Reading Wings 5th Edition

Word Power Volume A

Teacher's Manual

27101

Reading Wings 5th Edition: Word Power Teacher Manual

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Lesson 1

Vowel-Consonant-e (VCe) Syllables

Instructional Objectives

Students will learn to chunk multisyllabic words with the vowel-consonant-e (VCe) pattern.

Lesson 1

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for chunking words.

Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word 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.

Active Instruction

- Introduce chunking words with the vowel-consonant-e pattern.

Today, you are going to learn how to read words with more than one syllable, or chunk, which have the vowel-consonant-e pattern. When you see long words with the vowel-consonant-e pattern, you will know a good way you can break these words apart and read them.

Display the following words: *cake, eve, fine, home, mute.*

- Remind students that they have seen words that have a vowel-consonant-e pattern.

You have probably seen a lot of words with a vowel-consonant-e pattern. Words like *cake*, *eve*, *fine*, *home*, and *mute* have a vowel-consonant-e. Each word has a vowel (write "v" under the *a*, *e*, *i*, *o*, and *u*)**, followed by a consonant** (write "c" under the *k*, *v*, *n*, *m*, and *t*)**, and a final e** (write "e" under the final *e* in the words)**. You can see that these are all words with a long vowel sound. In vowel-consonant-e words, the vowel and the *e* used to stand together to make long vowel sounds, but now other letters stand between them. They still make one long vowel sound.**

- Explain word syllables, or chunks, to students.

The words we just reviewed have one syllable, or chunk. Longer words can be made of two or more chunks. Breaking words down into smaller chunks can help us read them. We can tell how many chunks a word has by the number of vowel sounds in a word. Each chunk in a word only has one vowel sound. Vowels may work alone, with other vowels, or with consonants to make chunks.

- Use a **Think Aloud** to model chunking words with the vowel-consonant-e spelling pattern.

Display the word *inside*.

Let me look at the word *inside*. When I chunk a word, the first thing I want to do is look for the vowel sounds in the word, because I know that each chunk in a word will have one vowel sound. Write "v" under the *i*, *i*, and *e*. **I see the pattern i_e, so I know the *e* works with the *i* to make one sound. I can cross it out.** Cross out the *e* with a dashed line. **I have two vowel sounds, so this word has two chunks.**

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Lesson 1 | Vowel-Consonant-e (VCe) Syllables

Next, I want to mark the consonants that are between the *i* vowels. Write "c" under the *n* and *s*. **When I have two consonants between vowels, I know I can usually break them apart.** Draw a line between the *n* and *s*.

Now I can look at my first chunk and see that the vowel *i* is closed in by the *n*. The *i* is going to make its short sound, /i/. *In*. Next, I'll look at my second chunk. I know the *e* helps the *i* make its long sound, /ī/. I have a vowel-consonant-e chunk, *side*. The word is *in/side*. *Inside*. I have two chunks, and one is made by a vowel-consonant-e.

- Review the directions for the practice items in students' materials.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Students		Teams	
1.	Complete the skill-practice/ mastery items.	3.	Share the skill-practice/ mastery answers. If you disagree on an answer, tell why.
2.	Write your answers.	4.	Be prepared to share your answers with the class.

Partner Practice Booklet, Page 1

Skill Practice

Draw lines to divide the word into chunks using the vowel-consonant-e pattern. Underline the vowel-consonant-e.

1. confuse ***con / fuse***
2. trombone ***trom / bone***
3. reptile ***rep / tile***
4. expire ***ex / pire***

Skill Mastery

Draw lines to divide the word into chunks using the vowel-consonant-e pattern. Underline the vowel-consonant-e.

5. mistake ***mis / take***
6. explode ***ex / plode***
7. dislike ***dis / like***
8. invite ***in / vite***

Lesson 1 | Vowel-Consonant-e (VCe) Syllables

- Use **Team Huddle** to have students discuss the skill-practice items. Use **Random Reporter** to check responses. If needed, ask students to model the answer by reading the word twice—once from the parts and once as a whole.
- Award team celebration points.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Lesson 2

Reviewing Long *a* Letter Groups

Instructional Objectives

Students will review the long *a* letter groups *a_e*, *ai*, and *ay*.

Skill Focus: Consonant-Vowel-e (VCe) Syllables

Lesson 2

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for the sound /ā/.

  Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word Treasure	When we see the letter groups *a_e*, *ai*, and *ay*, they can make the long *a* sound in words.

Partner Reading SR

- Introduce Captain Read More's Story.

  Captain Read more loves writing stories. He often sends me stories when he needs help with words and his spelling. He wants to share his story and the tricky words he had to spell.

- Have students sit with their partner and open their Partner Practice Booklets to page 2.

  You and your partner are going to read Captain Read More's story together. You'll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use clarifying strategies to help you read those words.

- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.

tps

- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.

- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *exclaimed* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I needed to clarify the word *exclaimed* in the story. First, I looked for a base word. I recognized the word *claim*. It has an ending on it, to make the word *claimed*. Then I chunked familiar word parts—*ex/claimed*.

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have the /ā/ sound. Can you and your partner work together to find

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those long *a* words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the /ā/ words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /ā/ sound in words, regardless of the spelling.

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Kay loves to **aid** animals. She does not like to see animals in **pain**.

One **day**, she saw something odd on the **way** to get the **mail**.

"That cat has no fur on its **tail**!" she **exclaimed**. "**Maybe** it needs help. I am not **afraid**."

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask about the sounds in the story.

  I think Captain Read More had trouble with these words because the /ā/ sound can be spelled in different ways. I see two ways that the /ā/ sound is spelled in this passage. What are they? Wait for students' responses. **Yes, the /ā/ sound can be spelled with *ai* or *ay*. We can make a chart to help Captain Read More remember how to spell these words. We'll put *ai* words on one side and *ay* words on the other side.**

- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	ai	ay
1		
2		
3		

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

th

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the

sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.

- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	ai	ay
1	aid, pain, mail, tail	Kay, day, way
2	afraid	
3	exclaimed	maybe

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 2

Partner Reading

Yesterday we read a story from Captain Read More with the /ā/ sound. Today, you and your partner are going to read another story from Captain Read More.

- Have students sit with their partner and open their Partner Practice Booklets to page 3.

You and your partner are going to read Captain Read More's story together. You'll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use clarifying strategies to help you read those words.

- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.
- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.
- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *escape* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

I found another word I needed to use clarifying strategies to read—*escape*. First, I looked for a word I could recognize—*cape*. Then I blended the two parts of the word together—*es/cape*.

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

Captain Read More wants you to read his writing one more time and underline all the words that have the /ā/ sound. Can you and your partner work together to find those long *a* words?

- Have partners switch roles so that the Coach is now the Speaker, etc. The new Speaker reads the first sentence of student text while the Coach listens and follows along. Then have both partners discuss and identify the long *a* words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets. Then partners will switch roles. The new Speaker will read and the Coach will listen.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /ā/ sound in words, regardless of the spelling.

Lesson 2 | Reviewing Long *a* Letter Groups

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Kay did not want to **chase** the **strange** cat if it was in **pain**. "I know," she said. "I'll put tasty **bait** in a **cage**." **Kay** **waited**.

When the cat felt **safe** and **ate** the **bait**, she locked the **cage**. The cat could not **escape**! **Kay** knew the cat would be **okay**.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask students about the different ways they saw the /ā/ sound spelled (*ai*, *ay*, and *a_e*). Randomly select a few students to share. Tell students that you will make a chart that shows the different spellings.
- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	ai	ay	a_e
1			
2			
3			

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

th

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.

- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

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Lesson 2 | Reviewing Long *a* Letter Groups

Captain Read More's Words

	ai	ay	a_e
1	pain, bait	Kay	chase, cage, safe, ate, strange
2	waited	okay	escape
3			

- Underline the base words and circle the endings for row 2 or 3 words. Have students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.

Skill Focus: Consonant-Vowel-e (VCe) Syllables

- Point out to students that the word *escape* has two syllables, or chunks.

  When we read the word *escape*, we can break it into two chunks. One way to recognize a chunk in a word is looking for a vowel-consonant-e pattern. You know this pattern! It makes a long vowel sound, like in the words *cake*, *kite*, *bone*, and *cute*. The *e* at the end of these words is silent, but it tells us that the *a*, *i*, *o*, and *u* make long sounds.

- Display the word *escape*. Use a **Think Aloud** to model chunking the word into two parts.

  Let me chunk this word into two parts. First, I'm going to look for the chunk that has a long vowel sound made by vowel-consonant-e. Underline the letters *c*, *a*, *p*, and *e*. **I found a long *a* word spelled *c-a-p-e*. This word makes one chunk, *cape*. Now that I've chunked that part of the word, I'm left with the letters *e* and *s* at the beginning. These make another chunk. I can blend these sounds together to make a chunk that says "es." Finally, I can put these chunks together to make the word *escape*.**

- Tell students to be on the lookout for longer words that have a chunk made up of a long vowel spelled with a vowel-consonant-e.

- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Lesson 2 | Reviewing Long *a* Letter Groups

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 3

Practice Writing Captain Read More's Words

We have been reading stories from Captain Read More with the /ā/ sound. Let's take another look at some of the words we found.

- Display the chart showing some of Captain Read More's words from the passages. Read the words aloud with students.

pain	safe	day	bait	chase
okay	waited	afraid	escape	
exclaimed	maybe			

- Hide the list of words from students and explain that students will work on writing the words.

Now you are going to see how many of Captain Read More's Words you can write. You need to think about the sounds and patterns you hear in the words.

- Have students turn to a new page in their journals and write the letters "ai," "ay," and "a_e" across the top of their page.
- Read the words from the first row to students. Students will write the words under the correct heading on their papers.

pain	**safe**	**day**	**bait**	**chase**

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check their work. Students can place a check beside words that they spelled correctly. If students have spelled a word incorrectly, they should draw a line through it and then write the correct spelling beside it. Have students double-check the word to make sure that it is spelled correctly. Then they should circle the corrected word to remind them that this is a word they need to study.
- Read the words from the second row to students. Students will write the words under the correct heading on their papers.

okay	**waited**	**afraid**	**escape**

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Tell students they will work on Captain Read More's Big Words next.

The last row of words was really tricky. They were Captain Read More's Big Words. Let's try spelling some of Captain Read More's Big Words.

- Have students indicate that they are writing challenging words by drawing a line across their paper. Read the words from the third row to students. Students will write the words under the correct heading on their papers.

exclaimed	maybe

- Use **Team Huddle** to have students check each other's work. Use **Random Reporter** to select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Award team celebration points to teams whose members shared and spelled words.

Sea Monster's Words

- Introduce Sea Monster's Words.

  Now that you have learned Captain Read More's Words, you're going to learn the Sea Monster's Words!

- Display the graphic for the Sea Monster. Explain the Sea Monster and what the Sea Monster's Words are.

  This is the Sea Monster. He's not really a scary monster, but his words can be scary! He keeps track of all the extra-tricky words. They're tricky because they don't make the sounds we expect them to make.

- Display the word "said." Underline the letters "ai." Use a **Think Aloud** to model clarifying the word.

  A lot of the words we have practiced have the letters *ai* making the /ā/ sound. But in this word, we don't hear that sound. This word is *said*. We call that a Sea Monster Word! Have students read the word with you a few times. **I use a little saying to remember this word. The saying is:**

  Said: It's got an *a* and an *i* and I don't know why. Said.

- Teach students the remaining words as applicable. Introduce each word by displaying it on the board and then pointing out the tricky part of the word. Use the following saying for each word:

  Tasty: Take a taste of a *y*. Tasty.

- Have students make a new heading in their journals called "Sea Monster's Words." Have students write the Sea Monster's Words in their journals, double-check the spelling, and circle each word.
- Have partners check each other's work. Randomly select students to share and spell one of the Sea Monster's Words.
- Award team celebration points to teams whose members shared and spelled words.

  Remember, the Sea Monster's Words can be tricky, so you may have to spend extra time learning how to spell them. Do you think you can look at Captain Read

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More's story one more time and find the Sea Monster Words?

- Have students open their Partner Practice Booklets to pages 2 and 3 to find and circle Sea Monster's Words in the passages.

Dictation

- Tell students they will use Captain Read More's and Sea Monster's words in sentences.

  Now that we've practiced words from Captain Read More and the Sea Monster, we're ready to use them in sentences.

- Read the following sentences aloud to students.

  It is okay to be afraid some days.

  Maybe my dog will chase his tail.

- Have students repeat each sentence two or three times and then write it in their journals. Use **Think-Pair-Share** to have students discuss the sentences with their partners. Randomly select students to spell Captain Read More's or the Sea Monster's words as you write the sentence on the board. Make sure students check and correct their work.
- Display the following sentence from Captain Read More's story with mistakes in it.

  I'll put tasty bate in a cayg.

- Read the sentence aloud with students. Use **Team Huddle** to have students discuss changes that need to be made to the sentence. Use **Random Reporter** to select students to share the changes they would make.
- Correct the sentence according to students' suggestions and then have them write it in their journals:
- Award team celebration points to teams whose members successfully spelled words.

My Practice Words

- Students will take all the words they circled in today's lesson and add them onto the page titled "My Practice Words." Students can decide for themselves if they want to add Captain Read More's Big Words to their list.
- Use **Random Reporter** to select some students to share the words they have on their spelling lists.
- **Optional:** If any words appear to be difficult for the whole class, write them on chart paper and post them in a central location.

Lesson 2 | Reviewing Long *a* Letter Groups

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 4

Optional Review

Word Power Review

- If students need additional practice with the sounds and words they reviewed this week, lead students in a review. Following are suggested review activities:
  - Reread Captain Read More's Stories aloud with partners.
  - Partners review and practice the words they circled and placed in their My Practice Words list.
  - Have partners use a timer to see how quickly and accurately they can read Captain Read More's Words and the Sea Monster's Words in their journals.
  - Have partners do a search through their current Targeted Treasure Hunt trade book to find words with the sound patterns they practiced.

Word Games

Instructions for Transformer can be found on page 351 of the Appendix.

- See the appendix for word game directions. Use the following suggested word game(s), another game from the appendix, or a game of your choice.

TRANSFORMER

- Students will play two rounds of the Transformer game. They will use one sheet of paper each for words with long *a* letter groups.
- Have students sit with their partners and take out a blank sheet of paper. Tell students that they will start by transforming words that use the *a_e* pattern.
- Begin with the word *gate* and use the following sequence:

gate game same

- After you have modeled the game to students, let them continue on their own. If students need more guided practice with the game, continue as a group with the following sequence:

sale pale male

- Monitor students as they play the game. When partners have filled the paper, end the game.

- Use **Random Reporter** to select students to share their word list.
- Have students play one more round of the game with a new letter group. Use the first few words of the following word sequence to get students started. Or, use the sequence to play the game as a group.

day	bay	say	hay
ray	tray	stray	stay

- Monitor students as they play the game. When partners have filled the paper, end

the game.

- Use **Random Reporter** to select students to share their word list.
- Award team celebration points to teams whose member read their word lists.
- Remind students to take their word lists home and study them by reading them to family members. Encourage students to try making their own lists at home and bringing them to class. Be sure to display any word lists that students bring from home.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 5

Test

- Use the following items to complete numbers 7–10 during the Day 5 Test in the Targeted Treasure Hunt lesson you are currently teaching.

Skill Questions

10 points each

Listen to the words and meaningful sentences as they are read aloud. Write down the word. You will hear a mix of Captain Read More's Words, the Sea Monster's Words, or Captain Read More's Big Words.

7. way (Do you know the way to the library?)
8. said (Dad said we could go to the park.)
9. cage (The bird slept in a cage.)
10. exclaimed ("Surprise!" Nyla exclaimed.)

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Lesson 3

Reviewing Long *e* Letter Groups

Instructional Objectives

Students will review the long *e* letter groups *ee*, *ea*, and _*y*.

Skill Focus: Compound words

Lesson 3

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for the sound /ē/.

  Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word Treasure	When we see the letter groups *ee*, *ea*, and _*y*, they can make the long *e* sound in words.

Partner Reading SR

- Introduce Captain Read More's Story.

  Captain Read more loves writing stories. He often sends me stories when he needs help with words and his spelling. He wants to share his story and the tricky words he had to spell.

- Have students sit with their partner and open their Partner Practice Booklets to page 4.

  You and your partner are going to read Captain Read More's story together. You'll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use clarifying strategies to help you read those words.

- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.

tps

- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.

- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *sandwiches* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  Let me think about a word I needed to clarify. I clarified the word *sandwiches*. I broke this word into chunks. First, I saw a word I recognized—*sand*. That made one chunk. Then I sounded out the next few sounds—*w-i-ch*—to make the next chunk. I recognize the word *sandwich*. Then I knew that the *es* was an ending. That helped me read *sandwiches*.

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

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Lesson 3 | Reviewing Long *e* Letter Groups

Captain Read More wants you to read his writing one more time and underline all the words that have the /ē/ sound. Can you and your partner work together to find those long *e* words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the long *e* words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /ē/ sound in words, regardless of the spelling.

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Lee wanted to have his friends over for **tea**. He thought that they could **eat** **sweets** and sandwiches. The sandwiches could have **cheese** **between** the bread.

"I can buy some **real** **cream** to pour in the **tea**," **Lee** said. "And we can **eat** by the **creek**."

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask about the sounds in the story.

I think Captain Read More had trouble with these words because the /ē/ sound can be spelled in different ways. I see two ways that the /ē/ sound is spelled in this passage. What are they? Randomly select students to share. **Yes, the /ē/ sound can be spelled with *ee* or *ea*. We can make a chart to help Captain Read More remember how to spell these words. We'll put *ee* words on one side and *ea* words on the other side.**

- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	ee	ea
1		
2		
3		

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

th

- Reread the passage with students one sentence at a time. Stop at the end of each

sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.

- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	ee	ea
1	Lee, cheese, creek	tea, eat, real, cream
2	sweets	
3	between	

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 2

Partner Reading

Yesterday we read a story from Captain Read More with the /ē/ sound. Today, you and your partner are going to read another story from Captain Read More.

- Have students sit with their partner and open their Partner Practice Booklets to page 5. Remind students that they can use clarifying strategies to help them read tricky words.
- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.
- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.
- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *build* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I thought the word *build* was tricky to read, so I tried blending sounds together. As I sounded it out—*b-u-i-l-d*—I thought the *u* sounded funny, but I recognized the word that sounded like *b-i-l-d*. I think the *u* is silent in this word.

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have the /ē/ sound. Can you and your partner work together to find those long *e* words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the long *e* words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /ē/ sound in words, regardless of the spelling.

Lesson 3 | Reviewing Long *e* Letter Groups

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Some people make their own **honey**. They are called **beekeepers** and they raise **bees**.

Beekeepers build **beehives**. They find a **queen** and many worker **bees** to fill the hives.

Bees can be **easy** to **keep**. They **need** **plenty** of flowers **nearby** to visit **daily**.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask students about the different ways they saw the /ē/ sound spelled (*ee*, *ea*, and *_y*). Randomly select a few students to share. Tell students that you will make a chart that shows the different spellings.
- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	ee	ea	_y
1			
2			
3			

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

th

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.

- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

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Lesson 3 | Reviewing Long *e* Letter Groups

Captain Read More's Words

	ee	ea	_y
1	queen, keep, need		
2	bees	easy	honey, many, daily
3	beekeepers, beehives	nearby	

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 3

Practice Writing Captain Read More's Words

We have been reading stories from Captain Read More with the /ē/ sound. Let's take another look at some of the words we found.

- Display the chart showing some of Captain Read More's words from the passages. Read the words aloud with students.

cheese	eat	tea	cream	queen
many	honey	sweets	easy	bees
between	nearby	beekeepers	beehives	

- Hide the list of words from students and explain that students will work on writing the words.

Now you are going to see how many of Captain Read More's Words you can write. You need to think about the sounds and patterns you hear in the words.

- Have students turn to a new page in their journals and write the letters "ee", "ea", and "_y" across the top of their page.
- Read the words from the first row to students. Students will write the words under the correct heading on their papers

cheese	**eat**	**tea**	**cream**	**queen**

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check their work. Students can place a check beside words that they spelled correctly. If students have spelled a word incorrectly, they should draw a line through it and then write the correct spelling beside it. Have students double-check the word to make sure that it is spelled correctly. Then they should circle the corrected word to remind them that this is a word they need to study.
- Read the words from the second row to students. Students will write the words under the correct heading on their papers.

many	**honey**	**sweets**	**easy**	**bees**

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Tell students they will work on Captain Read More's Big Words next.

The last row of words was really tricky. They were Captain Read More's Big Words. Let's try spelling some of Captain Read More's Big Words.

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Lesson 3 | Reviewing Long *e* Letter Groups

- Have students indicate that they are writing challenging words by drawing a line across their paper. Read the words from the third row to students. Students will write the words under the correct heading on their papers.

between	nearby	beekeepers	beehives

- Use **Team Huddle** to have students check each other's work. Use **Random Reporter** to select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Award team celebration points to teams whose members shared and spelled words.

Sea Monster's Words

- Introduce Sea Monster's Words.

  Now that you have learned Captain Read More's Words, you're going to learn the Sea Monster's Words!

- Display the graphic for the Sea Monster. Explain the Sea Monster and what the Sea Monster's Words are.

  This is the Sea Monster. He's not really a scary monster, but his words can be scary! He keeps track of all the extra-tricky words. They're tricky because they don't make the sounds we expect them to make.

- Display the word *bread*. Underline the letters *ea*. Use a **Think Aloud** to model clarifying the word.

  A lot of the words we have practiced have the letters *ea* making the /ē/ sound. But in this word, we don't hear that sound. This word is *bread*. Have students read the word with you a few times. **I use a little saying to remember this word. The saying is:**

  Bread has an *a* and that's okay.

- Teach students the remaining words as applicable. Introduce each word by displaying it on the board and then pointing out the tricky part of the word. Use the following saying for each word:

  We: One *e* for *we* is all we need. We.

  People: *People* has an *o* and that's all you need to know. People.

  Be: One *e* for *be* is all we need. Be.

- Have students turn to a new page in their journals, or start a new list, and write the Sea Monster's Words, double-check the spelling, and circle each word.
- Have partners check each other's work. Randomly select students to share and spell one of the Sea Monster's Words.
- Award team celebration points to teams whose members shared and spelled words.

Remember, the Sea Monster's Words can be tricky, so you may have to spend extra time learning how to spell them. Do you think you can look at Captain Read More's story one more time and find the Sea Monster Words?

- Have students open their Partner Practice Booklets to pages 4 and 5 to find and circle Sea Monster's Words in the passages.

Dictation

- Tell students they will use Captain Read More's and Sea Monster's words in sentences.

  Now that we've practiced words from Captain Read More and the Sea Monster, we're ready to use them in sentences.

- Read the following sentences aloud to students.

  Bees make honey in beehives.

  The queen drinks tea daily.

- Have students repeat each sentence two or three times and then write it in their journals. Use **Think-Pair-Share** to have students discuss the sentences with their partners. Randomly select students to spell Captain Read More's or the Sea Monster's words as you write the sentence on the board. Make sure students check and correct their work.
- Display the following sentence from Captain Read More's story with mistakes in it.

  They could eet sweats and sandwiches.

- Read the sentence aloud with students. Use **Team Huddle** to have students discuss changes that need to be made to the sentence. Use **Random Reporter** to select students to share the changes they would make.
- Correct the sentence according to students' suggestions and then have them write it in their journals:
- Award team celebration points to teams whose members successfully spelled words.

My Practice Words

- Students will take all the words they circled in today's lesson and add them onto the page titled "My Practice Words." Students can decide for themselves if they want to add Captain Read More's Big Words to their list.
- Use **Random Reporter** to select some students to share the words they have on their spelling lists.
- **Optional:** If any words appear to be difficult for the whole class, write them on chart paper and post them in a central location.

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Lesson 3 | Reviewing Long *e* Letter Groups

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 4

Optional Review

Word Power Review

- If students need additional practice with the sounds and words they reviewed this week, lead students in a review. Following are suggested review activities:
  - Reread Captain Read More's Stories aloud with partners.
  - Partners review and practice the words they circled and placed in their My Practice Words list.
  - Have partners use a timer to see how quickly and accurately they can read Captain Read More's Words and the Sea Monster's Words in their journals.
  - Have partners do a search through their current Targeted Treasure Hunt trade book to find words with the sound patterns they practiced.

Word Games

Instructions for Transformer can be found on page 351 of the Appendix.

- See the appendix for word game directions. Use the following suggested word game(s) or another game from the appendix.

TRANSFORMER

- Students will play two rounds of the Transformer game. They will use one sheet of paper each for words with long *e*. The students will also need a piece of paper to play a different game for words with _*y*.
- Have students sit with their partners and take out a blank sheet of paper. Tell students that they will start by transforming words that use the *ee* pattern.
- Begin with the word *tree* and use the following sequence:

tree see seen

- After you have modeled the game to students, let them continue on their own. If students need more guided practice with the game, continue as a group with the following sequence:

seed feed feel

- Monitor students as they play the game. When partners have filled the paper, end the game.
- Use **Random Reporter** to select students to share their word list.
- Have students play one more round of the game with a new letter group. Use the first few words of the following word sequence to get students started. Or, use the sequence to play the game as a group.

bean	lean	leap	leak
bead	read	real	beak

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Lesson 3 | Reviewing Long *e* Letter Groups

- Tell students that they will work with words that use _*y* to make the /ē/ sound in a different way. Write each of the words on the board and have the students write them on their papers.

silly	happy	puppy	funny
rainy	angry	heavy	goofy

- Monitor students as they play the game. When partners have filled the paper, end the game.
- Use **Random Reporter** to select students to share their word list.
- Award team celebration points to teams whose member read their word lists.
- Remind students to take their word lists home and study them by reading them to family members. Encourage students to try making their own lists at home and bringing them to class. Be sure to display any word lists that students bring from home.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 5

Test

- Use the following items to complete numbers 7–10 during the Day 5 Test in the Targeted Treasure Hunt lesson you are currently teaching.

Skill Questions

10 points each

Listen to the words and meaningful sentences as they are read aloud. Write down the word. You will hear a mix of Captain Read More's Words, the Sea Monster's Words, or Captain Read More's Big Words.

7. cream (I put cream in my coffee.)
8. between (Sally sat between her brothers in the car.)
9. bread (Take out two pieces of bread.)
10. honey (The bear eats honey.)

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Lesson 4

Reviewing Long *i* Letter Groups

Instructional Objectives

Students will review the long *i* letter groups *i_e*, *ie*, *igh*, and *_y*.

Lesson 4

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for the sound /ī/.

  Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word Treasure	When we see the letter groups *i_e*, *ie*, *igh*, and *_y*, they can make the long *i* sound in words.

Partner Reading SR

- Introduce Captain Read More's Story.

  Captain Read more loves writing stories. He often sends me stories when he needs help with words and his spelling. He wants to share his story and the tricky words he had to spell.

- Have students sit with their partner and open their Partner Practice Booklets to page 6.

  You and your partner are going to read Captain Read More's story together. You'll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use clarifying strategies to help you read those words.

- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.

tps

- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.

- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *handlebars* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I needed to clarify the word *handlebars* while I read this story. I decided to break it into chunks. First, I looked for word parts I could recognize. I saw the words *hand* and *bars* in the word, so I knew those were chunks. I blended *hand* and *le* to make the word *handle*. Then I blended the whole word, *handlebars*.

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and

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underline all the words that have the /ī/ sound. Can you and your partner work together to find those long *i* words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the long *i* words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /ī/ sound in words, regardless of the spelling.

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

As soon as it was **light**, **Mike** wanted to **ride** his **bike**. It was a **nice** day and the sun was **shining**.

Mike held the handlebars **tight** as he turned to the **right** onto his street. He let out a **sigh** of **delight** as he rode his **bike** for a long **time**.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask about the sounds in the story.

  I think Captain Read More had trouble with these words because the /ī/ sound can be spelled in different ways. I see two ways that the /ī/ sound is spelled in this passage. What are they? Randomly select students to share. **Yes, the /ī/ sound can be spelled with *igh* or *i_e*. We can make a chart to help Captain Read More remember how to spell these words. We'll put *igh* words on one side and *i_e* words on the other side.**

- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	igh	i_e
1		
2		
3		

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

th

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the

sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.

- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	igh	i_e
1	light, tight, right, sigh	Mike, ride, bike, nice, time
2	delight	shining
3		

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have students do the same in their Partner Practice Booklets. Remind students that the base word of *shining* isn't *shin*, it is *shine*. Point out, as needed, that the *e* is dropped when the *-ing* ending is added. Write the base word next to the chart. Have the students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 2

Partner Reading

Yesterday we read a story from Captain Read More with the /ī/ sound. Today, you and your partner are going to read another story from Captain Read More.

- Have students sit with their partner and open their Partner Practice Booklets to page 7. Remind students that they can use clarifying strategies to help them read tricky words.
- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.
- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.
- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *decided* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  A word I needed to clarify while I was reading was *decided*. First I tried sounding it out—*d-e-c-i-d-e-d*. As I said it faster, it sounded close to a word I recognized. I made the *c* make the /k/ sound and that did not sound like a word I knew. Then I made the *c* make the /s/ sound and I recognized the word *decide*. Add the *–ed* ending to make it *decided*.

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have the /ī/ sound. Can you and your partner work together to find those long *i* words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the long *i* words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /ī/ sound in words, regardless of the spelling.

Lesson 4 | Reviewing Long *i* Letter Groups

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

My friends and I wanted to have a picnic at **night**. We **decided** to have it **tonight**. **Dwight** said he would buy a **pie**. I said we could **fly** **kites** in the **moonlight**. But my best friend was **frightened**. She **cried**. "**Dry** your eyes," I said. We'll be **fine** in the backyard!

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask students about the different ways they saw the /ī/ sound spelled (*igh*, *i_e*, *ie*, and *_y*). Randomly select a few students to share. Tell students that you will make a chart that shows the different spellings.
- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	igh	i_e	ie	_y
1				
2				
3				

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

th

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.

- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

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Lesson 4 | Reviewing Long *i* Letter Groups

Captain Read More's Words

	igh	i_e	ie	_y
1	night, Dwight	fine	pie	my, fly, dry
2		kites	cried	
3	tonight, frightened, moonlight	decided		

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have the students do the same in their Partner Practice Booklets. Remind students that the base word of *cried* isn't *cri*, it is *cry*. Point out as needed that the long *i* sound *_y* becomes *ie* when the *–ed* ending is added. Write the base word next to the chart. Have the students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 3

Practice Writing Captain Read More's Words

We have been reading stories from Captain Read More with the /ī/ sound. Let's take another look at some of the words we found.

- Display the chart showing some of Captain Read More's words from the passages. Read the words aloud with students.

sigh	pie	time	fly	right
kites	cried	shining		
decided	tonight	frightened	delight	moonlight

- Hide the list of words from students and explain that students will work on writing the words.

Now you are going to see how many of Captain Read More's Words you can write. You need to think about the sounds and patterns you hear in the words.

- Have students turn to a new page in their journals and write the letters "igh," "i_e," "ie," and "_y" across the top of their page.
- Read the words from the first row to students. Students will write the words under the correct heading on their papers

sigh	pie	time	fly	right

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check their work. Students can place a check beside words that they spelled correctly. If students have spelled a word incorrectly, they should draw a line through it and then write the correct spelling beside it. Have students double-check the word to make sure that it is spelled correctly. Then they should circle the corrected word to remind them that this is a word they need to study.
- Read the words from the second row to students. Students will write the words under the correct heading on their papers.

kites	cried	shining

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Tell students they will work on Captain Read More's Big Words next.

The last row of words was really tricky. They were Captain Read More's Big Words. Let's try spelling some of Captain Read More's Big Words.

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- Have students indicate that they are writing challenging words by drawing a line across their paper. Read the words from the third row to students. Students will write the words under the correct heading on their papers.

decided	tonight	frightened	delight	moonlight

- Use **Team Huddle** to have students check each other's work. Use **Random Reporter** to select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Award team celebration points to teams whose members shared and spelled words.

Sea Monster's Words

- Introduce Sea Monster's Words.

  Now that you have learned Captain Read More's Words, you're going to learn the Sea Monster's Words!

- Display the graphic for the Sea Monster. Explain the Sea Monster and what the Sea Monster's Words are.

  This is the Sea Monster. He's not really a scary monster, but his words can be scary! He keeps track of all the extra-tricky words. They're tricky because they don't make the sounds we expect them to make.

- Display the word *I*. Underline the letter *I*. Use a **Think Aloud** to model clarifying the word.

  A lot of the words we have practiced have long /ī/ sounds. But in this word, this sound isn't spelled in one of the ways we practiced. It only uses one letter—*i*—to make the long /ī/ sound. We call that a Sea Monster Word! Have students read the word with you a few times. **I use a little saying to remember this word. The saying is:**

  I can spell *I* with one big *I*. I

- Teach students the remaining words as applicable. Introduce each word by displaying it on the board and then pointing out the tricky part of the word. Use the following saying for each word:

  Buy: *Buy* with a *u* means something new! Buy.

  Eyes: I need an *e-y-e* so I can see. Add an *s*—that's *eyes*. Eyes.

- Have students turn to a new page in their journals, or start a new list, and write the Sea Monster's Words, double-check the spelling, and circle each word.
- Have partners check each other's work. Randomly select students to share and spell one of the Sea Monster's Words.
- Award team celebration points to teams whose members shared and spelled words.

  Remember, the Sea Monster's Words can be tricky, so you may have to spend

extra time learning how to spell them. Do you think you can look at Captain Read More's story one more time and find the Sea Monster Words?

- Have students open their Partner Practice Booklets to pages 6 and 7 to find and circle Sea Monster's Words in the passages.

Dictation

- Tell students they will use Captain Read More's and Sea Monster's words in sentences.

  Now that we've practiced words from Captain Read More and the Sea Monster, we're ready to use them in sentences.

- Read the following sentences aloud to students.

  The sun isn't <u>shining</u> at <u>night</u>.

  It's <u>nice</u> to <u>ride</u> a <u>bike</u> and <u>fly</u> a <u>kite</u>.

- Have students repeat each sentence two or three times and then write it in their journals. Use **Think-Pair-Share** to have students discuss the sentences with their partners. Randomly select students to spell Captain Read More's or the Sea Monster's words as you write the sentence on the board. Make sure students check and correct their work.
- Display the following sentence from Captain Read More's story with mistakes in it.

  Dwight said he would <u>bie</u> a <u>pigh</u>.

- Read the sentence aloud with students. Use **Team Huddle** to have students discuss changes that need to be made to the sentence. Use **Random Reporter** to select students to share the changes they would make.
- Correct the sentence according to students' suggestions and then have them write it in their journals:
- Award team celebration points to teams whose members successfully spelled words.

My Practice Words

- Students will take all the words they circled in today's lesson and add them onto the page titled "My Practice Words." Students can decide for themselves if they want to add Captain Read More's Big Words to their list.
- Use **Random Reporter** to select some students to share the words they have on their spelling lists.
- **Optional:** If any words appear to be difficult for the whole class, write them on chart paper and post them in a central location.

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Lesson 4 | Reviewing Long *i* Letter Groups

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 4

Optional Review

Word Power Review

- If students need additional practice with the sounds and words they reviewed this week, lead students in a review. Following are suggested review activities:
  - Reread Captain Read More's Stories aloud with partners.
  - Partners review and practice the words they circled and placed in their My Practice Words list.
  - Have partners use a timer to see how quickly and accurately they can read Captain Read More's Words and the Sea Monster's Words in their journals.
  - Have partners do a search through their current Targeted Treasure Hunt trade book to find words with the sound patterns they practiced.

Word Games

Instructions for Transformer can be found on page 351 of the Appendix.

- See the appendix for word game directions. Use the following suggested word game(s) or another game from the appendix.

TRANSFORMER

- Students will play two rounds of the Transformer game. They will use one sheet of paper each for words with long *i*.
- Have students sit with their partners and take out a blank sheet of paper. Tell students that they will start by transforming words that use the *igh* pattern.
- Begin with the word *sight* and use the following sequence:

sight right light

- After you have modeled the game to students, let them continue on their own. If students need more guided practice with the game, continue as a group with the following sequence:

might night fight

- Monitor students as they play the game. When partners have filled the paper, end the game.

- Use **Random Reporter** to select students to share their word list.
- Have students play one more round of the game with a new letter group. Use the first few words of the following word sequence to get students started. Or, use the sequence to play the game as a group.

time tide ride side
hide bike like

pie die tie lie

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Lesson 4 | Reviewing Long *i* Letter Groups

try	cry	fry	fly
sly	sky	shy	

- Monitor students as they play the game. When partners have filled the paper, end the game.
- Use **Random Reporter** to select students to share their word list.
- Award team celebration points to teams whose member read their word lists.
- Remind students to take their word lists home and study them by reading them to family members. Encourage students to try making their own lists at home and bringing them to class. Be sure to display any word lists that students bring from home.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 5

Test

- Use the following items to complete numbers 7–10 during the Day 5 Test in the Targeted Treasure Hunt lesson you are currently teaching.

Skill Questions

10 points each

Listen to the words and meaningful sentences as they are read aloud. Write down the word. You will hear a mix of Captain Read More's Words, the Sea Monster's Words, or Captain Read More's Big Words.

7. eyes (You see with your eyes.)
8. cries (The baby cries when she is hungry.)
9. bike (Ride your bike to school.)
10. tonight (Let's watch a movie tonight.)

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Lesson 5

Reviewing Long *o* Letter Groups

Instructional Objectives

Students will review the long *o* letter groups *o_e*, *ow* (snow), *oa*, and *oe*.

Lesson 5

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for the sound /ō/.

  Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word Treasure	When we see the letter groups *o_e*, *ow* (snow), *oa*, and *oe*, they can make the long *o* sound in words.

Partner Reading SR

- Introduce Captain Read More's Story.

  Captain Read more loves writing stories. He often sends me stories when he needs help with words and his spelling. He wants to share his story and the tricky words he had to spell.

- Have students sit with their partner and open their Partner Practice Booklets to page 8.

  You and your partner are going to read Captain Read More's story together. You'll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use clarifying strategies to help you read those words.

- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.

tps

- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.

- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *visited* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I needed to clarify the word *visited* when I read it. First, I noticed an ending of –*ed*. Then I recognized the word *sit* in the word, so I knew I had a chunk there. Then I blended the sounds and chunks I saw together—*vi/sit/ed*.

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have the /ō/ sound. Can you and your partner work together to find

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those long *o* words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the long *o* words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /ō/ sound in words, regardless of the spelling.

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

My friend **Joan** lives on the **coast** and has a **boat**. She **showed** me her **boat** when I visited.

You have to **row** the **boat** to go places on the water. **Rowing** a **boat** is **slow**, so you need to eat a big **bowl** of **oatmeal** for energy.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask about the sounds in the story.

  I think Captain Read More had trouble with these words because the /ō/ sound can be spelled in different ways. I see two ways that the /ō/ sound is spelled in this passage. What are they? Randomly select students to share. **Yes, the /ō/ sound can be spelled with *ow* or *oa*. We can make a chart to help Captain Read More remember how to spell these words. We'll put *ow* words on one side and *oa* words on the other side.**

- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	ow	oa
1		
2		
3		

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

th

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the

sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.

- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	ow	oa
1	row, slow, bowl	Joan, coast, boat
2	showed, rowing	
3		oatmeal

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 2

Partner Reading

Yesterday we read a story from Captain Read More with the /ō/ sound. Today, you and your partner are going to read another story from Captain Read More.

- Have students sit with their partner and open their Partner Practice Booklets to page 8. Remind students that they can use clarifying strategies to help them read tricky words.
- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.
- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.
- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *tomorrow* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I needed to clarify this big word, *tomorrow*. First, I looked for a word or chunk I could recognize and I found the word *row*. But then I needed to sound out the other parts of the word. It didn't sound like a word I recognized when I said *tom-or-row*. I thought about the sounds and tried *to-mor-row*, and that was a word I recognized.

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have the /ō/ sound. Can you and your partner work together to find those long *o* words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the long *o* words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /ō/ sound in words, regardless of the spelling.

Lesson 5 | Reviewing Long *o* Letter Groups

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

"Oh no! I **broke** my **toe** on a **stone**!" **Joe** **moaned**. "How will I make a **goal** **tomorrow**?"

Joe's mom **spoke** with his **coach** on the **phone**. She said to rest his foot on a **pillow** and not **tiptoe** around the **home**.

"I **hope** you feel better soon!" she said.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask students about the different ways they saw the /ō/ sound spelled (*ow*, *oa*, *o_e*, and *oe*). Randomly select a few students to share. Tell students that you will make a chart that shows the different spellings.
- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	ow	oa	o_e	oe
1				
2				
3				

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

th

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.

- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

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Lesson 5 | Reviewing Long *o* Letter Groups

Captain Read More's Words

	ow	oa	o_e	oe
1		goal, coach	broke, stone, spoke, phone, home, hope	toe, Joe
2	pillow	moaned		
3	tomorrow			tiptoe

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have the students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 3

Practice Writing Captain Read More's Words

We have been reading stories from Captain Read More with the /ō/ sound. Let's take another look at some of the words we found.

- Display the chart showing some of Captain Read More's words from the passages. Read the words aloud with students.

home	show	coach	toe	boat
rowing	showed	moaned	pillow	
oatmeal	tomorrow	tiptoe		

- Hide the list of words from students and explain that students will work on writing the words.

Now you are going to see how many of Captain Read More's Words you can write. You need to think about the sounds and patterns you hear in the words.

- Have students turn to a new page in their journals and write the letters "ow," "oa," "o_e," and "oe" across the top of their page.
- Read the words from the first row to students. Students will write the words under the correct heading on their papers

home	**show**	**coach**	**toe**	**boat**

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check their work. Students can place a check beside words that they spelled correctly. If students have spelled a word incorrectly, they should draw a line through it and then write the correct spelling beside it. Have students double-check the word to make sure that it is spelled correctly. Then they should circle the corrected word to remind them that this is a word they need to study.
- Read the words from the second row to students. Students will write the words under the correct heading on their papers.

rowing	**showed**	**moaned**	**pillow**

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Tell students they will work on Captain Read More's Big Words next.

The last row of words was really tricky. They were Captain Read More's Big Words. Let's try spelling some of Captain Read More's Big Words.

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- Have students indicate that they are writing challenging words by drawing a line across their paper. Read the words from the third row to students. Students will write the words under the correct heading on their papers.

oatmeal	tomorrow	tiptoe

- Use **Team Huddle** to have students check each other's work. Use **Random Reporter** to select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Award team celebration points to teams whose members shared and spelled words.

Sea Monster's Words

- Introduce Sea Monster's Words.

  Now that you have learned Captain Read More's Words, you're going to learn the Sea Monster's Words!

- Display the graphic for the Sea Monster. Explain the Sea Monster and what the Sea Monster's Words are.

  This is the Sea Monster. He's not really a scary monster, but his words can be scary! He keeps track of all the extra-tricky words. They're tricky because they don't make the sounds we expect them to make.

- Display the word *go*. Underline the letter *o*. Use a **Think Aloud** to model clarifying the word.

  A lot of the words we have practiced make the /ō/ sound with certain patterns. But this word makes that sound without a pattern. We call that a Sea Monster Word! Have students read the word with you a few times. **I use a little saying to remember this word. The saying is:**

  Go! Go! Go! One *o* don't you know? Go.

- Teach students the remaining words as applicable. Introduce each word by displaying it on the board and then pointing out the tricky part of the word. Use the following saying for each word:

  So: I know, I know, so has one *o*. So.

  Oh: Oh! Oh! Oh! One *o* don't you know? Oh.

  No: There is no need for more than an *o* in *no*! No.

- Have students turn to a new page in their journals, or start a new list, and write the Sea Monster's Words, double-check the spelling, and circle each word.
- Have partners check each other's work. Randomly select students to share and spell one of the Sea Monster's Words.

- Award team celebration points to teams whose members shared and spelled words.

  Remember, the Sea Monster's Words can be tricky, so you may have to spend extra time learning how to spell them. Do you think you can look at Captain Read More's story one more time and find the Sea Monster Words?

- Have students open their Partner Practice Booklets to pages 8 and 9 to find and circle Sea Monster's Words in the passages.

Dictation

- Tell students they will use Captain Read More's and Sea Monster's words in sentences.

  Now that we've practiced words from Captain Read More and the Sea Monster, we're ready to use them in sentences.

- Read the following sentences aloud to students.

  I <u>showed</u> my <u>coach</u> my soccer skills.

  She was <u>rowing</u> her <u>boat</u> in the water.

- Have students repeat each sentence two or three times and then write it in their journals. Use **Think-Pair-Share** to have students discuss the sentences with their partners. Randomly select students to spell Captain Read More's or the Sea Monster's words as you write the sentence on the board. Make sure students check and correct their work.
- Display the following sentence from Captain Read More's story with mistakes in it.

  "I broke my <u>toa</u> on a <u>stown</u>!" Joe <u>moned</u>.

- Read the sentence aloud with students. Use **Team Huddle** to have students discuss changes that need to be made to the sentence. Use **Random Reporter** to select students to share the changes they would make.
- Correct the sentence according to students' suggestions and then have them write it in their journals:
- Award team celebration points to teams whose members successfully spelled words.

My Practice Words

- Students will take all the words they circled in today's lesson and add them onto the page titled "My Practice Words." Students can decide for themselves if they want to add Captain Read More's Big Words to their list.
- Use **Random Reporter** to select some students to share the words they have on their spelling lists.
- **Optional:** If any words appear to be difficult for the whole class, write them on chart paper and post them in a central location.

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Lesson 5 | Reviewing Long *o* Letter Groups

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 4

Optional Review

Word Power Review

- If students need additional practice with the sounds and words they reviewed this week, lead students in a review. Following are suggested review activities:
  - Reread Captain Read More's Stories aloud with partners.
  - Partners review and practice the words they circled and placed in their My Practice Words list.
  - Have partners use a timer to see how quickly and accurately they can read Captain Read More's Words and the Sea Monster's Words in their journals.
  - Have partners do a search through their current Targeted Treasure Hunt trade book to find words with the sound patterns they practiced.

Word Games

Instructions for Letter Lotto can be found on page 353 of the Appendix.

- See the appendix for word game directions. Use the following suggested word game(s) or another game from the appendix.

LETTER LOTTO

- Students will play two rounds of the Letter Lotto game. Have students play Letter Lotto with the grapheme *oa*.
- Students will write the letters "oa" five times on a sheet of paper. Write the following letters on the board for students to copy onto their papers.
  - Left column: **r, g, c, f, s**
  - Right column: **t, l, d, p, m**
- Monitor students as they play the game. When partners have filled the paper, end the game.
- Use **Random Reporter** to select students to share their word list.
- Have students play one more round of the game by changing the letters in the left and right columns.
  - Left column: **t, l, r, s, c**
  - Right column: **n, k, d, l, t**
- Monitor students as they play the game. When partners have filled the paper, end the game.
- Use **Random Reporter** to select students to share their word list.
- Award team celebration points to teams whose member read their word lists.
- Remind students to take their word lists home and study them by reading them to family members. Encourage students to try making their own lists at home and bringing them to class. Be sure to display any word lists that students bring from home.

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Lesson 5 | Reviewing Long *o* Letter Groups

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 5

Test

- Use the following items to complete numbers 7–10 during the Day 5 Test in the Targeted Treasure Hunt lesson you are currently teaching.

Skill Questions

10 points each

Listen to the words and meaningful sentences as they are read aloud. Write down the word. You will hear a mix of Captain Read More's Words, the Sea Monster's Words, or Captain Read More's Big Words.

7. toe (She stubbed her toe on the tree root.)
8. broke (Jim broke his arm when he fell.)
9. oatmeal (I ate oatmeal for breakfast.)
10. rowing (It was hard work rowing the boat.)

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Lesson 6

Reviewing Long *u* Letter Groups

Instructional Objectives

Students will review the long *u* letter groups *u_e*, *oo* (moon), *ue*, and *ew*.

Lesson 6

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for the sound /ū/.

  Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word Treasure	When we see the letter groups *u_e*, *oo* (moon), *ue*, and *ew*, they can make the long *u* sound in words.

Partner Reading SR

- Introduce Captain Read More's Story.

  Captain Read more loves writing stories. He often sends me stories when he needs help with words and his spelling. He wants to share his story and the tricky words he had to spell.

- Have students sit with their partner and open their Partner Practice Booklets to page 10.

  You and your partner are going to read Captain Read More's story together. You'll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use clarifying strategies to help you read those words.

- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.

tps

- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.

- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *balloon* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  Let me think about a word I needed to clarify while I read. I clarified the word *balloon*. I wasn't sure how to chunk it. First, I tried saying *ball/oon*, but that didn't seem right when I said it out loud. Next I tried chunking it between the two *l*s—*bal/loon*. This sounded more familiar.

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and

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underline all the words that have the /ū/ sound. Can you and your partner work together to find those long *u* words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the long *u* words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /ū/ sound in words, regardless of the spelling.

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Andrew took a trip to the **zoo**. He wanted to see the **newest** baby **baboon**. He also **drew** the **kangaroos**.

Then he bought a **balloon** and found a **cool** spot to sit. The balloon string was **too** **smooth** and it **flew** out of his hand when the wind **blew**.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask about the sounds in the story.

  I think Captain Read More had trouble with these words because the /ū/ sound can be spelled in different ways. I see two ways that the /ū/ sound is spelled in this passage. What are they? Randomly select students to share. **Yes, the /ū/ sound can be spelled with *oo* or *ew*. We can make a chart to help Captain Read More remember how to spell these words. We'll put *oo* words on one side and *ew* words on the other side.**

- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	oo	ew
1		
2		
3		

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

th

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the

sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.

- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	oo	ew
1	zoo, cool, too, smooth	drew, flew, blew
2	baboon	newest, Andrew
3	kangaroos, balloon	

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 2

Partner Reading

Yesterday we read a story from Captain Read More with the /ū/ sound. Today, you and your partner are going to read another story from Captain Read More.

- Have students sit with their partner and open their Partner Practice Booklets to page 11. Remind students that they can use clarifying strategies to help them read tricky words.
- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.
- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.
- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *continued* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  A word I needed to clarify while I was reading this story was *continued*. It's a long word! First, I saw that there was an ending, –*ed*. Then I worked on chunking the word into parts. One part made a word I recognized—*tin*. So I tried *con/tin/ued*.

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have the /ū/ sound. Can you and your partner work together to find those long *u* words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the long *u* words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /ū/ sound in words, regardless of the spelling.

Lesson 6 | Reviewing Long *u* Letter Groups

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Luke thought **Sue** was **rude** for **using** all his **glue**.
"You always **use** my things!" he **fumed**.
"You **knew** I needed it for **school**!" Sue **argued**.
They **continued** fighting until they called a **truce**.
Luke let **Sue** **choose** a **few** **tools** to make her **statue**.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask students about the different ways they saw the /ū/ sound spelled (*oo*, *ew*, *u_e*, and *ue*). Randomly select a few students to share. Tell students that you will make a chart that shows the different spellings.
- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	oo	ew	u_e	ue
1				
2				
3				

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

th

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.
- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

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Lesson 6 | Reviewing Long *u* Letter Groups

Captain Read More's Words

	oo	ew	u_e	ue
1	school, choose	knew, few	Luke, rude, use, truce	Sue, glue
2	tools		using, fumed	statue
3				argued, continued

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have the students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 3

Practice Writing Captain Read More's Words

We have been reading stories from Captain Read More with the /ū/ sound. Let's take another look at some of the words we found.

- Display the chart showing some of Captain Read More's words from the passages. Read the words aloud with students.

cool	flew	glue	rude	choose
newest	tools	fumed	using	statue
kangaroos	balloon	argued	continued	

- Hide the list of words from students and explain that students will work on writing the words.

Now you are going to see how many of Captain Read More's Words you can write. You need to think about the sounds and patterns you hear in the words.

- Have students turn to a new page in their journals and write the letters "oo," "ew," "u_e," and "ue" across the top of their page.
- Read the words from the first row to students. Students will write the words under the correct heading on their papers

cool	flew	glue	rude	choose

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check their work. Students can place a check beside words that they spelled correctly. If students have spelled a word incorrectly, they should draw a line through it and then write the correct spelling beside it. Have students double-check the word to make sure that it is spelled correctly. Then they should circle the corrected word to remind them that this is a word they need to study.
- Read the words from the second row to students. Students will write the words under the correct heading on their papers.

newest	tools	fumed	using	statue

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Tell students they will work on Captain Read More's Big Words next.

The last row of words was really tricky. They were Captain Read More's Big Words. Let's try spelling some of Captain Read More's Big Words.

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- Have students indicate that they are writing challenging words by drawing a line across their paper. Read the words from the third row to students. Students will write the words under the correct heading on their papers.

kangaroos	balloon	argued	continued

- Use **Team Huddle** to have students check each other's work. Use **Random Reporter** to select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Award team celebration points to teams whose members shared and spelled words.

Sea Monster's Words

- Introduce Sea Monster's Words.

  Now that you have learned Captain Read More's Words, you're going to learn the Sea Monster's Words!

- Display the graphic for the Sea Monster. Explain the Sea Monster and what the Sea Monster's Words are.

  This is the Sea Monster. He's not really a scary monster, but his words can be scary! He keeps track of all the extra-tricky words. They're tricky because they don't make the sounds we expect them to make.

- Display the word *took*. Underline the letters *oo*. Use a **Think Aloud** to model clarifying the word.

  A lot of the words we have practiced make the /ū/ sound. But in this word, we don't hear that sound. This word is *took*. This is tricky because we read a lot of words with *oo* that make the /ū/ sound. The letters *oo* can make two different sounds, like *moon* and *book*. Have students read the word with you a few times. **We'll add this to the list because we need to remember that *oo* can make two sounds.**

- Teach students the remaining words as applicable. Introduce each word by displaying it on the board and then pointing out the tricky part of the word. Use the following saying for each word:

  To: Other to? One *o* will do. To.

  You: You can spell *you* with an *o* and a *u*. You.

- Have students turn to a new page in their journals, or start a new list, and write the Sea Monster's Words, double-check the spelling, and circle each word.
- Have partners check each other's work. Randomly select students to share and spell one of the Sea Monster's Words.
- Award team celebration points to teams whose members shared and spelled words.

  Remember, the Sea Monster's Words can be tricky, so you may have to spend extra time learning how to spell them. Do you think you can look at Captain Read

More's story one more time and find the Sea Monster Words?

- Have students open their Partner Practice Booklets to pages 10 and 11 to find and circle Sea Monster's Words in the passages.

Dictation

- Tell students they will use Captain Read More's and Sea Monster's words in sentences.

  Now that we've practiced words from Captain Read More and the Sea Monster, we're ready to use them in sentences.

- Read the following sentences aloud to students.

  She blew up a new balloon.

  Luke used tools in his room.

- Have students repeat each sentence two or three times and then write it in their journals. Use **Think-Pair-Share** to have students discuss the sentences with their partners. Randomly select students to spell Captain Read More's or the Sea Monster's words as you write the sentence on the board. Make sure students check and correct their work.
- Display the following sentence from Captain Read More's story with mistakes in it.

  "You knoo I needed it for schule!" Sue argued.

- Read the sentence aloud with students. Use **Team Huddle** to have students discuss changes that need to be made to the sentence. Use **Random Reporter** to select students to share the changes they would make.
- Correct the sentence according to students' suggestions and then have them write it in their journals:
- Award team celebration points to teams whose members successfully spelled words.

My Practice Words

- Students will take all the words they circled in today's lesson and add them onto the page titled "My Practice Words." Students can decide for themselves if they want to add Captain Read More's Big Words to their list.
- Use **Random Reporter** to select some students to share the words they have on their spelling lists.
- **Optional:** If any words appear to be difficult for the whole class, write them on chart paper and post them in a central location.

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Lesson 6 | Reviewing Long *u* Letter Groups

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 4

Optional Review

Word Power Review

- If students need additional practice with the sounds and words they reviewed this week, lead students in a review. Following are suggested review activities:
  - Reread Captain Read More's Stories aloud with partners.
  - Partners review and practice the words they circled and placed in their My Practice Words list.
  - Have partners use a timer to see how quickly and accurately they can read Captain Read More's Words and the Sea Monster's Words in their journals.
  - Have partners do a search through their current Targeted Treasure Hunt trade book to find words with the sound patterns they practiced.

Word Games

Instructions for Transformer and Letter Lotto can be found on pages 351–353 of the Appendix.

- See the appendix for word game directions. Use the following suggested word game(s) or another game from the appendix.

TRANSFORMER

- Students will play two rounds of the Transformer game. They will use one sheet of paper each for words with long *u*.
- Have students sit with their partners and take out a blank sheet of paper. Tell students that they will start by transforming words that use the *ew* pattern.
- Begin with the word *flew* and use the following sequence:

  Teacher's Note: Have students substitute blends with new blends.

  new few flew

- After you have modeled the game to students, let them continue on their own. If students need more guided practice with the game, continue as a group with the following sequence:

  blew brew grew

- Monitor students as they play the game. When partners have filled the paper, end the game.

- Use **Random Reporter** to select students to share their word list.
- Have students play one more round of the game with a new letter group. Use the first few words of the following word sequence to get students started. Or, use the sequence to play the game as a group.

  Sue due clue blue

- Monitor students as they play the game. When partners have filled the paper, end the game.

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Lesson 6 | Reviewing Long *u* Letter Groups

- Use **Random Reporter** to select students to share their word list.
- Award team celebration points to teams whose member read their word lists.
- Remind students to take their word lists home and study them by reading them to family members. Encourage students to try making their own lists at home and bringing them to class. Be sure to display any word lists that students bring from home.

LETTER LOTTO

- Students will play two rounds of the Letter Lotto game. Have students play Letter Lotto with the grapheme *oo*.
- Students will write the letters "oo" five times on a sheet of paper. Write the following letters on the board for students to copy onto their papers.
  - Left column: **z, t, f, b, r, p**
  - Right column: **m, t, p, d, l**
- Monitor students as they play the game. When partners have filled the paper, end the game.

- Use **Random Reporter** to select students to share their word list.
- Award team celebration points to teams whose member read their word lists.
- Remind students to take their word lists home and study them by reading them to family members. Encourage students to try making their own lists at home and bringing them to class. Be sure to display any word lists that students bring from home.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 5

Test

- Use the following items to complete numbers 7–10 during the Day 5 Test in the Targeted Treasure Hunt lesson you are currently teaching.

Skill Questions

10 points each

Listen to the words and meaningful sentences as they are read aloud. Write down the word. You will hear a mix of Captain Read More's Words, the Sea Monster's Words, or Captain Read More's Big Words.

7. drew (I drew a picture of a tree.)
8. using (Alice liked using computers at the library.)
9. balloon (You can buy a balloon at the fair.)
10. glue (Strong glue holds things together.)

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Lesson 7

R-Controlled Vowel Syllables

Instructional Objectives

Students will learn to chunk multisyllabic words with the r-controlled vowel pattern.

Lesson 7

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for chunking words.

Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word 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.

Active Instruction

- Introduce chunking words with the r-controlled vowel pattern.

Today, you are going to learn how to read words with more than one syllable, or chunk, which have the r-controlled vowel pattern. When you see long words with the r-controlled vowel pattern, you will know a good way you can break these words apart and read them.

Display the following words: *park, herd, bird, fork, hurt.*

- Remind students that they have seen words that have an r-controlled vowel pattern.

You have probably seen a lot of words with an r-controlled vowel pattern. Words like *park*, *herd*, *bird*, *fork*, and *hurt* have r-controlled vowels. Each word has a vowel (write "v" under the *a*, *e*, *i*, *o*, and *u*)**, followed by an *r*** (underline the *r*s)**. You can see that the vowels in these words don't make their short sound. The *r* changes the vowels' sounds.** Say the sounds /ar/, /er/, /ir/, /or/, and /ur/ while pointing at the words.

- Explain word syllables, or chunks, to students.

The words we just looked have one syllable, or chunk. Longer words can be made of two or more chunks. Breaking words down into smaller chunks can help us read them. We can tell how many chunks a word has by the number of vowel sounds in a word. Each chunk in a word only has one vowel sound. Vowels may work alone, with other vowels, or with consonants to make chunks.

Display the word *return*.

- Use a **Think Aloud** to model chunking words with the r-controlled vowel pattern.

Let me look at the word *return*. When I chunk a word, the first thing I want to do is look for the vowel sounds in the word, because I know that each chunk in a word will have one vowel sound. Write "v" under the *e* and *u*. **I have two vowels, so I must have two chunks.**

Next, I want to mark the consonants. I'm going to look for consonants between the vowels. Write "c" under the *t*. **I have one consonant. When I'm chunking words with**

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one consonant between the vowels, the consonant usually goes with the second vowel. Draw a line between the *e* and *t*.

Now I'll look at the first chunk. It's an open *e*, no consonant is closing it in. It says its own name, /ē/. *Re*. Next, when I look at my second chunk, I can see that the *u* is closed in, but it's closed in by an *r*. Draw a line under the *ur*. **That means that the *u* is controlled by the *r* and makes the /ur/ sound. *Turn*. The word is *re/turn*. *Return*. I have two chunks, and one is made by an r-controlled vowel.**

- Review the directions for the practice items in students' materials.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. SR

Students		Teams	
1.	Complete the skill-practice/ mastery items.	3.	Share the skill-practice/ mastery answers. If you disagree on an answer, tell why.
2.	Write your answers.	4.	Be prepared to share your answers with the class.

Partner Practice Booklet, Page 12

Skill Practice

Draw lines to divide the word into chunks using the r-controlled vowel pattern. Underline the r-controlled vowel.

1. expert — ***ex / pert***
2. sister — ***sis / ter***
3. disturb — ***dis / turb***
4. report — ***re / port***

Skill Mastery

Draw lines to divide the word into chunks using the r-controlled vowel pattern. Underline the r-controlled vowel.

5. harbor — ***har / bor***
6. dirty — ***dir / ty***
7. dessert — ***des / sert***
8. butter — ***but / ter***

Lesson 7 | R-Controlled Vowel Syllables

- Use **Team Huddle** to have students discuss the skill-practice items. Use **Random Reporter** to check responses. If needed, ask students to model the answer by reading the word twice—once from the parts and once as a whole.
- Award team celebration points.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Lesson 8

Reviewing /er/, /ir/, and /ur/

Instructional Objectives

Students will review the r-controlled vowel sounds /er/, /ir/, and /ur/.

Skill Focus: Vowel-R Syllables

Lesson 8

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for r-controlled vowels.

  Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word Treasure	When an *r* comes after a vowel, it often controls or changes the vowel sound. If you're having trouble reading one of these words, first read the r-controlled vowel, and then read the whole word.

Partner Reading SR

- Introduce Captain Read More's Story.

  Captain Read more loves writing stories. He often sends me stories when he needs help with words and his spelling. He wants to share his story and the tricky words he had to spell.

- Have students sit with their partner and open their Partner Practice Booklets to page 13.

  You and your partner are going to read Captain Read More's story together. You'll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use clarifying strategies to help you read those words.

- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.

tps

- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.

- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *thirsty* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I needed to clarify the word *thirsty*, because I know that a _*y* at the end of a word can make either a /ē/ sound or a /ī/ sound. First I tried saying the word with a /ī/ sound like in *fly*, but that didn't sound right to me. I tried again with a /ē/ sound, like in *puppy*. *Thirsty*. That's a word I recognize.

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Lesson 8 | Reviewing /er/, /ir/, and /ur/

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have the /er/ sound. Can you and your partner work together to find those /er/ words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the r-controlled vowel words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the r-controlled vowel sound in words, regardless of the spelling.

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

A **birdbath** will bring a lot of **birds** to your home. **Thirsty** **birds** will take **turns** to drink. Some will wash **dirt** off their **feathers**. You can hear them **chirp** and sing as they **swirl** in the **water**. But do not **disturb** them, or they will fly off in a **blur**.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask about the sounds in the story.

  I think Captain Read More had trouble with these words because the /er/ sound can be spelled in different ways. I see three ways that the /er/ sound is spelled in this passage. What are they? Randomly select students to share. **Yes, the /er/ sound can be spelled with *ur*, *er*, or *ir*. We can make a chart to help Captain Read More remember how to spell these words. We'll put *ur* words in the first column, *ir* words in the middle column, and *er* words in the last column.**

- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	ur	ir	er
1			
2			
3			

- Tell students that they will fill in the chart. Explain that the first row of words will be

one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.
- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	ur	ir	er
1	blur	dirt, chirp, swirl	
2	turns, disturb	birds, thirsty	feathers, water
3		birdbath	

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.

Skill Focus: Vowel-R Syllables

- Point out to students that the word *disturb* has two syllables, or chunks.

  When we read the word *disturb*, we can break it into two chunks. One way to recognize a chunk in a word is looking for an r-controlled vowel pattern, like the *ur* and *ir* words you read in Captain Read More's story. You know this pattern!

- Display the word *disturb*. Use a **Think Aloud** to model chunking the word into two parts.

  Let me chunk this word into two parts. First, I'm going to look for vowels in the word. I see an *i* and a *u*. Underline or mark the vowels. **Next, I'm going to look for consonants between the vowels. I see an *s* and a *t*. I know that words usually split between the consonants.** Draw a line between the *s* and *t*. **Now I'll look at the first chunk in the word—*d-i-s*. The *i* is closed in to make the short /i/ sound, so this chunk says *dis*. Now I'll look at the second chunk. I see that the *u* is followed by an *r*. That means it makes the /ur/ sound. *Dis/turb*. *Disturb*. Words with an r-controlled vowel, spelled *ar*, *er*, *ir*, *or*, and *ur* make their own chunk in a word.**

- Tell students to be on the lookout for longer words that have a chunk made up of an r-controlled vowel.

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Lesson 8 | Reviewing /er/, /ir/, and /ur/

- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 2

Partner Reading

Yesterday we read a story from Captain Read More with the /er/ sound. Today, you and your partner are going to read another story from Captain Read More.

- Have students sit with their partner and open their Partner Practice Booklets to page 14. Remind students that they can use clarifying strategies to help them read tricky words.
- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.
- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.
- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *squirted* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I needed to clarify the word *squirted* as I read. First I noticed and sounded out the letter group *squ*. I know that when there is a *q* it will always be followed by a *u*. Next I noticed the –*ed* ending. For the last word part I noticed that *ir* makes the /er/ sound. Then I chunked each word part—*squ/ir/ted*.

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have the /er/ sound. Can you and your partner work together to find those /er/ words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the r-controlled vowel words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the r-controlled vowel sound in words, regardless of the spelling.

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Lesson 8 | Reviewing /er/, /ir/, and /ur/

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

It was a **perfect** **summer** day. **Fern** was happy to wear **her** new **purple** **skirt**. When she stepped off the **curb**, she fell and got **dirty**. She **burst** into tears. She was afraid her **mother** would be **stern**. But mom **squirted** soap to clean its color.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask students about the different ways they saw the r-controlled vowel sound spelled (*ur*, *ir*, and *er*). Randomly select a few students to share. Tell students that you will make a chart that shows the different spellings.
- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	ur	ir	er
1			
2			
3			

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

th

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.
- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	ur	ir	er
1	curb, burst	skirt	Fern, her, stern
2	purple	dirty, squirted	perfect, summer, mother
3			

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have the students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 3

Practice Writing Captain Read More's Words

We have been reading stories from Captain Read More with the /er/ sound. Let's take another look at some of the words we found.

- Display the chart showing some of Captain Read More's words from the passages. Read the words aloud with students.

chirp	burst	her	dirt	blur
thirsty	perfect	purple	summer	mother
birdbath				

- Hide the list of words from students and explain that students will work on writing the words.

Now you are going to see how many of Captain Read More's Words you can write. You need to think about the sounds and patterns you hear in the words.

- Have students turn to a new page in their journals and write the letters "er," "ir," and "ur" across the top of their page.
- Read the words from the first row to students. Students will write the words under the correct heading on their papers

chirp	burst	her	dirt	blur

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check their work. Students can place a check beside words that they spelled correctly. If students have spelled a word incorrectly, they should draw a line through it and then write the correct spelling beside it. Have students double-check the word to make sure that it is spelled correctly. Then they should circle the corrected word to remind them that this is a word they need to study.
- Read the words from the second row to students. Students will write the words under the correct heading on their papers.

thirsty	perfect	purple	summer	mother

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Tell students they will work on Captain Read More's Big Words next.

The last row of words was really tricky. They were Captain Read More's Big Words. Let's try spelling some of Captain Read More's Big Words.

- Have students indicate that they are writing challenging words by drawing a line across their paper. Read the words from the third row to students. Students will write the words under the correct heading on their papers.

birdbath

- Use **Team Huddle** to have students check each other's work. Use **Random Reporter** to select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Award team celebration points to teams whose members shared and spelled words.

Sea Monster's Words

- Introduce Sea Monster's Words.

  Now that you have learned Captain Read More's Words, you're going to learn the Sea Monster's Words!

- Display the graphic for the Sea Monster. Explain the Sea Monster and what the Sea Monster's Words are.

  This is the Sea Monster. He's not really a scary monster, but his words can be scary! He keeps track of all the extra-tricky words. They're tricky because they don't make the sounds we expect them to make.

- Display the word *your*. Underline the letters *ur*. Use a **Think Aloud** to model clarifying the word.

  A lot of the words we have practiced have the letters *ur* making the /er/ sound. But in this word, we don't hear that sound. This word is *your*. We call that a Sea Monster Word! The *u* and *r* do not make the /er/ sound. We don't say "yo...ur." The *u* is silent. Have students read the word with you a few times. **I use a little saying to remember this word. The saying is:**

  I can't hear *u* in *your*. Your.

- Teach students the remaining words as applicable. Introduce each word by displaying it on the board and then pointing out the tricky part of the word. Use the following saying for each word:

  Color: *C-o-l-o* then add an *r*. Color.

- Have students turn to a new page in their journals, or start a new list, and write the Sea Monster's Words, double-check the spelling, and circle each word.
- Have partners check each other's work. Randomly select students to share and spell one of the Sea Monster's Words.
- Award team celebration points to teams whose members shared and spelled words.

  Remember, the Sea Monster's Words can be tricky, so you may have to spend extra time learning how to spell them. Do you think you can look at Captain Read

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More's story one more time and find the Sea Monster Words?

- Have students open their Partner Practice Booklets to pages 13 and 14 to find and circle Sea Monster's Words in the passages.

Dictation

- Tell students they will use Captain Read More's and Sea Monster's words in sentences.

  Now that we've practiced words from Captain Read More and the Sea Monster, we're ready to use them in sentences.

- Read the following sentences aloud to students.

  Kids get <u>dirty</u> playing in the <u>summer</u>.

  <u>Mother</u> <u>turns</u> to see the <u>swirl</u> in her <u>skirt</u>.

- Have students repeat each sentence two or three times and then write it in their journals. Use **Think-Pair-Share** to have students discuss the sentences with their partners. Randomly select students to spell Captain Read More's or the Sea Monster's words as you write the sentence on the board. Make sure students check and correct their work.
- Display the following sentence from Captain Read More's story with mistakes in it.

  <u>Thursty</u> birds will take <u>terns</u> to drink.

- Read the sentence aloud with students. Use **Team Huddle** to have students discuss changes that need to be made to the sentence. Use **Random Reporter** to select students to share the changes they would make.
- Correct the sentence according to students' suggestions and then have them write it in their journals:
- Award team celebration points to teams whose members successfully spelled words.

My Practice Words

- Students will take all the words they circled in today's lesson and add them onto the page titled "My Practice Words." Students can decide for themselves if they want to add Captain Read More's Big Words to their list.

- Use **Random Reporter** to select some students to share the words they have on their spelling lists.
- **Optional:** If any words appear to be difficult for the whole class, write them on chart paper and post them in a central location.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 4

Optional Review

Word Power Review

- If students need additional practice with the sounds and words they reviewed this week, lead students in a review. Following are suggested review activities:
  - Reread Captain Read More's Stories aloud with partners.
  - Partners review and practice the words they circled and placed in their My Practice Words list.
  - Have partners use a timer to see how quickly and accurately they can read Captain Read More's Words and the Sea Monster's Words in their journals.
  - Have partners do a search through their current Targeted Treasure Hunt trade book to find words with the sound patterns they practiced.

Word Games

Instructions for Letter Lotto can be found on page 353 of the Appendix.

- See the appendix for word game directions. Use the following suggested word game(s) or another game from the appendix.

LETTER LOTTO

- Students will play two rounds of the Letter Lotto game. They will use one sheet of paper each for words with *ir* and *ur*.
- Have students sit with their partners and take out a blank sheet of paper. Have students write the letters "ur" five times on a sheet of paper.
- Write the following letters on the board for the students to copy onto their papers.
  - Left column: **t, f, s, c, b**
  - Right column: **l, n, st, t, r**
- Monitor students as they play the game. When partners have filled the paper, end the game.
- Use **Random Reporter** to select students to share their word list.
- Have students play one more round of the game with a new letter group. Have students write the letters "ir" five times on a sheet of paper.
- Write the following letters on the board for the students to copy onto their papers.
  - Left column: **b, f, s, c, th**
  - Right column: **l, d, st, t, r**
- Monitor students as they play the game. When partners have filled the paper, end the game.
- Use **Random Reporter** to select students to share their word list.
- Award team celebration points to teams whose member read their word lists.

- Remind students to take their word lists home and study them by reading them to family members. Encourage students to try making their own lists at home and bringing them to class. Be sure to display any word lists that students bring from home.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 5

Test

- Use the following items to complete numbers 7–10 during the Day 5 Test in the Targeted Treasure Hunt lesson you are currently teaching.

Skill Questions

10 points each

Listen to the words and meaningful sentences as they are read aloud. Write down the word. You will hear a mix of Captain Read More's Words, the Sea Monster's Words, or Captain Read More's Big Words.

7. color (Blue is my favorite color.)
8. stern (Dad was stern when I broke the glass.)
9. turns (A wheel turns round and round.)
10. birdbath (The birdbath was filled with rain.)

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Lesson 9

Vowel Team Syllables

Instructional Objectives

Students will learn to chunk multisyllabic words with vowel teams.

Lesson 9

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for chunking words.

Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word 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.

Active Instruction

- Introduce chunking words with vowel teams.

Today, you are going to learn how to read words with more than one syllable, or chunk, which have vowel teams. When you see long words with vowel teams, you will know a good way you can break these words apart and read them.

Display the following words: *main*, *soap*, *out*, *tree*, *oil*.

- Remind students that they have seen words that have an r-controlled vowel pattern.

You have probably seen a lot of words with vowel teams. Words like *main*, *soap*, *out*, *tree*, and *oil* have vowel teams. Each word has two vowels next to each other. Write "v" under each vowel in the vowel teams. **When vowels are in teams, they can make one sound, like /ai/, /oa/, or /ee/. They can also combine vowel sounds to make one sound, like /ou/ and /oi/. These are called diphthongs.** Say the sounds /ai/, /oa/, /ou/, /ee/, and /oi/ while pointing at the words.

Blackline master provided.

- Display the following list of common vowel teams and diphthongs.

Vowel Teams			Diphthongs		
ai	ay	ei	oi	oy	
ea	eigh	ey	ou	ow	au
ee	ea	ei	aw		
ie	ey	igh			
oa	ow	oe			
ew	eu	ue			

- Explain word syllables, or chunks, to students.

The words we just reviewed have one syllable, or chunk. Longer words can be made of two or more chunks. Breaking words down into smaller chunks can help

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us read them. We can tell how many chunks a word has by the number of vowel sounds in a word. Each chunk in a word only has one vowel sound. Vowels may work alone, with other vowels, or with consonants to make chunks.

Display the word *season*.

- Use a **Think Aloud** to model chunking words with vowel teams.

  Let me look at the word *season*. When I chunk a word, the first thing I want to do is look for the vowel sounds in the word, because I know that each chunk in a word will have one vowel sound. Write one "v" and a line under the *e* and *a*, and a "v" under the *o*. **I have three vowels, but *ea* is a vowel team that makes the /ea/ sound. I can treat them as one vowel, so I have two vowels and two chunks.**

  Next, I want to mark the consonants. I'm going to look for consonants between the vowels. Write "c" under the second *s*. **I have one consonant. When I'm chunking words with one consonant between the vowels, the consonant usually goes with the second vowel.** Draw a line between the *a* and *s*.

  Now I'll look at the first chunk. There is an *s* followed by the *ea* vowel team. *Sea*. Next, when I look at my second chunk, I can see that the *o* is closed in by an *n*. That means that the *o* makes its short /o/ sound. *Son*. The word is *sea/son*. *Season*. I have two chunks, and one is made by a vowel team.

- Review the directions for the practice items in students' materials.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Students		Teams	
1.	Complete the skill-practice/ mastery items.	3.	Share the skill-practice/ mastery answers. If you disagree on an answer, tell why.
2.	Write your answers.	4.	Be prepared to share your answers with the class.

Partner Practice Booklet, Page 15

Skill Practice

Draw lines to divide the word into chunks using vowel teams. Underline the vowel team.

1. coffee ***cof / fee***
2. mermaid ***mer / maid***
3. charcoal ***char / coal***
4. argue ***ar / gue***

Lesson 9 | Vowel Team Syllables

Skill Mastery		
Draw lines to divide the word into chunks using vowel teams. Underline the vowel team.		
5.	towel	***tow / el***
6.	baboon	***ba / boon***
7.	pewter	***pew / ter***
8.	decoy	***de / coy***

- Use **Team Huddle** to have students discuss the skill-practice items. Use **Random Reporter** to check responses. If needed, ask students to model the answer by reading the word twice—once from the parts and once as a whole.
- Award team celebration points.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Lesson 10

Vowel Teams /ou/ and /ow/ (cow)

Instructional Objectives

Students will review the sounds /ou/ and /ow/ (cow).

Skill Focus: Vowel Team Syllables

Lesson 10

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for diphthongs.

  Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word Treasure	Diphthongs are letter groups where the vowel sound changes as you say it. When we see the diphthongs *ou* and *ow*, they make the /ow/ (cow) sound in words. If you're having trouble reading a word with a diphthong, first read the diphthong, and then read the whole word.

Partner Reading SR

- Introduce Captain Read More's Story.

  Captain Read more loves writing stories. He often sends me stories when he needs help with words and his spelling. He wants to share his story and the tricky words he had to spell.

- Have students sit with their partner and open their Partner Practice Booklets to page 16.

  You and your partner are going to read Captain Read More's story together. You'll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use clarifying strategies to help you read those words.

- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.

tps

- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.

- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *campground* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I needed to clarify the word *campground* when I read it. This is a long word, and the middle of the word is confusing at first. I thought it was too long to sound out, so I broke it into two chunks first. I recognized the words *camp* and *ground*. Then I could check and sound out *c-a-m-p* and *g-r-ou-n-d*. *Campground*.

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Lesson 10 | Vowel Teams /ou/ and /ow/ (cow)

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have the /ou/ sound. Can you and your partner work together to find those /ou/ words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the *ou* and *ow* words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /ow/ sound in words, regardless of the spelling.

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

One morning, a farmer went **out** to **count** her **cows**. She **found** one **cow** standing on a **mound** of **ground**. The next **cow** was **down** by the pond.

She **scouted** the yard for her favorite **brown** **cow** and **frowned**. She was near the **campground**, **surrounded** by a **crowd**.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask about the sounds in the story.

  I think Captain Read More had trouble with these words because the /ou/ sound can be spelled in different ways. I see two ways that the /ou/ sound is spelled in this passage. What are they? Randomly select students to share. **Yes, the /ou/ sound can be spelled with *ou* or *ow*. We can make a chart to help Captain Read More remember how to spell these words. We'll put *ou* words on one side and *ow* words on the other side.**

- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	ou	ow
1		
2		
3		

- Tell students that they will fill in the chart. Explain that the first row of words will be

one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.
- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	ou	ow
1	out, count, found, mound, ground	cow, down, brown, crowd
2	scouted	cows, frowned
3	campground, surrounded	

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.

Skill Focus: Vowel Team Syllables

- Point out to students that the word *surrounded* has three syllables, or chunks.

  When we read the word *surrounded*, we can break it into three chunks. One way to recognize a chunk in a word is looking for a vowel team. A vowel team is when two vowels work together to make one sound. What vowel team is in the word *surrounded*? Wait for students' responses. **Right, *ou* is in *surrounded*. We also read a lot of words with the vowel team *ow*.**

- Display the word *surrounded*. Use a **Think Aloud** to model chunking the word into three parts.

  Let me chunk this word into three parts. First, I'm going to look for the vowels. Underline or note the *u*, *ou*, and *e*. **I know that *o* and *u* are a vowel team that make the /ou/ sound. This vowel team is in a word I recognize, *round*. Now I can see that the first part of the word—*s-u-r*—makes another chunk. Now I have the word *surround*. Finally, I know that *ed* is an ending, so I have the word *surrounded*.**

- Tell students to be on the lookout for longer words that have a chunk made up of a vowel team.

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Lesson 10 | Vowel Teams /ou/ and /ow/ (cow)

- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 2

Partner Reading

Yesterday we read a story from Captain Read More with the /ou/ sound. Today, you and your partner are going to read another story from Captain Read More.

- Have students sit with their partner and open their Partner Practice Booklets to page 17. Remind students that they can use clarifying strategies to help them read tricky words.
- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.
- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.
- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *pouncing* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I needed to clarify the word *pouncing*. I know that –*ing* is an ending, but I was having trouble with the base word, *pounce*. First I said it with a hard *c*, like *cat*. That didn't sound right. Then I remembered that sometimes you scrub an *e* from base words when endings are added. I added an *e* to make the word *pounce*. When *c* is followed by *e*, it makes the /s/ sound. *Pounce*.

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have the /ou/ sound. Can you and your partner work together to find those /ou/ words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the /ou/ words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /ou/ sound in words, regardless of the spelling.

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Lesson 10 | Vowel Teams /ou/ and /ow/ (cow)

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

"I **vow** I saw a **mouse**!" Lisa **howled**. "It's here, right **now**, in the **house**!"

Tony wiped his **brow**. "**How** do you know it was a **mouse**?" he asked.

"Don't **clown around**," Lisa said. "Get the cat so it can start **prowling** and **pouncing**! I will **count** to four to let her **out**."

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask students about the different ways they saw the /ou/ sound spelled (*ou* and *ow*). Randomly select a few students to share. Tell students that you will make a chart that shows the different spellings.
- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	ou	ow
1		
2		
3		

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

th

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.

- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	ou	ow
1	mouse, house, count, out	vow, now, brow, how, clown
2	around, pouncing	howled, prowling
3		

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have the students do the same in their Partner Practice Booklets. Remind students that the base word of *pouncing* isn't *pounc*, it is *pounce*. Write the base word next to the chart. Have the students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 3

Practice Writing Captain Read More's Words

We have been reading stories from Captain Read More with the /ou/ sound. Let's take another look at some of the words we found.

- Display the chart showing some of Captain Read More's words from the passages. Read the words aloud with students.

brown	house	count	brow	down
cows	around	prowling	howled	pouncing
campground	surrounded			

- Hide the list of words from students and explain that students will work on writing the words.

Now you are going to see how many of Captain Read More's Words you can write. You need to think about the sounds and patterns you hear in the words.

- Have students turn to a new page in their journals and write the letters "ou" and "ow" across the top of their page.
- Read the words from the first row to students. Students will write the words under the correct heading on their papers

brown	house	count	brow	down

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check their work. Students can place a check beside words that they spelled correctly. If students have spelled a word incorrectly, they should draw a line through it and then write the correct spelling beside it. Have students double-check the word to make sure that it is spelled correctly. Then they should circle the corrected word to remind them that this is a word they need to study.
- Read the words from the second row to students. Students will write the words under the correct heading on their papers.

cows	around	prowling	howled	pouncing

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Tell students they will work on Captain Read More's Big Words next.

The last row of words was really tricky. They were Captain Read More's Big Words. Let's try spelling some of Captain Read More's Big Words.

- Have students indicate that they are writing challenging words by drawing a line across their paper. Read the words from the third row to students. Students will write the words under the correct heading on their papers.

campground	surrounded

- Use **Team Huddle** to have students check each other's work. Use **Random Reporter** to select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Award team celebration points to teams whose members shared and spelled words.

Sea Monster's Words

- Introduce Sea Monster's Words.

  Now that you have learned Captain Read More's Words, you're going to learn the Sea Monster's Words!

- Display the graphic for the Sea Monster. Explain the Sea Monster and what the Sea Monster's Words are.

  This is the Sea Monster. He's not really a scary monster, but his words can be scary! He keeps track of all the extra-tricky words. They're tricky because they don't make the sounds we expect them to make.

- Display the word *know*. Underline the letters *ow*. Use a **Think Aloud** to model clarifying the word.

  A lot of the words we have practiced have the letters *ow* making the /ou/ sound. But in this word, we don't hear that sound. This word is *know*, with a long /ō/ sound. We call that a Sea Monster Word! Have students read the word with you a few times. **I use a little saying to remember this word. The saying is:**

  There is no "ow!" in *k-n-o-w.* Know.

- Teach students the remaining words as applicable. Introduce each word by displaying it on the board and then pointing out the tricky part of the word. Use the following saying for each word:

  Four: The *u* is quiet in *four.* Four.

- Have students turn to a new page in their journals, or start a new list, and write the Sea Monster's Words, double-check the spelling, and circle each word.
- Have partners check each other's work. Randomly select students to share and spell one of the Sea Monster's Words.
- Award team celebration points to teams whose members shared and spelled words.

  Remember, the Sea Monster's Words can be tricky, so you may have to spend extra time learning how to spell them. Do you think you can look at Captain Read More's story one more time and find the Sea Monster Words?

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- Have students open their Partner Practice Booklets to pages 16 and 17 to find and circle Sea Monster's Words in the passages.

Dictation

- Tell students they will use Captain Read More's and Sea Monster's words in sentences.

  Now that we've practiced words from Captain Read More and the Sea Monster, we're ready to use them in sentences.

- Read the following sentences aloud to students.

  Brown cows like to be in a crowd.

  The cat was prowling around the house.

- Have students repeat each sentence two or three times and then write it in their journals. Use **Think-Pair-Share** to have students discuss the sentences with their partners. Randomly select students to spell Captain Read More's or the Sea Monster's words as you write the sentence on the board. Make sure students check and correct their work.
- Display the following sentence from Captain Read More's story with mistakes in it.

  "I you I saw a mowse!" Lisa howled.

- Read the sentence aloud with students. Use **Team Huddle** to have students discuss changes that need to be made to the sentence. Use **Random Reporter** to select students to share the changes they would make.
- Correct the sentence according to students' suggestions and then have them write it in their journals:
- Award team celebration points to teams whose members successfully spelled words.

My Practice Words

- Students will take all the words they circled in today's lesson and add them onto the page titled "My Practice Words." Students can decide for themselves if they want to add Captain Read More's Big Words to their list.
- Use **Random Reporter** to select some students to share the words they have on their spelling lists.
- **Optional:** If any words appear to be difficult for the whole class, write them on chart paper and post them in a central location.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 4

Optional Review

Word Power Review

- If students need additional practice with the sounds and words they reviewed this week, lead students in a review. Following are suggested review activities:
  - Reread Captain Read More's Stories aloud with partners.
  - Partners review and practice the words they circled and placed in their My Practice Words list.
  - Have partners use a timer to see how quickly and accurately they can read Captain Read More's Words and the Sea Monster's Words in their journals.
  - Have partners do a search through their current Targeted Treasure Hunt trade book to find words with the sound patterns they practiced.

Word Games

Instructions for Transformer can be found on page 351 of the Appendix.

- See the appendix for word game directions. Use the following suggested word game(s) or another game from the appendix.

TRANSFORMER

- Students will play two rounds of the Transformer game. They will use one sheet of paper each for words with *ou*.
- Have students sit with their partners and take out a blank sheet of paper. Tell students that they will start by transforming words that use the *ou* pattern.
- Begin with the word *mound* and use the following sequence:

mound found pound

- After you have modeled the game to students, let them continue on their own. If students need more guided practice with the game, continue as a group with the following sequence:

round sound hound

- Monitor students as they play the game. When partners have filled the paper, end the game.

- Use **Random Reporter** to select students to share their word list.
- Have students play one more round of the game with a new letter group. Use the first few words of the following word sequence to get students started. Or, use the sequence to play the game as a group.

town gown down drown

frown brown crown clown

- Monitor students as they play the game. When partners have filled the paper, end

the game.

- Use **Random Reporter** to select students to share their word list.
- Award team celebration points to teams whose member read their word lists.
- Remind students to take their word lists home and study them by reading them to family members. Encourage students to try making their own lists at home and bringing them to class. Be sure to display any word lists that students bring from home.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 5

Test

- Use the following items to complete numbers 7–10 during the Day 5 Test in the Targeted Treasure Hunt lesson you are currently teaching.

Skill Questions

10 points each

Listen to the words and meaningful sentences as they are read aloud. Write down the word. You will hear a mix of Captain Read More's Words, the Sea Monster's Words, or Captain Read More's Big Words.

7. cow (The cow ate grass in the field.)
8. howled (The wolf howled at the moon.)
9. found (She found a penny on the floor.)
10. scouted (We scouted out a place to sleep.)

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Lesson 11

Vowel Teams /oy/ and /oi/

Instructional Objectives

Students will review the sounds /oy/ and /oi/.

Lesson 11

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for diphthongs.

  Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word Treasure	Diphthongs are letter groups where the vowel sound changes as you say it. When we see the diphthongs *oy* and *oi*, they make the /oy/ sound in words. If you're having trouble reading a word with a diphthong, first read the diphthong, and then read the whole word.

Partner Reading SR

- Introduce Captain Read More's Story.

  Captain Read more loves writing stories. He often sends me stories when he needs help with words and his spelling. He wants to share his story and the tricky words he had to spell.

- Have students sit with their partner and open their Partner Practice Booklets to page 18.

  You and your partner are going to read Captain Read More's story together. You'll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use clarifying strategies to help you read those words.

- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.

tps

- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.

- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *noise* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I needed to clarify this word. When I first looked at it, I tried sounding it out with a long *i* sound, because of the *i-s-e*. That didn't sound right to me. Then I tried sounding it out with the vowel team *oi* instead, and I recognized the word.

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Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have the /oi/ sound. Can you and your partner work together to find those /oi/ words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the *oi* and *oy* words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /oi/ sound in words, regardless of the spelling.

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

If you give a **boy** a **toy** **cowboy**, he will **enjoy** it. **Floyd** makes a lot of **noise** with his **toys**.

"**Floyd**, you're **annoying** me!" his mother says. "I need some peace and quiet. You'll **destroy** me with your **noise**! Dinner will be **spoiled**!"

So **Floyd** tried to **avoid** shouting.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask about the sounds in the story.

  I think Captain Read More had trouble with these words because the /oi/ sound can be spelled in different ways. I see two ways that the /oi/ sound is spelled in this passage. What are they? Randomly select students to share. **Yes, the /oi/ sound can be spelled with *oi* or *oy*. We can make a chart to help Captain Read More remember how to spell these words. We'll put *oi* words on one side and *oy* words on the other side.**

- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	oi	oy
1		
2		
3		

- Tell students that they will fill in the chart. Explain that the first row of words will be

one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.
- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	oi	oy
1	noise	boy, toy, Floyd
2	spoiled, avoid	enjoy, toys
3		cowboy, destroy, annoying

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 2

Partner Reading

Yesterday we read a story from Captain Read More with the /oi/ sound. Today, you and your partner are going to read another story from Captain Read More.

- Have students sit with their partner and open their Partner Practice Booklets to page 19. Remind students that they can use clarifying strategies to help them read tricky words.
- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.
- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.
- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *decoy* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I needed to clarify the word *decoy* while I read the passage. I broke the word into two chunks—*dec-oy*, but that didn't sound right. I tried chunking it as *de-coy*, and that sounded better.

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have the /oi/ sound. Can you and your partner work together to find those /oi/ words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the /oi/ words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /oi/ sound in words, regardless of the spelling.

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Roy has a pond full of **koi**. He keeps the pond clean of **soil** and **oil**. Pond plants need a lot of **moisture**. A **decoy** duck floats in the pond.

The pond water is cool, so it never **boils**. **Roy** makes sure his friends don't throw **coins** in the pond.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask students about the different ways they saw the /oi/ sound spelled (*oi* and *oy*). Randomly select a few students to share. Tell students that you will make a chart that shows the different spellings.
- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	oi	oy
1		
2		
3		

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

th

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.
- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

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Captain Read More's Words

	oi	oy
1	koi, soil, oil	Roy
2	boils, coins	
3	moisture	decoy

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have the students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 3

Practice Writing Captain Read More's Words

We have been reading stories from Captain Read More with the /oi/ sound. Let's take another look at some of the words we found.

- Display the chart showing some of Captain Read More's words from the passages. Read the words aloud with students.

toy	soil	noise	boy	oil
coins	enjoy	avoid	spoiled	boils
destroy	moisture	decoy	annoying	cowboy

- Hide the list of words from students and explain that students will work on writing the words.

Now you are going to see how many of Captain Read More's Words you can write. You need to think about the sounds and patterns you hear in the words.

- Have students turn to a new page in their journals and write the letters "oi" and "oy" across the top of their page.
- Read the words from the first row to students. Students will write the words under the correct heading on their papers

toy	soil	noise	boy	oil

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check their work. Students can place a check beside words that they spelled correctly. If students have spelled a word incorrectly, they should draw a line through it and then write the correct spelling beside it. Have students double-check the word to make sure that it is spelled correctly. Then they should circle the corrected word to remind them that this is a word they need to study.
- Read the words from the second row to students. Students will write the words under the correct heading on their papers.

coins	enjoy	avoid	spoiled	boils

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Tell students they will work on Captain Read More's Big Words next.

The last row of words was really tricky. They were Captain Read More's Big Words. Let's try spelling some of Captain Read More's Big Words.

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- Have students indicate that they are writing challenging words by drawing a line across their paper. Read the words from the third row to students. Students will write the words under the correct heading on their papers.

destroy	moisture	decoy	annoying	cowboy

- Use **Team Huddle** to have students check each other's work. Use **Random Reporter** to select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Award team celebration points to teams whose members shared and spelled words.

Sea Monster's Words

- There are no Sea Monster's Words in this lesson. If needed, take additional time practicing writing Captain Read More's Words.

Dictation

- Tell students they will use Captain Read More's words in sentences.

  Now that we've practiced words from Captain Read More, we're ready to use them in sentences.

- Read the following sentences aloud to students.

  I <u>avoid</u> getting <u>soil</u> on my clothes.

  The <u>boy</u> had a lot of <u>coins</u> in a jar.

- Have students repeat each sentence two or three times and then write it in their journals. Use **Think-Pair-Share** to have students discuss the sentences with their partners. Randomly select students to spell Captain Read More's words as you write the sentence on the board. Make sure students check and correct their work.
- Display the following sentence from Captain Read More's story with mistakes in it.

  The <u>koy</u> in the pond don't like <u>noyse</u>.

- Read the sentence aloud with students. Use **Team Huddle** to have students discuss changes that need to be made to the sentence. Use **Random Reporter** to select students to share the changes they would make.
- Correct the sentence according to students' suggestions and then have them write it in their journals:
- Award team celebration points to teams whose members successfully spelled words.

My Practice Words

- Students will take all the words they circled in today's lesson and add them onto the page titled "My Practice Words." Students can decide for themselves if they want to add Captain Read More's Big Words to their list.
- Use **Random Reporter** to select some students to share the words they have on their spelling lists.
- **Optional:** If any words appear to be difficult for the whole class, write them on chart paper and post them in a central location.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 4

Optional Review

Word Power Review

- If students need additional practice with the sounds and words they reviewed this week, lead students in a review. Following are suggested review activities:
  - Reread Captain Read More's Stories aloud with partners.
  - Partners review and practice the words they circled and placed in their My Practice Words list.
  - Have partners use a timer to see how quickly and accurately they can read Captain Read More's Words Words in their journals.
  - Have partners do a search through their current Targeted Treasure Hunt trade book to find words with the sound patterns they practiced.

Word Games

Instructions for Transformer and Letter Lotto can be found on pages 351–353 of the Appendix.

- See the appendix for word game directions. Use the following suggested word game(s) or another game from the appendix.

TRANSFORMER

- Students will play two rounds of the Transformer game. They will use one sheet of paper each for words with *oy*.
- Have students sit with their partners and take out a blank sheet of paper. Tell students that they will start by transforming words that use the *oy* pattern.
- Begin with the word *boy* and use the following sequence:

boy soy Roy

- After you have modeled the game to students, let them continue on their own. If students need more guided practice with the game, continue as a group with the following sequence:

toy Troy

- Monitor students as they play the game. When partners have filled the paper, end the game.
- Use **Random Reporter** to select students to share their word list.

LETTER LOTTO

- Students will play two rounds of the Letter Lotto game. Have students play Letter Lotto with the grapheme *oi*.
- Have students sit with their partners and take out a blank sheet of paper. Have students write the letters "oi" five times on a sheet of paper.
- Write the following letters on the board for the students to copy onto their papers.

- Left column: **t, s, c, b, sp**
- Right column: **l, n, st, t, r**

- Monitor students as they play the game. When partners have filled the paper, end the game.
- Use **Random Reporter** to select students to share their word list.
- Award team celebration points to teams whose member read their word lists.

Remind students to take their word lists home and study them by reading them to family members. Encourage students to try making their own lists at home and bringing them to class. Be sure to display any word lists that students bring from home.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 5

Test

- Use the following items to complete numbers 7–10 during the Day 5 Test in the Targeted Treasure Hunt lesson you are currently teaching.

Skill Questions

10 points each

Listen to the words and meaningful sentences as they are read aloud. Write down the word. You will hear a mix of Captain Read More's Words, the Sea Monster's Words, or Captain Read More's Big Words.

7. spoiled (The storm spoiled our baseball game.)
8. toy (The child wanted a toy from the store.)
9. cowboy (The cowboy rode a horse.)
10. noise (Don't make too much noise!)

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Lesson 12

Vowel Teams /au/ and /aw/

Instructional Objectives

Students will review the sounds /au/ and /aw/.

Skill Focus: Homonyms

Lesson 12

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for diphthongs.

  Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word Treasure	Diphthongs are letter groups where the vowel sound changes as you say it. When we see the diphthongs *au* and *aw*, they make the /aw/ sound in words. If you're having trouble reading a word with a diphthong, first read the diphthong, and then read the whole word.

Partner Reading SR

- Introduce Captain Read More's Story.

  Captain Read more loves writing stories. He often sends me stories when he needs help with words and his spelling. He wants to share his story and the tricky words he had to spell.

- Have students sit with their partner and open their Partner Practice Booklets to page 20.

  You and your partner are going to read Captain Read More's story together. You'll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use clarifying strategies to help you read those words.

- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.

tps

- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.

- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *autumn* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I clarified the word *autumn* when I read the passage. This is a tricky word! When I sounded it out I recognized the word for fall, but not with the *n* at the end—*a-u-t-u-m-n*. When we say this word, the *n* is quiet.

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Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have the /au/ sound. Can you and your partner work together to find those /au/ words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the *au* and *aw* words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /au/ sound in words, regardless of the spelling.

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

My aunt had an idea last **autumn**.
"Let's **pause** working to build an **awesome** doghouse!" she said.
I **hauled** all of the wood across the **lawn**. We used a marker to **draw** a plan, and a **saw** to cut the wood. That made a lot of **sawdust**! I painted **paws** on the sides.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask about the sounds in the story.

  I think Captain Read More had trouble with these words because the /au/ sound can be spelled in different ways. I see two ways that the /au/ sound is spelled in this passage. What are they? Randomly select students to share. **Yes, the /au/ sound can be spelled with *au* or *aw*. We can make a chart to help Captain Read More remember how to spell these words. We'll put *au* words on one side and *aw* words on the other side.**

- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	au	aw
1		
2		
3		

- Tell students that they will fill in the chart. Explain that the first row of words will be

one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.
- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	au	aw
1		lawn, draw, saw
2	hauled	paws
3	autumn, pause	awesome, sawdust

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.

Skill Focus: Consonant-Vowel-e (VCe) Syllables

- Introduce homonyms to students.

  I saw two words in this story that sound the same but are spelled differently and mean different things. The words are *pause* and *paws*. Write the words on the board.

- Remind students of the meaning of the words pause and paws.

  ***Pause* spelled with *au* means to stop for a short time. I might pause a show while I get a drink of water. I might pause a game to answer the phone. A pause symbol looks like an equal sign that goes up and down.** Draw a pause symbol.

  ***Paws* spelled with *aw* is the word for an animal's feet. Dogs and cats walk on four paws. Their paws have claws.** Draw a paw.

- Tell students to draw the pause symbol and a paw in their Partner Practice Booklets to help them remember the words.

- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.

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Lesson 12 | Vowel Teams /au/ and /aw/

- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 2

Partner Reading

Yesterday we read a story from Captain Read More with the /au/ sound. Today, you and your partner are going to read another story from Captain Read More.

- Have students sit with their partner and open their Partner Practice Booklets to page 21. Remind students that they can use clarifying strategies to help them read tricky words.
- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.
- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.
- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *applauded* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  As I read, I needed to clarify the word *applauded*. This is a very tricky word. First I recognized the –*ed* ending. Then I sounded out the rest of the word—*a-p-p-l-au-d*—Read and say both *p* sounds. **It didn't sound like a word I recognized. Then I remembered that when there are two of the same consonant next to each other, they make one sound. Then I blended the chunks together to get *applauded*.**

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have the /au/ sound. Can you and your partner work together to find those /au/ words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the /au/ words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /au/ sound in words, regardless of the spelling.

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Lesson 12 | Vowel Teams /au/ and /aw/

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Last **August**, I found a **scrawny** **hawk** on the **lawn**. It was **scrawny** because its **jaw** was hurt. I filled a **saucer** from the **faucet** and made it a nest out of **straw**. I **caught** it **crawfish** from the creek. It liked to eat them **raw**. I **applauded** when it flew away.

List Words on the Chart

- When partners have completed the task, use **Think-Pair-Share** to ask students about the different ways they saw the /au/ sound spelled (*au* and *aw*). Randomly select a few students to share. Tell students that you will make a chart that shows the different spellings.
- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	au	aw
1		
2		
3		

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.
- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.
- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	au	aw
1	caught	hawk, lawn, jaw, straw, raw
2	August, saucer, faucet	scrawny
3	applauded	crawfish

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have the students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 3

Practice Writing Captain Read More's Words

We have been reading stories from Captain Read More with the /au/ sound. Let's take another look at some of the words we found.

- Display the chart showing some of Captain Read More's words from the passages. Read the words aloud with students.

hawk	pause	draw	straw	jaw
paws	August	scrawny	faucet	hauled
autumn	crawfish	applauded	awesome	sawdust

- Hide the list of words from students and explain that students will work on writing the words.

Now you are going to see how many of Captain Read More's Words you can write. You need to think about the sounds and patterns you hear in the words.

- Have students turn to a new page in their journals and write the letters "au" and "aw" across the top of their page.
- Read the words from the first row to students. Students will write the words under the correct heading on their papers

hawk	pause	draw	straw	jaw

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check their work. Students can place a check beside words that they spelled correctly. If students have spelled a word incorrectly, they should draw a line through it and then write the correct spelling beside it. Have students double-check the word to make sure that it is spelled correctly. Then they should circle the corrected word to remind them that this is a word they need to study.
- Read the words from the second row to students. Students will write the words under the correct heading on their papers.

paws	August	scrawny	faucet	hauled

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Tell students they will work on Captain Read More's Big Words next.

The last row of words was really tricky. They were Captain Read More's Big Words. Let's try spelling some of Captain Read More's Big Words.

- Have students indicate that they are writing challenging words by drawing a line across their paper. Read the words from the third row to students. Students will write the words under the correct heading on their papers.

autumn	crawfish	applauded	awesome	sawdust

- Use **Team Huddle** to have students check each other's work. Use **Random Reporter** to select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Award team celebration points to teams whose members shared and spelled words.

Sea Monster's Words

- Introduce Sea Monster's Words.

  Now that you have learned Captain Read More's Words, you're going to learn the Sea Monster's Words!

- Display the graphic for the Sea Monster. Explain the Sea Monster and what the Sea Monster's Words are.

  This is the Sea Monster. He's not really a scary monster, but his words can be scary! He keeps track of all the extra-tricky words. They're tricky because they don't make the sounds we expect them to make.

- Display the word *aunt*. Underline the letters *au*. Use a **Think Aloud** to model clarifying the word.

  A lot of the words we have practiced have the letters *au* making the /au/ sound. But this word might be tricky. Some people say "aunt," but a lot of people say "ant." How you say it depends a lot on where you live and who you talk to! We call that a Sea Monster Word! Have students read the word with you a few times. **I use a little saying to remember this word. The saying is:**

  An *aunt* with a *u* isn't a bug. Aunt.

- Teach students the remaining words as applicable. Introduce each word by displaying it on the board and then pointing out the tricky part of the word. Use the following saying for each word:

  Away: Don't say "aw" because we're going away. Away.

- Have students make a new heading in their journals called "Sea Monster's Words." Have students write the Sea Monster's Words in their journals, double-check the spelling, and circle each word.
- Have partners check each other's work. Randomly select students to share and spell one of the Sea Monster's Words.
- Award team celebration points to teams whose members shared and spelled words.

  Remember, the Sea Monster's Words can be tricky, so you may have to spend

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extra time learning how to spell them. Do you think you can look at Captain Read More's story one more time and find the Sea Monster Words?

- Have students open their Partner Practice Booklets to pages 20 and 21 to find and circle Sea Monster's Words in the passages.

Dictation

- Tell students they will use Captain Read More's and Sea Monster's words in sentences.

  Now that we've practiced words from Captain Read More and the Sea Monster, we're ready to use them in sentences.

- Read the following sentences aloud to students.

  The cat rubbed its paws in the straw.

  In autumn, we hauled leaves to the curb.

- Have students repeat each sentence two or three times and then write it in their journals. Use **Think-Pair-Share** to have students discuss the sentences with their partners. Randomly select students to spell Captain Read More's or the Sea Monster's words as you write the sentence on the board. Make sure students check and correct their work.
- Display the following sentence from Captain Read More's story with mistakes in it.

  Last Awgust, I found a scrauny hauk on the laun.

- Read the sentence aloud with students. Use **Team Huddle** to have students discuss changes that need to be made to the sentence. Use **Random Reporter** to select students to share the changes they would make.
- Correct the sentence according to students' suggestions and then have them write it in their journals:
- Award team celebration points to teams whose members successfully spelled words.

My Practice Words

- Students will take all the words they circled in today's lesson and add them onto the page titled "My Practice Words." Students can decide for themselves if they want to add Captain Read More's Big Words to their list.
- Use **Random Reporter** to select some students to share the words they have on their spelling lists.
- **Optional:** If any words appear to be difficult for the whole class, write them on chart paper and post them in a central location.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 4

Optional Review

Word Power Review

- If students need additional practice with the sounds and words they reviewed this week, lead students in a review. Following are suggested review activities:
  - Reread Captain Read More's Stories aloud with partners.
  - Partners review and practice the words they circled and placed in their My Practice Words list.
  - Have partners use a timer to see how quickly and accurately they can read Captain Read More's Words and the Sea Monster's Words in their journals.
  - Have partners do a search through their current Targeted Treasure Hunt trade book to find words with the sound patterns they practiced.

Word Games

Instructions for Transformer can be found on page 351 of the Appendix.

- See the appendix for word game directions. Use the following suggested word game(s) or another game from the appendix.

TRANSFORMER

- Students will play two rounds of the Transformer game. They will use one sheet of paper each for words with /au/ sounds.
- Have students sit with their partners and take out a blank sheet of paper. Tell students that they will start by transforming words that use the *aw* pattern.
- Begin with the word *jaw* and use the following sequence:

jaw law raw

- After you have modeled the game to students, let them continue on their own. If students need more guided practice with the game, continue as a group with the following sequence:

saw slaw flaw

- Monitor students as they play the game. When partners have filled the paper, end the game.
- Use **Random Reporter** to select students to share their word list.
- Have students play one more round of the game with a new letter group. Use the first few words of the following word sequence to get the students started. Or, use the sequence to play the game as a group.

brawl crawl scrawl

sprawl shawl

- Award team celebration points to teams whose member read their word lists.

- Remind students to take their word lists home and study them by reading them to family members. Encourage students to try making their own lists at home and bringing them to class. Be sure to display any word lists that students bring from home.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 5

Test

- Use the following items to complete numbers 7–10 during the Day 5 Test in the Targeted Treasure Hunt lesson you are currently teaching.

Skill Questions

10 points each

Listen to the words and meaningful sentences as they are read aloud. Write down the word. You will hear a mix of Captain Read More's Words, the Sea Monster's Words, or Captain Read More's Big Words.

7. aunt (My mom's sister is my aunt.)
8. hawk (The hawk flew high in the sky.)
9. paws (Some dogs have webbed paws.)
10. faucet (Water comes out of a faucet.)

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Lesson 13

Presenting *ch* as /k/

Instructional Objectives

Students will learn when *ch* makes the /k/ sound and compare it to *c*, *k*, and *ck*.

Lesson 13

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for digraphs.

  Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word Treasure	Digraphs are letter groups that make one sound. When we see the digraph *ch*, it can sound like /ch/ (cheese) or /k/ (school). If you're having trouble reading a word with a digraph, first read the digraph, and then read the whole word.

Partner Reading SR

- Introduce Captain Read More's Story.

  Captain Read more loves writing stories. He often sends me stories when he needs help with words and his spelling. He wants to share his story and the tricky words he had to spell.

- Have students sit with their partner and open their Partner Practice Booklets to page 22.

  You and your partner are going to read Captain Read More's story together. You'll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use clarifying strategies to help you read those words.

- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.

tps

- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.

- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *ache* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I needed to clarify the word *ache* as I read. When I first sounded it out, it didn't sound right. Say *ache* with a short /a/ sound. **Then I realized that this has a long /ā/ sound because there is a vowel-consonant-e pattern, even though there are two consonants there. The *ch* makes one sound, /k/. So the word is *ache*.**

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Lesson 13 | Presenting *ch* as /k/

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have the /k/ sound. Can you and your partner work together to find those /k/ words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the /k/ words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /k/ sound in words, regardless of the spelling.

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Carl wanted to stay home from **school** **because** his arm **ached**. His arm was in a **cast**. Aunt **Chris** **claimed** that **Carl** wanted to stay home to eat **cake** and **candy**.

"You'll make your **stomach** **ache**, too, if you make that choice," she said. "Grab your **coat** while I start the **car**."

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask about the sounds in the story.

  I think Captain Read More had trouble with these words because the /k/ sound can be spelled in different ways. I see two ways that the /k/ sound is spelled in this passage. What are they? Randomly select students to share. **Yes, the /k/ sound can be spelled with *c* or *ch*. We can make a chart to help Captain Read More remember how to spell these words. We'll put *c* words on one side and *ch* words on the other side.**

- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	c	ch
1		
2		
3		

- Tell students that they will fill in the chart. Explain that the first row of words will be

one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.
- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	c	ch
1	Carl, cast, cake, coat, car	school, Chris, ache
2	claimed, candy	ached, stomach
3	because	

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 2

Partner Reading

Yesterday we read a story from Captain Read More with the /k/ sound. Today, you and your partner are going to read another story from Captain Read More.

- Have students sit with their partner and open their Partner Practice Booklets to page 23. Remind students that they can use clarifying strategies to help them read tricky words.
- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.
- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.
- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *created* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I needed to clarify this word when I read it. I saw it had an –*ed* ending, so I tried breaking it into two chunks—*creat/ed*—but that didn't sound right. I know an *e* can be scrubbed from the end of a word when the –*ed* ending is added. Then I recognized that I would have a long *a* because of the *e* on the base word. I tried making three chunks—*cre/a/ted*.

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have the /k/ sound. Can you and your partner work together to find those *c*, *ch*, *k*, and *ck* words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the /k/ words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /k/ sound in words, regardless of the spelling.

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Kim and **Nick** **created** a **hiking** **club**. They **packed** **backpacks** with **snacks**. They **took** a path to see the **lake** and **ducks**. Then they **climbed** a steep **peak** that **looked** out over a **chasm**. There they **could** shout and hear an **echo**. Their feet **ached** when they **awoke** the next day!

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask students about the different ways they saw the /k/ sound spelled (*c*, *ch*, *k*, and *ck*). Randomly select a few students to share. Tell students that you will make a chart that shows the different spellings.
- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	c	ch	k	ck
1				
2				
3				

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

th

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.

- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

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Lesson 13 | Presenting *ch* as /k/

Captain Read More's Words

	c	ch	k	ck
1	club, could		Kim, took, lake, peak	Nick
2	climbed	echo, ached	hiking, looked, awoke	packed, snacks, ducks
3	created	chasm		backpacks

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have the students do the same in their Partner Practice Booklets. Remind students that the base word of *hiking* isn't *hik*, it is *hike*. Write the base word next to the chart. Have the students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 3

Practice Writing Captain Read More's Words

We have been reading stories from Captain Read More with the /k/ sound. Let's take another look at some of the words we found.

- Display the chart showing some of Captain Read More's words from the passages. Read the words aloud with students.

cast	lake	ache	coat	peak
echo	ducks	climbed	snacks	hiking
created	chasm	backpacks	because	

- Hide the list of words from students and explain that students will work on writing the words.

Now you are going to see how many of Captain Read More's Words you can write. You need to think about the sounds and patterns you hear in the words.

- Have students turn to a new page in their journals and write the letters "c," "ch," "k," and "ck" across the top of their page.
- Read the words from the first row to students. Students will write the words under the correct heading on their papers

cast	**lake**	**ache**	**coat**	**peak**

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check their work. Students can place a check beside words that they spelled correctly. If students have spelled a word incorrectly, they should draw a line through it and then write the correct spelling beside it. Have students double-check the word to make sure that it is spelled correctly. Then they should circle the corrected word to remind them that this is a word they need to study.
- Read the words from the second row to students. Students will write the words under the correct heading on their papers.

echo	**ducks**	**climbed**	**snacks**	**hiking**

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Tell students they will work on Captain Read More's Big Words next.

The last row of words was really tricky. They were Captain Read More's Big Words. Let's try spelling some of Captain Read More's Big Words.

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- Have students indicate that they are writing challenging words by drawing a line across their paper. Read the words from the third row to students. Students will write the words under the correct heading on their papers.

created	chasm	backpacks	because

- Use **Team Huddle** to have students check each other's work. Use **Random Reporter** to select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Award team celebration points to teams whose members shared and spelled words.

Sea Monster's Words

- Introduce Sea Monster's Words.

  Now that you have learned Captain Read More's Words, you're going to learn the Sea Monster's Words!

- Display the graphic for the Sea Monster. Explain the Sea Monster and what the Sea Monster's Words are.

  This is the Sea Monster. He's not really a scary monster, but his words can be scary! He keeps track of all the extra-tricky words. They're tricky because they don't make the sounds we expect them to make.

- Display the word *choice*. Underline the letters *ch* and *c*. Use a **Think Aloud** to model clarifying the word.

  The word *choice* is a tricky word in this lesson, so we can add it to our Sea Monster's Words list. We read a lot of words where *ch* and *c* make the /k/ sound, but that's not true for *choice*! The *ch* makes the /ch/ sound, like in *cheese*, and the *c* makes the /s/ sound, like in *ice*. When you're reading words, remember to sound them out and see if other sounds you know make sense.

- Teach students the remaining words as applicable. Introduce each word by displaying it on the board and then pointing out the tricky part of the word. Use the following saying for each word:
- Have students turn to a new page in their journals, or start a new list, and write the Sea Monster's Words, double-check the spelling, and circle each word.
- Have partners check each other's work. Randomly select students to share and spell one of the Sea Monster's Words.
- Award team celebration points to teams whose members shared and spelled words.

  Remember, the Sea Monster's Words can be tricky, so you may have to spend extra time learning how to spell them. Do you think you can look at Captain Read More's story one more time and find the Sea Monster Words?

- Have students open their Partner Practice Booklets to pages 22 and 23 to find and circle Sea Monster's Words in the passages.

Dictation

- Tell students they will use Captain Read More's and Sea Monster's words in sentences.

  Now that we've practiced words from Captain Read More and the Sea Monster, we're ready to use them in sentences.

- Read the following sentences aloud to students.

  We packed some snacks in our backpacks.

  Your stomach will ache if you eat too much cake and candy.

- Have students repeat each sentence two or three times and then write it in their journals. Use **Think-Pair-Share** to have students discuss the sentences with their partners. Randomly select students to spell Captain Read More's or the Sea Monster's words as you write the sentence on the board. Make sure students check and correct their work.
- Display the following sentence from Captain Read More's story with mistakes in it.

  Then they chlimbed a steep peac that looked out over a kasm.

- Read the sentence aloud with students. Use **Team Huddle** to have students discuss changes that need to be made to the sentence. Use **Random Reporter** to select students to share the changes they would make.
- Correct the sentence according to students' suggestions and then have them write it in their journals:
- Award team celebration points to teams whose members successfully spelled words.

My Practice Words

- Students will take all the words they circled in today's lesson and add them onto the page titled "My Practice Words." Students can decide for themselves if they want to add Captain Read More's Big Words to their list.
- Use **Random Reporter** to select some students to share the words they have on their spelling lists.
- **Optional:** If any words appear to be difficult for the whole class, write them on chart paper and post them in a central location.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 4

Optional Review

Word Power Review

- If students need additional practice with the sounds and words they reviewed this week, lead students in a review. Following are suggested review activities:
  - Reread Captain Read More's Stories aloud with partners.
  - Partners review and practice the words they circled and placed in their My Practice Words list.
  - Have partners use a timer to see how quickly and accurately they can read Captain Read More's Words and the Sea Monster's Words in their journals.
  - Have partners do a search through their current Targeted Treasure Hunt trade book to find words with the sound patterns they practiced.

Word Games

Instructions for Transformer can be found on page 351 of the Appendix.

- See the appendix for word game directions. Use the following suggested word game(s) or another game from the appendix.

TRANSFORMER

- Students will play two rounds of the Transformer game. They will use one sheet of paper each for words with /k/ sounds.
- Have students sit with their partners and take out a blank sheet of paper. Tell students that they will start by transforming words that use the *ck* pattern.
- Begin with the word *knack* and use the following sequence:

knack snack shack

- After you have modeled the game to students, let them continue on their own. If students need more guided practice with the game, continue as a group with the following sequence:

slack smack stack

- Monitor students as they play the game. When partners have filled the paper, end the game.

- Use **Random Reporter** to select students to share their word list.
- Have students play one more round of the game with a new letter group. Use the first few words of the following word sequence to get students started. Or, use the sequence to play the game as a group.

bake	bile	bite	bike
hike	like	Mike	pike

- Monitor students as they play the game. When partners have filled the paper, end

the game.

- Use **Random Reporter** to select students to share their word list.
- Award team celebration points to teams whose member read their word lists.
- Remind students to take their word lists home and study them by reading them to family members. Encourage students to try making their own lists at home and bringing them to class. Be sure to display any word lists that students bring from home.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 5

Test

- Use the following items to complete numbers 7–10 during the Day 5 Test in the Targeted Treasure Hunt lesson you are currently teaching.

Skill Questions

10 points each

Listen to the words and meaningful sentences as they are read aloud. Write down the word. You will hear a mix of Captain Read More's Words, the Sea Monster's Words, or Captain Read More's Big Words.

7. backpacks (Put your folders in your backpacks.)
8. ached (My feet ached after walking all day.)
9. choice (You have a choice in what to eat.)
10. lake (We went swimming in the lake.)

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Lesson 14

Presenting *g* as /j/

Instructional Objectives

Students will learn when *g* makes the /j/ sound and compare it to *j*, *_ge*, and *_dge*.

Lesson **14**

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for the letter *g* as /j/.

  Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word Treasure	When we see the letter *g* in front of the vowels *e*, *i*, or *y*, it can make the /j/ sound in words.

Partner Reading SR

- Introduce Captain Read More's Story.

  Captain Read more loves writing stories. He often sends me stories when he needs help with words and his spelling. He wants to share his story and the tricky words he had to spell.

- Have students sit with their partner and open their Partner Practice Booklets to page 24.

  You and your partner are going to read Captain Read More's story together. You'll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use clarifying strategies to help you read those words.

- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.

tps

- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.

- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *journey* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  While I read, I clarified the word *journey*. I thought it broke into two chunks, but I had to think about how each chunk sounded. In the first chunk with *j-o-u-r*, I know that the *ur* makes the /er/ sound. The *r* is bossier than the *ou* vowel team. In the second chunk with *n-e-y*, I know *y* can make an /ē/ sound or an /ī/ sound. I tried saying it both ways, and *journey* with an /ē/ sounded more familiar. *Journey*.

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

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Lesson 14 | Presenting *g* as /j/

Captain Read More wants you to read his writing one more time and underline all the words that have the /j/ sound. Can you and your partner work together to find those /j/ words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the /j/ words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /j/ sound in words, regardless of the spelling.

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Jerry needed a **gem** for his **job**. He hunted for **gems** in the **jungle**. His **journey** began in **July**, so he did not need a **jacket**.

Jerry had to **jump gently** over **giant** plants. He had to **jog** from a **jaguar** that was not going to be **gentle** with him.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask about the sounds in the story.

  I think Captain Read More had trouble with these words because the /j/ sound can be spelled in different ways. I see two ways that the /j/ sound is spelled in this passage. What are they? Randomly select students to share. **Yes, the /j/ sound can be spelled with *j* or *g*. We can make a chart to help Captain Read More remember how to spell these words. We'll put *j* words on one side and *g* words on the other side.**

- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	j	g
1		
2		
3		

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.

- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	j	g
1	job, jump	gem
2	Jerry, July, jacket	gems, gently, giant, gentle
3	journey	

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have students do the same in their Partner Practice Booklets. Remind students that the base word of *gently* isn't *gent*. Point out that the base word *gentle* is another one of Captain Read More's Words.

  When the –*ly* ending is added to the base word *gentle*, the *le* is scrubbed from the end of the word.

- Write the base word next to the chart. Have the students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.

- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 2

Partner Reading

Yesterday we read a story from Captain Read More with the /j/ sound. Today, you and your partner are going to read another story from Captain Read More.

- Have students sit with their partner and open their Partner Practice Booklets to page 25. Remind students that they can use clarifying strategies to help them read tricky words.
- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.
- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.
- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *gigantic* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I needed to clarify the word *gigantic* in this story. We're reading a lot of words that have a *g* that sounds like /j/, and this word has two *g*s. First, I thought this word would break into three chunks. Then, I knew that one or both *g*s would make the /j/ sound, so I tried saying the word with two /j/ sounds—*ji/jan/tic*. That didn't sound right. Then I made the second *g* hard—*ji/gan/tic*. Then I understood the word *gigantic*.

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have the /j/ sound. Can you and your partner work together to find those *j*, *g*, *_ge*, and *_dge* words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the /j/ words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /j/ sound in words, regardless of the spelling.

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Jen judged a pet show at the high school **gym**. She walked around **judging cages** of **orange gerbils**. She **gently** petted **giant** rabbits. One person had a gigantic hedgehog. A **huge**, **ginger**-colored cat did **jumping** tricks. The winners all won boxes of **fudge**.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask students about the different ways they saw the /j/ sound spelled (*j*, *g*, *–ge*, and *–dge*). Randomly select a few students to share. Tell students that you will make a chart that shows the different spellings.
- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	j	g	–ge	–dge
1				
2				
3				

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

th

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.

- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

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Lesson 14 | Presenting *g* as /j/

Captain Read More's Words

	j	g	–ge	–dge
1	Jen	gym	huge	fudge
2	judged, judging, jumping	gently, giant, ginger	cages, orange	judged, judging
3		gerbils		

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have the students do the same in their Partner Practice Booklets. Remind students that the base word for *judged* and *judging* isn't *judg*. Point out that the *e* on the end of *judge* is scrubbed when the *–ed* or *–ing* endings are added. Write the base word next to the chart. Have the students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 3

Practice Writing Captain Read More's Words

We have been reading stories from Captain Read More with the /j/ sound. Let's take another look at some of the words we found.

- Display the chart showing some of Captain Read More's words from the passages. Read the words aloud with students.

gem	huge	job	fudge	jump
cages	ginger	jumping	judged	gently
jaguar	gigantic	hedgehog	gerbils	

- Hide the list of words from students and explain that students will work on writing the words.

Now you are going to see how many of Captain Read More's Words you can write. You need to think about the sounds and patterns you hear in the words.

- Have students turn to a new page in their journals and write the letters "j," "g," "–ge," and "–dge" across the top of their page.
- Read the words from the first row to students. Students will write the words under the correct heading on their papers

gem	huge	job	fudge	jump

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check their work. Students can place a check beside words that they spelled correctly. If students have spelled a word incorrectly, they should draw a line through it and then write the correct spelling beside it. Have students double-check the word to make sure that it is spelled correctly. Then they should circle the corrected word to remind them that this is a word they need to study.
- Read the words from the second row to students. Students will write the words under the correct heading on their papers.

cages	ginger	jumping	judged	gently

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Tell students they will work on Captain Read More's Big Words next.

The last row of words was really tricky. They were Captain Read More's Big

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Words. Let's try spelling some of Captain Read More's Big Words.

- Have students indicate that they are writing challenging words by drawing a line across their paper. Read the words from the third row to students. Students will write the words under the correct heading on their papers.

jaguar	gigantic	hedgehog	gerbils

- Use **Team Huddle** to have students check each other's work. Use **Random Reporter** to select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Award team celebration points to teams whose members shared and spelled words.

Sea Monster's Words

- Introduce Sea Monster's Words.

  Now that you have learned Captain Read More's Words, you're going to learn the Sea Monster's Words!

- Display the graphic for the Sea Monster. Explain the Sea Monster and what the Sea Monster's Words are.

  This is the Sea Monster. He's not really a scary monster, but his words can be scary! He keeps track of all the extra-tricky words. They're tricky because they don't make the sounds we expect them to make.

- Display the words *jog*, *jungle*, and *jaguar*. Underline the letter *g*. Use a **Think Aloud** to model clarifying the word.

  A lot of the words we have practiced have the letter *g* making the /j/ sound. But in these words, we don't hear that sound from the *g*. These words can be tricky if you're thinking about which *g*s make a /j/ sound and which make a /g/ sound. When *g* is followed by the vowels *e*, *i*, and *y*, it will sometimes sound like /j/.

- Teach students the remaining words as applicable. Introduce each word by displaying it on the board and then pointing out the tricky part of the word. Use the following saying for each word:
- Have students turn to a new page in their journals, or start a new list, and write the Sea Monster's Words, double-check the spelling, and circle each word.
- Have partners check each other's work. Randomly select students to share and spell one of the Sea Monster's Words.
- Award team celebration points to teams whose members shared and spelled words.

  Remember, the Sea Monster's Words can be tricky, so you may have to spend extra time learning how to spell them. Do you think you can look at Captain Read More's story one more time and find the Sea Monster Words?

- Have students open their Partner Practice Booklets to pages 24 and 25 to find and circle Sea Monster's Words in the passages.

Dictation

- Tell students they will use Captain Read More's and Sea Monster's words in sentences.

  Now that we've practiced words from Captain Read More and the Sea Monster, we're ready to use them in sentences.

- Read the following sentences aloud to students.

  Pet gerbils live in cages.

  Fudge will melt in a jungle in July.

- Have students repeat each sentence two or three times and then write it in their journals. Use **Think-Pair-Share** to have students discuss the sentences with their partners. Randomly select students to spell Captain Read More's or the Sea Monster's words as you write the sentence on the board. Make sure students check and correct their work.
- Display the following sentence from Captain Read More's story with mistakes in it.

  A hudge, jinger-colored cat did gumping tricks.

- Read the sentence aloud with students. Use **Team Huddle** to have students discuss changes that need to be made to the sentence. Use **Random Reporter** to select students to share the changes they would make.
- Correct the sentence according to students' suggestions and then have them write it in their journals:
- Award team celebration points to teams whose members successfully spelled words.

My Practice Words

- Students will take all the words they circled in today's lesson and add them onto the page titled "My Practice Words." Students can decide for themselves if they want to add Captain Read More's Big Words to their list.
- Use **Random Reporter** to select some students to share the words they have on their spelling lists.
- **Optional:** If any words appear to be difficult for the whole class, write them on chart paper and post them in a central location.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 4

Optional Review

Word Power Review

- If students need additional practice with the sounds and words they reviewed this week, lead students in a review. Following are suggested review activities:
  - Reread Captain Read More's Stories aloud with partners.
  - Partners review and practice the words they circled and placed in their My Practice Words list.
  - Have partners use a timer to see how quickly and accurately they can read Captain Read More's Words and the Sea Monster's Words in their journals.
  - Have partners do a search through their current Targeted Treasure Hunt trade book to find words with the sound patterns they practiced.

Word Games

Instructions for Transformer can be found on page 351 of the Appendix.

- See the appendix for word game directions. Use the following suggested word game(s) or another game from the appendix.

TRANSFORMER

- Students will play two rounds of the Transformer game. They will use one sheet of paper each for words with /j/ sounds.
- Have students sit with their partners and take out a blank sheet of paper. Tell students that they will start by transforming words that use the *–ge* pattern.
- Begin with the word *cage* and use the following sequence:

cage page rage

- After you have modeled the game to students, let them continue on their own. If students need more guided practice with the game, continue as a group with the following sequence:

wage wave save

- Monitor students as they play the game. When partners have filled the paper, end the game.

- Use **Random Reporter** to select students to share their word list.
- Have students play one more round of the game with a new letter group. Use the first few words of the following word sequence to get students started. Or, use the sequence to play the game as a group.

jump	bump	dump	pump
lump	limp	lip	sip

- Monitor students as they play the game. When partners have filled the paper, end

the game.

- Use **Random Reporter** to select students to share their word list.
- Award team celebration points to teams whose member read their word lists.
- Remind students to take their word lists home and study them by reading them to family members. Encourage students to try making their own lists at home and bringing them to class. Be sure to display any word lists that students bring from home.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 5

Test

- Use the following items to complete numbers 7–10 during the Day 5 Test in the Targeted Treasure Hunt lesson you are currently teaching.

Skill Questions

10 points each

Listen to the words and meaningful sentences as they are read aloud. Write down the word. You will hear a mix of Captain Read More's Words, the Sea Monster's Words, or Captain Read More's Big Words.

7. gem (The ring had a shiny gem.)
8. jump (Jump rope is a fun game.)
9. hedgehog (The hedgehog has tiny spikes.)
10. cages (Pet birds are kept in cages.)

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Lesson 15

Reviewing Ending s-blends

Instructional Objectives

Students will review ending s-blends, including /_st/, /_sp/, and /_sk/.

Lesson 15

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for ending consonant blends.

  Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word Treasure	Consonant blends are letter groups where you can hear the sound of each letter. Some words contain a consonant blend at the end of the word. If you're having trouble reading these words, first read the consonant blend, and then read the whole word.

Partner Reading SR

- Introduce Captain Read More's Story.

  Captain Read more loves writing stories. He often sends me stories when he needs help with words and his spelling. He wants to share his story and the tricky words he had to spell.

- Have students sit with their partner and open their Partner Practice Booklets to page 26.

  You and your partner are going to read Captain Read More's story together. You'll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use clarifying strategies to help you read those words.

- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.

tps

- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.

- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *nurse* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I needed to clarify this word while I read. I saw that there was an *e* at the end of the word, and that usually would cause the *u* to make a long u sound. But the *u* is followed by an *r*, and I know that the *r* controls vowels. *Nurse*.

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Lesson 15 | Reviewing Ending s-blends

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have ending s-blends. Can you and your partner work together to find those ending s-blend words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the ending s-blend words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the ending s-blend sound in words, regardless of the spelling.

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Maddie took her **husky, Fisk,** to visit the **dentist**. It was his **first** time. Maddie went to the front **desk** to tell the nurse **Fisk** was there. She **asked** how long the **task** would take.

"It will be **fast**!" she said **briskly**. "He's next on the **list**."

Maddie **whisked Fisk** away to a chair to wait.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask about the sounds in the story.

  I think Captain Read More had trouble with these words because ending s-blends can be hard to hear and read. I see two ending s-blends in this story. What are they? Randomly select students to share. **Yes, ending s-blends can be spelled with *st* or *sk*. We can make a chart to help Captain Read More remember how to spell these words. We'll put _*st* words on one side and _*sk* words on the other side.**

- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/words with endings.
Row 3: Multi-syllable/tricky words

	_st	_sk
1		
2		
3		

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.
- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.
- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	_st	_sk
1	first, fast, list	Fisk, desk, task
2	dentist	husky, asked, briskly
3		whisked

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have students do the same in their Partner Practice Booklets. Point out that the *wh* in *whisked* makes the /w/ sound (wisked).

  The letter combination *wh* is tricky. It can make a /w/ sound like *wet*, or it can make a /h/ sound like *who*. The word *whisked* makes a /w/ sound, *whisked*. Have students repeat the word.

- Write a *w* next to the word *whisked* in the chart. Have students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

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Lesson 15 | Reviewing Ending s-blends

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 2

Partner Reading

Yesterday we read a story from Captain Read More with ending s-blends. Today, you and your partner are going to read another story from Captain Read More.

- Have students sit with their partner and open their Partner Practice Booklets to page 27. Remind students that they can use clarifying strategies to help them read tricky words.
- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.
- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.
- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *apple* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I needed to clarify the word *apple* as I read it. I decided to chunk it, so first I found the vowels. Note the *a* and the *e*. **I know that when I chunk words, each chunk needs a vowel, so I have two chunks. There are two *p*s in the word. I know I can chunk this between the two *p*s because *ple* makes the consonant-le pattern. *Ap/ple. Apple.***

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have ending s-blends. Can you and your partner work together to find those ending s-blend words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the ending s-blend words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the ending s-blend sound in words, regardless of the spelling.

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Lesson 15 | Reviewing Ending s-blends

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

"Ouch!" Danny **gasped**. "I was **just** stung by a **wasp**!"

"What a **pest**," Pete said. "We need to stay away from the **nest**."

Danny and Pete took a **brisk** walk home. Danny **grasped** his hand.

"**Tsk** **tsk**, what happened?" Mom **asked**. "I think some **rest** and **crisp** apple pie will cure your **wrist**."

List Words on the Chart

- When partners have completed the task, use **Think-Pair-Share** to ask students about the different ways they saw the ending s-blends spelled (*_st*, *_sk*, and *_sp*). Randomly select a few students to share. Tell students that you will make a chart that shows the different spellings.
- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	_st	_sk	_sp
1			
2			
3			

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.
- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.
- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	_st	_sk	_sp
1	just, pest, nest, rest	brisk, tsk	wasp, crisp
2		asked	gasped, grasped
3	wrist		

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have the students do the same in their Partner Practice Booklets. Point out that the *wr* in *wrist* makes the /r/ sound (rist).

  The letter combination *wr* is another tricky one. It makes an /r/ sound like *read*. *Wrist*. Have students repeat the word.

- Write an *r* next to the word *wrist* in the chart. Have students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 3

Practice Writing Captain Read More's Words

We have been reading stories from Captain Read More with ending s-blends. Let's take another look at some of the words we found.

- Display the chart showing some of Captain Read More's words from the passages. Read the words aloud with students.

task	rest	pest	crisp	wasp
dentist	grasped	asked	briskly	gasped
whisked	wrist			

- Hide the list of words from students and explain that students will work on writing the words.

Now you are going to see how many of Captain Read More's Words you can write. You need to think about the sounds and patterns you hear in the words.

- Have students turn to a new page in their journals and write the letters "_st," "_sk," and "_sp" across the top of their page.
- Read the words from the first row to students. Students will write the words under the correct heading on their papers

task	**rest**	**pest**	**crisp**	**wasp**

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check their work. Students can place a check beside words that they spelled correctly. If students have spelled a word incorrectly, they should draw a line through it and then write the correct spelling beside it. Have students double-check the word to make sure that it is spelled correctly. Then they should circle the corrected word to remind them that this is a word they need to study.
- Read the words from the second row to students. Students will write the words under the correct heading on their papers.

dentist	**grasped**	**asked**	**briskly**	**gasped**

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Tell students they will work on Captain Read More's Big Words next.

The last row of words was really tricky. They were Captain Read More's Big Words. Let's try spelling some of Captain Read More's Big Words.

- Have students indicate that they are writing challenging words by drawing a line across their paper. Read the words from the third row to students. Students will write the words under the correct heading on their papers.

whisked	wrist

- Use **Team Huddle** to have students check each other's work. Use **Random Reporter** to select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Award team celebration points to teams whose members shared and spelled words.

Sea Monster's Words

- There are no Sea Monster's Words in this lesson. If needed, take additional time practicing writing Captain Read More's Words.

Dictation

- Tell students they will use Captain Read More's words in sentences.

  Now that we've practiced words from Captain Read More, we're ready to use them in sentences.

- Read the following sentences aloud to students.

  A fast wasp flew out of a nest.

  A crisp wind blew on a brisk day.

- Have students repeat each sentence two or three times and then write it in their journals. Use **Think-Pair-Share** to have students discuss the sentences with their partners. Randomly select students to spell Captain Read More's words as you write the sentence on the board. Make sure students check and correct their work.
- Display the following sentence from Captain Read More's story with mistakes in it.

  Maddie took her husty, Fisp to visit the dentisk.

- Read the sentence aloud with students. Use **Team Huddle** to have students discuss changes that need to be made to the sentence. Use **Random Reporter** to select students to share the changes they would make.
- Correct the sentence according to students' suggestions and then have them write it in their journals:
- Award team celebration points to teams whose members successfully spelled words.

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My Practice Words

- Students will take all the words they circled in today's lesson and add them onto the page titled "My Practice Words." Students can decide for themselves if they want to add Captain Read More's Big Words to their list.
- Use **Random Reporter** to select some students to share the words they have on their spelling lists.
- **Optional:** If any words appear to be difficult for the whole class, write them on chart paper and post them in a central location.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 4

Optional Review

Word Power Review

- If students need additional practice with the sounds and words they reviewed this week, lead students in a review. Following are suggested review activities:
  - Reread Captain Read More's Stories aloud with partners.
  - Partners review and practice the words they circled and placed in their My Practice Words list.
  - Have partners use a timer to see how quickly and accurately they can read Captain Read More's Words in their journals.
  - Have partners do a search through their current Targeted Treasure Hunt trade book to find words with the sound patterns they practiced.

Word Games

Instructions for Transformer can be found on page 351 of the Appendix.

- See the appendix for word game directions. Use the following suggested word game(s) or another game from the appendix.

TRANSFORMER

- Students will play two rounds of the Transformer game. They will use one sheet of paper each for words with _*st*.
- Have students sit with their partners and take out a blank sheet of paper. Tell students that they will start by transforming words that use the _*st* pattern.
- Begin with the word *fist* and use the following sequence:

fist fast mast

- After you have modeled the game to students, let them continue on their own. If students need more guided practice with the game, continue as a group with the following sequence:

cast past pest

- Monitor students as they play the game. When partners have filled the paper, end the game.

- Use **Random Reporter** to select students to share their word list.
- Have students play one more round of the game with a new letter group. Use the first few words of the following word sequence to get students started. Or, use the sequence to play the game as a group.

desk dusk disk risk
brisk

- Monitor students as they play the game. When partners have filled the paper, end

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the game.

- Use **Random Reporter** to select students to share their word list.
- Award team celebration points to teams whose member read their word lists.
- Remind students to take their word lists home and study them by reading them to family members. Encourage students to try making their own lists at home and bringing them to class. Be sure to display any word lists that students bring from home.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 5

Test

- Use the following items to complete numbers 7–10 during the Day 5 Test in the Targeted Treasure Hunt lesson you are currently teaching.

Skill Questions

10 points each

Listen to the words and meaningful sentences as they are read aloud. Write down the word. You will hear a mix of Captain Read More's Words, the Sea Monster's Words, or Captain Read More's Big Words.

7. wrist (Your wrist moves your hand up and down.)
8. desk (Please sit down at your desk.)
9. crisp (Potato chips are crisp and crunchy.)
10. grasped (The player grasped the baseball bat.)

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Lesson 16

Reviewing Ending n-blends

Instructional Objectives

Students will review ending n-blends, including /_nk/, /_ng/, /_nd/, and /_nt/.

Skill Focus: Prefix + Base Word

Lesson 16

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for ending consonant blends.

  Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word Treasure	Consonant blends are letter groups where you can hear the sound of each letter. Some words contain a consonant blend at the end of the word. If you're having trouble reading these words, first read the consonant blend, and then read the whole word.

Partner Reading SR

- Introduce Captain Read More's Story.

  Captain Read more loves writing stories. He often sends me stories when he needs help with words and his spelling. He wants to share his story and the tricky words he had to spell.

- Have students sit with their partner and open their Partner Practice Booklets to page 28.

  You and your partner are going to read Captain Read More's story together. You'll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use clarifying strategies to help you read those words.

- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.

tps

- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.

- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *hockey* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I needed to clarify this word while I read. I decided to chunk the word. I saw that there were three vowels in the word. Circle or mark the *o*, *e*, and *y*. **I think the *ey* is a vowel team, so I will treat them as one vowel. That means the word has two chunks. Another clue for how to chunk this word is that there are two consonants in the middle.** Underline the *c* and *k*. **I can split these two make two chunks. *Hoc/key. Hockey.***

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Lesson 16 | Reviewing Ending n-blends

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have ending n-blends. Can you and your partner work together to find those ending n-blend words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the ending n-blend words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the ending n-blends in words, regardless of the spelling.

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Link's arm **hung** in a **sling**. He fell **wrong** at the hockey **rink**. In the game, he **swung** his stick and **sank** the puck in the goal. Cheers **rang** out! Link **winked** at his fans.

Then **Link** **banged** into the wall and fell with a **bonk**. His arm **stung**. He needed to **rethink** playing hockey.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask about the sounds in the story.

  I think Captain Read More had trouble with these words because ending n-blends can be hard to hear and read. I see two ways that ending n-blends are spelled in this passage. What are they? Randomly select students to share. **Yes, ending n-blends can be spelled with _*nk* or _*ng*. We can make a chart to help Captain Read More remember how to spell these words. We'll put _*nk* words on one side and _*ng* words on the other side.**

- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/words with endings.
Row 3: Multi-syllable/tricky words

	_nk	_ng
1		
2		
3		

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.
- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.
- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	_nk	_ng
1	Link, rink, sank, bonk	hung, sling, swung, rang, slung
2	winked, rethink	banged
3		wrong

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have students do the same in their Partner Practice Booklets. Point out that the *wr* in *wrong* makes the /r/ sound (rong).

  The letter combination *wr* is a tricky one. It makes an /r/ sound like read. *Wrong*. Have students repeat the word.

- Write an *r* next to the word *wrong* in the chart. Have students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.

Skill Focus: Prefix + Base Word

- Point out to students that the word *rethink* is made up of a prefix and a base word.

  Sometimes words have something added to the beginning of the word that changes its meaning. Look at the word *rethink*. What word do you recognize? Wait for students' responses. **Right, you can see the word *think*. It has the letters *re* added to the front of it. This is called a prefix. The word *think* is a base word.**

- Display the word *rethink*. Use a **Think Aloud** to model identifying the prefix and base word.

  When I see a word like *rethink*, I need to look at the word to see if I recognize a base word. Write the word "think" below *rethink*. **When I see prefixes, I can think**

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of them as being added to the base word. Write "re +" in front of *think*. **A prefix changes the meaning of the base word. The prefix *re-* means to do again. So, if I'm rethinking something, I'm thinking about it again.**

- Tell students to be on the lookout for words that have prefixes added to them as they read.

- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 2

Partner Reading

Yesterday we read a story from Captain Read More with ending n-blends. Today, you and your partner are going to read another story from Captain Read More.

- Have students sit with their partner and open their Partner Practice Booklets to page 29. Remind students that they can use clarifying strategies to help them read tricky words.
- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.
- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.
- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *different* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I needed to clarify this word while I read. It's a big word! I decided to chunk it. First, I looked for all the vowels. Circle or mark the vowels. **There are three vowels in this word, so that means there are three chunks. To make my first chunk, I saw that there are two consonants next to each other.** Underline the *ff*. **I can break these apart so that my first chunk is *dif*. Next, I see that the *er* makes a team, so I would chunk it after the *r—ent*. *Dif/fer/ent*. *Different*.**

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have ending n-blends. Can you and your partner work together to find those ending n-blend words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the ending n-blend words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear ending n-blends in words, regardless of the spelling.

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Lesson 16 | Reviewing Ending n-blends

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Kent **spent** the **winter** on a **distant** **island**. The **sand** was **tinted** **pink**. **Giant** **plants** **swung** in the **wind**. The warm sand was **different** from cold **snowbanks**.

His **parents** **rented** a **tent** for the **weekend**. They camped near a **pond** in a **wetland**. **Kent** watched many **ants** climb a tree **trunk**.

List Words on the Chart

- When partners have completed the task, use **Think-Pair-Share** to ask students about the different ways they saw ending n-blends spelled (*_nk*, *_ng*, *_nd*, and *_nt*). Randomly select a few students to share. Tell students that you will make a chart that shows the different spellings.
- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	_nk	_ng	_nd	_nt
1				
2				
3				

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.
- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.
- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	_nk	_ng	_nd	_nt
1	pink, trunk	swung	sand, wind, pond	Kent, spent, tent
2	snowbanks		island, weekend, wetland	winter, distant, tinted, plants, rented, ants
3				giant, different, parents

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have the students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 3

Practice Writing Captain Read More's Words

We have been reading stories from Captain Read More with ending n-blends. Let's take another look at some of the words we found.

- Display the chart showing some of Captain Read More's words from the passages. Read the words aloud with students.

rink	sling	pond	sand	tent
weekend	tinted	plants	banged	rethink
giant	different	wrong	parents	

- Hide the list of words from students and explain that students will work on writing the words.

Now you are going to see how many of Captain Read More's Words you can write. You need to think about the sounds and patterns you hear in the words.

- Have students turn to a new page in their journals and write the letters "_nk," "_ng," "_nd," and "_nt" across the top of their page.
- Read the words from the first row to students. Students will write the words under the correct heading on their papers

rink	sling	pond	sand	tent

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check their work. Students can place a check beside words that they spelled correctly. If students have spelled a word incorrectly, they should draw a line through it and then write the correct spelling beside it. Have students double-check the word to make sure that it is spelled correctly. Then they should circle the corrected word to remind them that this is a word they need to study.
- Read the words from the second row to students. Students will write the words under the correct heading on their papers.

weekend	tinted	plants	banged	rethink

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Tell students they will work on Captain Read More's Big Words next.

The last row of words was really tricky. They were Captain Read More's Big Words. Let's try spelling some of Captain Read More's Big Words.

- Have students indicate that they are writing challenging words by drawing a line across their paper. Read the words from the third row to students. Students will write the words under the correct heading on their papers.

giant	different	wrong	parents

- Use **Team Huddle** to have students check each other's work. Use **Random Reporter** to select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Award team celebration points to teams whose members shared and spelled words.

Sea Monster's Words

- There are no Sea Monster's Words in this lesson. If needed, take additional time practicing writing Captain Read More's Words.

Dictation

- Tell students they will use Captain Read More's words in sentences.

  Now that we've practiced words from Captain Read More, we're ready to use them in sentences.

- Read the following sentences aloud to students.

  The <u>pink</u> <u>sand</u> was full of <u>ants</u>.

  A boat <u>sank</u> in the <u>pond</u> this <u>weekend</u>.

- Have students repeat each sentence two or three times and then write it in their journals. Use **Think-Pair-Share** to have students discuss the sentences with their partners. Randomly select students to spell Captain Read More's words as you write the sentence on the board. Make sure students check and correct their work.
- Display the following sentence from Captain Read More's story with mistakes in it.

  <u>Giand</u> <u>plangs</u> <u>swunk</u> in the <u>wint</u>.

- Read the sentence aloud with students. Use **Team Huddle** to have students discuss changes that need to be made to the sentence. Use **Random Reporter** to select students to share the changes they would make.
- Correct the sentence according to students' suggestions and then have them write it in their journals:
- Award team celebration points to teams whose members successfully spelled words.

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My Practice Words

- Students will take all the words they circled in today's lesson and add them onto the page titled "My Practice Words." Students can decide for themselves if they want to add Captain Read More's Big Words to their list.
- Use **Random Reporter** to select some students to share the words they have on their spelling lists.
- **Optional:** If any words appear to be difficult for the whole class, write them on chart paper and post them in a central location.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 4

Optional Review

Word Power Review

- If students need additional practice with the sounds and words they reviewed this week, lead students in a review. Following are suggested review activities:
  - Reread Captain Read More's Stories aloud with partners.
  - Partners review and practice the words they circled and placed in their My Practice Words list.
  - Have partners use a timer to see how quickly and accurately they can read Captain Read More's Words in their journals.
  - Have partners do a search through their current Targeted Treasure Hunt trade book to find words with the sound patterns they practiced.

Word Games

Instructions for Lines and Squares can be found on pages 355–356 of the Appendix.

Preparation: Fill out two Lines and Squares grids using words from the lesson and create copies for student partnerships.

- See the appendix for word game directions. Use the following suggested word game(s) or another game from the appendix.

LINES AND SQUARES

- Students will play two rounds of the Lines and Squares game. Hand out one of each grid to each partnership.
- Tell students that they will be reading and spelling words with ending n-blends
- Model the game to students using level 3 difficulty.
  - Choose a color.
  - Read a word on the Lines and Squares grid.
  - Spell the word aloud without looking at it.
  - Randomly select a student to check your spelling.
  - If spelled correctly, draw a line to connect two dots in the box around the word.
  - Model repeating this step with the same word until you draw a box around the word.
  - Once a box is drawn, color the word with your color.
- Determine the level of play for your students based on their skills or need for review:
  - Level 1: Read the word in the box.
  - Level 2: Read the word, then spell it.
  - Level 3: Read the word, then spell it with eyes closed.
  - Level 4: Read the word, spell it with eyes closed, then use it in a meaningful sentence.
- Monitor students as they play the game. When partners have filled the paper, end the game.
- Use **Random Reporter** to select students to share their word list.

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Lesson 16 | Reviewing Ending n-blends

- Have students play one more round of the game at a different level of difficulty.
- Monitor students as they play the game. When partners have filled the paper, end the game.
- Use **Random Reporter** to select students to share their word list.
- Award team celebration points to teams whose member read their word lists.
- Students can study their Lines and Squares or My Practice Words by reading them to family members. Encourage students to make their own Lines and Squares game at home to play, and bring the list of words they read correctly to class. Be sure to display any word lists that the students bring from home.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 5

Test

- Use the following items to complete numbers 7–10 during the Day 5 Test in the Targeted Treasure Hunt lesson you are currently teaching.

Skill Questions

10 points each

Listen to the words and meaningful sentences as they are read aloud. Write down the word. You will hear a mix of Captain Read More's Words, the Sea Monster's Words, or Captain Read More's Big Words.

7. tinted (We tinted the cake frosting blue.)
8. trunk (The trunk of the tree was very large.)
9. wrong (I brought the wrong book back to the library.)
10. sand (The beach sand was full of shells.)

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Lesson 17

Reviewing Ending t-blends

Instructional Objectives

Students will decode and spell words with ending t-blends _*ct*, _*ft*, _*lt*, _*nt*, _*pt* and _*st*.

Lesson 17

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for ending consonant blends.

  Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word Treasure	Consonant blends are letter groups where you can hear the sound of each letter. Some words contain a consonant blend at the end of the word. If you're having trouble reading these words, first read the consonant blend, and then read the whole word.

Partner Reading SR

- Introduce Captain Read More's Story.

  Captain Read more loves writing stories. He often sends me stories when he needs help with words and his spelling. He wants to share his story and the tricky words he had to spell.

- Have students sit with their partner and open their Partner Practice Booklets to page 30.

  You and your partner are going to read Captain Read More's story together. You'll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use clarifying strategies to help you read those words.

- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.

tps

- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.

- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *quick* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I need to clarify the tricky word *quick*. I know that when there is a *q* it is always followed by a *u*. As I sounded it out—*qu-i-c-k*—I knew having two hard /c/ sounds was not right so I blended it together to make one sound—*qu-i-ck. Quick.*

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Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have ending t-blends. Can you and your partner work together to find those ending t-blend words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the ending t-blend words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the ending t-blend sound in words, regardless of the spelling.

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Gift **felt** a quick **swift** wind. She had to **sift** through her bag for a **quilt**. Water **swept** over the **raft**. As a **result**, the **raft** started to **tilt** and **drift** down the river. It was **difficult** to **shift** the raft back.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask about the sounds in the story.

  I think Captain Read More had trouble with these words because ending t-blends can be spelled in different ways. I see three ways that the ending t-blends are spelled in this passage. What are they? Randomly select students to share. **Yes, ending t-blends can be spelled with *ft*, *pt*, or *lt*. We can make a chart to help Captain Read More remember how to spell these words. We will put *_ft* in the first column, *_pt* in the second column, and *_lt* in the third column.**

- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	_ft	_pt	_lt
1			
2			
3			

- Tell students that they will fill in the chart. Explain that the first row of words will be

one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.
- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	_ft	_pt	_lt
1	Gift, swift, sift, raft, drift, shift	swept	felt, quilt, tilt
2			result
3			difficult

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 2

Partner Reading

Yesterday we read a story from Captain Read More with ending t-blends. Today, you and your partner are going to read another story from Captain Read More.

- Have students sit with their partner and open their Partner Practice Booklets to page 31. Remind students that they can use clarifying strategies to help them read tricky words.
- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.
- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.
- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *grunted* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I need to clarify the word *grunted*. First I will look for the base word and I recognize *grunt*. Then I notice the ending on this word is –*ed*. I chunked these word parts to read *grunt/ed*. *Grunted*.

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have ending t-blends. Can you and your partner work together to find those ending t-blend words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the ending t-blend words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the ending t-blend sound in words, regardless of the spelling.

Lesson 17 | Reviewing Ending t-blends

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Forest walked out of his **tent**. He did not **expect** **frost** on the **plants**. A bird flew **past** to its **nest**.

"Today is not a good day to **hunt** and **collect** **insects**," he **grunted**. "I **must** **adjust** my plan!"

Forest did not **want** the weather to **impact** his day. He **went** inside to **rest** and eat **breakfast**.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask students about the different ways they saw ending t-blends spelled (*_nt*, *_st*, and *_ct*). Randomly select a few students to share. Tell students that you will make a chart that shows the different spellings.
- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	_nt	_st	_ct
1			
2			
3			

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

th

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.

- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

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Lesson 17 | Reviewing Ending t-blends

Captain Read More's Words

	_nt	_st	_ct
1	tent, hunt, want, went	frost, past, nest, must, rest	
2	plants, grunted	Forest, adjust	expect, collect, insects, impact
3		breakfast	

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have the students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 3

Practice Writing Captain Read More's Words

We have been reading stories from Captain Read More with ending t-blends. Let's take another look at some of the words we found.

- Display the chart showing some of Captain Read More's words from the passages. Read the words aloud with students.

raft	quilt	frost	hunt	past
result	insects	grunted	adjust	forest
difficult	breakfast			

- Hide the list of words from students and explain that students will work on writing the words.

Now you are going to see how many of Captain Read More's Words you can write. You need to think about the sounds and patterns you hear in the words.

- Have students turn to a new page in their journals and write the letters "_ct," "_ft," "_lt," "_nt," "_pt," and "_st" across the top of their page.
- Read the words from the first row to students. Students will write the words under the correct heading on their papers

raft	quilt	frost	hunt	past

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check their work. Students can place a check beside words that they spelled correctly. If students have spelled a word incorrectly, they should draw a line through it and then write the correct spelling beside it. Have students double-check the word to make sure that it is spelled correctly. Then they should circle the corrected word to remind them that this is a word they need to study.
- Read the words from the second row to students. Students will write the words under the correct heading on their papers.

result	insects	grunted	adjust	forest

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Tell students they will work on Captain Read More's Big Words next.

The last row of words was really tricky. They were Captain Read More's Big Words. Let's try spelling some of Captain Read More's Big Words.

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- Have students indicate that they are writing challenging words by drawing a line across their paper. Read the words from the third row to students. Students will write the words under the correct heading on their papers.

difficult	breakfast

- Use **Team Huddle** to have students check each other's work. Use **Random Reporter** to select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Award team celebration points to teams whose members shared and spelled words.

Sea Monster's Words

- There are no Sea Monster's Words in this lesson. If needed, take additional time practicing writing Captain Read More's Words.

Dictation

- Tell students they will use Captain Read More's words in sentences.

  Now that we've practiced words from Captain Read More, we're ready to use them in sentences.

- Read the following sentences aloud to students.

  Kat loves to collect insects.

  I can craft a quilt with great results.

- Have students repeat each sentence two or three times and then write it in their journals. Use **Think-Pair-Share** to have students discuss the sentences with their partners. Randomly select students to spell Captain Read More's words as you write the sentence on the board. Make sure students check and correct their work.
- Display the following sentence from Captain Read More's story with mistakes in it.

  He did not expest the front on the plafts.

- Read the sentence aloud with students. Use **Team Huddle** to have students discuss changes that need to be made to the sentence. Use **Random Reporter** to select students to share the changes they would make.
- Correct the sentence according to students' suggestions and then have them write it in their journals:
- Award team celebration points to teams whose members successfully spelled words.

My Practice Words

- Students will take all the words they circled in today's lesson and add them onto the page titled "My Practice Words." Students can decide for themselves if they want to add Captain Read More's Big Words to their list.
- Use **Random Reporter** to select some students to share the words they have on their spelling lists.
- **Optional:** If any words appear to be difficult for the whole class, write them on chart paper and post them in a central location.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 4

Optional Review

Word Power Review

- If students need additional practice with the sounds and words they reviewed this week, lead students in a review. Following are suggested review activities:
  - Reread Captain Read More's Stories aloud with partners.
  - Partners review and practice the words they circled and placed in their My Practice Words list.
  - Have partners use a timer to see how quickly and accurately they can read Captain Read More's Words in their journals.
  - Have partners do a search through their current Targeted Treasure Hunt trade book to find words with the sound patterns they practiced.

Word Games

Instructions for Lines and Squares can be found on pages 355–356 of the Appendix.

Preparation: Fill out two Lines and Squares grids using words from the lesson and create copies for student partnerships.

- See the appendix for word game directions. Use the following suggested word game(s) or another game from the appendix.

LINES AND SQUARES

- Students will play two rounds of the Lines and Squares game. Hand out one of each grid to each partnership.
- Tell students that they will be reading and spelling words with ending t-blends
- Model the game to students using level 3 difficulty.
  - Choose a color.
  - Read a word on the Lines and Squares grid.
  - Spell the word aloud without looking at it.
  - Randomly select a student to check your spelling.
  - If spelled correctly, draw a line to connect two dots in the box around the word.
  - Model repeating this step with the same word until you draw a box around the word.
  - Once a box is drawn, color the word with your color.
- Determine the level of play for your students based on their skills or need for review:
  - Level 1: Read the word in the box.
  - Level 2: Read the word, then spell it.
  - Level 3: Read the word, then spell it with eyes closed.
  - Level 4: Read the word, spell it with eyes closed, then use it in a meaningful sentence.
- Tell students that when they fill in a box, record the word on a piece of paper.
- Monitor students as they play the game. When partners have filled the paper, end the game.

Lesson 17 | Reviewing Ending t-blends

- Use **Random Reporter** to select students to share their word list.
- Have students play one more round of the game at a different level of difficulty.
- Monitor students as they play the game. When partners have filled the paper, end the game.

- Use **Random Reporter** to select students to share their word list.
- Award team celebration points to teams whose member read their word lists.
- Students can study their Lines and Squares or My Practice Words by reading them to family members. Encourage students to make their own Lines and Squares game at home to play, and bring the list of words they read correctly to class. Be sure to display any word lists that the students bring from home.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 5

Test

- Use the following items to complete numbers 7–10 during the Day 5 Test in the Targeted Treasure Hunt lesson you are currently teaching.

Skill Questions

10 points each

Listen to the words and meaningful sentences as they are read aloud. Write down the word. You will hear a mix of Captain Read More's Words, the Sea Monster's Words, or Captain Read More's Big Words.

7. tent (I went camping in a tent.)
8. adjust (She had to adjust the plan.)
9. collect (I love to collect cars.)
10. result (I earned a good result on my test.)

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Lesson 18

Reviewing Ending l-blends

Instructional Objectives

Students will decode and spell words with ending l-blends *_lt*, *_lp*, *_ld*, *_lk*, *_lf* and *_lm*.

Lesson 18

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for ending consonant blends.

  Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word Treasure	Consonant blends are letter groups where you can hear the sound of each letter. Some words contain a consonant blend at the end of the word. If you're having trouble reading these words, first read the consonant blend, and then read the whole word.

Partner Reading SR

- Introduce Captain Read More's Story.

  Captain Read more loves writing stories. He often sends me stories when he needs help with words and his spelling. He wants to share his story and the tricky words he had to spell.

- Have students sit with their partner and open their Partner Practice Booklets to page 32.

  You and your partner are going to read Captain Read More's story together. You'll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use clarifying strategies to help you read those words.

- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.

tps

- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.

- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *bolted* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I need to clarify the word *bolted*. First, I looked for the base word. I recognized *bolt*. It has an ending of *–ed*. I chunked familiar word parts to read *bolt/ed. Bolted.*

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Lesson 18 | Reviewing Ending l-blends

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have ending l-blends. Can you and your partner work together to find those ending l-blend words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the ending l-blend words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the ending l-blend sound in words, regardless of the spelling.

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Colt the dog **bolted** into the **field**.
"**Help**!" cried **Arnold**. "I could not **hold** **Colt**! It is all my **fault**!" he **gulped**. **Arnold** **felt** **guilty**.
"**Halt**!" Dad yelled. When **Colt** stopped, Dad took his hat off showing his **bald** **scalp**. He **knelt** down and pet **Colt**.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask about the sounds in the story.

  I think Captain Read More had trouble with these words because the ending l-blends can be spelled in different ways. I see three ways that ending l-blend is spelled in this passage. What are they? Randomly select students to share. **Yes, the ending l-blend can be spelled with _*lt*, _*lp*, or _*ld*. We can make a chart to help Captain Read More remember how to spell these words. We can put each spelling into a column.**

- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	_lt	_lp	_ld
1			
2			
3			

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.
- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.
- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	_lt	_lp	_ld
1	Colt, fault, felt, halt, knelt	help, scalp	field, hold, bald
2	bolted, guilty	gulped	Arnold
3			

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
  - Point out that in the word *knelt* the *kn* together make the /n/ sound and the *k* is quiet. In the word *field* the *ie* are a vowel team that make the /ē/ sound. The word *guilty* has two vowels, *u* and *i*, but the *u* is quiet. Also, the *y* makes an /ē/ sound.—*gil/tee.*
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 2

Partner Reading

Yesterday we read a story from Captain Read More with ending l-blends. Today, you and your partner are going to read another story from Captain Read More.

- Have students sit with their partner and open their Partner Practice Booklets to page 33. Remind students that they can use clarifying strategies to help them read tricky words.
- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.
- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.
- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *overwhelmed* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I had to clarify *overwhelmed*. First, I recognized the word *over*. The *e* is short because it is between two consonants (CVC). Then, I recognized the *wh* and know it sometimes makes the /h/ sound and sometimes makes the /w/ sound. I tried reading it with the /h/ sound (say "overhelm") **and it did not sound like a word I knew. Then I tried with the /w/ sound** (say "overwelm"). **This sounded like a word I heard before. I saw that word has an ending of –*ed*. Last, I chunked word parts—*o/ver/whelmed*.**

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have ending l-blends. Can you and your partner work together to find those ending l-blend words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the ending l-blend words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the ending l-blends in words, regardless of the spelling.

Lesson 18 | Reviewing Ending l-blends

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Malcolm was **sulking**. He was **overwhelmed** that he was working alone. He **hulked** the **bulky** box up onto the **shelf**. He had **half** of the **film** boxes left.

"Ouch!" He scraped his **palm** on the **bookshelf**.

"Stay **calm**," he told **himself** as he put **balm** on the scrape.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask students about the different ways they saw ending l-blends spelled (*_lk*, *_lf*, and *_lm*). Randomly select a few students to share. Tell students that you will make a chart that shows the different spellings.
- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	_lk	_lf	_lm
1			
2			
3			

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

th

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.

- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

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Captain Read More's Words

	_lk	_lf	_lm
1		shelf, half	palm, calm, balm, film
2	sulking, hulked, bulky		Malcolm
3		bookshelf, himself	overwhelmed

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have the students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 3

Practice Writing Captain Read More's Words

We have been reading stories from Captain Read More with ending l-blends. Let's take another look at some of the words we found.

- Display the chart showing some of Captain Read More's words from the passages. Read the words aloud with students.

field	help	fault	sulk	film
sulking	gulped	bolted	hulked	bulky
bookshelf	overwhelmed	himself		

- Hide the list of words from students and explain that students will work on writing the words.

Now you are going to see how many of Captain Read More's Words you can write. You need to think about the sounds and patterns you hear in the words.

- Have students turn to a new page in their journals and write the letters "_lt," "_lp," "_ld," "_lk," "_lf," and "_lm" across the top of their page.
- Read the words from the first row to students. Students will write the words under the correct heading on their papers

field	help	fault	sulk	film

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check their work. Students can place a check beside words that they spelled correctly. If students have spelled a word incorrectly, they should draw a line through it and then write the correct spelling beside it. Have students double-check the word to make sure that it is spelled correctly. Then they should circle the corrected word to remind them that this is a word they need to study.
- Read the words from the second row to students. Students will write the words under the correct heading on their papers.

sulking	gulped	bolted	hulked	bulky

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Tell students they will work on Captain Read More's Big Words next.

The last row of words was really tricky. They were Captain Read More's Big Words. Let's try spelling some of Captain Read More's Big Words.

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- Have students indicate that they are writing challenging words by drawing a line across their paper. Read the words from the third row to students. Students will write the words under the correct heading on their papers.

bookshelf	overwhelmed	himself

- Use **Team Huddle** to have students check each other's work. Use **Random Reporter** to select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Award team celebration points to teams whose members shared and spelled words.

Sea Monster's Words

- There are no Sea Monster's Words in this lesson. If needed, take additional time practicing writing Captain Read More's Words.

Dictation

- Tell students they will use Captain Read More's words in sentences.

  Now that we've practiced words from Captain Read More, we're ready to use them in sentences.

- Read the following sentences aloud to students.

  Arnold was not calm when Colt bolted.

  Malcolm was overwhelmed when he scraped his palm.

- Have students repeat each sentence two or three times and then write it in their journals. Use **Think-Pair-Share** to have students discuss the sentences with their partners. Randomly select students to spell Captain Read More's words as you write the sentence on the board. Make sure students check and correct their work.
- Display the following sentence from Captain Read More's story with mistakes in it.

  "It is all my fauld," he gulted.

- Read the sentence aloud with students. Use **Team Huddle** to have students discuss changes that need to be made to the sentence. Use **Random Reporter** to select students to share the changes they would make.
- Correct the sentence according to students' suggestions and then have them write it in their journals:
- Award team celebration points to teams whose members successfully spelled words.

My Practice Words

- Students will take all the words they circled in today's lesson and add them onto the page titled "My Practice Words." Students can decide for themselves if they want to add Captain Read More's Big Words to their list.
- Use **Random Reporter** to select some students to share the words they have on their spelling lists.
- **Optional:** If any words appear to be difficult for the whole class, write them on chart paper and post them in a central location.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 4

Optional Review

Word Power Review

- If students need additional practice with the sounds and words they reviewed this week, lead students in a review. Following are suggested review activities:
  - Reread Captain Read More's Stories aloud with partners.
  - Partners review and practice the words they circled and placed in their My Practice Words list.
  - Have partners use a timer to see how quickly and accurately they can read Captain Read More's Words in their journals.
  - Have partners do a search through their current Targeted Treasure Hunt trade book to find words with the sound patterns they practiced.

Word Games

Instructions for Lines and Squares can be found on pages 355–356 of the Appendix.

Preparation: Fill out two Lines and Squares grids using words from the lesson and create copies for student partnerships.

- See the appendix for word game directions. Use the following suggested word game(s) or another game from the appendix.

LINES AND SQUARES

- Students will play two rounds of the Lines and Squares game. Hand out one of each grid to each partnership.
- Tell students that they will be reading and spelling words with ending l-blends
- Model the game to students using level 3 difficulty.
  - Choose a color.
  - Read a word on the Lines and Squares grid.
  - Spell the word aloud without looking at it.
  - Randomly select a student to check your spelling.
  - If spelled correctly, draw a line to connect two dots in the box around the word.
  - Model repeating this step with the same word until you draw a box around the word.
  - Once a box is drawn, color the word with your color.
- Determine the level of play for your students based on their skills or need for review:
  - Level 1: Read the word in the box.
  - Level 2: Read the word, then spell it.
  - Level 3: Read the word, then spell it with eyes closed.
  - Level 4: Read the word, spell it with eyes closed, then use it in a meaningful sentence.
- Monitor students as they play the game. When partners have filled the paper, end the game.
- Use **Random Reporter** to select students to share their word list.

Lesson 18 | Reviewing Ending l-blends

- Have students play one more round of the game at a different level of difficulty.
- Monitor students as they play the game. When partners have filled the paper, end the game.
- Use **Random Reporter** to select students to share their word list.
- Award team celebration points to teams whose member read their word lists.
- Students can study their Lines and Squares or My Practice Words by reading them to family members. Encourage students to make their own Lines and Squares game at home to play, and bring the list of words they read correctly to class. Be sure to display any word lists that the students bring from home.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 5

Test

- Use the following items to complete numbers 7–10 during the Day 5 Test in the Targeted Treasure Hunt lesson you are currently teaching.

Skill Questions

10 points each

Listen to the words and meaningful sentences as they are read aloud. Write down the word. You will hear a mix of Captain Read More's Words, the Sea Monster's Words, or Captain Read More's Big Words.

7. halt (Dad told the dog to halt.)
8. gulped (I gulped my water after gym class.)
9. shelf (Please put my book on the shelf.)
10. bolted (Sam bolted around the corner to the ice cream truck.)

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Lesson 19

Consonant-le (C-le) Syllables

Instructional Objectives

Students will learn to chunk multisyllabic words with final consonant-le syllables.

Lesson 19

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for chunking words.

  Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word 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.

Active Instruction

- Introduce chunking words with the consonant-le pattern.

  Today, you are going to learn how to read words with more than one syllable, or chunk, which end with consonant-le. When you see long words with a consonant-le pattern, you will know a good way you can break these words apart and read them.

- Remind students that they have seen words that end in consonant-le.

  You have probably seen a lot of words that end in a consonant-le pattern. Words like *apple*, *table*, and *needle* end in consonant-le. Each word ends with a consonant followed by *le*. Write "c" under each consonant, "l" under the *l*, and "e" under the *e*. **These words will always be more than one syllable, the consonant-le will always be at the end of the word, and the *e* is silent. The *le* makes the /ul/ or /əl/ sound.**

- Explain word syllables, or chunks, to students.

  Longer words can be made of two or more chunks. Breaking words down into smaller chunks can help us read them. We can tell how many chunks a word has by the number of vowel sounds in a word. Each chunk in a word only has one vowel sound. Vowels may work alone, with other vowels, or with consonants to make chunks.

- Use a **Think Aloud** to model chunking words with the consonant-le pattern.

  Let me look at the word *apple*. First, I will look for the vowels. Write "v" under the *a* and *e*. **I see that the *e* is right next to an *l* at the end of the word, so I will underline that.** Underline the *le*. **Next, I want to check for a consonant next to the *le*, and there is one.** Write "c" under the *p*.

  Now, I want to divide my word into chunks. When I'm looking at a consonant-le word, a good way I can divide the word is to start with the *e* and count back three. Write "1" under the *e*, "2" under the *l*, and "3" under the *p*. **Those three letters will**

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make one chunk and I can break the word apart at the *p*. Draw a line between the *p* and *p*.

Now, I'll look at the first chunk. The *a* is closed in by a *p*, that means that the *a* makes its short sound, /a/. *Ap*. When I look at my second chunk, we have that consonant-le. The *p* makes its /p/ sound, followed by the /ul/ sound. *Ple*. The word is *ap/ple. Apple*. I have two chunks, and one is made by a consonant-le.

- Review the directions for the practice items in students' materials.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Students		Teams	
1.	Complete the skill-practice/ mastery items.	3.	Share the skill-practice/ mastery answers. If you disagree on an answer, tell why.
2.	Write your answers.	4.	Be prepared to share your answers with the class.

Partner Practice Booklet, Page 15

Skill Practice

Draw lines to divide the word into chunks using the consonant-le pattern. Underline the consonant-le.

1. bubble ***bub / ble***
2. ankle ***an / kle***
3. eagle ***ea / gle***
4. sniffle ***snif / fle***

Skill Mastery

Draw lines to divide the word into chunks using the consonant-le pattern. Underline the consonant-le.

5. saddle ***sad / dle***
6. little ***lit / tle***
7. maple ***ma / ple***
8. puzzle ***puz / zle***

Lesson 19 | Consonant-le (C-le) Syllables

- Use **Team Huddle** to have students discuss the skill-practice items. Use **Random Reporter** to check responses. If needed, ask students to model the answer by reading the word twice—once from the parts and once as a whole.
- Award team celebration points.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Lesson 20

Comparing Long and Short *a*

Instructional Objectives

Students will identify and compare words that make the /ā/ and /a/ sounds.

Skill Focus: Consonant-le (C-le) Syllables

Lesson 20

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for comparing long and short vowels.

  Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word Treasure	Vowels can make long or short sounds. If you're having trouble reading the vowel in a word, first check to see if the vowel is part of a long vowel pattern or in an open syllable, then read the whole word.

Partner Reading SR

- Introduce Captain Read More's Story.

  Captain Read more loves writing stories. He often sends me stories when he needs help with words and his spelling. He wants to share his story and the tricky words he had to spell.

- Have students sit with their partner and open their Partner Practice Booklets to page 35.

  You and your partner are going to read Captain Read More's story together. You'll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use clarifying strategies to help you read those words.

- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.

tps

- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.

- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *changed* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I clarified the word *changed* while I read because it was tricky. At first I took off the –*ed* ending to read the word *chang*, but that did not seem right. I remembered that the *e* gets scrubbed off words when –*ed* endings are added, so I had a base word change. Even though *ng* can have a /ng/ sound like *gong*, the *e* means the *g* makes a /j/ sound, and the *a* makes a /ā/ sound. So the word is *changed*.

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Lesson 20 | Comparing Long and Short *a*

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have the /ā/ and /a/ sounds. Can you and your partner work together to find those long and short *a* words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the long and short *a* words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /ā/ and /a/ sounds in words, regardless of the spelling.

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Sam and **Jan** went to the **same** **camp**. They went **back** every year to **bake**, **play**, and **paint**. While **painting**, they **changed** into **pants** **that** could get messy. They never got **mad** **that** they **made** a mess of their clothes. They could **always** **tack** or **tape** their artwork to the walls.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask about the sounds in the story.

  I think Captain Read More had trouble with these words because the letter *a* can make different sounds that are spelled in different ways. It can make a short sound, like in the word *cat*, or a long sound like in the word *cape*. I see words with the /ā/ and /a/ sounds. in this story. What are some of the spellings you see for the sounds that *a* makes? Randomly select students to share. **Yes, we can see words that are spelled with an *a*, *a_e*, *ai*, and *ay*. Let's put these words on a chart with columns labeled for each sound and spelling.**

- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	a	a_e	ai	ay
1				
2				
3				

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.
- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.
- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	a	a_e	ai	ay
1	Sam, Jan, camp, back, that, mad, tack	same, bake, made, tape	paint	play
2	pants	changed	painting	
3				always

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have students do the same in their Partner Practice Booklets. Remind students that the base word of *changed* is *change*. Write the base word next to the chart. Have the students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 2

Partner Reading

Yesterday we read a story from Captain Read More with the /ā/ and /a/ sounds. Today, you and your partner are going to read another story from Captain Read More.

- Have students sit with their partner and open their Partner Practice Booklets to page 36. Remind students that they can use clarifying strategies to help them read tricky words.
- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.
- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.
- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *vacation* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I needed to clarify this long word, *vacation*, when I read the story. First I tried sounding it out, but the word didn't sound familiar, so I decided to chunk it. I know I can chunk words after vowels, so I tried *va/ca/tion* (say the *t* with the /t/ sound)**. That sounded close. I realized I recognized the word, but the *t* doesn't make the sound I expect it to make. The *t* makes a /sh/ sound in this word. *Vacation*.**

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have the /ā/ and /a/ sounds. Can you and your partner work together to find those long and short *a* words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the long and short *a* words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /ā/ and /a/ sound in words, regardless of the spelling.

Lesson 20 | Comparing Long and Short *a*

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Kate is leaving **today** for a vacation. She **packed** a **bag** for the **plane**. She **wanted** to **take** her **cat**, but her **dad** said, "Don't you **dare**, that would not be **fair**."

Wearing her **cap** that **dazzled** in the sunlight, Kate was ready to get in the **cab**. She couldn't **wait** to get to **Cape** Cod **fast**.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask students about the different ways they saw the /ā/ and /a/ sounds spelled (*a*, *a_e*, *ai*, and *ay*). Randomly select a few students to share. Tell students that you will make a chart that shows the different spellings.
- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	a	a_e	ai	ay
1				
2				
3				

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

th

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.

- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

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Captain Read More's Words

	a	a_e	ai	ay
1	bag, cat, dad, cap, cab, fast	Kate, plane, take, dare, cape	fair, wait	
2	packed, wanted			
3	dazzled			today

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have the students do the same in their Partner Practice Booklets. Remind students that the base word of *dazzled* is *dazzle*. Write the base word next to the chart. Have the students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.

Skill Focus: Consonant-le Syllables

- Point out to students that the word *dazzled* has two syllables, or chunks.

  When we read the word *dazzled*, or its base word *dazzle*, we can break it into two chunks. One way to recognize a chunk in a word is looking for a consonant-le pattern. This pattern will always appear at the end of words.

- Display the word *dazzle*. Use a **Think Aloud** to model chunking the word into two parts.

  Let me chunk this word into two parts. First, I'm going to look for the chunk that has a consonant-le. Underline the letters *z*, *l*, and *e*. **These letters make up the consonant-le syllable. That leaves the other half of the word—*daz*—to be the other chunk. Since the *a* has two consonants on either side of it—*d* and *z*, this will make a short /a/ sound. *Daz/zle. Dazzle*.**

- Tell students to be on the lookout for longer words that have a chunk made up of a consonant-le.

- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 3

Practice Writing Captain Read More's Words

We have been reading stories from Captain Read More with the /ā/ and /a/ sounds. Let's take another look at some of the words we found.

- Display the chart showing some of Captain Read More's words from the passages. Read the words aloud with students.

back	tape	paint	play	fast
pants	packed	wanted	changed	painting
always	today	dazzled		

- Hide the list of words from students and explain that students will work on writing the words.

Now you are going to see how many of Captain Read More's Words you can write. You need to think about the sounds and patterns you hear in the words.

- Have students turn to a new page in their journals and write the letters *a*, *a_e*, *ai*, and *ay* across the top of their page.
- Read the words from the first row to students. Students will write the words under the correct heading on their papers

back	**tape**	**paint**	**play**	**fast**

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check their work. Students can place a check beside words that they spelled correctly. If students have spelled a word incorrectly, they should draw a line through it and then write the correct spelling beside it. Have students double-check the word to make sure that it is spelled correctly. Then they should circle the corrected word to remind them that this is a word they need to study.
- Read the words from the second row to students. Students will write the words under the correct heading on their papers.

pants	**packed**	**wanted**	**changed**	**painting**

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Tell students they will work on Captain Read More's Big Words next.

The last row of words was really tricky. They were Captain Read More's Big Words. Let's try spelling some of Captain Read More's Big Words.

- Have students indicate that they are writing challenging words by drawing a line across their paper. Read the words from the third row to students. Students will write the words under the correct heading on their papers.

always	today	dazzled

- Use **Team Huddle** to have students check each other's work. Use **Random Reporter** to select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Award team celebration points to teams whose members shared and spelled words.

Sea Monster's Words

- Introduce Sea Monster's Words.

  Now that you have learned Captain Read More's Words, you're going to learn the Sea Monster's Words!

- Display the graphic for the Sea Monster. Explain the Sea Monster and what the Sea Monster's Words are.

  This is the Sea Monster. He's not really a scary monster, but his words can be scary! He keeps track of all the extra-tricky words. They're tricky because they don't make the sounds we expect them to make.

- Display the word *walls*. Underline the letters *all*. Use a **Think Aloud** to model clarifying the word.

  A lot of the words we have practiced have the letter *a* making either long or short a sounds. But in this word, we don't hear that sound. This word is *walls*. We call that a Sea Monster Word. Have students read the word with you a few times. **I use a little saying to remember this word. The saying is:**

  All *A*s don't sound alike. Wall.

- Teach students the remaining words as applicable. Introduce each word by displaying it on the board and then pointing out the tricky part of the word. Use the following saying for each word:

  A: A lone *a* can say "ay" or "ah." A.

  Said: It has an *a* and an *i* and I don't know why. Said.

  Wearing: It has an *e* and an *a* but doesn't say "ee." Wearing.

- Have students turn to a new page in their journals, or start a new list, and write the Sea Monster's Words, double-check the spelling, and circle each word.
- Have partners check each other's work. Randomly select students to share and spell one of the Sea Monster's Words.
- Award team celebration points to teams whose members shared and spelled words.

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Remember, the Sea Monster's Words can be tricky, so you may have to spend extra time learning how to spell them. Do you think you can look at Captain Read More's story one more time and find the Sea Monster Words?

- Have students open their Partner Practice Booklets to pages 35 and 36 to find and circle Sea Monster's Words in the passages.

Dictation

- Tell students they will use Captain Read More's and Sea Monster's words in sentences.

  Now that we've practiced words from Captain Read More and the Sea Monster, we're ready to use them in sentences.

- Read the following sentences aloud to students.

  Kids usually <u>paint</u> and <u>play</u> at <u>camp</u>.

  She <u>changed</u> her <u>pants</u> after the <u>cat</u> shed fur on them.

- Have students repeat each sentence two or three times and then write it in their journals. Use **Think-Pair-Share** to have students discuss the sentences with their partners. Randomly select students to spell Captain Read More's or the Sea Monster's words as you write the sentence on the board. Make sure students check and correct their work.
- Display the following sentence from Captain Read More's story with mistakes in it.

  She <u>paked</u> a <u>baig</u> for the <u>plan</u>.

- Read the sentence aloud with students. Use **Team Huddle** to have students discuss changes that need to be made to the sentence. Use **Random Reporter** to select students to share the changes they would make.
- Correct the sentence according to students' suggestions and then have them write it in their journals:
- Award team celebration points to teams whose members successfully spelled words.

My Practice Words

- Students will take all the words they circled in today's lesson and add them onto the page titled "My Practice Words." Students can decide for themselves if they want to add Captain Read More's Big Words to their list.
- Use **Random Reporter** to select some students to share the words they have on their spelling lists.
- **Optional:** If any words appear to be difficult for the whole class, write them on chart paper and post them in a central location.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 4

Optional Review

Word Power Review

- If students need additional practice with the sounds and words they reviewed this week, lead students in a review. Following are suggested review activities:
  - Reread Captain Read More's Stories aloud with partners.
  - Partners review and practice the words they circled and placed in their My Practice Words list.
  - Have partners use a timer to see how quickly and accurately they can read Captain Read More's Words and the Sea Monster's Words in their journals.
  - Have partners do a search through their current Targeted Treasure Hunt trade book to find words with the sound patterns they practiced.

Word Games

Instructions for Letter Lotto can be found on page 353 of the Appendix.

- See the appendix for word game directions. Use the following suggested word game(s) or another game from the appendix.

LETTER LOTTO

- Students will play two rounds of the Letter Lotto game. Have students play Letter Lotto with the grapheme *a*.
- Students will write the letter "a" five times on a sheet of paper. Write the following letters on the board for students to copy onto their papers.
  - Left column: **s, t, p, sh, ch**
  - Right column: **ck, e, t, n, p**
- Monitor students as they play the game. When partners have filled the paper, end the game.
- Use **Random Reporter** to select students to share their word list.
- Have students play one more round of the game by changing the letters in the left and right columns.
  - Left column: **m, b, st, c, f**
  - Right column: **nt, st, m, e, d**
- Monitor students as they play the game. When partners have filled the paper, end the game.
- Use **Random Reporter** to select students to share their word list.
- Award team celebration points to teams whose member read their word lists.
- Remind students to take their word lists home and study them by reading them to family members. Encourage students to try making their own lists at home and bringing them to class. Be sure to display any word lists that students bring from home.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 5

Test

- Use the following items to complete numbers 7–10 during the Day 5 Test in the Targeted Treasure Hunt lesson you are currently teaching.

Skill Questions

10 points each

Listen to the words and meaningful sentences as they are read aloud. Write down the word. You will hear a mix of Captain Read More's Words, the Sea Monster's Words, or Captain Read More's Big Words.

7. dazzled (The gem dazzled in the sunlight.)
8. made (Lily made a picture out of noodles.)
9. painting (Painting the house took a long time.)
10. play (Let's go play at the beach.)

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Lesson 21

Closed Syllables

Instructional Objectives

Students will learn to chunk multisyllabic words with closed syllables.

Lesson 21

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for chunking words.

Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word 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.

Active Instruction

- Introduce chunking words with the closed syllable pattern.

Today, you are going to learn how to read words with more than one syllable, or chunk, which have a closed syllable. When you see long words with a closed syllable, you will know a good way you can break these words apart and read them.

Display the following words: *cat*, *bed*, *in*, *nod*, *hunt*.

- Remind students that they have probably seen words with closed syllables.

You have probably seen a lot of words with closed syllables. Words like *cat*, *bed*, *in*, *nod*, and *hunt* are closed syllables. Each word has one vowel with one or more consonants following it. Underline the vowels and following consonants in each word. **The vowels in these words usually make their short sounds, /a/, /e/, /i/, /o/, /u/. The sounds are short because they are closed in by the consonants.** Say the words *cat*, *bed*, *in*, *nod*, and *hunt*.

- Explain word syllables, or chunks, to students.

The words we just looked at have one syllable, or chunk. Longer words can be made of two or more chunks. Breaking words down into smaller chunks can help us read them. We can tell how many chunks a word has by the number of vowel sounds in a word. Each chunk in a word only has one vowel sound. Vowels may work alone, with other vowels, or with consonants to make chunks.

Display the word *rabbit*.

- Use a **Think Aloud** to model chunking words with closed syllables.

Let me look at the word *rabbit*. When I chunk a word, the first thing I want to do is look for the vowel sounds in the word, because I know that each chunk in a word will have one vowel sound. Write "v" under the *a* and *i*. **I have two vowels, so I have two chunks.**

Next, I want to mark the consonants. I'm going to look for consonants between the vowels. Write "c" under the *b* and *b*. **I have two consonants. This word has a**

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pattern—vowel-consonant-consonant-vowel. When I see that pattern, I can usually divide the word between the two consonants. Draw a line between the *b* and *b*.

Now I'll look at the first chunk. There is an *a* followed by a *b*. The *a* is closed in by the *b*, so it will make its short sound, /a/. *Rab*. Next, when I look at my second chunk, I can see that the *i* is closed in by a *t*. That means that the *i* makes its short /i/ sound. *Bit*. The word is *rab/bit*. *Rabbit*. I have two chunks, and both are made by closed syllables.

- Review the directions for the practice items in students' materials.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. SR

Students		Teams	
1.	Complete the skill-practice/ mastery items.	3.	Share the skill-practice/ mastery answers. If you disagree on an answer, tell why.
2.	Write your answers.	4.	Be prepared to share your answers with the class.

Partner Practice Booklet, Page 37

Skill Practice

Draw lines to divide the word into chunks using the closed syllable pattern. Underline the vowel and consonant that make the closed syllable(s).

1. bobbin ***bob / bin***
2. hiccup ***hic / cup***
3. tennis ***ten / nis***
4. puppet ***pup / pet***

Skill Mastery

Draw lines to divide the word into chunks using the closed syllable pattern. Underline the vowel and consonant that make the closed syllable(s).

5. lesson ***les / son***
6. mitten ***mit / ten***
7. dentist ***den / tist***
8. velvet ***vel / vet***

Lesson 21 | Closed Syllables

- Use **Team Huddle** to have students discuss the skill-practice items. Use **Random Reporter** to check responses. If needed, ask students to model the answer by reading the word twice—once from the parts and once as a whole.
- Award team celebration points.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Lesson 22

Comparing Long and Short *e*

Instructional Objectives

Students will identify and compare words that make the /ē/ and /e/ sounds.

Skill Focus: Closed syllables

Lesson 22

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for comparing long and short vowels.

  Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word Treasure	Vowels can make long or short sounds. If you're having trouble reading the vowel in a word, first check to see if the vowel is part of a long vowel pattern or in an open syllable, then read the whole word.

Partner Reading SR

- Introduce Captain Read More's Story.

  Captain Read more loves writing stories. He often sends me stories when he needs help with words and his spelling. He wants to share his story and the tricky words he had to spell.

- Have students sit with their partner and open their Partner Practice Booklets to page 38.

  You and your partner are going to read Captain Read More's story together. You'll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use clarifying strategies to help you read those words.

- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.

tps

- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.

- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *leaves* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I needed to clarify the word *leaves* as I read. First, I looked for the vowels and saw *e*, *a*, and *e*. Even though I saw a lot of vowels, I wasn't sure this was a word I could chunk. Since I saw *ea*, I knew this was a vowel team and would make one chunk with the /ea/ sound. Then I realized the last *e* was at the end of the word, and that *e* is quiet. So the word is *leaves*.

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Lesson 22 | Comparing Long and Short *e*

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have the /ē/ and /e/ sounds. Can you and your partner work together to find those long and short *e* words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the long and short *e* words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the long and short *e* sounds in words, regardless of the spelling.

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Meg **went** for a walk one night. She could **see** that a **tree** **fell** by the **stream**. One **end** of the **tree** came to a **rest** on a **shed**. It was a **mess** of **leaves**, and there was a **dent** in the roof. A flock of **hens** was **asleep** in the **mess**.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask about the sounds in the story.

  I think Captain Read More had trouble with these words because the letter *e* can make different sounds that are spelled in different ways. It can make a short sound, like in the word *beg*, or a long sound, like in the word *bee*. I see words with /ē/ and /e/ sounds in this story. What are some of the spellings you see for the sounds that *e* makes? Randomly select students to share. **Yes, we can see words that are spelled with an *e*, *ee*, and *ea*. Let's put these words on a chart with columns labeled for each sound and spelling.**

- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	e	ee	ea
1			
2			
3			

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.
- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.
- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	e	ee	ea
1	Meg, went, fell, end, rest, shed, mess, dent, hens	see, tree	stream
2		asleep	leaves
3			

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have students do the same in their Partner Practice Booklets. Remind students that the base word of *leaves* is *leaf*, not *leave*. Explain that in many words that end with an *f*, the *f* becomes *ves* when it becomes plural. Write the base word next to the chart. Have the students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 2

Partner Reading

Yesterday we read a story from Captain Read More with /ē/ and /e/ sounds. Today, you and your partner are going to read another story from Captain Read More.

- Have students sit with their partner and open their Partner Practice Booklets to page 39. Remind students that they can use clarifying strategies to help them read tricky words.
- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.
- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.
- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *when* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I thought the word *when* was tricky, so I clarified it. It's tricky because when I sound it out by saying each sound—*w-h-e-n*—I don't recognize the word. I tried saying it a little faster and realized that the *w* and *h* blend together. They make a single sound, /w/. *When*.

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have /ē/ and /e/ sounds. Can you and your partner work together to find those long and short *e* words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the /ē/ and /e/ words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /ē/ and /e/ sounds in words, regardless of the spelling.

Lesson 22 | Comparing Long and Short *e*

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Don't **yell** **when** you find a spider on a **web**. Be **happy** for a friend that takes care of **pests**. Spiders make their **webs** in the **evening**, and **mend** **them** **every** day. **These** **trapeze** walkers don't **fret** a hole in their **net**. Some people **even** **keep** them as **pets**!

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask students about the different ways they saw /ē/ and /e/ sounds spelled (*e*, *e_e*, and *_y*). Randomly select a few students to share. Tell students that you will make a chart that shows the different spellings.
- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	e	e_e	_y
1			
2			
3			

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

th

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.

- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

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Captain Read More's Words

	e	e_e	_y
1	yell, when, web, mend, fret, net, them	these	
2	pests, webs, pets	even	happy
3	every	evening, trapeze	every

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have the students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.

Skill Focus: Closed Syllables

- Point out to students that the word *trapeze* has two syllables, or chunks.

  When we read the word *trapeze*, we can break it into two chunks. One way to recognize a chunk in a word is looking for a closed chunk, or syllable, where the vowel is closed in by one or more consonants.

- Display the word *trapeze*. Use a **Think Aloud** to model chunking the word into two parts.

  Let me chunk this word into two parts. First, I will look for the vowels. Underline the vowels *a*, *e*, and *e*. **I recognize the pattern the two *e*s make, that is *e_e*. I know that vowel-consonant-e makes its own chunk in a word, so now I can look at the first chunk. The *a* is closed in by the *tr* and *p*. When a vowel is closed in by two consonants, it makes a short sound. *Trap/eze. Trapeze.***

- Tell students to be on the lookout for longer words that have a chunk made up of a vowel closed in by one or more consonant.

- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 3

Practice Writing Captain Read More's Words

We have been reading stories from Captain Read More with /ē/ and /e/ sounds. Let's take another look at some of the words we found.

- Display the chart showing some of Captain Read More's words from the passages. Read the words aloud with students.

stream	web	keep	these	mend
leaves	pests	happy	pets	eats
evening	trapeze	every		

- Hide the list of words from students and explain that students will work on writing the words.

Now you are going to see how many of Captain Read More's Words you can write. You need to think about the sounds and patterns you hear in the words.

- Have students turn to a new page in their journals and write the letters "e," ee," "ea," "e_e," and "_y" across the top of their page.
- Read the words from the first row to students. Students will write the words under the correct heading on their papers

stream	web	keep	these	mend

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check their work. Students can place a check beside words that they spelled correctly. If students have spelled a word incorrectly, they should draw a line through it and then write the correct spelling beside it. Have students double-check the word to make sure that it is spelled correctly. Then they should circle the corrected word to remind them that this is a word they need to study.
- Read the words from the second row to students. Students will write the words under the correct heading on their papers.

leaves	pests	happy	pets	eats

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Tell students they will work on Captain Read More's Big Words next.

The last row of words was really tricky. They were Captain Read More's Big Words. Let's try spelling some of Captain Read More's Big Words.

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- Have students indicate that they are writing challenging words by drawing a line across their paper. Read the words from the third row to students. Students will write the words under the correct heading on their papers.

evening	trapeze	every

- Use **Team Huddle** to have students check each other's work. Use **Random Reporter** to select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Award team celebration points to teams whose members shared and spelled words.

Sea Monster's Words

- Introduce Sea Monster's Words.

  Now that you have learned Captain Read More's Words, you're going to learn the Sea Monster's Words!

- Display the graphic for the Sea Monster. Explain the Sea Monster and what the Sea Monster's Words are.

  This is the Sea Monster. He's not really a scary monster, but his words can be scary! He keeps track of all the extra-tricky words. They're tricky because they don't make the sounds we expect them to make.

- Display the word *friend*. Underline the letters *ie*. Use a **Think Aloud** to model clarifying the word.

  A lot of the words we have practiced have a single *e* making a /e/ sound. But in this word, we hear the /e/ sound, but see an *ie*. In a lot of other words, *ie* makes a long i sound, like in *tie* or *pie*. We call that a Sea Monster Word! Have students read the word with you a few times. **I use a little saying to remember this word. The saying is:**

  Friend* is still my friend with an "ie." *Friend

- Teach students the remaining words as applicable. Introduce each word by displaying it on the board and then pointing out the tricky part of the word. Use the following saying for each word:

  She: One *e* for *she* is all we need. She.

  Be: One *e* for *be* is all we need. Be.

  The: One *e* may be short or long. The.

  People: *People* has an *o* and that's all you need to know. People.

- Have students turn to a new page in their notebooks, or start a new list, and write the Sea Monster's Words, double-check the spelling, and circle each word.

- Have partners check each other's work. Randomly select students to share and spell one of the Sea Monster's Words.
- Award team celebration points to teams whose members shared and spelled words.

  Remember, the Sea Monster's Words can be tricky, so you may have to spend extra time learning how to spell them. Do you think you can look at Captain Read More's story one more time and find the Sea Monster Words?

- Have students open their Partner Practice Booklets to pages 38 and 39 to find and circle Sea Monster's Words in the passages.

Dictation

- Tell students they will use Captain Read More's and Sea Monster's words in sentences.

  Now that we've practiced words from Captain Read More and the Sea Monster, we're ready to use them in sentences.

- Read the following sentences aloud to students.

  Our pets love to swim in the stream.

  She eats a snack every evening.

- Have students repeat each sentence two or three times and then write it in their journals. Use **Think-Pair-Share** to have students discuss the sentences with their partners. Randomly select students to spell Captain Read More's or the Sea Monster's words as you write the sentence on the board. Make sure students check and correct their work.
- Display the following sentence from Captain Read More's story with mistakes in it.

  A colonee of heans was aslep in the messe.

- Read the sentence aloud with students. Use **Team Huddle** to have students discuss changes that need to be made to the sentence. Use **Random Reporter** to select students to share the changes they would make.
- Correct the sentence according to students' suggestions and then have them write it in their journals:
- Award team celebration points to teams whose members successfully spelled words.

My Practice Words

- Students will take all the words they circled in today's lesson and add them onto the page titled "My Practice Words." Students can decide for themselves if they want to add Captain Read More's Big Words to their list.
- Use **Random Reporter** to select some students to share the words they have on their spelling lists.
- **Optional:** If any words appear to be difficult for the whole class, write them on chart

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paper and post them in a central location.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 4

Optional Review

Word Power Review

- If students need additional practice with the sounds and words they reviewed this week, lead students in a review. Following are suggested review activities:
  - Reread Captain Read More's Stories aloud with partners.
  - Partners review and practice the words they circled and placed in their My Practice Words list.
  - Have partners use a timer to see how quickly and accurately they can read Captain Read More's Words and the Sea Monster's Words in their journals.
  - Have partners do a search through their current Targeted Treasure Hunt trade book to find words with the sound patterns they practiced.

Word Games

Instructions for Transformer can be found on page 351 of the Appendix.

- See the appendix for word game directions. Use the following suggested word game(s) or another game from the appendix.

TRANSFORMER

- Students will play two rounds of the Transformer game. They will use one sheet of paper each for words with /ē/ and /e/ sounds.
- Have students sit with their partners and take out a blank sheet of paper. Tell students that they will start by transforming words that use the short *e* sound.
- Begin with the word *set* and use the following sequence:

set met men

- After you have modeled the game to students, let them continue on their own. If students need more guided practice with the game, continue as a group with the following sequence:

pen pet bet

- Monitor students as they play the game. When partners have filled the paper, end the game.

- Use **Random Reporter** to select students to share their word list.
- Have students play one more round of the game with a new letter group. Use the first few words of the following word sequence to get students started. Or, use the sequence to play the game as a group.

geek	peek	week	seek
seed	seem	seen	sees

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Lesson 22 | Comparing Long and Short *e*

dear	fear	gear	hear
near	rear	tear	team

- Monitor students as they play the game. When partners have filled the paper, end the game.
- Use **Random Reporter** to select students to share their word list.
- Award team celebration points to teams whose member read their word lists.
- Remind students to take their word lists home and study them by reading them to family members. Encourage students to try making their own lists at home and bringing them to class. Be sure to display any word lists that students bring from home.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 5

Test

- Use the following items to complete numbers 7–10 during the Day 5 Test in the Targeted Treasure Hunt lesson you are currently teaching.

Skill Questions

10 points each

Listen to the words and meaningful sentences as they are read aloud. Write down the word. You will hear a mix of Captain Read More's Words, the Sea Monster's Words, or Captain Read More's Big Words.

7. fell (Mike fell off his bike.)
8. evening (The stars come out in the evening.)
9. leaves (We jumped in the pile of leaves.)
10. friend (My friend likes playing sports.)

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Lesson 23

Comparing Long and Short *i*

Instructional Objectives

Students will identify and compare words that make the /ī/ and /i/ sounds

Lesson 23

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for comparing long and short vowels.

  Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word Treasure	Vowels can make long or short sounds. If you're having trouble reading the vowel in a word, first check to see if the vowel is part of a long vowel pattern or in an open syllable, then read the whole word.

Partner Reading SR

- Introduce Captain Read More's Story.

  Captain Read more loves writing stories. He often sends me stories when he needs help with words and his spelling. He wants to share his story and the tricky words he had to spell.

- Have students sit with their partner and open their Partner Practice Booklets to page 40.

  You and your partner are going to read Captain Read More's story together. You'll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use clarifying strategies to help you read those words.

- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.

tps

- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.

- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *cabin* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I needed to clarify the word *cabin* while I read. I started by identifying the vowels in the word. It has two vowels, so it has two chunks. Then I chunked it by saying "cay/bin," which didn't sound right. I tried again by saying "cab/in," and I recognized the word *cabin*.

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Lesson 23 | Comparing Long and Short *i*

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have the /ī/ and /i/ sounds. Can you and your partner work together to find those long and short *i* words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the long and short *i* words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /ī/ and /i/ sounds in words, regardless of the spelling.

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Rick lived **in** the **big city**, but he **liked** to **visit** a **cabin in** the country. **Sometimes** he **fished in** a **river**. **Rick** threw **his line** and waited for a **bite**. The sun was **high** when he felt **his line** go **tight**. He caught **sight** of a **silver fish**.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask about the sounds in the story.

  I think Captain Read More had trouble with these words because the letter *i* makes different sounds that can be spelled in different ways. It can make a short sound, like in the word *pig*, or a long sound, like in the word *side*. I see words with /ī/ and /i/ sounds in this story. What are some of the spellings you see for the sounds that *i* makes? Randomly select students to share. **Yes, we can see words that are spelled with an *i*, *i_e*, and *igh*. Let's put these words on a chart with columns labeled for each sound and spelling.**

- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	i	i_e	igh
1			
2			
3			

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.
- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.
- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	i	i_e	igh
1	Rick, in, big, his, fish	line, bite	high, tight, sight
2	city, visit, cabin, fished, river, silver	liked	
3		sometimes	

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have students do the same in their Partner Practice Booklets. Remind students that the base word of *liked* is *like*, not *lik*. Write the base word next to the chart. Have the students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 2

Partner Reading

Yesterday we read a story from Captain Read More with /ī/ and /i/ sounds. Today, you and your partner are going to read another story from Captain Read More.

- Have students sit with their partner and open their Partner Practice Booklets to page 41. Remind students that they can use clarifying strategies to help them read tricky words.
- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.
- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.
- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *untied* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I needed to clarify the word *untied* while I read. This word has a prefix and an ending. I recognized the prefix *un–* and the ending *–ed*. I know that when an *–ed* ending is added to words, the *e* on the end of the base word is usually scrubbed off. That means my base word is *tie*. *Untied*.

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have /ī/ and /i/ sounds. Can you and your partner work together to find those long and short *i* words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the long and short i words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /ī/ and /i/ sounds in words, regardless of the spelling.

Lesson 23 | Comparing Long and Short *i*

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Tim went to the park on a **dry** day **in July**. He **spied** a **big butterfly flying nearby**. He **tried** to watch **it fly**, but **it** was **shy**. The **wind** blew the **butterfly into** some **string**.

"Let me **untie** you and take you home. You can rest your **wings,** and I can eat some **pie**," **Tim** said.

List Words on the Chart

- When partners have completed the task, use **Think-Pair-Share** to ask students about the different ways they saw /ī/ and /i/ sounds spelled (*i*, *ie*, and *_y*). Randomly select a few students to share. Tell students that you will make a chart that shows the different spellings.
- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	i	ie	_y
1			
2			
3			

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.
- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.
- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

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Captain Read More's Words

	i	ie	_y
1	Tim, in, big, it, wind, string	pie	dry, July, fly, shy
2	into, wings	spied, tried, untie	flying
3			butterfly, nearby

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have the students do the same in their Partner Practice Booklets. Remind students about the base words for the following words: *spied* (*spy*), *tried* (*try*), and *untie* (*tie*). Write the base word next to the chart. Have the students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 3

Practice Writing Captain Read More's Words

We have been reading stories from Captain Read More with /ī/ and /i/ sounds. Let's take another look at some of the words we found.

- Display the chart showing some of Captain Read More's words from the passages. Read the words aloud with students.

sting	tight	bite	shy	pie
untie	liked	fished	silver	flying
sometimes	butterfly	nearby		

- Hide the list of words from students and explain that students will work on writing the words.

Now you are going to see how many of Captain Read More's Words you can write. You need to think about the sounds and patterns you hear in the words.

- Have students turn to a new page in their journals and write the letters "i," "i_e,", "ie," "igh," and "_y" across the top of their page.
- Read the words from the first row to students. Students will write the words under the correct heading on their papers

sting	tight	bite	shy	pie

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check their work. Students can place a check beside words that they spelled correctly. If students have spelled a word incorrectly, they should draw a line through it and then write the correct spelling beside it. Have students double-check the word to make sure that it is spelled correctly. Then they should circle the corrected word to remind them that this is a word they need to study.
- Read the words from the second row to students. Students will write the words under the correct heading on their papers.

untie	liked	fished	silver	flying

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Tell students they will work on Captain Read More's Big Words next.

The last row of words was really tricky. They were Captain Read More's Big Words. Let's try spelling some of Captain Read More's Big Words.

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- Have students indicate that they are writing challenging words by drawing a line across their paper. Read the words from the third row to students. Students will write the words under the correct heading on their papers.

sometimes	butterfly	nearby

- Use **Team Huddle** to have students check each other's work. Use **Random Reporter** to select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Award team celebration points to teams whose members shared and spelled words.

Sea Monster's Words

- Introduce Sea Monster's Words.

  Now that you have learned Captain Read More's Words, you're going to learn the Sea Monster's Words!

- Display the graphic for the Sea Monster. Explain the Sea Monster and what the Sea Monster's Words are.

  This is the Sea Monster. He's not really a scary monster, but his words can be scary! He keeps track of all the extra-tricky words. They're tricky because they don't make the sounds we expect them to make.

- Display the word *lived*. Underline the letters *ive*. Use a **Think Aloud** to model clarifying the word.

  A lot of the words we have practiced have the letters *i_e* making the /ī/ sound. But in this word, we don't hear that sound. This word is *lived*. We call that a Sea Monster Word! Have students read the word with you a few times. **I use a little saying to remember this word. The saying is:**

  I can live with *lived* having an *i* and an *e*. Lived

- Teach students the remaining words as applicable. Introduce each word by displaying it on the board and then pointing out the tricky part of the word. Use the following saying for each word:

  I: I can spell *I* with one big *I*. I

- Have students turn to a new page in their notebooks, or start a new list, and write the Sea Monster's Words, double-check the spelling, and circle each word.
- Have partners check each other's work. Randomly select students to share and spell one of the Sea Monster's Words.
- Award team celebration points to teams whose members shared and spelled words.

  Remember, the Sea Monster's Words can be tricky, so you may have to spend extra time learning how to spell them. Do you think you can look at Captain Read More's story one more time and find the Sea Monster Words?

- Have students open their Partner Practice Booklets to pages 40 and 41 to find and circle Sea Monster's Words in the passages.

Dictation

- Tell students they will use Captain Read More's and Sea Monster's words in sentences.

  Now that we've practiced words from Captain Read More and the Sea Monster, we're ready to use them in sentences.

- Read the following sentences aloud to students.

  It was fun to fish in the river.

  The tight string came untied.

- Have students repeat each sentence two or three times and then write it in their journals. Use **Think-Pair-Share** to have students discuss the sentences with their partners. Randomly select students to spell Captain Read More's or the Sea Monster's words as you write the sentence on the board. Make sure students check and correct their work.
- Display the following sentence from Captain Read More's story with mistakes in it.

  He tride to watch it fligh, but it was shie.

- Read the sentence aloud with students. Use **Team Huddle** to have students discuss changes that need to be made to the sentence. Use **Random Reporter** to select students to share the changes they would make.
- Correct the sentence according to students' suggestions and then have them write it in their journals:
- Award team celebration points to teams whose members successfully spelled words.

My Practice Words

- Students will take all the words they circled in today's lesson and add them onto the page titled "My Practice Words." Students can decide for themselves if they want to add Captain Read More's Big Words to their list.
- Use **Random Reporter** to select some students to share the words they have on their spelling lists.
- **Optional:** If any words appear to be difficult for the whole class, write them on chart paper and post them in a central location.

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Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 4

Optional Review

Word Power Review

- If students need additional practice with the sounds and words they reviewed this week, lead students in a review. Following are suggested review activities:
  - Reread Captain Read More's Stories aloud with partners.
  - Partners review and practice the words they circled and placed in their My Practice Words list.
  - Have partners use a timer to see how quickly and accurately they can read Captain Read More's Words and the Sea Monster's Words in their journals.
  - Have partners do a search through their current Targeted Treasure Hunt trade book to find words with the sound patterns they practiced.

Word Games

Instructions for Word Ladder can be found on page 354 of the Appendix.

- See the appendix for word game directions. Use the following suggested word game(s) or another game from the appendix.

WORD LADDER

- Students will play two rounds of the Word Ladder game. Have students play Word Ladder with the grapheme *i*.
- Explain that students must change the start word one letter at a time until they can make the end word.
- Tell students to write the following words at the top and bottom of a paper.
  - Top word: wind
  - Bottom word: fish
- Challenge students to continue making as many word ladders as they can. Have partnerships share their answers to see if they created any words that no one else did.
  - Sample sequence: wind → wins → wish → fish
- Tell students they will play another round and write the following words at the top and bottom of a paper.
  - Top word: string
  - Bottom word: tights
- Challenge students to continue making as many word ladders as they can. Have partnerships share their answers to see if they created any words that no one else did.
  - Sample sequence: string → rights → tights
- Use **Random Reporter** to select students to share their word lists.
- Award team celebration points to teams whose member read their word lists.

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- Remind students to take their word lists home and study them by reading them to family members. Encourage students to try making their own lists at home and bringing them to class. Be sure to display any word lists that the students bring from home.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 5

Test

- Use the following items to complete numbers 7–10 during the Day 5 Test in the Targeted Treasure Hunt lesson you are currently teaching.

Skill Questions

10 points each

Listen to the words and meaningful sentences as they are read aloud. Write down the word. You will hear a mix of Captain Read More's Words, the Sea Monster's Words, or Captain Read More's Big Words.

7. visit (We went to visit my uncle.)
8. sometimes (Sometimes, you have to eat vegetables.)
9. lived (She lived out in the country.)
10. sight (We caught sight of the bird in the tree.)

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Lesson 24

Open Syllables

Instructional Objectives

Students will learn to chunk multisyllabic words with open syllables.

Lesson **24**

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for chunking words.

Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word 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.

Active Instruction

- Introduce chunking words with the open syllable pattern.

Today, you are going to learn how to read words with more than one syllable, or chunk, which have a open syllable. When you see long words with a open syllable, you will know a good way you can break these words apart and read them.

Display the following words: *a*, *she*, *hi*, *no*.

- Remind students that they have probably seen words with open syllables.

You have probably seen a lot of words with open syllables. Words like *a*, *she*, *hi*, and *no* are open syllables. Each word has a vowel that is not closed in by a consonant. The vowels in these words usually make their long sounds, /ā/, /ē/, /ī/, /ō/, /ū/. The sounds are long because nothing is closing them in.

- Explain word syllables, or chunks, to students.

The words we just looked have one syllable, or chunk. Longer words can be made of two or more chunks. Breaking words down into smaller chunks can help us read them. We can tell how many chunks a word has by the number of vowel sounds in a word. Each chunk in a word only has one vowel sound. Vowels may work alone, with other vowels, or with consonants to make chunks.

Display the word *robot*.

- Use a **Think Aloud** to model chunking words with closed syllables.

Let me look at the word *robot*. When I chunk a word, the first thing I want to do is look for the vowel sounds in the word, because I know that each chunk in a word will have one vowel sound. Write "v" under the *o* and *o*. **I have two vowels, so I have two chunks.**

Next, I want to mark the consonants. I'm going to look for consonants between the vowels. Write "c" under the *b*. **I have two consonants. This word has a pattern—vowel-consonant-vowel. When I see that pattern, I know the consonant usually goes with the second chunk.** Draw a line between the *o* and *b*.

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Lesson 24 | Open Syllables

Now I'll look at the first chunk. There is an *o* but it's not closed in by a consonant. It will make its long sound, /ō/. *Ro*. Next, when I look at my second chunk, I can see that the *o* is closed in by a *t*. That means that the *o* makes its short /o/ sound. *Bot*. The word is *ro/bot*. *Robot*. I have two chunks, and one is made by an open syllable.

- Review the directions for the practice items in students' materials.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. SR

Students	
1.	Complete the skill-practice/ mastery items.
2.	Write your answers.

Teams	
3.	Share the skill-practice/ mastery answers. If you disagree on an answer, tell why.
4.	Be prepared to share your answers with the class.

Partner Practice Booklet, Page 37

Skill Practice

Draw lines to divide the word into chunks using the open syllable pattern. Underline the vowel that makes the open syllable.

1. tiger *ti / ger*
2. begin *be / gin*
3. pilot *pi / lot*
4. acorn *a / corn*

Skill Mastery

Draw lines to divide the word into chunks using the open syllable pattern. Underline the vowel that makes the open syllable.

5. donut *do / nut*
6. paper *pa / per*
7. banjo *ban / jo*
8. unit *u / nit*

- Use **Team Huddle** to have students discuss the skill-practice items. Use **Random Reporter** to check responses. If needed, ask students to model the answer by reading the word twice—once from the parts and once as a whole.

- Award team celebration points.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Lesson 25

Comparing Long and Short *o*

Instructional Objectives

Students will identify and compare words that make the /ō/ and /o/ sounds.

Skill Focus: Open syllables

Lesson 25

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for comparing long and short vowels.

  Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word Treasure	Vowels can make long or short sounds. If you're having trouble reading the vowel in a word, first check to see if the vowel is part of a long vowel pattern or in an open syllable, then read the whole word.

Partner Reading SR

- Introduce Captain Read More's Story.

  Captain Read more loves writing stories. He often sends me stories when he needs help with words and his spelling. He wants to share his story and the tricky words he had to spell.

- Have students sit with their partner and open their Partner Practice Booklets to page 43.

  You and your partner are going to read Captain Read More's story together. You'll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use clarifying strategies to help you read those words.

- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.

tps

- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.

- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *approached* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I needed to clarify the word *approached* while I read. It was too long to blend, so I chunked it. First I found the vowels. Underline or circle the *a*, *oa*, and *e*. **I saw that I had one vowel team with *oa* and a silent *e* on the end of the word, so I knew the word had two chunks. I divided the word between the two *p*s. *Ap/proached*. *Approached*.**

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Lesson 25 | Comparing Long and Short *o*

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have the /ō/ and /o/ sounds. Can you and your partner work together to find those long and short o words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the long and short o words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the long and short o sound in words, regardless of the spelling.

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Jerome the **dog** **jogged** **along** and **approached** a **pond**. He **hopped** over **logs** and **rocks**. **Jerome** **got** **close** to a **toad**, but the **toad** **hopped** down a **hole**. The water was frozen all winter, but now was full **of** **tadpoles**. **Jerome** shook water out of his **coat** and went **home**.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask about the sounds in the story.

  I think Captain Read More had trouble with these words because the letter *o* makes different sounds and can be spelled in different ways. It can make a short sound, like in the word *dog*, or a long sound, like in the word *road*. I see words with long and short *o* sounds in this story. What are some of the spellings you see for the sounds that *o* makes? Randomly select students to share. **Yes, we can see words that are spelled with an *o*, *o_e*, and *oa*. Let's put these words on a chart with columns labeled for each sound and spelling.**

- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	o	o_e	oa
1			
2			
3			

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.
- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.
- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	o	o_e	oa
1	dog, pond, got	close, hole, home	toad, coat
2	jogged, hopped, logs, rocks		
3	along	Jerome, tadpoles	approached

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have students do the same in their Partner Practice Booklets. Remind students that the base word of *leaves* is *leaf*, not *leave*. Explain that in many words that end with an *f*, the *f* becomes *ves* when it becomes plural. Write the base word next to the chart. Have the students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.

Skill Focus: Open Syllables

- Point out to students that the word *frozen* has two syllables, or chunks.

  When we read the word *frozen*, we can break it into two chunks. One way to recognize a chunk in a word is looking for an open chunk, or syllable, where the vowel sound is long, and not closed in by a consonant on both sides.

- Display the word *frozen*. Use a **Think Aloud** to model chunking the word into two parts.

  Let me chunk this word into two parts. First, I will look for the vowels. Underline the vowels *o* and *e*. **These are separated by one consonant.** Circle the *z*. **This consonant usually goes with the second chunk. So now if I look at the first chunk, *f-r-o*, the *o* is not closed in by two consonants. It can make a long *o* sound. In the second chunk, the *e* is closed in by the *z* and *n*, so that will make a /e/ sound. *Fro/zen. Frozen.***

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Lesson 25 | Comparing Long and Short *o*

- Tell students to be on the lookout for longer words that have a chunk made up of an open vowel that is not closed in by consonants.

- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 2

Partner Reading

Yesterday we read a story from Captain Read More with /ō/ and /o/ sounds. Today, you and your partner are going to read another story from Captain Read More.

- Have students sit with their partner and open their Partner Practice Booklets to page 44. Remind students that they can use clarifying strategies to help them read tricky words.
- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.
- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.
- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *meadow* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I needed to clarify the word *meadow* while I read. I saw that I could break it into two chunks. First I broke it up and said "meed/ow" (say /ow/ as in *cow*)**. But that didn't sound right. I remembered that *ow* can either say /ow/ like *cow*, or long *o*, like *snow*. I tried "meed/ow"** (say /ow/ as in *snow*)**, but the first chunk didn't sound familiar. I remembered that *ea* can make a long *e* sound, but it can also sound like the *ea* in *bread*. *Mead/ow.* Meadow.**

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have /ō/ and /o/ sounds. Can you and your partner work together to find those long and short *o* words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the long and short o words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /ō/ and /o/ sounds in words, regardless of the spelling.

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Lesson 25 | Comparing Long and Short *o*

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Rob and **Tom** **rowed** **across** a **pond** to a **meadow**. The water was **shallow** and **low**.

"**Hop** out and do **not** stub your **toe**," **Tom** said as they **slowed** down.

Rob saw a **doe** eating some **yellow** flowers **growing** nearby. He **tiptoed** to **follow** her, but she was scared by his **shadow**.

List Words on the Chart

- When partners have completed the task, use **Think-Pair-Share** to ask students about the different ways they saw /ō/ and /o/ sounds spelled (*o*, *ow*, and *oe*). Randomly select a few students to share. Tell students that you will make a chart that shows the different spellings.
- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	o	ow	oe
1			
2			
3			

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.
- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.
- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	o	ow	oe
1	Rob, Tom, pond, hop, not	low	toe, doe
2	across, follow	rowed, meadow, shallow, slowed, yellow, growing, follow, shadow	
3			tiptoed

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have the students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 3

Practice Writing Captain Read More's Words

We have been reading stories from Captain Read More with /ō/ and /o/ sounds. Let's take another look at some of the words we found.

- Display the chart showing some of Captain Read More's words from the passages. Read the words aloud with students.

dog	hole	toad	toe	row
logs	follow	rowed	jogged	hopped
meadow	approached	tadpoles	tiptoed	

- Hide the list of words from students and explain that students will work on writing the words.

Now you are going to see how many of Captain Read More's Words you can write. You need to think about the sounds and patterns you hear in the words.

- Have students turn to a new page in their journals and write the letters "o," o_e," "oa," "ow," and "oe" across the top of their page.
- Read the words from the first row to students. Students will write the words under the correct heading on their papers

dog	hole	toad	toe	row

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check their work. Students can place a check beside words that they spelled correctly. If students have spelled a word incorrectly, they should draw a line through it and then write the correct spelling beside it. Have students double-check the word to make sure that it is spelled correctly. Then they should circle the corrected word to remind them that this is a word they need to study.
- Read the words from the second row to students. Students will write the words under the correct heading on their papers.

logs	follow	rowed	jogged	hopped

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Tell students they will work on Captain Read More's Big Words next.

The last row of words was really tricky. They were Captain Read More's Big Words. Let's try spelling some of Captain Read More's Big Words.

- Have students indicate that they are writing challenging words by drawing a line across their paper. Read the words from the third row to students. Students will write the words under the correct heading on their papers.

meadow	approached	tadpoles	tiptoed

- Use **Team Huddle** to have students check each other's work. Use **Random Reporter** to select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Award team celebration points to teams whose members shared and spelled words.

Sea Monster's Words

- Introduce Sea Monster's Words.

  Now that you have learned Captain Read More's Words, you're going to learn the Sea Monster's Words!

- Display the graphic for the Sea Monster. Explain the Sea Monster and what the Sea Monster's Words are.

  This is the Sea Monster. He's not really a scary monster, but his words can be scary! He keeps track of all the extra-tricky words. They're tricky because they don't make the sounds we expect them to make.

- Display the word *over*. Underline the letter *o*. Use a **Think Aloud** to model clarifying the word.

  A lot of the words we have practiced have the letter *o* making the /o/ sound. But in this word, we don't hear that sound. This word is *over*. We call that a Sea Monster Word! It's a Sea Monster because it doesn't sound the way we expect it to sound. Remember that I talked about chunking words. *Over* can be broken into two chunks, and the first chunk is open, so the *o* makes a long *o* sound. Have students read the word with you a few times. **I use a little saying to remember this word. The saying is:**

  The open *o* says its own name. Over.

- Teach students the remaining words as applicable. Introduce each word by displaying it on the board and then pointing out the tricky part of the word. Use the following saying for each word:

  Frozen: The open *o* says its own name. Frozen.

  Some: Most *o_e* words are long but not *some*. Some

  Down: The *ow* in *down* says /ow/ like *cow*.

  Flowers: The *ow* in *flowers* says /ow/ like *cow*.

  Now: The *ow* in *now* says /ow/ like *cow*.

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- Have students turn to a new page in their notebooks, or start a new list, and write the Sea Monster's Words, double-check the spelling, and circle each word.
- Have partners check each other's work. Randomly select students to share and spell one of the Sea Monster's Words.
- Award team celebration points to teams whose members shared and spelled words.

  Remember, the Sea Monster's Words can be tricky, so you may have to spend extra time learning how to spell them. Do you think you can look at Captain Read More's story one more time and find the Sea Monster Words?

- Have students open their Partner Practice Booklets to pages 43 and 44 to find and circle Sea Monster's Words in the passages.

Dictation

- Tell students they will use Captain Read More's and Sea Monster's words in sentences.

  Now that we've practiced words from Captain Read More and the Sea Monster, we're ready to use them in sentences.

- Read the following sentences aloud to students.

  We <u>hopped</u> <u>on</u> the <u>rocks</u> in the <u>pond</u>.

  The <u>dog</u> <u>got</u> dirty from digging a <u>hole</u>.

- Have students repeat each sentence two or three times and then write it in their journals. Use **Think-Pair-Share** to have students discuss the sentences with their partners. Randomly select students to spell Captain Read More's or the Sea Monster's words as you write the sentence on the board. Make sure students check and correct their work.
- Display the following sentence from Captain Read More's story with mistakes in it.

  <u>Robe</u> saw a <u>doa</u> eating some <u>yellowe</u> flowers <u>groeing</u> nearby.

- Read the sentence aloud with students. Use **Team Huddle** to have students discuss changes that need to be made to the sentence. Use **Random Reporter** to select students to share the changes they would make.
- Correct the sentence according to students' suggestions and then have them write it in their journals:
- Award team celebration points to teams whose members successfully spelled words.

My Practice Words

- Students will take all the words they circled in today's lesson and add them onto the page titled "My Practice Words." Students can decide for themselves if they want to add Captain Read More's Big Words to their list.
- Use **Random Reporter** to select some students to share the words they have on their

spelling lists.

- **Optional:** If any words appear to be difficult for the whole class, write them on chart paper and post them in a central location.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 4

Optional Review

Word Power Review

- If students need additional practice with the sounds and words they reviewed this week, lead students in a review. Following are suggested review activities:
  - Reread Captain Read More's Stories aloud with partners.
  - Partners review and practice the words they circled and placed in their My Practice Words list.
  - Have partners use a timer to see how quickly and accurately they can read Captain Read More's Words and the Sea Monster's Words in their journals.
  - Have partners do a search through their current Targeted Treasure Hunt trade book to find words with the sound patterns they practiced.

Word Games

Instructions for Transformer can be found on page 351 of the Appendix.

- See the appendix for word game directions. Use the following suggested word game(s) or another game from the appendix.

TRANSFORMER

- Students will play two rounds of the Transformer game. They will use one sheet of paper each for words with /ō/ and /o/ sounds.
- Have students sit with their partners and take out a blank sheet of paper. Tell students that they will start by transforming words that use the *o_e* pattern.
- Begin with the word *set* and use the following sequence:

pore fore more

- After you have modeled the game to students, let them continue on their own. If students need more guided practice with the game, continue as a group with the following sequence:

sore chore store

- Monitor students as they play the game. When partners have filled the paper, end the game.
- Use **Random Reporter** to select students to share their word list.
- Have students play one more round of the game with a new letter group. Use the first few words of the following word sequence to get students started. Or, use the sequence to play the game as a group.

rock	sock	mock	lock
dock	tock	stock	flock

- Monitor students as they play the game. When partners have filled the paper, end the game.
- Use **Random Reporter** to select students to share their word list.
- Award team celebration points to teams whose member read their word lists.
- Remind students to take their word lists home and study them by reading them to family members. Encourage students to try making their own lists at home and bringing them to class. Be sure to display any word lists that students bring from home.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 5

Test

- Use the following items to complete numbers 7–10 during the Day 5 Test in the Targeted Treasure Hunt lesson you are currently teaching.

Skill Questions

10 points each

Listen to the words and meaningful sentences as they are read aloud. Write down the word. You will hear a mix of Captain Read More's Words, the Sea Monster's Words, or Captain Read More's Big Words.

7. hopped (The rabbit hopped in the grass.)
8. frozen (The river was frozen in the cold.)
9. coat (A coat helps keep you warm.)
10. shore (We collected shells at the shore.)

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Lesson 26

Comparing Long and Short *u*

Instructional Objectives

Students will identify and compare words that make the /ū/ and /u/ sounds.

Lesson 26

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for comparing long and short vowels.

  Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word Treasure	Vowels can make long or short sounds. If you're having trouble reading the vowel in a word, first check to see if the vowel is part of a long vowel pattern or in an open syllable, then read the whole word.

Partner Reading SR

- Introduce Captain Read More's Story.

  Captain Read more loves writing stories. He often sends me stories when he needs help with words and his spelling. He wants to share his story and the tricky words he had to spell.

- Have students sit with their partner and open their Partner Practice Booklets to page 45.

  You and your partner are going to read Captain Read More's story together. You'll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use clarifying strategies to help you read those words.

- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.

tps

- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.

- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *attitude* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I needed to clarify the word *attitude* when I read. I decided to chunk it, so first I found the vowels. Underline or circle the *a*, *i*, *u*, and *e*. **I saw that I had a *u_e* pattern, so I know the final *e* is quiet. That means the word had three chunks. I divided the first two chunks after the first *t*. Then I divided the next chunk after the *i*. *At/ti/tude. Attitude.***

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Lesson 26 | Comparing Long and Short *u*

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have the /ū/ and /u/ sounds. Can you and your partner work together to find those long and short *u* words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the long and short *u* words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /ū/ and /u/ sounds in words, regardless of the spelling.

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Luke thought it was **fun** to **run**. On a **sunny** day in **June**, he saw something in the **dewy** grass. It was a **few** **cute** **bunnies**! **Luke** **hushed** and stood still, like a **spruce** tree.

The mom came back from **chewing** **produce**. Watching the **bunnies** and whistling a **tune** fixed **Luke's** **attitude**.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask about the sounds in the story.

  I think Captain Read More had trouble with these words because the letter *u* makes different sounds and can be spelled in different ways. It can make a short sound, like in the word *mud*, or a long sound, like in the word *mule*. I see words with /ū/ and /u/ sounds in this story. What are some of the spellings you see for the sounds that *u* makes? Randomly select students to share. **Yes, we can see words that are spelled with a *u*, *u_e*, and *ew*. Let's put these words on a chart with columns labeled for each sound and spelling.**

- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Lesson 26 | Comparing Long and Short *u*

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	u	u_e	ew
1			
2			
3			

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.
- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.
- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	u	u_e	ew
1	fun, run	Luke, June, cute, spruce, tune	few
2	sunny, bunnies, hushed	produce	dewy, chewing
3		attitude	

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have students do the same in their Partner Practice Booklets. Remind students that the base word of *bunnies* is *bunny*. Write the base word next to the chart. Have the students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

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Lesson 26 | Comparing Long and Short *u*

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 2

Partner Reading

Yesterday we read a story from Captain Read More with /ū/ and /u/ sounds. Today, you and your partner are going to read another story from Captain Read More.

- Have students sit with their partner and open their Partner Practice Booklets to page 46. Remind students that they can use clarifying strategies to help them read tricky words.
- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.
- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.
- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *carry* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I needed to clarify the word *carry* as I read. I started by sounding out the word: *c-a-r-r-y, carry*. Say "carry" with the /a/ sound. **Using the short *a* sound didn't seem right to me, so I tried making /ā/ sound. *Carry.* That's a word I recognized.**

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have /ū/ and /u/ sounds. Can you and your partner work together to find those long and short u words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the long and short u words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /ū/ and /u/ sounds in words, regardless of the spelling.

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Lesson 26 | Comparing Long and Short *u*

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

One **cool** day, **Rue** walked to **Sue's** house, **humming** a song. She passed by the **zoo** and saw **smooth** **ducks** and a **skunk**. She stopped to look at tulips by a **statue**, **but** did not want to be **stung** by a bee. **Rue** saw some **plump** **blueberries** and put them in a **tissue** to carry them.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask students about the different ways they saw /ū/ and /u/ sounds spelled (*u*, *oo*, and *ue*). Randomly select a few students to share. Tell students that you will make a chart that shows the different spellings.
- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	u	oo	ue
1			
2			
3			

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

th

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.

- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	u	oo	ue
1	skunk, but, stung, plump	cool, zoo, smooth	Rue, Sue
2	humming, ducks		statue
3			blueberries, tissue

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have the students do the same in their Partner Practice Booklets. Remind students that the base words of *humming* and *blueberries* are *hum* and *blueberry*. Write the base words next to the chart. Have the students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 3

Practice Writing Captain Read More's Words

We have been reading stories from Captain Read More with /ū/ and /u/ sounds. Let's take another look at some of the words we found.

- Display the chart showing some of Captain Read More's words from the passages. Read the words aloud with students.

run	cool	Sue	few	stung
sunny	dewy	hushed	produce	ducks
blueberries	statue	tissue	attitude	

- Hide the list of words from students and explain that students will work on writing the words.

Now you are going to see how many of Captain Read More's Words you can write. You need to think about the sounds and patterns you hear in the words.

- Have students turn to a new page in their journals and write the letters "u," "u_e," "ew," "oo," and "ue" across the top of their page.
- Read the words from the first row to students. Students will write the words under the correct heading on their papers

run	**cool**	**Sue**	**few**	**stung**

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check their work. Students can place a check beside words that they spelled correctly. If students have spelled a word incorrectly, they should draw a line through it and then write the correct spelling beside it. Have students double-check the word to make sure that it is spelled correctly. Then they should circle the corrected word to remind them that this is a word they need to study.
- Read the words from the second row to students. Students will write the words under the correct heading on their papers.

sunny	**dewy**	**hushed**	**produce**	**ducks**

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Tell students they will work on Captain Read More's Big Words next.

The last row of words was really tricky. They were Captain Read More's Big Words. Let's try spelling some of Captain Read More's Big Words.

- Have students indicate that they are writing challenging words by drawing a line across their paper. Read the words from the third row to students. Students will write the words under the correct heading on their papers.

blueberries	statue	tissue	attitude

- Use **Team Huddle** to have students check each other's work. Use **Random Reporter** to select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Award team celebration points to teams whose members shared and spelled words.

Sea Monster's Words

- Introduce Sea Monster's Words.

  Now that you have learned Captain Read More's Words, you're going to learn the Sea Monster's Words!

- Display the graphic for the Sea Monster. Explain the Sea Monster and what the Sea Monster's Words are.

  This is the Sea Monster. He's not really a scary monster, but his words can be scary! He keeps track of all the extra-tricky words. They're tricky because they don't make the sounds we expect them to make.

- Display the word *put*. Underline the letter *u*. Use a **Think Aloud** to model clarifying the word.

  A lot of the words we have practiced have the letter *u* making the /u/ sound. But in this word, we don't hear that sound. This word is *put*. It sounds the same as words like *book* and *cook*. We call that a Sea Monster Word! It's a Sea Monster because it doesn't make the sound we expect it to make. Have students read the word with you a few times. **I use a little saying to remember this word. The saying is:**

  The *u* in *put* is just a hook. Put.

- Teach students the remaining words as applicable. Introduce each word by displaying it on the board and then pointing out the tricky part of the word. Use the following saying for each word:

  Tulip: You can spell *tulip* with just a *u*. Tulip

  Look: It looks like the *oo* should say long *u*, but it doesn't. Look

- Have students turn to a new page in their notebooks, or start a new list, and write the Sea Monster's Words, double-check the spelling, and circle each word.
- Have partners check each other's work. Randomly select students to share and spell one of the Sea Monster's Words.
- Award team celebration points to teams whose members shared and spelled words.

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Remember, the Sea Monster's Words can be tricky, so you may have to spend extra time learning how to spell them. Do you think you can look at Captain Read More's story one more time and find the Sea Monster Words?

- Have students open their Partner Practice Booklets to pages 45 and 46 to find and circle Sea Monster's Words in the passages.

Dictation

- Tell students they will use Captain Read More's and Sea Monster's words in sentences.

  Now that we've practiced words from Captain Read More and the Sea Monster, we're ready to use them in sentences.

- Read the following sentences aloud to students.

  <u>Bunnies</u> were <u>chewing</u> <u>blueberries</u>.

  <u>Humming</u> a song helped <u>Luke's</u> <u>attitude</u>.

- Have students repeat each sentence two or three times and then write it in their journals. Use **Think-Pair-Share** to have students discuss the sentences with their partners. Randomly select students to spell Captain Read More's or the Sea Monster's words as you write the sentence on the board. Make sure students check and correct their work.
- Display the following sentence from Captain Read More's story with mistakes in it.

  She passed by the <u>zew</u> and saw <u>smueth</u> <u>duckes</u> and a <u>skoonk</u>.

- Read the sentence aloud with students. Use **Team Huddle** to have students discuss changes that need to be made to the sentence. Use **Random Reporter** to select students to share the changes they would make.
- Correct the sentence according to students' suggestions and then have them write it in their journals:
- Award team celebration points to teams whose members successfully spelled words.

My Practice Words

- Students will take all the words they circled in today's lesson and add them onto the page titled "My Practice Words." Students can decide for themselves if they want to add Captain Read More's Big Words to their list.
- Use **Random Reporter** to select some students to share the words they have on their spelling lists.
- **Optional:** If any words appear to be difficult for the whole class, write them on chart paper and post them in a central location.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 4

Optional Review

Word Power Review

- If students need additional practice with the sounds and words they reviewed this week, lead students in a review. Following are suggested review activities:
  - Reread Captain Read More's Stories aloud with partners.
  - Partners review and practice the words they circled and placed in their My Practice Words list.
  - Have partners use a timer to see how quickly and accurately they can read Captain Read More's Words and the Sea Monster's Words in their journals.
  - Have partners do a search through their current Targeted Treasure Hunt trade book to find words with the sound patterns they practiced.

Word Games

Instructions for Transformer and Letter Lotto can be found on pages 351–353 of the Appendix.

- See the appendix for word game directions. Use the following suggested word game(s) or another game from the appendix.

TRANSFORMER

- Students will play two rounds of the Transformer game. They will use one sheet of paper each for words with the /u/ sound.
- Have students sit with their partners and take out a blank sheet of paper. Tell students that they will start by transforming words that use the short *u* pattern.
- Begin with the word *set* and use the following sequence:

run fun bun

- After you have modeled the game to students, let them continue on their own. If students need more guided practice with the game, continue as a group with the following sequence:

pun sun stun

- Monitor students as they play the game. When partners have filled the paper, end the game.

- Use **Random Reporter** to select students to share their word list.
- Have students play one more round of the game with a new letter group. Use the first few words of the following word sequence to get students started. Or, use the sequence to play the game as a group.

new few flew drew

grew crew chew

- Monitor students as they play the game. When partners have filled the paper, end the game.
- Use **Random Reporter** to select students to share their word list.
- Award team celebration points to teams whose member read their word lists.
- Remind students to take their word lists home and study them by reading them to family members. Encourage students to try making their own lists at home and bringing them to class. Be sure to display any word lists that students bring from home.

LETTER LOTTO

- Students will play two rounds of the Letter Lotto game. Have students play Letter Lotto with the grapheme *oo*.
- Students will write the letters "oo" five times on a sheet of paper. Write the following letters on the board for students to copy onto their papers.
  - Left column: **p, s, t, m, r**
  - Right column: **m, f, t, n, l**
- Monitor students as they play the game. When partners have filled the paper, end the game.
- Use **Random Reporter** to select students to share their word list.
- Award team celebration points to teams whose member read their word lists.
- Remind students to take their word lists home and study them by reading them to family members. Encourage students to try making their own lists at home and bringing them to class. Be sure to display any word lists that students bring from home.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 5

Test

- Use the following items to complete numbers 7–10 during the Day 5 Test in the Targeted Treasure Hunt lesson you are currently teaching.

Skill Questions

10 points each

Listen to the words and meaningful sentences as they are read aloud. Write down the word. You will hear a mix of Captain Read More's Words, the Sea Monster's Words, or Captain Read More's Big Words.

7. stung (I was stung by a bee.)
8. dewy (The grass was wet and dewy.)
9. statue (The statue was carved from rock.)
10. tulips (Colorful tulips grow in spring.)

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Lesson 27

Kind Old Words
_*ild* and _*ind*

Instructional Objectives

Students will decode and spell words with the /ī/ sound that end in the consonant blends _*ld* and _*nd*.

Lesson 27

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for kind old words.

  Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word Treasure	Sometimes words that have a single vowel and end in _*ld*, _*nd*, _*st*, or _*lt* make the long vowel sound. We can call them "kind old words." If you're having trouble reading these words, try different vowel sounds as you read the word.

Partner Reading SR

- Introduce Captain Read More's Story.

  Captain Read more loves writing stories. He often sends me stories when he needs help with words and his spelling. He wants to share his story and the tricky words he had to spell.

- Have students sit with their partner and open their Partner Practice Booklets to page 47.

  You and your partner are going to read Captain Read More's story together. You'll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use clarifying strategies to help you read those words.

- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.

tps

- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.

- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *mastermind* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I need to clarify this word. First, I noticed that it was a compound word. Next, I found all the vowels. Circle or mark the vowels. **This helps me know that it has three chunks. Next I noticed where there were two consonants together.** Underline *st* and *rm*. **This helps me chunk the word between these consonants. *Mas/ter/mind. Mastermind.***

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Lesson 27 | Kind Old Words _*ild* and _*ind*

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have the /ī/ sound. Can you and your partner work together to find those long *i* words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the long i words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /ī/ sound in words, regardless of the spelling.

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Mr. **Find** is a story **mastermind**. He told his **grandchild** that when he was a boy he lived in the **wild**. When he would stand **behind** trees he would see the **wildlife**. He was very **kind** to the animals.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask about the sounds in the story.

  I think Captain Read More had trouble with these words because they make the /ī/ sound but are not spelled the way we expect. They make the /ī/ sound, but aren't spelled *i_e*, *ie*, *igh*, or *_y*. I see two ways the /ī/ sound is spelled in the passage. What are they? Randomly select students to share. **Yes, the /ī/ sound can be spelled with *ild* or *ind*. We can make a chart to help Captain Read More remember how to spell these words. We'll write "_ind" words on one side and "_ild" words on the other side.**

- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	_ind	_ild
1		
2		
3		

- Tell students that they will fill in the chart. Explain that the first row of words will be

one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students work with their teams to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.
- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	_ind	_ild
1	find, kind	wild
2	behind	
3	mastermind	grandchild, wildlife

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 2

Partner Reading

Yesterday we read a story from Captain Read More with the /ī/ sound. Today, you and your partner are going to read another story from Captain Read More.

- Have students sit with their partner and open their Partner Practice Booklets to page 48. Remind students that they can use clarifying strategies to help them read tricky words.
- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.
- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.
- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *behind* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I needed to clarify this word when I read. First, I had to find the vowels. Circle the *e* and *i*. **This told me that there were two chunks. I recognize the first chunk as the word *be*. Then I blended the sounds and chunks I saw together—*be/hind*.** Read *hind* with a /i/ first. **When I read this chunk with the /i/ sound it didn't sound like a word I knew. I tried to blend the word together with the /ī/ sound—*be/hind. Behind.* This sounded like a word I have heard before.**

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have the /ī/ sound. Can you and your partner work together to find those long i words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the /ī/ words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the long i sound in words, regardless of the spelling.

Lesson 27 | Kind Old Words _*ild* and _*ind*

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Sally **Binder** was a **wild** **child**. She would hide **behind** the **blinds** and be **unkind** to her brothers. She would **grind** up their snacks and throw orange **rinds** at them. Sally's mother and father were losing their **minds**.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask students about the different ways they saw the /ī/ sound spelled (_*ind* and _*ild*). Randomly select a few students to share. Tell students that you will make a chart that shows the different spellings.
- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	_ild	_ind
1		
2		
3		

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

th

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.

- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

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Lesson 27 | Kind Old Words _*ild* and _*ind*

Captain Read More's Words

	_ild	_ind
1	wild, child	grind
2		Binder, behind, blinds, unkind, rinds, minds
3		

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have the students do the same in their Partner Practice Booklets. Remind students that the base word of *pouncing* isn't *pounc*, it is *pounce*. Write the base word next to the chart. Have the students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 3

Practice Writing Captain Read More's Words

We have been reading stories from Captain Read More with the /ī/ sound. Let's take another look at some of the words we found.

- Display the chart showing some of Captain Read More's words from the passages. Read the words aloud with students.

wild	child	kind	find	grind
behind	unwind	blinds	unkind	
mastermind				

- Hide the list of words from students and explain that students will work on writing the words.

Now you are going to see how many of Captain Read More's Words you can write. You need to think about the sounds and patterns you hear in the words.

- Have students turn to a new page in their journals and write the letters "_ild" and "_ind" across the top of their page.
- Read the words from the first row to students. Students will write the words under the correct heading on their papers

wild	child	kind	find	grind

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check their work. Students can place a check beside words that they spelled correctly. If students have spelled a word incorrectly, they should draw a line through it and then write the correct spelling beside it. Have students double-check the word to make sure that it is spelled correctly. Then they should circle the corrected word to remind them that this is a word they need to study.
- Read the words from the second row to students. Students will write the words under the correct heading on their papers.

behind	unwind	blinds	unkind

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Tell students they will work on Captain Read More's Big Words next.

The last row of words was really tricky. They were Captain Read More's Big Words. Let's try spelling some of Captain Read More's Big Words.

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- Have students indicate that they are writing challenging words by drawing a line across their paper. Read the words from the third row to students. Students will write the words under the correct heading on their papers.

mastermind

- Use **Team Huddle** to have students check each other's work. Use **Random Reporter** to select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Award team celebration points to teams whose members shared and spelled words.

Sea Monster's Words

- There are no Sea Monster's Words in this lesson. If needed, take additional time practicing writing Captain Read More's Words.

Dictation

- Tell students they will use Captain Read More's words in sentences.

  Now that we've practiced words from Captain Read More, we're ready to use them in sentences.

- Read the following sentences aloud to students.

  Jim was a <u>wild</u> <u>child</u>.

  Kat was a <u>kind</u> kid with a great <u>mind</u>.

- Have students repeat each sentence two or three times and then write it in their journals. Use **Think-Pair-Share** to have students discuss the sentences with their partners. Randomly select students to spell Captain Read More's words as you write the sentence on the board. Make sure students check and correct their work.
- Display the following sentence from Captain Read More's story with mistakes in it.

  Mr. <u>Fined</u> is a story <u>mastermiend</u>

- Read the sentence aloud with students. Use **Team Huddle** to have students discuss changes that need to be made to the sentence. Use **Random Reporter** to select students to share the changes they would make.
- Correct the sentence according to students' suggestions and then have them write it in their journals:
- Award team celebration points to teams whose members successfully spelled words.

My Practice Words

- Students will take all the words they circled in today's lesson and add them onto the page titled "My Practice Words." Students can decide for themselves if they want to add Captain Read More's Big Words to their list.
- Use **Random Reporter** to select some students to share the words they have on their spelling lists.
- **Optional:** If any words appear to be difficult for the whole class, write them on chart paper and post them in a central location.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 4

Optional Review

Word Power Review

- If students need additional practice with the sounds and words they reviewed this week, lead students in a review. Following are suggested review activities:
  - Reread Captain Read More's Stories aloud with partners.
  - Partners review and practice the words they circled and placed in their My Practice Words list.
  - Have partners use a timer to see how quickly and accurately they can read Captain Read More's Words in their journals.
  - Have partners do a search through their current Targeted Treasure Hunt trade book to find words with the sound patterns they practiced.

Word Games

Instructions for Lines and Squares can be found on pages 355–356 of the Appendix.

Preparation: Fill out two Lines and Squares grids using words from the lesson and create copies for student partnerships.

- See the appendix for word game directions. Use the following suggested word game(s) or another game from the appendix.

LINES AND SQUARES

- Students will play two rounds of the Lines and Squares game. Hand out one of each grid to each partnership.
- Tell students that they will be reading and spelling words that end in _*ild* and _*ind*.
- Model the game to students using level 3 difficulty.
  - Choose a color.
  - Read a word on the Lines and Squares grid.
  - Spell the word aloud without looking at it.
  - Randomly select a student to check your spelling.
  - If spelled correctly, draw a line to connect two dots in the box around the word.
  - Model repeating this step with the same word until you draw a box around the word.
  - Once a box is drawn, color the word with your color.
- Determine the level of play for your students based on their skills or need for review:
  - Level 1: Read the word in the box.
  - Level 2: Read the word, then spell it.
  - Level 3: Read the word, then spell it with eyes closed.
  - Level 4: Read the word, spell it with eyes closed, then use it in a meaningful sentence.
- Monitor students as they play the game. When partners have filled the paper, end the game.
- Use **Random Reporter** to select students to share their word list.

- Have students play one more round of the game at a different level of difficulty.
- Monitor students as they play the game. When partners have filled the paper, end the game.
- Use **Random Reporter** to select students to share their word list.
- Award team celebration points to teams whose member read their word lists.
- Students can study their Lines and Squares or My Practice Words by reading them to family members. Encourage students to make their own Lines and Squares game at home to play, and bring the list of words they read correctly to class. Be sure to display any word lists that the students bring from home.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 5

Test

- Use the following items to complete numbers 7–10 during the Day 5 Test in the Targeted Treasure Hunt lesson you are currently teaching.

Skill Questions

10 points each

Listen to the words and meaningful sentences as they are read aloud. Write down the word. You will hear a mix of Captain Read More's Words, the Sea Monster's Words, or Captain Read More's Big Words.

7. find (Kate helped me find my keys.)
8. wildlife (I took a bird to the wildlife shelter.)
9. child (Jon is a smart child.)
10. unwind (Melissa reads to unwind after a long day at work.)

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Lesson 28

Kind Old Words
_*olt*, _*ost*, and _*old*

Instructional Objectives

Students will decode and spell words with the /ō/ sound that end in the consonant blends _*lt*, _*st*, or _*ld*.

Lesson 28

Day 1

Present the Word Treasure

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure for kind old words.

  Captain Read More has sent a message. It's a Word Treasure! Here is the clue he has given us.

Display the Word Treasure.

Word Treasure	Sometimes words that have a single vowel and end in _*ld*, _*nd*, _*st*, or _*lt* make the long vowel sound. We can call them "kind old words." If you're having trouble reading these words, try different vowel sounds as you read the word.

Partner Reading SR

- Introduce Captain Read More's Story.

  Captain Read more loves writing stories. He often sends me stories when he needs help with words and his spelling. He wants to share his story and the tricky words he had to spell.

- Have students sit with their partner and open their Partner Practice Booklets to page 49.

  You and your partner are going to read Captain Read More's story together. You'll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use clarifying strategies to help you read those words.

- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.

tps

- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.

- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *thunderbolts* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I needed to clarify this word. First, I noticed that it has an ending, –*s*. But I needed to chunk it to help me read more of it. First, I found all the vowels. Circle or mark the vowels. **That helped me know this has three chunks. Next, I saw places where there were two consonants together.** Underline *nd* and *rb*. **I know I can chunk words between two consonants. *Thun/der/bolts. Thunderbolts.***

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Lesson 28 | Kind Old Words _*olt*, _*ost* and _*old*

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have the /ō/ sound. Can you and your partner work together to find those long *o* words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the long o words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /ō/ sound in words, regardless of the spelling.

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

Artie saw **thunderbolts** stretch from the clouds to the ground. One **bolt** **almost** hit a **post** in the yard. He could feel the **jolt** from the strike. The **bolts** were bright and white hot. His parrot was so scared that she started to **molt** **most** of her feathers!

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask about the sounds in the story.

  I think Captain Read More had trouble with these words because they make a /ō/ sound, but aren't spelled the way we expect. They make a /ō/ sound, but aren't spelled *o_e*, *oe*, or *ow*. I see two ways that the /ō/ sound is spelled in this passage. What are they? Randomly select students to share. **Yes, the /ō/ sound can be spelled with *olt* or *ost*. We can make a chart to help Captain Read More remember how to spell these words. We'll put "_olt" words on one side and _ost" words on the other side.**

- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	_olt	_ost
1		
2		
3		

- Tell students that they will fill in the chart. Explain that the first row of words will be

one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.
- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

Captain Read More's Words

	_olt	_ost
1	jolt, bolt, molt	post, most
2	bolts	
3	thunderbolts	almost

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Day 2

Partner Reading

Yesterday we read a story from Captain Read More with the /ō/ sound. Today, you and your partner are going to read another story from Captain Read More.

- Have students sit with their partner and open their Partner Practice Booklets to page 50. Remind students that they can use clarifying strategies to help them read tricky words.
- Designate each student in a partnership as Speaker and Coach. Have students take turns reading each sentence of the passage with the Speaker reading first while the Coach listens.
- After partners have read Captain Read More's story, use **Think-Pair-Share** to ask whether students noticed that there were a lot of words in the story with the same sound, and what the sound was. Randomly select a few students to share.
- Ask students to choose a difficult word they encountered and demonstrate how they used clarifying strategies to read it. If students don't have any examples to share, suggest the word *doorknob* by writing it on the board. Use a **Think Aloud** to model clarifying a word.

  I had to clarify this word as I read. First, I sounded it out. I realized it was a compound word. I recognized the first word, *door*. The second word was harder. I sounded it out again—*k-n-o-b*. The *kn* was tricky, but I remembered another word that begins with a *kn*—*knot*. I know in that word, the *kn* makes an /n/ sound, like *net*. *Knob*. The word is *doorknob*.

Find Words with the Sound

- Tell students that Captain Read More wants them to help identify words.

  Captain Read More wants you to read his writing one more time and underline all the words that have the /ō/ sound. Can you and your partner work together to find those long o words?

- Have partners switch roles so that the Coach is now the Speaker, etc. Partners reread the passage, one sentence at a time, switching roles for each sentence. Then both partners discuss and identify the /ō/ words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the long o sound in words, regardless of the spelling.

Lesson 28 | Kind Old Words _*olt*, _*ost* and _*old*

Captain Read More's Story

Bold/underlined words are phonetically regular Captain Read More's Words. Circled words are the Sea Monster's Words.

The **old** house was **cold** and spooky. **Colt** was **told** the house had a **ghost**.

"I'm not afraid of **ghosts**!" he said **boldly**.

"There are no ghosts!" Mom **scolded**. "Now, go to the closet and **unfold** some blankets. It's frosty in here."

Colt took **hold** of the **gold** doorknob and grabbed some **folded** blankets.

List Words on the Chart

tps

- When partners have completed the task, use **Think-Pair-Share** to ask students about the different ways they saw the /ō/ sound spelled (_*olt*, _*ost*, and _*old*). Randomly select a few students to share. Tell students that you will make a chart that shows the different spellings.
- Display the following chart. Students have this chart in their Partner Practice Booklets. Have them label the columns as shown.

Row 1: One-syllable words.
Row 2: Two-syllable words/ words with endings.
Row 3: Multi-syllable/ tricky words

	_olt	_ost	_old
1			
2			
3			

- Tell students that they will fill in the chart. Explain that the first row of words will be one-syllable words, the second row will be two-syllable words and/or words with affixes and inflectional endings, and the third row will be multisyllabic words (Captain Read More's Big Words) that may have phonetically irregular parts.

th

- Reread the passage with students one sentence at a time. Stop at the end of each sentence and have students use **Team Huddle** to identify words with the sounds in the sentence. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their Partner Practice Booklets.

- Use **Random Reporter** to select students to share words that contain the sound from the sentence.
- Award team celebration points to teams that correctly identify the column on the chart in which the word belongs.

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Lesson 28 | Kind Old Words _*olt*, _*ost* and _*old*

Captain Read More's Words

	_olt	_ost	_old
1	Colt		old, cold, told, hold, gold
2			boldly, scolded, unfold, folded
3		ghost, ghosts	

- Underline the base words and circle the prefixes and endings for row 2 or 3 words. Have the students do the same in their Partner Practice Booklets. Point out that the *gh* in *ghost* makes a /g/ sound (gost).

  The letter combination *gh* is a tricky one. It makes a /g/ sound like *good*. *Ghost*. Have students repeat the word.

- Write a "g" next to the word ghost in the chart. Have students do the same in their Partner Practice Booklets.
- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used.
- Have partners take turns reading the words on their charts together. Partners can initial each other's Partner Practice Booklets when each reader has read all the words.
- Use **Random Reporter** to select students to read words from one column or row on the chart.
- Award team celebration points to partners who read words successfully.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 3

Practice Writing Captain Read More's Words

We have been reading stories from Captain Read More with the /ō/ sound. Let's take another look at some of the words we found.

- Display the chart showing some of Captain Read More's words from the passages. Read the words aloud with students.

jolt	post	cold	molt	gold
boldly	bolts	unfold	folded	scolded
almost	ghost	thunderbolts	ghosts	

- Hide the list of words from students and explain that students will work on writing the words.

Now you are going to see how many of Captain Read More's Words you can write. You need to think about the sounds and patterns you hear in the words.

- Have students turn to a new page in their journals and write the letters "_olt," "_ost," and "_old" across the top of their page.
- Read the words from the first row to students. Students will write the words under the correct heading on their papers

jolt	post	cold	molt	gold

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check their work. Students can place a check beside words that they spelled correctly. If students have spelled a word incorrectly, they should draw a line through it and then write the correct spelling beside it. Have students double-check the word to make sure that it is spelled correctly. Then they should circle the corrected word to remind them that this is a word they need to study.
- Read the words from the second row to students. Students will write the words under the correct heading on their papers.

boldly	bolts	unfold	folded	scolded

- Have partners check each other's work. Randomly select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Tell students they will work on Captain Read More's Big Words next.

The last row of words was really tricky. They were Captain Read More's Big Words. Let's try spelling some of Captain Read More's Big Words.

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- Have students indicate that they are writing challenging words by drawing a line across their paper. Read the words from the third row to students. Students will write the words under the correct heading on their papers.

almost	ghost	thunderbolts	ghosts

- Use **Team Huddle** to have students check each other's work. Use **Random Reporter** to select students to share and spell a word from each heading.
- Display the words and have students check and correct the words as described above.
- Award team celebration points to teams whose members shared and spelled words.

Sea Monster's Words

- Introduce Sea Monster's Words.

  Now that you have learned Captain Read More's Words, you're going to learn the Sea Monster's Words!

- Display the graphic for the Sea Monster. Explain the Sea Monster and what the Sea Monster's Words are.

  This is the Sea Monster. He's not really a scary monster, but his words can be scary! He keeps track of all the extra-tricky words. They're tricky because they don't make the sounds we expect them to make.

- Display the word *frosty*. Underline the letters *ost*. Use a **Think Aloud** to model clarifying the word.

  A lot of the words we have practiced have the letters *ost* making the /ō/ sound. But in this word, we don't hear that sound. This word is *frosty*. Have students read the word with you a few times. **I use a little saying to remember this word. The saying is:**

  Most *ost* words are long, but not *frosty*. Frosty.

- Teach students the remaining words as applicable. Introduce each word by displaying it on the board and then pointing out the tricky part of the word. Use the following saying for each word:

  So: I know, I know, so has one "o." So.

  Go: I know, I know, go has one "o." Go.

  No: There is no need for more than one "o" in no! No.

- Have students turn to a new page in their notebooks, or start a new list, and write the Sea Monster's Words, double-check the spelling, and circle each word.
- Have partners check each other's work. Randomly select students to share and spell one of the Sea Monster's Words.
- Award team celebration points to teams whose members shared and spelled words.

Remember, the Sea Monster's Words can be tricky, so you may have to spend extra time learning how to spell them. Do you think you can look at Captain Read More's story one more time and find the Sea Monster Words?

- Have students open their Partner Practice Booklets to pages 49 and 50 to find and circle Sea Monster's Words in the passages

Dictation

- Tell students they will use Captain Read More's and Sea Monster's words in sentences.

  Now that we've practiced words from Captain Read More and the Sea Monster, we're ready to use them in sentences.

- Read the following sentences aloud to students.

  Most gold is cold to hold.

  Unfold a sheet to make a ghost.

- Have students repeat each sentence two or three times and then write it in their journals. Use **Think-Pair-Share** to have students discuss the sentences with their partners. Randomly select students to spell Captain Read More's or the Sea Monster's words as you write the sentence on the board. Make sure students check and correct their work.
- Display the following sentence from Captain Read More's story with mistakes in it.

  One bost of lightning almold hit a polt in the yard.

- Read the sentence aloud with students. Use **Team Huddle** to have students discuss changes that need to be made to the sentence. Use **Random Reporter** to select students to share the changes they would make.
- Correct the sentence according to students' suggestions and then have them write it in their journals:
- Award team celebration points to teams whose members successfully spelled words.

My Practice Words

- Students will take all the words they circled in today's lesson and add them onto the page titled "My Practice Words." Students can decide for themselves if they want to add Captain Read More's Big Words to their list.
- Use **Random Reporter** to select some students to share the words they have on their spelling lists.
- **Optional:** If any words appear to be difficult for the whole class, write them on chart paper and post them in a central location.

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Lesson 28 | Kind Old Words _*olt*, _*ost* and _*old*

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 4

Optional Review

Word Power Review

- If students need additional practice with the sounds and words they reviewed this week, lead students in a review. Following are suggested review activities:
  - Reread Captain Read More's Stories aloud with partners.
  - Partners review and practice the words they circled and placed in their My Practice Words list.
  - Have partners use a timer to see how quickly and accurately they can read Captain Read More's Words and the Sea Monster's Words in their journals.
  - Have partners do a search through their current Targeted Treasure Hunt trade book to find words with the sound patterns they practiced.

Word Games

Instructions for Transformer can be found on page 351 of the Appendix.

- See the appendix for word game directions. Use the following suggested word game(s) or another game from the appendix.

TRANSFORMER

- Students will play two rounds of the Transformer game. They will use one sheet of paper each for words with _*old* and _*olt* endings.
- Have students sit with their partners and take out a blank sheet of paper. Tell students that they will start by transforming words that use the _*old* pattern.
- Begin with the word *cold* and use the following sequence:

bold hold fold

- After you have modeled the game to students, let them continue on their own. If students need more guided practice with the game, continue as a group with the following sequence:

retold refold resold

- Monitor students as they play the game. When partners have filled the paper, end the game.

- Use **Random Reporter** to select students to share their word list.
- Have students play one more round of the game with a new letter group. Use the first few words of the following word sequence to get students started. Or, use the sequence to play the game as a group.

bolt colt jolt molt
volt revolt

- Monitor students as they play the game. When partners have filled the paper, end

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the game.

- Use **Random Reporter** to select students to share their word list.
- Award team celebration points to teams whose member read their word lists.
- Remind students to take their word lists home and study them by reading them to family members. Encourage students to try making their own lists at home and bringing them to class. Be sure to display any word lists that students bring from home.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Day 5

Test

- Use the following items to complete numbers 7–10 during the Day 5 Test in the Targeted Treasure Hunt lesson you are currently teaching.

Skill Questions

10 points each

Listen to the words and meaningful sentences as they are read aloud. Write down the word. You will hear a mix of Captain Read More's Words, the Sea Monster's Words, or Captain Read More's Big Words.

7. ghosts (I am not scared of ghosts.)
8. cold (The snow was very cold.)
9. molt (My bird does not molt.)
10. almost (I almost fell off of my bike.)

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	• How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

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Appendix

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Blackline Master 358

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Six Syllable Types

closed (VC)	năp / kĭn	Vowels are closed in by at least one consonant. Vowels make a short sound.
open (V)	tī / ger	Vowels are not closed in. Vowels make a long vowel sound.
vowel-consonant-e (VCe)	păn / cāke	Adding the silent *e* after one consonant makes the vowel have a long sound.
vowel team (VV)	rea / sŏn	Two vowels that are next to each other. The vowels together make a new sound.
r-controlled (RV)	tar / get	The syllable's vowel is followed by an *r* that controls its sound.
consonant-le (C-le)	bub / ble	Found at the end of words, and makes an /ul/ sound.

Chunking Patterns

VCCV **mag/net** Divide between two middle consonants.	VCV **cab/in** Divide after the consonant when the first vowel is short.
VCV **pa/per** Divide before the consonant when the first vowel is long.	C+LE **sam/ple** Divide before the consonant-le.
VCCCV **con/trol** Usually split after first consonant when there are three consonants. (Remember to keep digraphs and blends together!)	VCCCCV **cons/truct** Usually split after second consonant when there are four consonants.
COMPOUND WORDS **tooth/brush** Divide between the two words.	PREFIXES & SUFFIXES **un/friend/ly** Divide syallables before an ending/suffix and after a prefix.
Keep these together...	
DIGRAPHS **fa$\boxed{\text{th}}$/er**	VOWEL TEAMS **w$\boxed{\text{ea}}$/ver**
R-CONTROLLED VOWELS **b$\boxed{\text{ur}}$/g$\boxed{\text{er}}$**	SILENT E **frag/$\boxed{\text{ile}}$** (with the closest vowel)
BLENDS **se/cret**	GLUED SOUNDS **tr$\boxed{\text{ink}}$/et** (ost, old, olt, ild, ing, ink, ank, ang)

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Word Games

Word Games help students practice recognizing sound patterns in words in a fun and systemic way with their partners and teams. These games give students an opportunity to experiment with word patterns and develop a sense of which letter group to use when they have several choices. Developing the ability to sense when a word is spelled correctly will aid in the students' writing and self-editing skills.

Lessons provide sample games, but additional or alternate games and instructions are included here.

How to Play Transformer

- Tape a piece of chart paper to the chalkboard and model how to play Transformer.

  Today we are going to learn how to play a game with the words that we've been studying. This will help us read and write words. This game is called Transformer.

Figure 1

- Choose a short, one-syllable word and write it on the chart paper (example: *gate.*) Start writing about eight inches below the top of the chart paper. Write the word in large letters and leave some space between each letter. Read the word with the students.

  I am going to change one letter in this word to make a new word. Several inches under the word gate, write the word "game." **What letter did I change?** (Whole Group Response.) **What new word did I make?** (WGR) **That's right. I changed the *t* to an *m*. Now I have a new word. The word is *game*.**

Figure 2

- Fold over the top section of the paper so that the word *gate* is covered and students can only see the second word. Remove the tape and reattach the paper to the board.

  I'm going to do the same thing again. I'm going to change one letter and make a new word. Write the word "same" several inches below the word game. **What letter did I change?** (WGR) **What new word did I make?** (WGR)

Figure 3

- Fold over another section of the paper so that the word *game* is covered. You should only be able to see the third word.
- Repeat the process as described above to continue to make new words. Use the following word sequence as a guide:

  gate → game → same → sale → pale → male → made

Figure 4

- When you are finished, you will have a folded, rectangular piece of paper. Show the folded piece of paper to students. Explain that each of them will make their own papers to take home and study.

Figure 5

- Unfold the chart paper and reread the words with the students.

  Now it's your turn to play Transformer. Work with your partners to change the word, one letter at a time.

- Have students take out a blank piece of paper or pass out scrap paper.
- Write a spelling word on the chalkboard; for example, *day*. Have students leave some space at the top of their papers and copy the word onto their papers.

  Do you think you can change the first letter in this word and make a new word? Think about another letter you could use to make a new word. Then tell your partner about it. Raise your hand when you are finished.

- Randomly select a partnership to share their answer with the class.

That's very good! You can change the *d* to a *b* and make a new word, *bay*. Let's all write the word "bay" on our papers.

- Write the word "bay" on the board, underneath the word *day*. Students will copy the word onto their papers as well. Then have students fold down the top of their papers so that only the word *bay* is showing.
- Tell students to see how many other words they can think of. Repeat the process as described above until students have a list of six or seven words. For example:

  day → bay → say → ray → tray → spray

- Make sure that all partnerships discuss new word possibilities. Randomly select one partnership to share their answer with the class. Write the partnership's word on the board, and then have all the students copy that word onto their lists.
- Award team celebration points to teams whose members share words from their Transformer lists.
- When students are finished, all of them should have a folded, rectangular piece of paper. Tell them to unfold their papers and reread the words with their partners. Students can take the papers home and practice reading and spelling the words.
- Have students take out a new piece of paper and play another round of Transformer, starting students with a word using a sound pattern they studied the previous days.
- Allow partners to work on their own to create a word sequence. Monitor students as they work.
- Students can study their Transformer or My Practice Words by reading them to family members. Encourage students to make their own lists at home and bring them to class. Be sure to display any word lists that the students bring from home.

Figure 1

Figure 2

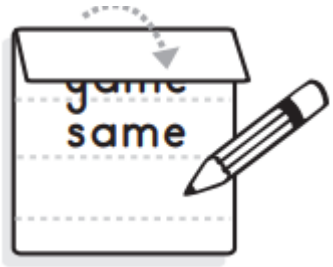

Figure 3

Figure 4

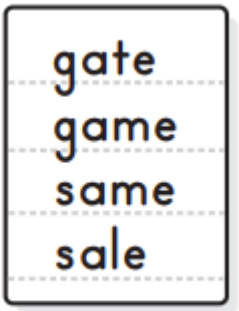

Figure 5

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How to Play Letter Lotto

Figure 1

- Have students take a piece of paper and write a letter group five times in a row.
- Write a letter sequence on the left-hand side of the board. Have students copy it onto the left-hand side of their papers.
  - For example: **b, d, s, n, h**
- Write a letter sequence on the right-hand side of the board. Have students copy it onto the right-hand side of their papers.
  - For example: **l, t, ch, d, n**

Figure 2

- Students' papers should look like Figs. 1 and 2.
- Students may choose any letter from the left-hand side of the paper to write in front of the first letter group, and any letter from the right-hand side of the paper to write at the end of the first letter group to make a word.
  - In this example, a student took the *b* from the left-hand column and the *ch* from the right-hand column to make the word *beach*.
- Challenge students to continue making as many words as they can. Have partnerships share their answers to see if they created any words that no one else did.
- Students can study their Letter Lotto or My Practice Words by reading them to family members. Encourage students to make their own lists at home and bring them to class. Be sure to display any word lists that the students bring from home.

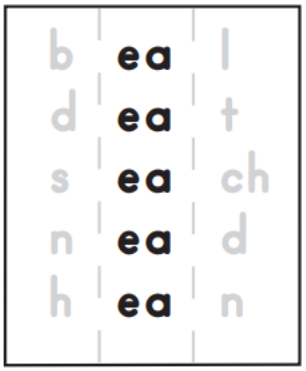

Figure 1

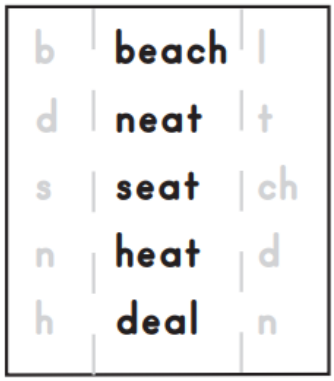

Figure 2

How to Play Word Ladder

- Tell students that to play Word Ladder, they will get a starting word and an ending word. Explain that students must change the start word one letter at a time until they can make the end word.
- Tell students to write the following words at the top and bottom of a paper.
  - Top word: **cold**
  - Bottom word: **warm**
- Tell students to write their new words, changing one letter at a time, between the starting and ending words.
  - Sample sequence: **cold → cord → word → worm → warm**
- Challenge students to continue making as many word ladders as they can. Have partnerships share their answers to see if they created any words that no one else did.
- Students can study their Word Ladder or My Practice Words by reading them to family members. Encourage students to make their own lists at home and bring them to class. Be sure to display any word lists that the students bring from home.

How to Play ZAP!

Preparation: Write words that use the practice sound/pattern on craft sticks. Write "ZAP!" on 3–5 sticks. Create enough sticks for the number of teams in your class.

- Place craft sticks with words using the practice sound/pattern and the ZAP! sticks in a cup.
- Tell students that they will play a game called ZAP! Explain that to play ZAP!, students will take turns pulling sticks from the cup that contain Captain Read More's Words, Captain Read More's Big Words, and Sea Monster's Words.
- Determine the level of play for your students based on their skills or need for review:
  - Level 1: Read the word on the stick.
  - Level 2: Read the word, then spell it.
  - Level 3: Read the word, then spell it with eyes closed.
  - Level 4: Read the word, spell it with eyes closed, then use it in a meaningful sentence.
- Explain that students will take turns in in their teams to be the checker for the reading teammate.
- Tell students that when a stick is read correctly, keep it out of the cup and record the word on a piece of paper.
- Tell students that when a ZAP! stick is pulled, all sticks must return to the cup and can be reused.
- Challenge students to play at the next level if all word sticks are played once.
- Students can study their ZAP! or My Practice Words by reading them to family members. Encourage students to make their own ZAP! game at home to play, and bring the list of words they read correctly to class. Be sure to display any word lists that the students bring from home.

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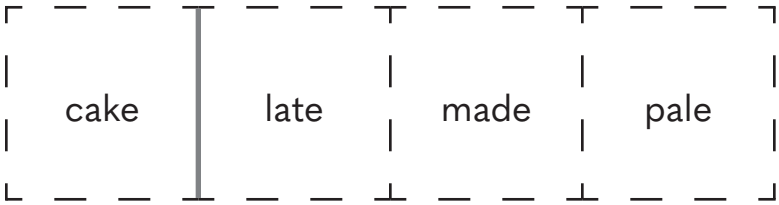
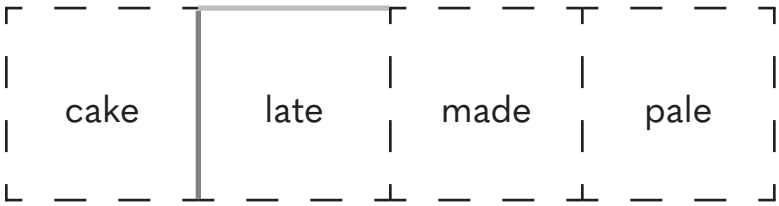
How to Play Lines and Squares

Preparation: Fill out a Lines and Squares grid using words from the lesson and create copies for student partnerships.

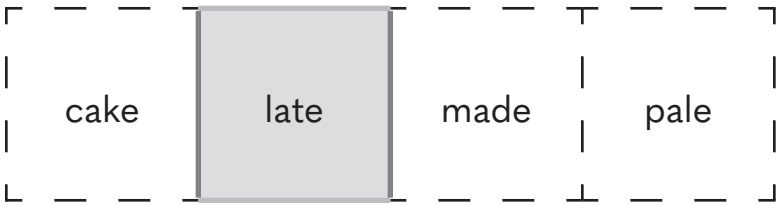
- Hand out Lines and Squares grids and different colored pens/markers to student partnerships.
- Tell students that they will play a game called Lines and Squares. Explain that the goal is for students to outline the word boxes—the student who draws the last line of a box "wins" the box and colors it in with their color.



- Explain that Partner A will read one of the words on the page. Partner B confirms whether they read the word correctly. If correct, Partner A traces the line to make a side of the box.



- Partner B and A switch roles and Partner B traces a line when they read a word correctly.



- Partners A and B take turns repeating these steps until a box is drawn. The student who draws the last line fills the box in with their color.
- Determine the level of play for your students based on their skills or need for review:
  - Level 1: Read the word in the box.
  - Level 2: Read the word, then spell it.
  - Level 3: Read the word, then spell it with eyes closed.
  - Level 4: Read the word, spell it with eyes closed, then use it in a meaningful sentence.
- Tell students that when they fill in a box, record the word on a piece of paper.
- Challenge students to play at the next level each time they revisit a word box.
- Students can study their Lines and Squares or My Practice Words by reading them to family members. Encourage students to make their own Lines and Squares game at home to play, and bring the list of words they read correctly to class. Be sure to display any word lists that the students bring from home.

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Prefix and Ending Hunt

Preparation: Create word cards of row 2 words containing prefixes, endings, or both.

- Provide each partnership with word cards and each student with the Prefix and Ending sheet.
- Tell students that they will play a game called Prefix and Ending Hunt. Explain that students will take turns drawing words from the stack and identifying their prefixes, base words, and endings.
- Tell students to place the word cards face down between them. Explain that Partner A will draw a card and read it aloud to Partner B. Partner B will write it in the "Word" column on their sheet, underline the base word, circle the prefix or ending, and identify whether it is a prefix or ending in the column.
- Partner B will draw the next card and Partner A will repeat the process.
- Students can study their Prefix and Ending Hunt words or My Practice Words by reading them to family members. Encourage students to make their own list of base words, prefixes, and endings at home, and bring the list of words they read correctly to class. Be sure to display any word lists that the students bring from home.

Vowel Teams			Diphthongs		
ai	ay	ei	oi	oy	
ea	eigh	ey	ou	ow	au
ee	ea	ei	aw		
ie	ey	igh			
oa	ow	oe			
ew	eu	ue			

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