



SAXON

Phonics and Spelling

TEACHER'S MANUAL • VOLUME 1

LORNA SIMMONS

SAXON PHONICS AND SPELLING 1

Teacher's Manual, Volume 1



Saxon Phonics and Spelling 1

CONTENTS



Teacher's Manual, Volume 1

Program Overview

- › Scope and Sequence
- › Instructional Overview
- › Index

Fluency Instruction

Handwriting Instruction

Speaking and Listening Guide

Reading and Spelling Word Lists

Resources for Differentiation

- › Resources for Differentiation booklet
- › Resources to Support English Learners

Lessons

BEFORE TEACHING LESSON 1: Prelesson

LESSON OVERVIEW TAB: LESSONS 1–10

WEEK 1	Lesson 1:	The Letter <i>N</i>
	Lesson 2:	The Letter <i>O</i> , Part 1
	Lesson 3:	The Letter <i>O</i> , Part 2
	Lesson 4:	The Letter <i>T</i>
	Lesson 5:	The Letter <i>P</i>
WEEK 2	Lesson 6:	The Letter <i>I</i>
	Lesson 7:	The Letter <i>L</i>
	Lesson 8:	The Letter <i>A</i> , Part 1
	Lesson 9:	The Letter <i>Z</i>
	Lesson 10:	Assessment

LESSON OVERVIEW TAB: LESSONS 11–20

WEEK 3	Lesson 11:	The Letter <i>S</i>
	Lesson 12:	Suffix <i>-s</i>
	Lesson 13:	Blends
	Lesson 14:	The Letter <i>D</i>
	Lesson 15:	Assessment
WEEK 4	Lesson 16:	The Letter <i>F</i>
	Lesson 17:	The Letter <i>H</i>
	Lesson 18:	The Letter <i>G</i>
	Lesson 19:	The Letter <i>R</i>
	Lesson 20:	Assessment

LESSON OVERVIEW TAB: LESSONS 21–30

WEEK 5	Lesson 21:	The Letter <i>K</i>
	Lesson 22:	The Letter <i>C</i>
	Lesson 23:	Spelling with <i>k</i> and <i>c</i>
	Lesson 24:	The Letter <i>B</i>
	Lesson 25:	Assessment
WEEK 6	Lesson 26:	The Letter <i>M</i>
	Lesson 27:	The Letter <i>E</i>
	Lesson 28:	Digraph <i>ck</i>
	Lesson 29:	Spelling with <i>ck</i> and Final <i>k</i>
	Lesson 30:	Assessment

LESSON OVERVIEW TAB: LESSONS 31–40

WEEK 7	Lesson 31:	Digraph <i>th</i>
	Lesson 32:	Digraph <i>ng</i> and Suffix <i>-ing</i>
	Lesson 33:	Suffix <i>-ed</i>
	Lesson 34:	Digraph <i>ee</i>
	Lesson 35:	Assessment

WEEK 8	Lesson 36:	The Rule <i>vc'cv</i>
	Lesson 37:	The Letter <i>U</i>
	Lesson 38:	The Letter <i>W</i>
	Lesson 39:	The Rule <i>vc'cv'</i>
	Lesson 40:	Assessment

LESSON OVERVIEW TAB: LESSONS 41–50

WEEK 9	Lesson 41:	<i>a</i> consonant <i>e</i> ; Spelling with Final <i>ke</i>
	Lesson 42:	<i>o</i> consonant <i>e</i> ; <i>u</i> consonant <i>e</i>
	Lesson 43:	<i>i</i> consonant <i>e</i> ; <i>e</i> consonant <i>e</i>
	Lesson 44:	Contractions
	Lesson 45:	Assessment

WEEK 10	Lesson 46:	The Letter <i>X</i>
	Lesson 47:	The Letter <i>Y</i>
	Lesson 48:	Digraph <i>sh</i>
	Lesson 49:	Digraph <i>oo</i>
	Lesson 50:	Assessment

Content from the other binders in Saxon Phonics and Spelling 1:



Teacher's Manual, Volume 2

Lessons 51–140



Teacher's Resource Binder

Phonological/Phonemic Awareness Masters

- › Phonological/Phonemic Awareness Assessment

Parent Letter Masters

- › English and Spanish Parent Letters
- › English and Spanish Fluency Parent Letters
- › English and Spanish Handwriting Parent Letters

Fluency Masters

- › Fluency Word Lists
- › Fluency Passages

Fluency Assessment Masters

Handwriting Masters

- › Practice Writing Masters 1–26
- › Sight Words Masters 27–64

Color Words Masters

Recording Form Masters

- › Decodable and Fluency Reader Recording Forms
- › Fluency Assessment Recording Form
- › Sight Word Evaluation Recording Forms
- › Assessment Recording Forms

Before Teaching Lesson 1

PRELESSON



PROGRAM PREPARATION

MATERIALS

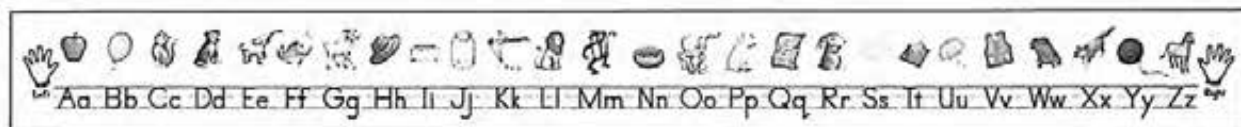
- | | | |
|-----------------------------------|-------------------------------|--|
| ■ Alphabet Handwriting Strips | ■ Fluency Instruction booklet | ■ Letter Cluster Posters A and B |
| ■ Letter Tiles | ■ Leo Poster | ■ Phonological/Phonemic Awareness Assessment |
| ■ Alphabet Wall Cards | ■ Wriley Poster(s) | □ letter tile containers |
| ■ Handwriting Instruction booklet | ■ Colors Poster | □ self-stick tags (optional) |
| | ■ Numbers Poster | |

BEFORE THE FIRST DAY OF SCHOOL

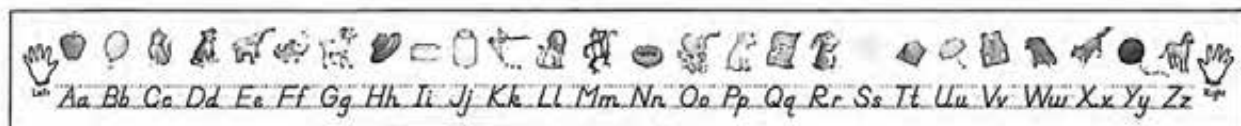
- Before beginning the *Saxon Phonics and Spelling 1*, a few simple preparations are necessary. Look over the list of materials above, and then read the suggestions and tips below. Please note that solid-square bullets indicate materials provided in the program. Hollow-square bullets signify materials you will need to supply. In future lessons diamond-shaped bullets will designate components that are available for separate purchase.

Alphabet Handwriting Strips

Alphabet Handwriting Strips should be available to children for all lesson activities. One side of the strip features Continuous Stroke-style letters, while the other side features block-style letters. The strips may be laminated (preferred side up) onto children's desks with a long piece of clear packing tape or onto a strip of sturdy cardboard for convenient storage. Either method reduces wear and tear on the strips and ensures children will always use the correct side. If you choose not to tape the **Alphabet Handwriting Strips** onto children's desks, establish a procedure for distributing and collecting the strips each day.



Block-style lettering



Continuous Stroke-style lettering



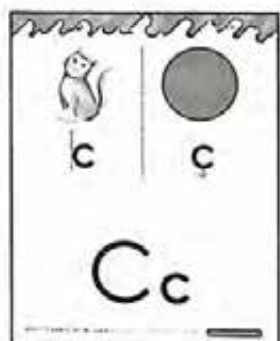
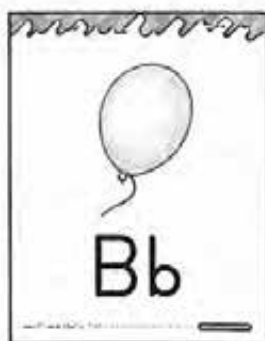
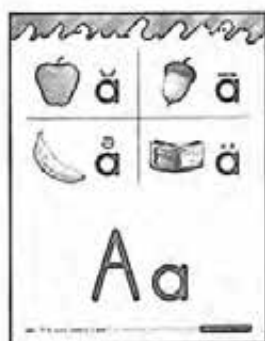
Letter Tiles

Letter Tiles will be used throughout the year for alphabet activities and spelling review. Each set includes every letter of the alphabet, an additional e, f, l, o, and s tile, as well as one blank tile. The tiles have green capital letters on one side and purple lowercase letters on the other, and each set features one of four background patterns to enable children to work in small groups without mixing up their tiles.

As indicated in the lessons, the tiles should be distributed as letters are taught. Before teaching Lesson 1 (on the letter n), place each **Letter Tile n** into a separate container, such as a plastic butter tub, zip-top bag, or small box, for each child in your class. As tiles are added throughout the year, be sure to group like patterns together. (Only those letters that children have learned will be used in any given lesson.)

Alphabet Wall Cards

Hang the **Alphabet Wall Cards** in alphabetical order where children can easily refer to them. Keyword pictures on the cards should be covered prior to their introductions. Some teachers use self-stick tags to cover all of the keyword pictures on the wall cards at the beginning of the year and then reveal each one as it's introduced. Others prefer to cover only the picture(s) of the focus letter's sound on the day it is taught. Choose the method that best fits the needs of your class.



NOTE: The vowel, spelling, and syllable division wall cards will be posted and discussed as their concepts are introduced.

Handwriting Instruction

Optional handwriting instruction is included as part of *Saxon Phonics and Spelling 1* through the use of the **Handwriting Instruction** booklet and accompanying **Handwriting Masters**. Both the booklet and masters are easily adaptable for use with other handwriting styles, and "Optional Handwriting Practice" notes in the lessons indicate opportunities for use.

Fluency Instruction

Saxon Phonics and Spelling 1 provides optional fluency instruction through the **Fluency Instruction** booklet, **Fluency Readers**, and **Fluency Masters**. Fluency practice should begin when you feel children have developed sufficient decoding skills, and it should employ only those texts that match each child's independent reading level. Lessons indicate when materials may be introduced, and the **Fluency Instruction** booklet provides suggestions for their use. Although the materials should never be presented before the lesson indicated, they may be used anytime thereafter.

Leo and Wriley Posters

The **Leo** and **Wriley Posters** are child-friendly classroom management tools that should be displayed where you can easily refer to them in class and where children can see them.

Leo the Lion serves as a model to children of the "listening position": He sits up straight with his hands folded and his mouth closed. Explain to children that when you need them to be quiet and listen, you will say "Leo" and/or point to the poster. During the first few days of school, and continuing until children understand, point to the poster and give the signal, "Leo." After some practice, you will be able to say "Leo" without pointing to the poster, or simply point to the poster without speaking, to indicate that children should assume the "Leo position."

Wriley the Raccoon is a model for the proper "writing position": She sits up straight, her feet flat on the floor, her pencil in hand, ready to write. Two **Wriley Posters** are included: One models the proper writing position for right-handers; the other models the proper writing position for left-handers. Display one or both posters, depending upon the needs of your class. (If you have left-handed writers in your class, display the left-handed **Wriley Poster** as close to them as possible.)

During the first few days of school, walk around the room and model the correct way to hold a pencil, offering assistance as needed. Remind children to look at the proper poster if they need help. It might also be helpful to distribute a sheet of paper to each child, and then discuss the proper way to position the paper on the desk. Explain to children that once they are in Wriley position, the first thing they should do is write their names on their papers. As you did with the "Leo" signal, practice saying "Wriley" and pointing to the poster to remind children what to do.



NOTE: Children may notice that although "Wriley" begins with /r/, it is spelled with a W. Praise them for being so observant. Explain that because Wriley likes to write, she demonstrates the "right" way to sit as we write, and the beginning of her name is spelled like the beginning of the word "write." (Tell children that later in the year, they will learn about "wr" that makes the /r/ sound.)



NUMBERS	
1	one /wʌn/
2	two /tuː/
3	three /θriː/
4	four /fɔːr/
5	five /faɪv/
6	six /sɪks/
7	seven /sɛvən/
8	eight /eɪt/
9	nine /naɪn/
10	ten /tɛn/

COLORS	
● black	 /blæk/
● blue	 /bluː/
● brown	 /braʊn/
○ gray	 /ɡreɪ/
○ green	 /ɡrɛn/
○ orange	 /ɔrənʒ/
○ pink	 /pɪnk/
● purple	 /pɜrpl/
● red	 /rɛd/
white	 /waɪt/
yellow	 /jɛl/

Numbers and Colors Posters

The **Numbers and Colors Posters** are a convenient resource for spelling number and color words and should be hung in a location clearly visible to all children. Both posters provide children with a handy reference for associating important numbers and colors with their printed forms, while simultaneously reinforcing their proper spellings. The **Numbers Poster** lists the numerals, number words, and pronunciations for the numbers one through ten. The **Color Poster** lists the names, pronunciations, and examples of 11 colors.

Included in the Teacher's Resource Binder are six **Color Words Masters** that provide additional practice in connecting colors to their written names. You can use these masters at any time in the year as an engaging reinforcement tool. Remind children to refer to the **Colors Poster** if they need help.

Letter Cluster Posters

Two **Letter Cluster Posters** clearly display all of the letter clusters taught throughout the year. These posters will be referred to as concepts are introduced, so hang them in a location visible to all children.

Letter Cluster	
Consonant Digraphs	
ch	ng th sh
ck	ph th
Vowel Digraphs	
ai	ea ew oo
ou	ea ey oo
ow	ea ie ow
oy	ai ie up
ea	ai ea
Three Letter Digraphs	
gn	kn wix

Letter Cluster	
Trigraphs	
dge	igh tch
Consonant Triples	
cr	lr qu wh
er	or ur
Digraphs	
ai	ou ow oy
Final, Silent Syllables	
ble	gle tle
dle	ple tion
tle	

Phonological/Phonemic Awareness Assessment

To benefit from the instructional content in *Saxon Phonics and Spelling 1*, children must have attained a level of conceptual development called **phonemic awareness**, a subcategory of **phonological awareness**. Phonological and phonemic awareness are taught in isolation during the first 70 lessons and embedded in the lessons thereafter. However, if you find that some children seem to have great difficulty with specific reading concepts (e.g., blending sounds), give them the **Phonological/Phonemic Awareness Assessment** (in the Teacher's Resource Binder) to help you pinpoint the specific skills that need strengthening. Results from the assessment should be used to provide additional practice specific to each child's needs.

Lessons 1-10 Overview

LESSON	NEW CONCEPTS	REVIEW CONCEPTS
1 The Letter N Pages 1–11	- vowel and consonant - capital and lowercase - initial - voiced and unvoiced sounds - reading and spelling consonant n - identify initial sounds	
2 The Letter O, Part 1 Pages 1–10	- final - reading and spelling vowel o - short vowel sound /ō/ - breve - coding - blending - the short vowel rule (ŷc) - table of contents - page numbers	- identify initial sounds - review initial position - read words with letter n - identify vowels and consonants
3 The Letter O, Part 2 Pages 1–10	- long vowel sound /ō/ - macron - accent mark - the long vowel rule (ŷ'→) - isolate and produce initial sounds	- review initial position - code and read words with letters n and o - identify vowels and consonants - review the short vowel rule (ŷc)
4 The Letter T Pages 1–10	reading and spelling consonant t	- isolate and produce initial sounds - review initial position - code and read words with letters n and o - blend sounds - review the short vowel rule (ŷc) - review the long vowel rule (ŷ'→)
5 The Letter P Pages 1–8	- reading and spelling consonant p - recognize alliteration	- identify initial sounds - review initial position - code and read words with letters n, o, and t - blend sounds - review the short vowel rule (ŷc) - review the long vowel rule (ŷ'→)
6 The Letter I Pages 1–11	- reading and spelling vowel i - short and long vowel sounds /ī/ and /i/ - the word "I" - identify final sounds	- code and read words with letters n, o, p, and t - spell words with n, o, p, and t - review the short vowel rule (ŷc) - review the long vowel rule (ŷ'→) - identify vowels and consonants
7 The Letter L Pages 1–10	reading and spelling consonant l	- identify final sounds - code and read words with letters i, n, o, p, and t - review the short vowel rule (ŷc) - review the long vowel rule (ŷ'→) - identify vowels and consonants
8 The Letter A, Part 1 Pages 1–10	- reading and spelling vowel a - short and long vowel sounds /ā/ and /a/ - isolate and produce final sounds	- code and read words with letters i, l, n, o, p, and t - spell words with a, i, and p - identify vowels and consonants
9 The Letter Z Pages 1–8	reading and spelling consonant z	- isolate and produce final sounds - code and read words with letters a, i, l, n, o, p, and t - identify vowels and consonants - read ŷc and ŷ'→ words
10 Assessment Pages 1–5	identify medial sounds	

The Letter N

LESSON

1

NEW CONCEPTS

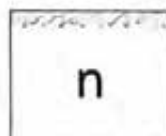
- vowel and consonant
- capital and lowercase
- initial
- voiced and unvoiced sounds
- reading and spelling consonant n



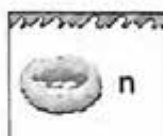
LESSON PREPARATION

MATERIALS

- Alphabet Handwriting Strips
- Letter Tile n
- Letter Card 1 (n)
- Picture Card 1 (nest)
- Spelling Card 1 (/n/)
- Worksheet 1
- ♦ Handwriting Master 14 (optional)
- Parent Letter
- ♦ Handwriting Parent Letter and Talk Throughs (optional)
- Saxon Homework Folders
- rubber bands (1 per child)
- tin cans or plastic foam cups (1 per child)
- containers (1 per child)



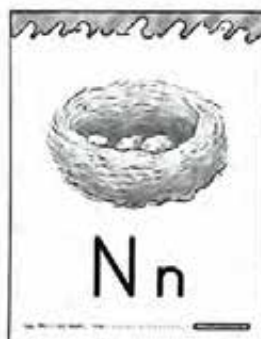
Letter Card 1



Picture Card 1



Spelling Card 1



Nn Alphabet Wall Card

BEFORE CLASS

- Please read the **Instructional Overview** before teaching any lessons.
- Cover the picture on the **Nn Alphabet Wall Card**.
- If you choose not to tape **Alphabet Handwriting Strips** onto children's desks, establish a procedure for distributing and collecting the strips each day.
- Stretch a rubber band lengthwise around each can or cup. For this lesson, tin cans work better than plastic foam cups, but may be harder to obtain.
- Make sure each **Letter Tile n** is in its own container, such as a plastic butter tub, zip-top bag, or small box. Since children will learn only this letter today, it is the only tile the containers should hold at this point.



ENGLISH LEARNER SUPPORT

REINFORCE VOCABULARY Substantial When completing the worksheet, name each picture and have children point to the picture and say the word chorally. Then have partners turn and tell each other the name for each picture. To support parents and children at home, write the word for each picture at the bottom of each box on **Homework 1**.

Lesson Warm-Up

Alphabet Activity

OBJECTIVE: To recognize the vowels and practice saying the alphabet

- Children should have their **Alphabet Handwriting Strips** available.
- If you have not already discussed the listening position and "Leo" signal (as explained in the Prelesson), do so now.

"Let's look at our Alphabet Handwriting Strips."

"On our Alphabet Handwriting Strips are all the letters we use to make words. We will learn all the letters and the sounds they make, and we will learn how to read and spell with them."

"Two kinds of letters make up our alphabet: vowels and consonants."

- Quickly point to each vowel **Wall Card** as you say:

"The vowels are a, e, i, o, and u. Say them with me." a, e, i, o, u

"Did you notice that the vowels are printed in red?"



NOTE: The letter y is treated as a consonant until Lesson 61.

"All of the other letters are called 'consonants.'"

"When we read, we move our eyes from left to right. Do you know which way is left and which is right?"

- Discuss with children how to use the hands on their **Alphabet Handwriting Strips** to help them remember left and right.

"The letters on our strips start on the left and end at the right. Let's point to each letter as we say the alphabet. Put your index finger on A, and say the letter names with me."

- Show children which finger is the index finger, and recite the alphabet together.
- Set a steady pace so children cannot sing the alphabet. Although some children may already know the letters, some will not. Don't be concerned if some children cannot stay on the correct letter. If you find a child on the wrong letter, just show him/her where you are and continue. This one-to-one correspondence is difficult for some children and may take time to master. Average learners will master this in approximately seven exposures, while special learners may take up to 1500.

Phonological/Phonemic Awareness

OBJECTIVE: To identify initial sounds

"I'll say two words. Give a 'thumbs up' if both of them start with the same sound or a 'thumbs down' if they don't."

"Listen carefully to the beginning sounds of these words."

Introduce the **Alphabet Handwriting Strips**.

Introduce vowels (in red) and consonants (in black).

Introduce left and right.

Together, touch and name all the letters on the **Alphabet Handwriting Strips**.

Have children listen to word pairs and tell you whether or not they have the same initial sounds.

- Point to your mouth and stress the initial sounds as you say the following:

"Lemon. Lost."

"Do 'lemon' and 'lost' begin with the same sounds? Thumbs up for yes. Thumbs down for no." thumbs up



TIP: When children have difficulty identifying sounds, exaggerate and hold the sound you want them to identify: l-l-l-emon, l-l-l-ost.

- Slowly repeat the words until most children are giving a "thumbs up."
"Who can tell me another word that starts with the same sound as 'lemon' and 'lost'?" various answers
- Guide children to share words that begin with the sound /l/.
- Repeat the activity with the following word pairs. When both words in a pair begin with the same sound, invite children to share other words that begin with that sound.

table/tiptoe

nine/vest

pepper/pine

fast/felt

horse/heart

salt/foot

bark/baby

goal/ball

mask/men

New Increment: The Letter N

- Seat children where they can see the board.
- Make sure children are in Leo position. Select a child and explain:
"I'll use your name to teach the class something. Your first name is (Kim), and your last name is (Jones)."
- Write the child's name on the board.
"Look at this name. What is the first letter in (Kim)'s first name?" (K)
"Names are special, so we use a special type of letter. We call it a 'capital' letter."
- Write a capital (K) under the child's first name.
"Every letter has two forms: capital and lowercase. This is a capital (K). What is the first letter in (Kim)'s last name?" (J)
"The first letter in (Kim)'s last name is a (j). What special kind of letter do we use?" capital letter
- Write a capital (J) under the child's last name.
"These are the initials in (Kim)'s name. They are called 'initials' because they come at the beginning of (Kim)'s name. The word 'initial' means 'beginning.'"
- Repeat this activity with another child's name. Encourage children to write their initials on the board. Later in the day, have children return to the board to circle their initials.

Introduce capital letters and the meaning of "initial," using children's names.

Introduce "echo" and practice with children.

Have children echo words that begin with /n/, and then ask them to identify the initial sound.

Demonstrate vibration with a can and rubber band.

Distribute the cans. Show children how the rubber bands are like vocal cords.

Explain voiced and unvoiced sounds, using /n/ and /s/ as examples.

- Seat children for the remainder of this activity.

"Have you ever been to the mountains where you can yell 'Hello!' and the mountains yell 'Hello!' back?"

- If needed, give another example, such as an echo in a large, empty room.

"This is called an 'echo.' Many times this year you will act like mountains and 'echo' words."

"Let's practice echoing. I'll say 'Hello!' and then you echo 'Hello!' Hellooooo!" Hello!

"Now I'll say some words, and then you echo them. Listen for the sound that's the same in the beginning, or initial, position of each word."

"Raise your hand when you know the sound, but don't say it out loud."

- Point to your mouth as you say each word:

"Note." note "Numb." numb "Nip." nip

- Slowly repeat the words until most children have raised their hands.

"What sound do you hear in the beginning, or initial, position?" /n/

- Make sure children give the short, crisp sound of /n/ and do not add a short u sound, as in /nūh/.

"/n/ is the sound you hear in the initial position of these words."

- Hold up a can (or cup) with a rubber band stretched over the open end. Pluck the rubber band as if it were a guitar string.

"Watch when I pluck this rubber band like a guitar string. What do you notice about the rubber band?" It moves.

"That is what your vocal cords do when you make certain sounds."

- Distribute a can (or cup) to each child.

"Pluck the rubber band and see if it moves."

"Now feel your (can). Tell me what you notice." It wiggles, tickles, or vibrates.

"The wiggling or tickling you feel is called 'vibration.' Part of our body is like your (can)."

- Put your hands around your neck to show its cylindrical shape.

"We have vocal cords inside our necks that are similar to rubber bands because they vibrate."

"Put your fingers on the front of your neck and say /n/." /n/

"Did you feel your throat vibrate?" yes

"When a letter sound makes your vocal cords vibrate, it is called a 'voiced sound.' Since /n/ vibrates, it is a voiced sound."

"Let's try a sound that is unvoiced. An unvoiced sound won't make your vocal cords vibrate. Say /s/." /s/

"/s/ is unvoiced because the vocal cords don't vibrate."

- Write the following on the board:

not nap net

Introduce
consonant n.

- Point to each word as you read it aloud.

"What letter do you see that might make the /n/ sound?" n

- If children do not know the name of the letter, say it for them.

"N is the first letter in all of these words, so n must be the letter making the /n/ sound."

"Look at your Alphabet Handwriting Strip. Is 'n' a vowel or a consonant?" consonant

"Right. We know that a, e, i, o, and u are vowels, so n must be a consonant. The consonants are printed in black on your Alphabet Handwriting Strips."

Handwriting N

- Seat children where they can write comfortably.
- If you have not already discussed the writing position and "Wiley" signal (as explained in the Prelesson), do so now.
- Write a capital N on the board in the handwriting you want children to learn. (Specific handwriting strokes are described in the **Handwriting Instruction** booklet, should you choose to follow that method of handwriting instruction.)

"This is a capital N. Let's practice skywriting capital N's. Watch me first and then you'll get to try."

- Demonstrate skywriting: Straighten your arm and extend your index finger as if pointing. Without bending your wrist or elbow, write the letter in the air. Ideally each letter should be about two feet tall.

"Stand up! Practice skywriting capital N's. Name the letter each time you skywrite it."

- Assist children as needed. Be sure they do not bend their wrists or elbows.
- Distribute **Worksheet 1**. Make sure children turn to the correct side.

"Leave your pencil on your desk until I tell you to pick it up."

- Write the following on the board:

WORKSHEET 1

Introduce capital N
and how to write it.

Demonstrate
skywriting. Have
children skywrite
capital N's.

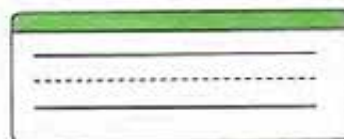
Distribute
Worksheet 1.

- Show a worksheet and point to "Worksheet 1" at the top of the page.

"When I give you a worksheet, find the side that has 'worksheet' written on it. This is the side we'll do together in class."

"Let's practice writing our new letter on it."

- Draw handwriting lines on the board:



"These are handwriting lines like you have on your paper."

- Write a capital N on the lines, using the strokes taught earlier.

"Pick up your pencil. Find the handwriting lines on your paper, and practice writing a capital N like I wrote on the board."

"Name the letter as you write it."

- Allow time for children to do this. Assist any children who need help.

"Put your pencil back on your desk."

- Write a lowercase n on the lines in the handwriting you want children to learn.

"This is a lowercase n."

- Have children skywrite lowercase n's.

"Pick up your pencil and practice writing a lowercase n on your worksheet beside the capital N. Name the letter as you write it."

- Walk around the room and assist any children who need help.
- Have children set their worksheets aside for use later in the lesson.
- Leave the handwriting lines and letters on the board for the remainder of the lesson.

OPTIONAL HANDWRITING PRACTICE: For additional handwriting practice in class or as homework, distribute **Handwriting Master 14**. Have children practice writing capital and lowercase n's using the strokes you've taught.

Spelling with Letter Tiles

- Distribute the **Letter Tile** containers (containing only n). Make sure children seated next to each other do not have the same pattern.

"These are Letter Tiles. I've given each of you an n."

"Take out your Letter Tile n, and look at each side. One side has a green capital N, and the other side has a purple lowercase n."

Write a capital N on handwriting lines.

Have children practice writing a capital N on their worksheets.

Introduce how to write lowercase n.

Have children skywrite lowercase n's and then practice writing a lowercase n on their worksheets.

Distribute the **Letter Tile** containers with **Letter Tile n**.

Have children show you the green capital N and then the purple lowercase n.

- Allow time for children to examine their **Letter Tiles**.



TIP: Until children can easily distinguish between capital and lowercase, refer to tiles by both color and type of letter (i.e., the purple lowercase side or the green capital side).

"Hold up your Letter Tile. Turn it so I can see the green capital N."

- Make sure children have the capital N turned toward you.

"Now turn it so I can see the purple lowercase n."

- Have children return the tiles to the containers. Collect the containers (or have children store them in their desks).
- Reinforce the name, sound, and shape of n throughout the day.

New Deck Cards for N

- Show **Letter Card 1**.

"What letter is this?" n

- Hold up **Picture Card 1**, but keep the picture covered.

"I have a card with a picture on it that begins with /n/. I'll say some clues to help you guess it. Raise your hand when you know what it is, but please don't say it out loud."

"This is made with twigs, grass, strings, or other materials. This is where birds make their homes and lay their eggs. What do you think it is?" nest

"Right. From now on, we'll use the keyword 'nest' to help us remember the /n/ sound."

"Keywords are important because they help us remember letter sounds."

- Show **Picture Card 1** and uncover the picture on the **Wall Card**.

"When you see this card, say 'nest, /n/'."

"The keyword 'nest' helps us remember the /n/ sound because 'nest' begins with /n/'."

"Get out your worksheet."

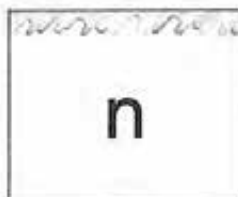
- Point to the keyword picture at the top of the worksheet as you say:

"If you forget n's sound, look here at the keyword picture."

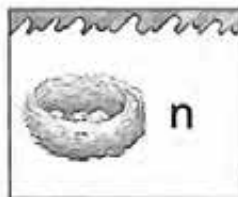
"Find the #1 and put your finger on it."

- Hold **Spelling Card 1** so that only you can see what is written. Follow the instructions on the card. Hand signals to accompany this sequence are as follows: (1) Point to your mouth as you say the sound. (2) Point to children to indicate they are to echo the sound. (3) Extend your hand (palm up) as you ask for the name of the letter that makes the sound. (4) Point straight down to indicate that children are to write the letter. Eventually children will learn to follow the hand signals without verbal cues.

Collect the containers.



Introduce n
(Letter Card 1).



Introduce the keyword "nest" (Picture Card 1) with the riddle.



Introduce /n/ (Spelling Card 1), using the hand signals.

1.



2.



3.



4.



- Use the following verbal cues to accompany the hand signals until children are familiar with the procedure:

"Echo /n/." /n/

"What letter makes this sound?" n

"Write a lowercase n on the line by #1."



TIP: If any children have enormous difficulty writing, have them manipulate **Letter Tiles** every day instead of writing. The goal of the **Spelling Card** activities is to spell sounds correctly, not to write letters perfectly.

- The new **Letter, Picture, and Spelling Cards** will be referred to as "**Review Decks**" in future lessons. These three decks should always be kept separate and should never be mixed. Review the decks daily to help children learn the name, sound, and written form of each letter or letter cluster.

Application and Continual Review

Worksheet

"Find the #2 on your worksheet. What is the picture?" nest

- Give credit to any answer that corresponds to the picture, but lead to the answer provided.

"What is the sound in the initial, or beginning, position of 'nest'?" /n/

"Write the lowercase letter that says /n/ on the line by #2."

- Repeat with #3 (nose), #4 (nap), #5 (necklace), #6 (net), and #7 (neck). Provide help as needed.
- Always check each child's worksheet, and have him/her correct it before sending it home. Worksheets should not be graded.

For #2–#7, have children identify the pictures and write the initial letters on the lines.

Check each child's worksheet.

Homework

"Turn your paper over. This is the side you'll do at home tonight."

"Put your finger on the top row of handwriting lines. Do you see the capital N?" yes

"Practice writing capital N's on this line tonight."

- Discuss writing lowercase n's on the second handwriting line.

"What do you think you'll do on the rest of the homework paper?"

- Discuss each picture to make sure children understand the word it represents: #1 (nurse), #2 (needle), #3 (napkin), #4 (newspaper), #5 (numbers), and #6 (nails).
- Distribute the Saxon Homework Folders.

"If you need help, look at the worksheet side for the activity that is similar to your homework."

- Distribute the Saxon **Homework Folders**.

"This is your Homework Folder. Look at it carefully. What do you notice?"

- Allow time for children to offer observations.

"This folder has all kinds of information about letters and rules that we will learn about this year."

- Discuss some of the information on the folder.

"You'll also use this folder to take your papers home and to bring them back to school."

- Discuss with children how they will store and care for their folders.

"When you finish your homework, have someone at home check it. Then bring it back to me tomorrow in your Homework Folder."

- Distribute the Parent Letter.

"This letter tells your parents or guardians how we will learn to read this year. Give it to them tonight."

- Have children put their worksheets and parent letters in their **Homework Folders**.

OPTIONAL: If you are teaching handwriting using the **Handwriting Instruction** booklet, photocopy and distribute the **Handwriting Parent Letter and Talk Throughs**. Have children put the papers in their **Homework Folders**.

Discuss the homework with children.

Distribute the Saxon **Homework Folders**.

Distribute the **Parent Letter**.

OPTIONS FOR DIFFERENTIATION

SUPPORT

For children who struggle to connect letter *n* with the sound /n/, including children who show signs of dyslexia, support them to practice naming and writing the letters, and saying the sounds the letters make.

- Have children say the /n/ sound with you and ask them to describe how their mouths move when they make the sound.
- Press one nostril shut with your index finger and say /n/. Instruct children to do the same.
- Alternate saying /n/ normally and with one nostril shut. Have children discuss the difference.
- Pass out handwriting paper and markers to each child.
- Write a capital N on the board. Point to yourself and say: "Repeat after me: capital 'N'" Point to children to echo. Then repeat.
- Have children write capital N on their papers.
- Point to yourself, and say: "/n/." Point to children to echo. "Hold up your paper and show me what you wrote."
- Lead children in chanting: "Capital 'N' says /n/."
- Repeat this process several times, alternating between capital N and lowercase n.

REINFORCE

For children who are learning to write and distinguish between capital N and lowercase n, have them practice writing the letters.

- Have children partner up. Pass out handwriting paper and pencils to each pair. Show children how to draw a tic-tac-toe board. Have them draw a tic-tac-toe board on their paper.
- Demonstrate how to play tic-tac-toe using capital N and lowercase n instead of x and o.
- Pass out pencils and the tic-tac-toe boards. Give two pages to each pair.
- Assign each partner a letter: capital N or lowercase n. Give each pair one **Letter Tile n** with the capital side showing, and one **Letter Tile n** with the lowercase side showing, for reference.
- Have the children play three to four rounds using their assigned letters. Then have the children switch letters and play another three to four rounds. Support children as needed.

EXTEND

For children who have mastered connecting letters to their sounds, challenge them by having them think of words that start with each letter sound.

- Have children sit in a circle to play Alphabet Add On.
- Choose a food item that begins with the letter a and say: "For lunch I had an apple."
- Then call on a child to repeat the sentence and add a food item that begins with the letter b. For example, the child might say, "For lunch I had an apple and a banana."
- Continue as long as time permits. Provide hints if children cannot think of food items (for example: carrot, donut, egg, oranges, quesadilla, udon noodles, vegetables, zucchini).

School/Home Reinforcement

- Send the following home with children at the end of the day:
 - Worksheet 1
 - Parent Letter
 - Handwriting Master 14 (optional)
 - Handwriting Parent Letter and Talk Throughs (optional)

Name _____

 Nn

1. _____

		
2. _____	3. _____	4. _____
		
5. _____	6. _____	7. _____

© Houghton Mifflin Harcourt Publishing Company

N

n

		
1. _____	2. _____	3. _____
		
4. _____	5. _____	6. _____

Dear Parent/Guardian:
 Take your child through the following for the consonant n, name, sound, written form, and sound/letter. Your child also learned how to write the letter n. Please have further practice writing n on the lines provided, write the first letter for pictures Nn (Nurse, needle, napkin, newspaper, numbers, noise, and name the object for a noun). Please return the paper to school.

© Houghton Mifflin Harcourt Publishing Company

Dear Parent/Guardian:
 This year your child will participate in an intensive, systematic phonics program. Phonics teaches beginning readers the phonetic (or spoken) value of letters, letter combinations, and syllables.
 Reading is learned most easily when taught in a systematic way. This program presents information systematically in small, easily understandable form and reviews it. New learning gradually builds upon old learning, and regular practice reinforces both. Through this process of incremental development and constant practice and review, your child will experience success every day.
 You can help your child in several ways. First, review your child's assignment every day and ask what he/she learned. This will reinforce the concepts taught. Second, on the back of each worksheet is homework that reviews both new and previously learned information. Please help your child complete this homework and have further practice reading the worksheets, readers, and other materials sent home. (Homework and practice materials will include any needed directions.) Give attention to your child's reading, helping further sound out difficult words as needed, and encourage your child to read the various forms of punctuation with proper expression in which voice. Finally, read your child the comprehension questions on the back of the readers, and help further answer them, if necessary. All home information may be sent home to help you participate in your child's learning.
 Second graders will be expected to know how to read, so it is important that your child learn how to read this year. If you ever sense that your child feels unsuccessful or frustrated, please let me know so I can adjust the program's activities.
 Sincerely,

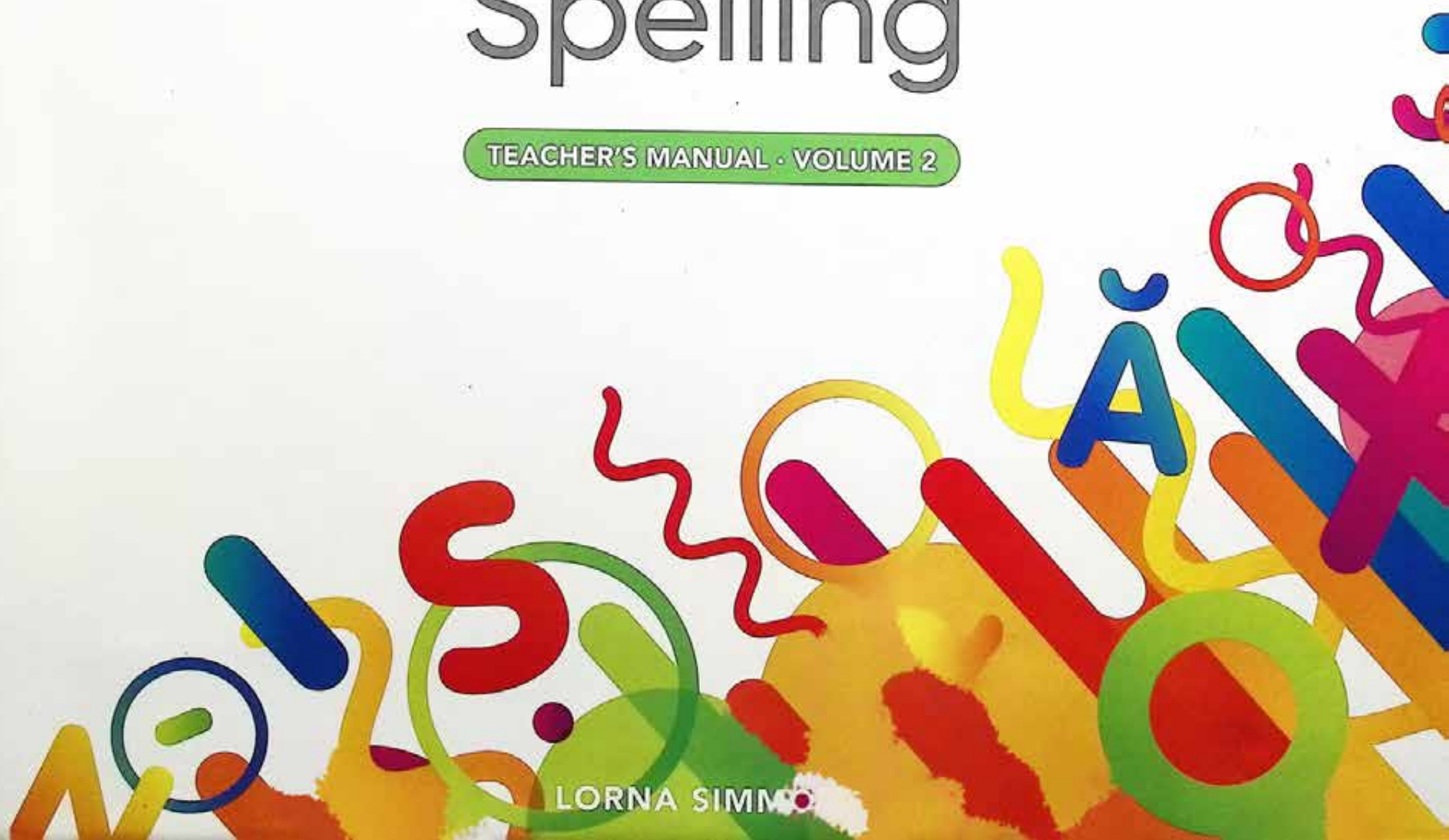
© Houghton Mifflin Harcourt Publishing Company



SAXON

Phonics and Spelling

TEACHER'S MANUAL • VOLUME 2



LORNA SIMMONS

SAXON PHONICS AND SPELLING 1

Teacher's Manual, Volume 2

Saxon Phonics and Spelling 1

CONTENTS



Teacher's Manual, Volume 2

Lessons

LESSON OVERVIEW TAB: LESSONS 51–60

WEEK 11	Lesson 51:	The Letter <i>J</i>
	Lesson 52:	Floss Rule
	Lesson 53:	The Letter <i>V</i> ; Spelling with Final <i>ve</i>
	Lesson 54:	Spelling with Final <i>c</i>
	Lesson 55:	Assessment

WEEK 12	Lesson 56:	Final, Stable Syllable <i>-ble</i>
	Lesson 57:	Final, Stable Syllables <i>-fle, -ple, -dle</i>
	Lesson 58:	Final, Stable Syllables <i>-tle, -gle</i>
	Lesson 59:	Final, Stable Syllables <i>-cle, -kle, -sle, -zle</i>
	Lesson 60:	Assessment

LESSON OVERVIEW TAB: LESSONS 61–70

WEEK 13	Lesson 61:	Vowel <i>y</i> , Part 1
	Lesson 62:	Vowel <i>y</i> , Part 2
	Lesson 63:	Combination <i>er</i>
	Lesson 64:	Trigraph <i>igh</i>
	Lesson 65:	Assessment

WEEK 14	Lesson 66:	Compound Words
	Lesson 67:	Suffixes <i>-less, -ness, -ly</i>
	Lesson 68:	Digraph <i>ai</i>
	Lesson 69:	Digraph <i>ay</i>
	Lesson 70:	Assessment

LESSON OVERVIEW TAB: LESSONS 71–80

WEEK 15	Lesson 71:	Combination <i>ar</i>
	Lesson 72:	Digraph <i>ch</i>
	Lesson 73:	Combination <i>or</i>
	Lesson 74:	Combination <i>qu</i>
	Lesson 75:	Assessment

	Lesson 76:	Combination <i>ir</i>
	Lesson 77:	Combination <i>ur</i>
WEEK 16	Lesson 78:	Soft (Cedilla) <i>c</i>
	Lesson 79:	Digraph <i>ow</i>
	Lesson 80:	Assessment

LESSON OVERVIEW TAB: LESSONS 81–90

	Lesson 81:	The Rule <i>v'cv</i> with <i>a</i>
	Lesson 82:	The Rule <i>v'cv</i> with <i>i</i> and <i>e</i>
WEEK 17	Lesson 83:	The Rule <i>v'cv</i> with <i>o</i> and <i>u</i>
	Lesson 84:	The Rule <i>v'cv'</i> , Part 1
	Lesson 85:	Assessment

	Lesson 86:	Digraph <i>ea</i> , Part 1
	Lesson 87:	Digraph <i>ea</i> , Part 2
WEEK 18	Lesson 88:	Spelling with the Dropping Rule
	Lesson 89:	Diphthongs <i>oi</i> , <i>oy</i>
	Lesson 90:	Assessment

LESSON OVERVIEW TAB: LESSONS 91–100

	Lesson 91:	Spelling with <i>oi</i> and <i>oy</i>
	Lesson 92:	The Rule <i>vc cvc cv</i>
WEEK 19	Lesson 93:	Final, Stable Syllable <i>-tion</i>
	Lesson 94:	Digraph <i>ue</i>
	Lesson 95:	Assessment

	Lesson 96:	Suffix <i>-es</i>
	Lesson 97:	Diphthongs <i>ou</i> , <i>ow</i>
WEEK 20	Lesson 98:	Spelling with <i>ou</i> and <i>ow</i>
	Lesson 99:	The Rules <i>vc ccv</i> and <i>vcc cv</i>
	Lesson 100:	Assessment

LESSON OVERVIEW TAB: LESSONS 101–110

	Lesson 101:	Digraph <i>au</i>
	Lesson 102:	Digraph <i>aw</i>
WEEK 21	Lesson 103:	"Wild Colt" Words
	Lesson 104:	Digraph <i>oa</i>
	Lesson 105:	Assessment

	Lesson 106:	Digraph <i>ey</i>
	Lesson 107:	The Rule <i>vc' v</i>
WEEK 22	Lesson 108:	Digraph <i>ph</i>
	Lesson 109:	Soft <i>g</i>
	Lesson 110:	Assessment

LESSON OVERVIEW TAB: LESSONS 111–120

WEEK 23	Lesson 111:	Spelling with the Doubling Rule
	Lesson 112:	"Ghost Letter" Digraphs
	Lesson 113:	Spelling with the Doubling and Dropping Rules
	Lesson 114:	The Rule <i>v cv'</i> , Part 2
	Lesson 115:	Assessment
WEEK 24	Lesson 116:	Trigraph <i>tch</i> ; Spelling with Final <i>ch</i> and <i>tch</i>
	Lesson 117:	Trigraph <i>dge</i> ; Spelling with Final <i>dge</i> and <i>ge</i>
	Lesson 118:	Spelling with / <i>ch</i> / and / <i>j</i> /
	Lesson 119:	Digraph <i>ie</i>
	Lesson 120:	Assessment

LESSON OVERVIEW TAB: LESSONS 121–130

WEEK 25	Lesson 121:	Combination <i>wh</i>
	Lesson 122:	The Letter <i>A</i> , Part 2
	Lesson 123:	Digraph <i>ei</i>
	Lesson 124:	Digraph <i>ew</i>
	Lesson 125:	Assessment
WEEK 26	Lesson 126:	Suffixes <i>-er</i> , <i>-est</i>
	Lesson 127:	Suffix <i>-ful</i>
	Lesson 128:	Prefix <i>un-</i>
	Lesson 129:	Prefixes <i>pre-</i> , <i>dis-</i>
	Lesson 130:	Assessment

LESSON OVERVIEW TAB: LESSONS 131–140

WEEK 27	Lesson 131:	Review of Consonant Digraphs
	Lesson 132:	Review of Vowel Digraphs
	Lesson 133:	Review of Combinations
	Lesson 134:	Review of Affixes
	Lesson 135:	Assessment
WEEK 28	Lesson 136:	Review of Diphthongs
	Lesson 137:	Review of Final, Stable Syllables
	Lesson 138:	Review of Trigraphs
	Lesson 139:	Review of Spelling Rules
	Lesson 140:	Assessment

Content from the other binders in Saxon Phonics and Spelling 1:



Teacher's Manual, Volume 1

Program Overview

Fluency Instruction

Handwriting Instruction

Speaking and Listening Guide

Reading and Spelling Word Lists

Resources for Differentiation

Lessons 1–50



Teacher's Resource Binder

Phonological/Phonemic Awareness Masters

Parent Letter Masters

Fluency Masters

Fluency Assessment Masters

Handwriting Masters

Color Words Masters

Recording Form Masters

Lessons 51-60 Overview

	LESSON	NEW CONCEPTS	REVIEW CONCEPTS
51	The Letter J Pages 1-10	- reading and spelling consonant j - identify accented syllables	- read and spell words with the blends <i>br, fr, gl, ph,</i> and <i>st</i> - read and spell words with digraphs <i>oo, ng,</i> and <i>sh</i> - read and spell words with suffixes <i>-ed, -ing,</i> and <i>-s</i> - read <i>vc</i> and <i>vcvc</i> words - code and read words with twin consonants
52	Floss Rule Pages 1-10	- spelling words using the Floss Rule - irregular spelling words	- identify accented syllables - read and spell words with the blends <i>dr, gl, sh,</i> and <i>tr</i> - code and read words with twin consonants
53	The Letter V; Spelling with Final <i>ve</i> Pages 1-9	- reading and spelling consonant v - final /v/ spelling rule	- identify accented syllables - read and spell words with the blends <i>br, pl,</i> and <i>sn</i> - read and spell words with digraphs <i>oo, ng,</i> and <i>th</i> - read and spell words with suffixes <i>-ing</i> and <i>-s</i> - read <i>vc, v'→, v-~~g~~</i> and <i>vcvc</i> words - spelling words using the Floss Rule - review apostrophe <i>s</i>
54	Spelling with Final <i>c</i> Pages 1-9	- spelling with final c - indent for paragraphs - delete syllables from words	- read and spell words with the blends <i>br, dr, gr,</i> and <i>pl</i> - read and spell words with digraphs <i>ck, oo,</i> and <i>ng</i> - read and spell words with suffix <i>-s</i> - read <i>vc, v'→, v-~~g~~</i> and <i>vcvc</i> words - spelling words using the Floss Rule - code and read words with twin consonants
55	Assessment Pages 1-8	using all capital letters for emphasis	delete syllables from words
56	Final, Stable Syllable <i>-ble</i> Pages 1-11	- reading and spelling final, stable syllable <i>-ble</i> - bracket - segment onset and rime - delete initial sounds in spoken words	- read and spell words with the blends <i>bl, pl, sc,</i> and <i>st</i> - read and spell words with digraphs <i>ck, ee, oo, ng,</i> and <i>th</i> - read and spell words with suffix <i>-s</i> - read <i>vc, v'→, v-~~g~~</i>, and <i>vcvc</i> words - spelling words using the Floss Rule - code and read words with twin consonants
57	Final, Stable Syllables <i>-fle, -ple, -dle</i> Pages 1-12	- reading and spelling final, stable syllables <i>-fle, -ple, -dle</i> - words containing multiple suffixes	- segment onset and rime - delete initial sounds in spoken words - read and spell words with the blends <i>cl, cr, fr, pl, sn, st,</i> and <i>tr</i> - read and spell the digraphs <i>ee</i> and <i>th</i> - read and spell words with suffix <i>-s</i> - read <i>vc, v'→, v-~~g~~</i> and <i>vcvc</i> words - review final /v/ spelling rule - code and read words with twin consonants
58	Final, Stable Syllables <i>-tle, -gle</i> Pages 1-9	- guide letter - reading and spelling final, stable syllables <i>-tle</i>, and <i>-gle</i> - delete final sounds in spoken words	- read and spell words with the blends <i>cr, dr,</i> and <i>str</i> - read and spell words with digraphs <i>ng</i> and <i>sh</i> - read and spell words with suffixes <i>-ed, -ing</i> and <i>-s</i> - read and spell words with final, stable syllable <i>-ble</i> - read <i>vc, v'→, v-~~g~~</i> and <i>vcvc</i> words - spelling words using the Floss Rule - code and read words with twin consonants
59	Final, Stable Syllables <i>-cle, -kle, -sle, -zle</i> Pages 1-8	reading and spelling final, stable syllables <i>-cle, -kle, -sle,</i> and <i>-zle</i>	- delete final sounds in spoken words - read and spell words with the blends <i>dr, fr, sp,</i> and <i>st</i> - read and spell words with digraphs <i>ck, ee, ng,</i> and <i>sh</i> - read and spell words with suffixes <i>-ing</i> and <i>-s</i> - read <i>v'→, v-~~g~~</i> and <i>vcvc</i> words - spelling words using the Floss Rule - code and read words with twin consonants - review apostrophe <i>s</i>
60	Assessment Pages 1-8		delete final sounds in spoken words

The Letter J

LESSON

51

NEW CONCEPT

- reading and spelling consonant *j*



LESSON PREPARATION

MATERIALS

- Alphabet Handwriting Strips
- Letter Tile *j*
- Letter Tiles (in containers)
- Review Decks
- Letter Card 35 (*j*)
- Picture Card 43 (*jar*)
- Sight Word Card 40 (*says*)
- Spelling Card 34 (*/j/*)
- Worksheet 51
- Spelling List 8
- ♦ Handwriting Masters 10 and 40–42 (optional)
- plastic jar in a sack



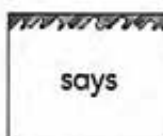
Letter Card 35



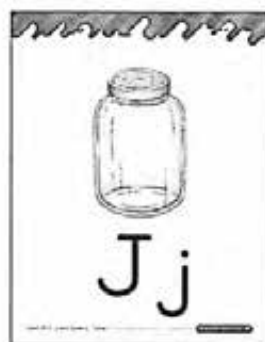
Picture Card 43



Spelling Card 34



Sight Word Card 40



Jj Alphabet Wall Card

BEFORE CLASS

- Cover the picture on the **Jj Alphabet Wall Card**.
- Place your plastic jar in a sack (or sacks, depending on your class size) for children to use to guess the new keyword.
- Fold **Spelling List 8** in half lengthwise (with the words facing out).



ENGLISH LEARNER SUPPORT

SUPPORT ARTICULATION Substantial In Spanish, the letter *j* makes the /h/ sound. Provide extra support for connecting the letter *j* to its sound by modeling the sound /j/ while showing **Spelling Card 34** and describing the mouth position. During the lesson, give additional opportunities for children to practice pronouncing words that begin with the letter *j* chorally and with partners.



Spelling Card 34

Lesson Warm-Up

Alphabet Activity

OBJECTIVE: To review vowels and the alphabet

- Children should have their **Alphabet Handwriting Strips** available.

"I'll mix up the order of the alphabet questions to see if you can still answer them."

"What is the final letter of the alphabet?" z

"How many letters are in the alphabet?" 26

Review facts about the alphabet.

Together, touch and name all the letters on the **Alphabet Handwriting Strips**.

Discuss accented syllables with children.

Review the accent mark using the long vowel rule (**Vowel Rule Wall Card 2**).

"What do we call the letters that are not vowels?" consonants

"Name the vowels." a, e, i, o, u

"What is the initial letter of the alphabet?" a

"Point to each letter as we say the alphabet."

- Set a steady pace so children cannot sing the alphabet.

Phonological/Phonemic Awareness

OBJECTIVE: To identify accented syllables

"Listen to this word: plas ... tic."

- Exaggerate the accent on the first syllable.

"How many syllables are in 'plastic'? Hold up your fingers." two

"Right, two syllables. Listen to the first syllable, and see if you notice anything different about the way I say it."

- Say "plas-tic," again exaggerating the accent on the first syllable.

"What did you notice about the way I said the first syllable?"

- Ideally children will answer that it was longer, louder, and/or at a higher pitch. If they do not indicate any of these things, prompt them as follows:

"Listen to the first syllable again, and tell me whether I say it longer or shorter than the second syllable."

- Exaggerate the length of the first syllable. Children should say "longer."

"Now listen to see whether I say it louder or softer than the second syllable."

- Exaggerate the loudness of the first syllable. Children should say "louder."

"One more time, listen to see whether I say the first syllable with a higher or lower pitch than the second syllable." higher pitch

"So I said it longer, louder, and higher. When we say one syllable longer, louder, and higher than the other syllables, we are accenting that syllable."

"We use a special little mark to show accent."

- Put an accent mark on the board.

"It looks like this. It is the same mark we use on our long vowel rule: An open, accented vowel is long; code it with a macron."

- Point to the accent mark on **Vowel Rule Wall Card 2**.

"Almost every word in our language has an accent. Even little one-syllable words like 'me' and 'so' are accented. We don't hear the accent on those words because the whole word is accented."

"But if a word has two or more syllables, we hear the accent because one syllable is longer, louder, and higher than the rest."

"Let's try another word. See if you can hear the accent. Hold up one finger if you hear the accent on the first syllable and two fingers if you hear the accent on the second syllable."

- Say "sum-mer." Exaggerate the first syllable. Children should hold up one finger.
- Repeat with "mu-sic." Children should hold up one finger.

Have children identify the accented syllables in "summer" and "music."

Daily Letter and Sound Review

OBJECTIVE: To practice letter recognition, affixes, letter sounds, and sight words



REMINDER: Turn through the cards as quickly as children can identify them.

- Quickly review the **Letter, Affix, Picture, and Sight Word Decks**.
- Using the results indicated on the **Sight Word Evaluation Form**, select individual children to spell those sight words they have not yet mastered. (Choose a few children every day.)

Quickly review the **Letter, Affix, Picture, and Sight Word Decks**.

Have children spell unmastered sight words.

Spelling Review

OBJECTIVE: To practice spelling letter sounds and words

- Seat children where they can write comfortably.
- Distribute **Worksheet 51**. Make sure children turn to the correct side.
- Quickly review the following ten spelling sounds. Children should echo the sounds, name the letters that make them, and write the responses on the lines by #1–#10.

- | | |
|--------------------------|-------------------|
| 1. /ī/ i-e, i | 6. /t/ t t, ed |
| 2. /d/ d d, ed | 7. /y/ y |
| 3. /ē/ ee, e ee | 8. /ō/ oo |
| 4. /k/ k, c ck, k, ke | 9. /ū/ u-e, u |
| 5. /w/ w | 10. /ā/ a-e, a |



REMINDER: The "ed" responses for /d/ and /t/ are optional.

"Let's practice spelling words. Put your finger by #11. Spell the word 'took.' "

- If children need help, unblend the sounds and have children name and write the letter that makes each sound.
- Spell each word out loud after children write it, so they can check and correct their work immediately.

Distribute **Worksheet 51**.

Quickly review ten spelling sounds.

For #11 and #12, have children spell "took" and "think."

- Repeat with #12 (think).
- Have children set their worksheets aside for use later in the lesson.

New Increment: The Letter J

"Echo these words and listen for the sound in the initial position."

- Point to your mouth as you say each word:

"Jet." jet *"Jump."* jump *"Joke."* joke

"What sound do you hear in the initial position?" /j/

- Make sure children give the short, crisp sound of /j/ and do not add a short u sound, as in /jūh/.
- Have children touch their throats to determine that /j/ is a voiced sound.
- Write the following on the board:

jet jump joke

"What letter do you see that might make the /j/ sound?" j

- If children do not know the name of the letter, say it for them.

"All these words begin with the /j/ sound, and j is the first letter in all of these words. J must be the letter making the /j/ sound."

"Is 'j' a vowel or a consonant?" consonant

- Select children to code the words, read them, and use them in sentences:

jēt jūmp jōkə

- Leave the words on the board for the remainder of the lesson.
- Introduce the sight word "says," and ask children to use it in a sentence. Then have children turn to page 33 in their reference booklets and check off the word.

Handwriting J

- Seat children where they can write comfortably.
- Write a capital J on the board in the handwriting you want children to learn. (Specific handwriting strokes are described in the **Handwriting Instruction** booklet.)

Have children echo the following words and identify the initial sound: jet, jump, joke.

Discuss that /j/ is a voiced sound.

Write the following on the board: jet, jump, joke.

Introduce consonant j.

Have children code and read the words on the board.

Introduce the sight word "says."

Introduce capital J and how to write it.

"This is a capital J. Let's practice skywriting capital J's."

- Have children skywrite capital J's.

"Get out your worksheet."

- Draw handwriting lines on the board. Write a capital J on the lines, using the strokes taught earlier.
- Have children write a capital J on their worksheets. They should name the letter as they write it. Assist any children who need help.
- Write a lowercase j on the lines in the handwriting you want children to learn.

"This is a lowercase j."

- Have children skywrite lowercase j's and then practice writing a lowercase j beside the capital J on their worksheets. They should name the letter as they write it.
- Have children set their worksheets aside for use later in the lesson.
- Leave the handwriting lines and letters on the board for the remainder of the lesson.

OPTIONAL HANDWRITING PRACTICE: For additional handwriting practice in class or as homework, distribute **Handwriting Master 10**. Have children practice writing capital and lowercase j's using the strokes you've taught. For review of previously taught sight words, distribute **Handwriting Masters 40–42**. Have children complete the sheets in class or as homework.

Spelling with Letter Tiles

- Distribute the **Letter Tile** containers and **Letter Tile j**. (Make sure patterns match.)
- Point out the capital and lowercase j's, and let children examine the two sides.

"Hold up your Letter Tile. Turn it so I can see the green capital J."

- Repeat with the purple lowercase j.
- Have children take the other tiles out of their containers. Tell children which side to use, and have them lay their tiles in a row.
- Have children spell the following with their **Letter Tiles**:

jam job jab

"Let's practice spelling sight words."

Have children skywrite capital J's.

Have children practice writing a capital J on their worksheets.

Introduce how to write a lowercase j.

Have children skywrite lowercase j's and then practice writing a lowercase j on their worksheets.

Distribute the **Letter Tile** containers and **Letter Tile j**.

Have children show you capital and lowercase j's.

Have children spell the following: jam, job, jab.

Have children spell the following sight words: sure, should, would.

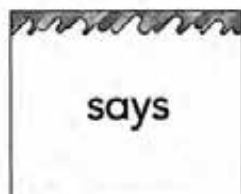
Collect the containers.



Introduce *j*
(Letter Card 35).



Introduce the keyword "jar" (Picture Card 43) with the sack activity or the riddle.



Introduce "says" (Sight Word Card 40).



Introduce /j/
(Spelling Card 34).

Have children code and read the examples on the board.

- Have children spell the following with their **Letter Tiles**:

sure should would

- Choose additional words from the **Spelling Word List**, if desired.
- Have children return the tiles to the containers. Collect the containers.
- Reinforce the name, sound, and shape of *j* throughout the day.

New Deck Cards for J

- Show **Letter Card 35** and have children name the letter.
"Our new keyword for *j* begins with /j/. See if you can guess it."
- Introduce the keyword "jar" by allowing each child to feel inside the sack. Then count to three and have children whisper the keyword.



ALTERNATE ACTIVITY: Introduce the keyword "jar" with the following riddle:

"This is a wide-mouthed container made of glass or plastic. It usually has a lid and is used to store food or other things. A large one might store cookies. What do you think it is?" jar

- Show **Picture Card 43** and uncover the picture on the wall card.
"When you see this card, say 'jar, /j/.'"
"The keyword 'jar' helps us remember the /j/ sound because 'jar' begins with /j/."
- Show **Sight Word Card 40**, and have children read the word.
"Get out your worksheet and put your finger by #13."
- Follow the instructions on **Spelling Card 34**. Children should write a lowercase *j* on the line beside #13.
- Have children set their worksheets aside for use later in the lesson.
- Add the four new cards to the **Review Decks**.

Application and Continual Review

Boardwork

"Let's practice coding words like those on today's worksheet."

- Write the following on the board (without the coding). Select children to code and read the examples. Remind children to box suffixes first.

melt^{ed} frost^{ing} box ^{of} blank book^s
 (Put) Shā's bān | jō hēg.
 vc | cv

Worksheet

- Seat children where they can write comfortably.

"Get out your worksheet."

"Let's practice spelling with the /j/ sound."

- Have children spell the following:

14. job 15. jumping 16. just

- If children need help, unblend the sounds and have children name and write the letter that makes each sound.
- Spell each word out loud after children write it, so they can check and correct their work immediately.
- When children finish, have them code and read the words by #17–#21 and then draw a line from one of the words (jet) to its picture.
- Repeat with #22–#26. Children should match "brushing" to its picture.
- Spend some time every day listening to each child read from the worksheet, High Frequency Word Box, a controlled reader, or another material.
- Always check each child's worksheet, and have him/her correct it before sending it home. Worksheets should not be graded.

For #14–#16, have children spell the following: job, jumping, just.

For #17–#26, have children code and read the words. Then have them match two words to the pictures (jet, brushing).

Check each child's worksheet.

Homework

"Turn your paper over."

- Discuss writing capital and lowercase j's on the handwriting lines.

"Read the paragraph and then answer the three questions below it."

- Remind children to read the words in the High Frequency Word Box to someone at home and return their paper to school.
- Have children set their worksheets aside.

Discuss the homework with children.

Spelling List

"Leave your paper the way I put it on your desk."

- Distribute **Spelling List 8**, folded with the blank lines face up.
- Say the following words in the order shown, sounding them out as needed. Remind children to use their reference booklet if they need help.

Have children practice spelling the words on **Spelling List 8**.

- | | | |
|---------|-----------|-------------|
| 1. sat | 5. milk | 9. needed |
| 2. dog | 6. sock | 10. resting |
| 3. glad | 7. street | 11. color |
| 4. cost | 8. thank | 12. friend |

Have children turn their papers over.

Have children spell the following sentences and then check their work:
The green frog jumped.
Are you going to the meeting?

Play **Kid Card** games.



NOTE: The words by #11 and #12 have been taught as sight words.

- Walk around the room to identify children who need extra help.
- When children finish, have them turn over their papers and refold them widthwise so the blank handwriting lines are face up and the sentences do not show.

"Let's practice spelling sentences."

- Review capitalization and punctuation of sentences. Then tell children that the first sentence will end with a period and the second will end with a question mark.



REMINDER: If necessary, remind children that to spell words with suffixes, they should spell the root word first and then add the suffix to the end.

- Say the following sentences one at a time, allowing time for children to write each one:

The green frog jumped. Are you going to the meeting?

- When children finish, have them check their work on both sides.

"Practice these words and sentences at home. We'll have a spelling test in a few days."

- Have children put their worksheets and spelling lists in their **Homework Folders**.

"Bring your worksheet back to me tomorrow."

Classroom Practice

- Throughout the week, continue playing the **Kid Card** games and other activities listed in Lesson 50 to reinforce areas in which children need practice.

OPTIONAL FLUENCY PRACTICE: To obtain the maximum benefit of fluency instruction, children should practice fluent reading for at least 15 minutes every day. The **Fluency Instruction** booklet suggests a variety of reading activities.

OPTIONS FOR DIFFERENTIATION

SUPPORT

For children who struggle to connect letter *j* with the sound /j/, including children who show signs of dyslexia, have them use sign language to connect the letter to its sound.

- Use the **Jj Wall Card** to review capital *J*, lowercase *j*, the /j/ sound, and the keyword (*jar*).
- Teach the American Sign Language (ASL) sign for *J*: hold out your pinky finger with the back of your hand facing up, then skywrite a small letter *j* by twisting your wrist. Say: "Use your pinky to skywrite a tiny letter 'j'."
- Then teach the ASL sign for *jar*: hold out your left hand, palm up, and pretend there is a jar sitting on it. Use your right hand to grasp and twist the lid of the pretend jar.
- Lead the children in chanting and signing "J is for jar" several times.

REINFORCE

For children who are learning to connect letter *y* with the /y/ sound and letter *j* with the /j/ sound, have them practice identifying words that start with /j/ and words that start with /y/.

- Have children spread out and stand facing you.
- Demonstrate how to do jumping jacks and invite children to try.
- Explain that they are going to do a jumping jack each time they hear a word that starts with the sound /j/. When they hear a word that starts with /y/, they will raise their arms in the air to form a Y shape.
- Say the word *jar* twice, stressing the initial /j/. Have children repeat the word chorally. Say: "Jar starts with /j/. Everybody do a jumping jack."
- Say the word *yarn* twice, stressing the initial /y/. Have children echo you. Ask: "Does 'yarn' start with /j/? No, it starts with /y/. Everybody raise your arms."
- Repeat the activity, using words such as *job*, *yak*, *joke*, *yam*, *jig*, and *yet*.

EXTEND

For children who have mastered recognizing and reading the letter *j*, extend their learning by having them practice writing *j* and other letters when they hear their sounds.

- Divide the group into two teams, and have each team stand single file, two to four feet from the board. Say: "Let's play Sound Scamper. Who can remind me what the word 'scamper' means?"
- Demonstrate to define the word. Say: "I'll say the sound of a letter. The first person in each row should echo the sound and scamper to the board. As fast as you can, write and name the letter that makes that sound. Ready? /j/."
- If a child struggles to write a particular letter, have them watch and learn from another child who is writing the letter correctly before taking another turn.
- Alternate between the letter sounds that children have learned recently, such as /j/, /y/, and /x/.
- Continue until all or most children are able to write the letters independently.
- When all or most children are able to write the letters consistently, call out other letter sounds that children have learned.

School/Home Reinforcement

• Send the following home with children at the end of the day:

- Worksheet 51
- Spelling List 8
- Handwriting Masters 10 and 40-42 (optional)

Name _____

 Jj

1. _____ 14. _____ job

2. _____ 15. _____ jumping

3. _____ 16. _____ just

4. _____ 17. jammed

5. _____ 18. jet

6. _____ 19. joke

7. _____ 20. jogging

8. _____ 21. junk

9. _____ 22. looked

10. _____ 23. she

11. took 24. index

12. think 25. brushing

13. j 26. glass

27. _____

28. _____

29. _____

30. _____

31. _____

32. _____

33. _____

34. _____

35. _____

36. _____

37. _____

38. _____

39. _____

40. _____

41. _____

42. _____

43. _____

44. _____

45. _____

46. _____

47. _____

48. _____

49. _____

50. _____

51. _____

52. _____

53. _____

54. _____

55. _____

56. _____

57. _____

58. _____

59. _____

60. _____

61. _____

62. _____

63. _____

64. _____

65. _____

66. _____

67. _____

68. _____

69. _____

70. _____

71. _____

72. _____

73. _____

74. _____

75. _____

76. _____

77. _____

78. _____

79. _____

80. _____

81. _____

82. _____

83. _____

84. _____

85. _____

86. _____

87. _____

88. _____

89. _____

90. _____

91. _____

92. _____

93. _____

94. _____

95. _____

96. _____

97. _____

98. _____

99. _____

100. _____

101. _____

102. _____

103. _____

104. _____

105. _____

106. _____

107. _____

108. _____

109. _____

110. _____

111. _____

112. _____

113. _____

114. _____

115. _____

116. _____

117. _____

118. _____

119. _____

120. _____

121. _____

122. _____

123. _____

124. _____

125. _____

126. _____

127. _____

128. _____

129. _____

130. _____

131. _____

132. _____

133. _____

134. _____

135. _____

136. _____

137. _____

138. _____

139. _____

140. _____

141. _____

142. _____

143. _____

144. _____

145. _____

146. _____

147. _____

148. _____

149. _____

150. _____

151. _____

152. _____

153. _____

154. _____

155. _____

156. _____

157. _____

158. _____

159. _____

160. _____

161. _____

162. _____

163. _____

164. _____

165. _____

166. _____

167. _____

168. _____

169. _____

170. _____

171. _____

172. _____

173. _____

174. _____

175. _____

176. _____

177. _____

178. _____

179. _____

180. _____

181. _____

182. _____

183. _____

184. _____

185. _____

186. _____

187. _____

188. _____

189. _____

190. _____

191. _____

192. _____

193. _____

194. _____

195. _____

196. _____

197. _____

198. _____

199. _____

200. _____

201. _____

202. _____

203. _____

204. _____

205. _____

206. _____

207. _____

208. _____

209. _____

210. _____

211. _____

212. _____

213. _____

214. _____

215. _____

216. _____

217. _____

218. _____

219. _____

220. _____

221. _____

222. _____

223. _____

224. _____

225. _____

226. _____

227. _____

228. _____

229. _____

230. _____

231. _____

232. _____

233. _____

234. _____

235. _____

236. _____

237. _____

238. _____

239. _____

240. _____

241. _____

242. _____

243. _____

244. _____

245. _____

246. _____

247. _____

248. _____

249. _____

250. _____

251. _____

252. _____

253. _____

254. _____

255. _____

256. _____

257. _____

258. _____

259. _____

260. _____

261. _____

262. _____

263. _____

264. _____

265. _____

266. _____

267. _____

268. _____

269. _____

270. _____

271. _____

272. _____

273. _____

274. _____

275. _____

276. _____

277. _____

278. _____

279. _____

280. _____

281. _____

282. _____

283. _____

284. _____

285. _____

286. _____

287. _____

288. _____

289. _____

290. _____

291. _____

292. _____

293. _____

294. _____

295. _____

296. _____

297. _____

298. _____

299. _____

300. _____

301. _____

302. _____

303. _____

304. _____

305. _____

306. _____

307. _____

308. _____

309. _____

310. _____

311. _____

312. _____

313. _____

314. _____

315. _____

316. _____

317. _____

318. _____

319. _____

320. _____

321. _____

322. _____

323. _____

324. _____

325. _____

326. _____

327. _____

328. _____

329. _____

330. _____

331. _____

332. _____

333. _____

334. _____

335. _____

336. _____

337. _____

338. _____

339. _____

340. _____

341. _____

342. _____

343. _____

344. _____

345. _____

346. _____

347. _____

348. _____

349. _____

350. _____

351. _____

352. _____

353. _____

354. _____

355. _____

356. _____

357. _____

358. _____

359. _____

360. _____

361. _____

362. _____

363. _____

364. _____

365. _____

366. _____

367. _____

368. _____

369. _____

370. _____

371. _____

372. _____

373. _____

374. _____

375. _____

376. _____

377. _____

378. _____

379. _____

380. _____

381. _____

382. _____

383. _____

384. _____

385. _____

386. _____

387. _____

388. _____

389. _____

390. _____

391. _____

392. _____

393. _____

394. _____

395. _____

396. _____

397. _____

398. _____

399. _____

400. _____

401. _____

402. _____

403. _____

404. _____

405. _____

406. _____

407. _____

408. _____

409. _____

410. _____

411. _____

412. _____

413. _____

414. _____

415. _____

416. _____

417. _____

418. _____

419. _____

420. _____

421. _____

422. _____

423. _____

424. _____

425. _____

426. _____

427. _____

428. _____

429. _____

430. _____

431. _____

432. _____

433. _____

434. _____

435. _____

436. _____

437. _____

438. _____

439. _____

440. _____

441. _____

442. _____

443. _____

444. _____

445. _____

446. _____

447. _____

448. _____

449. _____

450. _____

451. _____

452. _____

453. _____

454. _____

455. _____

456. _____

457. _____

458. _____

459. _____

460. _____

461. _____

462. _____

463. _____

464. _____

465. _____

466. _____

467. _____

468. _____

469. _____

470. _____

471. _____

472. _____

473. _____

474. _____

475. _____

476. _____

477. _____

478. _____

479. _____

480. _____

481. _____

482. _____

483. _____

484. _____

485. _____

486. _____

487. _____

488. _____

489. _____

490. _____

491. _____

492. _____

493. _____

494. _____

495. _____

496. _____

497. _____

498. _____

499. _____

500. _____

501. _____

502. _____

503. _____

504. _____

505. _____

506. _____

507. _____

508. _____

509. _____

510. _____

511. _____

512. _____

513. _____

514. _____

515. _____

516. _____

517. _____

518. _____

519. _____

520. _____

521. _____

522. _____

523. _____

524. _____

525. _____

526. _____

527. _____

528. _____

529. _____

530. _____

531. _____

532. _____

533. _____

534. _____

535. _____

536. _____

537. _____

538. _____

539. _____

540. _____

541. _____

542. _____

543. _____

544. _____

545. _____

546. _____

547. _____

548. _____

549. _____

550. _____

551. _____

552. _____

553. _____

554. _____

555. _____

556. _____

557. _____

558. _____

559. _____

560. _____

561. _____

562. _____

563. _____

564. _____

565. _____

566. _____

567. _____

568. _____

569. _____

570. _____

571. _____

572. _____

573. _____

574. _____

575. _____

576. _____

577. _____

578. _____

579. _____

580. _____

581. _____

582. _____

583. _____

584. _____

585. _____

586. _____

587. _____

588. _____

589. _____

590. _____

591. _____

592. _____

593. _____

594. _____

595. _____

596. _____

597. _____

598. _____

599. _____

600. _____

601. _____

602. _____

603. _____

604. _____

605. _____

606. _____

607. _____

608. _____

609. _____

610. _____

611. _____

612. _____

613. _____

614. _____

615. _____

616. _____

617. _____

618. _____

619. _____

620. _____

621. _____

622. _____

623. _____

624. _____

625. _____

626. _____

627. _____

628. _____

629. _____

630. _____

631. _____

632. _____

633. _____

634. _____

635. _____

636. _____

637. _____

638. _____

639. _____

640. _____

641. _____

642. _____

643. _____

644. _____

645. _____

646. _____

647. _____

648. _____

649. _____

650. _____

651. _____

652. _____

653. _____

654. _____

655. _____

656. _____

657. _____

658. _____

659. _____

660. _____

661. _____

662. _____

663. _____

664. _____

665. _____

666. _____

667. _____

668. _____

669. _____

670. _____

671. _____

672. _____

673. _____

674. _____

675. _____

676. _____

677. _____

678. _____

679. _____

680. _____

681. _____

682. _____

683. _____

684. _____

685. _____

686. _____

687. _____

688. _____

689. _____

690. _____

691. _____

692. _____

693. _____

694. _____

695. _____

696. _____

697. _____

698. _____

699. _____

700. _____

701. _____

702. _____

703. _____

704. _____

705. _____

706. _____

707. _____

708. _____

709. _____

710. _____

711. _____

712. _____

713. _____

714. _____

715. _____

716. _____

717. _____

718. _____

719. _____

720. _____

721. _____

722. _____

723. _____

724. _____

725. _____

726. _____

727. _____

728. _____

729. _____

730. _____

731. _____

732. _____

733. _____

734. _____

735. _____

736. _____

737. _____

738. _____

739. _____

740. _____

741. _____

742. _____

743. _____

744. _____

745. _____

746. _____

747. _____

748. _____

749. _____

750. _____

751. _____

752. _____

753. _____

754. _____

755. _____

756. _____

757. _____

758. _____

759. _____

760. _____

761. _____

762. _____

763. _____

764. _____

765. _____

766. _____

767. _____

768. _____

769. _____

770. _____

771. _____

772. _____

773. _____

774. _____

775. _____

776. _____

777. _____

778. _____

779. _____

780. _____

781. _____

782. _____

783. _____

784. _____

785. _____

786. _____

787. _____

788. _____

789. _____

790. _____

791. _____

792. _____

793. _____

794. _____

795. _____

796. _____

797. _____

798. _____

799. _____

800. _____

801. _____

802. _____

803. _____

804. _____

805. _____

806. _____

807. _____

808. _____

809. _____

810. _____

811. _____

812. _____

813. _____

814. _____

815. _____

816. _____

817. _____

818. _____

819. _____

820. _____

821. _____

822. _____

823. _____

824. _____

825. _____

826. _____

827. _____

828. _____

829. _____

830. _____

831. _____

832. _____

833. _____

834. _____

835. _____

836. _____

837. _____

838. _____

839. _____

840. _____

841. _____

842. _____

843. _____

844. _____

845. _____

846. _____

847. _____

848. _____

849. _____

850. _____

851. _____

852. _____

853. _____

854. _____

855. _____

856. _____

857. _____

858. _____

859. _____

860. _____

861. _____

862. _____

863. _____

864. _____

865. _____

866. _____

867. _____

868. _____

869. _____

870. _____

871. _____

872. _____

873. _____

874. _____

875. _____

876. _____

877. _____

878. _____

879. _____

880. _____

881. _____

882. _____

883. _____

884. _____

885. _____

886. _____

887. _____

888. _____

889. _____

890. _____

891. _____

892. _____

893. _____

894. _____

895. _____

896. _____

897. _____

898. _____

899. _____

900. _____

901. _____

902. _____

903. _____

904. _____

905. _____

906. _____

907. _____

908. _____

909. _____

910. _____

911. _____

912. _____

913. _____

914. _____

915. _____

916. _____

917. _____

918. _____

919. _____

920. _____

921. _____

922. _____

923. _____

924. _____

925. _____

926. _____

927. _____

928. _____

929. _____

930. _____

931. _____

932. _____

933. _____

934. _____

935. _____

936. _____

937. _____

938. _____

939. _____

940. _____

941. _____

942. _____

943. _____

944. _____

945. _____

946. _____

947. _____

948. _____

949. _____

950. _____

951. _____

952. _____

953. _____

954. _____

955. _____

956. _____

957. _____

958. _____

959. _____

960. _____

961. _____

962. _____

963. _____

964. _____

965. _____

966. _____

967. _____

968. _____

969. _____

970. _____

971. _____

972. _____

973. _____

974. _____

975. _____

976. _____

977. _____

978. _____

979. _____

980. _____

981. _____

982. _____

983. _____

984. _____

985. _____

986. _____

987. _____

988. _____

989. _____

990. _____

991. _____

992. _____

993. _____

994. _____

995. _____

996. _____

997. _____

998. _____

999. _____

1000. _____

J

j

Deb was jogging in the woods. She met a kitten and stopped to pet it. The kitten's leg had a cut. Deb took the kitten home. Deb kept the kitten until it was well. Deb was the kitten's friend.

1. What was Deb doing in the woods? jogging

2. What was cut?
☐ Deb ☐ friend ☒ the kitten's leg

3. Where did Deb take the kitten?
☒ home ☐ to a friend's shack ☐ to the woods

High Frequency Word Box

says	done
jump	one
just	sure

Dear Parents/Caregiver:
 Today your child learned the following for the consonant j: jog, jump, just, kitten, leg, and legged. Your child is so smart! Please have your child practice writing j on the lines provided, and read the paragraph and answer the questions. Finally, have your child read the high-frequency words. Please return the paper to school.

Name _____

Spelling Words

1. sat 1. s a t

2. dog 2. d o g

3. glad 3. g l a d

4. cost 4. c o s t

5. milk 5. m i l k

6. sock 6. s o c k

7. street 7. s t r e e t

8. thank 8. t h a n k

9. needed 9. n e e d e d

10. resting 10. r e s t i n g

11. color* 11. c o l o r

12. friend* 12. f r i e n d

Note: The words labeled by an asterisk are sight words and need to be memorized.

The green frog jumped.

Are you going to the meeting?

1. The green frog jumped.

2. Are you going to the meeting?