

# Map 13 • Lesson 130 • Review

## Learning Objectives

Children will:

- identify the sounds ue, ea, ai, and ear.
- read words with the sounds ue, ea, ai, ear.
- hear, segment, and spell words.
- identify rhyming words.
- read and comprehend sentences.

## Common Core State Standards

### Reading • Foundational Skills

#### Phonics and Word Recognition

- **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- **RF.2.3.A** Distinguish long and short vowels when reading regularly spelled one-syllable words.
- **RF.2.3.B** Know spelling-sound correspondences for additional common vowel teams.
- **RF.2.3.C** Decode regularly spelled two-syllable words with long vowels.
- **RF.2.3.F** Recognize and read grade-appropriate irregularly spelled words.

#### Fluency

- **RF.2.4** Read with sufficient accuracy and fluency to support comprehension.

#### Reading Informational Texts

- **RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **RI.2.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Language

### Conventions of Standard English

- **L.2.2.D** Generalize learned spelling patterns when writing words.

### Vocabulary Acquisition and Use

- **L.2.4.A** Use sentence-level context as a clue to the meaning of a word or phrase.

## Word Families

**ar:** shark, party, yard, shard **ai:** daisy, train **ur:** sturdy, curve, burst

**Double letters:** umbrella, gorilla, kitten, written, thrill, drill

**Words ending in le:** turtle, purple, puzzle, puddle, cuddle, wriggle, giggle **ear:** earring, fear, spear, appear **ea** (as in bread): bread, feather, breath, weather, leather, thread, ready **ue:** glue, blue, tissue, value, argue

## Extra Assistance

### Sorting Hats

Prepare four different hats each with a label for the taught sounds: ue, ea, ai, ear. Create picture cards with the following images: glue, blue, bread, feather, earring, tissue, daisy, train, spear.

Model the taught sounds and get children to produce them. Show children the picture cards one at a time. Give children time to sort the images into the sorting hats. This is an easy way to quickly evaluate if children can differentiate between sounds in this map.

## Classroom activities

### Spelling

Give children laminated Elkonin boxes or mini whiteboards with a whiteboard marker and eraser. Use the word family words and model breaking the word up into its phonemes. Then model writing the letters in the boxes. *The first word is train. Let's break it up into its sounds: t-r-ai-n. Four, we can hear four sounds in train. The first sound is /t/ like tiger and table so we use the letter t. The second sound is /r/ like rabbit so we use the letter r. Who remembers which letters we can use to represent /ai/? And then we end with /n/ like nail and nurse.*

Model blending through the word to read and check you've used the correct letters.

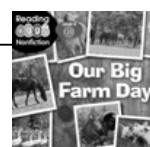
### Dictation

To extend the spelling activity above you can complete a simple dictation. I am going to ask you to write words with double consonants. Write the word: kitten. Break the word into its phonemes. Write the letters to match. Repeat with the word gorilla. You're now going to write those words in a sentence.

Write: *I read a book about a gorilla and a little kitten.* Pause. I'll say the sentence again. Pause. I'll say the sentence again.

I'll read it one last time and you can follow along to make sure you've got all the words. This short activity helps you assess aural listening, spelling, and writing skills.

Reading Eggs Lesson sequence	TEACH Content and skills	PRACTICE Children will:	APPLY
Hear: <i>Animated lesson</i>	Revises the phonics skills taught in the map.	identify taught sounds.	<b>Worksheet 1</b> Phonics
Find and Write: <i>Daily Dozen, Four Square, What's Missing?, Rhyming Rocks, Frame It</i>	Read the words and find the matching picture. Listen and match letter to sound. Identify the correct letter/s to complete a word. Identify rhyming words. Hear and identify sounds in a word and write the word.	read, understand and match words to pictures. Hear the sound and find the matching letter. Find images of rhyming words. Hear, segment, and select letters to spell words.	<b>Worksheet 2</b> Phonics
Find: <i>Three Right Answers</i>	Connect parts of sentences.	match the beginning and ending of a sentence.	<b>Worksheet 3</b> Read and Write
Write: <i>What Did Sam Say?</i>	Listen and identify spoken phrases.	choose the correct phrases.	<b>Worksheet 4</b> Comprehension
Read: <i>Q&amp;A, Captions, Book</i>	Comprehend the meaning of a text. Read aloud book.	read the text and answer questions. Listen, follow the reading and read along.	<b>Reading Eggs Nonfiction book</b> <i>Our Big Farm Day</i>



## Worksheet 1 • Phonics

## Review

1 Complete each word.

ue

ea

ear

ai



f \_\_\_\_\_ ther



gl \_\_\_\_\_



sn \_\_\_\_\_ l



\_\_\_\_\_ muffs

3 Unjumble the letters. Write each word.

y

ar

p

t

pp

a

ear

e

tt

i

n

k

r

th

d

ea

3 Circle the words.

daisy

grain

butterfly


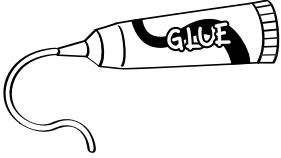
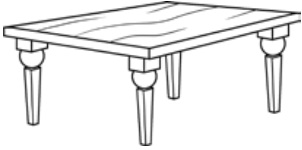


puddle

h	g	f	d	a	i	s	y	t	h	k	l	p	s
t	a	s	h	a	m	y	g	r	a	i	n	d	a
e	b	u	t	t	e	r	f	l	y	a	m	y	c
j	n	d	s	o	s	p	h	p	u	d	d	l	e

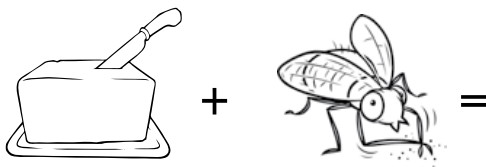
## Worksheet 2 • Phonics

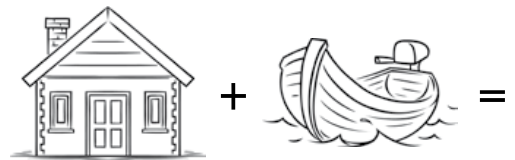
## Review

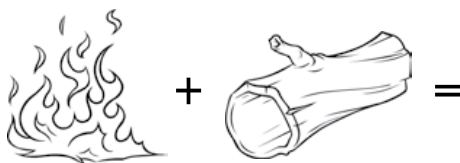
1 Look at the picture. Circle the words that rhyme.

	battle	sparkle	cattle	buckle
	ribbon	blue	bread	clue
	chair	leg	stable	cable
	float	goat	horse	coat
	rainy	cuddle	muddle	huddle

2 What am I?









**Worksheet 3 • Read and Write****Review**

**1** Unscramble each sentence.

to a big old farm. our class went Last Thursday, on a field trip

\_\_\_\_\_

\_\_\_\_\_

with our choice of spreads. some warm bread We each spread

\_\_\_\_\_

\_\_\_\_\_

**2** Complete the sentences.

storm   stables   raincoats   weather

As we rode back to the \_\_\_\_\_, the sky started to look gloomy.

Dark clouds rolled in, and we knew a \_\_\_\_\_ was coming.

I'd never seen the \_\_\_\_\_ change so fast!

We ran inside and put on our \_\_\_\_\_ and boots.

**3** What happens next in the story?

Write two sentences about the picture.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Worksheet 4 • Comprehension****Review**

Read, then answer the question.

**A Day on the Farm**

Last Thursday our class visited a farm.

When we arrived we saw cows, pigs, and chickens.

First, we went horse riding. Then, it rained, so we splashed in puddles.

After the rain, we visited a windmill to learn about how grain is ground into flour.

We used the flour to bake our own bread. The warm bread smelt amazing! We ate some with spreads.

It was the best day. We went home tired but happy.

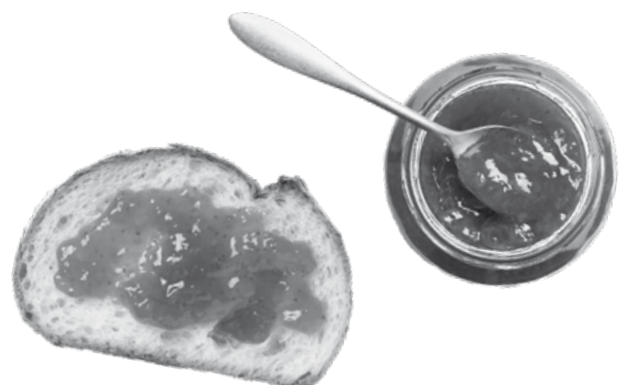
**1** Order the events from the story.

- ☐ After the rain, we visited a windmill and baked bread.
- ☐ Last Thursday our class visited a farm.
- ☐ Then, it rained.
- ☐ First, we rode horses.

**2** In this story the children learn how to make bread.

Order the process.

- ☐ Bake the bread.
- ☐ Use flour to make dough.
- ☐ Enjoy with spreads.
- ☐ Windmill grinds grain.



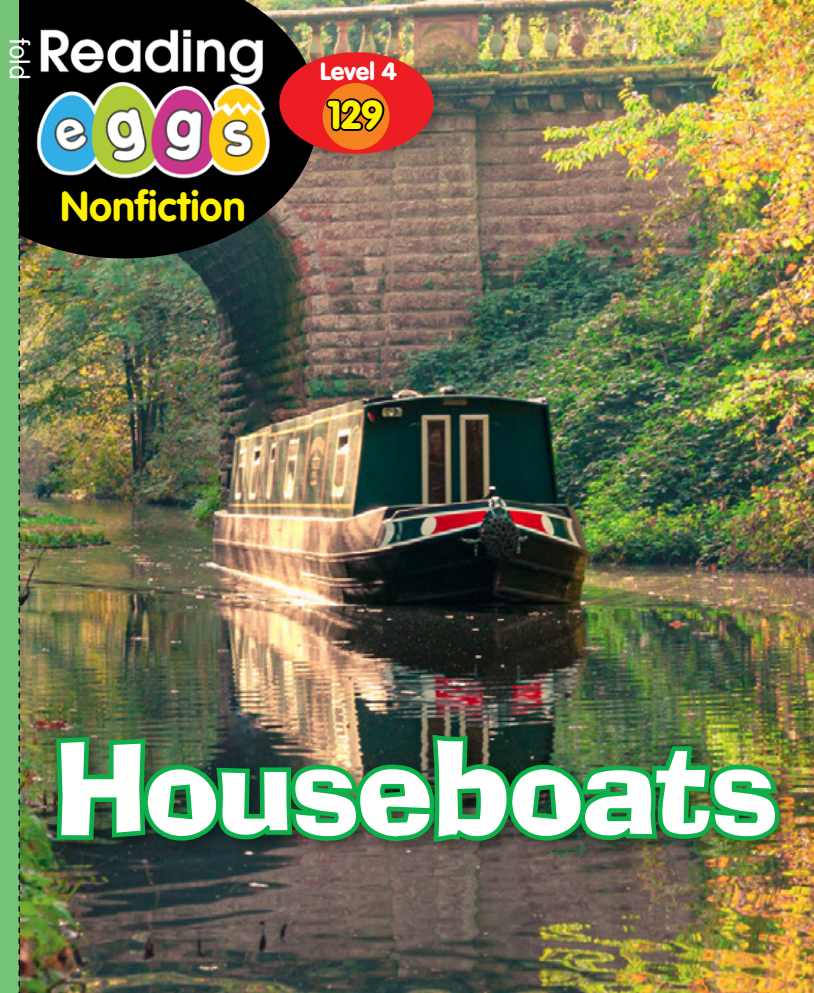


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# Houseboats

Sara Leman



For many people around the world, owning a houseboat provides important shelter. It is a cheaper and easier way to live. Houseboats tend to be small and there is no land to take care of. Owning or renting a houseboat offers more freedom to travel and the chance to relax.

This explains why lots of people choose to live on houseboats. Maybe you have spent time on one too!



Houseboats are floating boats that have been turned into a home. They have cooking and sleeping spaces, which is why many people choose to live on them.

Unlike normal boats, some houseboats are unable to move anywhere. They float in one permanent spot. However, some houseboats can sail on different waterways, such as canals, rivers, lakes, and bays.

# Houseboats

Level	Word count	Lexile
26	404	800L

## Words to know

houseboats, waterway,  
bedroom, bathroom, riverbank,  
summertime, weekend,  
wakeboard, lifejacket, sunrise,  
wildlife, daylight, firewood,  
campfire, stargazing

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Houseboats

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cut



Houseboats come in all shapes and sizes. Some look like cabins with glass windows and doors. Inside, they have a proper kitchen, bedroom and bathroom. They also have running water and heating. These houseboats can be found floating beside riverbanks. People live in them all year round.

fold

## Write

underwater

butterfly

stargazing

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Floating on a river at sunset and sunrise is very relaxing. This is why a lot of people choose to live or stay on a houseboat. They can wake up to birdsong and the sounds of wildlife rather than traffic. As daylight fades, it's fun to collect firewood and make a campfire on the riverbank. Some night-time stargazing is a great way to end the day.



## Draw and label

# A houseboat

14

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cut



Some people may prefer a more peaceful houseboat holiday. They might fish until midday and then rest on the deck each afternoon. Having a picnic and relaxing on the riverbank with a book are wonderful ways to enjoy the summertime!

10

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fold

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3



Some houseboats are made from wood, bamboo and ropes. Many of these boats once transported cargo, such as rice. Over time, they have been turned into homes. They sail along rivers, rather than being moored in one permanent place.

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## Focus Questions

What is a houseboat?

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Why is it important to wear a lifejacket on a houseboat?

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Why might people choose to live on a houseboat?

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In the summertime, many people spend their holidays on a houseboat. They might rent one for a weekend or a few days. Sailing along rivers and on lakes is often a relaxing time for all the family. It can also be exciting with plenty of things to see and do.



A houseboat holiday offers all kinds of water fun, from paddling a kayak to jet skiing. Wakeboarding and tubing are exciting ways to spend time. It is important to wear a lifejacket, just in case!