



Reading Wings 5th Edition

Word Power Volume C

Teacher's Manual



Reading Wings 5th Edition: Word Power Teacher Manual

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Mixed Practice 1: Base Word + Ending, Chunking

Instructional Objectives

Students will use base word and ending strategies to read words.
Students will read words using chunking strategies.

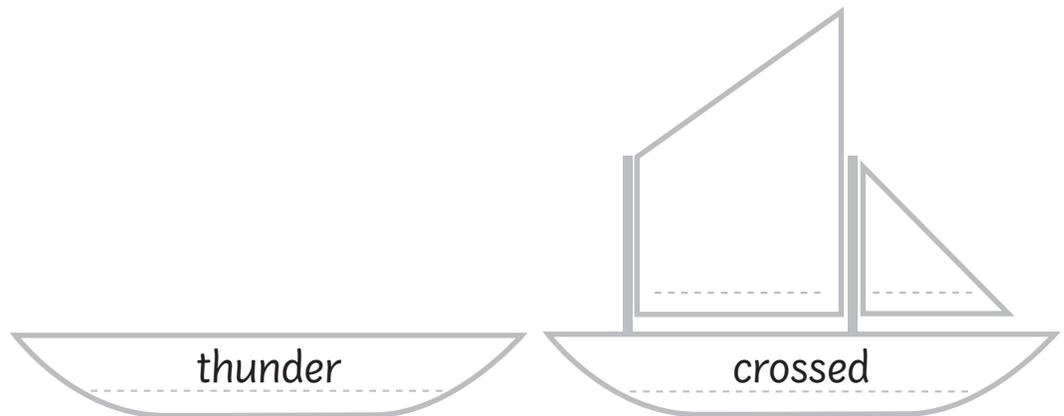
Day 1

Sail Along

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure clue for a review of skills students have already learned. Display a sailboat without sails and a sailboat with one main sail and one small sail.

Captain Read More has sent a message. It's a Word Treasure! Point to the boats. Here are the clues he has given us.

Blackline master provided.



tps

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

What do these boats tell us about the kinds of words we have learned to read?

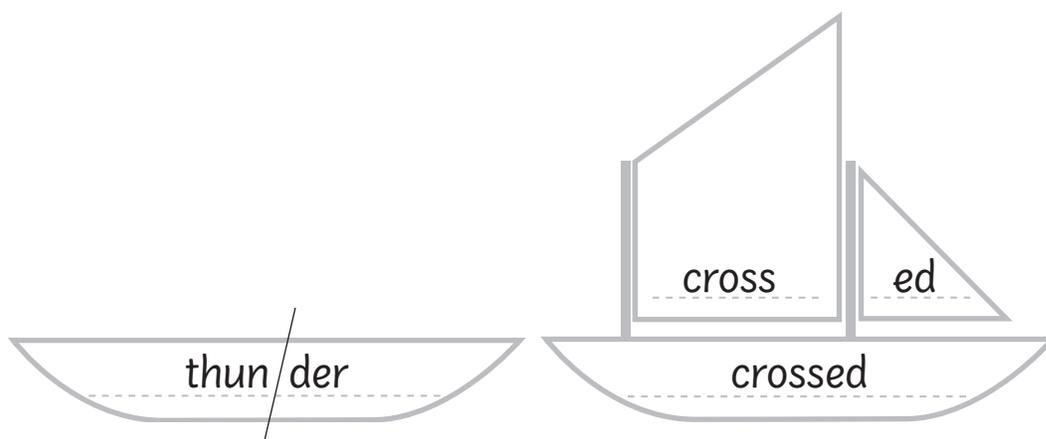
Think, and then share your thoughts with your partner. Allow time for students to think and share with their partners before accepting responses. **That's right! A boat without sails means that we will use chunking to read this word. A main sail and a small sail mean that we will read words that have a base word and an ending.**

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

Let's chunk the word on the boat. First, you can help me mark the vowels. Listen to students' responses, then underline or highlight *u* and *e*. **What sound does this word start with?** Listen to students' responses. **Good! Are the vowels together or apart?** Listen to students' responses. **Right! They are apart. This means they each make their own sound. We will put a paddle between the two consonants in the middle of the word.** Draw a paddle between the *n* and the *d*. **This makes our first chunk, /thun/. When a single vowel is closed in by a consonant, the vowel makes a short sound. Can you chunk another part of the word?** Listen to students' responses. **We'll put the rest of the letters together and say /der/. Let's put those sounds together to read the whole word—thun/der. Thunder.**

Lesson 1 | Mixed Practice 1: Base Word + Ending, Chunking • • •

Blackline master provided.



- Write “crossed” on the boat with the main and small sails, and prompt students to tell you how to divide the word into a base word and ending. After listening to their responses, write “cross” on the main sail and “ed” on the small sail. Have students compare the sails to the boat, and then read the parts to read the whole word.
- Write “grinning” on another boat with sails to demonstrate a second example of a base word and ending. After having students compare the parts on the sails to the word, prompt them to identify the tool that Captain Read More uses to show that *n* is added to this word with the ending. Draw a box (patch) on the end of “grin,” and write the letter “n” on it to model.
- Review and summarize the skills that were covered and the tools that students will need to use in the Sail Along practice.

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

Display the Word Treasure.

Word Treasure

Sometimes words have endings on them. If you’re having trouble reading a word like this, read the base word first, then the ending, and then read the whole word. Use tools like the scrubber and patch to make the word parts match the whole word.

When we come to a word that we can’t read, we can break it into smaller chunks, read the small chunks, and then read the whole word.

- Remind students that they will have to use all the Word Treasures that they have learned so far to complete their work.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Lesson 1 | Mixed Practice 1: Base Word + Ending, Chunking • • • •

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	
Write the underlined word from each sentence in your journal. Write the correct word parts, or use lines to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. Draw a boat if needed.	
1. Ian <u>dressed</u> like a clown for the carnival.	<i>dress + ed</i>
2. Mom put the dishes in the <u>kitchen</u> .	<i>kitch / en</i>
3. Sorrod is <u>clipping</u> coupons out of the newspaper.	<i>clip p + ing</i>
4. Roland marched <u>closer</u> to the front of the parade.	<i>clo / ser</i>
5. Tracy was <u>sitting</u> next to Carl on the bus.	<i>sit t + ing</i>



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and 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.	<ul style="list-style-type: none"> • 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

Sail Along

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

Captain Read More has sent another message to remind us of the skill we are working on. Remember, you will use many different skills to figure out how to read words. He wants you to practice chunking words and reading base words with endings. To read all of these words, we can read the smaller parts and then the whole word.

- 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**

Partner Practice Booklet,
Page 1

Optional: Use Optional Skill Mastery for additional practice if students did not do well on Skill Mastery practice.

Skill Mastery

Write the underlined word from each sentence in your journal. Write the base word and ending, or use lines to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. Draw a boat if needed.

- | | |
|---|--------------------------|
| 1. The airplane had trouble <u>landing</u> in the snow. | <i>land + ing</i> |
| 2. Javier <u>thanked</u> Ira for the gift. | <i>thank + ed</i> |
| 3. Ivan opened the <u>window</u> to feel the breeze. | <i>win / dow</i> |
| 4. Roger <u>kisses</u> his cat before going to school. | <i>kiss + es</i> |
| 5. The water <u>dripped</u> onto the floor. | <i>drip<u>p</u> + ed</i> |

Partner Practice Booklet,
Page 2

Optional Skill Mastery

Write the underlined word from each sentence in your journal. Write the base word and ending, or use lines to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. Draw a boat if needed.

- | | |
|---|--------------------------|
| 1. Olivia blows <u>bubbles</u> with her gum. | <i>bub / bles</i> |
| 2. Wayne <u>tripped</u> over the hose. | <i>trip<u>p</u> + ed</i> |
| 3. Ed <u>played</u> checkers with his father. | <i>play + ed</i> |
| 4. Douglas was <u>running</u> after Herman. | <i>run<u>n</u> + ing</i> |
| 5. Riley piled her toys in the <u>wagon</u> . | <i>wag / on</i> |

Word Power Challenge	
The <u>traffic</u> light was broken.	<i>traf / fic</i>
The rabbit <u>hopped</u> through the field.	<i>hop p + ed</i>



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and reading the word twice—once from the parts and once as a whole.
- Have students work independently to complete the Optional Skill Mastery items.
- Collect students' Optional Skill Mastery answers, and display the Word Power Challenge on the board. Have students work with their partners to read the sentences, concentrating on the underlined words.
- Use **Random Reporter** to select students to read each sentence aloud.
- 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.	<ul style="list-style-type: none"> • 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 Lists

Preparation: Display the Practice Lists.

- Introduce Captain Read More's Practice Lists.

Captain Read More says that you must be able to sail through words if you want to be good readers. You must be able to read words correctly and quickly when you see them.

- Explain that Captain Read More sent a word list for them to practice until they can read these words correctly and quickly on their own.

GROUP 1 WORDS

Partner Practice Booklet,
Page 2

Group 1		
back	backed	backing
dig	digs	digging
border	gallon	cricket

- Point to each word on the Group 1 list and have the class read it aloud with you, moving left to right across the rows.
- Ask the teams which skill they recognize in these words, and challenge them to add another word that demonstrates the same pattern.
 - For lists that include examples of more than one skill, consider asking students to identify one of the skills in the group and challenge them to add another example.
- Use **Random Reporter** to review the answers and add examples to the list.
- Set the pace for rereading all the words by clapping your hands or tapping a ruler. Have students reread the words at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.



GROUP 2 WORDS

Group 2		
yogurt	hidden	grouped
dabbing	mixes	bubbles
pencil	drizzle	cactus

- Explain, or remind students that Group 2 words include some of Group 1's words, but they are randomly ordered with new, similar words mixed in.
- Point to each word on the list and have the class read it aloud with you.

Lesson 1 | Mixed Practice 1: Base Word + Ending, Chunking • • • •

- Set a reading pace for the class to read the words. Tell students to read the words again at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.

GROUP 3 WORDS

Partner Practice Booklet,
Page 3

Group 3		
put	use	us

- Explain, or remind students that Group 3 words are words that they see many times in their reading. If any of these words are difficult to recognize or do not include a phonetically regular spelling, use Say-Spell-Say to reinforce pronunciation and memory.
- Set a reading pace for the class to read the words.
- Challenge students by setting a faster pace and have them read the list one more time.
- Following the presentation of all three groups of words, set a challenging pace and have the class read aloud all of the groups on the Practice List.
- Celebrate successful reading with a class cheer.

Team Practice

- Tell students to turn to the appropriate list of words in their student materials.
- Have teams practice reading the Practice List and any words that teams have added to Group 1. Students on a team can take turns setting the reading pace while other team members read the words. Remind team members to assist and encourage one another during the practice.
- Award team celebration points to teams that demonstrate good teamwork.
- Use **Random Reporter** to select students to read one of the groups of words on the Practice List. (Teams can choose which group they want to read.)
- 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.	<ul style="list-style-type: none"> • 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

Practice List Review

Preparation: Display the Practice Lists from yesterday.

- Remind students that they practiced reading words yesterday.
- Randomly select a student to lead the class in reading the Group 1 words, including any additional team words, using My Turn, Your Turn.
- Randomly select students and repeat the process for the words in Groups 2 and 3.
- Award team celebration points to teams whose members read from the word lists.

On My Own List

Preparation: Display the On My Own List.

- Explain, or remind students that the On My Own list contains 12 of the words from the Practice Lists and three Group 3 words from an earlier list. Tell students that they will work on reading this list correctly, quickly, and independently.
- Point to each word on the list and have students read it. Have students reread the list with you, increasing your speed as you point to the words.

Partner Practice Booklet,
Page 3

On My Own		
border	gallon	hidden
backing	digs	dabbing
mixes	grouped	pencil
put	use	us
look	ask	black

Partner Practice

- Tell students to turn to the On My Own list in their materials and take turns reading the list, and any additional team words, with their partners. Encourage students to help their partners read the words correctly, and then encourage them to read the words more rapidly.
- Have students practice reading the words with their partners until they think they are ready to read independently for you. Students waiting to read can continue practicing or turn the page and go to the next list of words.
- If a student reads successfully, award team celebration points. Encourage the student to begin practicing the words on the next list or to help any teammates who need further practice. Have unsuccessful students continue practicing until they can read a list successfully on their own. Tell them to focus on correct pronunciation first and then work on increasing speed.
- Randomly select students to read parts of the list (the first three words, the next three, and so on) aloud.

- 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.	<ul style="list-style-type: none">• 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

Write the underlined word from each sentence on your test paper. Write the base word and ending or use lines to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. Draw a boat if needed.

Partner Practice Booklet,
Page 3

- | | |
|--|---------------------|
| 7. Roberto read the tournament <u>standings</u> every morning. | <i>stand + ings</i> |
| 8. Fred <u>slipped</u> on the ice. | <i>slip p + ed</i> |
| 9. Please set the <u>table</u> before dinner. | <i>ta / ble</i> |
| 10. Joyce <u>misses</u> her dog when she goes to work. | <i>miss + es</i> |

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?

Mixed Practice 2: Base Word + Ending, Chunking

Instructional Objectives

Students will use base word and ending strategies to read words.
Students will read words using chunking strategies.

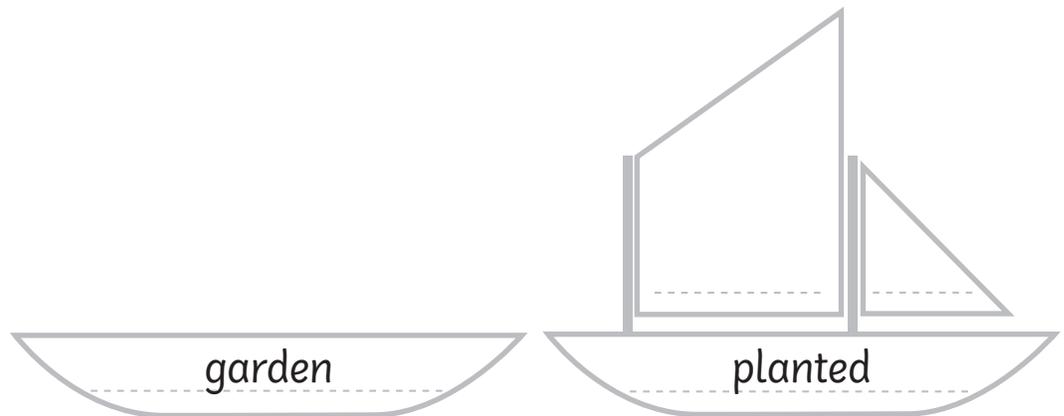
Day 1

Sail Along

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure clue for a review of skills students have already learned. Display a sailboat without sails and a sailboat with one main sail and one small sail.

Captain Read More has sent a message. It's a Word Treasure! Point to the boats. **Here are the clues he has given us.**

Blackline master provided.



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

What do these boats tell us about the kinds of words we have learned to read?

Think, and then share your thoughts with your partner. Allow time for students to think and share with their partners before accepting responses. **That's right! A boat without sails means that we will use chunking to read this word. A main sail and a small sail mean that we will read words that have a base word and an ending.**

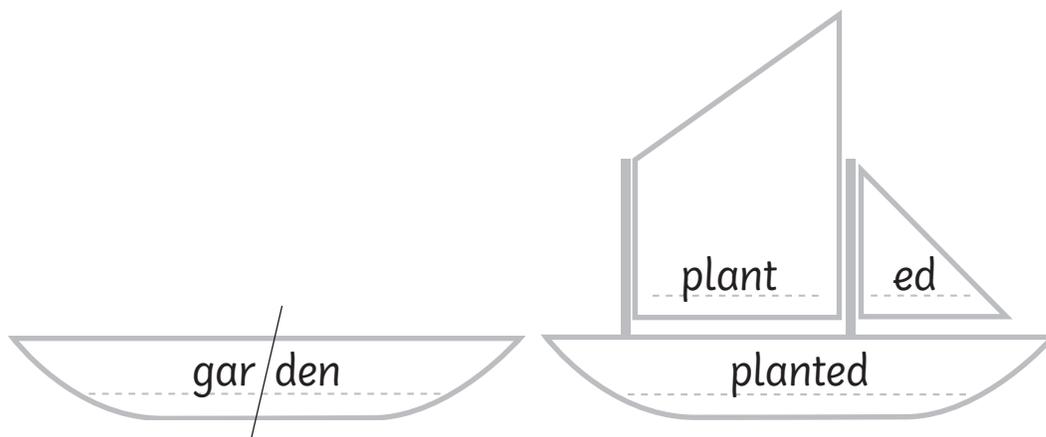
- Explain that Captain Read More has given you some word clues with the boat. Write “planted” on the boat with sails, and prompt students to tell you how they would divide the base word from the ending. After listening to their responses, write “plant” on the main sail and “ed” on the small sail.
- Ask students to read the sail parts with you, read the word, and compare the parts to the boat to see if they are the same.

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

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

Lesson 2 | Mixed Practice 2: Base Word + Ending, Chunking • • •

Blackline master provided.



- Write “dragging” on another boat with a main sail and a small sail, and prompt students to tell you how they would divide the base word from the ending. After having students compare the parts on the sails to the word, prompt them to identify the tool that Captain Read More uses to show that *g* is added to this word with the ending. Draw a box (patch) on the end of *drag* and write the letter “g” on it to model. Have students read the parts to read the whole word.
- Review and summarize the skills that were covered and the tools that students will need to use in the Sail Along practice.

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

Display the Word Treasure.

Word Treasure

Sometimes words have endings on them. If you’re having trouble reading a word like this, read the base word first, then the ending, and then read the whole word. Use tools like the scrubber and patch to make the word parts match the whole word.

When we come to a word that we can’t read, we can break it into smaller chunks, read the small chunks, and then read the whole word.

- Remind students that they will have to use all the Word Treasures that they have learned so far to complete their work.
- 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 4

Skill Practice	
Write the underlined word from each sentence in your journal. Write the correct word parts, or use lines to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. Draw a boat if needed.	
1. Sherman <u>called</u> Paula to help him with his homework.	<i>call + ed</i>
2. A dollar is equal to one <u>hundred</u> pennies.	<i>hun / dred</i>
3. Delores had trouble <u>snapping</u> her coat.	<i>snap p + ing</i>
4. My brother is <u>better</u> at baseball than I am.	<i>bet / ter</i>
5. Pete is <u>petting</u> the pig.	<i>pet t + ing</i>



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and 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.	<ul style="list-style-type: none"> • 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

Sail Along

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

Captain Read More has sent another message to remind us of the skill we are working on. Remember, you will use many different skills to figure out how to read words. He wants you to practice chunking words and reading base words with endings. To read all of these words, we can read the smaller parts and then the whole word.

- 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**

Partner Practice Booklet,
Page 4

Optional: Use Optional Skill Mastery for additional practice if students did not do well on Skill Mastery practice.

Skill Mastery

Write the underlined word from each sentence in your journal. Write the correct word parts, or use lines to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. Draw a boat if needed.

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

Partner Practice Booklet,
Page 5

Optional Skill Mastery

Write the underlined word from each sentence in your journal. Write the correct word parts, or use lines to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. Draw a boat if needed.

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

Word Power Challenge	
TJ <u>looks</u> like his father.	<i>look + s</i>
The sun made my <u>shadow</u> look very tall.	<i>shad / ow</i>



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and reading the word twice—once from the parts and once as a whole.
- Have students work independently to complete the Optional Skill Mastery items.
- Collect students’ Optional Skill Mastery answers, and display the Word Power Challenge on the board. Have students work with their partners to read the sentences, concentrating on the underlined words.
- Use **Random Reporter** to select students to read each sentence aloud.
- 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.	<ul style="list-style-type: none"> • 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 Lists

Preparation: Display the Practice Lists.

- Introduce Captain Read More's Practice Lists.

Captain Read More says that you must be able to sail through words if you want to be good readers. You must be able to read words correctly and quickly when you see them.

- Explain that Captain Read More sent a word list for them to practice until they can read these words correctly and quickly on their own.

GROUP 1 WORDS

Partner Practice Booklet,
Page 5

Group 1		
drop	dropped	dropping
glow	glowed	glowing
twenty	sunrise	cobra

- Point to each word on the Group 1 list and have the class read it aloud with you, moving left to right across the rows.
- Ask the teams which skill they recognize in these words, and challenge them to add another word that demonstrates the same pattern.
 - For lists that include examples of more than one skill, consider asking students to identify one of the skills in the group and challenge them to add another example.
- Use **Random Reporter** to review the answers and add examples to the list.
- Set the pace for rereading all the words by clapping your hands or tapping a ruler. Have students reread the words at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.



GROUP 2 WORDS

Group 2		
Thursday	started	sisters
skinned	flowed	reptile
carpet	gentle	burger

- Explain, or remind students that Group 2 words include some of Group 1's words, but they are randomly ordered with new, similar words mixed in.
- Point to each word on the list and have the class read it aloud with you.

- Set a reading pace for the class to read the words. Tell students to read the words again at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.

GROUP 3 WORDS

Partner Practice Booklet,
Page 6

Group 3		
four	first	around

- Explain, or remind students that Group 3 words are words that they see many times in their reading. If any of these words are difficult to recognize or do not include a phonetically regular spelling, use Say-Spell-Say to reinforce pronunciation and memory.
- Set a reading pace for the class to read the words.
- Challenge students by setting a faster pace and have them read the list one more time.
- Following the presentation of all three groups of words, set a challenging pace and have the class read aloud all of the groups on the Practice List.
- Celebrate successful reading with a class cheer.

Team Practice

- Tell students to turn to the appropriate list of words in their student materials.
- Have teams practice reading the Practice List and any words that teams have added to Group 1. Students on a team can take turns setting the reading pace while other team members read the words. Remind team members to assist and encourage one another during the practice.
- Award team celebration points to teams that demonstrate good teamwork.
- Use **Random Reporter** to select students to read one of the groups of words on the Practice List. (Teams can choose which group they want to read.)
- 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.	<ul style="list-style-type: none"> • 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

Practice List Review

Preparation: Display the Practice Lists from yesterday.

- Remind students that they practiced reading words yesterday.
- Randomly select a student to lead the class in reading the Group 1 words, including any additional team words, using My Turn, Your Turn.
- Randomly select students and repeat the process for the words in Groups 2 and 3.
- Award team celebration points to teams whose members read from the word lists.

On My Own List

Preparation: Display the On My Own List.

- Explain, or remind students that the On My Own list contains 12 of the words from the Practice Lists and three Group 3 words from an earlier list. Tell students that they will work on reading this list correctly, quickly, and independently.
- Point to each word on the list and have students read it. Have students reread the list with you, increasing your speed as you point to the words.

Partner Practice Booklet,
Page 6

On My Own		
started	glow	four
first	glowed	dropping
skinned	around	glowing
burger	dropped	carpet
put	use	us

Partner Practice

- Tell students to turn to the On My Own list in their materials and take turns reading the list, and any additional team words, with their partners. Encourage students to help their partners read the words correctly, and then encourage them to read the words more rapidly.
- Have students practice reading the words with their partners until they think they are ready to read independently for you. Students waiting to read can continue practicing or turn the page and go to the next list of words.
- If a student reads successfully, award team celebration points. Encourage the student to begin practicing the words on the next list or to help any teammates who need further practice. Have unsuccessful students continue practicing until they can read a list successfully on their own. Tell them to focus on correct pronunciation first and then work on increasing speed.
- Randomly select students to read parts of the list (the first three words, the next three, and so on) aloud.

- 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.	<ul style="list-style-type: none">• 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

Write the underlined word from each sentence on your test paper. Write the correct word parts, or use lines to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. Draw a boat if needed.

Partner Practice Booklet,
Page 6

- | | |
|--|------------------------|
| 7. Jax is <u>digging</u> in the backyard. | <i>dig g + ing</i> |
| 8. Please move to the <u>middle</u> of the room. | <i>mid / dle</i> |
| 9. It hasn't <u>snowed</u> all winter. | <i>snow + ed</i> |
| 10. Did you <u>calculate</u> the correct tip? | <i>cal / cu / late</i> |

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?

Mixed Practice 3: Base Word + Ending, Compounds, Contractions

Instructional Objectives

- Students will use base word and ending strategies to read words.
- Students will divide compound words into meaningful word parts.
- Students will identify pairs of words that make contractions.

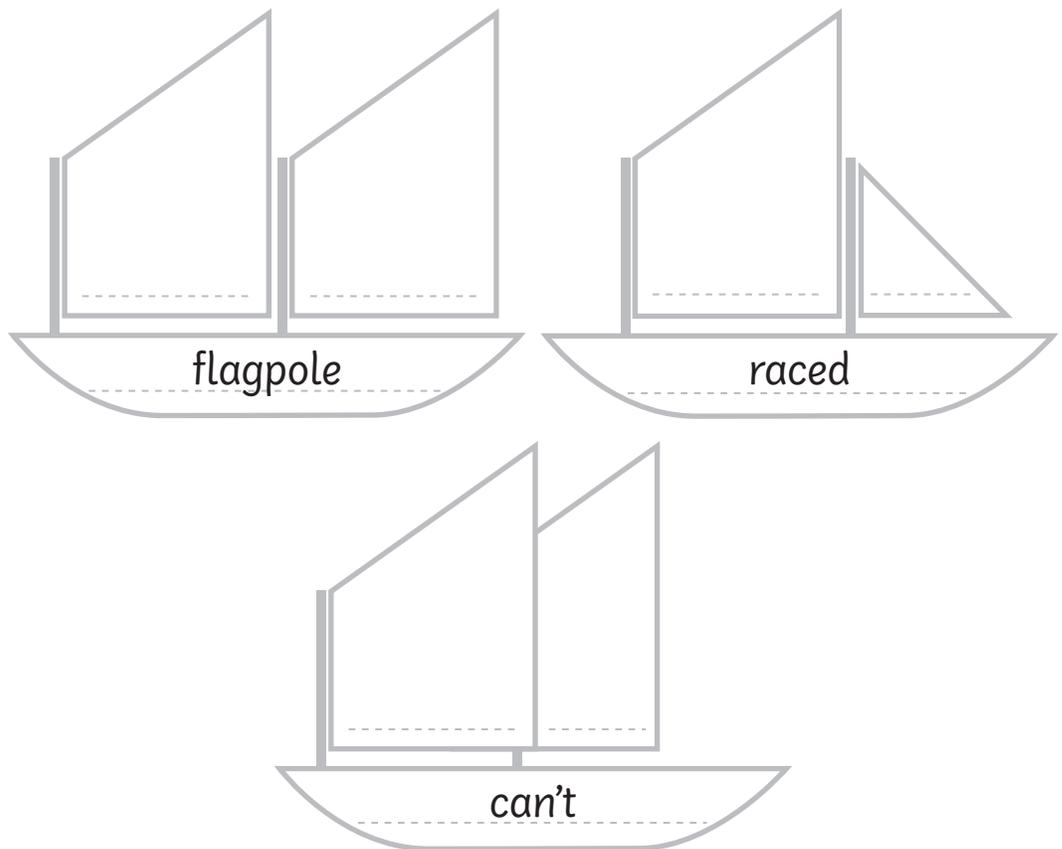
Day 1

Sail Along

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure clue for a review of skills students have already learned. Display three sailboats: one with two main sails, a second with one main sail and one small sail, and a third with two overlapping sails. Ask students what these boats tell us about the kinds of words we have learned to read.

Captain Read More has sent a message. It's a Word Treasure! Point to the boats. He says that when we read, we will use different skills to figure out how to read different words. He wants us to practice using some of the skills we've learned. Here are the clues he has given us for the kinds of words he wants us to practice reading.

Blackline master provided.



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

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

Lesson 3 | Mixed Practice 3: Base Word + Ending, Compounds, Contractions

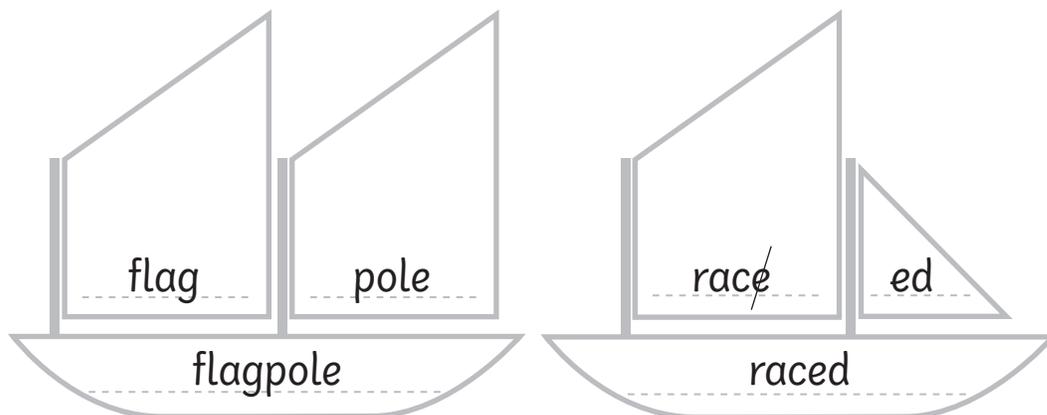
- Explain that Captain Read More has given you some word clues with the boats. On the boat with two main sails, write “flagpole.” Use **Think-Pair-Share** to ask students how the sails can help them read this word and if they can read the two words (*flag* and *pole*) that make this longer word. Add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

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

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

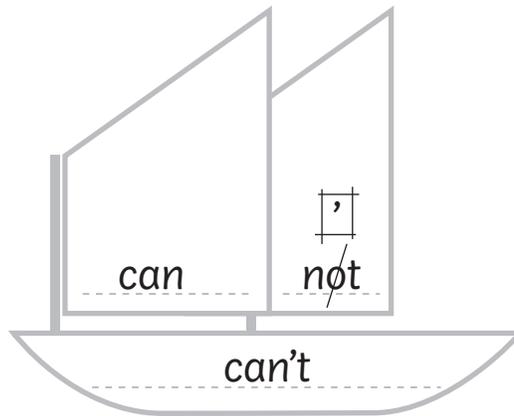
Today we read a compound word, *flagpole*, and a contraction, *can’t*. We also read a base word with ending, *raced*. We used a patch and scrubber on the sails for the word *can’t* to show that a letter was taken away and an apostrophe was added. You will continue to practice using these skills in your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

Blackline master provided.



Lesson 3 | Mixed Practice 3: Base Word + Ending, Compounds, Contractions

Blackline master provided.



Display the Word Treasure.

Word Treasure	<p>Sometimes words have endings on them. If you're having trouble reading a word like this, read the base word first, then the ending, and then read the whole word. Use tools like the scrubber and patch to make the word parts match the whole word.</p> <p>Some words are two words put together. They are called compound words. If you are having trouble reading these words, read the two words separately first, then read them together.</p> <p>Sometimes we put two words together and shorten them by scrubbing letters, and then put an apostrophe in their place. If you're having trouble reading these words, try to read the parts of the word first, and then read the whole word.</p>
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- Remind students that they will have to use all the Word Treasures that they have learned so far to complete their work. Review the directions for the Skill 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.

Lesson 3 | Mixed Practice 3: Base Word + Ending, Compounds, Contractions

Partner Practice Booklet,
Page 7

Skill Practice

Write the underlined word from each sentence in your journal. Write the correct word parts. If necessary, use a tool to make the parts match the whole word. Draw a boat if needed.

- | | |
|--|---------------------|
| 1. Darius put the books in the <u>bookcase</u> . | <i>book + case</i> |
| 2. Beth <u>couldn't</u> find her shoes, so she was late to school. | <i>could + not</i> |
| 3. Mom put new <u>wallpaper</u> in the kitchen. | <i>wall + paper</i> |
| 4. Her little sister <u>shoved</u> Nina out of the way. | <i>shove + ed</i> |
| 5. My brother finally <u>finished</u> his science project. | <i>finish + ed</i> |



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and 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?

Lesson 3 | Mixed Practice 3: Base Word + Ending, Compounds, Contractions

Word Power Challenge

We added a teaspoon of sugar to the dough.

tea + spoon

Willis is taping some pictures into his report.

tape + ing



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and reading the word twice—once from the parts and once as a whole.
- Have students work independently to complete the Optional Skill Mastery items.
- Collect students' Optional Skill Mastery answers, and display the Word Power Challenge on the board. Have students work with their partners to read the sentences, concentrating on the underlined words.
- Use **Random Reporter** to select students to read each sentence aloud.
- 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?

Lesson 3 | Mixed Practice 3: Base Word + Ending, Compounds, Contractions

- Set a reading pace for the class to read the words. Tell students to read the words again at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.

GROUP 3 WORDS

Partner Practice Booklet,
Page 9

Group 3		
of	off	goes

- Explain, or remind students that Group 3 words are words that they see many times in their reading. If any of these words are difficult to recognize or do not include a phonetically regular spelling, use Say-Spell-Say to reinforce pronunciation and memory.
- Set a reading pace for the class to read the words.
- Challenge students by setting a faster pace and have them read the list one more time.
- Following the presentation of all three groups of words, set a challenging pace and have the class read aloud all of the groups on the Practice List.
- Celebrate successful reading with a class cheer.

Team Practice

- Tell students to turn to the appropriate list of words in their student materials.
- Have teams practice reading the Practice List and any words that teams have added to Group 1. Students on a team can take turns setting the reading pace while other team members read the words. Remind team members to assist and encourage one another during the practice.
- Award team celebration points to teams that demonstrate good teamwork.
- Use **Random Reporter** to select students to read one of the groups of words on the Practice List. (Teams can choose which group they want to read.)
- 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.	<ul style="list-style-type: none"> • 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 | Mixed Practice 3: Base Word + Ending, Compounds, Contractions

- 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.	<ul style="list-style-type: none">• 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?

Mixed Practice 4: Base Word + Ending, Chunking, Contractions

Instructional Objectives

Students will use base word and ending strategies to read words.

Students will read words using chunking strategies.

Students will identify pairs of words that make contractions.

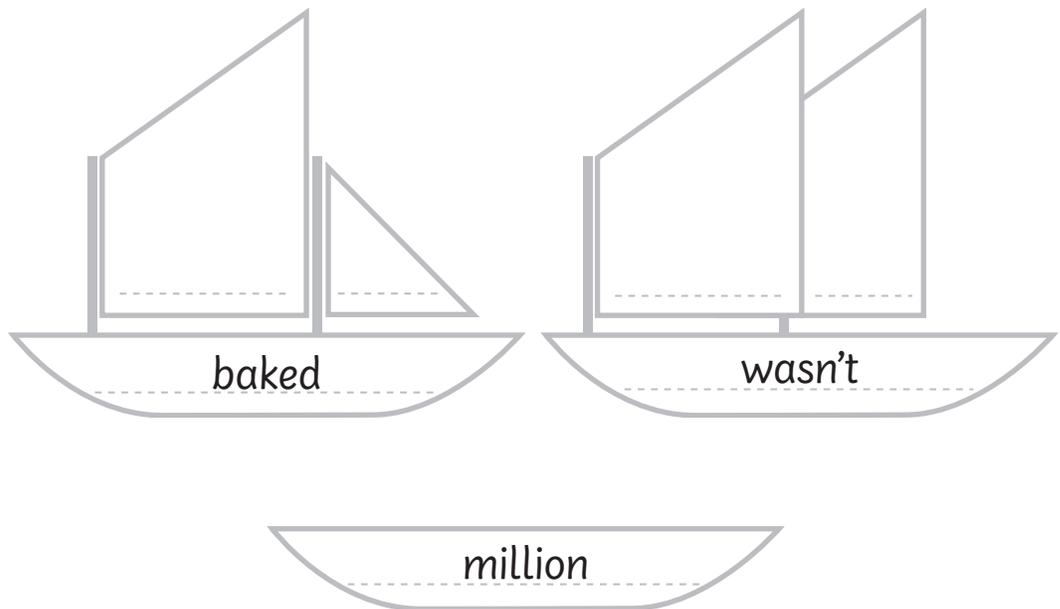
Day 1

Sail Along

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure clue for a review of skills students have already learned. Display a sailboat with a main sail and a small sail, one with two overlapping sails, and a third without sails. Ask students what these boats tell us about the kinds of words we have learned to read.

Captain Read More has sent a message. It's a Word Treasure! Point to the boats. Here are the clues he has given us.

Blackline master provided.



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

What do these boats tell us about the kinds of words we have learned to read?

Think, and then share your thoughts with your partner. Allow time for students to think and share with their partners before accepting responses. **That's right! A boat without sails means that we will chunk the word into smaller parts. A boat with two overlapping sails means that the word is made up of two smaller words that were pushed together, and a boat with a main and a small sail means that we will divide the word into a base word and ending.**

- Explain that Captain Read More has given you some word clues with the boats. Write “wasn’t” on the boat with two overlapping sails. Use **Think-Pair-Share** to ask students how they would divide it into two words. After listening to their responses, write “was” on the first sail and “not” on the second.
- Ask students to read the sail parts with you, read the word, and compare the parts to the boat to see if they are the same.

Let's read our sails together. Point to each word on the sails and read *wasn't* with the class. **Do the parts on our sails look the same as the word on our boat?** Listen to

Lesson 4 | Mixed Practice 4: Base Word + Ending, Chunking, Contractions

students' responses. **You're right, they don't. There is an *o* on the second sail that isn't on the boat, and there is an apostrophe on the boat that's not on the sails.**

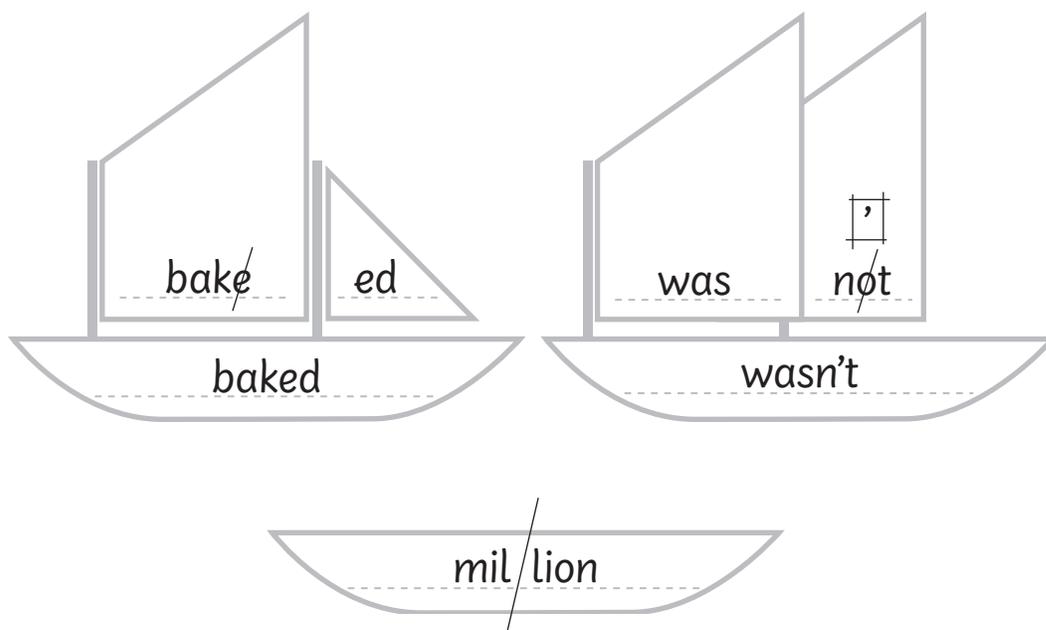
- Use **Think-Pair-Share** to ask students what tools Captain Read More uses to make the sails match the word on the boat. Draw a line through the *o* (scrubber) and add a patch for the apostrophe.

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

- Write "baked" on the boat with a main sail and a small sail, and prompt students to tell you how they would divide the base word from the ending. After listening to their responses, write "bake" on the main sail and "ed" on the small sail. Have students identify the tool (scrubber) that Captain Read More used to show that the *e* was dropped from *bake*. Have students read the parts to read the whole word.
- Write "million" on the boat without sails, and prompt students to tell you how they would chunk the word. After listening to their responses, draw paddles between the parts to show how this word can be divided. Have students read the parts to read the whole word.
- Review and summarize the skills that were covered and the tools that students will need to use in the Sail Along practice.

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

Blackline master provided.



Lesson 4 | Mixed Practice 4: Base Word + Ending, Chunking, Contractions

Display the Word Treasure.

Word Treasure	<p>Sometimes words have endings on them. If you're having trouble reading a word like this, read the base word first, then the ending, and then read the whole word. Use tools like the scrubber and patch to make the word parts match the whole word.</p> <p>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.</p> <p>Sometimes we put two words together and shorten them by scrubbing letters, and then put an apostrophe in their place. If you're having trouble reading these words, try to read the parts of the word first, and then read the whole word.</p>
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- Remind students that they will have to use all the Word Treasures that they have learned so far to complete their work.
- 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 10

Skill Practice	
Write the underlined word from each sentence in your journal. Write the correct word parts, or use lines to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. Draw a boat if needed.	
1. We <u>don't</u> have enough time to stop for ice cream.	<i>do + n<u>o</u>t</i>
2. Mark <u>rides</u> his bike to his baseball game.	<i>ride + s</i>
3. We <u>paddled</u> the boat through the water.	<i>padd<u>l</u>e + ed</i>
4. An example of a <u>fraction</u> is 3/4.	<i>frac / tion</i>
5. I ate popcorn while I <u>watched</u> the movie.	<i>watch + ed</i>



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and reading the word twice—once from the parts and once as a whole.

Lesson 4 | Mixed Practice 4: Base Word + Ending, Chunking, Contractions

Word Power Challenge

Zane and Greta aren't feeling well.

are + not

It is important to be attentive in class.

at / ten / tive



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and reading the word twice—once from the parts and once as a whole.
- Have students work independently to complete the Optional Skill Mastery items.
- Collect students' Optional Skill Mastery answers, and display the Word Power Challenge on the board. Have students work with their partners to read the sentences, concentrating on the underlined words.
- Use **Random Reporter** to select students to read each sentence aloud.
- 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?

Lesson 4 | Mixed Practice 4: Base Word + Ending, Chunking, Contractions

- Set a reading pace for the class to read the words. Tell students to read the words again at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.

GROUP 3 WORDS

Partner Practice Booklet,
Page 12

Group 3		
does	going	do

- Explain, or remind students that Group 3 words are words that they see many times in their reading. If any of these words are difficult to recognize or do not include a phonetically regular spelling, use Say-Spell-Say to reinforce pronunciation and memory.
- Set a reading pace for the class to read the words.
- Challenge students by setting a faster pace and have them read the list one more time.
- Following the presentation of all three groups of words, set a challenging pace and have the class read aloud all of the groups on the Practice List.
- Celebrate successful reading with a class cheer.

Team Practice

- Tell students to turn to the appropriate list of words in their student materials.
- Have teams practice reading the Practice List and any words that teams have added to Group 1. Students on a team can take turns setting the reading pace while other team members read the words. Remind team members to assist and encourage one another during the practice.
- Award team celebration points to teams that demonstrate good teamwork.
- Use **Random Reporter** to select students to read one of the groups of words on the Practice List. (Teams can choose which group they want to read.)
- 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.	<ul style="list-style-type: none"> • 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 4 | Mixed Practice 4: Base Word + Ending, Chunking, Contractions

- 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.	<ul style="list-style-type: none">• 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

5

Mixed Practice 5: Base Word + Ending

Instructional Objectives

Students will use base word and ending strategies to read words.

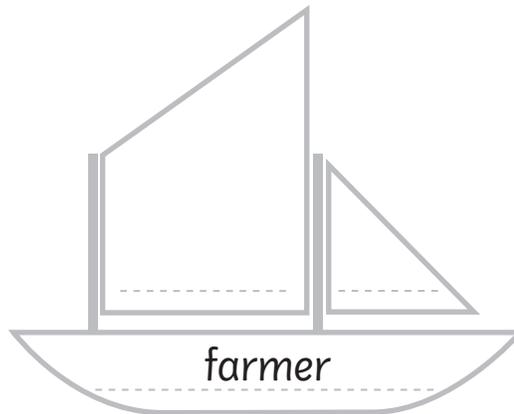
Day 1

Sail Along

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure clue for a review of skills students have already learned. Display a sailboat with one main sail and one small sail. Ask students what this boat tells us about the kinds of words we have learned to read.

Captain Read More has sent a message. It's a Word Treasure! Point to the boat. He says that when we read, we will use different skills to figure out how to read different words. He wants us to practice using some of the skills we've learned. Here is the clue he has given us for the kinds of words he wants us to practice reading.

Blackline master provided.



tps

- Use **Think-Pair-Share** to ask students if they can figure out what the clue means.

What does this boat tell us about the kinds of words we have learned to read?

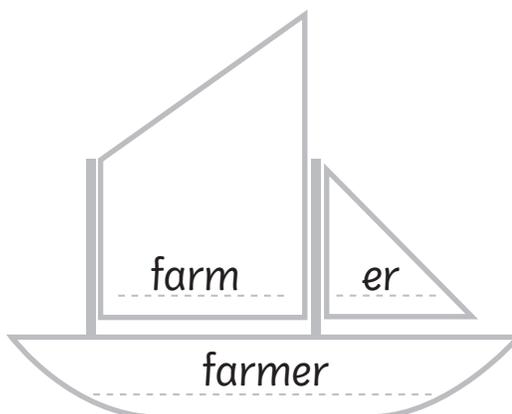
Think, and then share your thoughts with your partner. Allow time for students to think and share with their partners before accepting responses. **Good! A main sail and a small sail mean that we can read words that have a base word and an ending.**

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

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

Lesson 5 | Mixed Practice 5: Base Word + Ending

Blackline master provided.



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

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

Display the Word Treasure.

Word Treasure	<p>Sometimes words have endings on them.</p> <p>If you’re having trouble reading a word like this, read the base word first, then the ending, and then read the whole word. Use tools like the scrubber and patch to make the word parts match the whole word.</p>
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- Remind students that they will have to use all the Word Treasures that they have learned so far to complete their work.
- 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.

Lesson 5 | **Mixed Practice 5: Base Word + Ending** ● ● ● ● ● ● ● ● ● ●

Partner Practice Booklet,
Page 13

Skill Practice	
Write the underlined word from each sentence in your journal. Write the base word and the ending. Draw a boat if needed.	
1. The baby <u>sounds</u> angry.	<i>sound + s</i>
2. Casey <u>reached</u> for the cereal.	<i>reach + ed</i>
3. Jazmin <u>presses</u> the flowers into her book.	<i>press + es</i>
4. Jamie is <u>drawing</u> pictures for his story.	<i>draw + ing</i>
5. Ruth is a fast <u>walker</u> !	<i>walk + er</i>



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and 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.	<ul style="list-style-type: none"> • 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

Sail Along

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

Captain Read More has sent another message to remind us of the skill we are working on. Remember, you will use many different skills to figure out how to read words. He wants you to practice reading base words with endings. To read all of these words, we can read the smaller parts first and then the whole word.

- 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**

Partner Practice Booklet,
Page 13

Optional: Use Optional Skill Mastery for additional practice if students did not do well on Skill Mastery practice.

Skill Mastery	
Write the underlined word from each sentence in your journal. Write the base word and the ending. Draw a boat if needed.	
1. Ethan is the best <u>pitcher</u> on the team.	<i>pitch + er</i>
2. Mom <u>covered</u> the cake with plastic wrap.	<i>cover + ed</i>
3. Ricky is <u>packing</u> his suitcase for his trip.	<i>pack + ing</i>
4. Mr. Walsh couldn’t find his <u>glasses</u> .	<i>glass + es</i>
5. Cain <u>laughed</u> at the video.	<i>laugh + ed</i>
Optional Skill Mastery	
Write the underlined word from each sentence in your journal. Write the base word and the ending. Draw a boat if needed.	
1. The baby <u>weighed</u> seven pounds when he was born.	<i>weigh + ed</i>
2. Mrs. Green is a fast <u>talker</u> !	<i>talk + er</i>
3. Curtis is <u>climbing</u> a tree to get away from his sister.	<i>climb + ing</i>
4. Sean <u>waited</u> ten minutes for the bus.	<i>wait + ed</i>
5. The music <u>teacher</u> taught us a new song.	<i>teach + er</i>
Word Power Challenge	
Isaac <u>kneaded</u> the bread dough.	<i>knead + ed</i>
Natalie is the <u>catcher</u> on my baseball team.	<i>catch + er</i>

Partner Practice Booklet,
Page 14

Lesson 5 | **Mixed Practice 5: Base Word + Ending** ● ● ● ● ● ● ● ● ● ●



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and reading the word twice—once from the parts and once as a whole.
- Have students work independently to complete the Optional Skill Mastery items.
- Collect students’ Optional Skill Mastery answers, and display the Word Power Challenge on the board. Have students work with their partners to read the sentences, concentrating on the underlined words.
- Use **Random Reporter** to select students to read each sentence aloud.
- 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.	<ul style="list-style-type: none"> • 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 Lists

Preparation: Display the Practice Lists.

- Introduce Captain Read More's Practice Lists.

Captain Read More says that you must be able to sail through words if you want to be good readers. You must be able to read words correctly and quickly when you see them.

- Explain that Captain Read More sent a word list for them to practice until they can read these words correctly and quickly on their own.

GROUP 1 WORDS

Partner Practice Booklet,
Page 14

Group 1		
write	writes	writer
glass	glasses	flowed
pack	packed	packing

- Point to each word on the Group 1 list and have the class read it aloud with you, moving left to right across the rows.
- Ask the teams which skill they recognize in these words, and challenge them to add another word that demonstrates the same pattern.
 - For lists that include examples of more than one skill, consider asking students to identify one of the skills in the group and challenge them to add another example.
- Use **Random Reporter** to review the answers and add examples to the list.
- Set the pace for rereading all the words by clapping your hands or tapping a ruler. Have students reread the words at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.



GROUP 2 WORDS

Group 2		
teacher	golfer	devices
presses	topping	entertained
rancher	catching	chairs

- Explain, or remind students that Group 2 words include some of Group 1's words, but they are randomly ordered with new, similar words mixed in.
- Point to each word on the list and have the class read it aloud with you.

- Set a reading pace for the class to read the words. Tell students to read the words again at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.

GROUP 3 WORDS

Partner Practice Booklet,
Page 15

Group 3		
sing	light	five

- Explain, or remind students that Group 3 words are words that they see many times in their reading. If any of these words are difficult to recognize or do not include a phonetically regular spelling, use Say-Spell-Say to reinforce pronunciation and memory.
- Set a reading pace for the class to read the words.
- Challenge students by setting a faster pace and have them read the list one more time.
- Following the presentation of all three groups of words, set a challenging pace and have the class read aloud all of the groups on the Practice List.
- Celebrate successful reading with a class cheer.

Team Practice

- Tell students to turn to the appropriate list of words in their student materials.
- Have teams practice reading the Practice List and any words that teams have added to Group 1. Students on a team can take turns setting the reading pace while other team members read the words. Remind team members to assist and encourage one another during the practice.
- Award team celebration points to teams that demonstrate good teamwork.
- Use **Random Reporter** to select students to read one of the groups of words on the Practice List. (Teams can choose which group they want to read.)
- 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.	<ul style="list-style-type: none"> • 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

Practice List Review

Preparation: Display the Practice Lists from yesterday.

- Remind students that they practiced reading words yesterday.
- Randomly select a student to lead the class in reading the Group 1 words, including any additional team words, using My Turn, Your Turn.
- Randomly select students and repeat the process for the words in Groups 2 and 3.
- Award team celebration points to teams whose members read from the word lists.

On My Own List

Preparation: Display the On My Own List.

- Explain, or remind students that the On My Own list contains 12 of the words from the Practice Lists and three Group 3 words from an earlier list. Tell students that they will work on reading this list correctly, quickly, and independently.
- Point to each word on the list and have students read it. Have students reread the list with you, increasing your speed as you point to the words.

Partner Practice Booklet,
Page 15

On My Own		
flowed	writer	packed
writes	golfer	devices
sing	packing	light
rancher	chairs	five
better	her	best

Partner Practice

- Tell students to turn to the On My Own list in their materials and take turns reading the list, and any additional team words, with their partners. Encourage students to help their partners read the words correctly, and then encourage them to read the words more rapidly.
- Have students practice reading the words with their partners until they think they are ready to read independently for you. Students waiting to read can continue practicing or turn the page and go to the next list of words.
- If a student reads successfully, award team celebration points. Encourage the student to begin practicing the words on the next list or to help any teammates who need further practice. Have unsuccessful students continue practicing until they can read a list successfully on their own. Tell them to focus on correct pronunciation first, and then work on increasing speed.
- Randomly select students to read parts of the list (the first three words, the next three, and so on) aloud.

- 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.	<ul style="list-style-type: none">• 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

Write the underlined word from each sentence on your test paper. Write the base word and the ending. Draw a boat if needed.

Partner Practice Booklet,
Page 15

- | | |
|--|--------------------------|
| 7. The <u>speaker</u> was nervous to present their project. | <i>spea</i> + <i>er</i> |
| 8. The teacher asked us to stop <u>talking</u> during class. | <i>talk</i> + <i>ing</i> |
| 9. At the zoo, the elephant <u>writes</u> with its trunk! | <i>writ</i> + <i>s</i> |
| 10. My dog <u>jumped</u> onto the table! | <i>jump</i> + <i>ed</i> |

Team Celebration Points	
<p>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.</p>	<ul style="list-style-type: none"> 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

6

Mixed Practice 6: Base Word + Ending

Instructional Objectives

Students will use base word and ending strategies to read words.

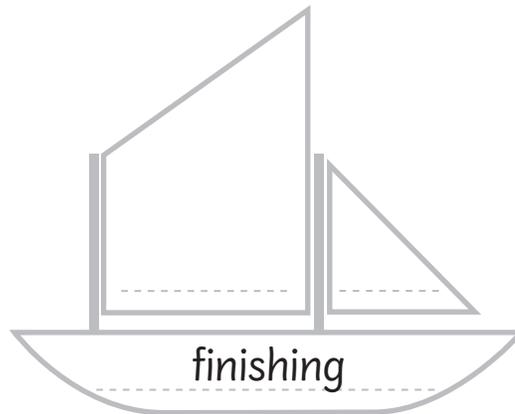
Day 1

Sail Along

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure clue for a review of skills students have already learned. Display a sailboat with one main sail and one small sail. Ask students what this boat tells us about the kinds of words we have learned to read.

Captain Read More has sent a message. It's a Word Treasure! Point to the boat. He says that when we read, we will use different skills to figure out how to read different words. He wants us to practice using some of the skills we've learned. Here is the clue he has given us for the kinds of words he wants us to practice reading.

Blackline master provided.



tps

- Use **Think-Pair-Share** to ask students if they can figure out what the clue means.

What does this boat tell us about the kinds of words we have learned to read?

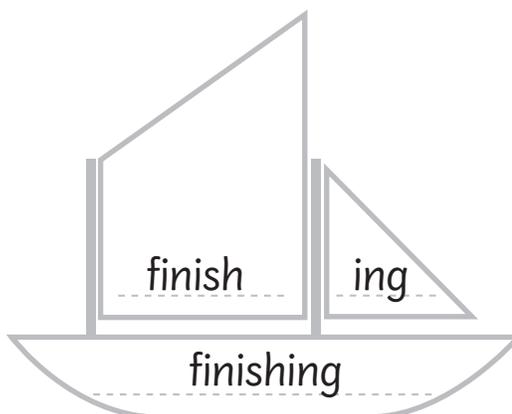
Think, and then share your thoughts with your partner. Allow time for students to think and share with their partners before accepting responses. **Good! A main sail and a small sail mean that we can read words that have a base word and an ending.**

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

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

Lesson 6 | Mixed Practice 6: Base Word + Ending

Blackline master provided.



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

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

Display the Word Treasure.

Word Treasure	<p>Sometimes words have endings on them.</p> <p>If you’re having trouble reading a word like this, read the base word first, then the ending, and then read the whole word. Use tools like the scrubber and patch to make the word parts match the whole word.</p>
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- Remind students that they will have to use all the Word Treasures that they have learned so far to complete their work.
- 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.

Lesson 6 | **Mixed Practice 6: Base Word + Ending** ● ● ● ● ● ● ● ● ● ●

Partner Practice Booklet,
Page 16

Skill Practice	
Write the underlined word from each sentence in your journal. Write the base word and the ending. Draw a boat if needed.	
1. Mr. Fins is a <u>banker</u> downtown.	<i>bank + er</i>
2. Jade <u>pointed</u> out the poison ivy so that we wouldn't step in it.	<i>point + ed</i>
3. Magnus <u>trades</u> baseball cards with Ray.	<i>trade + s</i>
4. Heather <u>coasts</u> on her bike when she goes down hills.	<i>coast + s</i>
5. Umar is a <u>pitcher</u> on his baseball team.	<i>pitch + er</i>



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and 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.	<ul style="list-style-type: none"> • 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

Sail Along

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

Captain Read More has sent another message to remind us of the skill we are working on. Remember, you will use many different skills to figure out how to read words. He wants you to practice reading base words with endings. To read all of these words, we can read the smaller parts first and then the whole word.

- 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**

Partner Practice Booklet,
Page 16

Optional: Use Optional Skill Mastery for additional practice if students did not do well on Skill Mastery practice.

Partner Practice Booklet,
Page 17

Skill Mastery	
Write the underlined word from each sentence in your journal. Write the base word and the ending. Draw a boat if needed.	
1. Gus <u>waves</u> goodbye to his grandma.	<i>wave + s</i>
2. Simon was a guest <u>reader</u> in our class today.	<i>read + er</i>
3. Trish is <u>speaking</u> to Rita on the phone.	<i>speak + ing</i>
4. Abby <u>places</u> the plates on the table.	<i>place + s</i>
5. Heath <u>counted</u> his money.	<i>count + ed</i>
Optional Skill Mastery	
Write the underlined word from each sentence in your journal. Write the base word and the ending. Draw a boat if needed.	
1. School <u>begins</u> at 9:00.	<i>begin + s</i>
2. Astrid is a great <u>singer</u> .	<i>sing + er</i>
3. It <u>rained</u> all weekend.	<i>rain + ed</i>
4. Will is the best <u>catcher</u> on the team.	<i>catch + er</i>
5. Grayson is <u>pounding</u> the nail with a hammer.	<i>pound + ing</i>
Word Power Challenge	
Maria couldn't lift the heavy <u>boxes</u> .	<i>box + es</i>
Grandpa <u>drifted</u> off to sleep after dinner.	<i>drift + ed</i>

Lesson 6 | **Mixed Practice 6: Base Word + Ending** • • • • • • • • • •



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and reading the word twice—once from the parts and once as a whole.
- Have students work independently to complete the Optional Skill Mastery items.
- Collect students’ Optional Skill Mastery answers, and display the Word Power Challenge on the board. Have students work with their partners to read the sentences, concentrating on the underlined words.
- Use **Random Reporter** to select students to read each sentence aloud.
- 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.	<ul style="list-style-type: none"> • 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 Lists

Preparation: Display the Practice Lists.

- Introduce Captain Read More's Practice Lists.

Captain Read More says that you must be able to sail through words if you want to be good readers. You must be able to read words correctly and quickly when you see them.

- Explain that Captain Read More sent a word list for them to practice until they can read these words correctly and quickly on their own.

GROUP 1 WORDS

Partner Practice Booklet,
Page 17

Group 1		
seek	seeks	seeking
scramble	scrambling	scrambled
drifted	boxes	walker

- Point to each word on the Group 1 list and have the class read it aloud with you, moving left to right across the rows.
- Ask the teams which skill they recognize in these words, and challenge them to add another word that demonstrates the same pattern.
 - For lists that include examples of more than one skill, consider asking students to identify one of the skills in the group and challenge them to add another example.
- Use **Random Reporter** to review the answers and add examples to the list.
- Set the pace for rereading all the words by clapping your hands or tapping a ruler. Have students reread the words at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.



GROUP 2 WORDS

Group 2		
catcher	wrecked	commented
pounding	raining	speaker
coasts	couches	swings

- Explain, or remind students that Group 2 words include some of Group 1's words, but they are randomly ordered with new, similar words mixed in.
- Point to each word on the list and have the class read it aloud with you.

- Set a reading pace for the class to read the words. Tell students to read the words again at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.

GROUP 3 WORDS

Partner Practice Booklet,
Page 18

Group 3		
draw	any	made

- Explain, or remind students that Group 3 words are words that they see many times in their reading. If any of these words are difficult to recognize or do not include a phonetically regular spelling, use Say-Spell-Say to reinforce pronunciation and memory.
- Set a reading pace for the class to read the words.
- Challenge students by setting a faster pace and have them read the list one more time.
- Following the presentation of all three groups of words, set a challenging pace and have the class read aloud all of the groups on the Practice List.
- Celebrate successful reading with a class cheer.

Team Practice

- Tell students to turn to the appropriate list of words in their student materials.
- Have teams practice reading the Practice List and any words that teams have added to Group 1. Students on a team can take turns setting the reading pace while other team members read the words. Remind team members to assist and encourage one another during the practice.
- Award team celebration points to teams that demonstrate good teamwork.
- Use **Random Reporter** to select students to read one of the groups of words on the Practice List. (Teams can choose which group they want to read.)
- 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.	<ul style="list-style-type: none"> • 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

Practice List Review

Preparation: Display the Practice Lists from yesterday.

- Remind students that they practiced reading words yesterday.
- Randomly select a student to lead the class in reading the Group 1 words, including any additional team words, using My Turn, Your Turn.
- Randomly select students and repeat the process for the words in Groups 2 and 3.
- Award team celebration points to teams whose members read from the word lists.

On My Own List

Preparation: Display the On My Own List.

- Explain, or remind students that the On My Own list contains 12 of the words from the Practice Lists and three Group 3 words from an earlier list. Tell students that they will work on reading this list correctly, quickly, and independently.
- Point to each word on the list and have students read it. Have students reread the list with you, increasing your speed as you point to the words.

Partner Practice Booklet,
Page 18

On My Own		
wrecked	commented	scrambling
boxes	walker	couches
coasts	speaker	swings
catcher	any	made
sing	light	fire

Partner Practice

- Tell students to turn to the On My Own list in their materials and take turns reading the list, and any additional team words, with their partners. Encourage students to help their partners read the words correctly, and then encourage them to read the words more rapidly.
- Have students practice reading the words with their partners until they think they are ready to read independently for you. Students waiting to read can continue practicing or turn the page and go to the next list of words.
- If a student reads successfully, award team celebration points. Encourage the student to begin practicing the words on the next list or to help any teammates who need further practice. Have unsuccessful students continue practicing until they can read a list successfully on their own. Tell them to focus on correct pronunciation first, and then work on increasing speed.
- Randomly select students to read parts of the list (the first three words, the next three, and so on) aloud.

- 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.	<ul style="list-style-type: none">• 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

Write the underlined word from each sentence on your test paper. Write the base word and the ending. Draw a boat if needed.

Partner Practice Booklet,
Page 18

- | | |
|---|-------------------|
| 7. The <u>hunter</u> wore camouflage when in the woods. | <i>hunt + er</i> |
| 8. We saw many <u>foxes</u> in our yard. | <i>fox + es</i> |
| 9. Keith wanted to go <u>bowling</u> for his birthday. | <i>bowl + ing</i> |
| 10. I <u>mailed</u> my grandpa a letter. | <i>mail + ed</i> |

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

7

Mixed Practice 7: Base Word + Ending, Chunking

Instructional Objectives

Students will use base word and ending strategies to read words.
Students will read words using chunking strategies.

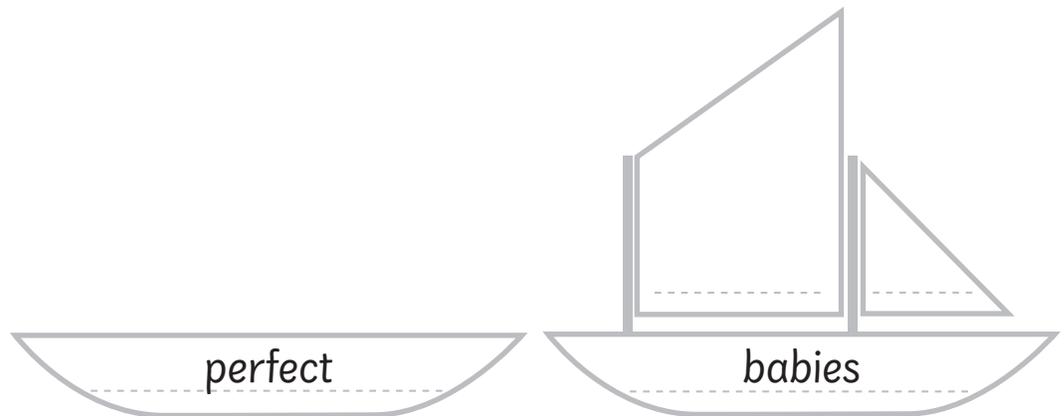
Day 1

Sail Along

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure clue for a review of skills students have already learned. Display a sailboat without sails and a sailboat with one main sail and one small sail.

Captain Read More has sent a message. It's a Word Treasure! Point to the boats. Here are the clues he has given us.

Blackline master provided.



tps

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

What do these boats tell us about the kinds of words we have learned to read?

Think, and then share your thoughts with your partner. Allow time for students to think and share with their partners before accepting responses. **That's right! A boat without sails means that we will use chunking to read this word. A main sail and a small sail mean that we will read words that have a base word and an ending.**

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

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

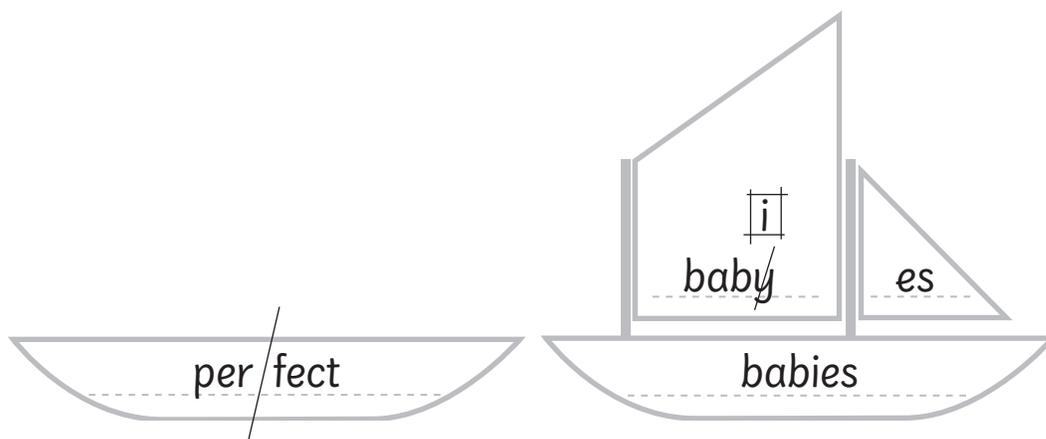
- Use **Think-Pair-Share** to ask the students what tool Captain Good Reader uses to make the sails match the word on the boat. Draw a line through the “y” in *baby* and write an “i” on top of it to show that the main sail has been mended.

Remember that Captain Read More has a tool to change letters to different letters on the sails so that they match the boat. Think about what tool he would use and then talk to your partner about it. Allow time for the students to think about the answer and share it with their partners. **What tool would Captain Read More use?**

Lesson 7 | Mixed Practice 7: Base Word + Ending, Chunking • • •

Listen to students' responses. **That's right! He would use a scrubber and a patch to show the change on the sails.** Draw a line through the "y" in *baby* and write an "i" above it.

Blackline master provided.



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

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

Display the Word Treasure.

Word Treasure

Sometimes words have endings on them. If you're having trouble reading a word like this, read the base word first, then the ending, and then read the whole word. Use tools like the scrubber and patch to make the word parts match the whole word.

When we come to a word that we can't read, we can break it into smaller chunks, read the small chunks, and then read the whole word.

- Remind students that they will have to use all the Word Treasures that they have learned so far to complete their work.
- 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 19

Skill Practice	
Write the underlined word from each sentence in your journal. Write the correct word parts, or use lines to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. Draw a boat if needed.	
1. Troy's room is so <u>messy</u> he can't find his backpack!	<i>mess + y</i>
2. Joan was <u>careful</u> not to break any dishes as she loaded the dishwasher.	<i>care + ful</i>
3. How many <u>pennies</u> are in a dollar?	<i>penny + es</i>
4. Cara ate a brownie for <u>dessert</u> .	<i>des / sert</i>
5. Will <u>served</u> the ball to Lenny.	<i>serve + ed</i>



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and 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.	<ul style="list-style-type: none"> • 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

Sail Along

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

Captain Read More has sent another message to remind us of the skill we are working on. Remember, you will use many different skills to figure out how to read words. He wants you to practice chunking words and reading base words with endings. To read all of these words, we can read the smaller parts and then the whole word.

- 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**

Partner Practice Booklet,
Page 19

Optional: Use Optional Skill Mastery for additional practice if students did not do well on Skill Mastery practice.

Skill Mastery

Write the underlined word from each sentence in your journal. Write the correct word parts, or use lines to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. Draw a boat if needed.

- | | |
|--|-----------------------|
| 1. Gus blew a <u>gigantic</u> bubble with his gum. | <i>gi / gan / tic</i> |
| 2. Walk <u>slowly</u> over the wet floor so that you don’t slip. | <i>slow + ly</i> |
| 3. We <u>tried</u> to blow big bubbles with our gum. | <i>try + ed</i> |
| 4. The <u>ponies</u> walked around the field. | <i>pony + es</i> |
| 5. The <u>colorful</u> lights lit up the tree. | <i>color + ful</i> |

Partner Practice Booklet,
Page 20

Optional Skill Mastery

Write the underlined word from each sentence in your journal. Write the correct word parts, or use lines to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. Draw a boat if needed.

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

Word Power Challenge	
The beach was <u>rocky</u> , so we couldn't take our shoes off.	<i>rock + y</i>
I hope I make the football team <u>roster</u> this year.	<i>ros / ter</i>



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and reading the word twice—once from the parts and once as a whole.
- Have students work independently to complete the Optional Skill Mastery items.
- Collect students' Optional Skill Mastery answers, and display the Word Power Challenge on the board. Have students work with their partners to read the sentences, concentrating on the underlined words.
- Use **Random Reporter** to select students to read each sentence aloud.
- 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.	<ul style="list-style-type: none"> • 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 Lists

Preparation: Display the Practice Lists.

- Introduce Captain Read More's Practice Lists.

Captain Read More says that you must be able to sail through words if you want to be good readers. You must be able to read words correctly and quickly when you see them.

- Explain that Captain Read More sent a word list for them to practice until they can read these words correctly and quickly on their own.

GROUP 1 WORDS

Partner Practice Booklet,
Page 20

Group 1		
cities	berries	skillful
love	loving	lovely
peaceful	fireflies	begin

- Point to each word on the Group 1 list and have the class read it aloud with you, moving left to right across the rows.
- Ask the teams which skill they recognize in these words, and challenge them to add another word that demonstrates the same pattern.
 - For lists that include examples of more than one skill, consider asking students to identify one of the skills in the group and challenge them to add another example.
- Use **Random Reporter** to review the answers and add examples to the list.
- Set the pace for rereading all the words by clapping your hands or tapping a ruler. Have students reread the words at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.



GROUP 2 WORDS

Group 2		
student	lively	quickly
blindly	fried	ladies
honestly	activities	thankful

- Explain, or remind students that Group 2 words include some of Group 1's words, but they are randomly ordered with new, similar words mixed in.
- Point to each word on the list and have the class read it aloud with you.

- Set a reading pace for the class to read the words. Tell students to read the words again at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.

GROUP 3 WORDS

Partner Practice Booklet,
Page 21

Group 3		
shall	which	tell

- Explain, or remind students that Group 3 words are words that they see many times in their reading. If any of these words are difficult to recognize or do not include a phonetically regular spelling, use Say-Spell-Say to reinforce pronunciation and memory.
- Set a reading pace for the class to read the words.
- Challenge students by setting a faster pace and have them read the list one more time.
- Following the presentation of all three groups of words, set a challenging pace and have the class read aloud all of the groups on the Practice List.
- Celebrate successful reading with a class cheer.

Team Practice

- Tell students to turn to the appropriate list of words in their student materials.
- Have teams practice reading the Practice List and any words that teams have added to Group 1. Students on a team can take turns setting the reading pace while other team members read the words. Remind team members to assist and encourage one another during the practice.
- Award team celebration points to teams that demonstrate good teamwork.
- Use **Random Reporter** to select students to read one of the groups of words on the Practice List. (Teams can choose which group they want to read.)
- 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.	<ul style="list-style-type: none"> • 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

Practice List Review

Preparation: Display the Practice Lists from yesterday.

- Remind students that they practiced reading words yesterday.
- Randomly select a student to lead the class in reading the Group 1 words, including any additional team words, using My Turn, Your Turn.
- Randomly select students and repeat the process for the words in Groups 2 and 3.
- Award team celebration points to teams whose members read from the word lists.

On My Own List

Preparation: Display the On My Own List.

- Explain, or remind students that the On My Own list contains 12 of the words from the Practice Lists and three Group 3 words from an earlier list. Tell students that they will work on reading this list correctly, quickly, and independently.
- Point to each word on the list and have students read it. Have students reread the list with you, increasing your speed as you point to the words.

Partner Practice Booklet,
Page 21

On My Own		
shall	honestly	cities
thankful	lovely	lively
which	berries	tell
skillful	love	begin
only	why	many

Partner Practice

- Tell students to turn to the On My Own list in their materials and take turns reading the list, and any additional team words, with their partners. Encourage students to help their partners read the words correctly, and then encourage them to read the words more rapidly.
- Have students practice reading the words with their partners until they think they are ready to read independently for you. Students waiting to read can continue practicing or turn the page and go to the next list of words.
- If a student reads successfully, award team celebration points. Encourage the student to begin practicing the words on the next list or to help any teammates who need further practice. Have unsuccessful students continue practicing until they can read a list successfully on their own. Tell them to focus on correct pronunciation first, and then work on increasing speed.
- Randomly select students to read parts of the list (the first three words, the next three, and so on) aloud.

- 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.	<ul style="list-style-type: none">• 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

Write the underlined word from each sentence on your test paper. Write the correct word parts, or use lines to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. Draw a boat if needed.

Partner Practice Booklet,
Page 21

- | | |
|---|--------------------------|
| 7. She was very <u>successful</u> this year! | <i>success + ful</i>
 |
| 8. Do you want <u>cherries</u> on your ice cream sundae? | <i>cherry + es</i>
 |
| 9. Please walk to your next class <u>quickly</u> . | <i>quick + ly</i>
 |
| 10. Tristian <u>tried</u> to make a clay pot in art class | <i>try + ed</i>
 |

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?

Mixed Practice 8: Base Word + Ending, Chunking

Instructional Objectives

Students will use base word and ending strategies to read words.
Students will read words using chunking strategies.

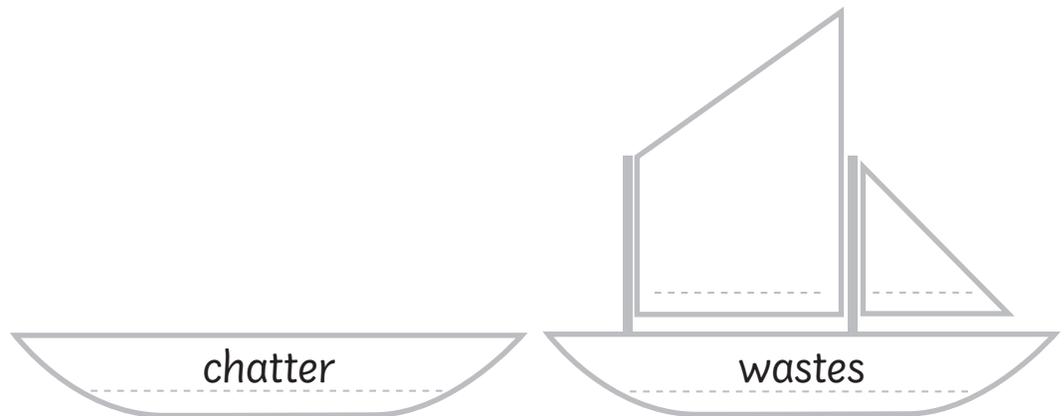
Day 1

Sail Along

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure clue for a review of skills students have already learned. Display a sailboat without sails and a sailboat with one main sail and one small sail.

Captain Read More has sent a message. It's a Word Treasure! Point to the boats. Here are the clues he has given us.

Blackline master provided.



tps

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

What do these boats tell us about the kinds of words we have learned to read?

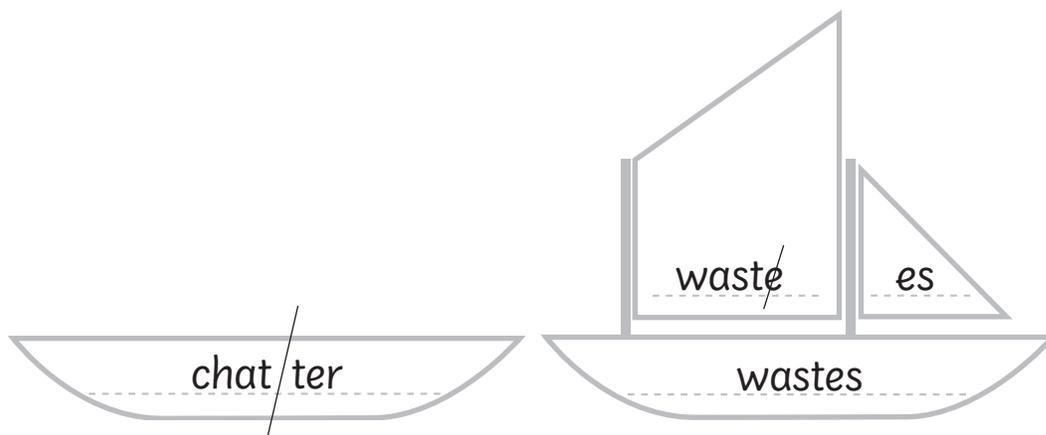
Think, and then share your thoughts with your partner. Allow time for students to think and share with their partners before accepting responses. **That's right! A boat without sails means that we will use chunking to read this word. A main sail and a small sail mean that we will read words that have a base word and an ending.**

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

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

Lesson 8 | Mixed Practice 8: Base Word + Ending, Chunking • • •

Blackline master provided.



- Write “happily” on another boat with a main sail and a small sail, and prompt students to tell you how they would divide the base word from the ending. After having students compare the parts on the sails to the word, prompt them to identify the tool that Captain Read More uses to show that the *y* is changed to an *i* when the ending is added (scrubber and patch). Draw a line through the *y* and write *i* above it.
- Write “chatter” on the boat without sails, and prompt students to tell you how they would chunk the word. After listening to their responses, draw paddles between the parts to show how this word can be divided. Have students read the parts to read the whole word.
- Review and summarize the skills that were covered and the tools that the students will need to use in the Sail Along practice.

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

Display the Word Treasure.

Word Treasure

Sometimes words have endings on them. If you’re having trouble reading a word like this, read the base word first, then the ending, and then read the whole word. Use tools like the scrubber and patch to make the word parts match the whole word.

When we come to a word that we can’t read, we can break it into smaller chunks, read the small chunks, and then read the whole word.

- Remind students that they will have to use all the Word Treasures that they have learned so far to complete their work.
- 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 22

Skill Practice	
Write the underlined word from each sentence in your journal. Write the correct word parts, or use lines to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. Draw a boat if needed.	
1. They found a treasure chest at the <u>bottom</u> of the sea.	<i>bot / tom</i>
2. Paul loves cold <u>cherries</u> .	<i>cherry + es</i>
3. It is time for my <u>yearly</u> checkup with my doctor.	<i>year + ly</i>
4. Melanie is a very hard <u>worker</u> .	<i>work + er</i>
5. Mom <u>tasted</u> the sauce to see if it needed more salt.	<i>taste + ed</i>



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and 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.	<ul style="list-style-type: none"> • 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

Sail Along

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

Captain Read More has sent another message to remind us of the skill we are working on. Remember, you will use many different skills to figure out how to read words. He wants you to practice chunking words and reading base words with endings. To read all of these words, we can read the smaller parts and then the whole word.

- 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**

Partner Practice Booklet,
Page 22

Optional: Use Optional Skill Mastery for additional practice if students did not do well on Skill Mastery practice.

Partner Practice Booklet,
Page 23

Skill Mastery

Write the underlined word from each sentence in your journal. Write the correct word parts, or use lines to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. Draw a boat if needed.

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

Optional Skill Mastery

Write the underlined word from each sentence in your journal. Write the correct word parts, or use lines to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. Draw a boat if needed.

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

Word Power Challenge	
Hope ran <u>quickly</u> so that she wouldn't miss the bus.	<i>quick + ly</i>
The spies found the secret plans under the <u>computer</u> .	<i>com / pu / ter</i>



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and reading the word twice—once from the parts and once as a whole.
- Have students work independently to complete the Optional Skill Mastery items.
- Collect students' Optional Skill Mastery answers, and display the Word Power Challenge on the board. Have students work with their partners to read the sentences, concentrating on the underlined words.
- Use **Random Reporter** to select students to read each sentence aloud.
- 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.	<ul style="list-style-type: none"> • 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 Lists

Preparation: Display the Practice Lists.

- Introduce Captain Read More’s Practice Lists.

Captain Read More says that you must be able to sail through words if you want to be good readers. You must be able to read words correctly and quickly when you see them.

- Explain that Captain Read More sent a word list for them to practice until they can read these words correctly and quickly on their own.

GROUP 1 WORDS

Partner Practice Booklet, Page 23

Group 1		
bellies	pennies	cities
arrived	lavender	snowy
quietly	restful	completed

- Point to each word on the Group 1 list and have the class read it aloud with you, moving left to right across the rows.
- Ask the teams which skill they recognize in these words, and challenge them to add another word that demonstrates the same pattern.
 - For lists that include examples of more than one skill, consider asking students to identify one of the skills in the group and challenge them to add another example.
- Use **Random Reporter** to review the answers and add examples to the list.
- Set the pace for rereading all the words by clapping your hands or tapping a ruler. Have students reread the words at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.



GROUP 2 WORDS

Group 2		
cloudy	puppies	inflated
fairies	hopeful	separate
piano	wishful	countries

- Explain, or remind students that Group 2 words include some of Group 1’s words, but they are randomly ordered with new, similar words mixed in.
- Point to each word on the list and have the class read it aloud with you.

- Set a reading pace for the class to read the words. Tell students to read the words again at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.

GROUP 3 WORDS

Partner Practice Booklet,
Page 24

Group 3		
today	myself	thank

- Explain, or remind students that Group 3 words are words that they see many times in their reading. If any of these words are difficult to recognize or do not include a phonetically regular spelling, use Say-Spell-Say to reinforce pronunciation and memory.
- Set a reading pace for the class to read the words.
- Challenge students by setting a faster pace and have them read the list one more time.
- Following the presentation of all three groups of words, set a challenging pace and have the class read aloud all of the groups on the Practice List.
- Celebrate successful reading with a class cheer.

Team Practice

- Tell students to turn to the appropriate list of words in their student materials.
- Have teams practice reading the Practice List and any words that teams have added to Group 1. Students on a team can take turns setting the reading pace while other team members read the words. Remind team members to assist and encourage one another during the practice.
- Award team celebration points to teams that demonstrate good teamwork.
- Use **Random Reporter** to select students to read one of the groups of words on the Practice List. (Teams can choose which group they want to read.)
- 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.	<ul style="list-style-type: none"> • 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

Practice List Review

Preparation: Display the Practice Lists from yesterday.

- Remind students that they practiced reading words yesterday.
- Randomly select a student to lead the class in reading the Group 1 words, including any additional team words, using My Turn, Your Turn.
- Randomly select students and repeat the process for the words in Groups 2 and 3.
- Award team celebration points to teams whose members read from the word lists.

On My Own List

Preparation: Display the On My Own List.

- Explain, or remind students that the On My Own list contains 12 of the words from the Practice Lists and three Group 3 words from an earlier list. Tell students that they will work on reading this list correctly, quickly, and independently.
- Point to each word on the list and have students read it. Have students reread the list with you, increasing your speed as you point to the words.

Partner Practice Booklet,
Page 24

On My Own		
thank	hopeful	restful
completed	inflated	piano
puppies	fairies	today
countries	myself	wishful
shall	which	tell

Partner Practice

- Tell students to turn to the On My Own list in their materials and take turns reading the list, and any additional team words, with their partners. Encourage students to help their partners read the words correctly, and then encourage them to read the words more rapidly.
- Have students practice reading the words with their partners until they think they are ready to read independently for you. Students waiting to read can continue practicing or turn the page and go to the next list of words.
- If a student reads successfully, award team celebration points. Encourage the student to begin practicing the words on the next list or to help any teammates who need further practice. Have unsuccessful students continue practicing until they can read a list successfully on their own. Tell them to focus on correct pronunciation first, and then work on increasing speed.
- Randomly select students to read parts of the list (the first three words, the next three, and so on) aloud.

- 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.	<ul style="list-style-type: none">• 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

Write the underlined word from each sentence on your test paper. Write the correct word parts, or use lines to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. Draw a boat if needed.

Partner Practice Booklet,
Page 24

- | | |
|--|------------------------|
| 7. Please explain your answer <u>clearly</u> . | <i>clear + ly</i> |
| 8. The dancer was very <u>graceful</u> . | <i>grace + ful</i> |
| 9. I found the <u>forgotten</u> pictures in the attic. | <i>for / got / ten</i> |
| 10. My dog <u>chased</u> the bunny around the yard. | <i>chase / ed</i> |

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?

Mixed Practice 9: Compounds, Contractions, Prefix + Base Word

Instructional Objectives

Students will divide compound words into meaningful word parts.

Students will identify pairs of words that make contractions.

Student will use prefixes and base words to read words.

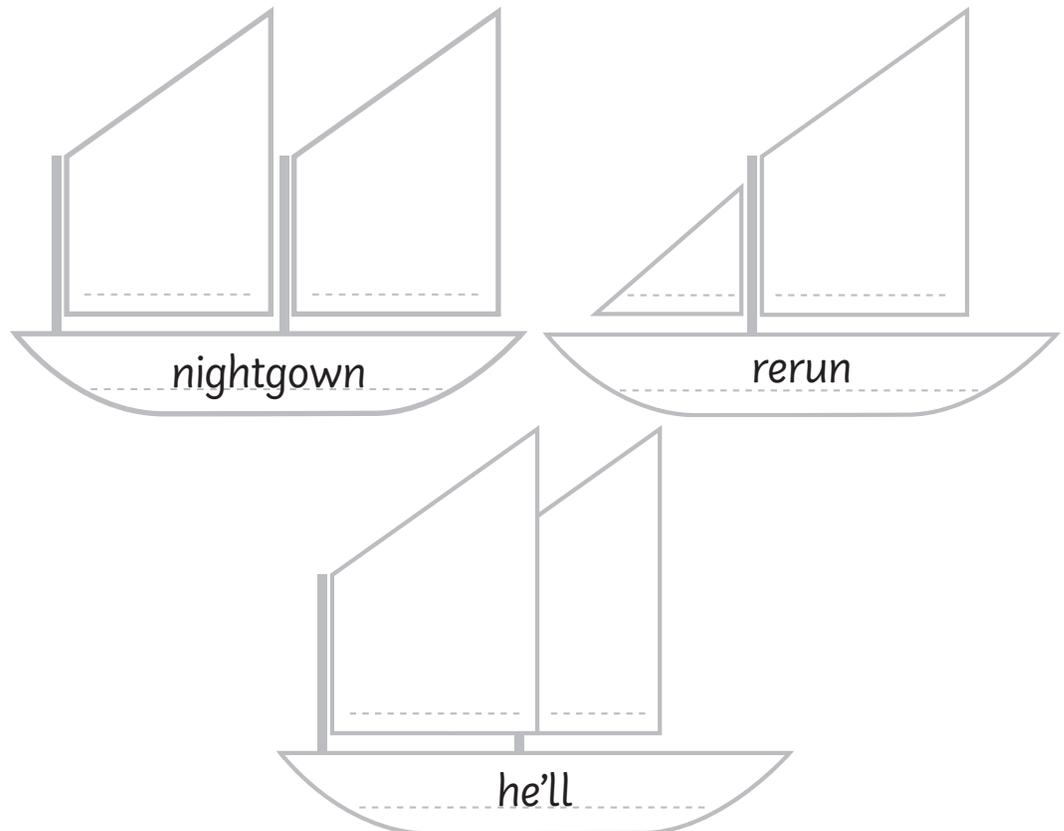
Day 1

Sail Along

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure clue for a review of skills students have already learned. Display a sailboat with two main sails, a second boat with two overlapping sails, and a third boat with one small sail and one main sail. Ask the students what these boats tell us about the kinds of words we have learned to read.

Captain Read More has sent a message. It's a Word Treasure! Point to the boats. He says that when we read, we will use different skills to figure out how to read different words. He wants us to practice using some of the skills we've learned. Here are the clues he has given us for the kinds of words he wants us to practice reading.

Blackline master provided.



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

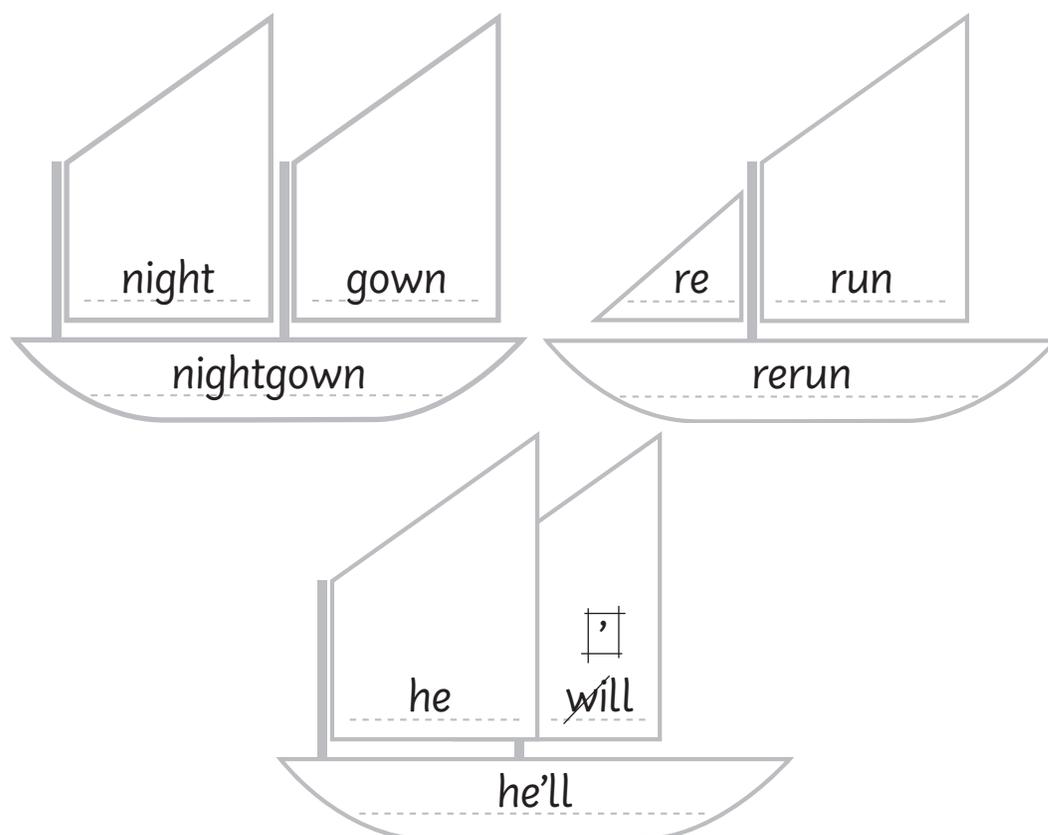
What do these boats tell us about the kinds of words we have learned to read? Think, and then share your thoughts with your partner. Allow time for students to think and share with their partners before accepting responses. **That's right! A boat with two main sails means that we will divide the word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

Lesson 9 | Mixed Practice 9: Compounds, Contractions, Prefix + Base Word

- Explain that Captain Read More has given you some word clues with the boats. Write “nightgown” on the boat with two main sails, and prompt students to tell you how they would divide it into two words. After listening to their responses, write “night” on one sail and “gown” on the other.
- Ask students to read the sail parts with you, read the word, and compare the parts to the boat to see if they are the same.

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

Blackline master provided.



- Write “rerun” on the boat with the small and main sails, and prompt students to tell you how they would divide the word into prefix and base word. After listening to their responses, write “re” on the small sail and “run” on the main sail. Have students read the parts to read the whole word.
- Write “he’ll” on the boat with two overlapping main sails, and prompt students to tell you how they would divide it into two whole words. After listening to their responses, write “he” on the first sail and “will” on the second. After having students compare the parts on the sails to the word, prompt them to identify the tools (scrubber and patch) that Captain Read More used to show that the *wi* was dropped from *will*. Draw a line through the *wi* and draw a box with an apostrophe inside it.
- Review and summarize the skills that were covered and the tools that students will need to use in the Sail Along practice.

Lesson 9 | Mixed Practice 9: Compounds, Contractions, Prefix + Base Word

Display the Word Treasure.

Word Treasure	<p>Some words are two words put together. They are called compound words. If you are having trouble reading these words, read the two words separately first, then read them together.</p> <p>Sometimes we put two words together and shorten them by scrubbing letters, and then put an apostrophe in their place. If you're having trouble reading these words, try to read the parts of the word first, and then read the whole word.</p> <p>Some words start with the prefixes. If you're having trouble reading these words, read the parts of the word first, then read the whole word.</p>
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- Remind students that they will have to use all the Word Treasures that they have learned so far to complete their work.
- 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.

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Skill Practice	
<p>Write the underlined word from each sentence in your journal. Write the correct word parts. If necessary, use a tool to make the parts match the whole word. Draw a boat if needed.</p>	
1. Philippe threw a <u>snowball</u> at his sister.	<i>snow + ball</i>
2. Do you think <u>there'll</u> be ice cream at the carnival?	<i>there + will</i>
3. Nathan was <u>unhappy</u> that his family wasn't going to the zoo.	<i>un + happy</i>
4. That is the biggest <u>strawberry</u> I have ever seen!	<i>straw + berry</i>
5. Coach Ryan told the team to <u>replay</u> the pass.	<i>re + play</i>



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and reading the word twice—once from the parts and once as a whole.

Lesson 9 | Mixed Practice 9: Compounds, Contractions, Prefix + Base Word

Word Power Challenge

You should bring a flashlight because it'll be dark soon. *flash + light*

I will resend your letter since it was returned to me. *re + send*



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and reading the word twice—once from the parts and once as a whole.
- Have students work independently to complete the Optional Skill Mastery items.
- Collect students' Optional Skill Mastery answers, and display the Word Power Challenge on the board. Have students work with their partners to read the sentences, concentrating on the underlined words.
- Use **Random Reporter** to select students to read each sentence aloud.
- 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?

Lesson 9 | Mixed Practice 9: Compounds, Contractions, Prefix + Base Word

- Set a reading pace for the class to read the words. Tell students to read the words again at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.

GROUP 3 WORDS

Partner Practice Booklet,
Page 27

Group 3		
yellow	call	stop

- Explain, or remind students that Group 3 words are words that they see many times in their reading. If any of these words are difficult to recognize or do not include a phonetically regular spelling, use Say-Spell-Say to reinforce pronunciation and memory.
- Set a reading pace for the class to read the words.
- Challenge students by setting a faster pace and have them read the list one more time.
- Following the presentation of all three groups of words, set a challenging pace and have the class read aloud all of the groups on the Practice List.
- Celebrate successful reading with a class cheer.

Team Practice

- Tell students to turn to the appropriate list of words in their student materials.
- Have teams practice reading the Practice List and any words that teams have added to Group 1. Students on a team can take turns setting the reading pace while other team members read the words. Remind team members to assist and encourage one another during the practice.
- Award team celebration points to teams that demonstrate good teamwork.
- Use **Random Reporter** to select students to read one of the groups of words on the Practice List. (Teams can choose which group they want to read.)
- 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.	<ul style="list-style-type: none"> • 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 | Mixed Practice 9: Compounds, Contractions, Prefix + Base Word

- 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.	<ul style="list-style-type: none">• 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?

Mixed Practice 10: Compounds, Contractions, Prefix + Base Word

Instructional Objectives

Students will divide compound words into meaningful word parts.

Students will identify pairs of words that make contractions.

Student will use prefixes and base words to read words.

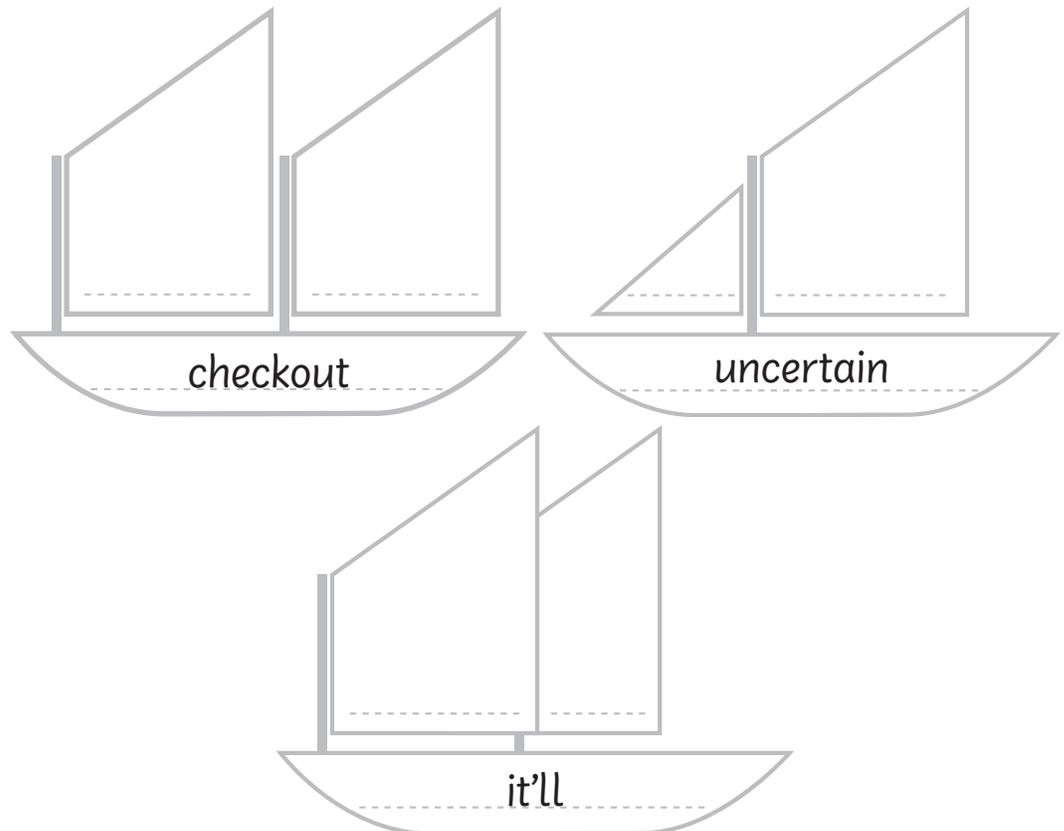
Day 1

Sail Along

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure clue for a review of skills students have already learned. Display a sailboat with two main sails, a second boat with two overlapping sails, and a third boat with one small sail and one main sail. Ask the students what these boats tell us about the kinds of words we have learned to read.

Captain Read More has sent a message. It's a Word Treasure! Point to the boats. He says that when we read, we will use different skills to figure out how to read different words. He wants us to practice using some of the skills we've learned. Here are the clues he has given us for the kinds of words he wants us to practice reading.

Blackline master provided.



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

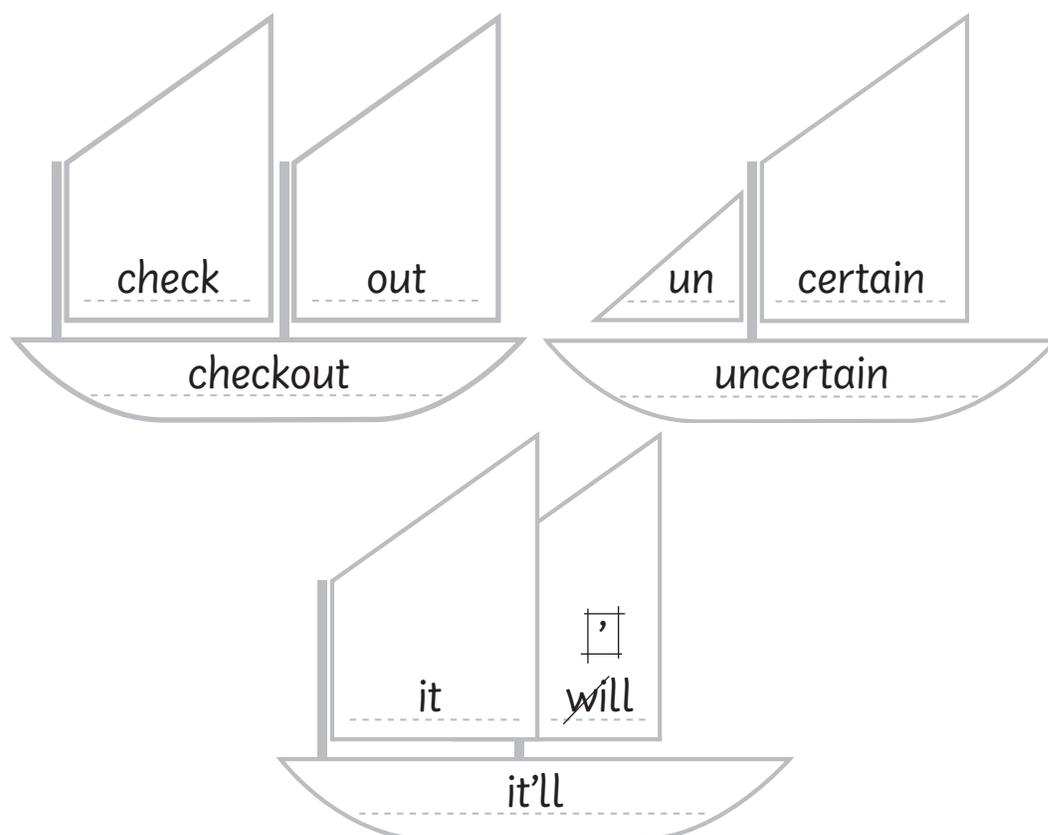
What do these boats tell us about the kinds of words we have learned to read? Think, and then share your thoughts with your partner. Allow time for students to think and share with their partners before accepting responses. **That's right! A boat with two main sails means that we will divide the word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

Lesson 10 | Mixed Practice 10: Compounds, Contractions, Prefix + Base Word

- Explain that Captain Read More has given you some word clues with the boats. Write “it’ll” on the boat with two overlapping sails, and prompt students to tell you how they would divide it into two words. After listening to their responses, write “it” on the first sail and “will” on the second.
- Ask students to read the sail parts with you, read the word, and compare the parts to the boat to see if they are the same.

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

Blackline master provided.



Remember that Captain Read More has tools he uses to take away letters and to add apostrophes. Think about what tools he would use, and then talk to your partner about them. Allow time for students to think about the answer and share it with their partners. **What tools would Captain Read More use?** Listen to students’ responses. **That’s right! He would use a scrubber to take off the *wi* and a patch to add the apostrophe.** Model drawing a line through the *wi* and drawing a patch for the apostrophe.

- Write “checkout” on the boat with two main sails, and prompt students to tell you how they would divide it into two whole words. After listening to their responses, write “check” on the first sail and “out” on the second. Have students read the parts to read the whole word.
- Write “uncertain” on the boat with the small and main sails, and prompt students to tell

Mixed Practice 10: Compounds, Contractions, Prefix + Base Word

you how they would divide the word into prefix and base word. After listening to their responses, write “un” on the small sail and “certain” on the main sail. Have students read the parts to read the whole word.

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

Today we read the contraction *it’ll*, the compound word *checkout*, and a base word with a prefix, *uncertain*. We used a scrubber and a patch on the word *it’ll* to show that some letters were taken away and some were added. You will continue to practice using all the skills you have learned in your Sail Along practice. Make sure that the sails always match the word on the boat. You may need to use tools on some of the words to show that the base word changes when the ending is added.

Display the Word Treasure.

Word Treasure	<p>Some words are two words put together. They are called compound words. If you are having trouble reading these words, read the two words separately first, then read them together.</p> <p>Sometimes we put two words together and shorten them by scrubbing letters, and then put an apostrophe in their place. If you’re having trouble reading these words, try to read the parts of the word first, and then read the whole word.</p> <p>Some words start with the prefixes. If you’re having trouble reading these words, read the parts of the word first, then read the whole word.</p>
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- Remind students that they will have to use all the Word Treasures that they have learned so far to complete their work. Review the directions for the Skill 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.

Lesson 10 | Mixed Practice 10: Compounds, Contractions, Prefix + Base Word

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Skill Practice

Write the underlined word from each sentence in your journal. Write the correct word parts. If necessary, use a tool to make the parts match the whole word. Draw a boat if needed.

- | | |
|--|----------------------|
| 1. Do you think <u>he'll</u> bring a friend with him? | <i>he + will</i> |
| 2. Lin used a <u>stepladder</u> to clean out the gutters. | <i>step + ladder</i> |
| 3. Rashad had trouble <u>recalling</u> his friend's phone number. | <i>re + calling</i> |
| 4. <u>They'll</u> be at our house in ten minutes. | <i>They + will</i> |
| 5. We played inside because it was cold and rainy <u>outside</u> . | <i>out + side</i> |



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and 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?

Lesson 10 | Mixed Practice 10: Compounds, Contractions, Prefix + Base Word

Word Power Challenge

Jin will <u>unpack</u> his suitcase when he gets home.	<i>un + pack</i>
There was some <u>seaweed</u> on the beach.	<i>sea + weed</i>



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and reading the word twice—once from the parts and once as a whole.
- Have students work independently to complete the Optional Skill Mastery items.
- Collect students' Optional Skill Mastery answers, and display the Word Power Challenge on the board. Have students work with their partners to read the sentences, concentrating on the underlined words.
- Use **Random Reporter** to select students to read each sentence aloud.
- 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?

Lesson 10 | Mixed Practice 10: Compounds, Contractions, Prefix + Base Word

- Set a reading pace for the class to read the words. Tell students to read the words again at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.

GROUP 3 WORDS

Partner Practice Booklet,
Page 30

Group 3		
order	morning	woman

- Explain, or remind students that Group 3 words are words that they see many times in their reading. If any of these words are difficult to recognize or do not include a phonetically regular spelling, use Say-Spell-Say to reinforce pronunciation and memory.
- Set a reading pace for the class to read the words.
- Challenge students by setting a faster pace and have them read the list one more time.
- Following the presentation of all three groups of words, set a challenging pace and have the class read aloud all of the groups on the Practice List.
- Celebrate successful reading with a class cheer.

Team Practice

- Tell students to turn to the appropriate list of words in their student materials.
- Have teams practice reading the Practice List and any words that teams have added to Group 1. Students on a team can take turns setting the reading pace while other team members read the words. Remind team members to assist and encourage one another during the practice.
- Award team celebration points to teams that demonstrate good teamwork.
- Use **Random Reporter** to select students to read one of the groups of words on the Practice List. (Teams can choose which group they want to read.)
- 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.	<ul style="list-style-type: none"> • 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 10 | Mixed Practice 10: Compounds, Contractions, Prefix + Base Word

- 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.	<ul style="list-style-type: none">• 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?

Mixed Practice 11: Chunking, Contractions, Prefix + Base Word

Instructional Objectives

Students will read words using chunking strategies.

Students will identify pairs of words that form contractions.

Students will use prefix and base word strategies to read words.

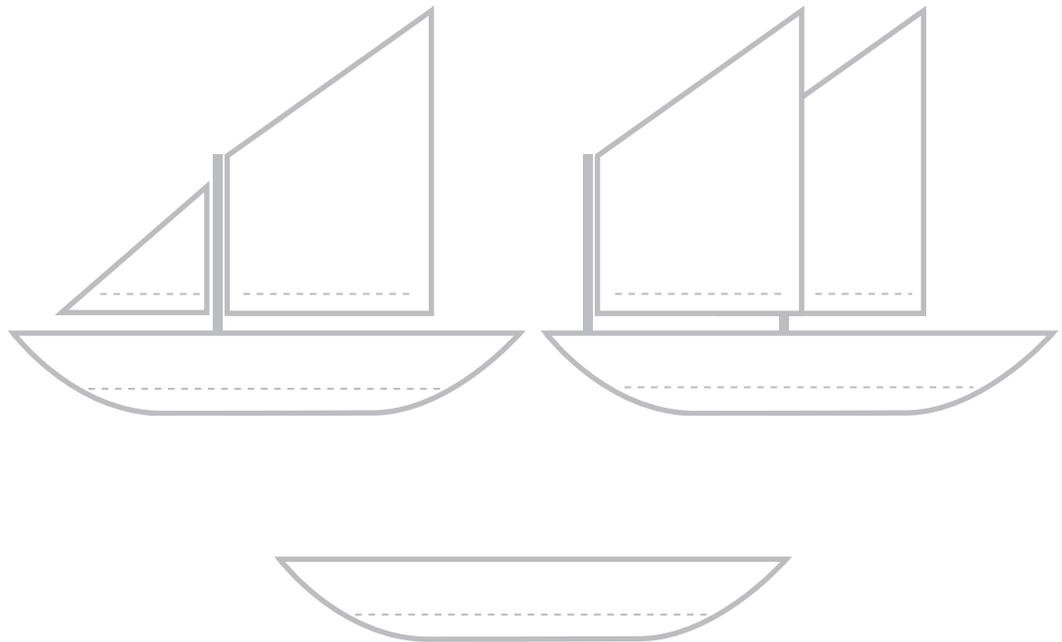
Day 1

Sail Along

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure clue for a review of skills students have already learned. Display a sailboat without sails, one with two overlapping sails, and a third with a small sail and a main sail. Ask students what these boats tell us about the kinds of words we have learned to read.

Captain Read More has sent a message. It's a Word Treasure! Point to the boats. Here are the clues he has given us.

Blackline master provided.



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

What do these boats tell us about the kinds of words we have learned to read?

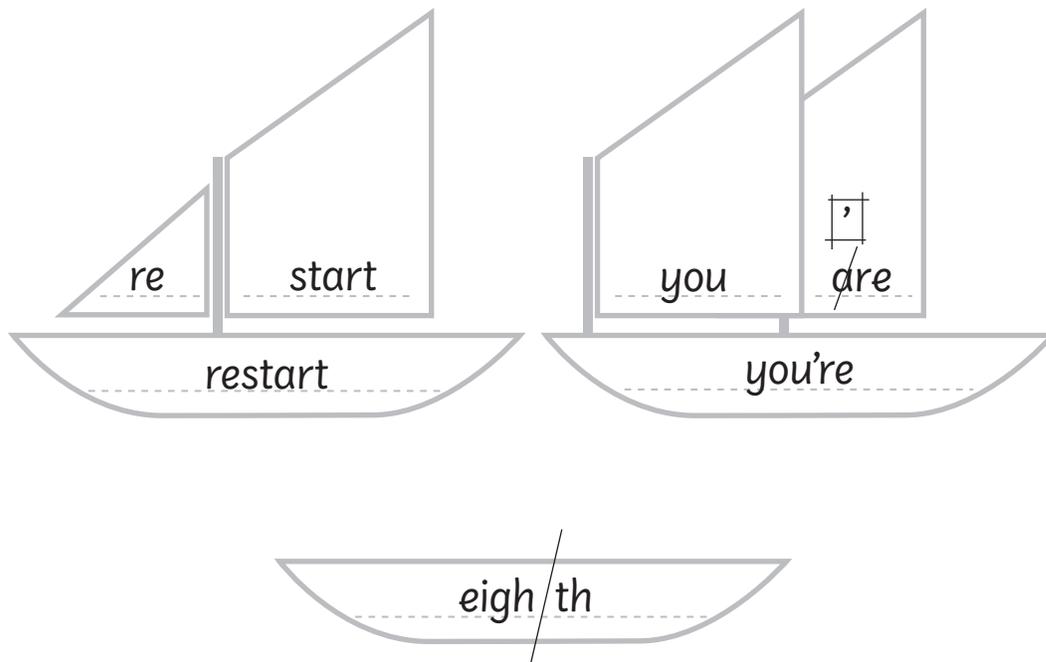
Think, and then share your thoughts with your partner. Allow time for students to think and share with their partners before accepting responses. **That's right! A boat with two overlapping sails means that the word is made up of two smaller words that were pushed together. A boat without sails means that we will chunk the word into smaller parts. A boat with a small sail and a main sail means that the word has a prefix and a base word.**

- Explain that Captain Read More has given you some word clues with the boats. Write “you’re” on the boat with two overlapping sails, and prompt students to tell you how they would divide it into two words. After listening to their responses, write “you” on the first sail and “are” on the second.
- Ask students to read the sail parts with you, read the word, and compare the parts to the boat to see if they are the same.

Lesson 11 | Mixed Practice 11: Chunking, Contractions, Prefix + Base Word

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

Blackline master provided.



- Use **Think-Pair-Share** to ask students what tools Captain Read More uses to make the sails match the word on the boat. Draw a line through the *a* (scrubber) and add a patch for the apostrophe.

Remember that Captain Read More has tools he uses to take away letters and to add apostrophes. Think about what tools he would use, and then talk to your partner about them. Allow time for students to think about the answer and share it with their partners. **What tools would Captain Read More use?** Listen to students' responses. **That's right! He would use a scrubber to take off the *a* and a patch to add the apostrophe.** Model drawing a line through the *a* and drawing a patch for the apostrophe.

- Write "eighth" on the boat without sails, and prompt students to tell you how they would chunk the word. After listening to their responses, draw paddles between the parts to show how this word can be divided. Have students read the parts to read the whole word.
- Write "restart" on the boat with a small and a main sail, and prompt students to tell you how they would divide the word into prefix and base word. After listening to their responses, write "re" on the small sail and "start" on the main sail. Have students read the parts to read the whole word.
- Review and summarize the skills that were covered and the tools that students will need to use in the Sail Along practice.

Today we read the contraction *you're*, chunked the word *eighth*, and read a base word with a prefix, *restart*. We used a scrubber and patch on the contraction to show that some letters were taken away and an apostrophe was added. You will

Mixed Practice 11: Chunking, Contractions, Prefix + Base Word

continue to practice using all the skills you have learned in your Sail Along practice. Make sure that the sails always match the word on the boat. You may need to use tools on some of the words to show that the base word changes when the ending is added.

Display the Word Treasure.

Word Treasure	<p>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.</p> <p>Sometimes we put two words together and shorten them by scrubbing letters, and then put an apostrophe in their place. If you're having trouble reading these words, try to read the parts of the word first, and then read the whole word.</p> <p>Some words start with the prefixes. If you're having trouble reading these words, read the parts of the word first, then read the whole word.</p>
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- Remind students that they will have to use all the Word Treasures that they have learned so far to complete their work.
- 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.

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Skill Practice	
Write the underlined word from each sentence in your journal. Write the correct word parts, or use lines to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. Draw a boat if needed.	
1. The <u>detective</u> gathered clues so that he could solve the case.	<i>de / tec / tive</i>
2. <u>He's</u> not following directions well.	<i>He + 's</i>
3. I wore boots because <u>there's</u> a lot of snow on the ground.	<i>there + 's</i>
4. Please <u>recount</u> the money.	<i>re + count</i>
5. <u>We'll</u> be at Aunt Beth's house by 1:00.	<i>We + 'll</i>

Lesson 11 | Mixed Practice 11: Chunking, Contractions, Prefix + Base Word



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and 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.	<ul style="list-style-type: none"> • 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 | Mixed Practice 11: Chunking, Contractions, Prefix + Base Word

Word Power Challenge

My mom only buys natural foods.

nat / ur / al

She's giving her book report today.

She + /s



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and reading the word twice—once from the parts and once as a whole.
- Have students work independently to complete the Optional Skill Mastery items.
- Collect students' Optional Skill Mastery answers, and display the Word Power Challenge on the board. Have students work with their partners to read the sentences, concentrating on the underlined words.
- Use **Random Reporter** to select students to read each sentence aloud.
- 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?

Lesson 11 | Mixed Practice 11: Chunking, Contractions, Prefix + Base Word

- Set a reading pace for the class to read the words. Tell students to read the words again at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.

GROUP 3 WORDS

Partner Practice Booklet,
Page 33

Group 3		
second	funny	little

- Explain, or remind students that Group 3 words are words that they see many times in their reading. If any of these words are difficult to recognize or do not include a phonetically regular spelling, use Say-Spell-Say to reinforce pronunciation and memory.
- Set a reading pace for the class to read the words.
- Challenge students by setting a faster pace and have them read the list one more time.
- Following the presentation of all three groups of words, set a challenging pace and have the class read aloud all of the groups on the Practice List.
- Celebrate successful reading with a class cheer.

Team Practice

- Tell students to turn to the appropriate list of words in their student materials.
- Have teams practice reading the Practice List and any words that teams have added to Group 1. Students on a team can take turns setting the reading pace while other team members read the words. Remind team members to assist and encourage one another during the practice.
- Award team celebration points to teams that demonstrate good teamwork.
- Use **Random Reporter** to select students to read one of the groups of words on the Practice List. (Teams can choose which group they want to read.)
- 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.	<ul style="list-style-type: none"> • 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 | Mixed Practice 11: Chunking, Contractions, Prefix + Base Word

- 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.	<ul style="list-style-type: none">• 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?

Mixed Practice 12: Chunking, Contractions, Prefix + Base Word

Instructional Objectives

Students will read words using chunking strategies.

Students will identify pairs of words that form contractions.

Students will use prefix and base word strategies to read words.

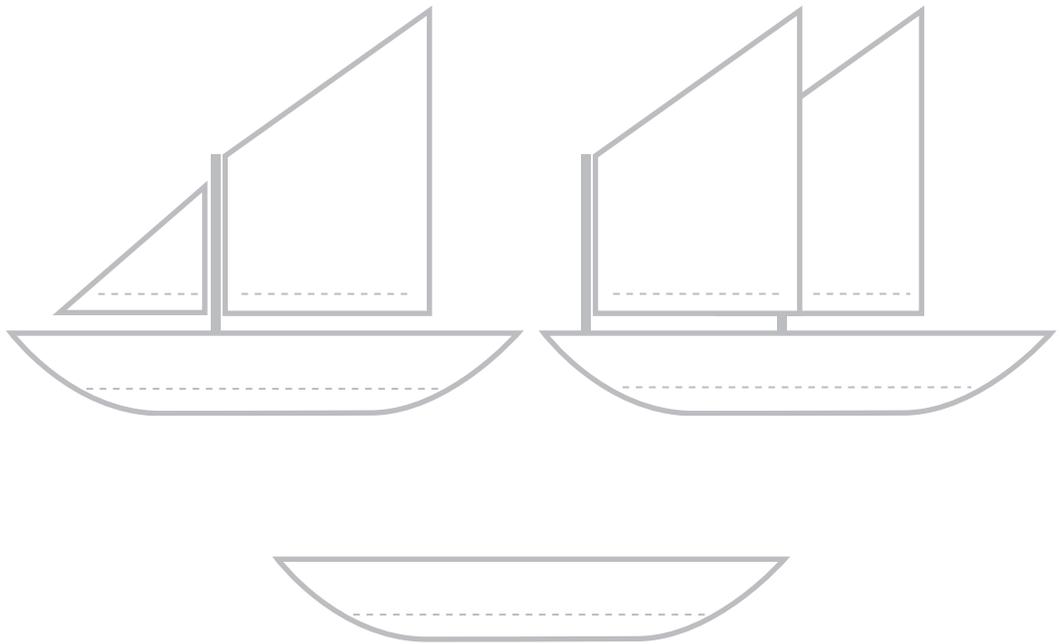
Day 1

Sail Along

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure clue for a review of skills students have already learned. Display a sailboat without sails, one with two overlapping sails, and a third with a small sail and a main sail. Ask students what these boats tell us about the kinds of words we have learned to read.

Captain Read More has sent a message. It's a Word Treasure! Point to the boats. Here are the clues he has given us.

Blackline master provided.



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

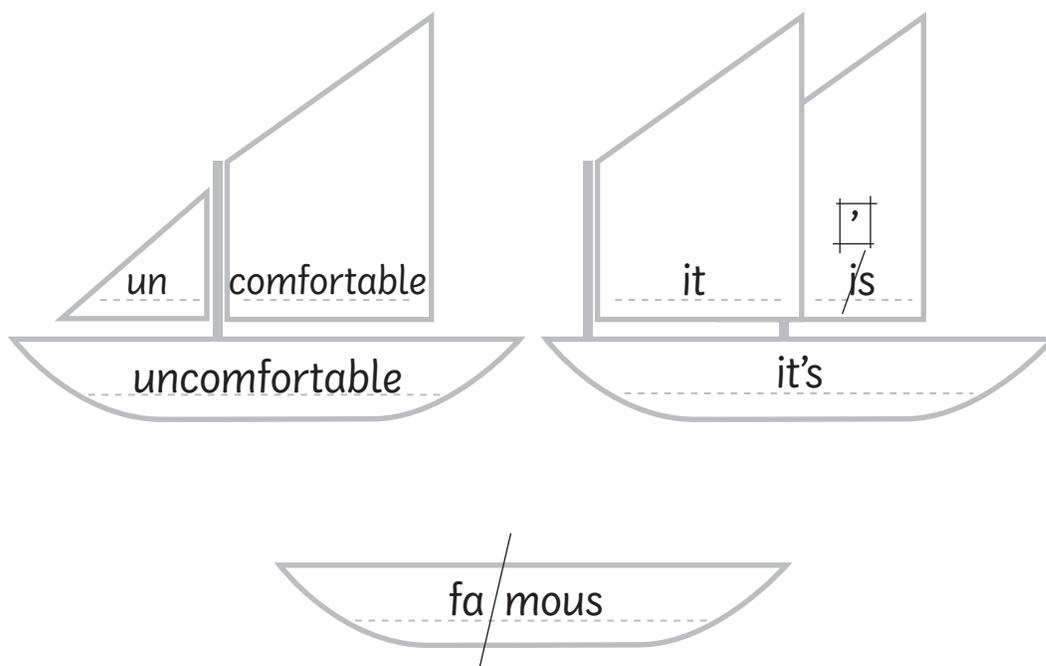
What do these boats tell us about the kinds of words we have learned to read?

Think, and then share your thoughts with your partner. Allow time for students to think and share with their partners before accepting responses. **That's right! A boat with two overlapping sails means that the word is made up of two smaller words that were pushed together. A boat without sails means that we will chunk the word into smaller parts. A boat with a small sail and a main sail means that the word has a prefix and a base word.**

- Explain that Captain Read More has given you some word clues with the boats. Write "famous" on the boat without any sails, and prompt students to tell you how they would chunk the word. After listening to their responses, draw paddles to show where you could divide the word.

Lesson 12 | Mixed Practice 12: Chunking, Contractions, Prefix + Base Word

Blackline master provided.



- Write “it’s” on the boat with two overlapping sails, and prompt students to tell you how they would divide the word into two whole words. After listening to their responses, write “it” on the first sail and “is” on the second. Ask students what tools are needed to make the sails match the boat (scrubber and patch), and then draw a line through the “i” in *is* and draw a patch and write an apostrophe in it. Have students read the parts to read the whole word.
- Write “uncomfortable” on the boat with a small and main sail, and prompt students to tell you how they would divide the word into a prefix and a base word. After listening to their responses, write “un” on the small sail and “comfortable” on the main sail. Have students read the parts to read the whole word.
- Review and summarize the skills that were covered and the tools that students will need to use in the Sail Along practice.

Today we chunked the word *famous*, read the contraction *it’s*, and read a base word with a prefix, *uncomfortable*. We used a scrubber and patch on the contraction to show that some letters were taken away and an apostrophe was added. You will continue to practice using all the skills you have learned in your Sail Along practice. Make sure that the sails always match the word on the boat. You may need to use tools on some of the words to show that the base word changes when the ending is added.

Lesson 12 | Mixed Practice 12: Chunking, Contractions, Prefix + Base Word

Display the Word Treasure.

Word Treasure	<p>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.</p> <p>Sometimes we put two words together and shorten them by scrubbing letters, and then put an apostrophe in their place. If you're having trouble reading these words, try to read the parts of the word first, and then read the whole word.</p> <p>Some words start with the prefixes. If you're having trouble reading these words, read the parts of the word first, then read the whole word.</p>
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- Remind students that they will have to use all the Word Treasures that they have learned so far to complete their work.
- 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.

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Page 34

Skill Practice	
Write the underlined word from each sentence in your journal. Write the correct word parts, or use lines to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. Draw a boat if needed.	
1. We used our good <u>china</u> for my birthday dinner.	<i>chi / na</i>
2. After school, <u>we're</u> leaving for vacation.	<i>we + <u>r</u>are</i>
3. I have to <u>return</u> my library books.	<i>re + turn</i>
4. Grandma took us on <u>vacation</u> to the beach.	<i>va / ca / tion</i>
5. Chips are an <u>unhealthy</u> snack.	<i>un + healthy</i>



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and reading the word twice—once from the parts and once as a whole.
- Award team celebration points.

Lesson 12 | Mixed Practice 12: Chunking, Contractions, Prefix + Base Word

Word Power Challenge

We are going out to eat on Wednesday.

Wed / nes / day

There's only one more brownie.

There + /s



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and reading the word twice—once from the parts and once as a whole.
- Have students work independently to complete the Optional Skill Mastery items.
- Collect students' Optional Skill Mastery answers, and display the Word Power Challenge on the board. Have students work with their partners to read the sentences, concentrating on the underlined words.
- Use **Random Reporter** to select students to read each sentence aloud.
- 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?

Lesson 12 | Mixed Practice 12: Chunking, Contractions, Prefix + Base Word

- Set a reading pace for the class to read the words. Tell students to read the words again at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.

GROUP 3 WORDS

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Page 36

Group 3		
take	fast	thing

- Explain, or remind students that Group 3 words are words that they see many times in their reading. If any of these words are difficult to recognize or do not include a phonetically regular spelling, use Say-Spell-Say to reinforce pronunciation and memory.
- Set a reading pace for the class to read the words.
- Challenge students by setting a faster pace and have them read the list one more time.
- Following the presentation of all three groups of words, set a challenging pace and have the class read aloud all of the groups on the Practice List.
- Celebrate successful reading with a class cheer.

Team Practice

- Tell students to turn to the appropriate list of words in their student materials.
- Have teams practice reading the Practice List and any words that teams have added to Group 1. Students on a team can take turns setting the reading pace while other team members read the words. Remind team members to assist and encourage one another during the practice.
- Award team celebration points to teams that demonstrate good teamwork.
- Use **Random Reporter** to select students to read one of the groups of words on the Practice List. (Teams can choose which group they want to read.)
- 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.	<ul style="list-style-type: none"> • 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 | Mixed Practice 12: Chunking, Contractions, Prefix + Base Word

- 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.	<ul style="list-style-type: none">• 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

Mixed Practice 13: Base Word + Ending

Instructional Objectives

Students will use base word and ending strategies to read words.

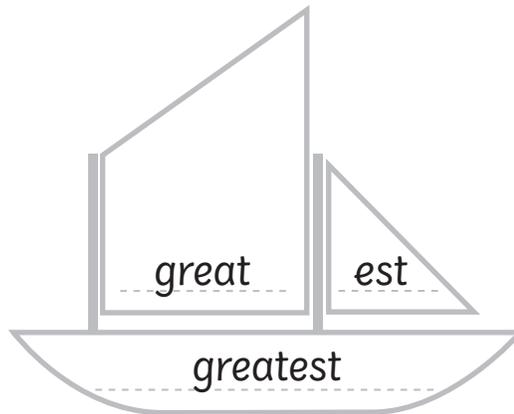
Day 1

Sail Along

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure clue for a review of skills students have already learned. Display a sailboat with one main sail and one small sail. Ask students what this boat tells us about the kinds of words we have learned to read.

Captain Read More has sent a message. It's a Word Treasure! Point to the boat. **He says that when we read, we will use different skills to figure out how to read different words. He wants us to practice using some of the skills we've learned. Here is the clue he has given us for the kinds of words he wants us to practice reading.**

Blackline master provided.



tps

- Use **Think-Pair-Share** to ask students if they can figure out what the clue means.

What does this boat tell us about the kinds of words we have learned to read?

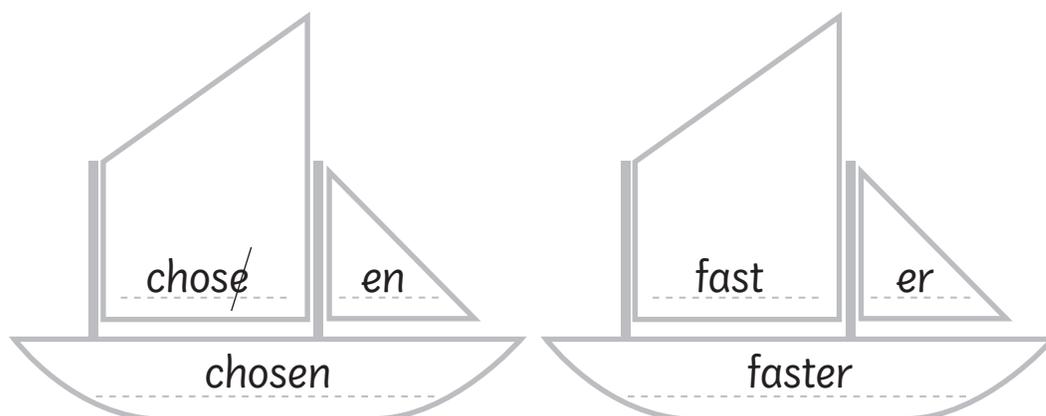
Think, and then share your thoughts with your partner. Allow time for students to think and share with their partners before accepting responses. **Good! A boat with a main sail and a small sail means that we will divide the word into a base word and ending.**

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

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

Lesson 13 | Mixed Practice 13: Base Word + Ending

Blackline master provided.



- Write “chosen” on another boat with a main sail and a small sail, and prompt students to tell you how they would divide the base word from the ending. After having students compare the parts on the sails to the word, prompt them to identify the tool that Captain Read More uses to show that the *e* was dropped from *chose* before the *-en* was added (scrubber). Draw a line through the *e* in *chose* to model using the scrubber. Have students read the parts to read the whole word.
- Write “faster” on a third boat with a main sail and a small sail, and prompt students to tell you how they would divide the base word from the ending. After listening to their responses, write “fast” on the main sail and “er” on the small sail. Have students read the parts to read the whole word.
- Review and summarize the skills that were covered and the tools that students will need to use in the Sail Along practice.

Today we read three words that had base words and endings—*greatest*, *chosen*, and *faster*. We had to use a scrubber on the word *chosen* to make the parts on the sails match the word on the boat. You will continue to practice using these skills in your Sail Along practice. Make sure that the sails always match the word on the boat.

Display the Word Treasure.

Word Treasure

Sometimes words have endings on them.

If you're having trouble reading a word like this, read the base word first, then the ending, and then read the whole word. Use tools like the scrubber and patch to make the word parts match the whole word.

- Remind students that they will have to use all the Word Treasures that they have learned so far to complete their work. Review the directions for the Skill 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.

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Page 37

Skill Practice	
Write the underlined word from each sentence in your journal. Write the base word and ending. If necessary, use a tool to make the word parts match the whole word. Draw a boat if needed.	
1. My sister is <u>older</u> than I am.	<i>old + er</i>
2. I chose to wear my <u>warmest</u> coat because I knew we would be outside a lot.	<i>warm + est</i>
3. "Please <u>sharpen</u> your pencils before we begin our lesson," Mr. Thomas said.	<i>sharp + en</i>
4. Who is the <u>richest</u> person you know?	<i>rich + est</i>
5. The town is going to <u>widen</u> the sidewalks so that they are safer.	<i>wide + en</i>



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and 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.	<ul style="list-style-type: none"> • 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

Sail Along

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

Captain Read More has sent another message to remind us of the skill we are working on. Remember, when we read, we will use different skills to figure out how to read different words. He wants us to practice using some of the skills we’ve learned. Here is the clue he has given us for the kinds of words he wants us to practice reading.

- 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**

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Page 37

Optional: Use Optional Skill Mastery for additional practice if students did not do well on Skill Mastery practice.

Skill Mastery	
Write the underlined word from each sentence in your journal. Write the base word and ending. If necessary, use a tool to make the word parts match the whole word. Draw a boat if needed.	
1. Dad’s hands felt <u>rougher</u> after he worked outside all day.	<i>rough + er</i>
2. This branch must have <u>fallen</u> off that tree.	<i>fall + en</i>
3. When it gets <u>darker</u> in the theater, I know that the movie is about to start.	<i>dark + er</i>
4. The weather is <u>coldest</u> in January.	<i>cold + est</i>
5. This book was the <u>longest</u> one I’ve ever read!	<i>long + est</i>

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Optional Skill Mastery	
Write the underlined word from each sentence in your journal. Write the base word and ending. If necessary, use a tool to make the word parts match the whole word. Draw a boat if needed.	
1. I am <u>shorter</u> than Hernando.	<i>short + er</i>
2. Annette is the <u>tallest</u> girl in our class.	<i>tall + est</i>
3. Jeremy’s pants are too long, so he needs to <u>shorten</u> them.	<i>short + en</i>
4. Wesley was <u>bitten</u> by a dog!	<i>bit + en</i>
5. I like to sleep with the <u>softer</u> blanket.	<i>soft + er</i>

Word Power Challenge	
I like <u>sweeter</u> foods more than salty ones.	<i>sweet + er</i>
Kelsey wanted to paint her room pink to <u>brighten</u> it up.	<i>bright + en</i>



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and reading the word twice—once from the parts and once as a whole.
- Have students work independently to complete the Optional Skill Mastery items.
- Collect students’ Optional Skill Mastery answers, and display the Word Power Challenge on the board. Have students work with their partners to read the sentences, concentrating on the underlined words.
- Use **Random Reporter** to select students to read each sentence aloud.
- 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.	<ul style="list-style-type: none"> • 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 Lists

Preparation: Display the Practice Lists.

- Introduce Captain Read More's Practice Lists.

Captain Read More says that you must be able to sail through words if you want to be good readers. You must be able to read words correctly and quickly when you see them.

- Explain that Captain Read More sent a word list for them to practice until they can read these words correctly and quickly on their own.

GROUP 1 WORDS

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Group 1		
woven	forgotten	golden
highest	nearer	farthest
stronger	broken	widen

- Point to each word on the Group 1 list and have the class read it aloud with you, moving left to right across the rows.
- Ask the teams which skill they recognize in these words, and challenge them to add another word that demonstrates the same pattern.
 - For lists that include examples of more than one skill, consider asking students to identify one of the skills in the group and challenge them to add another example.
- Use **Random Reporter** to review the answers and add examples to the list.
- Set the pace for rereading all the words by clapping your hands or tapping a ruler. Have students reread the words at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.



GROUP 2 WORDS

Group 2		
widen	moisten	redden
blacker	forgotten	heighten
broken	lower	smallest

- Explain, or remind students that Group 2 words include some of Group 1's words, but they are randomly ordered with new, similar words mixed in.
- Point to each word on the list and have the class read it aloud with you.

- Set a reading pace for the class to read the words. Tell students to read the words again at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.

GROUP 3 WORDS

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Group 3		
men	heard	third

- Explain, or remind students that Group 3 words are words that they see many times in their reading. If any of these words are difficult to recognize or do not include a phonetically regular spelling, use Say-Spell-Say to reinforce pronunciation and memory.
- Set a reading pace for the class to read the words.
- Challenge students by setting a faster pace and have them read the list one more time.
- Following the presentation of all three groups of words, set a challenging pace and have the class read aloud all of the groups on the Practice List.
- Celebrate successful reading with a class cheer.

Team Practice

- Tell students to turn to the appropriate list of words in their student materials.
- Have teams practice reading the Practice List and any words that teams have added to Group 1. Students on a team can take turns setting the reading pace while other team members read the words. Remind team members to assist and encourage one another during the practice.
- Award team celebration points to teams that demonstrate good teamwork.
- Use **Random Reporter** to select students to read one of the groups of words on the Practice List. (Teams can choose which group they want to read.)
- 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.	<ul style="list-style-type: none"> • 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

Practice List Review

Preparation: Display the Practice Lists from yesterday.

- Remind students that they practiced reading words yesterday.
- Randomly select a student to lead the class in reading the Group 1 words, including any additional team words, using My Turn, Your Turn.
- Randomly select students and repeat the process for the words in Groups 2 and 3.
- Award team celebration points to teams whose members read from the word lists.

On My Own List

Preparation: Display the On My Own List.

- Explain, or remind students that the On My Own list contains 12 of the words from the Practice Lists and three Group 3 words from an earlier list. Tell students that they will work on reading this list correctly, quickly, and independently.
- Point to each word on the list and have students read it. Have students reread the list with you, increasing your speed as you point to the words.

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Page 39

On My Own		
men	golden	moisten
nearer	heard	farthest
widen	lower	smallest
redden	broken	third
girl	would	town

Partner Practice

- Tell students to turn to the On My Own list in their materials and take turns reading the list, and any additional team words, with their partners. Encourage students to help their partners read the words correctly, and then encourage them to read the words more rapidly.
- Have students practice reading the words with their partners until they think they are ready to read independently for you. Students waiting to read can continue practicing or turn the page and go to the next list of words.
- If a student reads successfully, award team celebration points. Encourage the student to begin practicing the words on the next list or to help any teammates who need further practice. Have unsuccessful students continue practicing until they can read a list successfully on their own. Tell them to focus on correct pronunciation first, and then work on increasing speed.
- Randomly select students to read parts of the list (the first three words, the next three, and so on) aloud.

- 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.	<ul style="list-style-type: none">• 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

Write the underlined word from each sentence on your test paper. Write the base word and ending. If necessary, use a tool to make the word parts match the whole word. Draw a boat if needed.

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Page 39

- | | |
|---|---------------------------------|
| 7. Terrell is <u>sadder</u> than Avery about losing the game. | <i>sad</i> <u>d</u> + <i>er</i> |
| 8. Make sure to pick the <u>ripest</u> fruit. | <i>ripe</i> + <i>est</i> |
| 9. Wednesday was the <u>warmest</u> day of the week. | <i>warm</i> + <i>est</i> |
| 10. I put a lot of sugar in my coffee to <u>sweeten</u> it. | <i>sweet</i> + <i>en</i> |

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.	<ul style="list-style-type: none"> • 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

Mixed Practice 14: Base Word + Ending

Instructional Objectives

Students will use base word and ending strategies to read words.

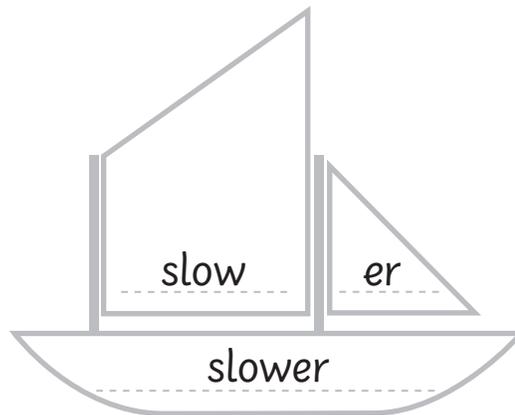
Day 1

Sail Along

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure clue for a review of skills students have already learned. Display a sailboat with one main sail and one small sail.

Captain Read More has sent a message. It's a Word Treasure! Point to the boat. Here is the clue he has given us. He says that when we read, we will use different skills to figure out how to read different words. He wants us to practice using some of the skills we've learned. Here is the clue he has given us for the kinds of words he wants us to practice reading.

Blackline master provided.



- Use **Think-Pair-Share** to ask students if they can figure out what the clue means.

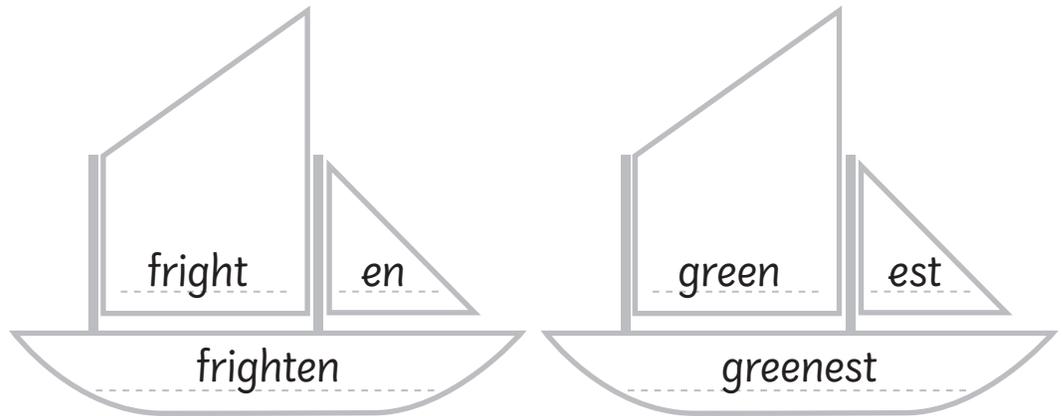
What does this boat tell us about the kinds of words we have learned to read? Think, and then share your thoughts with your partner. Allow time for students to think and share with their partners before accepting responses. **Good! A boat with a main sail and a small sail means that we will divide the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

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

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

Lesson 14 | Mixed Practice 14: Base Word + Ending

Blackline master provided.



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

Today we read three words that had base words and endings—*slower*, *frighten*, and *greenest*. You will continue to practice using these skills in your Sail Along practice. Make sure that the sails always match the word on the boat.

Display the Word Treasure.

Word Treasure	<p>Sometimes words have endings on them.</p> <p>If you’re having trouble reading a word like this, read the base word first, then the ending, and then read the whole word. Use tools like the scrubber and patch to make the word parts match the whole word.</p>
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- Remind students that they will have to use all the Word Treasures that they have learned so far to complete their work. Review the directions for the Skill 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.

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Page 40

Skill Practice	
Write the underlined word from each sentence in your journal. Write the base word and ending. If necessary, use a tool to make the word parts match the whole word. Draw a boat if needed.	
1. Randy jumped <u>higher</u> than Olivia did.	<i>high + er</i>
2. We tried to <u>frighten</u> the campers by telling ghost stories.	<i>fright + en</i>
3. The witch is the <u>meanest</u> character in the book.	<i>mean + est</i>
4. Bleach will <u>whiten</u> your stained white shirt.	<i>white + en</i>
5. Where is the <u>nearest</u> gas station?	<i>near + est</i>



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and 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.	<ul style="list-style-type: none"> • 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

Sail Along

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

Captain Read More has sent another message to remind us of the skill we are working on. Remember, you will use many different skills to figure out how to read words. He wants you to practice reading base words with endings. To read all of these words, we can read the smaller parts and then the whole word.

- 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**

Partner Practice Booklet,
Page 40

Optional: Use Optional Skill Mastery for additional practice if students did not do well on Skill Mastery practice.

Skill Mastery	
Write the underlined word from each sentence in your journal. Write the base word and ending next to it. If necessary, use a tool to make the word parts match the whole word. Draw a boat if needed.	
1. Simon was disappointed that his orange was <u>rotten</u> .	<i>rot</i> <u>t</u> + <i>en</i>
2. James is <u>taller</u> than I am.	<i>tall</i> + <i>er</i>
3. What is the <u>quickest</u> route to the hospital?	<i>quick</i> + <i>est</i>
4. Carmine wrote a <u>shorter</u> story.	<i>short</i> + <i>er</i>
5. This is the <u>lowest</u> the water in the lake has ever been.	<i>low</i> + <i>est</i>

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Optional Skill Mastery	
Write the underlined word from each sentence in your journal. Write the base word and ending next to it. If necessary, use a tool to make the word parts match the whole word. Draw a boat if needed.	
1. We had <u>forgotten</u> to bring towels to the beach.	<i>forgot</i> <u>t</u> + <i>en</i>
2. Ingrid is <u>stronger</u> than she looks.	<i>strong</i> + <i>er</i>
3. We bought the <u>smallest</u> bag we could find.	<i>small</i> + <i>est</i>
4. Be careful not to step on the <u>broken</u> glass!	<i>broke</i> + <i>en</i>
5. What is the <u>longest</u> you can live without food?	<i>long</i> + <i>est</i>

Word Power Challenge	
We got to the hotel <u>sooner</u> than we thought.	<i>soon + er</i>
Rory has <u>eaten</u> so much he feels ill.	<i>eat + en</i>



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and reading the word twice—once from the parts and once as a whole.
- Have students work independently to complete the Optional Skill Mastery items.
- Collect students’ Optional Skill Mastery answers, and display the Word Power Challenge on the board. Have students work with their partners to read the sentences, concentrating on the underlined words.
- Use **Random Reporter** to select students to read each sentence aloud.
- 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.	<ul style="list-style-type: none"> • 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 Lists

Preparation: Display the Practice Lists.

- Introduce Captain Read More's Practice Lists.

Captain Read More says that you must be able to sail through words if you want to be good readers. You must be able to read words correctly and quickly when you see them.

- Explain that Captain Read More sent a word list for them to practice until they can read these words correctly and quickly on their own.

GROUP 1 WORDS

Partner Practice Booklet,
Page 41

Group 1		
largest	sharper	frozen
faster	sadden	warmest
driven	clearest	weaker

- Point to each word on the Group 1 list and have the class read it aloud with you, moving left to right across the rows.
- Ask the teams which skill they recognize in these words, and challenge them to add another word that demonstrates the same pattern.
 - For lists that include examples of more than one skill, consider asking students to identify one of the skills in the group and challenge them to add another example.
- Use **Random Reporter** to review the answers and add examples to the list.
- Set the pace for rereading all the words by clapping your hands or tapping a ruler. Have students reread the words at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.



GROUP 2 WORDS

Group 2		
coldest	woven	smallest
mistaken	darker	flatten
nicer	longest	younger

- Explain, or remind students that Group 2 words include some of Group 1's words, but they are randomly ordered with new, similar words mixed in.
- Point to each word on the list and have the class read it aloud with you.

- Set a reading pace for the class to read the words. Tell students to read the words again at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.

GROUP 3 WORDS

Partner Practice Booklet,
Page 42

Group 3		
funny	mother	over

- Explain, or remind students that Group 3 words are words that they see many times in their reading. If any of these words are difficult to recognize or do not include a phonetically regular spelling, use Say-Spell-Say to reinforce pronunciation and memory.
- Set a reading pace for the class to read the words.
- Challenge students by setting a faster pace and have them read the list one more time.
- Following the presentation of all three groups of words, set a challenging pace and have the class read aloud all of the groups on the Practice List.
- Celebrate successful reading with a class cheer.

Team Practice

- Tell students to turn to the appropriate list of words in their student materials.
- Have teams practice reading the Practice List and any words that teams have added to Group 1. Students on a team can take turns setting the reading pace while other team members read the words. Remind team members to assist and encourage one another during the practice.
- Award team celebration points to teams that demonstrate good teamwork.
- Use **Random Reporter** to select students to read one of the groups of words on the Practice List. (Teams can choose which group they want to read.)
- 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.	<ul style="list-style-type: none"> • 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

Practice List Review

Preparation: Display the Practice Lists from yesterday.

- Remind students that they practiced reading words yesterday.
- Randomly select a student to lead the class in reading the Group 1 words, including any additional team words, using My Turn, Your Turn.
- Randomly select students and repeat the process for the words in Groups 2 and 3.
- Award team celebration points to teams whose members read from the word lists.

On My Own List

Preparation: Display the On My Own List.

- Explain, or remind students that the On My Own list contains 12 of the words from the Practice Lists and three Group 3 words from an earlier list. Tell students that they will work on reading this list correctly, quickly, and independently.
- Point to each word on the list and have students read it. Have students reread the list with you, increasing your speed as you point to the words.

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Page 42

On My Own		
mother	largest	frozen
mistaken	coldest	driven
younger	over	funny
clearest	sharper	nicer
men	heard	third

Partner Practice

- Tell students to turn to the On My Own list in their materials and take turns reading the list, and any additional team words, with their partners. Encourage students to help their partners read the words correctly, and then encourage them to read the words more rapidly.
- Have students practice reading the words with their partners until they think they are ready to read independently for you. Students waiting to read can continue practicing or turn the page and go to the next list of words.
- If a student reads successfully, award team celebration points. Encourage the student to begin practicing the words on the next list or to help any teammates who need further practice. Have unsuccessful students continue practicing until they can read a list successfully on their own. Tell them to focus on correct pronunciation first, and then work on increasing speed.
- Randomly select students to read parts of the list (the first three words, the next three, and so on) aloud.

- 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.	<ul style="list-style-type: none">• 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

Write the underlined word from each sentence on your test paper. Write the base word and ending. If necessary, use a tool to make the word parts match the whole word. Draw a boat if needed.

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Page 42

- | | |
|--|-------------------------------|
| 7. Kay and Alex argued about which room was <u>cleaner</u> . | <i>clean + er</i> |
| 8. We have <u>gotten</u> a lot of holiday cards this year! | <i>got<u>t</u> + en</i> |
| 9. I think that is the <u>brightest</u> star tonight. | <i>bright + est</i> |
| 10. Jay was <u>awoken</u> by his alarm. | <i>awoked + en</i> |

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

Mixed Practice 15: Base Word + Ending

Instructional Objectives

Students will use base word and ending strategies to read words.

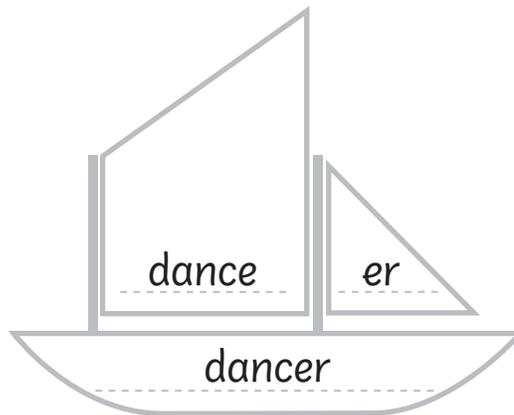
Day 1

Sail Along

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure clue for a review of skills students have already learned. Display a sailboat with one main sail and one small sail.

Captain Read More has sent a message. It's a Word Treasure! Point to the boat. Here is the clue he has given us. He says that when we read, we will use different skills to figure out how to read different words. He wants us to practice using some of the skills we've learned. Here is the clue he has given us for the kinds of words he wants us to practice reading.

Blackline master provided.



tps

- Use **Think-Pair-Share** to ask students if they can figure out what the clue means.

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

- Explain that Captain Read More has given you some word clues with the boat. Write “dancer” on the boat, and prompt students to tell you how they would divide it into base word and ending. After listening to their responses, write “dance” on the main sail and “er” on the small sail.
- Ask students to read the sail parts with you, read the word, and compare the parts to the boat to see if they are the same.

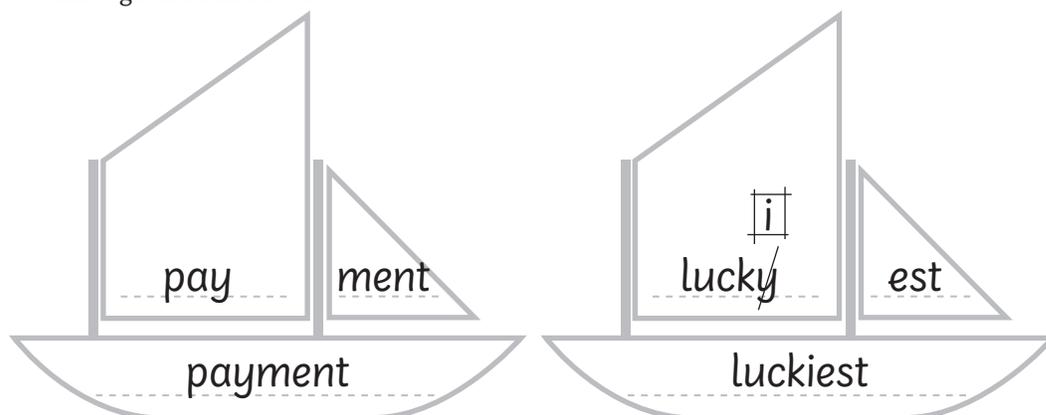
Let's read our sails together. Point to each word on the sails and read *dancer* with the class. **Do the parts on our sails look the same as the word on our boat?** Listen to students' responses. **You're right, they don't. There is an extra e on the sails that isn't on the boat.**

- Use **Think-Pair-Share** to ask students what tool Captain Read More uses to make the sails match the word on the boat (scrubber). Draw a line through the *e* in *dance*.

Lesson 15 | Mixed Practice 15: Base Word + Ending

Remember that Captain Read More has a tool he uses to take away letters. Think about what tool he would use, and then talk to your partner about it. Allow time for students to think about the answer and share it with their partners. What tool would Captain Read More use? Listen to students' responses. That's right! He would use a scrubber to take off the *e* in *dance*. I will draw a line through the *e*. Draw a line through the *e* in *dance*.

Blackline master provided.



- Write “payment” on another boat with a main sail and a small sail, and prompt students to tell you how they would divide the base word from the ending. After listening to their responses, write “pay” on the main sail and “ment” on the small sail. Have students read the parts to read the whole word.
- Write “luckiest” on a third boat, and prompt students to tell you how they would divide the word into base word and ending. After having students compare the parts on the sails to the word, prompt them to identify the tool that Captain Read More uses to show that the *y* was changed to an *i* in *lucky* when the ending was added (scrubber and patch). Draw two lines through the *y* and write an *i* above it to model using the scrubber and patch. Have students read the parts to read the whole word.
- Review and summarize the skills that were covered and the tools that students will need to use in the Sail Along practice.

Today we read three words that were all base words and endings—*dancer*, *payment*, and *luckiest*. We used a scrubber on the word *dancer* to show that there was an extra *e*, and a scrubber and patch on *luckiest* to change the *y* to an *i*. You will continue to practice using all the skills you have learned in your Sail Along practice. Make sure that the sails always match the word on the boat. You may need to use tools on some of the words to show that the base word changes when the ending is added.

Display the Word Treasure.

Word Treasure

Sometimes words have endings on them.

If you're having trouble reading a word like this, read the base word first, then the ending, and then read the whole word. Use tools like the scrubber and patch to make the word parts match the whole word.

- Remind students that they will have to use all the Word Treasures that they have learned so far to complete their work. Review the directions for the Skill Practice items in students' materials.

Lesson 15 | **Mixed Practice 15: Base Word + Ending** ● ● ● ● ● ● ● ● ● ●

- 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.

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Skill Practice	
Write the underlined word from each sentence in your journal. Write the base word and ending. If necessary, use a tool to make the word parts match the whole word. Draw a boat if needed.	
1. Put the <u>heaviest</u> furniture in the truck first.	<i>heavy + est</i>
2. Uncle James is a truck <u>driver</u> .	<i>drive + er</i>
3. Stacey did well on her science <u>assignment</u> .	<i>assign + ment</i>
4. Lex decided that the test was <u>easier</u> than he thought it would be.	<i>easy + er</i>
5. Oscar and Leo made an <u>agreement</u> to be reading partners.	<i>agree + ment</i>



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and 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.	<ul style="list-style-type: none"> • 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

Sail Along

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

Captain Read More has sent another message to remind us of the skill we are working on. Remember, you will use many different skills to figure out how to read words. He wants you to practice reading base words with endings. To read all of these words, we can read the smaller parts and then the whole word.

- 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**

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Page 43

Optional: Use Optional Skill Mastery for additional practice if students did not do well on Skill Mastery practice.

Skill Mastery	
Write the underlined word from each sentence in your journal. Write the base word and ending. If necessary, use a tool to make the word parts match the whole word. Draw a boat if needed.	
1. Olivia is <u>taller</u> than Max.	<i>tall + er</i>
2. The <u>amusement</u> park is closed in the winter.	<i>amuse + ment</i>
3. We didn’t want to wake the baby, so we put the light on the <u>dim</u> setting.	<i>dim m + est</i>
4. Dudley is a <u>writer</u> for the school paper.	<i>write r + er</i>
5. Out of all the snacks on the table, the apple is the <u>healthiest</u> choice.	<i>health i + est</i>

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Page 44

Optional Skill Mastery	
Write the underlined word from each sentence in your journal. Write the base word and ending. If necessary, use a tool to make the word parts match the whole word. Draw a boat if needed.	
1. The <u>heaviest</u> bag of groceries is still in the car.	<i>heavy i + est</i>
2. The <u>pavement</u> was so hot I couldn’t walk on it!	<i>pave + ment</i>
3. My nose gets <u>redder</u> when I’m cold.	<i>red d + er</i>
4. Practice today was <u>easier</u> than I expected.	<i>easy i + er</i>
5. Mildred wants the <u>smaller</u> piece of pizza.	<i>small + er</i>

Word Power Challenge	
Rex was excited when he got the <u>shipment</u> from Terrific Toys.	<i>ship + ment</i>
The <u>baker</u> showed us around the kitchen.	<i>bake + er</i>



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and reading the word twice—once from the parts and once as a whole.
- Have students work independently to complete the Optional Skill Mastery items.
- Collect students’ Optional Skill Mastery answers, and display the Word Power Challenge on the board. Have students work with their partners to read the sentences, concentrating on the underlined words.
- Use **Random Reporter** to select students to read each sentence aloud.
- 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.	<ul style="list-style-type: none"> • 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 Lists

Preparation: Display the Practice Lists.

- Introduce Captain Read More's Practice Lists.

Captain Read More says that you must be able to sail through words if you want to be good readers. You must be able to read words correctly and quickly when you see them.

- Explain that Captain Read More sent a word list for them to practice until they can read these words correctly and quickly on their own.

GROUP 1 WORDS

Partner Practice Booklet,
Page 44

Group 1		
gladder	tanner	fatter
driver	diver	biker
judgement	fittest	composer

- Point to each word on the Group 1 list and have the class read it aloud with you, moving left to right across the rows.
- Ask the teams which skill they recognize in these words, and challenge them to add another word that demonstrates the same pattern.
 - For lists that include examples of more than one skill, consider asking students to identify one of the skills in the group and challenge them to add another example.
- Use **Random Reporter** to review the answers and add examples to the list.
- Set the pace for rereading all the words by clapping your hands or tapping a ruler. Have students reread the words at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.



GROUP 2 WORDS

Group 2		
thinner	slimmer	dancer
bigger	baker	easier
agreement	movement	writer

- Explain, or remind students that Group 2 words include some of Group 1's words, but they are randomly ordered with new, similar words mixed in.
- Point to each word on the list and have the class read it aloud with you.

- Set a reading pace for the class to read the words. Tell students to read the words again at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.

GROUP 3 WORDS

Partner Practice Booklet,
Page 45

Group 3		
carry	over	own

- Explain, or remind students that Group 3 words are words that they see many times in their reading. If any of these words are difficult to recognize or do not include a phonetically regular spelling, use Say-Spell-Say to reinforce pronunciation and memory.
- Set a reading pace for the class to read the words.
- Challenge students by setting a faster pace and have them read the list one more time.
- Following the presentation of all three groups of words, set a challenging pace and have the class read aloud all of the groups on the Practice List.
- Celebrate successful reading with a class cheer.

Team Practice

- Tell students to turn to the appropriate list of words in their student materials.
- Have teams practice reading the Practice List and any words that teams have added to Group 1. Students on a team can take turns setting the reading pace while other team members read the words. Remind team members to assist and encourage one another during the practice.
- Award team celebration points to teams that demonstrate good teamwork.
- Use **Random Reporter** to select students to read one of the groups of words on the Practice List. (Teams can choose which group they want to read.)
- 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.	<ul style="list-style-type: none"> • 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

Practice List Review

Preparation: Display the Practice Lists from yesterday.

- Remind students that they practiced reading words yesterday.
- Randomly select a student to lead the class in reading the Group 1 words, including any additional team words, using My Turn, Your Turn.
- Randomly select students and repeat the process for the words in Groups 2 and 3.
- Award team celebration points to teams whose members read from the word lists.

On My Own List

Preparation: Display the On My Own List.

- Explain, or remind students that the On My Own list contains 12 of the words from the Practice Lists and three Group 3 words from an earlier list. Tell students that they will work on reading this list correctly, quickly, and independently.
- Point to each word on the list and have students read it. Have students reread the list with you, increasing your speed as you point to the words.

Partner Practice Booklet,
Page 45

On My Own		
over	thinner	baker
fittest	hiker	agreement
dimmiest	own	writer
biker	carry	bigger
long	wash	wish

Partner Practice

- Tell students to turn to the On My Own list in their materials and take turns reading the list, and any additional team words, with their partners. Encourage students to help their partners read the words correctly, and then encourage them to read the words more rapidly.
- Have students practice reading the words with their partners until they think they are ready to read independently for you. Students waiting to read can continue practicing or turn the page and go to the next list of words.
- If a student reads successfully, award team celebration points. Encourage the student to begin practicing the words on the next list or to help any teammates who need further practice. Have unsuccessful students continue practicing until they can read a list successfully on their own. Tell them to focus on correct pronunciation first, and then work on increasing speed.
- Randomly select students to read parts of the list (the first three words, the next three, and so on) aloud.

- 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.	<ul style="list-style-type: none">• 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

Write the underlined word from each sentence on your test paper. Write the base word and ending. If necessary, use a tool to make the word parts match the whole word. Draw a boat if needed.

Partner Practice Booklet,
Page 45

- | | |
|--|--|
| <p>7. Sandy is <u>happiest</u> when she is outside.</p> <p>8. Dan is <u>braver</u> than Jon.</p> <p>9. We have to take an <u>assessment</u> every Friday.</p> <p>10. I bought the <u>fattest</u> bunny from the pet store.</p> | <p><i>happy</i> + <i>est</i></p> <p><i>brave</i> + <i>er</i></p> <p><i>assess</i> + <i>ment</i></p> <p><i>fat</i> + <i>est</i></p> |
|--|--|

Team Celebration Points	
<p>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.</p>	<ul style="list-style-type: none"> • 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

16

Mixed Practice 16: Base Word + Ending

Instructional Objectives

Students will use base word and ending strategies to read words.

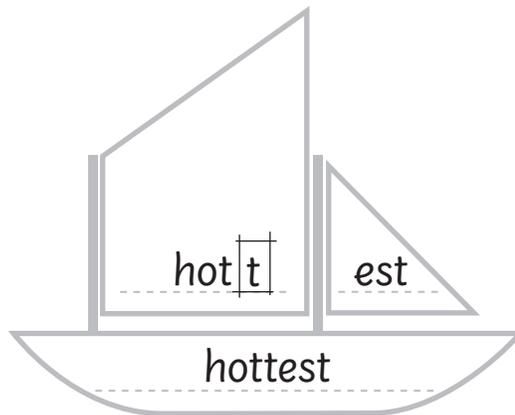
Day 1

Sail Along

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure clue for a review of skills students have already learned. Display a sailboat with one main sail and one small sail.

Captain Read More has sent a message. It's a Word Treasure! Point to the boat. **Here is the clue he has given us. He says that when we read, we will use different skills to figure out how to read different words. He wants us to practice using some of the skills we've learned. Here is the clue he has given us for the kinds of words he wants us to practice reading.**

Blackline master provided.



tps

- Use **Think-Pair-Share** to ask students if they can figure out what the clue means.

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

- Explain that Captain Read More has given you some word clues with the boat. Write “hottest” on the boat, and prompt students to tell you how they would divide it into base word and ending. After listening to their responses, write “hot” on the main sail and “est” on the small sail.
- Ask students to read the sail parts with you, read the word, and compare the parts to the boat to see if they are the same.

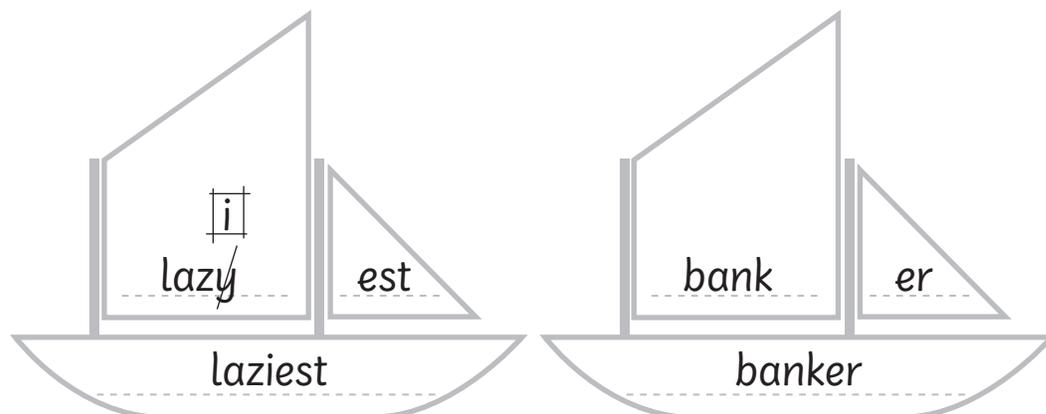
Let's read our sails together. Point to each word on the sails and read *dancer* with the class. **Do the parts on our sails look the same as the word on our boat?** Listen to students' responses. **You're right, they don't. There is an extra t on the boat that isn't on the sails.**

- Use **Think-Pair-Share** to ask students what tool Captain Read More uses to make the sails match the word on the boat (patch). Draw a patch next to “hot” and write a “t” inside it.

Lesson 16 | Mixed Practice 16: Base Word + Ending

Remember that Captain Read More has a tool he uses to add letters. Think about what tool he would use and then talk to your partner about it. Allow time for students to think about the answer and share it with their partners. What tool would Captain Read More use? Listen to students' responses. That's right! He would use a patch to add a letter to the base word. I will draw a patch next to *hot* and write a "t" inside it. Model this for students.

Blackline master provided.



- Write "laziest" on another boat, and prompt students to tell you how they would divide the word into base word and ending. After having students compare the parts on the sails to the word, prompt them to identify the tool that Captain Read More uses to show that the *y* was changed to an *i* in *lazy* when the ending was added (scrubber and patch). Draw two lines through the *y* and write an *i* above it to model using the scrubber and patch. Have students read the parts to read the whole word.
- Write "banker" on a third boat with a main sail and a small sail, and prompt students to tell you how they would divide the base word from the ending. After listening to their responses, write "bank" on the main sail and "er" on the small sail. Have students read the parts to read the whole word.
- Review and summarize the skills that were covered and the tools that students will need to use in the Sail Along practice.

Today we read three words that were all base words and endings—*hottest*, *laziest*, and *banker*. We used a patch on the word *hottest* to show that there was a *t* added to *hot*, and we used a scrubber and patch on *laziest* to change the *y* to an *i*. You will continue to practice using all the skills you have learned in your Sail Along practice. Make sure that the sails always match the word on the boat. You may need to use tools on some of the words to show that the base word changes when the ending is added.

Display the Word Treasure.

Word Treasure

Sometimes words have endings on them.

If you're having trouble reading a word like this, read the base word first, then the ending, and then read the whole word. Use tools like the scrubber and patch to make the word parts match the whole word.

- Remind students that they will have to use all the Word Treasures that they have learned so far to complete their work.

Lesson 16 | **Mixed Practice 16: Base Word + Ending** ● ● ● ● ● ● ● ● ● ●

- 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.

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Page 46

Skill Practice	
Write the underlined word from each sentence in your journal. Write the base word and ending. If necessary, use a tool to make the word parts match the whole word. Draw a boat if needed.	
1. What is the <u>healthiest</u> food they serve for lunch?	<i>healthy + est</i>
2. My father makes a house <u>payment</u> every month.	<i>pay + ment</i>
3. This is the <u>saddest</u> part of the movie.	<i>sad^d + est</i>
4. I need to <u>strengthen</u> my leg since I broke it.	<i>strength + en</i>
5. May I speak to the store <u>manager</u> , please?	<i>manage^r + er</i>



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and 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.	<ul style="list-style-type: none"> • 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

Sail Along

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

Captain Read More has sent another message to remind us of the skill we are working on. Remember, you will use many different skills to figure out how to read words. He wants you to practice reading base words with endings. To read all of these words, we can read the smaller parts and then the whole word.

- 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**

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Optional: Use Optional Skill Mastery for additional practice if students did not do well on Skill Mastery practice.

Skill Mastery

Write the underlined word from each sentence in your journal. Write the base word and ending. If necessary, use a tool to make the word parts match the whole word. Draw a boat if needed.

- | | |
|--|----------------------|
| 1. My brother is <u>shorter</u> than me. | <i>short + er</i> |
| 2. Nicole left her homework <u>assignment</u> on the bus. | <i>assign + ment</i> |
| 3. Abigail was <u>happiest</u> riding her horse in the show. | <i>happy + est</i> |
| 4. The <u>golden</u> wheat danced in the breeze. | <i>gold + en</i> |
| 5. We were much <u>wetter</u> after running through the sprinkler. | <i>wet + er</i> |

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Page 47

Optional Skill Mastery

Write the underlined word from each sentence in your journal. Write the base word and ending. If necessary, use a tool to make the word parts match the whole word. Draw a boat if needed.

- | | |
|--|------------------------|
| 1. Mr. Watson is the <u>wealthiest</u> person in our town. | <i>wealthy + est</i> |
| 2. The story was <u>longer</u> than Josh thought it would be. | <i>long + er</i> |
| 3. We made the final <u>arrangements</u> for Petra’s surprise party. | <i>arrange + ments</i> |
| 4. Were George Washington’s teeth really <u>wooden</u> ? | <i>wood + en</i> |
| 5. Ruben wants to become a better <u>skater</u> so that he can join the hockey team. | <i>skate + er</i> |

Word Power Challenge	
What is the <u>funniest</u> joke you know?	<i>funny</i> + <i>est</i>
We took the train because it was <u>cheaper</u> than flying.	<i>cheap</i> + <i>er</i>



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and reading the word twice—once from the parts and once as a whole.
- Have students work independently to complete the Optional Skill Mastery items.
- Collect students' Optional Skill Mastery answers, and display the Word Power Challenge on the board. Have students work with their partners to read the sentences, concentrating on the underlined words.
- Use **Random Reporter** to select students to read each sentence aloud.
- 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.	<ul style="list-style-type: none"> • 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 Lists

Preparation: Display the Practice Lists.

- Introduce Captain Read More's Practice Lists.

Captain Read More says that you must be able to sail through words if you want to be good readers. You must be able to read words correctly and quickly when you see them.

- Explain that Captain Read More sent a word list for them to practice until they can read these words correctly and quickly on their own.

GROUP 1 WORDS

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Page 47

Group 1		
healthiest	strengthen	assignment
happiest	golden	wetter
fuller	tallest	skater

- Point to each word on the Group 1 list and have the class read it aloud with you, moving left to right across the rows.
- Ask the teams which skill they recognize in these words, and challenge them to add another word that demonstrates the same pattern.
 - For lists that include examples of more than one skill, consider asking students to identify one of the skills in the group and challenge them to add another example.
- Use **Random Reporter** to review the answers and add examples to the list.
- Set the pace for rereading all the words by clapping your hands or tapping a ruler. Have students reread the words at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.



GROUP 2 WORDS

Group 2		
wealthiest	tallest	wooden
straighten	swimmer	government
windier	windiest	lengthen

- Explain, or remind students that Group 2 words include some of Group 1's words, but they are randomly ordered with new, similar words mixed in.
- Point to each word on the list and have the class read it aloud with you.

- Set a reading pace for the class to read the words. Tell students to read the words again at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.

GROUP 3 WORDS

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Group 3		
went	want	would

- Explain, or remind students that Group 3 words are words that they see many times in their reading. If any of these words are difficult to recognize or do not include a phonetically regular spelling, use Say-Spell-Say to reinforce pronunciation and memory.
- Set a reading pace for the class to read the words.
- Challenge students by setting a faster pace and have them read the list one more time.
- Following the presentation of all three groups of words, set a challenging pace and have the class read aloud all of the groups on the Practice List.
- Celebrate successful reading with a class cheer.

Team Practice

- Tell students to turn to the appropriate list of words in their student materials.
- Have teams practice reading the Practice List and any words that teams have added to Group 1. Students on a team can take turns setting the reading pace while other team members read the words. Remind team members to assist and encourage one another during the practice.
- Award team celebration points to teams that demonstrate good teamwork.
- Use **Random Reporter** to select students to read one of the groups of words on the Practice List. (Teams can choose which group they want to read.)
- 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.	<ul style="list-style-type: none"> • 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

Practice List Review

Preparation: Display the Practice Lists from yesterday.

- Remind students that they practiced reading words yesterday.
- Randomly select a student to lead the class in reading the Group 1 words, including any additional team words, using My Turn, Your Turn.
- Randomly select students and repeat the process for the words in Groups 2 and 3.
- Award team celebration points to teams whose members read from the word lists.

On My Own List

Preparation: Display the On My Own List.

- Explain, or remind students that the On My Own list contains 12 of the words from the Practice Lists and three Group 3 words from an earlier list. Tell students that they will work on reading this list correctly, quickly, and independently.
- Point to each word on the list and have students read it. Have students reread the list with you, increasing your speed as you point to the words.

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On My Own		
went	healthiest	tallest
would	enjoyment	golden
windiest	skater	want
frighten	wealthiest	swimmer
carry	over	own

Partner Practice

- Tell students to turn to the On My Own list in their materials and take turns reading the list, and any additional team words, with their partners. Encourage students to help their partners read the words correctly, and then encourage them to read the words more rapidly.
- Have students practice reading the words with their partners until they think they are ready to read independently for you. Students waiting to read can continue practicing or turn the page and go to the next list of words.
- If a student reads successfully, award team celebration points. Encourage the student to begin practicing the words on the next list or to help any teammates who need further practice. Have unsuccessful students continue practicing until they can read a list successfully on their own. Tell them to focus on correct pronunciation first, and then work on increasing speed.
- Randomly select students to read parts of the list (the first three words, the next three, and so on) aloud.

- 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.	<ul style="list-style-type: none">• 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

Write the underlined word from each sentence on your test paper. Write the base word and ending. If necessary, use a tool to make the word parts match the whole word. Draw a boat if needed.

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Page 48

- | | |
|--|----------------------|
| 7. I had to wait <u>longer</u> than two hours. | <i>long + er</i> |
| 8. Adrian didn't complete his <u>assignment</u> on time. | <i>assign + ment</i> |
| 9. It was much <u>windier</u> on top of the bridge. | <i>windy + er</i> |
| 10. The coach added time to <u>lengthen</u> the game. | <i>length + en</i> |

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?

Mixed Practice 17: Chunking, Contractions, Prefix + Base Word

Instructional Objectives

Students will read words using chunking strategies.

Students will identify pairs of words that form contractions.

Students will use prefix and base word strategies to read words.

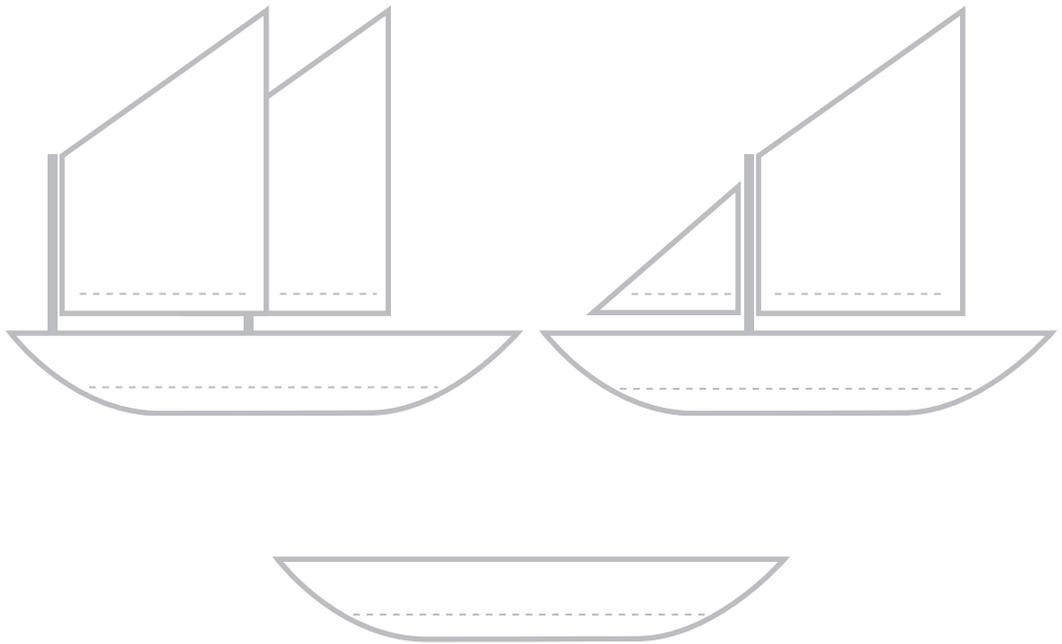
Day 1

Sail Along

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure clue for a review of skills students have already learned. Display a sailboat with two overlapping sails, one with a small sail and a main sail, and one without sails. Ask students what these boats tell us about the kinds of words we have learned to read.

Captain Read More has sent a message. It's a Word Treasure! Point to the boats. Here are the clues he has given us.

Blackline master provided.



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

What do these boats tell us about the kinds of words we have learned to read?

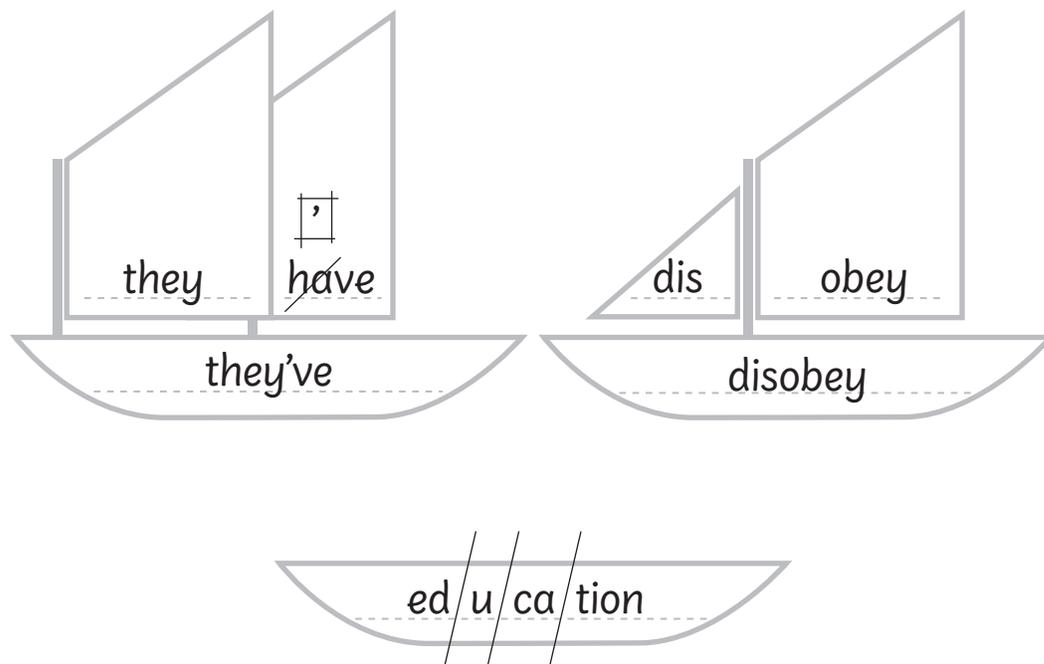
Think, and then share your thoughts with your partner. Allow time for students to think and share with their partners before accepting responses. **That's right! A boat with two overlapping sails means that the word is made up of two smaller words that were pushed together. A boat with a small sail and a main sail means that the word has a prefix and a base word. A boat without sails means that we will chunk the word into smaller parts.**

- Explain that Captain Read More has given you some word clues with the boats. Write "they've" on the boat with two overlapping sails, and prompt students to tell you how they would divide it into two words. After listening to their responses, write "they" on the first sail and "have" on the second.
- Ask students to read the sail parts with you, read the word, and compare the parts to the boat to see if they are the same.

Lesson 17 | Mixed Practice 17: Chunking, Contractions, Prefix + Base Word

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

Blackline master provided.



- Use **Think-Pair-Share** to ask students what tools Captain Read More uses to make the sails match the word on the boat. Draw a line through the *ha* (scrubber) and add a patch for the apostrophe.

Remember that Captain Read More has tools he uses to take away letters and to add apostrophes. Think about what tools he would use, and then talk to your partner about them. Allow time for students to think about the answer and share it with their partners. **What tools would Captain Read More use?** Listen to students' responses. **That's right! He would use a scrubber to take off the *ha* and a patch to add the apostrophe.** Model drawing a line through the *ha* and drawing a patch for the apostrophe.

- Write "education" on the boat without sails, and prompt students to tell you how they would chunk the word. After listening to their responses, draw paddles between the parts to show how this word can be divided. Have students read the parts to read the whole word.
- Write "disobey" on the boat with a small and a main sail, and prompt students to tell you how they would divide the word into prefix and base word. After listening to their responses, write "dis" on the small sail and "obey" on the main sail. Have students read the parts to read the whole word.
- Review and summarize the skills that were covered and the tools that students will need to use in the Sail Along practice.

Today we read a contraction, *they've*, and a word with a prefix and a base word, *disobey*. We also chunked the word *education*. We used a patch and a scrubber on

Lesson 17 | Mixed Practice 17: Chunking, Contractions, Prefix + Base Word

the word *they've* to make the word on the boat and the sails match. You will continue to practice using all the skills you have learned in your Sail Along practice. Make sure that the sails always match the word on the boat. You may need to use tools on some of the words to show that the base word changes when the ending is added.

Display the Word Treasure.

Word Treasure	<p>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.</p> <p>Sometimes we put two words together and shorten them by scrubbing letters, and then put an apostrophe in their place. If you're having trouble reading these words, try to read the parts of the word first, and then read the whole word.</p> <p>Some words start with the prefixes. If you're having trouble reading these words, read the parts of the word first, then read the whole word.</p>
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- Remind students that they will have to use all the Word Treasures that they have learned so far to complete their work.
- 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.

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Skill Practice	
Write the underlined word from each sentence in your journal. Write the correct word parts, or use lines to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. Draw a boat if needed.	
1. Pack a first aid kit as a <u>precaution</u> .	<i>pre + caution</i>
2. The sweater was cheap because it was marked " <u>imperfect</u> ."	<i>im / per / fect</i>
3. Reading science fiction books <u>interests</u> Ian.	<i>in / ter / ests</i>
4. <u>John's</u> gone to the store for more milk.	<i>John + </i>
5. Tyrone <u>disassembled</u> his racecar track to put it away.	<i>dis + assembled</i>

Lesson 17 | Mixed Practice 17: Chunking, Contractions, Prefix + Base Word



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and 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?

Lesson 17 | Mixed Practice 17: Chunking, Contractions, Prefix + Base Word

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Optional Skill Mastery

Write the underlined word from each sentence in your journal. Write the correct word parts, or use lines to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. Draw a boat if needed.

- | | |
|---|-----------------------------|
| 1. I did well on my <u>pretest</u> , so I don't have to take the final test. | <i>pre + test</i> |
| 2. Betsy is a library <u>volunteer</u> . | <i>vol / un / teer</i> |
| 3. <u>We've</u> seen this movie two times before. | <i>We + ^have</i> |
| 4. Sheila gathered all the <u>information</u> she would need for her project. | <i>in / for / ma / tion</i> |
| 5. He stood perfectly <u>immobile</u> for a few seconds. | <i>im + mobile</i> |

Word Power Challenge

- | | |
|--|------------------------|
| Mr. Finley shaved his <u>mustache</u> and beard. | <i>mus / tache</i> |
| Lyle was <u>disappointed</u> that he couldn't go skiing because it was too warm. | <i>dis + appointed</i> |



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and reading the word twice—once from the parts and once as a whole.
- Have students work independently to complete the Optional Skill Mastery items.
- Collect students' Optional Skill Mastery answers, and display the Word Power Challenge on the board. Have students work with their partners to read the sentences, concentrating on the underlined words.
- Use **Random Reporter** to select students to read each sentence aloud.
- 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?

Lesson 17 | Mixed Practice 17: Chunking, Contractions, Prefix + Base Word

- Point to each word on the list and have the class read it aloud with you.
- Set a reading pace for the class to read the words. Tell students to read the words again at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.

GROUP 3 WORDS

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Group 3		
warm	am	along

- Explain, or remind students that Group 3 words are words that they see many times in their reading. If any of these words are difficult to recognize or do not include a phonetically regular spelling, use Say-Spell-Say to reinforce pronunciation and memory.
- Set a reading pace for the class to read the words.
- Challenge students by setting a faster pace and have them read the list one more time.
- Following the presentation of all three groups of words, set a challenging pace and have the class read aloud all of the groups on the Practice List.
- Celebrate successful reading with a class cheer.

Team Practice

- Tell students to turn to the appropriate list of words in their student materials.
- Have teams practice reading the Practice List and any words that teams have added to Group 1. Students on a team can take turns setting the reading pace while other team members read the words. Remind team members to assist and encourage one another during the practice.
- Award team celebration points to teams that demonstrate good teamwork.
- Use **Random Reporter** to select students to read one of the groups of words on the Practice List. (Teams can choose which group they want to read.)
- 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.	<ul style="list-style-type: none"> • 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 17 | Mixed Practice 17: Chunking, Contractions, Prefix + Base Word

- 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.	<ul style="list-style-type: none"> • 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?

Mixed Practice 18: Chunking, Contractions, Prefix + Base Word

Instructional Objectives

Students will read words using chunking strategies.

Students will identify pairs of words that form contractions.

Students will use prefix and base word strategies to read words.

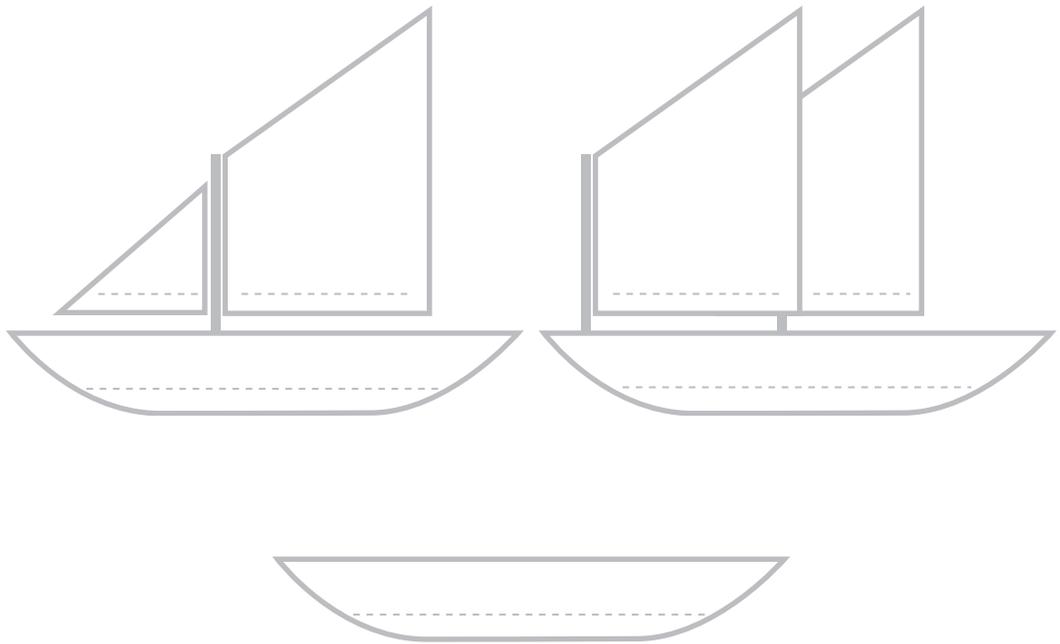
Day 1

Sail Along

- Pretend to take a message from Captain Read More out of a bottle. Use the message to introduce the Word Treasure clue for a review of skills students have already learned. Display a sailboat with one with a small sail and a main sail, one with two overlapping sails, and one without sails. Ask students what these boats tell us about the kinds of words we have learned to read.

Captain Read More has sent a message. It's a Word Treasure! Point to the boats. Here are the clues he has given us.

Blackline master provided.



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

What do these boats tell us about the kinds of words we have learned to read?

Think, and then share your thoughts with your partner. Allow time for students to think and share with their partners before accepting responses. **That's right! A boat with a small sail and a main sail means that the word has a prefix and a base word. A boat with two overlapping sails means that the word is made up of two smaller words that were pushed together. A boat without sails means that we will chunk the word into smaller parts.**

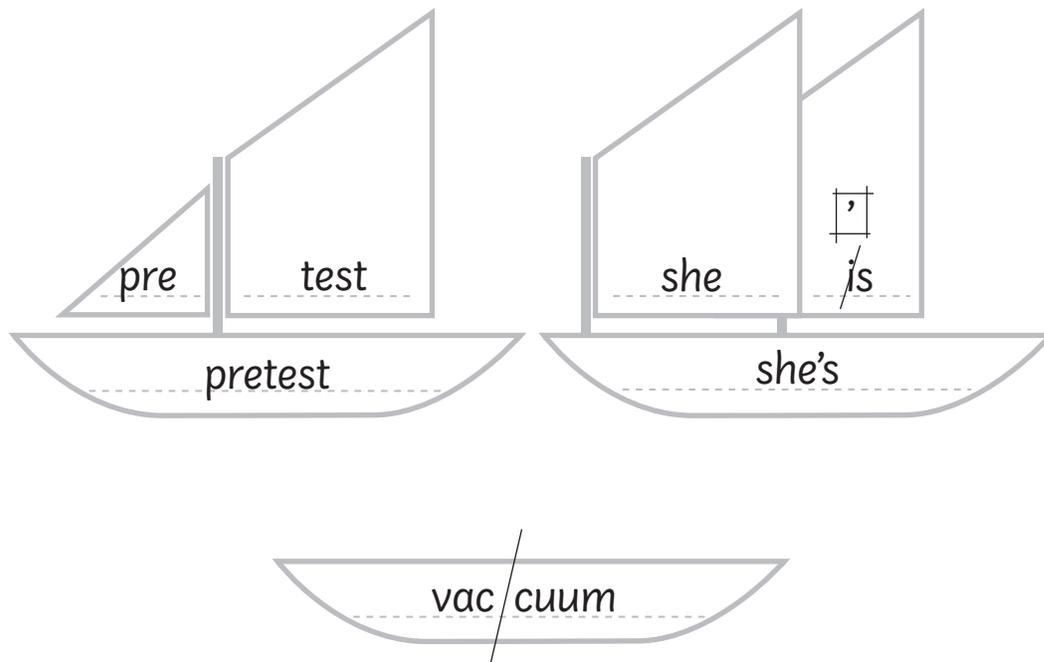
- Explain that Captain Read More has given you some word clues with the boats. Write “pretest” on the boat with a small and a main sail, and prompt students to tell you how they would divide the base word from the prefix. After listening to their responses, write “pre” on the small sail and “test” on the main sail.
- Ask students to read the sail parts with you, read the word, and compare the parts to the boat to see if they are the same.

Lesson 18

Mixed Practice 18: Chunking, Contractions, Prefix + Base Word

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

Blackline master provided.



- Write “vacuum” on the boat without sails, and prompt students to tell you how they would chunk the word. After listening to their responses, draw paddles between the parts to show how this word can be divided. Have students read the parts to read the whole word.
- Write “she’s” on the boat with two overlapping sails, and prompt students to tell you how they would divide the word into two whole words. After having students compare the parts on the sails to the word, prompt them to identify the tools that Captain Read More uses to show that the letter *i* was removed from *is* (scrubber) and an apostrophe was put in its place (patch). Model the changes.
- Review and summarize the skills that were covered and the tools that students will need to use in the Sail Along practice.

Today we read a word with a prefix and a base word, *pretest*, and a contraction, *she’s*, and we chunked the word *vacuum*. We used a patch and a scrubber on the word *she’s* to make the word on the boat and the sails match. You will continue to practice using all the skills you have learned in your Sail Along practice. Make sure that the sails always match the word on the boat. You may need to use tools on some of the words to show that the base word changes when an ending is added.

Lesson 18 | Mixed Practice 18: Chunking, Contractions, Prefix + Base Word

Display the Word Treasure.

Word Treasure	<p>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.</p> <p>Sometimes we put two words together and shorten them by scrubbing letters, and then put an apostrophe in their place. If you're having trouble reading these words, try to read the parts of the word first, and then read the whole word.</p> <p>Some words start with the prefixes. If you're having trouble reading these words, read the parts of the word first, then read the whole word.</p>
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- Remind students that they will have to use all the Word Treasures that they have learned so far to complete their work.
- 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.

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Page 52

Skill Practice	
Write the underlined word from each sentence in your journal. Write the correct word parts, or use lines to divide the word into chunks. If necessary, use a tool to make the parts match the whole word. Draw a boat if needed.	
1. The bride looked <u>gorgeous</u> as she walked down the aisle.	<i>gor / geous</i>
2. <u>We'd</u> better get going before the store closes.	<i>We + <u>h</u>ad</i>
3. The fossil I found in my backyard may be a <u>prehistoric</u> bone!	<i>pre + historic</i>
4. Throwing food is <u>impermissible</u> .	<i>im + permissable</i>
5. <u>They've</u> got a lot of cars!	<i>They + <u>h</u>ave</i>



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and reading the word twice—once from the parts and once as a whole.

Mixed Practice 18: Chunking, Contractions, Prefix + Base Word

Word Power Challenge	
I've already finished my homework.	I + h ave
The nurse <u>disinfected</u> Rita's cut before putting a bandage on it.	dis + infected



- Use **Team Huddle** to have students work on the skill-mastery items. Use **Random Reporter** to check responses. If needed, draw a boat and ask students to model the answer by writing their answer on the boat/sails and reading the word twice—once from the parts and once as a whole.
- Have students work independently to complete the Optional Skill Mastery items.
- Collect students' Optional Skill Mastery answers, and display the Word Power Challenge on the board. Have students work with their partners to read the sentences, concentrating on the underlined words.
- Use **Random Reporter** to select students to read each sentence aloud.
- 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.	<ul style="list-style-type: none"> • 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 Lists

Preparation: Display the Practice Lists.

- Introduce Captain Read More’s Practice Lists.

Captain Read More says that you must be able to sail through words if you want to be good readers. You must be able to read words correctly and quickly when you see them.

- Explain that Captain Read More sent a word list for them to practice until they can read these words correctly and quickly on their own.

GROUP 1 WORDS

Partner Practice Booklet, Page 53

Group 1		
they	have	they’ve
discontinue	unbroken	premade
she’d	what’s	organization

- Point to each word on the Group 1 list and have the class read it aloud with you, moving left to right across the rows.
- Ask the teams which skill they recognize in these words, and challenge them to add another word that demonstrates the same pattern.
 - For lists that include examples of more than one skill, consider asking students to identify one of the skills in the group and challenge them to add another example.
- Use **Random Reporter** to review the answers and add examples to the list.
- Set the pace for rereading all the words by clapping your hands or tapping a ruler. Have students reread the words at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.



GROUP 2 WORDS

Group 2		
who’s	where’ve	they’d
unreal	dishonest	prearrange
congratulate	I’d	impatient

- Explain, or remind students that Group 2 words include some of Group 1’s words, but they are randomly ordered with new, similar words mixed in.
- Point to each word on the list and have the class read it aloud with you.

Lesson 18

Mixed Practice 18: Chunking, Contractions, Prefix + Base Word

- Set a reading pace for the class to read the words. Tell students to read the words again at this pace.
- Challenge students by setting a faster pace and have them read the list one more time.

GROUP 3 WORDS

Partner Practice Booklet,
Page 54

Group 3		
write	while	walk

- Explain, or remind students that Group 3 words are words that they see many times in their reading. If any of these words are difficult to recognize or do not include a phonetically regular spelling, use Say-Spell-Say to reinforce pronunciation and memory.
- Set a reading pace for the class to read the words.
- Challenge students by setting a faster pace and have them read the list one more time.
- Following the presentation of all three groups of words, set a challenging pace and have the class read aloud all of the groups on the Practice List.
- Celebrate successful reading with a class cheer.

Team Practice

- Tell students to turn to the appropriate list of words in their student materials.
- Have teams practice reading the Practice List and any words that teams have added to Group 1. Students on a team can take turns setting the reading pace while other team members read the words. Remind team members to assist and encourage one another during the practice.
- Award team celebration points to teams that demonstrate good teamwork.
- Use **Random Reporter** to select students to read one of the groups of words on the Practice List. (Teams can choose which group they want to read.)
- 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.	<ul style="list-style-type: none"> • 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 | Mixed Practice 18: Chunking, Contractions, Prefix + Base Word

- 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.	<ul style="list-style-type: none">• 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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