



# ALL ABOUT<sup>®</sup> Reading

The program that takes the struggle out of reading

## Level 2

Third Edition

### Teacher's Manual

- Multisensory Program
- Step-by-Step Lesson Plans
- Teaches All Key Reading Skills
- Mastery-based and Customizable

by *Marie Rippel*

All rights reserved. No portion of this publication may be reproduced by any means, including duplicating, photocopying, electronic, mechanical, recording, the World Wide Web, e-mail, or otherwise, without written permission from the publisher.

Copyright © 2015 by All About® Learning Press, Inc.

Previous editions copyright © 2012-2014

Printed in the United States of America

Third Edition

v. 3.0.0

All About® Learning Press, Inc.

615 Commerce Loop

Eagle River, WI 54521

ISBN 978-1-935197-57-7

Editor: Renée LaTulippe

Cover Design: Dave LaTulippe

The *All About® Reading* Level 2 Teacher's Manual is part of the *All About® Reading* program.

For more books in this series, go to [www.AllAboutReading.com](http://www.AllAboutReading.com).

# Contents

## 1 Preparing for Level 2

What Do You Need? .....	7
What You Should Know about This Program .....	9
Is Your Student in the Right Level? .....	11
Preview the Teacher's Manual .....	13
Preview the Activity Book .....	15
Preview the Readers .....	19
Organize the Manipulatives .....	21
How Long Should a Lesson Last? .....	26

## 2 Complete Step-by-Step Lesson Plans

Lesson 1: Closed and Open Syllables .....	29
Lesson 2: Blends at the Beginning and End .....	37
Lesson 3: Read "Twist and Stomp" .....	43
Lesson 4: Y Can Say /ī/ .....	47
Lesson 5: Read "The Grump" .....	53
Lesson 6: Syllable Division Rules for Compound Words and Two Consonant Tiles .....	57
Lesson 7: Read "The Bantam Spy Club" .....	65
Lesson 8: Three-Letter Blends .....	69
Lesson 9: Read "An Elf in the Swiss Alps" .....	75
Lesson 10: Syllable Division Rule for One Consonant Tile, Part 1 .....	79
Lesson 11: Read "Open Rink" .....	85
Lesson 12: Syllable Division Rule for One Consonant Tile, Part 2 .....	89
Lesson 13: Read "Broken Robot" .....	95
Lesson 14: The First Job of Silent E .....	99
Lesson 15: Name Game Syllables .....	105
Lesson 16: Read "The Bake Sale" .....	111
Lesson 17: Long U and the Sound of S between Two Vowels .....	115
Lesson 18: Read "Matt the Musk Ox" .....	121
Lesson 19: WH .....	125
Lesson 20: Read "Whale Songs" .....	131
Lesson 21: Blends with Silent E .....	135
Lesson 22: Read "Skunk Hotel" .....	139
Lesson 23: Plural Silent E Words .....	143
Lesson 24: Read "Champ" .....	149
Lesson 25: EE and Vowel Team Syllables .....	153
Lesson 26: Read "Pine Tree Pet Shop" .....	161
Lesson 27: Contractions .....	165
Lesson 28: Read "Jake the Snake" .....	171
Lesson 29: The "Find Gold" Rule .....	175
Lesson 30: Read "What Am I?" .....	181
Lesson 31: ER and Bossy R Syllables .....	185
Lesson 32: Read "Ruben and the Secret Gift" .....	195

Lesson 33: AR .....	199
Lesson 34: Read “Mrs. Marvel’s Garden”.....	205
Lesson 35: OR.....	209
Lesson 36: Read “Storm in the North”.....	215
Lesson 37: The Third Sound of U.....	219
Lesson 38: Read “Dragon in the Wagon” .....	225
Lesson 39: Soft C and the Second Job of Silent E.....	229
Lesson 40: Silent E Can Have Two Jobs .....	237
Lesson 41: Read “Under the Carpet” .....	243
Lesson 42: Soft G .....	247
Lesson 43: Read “In My Backpack” .....	255
Lesson 44: The Third Job of Silent E.....	259
Lesson 45: Read “Pumpkin and the Kitten” .....	263
Lesson 46: The Fourth Sound of O and the Fourth Job of Silent E.....	267
Lesson 47: Read “Oh, Brother!” .....	273
Lesson 48: ED.....	277
Lesson 49: Read “Cricket’s Picnic” .....	285
Lesson 50: The Third Sound of A.....	289
Lesson 51: Read “Life on <i>The Blue Whale</i> ” .....	295
Lesson 52: OY and OI .....	299
Lesson 53: Read “Wild Rice Harvest” .....	307
Lesson 54: AW and AU .....	311
Lesson 55: Read “Rawhide” .....	319
Lesson 56: OW and OU .....	323
Lesson 57: Read “Queen Bee” .....	331

### 3 Appendices

Appendix A: Scope and Sequence of Level 2 .....	339
Appendix B: Phonograms Taught in Levels 1-4.....	341
Appendix C: Decoding Procedure.....	345
Appendix D: The Six Syllable Types .....	347
Appendix E: The Jobs of Silent E .....	349
Appendix F: Ways to Spell Long Vowel Sounds.....	351
Appendix G: Syllable Division Rules.....	353
Appendix H: How to Handle the Schwa Sound.....	355
Appendix I: Tips for Using the Practice Sheets.....	357
Appendix J: If Your Child Struggles with the Stories.....	361
Appendix K: List of Comprehension Activities .....	363
Appendix L: Words Taught in Level 2 .....	365

1

---

## **Preparing for Level 2**

# What Do You Need?

In addition to this Teacher's Manual, you will need the following items:

## 1. Student Packet

The Student Packet contains:

- *Leap into Reading* activity book
- Phonogram Cards and Word Cards
- Syllable tags



## 2. Interactive Kit

The Interactive Kit contains:

- Letter Tiles
- Divider Cards
- Download link for *Phonogram Sounds* app
- Reading Review Box (Deluxe Kit)
- Stickers for the Progress Chart (Deluxe Kit)
- Tote Bag (Deluxe Kit)

(If you did not get the Reading Review Box, you will need an index card box.)



## 3. Readers

- *What Am I?* (Third Edition)
- *Queen Bee* (Third Edition)

(This Teacher's Manual must be used with the Third Edition of these readers, which contain additional stories.)



## 4. Common Craft Materials

- Crayons, scissors, glue, tape, stapler, paper, pencil, rubber band



## 5. 2' x 3' Magnetic White Board

A magnetic white board is optional, but highly recommended.

## 6. Optional Items

- Pad of sticky notes (used starting in Lesson 3)
- Globe or world map showing the Swiss Alps (Lesson 9)
- Photos of the Swiss Alps (Lesson 9)
- Toothpick (Lesson 12)
- Flashlight (Lesson 41)
- M&Ms, raisins, or chocolate chips (Lesson 50)

# What You Should Know about This Program

**First of all, you can do this!** *All About Reading* is a scripted, open-and-go program developed for busy parents, teachers, and tutors who want to teach reading in the most effective way possible. This program doesn't require long periods of study, you don't have to develop your own lesson plans, and you don't have to stress over what to teach next—because everything is laid out for you, step by step. You'll get solid grounding in how to teach reading without being overwhelmed.

**Your student will be actively involved in the learning process.** This is a truly multisensory program; your student will learn through sight, sound, and touch. Everything is taught in context, and your student will apply what he has learned right away. Your student will be engaged in thinking, processing, comparing, and learning.

Students who use the *All About Reading* method tend to feel a sense of excitement in learning. And they should! They are learning how to think, explore, and grow in their abilities. They feel successful as they see continual progress.

**There are no gaps in this program.** Your student will be taught everything he or she needs to know about reading, so no guessing is required. Each new concept builds upon the previous one, and no steps are skipped.

**There are five key components of reading—and our program teaches all of them thoroughly.** These five components are:

1. Phonological Awareness
2. Phonics and Decoding
3. Fluency
4. Vocabulary
5. Comprehension

**Most importantly, *All About Reading* is committed to results.** The *All About Reading* program has a very focused mission: to enable you to teach your student to read while guaranteeing retention and enjoyment. Our approach to reading focuses on enabling students to become confident, fluent readers who can absorb and retain new information.

If you ever have a question as you are teaching, please feel free to contact us at [support@allaboutlearningpress.com](mailto:support@allaboutlearningpress.com).

# Is Your Student in the Right Level?

**Starting Level 2 of *All About Reading* is an exciting time for you and your student.** Together, you'll explore fascinating new concepts—including three-letter blends, the introduction of Silent E, new phonograms, and methods for decoding multisyllable words—and continue to establish a firm foundation for a lifetime of reading. But before your student begins Level 2, it's important to evaluate his understanding of vital prerequisite concepts.

Before starting Level 2:

- ☐ Your student should be able to read words with initial blends and words with final blends.
- ☐ Your student should be able to differentiate between vowels and consonants and understand that every syllable contains at least one vowel.
- ☐ Your student should have a basic understanding of compound words.
- ☐ Your student should be able to count syllables and understand the concept of Open and Closed syllables.
- ☐ Your student should have a basic understanding of plurals.
- ☐ Your student should be comfortably familiar with all the sounds of Phonograms 1-32. Flashcards for Phonograms 1-32 are included in the Level 2 Student Packet. You can also see the list of phonograms in Appendix B and use the *Phonogram Sounds* app to hear demonstrations of the sounds. Be sure your student knows all the sounds on each card. Some phonograms have just one sound (h says /h/), while others have two or more sounds (c says /k/ and /s/). It is especially important for your student to know all the sounds of the vowels.
- ☐ Your student should understand how to sound out words using the full blending procedure, as demonstrated in Appendix C.

**Level 2 of *All About Reading* builds on the information and concepts that were taught in Level 1.**


Be sure your student is comfortable with these concepts before beginning Level 2. Important material from Level 1 is briefly reviewed in the first lesson of Level 2, but you should also provide your student with the opportunity for in-depth review of any prerequisite concepts that he hasn't completely mastered.

# How Long Should a Lesson Last?

Since every child and situation is unique, there is no cookie-cutter answer to this question. In general, the ideal scenario is to do short lessons five days a week.

With young students, aim for twenty minutes of lesson time and twenty minutes of read-aloud time. If you want to make faster progress with older remedial students, you might try scheduling two twenty-minute reading lessons per day, five days a week, plus daily read-alouds. But if you feel your student is getting “bogged down,” back off to one session per day to let the concepts sink in, and feel free to adjust the time up or down depending on your student’s attention span.

You may not be able to complete an entire lesson in a session. That’s normal! Just start the next day with a quick review, and continue where you left off the previous day.



*Hi there, new friend!*  
*I'm Herman, and I'm so hoppy to meet you.*  
*I'll be working on Level 2 with you! We can pretend the lessons are lily pads and splash from one to the next.*  
*Besides bouncing, I'm also really good at giving pep talks, so I hope you'll like studying with me.*  
*See you at the end of Lesson 1!*  
*We're in for a swamp-ful of fun!*

## Lesson 1 - Closed and Open Syllables

This lesson will review concepts taught in Level 1 and teach the Closed and Open syllable types.

You will need: ☐ Leap into Reading pages 9-20 ☐ Phonogram Cards 1-32  
☐ Closed and Open syllable tags ☐ Progress Chart

### Before You Begin

If you are new to the *All About Reading* program, take a look at the article “Is Your Student in the Right Level?” on page 11.

At the beginning of each lesson, you will find a “Before You Begin” section enclosed in a box. Review these instructions before you begin the lesson. The actual lesson plan you will teach to your student begins *after* the boxed section.

We’ll start Level 2 with a quick review of the concepts taught in Level 1. Depending on your student’s age and attention span, you may wish to divide this review into two or more sessions.

If your student just finished Level 1 within the last few days and you don’t feel that review is needed, you may choose to skip this review lesson and go straight to Lesson 2.

Very soon, your student will be learning to read longer multisyllable words, so recognizing syllable types will become doubly important. The foundation we are building at this early stage will allow your student to quickly and confidently decode words like *insect*, *beyond*, and *music* simply by applying his knowledge of Open and Closed syllable types.

### Review Closed and Open Syllables

Although Closed and Open syllables were introduced in Level 1, today will be the first time that syllable tags are used. We’ll use syllable tags throughout Level 2 to help your student recognize syllable types, which in turn will help him decode words with greater accuracy.



A **Closed syllable** ends in a consonant and has a short vowel sound, as in the word *bat*. On the syllable tag, the closed door represents a closed syllable because the final consonant “closes in” the vowel.

## Before You Begin

(continued)



An **Open syllable** ends in a vowel. The vowel has a long vowel sound, as in the word *me*. On the syllable tag, the open door represents an open syllable because there is nothing after the vowel. The vowel is “open.”

Why is knowing the syllable types so beneficial? Let’s say your student is reading a story and he comes across the word *craft*. He doesn’t instantly recognize the word because he has never read it before. Although the word is unfamiliar, he isn’t flustered because he has a method for determining whether the letter a says its long or short sound. He sees that the a is followed by a consonant, which means that it is in a Closed syllable, so the vowel most likely says its short sound. He is able to decode the word *craft* independently and continue reading the story.

For an overview of the remaining syllable types and why they are helpful for decoding, see Appendix D.

## Review

### Review Phonogram Cards 1-32



Review Phonogram Cards 1-32, which were taught in Level 1. Show the front of the card to your student and have him say the sound(s).

If your student could instantly recite all the sounds of the phonograms, file these thirty-two flashcards behind the **Phonogram Cards Mastered** divider in your student’s Reading Review Box. If there was any hesitation on the sounds, file those cards behind the **Phonogram Cards Review** divider. Those cards will be reviewed at the beginning of the next lesson.

## Review

(continued)

## Review Words from Level 1

“In this first activity, we’ll review words that you already know. See how accurately you can read these words.”



### Don't Forget

If you are working with an older student, feel free to skip any of the activity sheets that your student wouldn't enjoy. You can review the words from Level 1 using flashcards, if you prefer.



### Feed the Anteater

Remove pages 9-13 from the *Leap into Reading* activity book.

Your student may color the anteater, if desired. Cut two slits on page 10 as indicated by the dotted lines. Cut apart the word strips. Take one of the word strips and weave it through the slits as indicated by the arrow. The words will appear on the front of the anteater activity, as shown on the next page.



You can also make longer word strips by taping several word strips together.

**Tip!**

Pull the slip up from the back so one word is revealed at a time. Have your student read the word aloud, then pull up the slip to reveal the next word.

Continue until the anteater has “eaten” all the ants on the word strips.

## Review

(continued)

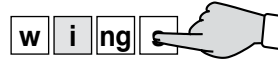
## Review Plural Words

Build the word *wings* with the tiles. 

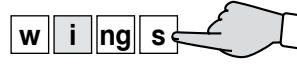
w	i	ng	s
---	---	----	---

Cover the s with your finger.

“We say one *wing*...”

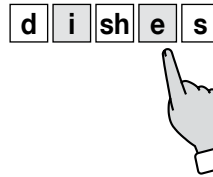


“...and we say two *wings*.”



“*Wings* is **plural** because it means **more than one**.”

Build the word *dishes*.



Point to e-s. “Words can be made plural by adding s or e-s.”

“I’m going to say a word, and then you’ll say the plural version of that word.”

“One *drum*, two \_\_\_\_.” If necessary, prompt your student to say *drums*.

“One *box*, two \_\_\_\_.” *Boxes*.

“One *desk*, two \_\_\_\_.” *Desks*.

## Review Vowels

“What are the vowels?” *The vowels are a, e, i, o, u, and sometimes y.*

Pull down letter tiles a, e, i, o, u, and the red y.

“What is a consonant?” *Any letter that isn’t a vowel.*

Point to the a tile.



“Tell me the sounds of the letter a.” /ă/-/ā/-/ah/.

“Tell me the first sound of the letter a.” /ă/.

## Review

(continued)

“Good. A vowel’s first sound is its short sound.”

“I will point to a vowel, and you will tell me its **short** sound.”

**a** /ă/.

**e** /ĕ/.

**i** /ĭ/.

**o** /ŏ/.

**u** /ŭ/.

“Now tell me the **long** sound of each vowel.” Point to each vowel.

**a** /ā/.

**e** /ē/.

**i** /ī/.

**o** /ō/.

**u** /ū/.

## Review the First and Second Syllable Types: Closed and Open Syllables

Build the word *well*. **w** **e** **l** **l**

“What does this word say?” *Well*.

Point to the e.

“What does this vowel say?” /ĕ/.

“Is there anything after the e?” *Yes, l-l.*

“Good. We say that the e is closed in by the l-l. This is a Closed syllable.”

“Is the vowel in this word short or long?” *Short.*

“Right. When a vowel is in a Closed syllable, it usually says its short sound.”

Remove the two l’s. **w** **e**

“What does this new word say?” *We.*

## Review

(continued)

“Is there anything after the e now?” *No*.

“We can say that the e is open, because there is nothing closing it in.”

“When a vowel is in an Open syllable, it usually says its long sound.”

Point to the e. “What does the e say in this word?” /ē/.

“In this next activity, you’ll get to decide if syllables are open or closed.”



### Open or Closed?

Remove pages 15-18 from the activity book.

Cut out the word cards. Your student may color the door on page 15, if desired. Cut along the dotted lines so that the door can open and shut. You can also tape or glue a small tab near the doorknob to make it easier for your student to open the door.

Mix the word cards and place them in a pile. Your student will select a card and place it under the door with the word facing up. He will then determine whether the syllable on the card is open or closed. If the syllable is closed, he will close the door. If the syllable is open, he will open the door. Then he can read the word aloud.

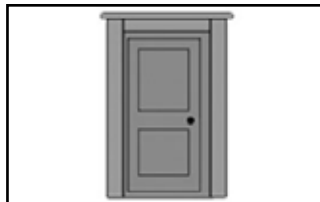
Continue until all the cards have been read.

## New Teaching

### Introduce Closed and Open Syllable Tags

Take out the Closed and Open syllable tags.

“This **closed door** represents a **Closed** syllable.”



## New Teaching

(continued)

To save space in the Teacher's Manual, we always refer to Open and Closed syllable tags like this:

Open Syllable

h e

When you're working with your student, however, you'll always use the syllable tags with the picture facing up, like this:



h e

"This **open door** represents an **Open** syllable."



Build the following words. Have your student place the correct tag above the syllable.

Open Syllable

h e

Closed Syllable

b a t

Open Syllable

s o

Closed Syllable

c r a sh

Closed Syllable

s p o t

Open Syllable

m e

## Practice Fluency



For tips on using the Practice Sheets, please refer to Appendix I.



Turn to pages 19-20 in the activity book.

Have your student read from the Practice Sheet to review words, phrases, and sentences from Level 1.

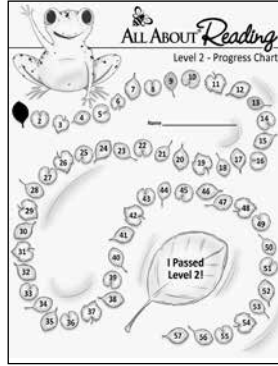
## Read-Aloud Time Read a Story or Poem



Read aloud to your student for twenty minutes. You can keep track of your read-alouds on the "Read-Aloud Record" found on page 7 of the activity book.

## Track Your Progress

## Mark the Progress Chart



If you haven't already done so, remove page 5 from the activity book.

After each lesson has been completed, have your student color in or place a sticker over that lesson number on the Progress Chart.

*Open syllables,  
Closed syllables, plural words ...  
those are all good things, but you know what I  
liked best? That anteater activity! Those ants  
were sticky-tongue delicious! (Oh, and the review  
words weren't bad either.)*

*If you're ready for Lesson 2,  
I'll tag along with you.  
Let's bounce!*



## Lesson 3 - Read “Twist and Stomp”

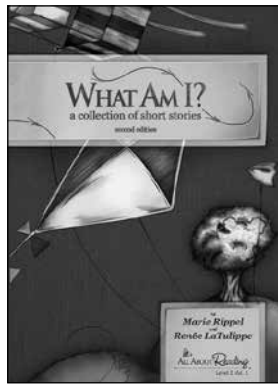
In this lesson, students will read a short story and use pantomime to act out actions from the story.

You will need: ☐ *Leap into Reading* pages 31-33 ☐ Optional: sticky notes  
☐ *What Am I?* book

### Before You Begin

Together, these pre- and post-reading activities move your student toward the goal of reading with comprehension.

### Preview the Story-Related Lessons



You’ve reached the first story-related lesson in Level 2! Story-related lessons are designed to help your student practice newly learned decoding skills and learn comprehension strategies.

Before reading the story in each story-related lesson, your student will complete several warm-up activities, including a Warm-Up Sheet. Most of the words on the Warm-Up Sheets have been explicitly taught in previous lessons, though there will be a few words your student hasn’t encountered yet.

Other pre-reading activities in the lesson will activate your student’s prior knowledge of the subject and draw attention to the thinking aspect of reading. To encourage an active reading process, our reading comprehension strategies also focus on visualizing, questioning, summarizing, making predictions, and drawing conclusions.

Post-reading activities include discussing the main character or conflict, story sequencing, imagining alternate endings, and relating the story to the student’s life. A complete list of reading comprehension activities can be found in Appendix K.

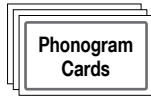
After completing the warm-up activities in this lesson, your student will read “Twist and Stomp” in the *What Am I?* book. All the words in the story are decodable using previously taught concepts.

## Review

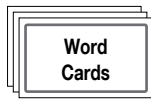


### Don't Forget

Always shuffle the Word Cards before reviewing them. By doing so, your student will practice words with a variety of patterns.



Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show the card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the decoding procedure shown in Appendix C.

## New Teaching

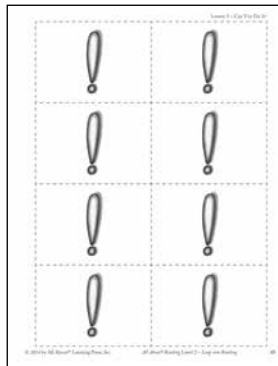
### Complete Activity Sheet

"There are many different ways you can move. Show me how you can wave." *Student waves.*

"Show me how you can jump." *Student jumps.*

"In this activity, you'll act out more ways of moving."

This activity will help your student become familiar with the action verbs used in the upcoming story.



### Can You Do It?

Remove pages 31-32 from the *Leap into Reading* activity book.

Cut out the cards and arrange them on the table with the words facing up.

Read each card with your student so you are both familiar with the words. Then mix the cards and place them in a pile with the words facing down. Have your student choose a card and act it out in pantomime. Try to guess which card your student is acting out.

Continue until your student has acted out all the cards.

## New Teaching

(continued)

If your student is reading words with blends very easily, you can skip this Warm-Up Sheet.

## Read the Warm-Up Sheet for “Twist and Stomp”



Turn to page 33 in the activity book.

Have your student practice reading words and phrases that will be encountered in “Twist and Stomp.”

## Teach Vocabulary and Activate Prior Knowledge

The purpose of this pre-reading discussion is to introduce new vocabulary that will be used in the story and to activate the student’s prior knowledge about stunts.

Point out the illustration of a stunt on the Warm-Up Sheet. “A *stunt* is a daring trick, like swinging on a trapeze. In the movies, a person who performs daring stunts is called a *stuntman* or *stuntwoman*.”

“Have you ever seen someone do a stunt? What did the person do? Was it scary or funny?”

“In today’s story, a lot of animals perform stunts in a contest. Let’s see who wins.”

## Read “Twist and Stomp”

“Turn to page 9 in your reader and read ‘Twist and Stomp’ aloud.” Discuss your student’s ideas for the questions below as you come to them.

**After page 13:** “Whose stunts do you like better, the pigs’ or the dogs’? Why?”

**After page 21:** “Why does the animals’ pyramid fall down? Look at the illustration for clues.”

### After reading:

“Do you think that Fox’s team wins the stunt competition? If not, which team do you think wins the competition, the pigs or the dogs? Why?”

During the story, you will stop your student in several places to model important comprehension strategies. You’ll model for your student how to stop to think about unfamiliar words or ideas. You’ll also model the beginning stages of making predictions by thinking ahead to what might happen next.

If you wish, you can place a small sticky note at the bottom of pages 13 and 21 of the reader so you remember to stop after reading those pages.

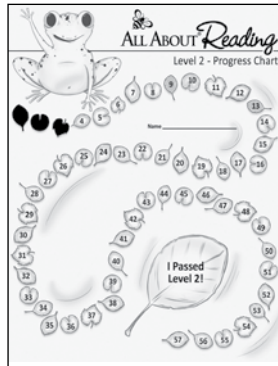
## Read-Aloud Time    Read a Story or Poem

Read aloud to your student for twenty minutes.

During your read-aloud times, model how you sometimes stop to think about what you are reading. You want your student to understand that good readers think about what they are reading, and that they should expect the text to make sense. Reading is like a conversation between the author and the reader.

## Track Your Progress

### Mark the Progress Chart



Have your student mark Lesson 3 on the Progress Chart.



## Lesson 6 - Syllable Division Rules for Compound Words and Two Consonant Tiles

In this lesson, students will review the concept of compound words and learn the first two syllable division rules.

You will need: ☐ Leap into Reading pages 47-54 ☐ Word Cards 22-30  
☐ Syllable Division Rules chart

### Before You Begin

### Preview the Syllable Division Rule for Compound Words

In Level 1, your student learned that compound words are special words that are made up of two smaller words, such as *backpack*. Today's lesson reviews that concept, and then introduces the first syllable division rule: Compound words are divided between the two smaller words.

### Preview the Syllable Division Rule for Two Consonant Tiles

Since most words in the English language have more than one syllable, we need to give your student a strategy for decoding multisyllable words. Your student already knows how to decode short Closed syllable words, such as *nap* and *kin*, so now we are going to transfer this skill to reading multisyllable words.

For words containing two consonant tiles between the vowels, as in *napkin*, we divide between the consonants. Here's how we'll do this:

This syllable pattern is sometimes referred to as the VCCV pattern (vowel-consonant-consonant-vowel pattern).



1. Build a word. Point to the two vowels.

n a p k i n



2. Determine how many consonant tiles are between the vowels. (There are two.)
3. When there are two consonant tiles between the vowels, we usually divide the word between the two consonants.

n a p k i n

## Before You Begin

(continued)

Now, using previous knowledge of Closed syllables, it's easy to read the word. For a listing of all the syllable division rules, see Appendix G.

Resist the temptation to create a shortcut by locating just the two consonant tiles and dividing between them instead of first locating the two vowels. This may seem more efficient at first glance, but locating the vowels first is an important habit that we'll build upon in Lessons 10 and 12.

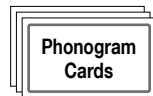
**Tip!**

## Preview the Schwa Sound

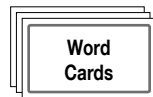
A *schwa* is a muffled vowel sound frequently found in unaccented syllables. In dictionaries, the schwa is symbolized with an upside-down e: /ə/. Listen for the schwa sound in the second syllables of these words: *cotton*, *signal*, *item*. The schwa is the most common and most frequently heard vowel sound in the English language.

In our lessons, we don't use the term *schwa* with students. Instead, we give them strategies to read words containing schwas. For more information on schwas, see "How to Handle the Schwa Sound" in Appendix H.

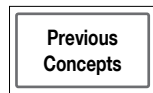
## Review



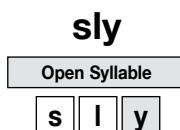
Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show the card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the decoding procedure shown in Appendix C.



Build the following words with letter tiles. Have your student label the words with the proper syllable tags and then read the words.



## New Teaching

## Teach Syllable Division Rule: Compound Words

Build the word *anthill*. 

a	n	t	h	i	l	l
---	---	---	---	---	---	---

“This is a compound word. As you know, a compound word has two smaller words in it. What are the two smaller words in this word?” *Ant, hill.*

“Compound words can be divided into their two smaller words. This is the **Compound Words** rule.” Point to the rule on the Syllable Division Rules chart and read it with your student.

“Now that you know the Compound Words rule, divide *anthill* into two syllables.” *Student divides the word between ant and hill.*

a	n	t
---	---	---

h	i	l	l
---	---	---	---

Using letter tiles, have your student practice dividing the following words into syllables.

**backpack    dishcloth    bathtub    cobweb**

“Now you are ready to learn the second rule for dividing words into syllables.”

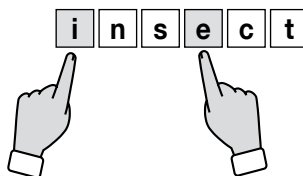
## Teach Syllable Division Rule: Two Consonant Tiles

Build the word *insect*. 

i	n	s	e	c	t
---	---	---	---	---	---

“The easiest way to read longer words is to divide them into syllables and then read each syllable.”

“First, we locate the vowels.” Point to the i and the e.



“How many consonant tiles do you see between the two vowels?” *Two.*

Point to the n and the s. “When there are two consonant tiles between the vowels, we divide between the consonants, like this.”

i	n
---	---

s	e	c	t
---	---	---	---

“Now it is easy to read the word. What does the first syllable say?” *In.*

## New Teaching

(continued)

“What does the second syllable say?” *Sect.*

Push the two syllables back together. “What is the word?” *Insect.*

Point to the Two Consonant Tiles rule on the Syllable Division Rules chart.

“This is the **Two Consonant Tiles** rule.” Read the rule with your student.

Using letter tiles, have your student practice dividing the following words into syllables.

**contest    invent    upset    muffin    napkin**

When your student sounds out two-syllable words, he may pause between the syllables. This exercise will give your student practice in combining two syllables into a single word.

This exercise is especially important for words with double consonants in the middle of the word, such as *puppet*, *rabbit*, and *happen*. In these words, the double consonant is needed to keep the first syllable closed, thereby keeping the first vowel short. But when we say the words at normal conversational speed, we only pronounce the doubled consonant once.

### Play “Guess What I’m Saying”

“I will say two syllables, and you will guess what word I am saying: *pic...nic.*” *Student says picnic at normal conversational speed.*

Repeat this activity using the following words. Be sure to pause between the syllables as you say them.

**pup...pet    pil...grim    rab...bit    hap...pen    mag...net**

### Introduce the Concept of Muffled Speech Sounds

Build the word *problem*. 

p	r	o	b	l	e	m
---	---	---	---	---	---	---

“Divide this word into syllables.” *Student divides the word between the b and the l.*

p	r	o	b
---	---	---	---

l	e	m
---	---	---

“Read each syllable.” *Prob-lem.*

“What does this word say?” *Problem.*

Point to the e. “When we say the word quickly, the sound of the e gets muffled. The word sounds like /prob-lum/ in normal speech.”

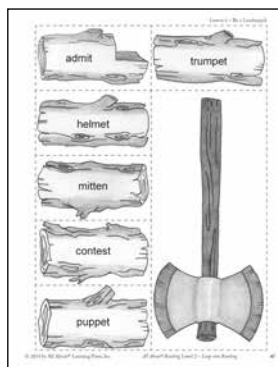
“When you sound out a two-syllable word like this, you can get very close to the correct pronunciation. Sound out each syllable, and then say the syllables together like a normal word, just like you did a minute ago.”

## New Teaching

(continued)

## Complete Activity Sheet

“Let’s practice dividing words using the Two Consonant Tiles syllable division rule.”



### Be a Lumberjack

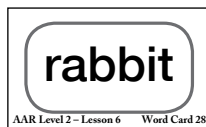
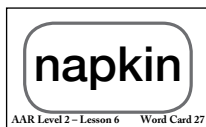
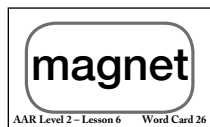
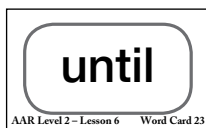
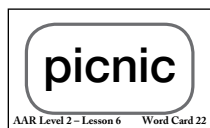
Remove pages 47-49 from the *Leap into Reading* activity book.

Cut out the logs and the ax. Have your student pretend to chop each multisyllable word with the ax, dividing the word on the log between the two syllables.

The student should read each portion of the word separately, and then read the entire word.

## Practice Reading Words

Have your student practice reading the words on Word Cards 22-29.



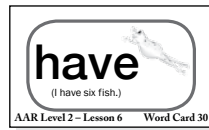
File the Word Cards behind the Review divider in the Reading Review Box.

## New Teaching

(continued)

## Teach a Leap Word: *have*

Show Word Card 30 to your student.



“This word is *have*, as in *I have six fish*. The e isn’t pronounced—it’s a Silent E.”

Cover the e with your finger. “What would this word say without the e?”  
*Have.*

“Right! When we read this word, we don’t pronounce the e.”

Review this Leap Word several times today and then file it behind the Review divider in the Reading Review Box.

## Practice Fluency

*Hello* is the last word in the New Words section. It follows the same syllable division rule as the other two-syllable words in this section, but it is the only word on the page that ends with an open syllable. Some students may note that it follows a different pattern than the other words.



Turn to pages 51-54 in the activity book.

Have your student read from the Practice Sheets.

### How Much Time?

How much time should you spend on the Practice Sheets? Only you can be the judge of that, since the answer is different for every student. Some students may not need all the practice provided here. Other students may benefit from reading the sheets multiple times over a period of a week.

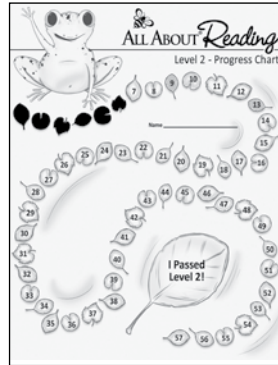
Your child does not have to demonstrate perfect fluency of these sheets to move on to the next lesson. If your student can read these sheets with reasonable accuracy, even if he has to stop to decode some words, you can confidently move on to the next lesson.

## Read-Aloud Time    Read a Story or Poem

Read aloud to your student for twenty minutes.

## Track Your Progress

## Mark the Progress Chart



Have your student mark Lesson 6 on the Progress Chart.





Compound words  
are so cool! And I just had my best idea yet:  
I'm going to change my name to a compound  
word. From now on, you can call me ...

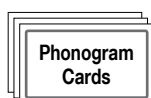
WEBFOOT

King of the Swamp

Not bad, eh? Now I have to find a crown.  
Your turn—what's your new compound  
word name?

	<b>Lesson 26 - Read “Pine Tree Pet Shop”</b>
	In this lesson, students will read a short story and discuss the main conflict.
	You will need: <input type="checkbox"/> <i>Leap into Reading</i> pages 189-192 <input type="checkbox"/> sticky notes
	<input type="checkbox"/> <i>What Am I?</i> book

## Review



Review the Phonogram Cards that are behind the Review divider in your student’s Reading Review Box. Show the card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Shuffle and review the Word Cards that are behind the Review divider in your student’s Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the decoding procedure shown in Appendix C.

## New Teaching

### Read the Warm-Up Sheet for “Pine Tree Pet Shop”



Turn to page 189 in the *Leap into Reading* activity book.

Have your student practice reading words and phrases that are found in “Pine Tree Pet Shop.”

### Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of the rat on the wheel on the Warm-Up Sheet. “Some people keep white rats as pets and give them a running wheel so they can exercise in their cages. You can buy pet rats and running wheels at a pet shop.”

## New Teaching

(continued)

“Do you think it would be fun to work in a pet shop? You could feed the animals, sweep the floors, and give names to the pets. What would you name a puppy? How about a kitten? What would you name a pair of bunny rabbits?”

“In our next story, something unexpected happens at the Pine Tree Pet Shop. Let’s find out what happens!”

### Read “The Pine Tree Pet Shop”

“Turn to page 161 in your reader and read ‘Pine Tree Pet Shop’ aloud. In this story, the main character faces a big problem. See if you can find out what this big problem is. Once you find it, put a sticky note next to it.”

Discuss your student’s ideas for the question below when you come to it.

**After page 169:** “Why do you think the main character says, ‘I feel my skin creep’?”

### Discuss the Main Conflict

“In a story, the problem that a character faces is called the *conflict*. What do you think is the biggest conflict in this story?” Encourage your student to look for the sticky note(s) if necessary.

“What does the main character do to solve the problem?”

“What does the main character say that he or she would do to prevent that problem from happening again? Skim the text for the answer.”

## New Teaching

(continued)

## Complete Activity Sheet

“Now let’s solve some other conflicts.”



### Solve Your Problem

Remove pages 191-192 from the activity book.

Cut out the cards. Place the “Problem” cards in a stack and then arrange the “Fix It!” cards on the table with the solutions facing up. Have your student select a Problem card and read it aloud. Then have him select an appropriate Fix It card to solve the problem. Some of the solutions are suitable for more than one problem. Discuss your student’s choices.

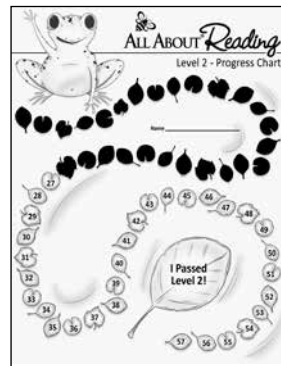
Continue until all the problems have been solved.

## Read-Aloud Time Read a Story or Poem

Read aloud to your student for twenty minutes.

## Track Your Progress

## Mark the Progress Chart



Have your student mark Lesson 26 on the Progress Chart.

If your student enjoys a particular story in his *What Am I?* or *Queen Bee* reader, encourage him to read the story aloud to someone else, like a sibling, a visiting neighbor, Grandma, or a parent. Having an audience can be motivating and can give your student an opportunity to practice reading with meaningful expression.

**Tip!**



ACK! Snakes on the loose!  
You think the main character  
felt his skin creep? What about me?  
Snakes eat frogs, you know!

Let's get on to the next lesson ...  
and hop to it!

## Lesson 29 - The “Find Gold” Rule

In this lesson, students will learn the Find Gold Rule, which says that when the letters i or o are followed by two consonants, they may say their long sounds.

You will need: ☐ Leap into Reading pages 205-212  
☐ Word Cards 140-151

### Before You Begin

### Preview the Find Gold Rule

There are four ways to spell long vowel sounds. Your student has already learned three of these ways, and today he will learn the fourth way. Here is an overview of the four ways:

1. A vowel can be long when it is placed at the end of an open syllable, as in *item* and *open*.
2. Silent E can make a vowel long, as in *spine* and *home*.
3. A long vowel sound can be made using a vowel team, such as ee in the word *sheep*. More vowel teams representing long vowel sounds, such as oa in *road*, will be taught in Level 3.
4. Vowels i and o can be long before two consonants, as in *find* and *gold*.

Today's lesson will concentrate on number 4. Even though words like *colt* and *mind* are Closed syllables, the vowels are long, not short. Your student will learn that this is a special pattern: the letters i and o followed by two consonants may say their long vowel sound. We call this the Find Gold Rule because *find* and *gold* are memorable examples.

Take a look at these other examples of the Find Gold Rule.

-ild	=	child	mild	wild
-ind	=	behind	blind	find
-oll	=	roll	droll	stroll
-old	=	bold	fold	hold
-olt	=	bolt	colt	jolt
-ost	=	most	post	host

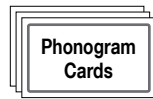
## Before You Begin

(continued)

It is important to note that the Find Gold Rule says that i and o *may* say their long vowel sound. They don't *always* say their long vowel sound. Examples of words in which i and o don't follow this rule are *build*, *gild*, *lost*, *frost*, and *cost*.

*Wind* is a homograph that can be pronounced with either a short i or a long i, depending on the context.

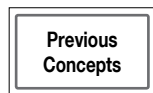
## Review



Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show the card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the decoding procedure shown in Appendix C.



Build the following words with letter tiles. Have your student label the words with syllable tags and read.

**three**

Vowel Team Syllable

th r ee

**stick**

Closed Syllable

s t i ck

## New Teaching

### Teach the Find Gold Rule

"Today you're going to learn a new pattern for one-syllable words."

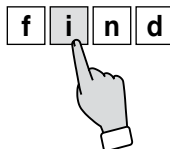
Build the word *land*. l a n d

"What syllable type is this?" *Closed*.

"In a Closed syllable, is the vowel usually long or short?" *Short*.

"Right. In most cases, the vowel is short in a Closed syllable. What does this word say?" *Land*.

Build the word *find*. f i n d



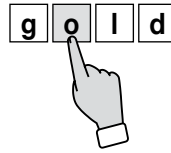
## New Teaching

(continued)

“This is also a Closed syllable, but in this case the i is long. What is this word?” *Find*.

“Good. In one-syllable words, if the letter i is followed by two consonants, the i is often long.”

Leave the word *find* on the table. Next to it, build the word *gold*.



“The vowel in this word is also long. What does this word say?” *Gold*.

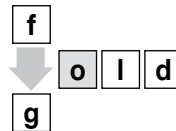
“Good. In one-syllable words, if the letter o is followed by two consonants, the o is often long.”

“We call this the Find Gold Rule for one-syllable words. The Find Gold Rule says that when i and o are followed by two consonants, they often say their long sounds.”

## Play “Change the Word”

Leave the word *gold* on the board.

“I’m going to change the first part of this word.”



“What does this new word say?” *Fold*.

Continue to change one tile at a time to form the following words. Each time, have your student sound out the new word.

**fold → cold → told**

**child\* → wild → mild**

\*Use the ch tile for the word *child*.

“Is the vowel in *mild* long or short?” *Long*.

“How many consonants are after the i?” *Two consonants*.

“Let’s practice reading words that follow the Find Gold Rule.”



## Find Gold

Remove pages 205-208 from the *Leap into Reading* activity book.

Cut out the word cards and the pan for the gold.

Place the rectangular word cards along the river with the words facing down.

Have your student select a card from the river and read the word aloud. If he reads the word correctly, he may add the “gold” to his pan. If he reads the word incorrectly, return the card to the river for another try.

Continue until your student has all the “gold” in his pan.

## Teach *Don’t* and *Won’t*

“You have already learned many contractions. Here are two that don’t follow the same pattern as the others.”

Build the words *do* and *not*. 

d	o
---	---

n	o	t
---	---	---

“Here are the words *do* and *not*. The o in *do* says /ō/.”

Remove the o in *not* and replace it with the apostrophe. 

d	o	n	'	t
---	---	---	---	---

“When I change this to the contraction *don’t*, the o changes. What does the o say in the word *don’t*?” /ō/.

“Right. The o is no longer in an open syllable, but it is followed by two consonants, so it says its long sound.”

Change *don’t* to *won’t*. 

w	o	n	'	t
---	---	---	---	---

“*Won’t* is the contraction for *will not*.” 

w	i	l	l
---	---	---	---

n	o	t
---	---	---

“Normally, we only change the second word in a contraction, but this contraction is different. We change both words.”

## New Teaching

(continued)

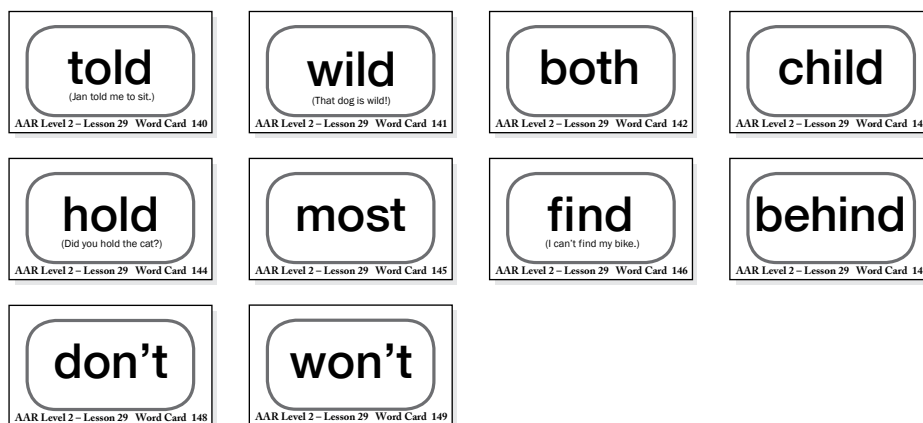
*Won't* is an example of how our language changes over time.

An older form of *will* was more similar to *would*; *woll*, *wolle*, and *wool* were some other forms of *will*.

In some 19th-century writings, you can find the contraction *willn't*, but the shorter *won't* won out.

## Practice Reading Words

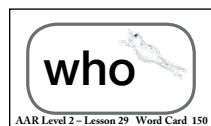
Have your student practice reading the words on Word Cards 140-149.



File the Word Cards behind the Review divider in the Reading Review Box.

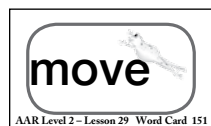
## Teach Two Leap Words: *who* and *move*

Show Word Card 150 to your student.



“This word is *who*, as in *Who is it?* This is a Leap Word because the wh doesn't say what we expect it to. It says /h/ instead of /hw/. The o says /ōō/, which is the third sound of o.”

Show Word Card 151 to your student.



“This word is *move*, as in *Move the car*. This is a Leap Word because the o doesn't say what we expect it to. It says /ōō/ instead of /ō/. ”

Review these Leap Words several times today and then file them behind the Review divider in the Reading Review Box.

## New Teaching

(continued)

## Practice Fluency



Turn to pages 209–212 in the activity book.

Have your student read from the Practice Sheets.

### Vocabulary Affects Reading Comprehension

If you've ever picked up a book outside of your expertise (such as a book on musical theory if you aren't a musician), then you've encountered unfamiliar vocabulary that you don't understand. It would be difficult for you to understand the content because you wouldn't know what many of the words mean or how to pronounce them.

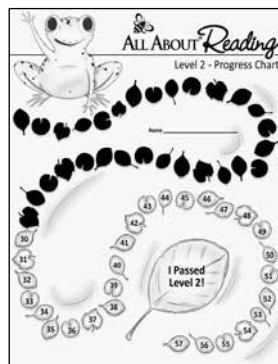
In the same way, it is difficult for your student to read with comprehension if he doesn't understand what the words mean. Developing your student's vocabulary is one of the most important things you can do to improve reading comprehension. Fortunately, it is easy to help your student develop a large listening vocabulary by reading aloud from a wide selection of books and discussing unfamiliar words.

## Read-Aloud Time Read a Story or Poem

Read aloud to your student for twenty minutes.

## Track Your Progress

## Mark the Progress Chart



Have your student mark Lesson 29 on the Progress Chart.

## Lesson 42 - Soft G

In this lesson, students will learn words containing soft *g*.

You will need: ☐ *Leap into Reading* pages 291-300

☐ *Jobs of Silent E* chart

☐ *Word Cards* 212-221

### Before You Begin

### Review Phonogram G

Phonogram *g* can say two sounds:

- /g/ as in *goat*, also known as hard *g* (emphasized in Level 1, Lesson 3)
- /j/ as in *gem*, also known as soft *g* (emphasized in this lesson)

G is soft when followed by an e, i, or y **most of the time**. Read the following examples and listen for the /j/ sound.

**gem large cage orange danger**

It would be nice if the pattern for soft *g* was as reliable as the pattern for soft *c*, but with our given alphabet, this is not possible. For the sound of /k/, the letters c and k are available, so if we need a hard *c* sound before e, i, or y, the letter k can fill in. But for the sound of /g/, the only letter available is the *g*. G must do double duty, and the reader must be prepared to try both the /g/ and /j/ sounds before the letters e, i, and y.

Notice the hard *g* sound in these words, despite the e, i, or y.

**get girl gift begin saggy**

It is helpful to know that most of the time, *g* says /j/ before e, i, or y. In fact, *g* is soft in over seven hundred words. It is hard in only forty or so words.

### Review



It's time to review the cards behind the Mastered dividers to ensure they stay fresh in your student's mind.

Shuffle the cards behind both Mastered dividers and choose a selection for review.

## Review

(continued)

Previous  
Concepts

Build the following words with letter tiles. Have your student divide the words, label with syllable tags, and read.

*Pencil* and *farmer* are divided using the Two Consonant Tiles rule.



pencil

Closed Syllable  
p e n

Closed Syllable  
c i l

farmer

Bossy R Syllable  
f ar

Bossy R Syllable  
m er

## New Teaching

### Determine the Sound of G

Pull down the g tile. g

“Tell me the two sounds of this letter.” /g/-/j/.

Pull down the letter tiles e, i, and y and arrange them next to the g tile.

	e
g	i
	y

“If g is followed by an e, i, or y, it **usually** says /j/.”

Show the g tile visiting the letters e, i, and y one at a time. “Followed by an e, g **usually** says /j/. Followed by an i, g **usually** says /j/. Followed by a y, g **usually** says /j/.”

Build the word *gem*. gem

“What sound does the g say in the word *gem*?” /j/.

“Why?” *Because of the e.*

Change *gem* to *gel*. gel

“Read this word.” *Gel.*

“Good. Gel is a thick, jelly-like substance that is used in a lot of products, like hair gel.”

“Now remember that e, i, and y can make g say /j/, but they don’t *always* make g say /j/. In this next word, the g says /g/.”

Replace the l tile with a t. get

## New Teaching

(continued)

If your student says *jet* instead of *get*, tell him to try the other sound of g. He already knows this word from Level 1, but may try to apply the new concept of soft g. Remind him that g *can* be soft before e, i, or y, but it isn't always. You can show him these three common words that retain the hard g: *gift*, *begin*, *give*.

**Tip!**

"What is this word?" *Get*.

"So you see that g **usually** says /j/ before an e, i, or y, but not always. Sometimes it says /g/."

Pull down the letter tiles a, o, u, l, and r, and arrange them as follows:



"If g is before any letter that isn't e, i, or y, it says /g/." Show the g tile visiting the letters one at a time.

"In front of the a, it says /g/." Repeat for letters o, u, l, and r.

When your student understands this concept, mix up the e, i, and y with the a, o, u, l, and r.

"In front of which letters can g say /j/?" E, i, or y.

Continue this activity until it has been mastered by your student.

## Teach the Terms **Hard G** and **Soft G**

Pull down the g tile. g

"When g says /j/, we say that the g is **soft**."

"When g says /g/, we say that the g is **hard**."

"Tell me the **hard** sound of g." /g/.

"Tell me the **soft** sound of g." /j/.

## New Teaching


(continued)

## Emphasize the Second Job of Silent E


Build the word *large*. l ar g e

“You know that the second job of Silent E is to make c say /s/ and g say /j/. I will sound out this word.”


Touch the l and say /l/. l ar g e




Touch the ar and say /ar/. l ar g e



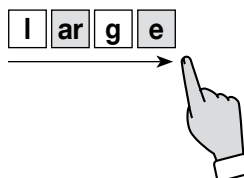
Touch the g and say /g/. l ar g e



Touch the e. “This is Silent E.” l ar g e



Now go back to the beginning of the word. Slide your finger under the letters l-ar-g-e and say *large* slowly.



Finally, read the word *large* at a normal pace, as we do when we speak.

Point to Silent E. “The only job of Silent E here is to make the g say /j/.”

## New Teaching

(continued)

## Blend Words with Silent E


Build the word *huge*. 

h	u	g	e
---	---	---	---

“This word ends in Silent E, so I know that the u will probably be long. And we just learned that when g is followed by e, i, or y, it usually says /j/. I will sound out this word.”


Touch the h and say /h/. 

h	u	g	e
---	---	---	---




Touch the u and say /ū/. 

h	u	g	e
---	---	---	---




Touch the g and say /j/. 

h	u	g	e
---	---	---	---

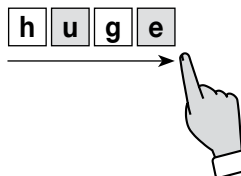


Touch the e. “This is Silent E.” 

h	u	g	e
---	---	---	---



Now go back to the beginning of the word. Slide your finger under the letters h-u-g-e and say *huge* slowly.



Finally, read the word *huge* at a normal pace, as we do when we speak.

“Silent E has two jobs in this word. What are the two jobs?” *It makes the u long and the g soft.*

Using the same procedure for blending, have your student sound out the word *stage*.

s	t	a	g	e
---	---	---	---	---

## New Teaching

(continued)

## Emphasize that Silent E Can Have Two Jobs

Leave the word *stage* on the board.

s t a g e

“In some words, Silent E has one job, and in other words it has two. In the word *stage*, Silent E has two jobs: it makes the a long and it makes the g soft.”

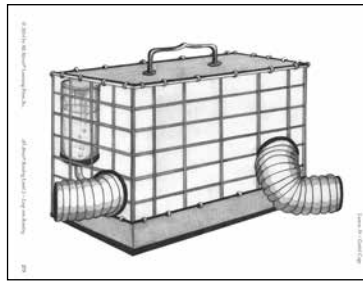
Build the word *hinge*.

h i n g e

“In the word *hinge*, Silent E has just one job. What is it?” Help your student see that the job of Silent E is to make the g say /j/.

## Complete Activity Sheet

“In this activity, you will build a gerbil cage while you read words with soft g.”



### Gerbil Cage

Remove pages 291-296 from the *Leap into Reading* activity book.

Cut out the word cards. Locate the gerbil card, have your student read the word on the back, and encourage him to give the gerbil a name.

Place the tunnel sections in a pile. Now it's time to build the cage. Have your student choose a section of the tunnel, read the word on the back, and add the tunnel to the cage.

Continue until all the cards have been read and the gerbil cage is complete. Your student can then pretend to run his gerbil through the maze.

A different cage can be constructed each time your student plays.

## New Teaching

(continued)

Regarding the Word Cards for *change*, *danger*, and *orange*:

As discussed in Level 1, when phonogram ng comes after a as in *danger* and *change*, a doesn't say its pure short vowel sound. Instead, the sound of a falls between its short and long vowel sounds, as in the words *sang* and *bang*.

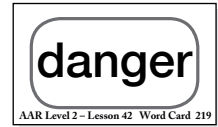
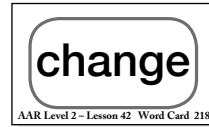
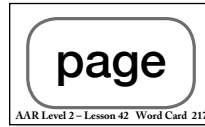
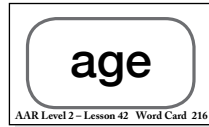
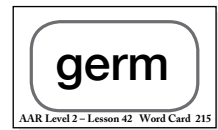
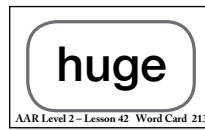
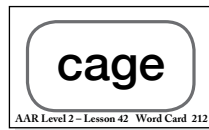
This concept is generally easy for students to grasp, since it is difficult to say the pure short vowel sound of a in these words. It is easier to say these words correctly.

In the word *orange*, the a is in an unaccented syllable, and the vowel sound is muffled.

The word *pumpkin* will be used in the story in the next lesson.

## Practice Reading Words

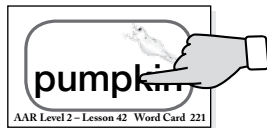
Have your student practice reading the words on Word Cards 212-220.



File the Word Cards behind the Review divider in the Reading Review Box.

## Teach a Leap Word: *pumpkin*

Show Word Card 221 to your student.



Cover up *kin* with your finger. "What does the first part of this word say?" *Pump*.

Uncover *kin*. "What does the second part of this word say?" *Kin*.

"Together they say *pumpkin*, as in *Pumpkins are orange*. This word follows a syllable division rule that you haven't learned yet, so that's why it is a Leap Word."

Review this Leap Word several times today and then file it behind the Review divider in the Reading Review Box.

## New Teaching

(continued)

## Practice Fluency



Turn to pages 297-300 in the activity book.

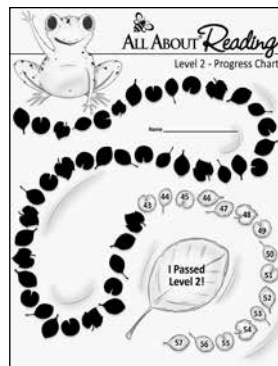
Have your student read from the Practice Sheets.

## Read-Aloud Time Read a Story or Poem

Read aloud to your student for twenty minutes.

## Track Your Progress

## Mark the Progress Chart



Have your student mark Lesson 42 on the Progress Chart.

## Lesson 47 - Read “Oh, Brother!”

In this lesson, students will discuss words with multiple meanings, read a story, and make predictions.

You will need: ☐ *Leap into Reading* page 323-325

☐ *Queen Bee* book

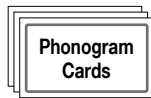
### Before You Begin

### Preview Multiple Meanings

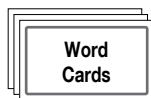
This lesson will give your student experience with words with multiple meanings such as the homographs *bark* and *bark*. The concept is introduced in today’s activity and then expanded on in Lesson 57.

In the story “Oh, Brother!” the main characters pretend to misunderstand the use of words with multiple meanings, leading to some silly results.

### Review

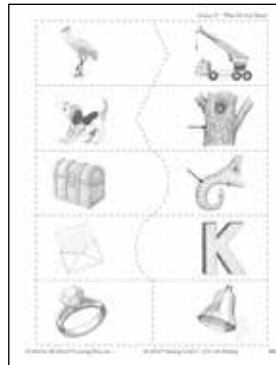


Review the Phonogram Cards that are behind the Review divider in your student’s Reading Review Box. Show the card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Shuffle and review the Word Cards that are behind the Review divider in your student’s Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the decoding procedure shown in Appendix C.

“Some words can have two meanings. For example, *bow* can mean to bend at the waist, or it can mean the front part of a ship. Let’s see if you can figure out the two meanings of some words.”



## What Do You Mean?

Remove pages 323–324 from the *Leap into Reading* activity book.

Cut apart the puzzle strips on the dotted lines. Mix up the cards and place them on the table with the illustrations facing up.

Have your student match the five pairs of cards that represent a word with multiple meanings. For example, the cards that feature the sandhill crane and the construction crane illustrate two meanings of the word *crane*. If your student needs a hint, the appropriate word is included on the back of each card.

Continue until your student has matched all the pairs of cards.

## Read the Warm-Up Sheet for “Oh, Brother!”



Turn to page 325 in the activity book.

Have your student practice reading words and phrases that will be encountered in the story “Oh, Brother!”

## Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of the ton on the Warm-Up Sheet. “This is a *ton*. A ton is two thousand pounds, so it is very heavy. This word is often used in sentences like *I have a ton of homework*. It means the person has a lot of homework to do.”

## New Teaching

(continued)

“Have you ever played a trick on someone? What was the trick? How did people react to it? Has anyone ever played a trick on you?”

“In the next story, the main character likes to play tricks on his Grandmother. Let’s see what mischief he gets into.”

### Read “Oh, Brother!”

“Turn to page 127 in your reader and read ‘Oh, Brother!’ aloud.” Discuss your student’s ideas for the questions below as you come to them.

**After page 131:** “How do you think Grandmother feels about Brother’s trick?”

**After page 133:** “What do you think Brother is going to do when he feeds the pigs?”

**After page 146:** “What do you think Grandmother has in her bucket?”

**After reading:** “Do you think Grandmother gets angry with Brother for any of his tricks? Do you think that Brother is angry at Grandmother for her trick?”

### Explore Multiple Meanings

Guide your student in finding and discussing one or two of the following examples of multiple meanings.

Page 129: What does Grandmother really mean by “put your gloves on”?

Page 138: What does Grandmother really mean by “rinse the geese”?

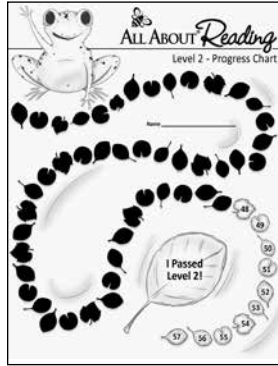
Page 145: What does Brother really mean by “ice the cake”?

## Read-Aloud Time Read a Story or Poem

Read aloud to your student for twenty minutes.

## Track Your Progress

## Mark the Progress Chart



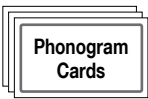
Have your student mark Lesson 47 on the Progress Chart.



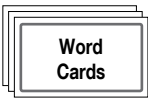
RAK RAK RAK!  
What a couple of pranksters.  
This story croaked me up!

	<b>Lesson 55 - Read “Rawhide”</b>
	In this lesson, students will learn about antonyms, read a short story, and practice reading between the lines.
	You will need: <input type="checkbox"/> <i>Leap into Reading</i> pages 377-379
	<input type="checkbox"/> <i>Queen Bee</i> book

### Review



Review the Phonogram Cards that are behind the Review divider in your student’s Reading Review Box. Show the card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Shuffle and review the Word Cards that are behind the Review divider in your student’s Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the decoding procedure shown in Appendix C.

### New Teaching

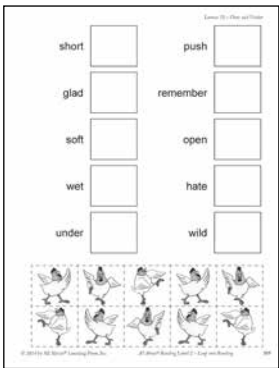
### Teach Antonyms

“What is the opposite of *tall*?” *Short*.

“What is the opposite of *hot*?” *Cold*.

“Words that are opposites, like *tall* and *short*, are called *antonyms*. You already know lots of antonyms.”

“In this next activity, you will match up words that are antonyms.”



### Over and Under

Remove pages 377-378 from the *Leap into Reading* activity book.

Cut out the ten cards at the bottom of the page and mix them up. Set the cards on the table with the chickens facing up. Have your student choose a chicken, read the word on the back, and place the card in the box next to the word that has the opposite meaning.

Continue until all the cards have been placed in the appropriate squares.

(continued)

## Read the Warm-Up Sheet for “Rawhide”

Turn to page 379 in the activity book.

Have your student practice reading words and phrases that will be encountered in “Rawhide.”



## Teach Vocabulary and Activate Prior Knowledge

Point out the sawmill on the Warm-Up Sheet. “Logs are brought to a *sawmill* to be turned into lumber or boards. The bark is removed from the logs, and big saws cut the logs into boards. The boards are dried and sanded smooth, and then they are ready to use.”

“Our next story is about a dog. As you know, there are all kinds of dogs. There are tiny dogs that make fun pets, there are large dogs that help people, and there are medium-sized dogs that love to run and jump. Do you have a favorite kind of dog?” Discuss dogs and their abilities with your student.

“Some dogs are farm dogs or ranch dogs. They help farmers and ranchers with their daily chores. The dog in this story is a ranch dog who thinks he is the boss of the place. He creates a lot of commotion when his owners are away for the day. Let’s read ‘Rawhide’ to see how much trouble he can stir up.”

## Read “Rawhide”

“Turn to page 199 in your reader and read ‘Rawhide’ aloud.”

Give your student encouraging feedback when the story is completed.

## New Teaching

(continued)

Sometimes the text doesn't tell the full story. Good readers learn to fill in the details based on their own experiences. We call this "reading between the lines."

By asking your student the questions in this section, you'll be pointing out that there is a difference between what the words say and what is really meant. By looking at both the text and the illustrations, we are able to guess what the real meaning is. This technique is often used to add humor to a story.

## Read between the Lines

Draw attention to Rawhide's exaggerations by asking the following questions.

Turn to page 203. "Rawhide says that he's chasing a 'large rat,' but the illustration shows a very small mouse. Do you think Rawhide is imagining the mouse to be bigger than it is?"

Turn to page 207. "Rawhide thinks the ranch hand is stealing the eggs. But what is the ranch hand really doing?" *Collecting the eggs for the family.*

Turn to page 209. "Rawhide thinks he has saved the children from a huge snake. What is he really carrying?" *A garden hose.*

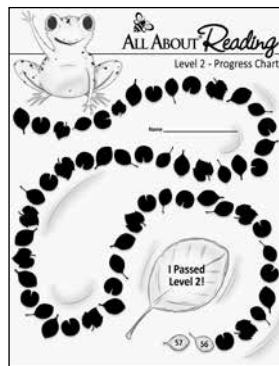
"Rawhide seems to exaggerate a lot. He adds a few made-up details, like a big rat and a huge snake. Why do you think he does that?" *Possible answers: He wants to feel important. He really thinks he's helping the family.*

## Read-Aloud Time Read a Story or Poem

Read aloud to your student for twenty minutes.

## Track Your Progress

## Mark the Progress Chart

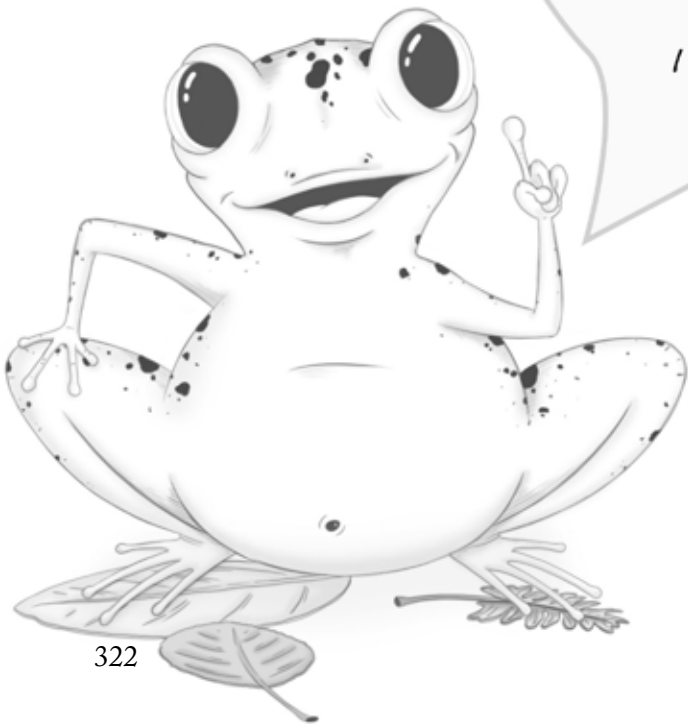


Have your student mark Lesson 55 on the Progress Chart.

Oh, boy, antonyms are  
just as fun as synonyms. I got out my  
banjo and wrote you a little “opposites” song.  
Feel free to croak along!

*Antonyms are opposites,  
and that’s true, right or wrong.  
Hot and cold, black and white,  
really short or long.*

*I love all the opposites,  
whether cat or dog.  
I love them more than I love being  
Webfoot, Awesome Frog!*



## APPENDIX A

### Scope and Sequence of Level 2

Your Student Will:	Lesson
Review concepts taught in Level 1 and learn about Open and Closed syllable types	1
Read words with consonant blends at the beginning and end	2
Read a short story and use pantomime to act out actions	3
Read words with /ī/ spelled <u>y</u>	4
Read a short story and practice meaningful expression	5
Review and learn the Compound Words and Two Consonant Tiles syllable division rules	6
Learn about unaccented syllables, read a short story, and understand important details in the text	7
Read words with three-letter blends	8
Read a short story and practice skimming for information	9
Learn Part 1 of the One Consonant Tile syllable division rule	10
Read a short story and learn about the use of speech bubbles for dialogue	11
Learn Part 2 of the One Consonant Tile syllable division rule	12
Read a short story, learn about abbreviations, and answer comprehension questions	13
Learn the first job of Silent E and read words with the VCE pattern	14
Learn the Name Game syllable type and read more words with Silent E	15
Read a short story and discuss character motivation	16
Learn the two sounds of long <u>u</u> and the sound of <u>u</u> between two vowels	17
Read a short story and compare and contrast characters	18
Learn phonogram <u>wh</u> and read words beginning with <u>wh</u>	19
Read a short story, learn about text features, identify the main character, and discuss the characters	20
Read words that combine consonant blends with the Name Game pattern and learn about heteronyms	21
Read a short story and practice sequencing	22
Read plural Silent E words	23
Read a short story and learn about possessives and onomatopoeia	24
Learn phonogram <u>ee</u> and the Vowel Team syllable type, and read words with <u>ee</u>	25
Read a short story and discuss the main conflict	26
Learn to form and read contractions	27
Read a poem and complete a Venn diagram	28
Read words with long <u>i</u> or <u>o</u> before two consonants	29
Read a short story and create hints for a guessing game	30
Learn phonogram <u>er</u> as in <i>her</i> and the Bossy R syllable type, decode three-syllable words, and read words with <u>er</u>	31

Your Student Will:	Lesson
Read a short story and compare settings	32
Learn phonogram <u>ar</u> and read words with <u>ar</u>	33
Read a short story and learn about the five senses in literature	34
Learn phonogram <u>or</u> and read words with <u>or</u>	35
Read a short story and complete a concept map	36
Learn the third sound of <u>u</u> and read words with the sound of / <u>oo</u> /	37
Read a short story and learn about alliteration	38
Learn the second job of Silent E and read words with soft <u>e</u>	39
Learn that Silent E can have two jobs, and read more words with Silent E	40
Read a short story and imagine an alternate ending	41
Read words with soft <u>g</u>	42
Read a poem, learn about rhyme and stanzas, and relate the poem to life	43
Learn the third job of Silent E and read more words with Silent E	44
Read a short story and make inferences from words and illustrations	45
Learn the fourth job of Silent E and read words with / <u>ü</u> /, the fourth sound of <u>o</u>	46
Learn about words with multiple meanings, read a short story, and make predictions	47
Learn phonogram <u>ed</u> and the concept of past tense	48
Read a poem and practice skimming for information	49
Learn the third sound of <u>a</u> and read words with the sound of / <u>ah</u> /	50
Read a short story, learn about synonyms, and discuss the concept of realism vs. fantasy	51
Learn phonograms <u>oy</u> and <u>oi</u> and read words with the sound of /oy/	52
Read a short story and practice sequencing	53
Learn phonograms <u>aw</u> and <u>au</u> and read words with the sound of /aw/	54
Read a short story, learn about antonyms, and practice reading between the lines	55
Learn phonograms <u>ow</u> and <u>ou</u> and read words with the sound of /ow/	56
Read a short story and learn more about homophones	57

## APPENDIX B

### Phonograms Taught in Levels 1-4

Phonograms are letters or letter combinations that represent a single sound. For example, the letter b represents the sound /b/, as in *bat*. The letter combination sh represents the sound /sh/, as in *ship*.

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Level
<b>Level 1 Phonograms Reviewed in Level 2</b>				
1	m	/m/	moon	Level 1
2	s	/s/-/z/	sun      has	
3	p	/p/	pig	
4	a	/ă/-/ā/-/ah/	apple      acorn      father	
5	n	/n/	nest	
6	t	/t/	tent	
7	b	/b/	bat	
8	j	/j/	jam	
9	g	/g/-/j/	goose      gem	
10	d	/d/	deer	
11	c	/k/-/s/	cow      city	
12	y	/y/-/ĭ/-/ī/-/ē/	yarn      gym      my      happy	
13	h	/h/	hat	
14	k	/k/	kite	
15	r	/r/	rake	
16	i	/ĭ/-/ī/-/ē/	itchy      ivy      radio	
7	v	/v/	vase	
18	f	/f/	fish	
19	z	/z/	zipper	
20	o	/ŏ/-/ō/-/ōō/-/ū/	otter      open      to      oven	
21	l	/l/	leaf	
22	w	/w/	wave	
23	u	/ŭ/-/ū/-/ōō/	udder      unit      put	
24	e	/ĕ/-/ē/	echo      even	
25	qu	/kw/	queen	
26	x	/ks/	ax	

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Level
27	th	/th/-/th/	three    then	Level 1
28	sh	/sh/	ship	
29	ch	/ch/-/k/-/sh/	child    school    chef	
30	ck	/k/, two-letter /k/	duck	
31	ng	/ng/	king	
32	nk	/ngk/	thank	
<b>New Phonograms Taught in Level 2</b>				<b>Lesson</b>
33	wh	/hw/	while	19
34	ee	/ē/, double e	feed	25
35	er	/er/ as in <i>her</i>	her	31
36	ar	/ar/	car	33
37	or	/or/-/er/ as in <i>work</i>	corn    work	35
38	ed	/ěd/-/d/-/t/	wanted    snowed    dropped	48
39	oy	/oy/ that we <b>may</b> use at the end of English words	toy	52
40	oi	/oy/ that we may <b>not</b> use at the end of English words	oil	52
41	aw	/aw/ that we <b>may</b> use at the end of English words	saw	54
42	au	/aw/ that we may <b>not</b> use at the end of English words	haul	54
43	ow	/ow/-/ō/	cow    low	56
44	ou	/ow/-/ō/-/ōō/-/ŭ/	mouse    soul    soup    touch	56

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Level
<b>Phonograms Taught in Level 3</b>				Level 3
45	ai	/ā/, two-letter /ā/ that we may <b>not</b> use at the end of English words	rain	
46	ay	ā/, two-letter /ā/ that we may <b>not</b> use at the end of English words	day	
47	oa	/ō/, two-letter /ō/ that we may <b>not</b> use at the end of English words	boat	
48	ir	/er/ as in <i>first</i>	first	
49	ur	/er/ as in <i>nurse</i>	nurse	
50	oo	/ōō/-/ōō/-/ō/	food      book      floor	
51	ea	/ē/-/ē/-/ā/	leaf      bread      great	
52	gh	/silent/-/g/-/f/	sigh      ghost      rough	
53	igh	/ī/, three-letter /ī/	light	
54	tch	/ch/, three-letter /ch/	watch	
55	dge	/j/, three-letter /j/	badge	
56	ew	/ōō/-/ū/	grew      few	
57	wr	/r/, two-letter /r/ used only at the beginning of a word	write	
58	kn	/n/, two-letter /n/ used only at the beginning of a word	know	
59	eigh	/ā/, four-letter /ā/	eight	
60	oe	/ō/, two-letter /ō/ that we <b>may</b> use at the end of English words	toe	
61	ti	/sh/, tall-letter /sh/	nation	
<b>Phonograms Taught in Level 4</b>				Level 4
62	ey	/ē/-/ā/	key      they	
63	ear	/er/ as in <i>early</i>	early	
64	ui	/ōō/	fruit	
65	ie	/ē/-/ī/	field      pie	
66	ph	/f/, two-letter /f/	phone	

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Level
67	gu	/g/, two-letter /g/	guide	Level 4
68	gn	/n/, two-letter /n/ used at the beginning or end of a base word	gnat	
69	augh	/aw/, four-letter /aw/	daughter	
70	ei	/ā/-/ē/	vein      ceiling	
71	ough	/ō/-/ōō/-/üff/- /öff/-/aw/-/ow/	though    through    rough cough    thought    bough	
72	si	/sh/-/zh/	mission    vision	
73	mb	/m/, two-letter /m/	lamb	
74	our	/er/ as in <i>journey</i>	journey	
75	ci	/sh/, short-letter /sh/	special	
76	rh	/r/, two-letter /r/ used in Greek words	rhyme	