



LEARNING TO DRIVE – WORKBOOK 2

Coach Customized Workbook

About this Workbook

This workbook was constructed using material made freely available at GuidedReadingJourney.com.

Workbook 2 covers long vowel sounds with the letters h, j, k, l, m, n.

Your Name
Your Contact Information

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Workbook 2 covers long vowel sounds with the letters h, j, k, l, m, n.

Sound focus: consonants and vowel sounds

Theme: Cars and driving

Reading: Fiction and factual reading

Writing: Driving experiences, opinions/journal entry, print practice

Word practice: learner sentences, image matching, and sentence completion

Suggested time: 4-8 sessions depending on learner needs

Format: Complete in sequence or select activities according to need

- **Session 1-2:** “Anna’s Amazing Day”, long vowel sounds, learner sentences
- **Session 3-4:** “How do Farmers Make Corn Mazes,” consonants, multi-syllable
- **Session 5:** “Learning to Drive”, image matching, share a story.
- **Session 6-7:** “Choosing my car when my life is still moving,” journal entry
- **Session 8:** Print practice, review.

Coach’s tip: Let learners choose what they share in writing prompts. Fictional responses are welcome.

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Anna's Amazing Day

Anna stood in the corn maze feeling foolish. Lost and foolish – and holding a corn cob she had accidentally broken off a stalk while trying to take a better photograph.

She had fifteen minutes to find the exit and get back to the parking lot before her cab arrived, but which way? Anna thought she could make out a field on the other side of the tall stalks. She was on the edge of the maze, but which edge?

Anna pushed through the wall gently and left the maze, if a bit unofficially. She squeezed between the boards of an old wooden fence and started down the dirt path that led, she hoped, back to the barn. Some cows grazed in the field beyond.

At first, the cows ignored her. Then one inquisitive cow trotted over and blocked her path. It gave her a pointed look and seemed to stare directly at the cob in her hand. *Why am I still holding it?* she thought. Overhead, a blue jay called out from the tree line, spreading the news of her intrusion to the rest of the field. Other cows took notice.

Feeling a little panicked, Anna threw the cob away, and sure enough, the cow followed it. As it sniffed and licked the yellow kernels, Anna hurried past. She quickly put some distance between herself and the curious herd.

Before leaving the field, she turned back, her heart slowing as she raised the camera back to her eye. Late-afternoon light painted the sky in a soft, amber hue, and the heat of the day began to take its leave.

The cow that had blocked her was now calmly chewing its cud, completely unbothered by her quick escape. It had gotten its prize—a ripe cob of corn—and did not need to chase her. The other cows gathered in a tight circle, their heads low to the ground as they sniffed the few crumbs left behind before turning to the dry bales of hay stacked on the grass near the fence. Small bugs hummed around them. The cows flicked their ears and swished their tails to chase the bugs away.

Anna snapped her final photo—the best shot of the day—and climbed back out of the fenced area. She could see the barn beyond the trees ahead and headed towards it. It was time for Anna to go home.

Focus words: hay, heat, high, home, hue

- Read this passage alone or with a coach.
- Underline all the focus words you find.
- Find all the words ending in double **s** or double **l**. Underline those words.
- Circle all the words you can find with a long vowel sound, then fill in the chart below.

Long A, as in hay	
Long E, as in heat	
Long I, as in high	
Long O, as in home	
Long U, as in hue	

Work alone or with a coach. Read sentences using focus words. Then write, dictate, or discuss your own sentences using the same word.

hay

Read aloud: The horse eats hay.

Prompt: Talk about an animal you have seen. Where was it and what did it do?

heat

Read aloud: The heat is strong.

Prompt: Do you think the days are getting warmer? Tell about a hot day.

high

Read aloud: The kite is high.

Prompt: Talk about something higher than usual, like a fever.

home

Read aloud: We are at home.

Prompt: Talk about your home.

hue

Read aloud: The hue is blue.

Prompt: Talk about a colour you like.

Draw or describe an image that would depict these focus words.

home	heat	hay	hue	high
------	------	-----	-----	------

Complete each sentence using the read-aloud sentences above.

_____ heat is strong.

The hue _____ blue.

We are _____ home.

The kite is _____.

The horse eats _____.

Return to the passage. Find all the words that rhyme with:

<u>jay</u>	
<u>make</u>	
<u>key</u>	
<u>high</u>	
<u>light</u>	
<u>hue</u>	

How do farmers make a corn maze?

Corn mazes look like giant puzzles carved into field crops, but creating one takes careful planning, math, and specific farming steps.

Step 1: Planting the Field

- *Cross-Planting:* Farmers plant the corn extra thick—often in a grid pattern (north-to-south and east-to-west). This creates a dense wall of stalks so visitors cannot see through the paths.
- *Timing:* The corn is planted in late spring, so it is tall, green, and sturdy by late summer and fall.

Step 2: Designing the Pattern

- *Grid Drawings:* Designers draw the maze on a computer using a grid. Many mazes feature pictures when viewed from above, such as farm animals, trains, or famous landmarks.
- *GPS Mapping:* Modern maze builders convert the drawing into a digital map loaded onto a tablet or GPS system.

Step 3: Cutting the Paths

Farmers cut the paths while the corn is still knee-high.

- *High-Tech Cutting (GPS):* A farmer drives a tractor or lawnmower through the field. The attached GPS tells the driver exactly when to turn and lower the blades to cut down specific rows of corn.
- *Low-Tech Cutting (Grid Method):* Workers walk through the field with a paper grid map, flag markers, and small mowers or string trimmers to clear out the walkways by hand.

Step 4: Maintenance and Clearing

- *Root Removal:* After the paths are cut, workers spray or till the soil so the cut corn stalks do not grow back.
- *Packing the Paths:* Walking on the dirt paths flattens the ground, making it safe and easy for visitors to navigate without tripping on old roots.

Read the passage: **How do farmers make a corn maze?**

Find at least one word from the passage with the following consonant sound, but try to find as many as you can.

Starts with the consonant sound h, as in home.	
Starts with the consonant sound j, as in jeep.	
Ends with the consonant sound k, as in peck.	
Ends with the consonant sound l doubled, as in cell	
Starts with the consonant sound l, as in lace.	
Starts with the consonant sound m, as in made.	
Starts with the consonant sound n, as in need.	

This passage is loaded with multi-syllable words. Spend some time reviewing these words. You can find them, circle them, and practice reading them aloud.

Multi-syllable Words

Tap or clap the word parts together!

puz · zle (2)	vis · i · tor (3)	rem · ov · al (3)
cre · ate (2)	sum · mer (2)	flat · ten (2)
care · ful (2)	de · sign · er (3)	nav · i · gate (3)
spe · cif · ic (3)	com · pu · ter (3)	with · out (2)
far · mer (2)	fea · ture (2)	land · mark (2)
pat · tern (2)	pic · ture (2)	mod · ern (2)
an · i · mal (3)	sys · tem (2)	buil · der (2)
fa · mous (2)	lawn · mow · er (3)	con · vert (2)
wor · ker (2)	dri · ver (2)	dig · i · tal (3)
low · er (2)	trim · mer (2)	tab · let (2)

These multi-syllable words can be categorized as follows:

- ☐ **Compound Words:** lawnmower, landmark, without
- ☐ **Prefixes & Suffixes (Base word + Affix):** careful, designer, visitor, worker, driver, lower, trimmer, removal, flatten, builder, digital, computer, specific, famous, farmer
- ☐ **Multi-Syllable Root Words (No active prefixes or suffixes):** puzzle, create, summer, animal, system, navigate, modern, convert, tablet, pattern, picture, feature

More focus words: jay, jeep, jive, joke, jute

Work alone or with a coach. Read sentences using focus words. Then write, dictate, or discuss your own sentences using the same word.

jay

Read aloud: The jay can fly.

Prompt: Talk about a bird you have seen.

jeep

Read aloud: The jeep can go far.

Prompt: Talk about a ride in a car.

jive

Read aloud: They jive and dance.

Prompt: Talk about music or dancing.

joke

Read aloud: He told a joke.

Prompt: Talk about a joke or something funny.

jute

Read aloud: The rope is made of jute.

Prompt: Talk about a bag you have used or made. Was it made of jute?

What do these words have in common?

hat and hay	
key, see, and she	
high, eye, why	
hue and threw	
need and mean	
kite and light	

Learning to Drive

Sam adjusted the side mirror and tried not to hold his breath. Beside him, Linda was gripping the steering wheel so tightly her knuckles were white.

"Take a deep breath, kiddo," Sam said, keeping his voice low and steady. "The jeep isn't in a rush, so you don't need to be either. Go ahead and turn the key."

Linda took a slow breath and nodded, her eyes fixed straight ahead on the long, straight driveway. She started the jeep. Linda eased her foot off the brake, and the jeep began to creep forward.

Every small bump in the gravel made her tense, but Sam just leaned back, watching the tree line drift past. He remembered his own father sitting in this exact seat, offering the same quiet advice forty years ago.

"There you go," Sam smiled, watching her shoulders finally drop an inch. "Steering isn't about fighting the road. It's just about pointing the way home."

New focus words: kale, key, kite, code, clue

1. Read this passage alone or with a coach.
2. Review the key words and underline any used in the passage.

3. Fill in the best focus word that matches the rhyme: hay, heat, high, home, hue, jay, jeep, jive, joke, jute, kale, key, kite, code, clue

smoke

bite

bay

suit

bee

load

seat

blue

sigh

hay

bale

keep

Rome

hive

clue

Read Aloud

The kale is green.

The house key is in my bag.

The kite soared in the wind.

Who wrote the code?

I don't have a clue.

Discuss, dictate or write

Option 1: The Personal Experience (Broadened)

Write about a time you learned a new skill from a patient teacher, friend, or family member. What were you learning, and how did it feel at first?

Option 2: The Driving Choice (Open-Ended)

If you have learned to drive, describe what your first lesson was like. If you don't drive, describe how you prefer to travel from place to place (by bus, walking, riding with a friend) and what you enjoy about that journey.

Option 3: Character & Dialogue Focus

Sam tells Linda, 'Steering isn't about fighting the road. It's just about pointing the way home.' What is a good piece of advice someone has given you when you were nervous?

Choosing a Car When My Life Is Still Moving

I keep thinking about something that doesn't get said out loud very often. Even if a lot of people buy new EVs, the story doesn't end there.

New cars become used cars. Trade-ins go to the used market. And people like me — students, young workers, people without a lot of extra money — are often the ones who buy those trade-ins.

But here is the problem: I can't buy a used EV if I can't plug it in. And right now I can't promise that I will have a charger where I live. I might be in an apartment. I might be on campus. I might be renting a room. I might move. I might not know what parking will be like until I get there.

So I keep asking: if the used EV market depends on people like me, and people like me can't count on charging, what happens to all those used EVs that no one can comfortably use? Where do they end up?

Some people say: "Just use community charging stations." But if you're a student and you're busy, and it's cold, and it's dark, and you have groceries or a backpack, walking a block to your car doesn't feel simple. It feels like friction. And when life already has enough friction, people avoid adding more.

That's why hybrid solutions make sense to me right now. A hybrid lowers fuel use without demanding new infrastructure from my life. It works wherever I land. It works if I move. It works if I rent. It lets me participate without gambling my stability.

I'm not trying to slow the future down. I'm trying to choose something that will still work in the real world I'm living in.

Linda keeps a journal. She calls it her thinking place. Read this entry in Linda's journal alone or with a coach.

What are you thinking?

Linda feels pressure to buy an EV, but she doesn't want to rush the decision. She considers buying a hybrid – that's kind of like splitting the difference.

People don't always work around systems because they reject them. Sometimes they do it because they don't trust the system to be there when protection is needed.

Can you think of other situations where people take private or individual action when trust in systems declines?

Practice recording your thoughts privately by preparing an entry for your own journal. You can discuss, dictate, or write your thoughts.

A large, empty rectangular box with a thick black border, intended for the student to write their journal entry.

More focus words: lace, leap, light, low, lune, make, mean, mine, mow, muse, name, need, night, note, news.

Read these sentences alone or with a coach. Then, write them out in the space provided.

Tie the lace tight. _____

The frog can leap. _____

Turn on the light. _____

The clouds are low. _____

A lune has a curved shape.

She liked to muse beside the window.

We mow the grass. _____

That book is mine. _____

The note did not mean to sound rude.

We make a cake. _____

My name is Sam. _____

I need help. _____

It is night now. _____

She wrote a note. _____

The news is on. _____

Review: Return to the first passage and underline all focus words found.

hay	heat	high	home	hue
jay	jeep	jive	joke	jute
kale	key	kite	code	clue
lace	leap	light	low	lune
make	mean	mine	mow	muse
name	need	night	note	news

Workbook 2 — Answer Key

Page 3: Focus Words & Long Vowels

- **Target words in passage:** *hay, heat, home, hue*
- **Double S / Double L Words:** *grass, small, tall, wall, still, bonus-called*
- **Long Vowel Words:**
 - **Long A (*hay*):** *day, painted, take, make, maze, grazed, gave, jay, raised, chase, hay, way, way, escape, tails*
 - **Long E (*heat*):** *tree, see, feeling, heat, leave, need, bonus- seemed, fifteen, squeezed, before, between, leaving, quickly, beyond, behind*
 - **Long I (*high*):** *light, time, side, dry, line, trying, find, arrived, why, tight, climbed, eye, prize, ripe, behind*
 - **Long O (*home*):** *slowing, go, low, hoped, over, overhead, old*
 - **Long U (*hue*):** *hue, blue, to, foolish, news, threw*

Page 5: Sentence & Rhyme Completion

- **Labels (L to R):** *home, heat, hay, hue, high*
- **Sentences:**

1. **The** heat is strong.
2. The hue **is** blue.
3. We are **at** home.
4. The kite is **high**.
5. The horse eats **hay**.

- **Rhymes:**

- **jay** → *hay, day, way, away*
- **make** → *take*
- **key** → *see, tree*
- **high** → *sky, why, eye, dry*
- **light** → *right, tight*
- **hue** → *blue, to, threw*

Page 7: Consonant Identification

- **Starts with H (*home*):** *how, high, hand, high-tech*
- **Starts with J (*jeep*):** *giant, bonus- GPS*
- **Ends with K (*peck*):** *thick, back, walk, bonus: specific*
- **Ends with LL (*cell*):** *wall, fall, tall, still, small, till*
- **Starts with L (*lace*):** *late, long, landmark, lower, look, like, low-tech*

- **Starts with M (*made*):** *maze, make, modern, map, math, mapping, many, method, markers, mowers, making*
- **Starts with N (*need*):** *north, navigate, bonus: knee-high*

Page 10: Word Comparison Table

- **hat / hay:** Share initial consonant sound /h/.
- **key / see / she:** Share long E vowel sound /i:/.
- **high / eye / why:** Share long I vowel sound /aɪ/.
- **hue / threw:** Share ending vowel sound /u:/.
- **need / mean:** Share long E vowel sound /i:/ and nasal consonants.
- **kite / light:** Rhyming pair sharing the -ite sound /aɪt/.

Page 12: Grid Matching

- **Row 1:** 1. *joke* | 2. *kite* | 3. *hay* | 4. *jute* | 5. *key*
- **Row 2:** 1. *code* | 2. *heat* | 3. *clue* | 4. *high* | 5. *jay*
- **Row 3:** 1. *kale* | 2. *jeep* | 3. *home* | 4. *jive* | 5. *Hue*

Page 18: All the focus words found in the first passage

- jay, news, hue, heat, need, low, hay, home, light