

Unit 2

Student Pages
27–44

Medial Consonants, Hard and Soft c and g

Unit Objectives

- Students will identify sound-symbol correspondences for **medial consonants** and for **hard** and **soft** sounds of **c** and **g**.
- 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 27

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

Let's Play a Game Page 28

Cooperative Activity: *Juggler Tic-Tac-Toe* 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 29–30

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 31–39

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

medial consonantsPages 31–34

hard and soft cPages 35–36

hard and soft gPages 37–39

3. Whole: Use the Skills to Read and Write

Let's Review Page 40

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

Let's Read Pages 41–42

Literary Experience: The *Mystery Circles* 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 43

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

Bonus Page

Phonics & Handwriting Practice Page 44

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

Time Management Guide for Unit 2

Note: This guide assumes the class will spend an average of 20 minutes with these materials each day. For specific teaching suggestions, see pages T36–T46.

Day 1 _____

Let's **Look, Talk, & Listen** Page 27

Day 2 _____

Let's **Play a Game** Page 28

Let's **Make Word Cards** Page 29

Day 3 _____

Let's **Make Word Cards** Page 30

Day 4 _____

Let's **Practice**

It's in the Middle

Skill: medial consonants Page 31

Day 5 _____

Let's **Practice**

In Between


Skill: medial consonants Page 32

Day 6 _____

Let's **Practice**

Listen for Sounds & Complete the Sentences

Skill: medial consonants Pages 33 and 34

 **Note:** You may wish to assign page 34 as homework.

Day 7 _____

Let's **Practice**

Listen and Color

Skill: hard c and soft c Page 35

Day 8 _____

Let's **Practice**

Look and Listen

Skill: hard c and soft c Page 36

Day 9 _____

Let's **Practice**

Listen for Sounds

Skill: hard g and soft g Page 37

Day 10 _____

Let's **Practice**

Hard and Soft g

Skill: hard g and soft g Page 38

Day 11 _____

Let's **Practice**

Complete the Story

Skill: hard g and soft g Page 39

Day 12 _____

Let's **Review**

Skill: medial consonants,

hard and soft c and g Page 40

Day 13 _____

Let's **Read** Pages 41 and 42

Day 14 _____

Let's **Write** Page 43



..... Page 44

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

Teacher Resources for Unit 2

Working With Students Acquiring English

Spanish-speaking students should have little difficulty pronouncing both the **hard** and **soft** sounds of **c**. The sounds of **soft** and **hard c** in Spanish follow the same rules they do in English, i.e., **c** is pronounced **s** when followed by **e**, **i**, or **y**. However, the letter **g** may present some difficulty. In Spanish the **g** has the hard sound most of the time. But if **g** comes before **e** or **i**, the **g** is pronounced like the Spanish **j**, which represents the **h** sound. For example, **gema**, the Spanish word for **gem**, is pronounced **HAY mah**.

Teaching Tip: Write the words **gum**, **goat**, and **wagon** in one list on the board. Practice reading the words emphasizing the **hard g** sound. Then write **giraffe**, **cage**, and **gem** in another list. Practice those words, emphasizing the **soft g** sound.

Assessment

Performance Assessment: Reuse *Juggler Tic-Tac-Toe* on student page 28 as a performance assessment tool.

Let's Write (student page 43) 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 40) to assess in a standardized format.

At the Library

Trade Books

You may wish to supplement instruction with these trade books:

Calmenson, Stephanie. *Engine, Engine, Number Nine*. Hyperion Books for Children, 1996.

Grindley, Sally. *Shhh!* Little, Brown and Company, 1991.

Henkes, Kevin. *Owen*. Greenwillow Books, 1993.

Young, James. *A Million Chameleons*. Little, Brown and Company, 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: medial consonants – *The Little Lady*
Dragon's Dream
Spider Spins

Skill: hard and soft c – *The Cat Called*
Crossing the Creek
The Dance
The Mice

Skill: hard and soft g – *I Am an Astronaut*
The Hungry Goat
Grumpy Grizzly
The Unhappy Troll

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

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 students to look at the circus scene and describe what they see. Ask them to think about how this scene compares with any real circuses they may have seen.

Build Visual Discrimination Skills

Read the poem aloud. Then read it again together. Encourage the students to relate the picture to the poem.

Write the letters **Cc** and **Gg** as headings on the chalkboard. Have students find words in the poem that contain the letter **c** or **g** in the initial, final, or medial position. Write the words under the correct headings.

Possible responses:

<u>Cc</u>		<u>Gg</u>	
circus	clowns	licking	ringmaster
licking	cones	giraffes	gobbles
cereal	slices	burgers	hungry
camels	nice	wagon	growls
chocolate	juicy	big	grunts
chips	celery	tigers	anything

Build Auditory Discrimination Skills

Discuss with the students that the letter **c** can make a hard sound as in the word **camel** or a soft sound as in the word **cereal** and that the letter **g** can be hard as in **burger** or soft as in **giraffe**. Also lead students to note that middle consonant sounds are often formed by a double middle consonant when the vowel sound in the first syllable is short, as in **dinner** and **funny**.

Let's
Play a Game

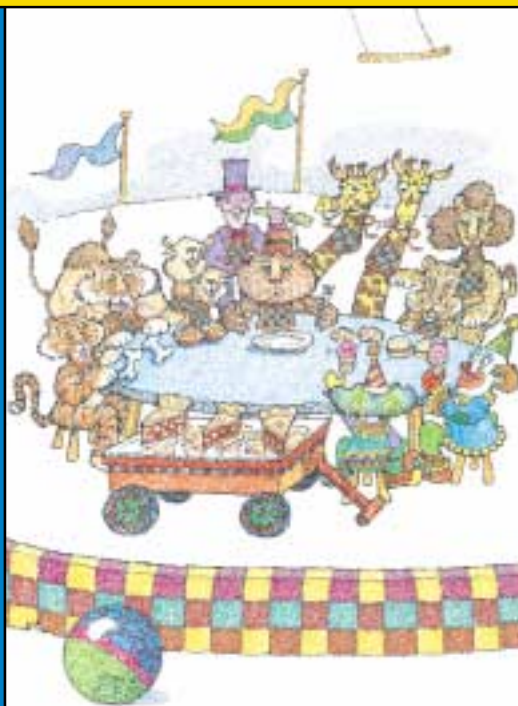
COOPERATIVE ACTIVITY

Introduce the Game: *Juggler Tic-Tac-Toe*

Show students the tic-tac-toe boards, and review the rules. Ask students to read the words on both game boards.

Play the Game

Ask two volunteers to demonstrate how to play the game. Have one player choose a Word Card and read the word. He or she then places a marker (button, penny, etc.) over the word that has the same **c** or **g** sound. Then the second player takes a turn. The first player to complete a row across, down, or diagonally on either game board wins. (Students may use the printed words on the cards or the words they have written.)



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

- Look at the picture. Talk about what you see.
- Read this rhyme. Find the food each animal wants in the picture.

It's dinnertime at the circus,
And everyone's licking his lips.
There's cereal for the camels,
The giraffes want chocolate chips.

The lions line up for some burgers,
The clowns want funny cones.
A wagon holds big slices of pie,
The tigers want nice juicy bones.

The ringmaster gobbles some celery,
The dinner is almost done.
Everyone has eaten,
Everyone but one.

Somebody's still hungry,
He growls and he grunts.
But what do you feed a hungry bear?
Anything he wants!

**Let's
Play a Game**

JUGGLER TIC-TAC-TOE

1. Cut out the Word Cards on page 29.
2. Play with a friend. Put your Word Cards in a pile.
3. Take turns picking a Word Card.
4. Say the word out loud. Find a word in the grid that has the same c or g sound as the word on the Word Card.
5. Put one of your game pieces on that word.
6. The first player to make a line of three across, down, or from corner to corner wins.

goat	germ	giant
rice	magic	begin
cat	city	cave

	Geoff	Carl	Gary	
	Cecelia	Gerry	Peggy	
	George	Cecil	Carrie	

Let's Make Word Cards

Print the missing letters to make words from the poem on page 27. Cut the Word Cards apart. Use them to play the game on page 28.

ca <u>m</u> els	<u>c</u> elery
<u>c</u> ir <u>c</u> us	fu <u>n</u> <u>n</u> y
<u>g</u> iraffes	wa <u>g</u> on

29

Let's Make Word Cards

Print two words that have the sound of a hard c or a soft c. Print two words that have the sound of a hard g or a soft g. Then print two words that have a consonant in the middle.

Answers will vary.	Answers will vary.
Unit 2 Medial Consonants, Hard and Soft c and g	Unit 2 Medial Consonants, Hard and Soft c and g
Answers will vary.	Answers will vary.
Unit 2 Medial Consonants, Hard and Soft c and g	Unit 2 Medial Consonants, Hard and Soft c and g
Answers will vary.	Answers will vary.
Unit 2 Medial Consonants, Hard and Soft c and g	Unit 2 Medial Consonants, Hard and Soft c and g

30

Let's Make Word Cards

Review Hard and Soft c and g and Medial Consonants

Guide students as they complete the words, print new words that have the targeted sounds and spellings on the backs, and cut the Word Cards apart.

Have volunteers read each word. Ask students to tell which word contains a **soft g** [giraffes], a **hard g** [wagon], a **soft c** [celery, circus], a **hard c** [circus, camels], and a double middle consonant [funny].

Physical Response

Hold up classroom pictures or objects for words with **medial consonants** and for **hard** and **soft** sounds of **c** and **g**. Have students respond each time by holding up a Word Card that has the same sound.













Library Link

On their next trip to the library, help children locate book titles that include **hard** and **soft c** and **g** and double medial consonants, such as:

- *Cinderella; Corduroy* by Don Freeman
- *Curious George* by H. A. Rey
- *Strega Nona* by Tomie dePaola
- *Swimmy* by Leo Lionni
- *Sylvester and the Magic Pebble* by William Steig

Let's Practice It's in the Middle Skill: medial consonants













■ Say the name of each picture. Circle the letter for the sound you hear in the middle of the word.

1  [wagon] m g t	2  [radio] w r d	3  [peanut] m f n
4  [ruler] l r d	5  [rabbit] t g b	6  [mitten] l s r
7  [seven] s n v	8  [cabin] b k d	9  [shovel] v r p
10  [tiger] p b g	11  [butter] t b r	12  [robot] m d b

31

Let's Practice In Between Skill: medial consonants

● Say the name of each picture. Print the consonant you hear in the middle of the word.

1  [zipper] _ p _	2  [dragon] _ g _	3  [hammer] _ m _
4  [parrot] _ r _	5  [beaver] _ v _	6  [puppet] _ p _
7  [ribbon] _ b _	8  [puppies] _ p _	9  [shovel] _ v _
10  [kitten] _ t _	11  [lizard] _ z _	12  [yellow] _ l _

32

Let's Practice

Let's Practice

It's in the Middle

Skill: medial consonants

Review the directions and assign the page.

Cross the Words

Invite the students to create simple crosswords based on the words on the page and other words with the same medial consonant. The medial consonant should be at the “crossroad” of each crossword, for example:

b
 o
 r a d i o
 y

Ask the students to write clues to their puzzles and exchange them with a partner to be solved.

Find the Double Consonants

Challenge the students to find the three words on the page in which the medial consonant is doubled [rabbit, mitten, butter]. Encourage them to generate other words with a doubled consonant in the middle position.

[Possible responses: cotton, kitten, tennis, wrapping]

In Between

Skill: medial consonants

Review the directions and assign the page.

Consonant-Sound Sort

Read these words one at a time: **logger, silly, summer, carrot, sitter, happy, label, Steven, giggle, lazy, never.** Have volunteers tell which consonant sound they hear in the middle and which picture on the page has the same middle consonant sound.

Review Sounds and Order

Challenge students to say the name of each picture on the page and identify the initial consonant sound they hear in each picture name. Then ask volunteers to write the whole word for each picture on the chalkboard. When the list is complete, have students put the words in alphabetical order.



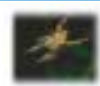





The *Activity Phonics* CD-ROM provides a new practice page (suitable for duplicating) for every **Let's Practice** page in the student edition. Just print and practice!

Let's Practice Listen for Sounds Skill: medial consonants

■ Say the name of each picture. Print the missing letter on the line. Then trace the whole word.

Name _____

1  c <u> </u> amel	2  ru <u> </u> ler	3  s <u> </u> pider
4  t <u> </u> iger	5  ca <u> </u> bin	6  s <u> </u> even

▲ Print two words from above to complete each sentence.

7 We saw a camel and a tiger at the zoo.

8 There were seven trees by the old cabin.

33

Let's Practice Complete the Sentences Skill: medial consonants

● Find the word in the Word Box that completes each sentence. Print the word on the line.

Name _____

Word Box spider button cabin kitten ladder mitten radio seven	1 Can you count to <u> </u> seven ?
	2 We have a log <u> </u> cabin in the woods.
	3 Molly lost a <u> </u> button from her shirt.
	4 Dad will climb the <u> </u> ladder to the roof.
	5 We sang along with the <u> </u> radio.
	6 My <u> </u> mitten was stuck in my coat sleeve.
	7 The <u> </u> spider had lots of legs.
8 The <u> </u> kitten said, "Meow."	

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Let's Practice

Listen for Sounds

Skill: medial consonants

Review the directions and assign the page.

Bouquets of Tulips

Divide the class into teams of three or four students, assigning each team a consonant. Have students on each team prepare a list of words that contain that medial consonant.

Then have students make paper tulips and write one of their chosen words on each flower. Direct them to cut out the tulips and bundle them together into a bouquet so that all the words on the flowers can be seen. Display the consonant bouquets around the room so that all students can practice reading the words.

Let's Practice

Complete the Sentences

Skill: medial consonants

Listen for the Letters

Read the words in the Word Box aloud: **spider, button, cabin, kitten, ladder, mitten, radio, seven**. Ask the students to circle the medial consonants in each word.

Review the directions and assign the page.

Write Follow-Up Sentences

Challenge students to write a follow-up sentence for each sentence on the page. Tell them that they must use the same word that they chose from the list and tell more about the topic of the sentence.

Possible responses:

Yes, I can count to seven in three seconds.

When we stay at the cabin, we always go fishing.











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Let's Practice Listen and Color Skill: hard c and soft c

■ Say the name of each picture. If it starts with the same sound as **cat**, print a blue **C** on the picture. If it starts with the same sound as **city**, print a red **C** on the picture.

Name _____

1  [comb]	2  [celery]
3  [camera]	4  [canoe]
5  [carrot]	6  [coat]
7  [circus]	8  [cent]

35

Let's Practice Look and Listen Skill: hard c and soft c

● Read the sentences. Circle the words in blue that start with the hard c sound you hear in **cat**. Circle the words in red that start with the soft c sound you hear in **city**.

Name _____

- 1 Cindy will wear a **cape** to the **city**.
- 2 Cindy will have **cereal** before she goes.
- 3 She will visit Aunt **Carol** and Uncle **Cyrus**.
- 4 Cindy **can** carry her **cat** in the brown **case**.
- 5 Aunt **Carol** uses a **cane** to walk to the market.
- 6 They will buy **celery** and **carrots**.
- 7 Cindy's **cat** will lie on a **cot**.
- 8 Cindy's **cat**, **Carl**, has a fluffy white **coat**.

▲ Now look back at the words that start like **city**. Use what you see to complete this rule.

When the letter c is followed by e , i , or y , the c sounds like an s .

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Let's Practice

Listen and Color

Skill: hard c and soft c

Review the directions and assign the page.

Making Sense of c

Write the following sentences on the chalkboard and read them aloud. Have students identify the words that contain a **hard c** sound, a **soft c** sound, or both:

- The ceiling of a cave looks like icicles.
- A copper coin is called a cent.
- The recipe calls for a cup of celery.
- Carrots and corn can come in cans.
- The circus came to the city and the country.
- Cindy's comb cost fifty cents.

Make Semi-Circle Sentences

Have each student choose one of the above sentences and write it in a semi-circle to form the shape of a **c**. Display their **c**-shaped sentences around the classroom. Some students may wish to generate their own sentences.

Let's Practice

Look and Listen

Skill: hard c and soft c

Review the directions and assign the page.

Is It in the City?

Write these words with **hard c** and **soft c** on small note cards: **camera, cave, ceiling, car, pencil, cage, celery, octopus, face, cane, cow**. Have students pick one of the cards, say the word, and tell whether Cindy would be likely to see this object in the city.

More Sentences About Cindy

Challenge students to use at least one **soft c** and one **hard c** word to create a new sentence about Cindy visiting her Aunt Carol and Uncle Cyrus. Ask volunteers to read their sentences aloud, while other students listen and identify words that contain the **soft c** and **hard c** sounds.


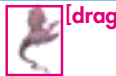















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Let's Practice Listen for Sounds Skill: hard g and soft g

■ Say the name of each picture. If you hear a soft g sound in the name, circle the picture. If you hear a hard g sound, draw a box around the picture.

Name _____

1  [bridge]	2  [dragon]	3  [gym]
4  [dog]	5  [sponge]	6  [wagon]
7  [pages]	8  [frog]	9  [egg]
10  [zigzag]	11  [wig]	12  [flag]
13  [guitar]	14  [fringe]	15  [tiger]

37

Let's Practice

Listen for Sounds

Skill: hard g and soft g

Review the directions and assign the page.

Find Rhyming Sounds

Point out that some names in the activity rhyme. Say the name of each picture out loud with your students, listening for the rhyming sounds. Invite the children to identify the names that rhyme. For example, **dragon** and **wagon** are rhyming sounds.

How Many Letters?

Challenge students to find the longest picture name in the activity. Ask students to print the name of each picture on a sheet of paper. Then count the number of letters in each word as a class. Challenge the class to say the names of pictures with the most letters.

Possible responses:
 bridge 6, sponge 6, guitar 6, fringe 6, dragon 6, zigzag 6

Let's Practice Hard and Soft g Skill: hard g and soft g

■ Read each word in the Word Box. If the word has the soft sound of g in **giraffe**, print it next to the giraffe. If it has the hard sound of g in **game**, print it next to the game.

Name _____

Word Box	gym	goat	gate	giant	gift	page	egg	gem
	<u>gym</u>		<u>goat</u>	<u>giant</u>	<u>gate</u>	<u>page</u>	<u>egg</u>	<u>gem</u>

★ Pick two words from the Word Box. Use each word in a sentence.

Sentences will vary.

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Let's Practice

Hard and Soft g

Skill: hard g and soft g

Different Sounds

Ask a volunteer to read the words in the Word Box. Have other volunteers suggest additional words to include in the **soft g** column and in the **hard g** column.

Possible responses:
 soft g: cage, gentle, gerbil
 hard g: bag, goose, gum, leg, wagon

Review the directions and assign the page.

Play With Word Pairs

Present the following pairs of words that are related by meaning and contain the **hard g** or **soft g** sound:
big/large, goat/giraffe, germ/bug, golf/game, gate/bridge, leg/finger, giant/huge, bag/groceries.
 Have children identify the sound represented by **g** in each word and explain how the words' meanings relate.



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 Complete the Story Skill: hard g and soft g

Print words from the Word Box to complete this story about the circus.

Name _____

Word Box tiger giraffe city gate could cap raced wagon circus cage

The circus was coming to our city. Cindy and I raced home to tell about it. Mom said we could go! The man at the gate took our money. Inside the tent we saw many colorful wagons. Each wagon had an animal in a cage. A very tall giraffe looked out of the top of one. A tiger roared in another. A little black bear wore a red cap. We had fun watching the animals do tricks!









39







Let's Review Medial Consonants, Hard and Soft c and g

Say the name of each picture. Fill in the circle next to the letter you hear in the middle of the word.

Name _____

1  <input type="radio"/> l <input type="radio"/> b <input checked="" type="radio"/> m [camel]	2  <input checked="" type="radio"/> g <input type="radio"/> r <input type="radio"/> n [wagon]	3  <input type="radio"/> n <input checked="" type="radio"/> v <input type="radio"/> f [seven]
4  <input type="radio"/> n <input checked="" type="radio"/> t <input type="radio"/> d [mitten]	5  <input type="radio"/> t <input type="radio"/> w <input checked="" type="radio"/> r [parrot]	6  <input type="radio"/> t <input type="radio"/> m <input checked="" type="radio"/> b [robot]

▲ Say the name of each picture. Listen for the hard or soft sound of c or g. Fill in the circle next to the name of the sound you hear in the word.

7  <input checked="" type="radio"/> hard c <input type="radio"/> soft c [cub]	8  <input type="radio"/> hard c <input checked="" type="radio"/> soft c [cent]	9  <input type="radio"/> hard c <input checked="" type="radio"/> soft c [city]
10  <input checked="" type="radio"/> hard c <input type="radio"/> soft c [can]	11  <input checked="" type="radio"/> hard g <input type="radio"/> soft g [gate]	12  <input type="radio"/> hard g <input checked="" type="radio"/> soft g [giraffe]

40

Let's Practice

Complete the Story

Skill: hard g and soft g

Model the Activity

Call on a volunteer to read the words in the Word Box. Then model your thought process by trying several words in the first blank until you find one that makes sense.

Review the directions and assign the page.

Writing Prompt

Using the story as a springboard, have students write about their own experiences at the circus, either imagined or actual. Encourage them to use several **hard** and **soft c** and **g** words. If students have not visited the circus, show them some pictures to give them background on what they might see.



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 Review

Skill: medial consonants, hard and soft c and g

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.
- 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


 MYSTERY
CIRCLES

Story Summary

On alternate pages, children are shown a close-up circle focused on one part of a picture and asked to identify the whole object. Upon turning the page, they see the complete object and can determine if their guesses were correct.

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

Remind students that they use clues daily to figure things out, and they use their senses—sight, hearing, taste, smell, touch—to interpret the clues. Play the following guessing games using a variety of sensory clues.

Auditory clues: Play a tape of animal sounds and have students identify the animal that made each sound.

Taste clues: First, check that students do not have any food allergies. Blindfold volunteers and tell them to hold their noses. Have students taste foods, such as apple-sauce, cheese, graham crackers, etc., and identify them.

Olfactory clues: Blindfold a few volunteers. Have them smell various objects, such as a flower, a lemon, a crayon, and chocolate. Ask if they can identify the item.

Touch clues: Place objects with distinctive shapes and/or textures, such as a spoon, a crayon, a coin, and a sponge, into a bag. Have students reach inside and identify each one.

Explain that the story they will read is about using visual clues to make good guesses.

During Reading

Guided and Independent Reading

Encourage students to read in pairs or independently.

After Reading

Discuss

Questions such as the following can help you determine whether the students understood the story:

- What sentences are repeated throughout the story? [*“Look at the circle. What do you see? Can you guess what it is?”*]
- Where do giraffes live? [*in warm places*]
- What could happen if you touched a cactus? [*It could cut you.*]
- What sentence in the story means the same as “A pull-toy can be useful”? [*“A wagon can come in handy.”*]

Create a Circle Clue Chart

Distribute a variety of old magazines. Direct each student to choose a photo from which he or she will cut a circle. Have students paste their circles onto a poster board as you number each one. Ask each student to choose one circle to identify. The student who pasted on that circle can confirm the guess or offer other clues to its identity.

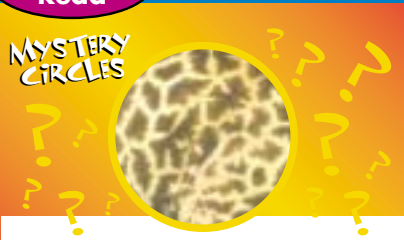


Family Involvement


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


MYSTERY CIRCLES




1 Look at the circle. What do you see? Can you guess what these are?




2 These are spots on a giraffe. Giraffes live in warm places. They eat leaves, twigs, and fruit. Can you guess why they have spots?




3 Look at the circle. What do you see? Can you guess what it is?



4 It's a red wagon. Do you have a red wagon? A wagon can come in handy. This wagon is filled with puppies. Count the puppies.



5 Look at the circle. What do you see? Can you guess what it is?



6 It's a cactus. Have you ever touched a cactus? A cactus has sharp points and grows in the desert. Can you guess why it has sharp points?



7 Look again. What do you see? Can you guess what each one is now?

Home Time Activity

■ Say the words in the gold puzzle pieces. Listen to the sounds that the underlined letters stand for. Draw a line from each gold word to an orange word that has a matching sound.

go	become
giant	give
cap	ace
nice	gem

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Dear Family,
Your child has been reviewing consonant sounds. Enjoy reading this story aloud with your child. You may ask your child to read the sentences on pages 1, 3, and 5. Then help him or her complete the Home Time Activity.

Let's Write **Phonics & Writing**

■ Can you tell what's inside these mystery circles? Print a few sentences about one of them. Have a friend guess which circle you wrote about.

Name _____



Sentences will vary.

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Let's Write

Phonics & Writing

Challenge students to describe what the mystery objects in the story look like, feel like, smell like, and move like. For example, frogs look shiny and slippery, feel slimy and cold, smell like a pond, and hop around. Invite students to write a descriptive sentence about one of the mystery circles in the story.

Budding Artists

Ask students to draw a picture to illustrate their sentence. Remind students to use the sheet of paper used in the first activity.

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**

● Trace the letters. Practice printing the letters. Then print each Word Card word below. Print a sentence using one Word Card word.

Name _____

m m camels

c c celery

c c circus

n n funny

g g giraffes

g g wagon

Sentences will vary.

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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.

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.