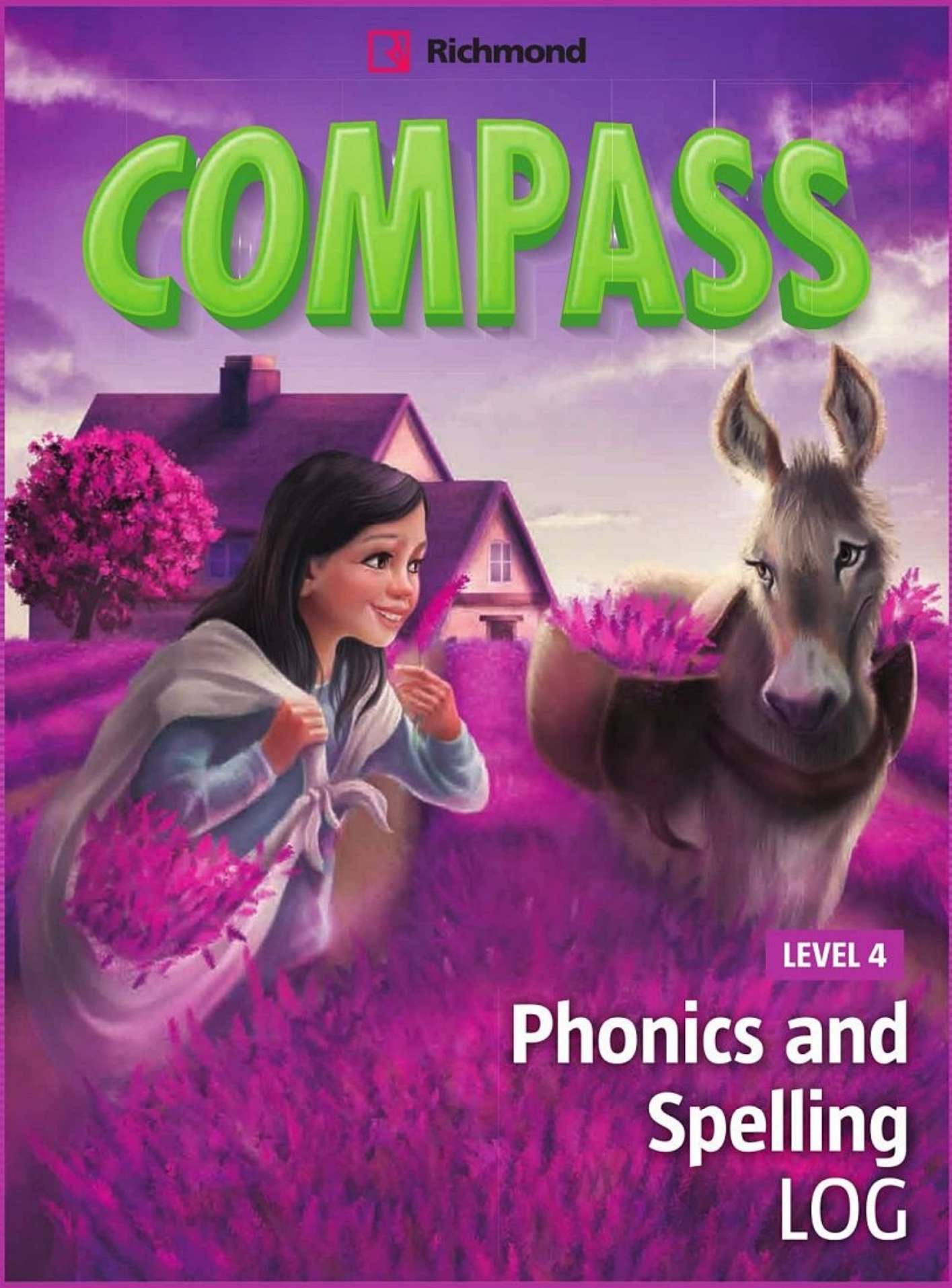



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# COMPASS

LEVEL 4

# Phonics and Spelling LOG

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# Scope and Sequence

| Topic | Phonics Strategies |
|---|---|
| **1 What are my rights and responsibilities?** *Pages 6-11* | **Contractions**<br>I'm, it's, she's, they're, he'll, I'll, we'll, you'll, aren't, isn't, wasn't, weren't, didn't, doesn't, don't, can't, couldn't, mustn't, shouldn't |
| **2 How have I changed?** *Pages 12-17* | **Adjective Suffixes**<br>**Comparative and Superlative Forms**<br>big/bigger/biggest, easy/easier/easiest, fast/faster/fastest, happy/happier/happiest, nice/nicer/nicest, tall/taller/tallest<br>**Forming Adverbs**<br>clearly, easily, happily, loudly, quietly |
| **3 What are my goals?** *Pages 18-23* | **Syllable Stress Patterns**<br>fu-ture, mon-ey, a-ward, to-day, dif-fi-cult, hap-pi-ness, im-por-tant, to-mor-row, un-der-stand, vol-un-teer, e-qua-li-ty, im-pos-si-ble, com-pe-ti-tion, in-for-ma-tion |
| **4 Why do we dream?** *Pages 24-29* | **Vowel Sounds**<br>**Long Vowel Sounds**<br>afraid, awake, dream, peaceful, tree, fly, night, grow, stone, blue, music<br>**Short Vowel Sounds**<br>cat, snack, bed, heavy, fix, gift, clock, doctor, jump, sun |
| **5 How do we explain prehistoric times?** *Pages 30-35* | **Hard Sounds**<br>ago, cave, coast, doctor, egg, game, group<br>**Soft Sounds**<br>age, center, city, giant, icy, image, page, pencil |
| **6 What challenges do humans face?** *Pages 36-41* | **R-controlled Vowel Sounds**<br>**"or"**<br>door, forest, oar, pour, snore, warm<br>**"er"**<br>courage, danger, Earth, first, learn, turn, world |
| **7 How can I help?** *Pages 42-47* | **Affixes**<br>**Prefixes: *inter-, multi-, re-, un-***<br>international, internet, multilingual, multiply, recycle, repeat, uncommon, unkind<br>**Suffixes: *-able/-ible, -ion***<br>adorable, comfortable, flexible, confusion, education, transportation |
| **8 What would animals say to us?** *Pages 48-53* | **Diphthongs**<br>**"ow"**<br>down, frown, ground, round, shout, town<br>**"yu"**<br>cute, few, music, unicorn, universe<br>**"oy"**<br>boy, noise, soil, toy, voice |
| **9 Could I be an inventor?** *Pages 54-59* | **Homophones**<br>ate/eight, b/be/bee, c/sea/see, hour/our, know/no, read/red, right/write, their/there/they're, to/too/two |
| **Word Lists and Review** | *Pages 60-63* |



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# Topic Walkthrough

# How to use my Phonics and Spelling Log




Describe the pictures and think about the **Big Question**.

Read the **Phonics Strategy** rules and examples.

Learn about the **Phonics Strategy** in the **Engage** section.

**Listen and repeat** example words.




**Practice** new sounds.

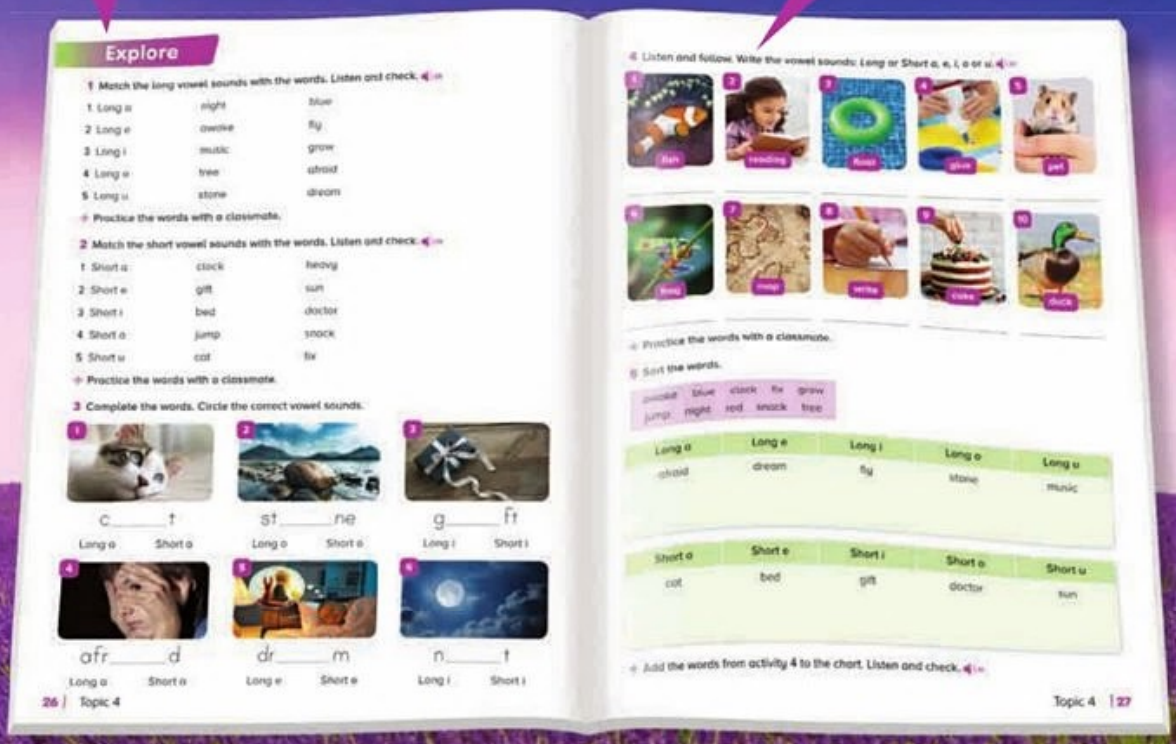
**Chant** with your classmates!



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Activities in the **Explore** section help you understand the **Phonics Strategy** better.

**Practice** identifying, saying and writing new sounds.



Explore

1 Match the long vowel sounds with the words. Listen and check.

| | | |
|---|---|---|
| 1 Long a | night | blue |
| 2 Long e | awake | fly |
| 3 Long i | music | grow |
| 4 Long o | tree | afraid |
| 5 Long u | stone | dream |

Practice the words with a classmate.

2 Match the short vowel sounds with the words. Listen and check.

| | | |
|---|---|---|
| 1 Short a | clock | heavy |
| 2 Short e | gift | sun |
| 3 Short i | bed | doctor |
| 4 Short o | jump | snack |
| 5 Short u | cat | fix |

Practice the words with a classmate.

3 Complete the words. Circle the correct vowel sounds.

c_____t (Long a / Short a) st_____ne (Long o / Short o) g_____ft (Long i / Short i)

afr_____d (Long a / Short a) dr_____m (Long e / Short e) n_____t (Long i / Short i)

26 | Topic 4

4 Listen and follow. Write the vowel sounds: Long or Short a, e, i, o or u.

Practice the words with a classmate.

5 Sort the words.

afraid blue clock fix grow jump night red snack tree

| Long a | Long e | Long i | Long o | Long u |
|---|---|---|---|---|
| afraid | dream | fly | stone | music |

| Short a | Short e | Short i | Short o | Short u |
|---|---|---|---|---|
| cat | bed | gift | doctor | fun |

Add the words from activity 4 to the chart. Listen and check.

Topic 4 | 27

Activities in the **Expand** section help you use the **Phonics Strategy** with new words.



Expand

1 Listen and repeat.

Sometimes vowel sounds have unusual spellings.

eight (Long a) ski (Long e) fairy (Long i) girl (Long u)

2 Listen and follow. Write the long vowel sounds: a, e, i, o or u.

Please give me a piece of pizza.

You have nice blue shoes.

They are great neighbors.

The plane flew through two huge routes.

Try to find a nice, bright flashlight.

We need to read these magazines.

Practice the sentences with a classmate.

25 | Topic 4

Review what you learned with **Check Your Understanding** activities.



Check Your Understanding

1 Listen and follow. Cross out the words with a different vowel sound.

| | | |
|---|---|---|
| 1 awake | stone | afraid |
| 2 bed | tree | dream |
| 3 grow | coat | clock |
| 4 night | fix | gift |
| 5 cat | robe | snack |
| 6 blue | sun | show |

2 Listen and follow. Sort the words.

cat fix float game jump kite pet sock tree zoo

| Long a | Long e | Long i | Long o | Long u |
|---|---|---|---|---|
| | | | | |

| Short a | Short e | Short i | Short o | Short u |
|---|---|---|---|---|
| | | | | |

3 Draw a picture of a dream that you have had.

Share your picture. What does the picture show? What was the dream about?

Topic 4 | 29

Think about the **Big Question** and draw.



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Topic 1

# What are my rights and responsibilities?






**Contractions**

Sometimes we join two words together in a contraction. We replace some letters with an apostrophe (').

Some contractions have a subject pronoun and a verb.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| she | + | is | = | she's | | we | + | will | = | we'll | |

Other contractions combine verbs such as *be*, *do* and *can* with *not*.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| is | + | not | = | isn't | | was | + | not | = | wasn't | |
| does | + | not | = | doesn't | | did | + | not | = | didn't | |
| can | + | not | = | can't | | could | + | not | = | couldn't | |



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# Engage

**1** Listen and repeat. Clap the syllables. 2

| Contractions | | |
|---|---|---|
| **Subject Pronouns + *be*** | | **Subject Pronouns + *will*** |
| I'm it's she's they're | | he'll I'll we'll you'll |
| ***be* + *not*** | ***do* + *not*** | **Modal Verbs + *not*** |
| aren't isn't | didn't doesn't | can't couldn't |
| wasn't weren't | don't | mustn't shouldn't |

**2** Listen and repeat. Complete the contractions. 3

1 they + are = they'_____

2 he + will = he'_____

3 I + am = I'_____

4 it + is = it'_____

5 are + not = aren'_____

6 do + not = don'_____

7 did + not = didn'_____

8 can + not = can'_____

✦ Practice the contractions with a classmate. Clap the syllables.

**3** Listen and follow. Underline the contractions. 4

Please don't touch the cookies or the chocolate cake!

You mustn't eat the ice cream or have a milkshake!

You shouldn't eat the apple pie! Now that isn't right!

You can't have dessert in the middle of the night!

✦ Chant with your classmates. 4





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## Explore

**1** Listen and follow. Mark (✓) the contractions that have two syllables. 5

| | | | |
|---|---|---|---|
| 1 isn't | ☐ | 5 I'll | ☐ |
| 2 we're | ☐ | 6 can't | ☐ |
| 3 weren't | ☐ | 7 couldn't | ☐ |
| 4 shouldn't | ☐ | 8 mustn't | ☐ |

✧ Practice the contractions with a classmate.

**2** Write the apostrophes.

| | |
|---|---|
| 1 theyll | 6 dont |
| 2 cant | 7 Im |
| 3 doesnt | 8 arent |
| 4 werent | 9 mustnt |
| 5 its | 10 cant |

**3** Write the words.

1 you + ..... = you're

2 we + will = .....

3 does + ..... = doesn't

4 she + is = .....

5 ..... + not = aren't

6 I + am = .....

7 ..... + not = isn't

8 ..... + not = didn't



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**4** Write the contractions to complete the sentences.

1




We (can + not) .....

swim at the beach today.

2



You (should + not) .....

ride a bike without a helmet.

3



Sarah (does + not) .....

have soccer practice today.

4



(I + will) .....

send you a text message.

5



You (must + not) .....

touch the art at the museum.

6



Where's Paul? (He + is)

..... at the park.

✧ **Practice the sentences with a classmate.**



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# Expand

**1** Listen and repeat. 6

| Contraction Ending Sounds | | |
|---|---|---|
| **Sound like "z"** | **Sound like "s"** | **Silent t** |
| here's he's | it's let's | can't couldn't |
| she's there's | that's | mustn't shouldn't |

✦ Practice the contractions with a classmate.

**2** Listen and follow. Underline the contractions. 7

Here are two pets. That's Sadie on the left. She's a big, gentle dog. She loves to eat and play catch. And that's Buster on the right. He's an orange cat. He loves to sleep. They're really good friends. Let's play with them! But please remember: you mustn't leave the door open, or they'll get out.



✦ Circle the contractions with "z" ending sounds.

**3** Listen and follow. Underline the words that sound the same. 8

1



There are Sam and Amy. They're good friends. Their teacher is Ms. Evans.

2



It's difficult to close my backpack. Its zipper doesn't work very well.

3



You're on the basketball team, aren't you? Your team is very good!



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# Check Your Understanding

**1** Circle the words with contractions.

| | | | |
|---|---|---|---|
| 1 | ocean | fridge | can't |
| 2 | coat | doesn't | umbrella |
| 3 | isn't | rainy | yesterday |
| 4 | we'll | were | kitchen |

**2** Circle the contractions with subject pronouns.

| | | | |
|---|---|---|---|
| 1 | she's | haven't | shouldn't |
| 2 | mustn't | we're | can't |
| 3 | didn't | we'll | doesn't |
| 4 | hasn't | couldn't | I'm |

**3** Circle the contractions with *not*.

| | | | |
|---|---|---|---|
| 1 | they'll | haven't | I'm |
| 2 | mustn't | we're | you're |
| 3 | she's | we'll | doesn't |
| 4 | you'll | couldn't | I'll |

**4** Draw a right that is important to you.

✦ Share your picture. What is the right? Why is it important?



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# Topic 2

# How have I changed?



**Adjective Suffixes**

Adjectives describe people, places, things or ideas. Comparative and superlative forms of some adjectives have the suffixes *-er* and *-est*.

| | |
|---|---|
| fast + -er = faster | fast + -est = fastest |

There can be spelling changes.

| | | | |
|---|---|---|---|
| **We drop silent e and add *-er* or *-est*.** | nice | → | nicer |
| **If the word ends in *y*, the *y* becomes *i*.** | happy | → | happier |
| **Sometimes the final consonant becomes a double letter.** | big | → | bigger |

Adverbs usually describe actions.

| | | | |
|---|---|---|---|
| **We can form many adverbs by adding the suffix *-ly* to adjectives.** | quiet | → | quietly |
| **If the word ends in *y*, the *y* becomes *i*.** | happy | → | happily |



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**1** Listen and repeat. Clap the syllables. 9

| Adjective Suffixes | | | |
|---|---|---|---|
| **Comparative and Superlative Forms** | | | |
| **Word + Suffix** | fast tall | faster taller | fastest tallest |
| **Drop Silent e** | nice | nicer | nicest |
| *y* → *i* | easy happy | easier happier | easiest happiest |
| **Double Letter** | big | bigger | biggest |
| **Forming Adverbs** | | | |
| **Word + Suffix** | clearly | loudly | quietly |
| *y* → *i* | easily | happily | |

✦ Practice the words with a classmate.

**2** Color the adjectives yellow. Color the adverbs green.

| | | | | |
|---|---|---|---|---|
| faster | tallest | happily | clearly | happier |
| biggest | happiest | quietly | loudly | bigger |
| easiest | easier | taller | easily | fastest |

**3** Listen and follow. 10

I'm bigger and taller and faster—You'll see!
I've done lots of growing, but I am still me.
I've learned many things,
and I'm proud of them, too,
like reading and swimming and tying my shoes.
Not everything's easy, but I clearly see
if I keep on growing, I'll be the best me!



✦ Chant with your classmates. 10



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# Explore

**1** Match the adjectives with the spelling rules.

1 big
2 easy
3 fast
4 happy
5 nice

a word + suffix
b drop silent e + suffix
c *y* → *i* + suffix
d double letter + suffix

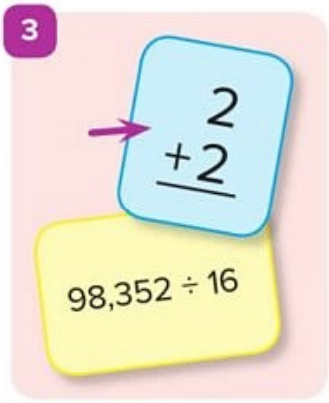
**2** Complete the adjectives. Circle the words with spelling changes.




t_____est




f_____est




e_____ier




b_____ger

✧ Practice the words with a classmate.

**3** Complete the adverbs. Circle the words with spelling changes.




l_____ly




h_____ily




qu_____ly




e_____ily

✧ Practice the words with a classmate.



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**4** **Listen and follow.** 11

Ryan had a big presentation today.
Speaking in front of the class wasn't easy, but Ryan did a good job.
He spoke loudly and clearly.
The other students listened happily and understood the information easily.



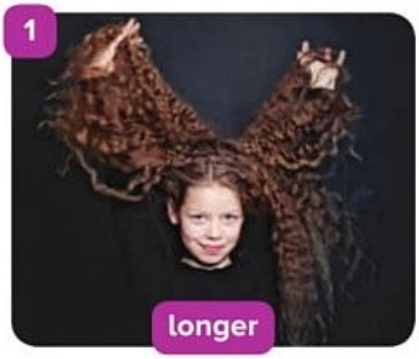
✦ **Find the purple words. Circle the adverbs. Underline the actions they describe.**

**5** **Match the words.**

| | | | | | |
|---|---|---|---|---|---|
| 1 | longer | sleepy | 4 | cutest | silly |
| 2 | sleepily | late | 5 | thinner | cute |
| 3 | later | long | 6 | sillier | thin |

**6** **Listen and follow. Circle the word with the same spelling rule.** 12

1




bigger taller

2




happily loudly

3




happiest nicest

4




easily quietly

5




bigger faster

6




bigger easier

✦ **Practice the words with a classmate.**



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## Expand

**1** Listen and repeat. Clap the syllables. 13

| One Syllable | Two Syllables | Three Syllables |
|---|---|---|
| nice tall | quick-ly tall-er | qui-et-ly sleep-i-ly |

**2** Listen and follow. Clap the words. 14

1 clearly 👏 👏👏 👏👏👏

2 happily 👏 👏👏 👏👏👏

3 calm 👏 👏👏 👏👏👏

4 nicest 👏 👏👏 👏👏👏

5 bigger 👏 👏👏 👏👏👏

6 easily 👏 👏👏 👏👏👏

7 carefully 👏 👏👏 👏👏👏

8 strong 👏 👏👏 👏👏👏

9 late 👏 👏👏 👏👏👏

✧ Circle the number of syllables. Add the words to the chart.



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# Check Your Understanding

**1** Complete the chart with the correct adjective forms.

| | | | |
|---|---|---|---|
| 1 | angry | angrier | |
| 2 | big | | biggest |
| 3 | | cuter | cutest |
| 4 | easy | easier | |
| 5 | happy | | happiest |
| 6 | nice | | nicest |
| 7 | silly | sillier | |
| 8 | | thinner | thinnest |

✦ Listen and check. 15

**2** Write the adverb forms.

1 angry .....
2 calm .....
3 careful .....
4 easy .....
5 happy .....
6 quiet .....

✦ Listen and check. 16

**3** Draw two ways that you have changed in the past year.

✦ Share your pictures. What do they show? How did you change?



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# Topic 3

# What are my goals?










**Syllable Stress Patterns**

When words have more than one syllable, one of the syllables is stressed. It sounds louder than the other syllables. Here are some common syllable stress patterns.

| Two Syllables | |
|---|---|
| ○ ● | ● ○ |
| fu-ture | to-day |

| Three Syllables | | |
|---|---|---|
| ○ ● ● | ● ○ ● | ● ● ○ |
| dif-fi-cult | to-mor-row | un-der-stand |

| Four Syllables | |
|---|---|
| ● ○ ● ● | ● ● ○ ● |
| im-pos-si-ble | in-for-ma-tion |



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**1** Listen and repeat. Clap the syllables. 17

| Syllable Stress Patterns | | | | |
|---|---|---|---|---|
| Two Syllables | | Three Syllables | | |
| ○ ● | ● ○ | ○ ● ● | ● ○ ● | ● ● ○ |
| fu-ture | a-ward | dif-fi-cult | im-por-tant | un-der-stand |
| mon-ey | to-day | hap-pi-ness | to-mor-row | vol-un-teer |
| **Four Syllables** | | | | |
| ● ○ ● ● | | e-qua-li-ty | im-pos-si-ble | |
| ● ● ○ ● | | com-pe-ti-tion | in-for-ma-tion | |

✦ Practice the words with a classmate.

**2** Listen and follow. Circle the stressed syllables. 18

1



mon-ey

2



hap-pi-ness

3



im-pos-si-ble

4



a-ward

5




to-mor-row

6



vol-un-teer

**3** Listen and follow. 19

Today, tomorrow, the future—
What do you want to do?
Win a competition, learn something new!
Try to make a difference, volunteer!
You can spread happiness far and near.

✦ Chant with your classmates. 19





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# Explore

**1** Listen and repeat. Clap the syllables. 20

| | | | |
|---|---|---|---|
| 1 award | ☐ | 8 impossible | ☐ |
| 2 competition | ☐ | 9 information | ☐ |
| 3 difficult | ☐ | 10 money | ☐ |
| 4 equality | ☐ | 11 today | ☐ |
| 5 future | ☐ | 12 tomorrow | ☐ |
| 6 happiness | ☐ | 13 understand | ☐ |
| 7 important | ☐ | 14 volunteer | ☐ |

✧ Practice the words with a classmate. Write the number of syllables.

**2** Write the stressed syllables.

dif fu mor qua teer ti

1



_____ture

2




to _____row

3



volun_____

4



_____ficult

5



e_____lity

6



compe_____tion



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**3** Listen and follow. Circle the correct syllable stress pattern. 21

1 today a ○● b ●○

2 future a ○● b ●○

3 important a ○●● b ●○●

4 happiness a ○●● b ●○●

5 understand a ●○● b ●●○

6 equality a ●○●● b ●●○●

7 information a ●○●● b ●●○●

**4** Listen and follow. Clap the syllables. 22

1 award ●○

2 competition ●●○●

3 difficult ○●●

4 impossible ●○●●

5 money ○●

6 tomorrow ●○●

7 volunteer ●●○

✦ Write the words with the same syllable stress pattern.

1 happiness .....

2 information .....

3 today .....

4 equality .....

5 future .....

6 understand .....

7 important .....



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# Expand

**1** Listen and repeat. Clap the syllables. 23



aquarium ☐



destination ☐



money ☐



eraser ☐



kangaroo ☐



exercise ☐

✧ Write the number of syllables.

**2** Listen and follow. Complete the chart. 24

again aquarium destination eraser exercise future kangaroo

| | | |
|---|---|---|
| 1 | ○ ● | famous, ....., money |
| 2 | ● ○ | ....., award, today |
| 3 | ○ ● ● | difficult, ....., happiness |
| 4 | ● ○ ● | ....., important, tomorrow |
| 5 | ● ● ○ | ....., understand, volunteer |
| 6 | ● ○ ● ● | ....., equality, impossible |
| 7 | ● ● ○ ● | competition, ....., information |

✧ Practice the words with a classmate. Clap the syllables.



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# Check Your Understanding

**1** Listen and follow. Write the number of syllables. 25

| | | | |
|---|---|---|---|
| 1 today | ☐ | 5 information | ☐ |
| 2 vacation | ☐ | 6 computer | ☐ |
| 3 happiness | ☐ | 7 tomorrow | ☐ |
| 4 future | ☐ | 8 impossible | ☐ |

**2** Match the words with the same syllable stress pattern.

| | |
|---|---|
| 1 important | competition |
| 2 money | eraser |
| 3 information | aquarium |
| 4 impossible | future |
| 5 award | ocean |
| 6 difficult | again |
| 7 famous | disappear |
| 8 volunteer | exercise |

**3** Draw two pictures of yourself in the future. Show two goals you want to achieve.

✦ Share your pictures. What are the goals? What can you do to achieve them?



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# Topic 4

# Why do we dream?



**Long and Short Vowel Sounds**

Long vowels say their names: *a, e, i, o* or *u*. In vowel teams, the second vowel is often a silent letter. Short vowels don't say their names.



peaceful

Long e



bed

Short e



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**1** Listen and repeat. 26

| Long Vowel Sounds | | | | |
|---|---|---|---|---|
| **Long a** | **Long e** | **Long i** | **Long o** | **Long u** |
| afraid awake | dream tree | fly night | grow stone | blue music |

| Short Vowel Sounds | | | | |
|---|---|---|---|---|
| **Short a** | **Short e** | **Short i** | **Short o** | **Short u** |
| cat snack | bed heavy | fix gift | clock doctor | jump sun |

**2** Write the long vowel sounds: *a, e, i, o* or *u*.




tree .....




afraid .....




fly .....




music .....




grow .....

**3** Write the short vowel sounds: *a, e, i, o* or *u*.




fix .....




clock .....




snack .....




jump .....




heavy .....

**4** Listen and follow. 27

Tick tock, tick tock—
It's half past eight.
Time for bed. It's getting late.
It's dark outside. The moon is bright.
Pull up the covers. Turn out the light.
Close your eyes. Fall asleep.
But if you can't, count some sheep!

✧ Chant with your classmates. 27





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# Explore

**1** Match the long vowel sounds with the words. Listen and check. 28

| | | | |
|---|---|---|---|
| 1 | Long a | night | blue |
| 2 | Long e | awake | fly |
| 3 | Long i | music | grow |
| 4 | Long o | tree | afraid |
| 5 | Long u | stone | dream |

✧ Practice the words with a classmate.

**2** Match the short vowel sounds with the words. Listen and check. 29

| | | | |
|---|---|---|---|
| 1 | Short a | clock | heavy |
| 2 | Short e | gift | sun |
| 3 | Short i | bed | doctor |
| 4 | Short o | jump | snack |
| 5 | Short u | cat | fix |

✧ Practice the words with a classmate.

**3** Complete the words. Circle the correct vowel sounds.

1



c_____t

Long a Short a

2



st_____ne

Long o Short o

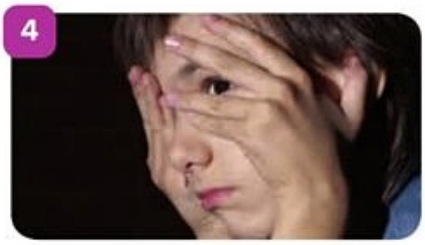
3



g_____ft

Long i Short i

4



afr_____d

Long a Short a

5



dr_____m

Long e Short e

6



n_____t

Long i Short i



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**4** Listen and follow. Write the vowel sounds: *Long* or *Short a, e, i, o* or *u*. 30

1 
fish

2 
reading

3 
float

4 
glue

5 
pet

.....  .....  .....  .....  .....

6 
frog

7 
map

8 
write

9 
cake

10 
duck

.....  .....  .....  .....  .....

✦ Practice the words with a classmate.

**5** Sort the words.

awake  blue  clock  fix  grow
jump  night  red  snack  tree

| Long a | Long e | Long i | Long o | Long u |
|---|---|---|---|---|
| afraid | dream | fly | stone | music |
| | | | | |
| | | | | |

| Short a | Short e | Short i | Short o | Short u |
|---|---|---|---|---|
| cat | bed | gift | doctor | sun |
| | | | | |
| | | | | |

✦ Add the words from activity 4 to the chart. Listen and check. 31



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# Expand

**1** Listen and repeat. 32

**Sometimes vowel sounds have unusual spellings.**



eight

Long a



ski

Long e



buy

Long i



zoo

Long u

**2** Listen and follow. Write the long vowel sounds: *a, e, i, o* or *u*. 33

1



Please give me a piece of pizza. .....

2



You have new blue shoes. .....

3



They are great neighbors. .....

4



The plane flew through two huge rooms. .....

5



Try to buy a nice, bright flashlight. .....

6



We need to read three magazines. .....

✧ Practice the sentences with a classmate.



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# Check Your Understanding

**1** Listen and follow. Cross out the words with a different vowel sound. 34

| | | | |
|---|---|---|---|
| 1 | awake | stone | afraid |
| 2 | bed | tree | dream |
| 3 | grow | coat | clock |
| 4 | night | fix | gift |
| 5 | cat | cake | snack |
| 6 | blue | sun | shoe |

**2** Listen and follow. Sort the words. 35

cat fix float game jump kite pet sock tree zoo

| Long a | Long e | Long i | Long o | Long u |
|---|---|---|---|---|
| | | | | |

| Short a | Short e | Short i | Short o | Short u |
|---|---|---|---|---|
| | | | | |

**3** Draw a picture of a dream that you have had.

Share your picture. What does the picture show? What was the dream about?



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# Topic 5

# How do we explain prehistoric times?



**Hard and Soft Sounds**

The letters *c* and *g* have two sounds.

Hard c has a “k” sound. Soft c has an “s” sound.

Hard g has a “g” sound. Soft g has a “j” sound.



cave

Hard c



icy

Soft c



egg

Hard g



giant

Soft g



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**1** Listen and repeat. 36

| Hard and Soft Sounds | |
|---|---|
| **Hard c sounds like "k".** | **Soft c sounds like "s".** |
| cave coast doctor | center city icy pencil |
| **Hard g sounds like "g".** | **Soft g sounds like "j".** |
| ago egg game group | age giant image page |

✦ Practice the words with a classmate.

**2** Listen and follow. Circle the correct sound. 37




k s




k s




k s




k s




g j




g j




g j




g j

**3** Listen and follow. 38

Giant dinosaurs walked the coast.
Of Earth's years, they lived the most.
Later in another age,
different animals wrote history's page.
Then dinosaurs, they were no more.
Now mammoths roamed the icy shores.
Humans painted stones in caves,
and fossils lay in rocky graves.



✦ Chant with your classmates. 38



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# Explore

**1** Listen and follow. Match the parts of the sentences. 39

| | | |
|---|---|---|
| 1 Hard c has a... | "g" sound, like *go* and... | *city*. |
| 2 Soft c has a... | "j" sound, like *jump* and... | *game*. |
| 3 Hard g has a... | "k" sound, like *kite* and... | *cave*. |
| 4 Soft g has a... | "s" sound, like *sun* and... | *giant*. |

**2** Listen and repeat. Color the words with a hard c sound. 40

| | | | |
|---|---|---|---|
| cave | center | city | coast |
| doctor | icy | pencil | |

✦ Practice the words with a classmate.

**3** Listen and repeat. Color the words with a hard g sound. 41

| | | | |
|---|---|---|---|
| age | ago | egg | game |
| giant | group | image | page |

✦ Practice the words with a classmate.

**4** Cross out the words with a different sound.

| | | | | |
|---|---|---|---|---|
| 1 city | icy | cave | pencil | **Hard / Soft** c |
| 2 page | giant | ago | image | **Hard / Soft** g |
| 3 doctor | center | cave | coast | **Hard / Soft** c |
| 4 egg | image | giant | page | **Hard / Soft** g |
| 5 pencil | city | doctor | icy | **Hard / Soft** c |
| 6 game | group | age | ago | **Hard / Soft** g |

✦ What is the sound for each set of words? Circle *Hard* or *Soft*.



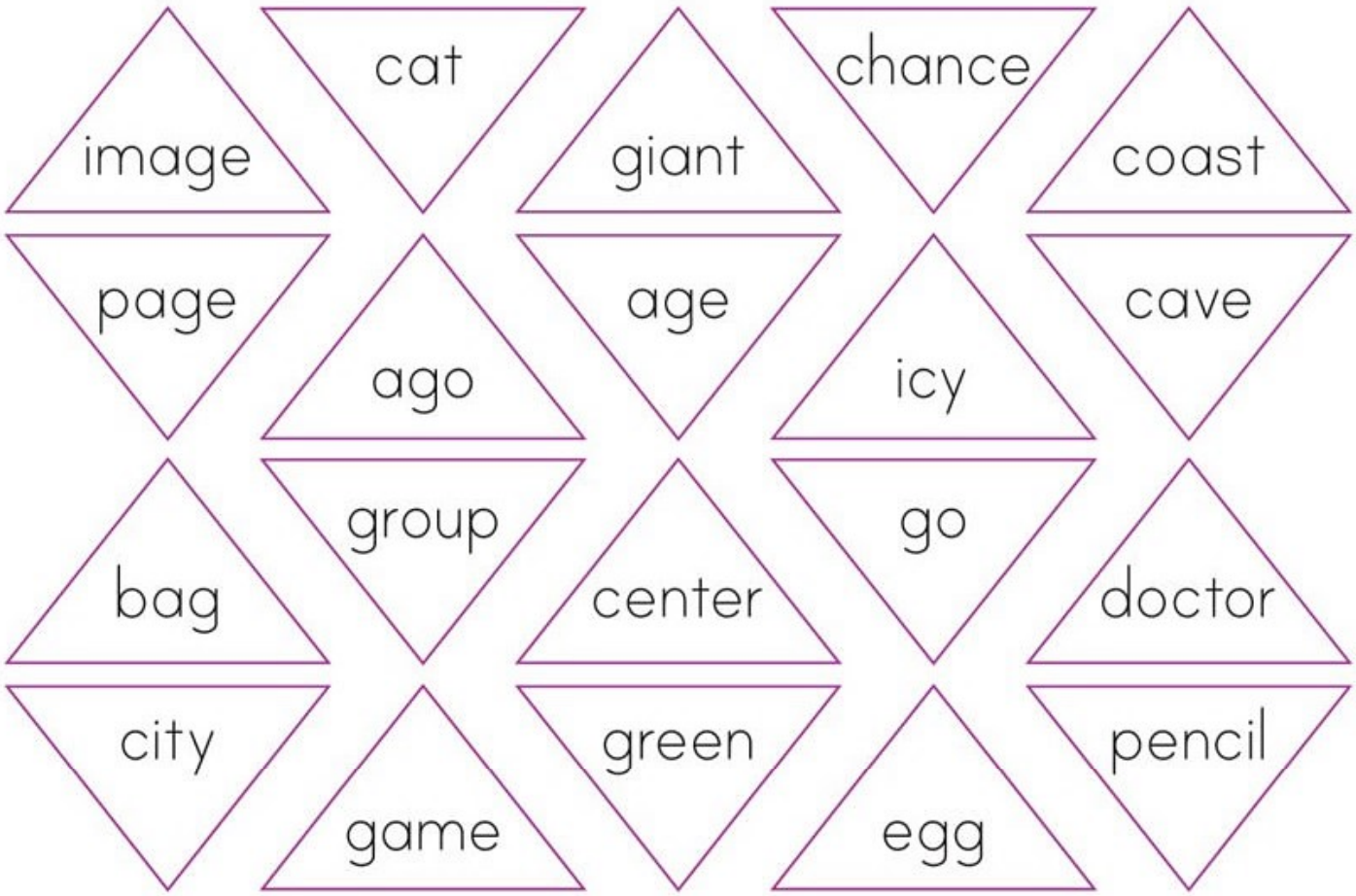
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**5** **Listen and follow. Complete the words.** 42

Millions of years (1) a.....o, there were all kinds of dinosaurs. There were (2) .....iant dinosaurs, but there were also small ones, too. Some dinosaurs lived in (3) .....roups for safety. Others lived alone. Even though the dinosaurs are gone, we can learn about them from fossils. Scientists have found dinosaur bones and dinosaur (4) e.....s. There are even fossil dinosaur tracks, like these tracks on the (5) .....oast of Australia!



**6** **Color the words with soft c sounds yellow. Color the words with soft g sounds green.**




✦ **Listen and check.** 43



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# Expand

**1** Listen and follow. Circle the correct sound. 44




k s




k s




k s




k s




g j




g j




g j




g j

✧ Practice the words with a classmate.

**2** Match the words with the same hard or soft sound.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | cave | clock | | 5 | age | grapes | |
| 2 | center | gold | | 6 | ago | circle | |
| 3 | egg | energy | | 7 | coast | gentle | |
| 4 | page | dance | | 8 | icy | cat | |

✧ Practice the words with a classmate.

**3** Listen and follow. Complete the words. 45

| | | | | |
|---|---|---|---|---|
| 1 | c.....t | c.....ock | c.....ast | ..... |
| 2 | g.....me | g.....ld | g.....oup | ..... |
| 3 | c.....nter | c.....rcle | ic..... | ..... |
| 4 | g.....ntle | g.....ant | mag.....c | ..... |

✧ Practice the words with a classmate. Write *H* (hard) or *S* (soft).

**4** Circle the correct words to complete the sentences.

1 **Hard** / **Soft** sounds are followed by the vowels *a*, *o* and *u* and consonants.

2 **Hard** / **Soft** sounds are followed by the letters *e*, *i* and *y*.



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# Check Your Understanding

**1** Write the correct sounds.

g j k s

| 1 Hard c has a ..... sound. | 2 Soft c has a ..... sound. |
|---|---|
| | |
| 3 Hard g has a ..... sound. | 4 Soft g has a ..... sound. |
| | |

✧ Sort the words.

age cat center clock coast dance
gentle gold grapes gum page pencil

**2** Draw a picture of a scene from prehistoric times.

✧ Share your picture. What does the picture show? Why is it interesting to you?



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Topic 6

# What challenges do humans face?









**R-controlled Vowel Sounds**

Vowels sound different when they are followed by the letter *r*. Two common r-controlled vowel sounds are "or" and "er". These sounds can have different spellings.



forest



Earth



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**1** Listen and repeat. 46

| R-controlled Vowel Sounds | |
|---|---|
| "or" | "er" |
| door forest oar<br>pour snore warm | courage danger Earth first<br>learn turn world |

**2** Underline the r-controlled vowel sounds.




snore




door




warm




pour




first




learn




courage




world

✦ Practice the words with a classmate.

**3** Listen and follow. 47

The Earth is a treasure
with beauty beyond measure!
But the world is in danger
from warm and changing weather.
Have courage. Don't lose heart.
Let's learn to do our part.

✦ Chant with your classmates. 47





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# Explore

**1** Listen and follow. Circle the correct r-controlled vowel sounds. 48

1



first

or er

2




snore

or er

3



danger

or er

4



door

or er

5



forest

or er

6



turn

or er

7



learn

or er

8



warm

or er

9



oar

or er

✦ Practice the words with a classmate.



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**2** Color the words with "or" sounds orange. Color the words with "er" sounds purple.

| | | | | | |
|---|---|---|---|---|---|
| turn | learn | warm | pour | first | oar |
| courage | door | Earth | world | forest | snore |

✦ Listen and check. 49

**3** Cross out the words with a different r-controlled vowel sound.

| | | | |
|---|---|---|---|
| 1 Earth | learn | forest | ..... |
| 2 pour | world | oar | ..... |
| 3 first | turn | door | ..... |
| 4 snore | danger | courage | ..... |
| 5 warm | world | forest | ..... |
| 6 first | door | Earth | ..... |

✦ What is the sound for each pair of words? Write *or* or *er*.

**4** Listen and follow. Circle the correct spelling. 50

| | | |
|---|---|---|
| 1 d..... | ore | oor |
| 2 l.....n | er | ear |
| 3 w.....ld | er | or |
| 4 t.....n | er | ur |
| 5 sn..... | ore | oor |
| 6 f.....est | or | oor |
| 7 f.....st | er | ir |
| 8 c.....age | er | our |

✦ Write the words to complete the chart.



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# Expand

**1** Listen and repeat. Circle the correct r-controlled vowel sounds. 51

1 


or er

2 


or er

3 


or er

4 


or er

5 


or er

6 


or er

**2** Underline the "er" and "or" sounds. Match the words with the same sounds and spellings.

| | | | | | |
|---|---|---|---|---|---|
| 1 | first | floor | 4 | snore | hurt |
| 2 | door | bird | 5 | turn | four |
| 3 | learn | Earth | 6 | pour | more |

✧ Listen and check. Practice the words with a classmate. 52

**3** Listen and follow. Sort the words. 53

fork germ nurse person snore store word your

| | | | | | |
|---|---|---|---|---|---|
| "or" | | | | | |
| "er" | | | | | |

✧ Practice the words with a classmate.



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# Check Your Understanding

**1** Color the words with "or" sounds orange. Color the words with "er" sounds purple.

| | | | | | |
|---|---|---|---|---|---|
| sport | snore | work | floor | learn | turn |
| four | world | nurse | for | person | first |
| shirt | hurt | more | danger | warm | forest |
| oar | door | Earth | courage | store | germ |
| bird | were | word | pour | fork | your |

✦ Listen and check. Practice the words with a classmate. 54

**2** Draw two ways people can make the world a better place.

✦ Share your pictures. How are the people helping? What effects will their actions have?



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# Topic 7

# How can I help?



**Affixes: Prefixes and Suffixes**

Affixes are prefixes and suffixes. We can add prefixes and suffixes to words and word roots in order to change their meanings.

| We can add prefixes to the beginning of words. | | We can add suffixes to the end of words. |
|---|---|---|
| international<br>*between* | multiply<br>*many, more than one* | comfortable<br>*can, full of* |
| recycle<br>*again, go back* | uncommon<br>*the opposite of, not* | education<br>*verb → noun* |



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# Engage

**1** Listen and repeat. 55

| Prefixes | | | |
|---|---|---|---|
| *inter-* | *multi-* | *re-* | *un-* |
| international | multilingual | recycle | uncommon |
| internet | multiply | repeat | unkind |

| Suffixes | | | | | |
|---|---|---|---|---|---|
| *-able / -ible* | | | *-ion* | | |
| adorable | comfortable | flexible | confusion | education | transportation |

**2** Listen and follow. 56




*Inter-* means "between." *International* means "between nations."




*Multi-* means "many" or "more than one." *Multilingual* means "more than one language."




*Re-* means "again" or "go back." *Repeat* means "say or do again."




*Un-* means "not" or "the opposite of." *Uncommon* means "not common."

**3** Listen and follow. Complete the examples. 57

1 The suffixes *-able* and *-ible* mean "can" or "full of."

ador_____ comfort_____ flex_____

2 The suffix *-ion* often comes after *s* or *t*. It turns some verbs into nouns.

confus_____ educat_____ transportat_____

**4** Listen and follow. 58

Be uncommonly kind to the people you know.
Repeat what is good—Be flexible and grow.
Multiply knowledge by learning a ton.
Do your best and have lots of fun!

✦ **Chant with your classmates.** 58





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# Explore

**1** Underline the prefixes. Complete the meanings with the correct words.

again (x2) between (x2) many (x2) not (x2)

1 


languages

2 


common

3 


to say or do

4 


nations

5 


to process

6 


networks

7 

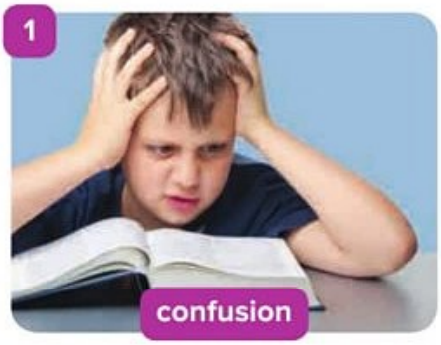

to make

8 


kind

**2** Underline the suffixes. Complete the meanings with the correct words.

can (x2) noun form

1 


the

of *confuse*

2 


flex

or bend

3 


be

adored; cute



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**3** **Match the affixes with their meanings.**

| | | | |
|---|---|---|---|
| 1 inter- | *many, more than one* | 4 un- | *verb → noun* |
| 2 multi- | *again, go back* | 5 -able | *the opposite of, not* |
| 3 re- | *between* | 6 -ion | *can, full of* |

**4** **Complete the sentences with the correct affix. Listen and check.** 59

ible inter ion multi re un

1



Bread with many grains is .....grain bread.

2




The level between beginner and advanced is .....mediate.

3




If something is the opposite of lucky, it's .....lucky.

4



If you read a story again, you .....read it.

5



Something you can't see is invis.....

6



The noun form of *decide* is decis.....

**5** **Match the words with their meanings.**

| | |
|---|---|
| 1 action | a not important |
| 2 review | b with more than one use |
| 3 washable | c the noun form of *act* |
| 4 unimportant | d a conversation with questions between two people |
| 5 multiuse | e can be washed |
| 6 interview | f to look at something again |



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# Expand

**1** Listen and repeat. 60

| *-able* | *-ible* |
|---|---|
| acceptable adaptable adorable comfortable inflatable | flexible incredible invisible responsible terrible |

**2** Complete the words with *able* or *ible*.

| | |
|---|---|
| 1 When something is amazing, it... | a is inflat_____. |
| 2 Something that you can fill with air... | b is respons_____. |
| 3 A cute animal... | c is incred_____. |
| 4 A person who takes responsibility... | d is flex_____. |
| 5 Something you can't see... | e is ador_____. |
| 6 Something that can adapt... | f is terr_____. |
| 7 Something you can accept... | g is comfort_____. |
| 8 Something that is very bad... | h is invis_____. |
| 9 A person who can flex or bend... | i is adapt_____. |
| 10 When something gives comfort, it... | j is accept_____. |

✧ Match the parts of the sentences.

**3** Listen and repeat. 61

| *un-* | *in-* | *im-* |
|---|---|---|
| unequal unusual | incomplete incorrect | imperfect impatient |

**4** Listen and follow. Circle the correct prefix. 62

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | un | in | im | 3 | un | in | im | 5 | un | in | im |
| 2 | un | in | im | 4 | un | in | im | 6 | un | in | im |

**5** Listen to the words from activity 4 again. Complete the words with *un*, *in* or *im*. 62

| | | | | | |
|---|---|---|---|---|---|
| 1 _____polite | 3 _____possible | 5 _____organic |
| 2 _____formal | 4 _____afraid | 6 _____believable |

✧ Practice the words with a classmate.



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# Check Your Understanding

**1** Underline the affixes in the first column. Match the words with the same affix.

| | | | |
|---|---|---|---|
| 1 | education | confusion | redo |
| 2 | internet | multiply | introduction |
| 3 | repeat | international | acceptable |
| 4 | comfortable | incomplete | multinational |
| 5 | unkind | recycle | unusual |
| 6 | incorrect | uncommon | terrible |
| 7 | flexible | impolite | informal |
| 8 | multilingual | adorable | impatient |
| 9 | imperfect | responsible | interview |

**2** Draw four ways you can help your friends and family.

✦ Share your pictures. Who are you helping? What are you doing to help?



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# Topic 8

# What would animals say to us?



**Diphthongs**

Sometimes a vowel sound is a combination of two different vowel sounds. First you say one sound, then the other. This is called a diphthong.



frown

Short a → Long u



few

Long e → Long u



noise

Short o → Long e



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**1** Listen and repeat. 63

| Diphthongs | | |
|---|---|---|
| "ow" | "ʸu" | "oy" |
| down ground round | cute few music | boy noise soil |
| shout town | unicorn universe | toy voice |

✦ Practice the words with a classmate.

**2** Listen and follow. Circle the correct sounds. 64




ow ʸu oy




ow ʸu oy




ow ʸu oy




ow ʸu oy




ow ʸu oy




ow ʸu oy




ow ʸu oy




ow ʸu oy

**3** Listen and follow. Circle the words with "ow," "ʸu" and "oy" sounds. 65

Make a lot of noise! Jump up and down!

Get your feet up off the ground!

Make some music! Raise your voice!

Jump and shout! Dance round and round.



✦ Chant with your classmates. 65



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# Explore

**1** Listen and follow. Number the words. 66



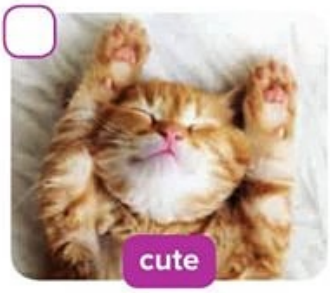

ow ʸu oy




ow ʸu oy




ow ʸu oy




ow ʸu oy




ow ʸu oy




ow ʸu oy




ow ʸu oy




ow ʸu oy

✧ Listen and follow again. Circle the correct sound. 66

**2** Underline the diphthongs. Match the words with the same sounds and spellings.

| | |
|---|---|
| 1 down | voice |
| 2 round | shout |
| 3 music | boy |
| 4 noise | unicorn |
| 5 toy | town |

✧ Listen and check. Practice the words with a classmate. 67

**3** Cross out the word with a different diphthong sound.

| | | | | |
|---|---|---|---|---|
| 1 boy | music | universe | unicorn | ..... |
| 2 down | voice | ground | town | ..... |
| 3 universe | cute | few | soil | ..... |
| 4 noise | toy | frown | boy | ..... |

✧ What is the sound for each set of words? Write *ow*, *ʸu* or *oy*.



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**4** Listen and follow. Circle the correct spellings. 68

| | | | |
|---|---|---|---|
| 1 d.....n | ou | ow | |
| 2 v.....ce | oi | oy | |
| 3 f..... | ew | uw | |
| 4 t.....n | ou | ow | |
| 5 n.....se | oi | oy | |
| 6 b..... | oi | oy | |
| 7 c.....te | ew | u | |
| 8 s.....l | oi | oy | |

✦ Write the words to complete the chart.

**5** Listen and follow. Circle the word with the same diphthong sound. 69




few found




town toy




music voice




boy music




noise shout




down few

**6** Match the words with the same sound.

| | | |
|---|---|---|
| 1 shout | royal | fuel |
| 2 music | clown | choice |
| 3 toy | view | proud |



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# Expand

**1** Listen and follow. Circle the correct sounds. 70

1

cube

ow ʸu oy

2

house

ow ʸu oy

3

cow

ow ʸu oy

4

confused

ow ʸu oy

5

rescue

ow ʸu oy

6

toilet

ow ʸu oy

7

coin

ow ʸu oy

8

crown

ow ʸu oy

9

point

ow ʸu oy

10

mouse

ow ʸu oy

11

united

ow ʸu oy

12

voyage

ow ʸu oy

✦ Practice the words with a classmate.

**2** Sort the words from activity 1.

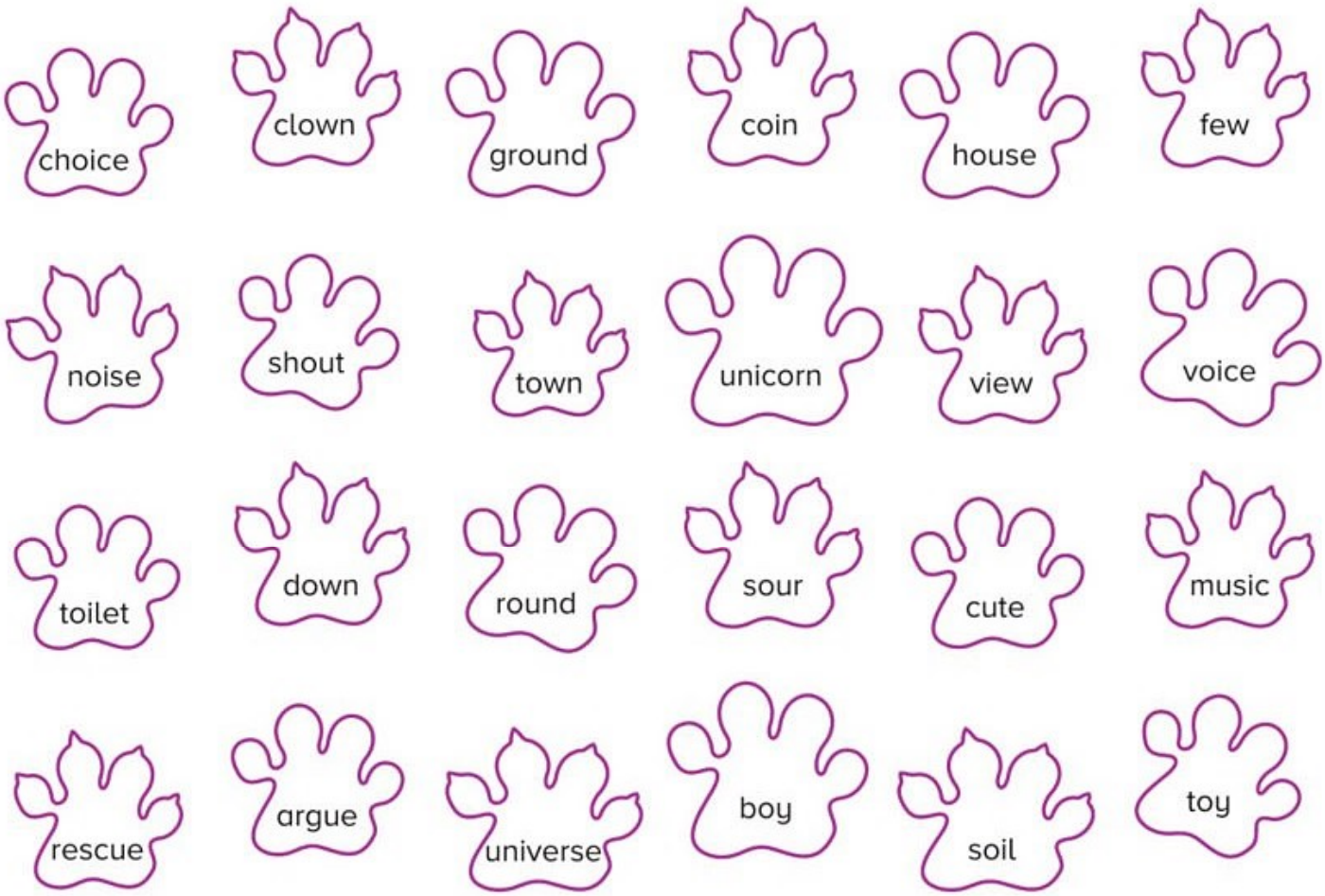
| "ow" | "ʸu" | "oy" |
|---|---|---|
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |



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# Check Your Understanding

**1** Color the words with "ow" sounds green. Color the words with "ʸu" sounds orange. Color the words with "oy" sounds yellow.




**2** Draw a picture of a scene with animals talking.

✦ Share your picture. What are the animals saying?



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# Topic 9

# Could I be an inventor?




**Homophones**

Homophones are words that sound the same, but they have different spellings and meanings.



c



sea



see



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# Engage

**1** Listen and repeat. 71

| Homophones | | |
|---|---|---|
| ate eight | b be bee | c sea see |
| hour our | know no | red read |
| right write | their there they're | to too two |

✦ Practice the words with a classmate.

**2** Circle the homophones.

1



I read the book with the red cover.

2



We ate breakfast at eight o'clock.

3



They're waiting for their bus over there.

4



Our exam lasted an hour.

5



Remember to buy two apples, too.

6



How does it feel to be a bee?

**3** Listen and follow. 72

See, see, see the sea.
Fly to flowers, be a bee.
Write the right words, find a key.
Where are Andy, Liz and Lee?
They're over there, playing by a tree.

✦ Chant with your classmates. 72





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# Explore

**1** Circle the correct words to complete the sentences.

1




I can **sea** / **see** better with my new glasses.

2



I've never sailed across a **sea** / **see**.

3



What will you **be** / **bee** when you grow up?

4



Look! There's a **be** / **bee** on that flower.

5



That's correct! You have the **right** / **write** answer.

6



Please **right** / **write** your name on the paper.

7



I like dogs, **too** / **two**!

8



We have **too** / **two** kittens.



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**2** **Match the homophones.**

| | | | |
|---|---|---|---|
| 1 | bee | their | see |
| 2 | two | sea | they're |
| 3 | there | b | to |
| 4 | c | too | be |

**3** **Complete the sentences with the correct words.**

ate eight hour know no our there they're

1 The kite costs _____ dollars.

2 Do you _____ where the library is?

3 _____ is a supermarket near my house.

4 The game starts in an _____.

5 After lunch, I _____ some ice cream.

6 Where are my books? _____ on the table.

7 Do you like spicy food? _____, I don't.

8 We do _____ homework after school.

✧ **Practice the sentences with a classmate.**

**4** **Cross out the incorrect homophones. Write the correct words.**

1 Jen and Will already bought there movie tickets. _____

2 I borrowed ate books from the library. _____

3 Tara is wearing a blue jacket, to. _____

4 Ethan has the write answer. _____

5 I can't sea well without my glasses. _____

6 The movie lasts one our. _____

7 Alex red this book before I did. _____

8 I don't no where the post office is. _____



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# Expand

**1** Listen and follow. Match the homophones. 73



hear ☐



flower ☐



buy ☐



not ☐



won ☐



sun ☐



ant ☐



nose ☐



flour



here



knot



bye



son



knows



one



aunt

✦ Practice the words with a classmate.

**2** Write the pairs of homophones in your notebook.



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# Check Your Understanding

**1** Circle the homophones.

| | | | | |
|---|---|---|---|---|
| 1 | say | see | sea | she |
| 2 | through | there | these | they're |
| 3 | are | ate | eight | egg |
| 4 | real | read | write | red |
| 5 | sun | son | song | sung |
| 6 | one | on | wind | won |
| 7 | bee | buy | bye | bay |
| 8 | no | nose | new | knows |

**2** Write the homophones.

1 ant, .....

2 ate, .....

3 flour, .....

4 knot, .....

5 hear, .....

6 right, .....

**3** Draw people in the future using a new invention.

✦ Share your picture. What is the invention? How will people use it in the future?



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# Word Lists

## Topic 1

### Core Words

aren't
can't
couldn't
didn't
doesn't
don't
he'll
I'll
I'm
isn't
it's
mustn't
she's
shouldn't
they're
wasn't
we'll
weren't
you'll

### Additional Examples

hasn't
haven't
here's
he's
let's
that's
there's
they'll
we're
you're

## Topic 2

### Core Words

big
bigger
biggest
clearly
easier
easiest
easily
easy
fast
faster
fastest
happier
happiest
happily
happy
loudly
nice
nicer
nicest
quietly
tall
taller
tallest

### Additional Examples

angrier
angriest
angry
calm
calmly
careful
carefully
cute
cutest
late
later
long
longer
quiet
sillier
silly
sleepily
sleepy
slowly
strong
thin
thinner

## Topic 3

### Core Words

award
competition
difficult
equality
future
happiness
important
impossible
information
money
today
tomorrow
understand
volunteer

### Additional Examples

again
aquarium
computer
destination
disappear
eraser
exercise
famous
kangaroo
ocean
vacation



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## Topic 4

### Core Words

afraid
awake
bed
blue
cat
clock
doctor
dream
fix
fly
gift
grow
heavy
jump
music
night
peaceful
snack
stone
sun
tree

### Additional Examples

bright
buy
cake
duck
eight
fish
flashlight
flew
float
frog
game
glue
great
huge
kite
magazines
map
me
need
neighbors
new
nice
pet
piece
pizza
please
read
reading
rooms
shoes
ski
sock
they
three
through
try
two
we
write
you
zoo

## Topic 5

### Core Words

age
ago
cave
center
city
coast
doctor
egg
game
giant
group
icy
image
page
pencil

### Additional Examples

bag
cat
chance
circle
clock
cut
dance
energy
gentle
go
gold
grapes
green
gum
magic

## Topic 6

### Core Words

courage
danger
door
Earth
first
forest
learn
oar
pour
snore
turn
warm
world

### Additional Examples

bird
floor
for
fork
four
germ
hurt
more
nurse
person
shirt
sport
store
were
word
work
your



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## Topic 7

### Core Words

adorable
comfortable
confusion
education
flexible
international
internet
multilingual
multiply
recycle
repeat
transportation
uncommon
unkind

### Additional Examples

acceptable
action
adaptable
decision
impatient
imperfect
incomplete
incorrect
incredible
inflatable
informal
intermediate
interview
introduction
invisible
multigrain
multinational
multiuse
recycle
redo
reread
responsible
review
terrible
unequal
unimportant
unlucky
unusual
washable

## Topic 8

### Core Words

boy
cute
down
few
frown
ground
music
noise
round
shout
soil
town
toy
unicorn
universe
voice

### Additional Examples

argue
choice
clown
coin
confused
cow
crown
cube
fuel
house
mouse
point
proud
rescue
royal
sour
toilet
united
view
voyage

## Topic 9

### Core Words

ate
be
bee
eight
hour
know
no
our
read
red
right
sea
see
their
there
they're
to
too
two
write

### Additional Examples

ant
aunt
buy
bye
flour
flower
hear
here
knot
knows
nose
not
one
son
sun
won



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## 4 Long and Short Vowel Sounds

| | | | | |
|---|---|---|---|---|
| afraid | tree | fly | | blue |
| | bed | fix | clock | sun |

## 6 R-controlled Vowel Sounds

| "or" | "er" |
|---|---|
| | |

## 2 Adjective Suffixes

| | | |
|---|---|---|
| nicer | | |

## 9 Homophones

| | | |
|---|---|---|
| their | | they're |

## 8 Diphthongs

| | | |
|---|---|---|
| mouse | | coin |

## 1 Contractions

| | | | |
|---|---|---|---|
| she's | | isn't | |
| doesn't | | mustn't | |

## 5 Hard and Soft Sounds

| | | | |
|---|---|---|---|
| | | icy | |
| egg | | | |

## 7 Affixes: Prefixes and Suffixes

| | | | |
|---|---|---|---|
| internet | | repeat | |
| unkind | adorable | | |

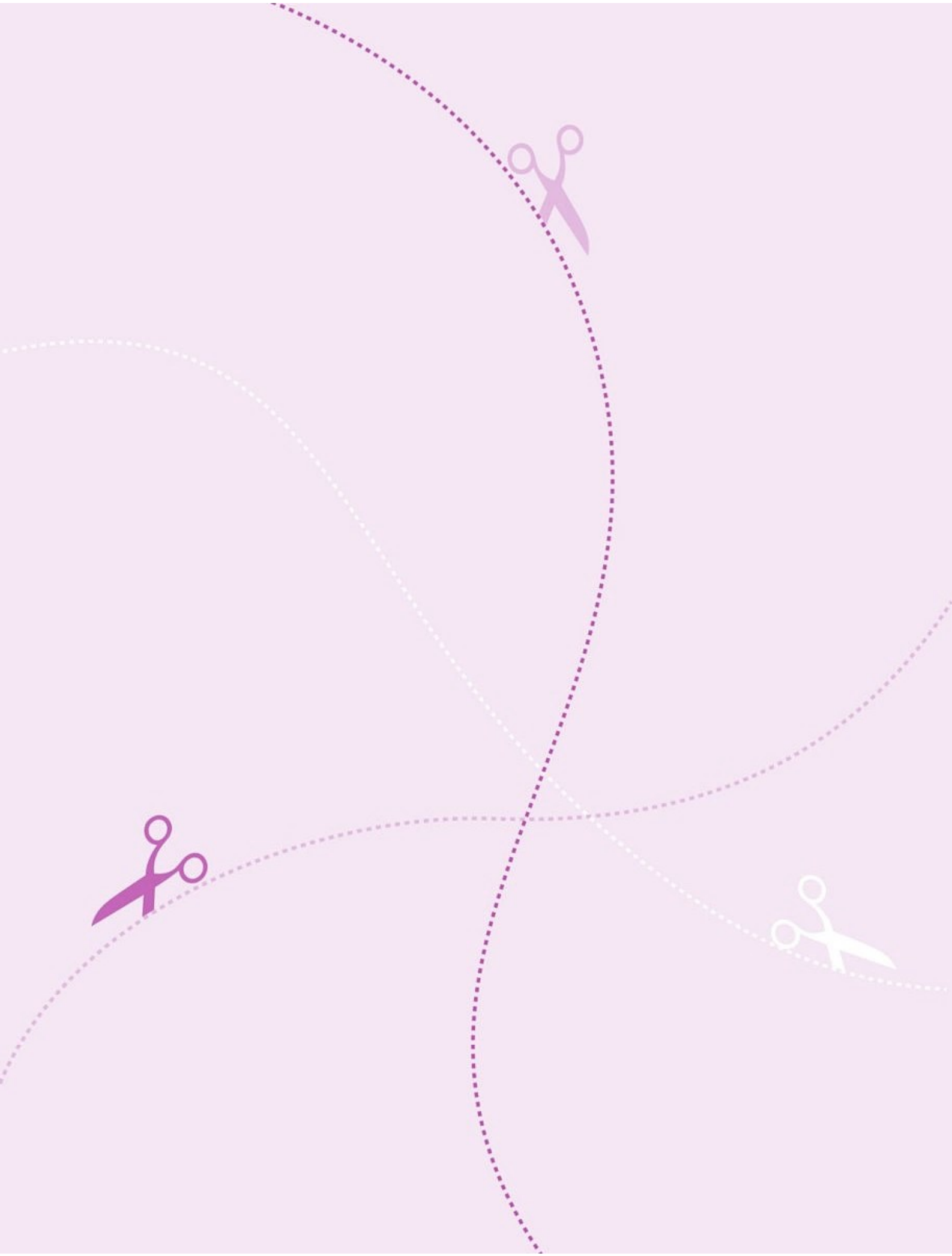
## 3 Syllable Stress Patterns

| | | |
|---|---|---|
| mon-ey | to-day | dif-fi-cult |
| | | ○●● |

| | |
|---|---|
| bigger | grow |
| cat | ●○ |
| there | learn |
| coast | fuel |
| you'll | decision |
| ○● | door |
| multiply | easier |
| can't | image |



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# COMPASS



## Topics

- What are my rights and responsibilities?
- How have I changed?
- What are my goals?
- Why do we dream?
- How do we explain prehistoric times?
- What challenges do humans face?
- How can I help?
- What would animals say to us?
- Could I be an inventor?

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