3		
right	give	think

On My Own		
happened	remembered	right
happening	give	wondered
think	remember	listening
borrowed	presented	whispering
Review		
does	going	do

Group 1 identification skill:
Base Word + Ending
“s,” “es,” “ed,” “ing” (Lesson 12)

List 18

Practice List		
Group 1		
finish	finishes	finishing
return	returns	returning
follow	follows	following

Group 2		
finishes	stretches	rivers
following	visiting	returning
weighs	follows	neighbors

Group 3		
sleep	new	let

On My Own		
returns	following	finish
visiting	follows	returning
sleep	finishes	new
rivers	neighbors	let
Review		
right	give	think

Group 1 identification skill:
Base Word + Ending
“s,” “es,” “ed,” “ing” (Lesson 12-E)

List 19

Practice List		
Group 1		
bowl	bowler	bowling
pot	potter	potting
talk	talker	talking

Group 2		
starter	potter	singer
golfer	bowling	rancher
jumper	robber	talking

Group 3		
laugh	gave	again

On My Own		
bowler	bowling	robber
potter	laugh	rancher
gave	again	talker
talking	singer	jumper
Review		
sleep	new	let

Group 1 identification skill:
Base Word + Ending
“er” (person) (Lesson 13)

List 20

Practice List		
Group 1		
teach	teacher	teaches
broadcast	broadcaster	broadcasts
hunt	hunter	hunts

Group 2		
kicker	quitter	zookeeper
interprets	walker	photographer
owner	speaker	reader

Group 3		
better	her	best

On My Own		
teach	zookeeper	reader
teacher	better	speaker
hunter	owner	walker
her	best	own
Review		
laugh	gave	again

Group 1 identification skill:
Base Word + Ending
“er” (person): Extra practice (Lesson 13-E)

List 21

Practice List		
Group 1		
write	writes	writer
have	not	haven't
pop	popped	popping

Group 2		
spotting	golfer	wasn't
couldn't	topping	entertainer
rancher	quitting	isn't

Group 3		
sing	light	five

On My Own		
spotting	writer	popped
writes	golfer	wasn't
sing	popping	light
rancher	isn't	five
Review		
better	her	best

**Group 1 identification skills:
Mixed Practice (Lesson 14)**

List 22

Practice List		
Group 1		
seaweed	toothpaste	hubcap
seek	seeks	seeking
scramble	scrambling	scrambled

Group 2		
breakfast	rockets	captured
wrecked	housework	rotated
goldfish	commented	outside

Group 3		
draw	any	made

On My Own		
housework	hubcap	wrecked
seeking	seeks	outside
draw	captured	commented
any	rockets	made
Review		
sing	light	five

**Group 1 identification skills:
Mixed Practice (Lesson 15)**

List 23

Practice List		
Group 1		
picture	beauty	great
ready	squirrel	library
neighbor	through	secret

Group 2		
squirrel	bicycle	success
great	either	cocoon
famous	gnaw	sleigh

Group 3		
eight	like	eat

On My Own		
great	either	success
squirrel	secret	bicycle
cocoon	eight	famous
like	either	eat
Review		
draw	any	made

Group 1 identification skill:
Chunking
irregular letter sounds (Lesson 16)

List 24

Practice List		
Group 1		
measure	business	journal
special	vacation	ancient
fortune	hockey	million

Group 2		
principal	special	wrinkle
spider	pleasant	measure
ancient	thread	century

Group 3		
never	always	together

On My Own		
special	principal	spider
never	thread	fortune
always	wrinkle	together
measure	million	century
Review		
eight	like	eat

Group 1 identification skill:
Chunking
irregular letter sounds: Extra practice (Lesson 16-E)

List 25

Practice List		
Group 1		
hope	hopeful	hoped
smell	smelly	smelling
blind	blindly	blinded

Group 2		
playful	restful	blindly
warmly	bushy	quietly
smelly	quickly	hopeful

Group 3		
six	sit	drink

On My Own		
hoped	blinded	warmly
restful	blind	blindly
hopeful	six	smelly
quickly	sit	drink
Review		
never	always	together

Group 1 identification skill:
Base Word + Ending
“ful,” “y,” “ly” (Lesson 17)

List 26

Practice List		
Group 1		
use	useful	used
stick	sticky	sticking
curl	curly	curled

Group 2		
playful	curly	closely
useful	mouthful	restful
costly	stormy	sticky

Group 3		
try	very	your

On My Own		
useful	playful	stick
sticking	costly	curly
try	mouthful	restful
sticky	very	your
Review		
six	sit	drink

Group 1 identification skill:
Base Word + Ending
“ful,” “y,” “ly”: Extra practice (Lesson 17-E)

List 27

Practice List		
Group 1		
sneeze	sneezed	sneezing
divide	divided	dividing
trace	traced	tracing

Group 2		
realize	facing	traced
sneezing	divide	supposing
closed	squeezed	confuse

Group 3		
where	been	ride

On My Own		
realize	ride	closed
divide	facing	confuse
where	been	sneeze
sneezed	dividing	traced
Review		
try	very	your

Group 1 identification skill:
Base Word + Ending
silent “e” dropped (Lesson 18)

List 28

Practice List		
Group 1		
arrive	arrived	arriving
blaze	blazed	blazing
refuse	refused	refusing

Group 2		
parading	donated	traded
waste	refuse	providing
arrived	voting	blazing

Group 3		
white	when	they

On My Own		
parading	traded	when
white	refused	blazed
blazing	voting	arrived
they	providing	arriving
Review		
where	been	ride

Group 1 identification skill:
Base Word + Ending
silent “e” dropped: Extra practice (Lesson 18-E)

List 29

Practice List		
Group 1		
dry	dries	drying
fly	flies	flying
carry	carries	carrying

Group 2		
families	ponies	dries
parties	babies	berries
spies	daisies	carries

Group 3		
only	why	many

On My Own		
babies	family	many
carries	ponies	berries
party	only	why
families	spies	parties
Review		
white	when	they

Group 1 identification skill:
Base Word + Ending
“y” changes (Lesson 19)

List 30

Practice List		
Group 1		
wish	wishes	wishing
love	loving	lovely
juggle	juggling	juggler

Group 2		
driver	lively	fixed
blindly	chanting	teacher
honestly	kingdom	gardener

Group 3		
shall	which	tell

On My Own		
shall	honestly	driver
fixed	lovely	lively
teacher	wishing	chanting
gardener	tell	which
Review		
only	why	many

Group 1 identification skills:
Mixed Practice (Lesson 20)

List 31

Practice List		
Group 1		
bellies	pennies	cities
jingle	lavender	hundred
surfboard	woodpecker	bathrobe

Group 2		
inflate	puppies	homesick
fairies	waterfall	porcupine
earmuff	paragraph	countries

Group 3		
today	myself	thank

On My Own		
thank	waterfall	woodpecker
bathrobe	inflate	earmuff
puppies	homesick	today
countries	myself	paragraph

Review		
shall	which	tell

**Group 1 identification skills:
Mixed Practice (Lesson 21)**

List 32

Practice List		
Group 1		
I	will	I'll
we	will	we'll
they	will	they'll

Group 2		
she'll	you'll	they'll
it'll	who'll	there'll
we'll	he'll	I'll

Group 3		
well	full	small

On My Own		
you'll	will	they'll
it'll	he'll	small
they	I'll	well
who'll	full	she'll

Review		
today	myself	thank

**Group 1 identification skill:
Contractions
"ll" (will) (Lesson 22)**

List 33

Practice List		
Group 1		
down	town	downtown
light	house	lighthouse
meat	balls	meatballs

Group 2		
schoolhouse	driveway	newspaper
lighthouse	footstep	playground
classroom	downtown	wallpaper

Group 3		
keep	school	letter

On My Own		
lighthouse	footstep	downtown
school	meatballs	letter
classroom	light	driveway
meat	playground	keep
Review		
well	full	small

Group 1 identification skill:
Compound Words (Lesson 23)

List 34

Practice List		
Group 1		
ear	phone	earphone
straw	berry	strawberry
head	ache	headache

Group 2		
necktie	earphone	thunderstorm
checkout	surfboard	headache
landmark	iceberg	teapot

Group 3		
anything	those	though

On My Own		
anything	earphone	straw
strawberry	those	thunderstorm
though	landmark	iceberg
head	necktie	headache
Review		
keep	school	letter

Group 1 identification skill:
Compound Words
Extra practice (Lesson 23-E)

List 35

Practice List		
Group 1		
do	redo	undo
pack	repack	unpack
tie	retie	untie

Group 2		
rewrite	undo	remove
unpaid	unhappy	retie
unzip	reheat	rebuild

Group 3		
under	red	run

On My Own		
repay	red	remove
run	unzip	untie
rebuild	under	unpaid
undo	unhappy	rewrite
Review		
anything	those	though

Group 1 identification skill:
Prefix + Base Word
 “re,” “un” (Lesson 24)

List 36

Practice List		
Group 1		
wind	unwind	rewind
wipe	wiping	wiped
I	will	I’ll

Group 2		
she’ll	writing	rehearse
unreal	shared	we’ll
blaming	they’ll	recall

Group 3		
yellow	call	stop

On My Own		
yellow	she’ll	writing
shared	call	recall
unwind	rewind	I’ll
unreal	wiped	stop
Review		
under	red	run

Group 1 identification skills:
Mixed Practice (Lesson 25)

List 37

Practice List		
Group 1		
house	keeper	housekeeper
hope	hopes	hopeful
decide	decides	deciding

Group 2		
exploring	grasshopper	wishful
related	freezing	keyhole
roommate	gripping	careful

Group 3		
order	morning	woman

On My Own		
keep	housekeeper	house
hopes	decides	hopeful
order	freezing	wishful
grasshopper	careful	woman
Review		
yellow	call	stop

**Group 1 identification skills:
Mixed Practice (Lesson 26)**

List 38

Practice List		
Group 1		
he	is	he's
Mary	is	Mary's
I	am	I'm

Group 2		
it's	Hanna's	he's
Conan's	she's	I'm
you're	they're	Billy's

Group 3		
o'clock	this	same

On My Own		
he's	she's	same
o'clock	Mary's	you're
they're	this	is
it's	am	I'm
Review		
order	morning	woman

**Group 1 identification skill:
Contractions
"s," "m," "re" (is, are) (Lesson 27)**

List 39

Practice List		
Group 1		
imagine	carrot	language
captain	raspberry	giant
knowledge	violet	earn

Group 2		
century	famous	toxic
island	cider	village
money	advantage	elect

Group 3		
yesterday	until	carry

On My Own		
imagine	giant	carry
famous	until	money
yesterday	advantage	village
raspberry	captain	earn
Review		
o'clock	this	same

Group 1 identification skill:
Chunking
irregular letter sounds (Lesson 28)

List 40

Practice List		
Group 1		
author	colonel	tongue
onion	separate	journey
gentle	opinion	lettuce

Group 2		
fierce	treasure	piano
board	weight	meadow
sure	police	notice

Group 3		
water	people	present

On My Own		
lettuce	police	treasure
water	piano	tongue
onion	gentle	present
board	people	meadow
Review		
yesterday	until	carry

Group 1 identification skill:
Chunking
irregular letter sounds: Extra practice (Lesson 28-E)

List 41

Practice List		
Group 1		
she	is	she's
dig	digging	digs
copy	copies	copied

Group 2		
babies	Nadia's	cropped
they're	hopping	puppies
fanning	cherries	he's

Group 3		
second	funny	little

On My Own		
copy	copies	he's
she's	funny	hopping
fanning	babies	little
second	puppies	cropped
Review		
water	people	present

**Group 1 identification skills:
Mixed Practice (Lesson 29)**

List 42

Practice List		
Group 1		
date	dated	dating
manage	manager	managing
you	will	you'll

Group 2		
escaped	he'll	bowler
wasting	banker	I'll
jeweler	tasted	we'll

Group 3		
take	fast	thing

On My Own		
take	dated	manager
managing	you'll	we'll
wasting	fast	thing
bowler	escaped	tasted
Review		
second	funny	little

**Group 1 identification skills:
Mixed Practice (Lesson 30)**

List 43

Practice List		
Group 1		
new	newer	newest
weak	weaker	weakest
light	lighter	lightest

Group 2		
shortest	weaker	greener
darkest	longer	new
lightest	quickest	sooner

Group 3		
might	work	were

On My Own		
weaker	work	longest
quickest	longer	were
might	lighter	newest
new	greener	weak
Review		
take	fast	thing

Group 1 identification skill:
Base Word + Ending
“er,” “est” (Lesson 31)

List 44

Practice List		
Group 1		
great	greater	greatest
swift	swifter	swifter
bright	brighter	brightest

Group 2		
wilder	brightest	duller
sweetest	sharpest	greater
swifter	louder	pinkest

Group 3		
early	bring	pair

On My Own		
louder	duller	brightest
great	greater	early
bring	brighter	wilder
sweetest	pinkest	pair
Review		
might	work	were

Group 1 identification skill:
Base Word + Ending
“er,” “est”: Extra Practice (Lesson 31-E)

List 45

Practice List		
Group 1		
dark	darken	darkly
quick	quicken	quickly
wide	widen	widely

Group 2		
lengthen	soft	darken
quick	widen	brighten
frighten	dark	toughen

Group 3		
went	seven	when

On My Own		
darken	seven	widen
went	lengthen	quicken
darkly	widely	frighten
wide	when	brighten
Review		
early	bring	pair

Group 1 identification skill:
Base Word + Ending
“en” (Lesson 32)

List 46

Practice List		
Group 1		
chick	chicken	chicks
give	given	gives
wake	waken	wakes

Group 2		
forgotten	stolen	wake
chicken	loosen	hidden
fasten	waken	woven

Group 3		
girl	would	town

On My Own		
woven	town	hidden
would	waken	chicks
chicken	fasten	loosen
give	girl	given
Review		
went	seven	when

Group 1 identification skill:
Base Word + Ending
“en”: Extra Practice (Lesson 32-E)

List 47

Practice List		
Group 1		
woven	forgotten	golden
highest	nearer	farthest
he's	I'm	you're

Group 2		
she's	moisten	redde
blacker	we're	heighten
they're	lower	smallest

Group 3		
men	heard	third

On My Own		
men	golden	moisten
nearer	heard	farthest
you're	lower	smallest
redde	she's	third
Review		
girl	would	town

**Group 1 identification skills:
Mixed Practice (Lesson 33)**

List 48

Practice List		
Group 1		
garage	creature	portrait
butterflies	stories	groceries
quickly	joyful	messy

Group 2		
companies	happily	image
statue	puppies	doubtful
grumpy	flavor	sadly

Group 3		
funny	mother	over

On My Own		
mother	creature	stories
grumpy	funny	flavor
over	butterflies	joyful
messy	puppies	sadly
Review		
men	heard	third

**Group 1 identification skills:
Mixed Practice (Lesson 34)**

List 49

Practice List		
Group 1		
pay	payment	paying
place	placement	places
ship	shipment	ships

Group 2		
excitement	payment	treatment
placement	shipment	attachment
enjoyment	movement	pavement

Group 3		
man	part	starts

On My Own		
shipment	treatment	placement
place	pavement	enjoyment
payment	part	starts
man	payment	place
Review		
funny	mother	over

Group 1 identification skill:
Base Word + Ending
“ment” (Lesson 35)

List 50

Practice List		
Group 1		
weave	weaver	weaves
challenge	challenger	challenges
believe	believer	believes

Group 2		
writer	racer	believer
challenger	sneezer	voter
rescuer	weaver	whistler

Group 3		
near	though	show

On My Own		
believer	believe	voter
sneezer	near	racer
rescuer	though	challenger
challenge	show	rescuer
Review		
man	part	starts

Group 1 identification skill:
Base Word + Ending
silent “e” dropped, “er” (person) (Lesson 36)

List 51

Practice List		
Group 1		
glad	gladder	gladly
dim	dimmer	dimly
mad	madder	madly

Group 2		
gladder	wetter	madder
thinner	tanner	hotter
dimmer	flatter	slimmer

Group 3		
pull	there	three

On My Own		
gladder	glad	madder
dimmer	there	three
pull	gladly	slimmer
flatter	thinner	dim
Review		
near	though	show

Group 1 identification skill:

Base Word + Ending

double consonants, “er” (comparative) (Lesson 37)

List 52

Practice List		
Group 1		
fizz	fizzy	fizzier
wind	windy	windier
friend	friendly	friendlier

Group 2		
saltier	cozier	windier
greedier	drier	messier
windy	crazier	friendlier

Group 3		
bring	morning	money

On My Own		
friendlier	fizzier	saltier
windy	morning	windier
bring	greedier	wind
crazier	money	messier
Review		
pull	there	three

Group 1 identification skill:

Base Word + Ending

“y” changes, “er” (comparative) (Lesson 38)

List 53

Practice List		
Group 1		
hot	hotter	hottest
silly	sillier	silliest
greedy	greedier	greediest

Group 2		
saddest	greedy	thinnest
silly	dressiest	luckiest
happiest	hottest	prettiest

Group 3		
other	about	done

On My Own		
greedy	greediest	luckiest
silliest	other	silly
greedy	dressiest	done
about	thinnest	hottest
Review		
bring	morning	money

Group 1 identification skill:
Base Word + Ending
double final consonant or “y” changes, “est”
(Lesson 39)

List 54

Practice List		
Group 1		
fog	foggier	foggiest
wet	wetter	wettest
mad	madder	maddest

Group 2		
reddest	flattest	fog
wet	tiniest	maddest
fattest	dimmost	wettest

Group 3		
long	wash	wish

On My Own		
wetter	maddest	dimmost
long	foggiest	fattest
tiniest	wash	wish
wettest	wet	fog
Review		
other	about	done

Group 1 identification skill:
Base Word + Ending
double final consonant or “y” changes, “est”:
Extra practice (Lesson 39-E)

List 55

Practice List		
Group 1		
gladder	tanner	fatter
driver	diver	biker
didn't	couldn't	can't

Group 2		
thinner	won't	writer
wouldn't	baker	slimmer
dancer	bigger	isn't

Group 3		
carry	over	own

On My Own		
gladder	over	own
won't	fatter	biker
carry	tanner	writer
isn't	wouldn't	dancer
Review		
long	wash	wish

**Group 1 identification skills:
Mixed Practice (Lesson 40)**

List 56

Practice List		
Group 1		
notebook	snowball	undershirt
basement	movement	enjoyment
faster	meanest	fuller

Group 2		
lifeguard	pavement	suitcase
government	tallest	keyboard
sicker	pancake	pinkest

Group 3		
went	want	would

On My Own		
notebook	want	meanest
fuller	would	tallest
went	basement	pavement
faster	enjoyment	sicker
Review		
carry	over	own

**Group 1 identification skills:
Mixed Practice (Lesson 41)**

List 57

Practice List		
Group 1		
we	have	we've
she	has	she's
he	had	he'd

Group 2		
they've	who's	we'd
I'd	she'd	they'd
where've	he's	what's

Group 3		
hand	high	how

On My Own		
they've	has	how
hand	have	he'd
where've	I'd	she's
we've	had	we'd
Review		
went	want	would

Group 1 identification skill:
Contractions
 “'ve,” “'d,” “'s,” (have, had, has) (Lesson 42)

List 58

Practice List		
Group 1		
genuine	character	aquarium
barbecue	noble	parrot
desert	patient	aisle

Group 2		
gigantic	dangerous	fierce
sausage	daughter	guidance
jealous	caution	eleven

Group 3		
brown	black	silver

On My Own		
character	parrot	patient
brown	black	silver
jealous	caution	eleven
gigantic	dangerous	fierce
Review		
hand	high	how

Group 1 identification skill:
Chunking
 irregular letter sounds (Lesson 43)

List 59

Practice List		
Group 1		
invasion	parachute	coupon
flood	tourist	symphony
injury	fruit	mosquito

Group 2		
patience	spiral	spaghetti
equal	league	stapler
favorite	position	librarian

Group 3		
longer	sister	write

On My Own		
fruit	spaghetti	librarian
longer	stapler	write
equal	position	league
spiral	sister	injury
Review		
brown	black	silver

Group 1 identification skill:

Chunking

irregular letter sounds: Extra practice (Lesson 43-E)

List 60

Practice List		
Group 1		
color	discolor	discolored
own	disown	disowned
trust	distrust	distrusted

Group 2		
disrespect	disobey	distrust
displace	disagree	disown
discolor	disorder	discover

Group 3		
some	home	did

On My Own		
disown	discolor	did
some	home	own
discover	displace	disobey
color	discolored	disagree
Review		
longer	sister	write

Group 1 identification skill:

Prefix + Base Word

“dis” (Lesson 44)

List 61

Practice List		
Group 1		
proper	improper	improperly
mature	immature	immaturely
partial	impartial	impartially

Group 2		
impress	impartial	improper
immature	imperfect	impair
impossible	improve	impractical

Group 3		
pick	play	please

On My Own		
please	proper	improperly
mature	immature	impartially
pick	play	impossible
improve	impair	partial
Review		
some	home	did

Group 1 identification skill:
Prefix + Base Word
“im” (Lesson 45)

List 62

Practice List		
Group 1		
heat	preheat	preheated
sort	presort	presorted
record	prerecord	prerecorded

Group 2		
presort	premature	prerecord
preview	preserve	preteen
prejudge	preschool	preheat

Group 3		
hers	has	hold

On My Own		
heat	has	preheat
prerecord	preschool	preserve
hers	preteen	presort
sort	record	hold
Review		
pick	play	please

Group 1 identification skill:
Prefix + Base Word
“pre” (Lesson 46)

List 63

Practice List

Group 1

preheat	immature	dislocate
he'd	we've	they've
bigger	maddest	thinnest

Group 2

reddest	disable	she's
preschool	immediate	I've
sadder	disagree	wettest

Group 3

warm	am	along
------	----	-------

On My Own

preheat	immature	along
warm	dislocate	they've
sadder	am	disagree
he'd	we've	bigger

Review

hers	has	hold
------	-----	------

Group 1 identification skills:
Mixed Practice (Lesson 47)

List 64

Practice List

Group 1

brighten	deepen	ripen
dirtier	crazier	funniest
striped	draping	arranged

Group 2

dampen	messiest	writing
promised	thirstier	tickled
stormier	lighten	conserving

Group 3

write	while	walk
-------	-------	------

On My Own

dirtier	draping	writing
funniest	write	ripen
stormier	lighten	tickled
striped	deepen	brighten

Review

warm	am	along
------	----	-------

Group 1 identification skills:
Mixed Practice (Lesson 48)



Appendix

Blackline Masters

Sail Along Level 1 Student Worksheets

Quick Checks

Celebrate Word Power

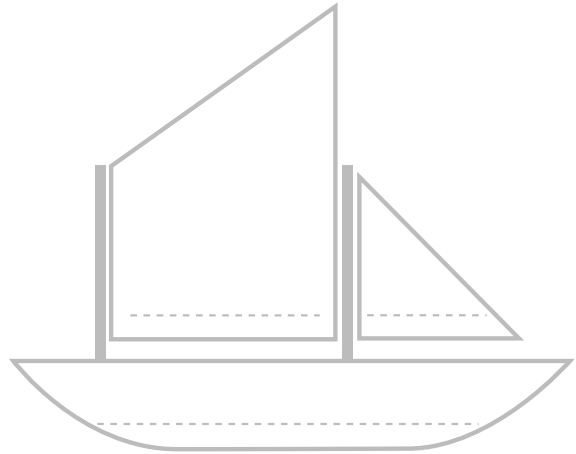
Name: _____



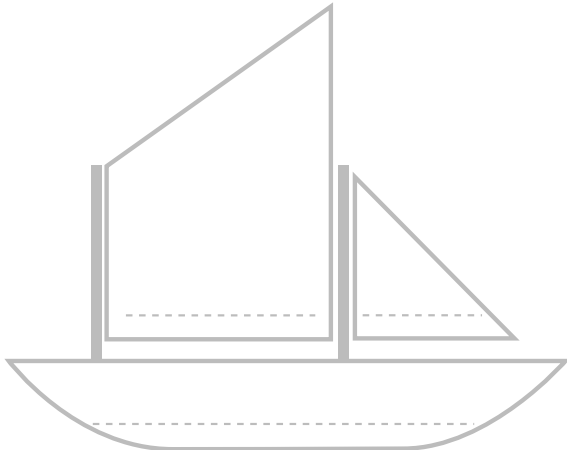
Team Practice

Write the underlined word in each sentence on your boat. Write the base word and ending on your sails.

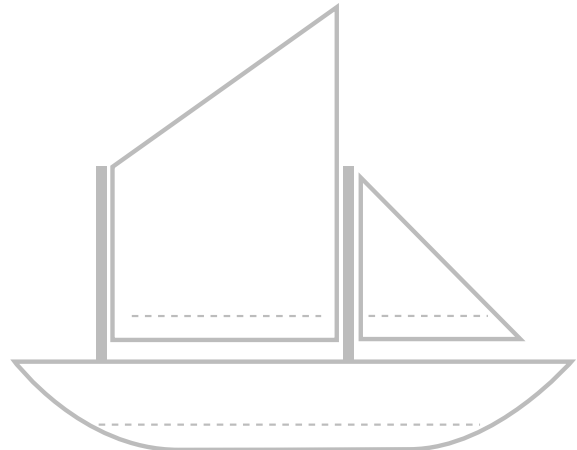
1. Nina likes talking on the phone.



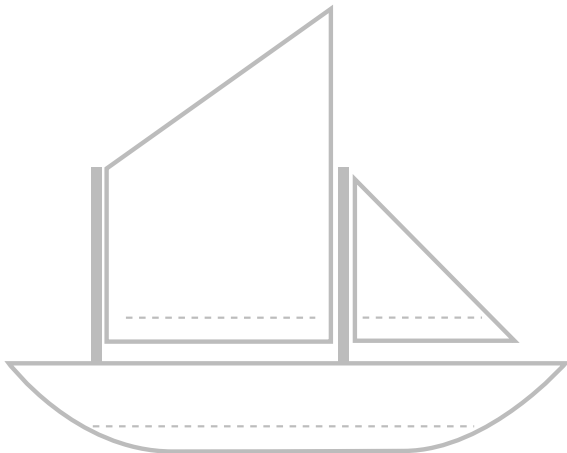
2. Gus filled the pot with dirt.



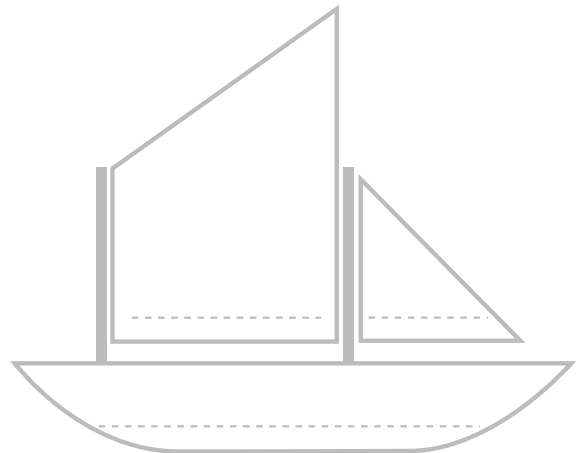
3. Rob's socks didn't match.



4. Mom brought two dresses to the dry cleaners.



5. We looked for crabs on the beach.



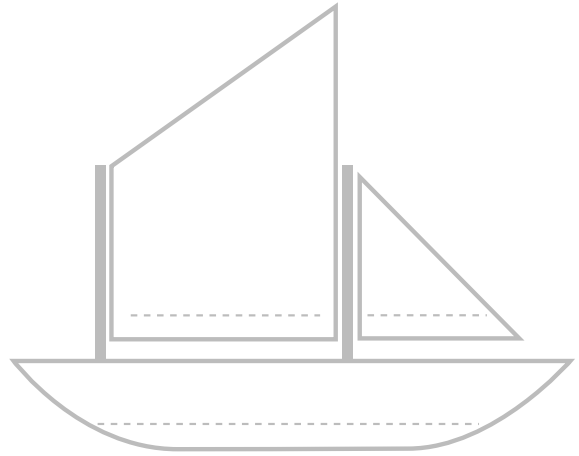
Name: _____



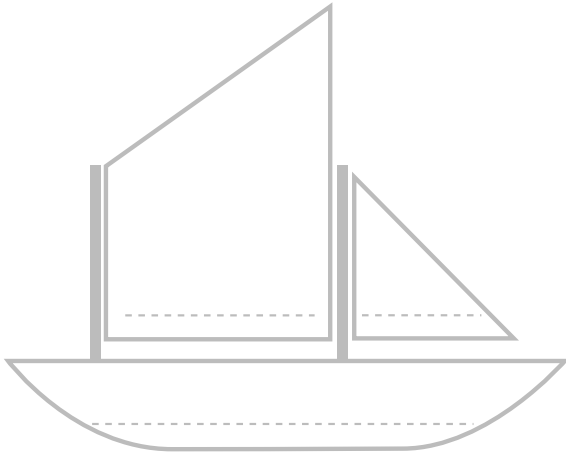
Team Mastery

Write the underlined word in each sentence on your boat. Write the base word and ending on your sails.

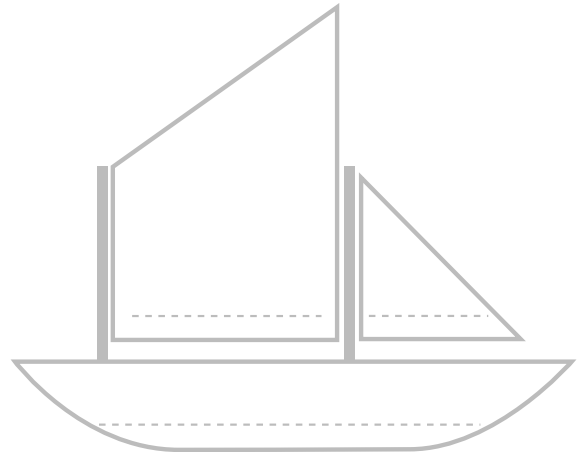
1. The boxes were heavy.



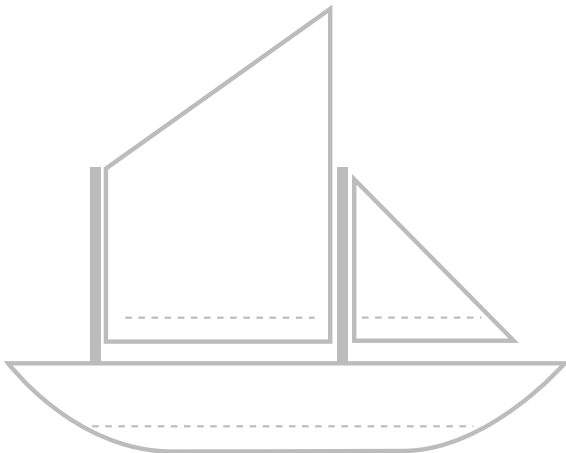
2. We rested after running the race.



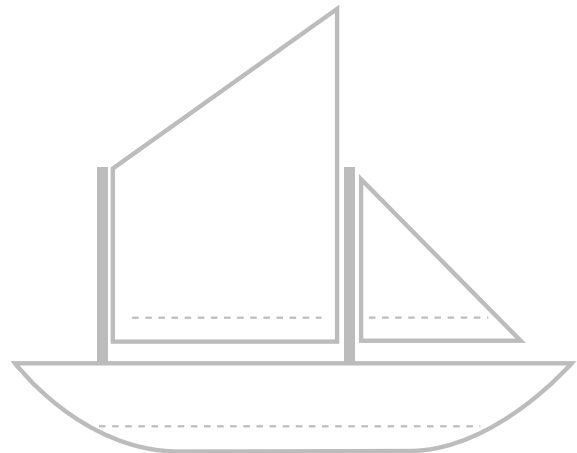
3. I love singing when I wash the dishes.



4. I knocked on Ginny's door, but no one was home.



5. Mary found three rocks for her collection.



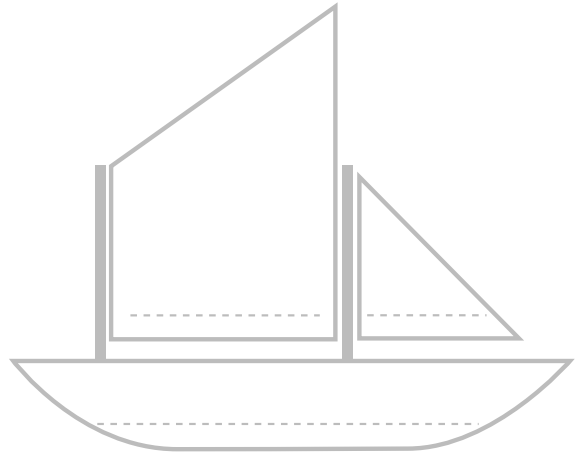
Name: _____



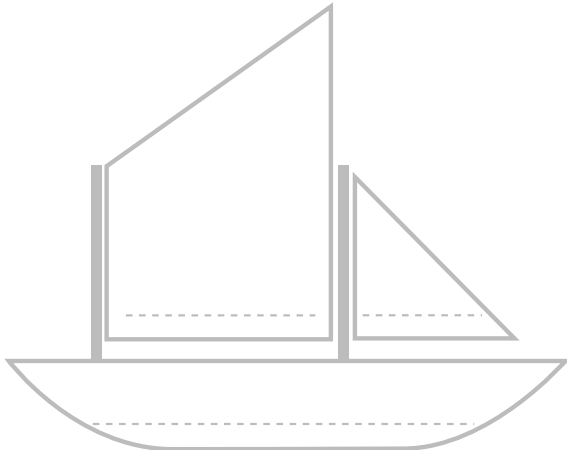
Team Practice

Write the underlined word in each sentence on your boat. Write the base word and ending on your sails.

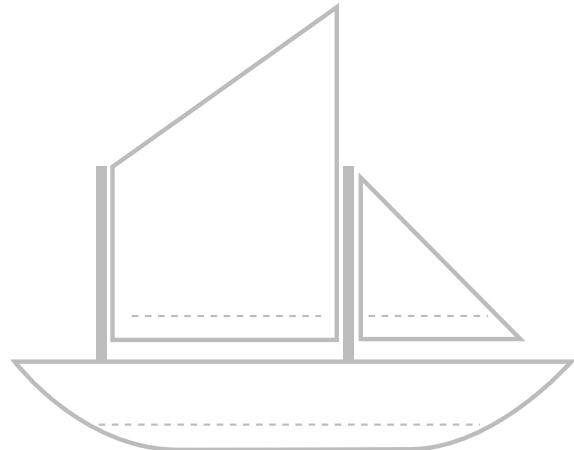
1. The race starts at 10:00.



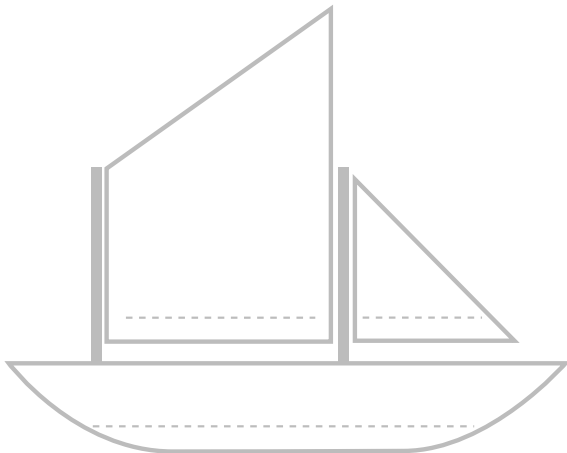
2. Josh wishes it would stop raining.



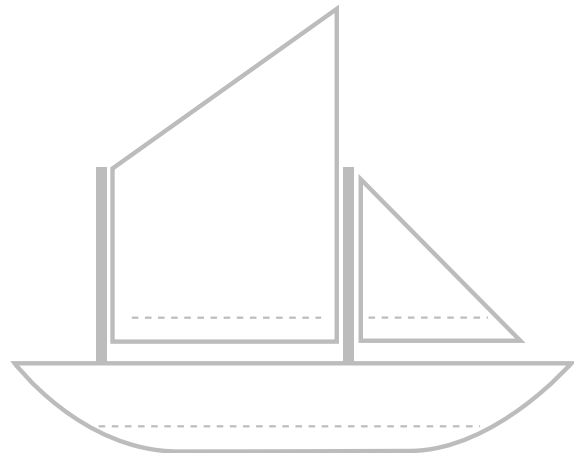
3. Roger cleaned his room so that he could play outside.



4. We are playing at Jeff's house after school.



5. The dentist counted my teeth.



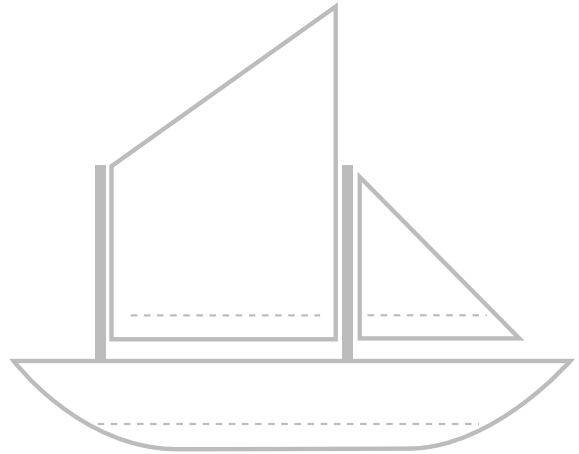
Name: _____



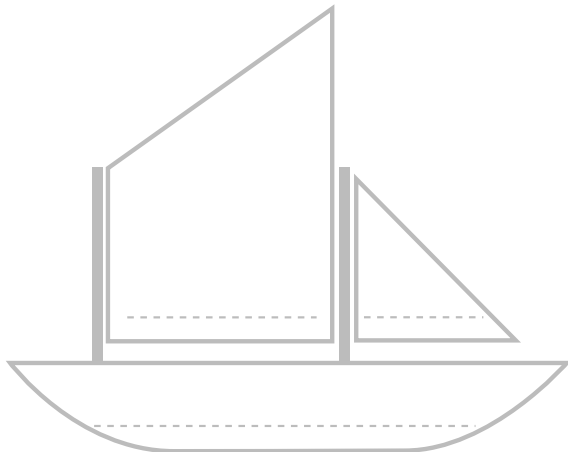
Team Mastery

Write the underlined word in each sentence on your boat. Write the base word and ending on your sails.

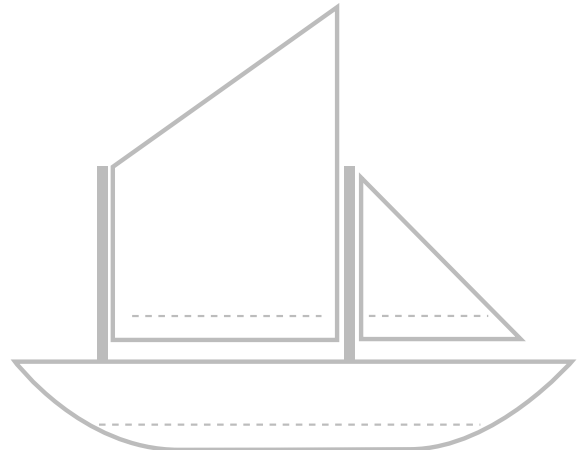
1. I checked my work before I turned it in.



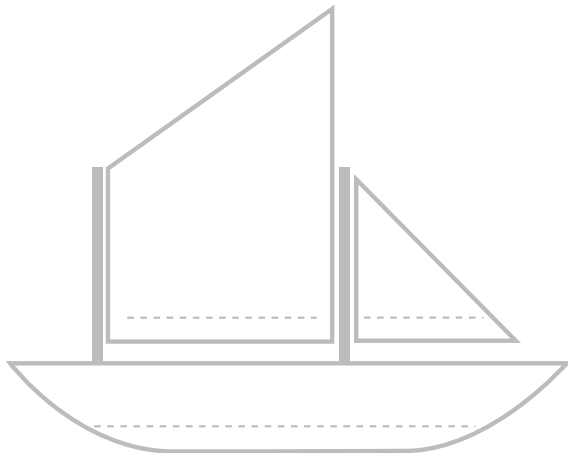
2. Nina ate two bowls of ice cream.



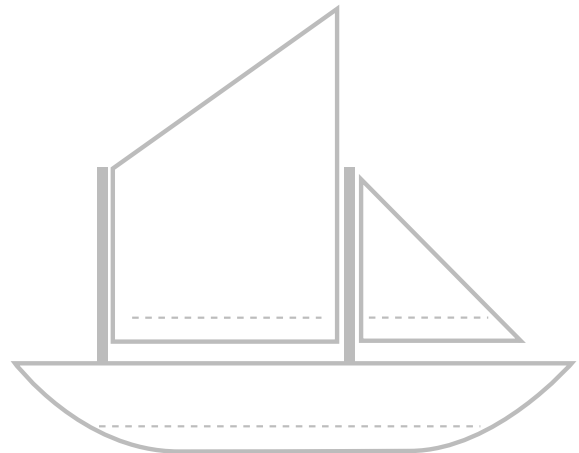
3. My mom is taking me fishing.



4. Erin's cheeks were red from being out in the cold.



5. I can't hear what you are saying.



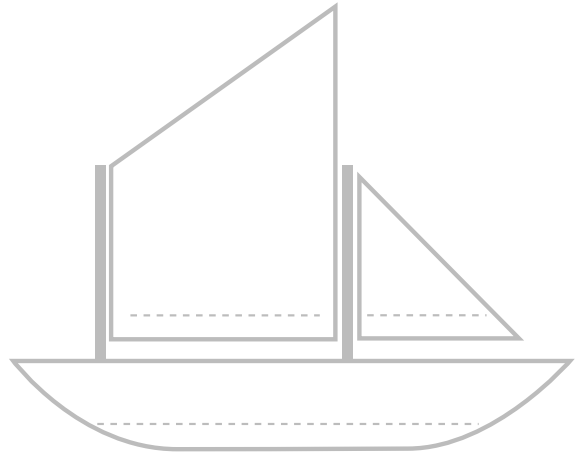
Name: _____



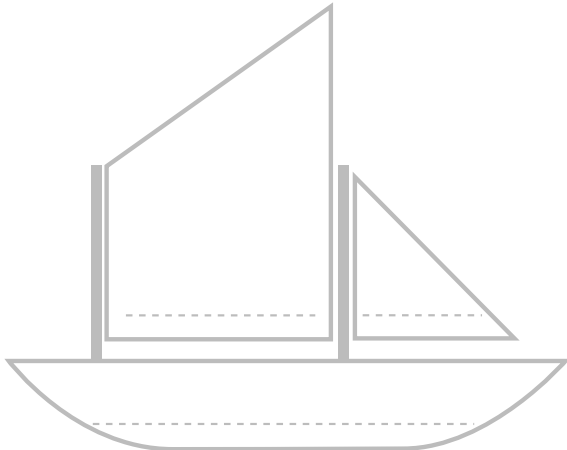
Team Practice

Write the underlined word in each sentence on your boat. Write the base word and ending on your sails. Draw a box on the end of the base word and write the extra letter in the box to show how the word changes when the ending is added.

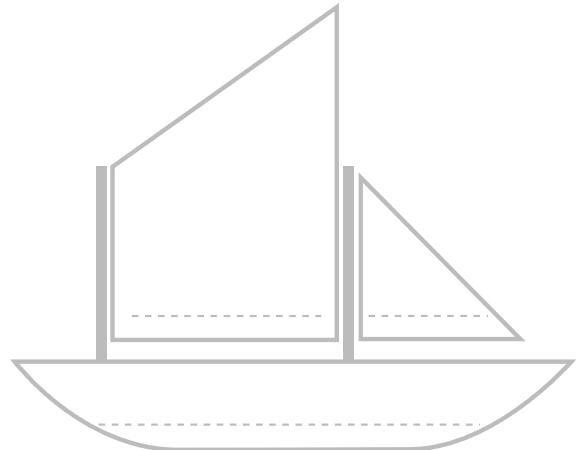
1. Mark tapped his pencil on his desk.



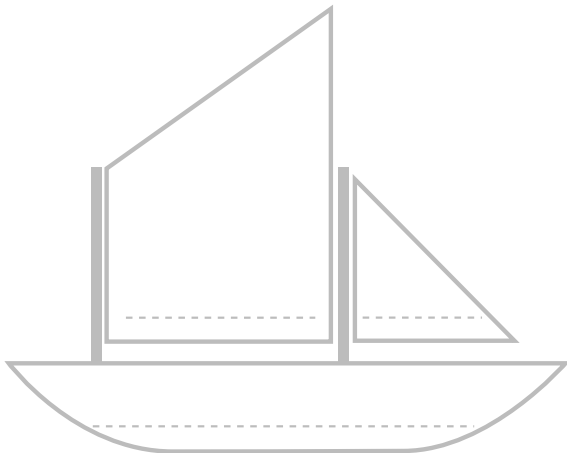
2. Marcy liked hugging her dad before he left for work.



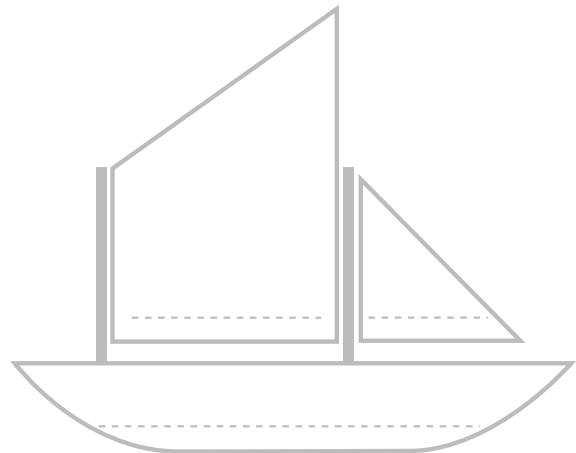
3. John mopped the floor last night.



4. I am getting tired of walking my little sister to school.



5. Our team was winning the game until our goalie got hurt.



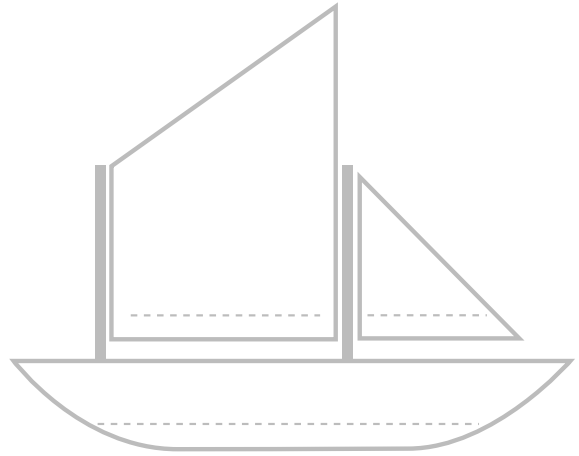
Name: _____



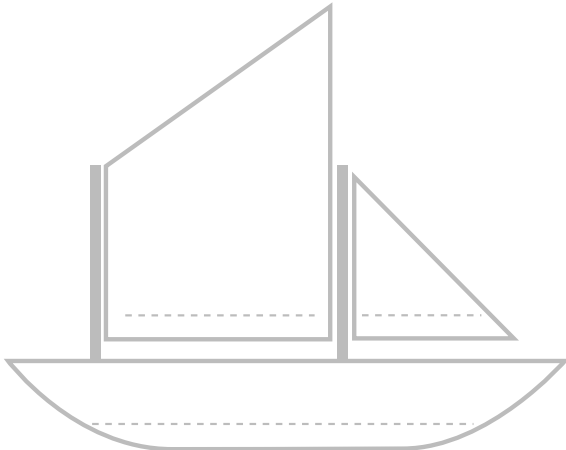
Team Mastery

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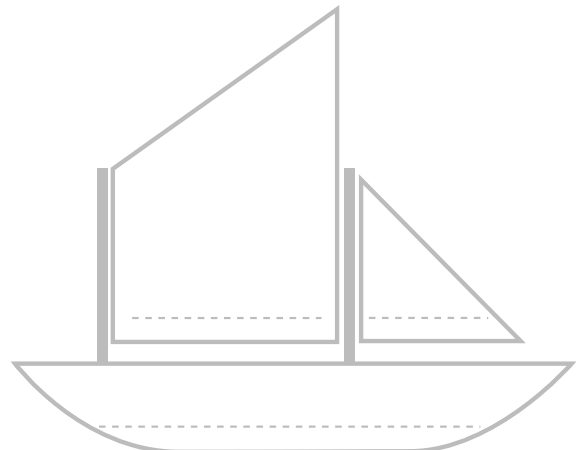
1. The bus stopped at the railroad tracks.



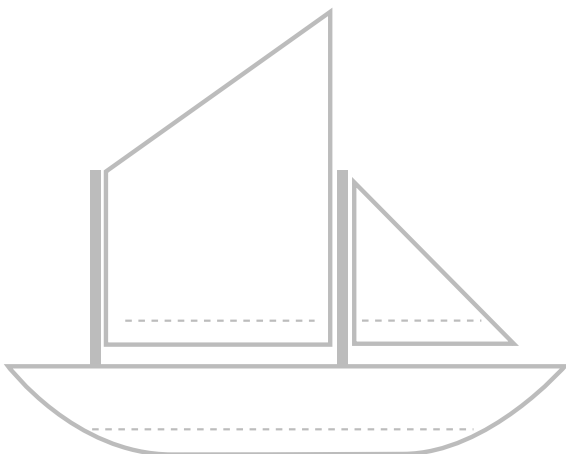
2. Annie is cutting her picture out of the newspaper.



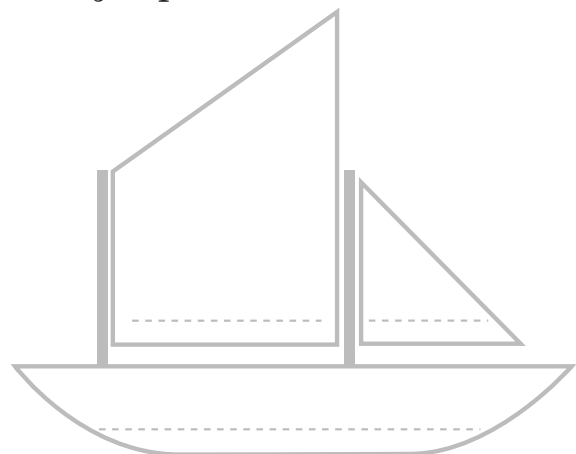
3. Joe stepped on the paper so that it wouldn't blow away.



4. Josie likes sitting in the last row of the bus.



5. Beth gripped her bike handles when she jumped the curb.



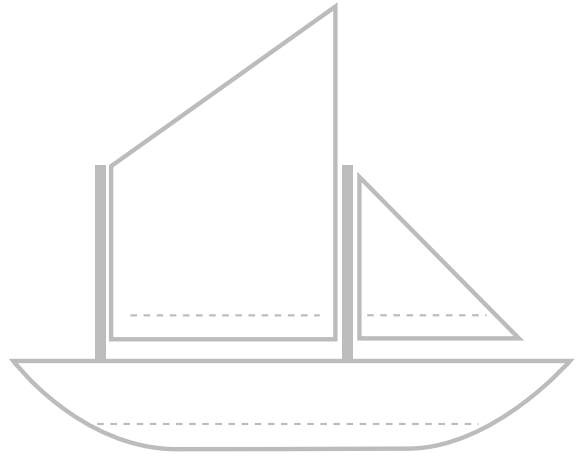
Name: _____



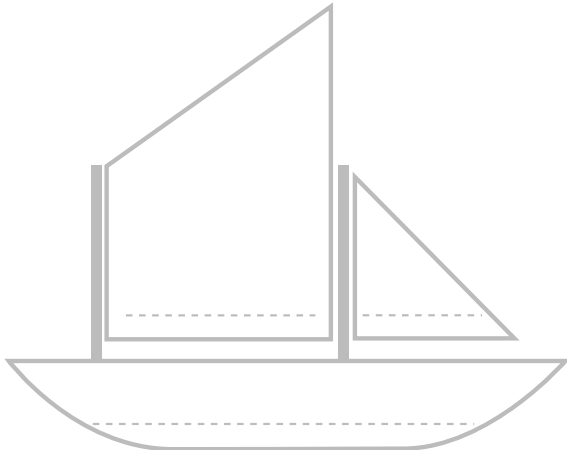
Team Practice

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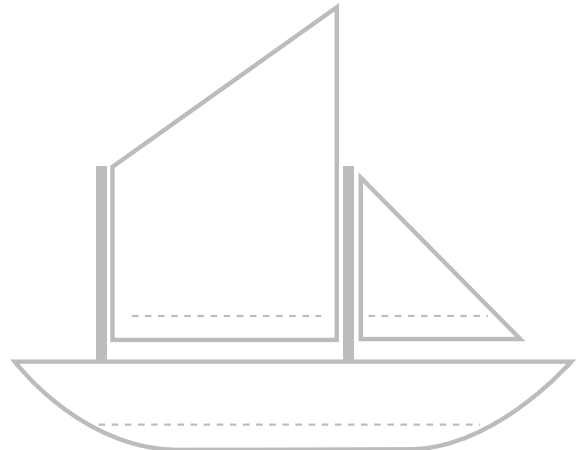
1. Grandpa rubbed his sore knee.



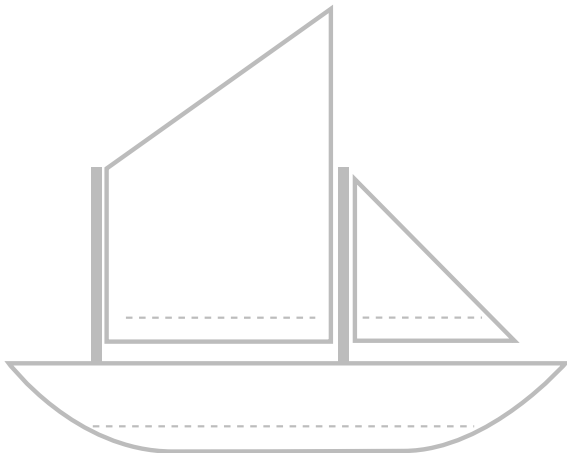
2. Marc went shopping for a gift for his mom.



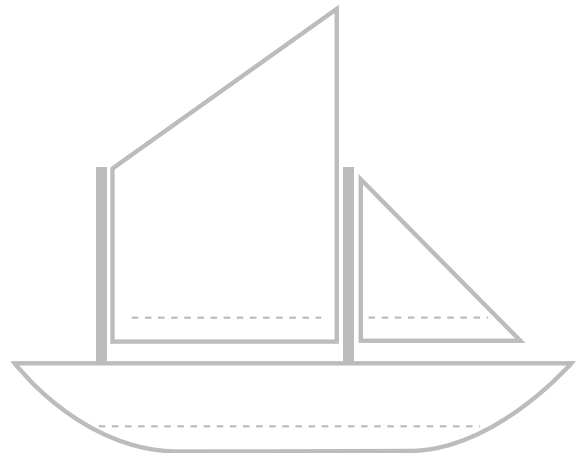
3. Sean bragged about his home run.



4. Spot is wagging his tail.



5. Brent runs after Steve to try to tag him.



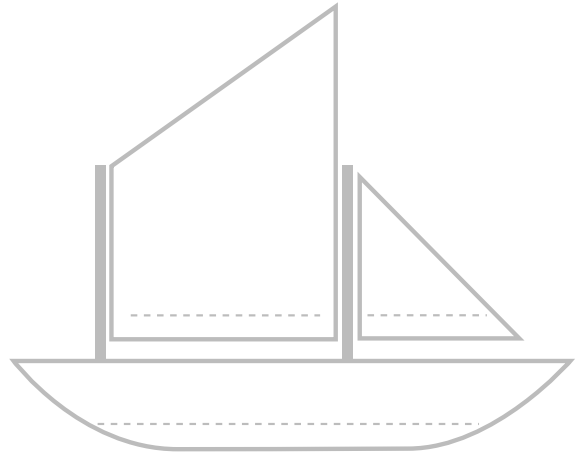
Name: _____



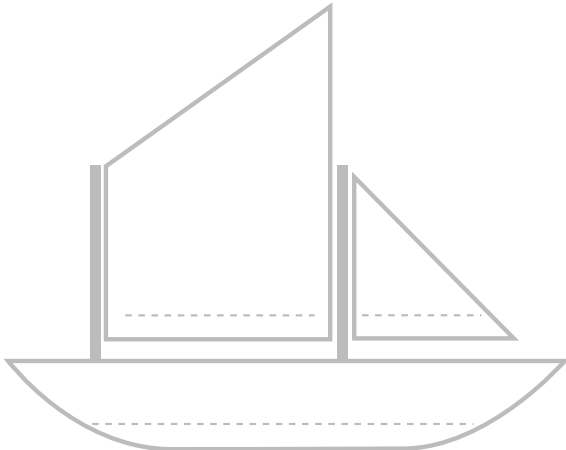
Team Mastery

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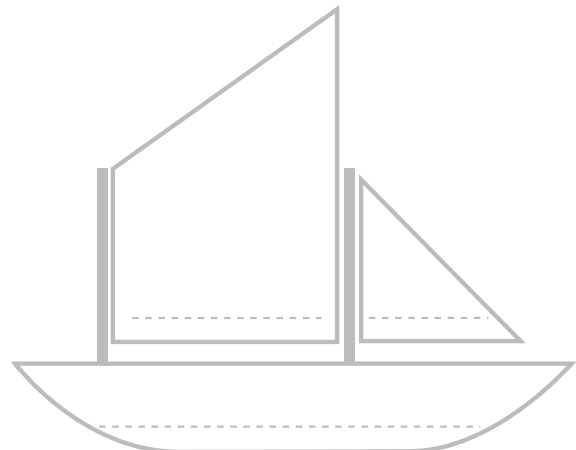
1. Roger swims every day to keep fit.



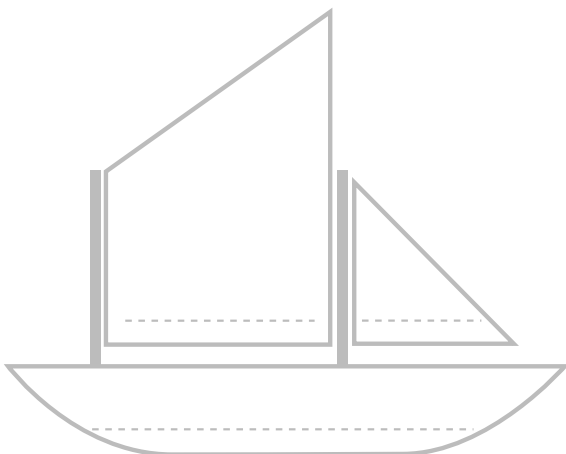
2. We planned to meet at the park at 3:00.



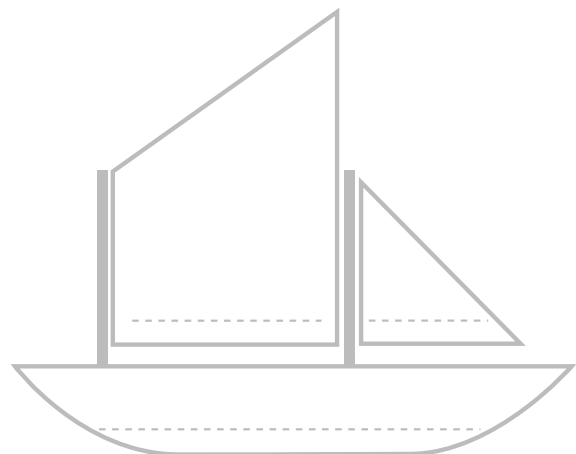
3. Wendy was skipping down the hallway because she was happy.



4. Dad dropped his wallet near the car.



5. Jose grabs the pen before it rolls off the desk.



Name: _____



Team Practice

Write the underlined word in each sentence on your boat. Make paddles by drawing lines to divide the word into chunks.

1. Tom waited for the bus at the corner.



2. Rebecca went to the doctor for a checkup.



3. Math is my favorite subject.



4. The thunder scared the dog.



5. We will go to the movies first and then we will eat dinner.



Name: _____



Team Mastery

Write the underlined word in each sentence on your boat. Make paddles by drawing lines to divide the word into chunks.

1. After school I have piano lessons.



2. Nathan gave his mom a silver ring for Mother's Day.



3. Lisa goes to the library every Monday.



4. My mom let me adopt a kitten from the animal shelter.



5. The light turned yellow.



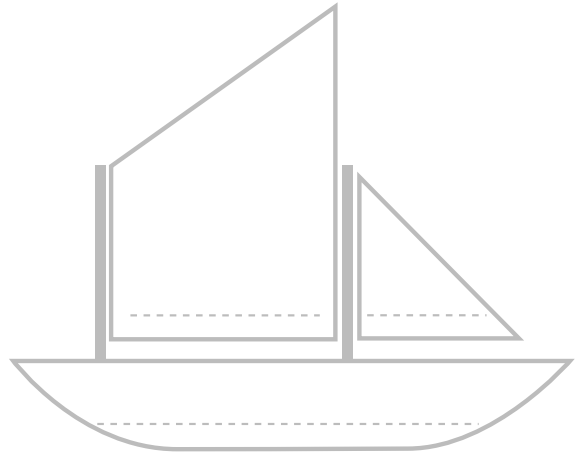
Name: _____



Team Practice

Write the underlined word in each sentence on your boat. Write the correct word parts on the sails or use paddles to divide the word into chunks. Add extra letters to base words if necessary.

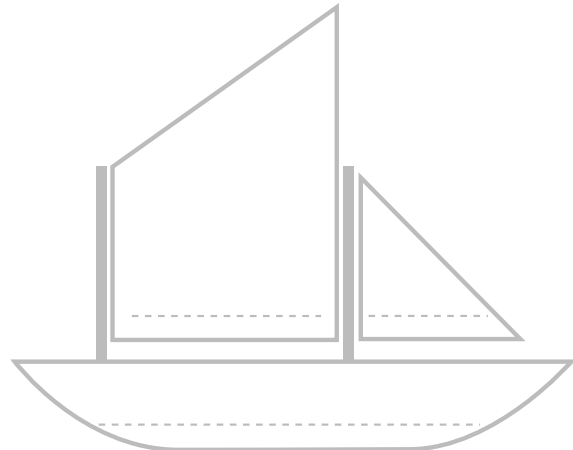
1. Joe dressed like a clown for the carnival.



2. Mom put the dishes in the kitchen.



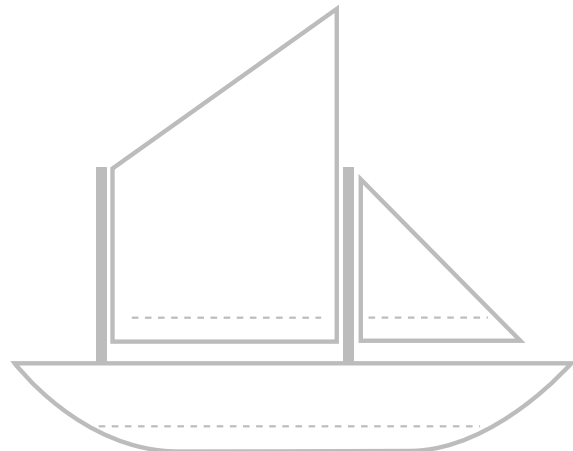
3. Sarah is clipping coupons out of the newspaper.



4. Tim marched in the parade.



5. Paul was sitting next to Carl on the bus.



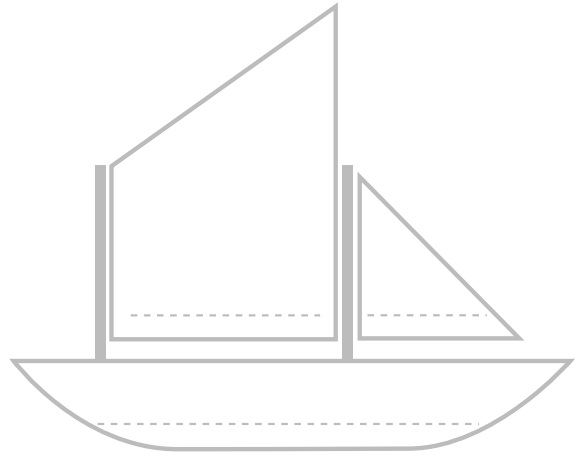
Name: _____



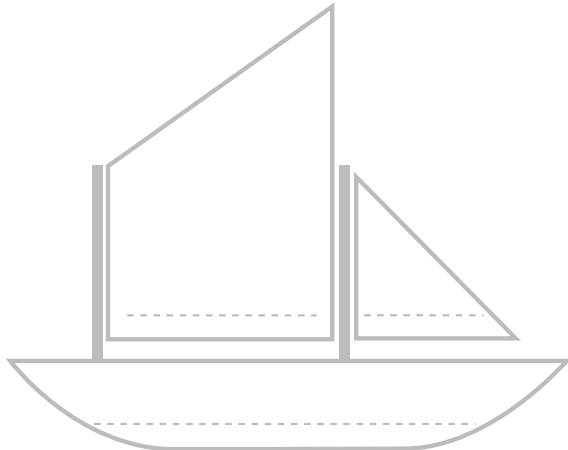
Team Mastery

Write the underlined word in each sentence on your boat. Write the correct word parts on the sails or use paddles to divide the word into chunks. Add extra letters to base words if necessary.

1. The airplane had trouble landing in the snow.



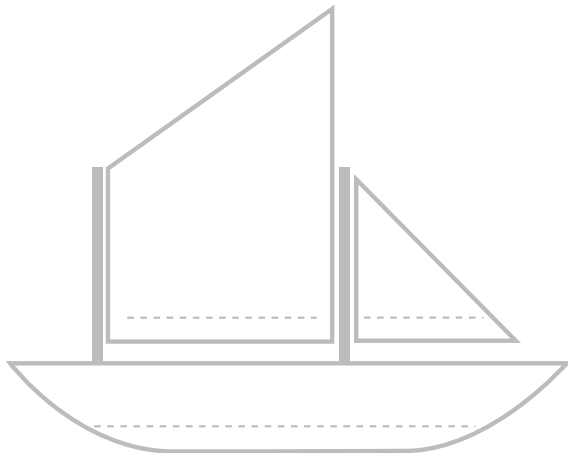
2. Jared thanked Kate for the gift.



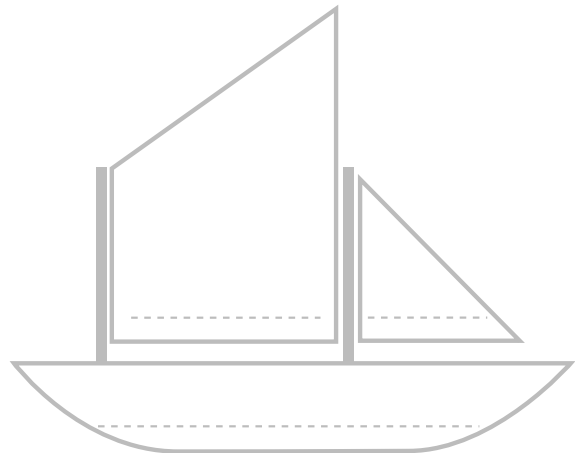
3. Dave opened the window to feel the breeze.



4. Roger kisses his cat before going to school.



5. The water dripped onto the floor.



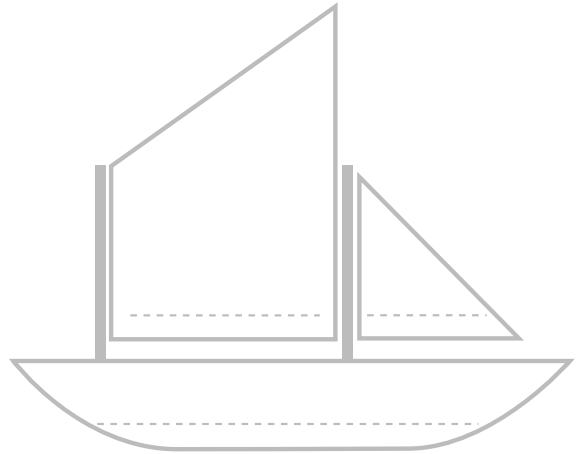
Name: _____



Team Practice

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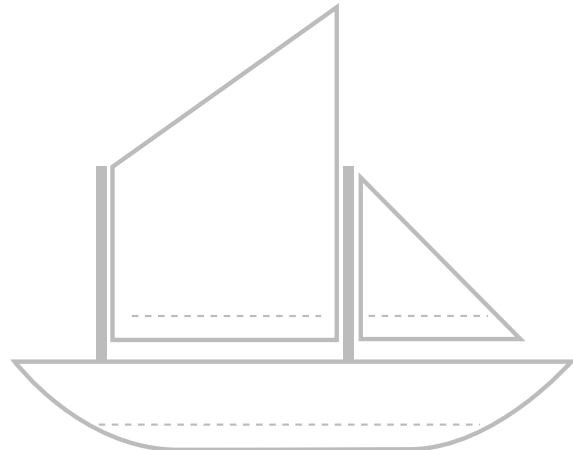
1. Steve called Paula to help him with his homework.



2. A dollar is equal to one hundred pennies.



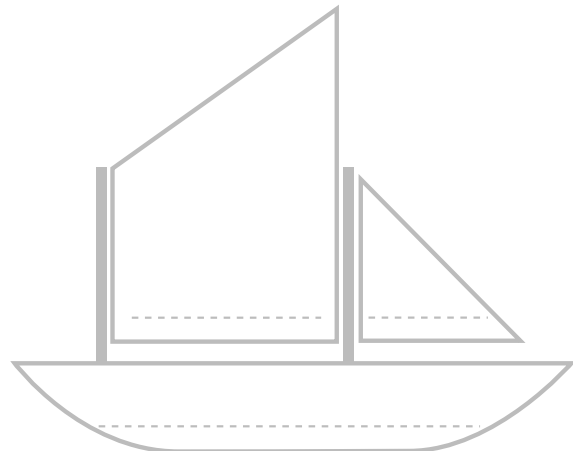
3. Chris had trouble snapping his coat.



4. My brother is better at baseball than I am.



5. Pete is petting the pig.



Name: _____



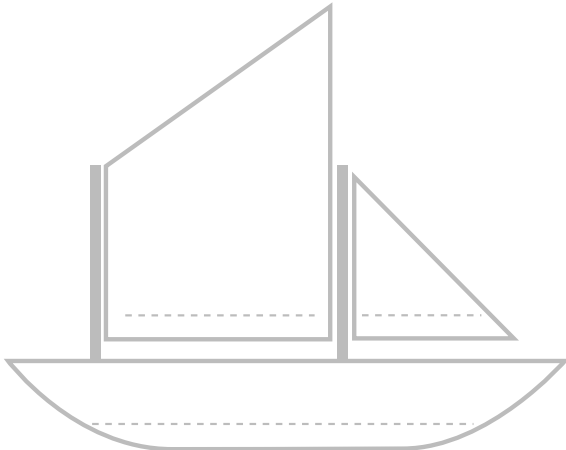
Team Mastery

Write the underlined word in each sentence on your boat. Write the correct word parts on the sails or use paddles to divide the word into chunks. Add extra letters to base words if necessary.

1. Natalie skinned her knee when she fell.



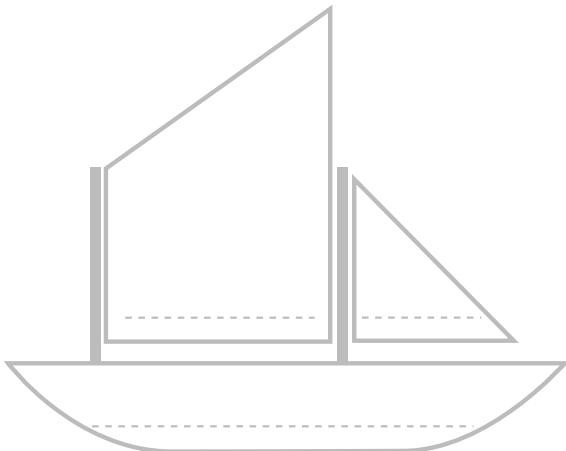
2. Rover is barking at the cat.



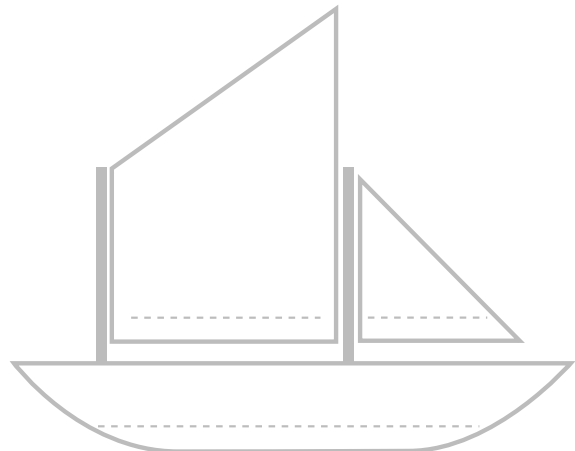
3. We took a walk in the forest.



4. Dad lifted Carrie over his head.



5. Sean blinks because the sun is so bright.



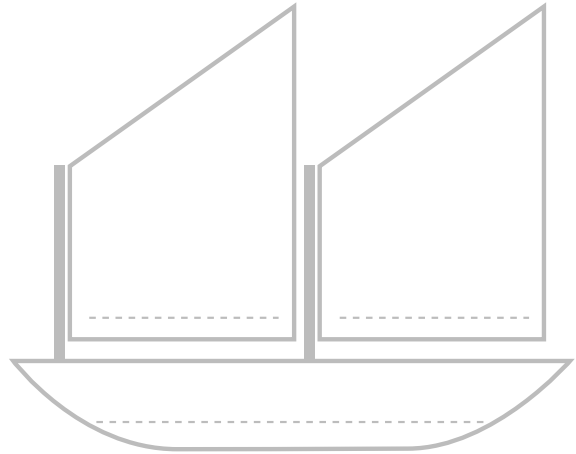
Name: _____



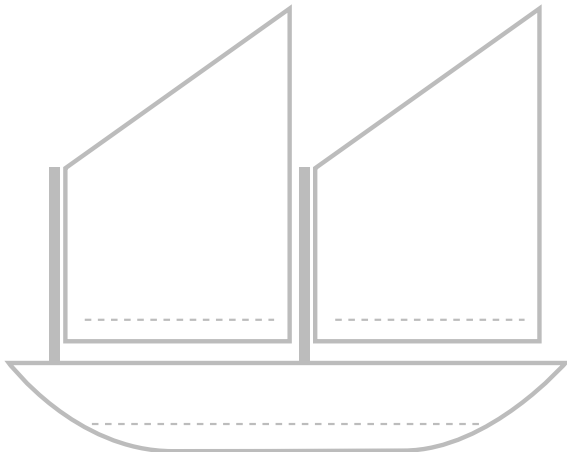
Team Practice

Write the underlined word in each sentence on your boat. Show the two words on your sails.

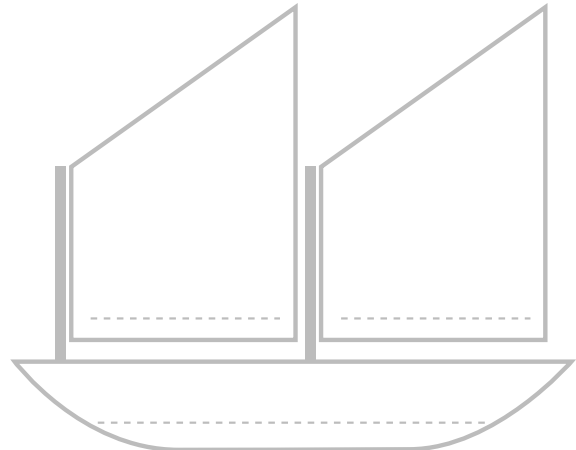
1. Troy and Abby played in the sandbox.



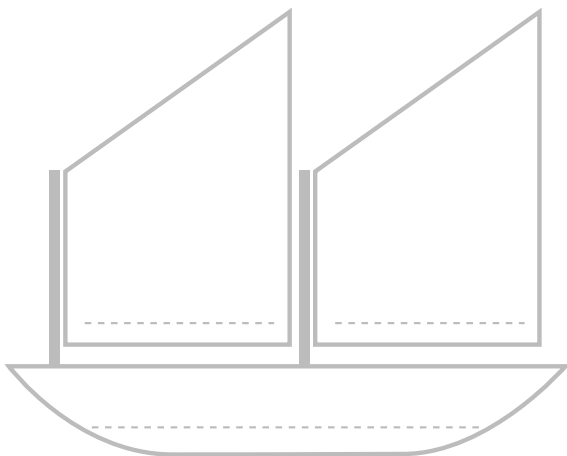
2. Rafael ate a pancake every morning.



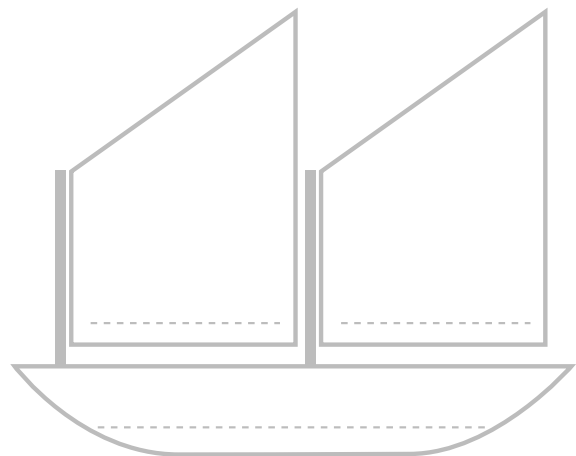
3. Ms. Allen told us to leave our books in the classroom.



4. There was a footprint in the mud.



5. The mailman delivered a card for Thomas.



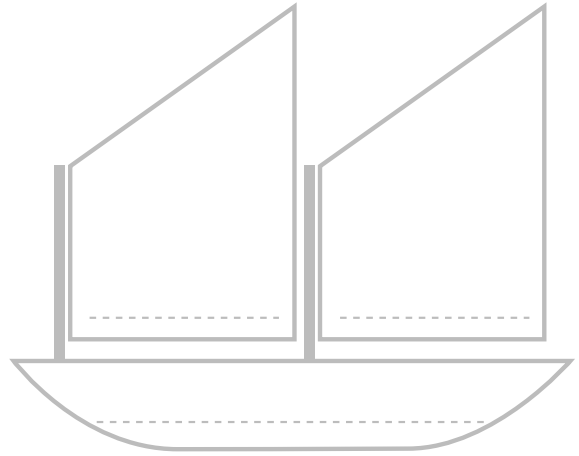
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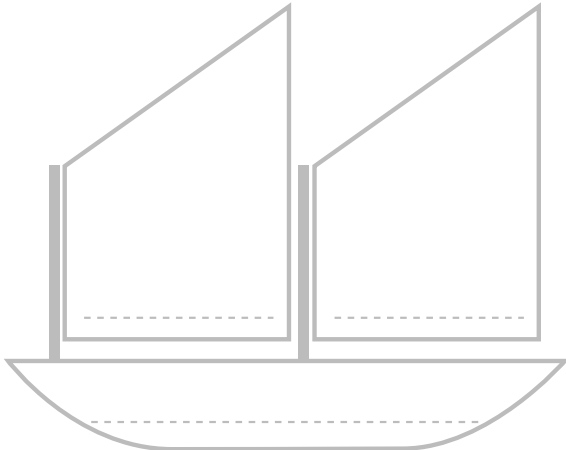
Team Mastery

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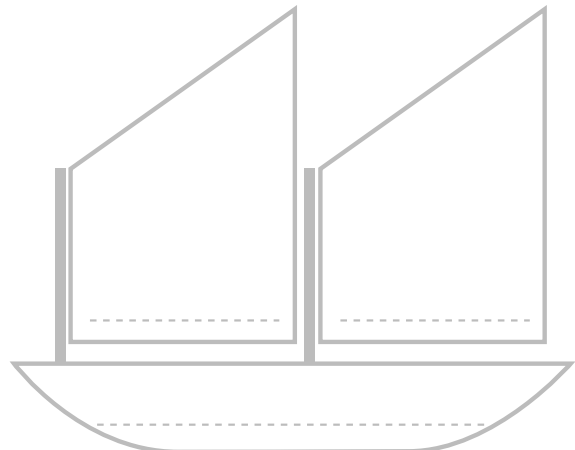
1. Ernie ate one meatball for dinner.



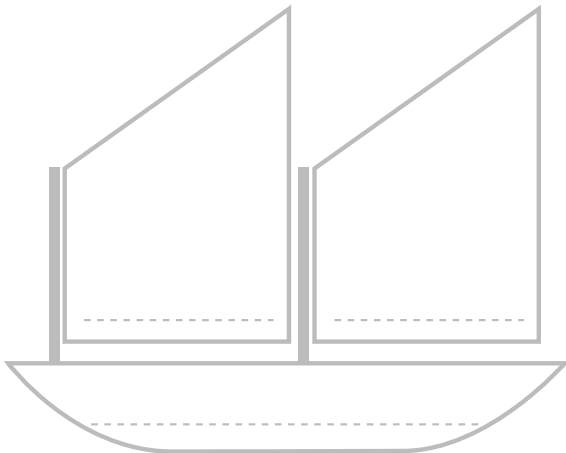
2. We got on the train at the railroad station.



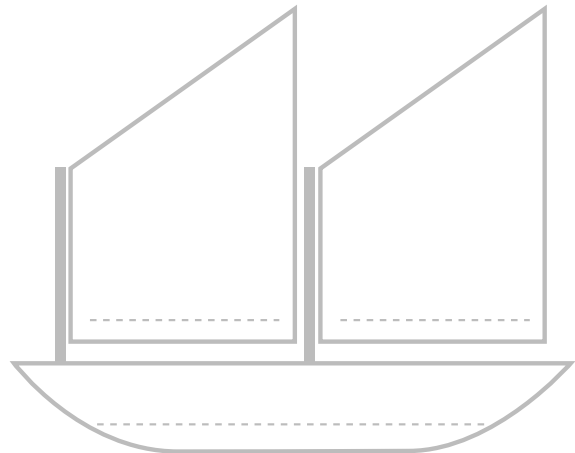
3. Mom boiled water in the teapot.



4. Abe was homesick after being away at camp for one week.



5. Gavin rang the doorbell before going into Hank's house.



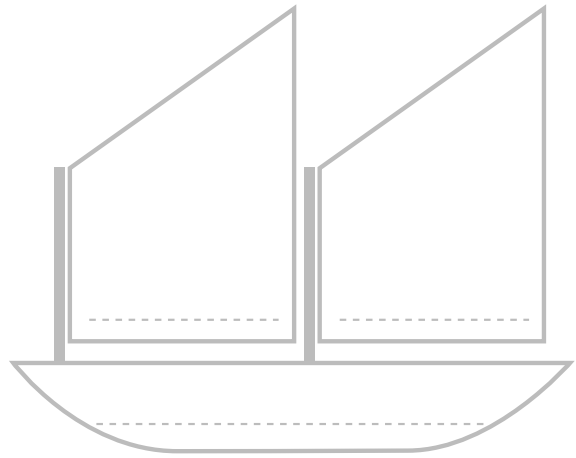
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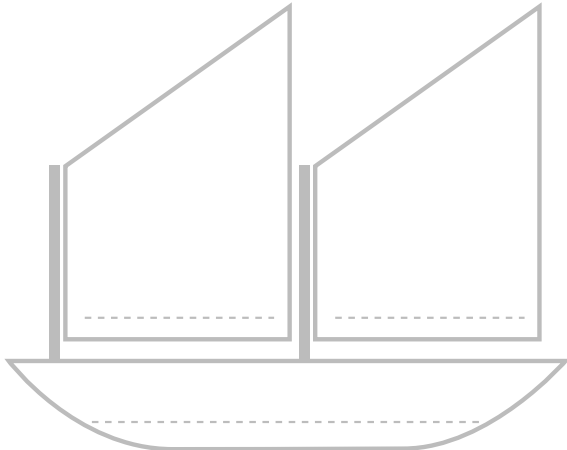
Team Practice

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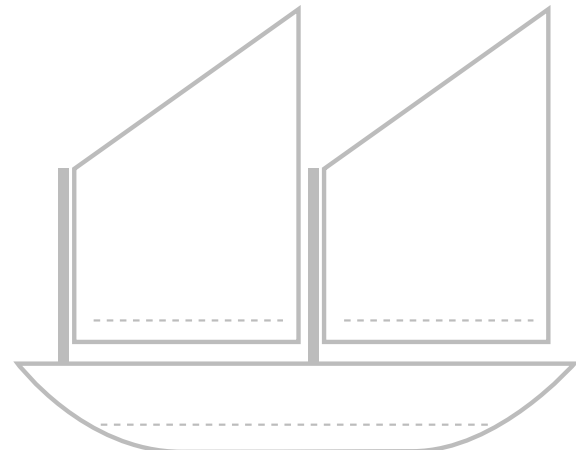
1. Mary's toothbrush is green.



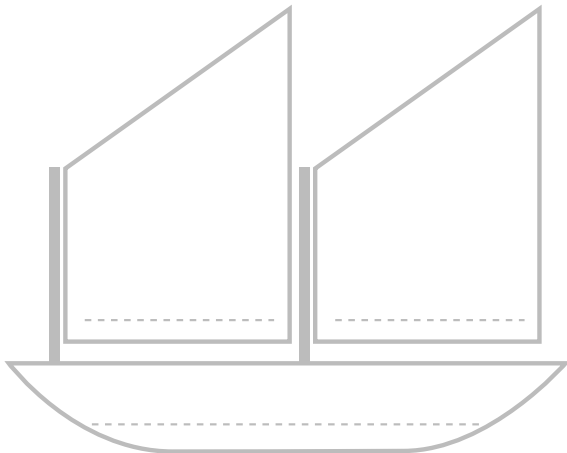
2. Ed wears his bathrobe after taking a shower.



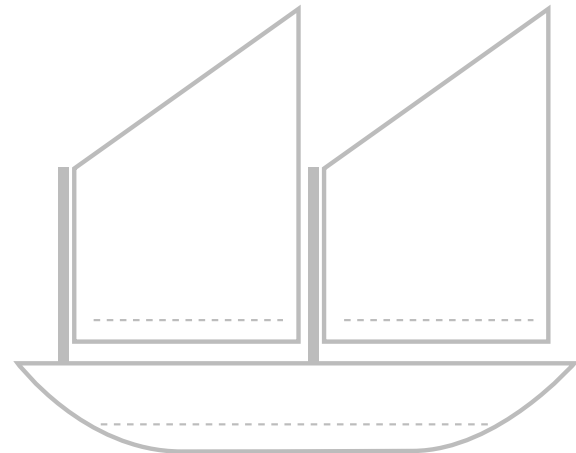
3. Joe came in first in the wheelchair races on Saturday.



4. We have to tiptoe down the hall so that we don't wake up the baby.



5. Brent finished his homework before playing with Steve.



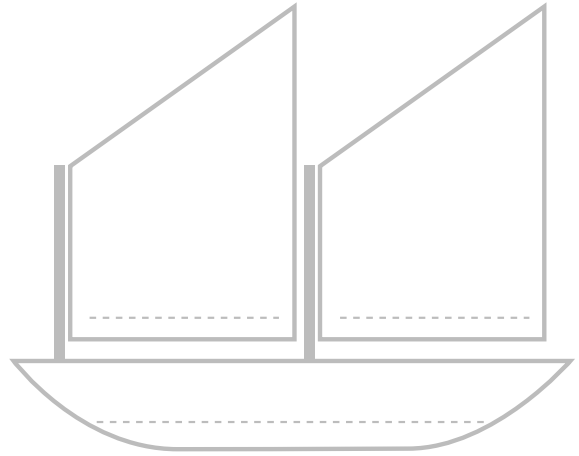
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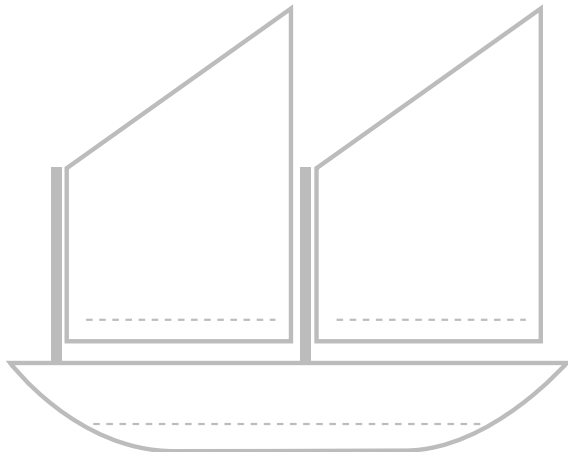
Team Mastery

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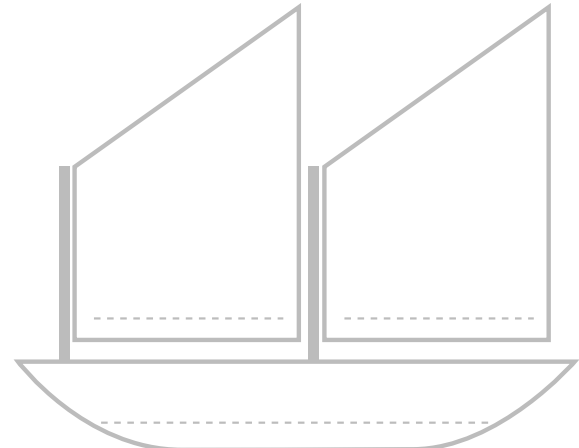
1. Ray's job was to straighten up the bookshelf.



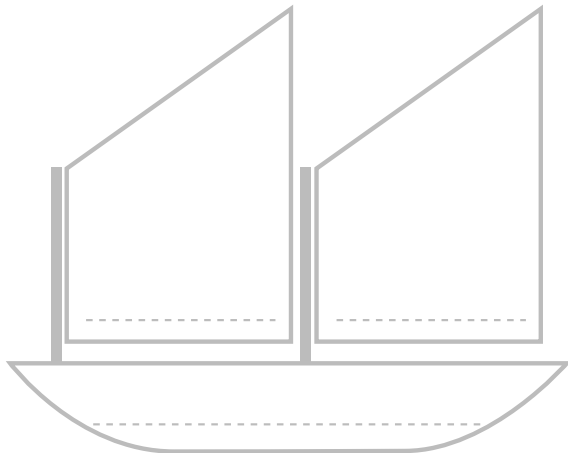
2. We eat outside during the summer.



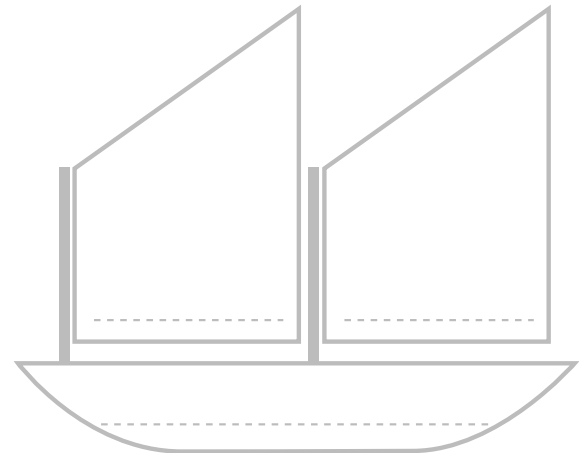
3. Wendy ate popcorn while she watched the movie.



4. Dad sent us a postcard when he went to Hawaii.



5. Jose wrote the answer to the math problem in his notebook.



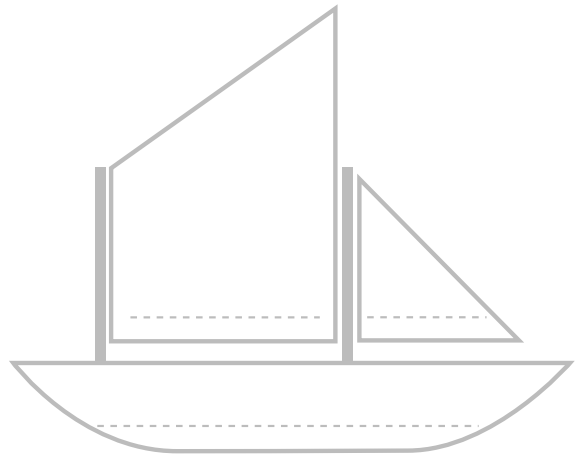
Name: _____



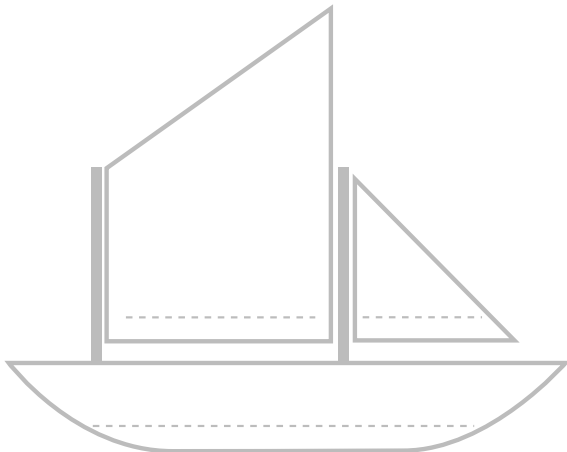
Team Practice

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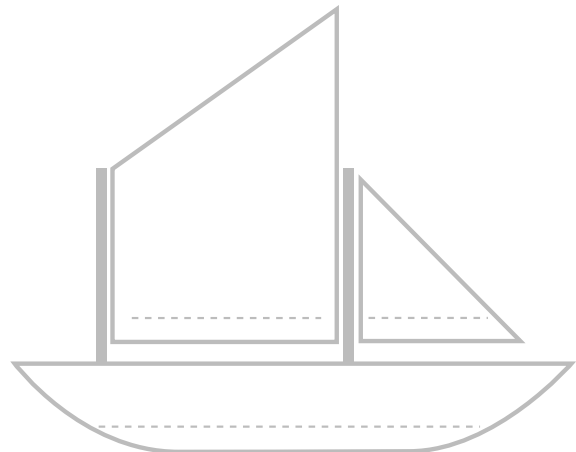
1. Carol is taking her sleeping bag to Jane's house.



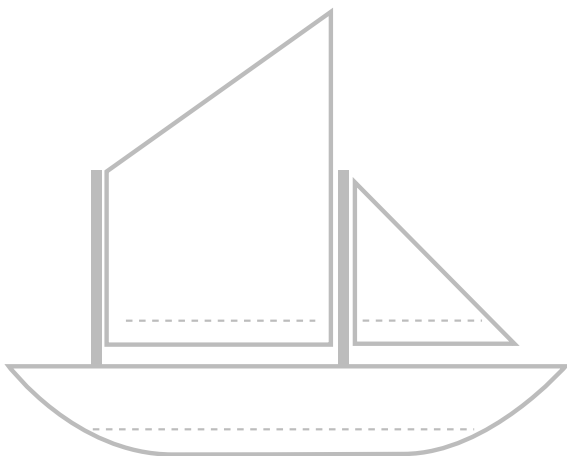
2. Mr. Jones graded our test over the weekend.



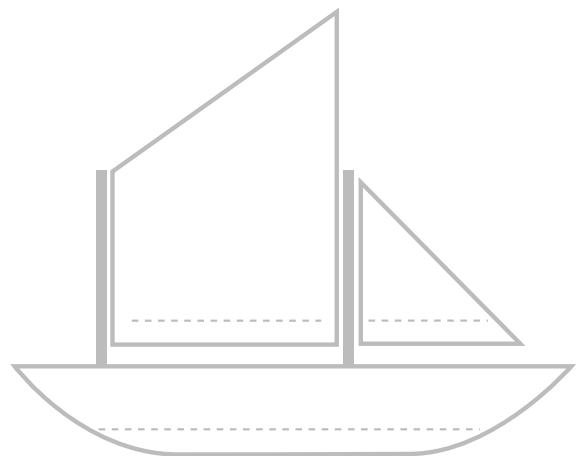
3. Betsy baked pies for the bake sale.



4. Jason is diving into the pool.



5. Lisa is biking to Emily's house.



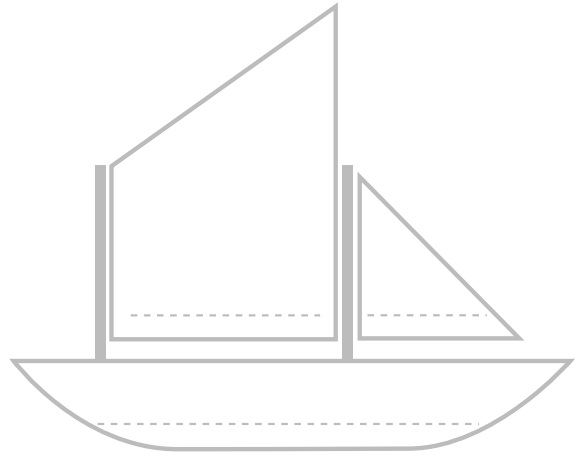
Name: _____



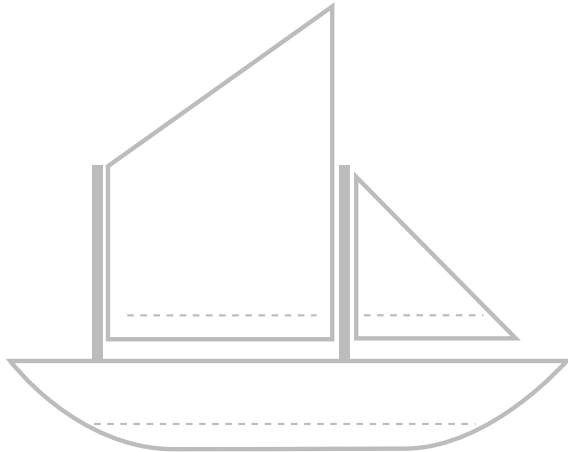
Team Mastery

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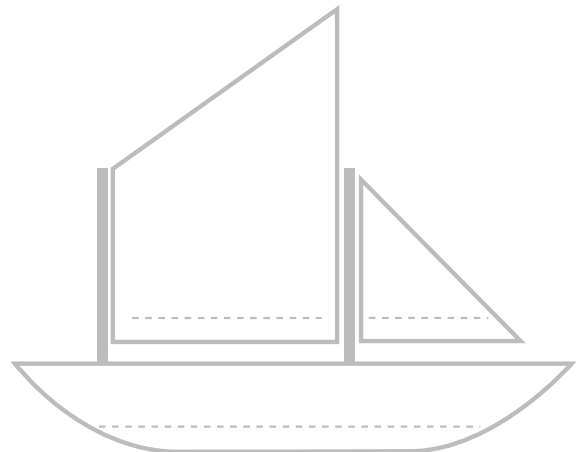
1. Jason is using his lunch money to buy a soda.



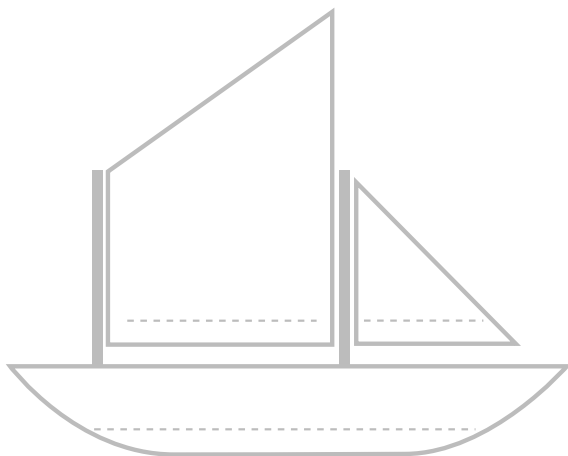
2. The coach timed us as we ran around the track.



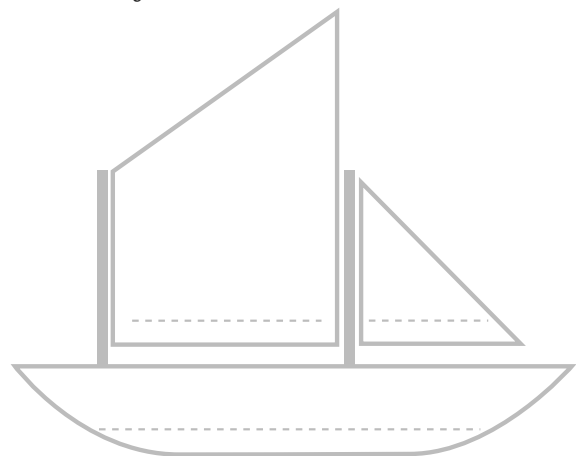
3. Jody raced to class because she was late.



4. Toby is taking care of his sick cat.



5. My family is going hiking on Sunday.



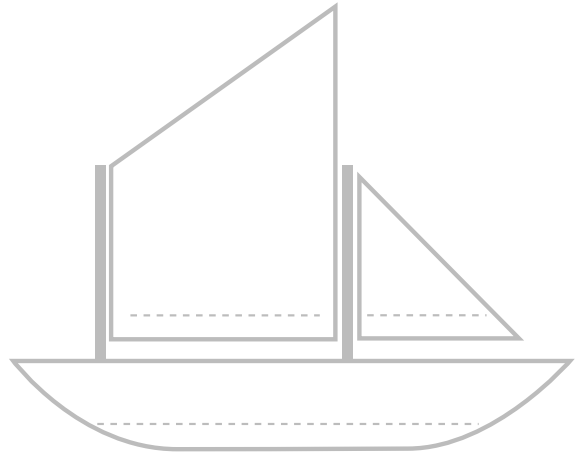
Name: _____



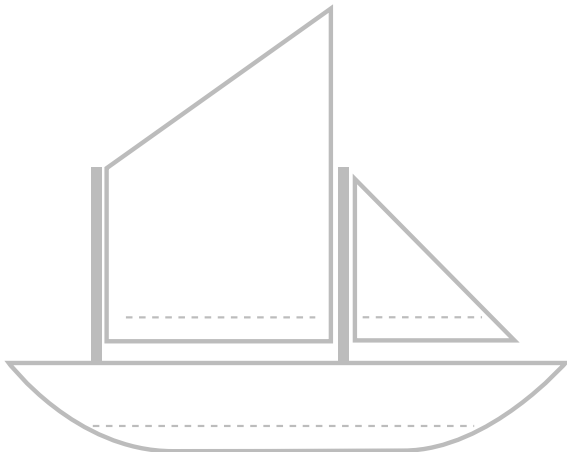
Team Practice

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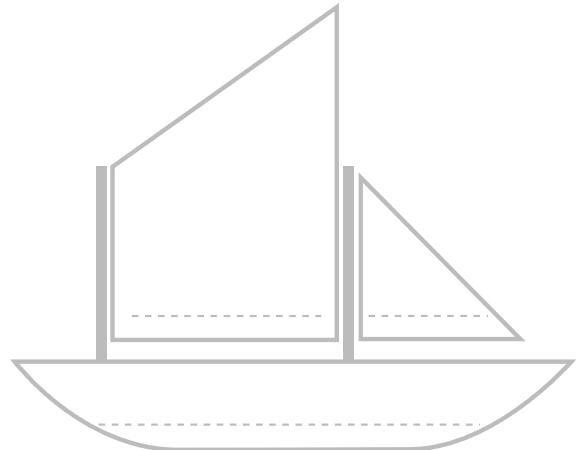
1. Josh hoped that his mom would like her birthday present.



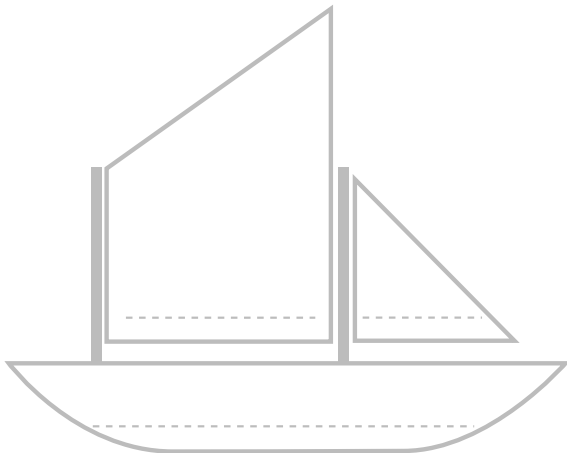
2. The baby dances when she hears music.



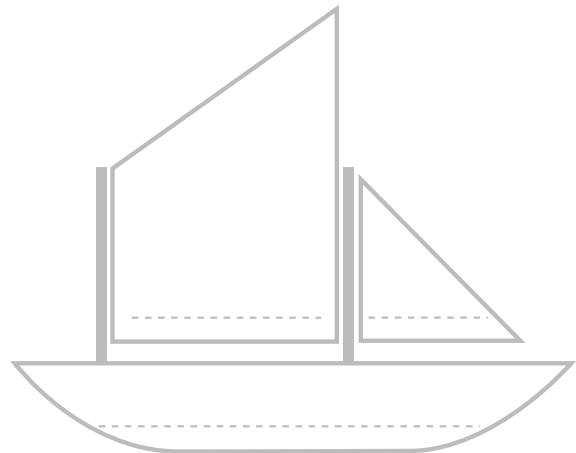
3. Lisa was scared to be in the house alone.



4. Beth cares for Mr. Smith's dog when he is away.



5. Tina dives off the board.



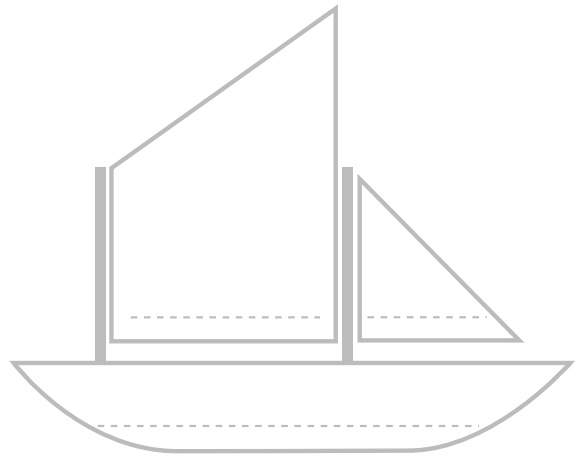
Name: _____



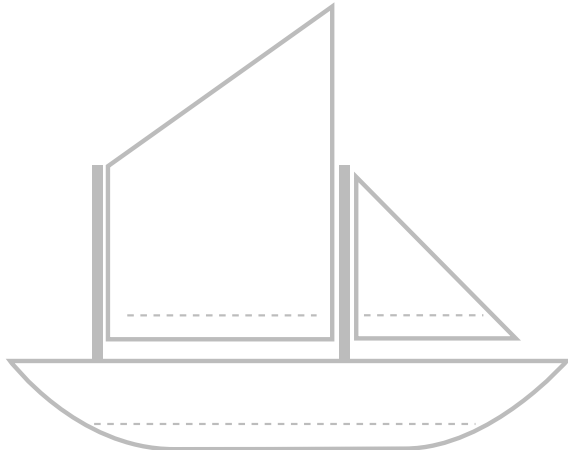
Team Mastery

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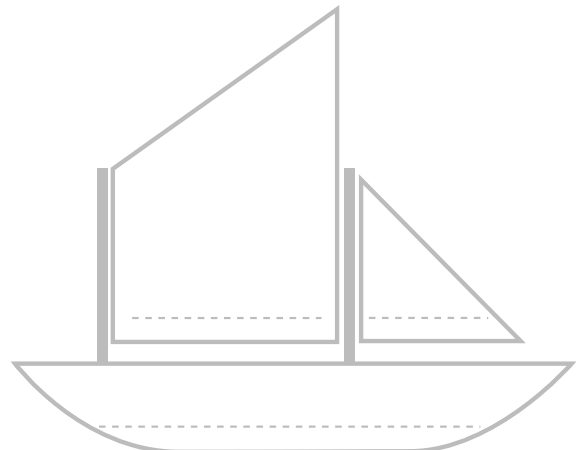
1. Robin liked the red shoes.



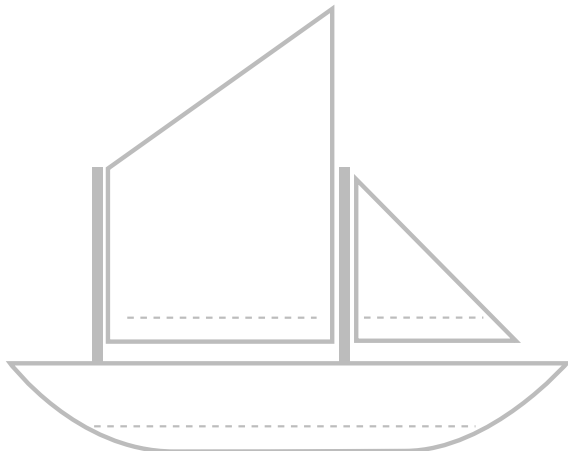
2. We are making brownies for Father's Day.



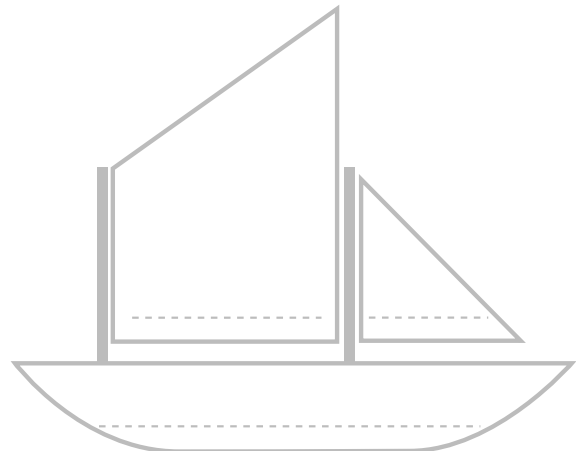
3. Leo drives a green car.



4. Nancy smiled when she saw the letter in the mailbox.



5. Stan put his baseball cards into piles.



Name: _____



Team Practice

Write the underlined word in each sentence on your boat. Make paddles by drawing lines to divide the word into chunks.

1. What are we eating for dessert?



2. Connie drew a picture with a pencil.



3. We visited Washington last summer.



4. Anna loves to learn about the planet Venus.



5. She is the youngest in her family.



Name: _____



Team Mastery

Write the underlined word in each sentence on your boat. Make paddles by drawing lines to divide the word into chunks.

1. We picked flowers for Mrs. Hill.



2. The rabbit ate carrots.



3. What continent is France in?



4. Robin and Sally are sisters.



5. He lost his first tooth yesterday.



Name: _____



Team Practice

Write the underlined word in each sentence on your boat. Make paddles by drawing lines to divide the word into chunks.

1. Jeff forgot to write his name on his test.



2. Carla wore her cloud pajamas to bed.



3. Ned loved the art center.



4. The story was hard to understand.



5. I can't remember Paul's last name.



Name: _____



Team Mastery

Write the underlined word in each sentence on your boat. Make paddles by drawing lines to divide the word into chunks.

1. We needed directions to get to the party.



2. We will follow Mr. Cohen to the playground.



3. We threw the bottle in the trash can.



4. Troy called Pete on the telephone.



5. Kevin's father is my baseball coach.



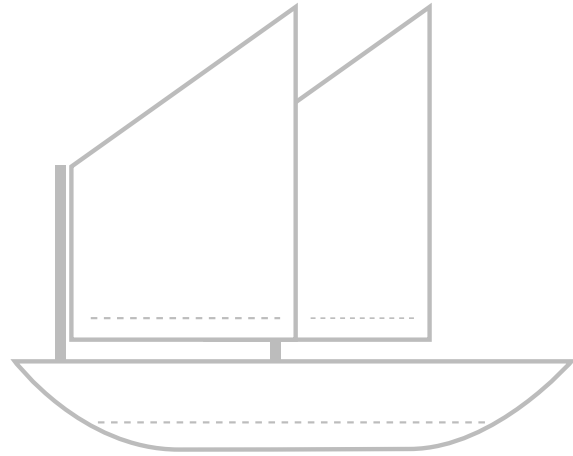
Name: _____



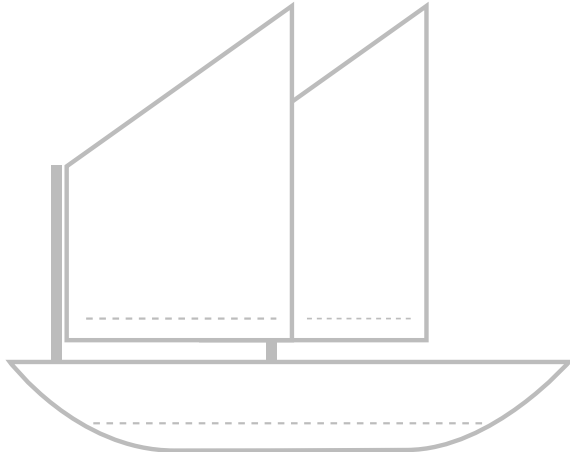
Team Practice

Write the underlined word in each sentence on your boat. Write the two words on your sails. Draw a line through the extra letter and draw a patch to add the apostrophe.

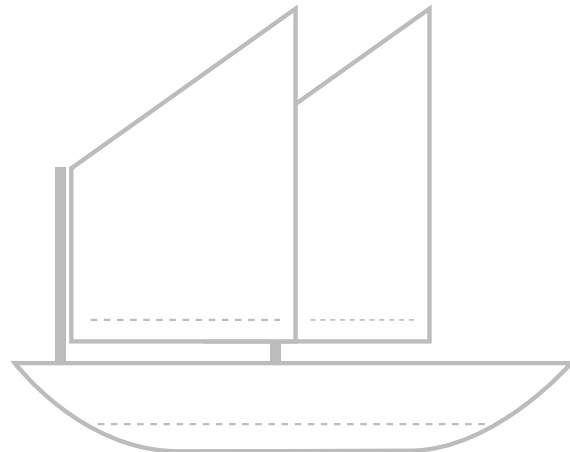
1. We aren't going camping this weekend.



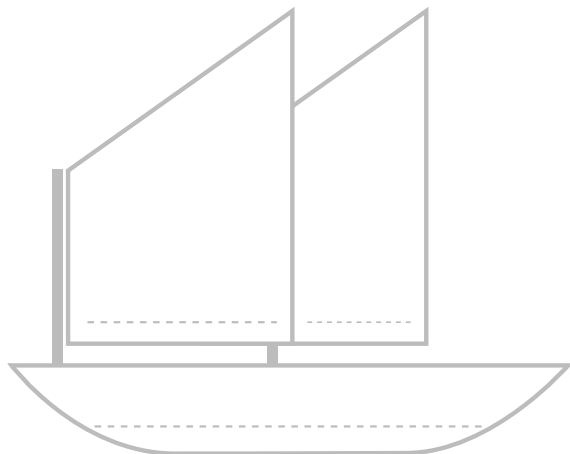
2. Joan looked for her shoes, but she still can't find them.



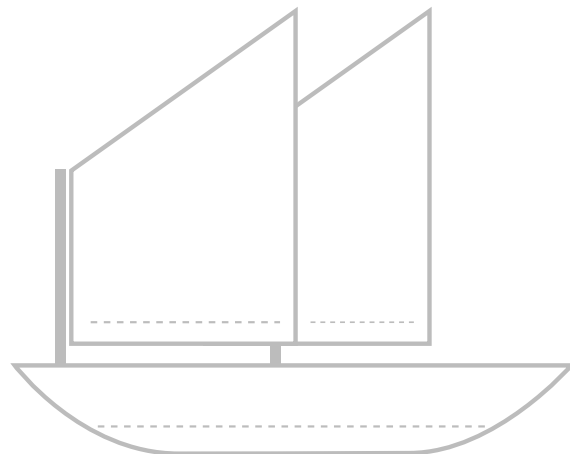
3. We didn't have school on Monday.



4. Ben shouldn't play in the mud.



5. Carl is going next because he hasn't had a turn.



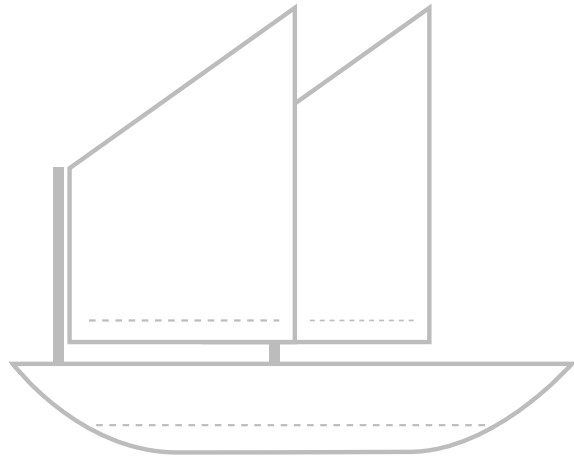
Name: _____



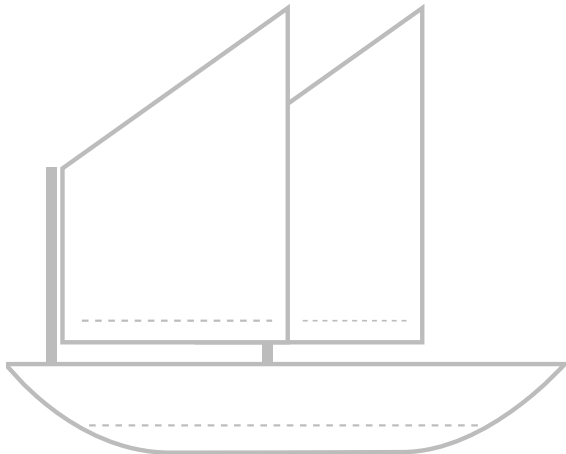
Team Mastery

Write the underlined word in each sentence on your boat. Write the two words on your sails. Draw a line through the extra letter and draw a patch to add the apostrophe.

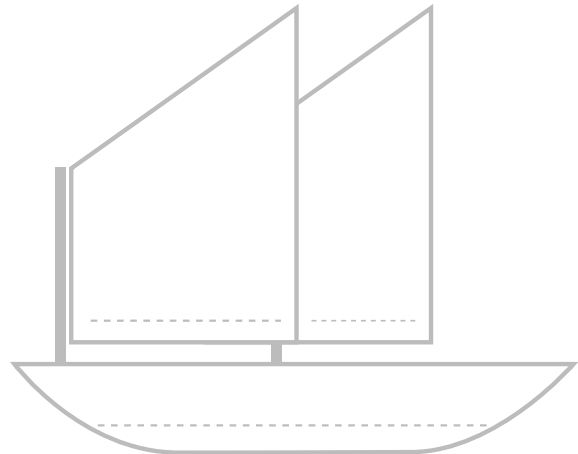
1. We don't have milk so we are going to the store.



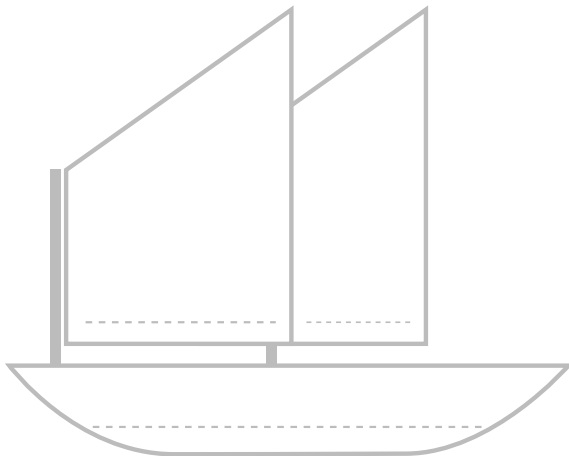
2. I haven't gotten a birthday card from Grandma yet.



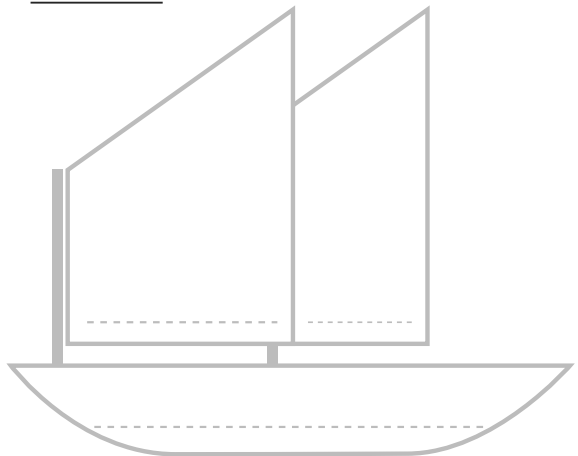
3. Cara wore a hat so that people wouldn't see her haircut.



4. Nat wasn't happy that he forgot his homework.



5. Al broke his shoelace, so he couldn't tie his shoe.



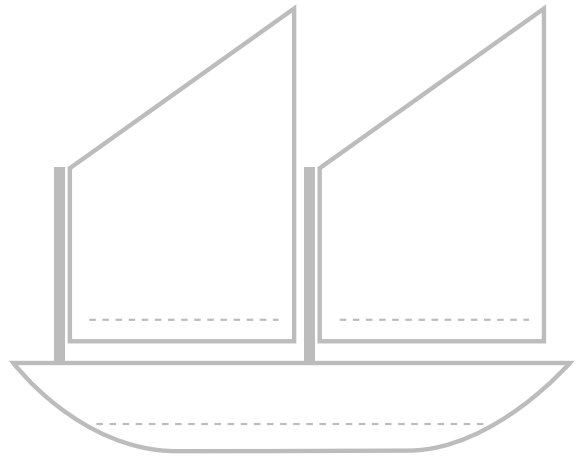
Name: _____



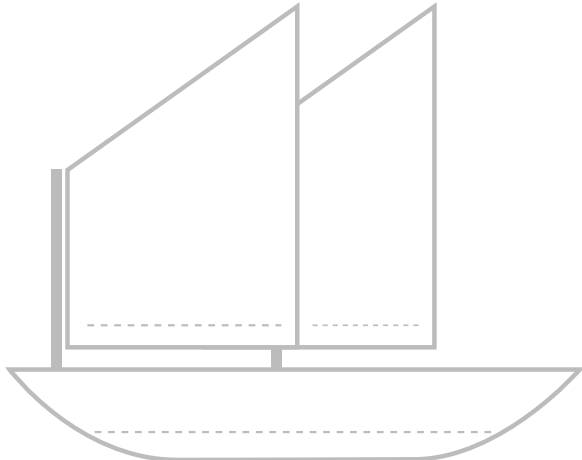
Team Practice

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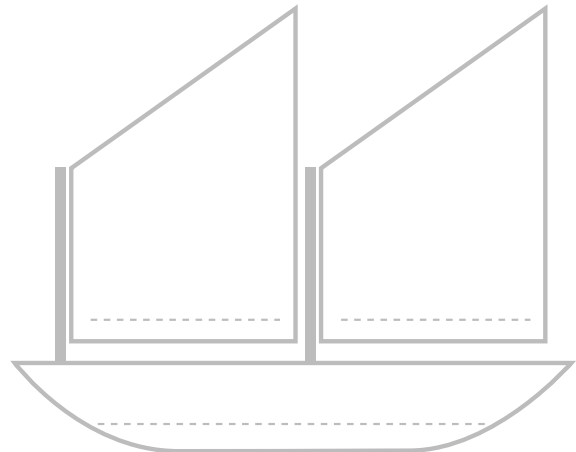
1. Tina put the books in the bookcase.



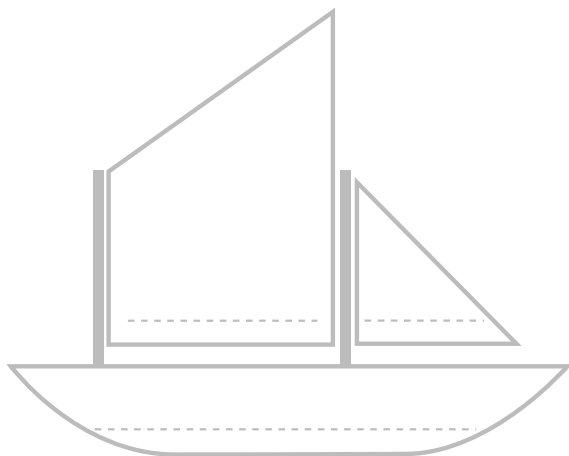
2. Beth couldn't find her shoes, so she was late to school.



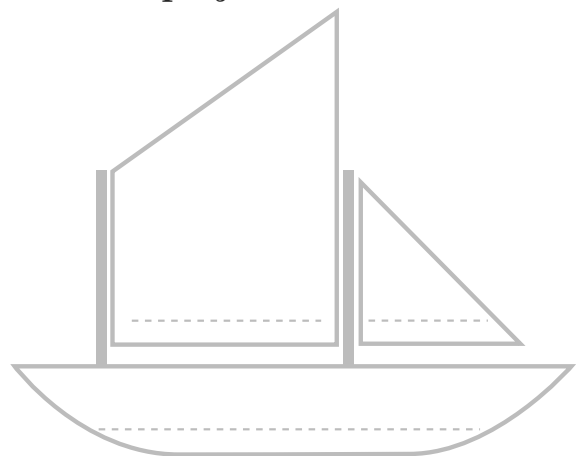
3. Mom put new wallpaper in the kitchen.



4. Fred shoved Nina out of the way.



5. My brother finally finished his science project.



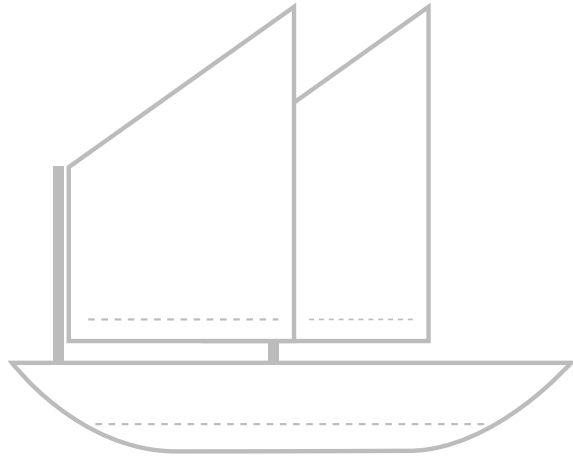
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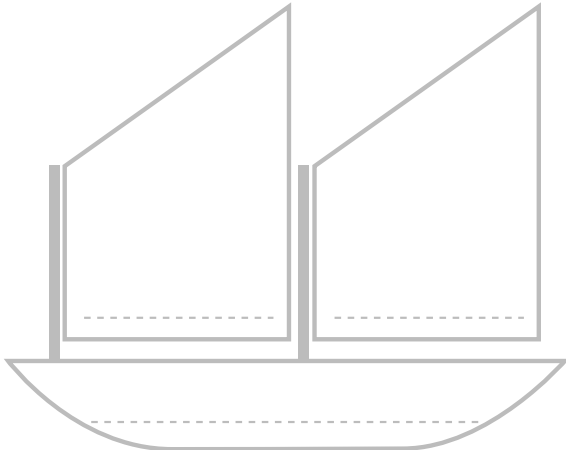
Team Mastery

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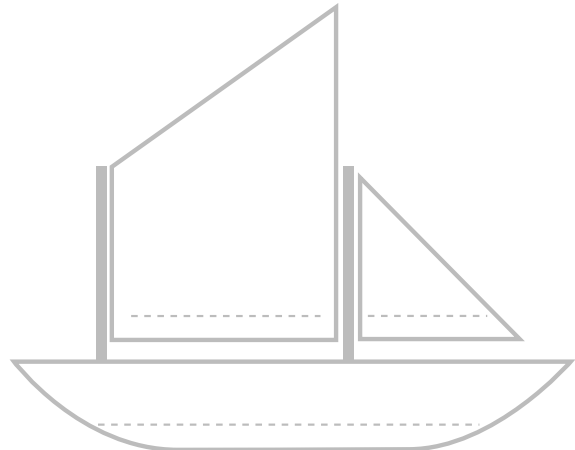
1. Mary isn't sleeping at Greta's house tonight.



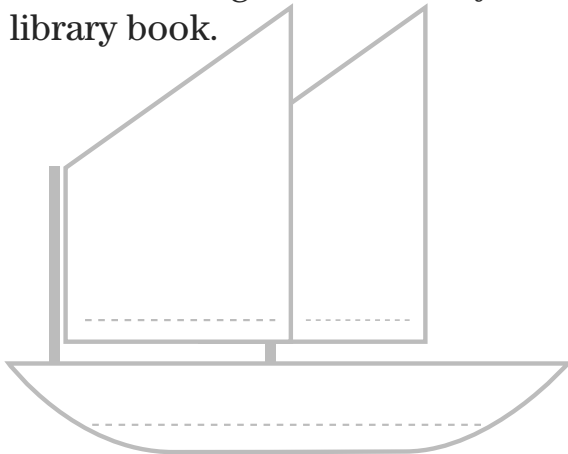
2. Claire loves to play with her dollhouse.



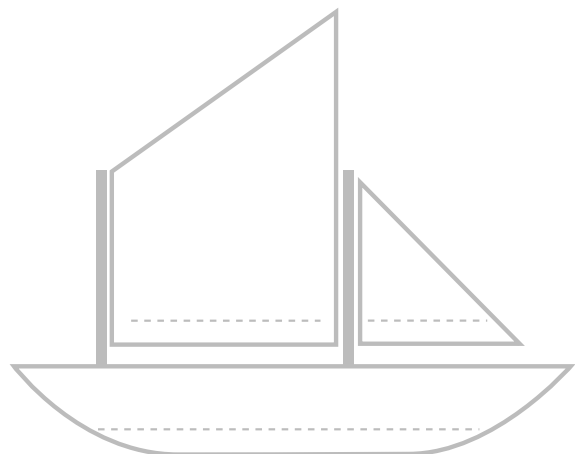
3. Melissa loved reading before going to sleep.



4. I wrote myself a note so that I wouldn't forget to return my library book.



5. Mom is framing our art.



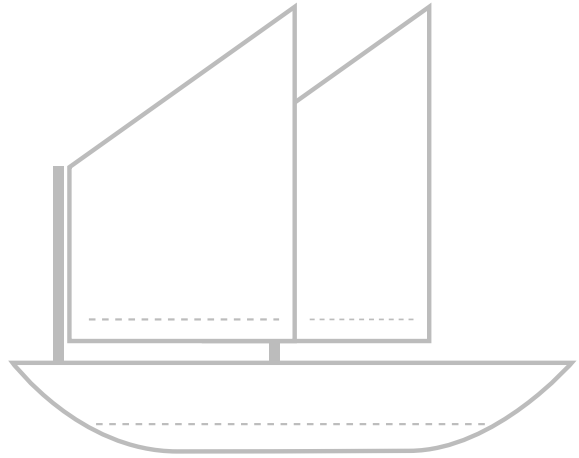
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Team Practice

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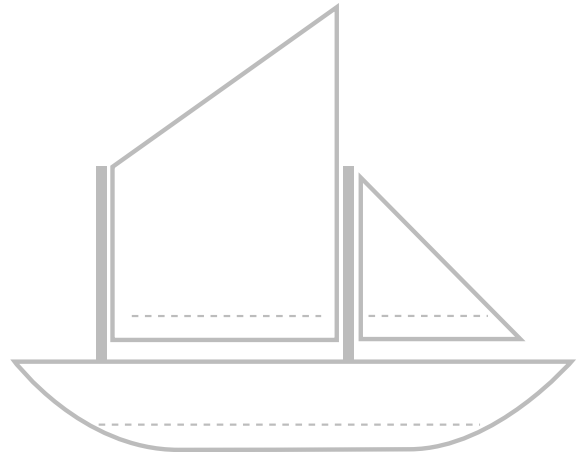
1. We don't have enough time to stop for ice cream.



2. Rob's dad is a general in the army.



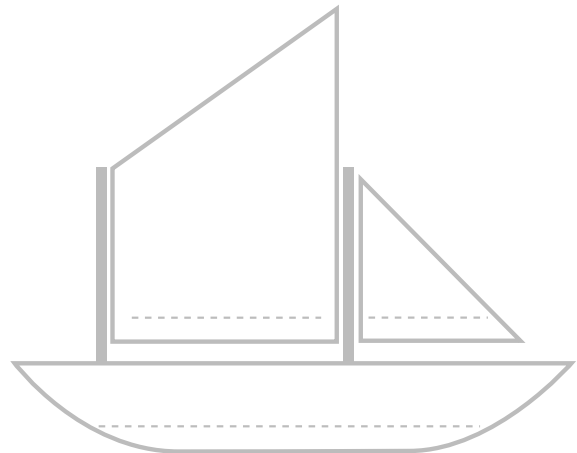
3. We paddled the boat through the water.



4. An example of a fraction is $3/4$.



5. I ate popcorn while I watched the movie.



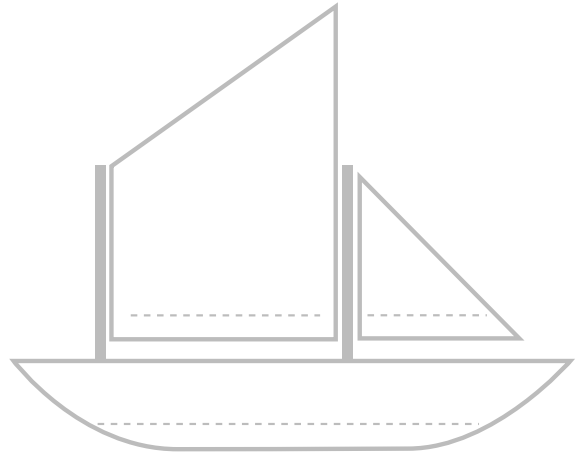
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Team Mastery

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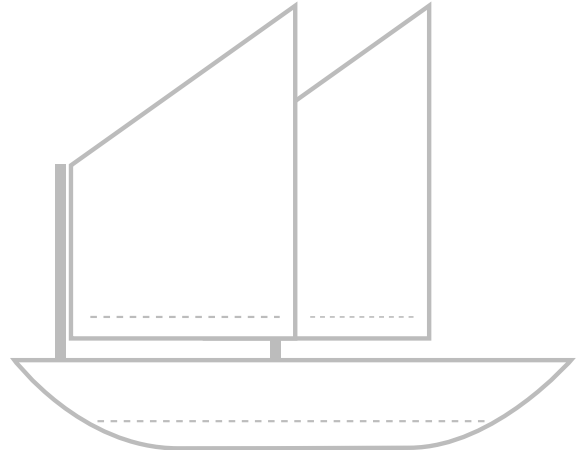
1. The fireman used a long hose to put out the fire.



2. My uncle lives on the other side of the river.



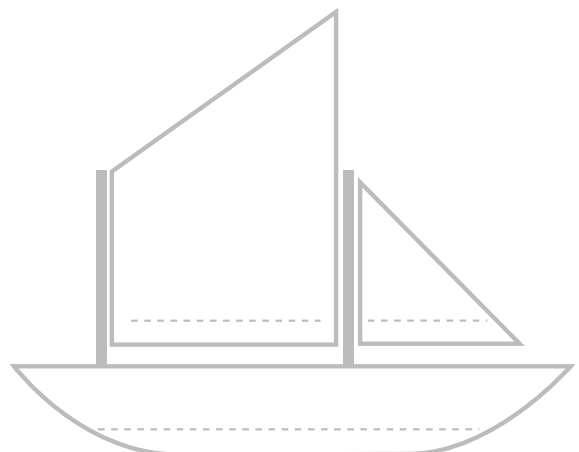
3. The baby didn't like to eat her baby food.



4. I will finish my homework after dinner.



5. The bread is rising in the oven.



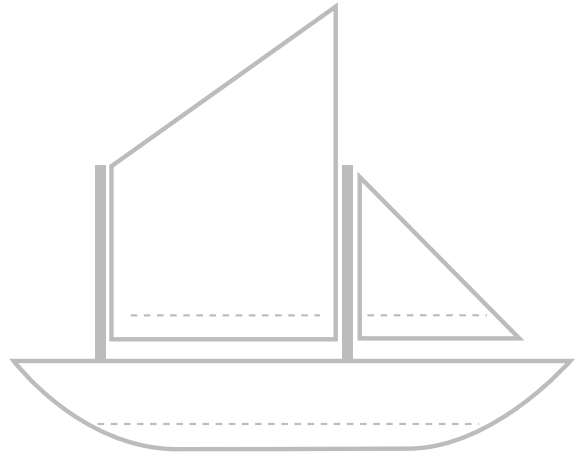
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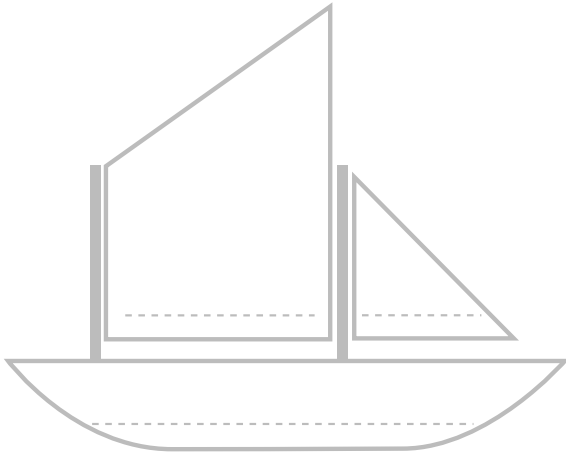
Quick Check

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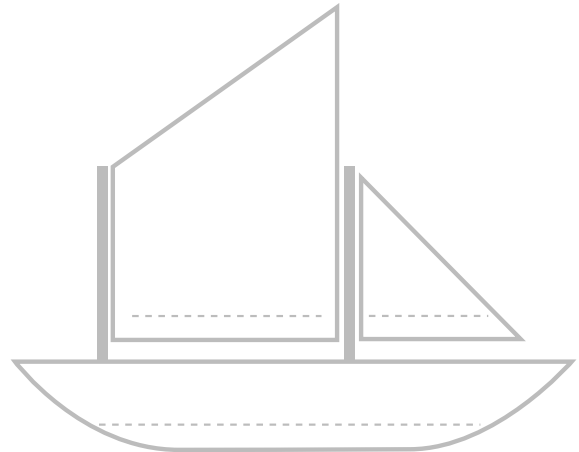
1. The chair is squeaking.



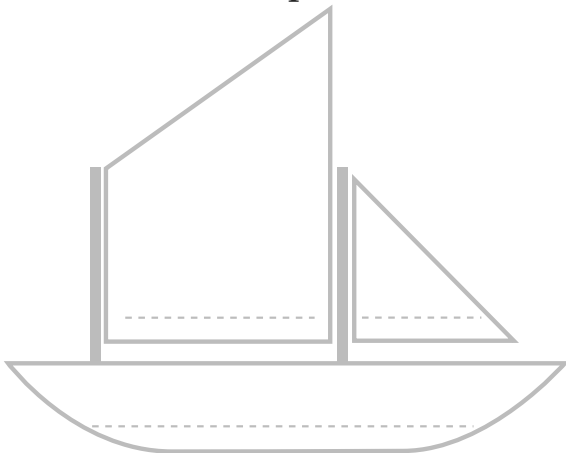
2. Tim boiled the noodles.



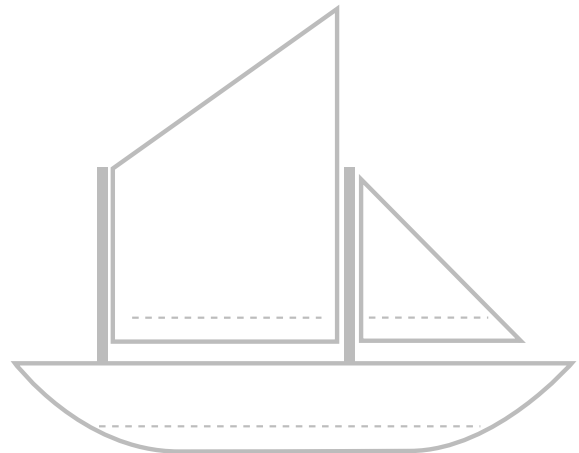
3. Paula is ironing her shirt.



4. The second grade needs two buses for their field trip.



5. Kyle crashed his bike into a tree.



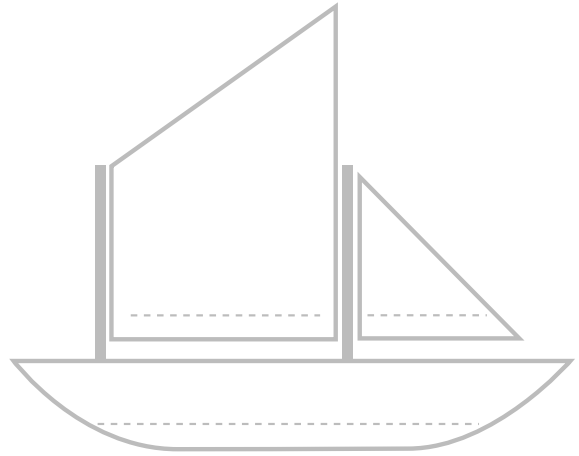
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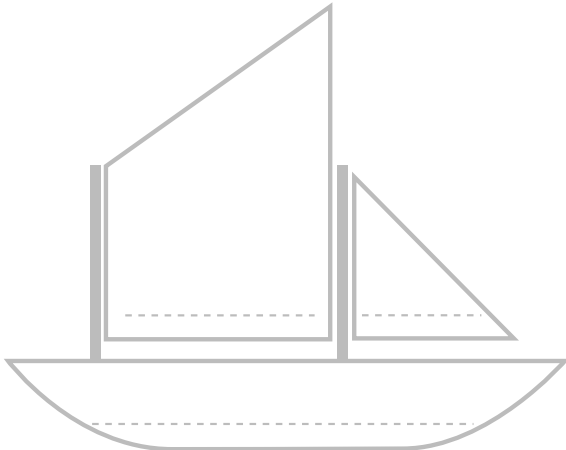
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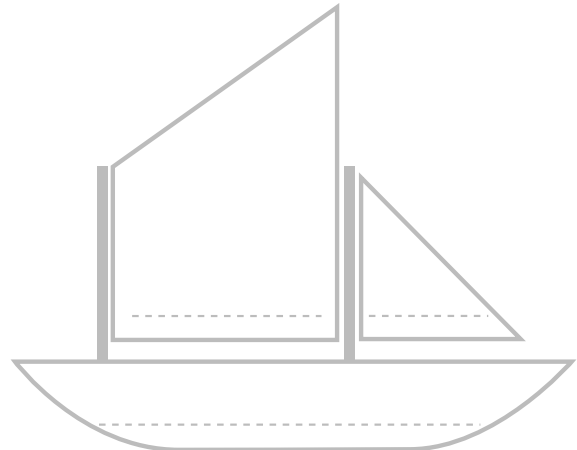
1. Jim passes the football to Jen.



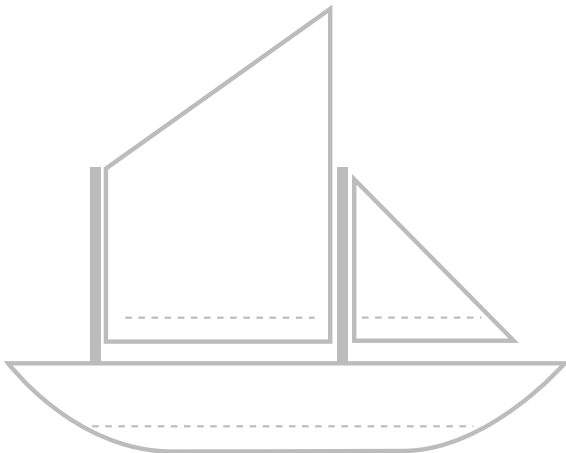
2. Cara loves brushing her teeth.



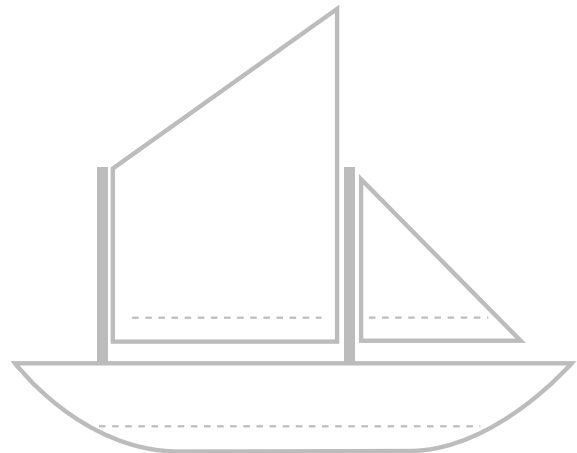
3. I am sending Grandma a birthday card.



4. We planted roses in our garden.



5. Ray saws the tree down.



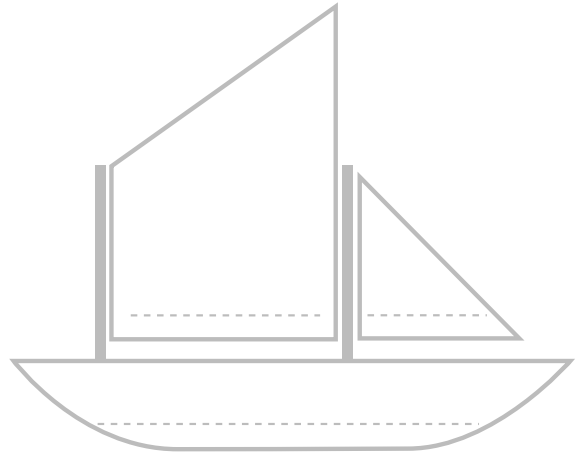
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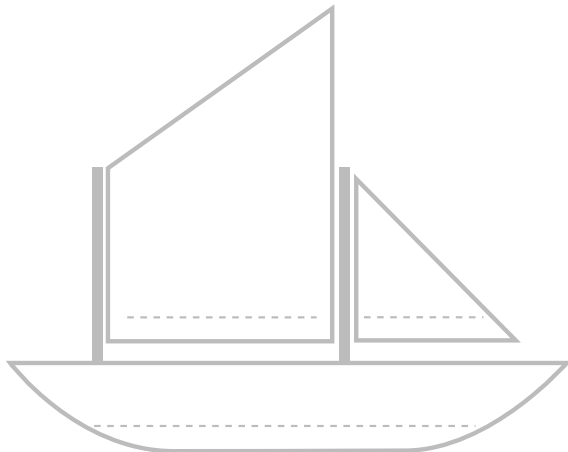
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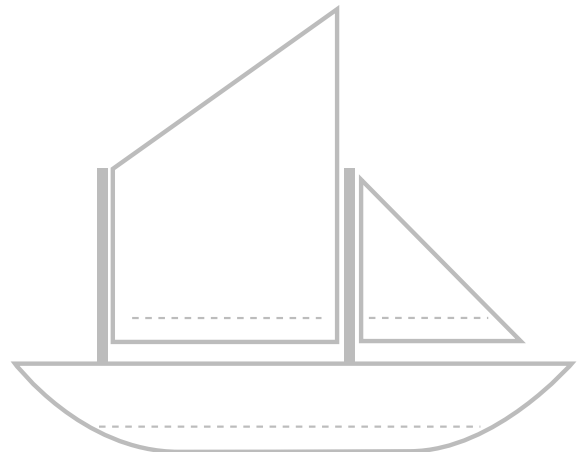
1. The bunny hopped back to the forest.



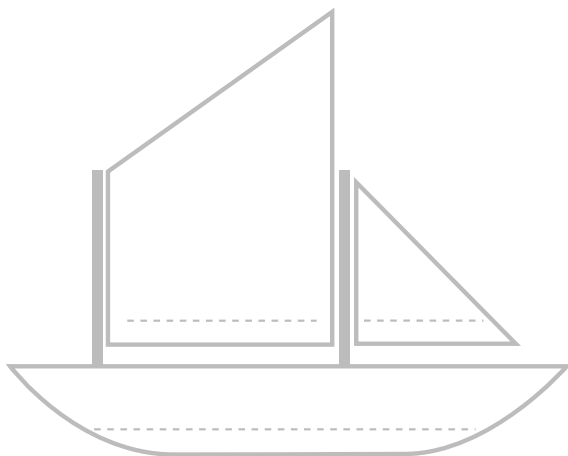
2. Jeff shopped for new clothes.



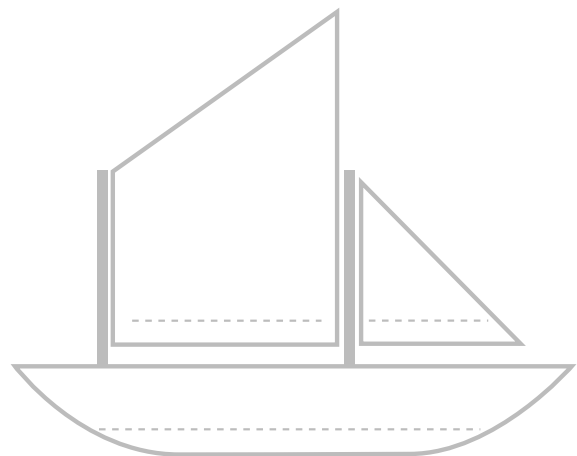
3. Chris is digging a hole for the plant.



4. Tammy zipped up her raincoat.



5. Molly mopped the kitchen floor.



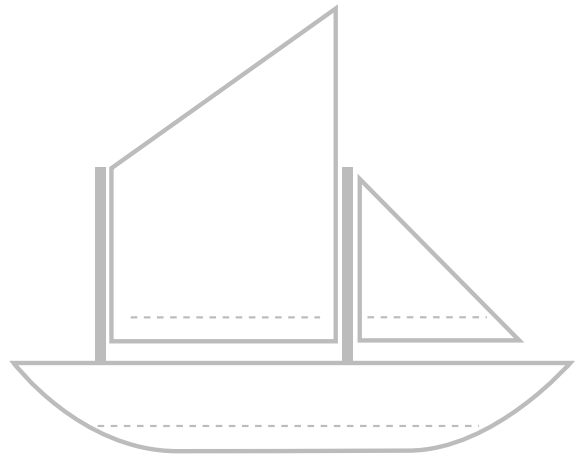
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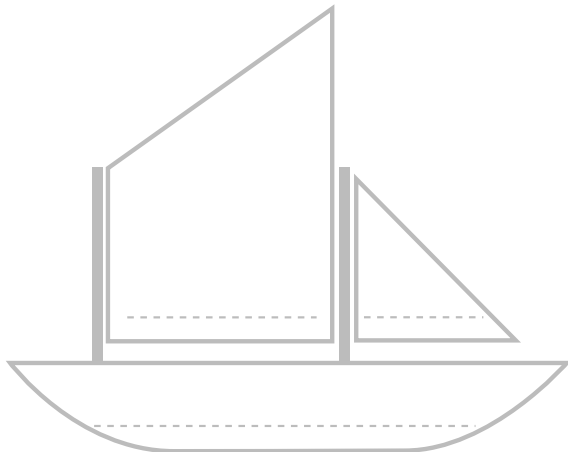
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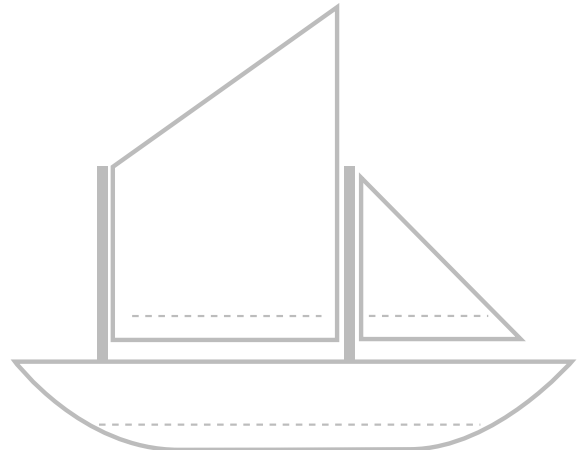
1. Hope jogged to the park.



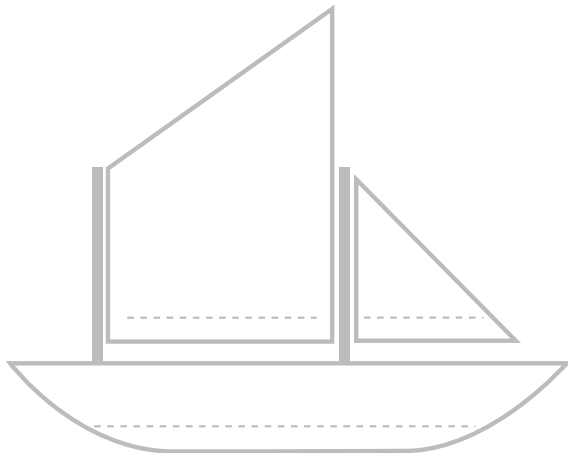
2. Ron pets his cat while he reads.



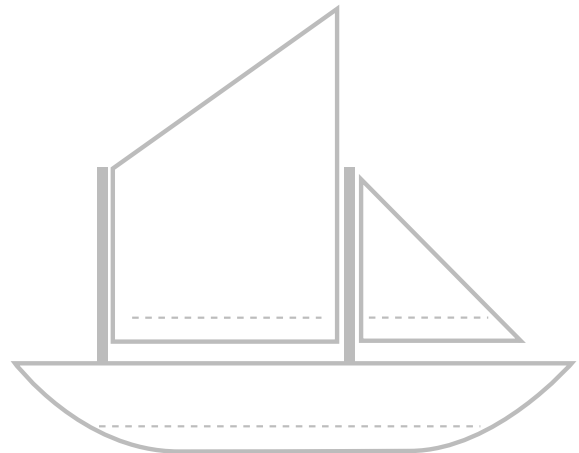
3. The dog is digging a hole in the back yard.



4. Sally dipped her hand in the water to see if it was warm.



5. We knew it was getting late when we saw the moon.



Name: _____



Quick Check

Write the underlined word in each sentence on your boat. Make paddles by drawing lines to divide the word into chunks.

1. I love winter!



2. Rita asked, "Mom, what's for dinner?"



3. We used a ladder to get into the tree house.



4. When I opened the gate, a chicken ran out.



5. Carrie jumped in every puddle.



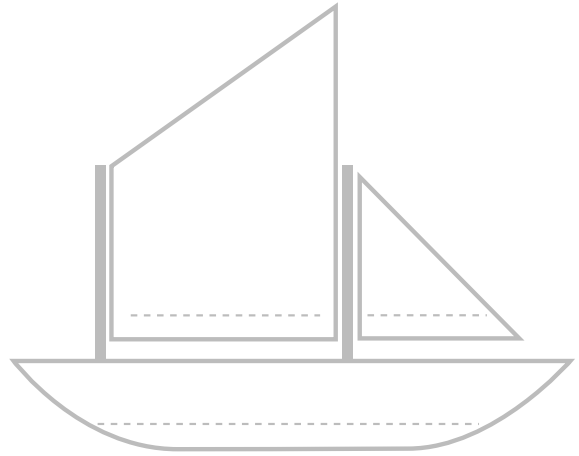
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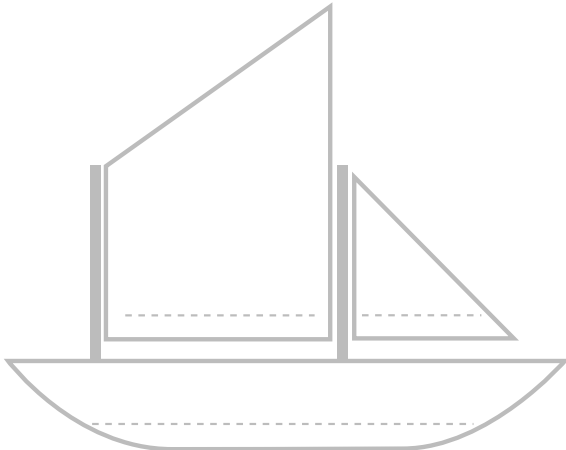
Quick Check

Write the underlined word in each sentence on your boat. Write the correct word parts on the sails or use paddles to divide the word into chunks. Add extra letters to base words if necessary.

1. Olivia blows bubbles with her gum.



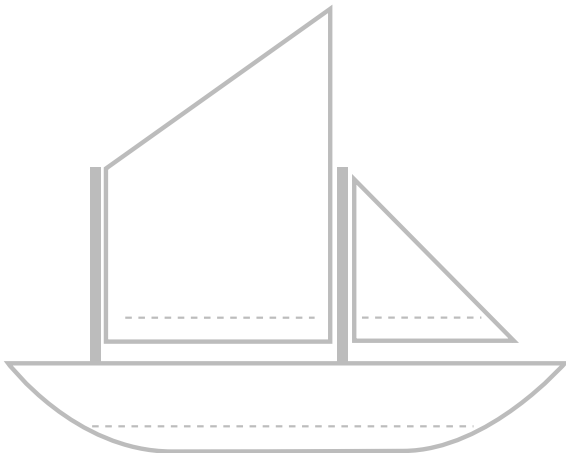
2. Wayne tripped over the hose.



3. Ed played checkers with his father.



4. Scott was running after Greg.



5. Riley piled her toys in the wagon.



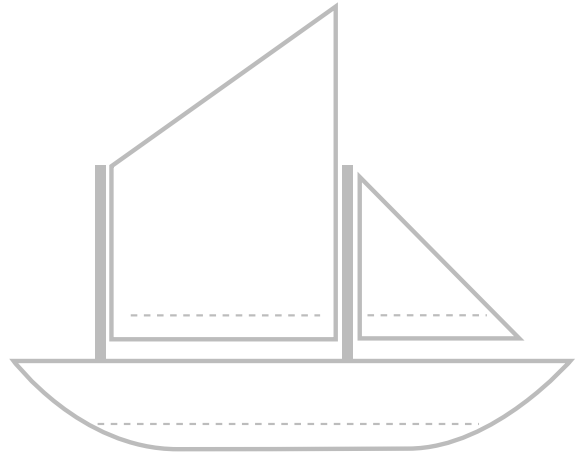
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Quick Check

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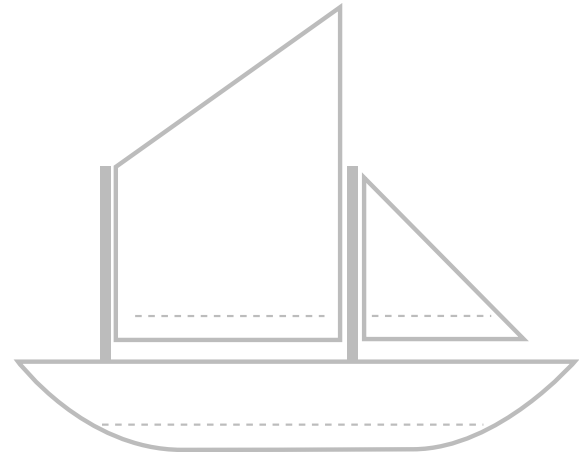
1. Noah and Derrick camped out in their front yard.



2. Draw a circle in the center of the paper.



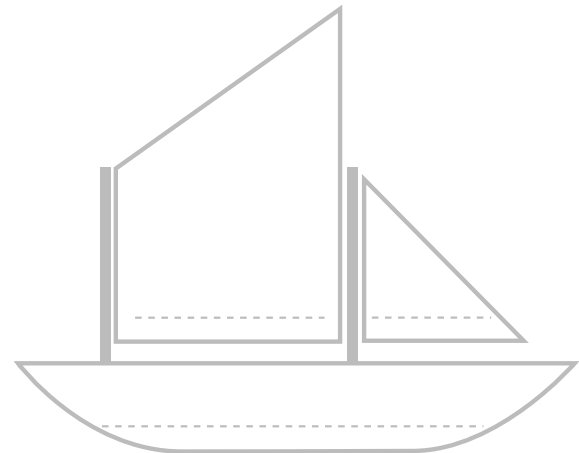
3. Grant scrubbed the bathtub.



4. Tyrone shoveled seven driveways after the snowstorm.



5. It has been raining for three days!



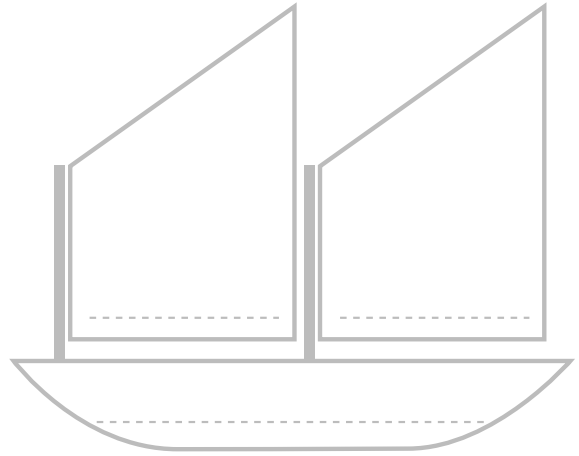
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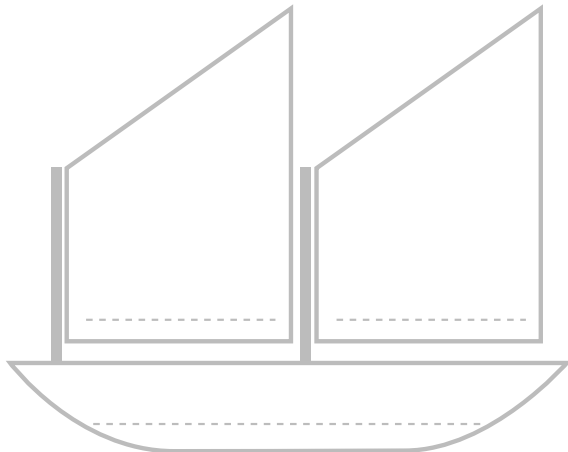
Quick Check

Write the underlined word in each sentence on your boat. Show the two words on your sails.

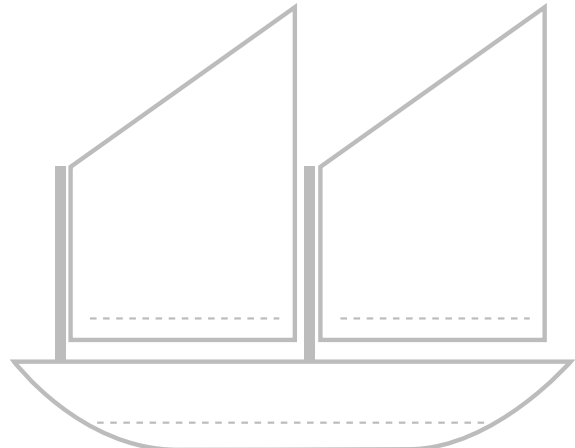
1. Maggie put her new goldfish in its bowl.



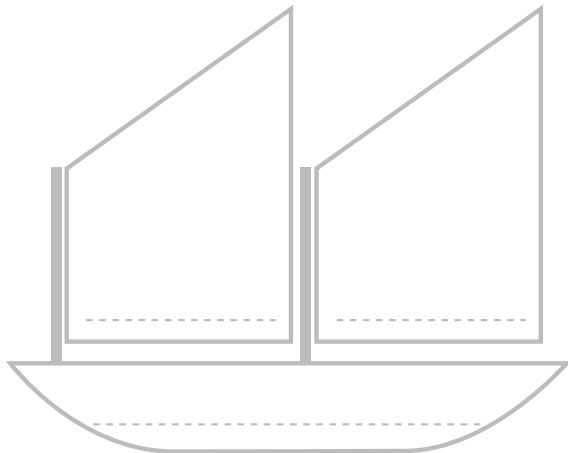
2. Leah could not find her hairbrush.



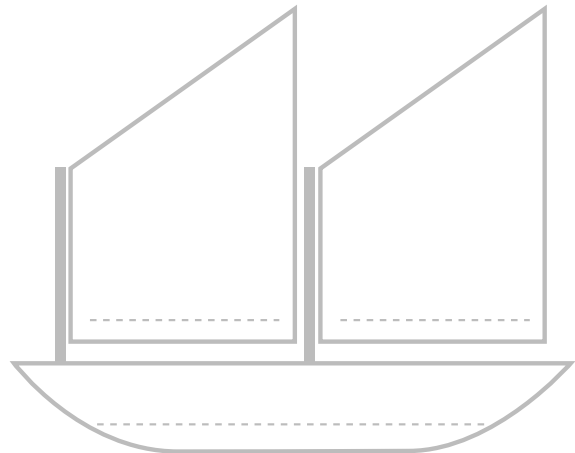
3. Mom said, “Dan, that’s too much toothpaste!”



4. Phil put on his seatbelt when he got in his car.



5. Beth got a suntan when she went to the beach.



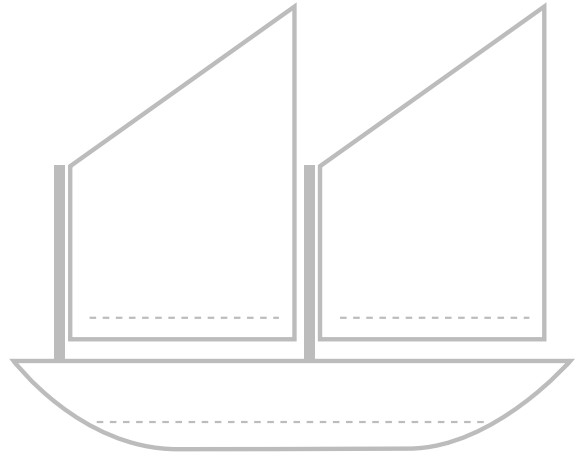
Name: _____



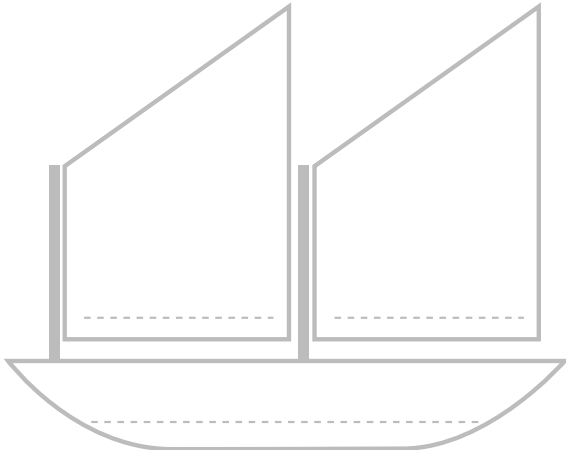
Quick Check

Write the underlined word in each sentence on your boat. Show the two words on your sails.

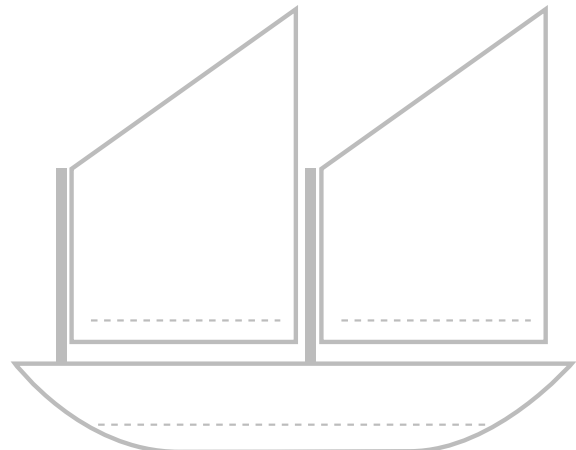
1. We had a snowball fight after school.



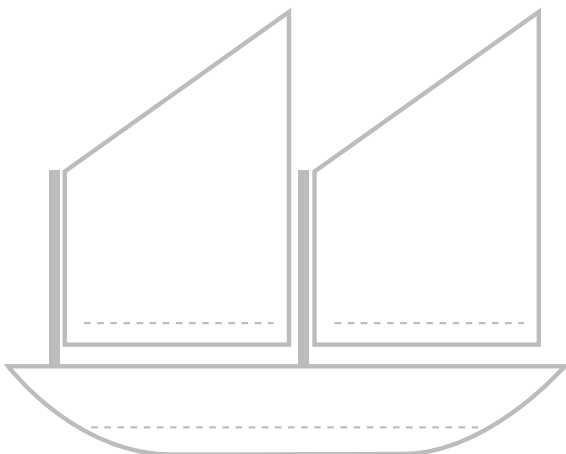
2. Tim wore his raincoat so that he would not get wet.



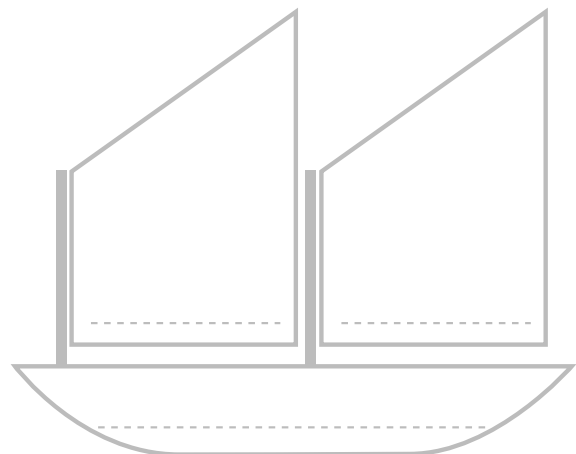
3. An airplane flew over our house.



4. Grandpa wore his bathrobe to breakfast.



5. I left my shoes downstairs.



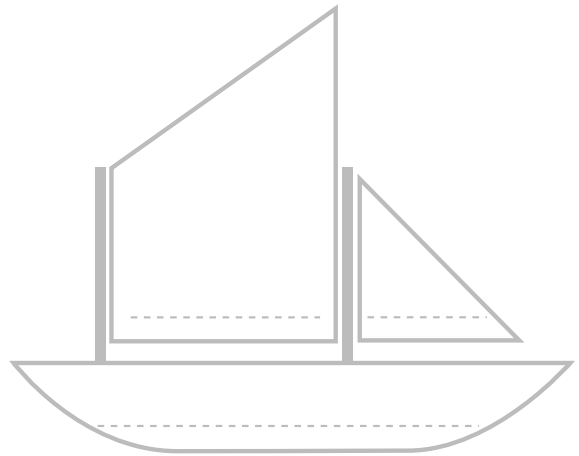
Name: _____



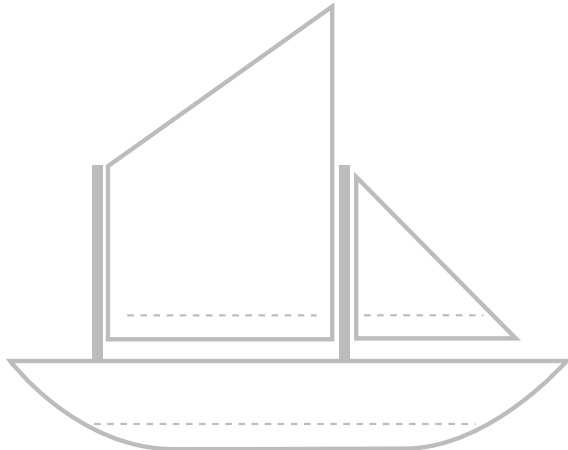
Quick Check

Write the underlined word in each sentence on your boat. Write the base word and ending on your sails. Draw a line through the letter on the base word that is dropped when the ending is added.

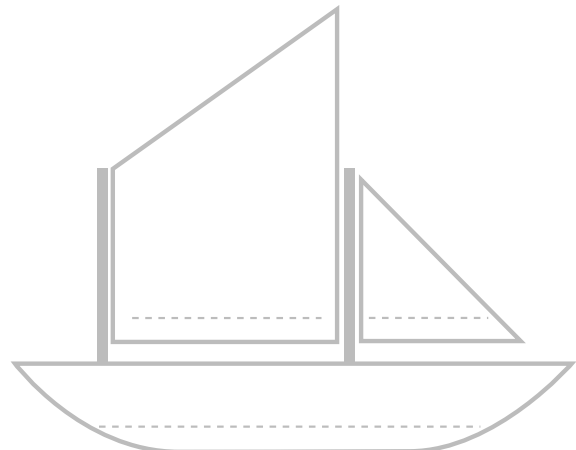
1. Mom is making a cake for the party.



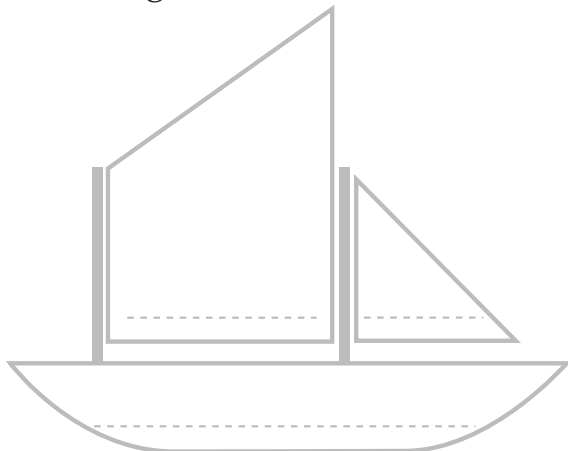
2. We saw a cave that they are mining for coal.



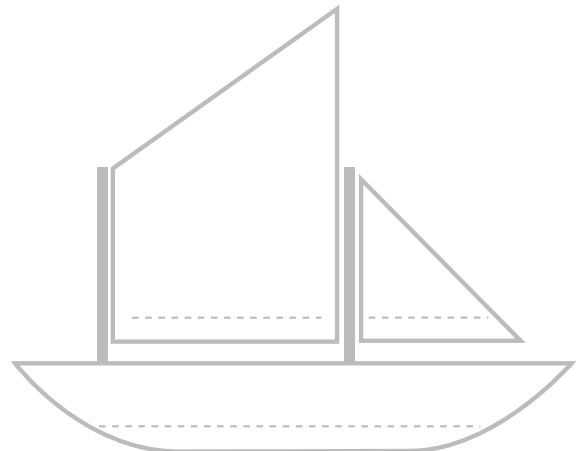
3. Ashley raced home to see her new puppy.



4. Mrs. Powers is driving us to the soccer game.



5. Michael bounced the ball.



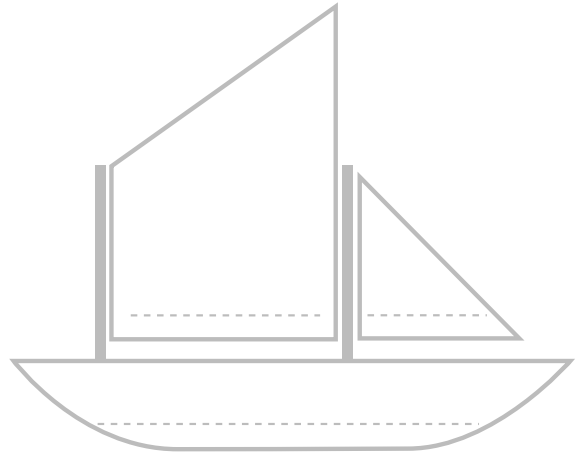
Name: _____



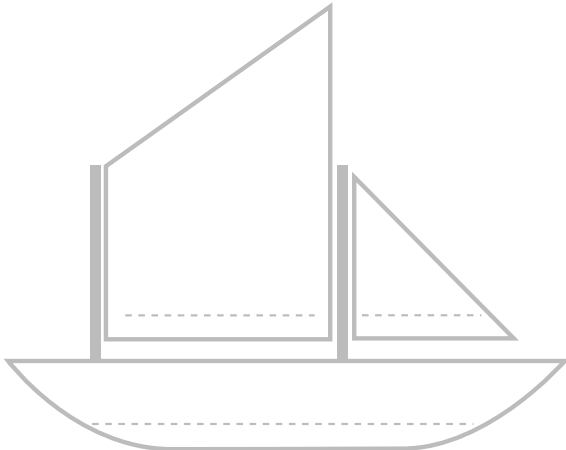
Quick Check

Write the underlined word in each sentence on your boat. Write the base word and ending on your sails. Draw a line through the letter on the base word that is dropped when the ending is added.

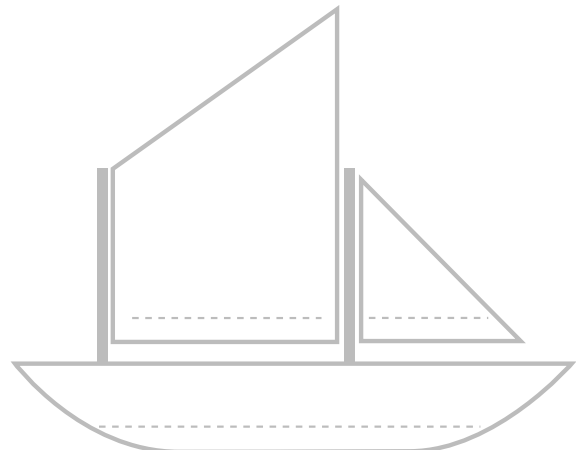
1. Claire lined up her dolls on the couch.



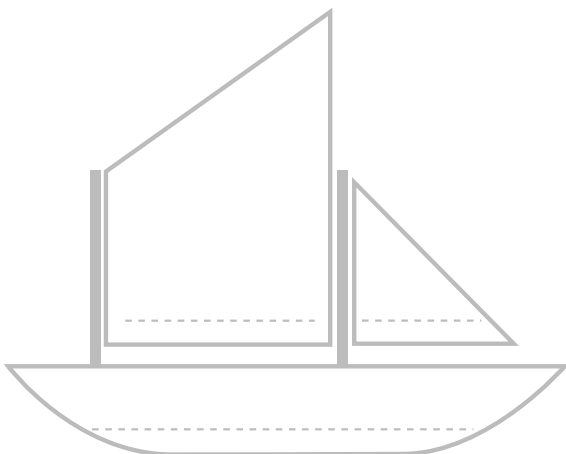
2. We went horseback riding on Sunday.



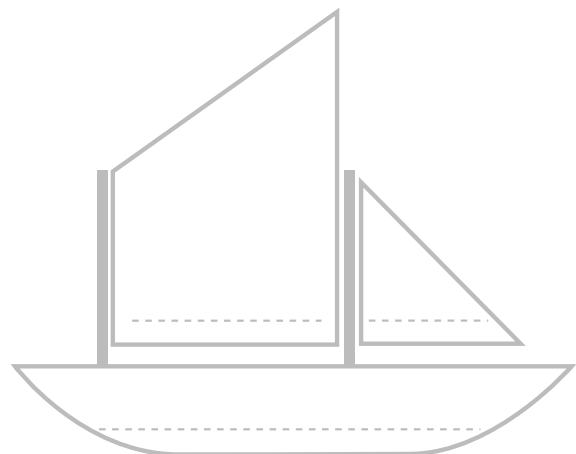
3. Ryan chased the cat up the tree.



4. Rachel is hiding from Brian.



5. My aunt lives down the street from me.



Name: _____



Quick Check

Write the underlined word in each sentence on your boat. Make paddles by drawing lines to divide the word into chunks.

1. Jose squeezed some lemon into the water.



2. Mandy is wearing a silver ring.



3. Wendy got wet in the rain because she forgot her umbrella.



4. "What's for supper?" Jerry asked.



5. Tina brought two gallons of water on her camping trip.



Name: _____



Quick Check

Write the underlined word in each sentence on your boat. Make paddles by drawing lines to divide the word into chunks.

1. The thunderstorm last night was horrible!



2. Jason got a sliver in his finger when he was climbing the tree.



3. I added some cinnamon to the pie.



4. Casey blew a bubble with her gum.



5. The carpenter used a hammer and saw.



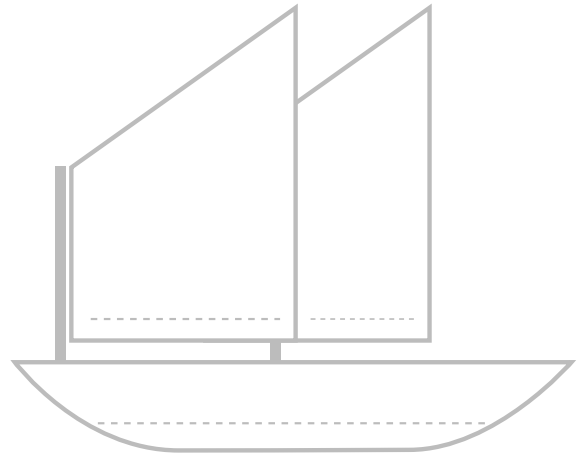
Name: _____



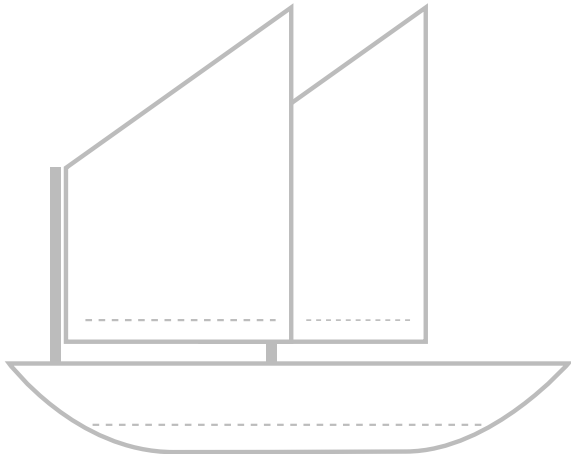
Quick Check

Write the underlined word in each sentence on your boat. Write the two words on your sails. Draw a line through the extra letter and draw a patch to add the apostrophe.

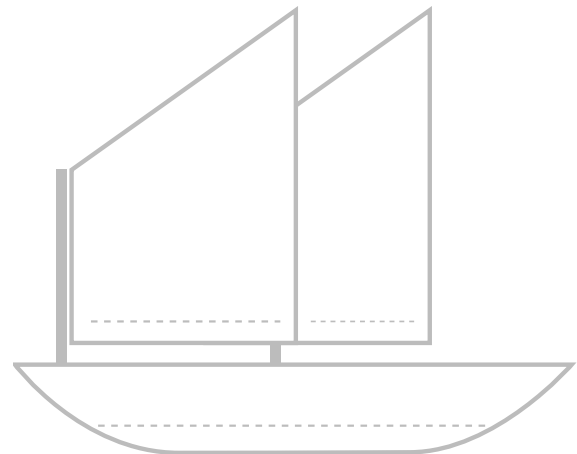
1. Ben hasn't finished his homework yet.



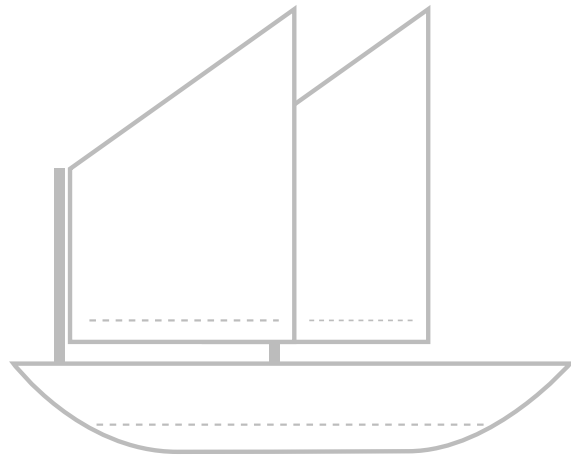
2. You shouldn't fight with your brothers and sisters.



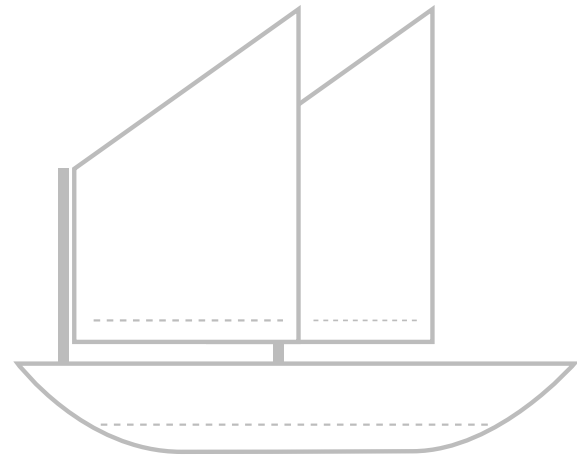
3. We would be at the farm if we hadn't made that wrong turn.



4. Steve wasn't being careful and he fell off his bike.



5. We aren't going to the zoo today because of the rain.



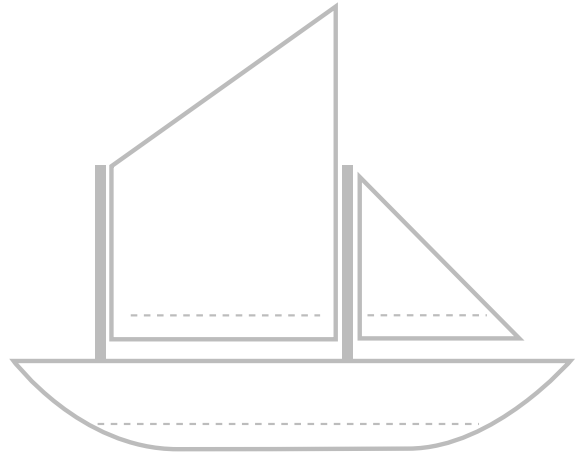
Name: _____



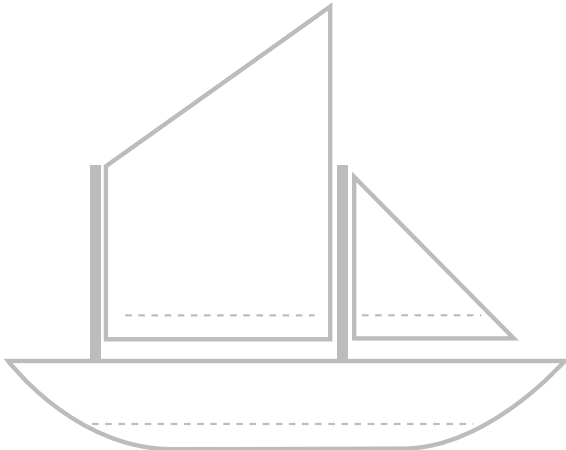
Quick Check

Write the underlined word in each sentence on your boat. Write the correct word parts on the sails. Add extra letters and patches to base words if necessary.

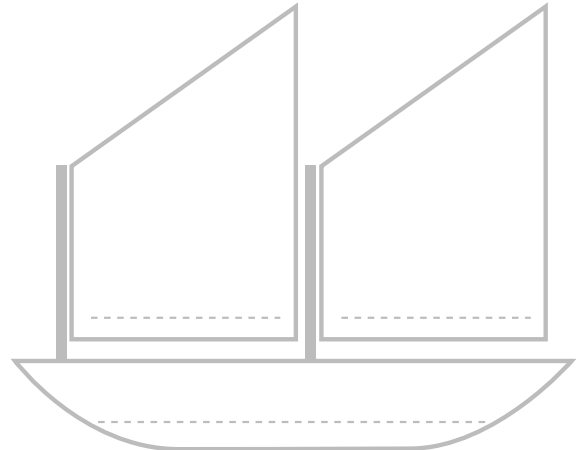
1. Will is gluing the pictures in his book.



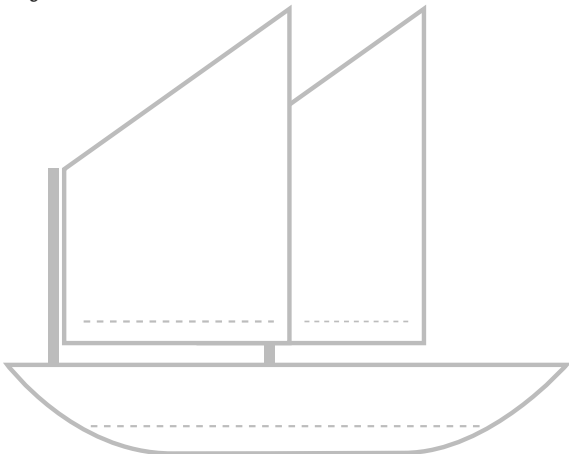
2. I listened to the weather report before I got dressed.



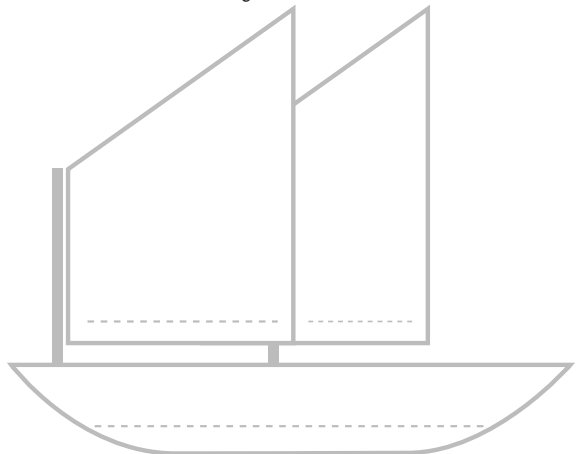
3. Wendy loves eating grapefruit!



4. You shouldn't chew gum while you run.



5. I didn't check my addition before I turned in my math test.



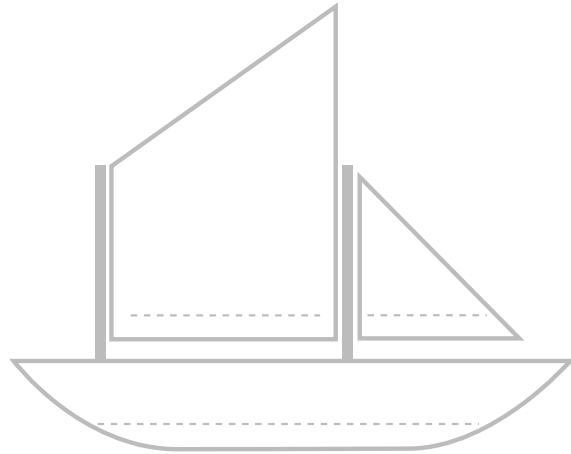
Name: _____



Quick Check

Write the underlined word in each sentence on your boat. Write the correct word parts on the sails or use paddles to divide the word into chunks. Add extra letters and patches to base words if necessary.

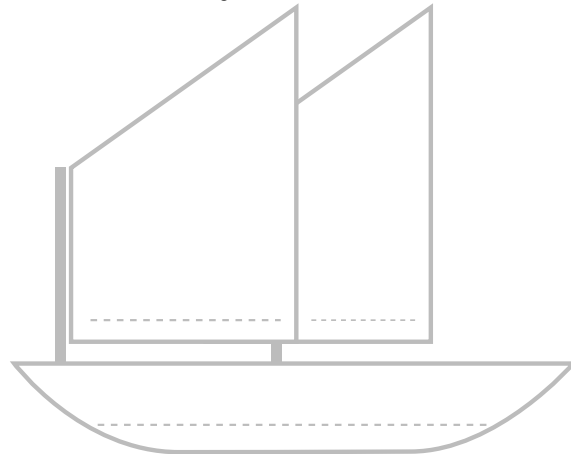
1. The lifeguard pulled the girl out of the water.



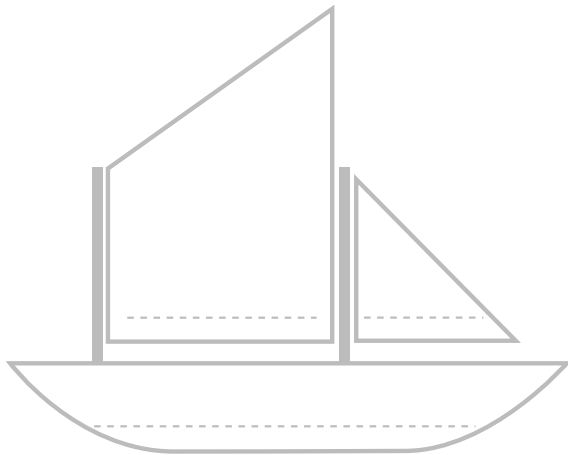
2. Joel used magnets in his science project.



3. I haven't finished my homework yet.



4. Matt tuned his flute before he played it.



5. Write your name on your paper.



Celebrate Word Power!

Name _____



My Word Treasures

I know how to read words like these:

1. _____

2. _____

3. _____

4. _____



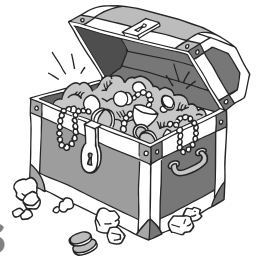
My Word Lists

I learned to read these lists On My Own:

○ ○ ○ ○

Celebrate Word Power!

Name _____



My Word Treasures

I know how to read words like these:

1. _____

2. _____

3. _____

4. _____



My Word Lists

I learned to read these lists On My Own:

○ ○ ○ ○



Dear Family,

The Celebrate Word Power! sheet represents your child's achievement in some important word-recognition skills; for example, your child can now read many words like those on the My Word Treasures list. Ask your child to read the words on the list to you and tell you what skill he or she has learned to read each word.

Each On My Own numbered list represents a list of words your child can now read correctly, smoothly, and at a good reading speed. We hope that you will extend your congratulations on successfully adding more words to the number of words he or she can now read.

The Celebrate Word Power! sheet represents success. Won't you celebrate with us?



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