

TEACHER'S GUIDE

# JOURNEY TO SUCCESS<sup>®</sup>

LEVEL

1

BUILDING BASIC SKILLS IN READING AND WRITING



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## LESSON 1: WELCOME (pp. 10–17)

## About the Lesson

In this lesson, students will practice the following skills.

**Phonics:** Short vowels *a, e, i, o, u*

**Vocabulary:** Sight words

**Reading:** Find the main topic

**Writing:** Fill out a form

Students will read a passage about a woman's first day of class. The passage includes a Class Plan handout. Students will use prior knowledge and make connections to their past experiences on the first day of class.

Students will read and hear the following terms during the lesson:

- *short vowels*
- *rhyme*
- *main topic*
- *details*
- *form*

Be sure students understand this language when they encounter it in the lesson.

## Introduce the Lesson (p. 10)

Read aloud the lesson title, "Welcome!" Explain that "welcome" is an interjection. It is a friendly greeting that people use when someone arrives. Ask students to name other ways you might greet someone.

Then read aloud the list of lesson goals.

Explain that students will be reading a story about a student's first day of class.

Have students look at the photograph. Invite them to describe what they see. Ask students to draw on their knowledge and personal experiences. Prompt students with questions such as the following:

- How did you feel on the first day of this class? Why did you feel that way?
- How does the classroom in the photo differ from a classroom that children might attend?
- What subjects do you enjoy learning about in school?
- Do you have a favorite teacher either from now or in the past? What do you like about him or her?

Ask students to brainstorm reasons a person might go back to school. List their responses on the board.

ELL

Invite students to describe education in their home country. Ask the following:

- At what age do children start school? At what age do they stop?
- Are parents involved in children's schooling, such as attending parent-teacher conferences or helping with homework?
- Is the education system free?
- Is school easier or harder than in the United States?

PHONICS: SHORT VOWELS *a, e, i, o, u* (pp. 10-12)

Read the names of the vowels aloud. Explain that students will practice reading words with short vowel sounds during this lesson.

## Phonics Warm-Up

Have students read the sentences in the Phonics Warm-Up. Ask them to listen for words that have short vowel sounds. After students read the sentences, have them write examples of words with each short vowel sound.

If students have difficulty reading the Warm-Up independently, read the sentences aloud and have students track the print as you read.

Invite volunteers to share the words they found for each short vowel sound.

Short Vowels *a, e, i, o, u* (p. 11–12)

Read aloud the information about short vowels.

Complete this routine for each short vowel:

- Say the sound of the vowel.
- Have students repeat the sound.
- Read the list of words, having students repeat each word after you.
- Have students chorally read the words in the list.

Read aloud the tip and examples of words that do not have short vowel sounds.

Contrast short and long vowel sounds by writing the words *win, wild* and *pot, post* on the board. Read the words aloud. Have students repeat them. Ask them to identify which word in each pair has the short vowel sound.

**Practice A** Read aloud the directions. Model completing item 1 with the words *cat* and *cut*. Have students complete the rest of the items.

**Practice B** Read aloud the directions. Have students complete the activity. Invite volunteers to read the completed words aloud.

**Practice C** Read aloud the instructional text. Explain that word families are groups of words that end with the same letters and sounds. Point out that all the words in a word family rhyme.

Read the directions. Then read the first word in the first list. Have students chorally read the remaining words in the list. Then ask students to name additional words in the word family and write them on the lines. If students struggle to name more examples, have them try going through the alphabet to find initial sounds that make words.

**Practice D** Read the directions. Model the activity using the first column as an example. Demonstrate trying out each short vowel sound to see if it makes a real word.

Have students complete the activity in small groups. Point out that they may be able to make more than four words with some groups of letters.

### Extend Phonics

**Extension** For more practice with short vowels, have students cut apart the letters and short vowel word families from Master 1: Letter and Word Family Cards. Show students how to combine the cards to make words.

Have students work in pairs and write a list of the words they made.

## WORKING WITH WORDS (p. 13)

### Vocabulary

Explain that students will read the vocabulary words in the reading passage. Read aloud each vocabulary word and its context sentence.

Ask students to use the context to define or explain what each vocabulary word means.

Have students practice using the vocabulary in small groups. Prompt them with questions such as the following:

- What **goals** do you have?
- When do you feel **nervous**?
- What is your **school** like?
- When might you say “**welcome**” to someone?

Have students complete the practice activity. If students have difficulty reading the sentences on their own, read the sentences aloud while students track the print.

Have volunteers share their answers and explain their reasoning.

Distribute a copy of the Personal Dictionary to students. The Personal Dictionary is found in the back of this Teacher’s Guide. Explain that the Personal Dictionary can help students read, spell, and understand new words.

Discuss ways students can enter information into the Personal Dictionary, such as writing a definition, using a word in a sentence, or drawing a picture.

Have students add the Personal Dictionary pages to a binder for use with each lesson.

**ELL** Spanish-speaking students may be familiar with the following cognates:

- nervous: *nervioso*
- school: *escuela*

### Sight Words

Explain that sight words are words that students will see in many texts. These common words can be hard to sound out. Knowing these words can help students read more easily.

Read the first word aloud. Have students repeat the word. Then read the example sentence. Repeat this routine for the remaining words.

Have students work in pairs to complete practice activity A. Have them check their answers in the Answer Key.

Have students complete the sentences in practice activity B. Invite students to share their responses.

### Extend Working with Words

**Extension** Have students write simple sentences using the vocabulary and sight words from the lesson. If necessary, take dictation or have struggling students work with a more proficient writer to record their sentences.

For more practice with vocabulary and sight words, see the Word Learning Activities in the back of this Teacher’s Guide.

## READING (pp. 14–15)

Explain that students will be reading a story about a woman who is going back to school. Activate prior knowledge by asking students how the first day of class differs from other days. What activities usually happen on the first day?

**Before You Read**

Have students preview the story. Explain that they should read the title, read the first sentence, and look at any graphics such as photos, charts, or maps. This will help them better understand what they are reading.

Ask students what graphic is included in the story (a Class Plan) and how they know what it is.

Read aloud the first two questions. Have students write the answers. Ask volunteers to share their answers with the class.

Then have students work in small groups to respond to the other questions.

**Read**

Read aloud the directions. Tell students that as they read, they should make connections between their own experiences and those described in the story.

**After You Read**

Pair students and have them retell the story in their own words. Invite pairs to share their retelling with the class.

Have students answer questions 1–3 independently. If students have difficulty answering, return to the story and read it aloud. Ensure that students understand each part of the story. Monitor their understanding by asking simple questions, such as *Who is the story about? What does Pam want to learn?*

Have students discuss their own first day of class. Ask them if they felt nervous.

**ELL** Invite students from different cultural backgrounds to discuss education opportunities for adults in their home countries. What do adults study? Why do they go to school?

**Find the Main Topic**

Read aloud the instructional text. Explain that the main topic is what a text is mostly about. To find the main topic, students can look for details and think about what all the details tell about.

Read aloud the parts of the graphic organizer and point out how the details relate to the main topic.

Have students answer the questions and write their answers on the lines. If necessary, read aloud the questions. Help students turn back to the story to find the answers.

**Extend the Reading Skill****Extension**

Invite students to tell the main topic of another text they have read or heard. For example, have them tell the main topic of the Phonics Warm-Up on page 10.

**Phonics Check-Up**

Have students find examples of short vowel words in the reading passage. Invite volunteers to share their answers. List the words on the board.

**Fluency****Read It Again**

Have students return to the Phonics Warm-Up on page 10 and reread it. Then have students read the text out loud to a partner.

**WRITING (pp. 16–17)****Fill Out a Form (p. 16)**

Read aloud the text. Discuss with students the parts of a form and what they might write in each section.

Encourage students to think about the purpose of different kinds of forms. Why might a teacher, an employer, a doctor, or the government give a person a form?

Ask students to think about the kinds of forms they have seen and used. Read aloud the list. Have students check off the types of forms they have seen or used.

Explain that students will practice filling out a form like the one Pam will fill out in the story.

**Plan Your Writing**

Read aloud the list of steps. Have students discuss the steps and explain why the steps might be important. As needed, prompt students with questions, such as:

- Why should you read the form before you start writing?
- Why is it important to print neatly?

**Fill Out a Form**

Tell students to look at the form before they begin filling it out. Read aloud the different fields and make sure students understand what information should go in each section. If students wish to keep their personal information private, explain that they can make up information.

**Check Your Work**

Read aloud the checklist and ensure students understand what they are being asked to do. Then have students use the checklist to check their forms.

Have students complete the Language Skills Mini-Lesson on capital letters on page 113.

**Extend the Writing****Extension**

- To provide more practice with forms, print out an online form, such as a job application, for students to practice filling out.
- To provide speaking and listening practice, have students work in pairs. Ask students to take turns filling out a form for their partner. Explain that one student will ask questions (for example, What's your first name? What's your address?), and the other may need to spell out his or her name and address when answering.

**Think and Discuss (p. 17)**

Read aloud the quotation from Malcolm X. Explain vocabulary such as *passport* as needed.

Read aloud the questions. Have students work in small groups to discuss them. Invite groups to share a summary of their discussion with the class.

**LANGUAGE SKILLS MINI LESSON:****Capital Letters, p. 113**

This mini-lesson provides practice with using capital letters for the pronoun *I*, the first word in a sentence, the names of people, and dates.

Read aloud the instructional text about when to use capital letters. Point out the capital letters in each example. Invite students to name the days of the week and the months of the year.

Read aloud the directions for the first practice activity. Then model completing item 1. Read each word aloud. Discuss which words should be capitalized. Have students work in pairs to complete the activity.

Read aloud the directions for the second practice activity. Have students complete the activity independently. Pair students and have them check each other's work.

**LESSON 2: SLEEP (pp. 18–25)****About the Lesson**

In this lesson, students will practice the following skills.

**Phonics:** Initial consonant blends with *r, l, s*

**Vocabulary:** Sight words

**Reading:** Retell key details

**Writing:** Write a list

Students will read an article about sleep. The article includes a list of tips for improving sleep quality. Students are asked to use prior knowledge and to ask questions to monitor their understanding as they read. Students will be exposed to the following terms during the lesson.

- consonant blends
- details
- sight words
- paragraph
- article

Be sure students understand this language as they encounter it in the lesson.

**Introduce the Lesson (p. 18)**

Read aloud the lesson title, "Sleep." Point out that sleep is something all people need.

Then read aloud the list of lesson goals.

Explain that students will be reading an article about sleep. It will discuss the importance of sleep and give some ways to improve sleep quality.

Have students look at the photograph. Invite them to describe what they see. Ask students to draw on their knowledge and personal experiences to understand the photo. Prompt students with questions such as the following:

- How do you get ready to sleep?
- How do you feel when you don't get enough sleep?
- If you wake up in the night, is it difficult to go back to sleep? What do you do?
- What do you think about this quote from Ben Franklin? "Early to bed and early to rise makes a man healthy, wealthy, and wise."

Ask students to brainstorm things that get in the way of sleep. List responses on the board.



ELL

Invite students to share ideas and practices related to sleep from their home countries. Ask these questions to spark discussion:

- What time do most people go to sleep and get up in your home country?
- Are there any unusual beliefs about sleep or dreaming in your home country?
- How do parents in your home country help babies sleep?

### PHONICS: INITIAL CONSONANT BLENDS WITH *r*, *l*, *s* (pp. 18–20)

Explain that students will practice reading words that begin with consonant blends that include *r*, *l*, and *s*.

Tell students that consonant blends are pairs or sets of consonants that work together. In a blend, you can hear the sound of each letter. *Initial* consonant blends come at the beginning of a word.

To illustrate, write the word *drip* on the board. Underline *dr* and read the word aloud. Point out that the *d* and *r* sounds blend together.

#### Phonics Warm-Up

Have students read the Phonics Warm-Up, noticing words that start with consonant blends. Then have them write the words from the Warm-Up that include each blend.

If students have difficulty reading the Warm-Up independently, read the sentences aloud and have students track the print as you read.

Invite volunteers to share the words they found for each consonant blend.

#### Initial Consonant Blends with *r*, *l*, *s* (pp. 19–20)

Read aloud the instruction about initial consonant blends.

Then read the lists, completing the following routine for each blend:

- Say the sounds of the blend.
- Have students repeat the sounds.
- Read each word aloud.
- Have students repeat each word.
- Have students chorally read the words in each list.

Read aloud the tip. Then share additional examples of two consonants that work together but do not keep their

original sounds. For example, *th* and *ch* are not blends. (These combinations are called “digraphs” and will be discussed in a later lesson.)

**Practice A** Read aloud the directions. Model completing item 1 by writing the word *grapes*. Work through items 2–8 as a group.

**Practice B** Read aloud the directions. Have a volunteer answer item 1. Write the answer, *clown*, on the board. Then have small groups complete the exercise. Invite a volunteer to read aloud the completed words.

**Practice C** Read aloud the directions. Have students complete the exercise independently. Invite volunteers to read the completed words aloud.

#### Extend Phonics

Extension

For more practice with initial consonant blends, divide the class into small groups. Assign each group a list of initial consonant blends (see below). Have each group write a list of all the words they can think of for each blend. Then have volunteers share their lists. Which group has the most words?

**Group 1:** *br, cr, dr*

**Group 2:** *gr, tr, bl*

**Group 3:** *fl, gl, pl*

**Group 4:** *st, sn, sp*

For additional practice, provide copies of Master 3: Consonant Blend Cards. Have students use the cards along with the letter cards from Master 1 to create words with initial consonant blends.

#### WORKING WITH WORDS (p. 21)

##### Vocabulary

Explain that students will see the vocabulary words in the reading passage. Read aloud each vocabulary word and its context sentence.

Ask students to use the context to define or explain what each vocabulary word means.

Have students practice using the vocabulary in small groups. Prompt them with questions such as the following:

- What are some places that are **quiet**?
- What is your favorite way to **relax**?

Have students complete the practice activity. If students have difficulty reading the sentences on their own, read the sentences aloud while students track the print.

Have volunteers share their answers and explain their reasoning.

Have students add the vocabulary words to their Personal Dictionary.

**ELL** Spanish-speaking students may be familiar with the following cognate:

- relax: *relajarse*

### Sight Words

Remind students that sight words are words they will see in many texts. These common words can be hard to sound out. Knowing these words “on sight” (without having to sound them out) can help students read more easily.

Read the first word aloud. Have students repeat the word. Then read the example sentence aloud. Repeat this routine for the remaining words.

Next, read the paragraph aloud as students follow the text.

Have students work in pairs to complete practice activity A, underlining the sight words in the paragraph. Have them check their answers in the Answer Key.

Have students complete the sentences in practice activity B. Invite students to share their responses.

### Extend Working with Words

**Extension** Write the lesson’s sight words (*get, good, sleep, think, and try*) on the board one at a time. After you write each word, point to it and read it aloud. Have students repeat the word before you move on. Leave the words on the board.

Next, have students write each word 3-5 times, reading it quietly each time they write it. Then have students choral read each word as you go through the list several times, picking up speed as you go.

For more practice with these and other sight words, see the Word Learning Activities in the back of this Teacher’s Guide.

### READING (pp. 22–23)

Explain that students will be reading an article about sleep. Tell them the article includes a list of tips for improving sleep. Activate prior knowledge by asking students what, if anything, gets in the way of their sleep. What supports it?

### Before You Read

Have students preview the article. Have them identify the title, read the first sentence, and look at the photograph. Have students work in pairs to answer questions 1–3. Have volunteers share answers with the group.

Then have students make connections to their own experiences. Ask whether they’ve had experiences similar to the one shown in the photo.

Then have students write a sentence to answer question 4 and share their sentences with a partner.

### Read

Read aloud the directions. Tell students that as they read, they should ask themselves whether they understand what they are reading. If not, they should reread.

Often, the end of each paragraph is a good place to ask, “Do I understand what I am reading?”

### After You Read

**Exercise A** Pair students and have them retell the article in their own words. Invite pairs to share their retelling. Emphasize that when they retell, students should tell the most important ideas and information.

**Exercise B** Have students answer questions 1–3 independently.

If students struggle, ask leading questions to support them. If necessary, return to the article and read it aloud. Have volunteers answer each question, and check that students understand each answer.

**Exercise C** Have students discuss what they do to fall asleep. Ask them if they use any of the tips on the list.

**ELL** Invite students from different cultural backgrounds to discuss sleep cures from their home countries.

### Retell Key Details

Read aloud the instruction. Explain that key details are things you need to know to understand the topic of a reading passage. They are the most important facts.

Have students reread paragraph 1 and then answer questions 1 and 2. If necessary, read aloud the sentences and help students return to the article to find the answers.

Then have students use the list of tips to answer questions 3–5. Again, read aloud as necessary.

**Extend the Reading Skill**

**Extension** Divide the class into teams of 3-6 students. Model the following activity. Then have the student teams work through it together.

1. Choose a topic. Don't tell the other team what it is. Make a list of details that describe the topic.
2. Share the details, one at a time, with the other team until that team guesses the topic.

To model the activity, use this example:

Details:

- It is a sport.
- It uses a round ball.
- It is played by teams.
- It can be played inside or outside.
- Players try to throw the ball through a hoop high above their heads.

Elicit from students that the details tell more about the topic of basketball.

**Phonics Check-Up**

Have students find examples of initial consonant blends in the article. Invite volunteers to share their answers. List the words on the board.

**Fluency Read It Again**

Have students return to the Phonics Warm-Up on page 18 and reread it. Then have students read the text out loud to a partner.

**WRITING (pp. 24–25)****Write a List (p. 24)**

Read aloud the instruction. Then read the first list item aloud and have students check it if they have used that type of list. Repeat with the second list item, and so on through the list.

Next, invite students to share the last time they made a list, along with the purpose of the list.

Explain that students will write a list of things they can do to sleep better.

**Plan**

Read aloud the directions. Point out that the table contains two lists (one in the left column and one in the right). The first row in each column tells what is in the list; it is the column title.

Read the first column title, along with the first sentence starter. Have students complete the sentence and ask a volunteer to provide an answer. Repeat the process with all of the sentence starters in the first column.

Have students work independently to complete the sentences in the second column.

**Write a List**

Point out the lines provided for students' writing. Note the title has been provided and that they will be writing a list of things they can do to sleep better.

Read aloud the tip. Have volunteers write the time they woke up this morning on the board. Remind them to use a colon and AM or PM with the time.

**Check Your Work**

Read aloud the checklist and ensure students understand what they are being asked to do. Then have students check their writing.

**Extend the Writing**

**Extension** To provide more practice with list-writing, invite students to make to-do lists for the coming week. Provide students with a copy of Master 8: List Graphic Organizer. Then have them share their lists with a partner.

**Think and Discuss (p. 25)**

Have students look at the photo. Invite a volunteer to tell what the photo shows.

Then read aloud the text and the questions. Have students discuss their answers in small groups. Have volunteers share their responses with the class.

## LESSON 3: IN THE KITCHEN (pp. 26–33)

## About the Lesson

In this lesson, students will practice the following skills.

**Phonics:** Final consonant blends

**Vocabulary:** Use clues

**Reading:** Sequence

**Writing:** Write directions

Students will read a passage that includes a recipe for French toast. The recipe has a list of ingredients as well as steps to follow. Students are asked to preview the passage and think about the order of the steps in the recipe.

Students will be exposed to the following terms during the lesson.

- *consonant*
- *blends*
- *sequence*

Be sure students understand this language as they encounter it in the lesson.

## Introduce the Lesson (p. 26)

Read aloud the lesson title, “In the Kitchen.” Ask students to list a few things that happen in the kitchen, such as cooking, dishwashing, and eating.

Then read aloud the list of lesson goals.

Explain that students will be reading a passage that includes a recipe for French toast. It will tell everything that is needed to make French toast, and it will tell the steps of the recipe in order.

Have students look at the photograph. Invite them to describe what they see. Ask students to draw on their knowledge and personal experiences to understand what is happening in the photo. Prompt students with questions such as the following:

- What is the couple doing?
- Which foods do you like to cook?
- What favorite food would you like to learn to make?

Ask students to brainstorm foods they know how to cook. List responses on the board.

**ELL** Invite students to share ideas and practices related to cooking from their home countries. Ask the following questions:

- Do men or women do most of the cooking in your home country?

- What are some traditional recipes in your family?
- What are some spices used in your home country?

## PHONICS: FINAL CONSONANT BLENDS (pp. 26–28)

Explain that students will practice reading words that end with consonant blends.

Tell students that consonant blends are pairs or sets of consonants that work together. We hear the sound of each letter in the blend. Final consonant blends come at the end of a word.

To illustrate, write the word *pink* on the board. Underline *nk* and read the word aloud. Point out that the *n* and *k* sounds blend together.

## Phonics Warm-Up

Have students read the Phonics Warm-Up, noticing words that end with consonant blends. Then have them write the words from the Warm-Up that include each blend.

If students have difficulty reading the Warm-Up independently, read the sentences aloud and have students track the print as you read.

Invite volunteers to share the words they found for each consonant blend.

## Final Consonant Blends (p. 27–28)

Read aloud the instructional text about final consonant blends.

Then read the lists, completing the following routine for each blend:

- Say the sounds of the blend, first separately then blended together.
- Have students repeat the blended sounds.
- Read each word aloud and have students repeat after you.

**Practice A** Read aloud the directions. Model completing item 1 by writing the word *jump*. Work through items 2–4 as a group.

**Practice B** Read aloud the directions. Have a volunteer answer item 1. Write the answer, *trunk*, on the board. Have small groups complete the exercise. Then invite a volunteer to read aloud the completed words.

**Practice C** Read aloud the directions. Have students complete the exercise independently. Invite volunteers to read aloud the words they added to each word family.

**Practice D** Read aloud the directions. Point out the section titled Across, and tell students that these hints will be used to complete the rows of the puzzle that go across the page. Repeat for the Down section.

Model completing an item by pointing to the illustration of the toast, noting that it is number 4 Across. Write *toast* in the appropriate row of the puzzle. Suggest that students cross out *toast* in the word box to allow them to see which words remain.

Have students complete the next item and check that everybody understands the exercise. Then have small groups complete the rest of the puzzle.

Review the puzzle as a group, with volunteers sharing each answer.

### Extend Phonics

**Extension** For more practice with final consonant blends, write the following blends on the board, leaving space so you can list words under each: *-mp*, *-nd*, *-nk*, *-rk*, and *-st*.

Provide pages from magazines and ask students to find and circle words that end in each of the blends.

Have volunteers share their words. Write them on the board under the appropriate blend, and have the class say each word aloud.

For additional practice, provide copies of Master 3: Consonant Blend Cards. Have students use the cards along with the letter cards from Master 1 to create words with final consonant blends.

### WORKING WITH WORDS (p. 29)

#### Vocabulary

Explain that students will see the vocabulary words in the reading passage. Read aloud the first word, *breakfast*, along with its context sentence.

Ask students to use clues in the sentence to define or explain what the vocabulary word means.

Then repeat that process for the next word, *follow*. After students determine what the word means, point out that *follow* has other, slightly different, meanings:

- You can *follow* (walk behind) another person.
- One event can *follow* (come after) another.

Read the next vocabulary word, *ingredients*, along with its context sentence. Ask students to use the context sentence to tell what the word means.

When you come to the word *recipe*, read the word and its context sentence. Allow students to tell the meaning. Then point out that the pronunciation of *recipe* is odd. This word looks like it could be pronounced /rē-sīp/. However, like many English words, *recipe* comes from another language and still has the pronunciation from that language. *Recipe* came into English from Latin. Have students practice using the vocabulary in small groups. Prompt them with questions such as the following:

- What are some common **breakfast** foods?
- If you put together a bookcase, do you **follow** directions or just jump in and figure it out?
- What is your favorite salad **ingredient**?
- Do you ever use a **recipe** when you cook?

Have students complete the practice activity. If students have difficulty reading the sentences on their own, read the sentences aloud while students track the print. Have volunteers share their answers and explain their reasoning.

Have students add the vocabulary words to their Personal Dictionary.

**ELL** Spanish-speaking students may be familiar with the following cognate:

- ingredients: *ingredientes*

### Use Clues

Tell students that when they don't know a word, they can look at the surrounding words and sentences for clues about the word's meaning. Demonstrate by reading the context sentences at the beginning of the Vocabulary lesson. Point out that if you did not know the meaning of the word *breakfast*, the word *eat* would tell you it's food, and *8 AM* would tell you it's in the morning.

Read the instructional text and the sentences. Then read the directions and the first item. Have a volunteer give the answer.

Have students work in pairs to complete the activity.

### Extend Working with Words

**Extension** Ask students if they know why breakfast is called breakfast. If no student volunteers the answer, tell them that when we go without food, we are fasting, or on a fast. Our first meal of the day is when we break, or stop, our fast.



Then tell students that *breakfast* is a compound word. Challenge them to define *compound word* and think of a few other examples.

For more practice with vocabulary words, see the Word Learning Activities in the back of this Teacher's Guide.

### READING (pp. 30–31)

Explain that students will be reading a passage that includes a recipe for French toast. Like most recipes, this one provides a list of ingredients, along with steps to follow. Activate prior knowledge by asking students about a time they cooked a meal. What are some of the ingredients they used? What are some of the steps they followed?

#### Before You Read

Have students preview the passage by identifying and reading the title along with the first sentence.

Have partners answer questions 1 and 2 and have volunteers share answers with the group.

Then have students look at the recipe. Read the ingredients aloud. Ask if students know what vanilla is, and allow a volunteer to answer the question.

Ask whether students understand the measurements, and if possible, show measuring cups and measuring spoons. About how much is in a cup? (One cup is about the size of a baseball or an apple.) What is bigger, a teaspoon or a tablespoon? (A tablespoon is bigger.) Then show  $\frac{3}{4}$  cup and make the point that it is more than  $\frac{1}{2}$  cup but less than a cup.

Then have students make connections to their own experiences. Have they used a recipe?

Have students discuss the questions in item 3 with a partner.

#### Read

Read aloud the directions. Tell students that as they read, they should ask themselves why the steps are in this order, not another.

#### After You Read

**Exercise A** Pair students and have them retell the passage in their own words. Invite pairs to share their retelling. If necessary, point out that when they retell, the steps should be in order.

**Exercise B** Have partners complete items 1–3. Have volunteers share their answers and discuss as a class.

**Exercise C** Have students discuss whether they think the recipe would be easy or difficult to follow and why they think that. Ask them if they are interested in trying the recipe.



Invite students from different cultural backgrounds to discuss recipes from their home countries.

#### Sequence

Read aloud the instructional text. Explain that sequence is the order in which things happen.

In recipes, ingredients are usually listed before the steps in a recipe. Why do students think the ingredients are listed first?

Ingredients are also listed in the order they are needed. The first ingredient used is listed first, and so on. Why do students think the ingredients are in sequence?

Like the ingredients, steps are shown in the right order. Ask what would happen if the steps were done out of order.

Sometimes a sequence of steps is numbered, like in this recipe. Other times, words like *first*, *next*, and *last* are used to show sequence.

**Exercise A** Have students reread paragraph 1 and then answer question 1. If necessary, read aloud the sentences and support students as they return to the passage to find the answer.

Then have students use the text of the recipe to answer question 2. Again, read aloud as necessary.

**Exercise B** Have students work independently to determine the correct order for the steps shown in the pictures.

If students struggle, have them return to the passage and reread. Then have students check their work with a partner's.

#### Extend the Reading Skill



Hand out copies of Master 9: Sequence Timeline. Tell students that timelines are sometimes used to show sequence. Explain that a timeline is often used when the dates of events are important. They can also be used to show steps in the correct order. Point out that the earliest date, step, or event is on the left and the dates get later moving to the right.

Have students complete the blank timeline with a sequence of dates and events from their own lives.

### Phonics Check-Up

Have students find examples of final consonant blends in the passage. Invite volunteers to share their answers. List the words on the board.

### Fluency Read It Again

Have students return to the Phonics Warm-Up on page 26 and reread it. Then have students read the text out loud to a partner. Have students repeat the exercise until most of them read it fluently.

### WRITING (pp. 32–33)

#### Write Directions (p. 32)

Read aloud the instructional text. Then read the first list item aloud and have students check it. Repeat with the second list item, and so on through the list.

Next, invite students to share the last time they followed directions, along with the task they were completing.

Explain that students will write a recipe for something they know how to make or cook.

#### Plan

Read aloud the directions. Point out that the table has space for writing the name of the recipe, a row where they can list the ingredients, and numbers to show the steps in order.

Read the text in the first row of the table and allow students time to write their recipe titles. Repeat the process for the ingredients.

Then have students work independently to complete the steps in the recipe. Emphasize that this is prewriting, or a first draft, so if they write their steps in the wrong order, they can cross things out, reorder the numbers, draw arrows, and so on.

#### Write Directions

Point out the lines provided for students' writing. Note the line provided for the name of the recipe, as well as the lines provided for the ingredients list and the steps.

Read aloud the tip. Point out that the main steps, which they will write, could probably be broken down into smaller steps. For example, a step that reads, "Add two eggs" could be four steps instead:

1. Get a bowl
2. Take the eggs out of the refrigerator
3. Break the first egg into the bowl
4. Break the second egg into the bowl

Overly specific steps like these are not necessary. Instead, students need to provide only the main steps, in the right order.

### Check Your Work

Read aloud the checklist and ensure students understand what they are being asked to do. Then have students check their writing.

### Extend the Writing

**Extension** To provide more practice with writing directions, invite students to write directions for a simple daily routine, such as washing their hands or brushing their teeth. Provide students with a copy of Master 9: Sequence Timeline. Have them use the second version of the timeline to write the steps in order. Then have them share their directions with a partner, who should determine whether the steps are in the right order and whether any important steps were left out.

### Think and Discuss (p. 33)

Read aloud the quote and invite a volunteer to rephrase the idea.

Then read aloud the questions. Have students discuss their answers in small groups. Have volunteers share their responses with the class.

### LANGUAGE SKILLS MINI LESSON:

#### Plural Nouns, p. 114

This mini-lesson provides practice with plural nouns. Read aloud the instructional text. Then direct students to work independently to finish the worksheet. Have volunteers share their answers with the class.

### UNIT REVIEW (p. 34)

Have students complete the Unit 1 Review and check their answers in the Answer Key. Remind students to preview the text and questions before reading.

If students need extra support, read the text and questions aloud. If students answer any questions incorrectly, review the appropriate reading or phonics skill.

## LESSON 4: A NEW JOB (pp. 36–43)

**About the Lesson**

In this lesson, students will practice the following skills.

**Phonics:** Long *a* vowel sound

**Vocabulary:** Suffix *-er*

**Reading:** Compare and contrast

**Writing:** Write details

Students will read a passage that includes two job listings. The listings include job duties, requirements, experience, hours, and pay. Students are asked to use prior knowledge and make connections to ideas in the passage.

Students will be exposed to the following terms during the lesson.

- *vowel*
- *suffix*
- *base word*
- *compare*
- *contrast*

Be sure students understand this language as they encounter it in the lesson.

**Introduce the Lesson (p. 36)**

Read aloud the lesson title, “A New Job.” Point out that people usually do a job search when they want to find a new job.

Then read aloud the list of lesson goals.

Explain that students will be reading a passage that includes two job listings. The listings include details about each job: duties, requirements, experience, hours, and pay.

Have students look at the photograph. Invite them to describe what they see. Ask students to draw on their knowledge and personal experiences to understand what is happening in the photo. Prompt students with questions such as the following:

- How did you find your most recent job?
- How did you feel during your last job interview?
- What is the best thing, and what is the worst thing, about looking for a new job?

Ask students to brainstorm different ways to look for a new job. List responses on the board.

**ELL** Invite students to share ideas and practices related to work from their home countries. Ask the following questions:

- What time does the work day begin in your home country?
- How many hours do most employed people work each week in your home country?
- In your home country, do most married couples both work full-time while raising children?

**PHONICS: THE LONG *a* VOWEL SOUND (pp. 36–38)**

Explain that students will practice reading words with the long *a* vowel sound. Tell them the long *a* sounds like the *a* in the word *pay*.

**Phonics Warm-Up**

Have students read the Phonics Warm-Up sentences. Ask them to find and circle words that have the long *a* vowel sound.

If students have difficulty reading the Warm-Up independently, read the sentences aloud and have students track the print as you read.

Invite volunteers to share the words they found with the long *a* vowel sound.

**Long *a* Spellings (pp. 37–38)**

Read aloud the instructional text about long *a* spellings. Explain that when a word ends with *a*-consonant-*e* the *e* is silent.

Then read the lists, completing the following routine:

- Read each word aloud.
- Have students repeat each word.
- Have students chorally read each list.

Read aloud the tip. Then share two additional examples of words with *-eigh*: *freight* and *sleigh*.

**Practice A** Read aloud the directions. Model completing item 1 by circling then writing the word *rake*. Work through items 2–8 as a group.

**Practice B** Read aloud the directions. Then read aloud the first list, *-ain*. Have a volunteer name a long *a* word spelled with *-ain*. Write the word on the board. Then have small groups complete the exercise. Invite volunteers to read aloud their completed lists.



**Practice C** Read aloud the directions. Have students complete the exercise independently. Invite volunteers to share their answers. Challenge students to identify the vowel sound in the words identified as not having the long *a* sound.

**Practice D** Read aloud the directions. Model completing item 1 by trying each of the words from the box in the first blank, eventually identifying *paid* as the word that makes sense. Suggest that students cross out *paid* to allow them to see which words remain. Have students complete the activity in small groups.

Have volunteers read each completed sentence aloud.

### Extend Phonics

#### Extension

For more practice with long *a* words and spellings, provide partners with one copy of Master 4: Long *a* Word Cards. They should cut apart the cards, mix them up, and sort them into a “long *a*” pile and a “short *a*” pile. When students are done sorting the cards, have volunteers read aloud the cards in each pile.

For additional practice with long *a* word families, provide students with a copy of Master 2: Word Family and Digraph Cards. Have students use the letter cards from Master 1 to form words in each word family.

## WORKING WITH WORDS (p. 39)

### Vocabulary

Explain that students will see the vocabulary words in the reading passage. Read aloud each vocabulary word and its context sentence.

Ask students to use the context to define or explain what each vocabulary word means.

Have students practice using the vocabulary in small groups. Prompt them with questions such as the following:

- Name a business that treats its **customers** well. What does the business do to make **customers** happy?
- What are your household **duties**?
- What is your work **experience**?
- What do you do to **prepare** for each day?

Have students complete the practice activity. If students have difficulty reading the sentences on their own, read them aloud while students track the print. Have volunteers share their answers and explain their reasoning.

Have students add the vocabulary words to their Personal Dictionary.



Spanish-speaking students may be familiar with the following cognates:

- experience: *experiencia*
- prepare: *preparar*

### Suffix -er

Tell students that a suffix is a word part that is added to the end of a base word. It changes the meaning of the word. The suffix *-er* means a person who does something. For example, when *-er* is added to the word *drive*, you get *driver*, a person who drives.

Read the first word, *work*, aloud. Have students repeat the word. Then ask students how the meaning of the word *work* changes when you add *-er*.

Have students work in pairs to complete the activity, first writing the base words + *-er* in items 1–4, then completing the sentences in items 5–8. Have them check their answers in the Answer Key.

### Extend Working with Words



Have small groups work together to write a simple sentence for each of the vocabulary words. The strongest writer in the group can do the writing, or if necessary, you can take dictation.

For more practice with these and other vocabulary words, see the Word Learning Activities in the back of this Teacher’s Guide.

## READING (pp. 40–41)

Explain that students will be reading a passage that includes two job listings. The listings include job duties, requirements, experience, hours, and pay. Activate prior knowledge by asking students about a new job that would interest them. What is their dream job? Do they have a plan to work toward that job?

### Before You Read

Have students preview the passage. Have them identify the title and read the first sentence, along with the subheadings in the job listings. Have students work in pairs to answer questions 1–2 and ask volunteers share answers with the group.

Next, have students connect what they know about the passage with their own lives. Have they looked for work by reviewing ads like those shown in the passage?

Then have partners discuss the question in item 3. Have a volunteer share some of what they know about the jobs.

### Read

Read aloud the directions. Tell students that as they read, they should think about how the two jobs are the same and how they are different.

### After You Read

**Exercise A** Pair students and have them retell the passage in their own words. Invite pairs to share their retelling with the class.

**Exercise B** Have students answer questions 1–3 independently. If students struggle, ask leading questions to support them. If necessary, return to the passage and read it aloud.

Have volunteers answer each question. Check that students understand the answers.

**Exercise C** Have students discuss which of the jobs they would like better. Why would they prefer that job?

**ELL** Invite students from different cultural backgrounds to discuss how people find work in their home countries. Is the process the same or different than in the United States? Does it vary from one industry (or kind of work) to another?

### Compare and Contrast

Read aloud the instructional text. Emphasize that *compare* means to find similarities, and *contrast* means to find differences.

Review the structure of the table with students. Point out the column headings, which indicate that one column is for information about the server job listing and the other is for the day care worker job listing. Then read the headings. Point out that the headings match the subheadings in the job listings.

Have partners work together to complete the table (items 1–8). One partner can complete each column. If necessary, read aloud the job listings and help students find the information they need to complete the table.

Next, have students answer items 9–10 independently. Ask a volunteer to share the answers.

### Extend the Reading Skill

**Extension** Distribute copies of Master 10: Compare and Contrast Chart. Tell students that they can use a chart to show how two things are alike and different.

Model completing a chart on the board by comparing and contrasting two sports, such as soccer and tennis. Have students name a feature of the first sport, such as, “It is played on a field.” Have them name a corresponding feature for the second sport, such as, “It is played on a court.” Continuing adding features, asking students to identify the ways the sports are alike and different.

Have partners work together to complete their charts by comparing and contrasting a car with a bicycle.

### Phonics Check-Up

Have students find examples of long *a* words in the passage and write them on the lines. Then have volunteers share the words they added to each list. Write the words on the board until students run out of examples.

### Read It Again

**Fluency** Have students return to the Phonics Warm-Up on page 36 and reread it. Then have students read the text out loud to a partner. If time allows, let students read the passage repeatedly until they can do so at a fluent pace.

### WRITING (pp. 42–43)

#### Write Details (p. 42)

Read aloud the instructional text, including the checklist.

Invite students to share the last time they got a new job and what skills helped them get that job.

Explain that students will write details about a job.

#### Plan

Read aloud the directions. Point out that the diagram has the job in the middle and that lines stretch from the center circle to the surrounding circles, showing the connection between the job and the details about the job.

Have students write the name of the job they will focus on in the center circle. Then they can work independently to write details in the other circles: duties, skills, hours, and pay.

**Write Details**

Point out the lines provided for student writing. Note that the title will be the name of the job and that the details (from the outer circles of the chart) should be written in complete sentences.

Read aloud the tip. Remind students that sentences express complete thoughts. They begin with a capital letter and end with punctuation.

**Check Your Work**

Read aloud the checklist and ensure students understand what they are being asked to do. Then have students check their writing.

**Extend the Writing**

**Extension** To provide more practice writing details, invite students to use Master 11: Detail Diagram to describe another thing or experience, such as family life or a hobby. Coach students as they write a topic in the center of the web and add related details to the outer circles.

**Think and Discuss (p. 43)**

Have students look at the photo. Invite a volunteer to tell what the photo shows.

Then read aloud the text and the questions. Have students discuss their answers in small groups. Then have volunteers share their responses with the class.

**LANGUAGE SKILLS MINI LESSON:****Complete Sentences, p. 115**

This mini-lesson provides practice with complete sentences.

Read aloud the instructional text. Then direct students to work independently to finish the worksheet. Have volunteers share their answers with the class.

**LESSON 5: PLANT A GARDEN (pp. 44–51)****About the Lesson**

In this lesson, students will practice the following skills.

**Phonics:** Long e vowel sound

**Vocabulary:** Count syllables

**Reading:** Sequence

**Writing:** Write steps in order

Students will read a passage about growing spinach in a pot. The passage includes steps in the order they need to be performed. Students are asked to reread parts of the passage that they do not understand.

Students will be exposed to the following terms during the lesson.

- *vowel*
- *consonant*
- *syllable*
- *sequence*

Be sure students understand this language as they encounter it in the lesson.

**Introduce the Lesson (p. 44)**

Read aloud the lesson title, “Plant a Garden.” Point out that planting a garden provides healthy food for little money.

Then read aloud the list of lesson goals.

Explain that students will be reading a passage about growing greens in a pot. It will discuss greens and how healthy they are, and it will give steps in order.

Have students look at the photograph. Invite them to describe what they see. Ask students to draw on their knowledge and personal experiences to understand what is happening in the photo. Prompt students with questions such as the following:

- Have you ever planted a garden? What food did you grow?
- What did you enjoy about gardening? What was difficult?
- What kind of food would you like to grow?

On the board, list foods students have grown and foods students would like to grow.

**ELL** Invite students to share ideas and practices related to growing food in their home countries. Ask these questions:

- Do many people grow their own food in your home country? If so, what kinds of foods?
- Have you ever visited a farm in your home country? What was it like?
- What are some foods that many farmers grow in your home country?

### PHONICS: THE LONG *e* VOWEL SOUND (pp. 44–46)

Explain that students will practice reading words with the long *e* vowel sound. Tell them the long *e* is the vowel sound they hear in *sheet*.

#### Phonics Warm-Up

Have students read the Phonics Warm-Up, finding and circling words with the long *e* vowel sound.

If students have difficulty reading the Warm-Up, read the sentences aloud while students track the print.

Then have students write the long *e* words on the lines provided. Invite volunteers to share the words they found.

Point out that long *e* can be spelled many ways. This lesson will focus on the most common ways to spell the sound.

#### Long *e* Spellings (pp. 45–46)

Read aloud the instructional text about long *e* and its various spellings.

Then read the lists, completing the following routine for each:

- Read each word aloud.
- Have students repeat each word.
- Have students chorally read each list.

Read aloud the tip, emphasizing that when students see *ea*, they should try the three sounds—long *a*, long *e*, and short *e*—to see which makes sense.

Then tell students that *ey* is another way to spell long *e*. For example, the words *key*, *monkey*, *donkey*, *chimney*, *money*, and *honey* have the long *e* sound

In the word *they*, *ey* makes the long *a* sound, but usually *ey* makes the long *e* sound.

**Practice A** Read aloud the directions. Model completing item 1 by circling and then writing the word *cookie*. Have small groups complete the exercise. Have volunteers share their answers.

**Practice B** Read aloud the directions. Have a volunteer answer item 1. Write the answer, *fame*, on the board. Then have partners complete the exercise.

Then read aloud the words in each row and invite a volunteer to say which word does not have the long *e* sound.

**Practice C** Read aloud the directions, along with the hint. Have students complete the exercise independently. Then invite volunteers to read the completed words aloud.

Point out that rhyming words have the same ending *sound*, as the hint said, but they don't always have the same ending *spelling*. Items 2, 4, and 5 show differently spelled rhyming words (*peak/seek*, *feet/seat*, and *read/feed*).

**Practice D** Read aloud the directions. Model completing item 1 by trying each of the words from the box in the blank, eventually identifying *beak* as the word that makes sense. Suggest that students cross out *beak* so they can see which words remain.

Have students complete the activity in small groups. Have volunteers read each completed sentence aloud.

#### Extend Phonics

**Extension** Divide the class into small groups. Have them close their student books. Then distribute Master 5: Word Grid, and challenge small groups to think of a long *e* word for each square until the page is full. For an additional challenge, have students sort the words according to the spelling pattern of long *e*. See which group completes the grid first.

If students get stuck, have them use their books, a magazine, or another printed resource to search for words with long *e*.

#### WORKING WITH WORDS (p. 47)

##### Vocabulary

Explain that students will see the vocabulary words in the reading passage. Read aloud each vocabulary word and its context sentence. Ask students to use the context to define or explain what each vocabulary word means.

Have students practice using the vocabulary in small groups. Prompt them with questions such as the following:

- What are some examples of dangerous **weather**?
- How can people improve their **diet**?
- What steps do farmers have to follow before they can **harvest** their crops?

Have students complete the practice activity. If students have difficulty reading the sentences on their own, read the sentences aloud while students track the print. Have volunteers share their answers and explain their reasoning.

Have students add the vocabulary words to their Personal Dictionary.

ELL

Spanish-speaking students may be familiar with the following cognate:

- diet: *dieta*

### Counting Syllables

Read aloud the instructional text. Then read the directions. Model by reading the first word, *bigger*, aloud. Point out that it has two vowel sounds. Then say the word again, while you clap for each syllable; the word has two beats. Tell students the word *bigger* has two syllables. Then have students write *bigger* on their two-syllable list.

Move to the next word, *easily*. Read the word aloud and have students repeat the word after you. Then invite a volunteer to clap the beats in the word. Once students determine the word has three vowel sounds/three syllables, have them add it to the three-syllable list.

Repeat the process with the remaining words: Read the word aloud and have students repeat the word. Then clap, or have a student clap, the beats in the word, and have students add the word to the correct list.

When the exercise is complete, invite a volunteer to share each list. If a student makes an error, clap the beats/syllables in the word to emphasize the correct answer.

### Extend Working with Words

Extension

Give each pair of students a magazine or book, along with Master 6: Syllable Pyramid. Have them find and write the following words on their pyramids:

- Four 1-syllable words
- Three 2-syllable words
- Two 3-syllable words
- One 4-syllable word

Challenge students who finish early to find and write five-syllable words elsewhere on the page.

For more practice with vocabulary words, see the Word Learning Activities in the back of this Teacher's Guide.

### READING (pp. 48–49)

Explain that students will be reading a passage about growing greens in a pot. The passage includes steps to follow in order.

Activate prior knowledge by asking students if they grow or have grown food or other plants in containers.

### Before You Read

To preview the passage, have students read the title and look at the text features—the photo and the caption. Ask what the photograph shows, and point out that the caption gives information about the photo. Emphasize that students should read captions when they preview a text because captions add information that will help them understand their reading.

Then have students make connections to their own experiences. What kind of greens have students eaten? Which ones do they like?

### Read

Read aloud the directions. Remind students that rereading is a powerful way to improve their understanding.

Every so often—such as at the end of every paragraph—students should make sure they understand what they've read. If not, they should reread.

### After You Read

**Exercise A** Pair students and have them retell the passage in their own words. Invite pairs to share their retelling. If necessary, point out that when they retell, students should tell the most important ideas and information.

**Exercise B** Read item 1 aloud and help students determine that “growing greens” is the correct choice. Have students answer the next two items independently. If students struggle, model rereading to improve understanding and to locate information. Have volunteers share their answers.



**Sequence**

Read aloud the instructional text. Explain that sequence is the order in which things happen. For example, steps are given in sequence.

Also, most stories are told in sequence. The first thing that happens is told first, the second thing is told next, and so on.

Steps often have numbers to show order, but sometimes time-order words are used. For example, *first*, *next*, and *last*.

**Exercise A** Have partners work together to complete the exercise by circling the time-order words in the passage.

**Exercise B** Have partners work together to complete the chart. Then work through the exercise as a whole group, with volunteers providing the answers. Students should correct any errors.

**Extend the Reading Skill**

**Extension** Tell students that time-order words are not only used to give steps in order. They are also used to tell the order of things that happened in the past.

Write the following words and sentences on the board:  
*first*, *next*, *then*, *finally*.

\_\_\_\_\_, Susan got home.

\_\_\_\_\_, she put down her purse.

\_\_\_\_\_, she fell onto the couch.

\_\_\_\_\_, she fell asleep.

Have students write the correct time-order words to put the sentences in the correct sequence.

**Phonics Check-Up**

Have students find examples of the long *e* vowel sound in the passage. Tell them that the word *beet* has a long *e* sound. Invite volunteers to share their answers. List the words on the board.

**Fluency Read It Again**

Have students return to the Phonics Warm-Up on page 44 and reread it. Then have students read the text out loud to a partner.

**WRITING (pp. 50–51)****Write Steps in Order (p. 50)**

Read aloud the instructional text and the checklist. Remind students that the topic is what a passage is mainly about. The title often tells the topic. Ask a volunteer to tell the topic of the passage they just read. Then tell students that the conclusion is the end of a passage. The conclusion often tells the topic again. Answer any questions. Then read the writing prompt.

**Plan**

Read aloud the directions. Point out that the chart has a place for a title, along with space for four steps and a conclusion. Tell students that if they only have three steps that's OK. If they need five steps, they can write the fifth step outside the chart.

Point out the final row of the chart, which gives space for a conclusion.

Next, work through the chart with students, reading each row of the chart and allowing students to complete the row. Then, have a volunteer share what they wrote before you read the next row.

When you get to the final row of the chart, point out that the sentence stem is set up to repeat the topic.

Have students share their work with a partner, focusing on whether enough information is given. Will a reader be able to follow the directions?

**Write Steps in Order**

Point out the lines provided for students' writing, including the spot for their title. Note they will be writing steps in order.

Read aloud the tip. Remind students they don't have to say every possible detail, just the most important steps. Have students write their title, steps in order, and conclusion independently.

**Check Your Work**

Read aloud the checklist and ensure students understand what they are being asked to do. Then have students check their writing.

**Extend the Writing****Extension**

Have small groups work together to think of three steps to complete each of the following tasks. Have a volunteer share their steps for the item 1. Write the steps on the board, with time-order words instead of numbers. Then repeat the process with items 2 and 3.

1. Hang a picture
2. Send a text message
3. Clean a mirror

**Think and Discuss (p. 51)**

Have students look at the photo. Invite a volunteer to tell what the photo shows. Then ask whether students have ever planted a garden.

Then read aloud the text and the questions. Have students discuss their answers in small groups. Then ask volunteers to share their responses with the class.

**LESSON 6: IN THE NEWS (pp. 52–59)****About the Lesson**

In this lesson, students will practice the following skills.

**Phonics:** Long *i* vowel sound

**Vocabulary:** Sight words

**Reading:** Answer questions about key details

**Writing:** Write about an event

Students will read a newspaper article about a house fire. The article includes a list of tips about fire safety. Students are asked to use prior knowledge and to picture what is happening in the article.

Students will be exposed to the following terms during the lesson:

- *long vowels*
- *word family*
- *sight words*
- *event*
- *punctuation*

Be sure students understand this language as they encounter it in the lesson.

**Introduce the Lesson (p. 52)**

Read aloud the lesson title, “In the News.” Point out that people get the news in different ways.

Then read aloud the list of lesson goals.

Explain that students will be reading a newspaper article about a house fire. The article includes some tips about fire safety.

Have students look at the photograph. Ask students to draw on their knowledge and personal experiences to understand what is happening in the photo. Prompt students with questions such as the following:

- How do you get the news?
- How often do you watch, read, or listen to the news?
- What types of news interest you most? If students need clarification, suggest local news, national news, political news, sports, and so on.

Ask students to brainstorm memorable news stories. List responses on the board.

**ELL** Invite students to share ideas and practices related to news from their home countries. Ask the following questions:

- How much freedom do news people have in your home country? Where can they go? Are there any topics the news can't talk about?
- How do most people get the news in your home country?

**PHONICS: THE LONG *i* SOUND (pp. 52-54)**

Explain that students will practice reading words with the long *i* sound. Tell them that long *i* sounds like the *i* in bike.

**Phonics Warm-Up**

Have students read the Phonics Warm-Up, noticing and circling words with the long *i* sound. Then have them write long *i* words on the lines provided.

If students have difficulty reading the Warm-Up independently, read the sentences aloud and have students track the print as you read.

Invite volunteers to share the long *i* words they found.

**The Long *i* Vowel Sound (pp. 53-54)**

Read aloud the instruction about the long *i* sound. Tell students that when a word ends *i*-consonant-*e* the *e* is silent.

Then read the word lists, completing the following routine:

- Say the spelling (for example, “*i* consonant *e*”)
- Read the list one word at a time.
- Have students repeat each word.
- Have students chorally read the list.

Read aloud the tip and share additional examples of each spelling: *mild*, *find*, and *bind*.

**Practice A** Read aloud the directions. Model completing item 1 by circling and then writing the word *dime*. Work through items 2-8 as a class.

**Practice B** Read aloud the instructional text and the directions. Have volunteers provide words to complete the first column. Write their answers on the board. Then have small groups complete the exercise. Invite volunteers to share answers with the class.

**Practice C** Read aloud the directions. Have students complete the exercise independently. Invite volunteers to read the answers aloud.

**Practice D** Read aloud the directions. Model completing item 1 by trying each of the words from the box in the blank, eventually identifying *time* as the word that makes sense. Suggest that students cross out *time* to allow them to see which words remain. Have students complete the activity in small groups.

Have volunteers read each completed sentence aloud.

**Extend Phonics**



While students look away, write the following words on the board. Then have students face the board and write on a piece of paper the long *i* words from the list.

When students are finished, read through the list on the board, having students read each word after you. Circle long *i* words as students identify them.

mine	tie	lit	right	skin
sight	rim	light	lie	dim
tire	rice	pin	thigh	slim

For additional practice with long *i* words, provide students with Master 2: Word Family and Digraph Cards. Have students use the long *i* cards and the letter cards from Master 1 to form words.

**WORKING WITH WORDS (p. 55)**

**Vocabulary**

Explain that students will see the vocabulary words in the article. Read aloud each vocabulary word and its context sentence.

Ask students to use the context to define or explain what each vocabulary word means.

Have students practice using the vocabulary in small groups. Prompt them with questions such as the following:

- How do you change the **alarm** tone on your phone?
- What is the first thing you do when you **arrive** home?
- Does your car have any **damage**? What kind?
- They say **lightning** doesn't strike twice in the same place. What do you think?

Have students complete the practice activity. If students have difficulty reading the sentences on their own, read the sentences aloud while students track the print. Have volunteers share their answers and explain their reasoning.



Have students add the vocabulary words to their Personal Dictionary.

- ELL** Spanish-speaking students may be familiar with the following cognate:
- alarm: *alarma*

### Sight Words

Remind students that sight words are words they will see in many texts. These common words can be hard to sound out. Knowing these words “on sight” (without having to sound them out) can help students read more easily.

Read the first word aloud. Have students repeat the word. Then read the context sentence aloud. Repeat this routine for the remaining words.

**Exercise A** Read the directions, and make sure students understand they will find words from the box in the paragraph.

Next read the paragraph aloud as students follow the text and circle the sight words. Have them check their answers in the Answer Key.

**Exercise B** Read the directions. Have partners complete the sentences. Ask a volunteer to share their responses.

### Extend Working with Words

**Extension** Give students copies of Master 5: Word Grid. Provide a list of sight words for students to add to the grid. Use the Level 1 Sight Words in the back of this Teacher’s Guide. Have students cut out the words to make flashcards.

Have students read through their flashcards several times before they work with a partner. Then have students take turns showing their partner the cards one at a time. The partner should read the words out loud as quickly as possible.

For more practice with sight words, see the Word Learning Activities in the back of this Teacher’s Guide.

### READING (pp. 56–57)

Explain that students will be reading a newspaper article about a house fire. The article includes a list of tips about fire safety. Activate prior knowledge by asking students their experiences with fire and fire prevention.

### Before You Read

Have students preview the article. Have them identify the title and read the first sentence. Then have students work in pairs to answer questions 1–3. Have volunteers share answers with the group.

Then have students make connections to their own experiences and write a sentence to answer question 4. Partners can share their sentences with each other.

### Read

Read aloud the directions. Tell students that as they read, they should visualize, or create pictures in their mind. This will help them focus on and remember what they are reading.

Have students share what they pictured as they read the article.

### After You Read

**Exercise A** Pair students and have them retell the article in their own words. Invite pairs to share their retelling. If necessary, point out that when they retell, students should tell the most important ideas and information.

**Exercise B** Have students answer questions 1–3 independently. If necessary, students should return to the article to find the answers. When students are finished, have volunteers share their answers.

**Exercise C** Have students discuss what they would do if they saw a fire.

- ELL** Invite students from different cultural backgrounds to discuss emergency responses in their home countries. Do most towns have firefighters, fire stations, and fire engines? Do most towns have ambulances?

### Answer Questions About Key Details

Read aloud the instructional text. Remind students that key details are things you need to know to understand the topic of a reading passage. They are the most important facts.

Question words can help you identify key details.

Have students answer the questions independently and then discuss their answers with a partner. Then have a volunteer share their answers with the class.

**Extend the Reading Skill****Extension**

Have partners retell the key details of a favorite or recent movie. Provide students with a copy of Master 12: 5 Ws and an H Chart. Have them add as many details as they can.

Discuss students' work as a class. Did they add details that answered key questions?

**Phonics Check-Up**

Have students write long *i* words from the article on the lines provided. Invite volunteers to share their answers as you list the words on the board.

**Fluency****Read It Again**

Have students return to the Phonics Warm-Up on page 52 and reread it. Then have students read the text aloud to a partner.

**WRITING (pp. 58–59)****Write About an Event (p. 58)**

Read aloud the instructional text. Then work through an example of an event from your life (or an event you make up). Choose a simple, minor event, like a childhood injury or learning to ride a bike. Use the question words and write your answers on the board.

Explain that students will write about an event from their own lives.

**Plan**

Read aloud the directions. Point out that the table contains space to answer questions built on each of the question words.

Read the first question in the table and have students write their answers. Repeat the process with each question until the students complete their tables.

Then have volunteers share some of their answers.

**Write About an Event**

Point out the lines provided for students' writing. Note the space for the title and the lines for writing about the event.

Read aloud the tip. Then ask students which word in each of the following word pairs should be capitalized:

- street – Washington
- Monday – tomorrow
- son – Joseph
- December – month

**Check Your Work**

Read aloud the checklist and ensure students understand what they are being asked to do. Then have students check their writing.

**Extend the Writing****Extension**

To provide more practice writing about an event, work with the class to write about the current class meeting or another shared experience. Use the questions in the chart on page 58, and write the answers to the questions on the board, using whole sentences.

**Think and Discuss (p. 59)**

Have students look at the photo. Invite a volunteer to tell what the photo shows.

Then read aloud the text and the questions. Have students discuss their answers in small groups.

Have volunteers share their responses to the third question, *Is it important to know what is in the news? Why or why not?*

**LANGUAGE SKILLS MINI LESSON:****End Punctuation, p. 116**

This mini-lesson provides practice using end punctuation.

Read aloud the instructional text. Then direct students to work independently to finish the worksheet. Have volunteers share their answers with the class.

**UNIT REVIEW (p. 60)**

Have students complete the Unit 2 Review and check their answers in the Answer Key. Remind students to preview the text and questions before reading.

If students need extra support, read the text and questions aloud. If students answer any questions incorrectly, review the appropriate reading or phonics skill.

## LESSON 7: CIVIL RIGHTS (pp. 62–69)

**About the Lesson**

In this lesson, students will practice the following skills:

**Phonics:** Long *o* vowel sound

**Vocabulary:** Prefix *-un*

**Reading:** Cause and effect

**Writing:** Write about a personal experience

Students will read an article about Rosa Parks. The article includes real events. Students are asked to underline important ideas and details as they read.

Students will be exposed to the following terms during the lesson.

- *vowel*
- *prefix*
- *cause and effect*
- *paragraph*
- *topic*
- *details*
- *experience*
- *article*
- *word family*

Be sure students understand this language as they encounter it in the lesson.

**Introduce the Lesson (p. 62)**

Read aloud the lesson title, “Civil Rights.” Explain that civil rights are rights that all people should have, such as the right to vote and the right to use public areas. Then ask students what they know about the U.S. Civil Rights Movement.

Make sure students understand that the Civil Rights Movement was the struggle to gain civil rights for African Americans that were equal to the rights given to white people. The movement began in the mid-1950s and ended in the mid-1960s.

Then read aloud the list of lesson goals.

Explain that students will be reading an article about Rosa Parks, a woman who was part of the Civil Rights Movement. She took a stand against segregation.

Ask students if they know what segregation is. Prior to the Civil Rights Movement, white people and black people were separate in public. Schools were separate. Public bathrooms were separate. Drinking fountains were separate.

Have students look at the photograph. Invite them to describe what they see. When a student notes the sign “White Waiting Room” prompt discussion with questions such as the following:

- How do you think people felt during segregation? Why do you think that?
- How do you think segregation caused problems between black people and white people?
- What is something you know about the Civil Rights Movement? Who are some other people who took a stand or other heroes of the Civil Rights Movement?

Ask students to brainstorm things they know about the Civil Rights Movement. List responses on the board.

ELL

Invite students to share events and ideas related to civil rights in their home countries.

- Ask if there was ever a civil rights movement in their home country. Who was trying to get rights? Who was against them?
- Ask if different groups of people are treated equally by the government in their home country.
- Ask if their home country has laws to protect people’s rights. Do they protect everybody’s rights?

**PHONICS: THE LONG *o* SOUND (pp. 62-64)**

Explain that students will practice reading words that have the long *o* sound.

Tell students that long *o* is the vowel sound they hear in *hope*. Point out that long *o* can be spelled a few different ways.

**Phonics Warm-Up**

Have students read the Phonics Warm-Up, noticing words with long *o*. Then have them circle the long *o* words and write 12 of them on the lines provided.

If students have difficulty reading the Warm-Up independently, read the sentences aloud and have students track the print as you read.

Invite volunteers to share the long *o* words they found.

**The Long o Sound (pp. 63–64)**

Read aloud the instructional text. Then read the lists, completing the following routine for each:

- Say the spelling. (For example, “The first ways to spell long o is with just an o.”)
- Read each word on the list and have students repeat it.
- At the end of the list, have students chorally read the words.

Read aloud the tip. Then share additional examples of exceptions to the *o\_e* pronunciation, for example, *done*. Then tell them that the *-ow* spelling doesn’t always have the long *o* sound, either. Sometimes it has the /ou/ sound, like in the words *how* and *cow*. The word *bow* further complicates things because sometimes it has the long *o* sound and other times it has the /ou/ sound, depending on its meaning.

**Practice A** Read aloud the directions. Model completing item 1. Have students complete items 2–8 independently. Then have a volunteer share the answers with the class.

**Practice B** Read aloud the directions. Then work through all of the lists as a group. Make sure students write the additional words in their books.

**Practice C** Read aloud the directions. Have students complete the exercise independently. Invite volunteers to read the answers aloud.

**Practice D** Read aloud the directions. Model completing the first item by determining that *phone* belongs in the blank. Cross out the word *phone*.

Then have small groups complete the exercise by writing words from the box in each blank. Suggest that they cross out the words as they use them.

Have a volunteer share answers with the class.

**Extend Phonics**

**Extension** For more practice with long *o*, distribute magazines or books and challenge students to find long *o* words and write them on a list. Then have volunteers share the words they found. List the words on the board.

For additional practice with long *o* words, provide students with Master 2: Word Family and Digraph Cards. Have students use the long *o* cards and the letter cards from Master 1 to form words.

**WORKING WITH WORDS (p. 65)****Vocabulary**

Explain that students will see the vocabulary words in the reading passage. Read aloud each vocabulary word and its context sentence.

Ask students to use the context to define or explain what each vocabulary word means.

Have students practice using the vocabulary in small groups. Prompt them with questions such as the following:

- What usually happens after a person is **arrested**?
- What do **police** do for a living?
- What is a food you **refuse** to eat?
- The pilot sits in which **section** of an airplane?

Have students complete the practice activity. If students have difficulty reading the sentences on their own, read the sentences aloud while students track the print. Have volunteers share their answers and explain their reasoning.

Have students add the vocabulary words to their Personal Dictionary.

**ELL** Spanish-speaking students may be familiar with the following cognates:

- police: *policía*
- section: *sección*

**Prefix un-**

Read aloud the instructional text about the prefix *un-*. Complete the first item as a class. (*fair* becomes *unfair*.) Ask what *unfair* means (not fair). Then have students complete items 2–4 independently. Have a volunteer share answers with the class.

Complete item 5 as a class (*unfair*) and put a checkmark next to *unfair* in the list. Have partners complete items 6–8. Then review the answers as a class.

**Extend Working with Words**

**Extension** Give each student a copy of Master 7: The Prefix *un-*. Have students work through the exercise independently. Then review the answers as a class.

For more practice with vocabulary words, see the Word Learning Activities in the back of this Teacher’s Guide.

**READING (pp. 66–67)**

Explain that students will be reading an article about Rosa Parks, a woman who took a stand during the Civil Rights Movement. Tell them the article includes real events. Activate prior knowledge by asking what students know about Rosa Parks and the Civil Rights Movement.

**Before You Read**

Have students preview the article. Have them identify the title and read the first sentence. Then have them look at the photograph and the diagram. Answer questions 1–3 as a class so you can support student understanding of the text features.

Point out that the diagram shows a lot of information with few words. Ask students whether they have used diagrams and how they have been useful.

**Read**

Read aloud the directions. Tell students that as they read, they should underline important ideas and details. Remind students that not every detail is important. They should underline the main things people need to know in order to understand Rosa Parks and what she did.

**After You Read**

**Exercise A** Have partners retell the article in their own words. Invite pairs to share their retelling. If necessary, remind students that when they retell, they should include only important ideas and details.

**Exercise B** Have students answer questions 1–3 independently.

If students struggle, have them work with a partner. If necessary, return to the article and read it aloud as students track the text.

Have volunteers answer each question. Check that students understand each answer.

**Exercise C** Have partners discuss whether they think Rosa Parks was brave.

**ELL** Invite students from different cultural backgrounds to discuss people who took a stand in their home countries.

**Cause and Effect**

Read aloud the instructional text. Explain that a cause makes an effect happen. Then provide an additional example by writing the following sentences on the board:

It rained.

The deck is wet.

Ask students to identify the cause (the rain) and the effect (the wet deck). If students struggle, ask volunteers to provide examples of causes and their effects. Make a list on the board.

Then move to the table and point out the column headings. Have a volunteer answer item 1. Then have students complete items 2 and 3 independently, and have a volunteer share the answers with the class.

**Extend the Reading Skill**

For more practice with cause and effect, provide students with a copy of Master 13: Cause and Effect Chart. Explain that this graphic organizer can help them think about and understand causes and effects. Then write the following sentence on the board:

I forgot my water, so now I'm thirsty.

Ask students to identify the cause and the effect in the sentence. Remind them that the cause makes the effect happen. Have them write the cause and the effect in their chart.

Now write the sentence: I ran over a nail.

Tell students that this is the cause. Ask what the effect is. Have them write the cause and the effect in their chart.

Then ask students to name a cause, something that makes something happen. What is the effect of that cause?

**Phonics Check-Up**

Have students find examples of long o words in the article. Invite volunteers to share their answers. List the words on the board.

**Read It Again**

Have students return to the Phonics Warm-Up on page 62 and reread it. Then have students read the text out loud to a partner.

**WRITING (pp. 68–69)****Write About an Experience (p. 68)**

Read aloud the instructional text, including the checklist. Then read the prompt.

After reading the prompt, think aloud as you model writing about a time you took a stand. Even if you choose to use an invented experience instead of an event from your own life, write a first-person narrative.

After the modeling, explain that students will write a paragraph about an experience from their own lives. Tell them that if they don't want to share a personal experience, they can write about someone else who took a stand, or they can make up an event.

**Plan**

Read aloud the directions. Give partners a few minutes to discuss the experiences they will write about.

Then model using the sentence starters as you write about the experience you mentioned previously. Complete the first sentence by writing a whole sentence on the board.

Allow students time to complete the first sentence starter. Then move to the next sentence starter, and so on, until you have written your sentences on the board and students have completed their sentences. Leave your sentences on the board for later reference.

**Write About an Experience**

Read the directions and point out the lines provided for students' writing.

Read aloud the tip. Refer back to the sentences you wrote on the board, and point out a past-tense verb.

Have students provide examples of past-tense verbs from their completed sentences. List the verbs on the board.

**Check Your Work**

Read aloud the checklist and ensure students understand what they are being asked to do. Then have students check their writing.

Have students complete the Language Skills Mini-Lesson on simple verb tenses on page 117.

**Extend the Writing****Extension**

- To provide more practice writing about an experience, identify a simple experience that many of your students share. Maybe they eat in the same cafeteria or have all been to the beach.
- Then work with the class to write a paragraph about the experience.

**Think and Discuss (p. 69)**

Have students look at the photo then track the print as you read the caption aloud. Invite a volunteer to tell what the photo shows.

Then read aloud the paragraph, along with the first question in the list. Have small groups discuss their answers to the question and have volunteers share their thoughts.

Repeat the process with the remaining questions.

**LANGUAGE SKILLS MINI-LESSON****Simple Verb Tenses, p. 117**

This mini-lesson provides practice using the simple verb tenses: present, past, and future.

Read aloud the instructional text. Then direct students to work independently to finish the worksheet. Have volunteers share their answers with the class.



## LESSON 8: WORKERS' RIGHTS (pp. 70–77)

## About the Lesson

In this lesson, students will practice the following skills.

**Phonics:** Long *u* vowel sound

**Vocabulary:** Use clues

**Reading:** Retell details

**Writing:** Write about a text

Students will read a passage about Cesar Chavez. The passage includes information about farm workers' rights. Students are asked to picture what they are reading.

Students will be exposed to the following terms during the lesson.

- *long vowel*
- *passage*
- *details*

Be sure students understand this language as they encounter it in the lesson.

## Introduce the Lesson (p. 70)

Read aloud the lesson title, "Workers' Rights." Point out that workers today have rights that workers in the past did not have. Then ask students to name some of the rights that today's workers enjoy.

Make sure students understand that workers in the past often worked long hours without breaks and for little pay.

Then read aloud the list of lesson goals.

Explain that students will be reading a passage about Cesar Chavez, a hero to Latino farm workers. He helped them create a union.

Have students look at the photograph. If necessary, guide them to see that an older woman and a child are picking crops (peas). Are they surprised to see an older woman and a child doing farm labor?

Ask students to draw on their knowledge and personal experiences to understand what is happening in the photo. Prompt students with questions such as the following:

- How old were you the first time you worked for money? What did you do?
- Have you been treated well by employers? What could have been better?
- Is there any farming in your area? Do you know how the crops are harvested?

As a class, talk about farm work. What would it be like? Have students create a list of words describing what it would be like to do farm labor (e.g., *physical, outdoors*).

**ELL** Invite students to share ideas and practices related to workers' rights from their home countries. Ask the following questions:

- Do workers in your home country have rights? How many hours a week are typically worked?
- What kind of laws protect workers' rights in your home country?
- Are you aware of any conflicts between workers and their employers in your home country?

PHONICS: LONG *u* VOWEL SOUND (pp. 70–72)

Tell students they will practice reading words with long *u*. Explain that long *u* has two sounds. It sounds like the *u* in *cute*. It also sounds like the *u* in *tune*. Have students repeat the words. Emphasize the different long *u* sounds.

## Phonics Warm-Up

Have students read the Phonics Warm-Up, noticing words with long *u*. Then have partners circle long *u* words and write them on the lines.

If students have difficulty reading the Warm-Up independently, read the sentences aloud and have students track the print as you read.

Invite volunteers to share the long *u* words they found.

Long *u* Vowel Sound (pp. 71–72)

Read aloud the instructional text. Then complete the following routine for each list:

- Give the spelling of long *u*.
- Read each word aloud.
- Have students repeat each word.
- Have students chorally read each list.

Read aloud the tip and share additional examples of each spelling (*cruise, dew, bloom*).

**Practice A** Read aloud the directions. Write the word *cube* on the board and have students circle *cube* and write it on the line.

Work through items 2–8 as a class.

**Practice B** Read aloud the directions. Have a volunteer answer item 1. Write the answer, *flu*, on the board. Then have small groups complete the exercise, underlining then writing the long *u* words. Invite a volunteer to read the answers.

**Practice C** Read aloud the directions. Have students complete the exercise independently. Invite volunteers to read the completed sentences aloud.

### Extend Phonics

#### Extension

Remind students that long *u* has two sounds, the *u* in *use* and the *u* in *June*.

Provide practice with long *u* by creating a three-column chart on the board, with headings: “Use,” “June,” and “Not long u.”

Read the following list of words and have students tell you where each word belongs on the chart: *cube*, *tube*, *rub*, *huge*, *rude*, *music*, *blue*, *cut*, *new*.

### WORKING WITH WORDS (p. 73)

#### Vocabulary

Explain that students will see the vocabulary words in the reading passage. Read aloud the first word, *crops*, along with its context sentence.

Ask students to use the context to define or explain what the vocabulary word means.

Repeat the process for the remaining words.

Have students practice using the vocabulary in small groups. Prompt them with questions such as the following:

- What **crops** are grown in this area?
- Name a **dangerous** sport.
- Do you know any **union** members?
- Tell about a time when your **wages** were increased.

Have students complete the practice activity. If students have difficulty reading the sentences, read the sentences aloud while students track the print. Have volunteers share their answers and explain their reasoning.

Have students add the vocabulary words to their Personal Dictionary.

#### ELL

Spanish-speaking students may be familiar with the following cognate:

- union: *unión*

### Use Clues

Remind students that when they don't know a word, they can look in the surrounding words and sentences for clues to meaning.

Demonstrate by reading the first context sentence at the beginning of the Vocabulary lesson. Point out that if you did not know the meaning of the word *crops*, the surrounding words would show you its meaning.

Read the instructional text and the sentences. Then read the directions and the first item. Have a volunteer give the answer.

Have students work in pairs to complete the activity.

### Extend Working with Words

#### Extension

Have volunteers provide a sentence for each of the vocabulary words. Emphasize that sentences must be a complete thought. As you write the sentences on the board, point out the capital letter and ending punctuation.

For more practice with these and other vocabulary words, see the Word Learning Activities in the back of this Teacher's Guide.

### READING (pp. 74–75)

Explain that students will be reading a passage about Cesar Chavez, a man who helped farm workers get better treatment from farmers.

Tell them the passage includes information about how Chavez became a hero. Activate prior knowledge by asking students what, if anything, they know about workers' unions.

### Before You Read

Preview the passage with students. Read the title, modeling pronunciation of the name Cesar Chavez. Then read aloud the first paragraph.

Have partners discuss the photo and read the caption. Then have volunteers provide the answers for questions 1–3.

Tell students that the farm workers in the photo are on strike. Ask students what a strike is.

If necessary, explain that a strike is when a union, or group of workers, stops working. They protest instead. Because everybody stops working, nothing gets done, making it impossible for the employer to earn money. As a result, the workers have more power in their discussions with the employer.

Remind students of the story of Rosa Parks. Black people refused to ride the buses. Strikes and boycotts give everyday people power.



Ask students what happens to farmers' crops if farm workers protest instead of working. (*The crops rot in the field.*)

### Read

Read aloud the directions. Tell students that as they read, they should picture what they are reading.

### After You Read

**Exercise A** Pair students and have them retell the passage in their own words. Invite pairs to share their retelling. If necessary, point out that when they retell, students should tell only the most important ideas and information.

**Exercise B** Read aloud the directions. Have students answer questions 1–3 independently.

If students struggle, ask leading questions to support their work. If necessary, return to the passage and read it aloud.

Have volunteers answer each question. Check that students understand the answers.

**Exercise C** Have students discuss why Cesar Chavez helped farm workers. Invite volunteers to share their thoughts with the class.

**ELL** Invite students from different cultural backgrounds to discuss food production and workers' rights in their home countries.

### Retell Details

Read aloud the instructional text. Remind students that details help readers understand the topic. Details are facts about the topic, in this case Cesar Chavez.

Have students reread the first three paragraphs and then answer questions 1–4. If necessary, read aloud the questions and help students return to the passage to find the answers.

Then have students use the remaining paragraphs to answer questions 5–8. Again, read aloud as necessary.

### Extend the Reading Skill

**Extension** To provide more practice retelling details, read the following paragraph. Then have students tell the important details.

Samuel Gompers is not as well-known as Cesar Chavez, but he is another hero of workers. In 1886, he started

the most famous labor union in history, the American Federation of Labor, which is known as the AFL.

### Phonics Check-Up

Have students find examples of final consonant blends in the passage. Invite volunteers to share their answers. List the words on the board.

### Fluency Read It Again

Have students return to the Phonics Warm-Up on page 70 and reread it. Then have students read the text out loud to a partner.

### WRITING (pp. 76–77)

#### Write About a Text (p. 76)

Read aloud the instructional text. Then talk about the difference between facts and opinions. Facts can be proven, but opinions depend on what each person thinks or feels.

Tell students that, “The movie starts at 9:00,” is a fact. “This is a great movie,” is an opinion.

Next read the bulleted list. Explain that students will complete some sentences with facts about Cesar Chavez. They should not give opinions.

### Plan

Read aloud the directions.

Then read each sentence stem and have a volunteer complete the sentence with a fact. Have small groups work together to complete the remaining sentences.

If students struggle, have them return to the text, where they will find the facts they need.

Review students' answers as a class.

### Write About a Text

Note the line for the title as well as the lines for students' sentences.

Read aloud the tip. Share the following examples, and have students determine which are sentences (items 1 and 3) and which are fragments (items 2 and 4).

1. I love my dog.
2. Doesn't mind very well.
3. She needs training.
4. Loves treats that squeak.

**Check Your Work**

Read aloud the checklist and ensure students understand what they are being asked to do. Then have students check their writing.

**Extend the Writing**

**Extension** To provide more practice with writing about a text, invite students to write sentences about a book or an article. Then have them share their sentences with a partner.

**Think and Discuss (p. 77)**

Have students look at the photo and read the caption. Invite a volunteer to tell what the photo shows. Then read aloud the text and the questions. Have students discuss their answers in small groups. Have volunteers share their responses with the class.

**LANGUAGE SKILLS MINI-LESSON****Pronouns, p. 118**

This mini-lesson provides practice using pronouns correctly.

Read aloud the instructional text. Then direct students to work independently to finish the worksheet. Have volunteers share their answers with the class.

**LESSON 9: STANDING UP FOR YOUR BELIEFS  
(pp. 78–85)****About the Lesson**

In this lesson, students will practice the following skills.

**Phonics:** Three-letter initial blends

**Vocabulary:** Sight words

**Reading:** Sequence

**Writing:** Write an autobiography

Students will read an article about Muhammad Ali, a boxer. The article includes information about Ali's life. Students are asked to take notes by marking important facts as they read.

Students will be exposed to the following terms during the lesson.

- *blends*
- *sight words*
- *autobiography*
- *sequence*
- *article*

Be sure students understand this language as they encounter it in the lesson.

**Introduce the Lesson (p. 78)**

Read aloud the lesson title, "Standing Up for Your Beliefs." Then read aloud the list of lesson goals.

Explain that students will be reading an article about a famous boxer. It will discuss some important events in the boxer's life.

Have students look at the photograph. Invite them to describe what they see. Does anybody know the boxer's name?

Prompt students to connect the photo with their own experiences with questions such as the following:

- Have any of the students ever boxed?
- The boxer in the photo is famous for both his boxing and his character. Do any students know a current-day athlete who is famous for both athletic skill and strong beliefs?

Ask students which athletes they admire. Why? List responses on the board.

ELL

Invite students to share the stories of famous athletes from their home countries. For each famous athlete, ask:

- Who is the athlete?
- What sport does he or she play?
- Why is the athlete famous? Is it just athletic success, or is there something about the athlete's personality or character?

### PHONICS: THREE-LETTER INITIAL BLENDS (pp. 78-80)

Explain that students will practice reading words that begin with three-letter blends.

Remind students that blends are letters that work together. You can hear the sound of every letter in blends.

To illustrate, write the word *scrap* on the board. Underline *scr* and read the word aloud. Point out that the *s*, *c*, and *r* sounds blend together, but you can hear every sound.

Then write the word *three* on the board, and underline *thr*. Tell students *thr* is an exception to the rule. With *thr*, two letters make one sound (the digraph *th*). The *th* sound blends together with the *r* sound.

### Phonics Warm-Up

Have students read the Phonics Warm-Up, noticing words that start with three-letter blends. Then have them complete the chart by writing words with three-letter blends in the correct list.

Invite volunteers to share the words they found for each three-letter blend.

### Three-Letter Initial Blends (pp. 79–80)

Read aloud the instructional text about three-letter initial blends. Then read the lists, completing the following routine for each blend:

- Say the sound of the blend.
- Have students repeat the sound.
- Read each word aloud.
- Have students repeat each word.
- Have students chorally read the words in each list.

Read aloud the tip. Then share another example, *thrill*. Challenge students to name additional examples.

Tell students that *shr* is another example of a three-letter blend with only two sounds. With *shr*, the digraph *sh* makes one sound, which combines with the *r* sound to create the blend. Give the example *shriek* and ask students whether they can name another (such as *shred*).

**Practice A** Read aloud the directions. Think aloud as you try each blend until you identify the word *strawberry* as the answer. Write the word on the board and have students read it aloud. Work through items 2–8 as a class.

**Practice B** Read aloud the directions. Have a volunteer answer item 1. Write the answer, *those*, on the board. Tell students there is no blend in *those*, just the digraph *th*, which makes a single sound.

Have a second volunteer answer item 2. Then have students complete the exercise independently. Invite a volunteer to share the answers.

**Practice C** Read aloud the directions. Point out the section titled “Across” and tell students that these hints will be used to complete the rows of the puzzle that go across the page, left to right. Repeat for the “Down” section.

Model completing an item by pointing out the clue for 2 Across, along with the row where the word needs to fit. Think aloud as you determine the answer, *straw*, and write it into the puzzle. Then cross out *straw* in the box.

Have partners complete the next item, and have a volunteer share the answer.

Then have partners complete the rest of the puzzle. If students struggle to find an answer, have them try each word from the box to see if it makes sense and fits into the boxes provided.

Review the puzzle as a group, with volunteers sharing each answer.

### Extend Phonics

Extension

For more practice with three-letter initial blends, divide the class into five groups. Have students use the three-letter blends from Master 3: Consonant Blend Cards. Assign each group a blend: **scr**, **spl**, **spr**, **str**, or **thr**. Have students combine the blends with letter and word family cards to make words. Have groups record their words.

Then provide dictionaries, at least one per group, and have students list at least three more words with the blend you've assigned.

When students are finished, list on the board the words they found for each blend.

### WORKING WITH WORDS (p. 81)

#### Vocabulary

Explain that students will see the vocabulary words in the reading passage. Read aloud each vocabulary word and its context sentence.

Ask students to use the context to define or explain what each vocabulary word means.

Remind students that knowing word roots will help them decode (or read and understand) related words.

- *Belief*, for example, will help them read and understand *believe* and *believer*.
- *Allow* will help them read *allowed*.
- *Young* will help them read *youth*.

Have students practice using the vocabulary in small groups. Prompt them with questions such as the following:

- Does your school **allow** you to have drinks in the classroom? Do they **allow** you to have food?
- Do you **believe** in aliens? Why or why not?
- Do you feel **young** enough to learn a new sport? What sport would you like to learn?

Have students complete the practice activity. Then have volunteers share their answers and explain their reasoning.

Have students add the vocabulary words to their Personal Dictionary.

ELL

Encourage English language learners to connect with the words by asking the following questions:

- In your home country, do the laws **allow** people to say “No,” to military service?
- What are some things most people **believe** in your country?
- Who usually takes care of **young** children in your home country?

#### Sight Words

Remind students that sight words are words they will see in many texts. They can be hard to sound out, so knowing them “on sight” can help students read more easily and understand more of what they read.

Read the first word aloud. Have students repeat the word. Then read the example sentence aloud. Repeat this routine for the remaining words.

**Exercise A** Have students work in pairs to complete the activity, circling the sight word in each sentence. Review the answers as a class, having the students read the sentences aloud. Then point to each sight word and have students reread it.

**Exercise B** Have students complete the sentences in practice activity B. Invite volunteers to share their responses. Then chorally read the sentences.

#### Extend Working with Words

Extension

Have students return to their deck of sight-word flashcards. Partners should run through the cards several times, hopefully to the point of fluency.

For more practice with these and other sight words, see the Word Learning Activities in the back of this Teacher’s Guide.

#### READING (pp. 82–83)

Explain that students will be reading an article about a famous boxer. The article includes information about important events in the boxer’s life.

Activate prior knowledge by asking students whether they know of any athletes who have taken a stand based on their beliefs:

- Who is the athlete?
- Why did he or she take a stand?
- How did he or she take a stand?

#### Before You Read

Tell students that the article they will read is a biography. Biographies give important facts about a person’s whole life, in the order the events occur.

You may want to discuss the following concepts and historical events to support student understanding of the text. See what students know about each idea and offer more information as needed:

- Olympic Games/gold medals
- The military draft
- The Vietnam War

Have students preview the article. They should read the title and the first sentence then look at the photograph. Have students work in pairs to answer questions 1–3. Then have volunteers share answers with the group.

Ask students if they can make connections to their own experiences. Have they experienced moments of victory similar to the one shown in the photo?

### Read

Read aloud the directions. Tell students that as they read, they should take notes by circling important dates and underlining important facts.

Explain that taking notes makes it easier to go back to the text and find the most important information without re-reading the whole thing. Taking notes also helps readers pay attention because as they read they have to think about which ideas are important.

Remind students that the goal is to understand important events and decisions in Muhammad Ali's life.

Read the first paragraph aloud. Then point out that Muhammad Ali's name as a child was Cassius Clay. He changed his name later in life. This means Cassius Clay and Muhammad Ali are the same person.

### After You Read

**Exercise A** Pair students and have them retell the article in their own words. Invite pairs to share their retelling. Emphasize that the retelling should include important dates, facts, and events in Ali's life.

**Exercise B** Have students answer questions 1–3 independently.

If students struggle, ask leading questions to support them. If necessary, return to the article and read it aloud.

Have volunteers share their answers with the class. Check that students understand each answer.

**Exercise C** Read aloud the directions. When partners finish their discussion, have volunteers share their thoughts with the class.

**ELL** Invite students from different cultural backgrounds to discuss famous people who took a stand in their home countries.

### Sequence

Read aloud the instructional text and the directions. Complete the first item with students. Have a volunteer provide the answer for the second item. Then have partners complete the exercise, and review the answers as a class.

When the students' timelines are complete, talk with students about how their notes (circled dates and underlined facts) helped them build their timelines.

### Extend the Reading Skill

**Extension** Distribute copies of Master 9: Sequence Timeline. Point out that this is a graphic timeline, one that shows time moving forward from early events on the left to later events on the right. Have students complete the timeline, using events in the life of a friend, a family member, or a fictional character, such as a character in a movie or book.

When students finish the activity, have them share their timelines with a partner. Then have a volunteer share with the class.

### Phonics Check-Up

Have students find examples of three-letter initial blends in the article. If students struggle to find blends, have them focus on paragraph 3 (which includes the words *strange*, *throw*, *spring*, and *strength*). Invite volunteers to share their answers. List the words on the board.

### Fluency Read It Again

Have students return to the Phonics Warm-Up on page 78 and reread it. Then have students read the text out loud to a partner.

### WRITING (pp. 84–85)

#### Write an Autobiography (p. 84)

Read aloud the instructional text. Then read the checklist. Point out that *autobiography* is a fancy word for a story about your own life. An autobiography does not tell everything about your life, only the important events.

Tell students that if they don't want to share events from their own lives, they can make up the events.

**Plan**

Remind students of their previous work with a timeline. In their planning, they will complete another timeline to help them write their autobiographies.

Next, model how to complete the chart with important events from your own life (such as graduations, relocations, weddings, and the birth of children). You can use made-up events, if you like, but present them in the first person, as you would if they actually happened to you.

Emphasize that you are listing only important events and that you are listing them in the order they happened.

After you complete the first event (your birth), point out that you wrote a whole sentence. Then have students complete their first item with a whole sentence. Continue modeling with three more events, expressed in whole sentences. After you write each event, have students write an event on their timeline as well.

**Write an Autobiography**

Read the directions. Point out the lines provided for students' writing. Then remind students to write the events in the order they occurred and to use whole sentences.

Read aloud the tip. Point out that biographies and autobiographies usually start with the person's birth and childhood. In other words, they tell the events in order.

**Check Your Work**

Read aloud the checklist and ensure students understand what they are being asked to do. Then have students check their writing.

**Extend the Writing****Extension**

• To provide more practice writing an autobiography, have students return to their paragraphs and add more events. Encourage them to write wherever there is space on the page and to use arrows to indicate where each event goes, according to when it happened.

- As time allows, have students create a final draft that includes all of the events.

**Think and Discuss (p. 85)**

Have students look at the photo. Invite a volunteer to tell what the photo shows.

Read the text about the national anthem protests. Then have the class discuss the protests, using the questions.

One thing students may not know is the “other side” of the national anthem protests. Some people think “taking a knee” during the national anthem is disrespectful to military personnel. What do students think about this viewpoint?

**UNIT 3 REVIEW (p. 86)**

Have students complete the Unit 3 Review and check their answers in the Answer Key. Remind students to preview the text and questions before reading.

If students need extra support, read the text and questions aloud. If students answer any questions incorrectly, review the appropriate reading or phonics skill.



## LESSON 10: SOLVING A PROBLEM (pp. 88–95)

## LESSON 10 SOLVING A PROBLEM (pp. 88–95)

## About the Lesson

In this lesson, students will practice the following skills.

**Phonics:** Consonant digraphs *ch, sh, th, ph, wh*

**Vocabulary:** Sight words

**Reading:** Retell story events

**Writing:** Write a story

Students will read a story about a crow who solves a problem. Students are asked to make predictions about what will happen next in the story.

Students will be exposed to the following terms during the lesson.

- *consonant*
- *digraph*
- *retell*
- *purpose*
- *predict*
- *character*
- *event*
- *personal narrative*

Be sure students understand this language as they encounter it in the lesson.

## Introduce the Lesson (p. 88)

Read aloud the lesson title, “Solving a Problem.”

Then read aloud the list of lesson goals.

Explain that students will be reading a story about a crow who solves a problem.

Have students look at the illustration. Invite them to describe what they see. Ask students to draw on their knowledge and personal experiences to understand what is happening in the illustration. Prompt students with questions such as the following:

- Can you tell by looking at the illustration if this is a true story? What are the clues?
- What is another story that has talking animals for characters?
- The story of the ant and the grasshopper teaches a lesson. Does anybody know what the lesson is? (The story is discussed in more depth later in the lesson.)

Ask students to brainstorm stories that teach lessons. List responses on the board.



Invite students to share traditional stories from their home countries. Ask them these questions:

- Do any of the traditional stories in your home country have animals that can talk?
- Is there one character who appears in many traditional stories in your home country?
- Do traditional stories from your home country teach lessons?

PHONICS: CONSONANT DIGRAPHS *ch, sh, th, ph, wh* (pp. 88–90)

Explain that students will practice reading words that begin with consonant digraphs, including *ch, sh, th, ph,* and *wh*.

Tell students that consonant digraphs are pairs or sets of consonants that work together to make one sound. We do not hear every letter in a digraph, which is what makes a digraph different from a blend.

Write the word *rust* on the board and underline *st*.

Remind students that *st* is a blend because we hear both the *s* sound and the *t* sound.

Then write the word *rush* on the board and underline *sh*. Tell students that *sh* is a digraph because we can't hear both letters. In digraphs, the two letters work together to make one sound.

## Phonics Warm-Up

Have students read the Phonics Warm-Up, noticing words that have the consonant digraphs *ch, sh, th, ph,* and *wh*.

Then have them write one word from the Warm-Up for each digraph. If students struggle to read or identify the digraphs, work through the exercise as a class.

After students write the words, ask volunteers to share the words they found.

During the review of the lists, point out that *th* makes two different sounds. Write the words *thing* and *this* on the board. Model the sounds. Then have students repeat the words after you. Ask students to name more words with each of the two *th* sounds.

Consonant Digraphs *ch, sh, th, ph, wh* (pp. 89–90)

Read aloud the instructional text about consonant digraphs.

Then read the lists, completing the following routine for each digraph:

- Say the sound of the digraph.
- Have students repeat the sound.
- Read each word aloud.
- Have students repeat each word.
- Have students chorally read each list.

Read aloud the tip. Then share additional examples of *-tch* words. For example, *catch*, *ratchet*, *watch*, and *witch*.

**Practice A** Read aloud the directions. Complete the first item with the class. Then have partners complete the exercise.

**Practice B** Read aloud the directions. Think aloud as you complete item one by writing *elephant* on the board, with *ph* underlined.

Then have a student volunteer provide the answer for item 2, *cheese*. Have partners complete the activity. Then have volunteers share their answers and explain their reasoning.

**Practice C** Have small groups work together to complete the story. Then have a volunteer from each group read the paragraph aloud as other students follow.

Have students add the vocabulary words to their Personal Dictionary.

**ELL** Spanish-speaking students may be familiar with the following cognate:

- discover: *descubrir*

### Sight Words

Remind students that sight words are words they will see in many places. Some of these words are hard to sound out. Knowing these words “on sight” can make reading a little easier and a little faster, which helps readers understand more.

Read the first word aloud. Have students repeat the word. Then read the example sentence aloud. Repeat this routine for the remaining words.

Next, chorally read the list of sight words with students.

**Exercise A** Read the directions. Then read the sentence for item 1 and have a volunteer tell which word should be circled. Repeat this process for items 2–4.

**Exercise B** Read the directions. Have students complete the activity independently. Then have volunteers share the answers with the class.

### Extend Working with Words

**Extension** For more practice with vocabulary and sight words, see the Word Learning Activities in the back of this Teacher’s Guide.

### READING (pp. 92–93)

Explain that students will be reading a story about a crow that solves a problem. This story is an example of a fable. To give students a full understanding of the fable genre, write the following list on the board.

#### Fables

- Are very old stories
- Entertain *and* teach a lesson
- Are not very long
- Have few characters, usually talking animals

Have a volunteer define *characters*. Then ask students to look at the story’s illustration and make a prediction about the story’s characters.

Most people believe fables started in ancient Greece with a slave named Aesop. Many people have heard of Aesop’s fables.

### Before You Read

Have students look back at the list of the features of fables and think about what they want to discover as they read.

Then point out that trying to discover something as they read will give them a purpose for their preview. The purpose will help them focus on the story.

Have students preview the story by reading the title and the first sentence. Then have them look at the illustration.

Have partners answer questions 1 and 2. Then have volunteers share what they want to find out as they read the story. List student responses on the board.

### Read

Read aloud the directions. Tell students that as they read, they should make predictions. In other words, they should make a thoughtful guess—a guess based on what they already know—about what will happen next or what will happen in the end. Making predictions can help readers pay attention to details and events in the story. The predictions provide an additional purpose for reading.

List volunteers’ predictions on the board.



**After You Read**

**Exercise A** Pair students and have them retell the story in their own words. Invite volunteers to share their retelling.

**Exercise B** Read the directions aloud. Have students answer questions 1–3 independently. Have volunteers share their answers.

**Exercise C** Have partners discuss how Crow solved his problem. Then discuss Crow’s solution as a class. Have students tell whether their predictions were right.

**ELL** Invite students from different cultural backgrounds to tell a traditional story from their home countries. Ask the other students whether the story taught a lesson. If so, ask what the lesson is.

**Retell Story Events**

Read aloud the instructional text. Explain that when you retell a story, you tell the important events in the order that they happened. Understanding the events in a fable can help you figure out the lesson.

Have partners complete sentences 1–4. Then work with the class to determine the story’s lesson. (Possible lessons are discussed in detail at the end of the lesson.)

**Extend the Reading Skill**

**Extension** To provide more practice with prediction, have students return to the picture at the beginning of the lesson, the grasshopper and the ant. Ask leading questions to help students identify that the ant is working, and the grasshopper is playing.

Ask students to predict what happens in the story of the ant and the grasshopper. Have them guess what lesson the story teaches.

Write predictions on the board. Then tell students you will retell the main events of the story:

In the story, the ant is working to store food for the winter. The grasshopper is just hanging out in the sunshine.

When winter comes, the ant has plenty to eat, but the grasshopper goes hungry.

Have students tell which predictions were right. Then discuss the lesson of the story.

**Phonics Check-Up**

Have students find examples of consonant digraphs in the story, “The Crow and the Pitcher.” Invite volunteers to share their answers. List the words on the board.

**Fluency Read It Again**

Have students return to the Phonics Warm-Up on page 88 and reread it. Then have students read the text out loud to a partner.

**WRITING (pp. 94–95)****Write a Story (p. 94)**

Read aloud the first paragraph of instructional text. Then ask students how they can tell, for sure, that the story, “The Crow and the Pitcher” is fiction—a made-up story. (The crow thinks logically, much the way a person would.)

Continue reading the instructional text, including the checklist. Then read the writing prompt.

Tell students they don’t have to write a personal narrative; they can write a fictional, or made-up, story. But they should still tell the story *as if* it happened to them. In other words, they should use the pronoun *I*.

**Plan**

Read aloud the instructional text and provide partners plenty of time to talk about their story ideas.

Read the first sentence starter, and have students complete the sentence independently. Continue through all of the sentence starters.

**Write a Story**

Point out the lines provided for students’ writing.

Then read the tip. To illustrate the tip, point out that we *always* use pronouns when we talk about ourselves. We never use our names. To emphasize the point, write the following sentences on the board. Then have a volunteer read the sentences aloud, first using their own name in the blanks then using the personal pronouns *I* and *my*.

One day, \_\_\_\_\_ was walking \_\_\_\_\_ dog. \_\_\_\_\_ saw \_\_\_\_\_ brother, Charlie, walking his dog. \_\_\_\_\_ was happy to see him.

**Check Your Work**

Read aloud the checklist and ensure students understand what they are being asked to do. Then have students check their writing.

**Extend the Writing****Extension**

- To provide more practice with story writing, write a made-up story with students. First students should name and describe a character. Then they can use the sentence starters on page 94 to figure out what happens in the story.
- Write a simple story on the board. When the story is complete, use the checklist on page 95 to review it. Note that the events in this story do not need to be real.

**Think and Discuss (p. 95)**

Read aloud the instructional text. Allow small groups to discuss and determine the story's lesson.

Have volunteers share the lessons they've identified. List possible lessons on the board.

Some possibilities include:

- Solutions are created by problems.
- Intelligence can solve problems when muscle won't.
- If your first solution won't work, keep trying. Keep thinking.

Then ask students whether the lessons in the list are too old to be true in today's world or if they are still true. If they are still true, will they always be true?

**LANGUAGE SKILLS MINI-LESSON****Contractions, p. 119**

This mini-lesson provides practice using contractions correctly.

Read aloud the instructional text. Then direct students to work independently to finish the worksheet. Have volunteers share their answers with the class.

**LESSON 11: PROBLEM SOLVING AT WORK  
(pp. 96–103)****About the Lesson**

In this lesson, students will practice the following skills.

**Phonics:** Silent letter digraphs *ck, kn, mb, wr*

**Vocabulary:** Words with more than one meaning

**Reading:** Cause and effect

**Writing:** Write a memo

Students will read a passage with a memo. The memo describes a problem at work. Students are asked to think about and underline important ideas and details in the text.

Students will be exposed to the following terms during the lesson.

- *digraph*
- *cause and effect*
- *memo*
- *details*

Be sure students understand this language as they encounter it in the lesson.

**Introduce the Lesson (p. 96)**

Read aloud the lesson title, "Problem Solving at Work."

Then read aloud the list of lesson goals.

Explain that students will be reading a passage with a memo. The memo talks about a problem at work.

Have students look at the photograph. Invite them to describe what they see. Ask students to draw on their knowledge and personal experiences to understand what is happening in the photo. Prompt students with questions such as the following:

- What is the woman doing?
- Do you think she is at home or at work? How can you tell?
- How do you think a person with this job would handle work problems? Why do you think that?
- How do you handle work problems?

Ask students to brainstorm ways to handle problems at work. List responses on the board.

**ELL** Invite students to share ideas and practices related to work problems in their home countries. Ask them the following questions:

- Do most business leaders in your home country treat employees with respect?

- Will business leaders in your home country listen to ideas from their workers?

### PHONICS: SILENT LETTER DIGRAPHS *ck, kn, mb, wr* (pp. 96-98)

Explain that students will practice reading words that include silent letter digraphs. Remind them that digraphs are pairs of letters that stand for one sound. In a silent letter digraph, one of the letters is silent. The other letter makes its usual sound. To illustrate, write the word *knot* on the board and underline *kn*. Tell students *kn* is a silent letter digraph. The *k* is silent. The *n* makes its normal sound.

### Phonics Warm-Up

Have students read the Phonics Warm-Up sentences. Ask them to look for words that have silent letter digraphs, including *ck, kn, mb, and wr*.

Next, read the Warm-Up aloud while partners circle *ck* words and write one on the line provided. Have a volunteer share a *ck* word with the class.

Then have partners circle *kn* words in the Warm-Up and write one on the line.

Then repeat the process with *mb* words and *wr* words.

### Silent Letter Digraphs *ck, kn, mb, wr* (pp. 97-98)

Read aloud the instructional text about silent letter digraphs. Point out that in the digraph *ck* both the *c* and the *k* can make the /k/ sound. However, we hear the /k/ sound only once.

Then read the lists, completing the following routine for each:

- Spell the digraph.
- Have students tell which letter is silent.
- Say the sound of the digraph.
- Have students repeat the sound.
- Read each word aloud.
- Have students repeat each word.
- Have students chorally read each list.

Read aloud the tip. Then share additional examples of words with silent consonants: *scene, ghost, two, and island*.

**Practice A** Read aloud the directions. Model completing item 1 by writing the word *knit*. Work through items 2-8 as a class.

**Practice B** Read aloud the directions. Have partners complete the exercise. Then have a volunteer provide the answers.

**Practice C** Read aloud the directions. Point out the section titled Across and tell students that these hints will be used to complete the rows of the puzzle that go across the page. Then explain the Down section.

Model completing an item by reading the clue for 4 Across, "Do this before you open a door." Look at the word box and think aloud as you discover the answer, *knock*. Write *knock* in the correct place in the puzzle and cross it out, noting that it can't be used again.

Have students complete the next item, 6 Across. Check that everybody writes the word in the correct boxes and understands the puzzle.

Have small groups complete the rest of the puzzle, and review the answers with the class.

### Extend Phonics

#### Extension

For more practice with silent letter digraphs, write the following digraphs on the board, leaving enough room under each digraph so you can write a list of words: *ck, kn, mb, wr*.

Provide pages from newspapers or magazines and ask students to find and circle words with each silent letter digraph.

Have volunteers share their words. Write them on the board under the appropriate digraph, and have the class say each word aloud.

For additional practice with silent letter digraphs, provide students with the silent letter digraph cards from Master 2. Have students combine the digraphs with letter and word family cards to create words.

### WORKING WITH WORDS (p. 99)

#### Vocabulary

Explain that students will see the vocabulary words in the reading passage. Read aloud each vocabulary word and its context sentence.

Ask students to use the context to define or explain what each vocabulary word means.

Have students practice using the vocabulary in small groups. Prompt them with questions such as the following:

- What time of day is **busy** for you?
- What do you usually **order** for lunch?

- What **process** do you follow when you wash your car?
- Can you **suggest** a good pizza restaurant?

Have students complete the practice activity. If students have difficulty reading the sentences on their own, read the sentences aloud while students track the print. Have volunteers share their answers and explain their reasoning.

Have students add the vocabulary words to their Personal Dictionary.

ELL

Spanish-speaking students may be familiar with the following cognates:

- process: *proceso*
- suggest: *sugerir*

### Words with More Than One Meaning

Read aloud the instructional text. Then read the directions for the practice exercise.

Complete items 1 and 2 together. Then have partners complete items 3–5. Have a volunteer share answers with the group.

### Extend Working with Words

Extension

To provide more practice with words with more than one meaning, ask students to think of additional meanings for the vocabulary word *order*. (The vocabulary word is a verb/action word; tell students to think of a way that order can be a noun/a thing.)

For more practice with vocabulary words, see the Word Learning Activities in the back of this Teacher's Guide.

### READING (pp. 100–101)

Explain that students will be reading a passage about a problem at work. Tell them the passage includes a memo, which is a kind of communication or formal note from one person in a business to another. A memo is semi-formal, which means it should be written thoughtfully and proofread carefully.

Activate prior knowledge by asking students whether they have ever sent or received a memo. (Note: In some work settings, memos are posted on bulletin boards where employees will see them.)

### Before You Read

Explain skimming, which is looking quickly at a text before reading it carefully. Demonstrate by reading the title, the first couple sentences, and the information at the top of the memo, before the main text begins.

Discuss any vocabulary that may be confusing. For example, explain (or have a volunteer explain) what a warehouse is and what computer chips and computer boards are.

Then note the word *team*. Point out that, although *team* is a word that often makes us think of sports, a lot of work environments have teams as well.

Have students skim the article, noticing some of the features of the memo. Make a list as volunteers mention the features: the title, the date, to/from lines, and the subject line.

Have students work in pairs to answer questions 1–3. Have volunteers share their answers with the group.

Then have students make connections to their own experiences. Have they had a problem at work? How did they communicate with the boss about the problem?

### Read

Read aloud the directions. Tell students that taking notes helps readers understand a text and remember it better.

One way to take notes is to write words on a separate piece of paper; another way is to underline important ideas and details as you read.

Model note-taking by underlining important ideas as you read the first paragraph aloud.

### After You Read

**Exercise A** Pair students and have them retell the article in their own words. Invite pairs to share their retelling. If necessary, remind students that a retelling should include only important ideas and details.

**Exercise B** Have students answer questions 1–3 independently.

If students did not understand the text, return to the article and read it aloud.

Have volunteers answer each question. Check that students understand each answer.

**Exercise C** Have students discuss whether Rick's idea will fix the problem. Why or why not? Have volunteers share their opinions with the group.

**ELL** Invite students from different cultural backgrounds to discuss work problems and how they are communicated in their home countries.

**Cause and Effect**

Read aloud the instructional text. Remind students that a cause is what makes something happen. An effect is what happens. Read the first example.

Point out the phrase *as a result*. Tell students this phrase signals that the effect will come next. (A result is the same as an effect.) In the first example sentence, the flat tire is the effect of driving over a nail.

Then read the second example sentence. Point out the clue word, *because*. Tell students that *because* signals the cause (or the reason something happens) will come next. In this sentence, the flat tire is the cause for the employee being late to work.

Read the directions and think aloud as you complete item 1.

Then have partners complete items 2 and 3. Review the answers as a class.

**Extend the Reading Skill**

**Extension** Tell students you will give them a cause, and they should tell you some possible effects.

Write the cause on the board and read it aloud. Then have students tell possible effects.

1. I was late four days in a row. As a result, \_\_\_\_\_.
2. I broke my arm. As a result, \_\_\_\_\_.
3. I yelled at the boss, so \_\_\_\_\_.

Point out that in the third example, the word *so* signals that the effect is coming next. Another word that signals the effect will come next is *therefore*.

1. I didn't study. Therefore, \_\_\_\_\_.
2. I love my job. Therefore, \_\_\_\_\_.

Then repeat the process, this time providing effects and having students imagine causes.

1. I lost my job because \_\_\_\_\_.
2. I am going to school because \_\_\_\_\_.
3. I want to make more money because \_\_\_\_\_.

**Phonics Check-Up**

Have students find examples of silent letter digraphs in the passage. Invite volunteers to share their answers. List the words on the board.

**Fluency** Read It Again

Have students return to the Phonics Warm-Up on page 96 and reread it. Then have students read the text out loud to a partner.

**WRITING (pp. 102–103)**

**Write a Memo (p. 102)**

Read aloud the instructional text. Then read each item in the checklist.

Next, tell students that, in the past, memos were usually printed and handed to workers. A boss might write a memo to tell workers about a new rule or to remind them what to do if they have a certain kind of problem.

Today, many companies use email to send memos, but today's memos usually contain the same kind of official information as memos in the past.

Explain that students will write a memo to a leader at work or school. The memo will tell about a problem and how the student thinks it can be fixed.

**Plan**

Read aloud the directions. Point out the sentence starters that can be completed with information for their memos.

Then model solving a simple problem, using the situation below (or make up your own).

School starts at 6:00, and many students struggle to arrive on time. The solution is to start class at 6:30 or 7:00.

Then support students in identifying or imagining a problem and solution to use in their memo, along with identifying the person who should receive the memo.

**Write a Memo**

Point out the lines provided for students' writing. Note the place for the date, the recipient's name, the writer's name, and the subject line. The remaining lines should be used for the explanation of the problem and the solution.

Read aloud the tip. Point out that a memo is not casual; it is semi-formal. Because of this, workers should be careful to write clearly and get the details right. For example, names should be spelled correctly.

**Check Your Work**

Read aloud the checklist and ensure students understand what they are being asked to do. Then have students check their writing.

**Extend the Writing****Extension**

- To provide more practice with memo-writing, invite students to write a memo to you. Tell them to imagine you've been starting class 15 minutes early and going 15 minutes late. You've been doing this to help students, but it isn't helping them.
- Have students imagine why starting early and stopping late would be a problem. How can it be fixed? Have partners work together to make notes, using the sentence starters on page 102.
- Then write the memo on the board (complete with the date, to/from lines, etc.) as students give you information.

**Think and Discuss (p. 103)**

Have students look at the photo. Invite a volunteer to tell what the photo shows.

Then read aloud the text and the questions. Have students discuss their answers in small groups.

Ask students what kind of employees are most valued by employers. Why is this the case? Have volunteers share their responses with the class.

**LANGUAGE SKILLS MINI-LESSON****Singular and Plural Verbs, p. 120**

This mini-lesson provides practice with singular and plural verbs.

Read aloud the instructional text. Then direct students to work independently to finish the worksheet. Have volunteers share their answers with the class.

**LESSON 12: SOLVING MONEY PROBLEMS  
(pp. 104–111)****About the Lesson**

In this lesson, students will practice the following skills.

**Phonics:** Three-letter final blends

**Vocabulary:** Suffix -ly

**Reading:** Retell details

**Writing:** Write about an experience

Students will read an article about ways to make money.

Students will be exposed to the following terms during the lesson:

- *blends*
- *details*
- *suffix*
- *experience*

Be sure students understand this language as they encounter it in the lesson.

**Introduce the Lesson (p. 104)**

Read aloud the lesson title, "Solving Money Problems." Point out that money problems are common, and people use different ways to solve them.

Then read aloud the list of lesson goals.

Explain that students will be reading an article about money problems and some ways to solve them.

Have students look at the photograph and draw on their knowledge and personal experiences to understand what it shows. Prompt students with questions such as the following:

- How do you feel when you are short on cash or have an empty wallet?
- When you have money struggles, do you tackle them head-on, or do you avoid dealing with them?

Ask students to brainstorm ways to make money to cover an unexpected need. List responses on the board.

**ELL** Invite students to share about money problems and solutions in their home countries. Ask the following questions:

- Do most people in your home country have extra money?
- How do people in your home country solve short-term money problems?



**PHONICS: THREE-LETTER FINAL BLENDS (pp. 104–106)**

Explain that students will practice reading words with three-letter final blends.

Remind students that blends are letters that work together. You can hear individual sounds of all or some of the letters in the blend. Final blends come at the end of a word.

To illustrate, write the word *change* on the board. Underline *nge* and read the word aloud. Point out that the *n* and *g* sounds can both be heard in the word. The *e* is silent.

**Phonics Warm-Up**

Have students read the Phonics Warm-Up, noticing words that end with three-letter blends. Then have them complete the chart, circling words that include each blend then writing them on the appropriate lines.

Invite volunteers to share the words they found for each consonant blend. List the words on the board.

**Three-Letter Final Blends (pp. 105–106)**

Read aloud the instructional text about three-letter final blends.

Then read the lists, completing the following routine for each blend:

- Pronounce the blend and have students repeat the sound.
- Read each word aloud and have students repeat each word.
- Have students chorally read each list.

Read aloud the tip. Have students look back at the word lists with *-rse* and *-dge*. Point out that the *e* is silent.

**Practice A** Read aloud the directions. Model completing item 1 by circling then writing the word *purse*. Work through items 2–8 with the class.

**Practice B** Read aloud the directions. Remind students that rhyming words have the same vowel and ending sounds.

Use item 1 and think aloud to find a rhyming word for *hunch*. Say *hunch/lunge*; *hunch/punch*; and *hunch/lung*. Ask a volunteer to identify the rhyming word, *punch*.

Have students complete items 2–5 independently. Have a volunteer provide the answers and write the pairs of rhyming words on the board: *pounce/ounce*; *change/range*; *nurse/curse*; *wedge/ledge*.

**Practice C** Read aloud the directions. Have partners complete the exercise. Invite volunteers to read the completed sentences aloud.

**Practice D** Read aloud the directions. Point out that students should not cross out the blends after use because they can use the blends more than once.

Model completing item 1 by trying each of the final blends to see which one creates a word that makes sense, finally identifying that *nge* creates the word *strange*, which completes the sentence.

Have small groups complete the exercise. Then have volunteers read each completed sentence aloud.

**Extend Phonics****Extension**

For more practice with three-letter final blends, divide the class into small groups. Provide students with the three letter final blend cards from Master 3. Assign each group a three-letter final blend (see below).

Have each group use the letter and blend cards to write a list of all the words they can think of for the blend. Students can also use books and magazines to look for examples if needed.

Then have volunteers share their lists. Which group has the most words?

**Group 1:** *nch*

**Group 2:** *nce*

**Group 3:** *nge*

**Group 4:** *rse*

**Group 5:** *dge*

**WORKING WITH WORDS (p. 107)****Vocabulary**

Explain that students will see the vocabulary words in the reading passage. Read aloud each vocabulary word and its context sentence.

Ask students to use the context to define or explain what each vocabulary word means.

Have students practice using the vocabulary in small groups. Prompt them with questions such as the following:

- What are some ways to **earn** money?
- What are examples of monthly **expenses**?
- What are some things you **usually** do on Sunday?

Have students complete the practice activity independently. Have volunteers share their answers and explain their reasoning.

Have students add the vocabulary words to their Personal Dictionary.

### Suffix *-ly*

Read the instructional text aloud. Tell students that a suffix is a word part that comes at the end of the word. When a suffix is added to a word, it changes the word's meaning. The suffix *-ly* means "in a certain way."

Next, read the directions and complete the first item, by writing *usually* on the board. Have students complete items 2–4 and ask a volunteer to share answers.

Complete item 5 as a class by writing *quickly*. Then put a check next to *quickly* (item 2) and point out that this word cannot be used again.

Have small groups complete items 6–8 and review the answers as a group.

### Extend Working with Words

**Extension** Have small groups write a simple sentence for each vocabulary word. Have volunteers share their sentences with the class.

For more practice with these and other vocabulary words, see the Word Learning Activities in the back of this Teacher's Guide.

### READING (pp. 108–109)

Explain that students will be reading an article about different ways to make money.

Activate prior knowledge by asking students what they think people should do when they don't have enough money.

### Before You Read

Have students preview the article and answer item 1.

Then remind students that text is easier to understand and remember if readers relate it to their own experiences. For example, money problems are common, and we all have different ways to solve them.

You can use prior knowledge before your reading, as you preview or skim. Have students complete item 2 and discuss the questions with a partner.

### Read

Read aloud the directions. Tell students that as they read, they should connect the text with what they already know.

### After You Read

**Exercise A** Pair students and have them retell the article in their own words. Invite volunteers to share their retelling.

**Exercise B** Have students answer questions 1–3 independently. If necessary, return to the article and read it aloud. Then have volunteers share their answers.

**Exercise C** Have students discuss some ways to make money.

**ELL** Invite students from different cultural backgrounds to discuss odd jobs or short-term work in their home countries.

### Retell Key Details

Read aloud the instructional text. Explain that the main topic is what a text is mostly about.

Read the directions. Help students locate paragraph 3 in the article. Have them reread the paragraph and answer items 1–3.

Then have students use paragraph 4 to answer items 4 and 5.

Have volunteers share their answers with the class.

### Extend the Reading Skill

**Extension** To provide practice retelling key details, have students take notes as you read the following paragraph. Tell them to listen for the main topic the first time through.

I needed \$200 to fix my car. My sister said I could babysit for \$40. My mom said I could paint her bathroom for \$100. My friend Will said I could detail his car for \$60. When the work was done, I got my car fixed!

Ask students to identify the main topic. (The need for \$200 to fix a car.)

Then read the paragraph again, asking students to listen for key details. (Tell students that, since the main topic is a problem, the key details might be solutions.)

**Phonics Check-Up**

Have students look in the article for examples of words with three-letter final blends. Invite volunteers to share their answers. List the words on the board.

**Fluency** **Read It Again**

Have students return to the Phonics Warm-Up on page 104 and reread it. Then have students read the text out loud to a partner.

**WRITING (pp. 110–111)****Write About an Experience (p. 110)**

Read aloud the instructional text, including the checklist. Remind students that informational paragraphs usually include a sentence that tells the topic, along with sentences that give details. Paragraphs that tell about an experience have a different structure: they tell events in the order they happened.

Read the writing prompt and explain that students will write about a time they needed money.

**Plan**

Read aloud the directions. Allow partners time to discuss. Then have each student complete the sentences independently.

**Write About an Experience**

Read aloud the directions and point out the lines provided for students' writing.

Read aloud the tip, reminding students to give enough information for readers to understand the topic without giving so much information that readers get confused or bored.

**Check Your Work**

Read aloud the checklist and ensure students understand what they are being asked to do. Then have students check their writing.

**Extend the Writing**

**Extension** To provide more practice writing about an experience, have students write about the last "odd job" they did. Provide the following sentence starters.

The last odd job I did was \_\_\_\_\_.

The first thing I did was \_\_\_\_\_.

Then I \_\_\_\_\_.

The best part was \_\_\_\_\_.

I would/would not do that job again.

Remind students that sentences in a paragraph do not start on separate lines. Allow time for students to create a paragraph with the sentences they've completed.

**Think and Discuss (p. 111)**

Have students look at the photo. Invite a volunteer to tell what the photo shows.

Then read aloud the text, including the questions. Label one column "Good Things About a Second Job." Label the other column "Bad Things About a Second Job."

Write students' "Good" and "Bad" sentences in the appropriate column.

**UNIT REVIEW (p. 112)**

Have students complete the Unit 4 Review and check their answers in the Answer Key. Remind students to preview the text and questions before reading.

If students need extra support, read the text and questions aloud. If students answer any questions incorrectly, review the appropriate reading or phonics skill.

Use these activities to practice sight words and vocabulary. Use sight words covered in the lessons and additional words from the Dolch and Fry word lists. Many of these activities will also work with lesson vocabulary.

1. **Flashcards.** Provide each student with cards that have the target words on them. Pairs of students should work through the cards until they know them on sight. Students can keep their deck of cards and add more cards as they progress through the lessons.
2. **Grid Race.** Draw two grids on the board. Write a target word in each cell of the grids. Divide the class into two teams and provide each team with sight-word sticky notes that match the words on the board. Then have the two teams race to see which can most quickly place their sticky notes in the correct cells of the grid.
3. **Concentration.** Provide small groups with two sets of target-word flashcards. Students should shuffle the decks together and lay the cards face-down in a grid. As each student takes a turn, he or she turns over two cards. If they match, the student picks up the cards. If not, the cards are turned face-down again, and the next student takes a turn. The student with the most cards at the end of the game wins.
4. **Word Bingo.** Create Bingo cards with sight words placed in random order. Call out the words as students find and mark the words on their Bingo cards. See which student gets Bingo first.
5. **Word Search.** Make a simple word search grid with sight words using a free online word search generator. Have students circle the sight words in the word search.
6. **Dictation.** Read each target word aloud and have students write it on the board or on a piece of paper.
7. **Guess the Word Game.** Play this game as a class or put students in small groups. Have one student draw from a group of cards containing the current lesson's or previous lessons' vocabulary words. The student should not reveal the vocabulary word. The student will then give three clues about the word while the other students try to guess the word.

LESSON 1	first	her	new	then	
LESSON 2	get	good	sleep	think	try
LESSON 6	after	around	how	live	
LESSON 9	people	then	use	would	
LESSON 10	any	could	each	water	

LESSON 1	goal	nervous	school	welcome
LESSON 2	quiet	relax		
LESSON 3	breakfast	follow	ingredients	recipe
LESSON 4	customers	duties	experience	prepare
LESSON 5	weather	diet	harvest	
LESSON 6	alarm	arrive	damage	lightning



LESSON 7	arrested	police	refused	section
LESSON 8	crops	dangerous	union	wages
LESSON 9	allow	believe	young	
LESSON 10	again	discover	enough	
LESSON 11	busy	order	process	suggest
LESSON 12	earn	expense	usually	

These 100 sight words represent approximately 50% of all print.

a	from	more	there
about	get	my	these
all	go	no	they
am	had	not	this
an	has	now	time
and	have	number	to
are	he	of	two
as	her	on	up
at	him	one	use
be	his	or	was
been	how	other	water
but	I	out	way
by	if	part	we
call	in	people	were
can	into	said	what
come	is	see	when
could	it	she	which
day	its	so	who
did	like	some	will
do	long	than	with
down	look	that	word
each	made	the	would
find	make	their	write
first	many	them	you
for	may	then	your

after	found	move	small
again	give	much	sound
air	good	must	spell
also	great	name	still
America	hand	need	study
animal	help	new	such
another	here	off	take
answer	home	old	tell
any	house	only	thing
around	just	our	think
ask	kind	over	three
away	know	page	through
back	land	picture	too
because	large	place	try
before	learn	play	turn
big	letter	point	us
boy	line	put	very
came	little	read	want
change	live	right	well
different	man	same	went
does	me	say	where
end	mean	sentence	why
even	men	set	work
farm	most	should	world
follow	mother	show	year

**Pre-Primer**

a	can	funny	in	look	not	run	three	we
and	come	go	is	make	one	said	to	where
away	down	help	it	me	play	see	two	yellow
big	find	here	jump	my	red	the	up	you
blue	for	I	little					

**Primer**

all	black	eat	into	on	ride	that	want	white
am	brown	four	like	our	saw	there	was	who
are	but	get	must	out	say	they	well	will
at	came	good	new	please	she	this	went	with
ate	did	have	no	pretty	so	too	what	yes
be	do	he	now	ran	soon	under		

**1st Grade**

after	ask	from	her	know	old	put	take	think
again	by	give	him	let	once	round	thank	walk
an	could	going	his	live	open	some	them	were
any	every	had	how	may	over	stop	then	when
as	fly	has	just	of				

**2nd Grade**

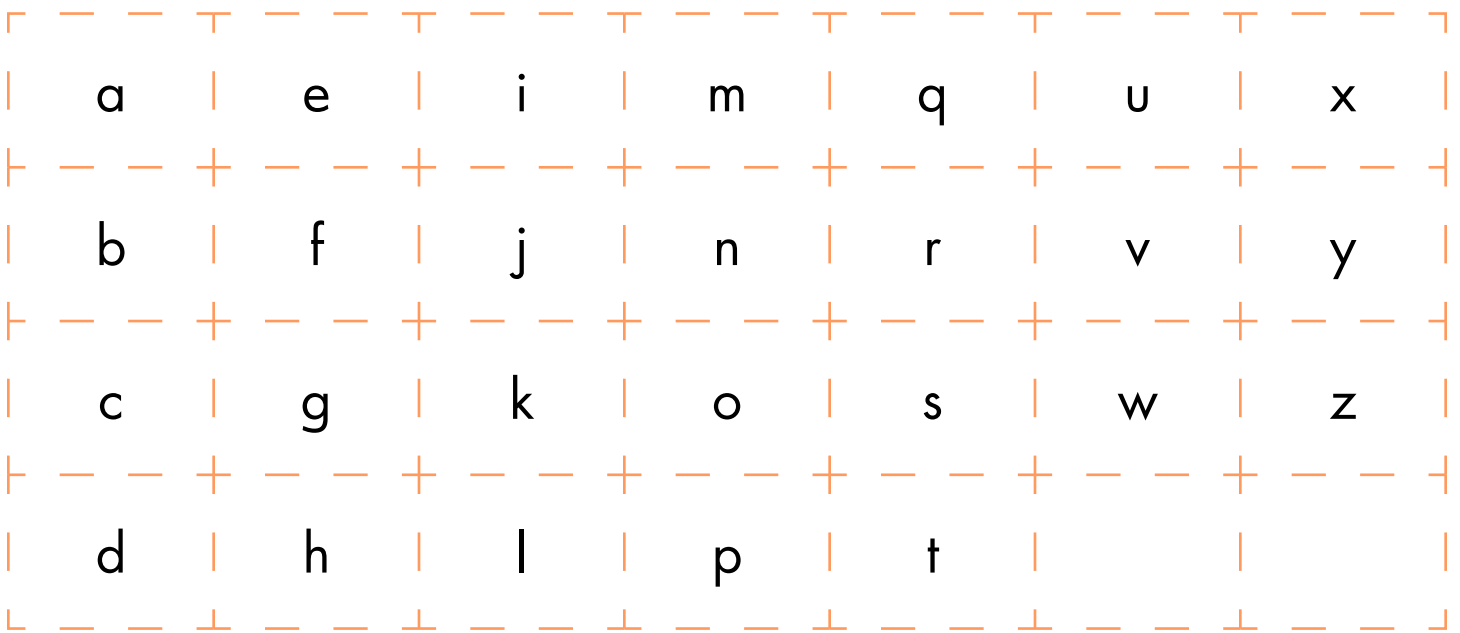
always	both	don't	gave	many	right	their	use	wish
around	buy	fast	goes	off	sing	these	very	work
because	call	first	green	or	sit	those	wash	would
been	cold	five	its	pull	sleep	upon	which	write
before	does	found	made	read	tell	us	why	your
best								

**3rd Grade**

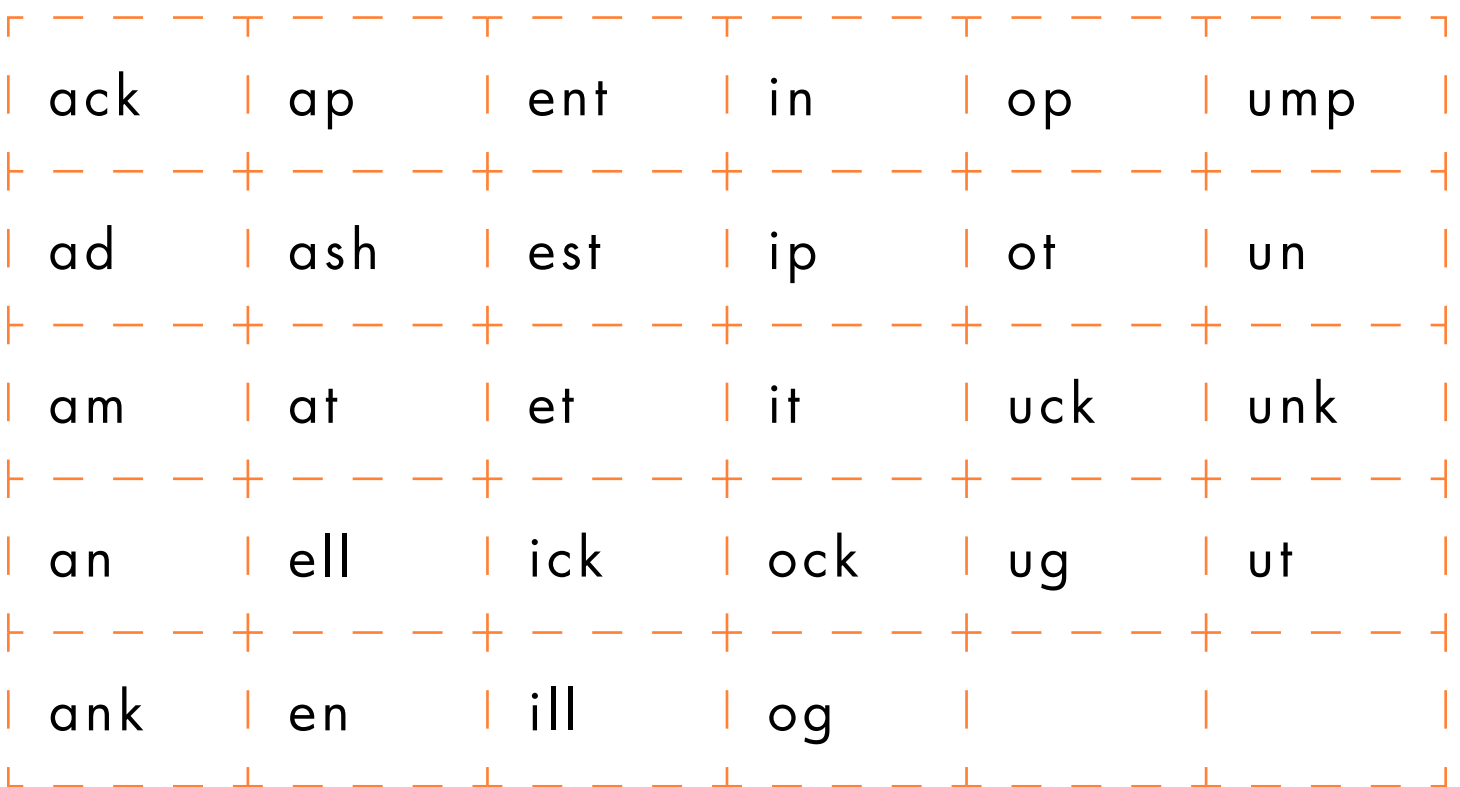
about	cut	fall	hold	kind	myself	seven	start	warm
better	done	far	hot	laugh	never	shall	ten	
bring	draw	full	hurt	light	only	show	today	
carry	drink	got	if	long	own	six	together	
clean	eight	grow	keep	much	pick	small	try	

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

### Letters



### Short Vowel Word Families



**Long Vowel Word Families**

age	ate	eat	ice	ite	one
ail	ave	ee	ide	ive	ope
ain	ay	eed	ie	oat	ore
ake	aze	eel	ight	oe	ose
ale	each	eep	ile	oke	ow
ame	eak	eet	ine	ole	y

**Consonant Digraphs**

ch	sh	th	ph	wh
----	----	----	----	----

**Silent Letter Digraphs**

ck	kn	mb	wr
----	----	----	----



**Initial Blends**

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

**Final Blends**

ft	ld	lt	mp	nd
nk	nt	rd	rk	st

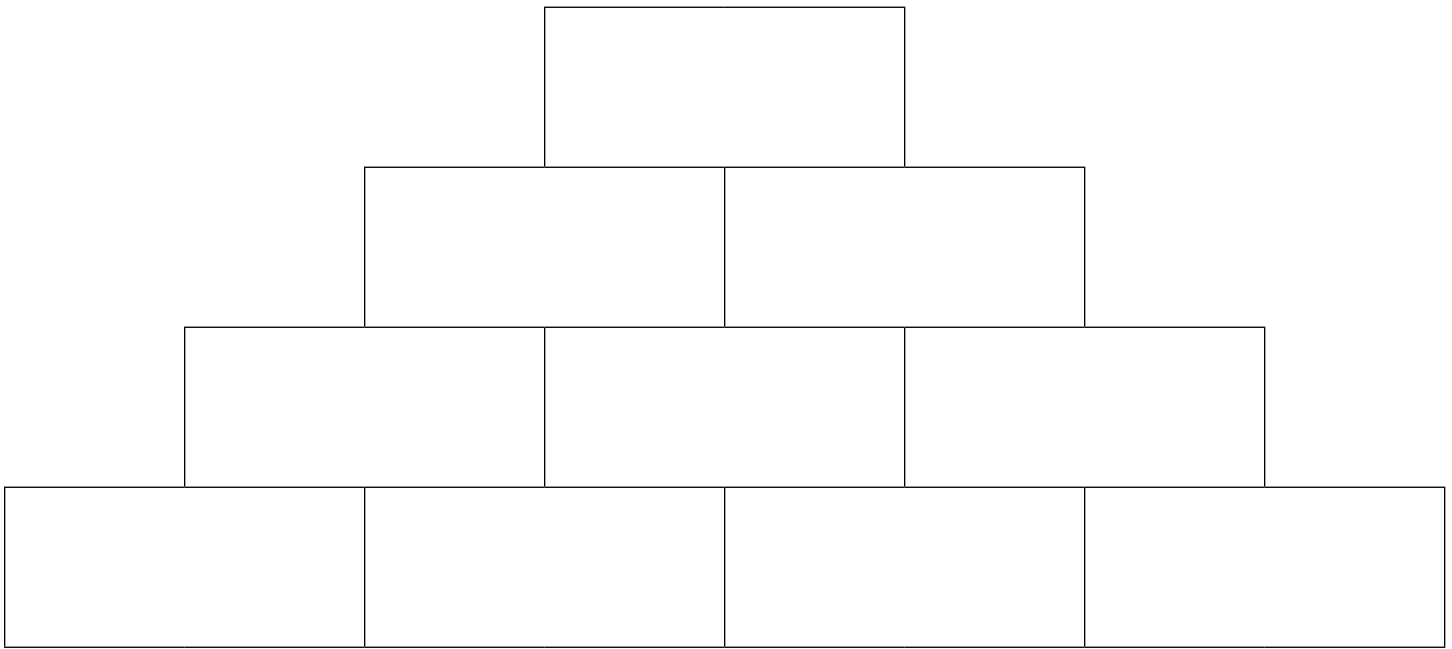
**Three-Letter Initial Blends**

scr	spl	spr	str	thr
-----	-----	-----	-----	-----

**Three-Letter Final Blends**

nch	nce	nge	rse	dge
-----	-----	-----	-----	-----

tack	take	pan	pain
cap	cape	can	cane
pat	play	cap	cave
nail	nag	rat	rate
stay	wait	grab	gray

Add *un-* to each base word to form a new word. Then write the meaning of the new word.

Prefix		Base Word	= New Word	Meaning
<b>un-</b>	<b>+</b>	safe	<i>unsafe</i>	<i>not safe</i>
		well		
		tidy		
		true		
		wise		
		kind		

Title: \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

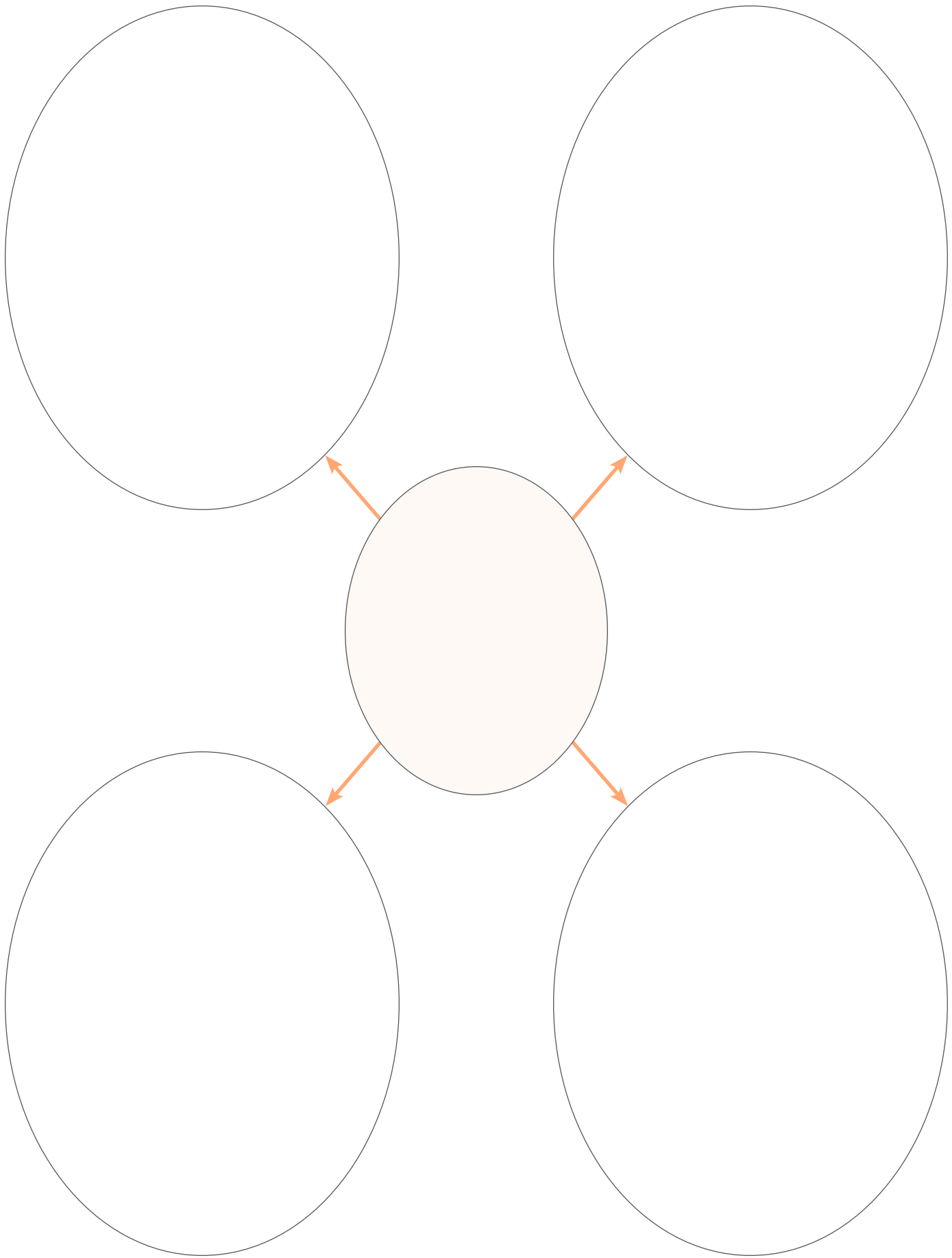
Title: \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_





Topic 1	Topic 2



<b>Who?</b> Who is it about?	
<b>What?</b> What happened?	
<b>When?</b> When did it happen?	
<b>Where?</b> Where did it happen?	
<b>Why?</b> Why did it happen?	
<b>How?</b> How did it happen?	

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Cause



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Effect

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Cause



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Effect

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Cause



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Effect

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Cause



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Effect

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Cause



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Effect

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

## A a

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## B b

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**C c**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**D d**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**E e**

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**X x**

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