

TEACHER'S GUIDE

# JOURNEY TO SUCCESS<sup>®</sup>

INTRO

BUILDING BASIC SKILLS IN READING AND WRITING



**New Readers Press<sup>®</sup>**  
ProLiteracy's publishing division

Journey to Success®: Building Basic Skills in Reading and Writing  
Teacher's Guide Intro Level  
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*Journey to Success* is a reading program designed for adult learners. The student books and accompanying teacher's guides represent research-based principles and best teaching practices.

*Journey to Success* develops explicit connections between reading, vocabulary, writing, speaking and listening, and language instruction as suggested by the College and Career Readiness Standards for Adult Education.

Into Level is divided into five units. The first three units cover the sounds of the consonants. Unit 4 introduces the five vowels and the short vowel sounds, and Unit 5 covers common initial consonant blends. An illustration in each lesson prompts students to generate words with the target sound. Short readings feature target sounds as well as new sight words. They begin with short stories that feature one sentence per line. Later lessons include limericks and paragraphs.

Activities in each lesson give students opportunities to generate words containing the target letters and sounds, and to read and write sentences or stories that contain words with those letters and sounds. The lessons also include activities to build listening, speaking, and critical-thinking skills.

Some students may use the Intro Level for a quick review of the alphabet and phonics. Others may require more in-depth instruction. Many activities can be tailored to the student's ability. For example, **Think and Discuss** could be a language experience activity for beginner students. A student could tell a story to the teacher, and the teacher could write the story for the student to copy. More advanced students, could work in pairs to tell a story to a partner. Students could transcribe their own or each other's stories. Read more about the Language Experience Approach (LEA) on page 9.

Extension activities in each lesson encourage students to apply skills to new situations. In addition, each lesson ends with a **Think and Discuss** feature that further extends the content of the lesson. Students engage in partner discussions, respond to questions related to the story topic, and connect the lesson's content to real-world scenarios. Students draw on their knowledge and life experiences to talk and write about their own ideas on the topic.

The Answer Key at the back of student book allows students to monitor their progress and work at an individual pace.

The *Journey to Success* Intro Teacher's Guide provides lesson-by-lesson support for both new and experienced teachers. Notes for each lesson include tips about phonics instruction; vocabulary support; English language learner activities; extension activities; and teaching ideas and support for each section of the lesson.

A **Reference Handbook** in the back of the Intro Student Book includes a list of numbers and number words, months of the year, days of the week, and a word list.

Additional resources in the teacher's guide include unit vocabulary word lists, as well as lesson vocabulary and word families. Photocopy masters also include letters and blends for word building activities and personal dictionary pages for students to record new vocabulary.

## Phonics and Foundational Skills

**Phonics** and foundational skills help students to decode and learn new words, as well as develop reading skills.

Each lesson in *Journey to Success* Intro Level begins with a phonics warm-up activity that encourages students to generate a list of words that contain the target letter or sound. Students may use the illustration to find items with the target letter or they may think of words on their own that include the target sound.

Phonics Warm-Up activities range from writing words and sentences to working with word families to build new vocabulary words.

## Vocabulary and Word Analysis Skills

Comprehension and learning are dependent on vocabulary knowledge. *Journey to Success* offers the direct and explicit **Vocabulary** instruction that students need in order to improve their comprehension.

In each lesson, **Key Words** are presented picture-dictionary style. Students see the key words associated with the pictures, and then they write the words. Each lesson also contains sight words presented as **Words to Know**. Students will encounter these high-utility sight words that repeatedly throughout the book. Lessons provide multiple exposures and practice opportunities for new vocabulary words.

## Reading Selections

Lesson format changes a bit from the beginning units to the end of the book. Reading passages in units 1 and 2 feature cloze sentences presented one sentence per line. The reading selection provides additional practice with phonics skills and vocabulary words, and builds on the scene in the illustration. Filling in the blanks gives students practice with vocabulary and spelling skills, as well as reading comprehension.

In Unit 3, students get a chance to finish the stories. This gives them an opportunity to use new words and to add their own views on the topics. In Unit 4 limericks help reinforce the new word families introduced. After students read the lesson limerick, they get a chance to fill in blanks in another limerick. Unit 5 readings vary from lists to paragraphs, presenting information in more common formats.

## Writing

*Journey to Success* integrates **Writing** instruction with the lessons. At the Intro Level, students begin by copying and then writing the letters of the alphabet. Starting with Lesson 1, they are encouraged to begin to generate and write words. Teachers can write words on the board

for struggling students to copy. There are opportunities for students to copy vocabulary words next to a picture or in a cloze sentence. And many activities ask students to write sentences using new vocabulary words. Unit Reviews and extension activities offer more writing practice.

## Speaking and Listening

Each lesson in *Journey to Success* provides a range of opportunities for students to practice speaking and listening skills. Students are prompted to work in pairs to ask and answer questions or tell stories. Students may also read and listen to the lesson passages, limericks, and stories.

## Additional Features

Each of the five units concludes with a **Unit Review**. Unit Reviews provide a fresh practice opportunity for phonics and comprehension skills. Unit Reviews in Intro Level include spelling practice with picture words, cloze sentences, and sequencing activities. Students generate their own sentences using new vocabulary words. Crossword puzzles offer fun spelling practice. And How Do You Know? activities require students to think critically about the stories and characters.

### Suggestions for Teaching *Journey to Success*

*Journey to Success* Intro Level features phonics and word recognition strategies combined with reading comprehension instruction. The emphasis is on short reading selections containing common words; phonics instruction; and writing, speaking, and listening activities to teach basic literacy skills and build confidence.

### Working with a Range of Students in a Group Setting

If you are involved in group instruction, your students' literacy levels may vary. Students may range from those who are new to reading to those who just need a review before moving on to the next level. It is essential that you get to know your group members as individuals with very specific skill levels and interests.

If students in the group have very diverse skills, you may use any of the following strategies:

- In early lessons, let more advanced students work more independently. Don't let them work ahead of the group, but encourage them to do slightly more work than required by the lesson. For instance, they may write one or two more sentences than the lesson calls for.
- Continue to have more advanced students do additional work in later units. In Unit 3, they can copy the story or write sentences based on the story. In Unit 4, they can identify additional word-family words and write additional sentences. In Unit 5, they can write other words with the target blends or copy the stories.
- If it would be beneficial, pair a more advanced student with another student to work through a lesson. The advanced student might help the other student identify target-letter words or help complete other exercises.

You can employ a variety of strategies to help new adult readers build their skills and self-confidence. Here are suggestions for four key areas: Word Recognition and Vocabulary, Sight Vocabulary, Fluency, and Comprehension.

### Improving Word Recognition and Vocabulary

Skillful readers use specific strategies when they come to a word they don't know. These strategies need to be taught to readers who don't already use them.

**Phonics and Decoding** Encourage students to sound out words using sound/symbol relationships to decode words. When students come to a word that they can't read, have them sound out individual letters. Remind them to look for consonant blends, vowel combinations, and consonant digraphs. Then have them blend the sounds together to make a word. After students say a word, have them check whether it fits in the context of the sentence.

**Structural Analysis** Have students look for recognizable word parts when they come to a word they don't recognize or can't read. Remind them to look for familiar letters or word families that can help them read and comprehend a word. Have students draw slashes between syllables and recognizable parts to break long words into manageable pieces. [*De/cem/ber*]

**Context Clues** Explain to students that they can use context—the surrounding words and sentences—to figure out the meaning of an unfamiliar word. This helps students to focus on overall comprehension of a text.

When students come to an unfamiliar word, have them say “blank” and continue reading. Ask students to think about the topic of the text they are reading. Then ask them to think of a word that fits in place of the “blank.” Have them reread the sentence using that word to see if it makes sense.

**Online Dictionaries** Depending on the setting, online dictionary apps may be a useful resource when students are unable to read or understand a word. Encourage students to try other decoding and context strategies first, as these strategies help engage students with the content of the reading.

Point out that students can usually click on an icon to hear a word being pronounced in an online dictionary. For more advanced students, model how to use a dictionary to find a correct definition.

**Multiple Exposures to Vocabulary** To build deep understanding of vocabulary words, provide students with explicit instruction, multiple exposures, and a variety of practice activities. When teaching vocabulary words, read the example sentences given in the student book aloud. Provide additional examples, have students try to use the words in sentences, and then ask students to explain the meaning in their own words.

**Personal Dictionary** A personal dictionary provides another opportunity for students to interact with vocabulary words. Provide students with a copy of the Personal Dictionary pages in this teacher’s guide. For each vocabulary word, have students write a definition, write a context sentence, draw an illustration, give an example, or give synonyms. Encourage students to revisit their dictionaries periodically.

## Sight Words

Skillful readers have a body of sight words—words they recognize immediately. Sight words appear with high frequency in printed texts. Students who lack sight word knowledge expend a lot of energy trying to decode the text. This in turn hinders their ability to understand what they have read. The more students read, the more their body of sight words grows.

## Increasing Fluency

To read fluently, students need to hear and understand what fluent reading sounds like. When you read a passage from the lesson aloud, point out your reading behaviors. Students will transfer your reading behavior to their own reading.

Repeated readings (when students practice reading by rereading short passages aloud multiple times) is an effective strategy for promoting fluency. It should be a regular activity for students who need to improve speed, accuracy, or expression.

- **Echo readings** Students imitate fluent reading as modeled by you. Choose a passage from the lesson to read aloud. Read a line of text. Break the text into phrases as needed. The class repeats the line back to you. Continue for the rest of the passage.

- **Paired repeated readings** Place students in pairs. Give them time to read the passage from the lesson silently. Then have partners take turns reading aloud and listening. Circulate and listen to the reading to see if any students need to continue working with the same passages during the next fluency practice, or if they are ready to work on a different passage.
- **Reading to the teacher** Students read a passage from the lesson aloud to you. This is a good opportunity for you to evaluate their strengths and weaknesses and to give specific feedback on accuracy and prosody.
- **Performance reading** Students dramatize the text they are reading. This strategy works best in texts with dialogue from two or more characters. Assign students different roles and have them practice the dialogue for their character. Students should focus on speed and natural expression.

**Tracking Student Reading Progress** You can monitor an individual student’s reading progress in an informal one-on-one setting.

1. Choose an unfamiliar passage of approximately 100 words from a later lesson or the next level book of *Journey to Success*. Have the student read the passage aloud to you.
2. On another copy of the passage, put an X over each word that the student read incorrectly. Each time the student substitutes, omits, or inserts a word, count it as an error. If the student corrects himself or herself, it isn’t an error.
3. Total the errors and determine the percentage of words that the student read correctly.

Record students’ reading accuracy every few weeks.

## Improving Comprehension

Even if students can read the words in a selection, they may not understand its meaning. Research shows that readers get more out of reading if they use strategies that actively engage them in the reading process. The following strategies can help students improve their comprehension.



**Using Prior Knowledge** Adults have a wealth of life experience they can draw upon. Before students read, have them look at the illustration and talk about what they think the reading is about.

**Previewing the Reading** Ask students to preview the text before reading. Have them read the title and any headings. Ask them to look at the illustration.

**Setting a Purpose for Reading** Ask students what they would like to find out about the scene in the illustration or the characters in the story before reading.

**Retelling** After reading each selection, students work in pairs to retell the story.

**Comprehension Checks** Cloze sentences in a reading or questions after the reading will help assess student comprehension. If students struggle to respond correctly to these questions, have them look at the illustration again and reread the passage. Pause to ask questions and monitor their understanding.

## Using the Language Experience Approach (LEA)

This approach is popular with new readers and writers because it uses students' own ideas, experiences, and vocabulary, while allowing the student to concentrate on the composing aspects of writing. Here is one way to conduct a language experience activity.

1. Ask a student to tell you about a recent or important experience.
2. Write down exactly what the student says. Begin each new sentence on a new line. Ask the student to suggest a title.
3. Read the story back to the student and ask for any additions or corrections.
4. Read each sentence to the student, tracking the sentence with your finger. Have the student read each sentence after you.
5. Have the student read the entire story independently. If the student has difficulty, use paired or echo reading (see page 8).
6. Have the student choose words from the story to add to a personal dictionary (see page 9).
7. Have the student copy the story, date it, and place it in a working folder.

**Note:** When working with a group, have each student contribute one sentence as you write the story on the board.

## Teaching Notes

This Teacher's Guide includes lesson-by-lesson strategies, activities, classroom management tips, discussion prompts, background information, and explanations that benefit both new and experienced teachers.

Teacher's notes include:

- Suggestions for teaching the target letter and phonics sound
- Tips for teaching mechanics: punctuation marks and capitals
- Discussion prompts
- English language learner support activities

## Resources

### Reference Handbook

The Intro Student Book includes lists of useful vocabulary:

- numbers and number words
- months of the year
- days of the week
- lesson vocabulary words

Sometimes numbers, days, and months will occur naturally in students' dictation. Use those times as opportunities to teach these necessary words and spellings. Refer to the handbook as you do so.

### Photocopy Masters

Intro Level contains a variety of photocopy masters, including manipulatives. Photocopy masters also include letters and blends for word building activities and personal dictionary pages for students to record new vocabulary.

### Letter Formation Chart

Use this to show students how to form letters they are unfamiliar with. Choose letters in a student's name or in words that he or she would like to write. Students can practice by copying words or sentences that are short or meaningful to them.

### Unit Words, Word Families, and Blends

These cards can be cut apart and used to practice a variety of word-building activities.

### Personal Dictionary

Provide each student with a copy of the Personal Dictionary pages. Have students record the lesson vocabulary words and additional new vocabulary on the pages.ð

## Pre-Assessment

Before you begin Unit 1 with students, be sure to have them complete page 5 of the student book, “Alphabet.”

In addition to the *Intro Book*, each student will need

- a folder in which to keep their finished work and their work-in-progress
- a spiral-bound or three-ring notebook in which to create a personal dictionary (see page 68)

## Unit 1: Consonants

Part of Unit	<i>Intro Book</i> pages	TG pages
Lesson 1 (B)	6–7	11–12
Lesson 2 (D)	8–9	12–13
Lesson 3 (F)	10–11	13–14
Lesson 4 (H)	12–13	14–15
Lesson 5 (G and J)	14–17	15–16
Unit 1 Review	18–21	16–17

## Student Objectives

### Reading

- Learn the names and sounds of *b, d, f, h, g,* and *j*.
- Identify words with the target letters using pictures, signs, and own experience.
- Learn sight words.
- Read new words in a series of related sentences and in student-dictated stories.
- Put sentences in sequence.

### Writing

- Dictate and copy words with the target letters.
- Dictate and copy sentences.
- Select and copy words to complete sentences.
- Copy student-dictated stories.
- Fill in missing letters to form words.
- Write original sentences using assigned words.
- Complete a crossword puzzle.

### Mechanics

Understand these uses for capital letters:

- on signs
- to begin sentences
- for the names of people, months, and days
- in titles

Understand the purpose of three punctuation marks: period, apostrophe, and question mark.

### Unit 1 Masters

Master 1: Letter Formation Chart

Master 2: Unit 1 Words

**Personal Dictionaries** Encourage students to choose 5 to 10 words to add to their personal dictionaries during each lesson in Unit 1.

## LESSON 1: BY THE BOOKSTORE (pp. 6–7)

### Introduce the Lesson

Read aloud the lesson title, “By the Bookstore.” Point out the uppercase and lowercase *b* at the top of page 6. Tell students that this lesson focuses on the letter *b* and words that have the letter *b*. Have students say the name of the letter, along with the sound it makes.

### PHONICS: The *b* Sound

Use the letter/sound strategy outlined below to teach the letter *b*.

### Warm-Up

- Have students talk about what they see in the picture on page 6.
  - Ask students to describe the scene as a whole.
  - Remind students of the lesson focus, the letter *b* and words with the letter *b*. Model the *b* sound. Have students repeat the letter and its sound.
  - Ask students to name some objects in the picture that start with *b*. Point to an example and say the word aloud. Then ask students to name additional examples. Write each word on the board, read it aloud, and have the class repeat it.
  - Give examples of words that have the *b* sound in the middle (such as, *cabin*, *fiber*, and *elbow*). Have students repeat each word after you. Ask whether students hear the *b* sound in the middle of words.
- Read aloud the subheading “Warm-Up,” along with the directions that follow.
  - Support students as they write words that begin with *b*, like *book*, on the lines provided. Remind them that several things that appear in the picture start with letter *b*.
  - Write the words on the board, underlining each *b*. Read the words aloud. Have students repeat each word after you. Finally, have partners read the words aloud to each other.
  - If students need support, write the words on the board and have students copy them onto the lines in their books.
- Have a volunteer pick one word from their list and dictate a sentence using the word. Write the sentence on the board and have students write the sentence in their books. Repeat the process with a second word.

- Read aloud the sentences on the board. Then have students choral read each sentence with you.

### Key Words

Read aloud the directions. Then read aloud the pictured words and have students repeat the words after you.

Point out the letter *b* and its sound in the initial, middle, and final positions.

Have students write each word on the lines provided.

### Words to Know

Explain that these common words will be used later in the lesson. Read each word aloud and have students repeat after you. Then have volunteers use each word in a sentence.

### Read and Write

Read aloud the directions and the title, “Open and Closed.”

Read aloud the words in the first word box and have students repeat each word.

Then read aloud the first sentence, saying “blank” when you come to the missing word. Have a volunteer read the sentence, filling in the blank with the correct word from the word box. Write the missing word on the board and have students write the word in the blank to complete the sentence. Repeat with the remaining sentences.

Then repeat the whole process with the second word box and group of sentences.

When the activity is complete, point out that all of the sentences begin with a capital letter and end with a period.

### Think and Discuss

Read aloud the directions. Then model the activity by telling a story about the picture on page 6. Give your story a title.

Have partners take turns telling a story about the picture. Then have a volunteer share their story while you write it on the board. Have the volunteer give the story a title.

Have students choral read the story with you.

### Extension

- Distribute copies of Master 1. Point out the uppercase and lowercase *Bs*, along with the arrows that show how the letters are formed. Model writing a capital letter *B* and a lowercase letter *b* on the board. Then have students practice by

writing the letter several times, both uppercase and lowercase.

2. Have students add the lesson's words to their Personal Dictionaries.

## LESSON 2: DON'S OFFICE (pp. 8–9)

### Introduce the Lesson

Read aloud the lesson title, "Don's Office." Point out the uppercase and lowercase *d* at the top of page 8. Tell students that this lesson focuses on the letter *d* and words that have the letter *d*. Have students say the name of the letter, along with the sound it makes.

### PHONICS: The *d* Sound

Use the letter/sound strategy outlined below to teach the letter *d*.

### Warm-Up

1. Have students talk about what they see in the picture on page 8.
  - Ask students to describe the scene as a whole.
  - Remind students of the lesson focus, the letter *d* and words with the letter *d*. Model the *d* sound. Have students repeat the letter and its sound.
  - Ask students to name some objects in the picture that start with *d*. Point to an example and say the word aloud. Then ask students to name additional examples. Write each word on the board, read it aloud, and have the class repeat it.
  - Give examples of words that have the *d* sound at the end or in the middle (such as, *badly*, *fading*, and *cod*). Have students repeat each word after you. Ask whether students hear the *d* sound in the middle of words.
2. Read aloud the subheading "Warm-Up," along with the directions that follow.
  - Support students as they write words that begin with *d*, like *door*, on the lines provided. Remind them that several things that appear in the picture start with letter *d*, but they can name other words as well.
  - Write the words on the board, underlining each *d*. Read the words aloud. Have students repeat each word after you. Finally, have partners read the words aloud to each other.

- If students need support, write the words on the board and have students copy them onto the lines in their books.
3. Have a volunteer pick one word from their list and dictate a sentence using the word. Write the sentence on the board and have students write the sentence in their books. Repeat the process with a second word.
  4. Read aloud the sentences on the board. Then have students choral read each sentence with you.

### Key Words

Read aloud the directions. Then read aloud the pictured words and have students repeat the words after you.

Point out the letter *d* and its sound in the initial, middle, and final positions.

Have students write each word on the lines provided.

### Words to Know

Explain that these common words will be used later in the lesson. Read each word aloud and have students repeat after you. Then have volunteers use each word in a sentence.

Point out the capital letter that begins the word *December*. Ask students why this word is capitalized.

If necessary, tell them the names of months and the names of the days of the week are always capitalized.

### Read and Write

Read aloud the directions and the title, "Don's Office."

Read aloud the words in the first word box and have students repeat each word.

Then read aloud the first sentence, saying "blank" when you come to the missing word. Have a volunteer read the sentence, filling in the blank with the correct word from the word box. Write the missing word on the board and have students write the word in the blank to complete the sentence. Repeat with the remaining sentences.

Then repeat the whole process with the second word box and group of sentences.

### Think and Discuss

Read aloud the directions. Then model the activity by telling a story about the picture on page 8. Give your story a title.

Have partners take turns telling a story about the picture. Then have a volunteer share their story while you write it on the board. Have the volunteer give the story a title.

Have students choral read the story with you.

## Extension

1. Distribute copies of Master 1. Point out the uppercase and lowercase *D*. Model writing a capital letter *D* and a lowercase letter *d* on the board, using the arrows on Master 1 as a guide. Then have students practice writing several uppercase and lowercase *Ds*.
2. Give each student a short article or a paragraph of text. Have students underline each letter *b* and circle each letter *d*.
3. Refer students to page 85 in the Reference Handbook at the back of the Student Book. Read the lists of months and days chorally with students. If students seem to have the list-order memorized, read the lists from the bottom up. Depending on students' reading levels, test students' spelling of these important words.
4. Have students add the lesson's words to their Personal Dictionaries.

## LESSON 3: FRANK AND HIS FRIENDS (pp. 10–11)

### Introduce the Lesson

Read aloud the lesson title, "Frank and His Friends." Point out the uppercase and lowercase *f* at the top of page 10. Tell students that this lesson focuses on the letter *f* and words that have the letter *f*. Have students say the name of the letter, along with the sound it makes.

### PHONICS: The *f* Sound

Use the letter/sound strategy outlined below to teach the letter *f*.

### Warm-Up

1. Have students talk about what they see in the picture on page 10.
  - Ask students to describe the scene as a whole.
  - Remind students of the lesson focus, the letter *f* and words with the letter *f*. Model the *f* sound and have students repeat it.
  - Ask students to name some objects in the picture that start with *f*. Point to an example and say the word aloud. Then ask students to name additional examples. Write each word on the board, read it aloud, and have the class repeat it.

- Give examples of words that have the *f* sound in the middle or at the end (such as, *ruffle*, *puffy*, and *calf*). Have students repeat each word after you. Ask whether students hear the *f* sound in the middle and at the end of words.
2. Read aloud the subheading "Warm-Up," along with the directions that follow.
    - Support students as they write words that begin with *f*, like *food*, on the lines provided. Remind them that several things in the picture start with letter *f*.
    - When students finish, have them share their words with the class as you write them on the board, underlining each *f*.
    - Read the words aloud. Have students repeat each word after you.
    - If students need support, they can simply copy the words from the board.
  3. Have a volunteer pick one word from their list and dictate a sentence using the word. Write the sentence on the board and have students write the sentence in their books. Repeat the process with a second word.
  4. Read aloud the sentences on the board. Then have students choral read each sentence with you.

### Key Words

Read aloud the directions. Then read aloud the pictured words and have students repeat the words after you.

Point out the letter *f* and its sound in the initial, middle, and final positions.

Have students write each word on the lines provided.

### Words to Know

Explain that these common words will be used later in the lesson. Read each word aloud and have students repeat after you. Then have volunteers use each word in a sentence.

### Read and Write

Read aloud the directions and the title, "Frank and His Friends."

Read aloud the words in the first word box and have students repeat each word.

Read aloud the first sentence. Then read the second sentence, saying "blank" when you come to the missing word. Think aloud as you determine through trial and error that fish is the word that belongs in the blank.

Repeat the process with the second sentence, but this time have a volunteer identify the word that belongs in the blank. Write the word (friends) on the board. Repeat the process with the next sentence.

Then repeat the entire process with the second word box and group of sentences.

## Think and Discuss

Read aloud the directions. Then model the activity by telling a story about the picture on page 10.

Have partners take turns telling a story about the picture. Then have a volunteer share their story while you write it on the board. Have the volunteer give the story a title.

Have students choral read the story with you.

- Extension**
1. Distribute copies of Master 1. Point out the uppercase and lowercase *F*s. Model writing a capital letter *F* and a lowercase letter *f*, using the arrows on Master 1 as a guide. Then have students write the letter several times.
  2. Have students add the lesson's words to their Personal Dictionaries.

## LESSON 4: HAL AND HIS CAB (pp. 12–13)

### Introduce the Lesson

Read aloud the lesson title, “Hal and His Cab.” Point out the uppercase and lowercase *h* at the top of page 12. Tell students that this lesson focuses on the letter *h* and words that have the letter *h*. Have students say the name of the letter, along with the sound it makes.

### PHONICS: The *h* Sound

Use the letter/sound strategy outlined below to teach the letter *h*.

### Warm-Up

1. Have students talk about what they see in the picture on page 12.
  - Ask students to describe the scene as a whole.
  - Remind students of the lesson focus, the letter *h* and words with the letter *h*. Model the *h* sound. Have students repeat the letter and its sound.
  - Ask students to name some objects in the picture that start with *h*. Point to an example and say

the word aloud. Then ask students to name additional examples. Write each word on the board, read it aloud, and have the class repeat it.

2. Read aloud the subheading “Warm-Up,” along with the directions that follow.
  - Support students as they write words that begin with *h*, like *hill*, on the lines provided. Remind them that several things that appear in the picture start with letter *h*.
  - Write the words on the board, underlining each *h*. Read the words aloud. Have students repeat each word after you. Finally, have partners read the words aloud to each other.
  - If students need support, write the words on the board and have students copy them onto the lines in their books.
3. Have a volunteer pick one word from their list and dictate a sentence using the word. Write the sentence on the board and have students write the sentence in their books. Repeat the process with a second word.
4. Read aloud the sentences on the board. Then have students choral read each sentence with you.

### Key Words

Read aloud the directions. Then read aloud the pictured words and have students repeat the words after you.

Point out the letter *h* and its sound. Have students write each word on the lines provided.

### Words to Know

Explain that these common words will be used later in the lesson. Read each word aloud and have students repeat after you. Then have volunteers use each word in a sentence.

### Read and Write

Read aloud the directions and the title, “Hal and His Cab.”

Read aloud the words in the first word box and have students repeat each word.

Then read aloud the first sentence, saying “blank” when you come to the missing word. Have a volunteer read the sentence, filling in the blank with the correct word from the word box. Write the missing word on the board and have students write the word in the blank to complete the sentence. Repeat with the remaining sentences.

Then repeat the whole process with the second word box and group of sentences.

When the activity is complete, point out the use of capital letters in the story. Capital letters are used for important words in the title. They are also used to begin sentences and to begin names, in this case *Hal*.

## Think and Discuss

Read aloud the directions. Then model the activity by telling a story about the picture on page 12.

Have partners take turns telling a story about the picture. Then have a volunteer share their story while you write it on the board. Have the volunteer give the story a title.

Have students choral read the story with you.

- Extension**
1. Distribute copies of Master 1. Point out the uppercase and lowercase *Hs*, along with the arrows that show how the letters are formed. Model writing an uppercase and lowercase *h*, using the arrows as a guide. Then have students write the letter several times, both uppercase and lowercase.
  2. Provide copies of Master 2. Have students cut out the cards with *h* words. Students can use them as flash cards to learn to read the words.
  3. Again using Master 2, have students play Memory:
    - Partners combine their sets and turn them facedown.
    - Players take turns flipping one card over and then another.
    - If the cards have the same word and the player can read it, he or she keeps the pair and tries again.
    - If the cards do not match, or if the student can't read the word, they are turned face-down, and the next player takes a turn.
    - When all the cards are gone, the player with the most pairs wins.
  4. Have students add the lesson's words to their Personal Dictionaries.

## LESSON 5: THE GARDEN (pp. 14–17)

### Introduce the Lesson

Read aloud the lesson title, "The Garden." Point out the uppercase and lowercase *g* and *j* at the top of page 14. Tell students that this lesson focuses on the letters *g* and *j* and words that have the letters *g* and *j*. Have students

say the names of the letters, along with the sounds they make.

## PHONICS: The *g* and *j* Sounds

### Warm-Up

Have students talk about what they see in the picture on page 14. Ask them to describe the scene as a whole.

Use the letter/sound strategy below. Go through the strategy twice—once for each of two sounds:

- /*g*/ as in *garden*
- /*j*/ as in *jug* and (phonetically) as in *giant*

### Sound Strategy

Model the *g* sound, as in *garden*. Have students repeat the letter and the sounds that it makes.

- Ask students to name some objects in the picture that start with the /*g*/ sound. Point to an example and say the word aloud. Then ask students to name additional examples. Write each word on the board and read it aloud. Then have students repeat the word and copy it onto one of the lines provided.
- Then return to the picture and discuss the /*j*/ sound. Tell students that this sound can be made by the letter *g* or by the letter *j*.
- If students do not identify words in which *g* sounds like *j*, suggest possibilities (*page*, *germ*, *gym*).
- Support students as they write words that begin with /*g*/, like *go*, on the lines provided. Remind them that several things that appear in the picture start with /*g*/.
- Write each word on the board, underlining each *g*. Read the words aloud. Have students repeat each word after you. Finally, have partners read the words aloud to each other.
- If students need support, write the words on the board and have students copy them onto the lines in their books.

### G Like Garden

Read aloud the instructional text and the directions.

Support students as they select words and write sentences.

- If some students need support, allow them to dictate their sentences as you write in their books.

- If all or most of the students need support, have a volunteer dictate a sentence while you write it on the board. Then have students copy the sentence from the board.

## Key Words

Read aloud the directions. Then read aloud the pictured words and have students repeat the words after you.

Point out the letter *g* and its sound in the initial, middle, and final positions.

Have students write the words on the lines provided.

## Words to Know

Explain that these common words will be used later in the lesson. Read each word aloud and have students repeat after you. Then have volunteers use each word in a sentence.

## Read and Write

Read aloud the directions and the title, “The Garden.”

Read aloud the words in the word box and have students repeat each word.

Then read aloud the first sentence, saying “blank” when you come to the missing word. Have a volunteer read the sentence, filling in the blank with the correct word from the word box. Write the missing word on the board and have students write the word in the blank to complete the sentence. Repeat with the remaining sentences.

## G Like Giant

Read aloud the instructional text and the directions. Support students as they choose two words from their lists and write sentences.

## J Like Jacket

Read aloud the instructional text and the directions. Support students as they choose two words from their lists and write sentences.

## What Sound Does It Make?

Read aloud the directions. Complete the first item, thinking aloud as you determine that the *g* in *grow* sounds like the *g* in *garden*. Put a checkmark in the appropriate column.

Then have a volunteer complete the second item. Have partners complete the exercise, and have a volunteer share answers with the class.

## Key Words

Read aloud the directions. Then read aloud the pictured words and have students repeat the words after you.

Point out the sound /j/. Emphasize that this sound can be made by the letter *j* or by the letter *g*.

Have students write the words on the lines provided.

## Words to Know

Explain that these common words will be used later in the lesson. Read each word aloud and have students repeat after you. Then have volunteers use each word in a sentence.

## Think and Discuss

Read aloud the discussion prompt. Then model the activity by telling what you would do if a friend gave you vegetables.

Have partners take turns telling each other what they would do if a friend gave them vegetables. Then have a volunteer share their response while you write it on the board.

Have students choral read the sentences with you.

## Extension

1. Distribute copies of Master 1. Point out the uppercase and lowercase *G*s and *J*s, along with the arrows that show how the letters are formed.
2. Model writing capital letters *G* and *J* and lowercase letter *g* and *j* on the board. Then have students practice by writing the letter several times, both uppercase and lowercase.
3. Have students add the lesson’s words to their Personal Dictionaries.

## UNIT 1 REVIEW (pp. 18–21)

When students have completed Lessons 1–5, have them do this review. Have students read aloud and explain their answers to you when possible, so that you can monitor their progress not only with written work, but also with oral and cognitive work.

## Words to Review

Review the names and sounds of all of the consonants in the box at the top of page 18. Say the name of each letter, along with its sound, and have students repeat after you.



Have a volunteer provide the first answer. (The letter *d* completes the word *door*.)

Have another volunteer provide the second answer. (The capital letter *J* completes the word *July*.)

Have students finish the activity as independently as possible.

## Sentence Pairs

Read aloud the directions. Support students as they choral read the words in the box. Have students complete the activity as independently as possible. Provide support as necessary. Finally, have them read their completed sentences aloud, either individually or as a group.

## How Do You Know?

Point out the punctuation in the heading “How Do You Know?” Ask students what the mark means. As needed, tell them this mark shows that the sentence is a question.

Help students read each question and tell them to choose the answer that makes the most sense.

When students complete the exercise, have volunteers read the answers aloud and explain their choice.

## What’s the Order?

Read aloud the directions. Have partners complete item 1. Have a volunteer read all three sentences in the correct order.

Repeat for item 2.

If students have difficulty, print each sentence on a separate card and have students put the cards in order.

## Write Sentences

Read aloud the directions. Then read item 1. Point out that the sentence uses all the given words plus several others.

Have students dictate sentences 2–5. Write the sentences on the board and have students copy them into their books. Have volunteers read the sentences aloud.

## Puzzle

Read aloud the directions. Have a volunteer read the puzzle words aloud.

Then help students find the correct location for one or two words.

Let students complete the puzzle independently, checking off each word as they use it.

Tell students the puzzle will be easier if they cross out each word after they write it in the puzzle.

### Extension

Provide copies of Master 2. Have students cut the words apart. Then support students as they make sentences with the words.

As necessary, write a sentence on the board using the unit’s words and have students create the sentence using their cards. After they make the first sentence, ask them if they can make a new sentence by replacing only one word.

## Unit 2: More Consonants

Part of Unit	Intro Book pages	TG pages
Lesson 6 (C and K)	22–23	19–20
Lesson 7 (L)	24–25	20–21
Lesson 8 (M)	26–27	21–22
Lesson 9 (N)	28–29	22–23
Lesson 10 (P)	30–31	23–24
Lesson 11 (Q)	32–33	24–25
Lesson 12 (R)	34–35	25–26
Unit 2 Review	36–39	26–27

### Student Objectives

#### Reading

- Learn the names and sounds of *c, k, l, m, n, p, q(u)*, and *r*.
- Identify words with the target letters, using pictures, signs, and own experience.
- Learn sight words.
- Read new words in a series of related sentences and in student-dictated stories.
- Read with a purpose: to find the answer to a specific question.
- Relate content to personal experiences.
- Identify homophones (*their, there, they're*).
- Put sentences in sequence.

#### Writing

- Dictate and copy words with the target letters.
- Dictate and copy sentences.
- Select and copy words to complete sentences.
- Copy student-dictated stories.
- Fill in missing letters to form words.
- Write original sentences using assigned words.
- Complete a crossword puzzle.

#### Mechanics

- Understand that a question mark indicates a question.
- Understand that holidays are capitalized.
- Understand that a comma signals a pause.

#### Unit 2 Masters

Master 1: Letter Formation Chart

Master 2: Unit 1 Words

Master 3: Unit 2 Words

#### Personal Dictionaries

Encourage students to add to their personal dictionaries during each lesson.

## LESSON 6: VICKY'S TRUCK (pp. 22–23)

### Introduce the Lesson

Read aloud the lesson title, “Vicky’s Truck.” Point out the uppercase and lowercase *c* and *k* at the top of page 22. Tell students that this lesson focuses on the letters *c* and *k* and words that have the letters *c* and *k*. Have students say the name of the letters, along with the sounds they make.

### PHONICS: The *c* and *k* Sounds

Use the letter/sound strategy outlined below to teach the letters *c* and *k*.

### Warm-Up

- Have students talk about what they see in the picture on page 22.
  - Ask students to describe the scene as a whole.
  - Remind students of the lesson focus, the letters *c* and *k* and words with the letters *c* and *k*. Model the sound. Have students repeat each letter and the sound.
  - Ask students to name some objects in the picture that start with *c* and *k*. Point to an example and say the word aloud. Then ask students to name additional examples. Write each word on the board, read it aloud, and have the class repeat it.
  - Give examples of words that have the *c* or *k* sound in the middle or at the end (such as, *licking* and *drink*). Have students repeat each word after you. Ask whether students hear the *k* sound in the middle and at the end of words.
- Read aloud the subheading “Warm-Up,” along with the directions that follow.
  - Support students as they write words that begin with *c* and *k*, like *car* and *key*, on the lines provided. Remind them that several things in the picture start with the letters *c* and *k*.
  - Write the words on the board, underlining each *c* and *k*. Read the words aloud. Have students repeat each word after you. Finally, have partners read the words aloud to each other.
  - If students need support, write the words on the board and have students copy them onto the lines in their books.
  - Then have students find words that end with the target sound. Tell students that the */k/* sound is

often spelled *ck* when it comes at the end of the word.

- Have a volunteer pick one word from their list and dictate a sentence using the word. Write the sentence on the board and have students write the sentence in their books. Repeat the process with a second word.
- Read aloud the sentences on the board. Then have students choral read each sentence with you.

### Key Words

Read aloud the directions. Then read aloud the pictured words and have students repeat the words after you.

Point out the letter */k/* sound in each word, including at the beginning and at the end of words.

Have students write each word on the lines provided.

### Words to Know

Explain that these common words will be used later in the lesson. Read each word aloud and have students repeat after you. Then have volunteers use each word in a sentence.

### Read and Write

Read the subheading “Read and Write,” along with the directions that follow.

Next, read aloud the title, “Vicky’s Truck.” Ask students to repeat it. Read the words in the word box with students.

Read aloud the first sentence, saying “blank” when you come to the missing word. Have a volunteer read the sentence, filling in the blank with the correct word from the word box. Write the missing word on the board and have students write the word in the blank of the sentence.

Help students complete the exercise, reading the sentences aloud as needed. Once students determine which word belongs in each sentence, write the word on the board while they write it in the correct blank.

After all the words have been used, read them chorally with students or have a volunteer read them aloud.

Read the questions that follow the story aloud to students. Have partners discuss what Vicky does with her truck. Then have volunteers share their ideas.

**Special Notes:** Be sure students pronounce the final *s* on *drives* and *kids*. Give a sentence to illustrate the meaning of *kids* that will be used in the story: “*I have two kids, a boy and a girl.*”

## Think and Discuss

Read aloud the directions. Have a volunteer answer the question while you write their answer on the board.

Repeat the process with a second volunteer. Then have volunteers copy one of the responses onto a sheet of paper.

### Extension

1. Help students distinguish between the sounds *g* and *k*. Write the words *garden* and *key*. Read each word and repeat the initial sound. Then say other words (*goat/coat, gap/cap, guard/card*). Ask students if the new words begin with the sound *g* or *k*.  
Repeat words that end with *g* or *k* sounds (*rack/rag, back/bag, pig/pick*).
2. Distribute copies of Master 1. Point out the uppercase and lowercase *Cs* and *Ks*, along with the arrows that show how the letters are formed.
3. Model writing a capital letter *C* and *K* and a lowercase letter *c* and *k* on the board. Then have students practice by writing the letter several times, both uppercase and lowercase.
4. Have students add the lesson's words to their Personal Dictionaries.

- Ask students to name some objects in the picture that start with *L*. Point to an example and say the word aloud. Then ask students to name additional examples. Write each word on the board, read it aloud, and have the class repeat it.
  - Give examples of words that have the *L* sound at the end or in the middle (such as *tally* and *Paul*). Have students repeat each word after you. Ask whether students hear the *l* sound in the middle and at the end of words.
2. Read aloud the subheading "Warm-Up," along with the directions that follow.
    - Support students as they write words that begin with *L*, like *laundry*, on the lines provided. Remind them that several things in the picture start with letter *L*.
    - Write the words on the board, underlining each *L*. Read the words aloud. Have students repeat each word after you. Next, have students write the words in their books. Have partners read the words aloud to each other.
  3. Have a volunteer pick one word from their list and dictate a sentence using the word. Write the sentence on the board and have students write the sentence in their books. Repeat the process with a second word.
  4. Read aloud the sentences on the board. Then have students choral read each sentence with you.

## LESSON 7: LAUNDRY DAY (pp. 24–25)

### Introduce the Lesson

Read aloud the lesson title, "Laundry Day." Point out the uppercase and lowercase *L* at the top of page 24. Tell students that this lesson focuses on the letter *L* and words that have the letter *L*. Have students say the name of the letter, along with the sound it makes.

### PHONICS: The L Sound

Use the letter/sound strategy outlined below to teach the letter *L*.

### Warm-Up

1. Have students talk about what they see in the picture on page 24.
  - Ask students to describe the scene as a whole.
  - Remind students of the lesson focus, the letter *L* and words with the letter *L*. Model the *L* sound. Have students repeat the letter and its sound.

### Key Words

Read aloud the directions. Then read aloud the pictured words and have students repeat the words after you. Point out the letter *L* and its sound in the initial, middle, and final positions.

Have students write each word on the lines provided.

### Words to Know

Explain that these common words will be used later in the lesson. Read each word aloud and have students repeat after you. Then have volunteers use each word in a sentence.

### Read and Write

Read aloud the directions and the title, "Laundry Day." Read aloud the words in the word box and have students repeat each word.

Then read aloud the first sentence, saying "blank" when you come to the missing word. Have a volunteer read the

sentence, filling in the blank with the correct word from the word box. Write the missing word on the board and have students write the word in the blank to complete the sentence. Repeat with the remaining sentences.

When the activity is complete, point out that all of the sentences begin with a capital letter and end with a period.

Read aloud the question that follows the story, and have partners discuss it. Then have a few volunteers share with the class.

## Think and Discuss

Read aloud the directions. Then model the activity by telling about your household chores.

Have partners take turns discussing their chores. Have a volunteer share about their chores, as you write what they say on the board.

Have students choral read the sentences with you.

**Extension** 1. Distribute copies of Master 1. Point out the uppercase and lowercase *L*s, along with the arrows that show how the letters are formed.

Model writing a capital letter *L* and a lowercase letter *l* on the board. Then have students practice by writing the letter several times, both uppercase and lowercase.

2. Have students add the lesson's words to their Personal Dictionaries.

## LESSON 8: RAMON AND MARIA (pp. 26–27)

### Introduce the Lesson

Read aloud the lesson title, "Ramon and Maria." Point out the uppercase and lowercase *m* at the top of page 26. Tell students that this lesson focuses on the letter *m* and words that have the letter *m*. Have students say the name of the letter, along with the sound it makes.

### PHONICS: The *m* Sound

Use the letter/sound strategy outlined below to teach the letter *m*.

### Warm-Up

1. Have students talk about what they see in the picture on page 26.

- Ask students to describe the scene as a whole.
  - Remind students of the lesson focus, the letter *m* and words with the letter *m*. Model the *m* sound. Have students repeat the letter and its sound.
  - Ask students to name some objects in the picture that start with *m*. Point to an example and say the word aloud. Then ask students to name additional examples. Write each word on the board, read it aloud, and have the class repeat it.
  - Give examples of words that have the *m* sound at the end or in the middle (such as *comet*, *cram*, and *fame*). Have students repeat each word after you. Ask whether students hear the *m* sound in the middle and at the end of words.
2. Read aloud the subheading "Warm-Up," along with the directions that follow.
    - Support students as they write words that begin with *m*, like *man*, on the lines provided. Remind them that several things in the picture start with letter *m*.
    - Write the words on the board, underlining each *m*. Read the words aloud. Have students repeat each word after you. Finally, have partners read the words aloud to each other.
    - If students need support, write the words on the board and have students copy them onto the lines in their books.
  3. Have a volunteer pick one word from their list and dictate a sentence using the word. Write the sentence on the board and have students write the sentence in their books. Repeat the process with a second word.
  4. Read aloud the sentences on the board. Then have students choral read each sentence with you.

### Key Words

Read aloud the directions. Then read aloud the pictured words and have students repeat the words after you. Point out the letter *m* and its sound in the initial, middle, and final positions.

Have students write each word on the lines provided.

**Special Notes:** Some students have difficulty using *woman* and *women* correctly. Write on the board: a *woman* / some *women*, and underline the common letters. Use each phrase in a sentence.

## Words to Know

Explain that these common words will be used later in the lesson. Read each word aloud and have students repeat after you. Then have volunteers use each word in a sentence.

## Read and Write

Read aloud the directions and the title, “Ramon and Maria.”

Read aloud the words in the word box and have students repeat each word.

Then read aloud the first sentence, saying “blank” when you come to the missing word. Have a volunteer read the sentence, filling in the blank with the correct word from the word box. Write the missing word on the board and have students write the word in the blank to complete the sentence. Repeat with the remaining sentences.

## Think and Discuss

Read aloud the directions. Then model the activity by telling about a movie you’ve seen recently.

Then have partners take turns telling about a movie they’ve seen. Then have a volunteer share what they’ve said to their partner. Write what the student says on the board.

Have students choral read the sentences with you.

**Extension** 1. Distribute copies of Master 1. Point out the uppercase and lowercase Ms, along with the arrows that show how the letters are formed.

Model writing a capital letter *M* and a lowercase letter *m* on the board. Then have students practice by writing the letter several times, both uppercase and lowercase.

2. Have students add the lesson’s words to their Personal Dictionaries.

## LESSON 9: STAN’S NEW NEIGHBOR (pp. 28–29)

### Introduce the Lesson

Read aloud the lesson title, “Stan’s New Neighbor.” Point out the uppercase and lowercase *n* at the top of page 28. Tell students that this lesson focuses on the letter *n* and words that have the letter *n*. Have students say the name of the letter, along with the sound it makes.

## PHONICS: The *n* Sound

Use the letter/sound strategy outlined below to teach the letter *n*.

### Warm-Up

- Have students talk about what they see in the picture on page 28.
  - Ask students to describe the scene as a whole.
  - Remind students of the lesson focus, the letter *n* and words with the letter *n*. Model the *n* sound. Have students repeat the letter and its sound.
  - Ask students to name some objects in the picture that start with *n*. Point to an example and say the word aloud. Then ask students to name additional examples. Write each word on the board, read it aloud, and have the class repeat it.
  - Give examples of words that have the *n* sound at the end or in the middle (such as, *winner*, *finest*, and *can*). Have students repeat each word after you. Ask whether students hear the *n* sound in the middle and at the end of words.
- Read aloud the subheading “Warm-Up,” along with the directions that follow.
  - Support students as they write words that begin with *n*, like *noon*, on the lines provided. Remind them that several things in the picture start with letter *n*.
  - Write the words on the board, underlining each *n*. Read the words aloud. Have students repeat each word after you. Finally, have partners read the words aloud to each other.
  - If students need support, write the words on the board and have students copy them onto the lines in their books.
- Have a volunteer pick one word from their list and dictate a sentence using the word. Write the sentence on the board and have students write the sentence in their books. Repeat the process with a second word.
- Read aloud the sentences on the board. Then have students choral read each sentence with you.

### Key Words

Read aloud the directions. Then read aloud the pictured words and have students repeat the words after you.

Point out the letter *n* and its sound in the initial, middle, and final positions.

Have students write each word on the lines provided.

## Words to Know

Explain that these common words will be used later in the lesson. Read each word aloud and have students repeat after you. Then have volunteers use each word in a sentence.

## Read and Write

Read aloud the directions and the title, “Stan’s New Neighbor”

Read aloud the words in the word box and have students repeat each word.

Then read aloud the first sentence, saying “blank” when you come to the missing word. Have a volunteer read the sentence, filling in the blank with the correct word from the word box. Write the missing word on the board and have students write the word in the blank to complete the sentence. Repeat with the remaining sentences.

## Think and Discuss

Read aloud the directions. Then model the activity by telling about a neighbor who is also your friend. Then have a volunteer tell about a neighbor who is a friend. Write what the volunteer says on the board.

Have students either copy the sentences on the board or do their best to write their own sentences in response to the prompt.

**Extension** 1. Distribute copies of Master 1. Point out the uppercase and lowercase *N*s, along with the arrows that show how the letters are formed.

Model writing a capital letter *N* and a lowercase letter *n* on the board. Then have students practice by writing the letter several times, both uppercase and lowercase.

2. Have students add the lesson’s words to their Personal Dictionaries.

## LESSON 10: PADMA’S PROBLEM (pp. 30–31)

### Introduce the Lesson

Read aloud the lesson title, “Padma’s Problem.” Point out the uppercase and lowercase *p* at the top of page 30. Tell students that this lesson focuses on the letter *p* and words that have the letter *p*. Have students say the name of the letter, along with the sound it makes.

## PHONICS: The *p* Sound

Use the letter/sound strategy outlined below to teach the letter *p*.

### Warm-Up

- Have students talk about what they see in the picture on page 30.
  - Ask students to describe the scene as a whole.
  - Remind students of the lesson focus, the letter *p* and words with the letter *p*. Model the *p* sound. Have students repeat the letter and its sound.
  - Ask students to name some objects in the picture that start with *p*. Point to an example and say the word aloud. Then ask students to name additional examples. Write each word on the board, read it aloud, and have the class repeat it.
  - Give examples of words that have the *p* sound at the end or in the middle (such as *apple*, *flip*, and *tape*). Have students repeat each word after you. Ask whether students hear the *p* sound in the middle of words.
- Read aloud the subheading “Warm-Up,” along with the directions that follow.
  - Support students as they write words that begin with *p*, like *pin*, on the lines provided. Remind them that several things that appear in the picture start with letter *p*.
  - Write the words on the board, underlining each *p*. Read the words aloud. Have students repeat each word after you. Then have students write the words on the lines provided. Finally, have partners read the words aloud to each other.
- Have a volunteer pick one word from their list and dictate a sentence using the word. Write the sentence on the board and have students write the sentence in their books. Repeat the process with a second word.
- Read aloud the sentences on the board. Then have students choral read each sentence with you.

### Key Words

Read aloud the directions. Then read aloud the pictured words and have students repeat the words after you.

Point out the letter *p* and its sound in the initial, middle, and final positions.

Have students write the words on the lines provided.

## Words to Know

Explain that these common words will be used later in the lesson. Read each word aloud and have students repeat after you. Then have volunteers use each word in a sentence.

## Read and Write

Read aloud the directions and the title, “Padma’s Problem.”

Read aloud the words in the word box and have students repeat each word.

Then read aloud the first sentence, saying “blank” when you come to the missing word. Have a volunteer read the sentence, filling in the blank with the correct word from the word box. Write the missing word on the board and have students write the word in the blank to complete the sentence. Repeat with the remaining sentences.

## Think and Discuss

Read aloud the directions. Then model the activity by telling about a home repair.

Have partners take turns telling about repairs in their home. Have a volunteer share their experience with the class, as you write it on the board.

Have students choral read the sentences with you.

**Extension** 1. Distribute copies of Master 1. Point out the uppercase and lowercase *Ps*, along with the arrows that show how the letters are formed.

Model writing a capital letter *P* and a lowercase letter *p* on the board. Then have students practice by writing the letter several times, both uppercase and lowercase.

2. Have students add the lesson’s words to their Personal Dictionaries.

## LESSON 11: QUINN AND THE QUIZ SHOW (pp. 32–33)

### Introduce the Lesson

Read aloud the lesson title, “Quinn and the Quiz Show.” Point out the uppercase and lowercase *q* at the top of page 32. Tell students that this lesson focuses on the letter *q* and words that have the letter *q*. Have students say the name of the letter, along with the sound it makes.

## PHONICS: The *q* Sound

Use the letter/sound strategy outlined below to teach the letter *q*.

### Warm-Up

- Have students talk about what they see in the picture on page 32.
  - Ask students to describe the scene as a whole.
  - Remind students of the lesson focus, the letter *q* and words with the letter *q*. Model the *q* sound. Have students repeat the letter and its sound.
  - Ask students to name some objects in the picture that start with *q*. Point to an example and say the word aloud. Then ask students to name additional examples. Write each word on the board, read it aloud, and have the class repeat it.
  - Give examples of words that have the *q* sound in the middle (such as *require*). Have students repeat each word after you. Ask whether students hear the *q* sound in the middle of words.
- Read aloud the subheading “Warm-Up,” along with the directions that follow.
  - Support students as they write words that begin with *q*, like *quit*, on the lines provided. Remind them that several things in the picture start with letter *q*.
  - Write the words on the board, underlining each *q*. Read the words aloud. Have students repeat each word after you. Finally, have partners read the words aloud to each other.
- Have a volunteer pick one word from their list and dictate a sentence using the word. Write the sentence on the board and have students write the sentence in their books. Repeat the process with a second word.
- Read aloud the sentences on the board. Then have students choral read each sentence with you.

### Key Words

Read aloud the directions. Then read aloud the pictured words and have students repeat the words after you.

Point out the letter *q* and its sound in the initial and middle positions.

Have students write each word on the lines provided.



## Words to Know

Explain that these common words will be used later in the lesson. Read each word aloud and have students repeat after you. Then have volunteers use each word in a sentence.

## Read and Write

Read aloud the directions. Point out the purpose for reading—“to learn what Quinn likes on TV.” Tell students that having a purpose for reading can help readers focus on the text.

Read aloud the story’s title, “Quinn and the Quiz Show.”

Read aloud the words in the word box and have students repeat each word.

Then read aloud the first sentence, saying “blank” when you come to the missing word. Have a volunteer fill in the blank with the correct word from the word box. Write the missing word on the board and have students write the word in the blank to complete the sentence. Repeat with the remaining sentences.

Read aloud the question that follows the sentences. Have partners discuss their answers. Then have a volunteer share their thoughts, as you write the sentences on the board.

Have students choral read the sentences with you.

## Think and Discuss

Read aloud the prompt and have partners discuss their thoughts. Have a volunteer share their response to the prompt, while you write it on the board.

Have students choral read the sentences with you.

**Extension** 1. Distribute copies of Master 1. Point out the uppercase and lowercase Qs, along with the arrows that show how the letters are formed.

Model writing a capital letter Q and a lowercase letter q on the board. Then have students practice by writing the letter several times, both uppercase and lowercase.

2. Have students add the lesson’s words to their Personal Dictionaries.

## LESSON 12: RAINY MORNING (pp. 34–35)

### Introduce the Lesson

Read aloud the lesson title, “Rainy Morning.” Point out the uppercase and lowercase r at the top of page 34. Tell students that this lesson focuses on the letter *r* and words that have the letter *r*. Have students say the name of the letter, along with the sound it makes.

### PHONICS: The *r* Sound

Use the letter/sound strategy outlined below to teach the letter *r*.

### Warm-Up

- Have students talk about what they see in the picture on page 34.
  - Ask students to describe the scene as a whole.
  - Remind students of the lesson focus, the letter *r* and words with the letter *r*. Model the *r* sound. Have students repeat the letter and its sound.
  - Ask students to name some objects in the picture that start with *r*. Point to an example and say the word aloud. Then ask students to name additional examples. Write each word on the board, read it aloud, and have the class repeat it.
  - Give examples of words that have the *r* sound in the middle or at the end (such as, *cart*, *very*, and *car*). Have students repeat each word after you. Ask whether students hear the *r* sound in the middle and at the end of words.
- Read aloud the subheading “Warm-Up,” along with the directions that follow.
  - Support students as they write words that begin with *r*, like *rain*, on the lines provided. Remind them that several things that the picture start with letter *r*.
  - Write the words on the board, underlining each *r*. Read the words aloud. Have students repeat each word after you. Then have them write the words on the lines provided. Finally, have partners read the words aloud to each other.

3. Have a volunteer pick one word from their list and dictate a sentence using the word. Write the sentence on the board and have students write the sentence in their books. Repeat the process with a second word.
4. Read aloud the sentences on the board. Then have students choral read each sentence with you.

### Key Words

Read aloud the directions. Then read aloud the pictured words and have students repeat the words after you.

Point out the letter *r* and its sound in the initial, middle, and final positions.

Have students write each word on the lines provided.

### Words to Know

Explain that these common words will be used later in the lesson. Read each word aloud and have students repeat after you. Then have volunteers use each word in a sentence.

### Read and Write

Read aloud the directions and the title, “Rainy Morning.” Read aloud the words in the word box and have students repeat each word.

Then read aloud the first sentence, saying “blank” when you come to the missing word. Have a volunteer read the sentence, filling in the blank with the correct word from the word box. Write the missing word on the board and have students write the word in the blank to complete the sentence. Repeat with the remaining sentences.

Read aloud the questions that follow the story and have partners talk about their answers.

Have volunteers share their responses with the class.

**Special Notes:** Write *their*, *there*, and *they’re* for students to see. Explain that the words sound the same, but that they mean different things. Use each in a sentence. Have students do the same.

### Think and Discuss

Read aloud the directions. Share your response to the prompt. Then have partners talk about their responses.

Write a volunteer’s response on the board and have students choral read it with you.

### Extension

1. Distribute copies of Master 1. Point out the uppercase and lowercase *Rs*, along with the arrows that show how the letters are formed. Model writing a capital letter *R* and a lowercase letter *r* on the board. Then have students practice by writing the letter several times, both uppercase and lowercase.
2. Have students add the lesson’s words to their Personal Dictionaries.

## UNIT 2 REVIEW (pp. 36–39)

When students have completed Lessons 6–12, have them do this review. Have students read aloud and explain their answers to you when possible so that you can monitor their progress not only with written work but also with oral and cognitive work.

### Words to Review

Review the names and sounds of all of the consonants in the box at the top of page 36. Say the name of each letter, along with its sound, and have students repeat after you.

Have a volunteer provide the first answer. (The letter *c* completes the word *car*.)

Have another volunteer provide the second answer. (The letter *l* completes the word *laundry*.)

Have students finish the activity as independently as possible.

### Sentence Pairs

Read aloud the directions. Support students as they choral read the words in the box. Have students complete the activity as independently as possible. Provide support as necessary. Finally, have volunteers read their completed sentences aloud.

### What Do You Think?

Read the directions aloud. Then read item 1 and have a volunteer tell the answer. (*No, it is not a good idea to go to a movie if you must clean the garage.*) Show them how to make a check mark to indicate NO. Have them complete items 2–4 as independently as possible. Have students share their answers and explain their reasoning.

### What's the Order?

Read aloud the directions. Have partners complete item 1. Have a volunteer read all three sentences in the correct order.

Repeat for item 2.

If students have difficulty, print each sentence on a separate card and have students put the cards in order.

### Write Sentences

Read aloud the directions. Then read the first three words aloud and say a sentence that uses all three: *"You must have a key to start the truck."* Invite students to think of other sentences. Write a volunteer's sentence on the board. Have students copy this sentence onto the line or create a sentence of their own.

Repeat the process for item 2: Have a volunteer give a sentence that uses all three words. Write the sentence on the board. Have students copy the sentence or create one of their own, using all three words.

Finally, have a volunteer read the sentences aloud.

### Puzzle

Read aloud the directions. Have a volunteer read the puzzle words aloud.

Then help students find the correct place for one or two words.

Let students complete the puzzle independently.

Tell students the puzzle will be easier if they cross out each word after they write it in the puzzle.

#### Extension

1. Cut apart the words on Master 3. Help students use these words to make complete sentences.  
Encourage students to use words cut from Master 2 as well. Invite students to try to read each other's sentences. Have them save their cut-up words.
2. Conduct a meaning-based categorizing activity using the cut-apart words from Masters 2 and 3. Create categories, such as days of the week, months, things, action words, buildings, and words related to food or eating.

Ask students to work in pairs or small groups.

Have them separate the words into the appropriate categories. Then, have each pair or group read one category of words aloud to the class.

## Unit 3: More Consonants

Part of Unit	Intro Book pages	TG pages
Lesson 13 (C and S)	40–41	29
Lesson 14 (T)	42–43	30
Lesson 15 (V)	44–45	30–31
Lesson 16 (W)	46–47	31–32
Lesson 17 (Y)	48–49	32–33
Lesson 18 (X and Z)	50–51	33–34
Unit 3 Review	52–55	34–35

### Student Objectives

#### Reading

- Learn the names and sounds of *c, s, t, v, w, y, x,* and *z*.
- Understand that some letters have more than one sound.
- Identify words with the target letters using pictures, signs, and personal experience.
- Learn sight words.
- Read new words in the context of short stories, poems, and student-dictated stories.
- Read with a purpose: to find the answer to a specific question.
- Relate content to personal experiences.
- Identify homophones (*too, to, two; dear, deer*).
- Complete a story.
- Read compound words.
- Make inferences from written material.
- Put sentences in sequence.

#### Writing

- Dictate and copy words with the target letters.
- Select and copy words to complete sentences.
- Write or copy an ending to a story.
- Copy student-dictated stories.
- Fill in missing letters to form words.
- Write answers to questions.
- Write original sentences using assigned words.
- Complete a crossword puzzle.

#### Mechanics

- Understand this use for capital letters: names of organizations (teams, businesses)
- Understand the meaning of quotation marks.

#### Unit 3 Masters

Master 1: Letter Formation Chart

Master 2 and 3: Units 1 and 2 Words

Master 4: Unit 3 Words

#### Personal Dictionaries

Encourage students to add to their personal dictionaries during each lesson.

## LESSON 13: NAN HELPS SAMARA (pp. 40–41)

### Introduce the Lesson

Read aloud the lesson title, “Nan Helps Samara.” Point out the uppercase and lowercase *c* and *s* at the top of page 40. Tell students that this lesson focuses on the letters *c* and *s* and words that have the letters *c* and *s*. Remind students that in Lesson 6 they learned that *c* makes the /k/ sound. Tell them that sometimes the *c* makes the /s/ sound.

This lesson is about the letter *s* and the letter *c* when it makes the /s/ sound. Tell students that the letter *c* does not always make the /k/ sound. This lesson talks about words in which the letter *c* makes the /s/ sound.

Have students say the name of each letter, along with the sound it makes.

### PHONICS: The *c* and *s* Sounds

Use the letter/sound strategy outlined below to teach the letters *c* and *s* (the /s/ sound).

### Warm-Up

- Have students talk about what they see in the picture on page 40.
  - Ask students to describe the scene as a whole.
  - Ask students to name some objects in the picture that start with the /s/ sound. Point to an example and say the word aloud. Then ask students to name additional examples. Write each word on the board, read it aloud, and have the class repeat it.
  - Give examples of words that have the /s/ sound at the end or in the middle (such as, *Jessie*, and *toss*). Have students repeat each word after you. Ask whether students hear the /s/ sound in the middle of words.
- Read aloud the subheading “Warm-Up,” along with the directions that follow.
  - Support students as they write words that begin with *c*, like *city*, and *s*, like *sister*, on the lines provided. Remind them that several things in the picture start with the /s/ sound.
  - Write the words on the board, underlining each *c* and *s*. Read the words aloud. Have students repeat each word after you and write them on the correct line. Finally, have partners read the words aloud to each other.

- Ask students if any of the *Cs* in the list of words have the /k/ sound.

### Key Words

Read aloud the directions. Then read aloud the pictured words and have students repeat the words after you.

Point out the letters *c* and *s* and the /s/ sound in the initial, middle, and final positions.

Have students write each word on the lines provided.

### Words to Know

Explain that these common words will be used later in the lesson. Read each word aloud and have students repeat after you. Then have volunteers use each word in a sentence.

### Read and Write

Read aloud the directions and the title, “Nan Helps Samara.”

Read aloud the story. Have a volunteer offer a phrase that will finish the story. Write the phrase on the board and have students copy it into their books.

If some students want to complete the story using their own words, allow them to do so. Then have them share what they wrote.

Read the question that follows the story and have partners discuss it. Then have volunteers share their thoughts with the class.

### Think and Discuss

Read aloud the directions. Have a volunteer tell about a person who helps with studying. Write a few sentences on the board and have students choral read them with you.

#### Extension

- Distribute copies of Master 1. Point out the uppercase and lowercase *Cs* and *Ss*, along with the arrows that show how the letters are formed. Model writing capital letters *C* and *S* and lowercase *c* and *s* on the board. Then have students practice by writing the letter several times, both uppercase and lowercase.
- Have students add the lesson’s words to their Personal Dictionaries.

## LESSON 14: TAYE'S TRIP (pp. 42–43)

### Introduce the Lesson

Read aloud the lesson title, “Taye’s Trip.” Point out the uppercase and lowercase *t* at the top of page 42. Tell students that this lesson focuses on the letter *t* and words that have the letter *t*. Have students say the name of the letter, along with the sound it makes.

### PHONICS: The *t* Sound

Use the letter/sound strategy outlined below to teach the letter *t*.

### Warm-Up

- Have students talk about what they see in the picture on page 42.
  - Ask students to describe the scene as a whole.
  - Remind students of the lesson focus, the letter *t* and words with the letter *t*. Model the *t* sound. Have students repeat the letter and its sound.
  - Ask students to name some objects in the picture that start with *t*. Point to an example and say the word aloud. Then ask students to name additional examples. Write each word on the board, read it aloud, and have the class repeat it.
  - Give examples of words that have the *t* sound at the end or in the middle (such as, *cattle*, *fitting*, and *felt*). Have students repeat each word after you. Ask whether students hear the *t* sound in the middle and at the end of words.
- Read aloud the subheading “Warm-Up,” along with the directions that follow.
  - Read aloud the story as students follow along. Have students write words with the letter *t* on the lines provided. Have volunteers share their words with the class.
  - If students need support, write the words on the board and have students copy them onto the lines in their books.

### Key Words

Read aloud the directions. Then read aloud the pictured words and have students repeat the words after you. Point out the letter *t* and its sound in the initial, middle, and final positions.

Have students write each word on the lines provided.

### Words to Know

Explain that these common words will be used later in the lesson. Read each word aloud and have students repeat after you. Then have volunteers use each word in a sentence.

### Read and Write

Read aloud the directions and the title, “In the City.” Then read the story.

When you come to the blank, have a volunteer complete the sentence. Write the word or phrase on the board. Have students copy the words to complete the sentence or use their own words to do so.

Read aloud the question that follows the story. Have partners discuss their answers. Then have volunteers share with the class.

Write the volunteer’s answer on the board and have students choral read it with you.

**Special Notes:** Write *too*, *to*, and *two* for students to see. Explain that the words sound the same, but that they mean different things. Use each in a sentence. Have students do the same.

### Think and Discuss

Read aloud the discussion prompt. Have partners discuss their answers. Then have volunteers share with the class.

#### Extension

- Distribute copies of Master 1. Point out the uppercase and lowercase *Ts*, along with the arrows that show how the letters are formed. Model writing a capital letter *T* and a lowercase letter *t* on the board. Then have students practice by writing the letter several times, both uppercase and lowercase.
- Have students add the lesson’s words to their Personal Dictionaries.

## LESSON 15: VALENTINE'S DAY (pp. 44–45)

### Introduce the Lesson

Read aloud the lesson title, “Valentine’s Day.” Point out the uppercase and lowercase *v* at the top of page 44.

Tell students that this lesson focuses on the letter *v* and words that have the letter *v*. Have students say the name of the letter, along with the sound it makes.

## PHONICS: The *v* Sound

Use the letter/sound strategy outlined below to teach the letter *v*.

### Warm-Up

1. Read aloud the directions. Have students talk about what they see in the picture on page 44.
  - Ask students to describe the scene as a whole.
  - Remind students of the lesson focus, the letter *v* and words with the letter *v*. Model the *v* sound. Have students repeat the letter and its sound.
  - Ask students to name some objects in the picture that start with *v*. Write each word on the board, read it aloud, and have the class repeat it.
2. Read aloud the story. Then have students write words with the letter *v* on the lines provided. Remind them that several things that appear in the picture start with letter *v*.
  - Write the words on the board, underlining each *v*. Read the words aloud. Have students repeat each word after you. Finally, have partners read the words aloud to each other.
  - Give examples of words that have the *v* sound at the end or in the middle (such as, *caving*, *carve*, and *every*). Have students repeat each word after you. Ask whether students hear the *v* sound in the middle or at the end of words.

### Key Words

Read aloud the directions. Then read aloud the pictured words and have students repeat the words after you.

Point out the letter *v* and its sound in the initial, middle, and final positions.

Have students write each word on the lines provided.

### Words to Know

Explain that these common words will be used later in the lesson. Read each word aloud and have students repeat after you. Then have volunteers use each word in a sentence.

## Read and Write

Read aloud the directions. Then read the story. When you come to a blank, have a volunteer complete the sentence. Write the volunteer's response on the board and have students copy it into their books.

Then read the questions that follow the story. Have partners talk about the answers. Then have a volunteer share with the class.

Write the volunteer's response on the board and have students choral read it with you.

## Think and Discuss

Read aloud the discussion prompt. Have a volunteer tell about a good friend they have. Write a few sentences on the board and have students choral read them with you.

### Extension

1. Distribute copies of Master 1. Point out the uppercase and lowercase *Vs*, along with the arrows that show how the letters are formed. Model writing a capital letter *V* and a lowercase letter *v* on the board. Then have students practice by writing the letter several times, both uppercase and lowercase.
2. Have students add the lesson's words to their Personal Dictionaries.

## LESSON 16: A WALK IN THE WOODS (pp. 46–47)

### Introduce the Lesson

Read aloud the lesson title, "A Walk in the Woods." Point out the uppercase and lowercase *w* at the top of page 46. Tell students that this lesson focuses on the letter *w* and words that have the letter *w*. Have students say the name of the letter, along with the sound it makes.

## PHONICS: The *w* Sound

Use the letter/sound strategy outlined below to teach the letter *w*.

### Warm-Up

Read aloud the directions. Then have students talk about what they see in the picture on page 46.

Read aloud the story. Ask students to share their thoughts. Have they had similar experiences?

Remind students of the lesson focus, the letter *w* and words with the letter *w*. Model the *w* sound. Have students repeat the letter and its sound.

- Ask students to name some objects in the picture that start with *w*. Point to an example and say the word aloud. Then ask students to name additional examples. Write each word on the board, underlining each *w*. Read each word aloud, and have the class repeat it.
- Have students write words with the letter *w*, like *wood*, on the lines provided.
- Have partners read the words aloud to each other.

### Key Words

Read aloud the directions. Then read aloud the pictured words and have students repeat the words after you.

Point out the letter *w* and its sound in the initial and middle positions.

Have students write each word on the lines provided.

### Words to Know

Explain that these common words will be used later in the lesson. Read each word aloud and have students repeat after you. Then have volunteers use each word in a sentence.

### Read and Write

Read aloud the directions. Then read the story. When you come to a blank, have a volunteer complete the sentence. Write the volunteer's response on the board and have students copy it into their books.

Then read the questions that follow the story. Have partners talk about the answers. Then have a volunteer share with the class.

Write the volunteer's response on the board and have students choral read it with you.

### Think and Discuss

Read aloud the prompt. Have a volunteer respond with a few sentences. Write the sentences on the board. Read the sentences aloud. Then chorally read them with the class.

As time allows, repeat the process with another volunteer's sentences.

### Extension

1. Distribute copies of Master 1. Point out the uppercase and lowercase *W*s, along with the arrows that show how the letters are formed. Model writing a capital letter *W* and a lowercase letter *w* on the board. Then have students practice by writing the letter several times, both uppercase and lowercase.
2. Have students add the lesson's words to their Personal Dictionaries.

## LESSON 17: WAYNE'S BIRTHDAY (pp. 48–49)

### Introduce the Lesson

Read aloud the lesson title, "Wayne's Birthday." Point out the uppercase and lowercase *y* at the top of page 48. Tell students that this lesson focuses on the letter *y* and words that have the letter *y*. Have students say the name of the letter, along with the sound it makes.

### PHONICS: The *y* Sound

Use the letter/sound strategy outlined below to teach the letter *y*.

### Warm-Up

Read aloud the directions. Then ask students to describe the scene in the picture on page 48.

- Read the story aloud. Allow students to share any thoughts they have about the story.
- Then remind students of the lesson focus, the letter *y* and words with the letter *y*. Model the *y* sound. Have students repeat the letter and its sound.
- Ask students to name some objects in the picture that start with *y*. Point to an example and say the word aloud. Then ask students to name additional examples. Write each word on the board, read it aloud, and have the class repeat it.
- Have students write words with the letter *y* on the lines provided.
- Give examples of words that have the *y* sound at the end or in the middle (such as *player* and *boy*). Have students repeat each word after you. Ask whether students hear the *y* sound in the middle of words.



## Key Words

Read aloud the directions. Then read aloud the pictured words and have students repeat the words after you. Have students write the words on the lines provided.

## Words to Know

Explain that these common words will be used later in the lesson. Read each word aloud and have students repeat after you. Then have volunteers use each word in a sentence.

## Read and Write

Read aloud the directions and the title, “Wayne’s Party.” When you come to a blank, have a volunteer tell what words should be added to the sentence. Write the words on the board and have students write them on the line to finish the sentence. Repeat the process for the second blank.

Read aloud the question that follows the story and have partners share their thoughts. Ask a volunteer to say a sentence that answers the question. Write the sentence on the board and have students choral read it with you.

## Think and Discuss

Read aloud the directions and have partners take turns talking about their birthdays. Then have a few volunteers share their stories with the class.

**Extension** 1. Distribute copies of Master 1. Point out the uppercase and lowercase Ys, along with the arrows that show how the letters are formed.

Model writing a capital letter Y and a lowercase letter y on the board. Then have students practice by writing the letter several times, both uppercase and lowercase.

2. Have students add the lesson’s words to their Personal Dictionaries.

## LESSON 18: PIZZA FOR DINNER (pp. 50–51)

### Introduce the Lesson

Read aloud the lesson title, “Pizza for Dinner.” Point out the uppercase and lowercase x and z at the top of page 50. Tell students that this lesson focuses on the letters x and z, along with words that have the letters x and z. Have students say the name of each letter, along with the sound it makes.

### PHONICS: The x and z Sounds

Use the letter/sound strategy outlined below to teach the letters x and z.

### Warm-Up

- Have students talk about what they see in the picture on page 50.
  - Ask students to describe the scene as a whole.
  - Remind students of the lesson focus, the letters x and z, along with words that use the letters x and z. Model the x sound /ks/. Have students repeat the letter and its sound. Repeat the process with the letter z.
  - Ask students to name some objects in the picture that have the x or z sound. If necessary, point to an example and say the word aloud. Then ask students to name additional examples. Write each word on the board, read it aloud, and have the class repeat it.
  - Give examples of words that have the x and z sound in the middle or at the end (such as *texting*, *Rex*, and *dizzy*). Have students repeat each word after you. Ask whether students hear the x or z sound in the middle and at the end of words.
- Read aloud the subheading “Warm-Up,” along with the directions that follow.
  - Support students as they write a word that has x, like *exit*, and a word that has z, like *zip*, on the lines provided. Remind them that several things that appear in the picture have the x and z sounds.

- Write the words on the board, underlining each x and z. Read the words aloud. Have students repeat each word after you. Finally, have partners write the words in their book and read the words aloud to each other.

## Key Words

Read aloud the directions. Then read aloud the pictured words and have students repeat the words after you.

Point out the letters x and z, along with their sounds in the initial, middle, and final positions.

Have students write each word on the lines provided.

## Words to Know

Explain that these common words will be used later in the lesson. Read each word aloud and have students repeat after you. Then have volunteers use each word in a sentence.

## Read and Write

Read aloud the directions and the title, “Exercise.” Then read the story aloud to students. When you come to a blank, have a volunteer tell you a way to finish the sentence. Write the phrase on the board to support students as they write the phrase on the line provided.

Read aloud the questions that follow the story and have partners share their thoughts.

## Think and Discuss

Read aloud the directions. Then model the activity by telling about your own exercise habits. (If you’d rather not talk about your personal habits, you can make something up.)

Then have volunteers tell about their exercise habits as you write their sentences on the board. Then have students copy the sentences on another sheet of paper.

- Extension**
1. Distribute copies of Master 1. Point out the uppercase and lowercase Ys and Zs, along with the arrows that show how the letters are formed. Model writing uppercase and lowercase letters x and z on the board. Then have students practice by writing each letter several times.
  2. Have students add the lesson’s words to their Personal Dictionaries.

## UNIT 3 REVIEW (pp. 52–55)

When students have completed Lessons 13–18, have them do this review. Have students read aloud and explain their answers to you when possible so that you can monitor their progress not only with written work but also with oral and cognitive work.

## Words to Review

Review the names and sounds of all of the consonants in the box at the top of page 52. Say the name of each letter, along with its sound, and have students repeat after you.

Have a volunteer provide the first answer. (The letter t completes the word *train*.)

Have another volunteer provide the second answer. (The letter c completes the word *city*.)

Have students finish the activity as independently as possible.

## Sentence Pairs

Read aloud the directions. Support students as they choral read the words in the box. Have students complete the activity as independently as possible.

Have volunteers give the answers as you write the missing words on the board. Have students correct any errors.

## How Do You Know?

Read the directions aloud to students.

Read the first story aloud, along with the questions that follow. Have students write their responses.

Then have a volunteer share answers to the questions as you write their sentence on the board.

Repeat the process with the second story.

## What’s the Order?

Read aloud the directions. Have partners complete item

1. Have a volunteer read all three sentences in the correct order.

Repeat for item 2.

### Write Sentences

Read aloud the directions. Then read the first three words aloud and say a sentence that uses all three: *“This school year, you must study.”* Invite students to think of other sentences. Write a volunteer’s sentence on the board. Have students copy this sentence onto the line or create a sentence of their own.

Repeat the process for items 2–4: Have a volunteer give a sentence that uses all three words. Write the sentence on the board. Have students copy the sentence or create one of their own.

Finally, have a volunteer read the sentences aloud.

### Puzzle

Read aloud the directions. Have a volunteer read the puzzle words aloud.

Then help students find the correct location for one or two words.

Let students complete the puzzle independently, crossing out each word as they use it.

#### Extension

Provide copies of Master 4. Have students cut the words apart. Then support students as they make sentences with the words.

As necessary, write a sentence on the board using the unit’s words and have students create the sentence using their cards. After they make the first sentence, ask them if they can make a new sentence by replacing only one word.

**Unit 4: Short Vowels**

Part of Unit	Intro Book pages	TG pages
Lesson 19 (short <i>a</i> )	56–57	37
Lesson 20 (short <i>e</i> )	58–59	37–38
Lesson 21 (short <i>i</i> )	60–61	38–39
Lesson 22 (short <i>o</i> )	62–63	39–40
Lesson 23 (short <i>u</i> )	64–65	40
Unit 4 Review	66–69	41

**Student Objectives**

**Reading**

- Learn the names of the five vowels.
- Learn the short vowel sounds.
- Understand rhyming.
- Read words in word families.
- Generate words that belong to word families.
- Learn sight words.
- Read new words in the context of limericks, short stories, and student-dictated stories.
- Read and evaluate a list of activities.

**Writing**

- Write word-family words.
- Select and copy words to complete sentences.
- Copy student-dictated stories.
- Write original sentences using assigned words.
- Complete a crossword puzzle.

**Mechanics**

- Understand the use of the apostrophe in possessive plurals ending in *s*.

**Unit 4 Masters**

Master 1: Letter Formation Chart

Masters 2–4: Units 1–3 Words

Master 5: Unit 4 Words

Master 7: Letters, Word Families, and Consonant Blends

**Personal Dictionaries**

Encourage students to add to their personal dictionaries during each lesson.

**Explaining Rhyme**

Most native speakers of English are familiar with the concept of rhyme. To successfully complete the lessons

in Unit 4, students also must be comfortable recognizing and generating rhymes.

Before you begin Unit 4, explain and discuss rhyme—the sound pattern that results when words end with the same sounds. Demonstrate rhyme using one-syllable words, such as *bat*, *cat*, *fat*, *hat*. Let students add to this rhyme pattern. Have students generate rhyme patterns of their own.

**Working with Limericks**

Each lesson in Unit 4 contains a limerick—a humorous five-line poem. This type of poem is believed to have originated in Limerick, a county of Ireland. In a limerick, the first, second, and fifth lines end with one rhyme, and the third and fourth lines end with another rhyme.

Limericks also have an established rhythm pattern. As students read the limericks aloud, have them clap the rhythm, emphasizing stressed syllables and clapping lightly on unstressed syllables.

Explain that limericks are meant to be lighthearted and fun. The limericks in Unit 4 not only describe what is going on in the opening picture, but also provide a chance for students to work and have fun with new words, rhyme, and rhythm.

**Working with Word Families**

Word families are used for instruction in both Units 4 and 5. Word families are groups of words that end with the same sounds and spellings. All words in a word family rhyme. For instance, the words *bat*, *cat*, *hat*, *sat*, *flat*, and *that* are all members of the *at* word family.

When students have a basic sight-word vocabulary, however small, you can use word families to help them build on that vocabulary. Here’s how:

1. Choose a word in students’ sight-word vocabulary that contains a word family (e.g., *can*). Have students say the word aloud and write it.
2. Ask students to say the word that rhymes with *can*. Be sure the word is in the same word family (it must end with *-an*). Write it under *can*.
3. Ask students to point out the difference between the two words (the initial consonant). Explain that by using a different consonant at the beginning of the word, they have produced a new word. Emphasize that knowing the sound produced by *-an* at the end of a word is a tool to help them read and write new words.
4. Have students read the two words on the list and generate more words to add to the word family. Let students write each new word.
5. When several common words in a word family are listed, stop. Move on to another part of the lesson.

## LESSON 19: NAN'S NEW CAT (pp. 56–57)

### Introduce the Lesson

Provide students with a copy of Master 1: Letter Formation Chart.

Explain that the lessons in this unit introduce the five vowels. Name each vowel and have students circle the vowels on their worksheet. Explain that vowels can have many sounds but that in this book, students will work mainly with short vowel sounds.

### Warm-Up

Read the directions aloud. Then discuss the picture without focusing on specific words. Explain that the picture relates to the reading selection—a limerick.

Explain limericks. (See “Working with Limericks” on page 36.) Then read the title and the limerick aloud. Talk about rhyming and discuss the limerick’s rhyme pattern. Say the words that rhyme (*cat/hat/flat* and *ham/jam*). Invite students to think of other words that rhyme. Talk about the rhythm pattern. Read the limerick with students. Then have students read it independently. Have students clap the rhythm as they read.

### Word Families

Explain word families (see “Working with Word Families” on page 36). Use the process described to demonstrate how to create a word family for *-an*.

Then read the directions aloud. Say the short *a* word family in the first column (*-at*). Have students repeat it. Then have them read the words in this family.

If students have difficulty, have them make the sound for the beginning consonant and the sound for *-at*. Show them how to blend these.

Have students think of other words to add to this family. They can use words from the limerick, words from the picture, or other words they know. Write these words on the board. Have students read them aloud and choose one to write in their books.

Work through the other target word families in a similar way.

Finally read through all of the words, having students repeat each one.

### Words to Know

Read each word aloud and use it in a sentence. Have students do the same.

### Read and Write

Read the directions aloud. Help students read the words in the word box. Then read the title of the story aloud. Read each of the sentences, saying “blank” for missing words.

Have a volunteer tell the word that belongs in the blank. Write the word on the board and have students copy it into the blank.

### Write Sentences

Read the directions aloud. Then read the words for item 1 and ask students to think of sentences that include both words. Write their sentences on the board and have students read them aloud. They can select one sentence to copy on the line in their books.

Repeat the process for item 2 and item 3.

### Think and Discuss

Read the prompt aloud. Have partners share their responses. Then have a volunteer respond with a few sentences. Write the sentences on the board. Chorally read the sentences with students.

#### Extension

Have students cut apart the letters of the alphabet and the short *a* word families on Master 7. Have them combine the consonants with the short *a* word families to create new words.

Have students add new words to their Personal Dictionaries.

## LESSON 20: SAMARA LEARNS TO SPELL (pp. 58–59)

### Warm-Up

Read the directions aloud. Then discuss the picture without focusing on specific words. Explain that the picture relates to the reading selection—a limerick.

Explain limericks. (See “Working with Limericks” on page 36.)

Then read the title and the limerick aloud. Talk about rhyming and discuss the limerick’s rhyme pattern. Say the words that rhyme (*spell/sell/cell/well* and *mess/s*).

Invite students to think of other words that rhyme. Talk about the rhythm pattern. Read the limerick chorally with students. Have students clap the rhythm as you read.

## Word Families

Explain word families (see “Working with Word Families” on page 36). Use the process described to demonstrate how to create a word family for *-ed*.

Then read the directions aloud. Say the short e word family in the first column (*-ed*). Have students repeat it. Then have them read the words in this family.

If students have difficulty, have them make the sound for the beginning consonant and the sound for *-ed*. Show them how to blend these.

Have students think of other words to add to this family. They can use words from the limerick, words from the picture, or other words they know. Write these words on the board. Have students read them aloud and choose one to write in their books.

Work through the other target word families in a similar way.

Finally read through all of the words, having students repeat each one.

## Words to Know

Read each word aloud and use it in a sentence. Have students do the same.

## Read and Write

Read the directions aloud. Help students read the words in the word box. Then read the title of the story aloud. Read each of the sentences, saying “blank” for missing words.

Have a volunteer tell the word that belongs in the blank. Write the word on the board and have students copy it into the blank.

**Special Notes:** Write the words *pets* and *pets’*. Ask what is different about them (’). Have students find the word *pets’* in the story. Explain that the apostrophe means that the messy beds belong to all the pets. You do not have to add *s* with the apostrophe because the word already ends in *s*.

## Write Sentences

Read the directions aloud. Then read the words for item 1 and ask students to think of sentences that include both words. Write their sentences on the board and have students read them aloud. Have students select one sentence to copy on the line in their books.

Repeat the process for items 2 and 3.

## Think and Discuss

Read the prompt aloud. Have partners share their responses. Then have a volunteer respond with a few sentences. Write the sentences on the board. Chorally read the sentences with students.

### Extension

Have students cut apart the letters of the alphabet and the short *e* word families on Master 7. Have them combine the consonants with the short *e* word families to create new words.

Have students add new words to their Personal Dictionaries.

## LESSON 21: VICKY COOKS FISH (pp. 60–61)

### Warm-Up

Read the directions aloud. Then discuss the picture without focusing on specific words. Explain that the picture relates to the reading selection, which is a kind of poem called a limerick.

Explain limericks. (See “Working with Limericks” on page 36.)

Then read the title and the limerick aloud. Talk about rhyming and discuss the limerick’s rhyme pattern. Say the words that rhyme (*grill/fill/bill* and *sit/bit*). Invite students to think of other words that rhyme.

Talk about the rhythm pattern. Read the limerick chorally with students. Have students clap the rhythm as you read.

**Special Notes:** Use *cooks* in a sentence as a verb, as in the story. (*My son cooks dinner on Wednesdays.*)

### Word Families

Explain word families (see “Working with Word Families” on page 36). Use the process described to demonstrate how to create a word family for *-ick*.

Then read the directions aloud. Say the short *i* word family in the first column (*-ick*). Have students repeat it. Then have them read the words in this family.

If students have difficulty, have them make the sound for the beginning consonant and the sound for *-ick*. Show them how to blend the sounds.

Have students think of other words to add to this family. They can use words from the limerick, words from the picture, or other words they know. Write these words on the board. Have students read them aloud and choose one to write in their books.

Work through the other target word families in a similar way.

Finally read through all of the words, having students repeat each one.

## Words to Know

Read each word aloud and use it in a sentence. Then have a volunteer do the same.

## Read and Write

Read the directions aloud. Help students read the words in the word box. Then read the title of the story aloud. Read each of the sentences, saying “blank” for missing words.

Have a volunteer tell the word that belongs in each blank. Write the word on the board and have students write it in the blank.

## Write Sentences

Read the directions aloud. Then read the words for item 1 and ask students to think of sentences that include both words. Write their sentences on the board and have students read them aloud. Have students select one sentence to copy on the line in their books.

Repeat the process for items 2 and 3.

## Think and Discuss

Read the prompt aloud. Have partners share their responses. Then have a volunteer respond with a few sentences. Write the sentences on the board. Chorally read the sentences with students.

**Extension** Have students cut apart the letters of the alphabet and the short *i* word families on Master 7. Have them combine the consonants with the short *i* word families to create new words.

Have students add new words to their Personal Dictionaries.

## LESSON 22: A JOG IN THE FOG (pp. 62–63)

### Warm-Up

Read the directions aloud. Then discuss the picture without focusing on specific words. Explain that the picture relates to the reading selection, which is a kind of a poem, a limerick.

Explain limericks. (See “Working with Limericks” on page 36.)

Then read the title and the limerick aloud. Talk about rhyming and discuss the limerick’s rhyme pattern. Say the words that rhyme (*jog/fog* and *block/rock*).

Invite students to think of other words that rhyme. Talk about the rhythm pattern. Read the limerick chorally with students. Have students clap the rhythm as you read.

## Word Families

Explain word families (see “Working with Word Families” on page 36). Use the process described to demonstrate how to create a word family for *-ob*.

Then read the directions aloud. Say the short *o* word family in the first column (*-ob*). Have students repeat it. Then have them read the words in this family.

If students have difficulty, have them make the sound for the beginning consonant and the sounds for *-ob*. Show them how to blend the sounds.

Have students think of other words to add to this family. They can use words from the limerick, words from the picture, or other words they know. Write these words on the board. Have students read them aloud and choose one to write in their books.

Work through the other target word families in a similar way.

Finally read through all of the words, having students repeat each one.

## Words to Know

Read each word aloud and use it in a sentence. Have students do the same.

**Special Notes:** Write the words *do* and *does*. Use each one in a sentence (*Mary does her laundry. Mary and Jim do their laundry.*) Have students give sentences for each word.

## Read and Write

Read the directions aloud. Help students read the words in the word box. Then read the title of the story aloud.

Read each sentence, saying “blank” for missing words. Have a volunteer tell the word that belongs in the blank. Write the word on the board and have students copy it into the blank.

## Write Sentences

Read the directions aloud. Then read the words for item 1 and ask students to think of sentences that include both words. Write their sentences on the board and have students read them aloud. Have students select one sentence to copy on the line in their books.

Repeat the process for items 2 and 3.

## Think and Discuss

Read the prompt aloud. Have partners share their responses. Then have a volunteer respond with a few sentences. Write the sentences on the board. Chorally read the sentences with students.

**Extension** Have students cut apart the letters of the alphabet and the short *o* word families on Master 7. Have them combine the consonants with the short *o* word families to create new words.

Have students add new words to their Personal Dictionaries.

## LESSON 23: GUS'S LUNCH (pp. 64–65)

### Warm-Up

Read the directions aloud. Then discuss the picture without focusing on specific words. Explain that the picture relates to the limerick students will be reading.

Explain limericks. (See “Working with Limericks” on page 36.)

Then read the title and the limerick aloud. Talk about rhyming and discuss the limerick’s rhyme pattern. Say the words that rhyme (*sub/club/grub* and *mug/hug*).

Invite students to think of other words that rhyme. Talk about the rhythm pattern. Read the limerick chorally with students. Have students clap the rhythm as you read.

### Word Families

Explain word families (see “Working with Word Families” on page 36). Use the process described to demonstrate how to create a word family for *-ub*.

Then read the directions aloud. Say the short *u* word family in the first column (*-ub*). Have students repeat it. Then have them read the words in this family.

If students have difficulty, have them make the sound for the beginning consonant and the sounds for *-ub*. Show students how to blend the sounds.

Have students think of other words to add to this family. They can use words from the limerick, words from the picture, or other words they know. Write these words on the board. Have students read them aloud and choose one to write in their books.

Work through the other target word families in a similar way.

Finally read through all of the words, having students repeat each one.

### Words to Know

Read each word aloud and use it in a sentence. Have students do the same.

### Read and Write

Read the directions aloud. Help students read the words in the word box. Then read the title of the story aloud. Read each of the sentences, saying “blank” for missing words.

Have a volunteer tell the word that belongs in the blank. Write the word on the board and have students copy it into the blank.

### Write Sentences

Read the directions aloud. Then read the words for item 1 and ask students to think of sentences that include both words. Write their sentences on the board and have students read them aloud. Have students select one sentence to copy on the line in their books.

Repeat the process for items 2 and 3.

### Think and Discuss

Read the prompt aloud. Have partners share their responses. Then have a volunteer respond with a few sentences. Write the sentences on the board. Chorally read the sentences with students.

**Extension** Have students cut apart the letters of the alphabet and the short *u* word families on Master 7. Have them combine the consonants with the short *u* word families to create new words.

Have students add new words to their Personal Dictionaries.



## UNIT 4 REVIEW (pp. 66–69)

When students have completed Lessons 19–23, have them do this review. Have students read aloud and explain their answers to you when possible so that you can monitor their progress not only with written work but also with oral and cognitive work.

### Sentence Pairs

Read aloud the directions. Support students as they choral read the words in the box. Have students complete the activity as independently as possible. Provide support as necessary. Finally, have them read their completed sentences aloud, either individually or as a group.

### Word Families

Read the directions aloud. Have students work independently to add one word to each word family. When they finish, have students say the ending pattern and read the words in each family. Check their spelling.

### Make Words

Read the directions aloud. Have students read item 1 and the completed examples: *lab*, *let*, *lip*, *log*, *lug*. Have students complete items 2–5 independently.

### What Do You Want to Do?

Read the directions aloud. Read each choice aloud and ask students to check the activities they want to do. Then have them read the items they checked and discuss the reasons for their choices.

### Write Sentences

Read aloud the directions. Then read the first three words aloud and say a sentence that uses all three, such as, “Pick the red apple.” Invite students to think of other sentences. Write a volunteer’s sentence on the board. Have students copy this sentence onto the line or create a sentence of their own.

Repeat the process for items 2 and 3: Have a volunteer give a sentence that uses all three words. Write the sentence on the board. Have students copy the sentence or create one of their own, using all three words.

Finally, have a volunteer read the sentences aloud.

### Puzzle

Read aloud the directions. Have a volunteer read the puzzle words aloud.

Then help students find the correct location for one or two words.

Let students complete the puzzle independently, crossing out each word as they use it.

#### Extension

1. Cut apart the words on Master 5. Give each student several words. Ask them to pick two of the words and write a sentence with each. Remind them to use capital letters and periods where needed. Have students read their sentences aloud. Correct spelling or grammar only if students ask you to.
2. Have students use the cut-apart words from Masters 2, 3, 4, and 5 to make sentences. Have them read their completed sentences aloud.

## Unit 5: Blends

Part of Unit	Intro Book pages	TG pages
Lesson 24 ( <i>bl, br, cl, cr</i> )	70–71	43
Lesson 25 ( <i>dr, fl, fr</i> )	72–73	43–44
Lesson 26 ( <i>gl, gr, pl, pr</i> )	74–75	44–45
Lesson 27 ( <i>sl, sm, sp, st</i> )	76–77	45–46
Lesson 28 ( <i>sk, sn, tr, tw</i> )	78–79	46–47
Unit 5 Review	80–83	47

### Student Objectives

#### Reading

- Learn to produce the sounds for 19 initial blends.
- Read and generate words with the blends.
- Create new words by adding consonant blends to short-vowel word families.
- Learn sight words.
- Read new words in the context of lists, stories in paragraph form, and student-dictated stories.
- Read with a purpose: to find the answer to a specific question or to make a prediction.
- Make inferences from written material.
- Use story details to support answers.
- Read and evaluate a list of activities.

#### Writing

- Copy student-dictated stories.
- Select and copy words to complete sentences.
- Write original sentences using assigned words.
- Complete a crossword puzzle.

#### Mechanics

- Understand the meaning of an ampersand (&), an exclamation point (!), and a hyphen (-).

#### Unit 5 Masters

Master 1: Letter Formation Chart

Masters 2–5: Units 1–4 Words

Master 6: Unit 5 Words

Master 7: Letters, Word Families, and Consonant Blends

#### Personal Dictionaries

Encourage students to set up separate pages in their personal dictionaries for each blend covered in Unit 5.

## LESSON 24: QUINN'S RULES (pp. 70–71)

### Introduce the Lesson

Read aloud the lesson title, “Quinn’s Rules.” Point out the blends at the top of page 70.

Tell students these are blends. A blend is two letters that work together. You can hear the sound of both letters.

To illustrate, write the word *black* on the board. Underline *bl*. Tell students to listen for the *b* sound and the *l* sound as you say the word again. Then have students repeat the word.

### PHONICS: The *b* and *c* Blends *bl*, *br*, *cl*, *cr*

Use the strategy outlined below to teach the *b* and *c* blends *bl*, *br*, *cl*, and *cr*.

### Warm-Up

Discuss the picture without focusing on specific words or sounds.

Then read the subtitle, “Warm-Up,” along with the directions that follow. Read the list, “Quinn’s Rules” aloud.

Have partners talk about discuss why Quinn needs these rules. Have a volunteer share ideas. Then read the list chorally with students. Finally, have students read the list independently.

### Blends

Read the directions aloud. Explain that we hear the sound for each letter, but the sounds are close together. Say the sound *bl*. Have students repeat the sound. Read the list of words that start with *bl*. Have students do the same. Ask students to think of other words that begin with *bl*. They can use words from the reading, words from the picture, or other words they know. Write the words and have students read them aloud and choose one to write in their books.

Work through the other three blends the same way.

**Special Notes:** Ask which other words start with more than one consonant (*spill*, *sweep*). Point out that *sp* and *sw* are also consonant blends.

### Make Words

Read the directions aloud.

Have students say the sounds for the four blends. Then have them say the sound for the word family in the first

column, *-ab*. Model how to put the first blend, *bl* together with this word family to form a word, *blab*. Ask students if this is a real word. If they say it is, have them use it in a sentence.

Do the same with the other three blends and the *-ab* family. Have students write two of the blends that form real words with *-ab* on the lines in column 1.

Repeat the process with the remaining word families. When students finish, have them read their words.

### Words to Know

Read each word aloud and use it in a sentence. Have students do the same.

Ask which words start with more than one consonant (*spill*, *sweep*). Point out that *sp* and *sw* are also consonant blends.

### Read and Think

Read the directions aloud. Explain that the story tells more about Quinn and her children cleaning the house. Read the story to students; then read it with them. Finally, have students read independently.

Read item 1. Ask students to check the title they think best fits this story. Have them read their answers aloud and explain their choices. Read each of the remaining questions and have students mark their answers. Tell them to use only the information in the story to answer the questions.

### Think and Discuss

Read aloud the directions. Then model the activity by telling about rules you have to follow.

Have partners take turns telling the rules they would write for their home. Have a volunteer share their rules, while you write them on the board.

## LESSON 25: FRANK'S PROBLEM (pp. 72–73)

### Introduce the Lesson

Read aloud the lesson title, “Frank’s Problem.” Point out the blends at the top of page 72. Remind students that a blend is two letters that work together. You can hear the sound of both letters.

To illustrate, write the word *drip* on the board. Underline *dr*. Tell students to listen for the *d* sound and the *r* sound

as you say the word again. Then have students repeat the word.

Say the sounds of the blend, *dr*, again. Repeat with the other two blends, *fl* and *fr*.

## PHONICS: The *d* and *f* Blends *dr*, *fl*, and *fr*

Use the strategy outlined below to teach the *d* and *f* blends *dr*, *fl*, and *fr*.

### Warm-Up

Have students talk about what they see in the picture on page 72.

Read the story aloud. Have students discuss what they found out. Then read the story again, with students.

### Blends

Read the directions aloud. Explain that we hear the sound for each letter, but the sounds are close together.

Say the sound *dr*. Have students repeat the sound. Read the list of words that start with *dr*. Have students do the same. Ask students to think of other words that begin with *dr*. They can use words from the reading, words from the picture, or other words they know. Write the words and have students read them aloud and choose one to write in their books.

Work through the other three blends the same way.

### Make Words

Read the directions aloud.

Have students say the sounds for the blends. Then have them say the sound for the word family in the first column, *-ag*. Model how to put the first blend, *dr*, together with this word family to form a word, *drag*. Have a volunteer use the word in a sentence.

Do the same with the other three blends and the *-ag* family. Have students write two of the blends that form real words with *-ag* on the lines in column 1.

Repeat the process with the remaining word families. When students finish, have them read their words.

### Words to Know

Read each word aloud and have students repeat each one. Then use each word in a sentence and have a volunteer do the same.

Ask students which words in the box start with a blend (*break*, *plan*). If students identify the word *shop*, tell them

that *sh* is not a blend because you can't hear the normal sound of *s* and *h*.

**Special Notes:** Some students may pronounce *holds* and *holes* the same way. Write both words. Say each one and use it in a sentence. Ask students to do the same.

### Read and Think

Read the directions aloud. Explain that the story tells more about Frank's problem. Read the story to students; then read it with them.

Read item 1. Ask students to check the title they think best fits this story. Have a volunteer read their answers aloud and explain their choices.

Repeat the process with items 2 and 3.

Then read aloud item 4 and have partners discuss their thoughts. Have a volunteer share thoughts with the class. Write the response on the board.

### Think and Discuss

Read aloud the directions. Then model the activity by telling about a problem you solved.

Have two or three volunteers share their problem-solving stories with the class. Write the sentences on the board.

## LESSON 26: GRADUATION (pp. 74–75)

### Introduce the Lesson

Read aloud the lesson title, "Graduation." Point out the blends at the top of page 74.

Tell students these are blends. A blend is two letters that work together. You can hear the sound of both letters.

To illustrate, write the word *glad* on the board. Underline *gl*. Ask students if they can hear the *g* sound and the *l* sound as you say the word again. Then have students repeat the word.

### PHONICS: The *g* and *p* Blends *gl*, *gr*, *pl*, *pr*

Use the strategy outlined below to teach the *g* and *p* blends *gl*, *gr*, *pl*, and *pr*.

### Warm-Up

Discuss the picture without focusing on specific words or sounds.

Then read the subtitle, "Warm-Up," along with the story.

Have partners talk about discuss the changes in Samara’s life. Have a volunteer share ideas with the class. Then read the story chorally with students.

## Blends

Read the directions aloud. Remind students that a blend is when two letters work together, and you can hear the sound for each letter.

Say the sound *gl*. Have students repeat the sound. Read each *gl* word. Then choral read it with students.

Ask students to think of other words that begin with *gl*.

They can use words from the reading, words from the picture, or other words they know. Write the words on the board and have students choose one to write in their books.

Work through the other three blends the same way.

## Make Words

Read the directions aloud.

Have students say the sounds for the four blends. Then have them say the sound for the word family in the first column, *-ass*. Model how to put the first blend, *gl* together with this word family to form a word, *glass*. Have a volunteer use the word in a sentence.

Do the same with the other three blends and the *-ass* family. Have students write two of the blends that form real words with *-ass* on the lines in the first column.

Repeat the process with the remaining word families. When students finish, have them read their words.

## Words to Know

Read each word aloud and use it in a sentence. Have students do the same.

Point out the blend in the word *April*, *pr*.

Ask students to find another word in the box that has a blend in the middle (*diploma*).

## Read and Think

Read the directions aloud. Explain that the story tells more about Samara. Read the story to students; then choral read it with students.

Read item 1. Ask students to check the title they think best fits this story. Have volunteers read their answers aloud and explain their choices.

Then read each of the remaining questions and have students mark their answers. Tell them to use only the information in the story to answer the questions.

Have volunteers share their answers with he class.

## Think and Discuss

Read aloud the discussion prompt. Then model the activity by telling about the path you took to your education. If you’d rather not share personal details, use imagined details to respond the prompt.

Have partners take turns responding to the prompt. Then have volunteers share with the class.

## LESSON 27: STAN’S SPAGHETTI SAUCE (pp. 76–77)

### Introduce the Lesson

Read aloud the lesson title, “Stan’s Spaghetti Sauce.” Point out the blends at the top of page 76.

Remind students that blends are made of two letters that work together. You can hear the sound of both letters.

To illustrate, write the word *slap* on the board. Underline *sl*. Tell students to listen for the *s* sound and the *l* sound as you say the word again. Then have students repeat the word.

### PHONICS: The s Blends *sl, sm, sp, st*

Use the strategy outlined below to teach the *s* blends *sl, sm, sp, and st*.

### Warm-Up

Discuss the picture without focusing on specific words or sounds.

Then read the subtitle, “Warm-Up,” along with the directions that follow. Read the story, “Stan’s Spaghetti Sauce” aloud.

Have partners talk about Stan. Have a volunteer share about making spaghetti. Then read the story chorally with students.

### Blends

Read the directions aloud. Remind students that in blends, we hear the sound for each letter, but the sounds are close together.

Say the sound *sl*. Have students repeat the sound. Read the list of words that start with *sl*. Have students do the same. Ask students to think of other words that begin with *sl*. They can use words from the reading, words from the picture, or other words they know. Write the words

and have students read them aloud and choose one to write in their books.

Work through the other three blends the same way.

## Make Words

Read the directions aloud.

Have students say the sounds for the four blends. Then have them say the sound for the word family in the first column, *-ell*. Model how to put the first blend, *sl* together with this word family to form a word, *slell*. Ask students if this is a real word. Because it is not a real word, move on.

Do the same with the other three blends and the *-ell* family. Have students write two of the blends that form real words with *-ell* on the lines in column 1.

Repeat the process with the remaining word families. When students finish, have them read their words.

## Words to Know

Read each word aloud and use it in a sentence. Have volunteers do the same.

## Read and Think

Read the directions aloud. Explain that the story tells more about Stan and his spaghetti. Read the story to students; then chorally read it with them.

Read item 1. Ask students to check the title they think best fits this story. Have them read their answers aloud and explain their choices.

Read each of the remaining questions and have students mark their answers. Tell them to use only the information in the story to answer the questions.

## Think and Discuss

Read aloud the prompt. Then model the activity by telling about a silly mistake. Create a story if you don't want to share personal details.

Have partners take turns telling each other about silly mistakes. Have a volunteer share their response, while you the sentences on the board.

## LESSON 28: A SNOW TRIP (pp. 78–79)

### Introduce the Lesson

Read aloud the lesson title, "A Snow Trip." Point out the blends at the top of page 78.

Remind students that a blend is two letters that work together. You can hear the sound of both letters.

To illustrate, write the word *skin* on the board. Underline *sk*. Tell students to listen for the *s* sound and the *k* sound as you say the word again. Then have students repeat the word.

## PHONICS: The *s* and *t* Blends *sk*, *sn*, *tr*, *tw*

Use the strategy outlined below to teach the *s* and *t* blends *sk*, *sn*, *tr*, and *tw*.

### Warm-Up

Discuss the picture without focusing on specific words or sounds.

Then read the subtitle, "Warm-Up," along with the directions that follow. Read the story, "A Snow Trip" aloud.

Have partners talk about Ramon and Maria and their trip. Have a volunteer tell what happens in the story. Then read the story chorally with students.

### Blends

Read the directions aloud.

Say the sound *sk*. Have students repeat the sound. Read the list of words that start with *sk*. Have students do the same. Ask students to think of other words that begin with *sk*. They can use words from the reading, words from the picture, or other words they know. Write the words and have students read them aloud and choose one to write in their books.

Work through the other three blends the same way.

### Make Words

Read the directions aloud.

Have students say the sounds for the blends. Then have them say the sound for the word family in the first column, *-ack*. Model how to put the first blend, *sk* together with this word family to form *skack*. Ask students if this is a real word. Because it is not, move on.

Try the other three blends with the *-ack* family. Have students write two of the blends that form real words with *-ack* on the lines in the first column.

Repeat the process with the remaining word families. When students finish, have them read their words.

## Words to Know

Read each word aloud and use it in a sentence. Have a volunteer do the same.

Ask which words start with blends (*class, tries*). (Tell students to look for two consonants next to each other.)

## Read and Think

Read the directions aloud. Explain that the story tells more about Ramon and Maria's trip. Read the story to students; then choral read the story with them.

Read item 1. Ask students to check the title they think best fits this story. Then have them write the title above the story.

Have a volunteer read the answer aloud and explain the choice.

Read each of the remaining questions and have students mark their answers. Tell them to use only the information in the story to answer the questions.

## Think and Discuss

Read aloud the directions. Then model the activity by telling about a sport or activity you would like to try.

Have partners take turns telling about sports or activities they would like to try. Have volunteers share their goals with the class, while you write the sentences on the board.

## UNIT 5 REVIEW (pp. 80–83)

When students have completed Lessons 24–28, have them do this review. Have students read aloud and explain their answers to you when possible so that you can monitor their progress not only with written work but also with oral and cognitive work.

## Sentence Pairs

Read aloud the directions. Support students as they choral read the words in the box. Have students complete the activity as independently as possible. Provide support as necessary. Finally, have them read their completed sentences aloud, either individually or as a group.

## Make Words

Read the directions aloud. Have students work independently to add two words to each word family. When they finish, have students read the words in each

family. Tell students to check their spelling as you write the words on the board.

## What Do You Want to Do?

Read the directions aloud. Read each choice aloud and ask students to check the activities they want to do. Then have them read the items they checked and talk with a partner about their choices.

## How Do You Know?

Read aloud the directions. Then read aloud item 1, including both the story and the questions.

Have a volunteer answer the questions while you write their sentence on the board. Have students copy the sentence on the line.

Then read item 2, both the story and the questions. Have students complete the item independently.

## Write Sentences

Read aloud the directions. Then read the words in item 1. On the board, write a sentence using all three words. Tell students they can copy your sentence, or they can write one of their own, as long as it includes all three words.

Read the words for item 2, and have partners work together to write a sentence that uses all three words.

Repeat the process with items 3 and 4.

Have a few volunteers share their sentences with the class while you write the sentences on the board.

## Puzzle

Read aloud the directions. Have a volunteer read the puzzle words aloud.

Then help students find the correct location for one or two words.

Let students complete the puzzle independently, crossing out each word as they use it.

### Extension

1. Cut apart the words on Master 6. Give each student several words. Ask them to pick two of the words and write a sentence with each. Remind them to use capital letters and periods where needed. Have students read their sentences aloud. Correct spelling or grammar only if students ask you to.
2. Have students use the cut-apart words from Masters 2, 3, 4, 5, and 6 to make sentences. Have them read their completed sentences aloud.

The following photocopy masters can be photocopied for classroom activities and homework. Here are brief suggestions for how to use them.

**Master 1: Letter Formation Chart** Let students trace each letter, following the direction lines. Then have them practice forming the letters.

**Masters 2–6: Units 1–5 Word Cards** Have students cut apart the word cards. Demonstrate how to build a sentence with the words. (*The cab is full.*) To make sentence building easier, group the words by part of speech. As students build sentences, point out that sentences should always begin with a capital letter and end with a period or other appropriate punctuation.

**Master 7: Letters, Consonant Blends, and Word Families**

Have students cut the letters and word families apart. Demonstrate how to use them to form words, starting with consonants and short-vowel word families ( $s + un = sun$ ). Help students to create and read each new word aloud. Add the blends and longer word families as appropriate.

**Personal Dictionary** At the end of every lesson, have students add the new words they've learned to their Personal Dictionary. Support them in adding definitions or using each word in a sentence.



A a B b C c

D d E e F f

G g H h I i

J j K k L l

M m N n O o

P p Q q R r

S s T t U u

V v W w

X x Y y Z z

bank

book

cab

subway

a

closed

is

open

Sunday

the

desk

door

window

shade

an

December

full

has

in

office

fish

friends

coffee

half

and

drink

eat

Friday

on

hand

hood

hose

house

he

hole

new

old

puts

garden

gate

wagon

dig

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Tuesday

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dinner

newspaper

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gets

next

Wednesday

with

pipe

plumber

happy

stop

calls

drips

Monday

problem

so

quarter

quiet

quart

square

answer

easy

likes

questions

show

radio

rainy

morning

water

comes

it

march

must

their

city

soda

sisters

pencil

hard

help

job

June

school

study

hat

train

suitcase

exit

September

takes

tells

too

trip

vase

valentine

television

stove

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but

February

good

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very

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walk

woods

sidewalk

swim

October

starts

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year

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birthday

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box

zipper

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<b>LESSON 19</b> <b>WORD</b> <b>FAMILIES</b>	<b>at</b>	that	cat	flat
	<b>am</b>	ham	ram	cram
	<b>ap</b>	cap	nap	trap
	<b>ab</b>	cab	nab	crab
	<b>apple</b>	back	makes	not
<b>WORDS TO</b> <b>KNOW</b>	<b>quite</b>			



<b>LESSON 20</b> <b>WORD</b> <b>FAMILIES</b>	<b>ed</b>	bed	red	shed
	<b>ell</b>	well	yell	spell
	<b>ess</b>	less	mess	dress
	<b>et</b>	get	wet	yet
	<b>learning</b>	soon	sounds	when
<b>WORDS TO</b> <b>KNOW</b>	<b>writes</b>			

<b>LESSON 21</b> <b>WORD</b> <b>FAMILIES</b>	<b>ick</b>	kick	pick	quick
	<b>ill</b>	fill	hill	grill
	<b>ip</b>	dip	zip	chip
	<b>it</b>	bit	sit	quit
<b>WORDS TO</b> <b>KNOW</b>	as	cooks	do	just
	until			

<b>LESSON 22</b> <b>WORD</b> <b>FAMILIES</b>	<b>ob</b>	cob	job	rob
	<b>ock</b>	mock	rock	block
	<b>og</b>	fog	log	frog
	<b>op</b>	cop	mop	stop
	<b>does</b>	down	now	Saturday
<b>WORDS TO</b> <b>KNOW</b>				

<b>LESSON 23</b> <b>WORD</b> <b>FAMILIES</b>	<b>ub</b>	rub	tub	grub
	<b>uff</b>	cuff	puff	scuff
	<b>ug</b>	bug	hug	plug
	<b>un</b>	sun	fun	run
<b>WORDS TO</b> <b>KNOW</b>	cold	January	lunch	my
	push			

<b>LESSON 24</b> <b>BLENDS</b>	<b>bl</b>	blot	bless	bluff
	<b>br</b>	bring	broom	brush
	<b>cl</b>	close	club	clutter
	<b>cr</b>	crock	crop	crumbs
	<b>keeps</b>	pick	rules	spill
<b>WORDS TO KNOW</b>	<b>sweep</b>			

<b>LESSON 25</b> <b>BLENDS</b>	<b>dr</b>	drag	drip	drop
	<b>fl</b>	flip	floor	flower
	<b>fr</b>	frank	fresh	friend
<b>WORDS TO</b> <b>KNOW</b>	break	holds	over	plan
	shop			

<b>LESSON 26</b> <b>BLENDS</b>	<b>gl</b>	glad	glass	gloom
	<b>gr</b>	graduation	grand	grill
	<b>pl</b>	plan	plug	plumber
	<b>pr</b>	press	program	proud
<b>WORDS TO</b> <b>KNOW</b>	applies	April	better	diploma
	find			

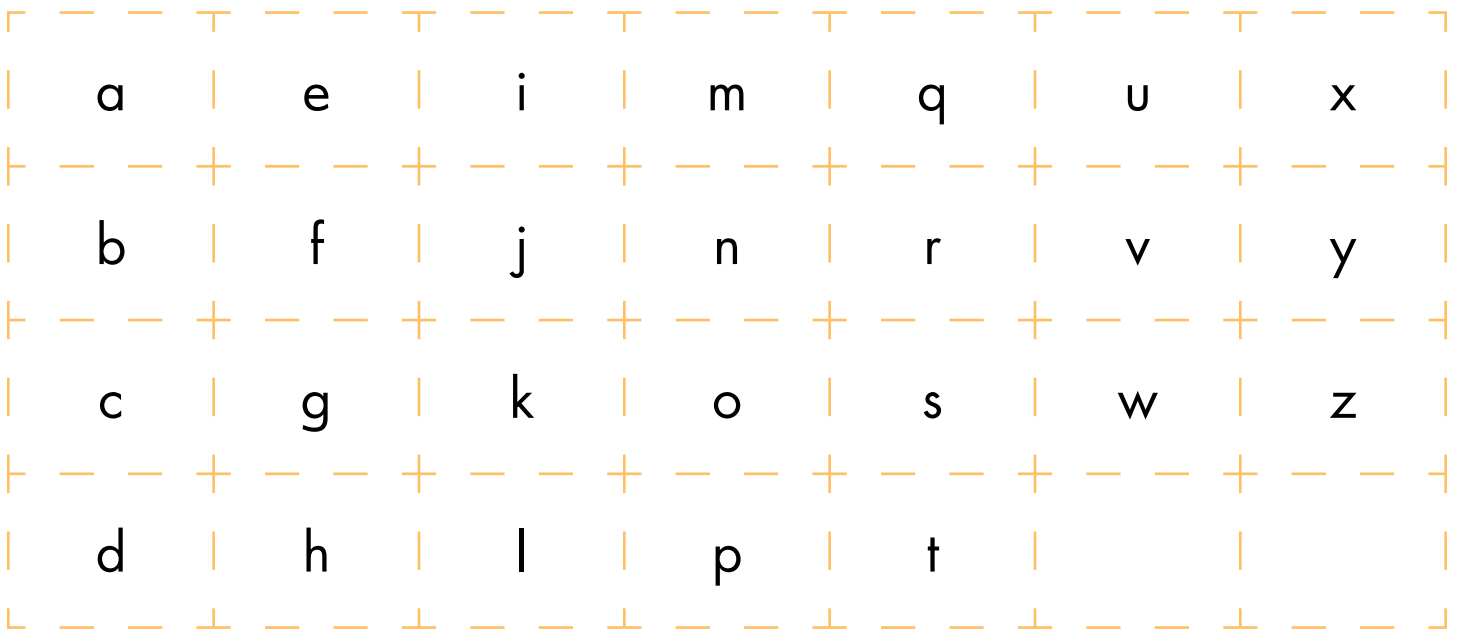
<b>LESSON 27</b> <b>BLENDS</b>	<b>sl</b>	slap	sleep	slope
	<b>sm</b>	smell	smog	smoke
	<b>sp</b>	spaghetti	spell	spill
	<b>st</b>	steam	stick	stove
	<b>off</b>	sauce	stir	Thursday
<b>WORDS TO KNOW</b>	<b>today</b>	<b>turns</b>		



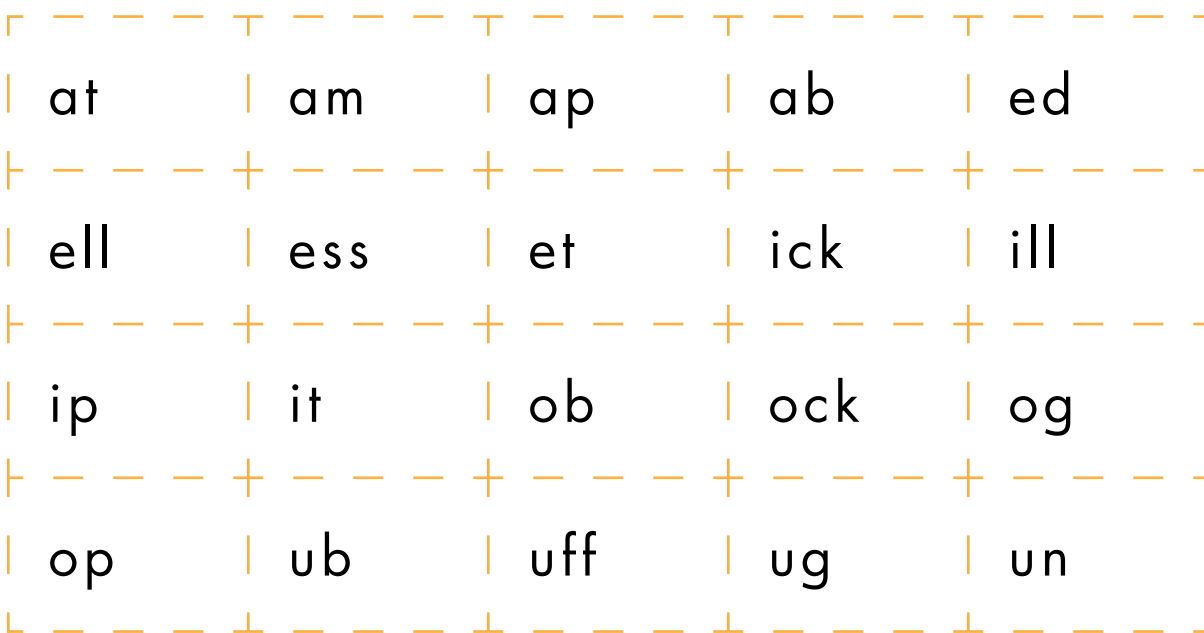
<b>LESSON 28</b> <b>BLENDS</b>	<b>sk</b>	skate	ski	skid
	<b>sn</b>	snap	snip	snow
	<b>tr</b>	train	tree	try
	<b>tw</b>	twenty	twice	twin
<b>WORDS TO</b> <b>KNOW</b>	again	class	past	see
	tries			

Cut apart these letters and word families. Use the cards to make words.

### Letters



### Word Families



**Consonant Blends**

bl	br	cl	cr	dr
fl	fr	gl	gr	pl
pr	sl	sm	sp	st
sk	sn	tr	tw	

You will read and learn new words.

You can make your own dictionary to help you learn and spell these words.

This dictionary is in alphabetical (ABC) order.

Jot down any new words you read. You can:

- Write down what the word means
- Use the word in a sentence
- Draw a picture that helps you understand the word

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