

Consonant Vv

Have children name the letters by the vulture at the top of the page. Have them find and circle V's on the page. Then have them trace and write V and v in the space provided.

**Response to Literature: *Everybody Works***

Have children use the pictures to tell about the jobs in *Everybody Works*. Then have children draw a picture of themselves going a job they would like to do when they grow up.













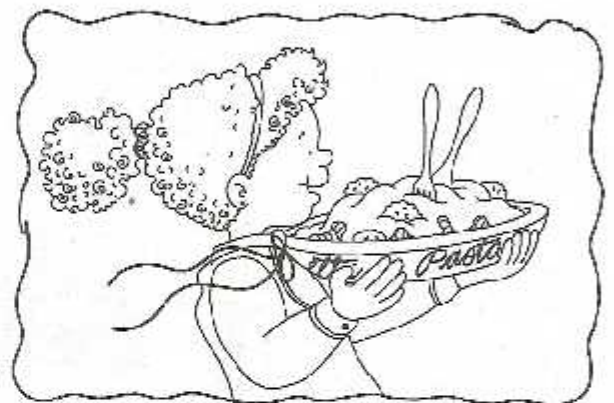
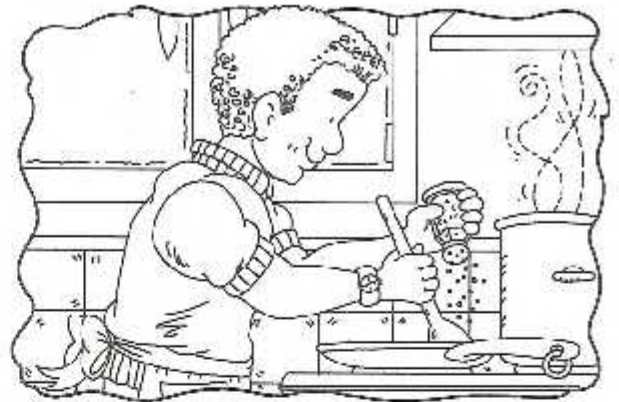
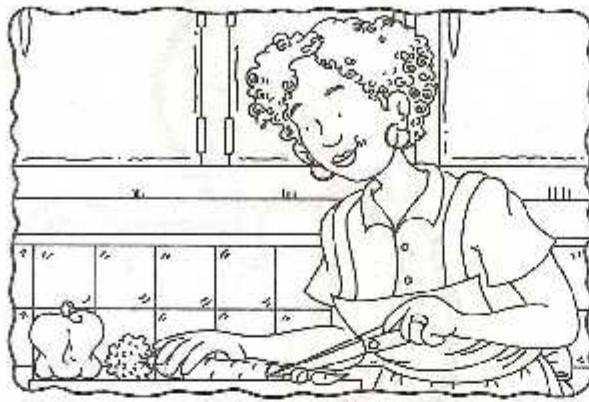






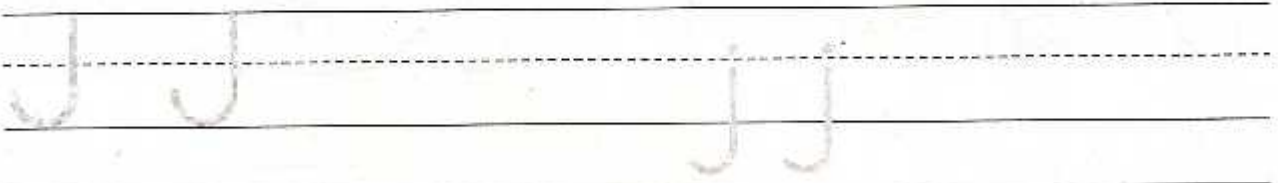
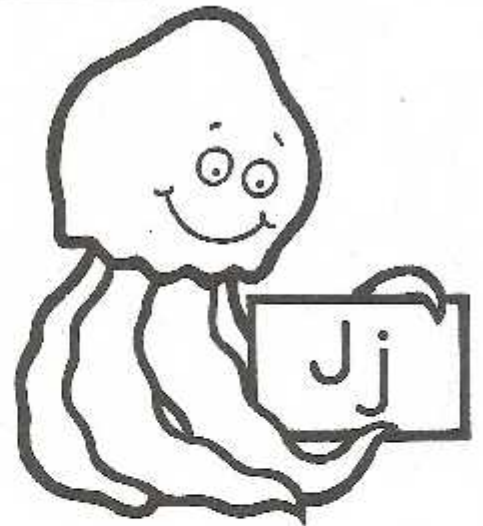
Relate Vv to /v/

Have children name each picture and then write V or v on the line if they hear /v/ at the beginning of the picture name.



Comprehension Skill: Main Idea

Have children use the pictures at the top of the page to tell a story about what the family is doing. Then have them color the picture at the bottom of the page that shows what the story is mostly about. Have children tell why they colored the picture they did.



Consonant /j/

Have children name the letters by the jellyfish at the top of the page. Have them find and circle *J*'s on the page. Then have them trace and write *J* and *j* in the space provided.

We are sad. The
cat can not get down.



Here they come.



_____ can get
the cat down.



The cat is down.

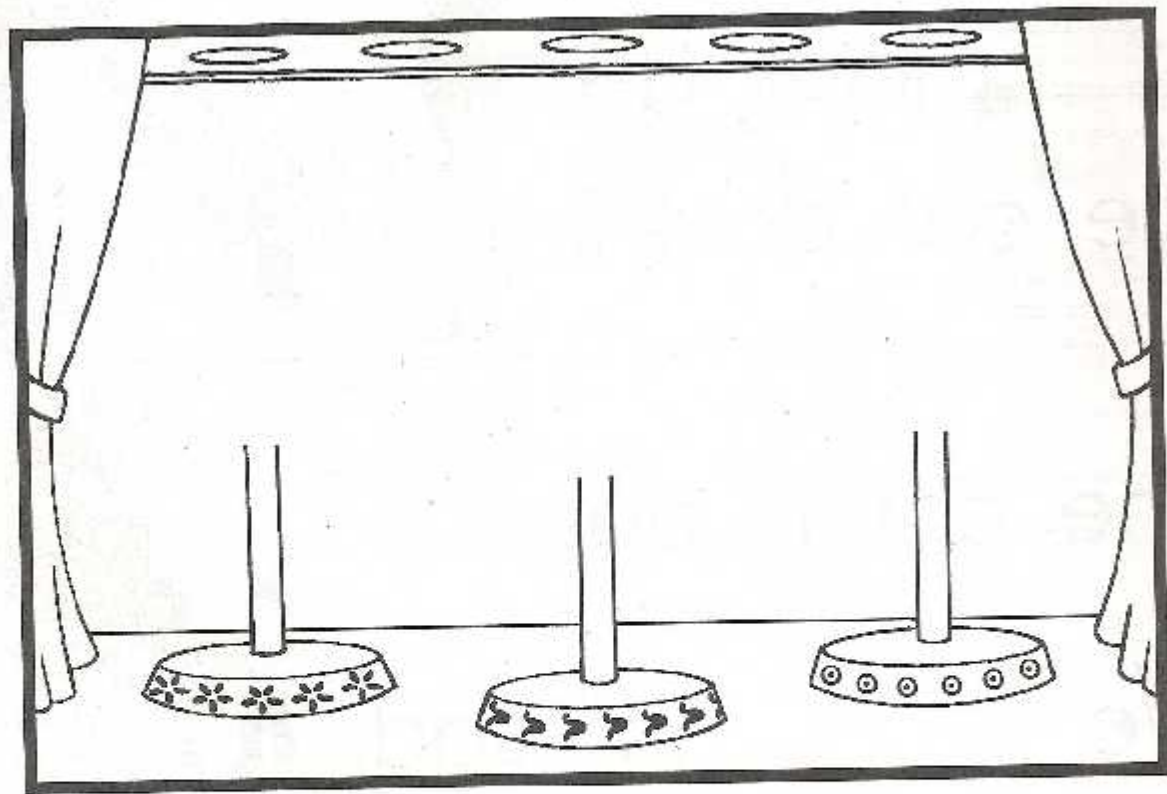
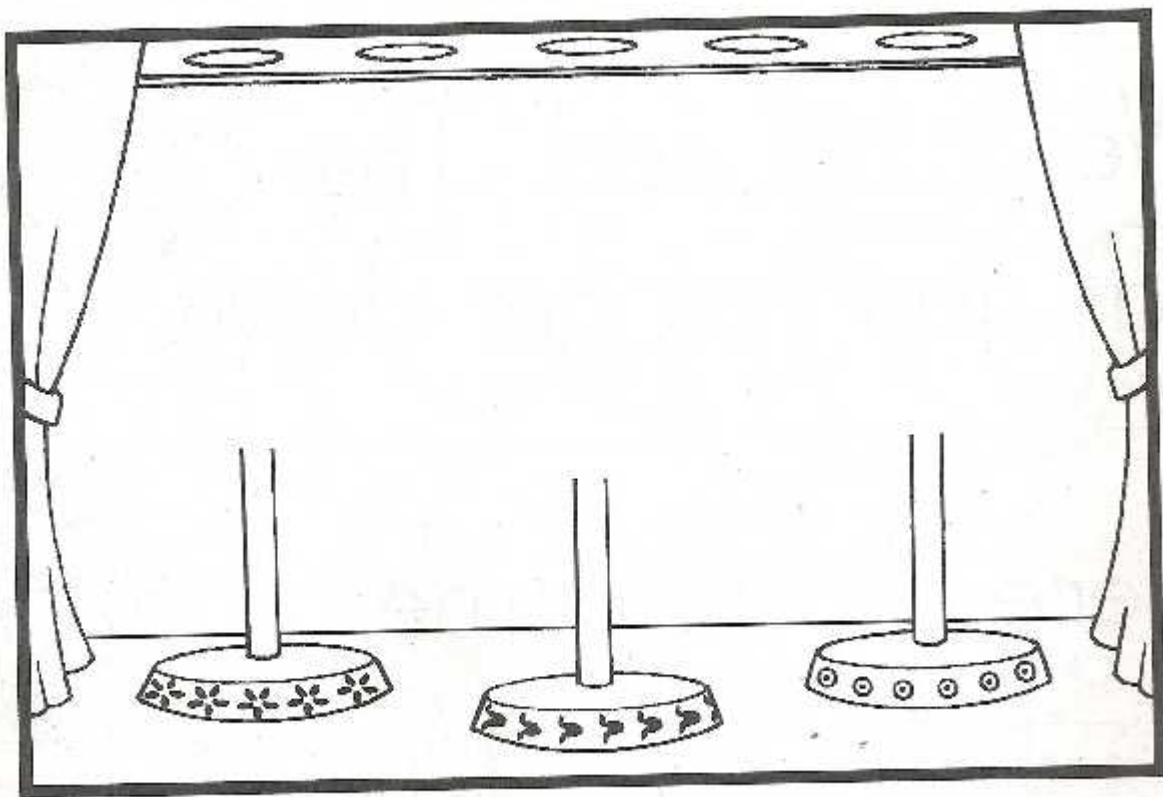
We _____ not sad.



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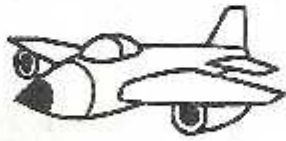
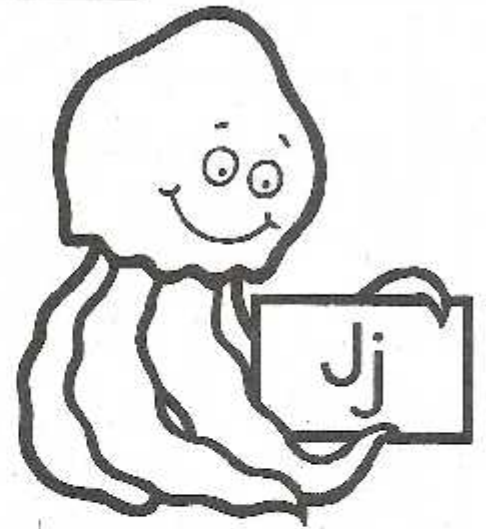
High-Frequency Words: *are, they*

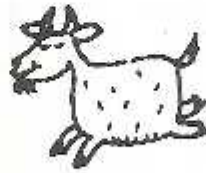
Have children read each sentence, and trace or write the word *are* or *they* to complete it. Remind children that the first word in a sentence should begin with an uppercase letter.



Response to Literature: *Zarah's Hats*

In the top window, have children draw hats that Zara's family makes at the beginning of the story. Have them draw hats that Zara and her family make at the end of the story in the bottom window. Then have children tell what happens in the beginning, in the middle, and at the end of the story.







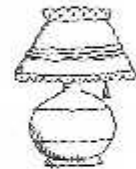












Relate Jj to /j/

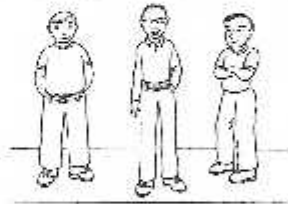
Have children name each picture. Tell them to write *J* or *j* on the line if they hear /j/ at the beginning of the picture name.

e i d

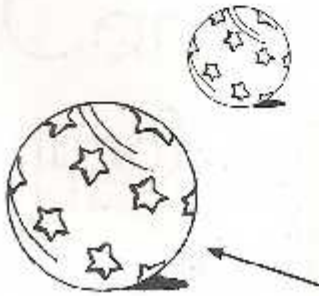
a i p



bag



men



b _ _ g



_ _ en



b _ _ g



p _ _ n



be _ _

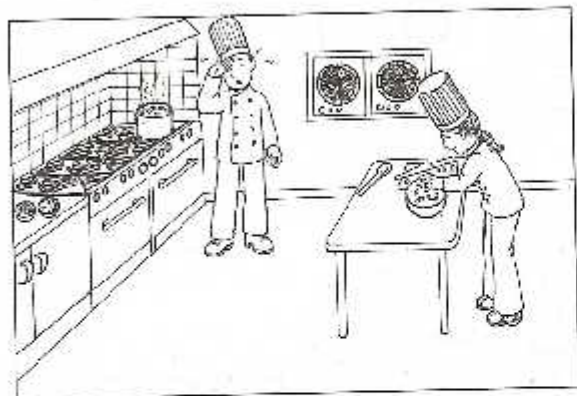


p _ _ n

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Word Building

Help children name the pictures in each column. Have them write a letter from the box at the top of the column to complete each picture name.



It is hot.

The fan is on.



She will look for it.

She will mix it.



The dog is wet.

The dog is big.

Comprehension Skill: Main Idea

Discuss each picture with children. Have children read the sentences next to each picture and circle the sentence that tells what the picture is mostly about.



This rig is not good.



Can she fix
the rig?

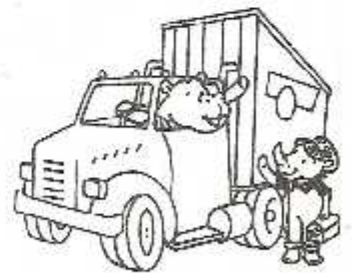


_____ can fix it.



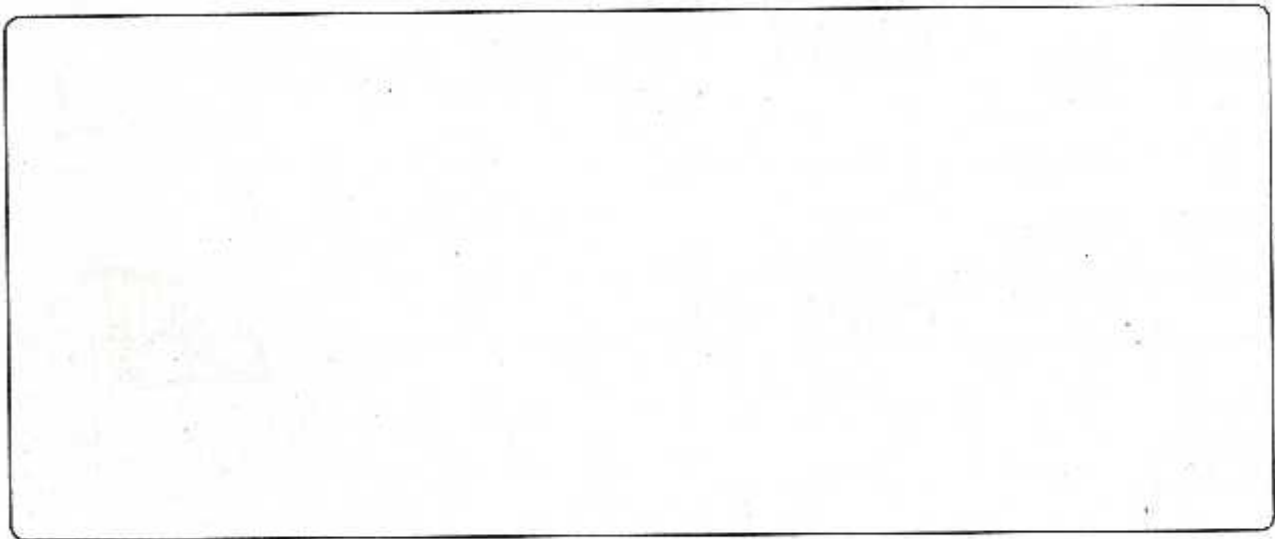
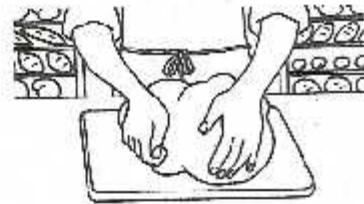
_____ did a _____

job.

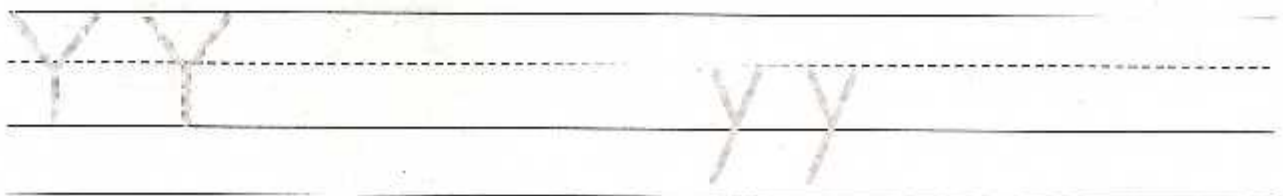
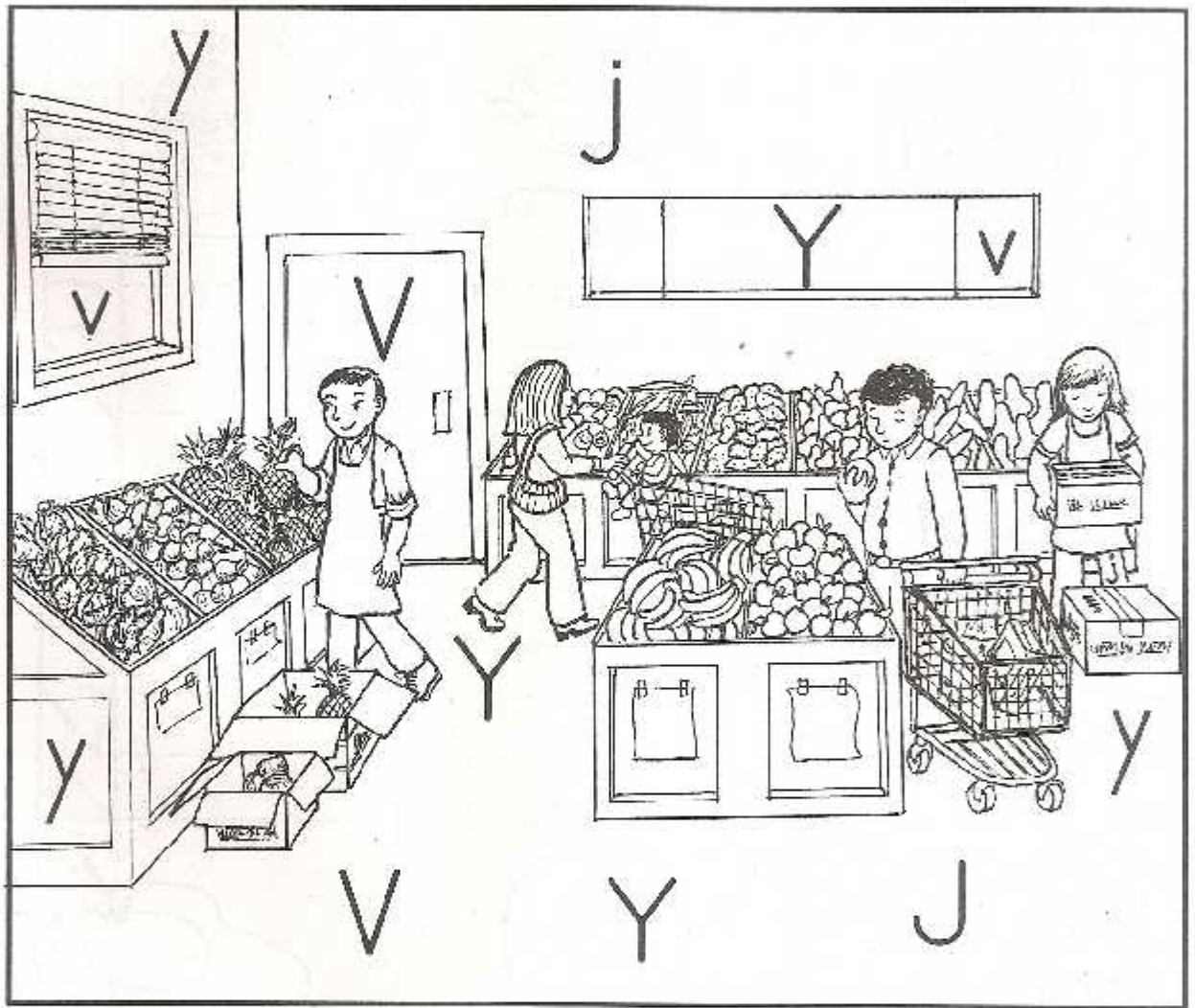
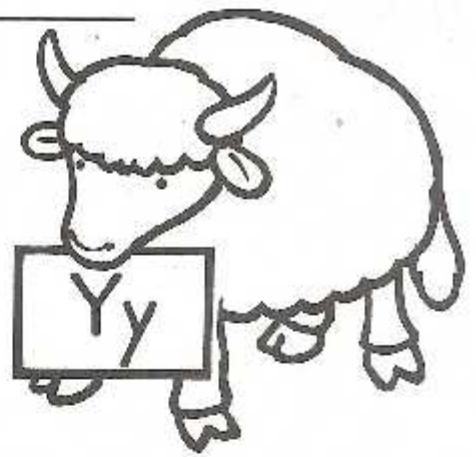


High-Frequency Words: *she, good*

Have children read each sentence and trace or write the word *she* or *good* to complete it. Remind children that the first word in a sentence should begin with an uppercase letter.

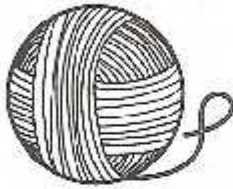
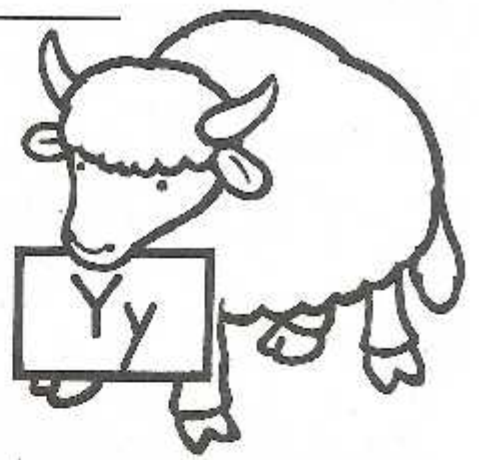
**Response to Literature: *Bravo, Maurice!***

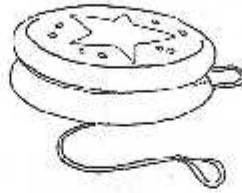
Prompt children to retell the story. Have them name the story characters and draw a line from each character to the picture that shows his or her job. Then have children draw a picture of Maurice doing what he likes to do.



Consonant Yy

Have children name the letters by the yak at the top of the page. Have them find and circle Yy's on the page. Then have them trace and write Y and y in the space provided.



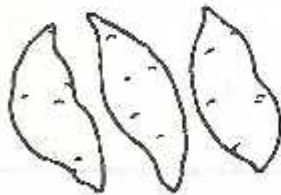


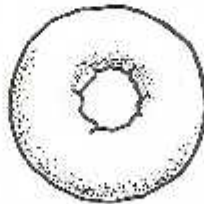








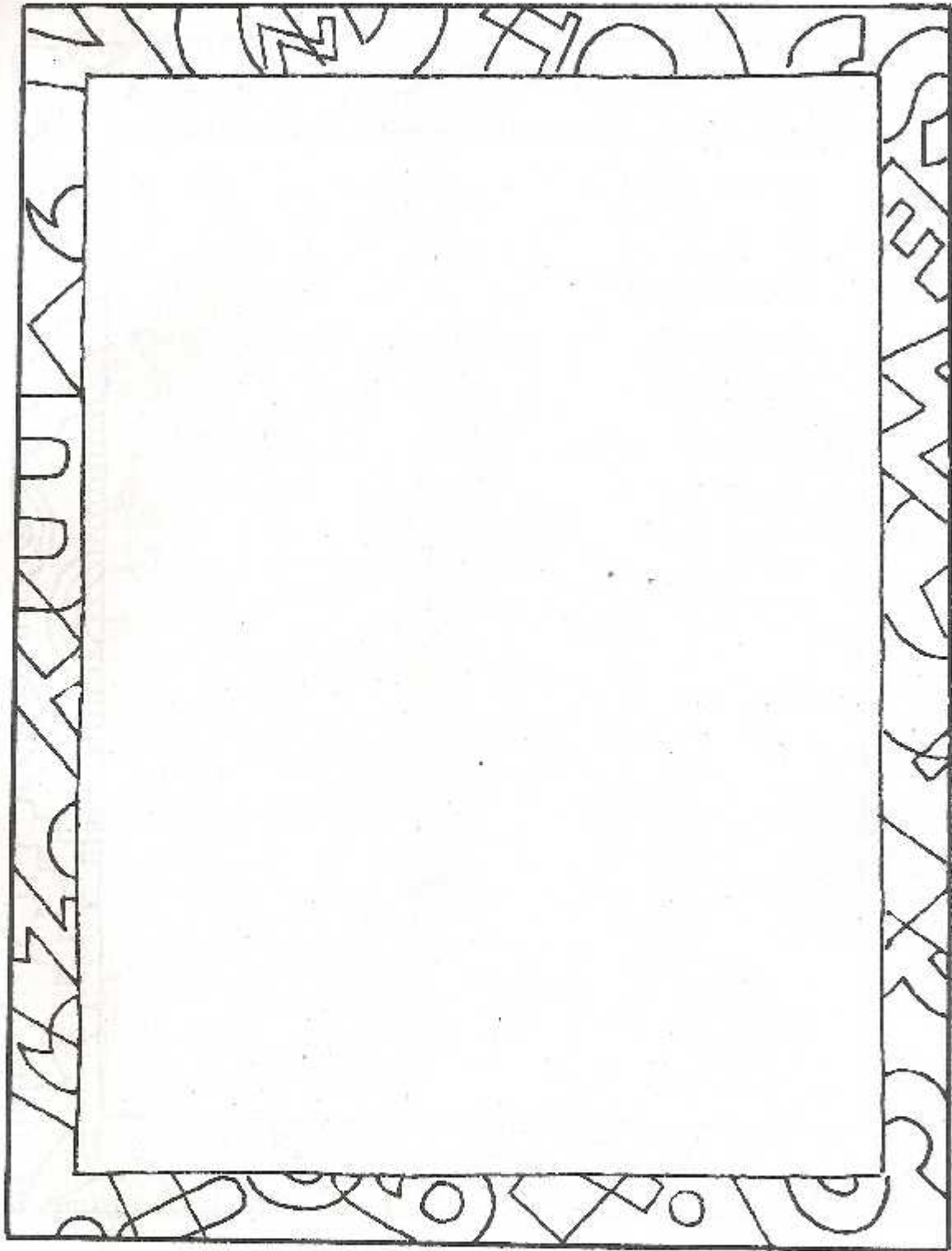






Relate Yy to /y/

Have children name each picture and write Y or y on the line if they hear the sound /y/ at the beginning of the picture name.

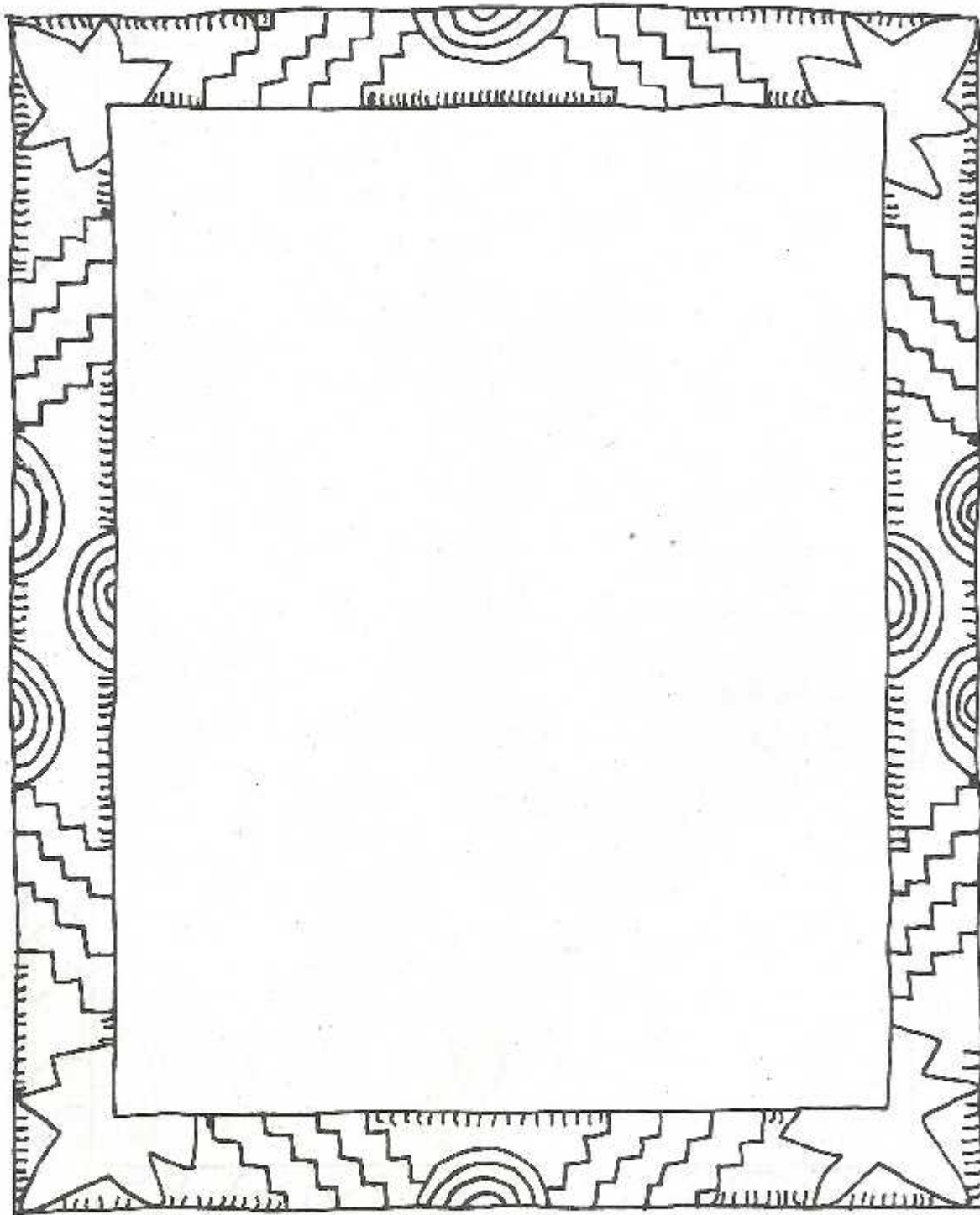


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Comprehension Skill: Characters

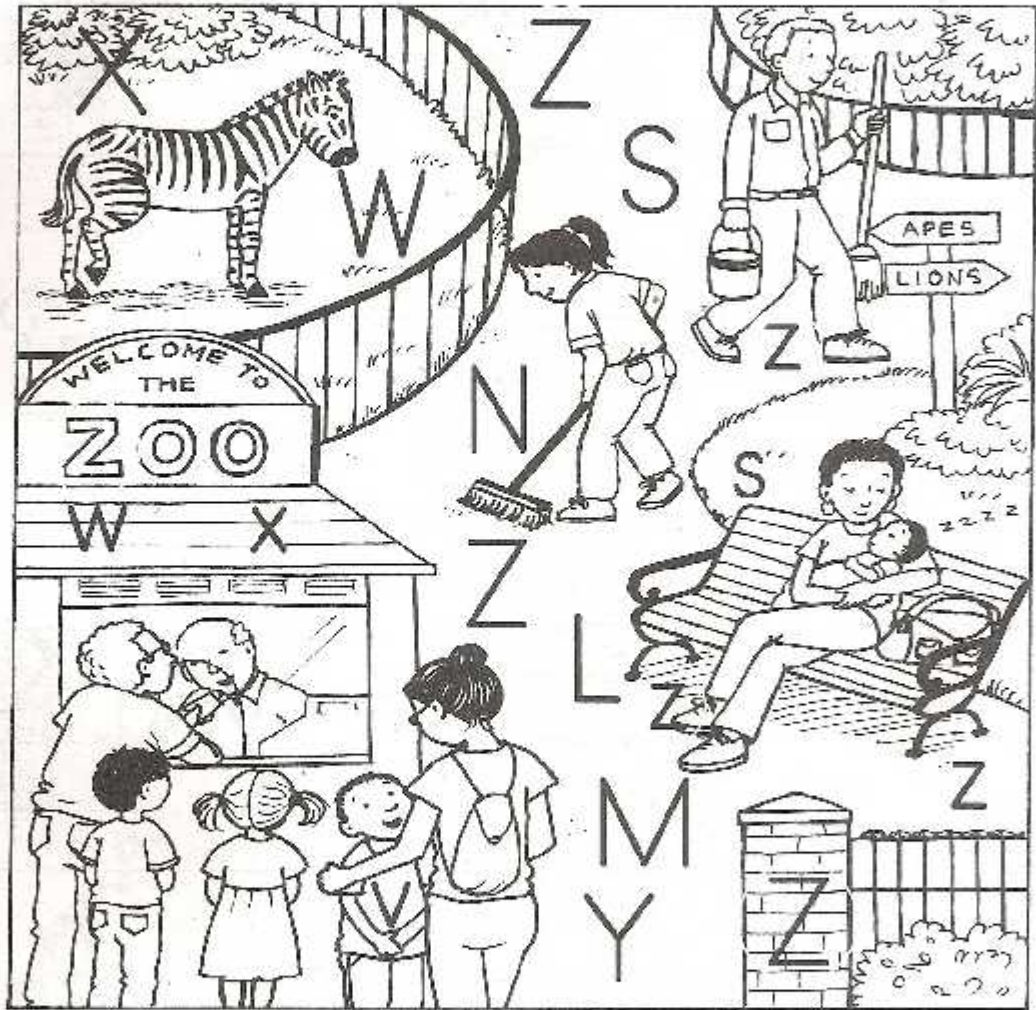
Have children draw a picture of a character from *My Teacher Can Teach...Anyone!* and draw another story character on page 20. Ask them to tell what job each character does in the story and why they decided to draw those characters.

Name _____



Comprehension Skill: Characters

Have children draw a picture of a character from *My Teacher Can Teach... Anyone!* and tell about the character's job. Invite children to discuss why they decided to draw this character and the one they drew on page 19.



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Tracing lines for the letter Zz. The first line shows a dashed 'Z' and a dashed 'z' for tracing. Below it are two solid lines for writing.

Consonant Zz

Have children name the letters by the zebra at the top of the page. Have them find and circle Zz's on the page. Then have them trace and write Z and z in the space provided.

Mom got a box.



She will look in it.



Who are they for?



They are for you.

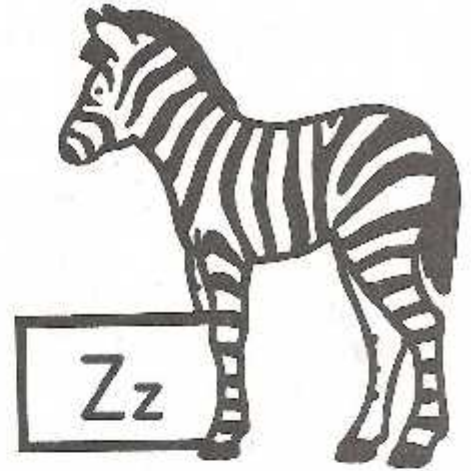


We look good!



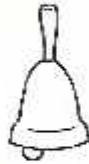
High-Frequency Words: are, they, she, good

Have children read each sentence and trace the word are, they, she, or good to complete it. Then have children read the story.



















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Relate Zz to /z/

Have children name each picture and write Z or z on the line if they hear /z/ at the beginning of the picture name.



A large, empty rectangular box intended for a student drawing.

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Literature Response: Compare Texts

Discuss with children how *Zara's Hats* and "Caps for Sale" are the same and different. Then have them draw a picture that shows a way the stories are the same or different. Invite children to tell the group about their drawing.