

i-Ready Learning

Magnetic Reading™



Foundations

Grade

2

Grade 2 Sampler



Why Are **Foundational Skills** Important?

Magnetic Reading Foundations K-2 is a comprehensive foundational skills program that includes everything educators need for explicit, systematic foundational skills instruction. With embedded strategic routines, *Magnetic Reading Foundations K-2* ensures all students will have access to engaging content-rich, decodable texts and continuous opportunities for foundational skills practice.



What's in This Sampler?

This sampler provides a high-level overview of *Magnetic Reading Foundations* K–2, including a complete sample of both the Teacher's Guide and Student Book for Unit 2, Week 9.

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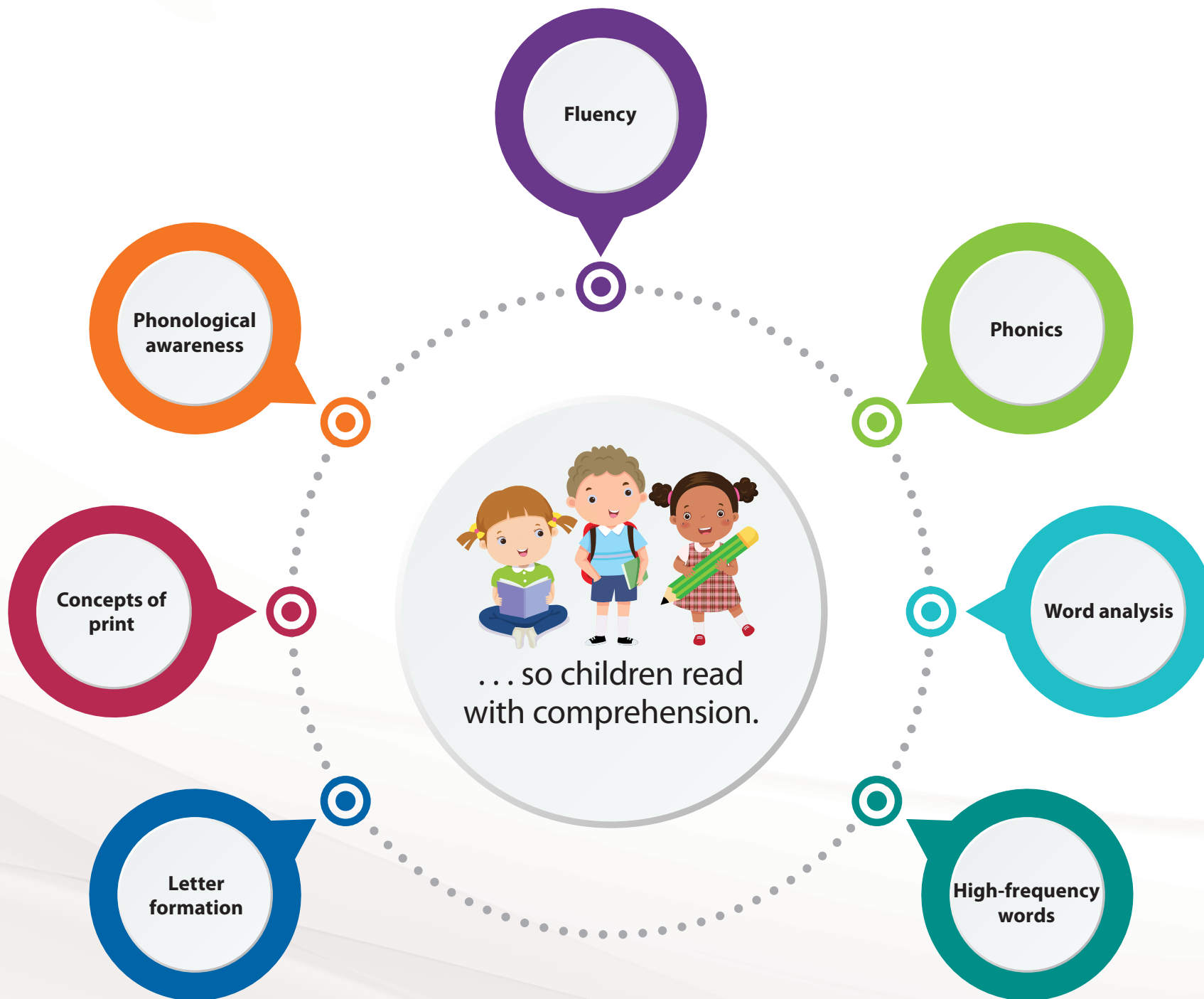
Super Word Cards (High-Frequency Words) 98



What Is *Magnetic Reading Foundations* K-2?



Magnetic Reading Foundations is a foundational skills program that provides explicit and systematic instruction in the seven areas below:



Magnetic Reading Foundations has everything you need to teach foundational skills.

Promise 1: Routines Make Instruction Manageable and Effective

Clear and manageable research-based routines prepare teachers and guide children throughout a comprehensive foundational skills program.



Promise 2: Students Read about Real Things

Content-rich texts ensure students build understanding of their world while they apply phonics skills and practice decoding.



Promise 3: Instruction Is Tied to Assessment throughout the Program

Instructional next steps for individual students' needs are driven by timely assessments and formative moments embedded in the program.

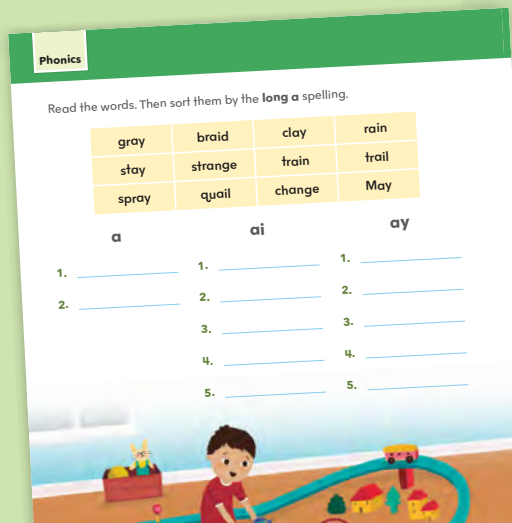




Program Components

Student Book

- Essential practice activities
- Connected Texts for every lesson
- Two volumes for students' ease of use



Magnetic Readers Library

- 30 titles for each grade level
- Each title has six copies.
- Each reader is aligned to the week's skills.
- Each reader comes with instruction in the Teacher's Guide.
- Texts are linked by topic.



Foundational Skills Program Cards

Articulation and Sound Spelling Cards

- 45 cards
- Actual size: 9" x 6"

j, g, ge,
dge



Articulation Consonant /j/

(j, g, ge, dge)

To make the /j/ sound:

- First, bring your teeth together and put your lips in a circle.
- Next, place the front of your tongue behind your top front teeth.
- Then, turn on your voice to let the air flow out.
- Place your fingers on your throat and say the sound again. Do you feel your throat vibrate? (Yes.)

Exemplar Words

Initial Position

jeep juice gem guard

pill jump gem gym

Medial Position

bridge oranges oranges oranges

Final Position

age page badge edge

huge huge bridge ludge

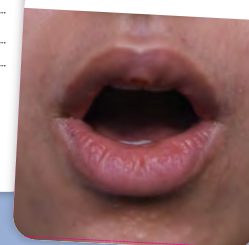
Sound Transfer from Home Language

Transfer: Arabic
Approximate Transfer: Vietnamese
Non-Transfer: Spanish, Mandarin, Haitian Creole

For a comprehensive overview of sound transfer information, see pages 318–319 of the Teacher's Guide.

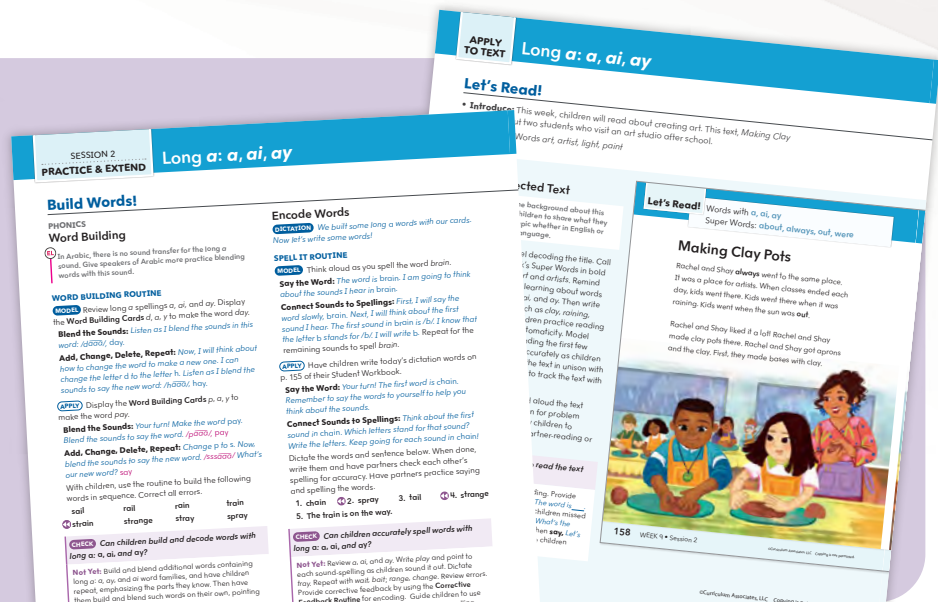
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aw, au, a



Teacher's Guide

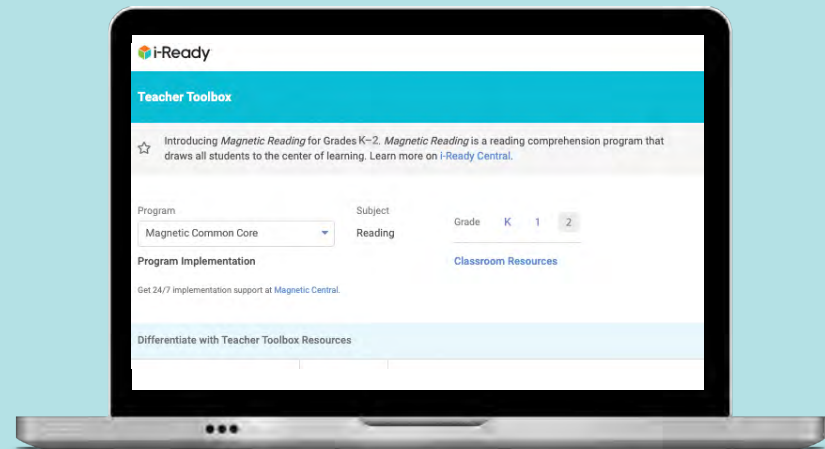
- Everything you need to lead students through the lesson
- Routines that are simple, repeatable, and straightforward
- Helpful teacher tips
- Two volumes for ease of use



Digital Resources

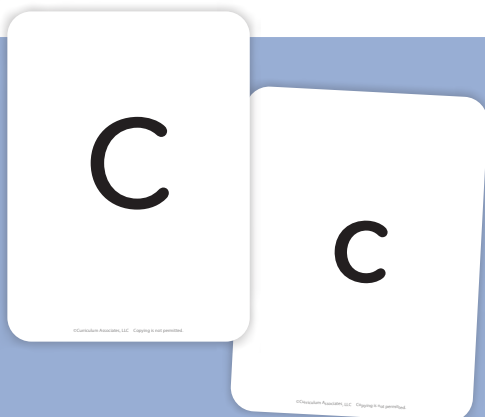
(Available on the Teacher Toolbox)

- Lesson slides
- Support for families
- Additional supportive practice
- Poems and songs



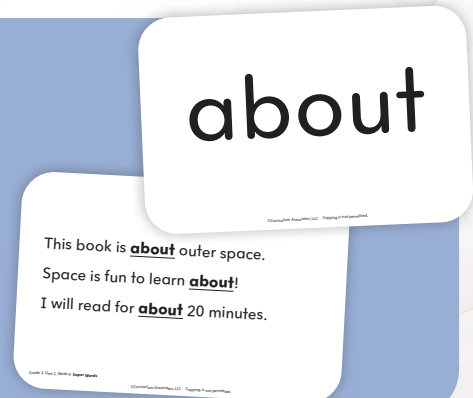
Word Building Cards

- 207 cards include letters, digraphs, and vowel teams
- Actual size: 6" x 4.5"



Super Word Cards

- Program-specific high-frequency words
- 130 cards
- Actual size: 6" x 9"





Program Structure



Unit Overview and Structure

Magnetic Reading Foundations includes 30 weeks of instruction across six units in each grade level.

- There are five weeks of instruction per unit.
- Each week includes five sessions.
- Each unit is organized around a theme, and each week students are introduced to a topic that relates to the theme.



Plan

Look Ahead: Preview the unit skills and texts to plan for your class needs.

WEEK	PHONICS FOCUS	THEMED UNIT TEXTS	KNOWLEDGE
6	Final e: a_e, i_e, o_e, u_e, e_e	<input type="checkbox"/> • Decodable Text 1 <input type="checkbox"/> • Decodable Text 2 <input type="checkbox"/> • Little Book	<p>About Decoding Skills</p> <p>The unit texts provide opportunities for children to practice reading long vowels, soft c and g, beginning blends, and previously learned phonics skills.</p> <p>About Unit Theme</p> <p>Making Art Art can be made at home, in a studio, or even outside in nature. There are many different ways to create art.</p>
7	Soft c and Soft g	<input type="checkbox"/> • Decodable Text 1 <input type="checkbox"/> • Decodable Text 2 <input type="checkbox"/> • Little Book	
8	Three Letter Blends: scr-, str-, spl-, spr-, thr-, shr-	<input checked="" type="checkbox"/> • Decodable Text 1 <input checked="" type="checkbox"/> • Decodable Text 2 <input checked="" type="checkbox"/> • Little Book	
9	Long a: a, ai, ay, ea, eigh, ey	<input type="checkbox"/> • Decodable Text 1 <input type="checkbox"/> • Decodable Text 2 <input type="checkbox"/> • Little Book	
10	Long e: e, ee, ea, ie, y, ey	<input type="checkbox"/> • Decodable Text 1 <input type="checkbox"/> • Decodable Text 2 <input type="checkbox"/> • Little Book	

Unit Topic Alignment

Unit topics are aligned across grade levels.

Unit	Domain	Grade K	Grade 1	Grade 2
1	Self and Others	All about Me	Friendship	Getting Along with Others
2	The Arts	Express Yourself	Create Every Day!	Making Art
3	Life Science	Leaves, Wings, and Furry Things	The Underwater World	What's That Habitat?
4	Social Studies	In My Community	People, Places, and Friendly Faces	It's on the Map!
5	Literature	Stories About . . .	Imagine That!	Tell Me More
6	Earth Science	What's the Weather?	In the Sky	Land and Water

Grade 2, Unit 2:

Unit Topic: Making Art


- Week 6: Art with Nature
- Week 7: The Art of Portraits
- Week 8: Art with String and Cloth
- Week 9: Where Art Is Made
- Week 10: Art at Home

Connected Texts

- *Making Clay Pots*
Phonics Skill—Long *a*: *a, ai, ay*
- *Big Art, Big Space*
Phonics Skill—Long *a*: *a, ai, ay*

Magnetic Reader

- *Art Inside and Out*
Phonics Skill—Long *A*: *a, ai, ay, ea, eigh, e*



UNIT 2
Overview | **WEEKS 6-10**

49

Teach

Introduce the Unit Theme: Have children turn to **Student Workbook page 50**. Use the illustrations to introduce Unit Words.

Unit Words

art Art is a creation by people using their imagination.	<i>We walked around the museum to admire the art on display.</i>
artist An artist is the person creating art with various materials.	<i>The artist created a portrait using only paper pieces.</i>
paint Paint is a colorful liquid put on an object to change its color.	<i>The art piece was completed using blue and red paint.</i>
light Light is the brightness that comes from things like the sun, fire, or lightbulbs.	<i>The light from the sun created a shadow of the art sculpture.</i>

Engage

Read aloud the unit title. Tell children that in this unit they will read about characters and people who make art. Ask: *Where do you see art? Do you like to create art? If so, what do you use to create your art?*

Explain to children that the pictures at the bottom of the page are from texts they will read in this unit. Have them turn and talk with a partner about what they notice. Have them explain which text they are most excited to read. Offer discussion and oral language support with the following sentence frame: *I want to read this text because _____.*

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Weekly Structure

Sessions 1–4 provide teacher-led instruction with opportunities for application and independent practice.

Session 5 includes a cumulative review and an assessment.

- Students are assessed at the end of every week and at the end of every unit.
- At the end of both the Unit and Weekly Assessment, teachers use Instructional Next Steps to inform whether reteaching or additional practice is necessary.

Session 1 introduces new skills, and Session 2 has opportunities to practice and extend those skills. This repeats with Sessions 3 and 4.

WEEKLY PLANNER

MAKING ART Where Art Is Made

Plan Student Scaffolds

- Use assessment data and instructional next steps from the prior week to plan modifications to support each child.
- Review **English Learner Supports** to plan appropriate instruction for ELs.
- Review instructional routines and options for variation on pp. A30–A38 to support learner variability.

Options for Pacing



20 min

Phonics, Read Longer Words, and High-Frequency Words



30 min

Add Word Analysis and Word-Level Reading



45 min

Add Read Connected Texts

*For more guidance on pacing, see pp. A39–A42.

PHONICS FOCUS: Long a (a, ai, ay, ea, eigh, ey)

	SESSION 1	SESSION 2	SESSION 3
Key Objectives	Children will: <ul style="list-style-type: none"> • decode words with long a: a, ai, and ay • read longer words with long a: a, ai, and ay • recognize and read grade-level high-frequency words 	Children will: <ul style="list-style-type: none"> • decode and encode words with long a: a, ai, and ay • recognize and read words with open syllable patterns • recognize and read grade-level high-frequency words • read fluently with accuracy 	Children will: <ul style="list-style-type: none"> • decode words with long a: ea, eigh, and ey • read longer words with long a: ea, eigh, and ey • recognize and read grade-level high-frequency words
Phonics	Long a: a, ai, ay	<ul style="list-style-type: none"> • Long a: a, ai, ay • Three-Letter Blends 	Long a: ea, eigh, ey
Read Longer Words	Multisyllabic Words with Long a: a, ai, ay		Multisyllabic Words with Long a: ea, ey, eigh
Word Analysis		Open Syllable Patterns	
High-Frequency Words	about, always, out, were	about, always, out, were	<ul style="list-style-type: none"> • about, always, out, were • could, have, through, would
Fluency	Word-Level Reading Fluency	Read Connected Text 1: <i>Making Clay Pots</i> <ul style="list-style-type: none"> • Fluency Skill: Accuracy 	Word-Level Reading Fluency
English Learner Supports	<ul style="list-style-type: none"> • Identify sound transfer information for long a and practice articulation. 	<ul style="list-style-type: none"> • Identify sound transfer information for long a. • Build background to support reading comprehension. • Leverage home language. 	<ul style="list-style-type: none"> • Identify sound transfer information for vowel teams ea, eigh, ey and connect sounds in English to sounds in home language.

a_e, i_e, o_e, u_e
str, spl, spr, scr, thr, shr



a, ai, ay
eigh, ey, ee



WEEK 9

sott c & g

Materials

- Word Building Cards
- Sound Spelling & Articulation (SS&A) Cards: long a
- Super Word Cards: *about, always, out, were*

Unit Words

- art
- artist
- light
- paint

Magnetic Reader

Children will apply the foundational skills and practice fluent reading with repeated readings of this week's Magnetic Reader.

Standards

- **RF.2.3a** Distinguish long and short vowel sounds when reading one-syllable words
- **RF.2.3b** Know common vowels teams
- **RF.2.3c** Decode two-syllable words with long vowels
- **RF.2.3d** Decode words with prefixes and suffixes
- **RF.2.3f** Recognize and read irregularly spelled words
- **RF.2.4a** Read with purpose and understanding
- **RF.2.4b** Read orally with accuracy/appropriate rate/expression
- **RF.2.4c** Use context to confirm or self-correct word recognition and understanding
- **L.2.2d** Generalize learned spelling patterns when writing

The **Magnetic Readers**, while highly decodable, include pretaught story words and give students an authentic reading experience.

Session 5 includes Instructional Next Steps tied to the Weekly Assessment.

Text Types

Each week of instruction features a set of three closely linked texts about the topic—two highly decodable Connected Text passages plus one Magnetic Reader.

SESSION 4

Children will:

- decode and encode words with long a: *ea, eigh, and ey*
- recognize and read words with open syllable patterns
- recognize and read grade-level high-frequency words
- read fluently with accuracy

- Long a: *ea, eigh, ey*
- Three-Letter Blends

Open Syllable Patterns

- *about, always, out, were*
- *could, have, through, would*

Read Connected Text 2:

Big Art, Big Space

- Fluency Skill: Accuracy

- Use picture support for vocabulary in activities.
- Build background to support reading comprehension.

SESSION 5

Children's progress will be measured in:

- recognizing which letters stand for the long a sound
- encoding words with long a: *a, ai, ay, ea, eigh, ey*
- accurately spelling the high-frequency words

WEEKLY ASSESSMENT

- **Target Sound-Spellings:** /ā/
- **Target Words:** *breaking, mailbox, playmate, weighed*
- **High-Frequency Words:** *about, always, out, were*
- *could, have, through, would*
- **Read Words**
- **Read/Write Connected Text**

Cumulative Review

If children need more practice before or after taking the assessment, assign the Cumulative Review pages on Student Workbook pp. 298–299.

- Review sounds and sound-spelling patterns that do not transfer from students' home languages before assessing.

Session Overview

Magnetic Reading Foundations daily sessions include proven, research-based instruction.

Sessions feature a set of **INSTRUCTIONAL ROUTINES** for the domains (i.e., Phonics, High-Frequency Words, and Fluency). Teachers and students follow the same routine each time they encounter a given skill, allowing for a predictable, easy-to-use session structure and approach.

SESSION 2 PRACTICE & EXTEND

Long a: a, ai, ay

Build Words!

PHONICS

Word Building

EL In Arabic, there is no sound transfer for the long a sound. Give speakers of Arabic more practice blending words with this sound.

WORD BUILDING ROUTINE

MODEL Review long a spellings a, ai, and ay. Display the **Word Building Cards** d, a, y to make the word day.

Blend the Sounds: Listen as I blend the sounds in this word: /dāāā/, day.

Add, Change, Delete, Repeat: Now, I will think about how to change the word to make a new one. I can change the letter d to the letter h. Listen as I blend the sounds to say the new word: /hāāā/, hay.

APPLY Display the **Word Building Cards** p, a, y to make the word pay.

Blend the Sounds: Your turn! Make the word pay. Blend the sounds to say the word. /pāāā/, pay

Add, Change, Delete, Repeat: Change p to s. Now, blend the sounds to say the new word. /sssāāā/ What's our new word? say

With children, use the routine to build the following words in sequence. Correct all errors.

sail	rail	rain	train
← strain	strange	stray	spray

CHECK Can children build and decode words with long a: a, ai, and ay?

Not Yet: Build and blend additional words containing long a: a, ay, and ai word families, and have children repeat, emphasizing the parts they know. Then have them build and blend such words on their own, pointing to the letters as they blend.

Encode Words

DICTATION We built some long a words with our cards. Now let's write some words!

SPELL IT ROUTINE

MODEL Think aloud as you spell the word brain.

Say the Word: The word is brain. I am going to think about the sounds I hear in brain.

Connect Sounds to Spellings: First, I will say the word slowly, brain. Next, I will think about the first sound I hear. The first sound in brain is /b/. I know that the letter b stands for /b/. I will write b. Repeat for the remaining sounds to spell brain.

APPLY Have children write today's dictation words on p. 155 of their Student Workbook.

Say the Word: Your turn! The first word is chain. Remember to say the words to yourself to help you think about the sounds.

Connect Sounds to Spellings: Think about the first sound in chain. Which letters stand for that sound? Write the letters. Keep going for each sound in chain!

Dictate the words and sentence below. When done, write them and have partners check each other's spelling for accuracy. Have partners practice saying and spelling the words.

- chain
- spray
- tail
- strange
- The train is on the way.

CHECK Can children accurately spell words with long a: a, ai, and ay?

Not Yet: Review a, ai, and ay. Write play and point to each sound-spelling as children sound it out. Dictate fray. Repeat with wait, bait; range, change. Review errors. Provide corrective feedback by using the **Corrective Feedback Routine** for encoding. Guide children to use tools such as **SS&A Cards** to check their own spelling.



WORD ANALYSIS

Open Syllable Patterns

TEACH Explain that every syllable has only one vowel sound. Write *man*. Have children read the word. **Say**, *The consonant at the end of this word tells me that this is a closed syllable pattern and that the vowel sound is short.* Now remove the *n* from *man* to make the syllable *ma*. *The vowel is no longer closed in by a consonant. The single vowel at the end of this syllable tells me that this is an open syllable pattern. In an open syllable pattern, the vowel sound is usually long.* Sweep your finger under the syllable as you say: /mā/.

MODEL Write *raven*. Think aloud as you model dividing the word and identifying the open syllable pattern. **Say**, *First, I will identify each vowel.* Underline the vowels. *There is one consonant between the vowels. Since there is only one consonant between the vowels, I will first try dividing the word before the consonant: ra • ven. The first syllable ends in a vowel, so it has an open syllable pattern. The vowel sound will be long.* Sweep your finger under the word as you blend each syllable to say the word.

APPLY Repeat with the word *agent*. Guide children to tell you where to divide the word and to identify the open syllable pattern. Then together with children, blend the syllables to read the word.

CHECK *Can children read words with open syllable patterns?*

Not Yet: If children pronounce a word incorrectly, pronounce the word correctly and then point to the syllable children mispronounced. **Say**, *Is this an open or closed syllable pattern? How do you know? Is the vowel sound long or short? What is the vowel sound? Can you read the syllable?* Have children read the syllable again before rereading the whole word.

High-Frequency Words

TIP Make it a game! Call out each Super Word and have children clap, stomp, or snap for each letter as they spell it.

REVIEW Display and review this week's **Super Word Cards**: *were, out, always, about*. Together with children, point out any letter sounds or spellings they might already know. Then take away the **Super Word Cards**. Say each Super Word and have children build the words with **Word Building Cards**. Display the **Super Word Cards** again for children to confirm or self-correct their spelling. Then, have children read and spell the words in unison.

APPLY Have partners take turns using the words in oral sentences.

APPLY/PRACTICE

For additional practice, assign the pages below. Before children begin working, say any picture names or directions aloud, as necessary.

STUDENT WORKBOOK

Phonics	p. 155
Encode Words	p. 155
Word Analysis	p. 156
High-Frequency Words	p. 157

Let's Read!

Turn to the next page to have children read *Making Clay Pots*.



A **High-Frequency Words** sequence is built around the sound spellings that students are learning alongside an approach to High-Frequency Words instruction that encourages them to use what they know to identify the regular parts of each word.

Connected Texts allow students to practice decoding and fluency skills while learning about the weekly topic.



Promise 1: Routines Make Instruction Manageable and Effective

Sessions feature a set of **instructional routines** centered around the following domains: Phonics, High-Frequency Words, and Fluency.

A routine structures each activity:

- Teachers model the routine.
- Students apply the routine as they practice as a class, in a small group, or independently.
- Teachers have a formative assessment opportunity to check for student understanding and use instructional next steps.

Additional routines that are included in *Magnetic Reading Foundations* are:

- Add Sounds Routine
- Blend Sounds Routine
- Blend Words Routine
- Delete Sounds Routine
- Identify Sounds Routine
- Isolate Sounds Routine
- Segment Sounds Routine
- Segment Syllables Routine
- Change Sounds Routine
- Make Words Routine
- Super Words Routine
- Spell It Routine
- Substitute Sounds Routine

SESSION 2 PRACTICE & EXTEND

Long a: a, ai, ay

Build Words!

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2. spray
3. tail
4. strange
5. The train is on the way.

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MODEL Review long *a* spellings *a*, *ai*, and *ay*. Display the **Word Building Cards** *d*, *a*, *y* to make the word *day*.

Blend the Sounds: *Listen as I blend the sounds in this word: /dāāā/, day.*

Add, Change, Delete, Repeat: *Now, I will think about how to change the word to make a new one. I can change the letter *d* to the letter *h*. Listen as I blend the sounds to say the new word: /hāāā/, hay.*

APPLY Display the **Word Building Cards** *p*, *a*, *y* to make the word *pay*.

Blend the Sounds: *Your turn! Make the word pay. Blend the sounds to say the word. /pāāā/, pay*

Add, Change, Delete, Repeat: *Change *p* to *s*. Now, blend the sounds to say the new word. /sssāāā/ What's our new word? say*

With children, use the routine to build the following words in sequence. Correct all errors.

sail rail rain train

◀ strain strange stray spray

CHECK *Can children build and decode words with long *a*: *a*, *ai*, and *ay*?*

Not Yet: Build and blend additional words containing long *a*: *a*, *ay*, and *ai* word families, and have children repeat, emphasizing the parts they know. Then have them build and blend such words on their own, pointing to the letters as they blend.

The *Magnetic Reading Foundations* routines help students learn, apply, and practice new skills and also serve as a model for teachers who are new to teaching foundational skills. Each routine includes explicit steps and clear scripting, which help teachers follow them with fidelity.

Information on how to scaffold and vary the routines, including opportunities for addressing learner variability and multimodal and multisensory practices, appear in the front matter of the Teacher's Guide.



Promise 2: Students Read about Real Things

Connected Texts and Magnetic Readers

The *Magnetic Reading Foundations* program places content-rich, topically connected texts at the center of foundational skills instruction. Connected Texts focus on the session topic and are located at point of use in the Student Book. The Magnetic Readers are optimized for small group instruction and allow students to apply foundational skills and practice fluent reading, while giving them an opportunity to learn about the world.

Let's Read! Words with **ea, eight, ey**
Super Words: **about, always, out, were**

Big Art, Big Space



Some artists can make their art at home. The things they make can fit in that space. They can paint, make pots, or stitch quilts at home. They have a place for things like aprons and clay. They have places for stacking things. Their art stays safe. It will not get lost. It will not break. It is not a problem for them to make art at home.



But a home is not **always** a great place for making art. An artist can run **out** of space for things like smocks, brushes, and scraps of cloth. Paints can spray, splash, and make a mess. And some big art can take up a lot of space. It can weigh a lot! Artists must think **about** getting big spaces for big art. They are thrilled with places that have lots of space. Big art fits in a big space. You could make big art in a big space if you **were** an artist.

Not Your Average Decodable Reader

Magnetic Readers allow students to practice and apply their decoding, high-frequency words, and fluency skills to meaningful reading opportunities.

These beautifully crafted texts include a varied and compelling selection of fiction and nonfiction across each grade.

Art Inside and Out



by Christina Wilsdon

by Christina Wilsdon

Making Art

Celebrate children's efforts and achievements by pointing out all they have learned in this unit!

Unit Skills

Phonics Focus

Have children look carefully at Student Workbook page xx to find items in the picture that have some of the sounds they have learned in this unit: words with final e, soft c and g, 3-letter blends, and long vowel teams.

final e, soft c, soft g,
spr-, str-, spl-, scr-, shr-,
thr-

a, ai, ay, eigh, ey, ea, e,
ee, ie, ey, y

Super Words

Review the Super Words that children have learned in this unit. Say each word and lead them in cheering its spelling.

by, my, down, said, once,
large, some, come

very, too, most, who

through, would, could,
have, always, were,
about, out



Unit Theme

TALK ABOUT TEXTS Remind children of the texts they read in **Making Art**. Review the Unit Words. Point out that children can use the words to talk about the art and artists they read about. Provide sentence frames to help children recall details from the texts.

MAKE CONNECTIONS Guide children to make connections between the texts. Have children share ideas with each other. Then have a few children share ideas with the class. Guide the discussion to help children conclude that art can be created in many different ways and that we can all express ourselves as artists.

art	artist	paint	light
-----	--------	-------	-------

Art can be made using ___ from nature.

___ can be created with ___.

At home, art can be made with ___.

Different types of art are ___.

UNIT 2

Wrap-Up | WEEKS 6-10

Throughout each unit, students are given opportunities to think and talk about the text they just read.

Students have the opportunity to use sentence stems to guide discussions. This allows students to share their own text connections.

Supporting English Learners

SESSION 3
INTRODUCE

Long a: ea, ey, eigh

Build Words!



PHONICS
Long a: ea, ey, eigh

EL The vowel teams *ea* and *eigh* do not transfer in Spanish. There is an approximate sound-symbol transfer for *ey* in Spanish. Point out that the sound in Spanish for *ey* is similar to the sound in English.

TEACH Display the *SS&A Cards* for long *a*. Say the image name and have children say the long *a* sound with you. Remind children that /ā/ can be spelled in different ways, and that they've already learned the long *a* spellings *a*, *ai*, and *ay*. **Say**, *Now, you will learn a few more*. Teach /ā/ spelled *ea* as in *great*. Write *great* and read it aloud. Underline *ea* and say the sound. **Say**, *In the word great, /ā/ is spelled ea*. Point to the letters and have children say the sound with you. Repeat with *eigh* and *ey* using *eight* and *they*. Remind children that two or more letters can stand for one vowel sound.

BLEND WORDS ROUTINE

MODEL Write the word *great*. Point to *ea*.
Say the New Sound: *I am going to say our new sound in this word: the letters e, a, together, stand for /ā/.*
Blend the Sounds Together: *Now, listen as I blend all the sounds together: /grrrāā/. Say the word with me: great.*

APPLY Write the word *weigh*. Point to *eigh*.
Say the New Sound: *Your turn! Say our new sound in this word. /ā/*
Blend the Sounds Together: *Now, blend all the sounds together to say the word. /wāāā/, weigh*
Now use the routine and have children blend the sounds to say the words below.

steak	break	hey	prey
they	eight	weight	sleigh

CHECK Can children blend words with long *a*: *ea, ey, and eigh*?

Not Yet: Have children practice blending additional long *a* words one sound at a time. Write the first sound in a word and have children say it. Write the next sound-spelling in the word, have children say the sound, and then blend the first two sounds together. Repeat for remaining sounds until you have read the whole word.

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PHONICS

Long a: ea, ey, eigh

EL The vowel teams *ea* and *eigh* do not transfer in Spanish. There is an approximate sound-symbol transfer for *ey* in Spanish. Point out that the sound in Spanish for *ey* is similar to the sound in English.

Helpful tips are available at point of use to give teachers **tools to work with students who are English Learners**. With foundational skills, in particular, teachers benefit from understanding when alphabet systems and sounds are different between English and other languages. Language tips are given for students who speak Spanish, Arabic, Mandarin, Vietnamese, and Cantonese, among others.

SESSION 1
INTRODUCE

Long a: a, ai, ay

Build Words!



PHONICS
Long a: a, ai, ay

EL In Spanish, *ai* and *ay* are pronounced similarly to long *i* in English. Have children listen and watch your mouth as you say the long *a* sound. Point out how you stretch your mouth as if you are going to smile.

TEACH Display the *SS&A Cards* for long *a*. Say the image name and have children say the long *a* sound with you. Tell children that the /ā/ sound can be spelled in different ways. First, teach /ā/ spelled *a* as in *strange*. Write *strange* and read it aloud. Underline *a* and say the sound. **Say**, *In the word strange, /ā/ is spelled a*. Point to the letter and have children say the sound with you. Then repeat with *ai* and *ay* using the words *rain* and *day*. Explain that two or more letters can stand for one vowel sound. Point out that *ai* usually appears at the beginning or middle of a word or syllable, and *ay* usually appears at the end of a word or syllable.

BLEND WORDS ROUTINE

MODEL Write the word *rain*. Point to the letters *ai*.
Say the New Sound: *I am going to say our new sound in this word: The letters a, i, together, stand for /ā/.*
Blend the Sounds Together: *Now, listen as I blend all the sounds together: /rrāānnn/. Say the word with me: rain.*

APPLY Write the word *play*. Point to the letters *ay*.
Say the New Sound: *Your turn! Say our new sound in this word. /ā/*
Blend the Sounds Together: *Now, blend all the sounds together to say the word. /plāāā/, play*
Now use the routine and have children blend the sounds to say the words below.

play	stay	say	rain
nail	paid	range	change

CHECK Can children decode words with long *a*: *a, ai, and ay*?

Not Yet: If children read /ā/ as /ā/ or another vowel sound, use the *SS&A Cards* to review the long *a* sound-spellings. Write additional words with long *a* spelled *a, ai, and ay*, and have children underline the long *a* spellings. Model blending the words and have children repeat.

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Promise 3: Instruction Is Tied to Assessment throughout the Program



Weekly Assessments allow teachers to track skills acquisition and plan opportunities for reteaching and review.

Weekly Assessments include Whole-Class and Individual Assessments that can be administered in a small group setting.

SESSION 5 WEEKLY ASSESSMENT

Long a: a, ai, ay, ea, eigh, ey

1. Administer the **Whole-Class Assessment** to track progress on written tasks. Have children turn to Student Workbook p. 168.
2. Then, in small groups or individually, administer the **Individual Assessment** to track progress on oral tasks. Have children read from Teacher's Guide p. 184 for Part 6.
3. Use the **Assessment Tracker** to record results. Then review **Instructional Next Steps** on Teacher's Guide p. 185.

Whole-Class Assessment

Tell children they are going to practice some of the sounds and words they learned this week.

PART 1: Encode Target Sound-Spellings

Have children list three ways to spell the sound /ā/. For each, ask them to write a word that uses this spelling.

ANSWER KEY

a (agent) ai (pain) ay (day)
ea (great) eigh (eight) ey (prey)

PART 2: Encode Longer Words

Read each word. Provide a context sentence when necessary. Have children write the word.

1. breaking
2. mailbox
3. playmate
4. weighed

PART 3: Spell High-Frequency Words

Read each word. Provide a context sentence when necessary. Have children write the word.

1. always
2. were
3. through
4. could
5. about
6. out
7. have
8. would

PART 4: Write Connected Text

Read each sentence. Have children write the sentences. Remind them to use correct spelling and punctuation.

1. They ate while they were waiting for the train.
2. In April, I always play out in the rain.

Connected Text Key ■ High-Frequency Words ■ Target Sound-Spellings ■ Target Words ■ Word Analysis

Individual Assessment

PART 5: Read Words

Have each child read one longer word in Part 5a. If the child makes an error, have the child read the corresponding alternate word. Choose a different set of words for each child if working in small groups. Repeat these steps for Part 5b.

PART 5a

LONGER WORD

apron
raining
basic
away
agent

If the child makes an error, move to the **alternate one-syllable word**.

If not, continue to **Part 5b**.

ALTERNATE WORD

change
snail
range
stray
strange

PART 5b

LONGER WORD

paying
breaking
trained
raindrop
weighing

If the child makes an error, move to the **alternate one-syllable word**.

If not, continue to **Part 6**.

ALTERNATE WORD

clay
steak
chain
mail
sleigh

PART 6: Read Connected Text

Have each child read two sentences. Choose different sentences for each child if working in small groups.

1. The **eight snails** always sit on the **trail**.
2. We **were waiting** to get the **mail out** of the box.
3. She scrubbed the **apron** to get the **stain out**.
4. If **always rains** in **April** and **stays** nice in **May**.
5. They **were** in **Spain** for **eight** days to see the **play**.
6. The **gray quail** is **always out** at the lake.
7. Dad is **about** to **braid** Hope's **tail** to **stay** in place.
8. The **weight** of the **hay** **always** made the fence **break**.
9. The **ravens** **were** swimming and splashing in the **rain**.
10. We **were about** to **paint** the **plain sleigh** red.

Instructional Next Steps

1. Review the Instructional Next Steps for the **Whole-Class Assessment**.
2. Review the Instructional Next Steps for the **Individual Assessment** below.

PART 5: READ CONNECTED TEXT

- If** children read at an accuracy rate lower than 90%...
- If** children did not read with appropriate phrasing...
- If** children did not read with appropriate expression...

- Then** compare results to Part 6 of the Weekly Assessments from Unit 2. If a pattern of errors emerges, provide targeted practice with necessary sound-spellings and/or high-frequency words and additional fluency practice with tasks like repeated readings. In addition, continue to emphasize that readers monitor their reading to make sure they read words correctly and sound out words they don't know.
- Then** continue to emphasize that punctuation tells readers when to pause in a sentence. In addition, continue to provide opportunities for children to hear appropriate phrasing through activities like read-alouds.
- Then** remind children that readers read with feeling and change their voice to reflect what is happening in the text. In addition, continue to model appropriate expression through activities like read-alouds.

The **Instructional Next Steps** provide teachers with examples of how to reteach a specific skill.

Weekly Assessment Tracker

The Assessment Tracker gives teachers a way to see detailed data about student progress and shows teachers which students need support and the exact skills they need help with. The Assessment Tracker is the link to the Instructional Next Steps.

WEEKLY ASSESSMENT																			
NAME	WHOLE CLASS ASSESSMENT								INDIVIDUAL ASSESSMENT						TOTALS				
	PART 1: Encode Target Sound Spellings		PART 2: Encode Target Words		PART 3: Spell High-Frequency Words		PART 4: Write Connected Text	PART 4: Write Connected Text	PART 5A: Blend		PART 5B: Segment		PART 5C: Identify		PART 6: Read Connected Text	PART 6: Read Connected Text	Target Sounds	HFWs	PA
	/6	Errors	/6	Errors	/6	Errors	target words	HFW	target skill	prereq skill	target skill	prereq skill	target skill	prereq skill	target words	HFW			
child																			

Promise 3: Instruction Is Tied to Assessment throughout the Program

Unit Assessments allow teachers to track acquisition of new and previously learned skills from earlier in the unit.

Unit Assessments show a pattern of errors throughout the unit and help teachers evaluate the five-week pattern of student growth and needs.

Unit Assessments include both a Whole-Class and Individual Assessment, similar to the **Weekly Assessments**, giving teachers a consistent approach to tracking student progress.

UNIT 2 ASSESSMENT Weeks 6-10

1. Administer the **Whole-Class Assessment** to track progress on written tasks. Have children turn to Student Workbook p. 186.
2. Then, in small groups or individually, administer the **Individual Assessment** to track progress on oral tasks. Have children read from Teacher's Guide p. 203.
3. Use the **Assessment Tracker** to record results. Then review **Instructional Next Steps** on Teacher's Guide p. 204.

Whole-Class Assessment

Tell children they are going to practice some of the sounds and words they learned throughout the unit.

PART 1: Encode Target Sound-Spellings

Have children list three ways to spell the sound /ē/. For each, ask them to write a word that uses this spelling.

ANSWER KEY

e_e (these)	e (we)	ee (feet)
ie (field)	y (lady)	ey (key)
ea (eat)		

PART 2: Encode Longer Words

Read each word. Provide a context sentence when necessary. Have children write the word.

- | | | |
|------------|------------|--------------|
| 1. smiled | 4. pencil | 7. reached |
| 2. dancing | 5. claimed | 8. splashing |
| 3. seaweed | 6. babies | |

Individual Assessment

PART 5: Read Connected Text

Have each child read one passage. Choose a different passage for each child if working in pairs.

PASSAGE 1

In April, we always go on a spring field trip. This time, we went peach picking! We picked peaches from trees. There was a lady who weighed the peaches we picked. The peaches were really big! They were very sweet, too. It was a great day!

PASSAGE 2

I went to the beach with Macy last week. It was a very hot and sunny day. Once we got there, we ran straight to the lake. We went swimming and splashed about. We raced through the sand and played games. Macy's mom had snacks and drinks, too. They were yummy!

Connected Text Key ■ High-Frequency Words ■ Target Sound-Spellings ■ Target Words ■ Word Analysis

Individual Assessment

In April, we always go on a spring field trip. This time, we went peach picking! We picked peaches from trees. There was a lady who weighed the peaches we picked. The peaches were really big! They were very sweet, too. It was a great day!

I went to the beach with Macy last week. It was a very hot and sunny day. Once we got there, we ran straight to the lake. We went swimming and splashed about. We raced through the sand and played games. Macy's mom had snacks and drinks, too. They were yummy!

Instructional Next Steps

1. Review the Instructional Next Steps for the **Whole-Class Assessment**.
2. Review the Instructional Next Steps for the **Individual Assessment** below.

PART 5: READ CONNECTED TEXT

If children read at an accuracy rate lower than 90%...

If children did not read with appropriate phrasing...

If children did not read with appropriate expression...



Then compare results to Part 6 of the Weekly Assessments from Unit 2. If a pattern of errors emerges, provide targeted practice with necessary sound-spellings and/or high-frequency words and additional fluency practice with tasks like repeated readings. In addition, continue to emphasize that readers monitor their reading to make sure they read words correctly and sound out words they don't know.



Then continue to emphasize that punctuation tells readers when to pause in a sentence. In addition, continue to provide opportunities for children to hear appropriate phrasing through activities like read-alouds.



Then remind children that readers read with feeling and change their voice to reflect what is happening in the text. In addition, continue to model appropriate expression through activities like read-alouds.

Unit Assessments identify which students would benefit from additional instruction. Instructional Next Steps provide both a model and the tools for reteaching.



Phonics

Read the words. Then sort the

gray	br
stay	stro
spray	qu

a


1. _____ 1.

2. _____ 2.

3.

4.

5.



152 WEEK 9 • Session 1



m by the long a spelling.

aid	clay	rain
ange	train	trail
ail	change	May

ai	ay
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

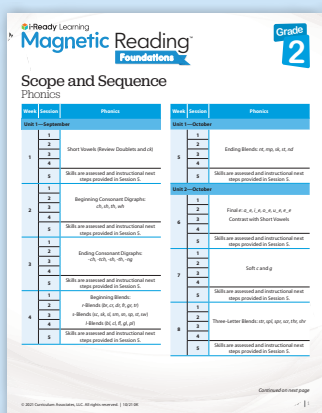
Grade 2 Sample Content

Unit 2, Week 9: Long a, ai, ay, a_e, ea, eigh, ey

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Scope and Sequence

View the Scope and Sequence for *Magnetic Reading Foundations* for Grade 2.



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Teacher's Guide

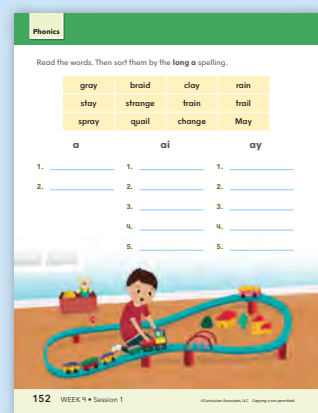
See the Teacher's Guide pages for the Unit 2, Week 9 full lesson. Keep an eye out for additional information about specific features!



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52

Student Book

Read through Unit 2, Week 9: Long a, ai, ay, a_e, ea, eigh, ey.



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Magnetic Reader

View the sample Magnetic Reader for Unit 2, Week 9.



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Articulation and Sound Spelling Cards

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Word Building Cards

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Super Word Cards

Scope and Sequence

Phonics

This sample Scope and Sequence shows the weekly progression of phonics skills for Grade 2.

The *Magnetic Reading Foundations* Scope and Sequence moves from the simplest sounds and concepts around sound spellings to more complex ones. The phonics sequence introduces single letters and consonant digraphs before moving into blends because consonant digraphs are a finite set and easier to learn than blends.

Week	Session	Phonics
Unit 1—September		
1	1	Short Vowels (Review Doublets and <i>ck</i>)
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
2	1	Beginning Consonant Digraphs: <i>ch, sh, th, wh</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
3	1	Ending Consonant Digraphs: <i>-ch, -tch, -sh, -th, -ng</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
4	1	Beginning Blends: <i>r</i> -Blends (<i>br, cr, dr, fr, gr, tr</i>) <i>s</i> -Blends (<i>sc, sk, sl, sm, sn, sp, st, sw</i>) <i>l</i> -Blends (<i>bl, cl, fl, gl, pl</i>)
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.

Week	Session	Phonics
Unit 1—October		
5	1	Ending Blends: <i>nt, mp, sk, st, nd</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
Unit 2—October		
6	1	Final <i>e</i> : <i>a_e, i_e, o_e, u_e, e_e</i> Contrast with Short Vowels
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
7	1	Soft <i>c</i> and <i>g</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
8	1	Three-Letter Blends: <i>str, spl, spr, scr, thr, shr</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.

Continued on next page

Week	Session	Phonics
Unit 2—November		
9	1	Long <i>a</i> : <i>a, ai, ay, ea, eigh, ey</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
10	1	Long <i>e</i> : <i>e, ee, ea, ie, y, ey</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
Unit 3—November		
11	1	Long <i>i</i> : <i>i, y, igh, ie</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.

Week	Session	Phonics
Unit 3—December		
12	1	Long <i>o</i> : <i>o, oa, ow, oe</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
13	1	Long <i>u</i> : <i>ue, u, ew, u_e</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
14	1	Silent Letters: <i>wr, kn, gn, mb, sc</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
15	1	<i>r</i> -Controlled Vowel: <i>ar</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.

Continued on next page

Week	Session	Phonics
Unit 4—January		
16	1	<i>r</i> -Controlled Vowels: <i>er, ir, ur, or</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
17	1	<i>r</i> -Controlled Vowels: <i>or, ore, oar</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
18	1	<i>r</i> -Controlled Vowels: <i>eer, ere, ear</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
19	1	<i>r</i> -Controlled Vowels: <i>are, air, ear, ere</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
Unit 4—February		
20	1	Diphthongs: <i>ou, ow</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.

Week	Session	Phonics
Unit 5—February		
21	1	Diphthongs: <i>oy, oi</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
22	1	Variant Vowels: <i>oo, ou, u</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
23	1	Variant Vowels: <i>oo, ou, u_e, ew, ue</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
Unit 5—March		
24	1	Variant Vowels: <i>aw, au, al</i> (<i>saw, sauce, walk, salt, ball</i>)
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
25	1	Short Vowel Digraphs: <i>/e/ea; /u/ou; /i/y</i>
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.

Continued on next page

Week	Session	Phonics
Unit 6—March		
26	1	Short and Long Vowel Syllable Patterns
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
27	1	Final e Syllable Patterns
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.

Week	Session	Phonics
Unit 6—April		
28	1	r-Controlled Vowel Syllable Patterns
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
29	1	Final Stable Syllable Patterns (+le, +el, +al, -sion, -tion)
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.
30	1	Vowel Team Syllable Patterns
	2	
	3	
	4	
	5	Skills are assessed and instructional next steps provided in Session 5.

The full Scope and Sequence details full foundational skills covered for each grade level.

i-Ready Learning
Magnetic Reading™
Foundations

Grade 2

Scope and Sequence
Phonics

Week	Session	Phonics	Week	Session	Phonics
Unit 1—September			Unit 1—October		
1	1	Short Vowels (Review Doublets and ck)	5	1	Ending Blends: nt, mp, sk, st, nd
	2				
	3				
	4				
	5	Skills are assessed and instructional next steps provided in Session 5.		5	Skills are assessed and instructional next steps provided in Session 5.
2	1	Beginning Consonant Digraphs: ch, sh, th, wh	Unit 2—October		
	2		6	1	Final e: a_e, i_e, o_e, u_e, e_e_e Contrast with Short Vowels
	3				
	4				
5	Skills are assessed and instructional next steps provided in Session 5.				
	1	Ending Consonant Digraphs:		5	Skills are assessed and instructional next steps provided in Session 5.
2			1		

For access to the full Scope and Sequence, contact your Curriculum Associates educational sales representative.

**WEEKLY
PLANNER**

MAKING ART
Where Art Is Made

Plan Student Scaffolds

- Use assessment data and instructional next steps from the prior week to plan modifications to support each child.
- Review **English Learner Supports** to plan appropriate instruction for ELs.
- Review instructional routines and options for variation on pp. A30–A38 to support learner variability.

Options for Pacing



20 min

Phonics, Read Longer Words, and High-Frequency Words



30 min

Add Word Analysis and Word-Level Reading



45 min

Add Read Connected Texts

*For more guidance on pacing, see pp. A39–A42.

This pacing guide shows teachers how to prioritize domains when they have limited time.

This program includes flexible and responsive instruction so teachers understand the skills students are learning and can make decisions about whole class and small group instruction.

PHONICS FOCUS: Long a (a, ai, ay, ea, eigh, ey)

	SESSION 1	SESSION 2	SESSION 3
Key Objectives	<p>Children will:</p> <ul style="list-style-type: none"> • decode words with long a: a, ai, and ay • read longer words with long a: a, ai, and ay • recognize and read grade-level high-frequency words 	<p>Children will:</p> <ul style="list-style-type: none"> • decode and encode words with long a: a, ai, and ay • recognize and read words with open syllable patterns • recognize and read grade-level high-frequency words • read fluently with accuracy 	<p>Children will:</p> <ul style="list-style-type: none"> • decode words with long a: ea, eigh, and ey • read longer words with long a: ea, eigh, and ey • recognize and read grade-level high-frequency words
Phonics	Long a: a, ai, ay	<ul style="list-style-type: none"> • Long a: a, ai, ay • Three-Letter Blends 	Long a: ea, eigh, ey
Read Longer Words	Multisyllabic Words with Long a: a, ai, ay		Multisyllabic Words with Long a: ea, ey, eigh
Word Analysis		Open Syllable Patterns	
High-Frequency Words	about, always, out, were	about, always, out, were	<ul style="list-style-type: none"> • about, always, out, were • could, have, through, would
Fluency	Word-Level Reading Fluency	<p>Read Connected Text 1: <i>Making Clay Pots</i></p> <ul style="list-style-type: none"> • Fluency Skill: Accuracy 	Word-Level Reading Fluency
English Learner Supports	<ul style="list-style-type: none"> • Identify sound transfer information for long a and practice articulation. 	<ul style="list-style-type: none"> • Identify sound transfer information for long a. • Build background to support reading comprehension. • Leverage home language. 	<ul style="list-style-type: none"> • Identify sound transfer information for vowel teams ea, eigh, ey and connect sounds in English to sounds in home language.

a_e, i_e, o_e, u_e
str, spl, spr, scr, thr, shr



a, ai, ay
eigh, ey, ee



WEEK 9

sott c & g

Materials

- **Word Building Cards**
- **Sound Spelling & Articulation (SS&A) Cards:** long *a*
- **Super Word Cards:** *about, always, out, were*

Unit Words

- **art**
- **artist**
- **light**
- **paint**

Magnetic Reader

Children will apply the foundational skills and practice fluent reading with repeated readings of this week's Magnetic Reader.

Standards

- **RF.2.3a** Distinguish long and short vowel sounds when reading one-syllable words
- **RF.2.3b** Know common vowels teams
- **RF.2.3c** Decode two-syllable words with long vowels
- **RF.2.3d** Decode words with prefixes and suffixes
- **RF.2.3f** Recognize and read irregularly spelled words
- **RF.2.4a** Read with purpose and understanding
- **RF.2.4b** Read orally with accuracy/appropriate rate/expression
- **RF.2.4c** Use context to confirm or self-correct word recognition and understanding
- **L.2.2d** Generalize learned spelling patterns when writing

	SESSION 4	SESSION 5
	<p>Children will:</p> <ul style="list-style-type: none"> • decode and encode words with long <i>a</i>: <i>ea, eigh, and ey</i> • recognize and read words with open syllable patterns • recognize and read grade-level high-frequency words • read fluently with accuracy 	<p>Children's progress will be measured in:</p> <ul style="list-style-type: none"> • recognizing which letters stand for the long <i>a</i> sound • encoding words with long <i>a</i>: <i>a, ai, ay, ea, eigh, ey</i> • accurately spelling the high-frequency words
	<ul style="list-style-type: none"> • Long <i>a</i>: <i>ea, eigh, ey</i> • Three-Letter Blends 	<p>WEEKLY ASSESSMENT</p> <ul style="list-style-type: none"> • Target Sound-Spellings: /ā/ • Target Words: <i>breaking, mailbox, playmate, weighed</i> • High-Frequency Words: <i>about, always, out, were</i> • Read Words • Read/Write Connected Text
	<p>Open Syllable Patterns</p> <ul style="list-style-type: none"> • <i>about, always, out, were</i> • <i>could, have, through, would</i> 	<p>Cumulative Review</p> <p>If children need more practice before or after taking the assessment, assign the Cumulative Review pages on Student Workbook pp. 298-299.</p>
	<p>Read Connected Text 2: <i>Big Art, Big Space</i></p> <ul style="list-style-type: none"> • Fluency Skill: Accuracy 	<ul style="list-style-type: none"> • Review sounds and sound-spelling patterns that do not transfer from students' home languages before assessing.
	<ul style="list-style-type: none"> • Use picture support for vocabulary in activities. • Build background to support reading comprehension. 	

Build Words!



UNIT 2 • Making Art

Teachers introduce the week's phonics skill with direct instruction, modeling, and practice through the use of an instructional routine.

Depending on the skill and time of the lesson, each section contains some or all of the following elements:

Teach: The teacher provides direct instruction of a new skill.

Model: The teacher models an instructional routine, skill, or task for students.

Apply: Students apply what they learned as a class, group, or independently.

Check: Questions at the end of each section of a lesson guide teachers to decide whether students are ready to move on to the next section or if they need additional practice. A suggestion for reteaching is given.

PHONICS

Long a: a, ai, ay

EL In Spanish, *ai* and *ay* are pronounced similarly to long *i* in English. Have children listen and watch your mouth as you say the long *a* sound. Point out how you stretch your mouth as if you are going to smile.

TEACH Display the **SS&A Cards** for long *a*. Say the image name and have children say the long *a* sound with you. Tell children that the /ā/ sound can be spelled in different ways. First, teach /ā/ spelled *a* as in *strange*. Write *strange* and read it aloud. Underline *a* and say the sound. **Say, In the word strange, /ā/ is spelled a.** Point to the letter and have children say the sound with you. Then repeat with *ai* and *ay* using the words *train* and *day*. Explain that two or more letters can stand for one vowel sound. Point out that *ai* usually appears at the beginning or middle of a word or syllable, and *ay* usually appears at the end of a word or syllable.

BLEND WORDS ROUTINE

MODEL Write the word *train*. Point to the letters *ai*.

Say the New Sound: *I am going to say our new sound in this word: The letters a, i, together, stand for /ā/.*

Blend the Sounds Together: *Now, listen as I blend all the sounds together: /trrrāānnn/. Say the word with me: train.*

APPLY Write the word *play*. Point to the letters *ay*.

Say the New Sound: *Your turn! Say our new sound in this word. /ā/*

Blend the Sounds Together: *Now, blend all the sounds together to say the word. /plllāā/, play*

Now use the routine and have children blend the sounds to say the words below.

play	stay	say	rain
nail	paid	range	change

CHECK Can children decode words with long a: a, ai, and ay?

Not Yet: If children read /ā/ as /ă/ or another vowel sound, use the **SS&A Cards** to review the long *a* sound-spellings. Write additional words with long *a* spelled *a*, *ai*, and *ay*, and have children underline the long *a* spellings. Model blending the words and have children repeat.

a_e, i_e, o_e, u_e
str, spl, spr, scr, thr, shr



a, ai, ay
eigh, ey, ee



e, y, ie
soft c & g

WEEK 9

Read Longer Words

TIP Explain that the ending *-ed* can be pronounced in three different ways: /ĕd/, /d/, or /t/. Use the examples *added*, *played*, and *tossed* to demonstrate the different pronunciations. In the words below, *-ed* stands for /ĕd/ and is its own syllable.

TEACH Explain to children that every syllable has one vowel sound and that the letters in vowel teams such as *ai* or *ay* stay together in a syllable. Being able to identify the long *a* spelling patterns and common word parts can help them know how to read multisyllabic words.

MODEL Make two columns. Write the syllables *paint • ed* separately in the first column. Underline the *ai* spelling in *paint*. Model reading aloud *paint*, followed by *-ed*, as if you're segmenting the word. Have children repeat after you. Then, write the word *painted* in the second column, sweeping your hand underneath as you read the word aloud. Have children repeat.

APPLY Have children chorally read each syllable in the left column and then the word in the right column for the remaining words below. Point out the dropping of silent *e* before adding the suffix in *changing*.

paint • ed → painted
chang • ing → changing
play • ing → playing
to • day → today
faint • ed → fainted

CHECK Can children read multisyllabic words with long *a*: *a*, *ai*, and *ay*?

Not Yet: Model how to break apart the word, and then sound it out using knowledge of syllable patterns, inflectional endings, or common spelling patterns. Demonstrate using the **SS&A Cards** as a resource. Guide children to use them as a tool for self-correction.

High-Frequency Words

TEACH Introduce this week's Super Words: *about*, *always*, *out*, *were*.

SUPER WORDS ROUTINE

See and Say the Word: Display the **Super Word Card**. Read the word and have children repeat it. Read the context sentences on the back of the card.

Spell the Word: Have children say the letters in the word. Review known sound-spellings and have children say them with you.

Write the Word: Have children write the word and check their spelling.

APPLY See the practice page for High-Frequency Words.

APPLY/PRACTICE

For additional practice, assign the pages below. Before children begin working, say any picture names or directions aloud, as necessary.

STUDENT WORKBOOK

Phonics	pp. 152-153
High-Frequency Words	p. 154

WORD-LEVEL READING FLUENCY

Guide children to read the words on Student Workbook p. 153. Remind them that some words will have the sound-spellings they are learning this week; others will have review sound-spellings. Line 6 is intended for children who are ready for a challenge.

bat, bait, man, main, pad, paid

mail, tail, rain, ray, stay, stain

range, train, way, change, hail, gray

spring, stretch, splash, sprint, stripe, split

mail, mailbox, play, playmate, way, subway

painfully, fingernail, birthday, yesterday, unafraid

The dogs were playing outside.

The dogs always act strange when it rains.

High-Frequency Words are taught with a partial decoding approach, which helps students retain them better. Students hear a context sentence and write the words for practice.

Word-Level Reading Fluency gives students targeted skills practice. They apply the new phonics skill directly before moving on to the Connected Text in Session 2.

Build Words!

PHONICS

Word Building

EL In Arabic, there is no sound transfer for the long a sound. Give speakers of Arabic more practice blending words with this sound.

WORD BUILDING ROUTINE

MODEL Review long a spellings a, ai, and ay. Display the **Word Building Cards** d, a, y to make the word day.

Blend the Sounds: Listen as I blend the sounds in this word: /dāāā/, day.

Add, Change, Delete, Repeat: Now, I will think about how to change the word to make a new one. I can change the letter d to the letter h. Listen as I blend the sounds to say the new word: /hāāā/, hay.

APPLY Display the **Word Building Cards** p, a, y to make the word pay.

Blend the Sounds: Your turn! Make the word pay. Blend the sounds to say the word. /pāāā/, pay

Add, Change, Delete, Repeat: Change p to s. Now, blend the sounds to say the new word. /sssāāā/ What's our new word? say

With children, use the routine to build the following words in sequence. Correct all errors.

sail	rail	rain	train
↩ strain	strange	stray	spray

CHECK Can children build and decode words with long a: a, ai, and ay?

Not Yet: Build and blend additional words containing long a: a, ay, and ai word families, and have children repeat, emphasizing the parts they know. Then have them build and blend such words on their own, pointing to the letters as they blend.

Encode Words

DICTATION We built some long a words with our cards. Now let's write some words!

SPELL IT ROUTINE

MODEL Think aloud as you spell the word brain.

Say the Word: The word is brain. I am going to think about the sounds I hear in brain.

Connect Sounds to Spellings: First, I will say the word slowly, brain. Next, I will think about the first sound I hear. The first sound in brain is /b/. I know that the letter b stands for /b/. I will write b. Repeat for the remaining sounds to spell brain.

APPLY Have children write today's dictation words on p. 155 of their Student Workbook.

Say the Word: Your turn! The first word is chain. Remember to say the words to yourself to help you think about the sounds.

Connect Sounds to Spellings: Think about the first sound in chain. Which letters stand for that sound? Write the letters. Keep going for each sound in chain!

Dictate the words and sentence below. When done, write them and have partners check each other's spelling for accuracy. Have partners practice saying and spelling the words.

- chain
- spray
- tail
- strange
- The train is on the way.

CHECK Can children accurately spell words with long a: a, ai, and ay?

Not Yet: Review a, ai, and ay. Write play and point to each sound-spelling as children sound it out. Dictate tray. Repeat with wait, bait; range, change. Review errors. Provide corrective feedback by using the **Corrective Feedback Routine** for encoding. Guide children to use tools such as **SS&A Cards** to check their own spelling.

Word Building

The Word Building Routine in Session 2 allows students to practice word building by changing sound spellings in words one or two at a time to build new words. By gradually changing sail to spray, they are practicing numerous long a spellings.

Differentiation Checks

Throughout the lessons help teachers know what to look for during whole class instruction and help them support students who need reteaching or additional practice with quick and actionable next steps.

Encode Words

In Grade 2, students encode words and short sentences.

a_e, i_e, o_e, u_e
str, spl, spr, scr, thr, shra, ai, ay
eigh, ey, eee, y, ie
soft c & g

WEEK 9

WORD ANALYSIS

Open Syllable Patterns

TEACH Explain that every syllable has only one vowel sound. Write *man*. Have children read the word. **Say,** *The consonant at the end of this word tells me that this is a closed syllable pattern and that the vowel sound is short.* Now remove the *n* from *man* to make the syllable *ma*. *The vowel is no longer closed in by a consonant. The single vowel at the end of this syllable tells me that this is an open syllable pattern. In an open syllable pattern, the vowel sound is usually long.* Sweep your finger under the syllable as you say: /mā/.

MODEL Write *raven*. Think aloud as you model dividing the word and identifying the open syllable pattern. **Say,** *First, I will identify each vowel.* Underline the vowels. *There is one consonant between the vowels. Since there is only one consonant between the vowels, I will first try dividing the word before the consonant: ra • ven. The first syllable ends in a vowel, so it has an open syllable pattern. The vowel sound will be long.* Sweep your finger under the word as you blend each syllable to say the word.

APPLY Repeat with the word *agent*. Guide children to tell you where to divide the word and to identify the open syllable pattern. Then together with children, blend the syllables to read the word.

CHECK *Can children read words with open syllable patterns?*

Not Yet: If children pronounce a word incorrectly, pronounce the word correctly and then point to the syllable children mispronounced. **Say,** *Is this an open or closed syllable pattern? How do you know? Is the vowel sound long or short? What is the vowel sound? Can you read the syllable?* Have children read the syllable again before rereading the whole word.

High-Frequency Words

TIP Make it a game! Call out each Super Word and have children clap, stomp, or snap for each letter as they spell it.

REVIEW Display and review this week's **Super Word Cards:** *were, out, always, about.* Together with children, point out any letter sounds or spellings they might already know. Then take away the **Super Word Cards.** Say each Super Word and have children build the words with **Word Building Cards.** Display the **Super Word Cards** again for children to confirm or self-correct their spelling. Then, have children read and spell the words in unison.

APPLY Have partners take turns using the words in oral sentences.

APPLY/PRACTICE

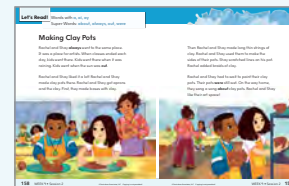
For additional practice, assign the pages below. Before children begin working, say any picture names or directions aloud, as necessary.

STUDENT WORKBOOK

Phonics	p. 155
Encode Words	p. 155
Word Analysis	p. 156
High-Frequency Words	p. 157

Let's Read!

Turn to the next page to have children read *Making Clay Pots.*



Word Analysis gives students more practice with multisyllabic word reading with long vowel syllable patterns.

APPLY
TO TEXT

Long a: a, ai, ay

Let's Read!

- **Introduce:** This week, children will read about creating art. This text, *Making Clay Pots*, is about two students who visit an art studio after school.
- **Share:** Unit Words *art, artist, light, paint*

FIRST READ

Read Connected Text

EL Give children some background about this text. Encourage children to share what they know about the topic whether in English or using their home language.

TEACH/MODEL Model decoding the title. Call attention to this week's Super Words in bold and the Unit Words *art* and *artists*. Remind children that they are learning about words with long *a* spelled *a, ai, and ay*. Then write words from the text, such as *clay, raining, and apron*, to have children practice reading target-skill words for automaticity. Model finger-tracking while reading the first few sentences fluently and accurately as children follow along. Then read the text in unison with children, reminding them to track the text with a finger as they read.

APPLY Have children read aloud the text again in unison as you listen for problem areas. If time permits, allow children to continue practicing using partner-reading or whisper-reading.

CHECK Are children able to read the text accurately and with ease?

Not Yet: Review errors in decoding. Provide Corrective Feedback by saying *The word is ___*. Point to the sound-spelling that children missed and say the correct sound. **Ask,** *What's the sound?* Have children respond. Then **say,** *Let's read the word again.* Finally, have children reread the entire sentence.

Students read the Connected Text located in their Student Book one time. The teacher then has the option to do rereads with scaffolds for students who may need additional help.

Embedded supports for English Learners can help them build vocabulary or topic knowledge prior to reading. Students are to check sound spellings when they need corrective feedback while reading.

The Corrective Feedback Routine gives teachers reliable steps for scaffolding students into reading words correctly when they make a mistake.

Let's Read!

Words with **a, ai, ay**

Super Words: **about, always, out, were**

Making Clay Pots

Rachel and Shay **always** went to the same place. It was a place for artists. When classes ended each day, kids went there. Kids went there when it was raining. Kids went when the sun was **out**.

Rachel and Shay liked it a lot! Rachel and Shay made clay pots there. Rachel and Shay got aprons and the clay. First, they made bases with clay.



WEEK 9 • Session 2

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UNIT 2 • Making Art

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a_e, i_e, o_e, u_e
str, spl, spr, scr, thr, shr



a, ai, ay
eigh, ey, ee



e, y, ie
soft c & g

WEEK 9

Then Rachel and Shay made long thin strings of clay. Rachel and Shay used them to make the sides of their pots. Shay scratched lines on his pot. Rachel added braids of clay.

Rachel and Shay had to wait to paint their clay pots. Their pots **were** still wet. On the way home, they sang a song **about** clay pots. Rachel and Shay like their art space!



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WEEK 9 • Session 2

SECOND READ

Build Fluency: Accuracy

MODEL Explain to children that they can use what they know about Super Words, spelling patterns, and word parts to read words correctly. Model reading the text with accuracy as children follow along.

APPLY Have children read the text aloud in unison as you listen for accuracy.

SELF-CORRECTION

ACCURACY Fix-Up Strategy:

Reread Explain that readers use different strategies, or tools, to help them as they read.

Say, *When you get stuck on a word, stop and reread the word again by sounding out each part and then blending the sounds together. Use the SS&A Cards to review any spellings you need help with. Then read the whole word again. Ask yourself, Does this sound like a real word? Finally, confirm that the word makes sense in context by rereading the entire sentence and asking, Does this word make sense in the sentence?* Guide children to use the strategy as they read.

CHECK Do children read with accuracy?

Not Yet: Model using sound-spelling pattern knowledge to sound out a word children misread. Call on children to share other words they found troublesome. Guide them to use the SS&A Cards and their spelling pattern knowledge to decode the words. Then have children reread the sentences in which the words appear to confirm accuracy.

The **focus skill** of the word-level Fix-Up Strategy is accuracy. This section guides students to understand how to self-correct a misread word.

High-Frequency Words (Super Words) are bolded in the Student Book's Connected Texts so students quickly recognize the week's words.

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WEEK 9 • Session 2

Build Words!



Sessions 3–4 follow the same pattern and routine as Sessions 1–2, with a new phonics skill focus.

Teachers and students follow the same routine each time they encounter a given skill, allowing for a predictable, easy-to-use session structure.

PHONICS

Long a: ea, ey, eigh

EL The vowel teams *ea* and *eigh* do not transfer in Spanish. There is an approximate sound-symbol transfer for *ey* in Spanish. Point out that the sound in Spanish for *ey* is similar to the sound in English.

TEACH Display the **SS&A Cards** for long *a*. Say the image name and have children say the long *a* sound with you. Remind children that /ā/ can be spelled in different ways, and that they've already learned the long *a* spellings *a*, *ai*, and *ay*. **Say, Now, you will learn a few more.** Teach /ā/ spelled *ea* as in *great*. Write *great* and read it aloud. Underline *ea* and say the sound. **Say, In the word great, /ā/ is spelled ea.** Point to the letters and have children say the sound with you. Repeat with *eigh* and *ey* using *eight* and *they*. Remind children that two or more letters can stand for one vowel sound.

BLEND WORDS ROUTINE

MODEL Write the word *great*. Point to *ea*.

Say the New Sound: *I am going to say our new sound in this word: the letters e, a, together, stand for /ā/.*

Blend the Sounds Together: *Now, listen as I blend all the sounds together: /grrrāāt/. Say the word with me: great.*

APPLY Write the word *weigh*. Point to *eigh*.

Say the New Sound: *Your turn! Say our new sound in this word. /ā/*

Blend the Sounds Together: *Now, blend all the sounds together to say the word. /wwwāā/, weigh*

Now use the routine and have children blend the sounds to say the words below.

steak	break	hey	prey
they	eight	weight	sleigh

CHECK Can children blend words with long *a*: *ea*, *ey*, and *eigh*?

Not Yet: Have children practice blending additional long *a* words one sound at a time. Write the first sound in a word and have children say it. Write the next sound-spelling in the word, have children say the sound, and then blend the first two sounds together. Repeat for remaining sounds until you have read the whole word.

a_e, i_e, o_e, u_e
str, spl, spr, scr, thr, shra, ai, ay
eigh, ey, eee, y, ie
soft c & g

WEEK 9

Read Longer Words

TEACH Remind children that every syllable has one vowel sound and that vowel teams such as *ea*, *ey*, and *eigh* stay together in a syllable. Being able to identify the long *a* spelling patterns and common word parts can help them know how to read multisyllabic words.

MODEL Make two columns. Write the syllables *break • ing* separately in the first column. Underline the *ea* spelling in *break*. Model reading aloud *break*, followed by *ing*, as if you're segmenting the word. Have children repeat. Then, write the word *breaking* in the second column, sweeping your hand underneath as you read the word aloud. Have children repeat.

APPLY Have children chorally read each syllable in the left column and then the word in the right column for the remaining words below.

break • ing → **breaking**
weight • less → **weightless**
sleigh • ing → **sleighbing**
great • est → **greatest**
weight • ed → **weighted**

CHECK *Can children read multisyllabic words with long a: ea, ey, and eigh?*

Not Yet: Model how to break apart the word, and then sound it out using knowledge of syllable patterns, inflectional endings, or common spelling patterns. Demonstrate using the **SS&A Cards** as a resource. Guide children to use the **SS&A Cards** as a tool for self-correction and to reinforce their learning.

High-Frequency Words



It is important that children practice fluency with individual words as well as with connected texts. By reading individual words first, they get targeted skill practice, which prepares them for practicing with connected text.

REVIEW Use the **Super Word Cards** to review this week's Super Words (*about, always, out, were*) and last week's Super Words (*could, have, through, would*).

APPLY Build automaticity with a speed drill. Display the Super Words Cards one at a time. Have the class read each card. Repeat until each card has been read several times.

APPLY/PRACTICE

For additional practice, assign the pages below. Before children begin working, say any picture names or directions aloud, as necessary.

STUDENT WORKBOOK

Phonics	pp. 160-161
High-Frequency Words	p. 162

WORD-LEVEL READING FLUENCY

Guide children to read each line of words on Student Workbook p. 161. Remind them that some words will be a review and some will have the new sounds they've learned. Line 6 is intended for children who are ready for a challenge.

stack, steak, at, eight, ran, rain

prey, hey, weigh, weight, great, grain

stain, freight, they, break, sleigh, prey

shrimp, thrill, scratch, shrub, throne, scrape

break, breaking, weight, weightless, sleigh, sleighbing

neighbor, heartbreaking, they're, greater, eighteen

They always have a great day playing on the sleigh.

We were going to take a break at eight.

Build Words!

PHONICS

Word Building

Students apply the phonics skill by encoding words. Building words with encoding helps them become better decoders.

TIP To challenge children, you may choose to do the routine by telling children which new word to make without telling children which letter to change (e.g., change *eight* to *weight*). Ask, *Which sound(s) is different in the new word ___? What new letter(s) will you use?*

WORD BUILDING ROUTINE

MODEL Review long a spellings *ea*, *ey*, and *eigh*. Display the **Word Building Cards** *t*, *h*, *e*, *y* to make the word *they*.

Blend the Sounds: *Listen as I blend the sounds in this word: /thāā/, they.*

Add, Change, Delete, Repeat: *Now, I will think about how to change the word to make a new one. I can change the letters t, h to the letters p and r. Now, listen as I blend the sounds to say the new word: /prrrāā/, prey.*

APPLY Display the **Word Building Cards** *e*, *i*, *g*, *h*, *t* to make the word *eight*.

Blend the Sounds: *Your turn! Make the word eight. Blend the sounds to say the word. /āāt/, eight*

Add, Change, Delete, Repeat: *Add the letter w to the beginning of eight. Now, blend the sounds to say the new word. /wwwāāt/ What's our new word? weight*

With children, use the routine to build the following words in sequence.

weigh sleigh great break
steak ↻ strait ↻ strain ↻ sprain

CHECK *Can children build and blend words with long a: ea, ey, eigh?*

Not Yet: Build and blend additional words containing long a: *ea*, *ey*, and *eigh*. Focus on position and spelling of sounds that change from one word to the next.

Encode Words

DICTATION *We built some long a words with our cards. Now let's write some words!*

SPELL IT ROUTINE

MODEL Think aloud as you spell the word *break*.

Say the Word: *The word is break. I am going to think about the sounds I hear in break.*

Connect Sounds to Spellings: *First, I will say the word slowly, break. Next, I will think about the first sound I hear. The first sound in break is /b/. I know that the letter b stands for /b/. I will write the letter b.*

Repeat for the remaining sounds in *break*.

APPLY Have children write today's dictation words on p. 163 of their Student Workbook.

Say the Word: *Your turn! The first word is steak. Remember to say the word to yourself to help you think about the sounds..*

Connect Sounds to Spellings: *Think about the first sound in steak. Which letter stands for that sound? Write the letter. Keep going for each sound in steak!*

Dictate the words and sentence below. When done, write them, and have partners check each other's spelling for accuracy. Have partners practice saying and spelling the words.

1. steak
2. weight
3. they
4. scrape
5. The fox will hunt prey.

CHECK *Can children accurately spell words with long a: ea, ey, eigh?*

Not Yet: Review *ea*, *ey*, and *eigh*. Write *break* and point to each sound-spelling as children sound it out. Then dictate *great*. Repeat with *weigh*, *sleigh*; *hey*, *prey*. Review errors. Provide corrective feedback using the **Corrective Feedback Routine** for encoding. Guide children to use the **SS&A Cards** to check their own spelling.

Any word with the ↻ icon is a review word from a previously taught skill.

a_e, i_e, o_e, u_e
str, spl, spr, scr, thr, shr



a, ai, ay
eigh, ey, ee



e, y, ie
soft c & g

WEEK 9

WORD ANALYSIS

Open Syllable Patterns

TIP Have children sort the syllables: *ta, em, ga, fan, rim, ma, pa, ath*. Model using the syllable *ta*. Ask children whether *ta* has an open or closed syllable pattern and whether the vowel sound is long or short.

REVIEW Remind children that every syllable has only one vowel sound and that open syllable patterns end in a vowel and usually have a long vowel sound.

MODEL Write *April*. Think aloud as you model dividing the word and identifying the open syllable pattern.

Say, *First, I will identify and underline each vowel. There are two consonants between the vowels. I will first try dividing the word between the consonants: Ap • ril. When I read the word with the short vowel sound in the first syllable, it does not sound like a word I know. If I divide the word before the consonant, the first syllable ends in a vowel: A • pril. It has an open syllable pattern. The vowel sound will be long. Blend each syllable to say the word. Say, April is a word I recognize.*

APPLY Repeat with *apron* and *basis*. Guide children to tell you where to divide each word and to identify the open syllable pattern. Then together with children, blend the syllables to read the words. Remind children to ask themselves “Is this a real word” or “Does this sound like a word I know?” and to try dividing the word in a different way if the answer is no.

CHECK *Can children read words with the open syllable pattern?*

Not Yet: If children pronounce a word incorrectly, pronounce the word correctly and then explain. Point to the syllable children mispronounced. **Say,** *Is this an open or closed syllable pattern? How do you know? Is the vowel sound long or short? What is the vowel sound? Can you read the syllable?* Have children read the syllable again before rereading the whole word.

High-Frequency Words

TIP You may wish to leave the **Super Word Cards** on display for children to use as a resource. Have children refer to the cards while writing. Point out that they can be used as a tool to confirm or self-correct their spelling.

REVIEW Say each of this week’s Super Words (*about, always, out, were*) and last week’s words (*could, have, through, would*). Have children write each one as you say it. Then display the **Super Word Card** for children to confirm or self-correct their spelling. Then, have children read and spell the word chorally.

APPLY Have children work with a partner to write a sentence using each Super Word and one or two of last week’s words. Then have children read the sentences.

APPLY/PRACTICE

For additional practice, assign the pages below. Before children begin working, say any picture names aloud, as necessary.

STUDENT WORKBOOK

Phonics	p. 163
Encode Words	p. 163
Word Analysis	p. 164
High-Frequency Words	p. 165

Let’s Read!

Turn to the next page to have children read *Big Art, Big Space*.



Let's Read!

- **Introduce:** Remind children that this week's texts are about creating art. This text, *Big Art, Big Space*, is about where artists work.
- **Share:** Unit Words *art, artist, light, paint*

FIRST READ

Read Connected Text

EL Write *ea, ey, and eigh* and remind children they will be reading a text to practice reading words with those letter combinations. Tell children that many of the words are related to "space" and they have the same long *a* sound as "space."

TEACH/MODEL Model decoding the title.

Call attention to this week's Super Words in bold and the Unit Words *art* and *artists*. Then write words from the text, such as *they, weigh, and break*, to have children practice reading target-skill words for automaticity. Model finger-tracking while reading the first few sentences fluently and accurately as children follow along. Then read the text in unison with children, reminding them to track the text with a finger as they read.

APPLY Have children read aloud the text again in unison as you listen for problem areas. If time permits, allow children to continue practicing using partner-reading or whisper-reading.

CHECK *Are children able to read the text accurately and with ease?*

Not Yet: Review errors in decoding. Provide Corrective Feedback by saying *The word is ___*. Point to the sound-spelling that children missed and say the correct sound. **Ask, What's the sound?** Have children respond. Then **say, Let's read the word again.** Finally, have children reread the entire sentence.

Students practice skills in the Connected Text immediately after they receive instruction. Decoding short Connected Texts in Sessions 2 and 4 helps them build stamina and identify as readers.

Students read this text two times, the first time with a focus on applying the skill they just learned.

Let's Read! Words with *ea, eight, ey*
Super Words: *about, always, out, were*

Big Art, Big Space



Some artists can make their art at home. The things they make can fit in that space. They can paint, make pots, or stitch quilts at home. They have a place for things like aprons and clay. They have places for stacking things. Their art stays safe. It will not get lost. It will not break. It is not a problem for them to make art at home.



But a home is not **always** a great place for making art. An artist can run **out** of space for things like smocks, brushes, and scraps of cloth. Paints can spray, splash, and make a mess. And some big art can take up a lot of space. It can weigh a lot! Artists must think **about** getting big spaces for big art. They are thrilled with places that have lots of space. Big art fits in a big space. You could make big art in a big space if you **were** an artist.

SECOND READ

Build Fluency: Accuracy

MODEL Explain to children that they can use what they know about Super Words, spelling patterns, and word parts to read words correctly. Model reading the text with accuracy as children follow along. Point out that looking carefully at letters and words and thinking about whether the words make sense will help them read with accuracy.

APPLY Have children read the texts aloud again as you listen for accuracy.

SELF-CORRECTION

ACCURACY Fix-Up Strategy:

Reread Explain that readers use different strategies, or tools, to help them as they read. **Say**, *When you get stuck on a word, stop and reread the word again by sounding out each part and then blending the sounds together. Reread the whole word again. Then ask yourself, Does this sound like a real word? Finally, confirm that the word makes sense by rereading the entire sentence and asking, Does this word make sense in the sentence?* Guide children to use the strategy as they read.

CHECK Do children read with accuracy?

Not Yet: Model using sound-spelling pattern knowledge to sound out a word children misread. Call on children to share other words they found troublesome. Guide children to use the **SS&A Cards** and their spelling pattern knowledge to decode the words. Then have children reread the sentences in which the words appear to confirm accuracy.

This lesson's fluency skill is accuracy, and students focus on it during Sessions 2 and 4. Teachers model reading with accuracy.

Students practice reading with accuracy. They learn and apply specific Fix-Up Strategies for self-correction.

Let's Read! Art Inside and Out

- These sessions may be done throughout the week during whole-class or small-group experiences. Allow children to work at their own pace.
- **Topic:** Remind children of the Unit Topic, Making Art. This week they are learning about where art is created.

- **Genre:** Biography
- **Unit Words:** *art, artist, light, paint*
- **Story Words:** *paper, picture, Setzer, studio, Wendy*
- **Super Words:** *about, always, out, were*

Magnetic Readers

Teachers use Magnetic Readers in small groups over Sessions 1–4. Teachers introduce the text, model fluent reading, give students multiple opportunities to practice, and help them make connections to the topic and unit theme.

Magnetic Readers are used for small group instruction.

SESSION 1 Introduce

EL Guide children to identify the artist and her materials, such as paint, clay, paper, and the press. Act out *paint*.

Read the Unit Topic and Weekly Focus with children. Then have children read the title aloud. Preview the book, explaining that the text is about where artist Wendy Setzer creates her art and preteaching the Story Words. Then guide children to set a purpose for reading, such as reading to learn about Wendy Setzer's art and the landscapes, plants, and animals she uses as inspiration.

Read aloud the first page as children follow along. Model pointing to each word as you read and have children do the same. Have children continue reading aloud as you listen and correct errors.

SESSION 2 Practice and Apply

Remind children that reading each word accurately will help them understand the text. Read aloud a portion of the text fluently with accuracy as children follow along. Then, on p. 2, misread *pads* as *paid*s. **Say,** *That doesn't make sense. I'm going to use the Accuracy Fix-Up Strategy: Reread and see if that helps me understand what I read.* Demonstrate rereading and correcting your error. After reading, check for understanding by having children answer these questions:

- *Who is the artist in the text? Wendy or Wendy Setzer*
- *What does Wendy Setzer like to use for her art? landscapes, plants, animals, the outdoors, and her pets*

SESSION 3 Build Independence

Have children read aloud the rest of the text independently or with a partner. Listen to check that children are able to decode with automaticity and are reading with accuracy. Remind children to use letter-sound knowledge and context to self-correct. Then have children take turns retelling their favorite part of the text.

After reading, check for understanding by having children answer these questions:

- *How does Wendy Setzer make prints? She uses paint or ink to make a picture on flat plastic. Then she uses a press.*
- *Where does Wendy make her art? in a studio*

SESSION 4 Make Connections

EL Partner children and have them read the text together. Have partners discuss what happens in the text before you call on volunteers to retell the text.

APPLY Have children reread the book on their own or with a partner. Then ask children to retell the text. Prompt children to make connections between the story, their own lives, and the Unit Topic.

- **Connect to Self:** *How does the text remind you of something you have done in your own life? Answers will vary.* Provide sentence starters, such as *It reminds me of the time I ___.*
- **Connect to Topic:** *How are the stories you read this week alike? Someone creates art in each story.*



Student Workbook Answer Key

Phonics

Read the words. Then sort them by the long a spelling.

gray	braid	clay	rain
stay	strange	train	trail
spray	quail	change	May

a ai ay

- change 1. rain 1. gray
- strange 2. train 2. May
- quail 3. trail 4. spray
- braid 5. clay

Read about the words and sentences.

- bat bait man main pad paid
- mail tail rain ray stay skin
- range train way change hail gray
- spring splash splash sprint stripe spill
- mail mailbox play playmate way subway
- painfully Engemail birthday yesterday unafraid
- The dogs were playing outside.
- The dogs always eat change when it rains.

152 WEEK 9 • Session 1

Super Words

Read the words. Then write the words two times.

- always always always
- were were were
- about about about
- out out out

Complete each sentence using a Super Word from the box.

- The stray dog is always of the fence.
- They went out to play and splash in the pond.
- There were a lot of trains passing by.
- Can you take the trash out?

Read each clue. Then write the new word.

- The opposite of eight. day
Hint: Change the first letter.
- People do this to buy things. pay
Hint: Take away the last letter and change the long a spelling.
- I like to do this of recess. play
Hint: Take away the last letter and change the long a spelling.
- The opposite of heavy. plain
Hint: Change the first two letters.
- I see this at the bottom of the sink. drain
Hint: Change the first letter.

Listen and write the words and sentences.

- chain 2. fall
- spray 4. strange
- The train is on the way.

154 WEEK 9 • Session 1

Word Analysis

Every syllable has only one vowel sound. Open syllable patterns end in a vowel. The vowel sound is usually long.

ba sic g eat

Read the words. Rewrite the words. Then divide the syllables with a slash.

- apron a / pron
- roven ro / ven
- basin ba / sin
- April A / pril

Read the sentences. Circle the Super Words.

always were about out

- Let me tell you about my day of the pool.
- We were splashing and splashing and made mom smile.
- I was to do the backstroke to the end of the pool.

Fill in a Super Word to complete the sentences.

- We got out of the pool when the rain came.
- We always have fun swimming!

156 WEEK 9 • Session 2

Phonics

Underline the words with the long a sound. Then rewrite the long a words.

- Tag is a great game to play. a great game play
- They will catch the train eight
- The weight in my backpack made it break break
- It rained all day. rained day
- The day was wet and gray. day gray

Read about the words and sentences.

- stuck steak at eight ran rain
- prey hey weigh weight great grain
- stain freight they break sleigh prey
- shrimp bull scratch shrub throne scrape
- break breaking weight weightless sleigh sleighing
- neighbor heartbreak they're greater eighteen
- They always have a great day playing on the sleigh.
- We were going to take a break of eight.

160 WEEK 9 • Session 2

Super Words

Build a Story! Fill in the missing Super Words.

always were about out

- They were on the way to the boat.
- g always rains when they go in April.
- They liked to go out in the rain.
- The rain was about to stop.

Write two sentences using two Super Words.

Responses will vary.

Use the puzzle pieces to make new words.

- br ea k break
gr ea t great
- sl ei gh sleigh
w ei gh weigh
- h ey hey
pr ey prey

Listen and write the words and sentences.

- steak 3. they
- weight 4. scrape
- The fox will hunt prey.

162 WEEK 9 • Session 3

Word Analysis

Read the words. Then sort them by the syllable pattern.

napkin	basic	agent	rabbit
basin	April	insect	dentist

Open Syllable Pattern

- agent
- basic
- April
- basin

Closed Syllable Pattern

- napkin
- rabbit
- insect
- dentist

Read the sentences. Fill in the missing Super Words.

always were about out

- They went out to paint the shed.
- They were sad that it had rained.
- The sun was about to shine.
- Paint and mud always make a mess.

Finish the story using at least one Super Word.

Responses will vary.

164 WEEK 9 • Session 4

Cumulative Review

Read each word. Write the word on the line. Then write the spelling of each word you hear in the word on its own line.

Example:

shrub sh r u b

- pencil = p + e + n + c + i + l
- judge = j + u + d g e
- scratch = s + c + r + a + t c h
- great = g + r + e a + t
- they = t h + e y
- brain = b + r + a i + n

Read the words and story. Fill in the missing Super Words.

through	would	could	have
always	were	about	out

We used to have rice for lunch.

My dad always made the rice for us.

I could smell the rice when he was making it.

I would put a large clump on my plate.

Once, we asked him to let us about the rice.

Rice is the grain he plants out in the back.

We helped him plant the grain through April and May.

We were glad to help him.

Use at least one Super Word and one long a word to write your own sentence.

Responses will vary.

298 WEEK 9 • Cumulative Review

Teachers are provided with an **answer key** for all Student Book pages.

1. Administer the **Whole-Class Assessment** to track progress on written tasks. Have children turn to Student Workbook p. 168.
2. Then, in small groups or individually, administer the **Individual Assessment** to track progress on oral tasks. Have children read from Teacher's Guide p. 184 for Part 6.
3. Use the **Assessment Tracker** to record results. Then review **Instructional Next Steps** on Teacher's Guide p. 185.

The **Whole-Class Assessment** is an efficient way to gather information about what students have learned.

Whole-Class Assessment

Tell children they are going to practice some of the sounds and words they learned this week.

PART 1: Encode Target Sound-Spellings

Have children list three ways to spell the sound /ā/. For each, ask them to write a word that uses this spelling.

ANSWER KEY

a (<i>agent</i>)	ai (<i>pain</i>)	ay (<i>day</i>)
ea (<i>great</i>)	eigh (<i>eight</i>)	ey (<i>prey</i>)

PART 2: Encode Longer Words

Read each word. Provide a context sentence when necessary. Have children write the word.

- | | |
|-------------|-------------|
| 1. breaking | 3. playmate |
| 2. mailbox | 4. weighed |

PART 3: Spell High-Frequency Words

Read each word. Provide a context sentence when necessary. Have children write the word.

- | | | | |
|-----------|--------------|----------|------------|
| 1. always | ⏪ 3. through | 5. about | ⏪ 7. have |
| 2. were | ⏪ 4. could | 6. out | ⏪ 8. would |

PART 4: Write Connected Text

Read each sentence. Have children write the sentences. Remind them to use correct spelling and punctuation.

1. **They** ate while **they** were **waiting** for the **train**.
2. In **April**, I **always** **play** **out** in the **rain**.

Connected Text Key ■ High-Frequency Words ■ Target Sound-Spellings ■ Target Words ■ Word Analysis

a_e, i_e, o_e, u_e
str, spl, spr, scr, thr, shr



a, ai, ay
eigh, ey, ee



e, y, ie
soft c & g

WEEK 9

Individual Assessment

PART 5: Read Words

Have each child read one longer word in Part 5a. If the child makes an error, have the child read the corresponding alternate word. Choose a different set of words for each child if working in small groups. Repeat these steps for Part 5b.

PART 5a

LONGER WORD		ALTERNATE WORD
apron	If the child makes an error, move to the alternate one-syllable word .	change
raining		snail
basic	If not, continue to Part 5b .	range
away		stray
agent		strange

PART 5b

LONGER WORD		ALTERNATE WORD
paying	If the child makes an error, move to the alternate one-syllable word .	clay
breaking		steak
trained	If not, continue to Part 6 .	chain
raindrop		mail
weighing		sleigh

PART 6: Read Connected Text

Have each child read two sentences. Choose different sentences for each child if working in small groups.

1. The **eight snails** **always** sit on the **trail**.
2. We **were waiting** to get the **mail out** of the box.
3. She scrubbed the **apron** to get the **stain out**.
4. It **always rains** in **April** and **stays** nice in **May**.
5. They **were** in **Spain** for **eight** days to see the **play**.
6. The **gray quail** is **always out** at the lake.
7. Dad is **about** to **braid** Hope's **tail** to **stay** in place.
8. The **weight** of the **hay** **always** made the fence **break**.
9. The **ravens** **were** swimming and splashing in the **rain**.
10. We **were about** to **paint** the **plain sleigh** red.

The **Individual Assessment** is an efficient way for teachers to gather information about student performance on skills when one-on-one attention is required. Each student is assessed with one word or sentence in each part. This approach allows a teacher to flexibly give this part of the assessment individually or in small groups.

Individual Assessment

1. The eight snails always sit on the trail.
2. We were waiting to get the mail out of the box.
3. She scrubbed the apron to get the stain out.
4. It always rains in April and stays nice in May.
5. They were in Spain for eight days to see the play.
6. The gray quail is always out at the lake.
7. Dad is about to braid Hope's tail to stay in place.
8. The weight of the hay always made the fence break.
9. The ravens were swimming and splashing in the rain.
10. We were about to paint the plain sleigh red.

a_e, i_e, o_e, u_e
str, spl, spr, scr, thr, shr



a, ai, ay
eigh, ey, ee



e, y, ie
soft c & g

WEEK 9

Instructional Next Steps

1. Review the Instructional Next Steps for the **Whole-Class Assessment**.
2. Review the Instructional Next Steps for the **Individual Assessment** below.

PART 5: READ WORDS

If children had trouble reading a longer word in Part 5a...



Then provide additional practice with applying long *a* sound-spellings *a, ai, ay, ea, eigh,* and *ey* to multisyllabic words.

If children had trouble reading a longer word in Part 5b...



Then provide practice with how to combine root words with affixes in order to sound out words or break apart compound words in order to read them.

If children had trouble reading an alternate word...



Then compare results with the target words in Part 4. If a pattern of errors emerges, reteach the long *a* sound-spelling correspondences. Use the **Word Building Cards** for additional support.

PART 6: READ CONNECTED TEXT

If children consistently made errors with the target sound-spellings...



Then compare results to Parts 1 and 2. If a pattern of errors emerges, reteach the long *a* sound-spelling correspondences. Use the **Word Building Cards** for additional support.

If children consistently made errors with high-frequency words...



Then compare results to Part 3. If a pattern of errors emerges, have children practice the high-frequency words by writing each word three times and using it in a sentence.

If children made errors that were inconsistent with Parts 1–4...



Then have children reread *Making Clay Pots; Big Art, Big Space;* and *Art Inside and Out* for additional practice.

The **Instructional Next Steps** give teachers actionable next steps for reteaching material based on the results of the Weekly Assessments.

1. Administer the **Whole-Class Assessment** to track progress on written tasks. Have children turn to Student Workbook p. 186.
2. Then, in small groups or individually, administer the **Individual Assessment** to track progress on oral tasks. Have children read from Teacher's Guide p. 203.
3. Use the **Assessment Tracker** to record results. Then review **Instructional Next Steps** on Teacher's Guide p. 204.

Whole-Class Assessment

Tell children they are going to practice some of the sounds and words they learned throughout the unit.

PART 1: Encode Target Sound-Spellings

Have children list three ways to spell the sound /ē/. For each, ask them to write a word that uses this spelling.

ANSWER KEY

e_e (<i>these</i>)	e (<i>we</i>)	ee (<i>feet</i>)
ie (<i>field</i>)	y (<i>lady</i>)	ey (<i>key</i>)
ea (<i>eat</i>)		

PART 2: Encode Longer Words

Read each word. Provide a context sentence when necessary. Have children write the word.

- | | | |
|------------|------------|--------------|
| 1. smiled | 4. pencil | 7. reached |
| 2. dancing | 5. claimed | 8. splashing |
| 3. seaweed | 6. babies | |

PART 3: Spell High-Frequency Words

Read each word. Provide a context sentence when necessary. Have children write the word.

- | | | |
|----------|-----------|----------|
| 1. were | 5. always | 9. too |
| 2. most | 6. out | 10. have |
| 3. very | 7. who | |
| 4. could | 8. about | |

PART 4: Write Connected Text

Read each sentence. Have children write the sentences. Remind them to use correct spelling and punctuation.

1. We are getting three very sweet puppies.
2. It was too windy to play on the field.

Individual Assessment

PART 5: Read Connected Text

Have each child read one passage. Choose a different passage for each child if working in pairs.

PASSAGE 1

In April, we always go on a spring field trip. This time, we went peach picking! We picked peaches from trees. There was a lady who weighed the peaches we picked. The peaches were really big! They were very sweet, too. It was a great day!

PASSAGE 2

I went to the beach with Macy last week. It was a very hot and sunny day. Once we got there, we ran straight to the lake. We went swimming and splashed about. We raced through the sand and played games. Macy's mom had snacks and drinks, too. They were yummy!

Connected Text Key ■ High-Frequency Words ■ Target Sound-Spellings ■ Target Words ■ Word Analysis

The **Unit Assessment** follows the same pattern of the Weekly Assessment. There are whole class and individual components, and each one assesses different foundational skills.

Individual Assessment

In April, we always go on a spring field trip. This time, we went peach picking! We picked peaches from trees. There was a lady who weighed the peaches we picked. The peaches were really big! They were very sweet, too. It was a great day!

I went to the beach with Macy last week. It was a very hot and sunny day. Once we got there, we ran straight to the lake. We went swimming and splashed about. We raced through the sand and played games. Macy's mom had snacks and drinks, too. They were yummy!

Instructional Next Steps

1. Review the Instructional Next Steps for the **Whole-Class Assessment**.
2. Review the Instructional Next Steps for the **Individual Assessment** below.

PART 5: READ CONNECTED TEXT

If children read at an accuracy rate lower than 90%...

If children did not read with appropriate phrasing...

If children did not read with appropriate expression...



Then compare results to Part 6 of the Weekly Assessments from Unit 2. If a pattern of errors emerges, provide targeted practice with necessary sound-spellings and/or high-frequency words and additional fluency practice with tasks like repeated readings. In addition, continue to emphasize that readers monitor their reading to make sure they read words correctly and sound out words they don't know.



Then continue to emphasize that punctuation tells readers when to pause in a sentence. In addition, continue to provide opportunities for children to hear appropriate phrasing through activities like read-alouds.



Then remind children that readers read with feeling and change their voice to reflect what is happening in the text. In addition, continue to model appropriate expression through activities like read-alouds.

At the completion of the Unit Assessment, teachers are provided with **Instructional Next Steps** for their students.

Phonics

Read the words. Then sort them by the **long a** spelling.

gray	braid	clay	rain
stay	strange	train	trail
spray	quail	change	May

a

ai

ay

1. _____

2. _____

1. _____

2. _____

3. _____

4. _____

5. _____

1. _____

2. _____

3. _____

4. _____

5. _____



WEEK 9 • Session 1

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Read aloud the words and sentences.

1. bat bait man main pad paid

2. mail tail rain ray stay stain

3. range train way change hail gray

4. spring stretch splash sprint stripe split

5. mail mailbox play playmate way subway

6. painfully fingernail birthday yesterday unafraid

7. The dogs were playing outside.

8. The dogs always act strange when it rains.

Super Words



Read the words. Then write the words two times.

1. always _____
2. were _____
3. about _____
4. out _____

always

were

about

out

Complete each sentence using a Super Word from the box.

5. The stray dog is _____ at the fence.
6. They went _____ to play and splash in the pond.
7. There _____ a lot of trains passing by.
8. Can you take the trash _____?

Read each clue. Then write the new word.

5. The opposite of **night**.

Hint: Change the first letter.

4. People do this to buy things.

Hint: Take away the second letter.

3. I like to do this at recess.

Hint: Take away the last letter and change the **long a** spelling.

2. The opposite of **fancy**.

Hint: Change the first two letters.

1. I see this at the bottom of the sink.

Hint: Change the first letter.



grain

Listen and write the words and sentence.

1. _____ 3. _____

2. _____ 4. _____

5. _____

Word Analysis

Every syllable has only one vowel sound. **Open syllable patterns** end in a vowel. The vowel sound is usually long.

ba sic

a gent

Read the words. Rewrite the words. Then divide the syllables with a slash.

1. apron _____
2. raven _____
3. basin _____
4. April _____

Read the sentences. Circle the Super Words.

always

were

about

out

1. Let me tell you about my day at the pool.
2. We were splishing and splashing and made mom smile.
3. I was about to do the backstroke to the end of the pool.

Fill in a Super Word to complete the sentences.

4. We got _____ of the pool when the rain came.
5. We _____ have fun swimming!



Let's Read!

Words with **a, ai, ay**

Super Words: **about, always, out, were**

Making Clay Pots

Rachel and Shay **always** went to the same place. It was a place for artists. When classes ended each day, kids went there. Kids went there when it was raining. Kids went when the sun was **out**.

Rachel and Shay liked it a lot! Rachel and Shay made clay pots there. Rachel and Shay got aprons and the clay. First, they made bases with clay.



WEEK 9 • Session 2

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Then Rachel and Shay made long thin strings of clay. Rachel and Shay used them to make the sides of their pots. Shay scratched lines on his pot. Rachel added braids of clay.

Rachel and Shay had to wait to paint their clay pots. Their pots **were** still wet. On the way home, they sang a song **about** clay pots. Rachel and Shay like their art space!



Underline the words with the **long a** sound. Then rewrite the **long a** words.

1. Tag is a great game to play.

2. They will catch the train at eight.

3. The weight in my backpack made it break.

4. It rained all day.

5. The day was wet and gray.



Read aloud the words and sentences.

1. stack steak at eight ran rain

2. prey hey weigh weight great grain

3. stain freight they break sleigh prey

4. shrimp thrill scratch shrub throne scrape

5. break breaking weight weightless sleigh sleighing

6. neighbor heartbreaking they're greater eighteen

7. They always have a great day playing on the sleigh.

8. We were going to take a break at eight.

Super Words



Build a Story! Fill in the missing Super Words.

always

were

about

out



1. They _____ on the way to the trail.
2. It _____ rains when they go in April.
3. They liked to go _____ in the rain.
4. The rain was _____ to stop.

Write two sentences using two Super Words.

5. _____

6. _____

Use the puzzle pieces to make new words.

1. **break**

2.

3.

.....

Listen and write the words and sentence.

1. _____ 3. _____
2. _____ 4. _____
5. _____

Word Analysis

Read the words. Then sort them by the syllable pattern.

napkin	basic	agent	rabbit
basin	April	insect	dentist



Open Syllable Pattern

1. _____
2. _____
3. _____
4. _____

Closed Syllable Pattern

5. _____
6. _____
7. _____
8. _____

Read the sentences. Fill in the missing Super Words.

always

were

about

out

1. They went _____ to paint the shed.
2. They _____ sad that it had rained.
3. The sun was _____ to shine.
4. Paint and mud _____ make a mess.

Finish the story using at least one Super Word.



Let's Read!

Words with **ea**, **eight**, **ey**

Super Words: **about**, **always**, **out**, **were**

Big Art, Big Space



Some artists can make their art at home. The things they make can fit in that space. They can paint, make pots, or stitch quilts at home. They have a place for things like aprons and clay. They have places for stacking things. Their art stays safe. It will not get lost. It will not break. It is not a problem for them to make art at home.



But a home is not **always** a great place for making art. An artist can run **out** of space for things like smocks, brushes, and scraps of cloth. Paints can spray, splash, and make a mess. And some big art can take up a lot of space. It can weigh a lot! Artists must think **about** getting big spaces for big art. They are thrilled with places that have lots of space. Big art fits in a big space. You could make big art in a big space if you **were** an artist.

Cumulative Review

Read each word. Write the word on the line. Then write the spelling of each sound you hear in the word on its own line.

Example:

shrub shrub = sh + r + u + b

1. pencil

_____ = _____ + _____ + _____ + _____ + _____

2. judge

_____ = _____ + _____ + _____

3. scratch

_____ = _____ + _____ + _____ + _____ + _____

4. great

_____ = _____ + _____ + _____ + _____

5. they

_____ = _____ + _____

6. brain

_____ = _____ + _____ + _____ + _____

Cumulative Review

Read the words and story. Fill in the missing Super Words.

through	would	could	have
always	were	about	out

We used to _____ rice for lunch.

My dad _____ made the rice for us.

I _____ smell the rice when he was making it.

I _____ put a large clump on my plate.

Once, we asked him to tell us _____ the rice.

Rice is the grain he plants _____ in the back.

We helped him plant the grain _____ April and May.

We _____ glad to help him.

Use at least one Super Word and one **long a** word to write your own sentence.

Weekly Assessment

Part 1: Write the letters and words.

1. _____

2. _____

3. _____

Part 2: Write the words.

1. _____

2. _____

3. _____

4. _____

Part 3: Write the Super Words.

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

Part 4: Write the sentences.

- | |
|-------------------|
| 1. _____
_____ |
| 2. _____
_____ |

Unit Assessment

Part 1: Write the letters and words.

1. _____

2. _____

3. _____

Part 2: Write the words.

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

Part 3: Write the Super Words.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Part 4: Write the sentences.

1. _____

2. _____

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Actual size: 8" x 6"

Art Inside and Out



by Christina Wilsdon

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15 14 13 12 11 10 9 7 6 5 4 3 2

Art by Wendy Setzer and photos by Jeffrey Vock

UNIT 2.9

Long a
a, ai, ay, ea, eigh, ey

An artist can make art in a lot of places. An artist can paint and sketch outside.

An artist may have an inside space as well. It is a studio. It has a safe spot for brushes and paint. It is home to laptops, clay, pencils, and pads of paper. This is a nice place to make art.



An artist may use big stands to prop up paintings. She can hang the paintings up to see if she likes them. She can add to them. She can tell when a painting is finished. In a studio, she has space to make her art.

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The artist Wendy Setzer uses a studio to make her art. She has lots and lots of brushes! You can see them sticking **out** of cans. The studio is a great place to store the things she uses to make art.



Wendy Setzer likes to make prints. To make a print, she makes a picture on flat plastic. She can use paint or ink to make this picture. Then she uses a press.

She sets paper on the picture. She uses the press to stick the ink or paint to the paper.

It is so nice to have a studio for the big press.
It is a place for her brushes, paints, inks,
paper, and pencils. It is a great place to
make her art.



When Wendy Setzer takes out a fresh print, it is a thrill. She can see what she has made. Then what happens? That is **always** up to her!

She may scrape at the ink to make light patches in the picture. She may add ink or paint. She may send it back through the press. Or it can stay as it is.





A lot of this artist's prints are pictures of land and plants. A picture like that is a landscape. Wendy Setzer made this landscape print. It has hills, shrubs, and grass on a spring day.



This picture is a landscape as well. It is a pond with plants. This landscape is a painting. It was painted on stiff cloth that was stretched on a frame. An artist paints on this stretched cloth. Prints can be made from paintings like this.

Artists do not make art always inside or always outside. They can split the time they spend inside or outside.

Wendy Setzer has always liked ponds, lakes, and waves. She likes to see the way light shines on plants.



She can go to places close to her home. She takes pictures of what she sees. Back at her studio, she uses them to make art.

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This print is based on a picture taken by the artist outside. It is of gulls flapping in the sunshine. They **were** not **about** to stand still for her!

The artist could see them in the picture. She used the picture to make the print in her studio.



Wendy Setzer likes gulls, but she likes to make pictures of dogs as well. She has fun painting and making prints of them. She likes their shapes and faces.



Wendy Setzer likes to make prints and paintings of fish. These are prints of fish swimming. They splash with fins that flash in the light. Can you see eight fish? In what ways are the prints the same?



You can see cats and dogs in Wendy Setzer's art. They are her pets. They were sketched in pen and ink.

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Wendy Setzer spends much time making art in her studio. She spends time taking pictures outside. And sometimes, she just grabs a pad of paper and a pencil. Then she makes sketches. It is always a great way to spend a day. In the studio . . . or out!

a, ai, ay,
a_e, ea,
eigh, ey



Articulation Card actual size: 9" x 6"

Articulation **Vowel /ā/** **(a, ai, ay, a_e, ea, eigh, ey)**

To make the /ā/ sound:

- First, open your mouth.
- Place your tongue low in your mouth.
- Keep the front tip of your tongue behind the back of your bottom teeth.
- Next, lift the middle of your tongue and use your voice to let air flow out of your mouth.
- Place your fingers on your throat and say the sound again.
Do you feel your throat vibrate? (Yes.)

Exemplar Words

age	mail	break	eight
came	paint	great	weigh
gave	rain	steak	neighbor
make	train	baby	obey
		label	prey
		paper	they

Sound Transfer from Home Language

Transfer: Spanish, Mandarin, Haitian Creole

Approximate Transfer: Vietnamese

Non-Transfer: Arabic

For a comprehensive overview of sound transfer information, see pages 318–319 of the Teacher’s Guide.



a
ai
ay
a_e

ea
eigh
ey

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Sound Spelling Card actual size: 9" x 6"

C

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c

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Word Building Card
actual size: 6" x 4.5"

H

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h

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E

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e

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I

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i

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always

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out

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First, we line up out in the hall.
Then, we go out to play for recess.
Sometimes, we work out on the grass.

Grade 2, Unit 2, Week 9 Super Words

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**Super Word Card
(High-Frequency Words)
actual size: 6" x 9"**

I always try my best at soccer.

Our team always works hard.

But we do not always win.

Grade 2, Unit 2, Week 9 **Super Words**

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were

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What were they doing?

They were coming to see us.

Were they planning to stay for long?

Grade 2, Unit 2, Week 9 **Super Words**

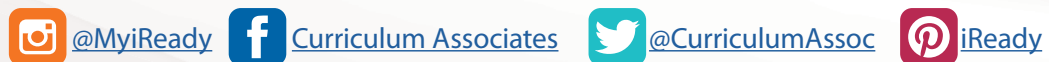
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