

## Week 2 Lesson 5

### Learning Goal/Overview (What Students Will Know/Be Able to Do By End of Lesson)

- In this lesson, students will complete a short vowel sounds and sound/spelling review, a spelling activity, watch the teacher demonstrate reading “Mumps”, and participate in a small group reading. Students will also complete an end of the week quick assessment today in order to gauge their progress thus far.

### Enduring Understanding/Focus

- Students will understand that each letter spelling has a specific name and text is read from left to right and top to bottom. Students will also be able to read emergent-reader text with purpose and understanding. Students will also be able to read, spell, and/or write chains of one-syllable short-vowel words (CVC words) and know the differences between letter-sound correspondences.

### Lesson Structure

Warm-Up	10 minutes
Activity 1- Tap and Spell	20 minutes
Activity 2- Demonstration Story: “Mumps”	10 minutes
Activity 3- Small Group Reading	20 minutes
End of Week Quick Assessment	10 minutes

### Student Materials

Pencil, paper, Large Cards for ‘m’, ‘n’, ‘t’, ‘d’, ‘c’, ‘k’, ‘g’, ‘f’, ‘v’, ‘s’, ‘z’, ‘p’, ‘b’, ‘w’, ‘j’, ‘i’, ‘e’, ‘a’, ‘u’, ‘o’, Worksheet 10.1

### Lesson Set

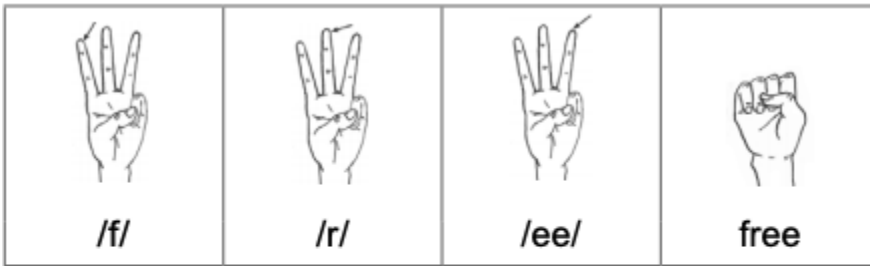
Standard(s) Covered:

- K.SL.PKI.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional detail.
- K.FL.PC.1 Demonstrate understanding of the organization and basic features of print.
- K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly
- K.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- K.FL.F.5 Read emergent-reader texts with purpose and understanding

### Warm-Up-

#### Part A

- **Procedure:** Tell students you will say sounds for them to blend into words. Be sure to use the blending motion depicted below. Say the words listed in the box in a segmented fashion. The first five words are in a chain and the last five words belong to the same category. Have students tell you the category.



- |                                  |                                       |
|----------------------------------|---------------------------------------|
| 1. (3) /f/ /r/ /ee/ > free       | 6. (3) /ch/ /ee/ /z/ > cheese         |
| 2. (3) /t/ /r/ /ee/ > tree       | 7. (4) /b/ /r/ /e/ /d/ > bread        |
| 3. (4) /t/ /r/ /ee/ /z/ > trees  | 8. (4) /ch/ /i/ /p/ /s/ > chips       |
| 4. (4) /b/ /r/ /ee/ /z/ > breeze | 9. (5) /g/ /r/ /ae/ /p/ /s/ > grapes  |
| 5. (3) /b/ /ee/ /z/ > bees       | 10. (5) /sh/ /r/ /i/ /m/ /p/ > shrimp |

### Part B

- **Note:** The Large Cards are simply cards with single letters on them in large print. Students will use these cards to review the letter name and the sound the letter makes.
- **Procedure:** Tell students you will show a card with a spelling and they should provide the sound that the spelling makes. Ask for the sound first, then the letter name. Complete these steps for all of the cards listed in the materials section of this lesson.

### Activity #1 – Tap and Spell

- **Note:** Gather or add to the Stomp and Spell cards you created for Unit 5, writing the vowel spellings ‘a’, ‘i’, ‘o’, ‘e’, and ‘u’ on separate cards. Then gather or add to the Stomp and Spell cards you created for Unit 5, writing the consonant spellings ‘s’, ‘t’, ‘l’, ‘r’, ‘w’, ‘n’, ‘p’, and ‘c’ on separate cards. You may consider laminating the cards for future use.
- **Procedure:** Arrange the spellings on the floor or on the board to resemble the setup on a pocket chart or Chaining Folder—vowel spellings on top, consonant spellings below. Choose a student to review the vowel spellings by tapping each one with his or her foot or a yardstick and calling out the appropriate sound. Choose a second student to review the consonant spellings in the same fashion. Select a third student and call out the word wax for the student to “tap spell.” The student should use his or her foot to tap each letter in the word to spell it, saying the sound of each spelling as he or she taps it. Repeat with the remaining words listed below.

- |        |         |          |           |
|--------|---------|----------|-----------|
| 1. rip | 4. rust | 7. slip  | 10. crust |
| 2. nut | 5. spot | 8. went  | 11. slept |
| 3. set | 6. twin | 9. spent | 12. spins |

### Activity #2 – Demonstration Story: “Mumps”

- **Note:** In this story, the uppercase letters ‘K’ and ‘P’ and the contraction can’t are used.

#### Big Book Link:

[https://bestforall.tnedu.gov/sites/default/files/documents/Grade%20K\\_BB\\_Unit%206\\_AK.pdf](https://bestforall.tnedu.gov/sites/default/files/documents/Grade%20K_BB_Unit%206_AK.pdf)

**Prior to Reading:** Before reading today’s story, preview the following vocabulary with students. Write the word on the board and sound it out with students, explaining what it means

1. mumps- a type of illness that involves swelling in the cheeks and neck

### **Purpose for Reading**

- Tell students they are going to read a story about Kit being sick. Ask students to pay special attention to the story so they can tell you Kit’s illness.

### **Reading the Story**

- Display the story “Mumps” using the Kit Big Book. Have students read the title of the story. Read the story “Mumps” once without interruption, running a finger beneath the words as you read them. Point to can’t in the story and remind students the apostrophe in “can’t” signals a contraction. The words can and not have been contracted, or shortened, into the single word can’t. Read the story a second time, pausing to point out words with apostrophes, the spelling ‘s’ pronounced /z/, and words with clusters. If you have time, read the story again, having students read aloud.

### **Check for Understanding**

- Discuss the following questions as a class. Students should respond in complete sentences, incorporating the question stem in the answer.

**1. *Literal-* Why is Kit in bed?**

(Answer: Kit is in bed because she is sick.)

**2. *Literal-* What illness does Kit have?**

(Answer: Kit has mumps.)

**3. *Literal-* How does Kit feel?**

(Answer: Kit is sad.)

**4. *Literal-* Who is the main character in this story?**

(Answer: The main character in this story is Kit.)

**5. *Literal-* What is the setting of this story?**

(Answer: The setting of this story is Kit’s house.)

**6. Do you have questions you would like to ask to clarify your understanding of the story?**

### **Activity #3-Small Group Reading Time**

- **Note:** This activity divides students into two groups. The groups should be created with students who can independently work in Group 2 and those students who need teacher support in Group 1.

### **Reader Link:**

[https://bestforall.tnedu.gov/sites/default/files/documents/Decodable%20Grade%20K%2C%20Unit%206\\_AK.pdf](https://bestforall.tnedu.gov/sites/default/files/documents/Decodable%20Grade%20K%2C%20Unit%206_AK.pdf)

- **Procedure:**

- **Group 1 (with teacher):** Before reading the story, “Mumps,” write each of the words in the box below on the board, letter by letter, asking students to provide the sound of each letter as you write it. Ask students to blend and read the word after you have finished writing the complete word; have one or more students use the word in an oral sentence.
  - **Note:** When students sound out and read the words has and is, be sure to point out the ‘s’ at the end of these words stands for the /z/ sound. Also point out the use of the apostrophe in can’t, explaining the word can’t means can not.

- |        |          |         |
|--------|----------|---------|
| 1. has | 3. mumps | 5. jump |
| 2. is  | 4. can't | 6. skip |

- Ask students to turn to the Table of Contents and locate the title “Mumps,” indicating the page on which this story starts (page 57). Have students turn to this page and read the title of the story. Let students know as they practice reading these stories, they may start to recognize words they have read before. Write the word Kit’s on the board, explaining, for example, they will see this word several times in this story. If they know the word, they can say it all at once, without sounding out each letter. Using an oral reading method of your choice, have students read the story aloud. Students should run their finger under each word as they read the story aloud. If they do not immediately recognize a word, they should sound it out letter by letter. Have students reread the story, if time permits. If time permits, continue having students read “Kit’s Pants” and “Kit’s Mom” in the same fashion.
- **Group 2 (independent):** Have students take out their Readers, sit with their partners, and take turns reading “Mumps” aloud to one another. Students who finish early should reread the stories “Kit’s Pants” and “Kit’s Mom.” They should not read ahead.

## End of Week Quick Assessment-

- **Procedure:** Distribute Worksheet 10.1 (only the back side with the lowercase letters on it). Tell students that today they will have the ability to show what they have been learning about in their lessons. Tell students that when you say begin, they will read the lowercase letters and fill in the missing letters by writing them in the blanks. It may be beneficial to have students spread out so that they do not cheat off each other and you can get a more accurate gauge of their learning.

Have your child sing the ABC song and write the missing letters as she sings.

<b>a</b>	<b>b</b>	—	<b>d</b>
<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>
—	<b>j</b>	<b>k</b>	<b>l</b>
—	<b>n</b>	<b>o</b>	<b>p</b>
<b>q</b>	<b>r</b>	<b>s</b>	—
<b>u</b>	<b>v</b>	—	<b>x</b>
<b>y</b>	<b>z</b>		