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## **Building Vocabulary— Level K**

**This sample includes the following:**

**Teacher's Guide Cover** (1 page)

**Teacher's Guide Table of Contents** (2 pages)

**Program Architecture** (8 pages)

**Lesson Plan** (10 pages)

**Meet the Word Parts Slides** (2 pages)

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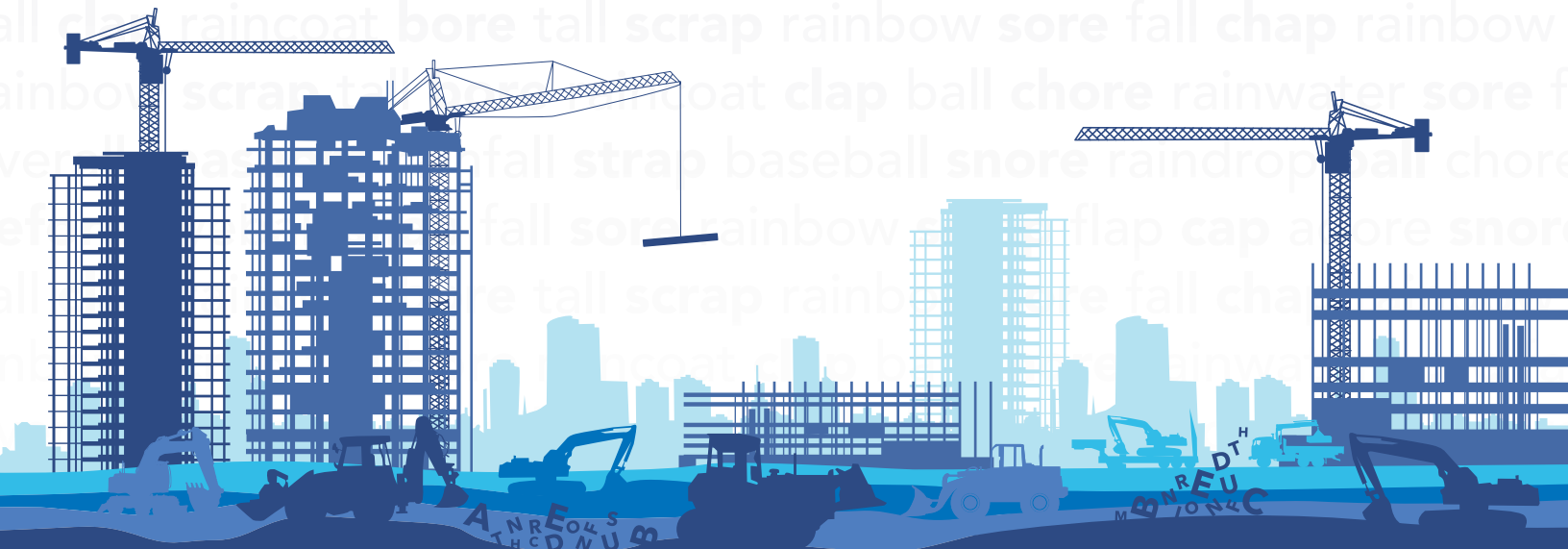
**LEVEL K**

**BUILDING**

**VOCABULARY**

**Foundations**

**TEACHER'S GUIDE**



# TABLE OF CONTENTS

## Program Architecture

Overview	6
Implementation Supports	10
Teaching Vocabulary: Research and Practice	13
Differentiating Instruction	21
Instructional Strategies and Interventions	25
Standards and Correlations	27
Standards	28
About the Authors	30

## Unit 1: Compounds and Prefixes

<b>Lesson 1</b>	
– <i>ab</i> Word Family	32
<b>Lesson 2</b>	
– <i>ad</i> Word Family	38
<b>Lesson 3</b>	
– <i>ap</i> Word Family	44
<b>Lesson 4</b>	
– <i>at</i> Word Family	50
<b>Lesson 5</b>	
– <i>an</i> Word Family	56
<b>Unit 1 Review</b>	62

## Unit 2: Latin Prefixes

<b>Lesson 6</b>	
– <i>ack</i> Word Family	66
<b>Lesson 7</b>	
– <i>ag</i> Word Family	72
<b>Lesson 8</b>	
– <i>all</i> Word Family	78
<b>Lesson 9</b>	
– <i>am</i> Word Family	84
<b>Lesson 10</b>	
– <i>ell</i> Word Family	90
<b>Unit 2 Review</b>	96

## Unit 3: Latin and Greek Bases

<b>Lesson 11</b>	
– <i>et</i> Word Family	100
<b>Lesson 12</b>	
– <i>id</i> Word Family	106
<b>Lesson 13</b>	
– <i>ig</i> Word Family	112
<b>Lesson 14</b>	
– <i>in</i> Word Family	118
<b>Lesson 15</b>	
– <i>it</i> Word Family	124
<b>Unit 3 Review</b>	130

## Unit 4: Suffixes

<b>Lesson 16</b>	
– <i>est</i> Word Family	134
<b>Lesson 17</b>	
– <i>ick</i> Word Family	140
<b>Lesson 18</b>	
– <i>ill</i> Word Family	146
<b>Lesson 19</b>	
– <i>ock</i> Word Family	152
<b>Lesson 20</b>	
– <i>op</i> Word Family	158
<b>Unit 4 Review</b>	164

## Unit 5: Latin Number Bases

<b>Lesson 21</b>	
– <i>ot</i> Word Family	168
<b>Lesson 22</b>	
– <i>uck</i> Word Family	174
<b>Lesson 23</b>	
– <i>ug</i> Word Family	180
<b>Unit 5 Review</b>	186

# TABLE OF CONTENTS

---

## Assessment

A Word About Assessment	192
Pictures and Words	196
Fill in the Blank	197

## Appendix A

### Activities And Reproducibles

Home-School Connection: Poetry Packs	200
Home-School Connection: Poetry Pack Activities	201
Drawing and Writing Page	203
Wordo (for home practice)	204
Wordo (for classroom)	205
My ___ Word List	206
My Favorite ___ Word	207
Word Card Activities	208
Blank Word Cards	209

## Appendix B

Additional Resources	211
----------------------	-----

## Appendix C

Contents of the Digital Resources	212
-----------------------------------	-----

References Cited	220
------------------	-----

How to Play the Digital Games	222
-------------------------------	-----

# OVERVIEW

The first two levels of *Building Vocabulary: Foundations*, **Levels K and 1**, are designed for kindergarteners and first graders. Students learn to “divide and conquer” words by **separating onsets** (initial consonants) **from the most common rimes or word families** (vowel and consonants that follow; also called *phonograms*; Fry 1998). **Level 2** continues this overall approach but with less frequent and **more challenging word families** (e.g., vowel diphthongs, *r-* and *l-*controlled vowel sounds). Compound words receive focused attention during one unit, as do many roots (e.g., prefixes, suffixes, and bases).

The overall goal at this level is to help students see that words often contain similar **letter patterns** (i.e., *rimes*, also called “word families”) and that knowing this can help them decode new words. The human brain is a pattern detector, so taking advantage of linguistic patterns—**rimes**—sets the stage for the morphological patterns that students learn later in the program.

Word families make word processing easy and efficient. When seeing the word *bright*, good readers don’t see six letters, they see two chunks: *br-* and *-ight*. Also, word families are consistent; for example, *-ack* always has the same sound. And they are ubiquitous—knowledge of just 38 word families can help students sound out/decode over 654 one-syllable words (Fry 1998) and several thousand words with more than one syllable. In addition, much of the vocabulary used in this book also appears in high-frequency word lists, particularly those developed for the primary grades by Fry (2004) and Dolch (1948).

Lessons are designed according to a **gradual release of responsibility instructional model**, which allows teachers to scaffold student learning as needed. This **flexible model** involves **demonstration**, **guided and independent practice**, and **application**. Each word family is introduced with a poem. Embedding the study of word parts in whole texts reminds students that the ultimate goal of word analysis is meaning. Brief comprehension activities based on the poems, which are located in the *Student Guided Practice Book*, also underscore the message about meaning. Moreover, reading and rereading these short texts promotes fluency development. Additional activities focus on building familiarity with the word parts and how they can be used to decode unfamiliar words. The Digital Games allow students to practice the newly learned skills of combining and dividing words. To access the games, see the QR code on page 12, or visit [tcmpub.com/bv-games](http://tcmpub.com/bv-games).



## OVERVIEW *(cont.)*

Because of the developmental nature of learning to read, assessment is tricky with young students. Consider observing for assessment purposes early in the year. Watch students as they participate in *Building Vocabulary: Foundations* activities over the first week or two. Ask questions such as:

- How quickly does the student understand the idea of word families?
- How agile is the student in using a particular word family to generate more words?
- Does the student seem to understand the notion of dividing and conquering, that is, of looking for known parts within words as a means to decode?

Days 1–3 of each lesson provide observational opportunities for the first question. Days 4–5 provide opportunities to answer the second and third questions. Observe students during lessons and keep notes. The Observation Chart form on page 192 will help with this. Use this chart after each unit. (See the Digital Resources for two versions of this chart, one for scoring with numbers to indicate performance and the other for making anecdotal notes.) There are also multiple **end-of-year assessments** designed to assess phonemic awareness.

Each instructional cycle begins with the teacher reading the poem or text to students. This is a way to ensure that all students have at least some familiarity with the text, its meaning, and the words within it. Moreover, the teacher’s reading provides a **model of fluent reading** for students and, in some cases, can support the development of students’ listening comprehension. Every poem is also displayed via **Meet the Word Part Slides** to allow for visual tracking.

After the initial reading follows some version of **choral reading**. The term *choral reading* is generic.

There are many ways to read orally in groups, and those selected for each lesson might not be the best choice for all classrooms. Teachers can experiment with these forms and add others that students may find engaging.

- Read aloud together as a whole group.
- Echo-read: you read a line, and then students read the same line.
- Divide the class into groups, assigning different parts of the text to each. Switch groups’ parts for subsequent readings. Or divide the text so that groups read some parts and the whole group reads others. This is also known as *antiphonal reading*.
- “Snowball read”: Start the text with one or two voices. With each line, add more voices. At the end, the whole group will be reading.

The next routine with each word part involves focused attention to it, first within the context of the now-familiar poem or text. The lesson generally calls for brainstorming with students, asking them to look for additional words in their reading. This helps develop lists of words that contain the word part. These lists can then be used as word walls. Developing the lists helps **students become “word detectives” who can identify phonetic units, build words, and apply them meaningfully in a variety of linguistic contexts.**

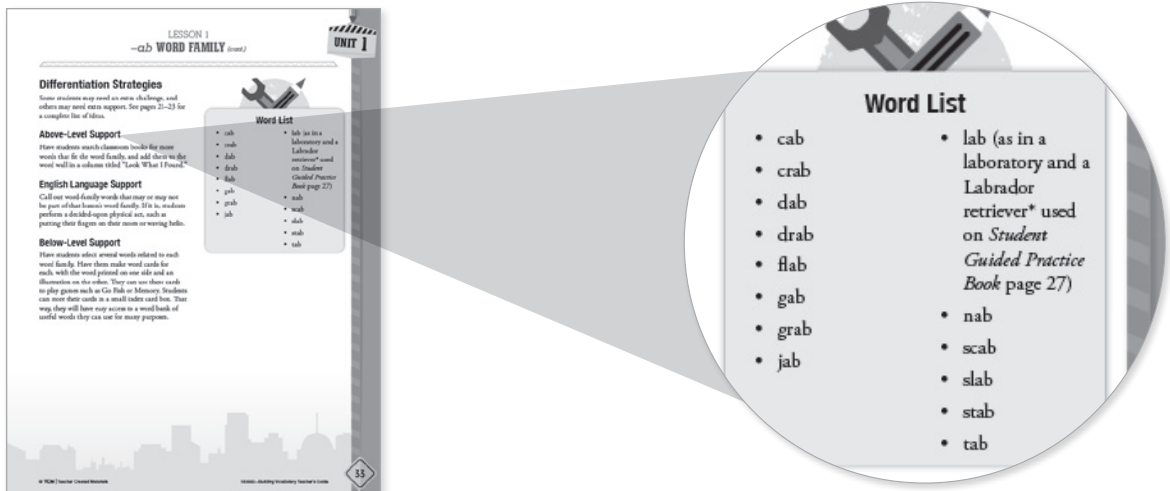


## OVERVIEW *(cont.)*

The **word walls** can provide engaging practice with new word parts. The following are additional suggestions for word-wall activities:

- Read the words. Start in the middle or at the bottom of the list from time to time to avoid rote memorization.
- For variety, have students read the words in “voices,” such as a monster’s, a baby’s, or a turtle’s voice. Or ask students to vary their voices (e.g., first five words in a whisper, next five words in loud voices).
- Have students say only words that meet some criterion (e.g., words with suffixes, words with two syllables).
- Have students illustrate words on the word wall. Illustrations may be particularly useful for English learners (ELs) (Meier 2004).

At the beginning of each unit, challenging words from the poems and texts that deserve some instructional attention may be identified. Including some words in the poems and texts that students do not readily know is a way of raising their curiosity about words and expanding their listening vocabulary. Beck, McKeown, and Kucan (2002) advise some instructional emphasis on words like these—Tier 2 words—which are unlikely to be in students’ speaking vocabularies.



Many students, and most **English learners**, may benefit from brief discussions of these interesting **words**. To orchestrate these discussions, use the embedded scripting for the **Meet the Word Part Slides**, or:

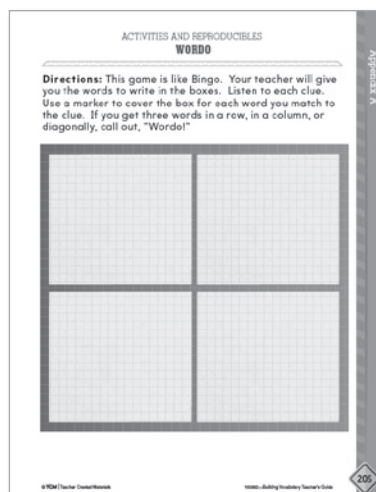
- Invite students to predict a meaning based on what might make sense in the context of the poem or text.
- Ask students to provide a synonym or an example.

# OVERVIEW (cont.)

The lessons are based on several broad principles about literacy and learning. Most important, reading is meaning-making. **Meaning-making** is central throughout the lessons, even those that focus on individual words. Moreover, learning involves **repetition**, which *Building Vocabulary* makes engaging and fun for students. Noticeably, there is quite a bit of choral reading within the lessons. Also, all learning in general—and vocabulary learning in particular—is enhanced through talking in a supportive atmosphere; hence plenty of “turn and talk” directions in this book. Finally, students will learn more and more easily if they are successful. **Note:** Students do not need to read all the individual words to be successful with these lessons.



Parental involvement is extremely important in students’ early reading achievement. Research has shown that **students whose families encourage at-home literacy activities demonstrate advanced oral language development** (Sénéchal et al. 1998). They also have higher reading achievement in the elementary grades (Cooter et al. 1999). To promote this important relationship, **a section of this Teacher’s Guide includes suggested at-home activities** that students and their parents will enjoy (see the Home-School Connection in Appendix A). The Digital Resources contain a printable copy of each poem and activities that may be useful for at-home practice.





# IMPLEMENTATION SUPPORTS

## Teacher's Guide

The following information describes the key features of the *Teacher's Guide*.

**Build Teacher Knowledge** and **Build Student Knowledge** provide concise, essential, and necessary information about the word family taught in the lesson. This should be read prior to teaching, as many instructional choices may need to be made based on the information provided.

**Differentiation Strategies** provides options for additional support for specific student populations.



A **materials list** references **Meet the Word Part Slides** and other needed materials for the lesson.

**Spelling Matters**, as applicable, are related to the word families of focus and provide tips or call out common errors to address in the lesson.

The complete **Word List** of words that belong to the lesson's word family are available for each lesson in the unit review.

LESSON 10  
-ell WORD FAMILY

The five days of instruction are split over four *Student Guided Practice Book* pages. Day 1 is taught directly from the **Meet the Word Part Slide** to allow for rich discussion opportunities. Students begin using the *Student Guided Practice Book* on Day 2. The focus is on the same poem, allowing for a repeated reading that is designed to scaffold student understanding. Day 3 repeats the skills learned on Days 1 and 2, allowing for a gradual release of responsibility. By Days 4 and 5, students' understanding of the word family can be informally or formally assessed using the *Student Guided Practice Book* activities.

**Build Teacher Knowledge**  
This is the first lesson to feature *td*. Note that the word list includes compound words.

**Build Student Knowledge**  
If students are capable, discuss the usage of the -ell word family in the following compound words: *eggshell, seashell, farewell, and doorknob*. Be clear that compound words are two small words that combine to create a new word.  
Consider assembling poetry packs for the lesson. For more information, see Appendix A.

**Materials**  
You will need **Meet the Word Part Slides 29–30**. Direct students to pages 44–47 in the *Student Guided Practice Book* to complete the activities.

**Spelling Matters**  
Even though -ell words end with two consonants, they follow the CVC rule.

LESSON 10  
-ell WORD FAMILY (cont.)

**Differentiation Strategies**  
Some students may need an extra challenge, and others may need extra support. See pages 21–23 for a complete list of ideas.

**Above-Level Support**  
Have students create vocabulary notebooks of the word list words. They include the word and an image to associate it with. These can go into the classroom library so all students can access these as needed.

**English Language Support**  
Select 8 to 10 words from the word list, writing each word on a card. Select 3 to 5 words that do not belong to the word family, and write each word on a card. Tape all of the word cards to the floor, and have students toss beanbags onto the words from the lesson's word family.

**Below-Level Support**  
Help students create cards with words that are easy to act out (e.g., *fall, roll, yell, smell*). Mix the cards and pass one to each student. Play charades with the words, and have classmates guess the words.

**Word List**

- bell
- cell
- dell
- dwell
- doorknob
- eggshell
- farewell
- fell
- Nell
- seashell
- sell
- shell
- smell
- spell
- swell
- tell
- well
- yell

## Schedule

Each lesson focuses on word families, affixes, or bases. Each lesson follows the same pattern. **Meet the Word Part Slides** provide visual support to supplement instruction for each lesson.



On Days 1 and 3, the activities are titled **Let's Read**. Together, students and teachers read short poems or texts and identify word families in them.

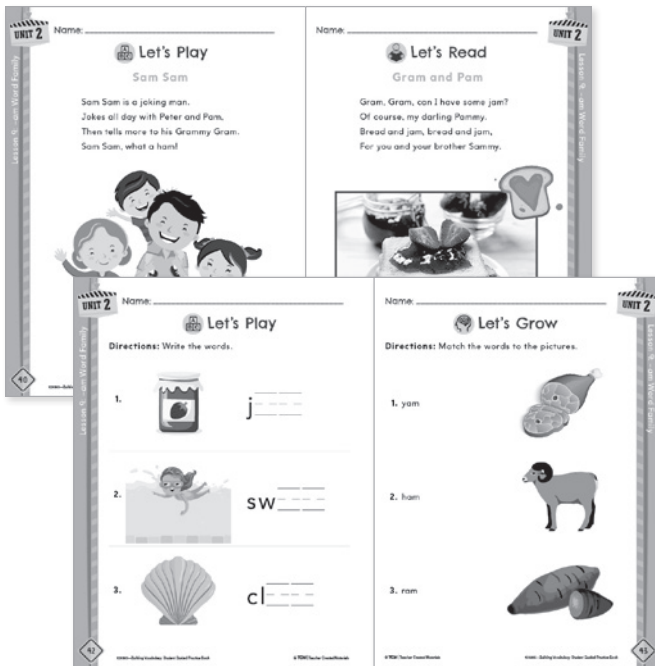


On Days 2 and 4, the activities are titled **Let's Play**. These lessons offer a variety of activities and games designed to scaffold students' understanding of the new word families.



On Day 5, the activity is titled **Let's Grow**. These activities provide opportunities for students to review the words and concepts for the week.

\*At the end of the unit, students can visit [tcmpub.com/bv-games](http://tcmpub.com/bv-games) to practice combining or dividing the words and skills learned in the unit.



## How Should Vocabulary Be Taught?

New words are learned directly and indirectly (National Reading Panel 2000). Direct teaching of key words can be worthwhile, but research shows that children can only learn 8 to 10 new words each week through direct instruction, as learning requires repetition and multiple exposures (Stahl and Fairbanks 1986). Students need **frequent opportunities** to use new words in oral and print contexts to learn them on a deep level (Blachowicz and Fisher 2014).


A more economical approach to decoding (in the primary grades) and word learning (beyond the primary grades) is to focus on **predictable parts of words**. Knowing the *-ight* word family, for example, allows students to decode familiar words like *light* and *night* but also more challenging words like *lightning* and *moonlight*. Students should also study the structural and semantic nature of words. They should use the surrounding context and/or word parts (prefix, suffix, bases) to unlock meaning. Learning key word parts will enable students to master new words that are semantically connected.

Name: \_\_\_\_\_

**Let's Read**

**Raindrops**

Plop, plop, plop  
Here come the raindrops.  
Bop, bop, bop  
Playing in the raindrops.  
Hop, hop, hop  
Puddles from the raindrops.  
Flopp, flopp, flopp  
The raindrops made me slip!



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Building Vocabulary Student Student Practice Book

UNIT 4

Lesson 20—op Word Family


95

Name: \_\_\_\_\_

**Let's Read**

**Find a Pebble Near a Rock**

Find a pebble near a rock.  
Find a key with a lock.  
Find the time with a clock.  
It's time for bed. What a shock!



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Building Vocabulary Student Student Practice Book

UNIT 4

Lesson 19—oi Word Family

97

Name: \_\_\_\_\_

**Let's Read**

**Look at Kitt**

Lickety split, look at Kitt.  
How does she get away with it?  
With a horse's bit and a doctor's kit,  
And talented toes, I must admit.



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Building Vocabulary Student Student Practice Book

UNIT 3

Lesson 15—ir Word Family

69

Most vocabulary is learned indirectly or spontaneously through discussion, reading, or listening. So another important principle of vocabulary instruction is to **read aloud to students**. Choose books with wonderful words and powerful language. Teachers can share their own favorites, encouraging students to do so as well. If students will be tackling a new or difficult concept in the content areas, teachers can begin by reading picture books that address the topic. In addition to their many other benefits, read-alouds help increase students' oral vocabulary, which is an important stepping-stone to reading comprehension.

Related to this principle is another: **encourage wide reading**. The more students read, the better. Teachers must establish different purposes for reading—including pure pleasure—and urge students to choose texts at various difficulty levels. Research shows that students learn more new words incidentally—during reading or listening—than they do through direct instruction (Lehr, Osborn, and Hiebert 2004).

## How Should Vocabulary Be Taught? *(cont.)*

Teachers can share their own love of words and invite students to share theirs. Everyone has a favorite text that moves them to laughter or tears. As these are read aloud to students, teachers can talk about the power of words. Invite students to do so as well. A good practice is to whet their appetites by sharing interesting word histories and then showing them how to explore the origins of a lot of words themselves.

In other words, **make word learning and word play a priority in the classroom.** Provide regular opportunities for students to practice and discover words on their own and in the company of others. This is one of the key ideas behind *Building Vocabulary: Foundations*. As students progress through the lesson for a week, they have dozens of opportunities to work with new word parts in a variety of ways.

*Building Vocabulary: Foundations* gives students time to do fun things such as draw pictures or create riddles. Not only is this fun—it's good instruction. Teachers should be mindful to make time for students to play word games on their own or with others. There are easily accessible word activities available for students on the internet and in the Appendixes. At the end of the unit, teachers should allow time for students to play with words via the Digital Games. The Digital Games mirror the strategies learned in the lessons and provide an interactive space for students to practice combining and dividing the words learned in each unit.



## Why a Word Pattern/Word Roots Approach to Vocabulary Instruction?

The approach embedded in *Building Vocabulary: Foundations* could be termed a **word pattern or word root approach**. Research shows that the human brain is a pattern detector. Humans are able to quickly see and make sense of common patterns in the environment, such as a stoplight, a football field, or the keypad on a phone. There are also linguistic patterns humans can use to help recognize words. These patterns form the basis for *Building Vocabulary: Foundations*.

The five days of instruction are split over four *Student Guided Practice Book* pages. Day 1 is taught directly from the **Meet the Word Part Slide** to allow for rich discussion opportunities. Students begin using the *Student Guided Practice Book* on Day 2. The focus is on the same poem, allowing for a repeated reading that is designed to scaffold student understanding. Day 3 repeats the skills learned on Days 1 and 2, allowing for a gradual release of responsibility. By Days 4 and 5, students' understanding of the word family can be informally or formally assessed using the *Student Guided Practice Book* activities.

## Build Teacher Knowledge

This lesson features the –in word family.

## Build Student Knowledge

The word list contains easy-to-decode two-syllable words, as well as some that begin with digraphs and consonant blends. As students are able, include some of these in discussions.

Consider assembling poetry packs for the lesson. For more information, see Appendix A.

## Materials

You will need **Meet the Word Part Slides 39–40**. Direct students to pages 64–67 in the *Student Guided Practice Book* to complete the activities.

## Spelling Matters

Words with the –in word family follow the CVC spelling rule. This is true for words that begin with two consonants as well (e.g., *skin*).

## Differentiation Strategies

Some students may need an extra challenge, and others may need extra support. See pages 21–23 for a complete list of ideas.

### Above-Level Support

Ask students to select several words that contain the word family of focus. Students can write sentences or draw pictures that include the words.

### English Language Support

Use visual cues to denote the words in the word family that are a part of the body, such as *chin*, *grin*, *shin*, and *skin*. Use miming to indicate *wind*, *spin*, and *winner*. Hold up objects for words that can be found in the classroom, such as *bin*, *pin*, *tin*, and *spinner*.

### Below-Level Support

Preview the poems in the lesson. Preteach the word family of focus and any multisyllabic words. Have students help choose multisyllabic words to syllabify using claps or sort the words by syllables.



### Word List

- bin
- chin
- din
- dinner
- fin
- finish
- grin
- in
- kin
- pin
- shin
- skin
- spin
- spinner
- thin
- thinner
- tin
- tinder
- twin
- win
- wind
- winner
- winter



## Let's Read

### Introduce

Sing or play the song “Three Blind Mice” to students. Then, have students sing it with you. Tell them that the poem is based on the tune of this song.

### Discuss

Display the poem “Drop the Pin” on **Meet the Word Part Slide 39**.

- Read it aloud, using the cadence of “Three Blind Mice.” Point at words as you read.
- Ask students to help you sing the poem.
- Echo-read the poem with students. (You read a line; they read the same line.)

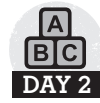
### Apply

Write the word *pin* on the board. Ask, “Who can find this word in the poem?” Count the number of times *pin* appears in the poem (5).

### Practice

Tell students they are going to help you read the poem. Have them follow along. Read the poem again, pausing before each use of *pin*.

Have students supply the word: “When I stop, you tell me what the word is.” For example, you say, “Drop the \_\_\_\_\_,” and the students say, “pin.”



## Let's Play

### Introduce

Reread the poem “Drop the Pin” on **Meet the Word Part Slide 39** a couple of times. Point to the words as you read.

### Discuss

Play “I’m Thinking of a Word” using the following clues:

- “I’m thinking of a word that is a body part.” (point to your *chin*)
- “I’m thinking of a three-letter word that starts like *ball*.” (*bin*)
- “I’m thinking of another word that is a body part.” (point to your *shin*)
- “I’m thinking of a word that is a tiny piece of metal with a pointy end.” (*pin*)

### Apply

Write the word *in* on the board. Say, “The word *in* is also a word family.”

Now, tell students they are going to help you read the poem. Have them turn to *Student Guided Practice Book* page 64 to follow along. Read the poem again, pausing at the end of each line to ask “Are there -in words in this line?” Begin a word wall, putting the three-letter words in one column and four-letter words in another.

### Practice

Have students turn to *Student Guided Practice Book* page 64. Guide students to complete the page by circling the -in words in the poem.

### Answers

pin (5 times), bin (2 times), skin, din, spin, shin, chin

LESSON 14  
**-in WORD FAMILY** (cont.)

**UNIT 3**



## Let's Read

### Introduce

Ask, “Besides TV or video games, what could you and a friend do inside for fun?”

### Discuss

Say, “Now, I am going to read a poem about playing inside on a winter day.”

Display the poem “Winter’s Day” on **Meet the Word Part Slide 40**. Read it several times. After the second reading, point to the words as you read.

Ask students to turn and talk: “What kinds of games do you think are in the bin?” After a minute or two, invite sharing.

### Apply

Read one line of the text. Then, have students read it with you. Repeat. Point to words as you read, both alone and with students. Add *win* to the word wall you started on Day 2.

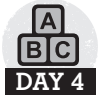
### Practice

Have students turn to *Student Guided Practice Book* page 65. Guide students to circle the *-in* words in the poem.

### Answers

winter, bin, win





## Let's Play

## Introduce

Reread the poem “Winter’s Day” on **Meet the Word Part Slide 40**, pointing to words as you read. Then, have students read it with you.

## Discuss

Read the poem again, stopping at the end of each line so students can turn and talk to identify the *-in* words in each line. As students identify *-in* words, write them on the board. Then, either identify them on the word wall or add them.

(**Note:** If students do not identify *winter*, you may need to draw their attention to it. Tell them that sometimes, as in the word *winter*, the word family is in the middle of a longer word. Say *winter* a couple of times so that students can listen for the *-in* in the middle of the word.)

## Apply

Have students think of other words to add to the word wall by playing “I’m Thinking of a Word”:

- “I’m thinking of a word that is the opposite of *loser*.” (*winner*)
- “I’m thinking of a word that is the opposite of *summer*.” (*winter*)
- “I’m thinking of a word that describes a part of a fish. It starts with /f/.” (*fin*)

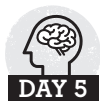
- “I’m thinking of a word that means ‘to complete something.’ It starts with *fin*.” (*finish*)
- “I’m thinking of a word that is the opposite of *fatter*.” (*thinner*)
- “I’m thinking of a word that rhymes with *thinner*. It is a meal.” (*dinner*)

Read the word wall to students. Then, ask them to read it with you. If they are able, ask them to read it independently.

## Practice

Have students turn to *Student Guided Practice Book* page 66. Guide them to complete the activity. Remind them to use the word wall for help if they need it.

**Drawings will vary.**



## Let's Grow

DAY 5

### Introduce

Using **Meet the Word Part Slides 39 and 40** so everyone can see, reread both poems several times.

- Read them once while pointing at the words.
- Then, have students read with you, again pointing at the words.

### Discuss

Draw students' attention to the –in words in each poem.

### Apply

Then, review the –in word wall. Clap the syllables as you read with students. Word by word, mask the onset (the initial phonological unit of the word). Ask students to say the rime (the string of letters that follow the onset). Then, provide the onset, and ask students to say the word. For example, with the word *twin*:

- Cover the *tw*. Ask students to say “in.”
- Then, reveal the *tw*. Ask students to say “twin.”
- Say, “If we add *tw* to *in*, we get *twin*.”
- Say, “OK. Let's do it again. (Cover the *tw*.) What's this? (Students say, “in.” Then reveal the *tw*.) And what's this?” (Students say, “twin.”)
- Repeat the cycle with other –in words.

### Practice

Have students turn to *Student Guided Practice Book* page 67. Guide them to complete the activity. Remind them to use the word wall for help if they need it.

### Answers

Check to see that students select the correct image for the word.

Name: \_\_\_\_\_



# Let's Play

## Drop the Pin

Drop the pin, drop the pin,  
Into the bin, into the bin.  
I pricked my skin with the point of the pin.  
I made such a din and started to spin,  
Till I banged my shin and fell on my chin.  
So drop the pin, drop the pin.



Name: \_\_\_\_\_

 **Let's Read**

**Winter's Day**

Snow is falling on a winter's day.  
In the house we'll have to play.  
We have some games in that big bin.  
I want to play games I can win.



Name: \_\_\_\_\_



# Let's Play

**Directions:** Draw pictures of the sentences.

1. It snows in winter.

2. We eat dinner at night.

Name: \_\_\_\_\_



# Let's Grow

**Directions:** Match the word to the picture.

1. wind



2. grin



3. winter



# Drop the Pin

Drop the pin, drop the pin,  
Into the bin, into the bin.  
I pricked my skin with the point of the pin.  
I made such a din and started to spin,  
Till I banged my shin and fell on my chin.  
So drop the pin, drop the pin.



# Winter's Day

Snow is falling on a winter's day.

In the house we'll have to play.

We have some games in that big bin.

I want to play games I can win.