Skills

**PHONEMIC AWARENESS**: Blend two-syllable words from an auditory prompt.

**SYSTEMATIC PHONICS**: Count the number of syllables by counting the number of times the mouth drops open to say the vowel sound. Identify the name of each letter. Match lowercase and uppercase letters. Read the sounds, in order of frequency, of the multi-letter phonogram \textit{th}. Decode words with phonograms that say more than one sound. Recognize the possibilities and try each of the sounds until the word makes sense.

**HANDWRITING**: Write uppercase \textit{T}.

**SPELLING ANALYSIS**: this, fit, that, drip, quiz

**FLUENCY**: Read high-frequency words.

Materials

**NEEDED**: LOE whiteboard, Basic Phonogram Flash Cards a-z, \textit{th}, \textit{sh}, \textit{Whistling Whales}, Tactile Card \textit{ʃ} or \textit{ʃ}, Phonogram Chart, buzzer, blocks, timer, scissors

**OPTIONAL**: Items for “th” Day, music, drum, mirror, Phonogram Game Tiles

Phonemic Awareness

Blend Two-Syllable Words

I will segment a word. I want you to blend it back together and shout the answer.

- /\textit{sh-ō-l-d-er}/ \textit{shoulder}
- /\textit{ā-n-k-l}/ \textit{ankle}
- /\textit{i-b-r-ōw}/ \textit{eyebrow}
- /\textit{f-i-n-g-er}/ \textit{finger}
- /\textit{ē-l-b-ō}/ \textit{elbow}
Systematic Phonics

The Phonogram \[ \text{th} \]

Show the Phonogram Card \[ \text{th} \].

This says /th-TH/. What does it say? /th-TH/

How many letters are used to write /th-TH/? two

Say /th/ and /TH/. What is the same about how you say these sounds? My mouth is in the same position. I put my tongue under my teeth and blow.

Why do they sound different? My voice box is on for /TH/ and off for /th/.

Write /th-TH/ three times on your whiteboard.

Which one is the neatest? Put a smiley face by it.

Speech Tip

If a student is struggling to say the sound /th/, tell the student to begin by saying /s/. While saying /s/, slowly move the tongue forward until it is touching the bottom of the top teeth. To aid the student in saying /TH/, begin with /z/.

Whistling Whales

Open to the \[ \text{th} \] page and point to the phonogram \[ \text{th} \].

What does this say? /th-TH/

Listen for this phonogram as I read the words. If you hear me say /th/ or /TH/, say the sound and point to your tongue.

Phonogram Game: Teacher Trouble

Have the student quiz the teacher on reading the phonograms (a to z, plus sh and th). The teacher should make several “mistakes.” When the teacher makes a mistake, the student can ring a buzzer.
In your workbook you will see an uppercase and lowercase \( /t/ \) as it is printed in books, and a handwritten uppercase and lowercase \( /t/ \). What do you notice about the first two? The uppercase \( /t/ \) is taller and the top sides bend down. The uppercase \( /t/ \) has a base that it is standing on. The uppercase \( /t/ \) is crossed at the top. The lowercase \( /t/ \) has a curve on the bottom and the cross is not at the top.

The last two are how we write \( /t/ \). What do you notice? Cursive – The uppercase \( /t/ \) is taller. It has a scoop at the bottom. The top line has a swerve. Manuscript – The uppercase \( /t/ \) is taller. The line is across the top. The lowercase \( /t/ \) has the line across the middle.

Let’s learn how to write the uppercase \( /t/ \).

Demonstrate how to write \( /t/ \) using \( \text{T} \) or \( \text{T} \).

Start just below the top line.

1. Slash down to the baseline,
2. Scoop up to halfway between the baseline and the midline,
3. Glide across,
4. Pick up the pencil,
5. Swerve at the top.

Start at the top line.

1. Straight to the baseline,
2. Pick up the pencil,
3. Cross at the top line.

Write uppercase \( /t/ \) three times on the Tactile Card or in the air, using your pointer finger.

Write uppercase \( /t/ \) three times on the whiteboard.
Which one looks most like the Tactile Card?
Put a smiley face next to the best \( /t/ \).
Optional: Writing on Paper
If the students are ready for writing with a pencil and paper, practice using the workbook page below. Otherwise, continue with large motor practice.

42.1 Uppercase T – page 7
Write uppercase /t/ three times on your favorite line size.
Circle your favorite uppercase /t/.

42.2 Matching Phonograms – page 8
Match the handwritten and bookface letters.

Systematic Phonics

Letter Names

41.1 Phonogram Desk Chart – page 1
I will point to the phonograms and say the name. As I point to each phonogram, tell me the sounds it makes.

Optional: Play a recording or sing the commonly known ABC (Alphabet) song. Point to each phonogram as you sing its name. Ask the students to sing along if they know the song.

Syllables
What is a vowel? A vowel can be sung while the mouth is open.
What kind of sound is blocked? consonant
When you open your mouth to say a vowel and then close it in some way to say a consonant, it makes a beat.

Show your hands opening and then coming together and clapping.

Words have beats. The beats in words are called syllables. We can count the syllables in words by feeling how many times our mouths open to say the vowel sound.

Place your hand under you chin. I will say a word, and you say it back. Feel how many times your mouth opens when you say the word.

bookshelf  bookshelf  two syllables
baby  baby  two syllables
Spelling Analysis

Teach the words using the steps for Spelling Analysis. Direct students to write the words on their whiteboards or with Phonogram Game Tiles.

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
<th>Say-to-Spell</th>
<th>Markings</th>
<th>Spelling Hints</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>this</strong></td>
<td><em>This is my new sweater.</em></td>
<td><strong>THis</strong></td>
<td><strong>2</strong> <strong>this</strong></td>
<td>See below. Underline /TH/. Put a 2 over it. /th-TH/ said its second sound.</td>
</tr>
<tr>
<td>2. <strong>fit</strong></td>
<td><em>Do those pants fit?</em></td>
<td><strong>fit</strong></td>
<td><strong>fit</strong></td>
<td>All first sounds.</td>
</tr>
<tr>
<td>3. <strong>that</strong></td>
<td><em>That pan is hot.</em></td>
<td><strong>THât</strong></td>
<td><strong>2</strong> <strong>that</strong></td>
<td>See below. Underline /TH/. Put a 2 over it. /th-TH/ said its second sound.</td>
</tr>
<tr>
<td>4. <strong>drip</strong></td>
<td><em>Wipe up the drip of water.</em></td>
<td><strong>drip</strong></td>
<td><strong>drip</strong></td>
<td>All first sounds.</td>
</tr>
<tr>
<td>5. <strong>quiz</strong></td>
<td><em>We will have a math quiz tomorrow.</em></td>
<td><strong>kwiz</strong></td>
<td><strong>quiz</strong></td>
<td>Underline the /kw/.</td>
</tr>
</tbody>
</table>

**this**

The first word is **this**. This is my new sweater. **this**
Place your hand under your chin and say, “this.” How many syllables are in **this**? **this, one**
Let’s sound out **this**. /TH-ĭ-s/
Now write **this**.

The student writes **this** on her whiteboard.

It is now my turn to write **this**. Sound it out as I write it. /TH-ĭ-s/
Do you see two letters working together to say one sound? /TH/
Underline /TH/. Which sound of /th-TH/ is it? **second**
To remind us /th-TH/ is saying its second sound, we will write a 2 over it.
Let’s sound it out together /TH-ĭ-s/ **this**
that

The next word is that. That pan is hot. that
Place your hand under your chin and say, “that.” How many syllables are in that? that, one
Let’s sound out that. /TH-ā-t/
Now write that.

The student writes that on her whiteboard.

It is now my turn to write that. Sound it out as I write it. /TH-ā-t/
Do you see two letters working together to say one sound? /TH/
Underline /TH/. Which sound of /th-TH/ is it? second
To remind us /th-TH/ is saying its second sound, we will write a 2 over it.
Let’s sound it out together. /TH-ā-t/ that

Fluency

Decoding Sounds

How many sounds does /th-TH/ have? two
What are some other phonograms we have learned that say more than one sound? /ō-ō/, /s-z/, /k-s/, etc...
When we are reading a word, we will not always know which sound of a phonogram to use. Sometimes there is a rule that lets us know, and we will learn more of these later, but when you aren’t sure, you can try the first sound first, and then the next sound, and then the next sound to see if it makes sense.

Write them on the board. Underline the phonogram th.

Sound out this word. If you don’t know which sound of /th-TH/ to use, try the first sound, /th/, first. If the word does not make sense with that sound, then try the second sound, /TH/. /th-e-m/ With the first sound, /th/, it doesn’t sound like a word that I know.
/TH-e-m/ With the second sound, /TH/, it is a word that I know: them.

Continue with think (first sound of /th-TH/), has (second sound of /s-z/), and bus (first sound of /s-z/).
High-Frequency Word Race

Cut out the words. Put them in a pile face down. Set a timer for two minutes.

   Draw a word. Read it aloud. For each word you read correctly place a block on the tower.

Repeat.

Challenge the student to try again and see if he can read more words in two minutes this time.

Classroom High-Frequency Word Race

Cut out the words. Put them in a pile face down. Ask the students to form a line. Assign one student to put the blocks on the tower. Set a timer for two minutes.

Ask the first student to draw a word, then read it aloud. When he reads it correctly have the student add a block to the tower. The next student reads the next word... How many words can the class read in two minutes? Repeat.

Save the high-frequency word cards for future lessons.

Teacher Tip

Save the high-frequency words from lessons 42, 48, 51, 63, 66-70, 77, and 80 and collect them in a "word bucket." See the Lesson 66 fluency section for directions for creating a word bucket.

Teacher Tip

High-frequency words are listed in a chart in the introduction to this book in the order these words are introduced in the lessons. Students have already encountered seven high-frequency words before playing this game.

Teacher Tip

This activity also teaches graphing.

Teacher Tip

It is highly recommended that teachers save and collect the high-frequency words from lessons 42, 48, 51, 63, 66-70, 77, and 80. Laminate the High-Frequency Word Cards for durability, and save them in a "word bucket." See the fluency section in Lesson 66 for directions for creating a word bucket.
LESSON 64

Skills

PHONEMIC AWARENESS: Rhyme one-syllable words.

SYSTEMATIC PHONICS: Read the sound of the multi-letter phonogram ar.

HANDWRITING: Write uppercase G.

SPELLING ANALYSIS: car, far, same, jar, ring

COMPREHENSION & FLUENCY: Order a sequence of events. Demonstrate understanding of a sentence the student has independently decoded. Reread a text.

Materials

NEEDED: LOE whiteboard, Basic Phonogram Flash Card ar, Whistling Whales, two sets of Phonogram Game Cards, timer, cloth bag, Tactile Card G or G, scissors

OPTIONAL: Phonogram Game Tiles

Systematic Phonics

The Phonogram ar

Show the Phonogram Card ar.
This says /ar/. What does it say? /ar/
Write /ar/ three times on your whiteboard.

Whistling Whales

Open to the ar page and point to the phonogram ar.
What does this say? /ar/
Listen for the sound /ar/ as I read. When you hear me say /ar/, stand up and shout /ar/.

Speech Tip

Some children struggle to articulate the sound /ar/. Begin by asking the student to say /r/. Ask the child to feel where his tongue is and how it is touching the sides of his teeth. Then ask the student to say /ä/. Feel how the mouth is open and the tongue is relaxed. Ask the student to say /ä/ then /r/, feeling his tongue and mouth. Then slowly blend the two sounds together.
Phonogram Practice: Rotten Egg

Place all the Phonogram Game Cards in the bag with the Rotten Egg card(s). Set the timer for an undisclosed time of 1-3 minutes. Students* take turns drawing a card and reading the phonogram aloud. If they get it right, they keep the card and pass the bag to the next player. If they do not read the phonogram correctly, they must put it back in the bag and pass the bag to the next person. If a student draws a Rotten Egg card, he must put all his cards back in the bag and pass it to the next player. Play ends when the timer beeps. The student holding the most cards wins.

*Rotten Egg may be played with one student and a teacher.

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Handwriting

Write Uppercase \( G \)

64.1 Uppercase G – page 123

Compare and contrast the uppercase and lowercase /g-j/ in a bookface font and in the handwriting font.

Let’s learn how to write the uppercase /g-j/.

Demonstrate how to write uppercase /g-j/ using \( \underline{L} \) or \( G \).

Start at the baseline. ① Loop up to the top line, ② down to the midline, ③ swing up to halfway between the midline and the top line, ④ scoop around past the baseline, ⑤ glide across.

Start just below the top line. ⑥ Roll around past the baseline to the midline, ⑦ draw a line straight into the circle.

Write uppercase /g-j/ three times on the Tactile Card or in the air, using your pointer finger.
Write uppercase /g-j/ three times on your whiteboard.
Which one sits on the baseline the best?
Which one looks most like the Tactile Card?
Put a smiley face next to the best /g-j/.
Optional: Writing on Paper
If the students are ready for writing with a pencil and paper, practice using the workbook page below. Otherwise, continue with large motor practice.

64.1 Uppercase G – page 123
Write uppercase /g-j/ three times on your favorite line size.

Phonemic Awareness

Rhyme One-Syllable Words
Today we will learn how to rhyme words. I will say two words that rhyme. I want you to tell me what you notice about the words.

hat cat
They both end in -at.

Here are two more words that rhyme. What do you notice about them?

fold hold
They both end in -old

I will say two words. If they rhyme, stand up and shout “yes!” If they do not rhyme, sit down and shake your head, “no.”

cold told yes tree hip no
less yes yes sad lamp no
had look no sad dad yes
had mad yes lamp ramp yes
look book yes

64.2 Rhyming – pages 124-125
Read the word. Look at the pictures. Circle the ones that rhyme with the word.

Teacher Tip
Many children with weak auditory skills struggle with rhyming. Rhyming requires students to break the word into sounds, isolate the final vowel and consonant sound and compare those sounds to another word. Rhyming skills are not needed to become fluent readers and spellers.

Challenge
Challenge students to think of other words that rhyme with the target word.
Spelling Analysis

Teach the words using the steps for Spelling Analysis. Direct students to write the words on their whiteboards or with Phonogram Game Tiles.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>car</td>
<td>My car is parked in back.</td>
<td>kar</td>
<td>car</td>
</tr>
<tr>
<td>2.</td>
<td>far</td>
<td>How far did you run today?</td>
<td>far</td>
<td>far</td>
</tr>
<tr>
<td>3.</td>
<td>same</td>
<td>They are wearing the same shirt.</td>
<td>sām</td>
<td>sāme</td>
</tr>
<tr>
<td>4.</td>
<td>jar</td>
<td>Pass the jar of jam.</td>
<td>jar</td>
<td>jar</td>
</tr>
<tr>
<td>5.</td>
<td>ring</td>
<td>Did you hear my phone ring?</td>
<td>ring</td>
<td>ring</td>
</tr>
</tbody>
</table>

Comprehension & Fluency

Ben’s Fun Day

64.3 Ben’s Fun Day – pages 126-127

Cut out the pictures.

Read Ben’s Fun Day. After you read each sentence, find the picture that describes what Ben is doing and lay the picture on your desk. Then read the next sentence. Lay the picture that describes this sentence next to the first one, putting the pictures in order.

Reread the story. Do the pictures match? When you are finished, raise your hand and I will check them.

Teacher Tip

In a classroom, ask the students to read the sentence quietly, choose the picture, then hold it up to show you.

Multi-Sensory Fun

Play a memory game with the pictures and sentences about Ben’s Fun Day. Cut out the sentences and pictures. Place all the pictures and sentences face down on the table. Ask the student to choose one sentence and one picture. Read the sentence. If they match, he may keep them both and go again. If they do not match, he must flip them back over. Try to remember where each picture or sentence is. Take turns or keep trying until all the pictures and sentences are matched.
<table>
<thead>
<tr>
<th>Area</th>
<th>Skill</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systematic Phonics</td>
<td>Decode words that follow the rule <em>To make a noun plural, add the ending -S.</em></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Read the sounds of the multi-letter phonograms [tch, ow, ou, ough]</td>
<td>2</td>
</tr>
<tr>
<td>Handwriting</td>
<td>Copy a sentence with an uppercase letter and punctuation.</td>
<td>2</td>
</tr>
<tr>
<td>Comprehension &amp; Fluency</td>
<td>Demonstrate understanding of a sentence the student has independently decoded.</td>
<td>2</td>
</tr>
<tr>
<td>Fluency</td>
<td>Read high-frequency words.</td>
<td>2</td>
</tr>
</tbody>
</table>

Skills with a 1 should be mastered before students move on to the next lesson. For skills marked with a 2, students should demonstrate familiarity but not necessarily answer all the questions correctly. These skills will be practiced extensively in the upcoming lessons.
Systematic Phonics

Plurals

G.1 Plurals – page 201
Look at the picture. Add an -s if it is needed to make the word plural.

Handwriting

G.2 Handwriting – page 202
Choose your favorite line size. Read the sentence, then write it.

Systematic Phonics

Phonogram Assessment

Ask the student to read each of the following phonogram cards: tch, ow, ou, ough.

What’s That Phonogram?

G.3 What’s That Phonogram? – page 203
On your page are groups of four phonograms. I will say a phonogram’s sound(s). Color the phonogram with your highlighter.

1. /ch/ three-letter /ch/
2. /o-ō-ow-ōf-ōf/
3. /ow-ō-ū-ū/
4. /ow-ō/
Comprehension

Sentence Comprehension

G.4 Matching – pages 204-205
Read the sentence. Match it to the correct picture.

Fluency

High-Frequency Words

G.5 High-Frequency Words – page 206
Read each word.

Teacher Tip
Ask students to read the sentences aloud. Observe the strategies the student uses to decode the words which have multiple options for sounds.

Multi-Sensory Fun
Write the words on index cards and hide them around the room.
Handwriting
Using the Tactile Cards, reteach how to write any of the phonograms which are difficult. Break down each step and have the student repeat the short, bold directions aloud.

“Optional Blind Writing” on page 49
“Phonogram Baseball” on page 66
“Phonogram Challenge” on page 91
“Phonogram Practice: Sensory Writing” on page 171
“Phonogram Finger Painting” on page 189
“Phonogram Race” on page 212

Phonograms
“Phonogram Game: Go Fish” on page 80
“Timed Phonogram Reading” on page 86
“Phonogram Game: Last One!” on page 98
“Phonogram Boat Race” on page 102
“Phonogram Practice: Speed Writing” on page 125
“Phonogram Slap” on page 130
“Phonogram Tight Rope” on page 184
“Phonogram Memory” on page 194
“Snatch the Phonogram” on page 208
“Rotten Egg” on page 221

High-Frequency Words
“Fox in the Hen House” on page 195
“Bingo” on page 214

Reading
“Reading Comprehension” on page 209
LESSON 78

Skills

**PHONEMIC AWARENESS**: Rhyme one-syllable words.

**SYSTEMATIC PHONICS**: Decode words that follow the rule *When a one-syllable word ends in a single vowel Y, it always says /i/.*

**HANDWRITING**: Copy a sentence from a model.

**SPELLING ANALYSIS**: by, show, fly, pass, ate

**COMPREHENSION & FLUENCY**: Follow written directions to perform a task. Reread a text. Make inferences. Analyze the author’s intent.

**COMPOSITION**: Tell an oral story.

Materials

**NEEDED**: LOE whiteboard, Basic Phonogram Flash Card, large whiteboard, small soft ball, Young Artist Series 7: *The Corn Maze*

**OPTIONAL**: Phonogram Game Tiles, scissors, NERF® gun with suction cup darts

Systematic Phonics

**Y Says Long /i/**

Today you need to be a spelling detective.

Show the Basic Phonogram Flash Card.

What does this phonogram say? */ly-i-ē/*

Today we will learn when this phonogram says the long /i/ sound.

78.1 Spelling Mystery – page 218

In your workbook you have a list of words. I will read the beginning of the list. When you think you can continue reading the list, raise your hand and you can take over.
What do you notice about the Y? It is saying /i/.
When does it say /i/?  at the end of the word

Let’s count the syllables in these words. How could you count the syllables? Put my hand under my chin and count how many times my mouth opens.

by  one syllable
sky  one syllable...

Y says /i/ at the end of a one-syllable word.
Let’s read the list again.

English Words Do Not End in I, U, V, or J

Write tri, fli, and si on the board.

Why can I not spell these words with an I at the end? English words do not end in I, U, V, or J.

When you hear /i/ at the end of the word, how could we spell it? with a /y-i-ē/ or with three-letter /i/

Read each word after I correct it.

Cross out tri and write try.
/t-r-i/  try

Cross out fli and write fly.
/f-l-i/  fly

Cross out si and write sigh.
/s-i/  sigh

Hmm. Notice the words fly and sigh. Do these words rhyme? yes
Why do they rhyme? They sound the same at the end.
But do they look the same? no
Words do not need to look the same to rhyme. They only need to end in the same sound.
Phonogram Target
Read 5-10 phonograms’ sound(s). Direct the student to write them someplace on the large whiteboard to create a target. When all the phonograms have been written, tell the student to step back 3-5 steps. Provide the student with a small, soft ball or a NERF® gun. Explain that you will now read a phonogram, and he should hit the phonogram by throwing the ball at it, or shoot it with the NERF® gun.

Phonemic Awareness

Rhyming
78.2 Rhymes – page 219
Read the words. Draw a line to match the words that rhyme.

Multi-Sensory Fun
Cut out the words. Place them in two piles on opposite sides of the room. Ask the student to choose a word, read it, run to the other side of the room, then find a word that rhymes.
**Spelling Analysis**

Teach the words using the steps for Spelling Analysis. Direct students to write the words on their whiteboards or with Phonogram Game Tiles.

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
<th>Say-to-Spell</th>
<th>Markings</th>
<th>Spelling Hints</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>by</td>
<td>He lives by the lake.</td>
<td>bī</td>
<td>by Y said long /ī/ at the end of a one-syllable word.</td>
</tr>
<tr>
<td>2.</td>
<td>show</td>
<td>Will you show me your drawing?</td>
<td>shō</td>
<td>2 show Underline/sh/. Underline /ō/ and put a 2 over it. /ow-ō/ said its second sound /ō/.</td>
</tr>
<tr>
<td>3.</td>
<td>fly</td>
<td>The plane will fly overhead.</td>
<td>flī</td>
<td>fly Y said long /ī/ at the end of a one-syllable word.</td>
</tr>
<tr>
<td>4.</td>
<td>pass</td>
<td>Please pass the milk.</td>
<td>pāss</td>
<td>pass We often double F, L, and S after a single vowel at the end of a base word.</td>
</tr>
<tr>
<td>5.</td>
<td>ate</td>
<td>The dog quickly ate the scraps.</td>
<td>āt</td>
<td>āte Put a line over the /ā/. Double underline the silent final E. The vowel said its long sound because of the E.</td>
</tr>
</tbody>
</table>

**Comprehension & Fluency**

**Reading Game**

78.3 Reading Basketball Game – pages 220-221

Read the story about the game. Draw a line from player to player showing how the ball traveled during the game.

**Teacher Tip**

For students who struggle with tracking, use a blank sheet of paper to cover the extra lines.

**Young Artist Series 7: The Corn Maze**

What is the title? The Corn Maze

The illustrator is Anna Carlson.

Turn to the inside back cover and read the biography for Anna Carlson aloud to the students.
Read the story aloud.
What are the four seasons? Winter, spring, summer, fall
What season did this story take place in? answers vary
How do you know it is not winter? There is no snow on the ground. They are wearing shorts.
How do you know it is not spring? The corn is tall. The farmers plant it in the spring.
How do you know it is not summer? The corn plants are usually short in the summer.
The corn is tallest in the fall just before they harvest it.

Turn to page 14. Read the last page to me again. Then Luke smiled at Vin. “Who do you think will win if we go back to the start?”

Why do you think the author ended the story here? answers vary
Maybe the author wanted to leave the rest of the story to your imagination.

Teacher Tip
Some students may lack the background knowledge to answer these questions because they have not seen corn growing or do not live in an area with four seasons. Look at pictures of cornfields in different stages of growth. Or ask other questions about the story, such as what they can infer about how corn grows from the pictures, why it was hard for Luke and Vin to find their way, and what it feels like if you are lost.

Multi-Sensory Fun
Draw a huge maze with sidewalk chalk (outside) or masking tape (inside) and have students try to find their way through the maze. Ask students to compare their experience with Luke and Vin’s.

Composition
Tell an Oral Story
Pretend the story continues and you are the author. Tell me what happens next.

Challenge
More advanced students can write and illustrate the continuation to the story.

Handwriting
Handwriting Practice
78.4 Handwriting – page 222
This handwriting sheet is optional. Ask the student to read the sentence aloud before writing it.