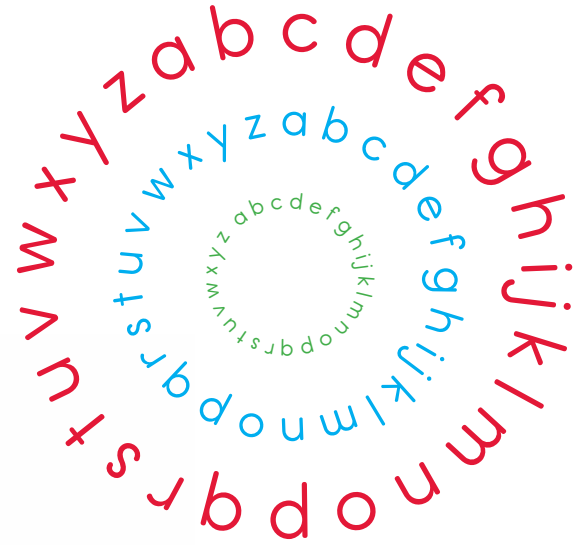


# Unit 5

## Skills Workbook



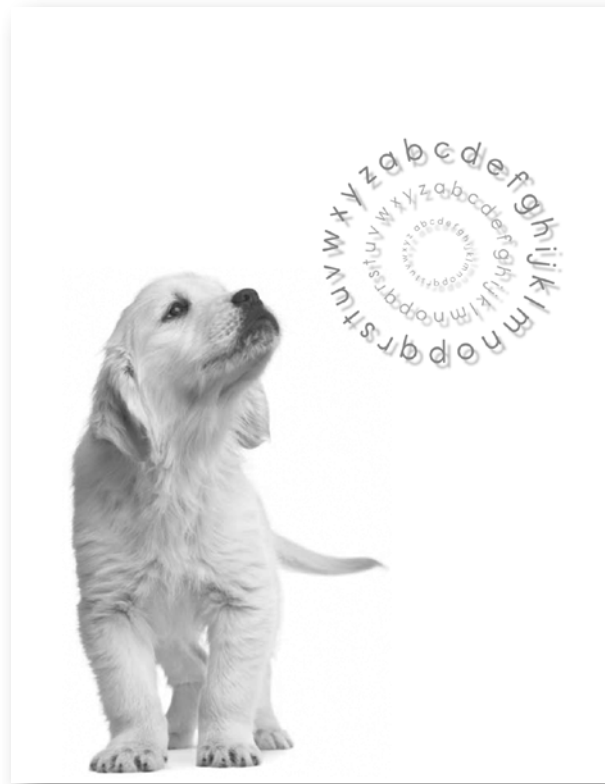
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KINDERGARTEN





# Unit 5

## Workbook

Skills Strand  
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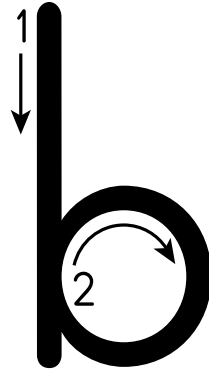
# Unit 5

## Workbook

This workbook contains worksheets which accompany many of the lessons from the *Teacher Guide* for Unit 5. Each worksheet is identified by the lesson number in which it is used. The worksheets in this book do not include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these worksheets to the students orally, using the instructions in the teacher guides. The workbook is a student component, which means each student should have a workbook.




Directions: Have students trace and copy the letters and words. The motion for 'b' can be described as 1. long line down, 2. circle to the right. Encourage students to say the sounds while writing the letters.





*Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.*

	b a	e a	p g
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	c p	e a	d b
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	p b	e i	k d
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	b h	e a	t z
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	d b	o i	b p
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**Dear Family Member,**

On the front and back of this worksheet, have your child draw a line from each word on the left to the matching picture. If necessary, identify the pictures for your child.



1. cab



2. bed



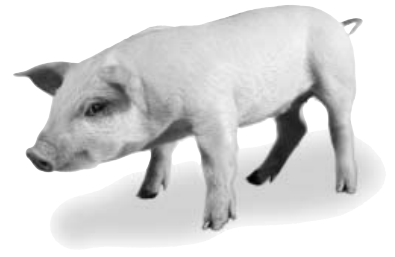
3. bag



4. cat



5. zip



6. pig



7. hat



8. van



9. sad



Name \_\_\_\_\_

2.1

*Directions: Have students trace and copy the letters and words. The motion for 'l' can be described as 1. long line down. Encourage students to say the sounds while writing the letters.*




1. lip



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2. log



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3. leg



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*Directions: Have student write each word under the matching picture.*

**Dear Family Member,**

Ask your child to cut out the letter cards. Show the cards to your child and have him or her say the sounds, not the letter names.

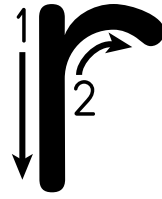
Extension: Arrange the cards to make the words “bed,” “led,” “pen,” “zen,” “den,” “hen,” “bad,” “ban,” “lab,” “lap,” “lad,” “pal,” “pad,” “pan,” “zap,” “nab,” “nap,” and “had.” Have your child blend and read the words. Further extension: Say one of the words listed above and ask your child to spell the word by selecting and arranging letter cards.



b 	l	e
p 	z	a
d 	n	h



Directions: Have students trace and copy the letters and words. The motion for 'r' can be described as 1. short line down, 2. half a hump. Encourage students to say the sounds while writing the letters.



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rip

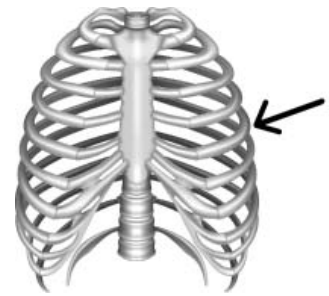
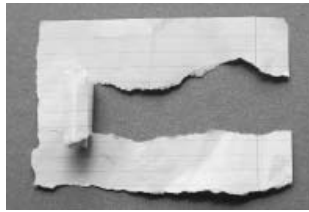
rim

rat

rib

ran

ram



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*Directions: Have students write each word under the matching picture.*





let

leg

beg



bat

sag

bag



lot

log

hog



bib

bit

did



bet

bed

led

*Directions: For each picture, have students circle the matching word.*

6.



bat

bag

hat

7.



lip

tip

lit

8.



cat

lab

cab

9.



ran

ram

ham

10.

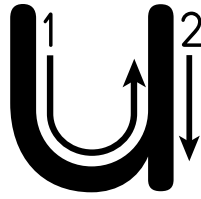


mat

rat

rag

Directions: Have students trace and copy the letters and words. The motion for 'u' can be described as 1. cup, 2. short line down. Encourage students to say the sounds while writing the letters.



Handwriting practice row 1: A solid 'u' with stroke order arrows, followed by a dotted 'u' for tracing, and three blank lines with a starting dot on the dashed midline.

Handwriting practice row 2: A solid 'u' with stroke order arrows, followed by a dotted 'u' for tracing, and three blank lines with a starting dot on the dashed midline.

Handwriting practice row 3: A solid 'u' with stroke order arrows, followed by a dotted 'u' for tracing, and three blank lines with a starting dot on the dashed midline.

Handwriting practice row 4: A solid 'u' with stroke order arrows, followed by a dotted 'u' for tracing, and three blank lines with a starting dot on the dashed midline.

Handwriting practice row 5: The word 'mug' with stroke order arrows for each letter, followed by a dotted 'mug' for tracing, and three blank lines with starting dots on the dashed midline.

Handwriting practice row 6: The word 'mug' with stroke order arrows for each letter, followed by a dotted 'mug' for tracing, and three blank lines with starting dots on the dashed midline.

sun

rug

bug

nut

mud

mug



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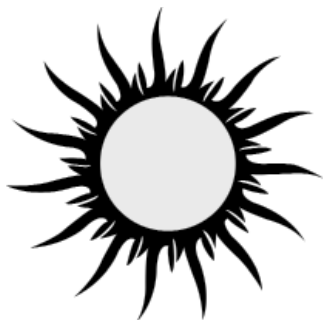
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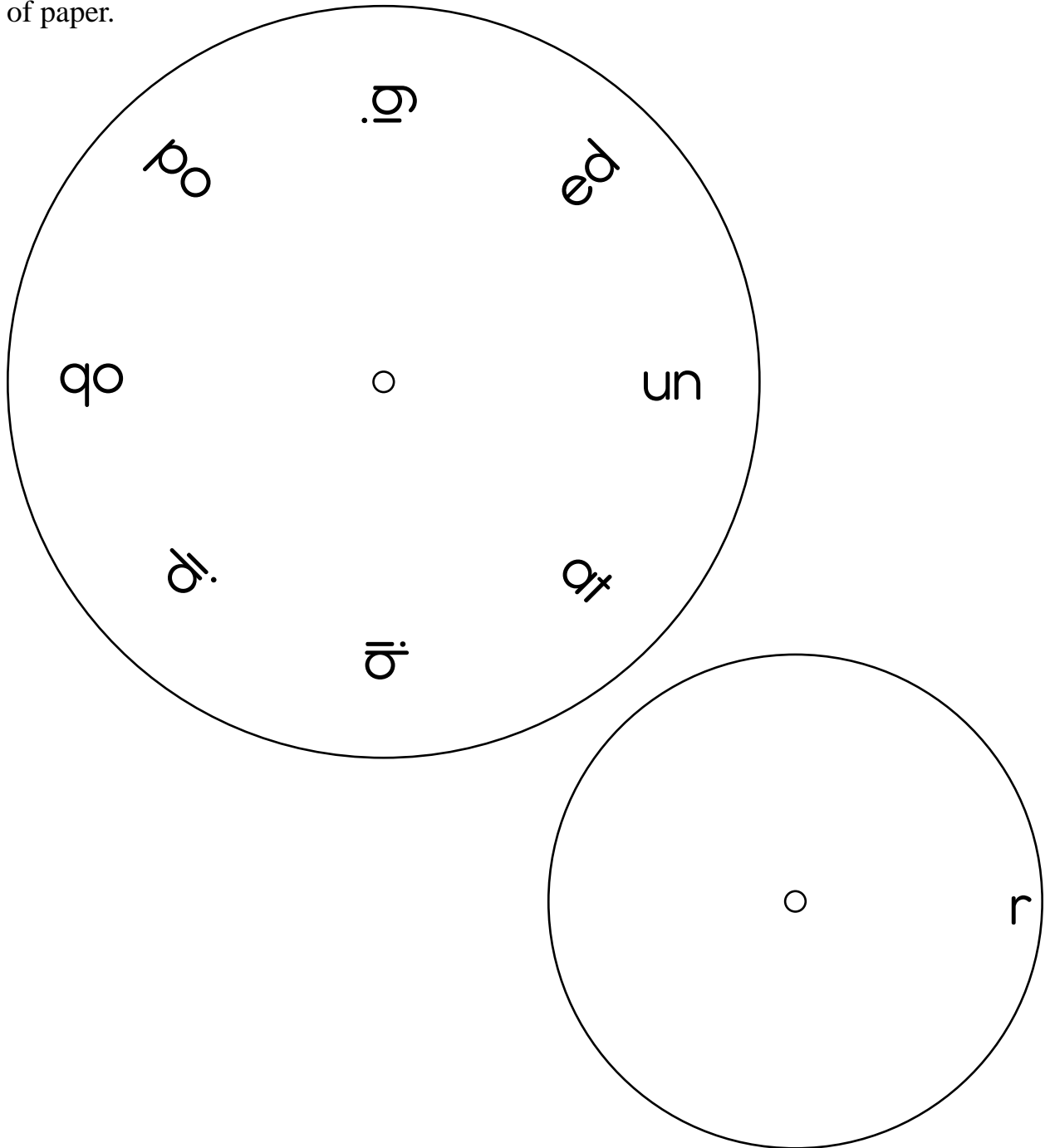
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*Directions: Have students write each word under the matching picture.*

**Dear Family Member,**

Help your child cut out the two circles. Pin the smaller circle on top of the larger circle with a brass fastener. Ask your child to spin the smaller circle to make words. Have your child read the words he or she makes.

Handwriting Practice: Ask your child to copy the words on a sheet of paper.





1. mud



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2. leg



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3. rat



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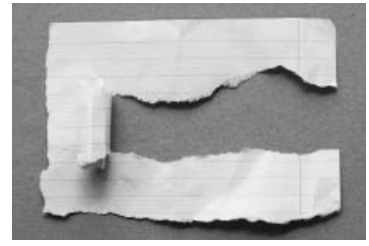
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Directions: Have students write each word under the matching picture.

4. rip



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5. nut



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6. bat



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1. lip



2. mug



3. ram



4. bug

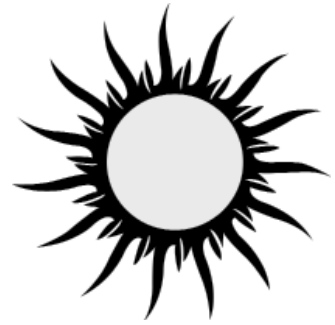


5. bag



*Directions: Draw a line from each word on the left to the matching picture.*

6. leg



7. rat



8. log



9. bed



10. sun

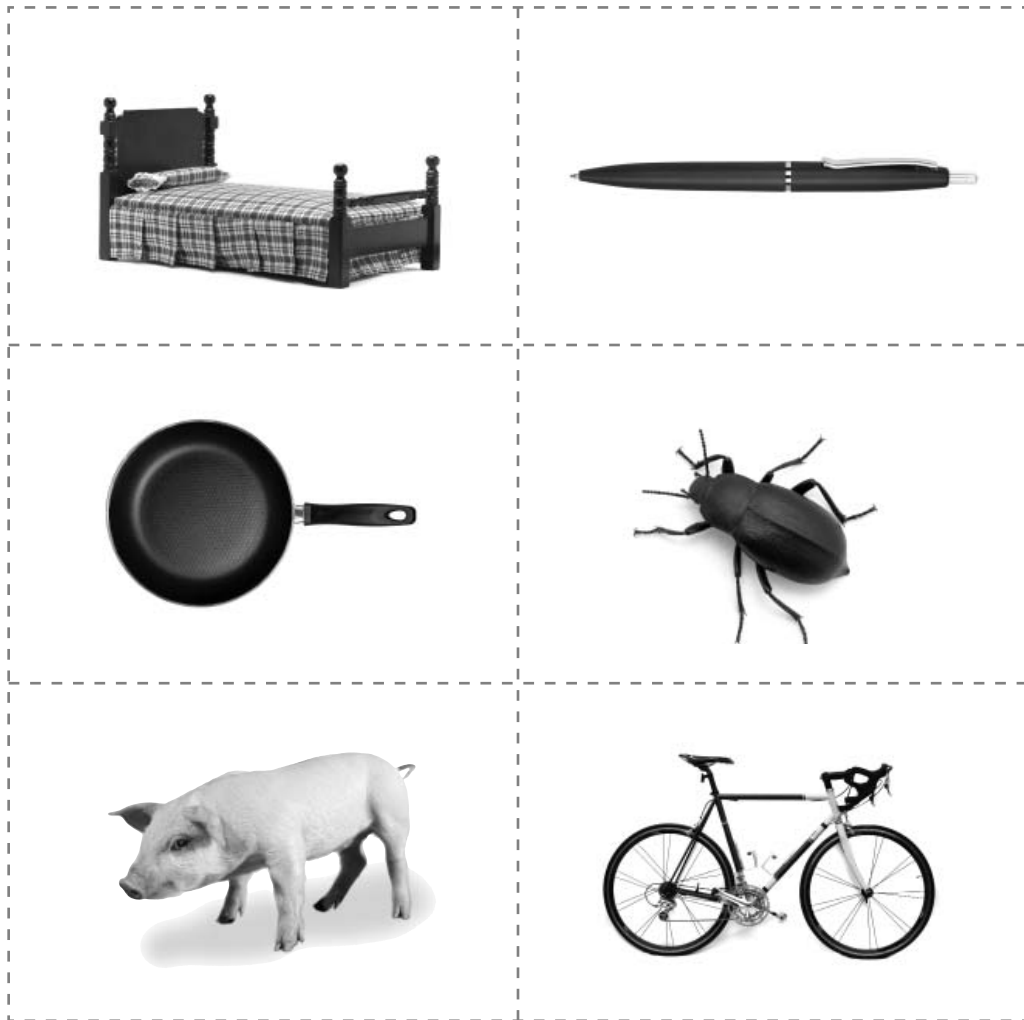


Name \_\_\_\_\_

5.3

**Dear Family Member,**

Please help your child cut out the picture cards on this page. On Worksheet 5.4 have your child glue or tape the pictures beginning with the /b/ sound (bed, bug, bike) under the 'b' heading. Next, glue or tape pictures beginning with the /p/ sound (pan, pig, pen) under the 'p' heading.





Name \_\_\_\_\_

5.4

**Dear Family Member,**

Please have your child glue or tape cards from Worksheet 5.3 here. Affix pictures beginning with the /b/ sound under the 'b' heading and pictures beginning with the /p/ sound under the 'p' heading.

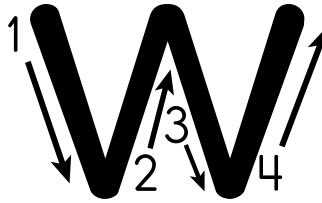


b

p



*Directions: Have students trace and copy the letters and words. The motion for 'w' can be described as 1. diagonal right, 2. diagonal up, 3. diagonal right, 4. diagonal up. Encourage students to say the sounds while writing the letters.*




Directions: Have students write each word under the matching picture.

1. web



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2. wig



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3. wet



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**Dear Family Member,**

On the front and back of this worksheet, have your child copy each word under the matching picture. If necessary, identify and name the pictures for your child.



1. nut



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2. bat



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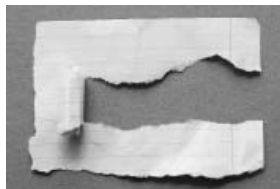


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3. rip



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4. mud



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5. web



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6. run



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*Directions: Have students trace and copy the letters and words. The motion for 'j' can be described as 1. fish hook ending below bottom line, 2. dot on top. Encourage students to say the sounds while writing the letters.*




1. jog



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2. jet



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3. jug



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*Directions: Have student write each word under the matching picture.*



ram      rat      bug      rib      wig



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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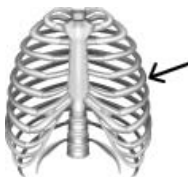
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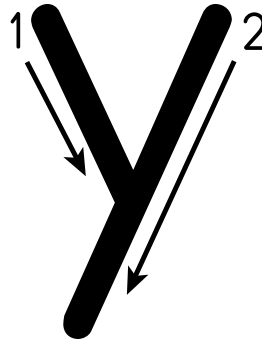


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\_\_\_\_\_

Directions: Have students trace and copy the letters and words. The motion for 'y' can be described as 1. diagonal right, 2. diagonal left ending below the bottom line. Encourage students to say the sounds while writing the letters.




Directions: Have students write each word under the matching picture.

1. yes



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2. yap



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3. yam



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Name \_\_\_\_\_

8.2


Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should write the name of the item on the line.

	w v	e a	n t
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\_\_\_\_\_

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\_\_\_\_\_

	j g	u e	j g
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\_\_\_\_\_

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\_\_\_\_\_

	y j	o a	n m
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\_\_\_\_\_

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\_\_\_\_\_

	m w	e a	d b
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	n m	u o	d t
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\_\_\_\_\_

	v y	e a	m n
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	r n	u e	j g
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	n m	u i	k g
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	b d	a e	g t
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	t l	u i	p g
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1. jet



2. leg



3. ram



4. nut

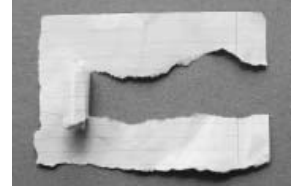


5. wig



*Directions: Draw a line from each word on the left to the matching picture.*

6. bib



7. yes



8. wet



9. rip



10. jug



**Dear Family Member,**

Help your child cut out the word cards. Show the cards to your child and have your child blend and read them. Please encourage your child to read the words by saying the individual sounds and blending them together to make the word.

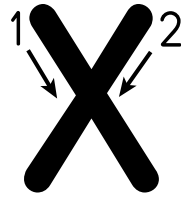
Extension: Read the words aloud and have your child write down the sounds, one at a time. Please keep the cards for future practice.



yes	big	win
bit	jet	run
wet	cup	lid
jam	rip	bed



*Directions: Have students trace and copy the letters and words. The motion for 'x' can be described as 1. diagonal right, 2. diagonal left. Encourage students to say the sounds while writing the letters.*



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Directions: Have students circle the picture that matches the phrase and write the phrase on the lines.

1. big box



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2. big six

6

6

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3. hot wax



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**Dear Family Member,**

Please help your child cut out the picture cards on this page. On Worksheet 9.3 have your child glue or tape pictures beginning with the /l/ sound (log, lip, leg) under the 'l' heading. Next, glue or tape the pictures beginning with the /r/ sound (rat, ram, rug) under the 'r' heading.





Name \_\_\_\_\_

9.3

**Dear Family Member,**

Please have your child glue or tape the pictures from Worksheet 9.2 here. Affix pictures beginning with the /l/ sound under the 'l' heading and pictures beginning with the /r/ sound under the 'r' heading.

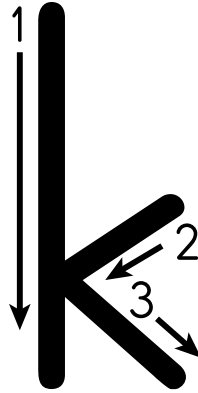


l

r



*Directions: Have students trace and copy the letters and words. The motion for 'k' can be described as 1. long line down, 2. diagonal left, 3. diagonal right. Encourage students to say the sounds while writing the letters.*





Directions: Have students circle the picture that matches the phrase and write the phrase on the lines.

1. wig on kid



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2. kid ran



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3. kid in mud



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Directions: Have students write the words that begin with the /k/ sound spelled 'c' under the 'c' header and words that begin with the /k/ sound spelled 'k' under the 'k' header.

cat	cub	cot	kit	kin
cab	ken	cut	cop	kid

as in cup

as in kid

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\_\_\_\_\_

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ox	jog	pot
hat	mud	tub



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*Directions: Have students write each word under the matching picture.*

rat

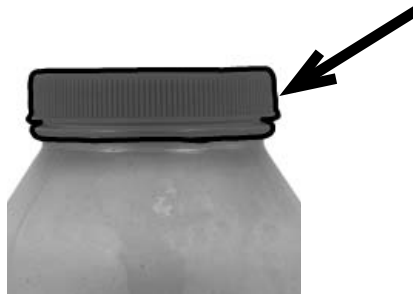
bat

fig

lip

nap

lid



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*Directions: Have students write each word under the matching picture.*

**Dear Family Member,**

On the front and back of this worksheet, have your child draw a line from each word on the left to the matching picture. If necessary, identify the pictures for your child.



1. yam



2. wax



3. bus



4. web



5. box



6. jet

6

7. kid



8. jam



9. six



Directions: For each picture, have students read the phrases and put a checkmark in the box next to the matching phrase.

1.  bug on bed  
 bug on rug



2.  big van  
 big jet



3.  big jet  
 big jug



4.  fan in box  
 hat in box



5.  rub cat  
 rub dog



- 
6.  rip in rug  
 rip in map



- 
7.  mom got mad  
 dad got mad



- 
8.  dog in tub  
 pig in tub



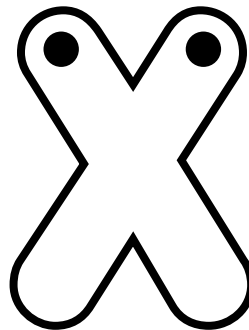
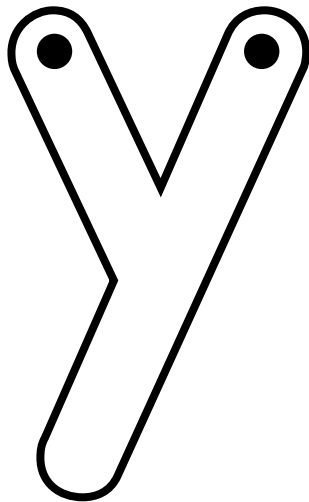
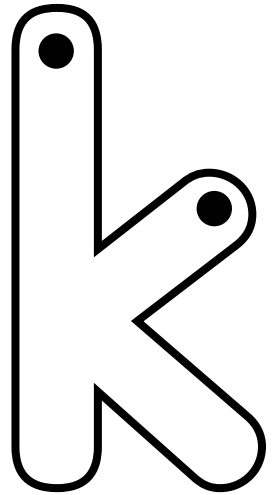
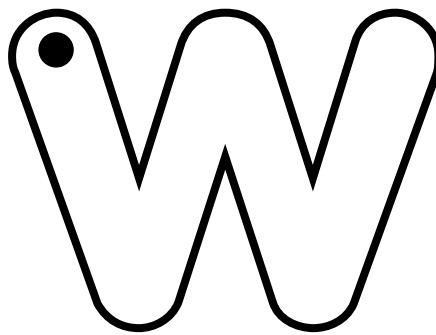
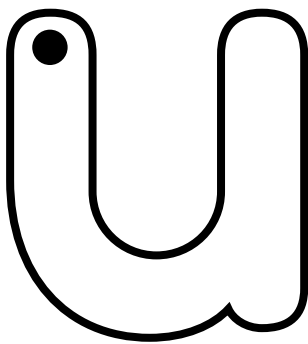
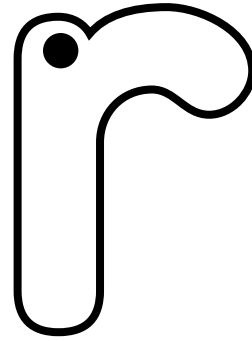
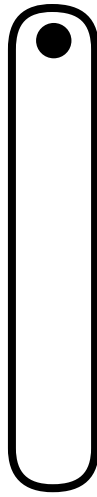
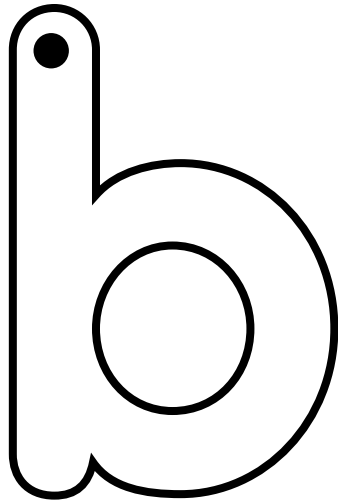
- 
9.  zip it up  
 rip it up



- 
10.  rat in box  
 fox in box



*Directions: Have students trace each letter several times inside of the outline, using a different-colored crayon each time. Make sure students start tracing at the black dots.*







**Record Sheet for Unit 5 Word Reading**

Place a check next to each word read correctly. For words that are misread, write exactly what the student says as he sounds out the word. If a student misreads a word, prompt him or her to try to read the word again.

WORD	FIRST ATTEMPT	SECOND ATTEMPT/NOTES
1. leg		
2. kid		
3. rat		
4. jug		
5. yes		
6. jet		
7. log		
8. box		
9. web		
10. rug		
TOTAL CORRECT	/30	

SUBTOTAL: \_\_\_\_\_

'l' &gt; /l/ (1,7) \_\_\_\_/2

'e' &gt; /e/ (1, 5,6,9) \_\_\_\_/4

'g' &gt; /g/ (1,4, 7, 10) \_\_\_\_/4

'k' &gt; /k/ (1) \_\_\_\_/1

'i' &gt; /i/ (2) \_\_\_\_/1

'd' &gt; /d/ (2) \_\_\_\_/1

'r' &gt; /r/ (3,10) \_\_\_\_/2

'a' &gt; /a/ (3) \_\_\_\_/1

't' &gt; /t/ (3,6) \_\_\_\_/2

'j' &gt; /j/ (4,6) \_\_\_\_/2

'u' &gt; /u/ (4,10) \_\_\_\_/2

'y' &gt; /y/ (5) \_\_\_\_/1

's' &gt; /s/ (5) \_\_\_\_/1

'o' &gt; /o/ (7, 8) \_\_\_\_/2

'b' &gt; /b/ (8, 9) \_\_\_\_/2

'x' &gt; /x/ (8) \_\_\_\_/1

'w' &gt; /w/ (9) \_\_\_\_/1



1. beg jig let leg

2. kid cap lid kin

3. fat rat rut rag

4. jug pug jig cab

5. yet pan yes jay

*Directions: In each row, have the students circle the word the teacher says aloud.*

6. jot yet jet wax

7. log law fog pig

8. bop box sit lox

9. wet rib hen web

10 rug bug rag zip

**Dear Family Member,**

Help your child cut out the word cards. Show the cards and have your child blend and read them. Please encourage him or her to read the words by saying the individual sounds and then blending them together to make the word.

Extension: Read the words aloud and have your child write down the sounds, one at a time. Please keep the cards for future practice.



lid	log	yet
web	tub	jet
bun	kid	job
six	rot	kin



box	jet	leg
wig	rug	kid



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*Directions: Have students write each word under the matching picture.*

bed

wax

bug

log

ram

jug





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1.  mug mat bug

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2.  tab tub tip

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3.  fox box lox

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4.  jet bet wet

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5.  lid hid kid

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*Directions: For each picture, have students circle the matching word.*

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6.



mug

hug

bug

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7.



rug

rag

run

---

8.



job

ham

jam

---

9.



wet

web

wed

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10.



lit

hip

lip

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1. kit fit

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. lip lid

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. rat pat

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. fin win

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. yet get

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. it sit

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Directions: Have students circle the dictated words and copy them on the lines.



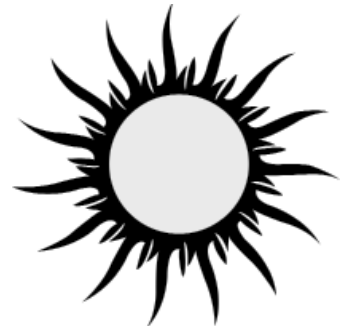
1. kid at bat



2. sun up



3. kid in box



4. big bus



*Directions: Have students draw a line from each phrase on the left to the matching picture.*

5. bib on pig



6. fox in box



7. rat in pot



8. elf in hat



Directions: Have students write the words that contain the /i/ sound spelled 'i' under the 'i' header and words containing the /e/ sound spelled 'e' under the 'e' header.

wig	let	jet	bet	rip
fix	wet	win	yes	bin

as in it

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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as in wet

\_\_\_\_\_

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Directions: Have students write the words with the /u/ sound spelled 'u' under the 'u' header and words with the /o/ sound spelled 'o' under the 'o' header.

box	lot	sun	bun	cup
run	rub	pop	dot	rot

as in cup

Handwriting practice lines for the 'u' header. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such lines provided for writing.

as in top

Handwriting practice lines for the 'o' header. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such lines provided for writing.



**Dear Family Member,**

On the front and back of this worksheet have your child copy each word under the matching picture. If necessary, identify the pictures for your child.



1. wig



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

2. jug



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

3. box



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

4. jam



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5. mug



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6. ram



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1. box



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

2. rug



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

3. wig



\_\_\_\_\_

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\_\_\_\_\_

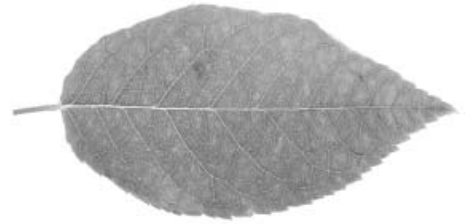
\_\_\_\_\_

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\_\_\_\_\_

Directions: Have students write each word under the matching picture.

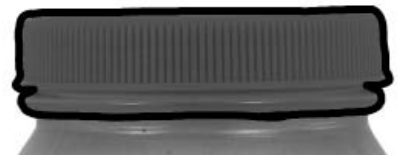
4. leg



5. jug




6. lid



Name \_\_\_\_\_


Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should write the name of the item on the line.

	h a	e a	p n
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	c s	u e	n m
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	p b	o i	k x
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	l h	e a	k g
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	b p	u o	z s
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	t d	e u	p b
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	h k	a i	d t
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	f v	o a	k x
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	l n	u i	d p
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	f v	u a	n m
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Directions: For each picture, have students read the phrases and put a checkmark in the box next to the matching phrase.

1.  rat in cup  
 rat in hat



2.  jug in bag  
 bag on bed



3.  ant on bat  
 ant on bed



4.  pup in tub  
 fox in tub



5.  kid in mud  
 pig in mud



- 
6.  fox in box  
 fox on box



- 
7.  bug in tub  
 bug on rug



- 
8.  kid in mud  
 kid in tub



- 
9.  hug mom  
 hug dog



- 
10.  dog in sun  
 cat in sun





**Dear Family Member,**

This is a short story your child has read in class. Encourage your child to read the story to you, and then talk about it together.



Ox ran and ran.



Jin ran at him,



but Ox ran on.



Kim had him,



but Ox ran on.



Min fed Ox



and led him



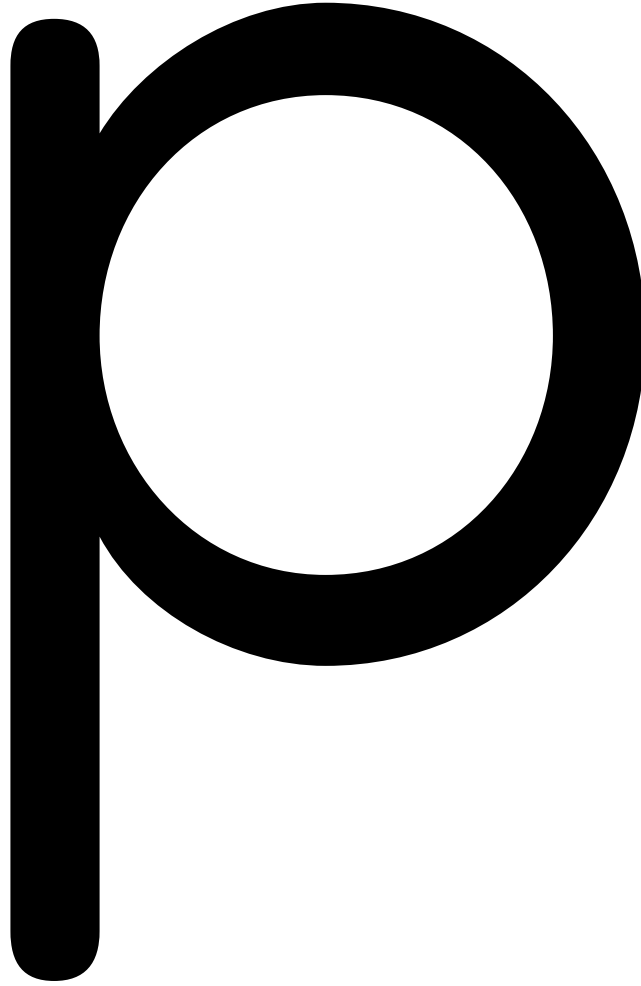
and sat on him.



Name \_\_\_\_\_

PP1

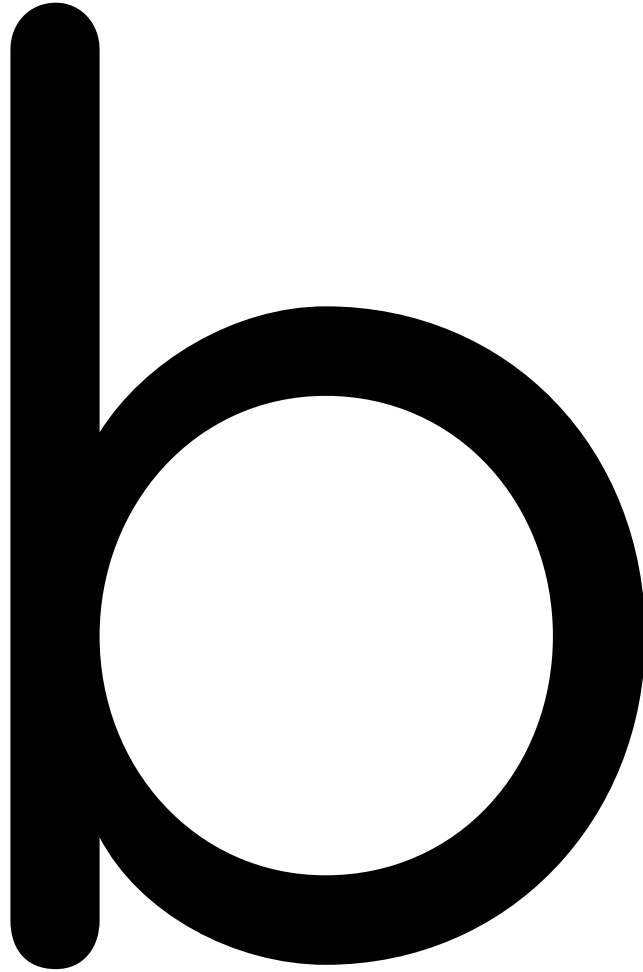
*Directions: Have students hold up this worksheet when you say /p/.*





Name \_\_\_\_\_

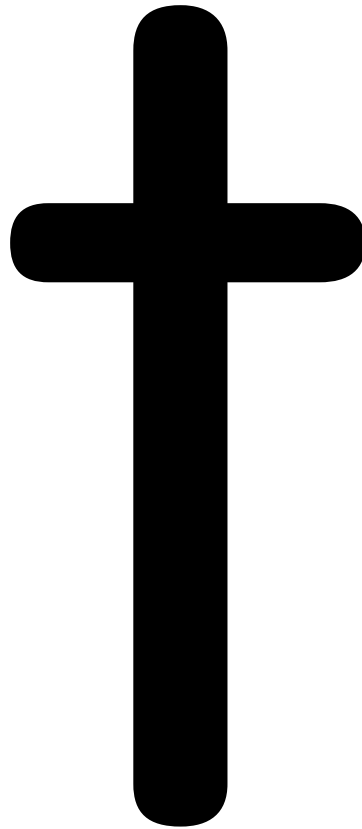
*Directions: Have students hold up this worksheet when you say /b/.*





Name \_\_\_\_\_

*Directions: Have students hold up this worksheet when you say /t/.*







Name \_\_\_\_\_

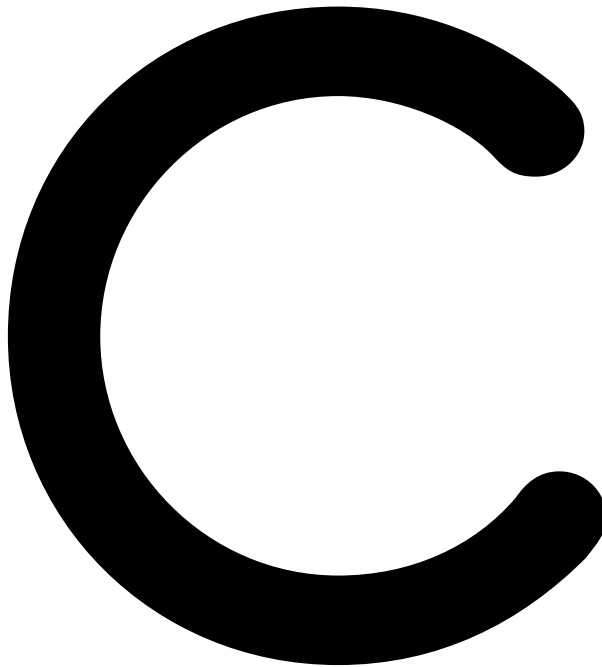
*Directions: Have students hold up this worksheet when you say /d/.*





Name \_\_\_\_\_

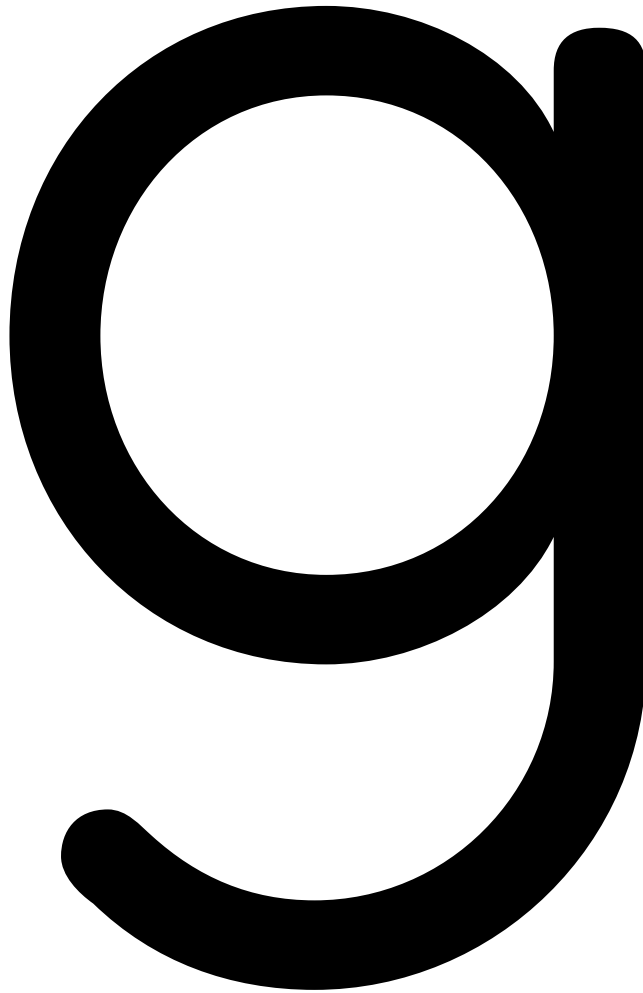
*Directions: Have students hold up this worksheet when you say /k/.*





Name \_\_\_\_\_

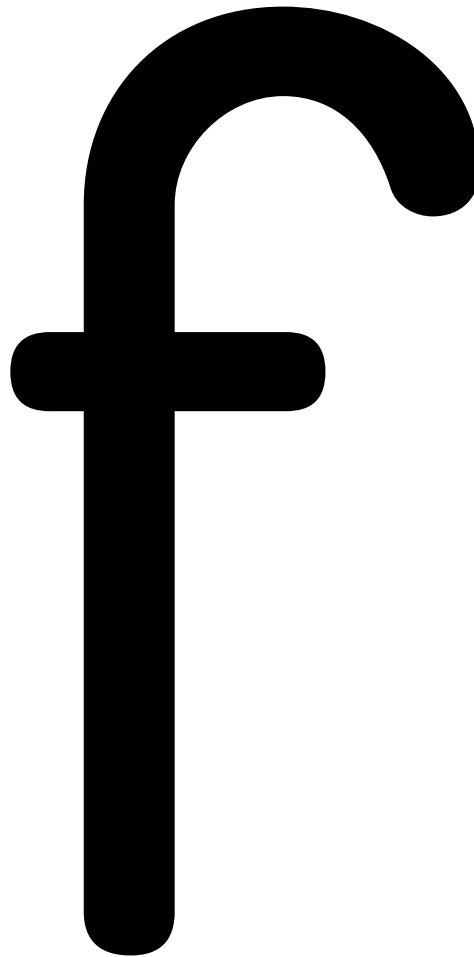
*Directions: Have students hold up this worksheet when you say /g/.*





Name \_\_\_\_\_

*Directions: Have students hold up this worksheet when you say /f/.*







Name \_\_\_\_\_

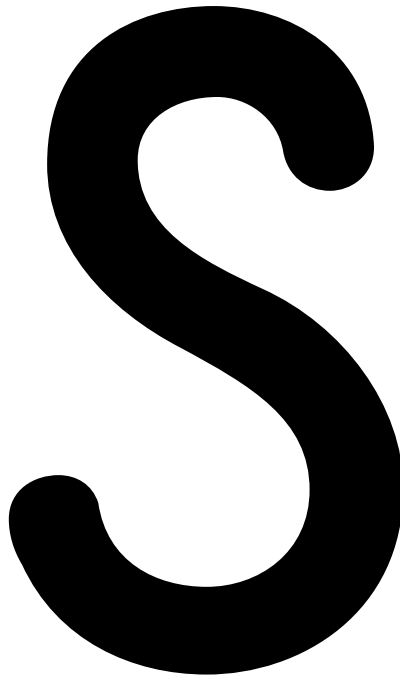
*Directions: Have students hold up this worksheet when you say /v/.*





Name \_\_\_\_\_

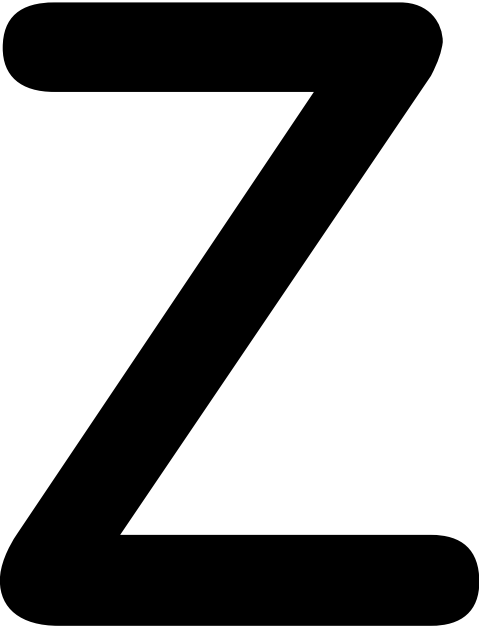
*Directions: Have students hold up this worksheet when you say /s/.*





Name \_\_\_\_\_

*Directions: Have students hold up this worksheet when you say /z/.*





Name \_\_\_\_\_

**PP11**

cup	ask	elk	kin	cod
doc	cap	kit	cab	kid

*Directions: Have students write the words with the /k/ sound spelled 'c' under the 'c' header and words with the /k/ sound spelled 'k' under the 'k' header.*

as in cat

as in kit

\_\_\_\_\_

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Directions: Have students cut out the word cards and place them on the matching words on Worksheet PP13.

gum	lid	web
rub	win	yes
bad	fix	job
kid	bat	rat
jam	ox	nut



*Directions: Have students read the word cards from Worksheet PP12 and place them on the matching words on this worksheet.*

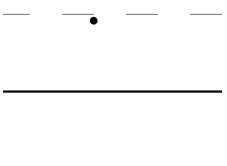
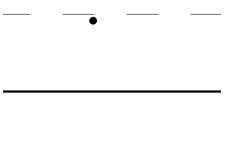
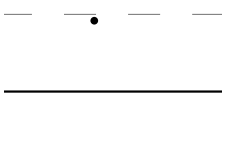
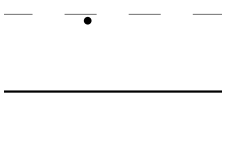
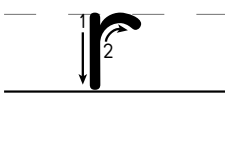
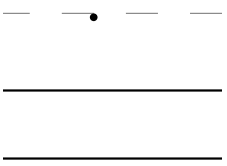
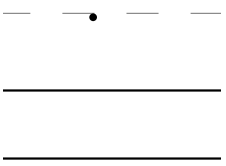
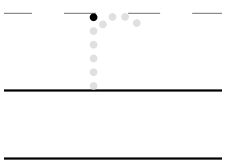
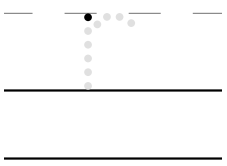
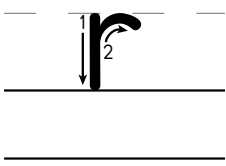
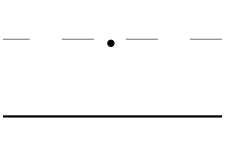
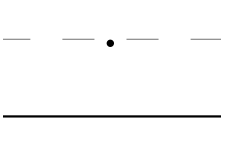
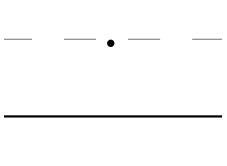
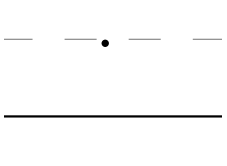
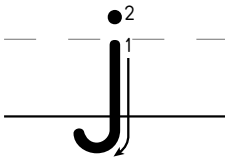
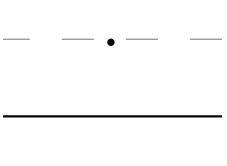
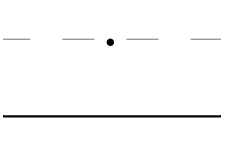
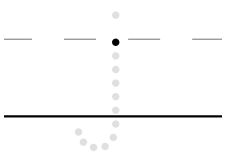
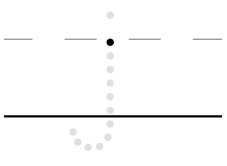
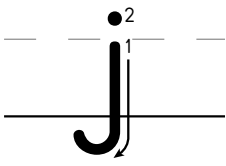
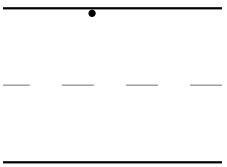
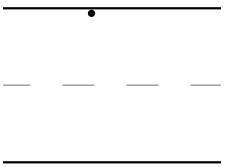
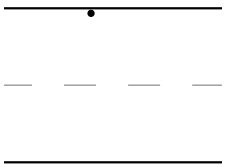
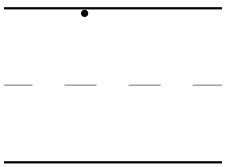
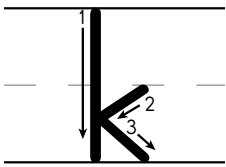
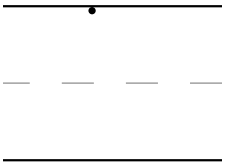
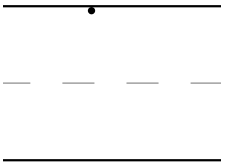
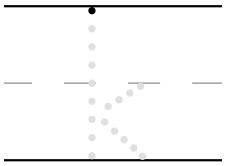
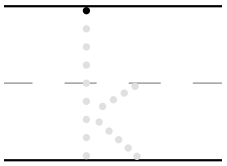
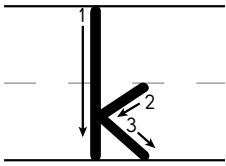
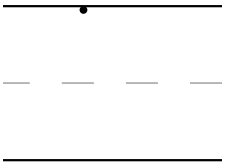
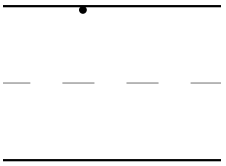
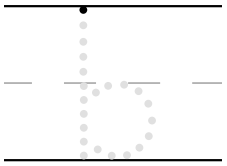
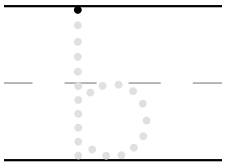
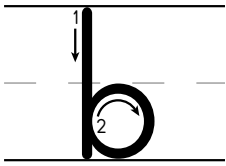
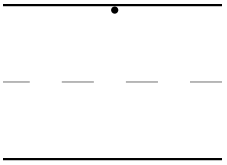
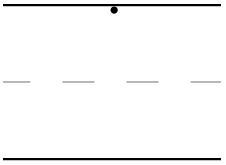
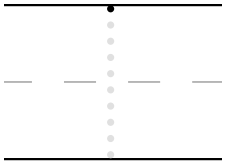
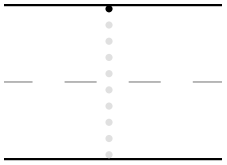
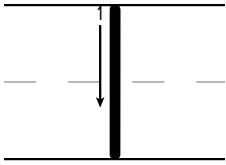
bad	yes	win
fix	job	rub
kid	bat	web
jam	rat	lid
ox	nut	gum

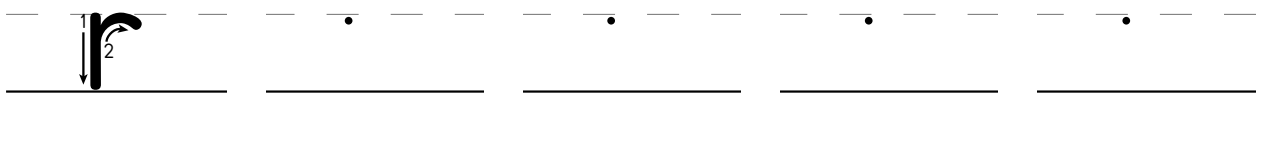
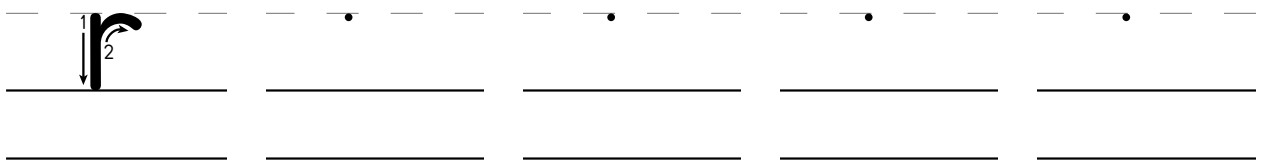
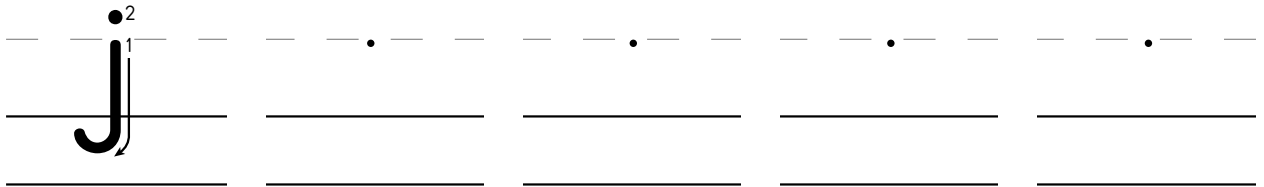
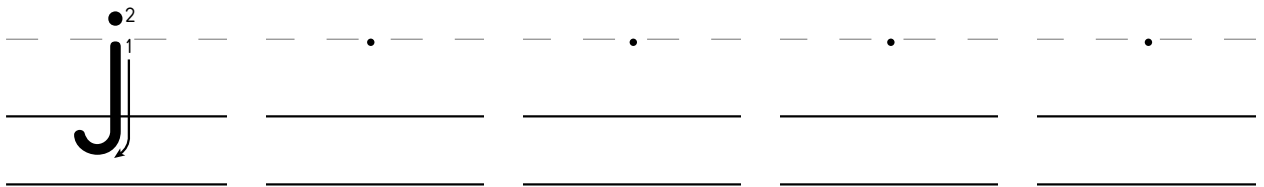
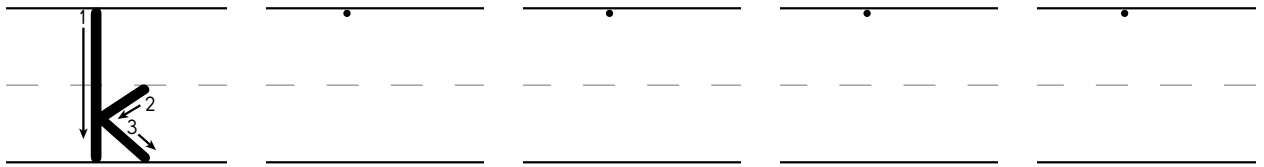
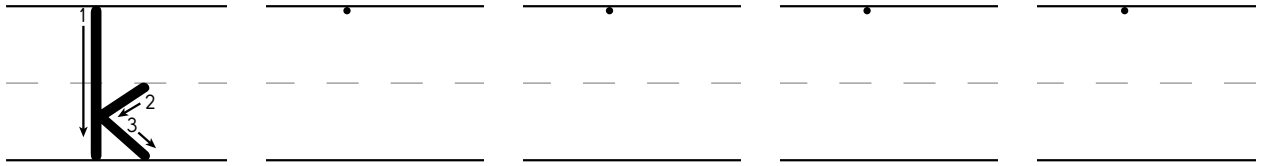
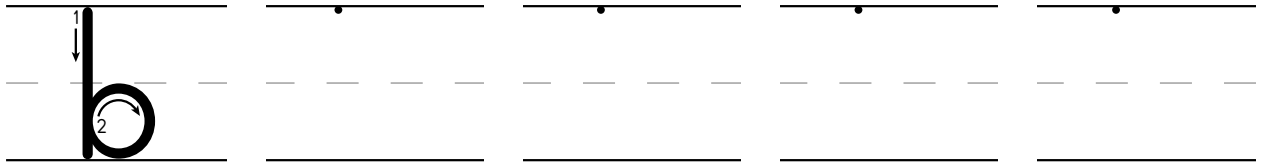
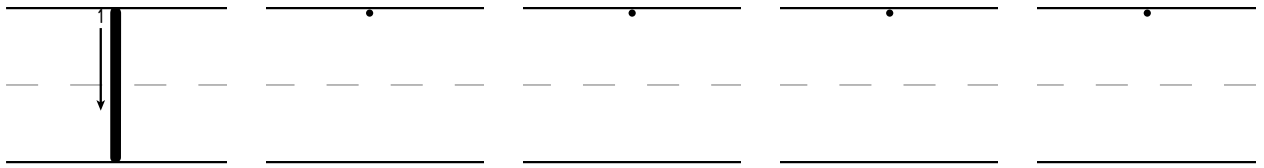


Name \_\_\_\_\_

**PP14**

*Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.*

















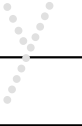
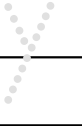




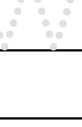


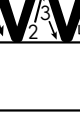

















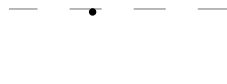
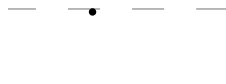



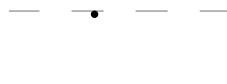
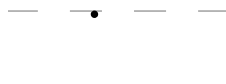
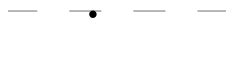
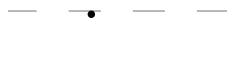
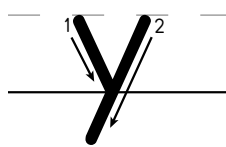
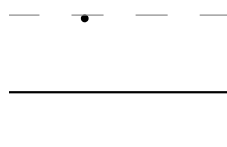
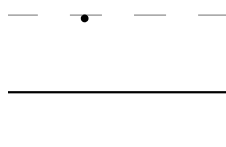
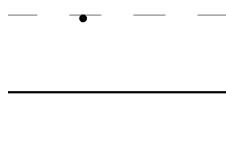
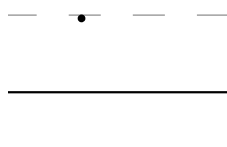
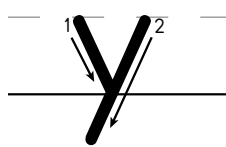
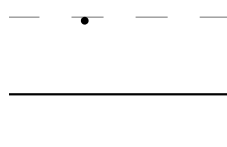
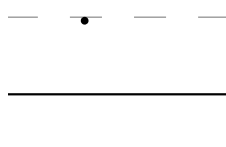
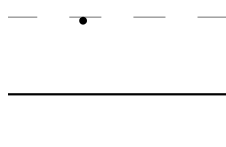
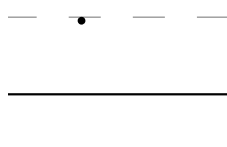

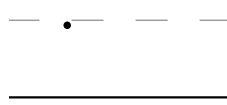
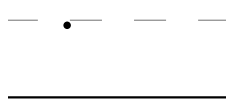
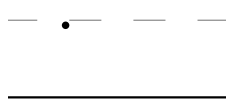
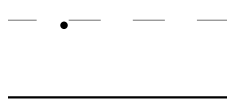

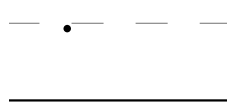
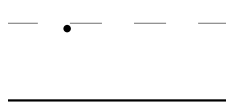
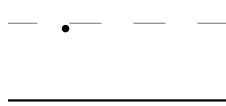
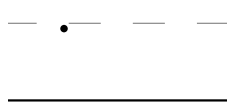
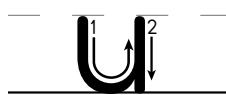
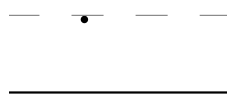
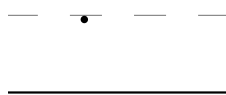
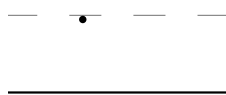
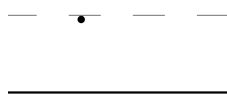

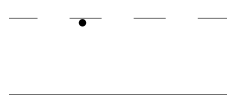
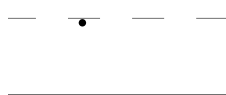
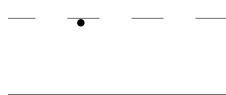
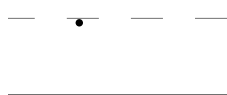


Name \_\_\_\_\_

**PP15**

*Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing each letter.*



Directions: Have students trace and copy the words. Encourage students to say the sounds while writing each letter.

lap

lap

lap

bat

bat

bat

kit

kit

kit

kin

kin

kin

jam

jam

jam

rib

rib

rib

lap

•

•

boat

•

•

kit

•

•

kin

•

•

jam

•

•

rib

•

•

Name \_\_\_\_\_

Directions: Have students trace and copy the words. Encourage students to say the sounds while writing each letter.

box

box

box

yes

yes

yes

wit

wit

wit

wag

wag

wag

bug

bug

bug

yuk

yuk

yuk

box

•

•

yes

•

•

wit

•

•

wag

•

•

bug

•

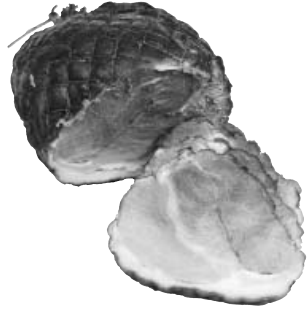
•

yuk

•

•

1. jam



\_\_\_\_\_  
-----  
\_\_\_\_\_

\_\_\_\_\_  
-----  
\_\_\_\_\_

2. win



\_\_\_\_\_  
-----  
\_\_\_\_\_

\_\_\_\_\_  
-----  
\_\_\_\_\_

3. bag



\_\_\_\_\_  
-----  
\_\_\_\_\_

\_\_\_\_\_  
-----  
\_\_\_\_\_

*Directions: Have students write each word under the matching picture.*

4. box



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5. rug



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6. kid



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jet	box	run
kid	wax	lip



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*Directions: Have students write each word under the matching picture.*







Directions: Have students write the words with the /u/ sound spelled 'u' under the 'u' header and words with the /a/ sound spelled 'a' under the 'a' header.

cab	cup	hat	bus	sad
sun	tan	pug	tub	jam

as in rub

Handwriting practice lines for the 'u' header. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such lines provided for writing.

as in rat

Handwriting practice lines for the 'a' header. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such lines provided for writing.

*Directions: Have students write the words with the /x/ sound next to the 'x' header, the words with the /y/ sound next to the 'y' header, and words containing the /w/ sound next to the 'w' header.*

yes	wig	fix
win	tax	yuk

**X**

_____	_____
- - - - -	- - - - -
_____	_____

**Y**

_____	_____
- - - - -	- - - - -
_____	_____

**W**

_____	_____
- - - - -	- - - - -
_____	_____



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# Unit 5

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