

**Teacher's Guide**

# What's Next?

**A Multilevel Phonics Approach for ESL Students**

Lia Conklin



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What's Next? Teacher's Guide  
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# What's Next? Scope and Sequence

Page	Topic and Lesson	Phonics	Sight Words	Grammar	CASAS Topics
10	<b>Book 1</b> Introductions: Introducing Samsam and Adam	Vowels: short <i>a</i> Consonants: <i>d, m, n, s, t</i> Digraphs: <i>sh, th</i>	are, her, his, is, name, she, the, they, this, what	Verb: to be Subject pronouns Possessive adjectives	Personal Information
13	Community Resources: Where Is the School?	Vowels: <i>all, alk, ar</i> Consonants: <i>c, f, h, k, l</i> Digraphs: <i>kn, ph</i>	don't, down, friends, how, knows, numbers, school, to, too, wants	Simple present Negative "don't" Nouns: singular/ plural Prepositions: down, to	Directories
16	Personal Information Forms: Samsam and Adam Register for Class	Vowel: short <i>e</i> Consonants: <i>g, r, v, w, x</i> Blend: <i>st</i>	does, English, give, information, school, take, their, they, two, very	Simple present Nouns: irregular plural Prepositions: in, on	Personal Information Forms
19	Daily Routines: Samsam's Morning Routine	Vowel: short <i>i</i> Consonants: <i>b, p, q, y</i> Blends: <i>dr, nk</i> Endings: <i>-ick, -ink</i>	be, Monday, morning, neighbor, put, she, their, thirty, today, together	Simple present: third person singular and plural Prepositions of time: at, in	Time Calendar Schedules Daily Activities
22	Community Directions: A Ride to School	Vowel: short <i>o</i> Consonants: <i>j, z</i> Digraph: <i>ck</i> Blends: <i>bl, cl</i>	another, avenue, eight, into, left, parking, right, school, street, where	Verbs for directions Prepositions: at, in, into, on, onto Adverbs: left, right	Street Maps Directions Traffic Signs
25	<b>Book 2</b> Building Directions: Samsam Gets Lost	Vowels: <i>ou, ow</i> Review: short <i>o</i> Review: <i>j, q</i> Ending: <i>-tion</i>	answers, directions, excuse, go, me, my, need, question, woman, your	Nouns: places, people Prepositions of place: around, down, on Imperatives	Building Directories Building Maps Building Signs
28	Shopping: Buying School Supplies	Vowel: <i>oo</i> Review: <i>b, k, p</i> Digraph: <i>ch, sh</i> Ending: <i>-er</i>	cashier, coupon, dollars, everything, folders, full, of, paper, pencils, thirty-two	Nouns: singular/ plural things Numbers/prices Commas in a list	Price Tags Product Labels Receipts Coupons
31	The Classroom: Samsam's English Class	Vowel: short <i>u</i> Review: <i>f, l, r, v</i> Review digraph: <i>ck</i> Endings: <i>-ing, -y</i>	a little, a lot of, English, feels, learn, likes, many, reading, students, very	Present continuous Descriptive adjectives Quantifiers: a little bit, a lot of, many Adverbs: so, very	Daily Activities
	Food: Planning a Celebration	Review all short vowels Review all consonants	directions, for, from, going, her, like, school, students, they, writing	Present continuous Future "going to + be" Imperatives	Recipes Measurements Food Labels
	Vacation Plans: Planning a Vacation	Review all short vowels Review all consonants	are, English, for, going, is, need, their, they, two, what	Present continuous Future "going to + be"	Maps Schedules

Page	Topic and Lesson	Phonics	Sight Words	Grammar	CASAS Topics
34	<b>Book 3</b> Routines: Samsam and Adam's Weekend	Vowels: long <i>a</i> : <i>a_e</i> Consonants: <i>c</i> ( <i>ce, ch, ci, ck</i> ), <i>k, s</i> Ending: <i>-ly</i>	ago, always, apartment, daughter, home, live, often, sometimes, usually, weather	Simple past: came, come Frequency adverbs	Time Calendar Schedules
37	Weather and Clothing: Rainy Weather	Vowels: long <i>a</i> : <i>ai</i> Consonants: <i>l, r, w</i> Blend: <i>tr</i> Ending: <i>-ing</i>	again, body, family, often, remembering, today, walk, watching, wearing, who	Simple present vs. simple continuous verbs Contractions: aren't, it's, they're Prepositions of place: by, in, on, to	Weather Map Weather Report
40	Family: Samsam and Adam's Family	Vowels: long <i>a</i> : <i>ay</i> Review: <i>a_e, ai</i> Consonants: <i>h, m, p</i> Digraph: <i>th</i> Ending: <i>-ay</i>	be, can't, children, how, husband, money, more, not, the U.S., wife	Present continuous Regular past Possessive nouns Possessive adjectives	Family Relationships Emergency Forms Family Medical History Forms
43	Job Search: Samsam Looks for a Job	Vowels: long <i>e</i> : <i>ea</i> Consonants: <i>n, s, v</i> Blends: <i>cl, pl</i> Endings: <i>-er, -s</i>	another, application, can't, clothes, first, have, many, needs, one, place	Simple present Descriptive adjectives Adverbs Sequencing	Job Ads Help Wanted Signs Applications
46	Interviewing: Samsam's Interview	Vowels: long <i>e</i> : <i>ee</i> Consonants: <i>d, f, t</i> Digraph: <i>sh</i> Blend: <i>sk</i> Ending: <i>-ed</i>	asked, did, English, had, nice, said, sold, tried, with, worked	Simple past	Interview Questions and Answers Work Forms
49	<b>Book 4</b> Housing Problems: Apartment Problems	Vowels: long <i>i</i> : <i>i_e</i> Consonants: <i>b, m, p</i> Review ending: <i>-ing</i>	about, apartment, broken, find, maybe, problems, running, waiting, washing, what	Present continuous Conjunction: but	Letter of Complaint Housing
52	Housing Search: Apartment Search	Vowels: long <i>i</i> : <i>igh</i> Consonants: <i>l, r</i> Ending: <i>-ight</i>	appointment, bedroom, landlord, most, newspaper, next, price, there are, there is, welcome	There is/There are Descriptive adjectives	Housing Ads Rental Application Lease
55	Health Problems and Appointments: Samsam's Doctor's Appointment	Vowels: long <i>o</i> : <i>oa, ow</i> Consonants: <i>f, g, w</i> Ending: <i>-ow</i>	appointment, ate, clinic, doctor, feels, form, results, signs, wakes up, wrong	Simple present	Appointment Notice Appointment Schedule Health Forms
58	Medical Advice: Doctor's Orders	Vowels: long <i>o</i> : <i>o_e, ow</i> Consonants: <i>s, v</i> Digraph: <i>sh</i> Ending: <i>-n't</i>	can't, doesn't, feels, gives, months, once, results, should, shouldn't, who	Should/Shouldn't	Medicine Labels Food Nutrition Labels
61	Cultural Traditions: Samsam's Surprise	Vowels: long <i>u</i> : <i>ew, ue, u_e</i> Consonants: <i>b, p, v</i> Endings: <i>-ew, -ue</i>	asks, give, husband, it's, know, little, mean, says, want, what's	Contractions: questions	Cultural Conversation American Customs

# Multilevel Lesson Planner

Teacher Leads
  Teacher Floats
  Students Work Independently

Pre-reading		Reading and Comprehension		Phonics and Word Families		Skills Assessment	
Intro	Low-Beg.	Intro	Low-Beg.	Intro	Low-Beg.	Intro	Low-Beg.
Discuss lesson topic. Activate prior knowledge. Generate vocabulary and discuss.		Read story aloud to students.	Have students read the story silently and independently.	Introduce featured phonics. Introduce featured consonants; have students scan the story for sounds. Introduce featured vowels; have students scan story for sounds.		Read from the Listening Quiz Answer Key in the Student Book and have students complete the Listening Quizzes.	
				Do Beginning and Ending Consonants Practice.			
Read lesson title and review illustrations. Predict what the story will be about.		Read comprehension questions. Help students with answers.	Have students answer questions to see how much they understand on their own.	Have students complete the cloze sentence writing practice.		Have students reread story aloud in pairs for fluency practice.	
				Intro level students will continue to complete cloze activity as this takes them longer than low-beginning level students.	Use Cloze Sentence Strips for further practice.	Story Telling: (Optional) Have students conceal story sentences using strips of paper. Then, using the illustrations to cue them, have students tell the story as they remember it.	
Students participate in the discussion of pre-reading questions for low-beginning level.	Students answer and discuss pre-reading questions. Optional: Write in journal on topic.	Reread the story. Pause to check comprehension. Read chorally.		Introduce the Word Family Chart and together fill in the chart.			
		In mixed-level pairs, have students read with partners.			Word Family Flashcards: Point to the onset and have students blend it with the rime.	Word Family Flashcards: In pairs, have Student A point to the onset and Student B blend it with the rime.	Journal and Discussion Questions: Have students write about their experiences with the lesson topic. Have students talk about and compare their experiences with the lesson topic.
Discuss vocabulary.		Review comprehension questions. Check answers and discuss.		Word Family Flashcards: In pairs, have Student A point to the onset and Student B blend it with the rime.	Word Families and Minimal Pairs Activities: Read word family and minimal pair sets.		
Match key words to illustrations.	Have students copy new words and write meanings.						

# Using *What's Next?*: The Whole-Parts-Whole Phonics Approach to Teaching English

In light of the findings of The National Reading Panel (2000) that teaching phonemic awareness and phonics improves reading comprehension, decoding, and spelling, this series was developed to include systematic phonemic awareness and phonics practice in every lesson.

The whole-parts-whole phonics approach, on which these books are based, requires that phonics instruction be methodically embedded and reinforced within a relevant context. The life-skills-based stories about Samsam adjusting to living in America provide that context.

Each story becomes the context, or *whole*, providing learners with the opportunity to focus on understanding and relating to the text *as a whole* before concentrating on isolating the embedded phonics, or *parts*. Then *What's Next?* focuses on the *parts* by providing phonics and phonemic awareness practice in the student books and through additional phonics activities provided in the Teacher's Guide. Finally, *What's Next?* returns to the *whole*, allowing learners to apply their phonics skills by practicing reading fluency, retelling the story, and discussing the topic with fellow learners at the end of each lesson.

## Pre-reading

### 1. Discuss Topic

*Both Levels:* Discuss the lesson topic to help activate prior knowledge. Does the story theme fit with a current life-skills topic you are covering or have covered? Use the conversation about the lesson topic to help students generate vocabulary they will need to understand the story. You will return to this vocabulary in #4.

### 2. Make Predictions

*Both Levels:* Ask students to read the title and look at the illustrations. Then ask them to predict what the story will be about.

### 3. Pre-reading Questions

*Introductory Level:* Have students participate in the Low-Beginning Level discussion of the pre-reading questions.

*Low-Beginning Level:* Have students answer and discuss pre-reading questions (Student Book). Optional: Have students write in their journals on the topic. (A journal template is on p. 64 of the Teacher's Guide.)

## 4. Vocabulary

*Both Levels:* Return to the vocabulary generated in the topic discussion and add more as needed.

*Introductory Level:* Have students match key vocabulary words and phrases to the pictures.

*Low-Beginning Level:* Have students copy new words and write meanings for them.

## Reading and Comprehension

### 1. Read Story

Read for gist or basic understanding. Aim for at least 50% comprehension. Tell students that they do not need to understand the story completely after this first reading, but they should have a good idea what the story is about.

*Introductory Level:* Read aloud to the students for the first reading, and have them follow along in their books. They will read aloud later.

*Low-Beginning Level:* Have students read silently and independently.

### 2. Reading Comprehension

*Introductory Level:* Read the comprehension questions with the students (Student Book). Provide support and feedback as they answer the questions.

*Low-Beginning Level:* Have students answer the questions independently after they first read the story. Tell them that they don't have to know the correct answers. They are just checking to see how much of the story they can understand and remember the first time they read it. Ask students how well they understand the story. They can use simple symbols (written or hand) to express their understanding, such as ☺, ☹, ☹.



### 3. Reread and Check Comprehension

*Both Levels:* Reread the story together to understand most of the story — 80% comprehension or more. First read the story to students while they follow along. Pause occasionally to check comprehension by asking questions and eliciting responses. Then, have students read aloud with you, chorally. Finally, in mixed-level pairs, have students read with partners.

Review the comprehension questions as a class and discuss them, checking students' answers. Then ask students to express their understanding again to see if it has improved.

## Phonics and Word Families

### 1. Introduce Phonics

*Both Levels:* Introduce the phonics focus to the students. Begin with the consonants and elicit words from the text that feature those consonants.

Introduce the target vowel sound. Have students scan the story and circle words that feature that sound.

### 2. Beginning and Ending Consonants Practice

*Both Levels:* After scanning for the featured vowel sound in the story, students can practice listening for and identifying target beginning and ending consonants. Students listen to each word you read from the Beginning and Ending Consonants Practice worksheet in the Teacher's Guide. Then they circle the letter that makes the beginning or ending sound of each word they hear.

### 3. Cloze Sentence Practice

*Both Levels:* After scanning for the words in the story that use the featured vowel sound, students can practice the target phonics words and sight words in context by completing the cloze sentence writing exercises in the Student Book.

*Low-Beginning Level:* Use the Cloze Sentence Strips (Teacher's Guide) for further practice. Cut out each sentence strip and fold it on the line so that the answer is on the back. Have students work in pairs. Student A holds up the cloze sentence strip while Student B reads it aloud, filling in the blank (orally) with the correct word. Then Student A asks Student B to spell the word.

*Note:* Some of the target phonics words and sight words are different forms of the root words used in the support activities and lesson exercises. For example, *calls* may appear in the story and cloze sentences while *call* is used in the word family practice and listening exercises. Compare the forms and discuss the word form used in the story as well as the root word featured in the activities.

### 4. Word Family Practice

*Low-Beginning Level:* Introduce students to word families for each target vowel (Student Book). With your help, have students create some new words in each word family. Students can complete the lower portion of each word family.

*Note:* It is important to have a large enough sample of words to establish a word family pattern; however, whenever possible, these should be words that students know or can understand given simple explanations. The word family practices in this series try to create a balance between the sample size and the comprehensibility of the words.

### 5. Word Family Flashcards

*Introductory Level:* With your help, have students cut out the word family cards (Teacher's Guide). Then ask them to practice blending the onsets (initial sounds) with rimes (ending sounds or word-family sounds). Point to an onset on a card and ask students to blend the onset with the featured rime on the card. Students can then move to the pair activity described below for the Low-Beginning Level.



*Low-Beginning Level:* Students cut out word family cards. In pairs, students practice blending the onsets (initial sounds) with rimes (endings). Student A points to each onset on the card while Student B blends each onset with the featured rime on the card. After repeating this process for each card, students switch roles.

## **6. Word Families Practice and Minimal Pairs Listening Activities**

This practice allows students to really focus on the sounds that make up the words and develop keen listening skills (phonemic awareness), which can improve listening comprehension, spelling, and pronunciation.

*Low-Beginning Level:* Students listen to each set of three words you read from the Answer Key. Two words from each set are from the same word family and one of them is not. In the Student Book exercise, students put an X in the box that corresponds to the word that does not belong to the word family.

*Low-Beginning Level:* Students listen to each minimal pair of words you read from the Answer Key. Students determine which sound—initial, medial, or final—is different in the two words. In the Student Book, students put an X in the box that corresponds to the sound that is not the same.

## **Skills Assessment**

### **1. Listening Quizzes**

*Both Levels:* Read from the Listening Quiz Answer Key in the Student Book.

*Low-Beginning Level:* For each Listening Quiz: Part 5: Dictation, students will need to spell basic sight words from this list if they are not already included in the lesson: am, is, are, a, the, and, I, you, they, he, she, it, in, on, an, to, go, do, at, of.

### **2. Fluency Practice**

*Both Levels:* Continue to revisit the story for several days allowing students to read in pairs and independently for fluency practice.

### **3. Story Telling (Optional)**

*Both Levels:* Have students conceal story sentences using strips of paper. Then, using the illustrations to cue them, have students tell the story as they remember it.

### **4. Journal and Discussion Questions (Optional)**

*Both Levels:* Use the journal and discussion questions (Teacher's Guide) to have students write a few sentences about their own experiences with the lesson topic or about the experiences of someone they know. As a class, in groups, or in pairs, have students compare their answers to the questions.

*Both Levels:* Use the journal and discussion questions to spur class discussion.

*Note:* Audio CDs for the listening exercises and quizzes in the Student Books are available for purchase at [www.newreaderspress.com](http://www.newreaderspress.com). Audio mp3 files for the listening exercises and quizzes in both the Student Books and the Teacher's Guide are available as free downloads at [new.readerspress.com](http://new.readerspress.com).

# Book 1 Lesson 1: Introducing Samsam and Adam

## Beginning & Ending Consonants Practice Part 1: Beginning Sounds

Circle the letter or letters that make the beginning sound of each word you hear.

Example: sat      t      s      sh

1. m      n      d
2. d      t      th
3. s      sh      th
4. th      d      t

## Part 2: Ending Sounds

Circle the letter or letters that make the ending sound of each word you hear.

Example: sat      t      d      th

1. t      d      th
2. m      d      n
3. s      sh      t
4. sh      th      d

**Listening Script & Key**  
Part 1: Beginning Sounds  
Example: sat      answer: s  
1. name      answer: n  
2. that      answer: th  
3. sad      answer: s  
4. dad      answer: d

**Part 2: Ending Sounds**  
Example: sat      answer: t  
1. math      answer: th  
2. man      answer: n  
3. dash      answer: sh  
4. mad      answer: d

# Cloze Sentence Strips

## Phonics Sentences

This is _____.	Samsam
That _____ is her dad.	man
That man is her _____.	dad
His name is _____.	Adam
Samsam _____ Adam are from Africa.	and
Adam is _____.	glad
Samsam is not _____.	glad
She is _____.	sad
She _____ speak English.	cannot
What _____ she do to learn English?	can

## Sight Word Sentences

_____ is Samsam.	This
That man is _____ dad.	her
His _____ is Adam.	name
_____ name is Adam.	His
Samsam and Adam _____ from Africa.	are
_____ live in the United States now.	They
They live in _____ United States now.	the
Adam _____ glad.	is
_____ is sad.	She
_____ can she do to learn English?	What

## Word Family Flashcards

_____am			_____ad		
S	h	j	d	gl	s
y	r	P	m	b	p
_____an			_____at		
th	m	c	h	s	b
f	t	p	th	c	f

### Journal and Discussion Questions

What is your name? Where are you from?

Why did you come to the U.S.?

How did you come to the U.S.?

How do you feel in the U.S.?

What is the name of your classmate?

# Book 1 Lesson 2: Where Is the School?

## Beginning & Ending Consonants Practice Part 1: Beginning Sounds

Circle the letter or letters that make the beginning sound of each word you hear.

Example: car      l      c      h

1. th      f      c
2. sh      th      ph
3. kn      c      m
4. d      h      t

## Part 2: Ending Sounds

Circle the letter or letters that make the ending sound of each word you hear.

Example: call      r      ll      th

1. ll      lk      r
2. lk      ll      f
3. lk      ll      c
4. d      th      lk

Part 2: Ending Sounds  
Example: call      answer: ll  
1. car      answer: r  
2. talk      answer: lk  
3. all      answer: ll  
4. walk      answer: lk

Part 1: Beginning Sounds  
Example: car      answer: c  
1. far      answer: f  
2. phone      answer: ph  
3. know      answer: kn  
4. hall      answer: h

# Cloze Sentence Strips

## Phonics Sentences

Samsam wants to learn English this _____.	fall
She _____ to look for a school.	starts
She looks at _____ the numbers in the phone book.	all
The phone book is too _____.	hard
She _____ her friends, but they cannot help.	calls
Samsam _____ down the hall.	walks
Samsam walks down the _____.	hall
She _____ to her neighbor, Carmen.	talks
Carmen knows a school, but it is _____.	far
Samsam and Adam don't have a _____.	car

## Sight Word Sentences

Samsam _____ to learn English this fall.	wants
She starts to look for a _____.	school
She looks at all the _____ in the phone book.	numbers
The phone book is _____ hard.	too
She calls her _____, but they cannot help.	friends
Samsam walks _____ the hall.	down
She talks _____ her neighbor, Carmen.	to
Carmen _____ a school, but it is far.	knows
Samsam and Adam _____ have a car.	don't
_____ can they get to school with no car?	How

## Word Family Flashcards

_____all			_____ar		
h	c	f	c	f	b
b	m	t	st	j	m
_____alk			_____art		
t	w	ch	p	st	c
st			ch	d	

## Journal and Discussion Questions

How did you find your school?

Where do we find information?

Why do we use the telephone book?

Do you go to the library? Why?

Why do we use computers?



Book 1 Lesson 3:  
Samsam and Adam Register for Class

Beginning & Ending Consonants Practice  
Part 1: Beginning Sounds

Circle the letter or letters that make the beginning sound of each word you hear.

Example: when      g      **wh**      v

- 1. v      w      r
- 2. g      w      r
- 3. g      v      c
- 4. f      v      w

Part 2: Ending Sounds

Circle the letter or letters that make the ending sound of each word you hear.

Example: beg      v      b      **g**

- 1. xt      s      st
- 2. xt      st      x
- 3. r      kn      g
- 4. t      th      s

Listening Script & Key  
Part 1: Beginning Sounds  
Example: when      answer: wh  
1. west      answer: w  
2. rest      answer: t  
3. get      answer: g  
4. very      answer: v

Part 2: Ending Sounds  
Example: beg      answer: g  
1. west      answer: st  
2. next      answer: xt  
3. leg      answer: g  
4. wet      answer: t

# Cloze Sentence Strips

## Phonics Sentences

Samsam and Adam _____ a ride to school from Carmen.	get
They sign in at the front _____.	desk
They _____ the two men their information.	tell
The _____ give them a pen.	men
_____ they sign their names.	Then
_____, they take an English test.	Next
The English _____ is very hard.	test
Samsam does her _____ on the test.	best
Adam does very _____ the test.	well
_____ can they start class?	When

## Sight Word Sentences

Samsam and Adam get a ride to _____ from Carmen.	school
_____ sign in at the front desk.	They
They tell the _____ men their information.	two
They tell the two men their _____.	information
The men _____ them a pen.	give
Then they sign _____ names.	their
Next, they _____ an English test.	take
The _____ test is very hard.	English
Samsam _____ her best on the test.	does
Adam does _____ well on the test.	very

## Word Family Flashcards

_____en			_____est		
wh	t	m	t	v	w
th	p	d	r	b	p
_____ell			_____et		
w	t	b	v	w	g
s	f	y	p	b	m

## Journal and Discussion Questions

Why do you want to learn English?

What did you do when you registered for school?

What did they ask when you registered for school?

What classes are you taking?

Why do you need to take an English test?

# Book 1 Lesson 4:

## Samsam's Morning Routine

### Beginning & Ending Consonants Practice

#### Part 1: Beginning Sounds

Circle the letter or letters that make the beginning sound of each word you hear.

Example: six      t      s      sh

1. p      b      d
2. b      d      p
3. qu      k      c
4. dr      tr      th

#### Part 2: Ending Sounds

Circle the letter or letters that make the ending sound of each word you hear.

Example: sit      t      d      th

1. x      sk      ck
2. s      ck      sk
3. n      ck      nk
4. p      b      m

Part 2: Ending Sounds

Example: sit      answer: t

1. fix      answer: x

2. quick      answer: ck

3. drink      answer: nk

4. sip      answer: p

Part 1: Beginning Sounds

Example: six      answer: s

1. pick      answer: p

2. big      answer: b

3. quick      answer: qu

4. thin      answer: th

# Cloze Sentence Strips

## Phonics Sentences

_____ is Monday.	It
Samsam gets up at six _____ the morning.	in
Today _____ her first day of class.	is
She _____ fixes breakfast.	quickly
Adam wakes up at _____ fifteen.	six
Together they _____ their milk.	drink
They _____ up their dishes and put them in the sink.	pick
Carmen, their neighbor, _____ the doorbell.	rings
"_____ seven thirty!" Samsam yells.	It's
_____ they be on time for English class?	Will

## Sight Word Sentences

It is _____.	Monday
Samsam gets up at six in the _____.	morning
_____ is her first day of class.	Today
_____ quickly fixes breakfast.	She
_____ they drink their milk.	Together
They pick up their dishes and _____ them in the sink.	put
Carmen, _____ neighbor, rings the doorbell.	their
Carmen, their _____, rings the doorbell.	neighbor
"It's seven _____!" Samsam yells.	thirty
Will they _____ on time for English class?	be

## Word Family Flashcards

_____ill			_____ink		
w	p	b	s	dr	p
h	f	st	th	st	l
_____it			_____ick		
s	f	w	p	qu	s
l	h	b	l	th	st

### Journal and Discussion Questions

What do you do before you come to school?

What do you do after school?

What do you do before you go to bed?

What do you do on the weekends?

What did you do every day in your country?

# Book 1 Lesson 5: A Ride to School

## Beginning & Ending Consonants Practice Part 1: Beginning Sounds

Circle the letter or letters that make the beginning sound of each word you hear.

Example: pot      b      p      l

1. p      b      v
2. j      g      c
3. sh      s      z
4. v      f      th

## Part 2: Ending Sounds

Circle the letter or letters that make the ending sound of each word you hear.

Example: hot      t      d      th

1. g      j      ck
2. n      f      th
3. z      s      t
4. p      b      m

**Listening Script & Key**  
Part 1: Beginning Sounds  
Example: pot      answer: p  
1. pop      answer: p  
2. jog      answer: j  
3. zip      answer: z  
4. very      answer: v

**Part 2: Ending Sounds**  
Example: hot      answer: t  
1. lock      answer: ck  
2. on      answer: n  
3. jazz      answer: z  
4. pop      answer: p



# Cloze Sentence Strips

## Phonics Sentences

Samsam and Adam _____ into Carmen's car.	hop
They are _____ to school.	off
Carmen _____ John Avenue for ten blocks.	follows
She turns left _____ Zoller Street.	onto
She drives another twelve _____.	blocks
She turns right at the _____ onto Jazz Street.	stoplight
She turns right at the stoplight _____ Jazz Street.	onto
The school is _____ the right.	on
She parks in the parking _____.	lot
It is eight o' _____.	clock

## Sight Word Sentences

Samsam and Adam hop _____ Carmen's car.	into
They are off to _____.	school
Carmen follows John _____ for ten blocks.	Avenue
She turns _____ onto Zoller Street.	left
She drives _____ twelve blocks.	another
She turns right at the stoplight onto Jazz _____.	Street
The school is on the _____.	right
She parks in the _____ lot.	parking
It is _____ o'clock.	eight
_____ is Samsam's English class?	Where

## Word Family Flashcards

_____ot			_____ock		
d	r	l	s	bl	cl
h	g	p	sh	d	r
_____op			_____og		
st	sh	m	d	j	l
t	p	dr	f	h	bl

### Journal and Discussion Questions

Do you think maps are important? Why or why not?  
Why do people ask for directions?  
Tell me about one time you got lost. What did you do?  
How do you ask for directions?  
How do you give someone directions?

# Book 2 Lesson 1: Samsam Gets Lost

## Beginning & Ending Consonants Practice Part 1: Beginning Sounds

Circle the letter or letters that make the beginning sound of each word you hear.

Example: pot      b      p      l

1. j      g      d
2. b      fr      v
3. d      s      qu
4. w      r      l

## Part 2: Ending Sounds

Circle the letter or letters that make the ending sound of each word you hear.

Example: hot      t      d      th

1. m      w      n
2. t      d      th
3. h      w      y
4. f      ll      k

**Listening Script & Key**  
**Part 1: Beginning Sounds**  
Example: pot      answer: p  
1. job      answer: j  
2. frown      answer: fr  
3. question      answer: qu  
4. round      answer: r

**Part 2: Ending Sounds**  
Example: hot      answer: t  
1. down      answer: n  
2. out      answer: t  
3. how      answer: w  
4. hall      answer: ll

# Cloze Sentence Strips

## Phonics Sentences

Samsam _____ in the lobby to ask a question.	stops
"Excuse me, _____ do I get to my class?"	how
The unfriendly woman _____.	frowns
"Go _____ the hall and around the corner.	down
"Go down the hall and _____ the corner.	around
Your class is _____ the right.	on
"Thanks for helping me _____," Samsam says.	out
"Just doing my _____," the woman answers.	job
Samsam _____ the directions.	follows
She is not lost _____.	now

## Sight Word Sentences

Samsam stops in the lobby to ask a _____.	question
"_____ me, how do I get to my class?"	Excuse
"Excuse me, how do I get to _____ class?"	my
The unfriendly _____ frowns.	woman
"_____ down the hall and around the corner.	Go
_____ class is on the right.	Your
"Thanks for helping _____ out," Samsam says.	me
"Just doing my job," the woman _____.	answers
Samsam follows the _____.	directions
What will Samsam _____ for class?	need

## Word Family Flashcards

_____out			_____ound		
ab	sh	st	ar	r	gr
tr	p		f	s	p
_____own			_____ow		
cl	t	d	c	b	h
fr	cr	br	n	w	p

### Journal and Discussion Questions

How do you ask for directions?

Draw a map from your classroom to the front door.

Give directions from your classroom to the front door.

Draw a map from your house to the school.

Write directions from your house to the school.

# Book 2 Lesson 2: Buying School Supplies

## Beginning & Ending Consonants Practice Part 1: Beginning Sounds

Circle the letter or letters that make the beginning sound of each word you hear.

Example: boot    b    p    l

1. p      b      m
2. p      b      m
3. ch     s      sh
4. ch     s      sh

## Part 2: Ending Sounds

Circle the letter or letters that make the ending sound of each word you hear.

Example: hot    t    d    th

1. p      b      d
2. l      r      w
3. d      r      l
4. ch     c      k

### Listening Script & Key

Example: boot    answer: b  
1. pool    answer: p  
2. book    answer: b  
3. she    answer: sh  
4. choose    answer: ch

Part 2: Ending Sounds  
Example: hot    answer: t  
1. good    answer: d  
2. school    answer: l  
3. paper    answer: r  
4. look    answer: k

# Cloze Sentence Strips

## Phonics Sentences

Samsam has a list of things she needs for _____.	school
She has a coupon for 50% off of paper and _____.	notebooks
Folders and pencils are on sale _____.	too
Samsam _____ the paper and notebooks.	chooses
Adam _____ for the pencils and folders.	looks
_____ their cart is full.	Soon
The cashier scans their _____.	goods
They have everything they need for _____.	school

## Sight Word Sentences

Samsam has a list _____ things she needs for school.	of
She has a _____ for 50% off of paper and notebooks.	coupon
_____ and pencils are on sale too.	Folders
Samsam chooses the _____ and notebooks.	paper
Adam looks for the _____ and folders.	pencils
Soon their cart is _____.	full
The _____ scans their goods.	cashier
The bill is _____ dollars.	thirty-two
The bill is thirty-two _____.	dollars
They have _____ they need for school.	everything



## Word Family Flashcards

_____oon			_____ool		
n	m	s	p	c	st
ball	l		f	t	sch
_____ook			_____ood		
c	b	t	g	w	st
sh	l	h	h		

### Journal and Discussion Questions

Do you like to go shopping? Why or why not?

What do you buy at the store?

What things do you need to buy for school?

Do you use cash, check, or credit card? Why?

What do you want to buy that is expensive?

# Book 2 Lesson 3: Samsam's English Class

## Beginning & Ending Consonants Practice Part 1: Beginning Sounds

Circle the letter or letters that make the beginning sound of each word you hear.

Example: run      r      l      m

1. l      r      m

2. l      r      m

3. h      j      y

4. f      v      th

## Part 2: Ending Sounds

Circle the letter or letters that make the ending sound of each word you hear.

Example: just      z      ss      st

1. s      r      n

2. y      ng      n

3. t      ck      c

4. ch      ss      st

**Listening Script & Key**  
Part 1: Beginning Sounds  
Example: run      answer: r  
1. lucky      answer: l  
2. Russ      answer: r  
3. yes      answer: y  
4. funny      answer: f

**Part 2: Ending Sounds**  
Example: just      answer: st  
1. fun      answer: n  
2. reading      answer: ng  
3. luck      answer: ck  
4. must      answer: st

# Cloze Sentence Strips

## Phonics Sentences

The English class is _____.	fun
The students like their teacher _____ very much.	Russ
The students like their teacher Russ very _____.	much
They think Russ is very _____.	funny
Samsam thinks he is a little _____, or crazy.	nuts
_____ she likes him anyway.	But
Today the students are _____ a lot of English.	studying
They are doing many _____ activities.	fun
She feels _____ to be in this class.	lucky
What _____ Samsam do to learn English?	must

## Sight Word Sentences

The _____ class is fun.	English
The _____ like their teacher Russ very much.	students
They think Russ is _____ funny.	very
Samsam thinks he is _____ nuts, or crazy.	a little
But she _____ him anyway.	likes
Today the students are studying _____ English.	a lot of
They are doing _____ fun activities.	many
Samsam is _____, writing, speaking, and listening.	reading
She _____ lucky to be in this class.	feels
What must Samsam do to _____ English?	learn

## Word Family Flashcards

_____ <b>ut</b>			_____ <b>un</b>		
n	g	b	r	b	f
c	h	sh	g	s	p
_____ <b>ust</b>			_____ <b>uck</b>		
m	j	tr	st	l	tr
d	r	g	b	d	y

### Journal and Discussion Questions

What are you doing in your class right now?

What are the other students doing right now?

Tell me about your teacher.

Tell me about the students.

Do you like your English class? Why?

# Book 3 Lesson 1: Samsam and Adam's Weekend

## Beginning & Ending Consonants Practice Part 1: Beginning Sounds

Circle the letter or letters that make the beginning sound of each word you hear.

Example: lake      r      l      w

1. c      cl      ch
2. d      s      ch
3. c      s      ch
4. c      ck      ch

## Part 2: Ending Sounds

Circle the letter or letters that make the ending sound of each word you hear.

Example: walk      ck      c      lk

1. r      l      lk
2. ch      ck      j
3. s      ck      nk
4. ss      e      m

**Listening Script & Key**  
**Part 1: Beginning Sounds**  
Example: lake      answer: l  
1. city      answer: c  
2. same      answer: s  
3. came      answer: c  
4. chin      answer: ch

**Part 2: Ending Sounds**  
Example: walk      answer: lk  
1. usual      answer: l  
2. lunch      answer: ch  
3. duck      answer: ck  
4. fame      answer: m

# Cloze Sentence Strips

## Phonics Sentences

Adam _____ to the U.S. from Africa two years ago.	came
His daughter Samsam _____ six months ago.	came
They live in _____ City in Washington State.	Fame
They live in an apartment by the _____.	lake
On the weekend, they often _____ a walk around the lake.	take
Usually they take sandwiches and _____.	cake
They always sit in the _____ place by the lake.	same
They always sit in the same _____ by the lake.	place
They always go home _____.	late
What is the weather like in Washington _____?	State

## Sight Word Sentences

Adam came to the U.S. from Africa two years _____.	ago
His _____ Samsam came six months ago.	daughter
They _____ in Fame City in Washington State.	live
They live in an _____ by the lake.	apartment
On the weekend, they _____ take a walk around the lake.	often
_____ they take sandwiches and cake.	Usually
They _____ sit in the same place by the lake.	always
_____ they share their lunch with the ducks.	Sometimes
They always go _____ late.	home
What is the _____ like in Washington State?	weather

## Word Family Flashcards

_____ate			_____ake		
l	g	pl	r	b	l
d	h	st	t	m	c
_____ame			_____ace		
s	g	n	pl	l	f
fr	fl	c	r	sp	p

### Journal and Discussion Questions

What do you like to do on the weekend?

What is your favorite sport?

What is your favorite activity?

What activities do your friends like to do?

How did you learn your favorite activity?



# Book 3 Lesson 2: Rainy Weather

## Beginning & Ending Consonants Practice Part 1: Beginning Sounds

Circle the letter or letters that make the beginning sound of each word you hear.

Example: train      ch      j      tr

1. r      l      w
2. r      l      w
3. r      l      w
4. tr      ch      j

## Part 2: Ending Sounds

Circle the letter or letters that make the ending sound of each word you hear.

Example: train      r      n      w

1. r      l      w
2. r      l      w
3. r      l      w
4. g      ng      n

Part 2: Ending Sounds  
Example: train      answer: n  
1. trail      answer: l  
2. wear      answer: r  
3. how      answer: w  
4. waiting      answer: ng

Part 1: Beginning Sounds  
Example: train      answer: tr  
1. rain      answer: r  
2. lake      answer: l  
3. wait      answer: w  
4. trail      answer: tr

# Cloze Sentence Strips

## Phonics Sentences

In Washington State it often _____.	rains
Samsam and Adam hate the _____.	rain
Adam feels _____ in his body when it's raining.	pain
Today is Saturday, and it's _____ again.	raining
Samsam and Adam are wearing _____.	raincoats
They aren't taking a walk on the _____ by the lake.	trail
Today they're taking a _____ to the ocean.	train
They're watching the _____.	sailboats
They're remembering their family _____ in Africa.	waiting
Who is _____?	waiting

## Sight Word Sentences

In Washington State it _____ rains.	often
Adam feels pain in his _____ when it's raining.	body
Today is Saturday, and it's raining _____.	again
Samsam and Adam are _____ raincoats.	wearing
They aren't taking a _____ on the trail by the lake.	walk
_____ they're taking a train to the ocean.	Today
They're _____ the sailboats.	watching
They're _____ their family waiting in Africa.	remembering
They're remembering their _____ waiting in Africa.	family
_____ is waiting?	Who

## Word Family Flashcards

_____ain			_____ail		
p	g	pl	t	j	s
ch	m	st	p	m	tr
_____ain			_____aid		
r	br	gr	r	l	p
dr	tr		m		

### Journal and Discussion Questions

- What is the weather like today?
- What is your favorite season? Why?
- What is the weather usually like in the summer?
- What is the weather usually like in the winter?
- What was the weather like in your country?

# Book 3 Lesson 3: Samsam and Adam's Family

## Beginning & Ending Consonants Practice Part 1: Beginning Sounds

Circle the letter or letters that make the beginning sound of each word you hear.

Example: day    d    p    b

1. p      b      m
2. p      b      m
3. j      g      h
4. th    t      d

## Part 2: Ending Sounds

Circle the letter or letters that make the ending sound of each word you hear.

Example: died    t    b    d

1. f      b      v
2. p      b      m
3. p      b      m
4. t      d      th

**Listening Script & Key**  
Part 1: Beginning Sounds  
Example: day    answer: d  
1. pay    answer: p  
2. may    answer: m  
3. how    answer: h  
4. three    answer: th

Part 2: Ending Sounds  
Example: died    answer: d  
1. save    answer: v  
2. trip    answer: p  
3. came    answer: m  
4. math    answer: th

# Cloze Sentence Strips

## Phonics Sentences

Adam's wife passed _____.	away
His three other children _____ in Africa.	stayed
Adam is saving money to _____ their way to America.	pay
Samsam's husband is _____ too.	waiting
It _____ take a year, maybe more.	may
She must _____ money to pay his way to the U.S.	make
She must make money to pay his _____ to the U.S.	way
She can't _____ to get a job.	wait
She _____ that it will not take long.	prays
She prays that it will not _____ long.	take

## Sight Word Sentences

Adam's _____ passed away.	wife
His three other _____ stayed in Africa.	children
Adam is saving _____ to pay their way to America.	money
Samsam's _____ is waiting too.	husband
It may take a year, maybe _____.	more
Samsam will _____ his sponsor.	be
She must make money to pay his way to _____.	the U.S.
She _____ wait to get a job.	can't
She prays that it will _____ take long.	not
_____ can Samsam get a job?	How

## Word Family Flashcards

_____ay			_____ake		
l	p	pl	r	b	l
d	m	st	t	m	c
_____ay			_____ave		
pr	gr	w	g	s	sh
aw	b	r	c	w	p

### Journal and Discussion Questions

Who in your family lives in the U.S.?

Who in your family is still in your country?

Tell me about your children.

Tell me about your parents.

Who in your family helps you? How do they help?

# Book 3 Lesson 4: Samsam Looks for a Job

## Beginning & Ending Consonants Practice Part 1: Beginning Sounds

Circle the letter or letters that make the beginning sound of each word you hear.

Example: please (pl) v b

1. f b v
2. n m d
3. sh t s
4. cl sl gl

## Part 2: Ending Sounds

Circle the letter or letters that make the ending sound of each word you hear.

Example: neat d (t) th

1. y d t
2. sh z d
3. b n m
4. s l r

Listening Script & Key  
Part 1: Beginning Sounds  
Example: please answer: pl  
1. very answer: v  
2. neat answer: n  
3. seat answer: s  
4. clean answer: cl

Part 2: Ending Sounds  
Example: neat answer: t  
1. read answer: d  
2. says answer: z  
3. clean answer: n  
4. her answer: r

# Cloze Sentence Strips

## Phonics Sentences

First, she _____ the help-wanted ads in the newspaper.	reads
Then she visits many companies _____ her home.	near
Her clothes are very _____ and neat.	clean
Her clothes are very clean and _____.	neat
She _____ to the manager in each place.	speaks
She speaks to the manager in _____ place.	each
She asks, "Can I have an application, _____?"	please
One manager is _____.	mean
He says, "I can't _____ you. You need to speak clearly."	hear
Another manager says her experience is really _____.	weak

## Sight Word Sentences

Samsam _____ employment.	needs
_____, she reads the help-wanted ads in the newspaper.	First
Then she visits _____ companies near her home.	many
Her _____ are very clean and neat.	clothes
She speaks to the manager in each _____.	place
She asks, "Can I _____ an application, please?"	have
She asks, "Can I have an _____, please?"	application
_____ manager is mean.	One
He says, "I _____ hear you. You need to speak clearly."	can't
_____ manager says her experience is really weak.	Another



## Word Family Flashcards

_____ean			_____ear		
l	b	cl	r	h	cl
m	j		t	f	g
_____eat			_____eal		
b	s	m	s	d	h
n	h	tr	m	r	t

### Journal and Discussion Questions

Do you have a job? What is your job?

What did your parents do in your country?

Where can you look for jobs?

What information do you see in a job ad?

What information do you write on an application?

# Book 3 Lesson 5: Samsam's Interview

## Beginning & Ending Consonants Practice Part 1: Beginning Sounds

Circle the letter or letters that make the beginning sound of each word you hear.

Example: teeth    t    b    d

1. f      v      p
2. b      t      d
3. b      tr      d
4. ch      s      sh

## Part 2: Ending Sounds

Circle the letter or letters that make the ending sound of each word you hear.

Example: feet    d    t    th

1. ly      l      y
2. b      t      d
3. b      t      d
4. p      t      k

**Listening Script & Key**  
Part 1: Beginning Sounds  
Example: teeth    answer: t  
1. feel    answer: f  
2. did    answer: d  
3. tried    answer: tr  
4. shake    answer: sh

Part 2: Ending Sounds  
Example: feet    answer: t  
1. smile    answer: l  
2. meet    answer: t  
3. need    answer: d  
4. worked    answer: t

# Cloze Sentence Strips

## Phonics Sentences

She _____ the manager, Silvia, with a handshake.	greeted
She said, "Nice to _____ you."	meet
She tried to _____ a smile on her face.	keep
"I _____ you worked at your mother's shop," Silvia said.	see
"Yes," Samsam _____, "I sold food and clothing."	agreed
Silvia said Samsam _____ more English and more experience.	needed
How did Samsam _____?	feel

## Sight Word Sentences

Samsam _____ an interview for a cashier job!	had
She greeted the manager, Silvia, _____ a handshake.	with
She said, " _____ to meet you."	Nice
She _____ to keep a smile on her face.	tried
"I see you _____ at your mother's shop," Silvia said.	worked
"Yes," Samsam agreed, "I _____ food and clothing."	sold
Silvia _____ her what skills she had.	asked
Silvia _____ Samsam needed more English and more experience.	said
Silvia said Samsam needed more _____ and more experience.	English
How _____ Samsam feel?	did

## Word Family Flashcards

_____eet			_____eed		
m	sh	gr	bl	s	w
sw	f	str	f	agr	n
_____eep			_____eel		
sw	sl	k	f	kn	h
d	sh	b	p	wh	st

### Journal and Discussion Questions

What jobs do you like? Why?

What questions are asked at an interview?

Tell me about your work now or about a job you had in the past.

What skills do you have?

What do you need to do at an interview?

# Book 4 Lesson 1: Apartment Problems

## Beginning & Ending Consonants Practice Part 1: Beginning Sounds

Circle the letter or letters that make the beginning sound of each word you hear.

Example: mile      n      p      (m)

1. m      n      p
2. m      n      p
3. w      wr      m
4. l      wr      wh

## Part 2: Ending Sounds

Circle the letter or letters that make the ending sound of each word you hear.

Example: mile      p      (l)      r

1. m      n      p
2. m      n      p
3. n      g      ng
4. se      s      d

**Listening Script & Key**  
**Part 1: Beginning Sounds**  
Example: mile      answer: m  
1. mice      answer: m  
2. nice      answer: n  
3. write      answer: wr  
4. while      answer: wh

**Part 2: Ending Sounds**  
Example: mile      answer: l  
1. time      answer: m  
2. line      answer: n  
3. writing      answer: ng  
4. decide      answer: d

# Cloze Sentence Strips

## Phonics Sentences

Samsam and Adam don't _____ their apartment.	like
It is in a _____ location, but it has many problems.	nice
Samsam is cooking _____, but the stove is broken.	rice
Adam is washing dishes, but the _____ are leaking.	pipes
At night, they hear _____ running in the walls.	mice
They told their landlord about the problems a _____ ago.	while
They are _____ of waiting for him.	tired
Maybe they will _____ a letter of complaint.	write
Or maybe it is _____ to find a new apartment.	time
What will Samsam and Adam _____ to do?	decide

## Sight Word Sentences

Samsam and Adam don't like their _____.	apartment
It is in a nice location, but it has many _____.	problems
Samsam is cooking rice, but the stove is _____.	broken
Adam is _____ dishes, but the pipes are leaking.	washing
At night, they hear mice _____ in the walls.	running
They told their landlord _____ the problems a while ago.	about
They are tired of _____ for him.	waiting
_____ they will write a letter of complaint.	Maybe
Or maybe it is time to _____ a new apartment.	find
_____ will Samsam and Adam decide to do?	What

## Word Family Flashcards

_____ite			_____ike		
b	k	wr	b	l	str
wh	s		sp	h	
_____ice			_____ime		
m	n	r	t	d	l
sp	d	pr	cr	pr	sl

### Journal and Discussion Questions

Tell me about your home. What rooms do you have?

What furniture does your living room have?

Tell me about a problem in your home.

How do you fix a problem in your home?

Tell me about your home in your country.

# Book 4 Lesson 2: Apartment Search

## Beginning & Ending Consonants Practice Part 1: Beginning Sounds

Circle the letter or letters that make the beginning sound of each word you hear.

Example: sight    t    s    sh

1. l        r        w
2. l        r        w
3. l        r        w
4. l        h        w

## Part 2: Ending Sounds

Circle the letter or letters that make the ending sound of each word you hear.

Example: sight    p    th    t

1. l        r        w
2. l        r        w
3. m        n        p
4. z        k        s

### Listening Script & Key

Example: sight    answer: s  
1. light    answer: l  
2. right    answer: r  
3. welcome    answer: w  
4. high    answer: h

### Part 2: Ending Sounds

Example: sight    answer: t  
1. tile    answer: l  
2. tire    answer: r  
3. time    answer: m  
4. nice    answer: s



# Cloze Sentence Strips

## Phonics Sentences

Samsam and Adam decided not to _____ their landlord.	fight
_____ now, they are looking at ads in the newspaper.	Right
There are many apartments, but most have _____ rent.	high
"This two bedroom looks all _____," Samsam says.	right
"Let's make an appointment to see it _____," Adam agrees.	tonight
The apartment is a welcome _____.	sight
There are two large bedrooms that are clean and _____.	bright
There is a beautiful _____ in the kitchen.	light
The utilities are included, and the price is _____.	right
What _____ Samsam and Adam do next?	might

## Sight Word Sentences

Samsam and Adam decided not to fight their _____.	landlord
Right now, they are looking at ads in the _____.	newspaper
There are many apartments, but _____ have high rent.	most
"This two _____ looks all right," Samsam says.	bedroom
"Let's make an _____ to see it tonight," Adam agrees.	appointment
The apartment is a _____ sight.	welcome
_____ two large bedrooms that are clean and bright.	There are
_____ a beautiful light in the kitchen.	There is
The utilities are included, and the _____ is right.	price
What might Samsam and Adam do _____?	next

## Word Family Flashcards

_____ight			_____ight		
br	f	sl	t	r	fr
l			m		
_____ight			_____igh		
n	fl	s	th	s	h

### Journal and Discussion Questions

Do you like your home? Why or why not?

Where can you find a new home?

What information do you see in an apartment ad?

What questions do you ask about an apartment?

What information do you write on the lease?

# Book 4 Lesson 3: Samsam's Doctor's Appointment

## Beginning & Ending Consonants Practice Part 1: Beginning Sounds

Circle the letter or letters that make the beginning sound of each word you hear.

Example: slow sh s sl

1. f v p
2. c g w
3. g p kn
4. th sh ch

## Part 2: Ending Sounds

Circle the letter or letters that make the ending sound of each word you hear.

Example: form f r m

1. t d s
2. c w z
3. ng n g
4. m p n

Listening Script & Key  
Part 1: Beginning Sounds  
Example: slow answer: sl  
1. form answer: f  
2. goat answer: g  
3. know answer: kn  
4. show answer: sh

Part 2: Ending Sounds  
Example: form answer: m  
1. goat answer: t  
2. throws answer: z  
3. wrong answer: ng  
4. moan answer: n

# Cloze Sentence Strips

## Phonics Sentences

Samsam wakes up with a _____.	moan
She feels sick like she is on a _____.	boat
She _____ up the goat meat she ate last night.	throws
She throws up the _____ meat she ate last night.	goat
She calls the clinic and grabs her _____.	coat
At her appointment, she _____ her insurance card.	shows
She fills out each _____ on the medical history form.	row
She signs her name _____.	below
Then the doctor wants to _____ about her symptoms.	know
What will Samsam's test results _____?	show

## Sight Word Sentences

Samsam _____ with a moan.	wakes up
She _____ sick like she is on a boat.	feels
She throws up the goat meat she _____ last night.	ate
She calls the _____ and grabs her coat.	clinic
At her _____, she shows her insurance card.	appointment
She fills out each row on the medical history _____.	form
She _____ her name below.	signs
Then the _____ wants to know about her symptoms.	doctor
"I think I know what's _____," the doctor says.	wrong
What will Samsam's test _____ show?	results

## Word Family Flashcards

_____oat			_____ow		
b	c	g	l	kn	r
fl	thr		sh	b	s
_____oan			_____ow		
m	gr	l	gr	thr	bl
J			sl	m	t

### Journal and Discussion Questions

Are you healthy? Why or why not?

What healthy things do you do?

When do you go to the clinic?

How do you make an appointment?

What information do they ask for at the clinic?

# Book 4 Lesson 4:

## Doctor's Orders

### Beginning & Ending Consonants Practice

#### Part 1: Beginning Sounds

Circle the letter or letters that make the beginning sound of each word you hear.

Example: more    m    n    p

1. s      t      sh
2. ch     sh     s
3. v      b      f
4. ch     sh     ph

#### Part 2: Ending Sounds

Circle the letter or letters that make the ending sound of each word you hear.

Example: more    w    r    l

1. v      b      f
2. ch     s      sh
3. v      ph     p
4. t      ch     s

Listening Script & Key

Part 1: Beginning Sounds

Example: more    answer: m

1. smoke    answer: s

2. should    answer: sh

3. vitamin    answer: v

4. phone    answer: ph

Part 2: Ending Sounds

Example: more    answer: r

1. have    answer: v

2. cash    answer: sh

3. graph    answer: ph

4. fruits    answer: s

# Cloze Sentence Strips

## Phonics Sentences

The doctor _____ Samsam the test results.	shows
Samsam doesn't feel as sick _____.	anymore
She feels _____!	hope
"You'll feel sick a couple _____ months," the doctor says.	more
"You should eat _____ fruits and vegetables."	more
"You shouldn't _____ or drink alcohol or coffee."	smoke
The doctor gives her a _____, or prescription, for vitamins.	note
"You should take one _____ once a day," she says.	dose
Samsam can't wait to get _____ to use the phone.	home
Who will she call on the _____?	phone

## Sight Word Sentences

The doctor shows Samsam the test _____.	results
Samsam _____ feel as sick anymore.	doesn't
She _____ hope!	feels
"You'll feel sick a couple more _____," the doctor says.	months
"You _____ eat more fruits and vegetables."	should
"You _____ smoke or drink alcohol or coffee."	shouldn't
The doctor _____ her a note, or prescription, for vitamins.	gives
"You should take one dose _____ a day," she says.	once
Samsam _____ wait to get home to use the phone.	can't
_____ will she call on the phone?	Who

## Word Family Flashcards

_____ore			_____one		
st	sh	m	b	st	ph
s	c	b	c	t	sh
_____ope			_____oke		
h	r	sl	sm	str	ch
n	c		p		

### Journal and Discussion Questions

What medicines do you or does someone you know take?

What do you do when you are sick?

How do you get a prescription?

How do you use medicine safely?

What are some healthy foods?



# Book 4 Lesson 5: Samsam's Surprise

## Beginning & Ending Consonants Practice Part 1: Beginning Sounds

Circle the letter or letters that make the beginning sound of each word you hear.

Example: due      d      b      t

- 1. p      b      v
- 2. p      b      v
- 3. p      b      v
- 4. t      ch      s

## Part 2: Ending Sounds

Circle the letter or letters that make the ending sound of each word you hear.

Example: mean      b      n      p

- 1. v      b      p
- 2. v      b      p
- 3. v      b      p
- 4. h      b      d

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Listening Script & Key  
Part 1: Beginning Sounds  
Example: due      answer: d  
1. pink      answer: p  
2. blue      answer: b  
3. van      answer: v  
4. true      answer: t

Part 2: Ending Sounds  
Example: mean      answer: n  
1. have      answer: v  
2. cap      answer: p  
3. cab      answer: b  
4. husband      answer: d

# Cloze Sentence Strips

## Phonics Sentences

Samsam calls her husband, Ahmed, with the _____.	news
"What's _____?" Ahmed asks.	new
"I'll give you a _____," Samsam says.	clue
"What's _____ and little and wears pink or blue?"	cute
Ahmed doesn't know the American _____ for pink or blue.	rule
"I'm pregnant and _____ in a few months!" Samsam says.	due
"I'm pregnant and due in a _____ months!" Samsam says.	few
"Is that _____?" Ahmed asks, surprised.	true
"What do you want, pink or _____?"	blue
What do the colors pink and _____ mean?	blue

## Sight Word Sentences

Samsam calls her _____, Ahmed, with the news.	husband
"_____ new?" Ahmed asks.	What's
"I'll _____ you a clue," Samsam says.	give
"What's cute and _____ and wears pink or blue?"	little
Ahmed doesn't _____ the American rule for pink or blue.	know
"I'm pregnant and due in a few months!" Samsam _____.	says
"Is that true?" Ahmed _____, surprised.	asks
"Yes, _____ true."	it's
"What do you _____, pink or blue?"	want
What do the colors pink and blue _____?	mean

## Word Family Flashcards

_____ute			_____ue		
c	fl	m	bl	d	tr
l	br		gl	cl	
_____ews			_____ew		
p	cr	ch	n	fl	gr
n			ch	thr	bl

### Journal and Discussion Questions

What is your favorite color? Why?

What do you do when someone is pregnant?

What do you do when someone has a new baby?

What is one custom in your country?

What do you think of American culture?

# My Journal

Book and Lesson: \_\_\_\_\_

Date: \_\_\_\_\_

Question: \_\_\_\_\_

Answer:

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