



How to Use Your Level 2 Teacher’s Manual (First Edition, ISBN 978-1-935197-42-3) with the Third Edition Activity Book, Word Cards, and Readers

It is possible to use a First Edition *All About Reading* Level 2 Teacher’s Manual with the Third Edition activity book, word cards, and readers, but please be aware that it will take quite a bit of time to update your Teacher’s Manual. There were significant changes between editions, including 16 new activities, 4 new stories, and many page number changes.

If you are short on time and looking for ease of use, it will be more convenient to purchase the newest edition. But if you would prefer to use your existing Teacher’s Manual, refer to the following charts.

To use with the Third Edition activity book	pages 2-12
To use with the Third Edition word cards	pages 13-14
To use with the Third Edition readers	page 15

How to Use Your Level 2 Teacher’s Manual

(First Edition, ISBN 978-1-935197-42-3)

with the Third Edition Activity Book

(ISBN 978-1-935197-58-4)

Follow these steps to coordinate your First Edition Teacher’s Manual with the Third Edition activity book:

1. Referring to the chart below, make the changes indicated.
2. When you use the activity sheets, ignore the lesson number printed in the header of the activity sheet. With the exception of Lesson 1, the lesson numbers won’t match up.
3. A few of the activity names and instructions in the First Edition Teacher’s Manual will not correlate 100% with the Third Edition activity book. Refer to the instructions in your First Edition Teacher’s Manual and adjust the activity as needed. When you come across new words in the Practice Sheets or Warm-Up Sheets that are not taught in the First Edition Teacher’s Manual, you may wish to skip them.

Turn to this page in your Teacher’s Manual...	... and update this information
Page 23 (Lesson 1)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 9-20.
Page 31 (Lesson 2)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 21-30.
Page 35	<p>Cut out the box below and add it to the end of the lesson.</p> <div style="border: 1px dashed gray; padding: 10px; margin: 10px 0;"> <p><u>Can You Do It?</u></p> <p>Remove pages 31-32 from the <i>Leap into Reading</i> activity book. Cut out the cards and arrange them on the table with the words facing up.</p> <p>Read each card with your student so you are both familiar with the words. Then mix the cards and place them in a pile with the words facing down. Have your student choose a card and act it out in pantomime.</p> <p>Try to guess which card your student is acting out.</p> <p>Continue until your student has acted out all the cards.</p> </div>
Page 37 (Lesson 3)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 35-42.

Page 43 (Lesson 4)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 43-46.
Page 47 (Lesson 5)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 47-54.
Page 53 (Lesson 6)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> page 55.
Page 55	<p>Cut out the box below and add it after the comprehension questions.</p> <div style="border: 1px dashed gray; padding: 10px;"> <p><u>My Spy Pad</u></p> <p>Remove pages 57-58 from the <i>Leap into Reading</i> activity book. Cut out the pages on the dotted lines as indicated and arrange them in order. Staple the booklet together. Have your student turn to page 1 and write her name on the line. Have her turn to each successive page as you dictate the following questions.</p> <p>Page 2: Question for WHAT: “What was stolen: the Bantam Chicken or the smelly socks?” <i>Student circles her response.</i></p> <p>Page 3: Question for WHO: “Who stole the Bantam Chicken: the Muskrat Club or the Bantam Spy Club?” <i>Student circles her response.</i></p> <p>Page 4: Question for WHERE: “Where was the plan written: in a book or on a napkin?” <i>Student circles her response.</i></p> <p>Page 5: Question for WHEN: “When did you run: when you saw a dog, or when Dennis flapped and quacked?” <i>Student circles her response.</i></p> <p>Page 6: Question for HOW: “How did you carry the Bantam Chicken: in your hat or on your bike?” <i>Student circles her response.</i></p> <p>Page 7: Question for WHY: “Why did you get a spy pin?” <i>Student marks a box in response.</i></p> </div>
Page 57 (Lesson 7)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 59-70.
Page 63 (Lesson 8)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> page 75.

Cut out the box below and add it before the Practice Sheet.

Facts About the Swiss Alps

Remove pages 71-73 from the *Leap into Reading* activity book. Cut out the cards on page 73. Place the cards on the table with the illustrations facing up.

“The Swiss Alps are a large mountain range in Europe that spans seven countries: France, Italy, Switzerland, Liechtenstein, Germany, Austria, and Slovenia. Here are some things that can be found in the Swiss Alps.”

One by one, read the following facts to your student.

Card No. 1: One of the tallest peaks in the Alps—the Matterhorn—is nearly 15,000 feet high.

Card No. 2: The alphorn is a long wooden horn that is used to communicate in the Alps.

Card No. 3: The large St. Bernard dog is known for its talent as a rescue dog in the Alps.

Card No. 4: The Brown Swiss cow is native to the Alps and produces lots of milk.

Card No. 5: Edelweiss is a white, star-like flower that is found in the Alps.

Card No. 6: The ibex, a type of goat, lives in the mountains of the Swiss Alps.

Your student may then stack the cards, staple them into a small booklet, and paste the booklet to the sheet with the illustration of the Swiss Alps.

Update the “You will need” section to refer to these page numbers: *Leap into Reading* pages 77-84.

Page 71 (Lesson 9)	<p>Cut out the box bellow and add it to the end of the lesson.</p> <div style="border: 1px dashed black; padding: 10px;"> <p><u>What Would They Say?</u></p> <p>Remove page 85 from the Leap into Reading activity book. Cut out the character cards and the speech bubble cards. Arrange them on the table with the words and illustrations facing up.</p> <p>Have your student read each speech bubble card aloud, and then have him match it with the appropriate character card. (Some of the cards will work for more than one character.) Or you can encourage your student to make humorous matches of speech bubbles and characters.</p> <p>Continue until all the characters are matched with a speech bubble card.</p> </div>																				
Page 73 (Lesson 10)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 91-94.																				
Page 75	<p>Cut out the box below and add it before the Fluency Page.</p> <div style="border: 1px dashed black; padding: 10px;"> <p><u>Help Karate Fox</u></p> <p>Remove pages 89-90 from the Leap into Reading activity book.</p> <p>“Karate Fox needs help chopping these words into syllables. Can you help him?”</p> <p>Starting with page 89, have your student use a toothpick as a marker to chop each word into two syllables. Your student should read each part of the word separately and then read the entire word. If your student would prefer not to use a toothpick, he can use a pencil to draw a line dividing the syllables</p> <p>Continue with page 90, which offers mixed practice with words introduced in Lessons 10 and 12.</p> <p><u>Answer Key</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">cab–in</td> <td style="padding: 2px 10px;">den–im</td> </tr> <tr> <td style="padding: 2px 10px;">van–ish</td> <td style="padding: 2px 10px;">fro–zen</td> </tr> <tr> <td style="padding: 2px 10px;">tal–ent</td> <td style="padding: 2px 10px;">lim–it</td> </tr> <tr> <td style="padding: 2px 10px;">spo–ken</td> <td style="padding: 2px 10px;">crick–et</td> </tr> <tr> <td style="padding: 2px 10px;">fin–ish</td> <td style="padding: 2px 10px;">re–lax</td> </tr> <tr> <td style="padding: 2px 10px;">rob–in</td> <td style="padding: 2px 10px;">sev–en</td> </tr> <tr> <td style="padding: 2px 10px;">ho–tel</td> <td style="padding: 2px 10px;">plan–et</td> </tr> <tr> <td style="padding: 2px 10px;">be–gin</td> <td style="padding: 2px 10px;">jack–et</td> </tr> <tr> <td style="padding: 2px 10px;">hab–it</td> <td style="padding: 2px 10px;">tim–id</td> </tr> <tr> <td style="padding: 2px 10px;">vis–it</td> <td style="padding: 2px 10px;">si–lent</td> </tr> </table> </div>	cab–in	den–im	van–ish	fro–zen	tal–ent	lim–it	spo–ken	crick–et	fin–ish	re–lax	rob–in	sev–en	ho–tel	plan–et	be–gin	jack–et	hab–it	tim–id	vis–it	si–lent
cab–in	den–im																				
van–ish	fro–zen																				
tal–ent	lim–it																				
spo–ken	crick–et																				
fin–ish	re–lax																				
rob–in	sev–en																				
ho–tel	plan–et																				
be–gin	jack–et																				
hab–it	tim–id																				
vis–it	si–lent																				

Page 77 (Lesson 11)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 95-98.
Page 81 (Lesson 12)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 101-106 and 109-110.
Page 83	<p>Cut out the box below and add it after the Detective Dog activity.</p> <div style="border: 1px dashed gray; padding: 10px;"> <p><u>Kit or Kite?</u></p> <p>Remove page 107 from the activity book.</p> <p>Beginning with the first square, have your student read the pair of words aloud. He should then select and circle the word that matches the illustration.</p> <p>Continue until all the squares have been completed.</p> </div>
Page 87 (Lesson 13)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 111-124.
Page 93 (Lesson 14)	<p>Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 111-124.</p> <p>Cut out the box below and add it to the bottom of the page.</p> <div style="border: 1px dashed gray; padding: 10px;"> <p><u>Earn Some Cash!</u></p> <p>Remove page 125 from the <i>Leap into Reading</i> activity book. Cut out the cards and arrange them on the table with the illustrations facing up.</p> <p>Have your student read each card and then discuss the various ways to earn money.</p> <p>“If you wanted to earn money, which of these jobs would you like to do?”</p> <p>Have your student select one of the cards, or use the blank card to create his own preferred job.</p> <p>“Is there a job you wouldn’t want to do? Why not?”</p> </div>
Page 97 (Lesson 15)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 129-136.
Page 103 (Lesson 16)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 137-140.
Page 107 (Lesson 17)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 141-146.

Page 113 (Lesson 18)	<p>Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> page 149.</p> <p>Cut out the box below and add it before the Practice Sheet.</p> <div style="border: 1px dashed gray; padding: 10px;"> <p><u>Whale Facts</u></p> <p>Remove pages 147-148 from the Leap into Reading activity book.</p> <p>Cut along the dotted lines on page 148. Stack the cards in numerical order with the cover page on top and staple the book together as indicated. Have your student refer to the book as you ask the following questions.</p> <p>Point to the cover page. “What is the title of this book? Who is the author?”</p> <p>“Turn to page 1. This is the table of contents. This page tells us what’s inside the book: Whale Facts, Two Types of Whales, and Glossary. Let’s say that we wanted to learn about different types of whales. In this table of contents, we learn that the information we want to find is on page 6.”</p> <p>Have your student turn to page 2 and encourage her to read pages 2 through 5.</p> <p>“Now turn to page 6 and read the words next to the illustrations. These words are known as the caption of the photo. They describe the illustration.”</p> <p>“Turn to page 7. This is a glossary. A glossary is a list of words and definitions. It is like a dictionary, but a glossary only includes words that appear in a particular book. If you come across an unfamiliar word while reading, you can turn to the glossary for information. What does the word pod mean? Look in the glossary for the answer.”</p> <p>Point to the bold text on the glossary page. “See how these words are darker? This is bold text. Writers sometimes use bold text to bring attention to something important.”</p> </div>
Page 117 (Lesson 19)	Update the “You will need” section to refer to these page numbers: Page 117 (Lesson 19).
Page 121 (Lesson 20)	Update the “You will need” section to refer to these page numbers: Page 121 (Lesson 20).
Page 125 (Lesson 21)	Update the “You will need” section to refer to these page numbers: Page 125 (Lesson 21).
Page 131 (Lesson 22)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 177-182.
Page 135 (Lesson 23)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 183-188.

Page 143 (Lesson 24)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> page 189.
Page 144	<p>Cut out the box below and add it to the bottom of the page.</p> <div style="border: 1px dashed gray; padding: 10px;"> <p><u>Solve Your Problem</u></p> <p>Remove pages 191-192 from the activity book.</p> <p>Cut out the cards. Place the Problem cards in a stack and arrange the Fix It! cards on the table with the solutions facing up. Have your student select a Problem card and read it aloud. Then have him select an appropriate Fix It! card to solve the problem. Some of the solutions are suitable for more than one problem. Discuss your student’s choices.</p> <p>Continue until all the problems have been solved.</p> </div>
Page 147 (Lesson 25)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 193-200.
Page 151 (Lesson 26)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 201-204.
Page 155 (Lesson 27)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 205-212.
Page 161 (Lesson 28)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 213-216.
Page 165 (Lesson 29)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 217-228.
Page 175 (Lesson 30)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 229-232.
Page 179 (Lesson 31)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 233-240.
Page 185 (Lesson 32)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 241-244.
Page 189 (Lesson 33)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 245-252.
Page 195 (Lesson 34)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 253-256.
Page 199 (Lesson 35)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 257-264.

Page 203	<p>Cut out the box below and add it to the end of the lesson.</p> <div style="border: 1px dashed gray; padding: 10px;"> <p>“Have you ever heard the tongue twister Peter Piper picked a peck of pickled peppers? Most of the words start with the same sound of /p/. That’s called alliteration. This activity is called ‘Smiling Suns,’ which is also an example of alliteration because both words start with the /s/ sound. Let’s see if you can make your own examples of alliteration.”</p> <p><u>Smiling Suns</u></p> <p>Remove pages 265-268 from the Leap into Reading activity book.</p> <p>Cut out the cards on pages 265 and 267. Mix the cards and place them on the table with the words facing up. Encourage your student to group the cards by their beginning sounds: all the words that begin with s, all the words that begin with c, and so on.</p> <p>After your student has successfully sorted the cards into groups, have her create some alliterative phrases such as big black bull and skip, skid, slide.</p> </div>
Page 205 (Lesson 36)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 271-286.
Page 213 (Lesson 37)	<p>Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> page 289.</p> <p>Cut out the box below and add it before the Practice Sheet.</p> <div style="border: 1px dashed gray; padding: 10px;"> <p><u>Guess the Shadow</u></p> <p>Remove pages 287-288 from the <i>Leap into Reading</i> activity book.</p> <p>Cut out the flashlight and the cards. If you have a real flashlight handy, you may want to use that instead. Place the cards in a pile with the shadows facing up.</p> <p>Have your student select a card and ask him to imagine what the shadow on the card could be. Discuss your student’s ideas. Then have him shine the real or pretend flashlight on the shadow, turn the card over, and read the word aloud.</p> <p>Continue until all the shadows have been guessed and the items revealed.</p> </div>
Page 217 (Lesson 38)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 291-300.

Page 225 (Lesson 39)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> page 301.
Page 226	<p>Cut out the box below and add it after discussing “In My Backpack.”</p> <div style="border: 1px dashed gray; padding: 10px;"> <p>Poem Practice</p> <p>Remove page 303 from the activity book.</p> <p>“Let’s underline some rhyming pairs.” Offer suggestions if your student needs guidance. <i>Rhyme pairs: frog/hot dog, flag/ bag, creek/ week, gold/hold, bee/free, deep/keep, tent/ sent, gate/ate, song/ strong.</i></p> <p>For the next questions, you may need to explain <i>complete sentence</i> and <i>sentence fragment</i>.</p> <p>A complete sentence has both a subject (noun) and a verb, as in <i>The cat caught the mouse</i>. A complete sentence can stand by itself.</p> <p>A sentence fragment is a group of words that cannot stand by itself. Examples include: <i>caught the mouse, a leaf and a pen, both the boys and girls.</i></p> <p>“Some poems break the rules and don’t have complete sentences. Can you spot any sentence fragments in this poem? Put a checkmark next to those. Then put an asterisk next to the complete sentences.”</p> <p>“Is this poem made of mostly sentence fragments or complete sentences?” <i>The poem is made of mostly fragments. There are only two complete sentences in the poem: “If I dig deep...” and the last line.</i></p> <p>“Some poems have stanzas. A stanza is a group of lines in a poem. Stanzas are separated by an empty space. Let’s count the stanzas in this poem.” <i>There are three stanzas.</i></p> <p>After your student has finished discovering the features of this poem, encourage him to read it again.</p> </div>
Page 227 and 233 (Lessons 40 and 41)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 305-314.

Page 230	<p>Cut out the box below and add it to the top of the page.</p> <div style="border: 1px dashed gray; padding: 10px;"> <p><u>Gather the Geese</u></p> <p>Remove pages 317-318 from the <i>Leap into Reading</i> activity book. Cut out the goose cards and lay them out on the table with the illustrations facing up.</p> <p>Have your student select one card at a time, turn it over, and read the word aloud. If the word is read correctly, the student may keep the card. If it is read incorrectly, he should return it to the table to try again later.</p> <p>Continue until your student has read all the words correctly and gathered all the geese.</p> </div>
Page 231	Add fluency practice pages 319-321.
Page 235	<p>Cut out the box below and add it after the comprehension questions.</p> <div style="border: 1px dashed gray; padding: 10px;"> <p><u>How Is Pumpkin Feeling?</u></p> <p>Remove pages 315-316 from the activity book.</p> <p>Guide your student as he fills in the answers to the questions on each side of the activity sheet. Discuss your student's responses.</p> </div>
Page 237 (Lesson 42)	Update the "You will need" section to refer to these page numbers: <i>Leap into Reading</i> pages 327-328 and 333-338.
Page 242	<p>Cut out the box below and add it after "Eat the Pizza."</p> <div style="border: 1px dashed gray; padding: 10px;"> <p><u>Sound Sorting for Phonogram ED</u></p> <p>Remove pages 329-332 from the activity book.</p> <p>Cut out the word cards, mix them up, and place them in a pile with the words facing up. Have your student choose a card and read the word aloud. She will then decide whether the word has an /ĕd/ sound (as in <i>folded</i>), a /d/ sound (as in <i>closed</i>), or a /t/ sound (as in <i>hiked</i>) and place the card in the appropriate column. For your reference, the correct columns are indicated on the back of the cards.</p> <p>Continue until all the cards have been sorted.</p> </div>
Page 245 (Lesson 43)	Update the "You will need" section to refer to these page numbers: <i>Leap into Reading</i> page 343.

Page 246	<p>Cut out the box below and add it before the Practice Sheet.</p> <div style="border: 1px dashed gray; padding: 10px;"> <p>“In our next story, we’re going to read about a character named Cricket. But first let’s meet Cricket and all his friends.”</p> <p><u>Meet the Characters</u></p> <p>Remove pages 339-342 from the <i>Leap into Reading</i> activity book.</p> <p>Cut out the pieces and arrange them on the table with the illustrations facing up.</p> <p>Have your student select one piece at a time and read the character’s name. After the words are read, fold the pieces as indicated and stand them up. Arrange the characters, the tree, the mushrooms, and the sign into a fun woodland scene.</p> </div>
Page 249 (Lesson 44)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 345-352.
Page 255 (Lesson 45)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 353-356.
Page 259 (Lesson 46)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 357-364.
Page 265 (Lesson 47)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 365-368.
Page 269 (Lesson 48)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 369-376.
Page 275 (Lesson 49)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 377-380.
Page 279 (Lesson 50)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 381-390.
Page 287 (Lesson 51)	Update the “You will need” section to refer to these page numbers: <i>Leap into Reading</i> pages 391-394.

How to Use Your Level 2 Teacher’s Manual

(First Edition, ISBN 978-1-935197-42-3)

with the Third Edition Word Cards

(cards indicate “Third Edition” in the header or footer)

Follow these steps to coordinate your First Edition Teacher’s Manual with the Third Edition Word Cards:

1. Turn to page 31 of your Teacher’s Manual. At the top of the page, locate the gray “You will need” section. Change the Word Card reference to “Word Cards 1-9, 20.”
2. Referring to the chart below, change the Word Card references in the “You will need” section for the remaining lessons in your Teacher’s Manual. A few Word Cards have changed. The deleted words are listed below if you want to make cards for them.
3. When you use the Word Cards, ignore the lesson number printed on the cards. With the exception of Lesson 2, the lesson numbers won’t match up.

Turn to this page in your Teacher’s Manual...	... and update the “You will need” section to refer to these Word Cards
Page 31 (Lesson 2)	Word Cards 1-9, 20
Page 37 (Lesson 3)	Word Cards 10, 12-19, 21
Page 47 (Lesson 5)	Word Cards 11, 22-30, add <i>dentist</i>
Page 57 (Lesson 7)	Word Cards 31-40
Page 67 (Lesson 9)	Word Cards 41-50
Page 73 (Lesson 10)	Word Cards 51-60
Page 81 (Lesson 12)	Word Cards 61-70
Page 87 (Lesson 13)	Word Cards 71-79
Page 97 (Lesson 15)	Word Cards 80-89
Page 107 (Lesson 17)	Word Cards 90-99, add <i>whip</i>
Page 117 (Lesson 19)	Word Cards 100-109
Page 125 (Lesson 21)	Word Cards 110-119
Page 135 (Lesson 23)	Word Cards 120-129
Page 147 (Lesson 25)	Word Cards 130-139, add <i>I’ll</i> , teach <i>don’t</i> with Lesson 27
Page 155 (Lesson 27)	Word Cards 140-151, add <i>cold</i>
Page 165 (Lesson 29)	Word Cards 152-161
Page 179 (Lesson 31)	Word Cards 162-171, teach <i>warm</i> as a leap word
Page 189 (Lesson 33)	Word Cards 172-181
Page 199 (Lesson 35)	Word Cards 182-191
Page 205 (Lesson 36)	Word Cards 192-211
Page 217 (Lesson 38)	Word Cards 212-221, add <i>magic</i>

Page 227 (Lesson 40)	Word Cards 222-242, add <i>nothing</i>
Page 237 (Lesson 42)	Word Cards 243-252, add <i>salt</i>
Page 249 (Lesson 44)	Word Cards 253-262
Page 259 (Lesson 46)	Word Cards 263-272
Page 269 (Lesson 48)	Word Cards 273-282
Page 279 (Lesson 50)	Word Cards 283-292

How to Use Your Level 2 Teacher’s Manual

(First Edition, ISBN 978-1-935197-42-3)

With the Third Edition Readers

(*What Am I?* ISBN 978-1-935197-60-7 and
Queen Bee ISBN 978-1-935197-61-4)

Follow these steps to coordinate your First Edition Teacher’s Manual with the Third Edition readers:

1. Referring to the charts below, make the noted changes in your Teacher’s Manual.
2. When you use the readers, ignore the page numbers mentioned in the Teacher’s Manual. Instead, refer to the story titles.

Follow these steps to include the four new stories:

Turn to this page in your Teacher’s Manual...	... and insert this information just before the “Read aStory or Poem” section
Page 35	Read Optional Story, “Twist and Stomp”
Page 76	Read Optional Story, “Open Rink”
Page 203	Read Optional Story, “Dragon in the Wagon”
Page 235	Read Optional Story, “Oh, Brother!”

Make the following adjustments to the sequence of the Leap Words:

Turn to this page in your Teacher’s Manual...	... and insert this information in the “Teach a Leap Word” section
Page 34	Teach Leap Words <i>you</i> and <i>are</i>
Page 39	Teach Leap Word <i>from</i>
Page 90	Delete Leap Word <i>China</i>
Page 110	Add Leap Word <i>come</i>
Page 159	Add Leap Word <i>move</i>
Page 182	Add Leap Word <i>warm</i>
Page 230	Teach <i>oh</i> , <i>taste</i> , and <i>rinse</i> as Leap Words (after “Practice Reading Words” section)