

Unit 4

Student Pages
71–92

Consonants: g, j, x, qu, y

Unit Objectives

- Students will identify sound-symbol correspondences for the consonants **g, j, x, qu,** and **y**.
- Students will apply their knowledge to read and write words with these sounds and symbols.

Whole-Part-Whole Instruction

1. Whole: Language in Context

Let's Look, Talk, & Listen Page 71

Multimodal Activities: The student edition activities develop visual acuity and oral language skills.

Let's Play a Game Page 72

Cooperative Activity: *Cover Up* can be played by a pair of students or a small group. Word Cards are used in this game.

Let's Make Word Cards Pages 73–74

Kinesthetic Activity: Students read words featuring the targeted letters and sounds and then create their own Word Cards.

2. Part: Focus on the Skills

Let's Practice Pages 75–87

Skill Activities: Skills are addressed individually and then readdressed in spiraling review.

gPage 75
jPage 76
xPage 77
g, j, xPages 78–81
quPage 82
yPage 83
qu, yPages 84–87

3. Whole: Use the Skills to Read and Write

Let's Review Page 88

Assessment Activity: This page reviews unit content in a standardized test format.

Let's Read Pages 89–90

Literary Experience: The *Too Many Quacks* storybook helps the students focus on sounds and letters targeted in the unit.



The last page of the storybook is devoted to an activity students can complete with their families. You may also wish to send home a copy of the family letter on page T16.

Let's Write Page 91

Story Response: Students put their phonics knowledge to work as they respond to the storybook.

Bonus Page

Phonics & Handwriting Practice Page 92


You may wish to have students use this optional sheet to practice printing the Word Card words.

Time Management Guide for Unit 4

Note: This guide assumes the class will spend an average of 20 minutes with these materials each day. For specific teaching suggestions, see pages T68–T80.

Day 1 _____

Let's **Look, Talk, & Listen** Page 71

 **Note:** You may wish to use the audiotape to introduce the activity.

Day 2 _____

Let's **Play a Game** Page 72

Let's **Make Word Cards** Page 73

Day 3 _____

Let's **Make Word Cards** Page 74

Day 4 _____

Let's **Practice**

Beginning Sounds

Skill: g Page 75

Day 5 _____

Let's **Practice**

Beginning Sounds

Skill: j Page 76

Day 6 _____

Let's **Practice**

Ending Sounds


Skill: x Page 77

Day 7 _____

Let's **Practice**

Listen for Sounds & Complete the Story

Skill: g, j, x Pages 78 and 79


 **Note:** You may wish to assign page 79 as homework.

Day 8 _____

Let's **Practice**

Ending Sounds & Pictures and Words

Skill: g, j, x Pages 80 and 81

 **Note:** You may wish to assign page 81 as homework.

Day 9 _____

Let's **Practice**

Beginning Sounds

Skill: qu Page 82

Day 10 _____

Let's **Practice**

Beginning Sounds


Skill: y Page 83

Day 11 _____

Let's **Practice**

Picture Pairs & Pictures and Words

Skill: qu, y Pages 84 and 85


 **Note:** You may wish to assign page 85 as homework.

Day 12 _____

Let's **Practice**

Pictures and Phrases & You Can Name It

Skill: qu, y Pages 86 and 87

 **Note:** You may wish to assign page 87 as homework.


Day 13 _____

Let's **Review**

Skill: g, j, x, qu, y Page 88

Day 14 _____

Let's **Read** Pages 89 and 90

 **Note:** You may wish to use the audiotape to read the story aloud to students.

Day 15 _____

Let's **Write** Page 91

 **BONUS** Page 92

Phonics & Handwriting Practice is optional and may be used in school or at home.

Teacher Resources for Unit 4

Working With Students Acquiring English

Languages differ in both the sounds used to make up words and the combinations of possible sounds. If you have students who are learning English as a second language, be aware that some sounds may be new to them. They may be using the sounds and rules of their first language to pronounce English words, and this may lead to confusion in establishing sound-symbol correspondences. Spanish speakers, for instance, may have difficulty with the correct pronunciation of the letters **g** and **j**.

Teaching Tip: Work with your students to create flash cards of words that begin with these letters: **g, j, qu, y**. Write the words that you and your students think of on 3" x 5" cards. Allow time for students who are learning English as a second language to practice pronouncing these words.

Assessment

Performance Assessment: Reuse *Cover Up* on student page 72 as a performance assessment tool. **Let's Write** (student page 91) may also be used to assess growth.

Informal Assessment: Reuse **Let's Practice** activities in a conference setting. Ask the student to identify picture names, write them, and tell which letters represent the target sound.

Test Practice: Use **Let's Review** (student page 88) to assess in a standardized format.

At the Library

Trade Books

You may wish to supplement instruction with these trade books:

Aliki. *Jack and Jake*. Greenwillow Books, 1986.

Brown, Margaret Wise. *Goodnight Moon*. HarperCollins, 1989.

Hayes, Sarah. *Nine Ducks Nine*. Lothrop, Lee & Shepard Books, 1990.

Hennessy, B.G. *Jake Baked the Cake*. Viking Penguin, 1990.

Zaner-Bloser Literacy

You may wish to integrate additional reading practice with the targeted skills by including selected titles from *Zaner-Bloser Literacy*. (*Ray's Readers* is one portion of this program.) The following titles will be especially helpful:

Skill: g – *The Hungry Goat*

Skill: j – *Jill Jumps*

Skill: x – *The X Ray*

Skill: qu – *The Queen Made a Quilt*

Skill: y – *Yakkity-Yak*

For additional titles, call Zaner-Bloser at 1-800-421-3018.

Activity Phonics Audiotape

Listening: Use the *Activity Phonics* audiotape to introduce targeted sounds and to help children read the storybook.

Activity Phonics CD-ROM

Paper and Pencil: Print out and duplicate corresponding **Let's Practice** pages from the *Activity Phonics* CD-ROM.

Let's
Look, Talk, & Listen

MULTIMODAL ACTIVITIES


Develop Oral Language

Invite the students to look at the picture and describe what is happening. Challenge students to find the animals concealed in the picture. Write key words on the chalkboard or wall chart.

Note: Possible responses appear on page T69.

Build Auditory Discrimination Skills

Tell students that this nursery rhyme is based on the familiar story of Jack and Jill, except with a brand new twist. Write the rhyme on the chalkboard. Then read the rhyme aloud with the children, sliding your hand under the words as you say the rhyme together. Discuss with students what it means to have a “jelly belly” within the context of the poem. Invite students to count the number of times the letter **j** appears in the rhyme [**five times**].

 See page T67 for suggestions on using the audiotape.

Let's
Play a Game

COOPERATIVE ACTIVITY

Introduce the Game: *Cover Up*

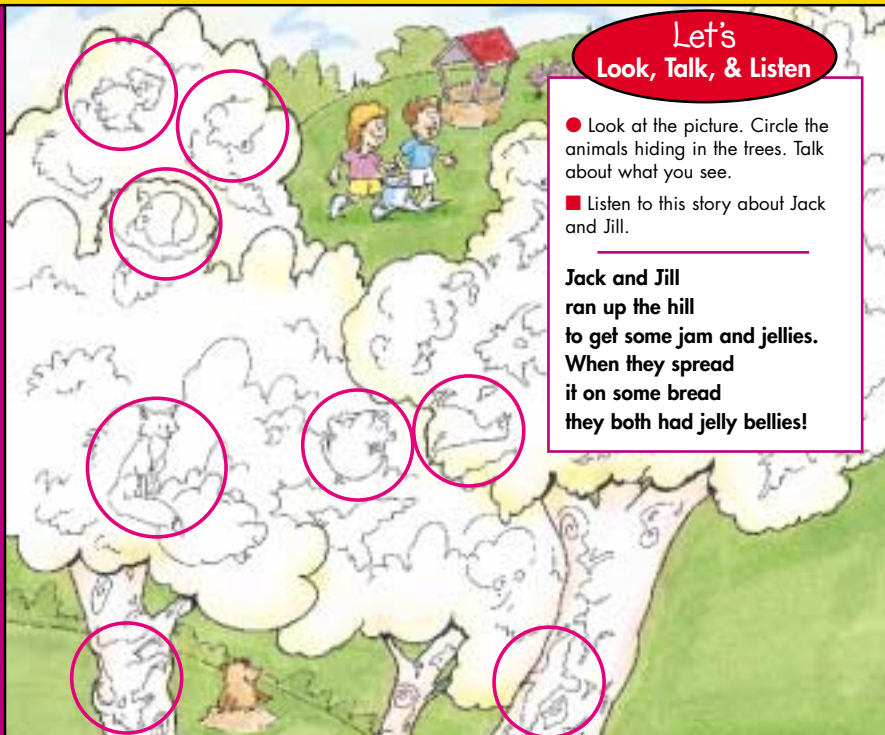
Show students the game board. Invite students to cover the letters below each picture and to say the picture's name, listening for the beginning sound or for final **x**. Uncover the letters. Tell the students that the letters on the game board correspond to the beginning or ending letters of the words on the Word Cards.

Play the Game

Ask four volunteers to mix their Word Cards together and to place the pile with the preprinted side down. Guide one player to pick a Word Card, read the word out loud, and place his or her marker on a square with the matching letter or letters. Allow play to continue until all the squares on the game board are covered. (Students may also play with the words they have written on the backs of the Word Cards.)

SKILL - Consonants: g, j, x, qu, y

Unit 4



**Let's
Look, Talk, & Listen**

- Look at the picture. Circle the animals hiding in the trees. Talk about what you see.
- Listen to this story about Jack and Jill.

**Jack and Jill
ran up the hill
to get some jam and jellies.
When they spread
it on some bread
they both had jelly bellies!**

Animals in the trees:











- bear
- dog
- duck
- fox
- goat
- gorilla
- gull
- pig

71

**Let's
Play a Game**

COVER UP

1. Cut out the Word Cards on page 73.
2. Play with four friends. Get markers.
3. Mix everyone's Word Cards together. Put them in a pile.
4. Take turns picking a card from the pile.
5. Read the word out loud. Listen for the beginning and ending sounds. Think about the letters that stand for the sounds.
6. Put your marker on a square that matches the beginning or ending sound.
7. Play until all the squares are covered.

[goat]  starts with g	[gate]  starts with g	[gum]  starts with g	[grape]  starts with g
[yolk]  starts with y	[yo-yo]  starts with y	[fox]  ends with x	[yarn]  starts with y
[quarter]  starts with qu	[six]  ends with x	[question]  starts with qu	[quilt]  starts with qu
[jar]  starts with j	[jacks]  starts with j	[jack-o'-lantern]  starts with j	[jet]  starts with j

72

Let's Make Word Cards

■ Cut the Word Cards apart. Use them to play the game on page 72.

gate	goat
jump	box
queen	yarn

Cut Word Cards here.

73

Let's Make Word Cards

● Print six new words that start or end with **g, j, x, qu, or y.**

Answers will vary.	Answers will vary.
Unit 4 Consonants: g, j, x, qu, y	Unit 4 Consonants: g, j, x, qu, y
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Unit 4 Consonants: g, j, x, qu, y	Unit 4 Consonants: g, j, x, qu, y
Answers will vary.	Answers will vary.
Unit 4 Consonants: g, j, x, qu, y	Unit 4 Consonants: g, j, x, qu, y

Cut Word Cards here.

74

Let's Make Word Cards

Introduce g, j, x, qu, y

Guide students as they cut the Word Cards apart.

Use the Word Cards to introduce these targeted sounds:

\g\ (**gate, goat**), \j\ (**jump**), \ks\ (**box**), \qu\ (**queen**), and \y\ (**yarn**).

As each sound is mentioned, brainstorm other words that begin or end with that sound. Guide students as they write a new word that starts or ends with **g, j, x, qu, or y** on the back of each Word Card. Direct students' attention to the picture on page 71 for potential words. **Note:** Students should be led to focus mainly on initial sounds, except in the case of **x** (\ks\).

Possible responses:

- \g\ gas, gave, get, gill, give, go, got, gum; bag, leg
- \j\ jacks, jar, jazz, joke, just
- \ks\ ax, fix, fox, mix, six, tax, wax
- \qu\ quilt, quit, quiz
- \y\ yam, yell, yellow, yes, yet, yip, you, your

Physical Response

Hold up classroom objects or pictures for words that begin with the targeted sounds. Have students respond each time by holding up the Word Card with the matching initial consonant sound.

Let's Practice Beginning Sounds Skill: g

■ Say the name of each picture in the row. Circle the picture whose name starts with the same sound as **girl**.

Name _____

1		 [goat]	 [boat]	 [coat]
2		 [kite]	 [gum]	 [hug]
3		 [wagon]	 [igloo]	 [gold]
4		 [penguin]	 [guitar]	 [quarter]

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Let's Practice Beginning Sounds Skill: j

● Say the name of each picture in the row. Circle the picture whose name starts with the same sound as **jet**.

Name _____

1		 [dime]	 [June]	 [swan]
2		 [duck]	 [tag]	 [jacks]
3		 [jeep]	 [meal]	 [sheep]
4		 [shovel]	 [jacket]	 [newspaper]

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Let's Practice

Beginning Sounds

Skill: g

Name the Sounds

Ask members of the class to raise their hand if they know someone whose name starts with \g\ as in **girl**. Write the list of names on the board.

Possible responses:
Gabe, Gail, Gavin, Greg, Greta

Review the directions and assign the page.

Picture Sounds

Ask students to draw a picture on a piece of paper of a simple object that starts or ends with the targeted sound. Then have children work in pairs and exchange pictures. Challenge the second student to name the picture and tell its beginning or ending sound.

Storytelling

Ask each second student to describe the picture in the previous activity to the class.

Let's Practice

Beginning Sounds

Skill: j

New \j\ and \g\ Words

Read each of the \j\ words to the class. Then review the \g\ words from the previous page. Write the list on the board. Challenge students to name other \j\ or \g\ words they know. Add to the list as students dictate responses.

Possible responses:
game, garage, garden, gate; July, January, jam, jar

Review the directions and assign the page.

Make Sentences

Challenge students to use the new \j\ and \g\ words in sentences. Write the sentences on the board. Ask students to draw pictures to illustrate the new words.

Possible responses: I eat jam out of the jar in July. Come and play a game in the garage.



















The *Activity Phonics* CD-ROM provides a new practice page (suitable for duplicating) for every **Let's Practice** page in the student edition. Just print and practice!

Let's Practice Ending Sounds Skill: x

Say the name of each picture in the row. Draw an X on the two pictures whose names end with the same sound.

Name _____










1  [top]	2  [blocks]	3  [fox]	4  [yolk]
5  [jacks]	6  [vest]	7  [ax]	8  [crib]
9  [socks]	10  [stem]	11  [box]	12  [wig]
13  [skate]	14  [fox]	15  [tent]	16  [box]

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Let's Practice Listen for Sounds Skill: g, j, x

If the picture's name begins with the same sound as **gate**, circle it. If the name ends with the same sound as **box**, draw a box around it.

Name _____

1  [girl]	2  [fox]	3  [gum]
4  [six]	5  [ax]	6  [goat]
7  [gate]	8  [box]	9  [gold]

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Let's Practice

Let's Practice

Ending Sounds

Skill: x

Review the directions and assign the page.

Identify Targeted Sounds

Challenge students to find the picture in the activity whose name contains more than one of the sounds targeted in Unit 4. Ask students to circle the picture on their pages.

Possible response:
jacks [j, x]

Magazine Sounds

Have students form groups and each decide on an ending sound. Challenge each group to find pictures in a magazine whose name ends with their chosen ending sound. Invite groups to state their chosen ending sound and then read the name of each of their pictures aloud. Invite the audience to decide if the magazine pictures match the sounds.

Listen for Sounds

Skill: g, j, x


Identify Pictures

Challenge students to find the pictures of the gate and the box in the activity. Guide students in concluding that the boldfaced words in the instructions are the names for these objects.

Review the directions and assign the page.

Sort the Words




Ask students to name each picture. Write the names on the chalkboard or individual cards. Invite the students to look at the words and to find ways in which they are similar and different. Help them create lists of words that go together, such as a list of words that begin with **g** and a list of words that end with **x**. Write the words on the chalkboard for later use, or have students physically sort the individual cards to create their lists.

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Let's Practice Complete the Story Skill: g, j, x

Look at each picture. Circle the word that best completes each sentence in the story.

Name _____

<p>1 </p> <p>Jax likes ___ music.</p> <p>jazz buzz</p>	<p>2 </p> <p>Max gave Jax a music ___.</p> <p>box bone</p>	<p>3 </p> <p>Max and Jax are ___ friends.</p> <p>hood good</p>
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▲ Draw your own picture about the story.


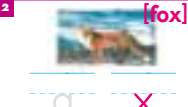







Pictures will vary.

79

Let's Practice Ending Sounds Skill: g, j, x

Say the name of each picture. Trace the letter that spells its ending sound.

Name _____

<p>1  [dog]</p> <p>g x</p>	<p>2  [fox]</p> <p>g x</p>	<p>3  [log]</p> <p>g x</p>
<p>4  [ax]</p> <p>g x</p>	<p>5  [box]</p> <p>g x</p>	<p>6  [frog]</p> <p>g x</p>
<p>7  [Jax]</p> <p>g x</p>	<p>8  [bug]</p> <p>g x</p>	<p>9  [bag]</p> <p>g x</p>

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Let's Practice

Let's Practice

Complete the Story

Skill: g, j, x

Predict the Story

Tell students they will complete a story. Invite them to look at the illustrations and to predict what the story will be about. Read the words below the pictures out loud in random order, and challenge students to find and point to each word as you read it.

Review the directions and assign the page.

Develop Oral Language

Invite volunteers to describe the picture they drew on page 79.

Unscramble the Sentences

Write the completed sentences on sentence strips. Cut the words apart. Invite the students to reorder the words to create the sentences about Max and Jax.

Ending Sounds

Skill: g, j, x

Review the directions and assign the page.

Identify Beginning Sounds

Invite students to find pictures on the page whose names begin with the same consonants. Guide students in concluding that **fox** and **frog** both begin with \f/, while **box**, **bug**, and **bag** all begin with \b/.

Find the Rhymes

Challenge the class to find the rhyming words. [Possible responses: **dog**, **frog**, **log**; **fox**, **box**; **Jax**, **ax**] Brainstorm other rhyming words for these words, as well as rhyming words for the pictures, **bag** and **bug**.

Write Sentences

Ask the students to write sentences about pictures on the page. [Possible responses: **Frogs and bugs live in water. The dog and fox have tails.**]




The *Activity Phonics* CD-ROM provides a new practice page (suitable for duplicating) for every **Let's Practice** page in the student edition. Just print and practice!

Let's Practice Pictures and Words Skill: g, j, x

■ Name things you see in the picture. If you say a word that starts like **jump**, print it under the boy jumping. If you say a word that starts like **gale**, print it under the gate.

Name _____



Possible answers:

jackets
jam
jar
Jax
jump

Possible answers:

garden
gate
gloves
goose
green grass

81

Let's Practice

Pictures and Words

Skill: g, j, x

Review the directions and assign the page.

Discuss the Picture

Invite students to look at the illustration and talk about the picture. Challenge the class to list items that end with the **\ks** sound that could be added to the picture. Write the names of the items on the board as the students say them out loud.

Possible responses:
ax, box, rocks, socks

Match Words With Pictures

Write the name of each item from the picture on a separate card. Display the cards on the chalkboard sill. Have each student use crayons to illustrate one of the words. As each student displays his or her illustration, have a volunteer choose the card with the word that matches the illustration.

Let's Practice Beginning Sounds Skill: qu



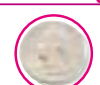
● Say the name of each picture in the row. Circle the two pictures whose names begin with the same sound.

Name _____

1  [quarter]  [anchor]  [quack]  [cabin]

2  [carrot]  [nail]  [queen]  [quarter]

3  [queen]  [cap]  [pill]  [quilt]

4  [cactus]  [question]  [card]  [quarter]

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Let's Practice

Beginning Sounds

Skill: qu

Similar and Different

Ask students to discuss how **\k** as in **card** and **\qu** as in **quack** sound similar. Then ask students how they sound different. Show students how a person's mouth changes shape when he or she says the **\k** or **\qu** sound. Have student pairs practice saying other beginning sounds in this unit and watch how their partner's mouth changes shape when they make different sounds.

Review the directions and assign the page.

Word Beats

Ask students to find pictures whose names have two beats and pictures whose names have one beat. Write each word and the number of beats on the board. Ask students to clap the beats as they say the words.

Possible responses:
quarter (2 beats), anchor (2 beats), cap (1 beat)















The *Activity Phonics* CD-ROM provides a new practice page (suitable for duplicating) for every **Let's Practice** page in the student edition. Just print and practice!

Let's Practice Beginning Sounds Skill: y

■ Say the name of each picture in the row. Draw a box around the picture whose name starts with the same sound as **yolk**.

Name _____

1	 [well]	 [yell]	 [bell]
2	 [yarn]	 [barn]	 [box]
3	 [zigzag]	 [yo-yo]	 [toys]
4	 [flower]	 [jelly]	 [yellow]

83

Let's Practice Picture Pairs Skill: qu, y

● Say the name of each picture in the box. If both pictures start like **yellow**, color the box yellow. If both pictures start like **quack**, color the box blue.

Name _____

1	 [queen]	 [quilt]
2	 [yard]	 [yarn]
3	 [yawn]	 [yarn]
4	 [jeep]	 [jar]
5	 [quarter]	 [bed]
6	 [quilt]	 [quarter]
7	 [yarn]	 [queen]
8	 [yo-yo]	 [yard]

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Let's Practice

Let's Practice

Beginning Sounds

Skill: y

Review the directions and assign the page.

Pictures and Words

Ask students to draw a picture of an item that begins with the \y\ sound on the top half of a sheet of paper, e.g. “yellow sun.” Ask them to label the picture. Then ask students to exchange pages with a friend. Ask the second student to draw a picture whose name rhymes with the first word, e.g., **snow** rhymes with **yellow**. Explain to students that the names **yellow** and **snow** rhyme.

Rhyming Names

Challenge students to find the pictures in each row whose names rhyme.

Possible responses:
well, yell, and bell; yarn and barn

Picture Pairs

Skill: qu, y

Review the directions and assign the page.

Listen for Sounds

Ask students to listen to the beginning sound of these words: **quilt, quiet, quick, quit, quiz**. Write the words on the board and ask a volunteer to underline **qu** in each word, pointing out that these letters stand for \kw\. Explain that **q** almost always appears with **u**.

Write Tongue Twisters

Invite the students to make up tongue twisters with the words they wrote.

Possible responses:
The queen quilted quietly. He took the quiz quickly and quit.












The *Activity Phonics* CD-ROM provides a new practice page (suitable for duplicating) for every **Let's Practice** page in the student edition. Just print and practice!

Let's Practice Pictures and Words Skill: qu, y

Circle the word that names each picture.

Name _____







1  queen bean mean	2  elk <u>yolk</u> folk	3  milk <u>quilt</u> fill
4  card hard <u>yard</u>	5  ho-ho <u>yo-yo</u> zoo	6  <u>quarter</u> order quack
7  tack <u>quack</u> crack	8  yard barn <u>yarn</u>	9  <u>yellow</u> bellow fellow

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Let's Practice Pictures and Phrases Skill: qu, y

Draw a line from each picture to the words that tell about it.

Name _____

1 	loud yell	4 
2 	warm quilt	5 
3 	farmyard	6 
	be quiet	
	be quick	
	yellow banana	

86

Let's Practice

Let's Practice

Pictures and Words

Skill: qu, y

Review the directions and assign the page.

Where's the Pair?

Tell the students to point to the picture that completes each pair. For example, if you say "king and . . ." the students would point to the queen. Here are some possible pairs:

- egg and [yolk]
- fence and [yard]
- dime and [quarter]
- bed and [quilt]
- string and [yo-yo]
- duck and [quack]

Make Sentences

Challenge students to make up sentences using two or more of the words illustrated on the page. Have them dictate their sentences to you or to an aide. Write the words on the sentence strips, cut them apart, and invite the students to reconstruct their sentences.

Pictures and Phrases

Skill: qu, y

Review the directions and assign the page.

Read the Phrases

Ask volunteers to read the phrases out loud. After each phrase is read, challenge students to use it in a sentence. Write the sentences on the chalkboard or on chart paper. Invite other students to read the sentences and to add one of their own.

Writing Prompt

Use the phrases from this activity as story starters. Challenge students to select one phrase and use it as the foundation of a story he or she creates. Students who select the same phrase might work together, while others might write on their own. Bring the class together for story sharing at the conclusion of the activity.




The *Activity Phonics* CD-ROM provides a new practice page (suitable for duplicating) for every **Let's Practice** page in the student edition. Just print and practice!

Let's Practice **You Can Name It** Skill: qu, y

■ Name things you see in the picture. If you say a word that starts like **queen**, print it under the queen. If you say a word that starts like **yarn**, print it under the yarn.

Name _____



Possible answers:

quacks
queen
quilt

Possible answers:










yard
yarn
yawn
yellow
yo-yo

87

Let's Review Consonants: g, j, x, qu, y

■ Say the name of each picture. Circle the word that names each picture.

Name _____

1  card (yard) barn	2  (girl) milk grin	3  let (jet) net
4  mean team (queen)	5  (fox) box rocks	6  boat (goat) coat
7  (car) jar tar	8  quack (quarter) plate	9  barn lawn (yarn)

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Let's Practice

Let's Review

You Can Name It

Skill: qu, y

Discuss the Picture

Invite students to look at the illustration and to talk about the picture. Ask volunteers to find picture names that begin with the letters **qu** and **y**. Write the names in groups such as those shown below as the students read them.

Possible responses:

qu: quacks, queen, quilt

y: yard, yarn, yawn, yellow, yo-yo

Review the directions and assign the page.

Make a Book

Use the picture to help the students create several simple sentences, such as “The queen yawns.” and “The duck quacks.” After the class has generated several sentences, have the students write and illustrate each on a separate sheet. Compile the sheets to create books that can be added to the classroom library.



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Skill: g, j, x, qu, y

Assessment and Test Practice

This page is one of the assessment tools included in every *Activity Phonics* unit. (For more information on the other options, see pages T12–T13.)

Read the directions aloud. Ask the students to complete the page independently.

Reteaching the Skills

If a student is having difficulty understanding specific skills or patterns, you may wish to:

- Place students in teams for peer teaching. Ask a student who is proficient in the specific skill to work with a less successful partner.
- Print specific pages from the *Activity Phonics* CD-ROM that focus on a student's particular needs. Use those pages to reteach the targeted skill or skills.
- Use the Word Cards as a springboard to generate a list of other words with the targeted sound or pattern. Use these words to focus the student's attention on the skill.
- Reuse the game activity in this unit to reteach the targeted skill.

Let's Read

Too Many Quacks

Story Summary

This delightful yarn uses repetitive text to tell the story of two foxes, Max and Jax, who head to the countryside for a fishing trip. Once at the pond, they find that it is filled with annoyingly loud quacking ducks. Max and Jax politely ask the ducks to be quiet, but the ducks just keep quacking. The story ends with a comical surprise.

Before Reading

Assemble the Storybooks

Guide students in assembling their storybooks.

1. Remove the page from the student edition.
2. Cut the page apart along the “Cut here.” line.
3. Fold the pages along the “Fold here.” line.
4. Nest the pages to form a book that begins with page 1 and ends with page 8.

Build Background

Encourage students to talk about experiences they have had in the countryside—fishing, camping, etc. Tell them that they will read about what happens when two foxes named Max and Jax go on a fishing trip. Invite speculation about what might happen in the story.

During Reading

Guided and Independent Reading

Read the story to the students and encourage them to follow along in their books. Then have them read in pairs or independently.

After Reading

Discuss

Ask the children to compare the story they thought of before they read the selection to what really happened in the story. Gather different opinions about the best part of the story.

Questions such as the following can help you determine whether the children understood what happened in the story.

- Who are Max and Jax? [**two foxes**]
- Describe what Max and Jax look like. [**Max and Jax are foxes. Max wears a ball cap with his name on it. Jax wears a different hat, a vest, and a shirt with his name on it.**]
- Where are Max and Jax going? [**to fish at a pond**]
- What problem do Max and Jax have when they get to the pond? [**The ducks are too noisy.**]
- What do Max and Jax say to the ducks? [**“Please be quiet!”**]
- How does the story end? [**The ducks fly away when Max and Jax threaten to have them for dinner.**]

Write It Out

Challenge students to use this story as a model to make up stories about their own outdoor experiences. Have students dictate their stories to you or to an aide.




Family Involvement

Have students take their books home, read them to family members, and share the activity on the last page of the book. The **Let's Write** activity may also be sent home to be shared and/or completed with family members.

Let's Read

Too Many Quacks




Max is a fox.
Jax is a fox.

1




Max likes to go.
Jax likes to go.

2




Max sees six ducks.
Jax sees six ducks.

3



The ducks see Max and Jax.
The ducks quack.

4



Max wants them to quit.
Jax wants them to quit.

5



"Please be quiet!"
"Please be quiet!"

6



Quick, time for ducks to go!

7

Home Time Activity

- Print the missing letters. Trace the whole word.




yo-yo queen

Dear Family,
Your child has been learning about beginning and ending consonant sounds. Read this book aloud with your child. Read the first line on each page, and have your child read the second line. Switch roles for a second reading. Enjoy the Home Time Activity together.


8

Let's Write

Phonics & Writing

■ Write a sentence about a place you would like to go with Max and Jax.

Name



Max likes to go.
Jax likes to go.

Sentences will vary.

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BONUS

Phonics & Handwriting Practice

● Trace the letters. Practice printing the letters. Then practice printing each Word Card word below.

Name

Gg	Gg	gate
Gg	Gg	goat
Jj	Jj	jump
Xx	Xx	box
Qu	Qu	queen
Yy	Yy	yarn

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Let's Write

Phonics & Writing

Before writing their story, ask students to look at the picture and answer the following questions.

- What kind of animal is Max?
- What kind of animal is Jax?
- What is in the jeep?
- Where are Max and Jax going?
- What can you do with a fishing pole?
- What time of day is it?

Direct the students to use the answers from these questions to aid them in creating a new story about Max and Jax.

Family Involvement

The **Let's Write** activity may also be sent home to be shared and/or completed with family members.

BONUS

Phonics & Handwriting Practice

This bonus practice page is provided so students may practice printing the targeted letters, spelling patterns, and Word Card words they have encountered in this unit.

If you choose to assign this page, begin by modeling the formation of the letters on the chalkboard. **Note:** Both uppercase and lowercase letters are introduced in Grade 1.

Phonics and Spelling

In addition to providing practice in letter formation, the **Phonics & Handwriting Practice** page emphasizes letter-sound correspondences and spelling patterns. As the students print the letters and words, you may wish to ask them to quietly say each letter to themselves to further reinforce spelling concepts.