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## **Building Vocabulary— Level 2**

**This sample includes the following:**

- Teacher's Guide Cover** (1 page)
- Teacher's Guide Table of Contents** (2 pages)
- Program Architecture** (8 pages)
- Lesson Plan** (12 pages)
- Meet the Word Parts Slides** (2 pages)

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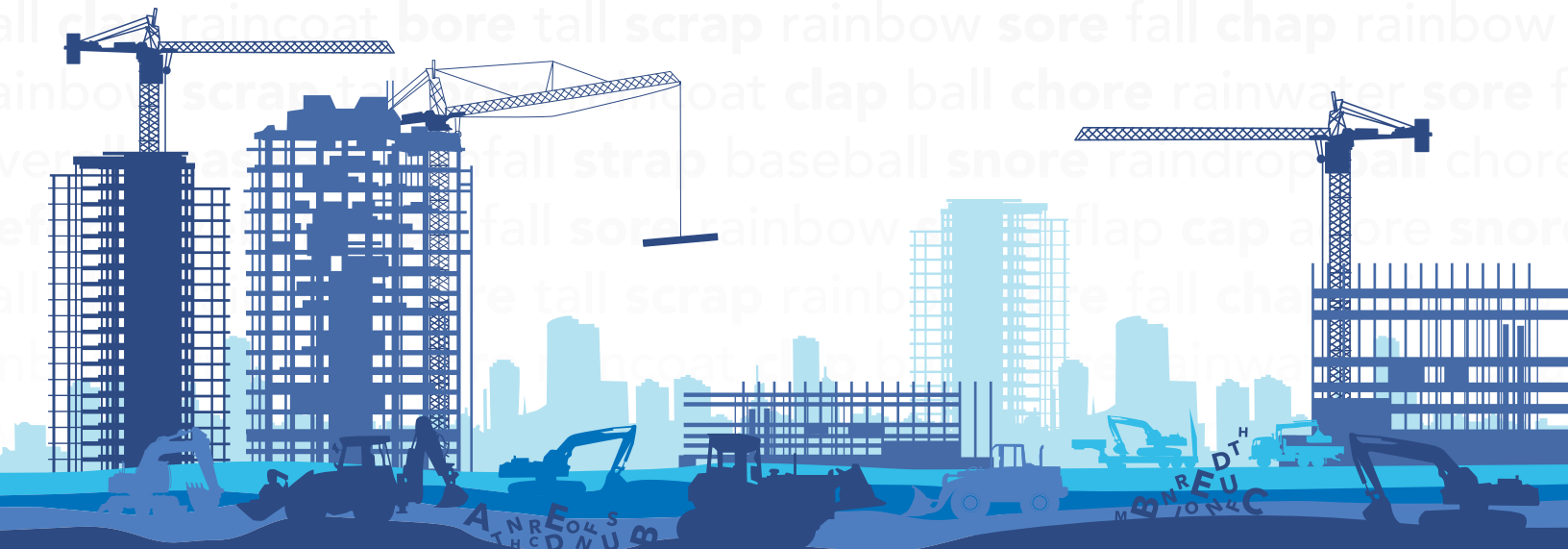
**LEVEL 2**

**BUILDING**

**VOCABULARY**

**Foundations**

**TEACHER'S GUIDE**



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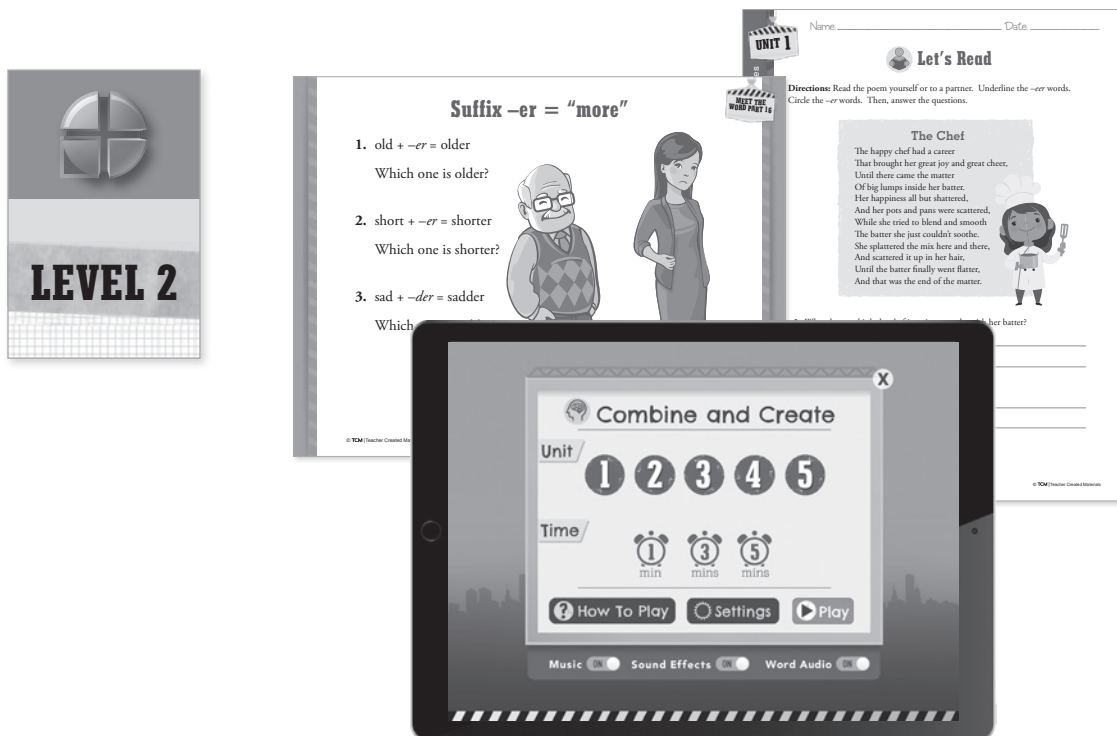
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# OVERVIEW

The first two levels of *Building Vocabulary: Foundations*, **Levels K and 1**, are designed for kindergarteners and first graders. Students learn to “divide and conquer” words by **separating onsets** (initial consonants) **from the most common rimes or word families** (vowel and consonants that follow; also called *phonograms*; Fry 1998). **Level 2** continues this overall approach but with less frequent and **more challenging word families** (e.g., vowel diphthongs, *r-* and *l-*controlled vowel sounds). Compound words receive focused attention during one unit, as do many roots (e.g., prefixes, suffixes, and bases).

The **Diagnostic Pre-test** encompasses all the lessons taught in this kit and serves as a tool for planning instruction and monitoring students’ growth. The Diagnostic Pre-test should be given during or before the first lesson of the program. This assessment covers all the skills and objectives in the program and is used to determine which concepts have already been mastered by each individual student. The **Post-test** can be given at the end of the program. It is meant to show what concepts have been mastered and whether students are ready for the content of the subsequent grade level.

Lessons are designed according to a **gradual release of responsibility instructional model**, which allows teachers to scaffold student learning as needed. This **flexible model** involves **demonstration, guided and independent practice, and application**. Each word family, group of compound words, or root is introduced with a poem or a short text. Embedding the study of word parts in whole texts reminds students that the ultimate goal of word analysis is meaning. Brief comprehension activities based on the poems and texts, which are located in the *Student Guided Practice Book*, also underscore the message about meaning. Moreover, reading and rereading these short texts promotes fluency development. Additional activities focus on building familiarity with the word parts—both their meaning and how they can be used to decode unfamiliar words. The Digital Games allow students to practice the newly learned skills of combining and dividing words. To access the games, see the QR code on page 12, or visit [tcmpub.com/bv-games](http://tcmpub.com/bv-games).



## OVERVIEW *(cont.)*

Because of the developmental nature of learning to read, assessment is tricky with young students. Consider observing for assessment purposes early in the year. Watch students as they participate in *Building Vocabulary: Foundations* activities over the first week or two. Ask questions such as:

- How quickly does the student understand the idea of word families?
- How agile is the student in using a particular word family to generate more words?
- Does the student seem to understand the notion of dividing and conquering, that is, of looking for known parts within words as a means to decode?

Days 1 and 3 of each lesson (Let's Read) will provide observational opportunities for the first question. Days 2 and 4 (Let's Play) will provide opportunities to answer the second and third questions. Observe students during lessons and keep notes. The Observation Chart on page 217 will help with this. Use this chart after each unit. (See the Digital Resources for two versions of this chart, one for scoring to indicate performance and the other for making anecdotal notes.)

Each instructional cycle begins with the teacher reading the poem or text to students. This is a way to ensure that all students have at least some familiarity with the text, its meaning, and the words within it. Moreover, the teacher's reading provides a **model of fluent reading** for students and, in some cases, can support the development of students' listening comprehension. Every poem is also displayed via **Meet the Word Part Slides** to allow for visual tracking.



After the initial reading follows some version of **choral reading**. The term *choral reading* is generic. There are many ways to read orally in groups, and those selected for each lesson might not be the best choice for all classrooms. Teachers can experiment with these forms and add others that students may find engaging.

- Read aloud together as a whole group.
- Echo-read: you read a line, and then students read the same line.
- Divide the class into groups, assigning different parts of the text to each. Switch groups' parts for subsequent readings. Or divide the text so that groups read some parts and the whole group reads others. This is also known as *antiphonal reading*.
- “Snowball read”: Start the text with one or two voices. With each line, add more voices. At the end, the whole group will be reading.

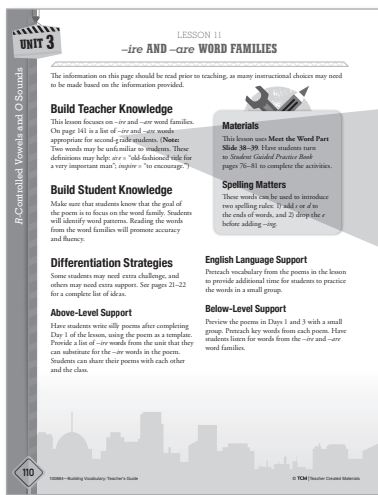
The next routine with each word part involves focused attention to it, first within the context of the now-familiar poem or text. The lesson generally calls for brainstorming with students, asking them to look for additional words in their reading. This helps develop lists of words that contain the word part. These lists can then be used as word walls. Developing the lists helps **students become “word detectives” who can identify phonetic units, build words, and apply them meaningfully in a variety of linguistic contexts.**

# OVERVIEW *(cont.)*

The **word walls** can provide engaging practice with new word parts. The following are additional suggestions for word-wall activities:

- Read the words. Start in the middle or at the bottom of the list from time to time to avoid rote memorization.
- For variety, have students read the words in “voices,” such as a monster’s, a baby’s, or a turtle’s voice. Or ask students to vary their voices (e.g., first five words in a whisper, next five words in loud voices).
- Have students say only words that meet some criterion (e.g., words with suffixes, words with two syllables).
- Have students illustrate words on the word wall. Illustrations may be particularly useful for English learners (ELs) (Meier 2004).

At the beginning of each unit, challenging words from the poems and texts that deserve some instructional attention may be identified. Including some words in the poems and texts that students do not readily know is a way of raising their curiosity about words and expanding their listening vocabulary. Beck, McKeown, and Kucan (2002) advise some instructional emphasis on words like these—Tier 2 words—which are unlikely to be in students’ speaking vocabularies.



Information on this page should be used to make decisions based on the information provided.

## Build Teacher Knowledge

This lesson focuses on *-ire* and *-are* word families. On page 141 is a list of *-ire* and *-are* words appropriate for second-grade students. (**Note:** Two words may be unfamiliar to students. These definitions may help: *sire* = “old-fashioned title for a very important man”; *inspire* = “to encourage.”)

## Build Student Knowledge

Make sure that students know that the goal of the poem is to focus on the word family. Students should identify word patterns. Reading the poems and word families will promote...

Many students, and most **English learners**, may benefit from brief discussions of these interesting words. To orchestrate these discussions, use the embedded scripting for the **Meet the Word Part Slides**, or:

- Invite students to predict a meaning based on what might make sense in the context of the poem or text.
- Ask students to provide a synonym or an example.

# OVERVIEW (cont.)

The activities developed for this series offer students **varied and engaging opportunities to learn the word parts** through the multiple exposures necessary for deep learning. Students unscramble target words, answer (and write) riddles about words, and play word games, such as Go Fish and Memory. One of the most important activities is called “divide and conquer,” which helps students learn to locate parts within words. These word parts are initially word families, and students use them to decode. Eventually, however, students find familiar word roots that they can use to determine the meaning of unfamiliar words. Take the time to help students learn the “divide and conquer” activity thoroughly, for it will be a very useful tool throughout their word-learning lives.

Name \_\_\_\_\_ Date \_\_\_\_\_

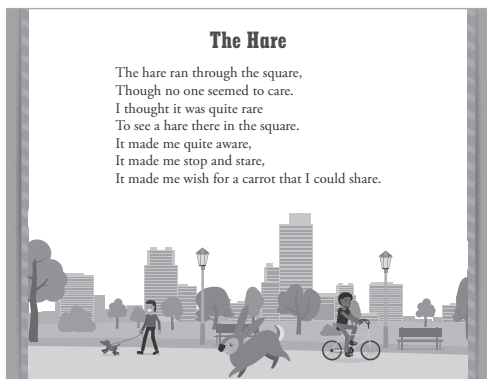
**Let's Play**

**Directions:** Divide and conquer each word by placing its parts in the correct column. An X means the word does not have that word part.

Word	Beginning	Word family	Ending
rows			
joy			X
paws			
plays			
cheer			X

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Parental involvement is extremely important in students’ early reading achievement. Research has shown that **students whose families encourage at-home literacy activities demonstrate advanced oral language development** (Sénéchal, LeFevre, and Thomas 1998). They also have higher reading achievement in the elementary grades (Cooter, Marrin, and Mills-House 1999). To promote this important relationship, **a section of this Teacher’s Guide includes suggested at-home activities** that students and their parents will enjoy (see the Home-School Connection in Appendix A). The Digital Resources contain a printable copy of each poem for use at home and word cards related to each of the word families that may also be useful for at-home practice.



TEACHER RESOURCES: REPRODUCIBLES  
**LESSON 11, -ire AND -are**

share	square
glare	aware
beware	compare
airfare	hare



## IMPLEMENTATION SUPPORTS

**Teacher's Guide**

The following information describes the key features of the *Teacher's Guide*.

**Build Teacher Knowledge** and **Build Student Knowledge** provide concise, essential, and necessary information about the word family taught in the lesson. This should be read prior to teaching, as many instructional choices may need to be made based on the information provided.

**Differentiation Strategies** provides options for additional support for specific student populations.



A **materials list** references **Meet the Word Part Slides** and other needed materials for the lesson.

**Spelling Matters**, as applicable, are related to the word families of focus and provide tips or call out common errors to address in the lesson.

The complete **Word List** of words that belong to the lesson's word family are available for each lesson in the unit review.

Diphthongs and R-Controlled Vowels

LESSON 4

**-ear AND -air WORD FAMILIES**

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**UNIT 1**

The information on this page should be read prior to teaching, as many instructional choices may need to be made based on the information provided.

**Build Teacher Knowledge**

This lesson focuses on *-ear* and *-air* word families. On page 66 is a list of *-ear* and *-air* words appropriate for second-grade students.

**Note:** Words from the *-are* word family also make homophones with these two word families. This is covered in a different lesson, but you can introduce students to these words since they are homophones.

**Build Student Knowledge**

The focus of this lesson is learning what a homophone is. Students should gain an understanding that these words sound exactly the same but are spelled differently. By the end of the lesson, students will be able to give examples of homophones.

**Differentiation Strategies**

Some students may need extra challenge, and others may need extra support. See pages 21–22 for a complete list of ideas.

**Above-Level Support**

Working in pairs, have students replace the following words in the poem from Day 1: *hairly, crept, blasted, freezing, warm, red*. Have them share their new poems with classmates.

**Materials**

This lesson uses **Meet the Word Part Slides 10–12**. Have students turn to *Student Guided Practice Book* pages 22–27 to complete the activities.

**Spelling Matters**

Since *-ear* and *-air* are homophones, you might want to help students learn the “Does it look right?” spelling strategy.

**English Language Support**

Working in pairs, have students draw pictures illustrating the homophones in Day 2: *bear/hare, stairs/stairs, hare/hair*. Put the drawings together in a class book, and add to the book throughout the year.

**Below-Level Support**

Working in pairs, have students replace the following words in the poem from Day 3: *brown (twice), sitting, old square hat, yellow*. Have them share their new poems with classmates.

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## Schedule

Each lesson focuses on word families, affixes, or bases. Each lesson follows the same pattern. **Meet the Word Part Slides** provide visual support to supplement instruction for each lesson.



On Days 1 and 3, the activities are titled **Let's Read**. Together, students and teachers read short poems or texts and identify word families/roots in them.



On Days 2 and 4, the activities are titled **Let's Play**. These lessons offer a variety of activities and games designed to scaffold students' understanding of the new word families/roots.

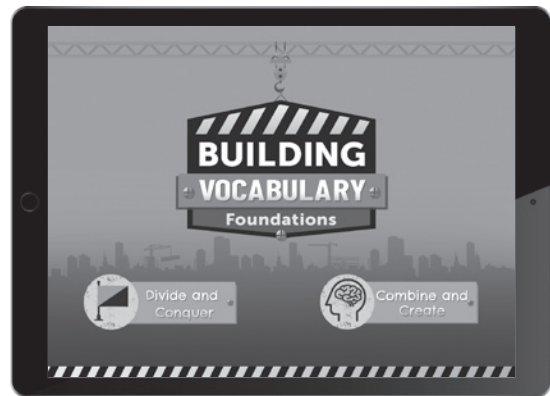
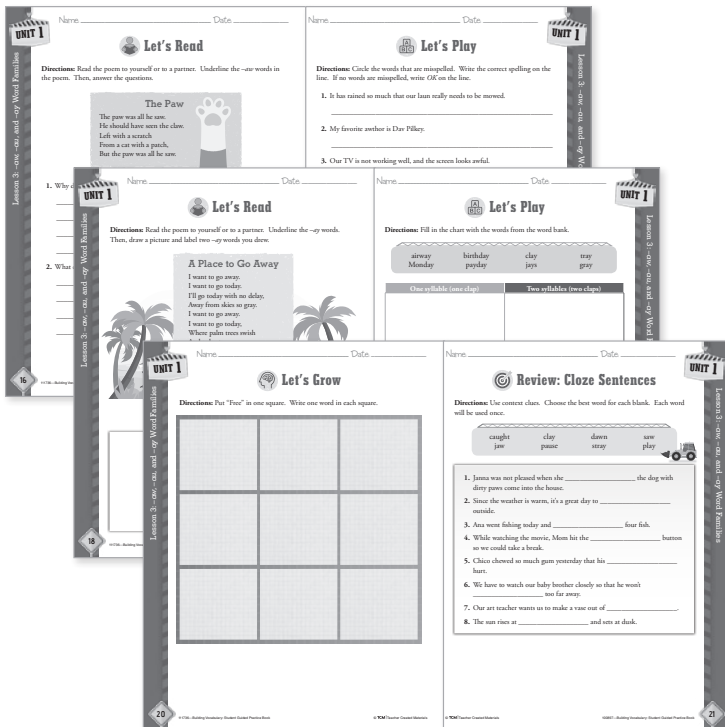


On Day 5, the activity is titled **Let's Grow**. These activities provide opportunities for students to review the words and concepts for the week.



A sixth page, called **Review: Cloze Sentences**, provides informal assessment. It also offers additional practice to be used in learning centers, for independent work, or sent home for use with other family members. (**Note:** The instructional cycle is five days; these activities are meant to be selected for use throughout the five-day cycle.)

\*At the end of the unit, students can visit [tcmpub.com/bv-games](http://tcmpub.com/bv-games) to practice combining or dividing the words and skills learned in the unit.



## How Should Vocabulary Be Taught?

New words are learned directly and indirectly (National Reading Panel 2000). Direct teaching of key words can be worthwhile, but research shows that children can only learn 8 to 10 new words each week through direct instruction, as learning requires repetition and multiple exposures (Stahl and Fairbanks 1986). Students need **frequent opportunities** to use new words in oral and print contexts to learn them on a deep level (Blachowicz and Fisher 2014).

Students should also study the structural and semantic nature of words. They should use the surrounding context and word parts (prefixes, suffixes, bases) to unlock meaning. Learning key word parts will enable students to master new words that are semantically connected.


Name \_\_\_\_\_ Date \_\_\_\_\_

**UNIT 1** **Let's Read**

**Directions:** Read the poem to yourself or to a partner. Underline the *-ow* words in the poem. Then, answer the questions.

**The Paw**

The paw was all he saw.  
He should have seen the claw.  
Left with a scratch  
From a cat with a patch.  
But the paw was all he saw.



1. Why do you think the cat scratched the boy?  
\_\_\_\_\_

2. What do you think happens after the end of the poem?  
\_\_\_\_\_

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Name \_\_\_\_\_ Date \_\_\_\_\_

**UNIT 1** **Let's Read**

**Directions:** Read the poem to yourself or to a partner. Find and count the *-ow* words.

**A Mouse**

A mouse with a spouse  
Bought a new blouse.  
With no room in the house,  
She started to pout.  
So the poor mouse  
Returned her new blouse.



1. How many *-ow* words are in line 1? \_\_\_\_\_
2. How many *-ow* words are in line 2? \_\_\_\_\_
3. How many *-ow* words are in line 3? \_\_\_\_\_
4. How many *-ow* words are in line 4? \_\_\_\_\_
5. How many *-ow* words are in line 5? \_\_\_\_\_
6. How many *-ow* words are in line 6? \_\_\_\_\_
7. How many different *-ow* words are in the whole poem? \_\_\_\_\_

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Name \_\_\_\_\_ Date \_\_\_\_\_

**UNIT 2** **Let's Read**

**Directions:** Read the poem to yourself or to a partner. Then, listen while your partner reads it to you. Underline the *-or* words in the poem. Then, answer the questions.

**The Book**

The author writes the story that becomes a book.  
The illustrator's pictures encourage us to look.  
The editor edits the story that others tell.  
The orator reads the book that we like to hear so well.



Which person's job is most important? Why do you think so?  
\_\_\_\_\_

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Most students learn word analysis strategies (phonics, context) in the primary grades. They also begin to learn about reference tools. For example, they may know how to use a dictionary, and they may also know how to use the enormous variety of electronic and print dictionaries available. They may know the concepts of synonym and antonym, but they may not know how to use a thesaurus. Explicit practice with all these strategies for unlocking word meanings helps students learn to use them automatically. So a vocabulary program should focus on reinforcing and expanding the strategies students have already learned. Moreover, teachers will be encouraging students to become word sleuths, a habit that they may well carry with them throughout (and beyond) their school years.

Most vocabulary is learned indirectly or spontaneously through discussion, reading, or listening. So another important principle of vocabulary instruction is to **read aloud to students**. Choose books with wonderful words and powerful language. Teachers can share their own favorites, encouraging students to do so as well. If students will be tackling a new or difficult concept in the content areas, teachers can begin by reading picture books that address the topic. In addition to their many other benefits, read-alouds help increase students' oral vocabulary, which is an important stepping-stone to reading comprehension.

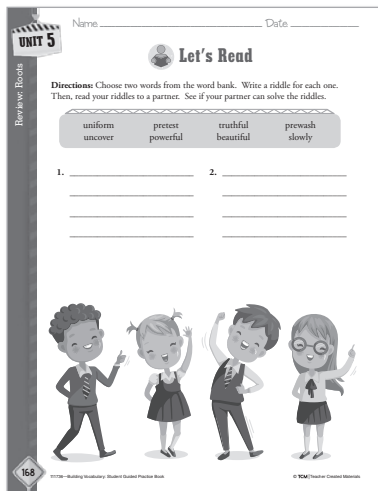
Related to this principle is another: **encourage wide reading**. The more students read, the better. Teachers must establish different purposes for reading—including pure pleasure—and urge students to choose texts at various difficulty levels. Research shows that students learn more new words incidentally—during reading or listening—than they do through direct instruction (Lehr, Osborn, and Hiebert 2004).

## How Should Vocabulary Be Taught? *(cont.)*

Teachers can share their own love of words and invite students to share theirs. Everyone has a favorite text that moves them to laughter or tears. As these are read aloud to students, teachers can talk about the power of words. Invite students to do so as well. A good practice is to whet their appetites by sharing interesting word histories and then showing them how to explore the origins of a lot of words themselves.

In other words, **make word learning and word play a priority in the classroom.** Provide regular opportunities for students to practice and discover words on their own and in the company of others. This is one of the key ideas behind *Building Vocabulary: Foundations*. As students progress through the lesson for a week, they have dozens of opportunities to work with new word parts in a variety of ways.

*Building Vocabulary: Foundations* gives students time to do fun things, such as draw pictures or create riddles. Not only is this fun—it’s good instruction. Teachers should be mindful to make time for students to play word games on their own or with others. There are easily accessible word activities available for students on the internet and in the Appendixes. At the end of the unit, teachers should allow time for students to play with words via the Digital Games. The Digital Games mirror the strategies learned in the lessons and provide an interactive space for students to practice combining and dividing the words learned in each unit.



## Why a Word Pattern/Word Roots Approach to Vocabulary Instruction?

The approach embedded in *Building Vocabulary: Foundations* could be termed a **word pattern or word root approach.** Research shows that the human brain is a pattern detector. Humans are able to quickly see and make sense of common patterns in the environment such as a stop light, a football field, or the keypad on a phone. There are also linguistic patterns humans can use to help recognize words. These patterns form the basis for *Building Vocabulary: Foundations*.

**–ure AND –ore WORD FAMILIES**

The information on this page should be read prior to teaching, as many instructional choices may need to be made based on the information provided.

**Build Teacher Knowledge**

This lesson focuses on *–ure* and *–ore* word families. On page 141 is a list of *–ure* and *–ore* words appropriate for second-grade students. (**Note:** A few of these words may be unfamiliar. These definitions may help: *implore* = “to beg”; *pure* = “clean,” “free from any extra elements”; *restore* = “repair.”)

**Build Student Knowledge**

Make sure that students know that the goal of the poem is to focus on the word family. Students will identify word patterns. Reading the words from the word families will promote accuracy and fluency.

**Differentiation Strategies**

Some students may need extra challenge, and others may need extra support. See pages 21–23 for a complete list of ideas.

**Above-Level Support**

Have students illustrate words from this lesson (*–ure*, *–ore*) for a class book. Some examples are *pure*, *creature*, *fracture*, *more*, *sore*, and *tore*.

**Materials**

This lesson uses **Meet the Word Part Slides 40–41** for this lesson. Have students turn to *Student Guided Practice Book* pages 82–87 to complete the activities.

**Spelling Matters**

These words can be used to introduce two spelling rules: 1) add *s* or *d* to the ends of words, and 2) drop the *e* before adding *–ing*.

**English Language Support**

Before the lesson, provide pictures and/or realia for students to see and feel. Nouns from this lesson include *creature*, *adventure*, *culture*, *lure*, *chore*, *sore*, *store*, *shore*, and *score*.

**Below-Level Support**

After reading the poem on Day 1, review the meaning of the word *lure* as it is used in the poem (as “a trap”). Have students create and draw a lure for the creature in the poem. Ask students to describe their lures and how they would work to catch the creature.

LESSON 12  
–ure AND –ore WORD FAMILIES (cont.)



## Let's Read

### Introduce

Display the poem “The Creature” on **Meet the Word Part Slide 40**. Read the poem aloud. Read the poem antiphonally, dividing the class into four groups:

- Lines 1 and 2: group one
- Line 3: all
- Lines 4 and 5: group two
- Line 6: all
- Lines 7 and 8: group three
- Line 9: all
- Lines 10 and 11: group four
- Line 12: all

### Discuss

Check for understanding of –ure words.

- Ask, “Who can tell us what a lure is? Can you think of a time you might use a lure?”

### Apply

Write –ure on a word wall. Have students say and spell the –ure words as you write them on the wall. Have students add other –ure words to the wall. Guide students’ thinking using an example:

- “When you sign your name, it is called your \_\_\_\_\_.” (*signature*)

### Practice

Direct students to page 82 in the *Student Guided Practice Book*. Guide students to complete the page.

### Answers

creature (5 times), capture, lure, pure, sure

Answers will vary.

**Let's Play****Introduce**

Display and reread the poem “The Creature” on **Meet the Word Part Slide 40**. Have students read it chorally.

Then, tell students to read words from the word wall.

**Discuss**

Select a few of these words, and have students work in pairs to create sentences using them.

- Allow time for students to share their sentences.

**Apply**

Tell students they will be working to unscramble letters to make words with *–ure*. Write these letters on the board: e, t, u, a, n, r.

- Say, “Trees, plants, and animals are all a part of \_\_\_\_\_.” (*nature*)

**Practice**

Direct students to page 83 in the *Student Guided Practice Book*. Guide students to complete the page.

**Answers**

1. cure
2. creature
3. future
4. pure
5. capture

LESSON 12  
-ure AND -ore WORD FAMILIES (cont.)

UNIT 3



## Let's Read

### Introduce

Display the poem “Cleaning Is a Bore” on **Meet the Word Part Slide 41**. Read the poem aloud to students. Then, have students read chorally by table groups.

### Discuss

Add *-ore* to the second column on the word wall from Day 1. Have students identify and spell the *-ore* words while you write them on the word wall.

### Apply

Have students add other *-ore* words to the word wall. Guide their thinking by giving some examples:

- “This is a sound some people make when they sleep.” (*snore*)
- “We go to the \_\_\_\_\_ to buy groceries.” (*store*)

### Practice

Direct students to page 84 in the *Student Guided Practice Book*. Guide students to complete the page.

### Answers

bore (2 times), more, sore, chore

Answers will vary.





## Let's Play

### Introduce

Display and reread the two poems on **Meet the Word Part Slides 40 and 41** from this lesson. Have student pairs read the two poems. Then, have students read the words from the word wall.

### Discuss

- Say, “This week, we focused on the *-ure* and *-ore* word families. Today, we’re going to look at what some of the words from the *-ore* family mean.”

### Apply

Write the words *shore* and *score* on the board.

Say, “Complete these sentences with the correct word.”

- “We went to the \_\_\_\_\_ on vacation.” (*shore*)
- “In basketball, the team with the highest \_\_\_\_\_, or points, wins.” (*score*)

### Practice

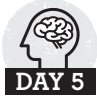
Direct students to page 85 in the *Student Guided Practice Book*. Remind them how to do Magic Squares. Read the directions to them; ask them how they will handle the first item. Guide students to complete the page.

### Answers:

<b>A</b>	8	<b>B</b>	9	<b>C</b>	4
<b>D</b>	3	<b>E</b>	7	<b>F</b>	11
<b>G</b>	10	<b>H</b>	5	<b>I</b>	6

Magic Number: 21

LESSON 12  
-ure AND -ore WORD FAMILIES (cont.)



## Let's Grow

### Introduce

Display both poems on **Meet the Word Part Slides 40 and 41**.

- Reread them aloud. Ask students to raise their hands when they see/hear *-ure* or *-ore* words.

### Discuss

For this activity, duplicate the word cards that are found in Appendix A and on the Digital Resources for the Unit 3, Lesson 12, Day 5 Word Cards. Make enough copies of the sheets for student pairs. In pairs, have students read the words to each other.

### Apply

Have student pairs find a flat space on which to work (a table, the floor).

- Ask students to cut apart the words from the sheet.

With these cards, students can:

- play Memory (in partners).
- play Go Fish (in groups of three or four).  
Suggested Word Cards: *cure, pure, sure, capture, creature, future, core, more, tore, before, chore, adore*

### Practice

Direct students to page 86 in the *Student Guided Practice Book*.

- Say, “Now, we’re going to sort words in a different way.”

Guide students to complete the page. For students struggling to count syllables, have them clap.

### Answers

One letter before word family: pure, lure, sure, sore, more

More than one letter before word family: capture, chore, ignore

One syllable: pure, lure, sure, chore, bore, sore, more

Two syllables: capture, ignore



### Cloze Sentences

7–8 blanks filled correctly: Outstanding

5–6 blanks filled correctly: Satisfactory

4 or fewer blanks filled correctly: Unsatisfactory

- |         |            |
|---------|------------|
| 1. tore | 5. future  |
| 2. sure | 6. store   |
| 3. cure | 7. more    |
| 4. sore | 8. injured |

**UNIT 3**

Lesson 12: -ure and -ore Word Families



# Let's Read

**Directions:** Read the poem to yourself or to a partner. Then, listen to your partner read it to you. Circle the *-ure* words in the poem. Last, answer the question.

## The Creature

We hear it now, that awful sound.

Faster it comes ever so loud:

The creature!

To capture this creature, we created a lure.

It avoided our trap with its senses so pure:

The creature!

With green, shiny scales and many dark eyes,

And claws sure to grab whenever it tries:

The creature!

Big sharp teeth and a nasty old grin,

How will we ever escape from its den?

The creature!



What would you do if you came face to face with the creature?

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# Let's Play

**Directions:** Read each sentence. Unscramble the **bold** letters to correctly complete each sentence.



1. **c e r u**

I am sure the doctor will \_\_\_\_\_  
my illness.



2. **a c c e r r t u**

My sister thinks a \_\_\_\_\_ is in her  
bedroom at night.



3. **e f r t u u**

What do you hope to do in the  
\_\_\_\_\_?



4. **e p r u**

My dog is a mutt, not a \_\_\_\_\_  
breed.



5. **a c e p r t u**

My favorite team is trying to  
\_\_\_\_\_ first place.

**UNIT 3**

Lesson 12: -ure and -ore Word Families



**Let's Read**

**Directions:** Read the poem to yourself or to a partner. Underline the *-ore* words. Then, choose two *-ore* words and write a sentence for each.

**Cleaning Is a Bore**

Cleaning my room,  
 What a terrible bore!  
 Cleaning my room,  
 I can't take any more!

The mopping, the dusting;  
 I work till my hands are sore.  
 The scrubbing, the sweeping;  
 What will I ever use this for?

Cleaning my room,  
 What a terrible bore!  
 Cleaning my room,  
 Oh, what a chore!



1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

**Let's Play**

**Directions:** Match the words and their clues. Put the number that goes with each letter in the magic square. If you are right, each row and each column will add up to the same number.

<b>A.</b> bore	Today, I tear. Yesterday, I _____. (7)
<b>B.</b> more	the middle of an apple (4)
<b>C.</b> core	Monday comes _____ Tuesday. (10)
<b>D.</b> sore	to love or be very fond of (6)
<b>E.</b> tore	Stiff muscles are _____. (3)
<b>F.</b> wore	an extra amount (9)
<b>G.</b> before	something that is tiresome and uninteresting (8)
<b>H.</b> chore	a job (5)
<b>I.</b> adore	Today I wear. Yesterday I _____. (11)

A	B	C
D	E	F
G	H	I
Magic Number: _____		

**UNIT 3**



**Let's Grow**

**Directions:** Fill in the chart with the words from the word bank.

capture	lure	chore	sore
pure	sure	ignore	more

One letter before word family	More than one letter before word family
One syllable (one clap)	Two syllables (two claps)

Lesson 12: -ure and -ore Word Families



## Review: Cloze Sentences

**Directions:** Use context clues. Choose the best word for each blank. Each word will be used once.

sure  
cure

sore  
more

future  
injured

tore  
store



- Hiro \_\_\_\_\_ his pants when he fell down.
- Peta was \_\_\_\_\_ she had put her wallet in her backpack, but it wasn't there.
- I hope they find a \_\_\_\_\_ for the common cold soon.
- If you exercise too hard, your muscles may be \_\_\_\_\_ the next day.
- It is difficult to predict what will happen in the \_\_\_\_\_.
- One grocery \_\_\_\_\_ has better prices than the other.
- After eating a big dinner, Hector still wanted \_\_\_\_\_ to eat.
- It was clear that the limping horse had \_\_\_\_\_ his leg.



# The Creature

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# Cleaning Is a Bore

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Cleaning my room,  
Oh, what a chore!

