

Early To Read

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Early To Read

INTRODUCTION

The *Early To Read* program is a multimedia series of 40 lessons designed to supplement popular basal reading programs for the primary grades. The lessons employ audio, story cards, and student activity sheets. This combination of media allows beginning readers to work independently and to experience success in the first critical steps toward literacy.

Each audio directed lesson begins with a lively introduction followed by the reading of a story chosen for children of this age group. Stories have been carefully selected to provide topics of high interest to students in the primary grades, and lively illustrations on the story cards add excitement and aid comprehension. Following completion of the story, the student is guided by the narrators through exercises on four pages of the activity book. The activities are designed to increase comprehension of the story, to reinforce phonetic and word analysis skills, to develop study skills, and to provide additional reading practice.

Every effort has been made to make all elements of the program colorful and stimulating. All lessons are self-directing and self-correcting, which allows students to work through the lessons at an independent rate and to evaluate their performances privately. The audio media is a critical element of the *Early To Read* series. In Units 1 and 2, professional narrators read the story as the student follows along on the story card. The story is then read a second time, and the student is encouraged to read some words or passages independently. In Units 3 and 4, the narrators read the first two pages of the story as the student follows along on the story card. The student is then encouraged to read the last two pages independently. Special effects and music are utilized frequently to add interest to each story.

The narrators provide complete instructions for doing the many exercises in the student activity books. Games, rhymes, puzzles, secret messages, and illustrations are just a few of the ideas used to create interest in the lessons. Exercises are grouped around basic skills so that students may concentrate for blocks of time on specific comprehension and word attack skills.

ORGANIZATION

The program is divided into two parts, each part containing four units of five lessons each. Each lesson is devoted to the teaching of four or more specific skills. Four pages of the activity book are devoted to each lesson. Generally, the first two pages deal with comprehension skills related to the story card. The last two pages reinforce word attack skills and study skills. All activity pages relate closely to the story and, therefore, are often an extension of the story theme.

The student progresses through each unit working in consecutive lessons of increasing difficulty, and with stories of increasing length.

The lessons may be used effectively as stimulating remedial work for those students in higher grades who are reading below grade level, or as enjoyable supplementary work for students who are reading at grade level. To provide variety in your instructional program, *Early To Read lessons* may be used individually, or with a group of students. It is recommended that headsets be used so that others in the class will not be distracted by the sounds of the lesson. This method of listening also reinforces the personal interaction between the narrators and the student.

Note:

When the audio narrator says “stop the player” children should use the pause button to stop and continue.

Early To Read

ABOUT THE MATERIALS

THE AUDIO

Each audio directed lesson begins with music and special audio effects created to heighten the student's interest in the story about to be read. Throughout each lesson, professional narrators maintain a friendly, positive speaking approach, thereby contributing strong personal support and motivation.

Timed pauses are built into the lesson to allow the student to read specific words on the story card, or to complete brief responses in the activity book.

However, when more than a few seconds are needed to complete a response, the student is told to pause the player. Every child should therefore be familiar with the process of starting and stopping the player. It is also suggested that children be encouraged to pause the player whenever additional response time is needed, or to reverse the audio replay, any material they wish to hear again.

THE STORY CARDS

Each audio directed lesson is accompanied by one four-page story card. Although the narrators frequently give additional background about the story, each printed story is complete in itself. The size of the type used in the stories is appropriate to the designated reading level of the unit.

THE ACTIVITY BOOK

Each unit in the *Early To Read* program is accompanied by student activity sheets. Activities for each lesson are presented on four sequential pages, all clearly numbered. The narrators direct the student to the activity pages by referring to page numbers, and by identifying illustrations on the pages. The responses on the activity pages for each lesson are checked and corrected by the narrators. In a few instances, an activity page contains an exercise which the student is told will be corrected by the teacher at a later time. Usually, such an exercise can be corrected quickly, at a glance, by the teacher. These pages are clearly marked in the lesson summaries.

THE TEACHER'S MANUAL

This manual includes individual summaries of lessons 1 through 20. Each summary lists the skills objectives for the lesson and the estimated time needed by students to complete the entire lesson. It should be remembered that the time listed is only an approximation. Since the student stops and starts the player several times during the course of each lesson to read part of a story or complete exercises, the actual time needed will depend on the student's working speed.

Also contained in each lesson summary is a synopsis of the story, a description of each activity, and also reproductions of all student activities with correct answers overprinted. The answers provided with the lesson summaries will aid you in spot checking student responses.

On pages 45 and 46, you will find word attack, comprehension, and study skills charts. These charts will aid you in quickly locating the exact spot at which a specific skill is taught in Part I of the program.

Included in the final pages of this manual are several creative follow-up activities which may be used with individuals or small groups of students to reinforce skills taught in the four units of Part I.

Note:

When the audio narrator says “stop the player” children should use the pause button to stop and continue.

Early To Read

UNIT 1

LESSON 1

Unit 1

Lesson 1: Willie the Wallaby

READING LEVEL: readiness

AVERAGE WORKING TIME: 20 minutes

OBJECTIVES

to strengthen understanding of left-to-right progression in reading and writing

to provide practice in recognizing the main idea of a story to encourage critical interpretation of pictures

to develop the ability to recognize likenesses and differences in words and letters

STORY SYNOPSIS

Willie the Wallaby is going to leave his mother's pouch for the first time to explore on his own. But his mother tells him he can only be gone a short time and must come back for lunch when she calls. Willie's mother calls, and he comes back in time.

IN THE LESSON

As the student follows along, the narrator reads the story on the story card, then rereads the story and encourages the student to read specific words alone.

The exercises on the first two pages of the activity book are designed to reinforce the basic comprehension skills of detecting relevant facts and identifying details which support the main idea through critical interpretation of pictures.

On page 3 the student is told to underline the first word in each of four sentences. This activity offers a reminder that reading always begins on the left side of a page.

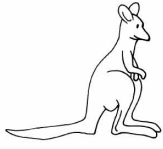
Page 4* contains a matching exercise which reinforces the perceptual skill of recognizing likenesses and differences in words and letters. The student studies four different Australian animals, each of which holds a letter or a word. The narrator directs the student to circle the letters or words to the right that are the same as the one being held by the animal on the left.

* Page 4 should be corrected by the teacher.

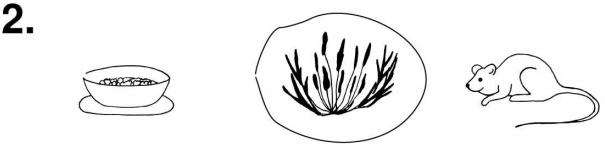
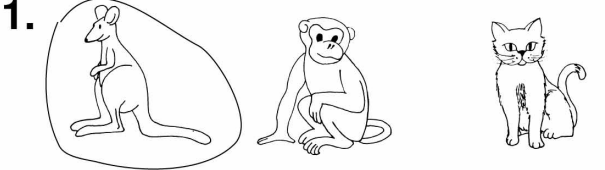
Early To Read

UNIT 1

LESSON 1

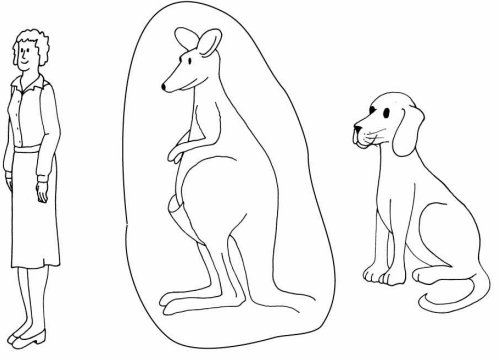


WILLIE THE WALLABY

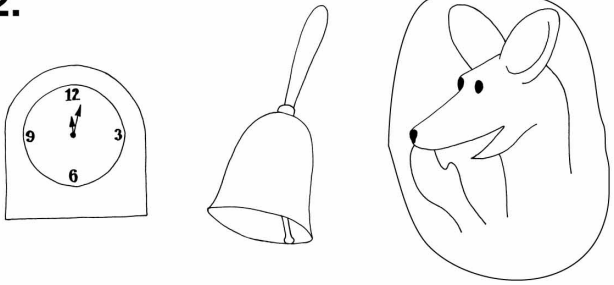


1

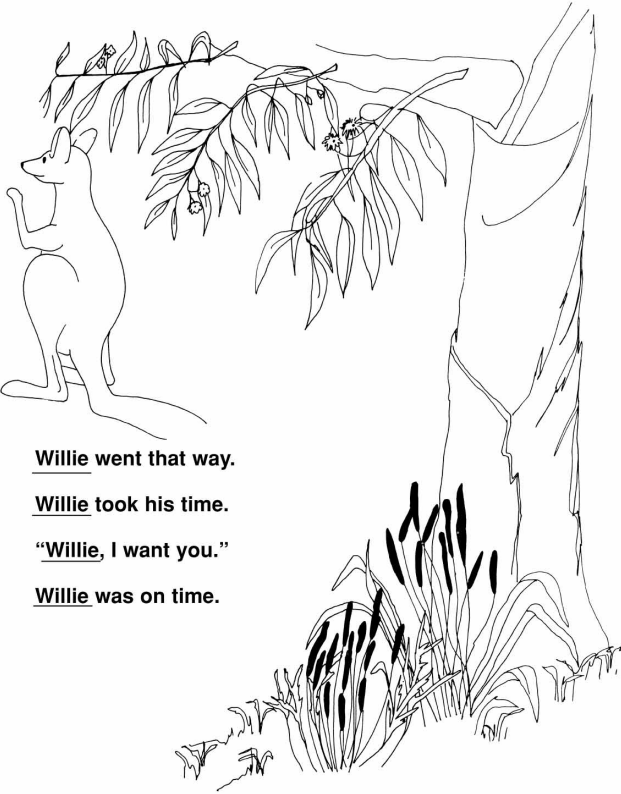
1.



2.

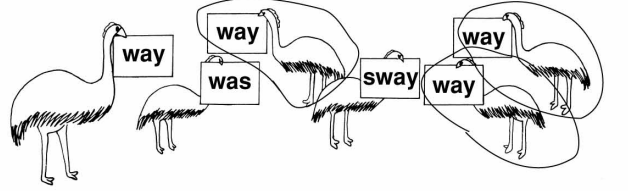
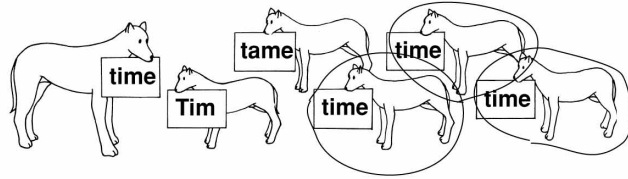
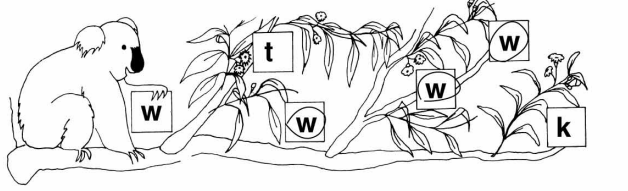
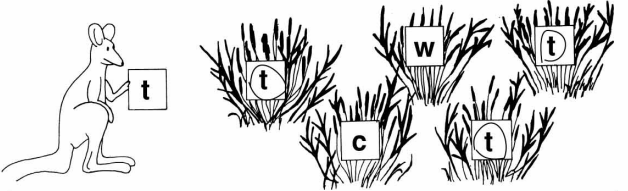


2



Willie went that way.
Willie took his time.
 "Willie, I want you."
Willie was on time.

3



4

Early To Read

UNIT 1

LESSON 2

Unit 1

Lesson 2: The Monkey in the Maple Tree

READING LEVEL: readiness

AVERAGE WORKING TIME: 20 minutes

OBJECTIVES

to strengthen understanding of left-to-right progression in reading and writing

to aid understanding of the spatial positions *top*, *middle*, and *bottom*

to develop the recognition of rhyming words as a clue to understanding new words

to strengthen understanding of the concepts *first* and *last*, and *next* and *last*

to reinforce the ability to keep events in proper sequence

STORY SYNOPSIS

This story is about the antics of a monkey in a maple tree, and of a child who is viewing the monkey's movements. Just the monkey is pictured on the story card, and the student is helped to visualize the child observer implied by the narrative.

IN THE LESSON

As the student follows along, the narrator reads the story on the story card, and then rereads the story while encouraging the student to read specific words alone.

Page 5 of the activity book presents the student with four rows of jungle animals. The student is directed to circle the middle rows of animals, then to circle the animal in each row which corresponds to the side of the page where one would begin reading.

The activities on pages 6 and 7 reinforce sequential progression. On each page, the student is presented with four pictures and is asked to indicate the proper sequence of the pictures. This is done by either numbering the pictures, or by drawing a line from the picture to a number.

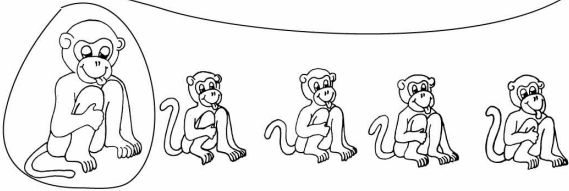
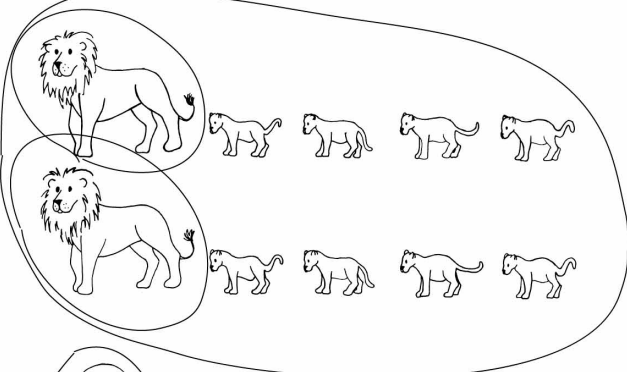
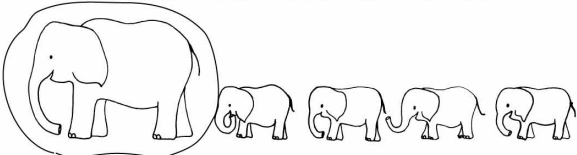
The student is given an opportunity to work with rhyming words on page 8 of the activity book. Presented with four rows of labeled illustrations, the student listens to the names of the pictures and circles those pictures whose names rhyme.

Early To Read

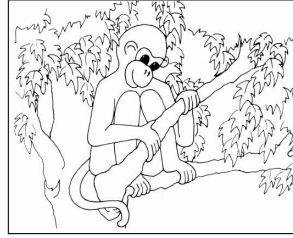
UNIT 1

LESSON 2

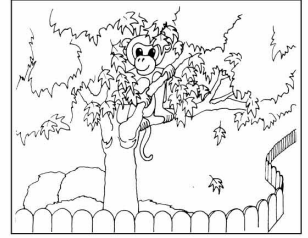
THE MONKEY IN THE MAPLE TREE



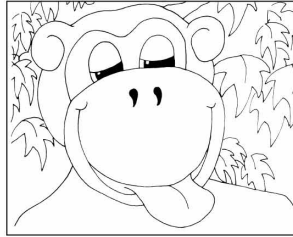
5



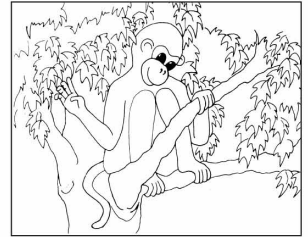
2 He bows his head.



1 The funny monkey looks at me from behind the maple tree.



4 The monkey in the maple tree makes funny faces just like me.



3 He bends his arm.

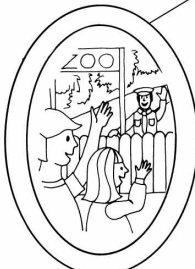
6

Z



1 2 3 4

Z



7

1.



lion



bee



tree

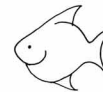


key

2.



nap



fish



cap



map

3.



monkey



drum



gum



plum

4.



moon



balloon



spoon



gate

8

Early To Read

UNIT 1

LESSON 3

Unit 1

Lesson 3: The Worm on the Bike

READING LEVEL: readiness

AVERAGE WORKING TIME: 25 minutes

OBJECTIVES

- to strengthen understanding of left-to-right progression in reading and writing
- to aid understanding of the spatial positions *top*, *middle*, and *bottom*
- to develop the recognition of rhyming words as a clue to understanding new words
- to strengthen understanding of the concepts *first* and *last*, and *next* and *last*
- to reinforce the ability to keep events in proper sequence

STORY SYNOPSIS

A worm which has landed on the handlebars of a boy's bicycle is the subject matter of the poem for this lesson. The reader follows the worm as it goes from the boy's house to the bus stop, and then back to the boy's house again.

IN THE LESSON

The student is directed to follow along as the narrator reads the poem for the first time. During the rereading of the poem, the student is encouraged to read specific words alone.

On the first activity page (page 9 of the activity book), the student circles pictures which answer specific questions about the story. At the bottom of the page, the student is told that the worm in the poem is really a monarch butterfly in the second stage of its life cycle. The student is then asked to number in sequence the pictures of the four stages of a monarch butterfly's life.

The recognition of rhyming words is developed on page 10. The student listens to the names of four words in each of four rows, and circles the pictures whose names rhyme.

Pages 11 and 12 provide practice in working with the eight consonant sounds taught in the lesson. On each page, the student is presented with an illustration of the characters from the story. (The story is extended by an explanation of the pictures.) The student listens as the narrator reads the words which name some of the objects in each picture. Then, the student chooses from the consonants at the top of the page the one whose sound is heard at the beginning of each word, and writes the letter in the box by the object.

Early To Read

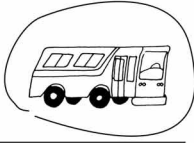
UNIT 1

LESSON 3



THE WORM ON THE BIKE

1.



2.



3.



4.



4

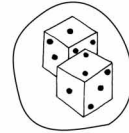
2

1

3

9

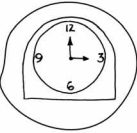
1.



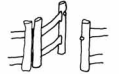
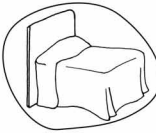
2.



3.

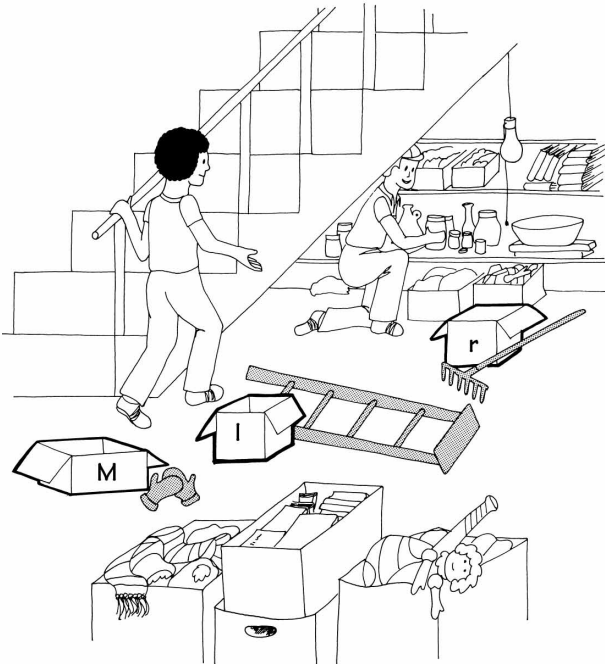


4.



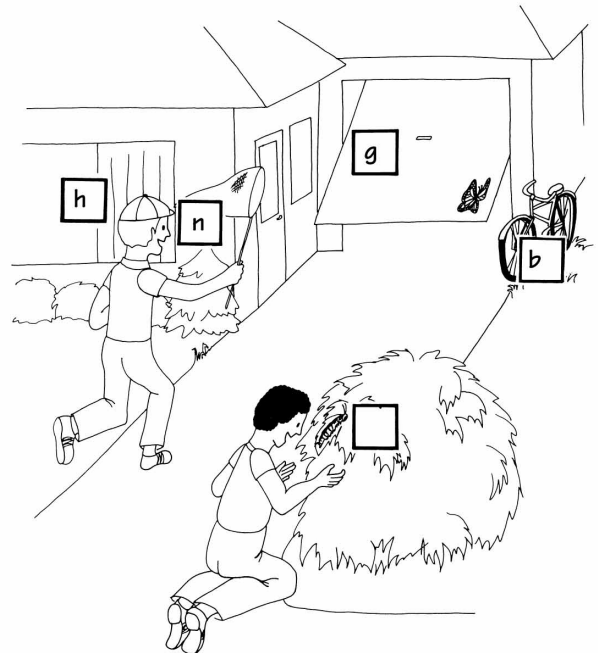
10

Ll Mm Rr



11

Bb Gg Hh Nn Ww



12

Early To Read

UNIT 1

LESSON 4

Unit 1

Lesson 4: Can a Cat Do That?

READING LEVEL: readiness

AVERAGE WORKING TIME: 20 minutes

OBJECTIVES

to strengthen understanding of left-to-right progression in reading and writing

to provide practice in recognizing the sounds of the consonants C, D, F, J, K, P, S, T, V, and Y in the initial position

to provide practice in writing the capital or small letters of the above consonants

to develop the ability to draw conclusions from given facts

STORY SYNOPSIS

Told in rhyme, this story asks the reader to think of some of the things a cat can do that a person can also do, then specifies a few of those things. The reader is then asked to think of some things a cat cannot do, and a few of those things are named. Lastly, the reader is asked to think of something a cat does best, which is catching a mouse.

IN THE LESSON

The narrator directs the student to follow along as the poem is read for the first time. During the rereading of the poem, the student is encouraged to read specific words alone.

The first page of activities (page 13 of the activity book) is designed to develop the student's ability to draw conclusions from given facts. Two facts about cats are presented in picture and sentence form at the top of the page. The bottom of the page contains two sentences and corresponding picture clues. The student is directed to circle the picture at the bottom of the page, which shows a conclusion which can be drawn from the facts given above.

Another exercise which gives practice in drawing conclusions can be found on page 14. The student is asked to study the full-page illustration and to circle the animal or person that probably ate a hamburger left on the table. A second exercise on this page asks the student to do the following: listen to words which name specific things in the picture; from a list of consonant letters at the top of the page, choose the one whose sound is heard at the beginning of each word; write the letter in the appropriate box.

The remaining consonant letters taught in this lesson are shown at the top of page 15.* The full-page illustration here shows the cat from page 14 running out the door with some torn parts of an alphabet book in its mouth. The words which name specific objects are printed in the picture. As the narrator reads each word, the student listens to the initial consonant sound and writes the correct consonant in the box under the word.

On page 16†, the cat is pictured in a tree, and all the consonant letters from the lesson can be found on torn pieces of the alphabet book. The capital letters are on branches of the tree, and the lowercase letters are on the ground below. The student is asked to match each capital letter with its lowercase form by drawing a line to connect them.

*Page 15 should be corrected by the teacher

†Page 16 should be corrected by the teacher

Early To Read

UNIT 1

LESSON 4



CAN A CAT DO THAT?

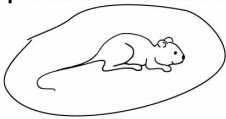
1. A cat has sharp claws.



2. A cat has sharp teeth.



Claws and teeth help a cat catch a mouse.

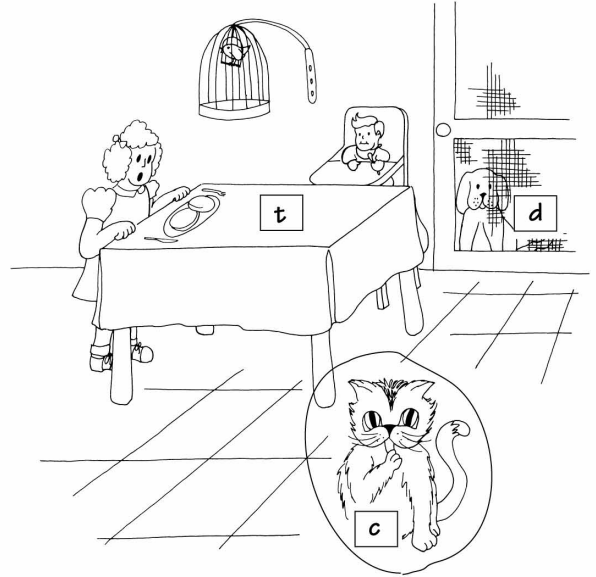


Claws and teeth help a cat drink milk.



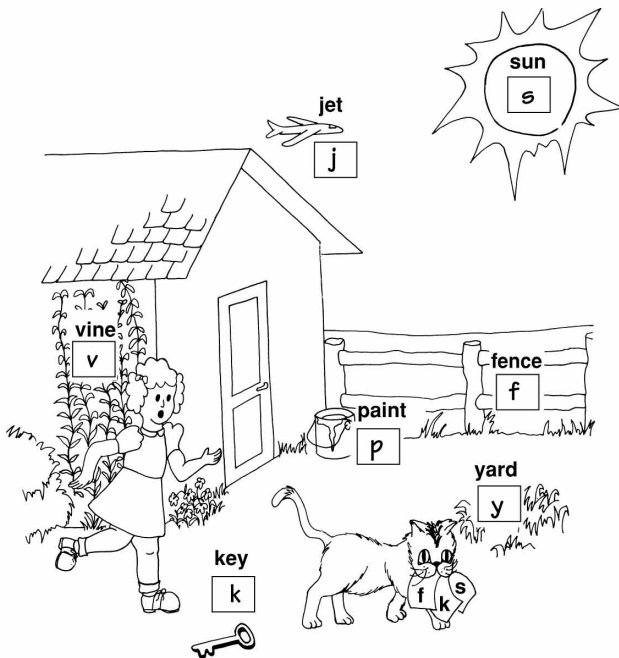
13

c d t

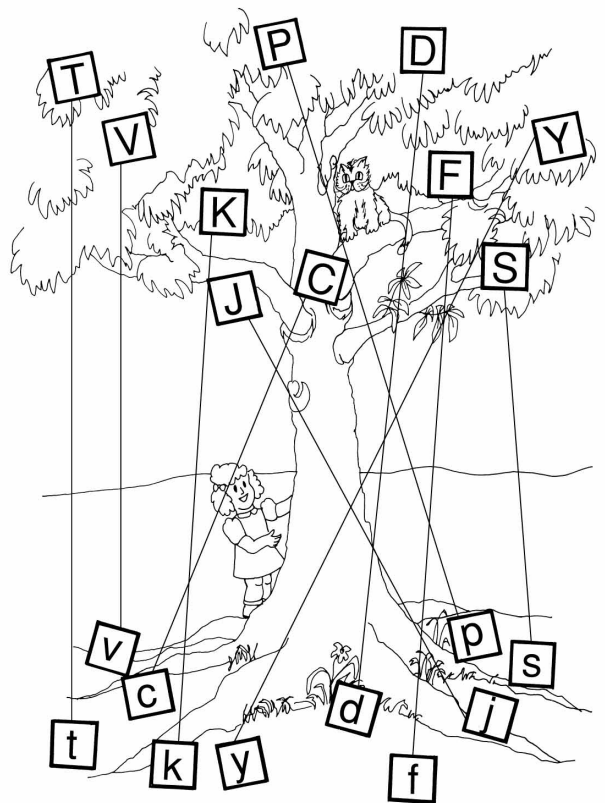


14

f j k p s v y



15



16

Early To Read

UNIT 1

LESSON 5

Unit 1

Lesson 5: A Fair Idea

READING LEVEL: readiness

AVERAGE WORKING TIME: 25 minutes

OBJECTIVES

- to provide additional practice in recognizing the sounds of the consonants in the initial position
- to develop the ability to read complete sentences
- to develop the ability to identify unknown words through pictures, context or sentence clues
- to increase ability to react to the moods of poems and stories

STORY SYNOPSIS

Two children learn the disappointing news that their father won't be able to take them to the county fair. But a neighbor saves the day when she tells the children that she is going very early to the fair in order to set up her vegetable exhibit, and that they may go along with her if they bring something to exhibit, too.

IN THE LESSON

The student is directed by the narrator to follow along as the story is read for the first time. During the rereading of the story, the student is encouraged to read specific sentences alone.

Page 17 of the activity book contains the first exercise of the lesson. An opportunity to react to the mood of the characters in the story is presented as the student studies three pictures and reads two sentences per picture. The student is directed to circle the sentence in each set which tells about the mood of the people in the picture.

On page 18 the student finds himself at an animal exhibit at a county fair. The four sentences in the middle of the illustrated page tell about some of the things the story characters did at the fair. Using picture clues and the sense of the sentence, the student is directed to read the last word in each sentence alone before the narrator reads it. By placing an X on the word's picture which can be found in the large illustration, the student indicates that he or she has read the word correctly.

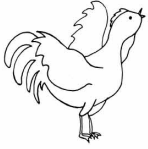
Another exhibit is pictured on page 19. Presented here is a group of vegetables on a table. Above the table is a sign which has words with initial consonant letters missing. Below the table are the missing letters. As the narrator reads the words on the sign, the student determines the initial consonant sound in each word and fills in the letter on the sign.

A visit to the Hall of Hobbies is next. Here, in an exercise similar to that on page 19, the student meets seven children who are holding signs which title their collections. The student listens to the child's name and collection, both of which begin with the same initial consonant sound, and then writes the letter which goes in the blank on each sign.

Early To Read

UNIT 1

LESSON 5



A FAIR IDEA



1. Larry and May were unhappy.

2. Larry and May were tired.



3. Their mother was sick.

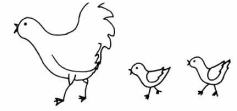
4. Their mother was angry.



5. Mrs. Henry made Larry and May feel happy.

6. Mrs. Henry made Larry and May feel sad.

17

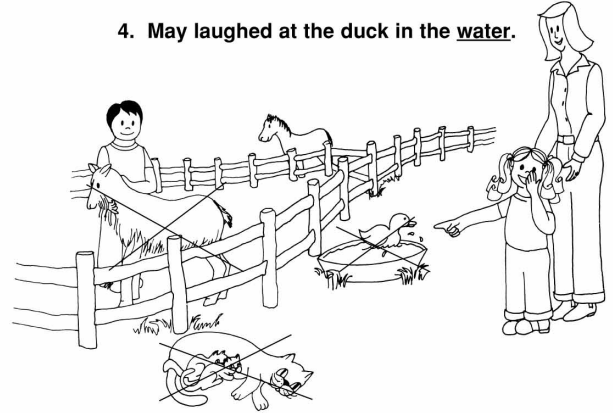


1. At the fair the children fed carrots to the rabbits.

2. Larry got to pet a goat.

3. The children saw a mother cat feeding her kittens.

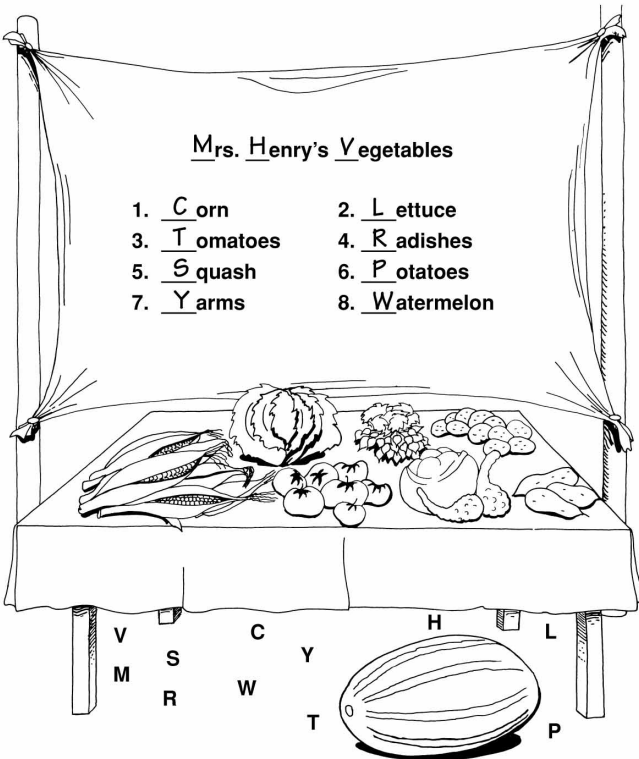
4. May laughed at the duck in the water.



18

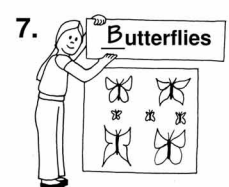
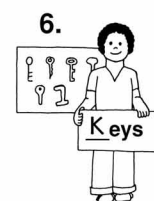
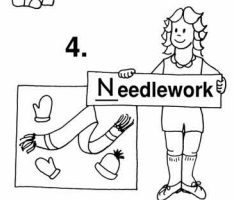
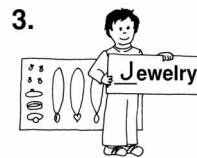
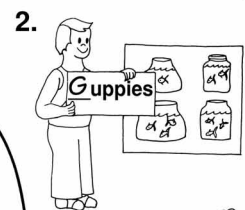
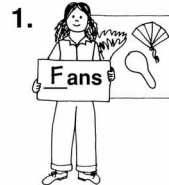
Mrs. Henry's Vegetables

- | | |
|---------------------|-----------------------|
| 1. <u>C</u> orn | 2. <u>L</u> ettuce |
| 3. <u>T</u> omatoes | 4. <u>R</u> adishes |
| 5. <u>S</u> quash | 6. <u>P</u> otatoes |
| 7. <u>Y</u> ams | 8. <u>W</u> atermelon |



19

HALL OF HOBBIES



20

Early To Read

UNIT 2

LESSON 1

Unit 2

Lesson 1: A Hundred Hungry Kittens

READING LEVEL: early first grade

AVERAGE WORKING TIME: 20 minutes

OBJECTIVES

- to increase recognition of the short sounds of the vowels A, I, and U
- to provide practice in writing capital or small letters A, I, and U
- to develop the ability to read complete sentences
- to develop the ability to hear rhyming elements in words
- to give practice in identifying the main idea of a story
- to reinforce the ability to identify the speaker

STORY SYNOPSIS

Told in rhyme, the story concerns a lady with 100 kittens who lived on a hill. The story tells about the lady's inability to feed her kittens. A girl named Hilary Hittens saves the day when she offers her cow to the lady.

IN THE LESSON

As the student follows along, the narrator reads the story on the story card, then rereads the story and encourages the student to read specific sentences and passages alone.

The exercise on the first page of the activity book is designed to reinforce the basic comprehension skill of identifying the main idea. The student circles two pictures out of six which portray elements of the story.

On page 2, the student is presented with two direct quotations from the two people in the story. Instructions call for the student to circle the picture of the person associated with each quotation.

Page 3 provides practice in working with the short sounds of the vowels A, I, and U. Here, the student helps compose a list of household items upset by the lady's kittens. This is done by filling in the missing vowel in the word by each upset item in the full-page illustration.

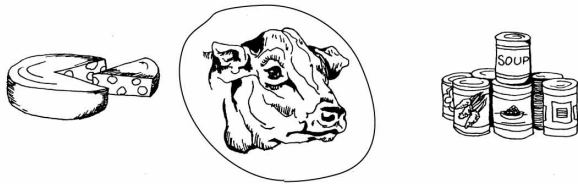
On page 4, the student studies a full-page illustration of a baby's bedroom and listens to the names of some objects in the room. The student then places a numeral in the box by the object whose name rhymes with the numbered word spoken by the narrator.

Early To Read

UNIT 2

LESSON 1

A HUNDRED HUNGRY KITTENS



1

"My kittens need milk,
But I don't know how
To get them the milk
For I don't have a cow."



"You need milk for your kittens,
And I'll tell you how
To feed all your cats,
For I have a cow."

2



apple



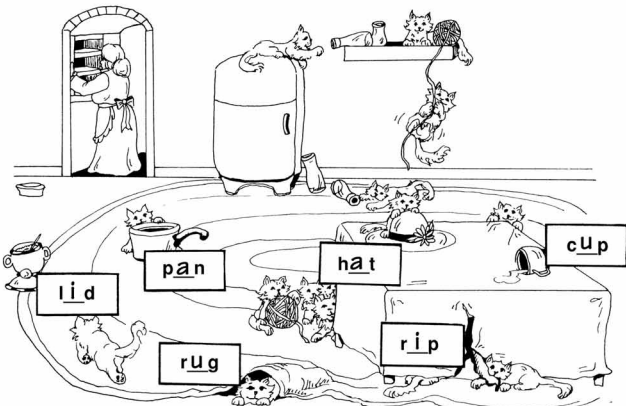
Indian



umbrella

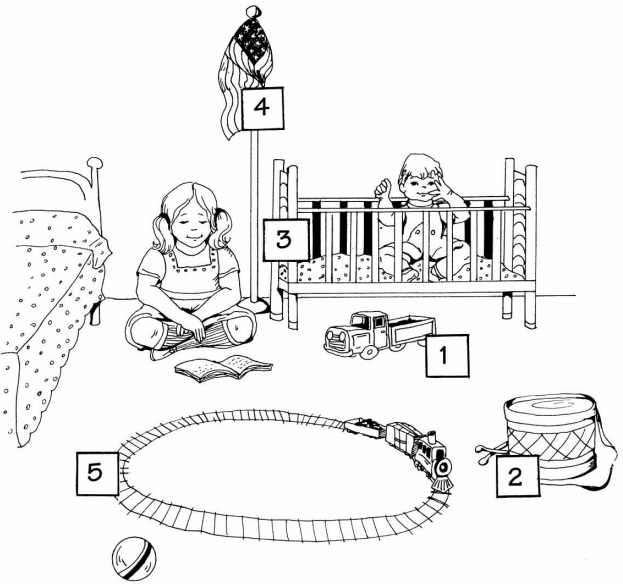
- | | | |
|--------|-----|-----|
| 1. bag | pin | rug |
| 2. can | sit | fun |

a i u



3

A a I i U u



4

Early To Read

UNIT 2

LESSON 2

Unit 2

Lesson 2: The Circus Parade

READING LEVEL: early first grade

AVERAGE WORKING TIME: 25 minutes

OBJECTIVES

- to increase recognition of the short sounds of the vowels E and O
- to develop the ability to read complete sentences
- to reinforce the ability to arrange simple sentences in proper sequence
- to provide practice in making inferences

STORY SYNOPSIS

The action of the story takes place on a busy city street where Tom and Beth Kennedy view a circus parade. In the midst of the parade come the clowns with their colorful costumes. One clown, who carries a small dog in a big pocket, is the hit of the parade.

After the parade, Tom and Beth are preparing to go home when Tom hears whimpering sounds near his feet. It's the clown's dog. The children take the dog home to show their mother, who declares that the family will have to go to the circus to return the dog to the clown.

IN THE LESSON

As the student follows along, the narrator reads the story on the story card, then rereads the story while encouraging the student to read specific sentences and passages alone.

Page 5 of the activity book is designed to reinforce the ability to arrange simple sentences in proper sequence. The student is presented with four sentences and corresponding pictures from the story card. By drawing lines from the sentences to the numerals in the middle of the page, the student arranges the sentences in sequential order.

On page 6, the student reads three riddles which describe specific objects and must infer the identity of each object. In each case, the student circles the one object, out of three pictured, which answers the question posed in the riddle.

Pages 7 and 8 provide practice in working with the short sounds of the vowels E and O. On page 7, the narrator reads four sets of words which name objects pictured. In the first two sets, the student circles those pictures whose names have a short E sound. In the last two sets, words which have the short O sound are circled.

On page 8, the student is presented with two "shapes" puzzles, and shades in those shapes in the top puzzle which contain pictures of objects with the short E sound in their names. In the bottom puzzle, the shapes to be shaded are those which picture objects with the short O sound in their names. Correctly shaded puzzles will reveal a letter E in the shaded portion of the top puzzle, and a letter O in the bottom puzzle.

THE CIRCUS PARADE

1
Last of all came the elephants.

2
Next came the monkeys and the cages of lions.

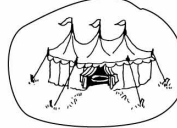
3
The circus band led the parade.

4
The clowns waved to the people.

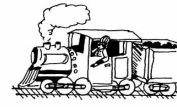
5

1. The circus takes place under my "big Top." Big poles hold me up. What am I?

tent



train



house

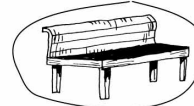


2. At the circus, people sit on me. I am made of wood. What am I?

clock



bench



table



3. I am a small square on your shirt. You put things inside me. What am I?

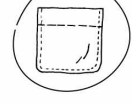
button



collar



pocket



6

E e



net

O o



box

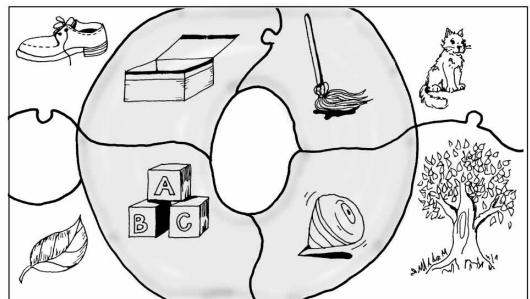
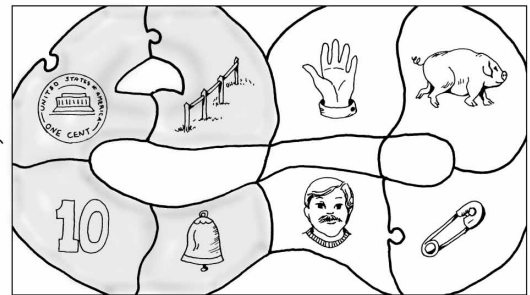
1.

2.

3.

4.

7



8

Early To Read

UNIT 2

LESSON 3

Unit 2

Lesson 3: Lola and the Lion

READING LEVEL: early first grade

AVERAGE WORKING TIME: 25 minutes

OBJECTIVES

to increase recognition of the long sounds of the vowels o and l

to reinforce the ability to draw conclusions from given facts

to provide practice in recognizing likeness and difference

STORY SYNOPSIS

An imaginative girl named Lola tells her friend Brian about her pet lion and answers his incredulous questions.

The first three pages of the story present the children's conversation. On the last page, Lola admits that her pet is a pretend lion.

IN THE LESSON

The student is directed to follow along as the first narrator reads the story, and is encouraged to read specific passages alone as the story is reread by the second narrator. The narrators then take turns guiding the student through the work on the activity pages.

The first activity page (page 9 of the activity book) provides the student with practice in recognizing likenesses and differences. At the top of the page, the student studies four divided picture frames. Each frame shows an animal in one part of the picture and the animal's foot in the other part. The narrator explains how the horse and zebra are alike, how the cat and lion are alike, and how each group differs from the other. The student circles two labeled pictures at the bottom of the page which relate animals with like characteristics.

More practice in recognizing likeness and difference is provided on page 10. The student studies four rows of imaginary animals from familiar children's stories and crosses out the word under the animal in each row which is different from the other three words in the row.

Pages 11 and 12 provide practice in working with the long sounds of the vowels l and o. On page 11, the student studies an imaginary clock. Each clock numeral has a picture and a word by it. As the narrator reads the words, the student determines which words have a long l sound, and draws lines from those words to the picture of the pie in the middle of the clock. The student draws seven hands on the clock.

The activity on page 12 is similar to that on page 11. However, in this case, the student draws lines from the words on the page which have a long o sound to the picture of Lola's imaginary boat in the middle of the page.

Early To Read

UNIT 2

LESSON 3

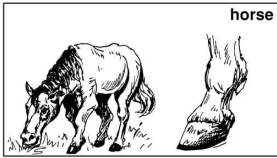
LOLA AND THE LION



lion



zebra



horse



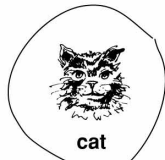
cat



horse



zebra



cat

1.



horse



lion



cat

2.

9

A.

B.

C.

D.

10

Lola told Brian that she had her lion by her side all the time.

11

12

Early To Read

UNIT 2

LESSON 4

Unit 2

Lesson 4: Abe and the Beaver

READING LEVEL: early first grade

AVERAGE WORKING TIME: 25 minutes

OBJECTIVES

to increase recognition of the long sounds of the vowels A, E, and U

to provide practice in writing the capital or small letters A, E, and U

to give practice in titling the main idea of a story

to reinforce the ability to arrange events and ideas in sequence

to increase the ability to recognize tone, feeling, and mood of stories

STORY SYNOPSIS

Abe, a Boy Scout on a nature hike with his troop and a hungry beaver are the central characters of this story. The reader joins Abe in observing a beaver eating grapes Abe has left behind. The beaver soon slides playfully down a mud bank and disappears into the water, but the excitement of seeing the beaver adds to the mood of wonderment in the story.

IN THE LESSON

The narrator directs the student to follow along as the story is read for the first time. During the rereading of the story, the student is encouraged to read specific sentences and passages alone.

The first page of activities (page 13 of the activity book) presents three separate exercises. At the top of the page, the student reads four story titles and underlines the one which accurately titles the main idea of the story. In the middle exercise, one face out of the four pictured depicts Abe's mood when he saw the beaver. The student circles the correct face. The final exercise on the page deals with the sequential ordering of four illustrated sentences from the story.

Page 14 contains an exercise which provides practice in recognizing and writing words which have a long A or a long E sound in them. Presented with a labeled picture of a beaver lodge, the student is asked to do the following: read the labels along with the narrator; write the words containing long A sounds on the lines at the bottom-left of the page; write the words containing long E sounds on the lines at the bottom-right.

On page 15, the student studies the full-page illustration, listens to the names of objects in the illustration, and writes an A or an E in the boxes near the objects to indicate the long vowel sound heard in each object's name. Later, the student is told that there is an animal in the picture which doesn't belong there (a mule), and is directed to circle the animal in order to remember the long U sound.

A review of the long sounds of the vowels A, E, and U is presented on page 16. On the left side of the page are seven labeled pictures, and on the right are the three vowels in lowercase form. The student reads each word along with the narrator, decides which long vowel sound is heard in the word, and writes the number of the word on the correct letter.

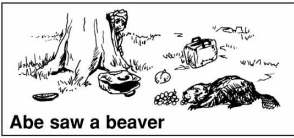
Early To Read

UNIT 2

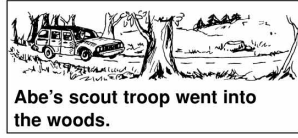
LESSON 4

ABE AND THE BEAVER

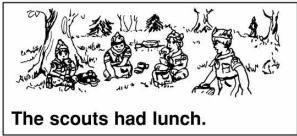
1. Abe and His Pet Beaver
2. Abe Sees a Beaver
3. The Scouts Catch a Beaver
4. A Beaver Sees the Girl Scouts



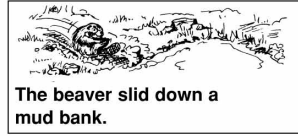
3



1

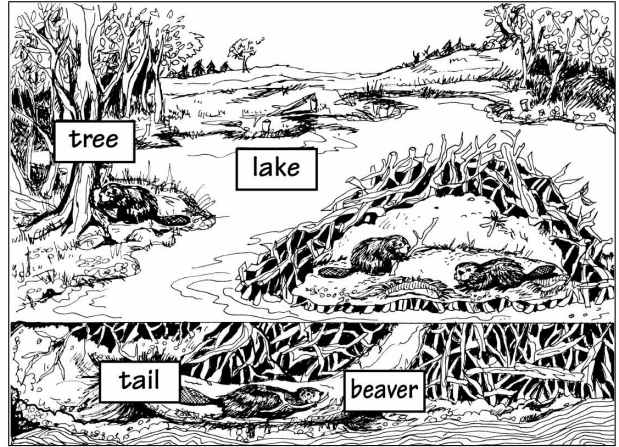


2



4

13



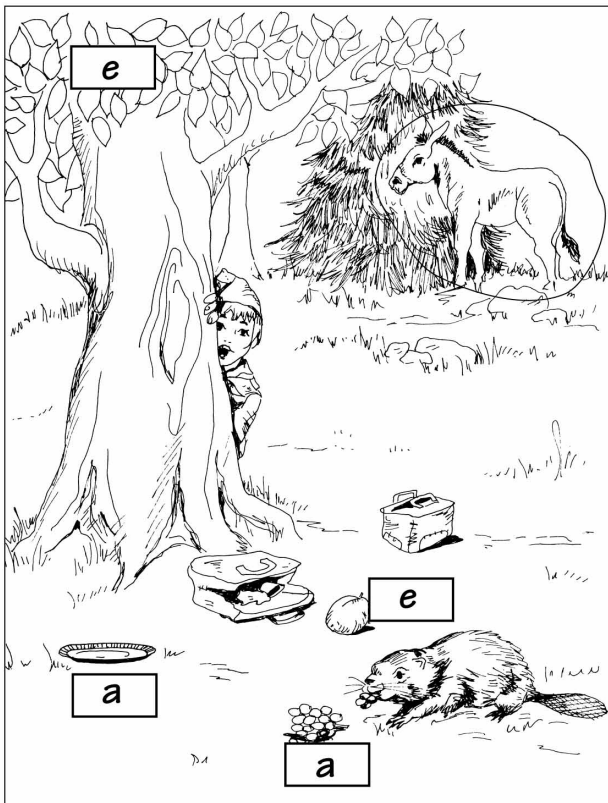
lake

beaver

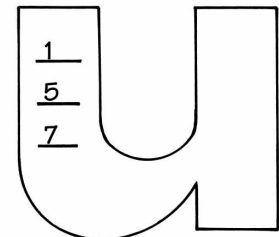
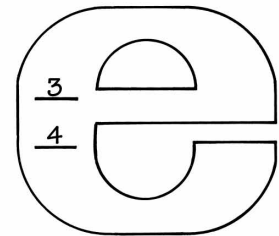
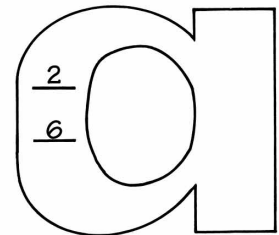
tail

tree

14



15



16

Early To Read

UNIT 2

LESSON 5

Unit 2

Lesson 5: The Alphabet Party

READING LEVEL: early first grade

AVERAGE WORKING TIME: 25 minutes

OBJECTIVES

- to review the initial consonant sounds taught in Unit 1
- to provide practice in recognizing the sounds of the consonants Q, K and Z in the initial position
- to review recognition of the long and short sounds of the vowels A, E, I, O, and U
- to provide practice in writing the capital or small letters of the alphabet
- to provide practice in working with alphabetical sequence

STORY SYNOPSIS

“The Alphabet Party” is a story about a zany classroom party and is similar in format to a child's alphabet book, with the first letter of each line presenting a letter of the alphabet—in sequential order. Each sentence in the story begins with a child's name followed by several words beginning with the same letter.

IN THE LESSON

The narrator directs the student to follow along as the story is read for the first time. During the rereading of the story, the student is encouraged to read specific passages alone.

The activity pages are a continuation of the party theme, as the teacher and children from the story card decide to have an alphabet party in the classroom.

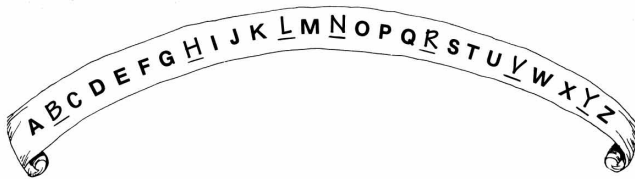
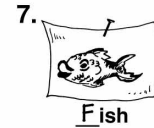
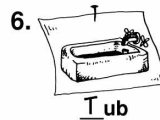
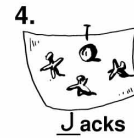
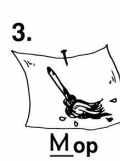
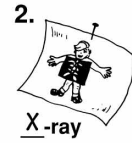
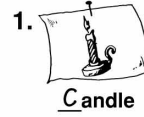
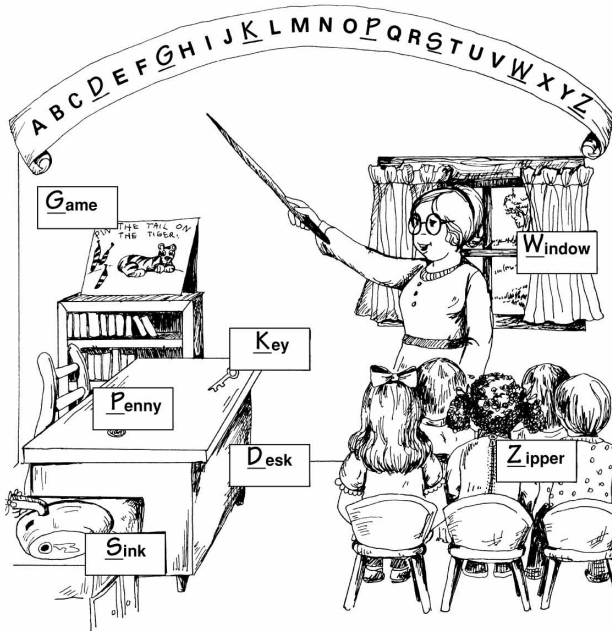
Each of the first three pages opens with an exercise in which the student is asked to fill in the stolen letters from an alphabet banner at the top of the page. In so doing, the student receives practice in writing all the consonant letters and in recognizing the vowel letters.

The activity on page 17 calls for the student to fill in the initial consonant letter in each of several words which name objects in a full-page illustration. The consonants filled in by the student in the alphabet banner are those used in this activity.

Pages 18 and 19 contain similar activities. Initial consonants are added to titles of children's drawings on page 18. On page 19, initial consonants are added to words, providing clues to places where the teacher and children might look for the stolen letters.

Before completing the work on page 20, the student learns who has taken the letters from the alphabet banner. The student then gains practice in working with long and short vowel sounds by completing an exercise at the bottom of the page. The exercise is one in which the student fills in missing vowels in a group of words containing short vowel sounds.

THE ALPHABET PARTY



1. Look in the basket.



2. Look under my hat.



3. Look under the rug.



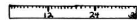
4. Look by the vines.



5. Look by the ladder.



6. Look by the yardstick.



7. Look in the newspaper.



A



can

E



net

I



pin

O



top

U



cup

1. hen

2. pill

3. box

4. lunch

5. hand

Early To Read

UNIT 3

LESSON 1

Unit 3

Lesson 1: The Baby Who Was Lost and Found

READING LEVEL: late first grade

AVERAGE WORKING TIME: 25 minutes

OBJECTIVES

to develop understanding of the function of Y as a vowel

to increase recognition and identification of initial consonant blends: pi, cl, cr, gr, st, sm

to provide practice in recognizing supporting ideas

to reinforce the ability to draw conclusions from given facts

STORY SYNOPSIS

The title character in this story is the baby sister of two children who try to prolong bedtime. They do this by not telling their grandmother that their clean night clothes are in a basket right by the bed. When Grandma goes to look for the clothes, the children start jumping on the bed and accidentally bounce the baby into the basket. The "lost" baby is found when Grandma comes into the room to quiet the children. In finding the baby, Grandma also finds the night clothes.

IN THE LESSOR

As the student follows along, the narrator reads the first two pages of the story on the story card, then encourages the student to read the last two pages alone.

On page 1 of the activity book, the student works an exercise which reinforces the ability to draw conclusions from given facts. The narrator reads each of three questions which asks about a fact from the story. The student is directed to mark an X before one or more conclusions which may be drawn from the fact.

A series of six pictures showing the baby from the story card in various actions can be found on page 2. Six words which begin with consonant blends, and which describe the action in each picture, are written at the bottom of the page. The student is asked to draw a line under the blend in each word as the narrator pronounces them, then, to match each action word with a picture above. The student does this by writing the blend for each word inside the small box on each picture.

Another exercise on initial consonant blends can be found on page 3 of the activity book. A full-page illustration shows the children from the story card dressing for a Halloween party. Words at the bottom of the page name things that are in the picture. After drawing lines under the initial blends, the student writes the blend of each word in the box by its picture.

A final activity calls for the student to identify the vowel sounds of the letter Y at the ends of words. The word baby is used to demonstrate the long E sound of letter Y. And the word cry shows letter Y's long I sound. These words and their illustrations are found on either side of a large letter Y which fills the middle of the page. Inside the Y are eight words which end in Y. As the narrator pronounces each word, the student listens to the long vowel sound at the end of the word. By writing E or I in a numbered blank at the bottom of the page, the student completes a sentence which makes a statement about the letter Y.

Early To Read

UNIT 3

LESSON 1

THE BABY WHO WAS LOST AND FOUND

1. At the beginning of the story, how did you know it was time for the children to go to bed? Write an X before three sentences that showed it might be bedtime.

- a. Stephanie had a brother and a baby sister.
- b. Stephanie and Greg had just had a bath.
- c. Stephanie did not want to go to bed.
- d. Grandma did not want Greg to jump.
- e. They were playing circus.
- f. Grandma said she would get their night clothes.

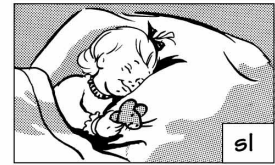
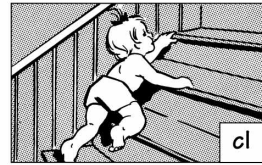
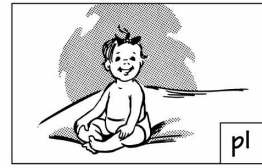
2. Why did the baby fall into the clean clothes? Write one X.

- a. Mom was not there.
- b. Greg was jumping.
- c. Stephanie did not want to go to bed.
- d. Grandma was looking for clean clothes.

3. What probably happened after Stephanie and Greg put on their clean clothes? Write one X.

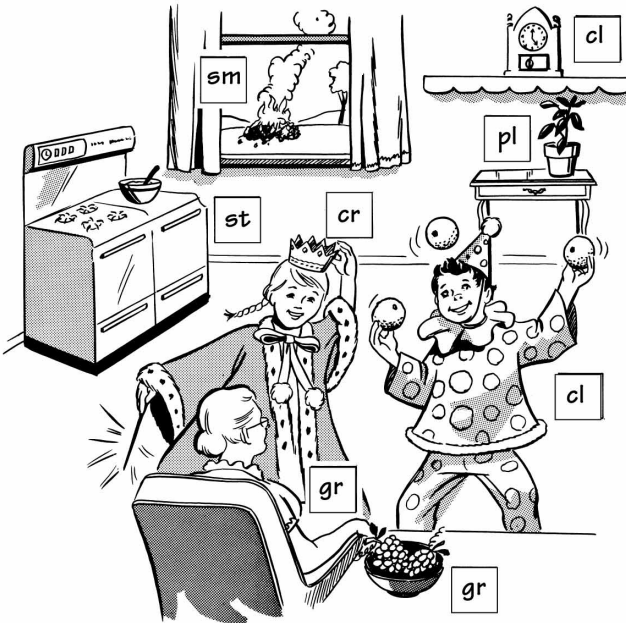
- a. They went to the circus.
- b. They went to Grandma's house.
- c. They ate dinner.
- d. They went to bed.

1



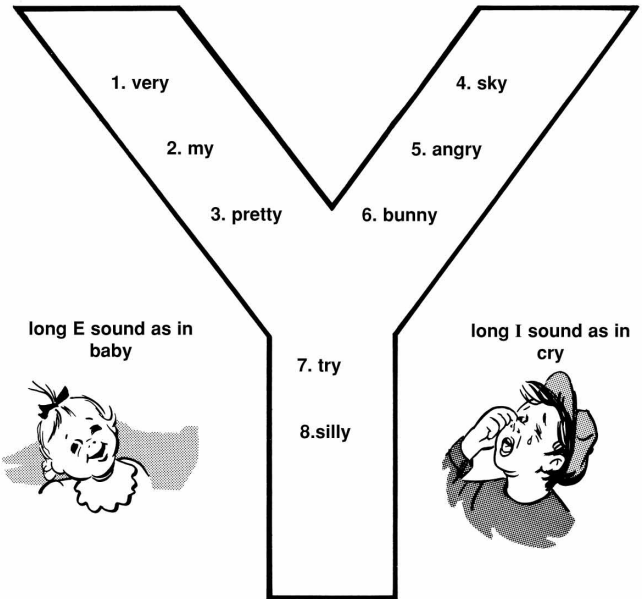
grab play stand climb cry sleep

2



clock grandma grapes clown
stove crown plant smoke

3



Sometimes this letter is a vowel.

1 2 3 4 5 6 7 8

4

Early To Read

UNIT 3

LESSON 2

Unit 3

Lesson 2: The What-Do-You-Call-It Ball

READING LEVEL: late first grade

AVERAGE WORKING TIME: 30 minutes

OBJECTIVES

to develop the ability to recognize single final consonant sounds

to increase recognition and identification of initial consonant blends; pr, ft, bi, gl, tr, tw

to provide practice in identifying compound words
to give practice in verifying a statement

STORY SYNOPSIS

A boy named Troy wishes to look for his ball in the "Lost and Found" box in his classroom. In order to teach colors, the teacher has made it a rule that a missing object must be named by its color before it can be retrieved. Troy tries to name the color of his ball, but cannot.

The next day, Troy sees a dusty gray sparrow and decides that the color of his ball is sparrow. The teacher agrees that Troy's ball is indeed sparrow colored, and allows him to have it.

IN THE LESSON

The narrator directs the student to follow along as the first two pages of the story are read. Then, the student is encouraged to read the last two pages alone.

Page 5 of the activity book is designed to give practice in verifying a statement. The student is presented with four pictures from the story card, and follows along as the narrator reads a statement written below each picture. After determining whether the statement is true or false, the student circles T or F below each sentence.

The next activity page (page 6) calls for the student to identify compound words. A school playground is pictured, with groups of children playing baseball, football, or basketball. After a study of these compound words, the student is presented with four more compound words at the bottom of the page. The student writes the word parts on the lines after each word.

A matching exercise can be found on page 7. The student matches children with objects from two "Lost and Found" boxes. Each child's shirt has the consonant blend which begins his or her name on it. The student is asked to draw a line from the picture of each child to the picture of the object which begins with the same consonant blend as the child's name.


On page 8, the student is presented with a large "Lost and Found" box at the top of the page. Printed on the box are 14 consonants. Below the box are the pictures and names of 14 objects. The last letter in each word is missing. The student is directed to listen to the consonant sound at the end of each word and write in the missing consonant.

Early To Read

UNIT 3


LESSON 2

THE WHAT-DO-YOU-CALL-IT BALL

1. 


To get back his ball, Troy had to name its shape.

T (F)

2. 


Troy looked for his ball in store windows.

T (F)

3. 

Troy thought a bird was his ball.

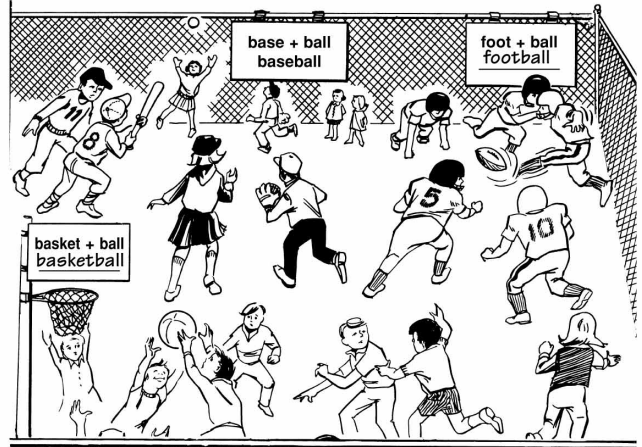
(T) F

4. 

Troy told the teacher that his ball was sparrow-colored.

(T) F

5



Compound Words

- 1. stoplight stop + light
- 2. something some + thing
- 3. himself him + self
- 4. classroom class + room

6















Floyd (fl) — Troy (tr) — Prudence (pr) — Gloria (gl) — Blanche (bl) — Frank (fr) — Brenda (br) — twins (tw)

Items: flag, tractor, gift, blocks, broom, frog, leaves

7

LOST AND FOUND

b, d, f, g, k, l, m, n, p, r, s, t, v, z

- 1.  bus
- 2.  bread
- 3.  fan
- 4.  dog
- 5.  scarf
- 6.  worm
- 7.  nail
- 8.  steak
- 9.  car
- 10.  bib
- 11.  stove
- 12.  prize
- 13.  boat
- 14.  cap

8

Early To Read

UNIT 3

LESSON 3

Unit 3

Lesson 3: The Boy Who Loved the Wind

READING LEVEL: late first grade

AVERAGE WORKING TIME: 25 minutes

OBJECTIVES

to increase recognition of consonant digraphs in the initial positions in words, *ch, th, sh, wh*

to provide practice in identifying simple contractions: *I'll, it's, don't, won't, doesn't*

to provide practice in using the above contractions in sentences

to reinforce the ability to make inferences to give practice in locating answers to questions

STORY SYNOPSIS

This story is based on an African legend which tells of how a boy's red shirt became the beautiful red flowers on the kafir plant.

The story tells of the love a young boy named Joseph has for the wind. One day as Joseph is out walking, a rhino charges him. The wind saves Joseph's life by snatching up his red shirt, tearing it to pieces, and blowing it into a field of kafir. From that day on, Joseph's mother and father love the wind, too.

IN THE LESSON

As the student follows along, the narrator reads the first two pages of the story card. Then, the student is directed to read the last two pages alone.

The first activity page (page 9 of the activity book) provides practice in making inferences. Presented with three descriptive paragraphs, the student is asked to answer a question about each paragraph. This is done by writing yes or no on the line after each question.

On page 10, the student studies four sentences which contain statements that someone in the story might have made. By drawing lines from the pictures on the left to the statements on the right, the student matches the characters with the statements. A second activity on the page calls for the student to underline the contraction in each statement. A study of the contractions follows as the student fills in each contraction on the line after the two-word form at the bottom of the page.

Further practice in working with contractions takes place on page 11. The student reads five sentences about the story. Each sentence has a missing word which the student fills in from the list of contractions at the top of the page.

The work on page 12 is accomplished in two stages. First, the narrator leads the student through a study of the consonant digraphs at the top of the page. Next, the student reads five sentences along with the narrator and determines the correct missing word for each sentence. This is done by studying the pair of words in parentheses within each sentence, and circling the correct word. Each word begins with one of the digraphs at the top of the page, so correct choices are made through recall of story details. The student is further assisted by listing under each sentence, the story card page number on which the answer may be found.

THE BOY WHO LOVED THE WIND

Yes or No?

1. Joseph stepped outside his house. He listened to the stillness. He watched the clothes on the clothesline. They hardly moved. Joseph wiped his hot forehead.



Do you think the wind was blowing? No

2. Joseph's job was to feed their small herd of cows. Joseph called each cow by name. He chased flies away from the cows. Often, Joseph sang as he worked.



Do you think Joseph liked his job? Yes

3. Joseph, his mother, and his father sat outside their house. They watched the sun go down. They listened to the sounds of the night. Joseph's father yawned.



Do you think Joseph will be getting ready for bed soon? Yes



1. I'll chase the boy in the red shirt.



2. I don't want the rhino to get me.



3. This time, the shirt I make won't be red.



4. It's up to me to save the boy from the rhino.

1. I will I'll

2. do not don't

3. will not won't

4. it is it's

doesn't I'll It's don't won't

1. Joseph doesn't want the rhino to get him.



2. Joseph said, " it's hard to get away from the rhino."



3. The wind said, " I'll help Joseph."



4. If the wind helps Joseph, the rhino won't get him.



5. Joseph's father said, "I'll never again say that I don't like the wind."



1. One day, Joseph's mother made him a red (shirt, thing).

page 2

2. The rhino saw Joseph and (charged, whistled).

page 2

3. Then the wind in the grasses (whispered, shouted) to Joseph.

page 3

4. The sound of the wind grew until it was a loud (shout, whistle).

page 5

5. At Joseph ran he called, "(Chase, Thank) you, Wind!"

page 4

Early To Read

UNIT 3

LESSON 4

Unit 3

Lesson 4: How It Would Be

READING LEVEL: late first grade

AVERAGE WORKING TIME: 25 minutes

OBJECTIVES

- to increase knowledge of simple endings: *ed, ing*
- to reinforce the ability to identify and use plurals: *s, es*
- to give practice in using punctuation as a guide to meaning
- to provide practice in recognizing synonyms and antonyms
- to develop the ability to see humor in situations

STORY SYNOPSIS

Told in rhyme, this story asks the reader to imagine a situation in which parents and children switch roles. A typical day—from rising to after-school activities—is lived through as the children scold, encourage, love, and admonish their parents.

IN THE LESSON

As the student follows along, the narrator reads the first two pages of the story on the story card, then encourages the student to read the last two pages alone.

The use of simple punctuation is explained on page 13 of the activity book. At the top of the page, the narrator leads the student through a study of the period, the question mark, and the exclamation point. Then, at the bottom of the page, the student is directed to provide the punctuation in four sentences.

On page 14, an exercise on synonyms and antonyms is provided. Three school buses are pictured on the page. The top bus has six words written on it. The middle bus has six numbered lines on which the student writes a synonym for each word above. (The synonyms are listed in a box in back of the middle bus.) The bottom bus has six numbered lines on which the student writes an antonym for each word on the top bus. (The antonyms are listed in a box in front of the bottom bus.)

Page 15 contains six sentences which are about a school picnic. Twelve words in the sentences are underlined. At the bottom of the page can be found two rules for making words plural. The narrator explains the rules, then directs the student to write the plural form of the underlined words on the blanks under the rule which applies to each word.

A visit to an amusement park follows on page 16. Three children are pictured on the page. Each child is holding a card on which is written two sentences, each with a missing word. The student is asked to fill in the correct form of the word from a choice of three verb forms above each set of sentences.

Early To Read

UNIT 3

LESSON 4

HOW IT WOULD BE



.

period

?

question mark

!

exclamation mark

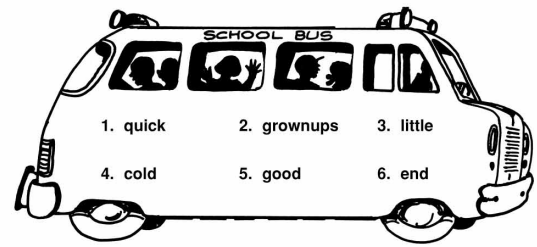
A. It's time to get dressed.

B. Why must I tell you the same thing each day?

C. Get out of that bed!

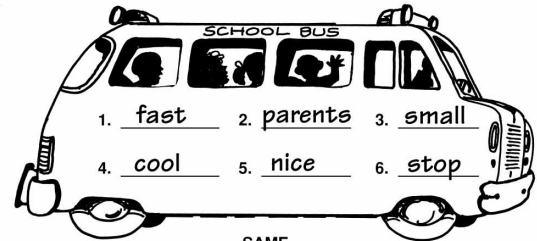
1. Was Mother late for school?
2. Dad had a sore throat .
3. Look out for that car!
4. Did the grownups button their coats?

13



- | | | |
|----------|-------------|-----------|
| 1. quick | 2. grownups | 3. little |
| 4. cold | 5. good | 6. end |

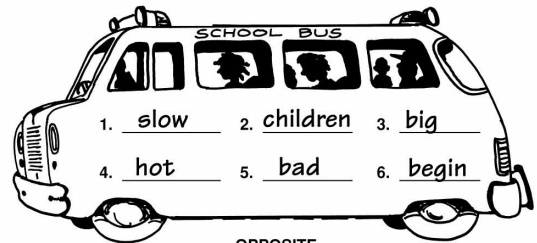
cool
nice
parents
stop
fast
small



- | | | |
|---------|------------|----------|
| 1. fast | 2. parents | 3. small |
| 4. cool | 5. nice | 6. stop |

SAME

children
big
hot
begin
slow
bad



- | | | |
|---------|-------------|----------|
| 1. slow | 2. children | 3. big |
| 4. hot | 5. bad | 6. begin |

OPPOSITE

14



1. The boys and girls in my class rode to the park in a bus.
2. Mary had her lunch in a bag, but I carried a lunch box.
3. I had a sandwich, a cupcake, a banana, and a pear to eat.
4. I drank a glass of milk.
5. We saw a baby skunk.
6. I poured some milk in a dish for the skunk.

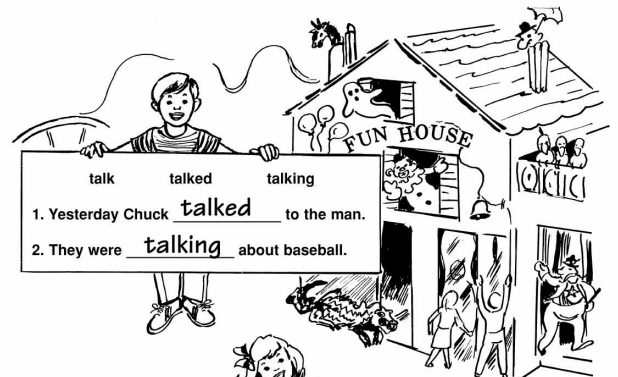
Rule 1: Most words show more than one by adding S to them.

<u>parks</u>	<u>bags</u>	<u>cupcakes</u>
<u>bananas</u>	<u>pears</u>	<u>skunks</u>

Rule 2: Most words that end in S, SS, CH, SH, or X show more than one by adding ES to them.

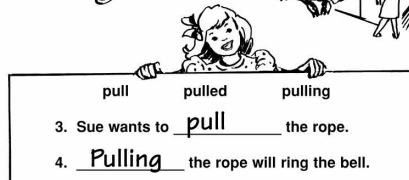
<u>buses</u>	<u>lunches</u>	<u>boxes</u>
<u>sandwiches</u>	<u>glasses</u>	<u>dishes</u>

15



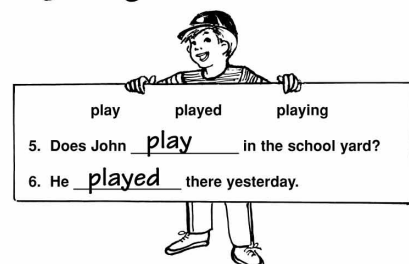
talk talked talking

1. Yesterday Chuck talked to the man.
2. They were talking about baseball.



pull pulled pulling

3. Sue wants to pull the rope.
4. Pulling the rope will ring the bell.



play played playing

5. Does John play in the school yard?
6. He played there yesterday.

16

Early To Read

UNIT 3

LESSON 5

Unit 3

Lesson 5: Where's the Fire?

READING LEVEL: late first grade

AVERAGE WORKING TIME: 25 minutes

OBJECTIVES

- to provide practice in identifying simple contractions: *where's, there's, can't, isn't, he's*
- to review sequential order
- to increase the ability to recognize consonant digraphs and blends in the final position: *th, sh, ch, lt, nt, st, ng*
- to give practice in using simple punctuation: period, question mark, exclamation point, comma
- to provide practice in following printed directions

STORY SYNOPSIS

This story revolves around the personification of a fire-truck. The reader follows the little fire truck as it decides to "see the town when people are happy." The fire truck, blowing its siren, proceeds down the streets of the town. Everyone who hears the fire-truck follows it in order to find out where the fire is. At the end of the story, the people discover that there is no fire, but that they have the makings of a parade. The story ends with everyone parading happily through the town.

IN THE LESSON

The narrator directs the student to follow along as the first two pages of the story are read. Then, the student is encouraged to read the last two pages alone.

On page 17, the student is given the opportunity to read and follow printed directions. Starting at the picture of a school, the student reads the directions, then proceeds reading directions until he or she has drawn lines connecting four points. Correctly drawn lines form a large diamond shape on the page, and connect pictures which review the sequential order of events in the story.

Some examples of the uses for the period, question mark, exclamation point, and comma are found at the bottom of page 18. After studying the examples with the narrator, the student adds the correct punctuation to the letter found at the top of the page.

Page 19 presents an activity in which the student is introduced to five contractions. The pictures on the page are of four characters being interviewed by a reporter. In word balloons above each character are sentences which contain contractions. After underlining each contraction, the student writes the contraction at the bottom of the page next to its two-word form.

The activity on page 20 calls for a study of seven consonant digraphs or blends found at the ends of words. After the study, the narrator leads the student through a related exercise. A series of seven pairs of words with the final digraph or blend missing is pictured on the page. The student determines the missing letters in each pair, and fills in the blank at the end of each word.

Early To Read

UNIT 3

LESSON 5

WHERE'S THE FIRE?



Draw a line to the clown.

Draw a line to the store.



Draw a line to the school.



Draw a line to the lake.



Draw a line to the skating rink.



Draw a line to the boy with the dog.



Draw a line to the boy with the drum.

17

Dear Parents,

I want to add two extra hours to each day. Everyone could use these hours for having fun. No one would be allowed to work. Do you think this is a good idea? I think it's a great idea!

Your Mayor,
I. M. Kidding

1. Using periods

This is Miss C. V. Smith.

2. Using the question mark

Did you read the letter?

3. Using the exclamation point

Come and look! I have a new puppy!

4. Using the comma

Dear Jack,

Your freind,

18



1. There's no way the mayor can do this!

2. Where's he going to get the two extra hours?



3. I can't believe the mayor really means it!










4. The mayor isn't serious.
5. He's kidding.

1. There is there's
3. can not can't
5. he is he's

2. Where is Where's
4. is not isn't

19

-ch as in  branch	-sh as in  brush	-th as in  bath	-lt as in  belt	-nt as in  tent	-ng as in  song	-st as in  nest
---	---	---	---	---	---	---



bu sh



ma sh



bo lt



me lt



ce nt



de nt



chur ch



por ch



ve st



re st



stro ng



stri ng



pa th



clo th

20

Early To Read

UNIT 4

LESSON 1

Unit 4

Lesson 1: Arny's Scarf

READING LEVEL: early second grade
AVERAGE WORKING TIME: 25 minutes

OBJECTIVES

- to develop the ability to recognize medial consonant sounds
- to develop understanding of the two sounds of C, G, and S
- to provide practice in recognizing cause and effect relationships
- to give practice in identifying singular possessives

STORY SYNOPSIS

The title character in the story is Arny, a little boy who has been given a scarf which is too long for him. Because of the too-long scarf, Arny gets into all kinds of trouble when he goes shopping with his mother. His mother tells him to carry the scarf, and a sales clerk, who thinks the boy is carrying a pet, scolds Arny. Arny plays "snake" with the scarf, further infuriating the clerk. Mother takes the scarf from the undaunted Arny, telling him that they will wait until Arny grows into the scarf before he wears it again.

IN THE LESSON

The narrator encourages the students to read the first two pages of the story independently. This is followed by a brief recap of what has been read. Students are then encouraged to finish reading the story.

On page 1 of the activity book, the students work an exercise which provides practice in recognizing cause and effect relationships. The narrator reads each of five sentence parts. Students are directed to mark an X before one of three endings which completes each sentence.

The next activity page contains four sentences, each of which contains underlined words. The sentences are repeated, but with blanks representing the underlined words. Students write the singular possessive form of the underlined words from the first sentence in the blanks in the second sentence.

The activity on page 3 gives practice in recognizing medial consonant sounds. There are 18 words which name the pictures on the page. Each word has a blank for its medial consonant sound. Students are directed to read each word, then write in the missing letter.

A final activity calls for students to identify the variant sounds of letters C, G, and S. After working through an exercise in which the narrator helps them identify two sounds for each letter, students are directed to do the following: read a list of words in a word bank; decide what sound the underlined letter in each word stands for; then write the word on the line under the large letter on the page which has that sound.

ARNY'S SCARF

Put an X on the line by the words that make each sentence true.

- Arny didn't like the scarf because
 - it was not red.
 - it was too long.
 - it reminded him of a snake.
- Arny wore the scarf because
 - his mother told him to.
 - he had a cold.
 - Mrs. Bell put it on him.
- The revolving door stopped because
 - two men turned off the switch.
 - a big crowd of people gathered.
 - Arny's scarf got stuck in it.
- The clerk got angry because
 - Arny was carrying his scarf.
 - he thought Arny was a rude boy.
 - Arny was playing "snake" with his scarf.



1



SAMPLE BOX

- The gloves that belong to Mother are on the table.
- Mother's gloves are on the table.

Read the first sentence. Then on the line in the second sentence, fill in the short way of writing the underlined words.

- The hair that belongs to Maria is black and shiny.

Maria's hair _____ is black and shiny.



- The tail that belongs to the squirrel looks like a question mark.

The squirrel's tail _____ looks like a question mark.



- Give the ice cream cone to the sister of Greg.

Give the ice cream cone to Greg's sister _____.





















- The net that belongs to the fisherman needs to be fixed.

The fisherman's net _____ needs to be fixed.









2



1.  ta <u>b</u> le	2.  coo <u>k</u> ie	3.  per <u>f</u> ume
4.  ba <u>s</u> ket	5.  grass <u>h</u> opper	6.  ba <u>n</u> ana
7.  sand <u>w</u> ich	8.  flash <u>l</u> ight	9.  fin <u>g</u> ers
10.  ga <u>r</u> den	11.  li <u>z</u> ard	12.  barn <u>y</u> ard
13.  pa <u>j</u> amas	14.  foo <u>t</u> ball	15.  bea <u>v</u> er
16.  can <u>d</u> le	17.  te <u>p</u> ee	18.  ca <u>m</u> el

3

 nose <u>z</u> _____	 coat <u>k</u> _____	 gate <u>g</u> _____
 bus <u>s</u> _____	 ice <u>s</u> _____	 cage <u>j</u> _____

WORD BANK

cent	cat	rose	goose
goat	sink	giant	us
candy	tease	city	page

S Z K G J

cent rose cat goose giant
sink tease candy goat page
us
city

4

Early To Read

UNIT 4

LESSON 2

Unit 4

Lesson 2: Amol, the Droopy-Eyed Camel

READING LEVEL: early second grade

AVERAGE WORKING TIME: 25 minutes

OBJECTIVES

to develop the ability to recognize three-letter initial blends *str, sch, thr, spr, spl, and chr*

to provide practice in applying the phonetic rule which states: *If a word or syllable has a single vowel followed by one or two consonant letters, the vowel is usually short*

to reinforce the ability to find the main idea

to give practice in locating specific information

STORY SYNOPSIS

This story is about Amol, an Arabian camel who wishes to become part of his master's caravan. But because Amol has droopy eyes which make him look sleepy, his master plans to sell him. The night before the caravan is to leave, Amol stands guard by the goods which have been readied for market. Thinking Amol is sleeping, some robbers attempt to steal the goods. Amol bumps against the men, scaring them off. In gratitude, his master chooses Amol to lead the caravan.

IN THE LESSON

The narrator encourages the students to read the first two pages of the story independently. Then, after a brief recap of what has been read, students are directed to finish reading the story.

Page 5 of the activity book is designed to give practice in finding the main idea. Students are presented with a paragraph which tells about one-humped and two-humped camels. The narrator directs students to read the paragraph, then to underline the sentence which tells the main idea of the paragraph.

On the next activity page (page 6), students use the paragraph from page 5 to practice locating specific information. This is done by deciding if each statement on page 6 tells about a one-humped or a two-humped camel. On the line after each statement, the students draw one hump or two humps to indicate their choices. Then they write the number of the sentence which gives the information in the statement.

The labeled picture on page 7 is of a camel and his master resting in the desert. The labels name some of the things in the picture and several parts of the camel. Students are directed to listen to the vowel sound in each label and write "short" on the line following the label if the vowel sound in the word is short. If it has a long vowel sound, they leave the line blank. Applying what they have learned from the above exercise, students fill in a missing word in the phonetic rule presented at the bottom of the page.

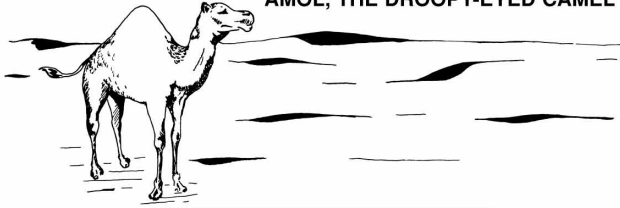
On page 8, students read six sentences about Amol and his master. Each sentence contains one word which has a missing initial three-letter blend. From the choices under each sentence, the students complete the word by writing the correct blend on the line in the word.

Early To Read

UNIT 4

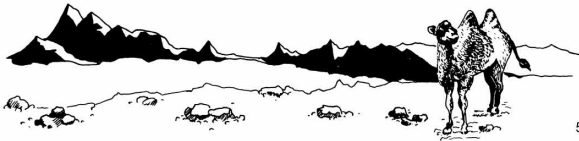
LESSON 2

AMOL, THE DROOPY-EYED CAMEL








One sentence in this paragraph tells what the whole paragraph is about. Draw a line under that sentence.

1 There are two kinds of camels, those with one hump and those with two humps. 2 Amol had one hump. 3 That kind of camel lives on the desert. 4 He can stand the heat of the desert. 5 He can walk on the hot sand without getting burned. 6 His nose can close so that sand does not get in when the wind blows it around. 7 The other kind of camel has two humps. 8 The two-hump camel can stand heat, but he can stand very cold places, too. 9 His feet are not made to walk on sand. 10 They are made to walk on rocks.



5

After each sentence below, draw one hump (/) on the line if the words tell about a camel with one hump. Draw two humps (\ /) if the words tell about a camel with two humps. Then write the number of the sentence on page 5 that the words come from.

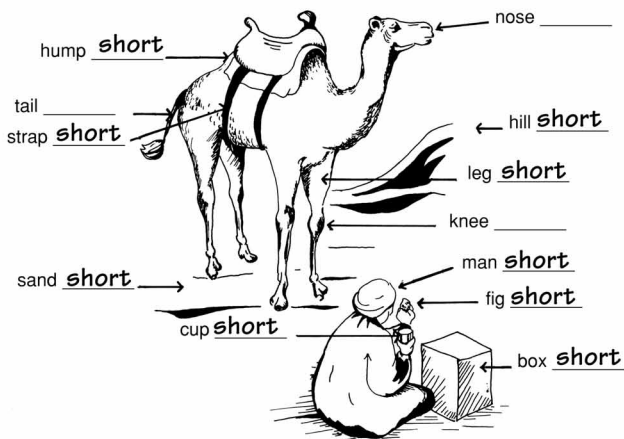
- He lives on the desert.  3
- He can stand the cold.  8
- He can walk where it is rocky.  10
- Amol is this kind of camel.  2
- Wind blows sand around where he lives.  6

6

Listen for the vowel sound in each word. Write *short* on the line after the word if it has a short vowel sound. Leave the line blank if the word does not have a short vowel sound.

The short vowel sounds are:

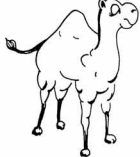





ă as in sad, ě as in tent, ĩ as in drink, ŏ as in rob,
and ũ as in bump.



Fill in the right word in the sentence: The words with one vowel letter followed by one or two consonant letters have short vowel sounds. (long, short)

7

Write the letters in the blanks.

- Amol was strong. (spr thr str) 
- His master would throw a blanket on his back. (sch thr str) 
- Amol's load was tied on his back with string. (spr str spl) 
- Amol drank water from a spring. (spr sch thr) 
- A stone hit the water with a splash. (thr sch spl) 
- You read the story of Amol in school. (sch str spl) 

8

Early To Read

UNIT 4

LESSON 3

Unit 4

Lesson 3: Tornado!

READING LEVEL: early second grade
AVERAGE WORKING TIME: 30 minutes

OBJECTIVES

to provide practice in applying the following phonetic rules:

A single vowel followed by one or two consonants is usually short.

If a word has only one vowel and it comes at the end of the word, the vowel is usually long.

When a word ends in vowel consonant E, the vowel is usually long and the E is silent.

to give practice in identifying the prefixes *un*, *re*, and *dis*

to reinforce the ability to compare and contrast ideas

to provide practice in reading maps

STORY SYNOPSIS

Stevie Bishop, the boy in the story, hears a news bulletin which warns of an approaching tornado. After telling his mother, Stevie follows her directions and runs to open the storm-cellar door as Mother rushes to get the baby from her crib. Mother and baby make it to the storm cellar just in time, but Lobo, the Bishop's dog, is left behind. After the storm passes, the Bishops find that, although their house is damaged, they have lived through a tornado. And so has Lobo.

IN THE LESSON

The narrator introduces the students to the story situation, then directs them to read the first two pages of the story independently. After summarizing what has been read, the narrator encourages the students to finish reading the story.

The first activity page (page 9 of the activity book) contains an exercise in which ideas are compared and contrasted. The narrator asks the students to picture in their minds a storm cellar and a basement. Then they are directed to read seven sentences on the page and indicate what each sentence describes. They do this by writing B for basement, C for storm cellar, or both B and C on the line after each sentence.

Page 10 is illustrated with three houses that have been damaged in the tornado. On each house is a different rule for pronouncing long or short vowel sounds. Twelve words are written on 12 shingles which are pictured scattered on the page. The students repair the houses by matching the words with their rule for pronunciation. They write the words that apply to the rule on the house that contains that rule.

Three prefixes and their meanings are explained on page 11. Students are asked to read six sentences which contain underlined, prefixed words. They write the root word and its prefix on the lines under each sentence.

On page 12*, a map of the contiguous states of the United States occupies the top half of the page. Named on the map are the city featured in the story "Tornado," and also five states. Under the map are some symbols used by weathermen. Five sentences on the page give the weather on the day of the tornado in the states that are named. Students use the sentences as clues for marking the symbols on the map.

*Page 12 should be corrected by the teacher

Early To Read

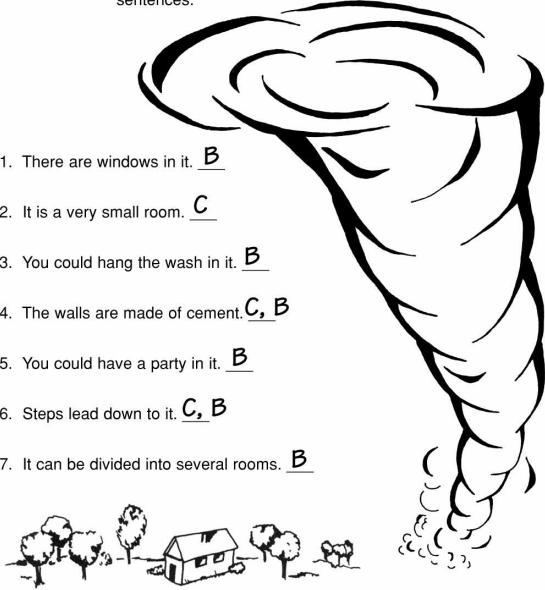
UNIT 4

LESSON 3

TORNADO!

If a sentence below tells about a storm cellar, put C on the line. If it tells about a basement, put B on the line. You may need to put both C and B for some sentences.

- There are windows in it. B
- It is a very small room. C
- You could hang the wash in it. B
- The walls are made of cement. C, B
- You could have a party in it. B
- Steps lead down to it. C, B
- It can be divided into several rooms. B



9

A.

mom just get
mop

A single vowel followed by one or two consonants is usually short.
(sack, box)

she mom
go

race just
rope get

B.

she go
hi we

If a word has only one vowel and it comes at the end of the word, the vowel is usually long.
(be, so)

C.

race rope
like cute

When a word ends in vowel, consonant, E, the vowel is usually long and the E is silent.
(cake, rice)

hi cute
we map
like

10

un - means "not" as in *unfair*

dis - means "the opposite of" as in *disbelieve*

re - means "again" as in *reopen*

- Tornadoes make people unhappy.
The root word is happy.
The prefix is un.
- Most people dislike tornadoes.
The root word is like.
The prefix is dis.
- Sometimes tornadoes make houses disappear.
The root word is appear.
The prefix is dis.
- Many people have to rebuild after a tornado.
The root word is build.
The prefix is re.
- Often, they have to replant trees and bushes.
The root word is plant.
The prefix is re.
- Tornadoes happen because of unusual weather.
The root word is usual.
The prefix is un.

11

○ Clear	◐ Partly Cloudy	● Cloudy
Ⓡ Rain	Ⓢ Snow	Ⓣ Fog

- It was snowing in Michigan.
- In New York, it was partly cloudy.
- Florida had rain on that day.
- It was a clear day in Arizona.
- Fog was covering California.

12

36

Early To Read

UNIT 4

LESSON 4

Unit 4

Lesson 4: The Monster at School

READING LEVEL: early second grade

AVERAGE WORKING TIME: 25 minutes

OBJECTIVES

to provide practice in applying the following phonetic rule:

Usually, when two vowels come together, the first is long and the second is silent

to give practice in identifying the suffixes *ly, y, ful, less, er, and est*

to reinforce the ability to recognize figures of speech

to reinforce the ability to recognize tone, feeling, and humor

STORY SYNOPSIS

Jenny, a little girl with a big imagination, describes a monster she has seen at school. Jenny's mother listens patiently for a while; but as Jenny embellishes the description, Mother becomes impatient—that is, until she grasps what Jenny has been describing—a school bus.

IN THE LESSON

Students are introduced to the story, then directed to read the first two pages independently. After listening to a brief summary, the students finish reading the story.

The first activity page (page 13) contains an exercise which helps the students recognize factual and figurative language. Students are directed to read the sentence pairs on the page, write an X by the sentence which gives a fact and an O by the sentence which gives the same information, but in figurative language. At the bottom of the page are four words. Students underline the word or words which describe the feelings they experienced during the reading of the story.

On the next page, students study a series of pictures and words, each of which contains a vowel digraph. After underlining the first vowel in each word, students decide if the vowel is long or short, and whether the second vowel is silent or pronounced. They write their choices in the blanks in the rule for pronunciation stated at the bottom of the page.

Further practice in working with vowel digraphs is provided on page 15*. A city scene is pictured on the page, and the labels for several objects in the picture are listed above it. The students write each word by the object it names.

On page 16, students draw lines to connect words with suffixes to make new words. They write the new words on the lines provided.

*Page 15 should be corrected by the teacher.

Early To Read

UNIT 4

LESSON 4

THE MONSTER AT SCHOOL



Write *X* before each sentence that tells a fact.

Write *O* before each sentence that tells how something is like something else.

1. X Jimmy has a lot of pep.
O Jimmy is as frisky as a colt.
2. O The moon is like an orange that is ready to be picked.
X There is a full moon.
3. X Some kinds of clouds mean that it may rain soon.
O The clouds looked as soft and fluffy as a pillow.
4. X The candy was hard to bite into.
O The candy was as hard as a rock.

Draw a line under the words that tell a feeling you have about the story "The Monster at School."

sad serious funny scary

13

Draw a line under the first vowel letter in each word.



1. nail



2. sail



3. rain



4. dream



5. seat



6. cries



7. boat



8. goat



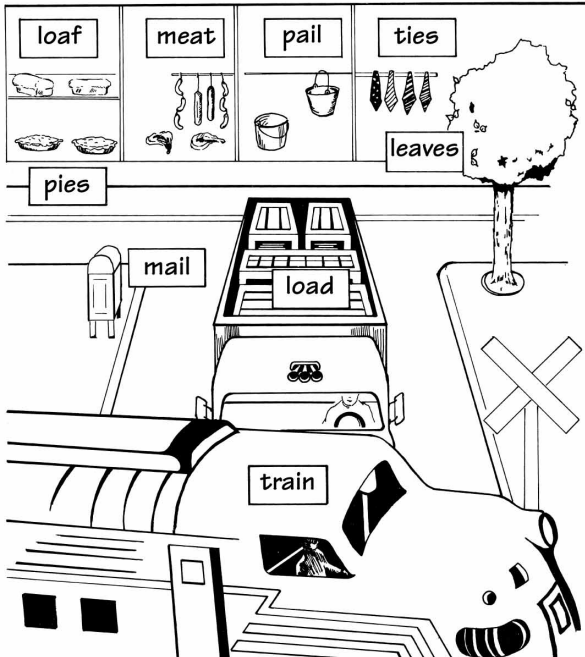
9. soap

- A. The first vowel letter in these words is long.
(long, short)
- B. The second vowel letter is silent.
(silent, pronounced)

14

Write each word in the box nearest its picture.

mail leaves load
train pies ties
meat loaf pail



15

Draw lines to join the word parts that make new words. Write the new words.

rain	-ly	<u>rainy</u>
hope	-y	<u>hopeful</u>
slow	-ful	<u>slowly</u>

care	-ness	<u>careless</u>
good	-er	<u>goodness</u>
new	-less	<u>newer</u> <u>or newness</u>

quick	-ful	<u>quickest</u>
wind	-y	<u>windy</u>
cup	-est	<u>cupful</u>

16

Early To Read

UNIT 4

LESSON 5

Unit 4

Lesson 5: The Most Remarkable Cat

READING LEVEL: early second grade
AVERAGE WORKING TIME: 25 minutes

OBJECTIVES

to provide practice in applying the following phonetic rule:

Usually, when the letter R follows a vowel, the R controls the vowel

- to give practice in working with antonyms
- to reinforce the ability to associate text with pictures

STORY SYNOPSIS

"The Most Remarkable Cat" is a retold Vietnamese folk tale. The story is about a Chinese mandarin who wants a suitable name for his remarkable cat. The indecisive mandarin listens to several suggestions and, following each suggestion, names and renames the cat. The cat's name changes from Sky, to Cloud, to Wind, to Wall, then to Mouse. Upon hearing the mandarin call his cat "Mouse," the gardener's boy points out the folly of such a name for a cat. The mandarin thought of the most beautiful name, Cat, thinking for himself.

IN THE LESSON

The narrator encourages the students to read the first two pages of the story independently. Then, after a brief summary of what has been read, students are directed to finish reading the story.

Two word puzzles on page 17 provide an opportunity for students to work with antonyms. In each puzzle, students read some words written to the left of the puzzle, choose antonyms for each word from a list at the bottom of the page, and write the antonym in the puzzle. When completed, the shaded areas of the puzzles spell out two foolish names for a cat—Wall and Mouse.

The exercises on pages 18 and 19 of the activity book reinforce the students' ability to associate text with pictures. Each page contains three pictures and three sentences, with each describing one of the pictures. Students study each picture, then underline the sentence which best describes the picture.

On page 20, eight words which contain R-controlled vowels are pictured. Students read three words for each picture and circle the word which names the picture.

THE MOST REMARKABLE CAT



1. strong w e a k
2. soft h a r d
3. true f a l s e
4. beautiful u g l y
5. full e m p t y
6. hate l o v e
7. down u p
8. sit s t a n d
9. over u n d e r

WORD BANK

weak	hard	under
empty	stand	love
up	false	ugly

17

Draw a line under the sentence that tells about the picture.



- A. The cat was as beautiful as the sky.
- B. The mandarin played with his cat.
- C. The cat was like the wind.



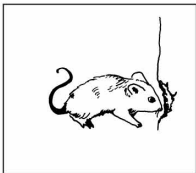
- A. The man asked his friend about a name for his cat.
- B. The cat asked the mandarin for a mouse.
- C. The boy said that Mouse was not a good name for a cat.



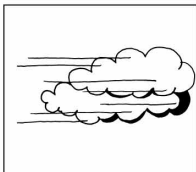
- A. The cat sat on the mandarin's lap.
- B. The cat caught a bird.
- C. The cat knew how to sit up.

18

Draw a line under the sentence that tells about the picture.



- A. A mouse can gnaw a wall.
- B. A mouse can play with a ball.
- C. The man called his cat Cloud.

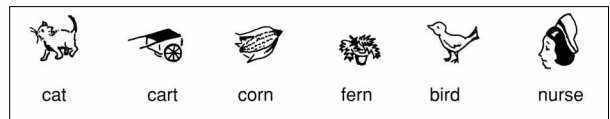


- A. The wind can move the clouds.
- B. A wall can stop the wind.
- C. A cat is beautiful.



- A. The cat could do many tricks.
- B. The mandarin loved his cat.
- C. The mandarin listened to the boy.

19



cat cart corn fern bird nurse

Look at the picture. Draw a ring around the word that names the picture.

1. stir store star
2. for farm firm
3. curl car core
4. garden jar germ
5. born bird barn
6. card chore church
7. far fork fur
8. park porch purr

20

A STEP FURTHER

You may wish to use the following activities to reinforce the skills taught in Part I of the *Early To Read* program.

UNIT 1 FOLLOW-UP ACTIVITIES

Flash Card Whack (identifying consonant letters) Obtain a hammer, two long nails, and two pieces of thick scrap wood. Partially drive a nail in each piece of wood. To play Flash Card Whack, divide the students into two teams. The members of the teams take turns naming letters flashed by the teacher. Each time a student correctly names a letter, he or she gets to give the nail one whack with a hammer. The team that drives the nail deepest at the end of a specified time (or all the way in) first is the winner.

The game can be played with capital letters, or small letters, or both.

Letter Hunt (matching capital and small letters)

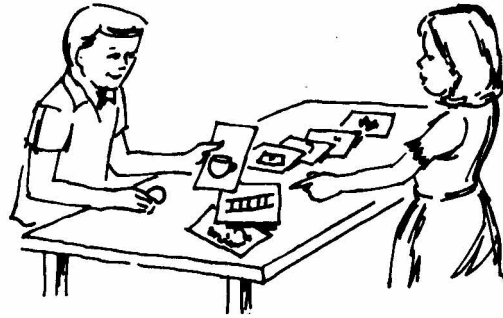
Cut forty 4 - by 4 - inch manila tag squares and divide the squares into two sets. On one set of squares, print the consonants from Unit 1 in capital letter form, and on the other set, print the consonants in lowercase form. *Letter Hunt* should be conducted in the same way as an Easter-egg hunt. Hide the squares around the room. Have the students hunt for matching sets of letters. The student with the most sets is the winner.

NOTE: After the student has found a letter square, the matching letter square must be found before the student can begin working on another set.

A variation of this game can be played by making several sets of familiar words from the story cards. The students then hunt for word sets.

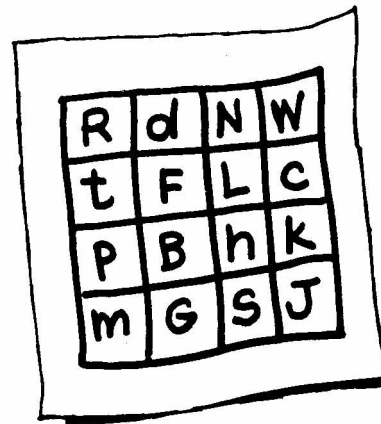
Kangaroo Game (listening for initial consonant sounds) Using the letters taught in Unit 1, make several sets of consonant cards out of 3- by 3- inch pieces of various colored heavy construction paper. Give each student a different colored set of cards. Using an apron with a large pocket or a paper bag pinned in front as a kangaroo's pouch, the teacher hops to each student and gives an imaginary name, and names an imaginary object. The name and the object should be alliterative, (e.g., "My name is Valerie and I have a vase.") Each student studies his or her set of consonants, chooses the letter whose sound begins the name and the object, and puts that letter in the kangaroo's pouch. The teacher quickly examines the cards and is able to determine by color which student, if any, has made a mistake. Incorrect cards are returned to the students. The student who runs out of cards first is the winner.

Go Shopping (listening for initial consonant sounds) Set up a table with an assortment of pictures (objects whose names begin with the consonant letters taught in the unit), and select a student to be the clerk. Supply the other students with a few nickles (make-believe nickles can be made from construction paper) and have them "go shopping." Students take turns buying items, but before an item can be bought, the student must name the beginning consonant sound of the item's name. When all the nickles have been spent, a new clerk should be named.



Consonant Bingo (listening for initial consonant sounds) Construct a set of bingo-like cards. Divide the cards into 16 squares and write a consonant in capital or lowercase form in each square. (No two cards should have the same letter placement.) Make a set of "call" words taken from the Unit 1 lessons.

To play the game, a student or the teacher calls a word from the set, and the other students cover each letter whose sound is heard at the beginning of the word. (Bottle caps or small oaktag squares may be used.) The first player to cover a row of letters horizontally, vertically, or diagonally is the winner.



Consonant Pasteup (remediating difficulties with specific consonant sounds)

If a student is having difficulty with a specific consonant, assign a consonant pasteup activity. The student should write the consonant at the top of a sheet of paper. Then, using old magazines, he or she should find words or pictures which begin with the consonant letter, cut them out, and paste them on the paper.

Cereal Box Puzzles (recognizing spatial positions)
Remove both large illustrated sides of several cereal boxes. Cut each side horizontally into three pieces. On the back of each piece, write top, middle, and bottom to designate the position of the piece in the original illustration. Put all the pieces from all the sides in a large box. Encourage the students to put the cereal box puzzles together, using the word clues on the backs of the pieces. A variation of the puzzle idea could be set up by cutting the illustrated sides in three vertical pieces and labeling the pieces on the backs with the words first, next, and last.

Hobby Corner (developing oral expression)
Establish a hobby table in one corner of the room. Discuss hobbies and collections with the students and suggest that they bring a sample of their hobbies for the hobby corner. Art pictures should also be drawn by the students showing them in pursuit of their hobbies. Give each student someone else's picture for oral interpretation. This activity is particularly valuable as a follow-up activity for lesson 5, "A Fair Idea."

Which Story? (comprehension and retention of Unit 1 stories)
This game should be played by those students who have completed all the lessons in Unit 1.

Using five shoe boxes and a felt-tip pen, write a different story title on each box. Make a large slit in the cover of each box. On each of an equal number of different colored strips of paper, write a complete sentence taken directly from the pages of the Unit 1 story cards. Divide the students into two teams and give each team a set of sentences. The team members read the sentences, determine which story the sentences are from, and then place the sentences in the proper story box. The team which has the most correct sentence strips in the boxes wins.

UNIT 2 FOLLOW-UP ACTIVITIES

What's for Lunch (recognizing likenesses and differences)
Have the students cut pictures of animals from old magazines. Hold a discussion period in which, with the students' help, you classify the pictures into three groups: animals which are meat-eaters, animals which are grass-eaters, and others. (Save the "others" to make "Our Alphabet Book" described below.) Divide the students into two groups. Have one group make a large poster-collage entitled "Meat-Eating Animals," using the pictures from the meat-eaters' group. Have the other make a large poster-collage entitled "Grass-Eating Animals" using the pictures from the grass-eaters' group. (Student drawings may be included in the collages.) Display the collages on a wall or bulletin board.

This activity is particularly valuable as a follow-up activity for lesson 3, "Lola and the Lion."

Our Alphabet Book (understanding alphabetical order)
Using pictures of objects or animals cut from old magazines, have the students make an alphabet book from construction paper. They first write a letter of the alphabet then paste and label pictures whose names begin with that letter. They use one page of the book for each letter. (Individual pages could be assigned to individual students, or students could be divided into groups to work on three or four consecutive letters.) Place the pages in a ring binder in alphabetical order and label the binder "Our Alphabet Book." Place the book in the library corner of your classroom.

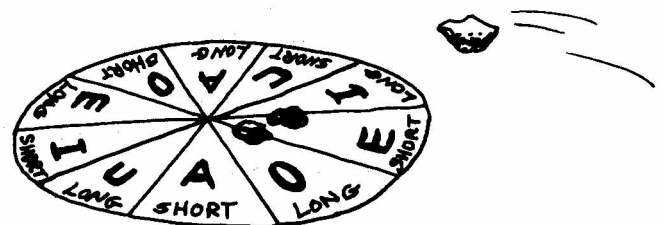
Another alphabet book can be made by using the first or last names of the students, with the pages of the book containing pictures of the students. Any letter which is not represented by a student's name could be filled in using the names of people taken from a telephone directory, e.g.;

Z	Zander
	Zeedick
	Zimmerman

Vowel Toss (using long and short vowel sound words)
Prepare a vowel wheel on a large sheet of cardboard. Divide the wheel into ten sections, filling each section with one of the following labels: short A, long A, short E, long E, short I, long I, short O, long O, short U, long U. Also needed for the game is a bean bag or other soft object to be tossed.

Divide the students into two teams. Place the wheel on the floor. The players on each team stand several feet away and take turns tossing the bean bag at the wheel. After each toss; the player must name a word which contains the vowel sound indicated on the section where the bean bag has landed. The teacher keeps score by awarding one point for each correctly matched vowel sound and word. At the end of play, the team with the highest score wins.

NOTE: Words can be used only once. Keep a running list of the correctly used words. Later, these words can be copied on the chalkboard for a further study of the vowel sounds.

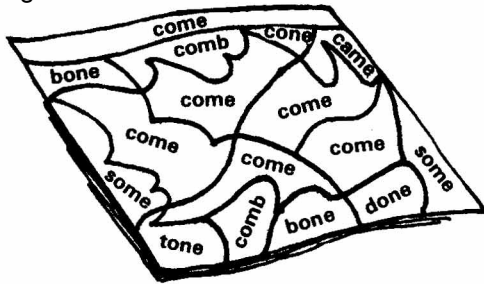


Short or Long? (using long and short vowel sound words) Cut about two inches off one end of 25 soda straws and place them in a box with 25 straws that have not been cut. Divide the students into two teams. The players on each team take turns drawing straws from the box. If a short straw is drawn, the player must say a word which has a short vowel sound in it. If a long straw is drawn, the player names a word that has a long vowel sound. If the player is correct, he gets to keep the straw. When all the straws from the box are gone, the team with the most straws wins.

Crisscross Puzzles (remediating difficulties with word discrimination)

Students having difficulty discriminating between similarly spelled words may benefit from the following activity.

Trace the outlines of different objects on separate sheets of paper. (The objects can relate to a season or holiday close at hand.) Write a word at the top of the paper. Then crisscross the entire sheet with jigsaw puzzle-type lines (see illustration below.) Mark each section inside the original tracing with the Word from the top of the page. Other sections should be marked with words which have similar spellings. Ask students to color in only those areas which are marked with the word printed at the top of the puzzle. Correctly colored puzzles will reveal the original tracing.



Story Order (recalling events of a story in proper order; comprehension and retention of Unit 2 stories) Construct a set of cards that contains events from the stories in Unit 2 of *Early To Read*, *Early To Rise*. Each card should contain one or two sentences taken directly from the stories. Working individually, students put the cards in their proper sequence; then they can use them as clues in telling the story to you, or to a group of children.

Who Am I? (identifying the speaker)

Give a group of students some paper plates. Have them discuss the characters from the Unit 2 stories, and draw faces of the characters on the plates. The students take turns holding a paper-plate mask in front of their faces and describing the character the mask represents without giving the name away. The other class members take turns guessing the identity of the character and the story the character is from.

UNIT 3 FOILWUP ACTIVITIES

Letter Y Hunt (understanding letter Y as a vowel) Have a few students select one or more stories at random from their reading textbook. Direct them to list as many words as they can that end in the letter Y. Conduct a class study of the words, dividing them into two columns—those that end with the long E sound, and those that end with the long I sound. Later, students who have some spare time could be assigned to make flash cards with the words. Each flash card should contain a word and an illustration of the word (whenever possible) on one side. On the other side should be written "long E," or "long I." The flash cards may be added to the game table for independent study.

Compound Pairs (recognizing compound words) To promote further understanding of compound words, pin a compound word part on the students as they come into the classroom. Allow enough time before class for the students to find their compound-word partner; e.g., a student with the word "foot" should look for a student with the word "ball." For that day, compound-word partners should be allowed to sit together and be partners in any classroom activities. (This activity also provides an opportunity for the teacher to purposely pair students who would benefit socially from mutual contact.)

A variation of this game could be played using synonyms or antonyms in place of compound words.



Musical Punctuation (using simple punctuation) Have a group of students write sentences which end with periods, question marks, or exclamation points on separate slips of paper. Choose three groups of instruments from your rhythm band (sandpaper blocks, bells, drums) and pass them out to the class. Assign a punctuation mark to each instrument group. Read the sentences orally. After the reading of each sentence, the students who have the instruments assigned to the punctuation mark that ends the sentence, should play their instruments. Continue the activity until all the sentences are read.

The Word-Completing Game (understanding final consonant sounds) On oaktag cards, write words which name objects, but leave off the final consonant of each word. Make a simple line drawing of the object on the card. Write the final consonants for the words on small oaktag squares. Place these in an envelope. Working individually or in pairs, students match cards with letter squares to complete the words.

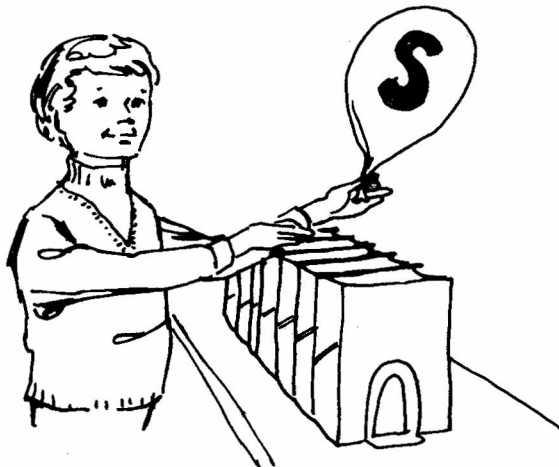
Bus Stop (working with initial consonant blends) Write the consonant blends from Unit 3 on small oak-tag circles. Arrange chairs to resemble the seats on a bus. Give each student several of the circles to use as coins for boarding the bus. Acting as "bus driver" call out a destination that begins with one of the blends from the unit. Those students who have coins with the blend that corresponds to the initial blend of the destination, may board the bus. They do this by depositing their coin in a small box held by the bus driver. (Check for correct blends as the coins are deposited in the box.)

After about half the students have boarded, "drive" the bus, making stops along the way. At each stop, call another destination. Students on the bus who have a correct coin, leave the bus, depositing the coin in the box as they leave. Students not on the bus who have correct coins, board the bus. Play continues until all the students' coins have been deposited in the box.

A variation of this game can be played working with initial consonant digraphs or final blends and digraphs.

Plural Balloon Hunt (using plural endings)

Using a felt-tip marking pencil, write the plural endings "s" and "es" on as many balloons as you have students in your classroom. Give each student a balloon and a piece of string. Have the students blow up their balloons, tie the ends, then attach the strings to the ends. (You may need to help students tie the ends of their balloons.) Direct students to find items or pictures of items in the classroom that are made plural in the way indicated on their balloons. Students should tie their balloons to the items, or tape them to the pictures.



UNIT 4 FOLLOW-UP ACTIVITIES

Roll-A-Ball (listening for medial consonant sounds) Divide the class into two groups. Have them form two horizontal lines facing each other on opposite sides of the room. Pin a different consonant letter on the children. Call out a word from the list below (or use words of your own), emphasizing the medial-consonant sound in the word. Then roll a ball between the lines. Those students who have the letter which represents the consonant sound heard in the medial position in the word try to get the ball. Whoever gets the ball first gets to add one point to his or her team's score. Continue playing until a predetermined time allotment runs out.

Word List

B	D	F	G	H
rabbit	produce	office	logger	behind
neighbor	radar	offer	again	ahead
above	today	muffin	against	unhurt
J	K	L	M	N
pages	rocky	fellow	roomer	dinner
suggest	because	dollar	drummer	raining
pajamas	bakery	believe	screaming	minute
P	R	S	T	V
couple	carry	glasses	kettle	even
happen	parade	message	water	oven
paper	forest	kisses	potato	favor
W	Z			
flower	puzzle			
highway	blizzard			
skyway	frozen			

Monsters (recognizing figurative speech; enjoying humor) Children will need several sheets of paper and some crayons for this activity.

Remind the children of the school-bus "monster" from the story "The Monster At School." Tell them that they are going to draw some "monsters" from word descriptions provided by their classmates. Have the children take turns giving word descriptions of objects as the other children draw the monster pictures from the descriptions. After each object has been described and drawn, allow the children to compare pictures. Then have the child who described the object tell what it really is. Some suggested objects are: lamp, meat grinder, dump truck, kite, refrigerator, hair dryer, elevator, mechanical toy.

Name Game (reviewing phonetic rules of pronunciation)

Write the phonetic rules of pronunciation taught in Unit 4 on sheets of construction paper, one rule to each sheet. (See the objectives in the lesson summaries for lessons 2 through 5 for statements of the rules.) Then hang or tape the sheets to a wall at a level the children can reach. Hang a few felt-tip markers or pencils on strings near the sheets. Have each child write his or her first name on the sheet which has the rule that applies to the pronunciation of his or her name. (Children with multisyllabic names should find the rule that applies to the first syllable in their names, or to their nicknames.) Later, friends' names may be added to the sheets.

Fix an Affix (using prefixes and suffixes)

Children will need a pad and a pencil for this activity. Write the following root words on sheets of construction paper, one word to each sheet: fold, build, clean, dark, open, rain, honest, appear, play, clear.

Tape the sheets to objects around the room; e.g., to a desk, a globe, an aquarium, etc. Write the prefixes and suffixes taught in Unit 4 on the chalkboard (un-, re-, dis-, -ly, -y, -ful, -less, -ness, -er, and -est). The children walk from word to word writing on their pads as many new words as they can form by combining the root words with the prefixes and/or suffixes written on the chalkboard. The child with the most correctly formed words is the winner. (Encourage children to check the words they are unsure of in a dictionary.) Set a time limit to the activity.

Camel Caper (comparing and contrasting ideas) Have the students cut pictures of animals from old magazines. Give each child a picture of an animal. Give one child the story card from lesson 2, "Amol, the Droopy-Eyed Camel." The child who has the story card holds it up and says, "I am looking for Amol." The children take turns holding up their animal pictures and say, "I am not Amol because. . ." and tell how their animal is different from the camel. Continue until each child has explained how his or her animal is different from the camel.

COMPREHENSION SKILLS																				
LESSON	UNIT 1					UNIT 2					UNIT 3					UNIT 4				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Antonyms														●						●
Cause and effect																●				
Comparisons																		●		
Conclusions				●				●			●									
Context clues					●															●
Details			●																	
Figurative speech																			●	
Humor														●					●	
Identifying the speaker						●														
Inferences							●						●							
Likenesses and differences	●							●												
Locating information																	●			
Main ideas	●					●			●								●			
Mood and attitude				●					●											
Sequencing		●	●				●	●							●					
Supporting ideas											●									
Synonyms														●						
Verifying statements												●	●							

WORD ATTACK SKILLS																				
LESSON	UNIT 1					UNIT 2					UNIT 3					UNIT 4				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Compound words														●						
Consonants, final														●						
Consonants, initial			●	●	●															
Consonants, medial																●				
Consonants, variant sounds																●				
Consonants blends, final																			●	
Consonants blends, initial											●	●						●		
Consonants diagraphs, final																			●	
Consonants diagraphs, initial																	●			
Contractions																	●		●	
Interpretation of pictures	●																			
Left-to-right progression	●	●	●	●	●															
Letter recognition			●	●		●	●	●	●	●										
Plurals																			●	
Possessives																		●		
Prefixes																			●	
Rhyming elements		●	●			●														
Root words																			●	
Spatial positions, (first, last; next, last)		●																		
Spatial positions, (top, middle, bottom)		●																		
Suffixes																			●	
Vowels, long								●	●	●								●	●	
Vowels, R-controlled																			●	
Vowels, short						●	●			●	●							●	●	

STUDY SKILLS																				
LESSON	UNIT 1					UNIT 2					UNIT 3					UNIT 4				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Alphabetical order																			●	
Following directions	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Map reading																			●	
Punctuation																			●	