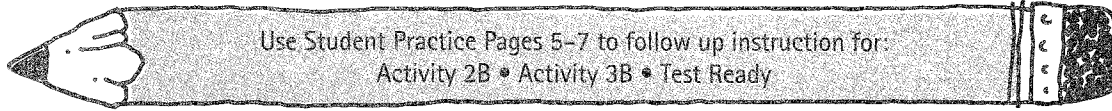
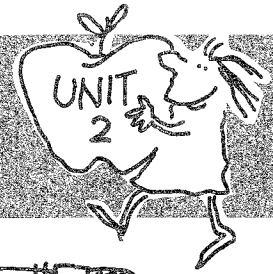


Build Skills and Word Experiences



Use Student Practice Pages 5–7 to follow up instruction for:
Activity 2B • Activity 3B • Test Ready



Build Visual Skills

Do the Word Preview, a visual warm-up activity, with all students.
Use Core Words *which* (41), *their* (42), *said* (43), *if* (44), *do* (45).

Teaching Notes, page 271



Build Spelling and Language Skills

Choose from among these quick tasks to customize instruction
for all or selected students.

Teaching Notes, page 274



It is their dog.

(discuss possible options for expansion)



Wich one du you want?

(Which, do)



said, in, rain, sit, is

(demonstrate sorting: e.g., words with *ai/i*, words with *s/n*)



do, you, shoe, _____

(identify commonality: words that rhyme)



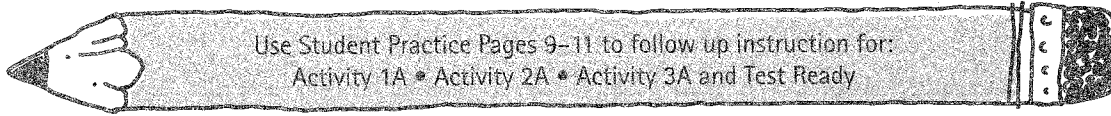
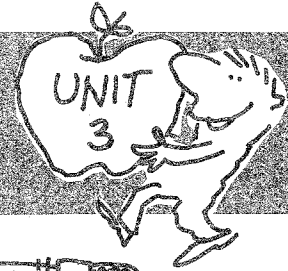
They said _____.



Words that start with *wh*

(e.g., which)

Build Skills and Word Experiences



Use Student Practice Pages 9–11 to follow up instruction for:
Activity 1A • Activity 2A • Activity 3A and Test Ready



Build Visual Skills

Do the Word Preview, a visual warm-up activity, with all students.
Use Core Words will (46), each (47), about (48), how (49), up (50).

Teaching Notes, page 271



Build Spelling and Language Skills

Choose from among these quick tasks to customize instruction
for all or selected students.

Teaching Notes, page 274



She put each one up there.

(discuss possible options for expansion)



how will you get from here to there?

(How, will)



each, which, about, your, up

(demonstrate sorting: e.g., words that begin with a vowel/consonant, number of vowels)



will, pill, chill, _____

(identify commonality: words with the ill spelling pattern)



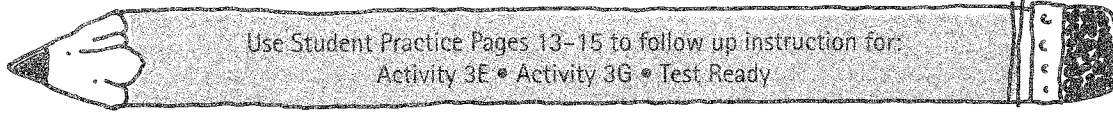
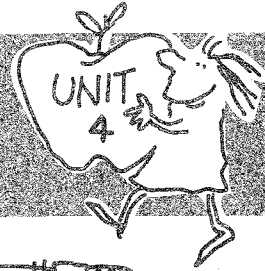
How will they _____?



Words with *ch*

(e.g., each, which)

Build Skills and Word Experiences



Use Student Practice Pages 13–15 to follow up instruction for:
Activity 3E • Activity 3G • Test Ready



Build Visual Skills

Do the Word Preview, a visual warm-up activity, with all students.
Use Core Words **out** (51), **them** (52), **then** (53), **she** (54), **many** (55).

Teaching Notes, page 271



Build Spelling and Language Skills

Choose from among these quick tasks to customize instruction
for all or selected students.

Teaching Notes, page 274



She has many of them.
(discuss possible options for expansion)



We wer owt their in the cold.
(were, out, there)



then, there, their, them, they're, the
(demonstrate sorting: e.g., homophones/not homophones, words with one/two e's)



she, show, sheep, _____, _____
(identify commonality: words that begin with *sh*)

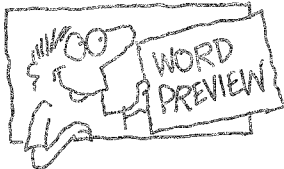
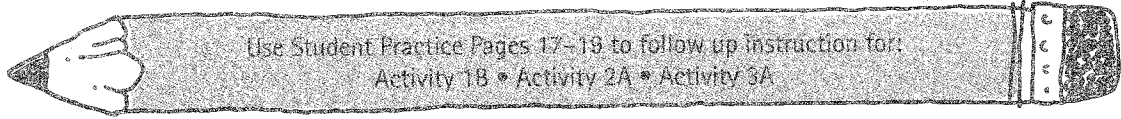
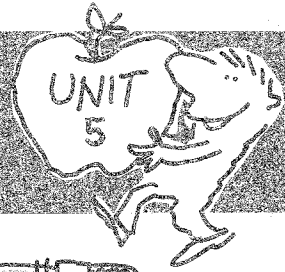


They saw the lion. Then _____.



Words that begin with *m*
(e.g., many)

Build Skills and Word Experiences



Build Visual Skills

Do the Word Preview, a visual warm-up activity, with all students.
Use Core Words *some* (56), *so* (57), *these* (58), *would* (59), *other* (60).

Teaching Notes, page 271



Build Spelling and Language Skills

Choose from among these quick tasks to customize instruction for all or selected students.

Teaching Notes, page 274



They would like some.
(discuss possible options for expansion)



Thees to boys look like each othr.
(These, two, other)



so, to, do, you, go, two
(demonstrate sorting: e.g., number of letters, words that rhyme)



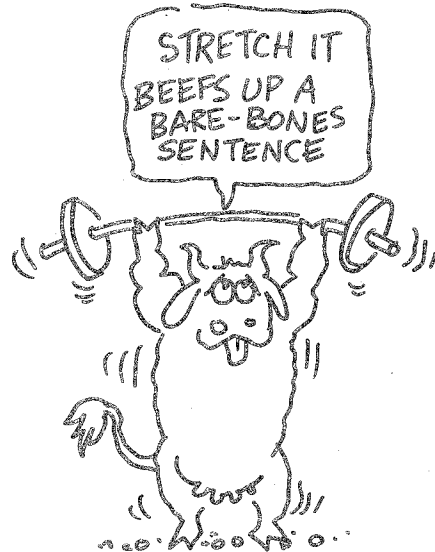
these, them, there, _____, _____
(identify commonality: words that begin with *th*)



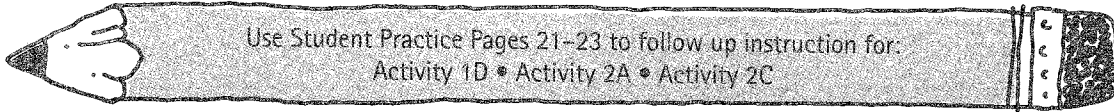
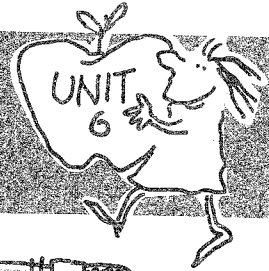
There was only one apple, so _____.



Words that begin with *s*
(e.g., some, so)



Build Skills and Word Experiences



Use Student Practice Pages 21–23 to follow up instruction for:
Activity 1D • Activity 2A • Activity 2C



Build Visual Skills

Do the Word Preview, a visual warm-up activity, with all students.
Use Core Words into (61), has (62), more (63), her (64), two (65).

Teaching Notes, page 271



Build Spelling and Language Skills

Choose from among these quick tasks to customize instruction
for all or selected students.

Teaching Notes, page 274



She has more of these.



Mother gav hir two mor cookies.

(gave, her, more)



into, by, onto, today, they, to

(e.g., words that do/do not contain to, words that do/do not end with y, compound/not compound, number of syllables)



one, two, three, _____, _____

(sequential numbers)

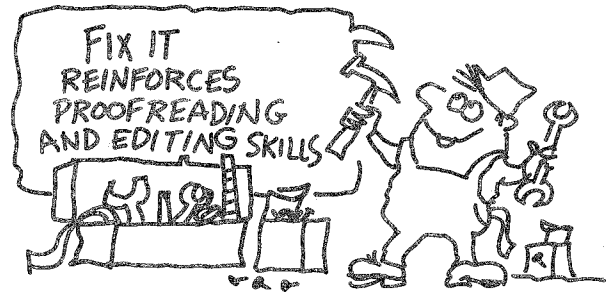


She has two more days before _____.

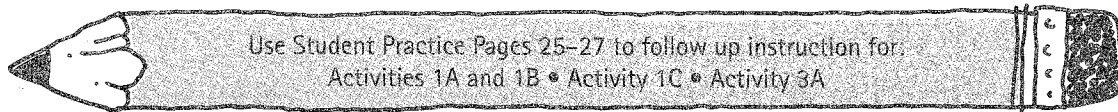
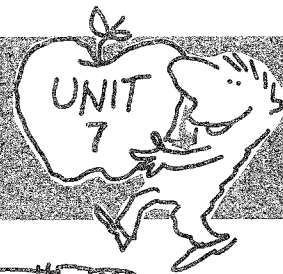


Words that rhyme with *two*

(note different spelling patterns)



Build Skills and Word Experiences



Use Student Practice Pages 25–27 to follow up instruction for:
Activities 1A and 1B • Activity 1C • Activity 3A



Build Visual Skills

Do the Word Preview, a visual warm-up activity, with all students.
Use Core Words like (66), **him** (67), **see** (68), **time** (69), **could** (70).

Teaching Notes, page 271



Build Spelling and Language Skills

Choose from among these quick tasks to customize instruction
for all or selected students.

Teaching Notes, page 274



They would like to see **him**.



It is **tine** for **ham** **two** eat his lunch.

(time, him, to)



could, **shout**, **you**, **out**, **about**, **would**
(e.g., number of letters, words with *ou/out*)



him, **with**, **this**, _____, _____
(words with short *i*)

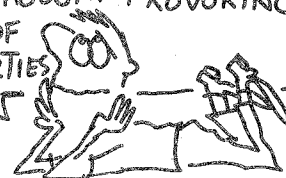


It was about **time** for the show to start. Then _____.

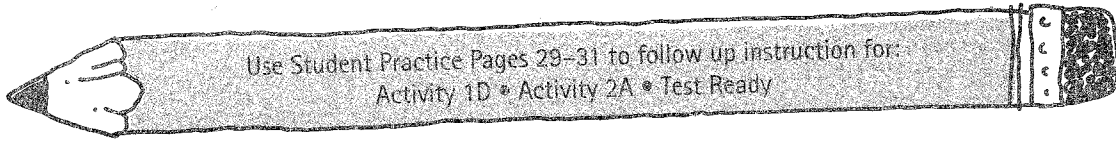


Words that have the long *i* sound

SORT IT
PROMOTES THOUGHT-PROVOKING
ANALYSIS OF
WORD PROPERTIES



Build Skills and Word Experiences



Build Visual Skills

Do the Word Preview, a visual warm-up activity, with all students. Use Core Words *no* (71), *make* (72), *than* (73), *first* (74), *been* (75).

Teaching Notes, page 271



Build Spelling and Language Skills

Choose from among these quick tasks to customize instruction for all or selected students.

Teaching Notes, page 274



She was first.



no one has ben hear all day.
(No, been, here)



make, the, many, this, them, man
(e.g., number of letters, words that begin with *th/ma*)



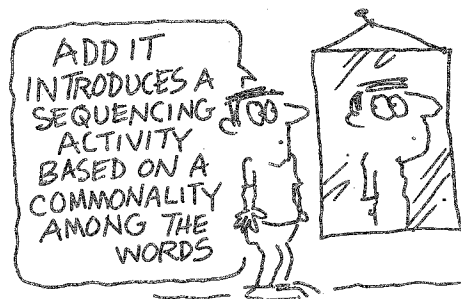
five, make, like, _____, _____
(words with final silent e)



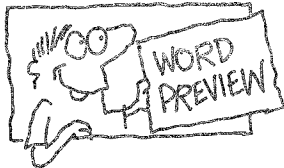
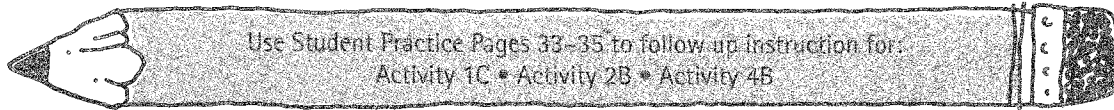
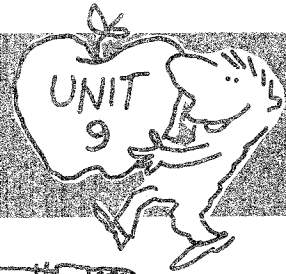
They like to make cakes. This time _____.



Words that rhyme with *than*



Build Skills and Word Experiences



Build Visual Skills

Do the Word Preview, a visual warm-up activity, with all students. Use Core Words *its* (76), *who* (77), *now* (78), *people* (79), *my* (80).

Teaching Notes, page 271



Build Spelling and Language Skills

Choose from among these quick tasks to customize instruction for all or selected students.

Teaching Notes, page 274



My dog wagged its tail.



They are some peopel whoa could help you.

(There, people, who)



now, show, cow, grow, how, snow

(e.g., rhyming words, words with three/four letters)



people, place, pencil, _____, _____

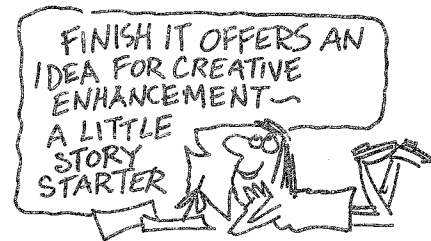
(words that begin with *p*)



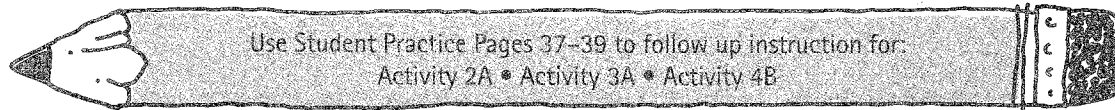
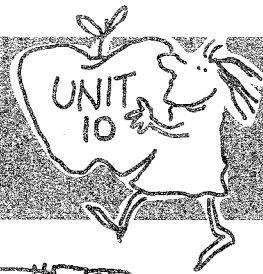
First, my dog barked. Who was there? It _____.



Words with two syllables



Build Skills and Word Experiences



Use Student Practice Pages 37–39 to follow up instruction for:
Activity 2A • Activity 3A • Activity 4B



Build Visual Skills

Do the Word Preview, a visual warm-up activity, with all students.
Use Core Words *made* (81), *over* (82), *did* (83), *down* (84), *only* (85).

Teaching Notes, page 271



Build Spelling and Language Skills

Choose from among these quick tasks to customize instruction
for all or selected students.

Teaching Notes, page 274



People went over to see it.



There's ownly one way for peple to get don the hill.
(only, people, down)



mom, day, my, dad, did, many
(e.g., spelled/not spelled same forward-backward [palindrome], beginning letter)



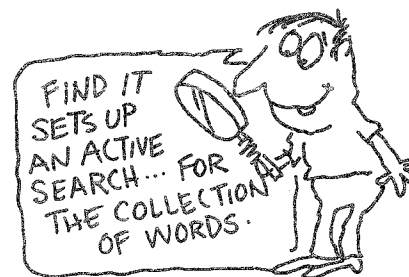
made, play, train, _____, _____
(words with long a)



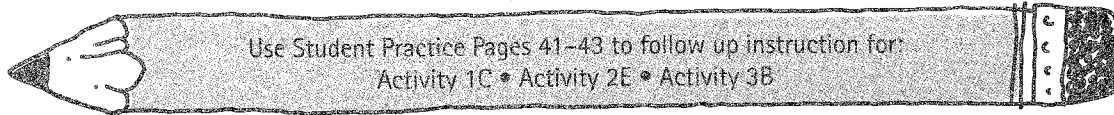
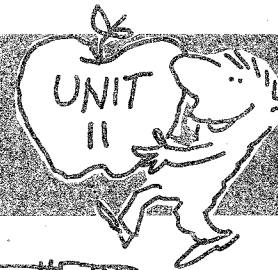
They looked down the road and saw _____.



Words with the rhyming pattern id



Build Skills and Word Experiences



Use Student Practice Pages 41–43 to follow up instruction for:
Activity 1C • Activity 2E • Activity 3B



Build Visual Skills

Do the Word Preview, a visual warm-up activity, with all students.
Use Core Words way (86), find (87), use (88), may (89), water (90).

Teaching Notes, page 271



Build Spelling and Language Skills

Choose from among these quick tasks to customize instruction
for all or selected students.

Teaching Notes, page 274



They may find some more.



Our cat cudd yous some more watter in its dish.

(could, use, water)



way, were, what, with, was, when

(e.g., words that begin with w/wh, number of letters)



other, over, water, _____, _____

(words that end with er)



I use water in many ways. Today _____.



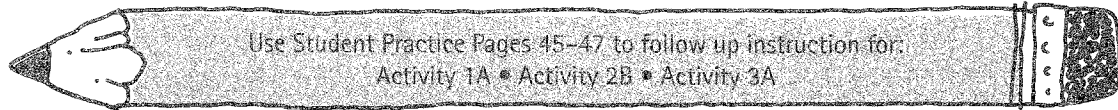
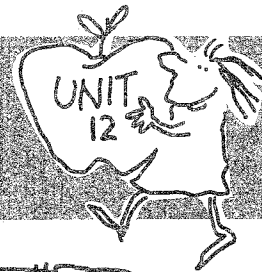
Words with the rhyming pattern ay



For more activities to
build spelling and language
skills—besides the Exercise
Express—use the Level 2
Core Word Activity Cards.

Each word card has an
activity on the back to make
your students wordsmiths,
spellers, readers, and writers!
(See page 359.)

Build Skills and Word Experiences



Use Student Practice Pages 45–47 to follow up instruction for:
Activity 1A • Activity 2B • Activity 3A



Build Visual Skills

Do the Word Preview, a visual warm-up activity, with all students.
Use Core Words *long* (91), *little* (92), *very* (93), *after* (94), *words* (95).

Teaching Notes, page 271



Build Spelling and Language Skills

Choose from among these quick tasks to customize instruction
for all or selected students.

Teaching Notes, page 274



The people have very little water.



Some words our long, but others can be littel.

(words, are, little)



after, little, worker, other, water, people

(e.g., words that begin with vowel/consonant, words that end with er/e)



very, many, only, _____, _____

(two-syllable words that end with long e spelled y)



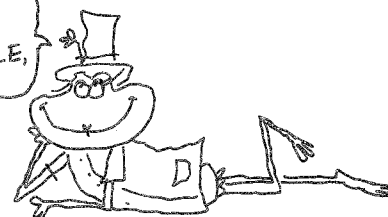
It was a very long time ago when _____.



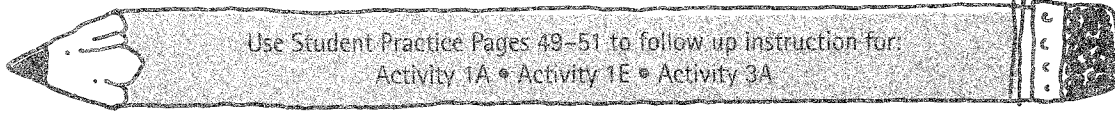
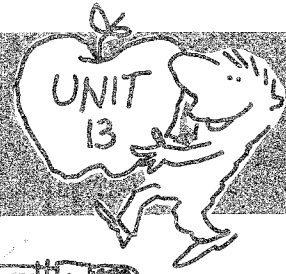
Synonyms for *little*

INSTEAD OF LITTLE,
WHY NOT TINY?
PICK WORDS THAT SPARKLE,
NEW AND SHINY!

Extend students' word skills with *Word Skills in Rhythm and Rhyme*. The CD-ROM/Activity Master program teaches language essentials through entertaining rhymes and follow-up blackline master activities. (See page 359.)



Build Skills and Word Experiences



Use Student Practice Pages 49–51 to follow up instruction for:
Activity 1A • Activity 1E • Activity 3A



Build Visual Skills

Do the Word Preview, a visual warm-up activity, with all students.
Use Core Words called (96), just (97), where (98), most (99), know (100).

Teaching Notes, page 271



Build Spelling and Language Skills

Choose from among these quick tasks to customize instruction
for all or selected students.

Teaching Notes, page 274



He called to find out more.



Do you know where most people get their water?

(know, where, most)



just, first, stop, most, start, last

(e.g., words that begin/end with st, number of letters)



called, will, tell, _____, _____

(words with double l)



Most people know where _____.



Words with ed suffix