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Building Vocabulary— Level 1

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** (12 pages)
- Meet the Word Parts Slides** (4 pages)

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LEVEL 1

BUILDING

VOCABULARY

Foundations

TEACHER'S GUIDE

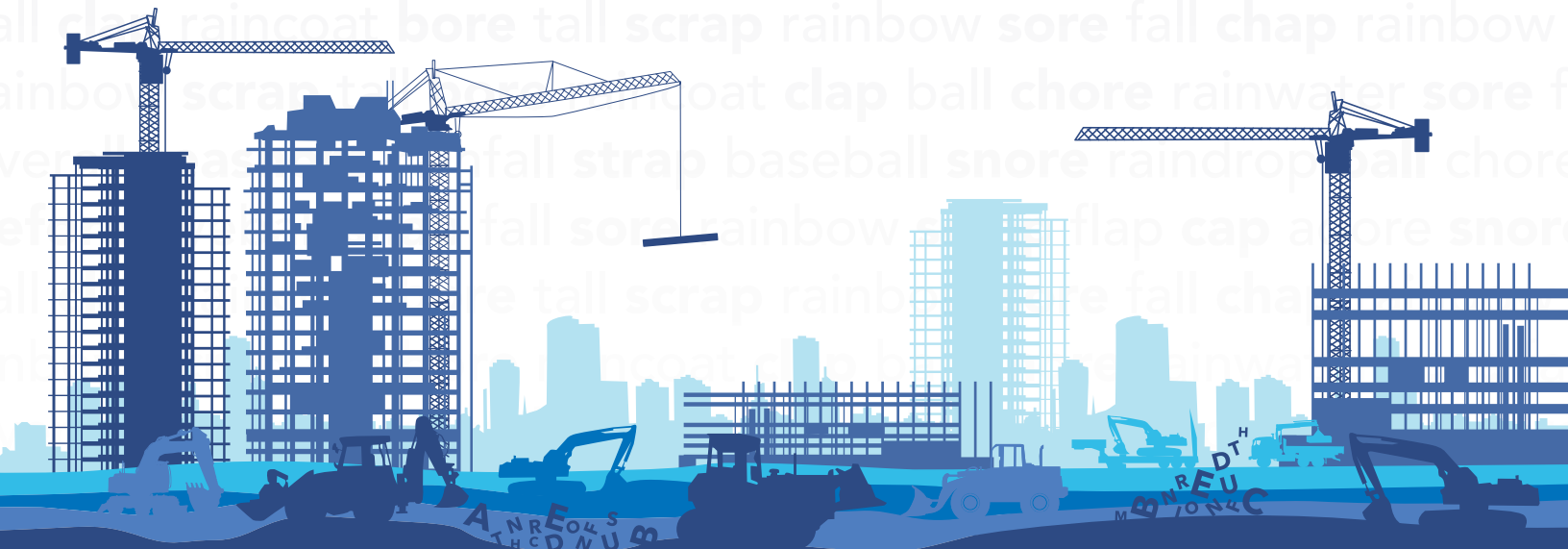


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OVERVIEW

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 **Diagnostic Pre-test** encompasses all the lessons taught in this kit and serves as a tool for planning instruction and monitoring students’ growth. The Diagnostic Pre-test should be given during or before the first lesson of the program. This assessment covers all the skills and objectives in the program and is used to determine which concepts have already been mastered by each individual student. At the end of each unit, there are unit quizzes and a scoring rubric. The **Post-test** and **End-of-year Assessment** can be given at the end of the program. These assessments are meant to show what concepts have been mastered and whether students are ready for the content of the subsequent grade level.

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 or a short text. 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 and texts, 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—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.

The collage displays four educational components:

- Level 1 Book Cover:** A book cover with a cross symbol and the text "LEVEL 1".
- Suffix -er = "more" Worksheet:** A worksheet titled "Suffix -er = 'more'" with three exercises:
 - old + -er = older. Which one is older?
 - short + -er = shorter. Which one is shorter?
 - sad + -er = sadder. Which one is sadder?
 It includes illustrations of an older man and a woman.
- Let's Read Passage:** A reading passage titled "Let's Read" with the poem "The Chef":

The happy chef had a career
That brought her great joy and great cheer,
Until there came the matter
Of big lumps inside her batter.
Her happiness all but shattered,
And her pots and pans were scattered,
While she tried to blend and smooth
The batter she just couldn't soothe.
She splattered the mix here and there,
And scattered it up in her hair,
Until the batter finally went flatter,
And that was the end of the matter.

 Below the poem is an illustration of a chef and a question: "What happened to her batter?"
- Digital Game Interface:** A tablet screen showing a game titled "Combine and Create". It features a unit selector (1-5), a time selector (1, 3, 5 minutes), and buttons for "How To Play", "Settings", and "Play". It also has toggle switches for "Music", "Sound Effects", and "Word Audio".

OVERVIEW (cont.)

Because of the developmental nature of learning to read, assessment is tricky with young students. Many assessment options are provided in the Assessment section, but teachers should 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 and 3 of each lesson (Let's Read) will provide observational opportunities for the first question. Days 2 and 4 (Let's Play) will provide opportunities to answer the second and third questions. Observe students during lessons and keep notes. The Observation Chart on page 222 will help with this. Use this chart after each unit. (See the Digital Resources for two versions of this chart, one for scoring to indicate performance and the other for making anecdotal notes.)

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.



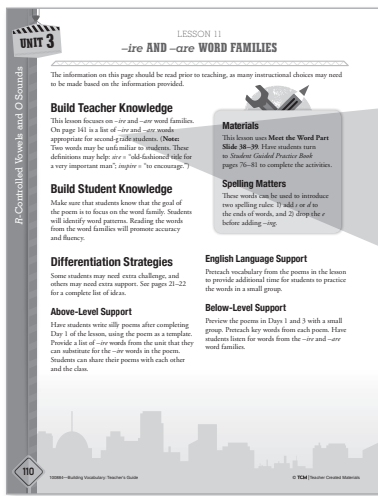
The next routine with each word part involves focused attention to it, first within the context of the now-familiar poem or text. The lesson generally calls for brainstorming with students, asking them to look for additional words in their reading. This helps develop lists of words that contain the word 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.



information on this page should be...
to be made based on the information provided.

Build Teacher Knowledge

This lesson focuses on *-ire* and *-are* word families. On page 141 is a list of *-ire* and *-are* words appropriate for second-grade students. (Note: Two words may be unfamiliar to students. These definitions may help: *sire* = “old-fashioned title for a very important man”; *inspire* = “to encourage.”)

Build Student Knowledge

Make sure that students know that the goal of the poem is to focus on the word family. Students will identify word patterns. Reading the word families will promote accuracy and fluency.

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:

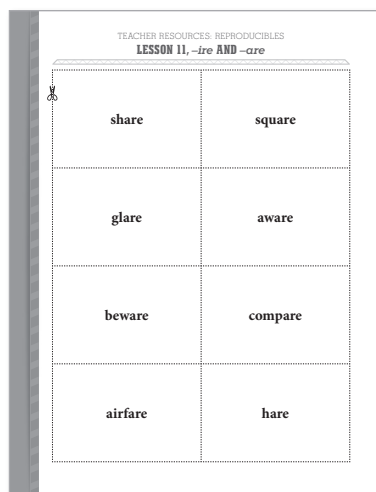
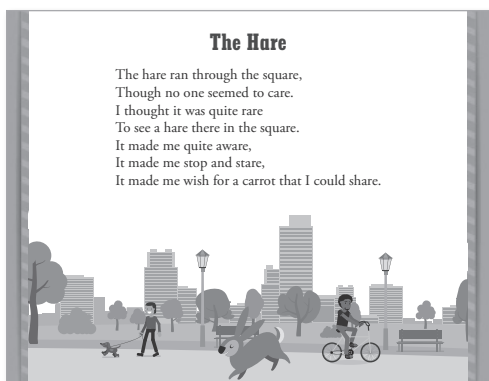
- Invite students to predict a meaning based on what might make sense in the context of the poem or text.
- Ask students to provide a synonym or an example.

OVERVIEW (cont.)

The activities developed for this series offer students **varied and engaging opportunities to learn the word parts** through the multiple exposures necessary for deep learning. Students unscramble target words, answer (and write) riddles about words, and play word games, such as Go Fish and Memory. One of the most important activities is called “divide and conquer,” which helps students learn to locate parts within words. These word parts are initially word families, and students use them to decode. Eventually, however, students find familiar word parts that they can use to determine the meaning of unfamiliar words. Take the time to help students learn the “divide and conquer” activity thoroughly, for it will be a very useful tool throughout their word-learning lives.



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 pages in Appendix A). The Digital Resources contain a printable copy of each poem for use at home and word cards related to each of the word families that may also 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.

UNIT 1

Word Families

LESSON 4

_o_e AND _u_e CVCe WORDS

The information on this page should be read prior to teaching, as many instructional choices may need to be made based on the information provided.

Build Teacher Knowledge

This lesson continues the focus on CVCe words: *_o_e* and *_u_e*. See page 67 for a list of *_o_e* and *_u_e* words appropriate for first-grade students.

For assessment ideas, see page 220.

Build Student Knowledge

Make sure that students know that they are learning two types of CVCe words.

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

Provide students with several base words and words with endings (e.g., *rule*, *ruled*, *ruling*). Ask students to figure out what spelling rule these words follow. (If they did this in the previous lesson, ask them if the rule still works.) Confirm the rule, and then ask students to find other words that fit the rule. They can keep lists of these words.

Materials

This lesson uses **Meet the Word Part Slides 12–15**. Direct students to *Student Guided Practice Book* pages 22–27 to complete the activities. Optionally, provide copies of the poem “Don’t Poke” from **Meet the Word Part Slide 12** for Day 2.

Spelling Matters

If *-ing* or *-ed* can be added to words, you can teach students to drop the *-e* before adding endings.

English Language Support

Create a class set of cards with two words that are easy to act out, such as *poke* and *alone*. Divide the class into student pairs with each student getting one of the words to act out its meaning without speaking.

Below-Level Support

When creating the word wall, separate the two types of CVCe words into their own lists: *_o_e* and *_u_e*. Align the words to help students see the spelling pattern in both types of CVCe words.

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100883—Building Vocabulary: Teacher's Guide

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Schedule

Each lesson focuses on word families. 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.



A sixth page, called **Let's Have Fun**, provides informal assessment. It also offers additional practice to be used in learning centers, for independent work, or sent home for use with other family members. (**Note:** The instructional cycle is five days; these activities are meant to be selected for use throughout the five-day cycle.)

*At the end of the unit, students can visit 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.

UNIT 5 Name: _____ Date: _____

Let's Read

Directions: Read the poem. Circle the *-ouse* words. Put a square around the *-ound* words. Draw a picture of the house.

A House for My Mouse

If only I could build a house
That would be a home for my pet mouse.
With a picket fence that went around
The house that I would set on the ground.

My Picture

Lesson 22: More O Word Families

UNIT 4 Name: _____ Date: _____

Let's Read

Directions: Read the poem. Circle the *-im* words. Answer the questions.

Tim and Kim

Tim and Kim, both slim and trim,
Decided to swim all day.
The sun got dim, and things looked grim.
So they ran inside to play.

1. Who are the children in the poem?
_____ and _____
2. What did they want to do?

3. Why did they go inside?

Lesson 18: -ight and -im Word Families

UNIT 1 Name: _____ Date: _____

Let's Read

Directions: Read the poem. Circle the *-op* words.

The Raindrop

I'm just a little old raindrop,
Plopping with a flop and a slide.
I'm just a little old raindrop,
You'll need a map when you come inside.



Lesson 2: -if and -op Word Families

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 information on this page should be read prior to teaching, as many instructional choices may need to be made based on the information provided.

Build Teacher Knowledge

This lesson presents *-ea* (long /e/) combined with several endings: *-each*, *-ead*, *-eak*, *-eal*, *-eam*, *-ean*, *-eap*, *-ear*, and *-eat*. See page 108 for a list of long /e/ *-ea_* words appropriate for first-grade students.

For assessment ideas, see page 220.

Build Student Knowledge

Make sure that students understand that *-ea* is one combination that makes a long /e/ sound in these words.

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

After reading the poem “Take Your Seat,” have students use words from the list created during the lesson to replace the word-family words at the end of each line in the poem. In order to make sense, students will need to insert new nouns at the end of each line in the poem. If time allows, have students illustrate their poems and share them with the class.

Materials

This lesson uses **Meet the Word Part Slides 32–35**. Direct students to *Student Guided Practice Book* pages 64–69 to complete the activities.

Spelling Matters

These words have two vowels together. In these words (but not all others), *-ea* makes a long /e/ sound.

English Language Support

Reread the *-ea_* (long /e/) word wall with students. Help them sort the words into categories, such as things, words with one syllable or two, or how the *-ea_* (long /e/) sound is spelled. Encourage students to use the words orally in sentences.

Below-Level Support

Provide the list of compound words from this lesson (*beachfront*, *cheerleader*, *leadership*, *mealtime*, *daydream*, *moonbeam*, *streamlined*, *sunbeam*, *teamwork*, *leapfrog*, *earmuffs*, *yearbook*, *backseat*, *overeat*, *overheat*). Have student pairs choose one word from the list to use in a sentence. They can illustrate the sentence and share it with the group.

LESSON 10
LONG /e/ -ea_ WORD FAMILIES (cont.)

UNIT 2



Let's Read

Introduce

Display the poem “Ice Cream” on **Meet the Word Part Slide 32**. Read the poem to students. Then, read it with them.

Discuss

Put the letters *-ea* on the board. Tell students that sometimes these letters make the long /e/ sound. Read the poem one line at a time. At the end of the line, ask student pairs to turn and talk.

- “Do you see/hear *-ea* words?”
- “Do the words have the long /e/ sound?”

Ask students to spell these words aloud as you write them on a word wall.

Apply

Read the poem again.

- Stop before *-eam* words. Ask students to read them. (Point at the *-eam* words to draw students’ attention to the spelling.)

Practice

Have students turn to *Student Guided Practice Book* page 64. Guide students to complete the page by writing the *-eam* words.

Answers

scream (3 times), cream (2 times), dream, team



Let's Play

Introduce

Read the word wall to students and then with them. Ask a few questions, such as:

- How many words start with vowels? What are they?
- How many words have more than one letter before the word family? What are they?
- How many words have two syllables (claps)? What are they?

Discuss

Write the word *ear* on the board.

Ask students what an *ear* is.

Now tell them that *-ear* can also be a word family.

Apply

Display **Meet the Word Part Slide 33**.

- Read the definitions to students; ask them what *-ear* words fit the definitions (*beard, dear, ear, fear, hear*).
- As students offer words, ask whether they can hear the long /e/ sound. Ask them to spell the words as you write them on the word wall. (**Note:** If students need help, you can provide initial phonemes. Students can also work in pairs.)

Practice

Have students turn to *Student Guided Practice Book* page 65. Read the directions to them.

Monitor progress and provide support if needed as they match *-ear* words with pictures.

Answers

1. earmuffs
2. beard
3. ear
4. fear

LESSON 10
LONG /e/ -ea_ WORD FAMILIES (cont.)

UNIT 2



Let's Read

Introduce

Display the poem “Take Your Seat” on **Meet the Word Part Slide 34**.

- Read the poem, pointing to the words as you read.
- Then, read the entire poem chorally.

Discuss

Divide the class into three groups and read the poem antiphonally.

- Group 1 can read lines 1 and 2; group 2 can read lines 3 and 4; group 3 can read lines 5 and 6; and finally, all groups can read lines 7 and 8.

Apply

Remind students that *-ea*, with the long /e/ sound, is the focus of this week's words.

Read the word wall to students, asking them to listen for the long /e/ sounds.

Now, tell them that several other word families contain *-ea*.

Read the poem line by line.

- At the end of each line, ask students to find and spell the *-ea_* words as you add them to the word wall.

Practice

Have students turn to *Student Guided Practice Book* page 66. Have students read the poem with you by pausing before each *-ea_* word. For example, you say, “Take your _____,” and students say, “seat.” Guide students to complete the page.

Answers

seat (2 times), heat, meat, pea, eat, wheat, bean, clear, clean, treat, leave

Drawings will vary.



Let's Play

Introduce

Reread the poem “Take Your Seat” on **Meet the Word Part Slide 34**.

- Then, ask students to work in pairs to read the poem. Each partner should read the poem aloud once. Then, student pairs should read it together.

Discuss

Display **Meet the Word Part Slide 35**, which is also page 67 in the *Student Guided Practice Book*.

- Say the words for students if they need your assistance, or say a sentence in which the words appear.
- Orally, help students focus on the *-ea* in each word and decide whether it makes the long /e/ sound. They will fill this page in during the practice section.
- Write the words on the word wall.

Apply

Provide additional practice with the word families using the word wall or the complete word list on pages 107–108.

Practice

Have students turn to *Student Guided Practice Book* page 67. Depending on students' needs, work with the class or a small group, or have students work in pairs to complete the activity. This activity can be used for informal assessment.

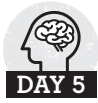
Answers

Long /e/: pea, sea, sneak, speak

Not long /e/: bread, head, bear, wear, pear

LESSON 10
LONG /e/ -ea_ WORD FAMILIES (cont.)

UNIT 2



Let's Grow

DAY 5

Introduce

Display both poems on **Meet the Word Part Slides 32 and 34**.

- Reread each poem twice—first, on your own while pointing at the words. Then, have students read with you, again pointing at the words.

Discuss

Read the word wall to students. Then, read it chorally with them.

Apply

Play “I’m Thinking of a Word” for three words from “Take Your Seat.”

- “I’m thinking of two words for vegetables.” (*bean* and *pea*)
- “I’m thinking of a word for a special food that we get as a reward.” (*treat*)

Practice

Have students turn to *Student Guided Practice Book* page 68. Tell students they will write “I’m Thinking of a Word” clues for two word-wall words. Give them a few minutes to work. Then, have volunteers read their clues so that the rest of the class can guess. Make sure the word wall is visible in case students need clues.

Answers will vary.



Let's Have Fun

REVIEW

Have students turn to *Student Guided Practice Book* page 69. Guide them to complete the activity, which asks them to sketch their favorite poems. They can share their sketches, perhaps on a bulletin board, and others can guess the poems depicted. Optionally, this activity can be used for assessment. Observe and make notes about how easily each student can complete the task.

Drawings will vary.

Name: _____ Date: _____



Let's Read

Directions: Read the poem. Write the *-eam* words on the lines.

Ice Cream

I scream, you scream,
 We all scream for ice cream.
 Vanilla, chocolate—what a dream,
 Let's all join the Ice Cream team!



Name: _____ Date: _____

Let's Play

Directions: Write the words next to the pictures.

beard ear fear earmuffs

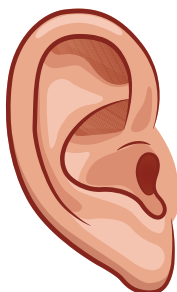
1.



2.



3.



4.



UNIT 2

Name: _____ Date: _____



Let's Read

Directions: Read the poem. Circle the -ea words.
Draw a picture about the poem.

Take Your Seat

Take your seat,
Heat your meat,
Peel a pea,
Eat whole wheat.
Bear a bean,
Clear and clean,
Take a treat,
Now leave your seat!



My Picture

Name: _____ Date: _____



Let's Play

Directions: Fill in the chart.

pea	head	bear
sea	sneak	wear
bread	speak	pear

long /e/	not long /e/
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Name: _____ Date: _____



Let's Grow

Directions: Write your words. Write your clues.

1. Word: _____

Clues: _____

2. Word: _____

Clues: _____

Name: _____ Date: _____



Let's Have Fun

Directions: Choose your favorite poem. Draw a picture.

A large, empty rectangular box with a thin grey border, intended for the student to draw a picture related to their favorite poem.

Ice Cream

I scream, you scream,
We all scream for ice cream.
Vanilla, chocolate—what a dream,
Let's all join the Ice Cream team!



Name the *-ear* Word

1. hair on a man's face
2. sweetheart
3. what you hear with
4. being afraid
5. what your ears allow you to do

Take Your Seat

Take your seat,
Heat your meat,
Peel a pea,
Eat whole wheat,
Bear a bean,
Clear and clean,
Take a treat,
Now leave your seat!



pea bread sneak bear pear
sea head speak wear

Directions: Fill in the chart.

long /e/	not long /e/
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____