

LESSON 42

Skills

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

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

HANDWRITING: Write uppercase **T**.

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

FLUENCY: Read high-frequency words.

Materials

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

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

Phonemic Awareness

Blend Two-Syllable Words

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

/sh-ō-l-d-er/	<i>shoulder</i>
/ă-n-k-l/	<i>ankle</i>
/ī-b-r-ow/	<i>eyebrow</i>
/f-ī-n-g-er/	<i>finger</i>
/ĕ-l-b-ō/	<i>elbow</i>

Systematic Phonics

The Phonogram th

Show the Phonogram Card th.

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

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

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

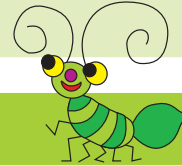
Why do they sound different? *My voice box is on for /TH/ and off for /th/.*

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

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

Basic Phonogram Flash Card th

Whiteboard



Teacher Tip

/th/ represents the unvoiced sound found in *thin, think, and thought*.

/TH/ represents the voiced sound found in *this, these, and that*.

Speech Tip

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



Whistling Whales

Open to the th page and point to the phonogram th.

What does this say? /th-TH/

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

Phonogram Game: Teacher Trouble

Have the student quiz the teacher on reading the phonograms (a to z, plus sh and th). The teacher should make several “mistakes.” When the teacher makes a mistake, the student can ring a buzzer.

Whistling Whales



th Day

Learn to read a thermometer. Measure the thickness of various books. Count to thirteen and thirty. Learn about thunderstorms. Have a thumb war. Read about the first Thanksgiving. Give thanks!

Basic Phonogram Flash Cards a-z, sh

and th

Whiteboard

Buzzer

Handwriting

Write Uppercase T

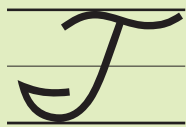
42.1 Uppercase T – page 7

In your workbook you will see an uppercase and lowercase /t/ as it is printed in books, and a handwritten uppercase and lowercase /t/. What do you notice about the first two? *The uppercase /t/ is taller and the top sides bend down. The uppercase /t/ has a base that it is standing on. The uppercase /t/ is crossed at the top. The lowercase /t/ has a curve on the bottom and the cross is not at the top.*

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

Let's learn how to write the uppercase /t/.

Demonstrate how to write /t/ using T or T.



Start just below the top line.

- ① **Slash** down to the baseline,
- ② **scoop** up to halfway between the baseline and the midline,
- ③ **glide** across, ④ pick up the pencil, ⑤ **swerve** at the top.



- Start at the top line. ① **Straight** to the baseline, ② pick up the pencil, ③ **cross** at the top line.

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

Write uppercase /t/ three times on the whiteboard.

Which one looks most like the Tactile Card?

Put a smiley face next to the best /t/.

Optional: Writing on Paper

If the students are ready for writing with a pencil and paper, practice using the workbook page below. Otherwise, continue with large motor practice.

42.1 Uppercase T – page 7

Write uppercase /t/ three times on your favorite line size.
Circle your favorite uppercase /t/.

42.2 Matching Phonograms – page 8

Match the handwritten and bookface letters.

Systematic Phonics

Letter Names

41.1 Phonogram Desk Chart – page 1

I will point to the phonograms and say the name. As I point to each phonogram, tell me the sounds it makes.

41.1 Phonogram Desk Chart

Music

Drum

Mirror

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

Syllables

What is a vowel? *A vowel can be sung while the mouth is open.*

What kind of sound is blocked? *consonant*

When you open your mouth to say a vowel and then close it in some way to say a consonant, it makes a beat.

Show your hands opening and then coming together and clapping.

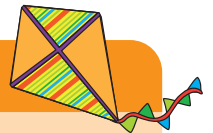
Words have beats. The beats in words are called syllables. We can count the syllables in words by feeling how many times our mouths open to say the vowel sound.

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

bookshelf *bookshelf two syllables*

baby *baby two syllables*

Multi-Sensory Fun



Before teaching syllables, play music with a strong beat. March, clap, dance, and pound on drums. Feel the beat.

Have students look in a mirror while saying the words. Ask them to count the number of times their mouth opens and closes.

man *man* *one syllable*
 pinecone *pinecone* *two syllables*
 slide *slide* *one syllable*
 pen *pen* *one syllable*

Spelling Analysis

Spelling Analysis

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

Word	Sentence	Say-to-Spell	Markings	Spelling Hints
1. this	<i>This is my new sweater.</i>	THĭs	² <u>th</u> is	See below. Underline /TH/. Put a 2 over it. /th-TH/ said its second sound.
2. fit	<i>Do those pants fit?</i>	fĭt	fit	All first sounds.
3. that	<i>That pan is hot.</i>	THăt	² <u>th</u> at	See below. Underline /TH/. Put a 2 over it. /th-TH/ said its second sound.
4. drip	<i>Wipe up the drip of water.</i>	dřĭp	drip	All first sounds.
5. quiz	<i>We will have a math quiz tomorrow.</i>	kwĭz	<u>qu</u> iz	Underline the /kw/.

this

The first word is *this*. This is my new sweater. *this*

Place your hand under your chin and say, "this." How many syllables are in *this*? **this, one**

Let's sound out *this*. /TH-ĭ-s/

Now write *this*.

The student writes *this* on her whiteboard.

It is now my turn to write *this*. Sound it out as I write it. /TH-ĭ-s/

Do you see two letters working together to say one sound? /TH/

Underline /TH/. Which sound of /th-TH/ is it? **second**

To remind us /th-TH/ is saying its second sound, we will write a 2 over it.

Let's sound it out together /TH-ĭ-s/ **this**

that

The next word is *that*. That pan is hot. *that*

Place your hand under your chin and say, "that." How many syllables are in *that*? *that, one*

Let's sound out *that*. /TH-ă-t/

Now write *that*.

The student writes *that* on her whiteboard.

It is now my turn to write *that*. Sound it out as I write it. /TH-ă-t/

Do you see two letters working together to say one sound? /TH/

Underline /TH/. Which sound of /th-TH/ is it? *second*

To remind us /th-TH/ is saying its second sound, we will write a 2 over it.

Let's sound it out together. /TH-ă-t/ *that*

Fluency



Decoding Sounds

How many sounds does /th-TH/ have? *two*

What are some other phonograms we have learned that say more than one sound? /ă-ō-ö/, /s-z/, /k-s/, etc...

When we are reading a word, we will not always know which sound of a phonogram to use. Sometimes there is a rule that lets us know, and we will learn more of these later, but when you aren't sure, you can try the first sound first, and then the next sound, and then the next sound to see if it makes sense.

Write *them* on the board. Underline the phonogram *th*.

Sound out this word. If you don't know which sound of

/th-TH/ to use, try the first sound, /th/, first. If the word does not make sense with that sound, then try the second sound, /TH/. /th-e-m/ *With the first sound, /th/, it doesn't sound like a word that I know.*

/TH-e-m/ *With the second sound, /TH/, it is a word that I know: them.*

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

Teacher Tip

When students read a word and aren't sure what sound a phonogram should say, they should start with the first, most common sound and then try the additional sounds to see what makes sense. This will happen increasingly quickly with practice. There are often (but not always) rules that limit or determine which sound is used, and these rules will be taught in the coming lessons.

High-Frequency Word Race

42.3 Fluency Practice – pages 9-10

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

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

Repeat.

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

Classroom High-Frequency Word Race

42.3 Fluency Practice – pages 9-10

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

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

Repeat.

Save the high-frequency word cards for future lessons.

Scissors

Timer

Blocks



Teacher Tip

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

Scissors

Timer

Blocks

Teacher Tip

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

Teacher Tip

This activity also teaches graphing.

Teacher Tip

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

LESSON 64

Skills

PHONEMIC AWARENESS: Rhyme one-syllable words.

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

HANDWRITING: Write uppercase G.

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

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

Materials

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

OPTIONAL: Phonogram Game Tiles

Systematic Phonics

The Phonogram ar

Show the Phonogram Card ar.

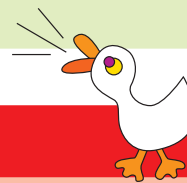
This says /ar/. What does it say? /ar/

Write /ar/ three times on your whiteboard.

Whiteboard

Basic Phonogram Flash Card ar

Whistling Whales



Whistling Whales

Open to the ar page and point to the phonogram ar.

What does this say? /ar/

Listen for the sound /ar/ as I read. When you hear me say /ar/, stand up and shout /ar/.

Speech Tip

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

Phonogram Practice: Rotten Egg

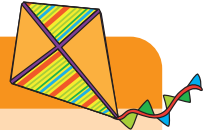
Place all the Phonogram Game Cards in the bag with the *Rotten Egg* card(s). Set the timer for an undisclosed time of 1-3 minutes. Students* take turns drawing a card and reading the phonogram aloud. If they get it right, they keep the card and pass the bag to the next player. If they do not read the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

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

2 sets of Phonogram Game Cards
1-2 Rotten Egg cards
Timer
Cloth bag
Snatch It! card

Multi-Sensory Fun

Add a *Snatch It!* card to the bag. If a student draws the *Snatch It!* card, she may take the cards of any other player.



Handwriting

Write Uppercase G

64.1 Uppercase G – page 123

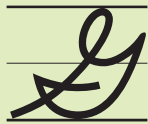
Compare and contrast the uppercase and lowercase /g-j/ in a bookface font and in the handwriting font.

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

Demonstrate how to write uppercase /g-j/ using g or G.

Whiteboard

Tactile Card g or G



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



Start just below the top line. ^①**Roll** around past the baseline to the midline, ^②**draw** a line straight into the circle.

Write uppercase /g-j/ three times on the Tactile Card or in the air, using your pointer finger.

Write uppercase /g-j/ three times on your whiteboard.

Which one sits on the baseline the best?

Which one looks most like the Tactile Card?

Put a smiley face next to the best /g-j/.

Optional: Writing on Paper

If the students are ready for writing with a pencil and paper, practice using the workbook page below. Otherwise, continue with large motor practice.

64.1 Uppercase G – page 123

Write uppercase /g-j/ three times on your favorite line size.

Phonemic Awareness



Rhyme One-Syllable Words

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

hat cat
They both end in -at.

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

fold hold
They both end in -old

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

cold	told	<i>yes</i>	tree	hip	<i>no</i>
less	yes	<i>yes</i>	sad	lamp	<i>no</i>
had	look	<i>no</i>	sad	dad	<i>yes</i>
had	mad	<i>yes</i>	lamp	ramp	<i>yes</i>
look	book	<i>yes</i>			

Teacher Tip

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

64.2 Rhyming – pages 124-125

Read the word. Look at the pictures. Circle the ones that rhyme with the word.

Challenge

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



Spelling Analysis

Spelling Analysis

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

Word	Sentence	Say-to-Spell	Markings	Spelling Hints
1. car	<i>My car is parked in back.</i>	kar	<u>car</u>	Underline /ar/.
2. far	<i>How far did you run today?</i>	far	<u>far</u>	Underline /ar/.
3. same	<i>They are wearing the same shirt.</i>	sām	sā <u>me</u>	Put a line over the /ā/. Double underline the silent E. The vowel said its long sound because of the E.
4. jar	<i>Pass the jar of jam.</i>	jar	<u>jar</u>	Underline /ar/.
5. ring	<i>Did you hear my phone ring?</i>	rīng	<u>ring</u>	Underline /ng/.

Comprehension & Fluency

Ben's Fun Day

64.3 Ben's Fun Day – pages 126-127

Cut out the pictures.

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

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

Scissors

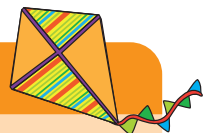


Teacher Tip

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

Multi-Sensory Fun

Play a memory game with the pictures and sentences about Ben's Fun Day. Cut out the sentences and pictures. Place all the pictures and sentences face down on the table. Ask the student to choose one sentence and one picture. Read the sentence. If they match, he may keep them both and go again. If they do not match, he must flip them back over. Try to remember where each picture or sentence is. Take turns or keep trying until all the pictures and sentences are matched.



ASSESSMENT G

Area	Skill	Mastery
Systematic Phonics	Decode words that follow the rule <i>To make a noun plural, add the ending -S.</i>	1
	Read the sounds of the multi-letter phonograms tch , ow , ou , ough .	2
Handwriting	Copy a sentence with an uppercase letter and punctuation.	2
Comprehension & Fluency	Demonstrate understanding of a sentence the student has independently decoded.	2
Fluency	Read high-frequency words.	2

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

Systematic Phonics

Plurals

G.1 Plurals – page 201

Look at the picture. Add an -S if it is needed to make the word plural.

Handwriting

Handwriting

G.2 Handwriting – page 202

Choose your favorite line size. Read the sentence, then write it.

Systematic Phonics

Phonogram Assessment

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

Basic Phonogram Flash Cards

tch ow ou ough

What's That Phonogram?

G.3 What's That Phonogram? – page 203

On your page are groups of four phonograms. I will say a phonogram's sound(s). Color the phonogram with your highlighter.

1. /ch/ three-letter /ch/
2. /ō-ō-ō-ow-ŭf-ŏf/
3. /ow-ō-ō-ŭ-ü/
4. /ow-ō/

Highlighter

Comprehension

Sentence Comprehension

G.4 Matching – pages 204-205

Read the sentence. Match it to the correct picture.

Teacher Tip

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

Fluency

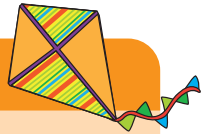
High-Frequency Words

G.5 High-Frequency Words – page 206

Read each word.

Multi-Sensory Fun

Write the words on index cards and hide them around the room.



Practice Ideas

Handwriting

Using the Tactile Cards, reteach how to write any of the phonograms which are difficult. Break down each step and have the student repeat the short, bold directions aloud.

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



Teacher Tip

Students who struggle with handwriting should practice writing using large motor movements. It is also beneficial for these students to recite the bold, rhythmic directions aloud when writing.

Phonograms

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

High-Frequency Words

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

Reading

- “Reading Comprehension” on page 209

LESSON 78

Skills

PHONEMIC AWARENESS: Rhyme one-syllable words.

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

HANDWRITING: Copy a sentence from a model.

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

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

COMPOSITION: Tell an oral story.

Materials

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

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

Systematic Phonics

Y Says Long /ī/

Today you need to be a spelling detective.

Basic Phonogram Flash Card y

Show the Basic Phonogram Flash Card y.

What does this phonogram say? /y-ī-ī-ē/

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

78.1 Spelling Mystery – page 218

In your workbook you have a list of words. I will read the beginning of the list. When you think you can continue reading the list, raise your hand and you can take over.

by	spy	fry
sky	my	shy
try	dry	why
fly		

What do you notice about the Y? *It is saying /ī/.*

When does it say /ī/? *at the end of the word*

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

by one syllable

sky one syllable...

Y says /ī/ at the end of a one-syllable word.

Let's read the list again.

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

Write *tri*, *fli*, and *si* on the board.

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

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

Read each word after I correct it.

Cross out *tri* and write *try*.

/t-r-ī/ try

Cross out *fli* and write *fly*.

/f-l-ī/ fly

Cross out *si* and write *sigh*.

/s-ī/ sigh

Hmm. Notice the words fly and sigh. Do these words rhyme? *yes*

Why do they rhyme? *They sound the same at the end.*

But do they look the same? *no*

Words do not need to look the same to rhyme. They only need to end in the same sound.

Phonogram Target

Read 5-10 phonograms' sound(s). Direct the student to write them someplace on the large whiteboard to create a target. When all the phonograms have been written, tell the student to step back 3-5 steps. Provide the student with a small, soft ball or a NERF® gun. Explain that you will now read a phonogram, and he should hit the phonogram by throwing the ball at it, or shoot it with the NERF® gun.

Large whiteboard

Small, soft ball

NERF® gun with suction cup darts

Phonemic Awareness

Rhyming

78.2 Rhymes – page 219

Read the words. Draw a line to match the words that rhyme.

Scissors

Multi-Sensory Fun

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



Spelling Analysis

Spelling Analysis

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

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

Comprehension & Fluency



Reading Game

78.3 Reading Basketball Game – pages 220-221

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

Teacher Tip

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

Young Artist Series 7: The Corn Maze

What is the title? *The Corn Maze*
The illustrator is Anna Carlson.

Young Artist Series 7:
The Corn Maze

Turn to the inside back cover and read the biography for Anna Carlson aloud to the students.



Read the story aloud.

What are the four seasons? *Winter, spring, summer, fall*

What season did this story take place in? *answers vary*

How do you know it is not winter? *There is no snow on the ground. They are wearing shorts.*

How do you know it is not spring? *The corn is tall. The farmers plant it in the spring.*

How do you know it is not summer? *The corn plants are usually short in the summer.*

The corn is tallest in the fall just before they harvest it.

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

Why do you think the author ended the story here? *answers vary*

Maybe the author wanted to leave the rest of the story to your imagination.

Teacher Tip

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

Multi-Sensory Fun

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

Composition

Tell an Oral Story

Pretend the story continues and you are the author. Tell me what happens next.

Challenge

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

Handwriting

Handwriting Practice

78.4 Handwriting – page 222

This handwriting sheet is optional. Ask the student to read the sentence aloud before writing it.