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Overview of the Series

Voyager: Reading and Writing for Today’s Adults utilizes contemporary content and instructional approaches to teach the reading, writing, critical thinking, and communication skills that adults need in today’s world. It takes students from the beginning stages of reading and writing through the fourth-grade level.

The Voyager series consists of four student books and four teacher’s resource guides.

Key Features and Benefits

1. Voyager integrates contemporary content and instructional approaches with the best elements from traditional instruction and practice. In the early books, phonics and other word recognition strategies are combined with reading comprehension instruction. Later books emphasize comprehension and meaning. Instruction in the writing process is combined with instruction in spelling, capitalization, punctuation, grammar, usage, and sentence structure. This balanced approach results in a solid, effective program.

2. Each lesson integrates reading, writing, listening, speaking, and thinking skills. Research has shown that literacy development is enhanced when students have the opportunity to apply all these skills to a single topic. Activities and skill-building exercises in Voyager are related to the topic of the reading selection, the core of the lesson.

3. Voyager is theme-based. In Introduction Book, each lesson has a theme. The other student books are divided into four units, each with its own theme. This theme-based approach encourages students to delve into a topic using a variety of approaches. As students complete the reading, writing, and thinking activities in a unit, they have opportunities to examine the common concepts and issues associated with that unit’s theme.

4. Students work with authentic reading selections and writing assignments—practical, informational, and literary. Voyager draws from a combination of high-quality literature, information-rich articles, and adult student writings. Working with these materials, students achieve success at both academic and everyday reading and writing activities.

5. Activities in Voyager give students opportunities to work both independently and collaboratively. Students complete some activities by themselves. In other activities, students participate in discussions, group problem solving, and so on. These varied ways of working reflect daily life.

6. Voyager can be successfully used in a variety of settings. Voyager can be used in large- or small-group instructional programs, in one-on-one tutorial situations, and independently for self-study in an individualized or learning lab program. This flexible instructional format meets the needs of a wide variety of programs.

7. Voyager provides support for teachers. Teacher’s resource guides provide valuable additional background information, teaching ideas, lesson-by-lesson teacher’s notes, extension activities, and photocopy masters (PCMs). These support materials save time by helping teachers create lesson plans and reinforcement materials.
A Closer Look at Voyager Components

**Stage 1:** Learning to Read (Reading levels 0.5–2.5)
Emphasis at this stage is on short reading selections containing common words; phonics instruction; and writing, speaking, and listening activities to teach basic skills and build confidence.

- Voyager Introduction (Reading levels 0.5–1.5) student book and teacher’s resource guide
- Voyager 1 (Reading levels 1.0–2.5) student book and teacher’s resource guide

**Stage 2:** The Emerging Reader (Reading levels 2.0–4.5) Emphasis at this stage is on literary and informational readings; phonics and other word recognition strategies; comprehension and critical thinking strategies; and writing, speaking, and listening skills.

- Voyager 2 (Reading levels 2.0–3.5) student book and teacher’s resource guide
- Voyager 3 (Reading levels 3.0–4.5) student book and teacher’s resource guide

The Placement Tool helps teachers place students in the appropriate Voyager student book. It is available online at newreaderspress.com

A Closer Look at the Student Books

**Introduction Book**

The first book is *Introduction Book*. This book has 28 lessons divided into five units. Units 1–3 contain 18 lessons and introduce the sounds and names of single consonants. Unit 4 contains five lessons that introduce the five vowels and the short vowel sounds in a word-family context. Unit 5 contains five lessons introducing common initial consonant blends.

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

**Student Books 1–3**

**Units**

Student books 1–3 are each divided into four units organized around themes relevant to adult life. Each unit contains three lessons in which students explore different aspects of the theme while working with activities that integrate reading, writing, listening, speaking, and thinking skills. Each unit ends with a cumulative unit review that covers the main skills taught in the unit.

**Lessons:**

Lessons in student books 1–3 contain the following features.

**Pre-Reading Activities:** Each lesson begins with a pre-reading activity designed to activate student interest and prior knowledge or to teach information needed to understand the reading at the heart of the lesson.

**Reading Selections:** Over the course of the series, students are exposed to a wide variety of authentic, high-quality reading selections. The readings are a rich mixture of short stories, poetry, drama, essays, adult student writings, and informational pieces.

**Post-Reading Activities:** Through activities related to the reading selection and the unit’s theme, students develop their vocabulary, comprehension, and higher-order thinking skills and build their writing competence.

**Assessment**

Skills Previews and cumulative Skills Reviews are available online to assess student skills before and after completing each student book. Student self-assessments are also available online.

**Writing Skills Mini Lessons**

Four one-page Writing Skills Mini-Lessons appear after the final review in student books 1–3. They can be used together for writing instruction and practice, or they may be used one at a time, at the end of each unit.

**Answer Key and Reference Handbook**

Students can find an answer key and a reference handbook at the back of each book.
A Closer Look at Assessment

Assessment in Voyager is based on these principles:

1. **Assessment should inform instruction.** Assessment can monitor a student’s progress, provide feedback and a framework for remediation, and determine mastery.

2. **Assessment should allow learners to express expectations and evaluate progress.** Specific instruments can help students express their goals and needs and evaluate what they have learned.

3. **Assessment should allow for measurement and documentation of a student’s progress and educational gains.** Such documentation is essential for students, teachers, and schools.

Series Assessment Tools

This program provides these assessment tools:

- The **Placement Tool**, available online, will help you to place a student in the appropriate Voyager student book.
- **Student Interest Inventories** in Books 1–3, available online, let students evaluate their level of activity and proficiency with various reading and writing tasks.
- The **Skills Preview** for each student book, available online, tests students’ proficiency with the reading and writing tasks to be covered in the book.
- **Unit Reviews** in each student book test the key skills in the unit.
- The **Skills Review** for each student book, available online, tests the key reading and writing skills taught in the entire book.

**Main Purposes of Voyager Assessment Tools**

<table>
<thead>
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<th>Series Assessments</th>
<th>Inform Instructor</th>
<th>Empower Learner</th>
<th>Measure Progress</th>
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<tbody>
<tr>
<td>Placement Tool</td>
<td>X</td>
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<tr>
<td>Student Interest Inventory</td>
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<td>Skills Preview</td>
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<tr>
<td>Unit Review</td>
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<tr>
<td>Skills Review</td>
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**Alternative Assessments**

| Dialogue Journal    | X                | X              | X               |
| Writing Portfolio   | X                | X              |                 |
| Personal Progress Portfolio | X                | X              | X               |

**Evaluation**

Student conferences allow you to evaluate a student’s portfolio. These conferences should help students to see their progress as well as show them areas that need improvement. A PCM is provided as a guide for conducting these conferences.
Suggestions for Teaching

Voyager Introduction Book

The first student book in the Voyager series is intended for students at the 0.5–1.5 reading levels. This book assumes students have a very basic knowledge of the alphabet and letter/sound correspondences.

Characteristics of Adult New Readers

When working through these or other materials, keep in mind the following characteristics common to adult learners.

<table>
<thead>
<tr>
<th>Adult learners</th>
<th>As a teacher or tutor of adult learners you should</th>
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</table>
| want and deserve respect but may fear school | • stress accomplishments  
• give frequent praise  
• emphasize existing skills |
| have a wealth of life experience | • emphasize how much students already can do  
• design some activities around students’ interests and experiences |
| may feel insecure about using new skills | • provide many opportunities for practice  
• model and practice skills before having students work independently |
| are accustomed to making decisions | • involve students in setting goals and objectives  
• offer choices of activities  
• respect the students’ priorities |
| may find planning for the future difficult | • help students to prioritize learning goals  
• develop supplemental activities around students’ special interests  
• use time carefully |

Adapted from Teaching Adults: A Literacy Resource Book, New Readers Press, 1994

Purpose of Introduction Book

Voyager Introduction Book emphasizes, within a thematic context, single consonant/sound correspondences, short-vowel word families, and selected two-letter initial blends. Students complete reading and writing tasks while developing a core sight vocabulary and learning basic phonics skills.

After successfully completing this book, students will have learned to:

• work through theme-based lessons  
• decode words with consonant sounds, short vowel sounds, and consonant blends  
• employ a basic sight vocabulary  
• read, discuss, and answer comprehension questions about a short reading
Improving Word Recognition

When skillful readers come to a word they don’t know, they use specific strategies. These strategies need to be taught to readers who don’t use them.

1. **Context clues:** Have students try to figure out the meaning of an unfamiliar word by using its context—the surrounding sentence and paragraph. This strategy keeps students focused on the whole piece. Encourage students to try this strategy first when they encounter an unknown word.

   When students come to a word they don’t know, have them say “blank” and read the rest of the sentence or paragraph. Have them think of a word that would fit in place of “blank,” then reread the sentence using that word to see if it makes sense (even if it isn’t correct).

2. **Phonics:** Students can sound out a word using sound/symbol relationships to decode the word. When students come to a word that they can’t read, have them underline each consonant and make its sound. Then have them blend the sounds together to make a word and see if the word fits in the context of the sentence. [“The car was stuck in traffic.”]

3. **Word families:** All the words in a word family end in the same group of letters and rhyme (bell, fell, tell, spell). See page 28, “Working with Word Families,” for more information.

Sight Vocabulary

Skillful readers have a body of sight words—words they recognize immediately. The more they read, the more their body of sight words grows.

As students progress, they should build the number of words that they recognize automatically. Students can create flash cards and personal dictionaries with words they encounter frequently and want to learn.

**Flash cards:** Have students make cards with the target word on the front and either a picture representing the word or a sentence using the word on the back. Have them make cards for 5 to 10 new words at a time. Encourage students to review the words at home. Allow time in each lesson for students to review their cards. As they review, have students divide the cards into two piles—words that they recognize immediately and those they do not. Students can repeat the process until the second pile is gone.

**Personal dictionaries:** Students can develop their own dictionaries to help them learn sight words. Have them label each page of a notebook with a letter of the alphabet. They can write a word they want to learn and a sentence that uses that word on the appropriate page. Students can also create special pages for different contexts, such as work, school, family, and other topics of special interest.
Increasing Fluency

Many beginning readers read hesitantly and without expression. It is important for them to improve their fluency because it will increase their understanding and enjoyment of written materials. Below are some reading strategies for improving fluency.

1. **Read aloud:** Read aloud to students while they listen or follow along. The purpose is to model reading with good phrasing and expression.

2. **Echo reading:** Read a sentence aloud and then have students read the same sentence aloud. Gradually increase the amount of text you read.

3. **Paired reading:** You and the students read aloud simultaneously, but you set the pace. As students’ fluency increases, lower your voice so that students can clearly hear themselves.

4. **Alternate reading:** Depending on the level of the material and the ability of the student, read the first sentence or paragraph aloud. Then have the student read the next sentence or paragraph. Alternate until you have finished the selection. Students can do this in pairs, but don’t pair students who both read hesitantly.

Improving Comprehension

Even if students can read all the words in a selection, they may not understand the meaning of the passage. Research has shown that people get more out of reading if they use strategies that actively engage them in the reading process. Here are strategies to help students improve their comprehension.

1. **Recalling background knowledge:** Have students recall what they already know about the topic of a reading selection. For example, if the selection is about neighbors, ask students if they know their neighbors.

2. **Previewing the reading:** Before beginning to read the selection, read its title and discuss any pictures or other graphics.

3. **Setting a purpose:** Either you or the students can set a purpose for reading. You could ask students what they would like to find out—their purpose for reading (“Find out why Sandy needs help.”). When students finish the reading, have them discuss whether they fulfilled this purpose.

4. **Prediction:** When people watch a movie or a TV show, they speculate on what is going to happen as a storyline unfolds. Use the following process to help students apply this to reading. Before reading, discuss the title and any pictures. Have students predict what the selection will be about. While reading, stop periodically and ask questions such as, “What do you think will happen next?” or “How do you think this will end?” Have students check the accuracy of their predictions as they read. Model this by reading aloud, asking questions, and thinking through your answers aloud.

5. **Retelling:** Students can retell stories to you or to each other. Have them start by saying, “This story is about . . .” Have students retell the story in the correct order and include the major points.

6. **Cloze exercises:** These exercises give students practice using context clues to construct meaning. Select a passage that is at or below the student’s reading level. Leave the first and last sentence intact. Delete words from the remaining sentences. Be sure to select words for which there is some context. (“After school, many kids go home to an ______ house,” rather than “After ______, many kids go home to an empty house.”) You can also fill in the first letter of the deleted word. (“After school, many kids go home to an e____ house.”) Ask students to fill in each missing word and reread each sentence to be sure the word makes sense.
Working with Adult New Writers

Adult students often willingly express their views orally but are hesitant to write them. Here are some strategies to help adult new writers build their writing skills and self-confidence.

As you help students improve their writing, you should
• provide frequent uninterrupted times for writing
• allow more time for actual writing than for writing skills practice
• carry out each writing assignment yourself and share your writing with students

The Writing Process

One key to unlocking the talents of adult new writers is to work with them through the stages of the writing process. Accomplished writers don’t simply get an idea, write it down, and produce a final piece. But adult new writers don’t know that. They need to be taught that good writing usually involves these five stages.

1. Prewriting: deciding what to write about and organizing ideas. To help students generate ideas
   • Write a word or a topic on the board. Have students brainstorm ideas about the topic. Write all of the ideas down; don’t dismiss anything. Have students select any ideas they want to use in their writing.
   • Encourage students to organize their thoughts by using simple outlines, lists, or graphic organizers, such as idea maps.

2. Drafting: getting ideas down in sentence form. Tell students not to worry about spelling or grammar at this stage. Encourage them to get their ideas down on paper as well as they can, and to ask for help if they need it.

3. Revising: clarifying and refining the content. Model how to revise material by asking questions that students should learn to ask themselves. Ask a volunteer to read his or her draft, or read one of your own. Then ask questions such as, “Have you made the point that you wanted to make? Are the ideas in an order that makes sense? Is there anything you want to add or delete? Have you used the best words?” Listeners can also give feedback. Based on the responses, the student can revise the draft. As students become better at this process, they can do it in pairs.

4. Editing: fixing errors in grammar, mechanics, and usage. When students have revised their drafts to their satisfaction, help them review their work for errors in grammar, spelling, capitalization, and punctuation. Have them use the Reference Handbook in their books. Focus on one or two key concepts at a time so they are not overwhelmed. Look for teachable moments where a specific skill can be practiced.

5. Publishing: writing a final draft and sharing it with others. Students can share their work with others in or outside the class. You can display writing in the classroom. Students can make a class book of their writing.

Language Experience Approach (LEA)

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

1. Ask a student to tell you about a recent or important experience.

2. Write down exactly what the student says. Begin each new sentence on a new line. Ask the student to suggest a title.

3. Read the story back to the student and ask for any additions or corrections.

4. Read each sentence to the student, tracking the sentence with your finger. Have the student read each sentence after you.

5. Have the student read the entire story independently. If the student has difficulty, use paired or echo reading (see page 9).
6. Have the student choose words from the story to add to flash cards or to a personal dictionary (see page 8).

7. Have the student copy the story, date it, and place it in a working folder.

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

**Journals**

Encourage students to keep some type of journal in a notebook. Explain that they don’t revise or edit a journal.

- A **personal journal** includes a student’s personal thoughts, activities, or observations. Students can keep these private or choose to share them.
- A **dialogue journal** becomes a written dialogue between you and the student. In the journal, you respond to the student’s ideas and share your own. You can model corrections in your responses, but do not correct the student’s writing.

**Handwriting**

For adult new writers, handwriting development can be arduous and time-intensive. Here are some ideas to keep in mind.

- Using PCM 1: Letter Formation Chart, show students how to form letters they are unfamiliar with. Choose letters in a student’s name or in words that he or she would like to write.
- Don’t overdo handwriting practice.
- Students can practice by copying words or sentences that are short and meaningful to them.
- If students can’t write in cursive, teach them to sign their names, but don’t focus on cursive writing.

**Spelling**

Students need to understand that while spelling is important in effective writing, becoming a good speller is a long-term process. They need not correct every spelling error in each piece. Take a long-term approach to spelling by following these tips.

- Have students keep a personal spelling list of words that they want or need to know how to spell. Have them label each page of a notebook with a letter of the alphabet. They should write words they want to learn to spell on the appropriate pages. They can also write a sentence that uses the target word if they wish.
- Make lists of words that students commonly use and misspell. Look for patterns in their errors, and teach any rules that relate to the most common mistakes.
- Teach spelling rules that relate to the reading skills you are teaching. For instance, if you are reading the *-ill* word family, explain that the *il* sound is usually spelled *-ill* at the end of words. As with reading, learning to spell a word in a word family gives students the ability to spell other words in that family without having to study each word individually.
- To help students avoid getting bogged down when writing first drafts, encourage them to use **invented spelling**—guessing how to spell a word based on the way it sounds. They can correct their spelling when they edit their work.

**Writing Portfolios**

For students, one of the most important factors in developing confidence in writing is seeing progress over time. Have students date and keep all their writings in a working folder. Review these writings together periodically and discuss areas of improvement. Students can select special pieces to place in a Writing Portfolio or in a more comprehensive Personal Progress Portfolio (see page 6). Have students keep unfinished pieces in their working folders.
**Introduction Book Scope and Sequence**

*Introduction Book* has five units. All lessons within one unit have the same instructional design. However, the instructional design changes from unit to unit, slowly progressing in difficulty throughout *Introduction Book*.

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<th>Unit</th>
<th>Readings</th>
<th>Sight Words</th>
<th>Lesson Objectives</th>
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<tbody>
<tr>
<td><strong>Unit 1: Consonants</strong>&lt;br&gt;Lessons 1–5&lt;br&gt;(b, d, f, h, g, j)</td>
<td>• 1 reading&lt;br&gt;• each sentence on new line</td>
<td>pictures &amp; text</td>
<td>• learn the names and sounds of 6 consonants&lt;br&gt;• identify, dictate, and copy words with the target letters&lt;br&gt;• dictate, copy, and read sentences&lt;br&gt;• learn sight words&lt;br&gt;• read and complete a 3- or 4-line cloze story&lt;br&gt;• dictate, read, and copy a language experience story</td>
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<tr>
<td><strong>Unit 2: More Consonants</strong>&lt;br&gt;Lessons 6–12&lt;br&gt;(c, k, l, m, n, p, q, r)</td>
<td>• 1 reading&lt;br&gt;• each sentence on new line</td>
<td>pictures &amp; text</td>
<td>• learn the names and sounds of 8 consonants&lt;br&gt;• identify, dictate, and copy words with the target letters&lt;br&gt;• dictate, copy, and read sentences&lt;br&gt;• learn sight words&lt;br&gt;• read, complete, and discuss a 5-line cloze story&lt;br&gt;• dictate, read, and copy a language experience story</td>
</tr>
<tr>
<td><strong>Unit 3: More Consonants</strong>&lt;br&gt;Lessons 13–18 (c, s, t, v, w, y, x, z)</td>
<td>• 1–2 readings&lt;br&gt;• each sentence on new line</td>
<td>pictures &amp; text</td>
<td>• learn the names and sounds of 8 consonants&lt;br&gt;• read and discuss a 4- or 5-line reading&lt;br&gt;• identify, dictate, and copy words with the target letters&lt;br&gt;• learn sight words&lt;br&gt;• read a 7-to 8-line story or poem and add an ending; discuss&lt;br&gt;• dictate, read, and copy a language experience story</td>
</tr>
<tr>
<td><strong>Unit 4: Short Vowels</strong>&lt;br&gt;Lessons 19–23 (a, e, i, o, u)</td>
<td>• 1 limerick&lt;br&gt;• 1 story&lt;br&gt;• each sentence on new line</td>
<td>text only</td>
<td>• learn the names and short sounds of the 5 vowels&lt;br&gt;• read and discuss a 5-line limerick&lt;br&gt;• generate, read, and write word-family words&lt;br&gt;• learn sight words&lt;br&gt;• read, complete, and discuss a 5- or 6-line cloze story&lt;br&gt;• write sentences&lt;br&gt;• dictate, read, and copy a language experience story</td>
</tr>
<tr>
<td><strong>Unit 5: Blends</strong>&lt;br&gt;Lessons 24–28 (bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sl, sm, sp, st, sk, sn, tr, tw)</td>
<td>• 2 related stories&lt;br&gt;• paragraph format</td>
<td>text only</td>
<td>• learn the sounds for 19 initial consonant blends&lt;br&gt;• read and discuss a list or a story&lt;br&gt;• generate, read, and write words with the target initial blends&lt;br&gt;• add initial blends to short-vowel word families to make words&lt;br&gt;• learn sight words&lt;br&gt;• read a story&lt;br&gt;• answer comprehension questions about the story&lt;br&gt;• dictate, read, and copy a language experience story</td>
</tr>
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</table>
How to Use Introduction Book

You can use Introduction Book for one-on-one or small-group instruction. The Teacher’s Notes that start on page 15 of this guide provide guidance for teaching each of the lessons in Introduction Book. You may adapt these ideas to fit your situation.

Before you begin to work with Introduction Book, read “Suggestions for Teaching Voyager Introduction Book” on page 7. This material gives insight into the special needs of adult new readers and writers. It suggests specific strategies that have proved successful with adult literacy students.

To begin your work with Introduction Book, discuss students’ educational goals with them. Describe ways in which you will be helping them reach those goals. Use the assessment materials to assess students’ skill levels and needs.

As you work through Introduction Book, keep in mind that adult new readers need a lot of feedback. Focus on the positive—what students have learned or accomplished. However, keep in mind that adult students can also detect insincere praise, so be positive but truthful. Encourage as much independence as possible, but be careful not to frustrate students by having unrealistic expectations.

Working with a Range of Students in a Group Setting

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

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

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

Using the Alphabet

This tool assesses a student’s ability to recognize letters of the alphabet and copy them accurately. Work one-on-one as a student completes this page. Ask the student to say the name and sound for each letter. Listen carefully to the pronunciation. Check the way the student copies each letter. Look for signs of common learning disabilities, such as reversing b, d, s, or z; making p, b, m, or w upside down; or confusing similar letters such as c and o.

If you find that students have a problem with certain letters, try the following strategies:

- Use PCM 1: Letter Formation Chart to help students form the letters.
- Encourage students to form each letter by starting with the correct stoke. For instance, start a b with a downstroke and then add the circle. Reverse the process for d: start with the circle and then add the downstroke.
- Help students relate the letter to an object that begins with the letter and resembles the letter’s shape (e.g., a snake can look like an s).

Using the Skills Preview

If you need help to further assess a student’s letter and word recognition and copying skills, you may use the Skills Preview available on our website. Work one-on-one as a student completes the preview. You may want to demonstrate how to do the first item in each section, but then let the student work as independently as possible. Ask the student to read the letters, words, and sentences aloud. If he or she has difficulty, read them to the student.
Assess the student’s performance on the preview. To be successful in this series, students need to do well on Part A. If students make errors on Part B, examine the types of mistakes they are making—scrambling the order of letters, confusing letters that are similar in formation, inaccurately tracking through words, etc. If students have trouble matching the capital and lowercase letters in Part C, work on handwriting skills. In Part D, look at letter formation, spacing between letters and words, and accurate copying. If patterns of errors emerge in any part of the preview, you will probably need to do extensive one-on-one tutoring as you work through Introduction Book.

If a student seems capable of doing higher-level work than required in the preview, you may want to have that student complete the Introduction Book Skills Review or the Voyager 1 Skills Preview to determine if that book is more appropriate.

Working through the Units
For detailed explanations and tips for teaching Introduction Book lessons and unit reviews, refer to the Teacher’s Notes that begin on page 15.

Each lesson in Units 1 and 2 begins with the section “Talk, Write, and Read.” Begin these lessons by following the letter/sound strategy outlined in the notes for Lesson 1. This strategy will help students learn the target letters and the sounds they represent. Although lessons in Units 3–5 follow a slightly different pattern, you can continue to use the same basic strategy to teach the consonants, word families, and consonant blends in those lessons.

Using the Skills Review
For a comprehensive review of the lesson content in Introduction Book, you may choose to use the Skills Review which is available on our website. Words and characters from throughout the book appear in the Skills Review. Exercise formats in the Skills Review reflect formats in the Introduction Book unit reviews. Let students complete the Skills Review as independently as possible. Have them read aloud and explain their answers as they work. If a student struggles through one or more sections of the Skills Review, assess the area(s) in which the student has trouble. You may want to review lessons and/or units in which these areas are covered. If a student does well on the Skills Review, you should feel comfortable moving that student on to Voyager 1.

Using the Reference Handbook
The Reference Handbook contains the following features:
• Numbers
• Months of the Year
• Days of the Week
• Introduction Book Word List

You and your students can refer to the Reference Handbook at any time during Introduction Book instruction. Here are some tips:
• Sometimes numbers, days, and months will occur naturally in students’ dictation. Use those times as opportunities to teach these necessary words and spellings. Refer to the handbook as you do so.
• Use the Reference Handbook to design homework assignments. For example, have students fill in a blank monthly calendar. Have them write the days of the week above the squares and fill in the numbers according to the current month. Students can also copy the numbers, both digits and words, or the months and their abbreviations as homework.
• Encourage students to choose words from the Word List that they want to learn. Students can enter these words on the appropriate pages in their personal dictionaries (see page 8).
• For review and reinforcement, scan the Word List for words from earlier lessons that contain the target letter of the current lesson.
**Introduction Book Teacher’s Notes**

**Pre-Assessment**

Before you begin Unit 1 with students, be sure to have them complete pages 4 and 5 of the student book, “Alphabet.” You may also choose to use the Skills Preview (see page 13).

In addition to *Introduction Book*, each student will need

- a folder in which to keep their finished work and their work-in-progress (see page 11).
- a spiral-bound or three-ring notebook in which to create a personal dictionary (see page 8).
- another notebook for their personal spelling list (see page 11).

**Unit 1: Consonants**

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**Student Objectives**

**Reading**

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

**Writing**

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

**Mechanics**

- Understand these uses for capital letters: on signs; to begin sentences; for the names of people, months, and days; in titles.
- Understand the purpose of three punctuation marks: period, apostrophe, and question mark.

**Unit 1 PCMs**

PCM 1: Letter Formation Chart
PCM 2: Student Progress Tracking Sheet
PCM 3: Unit 1 Words

**Personal Dictionaries** Encourage students to choose 5 to 10 words to add to their personal dictionaries during each lesson in Unit 1 (see page 8).

**Personal Spelling Lists** Encourage students to add words they want to learn to spell to their personal spelling lists (see page 11).

**Lesson 1: Bb (pp. 6–7)**

Read the lesson title. Point out the capital and lowercase *b* in the alphabets at the top of the lesson pages. Have students say the name of the letter.

1. **Talk, Write, and Read** Read the photo caption.

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

© New Readers Press. All rights reserved.
A. Talk about what you see in this picture.
   1. Discuss the picture on the lesson page. Ask students to describe the scene as a whole.
   2. Explain that you will be focusing on words that start with the letter and sound of b. Model the sound b. Have students repeat the letter and its sound.
   3. Ask, “What objects in the picture start with b?” Give one or two examples. Point to objects in the picture. Ask students to name the objects. Repeat the words with students.
   4. Give one or two examples of objects that have the b sound at the end or in the middle. Discuss whether students hear the b sound in those positions. Repeat the words with students.

B. Write words with the letter b like book. You may use words from the picture.
   1. Encourage students to say words that contain b. The words may include, but should not be limited to, words in the picture.
   2. Write the words, underlining each b. Read each word aloud. Then have students read the words aloud with you. Finally, let each student read the words aloud independently.
   3. Have students copy the words onto the lines in their student book. Also have each student add words they don’t know to their personal dictionary (see page 8).

C. Pick one word from your list. Make a sentence with the word. Have students dictate a sentence using one of the words. Write it on the first line; let the student copy it onto the second line.
   If you are working with a group of students, have one or more students dictate sentences. Write them on the board. Have students choose a sentence to copy into their books.

D. Read your sentence aloud. Have each student read their sentence aloud at least one time.

Target words from picture: baby, bag, ball, basket, books, bookstore, boys, bus, by, mailbox

What to watch for
   1. When students print the lowercase letter b, they might reverse it to look like d. If so, point out that the lowercase b looks like a capital B with the top loop missing.
   2. Explain that signs are often written in capital letters (BOOKSTORE). However, when you write sign words for students to copy, use lowercase letters (bookstore), or write the words both ways.

2. Words to Know Have students read the pictured words with the target letter. Point out the letter b and its sound in the initial, middle, and final positions. If students have trouble reading the words, encourage them to use the picture clues.

3. Key Words Explain that these words will be used later in the lesson. Read each word aloud and use it in a sentence.

Special notes: Make sure students pronounce the ending of closed. Use closed and close in separate sentences. Mention that Sunday begins with a capital letter because it is the name of a day.

4. Read and Write Read the title; ask students to repeat it. Ask, “What kinds of things can be open and closed?” Read the words in the word box with students. Help students read each sentence to get a sense of the sentence, saying “blank” for missing words. Then have them read the sentence again, filling in the correct word orally as they read. Have them write the word on the line. Once all sentences are completed, ask students to read them aloud. Point out that each sentence begins with a capital letter and ends with a period.

5. In Your Own Words Have students make up a story about the picture on page 6. Write the story as students dictate it. Have them give it a title. Read the story aloud. Have students read the story aloud and copy it (see “Language Experience Approach” on pages 10–11). Students should date and keep their copies of the story in their working folders.
Extensions
1. Use PCM 1 as a reference to show students how to make each letter. For this lesson, have students practice making B and b.
2. Encourage students to choose five words they want to learn and to add them to their personal dictionaries and/or make flash cards.

Help students fill out copies of PCM 2 to include in their working folders.

Lesson 2: Dd (pp. 8–9)

Read the lesson title. See Lesson 1 notes.

1. Talk, Write, and Read  See Lesson 1 notes.

Target words from picture: December, desk, diploma, dog, Don Adams, door, doorknob, drawers, calendar, window, closed, shade

What to watch for
1. Students will tend to identify picture words that represent objects. Ask questions to help them identify other words with the target sound (“Is the door open or closed?” “Is the desk neat or cluttered?”).
2. If students confuse the lowercase b and d, point out how the shape of the word bed looks like a bed with a headboard and a footboard.

2. Words to Know  See Lesson 1 notes. Point out target letter d.

3. Key Words  See Lesson 1 notes.

Special notes: Demonstrate the meaning of half by drawing a circle cut in half. Ask students why Friday begins with a capital letter.

4. Read and Write  Read the title and ask students to repeat it. Explain that Don always begins with a capital letter because it is a person’s name. Explain the meaning of the possessive ending’s in Don’s. Ask, “What kinds of things are found in offices?” Follow the “Read and Write” process described in Lesson 1. Remind students that each sentence begins with a capital letter and ends with a period.

5. In Your Own Words  See Lesson 1 notes.

Extension: Give each student a copy of a comic strip or short article. Read it to students. Ask them to underline each b or B and circle each d or D. Demonstrate on the board with December. Help students fill out copies of PCM 2.

Lesson 3: Ff (pp. 10–11)

Read the lesson title. See Lesson 1 notes.

1. Talk, Write, and Read  See Lesson 1 notes.

Target words from picture: fast food, finger, fish, flag, four, Frank, Fred’s, french fries, fresh, friends, roof

What to watch for: Students may suggest words such as phone or laugh as examples of words with the f sound. Explain that some sounds can be spelled in different ways. Write the words for students to see. But ask them to write in their own books only the words that actually have the letter f.

2. Words to Know  See Lesson 1 notes. Point out target letter f.

3. Key Words  See Lesson 1 notes.

Special notes: Demonstrate the meaning of half by drawing a circle cut in half. Ask students why Friday begins with a capital letter.

4. Read and Write  Read the title aloud and ask students to repeat it. Ask, “Why does the word Frank begin with a capital letter?” Then point out other words with capital letters. Explain that main words in titles are capitalized. Ask what Frank and his friends are doing in the picture. See Lesson 1 notes. Be sure students pronounce the final s in eats (“Frank eats half his fish and french fries”). If students tend to drop the final s sound when speaking, explain that eat differs from eats in both reading and writing. Write and read other examples (friend drinks coffee/friends drink coffee; Don works/they work). Remind students that each sentence begins with a capital letter and ends with a period.
5. **In Your Own Words**  See Lesson 1 notes.

**Extension:** Work with students to create a menu. Have them print the names of the foods in the lesson on a piece of paper under the title “Fast Foods.” Ask them to suggest prices for each item and help them write the prices.

Help students fill out copies of PCM 2.

**Lesson 4: Hh (pp. 12–13)**

Read the lesson title. See Lesson 1 notes.

1. **Talk, Write, and Read**  See Lesson 1 notes.

**Target words from picture:** Hal, hand, hat, his, hood, hose, hospital, house, hubcap

**What to watch for:** Do not ask students to suggest words that end in *h*. In the final position, *h* is either silent (*ah*) or part of a digraph (*cash*).

2. **Words to Know**  See Lesson 1 notes. Point out *h* in the initial position.

3. **Key Words**  See Lesson 1 notes.

**Special notes:** Be sure students pronounce the final *s* in puts. Use put and puts in separate sentences. Ask students to use each in a sentence.

4. **Read and Write**  Read the title; ask students to repeat it. Note the capital letters. Ask, “Why does the word Hal always begin with a capital letter?” Ask, “What is Hal doing in the picture?” See Lesson 1 notes.

5. **In Your Own Words**  See Lesson 1 notes.

**Extension:** For each student, cut apart a set of these words beginning with *h* on PCM 3: has, his, half, He, house, hose, Hal, hand, hold, have. Students can pair off and use them as flash cards, pasting each word on a card, if they prefer. They could also combine their sets, turn them facedown, and play this memory game: Each player takes turns turning one card over and then another. If the cards have the same word and the player can read it, he or she keeps the pair and tries again. If the cards do not match, they are turned face-down, and the next player takes a turn. When all the cards are gone, the player with the most pairs wins.

Help students fill out copies of PCM 2.

**Lesson 5: Gg and Jj (pp. 14–17)**

Read the lesson title. See Lesson 1 notes.

1. **Talk, Write, and Read**  Read the photo caption.

   Use the letter/sound strategy described in Lesson 1 with two sounds: *g* as in *garden* and *j* as in *jacket* and *giant*.

**Target words from picture:** *g*: garage (first *g*), garbage can (first *g*), garden, gate, gloves, growing, wagon, dig; *j*: jacket, jeans; *g* as *j*: vegetables, garbage can (second *g*). Some students may pronounce the second *g* in garage as *j*.

**What to watch for:** Focus first on words with the sound *g* as in *garden*. Do exercises 1–5 with students. Then return to the picture and discuss the sound *j* and the two letters that can represent it. If students do not identify words in which *g* sounds like *j*, suggest possibilities (*page, germ, gym*).

2. **G like Garden**  Help students select words with this sound from their list. Proceed as usual with sentence dictation.

3. **Words to Know**  See Lesson 1 notes. Point out target letter *g* with the sound *g*.

4. **Key Words**  See Lesson 1 notes.

**Special notes:** Explain that *May* begins with a capital letter because in the following story it is the name of a month. Discuss a second meaning of *may* and use it in a sentence: *You may read the story now.* See if students can determine that with this meaning, *may* would be capitalized only if it came at the beginning of a sentence or in a title.

5. **Read and Write**  Read the title and ask students to repeat it. Read the first sentence. Ask, “Why do the words Jan and Gus begin with capital letters?” See Lesson 1 notes.
6. **G like Giant** Help students select words with this sound from their list. Proceed as usual with sentence dictation.

7. **J like Jacket** Help students select words with this sound from their list. Proceed as usual with sentence dictation.

8. **In Your Own Words** See Lesson 1 notes.

9. **Words to Know** See Lesson 1 notes. Point out letters j and g with the sound j.

10. **Key Words** See Lesson 1 notes. *Special notes:* Explain that July and August begin with capital letters because they are months. Give a sentence to illustrate how can will be used in the story: “I can read the words”.

11. **Read and Write** Repeat the process described earlier in this lesson. Complete one set of sentences before proceeding to the second set.

12. **In Your Own Words** See Lesson 1 notes. *Extension:* Refer students to “Months of the Year” in the Reference Handbook (Introduction Book page 94). Underline the words students have read in Unit 1: May, July, August, December. Bring a calendar to class. Have students write their names on their birthdays. Add other important events and review this class calendar regularly.

Help students fill out copies of PCM 2.

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**Unit 1 Review (pp. 18–21)**

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

1. **Words to Review** Have students say the names and sounds of the consonants. Help them complete the first few words. Let them finish the exercise as independently as possible.

2. **Sentence Pairs** Have students read the words in the word box aloud. Have them read the sentences as independently as possible and choose and write the word to finish each sentence. Finally, have them read their completed sentences aloud, either individually or as a group.

3. **How Do You Know?** Discuss the question mark. Help students read each question. Ask them to pick the more logical answer and to explain their choice.

4. **What’s the Order?** Discuss the meaning of sequence. Help students put the first group of sentences into the correct sequence. Have them do the second group on their own. Finally, have them read the sentences aloud and in order. If students have difficulty, print each sentence on a separate card and have students sequence them.

5. **Writing Sentences** Point out that the sample sentence uses all the given words plus several others. Have students dictate sentences B–D. Write the sentences and have students copy them. Have them read the sentences aloud.

6. **Puzzle** Have students read the puzzle words aloud. Help them find the correct location for one or two words. Let students complete the puzzle independently, checking off each word as they use it. If necessary, suggest that they first complete all the horizontal words.

*Extension:* Cut apart the rest of the words in PCM 3. Give each student a set of words that forms a complete sentence. (e.g., *The bank is closed on Sunday.*) Review the words and ask students to make a sentence. Then replace one of the words with another word from the PCM (e.g., replace bank with garage). Ask students to read the new sentence. Continue replacing words. Tell students to copy the sentence(s). Have them save the cut-up words.

*Final note:* Review with students the copies of PCM 2 that they completed for this unit. Ask what additional help they think they need. Discuss possible ways of meeting their needs.
Student Objectives

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

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

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

Unit 2 PCMs
PCM 1: Letter Formation Chart
PCM 2: Student Progress Tracking Sheet
PCM 3: Unit 1 Words
PCM 4: Unit 2 Words

Personal Dictionaries and Spelling Lists
Encourage students to add to their personal dictionaries and spelling lists during each lesson.

Lesson 6: Cc and Kk (pp. 22–23)
Read the lesson title. See Lesson 1 notes.

1. Talk, Write, and Read  See Lesson 1 notes.
Target words from picture: c: cap, coveralls, ice cream cone, cup k: keys, kids, bike, parking ck: jacket, lock, locksmiths, pickup truck, Vicky
What to watch for: As students say a word for the target sound, write it under the heading c, k, or ck. If students ask how to tell which spelling the sound k has, tell them it usually depends on the letter that comes before or after the sound.

2. Words to Know  See Lesson 1 notes. Point out the letters c, k, and ck and the sound k in the initial and final positions.

3. Key Words  See Lesson 1 notes.
Special notes: Be sure students pronounce the final s on drives and kids. Give a sentence to illustrate the meaning of kids that will be used in the story: “I have two kids, a boy and a girl.”

4. Read and Write  Read the title: ask students to repeat it. Read direction A to help students set a purpose for reading. Read the words in the word box with students. Help them read each sentence for the sense of the sentence, filling in the correct word orally as they read. Next have students write the word on the line. When the story is complete, ask them to read it. Read question B and discuss students’ answers. Review the use of the question mark.
5. In Your Own Words  See Lesson 1 notes.

Extension:  Help students distinguish between the sounds g and k. Write the words garden and key. Read each word and repeat the initial sound. Then say other words (goat/coat, gap/cap, guard/card). Ask students if the new words begin with the sound g or k. Repeat words that end with g or k sounds (rack/rag, back/bag, pig/pick).

Help students fill out copies of PCM 2.

Lesson 7: Ll (pp. 24–25)

Read the lesson title. See Lesson 1 notes.

1. Talk, Write, and Read  See Lesson 1 notes.

Target words from picture: Labor Day, ladder, Laundromat, laundry, legs, lightbulb, load, clean, closed, clothes, floor, plant, stool

What to watch for:  Students may have difficulty hearing the sound l as part of a consonant blend (clean). Cover the first letter in clean. Ask students to listen to the sound l as you read lean. Then uncover the c and read clean, helping students hear that the sound l is still there. Students may also have trouble thinking of words that end in l. Give them hints such as, “Is the plant tall or short?” and “What is the woman sitting on?”

2. Words to Know  See Lesson 1 notes.

3. Key Words  See Lesson 1 notes.

Special notes:  Ask why Tuesday begins with a capital letter.

4. Read and Write  Follow the process described in Lesson 6. Explain that Labor Day begins with capital letters because it is a holiday.

5. In Your Own Words  See Lesson 1 notes.

Extension:  Use the class calendar you started in Lesson 5. Review the months in order. Have students find Labor Day and circle it. Ask them to select four other holidays, find, and circle them.

Help students fill out copies of PCM 2.

Lesson 8: Mm (pp. 26–27)

Read the lesson title. See Lesson 1 notes.

1. Talk, Write, and Read  See Lesson 1 notes.

Target words from picture: makeup, man, Maria, mirror, money, monster, movies, Ramon, refreshments, umbrella, woman, arm, restrooms

What to watch for:  Students may say the name of the letter m instead of its sound. Tell them not to make the sound m until their lips are closed.

2. Words to Know  See Lesson 1 notes.

3. Key Words  See Lesson 1 notes.

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

4. Read and Write  See Lesson 6 notes.

5. In Your Own Words  See Lesson 1 notes.

Extensions

1. Bring newspaper movie sections to class. Help students identify movies they would like to see. Write the titles for them and have them copy the show times and the theater’s phone number.

2. Discuss how telephone numbers are written: area code first, usually enclosed by parentheses; the seven-digit number following. Have students write phone numbers that they know.

Help students fill out copies of PCM 2.

Lesson 9: Nn (pp. 28–29)

Read the lesson title. See Lesson 1 notes.

1. Talk, Write, and Read  See Lesson 1 notes.

Target words from picture: nail, necktie, neighbor, new, newspaper, nine, nineteen, no, noodles, number, nurse, apartment, doorknob, jeans, pants, plant, uniform, man, sign

Help students fill out copies of PCM 2.
What to watch for: Help students distinguish between the sound and name of the target letter.

2. Words to Know See Lesson 1 notes.

3. Key Words See Lesson 1 notes.

Special notes: Ask students why Wednesday begins with a capital letter. Make sure students pronounce the sound *th* in *with*.

4. Read and Write See Lesson 6 notes. Ask students why Stan and Nancy begin with capital letters. Review the meaning of *'s*.

5. In Your Own Words See Lesson 1 notes.

Extension: Work with students to make a list of common “NO” signs (*No Parking, No Smoking, No U-Turn*). Discuss where they might find each sign on the list. Discuss the use of the international symbol for *NO*: ☒

Help students fill out copies of PCM 2.

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Lesson 10: Pp (pp. 30–31)

Read the lesson title. See Lesson 1 notes.

1. Talk, Write, and Read See Lesson 1 notes.

Target words from picture: pans, pants, *Pat’s*, pears, Pete’s Plumbing, picture, pipe, plates, plumber, plunger, pots, problem, open, slippers, mop

What to watch for: Be sure students can distinguish between a possessive (*Pat’s*) and a plural (*pots*). Ask them to use each in a sentence.

2. Words to Know See Lesson 1 notes.

3. Key Words See Lesson 1 notes.

Special notes: Ask students why *Monday* begins with a capital letter.

4. Read and Write See Lesson 6 notes. Ask why *Pat* begins with a capital letter. Explain that the comma means the reader should pause slightly.

5. In Your Own Words See Lesson 1 notes.

Extension: On the current month of the class calendar (see Lesson 5 notes), circle the days students have read so far: Sunday, Monday, Tuesday, Wednesday, Friday. Ask what small word they all end in (*day*). Make two sets of cards: one set with the name of a day on each card, the other set with their abbreviations. Help students sequence them or match abbreviations to the days.

Help students fill out copies of PCM 2.

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Lesson 11: Qq (pp. 32–33)

Read the lesson title. See Lesson 1 notes.

1. Talk, Write, and Read See Lesson 1 notes.

Target words from picture: quart, queen, quilt, *Quinn*, quiz, squares

What to watch for: Teach *qu* with the sound *kw*. Explain that *q* is almost always followed by *u*.

2. Words to Know See Lesson 1 notes. Point out *qu* in the initial and middle positions.

3. Key Words See Lesson 1 notes.

Special notes: Discuss the different meanings of *show*. Give examples: “Show me the picture.” “Let’s watch the TV show.”

4. Read and Write See Lesson 6 notes. Explain that *TV* is short for *television* and is written with capital letters.

5. In Your Own Words See Lesson 1 notes.

Extension: Share copies of a TV schedule, in table form, for a weeknight. Explain how the table is set up. Help students find their favorite programs.

Help students fill out copies of PCM 2.

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Lesson 12: Rr (pp. 34–35)

Read the lesson title. See Lesson 1 notes.

1. Talk, Write, and Read See Lesson 1 notes.

Target words from picture: rain, raincoat, rainy, *raisin bran*, refrigerator, arms, cereal, jars, Florida orange juice, *shirt*, umbrella, floor, hair, water
What to watch for: Students may have difficulty hearing the sound r as part of a consonant blend (bran) or with r-controlled vowels (shirt). If so, focus on words where r is easier to hear (rain).

2. Words to Know See Lesson 1 notes.

3. Key Words See Lesson 1 notes.

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

4. Read and Write See Lesson 6 notes.

5. In Your Own Words See Lesson 1 notes.

Extension: Using a newspaper weather section, help students identify and list weather words (rain, sunny, cloudy) and their corresponding symbols (slanted lines for rain, a cloud for cloudy). Students can record the weather on the class calendar by drawing the symbol and writing the word.

Explain the meaning of the degree symbol (°) as well as the abbreviations F (Fahrenheit, the temperature scale in the English system) and C (Celsius, the temperature scale in the metric system).

Help students fill out copies of PCM 2.

Unit 2 Review (pp. 36–39)

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

1. Words to Review See the Unit 1 Review.

2. Sentence Pairs See the Unit 1 Review.

3. What Do You Think? Read the directions and the first two sentences. Ask students if they think it is a good idea for Ramon and Maria to go to the movies when the garage needs to be cleaned. Show them how to make a check mark to indicate YES or NO. Have them do B–D as independently as possible. Ask them to explain.

4. What’s the Order? See the Unit 1 Review.

5. Writing Sentences Read the first three words aloud and say a sentence that uses all three: “You must have the key for the truck.” Invite students to think of other sentences. Write one of the sentences for students to see. Have students dictate sentences B–D. Write the sentences and have students copy them. Finally, have them read the sentences aloud.

6. Puzzle See the Unit 1 Review.

Extensions

1. Cut apart the words on PCM 4. Help students use these words to make complete sentences. Encourage students to use words cut from PCM 3 as well. Invite students to try to read each other’s sentences. Have them save their cut-up words.

2. Conduct a meaning-based categorizing activity using the cut-apart words from PCMs 3 and 4. Create categories, such as days of the week, months, things, action words, buildings, and words related to food or eating. Sort through students’ words ahead of time so that they are working only with words that fit into your categories, or let them work with all of the words for a more challenging activity.

Ask students to work in pairs or small groups. Have them separate the words into the appropriate categories. Then, have each pair or group read one category of words aloud to the class.

Final note: Review with students the copies of PCM 2 that they completed for this unit. Ask what additional help they think they need. Discuss possible ways of meeting their needs.
Unit 3: More Consonants

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Student Objectives

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

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

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

Unit 3 PCMs

PCM 1: Letter Formation Chart
PCM 2: Student Progress Tracking Sheet
PCMs 3 and 4
PCM 5: Unit 3 Words

Personal Dictionaries and Spelling Lists
Encourage students to add to their personal dictionaries and spelling lists during each lesson.

Lesson 13: Cc and Ss (pp. 40–41)

Read the lesson title. See Lesson 1 notes.

1. Talk, Write, and Read  Read the photo caption. Then follow the directions for A and B on the lesson page. Model the name and sound of each target letter. For C you may ask students to select a word from each list and dictate a sentence for each one. Write the sentences and have students copy them on a separate paper.

Target words from picture: s: Sandy, sitting, soda, square, standing, study, glasses, poster, blouse, glass, helps, nurse c: city, Nancy

What to watch for: The letter s at the end of a word often has the sound z, as in days. Explain this to students and ask them to underline each letter with the sound s in the words they write.

2. Words to Know  See Lesson 1 notes. Point out target letters c and s with the sound s in the initial and middle positions.
3. **Key Words**  See Lesson 1 notes.

*Special notes:* Ask students why *June* begins with a capital letter.

4. **Read and Write**  Read direction A to help students set a purpose for reading. Explain that GED stands for *General Educational Development* and that a person receives the equivalent of a high school diploma upon passing the GED tests. Point to the comma in the story and remind students to pause there. Have students read the story aloud and think of an ending. Have students write it if possible, or write it for them. Discuss question B.

5. **In Your Own Words**  See Lesson 1 notes.

**Extension:** Use the “Months of the Year” in the Reference Handbook (*Introduction Book* page 94) to review the names of the months in sequence. Say the names of different months and have students take turns finding them in the class calendar (see Lesson 5). Explain how to write dates using numbers: 12/31/11.

Help students fill out copies of PCM 2.

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**Lesson 14: Tt (pp. 42–43)**

Read the lesson title. See Lesson 1 notes.

1. **Talk, Read, and Write**  For Part A, do steps 1–2 of the letter/sound strategy described in Lesson 1 notes. Then read the story aloud to students. Review the name and purpose of each punctuation mark. When you finish, read the story aloud with students (see page 9). Invite students to read independently. Then complete steps A. 3–4 and B. 1–3 of the letter/sound strategy. You may want students to dictate sentences using words with the target sound and then copy them in a notebook.

**Target words from picture:** telephone, tickets, tie, tile, trains, trip, trumpet, trunk, suitcase, coat, hat, state, sweatshirt

**What to watch for:** Ask students why *September* and *Tony* begin with capital letters. Make sure students use capital letters only where required when they write.

2. **Words to Know**  See Lesson 1 notes.

3. **Key Words**  See Lesson 1 notes.

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

4. **Read and Write**  See Lesson 13 notes.

5. **In Your Own Words**  See Lesson 1 notes.

**Extension:** Help students locate their city and state on a map. Explain that the names of cities and states begin with capital letters. Write their city and state on the board and have students copy them. Have students find and write the names of cities and states where families and friends live. Help students fill out copies of PCM 2.

**Lesson 15: Vv (pp. 44–45)**

Read the lesson title. See Lesson 1 notes.

1. **Talk, Read, and Write**  See Lesson 14 notes.

**Target words from picture:** Valentine card, Valentine’s Day, vase, vest, violin, V-neck sweater, oven, stove

**What to watch for:** Ask students why *Valentine’s Day* begins with capital letters. Point out the apostrophe in *Valentine’s* and tell students it is there because the holiday is named after St. Valentine.

2. **Words to Know**  See Lesson 1 notes.

3. **Key Words**  See Lesson 1 notes.

**Special notes:** Ask why *February* begins with a capital letter. Explain that the word *I* is always written as a capital letter. Follow the process in Lesson 14 for discussing the homophones *dear* and *deer.*
4. **Read and Write** Read direction A to help students set a purpose for reading. Explain that the valentine is a poem and that the words on the ends of certain lines rhyme. Give examples of rhyming words (*am, ham; dear, near*). Read the poem to students, saying “blank” where words are missing. Have students look at the first stanza. Ask what word(s) they would write in the blank. Tell them that the last word they write should rhyme with *new*. (If they have difficulty, suggest “like you.”) Do the same for the second stanza. Explain that the last word should rhyme with *old*. (If necessary, suggest “nice to hold,” or “good as gold.”) Write the words students choose. Students can copy the words in their books and then read the entire poem. Discuss question B.

5. **In Your Own Words** See Lesson 1 notes. 

**Extension:** Bring greeting cards with simple rhymes to class. Read each one aloud, omitting a word at the end of one of the lines. Ask students to complete the poems. Help students fill out copies of PCM 2.

### Lesson 16: Ww (pp. 46–47)

Read the lesson title. See Lesson 1 notes.

1. **Talk, Read, and Write** See Lesson 14 notes.

**Target words from picture:** *wading, walk, water, weeds, wet, woods, swimming*

**What to watch for:** Focus on words with *w* at or near the beginning of the word. If students say a word such as *paw*, write it off to the side and explain that *w* makes a different sound in that word.

2. **Words to Know** See Lesson 1 notes.

3. **Key Words** See Lesson 1 notes.

**Special notes:** Explain that words made by combining two smaller words are called compound words. Write and read the word *sidewalk*. Underline both smaller words and ask students to read them. Do the same with the other compound words that students have read in *Introduction Book: bookstore, newspaper, suitcase.*

4. **Read and Write** Read direction A to help students set a purpose for reading. Read the story aloud, saying “blank” for missing words. Reread the story and ask students to suggest words to go in the blanks. Write these words and have students copy them. Have students read the story and discuss question B.

5. **In Your Own Words** See Lesson 1 notes.

**Extension:** Help students make a list of their pets. Include the kinds of animals, names, and ages. Talk about why they chose their pets’ names. Help students fill out copies of PCM 2.

### Lesson 17: Yy (pp. 48–49)

Read the lesson title. See Lesson 1 notes.

1. **Talk, Read, and Write** See Lesson 14 notes.

**Target words from picture:** *Yankees, Yo-Yo*

**What to watch for:** If students focus on the sight of *y* and not the sound *y*, they may suggest words such as *party* or *Happy Birthday*. If so, write such words off to the side and explain that *y* makes a different sound in them. Model the sound *y* in *yes* and *year*.

2. **Words to Know** See Lesson 1 notes. Point out target letter *y* in the initial position.

3. **Key Words** See Lesson 1 notes.

**Special notes:** Explain that *birthday* is another compound word. Have students read the whole word and each of its parts. Note the letters *c* and *k* in *cake* and that the sound for each is the same.

4. **Read and Write** See Lesson 16 notes. Point to the quotation marks and explain that they come before and after Wayne's exact words. Have students read the story, answer question A, and discuss question B.

5. **In Your Own Words** See Lesson 1 notes.

**Extension:** Write the words to “Happy Birthday” and ask students to read them. Have students interview each other and complete this sentence: *_____’s birthday is _____.* Ask them to find this day on the class calendar (see Lesson 5).

Help students fill out copies of PCM 2.
Lesson 18: Xx and Zz (pp. 50–51)

Read the lesson title. See Lesson 1 notes.

1. Talk, Read, and Write  See Lesson 14 notes.

   Explain that House of Pizza begins with capital letters because it is the name of a business.

   Target words from picture: x: box, exercise, Mexico
   z: magazines, magazine rack, pizza

   What to watch for: Students often confuse the sound and the name of x. If students have trouble hearing the sound x makes in the example word exit, use the word box.

2. Words to Know  See Lesson 1 notes.

3. Key Words  See Lesson 1 notes.

   Special notes: If students have difficulty remembering a word, encourage them to look at its shape. Demonstrate by drawing a line around a word to show its shape. Have students do the same with words in their books. For example:

   all  feel  large

4. Read and Write  See Lesson 16 notes.

5. In Your Own Words  See Lesson 1 notes.

   Extension: Prepare game cards, 4 by 4 squares each. In each square write a letter students have learned. Vary the letters on the cards and distribute them to students. Play a game of BINGO in which you say a sound and students cover the appropriate letter on their cards. The first student to cover four squares in a row wins.

   Help students fill out copies of PCM 2.

Unit 3 Review (pp. 52–55)

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

1. Words to Review  See the Unit 1 Review.

2. Sentence Pairs  See the Unit 1 Review.

3. How Do You Know?  Read the directions aloud to students. Do A together. Have students dictate an answer. Remind them to base their answers on the information in the reading. Write the answer and have students copy it in their books. Have students do B as independently as possible. Invite them to share their answers with the rest of the group.

4. What’s the Order?  See the Unit 1 Review.

5. Writing Sentences  See the Unit 2 Review.

6. Puzzle  See the Unit 1 Review.

Extensions

1. Conduct a meaning-based categorizing activity using the cut-apart words from PCM 5. Create categories such as months, things, and action words. Follow the process described in Unit 2 Review notes (page 23).

2. Have students use the cut-apart words from PCMs 3, 4, and 5 to make sentences. Have them read their sentences aloud.

   Final note: Review with students the copies of PCM 2 that they have completed for this unit. Ask what additional help they think they need. Discuss possible ways of meeting their needs.
Unit 4: Short Vowels

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Student Objectives

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

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

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

Unit 4 PCMs
- PCM 1: Letter Formation Chart
- PCM 2: Student Progress Tracking Sheet
- PCMs 3–5
- PCM 6: Unit 4 Words
- PCM 8: Letters, Consonant Blends, and Word Families

Personal Dictionaries and Spelling Lists
Encourage students to add to their dictionaries and spelling lists during each lesson.

Explaining Rhyme
Most native speakers of English are familiar with the concept of rhyme. To successfully complete the lessons in Unit 4, students also must be comfortable recognizing and generating rhymes.

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

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

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

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

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

When students have a basic sight-word vocabulary, however small, you can use word families to help them build on that vocabulary. Here’s how:
1. Choose a word in students’ sight-word vocabulary that contains a word family (e.g., *can*). Have students say the word aloud and write it.

2. Ask students to say the word that rhymes with *can*. Be sure the word is in the same word family (it must end with *-an*). Write it under *can*.

3. Ask students to point out the difference between the two words (the initial consonant). Explain that by using a different consonant at the beginning of the word, they have produced a new word. Emphasize that knowing the sound produced by *-an* at the end of a word is a tool to help them read and write new words.

4. Have students read the two words on the list and generate more words to add to the word family. Let students write each new word.

5. When several common words in a word family are listed, stop. Move on to another word family or to another part of the lesson.

**Lesson 19: Short a (pp. 56–57)**

Explain that the lessons in this unit introduce the five vowels. Name each vowel and have students circle the vowels in the alphabet at the top of the page. Explain that vowels can have many sounds but that in this book, students will work mainly with short vowel sounds.

1. **Talk and Read** Read the directions aloud. Then discuss the picture without focusing on specific words. Explain that the picture relates to the reading selection—a limerick. Explain limericks (see “Working with Limericks” on page 28). Then read the title and the limerick aloud. Talk about rhyming and discuss the limerick’s rhyme pattern. Say the words that rhyme (*Pat, cat, hat; jam, ham*). Invite students to think of other words that rhyme. Talk about the rhythm pattern. Read the limerick with students. Then have students read it independently. Have students clap the rhythm as they read.

2. **Word Families** Explain word families (see “Working with Word Families” on page 28). Use the process described to demonstrate how to create a word family for *-an*. Then read the directions aloud. Say the short *a* word family in the first column (*-at*). Have students repeat it. Then have them read the words in this family. If students have difficulty, have them make the sound for the beginning consonant and the sound for *-at*. Show them how to blend these. Have students think of other words to add to this family. They can use words from the limerick, words from the picture, or other words they know. Write these and have students read them aloud and choose one to write in their books. Work through the other target word families in a similar way. When you finish, say the sound for short *a*. Have students repeat it. Help them hear the sound as you read sample words from the target word families.

**Target word families from picture:** *-am*: ham, jam

* -at*: cat, fat, hat, Pat

What to watch for: If students suggest a multi-syllable word, such as *cabinet*, when discussing the *-ab* word family, congratulate them and write the word on the side. Explain that the word does include the *-ab* pattern, but because the pattern does not come at the end of the word, the word does not rhyme with the other words and isn’t included in the *-ab* family. Do point out that being able to recognize patterns in other places within words will help students to figure out new words. If students have difficulty reading a word with a consonant blend (*crab*), just tell them the sound at this point.

3. **Words to Know** Read each word aloud and use it in a sentence. Have students do the same.

4. **Read and Write** Read the directions aloud. Help students read the words in the word box. Have them read the title and the first sentence of the story aloud. Then have them read each of the sentences for the sense of the sentence, saying “blank” for missing words. Have them read the sentence again, filling in the correct words orally as they read. Ask students to write the correct word on its line. Then have them read the entire story aloud.
5. Writing Sentences  Read the directions aloud. Ask students to think of sentences that include both words in A (I sat in the cab). Write their sentences and have students read them aloud. They can select one sentence to copy on the line in their books. Do the same for B.

6. In Your Own Words  See Lesson 1 notes.

Extension: Have students cut apart the letters of the alphabet and the short a word families on PCM 8. Have them combine the consonants with the short a word families to create new words. Have students keep the letters and word families in an envelope. Help students fill out copies of PCM 2.

Lesson 20: Short e (pp. 58–59)

Read the lesson title. See Lesson 19 notes.

1. Talk and Read  Discuss the picture without focusing on specific words. Explain that the picture relates to the limerick. Read the title and the limerick aloud. Talk about how it sounds. Discuss why Sandy had trouble spelling cell. Then read the limerick with students. Finally, have them read it aloud independently.

2. Word Families  Say the short e word family in the first column (-ed). Have students repeat it. Then have them read the words in this family. If students have difficulty, have them make the sound for the beginning consonant and the sound for -ed. Show them how to blend these. Have students think of other words to add to this family. They can use words from the limerick, words from the picture, or other words they know. Write these and then have students read them aloud and choose one to write in their books. Work through the other target word families in a similar way. When you finish, say the sound for short e. Have students repeat it. Help them hear the sound as you read sample words from the word families.

Target word families from picture: -ell: spell -ess: dress

What to watch for: Students may suggest verbs that have the verb ending -ed as examples of the -ed word family. This ending can have three different sounds: t as in kicked, d as in obeyed, and id as in parted. Students might suggest other words that have the short e sound (when, desk) but do not belong to the word families listed in this section. If so, write them on the board. Congratulate students on their ability to recognize the short e sound in other words, but do not try to teach more than the four new patterns at this time. Suggest that students add those words to their personal dictionaries.

3. Words to Know  See Lesson 19 notes.

Special note: Make sure students pronounce -ing at the end of learning. Have them suggest other words with this ending and give a sentence for each.

4. Read and Write  See Lesson 19 notes.

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

5. Writing Sentences  See Lesson 19 notes.

6. In Your Own Words  See Lesson 1 notes.

Extensions
1. Write two-line rhymes, leaving out the last word in one. (My cat’s name is Ted. / He lives in the ______.) Read the two lines aloud. Have students fill in the missing word and then read the two lines.

2. Have students cut out the short e word families from PCM 8 and use them with the consonants they cut out for Lesson 19 to build new words.

Help students fill out copies of PCM 2.

Lesson 21: Short i (pp. 60–61)

Read the lesson title. See Lesson 19 notes.

1. Talk and Read  See Lesson 20 notes.
2. **Word Families**  See Lesson 20 notes.

**Target word families from picture:**  *-ick:*  *pick, ill:*  
*grill -it:*  *sit -ip:*  *chip, dip*

**What to watch for:**  Students may suggest *Vicky* for the *-ick* word family. Explain that *Vicky* contains the *-ick* pattern but does not belong in the *-ick* word family because the pattern is not at the end of the word. Remind them that being able to recognize patterns in words will help them figure out new words.

3. **Words to Know**  See Lesson 19 notes.

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

4. **Read and Write**  See Lesson 19 notes.

5. **Writing Sentences**  See Lesson 19 notes.

6. **In Your Own Words**  See Lesson 1 notes.

**Extensions**

1. Explain that one word can have many different meanings. Use *cook* as an example:  
   *good cook, cook dinner, cook up an excuse, cook his goose.*
   Help students find other words in the lesson that can have more than one meaning (e.g., *pick, bill, chip, bit*).

2. Have students use their cut-up consonants from PCM 8 and the four short *i* word families to build new words.

Help students fill out copies of PCM 2.

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**Lesson 22: Short o (pp. 62–63)**

Read the lesson title. See Lesson 19 notes.

1. **Talk and Read**  See Lesson 20 notes.

2. **Word Families**  See Lesson 20 notes.

**Target word families from picture:**  *-ock:*  *rock -og:*  
*dog, fog, jog -op:*  *top*

**What to watch for:**  The sound of *o* in the pattern *-og* varies, especially regionally. For instance, in some areas, *fog* will rhyme with *jog* but not with *dog* or *log.* Tell students it is all right to use the pronunciations they are used to. The important thing is that they recognize the word family in new words.

3. **Words to Know**  See Lesson 19 notes.

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

4. **Read and Write**  See Lesson 19 notes. Remind students to pause when they come to a comma.

5. **Writing Sentences**  See Lesson 19 notes.

6. **In Your Own Words**  See Lesson 1 notes.

**Extensions**

1. Create a list of things students do for exercise. Ask how many students do each activity. Write the number next to each item. Have students copy the list, putting the items in order from most popular to least popular.

2. Have students use their cut-up consonants from PCM 8 and the four short *o* word families to build new words.

Help students fill out copies of PCM 2.

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**Lesson 23: Short u (pp. 64–65)**

Read the lesson title. See Lesson 19 notes.

1. **Talk and Read**  See Lesson 20 notes. Call attention to the possessive ending on *Gus’s.*

2. **Word Families**  See Lesson 20 notes.

**Target word families from picture:**  *-ub:*  *sub -uff:*  
*cuff -ug:*  *jug, plug*

**What to watch for:**  If students suggest words such as rough when discussing the *-uff* word family, write the words to the side. Explain that they do rhyme with words in the family, but that you won’t include them in the family because the spelling is different.

3. **Words to Know**  See Lesson 19 notes.

**Special notes:**  Ask students why *January* begins with a capital letter. If students question the sounds and spellings of the digraphs *ch* and *sh,* tell them these are special sounds they will learn about in *Voyager 1.*
4. **Read and Write**  See Lesson 19 notes.
5. **Writing Sentences**  See Lesson 19 notes.
6. **In Your Own Words**  See Lesson 1 notes.

**Extensions**

1. Share copies of the Food Guide Pyramid developed by the U.S. government. Read the names of the food groups and the recommended number of daily servings for each group. Work with students to generate a list of foods that would meet these recommendations for one day.
2. Have students use their cut-up consonants from PCM 8 and the four short ū word families to build new words.

Help students fill out copies of PCM 2.

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**Unit 4 Review (pp. 66–69)**

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

1. **Sentence Pairs**  See the Unit 1 Review.
2. **Word Families**  Read the directions aloud. Have students work independently to add one word to each word family. When they finish, have students say the ending pattern and read the words in each family. Check their spelling.
3. **Make Words**  Read the directions aloud. Have students read the example words in list A: lab, let, lip, log, lug. Then ask them to make words the same way for B–E and read them aloud.

4. **What Do You Want to Do?**  Read the directions aloud. Read each choice aloud and ask students to check the activities they want to do. Then have them read the items they checked and discuss the reasons for their choices.
5. **Writing Sentences**  See the Unit 2 Review.
6. **Puzzle**  See the Unit 1 Review.

**Extensions**

1. Cut apart the words on PCM 6. Give each student several words. Ask them to pick two of the words and write a sentence with each. Remind them to use capital letters and periods where needed. Have students read their sentences aloud. Correct spelling or grammar only if students ask you to. Have students keep the words in an envelope.
2. Conduct a meaning-based categorizing activity using the cut-apart words from PCM 6. Create categories, such as things, action words, and time words (e.g., soon, until, when). Follow the process described in Unit 2 Review notes (page 23).
3. Have students use the cut-apart words from PCMs 3, 4, 5, and 6 to make sentences. Have them read their completed sentences aloud.

**Final note:** Review with students the copies of PCM 2 that they have completed for this unit. Ask what additional help they think they need. Discuss possible ways of meeting their needs.
Unit 5: Blends

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Student Objectives

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

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

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

Unit 5 PCMs
- PCM 1: Letter Formation Chart
- PCM 2: Student Progress Tracking Sheet
- PCMs 3–6
- PCM 7: Unit 5 Words
- PCM 8: Letters, Consonant Blends, and Word Families

Personal Dictionaries and Spelling Lists
Encourage students to set up separate pages in their dictionaries for each blend covered in Unit 5.

Lesson 24: B & C Blends (pp. 70–71)

Explain that the lessons in this unit focus on consonant blends. All the blends in this unit have two letters and come at the beginnings of words. Explain that you can hear both sounds in each blend. Have students look at the lesson title. Tell them that the blends in Lesson 24 will begin with b or c. Explain that the ampersand (&) means and.

1. Talk and Read Read the directions aloud.
Discuss the picture without focusing on specific words. Read “Quinn’s Rules” aloud. Have students discuss why Quinn needs these rules. Read the list again with students. Finally, have students read the list independently.

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

Target blends from picture: bl: black, blouse cl: clean, clothes, clutter br: broom

What to watch for: Discourage students from adding a vowel sound in the middle of a blend (e.g., “bules” for bless; “bu-ring” for bring). The vowel sound will make it harder to decode words.
3. Make Words  Read the directions aloud. Have students say the sounds for the four blends. Then have them say the sound for the word family in the first column (-ab). Model how to put the first blend (bl) together with this word family to form a word (blab). Ask students if this is a real word. If they say yes, have them use it in a sentence. Do the same with the other three blends and the -ab family. Have students write two of the blends that form real words with -ab on the lines in column 1. Do this with the remaining word families. When students finish, have them read their words.

4. Words to Know  See Lesson 19 notes.

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

5. Read and Think  Read the directions aloud. Explain that the story tells more about how Quinn and her children clean the house. Read the story to students; then read it with them. Finally, have students read independently. Read direction A. Ask students to check the title they think best fits this story and write it on the line. Have them read their answers aloud and explain their choices. Read each of the remaining questions and have students mark their answers. Tell them to use only the information in the story to answer the questions.

6. In Your Own Words  See Lesson 1 notes.

Extension: To provide extra practice reading and spelling words with blends, make a white flash card with the following short-vowel pattern: -ash. On three colored cards, write the following letters: c, r, and cr. Have students place each colored card in front of the white card and read the new word. Do the same with the following: ed, b, l, bl; ag, b, r, br; ap, c, l, cl; og, c, l, cl.

Help students fill out copies of PCM 2.

Lesson 25: D & F Blends (pp. 72–73)

Read the lesson title and blends. Have students repeat the blends.

1. Talk and Read  Read the directions aloud and discuss the picture. Read the story aloud. Have students discuss what they found out. Then read the story again, with students. Finally, invite students to read it independently.

2. Blends  See Lesson 24 notes.

Target blends from picture:  dr: driver, drop  fl: flipped, floor, florist, flowers  fr: Frank, fresh

What to watch for: Students have not yet studied the vowel sounds in words such as floor and flower. If they cannot read them, simply tell them what the words are.

3. Make Words  See Lesson 24 notes. Use the blends shown. Tell students the sound of any word family they have not studied (-esh).

4. Words to Know  See Lesson 19 notes.

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

5. Read and Think  See Lesson 24 notes. Note that C requires only an oral response.

6. In Your Own Words  See Lesson 1 notes.

Extensions

1. Have students measure the size of people and objects in the classroom with rulers and yardsticks. Show how to write feet and inches (6’4”) and teach the sight words height, width, and length.

2. Have students use these cut-up letters and letter groups from PCM 8 to make words: d, f, l, r, dr, fl, fr, esh, ip, op, og, ug.

Help students fill out copies of PCM 2.
Lesson 26: G & P Blends (pp. 74–75)

Read the lesson title and blends. Have students repeat the blends.

1. Talk and Read  See Lesson 25 notes.
2. Blends  See Lesson 24 notes.

Target blends from picture: gl: glad pl: diploma gr: congratulations, graduation pr: present, proud

What to watch for: Be sure students know one meaning for each word listed. Check by asking them to use the words in a sentence.

3. Make Words  See Lesson 24 notes.
4. Words to Know  See Lesson 19 notes.

Special notes: Ask students why April begins with a capital letter.

5. Read and Think  See Lesson 24 notes.
6. In Your Own Words  See Lesson 1 notes.

Extensions
1. Review the lists of the months and days in the Reference Handbook. Make sure each student can say the months in order. Make a list of holidays. Have students match each holiday with its month and use the class calendar to check the answers.

2. Have students use these cut-up letters and letter groups from PCM 8 to make words: g, l, p, r, gl, gr, pl, pr, ass, and, op, oom, ip, ab.

Help students fill out copies of PCM 2.

Lesson 27: S Blends (pp. 76–77)

Read the lesson title and blends. Have students repeat the blends.

1. Talk and Read  See Lesson 25 notes. Ask students what they think will happen next, and why.

2. Blends  See Lesson 24 notes.

Target blends from picture: sl: sleeve, slice sp: spaghetti, spoon sm: smile st: Stan, steam, stir, stove

What to watch for: Students may have difficulty with the meanings of slope and smog. Ask students to use the words in sentences.

3. Make Words  See Lesson 24 notes.
4. Words to Know  See Lesson 19 notes.

Special notes: Write of and off. Read each word aloud and use it in a sentence. Have students do the same.

5. Read and Think  See Lesson 24 notes. Discuss the predictions students made in Part 1. Explain the use of the exclamation point (!).

6. In Your Own Words  See Lesson 1 notes.

Extensions
1. Copy the directions for cooking pasta from a product box. Give a copy to each student. Read the directions aloud and discuss them. Use measuring cups and spoons to help explain words like quart and teaspoon.

2. Have students use these cut-up letters and letter groups from PCM 8 to make words: s, m, l, p, t, sm, sl, sp, st, ell, ill, ick, op.

Help students fill out copies of PCM 2.

Lesson 28: S & T Blends (pp. 78–79)

Read the lesson title and blends. Have students repeat the blends.

1. Talk and Read  See Lesson 25 notes. Point out the hyphens in twenty-five and twenty-two. Explain that a hyphen is used to join number words from twenty-one through ninety-nine.

2. Blends  See Lesson 24 notes.

Target blends from picture: sk: skates, skis sn: snow tr: tree, try

What to watch for: If students say words with the blends sc (scab) or sch (school), write the words in a separate list. Explain that the sound sk can be spelled different ways. Help students think of words that use sk. Ask, “What’s the name of the small black animal with a white stripe on its back?”
3. **Make Words**  See Lesson 24 notes.

4. **Words to Know**  See Lesson 19 notes.

   **Special notes:**  Write *try* and *tries*. Read each word aloud and use it in a sentence. Have students do the same. Repeat with *fry* and *fries*.

5. **Read and Think**  See Lesson 24 notes.

6. **In Your Own Words**  See Lesson 1 notes.

**Extensions**

1. Have students reread one of the stories they dictated previously. Have them suggest titles. Write the titles and ask students to choose the best one. Have them explain their choice. Do the same with other dictated stories or news articles.

2. Have students use these cut-up letters and letter groups from PCM 8 to make words: s, t, k, n, r, w, sk, sn, tr, tw, act, im, in, uck.

   Help students fill out copies of PCM 2.

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[**Unit 5 Review (pp. 80–83)**]

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

1. **Sentence Pairs**  See the Unit 1 Review, Part 2.

2. **Make Words**  Read the directions aloud. Have students do the activity independently. Then have them read their words aloud. If students give an answer that is not a real word or seem unsure of the meaning of a word, ask them to use it in a sentence.

3. **What Do You Want to Do?**  See the Unit 4 Review, Part 4.

4. **How Do You Know?**  Read the directions aloud. Have students read the stories and answer the questions as independently as possible. They should write complete sentences (see examples in the Answer Key).

5. **Writing Sentences**  See the Unit 2 Review. If students have trouble, give this example for number 1: *Do not drop crumbs on the floor*.

6. **Puzzle**  See the Unit 1 Review.

**Extensions**

1. Cut apart the words on PCM 7. Explain that many listings are arranged in alphabetical order. Mention dictionaries, telephone directories, and the Word List in the back of their book. Give each student four words from *Introduction Book* that begin with different letters. Help them put the words in alphabetical order. Have them check each other’s work; then repeat the activity with different words.

2. Conduct a meaning-based categorizing activity using the Word List on pages 90–94 of the student book. Create categories, such as things to eat, places to go, names that are capitalized, etc. Follow the process described in Unit 2 Review notes (page 23).

3. Have students use some of the cut-apart words from PCMs 3, 4, 5, 6, and 7 to make sentences. Have them read their sentences aloud.

   **Final note:**  Review with students the copies of PCM 2 that they have completed for this unit. Ask what additional help they think they need. Discuss possible ways of meeting their needs.

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[**Skills Review**]

When students have completed Unit 5, you may have them complete the Skills Review (see “Using the Skills Review” on page 14). The Skills Review is available on our website.

**Final Assessment:** Schedule a meeting with each student to go over the material in their working folders. At the conference, discuss the progress shown by the material in the folders. Although they are intended for use with *Voyager 1*, you can refer to PCMs 16 and 17 for guidelines.
Photocopy Masters

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

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

PCM 2: Student Progress Tracking Sheet  Use this PCM each time students finish a lesson. Have students write words they’ve learned. Have them dictate answers to the other sections and keep the sheets in their working folders.

PCMs 3–7: Units 1–5 Words  Have students cut apart the PCM 3 words. Demonstrate how to build a sentence with the words. *(The cab is full.)*

You may want to group the words by part of speech to make sentence building easier. Point out that each sentence should start with a capitalized word. Continue to add to the word bank with PCMs 4, 5, 6, and 7.

PCM 8: Letters, Consonant Blends, and Word Families  Have students cut the letters and word families apart. Demonstrate how to use them to form words, starting with consonants and short-vowel word families (s + un = sun). Help students to create and read each new word aloud. Add the blends and longer word families as appropriate.
Student Progress Tracking Sheet

Name: ____________________________________________

Lesson: ____________________________________________

Date started: ________________ Date ended: ________________

New words I learned: ______________________________________

________________________________________________________

________________________________________________________

________________________________________________________

What I liked best about the lesson: ________________________________

________________________________________________________

________________________________________________________

What I need more practice with: ________________________________

________________________________________________________

________________________________________________________
## Unit 1 Words

Cut these words apart. Make sentences with the words.

<table>
<thead>
<tr>
<th></th>
<th>desk</th>
<th>friends</th>
<th>He</th>
<th>open</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>dig</td>
<td>full</td>
<td>his</td>
<td>put</td>
</tr>
<tr>
<td>An</td>
<td>Don</td>
<td>garage</td>
<td>hold</td>
<td>puts</td>
</tr>
<tr>
<td>an</td>
<td>door</td>
<td>garden</td>
<td>hose</td>
<td>shade</td>
</tr>
<tr>
<td>and</td>
<td>drink</td>
<td>gate</td>
<td>house</td>
<td>subway</td>
</tr>
<tr>
<td>August</td>
<td>drinks</td>
<td>give</td>
<td>in</td>
<td>Sunday</td>
</tr>
<tr>
<td>bank</td>
<td>eat</td>
<td>gives</td>
<td>is</td>
<td>The</td>
</tr>
<tr>
<td>book</td>
<td>eats</td>
<td>grow</td>
<td>jacket</td>
<td>the</td>
</tr>
<tr>
<td>bookstore</td>
<td>fast</td>
<td>grows</td>
<td>Jan</td>
<td>them</td>
</tr>
<tr>
<td>bus</td>
<td>fish</td>
<td>Gus</td>
<td>July</td>
<td>They</td>
</tr>
<tr>
<td>cab</td>
<td>food</td>
<td>Hal</td>
<td>May</td>
<td>to</td>
</tr>
<tr>
<td>can</td>
<td>Frank</td>
<td>half</td>
<td>new</td>
<td>up</td>
</tr>
<tr>
<td>closed</td>
<td>french fries</td>
<td>hand</td>
<td>office</td>
<td>vegetables</td>
</tr>
<tr>
<td>coffee</td>
<td>Friday</td>
<td>has</td>
<td>old</td>
<td>wagon</td>
</tr>
<tr>
<td>December</td>
<td>friend</td>
<td>have</td>
<td>on</td>
<td>window</td>
</tr>
</tbody>
</table>
Unit 2 Words

Cut these words apart. Make sentences with the words. Use words from Unit 1, too.

<table>
<thead>
<tr>
<th>answer</th>
<th>easy</th>
<th>likes</th>
<th>pays</th>
<th>Stan</th>
</tr>
</thead>
<tbody>
<tr>
<td>are</td>
<td>for</td>
<td>love</td>
<td>pipe</td>
<td>stop</td>
</tr>
<tr>
<td>at</td>
<td>get</td>
<td>man</td>
<td>plumber</td>
<td>their</td>
</tr>
<tr>
<td>be</td>
<td>gets</td>
<td>March</td>
<td>problem</td>
<td>truck</td>
</tr>
<tr>
<td>calls</td>
<td>go</td>
<td>Maria</td>
<td>quart</td>
<td>Tuesday</td>
</tr>
<tr>
<td>car</td>
<td>happy</td>
<td>Monday</td>
<td>question</td>
<td>Vicky</td>
</tr>
<tr>
<td>children</td>
<td>her</td>
<td>money</td>
<td>quiet</td>
<td>want</td>
</tr>
<tr>
<td>clean</td>
<td>into</td>
<td>morning</td>
<td>quiz</td>
<td>wants</td>
</tr>
<tr>
<td>clothes</td>
<td>It</td>
<td>movie</td>
<td>rainy</td>
<td>water</td>
</tr>
<tr>
<td>come</td>
<td>it</td>
<td>must</td>
<td>Ramon</td>
<td>Wednesday</td>
</tr>
<tr>
<td>day</td>
<td>key</td>
<td>Nancy</td>
<td>She</td>
<td>will</td>
</tr>
<tr>
<td>dinner</td>
<td>kids</td>
<td>neighbor</td>
<td>show</td>
<td>with</td>
</tr>
<tr>
<td>drip</td>
<td>labor</td>
<td>next</td>
<td>so</td>
<td>woman</td>
</tr>
<tr>
<td>drive</td>
<td>Laundromat</td>
<td>park</td>
<td>some</td>
<td>work</td>
</tr>
<tr>
<td>drives</td>
<td>laundry</td>
<td>pay</td>
<td>square</td>
<td>works</td>
</tr>
</tbody>
</table>
# Unit 3 Words

Cut these words apart. Make sentences with the words. Use words from Units 1 and 2, too.

<table>
<thead>
<tr>
<th>All</th>
<th>hard</th>
<th>Sandy</th>
<th>takes</th>
<th>very</th>
</tr>
</thead>
<tbody>
<tr>
<td>all</td>
<td>help</td>
<td>school</td>
<td>telephone</td>
<td>walk</td>
</tr>
<tr>
<td>am</td>
<td>helps</td>
<td>September</td>
<td>television</td>
<td>walks</td>
</tr>
<tr>
<td>birthday</td>
<td>l</td>
<td>sidewalk</td>
<td>tell</td>
<td>wash</td>
</tr>
<tr>
<td>box</td>
<td>job</td>
<td>sister</td>
<td>tells</td>
<td>Wayne</td>
</tr>
<tr>
<td>cake</td>
<td>June</td>
<td>sisters</td>
<td>Then</td>
<td>wet</td>
</tr>
<tr>
<td>city</td>
<td>large</td>
<td>soda</td>
<td>then</td>
<td>woods</td>
</tr>
<tr>
<td>dear</td>
<td>November</td>
<td>start</td>
<td>This</td>
<td>yawns</td>
</tr>
<tr>
<td>exercise</td>
<td>October</td>
<td>starts</td>
<td>this</td>
<td>year</td>
</tr>
<tr>
<td>exit</td>
<td>of</td>
<td>stove</td>
<td>Tony</td>
<td>yell</td>
</tr>
<tr>
<td>February</td>
<td>order</td>
<td>study</td>
<td>too</td>
<td>yells</td>
</tr>
<tr>
<td>feel</td>
<td>orders</td>
<td>suitcase</td>
<td>train</td>
<td>yield</td>
</tr>
<tr>
<td>feels</td>
<td>party</td>
<td>swim</td>
<td>trip</td>
<td>You</td>
</tr>
<tr>
<td>GED</td>
<td>pencil</td>
<td>swims</td>
<td>valentine</td>
<td>you</td>
</tr>
<tr>
<td>good</td>
<td>pizza</td>
<td>take</td>
<td>vase</td>
<td>zipper</td>
</tr>
</tbody>
</table>
# Unit 4 Words

Cut these words apart. Make sentences with the words. Use words from Units 1, 2, and 3, too.

<table>
<thead>
<tr>
<th>apple</th>
<th>Do</th>
<th>January</th>
<th>Pat</th>
<th>shed</th>
</tr>
</thead>
<tbody>
<tr>
<td>as</td>
<td>does</td>
<td>jobs</td>
<td>pet</td>
<td>sit</td>
</tr>
<tr>
<td>back</td>
<td>dog</td>
<td>jug</td>
<td>picks</td>
<td>soon</td>
</tr>
<tr>
<td>bed</td>
<td>down</td>
<td>just</td>
<td>plug</td>
<td>sound</td>
</tr>
<tr>
<td>bill</td>
<td>fed</td>
<td>kick</td>
<td>push</td>
<td>spell</td>
</tr>
<tr>
<td>bit</td>
<td>fill</td>
<td>learning</td>
<td>quick</td>
<td>stuck</td>
</tr>
<tr>
<td>block</td>
<td>flat</td>
<td>less</td>
<td>quit</td>
<td>sub</td>
</tr>
<tr>
<td>but</td>
<td>fog</td>
<td>lunch</td>
<td>quite</td>
<td>sun</td>
</tr>
<tr>
<td>cat</td>
<td>grill</td>
<td>makes</td>
<td>red</td>
<td>thick</td>
</tr>
<tr>
<td>chips</td>
<td>ham</td>
<td>mess</td>
<td>rock</td>
<td>top</td>
</tr>
<tr>
<td>club</td>
<td>hat</td>
<td>mop</td>
<td>rub</td>
<td>until</td>
</tr>
<tr>
<td>cold</td>
<td>hill</td>
<td>my</td>
<td>run</td>
<td>well</td>
</tr>
<tr>
<td>cook</td>
<td>hit</td>
<td>nap</td>
<td>sat</td>
<td>when</td>
</tr>
<tr>
<td>cop</td>
<td>hug</td>
<td>not</td>
<td>Saturday</td>
<td>write</td>
</tr>
<tr>
<td>dip</td>
<td>jam</td>
<td>now</td>
<td>sell</td>
<td>yet</td>
</tr>
</tbody>
</table>
# Unit 5 Words

Cut these words apart. Make sentences with the words. Use words from Units 1, 2, 3, and 4, too.

<table>
<thead>
<tr>
<th>again</th>
<th>crumb</th>
<th>grand</th>
<th>see</th>
<th>spaghetti</th>
</tr>
</thead>
<tbody>
<tr>
<td>applies</td>
<td>diploma</td>
<td>hold</td>
<td>sees</td>
<td>spill</td>
</tr>
<tr>
<td>April</td>
<td>drag</td>
<td>keep</td>
<td>shop</td>
<td>steam</td>
</tr>
<tr>
<td>better</td>
<td>drop</td>
<td>off</td>
<td>skates</td>
<td>stick</td>
</tr>
<tr>
<td>bless</td>
<td>family</td>
<td>over</td>
<td>ski</td>
<td>stir</td>
</tr>
<tr>
<td>blot</td>
<td>Find</td>
<td>past</td>
<td>skid</td>
<td>sweep</td>
</tr>
<tr>
<td>break</td>
<td>finds</td>
<td>plan</td>
<td>slap</td>
<td>Thursday</td>
</tr>
<tr>
<td>Bring</td>
<td>flip</td>
<td>plans</td>
<td>sleep</td>
<td>Today</td>
</tr>
<tr>
<td>brings</td>
<td>floor</td>
<td>pot</td>
<td>sleeps</td>
<td>today</td>
</tr>
<tr>
<td>broom</td>
<td>flowers</td>
<td>press</td>
<td>slope</td>
<td>tree</td>
</tr>
<tr>
<td>brush</td>
<td>fresh</td>
<td>program</td>
<td>smell</td>
<td>tries</td>
</tr>
<tr>
<td>closet</td>
<td>glad</td>
<td>programs</td>
<td>smog</td>
<td>try</td>
</tr>
<tr>
<td>clutter</td>
<td>glass</td>
<td>proud</td>
<td>smoke</td>
<td>turn</td>
</tr>
<tr>
<td>crock</td>
<td>gloom</td>
<td>rules</td>
<td>snap</td>
<td>twenty</td>
</tr>
<tr>
<td>crop</td>
<td>graduation</td>
<td>sauce</td>
<td>snow</td>
<td>twice</td>
</tr>
</tbody>
</table>
Letters, Consonant Blends, and Word Families

Cut these letters and word families apart. Make words.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
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