Write Tt and Ii.

At Home:
Use the cover of the Activity Book to talk about the unit theme: Transportation.
Phonics: /t/
Say the name of each picture. Identify the sound that you hear at the beginning of each picture name. Write the letter that stands for the /t/ sound. Repeat the names aloud.

At Home:
Ask your child to name each picture and its beginning letter and sound.
Comprehension: Make Predictions *The Bus for Us*

Look at the top picture. Then draw a line to the picture below that shows what might happen next in the story.

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At Home:
Ask your child to tell a story about the pictures.
**Vocabulary: Shape Words**

- Identify and color the shapes that are the same red.
- Identify and color the shapes that are the same yellow.
- Identify and color the shapes that are the same blue.

**At Home:**
Ask your child to draw circles, squares, and triangles. Then have them cut them out and sort by shape.
Name ____________________________________________

I see Sam.

I see a truck.

High-Frequency Word: see
Point to the title page first. Then, read the book aloud to a partner. Reread for fluency.

Take Home Book:
Ask your child to read the book aloud to you.
I see a bus.

I see a car.
Phonemic Awareness: /t/
Follow the train tracks and say the name of each item. Circle the item if its name begins with the sound you hear at the beginning of turtle.

At Home:
Ask your child to point to and name all the items on the train tracks that begin with the same sound as turtle.
I am at the computer.

I sat at the table.

At Home: Ask your child to read the sentences aloud.
Comprehension: Make Predictions

Look at the top picture. Then draw a line to the picture below that shows what might happen next.

At Home:
Ask your child to tell a story about the pictures.
### Phonics: /t/ sound

Say the name of each picture. Identify the sound that you hear at the beginning of each picture name. Write the letter below the picture if its name begins with the /t/ sound.

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### At Home:

Ask your child to name each picture that begins with the same sound as turtle.
Letter to Know

Ii

Word to Know

go

Listen and Read

Big Book

Pre-Decodable Readers
Phonics: /i/i

Say the name of each picture. Identify the sound that you hear at the beginning of each picture name. Write the letter that stands for the /i/ sound. Repeat the names aloud.
Comprehension: Classify and Categorize *On the Go*
Think about the selection *On the Go*. Cut out the pictures. Identify and sort them into groups of things that travel by land, air, or water.

At Home:
Ask your child to show you how the pictures can be sorted.
Comprehension: Classify and Categorize On the Go
Use the pictures to check your sorting of things that travel by land, air, or water.

At Home:
Ask your child to show you how the pictures can be sorted.
We can go.

High-Frequency Word: go
Point to the title page first. Then, read the book aloud to a partner. Reread for fluency.

Take Home Book:
Ask your child to read the book aloud to you.

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Unit 3: Transportation • Week 2
A truck can go.

A bike can go.
Phonemic Awareness: /i/

Look at the picture. Say the name of each item. Circle the item if its name begins with the same sound you hear at the beginning of *iguana*.

At Home:
Ask your child to point to and name all the items in the picture that begin with the same sound as *iguana*. 
Phonics: Blending *it*

Point to the words as you blend the sounds and say the words. Read the sentence. Write the word that completes the sentence. Read the sentence again.

I see ___it___.

I like ___it___.

I can ___it___.

At Home:
Ask your child to read the sentences aloud.
Comprehension: Classify and Categorize

Look at the pictures. Draw an X on the picture that does not belong. Tell why it does not belong.

At Home:
Ask your child to tell you which picture does not belong in each row and why.
Phonics: /i/  
Say the name of each picture. Identify the sound that you hear at the beginning of each picture name. Write the letter below the picture if its name begins with the /i/ sound.

At Home:  
Ask your child to name each picture that begins with the same sound as iguana.
Letters to Know

Ii  Tt

Words to Know

see  go

Listen and Read

Read-Aloud Trade Book

Pre-Decodable Readers

Unit 3: Transportation • Week 3
Phonics: /t/ 
Say the name of each picture. Identify the sound that you hear at the beginning of each picture name. Circle each picture whose name begins with the same sound as turtle. Write the letter.

At Home:
Ask your child to name each picture on the page that begins with the same sound as turtle.
Comprehension: Character, Plot *Duck on a Bike*
Cut out the pictures and put them in order. Use them to describe the characters and what happened in the story.

At Home:
Ask your child to tell you what Duck and the other animals do in the story, *Duck On a Bike.*
Comprehension: Character, Plot *Duck on a Bike*

Cut out the pictures and put them in order. Use them to describe the characters and what happened in the story.

At Home:
Ask your child to tell you what Duck and the other animals do in the story, *Duck On a Bike.*
I can go.

I see a balloon go.

High-Frequency Words: see, go
Point to the title page first. Then, read the book aloud to a partner. Reread for fluency.

Take Home Book:
Ask your child to read the book aloud to you.
I see a truck go.

I see a boat go.
Phonics: /i/  
Say the name of each picture. Identify the sound that you hear at the beginning of each picture name. Circle each picture whose name begins with the same sound as *iguana*. Write the letter.

At Home:  
Ask your child to name each picture on the page that begins with the same sound as *iguana*.  

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**Phonics: /i/**

- Apple
- Bug
- Salamander
- Ruler
- USA Map
- Ink blob
- Invitations
- Tree
- Lizard
- Pie
- Saxophone
Phonics: Blending *it*
Point to the words as you blend the sounds and say the words. Read the sentence. Write the word that completes the sentence. Read the sentence again.

**I can sip **it**.**

**We like ____.**

**I can ______.**

At Home:
Ask your child to read the sentences aloud.
Comprehension: Character, Plot *Duck on a Bike*
- Look at the top picture and describe what is happening.
- Draw a picture in the bottom box to show what happens next in the story.

At Home:
Ask your child to tell you about what happened in the story, *Duck on a Bike.*
Phonics: /t/ /i/
Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word.

At Home:
Ask your child to name each picture and its beginning letter and sound.