



UNITS OF STUDY *in* PHONICS

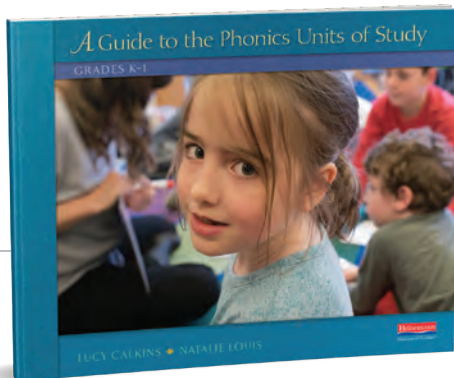
A WORKSHOP CURRICULUM, GRADES K-2

LUCY CALKINS *with* COLLEAGUES *from* the READING AND WRITING PROJECT

GRADE ONE Components

FIVE UNITS OF STUDY

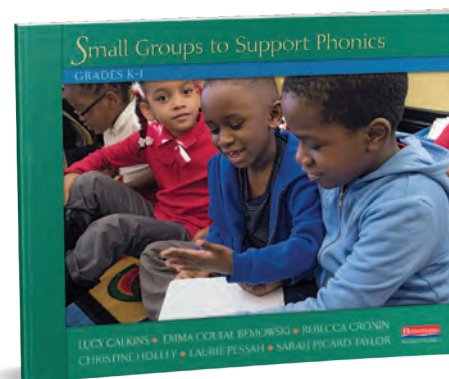
Each unit is designed to be taught roughly at the same time as the corresponding reading and/or writing unit of study and to last five to six weeks, keeping pace with those units. A day's phonics session lasts about twenty minutes.



A GUIDE TO THE PHONICS UNITS OF STUDY

The *Guide* begins with a discussion of the principles that undergird this phonics curriculum along with an overview of phonics development to help you understand the developmental progression that the series supports.

For complete details, please visit
www.UnitsofStudy.com/phonics



SMALL GROUPS TO SUPPORT PHONICS

The *Units of Study in Phonics* offer support in coaching into the work that students do during each session and in leading small groups. These small groups aim to support students in transferring what they are learning in phonics time to their ongoing work in reading and writing.



RESOURCE PACKS (2 BOXES)

The *Units of Study in Phonics* are supported by grade-level *Resource Packs* containing alphabet charts, many other types of other charts, letter cards, word cards, picture cards, printed copies of poems and songs, other cards such as onset rime cards and vowel picture cards, and much more to engage children and support daily instruction.



ONLINE RESOURCES

Online resources include a wide range of materials to support teaching and learning:

- Downloadable PDFs of the word, word-part, and picture cards, posters and charts included in the two Resource Pack boxes for each grade (in both color and black-and-white versions)
- Re-useable materials to download and print to support small groups
- Folding “books,” songs, poems for student use
- Assessment resources

Welcome to the Grade One *Units of Study in Phonics* Sampler. This booklet includes sample sessions from each of the five units of study for this grade level, chosen to broadly represent the range of work that students will do and to provide a snapshot view of how instruction develops across the school year.

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GRADE ONE ♦ UNIT 1 ♦ OVERVIEW AND CONTENTS

Talking and Thinking about Letters

LUCY CALKINS • NATALIE LOUIS

First grade phonics is all-important. In this one year, students are expected to make the growth that enables them to go from reading little books comprised of just a few pages to reading early chapter books. In writing, too, there are ambitious expectations—children are asked to go from writing a few lines on a couple of pages to writing books with chapters—filling up multiple lines on a page and organizing their writing into sections. To help them meet these big expectations, they need instruction in phonics that will enable their success across the curriculum. In this first unit, you lay the foundations.

This unit has big goals. First, the unit aims to provide cumulative review and reinforcement for key concepts in phonics that students encountered in kindergarten. In so doing, you will have an opportunity to assess your students' grasp of that content. At the same time, the unit helps you to build a community of children who are interested in how letters and sounds, syllables and word parts work.

The unit moves very quickly, as one might expect of a review, and it touches on all the most important phonics concepts from kindergarten: letter names and sounds, short vowels in CVC words, phonograms, blends and digraphs, and a short list of approximately fifty high-frequency and high-utility words. This review will help you to take note of gaps in children's knowledge and skills so that you can immediately begin the small-group work necessary to address those gaps. That small-group work is supported in the book, *Small Groups to Support Phonics*.

The unit starts with a name study in Bend I. You'll play games, sing songs, and invite conversations that help your students quickly learn each other's names.

Concurrently, you'll help children notice how each other's names are spelled. To help them study each other's names, you'll support them proceeding through a predictable routine that includes reading the name, working with the syllables, chanting the letters, and then studying and using the sounds in the name. That progression is grounded in research, and accomplishes lots of work, including supporting kids' phonological awareness and their letter-sound knowledge.

In the second bend of the unit, you'll remind your students of all the high-frequency words that they studied in kindergarten, and you'll use that as a forum to continue observing what your students know about phonics. Can they take note of and discuss the digraphs in their collection of high-frequency words? Can they see blends and short vowels? Can they see spelling patterns that exist within a collection of familiar words, and also note words that are exceptions to those patterns? Most of all, are they interested in letters and sounds and in building theories about how they work?

The final bend in the unit highlights the word parts that are evident in the set of high-frequency words that the children already know, and it reminds students of the power of those word parts (or phonograms) to make other words. This bend, more than all the others, celebrates analogy—that is, it helps youngsters remember that they can use whatever they know to help them figure out whatever they want to know. And in the end, the ability to theorize about words, to note similarities and differences in how words go, and to use those observations to develop expectations about written language is the mindset that you want to develop.

An Orientation to the Unit

BEND I ♦ **Studying Names to Learn about Phonics**

1. We Study Words to Learn to Read and Write
2. How to Study Names—and All Words!
3. Forming Letters, Starting with Our Mascot’s Name
4. Expert Talk about the Spellings of Our Names
5. Studying Short-Vowel Power in Names
6. Studying Blends and Digraphs in Names
7. Studying More Digraphs in Names
8. Comparing and Contrasting Names to Grow Theories about Phonics

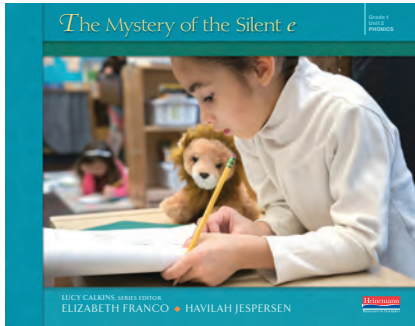
BEND II ♦ **Studying High-Frequency Words to Learn about Phonics**

9. Looking Closely at Snap Words
10. Sorting Snap Words
11. Studying Snap Words with the Vowel O
12. Learning New Snap Words
13. Using Snap Words to Write
14. Using Everything You Know about Words, Letters, and Sounds to Write

BEND III ♦ **Use Snap Words and Word Parts to Make and Read More New Words**

15. Power Words Help Writers Make a Zillion New Words!
16. Making Even More Words from Snap Words
17. Making More New Words Using Blends and Digraphs
18. Bringing All You Know to Read and Write Long, Complicated Words
19. Tackling Super-Hard Words to Read, Read, Read





GRADE ONE ♦ UNIT 2 ♦ OVERVIEW AND CONTENTS

The Mystery of the Silent *e*

ELIZABETH FRANCO • HAVILAH JESPERSEN

Get your magnifying lens ready, pull out your little notebook, grab a bag for collecting evidence, and while you're at it, go ahead and throw on a trench coat, because this unit is all about being a detective—and not just any detective, but specifically, a word detective. On the very first day of this unit, you'll challenge children to use phonics workshop as a place to study words closely like a piece of evidence, wonder about them, and make discoveries to help them understand how language works. This unit follows a systematic progression of phonics skills, but first know that underlying everything you teach is this message: when you approach words with a sense of curiosity and fun, there is so much you can learn.

In Bend I, you'll ask kids to take on the role of being a word detective and ask them to study a word that someone had trouble with in reading workshop. "This word says made," you'll announce, placing the word under the document camera. "Let's take a closer look to see what makes it tricky to read." And as you carefully move across the word and examine the letters thinking about the sounds they represent, your class will eventually realize that there is an *E* on the end that doesn't appear to be doing anything at all—it's silent. What a discovery! You'll grab a piece of chart paper, tack it to your easel and start a chart titled "The Case of the Silent *e*." This launches your detectives into an investigation that will carry them across the next eight days of work.

In the first bend, this investigation will focus entirely on CVCe words with the vowel *A*. There are a few reasons for this. First, it's a common pattern that kids will encounter as they read their books, so it warrants spending a little more time on. Second, the CVCe pattern in general is often a challenging one for

children to learn. Across the first bend, you'll also introduce a new set of high-frequency words. You'll teach five of these words (eat, make, take, out, big) in an extension to the first session and then layer in three more words (came, same, have) over the course of the bend.

This first bend ends with a message warning your students that silent *E* is "on the run" and may be found at the end of words with other vowels, not just words with the vowel *A*. You'll then channel your students to do some sleuthing in their independent reading books, collecting words with a silent *E* to see what vowels are present. After sharing their findings with the whole group, you'll revise your chart with a new theory: silent *E* doesn't just change an *A* to a long-vowel sound, it changes any vowel to a long-vowel sound.

Bend II then takes this theory and asks your detectives to test it out by investigating CVCe words with a different vowel each day. By the time you reach the vowel *E*, your students will be very familiar with the concept of a silent *E* and the effect it usually has on the vowel in a word. However, here they'll learn that there are actually very few words in the English language that use the CVCe pattern to represent a long *E* sound, these, here, and Pete being some of the few.

In Bend III, the focus will shift to looking closely at words and parts of words to strengthen students' ability to decode difficult words in text by breaking them into parts and putting those parts back together. This bend fits tongue-in-groove with Bend III of the *Word Detectives* additional reading unit, with each day's lesson offering further support to a strategy taught in reading workshop.

An Orientation to the Unit

BEND I ♦ **Word Detectives Take the Case: Investigating Silent E**

1. Word Detectives Investigate Tricky Words
2. Word Detectives Look Closely to Find Patterns in Words: Sorting Long and Short Vowels
3. Word Detectives Use the Patterns They've Learned to Write New Words: Interactive Writing
4. Word Detectives Practice Their New Skills: Making Words with Phonograms
5. Word Detectives Use Everything They Know to Solve and Check Words When They Read: Shared Reading

BEND II ♦ **Word Detectives Test Their Theories to Learn More about Vowels**

6. Word Detectives Investigate Words with the Vowel O
7. Word Detectives Investigate Words with the Vowel I
8. Word Detectives Put Themselves to the Test: Interactive Editing
9. Investigating Words with a Long E Sound: An Introduction to Vowel Teams
10. Snap Word Boot Camp

BEND III ♦ **Word Detectives Use Words They Know to Solve New Mysteries**

11. Collecting New Snap Words
12. The Case of the Letter Twins: Using Double Consonants to Solve Multisyllabic Words
13. The Case of the Sticky Letters: Studying Three-Letter Blends
14. The Case of the Words in Disguise: Investigating Contractions
15. The Compound Word Puzzle
16. Tracking Down the Look-Alike Word Part: Using Analogy to Solve Words
17. A Word Detective Is Always on the Case!





GRADE ONE ♦ UNIT 3 ♦ OVERVIEW AND CONTENTS

From Tip to Tail

Reading Across Words

AMANDA HARTMAN • KELLY BOLAND HOHNE • KATRINA DAVINO

This unit aims to help your students read and write more carefully as they learn more about features and parts of words. You'll want to expect and welcome approximations across this unit as students try out work such as writing with inflected endings and reading words that end with *Y*.

Across this unit, you'll rally kids to read nonfiction closely and thoughtfully. In Bend I, you'll point out that doing so involves looking all the way across words. As part of this, you'll remind students to draw on what they know about initial blends. A good deal of this bend, however, will encourage students to read all the way across a word, including attending to the ending. You'll introduce students to inflectional endings (e.g., *-ing*, *-ed*) without expecting mastery of these complicated subtopics.

In Bend II, your emphasis on reading all the way across a word will shift a bit so that now you teach youngsters ways to deal with tricky words, a topic they'll be thinking about also in their reading unit of study, *Learning about the World*. The second bend of that reading unit focuses not only on tackling tricky words but also, more specifically, on working with phonograms. Bend II in this phonics unit shares that emphasis. You'll teach kids the eleven most common phonograms that contain blends and digraphs. These phonograms are extraordinarily powerful. Durrell and Wylie have pointed out that "nearly 500 primary grade words" can be made from the thirty-seven most common phonograms (1970, 788). They asserted that phonograms "appear to stabilize the vowel sounds for the beginning reader" (787). Children find it easier to recognize the phonogram—the whole unit—than to identify the vowel sound within the phonogram. Consider how in all of these words—drink, stinky, sprinkle, unblinking, unsinkable—the *l* is always short. "As

readers develop some fluency, they decode words by using spelling patterns from the words they know" (Cunningham, 2017, 123). In this bend, students use those spelling patterns to decode and spell words they have never seen before.

This second bend begins with a spotlight on phonograms that end with blends, and it moves toward phonograms that end with digraphs. Note that you will rally kids to bring their work with phonograms to their writing. You'll invite your students to bring their writing to your phonics instruction. The relationship between phonograms and reading is also important, and before this bend ends, you'll remind students that to tackle tricky words, it can help to read them part by part.

Bend III focuses on high-frequency words. Of course, you've been teaching new high-frequency words each week and providing students time to practice and review these, but in this bend, you will put high-frequency words front and center. You'll first remind students that they won't need to draw on their word-solving skills all the time, as there are many words that they know in a snap. It's helpful for young readers to orient themselves to a page by scanning that page and noting upcoming high-frequency words. High-frequency words will play another role in your students' reading. Their knowledge of these words can help them read other words, by extension.

The bend and the unit will wrap up with a chance for students to play some of the favorite games they have enjoyed across the bend (and from prior units) in a big celebratory tournament of word games!

An Orientation to the Unit

BEND I ♦ Reading and Hearing All the Way across Words

1. Reading Carefully, Looking All the Way through Words
2. Getting to Know Some Common Endings
3. Investigating Different Sounds that *-ed* Makes in Different Words
4. The Tricky Y
5. Blends Come as Endings, Too!
6. Making Sure Writers Use Strong Endings When They Write Words

BEND II ♦ Dealing with Trickier Words

7. Getting to Know Common Phonograms that End in Blends
8. Reading Words, Part by Part: Phonograms Ending with Digraphs
9. Reading across Even the Longest, Toughest Words, from Beginning to End
10. Spelling Words, Part by Part
11. Hearing ALLL the Way across Words—and Putting a Vowel in Each Syllable
12. Karate-Chop Words to Read Them Part by Part

BEND III ♦ Raising the Level of Work with High-Frequency Words

13. Snap Word Power: Reading More Smoothly and with More Power
14. Bringing New Knowledge of Words to Learning Snap Words
15. Using Snap Words to Help Make and Read Other, Longer, Trickier Words
16. Making Contractions with *Not*
17. A Review of Contractions: Playing Word Games to Strengthen Phonics Skills
18. Celebration: Word Games Tournament





GRADE ONE ♦ UNIT 4 ♦ OVERVIEW AND CONTENTS

Word Builders

Using Vowel Teams to Build Big Words

HAVILAH JESPERSEN • ELIZABETH FRANCO • JENNIFER DESUTTER

This unit is going to be hard work. Vowels may be one of the most complex parts in the English language. Most vowels simply don't fit into tidy boxes or set rules. They are complex, working together as "teams" in complicated ways. It's the goal of this unit to help you and your students navigate this terrain in a practical way that supports the work children do as readers and writers.

If you're thinking about your students and worrying about how they'll be able to handle this hard work, don't be! Right from the start you'll see that this is a unit steeped in play, and we expect children will actually have a lot of fun taking on the challenge of learning more about vowels.

In Bend I, you'll launch this unit by introducing the theme of becoming word builders and then send your students off to do some actual building. Using snap cubes with word parts such as blends, digraphs, endings, and phonograms written on them, children will get to work constructing words, and challenge themselves to build longer, bigger words.

In this bend you'll first review *EE* and *EA*, which children learned in the second phonics unit, and then go on to study words with *AI*, *AY*, and *OA*. You'll notice that this collection of vowel teams usually represent long-vowel sounds. They're the vowel digraphs we think of when we hear the phrase, "When two vowels go walking, the first one does the talking." In reality this rule doesn't actually work very often, and your readers will notice this in many of the high-frequency words they see in their books such as *friend* and *been*. Donna Scanlon, Kimberly Anderson, and Joan Sweeney (2017) suggest that a more accurate version of this rule would be, "When two vowels go walking, somebody says something." Instead of teaching rules, it's more effective to encourage children to be flexible.

Alongside your teaching about vowel teams in this first bend, you'll also introduce a new set of high-frequency words. You'll teach four of these words (*wait*, *easy*, *away*, *each*) in an extension to the first session, layer in four more words in Session 4 (*near*, *need*, *next*, *last*), and finally teach the word *been* in Session 5. This may seem like a lot of words for your first-graders to master in a week, but keep in mind that most of these words contain a familiar vowel team and will connect to the teaching you are doing across the bend.

Bend II tackles a whole different group of vowel teams, ones that need to be explicitly taught. Unlike those taught in the first bend, these vowel teams (*OU*, *OW*, *OO*) can't be solved by vowel flexing and trying out the long and short sound of each vowel. Instead you'll teach students that these teams make a whole new sound that they'll need to remember. You'll also teach children that these particular vowel teams represent at least two different sounds, such as /ōō/ in *book* and /ōō/ in *school*.

In Bend III, children learn about the less common vowel teams *OI*, *OY*, *EW*, *UE*, *AW*, and *AU*. These were grouped together because, like the vowel teams taught in Bend II, these also need to be explicitly taught. Across the course of the bend, these vowel teams are taught in pairs that represent the same sound.

The unit then ends with a celebration where you'll reveal Rasheed's big plan to build not just a house or building, but a whole town made out of words—Vowel Town!

An Orientation to the Unit

BEND I ♦ **We Are Word Builders:** **Using Vowel Teams that Make a Long-Vowel Sound**

1. We Are Word Builders
2. Word Builders Pay Attention to Vowel Teams: Reviewing *EE* and *EA*
3. Digging Up Discoveries about Vowel Teams: An Inquiry
4. Word Builders Use Vowel Teams and Word Parts
5. Watching Out for Words that Don't Work the Same Way
6. Word Builders Need Powerful Tools to Get the Job Done

BEND II ♦ **Building Words with Trickier Parts:** **Studying Vowel Teams that Make Two Sounds**

7. Vowel Teams Can Make New Sounds: Learning the Vowel Team *OU*
8. Using *OU* and *OW* to Learn New Snap Words
9. Investigating the Sounds of *OW* and *OU*
10. The Two Sounds of *OO*
11. Reviewing Vowel Teams to Build New Words: *OU*, *OW*, *OO*

BEND III ♦ **Provisioning Our Toolboxes with Vowel Teams that Make the Same Sound**

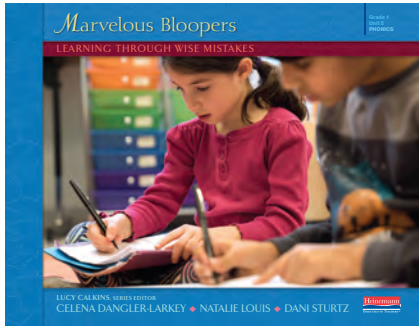
12. *OI* and *OY*: Two Vowel Teams, One Sound
13. Helpful Clues for Vowel Teams *EW* and *UE*
14. Word Builders Look Out and Listen Up to Use the Right Vowel Team
15. Adding to Our Toolbox: Vowel Teams *AW* and *AU*
16. Learning New Snap Words and Making New Words with *IGH*
17. Building Vowel Town: A Celebration



Marvelous Bloopers

Learning Through Wise Mistakes

CELENA DANGLER-LARKEY • NATALIE LOUIS • DANI STURTZ



You'll see that this unit has been designed to help you teach an assortment of topics that the first grade curriculum hasn't yet addressed and that deserve attention before the year is over: *R*-controlled vowels, high frequency words, and capitalization. This unit, like the final unit in kindergarten, will also set you up to continue teaching additional topics if you have more time in your school year and if your students are game to learn more: prefixes, contractions, punctuation.

The unit celebrates what we lovingly refer to as “marvelous bloopers.” Bloopers that happen when you are game to learn, when you are willing to take the risk of trying things you've never tried before, knowing you'll mess up and you'll pick yourself up to try once more.

The first bend focuses on *R*-controlled vowels. While writing this bend, we fell in love with the letter *R*. The letter *R* is a game changer. Confident. Flexible. An inventive spirit. We've also used the term *Bossy R* in a couple places to exaggerate *R*'s effect on parts of words. It's a kid-friendly term that has been used by teachers for many years and in many ways. Used in this way, *R*-controlled encompasses single vowels and vowel teams and often makes the sounds of *ER*, *ARE*, *OR*, *AIR*, *EAR*.

It isn't just that *R* changes the sound of vowels, it's also that *R* can make different vowels sound the same as each other. For example, the *R*-related sounds in *doctor*, *reader*, *calendar*, *bird*, and *burden* are all similar, although the spellings are not. This unit won't allow your students to master the spellings of all *R*-controlled vowels, but they'll come to understand the power of the *R*, and learn to be flexible when they see an *R*-controlled part of a word.

In this bend, you'll introduce a new set of high frequency words, four of which have an *R*-control feature (*under*, *over*, *were*, *want*, *their*). During the bend, you'll return to the words during extensions to practice and study the features of these new words that your students are learning to read and spell in a snap.

In Bend II, students will study high-frequency words with the aim of learning them for good. Throughout this bend, your students will often go through their stack of high-frequency words, dividing that stack into words they actually do know in a snap and words they still mess up. To help your students make headway with this latter stack of words, you'll teach them a few tricks. During this bend, students will also learn that the words on the word wall can be combined to make bigger, more grown up words and they will continue to develop their concept of compound words.

Bend III shifts the focus to studying capitalization. You'll begin by teaching children to observe how writers use capital letters—to notice when capital letters are used at the start of sentences and names. Then they'll study bloopers and how to correct them by figuring out why they make errors, to identify what is specifically wrong, and to figure out what they can learn from their errors. In Bend III, children will learn six new high-frequency words: everything, everyone, myself, after, always, soon.

This work will culminate with a celebration of the bend and the unit as children teach all they've learned about capital letters and how to use them correctly to other writers in the school.

An Orientation to the Unit

BEND I ♦ Studying Bloopers to Learn from Them

1. Studying Bloopers with *R*-Controlled Vowels
2. Investigating *-AR*, *-ER*, and *-OR*
3. Noticing and Stopping Bloopers that Students Make Over and Over: /*ər*/
4. When /*ər*/ Is Not What It Seems: Exploring Medial *IR* and *UR*
5. Investigating How *R* Changes Vowel Sounds
6. Learning Many Spelling Patterns for the /*air*/ Sound
7. Sharing and Learning from Our Reading Bloopers

BEND II ♦ Words You Use and Confuse: Snap Word Bloopers

8. Snap Word Memory Tricks
9. Isolating the Tricky Parts of Hard-to-Spell Snap Words
10. Combining High-Frequency Words to Make Compound Words
11. Inventing Ways to Remember Snap Words

BEND III ♦ A Phonics Project: Studying Capitals

12. Studying the Capitalizing of Experts
13. Studying and Fixing Wise Errors
14. Adding Specific Details to Writing, Including Words that Need Capitals
15. Playing Word Games to Learn More about Capital Letters
16. Learning to Learn
17. Teaching to Learn: Teaching Other Writers about Capital Letters





SESSION 15

Power Words Help Writers Make a Zillion New Words!

GETTING READY

- ✓ Have one whiteboard and one marker ready for each student.
- ✓ Choose a VC word to practice making new words. We use *up*.
- ✓ Choose other VC and CVC words the students can practice making words with. We use *at* and *can*.
- ✓ Prepare a list of consonants children can use to help them to make words.

PHONICS INSTRUCTION

Phonological Awareness

- Segment and blend onsets and rimes.
- Delete and change the onset to make new words with the same rime.

Phonics

- Recognize and use phonograms in high-frequency words.

Word Knowledge/Solving

- Use phonograms to help read and write words.

High-Frequency Words

- Use word wall words (VC, CVC) to make and learn new words. We use: *up*, *at*, *can*.

IN THIS SESSION

TODAY YOU'LL teach students that by using the “power words” on the word wall, they can generate many new words. You’ll demonstrate by using the word *up* and adding or subtracting letters to create new words like *pup*. You’ll also teach that not every combination they generate is a word, such as *mup*.

TODAY YOUR STUDENTS will write VC words on whiteboards, then add and subtract letters to make new words.

MINILESSON

CONNECTION

Explain to kids that their word wall is a source of more power than they may realize. Take one small VC word and tell the kids you are going to show them how much power lies in just that one word.

“Friends, I’m not sure if you are aware of the power that you now have as readers and writers. You might think that you now have about fifty words that you know in a snap, but the truth is, you have closer to 500 words that you can now write in a snap, and for the next part of our unit, you are going to learn about your true power.”

Removing the word *up* from the word wall and placing it before the kids, I said, “You have already studied this word, so you are ready now to ask, ‘How can this one snap word help me make other words?’”

“This word *up* looks simple and small, but small things can be very important and have power. It is a *power* word because you can take this one word and make a zillion other words with it.” I substituted the word card for *up*, written in black letters, for one that was written in red, looking like it belonged in a superhero book.

"Right now, without me telling you, will you work with your partner and come up with another word you could make with this super-powerful word? Turn and find your power!"

The children talked, and then I said, "If you thought of a new word you could make with *up*, show your power fist!" The kids all did.

"Okay, writers, make those words. You need whiteboards, so here they come, super-fast. We gotta make a zillion words today! This time, one board and one marker for each of you." I distributed these. "Get yourself ready to make a zillion words!"

✿ **Name the teaching point.**

"Today I want to remind you that there are power words on our word wall. So, when you know these powerful words, not only do you know how to make *that* word, you also know you can use that power word to make a zillion other words."

TEACHING

Channel kids to write the VC word on their whiteboards, and then to add and subtract letters to make a few other words with it. Point out that some combinations may not be words.

"Let's start by writing *up*." I wrote *up* on a whiteboard, signaling for them to do the same.

"Writers, add a *p* in front of *up*." I left them a moment and then said, "What do you have?" They called out, "*Pup*."

I said, "Let's make another word. Erase the first *P* and put a *C*. What do you get?" I meanwhile did all this on my whiteboard, which I displayed.

"*Cup*," called out a student.

"Try erasing your *C* and putting an *M*. What do you get? *A mup*? What is a *mup*? It is sort of like a *mop*, but it's not. No, really, it isn't a word."

You obviously could have distributed these as kids came to the meeting area—or you may very well have your own whiteboard distribution routine set up—but we thought that for this one time, there might be some drama and energy created by you distributing these midway through your minilesson.



ACTIVE ENGAGEMENT/LINK

Channel students to record another VC word. Assign partners roles as teacher and student. Ask the teacher-partners to coach student-partners to add and take away initial consonants, making new words from the initial word.

"Let's start with another *power* word. Erase *up* and write *at*. Go!"

"Partner 1, you are going to be the teacher telling Partner 2, your student, what to do. So right now, only Partner 1s can look up here and I'll show you some letters you might use. Partner 2s, close your eyes. Partner 1s, teachers, here are some letters your students can use to write new words."

I showed the teacher-partners a list of letters they could use—*B, C, F, H, R, S, M, P*—and said, "You'll tell your student-partners this," and I showed them a little script for their teaching: "Take away the . . . and add . . . What do you have? Go!"

Name the powerful work that kids have just done in a way that highlights the transferable principle.

"Wow, you all made about a zillion words. Now, if you were reading your book and you saw a dog that is described as *fat*, would you know what that word was saying? Yes. And what if that dog was sleeping on a mat that was . . ." and I wrote *flat* . . . "Would you know what his mat was like?" The kids chimed in, "Yes." I nodded. "Absolutely! Don't forget that you can use blends and digraphs to help you make even more words with your power snap words."

RUG TIME

Set kids up to continue making words, this time with more independence.

"So friends, this word wall full of snap words is a bigger deal than you probably realized. You use them every day when you read and write. I'm going to give you one more word, and this time, will you (by yourself) find that word's power? *You* write all the other words that you can get from the one *power* word I give you. You ready for the word?"

I wrote this on the chart paper: *can*.

I watched as students began writing words.

After a bit I said, "Will you go back and see if you can get any *more* words from the words we worked with today?" I wrote these words on the chart paper: *up, at, can*.

Teachers, it doesn't matter that the kids get through anything close to all the words. The point is for them to have the opportunity to add consonants in front of a VC word and to make new words.



SHARE • Using “Best-Friend” Words in New Ways

Help children see that they can learn something new about familiar words by using them in new ways.

“Will you show your rug club the words you invented? See if you can read each other’s words. If you see something on a friend’s whiteboard that you want on yours, by all means, add it onto yours.”

After kids did that for a time, I said, “Writers, I have one more huge thing to say.” I waited to get their attention. “Can I tell you a story? The other day, I was talking to one of my best friends and she told me she doesn’t like pizza! I couldn’t believe it. We have been friends for such a long time, and I’m still learning new things about her. You see, you can always get to know old friends even better. Thumbs up if you have ever learned something new and surprising’ about an old friend!” Kids held their thumbs up. “How *fun*!”

“Well, the reason I am telling you this—it must seem like this doesn’t go with what we are doing *at all*—is that today you learned that you can take words you know by heart, best-friend words, and you learned something new about those words. You have learned that you can *use* those words in new ways.

“Today, you took the beginning letter off *rat* to make . . . what?” The kids called out “*at*!”

“And you took the beginning letter off *pup* to make . . .” The kids called “*up*!”

“Tomorrow you’ll get to do a lot more of this work. I can’t wait.”

EXTENSION 1 • Snap Word Cousins Make it Easier to Read a Text



GETTING READY

- Make one copy of the controlled text, “The Fat Rat,” for each rug club.

Channel rug clubs to do a shared reading and notice that words related to snap words make it easier to read the text.

Divide the class into rug clubs and give this text to one member in each club. Ask this person to be the “teacher” in the club and to point at the words while the rug club members read the text together. Help them to read it once, then again in a whisper, then again with more expression. Then ask them to notice the words that were easy-to-read words because they are cousins of the snap words.

EXTENSION 2 • Toll Booth Game: Make New Words with Power Words

Rally kids to practice more with power words when they're standing in line before lunch or to go home.

"Today, as you walk past me on the way to line up for lunch, pretend I am the tollbooth on the highway and you need to pay to go past me. The way you pay is by saying a new word you can make from our power word. For now, our power word is *it*.

"Tom, before you can pass me, say a word you can make from *it*." I gave a hint: "Try adding a *B*." "Bit!" Tom said. "It, bit. Ching, ching! That works, away you go!" As the line passed me, I changed my power word, from time to time.

The Fat Rat

The very fat rat bit the little pup on the nose.
Then the rat went to the kitten.
1

The pup jumped up. "No" it barked.
The girl hit the rat on the butt with her hat.
2

"Drat Rat," she said. "No! You GO! Drat you." She ran after the rat.
3

The kitten smiled at the pup and the girl.
4

"You saved me," she said. "Sit here with me. Be my pup. Be my family."
5





SESSION 1

Word Detectives Investigate Tricky Words

GETTING READY

- ✓ Arrange to receive a phone call at the start of the lesson (or set your phone alarm) so you can have a pretend conversation.
- ✓ Be sure to have your word study tools ready to use: including magnetic letters and a hand lens (magnifier). Children will also need their whiteboards and markers.
- ✓ Write the word *made* on a card to display to the class. ✨
- ✓ Have chart paper on hand so you can begin an anchor chart titled “The Case of the Silent e”. ✨
- ✓ Prepare sets of word cards for each rug club that contain words with both short and long A sounds, such as *lake, fast, same, rat, shade, wave, snake, and skate*. ✨📖
- ✓ Display “Good Habits for Solving Hard Words” anchor chart from Units of Study for Teaching Reading, Grade 1, Unit 1, *Building Good Reading Habits*. ✨

PHONICS INSTRUCTION

Phonological Awareness

- Review long and short vowel sounds.

Phonics

- Identify vowels in single-syllable words.
- Know final -e conventions for representing a long vowel sound.

- Decode unknown words that follow a CVC and CVCe pattern.

- Use CVCe pattern with the vowel A to be able to write words.

High-Frequency Words

- Learn five new high-frequency words: *eat, make, take, out, big* (see Extension 3).

IN THIS SESSION

TODAY YOU’LL teach students that word detectives are always on a mission to learn more about words. They look out for tricky words *all day long*—during reading, during writing, and especially during word study.

TODAY YOUR STUDENTS will investigate a collection of words with the vowel A, noticing that words usually make a long A sound when there is a silent E at the end of the word.

MINILESSON

CONNECTION

Use a phone call from the Super Secret Detective Agency to remind word detectives to keep working hard on word study.

“Friends, we’ve done a lot of good work over the last few weeks remembering important things about how words work. We’ve reminded ourselves about digraphs, which are special letters that go together to make one sound like /sh/ and /ch/, and we’ve learned about . . .” All of a sudden, my teaching was interrupted by the phone ringing.

“Sorry!” I said, looking at the kids with a bit of alarm. “I better answer this in case it’s important.” I reached for my phone, answered, and immediately began gesturing wildly to the group. Covering the mouthpiece, I turned to the class with wide eyes and dramatically whispered, “It’s someone from the Super Secret Detective Agency!! Why are they calling *now*? It’s not reading workshop! Shh! I need to hear what they have to say!” I turned back to the phone, nodding my head and listening intently. “Uh huh . . . Right . . . Yes . . . Thank you so much . . . Okay, bye!”

I hung up the phone and turned to the class. “Wow!” I said. “That was important! And they knew it wasn’t reading workshop. In fact . . . that’s *exactly* why they called. They wanted to check to make sure that even though it’s *not* reading workshop, we are *still* working hard as word detectives.”

THE MYSTERY OF THE SILENT E

❁ **Name the teaching point.**

"Word detectives are always on a mission to study and solve and learn about new words. They look out for tricky words all day long—during reading, during writing, and especially during phonics workshop."

TEACHING AND ACTIVE ENGAGEMENT/LINK

Compare phonics workshop to a detective's lab. Then, show students a tricky word, with a silent *E* at the end. Point out that the *E* is the only letter that doesn't make a sound.

"What a good reminder! This makes me think about how detectives do the work of solving mysteries. They gather up clues and then they take the clues back to their labs where they can use their tools to study the clues super closely, so they figure things out.

"Phonics workshop is just like that! It's our laboratory where we use tools like magnetic letters . . ." I held up a handful of colorful letters, ". . . and words . . ." I held up a baggie of word cards, ". . . and whiteboards to help us figure out the way words work. Let's use some of our tools to do detective work right now!"

I held up an index card with the print facing inward. "On this card, I wrote down a tricky word that a few people had trouble with during reading workshop." I placed the card under the document camera. "This word says *made*. Let's all say it together! *Made*. Now let's take a closer look. What makes it tricky?"

I held a hand lens over the beginning of the word to magnify the letters. "Mmmmm . . . yes, the letter *M* is making the /m/ sound. Mmmm . . . and the letter *A* is making the /ā/ sound. Mmm-aaaaa-de—and the *D* is making the /d/ sound." I moved my lens to the *E* at the end of the word. "But, wait! What's this *E* doing here? I don't hear any /e/ sound at the end of this word! This word is *made*, not *made-eh* or *made-ee*. The *E* on the end is not making any sound at all. It's silent! What's it doing there?"

I paused for a moment to let students think. "Word detectives," I said, leaning in with excitement, "I think we've found a mystery! It looks like we have a case to solve! Should we take the case?"

"Yes!" the class called out.

Investigate the role of silent *E* by writing and comparing the words *tap* and *tape*. Then, check the findings of the investigation by writing and comparing the words *cap* and *cape*.

"Well then, we'd better start a case file to collect what we learn about this mysterious letter." I clipped a fresh sheet of chart paper to the easel and quickly wrote "The Case of the Silent *e*" across the top. "To figure out why a silent *E* is at the end of lots of words, maybe we should compare some words that *do* have an *E* at the end with words that *don't* have an *E* at the end. This might give us a clue. I'm going to call out some words. Some of these words have an *E* at the end, and some don't. Detectives,

Here, we refer to the Super Secret Detective Agency, a reference from the additional reading unit Word Detectives. You'll need to have introduced children to the SSDA during reading workshop for this to make sense, as we explained in the "An Orientation to the Unit." However, if you aren't teaching that unit in reading workshop, you can still refer to the SSDA. Just leave a bit more time to explain what this is at the start of this connection. "It's somebody from the Super Secret Detective Agency!" You might say. "They say they've been watching you solve tricky words in reading workshop and think you have what it takes to be true word detectives. But word detectives don't just work on words during reading!"

Young children may have trouble transferring learning from one context to another and need this expectation made explicit. Let the SSDA help you with this.



FIG. 1-1 Looking closely to discover silent *E*.

your job will be to say the word slowly to yourself and try to write it on your whiteboard. Hold your board up so I can see it when you are done. Let's try to figure out why the silent *E* is at the end of some words and not others. Ready? Here's the first word.

"*Tap* . . . I gave his shoulder a tap . . . *Tap*." I prompted kids to say the word slowly to themselves, stretching out the sounds, and gave them a moment to record it on their whiteboard. When most children had their whiteboards lifted in the air, I quickly used magnetic letters to build the word.

"Yes! Most of you figured out that *tap* is spelled with a *T*, *A*, and a *P*," I said. "*Taaaap* . . . I can hear all of the letters in that word! The /t/ sound is the *T*, the /ă/ sound is the *A*, and the /p/ sound at the end is the *P*. Say it with me." I slowly ran my finger under the word as the class read "*Taaaap*."

"Ready for the next word? *Tape* . . . I put some tape on the paper . . . *Tape*." Once again, I encouraged kids to say the word slowly to themselves and gave them a little time to write the word on their whiteboards.

"Interesting . . . not all of us are sure about this one. Some of you are saying that we need the same letters that we used to spell *tap*. And some of you are saying we need some other letters. Is this making you curious, word detectives? Let's see how this word is made."

I quickly began building the word *tape* with magnetic letters, placing it beside the word *tap*. "Look! It does have the same letters as *tap*!" I said, putting down the first three letters. "And there is an extra letter! A silent *E*!" I added the *E* to the end of the word. "Whoa! Adding one little letter made a whole new word and turned *tap* into *tape*. How cool is that? But what's going on here? Let's investigate the sounds the letters are making in this word."

"What sounds are the letters making in the word *tape*? How do *tap* and *tape* sound different? Turn and talk." I gave students just a moment to talk before pulling them back together.

I then pointed under the magnetic letters, saying, "The /t/ sound is the letter *T*. This time the *A* is making a long /ā/ sound, the /p/ sound is the *P*, and the *E* isn't making any sound at all. Say it with me." I slowly ran my finger under the word as we read the word together.

"Some of you noticed that the only thing changing in this word is the vowel sound. The *A* made a short sound /ă/ in the word *tap*, and the *A* made a long sound /ā/ in the word *tape*. Are you wondering if this happens in other words? Let's investigate some more."

In the same manner, we then went on to write and build the words *cap* and *cape*.

Record in a chart what students just learned about the silent *E*. Remind them they can use this information any time they need to figure out words during reading and writing.

"How interesting!" I said, looking over the list of words. "We've noticed a pattern! Every time the word has a long /ā/ sound, like *made*, *cape*, and *tape*, there is an *E* at the end of the word. And that *E* doesn't make a sound—it's silent.



Observe your students closely as they do this work. Watch to see who is actively problem solving the word, saying it slowly to themselves as they write; who knows the word automatically; and who seems to be stuck. This time around there will likely be a bit of discussion starting as kids realize they are using the same letters to make tap and tape.

Notice that while you name the general principle of how CVCE words work across all words, for the time being, you'll limit your examples to words with just the vowel A. There are a couple reasons for this. For one, there are many words with the vowel A that follow this principle, meaning your readers will likely encounter these words in their books right away. And secondly, kids typically know the long- and short-vowel A sounds well, which means they should be able to try out this new work quickly and easily. It's a general best practice to first try out a new concept using well-known letters or words.

We should add those detective notes to our case file. Then you can use this information any time you need it to help you figure out words during reading and writing." I quickly recorded the information on chart paper.

**ANCHOR
CHART**

The Case of the Silent e

- **The e is at the end of the word.**
- **The e doesn't make a sound.**
- **It changes the a to a long sound: tap → tape.**

"If the SSDA calls back, I'm going to have to tell them what great detective work you did today! You kept on thinking about words even when it wasn't time for reading workshop. You found an interesting word to investigate, and you took the case! Then, you studied the word to come up with a theory."

RUG TIME CLUBS

Invite children to use what they learned about the silent E to read and write more words.

"Let's see if you can use this information to help you write more words. I'm going to come around and give each person one word card." I quickly distributed the cards to each student, including words such as *lake, fast, same, rat, shade, wave, snake, and skate*. "Quick! Take a peek at your card and read your word, but don't show anyone! Decide who will go first. When it's your turn, read the word on your card to your club, and give your friends a little time to try to figure out how to write it. You can check their spelling using your card. Remember, if the word has a long A sound, it might have an E at the end. Then, the next person can read their word! Get started!"

SHARE • To Figure Out a Mystery Word, Word Detectives Try a Vowel Two Ways

Link the new work with silent E to the strategies students are already utilizing in their independent reading.

"Word detectives! You seem to be on the right track! Did you notice that every time you tried to write a word where A was making a long-vowel sound, you needed an E at the end of the word? That silent E is definitely there for a reason. I'm thinking that this is going to be so helpful when you are reading your books.

You might choose to differentiate this task by giving some groups only CVCe words, and other groups a mixture of CVC words and CVCe words, all including the vowel A. You could also incorporate a few words that review common blends and digraphs.

POSSIBLE COACHING MOVES

- ▶ "Say the word slowly."
- ▶ "Listen for a long A sound. Remember, your word might need an E at the end."
- ▶ "Check the card. Do a little detective work. What sound is each letter making?"

"You already know that vowels can be tricky. And you also know that one thing you can do when you are trying to figure out a mystery word is to try a vowel two ways." I pointed to this strategy on our "Good Habits for Solving Hard Words" chart from reading workshop.

"But *now* you also know that if there is an *E* at the end of the word, you can try the long sound first and see if it makes sense! This could really speed up your reading. Let's practice that right now."

I took the stack of word cards from one of the rug clubs and one by one, placed each card under the document camera. Together, we read each word, making note of when there was an *E* at the end of a word and trying the long-vowel sound first to see if the word made sense and looked right.

EXTENSION 1 • Using a Detective Notebook to Record Observations about Words

GETTING READY

- Purchase or make small notebooks for each student.

Give each student a small detective notebook to record the things they notice about words throughout the day.

"Detectives need the right gear to do their job well. You already have a magnifying lens to help you look closely at words in reading workshop, and you're well on your way to earning that all-important detective badge. But you are still missing one very important piece of equipment.

"You see, a detective is on the lookout for clues *all* the time, *all* day long. And as soon as you notice something interesting about a word, you need a way to hang onto that clue or that piece of information, so you don't forget it. For that, you need . . ." I paused dramatically for a second before pulling a little notepad out from behind my back. "A notebook! You can't be a proper detective without a notebook!

"I'm going to come around and give each one of you your very own detective notebook. You can keep it with you wherever you go, all through the day, and use it to jot down anything interesting you notice about words—like words with silent *E*! Keep your clues in your notebook and over the next few weeks as we solve more cases together you can share the things you've noticed.

"Let's try using these notebooks right now! As soon as you get one, get up and start looking around the room at all the words we have in here, like our name chart, word wall, and agenda. When you notice something interesting, write it down. You may even want to work with another detective. Tell them what you are noticing and why you are writing it down."



After today's session your class is probably going to be seeing silent E everywhere they look. This notebook will give them a place to channel that enthusiasm. While your teaching is going to focus on words with the vowel A for a few more days, anyone who happens to notice words with other vowel sounds can record them here for the time being.

EXTENSION 2 • Supporting Transfer to Writing Workshop

GETTING READY

- Display charts: “The Case of the Silent e,” “Good Habits for Solving Hard Words,” and “Blends and Digraphs.” ✨
- Prepare to share a text message from the Super Secret Detective Agency.

Interrupt writing workshop to read students a message from the SSDA, reminding them to apply their word study knowledge across the day.

“Writers,” I said, interrupting the children during writing workshop. You won’t believe what happened! I just got a text message from . . . the Super Secret Detective Agency. Another message! What’s going on? It’s not reading workshop, and it’s not phonics workshop. What do they want now? Let me read it to you!”

Word detectives—Are you still working? Make sure you use everything you know, from reading workshop and phonics workshop, to solve tricky words in your writing, too! You can do it!

“What a great reminder! We have learned so many things that can help us with our writing. We can use the word wall and listen for blends and digraphs. And now, if we want to write a word with a long A sound, like *made* or *cape*, we can remember that word might need a silent E on the end,” I said, pointing to “The Case of the Silent e” chart. “When we are done writing a sentence, we can go back and do a double-check.” I pointed to the “Good Habits for Solving Hard Words” chart. “We can ask ‘Does this make sense? Does this look right?’ There is important word detective work to be done all through the day, even in writing workshop!”

In today’s session you helped your readers understand that their phonics work and their reading work go hand in hand. This extension is designed to support transfer between phonics and writing. To this end, we have planned this extension to be done during writing workshop.

EXTENSION 3 • Learning Five New Snap Words

GETTING READY

- Display the anchor chart, “Make it a SNAP word!” ✨
- Have Rasheed (or your class mascot) holding the new set of snap words.
- Prepare index cards with the new set of snap words. ✨ 📄
- Distribute whiteboards and dry-erase markers, one set per student.

Introduce five new snap words, and guide students through the process of making a word a snap word.

I brought out Rasheed, our class mascot, who held a new set of snap words. “Boys and girls, Rasheed is here, and he has something for us—new snap words! Let’s count how many are here.” I picked up the stack of index cards and counted them. “one, two, three, four, five! Five new words. How exciting! Are you ready to find out what words we’ll study today? Let’s get to it!” I placed the words on my easel.



make eat take big out

"Some of these words may already be snap words for some of you, and others will be new. Let's work so they're *all* snap words for everyone." I displayed the "Make it a SNAP word!" chart.

I displayed a sentence with the first snap word, make, inviting the class to read it with me:

We can make a cake!

Then, I held up the word card. "Okay, let's make this a snap word." I pointed under the printed word as students read it aloud.

"Now study it." I gestured to the second bullet on the chart. "Yes, it has four letters. What else?" I invited the class to make observations about the word. Then, I pointed out, "When I say *make*, I can hear all the letters, /m/, /ā/, /k/, except the *E*. This word has a silent *E*! And the vowel is a long sound.

"Now, *spell* it. Spell it softly like a whisper into your hand. *M-A-K-E*. Let's spell it again and write it in the air as we say each letter." I modeled saying the word, forming the letters in the air, and prompting students to do the same.

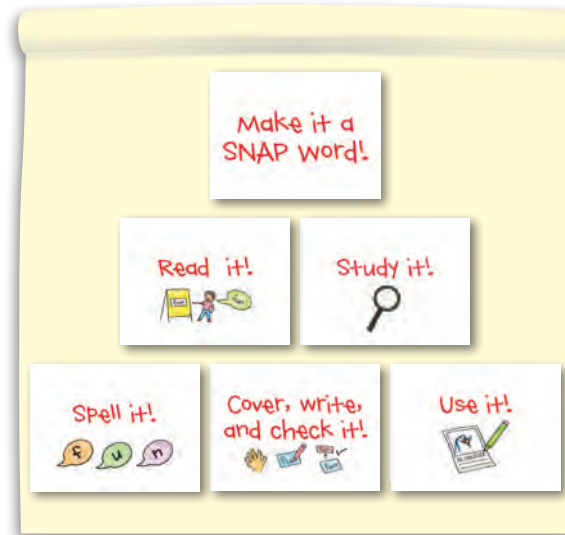
"Ready to actually write it? Let's *cover, write, and check* it," I said, pointing to the next step on the chart. "Look at it and take a picture with your brain, because I'm going to cover it. You ready?" I covered the word with my hand. "Now write it!" I signaled for the class to write it on their whiteboards.

After a minute, I uncovered the word. "Check that your word matches. Does it look right? If you need to fix it, draw a line through it, just like you do during writing workshop, and write the whole word again above it." I scanned students' whiteboards as they wrote the word. "Now write it again."

"Now, let's *use* the word in a sentence." I pointed to the chart again. "Hmm, . . ." I paused to invite the class to think along with me. "Oh! I've got a sentence. 'I will *make* a cake for dessert.' Thumbs up if you have another sentence. Turn and tell your partner." I leaned in to gather a few examples to share out.

"I heard some great sentences, like '*Make* a wish!' and 'Can you *make* a snowman?' This will be a useful word when you read and write."

I added the word to the word wall. Then, we moved through the process to learn each of the remaining words of the week. At the end of the lesson, I reminded students to use the word wall during writing workshop. "Whenever you need to spell these words, remember that they are here on the word wall. If you know it in a snap, write it quickly and use the word wall to check. But if you aren't sure, you can find it on the word wall, take a picture with your brain, then write and check!"



For the time being, just introduce and teach the words eat and out without a lot of discussion about the vowels in these words and how they work together. You will introduce the concept of vowel teams in Session 9 when you'll revisit a couple well-known words on your word wall. Learning the word eat this week will help set your students up to do this work later in the unit.

SESSION 2

Getting to Know Some Common Endings



IN THIS SESSION

TODAY YOU’LL teach students that readers who read *alllll* the way across words know common ways that words end. With that knowledge and with a peek at the first letter of an ending, students can guess what the ending might be—and then check their guesses as they read on.

TODAY YOUR STUDENTS will continue to look carefully at words, trying to guess common endings and beginning to understand how endings change the meanings of words. They will practice making new words by adding some of these common endings and apply their knowledge to read a nonfiction text that includes words with common endings.

MINILESSON

CONNECTION

Remind students of prior learning about how being an expert on something makes you see things differently. Use this to help you explain why it is important to learn more about some of the different ways that words usually end.

“Earlier this year, you learned that if you are an expert at something, you see things differently. If you know all about kinds of dogs, you walk along the street and you don’t just say, ‘There’s a dog.’ You say, ‘There’s a cocker spaniel.’ ‘Oh, there’s a beagle.’”

“I’m reminding you of this because I know you want to become the kind of readers who can really learn a lot from your reading, and to do that, you need to look *alllll* the way across words as you read. You need to notice even the very ending of a word. So it helps if you know a bunch about endings of words and how those endings usually go. That way, when you read along in a sentence and you see an ending coming, you don’t even have to see all of that ending before you can say, ‘Hello, *-ing* ending (or *-er* or *-ed* ending). Nice to see you again.’”

SESSION 2: GETTING TO KNOW SOME COMMON ENDINGS

GETTING READY

- ✓ Prepare to show the word *play* with six different endings, with endings covered at first: *playing, player, players, played, plays*. Also prepare to display three sentences using the word *play* + endings.
- ✓ Display the “Common Word Endings” chart. 🌟
- ✓ Use magnetic letters to spell words.
- ✓ Make sure students have their whiteboards and markers.
- ✓ Use highlighter tape to highlight words with common endings.
- ✓ Display an excerpt from the text you used in Session 1. We are using *Lions*, page 16. 🌟

PHONICS INSTRUCTION

Word Knowledge

- Use common word endings such as *-ing, -ed, -s, -es, -er* to generate new words.
- Read and use words with inflectional endings *-ing, -ed, -s, -es, -er*.
- Learn conventions for adding the ending *-ing* to CVCe words (see Extension 3).

High-Frequency Words

- Use and review high-frequency words.

✿ Name the teaching point.

“Today I want to teach you that readers who read *alllll* the way across words, who pay attention even to the far ending of a word, know common ways that words end. They often take a sneak peek at the first letter of an ending, and then use what they know about how endings usually go to guess what the ending will probably be. Then as they read, they check their guesses.”

TEACHING

Explain that readers look for clues that help them guess which ending might come on a word. It helps to know possible endings and to note first letters of the ending, using that information so they aren’t wait-and-see readers.

“Really experienced readers don’t just wait till they get to the end of a word to find out what the ending might be on that word. It is the same with dogs. If you know dogs well and you see the head and shoulders of a German Shepherd, you don’t have to look all the way across that dog to see whether it will have a little pom-pom tail, or a curly pig’s tail. Because you know German Shepherds, you have an idea of what that dog’s tail is apt to look like even before your eyes get to check it out.

“It is the same with words. As you are reading along in a sentence, you use what you know to guess what ending the word is apt to have. And one way that readers guess at endings is they think about common endings—the kind that often come at the end of a word.”

Channel students to generate possible endings for a posted word. Repeat with words with covered endings, coaching students to use the first letter in the ending and meaning to read each word.

“Try that. Let me show you a word. Then, will you and your partner guess what ending you are apt to find on the word? It will help you guess if you think about endings that come on this word often.” I showed the word:

play

The class suggested that with an ending, *play* could end up as *playing* or *played*. Nodding, I said, “Yes, you chose endings that show when something happened. Today he is *playing*. A week ago, he *played*.”

“So one way you figure out what the ending on a word is even before your eyes get there is that you know there are some common endings that are used often. If the word is *walk*, the ending could turn it into *walking* or *walked*. And you don’t have to look all the way across the letters before you can start guessing. Try reading this.”

I showed *playing*, with the *-ing* covered. I peeled the cover to reveal the first letter of the ending, and kids guessed some endings. Then I uncovered the whole ending and we checked the letters to confirm our guess. “There are other endings that can go on *play*—these are harder ones, but try. This time, to help, I’m going to put the words in a sentence because that is the other way you figure out the ending even before you see it. You think about what the sentence is saying



FIG. 2-1 Which ending could it be?

and about the endings you know." I displayed sentences that each included the word *play*, with the ending covered. I invited kids to read along with me, predicting the ending and then revealing the word to check.

This kid is a (and I pointed to *player* with the *-er* covered) on the team.

He . . . (plays with the *-s* ending covered) a lot.

There are many . . . (players with *-ers* covered) on the team.

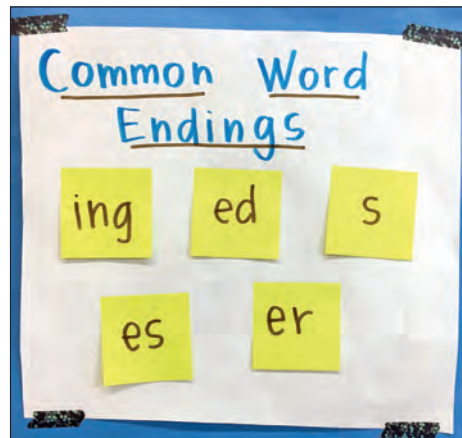
"Friends, the beginning of each of these words is the same." I displayed each word and we read them together.

playing	played
player	plays
players	

"If you just read these words quickly and read only the beginning—the word *play*—and kept going, you would have missed the rest of the word. And each word means something quite different. If you missed the rest of the word, you'd miss what the word means."

Name out a few of the most common word endings for students. Channel them to read the word endings with you.

"So you need to read every word you come across carefully. You are now the kind of word solvers and checkers who look *across* the whole word. When you know common endings, that can help you recognize them when you see them in a word. Here are some common endings. Let's say them together."



SESSION 2: GETTING TO KNOW SOME COMMON ENDINGS

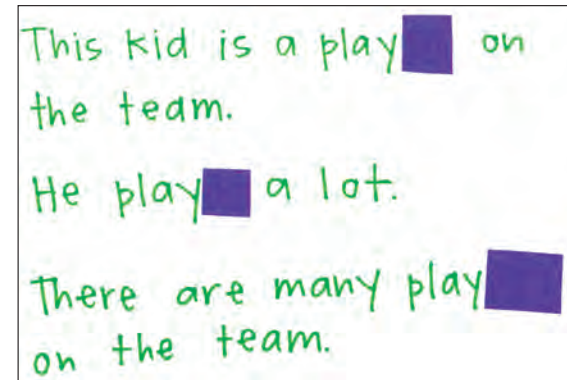


FIG. 2-2 Context helps kids cross-check meaning, syntax, and visual cues.

Putting these words into the context of a sentence allows kids to use syntax as well as the visual cues in the word to cross-check. Using both sources of information will be especially helpful to your emergent bilinguals, who may not always be able to confirm which ending "sounds right." (Although even first-graders who speak English as their first language are still acquiring it—it's good practice for them, too!)

11

ACTIVE ENGAGEMENT/LINK

Set students up to help you locate words on the word wall that could have common endings added to them. Focus in on one of these words and show them how to make new words, adding endings.

"To help you get experience thinking about word endings, let's take a word wall word and try to make *other* words by using these endings! Look for a word you could take off the word wall and add new endings to. When you find a word that could be changed with new endings, put your thumb up!" I gave the students just a moment to search the word wall.

"I found a bunch of words we could change by adding endings to them. Did anyone choose *jump*? You did? Fabulous! Let's take *jump*." I pulled out some magnetic letters and spelled out *jump* on the board.

"*Jump* already has an interesting ending, *-mp*. That's a new kind of blend! Two consonants at the end! Wow! But can we make *jump* into a new word, using these endings?," I asked, pointing again to the little list of especially common word endings.

"Turn and tell your partner which of these endings can be added to *jump* to make a new word. Which endings *would* work, and which endings *wouldn't* work?"

Listen and coach in. Then highlight what you heard, using magnetic letters to illustrate, emphasizing which endings would create a real word and which endings would *not*.

"I heard *jumping*. What do you think? If we add *-ing* to *jump*, is that a word?" I used magnetic letters to add *-ing* to the end of *jump*. "Is *jumping* a word? Yes, I am jumping." I stood up and started to jump. "I also heard someone say *jumped*." I removed the *-ing* magnetic letters and added the *-ed* letters. "If we add *-ed* to *jump*, do we make a word? Is *jumped* a word? What do you think? Yes! Like, I just *jumped* in front of you. Words that end with *-ed* tell you about something that already happened.

"Someone said *jumper* does not work. Do you agree? If we add *-er* to *jump* and make *jumper*, is that a word?" I made the proposed word using magnetic letters. "Show me on your thumbs whether *jumper* is a word. Remember, thumbs up—yes. Thumbs sideways means not sure.

"*Jumper* actually is a word. It means 'a person who jumps.' I am a jumper. In some parts of the world, it has another meaning. Have any of you heard of a jumper that is a kind of dress? Have you? Well, some people think of a jumper as a dress that you wear with a shirt under it. And other people actually call a sweater a jumper.

"So many new words can be made just with endings! Great job, friends. You discovered four more words! Now if you are reading and you come across a word that starts with *jump* you will say to yourself—wait, let me read it carefully . . . it could really be another word like *jumped* or *jumps*."

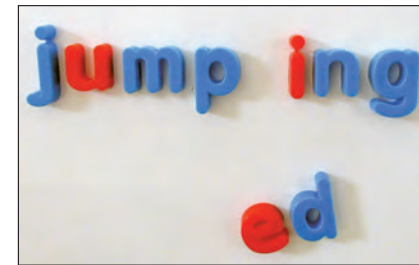


FIG. 2-3 Kids add endings to familiar words.

FROM TIP TO TAIL: READING ACROSS WORDS

RUG TIME

Reinforce the idea that knowing these common endings will help students recognize them when they come across them in their reading and help them read those words and understand the book better.

"First-graders, you are getting to know these common endings so well. That will be helpful when you are reading. When you are reading a sentence and you come to a word with an ending, you'll think, 'Hello, ending. I know you.' Nice work, reader-friends!"

Teach students a new game that will allow them to practice making words with endings. Coach them as they play a few rounds of the game.

"Have you ever seen a magician perform? I saw a magician who put this hat out on the table. Then he said, 'Presto change-o, turn this hat into a cat!' He waved his wand and suddenly there was a little cat there, meowing at us! Want to try to do some magic together?"

The kids nodded. "Instead of changing hats to cats, let's use this magic spell to transform words. Ready? On your whiteboards, write the word *look* . . . My cat likes to look out the window. *Look*." I gave everyone a moment to write the word, prompting one or two kids to check their work against the word wall.

"Here comes the magic. Presto change-o, turn *look* into *looks*. That cake looks delicious! *Looks*." As the kids' pens started moving, I coached some to think about which ending they needed and reminded them to look up at our chart of endings. "Check with your partner and fix it up if you have to. If you've got it, say, 'Ta-da!'"

"This one is going to be extra tricky. Ready? You might have to do some erasing *and* writing to do this magic trick. Think really carefully about which parts of the word need to stay, and which parts need to change. Presto change-o, turn *looks* into . . . *looking*! This morning I was *looking* for my missing sock. *Looking*." This time there was a half-second of silence before kids got to work. I coached them to think about the endings and repeatedly reread what they had written.

Once the kids had checked the word with their partners, I encouraged their "Ta-da!" We tried the game again with another snap word, continuing to transform words with endings.

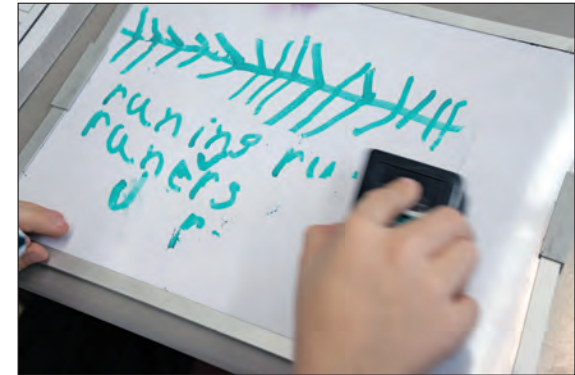


FIG. 2-4 One child exploring inflectional endings. You'll want to celebrate their approximations and make note of future teaching that could benefit the child, such as knowing when to double the consonant.

SHARE • Reading All the Way across Words and Solving for Ending Parts

Lead a teeny-tiny bit of shared reading, giving kids a chance to practice reading across the words.

"There's so much we want to learn about tarantulas, stars, how planes work, ladybugs. Rasheed really wants us to learn more about lions, so I found some more information for us to read! Let's read to learn more about lions and be ready

to use our new knowledge about common endings to help us read *alllll* the way through the words." I displayed the following text under the document camera, with the endings of some words highlighted.

Females do most of the hunting. They often hunt in a group.

Female lions hunting (caption on photograph)

"Let's start reading! When we get to a word that's highlighted, let's think, what ending would sound right here? Then we can check the ending to make sure." As we started to read, I coached, "What would sound better here, *female do* or *females do*? Let's check to be sure!" We read through the rest of the text, checking through the words to make sure we read each ending. After we had read, we talked about all we had learned about lions so far across the past few days.

EXTENSION 1 • Making More and More Words (and Sentences!) with Common Endings

GETTING READY

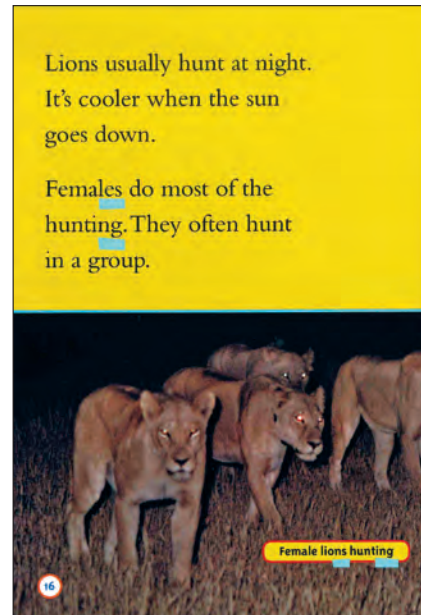
- Display several high-frequency words without endings. Display your endings chart on the board, along with the words.

Challenge students to play a game putting together words and endings.

"Friends, have you played a game where you get different monster heads and different monster bodies and you try to stick a monster head on a monster body and end up making new monsters? Today we are going to play a game sort of like that. I'll post a bunch of words without endings. You can use our endings chart to try to stick an ending on a word. Then try to make a sentence using that new word!" I slipped a bunch of snap words into the pocket chart and posted the endings chart on the board.

"Partner 1, you'll go first. Pick a snap word. Then think, 'Which ending could I add to make a new word?' When you've written that word on your whiteboard, show it to Partner 2. Partner 2, ready to hear your job? You'll get to read the word from the board and see if you can make up a sentence using it. Remember, not every ending will work with every snap word! If you can make a sentence, shake hands with Partner 1 because you will have just made a new word—and then you can switch jobs. Ready to try it?"



"You all really know how words have to make sense—like *saying* is a word, but *sayes* isn't. Nice work, readers!"



There will be lots of approximating and that is expected and important. If students are making errors, you can prompt, "How would it sound in a book? Does that look right?" or "Which one do you think works the way it would in a book—jumps or jumpes?"

EXTENSION 2 • Using What You Know about Words to Predict the Right Endings

GETTING READY

- Prepare to do a shared reading of the *My Hot Dog* book.  
- Cover the ending of several of the words before you do the shared reading.

Invite children to predict the correct endings of words they know and get additional practice with syntax.

"I think we all agree that we can't just zoom past words without noticing the ending! That's easier said than done. Now that we *know* more, let's try to *do* more while we read. If we *do* more while we read, guess what? We will *enjoy* what we are reading even more! Let's read a bit of this text together. All of our voices turned up!"

"Look!" I said. "My hot dog has bugs. They are digging into it. It is so buggy that I dropped it." The bugs were happy, eating and playing in the hot dog. "Are you hungry?" they seemed to ask. "Hey," I said to the little critters. "I'm hungrier than you! Stop eating my hot dog."

We read along until we reached a word where I had covered the ending. "Hmm, . . . what do we think the ending of this word is? What would make sense? Could it be *-er*? Then the sentence would sound like 'My hot dog has bug-er.' *Bug-er*? Does that sound right?"

"No!" the kids called out. "*Bug-er* isn't a word!"

"You're right. *Bug-er* doesn't make sense. Maybe it could end in *-s* to make the word *bugs*. My hot dog has bugs. That's a little gross but it makes sense, right?" Kids gave me approving nods. "That does sound much better. Let's see if we were right . . . yes!" I said as I uncovered the ending.

We read on in our shared reading text, stopping at words with covered endings and predicting what the ending would be.



Teachers, this activity will help students focus on word endings, while providing additional practice with syntax. Students will use their acquired knowledge of syntax to predict which endings would make sense within the context of the sentence. This work is particularly supportive for English learners, who are still becoming familiar with English syntax.

EXTENSION 3 • Adding -ing to CVCE Words

Introduce students to another mysterious feature of the silent E: that it disappears when a common ending is added.

“Earlier this year we solved the mystery of the silent *E*. We discovered that this one tiny letter can make a word completely different! Well, there’s another weird thing about silent *E* that we can add to our list. Silent *E* is terrified of the ending *-ing*. When you try to add *-ing* to a silent *E* word, the *E* runs away! Let me show you.” I made the word *like* with magnetic letters on the whiteboard. “Read this word in a snap—*like*. If we want to add an *-ing*, what word will it become? Yep, *liking*. But watch what happens when I want to change *like* to *liking*.” I built the ending *-ing* on the whiteboard and started moving it toward the *like*. “Here comes the *-ing* . . . run away, silent *E*!” I swiftly removed the *E* and added the *-ing* to the word. “Let’s read it—*liking*!”

“Let’s try it with another silent *E* word.” I built the word *have* on the board, moving the *-ing* over to the side. “Read this with me: *have*. This was one of the most mysterious silent *E* words, right? Even though that *E* is there, it still sounds like a short vowel. Let’s add *-ing* to make it say *having*. Ready to try it? Say it with me this time. Here comes the *-ing* . . . run away, silent *E*!” The kids chanted along with me as I manipulated the letters. “Read the word we made: *having*!”

We tried a few more times, making the words *coming* and *taping*.



You’ll notice that this teaching comes in an extension and not as a minilesson. Expose your kids to this mystery with the mind-set that most of them will continue approximating in their writing of endings—but some will be ready to take on this challenge right now!



FIG. 2–5 The teacher demonstrates a new mystery of silent *E*.





SESSION 5

Watching Out for Words that Don't Work the Same Way

GETTING READY

- ✓ Display the "Greetings from New York City!" postcard from Rasheed along with a photograph of the lion at a construction site. Be ready to hand out copies of the text to partners during rug time. 🎉 📄
- ✓ Have pens for each partnership.
- ✓ Have a sheet of chart paper on an easel and some markers for interactive writing.

PHONICS INSTRUCTION

Phonological Awareness

- Isolate and pronounce initial, medial vowel, and ending sounds in spoken single-syllable words.

Phonics

- Identify common long-vowel patterns *EE, EA, AI, AY, and OA*.
- Distinguish between two vowel patterns that make the same sound: *EE* and *EA*.

Word Knowledge/Solving

- Identify and read words with inconsistent but common spelling-sound correspondences.
- Use knowledge of long-vowel CVVC patterns to decode new words.
- Use knowledge of common long-vowel patterns (*EE, EA, AI, and OA*), as well as digraphs, blends, and inflected endings to write words.

High-Frequency Words

- Learn one new word: *been*.
- Spell snap words with automaticity.

30

IN THIS SESSION

TODAY YOU'LL lead a shared reading session, helping students to discover that vowel teams do not always make a long vowel sound.

TODAY YOUR STUDENTS will use all they know about solving words and their knowledge of vowel teams to read and write.

MINILESSON

CONNECTION

Invite children to sing "Be a Reading Boss."

As kids gathered in their rug spots, I hummed to myself, then sang a few lyrics, just loud enough for kids to hear, "If you think something's wrong, you've got to stop . . . If you think something's wrong, you've got to stop . . ." Then I said, "Readers, I just can't get our 'Be a Reading Boss' song out of my head! I've been singing it all week! Will you sing the last verse with me?" I began as the students joined in:

Be a Reading Boss

(To the tune of "If You're Happy and You Know It")

Be the boss of your reading, be the boss!
 Be the boss of your reading, be the boss!
 When the job gets really tough,
 And you want to huff and puff . . .
 Be the boss of your reading, be the boss!

WORD BUILDERS: USING VOWEL TEAMS TO BUILD BIG WORDS

"That's an important message. You need to be the boss of your reading, especially when that job gets really tough! And one thing that can make the job of reading feel tough is finding vowel teams in the words you're trying to figure out."

❁ **Name the teaching point.**

"Today I want to teach you that reading bosses make decisions! Whenever you spot a vowel team in a tough word, it's decision time! You might have to try the vowel sound a few different ways, listening for a word that makes sense and sounds right."

TEACHING AND ACTIVE ENGAGEMENT/LINK

Invite the class to join you in a shared reading of a postcard from Rasheed, using their knowledge of vowel teams to figure out words like *greetings, been, nearly, street, learn, roads, and train.*

"This reminder came at the perfect time because I have something very special for us to read together right now!" I held up a postcard. "A postcard arrived today . . . from Rasheed! He sent a photograph, too! Look!" I showed the class.

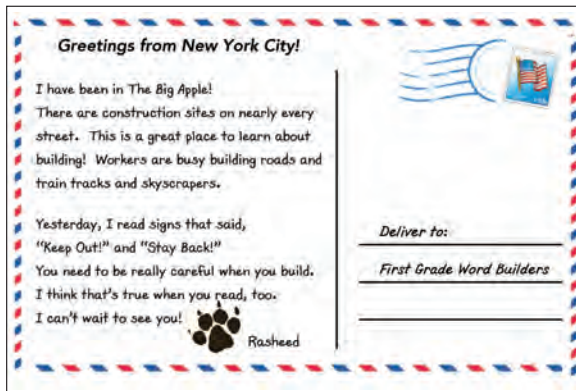


FIG. 5-1 Rasheed sends the class a postcard and a photo.

"He's at a construction zone! I knew it!" kids called out.

"Yes! He's at a real construction site! That's pretty cool! Let's read this postcard together and find out what he's been doing!" I placed the postcard under the document camera. "I'll start . . ."

I placed my finger below the word *Greetings*, and stammered, "Gr . . . Grrrrr? Forget it. This is too much work." I pushed the postcard aside and huffed and puffed, crossing my arms.

We know that some of the words children will encounter, such as head or great, won't follow the pattern they might expect of a vowel team. Scanlon, Anderson, and Sweeney (2007) advocate teaching children the strategy of "vowel flexing." If children view vowels as decision points in their reading, they can be prepared to try several different sounds while keeping in mind the meaning of the text. It can help to teach children to work through a little order of operations, first trying the long sound of the first vowel, and then short sound before doing the same with the second vowel. Of course, there are also vowel teams that make a whole new sound, and these will be the focus of upcoming bends. The point is that no one rule will work to solve every word, and therefore being flexible is a critical skill for your readers.

"Nooo!!" the kids protested.

"Are you saying I should be the boss of my reading?" The class nodded. "You're right. I'd better try something to solve this word. Well, I see a part I know, *Gr* . . ." I slid my finger under the next part, pointing out a familiar vowel team. "Oh! I see a vowel team! Remember, whenever you spot a vowel team in a tough word, it's decision time! "You can ask yourself, 'How am I going to try this vowel? I can look at the first vowel and try the long sound. If that doesn't work, I can try the short-vowel sound. And if that doesn't work, I can try the long and short sound of the second vowel. I can keep trying the word different ways until it makes sense and sounds right.'"

I turned back to the word. "Hmm, . . . I know the first vowel in a vowel team usually makes a long sound, so I'll decide to try a long *E* sound first, /eeeeeeee/. *Gree* . . ." I continued to move across the word, "*Greet* . . . Oh and I know this part, too, *ing, greeting, greetings!* Yes, that's a word I know! *Greetings* is another way to say 'Hello!'" I read the remainder of the sentence:

Greetings from New York City!

"Rasheed is in New York City! Wow! I wonder what he's up to! Let's keep reading. Remember, when we see a vowel team, it's decision time! We'll try it one way, then another to solve the word."

Guide children to read the word *been*, pointing out how not all words and vowel teams work the same way. They should check the words to make sure they make sense and sound right.

I have b—

"A vowel team! *EE* just like in *greetings*. Let's try the long-vowel sound again, /bēn?/" I filled in, making a long *E* sound. "I see that *EE* vowel team, again, but *beeeeen* with a long *E* doesn't make sense! I think I'll decide to try the short *E* sound next, /bĕn/. 'I have *ben*'? Hmm, . . . I'm not sure that fits. Oh, forget it."

The class protested. "Okay, you're right, I need to . . ." I sang a lyric from our song, "' . . . try something else, and don't give up!'

"Hmm, . . . I could try the second vowel . . . but it's also an *E*! That won't help. I'm going to have to try something else!

"Okay, maybe it would help to take a running start. Let me reread and think what would fit here. 'Greetings from New York City! I have *b—been*? I have been in the Big Apple!' Yes, I think that works! I have *been*, not /bēn/ or /bĕn/.

"Interesting . . . even though this word has *EE*, like in *see*, it doesn't work the same way. It's important to watch out for times when a word doesn't work the way you think it will. It's not enough to just check the letters. You need to make sure your reading always makes sense and sounds right."

We went on to read the next three sentences, stopping to solve words featuring vowel teams the class had been studying, including *nearly, street, roads,* and *train*. I paused at vowel teams to cue students to help make a decision, trying

Notice how you'll offer students an opportunity to discover exceptions to how vowel teams typically work, in context as opposed to working with examples in isolation. This allows readers to monitor and self-correct for meaning.

*We recognize that some of these examples may not work, depending on your accent and dialect. Some people do pronounce the word *been* with a long *E* sound, or use /bēn/ and /bĕn/ interchangeably. If that is the case for your students, continue reading and do this same work when you get to the word *learn*.*

*While the vowel team in *learn* is r-controlled, you won't want to point this out to kids just yet. You'll offer more explicit practice with r-controlled vowels in the next unit. For now, reinforce the strategy of trying the vowel sound another way, and thinking about what makes sense.*

the sounds more than one way to solve and check the word. When we solved the word *learn*, I pointed out how the vowel team was not making a long sound in this word either.

I have been in the Big Apple! There are construction sites on nearly every street.

This is the perfect place to learn more about building!

Workers are busy building roads and train tracks and skyscrapers.

RUG TIME

Set up partners to read the rest of Rasheed's postcard, focusing on words with vowel teams they've been studying, *EE, EA, AI, AY, and OA*. Coach kids to stop at vowel teams to make a decision about their sounds.

"Will you work with your partner to read the rest of Rasheed's postcard? Remember, bosses, it's important to use everything you know to solve and check your reading. When you come across a vowel team, it's decision time! Try the first vowel two ways. If that doesn't work, try the second vowel two ways. Just remember to always be thinking about what makes sense.

"I'm going to pass out some pens. When you spot any of the vowel teams we've been studying, *EE, EA, AI, AY, and OA*, circle them."

I quickly distributed copies. Then, I moved around the rug as partners read the next stretch of text:

Yesterday, I read signs that said, "Keep Out!" and "Stay Back!"

You need to be really careful when you build.

I think that's true when you read, too.

I can't wait to see you!

Rasheed

I coached kids to look out for vowel teams to solve words like *yesterday, read, said, keep, stay, need, really, wait, see,* and *Rasheed*. I listened in to observe how kids pronounced *read* in the past tense in the first sentence. Many tried the long sound and I prompted them to check if it sounded right. Later, I coached students to check the present tense of *read* in the text. "*Read and read* look exactly the same," I pointed to each word on the postcard, "but they sound different. You'll need to check that the word you say makes sense and sounds right. If not, you can try it another way."

I also listened carefully as students approached the word *said*, many recognizing it as a snap word. I prompted readers to notice the vowel team *AI* making a different sound to support their ability to approach vowels with flexibility.

POSSIBLE COACHING MOVES

- ▶ "If you think something's wrong, you've got to stop! I see a vowel team! Decision time!"
- ▶ "Then you try something else, and don't give up! Try the first vowel sound another way. Doesn't make sense? Try the second vowel."
- ▶ "When you think you've got it right, check it out! Is that a word you know? Does it make sense and sound right?"

Here, the phrase, "Try it two ways," refers to vowel flexibility, trying both the short and long vowel sound when problem-solving new words. This reading strategy is first taught in Building Good Reading Habits from the Grade 1, Unit 1, Units of Study for Teaching Reading.

Pay attention to the way your readers problem solve the word build. While many students will likely solve this word using the meaning of the text, encourage anyone who gets stuck to use the strategy of vowel flexing (trying out the long and short sounds of the first vowel and then the second). Even though you haven't introduced this particular vowel combination, it provides the perfect opportunity to use this strategy.

As I circulated among the class, I prompted students to move through the reading process by singing a line from our “Be a Reading Boss” song and then giving a tip to support them in this work.

SHARE • Using Interactive Writing to Make a Warning Sign

Channel students to reread Rasheed’s postcard together and study a few words with vowel teams. Point out words they need to watch out for, such as *said* and *been*.

I called for the students’ attention and we quickly read Rasheed’s postcard chorally together. “I see that you circled lots of words with vowel teams! Well done!

“You noticed that sometimes in words with a vowel team, the first vowel makes a long sound like in the word *wait*,” I said, pointing to the word. “But you also noticed that not all words with vowel teams work the same way, like in the words *great* or *said*.

“Rasheed was right! Reading might not be *dangerous* work, like construction, but you do need to be really careful. Remember, if you get to a tricky word and see a vowel team—it’s decision time! You have to be the boss. You need to stop and try out a bunch of different sounds, checking to make sure your reading makes sense!

“Maybe we should make a sign for our classroom, like the signs in a construction site, to remind us to *watch out* for words that don’t work the same way.” I clipped a sheet of chart paper to the easel and wrote “WATCH OUT!” in big letters at the top.

“Let’s write a reminder that says, ‘Sometimes vowel teams do not make a long sound.’” I quickly wrote the first two words, then paused before the word *teams*. “Listen to the vowel you hear in the middle of the word *teams*. *Teeeeeeeeams*. Yes, a long *E*. There’s a vowel team working to make that sound. Do you think *EA* is making that sound or *EE*? Let’s write it both ways and decide which one looks right.” I used a whiteboard to write the word using both vowel teams, *teams* and *teems*, helping students identify which word looked right. “Yes, the word *teams* uses the vowel team *EA*. Max, come up and write it on our sign.”

I pressed on, quickly writing most of the words, only stopping to hand the pen over to students for words with vowel teams, including *said* and *been*. I also paused before writing the word *make* to think aloud about which long-vowel pattern to use, *AI* or silent *E*, first writing *maik*, then calling a child up to edit the word. Then, we reread our sign.

“I bet this sign will help you remember to *watch out* for words that don’t work the same way when you read. If you find words in your books with vowel teams that don’t make a long sound, like *said*, you can write them on a Post-it and stick them to our warning sign!”

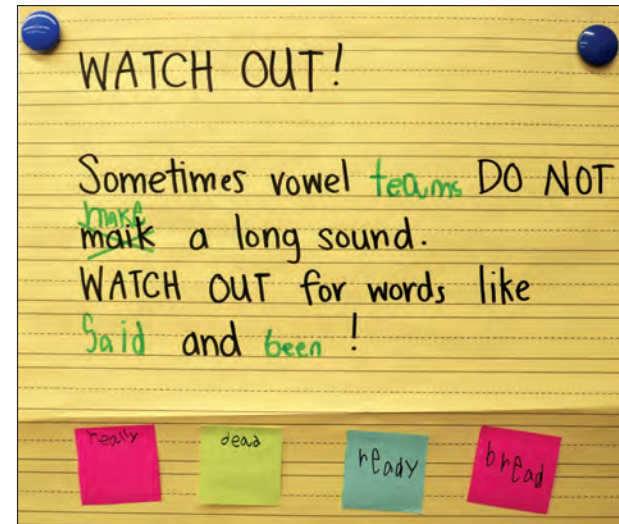


FIG. 5-2 Completed warning sign

WORD BUILDERS: USING VOWEL TEAMS TO BUILD BIG WORDS

EXTENSION 1 • Reading Workshop Word Hunt

Channel students to collect words with vowel teams that make the long-vowel sound and other sounds by looking through their independent reading books and practicing decoding these words.


"Word builders," I voiced over as students looked up from their independent reading books, "you have been hard at work using vowel teams to help you build, read, and write words. I'm sure you've also been noticing them in your books! As you read, keep an eye out for words with vowel teams. Remember, many words have vowel teams that do make the long-vowel sound, like *team* and *keep*—you can keep recording them in your little notebooks. You'll also want to be on the lookout for words with a vowel team that don't make a long-vowel sound, like *said* and *been*. These words can be tricky, but if you remember to try the vowel sounds a few different ways and reread the sentence to think about what's happening in your book, those strategies can help you figure out the word.

"Collect these words in your word builder notebook. Then, later, you can write them on a Post-it note and add them to our warning sign. That way, we can help readers in our school keep an eye out for these kinds of words in their books."



EXTENSION 2 • Add a New Snap Word to the Class Word Wall: *Been*

GETTING READY

- Display the anchor chart titled "Make it a SNAP word!" 
- Be sure children have their whiteboards and markers.

Work with children to go through the steps of "Make it a SNAP word!" to make *been* into a snap word.

"Word builders, if you are going to need to watch out for vowel teams that don't make a long sound in words like *said* and *been*, then it would help to make *been* a snap word, too. That way, you won't be tricked by those vowel teams in tough words in your books. When you know words with vowels that work a different way, it can help you remember to try those vowel sounds a different way until you find the word that makes sense and sounds right!

"Let's study the word *been*. You can spell it, cover, write, check it, and use it so you make sure this is a word you can read and write in a snap. Then, let's add it to our word wall!"

We moved through the steps of the "Make it a SNAP word!" chart. I pointed out that the vowel team *EE* would not make a long *E* sound when you pronounce it as /bēn/. Then, we chanted its spelling, before the students practiced writing the word on whiteboards. We used the word in several sentences to help anchor its meaning, before adding the word to the class wall.

EXTENSION 3 • Transitioning to Partner Time during Reading Workshop

Rally students to continue to pay close attention to signs that they need to stop, slow down, or watch out as they read.

"I've been thinking a lot about what Rasheed told us in his postcard. He made me realize that word builders need to be really careful when they're on the job! Just like there are signs posted around a construction site telling workers to stay back or keep out, there are signs you need to pay attention to when you read.

"When something isn't quite right, it's like a sign pops up in your brain telling you to *stop* and try again.

"Or when you read up to a big, long word, a sign pops up warning you to *slow down* so you don't whiz past the middle or forget to check the ending.

"Or when you see a vowel team and it's not making a long sound, it's another sign telling you to *watch out* for words that don't work the same way. It's important to notice signs that tell you to stop, and to slow down, or to watch out when you read.

"Right now, take turns reading with your partner and remember to pay close attention to any signs telling you to *stop* or *slow down* or *watch out*. Notice when there's a job to be done in your books, then get to work to make your reading even stronger.

"Okay readers, let's go, let's go, it's time to work. Let's go! . . ." I sang out, signalling for partners to get started before moving closer to listen and coach in.







SESSION 5

Investigating How *R* Changes Vowel Sounds

GETTING READY

- ✓ Write word cards for *cat* and *fat* with room after the vowel to insert an *R*.
- ✓ Make an *R* stick. We trimmed a piece of transparency film to a 3" × 3" square, wrote a lowercase *r* with black permanent marker, and taped it on the end of a pencil.
- ✓ Make copies of the sheet with the words *bid* and *shot* (with room for *R*) to hand out to partnerships, along with additional *R* sticks, magnetic *R* letters, or a similar tool for inserting *R* into the words. ✨
- ✓ Prepare word boards for each rug club (*pot, spot, pat, skit, had, cap, lean, heat, hut, bun, head, tap*). ✨
- ✓ Display your "The Different Sounds of *R*-Controlled Vowels" chart from Session 2.
- ✓ Display lyrics for "Twinkle, Twinkle Little Star" and "Baa, Baa Black Sheep." ✨

PHONICS INSTRUCTION

Phonics

- Learn the many sounds that *-EAR* makes.
- Learn about how *R* changes vowel sounds.

Word Knowledge/Solving

- Recognize the sequence of letters and the sequence of sounds to read a word or word part.
- Use phonogram patterns with vowels and *R* to read words.
- Recognize and talk about the fact that words can be related in many ways (sound, spelling, category).

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IN THIS SESSION

TODAY YOU'LL teach students that the letter *R* often seems to cause trouble by wiggling its way into the middle of words.

TODAY YOUR STUDENTS will practice figuring out where the *R* needs to wiggle into a word. Expect students to try the *R* in a few different places. Then students will practice reading and writing those words.

MINILESSON

CONNECTION

Tell a story about a friendly troublemaker and compare that person to the consonant *R*, which meddles with vowel sounds.

"Do you have someone in your life who is a little bit of a rascal? I mean, not a mean friend or a bad friend, just a friend who sometimes talks you into doing something that gets you into trouble? Let me tell you about my cousin Charlie.

"One time, when we were little, Charlie said, 'Hey! Let's play Tarzan!' So, we took my brand-new slinky, we went into my room, and we threw the slinky up, up, up to the ceiling fan. It wrapped around the ceiling fan. Then we climbed on my bed and started swinging and jumping from my bed to my sister's bed, pretending the slinky was a rope swing! It was so much fun, until . . . the ceiling fan broke, and we got into trouble!

"Oh, that Charlie. He's super-fun but he always gets me into trouble. I'm telling you this because I'm thinking about the letter *R*."

MARVELOUS BLOOPERS: LEARNING THROUGH WISE MISTAKES

❁ **Name the teaching point.**

"Today I want to teach you that the letter *R* is a bit like my cousin Charlie. The letter *R* always seems to cause trouble. It likes to wiggle its way into the middle of words, and it can cause trouble when you're reading or writing."

TEACHING

Demonstrate how the consonant *R* takes control over vowel sounds in the middle of words and changes how they sound.

I held up the word card *cat* and said, "You know this word. Read it." Students read the word *cat* in unison. "Now watch that rascal *R* get into the middle of a perfectly well-behaved word."

I took the *R* stick and made it wiggle and squirm its way between the *A* and the *T*, explaining, "When the letter *R* comes right after the vowel, like the *A* in *cat*, you would think that the word would sound like this: *c-läi-rt*, with a short *A* vowel sound." As I said the word *cart*, I separated each letter sound completely, exaggerating the short *A* sound, as well as the *R* sound.

"*C-läi-rt*? That's not a word! That letter *R* causes all sorts of trouble, doesn't it? Now when we go to read the new word, instead of the perfectly easy word *cat*, we have all kinds of trouble reading this new word, *cart*. It doesn't say *c-läi-rt* with a short *A* sound like it logically should. That *R* changes things! The new word actually says *c-läi-r-t*, because the *AR* part says /är/ like *far*, doesn't it?" The students nodded.

"Will you help me try again? We know that the consonant *R* can get us into a little bit of trouble if we aren't careful. Here's another word." I held up the word and read it together with students: *fat*.

"Okay, here comes the letter *R*. I'm making sure to wiggle it in right after the vowel." Again, I wiggled and squirmed the *R* into the word between the *A* and *T*, changing it to *fart*.

I studied the word for a minute, then tried to say the word, saying each sound, *f-läi-r-t*, exaggerating the short *A* and *R* sounds. "*F-läi-r-t*?" I guessed, then looked at the class. "That's not a word." I looked back to the word and said, "Ohhhh . . . wait a minute. I think this word might be . . ." I trailed off for a moment then said, whisper soft, "*f-läi-r-t*."

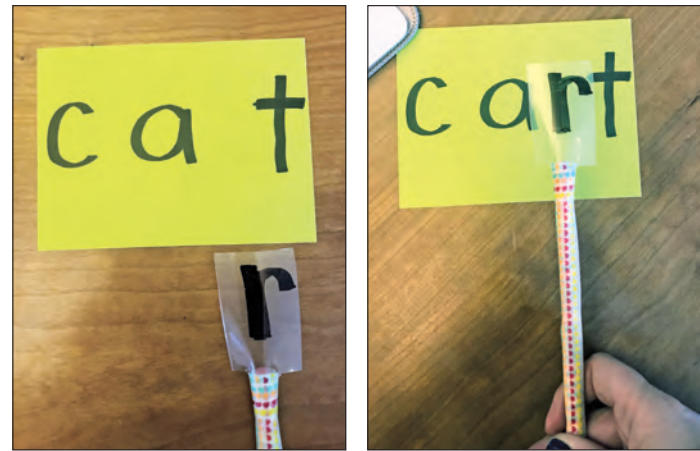


FIG. 5-1 This teacher uses an *R* stick to wiggle *R* between *A* and *T*.



ACTIVE ENGAGEMENT/LINK

Set students up to practice wiggling the *R* into a few words and reading the new words that are made.

“Now practice with your partner. I have words for you to work with in the same way I just did. I’m handing out sheets with the words *bid* and *shot* on them, along with *R* sticks.”

Then I said, “Now wiggle the *R* in after the vowel, then turn and talk about how to say the new word.” Students turned and talked, reading and saying the word *bird*. Most didn’t need the chart to help them, but I coached those who did by saying, “Find the *ir* column on the chart. Remember, it says /*ar*/. Put it together.”

After a minute of practice, I called the class back together and started another round with the word *shot*. After students turned and talked about their understandings, I called the class back together and said, “I’m certain that you’re starting to realize how the consonant *R* can get readers into trouble. When you read words and notice *R* coming after a vowel, you have to be extra careful to not get into trouble.”

RUG TIME CLUBS

Pass out a word board to each rug club. Set clubs up to figure out how *R* wiggles its way into a word and changes the vowel sound.

“This is going to take some practice and discussion. Let’s work in rug clubs to further investigate the wily ways of that rascal *R*.” I passed out a word board to each club.

“Read a word together. Then wiggle that rascal *R* into the word and notice how it causes trouble by changing the vowel sound. Write the new word on your whiteboard and talk about it with your club. Make sure you figure out how that new word sounds.”

I pointed to “The Different Sounds of *R*-Controlled Vowels” chart from Session 2 and continued, “After you figure out the new word, notice how that rascal *R* changed the vowel sound. There are charts around the room to help you.”

I added a last tip. “Remember that *R* wiggles its way in after the vowel. That’s when the trouble starts.”

Clubs began to work, and I navigated the room, stopping to listen as much as coach, making sure clubs were talking about different sounds that *R*-controlled vowels make. When needed, I directed attention to the chart to help students figure out the sound the new word contained.



FIG. 5-2 Students practice wiggling the rascal *R* into words to change vowel sounds.



FIG. 5-3 Word boards are available in the online resources. ✨

SHARE • Finding Examples of Controlling *R* in Familiar Nursery Rhymes

Sing familiar nursery rhymes with students and ask them to watch and listen for words with an *R* that changes a vowel sound.

"Good work investigating that rascal *R* sneaking into words and changing the vowel sounds! Now let's see if you can take that work to the next level. Let's sing some familiar nursery rhymes, and I want you to watch and listen carefully for words where that rascal *R* is causing trouble. When you see and hear a word with an *R* that's controlling the vowel before it, put your thumb up. Are you ready?" I displayed the words to "Twinkle, Twinkle, Little Star" and began singing. The children quickly joined me.

Thumbs went up when we sang the word *star*. I paused. "Yes, the word *star* has an *R* that's controlling the sound of the letter *A*. Noticing the *R* helps you read the word." We continued this way through the verse, stopping at *wonder*, *are*, and *world*.

"Good work! You found the words where *R* bossed around the vowels. Now I have another rhyme for us to sing. Put your thumb up when you hear that rascal *R* taking control of a vowel sound." We played another round of the game with "Baa Baa Black Sheep," pausing to discuss *sir*, *for*, and *master*.

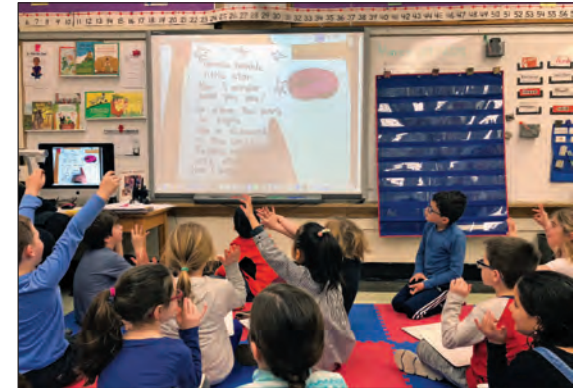
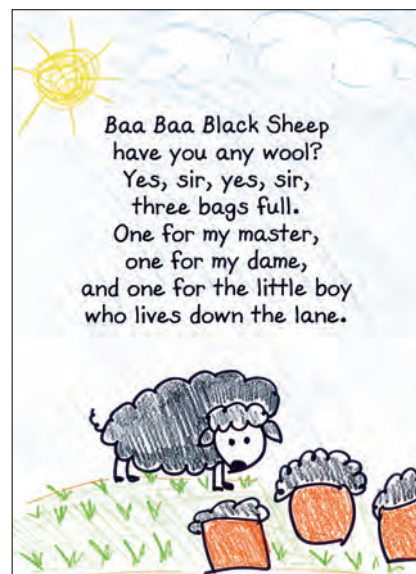
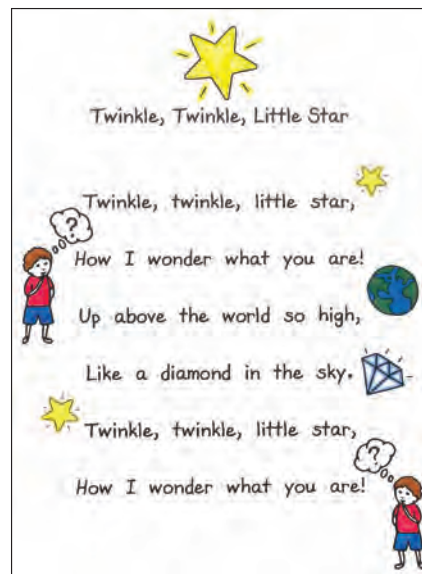


FIG. 5-4 Finding *R*-controlled vowels in words and using "sparkle hands."



When we finished, I said, “Remember, when you’re reading, be on the lookout for words like these where *R* takes control of the vowel sound before it.”

EXTENSION 1 • The Many Sounds of -EAR

Set partnerships up to read and study words with -EAR, listening and figuring out that one spelling pattern can have lots of sounds.

Explain that Rasheed was playing the game “One of These Words Is Not Like the Others” and found something interesting. He noticed that some words are and are not alike. Rally students to investigate this puzzle. Display a few sentences with the -EAR words underlined.

Earth is a planet.

My heart beats harder after I run.

The polar bear lives in the Arctic.

You hear with your ear.

Ask partners to read each sentence, paying extra attention to the underlined words. Then have them write the underlined words on their whiteboards.

Set partnerships up to read and study the words with -EAR, hearing the different sounds, and figuring out that one spelling pattern can make lots of different sounds.

Invite students to think of other -EAR words that rhyme with each of the examples you’ve shared. As they offer suggestions, write them next to the matching sentences. If they suggest a word that rhymes or has the same *R*-controlled vowel sound but has a different spelling pattern, write them in a separate column. If students have trouble thinking of words, add some yourself.

<u>Earth</u> is a planet.	learn, earn	birth
My <u>heart</u> beats harder after I run.	hearth	part, sharp
The polar <u>bear</u> lives in the Arctic.	wear, tear	stair, stare
You <u>hear</u> with your <u>ear</u> ,	near, fear	here, steer

Finally, remind students that the moral of the story is this: -EAR is a spelling pattern that makes lots of different sounds, so when they see it in a book, they should try different sounds and decide what sounds right and makes sense with what’s happening in the book.

The -EAR sentences below are on the online resources. You’ll want to print them out to prepare for this extension. ✨

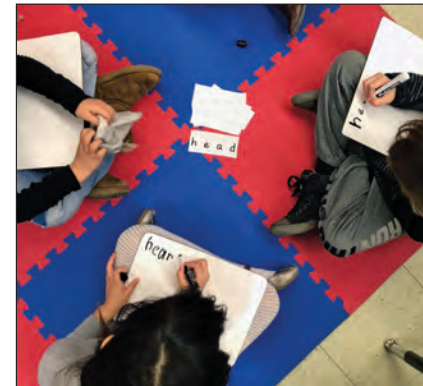


FIG. 5-5 Partnerships practice reading and writing words with -EAR.

EXTENSION 2 • Trying Reading Bloopers Two Ways

Channel students to identify reading bloopers and then fix them by reading *-EAR* words two ways.

"You know how during writing workshop, you sometimes try to write a word two ways to check your bloopers? When you're reading, and you come to tricky words, you can try to read the word two ways to check your bloopers, too. When you're reading a word with a spelling pattern that could be read more than one way, you can try it two ways and decide which one makes sense.

"I'm going to read you a sentence. If you hear a reading blooper, will you raise your hand? Then I'll try to read the word two ways to see if I can fix it."

I wrote a sentence on the board.

I want to **learn** how to be a **doctor**.

I read aloud the beginning of the sentence, "I want to learn," pronouncing *learn* with a long *E* sound, /l/-lĕ/-r/-n/. Some students raised their hands.

"Ah. You heard a blooper? Let me read that word two ways. I know that *E-A-R* can make a bunch of different sounds." I repeated the word *learn* with a long *E*, and then correctly, with an /ər/ sound, rhyming with *her*. "Which one makes sense?" I asked. "*Learn!*" shouted the students.

"Yes!" I said. I read the sentence from the beginning, this time reading the word *learn* correctly, but reading the word *doctor* as though the second syllable rhymed with *for*, /d/-dŏ/-l/-t/-dŏ/-r/. Again, students raised their hands. I read the word two ways and asked for their input about which one sounded right.

Next, I wrote another sentence on the board:

When I saw her tear my picture in half, a tear rolled down my cheek.

I read it aloud one clause at a time, saying the first *tear* with a long *E* sound (/tĕr/) and the second *tear* with a long *A* sound (/tār/). Again, students flagged the miscues, and I tried each blooper two ways, inviting kids to figure out which one was right in each case from the context. I reminded kids that sometimes, the exact same spelling can have two different pronunciations with different meanings. In such cases, it's helpful to think about which one makes more sense.

As we finished, I reminded students that during reading workshop, they can try reading tricky words two ways and think about which one makes sense.



FIG. 5-6 Students practice reading words with *-EAR* two ways and decide which one makes sense.

EXTENSION 3 • Reading Animal Names with R-Controlled Vowels

Take students on a virtual field trip to the zoo, asking them to read animal names with R-controlled vowels.

After students had lined up for lunch, I said, “Let’s take a different route to the lunchroom today. Instead of going straight to lunch, I want to take you on a virtual field trip to the zoo. I’ll hold up a card with an animal name on it and ask someone to try to read it. All of these animal words have R-controlled vowel sounds in them. Everyone can try to read the word silently, but don’t say it out loud unless I call your name. Let’s get to the zoo!”

I held up the first card for Charlotte. She said, “Liz-ard. Lizard.” I flipped the card over and showed her the picture. I said, “Yes! It says lizard. I noticed that first you read each syllable, and then when you put them together, you noticed the R-controlled vowel and changed the sound of the last syllable from /är/ to /ər/. You really used what you know to help you read that word, Charlotte! Lizard has the /ər/ sound spelled A-R, just like calendar.”

Next, I showed Lars the turtle card. He segmented the word, phoneme by phoneme—/t/-/ü/-/r/-/t/-/l/-/ë/—and struggled to blend the phonemes together. “Can you help him, Carlos?” I asked.

“T-t-tour . . . Oh, like this: /t/-/ər/-/t/-/l/, turtle.” Carlos said, lighting up as he recognized the word.

“Good teamwork!” I said, turning over the card to show the picture. “Turtle also has the /ər/ sound, but it’s spelled U-R.” I showed a few more word cards—bird, turkey, and squirrel—inviting a student or two to try reading each one. I coached them as needed, shared my observations of effective word-solving strategies, and noted spelling patterns as they emerged.

“Okay, let’s go to lunch!” I said. “We’ll take another virtual trip to the zoo when we line up for music.”

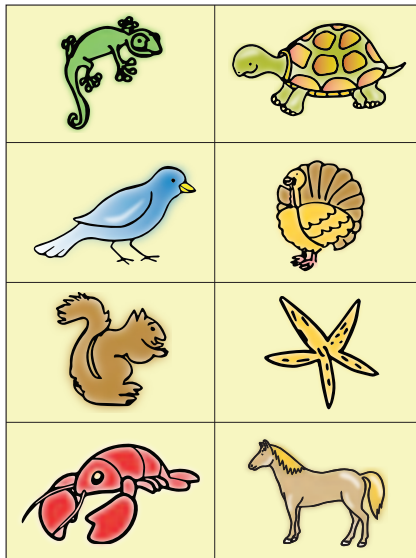


FIG. 5-7 A virtual field trip.

SMALL GROUP 53

Making Phrases with Snap Words



ACTIVATE PHONICS: Direct partnerships to warm up by reading some familiar high-frequency words.

“Readers, no matter what sport, athletes always warm their muscles up before they play. Will you and your partner warm up your reading muscles by reading a few words you’ve been learning to read in a snap? If you find one that’s tricky to read, put it off to the side.”

Distribute a set of familiar snap words to each partnership and observe as students quickly read through them.

RALLY THEM AND WORK SIDE BY SIDE: Explain to students that there are a few common phrases that are made up of snap words; show examples.

“Guess what? There are actually some really common phrases, things we say all the time, that are made up of snap words. You could call them ‘Snap Phrases.’ Here are some.” Quickly arrange the cards on the floor, making a drumroll noise, and form the phrase: “Because I said so.” Use tape to stick the words together.

“Here’s a phrase people say a lot: ‘Because I said so.’ You might ask, ‘Why can’t I stay up late?’ and some grown-up says, ‘Because I said so.’ How many of you have heard that phrase? And look—it’s made of all snap words.

“Here’s another one. Drumroll, please! ‘Could you go . . .’” Tape the words together.

“Have you heard this? ‘Could you go get my blanket? Could you go get me a giant bowl of ice cream?’ ‘Could you go’ is a phrase you see a lot—and it’s made of snap words.”

LAUNCH THEM: Coach students as they work together to construct familiar phrases out of snap words.

“There are a lot more phrases like this. Will you and your partner work together to make some? Use your set of word cards. When you find a set of words that go together in a phrase, tape them together.”

SMALL GROUP 53: MAKING PHRASES WITH SNAP WORDS

BEST TAUGHT TO

- Students who need support reading high-frequency words with automaticity
- Students who are not yet reading fluently

BEST TAUGHT DURING

- Reading workshop
- Intervention time

GETTING READY

- ✓ Prepare one set of familiar snap words for each partnership, containing these words:
 - ✓ 1 card each: *could, come, get, it, it's, about, time, when, will, here, so, are, she, came, home, because, top, bottom*
 - ✓ 2 cards each: *you, and, from, there, said, to, over*
 - ✓ 3 cards each: *go, we, I*
- ✓ Gather tape, whiteboards, markers, and erasers for each partnership.
- ✓ Print a copy of Carl’s story for each student. 🌟

Students might make the following phrases:

- could you go
- come and get it
- it's about time
- when will we go
- from here to there
- so there you are
- she said to go
- we came home
- because I said so
- over and over
- from top to bottom



FIG. 53-1 Partners working on putting together phrases

CHALLENGE THEM: Direct students to write the familiar phrases they created. Partner 1 reads a phrase and Partner 2 writes it on the whiteboard. Then, students check the phrase and switch roles.

"You're learning to read these phrases in a snap. You can also *write* them in a snap, too. Ready to try? Flip the new phrases you made over so you can't see the words. Partner 2, pull out a phrase and read it. Partner 1, write it on your whiteboard. Then you can check it. I'll listen in and coach you. Go!"

TEACH TOWARD TOMORROW: Reinforce the notion that students can read *entire phrases in a snap* by channeling them to do some shared reading. Then, send them off to read independently.

"You can read and write these phrases in a snap! Here's a little story I wrote. Let's read it together. Notice how when you come to those phrases, you can just read them in a snap.

"Back to your reading, and remember that if you see phrases like this in the future, don't read them word by word. Read them in a snap!"



POSSIBLE COACHING MOVES

- ▶ "What's the first word in that phrase? Try to get a mental picture of that word. Now write it fast, in a snap!"
- ▶ "Reread that phrase. When might you use that phrase? Tell your partner."

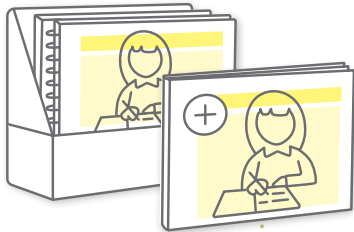


State-of-the-Art Units, Tools, and Methods for Teaching Reading and Writing Workshop

Writing Units

Built on best practices and a proven framework developed over decades of work, the *Units of Study in Opinion/Argument, Information, and Narrative Writing*:

- support explicit instruction in opinion/argument, information, and narrative writing and provide rich opportunities for practice
- help teachers use learning progressions to observe and assess students' writing, to develop students' use of self-monitoring strategies, and to set students on trajectories of growth
- give teachers crystal-clear advice and on-the-job support for teaching efficient and effective writing workshops

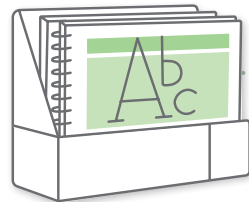


Up the Ladder Units

The *Up the Ladder* units give less experienced writers opportunities to engage in repeated successful practice and to move rapidly along a gradually increasing progression of challenges. Although designed to ramp kids up to the work they will do in the grades 3–6 writing *Units of Study*, these units can be helpful in any setting where students need a boost in foundational elements of writing workshop.

Units of Study in Phonics

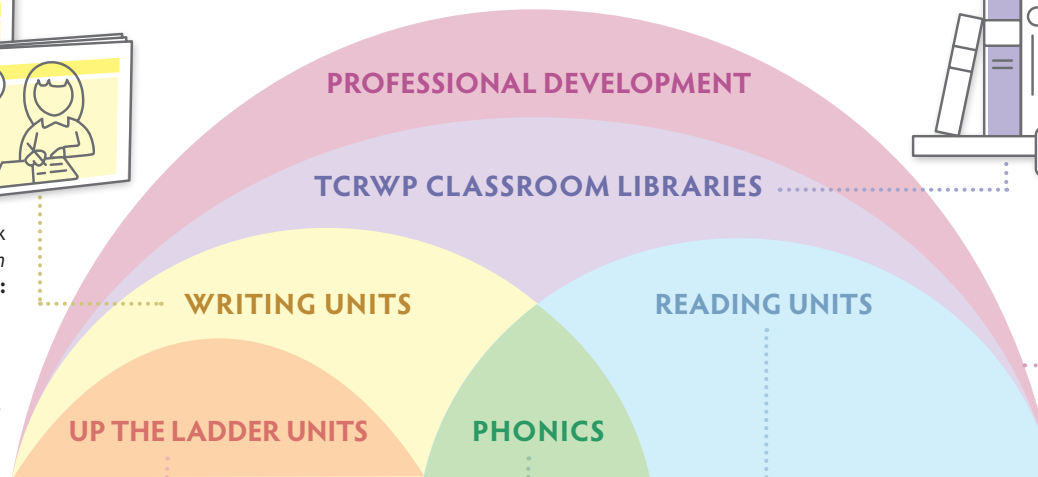
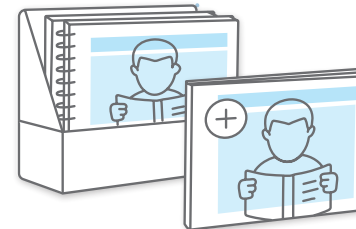
These lean, engaging phonics units are deeply grounded in best-practice research—and are also kid-friendly and fun. Lessons will synchronize instruction across the reading and writing units of study, allowing opportunities to revisit high-leverage phonics skills across the day in ways that help students become stronger readers and writers.



Reading Units

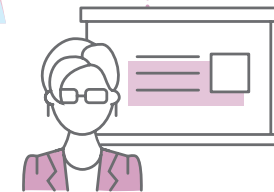
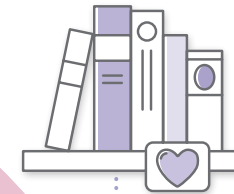
The *Units of Study for Teaching Reading* offer a framework for teaching that:

- provides a comprehensive, cross-grade curriculum in which skills are introduced, developed, and deepened
- supports explicit instruction in reading skills and strategies and offers extended time for reading
- provides strategic performance assessments to help teachers monitor progress, provide feedback, and help students set clear goals for their reading work
- gives teachers on-the-job guidance in powerful reading workshop teaching



TCRWP Classroom Libraries

Each of the TCRWP Classroom Libraries is a miniature version of a great bookstore—if you can imagine a bookstore run by the country's greatest readers and the country's greatest teachers—and where every collection has been carefully and thoughtfully designed to lure kids into reading, and to move them up levels of complexity.



Professional Development & Professional Books

The Project provides a wide range of professional development services to keep teachers, literacy coaches, and building leaders current on best practices to support literacy instruction. Options include in-school staff development devoted to implementation of reading and writing workshops and content-area literacy instruction, day-long workshops, week-long institutes, and year-long study groups.

In addition, Lucy and her TCRWP colleagues have written many professional books to support study groups and individual learning. For a complete list of titles, visit UnitsofStudy.com.

UNITS OF STUDY IN READING AND WRITING

“*Good teaching pays off. When you provide students with constant opportunities to read and to write, and when you actively and assertively teach into their best efforts, their literacy development will astonish you, their parents, the school administrators—and best of all, the students themselves.*

But it is not only students’ work that is transformed when teachers are supported in the teaching of reading and writing; teachers’ work is also transformed.

Over the years, teachers have repeatedly told me that this kind of teaching has given them new energy, clarity, and compassion, reminding them why they went into teaching in the first place. I understand what these teachers mean, for it has done all this—and more—for me as well.”

—LUCY CALKINS

Fast becoming essential parts of classroom life in tens of thousands of schools around the world, the **Units of Study for Teaching Reading, K–5** series and the **Units of Study in Opinion/Argument, Information, and Narrative Writing, K–8** series serve as both curricular support and professional development. These two groundbreaking series will:

- provide all the teaching points, minilessons, conferences, and small-group work needed for a comprehensive workshop curriculum
- help teachers assess students’ reading and writing work, develop their use of self-monitoring strategies, and set them on trajectories of growth
- give teachers opportunities to teach and to learn teaching through strong scaffolding and on-the-job guidance from Lucy Calkins and her colleagues from the Teachers College Reading and Writing Project.



**Units of Study
for Teaching Reading, K–5**



**Units of Study
in Opinion/Argument, Information,
and Narrative Writing, K–8**



ABOUT THE AUTHORS



Lucy Calkins is the Founding Director of the Teachers College Reading and Writing Project. In that role, Lucy's greatest accomplishment has been to develop a learning community of teacher educators whose brilliance and dedication shines through in the Units of Study books, which have become an essential part of classroom life in tens of thousands of schools around the world. Lucy is the Robinson Professor of Children's Literature at Teachers College, Columbia University, where she co-directs the Literacy Specialist Program. She is the author, coauthor, or series editor of the *Units of Study in Opinion/Argument, Information, and Narrative Writing, Grades K–8*; *Up the Ladder: Accessing Grades 3–6 Writing Units of Study*; and *Units of Study for Teaching Reading, Grades K–8* series; as well as the lead curator of the *TCRWP Classroom Libraries, Grades K–8*; and has authored scores of other professional books and articles.



Celena Dangler-Larkey is a Senior Lead Staff Developer at TCRWP. In addition to degrees in Elementary Education and Psychology, she holds MA degrees as a Literacy Specialist and in Educational Leadership. She is the coauthor of *Becoming Experts: Reading Nonfiction* in the *Units of Study for Teaching Reading* series, *Writing Reviews* in the *Units of Study in Opinion/Argument, Information, and Narrative Writing* series, and the *Opinion* book in the *Up the Ladder: Accessing Grades 3–6 Writing Units of Study* series.



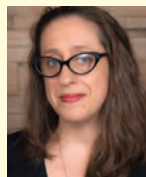
Katrina Davino is a staff developer at TCRWP. A former Kindergarten and first grade teacher, Katrina is known for her commitment to joyful teaching and finding space for all children—their quirks, their interests, and their cardboard creations. In addition to her work in classrooms alongside kids and their teachers, Katrina teaches institutes and specialty courses at TCRWP. She supports schools nationally and internationally to cultivate environments geared towards agency, joy, and access for all of our youngest learners.



Jennifer DeSutter is a Lead Staff Developer at TCRWP. She is coauthor of a Grade 2 unit in the *Units of Study in Opinion/Argument, Information, and Narrative Writing* series. Jennifer began her career teaching in New York City, working specifically with students with IEPs and with English Language Learners. She enjoys working alongside administrators, coaches, and lead teachers to develop schoolwide goals to improve student achievement and teacher practice.



Elizabeth Franco is a staff developer, researcher, and writer-in-residence at TCRWP. Her passion is for finding ways to make reading and writing both playful and rigorous. Liz is an author or coauthor, as well as illustrator, of five books in the *Reading Units of Study* series, including the *Gr. 1 Word Detectives*, and three books in the *Units of Study in Opinion/Argument, Information, and Narrative Writing* series. Liz supports lead teachers in their professional development work and teaches advanced sections at TCRWP summer institutes.



Amanda Hartman, Deputy Director for Primary Literacy at TCRWP, heads up the Project's K–2 reading, writing, and coaching institutes, and presents at conferences around the world. Amanda is the author or coauthor of four books in the *Units of Study for Teaching Reading* series, as well as two books in the *Units of Study in Opinion/Argument, Information, and Narrative Writing* series. She has also authored the video, *Up Close: Teaching English Language Learners in Writing Workshops*, and is the coauthor of *One-to-One: The Art of Conferring with Young Writers*.



Kelly Boland Hohne is a Writer-in-Residence and Research Associate at TCRWP. She also completed her doctorate at Teachers College where she has served as an adjunct instructor. In all of her work, Kelly draws on her experience as a classroom teacher at PS 6, one of TCRWP's mentor schools. Kelly is coauthor of three books in the *Writing Units of Study* series; the *Opinion* book in the *Up the Ladder: Accessing Grades 3–6 Writing Units of Study* series; and *Argument and Advocacy: Researching Debatable Issues* (Grade 5) in the *Reading Units of Study* series.



Havilah Jespersen first fell in love with teaching literacy as a Reading Recovery teacher, where she developed a passion for working with struggling readers and became an advocate for great literacy instruction in every classroom. She went on to earn her MA in the Literacy Specialist Program at Teachers College, and to intern as a staff developer with TCRWP. Havilah is the coauthor of two books in the *Units of Study for Teaching Reading* series. She currently works as a literacy coach supporting PreK through Grade 6 teachers in Edmonton, Alberta, Canada.



Natalie Louis is a Senior Lead Staff Developer at TCRWP. She is a lead editor and coauthor of five books in this phonics series, and is author or coauthor of two Kindergarten books in the *Units of Study for Writing and Reading* series. Natalie leads advanced sections at TCRWP's summer institutes and does data-obsessed staff development locally, nationally, and internationally. She earned her MA in Teaching and Curriculum from Teachers College and her Reading Specialist license from Fordham University through the Ennis William Cosby Scholarship Program.



Dani Sturtz is a Staff Developer at TCRWP. She works with students, teachers, coaches, and principals locally, nationally, and internationally. Dani teaches calendar days and institutes at the Project during the year, as well as summer institutes around the world. She holds an MA degree as a Reading Specialist from Teachers College, Columbia University. Prior to joining TCRWP, Dani was a classroom teacher in Rockland County, NY and in New York City.