

**Teacher's Guide**

# What's Next?

**A Multilevel Phonics Approach for ESL Students**

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ProLiteracy  
New Readers Press®

What's Next? Teacher's Guide  
ISBN 978-1-56420-956-6

Published by New Readers Press, a division of ProLiteracy.

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New Readers Press  
308 Maltbie Street, Suite 100, Syracuse, NY 13204  
newreaderspress.com | proliteracy.org

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# What's Next? Scope and Sequence

Page	Topic and Lesson	Phonics	Sight Words	Grammar	CASAS Topics
17	<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
20	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, many, school, to, too, wants	Simple present Negative "don't" Nouns: singular/plural Prepositions: down, to	Directories
23	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
26	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
29	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
32	<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
35	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, everything, expensive, folders, full, of, paper, pencils, what	Nouns: singular/plural things Numbers/prices Commas in a list	Price Tags Product Labels Receipts Coupons
38	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 Party	Review all short vowels Review all consonants	directions, for, from, going, her, like, party, 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
41	<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
44	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
47	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
50	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
53	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
56	<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
59	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, next, online, price, there are, there is, welcome	There is/There are Descriptive adjectives	Housing Ads Rental Application Lease
62	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
65	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
68	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

Page	Topic and Lesson	Phonics	Word Parts and Sight Words	Grammar	CASAS Topics
71	<b>Book 5</b> Setting Goals: Samsam's Checklist	Short vowels review Digraphs: <i>ch, ck, sh, th, wh</i>	baby, do, English, happy, husband, of, phone, pregnant, she, what	Modal: <i>must</i>	Identify Goals Personal Organization
79	Applying for a Job: A Job Opening	Short vowels review Consonant blends: <i>fr, gr, pr, tr, st, cl, gl, pl</i>	clerk, coming (come), does (do), fruits, go, grocery store, Monday, out, very, work	Simple Present Tense 3rd-person singular and plural	Applying for a Job Job Responsibilities
87	Having a Job: Samsam's New Job	Long Vowels with Silent e	buy, even, from, goes, new, money, morning, or, schedule, second	Prepositions: <i>at, in, to, with, for</i>	Job Responsibilities Types of Transportation
95	Saving and Spending: Samsam's First Paycheck	Long Vowels: beginning and middle vowel teams: <i>ai, ee, ea, oa, igh, oo</i>	clothes, first, just, leaves, prepare, savings, says, school, so, will, you're	Numeracy: Place value, subtraction, addition, price comparison	Budgets Interpret Pricing Needs Consideration in Purchasing
103	A Surprise Party: The Baby Shower	Long Vowels: ending vowels and vowel teams: <i>ay, ow, y, ied, ies, ue, ew</i>	anyway, family, healthy, part, party, pink, special, surprise, there, toys	There is/are Adjectives	Social Situations American Customs
111	Pregnancy Care: Prenatal Appointment	Vowel Teams with o: <i>oi, oy, ow, ou, oo</i> diphthongs and short oo	doctor, heart, laughed, let's test, their, together, United States, video, want	Simple Past Tense	Health Care Medical Information
119	<b>Book 6</b> Completing Forms: Immigration Appointment	Vowel + r (r-controlled vowels)	Suffixes: <i>-ment, -tion, -cation, -ation, -cate</i>	Suffixes Sequencers: first, second, third, finally	Informational Transactions Identify Legal Requirements
127	Schedule Changes, Time Management: Planning Childcare	Other sounds for letters ( <i>c, g</i> ) Digraphs ( <i>ch, gh</i> )	Prefixes: <i>bi-, dis-, in-, re-, super-, un-</i>		Workplace Communication Personal Organization
135	Childbirth: The Delivery	Other sounds for letters ( <i>s, t</i> )	Suffixes: <i>-sion, -sure, -tion, -ture, -s</i> Verbs: <i>breathes, dreams, does, feels, have, is having, is, isn't, listens, looks, makes, rushes, says, tell</i>	Suffixes Simple Present – 3rd Person Singular	Health Care
143	A New Baby: A Name for Baby	Silent letters <i>b, h, k, l, w</i>	Nouns: <i>arms, baby, blanket, chest, child, doctor, fingers, girl, hair, money, name, time, thumb, wrist, video chat</i>	Nouns	Parts of the Body
151	Making a Budget: Samsam's Budget	Syllable stress: clear sound (stressed) vs. schwa (ə) sound (unstressed)	Suffixes: <i>-le</i> and <i>-ly</i>	Suffixes	Budgets Math Personal Organization
159	Airport Arrivals, New Beginnings: The Arrival	Vowel team sounds <i>ough, ea, ei, ie, i(nd), o(ld)</i>	Verbs: <i>crying, does + hold, is, is getting, is holding, are hugging, is lifting, is parking, is taking, is thinking, are walking, looking, running, trying</i>	Present Continuous Verbs	Transportation Emotions

# Multilevel Lesson Planner

☐ Teacher Leads
 ☐ Teacher Floats
 ☐ Students Work Independently (individually or in pairs)

Stage 1		Stage 2	
Pre-Reading		Reading and Comprehension	
Intro	Low-Beg	Intro	Low-Beg
<b>Topic Discussion</b> (Teacher Generated)		<b>Reading</b> (Student Books)	
<ul style="list-style-type: none"> <li>Discuss the lesson topic.</li> <li>Activate prior knowledge.</li> <li>Generate key vocabulary through topic discussion.</li> <li>List key vocabulary generated on the board.</li> <li>Facilitate student understanding.</li> </ul>		<ul style="list-style-type: none"> <li>Read the story aloud to students.</li> <li>Read again, having students listen and repeat</li> </ul>	<ul style="list-style-type: none"> <li>Students read the story independently (if feasible given shared space).</li> </ul>
		<b>Comprehension</b> (Student Books)	
		<ul style="list-style-type: none"> <li>Read questions with students.</li> <li>Students work individually to choose answers.</li> </ul>	<ul style="list-style-type: none"> <li>Students answer questions individually to check understanding.</li> </ul>
		<b>Read Aloud</b> (Student Books)	
<b>Title and Illustrations</b> (Student Books)		<ul style="list-style-type: none"> <li>Reread the story aloud to all students.</li> <li>Pause at points to check understanding.</li> <li>Read the story chorally with students.</li> </ul>	
<ul style="list-style-type: none"> <li>Read lesson title and review illustrations to predict what the story will be about.</li> <li>Add key vocabulary to the list as it is generated.</li> </ul>		<b>Comprehension Check</b> (Student Books)	
<b>Pre-Reading Questions</b> (Low Beginning Student Book)		<ul style="list-style-type: none"> <li>Read the comprehension questions aloud with students.</li> <li>Elicit and evaluate answers with students and discuss.</li> </ul>	
<ul style="list-style-type: none"> <li>Students participate in the discussion of pre-reading questions for low-beginning level.</li> </ul>	<ul style="list-style-type: none"> <li>Students answer and discuss pre-reading questions. Add new vocabulary to list.</li> </ul>		
<b>Key Vocabulary</b> (Teacher Generated)		<ul style="list-style-type: none"> <li>In pairs, students re-read and answer the questions aloud.</li> </ul>	<ul style="list-style-type: none"> <li>Students go back to the questions to correct the "No" sentences.</li> </ul>
<ul style="list-style-type: none"> <li>Students create a word list by copying new words.</li> </ul>	<ul style="list-style-type: none"> <li>Students create a glossary by copying new words and definitions.</li> </ul>		



Stage 3		Stage 4	
Reading Foundation Skills		Skills Assessment/ Fluency Practice	
Intro	Low-Beg	Intro	Low-Beg
<b>Phonics Targets</b> (Teacher's Guide/Student Books)		<b>Listening Quizzes</b> (Student Books)	
<ul style="list-style-type: none"> <li>Write target consonants on the board.</li> <li>Instruct students how to make the consonant sounds.</li> <li>Elicit example words from the text with those consonants.</li> <li>Repeat the above instructions with the target vowel sound(s).</li> </ul>		<ul style="list-style-type: none"> <li>Read from the Listening Quiz Answer Key or play the audio to facilitate the quiz. Students complete the quizzes.</li> </ul>	
		<ul style="list-style-type: none"> <li>Students have an extra part in the Quiz: Syllable Count.</li> </ul>	<ul style="list-style-type: none"> <li>Students can use the Syllable Count lesson activity.</li> </ul>
<b>Sound Practice</b> (Teacher's Guide)		<b>Mixed-Level Pair Reading</b> (Student Books)	
<ul style="list-style-type: none"> <li>Read the words from the Answer Key in the Teacher's Guide.</li> <li>Have students complete the Beginning and Ending Consonants Practice (Books 1–4) or Sound Practice (Books 5–6).</li> </ul>		<ul style="list-style-type: none"> <li>Students reread the story aloud in mixed-level pairs.</li> </ul>	
<b>Sentence Writing Practice</b> (Student Book)		<b>Dialog Reading</b> (Low Beginning Student Book)	
<ul style="list-style-type: none"> <li>Have students complete the cloze sentence writing practice.</li> </ul>		<ul style="list-style-type: none"> <li>Students read the story again in same-level pairs.</li> </ul>	<ul style="list-style-type: none"> <li>Students read the dialog in pairs.</li> </ul>
<ul style="list-style-type: none"> <li>Students continue to complete cloze writing practice as it takes them longer than low-beginning students.</li> </ul>	<b>Teacher's Guide</b>	<ul style="list-style-type: none"> <li>Low-Beginning-level students perform the dialog for Intro-level students.</li> </ul>	
	<b>Word Families</b> (Student Book)	<b>Storytelling</b> (Student Books)	
	<ul style="list-style-type: none"> <li>Explain the Word Family Chart and help students fill it in.</li> </ul>	<ul style="list-style-type: none"> <li>Students conceal the story sentences with paper.</li> <li>In pairs and using the illustrations, student re-tell the story as they remember it.</li> </ul>	
<b>Word Families</b> (Teacher's Guide)		<b>Journal and Discussion</b> (Teacher's Guide)	
<ul style="list-style-type: none"> <li>Practice Word Families with students. Point to each onset and have students blend it with the rime.</li> </ul>	<ul style="list-style-type: none"> <li>Students practice Word Families in pairs. Student A points to each onset and Student B blends each with the rime.</li> </ul>	<ul style="list-style-type: none"> <li>Share questions on the board. Elicit answers.</li> <li>Write students' answers on the board.</li> <li>Students write their answers in the Journal Template.</li> <li>Students share their answers in pairs or small groups.</li> </ul>	
<ul style="list-style-type: none"> <li>Students practice in pairs. A points to each onset and B blends each with the rime.</li> </ul>	<b>Listening Activities</b> (Student Book)		
	<ul style="list-style-type: none"> <li>Read from the Listening Quiz Answer Key or play the audio while students complete the activities in the book.</li> </ul>		

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

## Introduction

In light of the findings of the National Reading Panel (NRP 2000) that teaching phonemic awareness and phonics improves reading comprehension, decoding, and spelling, the first four books in this series were developed to include systematic phonemic awareness and phonics practice in every lesson. Now, in 2024, as books 5 and 6 are introduced to the series, the NRP research is as solid as ever. In fact, the National Center for Education Evaluation and Regional Assistance (NCEE) analyzed the reading research between 2000 and 2016 and reinforced the NRP (2000) findings.

In addition, NCEE (2016) added a recommendation for developing academic language and language skills through an emphasis on oral language development as a springboard to emergent reading. This series lends itself to oral skills and academic language skills development through its pre-reading activities and the suggested teaching strategies in this teacher's guide.

The *What's Next?* reading series is based on the whole-parts-whole phonics approach. This approach applies the recommendations from both NRP (2000) and NCEE (2016) by methodically embedding and reinforcing phonics instruction within a relevant context. The life-skills-based stories about Samsam adjusting to living in the United States provide that context.

Each story becomes the context, or the whole, providing learners with the opportunity to focus first on understanding and relating to the entire text before concentrating on decoding and sounding out the embedded phonics, or parts. *What's Next?* focuses on decoding the parts by providing phonics and phonemic awareness practice in the student books and through additional phonics activities provided in the teacher's guide. In addition, books 5 and 6 develop knowledge of syllables and word parts, principally in the additional activities in the teacher's guide. Finally, *What's Next?* returns to the whole, allowing learners to apply their phonics, syllable, and word-parts skills by practicing reading fluency, retelling the story, acting out the dialog in the low-beginning level, discussing the topic with

classmates, and writing in their journals at the end of each lesson.

The stories, lesson, and activities in the series build upon one another, step-by-step, to develop strong reading foundations that align with the New EFL Descriptors for Adult Basic Education (NRS Implementation Guidelines, 2016).

## How to Use *What's Next?*

**Focus first on the topic and story.**

### Pre-Reading

#### 1. Discuss Topic

**Both Levels:** Discuss the lesson topic to help activate prior knowledge, reinforce oral language development, and expand students' academic language skills such as inference, narrative language, and academic vocabulary.

Connect the lesson topic with a current life-skills topic you are covering in class or have recently covered. Or, connect the topic directly to your students' lives: What do they already know about the topic? What may interest them about the topic? For example, you might ask: *How do you get to school? Is it difficult to find a job? How do you find a job? What things do you need for a baby?*

#### 2. Create Key Vocabulary Glossary

**Both Levels:** Build student vocabulary to help them participate in the topic discussion. Include key vocabulary (listed in this teacher's guide for each lesson) from the lesson as much as possible. For key vocabulary that is generated, write the words on the board. You might also want to create a class glossary or flashcard deck for each lesson. This glossary can support students throughout the lesson, and you can use it later for review.

Use drawing, miming, and online pictures to help explain new words. Students may also use a picture dictionary or a translator app on their phones to translate individual words or phrases. Add key vocabulary to the lesson glossary or flashcard deck as it is generated in each pre-reading step.

### 3. Make Predictions & Answer Pre-Reading Questions

**Both Levels:** Ask students to read the title and look at the illustrations. Then ask them to predict what the story will be about. Add key vocabulary to the lesson glossary as generated.

**Introductory Level:** In a multilevel setting, have students participate as a whole class in the low-beginning level discussion of the pre-reading questions.

**Low-Beginning Level:** Write or project pre-reading questions from the student book on the board for class discussion. Add key vocabulary to the lesson glossary as generated. Again, students can use tools, such as a picture dictionary or translator app, to develop understanding of key vocabulary words.

## Read for Understanding

### 1. Read Story

Initially, read for basic understanding. Read the story aloud or play the audio while students follow along. Aim for at least 50% comprehension. Explain that students do not need to understand the story completely after this first reading, but they should have an idea of what the story is about.

**Introductory Level:** Read aloud to the students for the first reading, and have them follow along with their eyes and index finger in their books. Reread the story, having students listen and repeat. Break down sentences into meaningful phrases and have students repeat as they look at the phrases in their books and follow along with their index fingers. Repeat words that students struggle with as necessary, modeling sounding out strategies for decodable words.

**Low-Beginning Level:** At the low-beginning level, have students read silently on their own to help them develop reading fluency and stamina and find out how much they can read and understand independently. To limit reading frustration, explain that you will be reading with them soon.

**Multilevel Setting:** Low-beginning students can participate in the introductory level reading if it is not possible for them to read independently without distraction. During the listen-repeat phase, low-beginning students can be reading partners and guides for introductory students.

### 2. Check for Gist

**Introductory Level:** Read the comprehension questions with the students (student book). Provide support as they answer the questions, but don't answer for them. This is to gauge how much they understand on the first reading. Ask students how well they understand the story. They can use simple symbols, such as emojis, or hand gestures to express their understanding.

**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 hand signals, such as fist-to-five, to express their understanding.

### 3. Reread and Check Comprehension

**Both Levels:** Reread the story together to understand more of it—aim for 80% comprehension or higher. 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. Review the comprehension questions as a class and discuss them. Ask students to express their understanding of the story again to see if it has improved.

**Low-Beginning Level:** Have students go back to the comprehension questions and rewrite each false statement to make it true, using the words in the word box for help.

## Phonics and Word Families

After focusing on understanding the story, turn the focus to phonics and phonemic awareness.

### 1. Introduce Phonics

**Both Levels:** Introduce the phonics focus to students. Begin with the consonants. Write the letter on the board or hold up a letter card and ask students what sound it usually makes. Say the letter and the sound and have students repeat them chorally several times. Point out your lip and tongue positions as you make the sounds. Do your teeth touch? You might also have students place one hand on their throats to feel when the sounds vibrate. (To develop your own awareness to better assist students who have difficulty with the sounds, compare *p* and *b*, *r* and *l*, *w* and *v*, and *th* and *t*). For extra support, there are many good videos online that show how to make specific sounds.

Once students are comfortable making the sound, elicit words from the text that feature those consonants. Make a list of words that begin with each target consonant, blend, or digraph. Elicit other words students know that fit in each list.

After the consonants, introduce the target vowel sounds. In the very first lesson and as a reminder when needed, explain to students that each vowel *letter* makes more than one vowel *sound*. Although there are five (six with *Y*) vowel *letters*, there are 14–15 different vowel *sounds* in North American English. Explain that it is best to learn them one at a time and that is what you will do.

For books 1–4, each lesson focuses on a minimal number of sounds. Write the target vowel letter(s) on the board, say the letter, make the associated target sound you are working with, and have students repeat after you. As with the consonants, point out the position of your mouth—how relaxed is it? How open is it? Do you feel the sound in the front, middle, or back of your mouth? All of these may help students find and feel the sounds that may be completely

new to them. Again, there are many good videos online that model and provide additional practice making the sounds. After practicing the target vowel sound(s), have students scan the story and find words that feature each sound.

In books 5–6, a larger number of sounds are presented and compared. Write each target vowel sound as a heading on the board. Practice making the sounds and then elicit example words from the lesson with those phonics targets, writing them under the corresponding heading. Have students listen and repeat as you read the words in each list, bringing attention to each target sound.

### 2. Letter Sounds

**Both Levels:** Students will practice listening for and identifying target beginning and ending consonants in books 1–4 and beginning, ending, and middle sounds in books 5–6.

The first few times you do these exercises with students, raise awareness of phonemes before you start by practicing hearing distinct sounds in words, including sounding the words and phonemes out together and counting the distinct sounds. E.g.,

*Listen and count how many sounds:*

*Go? g-o (2)*

*Goes? g-o-z (3)*

*When? w-eh-n (3)*

*Went? w-eh-n-t (4)*

*She? sh-ee (2)*

*Sheep? sh-ee-p (3)*

*Play? p-l-ay (3)*

*Played? p-l-ay-d (4)*

*Pan? p-a-n (3)*

*Plan? p-l-a-n (4)*

*Plant? p-l-a-n-t (5)*

For the practice activities in the teacher's guide, students listen to each word you read from the Beginning and Ending Consonants Practice worksheet in books 1–4, or the Letter Sounds worksheet in books 5–6. Students circle the letter or letters that make the sound they hear.

### 3. Cloze Sentence Practice

**Both Levels:** Students practice the target phonics words and sight words in context by completing the cloze sentence writing exercises in the student book. Students will re-write each sentence on the line below for additional practice. Students should say each word aloud slowly as they trace or write it.

**Low-Beginning Level:** Use the Cloze Sentence Strips (teacher's guide) for further practice. Students fold the entire page along the dotted line so that the answers are on the back. Have students work in pairs: Student A holds up the page while Student B reads aloud each sentence one at a time, filling in the blank (orally) with the correct word. Then Student A asks Student B to spell each word. Student A will need to point to each sentence as they complete one and move to the other. For students who become distracted by multiple sentences on the page, with your help, have them cut the page into sentence strips (or you can prepare these sentence strips for students). Once each sentence strip is cut out, students will fold it on the dotted line so that the answer is on the back and proceed with the activity as explained above.

*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.

### 4. Word Family Practice

**Low-Beginning Level:** Introduce students to word families for each target vowel (student book). Introduce each example item. Then have students complete the lower portion of each word family by combining the onset (initial consonant, blend, or digraph) with the rime [vowel(s) + ending consonant(s)] to create other word family words.

*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.

#### Books 1–4

**Introductory Level:** With your help, have students cut out each word family flashcard, keeping the rime (word ending) and onsets (initial sounds) together (teacher's guide). Then, ask them to practice blending the onsets with rimes. Point to each onset on a card one at a time 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. For students who struggle with this activity, help them cut out the onsets as well. They can then physically move the onset before the rime and blend them together.

**Low-Beginning Level:** Students cut out word family cards, as described above. In pairs, students practice blending the onsets with rimes. 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. Monitor students during this practice, praising success and assisting as needed.

#### Books 5–6

**Both Levels:** With your help, have students cut out the rime (word family ending) strips. Model these steps for your students:

1. Cut out strips of rimes for each vowel sound.
2. Line up the first rime on the strip with the first onset in the left-most column.
3. Say the word, spell the word aloud, and say the word again.
4. Slide the rime down to practice the next word in the Word Family.
5. Repeat until each Word Family word is practiced.
6. Fold back the rime and line up the next rime with the first onset in the next column to the right.
7. Repeat the steps until all Word Families for all vowels are practiced.



**Introductory Level:** After modeling the instructions, support students in performing the steps. Once they have completed the practice with you, they can work with a partner.

**Low-Beginning Level:** After following your instructions, students work in pairs to complete the practice of blending the onsets in the columns with the rimes on the strips. Student A points to each onset on the chart while Student B blends each onset with the featured rime on the strip. After repeating this process for each column, students switch roles.

*Note:* Some lessons have a variation to these instructions. These modified instructions will be included with the corresponding lesson in the teacher's guide.

## 5. Listening Activities

**Low-Beginning Level Only:** 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.

### **Word Families**

Students listen to each set of three words while you play the audio recording or 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. Be sure to remind students that “word families” are words that share the same *rimes*, or word *endings*.

### **Minimal Pairs:**

Students listen to word pairs that you play from the audio recording or that you read from the Answer Key. Explain that the words are almost the same, but one sound is different. Students determine *which* sound—beginning, middle, or ending—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. Be sure to do the model together to make sure the activity is clear.

### **Syllables**

For books 5–6, students will also complete Part 3 (or 4 in some lessons): Syllables (student book). When you first introduce the concept of syllables, teach students to tap their foot or clap to feel and hear the syllables in words. Explain that each vowel sound creates a new syllable, or “beat,” in the music of English. Illustrate with simple examples—like *man* and *woman*, *car* and *bicycle*, *work* and *worker*—and have them work out the number of syllables in your city name. For the activity, play the audio recording or read each of the words in the Answer Key, and have students circle the number of syllables they hear.

### **Extended Reading: Dialog**

Also in books 5–6, in the low beginning student book, each lesson includes a dialog between two characters discussing a situation that occurs in the lesson's story. The dialog incorporates questions and answers and reinforces key vocabulary, sight words, and phonics-based words.

**Low-Beginning Level:** Listen to the dialog audio recording and have students follow along in their books. After listening, point out key vocabulary in the dialog. Elicit pronunciation and meanings of these words. Also point out a few examples of phonics-based words. Have students read those words aloud, reinforcing the letter-sound correlations. Model the dialog reading with a volunteer or higher-level reader in class. Pair students up. Each student reads the part for one character. After reading the dialog once, students switch parts and re-read it. Following the reading, students answer the questions below. Share out to check answers and evaluate their understanding of the dialog.

**Both Levels:** Create mixed-level groups with two low-beginning students in each. Have low-beginning students present the dialog to the introductory level students in their groups.

## Skills Assessment

The final stage of each lesson is assessing skills development.

### 1. Listening Quizzes

**Both Levels:** Play the audio recording or read from the Listening Quiz Answer Key in the student book. Direct students to complete each part of the listening quiz in the student book. Review the answers together and review topics as needed.

**Introductory Level:** For books 5–6, introductory level students have an additional part in the listening quiz, Syllable Count. Play the audio recording or read from the Listening Quiz Answer Key at the back of the student book. Direct students to write the number of syllables they hear in the white space on their Listening Quiz. Initially, until students are familiar with the activity, you may wish to do this activity together, tapping your feet or clapping your hands to sound out the syllables.

**Note:** *This same activity is included in the Low-Beginning level as the third (sometimes fourth) listening activity.* You may choose to have students from both levels listen and do the activity together or have low-beginning students work with the Syllable Practice activity from the teacher's guide at this time.

**Low-Beginning Level:** For each Listening Quiz: Part 5: Dictation, in addition to key phonics and sight words, low-beginning students will need to spell additional basic sight words 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: Re-reading

**Both Levels:** Continue to revisit the story for several days, re-reading the story aloud chorally and allowing students to read with partners in mixed-level pairs. You can also have students read aloud to you for fluency practice and assessment.

### 3. Story Telling (Optional)

**Both Levels:** Students can develop oral language skills through retelling the stories. Students can use a piece of paper to conceal the story sentences in their books, taking turns to retell the story in their own words. This should only happen after students have successfully read the story and should not be confused with the cuing strategy of using pictures to guess at words. Students are not *reading* in this activity.

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

**Both Levels:** Each lesson in the teacher's guide includes journal or discussion questions that can be a writing activity to follow the completion of the lesson. Students can use the Journal Template included at the back of this teacher's guide or simply write in their notebooks. Project or write the questions on the board. Support students' understanding of each question. Refer students to the lesson glossary generated at the beginning of the lesson, picture dictionaries, or translator apps to help them understand any new vocabulary. Ask students the questions to generate their spoken responses. Write examples of student responses, with corrections as necessary, on the board to scaffold written answers. Students' journal writing is not to be corrected; the journal writing is a way for students to engage with the text and "try on" the new language they are learning. As a class, in groups, or in pairs, have students share their answers to the questions.

#### Syllable Practice

**Low-Beginning Level Only:** As recommended by the NCEE (2016) and described as key skills for beginning literacy in the New EFL Descriptors for Adult Basic Education (NRS Implementation Guidelines, 2016), the teacher's guide introduces syllable patterns in English using a step-by-step approach. As emergent readers, students may not acquire the skills to do this practice independently, but the activities will get them noticing patterns, benefiting their decoding and pronunciation, and preparing them for later skill development in this area.

Instructions for this activity vary from lesson to lesson, so specific instructions are provided in the teacher's guide for each lesson.

The last step in each Syllable Practice activity is, “Notice the line between syllables.” At this level, students will notice, but not determine, where syllable divisions are. This step will help students recognize how syllables look and sound and make syllable patterns more obvious. Noticing the syllable division patterns in English can not only help with spelling and decoding; it can also benefit students’ pronunciation.

Follow these steps to help students recognize the divisions. (Have students repeat steps 2–5 after you.)

1. Write each word on the board with the syllable division indicated (as marked in this teacher's guide).
2. Read the complete word at regular speed.
3. Pronounce each syllable one at a time while covering the remaining syllable(s).
4. Slowly blend the syllables together
5. Say the word at regular speed.

## Word Study

***Low-Beginning Level Only:*** Word parts analysis, or morphology, is another foundational reading skill recommended by the NCEE and the New EFL Descriptors for Adult Basic Education (NRS Implementation Guidelines, 2016). The practices in the teacher's guide focus on identifying and understanding the meanings of compound words, prefixes (word beginnings), and suffixes (word endings). Instructions for this activity vary lesson to lesson, so specific instructions are provided in the teacher's guide for each lesson.

***Note:*** 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 [www.newreaderspress.com/whats-next](http://www.newreaderspress.com/whats-next) on the *What's Next?* product page for each book.



# Book 1 Lesson 1

## Introducing Samsam and Adam

The following activities provide extra practice with the phonics and sight words in lesson 1. For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

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

## Sight Word Sentences

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

## 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?

The following activities provide extra practice with the phonics and sight words in lesson 2.  
For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

### 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

#### Listening Script & Key

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

#### Part 2: Ending Sounds

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

# Cloze Sentence Strips

## Phonics Sentences

Samsam wants to learn English this _____.	<b>fall</b>
She _____ to look for a school online.	<b>starts</b>
There _____ too many schools.	<b>are</b>
Looking online is too _____ for Samsam.	<b>hard</b>
She _____ her friends, but they cannot help.	<b>calls</b>
Samsam _____ down the hall.	<b>walks</b>
Samsam walks down the _____.	<b>hall</b>
She _____ to her neighbor, Carmen.	<b>talks</b>
Carmen tells her about a school, but it is _____.	<b>far</b>
Samsam and Adam don't have a _____.	<b>car</b>

## Sight Word Sentences

Samsam _____ to learn English this fall.	<b>wants</b>
She starts to look for a _____ online.	<b>school</b>
There are too _____ schools.	<b>many</b>
Looking online is _____ hard for Samsam.	<b>too</b>
She calls her _____, but they cannot help.	<b>friends</b>
Samsam walks _____ the hall.	<b>down</b>
She talks _____ her neighbor, Carmen.	<b>to</b>
Carmen _____ a school, but it is far.	<b>knows</b>
Samsam and Adam _____ have a car.	<b>don't</b>
_____ can they get to school with no car?	<b>How</b>

## 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

The following activities provide extra practice with the phonics and sight words in lesson 3. For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

### 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: r  
 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.	<b>get</b>
They sign in at the front _____.	<b>desk</b>
They _____ the two men their information.	<b>tell</b>
The _____ give them a pen.	<b>men</b>
_____ they sign their names.	<b>Then</b>
_____, they take an English test.	<b>Next</b>
The English _____ is very hard.	<b>test</b>
Samsam does her _____ on the test.	<b>best</b>
Adam does very _____ the test.	<b>well</b>
_____ can they start class?	<b>When</b>

## Sight Word Sentences

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



## 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

The following activities provide extra practice with the phonics and sight words in lesson 4.  
For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

### 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

#### Listening Script & Key

Example: six      answer: s  
1. pick      answer: p  
2. big      answer: b  
3. quick      answer: qu  
4. thin      answer: th

#### Part 2: Ending Sounds

Example: sit      answer: t  
1. fix      answer: x  
2. quick      answer: ck  
3. drink      answer: nk  
4. sip      answer: p

# Cloze Sentence Strips

## Phonics Sentences

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

## Sight Word Sentences

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

## 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

The following activities provide extra practice with the phonics and sight words in lesson 5. For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

### 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

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

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

# Cloze Sentence Strips

## Phonics Sentences

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

## Sight Word Sentences

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

## 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

The following activities provide extra practice with the phonics and sight words in lesson 1. For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

### 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

Part 2: Ending Sounds

Example: hot      answer: t

1. down      answer: n

2. out      answer: t

3. how      answer: w

4. hall      answer: ll

Part 1: Beginning Sounds

Example: pot      answer: p

1. job      answer: j

2. town      answer: fr

3. question      answer: qu

4. round      answer: r



# Cloze Sentence Strips

## Phonics Sentences

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

## Sight Word Sentences

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

## 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

The following activities provide extra practice with the phonics and sight words in lesson 2. For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

### 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**  
**Part 1: Beginning Sounds**  
 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 _____.	<b>school</b>
She has a coupon for 50% off of paper and _____.	<b>notebooks</b>
Folders and pencils are on sale _____.	<b>too</b>
Samsam _____ the paper and notebooks.	<b>chooses</b>
Adam _____ for the pencils and folders.	<b>looks</b>
_____ their cart is full.	<b>Soon</b>
The cashier scans their _____.	<b>goods</b>
They have everything they need for _____.	<b>school</b>

## Sight Word Sentences

Samsam has a list _____ things she needs for school.	<b>of</b>
She has a _____ for 50% off of paper and notebooks.	<b>coupon</b>
_____ and pencils are on sale too.	<b>Folders</b>
Samsam chooses the _____ and notebooks.	<b>paper</b>
Adam looks for the _____ and folders.	<b>pencils</b>
Soon their cart is _____.	<b>full</b>
The _____ scans their goods.	<b>cashier</b>
Samsam thinks the bill is too _____.	<b>expensive</b>
They have _____ they need for school.	<b>everything</b>
_____ will English class be like?	<b>What</b>

## 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

The following activities provide extra practice with the phonics and sight words in lesson 3.  
For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

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

## Sight Word Sentences

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

## Word Family Flashcards

_____ut			_____un		
n	g	b	r	b	f
c	h	sh	g	s	p
_____ust			_____uck		
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

The following activities provide extra practice with the phonics and sight words in lesson 1. For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

### 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.	<b>came</b>
His daughter Samsam _____ six months ago.	<b>came</b>
They live in _____ City in Washington State.	<b>Fame</b>
They live in an apartment by the _____.	<b>lake</b>
On the weekend, they often _____ a walk around the lake.	<b>take</b>
Usually they take sandwiches and _____.	<b>cake</b>
They always sit in the _____ place by the lake.	<b>same</b>
They always sit in the same _____ by the lake.	<b>place</b>
They always go home _____.	<b>late</b>
What is the weather like in Washington _____?	<b>State</b>

## Sight Word Sentences

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

## 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

The following activities provide extra practice with the phonics and sight words in lesson 2.  
For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

### 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

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

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

# Cloze Sentence Strips

## Phonics Sentences

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

## Sight Word Sentences

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

## 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

The following activities provide extra practice with the phonics and sight words in lesson 3. For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

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

## Sight Word Sentences

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



## 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

The following activities provide extra practice with the phonics and sight words in lesson 4.  
For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

### 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 job listings online.	<b>reads</b>
Then she visits many companies _____ her home.	<b>near</b>
Her clothes are very _____ and neat.	<b>clean</b>
Her clothes are very clean and _____.	<b>neat</b>
She _____ to the manager in each place.	<b>speaks</b>
She speaks to the manager in _____ place.	<b>each</b>
She asks, "Can I have an application, _____?"	<b>please</b>
One manager is _____.	<b>mean</b>
He says, "I can't _____ you. You need to speak clearly."	<b>hear</b>
Another manager says her experience is really _____.	<b>weak</b>

## Sight Word Sentences

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

## 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 listing?

What information do you write on an application?

# Book 3 Lesson 5 Samsam’s Interview

The following activities provide extra practice with the phonics and sight words in lesson 5. For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

## 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

- f      v      p
- b      t      d
- b      tr      d
- 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

- ly      l      y
- b      t      d
- b      t      d
- p      t      k

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

## Sight Word Sentences

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

## 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

The following activities provide extra practice with the phonics and sight words in lesson 1.  
For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

### 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

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.	<b>like</b>
It is in a _____ location, but it has many problems.	<b>nice</b>
Samsam is cooking _____, but the stove is broken.	<b>rice</b>
Adam is washing dishes, but the _____ are leaking.	<b>pipes</b>
At night, they hear _____ running in the walls.	<b>mice</b>
They told their landlord about the problems a _____ ago.	<b>while</b>
They are _____ of waiting for him.	<b>tired</b>
Maybe they will _____ an email to complain.	<b>write</b>
Or maybe it is _____ to find a new apartment.	<b>time</b>
What will Samsam and Adam _____ to do?	<b>decide</b>

## Sight Word Sentences

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

## 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

The following activities provide extra practice with the phonics and sight words in lesson 2. For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

### 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

Part 2: Ending Sounds  
Example: sight    answer: t  
1. tile    answer: l  
2. tire    answer: r  
3. time    answer: m  
4. mice    answer: s

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

# Cloze Sentence Strips

## Phonics Sentences

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

## Sight Word Sentences

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

## 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 listing?

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

The following activities provide extra practice with the phonics and sight words in lesson 3.  
For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

### 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

Example: slow answer: sl  
1. form answer: f  
2. goat answer: g  
3. know answer: kn  
4. show answer: sh

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

#### Part 2: Ending Sounds

# Cloze Sentence Strips

## Phonics Sentences

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

## Sight Word Sentences

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

## 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

The following activities provide extra practice with the phonics and sight words in lesson 4. For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

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

## Sight Word Sentences

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

## 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

The following activities provide extra practice with the phonics and sight words in lesson 5.  
For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

### 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

#### Listening Script & Key

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

## Sight Word Sentences

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

## 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?

## Book 5 Lesson 1: Samsam's Checklist

### Teacher Instructions

The following instructions explain how to use the Lesson 1 activities in this teacher's guide. For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

#### Part 1: Phonics-Based Words

Lesson 1 focuses on reviewing digraphs (pairs of consonants that make a single sound) and short vowels. Elicit examples of words with the phonics targets from students. Write lists with examples of each target sound on the board. Have students listen and repeat, bringing attention to each target sound.

Words with consonant digraphs: *ch, ck, ph, sh, th, wh*

Words with short vowels:

short *a*: *Samsam, that, happy, has, plan*

short *e*: *checklist, get, help, then*

short *i*: *is, checklist, will*

short *o*: *lot, on, job*

short *u*: *but, much, must, study*

#### Part 2: Sight Words

Students will practice reading by sight and spelling the 10 high-frequency and sight words listed below. Have students scan for these words and then practice their spellings in the Sight Words exercise in the student book and the Cloze Sentence Strips in this teacher's guide.

Sight Words: *happy, of, do, phone, she, husband, baby, what, pregnant, English*

#### Part 3: Key Vocabulary

Use the illustrations in the introductory student book or the Pre-Reading questions from the low beginning student book to create understanding of the vocabulary words listed below, providing additional examples as needed. Alternatively, read the text together and generate meanings as you read.

Vocabulary Words: *pregnant, stress, checklist, husband, goals*

#### Part 4: Grammar

This lesson lends itself to teaching the modal *must* in context. It is best to complete all the comprehension and phonics-based practices first before focusing on grammar. Then, you can revisit the text to scan for examples of the grammar point. This scanning practice can bridge students to a grammar lesson supported by other teaching materials.

Grammar Target: modal 'must': *must get, must help, must study, must plan*

#### Part 5: Journal and Discussion Questions

The following questions can be used at the low-beginning level for writing practice in students' notebooks or using the Journal Template included at the back of this guide. Project the questions or write them on the board. Ask students the questions to generate their spoken responses. Write examples of students' responses, with corrections as necessary, on the board to scaffold written answers. Direct students to write answers on their journal templates. Journal writing is not to be corrected; it is a way for students to engage with the text and "try on" the new language they are learning.

1. Are you married?
2. Do you have children?
3. How many children do you have?
4. Why are you studying English?
5. What goals do you have?

## Letter Sounds (page 74)

### Listening Script and Answer Key

#### Part 1: Beginning Sounds

1. phone      answer: ph
2. that        answer: th
3. what        answer: wh
4. check       answer: ch

#### Part 2: Ending Sounds

1. just        answer: st
2. neck        answer: ck
3. such        answer: ch
4. dish        answer: sh

#### Part 3: Middle Sounds

1. last        answer: a
2. wish        answer: i
3. hot         answer: o
4. mess        answer: e

## Cloze Sentence Strips (page 75)

Use the Cloze Sentence activity for further practice for students at the low-beginning level. Demonstrate the activity the first time, showing students how to fold the entire page along the dotted line so that the answers are on the back; then elicit the missing word for the first sentence. Have students work in pairs: Student A holds up the page, pointing to each sentence one at a time while Student B reads each sentence aloud, filling in the blank (orally) with the correct word, and then spelling the word. After B completes all sentence, B elicits from A.

For students who become distracted by multiple sentences on the page, have them cut the page into sentence strips (or prepare these sentence strips for students beforehand). Once each sentence strip is cut out, students will fold it on the dotted line so that the answer is on the back and proceed with the activity as explained above.

## Word Family Chart (page 76)

### Instructions for teachers to model for students:

1. Cut out strips of Word Family endings for each vowel sound.
2. Line up the first Word Family ending on the strip with the first word beginning in the left-most column.

3. Say the word, spell the word aloud, and say the word again.
4. Slide the word ending down to practice the next word in the Word Family.
5. Repeat until each Word Family word is practiced.
6. Fold back the Word Family ending and line up the next ending with the first word beginning in the next column to the right.
7. Repeat the steps until all Word Families for all vowels are practiced.

## Syllable Practice: Vowels (page 77)

Model and explain student practice. See teacher instructions on pages 15–16 for details.

**Steps 1–3:** Work *with* students to complete the steps to label the parts.

**Step 4:** “Notice the line between syllables,” will help students recognize how syllables look and sound. **Students will not determine where syllable divisions are at this level.** Follow these steps to facilitate this “noticing.”

1. Write each word on the board with the syllable division indicated.
2. Have students repeat after you for each following step:
  - a. read the complete word at regular speed,
  - b. pronounce each syllable one at a time while covering the remaining syllable(s),
  - c. slowly blend the syllables together, and
  - d. say the word at regular speed.

### Answer Key

- |               |   |
|---------------|---|
| 1. stress     | 1 |
| 2. Sam sam    | 2 |
| 3. preg nant  | 2 |
| 4. hap py     | 2 |
| 5. check list | 2 |
| 6. hus band   | 2 |



## Word Study (page 78)

### Part 1: Compound Words

Model and explain student practice. After students identify the words, ask students these questions and help students come up with the answers:

*What do the two words mean alone?*

*What do they mean together?*

#### Answer Key

1. check list
2. back pack
3. bath tub
4. hand bag

### Part 2: Word Endings (Suffixes)

Model and explain student practice. Explain that an *s* ending doesn't change how the base word is pronounced, though there are some exceptions.

To help students focus on the meaning of the suffix, ask this question:

*What does the s mean?*

Write or project the following example sentences on the board. Read and analyze the examples together to determine the suffix meaning.

*Look at these examples. What does the s ending mean?*

1. *Adam has one pencil.*  
*Samsam has three pencils.*

2. *Susan has one job.*  
*Tom has two jobs.*

3. *I have one backpack.*  
*You have two backpacks.*

4. *The student has one book.*  
*The teacher has four books.*

*The word ending s means more than one, or plural. Add s to change one (singular) to more than one (plural).*

*Example: 1 pencil → 2 pencils*

Return to the student work page. Have students look at the four example words at the bottom. Work with students to answer these questions:

*What do the words mean without s?*

*What do they mean with s?*

#### Answer Key

1. pencil[s]
2. job[s]
3. backpack[s]
4. book[s]

# Book 5 Lesson 1

## Samsam's Checklist

### Letter Sounds

#### Part 1: Beginning Sounds

Listen and circle the letter or letters that make the beginning sound of each word you hear.

Example: sat      t      s      sh

1. f      ph      p
2. t      ch      th
3. w      wh      h
4. ch      sh      th

#### Part 2: Ending Sounds

Listen and circle the letter or letters that make the ending sound of each word you hear.

Example: sat      t      d      th

1. st      sh      ch
2. k      ck      ch
3. ch      c      j
4. s      ch      sh

#### Part 3: Middle Sounds

Listen and circle the letter or letters that make the middle sound of each word you hear.

Example: sat      a      e      i

1. a      e      i
2. e      i      o
3. a      o      u
4. e      o      u

## Pair Practice: Cloze Sentence Strips

Take turns. Read each sentence *with* the missing word. Spell the missing word *out loud*.

### Phonics Sentences

(fold back)

_____ is pregnant!	<b>Samsam</b>
_____ makes her so happy!	<b>That</b>
_____, she has a lot of stress.	<b>But</b>
She has so _____ to do!	<b>much</b>
She makes a _____ on her phone.	<b>checklist</b>
She must get a _____.	<b>job</b>
She must _____ her husband Ahmed come to the United States.	<b>help</b>
She _____ study English.	<b>must</b>
Then, she must _____ for the baby.	<b>plan</b>
What _____ Samsam do first to meet her goals?	<b>will</b>

### Sight Word Sentences

(fold back)

Samsam is _____!	<b>pregnant</b>
That makes her so _____!	<b>happy</b>
But, she has a lot _____ stress.	<b>of</b>
She has so much to _____!	<b>do</b>
She makes a checklist on her _____.	<b>phone</b>
_____ must get a job.	<b>She</b>
She must help her _____ Ahmed come to the United States.	<b>husband</b>
She must study _____.	<b>English</b>
Then, she must plan for the _____.	<b>baby</b>
_____ will Samsam do first to meet her goals?	<b>What</b>

## Pair Work: Word Family Words

Watch your teacher. Match word endings with beginning letters to make words.

Short a

✂ am an at

cl	c	b
gr	f	c
h	m	ch
j	p	f
r	pl	h
sh	t	r
sl	th	th

Short e

✂ eck ess et

ch	bl	g
d	ch	j
h	dr	l
n	l	m
p	m	s
	pr	w
	str	y

Short i

✂ ill iss ist

b	bl	f
ch	h	l
f	k	m
h	m	wr
p		
st		
w		

Short o

✂ ob ock ot

b	bl	c
c	cl	g
j	kn	h
m	l	l
r	r	p
s	s	sh
sl	st	tr

Short u

✂ uck ust ut

b	b	b
d	d	c
l	g	g
m	j	h
st	m	n
tr	r	sh
y	tr	str

## Syllable Practice: Vowels

**Vowels** are the letters *a, e, i, o, and u*. The letter *y* is sometimes a vowel.

A **syllable** is a part of a word that has one vowel sound.

Follow the steps to identify vowels and syllables:

**Step 1:** Read each word aloud.

**Step 2:** Write V above each vowel. (Final *y* is a vowel.)

**Step 3:** Count the vowel sounds, and write the number of syllables.

**Step 4:** Notice the line between syllables.

- |                        |                         |
|------------------------|-------------------------|
| V                      |                         |
| 1. s t r e s s         | syllables <u>  1  </u>  |
| 2. S a m   s a m       | syllables <u>      </u> |
| 3. p r e g   n a n t   | syllables <u>      </u> |
| 4. h a p   p y         | syllables <u>      </u> |
| 5. c h e c k   l i s t | syllables <u>      </u> |
| 6. h u s   b a n d     | syllables <u>      </u> |

## Word Study

### Part 1: Compound Words

**Compound words** are words with two words together.

Read each compound word. Circle the two words in each.

1. checklist
2. backpack
3. bathtub
4. handbag

What do the two words mean alone?

What do they mean together?

### Part 2: Word Endings (Suffixes)

Look at each pair of words. How are they different?

1. pencil                  pencils
2. job                      jobs
3. backpack              backpacks
4. book                    books

The second word has an *s* word ending.

Word endings add information to a word.

Read each word. Circle the *s* ending. Underline the rest of the word.

1. pencils
2. jobs
3. backpacks
4. books

What do the words mean without *s*?

What do the words mean with *s*?

## Book 5 Lesson 2: A Job Opening

### Teacher Instructions

The following instructions explain how to use the Lesson 2 activities in this teacher's guide. For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

#### Part 1: Phonics-Based Words

Lesson 2 focuses on reviewing consonant blends and short vowels. Elicit examples of words with the phonics targets from students. Write lists with examples of each target sound on the board. Have students listen and repeat, bringing attention to each target sound.

Words with consonant blends:

*r* blends: *fr, gr, pr, tr*

*s* blends: *st*

*l* blends: *cl, gl, pl*

Words with short vowels:

short *a*: *Samsam, dad, Adam, at, has, and, unpack, an, can, glad, plans, class*

short *e*: *fresh, sell, tells*

short *i*: *with, it, fills, still, quickly*

short *o*: *job, not, boxes, boss*

short *u*: *unpack, much, but*

#### Part 2: Sight Words

Students will practice reading by sight and spelling the 10 high-frequency and sight words listed below. Have students scan for these words and then practice their spellings in the Sight Words exercise in the student book and the Cloze Sentence Strips in this teacher's guide.

Sight Words: *close, work, does (do), out, very, coming (come), go, store, fruits, Monday*

#### Part 3: Key Vocabulary

Use the illustrations in the introductory student book or the Pre-Reading questions from the low beginning student book to create understanding of the vocabulary words listed below, providing additional examples as needed. Alternatively, read the text together and generate meanings as you read.

Vocabulary Words and Phrases: *grocery, produce, clerk, require, quickly, coming true*

#### Part 4: Grammar: Simple Present Tense

This lesson lends itself to teaching the third-person singular and plural forms of the simple present tense in context. It is best to complete all the comprehension and phonics-based practices first before focusing on grammar. Then, you can revisit the text to scan for examples of the grammar point. This scanning practice can bridge students to a grammar lesson supported by other teaching materials.

Grammar Targets:

3rd-person singular: *works, has, does not require, fills, tells*

3rd-person plural: *work, unpack, are*

#### Part 5: Journal and Discussion Questions

The following questions can be used at the low-beginning level for writing practice in students' notebooks or using the Journal Template included at the back of this guide. Project the questions or write them on the board. Ask students the questions to generate their spoken responses. Write examples of students' responses, with corrections as necessary, on the board to scaffold written answers. Direct students to write answers on their journal templates. Journal writing is not to be corrected; it is a way for students to engage with the text and "try on" the new language they are learning.

1. Do you have a job?
2. How did you get your job?
3. What do you do at your job?
4. What job do you want in the future?

## Letter Sounds (page 82)

### Listening Script and Answer Key

#### Part 1: Beginning Sounds

1. quick      answer: qu
2. fresh      answer: fr
3. stuck      answer: st
4. clerk      answer: cl

#### Part 2: Ending Sounds

1. much      answer: ch
2. box      answer: x
3. quick      answer: ck
4. boss      answer: ss

#### Part 3: Middle Sounds

1. fresh      answer: e
2. fill      answer: i
3. box      answer: o
4. much      answer: u

## Cloze Sentence Strips (page 83)

Use the Cloze Sentence activity for further practice for students at the low-beginning level. Demonstrate the activity the first time, showing students how to fold the entire page along the dotted line so that the answers are on the back; then elicit the missing word for the first sentence. Have students work in pairs: Student A holds up the page, pointing to each sentence one at a time while Student B reads each sentence aloud, filling in the blank (orally) with the correct word, and then spelling the word. After B completes all sentence, B elicits from A.

For students who become distracted by multiple sentences on the page, have them cut the page into sentence strips (or prepare these sentence strips for students beforehand). Once each sentence strip is cut out, students will fold it on the dotted line so that the answer is on the back and proceed with the activity as explained above.

## Word Family Chart (page 84)

### Instructions for teachers to model for students:

1. Cut out strips of Word Family endings for each vowel sound.
2. Line up the first Word Family ending on the strip with the first word beginning in the left-most column.
3. Say the word, spell the word aloud, and say the word again.
4. Slide the word ending down to practice the next word in the Word Family.
5. Repeat until each Word Family word is practiced.
6. Fold back the Word Family ending and line up the next ending with the first word beginning in the next column to the right.
7. Repeat the steps until all Word Families for all vowels are practiced.

## Syllable Practice: Consonants (page 85)

Model and explain student practice. See teacher instructions on pages 15–16 for details.

### Answer Key

- |              |   |
|--------------|---|
| 1. gro cer y | 3 |
| 2. pro duce  | 2 |
| 3. o pen     | 2 |
| 4. re quire  | 2 |
| 5. be fore   | 2 |



## Word Study (page 86)

### Part 1: Word Beginnings (Prefixes)

Model and explain student practice. Explain that a word beginning (prefix) doesn't change how the base word is pronounced:

*"Un" never changes how to say the rest of the word.*

To help students focus on the meaning of the prefix, ask this question:

*What does "un" mean?*

Write or project example sentences on the board. Work with students to read and analyze them to determine the prefix meaning. Act out the actions to convey their meanings. Here are some examples:

*Look at these examples. What does "un" mean?*

- a. They **pack** the boxes to fill them.
- b. They **unpack** the boxes to empty them.
- a. They **tie** the shoes when they put them on.
- b. They **untie** the shoes to take them off.
- a. The boy **zips** his coat to close it.
- b. The boy **unzips** his coat to open it.
- a. Samsam is **happy**.
- b. Samsam is **unhappy**. (She is sad.)

*The word beginning "un" changes the word to the opposite meaning.*

Return to the student work page. Have students look at the four example words at the bottom. Work with students to answer these questions:

*What do the words mean without "un"?  
What do they mean with "un"?*

### Answer Key

1. [un]pack
2. [un]tie
3. [un]zip
4. [un]happy

## Part 2: Word Endings (Suffixes)

Model and explain student practice. Explain that an s ending doesn't change how the base word is pronounced, though there are a few exceptions:

*The s does not change how to say the rest of the word.*

To help students focus on the meaning of the suffix, ask this question:

*What does the s mean?*

Explain that in lesson 1, students practiced word ending s to change a singular noun to a plural one:

*In lesson 1, you learned that s means more than ne thing: pencil > pencils. We also use it at the end of action words.*

Write or project example sentences on the board. Work with students to read and analyze them to determine the meaning.

*Read the two examples. How many people work in example 1? How many people work in example 2?*

1. Samsam and Carmen **work** at the grocery store.
  2. Carmen **works** at the grocery store.
- We use the ending s when only one person (singular) does the action.*

Return to the student work page. Have students look at the four example words at the bottom. Work with students to answer these questions:

*What do the words mean without 's'?  
What do they mean with 's'?*

### Answer Key

1. work[s]
2. unpack[s]
3. fill[s]
4. tell[s]

# Book 5 Lesson 2

## A Job Opening

### Letter Sounds

#### Part 1: Beginning Sounds:

Listen and circle the letter or letters that make the beginning sound of each word you hear.

Example: sat      t      s      sh

1. k      qu      cl

2. fl      m      fr

3. sh      st      tr

4. gl      fl      cl

#### Part 2: Ending Sounds:

Listen and circle the letter or letters that make the ending sound of each word you hear.

Example: sat      t      d      th

1. ch      sh      st

2. x      ck      s

3. x      ck      k

4. sh      ch      ss

#### Part 3: Middle Sounds:

Listen and circle the letter or letters that make the middle sound of each word you hear.

Example: sat      a      e      i

1. a      e      i

2. i      o      u

3. a      o      u

4. e      o      u

## Pair Practice: Cloze Sentence Strips

Take turns. Read each sentence *with* the missing word. Spell the missing word *out loud*.

### Phonics Sentences

(fold back)

Samsam's _____ Adam works in a grocery store close to home.	<b>dad</b>
The store has a _____ opening for a produce clerk.	<b>job</b>
Produce clerks work with _____ produce.	<b>fresh</b>
They unpack _____ of fruits and vegetables to sell.	<b>boxes</b>
The job does not require _____ English.	<b>much</b>
Samsam _____ out an application for the job.	<b>fills</b>
The boss _____ her she can begin training on Monday!	<b>tells</b>
She and Adam are very _____.	<b>glad</b>
Samsam's plans are _____ coming true!	<b>quickly</b>
But how can she _____ learn English?	<b>still</b>

### Sight Word Sentences

(fold back)

Samsam's dad Adam works in a _____ close to home.	<b>grocery store</b>
The store has a job opening for a produce _____.	<b>clerk</b>
Produce clerks _____ with fresh produce.	<b>work</b>
They unpack boxes of _____ and vegetables to sell.	<b>fruits</b>
The job _____ not require much English.	<b>does</b>
Samsam fills _____ an application for the job.	<b>out</b>
The boss tells her she can begin training on _____!	<b>Monday</b>
She and Adam are _____ glad.	<b>very</b>
Samsam's plans are quickly _____ true!	<b>coming</b>
But how can she still _____ English?	<b>learn</b>

## Pair Work: Word Family Words

Watch your teacher. Match word endings with beginning letters to make words.

Short a

✂ 

ack	ad	ag
-----	----	----

cr		b		b	
p		d		dr	
qu		gl		fl	
s		h		r	
st		m		t	
tr		s		w	

Short e

✂ 

ell	esh	est
-----	-----	-----

b		fl		b	
c		fr		ch	
f		m		n	
s				r	
sh				t	
w				w	
y				z	

Short i

✂ 

ick	id	in
-----	----	----

br		b		b	
p		d		ch	
qu		gr		f	
s		h		gr	
st		k		th	
tr		l		tw	
		r		w	

Short o

✂ 

op	oss	ox
----	-----	----

ch		b		b	
dr		cr		f	
h		fl		p	
m		gl			
p		l			
sh		t			
st					
t					

Short u

✂ 

uch	ug	un
-----	----	----

m		b		b	
s		ch		f	
		dr		g	
		h		p	
		j		r	
		m		s	
		r		st	

## Syllable Practice: Consonants

**Vowels** are the letters *a, e, i, o, and u*. Letter *y* is sometimes a vowel. Final vowel *e* is silent: *make, come*.

Remember, a **syllable** is a part of a word that has one vowel sound.

Consonants are letters that are NOT vowels:

*b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, and z.*

Follow the steps to identify vowels and consonants:

**Step 1:** Read each word aloud.

**Step 2:** Write V above each vowel that has a sound. (Final 'y' is a vowel.)

**Step 3:** Cross out silent e.

**Step 4:** Count the vowel **sounds** and write the number of syllables.

**Step 5:** Write C above each consonant that makes a sound.

(*qu* makes one consonant sound.)

**Step 6:** Notice the line between syllables.

C C V C V C V

1. g r o | c e r | y                      syllables   3  

2. p r o | d u c e                      syllables       

3. o | p e n                              syllables       

4. r e | q u i r e                      syllables       

5. b e | f o r e                        syllables

## Word Study

### Part 1: Word Beginnings (Prefixes)

Look at each pair of words. How are they different?

- |         |        |          |         |
|---------|--------|----------|---------|
| 1. pack | unpack | 3. zip   | unzip   |
| 2. tie  | untie  | 4. happy | unhappy |

The second word has “un” at the beginning.

Word beginnings (prefixes) add information to a word.

Read each word. Circle the word beginning “un”. Underline the rest of the word.

- |           |            |
|-----------|------------|
| 1. unpack | 3. unzip   |
| 2. untie  | 4. unhappy |

What do the words mean without “un”?

What do they mean with “un”?

### Part 2: Word Endings (Suffixes)

Look at each pair of words. How are they different?

- |           |         |         |       |
|-----------|---------|---------|-------|
| 1. work   | works   | 3. fill | fills |
| 2. unpack | unpacks | 4. tell | tells |

The second word has an s ending.

Remember, word endings add information to a word.

Read each word. Circle the s ending. Underline the rest of the word.

- |            |          |
|------------|----------|
| 1. works   | 3. fills |
| 2. unpacks | 4. tells |

What do the words mean without s?

What do they mean with s?

## Book 5 Lesson 3: Samsam's New Job

### Teacher Instructions

The following instructions explain how to use the Lesson 3 activities in this teacher's guide. For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

#### Part 1: Phonics-Based Words

Lesson 3 focuses on reviewing long vowels spelled with vowel-consonant-silent e (VCe). Elicit examples of words with the phonics targets from students. Write lists with examples of each target sound on the board. Have students listen and repeat, bringing attention to each target sound. In addition, review the s ending so students are aware that, with or without the s, the e remains silent.

Words with long vowels: vowel-consonant-silent e (VCe):

long a: *same, take, save, prepare, share, make*

long e: *evening, here*

long i: *likes, ride, nice, time*

long o: *store, home*

long u: *use*

Reinforce how silent e changes the preceding vowel to the long sound by contrasting VC and VCe words. Here are some words students can use from the text to compare to the VCe words.

Contrast with short vowel words: VC

short a: *Samsam, at, has, as, class, and, passes, can*

short e: *get*

short i: *in, still, with, quickly, will*

short o: *not*

short u: *bus*

#### Part 2: Sight Words

Students will practice reading by sight and spelling the 10 high-frequency and sight words listed below. Have students scan for these words and then practice their spellings in the Sight Words exercise in the student book and the Cloze Sentence Strips in this teacher's guide.

Sight Words: *new, has, second, for, from, or, morning, money, even, buy*

#### Part 3: Key Vocabulary

Use the illustrations in the introductory student book or the Pre-Reading questions from the low beginning student book to create understanding of the vocabulary words listed below, providing additional examples as needed. Alternatively, read the text together and generate meanings as you read.

Vocabulary Words: *schedule, shift, evening, ride share, prepare*

#### Part 4: Grammar

This lesson lends itself to teaching prepositions in context. It is best to complete all the comprehension and phonics-based practices first before focusing on grammar. Then, you can revisit the text to scan for examples of the grammar point. This scanning practice can bridge students to a grammar lesson supported by other teaching materials.

Grammar Target: Prepositions:

*at the grocery store, in the evening, from home, to work, to English class, with Carmen, in the morning, for Samsam, for her husband, for the baby, with the money*

#### Part 5: Journal and Discussion Questions

The following questions can be used at the low-beginning level for writing practice in students' notebooks or using the Journal Template included at the back of this guide. Project the questions or write them on the board. Ask students the questions to generate their spoken responses. Write examples of students' responses, with corrections as necessary, on the board to scaffold written answers. Direct students to write answers on their journal templates. Journal writing is not to be corrected; it is a way for students to engage with the text and "try on" the new language they are learning.

1. What are some jobs you know about?
2. What do people do in these jobs?
3. What is one job you want to have?
4. What do people do in this job?

## Letter Sounds (page 90)

### Listening Script and Answer Key

#### Part 1: Beginning Sounds

1. share                      answer: sh
2. schedule                 answer: sch
3. prepare                  answer: p
4. ride                        answer: r

#### Part 2: Ending Sounds

1. here                        answer: re
2. nice                        answer: ce
3. morning                  answer: ing
4. money                    answer: ey

#### Part 3: Middle Sounds

1. save                        answer: a\_e
2. store                       answer: o\_e
3. nice                        answer: i\_e
4. use                         answer: u\_e

## Cloze Sentence Strips (page 91)

Use the Cloze Sentence activity for further practice for students at the low-beginning level. Demonstrate the activity the first time, showing students how to fold the entire page along the dotted line so that the answers are on the back; then elicit the missing word for the first sentence. Have students work in pairs: Student A holds up the page, pointing to each sentence one at a time while Student B reads each sentence aloud, filling in the blank (orally) with the correct word, and then spelling the word. After B completes all sentence, B elicits from A.

For students who become distracted by multiple sentences on the page, have them cut the page into sentence strips (or prepare these sentence strips for students beforehand). Once each sentence strip is cut out, students will fold it on the dotted line so that the answer is on the back and proceed with the activity as explained above.

## Word Family Chart (page 92)

### Instructions for teachers to model for students:

1. Cut out strips of Word Family endings.
2. Line up the first (short vowel) Word Family ending on the strip with the first word beginning in the left-most column.
3. Say the word, spell the word aloud, and say the word again.
4. Slide the word ending down to practice the next word in the Word Family.
5. Repeat until each Word Family word is practiced.
6. Fold back the Word Family ending and line up the VCe (long vowel with silent e) word ending with the same word beginnings. Repeat steps 3–5, sliding the ending down and saying the new words it forms.
7. Fold back the first two Word Family endings and line up the third (short vowel) ending with the first word beginning in the second column.
8. Repeat the steps until all Word Families for all vowels are practiced.

## Syllable Practice: Vowels (page 93)

Model and explain student practice. See teacher instructions on pages 15–16 for details.

### Answer Key

- |              |   |
|--------------|---|
| 1. pre pare  | 2 |
| 2. eve ning  | 2 |
| 3. sched ule | 2 |
| 4. mis take  | 2 |
| 5. in side   | 2 |



## Word Study (page 94)

### Part 1: Word Beginnings (Prefixes)

Model and explain student practice. Explain that a word beginning doesn't change how the base word is pronounced:

*'Pre' never changes how to say the rest of the word.*

To help students focus on the meaning of the prefix, ask this question:

*What does 'pre' mean?*

Write or project example sentences on the board. Work with students to read and analyze them to determine the prefix meaning. Act out the actions to convey their meanings. Here are some examples:

*Look at these examples. What does 'pre' mean?*

- a. They **view** the lesson.
- b. They **preview** the lesson before they practice.
- a. Samsam takes a **test**.
- b. Samsam takes a **pretest** before she practices the lesson.
- a. My 6-year-old child goes to **school**.
- b. My 4-year-old child goes to **preschool**.
- a. I **pay** for gas.
- b. I **prepay** for gas before I pump it into my car.

*The word beginning 'pre' means before.*

The text includes the word *prepare*. The root word, *pare*, is a dependent root, so it is not considered a word on its own. However, it does have a meaning: to get ready. You may choose to explain this using this simple language:

*Sometimes the word after 'pre' does not have a clear meaning. Find 'pre' first to read the word better.*

*Example: p r e p a r e (get ready before)*

Return to the student work page. Have students look at the four example words at the bottom. Work with students to answer these questions:

*What do the words mean without 'pre'?*  
*What do they mean with 'pre'?*

### Answer Key

1. [pre]view
2. [pre]test
3. [pre]school
4. [pre]pay

## Part 2: Word Endings (Suffixes)

Model and explain student practice. Explain that a 'ly' ending doesn't change how the base word is pronounced:

*'ly' never changes how to say the rest of the word.*

To help students focus on the meaning of the suffix, ask this question:

*What does 'ly' mean?*

Write or project example sentences on the board. Work with students to read and analyze them to determine the suffix meaning:

*Look at these examples. What does the 'ly' ending mean?*

1. Samsam learns quickly.
2. Adam walks slowly.
3. The teacher speaks clearly.
4. Carmen talks loudly.

*The word ending with 'ly' describes how we do something.*

Return to the student work page. Have students look at the four example words at the bottom. Work with students to answer these questions:

*What do the words mean without 'ly'?*  
*What do they mean with 'ly'?*

### Answer Key

1. quick[ly]
2. slow[ly]
3. clear[ly]
4. loud[ly]

# Book 5 Lesson 3

## Samsam's New Job

### Letter Sounds:

#### Part 1: Beginning Sounds

Listen and circle the letter or letters that make the beginning sound of each word you hear.

Example: sat    t    s    sh

1. ch    s    sh

2. sch    ch    sh

3. v    p    b

4. w    l    r

#### Part 2: Ending Sounds:

Listen and circle the letter or letters that make the ending sound of each word you hear.

Example: sat    t    d    th

1. r    re    ry

2. s    se    ce

3. y    ing    n

4. ey    e    ing

#### Part 3: Middle Sounds:

Listen and circle the letter or letters that make the middle sound of each word you hear.

Example: sat    a    e    i

1. a\_e    e\_e    i\_e

2. a\_e    i\_e    o\_e

3. i\_e    a\_e    u\_e

4. a\_e    o\_e    u\_e

## Pair Practice: Cloze Sentence Strips

Take turns. Read each sentence *with* the missing word. Spell the missing word *out loud*.

### Phonics Sentences

(fold back)

Samsam _____ her new job at the grocery store!	<b>likes</b>
She has the _____ schedule as Adam.	<b>same</b>
They work second shift in the _____.	<b>evening</b>
The store is not far from _____.	<b>home</b>
So, they take the bus or _____ a ride share to get to work.	<b>use</b>
They still _____ to English class with Carmen in the morning.	<b>ride</b>
The work is _____ for Samsam, and the time goes quickly.	<b>nice</b>
Samsam can save money for her husband to come _____!	<b>here</b>
She can even _____ for the baby.	<b>prepare</b>
What will Samsam buy with the money she _____?	<b>makes</b>

### Sight Word Sentences

(fold back)

Samsam likes her _____ job at the grocery store!	<b>new</b>
She has the same _____ as Adam.	<b>schedule</b>
They work _____ shift in the evening.	<b>second</b>
The store is not far _____ home.	<b>from</b>
So, they take the bus _____ use a ride share to get to work.	<b>or</b>
They still ride to English class with Carmen in the _____.	<b>morning</b>
The work is nice for Samsam, and the time _____ quickly.	<b>goes</b>
Samsam can save _____ for her husband to come here!	<b>money</b>
She can _____ prepare for the baby.	<b>even</b>
What will Samsam _____ with the money she makes?	<b>buy</b>

## Pair Work: Word Family Words

Watch your teacher. Match word endings with beginning letters to make words.

### Short a and Long a

✂ an   ane   at   ate

b		b	
c		f	
m		h	
p		m	
pl		r	
v			

### Short e and Long e

✂ em   eme   et   ete

th		m	
		p	

### Short i and Long i

✂ ill   ile   ick   ike

b		h	
f		l	
m		p	
p		tr	
t			

### Short o and Long o

✂ op   ope   ock   oke

c		bl	
h		j	
l		p	
m		sm	
sl		st	

### Short u and Long u

✂ ub   ube   uck   uke

c		d	
t		l	
		p	

## Syllable Practice: Vowel-Consonant-Silent e (VCe)

Look at each pair of words. How are they different?

1. hat                      hate
2. pet                      Pete
3. pill                      pile
4. hop                      hope
5. tub                      tube

The first word has one vowel. It makes a short vowel sound: a-e-i-o-u.

The second word has final silent e. The vowel before the silent e makes a long vowel sound: A-E-I-O-U. (Say the name of each vowel!)

Follow the steps to identify vowels, consonants, and silent e.

**Step 1:** Read each word aloud.

**Step 2:** Write V above each vowel that has a sound.

**Step 3:** Cross out silent e.

**Step 4:** Count the vowel sounds and write the number of syllables.

**Step 5:** Write C above each consonant that has a sound.

**Step 6:** Underline vowel + consonant + silent e.

**Step 7:** Notice the line between syllables.

- |                      |                         |
|----------------------|-------------------------|
| C C V C V C          |                         |
| 1. p r e   p a r e   | syllables <u>  2  </u>  |
| 2. e v e   n i n g   | syllables <u>      </u> |
| 3. s c h e d   u l e | syllables <u>      </u> |
| 4. m i s   t a k e   | syllables <u>      </u> |
| 5. i n   s i d e     | syllables <u>      </u> |

## Word Study

### Part 1: Word Beginnings (Prefixes)

Read each pair of words. How are they different?

- |           |           |
|-----------|-----------|
| 1. view   | preview   |
| 2. test   | pretest   |
| 3. school | preschool |
| 4. pay    | prepay    |

The second word has 'pre' at the beginning.

Read each word. Circle the word beginning 'pre'. Underline the rest of the word.

- |            |              |
|------------|--------------|
| 1. preview | 3. preschool |
| 2. pretest | 4. prepay    |

What do the words mean without 'pre'?

What do they mean with 'pre'?

### Part 2: Word Endings (Suffixes)

Read each pair of words. How are they different?

- |          |         |
|----------|---------|
| 1. quick | quickly |
| 2. slow  | slowly  |
| 3. clear | clearly |
| 4. loud  | loudly  |

The second word has a 'ly' ending.

Read each word. Circle the 'ly' ending. Underline the rest of the word.

- |            |            |
|------------|------------|
| 1. quickly | 3. clearly |
| 2. slowly  | 4. loudly  |

What do the words mean without 'ly'?

What do they mean with 'ly'?

## Book 5 Lesson 4: Samsam's First Paycheck

### Teacher Instructions

The following instructions explain how to use the Lesson 4 activities in this teacher's guide. For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

#### Part 1: Phonics-based Words

Lesson 4 focuses on reviewing long vowels spelled with Vowel Teams. Vowel Teams include one vowel followed by one or more letters that go together to make one sound, usually a long sound or a diphthong (*oi*, *ou*). Elicit examples of words with the phonics targets from students. Write lists with examples of each target sound on the board. Have students listen and repeat, bringing attention to each target sound. In addition, review the 's' ending so students are aware that with or without the *s*, the vowel sound remains the same.

Words with long vowels: beginning and middle vowel teams:

Long *a* -ai: *paid*, *wait*

Long *e* -ee: *keeps*, *need*, *agrees*

Long *e* -ea: *leaves*, *reach*, *really*

Long *i* -igh: *night*, *light*, *right*

Long *o* -oa: *goal*, *load*, *unload*

Long *u* -oo: *school*, *room*, *soon*

#### Part 2: Sight Words

Students will practice reading by sight and spelling the ten high-frequency and sight words listed below. Have students scan for these words and then practice their spellings in the Sight Words exercise in the student book and the Cloze Sentence Strips in this teacher's guide.

Sight Words: *first*, *leaves*, *school*, *says*, *will*, *You're* (*you*, *be*), *use*

Useful: *saving(s)*, *clothes*, *prepare*

#### Part 3: Key Vocabulary

Use the illustrations in the introductory student book or the Pre-Reading questions from the low beginning student book to create understanding of the vocabulary words listed below, providing additional examples as needed. Alternatively, read the text together and generate meanings as you read.

Vocabulary Words: *got (get) paid*, *paycheck*, *savings account*, *leaves*, *keeps*, *can't wait*, *load*, *unload*, *diapers*, *crib*, *night light*

#### Part 4: Numeracy

This lesson lends itself to teaching numeracy targets in context. It is best to complete all the comprehension and phonics-based practices first before focusing on numeracy. Then, you can revisit the text to scan for the numeracy examples. This scanning practice can bridge students to a numeracy lesson supported by other teaching materials.

Numeracy: *place value*, *subtraction*, *addition*, *price comparison*; terms: *keeps*, *leaves*

#### Part 5: Journal and Discussion Questions

The following questions can be used at the low-beginning level for writing practice in students' notebooks or using the Journal Template included at the back of this guide. Project the questions or write them on the board. Ask students the questions to generate their spoken responses. Write examples of students' responses, with corrections as necessary, on the board to scaffold to written answers. Direct students to write answers on their journal templates. Journal writing is not to be corrected; it is a way for students to engage with the text and "try on" the new language they are learning.

1. How often do you or someone in your family get paid?
2. Do you have a bank account? Do you have savings and checking accounts?
3. What is something you are saving money to buy?

## Letter Sounds (page 98)

### Listening Script and Answer Key

#### Part 1: Beginning Sounds

1. just            answer: j
2. baby           answer: b
3. paid            answer: p
4. right           answer: r

#### Part 2: Ending Sounds

1. paid            answer: d
2. keeps           answer: s
3. leaves          answer: s
4. night           answer: t

#### Part 3: Middle Sounds

1. keep            answer: ee
2. soon            answer: oo
3. load            answer: oa
4. right           answer: igh

## Cloze Sentence Strips (page 99)

Use the Cloze Sentence activity for further practice for students at the low-beginning level. Demonstrate the activity the first time, showing students how to fold the entire page along the dotted line so that the answers are on the back; then elicit the missing word for the first sentence. Have students work in pairs: Student A holds up the page, pointing to each sentence one at a time while Student B reads each sentence aloud, filling in the blank (orally) with the correct word, and then spelling the word. After B completes all sentence, B elicits from A.

For students who become distracted by multiple sentences on the page, have them cut the page into sentence strips (or prepare these sentence strips for students beforehand). Once each sentence strip is cut out, students will fold it on the dotted line so that the answer is on the back and proceed with the activity as explained above.

## Word Family Chart (page 100)

### Instructions for Teachers to model for Students:

1. Cut out strips of Word Family endings for each vowel.
2. Line up the first Word Family ending on the strip with the first word beginning in the left-most column.
3. Say the word, spell the word aloud, and say the word again.
4. Slide the word ending down to practice the next word in the Word Family.
5. Repeat until each Word Family word is practiced.
6. Fold back the Word Family ending and line up the next ending with the first word beginning in the second column.
7. Repeat the steps until all Word Families for all vowels are practiced.

## Syllable Practice: Vowels (page 101)

Define Vowel Teams. The most accurate definition is that **Vowel Teams** are a pair of vowels or a vowel plus *w* or *gh*. To keep the definition simple in the student book, the exception of *w* is left out and *igh* is in parenthesis. You can bring students' attention to this exception when you focus on the *igh* vowel team. Vowel teams usually make the long vowel sound: A-E-I-O-U-OO. The long 'oo' makes the sound heard in the word *school*.

Other vowel teams include diphthongs that will be practiced in another lesson. However, it's important to note that due to the number of diphthongs, it is NOT accurate to promote the rule that the first vowel says its name. Instead, focus on the vowel team in tandem having the ownership of the vowel sound.

These are the vowel teams focused on in the lesson: *ai, ay, ea, ee, ie, igh, oa, oo*. Write or project on the board example words from the text for each vowel team. Have students repeat after you as you read and spell aloud:

*Read each word that has a Vowel Team. They each have a long vowel sound:*

*paid, paycheck, reach, need, cried (not in text), light, load, school*

Model and explain student practice. See teacher instructions on pages 15–16 for details.



## Answer Key

1. a|grees 2  
2. un|load 2  
3. school 1  
4. pay|check 2  
5. really 2

## Word Study (page 102)

### Part 1: Compound Words

Model and explain student practice. After students identify the words, ask students these questions and help students come up with the answers:

*What do the two words mean alone?  
What do they mean together?*

## Answer Key

1. pay check
2. birth date
3. class mate
4. after noon

## Part 2: Word Endings (Suffixes)

This practice reviews the 3rd-person singular simple present verb form. Model and explain student practice. Let students know that an 's' ending doesn't change how the base word is pronounced, though there are some exceptions, such as *say/says*.

*The s does not change how to say the rest of the word.*

To help students focus on the meaning of the suffix, ask this question:

*What does the s mean?*

Write or project example sentences on the board. Work with students to read and analyze the examples to determine the meaning.

*Read the two examples. How many people load the cart example 1? How many people load the cart in example 2?*

1. Samsam and Carmen **load** the cart.
2. Carmen **loads** the cart.

*We use the ending s when only one person (singular) does the action.*

Return to the student work page. Have students look at the four example words at the bottom. Work with students to answer these questions:

*What do the words mean without 's'?  
What do they mean with 's'?*

## Answer Key

1. keep[s]
2. leave[s]
3. load[s]
4. agree[s]

# Book 5 Lesson 4

## Samsam's First Paycheck

### Letter Sounds:

#### Part 1: Beginning Sounds

Listen and circle the letter or letters that make the beginning sound of each word you hear.

Example: sat      t      s      sh

1. ch      j      sh

2. b      p      v

3. v      b      p

4. w      l      r

#### Part 2: Ending Sounds

Listen and circle the letter or letters that make the ending sound of each word you hear.

Example: sat      t      d      th

1. d      t      ch

2. z      s      sh

3. sh      z      s

4. d      t      ch

#### Part 3: Middle Sounds

Listen and circle the letter or letters that make the middle sound of each word you hear.

Example: sat      a      e      i

1. ai      ee      oa

2. oo      oa      ou

3. igh      ai      oa

4. ai      ee      igh

## Pair Practice: Cloze Sentence Strips

Take turns. Read each sentence *with* the missing word. Spell the missing word *out loud*.

### Phonics Sentences

(fold back)

Samsam just got _____ \$510 on her first paycheck!	<b>paid</b>
Samsam _____ \$300 in her savings account.	<b>keeps</b>
That _____ \$210 to shop for the baby.	<b>leaves</b>
Carmen can't _____ to take her shopping after school.	<b>wait</b>
They _____ the cart with baby clothes, toys, and diapers.	<b>load</b>
Then Carmen says, "Here's a really nice crib with a night _____."	<b>light</b>
"You will need a crib for the baby's room _____."	<b>soon</b>
"You're right," Samsam _____, "and it's on sale for \$200."	<b>agrees</b>
So they _____ the cart and use all the money to buy the crib.	<b>unload</b>
How can Samsam _____ her goal to prepare for the baby?	<b>reach</b>

### Sight Word Sentences

(fold back)

Samsam _____ got paid \$510 on her first paycheck!	<b>just</b>
Samsam keeps \$300 in her _____ account.	<b>savings</b>
That leaves \$210 to shop _____ the baby.	<b>for</b>
Carmen can't wait to take her _____ after school.	<b>shopping</b>
They load the cart with baby _____, toys, and diapers.	<b>clothes</b>
Then Carmen _____, "Here's a really nice crib with a night light."	<b>says</b>
"You _____ need a crib for the baby's room soon."	<b>will</b>
"_____ right," Samsam agrees, "and it's on sale for \$200."	<b>You're</b>
So they unload the cart and _____ all the money to buy the crib.	<b>use</b>
_____ can Samsam reach her goal to prepare for the baby?	<b>How</b>

## Pair Work: Word Family Words

Watch your teacher. Match word endings with beginning letters to make words.

✂ aid ail ain

✂ each eak eal ✂ eed een

br		f		ch	
l		j		g	
m		m		l	
p		p		m	
r		s		p	
		t		r	

b		b		d	
bl		l		h	
p		p		m	
r		sp		r	
t		w		s	
				st	

agr		gr	
bl		qu	
f		s	
fr		scr	
n		t	
s			

✂ ies ied ight

✂ oad oat

✂ ool oon

cr		cr		br	
d		d		f	
dr		dr		l	
fl		fr		m	
l		l		n	
tr		tr		r	

l		b	
r		c	
t		fl	
		g	
		thr	

c		l	
f		m	
p		n	
sch		s	
st		sp	
t			

## Syllable Practice: Vowel Teams

**Vowel Teams** are two vowels that make one vowel sound together (also *igh*). These Vowel Teams make a long vowel sound: *ai, ay, ea, ee, ie, igh, oa, oo*.

Follow the steps to find the Vowel Teams.

**Step 1:** Read each word aloud.

**Step 2:** Write V above each vowel that has a sound.  
(Vowel Teams = 1 vowel sound)

**Step 3:** Count the vowel sounds and write the number of syllables.

**Step 4:** Write C above each consonant that has a sound.

**Step 5:** Underline the vowel teams.

**Step 6:** Notice the line between syllables.

- |    | V | C  | C | V | C         |   |           |           |       |
|----|---|----|---|---|-----------|---|-----------|-----------|-------|
| 1. | a |    | g | r | <u>ee</u> | s | syllables | <u>2</u>  |       |
| 2. | u | n  |   | l | o         | a | d         | syllables | _____ |
| 3. | s | ch | o | o | l         |   |           | syllables | _____ |
| 4. | p | a  | y |   | ch        | e | ck        | syllables | _____ |
| 5. | r | e  | a |   |           | l | y         | syllables | _____ |

## Word Study:

### Part 1: Compound Words

Remember, **compound words** are words with two words together.

Read each compound word. Circle the two words in each.

1. paycheck
2. birthdate
3. classmate
4. afternoon

What do the words mean alone?

What do they mean together?

### Part 2: Word Endings (Suffixes)

Look at each pair of words. How are they different?

1. keep                keeps
2. leave               leaves
3. load                loads
4. agree               agrees

The second word has an 's' ending.

Read each word. Circle the s ending. Underline the rest of the word.

1. keeps
2. leaves
3. loads
4. agrees

What do the words mean without s?

What do the words mean with s?

## Book 5 Lesson 5: The Baby Shower

### Teacher Instructions

The following instructions explain how to use the Lesson 5 activities in this teacher's guide. For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

#### Part 1: Phonics-Based Words

Lesson 5 focuses on ending vowels and vowel teams with the long sound. Elicit examples of words with the phonics targets from students. Write lists with examples of each target sound on the board. Have students listen and repeat, bringing attention to each target sound.

Words with long ending vowels and vowel teams:

long *a* -ay: *today, tray(s), anyway, day*

long *i* -y: *cry, shy, my*

long *i* -ie: *tie(d), trie(s)*

long *o* -ow: *yellow, below, bow(s), know*

long *u* -ew: *threw, few, new*

long *u* -ue: *clue, blue*

#### Part 2: Sight Words

Students will practice reading by sight and spelling the 10 high-frequency and sight words listed below. Have students scan for these words and then practice their spellings in the Sight Words exercise in the student book and the Cloze Sentence Strips in this teacher's guide.

Sight Words: *part, there, speak, family, above, healthy, special, surprise, party, toys*

#### Part 3: Key Vocabulary

Use the illustrations in the introductory student book or the Pre-Reading questions from the low beginning student book to create understanding of the vocabulary words listed below, providing additional examples as needed. Alternatively, read the text together and generate meanings as you read.

Vocabulary Words and Phrases: *clue, surprise, threw (gave), baby shower, cry (yell), decorations, trays, bows, stroller, shy, special*

#### Part 4: Grammar

This lesson lends itself to teaching *there is/there are* and adjectives in context. It is best to complete all the comprehension and phonics-based practices first before focusing on grammar. Then, you can revisit the text to scan for examples of the grammar point. This scanning practice can bridge students to a grammar lesson supported by other teaching materials.

Grammar Targets:

*There is/are*

Adjectives:

*special, yellow, pink, blue, new, shy, healthy*

#### Part 5: Journal and Discussion Questions

The following questions can be used at the low-beginning level as a writing activity to follow the completion of the lesson. Students can use the Journal Template included at the back of this teacher's guide or simply write in their notebooks. Project or write the questions on the board. Support students' understanding of each question. Refer students to the lesson glossary generated at the beginning of the lesson, picture dictionaries, or translator app to help them understand any new vocabulary. Ask students the questions to generate their spoken responses. Write examples of students' responses, with corrections as necessary, on the board to scaffold written answers.

Journal writing is not to be corrected; it is a way for students to engage with the text and “try on” the new language they are learning.

1. Have you been to a baby shower before? If so, what happened?
2. How do you celebrate a new baby in your culture?
3. What are some helpful gifts for a new baby?
4. What other celebrations do you have in your culture?

## Letter Sounds (page 106)

### Listening Script and Answer Key

#### Part 1: Beginning Sounds

1. blue            answer: b
2. yellow        answer: y
3. pink           answer: p
4. threw         answer: thr

#### Part 2: Ending Sounds

1. play           answer: ay
2. party          answer: y
3. try             answer: y
4. threw         answer: ew

#### Part 3: Middle Sounds

1. trays          answer: ay
2. tries          answer: ie
3. bows          answer: ow
4. tied           answer: ie

## Cloze Sentence Strips (page 107)

Use the Cloze Sentence activity for further practice for students at the low-beginning level. Demonstrate the activity the first time, showing students how to fold the entire page along the dotted line so that the answers are on the back; then elicit the missing word for the first sentence. Have students work in pairs: Student A holds up the page, pointing to each sentence one at a time while Student B reads each sentence aloud, filling in the blank (orally) with the correct word, and then spelling the word. After B completes all sentence, B elicits from A.

For students who become distracted by multiple sentences on the page, have them cut the page into sentence strips (or prepare these sentence strips for students beforehand). Once each sentence strip is cut out, students will fold it on the dotted line so that the answer is on the back and proceed with the activity as explained above.

## Word Family Chart (page 108)

### Instructions for teachers to model for students:

1. Cut out strips of Word Family endings for each vowel.
2. Line up the first Word Family ending on the strip with the first word beginning in the left-most column.
3. Say the word, spell the word aloud, and say the word again.
4. Slide the word ending down to practice the next word in the Word Family.
5. Repeat until each Word Family word is practiced.
6. Fold back the Word Family ending and line up the next ending with the first word beginning in the next column to the right.
7. Repeat the steps until all Word Families for all vowels are practiced.

Note: One chart has two word family endings that match with only one column of beginning letters.



## Syllable Practice: Ending Vowels and Vowel Teams (page 109)

Review vowel teams. **Vowel Teams** are a pair of vowels or a vowel plus *w* or *gh*. To keep the definition simple in the student book, *ow* and *ew* are in parentheses. You can bring students' attention to these exceptions when you focus on the *ow* and *ew* vowel teams. Ending vowel teams usually make the long vowel sound: A-E-I-O-U.

Here are some other points to consider:

- The final *y* makes the long *i* sound in one-syllable three-letter words that begin with two consonants (e.g., *try*). The *y* changes to *i* when adding suffixes *es* and *ed*.
- The vowel team *ie* is used in one-syllable three-letter words that begin with one consonant (e.g., *tie*).
- Final *y* makes the long *e* sound in words with two or more syllables, including the first two-syllable word in a compound word that ends with *y* (e.g., *any | way*).
- *Ow* can make long *o* or the diphthong like *ou*. There is no good rule for determining which is which. Students can memorize words with 'ow' or try the word using each pronunciation to help them choose the correct one.

As stated in the previous lesson, other vowel teams include diphthongs, such as *oy*, *oi*, and *ou*, that will be practiced in another lesson. Due to the number of diphthongs, it is NOT accurate to promote the rule that the first vowel says its name. Instead, focus on the vowel team in tandem having the ownership of the vowel sound.

The lesson focuses on the ending vowels and vowel teams *ay*, *ie*, *ow*, *oe*, *ue*, *ew*, and *y*. Write or project on the board example words from the text (if possible) for each target.

Have students repeat after you as you read and spell aloud:

*Read each word that has a final vowel or Vowel Team. They each have a long vowel sound: today, tie (not in text), yellow, toe (not in text), true, new, cry, party*

Model and explain student practice. See teacher instructions on pages 15–16 for details.

## Answer Key

- |    |                 |   |
|----|-----------------|---|
|    | c v c c v       |   |
| 1. | p a r   t y     | 2 |
|    | c v c c v       |   |
| 2. | y e l   l o w   | 2 |
|    | v c v c v       |   |
| 3. | a n   y   w a y | 3 |
|    | c v c v c v     |   |
| 4. | f a m   i   l y | 3 |
|    | c v c v         |   |
| 5. | b a   b y       | 2 |

## Word Study (page 110)

### Part 1: Compound Words

Model and explain student practice. After students identify the words, ask students these questions and help students come up with the answers:

*What do the two words mean alone?*

*What do they mean together?*

## Answer Key

- home work
- bed room
- note book
- sun light

### Part 2: Word Endings (Suffixes)

Model and explain student practice for adding an *s* to make nouns plural (practiced in lesson 1). Write or project more examples on the board as necessary.

Model and explain student practice for adding an *s* to action verbs to show that only one person completes the action (practiced in lesson 2). Write or project more examples on the board as necessary.

## Answer Key

- friend[s]
- gift[s]
- toy[s]
- week[s]

# Book 5 Lesson 5

## The Baby Shower

### Letter Sounds

#### Part 1: Beginning Sounds

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

Example: sat      t      s      sh

1. b      p      v

2. e      y      j

3. b      v      p

4. tr      thr      fr

#### Part 2: Ending Sounds

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

Example: sat      t      d      th

1. a      ai      ay

2. ay      y      e

3. ay      ie      y

4. ow      ew      u

#### Part 3: Middle Sounds

Circle the letter or letters that make the middle sound of each word.

Example: sat      a      e      i

1. ai      ay      ee

2. ie      y      ay

3. ou      oa      ow

4. ai      ied      y

## Pair Practice: Cloze Sentence Strips

Take turns. Read each sentence *with* the missing word. Spell the missing word *out loud*.

### Phonics Sentences

(fold back)

Samsam has no _____ that today's English class is special.	<b>clue</b>
"Surprise!" her classmates _____ when she enters the room.	<b>cry</b>
Carmen _____ her a party: a baby shower!	<b>threw</b>
There are _____, pink, and blue decorations high and low.	<b>yellow</b>
There are _____ of food and gifts tied with bows.	<b>trays</b>
Samsam gets baby clothes, a _____ toys, and a new stroller.	<b>few</b>
Samsam feels shy, but she _____ to speak anyway.	<b>tries</b>
"Thank you for being part of _____ new family!" she says.	<b>my</b>
In a few weeks, the _____ baby will join her family, too.	<b>new</b>
How can Samsam _____ if her baby is healthy?	<b>know</b>

### Sight Word Sentences

(fold back)

Samsam has no clue that today's English class is _____.	<b>special</b>
"_____!" her classmates cry when she enters the room.	<b>Surprise</b>
Carmen threw her a _____: a baby shower!	<b>party</b>
There are yellow, _____, and blue decorations high and low.	<b>pink</b>
_____ are trays of food and gifts tied with bows.	<b>There</b>
Samsam gets baby clothes, a few _____, and a new stroller.	<b>toys</b>
Samsam feels shy, but she tries to speak _____.	<b>anyway</b>
"Thank you for being _____ of my new family!" she says.	<b>part</b>
In a few weeks, the new baby will join her _____, too.	<b>family</b>
How can Samsam know if her baby is _____?	<b>healthy</b>

## Pair Work: Word Family Words

Watch your teacher. Match word endings with beginning letters to make words.



ay	y
----	---



y	ie
---	----



ies	ied
-----	-----

d		bab	
gr		happ	
m		health	
p		part	
pl		ver	
st			

cr		d	
dr		l	
fl		p	
sh		t	
tr		v	
wh			

cr	
d	
dr	
fr	
l	
tr	



ow	oe
----	----



ue	ew
----	----

b		d	
bl		f	
gr		h	
kn		t	
l		w	
thr			

bl		bl	
cl		ch	
d		f	
gl		kn	
h		n	
tr		thr	

## Syllable Practice: Ending Vowels and Vowel Teams

Remember:

**Vowels** are the letters *a, e, i, o, and u*.

Letter *y* is sometimes a vowel.

**Vowel Teams** are two vowels that make one vowel sound together (also *ow* and *ew*).

These Vowels and Vowel Teams make a long vowel sound:

*ay, ie, ow, ue, ew, and sometimes y.*

Follow the steps to find the Vowels and Vowel Teams.

**Step 1:** Read each word aloud.

**Step 2:** Write V above each vowel that has a sound.  
(Vowel Teams = 1 vowel sound)

**Step 3:** Count the vowel sounds and write the number of syllables.

**Step 4:** Write C above each consonant that has a sound.

**Step 5:** Underline the ending vowels and vowel teams.

**Step 6:** Notice the line between syllables.

C V C C V

1. p a r | t y                      syllables   2  

2. y e l | l o w                      syllables       

3. a n | y | w a y                      syllables       

4. f a m | i | l y                      syllables       

5. b a | b y                      syllables

## Word Study:

### Part 1: Review: Compound Words and Suffix s

Remember, **compound words** are words with two words together.

Read each compound word. Circle the two words in each.

1. homework    2. bedroom    3. notebook    4. sunlight

What does each word mean alone?

What do they mean together?

### Part 2: Word Endings (Suffixes)

Remember, the ending **s** makes a word mean more than one:

One classmate                  many classmates

Add **s** to each word to make more than one:

1. one tray                      three tray\_\_\_  
2. one bow                      two bow\_\_\_  
3. one student                  many student\_\_\_

Read each word. Circle the **s** ending. Underline the rest of the word.

1. friends                  2. gifts                  3. toys                  4. weeks

We also use the ending **s** when only one person does an action.

Samsam **enters** the classroom.

Carmen and Samsam **enter** the classroom.

Add **s** to each action word in each sentence:

1. Samsam feel\_\_\_ shy.  
2. She speak\_\_\_ to her classmates.  
3. Carmen buy\_\_\_ a gift for Samsam.

Read each action word. Circle the **s** ending. Underline the rest of the word.

1. s h o w s                  2. g e t s                  3. f e e l s                  4. s a y s

## Book 5 Lesson 6: Prenatal Appointment

### Teacher's Instructions

The following instructions explain how to use the Lesson 6 activities in this teacher's guide. For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

#### Part 1: Phonics-Based Words

Lesson 6 focuses on *o* vowel team diphthongs (*ou*, *ow*, *oi*, *oy*) and short *oo*. Elicit examples of words with the phonics targets from students. Write lists with examples of each target sound on the board. Have students listen and repeat, bringing attention to each target sound. Also bring attention to the position of the vowel team. *Ou* and *oi* are in the beginning or middle positions, while *ow* and *oy* are at the end. Even with an *s* or *ed* ending, the *ow* and *oy* are the end position as they complete the base word.

Words with *o* vowel team diphthongs:

*ou* (beginning and middle):

*ultrasound, out, shouted, loudly*

*ow* (ending): *allows, how, now*

*oi* (beginning and middle):

*appointment, join, joined, pointed*

*oy* (ending): *joy, boy*

Words with short *oo*: *looked, foot, good*

#### Part 2: Sight Words

Students will practice reading by sight and spelling the 10 high-frequency and sight words listed below. Have students scan for these words and then practice their spellings in the Sight Words exercise in the student book and the Cloze Sentence Strips in this teacher's guide.

Sight Words: *test, their (they), want, together, laughed, let's (let us), doctor, heart, United States, video*

#### Part 3: Key Vocabulary

Use the illustrations in the introductory student book or the Pre-Reading questions from the low beginning student book to create understanding of the vocabulary words listed below, providing additional examples as needed. Alternatively, read the text together and generate meanings as you read.

Vocabulary Words: *ultrasound, prenatal, video chat, point, shout, loudly*

#### Part 4: Grammar

This lesson lends itself to teaching the simple past tense in context. It is best to complete all the comprehension and phonics-based practices first before focusing on grammar. Then, you can revisit the text to scan for examples of the grammar point. This scanning practice can bridge students to a grammar lesson supported by other teaching materials.

Grammar Target: Simple Past Tense:

*had, joined, looked, filled, pointed, asked, shouted, laughed*

#### Part 5: Journal and Discussion Questions

The following questions can be used at the low-beginning level for writing practice using the Journal Template at the back of this guide. Project or write the questions on the board. Ask students the questions to generate their spoken responses. Write examples of students' responses, with corrections as necessary, on the board to scaffold written answers. Direct students to write answers on their journal templates. Journal writing is not to be corrected; it is a way for students to engage with the text and "try on" the new language they are learning.

1. How do women stay healthy when they are pregnant?
2. What prenatal care do women in your native country get?
3. How do women take care of their unborn babies?
4. Would you want to know the gender of your baby before it is born? Why or why not?

## Letter Sounds (page 114)

### Listening Script and Answer Key

#### Part 1: Beginning Sounds

1. joy            answer: j
2. boy            answer: b
3. good           answer: g
4. let's           answer: l

#### Part 2: Ending Sounds

1. allow           answer: ow
2. joy            answer: oy
3. how            answer: ow
4. baby           answer: y

#### Part 3: Middle Sounds

1. sound           answer: ou
2. join            answer: oi
3. loud            answer: ou
4. look            answer: oo

## Cloze Sentence Strips (page 115)

Use the Cloze Sentence activity for further practice for students at the low-beginning level. Demonstrate the activity the first time, showing students how to fold the entire page along the dotted line so that the answers are on the back; then elicit the missing word for the first sentence. Have students work in pairs: Student A holds up the page, pointing to each sentence one at a time while Student B reads each sentence aloud, filling in the blank (orally) with the correct word, and then spelling the word. After B completes all sentence, B elicits from A.

For students who become distracted by multiple sentences on the page, have them cut the page into sentence strips (or prepare these sentence strips for students beforehand). Once each sentence strip is cut out, students will fold it on the dotted line so that the answer is on the back and proceed with the activity as explained above.

## Word Family Chart (page 116)

### Instructions for teachers to model for students:

1. Cut out strips of Word Family endings for each vowel.
2. Line up the first Word Family ending on the strip with the first word beginning in the left-most column.

3. Say the word, spell the word aloud, and say the word again.
4. Slide the word ending down to practice the next word in the Word Family.
5. Repeat until each Word Family word is practiced.
6. Fold back the Word Family ending and line up the next ending with the first word beginning in the next column to the right.
7. Repeat the steps until all Word Families for all vowels are practiced.

## Syllable Practice: Vowel Teams with o (page 117)

Review Vowel Teams. **Vowel Teams** are a pair of vowels or a vowel plus *w* or *gh*. To keep the definition simple in the student book, *ow* is in parentheses. You can bring students' attention to this exception when you focus on the *ow* vowel team.

This lesson focuses on *o* vowel teams with diphthongs and short *oo* (as in *good*): *ou*, *ow*, *oi*, *oy*, *oo*. Diphthongs are also called vowel glides. This term is easier to teach and demonstrate. Explain that to make the sounds you "glide" from one vowel sound to the next. Demonstrate with *oi* (**oh-ih**): *boil* (**boh-ihl**) and noise (**noh-ihse**) and with *ou* (**ah-uu**): *out* (**ah-uut**) and house (**hah-uus**).

Here are some other points to consider:

- *Ou* and *oi* are in the beginning or middle positions.
- *Ow* and *oy* are in the end position; to focus attention on these sounds, remove any *s* and *ed* suffixes if present.
- *Ow* can make long *o* (*slow*) or the diphthong sound (*how*). There is no good rule for determining which is which. Students can memorize words with *ow* or try the word using each pronunciation to help them choose the correct one.

Write or project on the board example words from the text (if possible) for each target. Have students repeat after you as you read and spell aloud:

*Read each word that has an o Vowel Team. They each have a vowel glide: out, how, join, joy*  
*oo has two sounds, long oo and short oo.*

*Read each word with oo. Is it long or short?*

<i>school</i>	<i>good</i>
<i>food</i>	<i>foot</i>
<i>soon</i>	<i>soot</i>

Model and explain student practice. See teacher instructions on pages 15–16 for additional details.



## Answer Key

1. a l | l o w 2  
v c c v
2. a p | p o i n t 2  
v c c v c c
3. s h o u t | e d 2  
c v c v c
4. p o i n t | e d 2  
c v c c v c
5. e n | j o y 2  
v c c v

## Word Study (page 118)

### Part 1: Word Beginnings (Prefixes)

Model and explain student practice. Let students know that a word beginning doesn't change how the base word is pronounced:

*The word beginning 'ultra' never changes how to say the rest of the word.*

To help students focus on the meaning of the prefix, ask this question:

*What does 'ultra' mean?*

Write or project example sentences on the board. Work with students to read and analyze them to determine the prefix meaning. Act out the actions to convey their meanings. Here are some examples:

*Look at these examples. What does 'ultra' mean?*

- a. This blanket is **soft**.
- b. That blanket is **ultrasoft**.
- a. Carmen's house is **clean**.
- b. Samsam's house is **ultraclean**.
- a. A dog runs **fast**.
- b. A horse runs **ultrafast**.

*The word beginning 'ultra' means more than.*

Return to the student work page. Have students look at the four example words at the bottom. Work with students to answer these questions:

*What do the words mean without 'ultra'?*

*What do they mean with 'ultra'?*

Note: In the case of *ultrasound*, the sound is at a higher frequency than humans can hear. Ultrasound tests, use visuals of sound waves that bounce back off of objects to "see" inside the body.

## Answer Key

- 1. [ultra]soft
- 2. [ultra]fast
- 3. [ultra]sound
- 4. [ultra]clean

## Part 2: Word Endings (Suffixes)

Model and explain student practice. Let students know that an 'ed' ending doesn't change how the base word is pronounced, though there are a few exceptions:

*The ed does not change how to say the rest of the word.*

To help students focus on the meaning of the suffix, ask this question:

*What does the ed mean?*

Write or project example sentences on the board. Work with students to read and analyze them to determine the meaning. Here is an example:

*Read the two examples. When do Samsam and Ahmed talk in example 1? When did Samsam and Ahmed talk in example 2?*

- 1. Samsam and Ahmed **talk** on a video chat in the morning.
- 2. Samsam and Ahmed **talked** on a video chat yesterday.

*We use the ending ed when an action is completed. It is in the past, or before.*

Return to the student work page. Have students look at the four example words at the bottom. Work with students to answer these questions:

*What do the words mean without 'ed'?*

*What do they mean with 'ed'?*

## Answer Key

- 1. ask[ed]
- 2. look[ed]
- 3. laugh[ed]
- 4. fill[ed]

# Book 5 Lesson 6

## Prenatal Appointment

### Letter Sounds

#### Part 1: Beginning Sounds

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

Example: sat      t      s      sh

1. j      g      ch

2. p      v      b

3. g      k      c

4. l      r      w

#### Part 2: Ending Sounds

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

Example: sat      t      d      th

1. o      ou      ow

2. o      oy      oi

3. ow      ou      o

4. e      y      ee

#### Part 3: Middle Sounds

Circle the letter or letters that make the middle sound of each word.

Example: sat      a      e      i

1. o      ow      ou

2. oi      o      oy

3. ou      o      oo

4. ou      oo      ow

## Pair Practice: Cloze Sentence Strips

Take turns. Read each sentence *with* the missing word. Spell the missing word *out loud*.

### Phonics Sentences

(fold back)

Samsam had an ultra _____ test at her prenatal appointment.	<b>sound</b>
An ultrasound _____ a doctor to check on a baby before it is born.	<b>allows</b>
Ahmed _____ Samsam on a video chat for the ultrasound.	<b>joined</b>
They looked at their baby, and their hearts filled with _____.	<b>joy</b>
The doctor pointed out the baby's head, heart, and _____.	<b>foot</b>
"Do you want to know if it's a girl or _____?" she asked.	<b>boy</b>
"Yes!" Samsam _____, and "No!" Ahmed shouted together.	<b>shouted</b>
"Okay," the doctor laughed _____.	<b>loudly</b>
"For _____, let's just say your baby is in good health!"	<b>now</b>
_____ can Ahmed join his family in the United States?	<b>How</b>

### Sight Word Sentences

(fold back)

Samsam had an ultrasound _____ at her prenatal appointment.	<b>test</b>
An ultrasound allows a _____ to check on a baby before it is born.	<b>doctor</b>
Ahmed joined Samsam on a _____ chat for the ultrasound.	<b>video</b>
They looked at _____ baby, and _____ hearts filled with joy.	<b>their</b>
The doctor pointed out the baby's head, _____, and foot.	<b>heart</b>
"Do you _____ to know if it's a girl or boy?" she asked.	<b>want</b>
"Yes!" Samsam shouted, and "No!" Ahmed shouted _____.	<b>together</b>
"Okay," the doctor _____ loudly.	<b>laughed</b>
"For now, _____ just say your baby is in good health!"	<b>let's</b>
How can Ahmed join his family in the _____?	<b>United States</b>

## Pair Work: Word Family Words

Watch your teacher. Match word endings with beginning letters to make words.



oud

ound

out



ow



oil

oin

oint

cl		b		b	
l		f		p	
pr		gr		sh	
		p		sp	
		r		tr	
		s		ab	

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c		j		p	
f				app	
s					
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w		h	
		l	
		n	
		t	

## Syllable Practice: Vowel Teams with o

Remember:

**Vowels** are the letters *a, e, i, o, and u*.

Letter *y* is sometimes a vowel.

**Vowel Teams** are two vowels that make one vowel sound together (also *ow*).

These vowel teams make a gliding sound: *ou, ow, oi, oy*.

The vowel team *oo* makes two sounds:

long *oo* > *school* / short *oo* > *good*

Follow the steps to find the vowel teams with *o*.

**Step 1:** Read each word aloud.

**Step 2:** Write *V* above each vowel that has a sound.

(Vowel Teams = 1 vowel sound)

**Step 3:** Count the vowel sounds and write the number of syllables.

**Step 4:** Write *C* above each consonant that has a sound.

**Step 5:** Underline the vowel teams.

**Step 6:** Notice the line between syllables.

- |    | V  | C | C | V        |   |                        |                           |   |                           |
|----|----|---|---|----------|---|------------------------|---------------------------|---|---------------------------|
| 1. | a  |   |   | <u>o</u> | w | syllables <u>  2  </u> |                           |   |                           |
| 2. | a  | p |   | p        | o | i                      | n                         | t | syllables <u>        </u> |
| 3. | sh | o | u |          | e | d                      | syllables <u>        </u> |   |                           |
| 4. | p  | o | i | n        | t |                        | e                         | d | syllables <u>        </u> |
| 5. | e  | n |   | j        | o | y                      | syllables <u>        </u> |   |                           |

## Word Study

### Part 1: Word Beginnings (Prefixes)

Look at each pair of words. How are they different?

- |         |           |          |            |
|---------|-----------|----------|------------|
| 1. soft | ultrasoft | 3. sound | ultrasound |
| 2. fast | ultrafast | 4. clean | ultraclean |

The second word has 'ultra' at the beginning.

What does 'ultra' mean?

It means *more than*.

Read each word. Underline the root word. Circle the prefix.

- |              |               |
|--------------|---------------|
| 1. ultrasoft | 3. ultrasound |
| 2. ultrafast | 4. ultraclean |

What do the words mean without 'ultra'?

What do they mean with 'ultra'?

### Part 2: Word Endings (Suffixes)

Look at each pair of words. How are they different?

- |         |        |          |         |
|---------|--------|----------|---------|
| 1. ask  | asked  | 3. laugh | laughed |
| 2. look | looked | 4. fill  | filled  |

The second word has an 'ed' ending.

What does the 'ed' ending mean?

The ending *ed* means the action is completed.

Read each word. Circle the *ed* ending. Underline the rest of the word.

- |           |            |
|-----------|------------|
| 1. asked  | 3. laughed |
| 2. looked | 4. filled  |

# Book 6 Lesson 1: Immigration Appointment

## Teacher Instructions

The following instructions explain how to use the Lesson 1 activities in this teacher's guide. For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

### Scanning Guide

#### Part 1: Phonics-Based Words

Lesson 1 focuses on *r*-controlled vowels (vowel + *r*). Elicit examples of words with the phonics targets from students. Write lists with examples of each target sound on the board. Have students listen and repeat, bringing attention to each target sound.

Words with *r*-controlled vowels:

*ar*: *started, Carmen, card*

*er*: *her, certificate, clerk*

*ir*: *first, third*

*or*: *for, morning, or, more, born*

*ur*: *Thursday, turns, hurry*

#### Part 2: Word Endings (Suffixes)

Students will practice reading and spelling the common word endings (suffixes) listed below. Have students scan the story for words with these endings and divide each word into base word and word ending. Students will then practice the spellings of each word ending in the Sight Words exercise in the student book and the Cloze Sentence Strips in this teacher's guide.

Word endings: *ment, tion, cation, ation, cate*

#### Part 3: Key Vocabulary

Use the illustrations in the introductory student book or the Pre-Reading questions from the low beginning student book to create an understanding of the vocabulary words listed below, providing additional examples as needed. Alternatively, read the text together and generate meanings as you read.

Vocabulary Words: *employment, sponsor, immigration, identification, marriage certificate, hurry*

#### Part 4: Grammar

This lesson lends itself to teaching sequencers in context. It is best to complete all the comprehension and phonics-based practices first before focusing on grammar. Then, you can revisit the text to scan for examples of the grammar point. This scanning practice can bridge students to a grammar lesson supported by other teaching materials.

Grammar Target: sequencers: *first, second, third, finally*

#### Part 5: Journal and Discussion Questions

The following questions can be used at the low-beginning level for writing practice in students' notebooks or using the Journal Template included at the back of this guide. Project the questions or write them on the board. Ask students the questions to generate their spoken responses. Write examples of students' responses on the board, with corrections as necessary, to scaffold written answers. Then, direct students to write answers on their journal templates. Journal writing is not to be corrected; it is a way for students to engage with the text and "try on" the new language they are learning.

1. Did you have an immigration appointment before?
2. What documents (papers) did you need to show?
3. What information did you need to give?
4. Did you have a sponsor? If so, who?

## Letter Sounds and Word Endings (page 122)

### Listening Script and Answer Key

#### Part 1: Beginning Sounds

1. Thursday      answer: th
2. shows        answer: sh
3. born          answer: b
4. keep          answer: k

#### Part 2: Middle Sounds

1. start         answer: ar
2. turn          answer: ur
3. first         answer: ir
4. born         answer: or

#### Part 3: Word Endings

1. appointment      answer: ment
2. immigration        answer: tion
3. certificate         answer: cate
4. started            answer: ed

## Cloze Sentence Strips (page 123)

Use the Cloze Sentence activity for further practice for students at the low-beginning level. Demonstrate the activity the first time, showing students how to fold the entire page along the dotted line so that the answers are on the back; then elicit the missing word or word part for the first sentence. Have students work in pairs: Student A holds up the page, pointing to each sentence one at a time while Student B reads each sentence aloud, filling in the blank (orally) with the correct word or word part, and then spelling the word or word part. After B completes all sentences, B elicits from A.

For students who become distracted by multiple sentences on the page, have them cut the page into sentence strips (or prepare these sentence strips for students beforehand). Once each sentence strip is cut out, students will fold it on the dotted line so that the answer is on the back and proceed with the activity as explained above.

## Word Family Chart (page 124)

### Instructions for teachers to model for students:

1. Cut out strips of Word Family endings for each vowel sound.
2. Line up the first Word Family ending on the strip with the first word beginning in the left-most column.
3. Say the word, spell the word aloud, and say the word again.
4. Slide the word ending down to practice the next word in the Word Family.
5. Repeat until each Word Family word is practiced.
6. Fold back the Word Family ending and line up the next ending with the first word beginning in the next column to the right.
7. Repeat the steps until all Word Families for all vowels are practiced.

## Syllable Practice: Vowel + r (page 125)

Model and explain student practice. See teacher instructions on pages 15–16 for details.

*Note:* Syllables that have a vowel + *r* are called *r*-controlled syllables. You may want to call it “bossy *r*” with students. Usually, the vowel before a consonant has a short sound, but the letter *r* changes, or controls, the sound of the vowel before it.

Steps 1–5: Work with students to complete the steps to label the parts.

Step 6: *Notice the line between syllables*, will help students recognize how syllables look and sound. Students will not determine where syllable divisions are at this level. Follow these steps to facilitate this “noticing.”

1. Write each word on the board with the syllable division indicated.
2. Have students repeat after you for each following step:
  - a. read the complete word at regular speed,
  - b. pronounce each syllable one at a time while covering the remaining syllable(s),
  - c. slowly blend the syllables together, and
  - d. say the word at regular speed.



## Answer Key

1. <sup>c c v c c v c</sup>star|ted 2

2. <sup>c v c c v c</sup>Car|men 2

3. <sup>v c c v c c v c v c</sup>in|for|ma|tion 4

4. <sup>c v c c v</sup>hur|ry 2

5. <sup>c v c c c v</sup>Thurs|day 2

## Word Study (page 126)

### Word Endings (Suffixes)

Identifying suffixes helps students better decode longer words.

Model and explain student practice. Explain that the *ment* ending doesn't change how the base word is pronounced. However, *tion* does. The stress will be on the syllable before *tion*.

*Note:* Although *ment* and *tion* have meaning (*ment* = the act of doing something; *tion* = state, condition, action, or process), it is very difficult to explain these meanings at this level. Instead, focus on the meaning of the complete word, unless the base word is a common word that will help students understand the complete word.

## Answer Key

### Part 1

1. employ[ment]

2. appoint[ment]

3. agree[ment]

4. enroll[ment]

### Part 2

1. correc[tion]

2. immigra[tion] or [ation]

3. inform[ation]

4. appli[cation]

# Book 6 Lesson 1

## Immigration Appointment

### Letter Sounds and Word Endings

#### Part 1: Beginning Sounds

Listen and circle the letter or letters that spell the beginning sound of each word you hear.

Example: sat      t      s      sh

1. t      th      f
2. sh      s      ch
3. v      p      b
4. k      c      s

#### Part 2: Middle Sounds

Listen and circle the vowel + r that spells the middle sounds in each word.

Example: third      ar      er      ir

1. or      ir      ar
2. ar      or      ur
3. ar      ir      or
4. or      ar      er

#### Part 3: Word Endings

Listen and circle the letters that spell the word endings of each word.

Example: lonely      ly      ry      le

1. ment      men      mant
2. shon      shun      tion
3. cay      cate      ket
4. ed      es      et

## Pair Practice: Cloze Sentence Strips

Take turns. Read each sentence *with* the missing word. Spell the missing word *out loud*.

### Phonics Sentences

(fold back)

Samsam _____ her employment three months ago.	<b>started</b>
It is time _____ her to sponsor Ahmed's immigration!	<b>for</b>
Carmen takes Samsam to her appointment _____ morning.	<b>Thursday</b>
_____, Samsam fills out the application form.	<b>First</b>
Second, she shows her identification _____.	<b>card</b>
_____, she turns in her employment information.	<b>Third</b>
Finally, she shows _____ marriage certificate.	<b>her</b>
"Please _____ the application," Samsam says.	<b>hurry</b>
"Sorry," the immigration _____ says, "it will take two years or more."	<b>clerk</b>
How can Samsam keep her employment after the baby is _____ so she can sponsor Ahmed?	<b>born</b>

### Sentences: Word Endings

(fold back)

Samsam started her employ_____ three months ago.	<b>ment</b>
It is time for her to sponsor Ahmed's immigra_____!	<b>tion</b>
Carmen takes Samsam to her appoint_____ Thursday morning.	<b>ment</b>
First, Samsam fills out the appli_____ form.	<b>cation</b>
Second, she shows her identifi_____ card.	<b>cation</b>
Third, she turns in her employment inform_____.	<b>ation</b>
Finally, she shows her marriage certifi_____.	<b>cate</b>
"Please hurry the appli_____, " Samsam says.	<b>cation</b>
"Sorry," the immigra_____ clerk says, "it will take two years or more."	<b>tion</b>
How can Samsam keep her employ_____ after the baby is born so she can sponsor Ahmed?	<b>ment</b>

## Pair Work: Word Family Words

Watch your teacher. Match word endings with beginning letters to make words.

✂ ar ard art

b		c		c	
c		h		ch	
f		l		d	
j		y		p	
p				sm	
st				st	

✂ er erk ern

h		cl		f	
p		j		st	
ev		p			
oth					

✂ ir ird irt

f		b		d	
s		th		fl	
st				sh	
				sk	
				squ	

✂ orm orn ort

d		b		f	
f		c		p	
n		h		s	
st		m		sh	
		t		sp	
		th			

✂ urn urry urt

b		bl		bl	
ch		c		c	
t		fl		h	
		h			

## Syllable Practice: Vowel + r

Listen to each pair of words.

1. cat      cart
2. hen      her
3. fist      first
4. shot      short
5. bun      burn

The first word has one vowel. It makes a short vowel sound: a, e, i, o, u.

The second word has one vowel + r. The vowel makes a new sound. Listen again and repeat after your teacher.

Follow the steps to find the vowel + r syllables.

**Step 1:** Read each word aloud.

**Step 2:** Write V above each vowel that has a sound.

**Step 3:** Count the vowel sounds and write the number of syllables.

**Step 4:** Write C above each consonant that has a sound.

**Step 5:** Underline vowel + r.

**Step 6:** Notice the line between syllables.

C C V C C V C

1. s t a r t | e d      syllables   2  

2. C a r | m e n      syllables       

3. i n | f o r | m a | t i o n      syllables       

4. h u r | r y      syllables       

5. T h u r s | d a y      syllables

## Word Study: Word Endings (Suffixes)

Part 1: Read each pair of words. How are they different?

1. employ                  employment
2. appoint                appointment
3. agree                  agreement
4. enroll                 enrollment

The second word has a *ment* ending.

Read each word. Circle the *ment* ending. Underline the rest of the word.

1. employment
2. appointment
3. agreement
4. enrollment

Part 2: Read each pair of words. How are they different?

1. correct                correction
2. immigrate            immigration
3. inform                information
4. apply                 application

The second word has a *tion* ending.

Sometimes before *tion* there is an *a* (*ation*) or *ca* (*cation*).

Read each word. Circle the *tion*, *ation*, and *cation* endings. Underline the rest of the word.

1. correction
2. immigration
3. information
4. application

## Book 6 Lesson 2: Planning Childcare

### Teacher Instructions

The following instructions explain how to use the Lesson 2 activities in this teacher's guide. For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

#### Scanning Guide

##### Part 1: Phonics-Based Words

Lesson 2 focuses on consonants and digraphs with multiple sounds: *c*, *g*, *ch*, *gh*. Elicit examples of words with the phonics targets from students. Write lists with examples of each target sound on the board. Have students listen and repeat, bringing attention to each target sound.

Words with consonant *c*:

/k/: *Carmen, calls, comes, can, class, second, childcare*

/s/: *cell, since, bicycle, once*

Words with consonant *g*:

/g/: *agrees, get*

/j/: *change, gym*

Words with digraph *ch*:

/ch/: *change, childcare*

/k/: *schedule, school*

Words with digraph *gh*:

/f/: *tough, enough*

silent /gh/: *sigh, night, right*

##### Part 2: Word Beginnings (Prefixes)

Students will practice reading and spelling the common word beginnings (prefixes) listed below. Have students scan the story for words with these beginnings and divide each word into the base word and word beginning (prefix). Students will then practice the spellings of each word beginning in the Sight Words exercise in the student book and the Cloze Sentence Strips in this teacher's guide.

Word beginnings: *bi, dis, in, over, re, super, un*

##### Part 3: Key Vocabulary

Use the illustrations in the introductory student book or the Pre-Reading questions from the low beginning student book to create an understanding of the vocabulary words listed below, providing additional examples as needed. Alternatively, read the text together and generate meanings as you read.

Vocabulary Words: *able, bicycle, continue, due, enough, expensive, sigh, tough, once (when), since (because)*

##### Part 4: Grammar

This lesson lends itself to teaching the simple future tense with *will* in context. It is best to complete all the comprehension and phonics-based practices first before focusing on grammar. Then, you can revisit the text to scan for examples of the grammar point. This scanning practice can bridge students to a grammar lesson supported by other teaching materials.

Grammar Target: simple future tense with *will*:

*will be, will review, will need, will . . . be . . . ?*

##### Part 5: Journal and Discussion Questions

The following questions can be used at the low-beginning level for writing practice in students' notebooks or using the Journal Template included at the back of this guide. Project the questions or write them on the board. Ask students the questions to generate their spoken responses. Write examples of students' responses on the board, with corrections as necessary, to scaffold written answers. Then, direct students to write answers on their journal templates. Journal writing is not to be corrected; it is a way for students to engage with the text and "try on" the new language they are learning.

1. Do you have children? If yes, how many?
2. Do you have a job?
3. If yes, do you pay for childcare?
4. Who takes care of your children when you work?

## Letter Sounds and Word Beginnings (page 130)

### Listening Script and Answer Key

#### Part 1: Beginning Sounds

1. cell                      answer: c
2. gym                      answer: g
3. cycle                    answer: c
4. change                 answer: ch

#### Part 2: Ending Sounds

1. once                    answer: ce
2. change                answer: ge
3. tough                  answer: gh
4. stomach               answer: ch

#### Part 3: Word Beginnings

1. bicycle                answer: bi
2. supervisor            answer: super
3. disagree              answer: dis
4. return                 answer: re

## Cloze Sentence Strips (page 131)

Use the Cloze Sentence activity for further practice for students at the low-beginning level. Demonstrate the activity the first time, showing students how to fold the entire page along the dotted line so that the answers are on the back; then elicit the missing word or word part for the first sentence. Have students work in pairs: Student A holds up the page, pointing to each sentence one at a time while Student B reads each sentence aloud, filling in the blank (orally) with the correct word or word part, and then spelling the word or word part. After B completes all sentences, B elicits from A.

For students who become distracted by multiple sentences on the page, have them cut the page into sentence strips (or prepare these sentence strips for students beforehand). Once each sentence strip is cut out, students fold it on the dotted line so that the answer is on the back and proceed with the activity as explained above.

## Sounds and Spelling Chart (page 132)

Instructions for teachers to model for students:

1. Cut out the consonants and digraphs.
2. Insert the first consonant in the first blank box in the left-most column.
3. Say the word, spell the word aloud, and say the word again.
4. Slide the letter down to practice the next word.
5. Repeat until each word is practiced.
6. Begin the next column.
7. Repeat the steps until all the words for all the consonants and digraphs are practiced.

## Syllable Practice: Open and Closed Syllables (page 133)

Model and explain student practice. See teacher instructions on pages 15-16 for details

### Part 1

Steps 1–3: Work with students to complete the steps to label the letter sounds and count the syllables.

### Answer Key

- |    |       |   |
|----|-------|---|
|    | c v   |   |
| 1. | b e   | 1 |
|    | c v c |   |
|    | b e t | 1 |
|    | c v   |   |
| 2. | m e   | 1 |
|    | c v c |   |
|    | m e t | 1 |
|    | c v   |   |
| 3. | g o   | 1 |
|    | c v c |   |
|    | g o t | 1 |



## Part 2

Have students look back at the words they labeled. Bring their attention to the final letter in each word/syllable.

Note: Syllables that end with a vowel are called **open syllables**. They make a long vowel sound: A, E, I, O, U. Syllables that have one vowel and end with a consonant (not *r*) are called **closed syllables**. They make a short vowel sound: a, e, i, o, u.

For the final exercise, help students focus on the final letter of each word. If it ends with a vowel, they will circle “open.” If it ends with a consonant, they will circle “closed.”

### Answer Key

- c v  
1. b e            open
- c v c  
2. b e t           closed
- c v  
3. m e            open
- c v c  
4. m e t           closed
- c v  
5. g o            open
- c v c  
6. g o t           closed

### Word Study (page 134)

#### Word Beginnings (Prefixes)

Identifying prefixes helps students better decode longer words.

Model and explain student practice. Explain that prefixes don’t change how the base word is pronounced. To help students focus on the meaning of each prefix, ask:

*What does the word beginning mean?*

Write or project the following example sentences on the board. Read and analyze the examples together to determine the prefix meaning.

*bicycle, biweekly, bilingual*

*She gets paid biweekly, or every two weeks.*

*She is bilingual, so she speaks two languages.*

*return, review, retake*

*You need to review the lesson because you remember more when you look at it again.*

*You need to retake the test because you did not pass.*

*pretest, preview, preheat*

*You will take a pretest to see how much you know before we study the lesson.*

*You need to preheat the oven so it is the right temperature before you bake the pizza.*

*dislike, disagree, dishonest*

*I dislike that man because he is not friendly.*

*I disagree with you because I have a different idea.*

*unhappy, unfriendly, unable*

*She is unhappy because she lost 20 dollars.*

*The man is unfriendly, so I do not like him.*

*inexpensive, incorrect, incomplete*

*Your answer is incorrect. You need to do it again.*

*Your application is incomplete. You forgot to put your phone number.*

### Answer Key

#### Part 1

1. [bi]cycle
2. [re]turn
3. [pre]test
4. [dis]like
5. [un]happy
6. [in]expensive

Return to the student work page. Have students look at the six example words at the bottom. Work with students to answer these questions:

*What do the words mean with the word beginning?*

*What do they mean without the word beginning?*

# Book 6 Lesson 2

## Planning Childcare

### Letter Sounds and Word Beginnings

#### Part 1: Beginning Sounds

Listen and circle the letter or letters that spell the beginning sound of each word you hear.

Example: check                      c                      ch                      sh

1. c                      s                      ch
2. j                      g                      ch
3. s                      sh                      c
4. k                      ch                      j

#### Part 2: Ending Sounds

Listen and circle the letter or letters that spell the ending sound in each word.

Example: since                      s                      ch                      ce

1. s                      ce                      ge
2. j                      ce                      ge
3. gh                      f                      g
4. k                      ck                      ch

#### Part 3: Word Beginnings

Listen and circle the letters that spell the word beginnings of each word.

Example: unhappy                      un                      in                      en

1. bi                      by                      be
2. suber                      super                      supr
3. des                      di                      dis
4. ri                      re                      ry

## Pair Practice: Cloze Sentence Strips

Take turns. Read each sentence *with* the missing word. Spell the missing word *out loud*.

### Phonics Sentences

(fold back)

It will be _____ for Samsam to get inexpensive childcare.	<b>tough</b>
_____ Adam and Carmen work second shift too, they are unable to help.	<b>Since</b>
Samsam calls her supervisor on her _____ phone to ask for help.	<b>cell</b>
"Can you re_____ me to first shift after the baby comes?" she asks.	<b>schedule</b>
"I'm on a bicycle at the _____," her supervisor says with an unhappy sigh.	<b>gym</b>
"I will review your schedule when I have _____ time."	<b>enough</b>
That night, her supervisor agrees to _____ Samsam to first shift.	<b>change</b>
Now Adam and Carmen can help with childcare _____ Samsam returns to work.	<b>once</b>
Sadly, they will need to discontinue their English class at _____.	<b>school</b>
Will Samsam's baby be early, _____ on time, or overdue?	<b>right</b>

### Sentences: Word Beginnings

(fold back)

It will be tough for Samsam to get _____ expensive childcare.	<b>in</b>
Adam and Carmen work second shift too, so they are _____ able to help.	<b>un</b>
Samsam calls her _____ visor on her cell phone to ask for help.	<b>super</b>
"Can you _____ schedule me to first shift after the baby comes?" she asks.	<b>re</b>
"I'm on a _____ cycle at the gym," her supervisor says with an unhappy sigh.	<b>bi</b>
"I will _____ view your schedule when I have enough time."	<b>re</b>
That night, her _____ visor agrees to change Samsam to first shift.	<b>super</b>
Now Adam and Carmen can help with childcare once Samsam _____ turns to work.	<b>re</b>
Sadly, they will need to _____ continue their English class at school.	<b>dis</b>
Will Samsam's baby be early, right on time, or _____ due?	<b>over</b>

# Sounds and Spelling Chart

Watch your teacher. Complete the words in the chart with the letters.



c
---



g
---

at	ell	sin	e
ot	ent	on	e
ut	ircle	fen	e
ap	ity	pea	e
op	ycle	pla	e
up	yber	spi	e

et	em	a	e
ot	el	pa	e
ut	ist	wa	e
ap	iraffe	chan	e
ive	ym	dan	er



ch
----



gh
----

at	oir	s	ool
eck	emical	s	edule
ild	ronic	a	e
ore		stoma	
unk		me	anic

ost	tou	si	
	rou	hi	
	enou	li	t
	lau	ri	t
		thou	t
		dau	ter

## Syllable Practice: Open and Closed Syllables

**Part 1: Read each pair of words aloud. Follow the steps to count the syllables.**

**Step 1:** Write V above each vowel that has a sound.

**Step 2:** Count the vowel sounds and write the number of syllables.

**Step 3:** Write C above each consonant that has a sound.

- |     |     |           |               |       |                         |
|-----|-----|-----------|---------------|-------|-------------------------|
| C V |     |           |               |       |                         |
| 1.  | b e | syllables | <u>1</u>      | b e t | syllables <u>      </u> |
| 2.  | m e | syllables | <u>      </u> | m e t | syllables <u>      </u> |
| 3.  | g o | syllables | <u>      </u> | g o t | syllables <u>      </u> |

**Part 2: Look at each pair of words again. What letter does each word end with?**

The first word ends with a vowel. The second word ends with a consonant.

A syllable that ends with a vowel is called an **open syllable**. It makes a long vowel sound: A-E-I-O-U.

A syllable with one vowel that ends with a consonant (not *r*) is called a **closed syllable**. It makes a short vowel sound: a-e-i-o-u.

Look at each word. Is it an open or closed syllable? Circle your answer.

- |    |     |             |        |
|----|-----|-------------|--------|
| 1. | be  | <u>open</u> | closed |
| 2. | bet | open        | closed |
| 3. | me  | open        | closed |
| 4. | met | open        | closed |
| 5. | go  | open        | closed |
| 6. | got | open        | closed |

## Word Study: Word Beginnings (Prefixes)

Part 1: Read each pair of words. How are they different?

1. bicycle              cycle
2. return              turn
3. pretest              test
4. dislike              like
5. unhappy              happy
6. inexpensive              expensive

The first word has a word beginning, or *prefix*.

Part 2: Read each word. Circle the word beginning. Underline the rest of the word.

1. bicycle
2. return
3. pretest
4. dislike
5. unhappy
6. inexpensive

What does the first word mean with the word beginning?

What does it mean without it?

## Book 6 Lesson 3: The Delivery

### Teacher Instructions

The following instructions explain how to use the Lesson 3 activities in this teacher's guide. For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

#### Scanning Guide

##### Part 1: Phonics-Based Words

Lesson 3 focuses on the multiple sounds of consonants *s* and *t*. Elicit examples of words with the phonics targets from students. Write lists with examples of each target sound on the board. Have students listen and repeat, bringing attention to each target sound.

Words with consonant *s*:

/s/: *Samsam, suddenly, so, soften, says, looks, makes*  
/sh/: *sure, pressure*  
/zh/: *decision*  
/z/: *is, isn't, dreams, feels, busy, rushes, breathes, baby's, says, does, has*

Words with consonant *t*:

/t/: *together, tell*  
/ch/: *picture, future, naturally*  
/sh/: *contractions, congratulations*  
silent /t/: *soften, listens*

##### Part 2: Verbs

Students will practice reading and spelling common verbs (mostly in the simple present tense and third person singular form). Have students scan the story for these verbs. Students will then practice the spellings of each verb in the Sight Words exercise in the student book and the Cloze Sentence Strips in this teacher's guide.

##### Part 3: Word Endings (Suffixes)

Students will practice reading by sight and spelling the common word endings (suffixes) listed below. Have students scan for words with these endings and divide each word into base word and word ending. Students will then practice each word ending in the Listening Activities exercise in the low beginning student book and the Word Study exercise in this teacher's guide.

Word endings: *sion, sure, tion, ture, s*

##### Part 4: Key Vocabulary

Use the illustrations in the introductory student book or the Pre-Reading questions from the low beginning student book to create an understanding of the vocabulary words listed below, providing additional examples as needed. Alternatively, read the text together and generate meanings as you read.

Vocabulary Words: *suddenly, pressure, contractions, luckily, rushes, decision, naturally, soften*

##### Part 5: Grammar

This lesson lends itself to teaching the simple present and third person singular form in context. It is best to complete all the comprehension and phonics-based practices first before focusing on grammar. Students will then practice each verb in the Listening Activities exercise in the low beginning student book and the Word Study exercise in this teacher's guide. This scanning practice can bridge students to a grammar lesson supported by other teaching materials.

Grammar Target: simple present tense, third person singular: *breathes, dreams, does, feels, has, is, isn't, listens, looks, makes, rushes, says*

##### Part 5: Journal and Discussion Questions

The following questions can be used at the low-beginning level for writing practice in students' notebooks or using the Journal Template included at the back of this guide. Project the questions or write them on the board. Ask students the questions to generate their spoken responses. Write examples of students' responses on the board, with corrections as necessary, to scaffold written answers. Then, direct students to write answers on their journal templates. Journal writing is not to be corrected; it is a way for students to engage with the text and “try on” the new language they are learning.

1. Do you have children?
2. If yes, where were they born?
3. If no, do you want children in the future?
4. Where do women give birth in your home country?
5. Do you think it is better to give birth in a hospital or at home? Why?

## Letter Sounds and Word Endings (page 138)

### Listening Script and Answer Key

#### Part 1: Beginning Sounds

1. sure                      answer: s
2. soften                    answer: s
3. tell                        answer: t
4. tion                       answer: t

#### Part 2: Ending Sounds

1. does                      answer: s
2. looks                     answer: s
3. last                        answer: t

#### Part 3: Word Endings

1. pressure                answer: sure
2. decision                answer: sion
3. action                   answer: tion
4. picture                  answer: ture

## Cloze Sentence Strips (page 139)

Use the Cloze Sentence activity for further practice for students at the low-beginning level. Demonstrate the activity the first time, showing students how to fold the entire page along the dotted line so that the answers are on the back; then elicit the missing word or word part for the first sentence. Have students work in pairs: Student A holds up the page, pointing to each sentence one at a time while Student B reads each sentence aloud, filling in the blank (orally) with the correct word or word part, and then spelling the word or word part. After B completes all sentences, B elicits from A.

For students who become distracted by multiple sentences on the page, have them cut the page into sentence strips (or prepare these sentence strips for students beforehand). Once each sentence strip is cut out, students will fold it on the dotted line so that the answer is on the back and proceed with the activity as explained above.

## Sounds and Spelling Chart (page 140)

Instructions for teachers to model for students:

1. Cut out the consonants.
2. Insert the first consonant in the first blank box in the left-most column.
3. Say the word, spell the word aloud, and say the word again.

4. Slide the letter down to practice the next word.
5. Repeat until each word is practiced.
6. Begin the next column.
7. Repeat the steps until all the words for all the consonants and digraphs are practiced.

## Syllable Practice: Word Parts (page 141)

This syllable practice focuses on separating the prefix- and suffix-based syllables from the root word. Identifying these word parts first allows students to focus on the six syllable types more easily and with more accuracy.

Most of the words that contain prefixes and suffixes are of Latin origin, with a fair number of Greek roots as well. Latin roots can be free or bound. Free roots mean that they can be used independently without prefixes or suffixes. Bound means that they must be bound, or attached, to a prefix or suffix.

Example free root: *mix*: *mix*, *remix*, *mixture*, *remixture*

Example bound root: *vis*: *revise*, *vision*, *revision*

Another thing to note is that many roots require a spelling change when they combine with a suffix. This may mean that the last letter forms the suffix, a letter such as silent *e* is dropped, or another slight variation of spelling occurs. Note also that the *tion* and *sion* suffixes are technically *ion*. However, for syllable identification, they include the initial consonant. Therefore, it is more effective to use the common understanding of those suffixes than an academic one.

### Part 1

Model and explain student practice. Students will first identify the common root of each group of words then later go back to circle the prefixes and suffixes.

### Answer Key

- |                       |                    |                          |
|-----------------------|--------------------|--------------------------|
| 1. [re] <u>act</u>    | <u>ac</u> [tion]   | [re] <u>ac</u> [tion]    |
| 2. [re] <u>mix</u>    | [mix] <u>ture</u>  | [re] <u>mix</u> [ture]   |
| 3. [con] <u>tract</u> | <u>trac</u> [tion] | [con] <u>trac</u> [tion] |
| 4. [re] <u>vis</u> e  | <u>vi</u> [sion]   | [re] <u>vi</u> [sion]    |



## Part 2

Work with students to complete Steps 1–3 to count the number of syllables. For Steps 4–5, students will add the syllable division lines themselves after prefixes and before suffixes. Finally, for Step 6, students will underline the root word. Students may or may not include the final letter of the root that often moves into the suffix syllable: ac|tion, act|ion.

### Answer Key

1. re|ac|tion                      3
2. re|mix|ture                      3
3. con|trac|tion                      3
4. re|vision                      3
5. in|for|ma|tion                      4

## Word Study (page 142)

### Word Endings

#### Part 1

Model and explain student practice. Review the meaning of the *s* and *es* ending for verbs. Ask:

*What does the word ending mean?*

Write or project the following example sentences on the board. Read and analyze the examples together to review the *s* and *es* meaning.

*Samsam and Adam look out the window.*

*Samsam looks out the window.*

*Samsam and Carmen rush to the hospital.*

*Carmen rushes to the hospital.*

*Ahmed and Samsam dream of being together.*

*Samsam dreams of being together with Ahmed.*

Return to the student work page. Have students look at the eight example words. Work with students to identify the word endings and base verbs.

Have students focus on the letter or letters before the *s* or *es*. Share the following rule with them. Write other examples such as the ones below on the board.

**Rule:** We use the *es* ending after words that end in *ch*, *sh*, *s*, *x*, or *z*.

*\_ch:* catch, match, watch

*\_sh:* rush, push, crash, finish

*\_s:* assess, pass, miss

*\_x:* fix, mix, fax, box

*\_z:* buzz

Note: The *s* ending after *ge*, *se*, *ce*, and *ze* (ending *j*, *s*, and *z* sounds) also adds a syllable to the word as is necessary for pronunciation.

### Answer Key

1. look[s]
2. dream[s]
3. take[s]
4. breathe[s]
5. finish[es]
6. fix[es]
7. catch[es]
8. pass[es]

#### Part 2

Model and explain student practice. Project or list the words on the board. Read each word aloud with the students. Help them identify the number of syllables in each word and write the number of syllables next to each word. Then have students compare the first word in the pair with the second and determine the rule that follows.

**Rule:** When we add the *es* ending, we add a syllable. Finally, have them count the syllables themselves in the exercise that follows.

### Answer Key

- |           |             |          |             |
|-----------|-------------|----------|-------------|
| 1. look   | 1 syllable  | looks    | 1 syllable  |
| 2. listen | 2 syllables | listens  | 2 syllables |
| 3. finish | 2 syllables | finishes | 3 syllables |
| 4. pass   | 1 syllable  | passes   | 2 syllables |

# Book 6 Lesson 3

## The Delivery

### Letter Sounds and Word Endings

#### Part 1: Beginning Sounds

Listen and circle the letter or letters that spell the beginning sound of each word or word part you hear.

Example: sad    s    z    sh

1. s      sh      z
2. t      s      sh
3. t      s      d
4. s      sh      t

#### Part 2: Ending Sounds

Listen and circle the letter or letters that spell the end of each word you hear.

Example: plays    s    z    ce

1. z      s      sh
2. s      z      sh
3. s      t      z

#### Part 3: Word Endings

Listen and circle the letters that spell the word endings of each word.

Example: feels    z    s    es

1. ture    cher    sure
2. tion    sion    zion
3. tion    sion    zion
4. ture    cher    sure

## Pair Practice: Cloze Sentence Strips

Take turns. Read each sentence *with* the missing word or word part. Spell the missing word or word part *out loud*.

### Phonics Sentences

(fold back)

The baby is late, and Samsam isn't _____ when it will come.	<b>sure</b>
She looks at Ahmed's picture and dreams about their _____ together.	<b>future</b>
Suddenly, she feels _____ in her belly.	<b>pressure</b>
She is having contrac_____!	<b>tions</b>
Luckily, Carmen is not _____, so she rushes Samsam to the hospital.	<b>busy</b>
Samsam makes the _____ to have the baby naturally, with no pain medication.	<b>decision</b>
So, she breathes in and out to _____ the pain.	<b>soften</b>
After one last push, Samsam _____ for the baby's cry.	<b>listens</b>
"Congratula_____!" The doctor says. "You have a healthy baby . . ."	<b>tions</b>
What does the doctor tell Samsam she _____: a boy or girl?	<b>has</b>

### Sight Words: Verbs

(fold back)

The baby is late, and Samsam _____ sure when it will come.	<b>isn't</b>
She looks at Ahmed's picture and _____ about their future together.	<b>dreams</b>
Suddenly, she _____ pressure in her belly.	<b>feels</b>
She _____ contractions!	<b>is having</b>
Luckily, Carmen is not busy, so she _____ Samsam to the hospital.	<b>rushes</b>
Samsam _____ the decision to have the baby naturally, with no pain medication.	<b>makes</b>
So, she _____ in and out to soften the pain.	<b>breathes</b>
After one last push, Samsam _____ for the baby's cry.	<b>listens</b>
"Congratulations!" The doctor _____. "You have a healthy baby . . ."	<b>says</b>
What _____ the doctor _____ Samsam she has: a boy or girl?	<b>does, tell</b>

## Sounds and Spelling Chart

Watch your teacher. Complete the words in the chart with the letters.



s

and	i				ure	vi	ion
oft	doe				ugar	dec	ion
ick	ha		pres		ure	mea	ure
uch	feel		in		ure	plea	ure
tart	say		mis		ion	u	ual
leep	bu	y				ca	ual



t

ack	ac	ion	pic	ure	lis	en
ell	contrac	ion	na	ure	sof	en
ip	sta	ion	fu	ure	whis	le
oe	pa	ient	signa	ure	cas	le
ime	par	ial	ac	ual	bufe	
ake			vir	ual	balle	

## Syllable Practice: Word Parts

**Part 1: Read each group of words. Each word has one word part that is the same. Underline the word part that is the same.**

1. react      action      reaction
2. remix      mixture      remixture
3. contract      traction      contraction
4. revise      vision      revision

These word parts are called root words. They have the main meaning of the word.

Root words often come together with word beginnings or word endings. Read each group of words again. Circle the word beginnings and word endings.

Example: (re)act      ac(tion)      (re)ac(tion)

**Part 2: Many word beginnings and word endings make one syllable. Follow the steps to find word beginning and word ending syllables.**

**Step 1:** Read each word aloud.

**Step 2:** Write V above each vowel that has a sound.

**Step 3:** Count the vowel sounds and write the number of syllables.

**Step 4:** Look for word beginnings. Draw a line **after** each one you see.

**Step 5:** Look for word endings. Draw a line **before** each one you see.

**Step 6:** Look for the root words. Underline each root word.

- |    |                       |                 |
|----|-----------------------|-----------------|
| 1. | V   V        V        |                 |
|    | r e   a c   t i o n   | syllables _____ |
| 2. | r e m i x t u r e     | syllables _____ |
| 3. | c o n t r a c t i o n | syllables _____ |
| 4. | r e v i s i o n       | syllables _____ |
| 5. | i n f o r m a t i o n | syllables _____ |

## Word Study: Word Endings (s and es)

Part 1: Read each pair of words. How are they different?

- |            |          |           |          |
|------------|----------|-----------|----------|
| 1. look    | looks    | 5. finish | finishes |
| 2. dream   | dreams   | 6. fix    | fixes    |
| 3. listen  | listens  | 7. catch  | catches  |
| 4. breathe | breathes | 8. pass   | passes   |

The second word has s or es added to the end. Remember, the ending s and es means only one person or thing does the action: Samsam dreams, Ahmed listens.

Read each word. Circle the word ending. Underline the rest of the word.

looks

finishes

dreams

fixes

listens

catches

breathes

passes

Notice the letter or letters before each ending. We use the es ending after words that end in *ch*, *sh*, *s*, *x*, or *z*.

Part 2: Listen to each pair of words again. How many syllables does the first word have? How many syllables does the second word have?

- |            |          |           |          |
|------------|----------|-----------|----------|
| 1. look    | looks    | 5. finish | finishes |
| 2. dream   | dreams   | 6. fix    | fixes    |
| 3. take    | takes    | 7. catch  | catches  |
| 4. breathe | breathes | 8. pass   | passes   |

When we add the es ending, we add a syllable.

## Book 6 Lesson 4: A Name for Baby

### Teacher Instructions

The following instructions explain how to use the Lesson 4 activities in this teacher's guide. For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

#### Scanning Guide

##### Part 1: Phonics-Based Words

Lesson 4 focuses on silent consonants. Elicit examples of words from the story with the phonics targets from students. Write lists with examples of each target sound on the board. Have students listen and repeat, bringing attention to each target sound.

Words with silent letters *b, h, k, l, w*:

*b*: *combs, thumb*

*h*: *hour, what*

*k*: *knit, knew, know*

*l*: *walks, talk, could, should, would, half*

*w*: *wraps, who, wrist, answers*

##### Part 2: Nouns

Students will practice reading and spelling common nouns, including many body parts. Have students scan the story for these nouns. Students will then practice the spellings of each noun in the Sight Words exercise in the student book and the Cloze Sentence Strips in this teacher's guide.

Nouns: *doctor, baby, blanket, arms, hair, fingers, video chat, wrist, thumb, time, child, hour, name, money*

##### Part 3: Key Vocabulary

Use the illustrations in the introductory student book or the Pre-Reading questions from the low beginning student book to create an understanding of the vocabulary words listed below, providing additional examples as needed. Alternatively, read the text together and generate meanings as you read.

Vocabulary Words: *arms, fingers, wrist, thumb, half an hour, video chat*

##### Part 4: Grammar

This lesson lends itself to teaching nouns and possessive pronouns in context. It is best to complete all the comprehension and phonics-based practices first before focusing on grammar. Then, you can revisit the text to scan for examples of the grammar point. This scanning practice can bridge students to a grammar lesson supported by other teaching materials.

Grammar Target:

nouns:

(body parts) *arms, hair, fingers, wrist, thumb*

(other) *doctor, baby, blanket, video chat, time, child, hour, name, money*

possessive pronouns:

(in text) *her, our*

(not in text) *my, your, his, their, its*

##### Part 5: Journal and Discussion Questions

The following questions can be used at the low-beginning level for writing practice in students' notebooks or using the Journal Template included at the back of this guide. Project the questions or write them on the board. Ask students the questions to generate their spoken responses. Write examples of students' responses on the board, with corrections as necessary, to scaffold written answers. Then, direct students to write answers on their journal templates. Journal writing is not to be corrected; it is a way for students to engage with the text and "try on" the new language they are learning.

1. Do you have children?
2. If yes, what are their names?
3. How did you choose their names?
4. Who chose your name? How did they choose it?
5. Is there a special ceremony for naming a baby in your native country? If yes, explain the ceremony.

## Letter Sounds and Word Endings (page 146)

### Listening Script and Answer Key

#### Part 1: Beginning Silent Letters

1. hour            answer: h
2. know          answer: k
3. wrist          answer: w
4. who            answer: w

#### Part 2: Ending Silent Letters

1. comb          answer: b
2. buffet        answer: t
3. write         answer: e
4. thumb        answer: b

#### Part 3: Middle Silent Letters

1. what          answer: h
2. half           answer: l
3. soften        answer: t
4. walk          answer: l

## Cloze Sentence Strips (page 147)

Use the Cloze Sentence activity for further practice for students at the low-beginning level. Demonstrate the activity the first time, showing students how to fold the entire page along the dotted line so that the answers are on the back; then elicit the missing word or word part for the first sentence.

Have students work in pairs: Student A holds up the page, pointing to each sentence one at a time while Student B reads each sentence aloud, filling in the blank (orally) with the correct word or word part, and then spelling the word or word part. After B completes all sentences, B elicits from A.

For students who become distracted by multiple sentences on the page, have them cut the page into sentence strips (or prepare these sentence strips for students beforehand). Once each sentence strip is cut out, students will fold it on the dotted line so that the answer is on the back and proceed with the activity as explained above.

## Sounds and Spelling Chart (page 148)

Instructions for teachers to model for students:

1. Cut out the consonants.
2. Insert the first consonant in the first blank box in the left-most column.

3. Say the word, spell the word aloud, and say the word again.
4. Slide the letter down to practice the next word.
5. Repeat until each word is practiced.
6. Begin the next column.
7. Repeat the steps until all the words for all the consonants are practiced.

## Syllable Practice: Word Parts (page 149)

Model and explain student practice. See teacher instructions on pages 15–16 for details.

### Part 1

Steps 1–3: Work with students to complete the steps to label the letter sounds and count the syllables.

### Answer Key

- |    |                           |   |
|----|---------------------------|---|
| 1. | <div>cv cvc</div> su per  | 2 |
|    | <div>cv cvc</div> sup per | 2 |
| 2. | <div>cv cv</div> ti ny    | 2 |
|    | <div>cv cv</div> tin ny   | 2 |
| 3. | <div>cv cvc</div> fi ber  | 2 |
|    | <div>cv cvc</div> fib ber | 2 |

### Part 2

Have students look back at the words they labeled. Bring their attention to the final letter of the first syllable of each word.

*Note:* Syllables that end with a vowel are called **open syllables**. They make a long vowel sound: A, E, I, O, U. Syllables that have one vowel and end with a consonant (not *r*) are called **closed syllables**. They make a short vowel sound: a, e, i, o, u.

For the final exercise, help students focus on the final letter of the first syllable of each word. If it ends with a vowel, they will circle “open.” If it ends with a consonant, they will circle “closed.”



## Answer Key

- |                    |        |
|--------------------|--------|
| 1. su <u>p</u> er  | closed |
| 2. sup <u>p</u> er | open   |
| 3. ti <u>n</u> y   | open   |
| 4. tin <u>n</u> y  | closed |
| 5. fi <u>b</u> er  | open   |
| 6. fib <u>b</u> er | closed |

## Word Study (page 150)

### Word Endings After Letter y

#### Part 1

Model and explain student practice. Bring students' attention to the letter before the ending y.

Write or project additional examples that fit into the two lists. Make sure they are words that can take a suffix.

Words with vowel + y: *pray, buy, joy*

Words with consonant + y: *happy, grocery, study*

## Answer Key

### List 1

pla[y]

too[y]

staa[y]

### List 2

beautu[y]

babb[y]

carrr[y]

#### Part 2



Have students focus on the new words created by adding a suffix. Have them identify and underline the suffix in each of these words. Then practice blending the base word with the suffix that created the new word.

Bring students' focus to the letter before the suffix in each new word and have them circle the letter. Help them notice that the letter before the word ending in List 1 is y and the letter before the word ending in List 2 is i.

Share the three-part rule for adding suffixes to words that end in y.

*Rule:* We use the *es* ending after words that end in *ch, sh, s, x, or z*.

Finally, have them rewrite the words with the designated suffix, changing the y to i when necessary.

1. Words ending in **vowel + y**:  
Do not change the y.
2. Words ending in **consonant + y**:  
Change the y to i.
3. Do not change the y to i before word endings that begin with i. (You don't want two   looking at you!)

## Answer Key

1. playful

2. dutiful

3. stayed

4. babies

5. crying

6. happiness

For more practice, return to the additional examples provided to you earlier. Help students add suffixes to the words and change the y to i where appropriate.

pray + ed = prayed

buy + s = buys

joy + ful = joyful

happy + ness = happiness

grocery + s = groceries

study + ed = studied

study + ing = studying

# Book 6 Lesson 4

## A Name for Baby

### Letter Sounds and Word Endings

#### Part 1: Beginning Silent Letters

Listen and circle the silent letter that begins each word you hear.

Example: honest      w      h      l

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

#### Part 2: Ending Silent Letters

Listen and circle the silent letter at the end of each word you hear.

Example: climb      b      m      e

1. m      e      b
2. b      t      l
3. e      l      t
4. b      m      t

#### Part 3: Middle Silent Letters

Listen and circle the silent letter that completes each word you hear.

Example: ca\_f      w      h      l

1. w\_at      h      l      r
2. ha\_f      t      l      h
3. sof\_en      l      w      t
4. wa\_k      l      t      w

## Pair Practice: Cloze Sentence Strips

Take turns. Read each sentence *with* the missing word. Spell the missing word *out loud*.

### Phonics Sentences

(fold back)

The doctor _____ the baby in a knit blanket.	<b>wraps</b>
She _____ over to Samsam and puts the baby girl in her arms.	<b>walks</b>
Samsam _____ the baby's hair with her fingers.	<b>combs</b>
It's time to _____ to Ahmed on video chat.	<b>talk</b>
"_____ knew our baby could be so beautiful!" Ahmed says.	<b>Who</b>
"Look at her little wrist, fingers, and _____!"	<b>thumb</b>
"What do you think we _____ name our child?" Samsam asks.	<b>should</b>
"I think Fatima would be a beautiful name," he _____.	<b>answers</b>
They talk for half an _____ and watch Fatima sleeping.	<b>hour</b>
How will Samsam _____ if she has enough money for her family?	<b>know</b>

### Sight Words: Nouns

(fold back)

The doctor wraps the baby in a knit _____	<b>blanket</b>
She walks over to Samsam and puts the baby girl in her _____.	<b>arms</b>
Samsam combs the baby's _____ with her fingers.	<b>hair</b>
It's time to talk to Ahmed on _____.	<b>video chat</b>
"Who knew our _____ could be so beautiful!" Ahmed says.	<b>baby</b>
"Look at her little wrist, _____, and thumb!"	<b>fingers</b>
"What do you think we should name our _____?" Samsam asks.	<b>child</b>
"I think Fatima would be a beautiful _____," he answers.	<b>name</b>
They talk for half an hour and watch Fatima sleeping.	
How will Samsam know if she has enough _____ for her family?	<b>money</b>

# Sounds and Spelling Chart

Watch your teacher. Complete the words in the chart with the letters.



b



h



k

	aby	ca		com	
	ack	cri		thum	
	ig	jo		crum	
	oss	cu		clim	
	ug	gra		lim	
	one	ro		lam	

	and		our	w		at
	air		onest	w		ite
	ip		onor	w		eel
	elp		erb	w		ere
	ome					
	ug					

	ite		now
	ey		new
	iss		nit
	eep		not
	id		nife
	ick		nock



l



w



t

	eg	bel		ha		f
	ist	pil		ca		f
	ap	wil		cou		d
	og	dol		wou		d
	ike	pai		wa		k
	ook	fee		ta		k

	et		ho
	ell		hole
	ill		rite
	in		rote
	ish		rap
	ay		rist

	ell	lis		lis		en
	est	sof		sof		en
	op	shif		whis		le
	ake	cos		cas		le
	oe	tes		bufe		
	each	lef		balle		

## Syllable Practice: Open and Closed Syllables

**Part 1: Read each pair of words aloud. Follow the steps to count the syllables.**

**Step 1:** Write V above each vowel that has a sound.

**Step 2:** Count the vowel sounds and write the number of syllables.

**Step 3:** Write C above each consonant that has a sound.

- |    | C V         | C V C                   |               |                         |
|----|-------------|-------------------------|---------------|-------------------------|
| 1. | s u   p e r | syllables <u>2</u>      | s u p   p e r | syllables <u>      </u> |
| 2. | t i   n y   | syllables <u>      </u> | t i n   n y   | syllables <u>      </u> |
| 3. | f i   b e r | syllables <u>      </u> | f i b   b e r | syllables <u>      </u> |

**Part 2: Look at the first syllable of each word. What letter does the first syllable end with?**

In the first word, the syllable ends with a vowel. In the second word, the first syllable ends with a consonant.

Remember:

- An **open syllable** ends with a vowel. It makes a long vowel sound: A-E-I-O-U.
- A **closed syllable** ends with a consonant (not *r*). It makes a short vowel sound: a-e-i-o-u.

Look at the first syllable of each word. Is it an open or closed syllable? Circle your answer.

- |    |                      |      |               |
|----|----------------------|------|---------------|
| 1. | <b>s u</b>   p e r   | open | <u>closed</u> |
| 2. | <b>s u</b>   p e r   | open | closed        |
| 3. | <b>t i</b>   n y     | open | closed        |
| 4. | <b>t i n</b>   n y   | open | closed        |
| 5. | <b>f i</b>   b e r   | open | closed        |
| 6. | <b>f i b</b>   b e r | open | closed        |

## Word Study: Word Endings After Letter y

Part 1: Look at the words in each list. How are they all the same?

### List 1

play

toy

stay

### List 2

beauty

baby

carry

They all end in y. Circle the y in each word. Underline the letter before the y. Is this letter a vowel or a consonant?

How are the words in List 1 different than the words in List 2? The words in List 1 end in a **vowel + y**. The words in List 2 end in a **consonant + y**.

Part 2: Look at the new words in each list. How are they the same?

### List 1

joyy + ful = joyyful

stayy + s = stayys

playy + ed = playyed

### List 2

beauty + ful = beautiful

carry + es = carries

study + ed = studied

They all have a word ending. Circle each word ending. Underline the letter before the word ending. How are these letters different in List 1 than in List 2?

In List 1, the letter y is before the word ending.

In List 2, the letter i is before the word ending.

The y before a word ending may change to i. Here are three rules to remember:

- Words ending in **vowel + y**: Do not change the y.
- Words ending in **consonant + y**: Change the y to i.
- Do not change the y to i before word endings that begin with i (ing).

Use the rules to rewrite each word with a word ending.

1. play \_\_\_\_\_ful

2. duty \_\_\_\_\_ful

3. stay \_\_\_\_\_ed

4. baby \_\_\_\_\_es

5. cry \_\_\_\_\_ing

6. happy \_\_\_\_\_ness

## Book 6 Lesson 5: Samsam's Budget

### Teacher Instructions

The following instructions explain how to use the Lesson 5 activities in this teacher's guide. For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

#### Scanning Guide

##### Part 1: Word Stress: clear sound (stressed) vs. schwa sound (unstressed)

Lesson 5 focuses on word stress. Elicit examples of multi-syllable words from students. Write lists with examples of two- and three-syllable words on the board. Have students listen and repeat, bringing attention to the syllable stress in each. Explain that the stressed syllable is *longer*, **louder**, and/or higher in pitch. The syllables that have stress also have a clear vowel sound whereas the syllables without stress often have the schwa (ə) sound.

Two-syllable words: ago, today, reasons, able about,  
budget, amount, income, second, enough, arrive

Three-syllable words: celebrate, difficult, finally

##### Part 2: Word Endings

Students will practice reading and spelling words with endings *le* and *ly*. Have students scan the story for these word endings. Students will then practice the spellings of each word in the Sight Words exercise in the student book and the Cloze Sentence Strips in this teacher's guide.

Word Endings:

*le*: little, couple, able, handle, simple, double

*ly*: weekly, monthly, finally, yearly

##### Part 3: Key Vocabulary

Use the illustrations in the introductory student book or the Pre-Reading questions from the low beginning student book to create an understanding of the vocabulary words listed below, providing additional examples as needed. Alternatively, read the text together and generate meanings as you read.

Vocabulary Words: reasons, celebrate, able, handle, budget, calculate, income, expenses, amount, savings, weekly, monthly, yearly

##### Part 4: Grammar

This lesson lends itself to teaching simple past of *be* in context. It is best to complete all the comprehension and phonics-based practices first before focusing on grammar. Then, you can revisit the text to scan for examples of the grammar point. This scanning practice can bridge students to a grammar lesson supported by other teaching materials.

Grammar Target: Simple past *be* + past participle or adjective: *was born, was able, was difficult*

##### Part 5: Journal and Discussion Questions

The following questions can be used at the low-beginning level for writing practice in students' notebooks or using the Journal Template included at the back of this guide. Project the questions or write them on the board. Ask students the questions to generate their spoken responses. Write examples of students' responses on the board, with corrections as necessary, to scaffold written answers. Then, direct students to write answers on their journal templates. Journal writing is not to be corrected; it is a way for students to engage with the text and "try on" the new language they are learning.

1. Do you celebrate birthdays?
2. If yes, what do you do?
3. What birthdays are most special?
4. What gifts are good for birthdays?
5. What food do you serve?

## Letter Sounds and Word Endings (page 154)

### Listening Script and Answer Key

#### Part 1: Unstressed Syllables

1. about      answer: a
2. today      answer: o
3. enough     answer: e
4. ago        answer: a

#### Part 2: Stressed Syllables

1. able        answer: a
2. second     answer: e
3. income     answer: i
4. finally     answer: i

#### Part 3: Word Endings

1. able        answer: ble
2. couple     answer: ple
3. handle     answer: dle
4. weekly     answer: ly

## Cloze Sentence Strips (page 155)

Use the Cloze Sentence activity for further practice for students at the low-beginning level. Demonstrate the activity the first time, showing students how to fold the entire page along the dotted line so that the answers are on the back; then elicit the missing word for the first sentence. Have students work in pairs: Student A holds up the page, pointing to each sentence one at a time while Student B reads each sentence aloud, filling in the blank (orally) with the correct word, and then spelling the word. After B completes all sentences, B elicits from A.

For students who become distracted by multiple sentences on the page, have them cut the page into sentence strips (or prepare these sentence strips for students beforehand). Once each sentence strip is cut out, students will fold it on the dotted line so that the answer is on the back and proceed with the activity as explained above.

## Word Stress Chart (page 156)

In this lesson, the handout requires students to mark the stressed syllables. Model the instructions below:

1. Read the title of each word list.
2. Notice the line between syllables.
3. Read each word aloud.
4. Underline the stressed syllable.
5. Read the word aloud again.
6. Put the schwa symbol above each unstressed syllable with the schwa sound.

## Syllable Practice: Consonant + *le* (page 157)

Have students read the words to find what they have in common. Bring their attention to the consonant + *le* ending. Carefully pronounce each word to bring their attention to the unique sound of the *le* ending. Explain that the schwa sound is pronounced before the *l* sound.

Practice this *əl* sound several times with students. Then practice it with the consonant that comes before the *le*. Finally, pronounce each complete word, breaking it into syllables and then blending the syllables together.

*Example:*

handle:

- -le (əl)
- -dle (d + ə + l)
- han – dle (d + ə + l)
- handle

Syllables that end with consonant + *le* occur in hundreds of words, so they have a special name: *Cle* (consonant + *le*) syllables.

Steps 1–5: Work with students to complete the steps to label the parts. Remind them that the *le* ending includes a vowel. Because the vowel sound actually comes before the *l*, they should label that ending schwa + C (əC) and draw an arrow from the final *e* to the ə (schwa) before the C.

*e.g.,*

c v c c ə c  
l i t | t l e



Step 6: Notice the line between syllables, will help students recognize what the Cle syllables look like. Students will not determine where syllable divisions are at this level. Follow these steps to facilitate this noticing.

1. Write each word on the board with the syllable division indicated.
2. Have students repeat after you for each following step:
  - a. read the complete word at regular speed,
  - b. pronounce each syllable one at a time while covering the remaining syllable(s),
  - c. slowly blend the syllables together, and
  - d. say the word at regular speed.

### Answer Key

- |        |       |       |   |
|--------|-------|-------|---|
|        | c v c | c ə c |   |
| 1. han |       | dle   | 2 |
|        | c v c | c ə c |   |
| 2. lit |       | tle   | 2 |
|        | c v   | c ə c |   |
| 3. cou |       | ple   | 2 |
|        | c v   | c ə c |   |
| 4. dou |       | ble   | 2 |
|        | v     | c ə c |   |
| 5. a   |       | ble   | 2 |

### Word Study (page 158)

#### Word Endings (Suffixes)

##### Part 1

Model and explain student practice. Read the lists of two-syllable words to the students. Emphasize the word stress. In addition to using your voice, illustrate the stress pattern with your hands: hold your hands wider apart to illustrate stressed syllables and bring them closer together for unstressed syllables. Help students notice that the first list of words has stress on the first syllable and the second list has stress on the last syllable.

Have students underline the stressed syllables. Then repeat the words again and focus on the schwa sound in the unstressed syllables. Help students label those syllables with a schwa symbol, or alternatively, they could put a small circle above them.

### Answer Key

ə  
reason  
ə  
budget  
ə  
income  
ə  
second  
ə  
begin  
ə  
arrive  
ə  
review  
ə  
today

### Part 2

Identifying suffixes will help students better decode longer words and better pronounce them with correct word stress.

Model and explain student practice. Explain that the *ly* and *ate* endings do not change the word stress; the stress remains on the first syllable. However, the *tion*, *sion*, and *ment* endings may; the stress will be on the syllable before the ending.

Although these endings have meaning, it is very difficult to explain these meanings at this level. Instead, focus on the meaning of the complete word, unless the base word is a common word that will help students understand the complete word.

### Answer Key

ə	ə	ə
fi <u>n</u> ally	con <u>trac</u> tion	
ə	ə	
su <u>d</u> denly	vac <u>a</u> tion	
ə	ə	
ce <u>l</u> ebrate	dec <u>i</u> sion	
ə	ə	
dec <u>o</u> rate	agre <u>e</u> ment	

# Book 6 Lesson 5

## Samsam's Budget

### Letter Sounds and Word Endings

#### Part 1: Beginning Unstressed Syllables

Listen and circle the vowel that makes the unstressed schwa (ə) sound.

Example: arrive      a      e      u

1. a      e      u

2. a      o      e

3. a      o      e

4. a      e      o

#### Part 2: Stressed Syllables

Listen and circle the vowel that makes the stressed sound you hear.

Example: simple      i      a      e

1. a      e      i

2. a      e      i

3. a      e      i

4. a      e      i

#### Part 3: Word Endings

Listen and circle the letters that make the word ending of each word you hear.

Example: double      fle      ple      ble

1. fle      ple      ble

2. tle      ple      ble

3. dle      tle      fle

4. le      ly      li

## Pair Practice: Cloze Sentence Strips

Take turns. Read each sentence *with* the missing word. Spell the missing word *out loud*.

### Word Stress

(fold back)

One year _____ today, little Fatima was born!	<sup>ə</sup> <b>ago</b>
Samsam has a couple more _____ to celebrate, too.	<sup>ə</sup> <b>reasons</b>
Last year, she was _____ to handle work and childcare.	<sup>ə</sup> <b>able</b>
She was also able to save _____ \$5,000!	<sup>ə</sup> <b>about</b>
It was _____, but a simple budget helped her.	<sup>ə</sup> <sup>ə</sup> <b>difficult</b>
Can Samsam double that _____ in one more year?	<sup>ə</sup> <b>amount</b>
First, let's calculate her weekly and monthly _____.	<sup>ə</sup> <b>income</b>
_____, let's calculate her monthly expenses.	<sup>ə</sup> <b>Second</b>
_____, let's calculate her monthly and yearly savings.	<sup>ə</sup> <b>Finally</b>
Now that Samsam has _____ money, when will Ahmed finally arrive?	<sup>ə</sup> <b>enough</b>

### Sight Words: Words Ending in *ly* and *le*

(fold back)

One year ago today, _____ Fatima was born!	<b>little</b>
Samsam has a _____ more reasons to celebrate, too.	<b>couple</b>
Last year, she was able to _____ work and childcare.	<b>handle</b>
She was also _____ to save about \$5,000!	<b>able</b>
It was difficult, but a _____ budget helped her.	<b>simple</b>
Can Samsam _____ that amount in one more year?	<b>double</b>
First, let's calculate her _____ and monthly income.	<b>weekly</b>
Second, let's calculate her _____ expenses.	<b>monthly</b>
Finally, let's calculate her monthly and _____ savings.	<b>yearly</b>
Now that Samsam has enough money, when will Ahmed _____ arrive?	<b>finally</b>

## Word Stress Chart

Read and say each word. Underline the stressed syllable. Put a schwa symbol (ə) above each unstressed syllable with a schwa sound.

First syllable stress ○ ○	Second syllable stress ○ ○	Two-syllable words ending with le, ly, es, ing ○ ○
1. rea son 2. bud get 3. in come 4. sec ond 5. lit tle	1. be gin 2. ar rive 3. re view 4. un load 5. be lieve	1. a ble 2. han dle 3. week ly 4. wash es 5. go ing

Words with a schwa sound in the first syllable ○ ○	Three-syllable words ending with <i>ly, ate</i> ○ ○ ○	Three-syllable words ending with <i>tion, sion, ture, ment</i> ○ ○ ○
1. a go 2. a bout 3. e nough 4. un til 5. to day	1. finally 2. suddenly 3. celebrate 4. decorate 5. calculate	1. contraction 2. vacation 3. decision 4. adventure 5. employment

## Syllable Practice: Cle Syllables

Read the list of words. How are they the same?

- |           |           |         |
|-----------|-----------|---------|
| 1. handle | 3. couple | 5. able |
| 2. little | 4. double |         |

They all end with a consonant + *le*. The *le* makes a special sound. Listen to the words and repeat after your teacher. What sound does the *le* make?

We hear a very short vowel sound before the *l*: (ə). This vowel sound is called the schwa sound. Words that end with a consonant + *le* form a syllable. This syllable is called a **consonant + le syllable**, or **Cle**.

Follow the steps to find the consonant + *le* (Cle) syllables.

**Step 1:** Read each word aloud.

**Step 2:** Write V above each vowel that has a sound.

For *le*, remember the vowel sound, ə, comes *before* the *l* consonant. So, write the schwa ə before the C, and draw an arrow from the letter e to the schwa ə above.

**Step 3:** Count the vowel sounds, including the ə, and write the number of syllables.

**Step 4:** Write C above each consonant that has a sound.

**Step 5:** Underline the consonant + *le* syllables.

**Step 6:** Notice the line between syllables.

- |                  |                           |
|------------------|---------------------------|
| C V C C ə C      |                           |
| 1. h a n   d l e | syllables <u>  2  </u>    |
| 2. l i t   t l e | syllables <u>        </u> |
| 3. c o u   p l e | syllables <u>        </u> |
| 4. d o u   b l e | syllables <u>        </u> |
| 5. a   b l e     | syllables <u>        </u> |

## Word Study: Word Stress

**Part 1: Listen to each list of two-syllable words. How is the word stress different?**

rea|son

be|gin

bud|get

ar|rive

in|come

re|view

sec|ond

to|day

The words in the first list have stress on the first syllable.

The words in the second list have stress on the last syllable.

Listen to the words again and repeat after your teacher. What sound does the unstressed syllable make? It makes the schwa sound (ə).

Return to the words above. Underline the stressed syllable. Put a schwa above the unstressed syllables with the schwa sound.

**Part 2: Listen to each list of three-syllable words. How is the word stress different?**

fi|nal|ly

con|trac|tion

sud|den|ly

va|ca|tion

cel|e|brate

de|ci|sion

dec|o|rate

a|gree|ment

The words in the first list have stress on the first syllable.

The words in the second list have stress before the word ending.

Return to the words above. Underline the stressed syllable. Put a schwa above the unstressed syllables with the schwa sound.

## Book 6 Lesson 6: The Arrival

### Teacher Instructions

The following instructions explain how to use the Lesson 6 activities in this teacher's guide. For step-by-step lesson staging instructions for the student book activities, see pages 8–16.

#### Scanning Guide

##### Part 1: Vowel Teams with Other Sounds

Lesson 6 focuses on vowel teams that make other sounds in addition to their common sounds. Elicit examples of words from the story with the target spellings and sounds from students. Write lists with examples of each target sound on the board. Have students listen and repeat, bringing attention to each target sound.

Words from the story with vowel teams with other sounds:

**ough** /broad o/: *taught*

**ough** /broad o/: *bought*

**ough** /long u/: *through*

**ea** /short e/: *ahead*

**ei** /long a/: *eight, their*

**ei** /long e/: *neither*

**ie** /long e/: *relief*

**i(nd)** /long i/: *find*

**o(ld)** /long o/: *holding, hold*

##### Part 2: Word Endings

Students will practice reading and spelling verbs and verb phrases that end in *ing*. Have students scan the story for these verbs and verb phrases. Students will then practice the spellings of each verb or verb phrase in the Sight Words exercise in the student book and the Cloze Sentence Strips in this teacher's guide.

Word Endings:

**ing**: *are hugging, (are) crying, is getting, is holding, is lifting, is parking, is taking, is thinking, are walking, (is) looking, (are) trying, (is) running*

##### Part 3: Key Vocabulary

Use the illustrations in the introductory student book or the Pre-Reading questions from the low

beginning student book to create an understanding of the vocabulary words listed below, providing additional examples as needed. Alternatively, read the text together and generate meanings as you read.

Vocabulary Words: *bought (buy), license, easier (easy), taught (teach), neither, crowd, ahead, relief, hold*

##### Part 4: Grammar

This lesson lends itself to teaching verbs in the present continuous form in context. It is best to complete all the comprehension and phonics-based practices first before focusing on grammar. Then, you can revisit the text to scan for examples of the grammar point. This scanning practice can bridge students to a grammar lesson supported by other teaching materials.

Grammar Target: present continuous verbs: *is parking, is getting, is taking, is thinking, are walking, trying, is holding, looking, is lifting, running, are hugging, crying*

##### Part 5: Journal and Discussion Questions

The following questions can be used at the low-beginning level for writing practice in students' notebooks or using the Journal Template included at the back of this guide. Project the questions or write them on the board. Ask students the questions to generate their spoken responses. Write examples of students' responses on the board, with corrections as necessary, to scaffold written answers. Then, direct students to write answers on their journal templates. Journal writing is not to be corrected; it is a way for students to engage with the text and "try on" the new language they are learning.

1. How did you come to the United States?
2. How long did you wait for permission to come?
3. How did you feel when you first arrived in the United States?
4. Are you waiting for someone to come to the United States?
5. If yes, who? When do you think they will come?

## Letter Sounds (page 162)

### Listening Script and Answer Key

#### Part 1: Beginning Sounds

1. either      answer: ei
2. old          answer: o
3. eight       answer: ei
4. ought       answer: ough

#### Part 2: Middle Sounds

1. head        answer: ea
2. thief        answer: ie
3. weight      answer: ei
4. neither     answer: ei
5. child       answer: i
6. cold        answer: o
7. bought     answer: ough
8. caught     answer: augh

## Cloze Sentence Strips (page 163)

Use the Cloze Sentence activity for further practice for students at the low-beginning level. Demonstrate the activity the first time, showing students how to fold the entire page along the dotted line so that the answers are on the back; then elicit the missing word or words for the first sentence. Have students work in pairs: Student A holds up the page, pointing to each sentence one at a time while Student B reads each sentence aloud, filling in the blank (orally) with the correct word or words, and then spelling the word or words. After B completes all sentences, B elicits from A.

For students who become distracted by multiple sentences on the page, have them cut the page into sentence strips (or prepare these sentence strips for students beforehand). Once each sentence strip is cut out, students will fold it on the dotted line so that the answer is on the back and proceed with the activity as explained above.

## Word Family Chart (page 164)

Instructions for teachers to model for students:

1. Cut out strips of Word Family endings for each target sound.
2. Line up the first Word Family ending on the strip with the first word beginning in the left-most column.
3. Say the word, spell the word aloud, and say the word again.
4. Slide the word ending down to practice the next word in the Word Family.
5. Repeat until each Word Family word is practiced.
6. Fold back the Word Family ending and line up the next ending with the first word beginning in the next column to the right.
7. Repeat the steps until all Word Families for all target sounds are practiced.

## Syllable Practice: Syllable Types (page 166)

Model and explain student practice. See teacher instructions on pages 15–16 for details.

This lesson consolidates all the syllable types students were introduced to in Books 5 and 6. It serves as both a review of the distinguishing markers of each syllable type and an introduction to determining syllable types when students progress to higher levels of English.

Explain and model each syllable type. Add additional examples of words that include each syllable type. However, focus on only one syllable type at a time. Having them determine syllable types from words that include a mixture of them is too difficult for this level.

Note: Remember, most of the words that contain prefixes and suffixes are of Latin or Greek origin. Latin roots can be free or bound. Free roots mean that they can be used independently without prefixes or suffixes. Bound means that they must be bound, or attached, to a prefix or suffix.

Example free root: *mix*: *mix*, *remix*, *mixture*, *remixture*

Example bound root: *vis*: *revise*, *vision*, *revision*



## Answer Key

### Closed syllables:

C V C C V C

1. S [a] m | s [a] m

C V C C V C

2. h [a] p | p [e] n

### Open syllables:

C V C V

1. b [a] | b [y]

C V C V

2. t [i] | n [y]

### Consonant + silent e syllables:

C V C C V C(silent e)

1. c o m | p [a] r e

V C C V C(silent e)

2. i n | s [i] d e

### Vowel team syllables:

V C C V C

1. u n | l [oa] d

C V C V C C

2. m [ee] t | i n g

### Vowel + r syllables:

C C V C C V C C

1. s t [a] r t | i n g

C V C C V

2. h [u] r | r y

### Consonant + le syllables:

C V C C V

1. c o u | p [l e]

C V C C V

2. t a | b [l e]

## Word Study (page 168)

### Word Parts

This lesson consolidates the three word parts students were introduced to in Books 5 and 6: prefixes, suffixes, and roots. It serves as both a review of common prefixes and suffixes and an introduction to using word study skills that will be necessary as students progress to more complex words and texts.

In this lesson, students will explicitly learn the names of the word parts, though they are not required to use these labels to identify the word parts.

Explain and model each word part. Add additional examples of words that include the featured prefixes and suffixes. Help students circle prefixes and suffixes and underline roots. Remember, sometimes the last letter of the root may be part of a suffix.

### Answer Key

1. [un]help[ful]
2. [dis]agree[ment]
3. [re]view[ing]
4. [bi]month[ly]
5. [pre]pay[ment]
6. [un]friend[ly]
7. [in]ac[tion]
8. [super]vise[s]

Note: this root is a bound root (to see) that requires a suffix or prefix to create a word.

# Book 6 Lesson 6

## The Arrival

### Letter Sounds

#### Part 1: Beginning Sounds

Listen and circle the letter or letters that spell the beginning sound of each word you hear.

Example: older                      augh    ough    o

1. ea      ei      ie
2. augh    ough    o
3. ei      ie      ea
4. o      au      ough

#### Part 2: Middle Sounds

Listen and circle the letter or letters that spell the first vowel sound of each word you hear.

Example: health                      ie      ei      ea

1. ea      ei      ie
2. ea      ei      ie
3. ea      ei      ie
4. ei      i      ie
5. ei      i      ie
6. ough    augh    o
7. ough    augh    o
8. ough    augh    o

## Pair Practice: Cloze Sentence Strips

Take turns. Read each sentence *with* the missing word. Spell the missing word *out loud*.

### Phonics Words

(fold back)

Adam is parking the new car that he _____ last week.	<b>bought</b>
He got his license _____ months ago, so life is getting easier.	<b>eight</b>
He _____ Samsam to drive, and she is taking her driving test soon.	<b>taught</b>
But right now, _____ of them is thinking about that.	<b>neither</b>
They are walking through the crowd trying to _____ someone.	<b>find</b>
Fatima is _____ Samsam's hand and looking around, too.	<b>holding</b>
Suddenly, Samsam is lifting up Fatima and running _____.	<b>ahead</b>
Then they are hugging and crying tears of joy and _____.	<b>relief</b>
Ahmed is with them now; _____ family is complete.	<b>their</b>
What does the future _____ for Samsam and her family?	<b>hold</b>

### Sight Words: Verbs and Verb Phrases

(fold back)

Adam _____ the new car that he bought last week.	<b>is parking</b>
He got his license eight months ago, so life _____ easier.	<b>is getting</b>
He taught Samsam to drive, and she _____ her driving test soon.	<b>is taking</b>
But right now, neither of them _____ about that.	<b>is thinking</b>
They _____ through the crowd trying to find someone.	<b>are walking</b>
Fatima _____ Samsam's hand and looking around, too.	<b>is holding</b>
Suddenly, Samsam _____ up Fatima and running ahead.	<b>is lifting</b>
Then they _____ and crying tears of joy and relief.	<b>are hugging</b>
Ahmed _____ with them now; their family is complete.	<b>is</b>
What _____ the future _____ for Samsam and her family?	<b>does, hold</b>

## Pair Work: Word Family Words

Watch your teacher. Match word endings with beginning letters to make words.

Vowel Team *ea*: /short e/



ead	ealth	eath
-----	-------	------

Vowel Team *ie*: /long e/



ief	ieve	iece	ield
-----	------	------	------

h		h		d	
ah		w		br	
br					
d					
dr					

rel		rel		n		f	
bel		bel		p		sh	
gr		gr					
th		th					

Vowel Team *ei*: /long a/



eigh	eight
------	-------

Vowel Team *ei*: /long e/



either	ceive
--------	-------

w			
n		w	
		fr	

		re	
n		de	

**i: /long i/**



**ind**

**ild**

**o: /long o/**



**old**

**olt**

<b>b</b>		<b>ch</b>	
<b>f</b>		<b>m</b>	
<b>w</b>		<b>w</b>	
<b>m</b>			
<b>k</b>			
<b>gr</b>			

		<b>b</b>	
<b>c</b>		<b>c</b>	
<b>s</b>		<b>j</b>	
<b>h</b>		<b>v</b>	
<b>f</b>			
<b>m</b>			

**ough: /broad o/**



**ought**

**augh: /broad o/**



**aught**

<b>b</b>	
<b>f</b>	
<b>th</b>	
<b>s</b>	

<b>c</b>		
<b>t</b>		
<b>d</b>		<b>er</b>

## Syllable Practice: Syllable Types

There are six syllable types in English words. We practiced each one before. Now, let's practice them all together.

**Closed syllables:** a *closed syllable* has one vowel and ends with one or more consonants. Underline the *closed syllables*.

1. S a m | s a m      2. h a p | p e n

Read the words aloud. The vowel in a *closed syllable* usually makes the short sound: a, e, i, o, u. Circle the vowels that make a short sound.

**Open syllables:** an *open syllable* ends with a vowel. Underline the *open syllables*.

1. b a | b y      2. t i | n y

Read the words aloud. The vowel in an *open syllable* usually makes the long sound: A, E, I, O, U. Circle the vowels that make a long sound.

**Consonant + silent e syllables:** a *consonant + silent e syllable* ends with a consonant and a silent e. Underline the *consonant + silent e syllables*.

1. c o m | p a r e      2. i n | s i d e

Read the words aloud. The vowel in a *consonant + silent e syllable* usually makes the long sound: A, E, I, O, U. Circle the vowels that make a long sound.

**Vowel team syllables:** a *vowel team syllable* has two vowels that make one sound together. Underline the *vowel team syllables*.

1. u n | l o a d      2. m e e t | i n g

Read the words aloud. The vowel team in a *vowel team syllable* usually makes the long sound: A, E, I, O, U. Circle the vowels that make a long sound.

**Vowel + r syllables:** a *vowel + r syllable* has one vowel followed by *r*. Underline the *vowel + r syllables*.

C C V C C V C C

1. s t **a** r t | i n g

C V C C V

2. h **u** r | r y

Read the words aloud. The *r* in a *vowel + r syllable* usually changes the short vowel sound to a new sound. Circle the vowels that *r* changed to a new sound.

**Consonant + le syllables:** a *consonant + le syllable* ends with a consonant followed by *le*. Underline the *consonant + le syllables*.

C V C C V

1. c o u | p l e

C V C C V

2. t a | b l e

Read the words aloud. The *le* makes a very short vowel sound called the **schwa** sound. It sounds like /ul/. Circle the letters that make the /ul/ sound in each word.

## Word Study: Word Parts

Words in English can have three parts: word beginnings, root words, and word endings. We practiced each one before. Now, let's practice them all together.

**Prefix:** a *prefix* is the name of a word beginning.

Here is a list of prefixes we practiced:

*bi, dis, in, pre, re, super, un*

**Suffix:** a *suffix* is the name of a word ending.

Here is a list of suffixes we practiced:

*s, es, ed, ing, tion, ment, cate, sion, sure, ture, le, ly, ful*

**Root:** a *root* is the part of the word that has the main meaning. We add prefixes and suffixes to a root to change the meaning or form of the word.

Finding the parts of words helps you read, understand, and say new words.

Find the parts of each word. Circle the prefixes (word beginnings) and suffixes (word endings). Underline the root.

1. unhelpful
2. disagreement
3. reviewing
4. bimonthly
5. prepayment
6. unfriendly
7. inaction
8. supervises



# My Journal

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

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

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

Answer:

[illegible]