

The charts below provide a possible example for how to adapt a Core Knowledge Language Arts (CKLA) lesson for grades K-2 to a blended virtual learning environment. This example is intended for use as a sample with the CKLA Teaching Guide and is not the only way lessons can be adapted. Teachers should consider their virtual learning platform, student technology access, and their school schedules to adapt lessons to meet their unique needs.

Method of Delivery definitions:

- **In Class:** These activities are best if you are in the classroom with students; the directions have been modified to account for social distancing.
- **Synchronous/Asynchronous:** These activities lend themselves to be completed virtually through video conferencing or a recorded lesson.
- **At Home:** These activities can be assigned for students to complete at home with the help of an adult.

Materials needed at home to support the virtual lessons:

- Teachers will need to be sure that students have the aligned handouts for each lesson at home.
- Parents of **kindergarten** students will need to ensure students have a crayon, a pencil, paper, and playdough to complete this lesson.
- Parents of **first and second grade** students will need to ensure students have a pencil, paper, and index cards (cards can be made from paper cut in fourths).

Bookmarks to grade-level specific examples:

- [Kindergarten Unit 2, Lesson 2](#)
- [First Grade Unit 2, Lesson 2](#)
- [Second Grade Unit 2, Lesson 2](#)

Kindergarten Unit 2, Lesson 2												
Original Activity	Method of Delivery	Description of Possible Adaptations										
<p>Warm-Up Syllable Blending</p>	In Class	<ul style="list-style-type: none"> Hold your fists in front of you, palms facing down (see Illustration 1). Say the word one as you flip over your left fist and open it (see Illustration 2). Say the word two as you flip over your right fist and open it (see Illustration 3). Say the word blend as you clap your hands (see Illustration 4). Practice this with students. Remind students the word cupcake has two parts. Say the syllables in a segmented fashion: cup . . . cake. Hold your fists in front of you, palms facing down. Say the syllable cup as you flip over your left fist and open it. Say the syllable cake as you flip over your right fist and open it. Say the word cupcake as you clap your hands. Practice this with the class. Complete the activity using the list below. <table border="0"> <tr> <td>1. cup . . cake > cupcake</td> <td>5. pop . . . corn > popcorn</td> </tr> <tr> <td>2. bed . . . room > bedroom</td> <td>6. rain . . . bow > rainbow</td> </tr> <tr> <td>3. snow . . . man > snowman</td> <td>7. out . . . side > outside</td> </tr> <tr> <td>4. sea . . . shell > seashell</td> <td>8. bed . . . bug > bedbug</td> </tr> </table>	1. cup . . cake > cupcake	5. pop . . . corn > popcorn	2. bed . . . room > bedroom	6. rain . . . bow > rainbow	3. snow . . . man > snowman	7. out . . . side > outside	4. sea . . . shell > seashell	8. bed . . . bug > bedbug		
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<p>Practice Blending Tap and Chase</p>	In Class	<p>Modified Directions for Social Distancing:</p> <ul style="list-style-type: none"> Have students remain in their designated space. Model for students how to say a word as two parts, e.g., sunshine as sun, shine. Designate three students to say the two parts separately then blended, e.g., Student 1: sun, Student 2: shine, Student 3: sunshine. Continue for the following words. <table border="0"> <tr> <td>1. swing set</td> <td>6. o ver</td> </tr> <tr> <td>2. bath room</td> <td>7. Fri day</td> </tr> <tr> <td>3. snow flake</td> <td>8. po ny</td> </tr> <tr> <td>4. in side</td> <td>9. sen tence</td> </tr> <tr> <td>5. friend ly</td> <td>10. trou ble</td> </tr> </table>	1. swing set	6. o ver	2. bath room	7. Fri day	3. snow flake	8. po ny	4. in side	9. sen tence	5. friend ly	10. trou ble
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<p>Practice Blending Blending Syllables and Sounds</p>	In Class	<ul style="list-style-type: none"> Remind students of the hand gestures they used in the Warm-Up when combining syllables. Hold your fists in front of you, palms facing down. Say the word ant as you flip over your left fist and open it. Say the word hill as you flip over your right fist and open it. 										

		<ul style="list-style-type: none"> ● Say the word anthill as you clap your hands. ● Practice this with students. ● Repeat these procedures for each of the two-syllable words listed below: <ol style="list-style-type: none"> 1. ant hill 2. class room 3. barn yard 4. back pack ● Once students have successfully blended the syllables listed above, explain that words are made up of sounds and sounds can be combined in the same manner as syllables. ● Say the sound /n/ as you flip over your left fist and open it. ● Say the sound /oe/ as you flip over your right fist and open it. ● Say the word no as you clap your hands. ● Practice this with students. ● Repeat these procedures for each of the two-sound words listed below: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. /n/ . . . /oe/ > no</td> <td style="width: 50%;">4. /m/ . . . /ee/ > me</td> </tr> <tr> <td>2. /sh/ . . . /oo/ > shoe</td> <td>5. /n/ . . . /ee/ > knee</td> </tr> <tr> <td>3. /z/ . . . /oo/ > zoo</td> <td>6. /o/ . . . /f/ > off</td> </tr> </table> 	1. /n/ . . . /oe/ > no	4. /m/ . . . /ee/ > me	2. /sh/ . . . /oo/ > shoe	5. /n/ . . . /ee/ > knee	3. /z/ . . . /oo/ > zoo	6. /o/ . . . /f/ > off
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<p>Fine Motor Skills Making Humps with Playdough</p>	<p>Synchronous/ Asynchronous</p>	<ul style="list-style-type: none"> ● Have each student get a piece of playdough. ● Model the steps to make a line: roll the playdough into a ball, and then place the ball on a flat surface and roll it into a line. ● Have students make playdough lines. ● Demonstrate curving your playdough line into a hump. Be sure to call attention to the position of the curved part at the top. Some students may recognize that the hump is an upside-down cup. ● Have students make playdough humps. 						
<p>Drawing Time Drawing Humps on a Vertical Surface</p>	<p>Synchronous/ Asynchronous</p>	<ul style="list-style-type: none"> ● Have a parent tape multiple pieces of paper to the wall at a height students can reach. ● Review the position words top, bottom, left, right, and middle with students, pointing out the top, bottom, left side, right side, and middle of their own piece of paper. ● Give each student a small piece of crayon. ● Draw a hump on the paper. Explain to students a hump is made by drawing a vertical line up, a curve to the right, and a vertical line down. ● Invite students to trace humps in the air with their fingers. ● Have students draw humps on their paper. ● Extension: Invite students to name some hump shaped objects, e.g., rainbows, umbrellas, hills, a camel’s back, etc. Have students draw something having a hump shape. 						
<p>Drawing</p>	<p>Synchronous/</p>	<ul style="list-style-type: none"> ● Model proper writing posture. 						

<p>Time Hump Practice</p>	<p>Asynchronou s</p>	<ul style="list-style-type: none"> ● Have students locate Worksheet 2.1. ● Explain the worksheet: it shows some camels, but each camel’s hump is missing. ● Tell students you are going to complete each camel. They should do the same on their worksheets. ● Show students how to complete one of the camels by tracing the dotted line. ● As you draw, explain that you are completing the camel by drawing a hump, starting at the star. ● Continue demonstrating (providing guided practice) until students are ready to work independently. ● Tell students once they have finished the front of the worksheet, they should complete the back of the worksheet. ● Students may color the pictures and/or draw a picture containing at least one hump if time permits.
<p>Take-Home Material</p>	<p>At Home</p>	<ul style="list-style-type: none"> ● Have a family member read Worksheet 2.2.

First Grade Unit 2, Lesson 2												
Original Activity	Method of Delivery	Description of Possible Adaptations										
<p>Warm-Up Noun Identification</p>	<p>In Class</p>	<ul style="list-style-type: none"> ● Remind students that they have learned about a part of speech called a noun that can be a person, place, or thing. ● Say the phrase, “tall man,” have students repeat the phrase, and ask them to identify which word is a noun. Students should reply, “Man is a noun.” ● Ask students if the noun man names a person, place, or a thing. (It names a person.) ● Repeat with the remaining phrases. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. tall man</td> <td style="width: 50%;">6. car honks</td> </tr> <tr> <td>2. green grass</td> <td>7. hot beach</td> </tr> <tr> <td>3. big book</td> <td>8. pink flower</td> </tr> <tr> <td>4. small school</td> <td>9. hot soup</td> </tr> <tr> <td>5. birds singing</td> <td>10. sun shining</td> </tr> </table>	1. tall man	6. car honks	2. green grass	7. hot beach	3. big book	8. pink flower	4. small school	9. hot soup	5. birds singing	10. sun shining
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<p>Warm-Up Sound/Spelling Review</p>	<p>In Class</p>	<p>*Instead of using the curriculum provided cards consider making copies on paper to have students keep their own set of cards.</p> <ul style="list-style-type: none"> ● Gather the Large Cards for the spellings that have already been taught. Be sure to include vowel spellings and go over the ‘ee’ spelling for the sound /ee/ at least twice. ● Hold up each card and have students say the sound represented by the spelling on each card. If the spelling is a letter team, you could have students also name the letters. ● After students say the sound represented on each card, ask them to identify whether it is a vowel or consonant sound. Sort the letter cards into two separate piles—the vowel spellings and consonant spellings. Ask students whether they know more consonant or vowel spellings. (vowel) 										
<p>Chaining Teacher Chaining</p>	<p>In Class</p>	<ul style="list-style-type: none"> ● Remind students that when we read a word that has the letter ‘e’, one ‘e’ is usually pronounced /e/, and two ‘e’s side by side are usually pronounced /ee/. ● Write fed on the board. ● Ask a student to read the word, first in a segmented fashion and then blended. ● Change ‘e’ to ‘ee’ to create feed. ● As you make this change, say to students, “If that is fed, what is this?” ● Ask students which sound or letter you changed in the word fed to get the 										

		<p>word feed. Ask them whether you changed the first, middle, or last sound or letter.</p> <ul style="list-style-type: none"> Continue this process with the remaining words. When you have come to the end of the first chain, erase the board and begin the next chain. <ol style="list-style-type: none"> fed > feed > need > weed > wed > bed > bet > beet > feet > fit tep > steep > sleep > seep > seed > see > bee > fee > free > flee
<p>Grammar Identifying Proper Nouns</p>	<p>Synchronous/ Asynchronous</p>	<ul style="list-style-type: none"> Remind students that they have learned about nouns that name people, places, or things. Explain to students that today they will learn about special kinds of nouns called proper nouns. They are called proper because they name someone or something specific. <p>*The directions below are best for a Synchronous option. If providing an asynchronous option modify with the directions in parentheses.</p> <ul style="list-style-type: none"> Tell students that you will tell them two nouns: Jane and girl. Ask students which word refers to a specific person. (Jane) (Ask students to write down which word refers to a specific noun.) Explain that Jane is a proper noun because it names a specific person. Explain to students that each person (in the room) has a proper noun for their name. Say a student’s name and ask that student to raise his or her hand. Point out that not everyone has this name, so we know it refers to a specific person. (Say a student’s name from class. Point out that not everyone has this name, so we know it refers to a specific person.) Then say the word girl and ask all the girls (in the class) to raise their hands. (Then say the word girl.) Point out that the word girl refers to many students in the class, not just one. Therefore, it is not a proper noun. Repeat this procedure with a boy’s name and the boys in the class. Summarize the proper noun information by asking students why we have proper nouns. Students should understand that there are particular or specific people or things that need to be named, so that they can be identified. (Students should write an answer or draw and label a picture with a proper noun.)
<p>Tricky Words Tricky Word Cards</p>	<p>Synchronous/ Asynchronous</p>	<p>Tricky Word: He</p> <ul style="list-style-type: none"> Write the Tricky Word ‘he’ on the board and ask students how they would pronounce it by blending. (They might say /h/ /e/: heh.) Explain that this word is actually pronounced /h/ /ee/, as in, “He is nice.” Point to the letter ‘h’ and explain that it is pronounced /h/, as they would probably expect. Underline the letter ‘e’ and explain that it is the tricky part of the word. Ask students, “What sound do you expect to make when you read this spelling?” Students would probably expect this letter to be pronounced /e/. Say the

		<p>word he as /h/ /e/. Ask students, “Does that sound right?” Tell students that he is a Tricky Word.</p> <ul style="list-style-type: none"> • Tell students that when reading he, they should try to remember to pronounce the letter ‘e’ as /ee/. • Tell students that when writing he, they have to remember to spell the /ee/ sound with the letter ‘e’. • Have students copy the word on an index card and underline the tricky part of the word, ‘e’. <p>Tricky Words: She, Be, Me, and We</p> <ul style="list-style-type: none"> • Write the word she on the board. Ask students, “If this Tricky Word follows the same pattern as the word he, how would we read it?” • Tell students that she is tricky in the same way that he is, meaning the letter ‘e’ is pronounced /ee/, and not /e/ as they would expect. • Repeat these steps for the words be, me, and we. • Have students copy each word on an index card and underline the tricky part of the word. • Have students place the index cards in front of them. Say one of the Tricky Words in a sentence and have students hold up the correct card. Have one student say a phrase or sentence that contains the Tricky Word. • Have students keep the cards for later use. 		
<p>Teacher Demonstration Demonstration Story: “The Pet”</p>	<p>In Class</p>	<ul style="list-style-type: none"> • Load the Media Disk for “Gran” or take out the Big Book and display “The Pet.” <p>Introducing the Story</p> <ul style="list-style-type: none"> • Show students the title of today’s story and ask “Who can read this title?” • Tell students that today they will hear about a pet that Gran gets on one of her trips. <p>Previewing the Spellings</p> <ul style="list-style-type: none"> • Tell students that today’s story will have words with the /ee/ sound spelled ‘ee.’ There will also be some of the Tricky Words that they have learned. • Write the following words on the board and have students read them aloud. <table border="1" data-bbox="524 1514 1070 1724"> <tr> <td>‘e’ > /e/ fed bet Shep step</td> <td>‘ee’ > /ee/ feed beet sheep steep</td> </tr> </table> <p>Previewing the Vocabulary</p> <ul style="list-style-type: none"> • You may wish to preview the following vocabulary before reading today’s story: <ol style="list-style-type: none"> 1. fangs—long and pointed teeth <p>Purpose for Reading</p>	‘e’ > /e/ fed bet Shep step	‘ee’ > /ee/ feed beet sheep steep
‘e’ > /e/ fed bet Shep step	‘ee’ > /ee/ feed beet sheep steep			

		<ul style="list-style-type: none"> • Tell students to listen to today’s story to find out from where Gran gets a pet. <p>Guided Reading Supports</p> <ul style="list-style-type: none"> • Read the story once without interruption, running a finger or pointer beneath the words as you read them. Then use the following prompts and read the story a second time: <p>Page 10</p> <ul style="list-style-type: none"> • “Gran says…” Point out the quotation marks that enclose Gran’s statement and remind students that when quotation marks frame words in the text, they show the exact words that one of the characters is saying or said. • “What can it be?” Remember that question marks come at the end of sentences that are questions. • What is a proper noun on this page? (Jen, Gran, Josh; some students may also say Hong Kong, which is correct.) What is a noun that names a thing? (pet, fi sh, dog) <p>Page 12</p> <ul style="list-style-type: none"> • ... but he is long. Think about it: what type of pet might not be big (raise hands up high), but long (stretch arms out)? • “Has he got teeth?” Here the ‘ee’ is in bold print to remind us of this new spelling. • “That must be him!” There is a special punctuation mark that comes at the end of a sentence that tells us the sentence is to be read with excitement. What do we call this punctuation mark? (exclamation point) Who would like to read a sentence that has an exclamation point with excitement? <p>Wrap-Up</p> <ul style="list-style-type: none"> • Use the following discussion questions to guide your conversation about the story: <p>Discussion Questions on “The Pet”</p> <ol style="list-style-type: none"> 1. <i>Literal</i> Where did Gran get a pet? (Hong Kong) 2. <i>Literal</i> Josh and Jen make guesses about the pet. What kind of pet do they think it might be? (fish, dog) 3. <i>Literal</i> What do we know about how Gran’s pet looks? (not big, but long; has fangs) 4. <i>Inferential</i> What kind of animal do you think Gran brought? What hints are in the text? (Answers may vary.)
<p>Teacher Demonstration Story Questions Worksheet: “The Pet”</p>	<p>Synchronous/ Asynchronou s</p>	<ul style="list-style-type: none"> • Have students locate Worksheet 2.1. • Explain to students that the worksheet has questions about the story “The Pet.” • The teacher will reread the story in the student Readers while displaying the story and students will answer the questions. Encourage students to write complete sentences. • On the back of the worksheet is a picture from the story. You may have students retell the part of the story shown in the picture. Other students can copy the text from the Reader that goes with the picture to practice handwriting and reading.

Take-Home Material	At Home	<ul style="list-style-type: none">• Have students read Worksheet 2.2 with a family member.
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Second Grade Unit 2, Lesson 2																																									
Original Activity	Method of Delivery	Description of Possible Adaptations																																							
<p>Warm-Up Contraction Review</p>	<p>In Class</p>	<ul style="list-style-type: none"> Today you will review basic contractions with students. A contraction is a new word made up of two words in which some letters are replaced by an apostrophe. Use any of the following as a match game with students to review contractions. Tape the previously prepared cards randomly on the board. We have also provided the story title where the contraction may first be found so you may point it out when reading the story. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;">Contraction</th> <th style="text-align: left;">Words</th> <th style="text-align: left;">Story</th> </tr> </thead> <tbody> <tr> <td>it's</td> <td>it is</td> <td>Mike's Bedtime</td> </tr> <tr> <td>can't</td> <td>can not</td> <td>Mike's Bedtime</td> </tr> <tr> <td>I'll</td> <td>I will</td> <td>Mike's Bedtime</td> </tr> <tr> <td>I'm</td> <td>I am</td> <td>Mike's Bedtime</td> </tr> <tr> <td>that's</td> <td>that is</td> <td>The Milk</td> </tr> <tr> <td>I've</td> <td>I have</td> <td>The Jumping Frog</td> </tr> <tr> <td>there's</td> <td>there is</td> <td>The Jumping Frog</td> </tr> <tr> <td>he's</td> <td>he is</td> <td>The Frog Race</td> </tr> <tr> <td>what's</td> <td>what is</td> <td>The Hare and the Hedgehog</td> </tr> <tr> <td>let's</td> <td>let us</td> <td>The Hare and the Hedgehog</td> </tr> <tr> <td>I'd</td> <td>I would</td> <td>The Pancake, Part I</td> </tr> <tr> <td>she's</td> <td>she is</td> <td>The Panther</td> </tr> </tbody> </table>	Contraction	Words	Story	it's	it is	Mike's Bedtime	can't	can not	Mike's Bedtime	I'll	I will	Mike's Bedtime	I'm	I am	Mike's Bedtime	that's	that is	The Milk	I've	I have	The Jumping Frog	there's	there is	The Jumping Frog	he's	he is	The Frog Race	what's	what is	The Hare and the Hedgehog	let's	let us	The Hare and the Hedgehog	I'd	I would	The Pancake, Part I	she's	she is	The Panther
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<p>Today's Spelling Review of Basic Code Spelling</p>	<p>In Class</p>	<ul style="list-style-type: none"> You may wish to tab the following pages before beginning this lesson. <p>Vowel Code Flip Book</p> <ol style="list-style-type: none"> 'o' > /o/ (hop) Vowel Code Flip Book on page 5 'o_e' > /oe/ (home) Vowel Code Flip Book on page 10 'u' > /u/ (but) Vowel Code Flip Book on page 4 'u_e' > /ue/ (cute) Vowel Code Flip Book on page 11 <ul style="list-style-type: none"> Remind students that in the previous lesson they started learning some new sounds for vowels. Briefly review on page 5 of the Vowel Code Flip Book the sound /o/ spelled 'o' as in hop. Remind students that in Unit 1, they reviewed all the basic code spellings for 'short' sounds of the vowels. Turn to page 10 of the Vowel Code Flip Book and tell students today they are going to learn a new sound and spelling. Write the word stone on the board, and read it aloud. Ask students to tell you the vowel sound in stone (/oe/). Point out the spelling for the vowel sound in stone is like the spelling for 																																							

/ae/ and /ie/ reviewed in the last lesson—the two letters that make up the spelling are separated.

- Explain that even though the ‘o’ and the ‘e’ in stone are separated, they work together to stand for the /oe/ sound. The spelling ‘o_e’ is a ‘separated digraph.’
- Circle each spelling in stone as you say its sound.
 - Note: You will need to draw a horseshoe-shaped loop around the ‘o’ and the ‘e’ to show that these two letters work together to stand for the /oe/ sound.
- Point to each spelling in stone as you say its sound: ‘/s/’ (point to the letter ‘s’ with your index finger), ‘/t/’ (point to the letter ‘t’ with your index finger), ‘/oe/’ (simultaneously point to the letter ‘t’ with your middle finger and the letter ‘e’ with your index finger), ‘/n/’ (point to the letter ‘n’ with your index finger).

- Write the following ‘o_e’ words on the board and have students read them:

1. note
2. hope
3. rode
4. froze
5. broke
6. bone

- Show students the Spelling Card for ‘o_e’ > /oe/ (home). Have students read the sample word. Discuss the power bar. Point out the power bar does not stretch all the way across the card. This means there are some other spellings for this sound students will study later in the year. Explain these spellings are shown on the Vowel Code Flip Book but will not appear in the Readers until the students have been introduced to them. Add the Spelling Card to page 10 of the Vowel Code Flip Book. Have students outline the Spelling Card in green on page 8 of the Individual Code Chart.

Individual Code Chart

1. ‘o_e’ > /oe/ (home) Individual Code Chart on page 8
2. ‘u_e’ > /ue/ (cute) Individual Code Chart on page 8
 - Repeat the steps for the ‘u_e’ spelling for /ue/, writing the following words on the board.

1. cube	4. mule
2. mute	5. fuse
3. cute	6. fume

- Add the Spelling Card to page 11 of the Vowel Code Flip Book. Have students outline the Spelling Card in green on page 8 of the Individual Code Chart.
- Write these words in two columns on the board: home, hope, those, stone, use, cute, and fumed. These words match the pattern you just taught and will be in today’s story. Tell students these words will be in the story and

		<p>reading them is another way to practice the pattern. You will leave these on the board for review prior to reading the story. Read these words as a class, pointing out to students the spellings you just taught them.</p> <table border="1" data-bbox="511 445 800 655"> <tr> <td data-bbox="511 445 657 655"> /oe/ home hope those stone </td> <td data-bbox="657 445 800 655"> /ue/ use cute fumed </td> </tr> </table>	/oe/ home hope those stone	/ue/ use cute fumed								
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<p>Chaining Pop-Out Chaining</p>	<p>In Class</p>	<p>*Instead of using the curriculum provided cards consider making copies on paper to have students keep their own set of cards.</p> <ul style="list-style-type: none"> ● Make sure you have enough copies of the magic ‘e’ card for all students. These are the same cards you used in the previous lessons. ● Write cut on the board. ● Read cut together as a class. ● Tell everyone you will add the letter ‘e’ to the word and when you say “Alakazam!” everyone should read the word. ● Write the letter ‘e’ at the end of ‘cut’ and say “Alakazam!” All students should respond by saying the word cute. ● Give all students a magic ‘e’ card. Tell students when you say “Alakazam!” they should hold up their magic ‘e’ card and say the word. Write the word hop on the board. Have students read the word. Then add the letter ‘e’. Say “Alakazam!” All students should hold up their card, as you add the ‘e’ to hop, and read the new word (hope). Proceed in this way through the list of words. <table data-bbox="571 1348 1042 1522"> <tr> <td>1. cut > cute</td> <td>6. fin > fine</td> </tr> <tr> <td>2. hop > hope</td> <td>7. cub > cube</td> </tr> <tr> <td>3. cap > cape</td> <td>8. glob > globe</td> </tr> <tr> <td>4. not > note</td> <td>9. tap > tape</td> </tr> <tr> <td>5. mop > mope</td> <td>10. slid > slide</td> </tr> </table> <ul style="list-style-type: none"> ● Have students store their magic ‘e’ cards for later use. ● Ask students to turn to Worksheet 2.1. Tell them you will play a different version of magic ‘e’. Students do not need the cards for this version. They should first read aloud each word as a class and then write the letter ‘e’ at the end of each word. When you give the magic command “Alakazam!” they should read the new word aloud with the rest of the class. 	1. cut > cute	6. fin > fine	2. hop > hope	7. cub > cube	3. cap > cape	8. glob > globe	4. not > note	9. tap > tape	5. mop > mope	10. slid > slide
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<p>Practice Reading Two-Syllable Words</p>	<p>Synchronous/ Asynchronous</p>	<ul style="list-style-type: none"> ● Have students locate Worksheet 2.2. ● Review with students how to read two-syllable words. You may wish to direct students to cover the second part of the word with a finger while reading the first part of the word. Then students cover the first part of the word with a finger while reading the second. ● Read with students the two-syllable words listed on the worksheet. Have students “horseshoe circle” the letters for the /oe/ and the /ue/ sounds. Briefly use any unfamiliar words in a sentence for students. 		
<p>Tricky Words Tricky Word Cards</p>	<p>Synchronous/ Asynchronous</p>	<ul style="list-style-type: none"> ● Refer to the Tricky Word cards you prepared in advance. <p>Tricky Word: my</p> <ul style="list-style-type: none"> ● Expected: the letter ‘m’ is pronounced /m/. Tricky: the letter ‘y’ is pronounced /ie/. <p>Tricky Word: by</p> <ul style="list-style-type: none"> ● Expected: the letter ‘b’ is pronounced /b/. Tricky: the letter ‘y’ is pronounced /ie/ (just as it is in my). <p>Tricky Word: have</p> <ul style="list-style-type: none"> ● Expected: the letter ‘h’ is pronounced /h/ and the letter ‘v’ is pronounced /v/. Tricky: the letters ‘a_e’ are pronounced /a/, not /ae/. <p>Place these words on your Tricky Word wall (for when students are in class).</p> <ul style="list-style-type: none"> ● Note: ‘Have’ is a word that can be described in different ways. You may prefer to tell students that ‘have’ contains /h/ spelled ‘h’, /a/ spelled ‘a’, and /v/ spelled ‘ve’. If you break up the word this way—h-a-ve—you can say that it is not tricky at all. It is made up of spellings students have learned. But ‘have’ still should be practiced with the other Tricky Words, because it looks like words that have the vowel sound /ae/ spelled ‘a_e’ like ‘save’ and ‘gave.’ 		
<p>Reading Time Partner Reading: “The Milk”</p>	<p>In Class</p>	<p>Introducing the Story</p> <ul style="list-style-type: none"> ● Briefly remind students of the events in “Mike’s Bedtime.” You might want to refer to the story chart to review the terms setting, character, and plot. Tell students today you will learn about a new genre of fiction: fables. Fables are stories that teach a lesson. We call these lessons morals. You can remind students they heard many fables in first grade in Listening & Learning. Tell students the title of today’s story is “The Milk” and tell students this is similar to the Aesop’s fable, “The Milkmaid and the Pail.” <p>Previewing Spelling</p> <ul style="list-style-type: none"> ● Read the words on the board as a class to review the spelling feature of today. <table border="1" data-bbox="511 1724 769 1934"> <tr> <td>/oe/ home hope those stone</td> <td>/ue/ use cute fumed</td> </tr> </table>	/oe/ home hope those stone	/ue/ use cute fumed
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		<ul style="list-style-type: none"> ● Discuss the meaning and give an example of the word fumed. Ask students to make a facial expression demonstrating fumed. <p>Challenging Vocabulary</p> <p>Preview the following vocabulary with students:</p> <ol style="list-style-type: none"> 1. lass—another word for a girl, used by people of Irish or Scottish descent 2. spilt—past tense of spill (Spilt was once the standard past tense and past participle form of the verb spill. In North America, the word spilled is used more commonly today.) 3. slop—leftover food scraps fed to pigs <p>Purpose for Reading</p> <ul style="list-style-type: none"> ● Tell students to read “The Milk” to learn the moral (lesson) of this story. ● Remind students to use the illustrations to help them understand the story. <p>Partner Reading</p> <ul style="list-style-type: none"> ● Today students will be doing partner reading. ● You may want to use this as a time to record observations on the Anecdotal Reading Record. <p>Wrap-Up</p> <ul style="list-style-type: none"> ● When the class has finished reading the story use the questions below to fill in your story chart and promote a discussion of the story. Remind students to answer questions in complete sentences. <p>Discussion Questions on “The Milk”</p> <ol style="list-style-type: none"> 1. Literal What is the setting of this story? (The setting of the story is outside on a path to the market.) 2. Inferential How do you know the setting of the story? (Students should respond with an answer that includes looking at the illustrations.) 3. Literal Who are the characters in this story? (Jane is the character in the story.) 4. Literal What is the plot of this story? (Jane walks to the market with a bucket of milk that she plans to sell, making big plans along the way. The plans are spoiled when she trips, drops the bucket, and the milk spills.) 5. Literal What is the moral of this story? (Don’t make plans too far ahead of time. Don’t count your chickens before they are hatched. Take one step at a time.)
<p>Take-Home Material</p>	<p>At Home</p>	<ul style="list-style-type: none"> ● Students should complete Worksheet 2.3.