Week 1 • Activity 1

Materials
Student page 1

Concept
Read aloud fluently and expressively.

Get Started
Before the session, write the poem “Teddy Bear, Teddy Bear” on the board or on chart paper.

Teddy Bear, Teddy Bear
Teddy Bear, Teddy Bear,
Sleepy head.

Teddy Bear, Teddy Bear,
Go to bed.

Teddy Bear, Teddy Bear,
Turn out the light.

Teddy Bear, Teddy Bear,
Say good night.

Tell children that today they will read a poem. Ask children to listen and follow along as you read the poem.

Read the poem aloud once to familiarize children with the text. On a second reading, point to each word as you read it. Call attention to the repeated words and the end-of-line rhymes. Tell children that both the repeated words and the rhymes help to carry along the message of the poem. Help children notice that you pause after each pair of lines because they go together as a complete thought. Read the poem a third time and invite children to chime in as much as they are able.

Today’s Challenge

Student page 1 Have children compare the poem on display with the text on the page. They should see that they will read their own copy of the displayed poem. Explain that the whole group will read together. For their first reading of the poem, you may wish to have children echo you— you read a line and children read and repeat the same text. In this way, you can model both fluency and expression. Have the whole group read the poem a couple times so that the reading becomes fluent.

Go Further

Student page 1 Partners will use the pattern in the poem to make up a new four-line “verse” of text. Then they will share their new lines with the whole group. You may wish to make up lines yourself so that children will have a model. If children are not yet writing, create the new verses as a whole-group activity.

Assessment

Student self-assessment page 1 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children read aloud fluently and expressively?
Week 1 • Activity 2

Materials
Student pages 1, 2

Concept
Enhance comprehension by identifying sequence.

Get Started
Tell children that when they read it is important to pay attention to the order in which things happen, or the sequence of events. Explain that knowing the order in which things happen will help them remember the story.

Read the following. Ask children to listen for the order in which things happen.

Before I go to bed, I always brush my teeth. First, I squeeze some toothpaste onto my toothbrush. Next, I brush up and down and from side to side. Last, I rinse my mouth with cool water.

Ask volunteers to tell what happens first, next, and last during tooth brushing. Make a quick list on the board or chart paper.
First, put toothpaste on the toothbrush.
Next, brush.
Last, rinse.

Point to the words first, next, and last and tell children that when they read, they should look for these words to help them know the order in which things happen.

Today’s Challenge
Student page 2 Read the poem on student page 1 with children. Then have children number pictures to show the order in which things happen. For a more “hands-on” response, photocopy page 2 so that children can cut the pictures apart and physically put them in the correct sequence before numbering the pictures.

Answers for student page 2: 2, 3, 1

Go Further
Student page 2 Children think and tell about some other things Teddy Bear might do before going to bed. Remind them to think about the order in which the things might be done. Encourage children to use the words first, next, then, and last. Ask volunteers to share their ideas with the whole group.

Assessment
Student self-assessment page 2 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify sequence?
Week 1 • Activity 3

Materials
Student pages 1, 3

Concept
Listen for and generate rhyming words.

Get Started
Explain that rhyming words begin with different sounds but end with the same sound or sounds. Read the poem “Teddy Bear, Teddy Bear” from student page 1. Repeat the words light and night. Ask children if the words rhyme. Then call on volunteers to suggest other words that rhyme with light and night. Possibilities are bright, white, fright, flight.

Tell children that you will say some pairs of words. If the words rhyme, they should stand up and sit down at your signal. If the words do not rhyme, they should stay seated. Use these pairs:

- head/bread (stand)
- bed/cat (sit)
- car/stop (sit)
- bear/chair (stand)
- big/wig (stand)
- mad/had (stand)

Tell children that this was a warm up for a game called Odd One Out.

Instructions for Playing Odd One Out Tell children that you will say three words. Two words will rhyme and one will not. Their job is to point out the one word that does not rhyme, or the “odd one out.” Use these groups of words:

- shoe, blue, red (red)
- bed, big, head (big)
- green, wall, fall (green)
- lap, wrap, rip (rip)
- stop, size, wise (stop)
- bear, pear, break (break)
- hill, full, fill (full)
- skip, hop, shop (skip)
- soon, sun, run (soon)
- wait, gate, goat (goat)

Today’s Challenge

Student page 3 When the group has finished playing the game, have children open their books to student page 3. Children draw a picture of something whose name rhymes with bed. Before children begin drawing, you may wish to brainstorm ideas with them. As needed, make suggestions such as bread, head, and sled. Children’s drawings will vary.

Go Further

Student page 3 Children will write two names that rhyme with the name Ted. Get children started by asking questions such as: Does Ed rhyme with Ted? Does Mark rhyme with Ted? Encourage children to share and compare the names they write. Possible answers are Ed, Ned, Fred.

Assessment

Student self-assessment page 3 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify and generate rhyming words?
Week 1 • Activity 4

Materials
Student page 4
Match Ups Cards (Week 1 Activity 4) (boat, coat, house, mouse, chair, pear, sun, one, dish, fish, flag, bag, dog, frog, rope, soap, sock, clock)

Concept
Develop phonological awareness by matching rhyming words.

Get Started
Remind children that rhyming words begin with different sounds but end with the same sound or sounds. Ask volunteers to suggest words that rhyme with good and then with out. Remind children that both are words from the poem “Teddy Bear, Teddy Bear.” Possibilities are hood, stood, wood, could; shout, scout, about, clout.

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Give a card to each child. Ask children to move around to find another child who has a picture whose name rhymes with their picture name. When children have matched themselves up, ask each pair to say their picture names so that everyone can hear how they “match up” or rhyme. Collect the cards, shuffle them, and repeat the activity. When the game is finished, put the picture cards together with an elastic band or into an envelope or bag labeled “Week 1 Activity 4.”

Today’s Challenge
Student page 4 Children will name two pictures and decide whether or not the picture names rhyme. Children will write Yes if the names rhyme and No if they do not rhyme. Preview the page with children, reading the directions and then helping them name each picture.


Go Further
Student page 4 On a separate sheet of paper, have children draw two pictures to show things whose names rhyme. Drawings will vary but should demonstrate an understanding of rhyming words. If children are able, have them label their pictures. Encourage children to share and compare their pictures. Children who finish early can play a matching game with the Match Ups cards.

Assessment
Student self-assessment page 4 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify rhyming words?
Week 1 • Activity 5

Materials
Student page 5

Concept
Identify sequence of events in text on multiple-choice tests.

Get Started
Recall with children that things in a story happen in a certain order just as they do in real life. Note that paying attention to the order of events in a story will help children better remember the story.

Ask volunteers to identify three things they do routinely in their classroom. Then have children work together to put the things they do in correct order. Encourage them to use the words first, next, last.

Tell children that they will be asked sometimes to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and draw the answer choices on the board or on chart paper. Read aloud the question.

Tina wants to draw a picture of her teddy bear. First, she draws two circles. One is for the head, and one is for the body. Next, she draws four legs. Then she adds ears and a tail. Last, she draws the teddy bear’s face.

What does Tina do first?

A

B

C

D

Ask a volunteer to choose an answer that he or she knows is wrong and to tell why the answer is wrong. For example, a child might say that B is wrong because the picture shows a completed drawing, not the beginnings of a drawing. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (D) from the remaining two choices. Be sure children understand why D is correct. (The picture shows the very beginning of a drawing.)

Today’s Challenge

Student page 5 With the whole group, read aloud the passage and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Now form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with their group, but each will complete the page and receive an individual score. Then explain how points will be scored. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for good reason and 10 points for choosing the correct answer. So, the maximum score for each question is 30. When a group has finished, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 5: 1. C 2. D

Go Further

Have children draw three things they do when they get up in the morning. Remind children to put their pictures in order.

Assessment

Student self-assessment page 5 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify sequence of events in a story?
Week 2 • Activity 6

Materials
Student page 6

Concept
Read aloud fluently and expressively.

Get Started
Before the session, write the poem “Little Miss Muffet” on the board or on chart paper.

Little Miss Muffet
Little Miss Muffet
Sat on a tuffet,
Eating her lunch one day.
Then along came a spider,
Who sat down beside her
And frightened Miss Muffet away.

Tell children that today they will read a poem.
Ask children to listen and follow along as you read
the poem.

Read the poem aloud once to familiarize children with the text. Read fluently and expressively. On a second reading, point to each word as you read it. On this second reading, explain the meaning of tuffet—a kind of small seat, like a cushiony footstool. Read the poem a third time and ask children to echo each line as you read it. Help children notice that you pause at the ends of lines. Explain that this is because the words within a line go together. A new line begins a new phrase, or group of words that naturally go together.

Today’s Challenge
Student page 6 Tell children that the poem on the page is the same one they read together with you. Explain that the whole group will read together. For their first reading of the poem, you may wish to have children chime in on words and phrases as much as they can. Then have the whole group read the poem a couple times to achieve fluent reading. Encourage children to try to read in unison as much as possible.

Go Further
Student page 6 Children will tell how they would feel if a spider suddenly dropped in on them. To get children started, you may wish to take the first turn in conveying what your feelings might be. Remind children that they should try to speak in a way so that they sound like the character. As an additional activity, read aloud a story. Use the opportunity to model fluent, expressive reading.

Assessment
Student self-assessment page 6 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip  Do children read aloud fluently and expressively?
Week 2 • Activity 7

Materials
Student pages 6, 7

Concept
Enhance comprehension by identifying sequence.

Get Started
Tell children that events in a story happen in a certain order just as they do in real life. Explain that knowing the order in which things happen will help children better understand and remember a story.

Read the following. Ask children to listen for the order in which things happen.
Shane likes to play softball after school. He comes home and changes into play clothes. Then he has a snack of juice and a muffin. After that, Shane goes to the ball field. It isn’t long before a game begins.
Ask volunteers to tell what Shane does after he changes into play clothes. Then ask what he does after that. Have children say what the last thing that happens is.
Make a quick list to show the order of events in the whole story on the board or chart paper.

- Comes home
- Changes clothes
- Has a snack
- Goes to the ball field
- A game starts.
Point to each entry in the list and read it aloud. Have children confirm that the list shows the story events in the correct sequence.

Today’s Challenge
Student page 7 Read the poem on student page 6 with children. Then have children draw a picture to show a missing event in a sequence. You may wish to talk with children about the two pictures that are given on the page and help them identify the event that they will illustrate. Children’s drawings will vary in details but should show the spider coming down beside Miss Muffet.

Go Further
Student page 7 Partners will tell each other the steps for making their favorite sandwiches. Remind children to think carefully about the order of the steps before they begin to talk. If it’s acceptable to have food in the classroom, bring in simple sandwich ingredients to demonstrate how to make a sandwich.

Assessment
Student self-assessment page 7 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify sequence?
Week 2 • Activity 8

Materials
Student page 8
Come Here, Please Cards (Week 2 Activity 8)

Concept
Use phonetic elements (initial phoneme, rhyme) and meaning to develop vocabulary.

Get Started
Read the poem “Little Miss Muffet” from student page 6. Repeat the words day and away. Ask children if the words rhyme. Ask how they know. Children should recognize that rhyming words have different beginning sounds but that the rest of each word sounds the same. Then call on volunteers to suggest other words that rhyme with day and away. Possibilities are play, pay, say, way, stay, gray.

Instructions for Playing Come Here, Please
Explain that today children are going to play a game called Come Here, Please. Hand out the picture cards to children. If there are fewer than eighteen children, either give out more than one card per child or save the extras for another round of the game. Identify the pictures so that everyone knows what each represents. Explain that you will give a clue about a picture. Children should look carefully at their picture to see if their picture fits your clue. If it does, you will ask the holder of the card to “Come here, please.” Note that a letter between slash marks /b/ indicates the sound, not the letter name.

After the game, put the game cards together with an elastic band or into a bag or envelope labeled “Come Here, Please, Week 2 Activity 8.” Use these clues.

Who has a picture that...
• rhymes with rug and begins with /t/? (tag)
• rhymes with take and begins with /l/? (lake)
• rhymes with sock and names something used to tell time? (clock)
• rhymes with down and begins with /g/? (gown)
• rhymes with bake and names an animal that hisses? (snake)
• rhymes with tea and names a part of your leg? (knee)
• rhymes with fail and begins with /t/? (tail)
• rhymes with flag and begins with /b/? (bag)
• rhymes with tug and begins with /b/? (bug)
• rhymes with can and begins with /m/? (man)
• rhymes with fun and begins with /b/? (bun)
• rhymes with sun and means “what you do in a race”? (run)
• rhymes with rock and names something you need a key to open? (lock)

Today’s Challenge
Student page 8 When the group has finished playing the game, have children open their books to student page 8. Children write the names of pictures that rhyme with sat. You may wish to preview the pictures before children begin the activity. Observe children as they write the picture names to see if they are forming their letters correctly. Offer help, as needed.

Answers for student page 8: Children should write these picture names: hat, cat, bat (twice).

Go Further
Student page 8 Children use clues to identify two more words that rhyme with sat: fat and flat.

Assessment
Student self-assessment page 8 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use phonetic and meaning clues to identify words?
Week 2 • Activity 9

Materials
Student page 9
Match Ups Cards (Week 2 Activity 9) (star, car, bat, cat, fox, box, moon, spoon, nail, pail, king, ring, gum, drum, duck, truck, shell, bell)

Concept
Develop phonological awareness by matching rhyming words.

Get Started
Remind children that rhyming words begin with different sounds, but the rest of the words sounds the same. Ask volunteers to suggest words that rhyme with lunch and then with came. Remind children that both are words from the poem “Little Miss Muffet.” Possibilities are bunch, munch, crunch, punch; game, name, same, tame.

Instructions for Playing Match Ups
Say the name of each picture as you distribute the picture cards. Give a card to each child. Ask children to move around to find another child who has a picture whose name rhymes with their picture name. When children have matched themselves up, ask each pair to say their picture names so that everyone can hear how they “match up” or rhyme. Collect the cards, shuffle them, and repeat the activity.

To extend the activity, you can ask children to suggest a rhyming word to go with each pair. For example, tail rhymes with nail and pail. When the game is finished, put the picture cards together with an elastic band or into an envelope or bag labeled “Week 2 Activity 9.”

Today’s Challenge
Student page 9 Have children name the two key pictures and then draw two of their own pictures whose names rhyme with the key picture names. Some children will benefit from a quick brainstorming session on appropriate rhyming words before they begin to draw.

Answers for student page 9: Check to be sure children’s drawings show items or actions whose names rhyme with the key picture names. Encourage children to share and compare their drawings. Possible answers: rug—bug, mug, hug; cone—cone, bone, stone.

Go Further
Student page 9 Children make up simple rhymes using the key pictures, their own drawings, and a sentence frame for ideas. Read the sample with children to be certain they understand their task. To extend the activity, write children’s sentences on paper and have children illustrate the sentences. Invite children who would like to create more than one page to do so. Bind the pages together to make a book that children will be able to read on their own. Creating new text based on a given pattern helps to develop children’s oral and written language abilities.

Assessment
Student self-assessment page 9 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify rhyming words?
Rule Out 2

Week 2 • Activity 10

Materials
Student page 10

Concept
Identify sequence of events in text on multiple-choice tests.

Get Started
Remind children that paying attention to the order of events in a story will help them better understand and remember a story.

Tell children that they will be asked sometimes to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to "rule out" some of the answers right away. Read the following text aloud. Then write the question and draw the answer choices on the board or on chart paper. Read aloud the question and go over the answer choices.

Megan has to find out more about spiders. She goes to the library and gets some books. At home, she puts the books on the table until after dinner. Later she reads the books. Last, before she goes to bed, Megan writes a report about spiders.

What does Megan do last?

A  

B  

C  

D

Ask a volunteer to choose an answer that he or she knows is wrong and to tell why the answer is wrong. For example, a child might say that A is wrong because the picture shows what Megan did second—she put her library books on the table until after dinner. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (The picture shows what Megan will use to write her report on spiders.) Ask a volunteer to fill in the correct circle.

Today's Challenge
Student page 10 With the whole group, read aloud the passage and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Now form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of their group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today's activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for good reason and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 10: 1. A 2. C

Go Further
Have children tell in their own words how a spider makes a web. Remind children to think about the order in which the spider does things.

Assessment
Student self-assessment page 10 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify sequence of events?
**Week 3 • Activity 11**

**Materials**
Student page 11

**Concept**
Read aloud fluently and expressively.

**Get Started**
*Before the session,* write the poem “The Star” on the board or on chart paper.

**The Star**
Twinkle, twinkle, little star,  
How I wonder what you are!  
Up above the world so high,  
Like a diamond in the sky.

**Star Light**
Star light, star bright,  
First star I see tonight,  
I wish I may, I wish I might,  
Have the wish I wish tonight.

Tell children that you will read them a poem called “The Star.” Then they will read the poem. Ask children to listen and follow along as you read the poem.

Read the poem aloud once to familiarize children with the text. Encourage children to ask about the meaning of any unfamiliar word. On a second reading, sweep your hand below each line to track the text from left to right and to signal phrasing. Read the poem a third time and ask children to chime in as much as they are able. After reading, point out to children that you read the poem smoothly, without repeating words or making long pauses between words to figure them out. Say that good readers read in a similar way.

**Today’s Challenge**

**Student page 11** Tell children they will read the poem called “The Star,” which you and they have already shared. Explain that they will also read another poem. Have children find and point to the poem titles in dark print. This will help them see where one poem ends and the next one begins. Explain that the whole group will read together. Have the whole group read the first poem a couple of times. Encourage children to try to read in unison as much as possible. Then introduce the second poem, “Star Light.” Read it at least twice as children first listen and then follow along. Then have the whole group read the poem.

**Go Further**

**Student page 11** Children will express an opinion, telling which of the two poems they like better. Remind children to explain why they hold the opinion they do. As an additional activity, read aloud a story or poem. Use the opportunity to model fluent, expressive reading.

**Assessment**

**Student self-assessment page 11** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Do children read aloud fluently and expressively?
Week 3 • Activity 12

Materials
Student pages 11, 12

Concept
Enhance comprehension by visualizing the author's words.

Get Started
Explain to children that when they read they should think about and try to picture in their minds what the author describes, or tells about. Being able to "see" who is in the story, where and when the story takes place, and what is happening connects readers to the story. The story becomes more personal. In order to "see" what the author tells about requires that readers use their own personal experiences. If, for example, the author describes a very tall tree, readers need to recall trees that they have seen.

Read the following short text. Ask children to try to see in their minds what the author is telling about. Tell children that after they listen, they will draw a picture to show what the author describes.

This morning the sky is bright and sunny. There are big fluffy clouds. Some little birds fly across the sky just above the tall trees and hills.

Model what children should do. Draw as you speak. "It says that the sky is bright and sunny and that there are big, fluffy clouds. So, I'll draw a sun and a few clouds in the sky."

Today's Challenge
Student page 12 Read the poems on student page 11 with children. Then have them choose one poem to draw a picture of what it describes. Remind children to remember what they saw in their minds. Reinforce that there is no one correct drawing. Each child will bring his or her own experiences to the drawing activity.

Go Further
Student page 12 Children will identify the words in the poem they chose that helped them know what to draw. Gather the entire group and talk about the words children selected and how their knowledge of stars helped them.

Assessment
Student self-assessment page 12 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children visualize the author's words?
Week 3 • Activity 13

Materials
Student page 13

Concept
Identify and generate rhyming words.

Get Started
Explain to children that today they will play a game based on how words are related to each other. Give an example to help children grasp the concept.

**Car** is to *jar* as *boat* is to _____. *(coat, goat)*

Tell children that the first two words in the sentence rhyme, so the word that is missing should rhyme with *boat*. The words in each pair are related because they rhyme.

Provide a few more examples to further the concept of analogies, or word relationships.

**Look** is to *book* as *cat* is to _____. *(bat, fat, hat, sat)*

**Bee** is to *see* as *bell* is to _____. *(fell, sell, tell, well)*

Instructions for Playing Is to...
Explain to children that the game they will play is called Is to.... Tell them that you will give them unfinished sentences similar to the ones you and they did together. The words in the sentences are related because they rhyme. Explain that children will have to listen very carefully to name the missing word.

All the analogies for this lesson focus on rhyme. Suggested answers are in parentheses.

1. **Rock** is to *sock* as *pig* is _____. *(big, fig, wig)*
2. **Bear** is to *hair* as *hen* is to _____. *(men, pen, ten)*
3. **Tall** is to *fall* as *fat* is to _____. *(bat, cat, hat)*
4. **Sail** is to *pail* as *bug* is to _____. *(jug, hag, rug)*
5. **Good** is to *wood* as *hot* is to _____. *(cot, not, pot)*
6. **Fair** is to *pair* as *pen* is to _____. *(den, hen)*
7. **Feet** is to *seat* as *strong* is to _____. *(long, song)*
8. **Door** is to *store* as *bed* is to _____. *(head, bread, sled)*

9. **Tell** is to *bell* as *wish* is to _____. *(dish, fish)*
10. **Pig** is to *dig* as *net* is to _____. *(get, jet, pet)*

Today’s Challenge
Student page 13 When the group has finished playing the game, have children open their books to student page 13. Children draw a picture of something whose name rhymes with *star*. Drawings will vary but should show an understanding of rhyming words. Possible answers are *bar, car, jar*.

Go Further
Student page 13 Children use initial consonant substitution to form another word that rhymes with *star* (far). They then explain the meaning of the new word.

Assessment
Student self-assessment page 13 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify and generate rhyming words?
**Building Words**

**Week 3 • Activity 14**

**Materials**
Student page 14
Match Ups Cards (Week 3 Activity 14) (pen, hen, net, jet, map, cap, four, store, fan, pan, rock, block, sled, bed, rug, jug, snake, cake)

**Concept**
Develop phonological awareness by matching rhyming words.

**Get Started**
Have children listen to words from the poem “The Star” to tell whether or not they rhyme. As you say each pair of words, have children say, “Yes” or “No.” Say these word pairs:

- star/are (yes)  how/up (no)
- high/sky (yes)  like/in (no)

Then invite volunteers to suggest words that rhyme with *high* and *sky*. Possibilities are *why*, *sigh*, *fly*, *try*, *by*, *lie*.

**Instructions for Playing Match Ups** Say the name of each picture as you distribute the picture cards. Give a card to each child. Ask children to move around to find another someone who has a picture whose name rhymes with their picture name. When children have matched themselves up, ask each pair to say their picture names so that everyone can hear how they “match up” or rhyme. Collect the cards, shuffle them, and repeat the activity.

To extend the activity, you can ask children to suggest a rhyming word to go with each pair. For example, *ten* rhymes with *pen* and *hen*. When the game is finished, put the picture cards together with an elastic band or into an envelope or bag labeled “Week 3 Activity 14.”

**Today’s Challenge**
Student page 14 Children will match pictures whose names rhyme. They will play a spinning game with a partner. One child spins to get a picture. The other child then spins to see if he or she can get a picture whose name rhymes with that of the first picture. Before partners begin to play, name each of the pictures on the game board. Demonstrate how to hold a pencil so that its point sits in the center of the board. Show how to position a paper clip so that it functions as a spinner. Then demonstrate taking a turn spinning for a picture.

**Answers for student page 14:** Children should match these pictures: nose/rose, frog/log, dot/pot, can/pan.

**Go Further**
Student page 14 Children think of as many words as they can that rhyme with *dot*. Encourage children to share and compare their words. Possible answers: *got*, *hot*, *knot*, *lot*, *not*, *pot*, *rot*, *shot*, *spot*. Pairs of children can also use the Match Ups cards to play a matching game.

**Assessment**
Student self-assessment page 14 Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify rhyming words?
Week 3 • Activity 15

Materials
Student page 15

Concept
Visualize using the author’s words in text on multiple-choice tests.

Get Started
Tell children that authors want readers to be able to connect with their stories. The authors, therefore, include details in their stories that help readers picture in their minds what the story is all about. Explain that good readers use the details the authors write and their own personal experiences to connect with a story. For example, if a story is about a vacation trip, readers might recall trips they may have taken.

Tell children that they will be asked sometimes to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and draw the answer choices on the board or on chart paper. Read aloud the question and go over the answer choices.

Drew made a wish on a star at bedtime. He wished he could find this strange animal that he always dreams about. It has a big head and a small body. There are three long ears on the animal’s head. The animal has five legs and no tail. That’s a strange animal!

Which picture shows what Drew’s animal looks like?

For example, a child might say that A is wrong because the picture shows an animal with a small head, but Drew’s animal has a big head. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (The picture matches the description of Drew’s animal.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 15 With the whole group, read aloud the passage and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Now form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of their group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for good reason and 10 points for choosing the correct answer. The maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors as needed.

Answers for student page 15: 1. B 2. A

Go Further
Have children identify words in the story that helped them visualize the setting.

Assessment
Student self-assessment page 15 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children visualize using the author’s words?
Materials
Student page 16

Concept
Read aloud with appropriate pacing.

Get Started
Before the session, write the poem “Wee Willie Winkie” on the board or on chart paper.

Wee Willie Winkie
Wee Willie Winkie
Runs through the town,
Upstairs and downstairs
In his night-gown,
Rapping on window,
Crying through the lock,
“Are the children all in bed?
For now it’s eight o’clock.”

Tell children that today they will read a poem. Have children identify which line of text is the title of the poem. Ask them how they know. Then tell children to listen and follow along as you read the poem.

Read the poem aloud once to familiarize children with the text. On a second reading, sweep your hand below each line to track the text from left to right in a nice, smooth motion. Read the poem a third time and ask children to echo each line.

Help children understand that reading too fast or too slow will make the poem hard to understand. The reader should read at a speed, or pace, that is “just right.”

Today’s Challenge
Student page 16 Explain that the whole group will read together. Before children read, have them put a finger on the title so everyone will know where to begin reading. Remind children to read at a “just right” pace. Have the whole group read through the poem a couple times until they achieve fluency. Use your voice to lead children at first, fading out as they take more control of the text.

Go Further
Student page 16 Children explain what they might say to Wee Willie Winkie if they encountered him in the town. Encourage children to consider what is happening in the poem to help them frame their responses. As an additional activity, read aloud a story or poem. Use the opportunity to model “just right” pacing.

Assessment
Student self-assessment page 16 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children read aloud with appropriate pacing?
Week 4 • Activity 17

Materials
Student pages 16, 17

Concept
Enhance comprehension by identifying details.

Get Started
Explain to children that authors usually start off with a main idea, or what their story will be mostly about. Then they add details, or bits of information, that tell more about the main idea. Some details are right there in the text, and they make the story come alive. It is important for readers to pay attention to the details in a story so they can better understand and remember it.

Read the following text. Ask children to listen for details.

The town is really quite small. There are only a few streets. All of them, though, are filled with twists and turns. Most of the buildings are homes, but a few are shops that sell bread, meat, or pots and pans.

Make a list of children’s answers to this question: What does the author tell you about the town? Then ask: Are there enough details in the story to help you draw a picture of the town? What else do you want to know?

Help children realize that although the author gives some details they probably would like/need more details to draw a good picture of the town such as what kind of homes, whether the streets are paved, and what the shops look like.

Today’s Challenge
Student page 17 Children will read the poem on page 16 and then draw a picture of the town based on details in the text. Some children may like to add details they wished were in the text, based on their group discussion.

Go Further
Student page 17 Children tell a partner about their pictures. Move around the room and listen to children as they speak. Encourage them to describe their pictures in detail.

Assessment
Student self-assessment page 17 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify details?
**Week 4 • Activity 18**

**Materials**
Student page 18

**Concept**
Use meaning and phonic clues to build vocabulary.

**Get Started**
*Before the session*, prepare a list of words that form a category, such as what you see in a pet store or a doctor’s office, or what you wear.

**Instructions for Playing What’s My Word?**
To demonstrate the game, tell the group that you have a secret word that you want them to guess. Explain that you will give them clues. Tell them to listen carefully as you give these clues:

All of my words name clothing, or things you wear.
My first word names something you wear on your head.
It begins with /h/.
As needed, offer additional clues until someone guesses the word hat.

When each word is guessed, write it on the board or on chart paper. Have children say the word with you. Call attention to and underline the letter that stand for its beginning sound.

Continue with the game until each child has guessed at least one word. Some words you might use for the category clothing are the following: sock, coat, vest, pants, tie, jacket.

**Today’s Challenge**
*Student page 18* Children will write about a dog and the number nine. Encourage them to write the sounds they hear. Take dictation from children who need the extra support.

**Go Further**
*Student page 18* Children write two words that begin with *d* and two words that begin with *n*. Encourage children to write the sounds they hear. If you wish to make the activity a little more challenging, ask children to think of two names that begin with *D* and two names that begin with *N*. Encourage them to think about the names of members of the group for ideas. Possible answers are Dylan, David, Danielle, Nick, and Nicole.

*Student self-assessment page 18* Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children use phonic and meaning clues to identify words?
Week 4 • Activity 19

Materials
Student page 19
Match Ups Cards (Week 4 Activity 19) (dog, duck, diamond, doctor, desk, door, doll, dinosaur, necklace, net, newspaper, nails, nest, nine, needle, numbers, nickel, nut)

Concept
Identify words that begin with /d/ and /n/.

Get Started
Say the words downstairs and nightgown. Both are from the poem “Wee Willie Winkie.” Ask children if the words begin with the same sound. Demonstrate a “thumbs down” gesture to indicate they do not begin with the same sound. Then explain to children that they will listen to other pairs of words to tell if they begin with the same sound or not. Children should give a “thumbs up” if the words begin with the same sound. They should give a “thumbs down” if they do not. Use these pairs:

dig, dot (thumbs up)
dim, dad (thumbs up)
dog, cow (thumbs down)
nice, name (thumbs up)
book, nurse (thumbs down)

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Ask children to move around to find another child who has a picture that begins with the same sound. When children have matched themselves up, ask each pair to say their words so that everyone can hear how they “match up.” Finally, have all the children sort themselves into two groups, those holding cards showing things whose names begin with /d/ and those holding cards showing things whose names begin with /n/. Note that a letter between slash marks (/d/) indicates the sound, not the letter name. If children are ready to learn or review letter names, you can ask them to name the letter that stands for the sound at the beginning of each group of words.

If you have more cards than children, distribute the extra cards for another round of Match Ups. When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 4 Activity 19.”

Today’s Challenge
Student page 19 Children distinguish between picture names that begin with /d/ and /n/. They write the letter that begins each picture name.

Answers for student page 19: doll nest nail net dish dig

Go Further
Student page 19 Children name things they can buy at a store. Then they draw one picture of something whose name begins with d and one whose name begins with n. Allow time for children to compare their drawings. Possible answers are dog food, doughnut, noodles, napkins.

Assessment
Student self-assessment page 19 Have children check one of the three choices to describe how they feel about this activity. Possible answers are: dog food, doughnut, noodles, napkins.

Assessment tip Can children identify words that begin with /d/ and /n/?
Week 4 • Activity 20

Materials
Student page 20

Concept
Identify details in text on multiple-choice tests.

Get Started
Remind children that authors usually put lots of details right into their stories. The details can tell about the people or animals in the story, the time and place in which the story happens, and the story events. Note that paying attention to details helps readers better understand and remember a story.

Tell children that they will be asked sometimes to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and draw the answer choices on the board or on chart paper. Read the question aloud.

Everyone rushed to the town square. They wanted to see the new bell in the tower. In just a few minutes the tower keeper would ring the bell for the first time. He would ring it exactly at six o’clock.

Which picture shows at what time the bell will ring?

A

B

C

D

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that C is wrong because the clock shows twelve o’clock and the story doesn’t mention that time at all. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (The clock shows six o’clock, the time mentioned in the story.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 20 With the whole group, read aloud the passage and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Now form groups of 2, 3, or 4 children so they can work through the student page a second time with more self-direction. Children will be able to consult with members of their group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2) that was ruled out for good reason and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 5: 1. A 2. C

Go Further
Have children add another detail to the story about Ken. Tell children that the detail they add must make sense with the rest of the story.

Assessment
Student self-assessment page 20 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify details in text?
Week 5 • Activity 21

Materials
Student page 21

Concept
Read aloud with appropriate phrasing.

Get Started
Before the session, write the poem “The Very Nicest Place” on the board or on chart paper.

The Very Nicest Place
The fish lives in the brook,
The bird lives in the tree,
But home’s the very nicest place
For a little child like me.

Tell children to listen and follow along as you read the poem. Ask a volunteer to point to where you start reading. Establish that the reader should always start reading the words that are over to the left and highest on the page.

Read the poem aloud once to familiarize children with the text. Ask children to raise their hands if they hear a word with which they are unfamiliar. Children may question the meaning of brook. Explain that a brook is a small body of water, a stream. On a second reading, point to each word as you read it. Read the poem a third time and invite children to chime in.

Tell children that poets usually put words that go together on a single line. This helps the reader and listener understand the poem. Demonstrate by breaking the lines before the end. Then read the lines as they are written to show the difference.

Today’s Challenge
Student page 21 Have children compare the poem on display with the text on the page. They should see that they will read their own copy of the displayed poem. Explain that the whole group will read together. For their first reading of the poem, you may wish to have children echo you—you read a line and children read and repeat the same text. In this way, you can model appropriate phrasing. Have the whole group read the poem a couple of times.

Go Further
Student page 21 Children make up another line for the poem. They should fill an animal name and a place where the animal lives in the sentence blanks. You may wish to talk with the whole group, gathering ideas, before children make their personal responses. Encourage children to use what they know about letters and sounds to write words. Have children read aloud their new lines.

If time and children’s interest permit, invite children who would like to write more than just one new line to do so. They should use the same sentence pattern. Copy the sentence pattern on strips of paper to use in a pocket chart. Have children read any additional sentences they create.

Creating new text based on a given pattern helps to develop children’s oral and written language abilities.

Assessment
Student self-assessment page 21 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children read aloud with appropriate phrasing?
**Week 5 • Activity 22**

**Materials**
Student pages 21, 22

**Concept**
Enhance comprehension by summarizing.

**Get Started**
Tell children that often people like to tell others about a story they have read and enjoyed. But, they cannot take the time to tell the whole story. They must tell what the story is about in a very short way. Point out that some books have a summary on the back cover or on the inside front jacket flap. This helps a reader decide whether or not to read the book. Explain that being able to tell a story in a very short way shows that the reader understands what is most important to remember in the story.

Read the following. Tell children it is a very short way of telling a story they probably know. Have them listen to name the story.

A girl is taking goodies to her grandma's house. On her way, the girl meets a big wolf. The wolf tries to trick the girl so that he can eat her and her grandmother.

Ask volunteers to name the story. Then retell the “Little Red Riding Hood” in its usual form. You may wish to reread the summary so that children can compare the two versions. Help children confirm that the summary is accurate and tells what the story is all about.

**Today's Challenge**

**Student page 22** Children will read the poem on page 21. Explain that they should think of a very short way to tell about the poem. Preview page 22. Read the directions and then read the two possible summaries. Remind children that a summary tells about the whole poem, not just part of it.

**Answers for student page 22:** Children should circle the first choice.

**Go Further**

**Student page 22** Children tell about something that has happened to them. Encourage children to tell their personal story in a very short way.

**Assessment**

**Student self-assessment page 22** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children summarize?
Week 5 • Activity 23

Materials
Student page 23

Concept
Listen for and generate words that begin with /l/ and /n/.

Get Started
Read the poem “The Very Nicest Place” from Activity 21. Repeat the word nicest. Ask volunteers to suggest other words and names that begin with the same sound. (nest, new, nine) Then say the word lives. Have children name words and names that begin with the same sound. (lucky, lemon, light)

Tell children they will practice listening for beginning sounds in words. If the words begin with the same sound, children should clap.

Use these word pairs:
lollipop/ladle (clap)
nod/look (no clap)
now/not (clap)
lick/nick (no clap)

Instructions for Playing Odd One Out Tell children you will say three words. Two words will begin with the same sound and one will not. Their job is to point out the one word that does not begin with the same sound, or the “odd one out.” Use these groups of words:

- laugh, leash, bat (bat)
- name, pup, night (pup)
- sock, new, now (sock)
- line, four, last (four)
- not, nap, bird (bird)
- neck, look, nest (look)
- sea, noon, noise (sea)
- land, cart, lap (cart)
- book, leaf, list (book)
- lump, luck, note (note)

Today’s Challenge
Student page 23 When the group has finished playing the game, have children open their books to student page 23. Children complete each word by adding the beginning consonant (/l or n/). Then they choose words that lead them along the correct path to find the bird’s nest. You may wish to start children on the correct path by working with them to identify the picture name nine as one that begins like the key word nest.

Go Further
Student page 23 Children use clues to solve riddles about body parts whose names begin with /l and /n/. The answers are nose and leg(s). To extend the activity you could ask children to make up riddles for words that begin with /l or n/.

Assessment
Student self-assessment page 23 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify and generate words that begin with /l/ and /n/?
Week 5 • Activity 24

Materials
Student page 24
Match Ups Cards (Week 5 Activity 24) (lighthouse, leaf, lemon, logs, letters, lamp, ladder, lion, necklace, net, newspaper, nails, nest, nine, needle, numbers, nickel, nut)

Concept
Identify words that begin with /l/ and /n/.

Get Started
Say the words lives and nicest. Both are from the poem “The Very Nicest Place.” Ask children if the words begin with the same sound. Demonstrate a “thumbs down” gesture to indicate they do not begin with the same sound. Then explain to children that they will listen to other pairs of words to tell if they begin with the same sound or not. Children should give a “thumbs up” if the words begin with the same sound. They should give a “thumbs down” if they do not.

Use these pairs:
next, nine (thumbs up)
large, little (thumbs up)
last, first (thumbs down)
nickel, north (thumbs up)
lemon, near (thumbs down)

Instructions for Playing Match Ups
Say the name of each picture as you distribute the picture cards. Ask children to move around to find another child who has a picture that begins with the same sound. When children have matched themselves up, ask each pair to say their words so that everyone can hear how they “match up.” Finally, have all the children sort themselves into two groups, those holding cards showing things whose names begin with /l/ and those holding cards showing things whose names begin with /n/. A letter between slash marks (/l/) represents the sound the letter stands for, not the letter name. If children are ready to review letter names, you can ask them to name the letter that stands for the sound at the beginning of each group of words.

If you have more cards than children, distribute the extra cards for another round of Match Ups. When you have finished the game, put the cards together with an elastic band or in an envelope or bag labeled “Week 5 Activity 24.”

Today’s Challenge
Student page 24 Children will identify picture names that begin with /l/ or /n/. Then they will draw their own pictures of things whose names begin with /l/ or /n/. Drawings will vary but should show recognition of /l/ and /n/. As needed, brainstorm picture names with children before they begin to complete the page.

Go Further
Student page 24 Children choose two of the pictures they drew and then develop a story that incorporates them. Provide a quick model, such as: The nurse was at the hospital. She turned on the light in her patient’s room. Tell children that they may choose picture names that begin with the same sound, if they wish.

Assessment
Student self-assessment page 24 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words that begin with /l/ and /n/?
Week 5 • Activity 25

Materials
Student page 25

Concept
Summarize text on multiple-choice tests.

Get Started
Tell children that people often tell others about stories they have read and enjoyed. They tell a very short version of the story, giving just enough information to convey what the story is about generally.

Tell children that they will be asked sometimes to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and the answer choices on the board or on chart paper. Read them aloud, as well.

Three little pig brothers want a safe house to live in. They build a nice straw house, but a wolf comes and blows it down. Then they build a house of sticks. The wolf blows that down, too. The pig brothers build a brick house. The wolf cannot blow it down. They are safe!

Which is a short way of telling the story?

A Three pig brothers live together in a stick house.
B A wolf builds a brick house and lives in it with the pigs.
C Three pig brothers learn that a brick house is safe.
D Pigs like to build houses.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that B is wrong because the wolf does not build a house at all. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (It tells what the whole story is about, not just part of it.) Ask a volunteer to fill in the correct circle.

Today's Challenge
Student page 25 With the whole group, read aloud the passage and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Now form groups of 2, 3, or 4 children so they can work through the student page a second time with more self-direction. Children will be able to consult with members of their group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2) that was ruled out for good reason and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.


Go Further
Student page 25 Children summarize how to play a favorite game. Talk with the whole group before children make their individual responses.

Assessment
Student self-assessment page 25 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children summarize?
Week 6 • Activity 26

Materials
Student page 26

Concept
Read aloud with appropriate phrasing.

Get Started
Before the session, write the poem “Mary’s Lamb” on the board or on chart paper.

**Mary’s Lamb**
- Mary had a little lamb.
- Its fleece was white as snow.
- And everywhere that Mary went
- The lamb was sure to go.
- It followed her to school one day.
- That was against the rule.
- It made the children laugh and play
- To see a lamb at school.

Point out the capital *M* in *Mary*. Explain that *Mary* is a name and that a name is always written with a capital (uppercase) letter. Tell children that they will read the poem later. Now they should listen and follow along as you read the poem.

Read the poem aloud once to familiarize children with the text. On a second reading, point to each word as you read it. On this second reading, explain the meaning of *fleece*—the wooly coat on a lamb or sheep. Read the poem a third time and ask children to chime in as they are able.

Tell children that poets usually think carefully about how they will arrange the words of their poems. They write the words that go together in the same line. Explain that story writers do not do this. If a storybook is handy, show a page of text and have children compare its arrangement with that of the poem. Tell children that showing the words that go together on the same line helps the reader and the listeners better understand the poem. Reread the poem, disregarding line breaks. Then read it as it should be read with appropriate phrasing.

Today’s Challenge

**Student page 26** Help children discover that the poem on the page is the same one they read together with you. Explain that the whole group will read together. For their first reading of the poem, you may wish to have children echo each line that you read. Then have the whole group read the poem a couple of times. Encourage children to try to read in unison as much as possible.

Go Further

**Student page 26** Children tell what animal they would bring to school. You may wish to have children talk together as a whole group before they make their individual responses. Model by telling what animal you would bring to school. Ask children to notice whether you phrase words together appropriately.

Assessment

**Student self-assessment page 26** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Do children read aloud with appropriate phrasing?
Week 6 • Activity 27

Materials
Student pages 26, 27

Concept
Demonstrate comprehension by retelling a story.

Get Started
Tell children that good readers are able to retell a story to others. Being able to retell a story shows that the reader paid close attention to details and understood the main events in the story. Explain that a good reader can tell who is in the story, where the story takes place, and what important things happen.

Read the following. Ask children to listen to be able to tell the story in their own words.

Lee has a pet pig on his farm. The pig acts just like a dog. If Lee throws a stick, the pig will fetch it. When Lee rides his bike, the pig runs alongside. The only thing the pig doesn’t do is bark!

Ask volunteers to retell the story in their own words. Have children comment on how well the storyteller includes the necessary parts of the story—who, where, and what happens. Encourage as many children as possible to take a turn telling the story. (If you have read a story with children recently, have them retell it).

Today’s Challenge
Student page 27  Read the poem on student page 26 with children. Then have each child draw a picture on student page 27 that will help him or her tell the story of Mary and her little lamb. Make the point that pictures may vary in some respects, and that is okay. The pictures are a tool to facilitate children’s oral retelling. Check children’s drawings to be sure they include the most important story elements (a lamb, a girl, a school).

Go Further
Student page 27  Children use their pictures to tell the story of Mary and her little lamb. Encourage both children to refer to their pictures as they talk and to share the pictures with their listening partners.

As an additional activity, read a story to children and have them retell the events in order.

Assessment
Student self-assessment page 27  Have children check one of the three choices to describe how they feel about this activity.

Assessment tip  Can children retell a story?
Week 6 • Activity 28

Materials
Student page 28
Come Here, Please Cards (Week 6 Activity 28)

Concept
Use phonic elements (initial phoneme, rhyme) and meaning to develop vocabulary.

Get Started
Read the poem "Mary's Lamb" from Activity 26. Repeat the words little, lamb, and laugh. Ask children if the words begin with the same sound. Then ask if the words begin like lion or like monkey. Repeat the words Mary and made and have children tell if the words begin like lion or monkey. Spend a few minutes having children think of other words or names that begin like lion or like monkey.

Instructions for Playing Come Here, Please
Explain that today children are going to play a game called Come Here, Please. Hand out the picture cards to children. Identify the pictures so that everyone knows what each represents. Explain that you will give a clue about a picture. Children should look carefully at their picture to see if their picture fits your clue. If it does, you will ask the holder of the card to "Come here, please." Note that a letter between slash marks (/m/) represents the sound the letter stands for, not the letter name. Say the sound as part of the clue.

If there are more cards than children, distribute more than one card to each child. When the game is over, put the Come Here, Please game cards together with an elastic band or in a bag or envelope labeled "Come Here, Please, Week 6 Activity 28." Use these clues.

Who has a picture that ...
- begins with /m/ and rhymes with fix? (mix)
- begins with /l/ and names a yellow fruit? (lemon)
- begins with /m/ and names a white drink? (milk)
- begins with /m/ and names what you can see in the sky at night? (moon)
- begins with /l/ and rhymes with better? (letter)
- begins with /l/ and names a meal you eat in the middle of the day? (lunch)
- begins with /m/ and rhymes with seat? (meat)
- begins with /m/ and names something you can wear over your face? (mask)
- begins with /l/ and names a baby sheep? (lamb)
- begins with /m/ and rhymes with south? (mouth)
- begins with /m/ and names an animal that looks like a donkey? (mule)
- begins with /l/ and rhymes with book? (look)
- begins with /m/ and names more than just one mouse? (mice)
- begins with /m/ and means "coins and bills"? (money)
- begins with /l/ and names a meal you eat in the middle of the day? (lunch)
- begins with /m/ and names something you can wear over your face? (mask)
- begins with /l/ and names a baby sheep? (lamb)
- begins with /m/ and rhymes with south? (mouth)

Today's Challenge
Student page 28 When the group has finished playing the game, have children open their books to student page 28. Children connect dots to make four different pictures. Then they choose the letter to complete each picture name.

Answers for student page 28 Children should complete the words mouse, lamp, mitten, and lock.

Go Further
Student page 28 Children choose one of the words they completed in the Today's Challenge activity and write it in a sentence. Encourage children to share and compare their sentences.

Assessment
Student self-assessment page 28 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use phonic and meaning clues to identify words?
Week 6 • Activity 29

Materials
Student page 29
Match Ups Cards (Week 6 Activity 29) (lighthouse, leaf, lemon, logs, letters, lamp, ladder, lion, moon, mittens, mouse, map, mirror, mask, mop, monkey, magnet, marbles)

Concept
Match pictures whose names begin with /l/ and /m/.

Get Started
Say the words lamb and little. Both are from the poem “Mary’s Lamb.” Ask children if the words begin with the same sound. Demonstrate a “thumbs up” gesture to indicate that the words do begin with the same sound. Then say Mary and day. Ask if they begin with the same sound. Show a “thumbs down” gesture to signal that they do not. Explain to children that they will listen to other pairs of words to tell if they begin with the same sound or not. Children should give a “thumbs up” if the words begin with the same sound. They should give a “thumbs down” if they do not. Use these pairs:

make, move (thumbs up)
leg, listen (thumbs up)
moan, tent (thumbs down)
map, mint (thumbs up)
lick, bag (thumbs down)

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Ask children to move around to find another child who has a picture that begins with the same sound. When children have matched themselves up, ask each pair to say their words so that everyone can hear how they “match up.” Finally, have all the children sort themselves into two groups, those holding cards showing things whose names begin with /l/ and those holding cards showing things whose names begin with /m/. Note that a letter between slash marks (/l/) represents the sound the letter stands for, not the letter name. If children are ready to review letter names, you can ask them to name the letter that stands for the sound at the beginning of each group of words.

If you have more cards than children, distribute the extra cards for another round of Match Ups. When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 6 Activity 29.”

Today’s Challenge
Student page 29 Children will identify pictures whose names begin with /l/ or /m/. They will write the correct letter to finish each picture name. Preview the page and directions with children to be certain they understand what to do.

Answer for student page 29: first row—l(amb), m(op) second row—l(ips), l(ettes) third row—m(ilk), m(en)

Go Further
Student page 29 Children try to say a tongue twister three times fast for a partner. Invite children to make up their own tongue twisters with words that begin with /l/ or /m/.

Assessment
Student self-assessment page 29 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words that begin with /l/ and /m/?
Week 6 • Activity 30

Materials
Student page 30

Concept
Demonstrate comprehension by retelling a story.

Get Started
Remind children that when they retell a story in their own words they should say who is in the story, where and when the story takes place, and what happens.

Tell children that they will be asked sometimes to take tests in their classes. The questions in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and draw the answer choices on the board. Read aloud the question and go over the answer choices.

The school that Mary goes to is very little. It looks like a house. Mary likes to look up at the tall, tall trees outside the school. She likes to look for bird nests. Which picture would help you tell the story?

![Picture A](image1)  ![Picture B](image2)

![Picture C](image3)  ![Picture D](image4)

Ask a volunteer to choose an answer that he or she knows is wrong and to tell why the answer is wrong. For example, a child might say that A is wrong because the picture shows a large school and the story talks about a small school. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (The picture shows just what the story describes.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 30 With the whole group, read aloud the passage and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Now form groups of 2, 3, or 4 children so they can work through the student page a second time with more self-direction. Children will be able to consult with members of their group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 30: 1. C 2. B

Go Further
Student page 30 Children draw a picture that will help them tell a partner about an activity they like to do after school. Tell children to use their drawings as a reference to help them tell the story and to show their partner.

Assessment
Student self-assessment page 30 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children retell a story?
Week 7 • Activity 31

Materials
Student page 31

Concept
Read aloud with appropriate phrasing.

Get Started
Before the session, write the poem “A Bear Went Over the Mountain” on the board or on chart paper.

A Bear Went Over the Mountain
A bear went over the mountain,
A bear went over the mountain,
A bear went over the mountain
To see what he could see.

The other side of the mountain,
The other side of the mountain,
The other side of the mountain
Was all that he could see!

Tell children that today they will read a poem. Ask children what they notice about the words in the poem. (Some words look the same; some words are repeated.) Tell children to listen and follow along as you read the poem to find out if their observations are true.

Read the poem aloud once to familiarize children with the text and to confirm their observations. On a second reading, have children join in on the repeated lines. Tell children that the repeated lines of text in the poem will make it easier for them to read and remember the poem. Read the poem a third time and ask children to chime in. The predictable line pattern and repeated words of the poem should carry children along.

Some children may recognize the poem as a song. Invite them to sing it with you. Children will naturally sing the words that go together in phrases. The activity calls attention to how poets use line breaks to establish appropriate phrasing.

Today’s Challenge
Student page 31 Have your whole group read together. Encourage children to read the poem a couple of times. Then you may wish to break your large group into two smaller groups of readers. Ask one group to read the first verse of the poem. The second group can read the second verse. If time permits, have groups trade verse assignments. Those children who are not reading should be quiet and attentive as the other group reads.

Go Further
Student page 31 Children will choose a different animal to substitute for the bear in the poem. You may wish to brainstorm animal names before individuals write their new poems to share with partners. Encourage children to think of some unusual animals and to use what they know about letters and sounds to write the animal’s name.

If time and children’s interest permit, invite children who would like to write more than just one new verse to do so. They should use the same sentence pattern. Copy the sentence pattern on strips of paper to use in a pocket chart. Have children read any additional verses they create.

Creating new text based on a given pattern helps to develop children’s oral and written language abilities.

Assessment
Student self-assessment page 31 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children read aloud with appropriate phrasing?
Week 7 • Activity 32

Materials
Student pages 31, 32

Concept
Enhance comprehension by visualizing the author’s words.

Get Started
Explain to children that when they read they should think about and try to picture in their minds what the author describes, or tells about. Being able to “see” who is in the story, where and when the story takes place, and what is happening connects readers to the story and helps them understand and remember it better. In order to “see” what the author tells about requires that readers use their own personal experiences. If, for example, the author describes a warm, sunny day, readers need to recall warm, sunny days they have experienced or read about before.

Read the following text. Ask children to try to make a picture in their minds of what the author is telling about. Set a purpose for children. Tell them that after they listen, they will draw a picture to show what the author describes.

The picnic was fun. It was a nice sunny day. There were long tables of food. People could choose sandwiches or hot dogs for lunch. Some people played ball or ran races instead of eating.

Model what children should do. Draw as you speak. “It says that it is a nice sunny day. I’ll draw the sun in the sky. There are hot dogs and sandwiches for lunch. I’ll draw some of those, too.”

Today’s Challenge
Student page 32 Read the poem on student page 31 with children. Then have each child draw a picture to show what the poem describes. Remind children to think about their own experiences in the outdoors in order to make their drawings. Reinforce that there is no one correct drawing.

Go Further
Student page 32 Children will think and talk about how the drawing might change if the bear went over a river instead of a mountain. Ask prompting questions as needed to get children started: Would the bear pass by and see the same things if he crossed a river? What kinds of things would he see on one side of the river? The other side? If there is time, have children draw new pictures.

Assessment
Student self-assessment page 32 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children visualize the author’s words?
Week 7 • Activity 33

Materials
Student page 33

Concept
Make connections between words using analogies (rhyme, beginning sound).

Get Started
Explain to children that today they will play a game based on how words are related to each other. Give an example to help children grasp the concept.

Take is to lake as cat is to _____. (bat, fat, hat, sat)

Help children notice that the first two words in the sentence—take and lake—rhyme. Ask if they think the missing word in the second part of the sentence should rhyme with cat. Suggest a word that rhymes with cat and read aloud the complete sentence. Have children repeat the complete sentence. Then ask volunteers to suggest other words that rhyme with cat. Have them use the words to complete the sentence. Provide other similar examples.

Look is to book as fix is to _____. (mix, six)
Sun is to fun as cut is to _____. (but, hut, nut)

Instructions for Playing Is to... (Main focus is /b/, /m/.) Tell children that they will play a game called Is to.... Explain that you will give them unfinished sentences similar to the ones they just did. The words in the sentences are related because they rhyme, but children will have to think about another way the words are related. Tell children to listen very carefully to think about how the words are related. Then they will have to name the missing word and state the “rule” that explains how the words are related. Model with this example that incorporates both rhyme and the target sounds, /b/ and /m/.

Bud is to mud as beet is to _____. (meet)

State the relationship and the rule: Bud and mud rhyme. I need a word that rhymes with beet. I also know that the words in the first part of the sentence begin with /b/ and /m/. So I need a word that begins with /m/ and rhymes with beet. The word is meet.

The analogies for this lesson all focus on rhyme and initial /b/ and /m/. Children’s explanation of each analogy’s “rule” should reflect this. Use these analogies.

1. Bake is to make as bean is _____. (mean)
2. Bad is to mad as bug is to _____. (mug)
3. Mat is to bat as moan is to _____. (bone)
4. Me is to be as met is to _____. (bet)
5. Bit to mitt as bash is to _____. (mash)
6. May is to bay as mall is to _____. (ball)
7. Bend is to mend as by is to _____. (my)
8. Bound is to sound as ban is to _____. (man)
9. Melt is to belt as math is to _____. (bath)
10. Boast to most as batch is to _____. (match)

Today’s Challenge
Student page 33 When the group has finished playing the game, have children open their books to student page 33. Children draw pictures of four things whose names rhyme with hat. As needed, brainstorm ideas with children before they begin the activity. Possible items are cat, hat, mat, rat.

Go Further
Student page 33 Children demonstrate they know the meaning of each picture word by writing it in its own sentence. Remind children to use what they know about letters and sounds to help them write their sentences. Alternatively, write everyone’s sentences on chart paper. Use as a shared reading text.

Assessment
Student self-assessment page 33 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children make connections between words using analogies?
Week 7 • Activity 34

Materials
Student page 34
Match Ups Cards (Week 7 Activity 34) (book, bed, bar, bib, box, bell, ball, balloon, moon, mittens, mouse, map, mirror, mask, mop, monkey, magnet, marbles)

Concept
Match pictures whose names begin with /b/ and /m/.

Get Started
Read the poem “A Bear Went Over the Mountain,” Activity 31. Have children listen for a word that begins the same way as big. (bear) Then have them identify a word that begins like milk. (mountain) Now ask volunteers to name other words and names that begin like bear and mountain. Make two quick lists on the board or on chart paper. Make the point that knowing beginning sounds can help children read and write new words.

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Ask children to move around to find another child who has a picture that begins with the same sound. When children have matched themselves up, ask each pair to say their words so that everyone can hear how they “match up.” Finally, have all the children sort themselves into two groups, those holding cards showing things whose names begin with /b/ and those holding cards showing things whose names begin with /m/. Note that a letter between slash marks (/m/) represents the sound the letter stands for, not the letter name. If children are ready to review letter names, you can ask them to name the letter that stands for the sound at the beginning of each group of words.

If there are more cards than children, distribute the extra cards and play another round of Match Ups. When you finish the game, put the cards together with an elastic band or into a bag or envelope labeled “Week 7 Activity 34.”

Today’s Challenge
Student page 34 Children feed the animals by drawing things whose names begin the same way as each animal name (bear, monkey). Be sure children know that they can draw any kind of thing. They do not have to draw food items! As needed, brainstorm a list of things before children begin the activity. Possibilities are ball, boat, book; mug, map, mop.

Go Further
Student page 34 In this activity, children do have to think of real food items whose names begin with /b/. Allow children who wish to work with partners to do so. Possibilities for responses are banana, bun, beans. As an additional activity, you may wish to make available to children this week’s or a previous week’s picture cards for sorting by beginning sound.

Assessment
Student self-assessment page 34 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words that begin with /b/ and /m/?
Week 7 • Activity 35

Materials
Student page 35

Concept
Use the author’s words to visualize text on multiple-choice tests.

Get Started
Tell children that authors want readers to be able to connect with their stories. The authors, therefore, include details in their stories that help readers picture in their minds what the story is all about. Explain that good readers use the details the authors write and their own personal experiences to connect with a story. For example, if a story is about a picnic, readers might recall picnics they have attended.

Tell children that they will be asked sometimes to take tests in their classes. The questions in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and draw the answer choices on the board. Read aloud the question and go over the answer choices.

Mark likes to be outdoors. He likes the trees, the flowers, and the benches where people can sit.
Which picture shows the place the author wants you to see?

A  B  C  D

Ask a volunteer to choose an answer that he or she knows is wrong and to tell why the answer is wrong. For example, a child might say that D is wrong because the picture shows mountains, which are not mentioned in the story. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (B) from the remaining choices. Be sure children understand why B is correct. (The picture shows what the story describes—trees, flowers, and a bench.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 35 With the whole group, read aloud the passage and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Now form groups of 2, 3, or 4 children so they can work through the student page a second time with more self-direction. Children may consult with members of their group, but each will complete the page and receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 35: 1. D 2. A

Go Further
Student page 35 Children use the description in the story to identify its setting. They tell a partner which words in the story helped them. Children should determine that the bears are not in an urban/suburban space, but that the bears are in a field or meadow where berry bushes grow.

Assessment
Student self-assessment page 35 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use the author’s words to visualize?
Week 8 • Activity 36

Materials
Student page 36

Concept
Read aloud with appropriate pacing.

Get Started
Before the session, write the poem “Pat-a-Cake” on the board or on chart paper.

Pat-a-Cake
Pat-a-cake, pat-a-cake, baker’s man,
Bake me a cake as fast as you can.
Pat it and prick it and mark it with T.
Put it in the oven for Tommy and me.

Show children where you start reading. Ask them to point in the direction in which you should read. Children should indicate a left-to-right direction. Tell children to listen and follow along as you read the poem.

Read the poem aloud once to familiarize children with the text. Some children may already be familiar with the poem as a hand-clapping game. Invite those children to tell how and when they learned the game. On a second reading, point to each word as you read it. Read the poem a third time and invite children to chime in, especially on end-of-line rhyming words.

Help children understand that reading too fast or too slow would make the poem hard to understand. Readers should read at a speed, or pace, that is “just right.” Reread the poem in either a very fast or very slow way. Have children evaluate the reading. Ask: Did I read at a “just right” pace or did I read a different way? Have children describe the pace of your reading and comment on whether or not it made the poem difficult to understand.

Today’s Challenge
Student page 36 Have children compare the poem on display with the text on the page. They should recognize that they will read their own copies of the displayed poem. Explain that the whole group will read together. For their first reading of the poem, you may wish to have children echo you—you read a line and children read and repeat the same text. In this way, you can model “just right” pacing as you move from line to line. Have the whole group read the poem a couple times.

To interest and prepare children for small-group reading, break your whole group into four small groups. Assign each group a line. You may wish to number the lines on the copy of the poem you made on the board or chart paper. Give each small group a number and assign the corresponding line of the poem. Lead each group as members read their line. As an alternative, cut apart the lines and distribute them to children. Have children arrange themselves in groups according to lines and read their lines as a group.

Go Further
Student page 36 To help children give feedback on pacing, supply questions such as: Was the reading so fast that it was hard to follow? Was it so slow that the listener got bored? Was it just right?

Assessment
Student self-assessment page 36 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children read aloud with appropriate pacing?
Week 8 • Activity 37

Materials
Student pages 36, 37

Concept
Enhance comprehension by identifying sequence.

Get Started
Tell children that when they read it is important to pay attention to the order in which things happen, or the sequence of events. Explain that knowing the order in which things happen will help them remember the story.

Read the following. Ask children to listen for the order in which things happen.

Mila likes to make bread. She makes the dough first. Then she puts it into a pan. Then she lets the dough rise to get bigger.

Ask volunteers to tell what happens first, next, and last when Mila makes bread. Make a quick list on the board or chart paper.

First, makes dough
Next, puts it into a pan
Last, lets the dough rise

Review the list with children. Tell children that sometimes they will see the words first, next, then, and last in a story. Other times they will not. When they don’t see the words, they must pay close attention and read carefully to know the order in which things happen.

Today’s Challenge
Student page 37 Children will read the poem on page 36 and then number pictures to show the order in which things happen. For a more “hands-on” response, you may wish to photocopy page 36, so children can cut the pictures apart and then sequence them correctly.

Answers for student page 37: top—2
middle—1 bottom—3

Go Further
Student page 37 Children think about another step they might add to the cake-baking process. Then they draw or write to tell about the step. With the whole group, you may wish to brainstorm ideas before children make their individual responses.

Assessment
Student self-assessment page 37 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify sequence?
Week 8 • Activity 38

Materials
Student page 38

Concept
Develop vocabulary by categorizing words.

Get Started
Before the session, prepare a list of words that form a category, such as what you see in a library, zoo, or playroom.

Instructions for Playing What’s My Word? To demonstrate the game, tell the group that you have a secret word that you want them to guess. Explain that you will give them clues. Tell children to listen carefully as you give these clues:

All of my words name animals you see at the zoo.
My first word names an animal that looks like a big cat and has stripes.
It begins with /t/.

As needed, offer additional clues until someone guesses the word tiger.

When each word is guessed, write it on the board or on chart paper. Have children say the word with you. Call attention to and underline the letter that stands for its beginning sound.

Continue with the game until each child has guessed at least one word. Some words you might use for the category “zoo animals” are lion, bear, monkey, seal, zebra, hippo.

Today’s Challenge

Student page 38 Help children name the picture at the top of the first web. Ask them what a peach is. As needed, ask prompting questions: Is a peach an animal? Is it clothing? Tell children that they should draw pictures of other kinds of fruit, since a peach is a kind of fruit. Continue with the second web that features family as the category children will build on. Tell children that they should draw pictures of family members. Make the point that children do not need to think of fruits or family members whose names begin with p or f in this activity. See the Go Further activity following.

Go Further

Student page 38 Children now think of a fruit whose name begins with p and a family member whose name begins with f. Possible responses are pear, pineapple, papaya (accept plum, if children suggest it); father.

Student self-assessment page 38 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children categorize words?
Building Words

Week 8 • Activity 39

Materials
Student page 39
Match Ups Cards (Week 8 Activity 39) (fox, four, fire, fork, fan, feather, five, fish, piano, penguin, pail, peas, pan, pen, pumpkin, pin, pear, pig)

Concept
Match pictures whose names begin with /f/ and /p/.

Get Started
Read the poem “Pat-a Cake,” Activity 36. Have children listen for words that begin the same way as pig. (pat, pan) Then have them identify a word that begins like fox. (fast) Now ask volunteers to name words that begin like pat and pan and then words that begin like fast. Make two quick lists on the board or on chart paper. Reinforce the point that knowing beginning sounds can help children read new words.

Instructions for Playing Match Ups
Say the name of each picture as you distribute the picture cards. Ask children to move around to find another child who has a picture whose name begins with the same sound. When children have matched themselves up, ask each pair to say their words so that everyone can hear how they “match up.” Finally, have all the children sort themselves into two groups, those holding cards showing things whose names begin with /f/ and those holding cards showing things whose names begin with /p/. Note that a letter between slash marks (/f/) represents the sound the letter stands for, not the letter name. If children are ready to review letter names, you can ask them to name the letter that stands for the sound at the beginning of each group of words.

If there are more cards than children, distribute the extra cards and play another round of Match Ups. When you finish the game, put the cards together with an elastic band or into a bag or envelope labeled “Week 8 Activity 39.”

Today’s Challenge
Student page 39 Children decide if the two picture names begin in the same way or not. They write Yes or No to respond. Before children begin the activity, you may wish to help them name each picture to avoid any misinterpretation of the art.


Go Further
Student page 39 Children use meaning clues to identify two words that begin with /f/. Some children may benefit by working with partners. Notice how children spell the words. If children use spellings that represent all or most of the phonemes, they are showing a good understanding of phonemic awareness.

Children who finish early can sort the picture cards by initial sound or, if they know syllables, by the number of syllables in the picture name.

Answers for student page 39: fur, feathers

Assessment
Student self-assessment page 39 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words that begin with /f/ and /p/?
Week 8 • Activity 40

Materials
Student page 40

Concept
Identify sequence of events in text on multiple-choice tests.

Get Started
Explain to children that paying attention to the order of events in a story will help them better understand and remember a story.

Tell children that they will be asked sometimes to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and draw the answer choices on the board or on chart paper. Read aloud the question and discuss the answer choices.

Mila takes the bread out of the oven. Then she lets it cool in the window. Later she slices it for friends to eat.

Which picture shows what happens last?

A  

B

C

D

Ask a volunteer to choose an answer that he or she knows is wrong and to tell why the answer is wrong. For example, a child might say that B is wrong because the picture shows things someone needs to mix bread dough. That takes place way before the story events. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (D) from the remaining two choices. Be sure children understand why D is correct. (The picture shows bread that is sliced and ready to eat.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 40 With the whole group, read aloud the passage and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Now form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of their group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.


Go Further
Student page 40 Children describe what they would do first, next, and last if they had their own pie to eat. Encourage children who wish to draw their responses to do so.

Assessment
Student self-assessment page 40 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify sequence of events?
Read Out Loud

Week 9 • Activity 41

Materials
Student page 41

Concept
Read aloud fluently and expressively.

Get Started
Before the session, write the poem “Splash” on the board or on chart paper.

Splash
"Splash," said a raindrop,
As it fell upon my hat.
"Splash," said another,
As it trickled down my back.
"You are very rude," I said
As I looked up to the sky.
Then another raindrop splashed
Right into my eye!

Tell children that today they will read a poem.
Tell children to listen and follow along as you read the poem.

Read the poem aloud once to familiarize children with the text. Ask children to raise their hands if they hear a word with which they are unfamiliar. Some children may question the meaning of rude. Explain that when someone is rude, he or she is not polite, or not behaving in a nice way. On a second reading, sweep your hand under the text from left to right, reinforcing the order of words and phrases. Read the poem a third time and ask children to echo each line as you read it. In this way, children will have a model for natural phrasing and expression.

Ask children to look for marks in the text that are not letters. Explain that these marks, punctuation marks, help readers know how to read the text. Draw an exclamation mark on the board or on chart paper. Name the mark and tell children that an exclamation mark at the end of a sentence signals that the sentence should be read with extra feeling. Write the words Wow! and Look! Demonstrate how to read each word with appropriate feeling. Then have children read the words with you. Now have children find the sentence in the poem “Splash” that ends with an exclamation mark. (the last sentence) Read the sentence with children expressively.

Today’s Challenge
Student page 41 Explain that the whole group will read together. For their first reading of the poem, invite children to chime in as much as they are able. Then have the whole group read the poem a couple of times more. Just for fun, on your last reading, you may wish to help children emphasize/dramatize the repeated word splash. Encourage them to change their voices to mimic that of a “talking” raindrop.

Go Further
Student page 41 Children tell how they would feel if a raindrop splashed into their eye. Encourage children to be expressive in their responses. Model what your response might be, for example, “Oh, no!” or “I can’t see!” Children who are able can write a response and then read it out loud.

Assessment
Student self-assessment page 41 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children read aloud fluently and expressively?
Week 9 • Activity 42

Materials
Student pages 41, 42

Concept
Enhance comprehension by identifying details.

Get Started
Explain to children that authors usually start off with a main idea, or what their story will be mostly about. Then they add details, or bits of information, that tell more about the main idea. Details help a reader connect with a story and picture what is happening. It is important for readers to pay attention to the details in a story so they can better understand and remember it.

Read the following two passages to children. Tell them to listen carefully so that they can compare the two passages with you.

• It is very hot and sunny outside.
• You won’t need umbrellas today. It is hot and sunny. The sky is clear and blue. A breeze is blowing lightly. Today is a good day to go to the park or the beach.

Have children answer the following:

Which passage told you more about the day?

What are the details that help you to know more about or to picture the day?

Reread the second passage. Then call on volunteers to tell about the day in their own words. Encourage children to include as many details as they can remember.

Today’s Challenge
Student page 42 Children will read the poem on page 41 and then use details from the poem to answer questions. You may wish to preview the page before children begin to work, reading the directions and each of the questions. Children can draw or write their responses.

Answers for student page 42: Children’s writing or drawing should reflect the following information.
1. on my hat 2. on my back 3. splashed in my eye

Go Further
Student page 42 Children talk about their sensory experiences on a rainy day. After partners discuss with each other, invite pairs of children to share their ideas with the whole group.

Assessment
Student self-assessment page 42 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify story details?
Week 9 • Activity 43

Materials
Student page 43

Concept
Listen for and generate words that begin with /r/ and /v/.

Get Started
Read the poem “Splash” from Activity 41. Repeat the word rude. Ask volunteers to suggest words that begin with the same sound. Then say the word very. Have children name words that begin with the same sound. You may wish to make two quick lists, underlining the first letter in each word.

Tell children that you will say some pairs of words. If the words begin with the same sound, children should clap. Tell children this is a warm up for the game Odd One Out. Use these word pairs:

run/rice (clap)
vat/ran (no clap)
vent/view (clap)
red/vine (no clap)

Instructions for Playing Odd One Out Tell children that you will say three words. Two words will begin with the same sound and one will not. Their job is to point out the one word that does not begin with the same sound, or the “odd one out.” Use these groups of words:

• village, mother, veil (mother)
• ring, ride, path (path)
• sip, vest, valentine (sip)
• tell, ripe, read (tell)
• visit, very, fan (fan)
• roast, net, robe (net)
• van, rich, vacuum (rich)
• rail, right, vegetable (vegetable)
• race, vet, voice (race)
• roar, rope, pen (pen)

Today’s Challenge
Student page 43 When the group has finished playing the game, have children open their books to student page 43. Children draw a picture of a rainbow and then write to tell what they know about rainbows. You may wish to talk about rainbows with the whole group before children make their individual responses.

Go Further
Student page 43 Children share their pictures and writings about rainbows with the group. If time permits, distribute crayons and have children color their rainbows.

Assessment
Student self-assessment page 43 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify and generate words that begin with /r/ and /v/?
Week 9 • Activity 44

Materials
Student page 44
Match Ups Cards (Week 9 Activity 44) (rocket, rug, ring, rake, rope, rainbow, radio, rooster, robot, rabbit, vase, vest, vegetables, vacuum, violin, valentine, volcano, van)

Concept
Match pictures whose names begin with /r/ and /v/.

Get Started
Say the word rabbit. Ask volunteers to name things that begin the same way as rabbit. Make a list and underline r at the beginning of each word. Then repeat the process with the word violin.

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Ask children to move around to find another child who has a picture whose name begins with the same sound. When children have matched themselves up, ask each pair to say their words so that everyone can hear how they “match up.” Finally, have all the children sort themselves into two groups, those holding cards showing things whose names begin with /r/ and those holding cards showing things whose names begin with /v/. Note that a letter between slash marks (/v/) indicates the sound, not the letter name. If children are ready to review letter names, you can ask them to name the letter that stands for the sound at the beginning of each group of words.

If you have more cards than children, distribute the extra cards and play another round of Match Ups. When the game is finished, put the cards together with an elastic band or into a bag or envelope labeled “Week 9 Activity 44.”

Today’s Challenge
Student page 44 Preview the page with children. Read the directions and ask volunteers to repeat what the group should do to complete the activity. Children will find and circle items in the large picture that begin with /r/ and /v/. Once the items have been identified, children write the letter to complete each individual picture name.

Answers for student page 44: Children circle the rain falling outside the window, the rug, the vase, the van in the framed picture on the wall, and the robe. Then children will complete the words rug, robe, van, rain, vase.

Go Further
Student page 44 Children think of an animal whose name begins with r. Then they make up a riddle about the animal. A partner solves the riddle.

As an additional activity, children can search a short book or piece of text for words that begin with r and v.

Assessment
Student self-assessment page 44 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words that begin with /r/ and /v/?
Week 9 • Activity 45

Materials
Student page 45

Concept
Identify details in text on multiple-choice tests.

Get Started
Explain to children that authors usually add lots of details to their stories to make the stories come alive for readers. The details can tell about the people or animals in the story, the time and place in which the story takes place, and the story events. Note that paying attention to details helps readers better understand and remember a story.

Tell children that they will be asked sometimes to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and the answer choices on the board or on chart paper. Read them aloud, as well.

Mark thinks rainy days are good days for play. There are big puddles to sail a boat in. There are mud holes to jump in. And there is squishy green grass to walk through.

What can Mark do in big rain puddles?

A) Mark can jump in them.
B) Mark can sail a boat in them.
C) Mark can made mud pies in them.
D) Mark can walk through them.

Ask a volunteer to choose an answer that he or she knows is wrong and to tell why the answer is wrong. For example, a child might say that C is wrong because there is no mention in the story of making mud pies. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (It tells that Mark can sail a boat in the puddles.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 45 With the whole group, read aloud the passage and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Now form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of their group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 45: 1. A 2. C

Go Further
Student page 45 Children draw or tell a partner what people wear on rainy days. You may wish to talk with the whole group to get ideas before children make their individual responses.

Assessment
Student self-assessment page 45 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify details in text?
Week 10 • Activity 46

Materials
Student page 46

Concept
Read aloud with appropriate phrasing.

Get Started
Before the session, write the poem “Humpty Dumpty” on the board or on chart paper.

Humpty Dumpty
Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the king’s horses and all the king’s men Couldn’t put Humpty together again.

Tell children that today they will read a poem. Point out the capital (uppercase) letters used for Humpty Dumpty’s name. Remind children that all names begin this way. Tell children to listen and follow along as you read the poem.

Read the poem aloud once to acquaint children with the text. On a second reading, sweep your hand below the text as you read each line to make children aware of the left-to-right flow of words and phrases. Help children begin to notice that often in poems the way lines are set up or “break” shows which words should be read together as a chunk or phrase. Read the poem a third time and ask children to echo each line.

Today’s Challenge
Student page 46 Explain that the whole group will read together. Before you and children begin to read, explain that the poem is about a character that is really an egg—Humpty Dumpty is an “egg person.” Remind children that when they read as a group they should try to “break” the phrases together. They should read “as one voice.” Lead children in their first reading, guiding them in their unison phrasing. Then have the whole group read the poem at least twice more.

You may wish to give children the experience of reading in more than just one group. Make four small groups from your whole group. Tell children which line each group will read. You can number each line on the board or chart version and then assign each small group a corresponding number. Tell children they will need to pay attention to know when to begin to read their group’s line.

Go Further
Student page 46 Children use what they know about from their own experiences with eggs to explain why no one could put Humpty back together again.

Assessment
Student self-assessment page 46 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children read aloud with appropriate phrasing?
Week 10 • Activity 47

Materials
Student pages 46, 47

Concept
Demonstrate comprehension by retelling a story.

Get Started
Tell children that good readers are able to retell a story to others in their own words. Being able to retell a story shows that the readers paid close attention to details and understood the main events in the story. Explain that good readers tell who is in the story, where the story takes place, and what important things happen.

Read the following. Ask children to listen to be able to tell the story in their own words.

Humpty Dumpty wanted to see the king’s parade pass by. He wanted to see all the horses and the king’s men. But there were many people standing in front of him. And, Humpty was short. He saw a wall and had an idea. He would sit and watch from the high wall.

Ask volunteers to retell the story in their own words. Have listeners comment on how well the storyteller includes the necessary parts of the story—who, where, and what happens. Encourage as many children as possible to take a turn telling the story.

Today’s Challenge
Student page 47 Read the poem on student page 46 with children. Then have children select the picture (Humpty Dumpty falling off the wall) that can help them tell the story of Humpty Dumpty’s fall. Children will then use the picture to help them write a retelling of the story. Remind them to write the sounds they hear.

Go Further
Student page 47 Children work with a partner. They listen to the partner’s retelling of “Humpty Dumpty” and say what they like about the retelling. Remind children that a good retelling includes who is in the story, where it happens, and what happens.

As an additional activity, read a story to children and have them retell the events in order.

Assessment
Student self-assessment page 47 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children retell in their own words a simple story?
Word Games

Week 10 • Activity 48

Materials
Student page 48
Come Here, Please Cards (Week 10 Activity 48)

Concept
Use phonemic elements (initial phoneme, rhyme) and meaning to develop vocabulary.

Get Started
Read the poem “Humpty Dumpty” from Activity 46. Repeat the words horses and king. Ask children if the words begin with the same sound. Then ask which word begins the same way as key. Ask children what sound horses begins with. As needed, supply /h/. Note that a letter between slash marks (/h/) indicates the sound, not the letter name. Say these words and have children tell if each begins with /k/ or /h/: hip, kind, home, kettle.

Instructions for Playing Come Here, Please
Explain that today children are going to play a game called Come Here, Please. Hand out the picture cards to children. Identify the pictures so everyone knows what each represents. Explain that you will give a clue about a picture. Children should look carefully at their picture to see if their picture fits your clue. If it does, you will ask the holder of the card to “Come here, please.” After playing the game, put the cards together with an elastic band or into a bag or envelope labeled “Come Here, Please Cards, Week 10 Activity 48.” Use these clues.

Who has a picture that...
- begins with /k/ and names a room where people cook? (kitchen)
- begins with /h/ and names a part of your foot? (heel)
- begins with /h/ and rhymes with bug? (hug)
- begins with /k/ and names something you can fly? (kite)
- begins with /k/ and names something you can heat water in? (kettle)
- begins with /h/ and rhymes with side? (hide)
- begins with /h/ and names what your hair grows on top of? (head)
- begins with /k/ and rhymes with pick? (kick)
- begins with /k/ and rhymes with sit? (kit)
- begins with /h/ and names something smaller than a mountain? (hill)
- begins with /h/ and names where your fingers are? (hand)
- begins with /h/ and rhymes with pop? (hop)
- begins with /k/ and names something you do with your lips? (kiss)
- begins with /h/ and rhymes with nut? (hut)
- begins with /h/ and names something you can play to make music? (horn)
- begins with /k/ and names an animal with a pouch? (kangaroo)
- begins with /h/ and names a place where bees live? (hive)
- begins with /h/ and rhymes with cat? (hat)

Today’s Challenge
Student page 48 When the group has finished playing the game, have children open their books to student page 48. Children connect dots to make four different pictures. They name the picture and write the letter b or k to finish the word for the picture. Depending on your group, you may wish to model the activity by completing the first item with children.

Answers for student page 48: kite hand hook king

Go Further
Student page 48 Children choose two words they wrote in the Today’s Challenge activity and write both of them in a single sentence. Encourage children to share and compare their sentences.

Assessment
Student self-assessment page 48 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use phonemic and meaning clues to identify words?
**Week 10 • Activity 49**

**Materials**
Student page 49  
Match Ups Cards (Week 10 Activity 49) (horse, hanger, helmet, hook, helicopter, hammer, hose, harp, hay, house, key, king, kangaroo, kite, ketchup, kettle, kitchen, kitten)

**Concept**
Match pictures whose names begin with /h/ and /k/.

**Get Started**
Say the words horse and Humpty. Both are from the poem “Humpty Dumpty.” Ask children if the words begin with the same sound. Demonstrate a “thumbs up” gesture to indicate they do begin with the same sound. Then say king and wall. Ask if those words begin with the same sound. Show a “thumbs down” gesture to signal that they do not. Explain to children that they will listen to other pairs of words to tell if they begin with the same sound or not. Children should give a “thumbs up” if the word begins with the same sound. They should give a “thumbs down” if they do not. Use these pairs:

key, keep (thumbs up)  
home, help (thumbs up)  
happy, fall (thumbs down)  
kind, kiss (thumbs up)  
hide, kind (thumbs down)

**Instructions for Playing Match Ups** Say the name of each picture as you distribute the picture cards. Ask children to move around to find another child who has a picture whose name begins with the same sound. When children have matched themselves up, ask each pair to say their words so that everyone can hear how they “match up.” Finally, have all the children sort themselves into two groups, those holding cards showing things whose names begin with /h/ and those holding cards showing things whose names begin with /k/. Note that when a letter appears between slash marks (/h/), it indicates the sound, not the letter name. If children are ready to review letter names, you can ask them to name the letter that stands for the sound at the beginning of each group of words.

If there are more cards than children, distribute the extra cards and play another round of Match Ups. When the game is finished, put the cards together with an elastic band or into a bag or envelope labeled “Week 10 Activity 49.”

**Today’s Challenge**
**Student page 49** Children will name pairs of pictures and decide whether they begin with /k/ or /h/. Children write k for the pictures whose names begin with /k/ and h for the pictures whose names begin with /h/. You may wish to preview the pictures with children so that everyone is responding to the same picture names.

**Answer for student page 49:** 1. h 2. k 3. k 4. h 5. h

**Go Further**
**Student page 49** Children think of a boy’s name and a girl’s name, each of which begins with /k/ or /h/. They use rhyming word clues to identify the names Ken and Kate. If there are children in the group with K names, these names can be included in children’s responses, as well.

**Assessment**
**Student self-assessment page 49** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify words that begin with /h/ and /k/?
**Week 10 • Activity 50**

**Materials**
Student page 50

**Concept**
Demonstrate comprehension by retelling a story.

**Get Started**
Tell children that often people like to tell a story they have read to others. They can’t use the exact words of the story they have read, so they tell the story in their own words. Explain that it is important when readers retell a story that they include who is in the story, where and when it happens, and what happens.

Tell children that they will be asked sometimes to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and the answer choices on the board or on chart paper. Read aloud the question and answer choices.

The king and queen are in their little house in the woods. They stay there every summer. The castle is too hot in the summer. The king likes to fish. The queen likes to take walks.

Where and when does the story happen?

A. in the woods in the summer  
B. in the castle in the summer  
C. in the woods in the fall  
D. in the town in the winter

Ask a volunteer to choose an answer that he or she knows is wrong and to tell why the answer is wrong. For example, a child might say that D is wrong because no town is mentioned in the story. Neither is winter. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (A) from the remaining two choices. Be sure children understand why A is correct. (Since the king and queen stay in the house in the woods every summer, it must be summer. They are in the woods in the summer.) Ask a volunteer to fill in the correct circle.

**Today’s Challenge**
**Student page 50** With the whole group, read aloud the passage and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Now form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of their group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

**Answers for student page 50:** 1. D 2. C

**Go Further**
**Student page 50** Children retell the story about the king’s day in town to a partner. Encourage listening partners to comment on whether or not the storyteller told who is in the story, where and when it happens, and what happens.

**Assessment**
**Student self-assessment page 50** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children retell a story?
Week 11 • Activity 51

Materials
Student page 51

Concept
Use punctuation to read aloud expressively.

Get Started
Write the following sentences on the board or on chart paper. Then read aloud the following two verses at least twice, pointing to each word. Tell children to listen carefully to see what they notice about some of the words in the poem.

It's raining. It's raining. What should we do?
Let's put stickers in a book.
That's what we should do.

It's raining. It's raining. What should we do?
Let's go splash in big mud puddles.
That's what we should do.

Ask volunteers to say what they noticed about some of the words and sentences in this poem. Children should recognize that words and sentences repeat. See if children can identify any of the repetitions in the poem. Reread as needed.

Ask children to listen as you say two sentences. Have them identify which is the question.

It's raining.
What should we do?

Help children understand how their voices might sound when they ask a question. Then point out the question mark, explaining that this is what tells a reader that the sentence is a question. Practice reading some questions together. If children answer the questions, note how their voices sound different. (They go down at the end for a telling sentence; they go up at the end for a question.)

Do you like rainy days?
What do you wear in the rain?

Use the question mark as a teaching point for expressive reading. Contrast how your voice sounds with the question and the response in the next line of the poem.

Have the whole group read the poem aloud with you at least twice, making sure their voices rise at the end of each question.

Today's Challenge
Student page 51 Tell children that today they are going to read a poem about raindrops and what they do. Read the poem aloud once to familiarize children with the text. Ask children to place their pointer fingers on the question mark. Review what the voice does in a question. Ask children to read the question with you. Then have children read the first line of each stanza, as you read the responses. Finally, have children read aloud the poem in unison.

Go Further
Student page 51 Have children use the pattern in the poem to ask more questions about the raindrops. Children can work in pairs or with the whole group. Children are to answer each other's questions. Ask volunteers to tell things they know about rain and raindrops before children begin the activity.

Assessment
Student self-assessment page 51 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children use punctuation to read aloud expressively?
Week 11 • Activity 52

Materials
Student pages 51, 52

Concept
Enhance comprehension by visualizing the author's words.

Get Started
Explain to children that when they read they should think about and try to picture in their minds what the author describes, or tells about. Being able to “see” what happens connects readers to a story. This helps readers understand and remember what they read. Being able to “see” what the author tells about requires that readers use their own personal experiences. If, for example, the author describes a cold, windy day, readers need to think about cold, windy days they have experienced or read about before.

Read the following passage. Ask children to try to see in their minds what the author is telling about. Tell children that after they listen they will draw a picture to show what the author describes.

It rained yesterday. The wind blew hard. The wind blew leaves off trees. It made stop lights swing back and forth. It turned umbrellas inside out. The wind seemed to say, “Get out of my way!”

Model how you, as a reader, would draw what the author described. Talk about what you are thinking, as you make a rough sketch of a rainy, windy day. Explain that you do two things to picture the scene.

- I think about rainy, windy days I remember.
- I look for words the author uses to describe the scene.

Point out that the author talked about leaves that blew off trees, traffic lights, and umbrellas. Some or all of those items should be in a sketch.

Have children compare what they pictured in their minds with their drawings. Explain that your drawing might be different from what they pictured in their minds because each person is different and brings different experiences to the story.

Today’s Challenge
Student page 52 Help children read aloud the poem on page 51. Then have them draw a picture to show what the poem describes. Reinforce that there is no one correct drawing. Each child will bring his or her own experiences to the drawing activity. Children may choose to draw one or more scenes (stanzas) from the poem.

Go Further
Student page 52 Have each child write a sentence to go with the picture he or she drew and share it with a partner. You may need to circulate and help children who are having difficulty writing. Let these children dictate their sentences to you. When children share their drawings and sentences, discuss similarities and differences.

Assessment
Student self-assessment page 52 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children visualize the author’s words?
**Week 11 • Activity 53**

**Materials**
Student page 53

**Concept**
Make connections (rhyme) between words using analogies.

**Get Started**
Explain to children that today they will play a game based on how words are related to each other. Give an example to help children grasp the concept.

**Toe is to grow as you is to _____.** (blue, shoe, too)

Ask volunteers what word they think should finish the sentence. Have them tell how they figured out what word is correct. Guide children to see how the words are related by asking the question: Do you notice anything about the words? (They rhyme.)

Provide a few more examples to further the concept of rhyme relationships.

**Sad is to bad as me is to _____.** (bet, get, net, pet set, wet)

**Hat is to cat as pen is to _____.** (den, hen, men, ten, when)

**Instructions for Playing Is to...** (focus: rhyme)
Explain that today children will play a game called Is to.... Tell them that you will give them sentences to complete similar to the ones you and they just did together. Give another example.

**Yak is to sack as boat is to _____.** (coat, goat, note, wrote)

Ask children how yak and sack are related. Children should understand that yak and sack rhyme. Children need to look for a word that rhymes with boat. Children should answer with any word that rhymes with boat, such as coat, goat, note, wrote.

1. **Back** is to **lack** as yes is to _____. (guess, less, mess)
2. **Fun** is to **sun** as **jet** is to _____. (pet, set, wet)
3. **Yell** is to **fell** as **feed** is to _____. (bead, freed, need, seed)
4. **Tie** is to **buy** as **night** is to _____. (bite, fight, light)
5. **Yank** is to **bank** as **yam** is to _____. (clam, Pam, Sam)
6. **Sun** is to **run** as **me** is to _____. (bee, free, he, see)
7. **Look** is to **book** as **poke** is to _____. (broke, joke, soak, yoke)
8. **Sad** is to **glad** as **clock** is to _____. (lock, knock, rock, sock)
9. **Sew** is to **go** as **card** is to _____. (hard, guard, yard)
10. **Sea** is to **bee** as **shoe** is to _____. (blue, clue, two, you)

**Today's Challenge**

**Student page 53** When children have finished playing the game, have them open their books to page 53. Tell children to find pairs of objects whose names rhyme. Children are to connect each pair with a line.

**Answers for student page 53:** fox, box; bug, rug; clock, sock; barn, yarn; coat, boat; door, floor

**Go Further**

**Student page 53** Children are to write one word to rhyme with **yarn** and one to rhyme with **sock**. Partners are to use each word in its own sentence. Review that rhymes are two words that have different sounds at the beginning but sound the same at the end.

**Assessment**

**Student self-assessment page 53** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children make connections (rhyme) between words using analogies?
Building Words

Week 11 • Activity 54

Materials
Student page 54
Match Ups Cards (Week 11 Activity 54) (yarn, yogurt, yak, yo-yo; socks, sun, saw, sink, soap, sandwich, seven, six, seal, scissors, sixteen, sailboat, sandals, suitcase)

Concept
Develop phonemic awareness by identifying words that begin with /s/ and /y/.

Get Started
Say the words you and summer. Both are from the story "Raindrops." Ask children if the words begin with the same sound. Demonstrate a “thumbs down” gesture to indicate they do not begin with the same sound. Then explain to children that they will listen to other pairs of words to tell whether or not they begin with the same sound. Children should give a “thumbs up” if the word begins with the same sound. They should give a “thumbs down” if they do not.

Use these pairs:
soon, see (thumbs up)
soft, lift (thumbs down)
year, yes (thumbs up)
sing, bin (thumbs down)
yet, yours (thumbs up)
yolk, pole (thumbs down)

Note that a letter shown between slash marks (/s/) represents the sound the letter stands for and not the letter name.

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Ask children to move around to find another child who has a picture that begins the same way.
When children have matched themselves up, ask each pair to say their words so that everyone can hear how they “match up.” Finally, have all the children sort themselves into two groups, those holding cards whose pictures begin with /s/ and those who have cards whose pictures begin with /y/. If your children are ready to learn or review letter names, you can ask them to name the letter that stands for the sound at the beginning of each group of words.

If you have more cards than children, distribute the extra cards for another round of Match Ups. When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 11 Activity 54.”

Today’s Challenge
Student page 54 Have volunteers tell what words name the pictures at the top. Then have children look at the letters below the pictures. Explain that the letters tell the beginning sounds of the pictures. Explain that children are to use the letters to finish the words in the sentences on their page. Point out that when they write the missing letter, they will complete the word and finish the sentence. If necessary, show how to form s and y.

Answers for student page 54: 1. sun 2. six 3. yo-yo 4. soup 5. yawn

Go Further
Student page 54 Have children work in pairs to draw a picture whose name begins with the same sound as saw and one that begins with the same sound as yarn. Encourage children to label their pictures. Pairs of children can also use the Match Ups Cards to play their own self-directed matching game.

Assessment
Student self-assessment page 54 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words that begin with /s/ and /y/?
Materials
Student page 55

Concept
Visualize using the author’s words in text on multiple-choice tests.

Get Started
Tell children that authors put details in what they write to help readers picture what they are telling about. When readers can picture what they are reading, they can better understand the text. Explain that readers can use their own personal experiences to help them make a picture in their minds. For example, if an author is writing about a windy day, readers can think about windy days they have experienced.

Tell children that they will sometimes be asked to take tests in their classes. The questions that they will answer in this section will help them become better test takers.

Tell children that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Write the following question and answer choices on the board or on chart paper. Then read them aloud.

We put on our boots and raincoats. Then we go outside. We see a big mud puddle, and we jump and splash in the puddle.

Which words help you see what the children do in mud puddles?

A big mud puddle
B go outside
C jump and splash
D boots and raincoats

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that D is wrong because the words do not tell what the children did in the mud puddles. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (The words describe what the children did in the mud puddles.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 55 With the whole group, read aloud the story and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.


Go Further
Student page 55 Children should draw a picture of a rainbow and color it, if crayons are available. If time permits, have children share their pictures.

Assessment
Student self-assessment page 55 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children visualize using the author’s words?
Week 12 • Activity 56

Materials
Student page 56

Concept
Use patterns and repetition to read aloud fluently.

Get Started
Read aloud the following poem at least twice. Tell children to listen carefully to tell what they notice about some of the words in the poem.

Where Is Jason Hiding?
Where is Jason hiding?
Cathy looks under the chair.
Jason is not there.

Where is Jason hiding?
Cathy looks behind the door.
If Jason was there, he’s not there anymore.

Ask volunteers to say what they noticed about some of the words and sentences in this poem. Children should recognize that words and sentences repeat. See if children can identify any of the repetitions in the poem. Reread, as needed.

Today’s Challenge
Student page 56 Have the whole group present the poem about bedtime. First, read the poem several times, inviting children to chime in as they are able. Then invite children to join you reading the first line, “Cathy, it’s time for bed.” Read the next line, “Hop off my knee,” by yourself. Proceed reading responsively with children chiming in on the repeated refrain.

Go Further
Student page 56 Have children brainstorm what they do before they go to bed. They might suggest: listen to a story; get a teddy bear; hug Mom or Dad; turn out the light. Then have children tell a partner about how they would tell Cathy to get ready for bed. They can either say, “It’s time for bed” with expression or make up other words.

Assessment
Student self-assessment page 56 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use patterns and repetition to read aloud fluently?

Write the first verse of the poem on the board or on chart paper. Have the whole group read it aloud with you at least twice to achieve fluency.
**Week 12 • Activity 57**

**Materials**
Student pages 56, 57

**Concept**
Enhance comprehension by making predictions.

**Get Started**
Tell children that when they read a story they can predict what might happen next. Explain that to predict is to guess. Caution children against making wild guesses. Explain that the guess should be based on information in the story and on their own experiences. Tell children that making a prediction is a way of connecting with a story.

Read the following story. Ask children to listen to make predictions.

Cathy’s mom and brother Jason are riding their bikes in the park. It is a hot day. Suddenly Mom stops. Jason stops, too. “What’s up, Mom?” asks Jason.

“I forgot to bring the water,” Mom says. “We need water for a long bike ride.”

Ask children to predict what Mom might do next. (Possible answers: She will buy water. She will take Jason home to get water. She will suggest a short ride. She will suggest drinking from a fountain.) Remind children that it’s not important if their guess turns out to be correct or incorrect. What’s important is looking forward to what happens next and making a prediction. A reader who connects with a story can make a good guess about what will happen next.

**Today’s Challenge**

**Student page 57** Have children look at student page 57. Have them read the poem on student page 56. Then they should predict what might happen next. Remind children that there is no one correct answer but that their response should make sense to most people.

**Answers for student page 57:** Predictions will vary. Probable predictions: Cathy will go to bed, have a story read to her, and go to sleep.

**Go Further**

**Student page 57** Ask children if they have ever stayed up late, past their bedtimes. Encourage children to tell how they felt or what happened the next morning. Then have children use their own experiences to predict how Cathy might feel or what might happen the next morning if Cathy doesn’t go to bed on time.

**Answers for student page 57:** Possible answers: Cathy may be tired; Cathy may wake up late; Cathy may sleep late and be late for school.

**Assessment**

**Student self-assessment page 57** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children make predictions?
**Week 12 • Activity 58**

**Materials**
Student page 58
One word card for each child, plus one extra

**Concept**
Use meaning and phonics elements to build vocabulary.

**Get Started**
*Before the session*, prepare a list of words that form a category, such as farm animals, pets, or zoo animals.

**Instructions for Playing What’s My Word?**
To demonstrate the game, tell the group that you have a secret word that you want them to guess. Explain that you will give them clues. Tell children to listen carefully as you give these clues:

- All my words name farm animals.
- My first word begins with /k/.
- It rhymes with now.
- Milk comes from this animal.

As needed, offer additional clues until someone guesses the word. *(cow)*

When each word is guessed, write it on the board or on chart paper. Have children say the word with you. Call attention to and underline the letter that stands for its beginning sound. Continue the same way for several more farm animals, such as, horse, pig, hen, and goat.

**Today’s Challenge**
*Student page 58* With children, name the letters and the animals on the page. Remind children that the letter *c* usually stands for the /k/ sound at the beginning of *cow*. Repeat for the letter *t* and the /t/ sound at the beginning of *tiger*. Then have children draw three pictures of things whose names begin with /k/ and three pictures of things whose names begin with /t/.

**Go Further**
*Student page 58* Direct children’s attention to the pictures of the cow and the tiger and the letters in front of the pictures. Have children give the cow a name that begins with /k/ and then give the tiger a name that begins with the /t/. Make a list of the names children suggest, for example, Cathy, Corinne, Chris, Cory, Cody, Taneisha, Taylor, Toya, Thomas, Tyler.

**Assessment**
*Student self-assessment page 58* Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children use meaning and phonics clues to identify words?
Building Words

Week 12 • Activity 59

Materials
Student page 59
Match Ups Cards (Week 12 Activity 59) (cake, camel, can, candle, car, cat, coat, comb, corn, cow, table, ten, tent, tiger, tire, toaster, turkey, two)

Concept
Develop phonemic awareness by identifying words that begin with /k/ and /t/.

Get Started
Say the name Cathy. Remind children that it is the name of the girl in the poem about bedtime on student page 56. Ask if Cathy begins with /k/ or /t/. Then have volunteers suggest other words that begin like Cathy. Repeat the activity with the word tub, also from the bedtime poem.

Note that a letter shown between slash marks (/m/) represents the sound the letter stands for rather than the letter name.

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Ask children to move around to find another child who has a picture that begins with the same sound. When children have matched themselves up, ask each pair to say their words so that everyone can hear how they “match up.” Finally, have all the children sort themselves into two groups, those holding cards showing things whose names begin with /k/ and those holding cards showing things whose names begin with /t/. Ask children to name the letter that stands for the sound at the beginning of each group of words. To extend the activity, ask children to list more words that fit in each group, for example, candy, cousin, ticket, tower, and talk.

If you have more cards than children, distribute the extra cards for another round of Match Ups. When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 12 Activity 59.”

Today’s Challenge
Student page 59 Tell children that on this page, they will use what they know about the letters c and t and the sounds these letters stand for to finish picture names. Review the sound and letter correspondences, using the pictures and letters in the box. Also review letter formation as needed. Preview each picture before children begin working.

Answers for student page 59: first row—coat, tail second row— toe, cane third row— tie, cage

Go Further
Student page 59 Have children read and solve the riddle. Then invite children to make up their own oral riddles for things that begins with /k/ or /t/.

Have children share their riddles with the group.

Answer for student page 59: car
Children’s riddles will vary.

Assessment
Student self-assessment page 59 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words that begin with /k/ and /t/?
Rule Out 2

Week 12 • Activity 60

Materials
Student page 60

Concept
Make a prediction based on text, as found on multiple-choice tests.

Get Started
Have volunteers explain what it means to make a prediction. If necessary, explain that a prediction is a guess about what will happen next. The guess is based on information in the text and on personal experience. Explain that when a reader makes a prediction, he or she is taking an active role in the reading. The reader is like someone playing a game, not just watching a game.

Tell children that they will sometimes be asked to take tests in their classes. The questions they will answer in this section will help them become good test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and the answer choices on the board or on chart paper. Read them aloud, as well.

This is Jason’s first bike with only two wheels. But Jason is not afraid. He puts on his helmet. He climbs on the seat.
What might Jason do next?
A. Jason might draw pictures.
B. Jason might eat lunch.
C. Jason might ride his bike.
D. Jason might play soccer.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because Jason is not taking steps to draw pictures.

Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (Jason is taking steps to ride a bike. He puts on a helmet and climbs on the bike seat.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 60 With the whole group, read aloud the story and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Now form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of their group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 60: 1. D 2. C

Go Further
Student page 60 On a separate sheet of paper, have each child draw a picture of what Cathy might do at bedtime. Have children share their pictures.

Assessment
Student self-assessment page 60 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children make predictions?
Materials
Student page 61

Concept
Use repeated language to read aloud fluently.

Get Started
Write the two following verses on the board or on chart paper. Read the poem aloud and tell children to follow along and listen carefully to see if they notice anything different or special about the poem.

Where do you live?
Do you live in a house?
Is that where you live?

Where do you live?
Do you live in a nest?
Is that where you live?

Read the first sentence of the poem and ask children if they heard that sentence more than once. Point to the first sentence on the board that repeats in the second verse. Follow the same procedure for sentences two and three of each verse, noting that house changes to nest in the second sentence.

Explain that when the same words and sentences repeat in a poem or story, children will be able to read them more easily each time they see them. Children will know what to expect as they see what words and sentences repeat. This will help them to read smoothly and evenly. To read out loud smoothly, with no bumpy spots, a reader should practice. This, too, will help the reader know what to expect.

Today’s Challenge
Student page 61 Tell children that today they are going to read a story about animals that make their homes in shells. Read the story aloud several times, so that children can practice reading the text. Then organize the class into two groups. Tell Group 1 that they will read the first two sentences of each paragraph. (Tell children to look at their books as you point out what a paragraph is.) Tell Group 2 that they will read the last sentence of each paragraph. Then have the two groups read the story.

Go Further
Student page 61 Ask children to generate a question about where other animals live. Write the questions on the board or on chart paper, leaving space beneath each question. Have children respond and ask volunteers to write the responses. You can use this child-generated text as familiar text for shared reading. Review how readers should use their voices to ask a question.

Assessment
Student self-assessment page 61 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children use repeated language to read aloud fluently?
Week 13 • Activity 62

Materials
Student pages 61, 62

Concept
Enhance comprehension by recognizing a main idea.

Get Started
Explain to children that usually the stories they read will be mostly about one thing. What a story or poem is mostly about is the main, or "big," idea. Read the following paragraph aloud and ask children to listen for the main idea.

I like my room. The walls are blue. I like the color blue. From the window, I can call to my friends. I have a poster of my favorite movie on my wall.

After children listen to the paragraph, ask what the big idea is, what the paragraph is about. Then read the first sentence and tell children that it is the big idea because it tells about all the rest of the sentences.

Today's Challenge
Student page 62 Read the story on page 61 to children. Have them follow along in their books as you read. Read the story again and ask children to chime in. Then children will find a main-idea sentence. Be sure children understand they will copy the main-idea sentence from page 61.

Answers for student page 62: The big idea is Some animals live in shells.

Go Further
Student page 62 Have children tell the big idea of the sentences to a partner.

Answers for student page 62: The big idea should be expressed in a sentence such as, "Birds live in different places."

Assessment
Student self-assessment page 62 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children recognize a main idea?
Materials
Student page 63

Concept
Recognize and generate words that begin with /w/ and /j/.

Get Started
Children will be working with /w/ and /j/ in this lesson. Read the following directions and ask children the questions given.

• Listen to this sentence.
  * We will wash windows Wednesday.
• What do you notice about the sentence? (All the words begin with /w/.)
• The sound you hear at the beginning of each word is spelled with w. Here’s what w looks like. (Write w on the board.)
• Repeat with /j/.
• Listen to this sentence.
  * Jenna Johnson juggles jewelry.
Tell children they will be working with these sounds and letters in the lesson.

Instructions for Playing Odd One Out Tell children you will say three words. Two words will begin with the same sound and one will not. Their job is to point out the one word that does not begin with the same sound, or the “odd one out.” Have children tell which word is the odd one out in each of these word groups.

• wise, way, star (star)
• wall, winter, can’t (can’t)
• care, jacket, June (care)
• fall, well, wish (fall)
• jam, go, judge (go)
• wand, war, ten (ten)
• jigsaw, jeep, get (get)
• lay, join, joy (lay)
• wipe, hear, west (hear)
• moth, with, wild (moth)

Today’s Challenge
Student page 63 When the group has finished playing the game, have children open their books to page 63. Children are to move around the circle writing w or j to indicate the letter that stands for the beginning sound of the picture name. Talk through the first item with children. If necessary, show how to form w and j. As they work, look to see if children are forming their letters correctly. Offer guidance as necessary.

Answers for student page 63: clockwise—worm, jar, window, judge, web, jump rope, watch, jeans, wagon, jet

Go Further
Student page 63 Children work in pairs to generate names that begin with W and J. Possible answers are Wendy, Will, Warren; Jill, Jenna, James, Joe.

Assessment
Student self-assessment page 63 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children recognize words that begin with /w/ and /j/?
Week 13 • Activity 64

Materials
Student page 64
Match Ups Cards (Week 13 Activity 64) (wagon, web, window, wing, worm, watch, well, windmill, watermelon, walrus, jar, jump rope, jacket, jug, jet, jellyfish, jam, judge)

Concept
Identify words that begin with /w/w and /j/j.

Get Started
Read the story “Animals Live in Shells” on student page 61. Ask children to identify words that begin with the same sound as wind or Jeff. If children cannot, read the last sentence of the second paragraph. Repeat the words wind and Jeff and ask children what word in the sentence begins with one of those sounds. (just) Follow the same procedure with the last sentences of the second and third paragraphs. (without, would)

Read the following word pairs for children. If the words have the same beginning sound, ask children to give a “thumbs up” sign. If the words do not have the same beginning sound, ask them to give a “thumbs down” sign. Use these pairs:

week, was (thumbs up)
went, right (thumbs down)
jeep, Jenny (thumbs up)
jeans, game (thumbs down)
with, want (thumbs up)
Jeff, taffy (thumbs down)

Note that a letter shown between slash marks (/w/) represents the sound the letter stands for and not the letter name.

Instructions for Playing Match Ups
Say the name of each picture as you distribute the picture cards. Ask children to move around to find another child who has a picture that begins the same way. When children have matched themselves up, ask each pair to say their words so that everyone can hear how they “match up.” Finally, have all the children sort themselves into two groups, those holding cards whose pictures begin with /w/ and those holding cards whose pictures begin with /j/. Ask children to name the letter that stands for the sound at the beginning of each group of words.

If you have more cards than children, distribute the extra cards for another round of Match Ups. When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 13 Activity 64.”

Today’s Challenge
Student page 64 When children have finished the game, have them open their books to student page 64. Children are to look at each pair of pictures and write w or j to identify the beginning letter. Preview the pictures so that children are in agreement about what the pictures show.

Answers for student page 64: 1. j 2. w 3. j 4. w 5. w

Go Further
Student page 64 Go over the w and j words children used in this lesson. Ask them to say the beginning sounds for those words and tell the letters that stand for those sounds. Then have children draw something whose name begins with w and something whose name begins with j.

Assessment
Student self-assessment page 64 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words that begin with /w/w and /j/j?
Materials
Student page 65

Concept
Recognize main idea in text on multiple-choice tests.

Get Started
Tell children that it is important to recognize the main idea of a passage. They will better understand the passage and the details that support it. Give this example: A passage tells that a dog has a tail, a cat has a tail, and an elephant has a tail. Ask children what the main idea is. (Many animals have tails.)

Tell children that they will sometimes be asked to take tests in their classes. The questions that they will answer in this section will help them become better test takers.

Tell children that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to "rule out" some of the answers right away. Write the following question and answer choices on the board or on chart paper. Then read them aloud.

Baby birds are at home in their nests. They come out of their egg shells in their nests. They eat in their nests. They live in their nests until they can fly. What is the main idea of the passage?

A. Baby birds come out of their egg shells in their nests.
B. Baby birds are at home in their nests.
C. Baby birds live in their nests until they can fly.
D. Baby birds eat in their nests.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that D is wrong because the paragraph tells other things that birds do in their nests as well as eat. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (The sentence tells what the passage is mostly about.) Ask a volunteer to fill in the correct circle.

Today's Challenge
Student page 65  With the whole group, read aloud the passages and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Now form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of their group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today's activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 65:  1. C  2. A

Go Further
Student page 65  On a separate sheet of paper, have children draw a picture of a home they would like to live in one day.

Assessment
Student self-assessment page 65  Have children check one of the three choices to describe how they feel about this activity.

Assessment tip  Can children recognize the main idea?
Week 14 • Activity 66

Materials
Student page 66

Concept
Read aloud fluently.

Get Started
Read aloud the following story twice. First, read it in a jumbled way—repeating words, reading one word at a time, and running words together. Then read smoothly.

Running
Ben and Len like to run and run.
They run out the door and over the grass.
Ben and Len like to run and run.
They run over the hill and down to the pond.
Ben and Len like to run and run.
They run back home as fast as they can.

Help children compare your two readings, concluding that smooth reading is easier to understand. Explain to children that when they read aloud, they, too, should try to read smoothly. Smooth reading sounds like talking.

Today’s Challenge
Student page 66 Read the story several times, inviting children to chime in as they are able. Form four small groups to present the story. Lead the groups, having each group read a paragraph. Remind children: Read just as you talk.

Have children note that the word some is in dark print. Explain that authors sometimes put a word in dark print to emphasize the word. When reading aloud, readers should emphasize the word to listeners.

Go Further
Student page 66 Have children use the reading selection as a model to write more about Ben and Len. Review the pattern with them, noting how the younger brother always “parrots” the older brother. Have children read their writing aloud to you or a partner.

Assessment
Student self-assessment page 66 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children read aloud fluently?
Week 14 • Activity 67

Materials
Student pages 66, 67

Concept
Enhance comprehension by identifying sequence.

Get Started
Tell children that good readers pay attention to the order in which things happen. This helps them better understand and remember a story.

Read the following story. Ask children to listen carefully to tell the order in which things happen.

Ben and Len go down to the pond. The frogs say CROAK. That means, “Watch out!” in frog talk, in case you don’t know.

Ben and Len catch frogs. The frogs say CROAK. That means, “Let me go!” in frog talk, in case you don’t know.

Ben and Len let the frogs go. The frogs say CROAK. That means, “Thanks” in frog talk, in case you don’t know.

Ask children: What happens first? Then ask: What happens next? Proceed with this question until it’s appropriate to ask: What happens last? Ask volunteers to recount the order of events, using the words first, next, and last.

Today’s Challenge
Student page 67 Have children look at page 67 in the student book. Explain that the pictures on this page show the story on page 66, but the pictures are out of order. Have children read the story, then order the pictures. If possible, photocopy the page and have children cut apart the pictures and rearrange them in the correct order.

Answers for student page 67: first picture—3; second picture—1; third picture—2

Go Further
Student page 67 Have children tell a partner the first thing they do when they arrive home after school. To further extend the activity, ask children to tell in order the events of a story they have read or a book you have read to the group.

Assessment
Student self-assessment page 67 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify sequence?
Word Games

Week 14 • Activity 68

Materials
Student page 68
Come Here, Please Cards (Week 14 Activity 68)

Concept
Use meaning and phonic elements to build vocabulary.

Get Started
Read and display the story on student page 66, emphasizing quick and good. Ask a volunteer to tell the sound each word begins with. (/kw/, /g/)

Note that a letter shown between slash marks (/m/) represents the sound the letter stands for and not the letter name.

Instructions for Playing Come Here, Please
First hand out the word/picture cards to children. Review the pictures on the cards so that all children agree on the names of the pictures. Explain that you will give a clue about a picture. Children should look carefully at their word/picture card to see if it fits your clue. If it does, you will ask the holder of the card to “Come here, please.” Use these clues.

Who has a picture that begins with…
• /z/ and names a number that means “nothing or none”? (zero)
• /kw/ and is the opposite of noisy? (quiet)
• /g/ and names a shiny, yellow metal? (gold)
• /g/ and names a musical instrument with strings? (guitar)
• /z/ and shows a line that is not straight? (zigzag)
• /kw/ and names the sound that a duck makes? (quack)
• /g/ and names a place to keep a car? (garage)
• /kw/ and means “fast”? (quick)
• /g/ and names a bird that looks like a duck? (goose)
• /z/ and names a thing that lets you open or close your jacket fast? (zipper)
• /g/ and names a kind of door in a fence? (gate)

• /g/ and names an animal with horns? (goat)
• /kw/ and names what you ask to find out something? (question)
• /eks/ and names a picture that can show a broken bone in your leg? (x-ray)
• /kw/ and names the wife of a king? (queen)
• /g/ and names a place for growing flowers? (garden)
• /z/ and names a place where you can see lots of animals? (zoo)
• /kw/ and names a coin worth 25 cents? (quarter)

When you finish the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 14 Activity 68.”

Today’s Challenge
Student page 68 Children name pictures and decide which picture name does not begin like the other two. Then they write the letter that begins the two picture names. Preview the pictures with children before they start the activity to ensure that they all correctly identify the pictures.

Answers for student page 68: 1. g  2. z  3. qu  4. g

Go Further
Student page 68 Children will think of a word that begins with /g/ and means the same or almost the same as present. If children need help, describe a present as something you might give to someone else. Explain that a present is often wrapped in colorful paper.

Answers for student page 68: gift

Assessment
Student self-assessment page 68 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use meaning and phonic clues to figure out a word?
**Week 14 • Activity 69**

**Materials**
Student page 69
Match Ups Cards (Week 14 Activity 69) (gas pump, goat, goose, guitar, quarter, queen, question mark, quilt, x-ray, xylophone, zebra, zero, zigzag, zip code, zipper, zoo, zookeeper, zucchini)

**Concept**
Identify words that begin with /g/, /kw/ /qu, /ks/ /x/, and /z/ /x/, /z/.

**Get Started**
Say the words quick and good. Both are from the story on student page 66. Ask children if the words begin with the same sound. Demonstrate a “thumbs down” gesture to indicate they do not begin with the same sound.

Then explain to children that they will listen to other pairs of words to tell if they begin with the same sound or not. Children should give a “thumbs up” if the words begin with the same sound. Children should give a “thumbs down” if they do not. Use these pairs:

gate, good (thumbs up)
geese, germ (thumbs down)
quiet, garden (thumbs down)
sneeze, zero (thumbs down)
zoo, zip (thumbs up)

Note that a letter shown between slash marks (/m/) represents the sound the letter stands for and not the letter name.

**Instructions for Playing Match Ups** Before playing today’s game, put aside the cards for x-ray and xylophone. Say the name of each picture as you distribute the picture cards. Ask children to move around to find another child who has a picture that begins with the same sound. When children have matched themselves up, ask each pair to say their words so that everyone can hear how they “match up.” Finally, have all the children sort themselves into three groups, those holding cards showing things whose names begin with /g/, those holding cards showing things whose names begin with /kw/ /qu, and those holding cards showing things whose names begin with /z/ /x/. If children are ready to learn or review letter names, you can ask them to name the letter that stands for the sound at the beginning of each group of words.

If you have more cards than children, distribute the extra cards for another round of Match Ups. When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 14 Activity 69.”

After playing the game, show the cards for x-ray and xylophone. Say each picture name. Explain that the letter x can stand for two different sounds.

**Today’s Challenge**
Student page 69 Children complete words in sentences by writing the letters g, qu, or z. Have children name the letters and say the sounds they stand for. Remind children that two letters stand for the /kw/ sound, q and u together. Preview the pictures and sentences before children begin.

**Answers for student page 69:**
- first row—zoo
- second row—quack, third row—game
- fourth row—quilt

**Go Further**
Student page 69 Children read a tongue twister: Goofy goats get gifts. Next they try to say the tongue twister three times fast to a partner. Then partners work together to make up their own tongue twister using words that begin with g, qu, or z. Pairs of students can also use the Match Ups Cards to play their own self-directed game.

**Assessment**
Student self-assessment page 69 Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify words that begin with /g/, /kw/ /qu, /ks/ /x/, and /z/ /x/, /z/?
Week 14 • Activity 70

Materials
Student page 70

Concept
Identify sequence in text on multiple-choice tests.

Get Started
Ask children why it is important to pay attention to the order of events in a story. Guide them to explain that knowing the correct order of events will help them better understand and remember the story.

Tell children that they will sometimes be asked to take tests at school. The questions they will answer in this section will help them become good test takers.

Explain that Rule Out: Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and the answer choices on the board or on chart paper. Read them aloud, as well.

Ben and Len sit down at the dinner table. Here’s what they always do. They think of a joke. Then they tell the joke in a funny voice. Everybody laughs at the joke.

Ben and Len sit down at the table. What happens next?

A Everybody laughs at the joke.
B Ben and Len think of a joke.
C Ben and Len eat dinner.
D Ben and Len tell the joke.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that C is wrong because the story doesn’t tell about Ben and Len actually eating dinner. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (This is the event that directly follows the brothers’ sitting down at the table.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 70 With the whole group, read aloud the story and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Now form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of their group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 70: 1. C 2. B

Go Further
Student page 70 Children will draw a picture to show the events in the story, numbering the sequence.

Answers for student page 70: Children should draw pictures that correctly reflect the content and sequence of the story.

Assessment
Student self-assessment page 70 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify sequence?
Read Out Loud

Week 15 • Activity 71

Materials
Student page 71

Concept
Use repetition to read aloud fluently.

Get Started
Read aloud the following poem. Ask children to listen for words and sentences they hear more than once.

We have yellow corn and green beans.
They are in our garden now.
We have ladybugs and butterflies.
They are in our garden now.
We have leafy lettuce and white onions.
They are in our garden now.
We have sunshine and rainbows.
They are in our garden now.

When you are done, ask children what words and sentences they heard more than once. Read the verses again, if needed. Then read line 1 of this additional verse.

We have red peppers and long carrots.
They are in our garden now.
We have little birds and giant worms.
They are in our garden now.

Ask children if they know what line comes next. Help children understand that they know what line comes next because they heard line 2 repeated in the previous verses. Then read line 3 of the additional verse and ask what comes next. Ask children how they knew what came next.

Point out that when words and sentences repeat in a poem, children will know to expect those words and sentences again. Each time children see those words and sentences, they will be able to read them more easily because they have read the words one or more times before. This will help make their reading smooth and fluent, which in turn will help their listeners understand.

To reinforce the concept of a word, have children match words. Write the last line of the poem on the board or on chart paper. Ask children to make two sentence strips, copying the sentence on display on each strip. Then have children cut the individual words on one strip and match them to the words in the complete sentence as you read it again.

Today’s Challenge
Student page 71 Tell children that today they are going to read a poem about Rob and Tina who are in a garden. The whole group will read the poem together. Read the poem several times, inviting children to chime in as they are able. Continue in the same way until children are able to read fluently. Children will probably do so with ease because of the repeated words and sentences.

Go Further
Student page 71 Ask children to think about things they would do with a good friend. Have them tell a partner. If children need help, ask them what kinds of things they do with friends after school and on weekends.

Assessment
Student self-assessment page 71 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use repetition to read aloud fluently?
Week 15 • Activity 72

Materials
Student pages 71, 72

Concept
Enhance comprehension by visualizing an author's words.

Get Started
Tell children that when they read, it is important that they try to make a picture in their minds of what the author is telling about. Explain that they can do this by thinking of their own personal experiences. For example, if an author is talking about a yellow flower, they can think of a yellow flower they have seen. Read the following and ask children to try to see in their minds what the author is telling about.

My father grows tomatoes in our garden. He puts tall sticks in the ground and ties the plants to the sticks. Soon tomatoes grow on the plant. Then we have big, round, red tomatoes.

Have children draw a picture of what they see in their minds as you read the passage again. Have children compare their pictures. Tell them to notice that some are similar and some are different. Explain that each child's life experiences are different. There is no right or wrong picture, although the drawings should reflect the text in some way.

Today's Challenge
Student page 72 Read the story on student page 71. Tell children to picture in their minds Tina and Rob in their garden. Then direct children to draw a picture of what they see. Explain that their pictures can be about one thing Tina and Rob do; they do not have to draw a picture of everything in the story.

Go Further
Student page 72 Ask children to think of things they would do in a garden. You may want to brainstorm with children things that they could do. Then, on a separate piece of paper, have children draw one thing they would do in a garden.

Assessment
Student self-assessment page 72 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children visualize using an author's words?
Word Games

Week 15 • Activity 73

Materials
Student page 73

Concept
Develop phonological awareness by identifying and generating rhyming words.

Get Started
Explain to children that today they will play a game based on how pairs of words are alike. (They rhyme.) Give an example to help children grasp the concept.

Take is to rake as tag is to _____. (bag, rag, sag)

Help children see that two words in the first part of the sentence—take and rake—rhyme. Explain that the missing word in the second part of the sentence should rhyme with tag. Ask children to tell you the missing word.

Instructions for Playing Is to...

(focus: rhyme)
Explain to children that the game they will play is called Is to... Tell them that you will give them unfinished sentences similar to the ones you and they did together. Explain that the words in the sentences they just did are related because they rhyme. Give these additional examples.

Sock is to rock as sent is to _____. (dent, rent, tent)
Say is to ray as sing is to _____. (bring, ring, sting)

Explain that children will have to listen carefully to the sentences you give them and think about how the words are related. Then they will have to name the missing word and state the “rule” that explains how the words are related.

Use the following analogies. Tell children that the words are related by rhyme. (Note that the words in the analogies are related by beginning letter as well as rhyme. Children should not be expected to answer with r, s, or t, however, because that is too difficult for children at this point.)

1. Sob is to rob as sail is to _____. (fail, rain, tail)
2. Suit is to root as sag is to _____. (bag, rag, tag)
3. Tame is to same as tip is to _____. (dip, rip, sip)
4. Road is to toad as rack is to _____. (back, sack, tack)
5. Weed is to seed as well is to _____. (bell, sell, tell)
6. Tick is to sick as right is to _____. (bite, sight, right)
7. Rave is to save as round is to _____. (found, ground, sound)
8. Red is to said is as real is to _____. (deal, meal, seal)
9. Wake is to take as walk is to _____. (hawk, talk)
10. Soon is to tune as sea is to _____. (bee, me, tea)

Today’s Challenge

Student page 73 When the group has finished playing the game, have children open their books to page 73. Work through the first item with children. For each picture, children draw (or write, if they are able) something whose name rhymes. Direct children to complete the rest of the page independently.

Answers for student page 73: Possible answers are 1. clock, lock 2. snake, cake 3. soap 4. fly, pie 5. boat, goat 6. pail, snail.

Go Further

Student page 73 Have children work in pairs to answer the riddle. Tell children to think of the riddle in two steps. They can say: What are things with legs? Tell them to write down what they thought. Have them look at their list and say: Of the things I listed, which one cannot walk? (chair)

Assessment

Student self-assessment page 73 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children make connections between words (rhyme) using analogies?
Week 15 • Activity 74

Materials
Student page 74
Match Ups Cards (Week 15 Activity 74) (rocket, rug, ring, rake, rainbow, radio, sun, soap, sandwich, seven, six, scissors, ten, tent, turkey, two, table, tiger)

Concept
Develop phonemic awareness by identifying words that begin with /r/, /s/, and /t/.

Get Started
Ask children if they hear any words that begin with the same sound as team as you read the first paragraph of the story “Good Friends” on student page 71. (Tina, together, takes, two) Read the paragraph again, asking children to listen for words that begin with the same sound as sail. (seven, seeds) Follow the same procedure for words that begin with the same sound as rain. (Rob)

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Ask children to move around to find another child who has a picture that begins the same way. When children have matched themselves up, ask each pair to say their words so that everyone can hear how they “match up.” Finally, have all the children sort themselves into three groups, those holding cards whose picture names begin with /r/; those whose picture names begin with /s/; and those whose picture names begin with /t/. Note that a letter shown between slash marks (/r/) represents the sound the letter stands for and not the letter name. Ask children to name the letter that stands for the sound at the beginning of each group of words. To extend the activity, ask children to list other words that begin with /r/, /s/, and /t/, for example, red, silly, and top.

If you have more cards than children, distribute the extra cards for another round of Match Ups. When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 15 Activity 74.”

Today’s Challenge
Student page 74 When children have finished the game, have them open their books to student page 74. Read the directions aloud. Work through the first item with children. Have them point to item number 1, the incomplete word in the box. Then have children find and point to the object numbered 1 in the picture, the sun. Have children use what they know about letters and sounds to complete the word sun.

Answers for student page 74: 1. sun 2. tomatoes 3. rope 4. seeds 5. rocks 6. rake

Go Further
Student page 74 Children are to use the picture names to tell a story about Tina and Rob’s garden. Children might work in small groups to write a story and then share it with the whole group. Pairs of children can also use the Match Ups Cards from this week or previous weeks to play their own self-directed matching game.

Assessment
Student self-assessment page 74 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words that begin with /r/, /s/, and /t/?
Week 15 • Activity 75

Materials
Student page 75

Concept
Visualize using the author's words on multiple-choice tests.

Get Started
Remind children that good readers use the details the author gives to picture in their minds the people, places, and events in a story. Being able to make pictures in their minds helps readers be involved in a story and remember it better.

Tell children that sometimes they will be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Write the following question and answer choices on the board or on chart paper. Then read the passage and the question and answer choices.

When I work in the garden, I wear jeans and a T-shirt. I don’t have to worry that I will get my clothes dirty. I save my sweaters and pants for other times.

Which words help you see what the person wears in the garden?
A. jeans and T-shirt
B. bathing suit
C. sweaters and pants
D. shorts and T-shirt

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that D is wrong because the passage doesn’t mention shorts. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (A) from the remaining two choices. Be sure children understand why A is correct. (The passage states that the person wears jeans and a T-shirt.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 75 With the whole group, read aloud the story and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 75: 1. B 2. D

Go Further
Student page 75 Children draw a picture that shows what they visualized when they read the story. Children then tell a partner about their picture.

Assessment
Student self-assessment page 75 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use the author’s words to visualize?
Week 16 • Activity 76

Materials
Student page 76

Concept
Read aloud with appropriate phrasing.

Get Started
Read aloud the story below in two different ways. Read it once, running words together inappropriately to make illogical phrases. Then read the story again using correct phrases. Ask children to tell which version was easier to understand.

I eat lunch at school now just like my big sister Emily. I sit at a long, long table. It’s where I want to be. I eat a sandwich. I drink milk. I eat fruit. Afterwards, I clean up and put my trash in the can just like my big sister Emily.

Point out to children that when they speak, they usually don’t just push some words together. They say words together that make sense. Explain that when they read a story or poem, the words should sound the way they do when children talk. Tell them that by practicing reading, they can read a story or poem so that it sounds the way they speak.

Tell children that today they are going to read aloud a poem. First, you will read the poem aloud twice so that children will become familiar with it. Then the whole group can read the poem aloud with you. Set a comfortable, natural pace for reading so that children will be able to read in unison.

Today’s Challenge
Student page 76 As you read the poem aloud, have children follow along in their books, noticing where you take a break. Explain that periods help readers know where to take a little pause. Then lead a choral reading, using your voice to guide the phrasing.

Go Further
Student page 76 Have children share with the group their favorite foods. Encourage children to tell why they like these foods. Display what the children like as a sentence. Example: Zachary says, “I like carrots.” Read each sentence to children after you write it, as a way of demonstrating how readers should read just as they talk.

Assessment
Student self-assessment page 76 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children read aloud fluently with appropriate phrasing?
Week 16 • Activity 77

Materials
Student pages 76, 77

Concept
Enhance comprehension by identifying details.

Get Started
Explain to children that authors usually start out with a main idea, or what their text will be mostly about. Authors then add details, or bits of information, that tell about the main idea. Details make a story, poem, or passage come alive. Readers should pay attention to the details so that they can better remember and understand what they read.

Read the following two passages to children. Tell them to listen carefully so that they can compare the two passages with you.

1. Lunch is Scott’s favorite time of day at school.
   First he lines up for milk. Then he gets food from the workers. Today Scott has pizza. His pizza has peppers and meatballs on top. As usual, he sits at a table with Kit and Ronny.

2. Lunch is Scott’s favorite time of day at school. Lunch is Scott’s favorite time of day at school.

Have children answer the following:

- Which passage told you more about Scott’s lunch at school?
- Which details help you know more about Scott’s lunch?

Reread the second passage. Then call on volunteers to tell about Scott’s lunch in their own words. Encourage them to include as many details as they can remember. If children need prompting, ask such questions as:

- What does Scott drink?
- What topping is on Scott’s pizza?
- Who does Scott often sit with at lunch?

Today’s Challenge
Student page 77 Have children read the poem on student page 76 and then draw pictures of the three meals. Model identifying the details for each meal that the children will draw. For example: I know what chicken and peas look like because I’ve had them, but the poem says “lots of peas.” So I should put lots of peas in my picture. Continue in this manner for the other meals.

Answers for student page 77: Pictures should show 1. chicken with lots of peas 2. pizza with lots of cheese 3. pancakes both thick and thin.

Go Further
Student page 77 Have children give clues about a favorite food for a partner to guess. First, model the activity. My favorite food is a fruit. It’s round. It’s hard. It usually has red skin. Continue to provide clues until children guess the food. (apple)

Assessment
Student self-assessment page 77 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify details?
Word Games

Week 16 • Activity 78

Materials
Student page 78
One word card for each child, plus one extra

Concept
Develop vocabulary by categorizing words.

Get Started
Before the session, prepare a list of words that form a category, such as things you do in the playground or around the house.

Instructions for Playing What’s My Word?
To demonstrate the game, tell the group that you have a secret word that you want them to guess. Explain that you will give them clues. Tell children to listen carefully as you give these clues:

All my words name actions I might do at home.
My first word tells what I do in the kitchen.
It begins with /k/.
It rhymes with book.

As needed, offer additional clues until someone guesses the word. (cook)

When each word is guessed, write it on the board or on chart paper. Have children say the word with you. Call attention to and underline the letter that stands for its beginning sound. Some words you might use for the category action words are the following: sleep, clean, drink, read, watch.

Today’s Challenge

Student page 78 Help children name the picture in the first web. Ask them what cherries are. As needed, ask prompting questions: Are cherries animals? Are they things you see in a bedroom? After children identify cherries as a kind of fruit, tell them that they should draw pictures of other kinds of fruit in the circles. Continue in the same way with the second web that features ship, a way to travel.

Answers to student page 78: Possible pictures: cherries—apple, banana, grapes ship—car, plane, bike

Go Further

Student page 78 Have children make a “category” web of their own. They should draw a picture in a circle and surround it with related items. Talk through some ideas for categories first, for example, plants, food, toys, or things found in a kitchen. Suggest that children use the activity on this page as a model. Provide children with a sheet of paper.

Assessment

Student self-assessment page 78 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children categorize words?
Week 16 • Activity 79

Materials
Student page 79
Match Ups Cards (Week 16 Activity 79) (chair, cherries, chick, chimney, shark, shave, shed, sheep, shell, ship, shirt, shoe, shorts, thermometer, thimble, thirteen, thirty)

Concept
Develop phonemic awareness by identifying words that begin with /ch/, /sh/, and /th/.

Get Started
Say the word cheese. Remind children that it is the name of the food in the poem on page 76. Ask volunteers to suggest other words that begin like cheese. Repeat the activity with the word shin, also from the poem.

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Ask children to move around to find another child who has a picture that begins with the same sound. When children have matched themselves up, ask each pair to say their words so that everyone can hear how they “match up.” Finally, have all the children sort themselves into three groups, those holding cards showing things whose names begin with /ch/, those holding cards showing things whose names begin with /sh/, and those holding cards showing things whose names begin with /th/. Note that a letter or letters shown between slash marks (/m/, /ch/) represent the sound the letter or letters stand for and not the name of the letter or letters. Ask children to name the letters that stand for the sound at the beginning of each group of words. To extend the activity, ask children to suggest more words that fit in each group, for example, chain, change, she, shiny, Thursday, and thick.

If you have more cards than children, distribute the extra cards for another round of Match Ups. When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 16 Activity 79.”

Today’s Challenge
Student page 79 Preview the page with children, reading the directions and naming the letters on the ship. Say ship, emphasizing the beginning sound. Ask which two letters stand for the sound heard at the beginning of ship. (sh) Emphasize that two letters stand for one sound. Repeat with the words chair (ch) and thumb (th). Then brainstorm a list of picturable items children might draw to complete the page. Tell children that the pictures they draw do not have to be of things actually found in ships. They need only to be of things whose names begin with ch, sh, and th.

Answers for student page 79: Items will vary. Possible items follow: chicken, cherry, cheese, chips, chess, sheet, shell, shoe, sheep, shark, shorts, shirt, thirty, thumb, thimble, thermometer.

Go Further
Student page 79 Have children compare the cargo items in their ship with the items of others in the group. Make sure that children name and compare each item.

Assessment
Student self-assessment page 79 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words that begin with /ch/, /sh/, and /th/?
Week 16 • Activity 80

Materials
Student page 80

Concept
Identify details in text on multiple-choice tests.

Get Started
Tell children that authors sometimes add many details to a story to make it come alive for readers. The details can tell about the people or animals in the story, the time and place when the story happens, and the story events. Tell children that paying attention to details helps readers make a picture of the story in their mind and better remember a story.

Tell children that they will sometimes be asked to take tests at school. The questions they will answer in this section will help them become good test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to "rule out" some of the answers right away. Read the following text aloud. Then write the question and the answer choices on the board or on chart paper. Read them aloud, as well.

Emily likes to eat a big breakfast. First she eats a whole orange. Then she eats an egg with toast. She puts jam on her toast. Of course, she also drinks a large glass of milk.

What does Emily eat with her egg?

A) bacon
B) bananas
C) toast
D) fish

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that B isn’t one of the foods in the story that Emily eats. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (The story says that Emily eats toast with her egg.) Ask a volunteer to fill in the correct circle.

Today’s Challenge

Student page 80 With the whole group, read aloud the story and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Now form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of their group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 80: 1. C 2. B

Go Further

Student page 80 Children will use the details in the story to draw a picture of the fruit salad.

Assessment

Student self-assessment page 80 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify details in text?
Week 17 • Activity 81

Materials
Student page 81

Concept
Use typographic clues to read aloud with expression.

Get Started
Read the following text aloud twice. First, read it in a flat monotone, without stressing the words in italics. Then read again, stressing the words in italics to express the author's intent.

“I lost a shoe. I have only one shoe,” complained Jeff.

“I have three!” laughed Cindy.

“Give me one,” demanded Jeff.

“Here you are,” said Cindy.

“This is a small shoe!” complained Jeff.

“Here’s another shoe for you,” smiled Cindy.

“Now I’ve got two small shoes and one big shoe,” shouted Jeff. “Give me back my big shoe!” he shouted.

“Boy! You’re grumpy. Here’s your old shoe,” said Cindy.

Jeff laughed. “Now you have no shoes!”

Ask children what reading they enjoyed more and why. Write the last two lines of the story on the board or on chart paper. Slant the words in italics. Point out the italic words and ask children to read the sentences with you. Tell them to change their voices when they see words in italics. After reading, explain that words in this kind of print are in italics. They show how certain words or sentences are more important in a story. They help readers to read expressively. Ask children to look at student page 81 and find the words in italics in the first paragraph. Explain that they show how printed words look in italics.

Tell children that today they will read a story about a boy who has lost a book. Read the story aloud once to familiarize children with the text. Tell them to read the words in italics in a different, more drawn-out way.

Today’s Challenge
Student page 81 Read the story on student page 81 again as children follow along. Then lead the whole group in reading the story on their own in unison. Join in to help children where needed. Remind children to use italics to read expressively. Also, review how a question mark influences reading.

Go Further
Student page 81 Children tell a partner about something they have lost and how they found it. To help children think of things they have lost, have volunteers suggest things that are often lost.

Assessment
Student self-assessment page 81 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use typographic clues to read aloud with expression?
**Week 17 • Activity 82**

**Materials**
Student pages 81, 82

**Concept**
Enhance comprehension by summarizing.

**Get Started**
Tell children that sometimes they may want to share a story they like with a friend, but they do not want to spoil the story by telling too much. They need to tell the story in a short way. Explain that telling a story in a short way helps children to understand the story and know what is most important to remember about it.

Read the following. Tell children to listen for what is important and unimportant.

Ken was walking down the beach when he found a ball floating on the water. It was a bright green, fuzzy ball. Ken went into the water to get it. He put it into his big, shiny beach pail.

Soon he saw a girl walking toward him, looking in the water and the sand. The girl looked sad. Ken asked, “Did you lose a ball?”

“Yes, I did. And I don’t think I’ll find it again.”

Ken smiled and said, “Here it is.”

“Oh, thank you so much,” said the girl.

She walked away, and Ken felt good.

Ask children how they could tell the story in a short way. (Responses should be something like this: Ken found a ball on the beach. Then he saw a girl looking for something. Ken asked her if she lost her ball, and then he gave it back to her.)

**Today’s Challenge**

**Student page 82** Have children follow along as you read the story on page 81. Ask them to think of how they would tell the story in a short way. On the board, write who, what, where, and how. Have children talk about who is in the story, where it takes place, what the children lost, and how they find it. Suggest that children include the answers to these questions in their short retellings of “Lost and Found.”

**Answers for student page 82:** Answers will vary but should approximate this response: Chuck leaves his book. His sister takes it. She leaves the book, and their mom takes it. Mom puts it in the kitchen. Chuck and Katie come to the kitchen and find the book.

**Go Further**

**Student page 82** Children are to tell a partner things that people might lose on a bus. Brainstorm items people might lose in a movie theater to give children an idea of things people lose.

**Assessment**

**Student self-assessment page 82** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children summarize?
**Week 17 • Activity 83**

**Materials**
Student page 83

**Concept**
Listen for and generate words beginning with /ch/, /th/, and /hw/.

**Get Started**
Read the second paragraph of “Lost and Found” on student page 81. Ask children if they hear any words in the paragraph that have the same beginning sound they hear in thing. (thought, thinks) Repeat the procedure using the beginning sounds of chick and wheel. (The story words are Chuck, where.)

Write the following columns of words on the board or on chart paper. Show children that two letters stand for the sound they hear at the beginning of each word. Underline the consonant digraphs. Then repeat the sounds that children will work with in this lesson.

<table>
<thead>
<tr>
<th>cheek</th>
<th>thin</th>
<th>when</th>
</tr>
</thead>
<tbody>
<tr>
<td>change</td>
<td>think</td>
<td>where</td>
</tr>
<tr>
<td>chalk</td>
<td>thorn</td>
<td>which</td>
</tr>
<tr>
<td>chilly</td>
<td>thumb</td>
<td>what</td>
</tr>
</tbody>
</table>

**Instructions for Playing Odd One Out** Tell children you will say three words. Two words will begin with the same sound and one will not. Their job is to point out the one word that does not begin with the same sound, or the “odd one out.” Use these groups of words:

- chair, chain, thick (thick)
- white, thin, while (thin)
- third, thunder, choose (choose)
- thorn, chin, thought (chin)
- chat, cheer, where (where)
- whale, while, chase (chase)
- thumb, third, cheese (cheese)

Play one more round of Odd One Out, this time asking children to listen for ending sounds. Use the first set of words to model how to listen for sounds at the end of a word.

- each, chair, much (chair)
- bath, moth, thin (thin)
- cheat, peach, touch (cheat)
- coach, chalk, teach (chalk)
- think, cloth, math (think)

**Today’s Challenge**

**Student page 83** Explain the directions for children. Work through the first item with them. Have children tell you the name of each picture (cheese, thorn, cherries) and which names have the same beginning sound. (cheese, cherries) Tell children to put an X on the picture that does not have a name beginning with the same sound. (thorn) Explain that the picture they crossed out is “the odd one out.” Ask children to write the letters that stand for the sound they hear at the beginning of cheese and cherries. (ch)

**Answers for student page 83:**
1. cross out thorn, write ch
2. cross out shoe, write wh
3. cross out tree, write ch
4. cross out chick, write th
5. cross out stairs, write ch

**Go Further**

**Student page 83** Children are to draw two pictures whose names begin with the same sound and one that does not. Partners tell which word is the odd one out.

**Assessment**

**Student self-assessment page 73** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children recognize and generate words beginning with /ch/, /th/, and /hw/?
Week 17 • Activity 84

Materials
Student page 84
Match Ups Cards (Week 17 Activity 84) (chair, chain, cheese, chimney, check mark, cherries, chick, chop, whale, wheat, whistle, wheel, wheelchair, whisker, thirteen, thirty, thimble, thermometer)

Concept
Develop phonemic awareness by identifying words that begin with /ch/, /th/, and /hw/.

Get Started
Read the story “Lost and Found” on student page 81. Ask children to listen for words that begin with the same sound as child, thumb, and while. If children cannot answer, read the first paragraph again with children. Ask if they hear a word that begins with the same sound as child. (Chuck) Follow the same procedure with the other paragraphs. (thought, thinks, where, Chuck)

Read the following word pairs for children. If the words have the same beginning sounds, ask children to give a “thumbs up” sign. If the words do not have the same beginning sound, ask them to do a “thumbs down” sign. Use these pairs.

think, thin (thumbs up)
chart, when (thumbs down)
chase, chief (thumbs up)
where, chili (thumbs down)
check, chum (thumbs up)
thirty, child (thumbs down)

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Ask children to move around to find another child who has a picture that begins the same way. When children have matched themselves up, ask each pair to say their words so that everyone can hear how they “match up.” Finally, have all the children sort themselves into three groups: those holding cards whose picture names begin with /hw/, those who have cards whose picture names begin with /ch/, and those who have cards whose picture names begin with /th/. Note that letters shown between slash marks, such as /hw/, represent the sound the letters stand for and not the letter names. Ask children to name the letters that stand for the sounds at the beginning of each group of words.

If you have more cards than children, distribute the extra cards for another round of Match Ups.

When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 17 Activity 84.”

Today’s Challenge
Student page 84 Preview the page with children. Have them name the pictures with you. Point out the letters in the box. Explain that children are to choose letters in the box and write them to complete each picture name. As children work, check to see that they are forming their letters correctly.

Answers for student page 84: 1. wheel 2. chair 3. thirty 4. thumb 5. chin 6. whale

Go Further
Student page 84 Have children choose two pictures from the activity and tell a partner a sentence using the names of the pictures. Explain that the sentences can be silly, such as: A whale does not have a thumb.

Assessment
Student self-assessment page 84 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words that begin with /ch/, /th/, and /hw/?
Week 17 • Activity 85

Materials
Student page 85

Concept
Summarize text on multiple-choice tests.

Get Started

Explain that sometimes people do not have time to listen to a whole story—they only want to hear the story told in a short way. Telling a story in a short way is to tell only the most important things from the story. It is telling only what a listener needs to know in order to understand the story.

Tell children that they will be asked sometimes to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Write the following story and question answer choices on the board or on chart paper. Then read them to children.

My dog is looking for her rubber duck. The duck is red and yellow. She looks next to the couch. She looks under the table. Sometimes I like to play under the table. My dog likes lying down under the table. My dog finds her rubber duck in her toy basket.

Which sentence tells the story in a short way?

A. My dog has a rubber duck that is red and yellow.

B. My dog looks for her rubber duck next to the couch.

C. My dog lost her rubber duck and found it in her toy basket.

D. My dog likes lying down under the table.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because it doesn’t tell about losing or finding the rubber duck. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (It tells the most important parts of the story.) Ask a volunteer to fill in the correct circle.

Today’s Challenge

Student page 85 With the whole group, read aloud both stories and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of the group, but each child will complete the page and receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 85: 1. C 2. D

Go Further

Have children think of something that happened to them and tell a partner about it in a short way.

Assessment

Student self-assessment page 85 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children summarize?
Read Out Loud

Week 18 • Activity 86

Materials
Student page 86

Concept
Read aloud with appropriate pace and expression.

Get Started
Read aloud the following play in two ways. First, read sluggishly, without energy or emotion. Make overly long pauses between phrases and at the ends of sentences. Read the dialogue without feeling. Then read the play a second time at a moderate pace and in a lively manner, expressing Matt’s annoyance.

Narrator: Matt is getting ready to play outside. He cannot find one of his sneakers.
Matt: Where is my sneaker?
Narrator: He looks out the window. In the backyard, Spunky, his dog, is digging a hole.
Matt: Hey! That's my sneaker you're burying!

Ask children which reading was more enjoyable. Ask which reading was more difficult to follow. Encourage children to support their comments.

Today’s Challenge
Student page 86 Have children present the play about Matt. Tell children that the whole group will read the play together. Read the play several times, inviting children to join in when they are able. You may also form groups of three (narrator, Matt, Dad) to present the play. As you lead the small groups, each group will read its parts. Children might find it helpful to mark or highlight the parts they will read aloud. Remind children to read at a “just right” pace.

Go Further
Student page 86 Have children think about different ways they could read the line “I really want a pet!” Partners can try out their lines on one another before sharing with the class. In order to get varied responses, have volunteers say the line, each time emphasizing a different word: I really want a pet! I really want a pet! I really want a pet! I really want a pet!

Assessment
Student self-assessment page 86 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children aloud read with appropriate pace and expression?

Tell children that today they will read a play about the first time that Matt saw Spunky.
Week 18 • Activity 87

Materials
Student pages 86, 87

Concept
Demonstrate comprehension by retelling a play or story.

Get Started
Tell children that it is important for a reader to be able to retell a play or story in his or her own words. When retelling a play or story, the reader tells who is in the play or story, where the play or story takes place, and what important things happen. Retelling a play or story helps the reader to better understand and remember the play or story.

Read the following story. Ask children to listen to be able to tell the story in their own words.

Matt runs through the house wearing one sneaker. He looks in the living room for his other sneaker. Then he looks in the kitchen. Finally, he runs into the back yard. There his dog Spunky is burying the other sneaker in a hole. “Sorry,” says Matt, as he grabs away his sneaker. “But I need this.”

Ask volunteers to retell the story in their own words. Encourage as many children as possible to retell the story. Ask listeners to identify necessary parts of the story (who is in the story, where the story takes place, and what happens) that may have been left out.

Today’s Challenge

Student page 87 Have children look at student page 87. Explain that children are to answer questions that could help them retell the play on page 86. Remind children that in order to retell a play or story, they must know where the play or story takes place, who the play or story is about, and what happens.


Go Further

Student page 87 Have children retell the play to a partner. Remind them to include details that tell who, where, and what. Check to make sure that children are focusing on who, where, and what. To further extend the activity, have children retell a story they have read or a book you have read to the group.

Assessment

Student self-assessment page 87 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children retell a play or story?
Week 18 • Activity 88

Materials
Student page 88
Come Here, Please Cards (Week 18 Activity 88)

Concept
Use phonics and meaning to develop vocabulary.

Get Started
Write my and story on the board or on chart paper. Underline the y in each word. Tell children that you will be saying words that end in /i/, as in my, and words that end in /e/, as in story. Ask children to stand when they hear a word that rhymes with my. Say these words: by, twenty, try, reply, dairy, empty, fry, candy, supply, lady.

Instructions for Playing Come Here, Please
First, hand out the word/picture cards to children. Review the pictures on the cards so that all children agree on the names of the pictures. Explain that you will give a clue about a picture. Children should look carefully at their word/picture card to see if it fits your clue. If it does, you will ask the holder of the card to “Come here, please.” Note that a letter shown between slash marks (/m/) represents the sound the letter stands for and not the letter name. Use these clues:

Who has a picture that...
• ends with /i/ and describes something that belongs to me? (my)
• ends with /i/ and is an insect with wings? (fly)
• ends with /e/ and names a group of people having a good time? (party)
• ends with /i/ and asks a question? (why)
• ends with /e/ and describes something that is very small? (tiny)
• ends with /i/ and is the opposite of wet? (dry)
• ends with /e/ and names something you read in a book before you go to sleep? (story)
• ends with /e/ and names a young dog? (puppy)
• ends with /e/ and names the number that has a two and a zero? (twenty)
• ends with /i/ and describes a person who is uncomfortable meeting new people? (shy)
• ends with /e/ and names a very young child? (baby)
• ends with /i/ and names a person who secretly watches someone? (spy)
• ends with /e/ and names a small horse? (pony)
• ends with /i/ and tells what you do when you feel very sad? (cry)
• ends with /e/ and names something sweet to eat? (candy)
• ends with /i/ and names a summer month? (July)
• ends with /e/ and tells what you do when you make a thing just like another thing? (copy)
• ends with /i/ and names where the sun and clouds are? (sky)

When you finish the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 18 Activity 88.”

Today’s Challenge
Student page 88 Tell children that they will now write words that end with /i/y. Preview the directions, explaining that children will write the answer to each clue on a line and then place the answer in a puzzle.

Answers for student page 88: 1. cry 2. sky 3. try 4. dry

Go Further
Student page 88 Have children make up a simple clue for fly and read it to the group. Clues may refer to the insect or to the action of moving through the air.

Assessment
Student self-assessment page 88 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use meaning and phonic clues to figure out a word?
Week 18 • Activity 89

Materials
Student page 89
Match Ups Cards (Week 18 Activity 89) (my, fly, party, why, tiny, dry, story, puppy, twenty, shy, baby, spy, pony, cry, candy, July, copy)

Concept
Develop phonemic awareness and meaning by identifying words that end with /i/ (by) and /e/ (shiny).

Get Started
Tell children that the letter y at the end of a word can stand for two different sounds. Give fry and happy as examples. Then say the following pairs of words and ask children to say if they end like fry or happy: funny/windy (happy); sly/my (fry).

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Ask children to move around to find another child who has a picture that ends with the same sound. When children have matched themselves up, ask each pair to say their words so that everyone can hear how they “match up.” Finally, have all the children sort themselves into two groups, those holding cards showing things whose names end with /i/ and those holding cards showing things whose names end with /e/.

If you have more cards than children, distribute the extra cards for another round of Match Ups. When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 18 Activity 89.”

Today’s Challenge
Student page 89 Children will read words that end in /i/ (fly) and /e/ (shiny). Then they will sort the words according to sound. Preview the directions. As a way to ensure that children are in agreement on how the words sound, ask volunteers to read the words.

Answers for student page 89: my—fly, sky, cry
mommy—baby, happy, cherry

Go Further
Student page 89 Children think of a new word for each box. You might want to have partners work together to come up with words.

Answers for student page 89: Possible answers: my—by, my, fry, why
mommy—candy, party, pretty, sandy

Assessment
Student self-assessment page 89 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children discriminate between words that end in y: my, baby?
Week 18 • Activity 90

Materials
Student page 90

Concept
Demonstrate comprehension by retelling a story on multiple-choice tests.

Get Started
Tell children that when readers retell a story to others, they use their own words. Explain that readers retelling a story should include who is in the story, where it happens, and what happens. Tell children that retelling a story is a way of helping the reader remember and understand the story.

Tell children that they will sometimes be asked to take tests at school. The questions they will answer in this section will help them become good test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and the answer choices on the board or on chart paper. Read them aloud, as well.

Spunky, Matt's dog, is up to something. He goes into the kitchen, picks up his bone, and drops it. He goes into the living room, picks up his chew toy, and drops it. He goes into Matt's bedroom, picks up one of Matt's sneakers, and runs out of the house with it.

Where is the second place the story happens?
A the living room
B the back yard
C the kitchen
D the bedroom

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that C is wrong because the kitchen is the first place where Spunky goes. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (A) from the remaining two choices. Be sure children understand why A is correct. (The second place where Spunky goes is the living room.) Ask a volunteer to fill in the correct circle.

Today's Challenge
Student page 90 With the whole group, read aloud the story and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Now form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of their group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today's activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 90: 1. B 2. D

Go Further
Student page 90 Children will tell a partner about a time they visited someone.

Assessment
Student self-assessment page 90 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children retell a story?
Week 19 • Activity 91

Materials
Student page 91

Concept
Use punctuation clues to read aloud expressively.

Get Started
Read the following story aloud. Show excitement for the sentences with exclamation points, which will be the focus of this lesson. Ask children to listen how you change your voice at certain points in the story.

Wow! I can’t believe it! Our fish Henry is one month old. My brother and I decided to have a party for Henry. My brother bought a small plastic tree. He put it in Henry’s bowl. I got special food for Henry. Look! I think Henry is smiling!

Ask children: How do you think the speaker feels? Why do you think so? How do you think the author shows this feeling in the story?

Write the following on the board or on chart paper and have children read it aloud. Emphasize the sentences with exclamation marks so that children will hear the excitement.

Wow! I can’t believe it! Our fish Henry is one month old.
I got special food for Henry. Look! I think Henry is smiling!

Draw an exclamation point on the board. Tell children that it is a signal to read with great feeling or excitement. Have volunteers come to the board and point out the exclamation points in the text. Have the class read each sentence with the appropriate feelings.

Explain to children that they are going to work in groups to read a story about a party in a park. Tell children to be on the lookout for exclamation marks that will tell them when to read with feeling. Be sure children understand that they will use their voices to show the feelings of the character. Reassure children that they will have time to practice before reading. Explain that they will also have to decide who will read each part of the story aloud as the other children listen.

Today’s Challenge
Student page 91 Organize children into groups. Read the story with them the first time. Point out that some of the lines in this story are indented, or moved in from the left. Mention that this indent shows the beginning of a new group of sentences. Allow time for each group to present the story. Remind children to use good listening behaviors (looking at the speaker, sitting still).

Go Further
Student page 91 Have each child write a sentence and punctuate it with an explanation point. Partners can read each other’s sentences.

Assessment
Student self-assessment page 91 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use punctuation clues to read aloud expressively?
**Week 19 • Activity 92**

**Materials**
Student pages 91, 92

**Concept**
Enhance comprehension by making predictions.

**Get Started**
Tell children that a prediction is a good guess about what will happen next in a story. Explain that readers use what they know from the story and what they know from their own experiences to make predictions. Put the following graphic organizer without the entries on the board or on chart paper. Then read the story to children.

<table>
<thead>
<tr>
<th>Clues</th>
<th>What I predict may happen next</th>
</tr>
</thead>
<tbody>
<tr>
<td>wrapping paper</td>
<td></td>
</tr>
<tr>
<td>ribbon</td>
<td></td>
</tr>
<tr>
<td>scissors</td>
<td></td>
</tr>
</tbody>
</table>

Mom gave me wrapping paper and ribbon. I got my scissors. We spread the wrapping paper and ribbon on the floor.

Ask children what clues they get from the story that can help them make a prediction.

Write children's responses in the chart. Then ask them what they know from their own lives that will help them make their prediction. A possible answer is *wrapping paper is used to wrap a gift.*

Ask children what they predict may happen next. Write their predictions in the chart. The most common response will be *Mom and I will wrap a present.* Any reasonable response is acceptable, however.

**Today's Challenge**

**Student page 92** Have children read the story on student page 91. Preview page 92 with children. Explain that the words in the chart (*dark clouds*) are a clue—information in the story that will help them guess what happens next. Ask volunteers to suggest predictions they would make about dark clouds. Ask children to write their prediction. Tell children to write two more clues and predictions.

**Answers for student page 94:** Note that there are no “right or wrong” predictions, although they should be plausible in terms of story details and children's experiences.

**Go Further**

**Student page 92** Have children predict what the weather may be the next day. Encourage them to tell a partner why they think so. Tell children to remember their predictions so that the next day they can check to see if their predictions were correct.

**Assessment**

**Student self-assessment page 92** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children make predictions?
Week 19 • Activity 93

Materials
Student page 93

Concept
Develop vocabulary by classifying words.

Get Started
Explain to children that today they will play a game based on how naming words are related to each other. Give this example to help children grasp the concept. Write it on the board or on chart paper.

Nose is to face as finger is to _______.

Help children solve the analogy by putting each section into a sentence to see how the words go together:

A nose is part of a face, and a finger is part of a _______. (hand)

Try another example together.

Stove is to kitchen as tub is to _______.

Again, put the words into a sentence that shows the relationship.

A stove is found in the kitchen, and a tub is found in the _______. (bathroom)

Instructions for Playing Is to... (main focus: naming words) Explain to children that the game they will play is called Is to.... Tell them that you will give them unfinished sentences similar to the ones you and they just did together. Repeat that the words are related because they are naming words. Say also that the pairs of words in each sentence are related in other ways. Tell children they will have to listen very carefully to think about how the two naming words in each part of the sentence go together.

You may need to repeat each analogy at least twice so that children can grasp the relationships. If after a couple of minutes, children do not discover the relationships, tell them what each is and have children say if the relationship makes sense to them.

• Rose is to flower as oak is to _______. (member/group; tree)
• Nose is to face as knee is to _______. (body part/whole; leg)
• Toe is to foot as elbow is to _______. (body part/whole; arm)
• Eyelash is to eye as lip is to _______. (body part/whole; mouth)
• Page is to book as leaf is to _______. (part/whole; tree)
• Poodle is to dog as robin is to _______. (member/group; bird)
• Shark is to fish as bee is to _______. (member/group; bug, insect)
• Carrot is to vegetable as apple is to _______. (member/group; fruit)
• Hammer is to tool as chair is to _______. (member/group; furniture)
• Cherry is to fruit as corn is to _______. (member/group; vegetable)

Today's Challenge
Student page 93 Children complete a category web relating to articles of clothing. They write the names of five articles of clothing.

Go Further
Student page 93 Children read the names of the clothing articles they wrote in their web. Have them match the clothing names to items they are wearing. To extend the idea that words can be related, have children make lists of related words, for example, five things found on a playground, in a kitchen, or in a bathroom.

Assessment
Student self-assessment page 93 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children classify words?
Week 19 • Activity 94

Materials
Student page 94
Letter Cards (f, h, i, 2l, p, s) for each child (9 or fewer) or pair of children (up to 18 children)

Concept
Use letters to build words with short-i phonograms: -ill and -ip.

Get Started
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can easily see the array of letters. Make sure every child (or at least one child in a pair of children) knows the letter names.

Model how to make a word by pulling the letters f, i, l, and l together to make fill. Then give the following directions. Keep the pace brisk. After each word is made, write it on an index-card-sized paper, on a self-stick note, or on the board so that children can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

• Take away f in fill and add h to make hill.
• Take away h in hill and add p to make pill.
• Take away one l in pill and move the letters around to make lip.
• Add f to lip to make flip.
• Take away f and l in flip and add s to make sip.

Read the list of words on display. Point out that if children know the words hill and pill, they can probably figure out how to write the name Jill and the word still.

Today’s Challenge
Student page 94 Read the directions and have children repeat what they should do. Then tell about each picture so that there is no confusion about the interpretation of an illustration.

Answers for student page 94: 1. hill 2. trip 3. rip 4. ship 5. fill

Go Further
Student page 94 Ask children to choose one of the words they completed in the activity and write it in a sentence. Tell them to have a partner read the sentence.

Assessment
Student self-assessment page 94 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read and spell words with the short-i phonograms -ill and -ip?
Materials
Student page 95

Concept
Make predictions based on text on multiple-choice tests.

Get Started
Remind children that making a prediction is the same as making a good guess about what may happen next in a story. Tell them that making predictions as they read will help them understand what they are reading and stay connected to the story.

Tell children that they will sometimes be asked to take tests in their classes at school. The questions they will answer in this section will help them become good test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Write the following question and answer choices on the board or on chart paper. Then read this passage to children.

All my friends have left the party. I look around the room. There are lots of plates with cake crumbs on them. There are half-empty cups of lemonade. There are crumpled balls of wrapping paper on the floor. I get started.

What may happen next?
- **A** The child may wrap his gifts.
- **B** The child may go to his bedroom.
- **C** The child may clean up the room.
- **D** The child may drink the lemonade.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because the gifts have been unwrapped, and it wouldn’t make sense to wrap them again. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (The clues in the story tell that the room is a mess. Then the child says, “I get started.”) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 95 With the whole group, read aloud the passage and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of their group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 95: 1. **B** 2. **D**

Go Further
Student page 95 Have children tell a partner what they think they may say if someone gave them a party.

Assessment
Student self-assessment page 95 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use clues from the text to predict what may happen next?
Week 20 • Activity 96

Materials
Student page 96

Concept
Read aloud with appropriate phrasing.

Get Started
Read the letter aloud in two different ways. Read it once in a jumbled way, breaking between sentences and running the end of one sentence into the next sentence. Then read the letter line by line. Before you read, ask children to listen for the differences.

Dear Patrick,
I am away with Mom and Dad.
We are staying in a tiny house.
There is a lake near us.
Every day we swim in the lake.

Your friend,
Nick

Point out to children that people write a friendly letter in a way that sounds as if they are talking to a friend. Display the first two sentences. Point out that Nick, the author of the letter, has started each new sentence on a new line. Circle the periods. Tell children that the mark at the end of each sentence shows the reader where to stop. Reading one sentence at a time and then stopping is how Nick would say the words aloud. Point out the confusion that occurs when you stop in the middle of the first sentence and read the end of first sentence with the second sentence. (Mom and Dad, we are staying in a tiny house.) It sounds as if Nick is writing the letter to Mom and Dad. Reading phrases in a mixed-up way confuses the listener.

Tell children that today they are going to read aloud a letter. First, you will read the letter aloud twice so children will become familiar with it. Ask children to listen for how words go together. Then the whole group will read the letter aloud with you. Place children in small groups. Have the groups practice reading aloud the letter together.

Today’s Challenge

Student page 96 Have children in each small group decide who will read which lines. Have children mark their parts. Then have each small group read the letter aloud. Point out to children that each sentence of the letter is on one line. Suggest that they try to read one sentence, stop, and then continue with the other sentences. Tell children to look for periods to help them know where to stop.

Go Further
Have children write back to Patrick as if they were Nick. Have them read their letter to a partner.

Assessment

Student self-assessment page 96 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children read aloud with appropriate phrasing?
**Week 20 • Activity 97**

**Materials**
Student pages 96, 97

**Concept**
Enhance comprehension by identifying the main idea.

**Get Started**
Explain to children that the main idea is what a text is mostly about. Authors add details, or bits of information, to tell more about the main idea. Sometimes the reader has to think about what the main idea is. Sometimes the main idea is right there in the text. It’s in one sentence. Knowing the main idea can help a reader understand what the text is about.

Read the following passage aloud and ask children to listen for the main idea.

When we stay at the lake, Dad cooks dinner. He cooks food outside on a grill. Yesterday, he cooked chicken. Tonight he is cooking hot dogs. He cooks some food indoors, though. He cooks corn in a big pot on the stove.

Ask children to identify the main idea. They will be stating the main idea in their own words. Verify the correct answer by reading the main-idea sentence. *(When we stay at the lake, Dad cooks dinner.)* Ask why the other sentences are not the main idea. *(They all tell what, when, where, and how Dad cooks food.)*

**Today’s Challenge**
**Student page 97** First, tell children three details and ask them to suggest a main-idea sentence. Then ask a volunteer to tell three details and have others suggest a main-idea sentence. Finally, have children look at student page 97. Explain that they are to fill in main-idea sentences for the details provided.

**Answers for student page 97:** Wording will vary. Possible answers: 1. This is how you care for a plant. 2. My bedroom is really cool.

**Go Further**
**Student page 97** Have each child draw a picture to show one of the details. You might want to go over the details first with children, asking them what they “see.”

**Assessment**
**Student self-assessment page 97** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify the main idea?
**Week 20 • Activity 98**

**Materials**
Student page 98
One word card for each child, plus one extra

**Concept**
Use meaning clues to identify words.

**Get Started**
Before the session, prepare a word card (index-card size or so) for partners, plus one extra. Use words that are familiar to children, preferably related by theme, such as, colors. When words are related by theme, children learn to associate words within a category.

**Instructions for Playing What’s My Word?**
To demonstrate the game, keep the extra card for yourself. Tell children that you have a secret word. Give clues about the word. The children will try to guess the word.

Sample clues include the following:
The word names something that’s blue.
It’s overhead.
It’s where planes fly.
It rhymes with my.

Continue with clues until a child guesses the correct word. *sky*

Then have partners tell others that they have a secret word. If partners cannot read their word, whisper the word to them. Have partners give clues to the others. If needed, help them give clues. Some words you might use for the category “colors” are apple, brick, butter, carrot, dollar, dirt, grass, leaf, sea, sheep.

**Today’s Challenge**
**Student page 98** Talk about each picture with children. Get children to name the colors of the things in the pictures. Then have children write the color words to finish the sentences.

**Go Further**
**Student page 98** Have children choose a color and make a list of things that are that color. To aid children in coming up with their list, brainstorm categories of things (for example, foods, clothes, items you see in the classroom, items you see in the park). Tell children to picture the things in a category and write down those that are the color they’ve chosen.

**Assessment**
**Student self-assessment page 98** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children use meaning clues to identify words?
Week 20 • Activity 99

Materials
Student page 99
Letter Cards (2c, i, k, l, r, s, t, u) for each child (9 or fewer) or pair of children (up to 18)

Concept
Use letters to build words with short-ı and short-u phonograms: -ick, -uck.

Get Started
Say the word pick. Recall that children read it in Patrick's letter, Activity 96. Ask volunteers to suggest other words that rhyme with pick. (Dick, kick, Nick, tick) Repeat the activity with the word stuck, also in Patrick's letter. (cluck, duck, luck, struck)

Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can see the array of letters. Make sure every child (or at least one child in a pair of children) knows the letter names. Model how to make a word by pulling the letters i, c, k, and t together to make tick. Then give the following clues. Keep the pace brisk. After each word is made, write it on an index-card-sized paper or on the board so that children can check the spelling and you can have a list of the words on display. (The cards can be used for sorting.)

- Add an s to tick to make stick.
- Take away the t from stick to make sick.
- Change the s in sick to c and l to make click.
- Take away a c in click to make lick.
- Change the i in lick to u to make luck.
- Change the l in luck to s and t to make stuck.
- Change the s and t in stuck to s and r to make truck.

Point to the first four words on the list of words on display. Ask children what they notice about these words. (They rhyme. They are alike except for their beginning letters.) Ask children what they notice about the last three words. (They rhyme. They are alike except for their beginning letters.)

Today's Challenge

Student page 99 Have children finish sentences using words with the phonograms -ick and -uck. Ask volunteers to find each word in the box. Use the first item to model how to complete the activity.

Answers for student page 99: 1. kick 2. stuck 3. trick 4. truck 5. duck

Go Further

Student page 99 Children will make a word wheel for words with the phonogram -ick. Display a model of the word wheel. Some children may benefit from using letter cards to make words.

Assessment

Student self-assessment page 99 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read and spell words with short-ı and short-u phonograms: -ick, -uck?
**Week 20 • Activity 100**

**Materials**
Student page 100

**Concept**
Identify the main idea in text on multiple-choice tests.

**Get Started**
Ask children what the main idea of a text is. (The main idea is what the text is mostly about.) Tell children that sometimes the main idea can be found right there in the text in one sentence. Sometimes, though, they have to think about what the main idea is. Explain to children that identifying the main idea of a text will help them understand and remember the text.

Tell children that they will sometimes be asked to take tests in their classes. The questions they will answer in this section will help them become good test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and the answer choices on the board or on chart paper. Read them aloud, as well.

Nick goes for a ride with Mom in a rowboat. Mom rows to the middle of the lake. The water is still. It is very quiet. Nick waves to Dad on the shore.

What is the main-idea sentence?

**A** The water is still.

**B** Nick waves to Dad on the shore.

**C** Mom rows the boat to the middle of the lake.

**D** Nick goes for a ride with Mom in a rowboat.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A tells a part of the story but doesn’t tell what the story is mostly about. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (D) from the remaining two choices. Be sure children understand why D is correct. (The story is mostly about Nick going for a rowboat ride with Mom.) Ask a volunteer to fill in the correct circle.

**Today’s Challenge**

**Student page 100** With the whole group, read aloud the story and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Now form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of their group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

**Answers for student page 100:** 1. A 2. C

**Go Further**

**Student page 100** Children will draw a picture to go with one of the stories. Then they will show the picture to the group and tell about the main idea of the picture.

**Assessment**

**Student self-assessment page 100** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify the main idea in text?
**Materials**
Student page 101

**Concept**
Read aloud with appropriate phrasing.

**Get Started**
Read the passage below to children twice. First, read the passage, running words from one sentence into words in another sentence. For the second reading, pause at the ends of sentences. Before you begin, you may want to tell children what a *hive* is. (*A hive* is a home in which bees live.)

One kind of bee finds flowers for all the bees. When it has found a garden, it returns to the hive. It tells the bees in the hive how to find the flowers. It does this by dancing and pointing its body toward the flowers. The bees in the hive follow this bee to the garden.

Ask children if the two readings were different and how they were different. Ask if they were able to understand the first reading. Then ask why they were able to understand the second reading. Lead children to see that you paused after one idea before you went to read another idea. Tell children that keeping together the words that go together in one idea helps readers and listeners to better understand the passage. Write the first two sentences on the board or chart paper. Point to the periods and explain that they helped you know when to pause. Also note that readers should not pause at the end of a line, or idea, if there is no period.

Tell children that today they are going to read a passage about how bees make honey. Ask children to listen as you read the passage. Then read it again to familiarize children with the text. Before you begin, explain the meaning of *nectar*—a sweet liquid in a flower. After you are finished reading, read the passage again, having the whole group read aloud with you. Set a comfortable, natural pace for reading so that children will be able to read in unison.

**Today’s Challenge**
**Student page 101** Have children work in small groups. First, each group member reads the story silently. Then group members decide who is going to read which lines. Children should mark their lines and then practice reading their lines aloud. Last, each group reads the story to the whole group. Remind children to pause at appropriate places, using punctuation as a guide.

**Go Further**
**Student page 101** Children are to work together to tell each other something about bees they would like to know more about. If you want, have children share what they would like to know more about with the whole group. Ask if anyone knows more about the subject.

**Assessment**
**Student self-assessment page 101** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children read aloud with appropriate phrasing?
Today's Challenge

Student page 102 Read the directions on student page 102. Have children tell in their own words what they must do. Ask children to read along with you as you read the sentence in the middle of the page.

Answers for student page 102: Answers will vary but should show an understanding of events that come before and events that come after the given one. Possible answers: The bee flies from flower to flower; the bee spits up the nectar.

Go Further

Student page 102 Children will tell a partner how to make a food. Remind children that their steps must be in order. Then children can share them with a partner.

Assessment

Student self-assessment page 102 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify sequence of events in text?
Week 21 • Activity 103

Materials
Student page 103

Concept
Build vocabulary by recognizing and generating nouns.

Get Started
Explain to children that words have different jobs to do in a language. One of those jobs is to name things and people. (Decide for your group which term is more appropriate, naming words or nouns.) Write the following examples on the board.

desk, house, bus, balloon
Ask children if they can add to the list. As they suggest words, have volunteers tell why certain words do not fit. Reinforce the concept of what can be named and what cannot be named.

Explain that what children just did was a warm-up for a game called Odd One Out.

Instructions for Playing Odd One Out
Tell children you will say three words. Two words will be naming words, and one will not. Their job is to point out the one word that does not fit, or the “odd one out.” Use these groups of words:

- table, jumping, candle (jumping)
- draw, street, bus (draw)
- paper, book, read (read)
- mug, pretty, ball (pretty)
- then, child, pencil (then)
- quickly, foot, hat (quickly)
- water, sun, speak (speak)
- bottle, fixed, napkin (fixed)
- ship, song, because (because)
- yell, door, rug (yell)

Today’s Challenge
Student page 103 Have children choose three pictures and write a sentence about each. From the sentences, you will be able to gauge children’s use of nouns, as well as their knowledge of phonics.

Go Further
Student page 103 Children are to write the names of two things they see in the room and share them with a partner. Sharing their words will build up children’s awareness of naming words.

Assessment
Student self-assessment page 103 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children recognize and generate nouns?
**Building Words**

**Week 21 • Activity 104**

**Materials**
Student page 94
Letter Cards (b, c, g, h, i, n, p, r, t, u) for each child (9 or fewer) or pair of children (up to 18 children)

**Concept**
Use letters to build words with short-i and short-u phonograms: -in, -ug.

**Get Started**
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can easily see the array of letters. Make sure every child (or at least one child in a pair of children) knows the letter names.

Model how to make a word by pulling the letters c, h, i, n together to make chin. Then give the following clues. Keep the pace brisk. After each word is made, write it on an index-card-sized paper or on the board so that children can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Take away c in chin and add t to make thin.
- Take away t and h in thin and add g and r to make grin.
- Take away g and r in grin and add p to make pin.

Now, have children start over, spreading out all their letters so that they can be seen easily. Model how to use the letters b, u, g to make bug. Then give the following directions.

- Take away b in bug and add h to make hug.
- Take away h in hug and add r to make rug.
- Take away r in rug and add t to make tug.

Have children notice that the -in words all rhyme, as do all the -ug words.

**Today’s Challenge**

**Student page 104** Read the directions for children and have them tell what they are to do in their own words. Make sure children understand that they are to sort the words in the box into two groups.

Answers for student page 104: spin—skin, twin, chin, spin tug—mug, bug, plug, rug

**Go Further**

**Student page 104** Children add two more words to their sorted chart. Possible answers include: fin, grin, pin, tin, win, dug, drug, bug, jug, chug.

**Assessment**

**Student self-assessment page 104** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children use the phonic elements practiced in this lesson to read and spell words?
Rule Out 2

Week 21 • Activity 105

Materials
Student page 105

Concept
Identify sequence of events in text on multiple-choice tests.

Get Started
Explain to children that paying attention to the order of events helps readers better understand and remember a story.

Tell children that they will sometimes be asked to take tests in their classes at school. The questions they will answer in this section will help them become good test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Write the following question and answer choices on the board or on chart paper. Then read the following out loud.

Bees fly from flower to flower. They move their wings very, very quickly. The exercise keeps them warm. As they get tired, they rest in the cool green grass. Bees are not warm when they rest. They flutter their wings to make heat for their bodies.

What happens first?
A The bees flutter their wings to keep warm.
B The bees rest in the cool green grass.
C The bees fly from flower to flower.
D The bees go back to the hive.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because it is the last thing the bees do. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children can explain why C is correct. (It is the first thing the passage tells about.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 105 With the whole group, read aloud the passage and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.


Go Further
Student page 105 Have children draw a picture of something they know how to do. They then tell a partner the steps they follow in order. Before children begin, have volunteers name things they know how to do well.

Assessment
Student self-assessment page 105 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify the sequence of events in text?
Week 22 • Activity 106

Materials
Student page 106

Concept
Read aloud at an appropriate pace.

Get Started
Read aloud the following story in two ways. First, read at an uneven pace, stumbling along as you speed up and slow down. Then read at an even pace. Ask children to listen for and comment on the difference.

Mom is driving Tim home. It is a very windy day. Tim can’t wait to go outside in the wind. It is a long ride though. Finally, Mom pulls up in front of their house. Tim gets out of the car. The wind feels good on his face.

Ask children which reading was easier for them to understand. Then ask why. Point out that readers should read neither too quickly nor too slowly. They should read at a “just right” pace. Reading at an even, “just right” pace makes it easier for listeners to understand a story.

Tell children that today they will read a story about Tim’s sister Amy, who is inside the house. First, read the story to children while children just listen. Then read the story two more times while children echo each line. Finally, form small groups to present the story.

Today’s Challenge
Student page 106 Have small groups of children present the story about Amy. Have group members decide who will read which parts. Remind children to read neither too quickly nor too slowly.

Go Further
Student page 106 Have children tell what Tim might say to Amy when he goes into the house. Tell children they can use the story that you just read to them to help them.

For further practice reading at an appropriate pace, have children rehearse and read from a book or story in the classroom.

Assessment
Student self-assessment page 106 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read aloud with appropriate pacing?
Week 22 • Activity 107

Materials
Student pages 106, 107

Concept
Enhance comprehension by visualizing an author's words.

Get Started
Explain to children that when they read, they should try to "see" or "make a picture" in their minds of what the author describes. Being able to "see" a story involves the reader in the story. The story becomes more vivid. In order to "see" what the author writes, readers should use their own experiences. If, for example, the author describes a windy day, readers need to recall a windy day they have experienced, read about, or seen on TV. This is what an artist does in order to draw pictures for a picture book.

Read the following story. Ask children to listen to be able to tell what they picture in their minds.

Justin comes into the house. He is happy to be inside where it is warm. He takes off his jacket and hat. His nose and ears are still red. He rubs his cold hands together.

Ask volunteers to tell what they picture in their minds. Then have them draw a picture of the story. Tell children that their pictures will be different because people have different experiences.

Today's Challenge

Student page 107 Have children look at student page 107. Explain that children are to picture in their minds two things that Amy saw in the story on page 106. Then children are to draw what they picture in their minds.

Go Further

Student page 107 With the whole group, talk about reasons for staying inside or going outside when it's windy. Then have children tell a partner which choice they prefer and why.

Assessment

Student self-assessment page 107 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children visualize an author's words?
Week 22 • Activity 108

Materials
Student page 108
Come Here, Please Cards (Week 22 Activity 108)

Concept
Use meaning clues to identify words (compound words).

Get Started
Explain to children that they will be playing a game that uses compound words. Explain that a compound word is two words joined together. Display the words cake, cup, and cupcake on the board or a chart. Ask which word is a compound word and how children know.

Instructions for Playing Come Here, Please
First, hand out the picture cards to children. Review the pictures on the cards so that all children agree on the names of the pictures. Explain that you will give a clue about a picture. Children should look carefully at their picture card to see if it fits your clue. If it does, you will ask the holder of the card to “Come here, please.” Use these clues:

Who has a picture of...
- a very big fruit that is red inside? (watermelon)
- something that flies? (airplane)
- something you read to bake a pie? (cookbook)
- something that helps you see in the dark? (flashlight)
- something that warms a room? (fireplace)
- something that cleans plates and glasses? (dishwasher)
- the strings that are part of sneakers? (shoelace)
- furniture with lots of shelves? (bookcase)
- a machine for cutting grass? (lawnmower)
- a place where teams play sports? (ballpark)
- what a barber gives you? (haircut)
- a tower that shines and helps ships find their way? (lighthouse)
- something round that you hit with a bat? (baseball)

- something you can use to clean your teeth? (toothbrush)
- something you wear to see better on a very bright day? (sunglasses)
- what you eat for a special breakfast? (pancake)
- a small insect with dots on it? (ladybug)
- the place where people sleep? (bedroom)

When you finish the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 22 Activity 108.”

Today’s Challenge
Student page 108 Remind children that a compound word is two words joined together. Then have children turn to the activity on student page 108. Explain that they will be joining words to house to make compound words. You may wish to do the first item with children.

Answers for student page 108: 1. birdhouse 2. doghouse 3. dollhouse

Go Further
Student page 108 Have children think of compound words that include sun. Have each child draw a picture to show what the compound word means. Then have children try to label their pictures. Remind children to use what they know about sounds and letters to help them write the label. If most of the phonemes children write are accurate, this demonstrates an understanding of phonics.

Answers to student page 108: Possible answers include: sundown, sunflower, sunlight, sunrise, sunset, sunshine.

Assessment
Student self-assessment page 108 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use meaning clues to identify words (compound words)?
Materials
Student page 109
Letter Cards (d, h, i, l, 2m, p, r, s, u, w) for each child (9 or fewer) or pair of children (up to 18)

Concept
Use letters to build words with short-i and short-u phonograms: -im, -um.

Get Started
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can see the array of letters. Make sure every child (or at least one child in a pair of children) knows the letter names. Model how to make a word by pulling the letters d, i, and m together to make dim. Then give the following clues. Keep the pace brisk. After each word is made, write it on an index-card-sized paper or on the board so that children can check the spelling and you can have a list of the words on display. (The cards can be used for sorting.)

- Change the d in dim to h to make him.
- Take away the h from him and add s and l to make slim.
- Change the l in slim to w to make swim.
- Start over with um. Add an h to make hum.
- Take away the h from hum and add d and r to make drum.
- Change the d and the r in drum to p and l to make plum.

Point to the first four words on the list of words on display. Ask children what they notice about these words. (They end with im. They rhyme.) Ask children what they notice about the last three words. (They end with um. They rhyme.)

Today's Challenge
Student page 109 Tell children that they will now write words that rhyme with him and hum. Preview the directions, explaining that children will write the answer to the clues on a line and then place the answer in a puzzle. Tell children that the answers in a puzzle share a letter. You may wish to demonstrate by completing a similar puzzle for children. You can use these clues for words that rhyme with him: 1. This word begins with /kl/ and is the name of a person. (Kim) 2. This word begins with /tl/ and is the name of a person. (Tim)

Answers for student page 88: 1. swim 2. dim 3. drum 4. gum

Go Further
Student page 109 Have children write a word that rhymes with him. As needed, brainstorm rhymes with the whole group. Possible rhymes are dim, Jim, Kim, grim, rim, slim, swim, Tim. Some children may benefit from using letter cards to do this activity.

Assessment
Student self-assessment page 109 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children build words with short-i and short-u phonograms: -im, -um?
Rule Out 2

Week 22 • Activity 110

Materials
Student page 110

Concept
Visualize using an author’s words in text on multiple-choice tests.

Get Started
Remind children that an author wants readers to picture a story in their mind. So the author uses words that help readers “see” things or “picture them” in their minds. Explain that good readers use the author’s words and their own personal experiences to picture a story in their minds. Readers who picture a story in their minds are more connected to the story.

Tell children that they will sometimes be asked to take tests in classes. The questions they will answer in this section will help them become good test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and the answer choices on the board or on chart paper. Read them aloud, as well.

Tim and Amy are sitting on the floor. They are playing a card game. Mom sits in a chair reading a book. Outside the window, the moon shines.

What time of day is it?
A morning
B noon
C afternoon
D evening

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that C is wrong because the moon is shining in the story and the moon doesn’t shine in the afternoon. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (D) from the remaining two choices. Be sure children understand why D is correct. (Answer D is correct because the moon is shining in the story and the moon shines in the evening.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 110 With the whole group, read aloud the story and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Now form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of their group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.


Go Further
Student page 110 Have each child draw a picture of a kite. Create a display of children’s pictures so that they can compare them.

Assessment
Student self-assessment page 110 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children visualize using an author’s words?
Week 23 • Activity 111

Materials
Student page 111

Concept
Read aloud with appropriate expression to convey characters' feelings.

Get Started
Read the following story twice. First, read it in a monotone at a very slow pace. Then read it in a lively manner, changing your tone and volume to express the different feelings the characters experience.

Chip’s mother is getting lunch ready for him to take to the park. “I am packing a bottle of strawberry juice with your sandwich,” she says.

“Do I have to have strawberry juice?” asks Chip.

He is not happy because he doesn’t like strawberry juice much.

Chip’s mom is upset. “I’ve already packed it!” she says. Then she sees how unhappy Chip is. “Well, I do have some blue raspberry drink,” she says.

“Hooray!” shouts Chip. “That’s my favorite!”

Ask children which reading they liked better and why. Lead children to understand that they had a better sense of what the characters were feeling in the second reading. Knowing how the characters feel helps listeners better understand a story.

Reread two or three sentences with dialogue from the story. Read each in a monotone, and then ask children how they would say each sentence. Explain that children can use their own experiences to understand how a character feels.

Tell children that today they are going to read “Blink and It’s Gone.” Ask children to listen as you read the story. This will familiarize children with the text. Then read again, having the whole group read aloud with you. Set a comfortable, natural pace for reading so that children will be able to read in unison.

Today’s Challenge

Student page 111 Have children work in small groups. First, each group member reads the play silently. Then group members decide who is going to read which lines. Suggest that children highlight their own lines. Children then practice reading their lines within their groups. Last, each group reads the play to the remaining children. Remind children to think about how they would sound if they were in the play and to change their voices accordingly.

Go Further

Have children read this sentence in an angry way and in a happy way: “Oh, here’s my drink!” Remind children to think about how they would feel if they were a character in the story who had to say the words.

Student self-assessment page 111 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children read aloud with appropriate expression to convey characters’ feelings?
Thinking About Reading

**Week 23 • Activity 112**

**Materials**
Student pages 111, 112

**Concept**
Enhance comprehension by identifying details in a play or story.

**Get Started**
Explain to children that authors put details, bits of information, in their play, or stories to help the reader picture what is happening. Details make a play or story interesting and easy to understand. Say that it is important for readers to pay attention to the details in a play or story so that they understand what they are reading and so that they can better remember the play or story later on.

Read the following story. Ask children to listen for details.

We had a really good picnic at the park, even though it didn’t start off well. Joey lost the paper plates we were going to use, but we found them under the red-and-white checkered tablecloth Grandma brought. We thought Terry had lost the ketchup, until we realized he was hiding it behind a big oak tree. But soon we sat down to a great meal. We had hamburgers and hot dogs, potato salad, and baked beans.

Ask children to list some details that tell who is in the story, where and when the story takes place, and what happens.

**Today’s Challenge**
**Student page 112** Children will read page 111 and then recall details from the play to write on page 112. Remind children that each sentence they write should begin with a capital letter and end with a period. Encourage children to share and compare their finished responses.

**Go Further**
**Student page 112** Children tell a partner or the whole group what they think happened to Chip’s drink. Tell children to look for details in the play, such as Sam’s not saying a word. Ask volunteers to point out other details in the play.

**Assessment**
**Student self-assessment page 112** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify details in a play or story?
Week 23 • Activity 113

Materials
Student page 113

Concept
Build vocabulary by making and recognizing plural nouns.

Get Started
Explain to children that today they will play a game based on how words are related to each other. Give these examples to help children grasp the concept. Write them on the board or on chart paper.

- Cup is to cups as pot is to ____. (pots)
- Boy is to boys as girl is to ____. (girls)

Point to the word cup as you read it. Ask children if it names one thing or more than one thing. Then point to and read cups. Again ask if the word names one thing or more than one thing. Have children compare the words cup and cups, asking them how the two words differ. Call attention to the s at the end of cups. Tell children that the words are related because they name the same thing but a different number of that thing. Point to and read the word pot. Have children tell what the missing word at the end of the sentence should be. Read aloud the completed sentence.

Repeat the process with the second example.

Instructions for Playing Is to...
(focus: plural nouns) Explain to children that the game they will play is called Is to .... Tell them that you will give them unfinished sentences similar to the ones you and they just did together. The words in the sentences are related because they name the same thing but a different number of that thing—one thing and more than one thing.

- Chair is to chairs as table is to ____. (tables)
- Pig is to pigs as duck is to ____. (ducks)
- Arm is to arms as leg is to ____. (legs)
- Coat is to coats as hat is to ____. (hats)
- Train is to trains as plane is to ____. (planes)
- Bear is to bears as cub is to ____. (cubs)
- Bee is to bees and ant is to ____. (ants)
- Eye is to eyes as ear is to ____. (ears)
- Apple is to apples as orange is to ____. (oranges)
- Fork is to forks as spoon is to ____. (spoons)

If time permits, you may wish to revisit some or all of the analogies to have children look for other ways the words are related. For example, chairs and tables are types of furniture; pigs and ducks are farm animals; coats and hats are types of clothing.

Today’s Challenge
Student page 113 When the group has finished playing the game, have children open their books to student page 113. Tell them they are to look at each picture and write the word from the box that goes with it. Then have children help you sort the words into two lists: words that name one of something and words that name more than one of something. Write the lists on the board or chart paper. Underline or ask volunteers to underline the final s on the plural nouns.

Answers for student page 113: 1. fork 2. cups 3. bowls 4. stars 5. apple 6. forks 7. cup 8. star

Go Further
Have children give a partner a word that names one thing. The partner then gives the form of the word that names more than one thing. Children take turns giving words and plurals. Ask volunteers to play the game with you to model how it is played before partners begin. If children suggest words with irregular plural forms, provide help and explain that there are exceptions to the rule about adding -s to form plurals.

Assessment
Student self-assessment page 113 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children make and recognize plural nouns?

113
Building Words

Week 23 • Activity 114

Materials
Student page 114
Letter Cards (b, d, h, i, j, k, n, r, s, t, u) for each child (9 or fewer) or pair of children (up to 18 children)

Concept
Use letters to build words with short-i and short-u phonograms: -ink, -unk.

Get Started
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can easily see the array of letters. Make sure every child (or at least one child in a pair of children) knows the letter names.

Model how to make a word by pulling the letters b, u, n, k together to make bunk. Then give the following clues. Keep the pace brisk. After each word is made, write it on an index-card-sized paper or on the board so that children can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Take away b in bunk and add j to make junk.
- Take away j in junk and add s to make sunk.
- Take away u in sunk and add i to make sink.
- Add t to sink. Change the order of the letters to make stink.
- Take away s in stink and add b. Change the order of the letters to make think.
- Take away t and h in think and add d and r to make drink.

Ask children to tell you how to group words that rhyme with each other. Explain that if children hear /unk/ or /ink/ in a word, they will know how to write that part of the word.

Today's Challenge
Student page 114 Have children read each sentence and fill in ink or unk to complete the word that names the picture. Before children begin the activity, review the pictures so that children are able to name them.

Answers for student page 114: 1. bunk 2. sunk 3. sink 4. trunk 5. wink 6. drink

Go Further
Student page 114 Children are to think of a word that ends in ink or unk and ask a partner to use it in a sentence. Before the activity, have children suggest words. Write them on the board or on chart paper so that children have choices if they cannot think of words on their own, for example, blink, pink, stink, dunk, bunk, plunk. Children can also use the letter cards on their own to build more words.

Assessment
Student self-assessment page 114 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use the phonetic elements practiced in this lesson to read and spell words?
Week 23 • Activity 115

Materials
Student page 115

Concept
Identify details in text on multiple-choice tests.

Get Started
Remind children that authors add details to their stories to make the stories more interesting and easier to understand. Note that paying attention to details helps readers better remember a story.

Tell children that they will be asked sometimes to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and answer choices on the board or on chart paper. Read aloud the question and answer choices.

Before reading, explain the special usage of hat and cold in the story. Say that when Ned is not near the pennies, Sue says “cold.” When he gets close to where the pennies are hidden, Sue says “hot.”

Sue and Ned play a game. Ned leaves the room. Then Sue hides some pennies under a pillow on the bed. Sue calls Ned back and says, “Can you find the prize?” Ned goes to the desk. Sue says, “Cold!” Ned walks near the bed. Sue yells, “Hot! Hot!” Ned finds the prize under the pillow.

What does Sue hide?

A. Sue hides herself.
B. Sue hides a pillow.
C. Sue hides a game.
D. Sue hides pennies.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong.

For example, a child might say that C is wrong because Sue and Ned play a game. She doesn’t hide a game. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (D) from the remaining two choices. Be sure children understand why D is correct. (The story says that Sue hides pennies, which are the prize Ned must find.) Ask a volunteer to fill in the correct circle.

Today’s Challenge

Student page 115 With the whole group, read aloud the story and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 115: 1. D 2. B

Go Further

Student page 115 Children tell a partner about a game they think is fun to play.

Assessment

Student self-assessment page 115 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify details in text?
Read Out Loud

Week 24 • Activity 116

Materials
Student page 116

Concept
Read aloud with expression to convey a character’s feelings.

Get Started
Read the play aloud in two different ways. Read it once without emotion. Then read the play with expression, voicing Pat’s enthusiasm and wonder. Have children listen for and comment on the differences.

Reader 1: One day Pat and her family visit a nearby farm.
Reader 2: The farmer asks Pat if she has any questions.

Pam: Do you have peas?
Farmer: Peas are growing on the plant right in front of you.

Reader 1: Pat cannot see the peas.
Reader 2: The farmer opens a long, green part of the plant called a pod.

Reader 1: Inside are peas.
Pat: Wow! So that’s where peas come from.

Ask children which reading was more enjoyable. Encourage children to support their answers with comments about how Pat’s feelings were conveyed. Explain that it is important to think about how characters are feeling. If the character is curious and filled with wonder, children should read the character’s words in a way that shows it. Tell children that good readers try to use their own experiences to know how to show what a character feels.

Tell children that today they will read a play about Pat and Dad. First, read the play to children while they just listen. Then read the play two more times and have children echo each line. Finally, form small groups to present the play.

Today’s Challenge
Student page 116 Have children in the small groups decide who will read which parts. Suggest that children highlight the lines they will read. Then have the small groups read the play aloud. Remind children to think about what the characters are feeling. Tell children to put themselves in the place of each character to help them know how to read what the characters say. Remind children to make their voices sound just like the characters.

Go Further
Student page 116 Have children read this sentence in a happy way: “A boat ride will be fun!” Also have children read this sentence in an unhappy way: “Oh, no! It’s raining.” To further extend the activity, challenge children to read the two lines with the opposite feeling. In other words, can they sound happy when they say, “Oh, no! It’s raining”?

Assessment
Student self-assessment page 116 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children read aloud with expression?
Thinking About Reading

Week 24 • Activity 117

Materials
Student pages 116, 117

Concept
Enhance comprehension by summarizing.

Get Started
Tell children that sometimes on the cover of a book there is a summary of the story—a short version of it—so that people can decide if they want to read the book. Explain that good readers think about the most important things in a story and can tell the story in a very short way. Being able to summarize a story shows that a reader understands what the story is mostly about.

Read the following to children.

Dad promised to take Pat for a boat ride, but it rained all day. Pat felt sad. Pat woke up the next day. The sun was shining. Pat went into the kitchen. “Do you feel like going for a boat ride?” asked Dad. Pat did not say a word. She just had the biggest smile you have ever seen.

Ask several volunteers to summarize—to tell the story in short way. Then provide a summary. (Dad promised to take Pat for a boat ride, but it rained. The next day was sunny, so Dad asked Pat to go for a boat ride. She answered with a big smile.) Have children confirm that it is accurate and is a short way of telling the story.

Today’s Challenge

Student page 117 Have children read the story on student page 116. Then preview student page 117, reading the directions and the numbered lines, as needed. Remember to read the directions for the second part of the activity.

Answers for student page 117: 1. Pat, Dad 2. hot, June 3. painting a boat

Go Further

Student page 117 Have children tell about a time they helped someone do something. Model talking about a time when you helped somebody, such as, “I went to a big party. After it was over, I helped clean up. I threw out trash. I washed dishes.”

Assessment

Student self-assessment page 117 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children summarize?
Word Games

Week 24 • Activity 118

Materials
Student page 118
One word card for partners, plus one extra

Concept
Build vocabulary by identifying adjectives.

Get Started
Before the session, prepare a word card (index-card size or so) for partners, plus one extra. Use words that are familiar to children, preferably related by theme. For example, suggest adjectives that describe clothes. When words are related by theme, children learn to associate words within a category. Some words you might use for the category “words that describe clothes” are the following: warm, new, red, big, pretty.

Instructions for Playing What’s My Word?
To demonstrate the game, keep the extra card for yourself. Tell children that you have a secret word.
Give clues about the word. Children will try to guess the word. Explain that words have different jobs to do in a language. One of those jobs is to describe things or people. (Decide for your group which term is more appropriate, describing words or adjectives.) Tell children that all the words they will guess are describing words.

Offer one clue at a time until a child guesses the secret word. (clean) Sample clues include the following:

The word describes a shirt that has just been washed.
The word rhymes with mean.

If children cannot read their word, whisper the word to them. If needed, help them give clues. As each word is guessed, write it on the board or on chart paper. Have children say the word with you. Continue with the game until each child has guessed at least one word.

Today’s Challenge

Student page 118 Hold up an object and tell children about it in terms of color, size, shape, and so forth. List the describing words on the board or on chart paper. Tell children that the words are called describing words. Hold up another object and ask volunteers to tell about its color, size, shape, and so forth. List these describing words, too. Explain that writers use describing words to help their readers picture what is happening in a story.

Tell children that today they will write describing words that tell about the sun. Before children begin the activity, suggest that they think about the color, size, shape, and other ways to describe the sun.

Answers to student page 118: Possible answers are round, big, yellow, bright.

Go Further

Student page 118 Have children write three words to tell what something in the room looks like. Remind children to think about size, color, shape, and other ways to describe whatever they choose.

Assessment

Student self-assessment page 118 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use meaning and phonic clues to identify adjectives?
Materials
Student page 119
Letter Cards (a, c, f, h, j, l, m, r, 2t) for each child (9 or fewer) or pair of children (up to 18)

Concept
Use letters to build words with the short-a phonograms: -at, -am.

Get Started
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can see the array of letters. Make sure every child (or at least one child in a pair of children) knows the letter names. Model how to make a word by adding the letter b to a and t to make hat. Then give the following clues.
Keep the pace brisk. After each word is made, write it on an index-card-sized paper or on the board so that children can check the spelling and you can have a list of the words on display. (The cards can be used for sorting.)

- Change the b in hat to a c to make cat.
- Change the c in cat to an r to make rat.
- Take away the r in rat and add an f and an l to make flat.
- Take away the f and the l in flat and add a t and an h to make that.
- Start over again. Add an h to a and m to make ham.
- Change the b in ham to a j to make jam.
- Change the j in jam to an r to make ram.
- Take away the r in ram and add a c and an l to make clam.

Point to the first four words on the list of words on display. Ask children what they notice about these words. (They end with the same letters. They rhyme.) Ask children what they notice about the last four words. (They end with the same letters. They rhyme.)

Today's Challenge
Student page 119 Have children write the letters to finish the word that names the picture. First, preview the pictures so that all children are in agreement as to what the pictures show.

Answers for student page 119: 1. ham 2. cat 3. flat 4. jam 5. bat 6. clam

Go Further
Student page 119 Show children how to draw a word wheel. Draw a large circle. Write the word cat in the center. Then divide the circle into quarters. Have children write words that rhyme with cat. Possible words are bat, at, flat, hat, mat, pat, rat, sat.

Assessment
Student self-assessment page 119 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read and spell words with short-a phonograms: -at, -am?
Week 24 • Activity 120

Materials
Student page 120

Concept
Summarize text on multiple-choice tests.

Get Started
Explain that a good reader can summarize a story—tell a story in a very short way. A reader may want to summarize a story for those who need to know just the most important things. Being able to summarize a story shows that a reader understands and remembers what the story is mostly about.

Tell children that they will sometimes be asked to take tests in their classes. The questions they will answer in this section will help them become good test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and the answer choices on the board or on chart paper. Read them aloud, as well.

Mom and Dad take Pat for a ride on an old train. The ride starts at an old train station. The train moves through the woods. Pat is afraid they are lost. Then the train arrives at the station where it started.

Which sentence tells the story in a short way?
A  Pat starts her train ride at the station.
B  Pat is afraid she is lost.
C  Pat takes a walk in the woods.
D  Pat goes on a train ride and returns to where she started.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that C tells that Pat takes a walk in the woods while actually she goes for a train ride in the woods. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (D) from the remaining two choices. Be sure children understand why D is correct. (The sentence includes just the important parts of the story.) Ask a volunteer to fill in the correct circle.

Today’s Challenge

Student page 120 With the whole group, read aloud each story and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Now form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of their group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 120: 1. C 2. B

Go Further

Student page 120 Children will tell the group something they like to do outdoors. You may wish to have the whole group brainstorm ideas or have partners work together.

Assessment

Student self-assessment page 120 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children summarize a text?
Read Out Loud

Week 25 • Activity 121

Materials
Student page 121

Concept
Read aloud with appropriate phrasing.

Get Started
Read the following story twice. First, read it without regard to phrasing, running in some sentences and phrases and pausing at inappropriate places. Then read the story smoothly, grouping words that belong together and pausing at the end of each full sentence.

Dean is eight years old, and his sister Sandy is six. Dean says, “I can jump rope, and you can’t!” Sandy brags, “Well, I can jump better than you can!” Dean laughs and says, “Show me!” Sandy looks as if she is going to cry. Dean feels bad that he teased her. “Here, Sandy. I’m going to help you learn to jump rope.” Sandy grins.

Ask children which of your two readings they think was easier to understand. Encourage them to explain why. Help children understand that certain words belong together in order to make sense. Authors help readers know how to group words by using punctuation marks such as commas, periods, and exclamation marks.

Display the following sentence and help children notice how the commas help you group words and how the exclamation mark helps you know when the sentence has ended. Point to each punctuation mark as you read.

Sandy brags, “Well, I can jump better than you can!”

Tell children that today they are going to read “Taxi! Taxi!” Ask children to listen as you read the story. You may need to explain the word taxi, depending on your group’s experiences. Tell children that taxis are cars that take people from place to place. The people pay for their rides, just as they do in a bus or train. Read the story again to further familiarize children with the text. Read the story a third time, modeling how to group words and phrases, and ask children to chime in as they are able.

Today’s Challenge
Student page 121 Have children work in small groups. First, each group member reads the story silently. Then group members decide who is going to read which lines. Have children mark the lines they will read individually. Children then practice reading their lines within their groups. Last, each small group reads the story to the larger group. Remind children to look for punctuation signals that help them read groups of words and sentences correctly.

Go Further
Student page 121 Children are to write what Jack and Miss Maisy talked about in the taxi and read what they write to a partner. Have children brainstorm ideas before they begin to write.

Assessment
Student self-assessment page 121 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read aloud with appropriate phrasing?
Week 25 • Activity 122

Materials
Student pages 121, 122

Concept
Demonstrate comprehension by retelling a story.

Get Started
Tell children that it is important for a reader to be able to retell a story in his or her own words. When retelling a story, the storyteller says who is in the story, where and when the story takes place, and what important things happen. Retelling a story helps the reader to better understand and remember the story.

Read the following story. Ask children to listen to be able to tell the story in their own words.

Trina’s neighbor broke his leg. He had to stay in his house for a while. Mr. Spade said to Trina, “My poor garden. The flowers will die because I can’t water them.”

Trina had an idea. She called her two best friends and asked them to meet her at Mr. Spade’s house. The girls told Mr. Spade that they would take care of his garden. Mr. Spade was very happy. When he was finally able to leave his house, he saw beautiful flowers in his garden.

Ask volunteers to retell the story in their own words. Encourage as many children as possible to retell the story. Ask listeners to identify the necessary parts of the story (who is in the story, where and when the story takes place, and what happens) that may have been left out.

Today’s Challenge
Student page 122 Have children read student page 121 and then look at page 122. Explain that children are to answer questions that will help them retell the story. Remind children that in order to retell a story, they must know who the story is about, where the story takes place, and what happens in the story.

Answers for student page 122: 1. Jack and Miss Maisy 2. The story takes place in Jack’s cab. 3. Jack drives Miss Maisy to the bank because she cannot go that far in her wheelchair.

Go Further
Student page 122 Ask children to use the notes they wrote in the chart to retell the story “Taxi! Taxi!” to a partner.

Assessment
Student self-assessment page 122 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children retell a story?
**Week 25 • Activity 123**

**Materials**
Student page 123

**Concept**
Build vocabulary by identifying verbs.

**Get Started**
Write the words *see*, *skip*, and *say* on the board or on chart paper. Point to each as you read it aloud. Tell children that all three words name actions. Each word is called an action word. Ask children to listen to tell if the two words in each pair that you will read are action words. If they are, children should clap. If the words are not action words, children should do nothing at all. Use these pairs.

- sit, listen (clap)
- door, read (no clap)
- chew, lose (clap)
- bake, shake (clap)

Tell children that the activity was a warm-up for a game called Odd One Out.

**Instructions for Playing Odd One Out** Tell children you will say three words. Two words will be action words, one word will not. The “odd one out” will be a naming word. Children should repeat the naming word. Use these groups of words:

- sing, read, baby (baby)
- doll, sell, go (doll)
- eat, come, cat (cat)
- get, give, girl (girl)
- speak, dog, take (dog)
- does, helps, desk (desk)
- bring, fox, make (fox)
- think, tell, man (man)
- boy, teach, ask (boy)
- put, bell, send (bell)

**Today’s Challenge**

**Student page 123** Children will write a sentence to tell what is happening in each picture. Before children begin to work independently, review the content of each picture (1. a boy singing, 2. two frogs hopping, 3. two girls walking).

**Answers for student page 123:** Children’s sentences will vary, but they should use the correct verbs. 1. sings 2. hop 3. walk

**Go Further**

**Student page 123** Have children think of an action word they can act out for a partner. The partner must guess the action word. You may wish to model acting out one or two familiar words, or you may wish to brainstorm a list of words from which children can choose.

**Assessment**

**Student self-assessment page 123** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify verbs?
Week 25 • Activity 124

Materials
Student page 124
Letter Cards (a, b, c, f, g, k, l, r, t) for each child (9 or fewer) or pair of children (up to 18 children)

Concept
Use letters to build words with short-a phonograms: -ack, -ag.

Get Started
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can easily see the array of letters. Make sure every child (or at least one child in a pair of children) knows the letter names.

Model how to make a word by pulling the letters f, l, a, and g together to make flag. Then give the following clues. Keep the pace brisk. After each word is made, write it on an index-card-sized paper or on the board so that children can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Take away f and l in flag and add w to make wag.
- Take away w in wag and add t to make tag.
- Take away t in tag and add b to make bag.
- Take away g in bag and add c, k to make back.
- Add l after the b in back make black.
- Take away b and l in black and add t and r to make track.

Have children help you sort the list of words according to rhyme. Circle -ag words; underline -ack words.

Today's Challenge
Student page 124 Children will do word searches. First, they look at the picture. Then they search for the hidden word that identifies what the picture shows. Last, they write the word they find. Work through the first item with children to be certain they understand what to do.

Answers for student page 124: 1. track 2. wag 3. back 4. flag. Observe children as they write each word, noticing how they are forming individual letters. Offer help, as needed.

Go Further
Student page 124 Children work with a partner to make up a two-word rhyme similar to the one modeled. Be sure children understand that they will be working with words that have the phonograms -ag and -ack. Encourage pairs of children to share their rhymes.

Assessment
Student self-assessment page 124 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use the phonic elements practiced in this lesson to read and spell words?
**Rule Out 2**

**Week 25 • Activity 125**

**Materials**  
Student page 125

**Concept**  
Demonstrate comprehension by retelling a story on multiple-choice tests.

**Get Started**  
Remind children that when they retell a story they should include who is in the story, where and when it happens, and what happens. Tell children that retelling a story helps the reader remember and understand the story.

Tell children that they will sometimes be asked to take tests at school. The questions they will answer in this section will help them become good test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and the answer choices on the board or on chart paper. Read them aloud, as well.

Tom doesn’t like all the paper that he sees on his street. There are paper bags, old newspapers, and used paper cups. Tom talks to his parents about how he could help make the street clean. Together, Tom and his parents talk to other children and their parents. They all agree to clean up the street.

What happens in the story?

A. Tom moves to a new street.  
B. People on Tom’s street help to keep it clean.  
C. Children and parents read newspapers.  
D. Tom will not clean up his street.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that D is wrong because Tom doesn’t like all the paper on his street. He wants to clean it up. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (This answer choice tells about something important that happens in the story.) Ask a volunteer to fill in the correct circle.

**Today’s Challenge**

**Student page 125**  
With the whole group, read aloud the passage and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of their group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

**Answers for student page 125:** 1. A 2. C

**Go Further**

Have children draw a picture of a dog helping someone and show the picture to a partner. Before children begin, ask if they have ever seen a dog help someone. Encourage enough responses so that all children have an idea of what to draw.

**Assessment**

**Student self-assessment page 125**  
Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip**  
Can children retell a story?
**Week 26 • Activity 126**

**Materials**
Student page 126

**Concept**
Read aloud with appropriate pacing.

**Get Started**
Read aloud the following story twice. First, read it hesitantly, as if you were figuring out some words for the first time. Speed up and then slow down the pace. Then read the story without difficulty, at an even pace.

One day, Stan is walking along the beach. He sees a sea gull trying to free itself from a piece of fishing net. But the sea gull is trapped. Stan goes to the sea gull.


Stan begins to gently free the sea gull’s feet from the net. The sea gull does not try to fight. It just looks at Stan. Finally, Stan slips off the net. The sea gull flies away.

Ask children which reading was easier for them to understand and why. Tell children that reading without stumbling over words and at a “just right” pace makes it easier for listeners to understand what is being read.

Tell children that today they will read a story about Stan and the sea gull. First, read the story aloud while children follow along. Then have children read the story with you. Finally, form small groups to present the story.

**Today’s Challenge**

**Student page 126** Have small groups of children present the story about Stan. Have group members decide who will read which parts. Suggest that children highlight or underline their lines. Give children time to practice reading aloud so that they can become familiar with any unknown words. Have children practice reading at a “just right” pace.

**Go Further**

**Student page 126** Have children read lines too slowly, too quickly, and at a “just right” pace. Allow children to have fun with the two extremes. Children can practice this skill by using lines from books and stories in the classroom, as well.

**Assessment**

**Student self-assessment page 126** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children read aloud with appropriate pacing?
Week 26 • Activity 127

Materials
Student pages 126, 127

Concept
Enhance comprehension by making predictions.

Get Started
Tell children that when they read they can sometimes predict, or guess, what will happen next in a story. Caution children against making wild guesses. Explain that the guess should be based on information in the story and on their experiences. Tell children that making a prediction is a way of connecting with a story.

Put the following organizer on the board or on chart paper. Read the sentences below it to children. Tell children that they will be asked to predict what Mom may tell Stan’s mom.

<table>
<thead>
<tr>
<th>Clues</th>
<th>My Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Wendy and Mom are driving by the beach. They see Stan save a sea gull trapped in a net. Wendy says, “Stan did a kind thing.” “Yes,” says Mom. “And nobody had to tell him it was the right thing to do.” Wendy’s mom calls Stan’s mom.

Ask children what clues they get from the story that might help them make a prediction. Write children’s responses in the chart. Possible answers: Wendy and Mom see Stan save the sea gull. They say he did a good thing. Then ask children what they know from their own experiences that will help them make their prediction, or guess. Possible answer: When people see somebody do something nice, they tell others.

Ask children what they predict Wendy’s mom may tell Stan’s mom. Write their predictions in the chart. Probable answer: Stan was a hero—or similar complimentary words.

Remind children that a reader who connects with a story can make a good guess about what will happen next.

Today’s Challenge
Student page 127 Have children look at the chart on student page 127. Review the chart and the directions with children. Then have children reread the story on page 126. Explain that children are to complete the chart based on story clues and on their own experiences, which may include books they have read or movies they have seen.

Go Further
Student page 127 Have children share their predictions with a partner. Suggest that partners compare and contrast their predictions. Remind children that predictions aren’t right or wrong.

Assessment
Student self-assessment page 127 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children make predictions?
Week 26・Activity 128

Materials
Student page 128
Come Here, Please Cards (Week 26 Activity 128)

Concept
Use meaning clues to distinguish singular and plural nouns.

Get Started
Show these words: desk, chairs, cars, ball. Identify them as naming words. Point to each word as you read it aloud. Ask children to tell which naming words name just one of something. Then ask which naming words name more than one of something. Ask volunteers to tell how they know which ones name more than one. Point to and underline the final s in chairs and cars. Explain that knowing about the s at the end of a naming word will help children in their reading and writing.

Explain to children that they will be playing a game that uses word meanings. Tell children that all the words that you want children to bring to you name one thing or more than one thing.

Instructions for Playing Come Here, Please
First, hand out the picture cards to children. Review the pictures on the cards so that all children are in agreement with the names of the pictures. Explain that you will give a clue about a picture. Children should look carefully at their picture card to see if it fits your clue. If it does, you will ask the holder of the card to “Come here, please.” Use these clues.

Who has a picture and naming word that means…
• “one sink”? (sink)
• “more than one cap”? (caps)
• “more than one king”? (kings)
• “more than one banana”? (bananas)
• “more than one strap”? (straps)
• “one banana”? (banana)
• “more than one trap”? (traps)
• “one can”? (can)
• “more than one chair” (chairs)

When you finish the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 26 Activity 128.”

Today’s Challenge
Student page 128 Have children turn to the activity on student page 128. Read the directions. Do the first item with the whole group. Then have children work independently. Tell children to think about whether the picture shows one or more than one of a thing. Also tell them to pay close attention to the letters that they circle in the boxes.

Answers for student page 128: 1. dogs 2. flag 3. trucks 4. hats

Go Further
Student page 128 Brainstorm naming words that children could use in a word search puzzle. (ball, bike, boat, cat, chair, coat, cow, duck, frog, hand, kite, nut, plant, shoe, snake, tag, tiger, train) Then help children make their own word-search puzzles based on the models in the activity. Have their partner find the hidden word. Pairs of children can also use the Come Here, Please Cards to play their own self-directed matching game.

Assessment
Student self-assessment page 128 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use meaning clues to distinguish singular and plural nouns?
Week 26 • Activity 129

Materials
Student page 129
Letter Cards (a, c, h, l, m, n, p, s, t) for each child (9 or fewer) or pair of children (up to 18)

Concept
Use letters to build words with the short-a phonograms: -ap, -an.

Get Started
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can see the array of letters. Make sure every child (or at least one child in a pair of children) knows the letter names. Model how to make a word by pulling the letters a, n, and p together to make nap. Then give the following clues. Keep the pace brisk. After each word is made, write it on an index-card-sized paper or on the board so that students can check the spelling and you can have a list of the words on display. (The cards can be used for sorting.)

- Change the n in nap to an m to make map.
- Change the m in map to a c to make cap.
- Put an l after the c in cap to make clap.
- Change the c in clap to an s to make slap.
- Start over with an a and an n. Add a c to make can.
- Change the c in can to an m to make man.
- Change the m in man to a p to make pan.
- Put an l after the p in pan to make plan.

Ask children to notice how some of the words are the same. Lead them to make two groups of words: words that rhyme with map and words that rhyme with can. Finally, have children add to list of words.

Today’s Challenge
Student page 129 Read aloud the directions and preview the sentences and pictures with children. Have children write the correct letters to complete the words. Tell children to choose from the letters above the sentences.

Answers for student page 129: 1. fan, man
2. tap, nap 3. can, van 4. cap, lap

Go Further
Student page 129 Have children write a sentence using map and trap or can and plan. Have children use the Today’s Challenge activity as a model. Remind children that the words can be used in different ways. For example: I can run fast. Please put the trash in the can. I have a plan for my vacation. I will plan my trip tomorrow.

Answers for student page 129: Children’s sentences will vary, but the target words should be used correctly.

Assessment
Student self-assessment page 129 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children build words with short-a phonograms: -ap, -an?
Week 26 • Activity 130

Materials
Student page 130

Concept
Make predictions based on text on multiple-choice tests.

Get Started
Explain that a prediction is a guess about what may happen next. The guess is based on information in the text and on the reader's own personal experiences. Remind children that it's not important that a prediction turns out to be right or wrong. What is important is that they are being active readers and making connections to the story.

Tell children that they will sometimes be asked to take tests in their classes. The questions they will answer in this section will help them become good test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to "rule out" some of the answers right away. Read the following text aloud. Then write the question and the answer choices on the board or on chart paper. Read them aloud, as well.

In the garage, Wendy helps Dad build a birdhouse. Dad takes the birdhouse into the yard. He looks around. He finds a shady spot.

What may Dad do next?
(A) Dad may lie down in the shade.
(B) Dad may place the birdhouse in the shade.
(C) Dad may take the birdhouse back to the garage.
(D) Dad may place the birdhouse in the sun.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that C is wrong because Dad has taken the birdhouse into the yard to place it in the ground. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (After looking for and finding a shady spot, Dad would probably place the birdhouse there.) Ask a volunteer to fill in the correct circle.

Today's Challenge

Student page 130 With the whole group, read aloud the story and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Now form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of their group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today's activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 130: 1. B 2. B

Go Further

Student page 130 Have each child draw a picture of what Wendy and her mom might do in the park later. Brainstorm things they might do.

Assessment

Student self-assessment page 130 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children make predictions?
Read Out Loud

Week 27 • Activity 131

Materials
Student page 131

Concept
Read aloud with appropriate pacing to convey author’s meaning.

Get Started
Read the following short nonfiction passage twice. First, read alternately very quickly and very slowly so that the meaning of phrases and sentences is unclear. The second time, read with “just a right” pace, one appropriate to a listener’s ability to understand facts in an informational passage.

Seal babies open their eyes as soon as they are born. They also walk and bark. In minutes, they can swim.

A mother seal can find her baby among thousands of other babies. She barks, and the baby hears her and barks back.

Ask children to tell which reading they understood better. Call on volunteers to explain why. Tell children that what they listened to is not a story. It is a passage that gives information, or facts. Explain that it is always important for readers to read neither too quickly nor too slowly, but that it is especially important when listeners must learn facts. Remind children that reading at a “just right” pace makes it easier to understand and remember what a text is about. Note that paying attention to punctuation helps readers know how to pace their reading.

Tell children that today they are going to read a passage about seals. Ask children to listen as you read the passage. Then read it again to familiarize children with the text. After you are finished reading, read the article a third time, having the whole group read aloud with you. Set a comfortable, steady pace for reading so that children will be able to read in unison.

Today’s Challenge
Student page 131 Have children work in small groups. First, each group member reads the passage silently. Then group members decide who is going to read which lines. Encourage children to mark in some way the lines they will read. Children then practice reading their lines within their groups. Last, each group reads the passage to the whole group. Remind children to think about the purpose of what they are reading—to give information. Have them read at a “just right” pace to convey what the author wants listeners to find out.

Go Further
Student page 131 Children choose a fact they learned about seals and then say the fact in a way that is appropriate for giving information. Remind them to say their fact neither too quickly nor too slowly.

Assessment
Student self-assessment page 131 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children read aloud with appropriate pacing to convey author’s meaning?
**Week 27 • Activity 132**

**Materials**
Student pages 131, 132

**Concept**
Recognize the main idea and details in text.

**Get Started**
Tell children that before authors begin to write they have in mind what their story or text will be mostly about. They have a main idea in mind. Explain that sometimes an author tells the main idea in one of the sentences he or she writes. Other times, readers have to figure out the main idea on their own. Read the following. Have children listen to find out if the author included a main-idea sentence. You may need to read the text multiple times.

The fur on a sea otter has different uses. The fur traps air and keeps the sea otter’s skin dry. The fur also keeps a sea otter from getting cold.

Ask for a show of hands to find out how many children think they heard a main-idea sentence. Ask several volunteers to say in their own words what they think the main idea is. Read the text once again and help children notice that the first sentence states the main idea.

On the board or on chart paper, write a sun graphic with a big oval and two smaller ovals. Write a main-idea sentence in the big oval. Tell children that the other two sentences give more information about the main idea. Write these details in the smaller ovals.

**Today’s Challenge**

**Student page 132** Have children read the passage on student page 131. Then read the directions and go over the graphic on page 132. Review the meaning of main idea. Tell children that their main-idea sentence should begin with a capital letter and end with a period.

**Answers for student page 132:** Children’s sentences will vary but should reflect the main idea and details in the passage on page 131.

Seals have right body to spend time in the sea.

Seal’s body is long and trim.

Flippers help a seal move.

Seals have big eyes to see under the water.

**Go Further**

**Student page 132** Children will think about the details of what they did yesterday and then use them to write a main-idea sentence about their day. You may wish to model the activity, telling some of the specific things you did and then creating a main-idea statement.

**Assessment**

**Student self-assessment page 132** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Do children recognize the main idea and details?
Week 27 • Activity 133

Materials
Student page 133

Concept
Recognize and generate verbs with the ending -ed.

Get Started
Explain to children that today they will play a game based on how words are related to each other. Give these examples to help children grasp the concept. Write them on the board or on chart paper.

Work is to worked as play is to ______. (played)
Whisper is to whispered as shout is to ______. (shouted)

Read the first sentence. Point to the words work and worked. Have children compare them and tell what is different about them. Children should note the -ed ending on worked. Tell children that both words are action words. Work tells about something that happens now in the present. Worked tells about something that happened in the past. Point to the action word play. Have volunteers suggest how to complete the second pair of words in the sentence. When children suggest played, write it in the sentence and call attention to its -ed ending.

Follow the same procedure with the second example.

Tell children all the words in the game will be action words and they will follow the pattern they saw in the examples you did together.

Instructions for Playing Is to... (main focus: verbs with the ending -ed; secondary focus: antonyms) Explain to children that the game they will play is called Is to.... Tell them that you will give them unfinished sentences similar to the ones you and they just did together. Repeat that the words are related because they are different forms of the same action word.

- Laugh is to laughed as cry is to ______. (cried)
- Open is to opened as close is to ______. (closed)
- Smile is to smiled as frown is to ______. (frowned)
- Start is to started as stop is to ______. (stopped)
- Harm is to harmed as protect is to ______. (protected)
- Push is to pushed as pull is to ______. (pulled)
- Empty is to emptied as fill is to ______. (filled)
- Hate is to hated as love is to ______. (loved)
- Ask is to asked as answer is to ______. (answered)
- Heat is to heated as cool is to ______. (cooled)

If time permits, revisit some or all of the items in the game. Help children recognize that the analogies also show pairs of words that are opposites. For some items, you may wish to use the present-tense forms of the verbs in sentences to provide context for children.

Today’s Challenge
Student page 133 When the group has finished playing the game, have children open their books to student page 133. Read the directions with them. Demonstrate how to use a pencil and a paper clip to make a spinner for the game. Place the paper clip over the dot in the center of the game board. Then put the pencil point through the clip and precisely on the dot. Show children how to spin the clip. Remind children that they will write each word they collect with their spins in a sentence.

Answers for student page 133: Children’s sentences will vary, but they should show an understanding of past-tense verbs.

Go Further
Student page 133 Have each child create an “Is to,” using the words in the game and/or other verbs. Ask children to share their “Is to” sentences with a partner.

Assessment
Student self-assessment page 133 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children recognize and generate verbs with the ending -ed?
Building Words

Week 27 • Activity 134

Materials
Student page 134
Letter Cards (a, b, c, h, k, n, r, s, t) for each child (9 or fewer) or pair of children (up to 18 children)

Concept
Build words with short-a phonograms: -ab and -ank.

Get Started
Distribute a set of Letter Cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can easily see the array of letters. Make sure every child (or at least one child in a pair of children) knows the letter names.

Model how to make a word by pulling the letters c, r, a, b together to make crab. Then give the following clues. Keep the pace brisk. After each word is made, write it on an index-card-sized paper or on the board so that children can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Take away r in crab to make cab.
- Take away c in cab and add t to make tab.
- Add s to tab to make stab.
- Take away t and b in stab and add n and k to make sank.
- Take away s in sank and add t to make tank.
- Add h after t to make thank.

Help children sort the word list into two groups of rhyming words. Circle the words with the phonogram -ab. Underline the words with the phonogram -ank.

Today's Challenge
Student page 134 Read the directions on student page 134 with children. Then ask children to name the letters at the top of the first column. (ab) Have children use what they know about letters and sounds to read the word below. (grab) Ask what letters have been added to ab to make grab. (gr) Have a volunteer tell you what the word means. Repeat the procedure for the second column. Then ask the children to write as many words as they can with the phonograms -ab and -ank.

Answers for student page 134: Possible answers are crab, cab, jab, lab, tab, tab; crank, sank, tank, blank, drank, spank, thank. Observe children as they write their responses to see how well they demonstrate their knowledge of phonics.

Go Further
Student page 134 Children will use two words they wrote in the chart in a sentence. As needed, brainstorm sample sentences and display them so that every child will have an equal opportunity to complete the activity successfully.

Assessment
Student self-assessment page 134 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read and spell words with short-a phonograms: -ab and -ank?
Week 27 • Activity 135

Materials
Student page 135

Concept
Recognize main idea in text on multiple-choice tests.

Get Started
Remind children that the main idea is what a story or other text is mostly about. Explain that if a reader can state the main idea of a story or other piece of writing, it shows that he or she both understands and remembers the most important thing the author wants to get across, or communicate.

Tell children that they will be sometimes asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and answer choices on the board or on chart paper. Read aloud the question and answer choices.

A manatee is a sea animal that eats plants in a special way. A manatee uses its flippers to push plants toward its mouth. Then the manatee grabs a plant and pulls it into its mouth.

A  A manatee has a big mouth.
B  A manatee does not eat plants.
C  A manatee eats plants in a special way.
D  A manatee has flippers.

Ask a volunteer to choose an answer that he or she knows is wrong and to tell why the answer is wrong. For example, a child might say that B is wrong because manatees do eat plants. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (It tells what the passage is mostly about, and it tells about all the other sentences in the passage.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 135 With the whole group, read aloud each passage and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Now form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 135: 1. D 2. C

Go Further
Student page 135 Children tell in their own words what they have learned about a baby walrus. Prompt children to use complete sentences.

Assessment
Student self-assessment page 135 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children recognize the main idea?
Week 28 • Activity 136

Materials
Student page 136

Concept
Read aloud expressively to convey a character’s feelings.

Get Started
Ask children if they have ever lost an object and then found it. Ask: *What happened? How did you feel?* Tell children that you are going to read a story about a girl who loses something. Say: *Let’s see if the way I read the story will help you to feel the way you just told me you felt.*

Read aloud the story below in two different ways. Read it once without emotion, in a flat, colorless way. Then read the story energetically, expressing Emma’s emotions of loss and relief. Ask children to tell which version better shows Emma’s feelings. Inform children that a ring made of gold is much more valuable than a ring made of copper.

“Oh,” cries Emma, as her copper ring falls off and drops into the pond.

A fish appears, holding a gold ring between its fins.

“Is this your ring?” asks the fish.

“No,” says Emma.

The fish disappears. The fish appears again, holding a copper ring.

“Is this your ring?” asks the fish.

“Yes!” says Emma.

The fish gives her the ring.

“Thank you!” says Emma. “I’m glad to have my ring back.”

Tell children about a time when you lost an object and then found it. Explain that you used this experience to understand and express Emma’s feelings in the story. Let children know that good readers use their own experiences to try to understand and show what a character feels.

Today’s Challenge

*Student page 136* Have the small groups of children decide who will read which lines. Suggest that children highlight the lines they will read. Then have the small groups read the story aloud. Remind children to think about what Scott is feeling. Tell them to read their lines expressively, especially when Scott speaks.

Go Further

*Student page 136* Have each child pretend to be one of Scott’s friends and tell a partner what he or she would say to Scott. Encourage children to say the lines the way they would if they were in the story. Talk about how the character might feel, for example, he or she might feel angry.

Assessment

*Student self-assessment page 136* Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Do children read aloud expressively to convey a character’s feelings?
Week 28 • Activity 137

Materials
Student pages 136, 137

Concept
Enhance comprehension by identifying sequence.

Get Started
Explain that events in a story happen at the beginning, in the middle, and at the end. Tell children that good readers pay attention to the order in which things happen. This helps them better remember and retell a story.

Read this continuation of the story on page 136 of the Instructor’s Guide. Ask children to listen carefully to tell the order in which things happen.

Emma tells her friend what happened at the pond. The friend runs to the pond and throws her copper ring into it. The fish appears with a gold ring. “Is this your ring?” asks the fish. “Yes!” says the friend. “You know it isn’t,” says the fish. The fish disappears. The friend never sees her ring again.

Ask children: What happens at the beginning of the story? Then ask: What happens in the middle of the story? Proceed with this question until it’s appropriate to ask: What happens at the end of the story? Ask volunteers to recount the order of events, using the words beginning, middle, and end. Fill in the following graphic:

<table>
<thead>
<tr>
<th>Beginnings</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emma tells her friend what happened at the pond.</td>
<td>The friend drops a copper ring into the pond. She tells the fish the ring was gold. The fish isn’t fooled.</td>
<td>The friend never sees her ring again.</td>
</tr>
</tbody>
</table>

Today’s Challenge

Student page 137 Have children read the story on page 136. Ask children to tell what happens in the beginning, middle, and end. Answers may vary somewhat about what goes in each section. Have children draw lines between the sections. Then have children look at page 137 in the student book and fill in the graphic. Tell children to use their own words. For children who are having difficulties writing, take dictation.

Answers for student page 137: What happens in each section will vary. Wording will also vary.

Beginning—Scott gets a fun idea.
Middle—Scott yells that the wolf is coming. His friends come to help. There’s no wolf. Scott tricks his friends again.
End—Scott sees the wolf. This time his friends don’t come to help.

Go Further

Student page 137 Model identifying beginning, middle, and end, using a familiar story, such as “The Three Bears”:

Beginning—The bears go for a walk while their porridge cools.

Middle—Goldilocks goes into the bears’ house. She tries the porridge, the chairs, and, finally, the beds.

End—The bears return home to find Goldilocks asleep in Baby Bear’s bed.

Then have children tell their favorite story to a partner. Have them tell what happens in the beginning, in the middle, and at the end.

Assessment

Student self-assessment page 137 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify sequence?
Word Games

Week 28 • Activity 138

Materials
Student page 138
One word card for partners, plus one extra

Concept
Build vocabulary by identifying number words.

Get Started
Before the session, prepare a word card (index-card size or so) for each child, plus one extra. For this lesson, use number words. When words are related by theme, children learn to associate words within a category.

Instructions for Playing What’s My Word?
To demonstrate the game, keep the extra card for yourself. Ask a volunteer to stand with you in front of the group. Tell the volunteer you have a secret word that you will hold over the volunteer’s head. The rest of the group will be able to see the word, but the volunteer will not. Children can offer clues to help the volunteer guess the word.

Sample clues include the following:
My word is a number word.
It ends like skate.
It is more than six but less than ten.
Continue with clues until the volunteer guesses the correct word. (eight)

Today’s Challenge
Student page 138  Model telling and then solving a number riddle, such as:
My word is a number word.
It tells how many legs are on a table.
My word is _____.

Ask a volunteer to solve the riddle. (four) Then have children turn to the activity on student page 138. Have them solve the riddles. If children need a reference, write the number words one through ten on the board or on chart paper.

Answers for student page 138: 1. five 2. eight 3. seven 4. four

Go Further
Student page 138  Ask a volunteer to tell his or her own number riddle. Then have each child write a riddle. Move around the room to make sure children are forming letters correctly. Encourage children who are able to write riddles for numbers beyond ten to write more than one riddle.

Assessment
Student self-assessment page 138  Have children check one of the three choices to describe how they feel about this activity.

Assessment tip  Can children use meaning clues to identify number words?
Building Words

Week 28 • Activity 139

Materials
Student page 139
Letter Cards (2d, 2h, m, p, r, 2s, t) for each child (9 or fewer) or pair of children (up to 18)

Concept
Use letters to build words with the short-o phonograms: -ot, -op.

Get Started
Say the word pop. Recall that children read about this word in the story “The Boy Who Cried Wolf,” Activity 136. Ask volunteers to suggest other words that rhyme with pop. (hop, flop, shop, top) Repeat the activity with the word hot, also in the story. (got, lot, pot, shot)

Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can see the array of letters. Make sure every child (or at least one child in a pair of children) knows the letter names. Model how to make a word by adding the letter d to o and t to make dot. Then give the following clues. Keep the pace brisk. After each word is made, write it on an index-card-sized paper or on the board so that children can check the spelling and you can have a list of the words on display. (The cards can be used for sorting.)

• Change the d in dot to b to make hot.
• Take away the h in hot and add s and p to make spot.
• Start over again. Add an h to o and p to make hop.
• Change the h in hop to m to make mop.
• Take away the m in mop and add s and t to make stop.
• Take away the s and t in stop and add d and r to make drop.

Point to the first three words in the list of words on display. Ask children what they notice about these words. (They end with the same letters. They rhyme.) Ask children what they notice about the last four words. (They end with the same letters. They rhyme.)

Today’s Challenge
Student page 139 Go over the pictures with children so that all are in agreement about what the pictures show. Have children choose words to use in sentences that describe the pictures. Move around the room to notice how children are spelling words. Observing how children spell words will inform you of what they know about phonics.

Go Further
Student page 139 Have children share their sentences with a partner. Suggest that children compare and contrast their descriptions of the pictures.

Assessment
Student self-assessment page 139 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read and spell words with short-o phonograms: -ot, -op?
Rule Out 2

Week 28 • Activity 140

Materials
Student page 140

Concept
Identify sequence in a story on multiple-choice tests.

Get Started
Remind children that events in a story happen at the beginning, in the middle, and at the end. Ask them why it is important to know when events happen. Guide children to explain that knowing the order of events will help them better understand and remember the story.

Tell children that they will sometimes be asked to take tests in their classes. The questions they will answer in this section will help them become good test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and the answer choices on the board or on chart paper. Read them aloud, as well.

Fox sees a bunch of grapes high on a grapevine. He jumps but cannot reach them. He jumps again but cannot reach them.

“They are probably no good anyway,” Fox says. He walks away.

What happens at the beginning?

A) Fox sees a bunch of grapes.
B) Fox jumps a second time but cannot reach the grapes.
C) Fox walks away.
D) Fox jumps the first time but cannot reach the grapes.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that C is incorrect because Fox walks away at the end. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (A) from the remaining two choices. Be sure children understand why A is correct. (At the beginning, Fox sees the grapes.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 140 With the whole group, read aloud the story and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Now form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of their group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 140: 1. A 2. B

Go Further
Student page 140 Children will tell a partner what they do at the beginning of each school day. Encourage volunteers to share responses with the whole group.

Assessment
Student self-assessment page 140 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify sequence?
Materials
Student page 141

Concept
Read aloud expressively to convey characters’ feelings.

Get Started
Read the following short passage two different ways. First, read it in a bland, emotionless way. Ignore exclamation marks that normally cue excitement or urgency. Then read the passage a second time as it should be read, in a way that shows you can put yourself in the place of the excited, alarmed principal and the calm, matter-of-fact police officer.

“Hello, police? Help! This is the principal of Elm School. Something very strange is going on here! Please come and help us. Hurry!”

“Take it easy, principal,” said the police officer on the phone. “Just tell me what is happening.”

Ask children which of your readings of the passage let them know how both the principal and the police officer are feeling. Ask: Are the two characters feeling the same way? How do you think each character is feeling? Have children explain their thinking. Guide children to recognize that the principal feels that there is an emergency and so is excited and upset. The police officer is calm and wants to know the facts of the situation. Explain that you were able to convey each character’s feelings because of your own experiences, either personal or through books, movies, and so on. Point out that the author gives clues in the passage, too, about how to read what the characters say. Say that there are many exclamation marks (show one on the board or chart paper) after the words the principal says. They signal strong feelings.

Tell children that today they are going to read a news report about what is happening at Elm School. Ask children to listen as you read the news report. Then read it again to familiarize children with the text. Have children listen carefully to understand how the news reporters are feeling and how the people the news story tells about are feeling.

Today’s Challenge
Student page 141 Have children work in small groups. First, each group member reads the news report silently. Then group members decide who is going to read which lines. Encourage children to highlight the lines they will read. Children then practice reading their lines within their groups. Last, each group reads the report to the whole group. Remind children to try to put themselves into both the place of the reporters and the people those reporters tell about.

Go Further
Student page 141 Children speak expressively to tell how they would feel if they encountered a strange green blob. After partners have had time to interact, invite volunteers to share their responses with the whole group.

Assessment
Student self-assessment page 141 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children read aloud expressively to convey characters’ feelings?
Week 29 • Activity 142

Materials
Student pages 141, 142

Concept
Enhance comprehension by visualizing an author’s words.

Get Started
Begin by asking children: How many windows are there in the room where you sleep? Tell children that often when people are asked similar questions, they try to picture in their minds the place or thing they are being asked about. By trying to see something in their minds—in this case, windows—people are able to count to get the right number.

Explain to children that when they read they should think about and try to picture in their minds what the author describes, or tells about. Being able to “see” who is in the story, where and when the story takes place, and what is happening involves readers in the story and helps them understand and remember it better. Being able to “see” what the author describes requires that readers use their own personal experiences. If, for example, the author describes a park, readers need to recall parks they have visited or seen pictures of.

Read the following text. Ask children to try to make a picture in their minds of what the author is telling about. Set a purpose for children. Tell them that after they listen, they will draw a picture to show what the author describes.

Elm School is at the top of a low hill. There are big trees around the school. There are two big doors in the front of the school building. There is a flagpole and a flag flying on it near the doors.

Ask children to draw their pictures. As needed, reread the text so that children can take away as many details as possible for their drawings.

Have children share and compare their pictures. Encourage children to name the details in the text that prompted the elements in their pictures. Note how interesting it is to see the different drawings. Explain that the drawings are different because each child has had different experiences.

Today’s Challenge
Student page 142 Children will read the news story on page 141 and then draw a picture to show what the story describes. Remind children to think about their own experiences in order to make their drawings. Reinforce that there is no one correct drawing.

Go Further
Student page 142 Children use their pictures of the news story about the blob to help them retell the story in their own words. Suggest that children take the role of a news reporter as they do their retellings.

As an additional activity, read a picture book aloud without showing the pictures. Then, show the pictures, asking children to compare them with how they imagined the story.

Assessment
Student self-assessment page 142 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children visualize using an author’s words?
Week 29 • Activity 143

Materials
Student page 143

Concept
Develop vocabulary by recognizing and generating compound words.

Get Started
Write the words football, something, and doghouse on the board or on chart paper. Point to each as you read it aloud. Tell children that all three words have something in common. Each word on display is made up of two smaller words. Read each word again and have volunteers tell you what two words make up each compound. Draw a line between the two words. Then ask children to listen to tell if the two words in each pair that you will read are made up of two smaller words. If they are, they should stand up. If the words are not made up of two smaller words, children should remain seated. Use these pairs:

playground, toothbrush (stand)
downstairs, door (stay seated)
bookstore, bathtub (stand)
firefighter, wristwatch (stand)

Tell children that the activity was a warm-up for a game called Odd One Out.

Instructions for Playing Odd One Out Tell children you will say three words. Two words will be words that are made up of two smaller words, one word will not. You may wish to repeat each group of words at least twice so that children can really hear the component words of each compound word. Use these groups of words:

- ballpark, baseball, player (player)
- clapped, pancake, cupcake (clapped)
- sunshine, sunglasses, sunny (sunny)
- dollhouse, birdbath, bather (bather)
- cornflakes, papa, popcorn (papa)
- candlelight, lighthouse, houses (houses)
- water, campfire, sailboat (water)
- bedroom, paper, classroom (paper)
- airplane, raincoat, cloudy (cloudy)
- worker, mailbox, homework (worker)

Today's Challenge
Student page 143 When the group has finished playing the game, have children open their books to student page 143. Read the directions with them. Then ask volunteers to state in their own words what children should do to complete the activity. You may wish to complete the first item with the whole group as a model.

Answers for student page 143: 1. backpack 2. pancakes 3. paintbrush 4. mailbox

Go Further
Student page 143 Children create two new compound words by adding a word before or after book. Children may benefit from brainstorming before they make their individual responses. Possible words are workbook, storybook, bookstore, bookshelf, bookcase. Encourage children to be word collectors. Have them bring examples of compound words they find for the next session. Keep a running list.

Assessment
Student self-assessment page 143 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children recognize and generate compound words?
**Building Words**

**Week 29 • Activity 144**

**Materials**
Student page 144
Letter Cards (b, c, h, k, l, m, n, o) for each child (9 or fewer) or pair of children (up to 18 children)

**Concept**
Build words with short-\(o\) phonograms: \(-ob\), \(-ock\).

**Get Started**
Distribute a set of Letter Cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can easily see the array of letters. Make sure every child (or at least one child in each pair) knows the letter names.

Model how to make a word by pulling the letters \(k\), \(n\), \(o\), and \(b\) together to make \(knob\). Tell children that the \(k\) in \(knob\) is silent. Have children pronounce \(knob\) with you. Then give the following clues. Keep the pace brisk. After each word is made, write it on an index-card-sized paper or on the board so that children can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Take away \(k\) and \(n\) in \(knob\). Add \(c\) to make \(cob\).
- Take away \(c\) in \(cob\) and add \(m\) to make \(mob\).
- Start over with all letters. Put \(b\), \(l\), \(o\), \(c\), and \(k\) together to make \(block\).
- Take away \(b\) and \(l\) in \(block\). Add \(s\) to make \(sock\).
- Add \(h\) to \(sock\) to make \(shock\).
- Take away \(h\) and add \(t\) to make \(stock\).

Help children sort the word list into two groups of rhyming words. \((knob, cob, mob; block, sock, shock, stock)\) Circle the words with the phonogram \(-ob\).
Underline the words with the phonogram \(-ock\).

**Today’s Challenge**

**Student page 144** Read the directions on student page 144 with children. Ask them to point out the words in dark print. Make the point that they can finish each sentence any way they wish, as long as what they write shows that they know the meaning of the word in dark print. Invite volunteers to share their sentences.

**Answers for student page 144**: Sentences will vary but should demonstrate that children can read and understand each word in dark print.

**Go Further**

**Student page 144** Children write a word that rhymes with \(rock\). Then they draw a picture to go with their word. Brainstorm ideas before children make their individual responses \((block, clock, sock)\). Children who finish early can use letter cards to build more words.

**Assessment**

**Student self-assessment page 144** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children read and spell words with short-\(o\) phonograms: \(-ob\) and \(-ock\)?
Week 29 • Activity 145

Materials
Student page 145

Concept
Visualize using an author’s words.

Get Started
Remind children that authors often include many details in their stories so that readers can picture in their minds who the story is about, where and when it takes place, and what happens. If readers can picture what the author tells about, they show that they understand what the story is about. Readers also are better able to enjoy and remember the story.

Tell children that they will be asked sometimes to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and answer choices on the board or on chart paper. Read aloud the question and answer choices.

The green blob couldn’t move very quickly. Walking and running weren’t possible because the blob didn’t have legs. Instead the blob moved by slowly sliding along.

What words help you picture how the blob moved?  
A. sliding quickly  
B. walking slowly  
C. sliding slowly  
D. running quickly

Ask a volunteer to choose an answer that he or she knows is wrong and to tell why the answer is wrong. For example, a child might say that A is wrong because the text says that the blob couldn’t move quickly at all. Ask a second volunteer to rule out another incorrect answer, and proceed the same way.

Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (It describes how something with no legs would move—slowly and sliding.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 145  With the whole group, read aloud the passage and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Now form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum or 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 145: 1. A 2. C

Go Further
Student page 145  Children draw a picture of the creature the kids in the story saw. Then they compare their picture with that of a partner.

Assessment
Student self-assessment page 145  Have children check one of the three choices to describe how they feel about this activity.

Assessment tip  Can children visualize using an author’s words?
Week 30 • Activity 146

Materials
Student page 146

Concept
Read aloud with appropriate pacing and clarity.

Get Started
Read aloud the following passage in two ways. First, read at an uneven pace, speeding up and slowing down. Pronounce some of the words indistinctly and in a low voice. Then read at a “just right” pace and pronounce the words clearly and distinctly. Make sure that you speak up and look at children as much as possible while you read.

Lola Jumps for Joy
Where I live, all the girls jump rope. Some boys jump rope, too. But mostly it’s the girls. We jump rope in a corner of the playground. After school, I jump rope with Carmen and Annie. Carmen is my sister. You can find us on the sidewalk in front of my building. We say poems when we jump rope. Some people think they are silly. I think they are fun.

Ask children which reading was easier for them to understand. Then ask why. Point out as needed that readers should read neither too quickly nor too slowly. They should read at a “just right” pace. They should also speak up and say words clearly. When the reader does these things, information in a passage is easier for listeners to understand.

Tell children that today they will read about bowling. First, read the passage to children while they just listen for pleasure. Then read the passage once more to help children become familiar with the text. Finally, form small groups to present the passage.

Today’s Challenge
Student page 146 Have small groups of children present the passage about bowling. Have group members decide who will read which lines. Suggest that children highlight their own lines. Give children time to practice reading aloud so that they can read at a “just right” pace. Remind them to speak up and speak clearly.

Go Further
Student page 146 Ask children to describe how they felt when something good happened to them in a game they were playing. Suggest that children use their past experiences to express what they would say with feeling. As an additional activity, read aloud a story. Vary your pacing; ask children to raise their hands when you read too fast or too slowly to be understood.

Assessment
Student self-assessment page 146 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read aloud with appropriate pacing and clarity?
**Materials**

Student pages 146, 147

**Concept**

Enhance comprehension by identifying details.

**Get Started**

Explain to children that authors usually start off with a main idea, or what their passage will be mostly about. Then they add details, or bits of information, that tell more about the main idea.

Read the following two passages to children. Inform children that Lola, a six-year-old girl, is talking. Tell them to listen carefully so that they can compare the two versions.

- My dad jumps rope.
- My dad jumps rope at the gym. He goes in the morning before work. He says jumping rope makes his heart stronger. Sometimes he jogs or rides a bike. But he says jumping rope is the best.

Ask children: Which passage gave you more information? (the second version) Why? If needed, help children to realize that the second version contains more details and that details give information about an idea. Then ask children: What details did you learn from the first version? (Lola’s dad jumps rope.) What details did you learn from the second version? (Lola’s dad jumps rope. He jumps rope at the gym. He jumps rope in the morning. He jumps rope to make his heart stronger. He jogs and rides a bike. He believes jumping rope is best.) Tell children that it is important for readers to pay attention to details in a passage so that they can better understand and remember the passage.

**Today’s Challenge**

**Student page 147** Have children read the passage on page 146. Ask volunteers to tell about the passage in their own words. Encourage them to include as many details as they can remember. Then have children turn to student page 147 and write three details from the passage. Remind children that each sentence they write should begin with a capital letter and end with a period.

**Go Further**

**Student page 147** Ask children to write and then to tell details about planning a party to a partner. You may want to help children with prompting questions, such as: Why are you having a party? Who are you inviting? When does the party take place? What food are you serving? Where is the party taking place?

**Assessment**

**Student self-assessment page 147** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify details in a passage?
Week 30 • Activity 148

Materials
Student page 148
Come Here, Please Cards (Week 30 Activity 148)

Concept
Use meaning clues to identify action words (verbs).

Get Started
Explain to children that they will be playing a game that uses pictures and action words. Tell children that all the words that you want them to bring to you are action words.

Instructions for Playing Come Here, Please
First, hand out the picture cards to children. Review the pictures on the cards so that all children agree on the names of the pictures. Explain that you will give a clue about a picture. Children should look carefully at their picture card to see if it fits your clue. If it does, you will ask the holder of the card to “Come here, please.” Use these clues:

Who has a picture that shows...
• what you do when you move in water in a pool? (swim)
• what you do when you move to music? (dance)
• what you do when you make a bike go? (ride)
• what birds do when they move through the air? (fly)
• what you do when you sip water? (drink)
• what you do with your mouth when you are happy? (smile)

When you finish the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 30 Activity 148.”

Today’s Challenge
Student page 148 Ask children what the words in the box have in common. (They are action words.) Have volunteers use the words in sentences. Preview the directions, explaining that children will use the words in the box to write answers to clues on a line and then place the answers in a puzzle. Remind children that the answers in a puzzle share a letter.

Answers for student page 148: 1. kick 2. drink 3. swim 4. sit

Go Further
Student page 148 Have children pantomime an action word. Then have their partner write the action word. Remind children to use what they know about sounds and letters to help them write the action word.

Assessment
Student self-assessment page 148 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use meaning clues to identify action words?
Week 30 • Activity 149

Materials
Student page 149
Letter Cards (b, e, h, 2l, n, s, 2t, y) for each child (9 or fewer) or pair of children (up to 18)

Concept
Use letters to build words with the short-e phonograms: -ell, -est.

Get Started
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can see the array of letters. Make sure every child (or at least one child in a pair of children) knows the letter names. Model how to make a word by pulling the letters b, e, l, and t together to make bell. Then give the following clues. Keep the pace brisk. After each word is made, write it on an index-card-sized paper or on the board so that students can check the spelling and you can have a list of the words on display. (The cards can be used for sorting.)

• Change the b in bell to t to make tell.
• Change the t in tell to y to make yell.
• Take away the y in yell and add s and b to make shell.
• Start over with an e, s, and t. Add a b to make best.
• Change the b in best to t to make test.
• Change the t in test to n to make nest.

Have children sort the words into two groups. (bell, tell, yell, shell; best, test, nest) Note the rhymes. What other words rhyme with bell? (cell, fell, sell, well, smell, spell) What other words rhyme with best? (pest, rest, vest, chest, west, guest)

Today’s Challenge
Student page 149 Read aloud the directions to children. Explain that the illustrations show a treasure chest and some “word” coins. Children will sort the coins in order to put the correct ones in the chest. Do one -est word to demonstrate the activity.

Answers for student page 149: rest, nest, best, test, west

Go Further
Student page 149 Have children read the words they did not put in the chest (well, fell) and write a word that rhymes with them. Possible answers include: bell, sell, shell, smell, spell, tell, yell.

Assessment
Student self-assessment page 149 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read and spell words with short-e phonograms: -ell and -est?
Week 30 • Activity 150

Materials
Student page 150

Concept
Identify details in a passage on multiple-choice tests.

Get Started
Explain to children that authors usually add lots of details to a passage to make the passage interesting and easy to understand. Details tell who, where, when, and what happens. Note that paying attention to details helps readers better remember what they read.

Tell children that they will sometimes be asked to take tests in their classes. The questions they will answer in this section will help them become good test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and the answer choices on the board or on chart paper. Read them aloud, as well.

Soccer is Scott’s favorite game. He likes running back and forth. He likes blocking the ball. Soccer players can’t use their arms and hands. But that’s okay with Scott because best of all he likes to kick the ball.

Which is a detail in the passage?
- (A) Scott’s favorite game is running back and forth.
- (B) Scott likes to throw the ball.
- (C) Scott’s favorite game is soccer.
- (D) Scott likes to kick the ball.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that C is wrong because it tells what the passage is about: Scott’s favorite game is soccer. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (D) from the remaining two choices. Be sure children understand why D is correct. (D is a detail that tells what Scott likes best about playing his favorite game, soccer.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 150 With the whole group, read aloud the story and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Now form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of their group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.


Go Further
Student page 150 Have children tell a partner about other times people should wear helmets to keep safe. First, ask if any child does not know when people should wear helmets. If a child doesn’t know, then have the group talk about times when people should wear helmets, such as when riding a bike, skating, playing ice hockey, and batting.

Assessment
Student self-assessment page 150 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify details in text?
Week 31 • Activity 151

Materials
Student page 151

Concept
Read aloud at an appropriate pace to convey the author’s meaning.

Get Started
Read aloud the following passage twice. First, read it quickly, as if you were rushing through to get it over with. Then read the passage at a moderate pace, not too fast and not too slow. Ask children to listen for information. Tell children that the author of the passage is a girl named Terry.

The Eating Lesson
Mom and Dad told my brothers and sisters and me the polite way to act when we eat.

Do not eat until everybody sits down.
Sit up straight.
Don’t eat too fast.
Don’t chew with your mouth open.

I follow these rules when I’m at home and when I go out.

Ask children which reading made it easier for them to understand the information and why. If necessary, tell children that when a reader reads a passage too quickly, the listeners don’t have enough time to understand the information. Tell children that reading at a “just right” pace makes it easier for listeners to understand and remember what is being read.

Tell children that today they will read a passage that gives information. First, read the passage to children while they just listen. Then read the passage two more times and have children echo each line. Finally, form small groups to present the passage.

Today’s Challenge
Student page 151 Have small groups of children present the passage about Terry and the recipe. Have group members decide who will read which lines. Give children time to practice reading aloud so that they can become familiar with the steps in the recipe. Have children practice reading at a “just right” pace.

Go Further
Student page 151 Tell children how you make your favorite snack. Make the snack sound enticing. Then have children tell a partner how to make their favorite snack. As an additional activity, read aloud a story. Vary your pacing; ask children to raise their hands when you read too fast or too slowly to be understood.

Assessment
Student self-assessment page 151 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read aloud at an appropriate pace to convey the author’s meaning?
Week 31 • Activity 152

Materials
Student pages 151, 152

Concept
Enhance comprehension by summarizing.

Get Started
Tell children that a summary of a passage is a very short way of telling what the passage is about. Explain that good readers think about the most important things in a passage so that they can tell the passage in a very short way. Being able to summarize a passage shows that a reader understands what the passage is mostly about.

Read the following to children.

Mom and Dad get tired of cooking for my brothers and sisters and me. So we go out to eat. Sometimes we get so much food that we share it. Tommy and I split a jumbo hamburger and a large serving of French fries.

Ask several volunteers to summarize—to tell the passage in short way. Remind children to omit any opinions. Then provide a summary. (Mom and Dad take the family out to eat. The family sometimes shares the food.) Have children confirm that it is accurate and is a short way of retelling the important information in the passage.

Today's Challenge
Student page 152 Have children read the passage on student page 151. Then have children summarize the passage. Remind children that a summary is a very short way of telling what the passage is about.

Answers for student page 152: Answers and wording will vary. Possible answer: Terry is happy that the cooking class will make muffins.

Go Further
Student page 152 Brainstorm ingredients that could be added to the muffins. (blueberries, nuts, bananas, raisins) Then have children tell what they would add to the muffins to make them special.

Assessment
Student self-assessment page 152 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children summarize?
Week 31 • Activity 153

Materials
Student page 153

Concept
Recognize and generate describing words (adjectives).

Get Started
Explain to children that today they will play a game based on describing words. Give these examples to help children grasp the concept. Write them on the board or on chart paper.

Rock is to hard as pillow is to ______. (soft)
Rose is to red as grass is to ______. (green)

Point to the word rock as you read it. Ask children what kind of word it is. (naming word) Then point to and read hand. Tell children that it is a describing word that tells about the word rock.

Point to and read the word pillow. Ask children what kind of word it is. (naming word) Ask children what kind of word the missing word at the end of the sentence should be. (describing word) Have children name a word that could describe a pillow. (soft) Read aloud the completed sentence.

Repeat the process with the second example.

Instructions for Playing Is to... (focus: adjectives) Explain to children that the game they will play is called Is to.... Tell them that you will give them unfinished sentences similar to the ones you and they just did together. The missing words in the sentences are describing words.

Use the following analogies. Possible answers are in parentheses.

1. Elephant is to huge as bug is to ______. (tiny, small, little)
2. Winter is to cold as summer is to ______. (hot)
3. Rabbit is to fast as turtle is to ______. (slow)
4. Apple is to red as banana is to ______. (yellow)
5. Celery is to green as cherry is to ______. (red)
6. Sun is to yellow as tree trunk is to ______. (brown)
7. Grass is to green as sky is to ______. (blue)
8. Zebra is to striped as leopard is to ______. (spotted)
9. Box is to square as ball is to ______. (round)
10. Feet is to two as toes is to ______. (five)

If time permits, you may wish to revisit some or all of the analogies to have children look for other ways the words are related. Have children compare the words red and yellow, asking them how the two words are related. If necessary, tell children that both words are color words. Continue with the words that are opposites: hugetiny, small, little; cold/hot; fast/slow.

Today’s Challenge

Student page 153 Ask a riddle that ends with Who am I? modeled on the example on student page 153. Read the example. Point out that both riddles have three clues and end with What am I? or Who am I? Ask volunteers to tell riddles based on these models. Then have children write two riddles.

Answers for student page 153: Children’s riddles will vary, but they should conform to the model and make sense.

Go Further

Student page 153 Have children tell their riddles to a partner and have the partner guess the answers.

Assessment

Student self-assessment page 153 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children recognize and generate adjectives?
Building Words

Week 31 • Activity 154

Materials
Student page 154
Letter Cards (a, b, c, d, e, k, l, p, s, t, y) for each child (9 or fewer) or pair of children (up to 18)

Concept
Use letters to build words with the long-a phonograms: -ay, -ake.

Get Started
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can see the array of letters. Make sure every child (or at least one child in a pair of children) knows the letter names. Model how to make a word by adding the letters p and l to a and y to make play. Then give the following clues. Keep the pace brisk. After each word is made, write it on an index-card-sized paper or on the board so that children can check the spelling and you can have a list of the words on display. (The cards can be used for sorting.)

- Change the p and l in play to s and t to make stay.
- Add an r after the t in stay to make stray.
- Change the t in stray to p to make spray.
- Start over again. Add an l to a, k, and e to make lake.
- Change the l in lake to b to make bake.
- Add an r after the b in bake to make brake.
- Change the b and r in brake to s and h to make shake.

Point to the first three words on the list of words on display. Ask children what they notice about these words. (They end with the same letters. They rhyme.) Ask children what they notice about the last four words. (They end with the same letters. They rhyme.)

Today’s Challenge
Student page 154 Have children use clues to write words. First, preview the directions, pointing out the two categories of words, the clues, and the letters in the box. You might want to do the first word in order to demonstrate to children how to use these three elements.

Answers for student page 154: 1. day 2. play 3. stay 4. take 5. wake 6. fake

Go Further
Student page 154 Have children write as many words as they can that end with -ay. Possible words are bay, clay, day, gray, hay, kay, may, pay, pray, ray, say, spray, stay, tray, way.

Assessment
Student self-assessment page 154 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read and spell words with long-a phonograms: -ay, -ake?
Materials
Student page 155

Concept
Summarize text on multiple-choice tests.

Get Started
Explain that a good reader can summarize a passage—tell the passage in a very short way. When a reader summarizes a passage, the reader tells only the most important things.

Tell children that they will sometimes be asked to take tests in their classes. The questions they will answer in this section will help them become good test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud.

I learned something important in cooking class today. We need to eat plenty of fruits and vegetables. We also need to eat other foods, such as rice, yogurt, and nuts. These foods are good for us to eat.

Which tells about the passage in a short way?

A. Terry cooked good foods.
B. Terry learned about eating food that is good for people.
C. Terry ate good rice and yogurt.
D. Terry learned about eating fruits and vegetables.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that D is wrong because Terry’s learning about fruits and vegetables doesn’t tell what the passage is mostly about. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (The answer tells what the passage is mostly about—Terry’s learning about eating food that is good for people.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 155 With the whole group, read aloud the passage and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Now form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of their group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.


Go Further
Have children tell a partner how they would prepare, cook, and serve a favorite dish. Then have the partner tell what to do in a short way.

Assessment
Student self-assessment page 155 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children summarize text?
Week 32 • Activity 156

Materials
Student page 156

Concept
Read expressively to convey characters’ feelings.

Get Started
Read aloud the play below in two different ways. First, read it mechanically, with no attempt at expressing what the characters are feeling. Then read the play energetically, expressing the characters’ feelings, including Gail’s anger. Suggest that children listen for which version better shows Gail’s feelings.

Before you read, tell children that you are reading a play. Explain that you will read the names “Reader,” “Gail,” “Tony,” and “Mom” so that children will know who is talking. Explain that if four people were reading the play, they would just read what the characters say, not the title “Reader” and the names of the characters. Note that the Reader speaks without emotion because the Reader is presenting information about the characters.

The Case of the Teddy Bear
Reader: Mom is in the kitchen. Gail runs in. Tony follows.
Gail: Mom, Tony went into my room again.
Tony: I was just playing.
Gail: He goes into my room and messes things up.
Tony: I was just playing with your teddy bear.
Gail: You have your own toys.
Mom: Gail, be kind to your brother. You’re older than he is.
Gail: He always gets his way.
Reader: Gail runs out of the kitchen.

Ask children if someone has ever played with their toys or other things without asking permission. Ask: What happened? How did you feel? Tell children that they could use their experiences to understand and express Gail’s feelings in the play. Explain that good readers use their own experiences to try to understand and show what a character feels.

Tell children that today they will read another play about Gail and Tony. First, read the play to children to familiarize them with the text. Then read the story again and have children echo each line. Finally, form groups of four to present the story.

Today’s Challenge
Student page 156 Have the groups of four children decide who will read which parts. Suggest that children highlight the parts they will read. Then have the groups read the play aloud. Remind those children who are portraying a character to think about how they would feel in the character’s place. Tell them to read their part so that they sound just like the character. Remind children to read just the dialogue, not the words Reader, Gail, Tony, and Mom.

Go Further
Student page 156 Brainstorm with children about what they think Gail said to her mom. Then have children tell a partner what they think Gail said to her mom. Encourage children to sound like the character when they say their lines.

Assessment
Student self-assessment page 156 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children read expressively to convey characters’ feelings?
**Week 32 • Activity 157**

**Materials**
Student pages 156, 157

**Concept**
Demonstrate comprehension by retelling a play.

**Get Started**
Tell children that it is important for a reader to be able to retell a play in his or her own words. When retelling a play, the reader tells who is in the play, where the play takes place, and what important things happen. Retelling a play helps the reader to better understand and remember the play or story.

Read the following play. Ask children to listen to be able to tell the play in their own words.

**Reader:** Gail, Tony, and Mom are in the living room. The mail has just arrived. Both Gail and Tony have received letters.

**Mom:** I want you both to read your letters out loud. Gail, you start.

**Gail:** "I am sorry for playing with your teddy bear without asking. Love. Your brother, Tony."

**Mom:** Tony, read your letter.

**Tony:** "I am sorry for opening your letter. Love. Your sister, Gail."

**Mom:** Well, I think you both got good news today.

Encourage children to retell the play. After a child has retold the play, ask listeners to identify any necessary parts of the play (who is in the play, where the play takes place, and what happens) that may have been left out.

**Today’s Challenge**

**Student page 157** Have children look at student page 157. Explain that children are to think about questions and answers that could help them retell the play on page 156. Remind children that in order to retell a play, they must know where and when the play takes place, who the play is about, and what happens.

**Answer for student page 157:** Wording will vary. On a rainy Saturday, Tony and Gail paint red flowers in their house. Tony gets a letter from Spain. Mom asks Gail to give the letter to Tony. Tony notices that the letter has been opened. There is red paint inside.

**Go Further**

**Student page 157** Have children tell who they think opened Tony’s letter. Have them support their opinion by retelling parts of the story. As an additional activity, read (or have children read) a story and have children retell it.

**Assessment**

**Student self-assessment page 157** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children retell a play?
**Week 32 • Activity 158**

**Materials**
Student page 158
One word card for partners, plus one extra

**Concept**
Use meaning clues to identify action words (verbs) that end with -ing.

**Get Started**
Have a volunteer do an action, such as stand in front of the classroom. Ask: *What are you doing?* (standing)
Write the word *standing* on the board or on a chart and underline the -ing ending. Explain that action words that end with -ing tell what somebody is doing right now.

*Before the session*, prepare a word card (index-card size or so) for each child, plus one extra. Use words that are familiar to children, preferably related by theme. For example, suggest words that tell things that people do outdoors. When words are related by theme, children learn to associate words within a category.

**Instructions for Playing What’s My Word?**
To demonstrate the game, keep the extra card for yourself. Ask a volunteer to stand with you in front of the group. Tell the volunteer you have a secret word that you will hold over the volunteer’s head. The rest of the group will be able to see the word, but the volunteer will not. Children can offer clues to help the volunteer guess the word.

Sample clues include the following:
My word tells something you do outdoors.
My word is an action word that ends with -ing.
My word completes this sentence: *People coming down a mountain on skis are _____.*
Continue with clues until the volunteer guesses the correct word. *(skiing)*

Suggest that children try to give clues based on your model. Possible words that tell what you do outdoors are camping, sailing, playing, walking.

**Today’s Challenge**
**Student page 158** Ask children to give examples of action words that end with -ing. *(sitting, listening, singing, jumping)* Write the words on the board or on a chart. Underline the -ing endings. Ask volunteers to use the words in sentences. Tell children that on student page 158 they will write sentences that include action words that end with -ing.

**Answers to student page 158:** Sentences will vary, but they should show an understanding of how to use -ing verbs.

**Go Further**
**Student page 158** Model pantomiming an action, such as carrying a heavy box. Ask children to identify the action using an action word ending with -ing. Then have children pantomime action words that end with -ing. Have their partners identify the word. Request that partners speak in a complete sentence (e.g., You are climbing stairs).

**Assessment**
**Student self-assessment page 158** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children use meaning clues to identify action words that end with -ing?
Week 32 • Activity 159

Materials
Student page 159
Letter Cards (a, c, h, i, l, m, n, p, r, s, t) for each child (9 or fewer) or pair of children (up to 18)

Concept
Use letters to build words with the long-a phonograms: -ail, -ain.

Get Started
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can see the array of letters. Make sure every child (or at least one child in a pair of children) knows the letter names. Model how to make a word by adding the letter m to a, i, and t to make mail. Then give the following clues. Keep the pace brisk. After each word is made, write it on an index-card-sized paper or on the board so that children can check the spelling and you can have a list of the words on display. (The cards can be used for sorting.)

- Change the m in mail to p to make pail.
- Take away the p in pail and add s and n to make snail.
- Take away the s and n in snail and add t and r to make trail.
- Start over again. Add an m to a, i, and n to make main.
- Change the m in main to p to make pain.
- Take away the p in pain and add e and h to make chain.
- Take away the e and h in chain and add t and r to make train.

Point to the first three words on the list of words on display. Ask children what they notice about these words. (They end with the same letters. They rhyme.) Ask children what they notice about the last four words. (They end with the same letters. They rhyme.)

Today’s Challenge
Student page 159 Go over the directions with children. Have children write the words that rhyme with train in the train cars. Move around the room to be sure children are copying the letters of the words correctly.

Answers for student page 159: main, pain, brain

Go Further
Student page 159 Suggest that children underline the words that rhyme with trail in the box at the top of the page. (snail, mail, rail, pail) Then have children write the words in the bear footprints in the trail. Suggest that children label their picture trail. Once again, be sure children are copying the letters of the words correctly.

Answers for student page 159: snail, mail, pail, rail

Assessment
Student self-assessment page 159 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read and spell words with long-a phonograms: -ail, -ain?
Week 32 • Activity 160

Materials
Student page 160

Concept
Demonstrate comprehension by retelling a story on multiple-choice tests.

Get Started
Recall with children that when readers retell a story to others, they use their own words. Retelling a story should include who is in the story, where and when the story happens, and what happens.

Tell children that they will sometimes be asked to take tests in their classes. The questions they will answer in this section will help them become good test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following story aloud. Then write the question and the answer choices on the board or on chart paper. Read them aloud, as well.

Gail, Tony, and Mom are in the living room. Gail and Tony disagree about whose turn it is to feed the fish. Gail says it is Tony’s turn. Tony says it is Gail’s turn.

What happens in the story?
A Gail and Tony agree about who should feed the fish.
B Gail and Tony feed the fish.
C Gail and Tony buy fish in the pet store.
D Gail and Tony argue about who should feed the fish.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that B is incorrect because Gail and Tony talk about who should feed the fish. They don’t actually feed the fish. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (D) from the remaining two choices. Be sure children understand why D is correct. (Only D states what happens in the story: Gail and Tony cannot agree about whose turn it is to feed the fish.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 160 With the whole group, read aloud the story and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Now form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of their group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.


Go Further
Student page 160 Children will tell about Gail and Tony in their own words.

Assessment
Student self-assessment page 160 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children retell a story?
Read Out Loud

Week 33 • Activity 161

Materials
Student page 161

Concept
Read aloud with appropriate pacing.

Get Started
Read the following passage to children twice. First, read the lines quickly, running words from one sentence into words in another sentence. For the second reading, read at a “just right” pace, pausing at the ends of phrases and sentences.

My name is Jeff. I am ten years old. Everyone I know thinks I am special. Most people think I’m special because I’m so tall. But, my mom and dad think I’m special because I am kind and helpful, and I do well in school.

Ask children how your two readings differed. Ask if they were able to understand the first reading easily. Then ask why they were better able to understand the second reading. Lead children to see that in your second reading you did not rush through the text. You paused after one idea before you went on to read another idea. Explain that it is important that readers read neither too quickly nor too slowly. When readers read at a “just right” pace as you did, they will better understand and remember a story.

Tell children that today they are going to read more about the boy named Jeff. Ask children to listen as you read the story. Then read it again to familiarize children with the text. Have children listen in particular for the pace you set as you read.

Today’s Challenge
Student page 161 Have children work in small groups. First, each group member reads the story silently. Then group members decide who is going to read which lines. Encourage children to highlight the lines they will read. Children then practice reading their lines within their groups. Last, each group reads the story to the whole group. Remind children to try to read neither too quickly nor too slowly.

Go Further
Student page 161 Children think of a question they would like to ask Jeff, the character in the story. Remind children that when they speak their question, they should say it at a “just right” pace. As an additional activity, read aloud a story. Use the opportunity to model fluent, expressive reading.

Assessment
Student self-assessment page 161 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children read aloud at an appropriate pace?
Thinking About Reading

Week 33 • Activity 162

Materials
Student pages 161, 162

Concept
Enhance comprehension by making predictions.

Get Started
Tell children that good readers make predictions about what may happen next in a story. They look for clues in the story, and they think about their own experiences to help them. Often readers make several predictions while reading. After reading just the beginning of the story, they might guess what a character may do. When reading the middle of the story, the readers can check to see if their prediction matched the story. They can then use what they learn in the middle of the story to predict what may happen at the end of the story and even beyond. Explain that making predictions while reading helps readers better understand a story by keeping them involved.

Read the following text. Have children listen so that they can predict what may happen next.

Dad and Jeff fold the laundry. Dad holds a T-shirt up against Jeff. It is so small that Dad and Jeff both laugh. Then Jeff holds up a pair of jeans. They look more like shorts than long pants.

Dad leaves a note for Mom. It says, “Gone shopping with Jeff.”

Call on volunteers to predict what may happen next. When children suggest that Dad will probably buy some new clothes for Jeff, have children explain what clues they used from the story. Help them recognize, too, that they used their own experiences with clothing that had gotten too small to help them figure out that Dad may buy new clothes for Jeff.

Today’s Challenge
Student page 162 Children predict what may happen next in the story about Jeff. Remind children that in order to make a good prediction, they must look for clues in the story and use their own experiences. Invite volunteers to share their predictions.

Answers for student page 162: Children’s predictions will vary. Accept all answers that children can explain.

Go Further
Student page 162 Children say what they think it might be like to be very, very tall. Brainstorm ideas with the whole group before children make their individual responses.

Assessment
Student self-assessment page 162 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children make predictions?
Word Games

Week 33 • Activity 163

Materials
Student page 163

Concept
Build vocabulary by recognizing and generating color words.

Get Started
Say these words: green, brown. Ask children to decide what kind of words they are or what they have in common. Have children name other color words. Then ask volunteers to find an object in the room and name its color.

Tell children that the activity was a warm-up for a game called Odd One Out.

Instructions for Playing Odd One Out Tell children you will say three words. Two words will be color words. The other word will not. The "odd one out" will be an action word. Use these groups of words:

• pink, purple, sit (sit)
• tan, speak, gray (speak)
• yellow, blue, fill (fill)
• sing, green, red (sing)
• white, take, orange (take)
• black, brown, dig (dig)
• silver, pull, lavender (pull)
• eat, turquoise, gold (eat)
• gray, go, blue (go)
• lose, white, yellow (lose)

Today's Challenge
Student page 163 When the group has finished playing the game, have children open their books to student page 163. Read the directions with them. Then ask volunteers to state in their own words what children should do to complete the activity. Brainstorm items that are red to model how to complete the first item.

Answers for student page 163: Possible answers include: 1. apple, cherry, fire truck 2. sky, water, eyes 3. corn, sun, banana 4. grass, leaves, peas 5. strawberry ice cream, bubble gum, flowers 6. hair, dog, eyes 7. shoes, paint, storm clouds 8. fluffy clouds, tennis ball, vanilla ice cream

Go Further
Student page 163 Children name two additional color words. Then a partner identifies things that are those two colors. Children may enjoy drawing and then coloring the items their partners suggest. Additionally, you may wish to have children cut out from magazines pictures that show objects of different colors.

Assessment
Student self-assessment page 163 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children recognize and generate color words?
Building Words

Week 33 • Activity 164

Materials
Student page 164
Letter Cards (e, f, g, h, i, k, m, n, r, s, t, w) for each child (9 or fewer) or pair of children (up to 18 children)

Concept
Build words with long-i phonograms: -ine, -ight.

Get Started
Distribute a set of Letter Cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can easily see the array of letters. Make sure every child (or at least one child in a pair of children) knows the letter names.

Model how to make a word by pulling the letters f, i, n, and e together to make fine. Then give the following clues. Keep the pace brisk. After each word is made, write it on an index-card-sized paper or on the board so that children can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)
- Take away f in fine. Add m to make mine.
- Take away m in mine and add s and h to make shine.
- Take away s and add w to make whine.
- Start over with all of your letters. Put f, r, i, g, h, and t together to make fright.
- Take away f and r in fright. Add k and n to make knight. Remind children that k can be silent in some words such as knight.
- Take k and n and add r to make right.
- Take away r and add s to make sight.

Have children help you sort the list of words into two groups of rhyming words: fine, mine, shine, whine; fright, knight, right, sight.

Today’s Challenge
Student page 164 Read the directions on student page 164 with children. Have children tell in their own words what they must do to complete the activity. Be certain that they know they will be sorting the words in the box to match the key words in the chart. You may wish to select a word from the box and use it to model the activity with the whole group.

Answers for student page 164: light—night, might, fight nine—fine, line, mine

Go Further
Student page 164 Children choose two words they wrote in the chart and then use them in sentences. Encourage children to share their sentences. Their sentences should show an understanding of the meaning of each of their chosen words. Children can also add more words to the chart.

Assessment
Student self-assessment page 164 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read and spell words with long-i phonograms: -ine, -ight?
Rule Out 2

Week 33 • Activity 165

Materials
Student page 165

Concept
Make predictions on multiple-choice tests.

Get Started
Recall that a prediction is a guess about what may happen next. Recall that readers need to think about two things before they make predictions. Readers should think about clues they find in the story, and they should think about their own experiences. Making predictions while reading a story helps readers understand what is going on and how those events may make other things more or less likely to happen.

Tell children that they will be asked sometimes to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and answer choices on the board or on chart paper. Read aloud the question and answer choices.

The children lined up at the front of the room. The teacher hung up a large chart with their names on it. Then the teacher took out a tape measure. She called the first child’s name.

What do you predict may happen next?
A The teacher will measure the chart.
B The children will measure the teacher.
C The children will go to lunch.
D The teacher will measure each child.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that C is wrong because the text does not mention lunch at all. The teacher wouldn’t need a tape measure to send the children to lunch. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (D) from the remaining two choices. Be sure children understand why D is correct. (The teacher has a list of names and a tape measure. She calls the first child.)

Today’s Challenge
Student page 165 With the whole group, read aloud each passage and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.


Go Further
Student page 165 Children will predict how they would feel if they moved to a brand-new town. Then they will share their thoughts with the group.

Assessment
Student self-assessment page 165 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children make predictions?
Read Out Loud

Week 34 • Activity 166

Materials
Student page 166

Concept
Read aloud with appropriate pacing.

Get Started
Read aloud the following passage in two ways. First, read without pausing between paragraphs, as if you were reading one passage. Then read each paragraph while making appropriate pauses between paragraphs. Ask children to listen for the difference in how you read the text.

Dear Dad,
Today Grandma and Grandpa told me about when they came to the United States. They had two young sons. They all sailed on a ship for many days. They arrived in New York City. Then they took a long train ride here.

Grandpa's brother met them at the train station. He took them to his house. His family was there. Grandma and Grandpa and their sons moved into the house. It was very crowded. It was fun to live that way. It was also hard.

Later on, Grandma and Grandpa bought their own house. Now I know why they like it so much.

Love,
John

Display the last two paragraphs, or groups of sentences, on the board or on chart paper. Point to the groups of sentences. Tell children that the sentences in each group go together. They tell about one thing.

Note that each group of sentences starts on a new line. Point to the space between the groups of sentences. Explain to children that this space indicates that the reader should make a long pause. Remind children that they learned to make a long pause after a period. Inform them that this pause is longer. Tell children that by making a long pause between each group of sentences, the reader helps make information clearer to the listener.

Tell children that today they will read another letter from John to his dad. First, read the letter to children while they just listen for pleasure. Then read the letter once more to help children become familiar with the text. Finally, form small groups to present the letter.

Today's Challenge
Student page 166 Have pairs of children present the letter about John's visit with his grandparents. Suggest that partners read alternating paragraphs. Have the pairs decide who will read which sets of paragraphs. Give children time to practice reading aloud. Remind them to allow time between paragraphs.

Go Further
Student page 166 Brainstorm with children what John's dad might write back to him. Then ask children to tell a partner what John's dad might write. Remind children to pause between groups of words that go together.

Assessment
Student self-assessment page 166 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read aloud with appropriate pacing?
Week 34 • Activity 167

Materials
Student pages 166, 167

Concept
Enhance comprehension by identifying the main idea.

Get Started
Explain to children that the main idea is what a text is mostly about. Authors add details, or bits of information, to tell more about the main idea. Sometimes the reader has to think about what the main idea is. Usually, though, the main idea is right there in one sentence. Knowing the main idea can help a reader understand and remember what the text is about.

Read the following passage aloud and ask children to listen for the main idea.

In the United States, Grandma and Grandpa could make their dreams come true. At first, they worked in a store that sold food. They worked very hard. Later on, they opened their own store. Then, they bought a house.

Reread each sentence in the passage. Start with the last sentence and work backwards. After you read a sentence, ask: Is this the main idea? Why or why not? Help children to see that the main-idea sentence (In the United States, Grandma and Grandpa could make their dreams come true) tells what the text is mostly about. The other sentences tell what their dreams were and when and how they made those dreams come true.

On the board or on chart paper, write a sun graphic with a big oval and four smaller ovals. Ask a volunteer to tell the main idea. Write a main-idea sentence in the big oval. Ask volunteers to tell the details. Write them in the smaller ovals.

They worked in a store. They worked hard. Grandma and Grandpa could make dreams come true. They opened a store. They bought a house.

Today’s Challenge
Student page 167 Have children read the passage on student page 166. Then read the directions and go over the main idea/details web on page 167. Review the meaning of a main idea. Tell children that their main-idea sentence should begin with a capital letter and end with a period.

Answers for student page 167: Main idea—There is so much to do with Grandma and Grandpa.

Go Further
Student page 167 Children draw a picture that tells a story. Then partners identify the main idea of the picture story. Some children may benefit by identifying details in the picture before expressing the main idea.

Assessment
Student self-assessment page 167 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify the main idea?
When you finish the game, put the cards together with an elastic band or into an envelope or bag labeled "Week 34 Activity 168."

**Today's Challenge**

**Student page 168** Have children preview the chart with you. Work through the first row, which shows children what to do. They read the numeral, write the number word, and then draw the appropriate number of smiling faces. If you wish, children can decide what to draw for each number word. Check children's number words and then the number of items they draw in the last box in each row.

**Answers for student page 168:** five, eight, four, seven, three

**Go Further**

**Student page 168** On another sheet of paper, have children write the number words from one to ten that are missing from the chart.

**Answers for student page 168:** one, two, six, nine, ten

**Assessment**

**Student self-assessment page 168** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children use meaning clues to identify number words?
Week 34 • Activity 169

Materials
Student page 169
Letter Cards (b, d, 2e, f, h, l, n, r, s, w) for each child (9 or fewer) or pair of children (up to 18)

Concept
Use letters to build words with the short-e and long-e phonograms: -ed, -eed.

Get Started
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can see the array of letters. Make sure every child (or at least one child in a pair of children) knows the letter names. Model how to make a word by adding the letter f to the letters e and d to make fed. Then give the following clues. Keep the pace brisk. After each word is made, write it on an index-card-sized paper or on the board so that children can check the spelling and you can have a list of the words on display. (The cards can be used for sorting.)

• Drop the f in fed and add b and l to make bled.
• Drop the b and l in bled and add s and h to make shed.
• Add an r after the b in shed to make shred.
• Start over with an e, e, and d. Add an f to make feed.
• Change the f in feed to s to make seed.
• Change the s in seed to n to make need.
• Change the n in need to tow to make weed.

Ask children to notice how some of the words are similar. Lead them to make two groups of words: words that rhyme with bed and words that rhyme with speed. Write the words led and bleed. Ask children to indicate which group each belongs with. (led with bed, bleed with speed)

Today's Challenge
Student page 169 Tell children that they will now write words that rhyme with need and sled. Preview the directions, explaining that children will write the answer to the clues on a line and then place the answer in a puzzle. Remind children that the answers in a puzzle share a letter.

Answers for student page 169: 1. seed 2. speed 3. bed 4. red

Go Further
Student page 169 Have children make up their own crossword puzzles. As they write their clues, check that children have correctly formed all letters and spelled all words correctly.

Assessment
Student self-assessment page 169 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read and spell words with short-e and long-e phonograms: -ed, -eed?
Week 34 • Activity 170

Materials
Student page 170

Concept
Identify the main idea on multiple-choice tests.

Get Started
Ask children what the main idea of a text is. (The main idea is what the text is mostly about.) Tell children that sometimes the main idea can be found right there in the text in one sentence. Sometimes, though, the reader has to think about what the main idea is.

Tell children that they will sometimes be asked to take tests in their classes. The questions they will answer in this section will help them become good test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to "rule out" some of the answers right away. Read the following text aloud. Then write the question and the answer choices on the board or on chart paper. Read them aloud, as well.

Grandma and Grandpa worked very hard in their store. They worked many hours. They worked Saturday and Sunday. Sometimes they did not have time to eat lunch.

What is the main idea?

A. They worked Saturday and Sunday.

B. Sometimes they did not have time to eat lunch.

C. They worked many hours.

D. Grandma and Grandpa worked very hard in their store.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because it tells only a little bit about how Grandma and Grandpa worked hard. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (D) from the remaining two choices. Be sure children understand why D is correct. (The passage is mostly about how Grandma and Grandpa worked hard in their store.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 170 With the whole group, read aloud the story and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Now form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of their group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 170: 1. C 2. B

Go Further
Have each child draw a picture to go with one of the passages. Then have the child show the picture to the group and tell about its main idea.

Assessment
Student self-assessment page 170 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify the main idea?
Week 35 • Activity 171

Materials
Student page 171

Concept
Read aloud expressively to convey characters’ feelings.

Get Started
Read the following dialogue twice. First, read it in a monotone, ignoring how you think the characters may be feeling and speaking. Then read it in a lively manner, changing your tone and volume to express the different feelings of the characters.

"Dad, can you teach me to fish tomorrow? I know you are going to the lake."

"I don't know," said Dad. "It can take a long time to catch a fish. And, you have to sit still and be very quiet so that you don't scare away the fish."

"I can do that," said Kathy, feeling sure of herself. "I know I can."

"Okay," said Dad.

"Wow!" said Kathy. "My first fishing lesson!"

Ask children which reading they liked better and why. Lead children to understand that they had a better sense of what the characters were thinking and feeling in the second reading. Knowing what the characters think and how they feel helps listeners better understand a story.

Write the last two sentences from the dialogue on the board or on chart paper. Call attention to the quotation marks. Help children recognize that they signal the exact words of a character. Call on volunteers to read just the exact words Kathy said. Now point out the exclamation marks. Remind children that they signal strong feeling or excitement. Ask volunteers to read the words as Kathy would have said them. Tell children to be on the lookout as they read for signals in the text that let them know when someone is speaking and how they are speaking.

Tell children that today they are going to read more about Kathy and her fishing lesson. Ask children to listen as you read the story. This will familiarize children with the text. Then read again, having the whole group read aloud with you. Set a comfortable, natural pace for reading so that children will be able to read in unison.

Today's Challenge
Student page 171 Have children work in small groups. First, each group member reads the story silently. Then group members decide who is going to read which lines. Suggest that children highlight their own lines. Children then practice reading their lines within their groups. Last, each group reads the story to the remaining children. Remind children to look for punctuation signals in the text and to think about how they would sound if they were in the story.

Go Further
Student page 171 Children tell a partner what they would say if they caught a fish. They should say their words expressively to convey their feelings. If any children in the group have actually gone fishing and have caught a fish, encourage them to share their experiences.

Student self-assessment page 171 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children read aloud expressively to convey characters' feelings?
Week 35 • Activity 172

Materials
Student pages 171, 172

Concept
Enhance comprehension by identifying sequence of events.

Get Started
Tell children that it is important to pay attention to the order in which things happen in a story. This helps readers better understand what they are reading and helps readers remember the story later on.

Read the following story. Ask children to listen carefully to the order in which things happen. Tell them to pay special attention to what happens in each part of the story—the beginning, the middle, and the end.

Kathy got up extra early. She washed and dressed. Then she went to the kitchen to find her dad. Dad poured her some cereal and some juice. When they both finished their breakfast, Kathy and Dad headed to the lake.

Have volunteers participate in a retelling of the story events in the order in which they happened. Guide children in “chunking” the events into what happened in the beginning, middle, and end of the story. Create a chart similar to the one that follows.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathy got up and washed and dressed.</td>
<td>Kathy went to the kitchen. Dad gave her breakfast.</td>
<td>Kathy and Dad finished breakfast and left for the lake.</td>
</tr>
</tbody>
</table>

Read aloud the completed chart with children. Have them verify that the events are indeed in the correct story order.

Today’s Challenge
Student page 172 Have children read student page 171. Then on student page 172, have children write what happens in the beginning, middle, and end of the story.

Answers for student page 172: Children’s “chunking” of the story events may vary slightly. Beginning—Kathy’s father tells her the steps for catching a fish. Middle—Kathy is bored waiting for a fish to bite. End—Kathy catches her first trout.

Go Further
Student page 172 Children think of a story they have heard or read and especially like. Then they draw pictures to show the order of events in that story. They show what happens in the beginning, the middle, and the end of their selected story. Encourage children to share their drawings and their stories. If some children select the same story, perhaps one you shared with the whole group, invite those children to compare their sequences of events.

Assessment
Student self-assessment page 172 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify sequence of events?
**Week 35 • Activity 173**

**Materials**
Student page 173

**Concept**
Recognize and generate verbs with the ending -ing.

**Get Started**
Explain to children that today they will play a game based on how words are related to each other. Give these examples to help children grasp the concept. Write them on the board or on chart paper.

*Jump is to jumping as leap is to _____. (leaping)*

*Speak is to speaking as talk is to _____. (talking)*

Point to the word *jump* as you read it. Then read this sentence: *The little frogs jump.* Emphasize *jump.* Ask children what kind of word they think *jump* is. Tell children that *jump* is an action word. Now point to and read *jumping.* Have children compare *jump* and *jumping* and tell how the two words are different. They should note the -ing ending on *jumping.* Tell children that *jumping* is also an action word. It is another form of *jump.* Read this sentence: *The little frogs are jumping.* Point to and read *leap.* Have children tell what word they think will finish the sentence. When children identify *leaping,* write it in the sentence and then read the completed analogy.

Repeat the process with the second example.

**Instructions for Playing Is to...** (main focus: verbs with the ending -ing secondary focus: synonyms) Explain to children that the game they will play is called Is to... Tell them that you will give them unfinished sentences similar to the ones you and they just did together. The words in the sentences are related because they are both action words. Both words tell about the same action. Use these analogies. Answers are in parentheses.

1. *Rip is to ripping as tear is to _____. (tearing)*
2. *Pick is to picking as choose is to _____. (choosing)*
3. *End is to ending as stop is to _____. (stopping)*

4. *Snatch is to snatching as grab is to _____. (grabbing)*
5. *Smile is to smiling as grin is to _____. (grinning)*
6. *Shout is to shouting as yell is to _____. (yelling)*
7. *Look is to looking as watch is to _____. (watching)*
8. *Listen is to listening as hear is to _____. (hearing)*
9. *Pull is to pulling as tug is to _____. (tugging)*
10. *Begin is to beginning as start is to _____. (starting)*

If time permits, you may wish to revisit some or all of the analogies to have children look for another way the pairs of the words are related. They are all synonyms, or words that mean almost the same.

**Today's Challenge**

**Student page 173** When the group has finished playing the game, have children open their books to student page 173. Read the directions aloud. Make the point that there can be more than just one word that fits in each part of the story about the zoo visit.

**Answers for student page 173:** Possible answers are *climbing, eating, looking, swimming, resting.* Talk with children about their responses. Take this opportunity to note that some words need spelling changes when the ending -ing is added. Use *swimming* as an example of a word that requires the doubling of the final consonant letter. Use other examples from children's work.

**Go Further**

**Student page 173** Children act out a verb for a partner to guess. You may wish to do a model or two to get children started.

**Assessment**

**Student self-assessment page 173** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children recognize and generate verbs with the ending -ing?
Week 35 • Activity 174

Materials
Student page 174
Letter Cards (g, h, l, n, o, p, r, s, t, u, w) for each child (9 or fewer) or pair of children (up to 18 children)

Concept
Use letters to build words with the phonograms -out and -ow (grow).

Get Started
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can easily see the array of letters. Make sure every child (or at least one child in a pair of children) knows the letter names.

Model how to make a word by pulling the letters g, o, r, and w together to make grow. Then give the following clues. Keep the pace brisk. After each word is made, write it on an index-card-sized paper or on the board so that children can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Take away g and r in grow and add s and h to make show.
- Take away h in show and add l to make slow.
- Take away l in slow and add n to make snow.
- Now start over with all of your cards. Put together s, h, o, u, and t to make shout.
- Take away h in shout and add p to make spout.
- Add r to make sprout.
- Take away s and p in sprout and add t to make trout.

Ask children to tell you how to group words that rhyme with each other. Make two new lists. (grow, show, slow, snow; shout, spout, sprout, trout)

Today’s Challenge
Student page 174 Read the directions with children. Ask volunteers to tell in their own words what children should do to complete the activity. As needed, preview the clues for each riddle so that all children will be successful in solving them.

Answers for student page 174: 1. blow 2. trout 3. spout 4. crow

Go Further
Student page 174 Children use meaning clues to write words (shout, slow) that rhyme with out and grow. Children may enjoy thinking of other words that rhyme with out and grow for which they can make up clues so others can guess the rhyming words.

Assessment
Student self-assessment page 174 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use the phonic elements practiced in this lesson to read and spell words?
Rule Out 2

Week 35 • Activity 175

Materials
Student page 175

Concept
Identify sequence of events on multiple-choice tests.

Get Started
Remind children that it is important to pay attention to the order in which things happen in a story. Noting the order helps readers better understand and remember a story. Tell children that thinking about what happens in each part of the story—beginning, middle, and end—helps them organize story events in an easy way.

Tell children that they will be asked sometimes to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and answer choices on the board or on chart paper. Read aloud the question and answer choices.

Kathy wants to go to the lake. She will not fish. This time she will swim. She asks her mom to take her to the lake. Mom says okay. They will go after lunch. Kathy and Mom eat lunch. Then they walk to the lake.

What happens at the end of the story?
A Kathy and Mom eat lunch.
B Kathy wants to go to the lake.
C Kathy and Mom go to the lake.
D Kathy and Mom go fishing.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that D is wrong because Kathy does not want to go fishing at all.

She wants to go swimming at the lake. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (After all the other events happen, Mom and Kathy walk to the lake. The last sentence in the story says so.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 175 With the whole group, read aloud the story and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 175: 1. C 2. B

Go Further
Student page 175 Children draw a picture to show what Kathy does at the end of the story. Have children share and compare their pictures. Encourage children to write a sentence that explains the picture.

Assessment
Student self-assessment page 175 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify sequence of events?
Materials
Student page 176

Concept
Read aloud with appropriate phrasing.

Get Started
Read aloud the following text twice. The first time, “chunk” the text in an artificial way—grouping words that don’t belong together. For example, read the following groups of words. Make exaggerated pauses between the groups of words. Then read the text in a natural, conversational way, grouping words appropriately.

“Next/week we’ll go/on our class/trip. Who/remember where/we will/go?” asked the/teacher.
“Next week we’ll go on our class trip. Who remembers where we will go?” asked the teacher. Paolo answered, “We’re going to the airport to see the planes.”
“Right,” said the teacher. “We’ll see what happens outdoors at the airport and indoors, too.”

Ask children which reading was easier to understand. Have volunteers explain why. Make the point that when reading, it is important to think about how words go together so that it sounds as if the reader is talking in a natural way. Reading words that go together helps listeners better understand and enjoy the story.

Tell children that today they are going to read more about the class trip to the airport. Ask children to listen as you read the story. This will familiarize children with the text. Then read again, having the whole group read aloud with you. Ask children to listen to and follow how you group words that go together.

Today’s Challenge
Student page 176 Have children work in small groups. First, each group member reads the story silently. Then group members decide who is going to read which parts. Suggest that children highlight their own parts. Children then practice reading their parts within their groups. Last, each group reads the story to the remaining children. Remind children to think about how groups of words go together.

Go Further
Have children read this sentence aloud: Last Monday, we went to the airport. They demonstrate how words go together. Encourage children to talk about how they know which words go together. Point out, if children don’t, that the words on either side of the comma go together.

Student self-assessment page 176 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children read aloud with appropriate pacing?
Materials
Student pages 176, 177

Concept
Enhance comprehension by visualizing an author’s words.

Get Started
Ask children to describe what a place in their school looks like, such as the lunchroom, library, or gym. Have several volunteers share their descriptions. Encourage them to include as many things in the place as they can recall. Make the point with children that often in order to tell what a place or thing looks like, people try to picture the place or thing in their minds.

Explain to children that when they read they should think about and try to picture in their minds what the author describes, or tells about. Being able to “see” who is in the story, where and when the story takes place, and what is happening makes the story seem more real and helps readers understand and remember it better. Visualizing the story also makes reading more enjoyable. Being able to “see” what the author tells about requires that readers use their own personal experiences. If, for example, the author describes a zoo, readers need to recall zoos they have visited or seen in pictures.

Read the following text. Ask children to try to make a picture in their minds of what the author is telling about. Set a purpose for children. Tell them that after they listen, they will draw a picture to show what the author describes.

On the way to the airport, the school bus passed a big bridge. The bridge connects two towns. It is a very big bridge. Lots of cars drive across it every day. Boats, some small and some big, pass under the bridge, too.

Ask children to draw their pictures. As needed, reread the text so that children can take away as many details as possible for their drawings.

Have children share and compare their pictures. Encourage them to name the details in the text that prompted the elements in their pictures. Note how interesting it is to see the different drawings. Explain that the drawings are different because each child has had different experiences.

Today’s Challenge
Student page 177 Children will read page 176. Then they will use details in the passage to visualize and draw a picture on page 177 that reflects those details. Encourage children to share and compare their pictures. What things are the same? What things are different?

Go Further
Student page 177 Have children visualize a place they would like to go on a class trip. Then encourage children to talk about the details of the place to persuade others that their place would make a good site for a trip. As an additional activity, read a picture book aloud without showing the pictures. Then, show the pictures, asking children to compare them with how they imagined the story.

Assessment
Student self-assessment page 177 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use an author’s words to visualize?
**Week 36 • Activity 178**

**Materials**
Student page 178
One word card for partners, plus one extra

**Concept**
Develop vocabulary by using meaning clues to identify items in a category.

**Get Started**
Do a quick review of naming words. Point to different objects and name each. Ask children if the words you use to identify the objects are naming words or action words. Have volunteers suggest other naming words. Remind children that naming words tell what things are.

*Before the session*, prepare a word card (index-card size or so) for each child, plus one extra. Use words that are familiar to children, preferably related by theme. For example, suggest words that name things that have wheels. When words are related by theme, children learn to associate words within a category.

**Instructions for Playing What’s My Word?**
To demonstrate the game, keep the extra card for yourself. Ask a volunteer to stand with you in front of the group. Tell the volunteer you have a secret word that you will hold over the volunteer’s head. The rest of the group will be able to see the word, but the volunteer will not. Children can offer clues to help the volunteer guess the word.

The category for the activity is “things with wheels.” Sample clues include the following:

My word names something people drive.

My word names something more than just one person can ride in.

My word names something that is bigger than a car. Children may ride in one to get to school.

Continue with clues until the volunteer guesses the correct word. (*bus*)

Suggest that children try to give clues based on your model. Possible words that name things with wheels are *truck, wagon, skateboard, bike, carriage, van.*

**Today’s Challenge**
*Student page 178* Children add three words to complete a category. Before children make their responses, identify each picture in the first column of the chart. You may wish to complete the first row with children before they work independently.

**Answers for student page 178:** Possible responses include: *truck—car, van, bus kitten—puppy, chick, cub table—chair, sofa, dresser leg—arm, head, chest apple—peach, banana, mango.*

**Go Further**
*Student page 178* Children write their own groups of three words that they think are related. Then partners read the words to identify how they go together. Invite volunteers to share their responses with the whole group.

**Assessment**
*Student self-assessment page 178* Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children use meaning clues to identify items in a category?
Week 36 · Activity 179

Materials
Student page 179
Letter Cards (b, c, e, f, h, l, n, o, s, t, w) for each child (9 or fewer) or pair of children (up to 18 children)

Concept
Use letters to build words with the phonograms -ew, -ore.

Get Started
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can easily see the array of letters. Make sure every child (or at least one child in a pair of children) knows the letter names.

Model how to make a word by pulling the letters e, f, and w together to make few. Then give the following clues. Keep the pace brisk. After each word is made, write it on an index-card-sized paper or on the board so that children can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Add l to few to make flew.
- Take away f in flew and add b to make blew.
- Take away b and l in blew and add s and t to make stew.
- Now start over with all your cards. Put together c, h, o, r and e to make chore.
- Take away e in chore and add s to make shore.
- Take away h in shore. Add n to make snore.
- Take away n in snore and add t to make store.

Ask children to tell you how to group words that rhyme with each other. Make two new lists. (few, flew, blew, stew; chore, shore, snore, store)

Today's Challenge
Student page 179 Children will use five given words to write a short note. Read the directions with children and have them read the words in the box to themselves. Point out that one word names a place someone might go. Others words might explain why. Ask volunteers to read their notes out loud.

Answers for student page 179: Children's notes will vary but should show an understanding of the words displayed at the top of the page.

Go Further
Student page 179 Children identify and write the irregular past-tense form of blow and throw to get two more examples of words that include the -ew phonogram. (blew, threw) Ask children to use the two words they identify in oral sentences.

Assessment
Student self-assessment page 179 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use the phonic elements practiced in this lesson to read and spell words?
**Rule Out 2**

**Week 36 • Activity 180**

**Materials**
Student page 180

**Concept**
Visualize using an author’s words on multiple-choice tests.

**Get Started**
Remind children that authors often include many details in their stories so that readers can picture in their minds what the story is about, where and when it takes place, and what happens. If readers can picture what the author tells about, they show that they understand the story. Readers are better able to remember the story, too.

Tell children that they will be asked sometimes to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and answer choices on the board or on chart paper. Read aloud the question and answer choices.

Ana is ready for her class trip to a big apple farm. Her favorite backpack is filled with her lunch and bunny-shaped cookies for everyone. Her backpack looks like a teddy bear and is dark brown.

What words help you picture the backpack?

- **A** light brown teddy bear
- **B** big apple
- **C** dark brown bunny
- **D** dark brown teddy bear

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that C is wrong because Ana packs bunny-shaped cookies. Her backpack does not look like a bunny. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (D) from the remaining two choices. Be sure children understand why D is correct. (The story states the backpack is dark brown and is shaped like a teddy bear.) Ask a volunteer to fill in the correct circle.

**Today’s Challenge**

**Student page 180** With the whole group, read aloud the story and the questions with their answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer.

Form groups of 2, 3, or 4 children so that they can work through the student page a second time with more self-direction. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

**Answers for student page 180:** 1. **B** 2. **A**

**Go Further**

**Student page 180** Children try to see in their minds the apple farm as it is described in the story. Then they draw a picture. Encourage children to share and compare their drawings.

**Assessment**

**Student self-assessment page 180** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children visualize using an author’s words?
Come Here, Please Cards

Note that all cards with the exception of those for Week 2 Activity 8 show both pictures and words. Week 2 Activity 8 cards show only pictures.

Week 2 • Activity 8
bag, bee, bug, bun, can, clock, down, gown, knee, lake, lock, man, mug, nail, run, snake, tag, tail

Week 6 • Activity 28
lamb, lemon, letter, lid, line, look, lunch, mail, mask, meat, mice, milk, mix, mom, money, moon, mouth, mule

Week 10 • Activity 48
hand, hat, head, heel, hide, hill, hive, hop, horn, hug, hut, kangaroo, kettle, kick, kiss, kit, kitchen, kite

Week 14 • Activity 68
garage, garden, gate, goat, gold, goose, guitar, quack, quarter, queen, question, quick, quiet, x-ray, zero, zigzag, zipper, zoo

Week 18 • Activity 88
baby, candy, copy, cry, dry, fly, July, my, party, pony, puppy, shy, sky, spy, story, tiny, twenty, why

Week 22 • Activity 108
airplane, ballpark, baseball, bedroom, bookcase, cookbook, dishwasher, fireplace, flashlight, haircut, ladybug, lawnmower, lighthouse, pancake, shoelace, sunglasses, toothbrush, watermelon

Week 26 • Activity 128
banana, bananas, boat, boats, can, cap, caps, chair, chairs, fans, king, kings, lap, map, pan, sink, straps, traps

Week 30 • Activity 148
cry, dance, dive, draw, drink, eat, fly, jump, kick, laugh, ride, run, sit, smile, stand, swim, talk, walk

Week 34 • Activity 168
eight bikes, eight books, five apples, five windows, four chairs, four kites, nine balls, nine shoes, one pig, seven cars, seven trees, six dogs, six plants, ten hats, three beds, three cakes, two bears, two tables
Match Ups Cards

Week 1 • Activity 4
Rhyme: boat, coat, house, mouse, chair, pear, sun, one, dish, fish, flag, bag, dog, frog, rope, soap, sock, clock

Week 2 • Activity 9
Rhyme: star, car, bat, cat, fox, box, moon, spoon, nail, pail, king, ring, gum, drum, duck, truck, shell, bell

Week 3 • Activity 14
Rhyme: pen, hen, net, jet, map, cap, four, store, fan, pan, rock, block, sled, bed, rug, jug, snake, cake

Week 4 • Activity 19
d, n: dog, duck, diamond, doctor, desk, door, doll, dinosaur; necklace, net, newspaper, nails, nest, nine, needle, numbers, nickel, nut

Week 5 • Activity 24
n, l: necklace, net, newspaper, nails, nest, nine, needle, numbers, nickel, nut; lighthouse, leaf, lemon, logs, letters, lamp, ladder, lion

Week 6 • Activity 29
I, m: lighthouse, leaf, lemon, logs, letters, lamp, ladder, lion; moon, mittens, mouse, map, mirror, mask, mop, monkey, magnet, marbles

Week 7 • Activity 34
m, b: moon, mittens, mouse, map, mirror, mask, mop, monkey, magnet, marbles; book, bed, bat, bib, box, bell, ball, balloon

Week 8 • Activity 39
f, p: fox, four, fire, fork, fan, feather, five, fish; piano, penguin, pail, peas, pan, pen, pumpkin, pin, pear, pig

Week 9 • Activity 44
r, v: rocket, rug, ring, rake, rope, rainbow, radio, rooster, robot, rabbit; vase, vest, vegetables, vacuum, violin, valentine, volcano, van

Week 10 • Activity 49
h, k: horse, hanger, helmet, hook, helicopter, hammer, hose, harp, hay, house; key, king, kangaroo, kite, ketchup, kettle, kitchen, kitten

Week 11 • Activity 54
s, y: socks, sun, saw, sink, soap, sandwich, seven, six, seal, scissors, sixteen, sailboat, sandals, suitcase; yarn, yo-yo, yogurt, yak

Week 12 • Activity 59
c, t: coat, comb, cow, can, corn, camel, candle, cake, cat, car; ten, tent, turkey, tire, two, toaster, table, tiger

Week 13 • Activity 64
j, w: jar, jump rope, jacket, jug, jet, jellyfish, jam, judge; wagon, web, window, wing, worm, watch, well, windmill, watermelon, walrus

Week 14 • Activity 69
g, qu, x, z: goat, guitar, gas pump, goose; queen, quilt, quarter, question mark; x-ray, xylophone; zipper, zebra, zero, zip code, zig-zag, zoo, zookeeper, zucchini

Week 15 • Activity 74
r, s, t: rocket, rug, ring, rake, rainbow, radio; sun, soap, sandwich, seven, six, scissors; ten, tent, turkey, two, table, tiger

Week 16 • Activity 79
ch, sh, th: chair, cherries, chimney, chick; shoe, sheep, shell, ship, shark, shorts, shirt, shelf, shed, shave; thirteen, thirty, thimble, thermometer

Week 17 • Activity 84
ch, th, wh: chair, chain, cheese, chimney, check mark, cherries, chick, chop; thirteen, thirty, thimble, thermometer; whale, wheat, whistle, wheel, wheelchair, whisker

Week 18 • Activity 88
final y: baby, candy, copy, cry, dry, fly, July, my, party, pony, puppy, shy, sky, spy, story, tiny, twenty, why
ABOUT THE TESTS

The tests in this program are mainly multiple-choice, group-administered assessments designed for convenient classroom use. The Pretest is in the Student Book and the Instructor’s Guide; the Posttest is in the Instructor’s Guide, and you will have to photocopy it for your children. Answers for both tests are in the Instructor's Guide.

The Pretest and Posttest each cover the strategies and skills practiced in **Afterschool Achievers: Reading Club:**

**Section I: Fluency** Of the three test sections, this is the only one that has to be administered individually. The only way to measure a child's fluency effectively is to listen to the child read aloud. A rubric is offered for you to assess children’s fluency. NOTE: If children are not yet reading, Section I is not applicable. Begin the test with Section II.

**Section II: Comprehension** This section addresses the comprehension skills and strategies, such as main idea and details, cause-effect, and making connections, practiced in Thinking About Reading and Rule Out Two.

**Section III: Word Study** The questions in this section focus on vocabulary skills that children practice in the Word Games activities and the phonic and word structure skills that children practice in the Building Words activities.

At the end of each section, you will find a correlation chart that links specific test items to activities in the program that address the same skill or strategy.

ADMINISTERING THE TESTS

To prepare to give a test, provide a copy of the test for each child. To administer Section I, see separate instructions on page 185. To administer Sections II and III, follow the simple procedure below. The test can be completed all at one time, or you can break between sections, if you wish.

- Have each child write his or her name on the test.
- For Section II, if children can read, tell them to preview the questions that follow the passage, read the passage through carefully, and then answer the questions. For Section III, tell children to read each item and choose the correct answer.
- Model for children how to fill in the circle before a correct answer.

NOTE: If children are not yet reading well enough to handle the demands of the Pretest, read aloud the passages and test items. For some children, you will need to administer the test individually.

How to Use the Class Record Sheet

On page 184 is a Class Record Sheet for your convenience in keeping track of children’s Pretest and Posttest scores. The Class Record Sheet has a place to record children’s scores from each section of the test so that you can easily view the results. Make yourself a photocopy of the Class Record Sheet. Write the name of each child in the left-hand column. Copy it again and mark one copy for Pretest and one for Posttest. In each column, record the number of correct answers and the total number of questions as a fraction. Add the totals. If a child got 30 points out of a possible 50, record the information as follows: 30/50. Then convert this to a percentage to record in the Score column. To calculate the score as a percentage, multiply by 2. For example, a child who got all 50 points correct would score 100%. A child who got 30 points out of a possible 50 would receive a score of 60%.
Class Record Sheet for Afterschool Achievers: Reading Club

Instructor __________________________  Grade __________________

☐ Pretest  ☐ Posttest

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Section I: Fluency</th>
<th>Section II: Comprehension</th>
<th>Section III: Word Study</th>
<th>Total/Score</th>
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PRETEST

NOTE: If children are not yet reading, Section I is not applicable. Begin the test with Section II.

Section I: Fluency

Directions:
1. Make a copy of the passage for each child. You will mark these teacher’s copies as children read. Children will read from the original copy.
2. Read through the Fluency Scale to help you determine what you are rating.
3. Allow the child to practice reading the passage silently at least once.
4. Have the child read the passage orally. While the child is reading, mark the phrasing with slashes (/) to indicate where the child paused for phrases. Jot other notes about the reading as well.
5. On the teacher copy, write the scores from the descriptions that best matches the child’s reading in the two scales below. Add the scores together and record the total on the Class Record Sheet on page 184. The maximum score on Section I is 10.

Fluency Scale

Phrasing
1. Much word-by-word reading; sounds choppy.
3. Sometimes reads with two- or three-word phrases, but word-by-word reading is still evident; often lacks attention to punctuation as evidenced by inappropriate stress and/or intonation.
5. Well phrased with appropriate attention to expression to convey the author’s intended meaning.

Fluency & Speed
1. Several pauses, repetitions, repeated attempts; slow and labored pace
3. Some breaks in fluency due to difficulties with words; both fast and slow reading
5. Fluent reading with quick resolution to any word difficulties; uniform pace
Section I: Fluency

To the Rain
Rain, rain, go away.
Come again another day.
All the children want to play.
Rain, rain, go to Spain.
Never show your face again.
Section II: Comprehension Part A

Directions: Listen to the story. Then listen to the questions at the end of the story. Look at the answer choices. Fill in the circle of the correct answer.

**The Little Red Hen**

Hen, Pig, Cat, and Duck lived on a farm.

One day, Hen asked, “Who will help me? Who will help me grow wheat?”

“Not me,” said Pig.
“Not me,” said Cat.
“Not me,” said Duck.

So, Hen grew wheat by herself.

One day, Hen asked, “Who will help me? Who will help me make bread with the wheat?”

“Not me,” said Pig.
“Not me,” said Cat.
“Not me,” said Duck.

So, Hen made bread by herself.

“May we have bread?” asked Pig, Cat, and Duck.
“No!” said Hen.
And she ate up all the bread by herself.
1. Which one is NOT in the story?

A  

B  

C  

D  

2. Where do the animals live?

A  

B  

C  

D
3. Who asked for help?
   A  
   B  
   C  
   D

4. Who worked hard?
   A  
   B  
   C  
   D

5. What did the animal grow?
   A  
   B  
   C  
   D
6. What did the animal make?

A

B

C

D

7. Who said, “Not me,” first each time?

A

B

C

D

8. What did Hen do at the end of the story?

A

B

C

D

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9. Which shows how the animals felt at the end of the story?

A [Image of bear and rabbit looking happy]
B [Image of bear and rabbit looking sad]
C [Image of bear and rabbit looking surprised]
D [Image of bear and rabbit looking worried]

10. What might happen if Hen asked for help to grow corn?

A [Image of Hen helping bear and rabbit]
B [Image of Hen helping bear and rabbit with corn]
C [Image of Hen helping bear and rabbit with corn]
D [Image of Hen alone with corn]
Section II: Comprehension Part B

Directions: Listen to the passage. Then listen to the questions at the end of it. Look at the answer choices. Fill in the circle of the correct answer.

Chicks and Ducklings

A baby chicken is a chick.
A baby duck is a duckling.
A chick hatches out of an egg.
A duckling hatches out of an egg, too.

Both baby birds can walk right away.
Both baby birds can dig for food.
Chicks and ducklings both like worms!

Chicks and ducklings cannot fly.
Their wings are too little.

One thing is not the same for chicks and ducklings.
A duckling can swim.
A chick cannot!
11. What animals did you read about?

A  
\[\text{Cat and dog}\]

B  
\[\text{Cat and duck}\]

C  
\[\text{Dog and chick}\]

D  
\[\text{Chicken and duck}\]

12. Which shows where the birds live before they hatch?

A  
\[\text{Egg}\]

B  
\[\text{Birdhouse}\]

C  
\[\text{Basket}\]

D  
\[\text{Crate}\]
13. What can both birds do right away?
A. 
B. 
C. 
D. 

14. What do the birds do to find food?
A. 
B. 
C. 
D. 

15. What do chicks and ducklings like to eat?
A. 
B. 
C. 
D. 

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16. What can a duckling do that a chick cannot do?
   A
   B
   C
   D

17. A duckling is in a lake. Picture how a chick feels.
   A
   B
   C
   D

18. If a chick went into the water, what might happen?
   A
   B
   C
   D
19. Which is the main idea?
   A) A chick and a duckling are not at all alike.
   B) A chick and a duckling are alike in many ways.
   C) A chick cannot swim.
   D) A chick cannot fly.

20. Which tells about what you read in a short way?
   A) A baby chicken is called a chick.
   B) Chicks and ducklings are birds.
   C) A chick and a duckling can both walk, dig, and eat when they are little.
   D) A duckling can do many things a chick cannot do.
Section III: Word Study

Directions: Fill in the correct circle. Which picture name rhymes?

1.  
   ![Hat]  ![Baby]  ![Cake]  ![Cat]  ![Hand]
   
   A  B  C  D

2.  
   ![Car]  ![Tent]  ![Jar]  ![Mouse]  ![Chair]
   
   A  B  C  D

3.  
   ![Fish]  ![Plate]  ![Fan]  ![Number 10]  ![Pacifier]
   
   A  B  C  D

4.  
   ![Goat]  ![Gate]  ![Lion]  ![Broom]  ![Boat]
   
   A  B  C  D

5.  
   ![Bee]  ![Key]  ![Cow]  ![Scissors]  ![Boy]
   
   A  B  C  D

Pretest 197
Directions: Fill in the correct circle. Which picture name begins the same way?

6.

- [ ] r
- [ ] A
- [ ] B
- [ ] C
- [ ] D

7.

- [ ] l
- [ ] A
- [ ] B
- [ ] C
- [ ] D

8.

- [ ] m
- [ ] A
- [ ] B
- [ ] C
- [ ] D

9.

- [ ] c
- [ ] A
- [ ] B
- [ ] C
- [ ] D

10.

- [ ] t
- [ ] A
- [ ] B
- [ ] C
- [ ] D
Directions: Fill in the correct circle.
Which letter begins the picture name?

11. ☀ s t m r
   A B C D

12. 🔝 b l d v
   A B C D

13. Change b in bake to make a word that names a place to swim.
   A like B lake C take D lick

14. Add t to sick to make the name of something you throw to a dog.
   A kick B stack C stick D sock

15. Change b in bag to f and l to name something that is red, white, and blue.
   A lag B flag C big D log
16. Which word is a naming word?
   A sister  B sing  C red  D far

17. Which word is an action word?
   A the  B go  C two  D cat

18. Which word is a describing word?
   A big  B jump  C run  D hat

19. Which word is a compound word?
   A happy  B under  C pancake  D seeing

20. Which word does NOT name a color?
   A blue  B green  C red  D look
1. Which one is NOT in the story?
A  B  C  D

2. Where do the animals live?
A  B  C

3. Who asked for help?
A  B  C  D

4. Who worked hard?
A  B  C  D

5. What did the animal grow?
A  B  C  D

6. What did the animal make?
A  B  C  D

7. Who said, "Not me," first each time?
A  B  C  D

8. What did Hen do at the end of the story?
A  B  C  D

9. Which shows how the animals felt at the end of the story?
A  B  C  D

10. What might happen if Hen asked for help to grow corn?
A  B  C  D
11. What animals did you read about?

12. Which shows where the birds live before they hatch?

13. What can both birds do right away?

14. What do the birds do to find food?

15. What do chicks and ducklings like to eat?

16. What can a duckling do that a chick cannot do?

17. A duckling is in a lake. Picture how a chick feels.

18. If a chick went into the water, what might happen?

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   B. A chick and a duckling are alike in many ways.
   C. A chick cannot swim.
   D. A chick cannot fly.

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   A. A baby chicken is called a chick.
   B. Chicks and ducklings are birds.
   C. A chick and a duckling can both walk, dig, and eat when they are little.
   D. A duckling can do many things a chick cannot do.
Section III: Word Study
Directions: Fill in the correct circle. Which picture name rhymes?

1. [ ] [ ] [ ] [ ]
2. [ ] [ ] [ ] [ ]
3. [ ] [ ] [ ] [ ]
4. [ ] [ ] [ ] [ ]
5. [ ] [ ] [ ] [ ]

Directions: Fill in the correct circle. Which picture name begins the same way?

6. [ ] [ ] [ ] [ ]
7. [ ] [ ] [ ] [ ]
8. [ ] [ ] [ ] [ ]
9. [ ] [ ] [ ] [ ]
10. [ ] [ ] [ ] [ ]

Directions: Fill in the correct circle. Which letter begins the picture name?

11. [ ] [ ] [ ] [ ]
12. [ ] [ ] [ ] [ ]

13. Change b in bake to make a word that names a place to swim.
   A like B lake C take D lick

14. Add t to sick to make the name of something you throw to a dog.
   A kick B stack C stick D sock

15. Change b in bag to f and l to name something that is red, white, and blue.
   A log B flag C big D log

Pretest 197

Pretest 198

Pretest 199

Pretest 203
### Activity Correlation—Comprehension

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<td>12, 15, 32, 35, 52, 55, 72, 75, 107, 110, 142, 145, 177, 180</td>
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<td>Details (5, 6, 12, 15, 16)</td>
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<td>Main Idea (19)</td>
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### Activity Correlation—Word Study

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<td>Compound Words (19)</td>
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Section I: Fluency

Beth and Her New Friend

Beth is sad.
It is the first day of camp.
But, Beth can’t go.
She hurt her leg.
She has to stay home so that it can heal.
Everyone else goes to camp.
Now Beth has no one to play with.

Beth sits on her porch.
She will draw instead of playing.
A rabbit watches Beth.
When Beth sees the rabbit, she gets an idea.
She will draw the rabbit.

Each day, Beth puts some cut carrots
in the grass.
The rabbit eats the carrots.
Beth draws while the rabbit eats.
Beth is happy again!
Section II: Comprehension Part A

Directions: Listen to the story. Then listen to the questions at the end of the story. Look at the answer choices. Fill in the circle of the correct answer.

A Special Day

It is a warm, sunny day.
Kim is happy.
It is the day of her class trip.
Kim puts on shorts and a shirt.
She packs her sunglasses.
Then Dad walks with her to school.

At school, everyone waits for the bus.
Some kids wait in the hall.
Some kids wait in the yard.

When the bus comes, all the kids get in.
Everyone cheers as the bus starts.
Soon the class will be at the zoo!
1. What is the main idea?
   A  It is a sunny day.
   B  It is the day of the class trip.
   C  Kids wait for the bus.
   D  Dad walks Kim to school.

2. Where does the story take place?
   A  at school, at the zoo
   B  in the hall, in the yard
   C  at Kim’s home, at school
   D  at Dad’s job, at school

3. Who is the story mostly about?
   A  Kim and Dad
   B  Kim and kids in her class
   C  Kim and her teacher
   D  Kim and the bus driver

4. Picture Kim in your mind. How does she feel?
   A  sad, frowning       B  upset, crying
   C  happy, smiling      D  sad, sleepy

5. What does Kim do first?
   A  She gets dressed.
   B  She packs her sunglasses.
   C  She walks to school.
   D  She gets on the bus.
6. What kind of day is it?
   A cool, rainy  
   B warm, cloudy  
   C cool, sunny  
   D warm, sunny

7. Where will the class go?
   A zoo  
   B park  
   C beach  
   D school

8. How will the class get to the place?
   A by walking  
   B by bus  
   C by car  
   D by train

9. After the bus leaves school, what may happen next?
   A It will go to Kim’s house.  
   B It will park in the yard.  
   C It will take the kids back home.  
   D It will stop at the zoo.

10. Which tells about the passage in a short way?
    A Kim and her class get ready for a class trip to the zoo.  
    B Kim and her class play in the school yard.  
    C Kids wait at school for a bus.  
    D Kim’s dad takes her and her class to visit the zoo.
Section II: Comprehension Part B

Directions: Listen to the passage. Then listen to the questions at the end of it. Look at the answer choices. Fill in the circle of the correct answer.

**What Worms Do**

Worms are very small animals.
They are not bugs!
Worms live in dark, damp places.
They live under leaves and in soil.

Worms have long, thin bodies.
They can move easily in the soil.
Worms push themselves along.
They make paths as they move.
The paths help water get to the roots of plants.

Worms are small, but they eat a lot.
The food worms eat goes through their bodies.
Then it goes into the soil.
Good things from the food become part of the soil.
Good soil means good plants!
11. Which did you read mostly about?
   A) plants  B) soil
   C) bugs     D) worms

12. Where do worms live?
   A) in plants  B) in water
   C) in soil    D) in trees

13. What do worms look like?
   A) They are short and fat.
   B) They are long and thin.
   C) They are tall and thin.
   D) They are short and thin.

14. Picture a worm. Which does it move like?
   A) a bee     B) a small snake
   C) a grasshopper  D) a frog

15. What do worms make as they move along?
   A) paths       B) holes
   C) piles of dirt D) roots

16. How are the paths worms make helpful?
   A) Bugs use the paths to get from place to place.
   B) The paths help water get to plant roots.
   C) Animals use the paths to find food.
   D) People use the paths to get water.
17. What happens after food goes through a worm’s body?
   A. The worm falls asleep.
   B. Good things from the food go into the soil.
   C. Bugs come by to eat.
   D. The worm drinks water.

18. Which tells the main idea of what you read?
   A. Worms are not bugs.
   B. Worms do not like the light.
   C. Worms help plants grow.
   D. Worms are not helpful.

19. Which tells about what you read in a short way?
   A. Worms live under leaves because they like to eat them.
   B. Plants grow well in places where worms live, move, and eat.
   C. Plants are often harmed by worms that live near them.
   D. Worms move from place to place until they find good soil.

20. What might be a good place to plant seeds?
   A. close to where worms live
   B. far away from worm homes
   C. in some sand
   D. indoors