

### **Smart Start in Language Arts**

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## Introduction

Have you ever wondered how context learning can be integrated with skills? Do you tire of struggling with children who can't memorize the English language? Why do the children that read spell so poorly? Frustrated with literacy programs which are boring, because they negate learning from context and story? Need a way to teach creative writing that inspires budding authors? If you have ever posed these questions and desired to help beginning students read, write, and spell successfully, I empathize.

No matter what method is used to teach children to read there are four cueing systems which are interdependent. The pragmatic system is essential for constructing meaning as it symbolizes a person's background knowledge. When the teacher uses questions such as "What do you know about \_\_\_\_\_?" Children's background knowledge and prior experiences are activated which enrich the literature, give depth and greater understanding. The semantic system involves comprehension or the ability to understand what was meant. Understanding the meaning of story plot and individual sentences is useful for predicting the next events and unfamiliar vocabulary. Using questions such as "What do you think \_\_\_\_\_ means in this story?" or "What do you think would make sense to happen next?" helps stimulate the important task of constructing meaning. The third cueing system is the syntactic system which is the correct way a language is spoken. We usually apply and use our grasp of grammar intuitively. Having a strong grasp of syntax is extremely helpful in predicting unfamiliar words. For example most of us would intuitively know that a sentence would not read "There is four flowers." but rather "There are four flowers." If we had to stop and explain why we would recognize it is because of the pluralization of the word flower that "are" is used instead of "is". When the teacher omits words from the text and requests students tell her the missing word she is showing children how to use the syntactic cueing system. The fourth system is the grapho-phonics cueing system which deals with letters, sounds, and words. This system is also dependent on the others.

Much emphasis has been effectively given on systematically modelling the pragmatic, semantic, and syntactic cueing systems to help children learn to read. Many children do learn to read with very little grapho-phonics instruction due to the depth of their background knowledge, comprehension, and grasp of grammar. When children speak English as a second language they often do not have a strong syntactic cueing system (knowledge of grammar). Some children may not have had the necessary experiences to create strong pragmatic, semantic, and syntactic cueing systems. When these cueing systems are weak it has dramatic effects on a child's ability to learn to read. In such situations instructors may rely heavily on the grapho-phonics cueing system to compensate for the weaknesses found in the other three cueing systems.

The difficulty with this is two-fold. First the grapho-phonics cueing system only covers about 60% of the vocabulary children will encounter in the English language. The other 40% does not follow phonetic rules. The second is that a child that does not simultaneously use the pragmatic, semantic, syntactic, and grapho-phonetic cueing systems will not read for meaning. This explains why a child that relies solely on phonetic clues will read the word “there” as “theer”, and not appear to notice. A child that has been taught to also use the pragmatic, semantic, and syntactic cueing systems may misread this word because he applied a phonetic rule. However, he will quickly realize it doesn’t make sense (semantic/syntactic cueing systems) in the context and self-correct it. (If complex phonemes are taught for mastery, some experts say that as much as 87% of the English language can be learned via phonics).

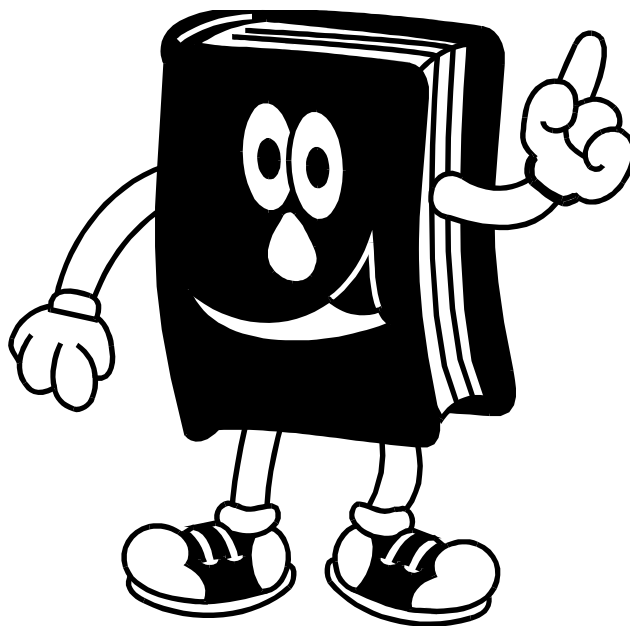
Due to the fact that the grapho-phonics cueing system only addresses 60% of written words many educators have struggled with its usefulness. It has been used as a band-aid approach when the other cueing systems fail to enable a child to read. In my experience I have found that it takes the simultaneous teaching and application of all four cueing systems for children to become proficient readers. In fact the grapho-phonics cueing system is an essential and exciting part of early reading and writing instruction when combined with the pragmatic, semantic, and syntactic cueing systems. This is why the teaching of grapho-phonics is placed into the context of sentences and stories in this book.

Smart Start in Language Arts presents keys to reading, writing, and spelling with results. Watch your students quickly begin to read stories independently and develop a sense of personal worth and accomplishment. Learn how to teach them to write creatively and integrate spelling and sentence structure skills. With this program context learning has been meshed with a carefully developed sequence of skills. This book covers a year’s curriculum of daily activities for beginning readers and writers. May it bring your students joy and success as they embark on the adventure of literacy! JoAnne Moore

**Important Note:**  
 This program should be started when the children are able to: name, recognize, and match upper and lower case alphabet letters. For those grade one teachers whose students have not yet acquired this ability, the first six weeks of school should be spent on activities which teach these critical skills.  
 Second, although the reading assignments are labelled by days, mastery is more important than sticking to a strict schedule. It is the pace of mastery by the students which should set the speed of the program. Therefore, flexibility in the speed of the program is essential for success and this must be communicated to the parents early on.

# Beginning Readers

The importance of decoding  
and visualizing skills in the  
context of reading is discussed.

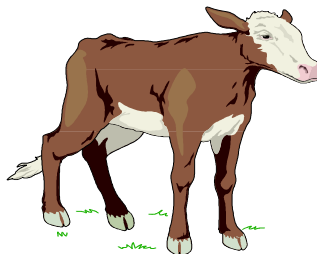


## Beginning Readers

Most young children learning to read have some knowledge of the alphabet and an understanding of story which is very helpful to them. It is important that the emphasis of decoding words be on phonics (making the sounds of each letter or combination of letters), however it is also necessary that in the process we do not negate learning words from context. Therefore, there are sight words which must be memorized such as sure, the, enough, you, because they cannot be phonetically sounded out. Learning to read is exciting, because words give us pictures in our imaginations and allow us to explore many new ideas.

There are several reasons why children should not learn to read entirely by sight. A child who learns to read by blending the sounds from left to right in a word can prove how he knows what the word says by breaking it down into its parts when he feels unsure. In the same way we teach arithmetic by helping children establish the amount behind each number and the meaning behind each symbol so that when they add or subtract they are able to “prove” their answers. Children who learn to read entirely by sight are at a disadvantage, because they lack the tools needed to justify their understanding. They must just believe that a word says what it says based entirely on the fact that they have seen it often enough in context to know it. Secondly children who learn to read by blending letter sounds together learn phonetic spelling rules at the same time and very quickly develop good spelling skills. If we teach children from the very beginning that spelling is important, they see it just as a part of the process rather than an insurmountable task. Children who are not taught spelling rules are left with only one tool - guessing or the dictionary. How many children pour over dictionaries on a regular basis? Over the elementary years in school this can become quite a problem by the end of grade six where it is almost impossible to undo the damage that has been done by spelling in this haphazard hit and miss strategy. A child that repeatedly spells words incorrectly memorizes them this way and by upper elementary has a very large vocabulary to relearn.

One way to teach children to read through phonics is to begin by introducing one letter of the alphabet per day in school. When introducing each letter we must teach children to distinguish between the name of the letter and its sound. A handy illustration I found helpful for this was an animal. I like to use a cow, because



it is a common animal. I tell the children that cows and alphabet letters are the same and I ask them if they know how they are the same. That question always illicit some very creative responses. Eventually we establish that cows have a name and a sound. The animal's name is cow, but its sound is "Moo!" Cows do not walk around all day saying their name cow. They only say their sound "Moo!" Alphabet letters are the same, because they have a name and a sound. When we talk about alphabet letters we use their name, but when we read words we always make their sound (with a few exceptions which I don't mention at this time).

When teaching your students to read knowing the sound that each letter makes is very important. Children seem to relate best to stories. I like to introduce each letter with a puppet show which centers around showing why the letter makes its particular sound. For example: the letter b is the bouncing ball letter, because as the ball bounces on the ground it makes the sound "Buh, buh, buh". Children take these illustrations and readily remember the sound because of them. In conjunction with introducing one letter sound I also introduce one sight word each day. This word must simply be memorized. I begin to make sentences for students to read with the sight words as quickly as possible. By the second day, the children are reading simple sentences. Introduce "I" the first day and "see" the second day and the children can read "I see." The sight words and letter sounds are sent home on flashcards along with a newsletter which explains the illustration used to teach the letter sound. Parents are asked to review the flashcards each night with their child.

Don't be afraid to introduce short vowel sounds early on. The sooner you have vowels to work with the sooner the students can begin to sound out words. *Children find the short vowel sounds the hardest letter sounds to learn.* That is because they are difficult sounds to remember and to make. Practice making the **vowel sounds** together as a class over and over again. If you leave teaching the vowels until very last the children have less time to review them and it will be a long time before they can begin sounding out words. Teach one vowel a week. Therefore in the first five weeks of school you would introduce one vowel and four consonants each week.

When teaching students to blend sounds together start with three letter words that can be phonetically sounded out. For example: bat. Each letter "plays fair", because each letter makes its proper sound. Don't give students words that do not follow the rules at the beginning, because it will confuse them. When teaching students to blend sounds I tell them that we must keep making the **sound of the first letter until we have joined it into the sound of the second letter.** Then we must keep making the sound of the second letter until we have joined it into the last letter. We will blend new words together out loud as a class.

Doing it together builds confidence and models the process for children unsure of it. I like to use a puppet to do it first and have him make mistakes so that the children learn how to do it. Then we try it as a class. For example when sounding out bat we would say “bbbbbbbbbaaaaaaaaaaat” We would hold the b sound until we could make the a sound and then hold the a sound until we could make the t sound. Then we would try it again (usually about five or six times) before suddenly one of the students says “bat!” and discovers what the word is.

It takes approximately six weeks to introduce all the alphabet letters. Include th, sh, ch, wh with the alphabet letters you introduce. After this point stop and review for one month before adding on new concepts. Spend this time decoding (sounding out) three letter words and reviewing the letter sounds until the class is proficient. Be sure to begin putting these new words to decode within the context of sentences using the sight words they are using.

The next step is to introduce long vowel words with silent e on the end of them. I call these words bumper words, because the silent e bumps the middle vowel on the head to make him say his name. This rule calls for learning a new strategy. ***Before students begin to sound out a new word they must look at the word as a whole and see if there is an e on the end of it. If there is they must then look for the vowel in the middle and decide what its name is.*** If the child does not learn this strategy early on he will sound out the word and when it doesn’t make sense he will notice the e on the end and then have to start again. Be disciplined in consistently verbalizing how important it is to look at the whole word BEFORE beginning to sound it out just in case that tricky e is at the end of it. Spend another month mixing up short and long vowel words until the class demonstrates mastery of short and long vowel words. Don’t rush this concept, because it is a challenging one and lays the ground work for analyzing words.

Next we introduce vowel digraphs which are two vowels that come together to make a single sound. ***Children find this concept very difficult, but it is critical that enough time is spent on mastering it, because almost all other phonetic concepts that will be taught after this use the same principle of two letters together making a single sound.*** The vowel digraphs are ai, ay, ea, ee, oa, oo (boot), oo (book), ue. When modelling this concept we teach the rule that when two vowels come together the first one says its name and the second one is silent. Students have now learned that there are two circumstances in which vowels may say their name. This can happen in bumper words or when two vowels come together. Again it is so crucial that children look at the entire word BEFORE attempting to sound it out. Teach them to verbalize whether there is an e on the end or two vowels together. Then ask “How will the silent “e” change the word or what sound will the two vowels make?” It will take another month to solidify this concept. Give students lots

of practice differentiating between short vowel words, bumper words, and words which contain vowel digraphs. It is very common for children learning bumper words and vowel digraph words to confuse them with short vowel words. Keep on reviewing the blending of new short vowel words while teaching these new concepts.

To help students who guess instead of apply these strategies I talk about our two brains. One brain is a sounding out brain and the other brain is a guessing brain. If we don't keep our guessing brain locked up he will jump out and wreck our sounding out of new words. This illustration is furthered by my jack-in-the-box who represents our guessing brain.

After this point teaching **diphthongs** (either two vowels or one vowel and one consonant which come together and make a brand new sound which include au, aw, ew, oi, oy, ou, ow as in how and blow), **consonant digraphs**, **silent letters** (gh, kn wr, lk), **r-controlled words** (or, ar, ur, ir, er) **soft c** (ce, ci, cy) and **soft g** (ge, gi, gy) follows the same teaching process as shown in introducing the concept of vowel digraphs. Again if you spent enough time on teaching bumper words and the vowel digraphs students will pick these new concepts up with greater ease. If you have rushed the process you will find your class getting more and more confused. Be patient, because these are challenging concepts and they take lots of time to master. Don't rush!

The other concepts that must be taught include the vowel sounds of the letter y. Y says the long i sound at the end of one syllable words and the long e sound at the end of two syllable word. Finally there are consonant blends. Consonant blends do not make a single sound. However in the case of a three letter consonant blend such as "thr" the "th" makes a single sound which is joined with the r sound.

This concludes my short introduction to teaching phonics. It does not touch on the comprehension aspects which are discussed in the visualizing and verbalizing section of this book. The only thing I will say is that when children are initially reading sentences I have them draw what the sentence says in order to help them understand what they have read. When I know that they are proficient at reading and I can trust their comprehension I move their work along to reading and answering questions. Make it a habit to listen to every child read at least two sentences to you every day. What you will learn about the children's decoding and comprehension skills will be invaluable information for you to use in helping them become independent readers. Just a note of caution. Some children think that decoding words is all that there is to reading. They miss the idea that reading is really about learning to decode words so that you can get on to the fun part of making movies in your mind from the text. Be sure to read out loud to your beginning readers so that they don't miss the reason they are persisting with phonics.

## The Strengths and Weaknesses of Readers

There are two areas students need to be proficient in to qualify as a good reader. They must have strong decoding skills and be able to sound out the vocabulary presented to them. They must also be able to translate words into visual images. This allows students to turn the words into a story and to remember and understand what they have read. Readers fall into one of the four categories below.

GD	PD
GV	GV
GD	PD
PV	PV

Key	
<b>G</b>	= Good
<b>P</b>	= Poor
<b>D</b>	= Decoder
<b>V</b>	= Visualizer

The first category is the good decoder and good visualizer. This student is the strong reader. This reader can apply phonics accurately and consistently to new or unfamiliar vocabulary. He can also use context to predict or figure out new words. The strong reader visualizes in his imagination the story that the text is telling. He is making pictures in his mind of the story or information he is reading. These two abilities together make a student a solid reader. This child reads the words accurately and understands what the story is telling. This type of reader will develop fine reading skills with daily reading practice. Please note that visualizing and decoding are two separate abilities. A reader can be strong in one area, but not the other. It is also interesting to note that although decoding skills transfer from one subject to the next, many students do not use their visualizing skills when working in other subject areas such as math or science.

The second category involves readers that are poor decoders but good visualizers. This type of reading difficulty may surprise you, because the student will make numerous errors in decoding the text but will have an accurate grasp of what the text was conveying. This student needs work on his decoding skills but not on his visualizing skills. His visualizing skills allow him to correctly imagine and predict the story line. He is able to answer questions about the text with little difficulty until too much of the vocabulary becomes out of his reach.

At this point two strategies can be incorporated to help correct this problem. Sight word problems can be overcome by reviewing the Dolch sight words using flashcards. The flashcards should be reviewed for ten minutes a day. The critical part of this strategy is the consistency with which the practice occurs. One night a week for an hour will not compensate for ten minutes each day. Students learn by review, review, review! A little on a regular basis can turn into a lot!

Most students that have difficulty decoding unfamiliar words at this stage often have trouble with diphthongs and digraphs. Diphthongs and digraphs involve two letters that come together in a word to form a single or new sound. These include; aw, au, ai, ay, ar, ew, er, ey, ir, oi, oy, oa, or, ue, ur, ge, gi, gy, ce, ci, cy, ph, th, wh, ch, sh, gh, ea, ee. This problem can be overcome by making flashcards which contain these sounds in them. Students should be asked to identify which letters go together to make a new sound BEFORE they attempt to sound the word out. This teaches a new decoding strategy. Typically these students will try to sound out the word and then as a last resort look for digraphs or diphthongs. For example a child is shown the word "charge". If a child is a good decoder he will tell you that "ch", "ar", "ge" go together to make new sounds. A child that doesn't group these letters together would be unable to figure out what the word said. Eventually this would begin to effect the child's comprehension.

The third category involves students that are good decoders, but poor visualizers. This type of reading difficulty is a challenging one. The student decodes fluently but has little retention or understanding when finished reading. A typical response to this problem is to ask the student to read the passage again more carefully. Sometimes this strategy is effective, because the student really wasn't paying attention to the passage. If this is a consistent problem and re-reading doesn't help the difficulty stems from the fact that the reader doesn't translate the words of the story into a visual picture. This means that re-reading the passage numerous times will not give the student a better understanding. This child needs help building a mental picture from the text.

Before beginning a visual picture building lesson with the child set the context in the following way. Draw a quick cartoon of the student and point out the words are going into his ear. Draw a cloud above the cartoon to represent thoughts. Ask the child what is supposed to happen in the cloud. If the child does not respond tell him that the cartoon is supposed to read the text and imagine a picture that shows what the words are saying. If the cartoon does not make any pictures from what he is reading the words will fall out his other ear. Then he will be very sad, because he won't be able to remember or answer questions about what happened in the story. The only way to keep the words from falling out the other ear is to make a picture. If the cartoon visualizes the story the book can be taken

away and he will be able to remember what it is about by recalling the pictures in his imagination.

The second aspect of teaching the child to make pictures is to use questions to help him build the pictures. Begin with having the child describe a simple picture to you. The child must work from the whole to the part in describing the object. When his language is specific enough for you to build an accurate picture switch roles. From there move on to having the child visualize a word. Finally move on to sentences. When building pictures from paragraphs have the child read one sentence at a time from a paragraph and then stop and talk about it. Use these structure words in each stage to help guide your questions: what, color, size, shape, number, where, when. The structure words are used to build the structure of the imagined picture. For example the child reads "There once was a little green frog who lived by a shining river." When the child is finished reading this first sentence begin by asking him what he imagined. If the child can't respond or says "I don't know," ask him a question that forces him to make a choice. This will help him to begin building pictures in his imagination. For example: "Did you imagine a dog or a frog?" If the child picks the wrong answer go back, re-read the text and ask the question again. Sometimes you can ask a silly questions such as "Did you imagine a dog or a clown?" This story was not about either and the question forces the student to say "Neither, it was about a frog." Then using the structure words as a guide as ""What color was the frog?" If the child responds correctly go on. If not give the child a choice. Ask "Was the frog you imagined pink or green?" Go on until you have asked questions involving what, shape, size, color, number, where, and when. Remember that the frog is only a part of what the sentence said. You must build a picture that includes all the parts of the sentence. In this case the home of the frog and the river also need to be included.

When you are finished building the first picture have the student read the second sentence. Stop and build a second picture in exactly the same way. Only ask questions that give choices. A good indication that the child is building a picture and not parroting words is when he gestures with his hands to explain or looks upwards with his eyes as if thinking back.

When the picture for the second sentence has been built go back and have the student tell you what they imagined for the first and second sentence together. If the student cannot include all the details review them with questions until it is stable in the student's mind. It is very common for children who have never made pictures before to not really make pictures or to lose their pictures. This is why the review of going back over each sentence before adding a new one helps the student to add on to their picture and not lose it. If when you review you notice the

student has altered the picture it is often because the student did not really make it in the first place. In this case you have to go back through the process again. As you can see this is very time consuming and draining for you and the student. You have to be building a picture too, otherwise you won't notice if the student changes the picture. I recommend that you don't try to do this longer than twenty minutes at a time.

The positive aspect of teaching your student to build pictures is that his retention goes up significantly if he actually begins to build pictures himself. I have done this with students and been able to pull up their picture over a week later in complete detail. With daily practice students will eventually begin to make their own pictures when they read without help. As you can see visualizing and comprehension go hand in hand.

The fourth category involves readers that are poor decoders and poor visualizers. This student can be severely learning disabled. The situation is the old chicken and egg syndrome. Which problem do you begin to fix first? My advice is to begin with the decoding. When this has been mastered the student will be able to accurately read the text that is to be visualized. Then move on to teaching the student how to build pictures. It is possible that the task will prove more than you are able to do. If this is the case seek out a tutor or some other type of assistance. Please don't ignore or leave the problem alone hoping it will get better on its own, because it will most likely get worse. Remember that the key to success is short daily periods of review.

A good indicator of what type of reading difficulty a student has should show itself on an informal reading inventory. Listen carefully to the oral reading and determine whether there is a decoding problem. If there is a decoding problem try to determine if it is sight word oriented or phonics oriented and apply the appropriate help. If the decoding is good, but the student has difficulty answering even knowledge questions (lowest level of learning from Bloom's Taxonomy) it is likely because he is not visualizing. Question the student about his picture. If he doesn't have one get him to build one. Visualizing difficulties are often linked with conceptualizing difficulties. Conceptualizing problems have to do with the way a child understands and organizes information in his mind. Children with this problem **tie the concept to the content**. An inability to see patterns or to apply what is learned in new situations, or difficulty distinguishing relevant from irrelevant information may be an indication of conceptualizing problems. Teaching students to form pictures accurately may help them to begin to conceptualize normally. Valuable activities for this type of problem include: following directions, summarizing, categorizing, locating main idea, explaining cause and effect.

A student can't progress up the ladder in Bloom's Taxonomy without being able to make pictures to create a basic understanding with which to work from. If your bottom students all have trouble with knowledge questions and decoding is not a problem than it is likely a visualizing one. It is worth the time to do less work and build pictures than to force them to complete assignments they don't understand. If we force students to do work they don't understand the subliminal message we send them is that learning doesn't have to make sense. Once they learn that they begin to stop questioning when they don't understand. Then the only goal left for the student is to get the assignment done, and he has begun to quit trying to make sense of what he reads.

Try to teach your students to diagnose their own reading difficulties. When they get a question wrong ask them if it was because they had trouble sounding out the words or because they didn't make a picture. If they had trouble with the words, ask them to re-read the selection and copy down the words they didn't get. Have them bring the words to you and help the student to sound them out. If they didn't make a picture ask them to re-read on their own and attempt to make a picture. If they can't do it alone, take the time to help them build one. Remember that the key to success is short daily periods of review.

### Reading Difficulties

#### Decoding Problems

\* Result in being unable to read for accuracy.

Problem is either sight word oriented or phonetic.

If sight words are a problem use flashcards for review of Dolch Sight words.

If problem is phonetic use flashcards for review of phonics.

#### Visualizing Problems

\* Result in difficulties with knowledge & comprehension

Use visualizing & verbalizing techniques for help.

Please note that comprehension problems may stem from conceptualizing difficulties. Students with this problem need help making sense of ideas, and linking them together. Help involves visualizing, verbalizing, dialogue, lots of explaining and application level activities.

**Real understanding involves the ability to apply learning in new situations.**

## **Questions to use for helping students with Decoding or Word Meaning Difficulties**

**Word Analysis Questions:** These questions relate to helping students with the structure and meaning of words.

### **Word Meaning**

Show me a word that you don't know the meaning of. Read the word in the sentence and see if we can predict its meaning from the context.

What meaning did this word have in the story?

What other meaning does this word have?

Tell me what this root word means without the suffix.

What does it mean with the suffix?

Tell me what this root word means without the prefix.

What does it mean with the prefix?

How does this ending change the verb tense?

### **Word Structure**

Tell me how you sound out words you don't know.

How many syllables are in this word?

Tell me each syllable in this word.

What rule did you use to sound out this word? (silent e rule, etc.)

In this word what two letters go together to make a new sound?

In this word what two vowels go together and what sound do they make?

In this word what consonants go together and what sound do they make?

What does this ending say? (ing, tion, sion, etc.)

What does y say at the end of this word? Why?

Do you always look at the whole word and think of what rules go with it before you try to sound it out?

Look at this word and tell me all the rules that go with it before you try to sound it out.

What does silent e do to the vowel in this word? (eg. make)

## Questions to use for helping students with Visualizing Difficulties

### **Picture Building Questions**

**1. What did you imagine this sentence/paragraph/story to be about?**

*If no response is given offer a choice.*

Was it about a dog or an elephant? etc.

**2. What color(s) was it?**

*If no response is given offer a choice.*

Was it red or blue? etc.

**3. What size was it?**

*If no response is given offer a choice.*

Was it as big as a house or the size of a car? etc.

**4. What shape was it?**

*If no response is given offer a choice.*

Was it the shape of a circle or the shape of a football? etc.

**5. How many were there?**

*If no response is given offer a choice.*

Did the story want you to imagine a few or a lot?

Was there one or ten? etc.

**6. Where did you imagine the \_\_\_\_\_ was?**

*If no response is given offer a choice.*

Did the story want you to imagine it in a forest or a jungle? etc.

**7. What action was \_\_\_\_\_ doing?**

*If no response is given offer a choice.*

Did the story want you to imagine the \_\_\_\_\_ jumping off a bridge or reading a book? etc.

**8. What sounds did you imagine in the background?**

*If no response is given offer a choice.*

Did you imagine the sounds of birds or leaves rustling in the wind? etc.

**9. What mood did the story make you feel?**

*If no response is given offer a choice.*

Did the words make you feel happy, sad, desperate, scared? etc.

If you are looking for more specific questions and information read the text **Visualizing and Verbalizing** by Nanci Bell.

Review all of the imagined picture each time you ask a new question and build another aspect of the picture. At the end review all nine aspects of the picture. Try to get students to the point that they can tell you about the picture without the guiding questions.

Check to see that students know the meanings of their prepositions. I have found many students that struggle in this area don't know the meaning of positional words and this influences their ability to accurately build pictures and follow directions on assignments.

**Prepositions and Positional Words:** about, above, across, after, along, among, amongst, around, as, at, before, behind, below, beside, between, by, down, for, from, in, inside, into, like, of, off, on, onto, out, outside, over, through, to, toward, under, underneath, until, up, upon, with, within

## Smart Start Reading Program

The Smart Start Reading Program combines phonics with whole language. Children are taught their letter sounds and sight words in a systematic program which reviews and adds new concepts daily. The letter sounds and sight words are taught and practiced in the context of sentences which become stories as early as possible. In this way comprehension is emphasized simultaneously with decoding skills. Children learn that phonics is the key to unlocking a world of adventure and imagination. The vocabulary in the reading sheets is controlled to promote confidence and success. Unfamiliar vocabulary in the stories is underlined to indicate the reader must sound it out. Each new word to be blended always contains letters or rules the student has already been taught. Sounding out new words in sentences provides practice and application of the phonic concepts taught in the daily reading lessons.

The reading program teaches colour words first and tests understanding through colouring activities. It moves on to introduce all twenty-six letters as well as the digraphs th, sh, ch, and qu. At this point testing and review occur for thirteen school days. Next, bumper words and vowels are introduced. Bumper words are words which end in a silent "e". This "e" jumps over the letter beside him and bumps the middle vowel on the head to make him say his name. For example the word "bake". In this word the "e" jumps over the "k" and hits the vowel "a" on the head. This causes the letter "a" to say his name and changes the word from "bak" to "bake". Fourteen school days are given for students to practice identifying differences between regular (short) vowel words and bumper words (long vowel words). At the end of this time mouse words are taught. Mouse words contain two vowels which come side by side. In a mouse word the first vowel says its name and the second vowel is silent. We call these mouse words, because just like mice have two big ears sticking up together so mouse words have two vowels side by side. Some examples of mouse words are pain, heat, and goat. What we try to teach students is to look at a word and decide if it has a short vowel (regular vowel), a long vowel due to a silent "e" (bumper words), or a long vowel due to two vowels working together (mouse words). When we add all the other phonetic combinations such as ew, au, oi, etc. they are all based on the mouse word principle of two letter friends working together to form a single sound. Groups of two letter friends working together are called word keys. **Students are taught that without the right key you can't unlock words.** A significant amount of time is spent solidifying these three concepts. At the point of mastery students acquire the other two-letter combinations with ease, because they are able to fit them into their existing framework. In this program students will enjoy learning their phonics, because the context of reading stories has not been lost in the process.

**Note:** The classroom library books listed at the back of Smart Start are really important. This is where skills are applied in the story context of phonics readers.

\*Please see Appendix D (pages 438 to 451) for sample lesson plan

The book Smart Start Companion contains lesson plans for the Smart Start Program

### Reading Program

#### Days 1 to 9

Students are introduced to a new phonic sound, colour word and sight word every day. These words and sounds are practiced with flashcards and the reading sheets each day. Students read the word and draw the corresponding rebus picture below it. Then they colour the page that follows to practice their colour words. To keep track of a child's decoding progress the teacher counts how many words are on the page, listens to the child read, circles any errors and gives the child a mark. For example if there were twenty words on the page and the teacher circled three words the child would receive a mark of seventeen out of twenty. This mark measures a child's ability to decode. The teacher keeps a running tally of these missed words under each child's name so that any decoding pattern difficulties are easily identified and relayed on to the parent.

#### Days 10 to 33

Students are introduced to a new letter sound and sight word each day. These words and sounds are practiced with flashcards and the reading sheets every day. Students stop drawing rebus pictures on the tenth day and begin reading each sentence and drawing one picture to represent the meaning of the sentence. New words are underlined so that students can easily recognize which words must be sounded out. Students will always know the sounds of each underlined word that they are required to decode. From now on there are two aspects of record keeping. To keep track of a student's decoding progress the teacher counts how many words are on the page, listens to the student read, circles any errors and gives the student a mark. For example if there were twenty words on the page and the teacher circled three words the child would receive a mark of seventeen out of twenty. The second mark measures comprehension. If the child was to draw four pictures the child would receive a mark for drawing each picture completely. Drawing the picture accurately reflects how well the child understands what he is reading. **Remember that the ability to decode and comprehend are two separate abilities and it is critical to keep track of the student's progress in each area in order to detect reading difficulties.** In conjunction with the reading sheet I have also used **Frank Schaeffer's** Initial Consonants book for grades one to two. This is a reproducible book which is used to practice the new sounds taught. Apparently, Frank Schaeffer books are out of print. Reinforcement is essential for mastery. The teacher may wish to purchase the workbook titled Level A Modern Curriculum Press Word Study produced by Pearson Learning. The ISBN is 0-7652-0025-2. ***Wherever Frank Schaeffer activities are mentioned, you can substitute with pages from this workbook.***

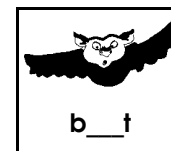
#### Days 34 to 41

Students review the thirty-three phonic sounds, learn a new sight word each day, and work on mastery of the short vowel sounds. They continue to read each sentence and draw one picture to represent the meaning of the sentence. Marks continue to be recorded as explained in the section above. In addition to the reading sheet I have also used **Frank Schaeffer's** Learning Short Vowels for grades one to three. This book is critical in mastering short vowel sounds. If you omit the Initial Consonants book do not neglect this one. Each exercise shows students pictures. Below the picture is the initial and final consonant in the word. Students must record the missing vowel sound. This exercise can be extended by whitening out the initial or final consonants. Students can then practice writing the beginning, middle or final letter of words. Towards the end of day forty-one you may choose to have students print the whole word.

#### Days 42 to 46

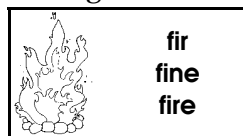
On day 42 students stop drawing pictures and start reading stories and answering questions. Again a decoding mark is recorded for reading the story orally and a comprehension mark is recorded separately for answering the questions. Continue to use the Learning Short Vowels book by Frank Schaeffer for extra practice. All new sight words should be added to the existing flashcards and reviewed each day.

The short vowel book shows pictures of three letter short vowel nouns. Below each picture the initial and final consonant have been written with the short vowel sound omitted. The child is to write in the short vowel sound. Example of short vowel practice is shown here with the picture of the bat and the word below it. If you can't obtain something similar, you can have a parent make it for you using clip art graphics of short vowel words. It is amazing what can be accomplished with this kind of reinforcement.



### Days 46 to 61

On day forty-six bumper words are introduced and students must begin to analyze a word by determining if it has a short vowel or a long vowel. I use the term “**regular**” vowel in place of short vowel, and tell students **the vowel can say its name** in place of the term “long vowel”. This is a critical decoding skill that must be mastered. Spelling activities for differentiating between regular, bumper and mouse words (those with two vowel together) have been written beginning on day sixty-two. However, if your students have tremendous difficulty learning bumper words this same activity could be used to determine differences between regular and bumper words. See pages thirty-nine to forty-eight for examples of this activity. The book Smart Start Companion has word key worksheets supporting the mastery of this concept. Students need to learn to look at the end of the word for a silent “e”. If there is one the middle vowel will say its name. **Frank Schaeffer’s** book called Long Vowels for grades one to two is used to practice this new decoding skill. On day fifty-six begin using the book by **Frank Schaeffer** entitled Following Directions; Read, Write, Color for grades one to two. This is an essential book for solidifying comprehension and sight word skills. Again a decoding mark is recorded for reading the story orally and a comprehension mark is recorded separately for answering the questions. All new sight words should be added to the existing flashcards and reviewed each day. The Frank



Schaeffer long vowel reinforcement book has activities which look like this one. The child must circle the correct word and sort out the difference between long and short vowel words. These could also be created using clip art graphics.

### Days 62 to 81

On day sixty-two mouse words are introduced and students learn to analyze words by learning to recognize two-letter groups of vowels together which produce a single sound. The rule taught is that when two vowels come together the first one says its name and the second one is silent. The most commonly found groups are ee, ea, ai, oa. Others that are not so common include: oe, ue, ui. Continue to use the **Frank Schaeffer Long Vowels** book for practice in addition to the book by **Frank Schaeffer** entitled Following Directions; Read, Write, Color. This is a very difficult decoding concept and many children take a long time to master it. Make sure to complete the spelling activity on pages thirty-nine to forty-eight, because it will speed up this process and help students solidify their understanding. All other phonic sounds learned are based on this concept of two letters working together to form a single or new sound.

### Days 82 to 102

Many vowel digraphs, diphthongs, and the r-controlled vowels and new sight words will be introduced during these days. Continue to keep track of your students’ decoding and comprehension progress. Use the **Frank Schaeffer** books Phonics Word Hunt and Easy Special Vowels Practice to reinforce the skills and sight words being taught. All new sight words should be added to the existing flashcards and reviewed each day until mastery occurs. Word key exercises can be found in Smart Start Companion.

### Days 102 to 140

More rules and sounds will be taught during these lessons. Keep track of your students’ decoding and comprehension progress. Use the **Frank Schaeffer** books Inferences for grades one to two, and Cause and Effect for grades two to three to practice comprehension skills. All new sight words should be added to the existing flashcards and reviewed each day until mastery occurs.

## Keys for Teaching Emergent Readers how to Unlock Words:

### Key # 1: Alphabet Letters & Sounds

Children are taught the names and sounds of alphabet letters using little stories. One letter and sound is taught each day. For example: “e” is the happy letter, because you have to smile to make his sound. The names of letters will be useful for alphabetizing later on. The sounds of letters are used to teach blending skills. Children learn that letters are like animals. They have a name and a sound. Count on eight weeks of time to teach this process (at least)!

**Hint:** For those children that confuse d’s and b’s teach the class how to make a bed to help them remember.

### Key # 3: Looking at the End of a Word for “e”

Once the children can confidently blend three letter words and have gained mastery of short vowel sounds it is time to introduce the bumper word principle. Bumper words end in silent e. The “e” is a tricky letter. He jumps the letter beside him and hits the middle vowel on the head to make him say his name. Then he sits perfectly quiet, because he doesn’t want to get caught. For example: bake. In this word the “e” jumps the “k” to hit “a”. This causes the letter “a” to say his name instead of his regular sound. Children need about a month to learn to differentiate between silent “e” words and regular vowel words.

**Hint:** Use spelling sheets to solidify this concept.

### Key # 2: Blending Three-letter Words

Children are taught to blend three-letter words with regular vowels by making the sound of the first letter until they can join it into the sound of the second letter and again into the third letter. Example: bbbbaaaat! bbaat! bat! Review all letter sounds daily. Count on ten weeks for mastery. In my experience three letters is the maximum amount of sounds an emergent reader can handle blending. If you give them a word with more than three sounds they should learn to cover up the remaining letters, blend only three letters at a time, and then add on the remaining ones. This is especially true when adding “s” onto a word. Teach children to blend the word without the “s” and add it on once they know what the word is. The challenge in blending is always the vowel sounds. It is helpful to focus on mouth positioning to teach them.

1. “A” is the crybaby letter. He cries “Aaaa!” (This one is the easiest to learn.)
2. “E” is the happy letter. To enunciate properly smile, and keep your teeth a finger-width apart.
3. “I” is the sick puppy dog letter. He isn’t feeling well and cries “Iiii!” To enunciate properly smile, and close your teeth a fingernail-width apart
4. “O” is the doctor letter. Open up your mouth to form an oval and say “aw!”
5. “U” is the muscleman letter. He is trying to lift his heavy weight up. To enunciate properly pretend you are saying “up” and leave off the “p”.

**Hint:** Evaluation of each student one on one for mastery of letter sounds and blending skills is critical.

### Key # 4: Looking at the End of a Word for “y”

While you are teaching children to look at the end of a word for the silent “e”, it makes sense to also teach them about what happens when “y” comes at the end of a word. Children are taught that when “y” comes at the end of a one-beat word (one-syllable word) it says “i”. For example: cry. When “y” comes at the end of a two-beat word it says “ee”. For example: baby. This is taught through a clapping game which helps children learn the differences between one and two-beat words ending in “y”.

**Key # 5: Two Vowels Together**

The next step is to teach students that *when two vowels come together the first one says its name and the second one is silent*. Any time we have two letter friends working together we call this a **word key**. We call the vowel keys that say their name **Mouse Word Keys**. Just like mice have two big ears that stick up, so word keys have two vowels which come side by side. Children learn that you can't unlock a word if you don't use the right word keys.

1. "ai" makes "a" say its name and comes in the middle of words.
2. "ea" makes "e" say its name and comes in the middle of words.
3. "ee" makes "e" say its name and comes in the middle of words.
4. "oa" makes "o" say its name and comes in the middle of words.
5. "oe" makes "o" say its name and comes at the end of words.

**\*This concept is extremely challenging. The task is to help students master identifying the difference between regular vowel words, bumper words, and mouse words. Special spelling exercises are very helpful. If the children do not master the differences between identifying these different kinds of words they will become confused and unable to progress further. Count on six weeks to master this.**

**Word Key # 7: Family Words**

The English language contains a number of words that end in the same way. These are called "family words". Just like a family has a last name shared between family members so do "family words". For example "ice" is a word family. It includes "dice, lice, mice, nice, rice, spice". These are written on a family word poster and taught in the context of new reading vocabulary.

**Key # 8: Word Endings**

Children learn to identify the following endings: ed, s, es, ing, tion, sion

**Key # 9: Jail Words**

This is where we lump the words which don't obey the rules.

**Key # 6: Other Word Keys**

Once a child understands that a word key occurs when two letters work together to do one job, they can be taught all the other two-letter combinations. This must be done slowly and methodically with lots of practice. The other two-letter combinations are:

1. th (noisy and quiet sounds), sh, ch, wh
2. R-controlled vowels  
"ar" makes "r" say its name anywhere in a word  
"er" says "r" and comes at the end of two-beat words  
"ir" says "r" and comes anywhere in a word  
"or" makes sound found in "fort" and comes anywhere in a word  
"ur" says "r" and comes anywhere in a word
3. "oo", and "ui" come in the middle of words (boot, suit)  
"ue" comes at the end of words (blue)  
"ew" comes in the middle and end of words (chew)
4. "oi" comes in the middle of words (coin)  
"oy" comes at the end of words (boy)
5. "ai" says "a" and comes in the middle of words  
"ay" says "a" and comes at the end of words
6. ce, ci, cy borrow the "s" sound
7. ge, gi, gy borrow the "j" sound
8. "ck" says "k" and comes at the end of a one-beat word when the vowel is regular (short)
9. "gh" are the ghost letters which don't say anything
10. "ph" says "f" anywhere in a word
11. "ou" says "ow" in middle of words  
"ow" says "ou" or long "o" in middle and end of words
12. "au" says short "o" in middle of words  
"aw" says short "o" in middle and end of words

**Hint:** Using spelling exercises in which children are required to circle the word keys and count them is a valuable activity for learning to quickly identify the word keys needed to unlock new words.

**Key # 10: Compound Words**

Learning that many long words are made up of two words joined together is a very helpful tool. To teach this students can be given compound words and asked to break them apart or take two words and join them together to form a compound word. Students can be taught to circle word keys, look for a word they know, and then draw a line down to split the word into two words. Example: doghouse

# Long Range Plans for Teaching Reading Skills on Calendars

## Please Note:

Any books which teach consonant and vowel reinforcement by drill may be used in placement of the books mentioned by Frank Schaeffer.

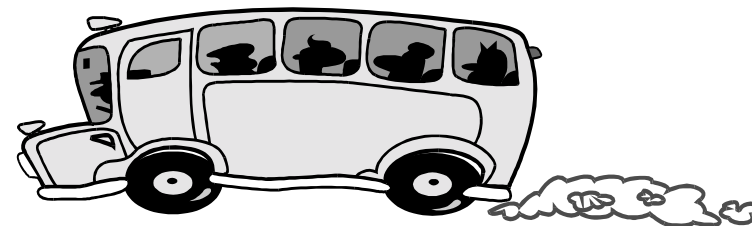
The supplementary books titles listed on pages 14 and 15 are by **Frank Schaeffer**.

1. Initial Consonants for grades one to two (approx. \$7.00)
2. Learning Short Vowels for grades one to three (approx. \$7.00)
3. Long Vowels for grades one to two (approx. \$7.00)
4. Following Directions: Read, Write Color for grades one to two (approx. \$7.00)

If you are interested in purchasing these resources please contact your nearest teacher resource store or write Frank Schaffer Publications, Inc. 23740 Hawthorne Blvd., Torrance, CA 90505.

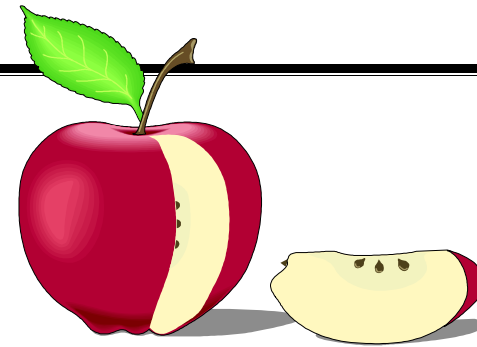
\*This reading program **does not** include literature for children to read and it is important that children read books or readers as soon as they have enough sight words and phonic concepts to do so. They should be reading simple readers or books by mid-November with your guidance.

# SCHOOL DAYS 1 TO 35



1 <u>Phonic Sound:</u> ee <u>Color word:</u> green <u>Sight word:</u> see	2 <u>Phonic Sound:</u> e <u>Color word:</u> red <u>Sight word:</u> I	3 <u>Phonic Sound:</u> ow <u>Color word:</u> brown <u>Sight word:</u> can	4 <u>Phonic Sound:</u> ck <u>Color word:</u> black <u>Sight word:</u> the	5 <u>Phonic Sound:</u> ow <u>Color word:</u> yellow <u>Sight word:</u> me	6 <u>Phonic Sound:</u> ue <u>Color word:</u> blue <u>Sight word:</u> play	7 <u>Phonic Sound:</u> or <u>Color:</u> orange <u>Sight word:</u> like
8 <u>Phonic Snd:</u> ur / r <u>Color:</u> purple <u>Sight word:</u> and	9 <u>Phonic Snd:</u> wh / w <u>Color:</u> white <u>Sight word:</u> work	10 <u>Phonic Sound:</u> s <u>Sight word:</u> a	11 <u>Phonic Sound:</u> m <u>Sight word:</u> is	12 <u>Phonic Sound:</u> a <u>Sight word:</u> you	13 <u>Phonic Sound:</u> o <u>Sight word:</u> to	14 <u>Phonic Sound:</u> t <u>Sight word:</u> we
15 <u>Phonic Sound:</u> h <u>Sight word:</u> that	16 <u>Phonic Sound:</u> b <u>Sight word:</u> in	17 <u>Phonic Sound:</u> f <u>Sight word:</u> for	18 <u>Phonic Sound:</u> i <u>Sight word:</u> at	19 <u>Phonic Sound:</u> g <u>Sight word:</u> with	20 <u>Phonic Sound:</u> u <u>Sight word:</u> it	21 <u>Phonic Sound:</u> n <u>Sight word:</u> on
22 <u>Phonic Sound:</u> p <u>Sight word:</u> put	23 <u>Phonic Sound:</u> d <u>Sight word:</u> are	24 <u>Phonic Sound:</u> L <u>Sight word:</u> of	25 <u>Phonic Sound:</u> v <u>Sight word:</u> this	26 <u>Phonic Sound:</u> j <u>Sight word:</u> your	27 <u>Phonic Sound:</u> x <u>Sight word:</u> as	28 <u>Phonic Sound:</u> z <u>Sight word:</u> but
29 <u>Phonic Sound:</u> y <u>Sight word:</u> be	30 <u>Phonic Sound:</u> qu <u>Sight word:</u> have	31 <u>Phonic Sound:</u> sh <u>Sight word:</u> he	32 <u>Phonic Sound:</u> th <u>Sight word:</u> they	33 <u>Phonic Sound:</u> ch <u>Sight word:</u> one	34 <u>Review Phonics</u> <u>Sight word:</u> good	35 <u>Review Phonics</u> <u>Sight word:</u> about

# SCHOOL DAYS 36 TO 70



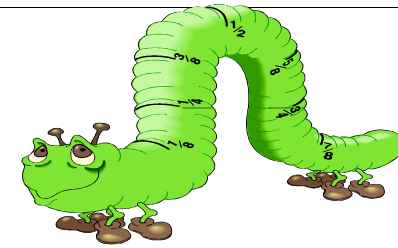
36 Review consonants <u>Sight word:</u> had	37 Review consonants <u>Sight word:</u> look	38 Review “a” vowel <u>Sight word:</u> some	39 Review “e” vowel <u>Sight word:</u> up	40 Review “i” vowel <u>Sight word:</u> her	41 Review “o” vowel <u>Sight word:</u> do	42 Review Phonics <u>Sight word:</u> so <u>Phrase:</u> Come here
43 Review Phonics <u>Sight word:</u> my <u>Vocabulary:</u> said	44 Review Phonics <u>Sight word:</u> very <u>Vocabulary:</u> draw	45 Review Phonics <u>Sight word:</u> all <u>Vocabulary:</u> colour	46 Review Phonics <u>Sight word:</u> would <u>Vocab:</u> surprise	47 Bumper words <u>Sight word:</u> could <u>Vocab:</u> something	48 Bumper words <u>Sight word:</u> should Review vocab.	49 Bumper words <u>Sight word:</u> any <u>Vocabulary:</u> new
50 Bumper words <u>Sight word:</u> been Review vocab.	51 Ghost words <u>Sight word:</u> out Review vocab.	52 Ghost words <u>Sight word:</u> there <u>Vocab:</u> were	53 Ghost words <u>Sight word:</u> from <u>Vocab:</u> picture	54 Word Family: ay <u>Sight word:</u> day <u>Vocab:</u> funny	55 When y comes at the end of a one beat word it says ī <u>Sight word:</u> go	56 When y comes at the end of a two beat word it says ē <u>Sight word:</u> then <u>Vocab:</u> little
57 Review y in one & two beat words <u>Sight word:</u> us	58 Bumper words <u>Sight word:</u> no	59 Bumper words <u>Sight word:</u> him	60 Ghost words <u>Sight word:</u> by	61 Review y in one & two beat words <u>Sight word:</u> was Word Family: ook	62 Mouse Rule When 2 vowels come together the 1st one says its name & the 2nd one is silent <u>Sight word:</u> says	63 Mouse Rule <u>Sight word:</u> come
64 Mouse Rule <u>Sight word:</u> get	65 Mouse Rule <u>Sight word:</u> boy	66 Mouse Rule <u>Sight word:</u> girl	67 Mouse Rule <u>Sight word:</u> little	68 “oo” says “ui” & comes in middle of words. eg. boot <u>Sight word:</u> has	69 “ui” says “oo” & comes in middle of words. eg. fruit <u>Sight word:</u> build	70 “er” says “r” & comes at end of words. eg. sister <u>Sight word:</u> how

# SCHOOL DAYS 71 TO 105



<b>71</b> “ur” & “ir” say “r” in middle of words. <u>Sight word:</u> our	<b>72</b> “ar” makes “r” say its name. <u>Sight word:</u> what	<b>73</b> Review er, ir, ur, ar <u>Sight word:</u> who	<b>74</b> Review er, ir, ur, ar <u>Sight word:</u> where	<b>75</b> Ending: ing Review Mickey Mouse words. <u>Sight word:</u> there	<b>76</b> Ending: ed Review Mickey Mouse words. <u>Sight word:</u> know	<b>77</b> Ending: ed, ing Review Mickey Mouse words. <u>Sight word:</u> why
<b>78</b> Ending: ed, es Review “er” rule <u>Sight word:</u> sure	<b>79</b> Ending: ing Review “ir” rule <u>Sight word:</u> says	<b>80</b> Ending: ed Review “ur” rule <u>Sight word:</u> walk	<b>81</b> Ending: ed Review “ar” rule <u>Sight word:</u> their	<b>82</b> “ea” sometimes says short vowel “e” sound <u>Sight word:</u> ready	<b>83</b> Ending: ing, ed Review Mouse words. <u>Sight word:</u> tough	<b>84</b> Review Mouse words. Word Family: ook <u>Sight word:</u> both
<b>85</b> Review Bumper words. <u>Sight word:</u> idea	<b>86</b> Review Bumper words. <u>Sight word:</u> people	<b>87</b> “ck” comes at end of one beat word if vowel is short. <u>Sight word:</u> heart	<b>88</b> Review “ck” rule. <u>Sight word:</u> father	<b>89</b> Review “ck” rule. <u>Sight word:</u> mother	<b>90</b> “ce” says “s” anywhere in words <u>Sight word:</u> nice	<b>91</b> “ce” says “s” anywhere in words Example: cider <u>Sight word:</u> laugh
<b>92</b> “cy” makes “c” & says “s” sound. <u>Sight word:</u> fancy	<b>93</b> “ge” says “j” anywhere in words Example: gel <u>Sight wrd:</u> because	<b>94</b> “gi” says “j” anywhere in words Example: giant <u>Sight wrd:</u> wanted	<b>95</b> “gy” says “j” & usually comes at end of words. <u>Sight word:</u> pudgy	<b>96</b> Review soft “c” & hard “g” rules. <u>Sight word:</u> away	<b>97</b> Review “ue” rule. <u>Sight word:</u> long	<b>98</b> Review the two sounds of “oo”. Eg. boot, took <u>Sight word:</u> usual
<b>99</b> “ew” says “ue” & comes at end of words. eg. new <u>Sight word:</u> does	<b>100</b> “ui” says “ue” & comes in middle of only a few words. <u>Sight wrd:</u> usually	<b>101</b> Review “ui”, “ew”, “ue”, & “oo”. <u>Sight word:</u> old	<b>102</b> “oi” sound in word “boil” comes in middle of words. <u>Sight word:</u> talk	<b>103</b> “oy” sound in word “boy” comes at end of words. <u>Sight word:</u> walk	<b>104</b> Review “oi” & “oy” phonic rules. <u>Sight word:</u> after	<b>105</b> Review “oi” & “oy” phonic rules. <u>Sight word:</u> again

# SCHOOL DAYS 106 TO 140



<b>106</b> “aw” says “o” & comes at end of words. <u>Sight word:</u> saw	<b>107</b> “au” says “o” & comes in middle of words. eg. haul <u>Sight word:</u> many	<b>108</b> Review “aw” & “au” phonic rules. <u>Sight word:</u> give	<b>109</b> Review “aw” & “au” phonic rules. <u>Sight word:</u> thanks	<b>110</b> Review “aw” & “au” phonic rules. <u>Sight word:</u> full	<b>111</b> “ou” says “ow” as in “out” in middle of words. <u>Sight word:</u> out	<b>112</b> Ending: ed, ing Review Mickey Mouse words. <u>Sight wd:</u> beautiful
<b>113</b> Review “ou” & “ow” phonic rules. <u>Sight word:</u> called	<b>114</b> Review “ou” & “ow” phonic rules. <u>Sight wrd:</u> children	<b>115</b> Review “ou” & “ow” phonic rules. <u>Sight wrd:</u> enough	<b>116</b> “ay” says “ā” & comes at end of words. <u>Sight word:</u> heard	<b>117</b> “ay” says “ā” & comes in middle of words. <u>Sight word:</u> though	<b>118</b> Review “ay” & “ai” phonic rules. <u>Sight word:</u> sign	<b>119</b> Review “ay” & “ai” phonic rules. <u>Sight word:</u> put
<b>120</b> Review “ay” & “ai” phonic rules. <u>Sight word:</u> friend	<b>121</b> “ph” says “f” anywhere in words. <u>Sight word:</u> telephone	<b>122</b> “gh” sometimes says “f” at end of words. <u>Sight word:</u> cough	<b>123</b> Review “ph” & “gh” phonic rules. <u>Sight word:</u> rough	<b>124</b> Review “ph” & “gh” phonic rules. <u>Sight word:</u> school	<b>125</b> Review “ph” & “gh” phonic rules. <u>Sight word:</u> pretty	<b>126</b> At end of one beat words f, l, s, z double if vowel is short. (buzz) <u>Sight word:</u> few
<b>127</b> Review one beat rule from yesterday. <u>Sight word:</u> today	<b>128</b> Review one beat rule. <u>Sight word:</u> busy	<b>129</b> “tion” says “shun” at end of words. <u>Sight word:</u> action	<b>130</b> Review “tion” phonic rule. <u>Sight word:</u> long	<b>131</b> Review “tion” phonic rule. <u>Sight word:</u> sang	<b>132</b> A contraction is 2 words joined with an apostrophe. <u>Sight word:</u> didn’t	<b>133</b> Review contractions. <u>Sight word:</u> won’t
<b>134</b> Review contractions. <u>Sight word:</u> find	<b>135</b> A compound word is 2 words joined together which has its own meaning. <u>Sight word:</u> guess	<b>136</b> In 1 beat words with short vowels double last letter before adding ing or ed <u>Sight wd:</u> daughter	<b>137</b> Words ending in silent e drop it before adding ing or ed. <u>Sight word:</u> catch	<b>138</b> Words ending in y change to i & add es or ed. eg. cried, cries <u>Sight word:</u> secret	<b>139</b> “wr” says “r” at beginning of words. <u>Sight word:</u> write	<b>140</b> “kn” says “n” at beginning of words. <u>Sight word:</u> tiger

# Alphabet Friends

The first thirty-three letters are introduced as our letter friends. Little stories accompany each letter to help students remember the sound made by the letters more easily. Puppet shows for the letter sounds are found in the book called Smart Start Companion. Most stories are accompanied by a visual picture given on the reading sheet. If you are a classroom teacher you will find it helpful to create a word wall of letter sounds and the accompanying sight words to place on a bulletin board for easy review with students. If you are a home schooler you may find that placing the phonic sounds and sight words on index cards for daily review works just as well. In any case daily review of all existing sounds and sight words should begin each lesson before new concepts are taught. This daily review also applies to the spelling rules which will be taught in conjunction with some letters. I am always amazed at what a ten minute review on a daily basis can accomplish with students. We all learn by practice and review.



## **Important Note:**

This program should be started when the children are able to: name, recognize, and match upper and lower case alphabet letters. For those grade one teachers whose students have not yet acquired this ability, the first six weeks of school should be spent on activities which teach these critical skills.

Second, although the reading assignments are labelled by days, mastery is more important than sticking to a strict schedule. It is the pace of mastery by the students which should set the speed of the program. Therefore, flexibility in the speed of the program is essential for success and this must be communicated to the parents early on.

## Alphabet Friends

**ee** - two little mice who squeaks "ee!" as they escape from a nasty cat

**e** - the friendly letter who makes so many friends because he is always smiling (you have to smile to make his sound e while positioning your mouth a finger width apart)

**ow** - the pinch letters who say ow because someone pinched them as in brown

**ck** - the cookie letters who love to eat cookies

**ow** - the surprise letters who say o (as in grow) because they got a surprise

**ue** - the scary letters who say ue as in blue

**or** - the parrot letters who say or or or

**ur / r** - the rooster letters who wake up everyone with ur ur ur!

**wh / w** - the wolf letters

**s** - the snake letter

**m** - the hungry letter

**a** - the cranky baby letter who cries aaa! (as in waaa!)

**o** - the doctor letter because when you go to the doctor you must open your mouth and say o

**t** - the telephone letter because the telephone lines go tttttt when people talk

**h** - the tired horse letter who pants hhhhh after running

**b** - the bouncing ball letter who says bbbb

**f** - the angry cat letter who says ffff if you come too close

**i** - the sick puppy dog who cries iiiii (as in sit) \*position your mouth in a smile and keep your teeth almost touching when making this sound

**g** - the gargle man letter who says gggg as he gargles in the morning

**u** - the muscle man who grunts uuuu as he lifts a heavy weight

**n** - the mosquito letter who says nnnn as he buzzes in your ear

**p** - the motorboat letter who says pppp as he drives in the water

**d** - the drum letter who says dddd as he drums

**L** - the singing letters who sings llll as he practices

**v** - the valentine letter who says vvvv

**j** - the jaybird letter who says jjjj

**x** - the kissing letter who says xxx

**z** - the buzzing bee letter who says zzzz

**y** - the yo yo letter which says yyyyy as he goes up and down

**qu** - the little duck letters who say kw and never go swimming alone  
(Q always takes u with him)

**sh** - the quiet letters which say sh!

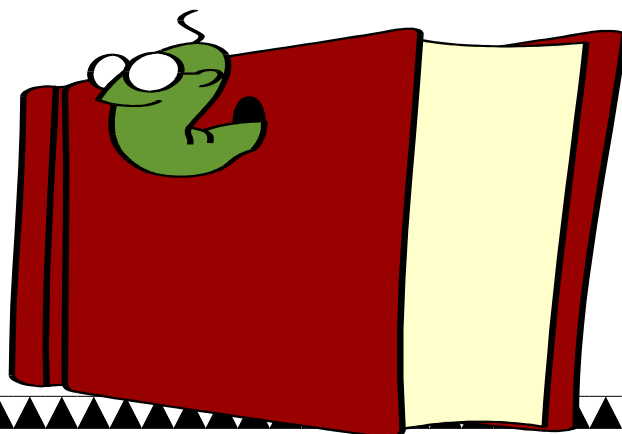
**th** - the naughty letters because you have to stick out your tongue to say  
them

**ch** - the choo choo train letters which say ch ch ch!

# Smart Start

## Reading Assignments

The daily reading assignments teach phonics in the context of sentences and stories. The vocabulary is controlled and **new words are underlined** to indicate to the student that they are to blend them independently. The new vocabulary is always based on phonic sounds and spelling rules which have been previously taught. **Daily review of phonic sounds and sight words should begin each lesson.** If you are a teacher the sight words and phonetic sounds should be written on large flashcards so that all students can read them easily. Staple these on a bulletin board. The bulletin board should be large enough to hold seventy-five words. Once it is full the teacher removes the first word and replaces it with a new one. The process of adding new words and reviewing old words continues throughout the school year. This bulletin board will be used for **daily review** at the beginning of each lesson and as a reference tool for students throughout the day. If you are a homeschooler please print all the phonic sounds and sight words on index cards and begin each reading lesson with a review of them.



Dear Parents,

Today we learned about the sound that the two ee's make. The ee's are the two little mice who have been squeaking "Eeee!" as they escape from a nasty cat. This sound is found in the color green. We also learned the sight word "see". Please cut out the flashcards below and mount them on index cards. Each day a new phonic sound and sight word flashcard will come home. Review the whole set of flashcards each night and vary the order. Thanks so much!

ee

see

Letter: ee

Sight word: see Color: green

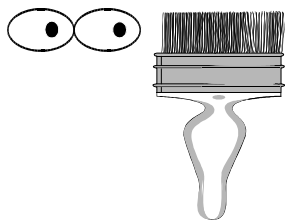
Day 1



Draw Rebus pictures for each word.

Student should draw two eyes for “see” and colour the paint brush green. The teacher marks rebus pictures for a comprehension mark and listens to the children read for a decoding mark. He circles any missed words and subtracts missed words from the total number of words read. In this example if a child drew correct pictures he would get 2/2 for comprehension. If he read the words correctly out loud to the teacher he would get 2/2 for decoding skills. Days 1 to 9 follow this same pattern. In order for the teacher to hear all the children read he must begin moving from desk to desk to listen to them read individually as soon as the class begins working. Children that finish early enjoy some free time.

See green.



Below are the nine rebus pictures taught on days 1 to 9.



= see (Draw two googly eyes.)



= I (Draw one football eye.) To draw this tell children to draw one sad face on the top. Join it to a happy face on the bottom. Draw a circle in the middle and a dot in the center of the circle.



= can (Draw a can.)



= the (Draw a smile with a tongue sticking out. You can't say “the” without sticking out your tongue a bit)



= me (Draw a happy face.)



= play (Draw a baseball to represent “play”.)



= like (Draw a smile to show you “like” something.)



= and (Draw this symbol to represent “and”.)



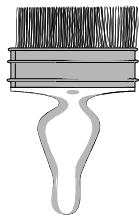
= work (Draw a shovel to represent “work”.)

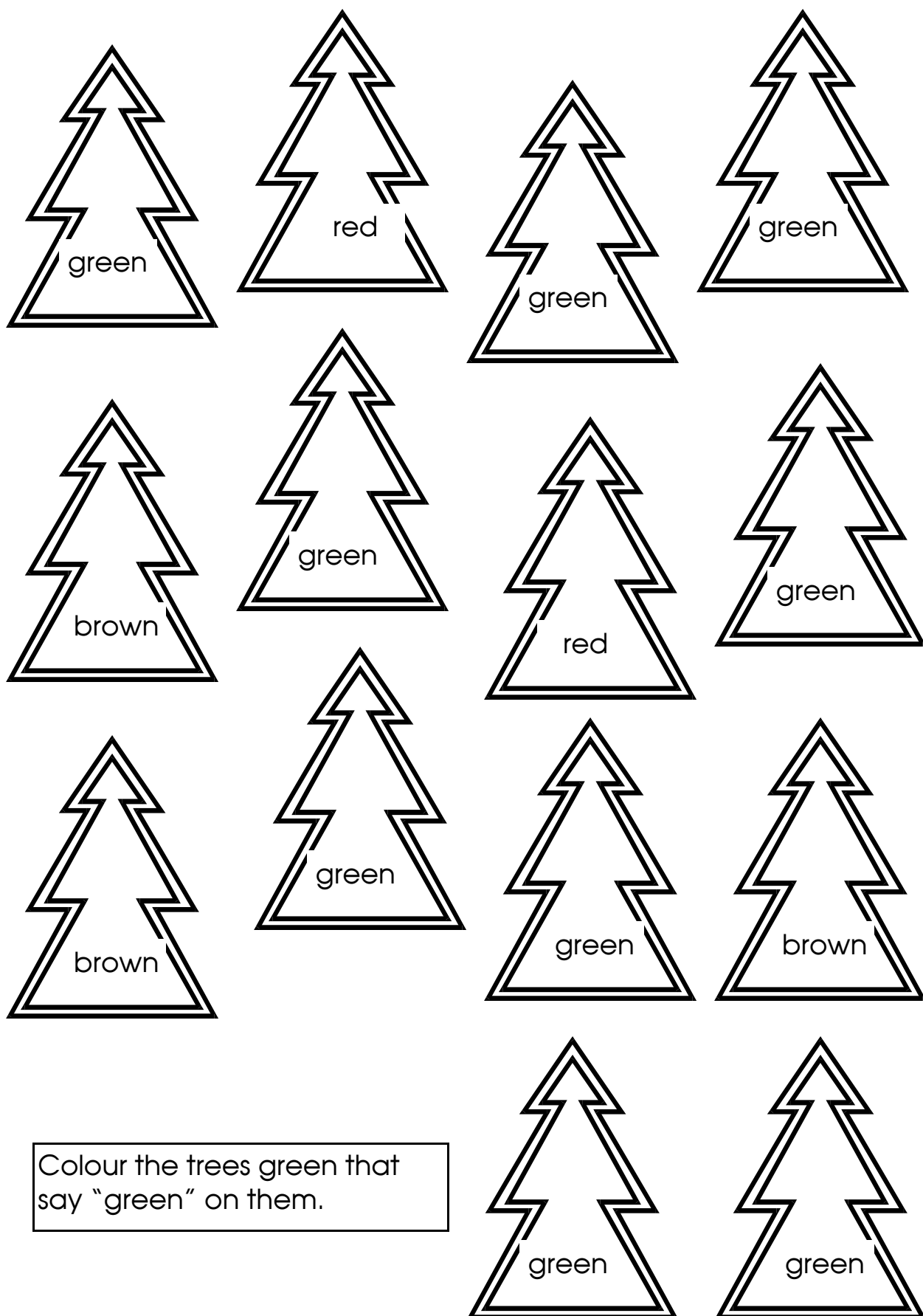
Letter: ee      Sight word: see    Color: green  
Day 1



Draw Rebus pictures for each word.

See green.






Dear Parents,


Today we learned about the sound made by the short vowel “e”. The short vowel “e” is the friendly letter, because you have to smile to make his sound. This sound is found in the color red. We also learned the sight word “I”. Please review your four flashcards tonight. Have a good night!

e

I

Letter: e  
Day 2

Sight word: I  
see = 

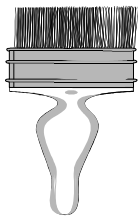
Color: red  
I = 

Name \_\_\_\_\_

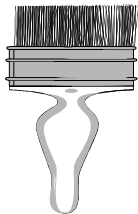
/10 comprehension

/10 decoding

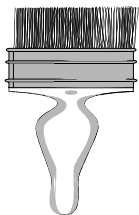
I see red.



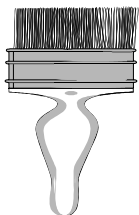
I see green.

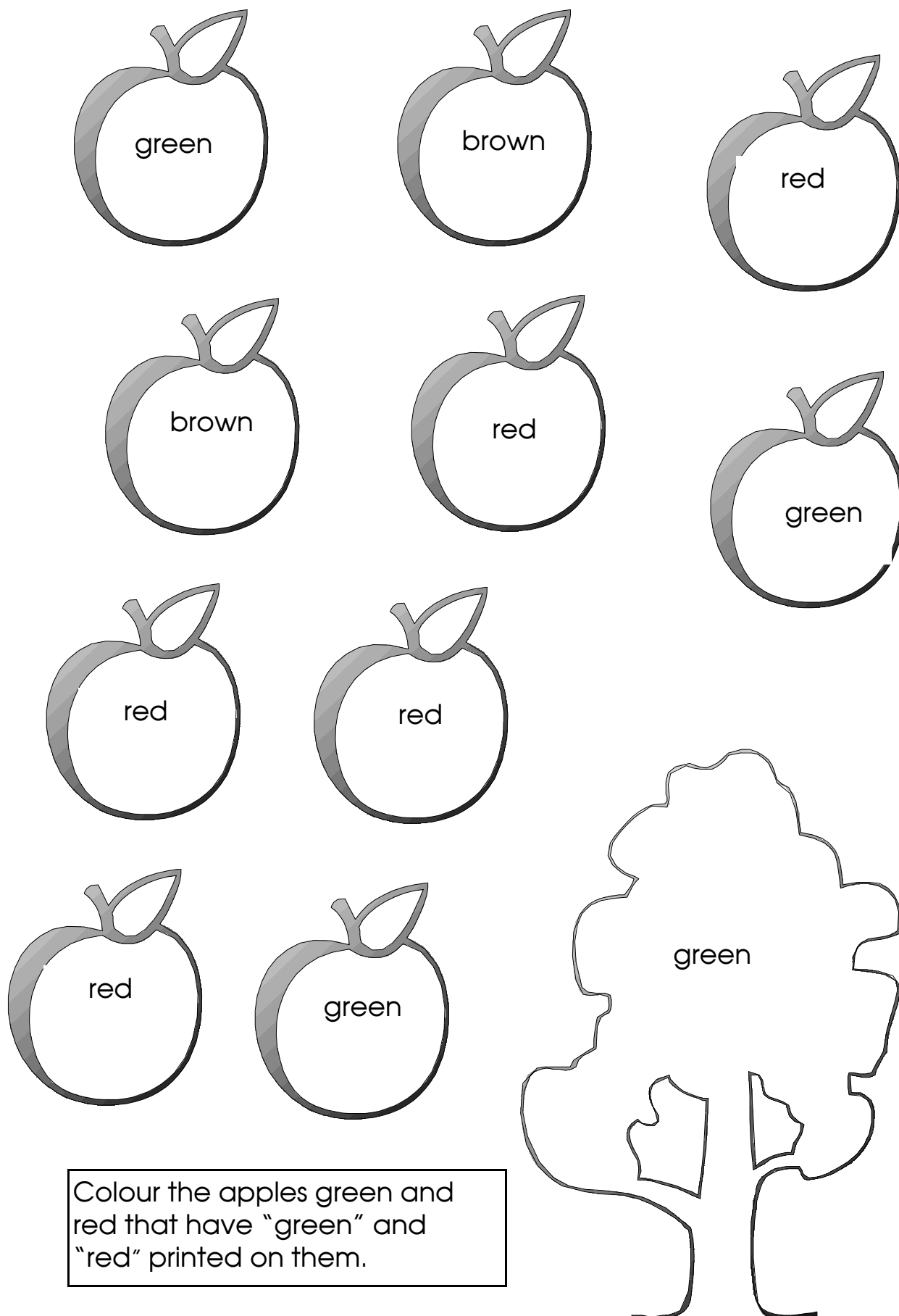


See green.



See red.





Dear Parents,

Today we learned about the sound made by the letters “ow”.




The letters “ow” are called the pinch letters which say “ow”,  
because they got pinched. They are found in the color brown.

We also learned the sight word “can”. Have fun reading all  
your new words!

ow

can

Letter: ow Sight word: can Color: brown

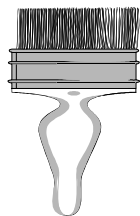
Day 3 see =  I =  can = 

Name \_\_\_\_\_

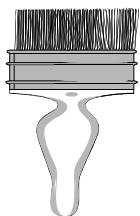
/11 comprehension

/11 decoding

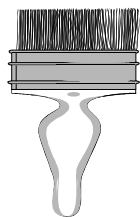
I see green.



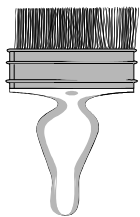
See brown.

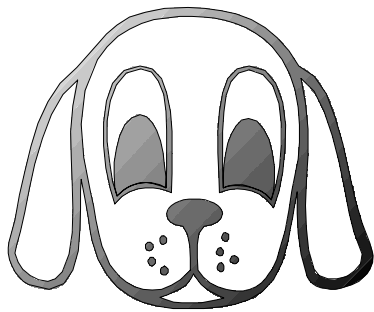


I can see red.

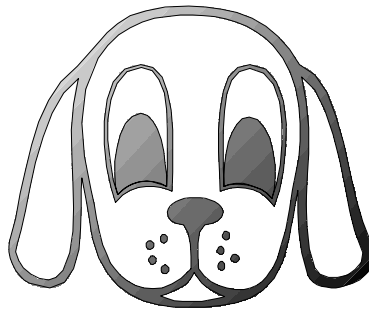


See green.

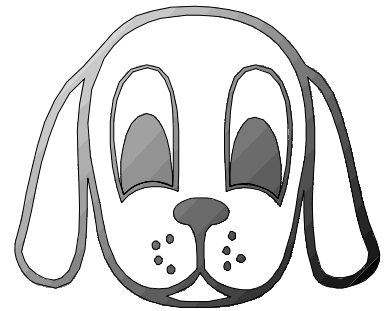




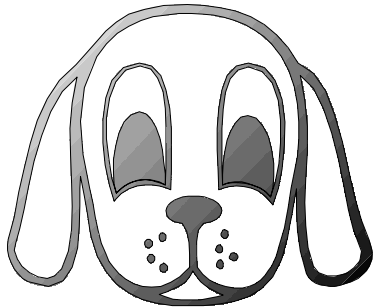
green



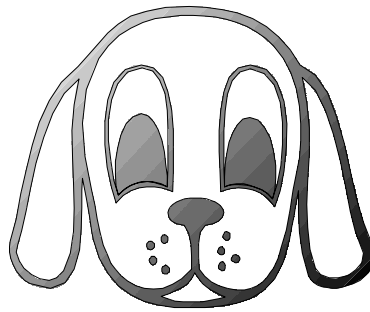
brown



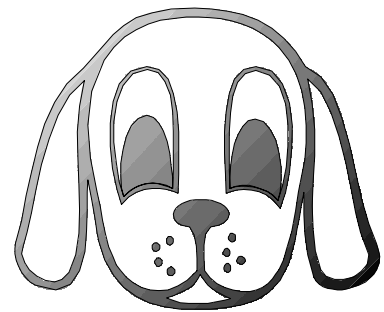
brown



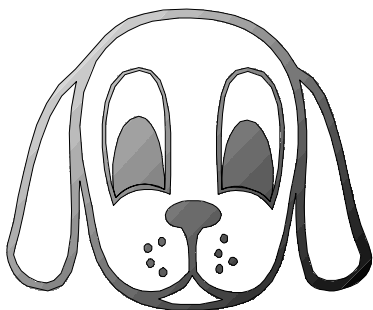
brown



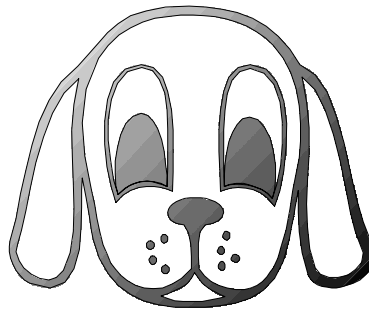
red



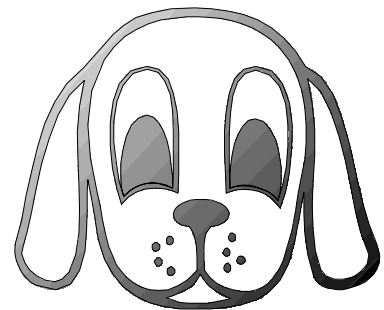
brown



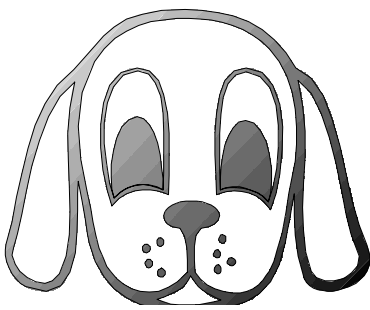
red



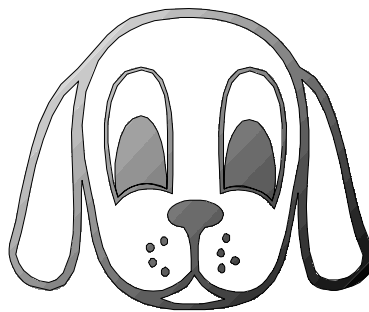
brown



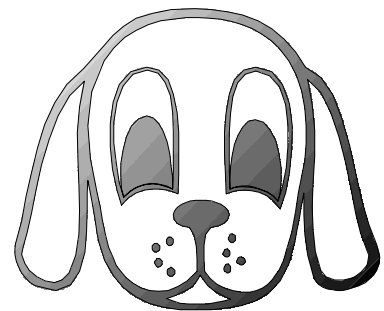
green



brown



red



brown

Colour the dogs brown, green and red.





Dear Parents,

Today we learned about the letters “ck”. These letters are called the cookie letters and they say “Kkkk!”. They are found in the color “black”. We also learned the sight word “the”.

**Please note that the rebus picture for “the” is a smile with a little tongue sticking out. This is because you have to stick your tongue out a little bit to say “the”. See if you can make a sentence with your flashcards tonight. Have fun!**

ck

the

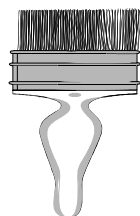
Letter: ck Sight word: the Color: black  
 Day 4 see =  I =  can =  the = 

Name \_\_\_\_\_

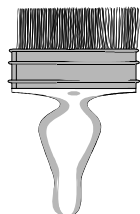
/20 comprehension

/20 decoding

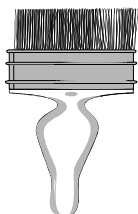
I can see the black can.



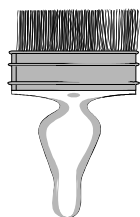
See the green can.

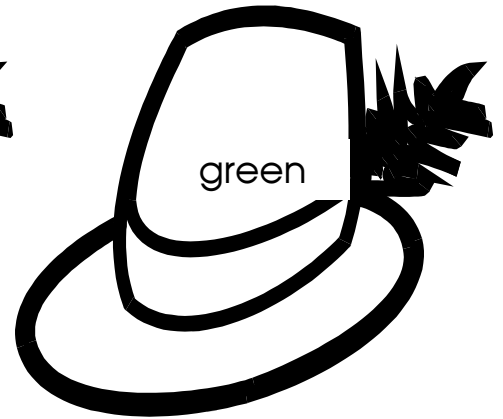
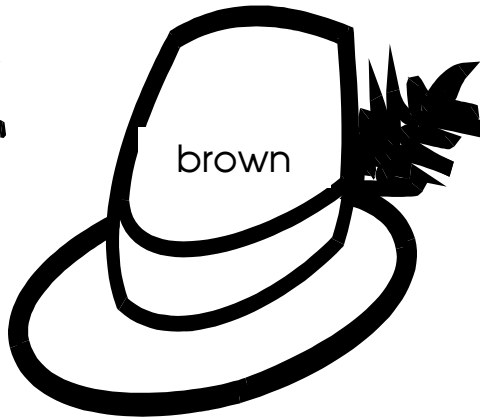
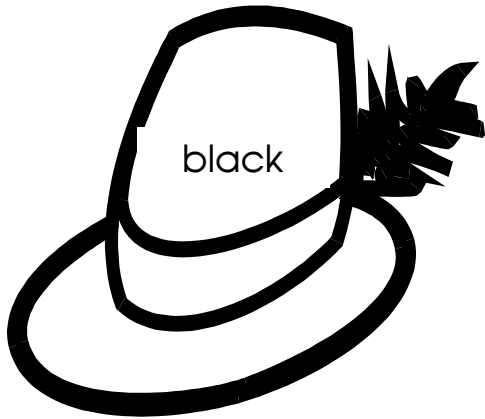
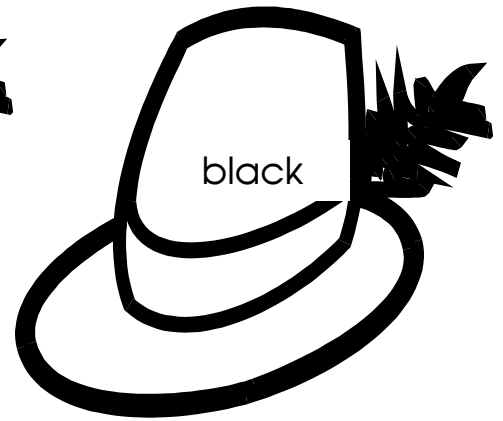
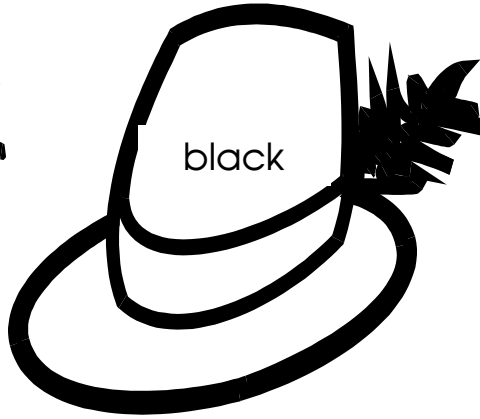
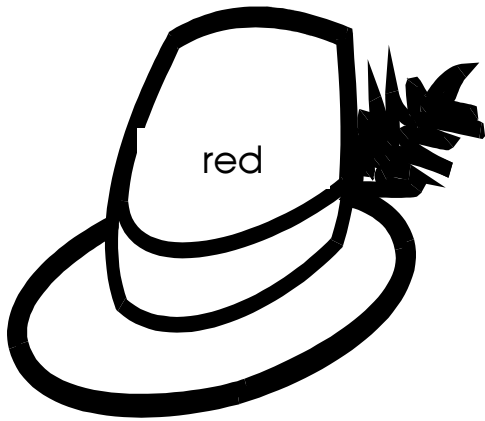
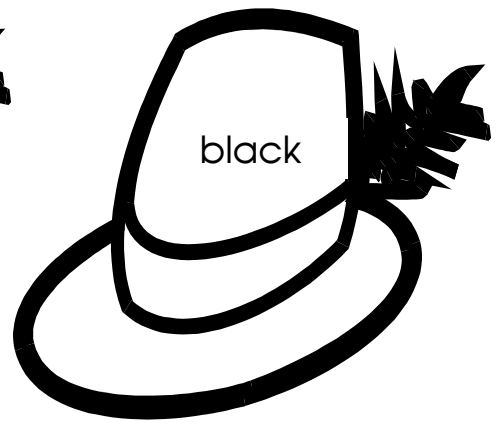
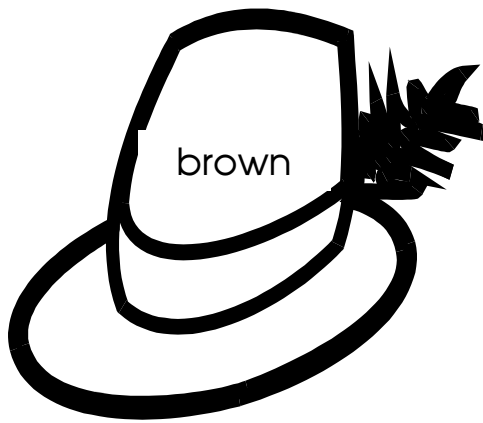
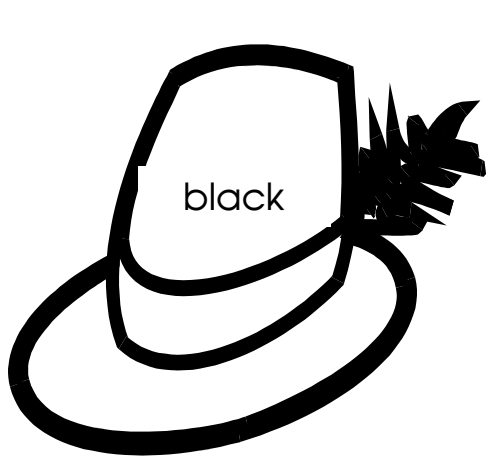


I can see red.

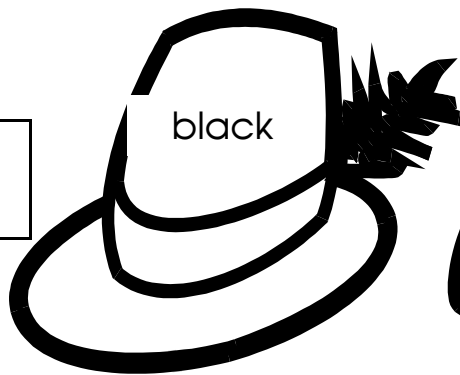


I can see the brown can.





Colour the hats black,  
brown, green and red.



Dear Parents,

Today we learned about the other sound of the letters “ow”.

These letters are called the surprise letters. They say “OOhhh!”

because they were expecting to get pinched and didn’t. The letters






“ow” are found in the color yellow. We also learned the sight word

“me”. Don’t forget to mix up the order of your flashcards. Thanks

so much!

ow

me

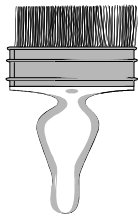
Letter: ow	Sight word: me	Color: yellow
Day: 5	see =  I = 	can =  the = 
	me = 	

Name \_\_\_\_\_

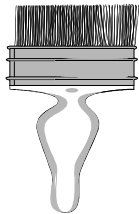
/16 comprehension  
/16 decoding

See me.

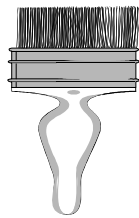
I can see the yellow can.

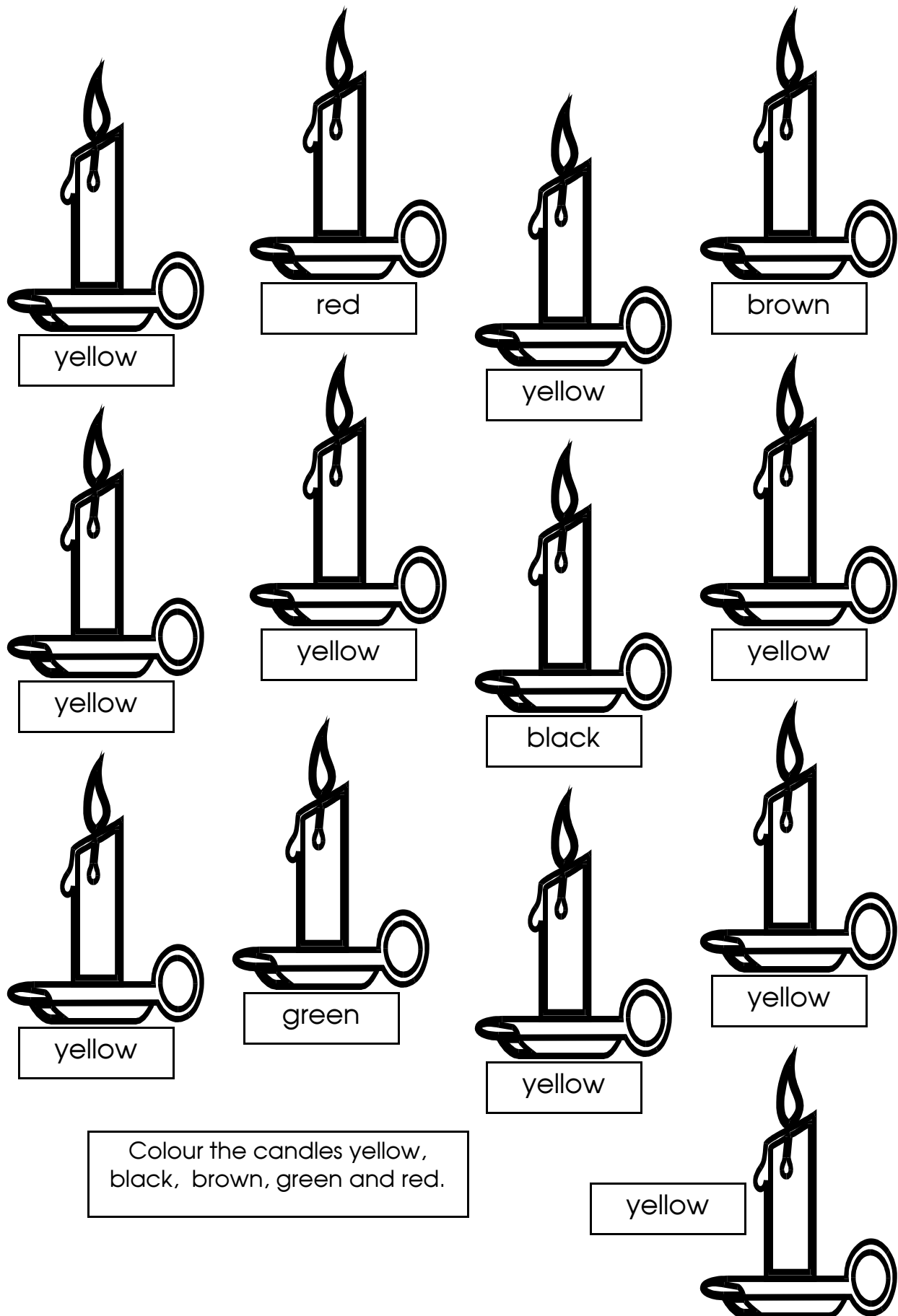


See the black can.



I can see red.





Dear Parents,


Today we learned about the letters “ue”. These letters are the scary letters, because they like to go around scaring people with their funny sound. They say “Ooooo!”, and are found in the color blue. We also learned the sight word “play”. Make sure when you spend time with this oral review that you don’t work longer than fifteen minutes. Have a good night!


ue

play

Letter: ue Sight word: play Color: blue

Day 6 see =  I =  can =  the = 

me = 

play = 

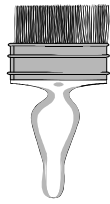
Name \_\_\_\_\_

/20 comprehension

/20 decoding

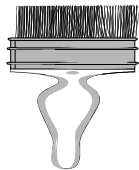
I can play.

I can see the red can.

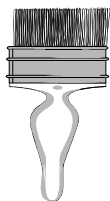


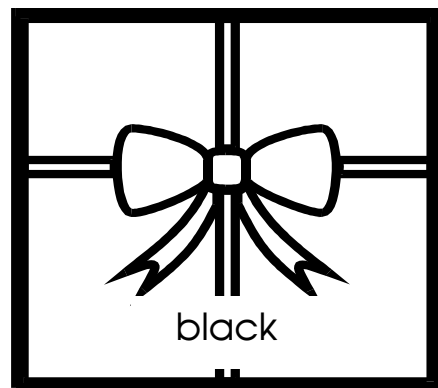
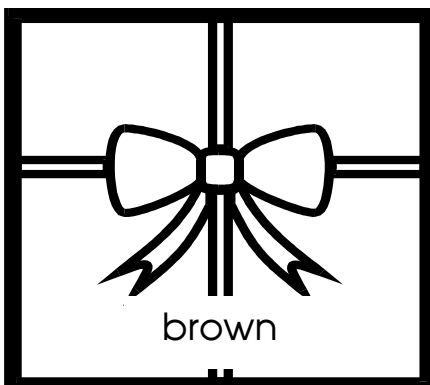
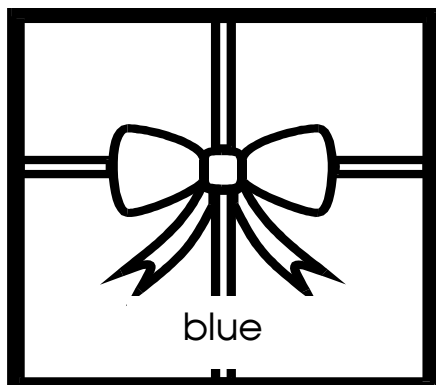
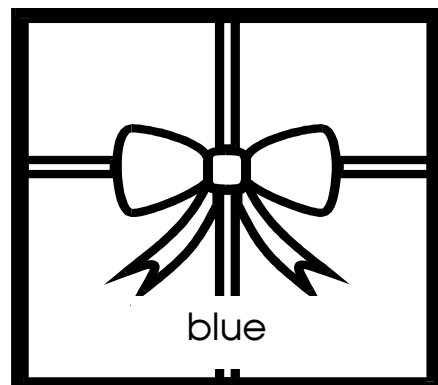
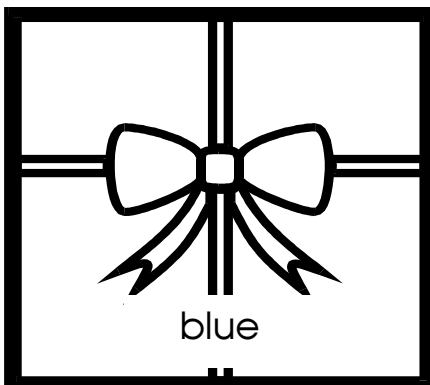
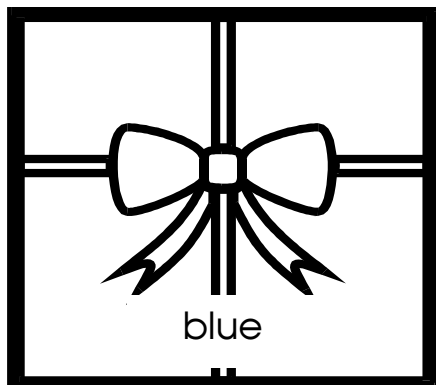
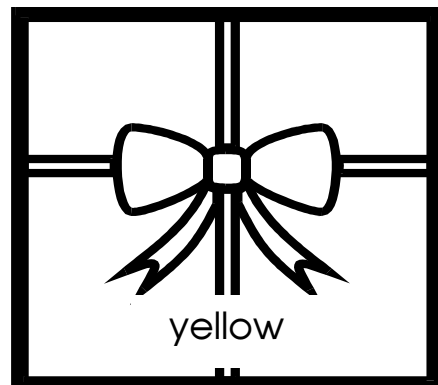
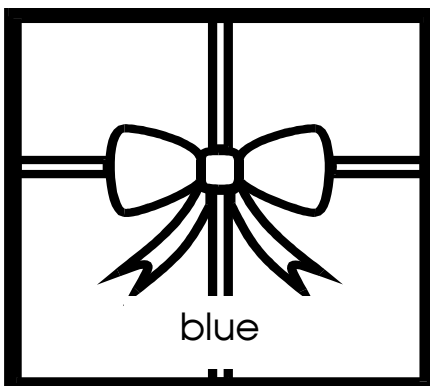
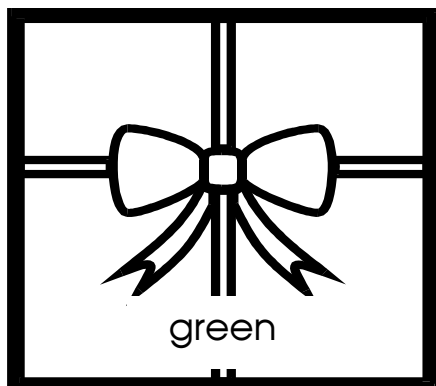
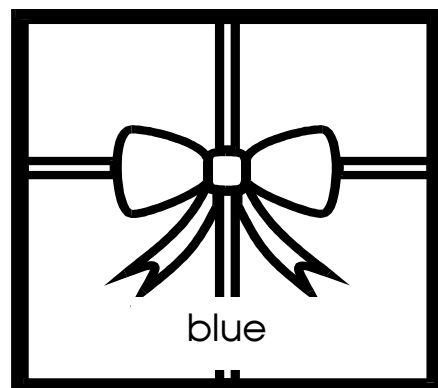
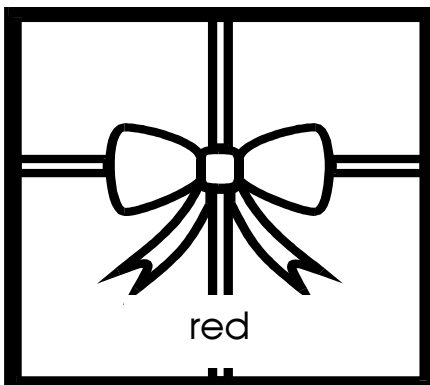
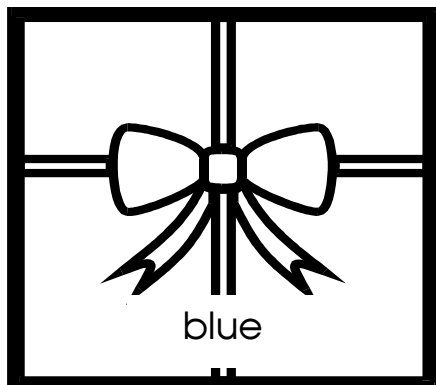
See me play.

I can see green.



See the blue can.





Colour the presents blue,yellow,  
black, brown, green and red.

Dear Parents,

Today we learned about the letters “or”. They say “or” like in the word “for”. They are the parrot letters, because when a parrot talks he says “Or! Or! Or!”. They are found in the color orange.








We also learned the sight word “like”. Can you make any new sentences with your flashcards tonight? Have fun!

P.S. What is a shark’s favorite breakfast cereal? (Tell you tomorrow)

or

like

Letter: or Sight word: like Color: orange

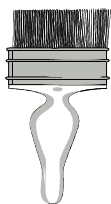
Day 7 see  = I =  can =  the =   
me =  play =  like = 

Name \_\_\_\_\_

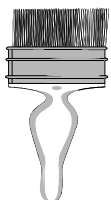
/17 comprehension

/17 decoding

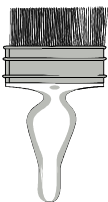
I like orange.



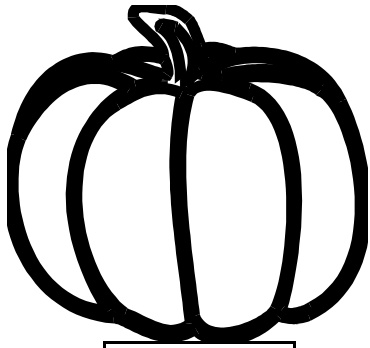
I like the black can.



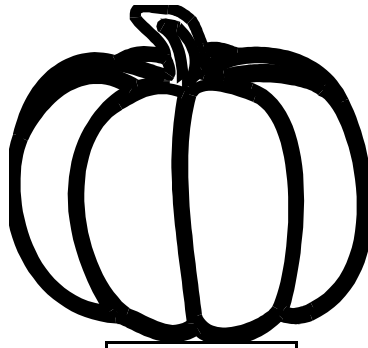
I can see the blue can.



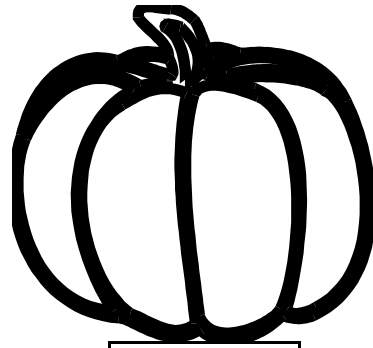
See me play.



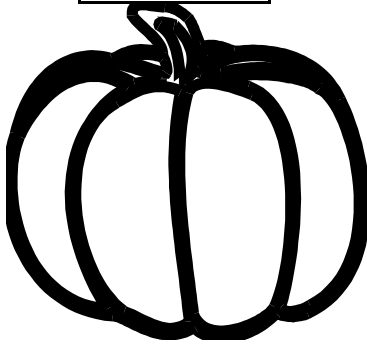
blue



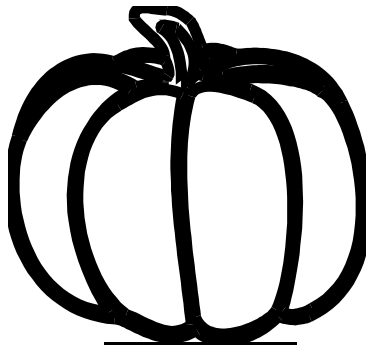
yellow



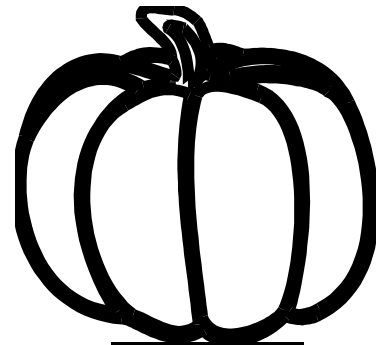
orange



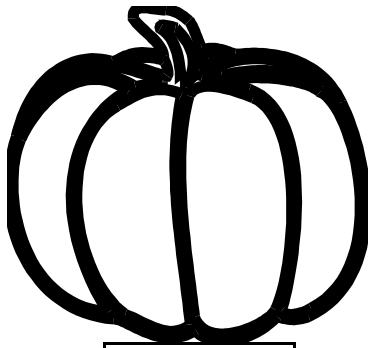
red



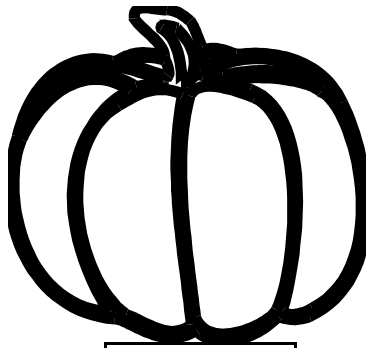
orange



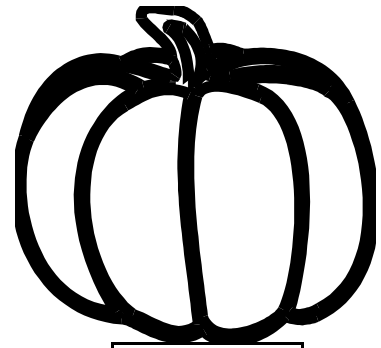
green



orange

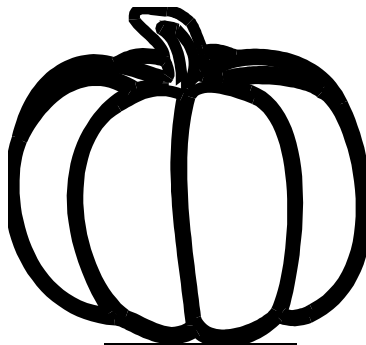


brown

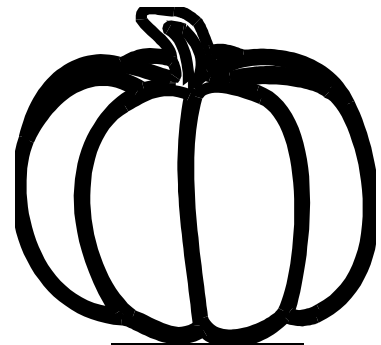


orange

Colour all the pumpkins  
orange, red, yellow,  
green, brown, black,  
and blue.



black



orange

Dear Parents,








Today we learned about the letters “r” and “ur”. These letters are the rooster letters, because each morning when the rooster tries to wake us up he calls “Ur, ur, ur! Ur, ur, ur!”. This sound is found in the color purple. We also learned the sight word “and”. Have a good evening!

P.S. The answer to yesterday’s joke is “Captain Crunch”!

ur / r

and

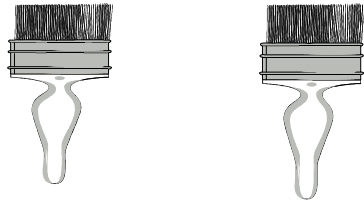
Letter: ur / r Sight word: and Color: purple

Day 8 see =  I =  can =  the =   
me =  play =  like =  and = &

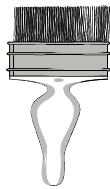
Name \_\_\_\_\_

/20 comprehension  
/20 decoding

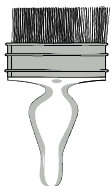
See the red and purple can.



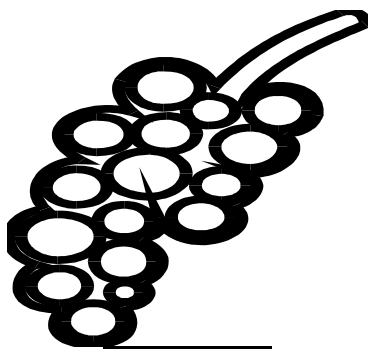
I can see the black can.



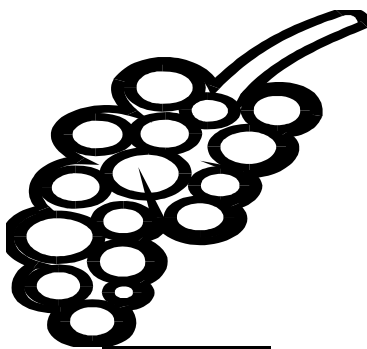
I like yellow.



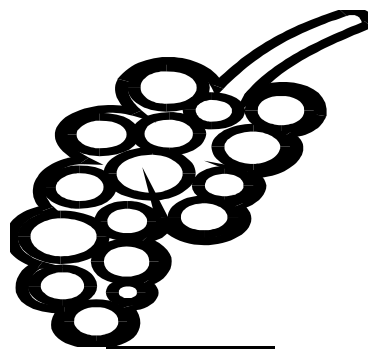
See me play and play.



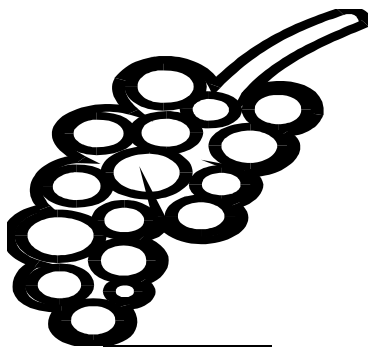
black



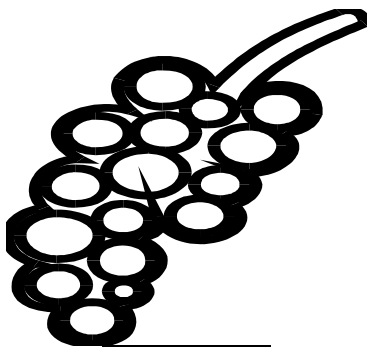
blue



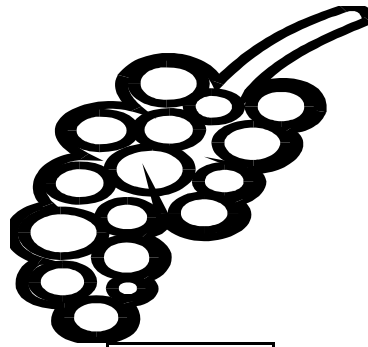
purple



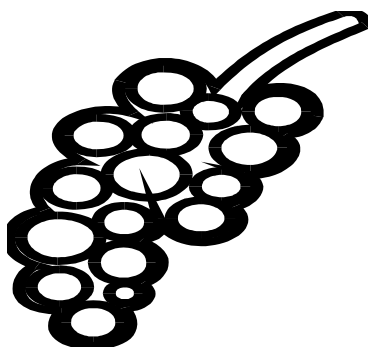
purple



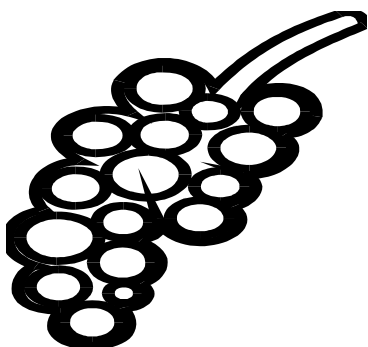
red



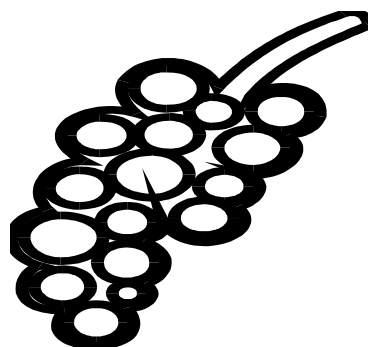
purple



orange

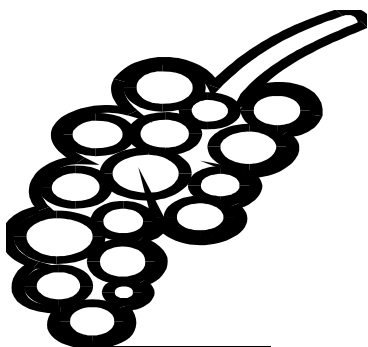


purple

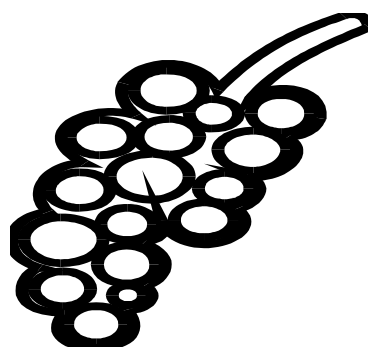


yellow

Colour all the grapes  
purple, orange, red,  
yellow, green, brown,  
black, and blue.



green



brown

Dear Parents,









Today we learned about the letters “wh” and “w”. These letters are called the white wolf letters. They like to chase you with their sharp teeth while growling “W-w-w-w!” This sound is found in the color white. “Wh” is a windy sound (your mouth blows air when you make it) and “w” is a whispered sound (no air is blown out when you make it). We also learned the sight word “work”.

Have a good night!

wh/w

work

Letter: wh / w Sight word: work Color: white

Day 9 see =  I =  can =  the =   
me =  play =  like =  and = & work = 

Name \_\_\_\_\_

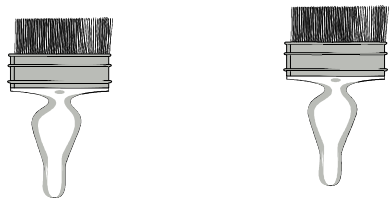
/23 comprehension

/23 decoding

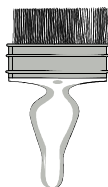
See me work and work.

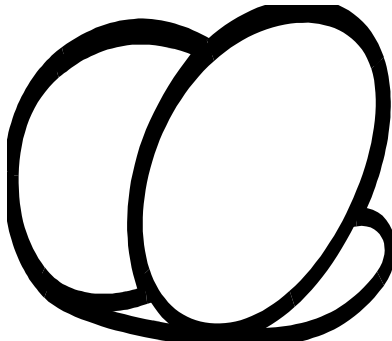
I can play and play.

See the white and purple can.

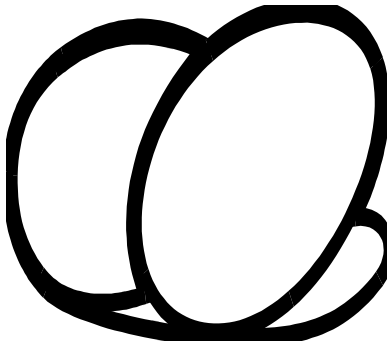


I can work with the blue can.

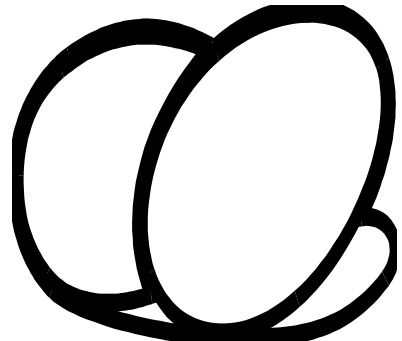




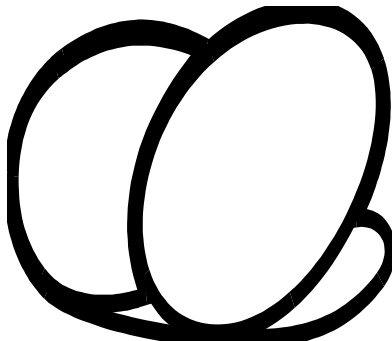
orange



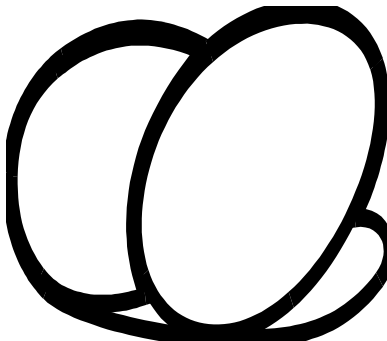
brown



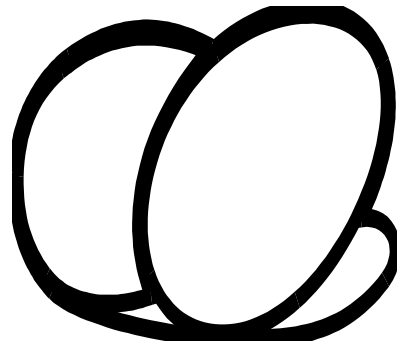
white



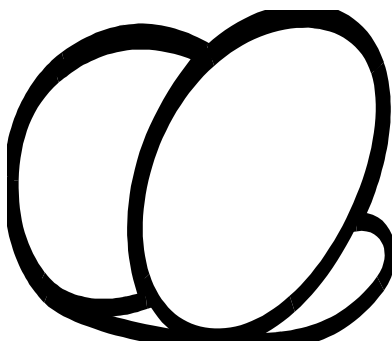
blue



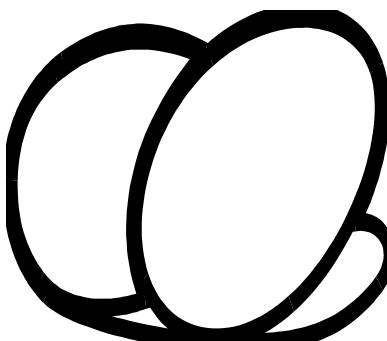
white



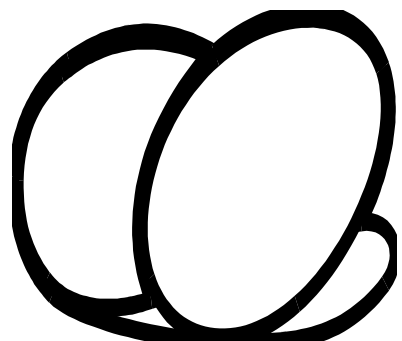
black



yellow

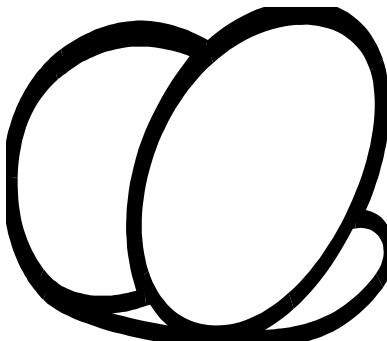


red

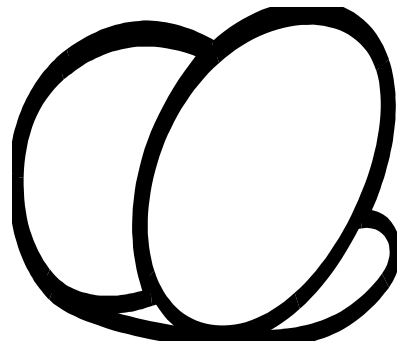


white

Colour all the eggs,  
white, purple, orange,  
red, yellow, green,  
brown, black, and  
blue.



white



purple

Dear Parents,

Today we learned the sound made by the letter “s”. The letter “s” is called the snake letter, because it says “Ssss!”. We also learned the sight word “a”. Please note that the underlined words in the sentences are new words your child must sound out independently. These new words always contain letter sounds that have been taught previously. Have a great night!

P.S. How do you keep an elephant from charging?

S

a

Letter: s

Sight Word: a

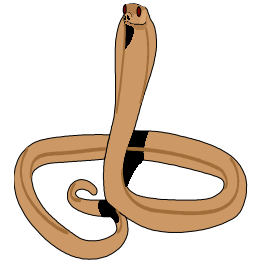
Snake Letter

Day 10

Rebus pictures STOP.

Students draw one picture below each sentence to demonstrate their comprehension of that sentence.

Underlined words are new words the student sounds out independently. They contain previously taught letter sounds.



Name \_\_\_\_\_

/4 comprehension

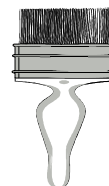
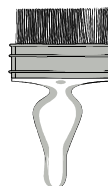
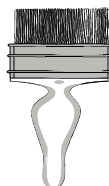
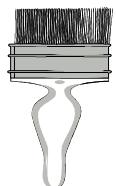
/22 decoding

I can see a yellow can.

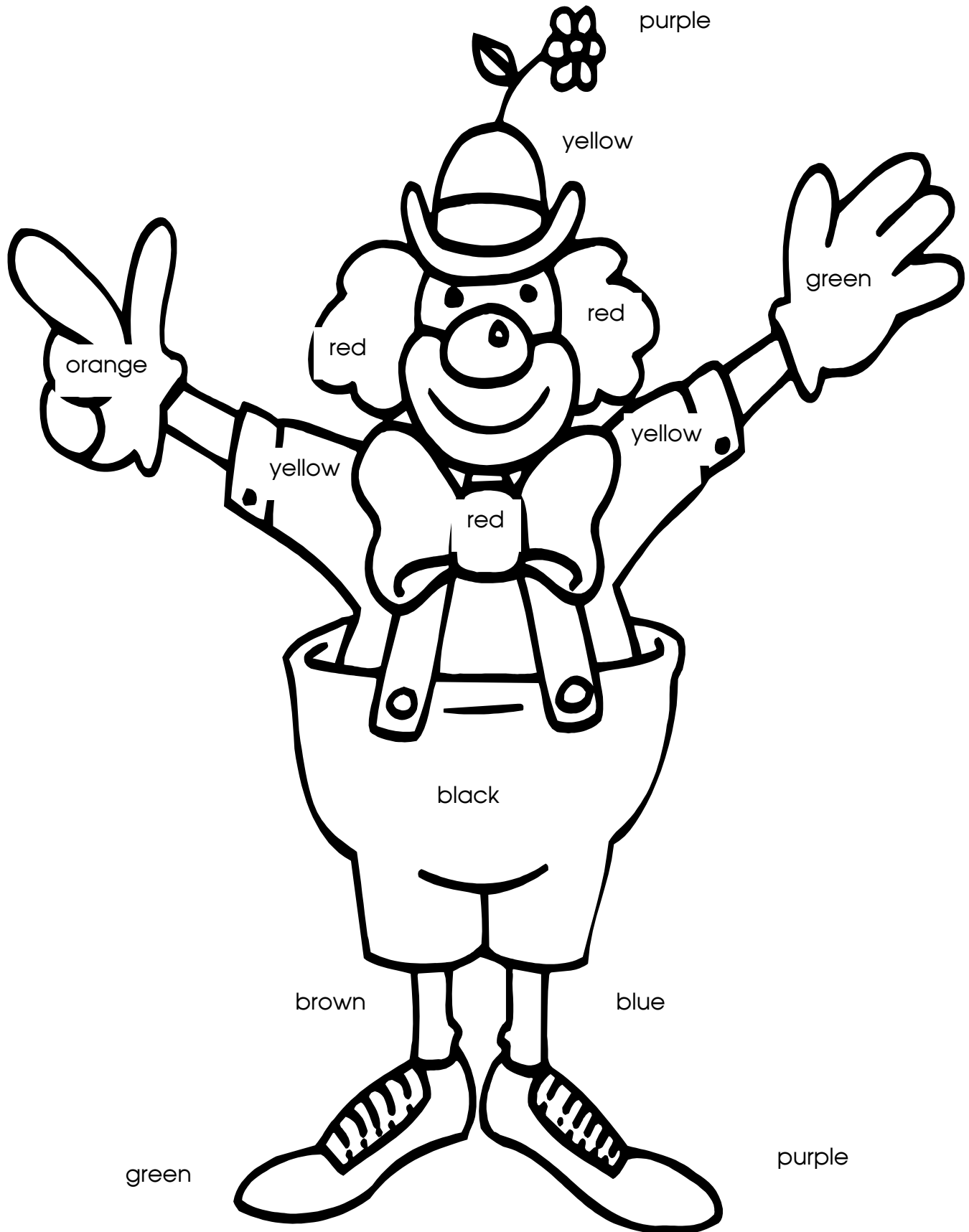
See me play and play.

See the blue sow.

Ted can see brown, purple, yellow, blue.



Colour the clown.



Dear Parents,

Today we learned about the sound that the letter “m” makes.

It is the hungry letter, because it always goes around saying

“Mmmm!”. We also learned the sight word “is”. Just a reminder to mix up the order of your flashcards when you review them.

Thanks so much!

P.S. The answer to yesterday’s joke is “Take away his credit cards!”

m

is

Letter: m  
Day 11

Sight word: is  
Hungry Letter



Name \_\_\_\_\_  
/5 comprehension  
/28 decoding

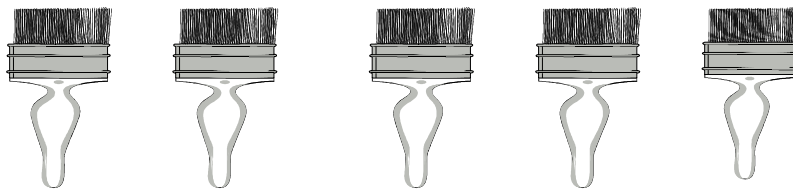
The can is brown and white.

I can mow and mow.

See the can is black.

I can play and play.

I see green, brown, black, blue, yellow.



Colour the clown.



Dear Parents,

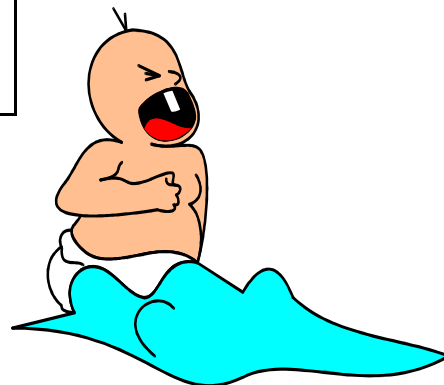
Today we learned the sound made by the letter “a”. The short vowel “a” is the cranky baby letter who always cries “Aaaa!”. This sound is found in the word “sad”. We also learned the sight word “you”. Enjoy your evening!

P.S. What has a tongue and can’t talk?

a

you

Letter: a      Sight word: you  
Day 12      Cranky baby Letter



Name \_\_\_\_\_  
/5 comprehension  
/25 decoding

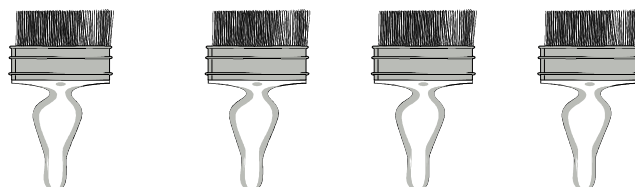
See the blue sack.

Sam can work and work.

The can is orange.

You can play and play.

Can you see white, purple, black, blue?



Dear Parents,

Today we learned the sound made by the letter “o” . The short vowel “o” is the doctor letter, because when you go to the doctor he tells you to open wide and say “Awww!”. We also learned the sight word “to”. Have a good night!

P.S. The answer to yesterday’s riddle is “a shoe!”

o

to

Letter: o  
Day 13

Sight word: to  
Doctor Letter



Name \_\_\_\_\_  
/5 comprehension  
/26 decoding

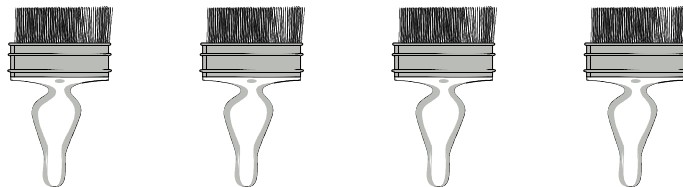
I like to work.

See the blue sock.

Ted can play like me.

I can see a green rock.

Can you see green, yellow, orange, red?



Dear Parents,

Today we learned the sound made by the letter “t”. The letter “t” is the telephone wire which says “Tttt!” while people are busy talking on the telephone. This sound is found in the word “to”.

We also learned the sight word “we”. Have a great night!

t

we

Letter: t  
Day 14

Sight Word: we  
Telephone Letter



Name \_\_\_\_\_  
/5 comprehension  
/28 decoding

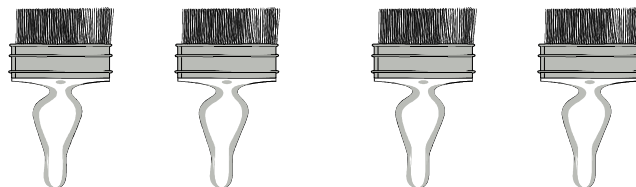
We can work and work.

I can see the orange tack.

It is a black storm.

Sam likes the red mat.

Can you see green, purple, white, yellow?



Dear Parents,

Today we learned the sound made by the letter “h”. This is the tired horse letter who pants “Hhhhh!” after galloping up a big hill.

This sound is found in the word “horse”. We also learned the sight word “that”. Thank you for your diligent help.

P.S. Why isn’t your nose twelve inches long?

h

that

Letter: h  
Day 15

Sight word: that  
Tired Horse Letter



Name \_\_\_\_\_

/5 comprehension

/ 26 decoding

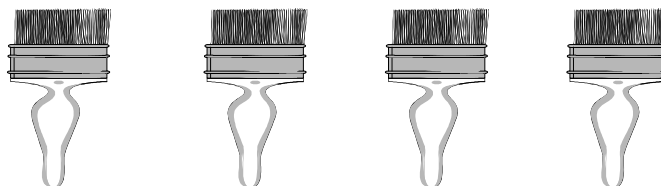
I can see that brown rock.

Ted is hot.

See the purple hat.

I like to play and work.

Tom can see green, yellow, purple, blue.



Dear Parents,

Today we learned the sound made by the letter “b”. The letter “b” is the bouncing ball letter which says “Bbbb!” as it is bounced on the ground. This sound is found at the beginning of the word “ball”. We also learned the sight word “in”. Take time to discuss the meaning of “in” with your child. Have a good night!

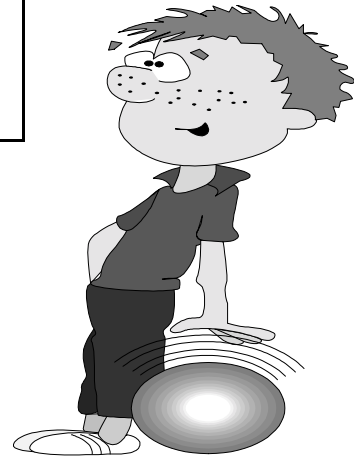
P.S. The answer to the riddle is “because then your nose would be a foot!”

b

in

Letter: b  
Day 16

Sight word: in  
Bouncing Ball Letter



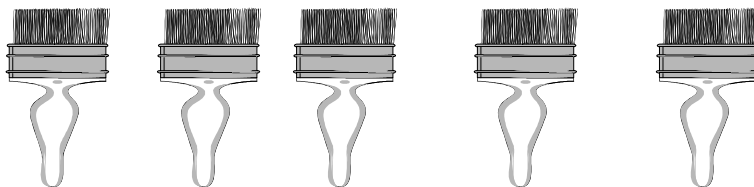
Name \_\_\_\_\_  
/4 comprehension  
/27 decoding

See the rat and Sam.

See the orange cat in the green can.

I like that blue and white hat.

That is blue, red, green, black, brown.



Dear Parents,

Today we learned the sound made by the letter “f”. The letter “f” is the cross cat letter who when you come too close says “Ffff!” Be careful or he may scratch! This sound comes at the beginning of the word “fat”. We also learned the sight word “for”. This word begins with the cross cat letter and ends with the parrot letters “or”. Have a good evening!

P.S. What do you call a man who is always wiring for money?

f

for

Letter: f                      Sight word: for  
Day 17      Cross Cat Letter



Name \_\_\_\_\_  
/4 comprehension  
/25 decoding

The yellow can is for you.

See the brown rat is fat.

We can see that Sam is hot.

See that purple bat is for you.

Dear Parents,

Today we learned the sound made by the letter “i”. The short vowel “i” is the sick puppy dog letter who says “Iiiii!” because his throat is sore. This sound is found in the word “sick”. We also learned the sight word “at”. Thanks for all your help!

P.S. The answer to yesterday’s riddle is “an electrician!”

i

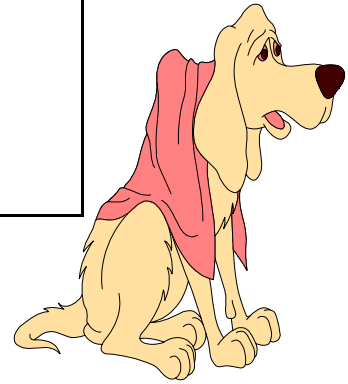
at

Letter: i

Sight word: at

## Day 18 Sick Puppy Dog Letter

\*When children begin to blend words that end in "s" teach them to sound out the word without the "s". Once they know what the word is have them blend it again and add the "s" on.



Name \_\_\_\_\_

/5 comprehension

/28 decoding

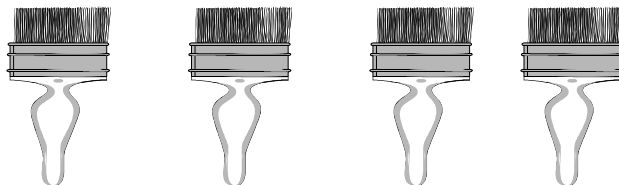
Ted is at work.

Sam fits the blue hat.

I sit in the orange can.

The brown rat is hot.

The rat can see yellow, purple, blue, black.



Dear Parents,

Today we learned the sound made by the letter “g”. The letter “g” is the gargle man letter which says “Gggg!” as he gargles. It comes at the beginning of the word “get”. We also learned the sight word “with”. We only have fourteen more letter sounds to go!

P.S. What two animals go everywhere with you?

g

with

Letter: g  
Day 19

Sight word: with  
Gargle Man Letter

Gargling is fun! Ggggg!



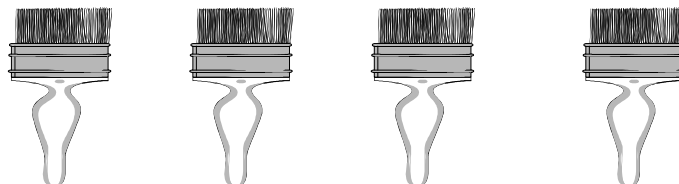
Name \_\_\_\_\_  
/4 comprehension  
/32 decoding

See Ted with Sam in the blue can.

See Sam get the rat with the red bat.

Ted got to play with the orange mat.

Sam can see purple, green, orange, red.



Dear Parents,

Today we learned the sound made by the letter “u”. The letter “u” is the muscle man letter who says “Uuuu!” as he lifts his heavy weight. It is found at the beginning of the word “up”. We also learned the sight word “it”. Have a good evening!

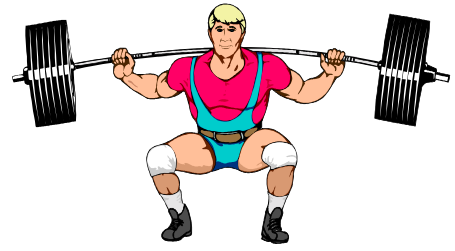
P.S. The answer to yesterday’s riddle is “your calves!”

u

it

Letter: u  
Day 20

Sight word: it  
Muscle Man Letter



Name\_\_\_\_\_

/4 comprehension

/30 decoding

Can you see that it is red and white?

The rat got to hug with a bug.

That rat got a blue sack.

Can you play with a purple bat?

Dear Parents,

Today we learned the sound made by the letter “n”. This letter is the mosquito letters who buzzes “Nnnnn!” when he flies close to your ear. It is found at the end of our new sight word “on”.

Have a great night!

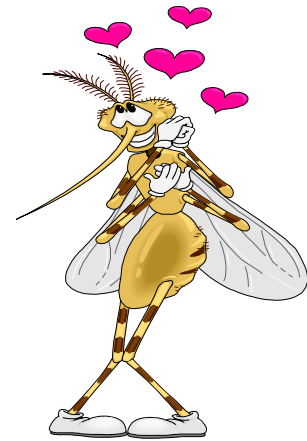
P.S. What is everyone in the world always doing at the same time?

n

on

Letter: n  
Day 21

Sight word: on  
Mosquito Letter



Name \_\_\_\_\_  
/4 comprehension  
/31 decoding

The fat bug sat on the red rock.

The man with the yellow hat was hot.

See the man fit in a purple sock.

The big bug got the green rat.

Dear Parents,

Today we learned the sound made by the letter “p”. This is the motorboat letter whose motor says “Ppppp!” as it runs in the water.

It comes at the beginning of our new sight word “put”. Enjoy your evening!

P.S. The answer to yesterday’s riddle is “growing older!”

p

put

**Letter:** p

**Sight word:** put

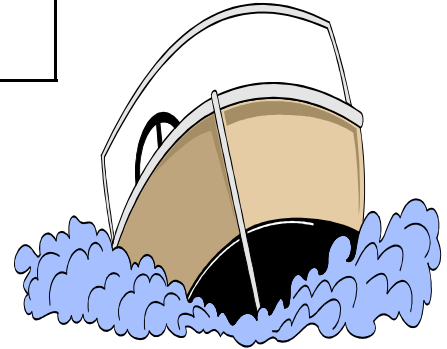
**Day 22**

Motor Boat Letter

Name\_\_\_\_\_

/4 comprehension

/24 decoding



I can see you put the rat in the hat.

See Sam pat the fat bug.

Ted likes to hug the black rat.

See the black storm.

Dear Parents,

Today we learned the sound made by the letter “d”. This is the drum letter who says “Dddd!” It is found in the word “dad”. We also learned the sight word “are”. Just a reminder not to review longer than fifteen minutes. Have a good night!

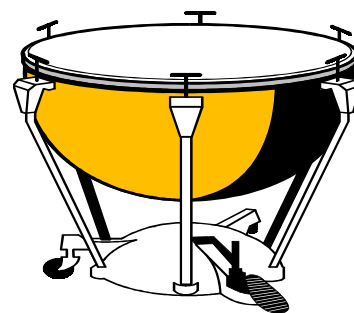
P.S. Three men fell into the lake, but only two men got their hair wet. Why?

d

are

Letter: d  
Day 23

Sight word: are  
Drum Letter



Name \_\_\_\_\_  
/4 comprehension  
/31 decoding

See the brown dog get the red cat.

We are in a purple pot.

Pat the brown bug is on a green tree.

The man has fun on the yellow raft.

Dear Parents,

Today we learned the sound made by the letter “L”. This letter is the singer who stands behind the microphone straight and tall to sing “Llllll!” We also learned the sight word “of”. Have a good night!

P.S. The answer to yesterday’s riddle is “one man was bald!”

L / I

of

Letter: L                      Sight word: of  
Day 24                      Singing Letter

\* When children begin to blend words with more than three letters teach them to cover up all the letters except the first three. Once they have blended the first three letters have them join on the remaining ones. For example with the word "went" the child would cover the "t", sound out "wen", and then blend it again as "went". Three letters seems to be the maximum amount most early readers can decode at a time.



Name \_\_\_\_\_

/4 comprehension                      /27 decoding

The tree went snap!

The man got the best of the corn for the rat.

See the bug nip the man Sam.

The big lamp is yellow.

Dear Parents,

Today we learned the sound made by the letter “v”. This is the valentine letter who says “Vvvv!” This sound comes at the beginning of the word “vet”. We also learned the sight word “this”. Hope you have a good night!

P.S. What can speak every language in the world?

v

this

Letter: v

Sight word: this

Day 25

Valentine Letter

Name \_\_\_\_\_

/4 comprehension

/28 decoding

The vet got this brown dog.



The brown dog ran and ran.

The vet ran with the brown dog.

The vet and dog ran to the green hill.

Dear Parents,

Today we learned the sound made by the letter “j”. This is the jaybird letter whose long tailfeather hangs below the branch of a tree as he sings “Jjjj!” We also learned the sight word “your”. Have a good night!

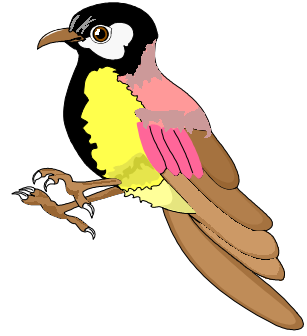
P.S. The answer to yesterday’s riddle is “an echo”.

j

your

Letter: j  
Day 26

Sight word: your  
Jay bird letter



Name \_\_\_\_\_

/4 comprehension

/31 decoding

Is this your green bug? went the man.

It is not, went the brown rat.

The man kept the green bug in a jug.

The bug and the man are now pals.

Dear Parents,

Today we learned the sound made by the letter “x”. The letter “x” is the kiss symbol which says kiss like this “Eks!”

This sound is found in the word “x-ray”. We also learned the sight word “as”. Thanks for all your help!

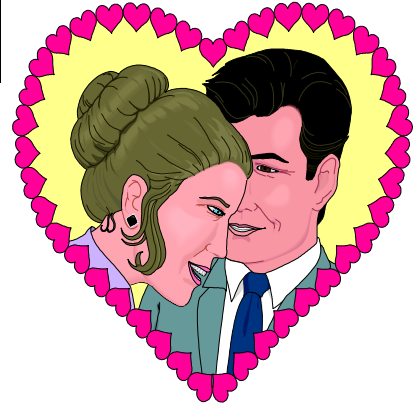
P.S. What can’t you name without breaking it?

x

as

Letter: x  
Day 27

Sight word: as  
Kissing Letter



Name \_\_\_\_\_  
/4 comprehension  
/31 decoding

The frog is as green as glass.

The frog likes to swim in the pond.

The frog likes to jump on six trees.

The frog likes to sleep on a log.

Dear Parents,

Today we learned the sound made by the letter “z”. This is the buzzing bee letter who says “Zzzz!” as he flies around to all the flowers. This sound is found at the beginning of the word “zoo”. We also learned the sight word “but”. Have a good evening!

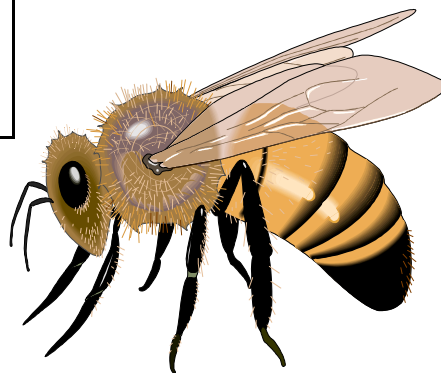
P.S. The answer to yesterday’s riddle is “silence”.

z

but

Letter: z  
Day 28

Sight word: but  
Buzzing Bee Letter



Name \_\_\_\_\_  
/4 comprehension  
/30 decoding

The yellow bee likes to buzz.

The yellow bee can buzz in a green tree.

But the brown owl is in the tree.

The brown owl gets the yellow bee.

Dear Parents,

Today we learned the sound made by the letter “y”. This is the yo-yo letter which says “Yuh! Yuh! Yuh!” as it goes up and down. It comes at the beginning of the word “yes”. We also learned the sight word “be”. Thanks for all your help!

P.S. What is it that can be broken without being dropped or hit?

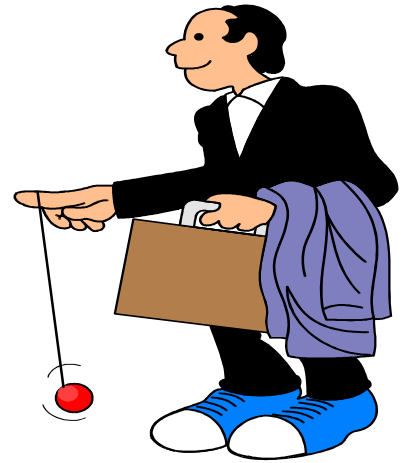
y

be

Letter: y  
Day 29

Sight word: be  
Yo-yo Letters

Name \_\_\_\_\_  
/4 comprehension  
/27 decoding



The yak likes to be in the grass.

The yak yells at the orange ant.

He will not stop.

The mom of the yak has him stop.

Dear Parents,

Today we learned the sound made by the letters “qu”. We call two letter friends which work together to make a single sound **word keys**. If you can find the **word key** you can unlock the word.

The letter “q” is the little duck letter who always takes his friend “u” with him, because he never goes swimming alone. As they swim they say “Qu, qu, qu!” We also learned the sight word “have.” See if you can make some new sentences with your flashcards tonight.

P.S. The answer to yesterday’s riddle is “a promise.”

qu

have

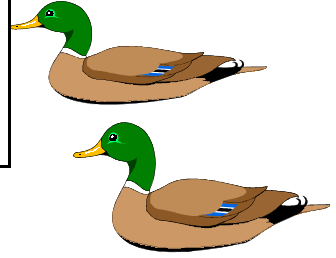
Letter: qu

Sight word: have

Day 30

Little Duck Letters

New Concept: Two letters that work together to make a single sound are called word keys. To unlock new words you have to use the right word key.



Name\_\_\_\_\_

/4 comprehension

/28 decoding

The yellow ducks went quack, quack!

The yellow ducks went in the pond.

The yellow ducks have a fun swim.

At last the yellow ducks went to sleep.

Dear Parents,

Today we learned the sound made by the letters “sh”. These are the quiet letters which tell everyone to be quieter by saying “Sh!” They come at the beginning of the word “she”. We also learned the sight word “he”. Have a good night!

P.S. What starts with T, ends with T, and is full of T?

sh

hē

Letter: sh  
Day 31

Sight word: he  
Quiet Letters

Shhhh!



Name \_\_\_\_\_  
/4 comprehension  
/27 decoding

Sam the man set up a tent.

A big blue bug got shut in the tent.

The tent fell down.

He got mad at the blue bug.

Dear Parents,

Today we learned the sound made by the letters “th”. These are called the naughty letters because you have to stick out your tongue to say them! They are found in our new sight word “they”.

See if you can get your child to say these letters without sticking his/her tongue out just for fun!

P.S. The answer to yesterday’s riddle is “a teapot.”

th

they

Letter: th  
Day 32

Sight word: they  
Naughty Letters



Name \_\_\_\_\_  
/3 comprehension  
/23 decoding

The fat rat ran fast to get the thin rat.

They met a big brown owl.

The big brown owl got the rats.

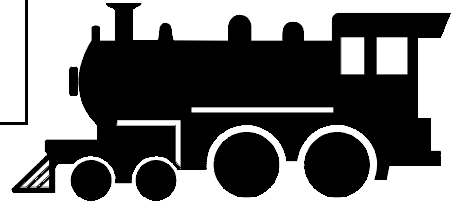
Dear Parents,

Today we learned the sound made by the letters “ch”. These are the choo choo train letters that say “Ch, ch, ch!” as the train drives along. We also learned the sight word “one” today. Good news! We have finished our thirty-three phonic sounds and now we will be reviewing them and practicing how to blend them together in new words over the next few weeks. Thank-you for your diligent efforts! I will be individually testing each child on the phonic sounds and sight words during the next two weeks for mastery.

ch

one

Letter: ch      Sight word: one  
Day 33 Choo Choo Train Letters



Name\_\_\_\_\_

/4 comprehension

/28 decoding

One plump pig had a chat with a duck.

The pig liked to jump in mud.

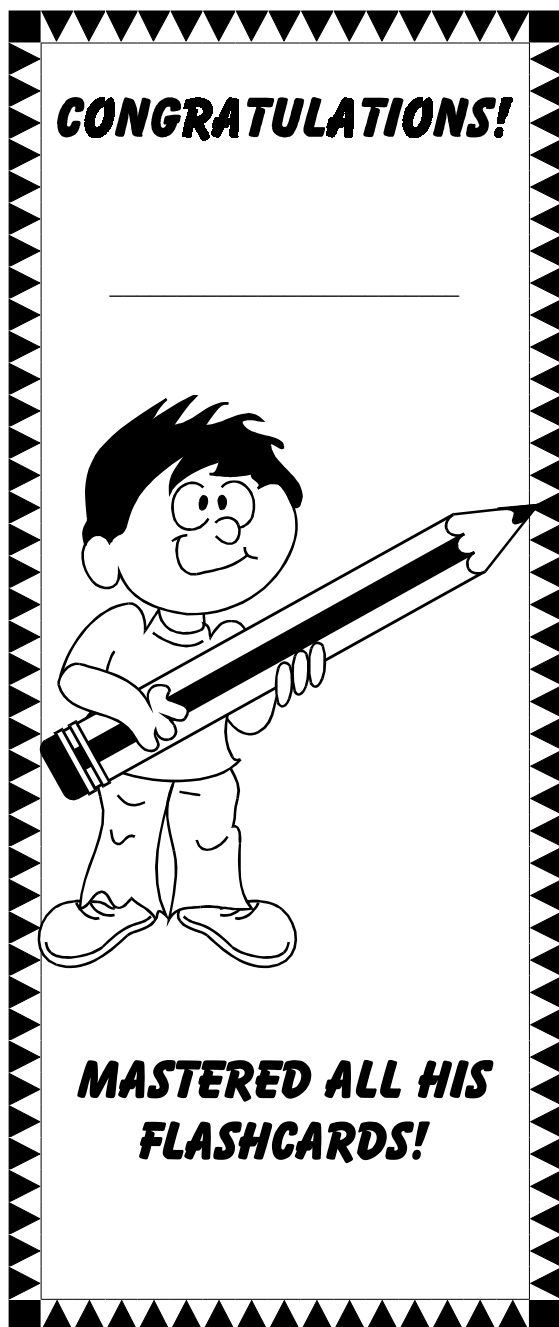
The duck liked to swim on ponds.

They had a fun chat.

## Testing

Beginning today and for the next two weeks you will be testing each student individually for mastery of the phonic sounds, colour words, and sight words taught to date. Buy a package of index cards and using a felt marker write one word or phonic sound on each flashcard. You should have thirty-three phonic sounds, thirty-three sight words, and nine colour words. These should **not** be ordered in the way they were taught. Some children are able to memorize these in the order they were taught and yet are unable to recognize them in a different order. When the child sees the phonic sound they are to tell you the **sound** of the letter(s) not the name. As you test put any missed letter(s) or words to the side and review them again with the child when you have finished the whole stack. Keep records on the sheet below. The child should be tested and re-tested until mastery occurs. Once mastery occurs give the child a prize such as a bookmark to encourage him for his accomplishments.

Name _____					Date _____							
<b>Test:</b>	1	2	3	4	5							
<b><u>Circle any words or sounds child misses.</u></b>												
<b><u>Sounds:</u></b>												
ee	e	ow	ck	ow	ue	or	ur	r	wh	w	s	m
a	o	t	h	b	f	i	g	u	n	p	d	l
v	j	x	z	y	qu	sh	th	ch				
<b><u>Colour words and Sight words:</u></b>												
green	see	red	I	brown	can	black						
the	yellow	me	blue	play	orange	like						
purple	and	white	work	a	is	you						
to	we	that	in	for	at	with						
it	on	put	are	of	this	your						
as	but	be	have	he	they	one						
good	about											
Dear Parent(s),												
<p>The letters or words circled above indicate your child needs continued review with them. Please use your flashcards at home to help your child master them. I will be re-testing shortly. Thanks so much! If no words or letters have been circled your child has mastered them all, but I would like you to continue reviewing the flashcards as usual for one more week.</p>												



Colour these bookmarks, mount on construction paper, and laminate for use as prizes for children as they master their phonic sound and sight words.

## Blending Practice

Once students have mastered all the phonic sounds and sight words taught in the first thirty-three days ask parents to discard the existing flashcards and review only the flashcards that begin on day thirty-four. As a teacher continue reviewing the old flashcards as well as the new ones daily. As you work with your students you'll learn when it's time to discard the old ones.

The next important step in the reading process is the mastery of making and blending the phonic sounds together in context of individual words. Blending is a skill taught orally with the class, but it needs to be practiced independently. Blending is taught by introducing a three letter word and teaching children to make and hold the **sound** of the first letter until they join it to the **sound** of the second letter. Then they must hold the **sound** of the second letter until they can make the **sound** of the last letter. The goal is to shorten each sound until they form a recognizable word. For example in reading the word "bat" it might sound like this at the beginning "bbbbbbbaaaaaattttttttt". As we sound it again it might sound like "bbbbaaaaattttt". Eventually one child will say "That word says bat!" This is a very exciting and rewarding discovery. Make the most of encouraging your students that they can read! Some children will be able to master this process quickly while others will find it a challenge.

To practice decoding independently take the short vowel words listed on the next two pages and use index cards to make up twenty packages of words to practice blending skills. Each package should contain ten short vowel words. There should be two words with each vowel. For example:

<u>Sample Flashcards</u>	
bat	can
bed	west
fix	pit
got	pond
pun	sun

Once the daily reading lesson is completed each child should take a package of words, practice sounding it out independently, and then read it to you once he has figured out what the words say. Number the flashcard packages and record each one as the child completes it. The children should be awarded a prize for completing the first ten packages and a prize for completing the second ten packages. At the end of this process they will know their letter sounds well, and be competent at blending simple words.

### Short a words

add	clam	grab	pad	slap
after	clamp	grand	pan	snap
ask	crash	ham	past	span
bat	dad	hat	plan	tab
bath	fact	lamp	ran	tan

### Short e words

bed	egg	leg	red	then
bell	fed	let	rest	vet
best	fell	mess	sell	web
bet	fresh	nest	sled	went
bless	get	next	smell	wept

### Short i words

bib	ill	pinch	strip
big	inch	pit	swim
bill	jig	rib	thin
chick	kiss	rip	tin
fill	list	sip	whip
fish	nip	six	zip

Short o words

block	cost	hog	mop	shop
bog	cot	hop	moss	slot
box	dog	job	not	smog
clock	doll	lock	plot	sob
cop	fox	mom	rock	stop

Short u words

bluff	fuzz	plum	stun	up
buck	crust	dug	mud	tug
cub	gut	hug	mug	run
dust	gum	jug	luck	sun
fun	hump	mud	plus	stun

# Certificate

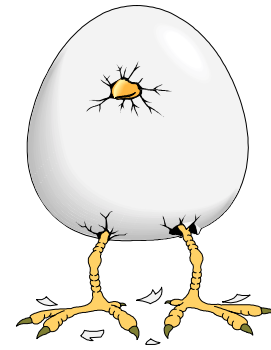
*This is to certify that*

---

*has successfully completed  
twenty packages of flashcards!  
Congratulations!*



Review consonants  
Sight word: good  
Day 34



Name \_\_\_\_\_  
/4 comprehension  
/29 decoding

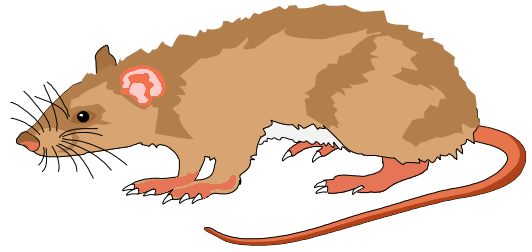
A yellow duck had a good nest.

In the brown nest went white eggs.

The yellow duck sat on the nest.

The eggs went pop! Now see the babies!

Review consonants  
Sight word: about  
Day 35



Name \_\_\_\_\_  
/4 comprehension  
/32 decoding

This is about a rat and a sack of trash.

The rat snuck the sack.

The fox ran to get the rat and the sack.

The rat got to keep the sack.

Review consonants

Sight word: had

Day 36

Name \_\_\_\_\_

/4 comprehension

/28 decoding



An orange cat had a big yellow bell.

The yellow bell went on the cat's neck.

The cat did not get rats.

Now he had to get fish.

Review consonants  
Sight word: look  
Day 37

Name \_\_\_\_\_  
/4 comprehension  
/30 decoding



Look at the black and white dog!

The dog jumped in the green dish!

He got the man wet!

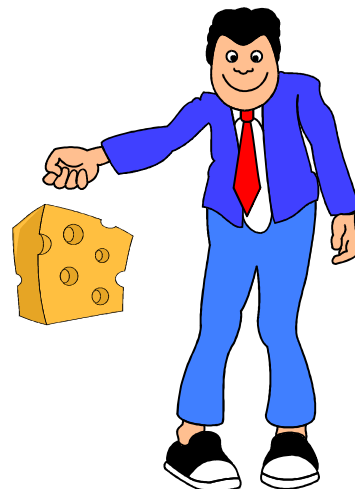
See the wet dog run!

Review short vowel a  
Sight word: some  
Day 38

Name \_\_\_\_\_

/4 comprehension

/29 decoding



See some rats stuck in a cup

The cup had cheese in it.

See the rats in the cup have cheese.

The man tips the cup and lets the rats run.

Review short vowel e

Sight word: up

Day 39

Name \_\_\_\_\_

/4 comprehension

/24 decoding



A red hen is in a blue pen.

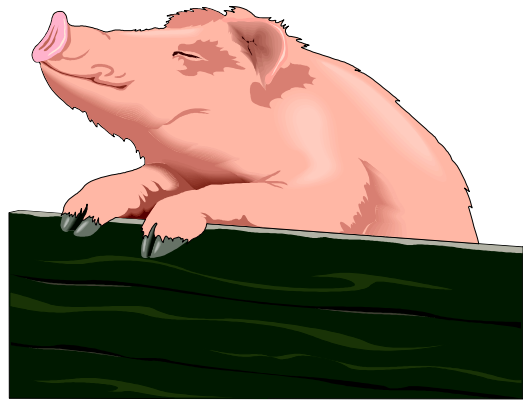
The hen jumps up and down.

The man will get the eggs.

The hen is sad.

Review short vowel i  
Sight word: her  
Day 40

Name \_\_\_\_\_  
/4 comprehension  
/32 decoding



The big pig is on the green hill.

The pig gets a red wig.

The wig is on the pig. It is fun.

The pig jigs on the hill in her wig.

Review short vowel o.

Sight word: do

Day 41

Name \_\_\_\_\_

/4 comprehension

/36 decoding



Do not get lost in the fog! went the man.

But the big brown dog got lost in some fog.

The man looks for the big dog.

The man sees the dog on a brown rock!

Review

Sight word: so

Day 42

New Phrase: Come here!

/4 comprehension

/25 decoding

Name \_\_\_\_\_

Come here so you will see the mom dog.

The mom dog has three brown pups.

They are such sweet pups.

The kids are glad.



1. Come see the \_\_\_\_\_.  
(dog pups)

2. The dog had \_\_\_\_\_ pups.  
(two three)

3. The kids are \_\_\_\_\_.  
(mad glad)

4. Did the kids have fun? Yes No

Review  
Day 43

Sight word: my  
New Vocabulary: said  
Review phrase: come here

/4 comprehension

/39 decoding

Name \_\_\_\_\_

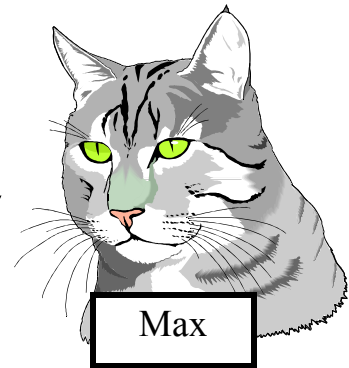
Max the orange cat said to Bill the rat,

"Come here so I can show my hat to you."

Bill snuck in to see Max the cat.

Jump! Max went to get Bill the rat,

but Kim got Max!



1. Bill is a \_\_\_\_\_.  
(rat      cat)

2. Max is \_\_\_\_\_.  
(brown      orange)

3. Did Max get Bill?    Yes    No

4. \_\_\_\_\_ got Max.  
(Bill      Kim)



Review  
Day 44

Sight word: very  
New Vocabulary: draw  
Review phrase: come here

/4 comprehension

/33 decoding

Name \_\_\_\_\_

Come here! said Jack to Jill.

I can draw your dog , said Jack.

He needs to be brown, said Jill.

Look now, said Jack. Sam is brown.

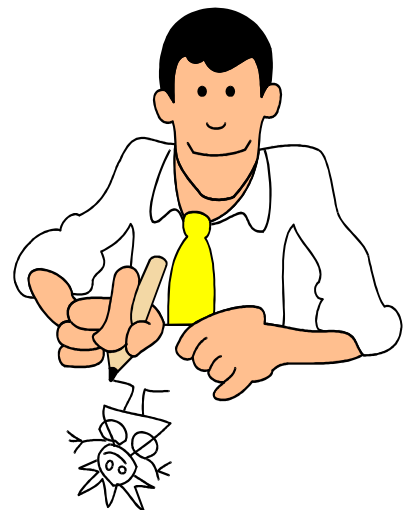
It is very good, said Jill.

1. Did Jill come? Yes No

2. The dog is \_\_\_\_\_.  
Jack Sam

3. Jack can \_\_\_\_\_.  
yell draw

4. Did Sam need to be blue?  
Yes No



Review  
Day 45

Sight word: all

New Vocabulary: colour

Review phrase: come here

/4 comprehension  
/32 decoding

\*When learning to blend words that end in "ed" teach students that "ed" is a word key that comes at the end of words. Have them circle this word key, sound out the word without the ending "ed", and then blend it again with the "ed". Example: yelled

Name \_\_\_\_\_

All of you come here quick! yelled Ted.

Look at the colour of your dog Sam!

Sam got blue in her fur.

Jill got the blue off Sam's fur with a cloth.

1. Did Ted yell? Yes No

2. To be quick is to be \_\_\_\_\_.  
(slow fast)

3. The dog got \_\_\_\_\_ on her fur.  
(blue black)

4. The blue colour on Sam is \_\_\_\_\_.





## Bumper Words

Tomorrow we will introduce the first complex concept in phonics. Bumper words are words which end in a silent “e”. This “e” jumps over the letter beside him and bumps the middle vowel on the head to make him say his name. For example the word “bake”. In this word the “e” jumps over the “k” and hits “a” on the head. This causes the letter “a” to say his name and changes the word from “bak” to “bake”.

In introducing this challenging concept there are some teaching tips which will be helpful. Begin by telling students that today you will be teaching them about a brand new type of word called a bumper word. Bumper words end in a silent “e”. This “e” is a very sneaky letter. He likes to hit other letters on the head to make them say their names. He never hits letters that sit beside him in a word, because he knows that they would catch him. Instead, he reaches over the letter beside him and hits the next one on the head. Then he sits perfectly quiet and never makes a sound. This is why he is never caught. There are only five letters in the alphabet that the silent “e” will hit on the head. These five letters belong to a special family called vowels. Their names are a, e, i, o, and u. Every word that we write must have at least one vowel in it to be a word (the letter y, and abbreviations are exceptions to this rule which aren’t mentioned at this time in order to simplify this concept). Try out this new rule with the students. On your chalkboard write the word “bake”. Ask, “What do you see at the end of the word?” Encourage the class to notice the silent “e” at the end of the word. Ask them what is special about the “e”. Reinforce that it is silent by crossing off the “e”. Then ask students what sneaky trick it likes to play. Remind them that it likes to hit. Show this by drawing a line from the “e” to the middle vowel. Now show students that when a straight line is drawn above a vowel it will say its name. When a word does not end in a silent “e” we draw a happy face above the vowel because it makes its regular sound as in the word “bat”. Give your students lots of examples to practice together before attempting the reading worksheet. It is critical in the next week that students become accustomed to looking at the end of words for the silent “e”. Note it is common for students to appear to have an immediate grasp of the concept and then become confused by it a week later. Each lesson for the next two weeks should begin with oral review of the difference between bumper words and regular words as well as which letters are vowels. Then students should work through examples of silent “e” words and regular words with the teacher on the chalkboard.



# Regular Words

## Short a words

add	clam	grab	pad	slap
after	clamp	grand	pan	snap
ask	crash	ham	past	span
bat	dad	hat	plan	tab
bath	fact	lamp	ran	tan

## Short e words

bed	egg	leg	red	then
bell	fed	let	rest	vet
best	fell	mess	sell	web
bet	fresh	nest	sled	went
bless	get	next	smell	wept

## Short i words

bib	ill	pinch	strip
big	inch	pit	swim
bill	jig	rib	thin
chick	kiss	rip	tin
fill	list	sip	whip
fish	nip	six	zip

### Short o words

block	cost	hog	mop	shop
bog	cot	hop	moss	slot
box	dog	job	not	smog
clock	doll	lock	plot	sob
cop	fox	mom	rock	stop

### Short u words

bluff	fuzz	plum	stun	up
buck	crust	dug	mud	tug
cub	gut	hug	mug	run
dust	gum	jug	luck	sun
fun	hump	mud	plus	stun

## Bumper Words

### Long a words (silent e)

age	cave	glade	name	shape
ape	date	grape	pave	snake
bake	face	hate	plate	space
base	fake	lame	rake	tape
cane	flame	mate	save	trade

**Long i words (silent e)**

bite	gripe	rise	tile	five
bride	life	ripe	tire	pipe
chime	lime	shine	tribe	smile
crime	mile	slime	vine	while
fire	pile	stripe	wife	wise

**Long o words (silent e)**

bone	dome	globe	mole	rode
broke	doze	hole	nose	rose
chose	dope	joke	note	smoke
coke	froze	lone	pole	stroke
cone	grobe	mode	quote	those

**Long u words (silent e)**

brute	dude	huge	prune	spruce
crude	duke	mule	puke	tube
cube	dune	mute	pure	tune
cute	flute	fume	rule	yule

**New Concept:** Bumper words - have a silent e at the end which bumps the middle vowel to make it say its name. eg. bake

Day 47                      New vocabulary: something  
/3 comprehension      Sight word: could  
/28 decoding.

\* When introducing the new vocabulary word "something" tell students that it is a compound word. A compound word is when two words are joined together to form a new word with a different meaning. When looking at a longer word students should try to see if they can find two shorter words within it.

I could make something, said Ted.

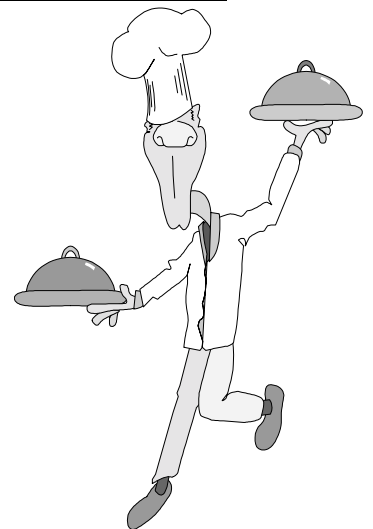
Ted made a cake. He let it bake.

Come here and see the surprise! said Ted.

Jack came to see the surprise.

It is very good cake, said Jack.

1. Ted made a \_\_\_\_\_.  
(cave      cake)
2. It is a \_\_\_\_\_ for Ted.  
(something      surprise)
3. He let the cake \_\_\_\_\_.  
(bake      jump)
4. It is a very bad cake.      Yes      No



Concept: Bumper words - long i/silent e

Day 48

Sight word: should

/3 comprehension

Review phrase: come here

/38 decoding

Name \_\_\_\_\_

Let us do something, said Kim.

Come here and we will hike, said Ted.

Ted and Kim went for a nine mile hike.

We should get to some pines, said Ted.

They did. It was a good surprise!

1. Ted and Kim went on a \_\_\_\_\_.  
(hike      bike)

2. Did they see a surprise?    Yes    No

3. The surprise is \_\_\_\_\_.  
(something      pines)

4. Pines are \_\_\_\_\_.  
(trees      rats)



Concept: Bumper words - long o silent e

Day 49

Sight word: any

New vocabulary: new

Name \_\_\_\_\_

Ted has not had any fun. Jill came home.

Come here Ted and we will do something!

said Jill. Ted and Jill jumped rope.

The rope broke. It is not a joke.

Dad came home with a surprise!

He had a new jump rope!

/44

1. Ted and Jill \_\_\_\_\_ rope.  
(surprised jumped)

2. They had lots of \_\_\_\_\_.  
(time fun)

3. Did dad fix the rope?  
Yes No



/3

Concept: Bumper words - long u silent e

Day 50                      Sight word: been

Name \_\_\_\_\_

Come here and see the surprise!

See Jed play and play his uke.

Jed's mule has been bad.

See the mule kick and kick.

Jed's mule did not like him to play his uke.

Jed quit and the mule did not do any kicks. /44



1. Jed could play his \_\_\_\_\_.  
(uke                      mule)

2. Did the mule kick?                      Yes                      No

3. Did the mule like Jed's uke?    Yes                      No

4. Is a uke a little guitar?                      Yes                      No

/4

Concept: Ghost words - have the silent gh letters which make no noise.

Day 51                      Sight word: out

Name \_\_\_\_\_

It is late. Mom said, Come here Jack. Mom puts Jack in bed. She puts the light out.

Jack has a surprise. In his sleep he meets a man. The man could draw something good. It is a brown dog. Jack wakes up. /43

1. Mom puts out the \_\_\_\_\_.  
(light      bed)

2. Did Jack meet a man? Yes      No

3. Did the man draw a cat?  
Yes      No

4. Did Jack wake up in bed? Yes      No      /4



Concept: Ghost words    Sight word: there

Day 52    New vocabulary: were

Name\_\_\_\_\_

Come here! said mom. Come and see.

Look out the window! There is a surprise!

It is a big light. See it shine in the night!

It is something yellow. It is the moon.

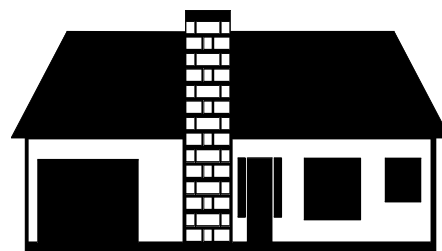
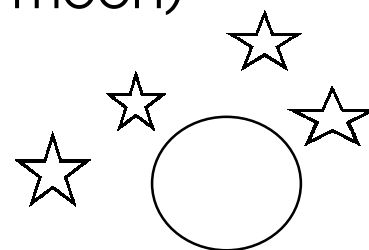
Ted and Jack gave a smile at the moon. /43

1. At night they could see the \_\_\_\_\_.  
(mom moon)

2. The moon was \_\_\_\_\_.  
(yellow blue)

3. Were Ted and Jack sad?  
Yes No

4. The moon can \_\_\_\_\_.  
(smile shine)



/4

Concept: Ghost words    Sight word: from  
 Day 53    Vocabulary: picture  
 Name\_\_\_\_\_

Come here and see the sight! said Ted.

It is something all of you should not miss.

It is a very good surprise! The kids came.

Sam and Max made a cute picture.

The kids could see them lick Ted's nose!

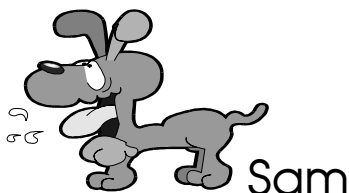
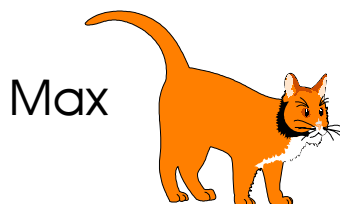
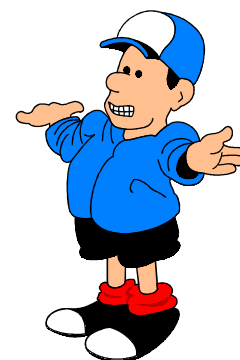
Ted is wet from top to end. /48

1. The surprise is sad. Yes No

2. Sam is a cat. Yes No

3. Max is a cat. Yes No

4. The cat and dog licked Ted's \_\_\_\_\_.  
 (note nose)



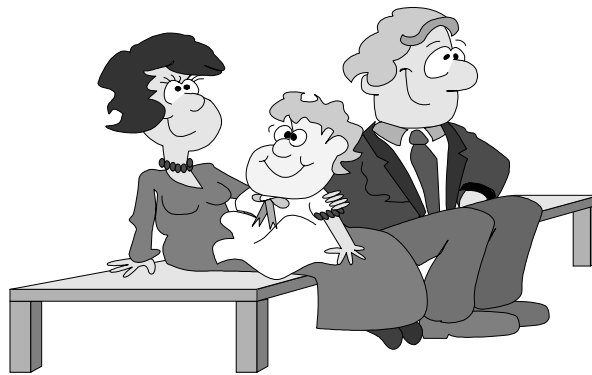
/4

### Word Families

Tomorrow we will be introducing word families. The English language contains a number of words that end in the same way. These are called word families. Just like a family has a last name shared between family members so do word families. The word family introduced tomorrow shares the last name "ay". This means that the words bay, day, gay, hay, jay, okay, lay, may, nay, pay, ray, say, stay, stray, and way are all members of the "ay" family.

When teaching this concept make a poster and add new word families to it as you discover them. Over time this becomes a useful spelling strategy for kids. For now it is an easy way to learn lots of new words. An example of a word family poster is given below.

### Word Families



ay	(bay, day, gay, hay, jay, okay, lay, may)
ook	(book, cook, hook, look, shook, took)
age	(cage, page, rage, stage, wage)
ice	(dice, lice, mice, nice, rice)
ame	(blame, came, same, tame)
ink	(blink, kink, link, mink, pink, rink, stink)
it	(bit, fit, hit, kit, lit, pit, quit, sit, wit, zit)
at	(bat, cat, fat, hat, mat, pat, rat, sat)
ight	(bright, fight, light, might, night, right)
ace	(face, lace, pace, race)
ent	(bent, dent, lent, pent, rent, sent, tent, went)
ood	(good, hood, stood, wood)

Concept: Ghost words    Sight word: day

\*INTRODUCE WORD FAMILIES: AY FAMILY

Day 54            New vocabulary: funny

Name \_\_\_\_\_

Ted could draw a funny picture.

One day he made a very funny surprise!

He gave it to his mom. She smiled at Ted.

This is something funny, she said to Ted.

In the picture Ted's dad lost all his hair!    /41

1. Ted made a \_\_\_\_\_ picture.  
(sad        funny)

2. Was dad in the picture?        Yes    No

3. Was the picture funny?        Yes    No

4. Did mom make the picture?    Yes    No



/4

Concept: When y comes at the end of a one beat word it says long i sound. eg. cry

Day 55 Sight word: go

Name \_\_\_\_\_

Go and see the red bug do something funny,  
said the pig.

The brown dog went to the bug's hole.

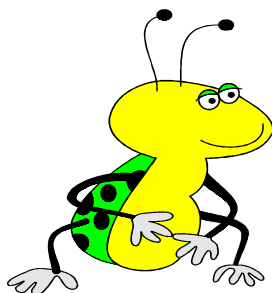
The red bug came out and did three flips in a  
row up in the sky.

The dog liked the funny surprise! /42

1. The pig said go and see the \_\_\_\_\_.  
(pig dog bug)

2. The \_\_\_\_\_ went to see the bug.  
(pig dog bug)

3. The red bug did three \_\_\_\_\_.  
(jumps flips runs)



/3

Concept: When y comes at the end of a two beat word it makes the long e sound.

Example: baby

Sight word: then

Day 56

New Vocabulary: little

Name\_\_\_\_\_

One day Jack went on top of a big hill.

A little bunny sat there. The bunny looked sad.

Then Jack got the bunny home and fed it.

Jack's mom looked surprised when she met the new pet.

Mom made a little home for it. Jack smiled! /47

1. The bunny sat on top of a \_\_\_\_\_.  
(tree hill)

2. Did the bunny go with Jack? Yes No

3. Did Jack's mom like the bunny?  
Yes No

4. Mom made a \_\_\_\_\_ for the bunny.  
(home like love) /4



Concept: Review y in one and two beat words.

Sight word: us

Day 57

Review reader vocabulary

Name \_\_\_\_\_

Let us go to see Max, said Ted.

Jack and Ted surprised Max with something new to try.

It is a new bone, but Max said Yuck!

He gave it to Sam. Sam is glad.

/35



1. Ted and Jack went to see \_\_\_\_\_.  
(Sam Max)

2. Did Max like the surprise? Yes No

3. Max gave the \_\_\_\_\_ to Sam.  
(pet new bone)

4. Was Sam glad to get it? Yes No /4

Concept: Review bumper words

Day 58                      Sight word: no

Name \_\_\_\_\_

One day a big bear sat in his cave.

A kid came and said, Can I look in here?

The bear said No! Then the bear  
chased the kid to the lake.

The kid jumped in the lake.      /37



1. Is the bear big or little?

big                      little

2. Did the bear like the kid?      Yes      No

3. Did the kid get to look in the cave?

Yes                      No

4. Did the kid jump in the lake? Yes No



/4

Concept: Review bumper words

Day 59      Sight word: him

Name \_\_\_\_\_

One day a fish and turtle went for a swim.

The pond looked deep and blue.

The fish made a jump. Turtle looked at him.

The turtle made a dive. Fish looked at him.

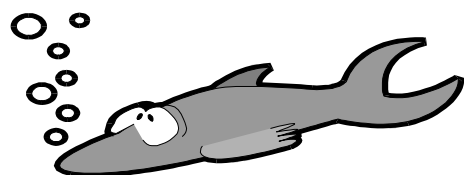
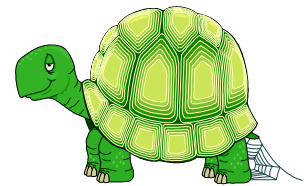
It had been a very fun day. /41

1. The fish and turtle went in the \_\_\_\_\_.  
(pond swim)

2. The pond was \_\_\_\_\_.  
(green deep)

3. The fish could \_\_\_\_\_.  
(dive jump play)

4. The turtle could \_\_\_\_\_.  
(dive jump play)



/4

Concept: Review ghost words

Day 60                      Sight word: by

Name \_\_\_\_\_

Go and hide in the pine tree, said Mike.

Jane hid in the bright green pine tree.

Ned went to look for Jane by the tree.

He gave up. Jane came down the tree.

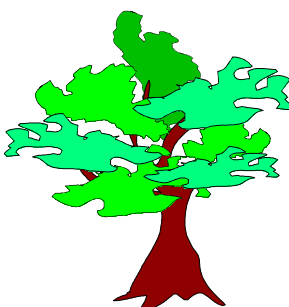
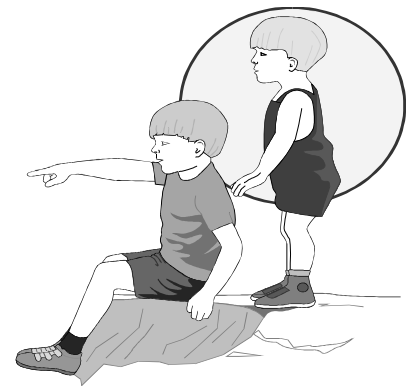
Could we fly your kite? said Jane.

Mike, Ned and Jane went to fly the kite. /50

1. \_\_\_\_\_ went to hide.  
(Mike Ned Jane)

2. She hid in a \_\_\_\_\_.  
(cave hole tree)

3. Did Ned see Jane? Yes No



/3

Concept: Review y in 1 & 2 beat words.

Day 61 Sight word: was

Word Family: ook (took, look, hook, shook)

Name \_\_\_\_\_

That gift is for Jack, said Jill.

You can give it to him. Ted gave it to Jack.

He was very surprised!

It was something brown and funny.



It was a cute puppy. Jack took it home. /37

1. \_\_\_\_\_ gave the gift to Jack.

(Ted Jack Jill)

2. Did Jack like the gift? Yes No

3. The gift was \_\_\_\_\_.

(orange cute yellow)

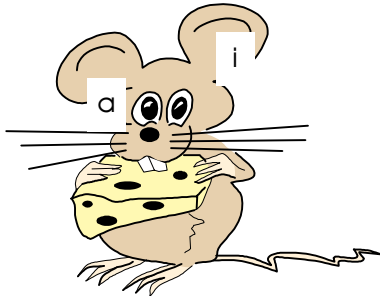
4. The gift was a \_\_\_\_\_.

(dog frog bug)

/4

## Mouse Words

Tomorrow we will introduce mouse words. Like the bumper word rule this is also a very complex phonics principle. It is critical that children master this principle, because the concept is foundational to acquiring all other phonetic concepts. Mouse words contain two vowels which come side by side. In a mouse word key the first vowel says its name and the second follows along as quietly as a mouse. Some examples of mouse words are: pain, lead, green, boat. What we are trying to teach kids is to look at a word and decide if it has a regular (short) vowel, a long vowel due to a silent e (bumper words), or a long vowel due to two vowels together (mouse words). When we add the other phonetic sounds such as ew, au, aw, etc. they are all based on the mouse word principle of two letters working together to form a single sound. Mouse words are a kind of word key. We have already taught the word keys: ee, ow, ck, ue, or, ur, wh, ch, sh, th, qu. It is now our specific focus to teach students to master looking for two letter friends (word key) working together in a word. Otherwise they will likely be unable to assimilate other two letter combinations and recall them in the context of a word. For example in the word "charge" there are six letters, but only three sounds. Ch, ar, and ge are letter friends that work together to form three single sounds. The second difficulty that you could run into is that the child may begin to guess whether the vowel is long or short. A child that can identify the principle operating (regular vowel, bumper word or mouse word) can verify his knowledge and becomes a confident reader. Please make the poster shown below for your students to use for help in reviewing. The next few pages contain mouse words for you to use in oral discussion. Daily review of the differences between regular words, bumper words, and mouse words should be done orally for the next three weeks. If you spend enough time on these concepts assimilating the rest of the two-letter phonetic combinations will be much easier. Not enough time spent on this can be disastrous.



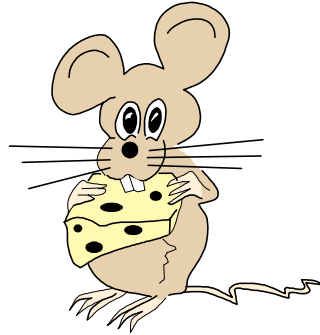
When two vowels come together the first one says its name and the second one is silent.

ai	ea	ee	oa
----	----	----	----

**\*Don't forget to complete the spelling review activity sheets for days 62 through 80. These are ESSENTIAL for helping children to become competent at identifying the differences between regular words, bumper words and mouse words. If you don't like the isolation of these sheets the same exercises can be taken from context if you make your own. Draw the words (short vowel, silent e, and two vowels together) from one of the stories you will read to the students for the day and base the exercise on those words. The effect will be the same.**

Examples of Mouse Words for Oral Teaching

Vowel Digraphs (first vowel long &amp; second vowel silent)

ai

aid	drain	lain	raid	tail
ail	fail	mail	rail	train
bail	faint	main	rain	vain
braid	gain	pail	snail	wail
chain	hail	plain	stain	waive

ea

beach	crease	heal	peach	seat
bead	deal	heap	peak	sneak
beam	dream	lead	plead	steal
bleach	each	eak	preach	teach
clean	eat	meal	scream	treat

ee

bee	feed	keen	screen	steel
beech	feet	knee	seed	steep
bleed	free	meet	seen	teeth
cheek	freeze	peep	sleep	tree
deep	jeep	reel	speed	wheel

oa

bloat	croak	load	oat	soak
boast	float	loaf	poach	soap
boat	foam	loan	road	toad
coal	goat	moan	roast	toast
coat	groan	oak	shoal	toaster

Concept: Introduce Mouse words:

When 2 vowels come together the 1st one says its name and the 2nd one is silent.

Day 62      Sight word: says

Name \_\_\_\_\_

One day Jack took Sam for a run.

Jack had Sam on a leash. The leash broke.

Come here! says Jack. Sam would not come

back. Jack ran and got her back. /32

1. Jack took Sam for a \_\_\_\_\_.  
(fun   run   bun)

2. Sam was on a \_\_\_\_\_.  
(box   rope   leash)

3. The leash \_\_\_\_\_.  
(broke   jumped   yelled)

4. Did Sam go back to Jack?      Yes      No

5. Did Jack get Sam at last?      Yes      No

/5



Concept: Mouse words

When 2 vowels come together the 1st one says its name and the second one is silent.

Day 63    Sight word: come

Name \_\_\_\_\_

Jane and Joan went to play with Sam.

Sam was a funny, brown dog.

He liked to jump, run, and chase a ball.

Come here! says Joan. Sam comes.

Sam did a trick and got a treat.                      /37



1. Sam was \_\_\_\_\_.  
(funny    silly    baby)
2. Sam got a treat for a \_\_\_\_\_.  
(joke    jump    trick)
3. Sam could chase a \_\_\_\_\_.  
(cat    bat    ball)
4. Did Joan like Sam?    Yes                      No                      /4

# Concept: Mouse words

When 2 vowels come together the 1st one says its name and the second one is silent.

Day 64 Sight word: get

Name \_\_\_\_\_

Bill was a goat. He sat in a pen.

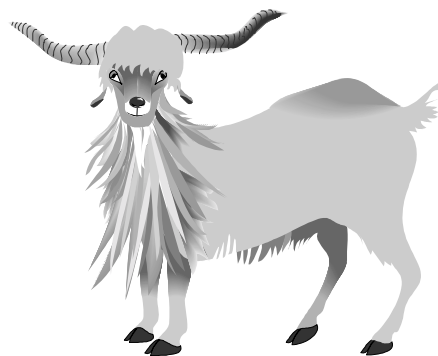
Bill jumped out of the pen. He fell in mud.

Ted went to get Bill.

Ted used a hose and soap to get Bill clean. /34

1. \_\_\_\_\_ was a goat.  
(Ted Tom Bill)

2. \_\_\_\_\_ was a boy.  
(Ted Tom Bill)



3. The goat got out of his \_\_\_\_\_.  
(home pen tree)

4. They used \_\_\_\_\_ to clean the goat.  
(jam soap ham)

5. Did the goat get clean? Yes No /5

# Concept: Mouse words

When 2 vowels come together the 1st one says its name and the 2nd one is silent.

Day 65     Sight word: boy

Name\_\_\_\_\_

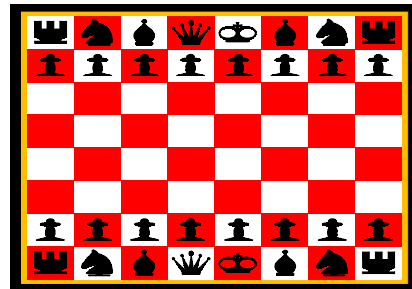
A boynamed Ben got to play a game.

Ben cheats! said Jane.

Jane was mad. Ben quit. He did not cheat.

Jane and Ben were pals.

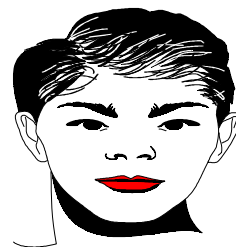
/27



1. Jane and Ben played a \_\_\_\_\_.  
(ball game pal)

2. Did Ben cheat? Yes No

3. Did Ben stop it?  
Yes No



4. Ben made Jane feel\_\_\_\_\_.  
(sad mad glad) /4

# Concept: Mouse words

When 2 vowels come together the 1st one says its name and the 2nd one is silent.

Day 66      Sight word: girl

Note for questions 3 and 4 students must find and write own answers from story.

Name \_\_\_\_\_

A boy named Ted put on his coat.

A girl named Krista put on her mitts.

They went out to play.

Ted made a fort out of snow.

Krista laid down in the snow. It was a fun day.



/39

1. The boy's name was \_\_\_\_\_.

(Tom Ted Tim)

2. Krista put on \_\_\_\_\_.

(coat mitts)

3. Ted made a \_\_\_\_\_.

4. Krista laid in the \_\_\_\_\_.

/4

Concept: Mouse words

When 2 vowels come together the 1st one says its name and the 2nd one is silent.

Day 67                      Sight word: little

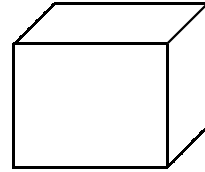
Name \_\_\_\_\_

One day a boy named Todd got a surprise.

It came in the mail. It was a little brown box.

It was a surprise from grandmother.

Inside was a pair of red mitts.                      /33



1. The boy's name was \_\_\_\_\_

(Ted   Todd   Tom)

2. He got a \_\_\_\_\_.

(dog   cat   surprise)

3. It was from \_\_\_\_\_.

(grandfather   grandmother)

4. The box was \_\_\_\_\_.

(black   brown   yellow)

5. The surprise was a pair of \_\_\_\_\_. /5



Concept: "oo" says "ui" and comes in the middle of words. Example: boot

Day 68

Sight word: has

Name \_\_\_\_\_

Andy has a blue pair of rain boots.

He put them on and went out.

He could hear a train go Toot! Toot!

Andy jumped in a puddle with his boots.

His feet were dry. Andy felt very good. /39



1. Andy's boots were \_\_\_\_\_.  
(brown black blue)

2. Did Andy see the train? Yes No

3. Did Andy's feet stay dry? Yes No



4. The best name for this story is:  
a. The Blue Boots  
b. The Good Train

/4

Concept: "ui" says "oo" and comes in the middle of words. Example: fruit

Day 69

Sight Word: build

Name \_\_\_\_\_

Robin put on a snow suit and red boots.

She went out in the snow. It was fun.

See Robin build a snowman! She puts a smile and a black hat on it. It looks cute.

Robin waits and waits to show Dad. /43

1. Robin put on a \_\_\_\_\_ suit.  
(rain snow)

2. Robin made a \_\_\_\_\_.  
(snowman fort)

3. Did Robin put a red hat on the snowman?  
Yes No

4. Did Dad like the snowman? Yes No /4



Concept: er says r and comes at the end of words. Example: sister

Day 70 Sight Word: how

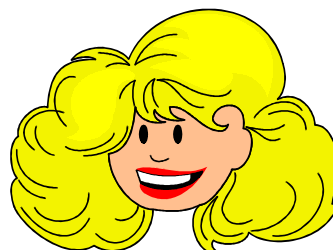
Name \_\_\_\_\_

Sandra was shown how to make snowflakes.

She made white, green and red ones.

She liked the red ones best.

She made some paper chains.



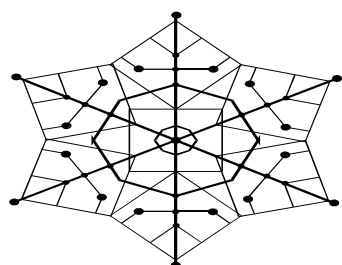
It was fun to do Christmas crafts.

/32

1. Sandra made \_\_\_\_\_.  
(snowballs    snowmen    snowflakes)

2. She used \_\_\_\_\_ to make them.  
(paper    pen    plane)

3. She liked to make chains.    Yes    No



4. A good name for this story is:  
a) Christmas Crafts  
b) Sandra

/4

Concept: ur and ir say r and usually come in the middle of words. Example: bird, purse

Day 71

Sight word: our

Name \_\_\_\_\_

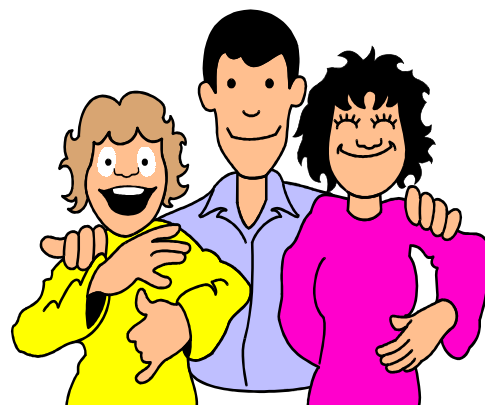
Come and see our surprise for you!

Jane came to see mom and dad's surprise.

It was a purple purse with a bird on it.

Jane said "It is very neat!" She was happy! /34

1. Jane gave a surprise to mom. Yes No
2. Was the purse purple? Yes No
3. Did the purse have a dog on it? Yes No
4. A good name for this story is:
  - a) The Brown Purse
  - b) The Surprise for Jane
5. Jane was happy. Yes No



/5

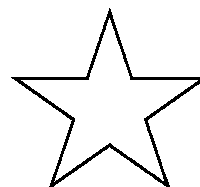
Concept: ar makes r say its name and comes anywhere in a word. Example: star

Day 72

Sight Word: what

Name \_\_\_\_\_

What was up in the dark sky?



It was a bright yellow star.

If you read the Christmas story it tells that

God sent the star to tell us Jesus was born. /32

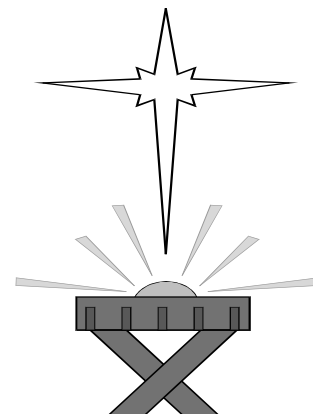
1. The star was up in the \_\_\_\_\_.  
(barn sky hill)

2. \_\_\_\_\_ sent the star.  
(God Jesus Christmas)

3. The star tells us that \_\_\_\_\_ was born.  
(God Jesus)

4. The best name for this story is:  
a) The Christmas Star  
b) The Baby

/4



## Testing

Beginning today and for the next two weeks you will be testing each student individually for mastery of the phonic sounds, spelling rules, and sight words taught to date. Buy a package of index cards and using a felt marker write one word or phonic sound on each flashcard. You should have twenty-one phonic sounds, five words containing spelling rules, and fifty sight words. These should not be ordered in the way they were taught. Some children are able to memorize these in the order they were taught and yet are unable to recognize them in a different order. When the child sees the phonic sound they are to tell you the **sound** of the letter(s) not the name. When a word contains a spelling rule ask the child to verbalize the rule. As you test put any missed letter(s) or words to the side and review them again with the child when you have finished the whole stack. Keep records on the sheet below. The child should be tested and re-tested until mastery occurs. Once mastery occurs give the child a prize such as a bookmark to encourage him for his accomplishments.

Name _____	Date _____																																																								
<b>Test:</b>	1      2      3      4      5																																																								
<p><b><u>Circle any words or sounds child misses.</u></b></p> <p><b>Sounds:</b> This is a review of the more challenging sounds.</p> <p>ee    ow    ck    ow    ue    or    ur    wh    qu    sh    th    ch    a  e    i    o    u    j    x    g    y</p> <p><b>Spelling Rules:</b> Child must read word and identify spelling rule contained.</p> <p>bake (bumper word)      cry (y in a one beat word)      silly (y in a two beat word)  night (ghost word)      meat (mouse word)</p> <p><b>Sight words:</b></p> <table style="width: 100%; border: none;"> <tr> <td>they</td><td>one</td><td>good</td><td>about</td><td>the</td><td>you</td><td>good</td></tr> <tr> <td>had</td><td>look</td><td>some</td><td>up</td><td>her</td><td>do</td><td>come</td></tr> <tr> <td>here</td><td>my</td><td>said</td><td>my</td><td>very</td><td>draw</td><td>all</td></tr> <tr> <td>colour</td><td>surprise</td><td>would</td><td>could</td><td>something</td><td>should</td><td>any</td></tr> <tr> <td>new</td><td>been</td><td>out</td><td>there</td><td>from</td><td>day</td><td>funny</td></tr> <tr> <td>go</td><td>then</td><td>little</td><td>us</td><td>no</td><td>him</td><td>by</td></tr> <tr> <td>was</td><td>says</td><td>get</td><td>boy</td><td>girl</td><td>build</td><td>has</td></tr> <tr> <td>how</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>Dear Parent(s),</p> <p>The letters or words circled above indicate your child needs continued review with them. Please print them on flashcards and practice them with your child for ten minutes a night. I will be re-testing shortly. If no words or letters have been circled your child has mastered them all. Thanks for all your support!</p>		they	one	good	about	the	you	good	had	look	some	up	her	do	come	here	my	said	my	very	draw	all	colour	surprise	would	could	something	should	any	new	been	out	there	from	day	funny	go	then	little	us	no	him	by	was	says	get	boy	girl	build	has	how						
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go	then	little	us	no	him	by																																																			
was	says	get	boy	girl	build	has																																																			
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## Practice Your Skills for Days 73 to 76

1. **Word Key Exercises:** Photocopy the sheet and cut into four pieces. Each child receives one piece per day in addition to their regular work. Children are to circle the word keys (as shown in the answer key which follows the exercise) and read the words aloud to a partner when finished circling. These exercises may be repeated a number of times with the same sheet until mastery has been achieved. The goal of this activity is to give children practice at locating the word keys necessary for decoding prior to trying to sound out the word. Most children try to blend a new word and if the word doesn't make sense then they try to find a strategy to apply. This activity reverses the order. Apply the strategy first (circle word keys), and then blend the word. Some children will need a great deal of practice with this skill. Once mastery has been obtained, the decoding process will become much more fluent and the new word key will be moved to long term memory. The Smart Start Companion book has more word key exercises for the other word keys introduced in this program such as ew, oo, ui, ue, ce, ci, cy, ge, gi, gy, ou, ow, etc.
2. **Practice your Skills Worksheets:** Photocopy the sheets and staple behind students' regular work. These sheets reinforce the new skills learned in the regular daily reading work. In addition, they review some old concepts such as colour words.

Day 73

**r-controlled Word Keys /15**

Name \_\_\_\_\_ Read the words. Circle the word keys & print or count them on the lines.

- |            |             |               |
|------------|-------------|---------------|
| 1. car__   | 6. herb__   | 11. birth__   |
| 2. torch__ | 7. blurt__  | 12. chart__   |
| 3. perch__ | 8. mirth__  | 13. pork__    |
| 4. purse__ | 9. start__  | 14. persist__ |
| 5. shirt__ | 10. horse__ | 15. hurl__    |

Day 74

**r-controlled Word Keys /15**

Name \_\_\_\_\_ Read the words. Circle the word keys & print or count them on the lines.

- |           |            |             |
|-----------|------------|-------------|
| 1. fern__ | 6. born__  | 11. stir__  |
| 2. fork__ | 7. park__  | 12. corn__  |
| 3. card__ | 8. arm__   | 13. shirt__ |
| 4. jerk__ | 9. ford__  | 14. sharp__ |
| 5. cork__ | 10. burn__ | 15. torch__ |

Day 75

**r-controlled Word Keys /15**

Name \_\_\_\_\_ Read the words. Circle the word keys & print or count them on the lines.

- |           |            |               |
|-----------|------------|---------------|
| 1. harp__ | 6. port__  | 11. turn__    |
| 2. form__ | 7. mark__  | 12. squirt__  |
| 3. firm__ | 8. born__  | 13. cork__    |
| 4. core__ | 9. start__ | 14. farm__    |
| 5. burn__ | 10. bird__ | 15. blister__ |

Day 76

**r-controlled Word Keys /15**

Name \_\_\_\_\_ Read the words. Circle the word keys & print or count them on the lines.

- |            |            |             |
|------------|------------|-------------|
| 1. clerk__ | 6. fur__   | 11. bar__   |
| 2. curl__  | 7. perch__ | 12. hurry__ |
| 3. torn__  | 8. core__  | 13. Mars__  |
| 4. jerk__  | 9. toy__   | 14. curt__  |
| 5. more__  | 10. herd__ | 15. fern__  |

Answers

**r-controlled Word Keys /15**

Name \_\_\_\_\_ Read the words. Circle the word keys & print or count them on the lines.

1. car\_\_ 6. herb\_\_ 11. birth\_\_

2. torch\_\_ 7. blurt\_\_ 12. chart\_\_

3. perch\_\_ 8. mith\_\_ 13. pork\_\_

4. purse\_\_ 9. start\_\_ 14. persist\_\_

In the word "purse", "e" can only jump over one letter & therefore can't bump the vowel "u". So, he is silent and the word key "ur" wins and speaks.

5. shirt\_\_ 10. horse\_\_ 15. hurl\_\_

Answers

**r-controlled Word Keys /15**

Name \_\_\_\_\_ Read the words. Circle the word keys & print or count them on the lines.

1. fern\_\_ 6. born\_\_ 11. stir\_\_

2. fork\_\_ 7. park\_\_ 12. corn\_\_

3. card\_\_ 8. arm\_\_ 13. shot\_\_

4. jerk\_\_ 9. ford\_\_ 14. sharp\_\_

5. cork\_\_ 10. burn\_\_ 15. torch\_\_

Answers

**r-controlled Word Keys /15**

Name \_\_\_\_\_ Read the words. Circle the word keys & print or count them on the lines.

1. harp\_\_ 6. port\_\_ 11. turn\_\_

2. form\_\_ 7. mark\_\_ 12. squirt\_\_

3. firm\_\_ 8. born\_\_ 13. cork\_\_

4. core\_\_ 9. start\_\_ 14. farm\_\_

In the word "core" there is a tug of war going on between the word key "or" and "e" who wants to bump. Two always beat one. Therefore, the word key "or" wins and "e" must be silent and is not allowed to bump.

5. burn\_\_ 10. bird\_\_ 15. blister\_\_

Answers

**r-controlled Word Keys /15**

Name \_\_\_\_\_ Read the words.  
Circle the word keys & print or count them on the lines.

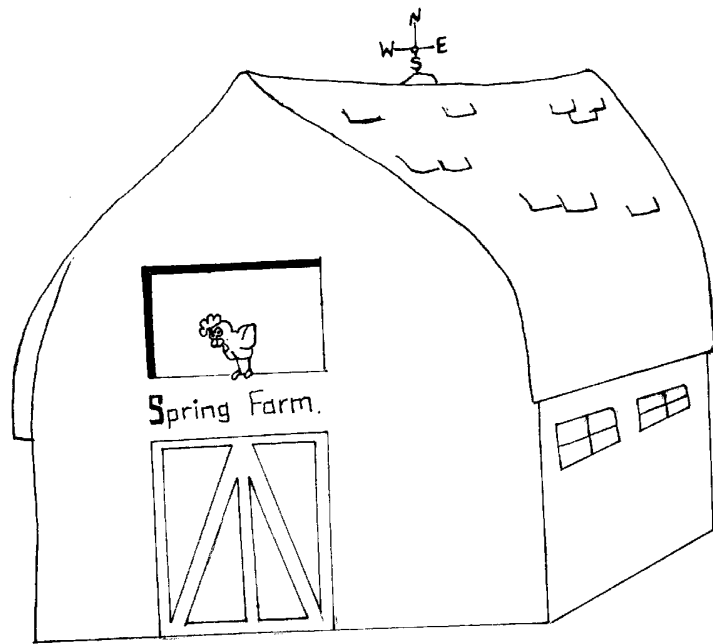
1. clerk\_\_ 6. fur\_\_ 11. bar\_\_

2. curl\_\_ 7. perch\_\_ 12. hurry\_\_

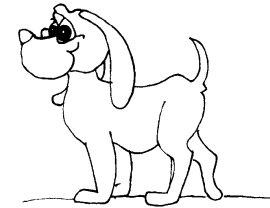
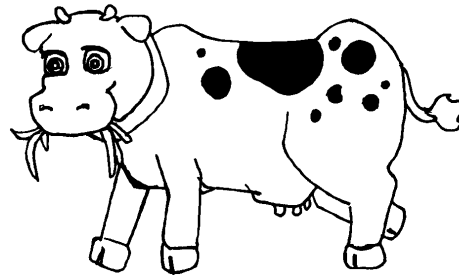
3. torn\_\_ 8. core\_\_ 13. Mars\_\_

4. jerk\_\_ 9. per\_\_ 14. cut\_\_

159 5. more\_\_ 10. herd\_\_ 15. fern\_\_



## Practice r-controlled vowel skills for Day 73

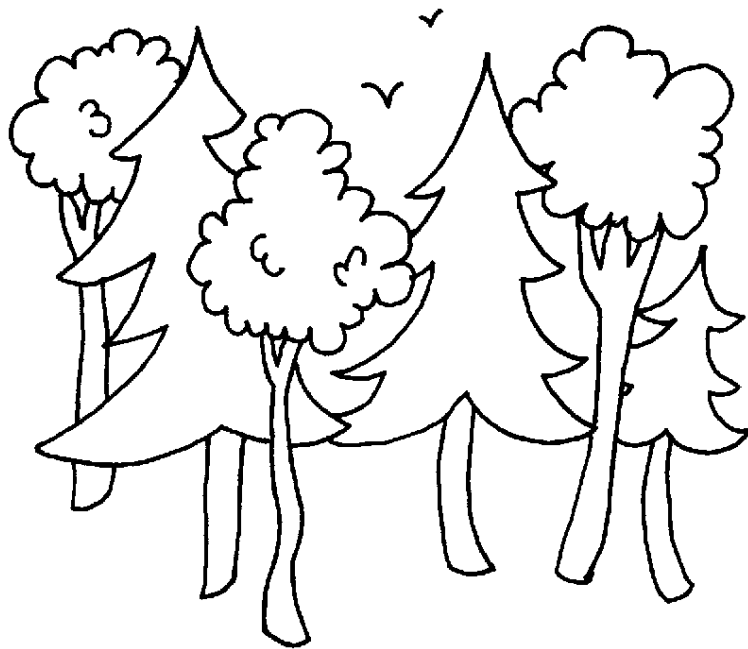


Fill in the blanks and colour the picture as directed.

1. The \_\_\_\_\_ is red.  
bark barn born burn

2. The brown dog can \_\_\_\_\_.  
burn born bark barn

3. Make a yellow sun in the \_\_\_\_\_.  
fly sky try why



**Practice r-controlled vowel  
skills for Day 74**

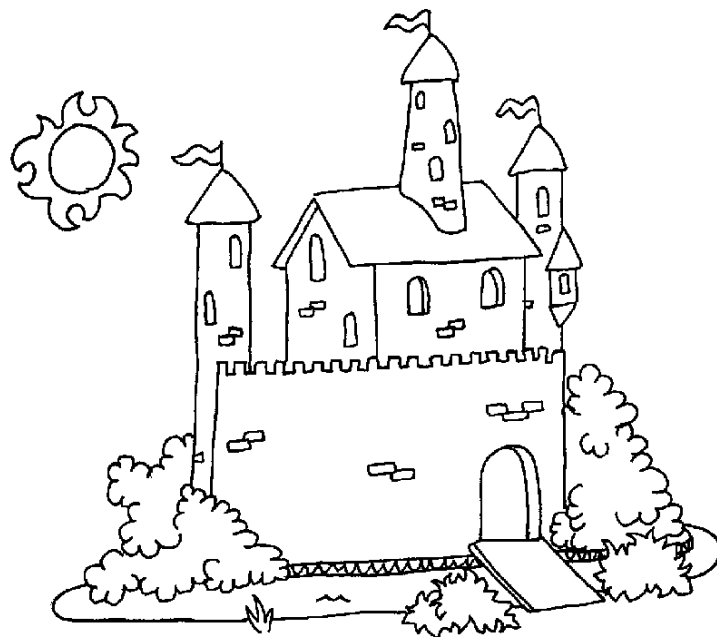


Fill in the blanks and colour the picture as directed.

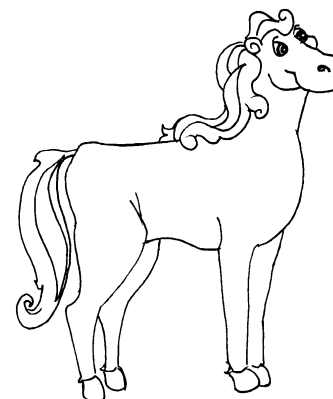
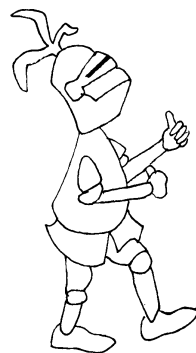
1. The \_\_\_\_\_ is dark at night.  
pork perk park part

2. The orange cat plays with \_\_\_\_\_.  
yard yarn yam yoke

3. The brown rat eats a \_\_\_\_\_.  
corn core cord cork



**Practice “ing” word ending  
skills for Day 75**



Fill in the blanks, circle word keys & word endings. Then, colour the picture as directed.

1. The black knight is \_\_\_\_\_.  
marking marching morning

2. The yellow sun shines in the \_\_\_\_\_.  
market morning mirth

3. The brown horse is \_\_\_\_\_.  
kicking hopping standing

**Practice “ed” word ending  
skills for Day 76**



Fill in the blanks, circle word keys & word endings. Then, colour the picture as directed.

1. The purple dart \_\_\_\_\_.  
fell whizzed dropped

The green knight \_\_\_\_\_.  
clapped hopped flopped

3. The red target \_\_\_\_\_.  
jumped dropped quivered



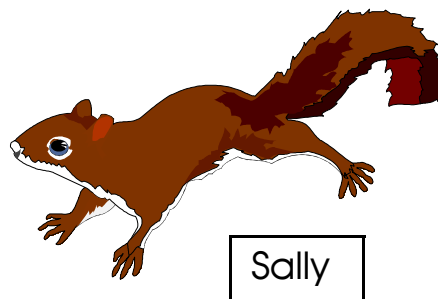
Name\_\_\_\_\_

Concept: Review er, ir, ur, arDay 74      Sight Word: where

Where could the snowman have got to?  
Sally had made him on the snow in her  
backyard last night. Sally looks and looks.  
Suddenly she sees the snowman. He is  
in the front yard. He looks very funny. He  
has got a dress on! How did he get there?  
Who put a dress on him? /54

1. Who made the snowman? Sally      Sammy
2. Where did she make the snowman?  
    \*backyard      \*front yard
3. Why is the snowman funny?  
    He smiles.      He has a dress.      He melts.
4. Is Sally mixed up? Yes    No

/4



Concept: Review Mouse words Ending: ing

Day 75 Sight Word: there

Name \_\_\_\_\_

\*Teach Students "ing" is a key that comes at the end of words. Have them circle this word key, sound out the word without the ending "ing", and then blend it again with the "ing".

Pammy was humming a tune as she went down the street. You look funny! called a little cat. You have a big yellow beak that sticks out! Pammy was sad. She went home. There she put on lipstick to make her beak look small. Now she looked very funny. Pammy's mom said, You are not a cat. You look good just the way you are. /65

1. Did Pammy really look funny? Yes No

2. Did Pammy think she looked funny?

Yes

No



3. What did Pammy's mom teach her?

\_\_\_\_\_

-----

4. A good name for this story is:

- \* Pammy Hums a Tune
- \* Pammy Looks Funny
- \* Pammy Looks Like a Cat

/4



Concept: Review mouse words

Listen to students read to the star and stop.

Day 76      Sight Word: know Ending: ed

Name \_\_\_\_\_

Ben showed Max how to turn on the T.V.  
I know that, said Max. Max could not get  
the dishes clean. Ben showed Max how to  
use a cloth to get them clean. I know that, said  
Max. You know it all, said Ben. Max got  
locked out of his home.\* I do not know it all  
said Max. Help me! Ben showed Max  
how to use a key. Thank-you Ben! said Max. /51

1. What was making Ben mad?

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---



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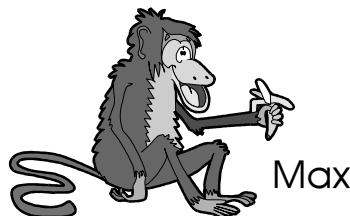
2. Was it hard to teach Max? Yes No

3. Did Max really need help? Yes No

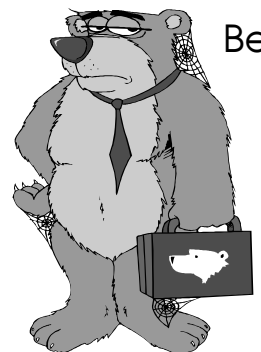
4. A good name for this story is:

- \* Ben Asks for Help
- \* Max is Sad
- \* Max Knows It

/4



Max



Ben

Name\_\_\_\_\_

Concept: Review mouse wordsDay 77    Sight Word: why    Endings: ed, ing

Oral reading for the teacher stops at the star due to the growing length of the stories. The child finishes the story independently.

The little lion sat on a hill.Then a big cry came from the stream.

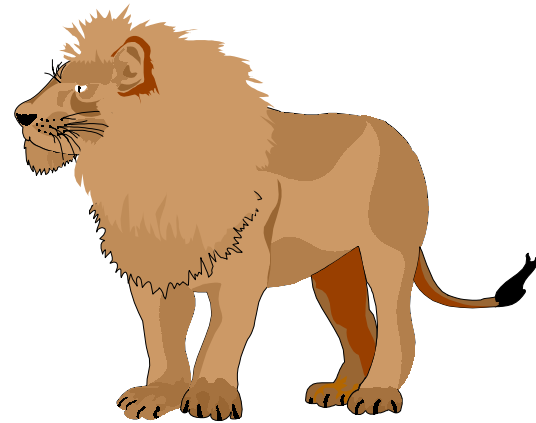
The little lion leaped to the stream. There was a baby hippo. Why are you crying? said the little lion. I have lost my mommy, said the baby hippo. The little lion looked and looked.\* Down the stream was a big gray hippo. The little lion went and got the mother hippo. The baby was so happy. The little lion had saved the day. /50

1. A good name for this story is:

- \* The Lion
- \* Little Lion Helps Baby Hippo
- \* A Fun Day

2. Why did the baby hippo cry?

- \* He was glad.
- \* He was sad.
- \* He lost his mom.



3. The little lion was a \_\_\_\_\_ king.

- \* mean        \* good        \* funny

4. A stream is a \_\_\_\_\_.

- \* little river    \* pond    \* lake

/4

Name\_\_\_\_\_

**Concept:** Review er says "r" and comes at the end of words.

**Day 78**      **Sight Word:** sure    **Ending:** ed, es

Snuggly was a dwarf who worked in a mine. One day Snuggly the dwarf could not find his work hat. He was not sure where he put it. He looked and looked for it. It was not by his hammer. It was not under his supper chair. I wonder if it is lost! said Snuggly.\* He sat down and started to cry. Then he started to smile. His hat was on his head! Silly, silly, silly Snuggly!

/54

1. **What was the dwarf's job?**

- \* a cook
- \* a miner
- \* a carpenter

2. **A good name for this story is:**

- \* The Lost Hat
- \* The Dwarf
- \* The Miner

3. **Snuggly's hat was**\_\_\_\_\_.

- \* lost for good
- \* on his head
- \* under his chair



/3

Concept: Review it says "r" and comes in the middle of words.

Day 79      Sight Word: says      Ending: ing

Name \_\_\_\_\_

Alamo is a baby deer. He is growing up in the forest. Alamo meets Hopper who is a bunny. Hi, says Alamo. Hi, says Hopper. Have you ever been to the pond Alamo? says Hopper. No, says Alamo. Hopper and Alamo skip down to the pond.\* At the pond Alamo meets a frog, a duck, a chipmunk and a bluebird. They play hide and go seek. Hopper and Alamo have a fun day. /46

1. Hopper is a \_\_\_\_\_.

\*frog      \*bluebird      \*baby deer      \*bunny

2. Hopper and Alamo go to the \_\_\_\_\_.

\*lake      \*river      \*pond      \*pole

3. How did Hopper and Alamo get to the pond?

\*They jumped.      \*They skipped.      \*They stopped.

4. Hopper and Alamo did not have a fun day.

\*Yes      \*No



/4

Concept: Review ur says "r" and comes in the middle of words. Word Family: old

Day 80 Sight Word: walk Ending: ed

Name \_\_\_\_\_

One day Max went for a walk. On his walk he met Ben. Ben looked very funny. He had on a purple purse! What's up ? said Max. You sure look silly with that purse. Ben got real mad. This is my mom's purse, said Ben. She made me hold it while she went shopping.<sup>\*</sup> Sure it is, said Max. Ben started to chase Max. He hit him with the purple purse two times. Max ran home!

/54

1. Why did Ben look funny?

\* He had a dress on.

\* He had a purse.

2. Did Max look funny? Yes No

3. What did Ben hit Max with?

\*purple

\*purse

\*bat

\*puck

4. A good name for this story is:

\*Ben and the Purple Purse

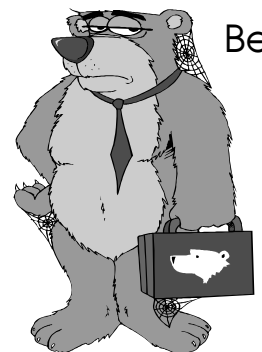
\*Ben Looks Funny

\*Max gets Mad

/4



Max



Ben

Concept: Review or makes the letter r say its name

Day 81      Sight Word: their      Ending: ed

Name \_\_\_\_\_

One day Sally and Penny wanted to go for a walk. They put on their hats and went to the forest. It was a hot day. Penny jumped into some mud! Oh no! It was sticky mud. Sally went to help Penny. She got stuck in the mud too. Sally and Penny yelled and yelled! \* At last Ben came. He smelled the mud. It was not mud. It was glue! Ben smiled and said, Good pals stick together! Then he got them out with a rope tied to his car. /55

1. Why did Penny jump in the mud? /4

\*It smelled good.      \*She was hot.      \*It was fun.

2. Why didn't Sally help Penny?

\* She did not care.      \*She got stuck in the mud.

3. How did Ben get them out of the mud?

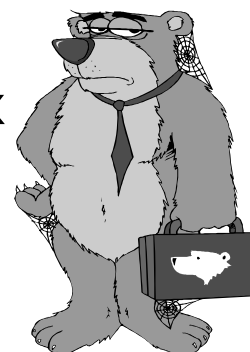
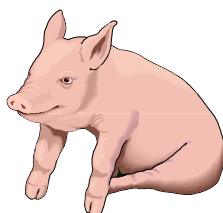
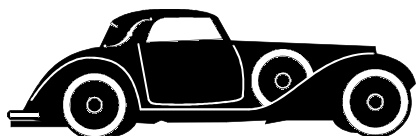
\*He jumped in the mud.      \*He used a rope.

4. A good name for this story is:

\*Mud

\*Funny Owl

\*Pals get Stuck



Concept: ea can sometimes say the short vowel sound of "e". Example: I read the book.

Day 82

Sight Word: ready

Name \_\_\_\_\_ /50

It was a fine day. Max and Sally were playing hide and go seek. It was Max's turn to hide. One, two, three. Ready or not here I come, said Sally. She walked down to the pond. She looked up in the trees. Max sure had a good spot to hide.<sup>\*</sup> Sally could not see him! Come here! said Sally. I give up! Then Max yelled right in Sally's ear. Sally jumped. Where did you hide? I hid behind your back, said Max. I was your shadow. Sally groaned.

1. Why did Sally say one, two, three?

\*for fun

\*so Max had time to hide

2. Did Sally see Max?

Yes

No

3. Where did Max hide?

\*up in a tree

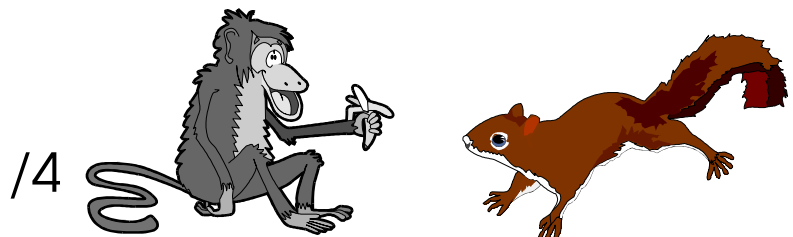
\*at the pond

\*behind Sally

4. Was Max really Sally's shadow?

Yes

No



Concept: Review Mouse words

(When 2 vowels come together the 1st one says its name and the 2nd one is silent)

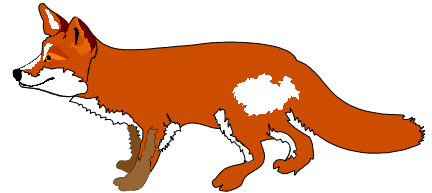
Day 83      Sight Word: tough      Endings: ing, ed

Name \_\_\_\_\_

Ronald was a tough rabbit. Freddy Fox liked to chase him. Freddy wanted to eat Ronald up! One day Ronald was running on a trail. He did not know that up ahead Freddy Fox was waiting. Freddy was building a trap! When Ronald got close Freddy leaped on him and tried to tie him up with a rope. \* Ronald was a very tough rabbit! He bit Freddy! The Fox let go and screamed. Ronald was safe at last! /58

1. What is a trail?

\*river      \*pond      \*path      \*park



2. What did Ronald do that was tough?

\*he screamed      \*he bit      \*he yelled

3. Why did Freddy want to get the Rabbit?

\*to bug him      \*to eat him      \*for fun

4. Draw a new trap Freddy could use to get Ronald.



/4

Concept: Review Mouse WordsDay 84      Sight Word: both    Word Family: ook

Name \_\_\_\_\_

Max likes to eat lots of cookies. One day he looked in his cookie jar and there were no cookies! Who took my cookies? cried Max. He did not wait. He went to look for his cookies. A trail of cookies went out of his home. The trail went down the road. Max looked and then he could see a yellow tail.\* He got close. It was Pammy and her beak was full of cookies! Pammy was sorry. She baked Max some more cookies. Now they were both glad!

/62

1. Why was Max sad?

\*he lost his cookies

\*someone took his cookies

2. What helped Max get his cookies?

\*a pair of glasses

\*a book

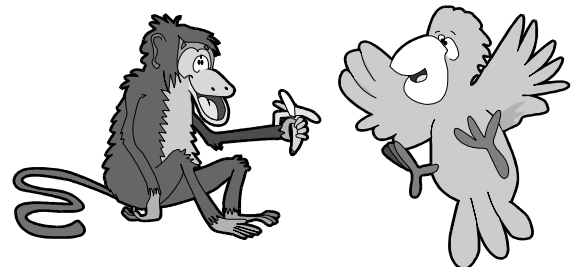
\*a trail of cookies

3. Who had the yellow tail?

\*Pammy

\*Cookies

\*Penny



4. A good name for this story is:

\* The Missing Cookies

\* Pammy gets Mad at Max



/4

Concept: Review Bumper words

Day 85                      Sight Word: idea

New Vocabulary: great

Name \_\_\_\_\_

/52

One day Max, his dog, and Ben went to a golf club. At the golf club they got a golf bag, golf clubs, and some golf balls. Max's golf balls were bright orange. Each time Max stood at the golf tee and hit the ball he lost it. It was not fun.\* Then Max got a great idea! He rubbed dog food on his next ball. After he hit it his dog ran and got Max's ball. What an idea!

1. What game did Max play? /4

\*tag      \*golf      \*gym      \*ball

2. What color were Max's balls?

\*orange      \*blue      \*green      \*red

3. What was Max's great idea?

---



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4. A good name for this story is:

- \* Max and the Good Idea
- \* Ben Eats Golf Balls



Concept: Review Bumper words.

Day 86      Sight word: people

Name \_\_\_\_\_

Do you think Penny has cute ears? I do.  
 One day Penny had a party. Lots of people  
came to her party. It was a funny party.  
 The people all looked like Penny! Ben had  
 Penny ears. Max had Penny ears. Sally had  
 Penny ears. Penny smiled. People tried to look  
 like her and it was very funny!      /58

1. Why did people look like Penny?

\*They had her nose.      \*They had her ears.

2. Are Penny's ears cute?      Yes      No

3. Did Penny think it was funny?

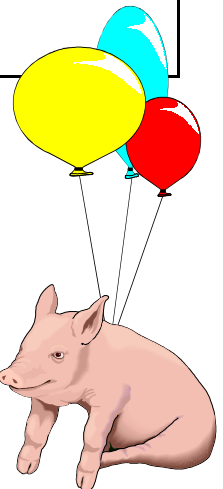
Yes      No

4. How could you tell Penny liked it?

\*She cried.      \*She smiled.      \*She clapped.

5. Do you like it when people copy you?

Yes      No      /5



Concept: "ck" comes at the end of a one beat word when the vowel is short.



Day 87 Sight word: heart

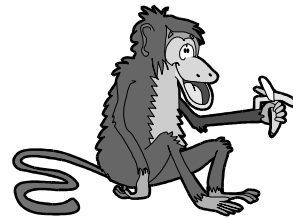
Name \_\_\_\_\_ New Vocabulary: friend

Max had a big heart. He liked to help people. On Monday Ben's black car would not go. Max gave Ben a ride to work. That night Penny was feeling sad. Max drove Penny to the zoo for some fun. The next day Sally got sick. Max picked Sally some flowers to cheer her up.\* Max had a big heart. His friends liked him. At the end of the week they all gave Max a cake to thank him. /55

1. What does having a big heart mean? /4

\*to be smart    \*to help people    \*to like people

2. How did Max help Sally?




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3. What did Max get at the end of the week?

\*smiles    \*friends    \*cake    \*party

4. Would you like Max for a friend? Yes      No

Concept: Review the "ck" rule.

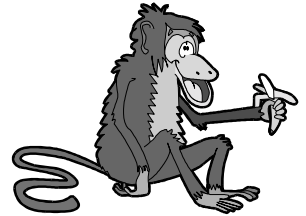
Day 88      Sight word: father

Name \_\_\_\_\_ Word family: old (review)

Max was Ted, Jed and Tim's uncle. But for April Fool's day he went to play a trick on them. When the boys woke up Max told them he was their new father! The boys did not act like Max was their new father. They would not make their beds. \* They ate cookies for breakfast! At last Max played his banjo and sang his ideas to the boys. Surprise! Surprise! The boys liked it. Max was such a funny father that they made their beds and went to school after all. /50

1. What was Max's joke?

\* He was a dog.      \* He was their father.



2. Why did Max play a trick?

\* It was fun.      \* April Fool's Day      \* He was silly.

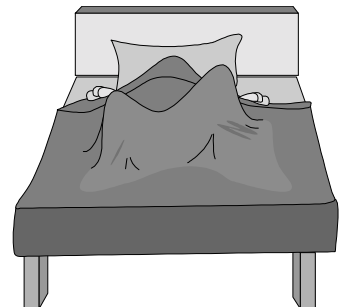
3. What did the boys eat for breakfast?

\* buns      \* cookies      \* candy      \* cereal

4. What did Max play?

\* drums      \* banjo      \* uke      \* flute

/4



Concept: Review "ck" rule and ghost words.

Day 89      Sight word: mother

Name\_\_\_\_\_ Ending: review ing

One night Sally went to sleep. In her sleep she had a good dream. Sally dreamt that she had a baby girl! Sally was a good mother. She cared for her baby with love. She fed the baby and dressed it in a pink sleeper. Sally played peek-a-boo with her baby.\* The baby smiled! In the morning Sally woke up feeling happy! Some day she would be a good mother! /51

1. How did Sally get to be a mother?

\*she had a baby      \*in her dream      \*by wishing

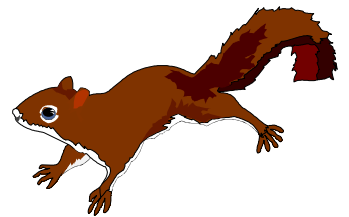
2. How can you tell Sally was a good mother?

\*she smiled      \*she gave love      \*she liked it

3. What game did Sally play with the baby?

\*tag      \*ball      \*peek-a-boo      \*hide-n-seek

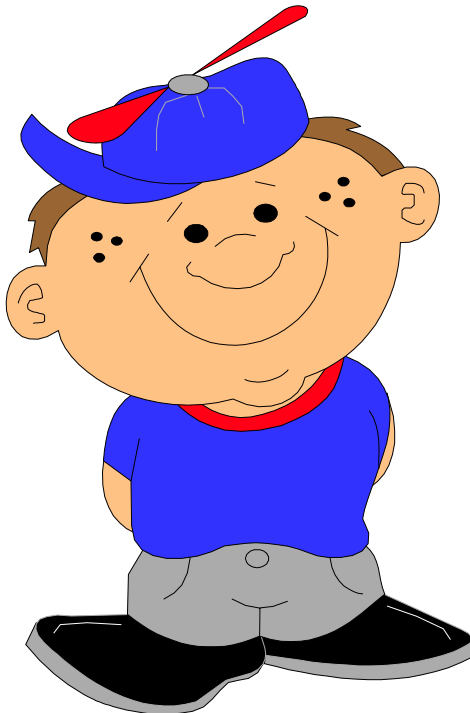
4. Draw a picture of Sally's baby.



/4

# Sight Word Practice

Complete one sight word  
practice sheet with one reading  
sheet from days 90 to 104



# Sight Word Practice

Day 90

Name\_\_\_\_\_

1. \_\_\_\_\_is the little puppy?
2. That is \_\_\_\_\_house over there.
3. Mother said, “\_\_\_\_\_you can go to the park.”
4. \_\_\_\_\_can’t I go to the store?
5. \_\_\_\_\_is that man?
6. I do not \_\_\_\_\_that boy.
7. I do not know \_\_\_\_\_to do.
8. Your mother is over\_\_\_\_\_.

our  
what  
who  
where  
there  
know  
why  
sure



# Sight Word Practice

Day 91

Name\_\_\_\_\_

1. "Please come here," \_\_\_\_\_the boy.
2. There were many\_\_\_\_\_at the party.
3. You must\_\_\_\_\_in the hallway at school.
4. That is a great\_\_\_\_\_!
5. We \_\_\_\_\_think that is a smart thing to do.
6. That is \_\_\_\_\_book.
7. You have to be\_\_\_\_\_to play hockey.
8. " \_\_\_\_\_or not, here I come!" yelled Tim.

says  
walk  
their  
ready  
tough  
both  
idea  
people



## Sight Word Practice

Day 92

Name \_\_\_\_\_

1. You are very \_\_\_\_\_.
2. That man is his \_\_\_\_\_.
3. That is a \_\_\_\_\_ thing to do.
4. Your \_\_\_\_\_ is found in your chest.
5. I \_\_\_\_\_ a crazy carpet very much.
6. That lady is her \_\_\_\_\_.
7. We \_\_\_\_\_ to the store.
8. You make me \_\_\_\_\_ because you are funny.

heart  
father  
mother  
nice  
laugh  
wanted  
went  
special



# Sight Word Practice

Day 93

Name \_\_\_\_\_

1. Can you \_\_\_\_\_ a snowman?
2. That child is too \_\_\_\_\_ to play this game.
3. That is a cute little \_\_\_\_\_.
4. I \_\_\_\_\_ you at the store.
5. \_\_\_\_\_ much does that cost?
6. Will you \_\_\_\_\_ to my house?
7. That \_\_\_\_\_ a good thing to do.
8. He \_\_\_\_\_ a neat toy.

was  
saw  
come  
girl  
little  
has  
build  
how



Sight Word Practice

Day 94

Name\_\_\_\_\_

1. \_\_\_\_\_I go over to Mike's house to play?
2. "Hi!" \_\_\_\_\_the little boy.
3. What\_\_\_\_\_do you like the best?
4. He made\_\_\_\_\_neat at school.
5. Did you\_\_\_\_\_Kurt on his birthday?
6. You\_\_\_\_\_not swim by yourself.
7. I\_\_\_\_\_like you to go home now.
8. What are you doing? asked \_\_\_\_\_mother.

could  
would  
should  
colour  
something  
surprise  
her  
said



# Sight Word Practice

Day 95

Name\_\_\_\_\_

1. Are you\_\_\_\_\_you are ready for the test?
2. I like to eat candy\_\_\_\_\_it is sweet.
3. I am\_\_\_\_\_to go now.
4. Let's go for a\_\_\_\_\_down to the park.
5. Kim\_\_\_\_\_to go to the zoo.
6. I took three\_\_\_\_\_with me to church.
7. Do you\_\_\_\_\_what time it is?
8. It is a good\_\_\_\_\_to put on a hat when it is cold.

sure  
ready  
because  
wants  
know  
idea  
walk  
friends



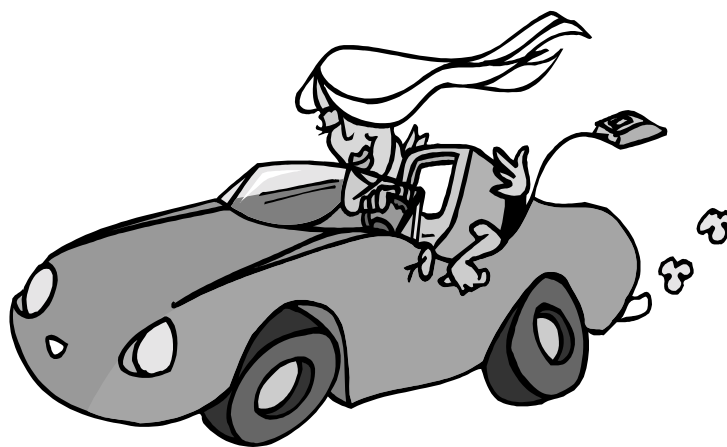
# Sight Word Practice

Day 96

Name \_\_\_\_\_

1. That man is very\_\_\_\_\_.
2. \_\_\_\_\_you are done go to bed.
3. Run\_\_\_\_\_as fast as you can.
4. Please do your work \_\_\_\_\_.
5. I am glad we had this\_\_\_\_\_.
6. How\_\_\_\_\_a car work?
7. How slow can you\_\_\_\_\_?
8. It is fun to \_\_\_\_\_you.

after  
old  
does  
walk  
surprise  
again  
talk  
away



# Sight Word Practice

Day 97

Name \_\_\_\_\_

1. Jim can \_\_\_\_\_ run faster than Todd.
2. Ted \_\_\_\_\_ a new car.
3. I brush my teeth \_\_\_\_\_ a day.
4. In the morning Tim \_\_\_\_\_ to work.
5. I have \_\_\_\_\_ been to the fair one time.
6. \_\_\_\_\_ Krista like to eat hotdogs?
7. The fireman is \_\_\_\_\_ good at his job.
8. Have you \_\_\_\_\_ been on a train?

wanted  
went  
very  
ever  
only  
does  
once  
even



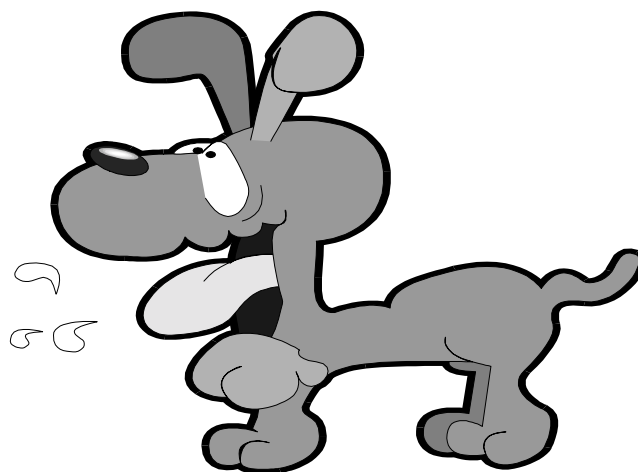
# Sight Word Practice

Day 98

Name\_\_\_\_\_

1. I am\_\_\_\_\_that Ted got some candy.
2. Tim is a very nice\_\_\_\_\_.
3. Are you \_\_\_\_\_to go to the movie?
4. We\_\_\_\_\_like to eat popcorn.
5. There were so many \_\_\_\_\_at the shopping mall.
6. I \_\_\_\_\_a cute puppy at the pet store.
7. That was a great\_\_\_\_\_to go swimming.
8. Sandy has a very kind\_\_\_\_\_.

sure  
neighbor  
people  
heart  
idea  
saw  
both  
ready



# Sight Word Practice

Day 99

Name\_\_\_\_\_

1. The bear growled only \_\_\_\_\_.
2. That is \_\_\_\_\_blue house.
3. \_\_\_\_\_is our car parked?
4. \_\_\_\_\_are coming with us to the zoo.
5. Where \_\_\_\_\_my brown shoes?
6. They\_\_\_\_\_not listening to the tape.
7. Look over\_\_\_\_\_at the tiger growling!
8. Where is \_\_\_\_\_popcorn maker?

their  
there  
are  
our  
where  
were  
they  
once



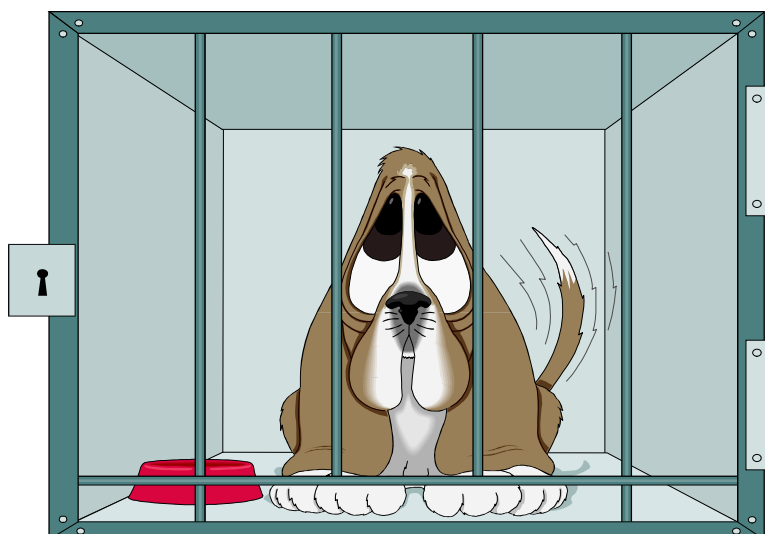
Sight Word Practice

Day 100

Name \_\_\_\_\_

1. That is a \_\_\_\_\_ animal.
2. The farmer uses a \_\_\_\_\_ to dig up the ground.
3. I think that the test was a \_\_\_\_\_.
4. You are a very \_\_\_\_\_ boy.
5. I like to eat chocolate \_\_\_\_\_.
6. The pig was pink and \_\_\_\_\_.
7. Can you hear that \_\_\_\_\_ barking?
8. It is fun to dress up and wear \_\_\_\_\_ clothes.

giant  
pudgy  
fudge  
nice  
cinch  
fancy  
hound  
plow



# Sight Word Practice

Day 101

Name\_\_\_\_\_

1. The man cried when he lost all his\_\_\_\_\_.
2. Dan likes to put \_\_\_\_\_in his hair.
3. Please find your\_\_\_\_\_at the table.
4. You are a very\_\_\_\_\_girl.
5. He went to eat\_\_\_\_\_he was hungry.
6. The apple\_\_\_\_\_was wonderful to drink.
7. I \_\_\_\_\_you might like an ice cream cone, too.
8. When the boy gave the flower water it\_\_\_\_\_.

grew  
special  
because  
place  
gel  
cider  
thought  
money



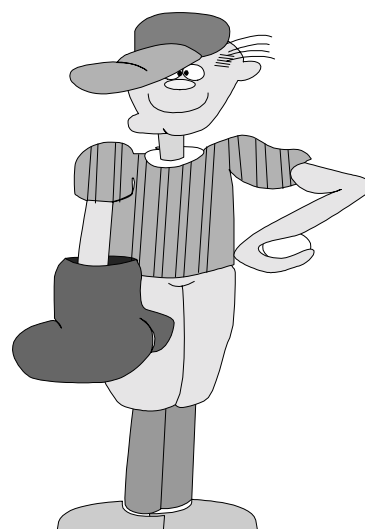
# Sight Word Practice

Day 102

Name\_\_\_\_\_

1. The monkeys were from the\_\_\_\_\_.
2. Ben\_\_\_\_\_the answer on the test.
3. The instruments in the band made a good\_\_\_\_\_.
4. She is\_\_\_\_\_my old jacket.
5. The Bible tells stories that are\_\_\_\_\_.
6. Take a \_\_\_\_\_to help you keep clean.
7. Open your \_\_\_\_\_so the dentist can take a look.
8. During the ball game the pitcher\_\_\_\_\_the ball.

knew  
true  
threw  
sound  
shower  
mouth  
wearing  
circus



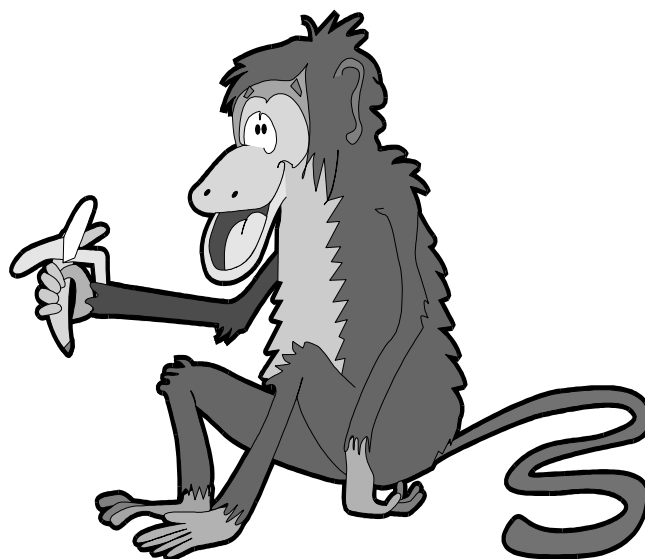
# Sight Word Practice

Day 103

Name\_\_\_\_\_

1. I am so hungry I could eat\_\_\_\_\_banana.
2. \_\_\_\_\_the dragon appeared!
3. That is my\_\_\_\_\_kind of cake.
4. The boy \_\_\_\_\_high up into the tree.
5. Are you\_\_\_\_\_coming to the circus?
6. Mr. Brown \_\_\_\_\_of a way to open the door.
7. How\_\_\_\_\_is that tall building?
8. Are you\_\_\_\_\_you know how to get there?

favorite  
suddenly  
thought  
high  
climbed  
both  
sure  
another



## Sight Word Practice

Day 104

Name \_\_\_\_\_

1. Are you \_\_\_\_\_ for the test?
2. How many \_\_\_\_\_ of chocolate can I have?
3. The man \_\_\_\_\_ the wood in half with an axe.
4. \_\_\_\_\_ your hands over your head.
5. The men \_\_\_\_\_ the heavy piano.
6. The \_\_\_\_\_ of that house would like to sell it.
7. What do you have to do to \_\_\_\_\_ your allowance?
8. Be careful on that steep \_\_\_\_\_.

pieces  
raise  
earn  
split  
roof  
owners  
moved  
prepared



# Special Vowel Practice

Complete one special  
vowel practice sheet  
with one reading sheet  
on specified days



\*There are many children that find it a challenge to recall what sounds all the special vowel word keys make. These include: ue, ew, oo, ui, oi, oy, au, aw, ou, ow, ai, ay, er, ur, ir, or, ar, ce, ci, cy, ge, gi, gy. For children that find this difficult write all these word keys individually on flashcards and send them home for practice. Daily practice of these sounds as a class is essential. To make up easy extra practice worksheets use the nouns listed at the bottom of pages 198 to 203. Divide a sheet into eight boxes. Place one noun containing a special word key in each box. The child should sound out the word and draw a picture of it.

hail	purse
coin	bird

**\*See Appendix C on  
page 437 for a blank  
worksheet.**

# Special Vowel Practice: ue, ew, oo ui

Day 101

Name\_\_\_\_\_

**Directions: Match the beginning portion of the sentences with the endings which make sense.**

1. Do not talk while	to fix the car.
2. The bird flew	you chew your food.
3. The robber	is blue.
4. The little boy	and you'll cool off.
5. Eat your fruit	did not leave any clues.
6. Jump in the pool	over the house.
7. The thread on the spool	put on his boots.
8. The man used tools	because it is good for you.

**Using two of these ue, ew, oo, ui words write one new sentence of your own.**

chew   drew   flew   grew   fruit   suit   clue  
blue   cue   stool   pool   tool   cool   hoot

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Special Vowel Practice: oi and oy

## Day 105

Name \_\_\_\_\_

**Directions: Match the beginning portion of the sentences with the endings which make sense.**

1. Plant the seeds	was Roy.
2. Please join us	in tin foil.
3. The little boy	for a party.
4. If you eat candy	in the soil.
5. Bring the water	three coins.
6. In my hand I have	to a boil.
7. Cover the meat	fell in the mud.
8. The man's name	it will spoil your supper.

**Using two of these oi and oy words write one new sentence of your own.**

coin    join    boil    foil    soil    spoil    coil  
 boy    coy    joy    annoy    Roy    toy    ploy

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# Special Vowel Practice: au and aw

Day 109

Name\_\_\_\_\_

**Directions:** Match the beginning portion of the sentences with the endings which make sense.

1. The cat caught	Shawn.
2. My teacher taught me	a little bird.
3. The old lady put on	under the straw.
4. Can you haul	how to draw a horse.
5. The bear mauled	in its paw.
6. The cat had a thorn	her blue shawl.
7. The mouse hid	water in a pail?
8. The boy's name was	the deer.

**Using two of these au and aw words write one new sentence of your own.**

caught      taught      haul      maul      Shawn  
draw      flaw      paw      shawl      raw      straw

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# Special Vowel Practice: ou and ow

Day 114

Name\_\_\_\_\_

**Directions:** Match the beginning portion of the sentences with the endings which make sense.

1. The man slept	on the brown couch.
2. The dog growled	slowly down the river.
3. The hound chased	at the mouse.
4. See how the plants	the cow around the house.
5. Tow the boat	with a frown?
6. Do you hear the sound	grow and grow.
7. Did you hear about the clown	of the wind blowing?
8. The water flowed	to the shore.

**Using two of these ou and ow words write one new sentence of your own.**

frown gown around shout clown about  
cloud blow grow slowly bow house

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Special Vowel Practice: ai ay

Day 120

Name \_\_\_\_\_

**Directions: Match the beginning portion of the sentences with the endings which make sense.**

1. The farmer lifted
2. The next day the boat
3. The girl got sick
4. The letter came
5. The sky got dark
6. The fence needs
7. The dog's tail
8. See the way the water

goes down the drain.  
up the bails of hay.  
wagged and wagged.  
and fainted.  
some paint.  
in the mail.  
sailed into the bay.  
and it hailed.

**Using two of these ai and ay words write one new sentence of your own.**

bail      drain      faint      hail      paint      rail      sail  
bay      day      may      ray      pay      say      way

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Special Vowel Practice: ar er ir ur or

Day 124

Name \_\_\_\_\_

**Directions:** Match the beginning portion of the sentences with the endings which make sense.

1. The nurse went	in the car.
2. The lady had	to church.
3. The horse stayed in the barn	glowed brightly.
4. The sign said	the old porch.
5. The dog barked	a purple purse.
6. Mother sat on	during winter.
7. The star up in the sky	at the bird.
8. Brother honked the horn	do not enter.

Using two of these ar er ir or and ur words write one new sentence of your own.

nurse    purse    burn    summer    sister    enter  
bird    third    shirt    barn    star    sort

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Concept: "ce" says "s" and comes anywhere in a word.

Sight word: nice

Day 90

New Vocabulary: neighbor

Name \_\_\_\_\_

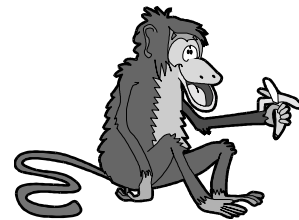
Max was a nice neighbor. When new neighbors came to stay next door Max smiled and waved at them. Then he went next door and gave them flowers. He made sure to say hi each time he met them. One day he took them to the zoo. Soon Max and his neighbors were friends. Max was a very nice neighbor. Are you a nice neighbor? /47

1. How do you feel when you are smiled at? /4

\*mad \*sad \*glad \*bad

2. What did Max do with his arms?

\*hit \*waved \*nothing



3. Why did Max take his friends to the zoo?

-----

4. How can you be a nice neighbor?

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Concept: "ci" says "s" anywhere in words.

Day 91

Sight word: laugh

Compound words (two words joined together)

Name \_\_\_\_\_

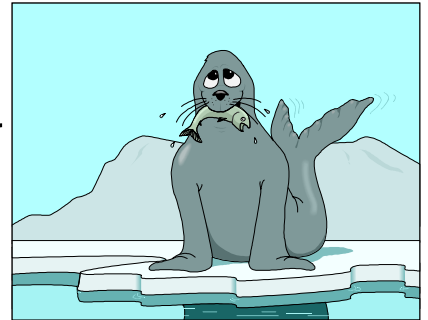
Sammy had a funny little laugh. This little laugh liked to sneak out at bad times. One time Sammy was sipping cider when out came his little laugh. This made Sammy spit cider at Sally. She was not happy! One day Sammy was eating sunflower seeds when out came his little laugh. He spit sunflower seeds at Max. He got mad! But one day when Sammy's friends were all feeling sad out came his little laugh. Sammy's friends started to laugh. It made them feel happy. They said, We like your little laugh, Sammy!

/52

1. What did Sammy do to Sally?

\*spit sunflower seeds

\*spit cider



2. What did Sammy do to Max?

\*spit sunflower seeds

\*spit cider

\*spit gum

3. At the end of the story did Sammy's friends like his laugh?      Yes      No

4. What 2 words are in sunflower?\_\_\_\_\_

/4

Concept: "cy" makes "c" say the "s" sound.

Day 92

Sight word: fancy

Contraction: don't

Name\_\_\_\_\_

Pammy was sad. Her feathers were not clean and shining. She had got mud on them. Pammy could not get the mud out. She sat on her step and cried. Tears fell on her yellow beak. Soon Sally came to see Pammy. She helped Pammy clean her feathers. Pammy's feathers were so clean they were shining. Don't cry Pammy! Your feathers are so clean they look fancy! Pammy smiled. She had fancy feathers! /48

1. Why was Pammy so sad?

/4

\*she was dirty

\*she lost her friends

2. Why did she cry?

\*the mud would not come off

\*she was sad

3. Who helped her?

\*Max

\*Sally

\*Sammy

\*Ben



4. A good name for this story is:

-----

Concept: "ge" says "j" and comes anywhere in words. Example: gel      Sight word: because  
 Day 93      Compound word: beehive  
 Name \_\_\_\_\_ Family word: old      /48

Max's mother told him not to play near beehives. When Max said "Why?" his mother would say "Because I said so!" She never told him why. One day Max went to a cage that had a beehive in it. He put his hand in the beehive.\* Out came some bees! They chased Max and bit him. Poor Max. He ran to the pond and jumped in! The bees left, and Max never went near beehives again!

1. Did Max do what his mom said?

Yes      No

2. What did the bees do?

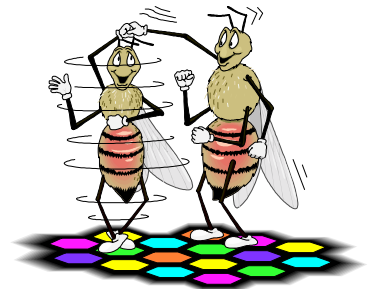
\*jumped on Max      \*chased Max

3. Where did Max put his hand?

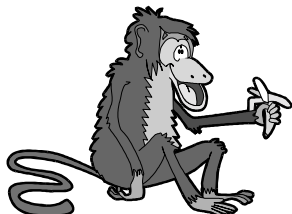
\*in the beehive      \*in the pond      \*in the bees

4. How did Max get away from the bees?

\*car      \*home      \*pond      \*beehive



/4



Concept: "gi" says "j" Example: giant

Day 94

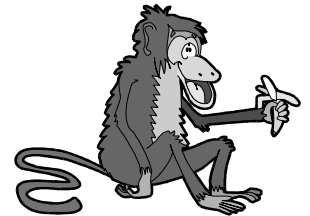
Sight word: wanted

Name \_\_\_\_\_ Compound word: cowboy

Do you know what Max wanted? He wanted to be a cowboy! One day Max's friend got him to come to his ranch. On the ranch Max got to dress up like a cowboy. He rode a horse. He used a rope to catch a giant steer. It was fun.\* Then he had hotdogs and brown beans for supper. Max had a good time. Would you like to be a cowboy? /51

1. What did Max want?

\*to eat a hotdog      \*to be a cowboy



2. Where did Max's friend live?

\*on a farm      \*on a ranch      \*on a hill

3. Did Max eat cheese at the ranch?

Yes      No

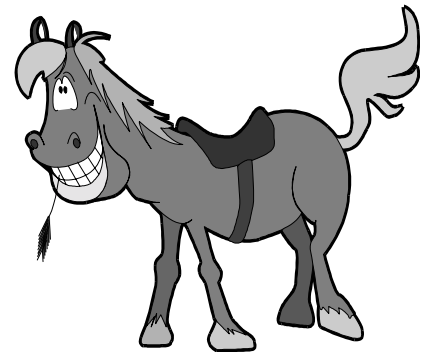
4. A good name for this story is:

\*Max gets to be a Cowboy

\*Max is Happy

\*Max likes Hotdogs

/4



Concept "gy" says "j" and usually comes at end of words      Ending: review ing.

Day 95      Sight word: pudgy

Name \_\_\_\_\_ /49

One day Penny was walking down the street when she met Sally. "Hi Sally," said Penny. "How are you?" "I'm fine," said Sally. Then Sally said something mean. "You look pudgy today, Penny." Penny looked sad and a tear fell on her face. She ran home. She felt fat!\* Being pudgy was not fun. Sally felt bad too. She had hurt Penny's feelings. Penny went to tell Sally she was sorry. Sally and Penny were friends.

1. Were Penny and Sally friends?

/4

Yes

No

2. Pudgy means.....

\*to be thin

\*to be fun

\*to be fat

3. Sally was glad she was mean.

Yes

No

4. How could you tell Penny was sad?

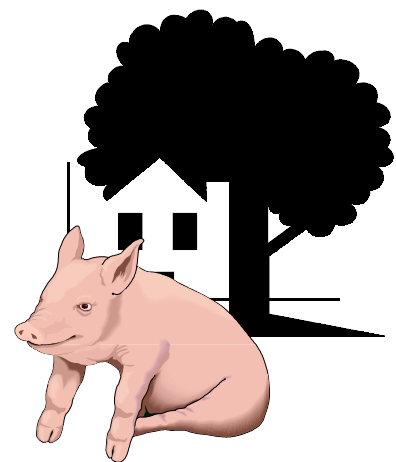
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Concept: Review soft c and soft g rules.

Day 96

Sight word: away

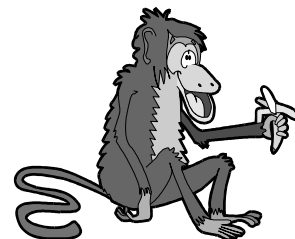
Name \_\_\_\_\_ Endings: ed, ing

One day when Max was walking down the street he saw a very cute girl monkey. Max fell in love. His heart beat fast and then it melted. That's what made Max run away from home. He had to meet that cute monkey. He ran and ran.\* When Max got to her home she would not let him in. Max was sad. He had to go home alone. Max did not run away again. /47

1. What did Max's heart do? /5

\*beat fast      \*jumped      \*skipped

2. Was Max in love? Yes No



3. Why did Max run away?

-----

4. Why did Max go home?

-----

5. Who did Max fall in love with?

\*big dog      \*poodle      \*cute monkey

Concept: Review "ue" rule.

Day 97                      Sight word: long

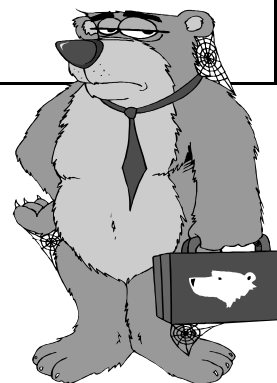
Name \_\_\_\_\_ Ending: review ing            /56

Ben was having a long day. He was sick and in bed. His tummy hurt. His head hurt. He was feeling blue. He had the flu. Poor Ben! This was a very long day. His mother came to help him. She smiled and told him some jokes. She read him a story from a good book.\* She rubbed his back and feet. Ben's long day got better. The next day Ben was as good as new!

/4

1. Was Ben's day long or short?

\*long      \*short



2. Why?

-----

3. What parts of Ben did not feel good?

\*head    \*feet    \*back    \*tummy    \*nose

4. What is one way Ben's mom made him feel better?

-----

Concept: Review the two sounds of "oo" as in took and boot. Sight word: usual Ending: ed

Day 98

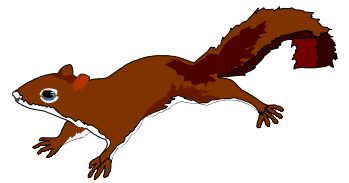
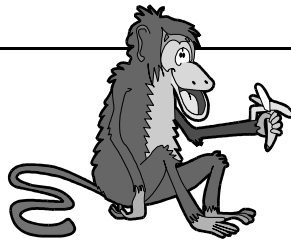
Compound word: doorbell

Name \_\_\_\_\_ Contraction: didn't

Max was often late. Sally's usual way to make him hurry was to ring his doorbell ten times in a row. Then Max would hurry out the door. But one day Max did not come out. Sally tapped her feet. She was getting mad. When Max did come out. Sally yelled at him, "Didn't you hear your doorbell?" \* Max said "Yes, but it bugs me. If you do it again I will keep taking a long time. If you want me to be on time I would like you to ask in a nice way. Sally did, and that was the last time Max was late. /58

1. Max was on time.

Yes      No



2. What did Sally do when Max didn't hurry?

\*stomped her feet    \*tapped her feet    \*smiled

3. What did Max want Sally to do?

-----

4. Are you on time?

Yes

No

/4

Concept: "ew" says "ue" and comes at the end of words. Example: new      Sight word: does

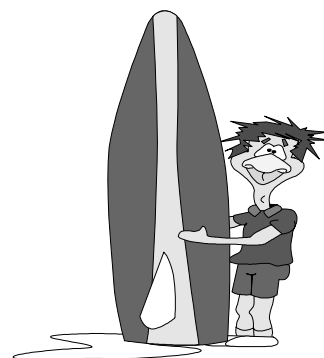
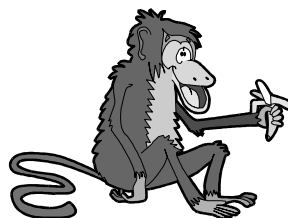
Day 99      Compound word: surfboard

Name \_\_\_\_\_ Contraction: weren't

Ben does like to try new things. One day Ben wanted to try surfing. His friend Max said he would teach him how. Max got a surfboard and went to the beach. Ben and Max got on the surfboard and went out to find some big waves. While they weren't looking a giant wave came!\* It sent them flying up, up, up in the sky! Max and Ben fell down, down, down! They fell on top of a whale! He blew them back to the beach. /55

1. A good name for this story is:

- \*Max goes Surfing
- \*Max Meets a Whale
- \*Max and the Waves



2. The word "giant" means:

- \*small      \*little      \*big      \*huge

3. Draw a picture of the whale.

/3



Concept: "ui" says "ue" and comes in the middle of only a few words. Example: fruit

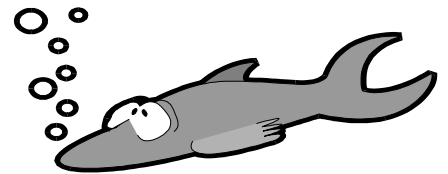
Day 100      Sight word: usually      Ending: ed

Name\_\_\_\_\_ Contraction: didn't      /61

Penny had never tried to fish. One day she got a fishing rod. She got a pail of water and put her fishing hook in the water. Then she sat down on a stool to wait. Penny waited and waited, but she didn't get any fish. Next she put a worm on her hook and put it back in the pail.\* Penny waited and waited, but she didn't get any fish. It got late and Max came by. He laughed at Penny and told her people usually get fish from a pond! Poor Penny! She had fruit for dinner.

1. Where did Penny go fishing?

\*pond      \*river      \*pail      \*stream



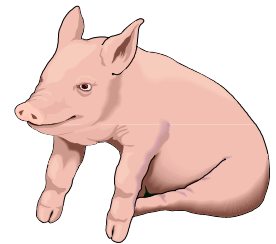
2. Did Penny put food on her fishing hook?

Yes

No

3. How many fish did Penny get?

one      three      none      five



4. How did Penny feel? \*Glad

\*Sad

\*Mad

/4

Concept: Review ue, ui, oo, ew rules.

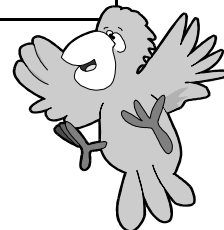
Day 101     Sight word: old     Name \_\_\_\_\_

Compound words: birthday, hotdogs, baseball

Ben was having a birthday party. He was very happy. Ben made cards to ask his friends to come to the party. The day of his birthday Ben made hotdogs, chips and a giant cake. His friends all came. Happy birthday! they yelled. They played games and then Ben got to see his gifts.\* He got a bat, baseball, and a game. He laughed! Ben and his friends ate hotdogs and cake. Pammy teased Ben he was getting old. Ben was eight. Ben had a fun birthday! /54



/4



1. How old did the story say Ben was?

-----

2. What did Ben get?

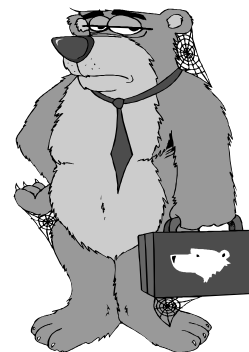
\*ball     \*baseball     \*bone

3. How did Ben feel on his birthday?

\*sad     \*glad     \*mad     \*bad

4. How do you know?

-----



Concept: "oi" sound in "boil" comes in the middle of words.      Sight word: talk      Contraction: don't  
 Day 102      Compound word: upset  
 Name \_\_\_\_\_ Endings: ed, ing      /59

One day Ben's mother said to him, "I want to talk to you about your temper." Ben got mad. "I don't have a temper!" he yelled. "If you don't have a temper why are you yelling?" asked Ben's mother. Ben stopped yelling. His mother said, "When your temper boils you have to stop letting it get the best of you.\* It's okay to be upset, but it's not okay to take it out on your friends." From then on Ben worked at not letting his temper get the best of him.

1. What does it mean when you boil?

\*get mad    \*get sad    \*get glad



2. Is it okay to get upset sometimes? Yes      No

3. Is it okay to hurt others when you are mad?

Yes      No

/4

4. What should you do when you are mad?

-----

Concept: "oy" as in "boy" comes at the end of words.      Sight word: walk

Day 103      Compound words: raincoat, rainbow

Name \_\_\_\_\_

Max put on his red raincoat and blue boots. Then he went for a walk in the rain. He had a yellow umbrella to keep him dry. On his walk Max met two robins singing in the rain. Then he stepped in some puddles. There were some pink worms in the puddles.\* Next Max met Penny on his walk. Max and Penny walked to the park. The rain stopped and out came a rainbow. The rainbow filled them with joy. Max and Penny played in the park and then they went home. It had been a good day. /52

1. What two things did Max see on his walk?

\_\_\_\_\_ /5

2. Where did Max and Penny go?

\*in puddles      \*to see robins      \*to the park

3. What kept Max dry?

\*Goofy      \*umbrella      \*boots



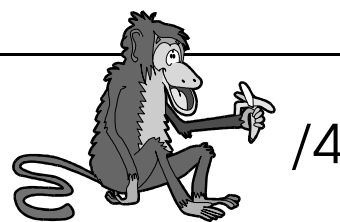
4. Draw a picture of what Max and Penny could see when it stopped raining.

Concept: Review "oi" and "oy" phonic rules.

Day 104      Sight word: after

Name \_\_\_\_\_

One day a robber stole Max's black car! What a bad crime! Max had left it on the street. He went to bed, and when he woke up it was not there! Ben helped Max look for a clue! They looked at the tire tracks on the road. There was a clue after all! The car had left muddy tracks! The tracks went to a ditch. In the ditch was Max's car. The robber was not there, but Max got his car back! He was full of joy! Ben was a good detective! /60



1. What was the crime?

-----

2. Max and Ben looked for a \_\_\_\_\_.

\*crime      \*clue      \*car      \*robber

3. What was the clue that led them to the car?

\*muddy tracks      \*muddy kids      \*mud

4. Was Max happy at the end? Yes      No

Concept: Review "oi" and "oy" phonic rules.

Day 105

Sight word: again

Name \_\_\_\_\_

The next day the robber struck again! This time he took Ben's car! Poor Ben. He was very sad. He looked and looked for a clue. In the soil by the road there was a small bit of paper. On the paper was a clue! It said "Jim's Gas Bar".\* Ben went to Jim's Gas Bar and there was his little red car! He went in the gas bar and there was a mean looking robber! The robber ran away as soon as Ben looked at him. Ben did not get the robber, but he did get his car back! He was very happy.

/50

1. Why was Ben sad?

\*He lost his car.      \*A robber stole his car.



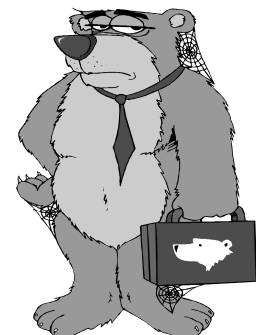
2. What did the clue say?

-----

3. Ben got the robber. Yes      No

4. Draw and color Ben's car.

/4



Concept: "aw" says "o" and comes at the end of words. Compound words: bathtub, backyard

Day 106      Sight word: saw      Ending: ed

Name \_\_\_\_\_

Max was hearing a funny noise. He looked under his bed. Nothing there! He looked in the bathtub. Nothing there! He looked under his chair. Nothing there! Then Max looked in his backyard. Max saw something that made him gasp! Gasp means to make a noise when you are shocked.<sup>\*</sup> There in his backyard was Ben playing the drums! Ben looked very funny. Max clapped and clapped! Ben was happy. /50

1. What is a gasp?

/4

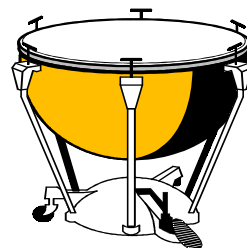
\*a noise      \*toy      \*bone

2. How was Ben making noise?

\*playing drums      \*tapping his tail

3. Did Max like it?      Yes      No

4. How can you tell?



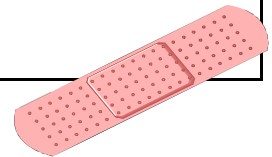
Concept: "au" says "o" and comes in the middle of words. Example: haul

Day 107

Sight word: many

Name \_\_\_\_\_

One sunny day Ben went to the park with three little boys. Ben had to haul many toys with him for the boys to play with. On the way to the park Ben stubbed his toe on the sidewalk. It hurt a lot! He put a big band-aid on it.\* At the park a ball sprained Ben's thumb. He put a band-aid on it. Poor Ben! To top it all off a frisbee hit Ben in the back of the head! He put a band-aid on it, too. After that the boys took Ben home. He was very tired! /51



1. Why did the boys need toys?

\*for fun

\*to bug Ben

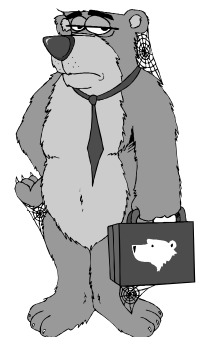
\*to show friends

2. The word "haul" means to:

\*jump

\*bring by pulling

\*bump



3. How did Ben's head get hurt?

-----

4. Did Ben have a good day? Yes No

/4

Concept: Review “aw” and “au” phonic rules.

Day 108

Sight word: give

Name \_\_\_\_\_ Ending: ed

Max’s dog loved big bones. Max gave his dog lots of bones. The dog liked to hide his bones in holes. One day it saw a little dog that needed some food. Max’s dog did not want to give his bones up. The little dog started to cry.\* Max’s dog felt sorry for him. He dug up his best bone. Then he ran after the little dog to give him the bone. The little dog licked his new bone and smiled at Max’s dog. “It is fun to give!” said Max’s dog. /48

1. What did Max’s dog do with his bones?

\*lick them      \*jump on them      \*hide them

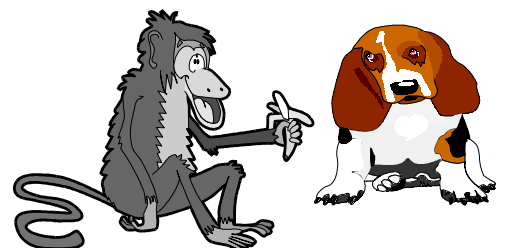
2. Why did the little dog need a bone?

\*for fun      \*for food      \*to keep it

3. A good name for this story is:

/3

- \* A Dog and His Bones
- \* Max’s Dog Gives his Best Bone
- \* Max Makes a Friend



Concept: Review "aw" and "au" phonic rules.

Day 109

Sight word: thanks

Name \_\_\_\_\_ New vocabulary: delicious

Sammy went to visit his mother. She made him roasted chicken. Sammy ate the chicken. It was delicious! Sammy yawned. Then he said "Is there more food?" Sammy's mother made him a cake. He ate the cake. It was delicious! Then Sammy went to sleep while his mother cleaned up.\* When he woke up Sammy could see his mother was feeling very tired. He felt bad. He said to her "Thanks for the very delicious food and for cleaning up." Sammy's mother smiled, and Sammy started saying thanks all the time.

/49

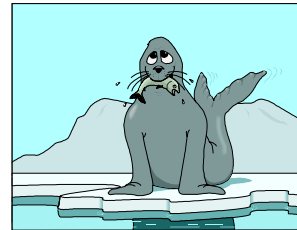
1. What two things did Sammy eat?

/4

\* fish      \* cake      \* pie      \* chicken      \* candy

2. How did the food taste?

\* yucky      \* yummy      \* okay



3. What did Sammy do while his mother cleaned up?

\* helped      \* slept      \* yawned

4. How did Sammy make his mother smile?

-----

Concept: Review "aw" and "au" phonic rules.

Day 110

Sight word: full

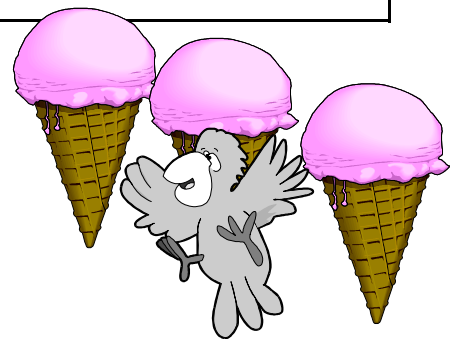
Name \_\_\_\_\_ Family Word: ind Example: kind

Pammy loved ice cream. She liked how cold it was. She liked how creamy it was. She liked how many kinds there were. One day she went to the store and got a big tub of ice cream. She made three ice cream cones and ate them. She was not full.\* She ate three more ice cream cones. She was feeling a bit full. Then Pammy ate three more ice cream cones. Now she was so full she felt sick! Pammy crawled in bed. She never ate that much ice cream again! /51

1. What does "greedy" mean?

\*taking more than you need

\*taking less than you need



2. Was Pammy greedy? Yes No

3. Tell how the story shows she was greedy. \_\_\_\_\_

-----

4. How many ice cream cones did she eat?

\*two

\*nine

\*ten

\*seven

\*six

/4

Concept: "ou" says "ow" and comes in the middle of words.

Day 111

Sight word: out

Name \_\_\_\_\_

One day Max went out to fly his plane. He went up high in the sky. The sun was shining, and the wind was blowing. Max made the plane take a dive. Then he flew in a giant circle. Max flew over Sally's house and waved at her.\* He flew over Ben's house and waved at him. Then Max landed the plane on the ground and drove home. /48

1. What did Max do?

\*wave at people      \*fly a plane      \*go home

2. What was the weather like?

-----

3. Did Max have a fun day? Yes No

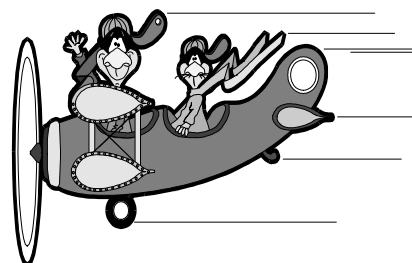
4. A good name for this story is:

\*Max Waves at Sally

\*Max Waves at Ben

\*Max Flies a Plane

/4



Concept: "ow" says "ou" and comes at the end of words. Example: how

Day 112                      Sight word: beautiful

Name \_\_\_\_\_

/53

One day Sally went to the park for a walk. She met a man there who was selling balloons. They were such beautiful balloons that Sally paid fifty cents for three of them. She got an orange one, a purple one, and a blue one. Sally's beautiful balloons floated up in the air.<sup>\*</sup> Sally looked down at her feet. They were not on the ground! Sally's beautiful balloons made her float all the way to her house! Sally laughed.

1. Where did Sally go?

\*home            \*park            \*pond

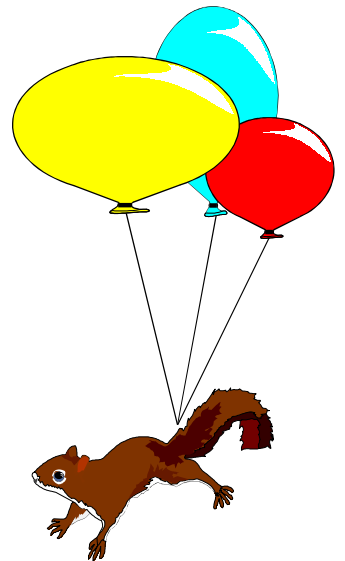
2. How many balloons did she get?

\*two            \*three            \*four            \*six

3. What did the balloons help her do?

\*jump            \*smile            \*fly            \*fun

4. Color the balloons the same color as the ones Sally got.



/4

Concept: Review "ow" and "ou" phonic rules.

Day 113

Sight word: called

Name \_\_\_\_\_ New vocabulary: learn

One rainy day Max got a call. It was a funny man from the circus. He called Max to join the circus. Max smiled! This would be fun. Max went down to the circus to learn his tricks. That night the circus was full of people! When it was Max's turn he went out and juggled balls.\* The crowd cheered! Then Max got dogs to jump over hoops! The crowd cheered some more! Max took a bow! His day at the circus was over. /57

1. Why did Max want to join the circus?  
-----

2. What were Max's two tricks?

\*juggling    \*dancing    \*dogs jump over hoops

3. Why did the crowd cheer?

\*they liked the tricks

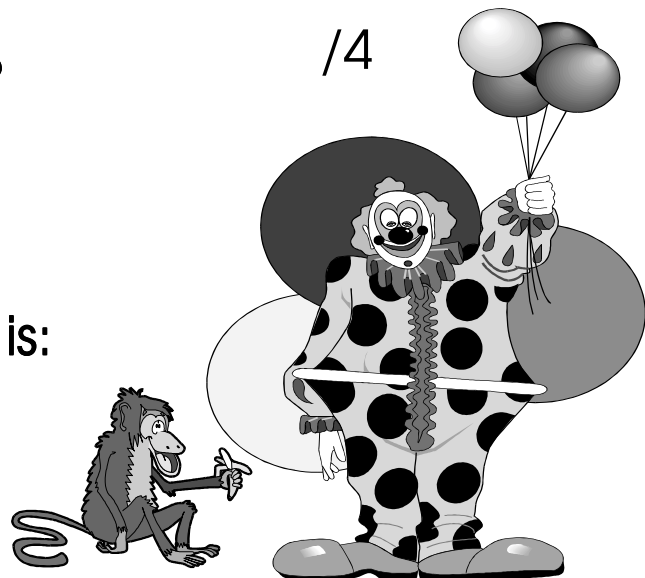
\*they did not like tricks

4. A good name for this story is:

\*A Man from the Circus

\*Max Joins the Circus

\*Mickey Jumps in Hoops



Concept: Review "ou" and "ow" phonic rules.

Day 114

Sight word: children

Name \_\_\_\_\_

Word family: all

One winter day Sally put on her skates and went out to the ice rink. She started to skate. It was a beautiful day. The sun was shining and the snow was crisp. Soon some children came. They tried to skate, but kept falling down. Some of them cried. Sally went to the small children.\* She held their hands. She helped them up. Sally showed the children how to skate. They were very glad!

/54

1. When was this story?

\*spring \*fall \*winter \*summer



2. How can you tell?

-----

3. What does "crisp" mean?

\*smooth \*white \*crunchy

4. A good name for this story is:

\*Sally Helps Children

\*Sally Goes Skating

\*Sally is Fun

/4



Concept: Review "ou" phonic rule.

Day 115

Sight word: enough

Name \_\_\_\_\_ Compound word: basketball

Max liked to play a game called basketball. He liked to put on his team shirt and shorts. He liked to bounce his ball. Max liked being a part of the team. One day Max's team was being beat by the other basketball team. Soon it was Max's turn to play.\* He bounced his ball to the net and scored! Then he did it again, and again! Max got just enough baskets to win the game for his team! They all cheered! /51

1. Did Max like to bounce his ball?

Yes

No

2. What does it mean to lose?

\*win

\*come last

\*come first

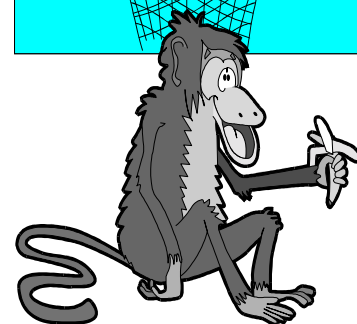
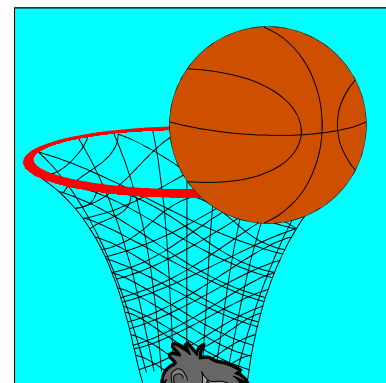
3. How did Max save the game?

\* He bounced his ball.

\* He got enough baskets.

\* He jumped.

4. Draw and color a picture of Max team shirt and shorts.



/4

Concept: "ay" says long a and comes at the end of words. Example: day

Day 116

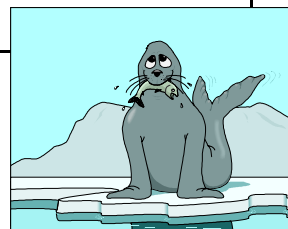
Sight word: heard

Name \_\_\_\_\_

Endings: ed, ing

One beautiful day Sammy went down to the pond to take a swim. When he got there he heard a funny sound. It went like this "Glug, glug, glug." Sammy looked all around the pond. Soon he heard it again. Then he looked in the pond.\* There was a little boy in the pond that could not swim very well. He was making the sound! Sammy jumped in the pond and saved the little boy!

/46



1. What sound did Sammy hear?

\*boy      \*glug      \*glup      \*glub

2. What word in the story told you it was

a nice day?    \*sunny                      \*beautiful    \*spring

3. Why did the little boy make that sound?

\*He was swimming.                      \*He could not swim.

4. How did Sammy feel when he saved him?

\*mad      \*bad      \*glad      \*sad                      /4

Concept: "ai" says long a and comes in the middle of words. Example: pain

Day 117

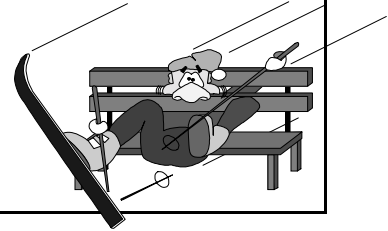
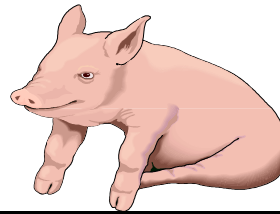
Sight word: though

Name \_\_\_\_\_

New Vocabulary: ski

Max was clumsy. Clumsy means you do things you do not want to do. Even though Max was clumsy Penny wanted to teach Max how to ski. She took him to the ski hill. Max fell off the chair lift. Penny put him back on. When they got to the top Max fell down the ski hill.<sup>\*</sup> Penny helped him get up. By the end of the day Max learned to ski!

/57



1. Did Penny want to teach Max?

Yes

No

2. What did Max do at the chair lift?

\*jumped on

\*jumped off

\*fell off

\*fell on

3. How do you think people felt about Max?

\*Max was bad.

\*Max looked funny.

4. Did Max learn to ski? Yes

No

/4

Concept: Review "ay" and "ai" phonic rules.

Day 118                      Sight word: sign

Name \_\_\_\_\_ New vocabulary: backwards

Ben wanted to be a doctor. He had a good friend that was a doctor. One day Ben's friend said he could help him. He gave Ben a room to work in. Ben made a sign for his door. The sign said rotcod Ben. No one came to see Ben for help all day.\* At the end of the day Ben's friend came to see him. He started to laugh. Silly Ben! On his sign he wrote doctor backwards.

/54

1. What did Ben want to be?

\*doorman              \*doctor              \*dentist

2. What did Ben make for his door?

\*sing              \*sign              \*sift

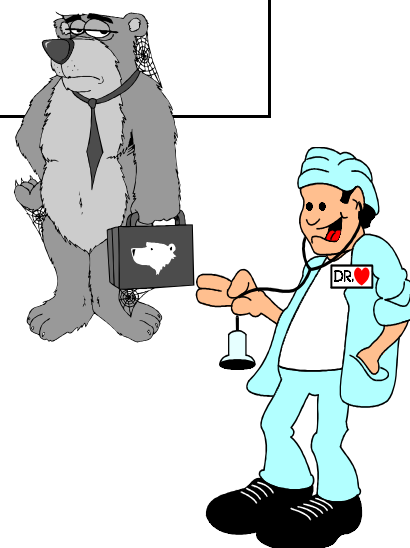
3. How many people came to see Ben?

\*ten              \*eight              \*none

4. Why did Ben's friend laugh at his sign?

-----

/4



Concept: Review "ay" and "ai" phonic rules.

Day 119

Sight word: put

Name \_\_\_\_\_

Endings: ing, ed

Sally was learning to play tennis. A man was teaching her how. Sally liked to hit the ball hard. She wanted it to go over the net. Sally missed lots of balls. She hits lots of balls into the net. The man looked at Sally as she played.<sup>\*</sup> He told her she had to get her racket back in time to hit the ball. Sally tried. She hit the next ball over the net! Soon she hit all the balls over the net! She could play tennis at last! /48

1. What did Sally need to do to hit the ball?

-----

2. Where did Sally hit most balls?

\*home

\*into the net

\*over the net

3. Who helped her?

\*Ben

\*Max

\*Man



4. Did Sally do what the man said?

Yes

No

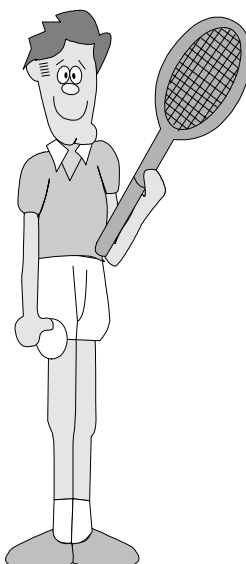
5. How do you think she felt?

\*mad

\*bad

\*happy

\*hoppy



/5

Concept: Review "ay" and "ai" phonic rules.

Day 120

Sight word: friend

Name \_\_\_\_\_

One day Max was feeling sad. He wanted to play in the park, but his friends could not come. He sat on the step by himself. His dog came bouncing home. She could tell Max was sad. She gave Max a big lick on his face. Max smiled.\* He put his dog's chain on his neck and went to the park. Max and his dog played in the snow. Max learned he did have a good friend. It was his dog! /48

1. Why was Max sad?

-----

2. What did the dog do to make Max smile?

\*went to the park    \*bounced    \*licked him



3. What was on the dog's neck?

\*bugs    \*chain    \*park

4. A good name for this story is:

\* Max's Good Friend

\*Max is Sad

\*Max Goes to the Park /4

Concept: "ph" says "f" and comes anywhere in words. Examples: graph, phone

Day 121

Sight word: telephone

Name \_\_\_\_\_

Max got a fancy telephone. It was red, yellow and black. He called all his friends on his new telephone. It was fun. Then Max waited for someone to call him. No one did. Max waited and waited. At last his new telephone went "Ring! Ring! Ring!" Max picked up the telephone.\* It was Sally. She told Max a joke. Max laughed. It was fun to talk on the telephone to his friends.

/52

1. What made Max's telephone fancy?

-----

2. Did Max like to talk on the telephone?

Yes

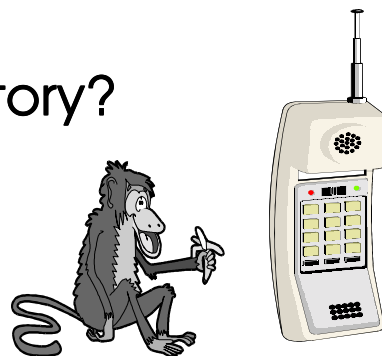
No

3. How could you tell from the story?

\* Max called all his friends.

\* Max did not call any friends.

\* Max smiled.



4. What did Sally tell Max? -----

Concept: "gh" usually says "f" at the end of words.

Endings: ed, ing

Day 122

Sight word: cough

Name \_\_\_\_\_

New Vocabulary: medicine

One cloudy day Ben woke up with a cough. His throat hurt, and his head was pounding. Ben did not feel very good. He stayed in bed. Ben called his mother on the telephone. She came over to help him. She gave Ben some cough medicine and some chicken soup.\* Ben felt much better. He hugged his mother and thanked her. /50

1. Where do you get a cough?

\*in your chest

\*in your feet

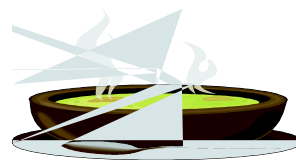
\*in your nose

2. Was Ben's mother kind to him?

Yes

No

3. How can you tell?



-----



4. Did Ben get better?

Yes

No

/4

Concept: Review "gh" and "ph" phonic rules.

Day 123

Sight word: rough

Name \_\_\_\_\_ New vocabulary: enough

One day Ben got to drive a big ship. The ship was called "Enough". This name made Ben laugh. The wind blew and blew. The waves got rough. It was hard for Ben to drive the ship. He got lost. Ben tried to get help on his phone but no one came.\* At last a shiny black dolphin came. It led Ben to land where he was safe. Ben gave the dolphin some yummy fish to thank him. Now Ben knew why the ship was called "Enough!"

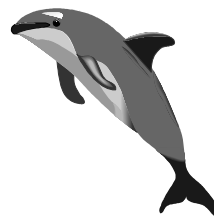
/52

1. Why was the ship called "Enough"?

\*people got tired of driving it

\*people like it a lot

\*no one could drive it



2. What does "rough" mean?

\* smooth

\*bumpy

\*strong



3. How did the dolphin save Ben?

-----

/3

Concept: Review "ph" and "gh" phonic rules.

Day 124

Sight word: school

Name \_\_\_\_\_ New vocabulary: special

Max was six years old. He was old enough to go to school! He was very happy! Max called Ben on the telephone and they walked to school together. When they got there Max's teacher made the boys feel special. In art Max got to paint a picture. He painted a picture of a beautiful rainbow.\* Max's teacher showed the rest of the class. He felt proud. Max liked going to school. /56

1. Tell one thing you like to do at school.

-----

2. Why do people use the telephone?

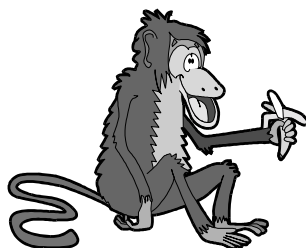
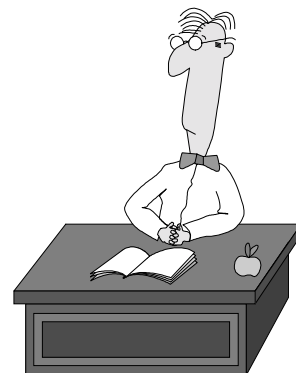
\*walk    \*talk    \*joke    \*smile

3. What does "proud" mean?

\*mean to others    \*happy with yourself

4. Write a good name for this story.

-----



/4

Concept: Review “ph” and “gh” phonic rules.

Day 125

Sight word: pretty

Name \_\_\_\_\_ New Vocabulary: excited

Sally went to the mailbox. She got out the mail and found a letter. It told Sally that Pammy wanted her to come to a party. Sally was very excited. She called Pammy on the phone and told her she would be happy to come. Sally put on her best dress. Then she put a big pink bow in her hair. Sally looked very pretty. She went to Pammy’s party and had fun playing games and eating pizza!

1. Tell one good manner Sally should use  
at the party.

-----

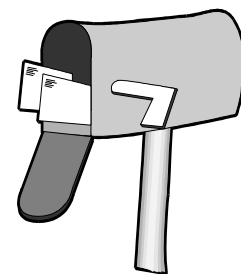
2. What does the word “pretty” mean?

\*ugly

\*mean

\*cute

\*nice



3. What did they eat at the party?

\*played games

\*ate pizza

\*ate pumpkin

4. Did Sally enjoy herself at the party?

Yes

No



Concept: At the end of a one beat word f's, l's, s's and z's double when the vowel is short.

Examples: puff, buzz, fuss, pull

Day 126                      Sight word: few

Name \_\_\_\_\_ Vocabulary: roller-skate

Penny got roller-skates for her birthday. She wanted to learn how to skate, but she would not take help. Penny kept falling down. She got very stiff. She was not having fun. At last Penny said "I need help!" She took a few skating lessons.\* Soon Penny could skate, turn, and stop! Penny found out it is fun to get help if you need it!

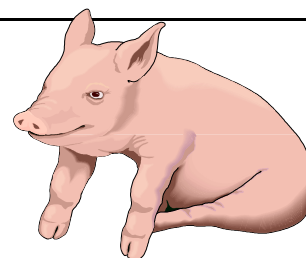
/45

1. What did Penny need?

\*skates

\*help

\*friends



2. How do you think Penny felt when she kept falling down?

-----

3. What three things did Penny learn to do?

\*fall

\*drop

\*turn

\*stop

\*ski

\*skate

4. Do you like to skate? Yes                      No                      /4

Concept: Review one beat rule from yesterday.

Day 127

Sight word: today

Name \_\_\_\_\_

New vocabulary: washed

Ben woke up and yawned. Then he smiled. It was Saturday. "What should I do today?" Ben asked himself. He got out of bed and dressed himself. There was fuzz on his blue shirt. "The first thing I will do today is wash the fuzz off my blue shirt!" said Ben.\* He washed and washed. The fuzz did not come off. Ben tried to pull the fuzz. It did not come off. Ben's mom came to see what the fuss was. She got the fuzz off with a lint brush. Ben was glad. /51

1. What color was Ben's shirt?

\*brown

\*green

\*blue

2. What does a yawn look like?

\*open mouth

\*closed mouth

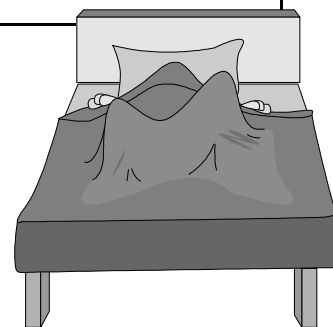
/4

3. What two ways did Ben use to get the fuzz off?

-----

4. Did these ways work? Yes

No



Concept: Review the one beat rule with f's, l's, s's and z's.

Day 128

Sight word: busy

Name \_\_\_\_\_ New vocabulary: sewed

One summer day Max and his friends made a castle. Max got to be the king. Ben made him a yellow crown. Sally sewed him a purple robe. She trimmed it with fake fur. Pammy made Max a throne. Max had lots of fun ruling the castle.\* At the end of the day he had a big party to thank all his friends for such a fun time. Max was sad that his busy day was over. It had been lots of fun. /48

1. What did Sally make Max?

\*robe      \*crown      \*throne      \*king

2. What color was Max's robe?

\*purple      \*red      \*yellow      \*pink

3. What does "busy" mean?

\*nothing to do      \*lots of things to do

4. What's a good name for this story?

-----



Concept: "tion" says "shun" and comes at the end of words.

Day 129

Sight word: action

Name \_\_\_\_\_ New vocabulary: movie

One very exciting day Ben was asked to make a movie. When Ben was ready to film he yelled " Ready! Set! Action!" Then the actors would start acting. Ben made a western movie about John Wayne. In the movie John Wayne was a good cowboy who saved a town from bad cowboys.\* The bad cowboys were stealing cows from ranches. Ben liked making movies. It was fun!

/52

1. What kind of movie did Ben make?

\*funny    \*western    \*comic

2. Was John Wayne a hero?

Yes       No



3. What did the bad cowboys do?

-----

4. Write a good name for Ben's movie. /4

-----

Concept: Review "tion" phonic rule.

Day 130

Sight word: long

Name \_\_\_\_\_ New vocabulary: treasure

Max had a red and white sailboat. One sunny day he took it for a very long ride. Max sailed past a school of orange fish. He cruised past three blue sharks. He drove near five black dolphins. Then he saw some land. Max stopped the boat and got out.\* On the sand Max found a map. He did what the map said. Max found treasure! He put the collection of gold coins back on the boat and went home. He had a great day! /50

1. How many dolphins did Max meet?

\*one      \*five      \*three      \*four

2. What color were the sharks?

\*black      \*brown      \*blue      \*white

3. What was the treasure?

-----  
-----

4. Treasure made Max \_\_\_\_\_.

\*poor      \*funny      \*rich      \*silly

/4



Concept: Review "tion" phonic rule.

Day 131

Sight word: sang

Name \_\_\_\_\_ New vocabulary: music

Pammy liked music. She used to go and hear bands just for fun. One night Pammy was at a band that had bongo drums. The drummer got sick and so the band asked Pammy to play the bongo drums. Pammy started to play. She had so much fun that she was soon singing!\* It was the first time Pammy ever sang and played in a band. That night Pammy was the star attraction of the band! It was fun to help others. /53

1. A star attraction is \_\_\_\_\_.

\*the thing people do not want to see

\*the thing most people want to see

\*the thing a few people want to see



2. What two things did Pammy do in the band?

\*dance \*sing \*conduct band \*play drums

3. Was Pammy boring?

Yes No

/3



**Concept:** A **contraction** is two words joined together with an apostrophe. The second words is usually shortened. Example: I'm

**Day 132**

Sight word: **didn't**

New vocabulary: **trouble, behaving, mind**

Name \_\_\_\_\_ /50

Ben threw a party just for fun. He asked all his friends to come. But he did not ask Max. You see, Max had trouble behaving himself at parties. At the party Ben served chips and punch. There was lots of music. Ben was sorry he did not ask Max.\* He called him on the phone. Max came over. The first thing he did was drink from the punch bowl! But somehow Ben didn't seem to mind. Max was his friend.

1. **Why didn't Ben ask Max to the party?** /3

---



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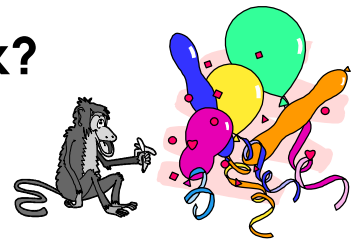
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2. **Was Ben mad when Max took a drink?**

Yes

No

3. **What does it mean to behave?**




---



---



---

Concept: Review contractions.

Day 133

Sight word: won't

New vocabulary: decided, answer, know

Name \_\_\_\_\_

Do you know what Sammy won't do? Sammy won't answer letters! One day Sammy found three letters in his mailbox. One letter was from Penny. The next letter was from Ben. The last letter was from Sammy's Grandma. All three letters were Easter cards. They wished Sammy a happy Easter and made him feel glad. \*Right then Sammy decided he would learn to answer his letters. And he did! /55

1. Why do you think Sammy didn't answer letters? - - - - -

- - - - -



2. How many people sent Sammy letters? \*two \*three \*four

3. Where were Sammy's letters? \*house \*mailman \*mailbox

/3

Concept: Review contractions.

Day 134

Sight word: find, move

New vocabulary: uniform, parade, decided

Name \_\_\_\_\_

Each year at Easter Max led the parade. To get ready Max would dust off his uniform and shine the buttons and his baton. A baton is a fancy stick used to lead parades or bands. One year as Max was leading the parade there was a big cow in the middle of the road. \* It would not move and the parade had to stop. Max had to find a way to keep the parade going. Max decided to ride the cow and the parade was a big hit! /55

1. How do you dust something?

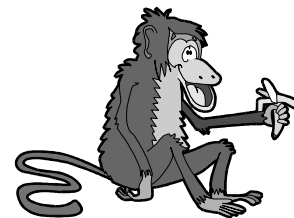
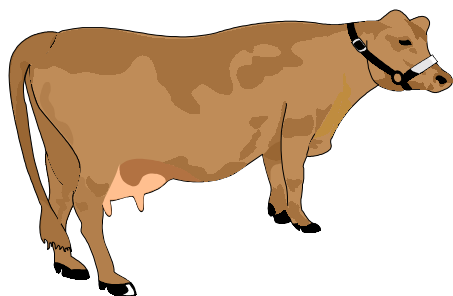
\*hit it      \*bump it      \*brush it      \*wash it

2. What was Max's job?

-----

3. How did Max solve the problem?

\*hit the cow  
\*rode the cow  
\*moved the cow



/3

Concept: A compound word is two words joined together to make one word. This new word has its own meaning. Example: baseball

Day 135

Sight word: guess

Name \_\_\_\_\_ New vocabulary: wrong

Pammy had a surprise for Max. She told him to cover his face and guess. First Max guessed that the surprise was an apple pie. He was wrong. Then he guessed that it was a new coat. He was wrong. At last Pammy said Max could look.\* It was a new baseball! Max and Pammy went outside to play catch! /47

1. Who had a surprise for Max?

\*Penny

\*Pammy

\*Ben

2. Did Max guess the surprise?

Yes

No



/4

3. What did Max and Pammy do with the surprise?

-----

4. Make up a good name for this story.

-----

Concept: In one beat words with short vowels the last letter is doubled before adding ing or ed

Day 136

Sight word: daughter

Name \_\_\_\_\_

Penny had a very special dream. Some day Penny wanted to have a daughter. She liked to dream about taking care of a baby daughter. She liked to think about feeding the baby, patting the baby, and playing with it. This dream made Penny feel happy.\* Someday she would make a good mother. /46

1. Pick the best name for this story.

- \*Penny is a Mother
- \*Penny and her Baby
- \*Penny's Dream



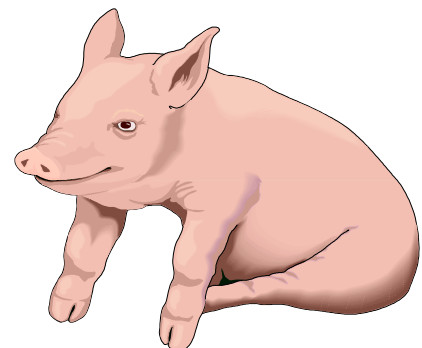
2. What is one more way to care for a baby?

-----

3. How does Penny's dream make her feel?

- \*glad
- \*sad
- \*mad

/3

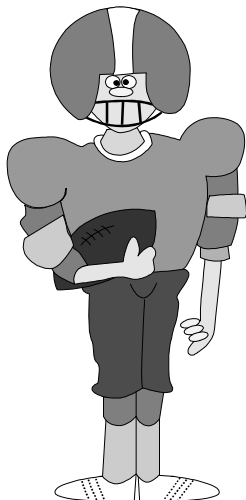


Concept: Words ending in silent e drop it before adding ing or ed. Example: making  
 Day 137 Sight word: catch  
 Name \_\_\_\_\_ New vocabulary: eyes

Ben wanted to be good at football, but he had a problem. Ben could not catch the ball. He closed his eyes. Then the ball would hit him in the face. Sometimes it hurt his fingers, and he would drop it. One day Max came over. He helped Ben.\* He taught Ben to look at the ball. Ben stopped being scared. He learned to catch the football! /50

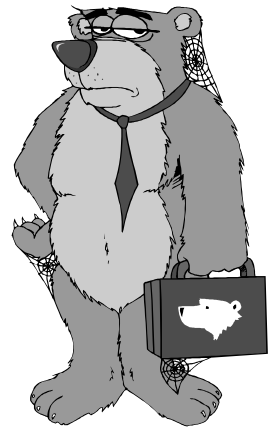
1. Why couldn't Ben catch the football?

- \* It hurt his fingers.
- \* It hit his face.
- \* He closed his eyes.



2. What did Max teach Ben?

- \*to hold the ball
- \*to keep his eyes open
- \*to look at Mickey



3. Did Ben learn to catch the ball? Yes No

Concept: Words ending in y change y to i before adding es or ed. Examples: cries, cried

Day 138

Sight word: secret

Name \_\_\_\_\_

Sammy had a great secret. When no one was looking he liked to make his ears go flip flop. It was a silly thing to do, but it made Sammy laugh. One day Sammy made his ears go flip flop in school when the teacher wasn't looking. The kids all laughed.\* The teacher tried to get the class to stop laughing, but she couldn't. Sammy's ears went flip flop again. When the teacher saw them she laughed too. /57

1. Can you make your ears go flip flop?

Yes

No

2. Should Sammy do it in school? Yes No

3. Why do you think so?

-----  
 -----  
 -----

4. Did the kids cry?

Yes

No

/4



Concept: "wr" says "r" at the beginning of words.

Day 139

Sight word: write

Name \_\_\_\_\_ New Vocabulary: thought

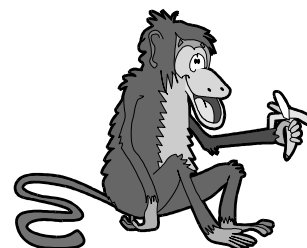
When Max was six years old he went to grade one. He thought school was hard work. It was hard work, but it was also exciting. Max learned lots of new things. One day the teacher showed Max how to write words! Max wrote a story about his friend Ben.\* It was a funny story about the day that Ben met a pig and fell into some mud. Max worked and worked. He was a fine writer!

/50

1. What does a "fine writer" mean?

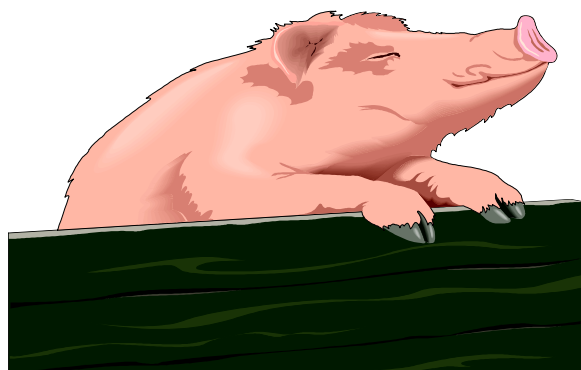
\*Max was poor at writing

\*Max was good at writing



2. Did Max like to write? Yes

No



3. Write a name for the story Max wrote about Ben.

-----

/3

Concept: "kn" says "n" at the beginning of words. Examples: know, knot

Day 140

Sight word: tiger

Name \_\_\_\_\_ Review: thought, because

One day Ben got a job at the circus. He was very excited, because he thought he would get to do lots of tricks. When Ben got to the circus he found out his job was to clean cages. Ben started to clean the first cage. The clowns forgot to take out the tiger.\* The tiger jumped on Ben and carried him into the circus ring. The tiger tossed Ben up in the air! The crowd cheered. At last Ben got away. The next day he quit his job. /54

1. Pick the best name for this story:

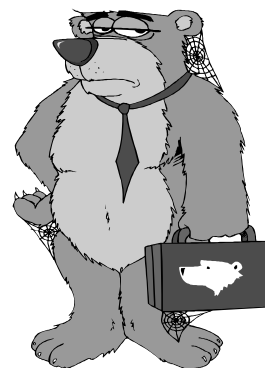
\*Ben's New Job

\*Ben and the Lion

\*Ben is a Circus Star



/3



2. Why did the tiger get Ben?

-----

\_\_\_\_\_

3. Why do you think Ben quit his job?

-----

\_\_\_\_\_

# Reading Review Sheets

Days 141 to 150



Concept: Review ce, ge and ending "tion".

Day 141 Sight words: strangers, station

Name \_\_\_\_\_

Ben was a crazy driver. He liked to get into his red sports car and zoom as fast as a speeding train! One day he passed some strangers on the road. Oh, oh! It was a policeman and a policewoman. Their siren screamed loudly! Ben pulled his car over.\* The policeman showed Ben his badge and took him to the police station. At the station Ben got a ticket to help him remember not to speed next time. /49

1. What kind of a driver was Ben?

\*slow \*silly \*funny \*fast \*fun



2. Who were the strangers Ben met?

---



---



---

3. How did Ben know the police wanted him to stop? \_\_\_\_\_

---



---



---

4. Ben got a \_\_\_\_\_ to make him stop speeding.

/4

Concept: y says "ee" at end of 2 beat words.

Day 142 Sight words: saddles, pony

Name \_\_\_\_\_ Review compound words

Max wanted to be a cowboy and so one day he went to a ranch. On the ranch he got to polish some saddles. Then the cowboys helped Max put a saddle on a pony. He got to ride his pony for three hours. When Max got off the pony he looked very funny!\* His legs were very stiff and he walked with a bow in his legs! The cowboys laughed and laughed! They gave Max a cowboy badge for being such a good sport!

/54

1. To polish something is to \_\_\_\_\_ it.

\*sell      \*shine      \*scratch      \*smile

2. A saddle is something you \_\_\_\_\_

\*stand on      \*sit on      \*fall off



3. Another name for pony is \_\_\_\_\_.

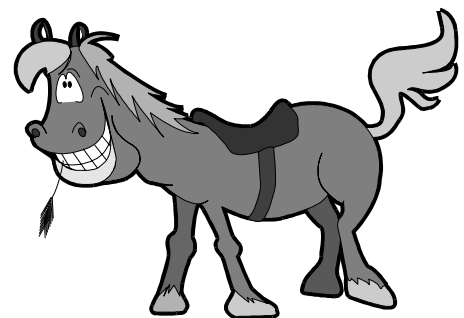
4. A good name for this story is:

\*Max is a Cowboy

\*Max gets Stiff

\*Max Flies a Kite

/4



Concept: Review "oi" sound

Day 143 Sight words: noise, faucet, repaired

Name \_\_\_\_\_ Review compound words /52

Drip! Drip! Drip! What was that noise? Ben could not sleep. He got up and looked around the house. Soon he discovered that water was dripping out the spout. He turned the faucet off, but the water kept dripping! The faucet had a leak in it. Ben went and got his tools. He repaired the leaking faucet and it stopped dripping. Ben grinned. Now he could sleep! He climbed back into bed and started to snore!

1. What was making the water drip?

\* the spout      \* the faucet      \* his dream

2. A spout is where \_\_\_\_\_

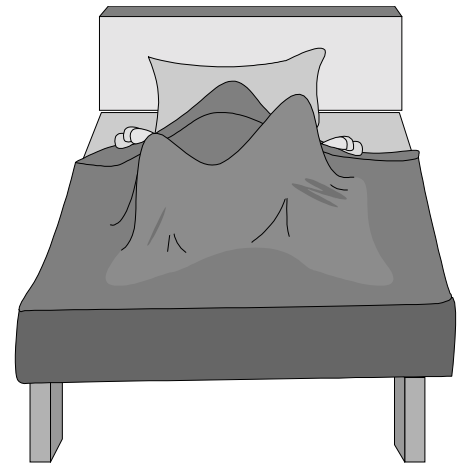
\*you turn on the tap

\*the water comes out

3. A faucet is where \_\_\_\_\_

\*you turn on the tap

\*water comes out



4. To repair something is to \_\_\_\_\_

\*sell it      \*break it      \*fix it

/4

Concept: Review "ea" can break Mouse rule  
 Day 144 Sight words: roller skates, done  
 Name \_\_\_\_\_ Review compound words

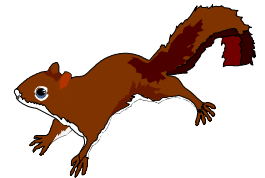
A big smile filled Sally's face. She was wearing her very first pair of roller-skates. She stood up and tried to skate. Sally's skates would not go straight! She fell right over! Max giggled at Sally. She tried to skate again and again, but each time she just fell down. At last Max noticed that her laces were not done up. He helped Sally tie her laces up. Suddenly her skates went straight! Sally grinned. /51

1. A pair of something is \_\_\_\_\_  
 \*three \*four \*two \*one

2. We use laces to \_\_\_\_\_  
 \*fix things with  
 \*tie things up with



3. Where do you skate with roller-skates?  
 \*on the ground \*on the ice



4. A good name for this story is:  
 \*Max Giggles  
 \*Sally Learns to Skate



Concept: Review "ou" sound.

Day 145 Sight words: cavity, polished, ache

Name \_\_\_\_\_ Contractions: don't /57

Ben frowned and glared at Pammy. His tooth had a big ache in it. It was making him very grumpy. Why don't you go to the dentist? Pammy asked him. No! I will not! yelled Ben and steam came out of his ears. But Ben's tooth hurt so much that at last he went to the dentist. The dentist polished Ben's teeth. He looked in Ben's mouth and found a cavity. "Youch!" yelled Ben. The dentist gave Ben a filling. Soon his tooth stopped hurting. Thank-you! said Ben.

1. Why did Ben's tooth hurt?

---



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2. How does a dentist stop a tooth from hurting?

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3. To polish something is to \_\_\_\_\_ it.

\*scrub

\*smell

\*shine

/3



**Concept:** Change “y” to “i” and add “ed” at the end of two beat words. Example: carry. carried

**Day 146 Sight words:** earn, prepare, money

Name \_\_\_\_\_

Max wanted to earn some extra money so that he could go to camp in the summer. His neighbors were moving and needed some help. They offered to pay Max to help them pack and prepare for the new owners.\* Max scrubbed walls, carried boxes, and helped to wash floors. His arms ached and he was very tired. At the end of the day Max’s owners thanked him and gave him twenty dollars. Max was very excited! He had enough money to go to camp

/49

1. To prepare for something is to \_\_\_\_\_.

\*move it      \*get ready      \*leave      \*quit

2. To earn money means to \_\_\_\_\_.

\*get a gift      \*work for something      \*get an allowance

3. Why did Max want to earn extra money?

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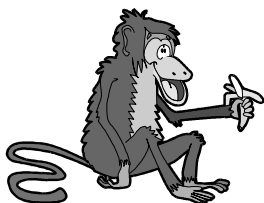
4. Pick two jobs Max had to do for his neighbors.

\*wash dishes      \*wash floors      \*carry boxes

5. If you were an owner of a house it would \_\_\_\_\_.

\*belong to you      \*be rented      \*be borrowed

/5



**Concept:** Review that “ed” says “d” at the end of words.

**Day 147**      **Sight words:** bought, moisture, thought

Name \_\_\_\_\_ /50

Ben’s garden was very bare. He did not have any flowers in it. Ben went to the store and bought a number of different types of seeds. He planted seeds between bushes and in his flower beds. Then he watered the seeds and made sure they had lots of moisture.\* He waited and watched for several days. One day Ben thought he could see a little sprout. Soon he saw many flowers blooming. Ben and his neighbors all agreed that his garden was beautiful!

1. A bare garden has \_\_\_\_\_.

\*many flowers      \*no flowers      \*lots of flowers

2. To agree about something is to \_\_\_\_\_.

\*think the same as someone      \*think differently

3. To watch is to \_\_\_\_\_. \*jump      \*look      \*wait

4. Between means \_\_\_\_\_.

\*beside      \*at the end      \*in the middle      \*at the start

5. Do you think Ben will plant flowers next year? /5

\*Yes

\*No

6. Explain your answer.

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**Concept:** Review that “ed” says “d” at the end of words.

**Day 148**      **Sight words:** deliver, exploded, pieces

Name \_\_\_\_\_

One day Max was delivering some letters to a friend. On his walk he noticed that a phone booth had broken glass all over the floor. Max went closer to the phone booth and found that a light bulb had exploded! The bulb had been split into little pieces on the ground.\* Max pushed the glass to the side. Then he delivered the letters and called the phone company to let them know about the problem. /52

1. To split something is to \_\_\_\_\_.

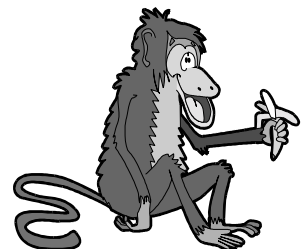
\*cut it      \*fix it      \*join it      \*drop it

2. When something explodes it \_\_\_\_\_.

\*jumps      \*grows      \*bursts      \*drops

3. A booth is \_\_\_\_\_.

\*a little house      \*a stall      \*a barn



4. What would you do if you found broken glass?

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5. What does it mean to “deliver” letters?

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**Concept:** Review "oi", "ou", and "aw".

**Day 149**      **Sight words:** raise, roof, moisture

Name \_\_\_\_\_

Once upon a time Sally lived in a creaky, old house. The roof was not in very good shape. When rain pounded on the roof it sounded very noisy. One stormy night Sally noticed there was moisture coming through the roof onto her ceiling. She raised the door to the attic and crawled inside to take a look.\* Squeak! Squeak! Sally jumped. It was only a mouse! Soon Sally found the leak and fixed it. She felt proud of herself for being so brave. /58

1. To crawl is to \_\_\_\_\_.

\*go on hands and knees      \*run quickly

2. To raise something is to \_\_\_\_\_.

\*drop it      \*lower it      \*lift it      \*fix it

3. Moisture is \_\_\_\_\_.

\*something dry      \*something wet



4. How did Sally know the roof had a leak?

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5. Why did Sally go up in the attic?

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**Concept:** When a beat ends in a vowel the vowel says its name and stands alone. eg. fa<sup>ˉ</sup>mous

**Day 150**      **Sight words:** famous, press, wrinkle, coast

Name \_\_\_\_\_

Max is very famous. Do you know what it means to be famous? Being famous means that lots of people know who you are. Every day when Max gets up he has to press his clothes with an iron to make sure they are not wrinkled.\* Then he likes to eat his breakfast and ride his bike to work. When he goes down hills on his bike he likes to stop pedaling and lift up his feet so that he can coast! Max is a funny monkey! Do you like to coast? /47

1. To coast is to \_\_\_\_\_.

\*to slide down something      \*to ride quickly

2. To be famous is to \_\_\_\_\_.

\*be known by lots of people      \*to be rich



3. To press your clothes is to \_\_\_\_\_.

\*get out the wrinkles      \*wrinkle your clothes

4. Why do you think Max likes to coast down hills?

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5. How does Max get to work each day?

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# Spelling

Spelling tests begin the first week of school. Spelling is taught simultaneously with reading and reinforces the phonetic sounds being taught. If you are a classroom teacher it would be beneficial to make posters of all the spelling rules to use as teaching tools in oral review. If you are a homeschooler write the spelling rules on index cards for easy review. Spelling rules should be reviewed orally each day before spelling tests are given. Without the discussion it is difficult for students to memorize the rules. Once memorized it becomes much easier to apply them in daily writing. Wonderful things will happen if you are consistent in verbalizing them!



## Spelling Tests

Beginning on the fifth day students will begin spelling tests by printing the letters that make the sounds. For example: the teacher says “ee” and students print “ee”. As soon as it is possible students will begin to spell words.

When dictating words say the spelling word once. Tell students how many letters each word contains before they spell it. Example: Spell “sock” with four letters. Have the student repeat the spelling word after you. Then say the first sound found in the word. Have the student repeat the spelling word after you, the first sound found in the word, and then print it. Repeat the word again and make the middle sound found in the word. Have the student repeat the spelling word after you, the middle sound found in the word, and then print it. Repeat the process for the last letter. Verbalize any spelling rules and have the student verbalize the rule after you. This process teaches a child from the start that words have spelling rules and separate sounds that are joined together to form words. It is important for a child to be able to identify the order (beginning, middle, end) that sounds come in.

Spelling rules are taught during spelling tests. The tests help review reading and spelling skills on a daily basis. Please note the spelling rules should be verbalized during the lessons given. In words that contain the “k” sound such as “sink” tell the student that it does not contain the letter “c” beforehand. On day four teach the rule that “ck” only comes together at the end of regular (short) vowel words. On day eight teach that “ur” only comes together in the middle or at the end of words. On day nine teach that “wh” is used at the beginning of words that make a windy sound like “what” vs. “wind”. Tell students when you are dictating bumper words or mouse words. This will help them learn to apply their understanding and memorize words correctly. Once you get started teaching this will become evident. At the beginning of the year I usually have reluctant spellers, but by the middle of the year my classes always look forward to the challenge of spelling new words. They gain a tremendous amount of skill and confidence through this guided approach. Don’t miss this opportunity to set your students up for success!

### Tests Studied at Home:

Although no lists of spelling words for memorization at home are included if you have parental support I strongly suggest that you begin sending home spelling lists of ten sight words on Mondays to be memorized for a test on Fridays. These spelling lists can begin in November and continue throughout the school year. It is valuable to create overlap of difficult words over a period of several weeks so that students have an opportunity to master them. Use the words listed on page 312 to create weekly spelling lists.

**Helpful Hint:** If you send home a calendar to parents indicating monthly events put your spelling lists on it, too.

## Spelling Rules

### Vowel Rules

1. When silent e comes at the end of a one syllable word it makes the middle vowel say its name (or its long sound).
2. When two vowels come together the first one says its name and the second one is silent.
3. V-CV open syllable words  
When the syllable break is after the vowel it makes its long sound like cli mate. (Does not include prefixes or suffixes)
4. VC closed syllable words  
When the syllable break is after the consonant the vowel makes its short sound like splin ter. (Does not include prefixes or suffixes)

### Borrower Rules

1. When y comes at the end of a one syllable word it says long i sound.
2. When y comes at the end of a two syllable word it says long e sound.
3. When g is followed by e, i, y it borrows the j sound.
4. When c is followed by e, i, y it borrows the s sound.
5. When c is followed by a, o, u it borrows the k sound.
6. ph borrows the letter f's sound
7. gh can borrow the letter f's sound at the end of words (cough)
8. qu borrows the sound kw and usually comes at the beginning of words
9. x borrows the sound of eks and always takes its friend e with him.

### Vowel Digraph Rules

1. ai says long a sound and comes in the middle of words
2. ay says long a sound and comes at the end of words
3. ea says long e sound and comes in the middle of words
4. ee says long e sound and comes in the middle of words
5. oa says long o sound and comes in the middle of words
6. oo can say "ue" or the sound found in "book" and comes in the middle of words
7. ue says "oo" and can come in the middle or end of words.

### **Vowel Diphthong Rules**

1. au says "o" and comes in the middle of words.
2. aw says "o" and comes in the middle or on the end of words.
3. ew says "ue" and comes at the end of words.
4. oi makes sound in "choice" and comes in the middle of words.
5. oy makes sound in "joy" and comes at the end of words.
6. ou says "ow" and comes in the middle of words.
7. ow says long o or ou and comes at the end or in the middle of words.

### **R Controlled Words**

1. er says "r" and comes at the end of words
2. ar makes r say its name and comes anywhere in word
3. ur, ir, or can come anywhere in a word

### **Consonant Digraphs**

1. ch can come anywhere in a word
2. th is usually quiet at the end of words (with)
3. th is often noisy at the beginning of words (this)
4. wh is quiet and comes at the beginning of words
5. kn comes at the beginning of words and the k is silent
6. wr comes at the beginning of words and the w is silent
7. ck comes at the end of one syllable words when the vowel is short.
8. f's, l's, s's, z's double at the end of a one syllable word when the vowel is short (puff, full, fuss, buzz)
9. sh comes anywhere in a word

### **Other Rules**

1. i comes before e except after c or when sounded as long a in neighbor
2. when the j sound comes at the end of words it is often spelled dge
3. the ending ous may be spelled ious or eous
4. the ending ance may be spelled ence
5. the ending tion may be spelled cian, sian, sion, tian (motion, mortician,
6. Pluralize a word that ends in y by changing y to i and adding es.
7. In a long vowel word that ends in e you drop the e before adding ing.
8. In a short vowel word that ends in one consonant you double the consonant before adding ing or ed.
9. When i comes before gh it usually says its long sound like in "night".
10. Vowels which come at the end of one syllable words are long. (me, be)
11. Each syllable of a word must contain a vowel.
12. The ch sound at the end of words is often spelled "tch" (catch).

## Spelling Tests

### Day 5

ow (brown)  
e  
ck  
ee  
ow (yellow)

### Day 7

ow (brown)      or  
e  
ck  
ee  
ow (yellow)

### Day 9

ow (brown)      or  
e                      wh  
ck                    cow  
ee  
ow (yellow)

### Day 11

ow (brown)      or  
e                    wh  
ck                   cow  
ee                   see  
ow (yellow)    mow

### Day 13

sock              sack  
sam              sow  
cow              mow  
ur                mock  
or                see

### Day 15

sock              set  
sam              how  
cow              tow  
ur                mock  
or                see

### Day 17

for                bow  
met               hot  
sit                meet  
bur                mist  
back              see

### Day 19

get                got  
bit                stab  
gift                mob  
burst              sort  
sit                feet

### Day 21

gut                gust  
bus                whim  
met                sob  
fur                fort  
bet                reek

### Day 23

gut                pest  
row               whip  
pet                sad  
fur                port  
Ted                peek

### Day 25

let                west  
vest               dip  
vet                hut  
urn                let  
bed                seek

### Day 27

six                just  
pest               dip  
vest                hug  
burn               jet  
split               week

### Day 29

zip                crust  
yes                flip  
turn               slug  
pot                jump  
spot               peel

### Day 31

zap                quit  
yam               shut  
burp              lash  
past               quip  
stomp             been

### Day 33

this               quick  
chap               mash  
much               wish  
ship                quack  
with                whip

## Spelling Tests

### Day 35

chat	quit
such	lamp
that	bath
stow	cost
mast	burnt

### Day 37

had	see
hue	born
mint	sack
gust	when
smack	dish

### Day 39

stack	track
trick	truck
stick	stuck
chips	hog
zap	yuck

### Day 41

lost	smog
stand	fig
cup	back
lock	jog
pen	tent

### Day 43

slurp	whiz
flush	brush
chin	thin
stick	grow
blow	burn

### Day 45 Family word: all

ball	call
stall	mall
wall	fall
hall	tall
small	flow

### Day 47 Bumper Words

make	same
game	take
bake	male
mule	bike
like	bone

### Day 49

flip	ripe
fat	fake
red	here
pot	stone
jug	cute

### Day 51 Family word: ight

stick	time
fast	fame
job	mane
fight	night
light	might

### Day 53

stow	sight
fall	file
pike	stone
rule	cube
plane	church

### Day 55 Family word: ay

Y at end of one beat word

says i.	fall
play	stay
cry	try
why	light
gray	sight

### Day 57 Y at end of two beat words says ee.

baby	sticky
my	fly
prayer	name
ball	time
cute	throw

### Day 59

fall	pile
zip	stale
spray	tall
flight	fry
tummy	churn

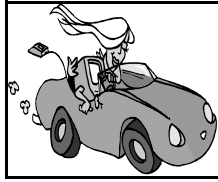
### Day 61 Family word: ook

shook	look
brook	took
plane	night
mute	tacky
by	bend

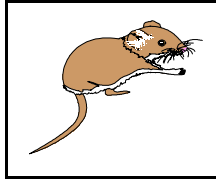
### Day 63 Mouse Rule

chain	rain
stain	meat
wheat	goat
boat	wall
right	why

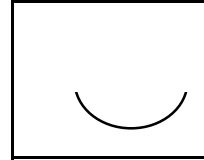
This is a classifying activity to help students differentiate between regular vowels (short vowels), bumper words (words with a long vowel ending in silent e) and mouse words (long vowel words with two vowels together). Students print the corresponding letter in the blank.



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=M



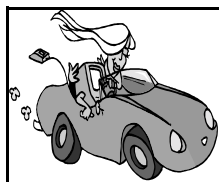
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School Day 62

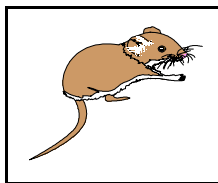
Name \_\_\_\_\_

## Spelling Review of Rules

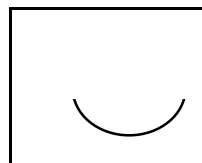
1. whip= <u>R</u>	11. throne = _____	21. freed= _____
2. lunch= <u>R</u>	12. liked = _____	22. sent= _____
3. tune= <u>B</u>	13. beats = _____	23. stroke= _____
4. croak = <u>M</u>	14. fainting= _____	24. cute= _____
5. cheap = _____	15. steam= _____	25. toast= _____
6. flame= _____	16. pinch = _____	26. fist= _____
7. grip = _____	17. petting= _____	27. sheet= _____
8. best = _____	18. roast= _____	28. jumping= _____
9. bead = _____	19. skin= _____	29. hitting= _____
10. sitting = _____	20. lunch= _____	30. stain= _____



= B



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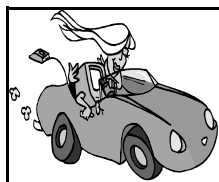
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School Day 64

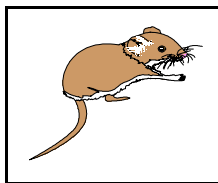
Name\_\_\_\_\_

## Spelling Review of Rules

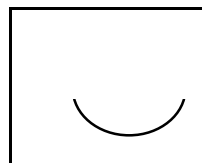
1. weep=_____	11. stones =_____	21. seeds=_____
2. stake=_____	12. liked =_____	22.bent=_____
3. bone=_____	13. beats =_____	23. steal=_____
4. choke =_____	14. painting=____	24. mute=_____
5. tip =_____	15. stem=_____	25. toast=_____
6. flap=_____	16. punch =_____	26. mist=_____
7. goat =_____	17. wetting=_____	27. meal=_____
8. zips =_____	18. coast=_____	28. bumping=____
9. bean =_____	19. skit=_____	29. chatting=____
10. sitting =_____	20. munch=_____	30. pain=_____



= B



=M



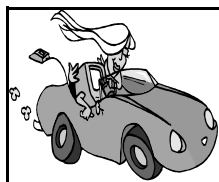
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School Day 66

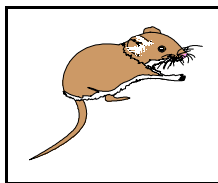
Name\_\_\_\_\_

## Spelling Review of Rules

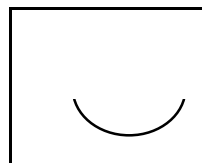
1. teach=_____	11. prunes =_____	21. bleeds=_____
2. cake=_____	12. hiked =_____	22. went=_____
3. dog=_____	13. cheats =_____	23. steam=_____
4. soak =_____	14. jail=_____	24. mule=_____
5. chips =_____	15. tent=_____	25. roast=_____
6. flop=_____	16. hunch =_____	26. fist=_____
7. moat =_____	17. betting=_____	27. heel=_____
8. traps =_____	18. toast=_____	28. blinking=_____
9. mean =_____	19. skim=_____	29. wheeling=_____
10. waiting =_____	20. crunch=_____	30. rain=_____



= B



=M



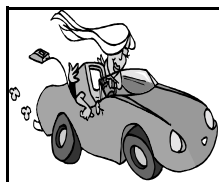
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School Day 68

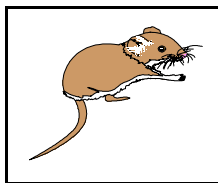
Name\_\_\_\_\_

## Spelling Review of Rules

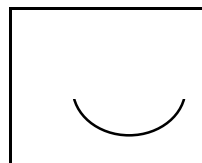
1. peach=_____	11. share =_____	21. best=_____
2. poke=_____	12. biked =_____	22. west=_____
3. hogs=_____	13. bleats =_____	23. dream=_____
4. oak =_____	14. wail=_____	24. rule=_____
5. hips =_____	15. bent=_____	25. coast=_____
6. stop=_____	16. meet =_____	26. crack=_____
7. boat =_____	17. batting=_____	27. feel=_____
8. fizz =_____	18. list=_____	28. stinking=_____
9. meal =_____	19. dad=_____	29. peeling=_____
10. baiting =_____	20. chick=_____	30. train=_____



= B



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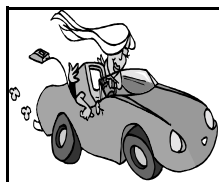
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School Day 70

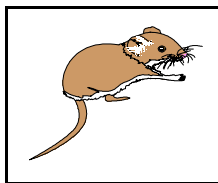
Name\_\_\_\_\_

## Spelling Review of Rules

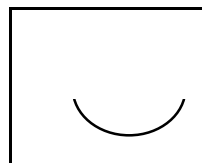
1. peas=_____	11. care =_____	21. rest=_____
2. take=_____	12. spiked =_____	22. last=_____
3. jogs=_____	13. cheats =_____	23. cream=_____
4. soak =_____	14. tail=_____	24. jam=_____
5. trips =_____	15. pants=_____	25. toe=_____
6. stick=_____	16. sheet =_____	26. stack=_____
7. moan =_____	17. butting=_____	27. eel=_____
8. whizz =_____	18. which=_____	28. selling=_____
9. seal =_____	19. went=_____	29. sacks=_____
10. failing =_____	20. stick=_____	30. train=_____



= B



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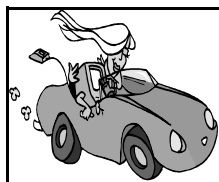
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School Day 72

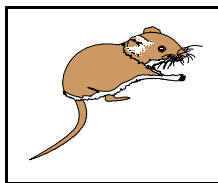
Name\_\_\_\_\_

## Spelling Review of Rules

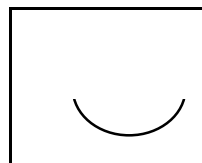
1. greet = _____	11. came = _____	21. french= _____
2. tame= _____	12. spins = _____	22. lost= _____
3. pigs= _____	13. chats = _____	23. steam= _____
4. soap = _____	14. mail= _____	24. jam= _____
5. drops = _____	15. peeks= _____	25. Joe= _____
6. slick= _____	16. feet = _____	26. pick= _____
7. mops = _____	17. cream= _____	27. seal= _____
8. fuzz = _____	18. hitch= _____	28. hinting= _____
9. seam = _____	19. lent= _____	29. packs= _____
10. falling = _____	20. stuck= _____	30. stain= _____



= B



=M



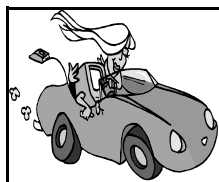
=R

School Day 74

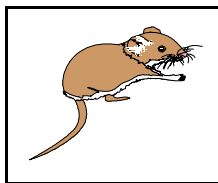
Name\_\_\_\_\_

## Spelling Review of Rules

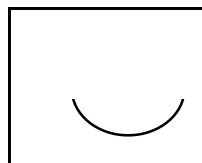
1. jeep=_____	11. cones =_____	21. bleeds=_____
2. stale=_____	12. risk =_____	22. rent=_____
3. stone=_____	13. seats =_____	23. meal=_____
4. poke =_____	14. tainting=_____	24. fail =_____
5. flip =_____	15. men=_____	25. boats=_____
6. map=_____	16. crunch =_____	26. lists=_____
7. float =_____	17. letting=_____	27. zeal=_____
8. chips =_____	18. boast=_____	28. jumping=_____
9. mean =_____	19. bit=_____	29. patting=_____
10. hitting =_____	20. bunch=_____	30. rain=_____



= B



=M



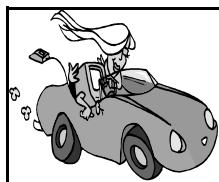
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School Day 76

Name\_\_\_\_\_

## Spelling Review of Rules

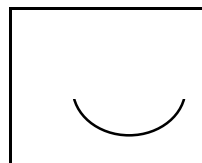
1. steep=_____	11. likes =_____	21. seeds=_____
2. bale=_____	12. film =_____	22. sent=_____
3. stone=_____	13. cheats =_____	23. peal=_____
4. stoke =_____	14. moaning=_____	24. tail =_____
5. tip =_____	15. ten=_____	25. goats=_____
6. tack=_____	16. cracks =_____	26. fists=_____
7. moan =_____	17. wetting=_____	27. teal=_____
8. flips =_____	18. toast=_____	28. bumping=_____
9. jeans =_____	19. mitt=_____	29. patting=_____
10. zipping	20. munch=_____	30. stain=_____



= B



=M



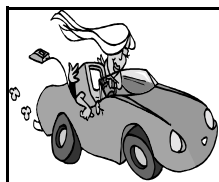
=R

School Day 78

Name\_\_\_\_\_

## Spelling Review of Rules

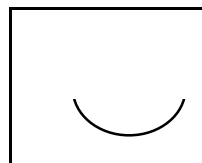
1. bleat=_____	11.bikes =_____	21. beads=_____
2. hike=_____	12. fist =_____	22. tent=_____
3. bone=_____	13. seals =_____	23. meal=_____
4. stone =_____	14. zones=_____	24. pail =_____
5. flop =_____	15. bend=_____	25. moat=_____
6. Jack=_____	16. stacks =_____	26. last=_____
7. float =_____	17. setting=_____	27. bite=_____
8. buzz =_____	18. roast=_____	28. stumps=_____
9. beans =_____	19. went=_____	29. chatting=_____
10. hopping =__	20. crunch=_____	30. drain=_____



= B



=M



=R

School Day 80

Name\_\_\_\_\_

## Spelling Review of Rules

1. meat=_____	11. Mike =_____	21. bleeds=_____
2. tike=_____	12. whisk =_____	22. sent=_____
3. zone=_____	13. peals =_____	23. teal=_____
4. rake =_____	14. tones=_____	24. rail =_____
5. stop =_____	15. went=_____	25. gloat=_____
6. stack=_____	16. packs =_____	26. past=_____
7. goat =_____	17. betting=_____	27. bite=_____
8. puffs =_____	18. coast=_____	28. lump=_____
9. steams =_____	19. sent=_____	29. hitting=_____
10. zipping =_____	20. bunch=_____	30. chain=_____

## Spelling Tests

### Day 65

week	queer
cheat	blame
float	crazy
try	light
tray	ball

### Day 67

wheat	bleat
chain	shake
moan	groan
bait	fry
way	sort

### Day 69 ui & oo

fruit	boot
jeep	strain
coach	wave
shine	heat
funny	crook

### Day 71 "er" says "r" at end of 2 beat words.

sister	winter	
shear	shale	
quit	blend	cry
pay	groan	faint

### Day 73 "ar" makes "r" say its name

star	far	tart
cart	barn	barter
mother	loot	
fair	stake	

### Day 75 "ing"

sing	floating
jumping	parking
sorting	whale
strand	west
box	slump

### Day 77 ed & ing

jumped	jumping
landed	landing
floated	floating
rested	resting
frosted	frosting

### Day 79

flipper	sticker
dry	fuzzy
bale	grobe
cube	seat
pain	boast

### Day 81

park	shark
art	sanding
sanded	called
sight	may
book	wheat

### Day 83 "ea" can say "e" & break mouse

rule.	head	sweater
bread	thread	
shy	way	plain
blister	went	tree

### Day 85

quake	fire
zoom	shot
crashed	whined
poke	blame
farm	bumper

### Day 87 ck comes at end of 1 beat words with short vowels.

stick	truck	track
rock	shock	stuck
stay	play	gray

### Day 89

flick	bent
ring	pack
crack	flake
beast	dainty
hole	bay

### Day 91 "ce" & "ci"

race	pace
ice	cinch
brook	lend
blast	quack
shrub	feast

### Day 93 "cy" & "ge"

cage	rage
fancy	least
faint	took
pay	shy
right	game

## Spelling Tests

### **Day 95** gy Family: ace

pudgy	pace
cheat	drain
float	race
funny	sight
gray	fall

### **Day 97** Review ue

clue	wheat
grain	time
shook	stay
wait	pry
fight	horn

### **Day 99** ui & oo

blew	stew
grew	chew
fancy	pail
splinter	crazy
hook	call

### **Day 101**

bold	spice
floating	took
stall	flew
stick	cart
wicker	both

### **Day 103** oi & oy

boil	joy
coin	boy
chew	Billy
pray	chain
pace	rice

### **Day 105**

bumping	coat
stick	mark
born	new
lice	lick
paint	slay

### **Day 107** aw & au

claw	taut
crew	join
ploy	plain
stray	hook
hall	vice

### **Day 109**

straw	gaunt
dew	flew
broil	employ
count	plow
start	horn

### **Day 111**

spout	bow
destroy	spoil
stew	pew
flaw	haul
stood	hoop

### **Day 113**

bound	chow
foot	mood
pauper	thaw
shrew	void
ploy	parch

### **Day 115**

cloud	brow
boy	join
stew	sprawl
audit	groom
foot	cook

### **Day 117**

plain	today
fireman	sitter
maul	mew
foil	hoot
croak	stuck

### **Day 119**

splay	pair
cheap	queer
toast	fault
law	void
toy	round

### **Day 121** ph says f

graph	phone
grump	forgot
mister	yelp
splash	husk
probe	trade

### **Day 123**

buzz	fill
fuss	spill
puff	whizz
smoke	prune
army	spy

Cut these lists into four strips. Students are to use their spelling rules to fix the misspelled words.

### School Day 76

Fix the misspelled words.

Name \_\_\_\_\_

rayn = rain (ay at end of words and ai in middle of words)

payn = \_\_\_\_\_

tri = \_\_\_\_\_

babee = \_\_\_\_\_

wintir = \_\_\_\_\_

stai = \_\_\_\_\_

cou = \_\_\_\_\_

showt = \_\_\_\_\_

Add ing to these short vowel words which end in one consonant.

1. pop = \_\_\_\_\_

2. sit = \_\_\_\_\_

3. tan = \_\_\_\_\_

### School Day 78

Fix the misspelled words.

Name \_\_\_\_\_

rayn = \_\_\_\_\_

fri = \_\_\_\_\_

crazee = \_\_\_\_\_

sistir = \_\_\_\_\_

prai = \_\_\_\_\_

hou = \_\_\_\_\_

abowt = \_\_\_\_\_

Add ing to these short vowel words which end in one consonant.

1. trim = \_\_\_\_\_

2. chat = \_\_\_\_\_

3. hum = \_\_\_\_\_

### School Day 80

Fix the misspelled words.

Name \_\_\_\_\_

fri = \_\_\_\_\_

trayn = \_\_\_\_\_

funnee = \_\_\_\_\_

sinnir = \_\_\_\_\_

bou = \_\_\_\_\_

wai = \_\_\_\_\_

owt = \_\_\_\_\_

Add ing to these short vowel words which end in one consonant.

1. stop = \_\_\_\_\_

2. hit = \_\_\_\_\_

3. jog = \_\_\_\_\_

### School Day 82

Fix the misspelled words.

Name \_\_\_\_\_

chayn = \_\_\_\_\_

cri = \_\_\_\_\_

windee = \_\_\_\_\_

brothur = \_\_\_\_\_

mai = \_\_\_\_\_

wou = \_\_\_\_\_

owr = \_\_\_\_\_

Add ing to these short vowel words which end in one consonant.

1. hop = \_\_\_\_\_

2. fall = \_\_\_\_\_

3. sit = \_\_\_\_\_

Cut these lists into four strips. Students are to use their spelling rules to fix the misspelled words.

### School Day 84

Fix the misspelled words.

Name \_\_\_\_\_

stayn = \_\_\_\_\_

cri = \_\_\_\_\_

sillee = \_\_\_\_\_

blistir = \_\_\_\_\_

prai = \_\_\_\_\_

pou = \_\_\_\_\_

owt = \_\_\_\_\_

choo = \_\_\_\_\_

Add "d" to these long vowel words which end in one consonant.

1. bake = \_\_\_\_\_

2. wade = \_\_\_\_\_

3. flare = \_\_\_\_\_

### School Day 86

Fix the misspelled words.

Name \_\_\_\_\_

payl = \_\_\_\_\_

tri = \_\_\_\_\_

funnee = \_\_\_\_\_

stickir = \_\_\_\_\_

strai = \_\_\_\_\_

cou = \_\_\_\_\_

bownd = \_\_\_\_\_

floo = \_\_\_\_\_

Add "d" to these long vowel words which end in one consonant.

1. stare = \_\_\_\_\_

2. stone = \_\_\_\_\_

3. shade = \_\_\_\_\_

### School Day 88

Fix the misspelled words.

Name \_\_\_\_\_

mi = \_\_\_\_\_

stayn = \_\_\_\_\_

fuzzee = \_\_\_\_\_

feathir = \_\_\_\_\_

howr = \_\_\_\_\_

hai = \_\_\_\_\_

stoo = \_\_\_\_\_

Add "d" to these long vowel words which end in one consonant.

1. poke = \_\_\_\_\_

2. wade = \_\_\_\_\_

3. glare = \_\_\_\_\_

### School Day 90

Fix the misspelled words.

Name \_\_\_\_\_

chayn = \_\_\_\_\_

tri = \_\_\_\_\_

hairee = \_\_\_\_\_

bettur = \_\_\_\_\_

rai = \_\_\_\_\_

groo = \_\_\_\_\_

hownd = \_\_\_\_\_

Add "d" to these long vowel words which end in one consonant.

1. bare = \_\_\_\_\_

2. flare = \_\_\_\_\_

3. shade = \_\_\_\_\_

Cut these lists into four strips. Students are to use their spelling rules to fix the misspelled words.

### School Day 92

Fix the misspelled words.

Name \_\_\_\_\_

trayn = \_\_\_\_\_

fri = \_\_\_\_\_

windee= \_\_\_\_\_

sistir= \_\_\_\_\_

grai= \_\_\_\_\_

pou = \_\_\_\_\_

owt = \_\_\_\_\_

Add ed to these short vowel words which end in one consonant.

1. pop= \_\_\_\_\_

2. bat= \_\_\_\_\_

3. jump = \_\_\_\_\_

### School Day 94

Fix the misspelled words.

Name \_\_\_\_\_

rayn = \_\_\_\_\_

tri = \_\_\_\_\_

sillee= \_\_\_\_\_

hir= \_\_\_\_\_

trai= \_\_\_\_\_

bou = \_\_\_\_\_

sownd = \_\_\_\_\_

Add ed to these short vowel words which end in one consonant.

1. trim= \_\_\_\_\_

2. chat= \_\_\_\_\_

3. hum = \_\_\_\_\_

### School Day 96

Fix the misspelled words.

Name \_\_\_\_\_

mi= \_\_\_\_\_

stayn = \_\_\_\_\_

fuzzee= \_\_\_\_\_

winnir= \_\_\_\_\_

howr= \_\_\_\_\_

hai = \_\_\_\_\_

owr = \_\_\_\_\_

Add ed to these short vowel words which end in one consonant.

1. stop= \_\_\_\_\_

2. mop= \_\_\_\_\_

3. jog = \_\_\_\_\_

### School Day 98

Fix the misspelled words.

Name \_\_\_\_\_

chayn = \_\_\_\_\_

fli = \_\_\_\_\_

hairee= \_\_\_\_\_

bettur= \_\_\_\_\_

rai= \_\_\_\_\_

sou = \_\_\_\_\_

hownd = \_\_\_\_\_

Add ed to these short vowel words which end in one consonant.

1. hop= \_\_\_\_\_

2. jig= \_\_\_\_\_

3. flop= \_\_\_\_\_

Cut these lists into four strips. Students are to use their spelling rules to fix the misspelled words.

### School Day 100

Fix the misspelled words.

Name \_\_\_\_\_

truc = \_\_\_\_\_

cri = \_\_\_\_\_

nayl= \_\_\_\_\_

huntir= \_\_\_\_\_

sprai= \_\_\_\_\_

vou = \_\_\_\_\_

flowr = \_\_\_\_\_

droo= \_\_\_\_\_

Add "d" to these long vowel words which end in one consonant.

1. base= \_\_\_\_\_

2. file= \_\_\_\_\_

3. wade= \_\_\_\_\_

### School Day 102

Fix the misspelled words.

Name \_\_\_\_\_

stik = \_\_\_\_\_

tri = \_\_\_\_\_

tayl= \_\_\_\_\_

blistir= \_\_\_\_\_

clai= \_\_\_\_\_

cou = \_\_\_\_\_

howse = \_\_\_\_\_

broo= \_\_\_\_\_

Add "d" to these long vowel words which end in one consonant.

1. doze= \_\_\_\_\_

2. cube= \_\_\_\_\_

3. shade= \_\_\_\_\_

### School Day 104

Fix the misspelled words.

Name \_\_\_\_\_

pik = \_\_\_\_\_

mi= \_\_\_\_\_

drayn = \_\_\_\_\_

fuzzee= \_\_\_\_\_

wondur= \_\_\_\_\_

howr= \_\_\_\_\_

jai = \_\_\_\_\_

choo = \_\_\_\_\_

Add "d" to these long vowel words which end in one consonant.

1. shade.= \_\_\_\_\_

2. tile= \_\_\_\_\_

3. glare = \_\_\_\_\_

### School Day 106

Fix the misspelled words.

Name \_\_\_\_\_

stuc = \_\_\_\_\_

snayl = \_\_\_\_\_

bi = \_\_\_\_\_

claym= \_\_\_\_\_

summur= \_\_\_\_\_

slai= \_\_\_\_\_

throo= \_\_\_\_\_

cowch = \_\_\_\_\_

Add "d" to these long vowel words which end in one consonant.

1. time= \_\_\_\_\_

2. hope= \_\_\_\_\_

3. shade= \_\_\_\_\_

Cut these lists into four strips. Students are to use their spelling rules to fix the misspelled words.

### School Day 108

Fix the misspelled words.

Name \_\_\_\_\_

chik = \_\_\_\_\_

fli = \_\_\_\_\_

wayt= \_\_\_\_\_

flau= \_\_\_\_\_

boyl= \_\_\_\_\_

joi = \_\_\_\_\_

cawse = \_\_\_\_\_

droo= \_\_\_\_\_

Add ing to these long vowel words which end in silent e.

1. base= \_\_\_\_\_

2. pile= \_\_\_\_\_

3. tape= \_\_\_\_\_

### School Day 110

Fix the misspelled words.

Name \_\_\_\_\_

rac = \_\_\_\_\_

whi = \_\_\_\_\_

rayn= \_\_\_\_\_

drau= \_\_\_\_\_

boi= \_\_\_\_\_

coyl = \_\_\_\_\_

pawse = \_\_\_\_\_

broo= \_\_\_\_\_

Add ing to these long vowel words which end in silent e.

1. ice= \_\_\_\_\_

2. face= \_\_\_\_\_

3. wade= \_\_\_\_\_

### School Day 112

Fix the misspelled words.

Name \_\_\_\_\_

pac = \_\_\_\_\_

tri= \_\_\_\_\_

mayn = \_\_\_\_\_

toi= \_\_\_\_\_

sau= \_\_\_\_\_

soyl= \_\_\_\_\_

lawndry = \_\_\_\_\_

choo = \_\_\_\_\_

Add ing to these long vowel words which end in silent e.

1. gaze.= \_\_\_\_\_

2. file= \_\_\_\_\_

3. glare = \_\_\_\_\_

### School Day 114

Fix the misspelled words.

Name \_\_\_\_\_

stak = \_\_\_\_\_

tayl = \_\_\_\_\_

fli = \_\_\_\_\_

joyn= \_\_\_\_\_

pau= \_\_\_\_\_

Roi= \_\_\_\_\_

cawse= \_\_\_\_\_

coyn = \_\_\_\_\_

Add ing to these long vowel words which end in silent e.

1. slime= \_\_\_\_\_

2. grope= \_\_\_\_\_

3. trade= \_\_\_\_\_

Cut these lists into four strips. Students are to use their spelling rules to fix the misspelled words.

### School Day 116

Fix the misspelled words.

Name \_\_\_\_\_

pik = \_\_\_\_\_

whi = \_\_\_\_\_

sayl = \_\_\_\_\_

pau = \_\_\_\_\_

coyl = \_\_\_\_\_

Roi = \_\_\_\_\_

lawrch = \_\_\_\_\_

broo = \_\_\_\_\_

Add ing to these long vowel words which end in silent e.

1. space = \_\_\_\_\_

2. file = \_\_\_\_\_

3. drape = \_\_\_\_\_

### School Day 118

Fix the misspelled words.

Name \_\_\_\_\_

stac = \_\_\_\_\_

fli = \_\_\_\_\_

agayn = \_\_\_\_\_

sau = \_\_\_\_\_

coi = \_\_\_\_\_

moyst = \_\_\_\_\_

pawse = \_\_\_\_\_

broo = \_\_\_\_\_

Add ing to these long vowel words which end in silent e.

1. sp ice = \_\_\_\_\_

2. lace = \_\_\_\_\_

3. fade = \_\_\_\_\_

### School Day 120

Fix the misspelled words.

Name \_\_\_\_\_

sac = \_\_\_\_\_

tri = \_\_\_\_\_

payn = \_\_\_\_\_

joi = \_\_\_\_\_

rau = \_\_\_\_\_

spoyl = \_\_\_\_\_

faun = \_\_\_\_\_

choo = \_\_\_\_\_

Add ing to these long vowel words which end in silent e.

1. race. = \_\_\_\_\_

2. pile = \_\_\_\_\_

3. stare = \_\_\_\_\_

### School Day 122

Fix the misspelled words.

Name \_\_\_\_\_

truk = \_\_\_\_\_

fayl = \_\_\_\_\_

mi = \_\_\_\_\_

voyd = \_\_\_\_\_

sau = \_\_\_\_\_

voyce = \_\_\_\_\_

frawd = \_\_\_\_\_

enjo = \_\_\_\_\_

Add ing to these long vowel words which end in silent e.

1. cope = \_\_\_\_\_

2. gripe = \_\_\_\_\_

3. choke = \_\_\_\_\_

Cut these lists into four strips. Students are to use their spelling rules to fix the misspelled words.

### School Day 124

Fix the misspelled words.

Name \_\_\_\_\_

loc = \_\_\_\_\_

shi = \_\_\_\_\_

bayt = \_\_\_\_\_

jumpir = \_\_\_\_\_

sprai = \_\_\_\_\_

vou = \_\_\_\_\_

owr = \_\_\_\_\_

droo = \_\_\_\_\_

Add d to these long vowel words which end in silent e.

1. space = \_\_\_\_\_

2. file = \_\_\_\_\_

3. drape = \_\_\_\_\_

### School Day 126

Fix the misspelled words.

Name \_\_\_\_\_

wik = \_\_\_\_\_

whi = \_\_\_\_\_

payn = \_\_\_\_\_

runnir = \_\_\_\_\_

clai = \_\_\_\_\_

boyl = \_\_\_\_\_

howse = \_\_\_\_\_

broo = \_\_\_\_\_

Add d to these long vowel words which end in silent e.

1. ice = \_\_\_\_\_

2. face = \_\_\_\_\_

3. wade = \_\_\_\_\_

### School Day 128

Fix the misspelled words.

Name \_\_\_\_\_

blac = \_\_\_\_\_

tri = \_\_\_\_\_

gayn = \_\_\_\_\_

fuzzee = \_\_\_\_\_

sinnur = \_\_\_\_\_

coyl = \_\_\_\_\_

floo = \_\_\_\_\_

choo = \_\_\_\_\_

Add d to these long vowel words which end in silent e.

1. gaze = \_\_\_\_\_

2. file = \_\_\_\_\_

3. glare = \_\_\_\_\_

### School Day 130

Fix the misspelled words.

Name \_\_\_\_\_

flik = \_\_\_\_\_

tayl = \_\_\_\_\_

fli = \_\_\_\_\_

hayl = \_\_\_\_\_

killur = \_\_\_\_\_

joi = \_\_\_\_\_

throo = \_\_\_\_\_

coyn = \_\_\_\_\_

Add d to these long vowel words which end in silent e.

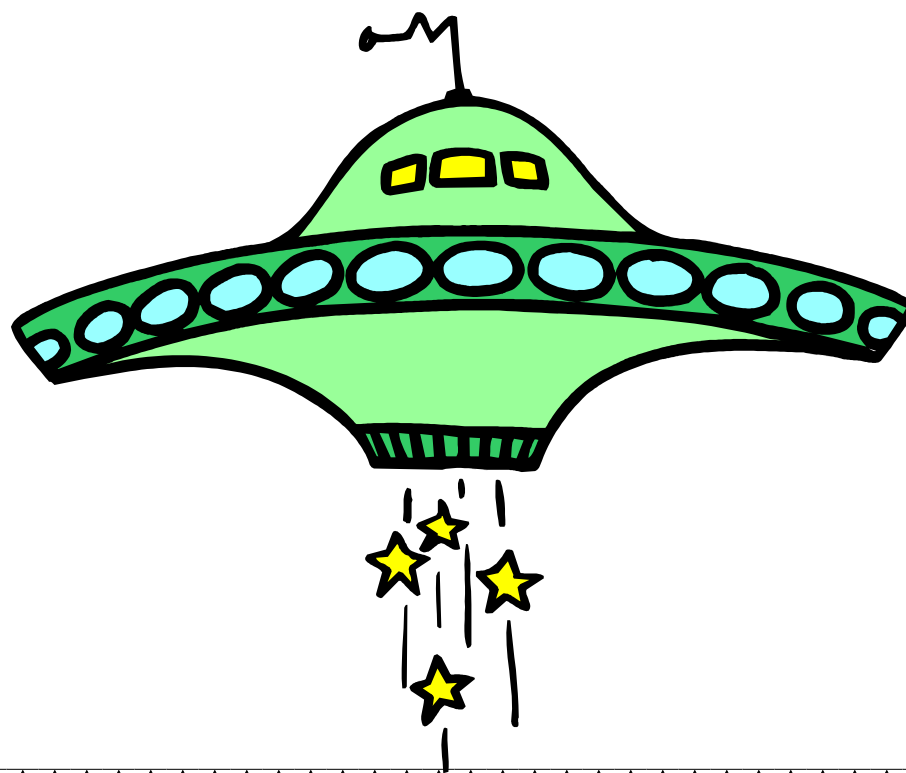
1. cope = \_\_\_\_\_

2. gripe = \_\_\_\_\_

3. choke = \_\_\_\_\_

# Creative Writing

The creative writing portion of this book has six sections. These sections are: sentence books, sequence stories, proper sentences in a sentence book, paragraphs, grammar, punctuation, and capitalization. As you look at the long range plans on the calendars please keep in mind that six sections of activities are referred to. In this program children do not write every day. The activities begin with writing sentences based on simple themes. See pages 296 to 301 for an explanation. They move on to include sequence stories (pp. 302 - 353). After Christmas proper sentences utilizing noun, verb, capital, and period are taught in a sentence book. Grammar exercises are taught simultaneously to reinforce the parts of a sentence. See pages 354 to 364 for proper sentences and pages 365 to 396 for the grammar exercises. Punctuation and capitalization skills are taught in the proper sentence exercises. They are reinforced with punctuation review activities on pages 405 to 419 and capitalization review activities on pages 420 to 432. Paragraphs are found on pages 397 to 404.



# CREATIVE WRITING LONG RANGE PLANS

Day 5 Sentence story See “Beginning Writers” section. Theme: Colours	Day 10 Sentence Story Theme: My Friends	Day 15 Sentence story Theme: Pets	Day 20 Sentence story Theme: Work & Play	Day 25 Sentence Story Theme: Food	Day 30 Sentence Story Theme: Shapes	Day 35 Sentence Story Theme: When I grow up...
Day 40 Sentence Story Theme: Hobbies	Day 45 Sequence story See section on Sequence stories	Day 50 Sequence story	Day 55 Sequence story	Day 60 Sequence story	Day 65 Sequence story	Day 70 Sequence story
Day 73 Write one sentence in sentence book and illustrate it. Complete one “Parts of a Sentence” sheet.	Day 74 Write one sentence in sentence book and illustrate it. Complete one “Parts of a Sentence” sheet.	Day 75 Sequence story	Day 76 Write one sentence in sentence book and illustrate it. Complete one “Parts of a Sentence” sheet.	Day 77 Write one sentence in sentence book and illustrate it. Complete one “Parts of a Sentence” sheet.	Day 78 Write one sentence in sentence book and illustrate it. Complete one “Parts of a Sentence” sheet.	Day 79 Write one sentence in sentence book and illustrate it. Complete one “Parts of a Sentence” sheet.
Day 80 Sequence story	Day 81 Write one sentence in sentence book and illustrate it. Complete one “Parts of a Sentence” sheet.	Day 82 Write one sentence in sentence book and illustrate it. Complete one “Parts of a Sentence” sheet.	Day 83 Write one sentence in sentence book and illustrate it. Complete one “Parts of a Sentence” sheet.	Day 84 Write one sentence in sentence book and illustrate it. Complete one “Parts of a Sentence” sheet.	Day 85 Sequence story	Day 86 Write one sentence in sentence book and illustrate it. Complete one “Parts of a Sentence” sheet
Day 87 Write one sentence in sentence book and illustrate it. Complete one “Parts of a Sentence” sheet	Day 88 Write one sentence in sentence book and illustrate it. Complete one “Parts of a Sentence” sheet	Day 89 Write one sentence in sentence book and illustrate it. Complete one “Parts of a Sentence” sheet	Day 90 Sequence Story	Day 91 Write one sentence in sentence book and illustrate it. Complete one “Parts of a Sentence” sheet	Day 92 Write one sentence in sentence book and illustrate it. Complete one “Parts of a Sentence” sheet	Day 93 Write one sentence in sentence book and illustrate it. Complete one “Parts of a Sentence” sheet

# CREATIVE WRITING LONG RANGE PLANS

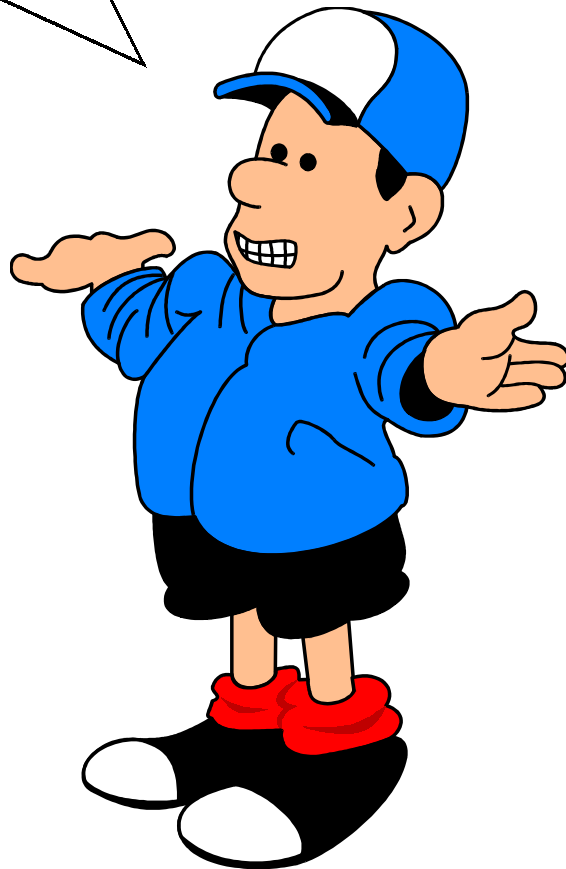
Day 94 Write one sentence in sentence book and illustrate it. Complete one "Parts of a Sentence" sheet	Day 95 Sequence story Emphasize using periods.	Day 96 Write one sentence in sentence book and illustrate it. Complete one "Parts of a Sentence" sheet	Day 97 Write one sentence in sentence book and illustrate it. Complete one "Parts of a Sentence" sheet	Day 98 Write one sentence in sentence book and illustrate it. Complete one "Parts of a Sentence" sheet	Day 99 Write one sentence in sentence book and illustrate it. Complete one "Parts of a Sentence" sheet	Day 100 Sequence story Emphasize using periods.
Day 101 Teach sentences which tell you something end in a period. Write a telling sentence	Day 102 Review periods. Teach sentences which ask you something end in a question mark. Write a question.	Day 103 Teach sentences which use strong emotion end in an exclamation mark. Write a scary sentence.	Day 104 Review . ? ! Write a sentence which tells you something.	Day 105 Sequence story Emphasize using periods.	Day 106 Review . ? ! Write a sentence which asks a question.	Day 107 Review . ? ! Write a sentence which requires an exclamation mark.
Day 108 Teach periods come after initials and titles of people. Dr. Mrs. Mr. Write a sentence using initials & a title.	Day 109 Teach . come after abbreviated days and months of the year. Write out days and months abbreviated.	Day 110 Sequence story Emphasize using periods.	Day 111 Teach that commas come between the date and the year. Write a sentence which uses a date.	Day 112 Teach , 's in a letter. Headings, greetings, and closing. Have students write a letter.	Day 113 Teach , 's separate items in a list. The dog was brown, big, and furry. Write a sentence with a list	Day 114 Review comma's responsibilities and write a letter to grandma using , 's in these different ways.
Day 115 Sequence story Emphasize using periods.	Day 116 Complete Punctuation Review #1. Teach that a sentence always starts with a capital letter. Write one sentence.	Day 117 Oral review of punctuation. Teach first & last names of people begin with capitals. Write 3 names in a sentence.	Day 118 Oral review of punctuation. Teach streets, cities, and provinces begin with capitals. Write a sentence using these.	Day 119 Complete Punctuation Review #2. Teach that names of places begin with capitals. Write about a store in a sentence.	Day 120 Sequence story Emphasize using capitals and periods.	Day 121 Oral review of punctuation. Teach that days of the week and months begin with capitals. Write about your birthday.
Day 122 Oral review of punctuation rules. Teach holidays begin with capitals. Write a sentence about your favorite holiday.	Day 123 Complete Punctuation Review #3. Teach that the date, greeting, closing begin with capitals in a letter. Write one.	Day 124 Review punctuation and capitalization rules. Write one paragraph. See section on paragraphs.	Day 125 Sequence story Emphasize using capitals and periods.	Day 126 Complete Punctuation Review #4. Review capitalization rules orally.	Day 127 Review Punctuation Rules orally. Complete Capitalization Review #1.	Day 128 Review punctuation and capitalization rules. Write one paragraph. See section on paragraphs.

# CREATIVE WRITING LONG RANGE PLANS

Day 129 Review punctuation rules. Complete Capitalization Review # 2.	Day 130 Sequence story Emphasize capitals and periods.	Day 131 Review punctuation and capitalization rules orally.	Day 132 Review punctuation rules orally and complete Capitalization Review #3.	Day 133 Review punctuation and capitalization rules orally. Write one paragraph.	Day 134 Complete Punctuation Review #5 and review capitalization rules orally.	Day 135 Sequence story Emphasize capitals and periods.
Day 136 Review punctuation rules orally and complete Capitalization Review #4.	Day 137 Complete Punctuation Review #6 and review capitalization rules.	Day 138 Review punctuation rules orally and complete Capitalization Review #5.	Day 139 Review punctuation rules orally and complete Capitalization Review # 6.	Day 140 Sequence story Emphasize capitals and periods.		

# Beginning Writers

I don't know how to write!  
I don't know what to write!  
Got any ideas?



## An Introduction to Writing with Grade Ones

Young readers and writers have a tremendous number of concepts to learn. Reading and writing should be taught simultaneously so that beginning readers learn to write and apply their understanding of story and the alphabet.

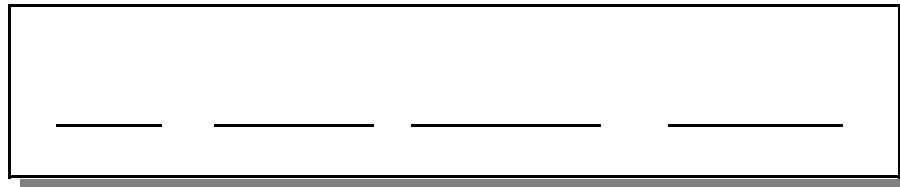
I have students begin writing ideas (informal sentences) at the end of the first week in school. Through their reading lessons students have been taught five colors, five letters sounds and five sight words by the end of these five days. The first writing lesson is quite structured so that all students experience some degree of success. Students will write and illustrate a story about colors which contains two sentences. Each student is given a small, blank two page creative writing booklet, a pencil and a dictionary. The dictionary is half a page of words (see the sample below). On it students find the five colors they know, and the five sight words they have learned. I have students underline each color word with the corresponding

green	see
red	I
brown	can
black	the

color and draw a rebus picture beside each sight word to help them recall what they say. Students are to use these words as well as those they can phonetically sound out to write their own sentences. The reason that I do not allow students to spell their sight words phonetically is because they will memorize them incorrectly. By using this method students practice their reading skills by distinguishing what each word in the dictionary says. They subconsciously learn that spelling is important, and they begin the process of memorizing their sight words *correctly*.

The lesson begins with the teacher modelling her book for the class. Modelling is a wonderful teaching tool, because it alleviates student fears and corrects misconceptions about the writing process. In the beginning the class will brainstorm a simple sentence using the words from the dictionary. The class might decide to write “I can see red”.

Next the teacher asks students to use their fingers and count how many words the sentence is. Together they discover that the sentence has four words. The teacher then draws four blank lines on her paper where she will eventually copy one word on each blank. She leaves a finger space between each blank and models how to do this. She tells students that one word will be written on each line starting from the left side of the page. (If you hold up your left hand and stick out your thumb you can make an L shape with your left forefinger and left thumb. This is how I teach students left and right so that they learn to read and write properly.) When students write their own sentences they will count how many words are in the sentence and draw a corresponding number of blank lines on their page.



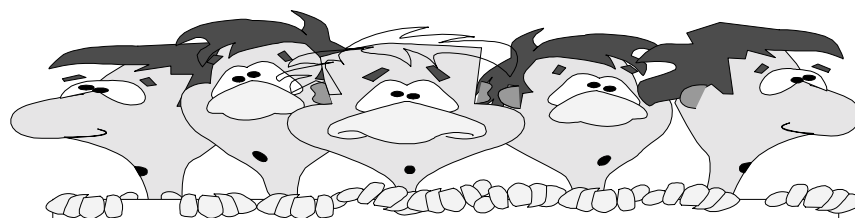
Then the teacher shows students how she looks up each word in the dictionary and copies one word on each line. This process helps students recall how many words were in their sentence and teaches them to leave spaces between words. Commonly one or more students will want to know what red thing the sentence is talking about. If this is the case show students how they may draw a fifth line and add a new word. Such as “I can see red trucks.” Have students sound out the new word



to the best of their ability and write it on a fifth line. If students are not interested in writing a fifth word they could draw a picture after the word red to illustrate what they see. In this case they would write “I can see red” and then draw some red trucks.

The lesson is over when the children are tired. After this modelling it may be time to move on to something else and come back to the actual writing the next day. If the teacher decides to continue the lesson the following day she should quickly review the process before having students begin their own work. In these initial stages of writing encourage every child's product and help them in any way possible. The sooner they experience success, the more likely they will be to develop a positive attitude towards writing. While students are working stop the class and read some of their sentences aloud as well as draw attention to illustrations, good printing and especially creative ideas. Do not worry about children who mix upper and lower case letters or forget to put spaces between words. This is their first writing experience and it is critical that it be as positive as possible. Again if children are tired after they have written their first page wait until the next day to write the second sentence in their story about colors. Be sure to allow children time to share their stories with the class and display them in a prominent place. Doing these two things demonstrates to the class that writing is a very important and pleasurable activity worth taking time to do.

This type of simple story writing with two sentences continues weekly for the first five weeks of school. Some of the themes for writing I have used include: I can play...., I like to work at....., I like to..... We also write class books where each student writes a single page and illustrates it and then we bind the pages together to make a single book. An example would be a take-off from the book Brown Bear, Brown Bear. Our book might read "Teacher, teacher who do you see? I see (student's name) looking at me." Each page would have a different student on it.



**Do you really think we can write?  
I don't know. What do you think?  
I think writing is impossible!  
The teacher makes it look easy.  
Let's try it!**

## Class Sentence Books

### Beginning Readers and Writers

Instructions: The teacher assigns the theme and each child writes a single sentence on one page about the theme. The pages are compiled to form a class book.

### Examples:

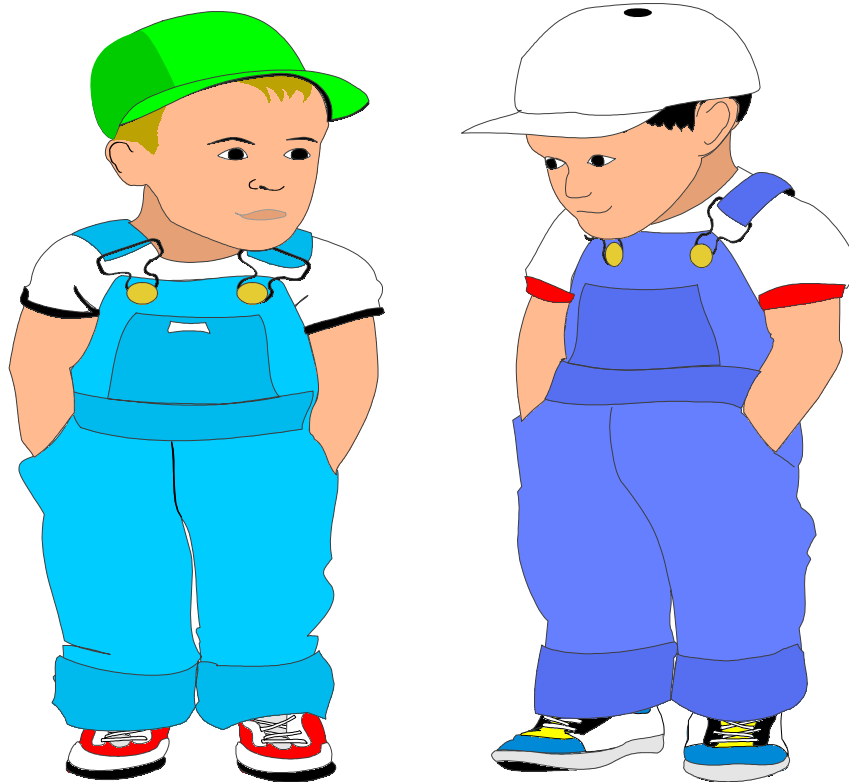
1. When I grow up I want to be . . . . .
2. I like \_\_\_\_\_(color) best because . . . . .
3. My name is . . . . .
4. On my birthday I like to. . . . .
5. My best friend is . . . . .

### Sample page from a class sentence book



My best friend is Mark.  
We like to blow bubbles.

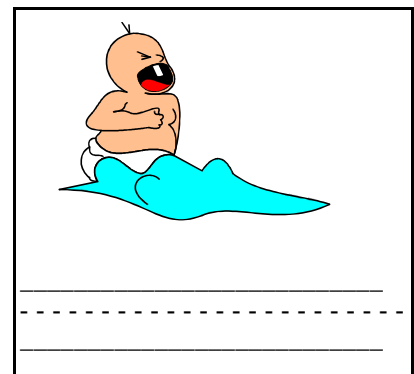
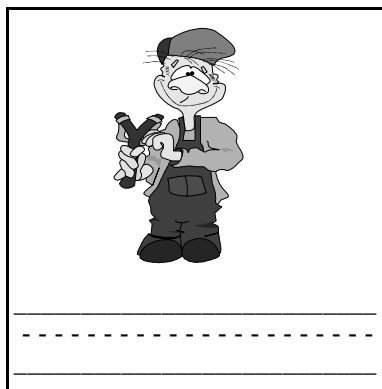
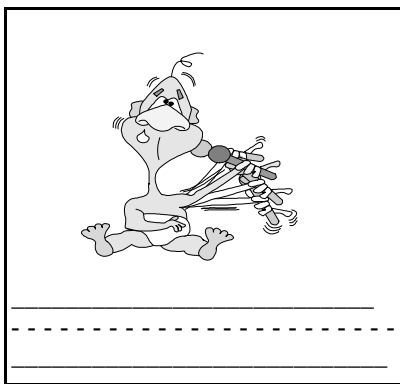
# Our Best Friends



by Grade One

[illegible]

After the first five weeks of school have passed the students have a vocabulary of thirty-three sight words, thirty-three phonic letter(s) sounds, and nine color words. They have also learned to sound out new words using the thirty-three phonic sounds. At this point the students are ready to begin real story writing. When working with my first class of grade ones I found story writing to be a challenge, because few students brought with them enough understanding of story to expand their ideas or write them in a logical sequence of events. In attempting to find a way of teaching them story sequence I stumbled upon the idea of taking a series of three to four pictures which depict a single story and having students write a story to accompany them. Below is an example.




Initially I did not like the idea of using pictures to write from, because I felt that it would reduce creativity and impose too much structure. Much to my surprise I discovered that the students loved it! All of them found they had something to say and were able to bring prior knowledge and their own experiences into the picture stories. The variety of stories coming from identical pictures amazed me. On the odd occasion two or three students would find a particular set of pictures unappealing. In these cases I always permitted students to go with their own ideas or to remove one picture in the series and change it to fit their thoughts. Having students begin with a common set of illustrations allowed me to build their writing vocabulary by adding descriptive words to their dictionary which suited the story of the week. I found illustrations from reproducible books written to teach sequencing. (Two books I found helpful illustrations in were Fairytale Sequencing and Picture Sequencing from the Frank Schaffer book series. Once you begin to look for sequence stories you will find lots of reproducible story books you were using for your beginning readers have illustrations that can also be used for story writing.)

- © by J. Moore 1996

The dictionary for the sequence story shown previously would include all the sight words taught to date, as well as specific words useful for that particular story. See the example below. The top portion is the dictionary of sight words and the bottom part is the dictionary of words specifically needed for this story. In grades two and three the dictionary would be made up of the Dolch sight words supplemented with vocabulary appropriate to the sequence story being taught.

A - a at as are	L - like
B - but be	M - me
C - can	N - no
D -	O - on one of
E -	P - play
F - for	Q & R -
G -	S - see
H - have he	T & U - that this the
I - in it is	they
J -	V & W - work with will
K -	X & Y & Z - you your

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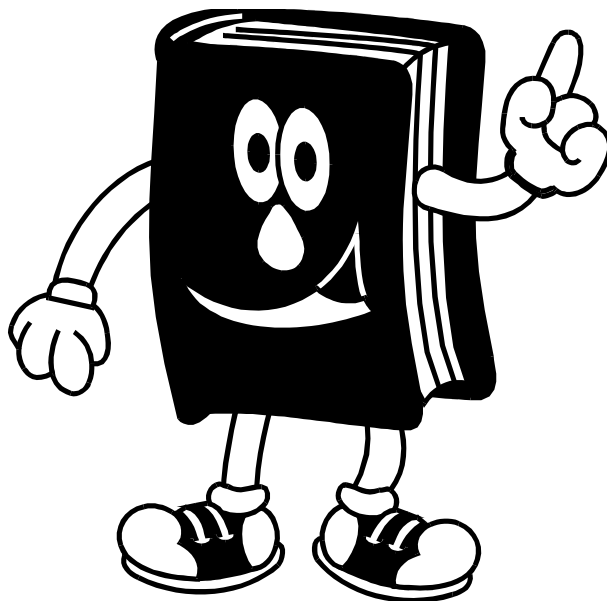
baby		rattle	boy
		slingshot	crying
		took	

**bad** = bratty naughty nasty mean

At any point students may come and ask for words to add to their dictionary. They are free to sound out new words for their story, however they are expected to spell their sight words correctly using their dictionary. Using the dictionary practices their reading skill and teaches them to correctly learn their sight words. They also learn to use sight words in context as they write. Later on I will expect them to punctuate and capitalize their sequence stories. These stories will be the application activity for practicing skills in context. Students will do lots of other types of writing in grade one, but in my class they will complete one sequence story per week from the middle of October until the end of June. What they learn about story structure (character, action, consequence), organizing ideas (beginning, middle, end), spelling, and punctuating through this particular activity is invaluable.

# Creative Writing Dictionaries

Photocopy these dictionaries, mount on construction paper and laminate them for use from year to year. The vocabulary coincides exactly with the sight words taught daily in reading. To help students become familiar with using the dictionary play the dictionary game with them. Give them a dictionary and a piece of paper numbered one to twenty. For each number call out a word from the dictionary. Students must find the word on their dictionary and copy it beside the number. Playing this game once a week familiarizes students with the dictionary so that they can use it quickly during story writing activities.



## September

A - a at as are	L - like
B - but be	M - me
C - can	N - no
D -	O - on one of
E -	P - play
F - for	Q & R -
G -	S - see
H - have he	T & U - that this the
they	
I & J - I in it is	V & W - work with will
K -	X & Y & Z - you your

## September

A - a at as are	L - like
B - but be	M - me
C - can	N - no
D -	O - on one of
E -	P - play
F - for	Q & R -
G -	S - see
H - have he	T & U - that this the
they	
I & J - I in it is	V & W - work with will
K -	X & Y & Z - you your

## October/November

A - a at as are about all any

B - but be been by boy build

C - can could come

D - do did

E - ever

F - for from

G - good go get girl

H - have he had her him has how

I - I in it is

J - jump

K - know

L - like look little

M - me my

N - no not

O - on one of out

P - play

Q - quit

R - run

S - see some so should says

T - that this the they there then

U - up us

V - very

W - work with will would was went when

X -

Y - you your yes

Z - zip

## December/January

A - a at as are about all any away after  
again also always

B - but be been by boy build both because

C - can could come cry

D - do day does done did

E - even every eat each ever

F - for from father fancy friend

G - good go get girl

H - have he had her him has how heart his here  
hear

I & J - I in it is idea jump just

K - know knew keep kept kind

L - like look little laugh long live

M - me my mother

N - no nice new not

O - on one of out our old only over

P - pick play people pudgy pull push

Q - quick quiet quit quite - ready

R/S - ready see some so should says sure says suddenly  
said says show send such something sometimes soon sit  
sat

T - that this the they then there their try  
tough talk together

U/V - under up us usual usually upon very

W - work with will would was what who when  
where why walk wanted went were

X & Y & Z - you your zip zoom zoo

## February/March/April

A - a at as are about also all any away after able  
again action although always anywhere around

B - but be been by boy build both because  
beautiful busy

C - can could come called children cough cold  
catch cute cry couldn't

D - do day does didn't down daughter don't

E - each even every eat enough ever excited

F - for from father fancy fall friend few find full

G - gave good go get girl give guess gone grow

H - have he had her him has how heart hold here  
heard help hear

I & J - I in it is idea I'm I've I'll jump just

K - know knew keep kept kind

L - like look little laugh long live

M - me my mother many more move must most

N - no nice not never

O - okay on or one of out our old out open over

P - pick play people put pretty pull push please

Q & R - quit quite quiet quick ready rough

S - see some so should says sure says saw since send  
sign school sang secret suddenly since simple such  
something sometimes somewhere shouldn't soon

T - that this the they there then their through together  
tough talk thanks though telephone today try

U & V - under up us usual usually upon very

W - work with will we would was what who were when  
where why walk wanted walk won't write wouldn't

X Y & Z - yes you your yell zip zoom zoo zap

### Sound Effects for Creative Writing

bang	bump	bop	bark	blip	blink	boom
blast	blurt	burp	blurp	buzz		
chomp	clump	clunk	clip	clop	clunk	crunch
cluck	crash	clink	clank	click	clack	crack
clap	clomp	click				
drip	drop					
flip	flop					
glug						
kerplunk	kersplash					
plink	plunk	pop	peck	peep	pick	pow
spurt	splash	snap	snip	swish	smash	snap
snip	split	splish	stump	swat	smack	screech
stomp						
tweet	thud	thump				
wag	whack	whir	whiz	whoosh		
zip	zoom	zing	zig	zag		



**Swish, swish! Sweat began to roll down Sam's face as he slapped his brush back and forth against the fence.**

### Commonly Used Verbs

**Answered** - acknowledged, replied, responded, retorted

**Asked** - quizzed, questioned, inquired, demanded, queried, requested

**Got** - obtained, secured, regained, salvaged, gleaned, gathered, accumulated, won, earned, procured, found, gained

**Fell** - tumbled, collapsed, dropped, descended, toppled, plunged

**Flew** - soared, hovered, cruised, sailed, glided, coasted, skimmed, winged, flitted, wafted

**Help** - aid, assist, back, abet, support

**Hide** - veil, cover, mask, conceal, cloak, camouflage, screen, shroud

**Look** - gaze, glance, see, seek, peek, peep, peer, glimpse, stare, ogle, eye, gawk, view, survey, study, seek, discover, notice, contemplate,

**Love** - appreciate, treasure, cherish, esteem, adore, like

**Make** - invent, construct, design, fabricate, manufacture, produce, build, create, accomplish, form, obtain

**Move** - loped, plod, lunge, swagger, creep, poke, crawl, inch, shuffle, trot, dawdle, walk, mosey, bound, trip, sprint, run, lag, trail, lumber, stump, trudge, plug, jog, hurry, chase, race, scramble, scuttle, scoot, skedaddle, scurry, scamper, ride, stagger, spin, amble, slip, hobble, glide, saunter, slide, sail, slither, coast, flow, paddle, pace, slouch, wobble, prance, straggle, meander, high-tail, fling, bolt, dart, dash, streak, stride, tear, breeze, whisk, rush, drag, run, flee, escape, rush,

**Planned** - plotted, schemed, contrived, devised, proceeded, arranged, designed, mapped

**Said** - told, informed, disputed, denied, assured, contended, notified, advised, disclosed, revealed, explained, related, advised, vowed, announced, protested, jabbered, stammered, stuttered, drawled, lisped, grunted, snorted, hissed, roared, snarled, bellowed, yelled, thundered, sung, boomed, yelled, screamed, shrieked, screeched, squawked, exclaimed, whined, whispered, sighed, mumbled, muttered, stated, asserted, conveyed, delivered, imparted, voiced, articulated, pronounced, taught, instructed, commanded, ordered

**Wreck** - break, fracture, shatter, smash, crash, demolish, rupture

# **Dolch Sight Words** (Advanced Dictionary)

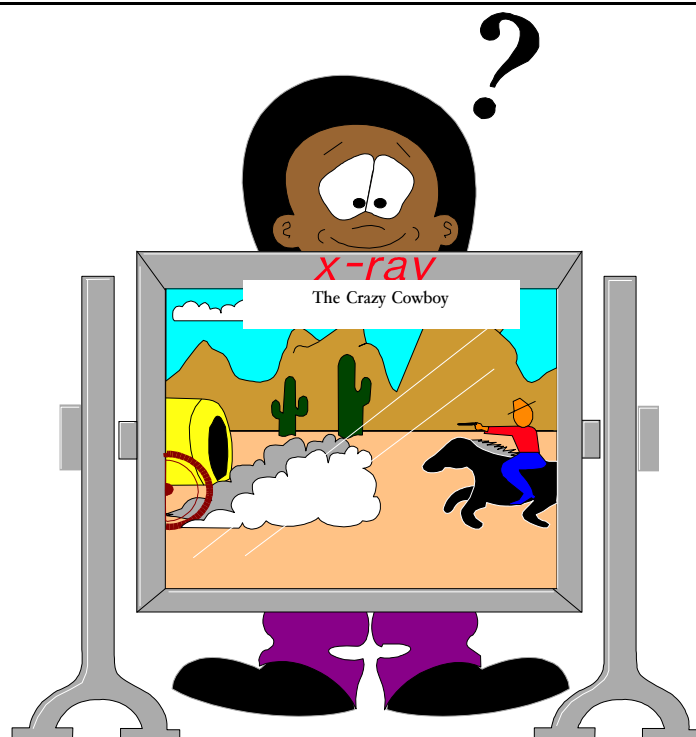
a	as	again	about	any
all	away	ate	after	better
am	be	black	always	both
an	back	but	around	bring
and	brown	cold	ask	carry
are	by	cut	because	clean
at	came	fast	been	could
big	did	first	before	done
blue	eat	five	best	don't
call	fall	fly	buy	draw
can	find	four	does	drink
come	for	give	four	eight
do	get	goes	found	every
down	going	full	hurt	enough
funny	have	got	gave	know
go	her	green	grow	light
good	him	had	hold	herself
he	his	has	how	never
help	if	hot	just	own
here	into	its	keep	pick
I	laugh	long	kind	right
in	let	made	much	seven
is	live	many	must	shall
it	may	new	now	show
jump	my	not	off	their
like	no	of	once	them
little	old	open	only	then
look	on	there	please	round
make	one	or	sleep	these
me	put	our	small	think
out	saw	pull	take	those
play	said	read	tell	together
pretty	she	saw	thank	use
ran	sit	say	that	very
red	some	sing	they	want
ride	stop	six	this	warm
run	three	soon	too	wash
see	today	ten	try	went
so	two	upon	under	what
the	was	us	walk	when
to	will	who	well	where
up	work	why	were	which
we	yes	wish	white	would
you	yellow	your	with	write

1

Edward W. Dolch, "Basic Sight Vocabulary." *Elementary School Journal*. 36, March 1936, pp.456-460. Published by The University of Chicago Press, Copyright 1936 by The University of Chicago. All rights reserved.

# Sequence Stories

Photocopy each story, cut in half and staple together to make a three page story. Lay stories out on students' desks. Send them to their desks and have them spend three minutes discussing with a friend what they think the story is about. Next bring students back to the carpet and have them explain the story to you. Now use the discussion questions and examples. Write the vocabulary needed for the story on the chalkboard. Have students use sight word dictionaries as they write. Place one sticky note on each desk for extra words. Circulate while students write, read their work, and answer their questions.

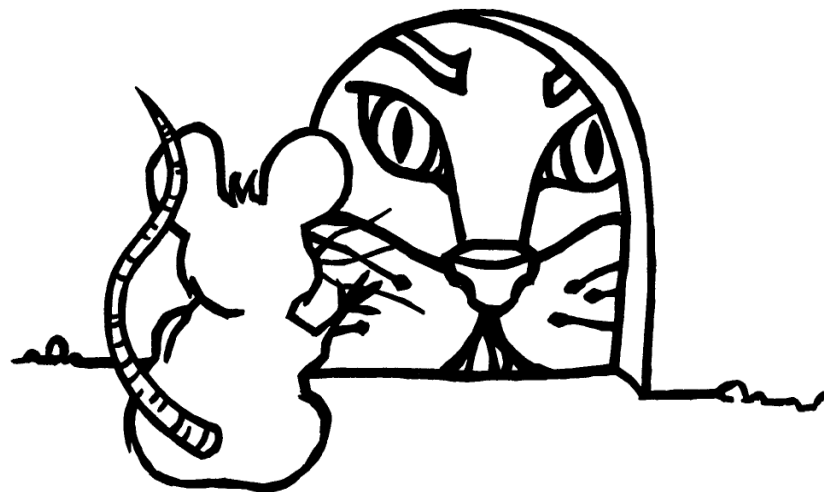
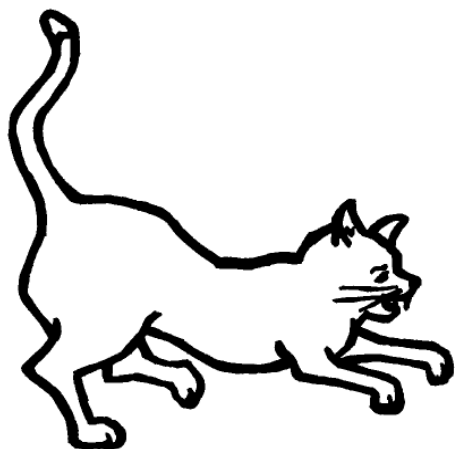


## **Writing Rules:**

1. All students remain in desks while writing.
2. Students need a sharp pencil and a proper eraser.
3. Students colour pictures if waiting for help.
4. If students aren't writing they should re-read their story.

Illustrated by Lisa Petruic

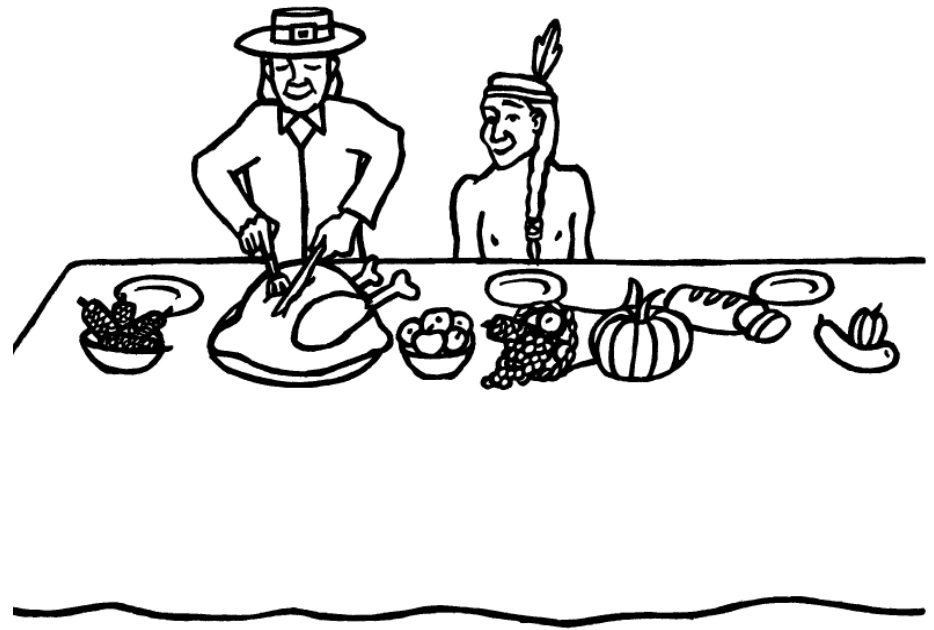




Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are five sets of these lines on the left side of the page.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are five sets of these lines on the right side of the page.

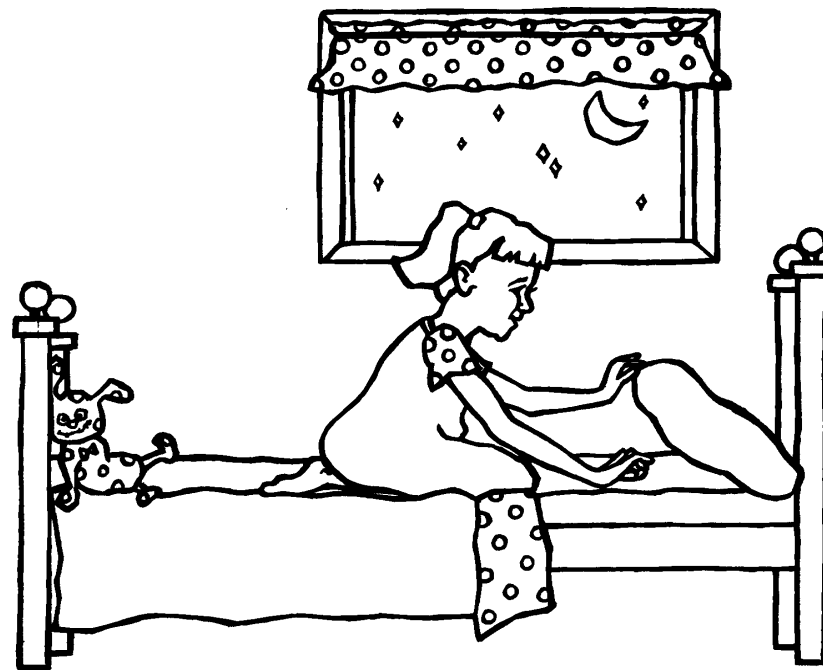




Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines for practice.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines for practice.





## The Unusual Egg

### Plot:

One morning a little girl wakes up early. She heads out the door for a walk down by the river. On her walk she discovers a most unusual egg. She takes it home and when it hatches out pops a dinosaur. The dinosaur is such a nuisance that her brother takes it to the zoo.

### Tips for Young Writers:

Use the following examples and questions to guide the pre-writing discussion with your beginning authors.

#### 1. Page one

##### **What is the little girl doing?**

Sara skipped down the path. Something white caught the corner of her eye. Moving off the path she pushed back the long strands of grass to take a better look. It was an enormous egg. She reached down to touch it. The egg felt warm.

##### **What did Sara do with the egg?**

Sara picked up the egg with both her arms and carried it home. Everyone was still sleeping. She took it upstairs and laid it down in her bed. Then she wrapped her blankets all around the egg to keep it warm.

#### 2. Page two

##### **What happened to the egg?**

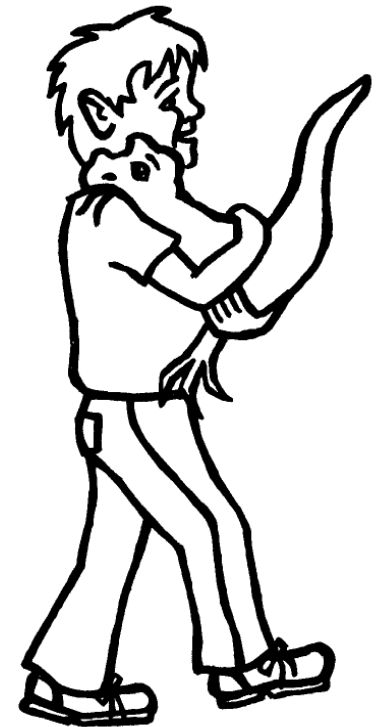
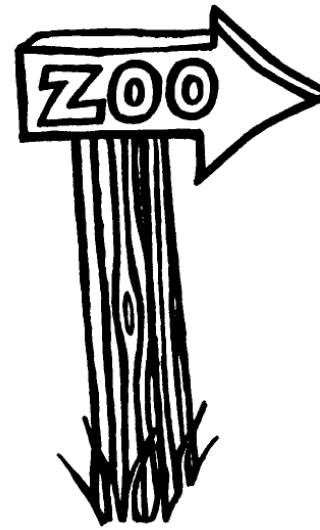
Several hours later the egg began to rock back and forth. Scritch, scratch, crackle, went the egg. Pop! The egg cracked opened and two little brown eyes peered up at Sara. Sara's chin dropped open and her eyes grew large. It was a baby dinosaur!

#### 3. Page three

##### **What trouble does the dinosaur cause that makes them take it to the zoo?**

After it hatched Sara could no longer keep the secret. Her mother made her keep the baby dinosaur outside in a dog house. But the baby dinosaur kept getting into trouble. First it ate her mother's flower garden, and then it tromped with muddy feet through the house. Mother made the kids take it to the zoo.



This image shows a blank sheet of handwriting practice paper. It features five identical sets of horizontal guidelines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment.This image shows a blank sheet of handwriting practice paper. It features five identical sets of horizontal guidelines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment.

### Life as a Cat

**Plot:** A little cat awakens to discover everyone has gone out. He goes into the kitchen to find something to eat.

#### Tips for Young Writers:

Use the following examples and questions to guide the pre-writing discussion with your beginning authors.

##### **1. Page one**

**What is the cat doing?**

The little cat opened one green eye and yawned. He stepped out of his basket and stretched out across the floor. What should he do next? His tummy rumbled.

##### **2. Page two**

**What does the cat do?**

The little cat headed for the kitchen. Looking around the room he noticed the milk up on the counter. In one fluid movement he sprung and landed on the counter top. His paws sprawled this way and that as he tried to gain his balance. One swipe of his paw and the milk carton fell over and milk began to pour onto the floor. The little cat jumped down and lapped up the milk. Slurp, slurp! It quenched his thirst.

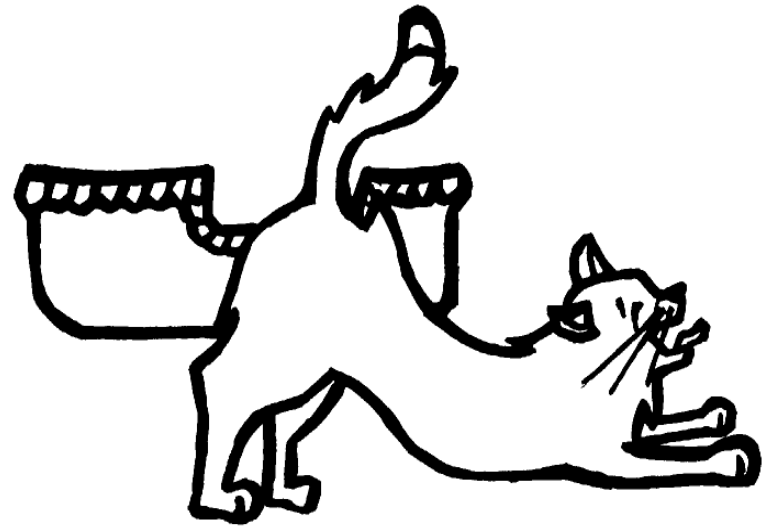
##### **3. Page three**

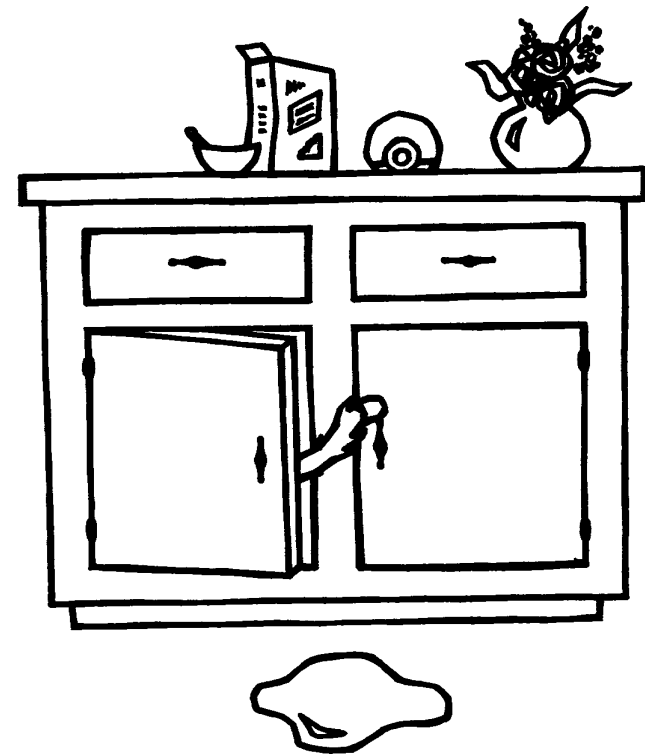
**What does the little cat do next?**

Having quenched his thirst the little cat turned his head this way and that searching for something to eat. He noticed one of the cupboard doors was slightly ajar. He stuck his paw in and gently nudged it open. Mmmm! The smell of cookies wafted out. The little cat entered the cupboard and was soon munching down some chocolate chip cookies. Crunch, crunch!

**How does the story end?**

Just then the little cat felt something grab his tail. He whirled around to see a little girl. She yanked him out of the cupboard and spanked his nose. "Naughty kitty!" she said.



[illegible][illegible]

## The Waiter

**Plot:** Albie alligator loves to eat so much that his mother suggests he get a job as a waiter. This turns out to be a disaster, because Albie is so clumsy. He soon learns that he is much better at cooking than waiting on tables.

### Tips for Young Writers:

Use the following examples and questions to guide the pre-writing discussion with your beginning authors.

#### 1. Page one

##### **What is Albie doing?**

Albie loved to eat. He liked to fill his mouth so full that his cheeks bulged out. He liked to eat so much that his stomach bulged out. His mother told him to get a job at a restaurant as a waiter. One day Albie did.

#### 2. Page two

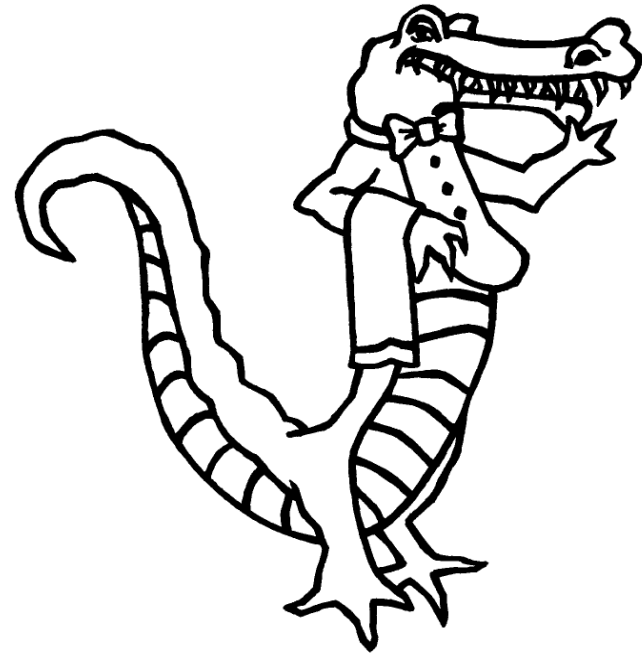
##### **What is Albie doing?**

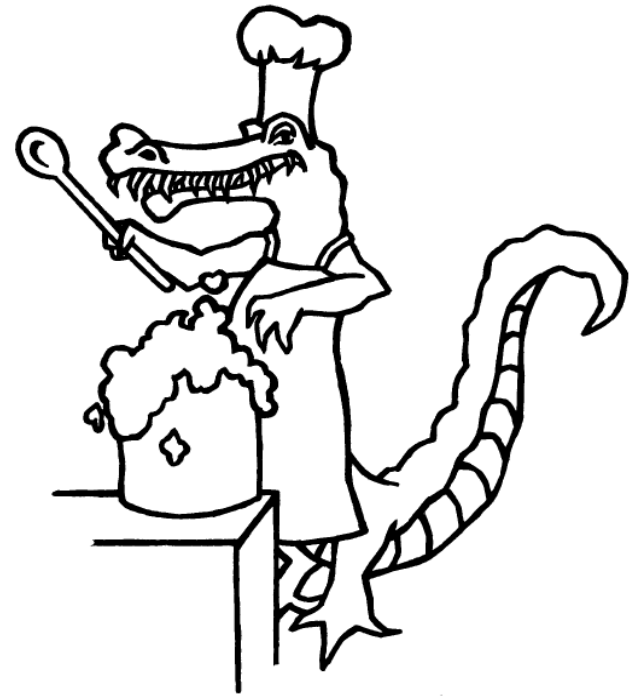
Albie liked being a waiter. He got to serve delicious food and eat it on his breaks. The only trouble was the customers didn't like Albie. Auntie Helga Hippo and Granny Hilda Hippo came for a nice relaxing lunch. What they got was Albie! First he spilled hot soup all over Auntie Helga which made her dance up and down and shake her fists. Then he dripped hot coffee on Granny Hilda's nose which made her shriek. Albie's boss told him to quit.

#### 3. Page three

##### **How does Albie solve his problem?**

Tears ran down Albie's cheeks. He didn't want to leave the restaurant. The next day Albie's boss called him up on the phone and asked if he would like to try being a cook instead. Albie did. It turns out he was the best cook the restaurant ever had.





## The Missing Dog

**Plot:** A little boy gets a letter in the mail telling him that his dog has been kidnapped. He goes searching for his dog and follows the pawprints to his neighbor's house. There he is given a surprise birthday party. He finds his missing dog when it jumps out of the cake.

### Tips for Young Writers:

Use the following examples and questions to guide the pre-writing discussion with your beginning authors.

#### 1. Page one

##### **What is the young boy doing?**

Ding! Dong! Robert answered the door, but there was no one there. He noticed there was a letter in the mailbox. He opened up the letter and began to read. Robert's eyes grew large. His dog had been kidnapped!

#### 2. Page two

##### **How did the boy search for his dog?**

Robert got out his magnifying glass and began searching for clues. Soon he described fresh pawprints in the dirt outside his home. He looked in the garbage; nothing there. He peeked in the back alley; nothing there. At last he went to ask his friend Ben to help him search.

#### 3. Page three

##### **How did the boy find his missing dog?**

Robert's friend opened the door. "Come on in, Robert, said Ben. What's the matter with you? You look sad." Robert explained that his dog was missing. Just then his mom and dad and five friends popped out from behind the living room furniture. Happy birthday to you! they sang. They led Robert into the dining room where there was a huge birthday cake. Just as Robert was about to say something the cake went "pop" and out burst his dog.

A smile broke over Robert's face and he began to chuckle. The mystery was solved at last.



[illegible][illegible]

## The Nativity

**Plot:** Mary and Joseph head to Bethlehem to be counted in the census. While they are there Mary gives birth to God's son Jesus. Angels come and tell shepherds about this good news.

### Tips for Young Writers:

Use the following examples and questions to guide the pre-writing discussion with your beginning authors.

#### 1. Page one

##### **What are Mary and Joseph doing?**

Clip, clop! Clip, clop! The donkey plodded along towards Bethlehem. Mary was tired, because she was going to have a baby soon. An angel had told her that this baby would be the son of God. Mary and Joseph were traveling to Bethlehem to be counted in the census. Finally lights flickered in the distance and soon Mary and Joseph rode through the little town gates. They stopped at several inns, but all were full. At last one inn keeper said they could stay in his stable.

#### 2. Page two

##### **What are the angels doing?**

Shepherds sat on a hillside under a dark sky tending their sheep when suddenly the sky exploded with a brilliant light. They fell to their knees and covered their eyes. An angel spoke and said, "Do not fear! For I bring you good news. Tonight in Bethlehem the savior Christ the Lord has been born and you will find him wrapped in swaddling clothes lying in a manger!" Then the sky was filled with angels singing glory to God. The shepherds left their sheep, jumped up, and ran to Bethlehem.

#### 3. Page three

##### **What are the shepherds doing?**

The shepherds found the stable and walked slowly towards the manger. "Waaaa!" a little voice cried. Peeking into the manger they saw a tiny baby wrapped tightly in strips of cloth. The shepherds were overcome with awe and knelt to worship baby Jesus.





## Winter Fun

**Plot:** Two children awake one morning to find the world covered in snow. They bound out the door to engage in winter fun which includes sledding and building a snow fort.

### Tips for Young Writers:

Use the following examples and questions to guide the pre-writing discussion with your beginning authors.

#### **1. Page one**

**What are the children doing?**

They peek out the window.

Hip, hop! Hip, hop, went Peter's feet.

Cindy stood on her tiptoes as she peered out.

Yippee!

**What do the children see as they gaze out the window?**

Puffy white flakes of snow floated to the ground.

Mounds of snow were piled up everywhere.

**What do the children do?**

They jumped into their snow clothes.

Plop! went Peter's feet as he jumped into his boots.

Zip, zip, zip! went Cindy's jacket.

#### **2. Page two**

**What are the children doing?**

Scrunch, scrunch went the snow under Peter's boots as he pulled the sled up the big hill.

Swoosh! Peter and Cindy zipped down the hill.

Whee! cried Cindy.

#### **3. Page three**

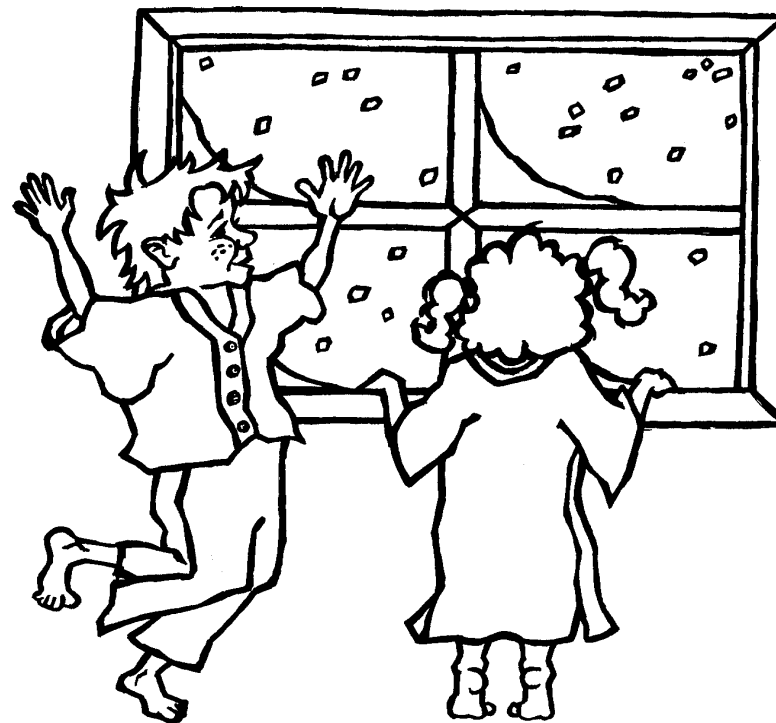
**What are the children doing?**

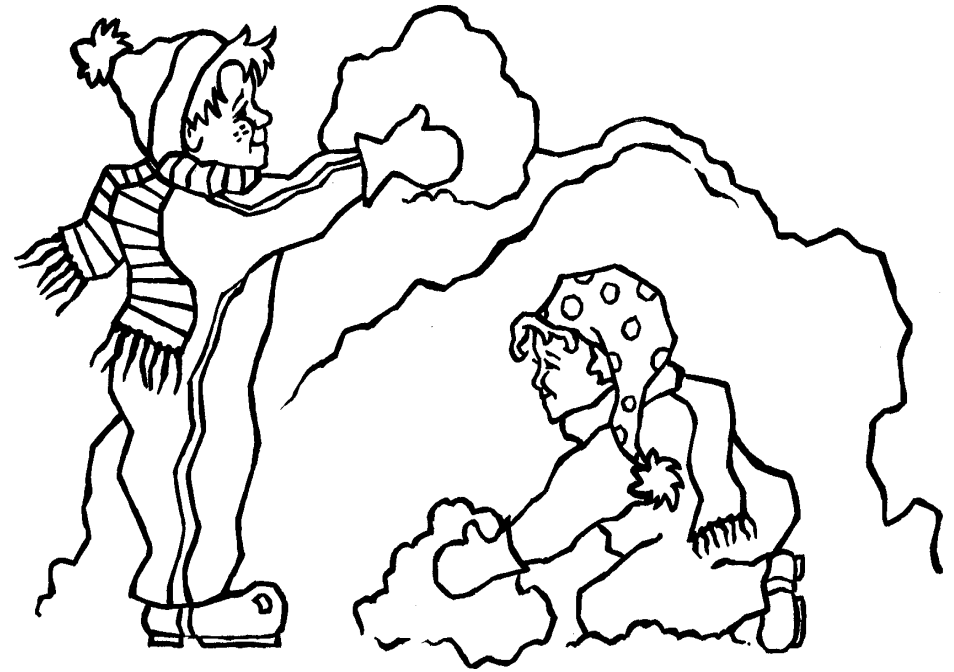
Peter packed the snow into crunchy balls and piled it higher and higher.

Snowballs whizzed through the air. Smack! Cindy's cheek stung.

**How does the story end?**

The children ran home. Their mom made hot chocolate which warmed them right down to the bottom of their toes.





Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines.

## The Haircut

**Plot:** A man goes into a barber for a haircut. The hairdresser makes a mistake and ends up shaving him bald.

### Tips for Young Writers:

Use the following examples and questions to guide the pre-writing discussion with your beginning authors.

#### 1. Page one

##### **Where is the man going?**

Click, clack went the man's shoes on the shiny floor of the barbershop. "I would like a trim," said the man to the hairdresser.

#### 2. Page two

##### **What is the hairdresser doing?**

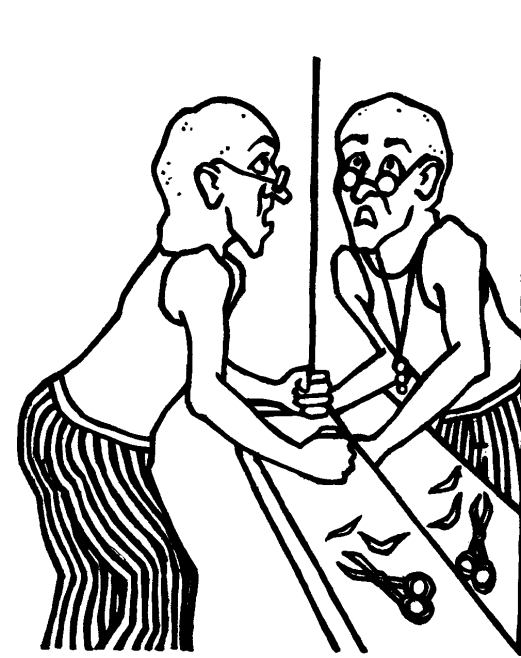
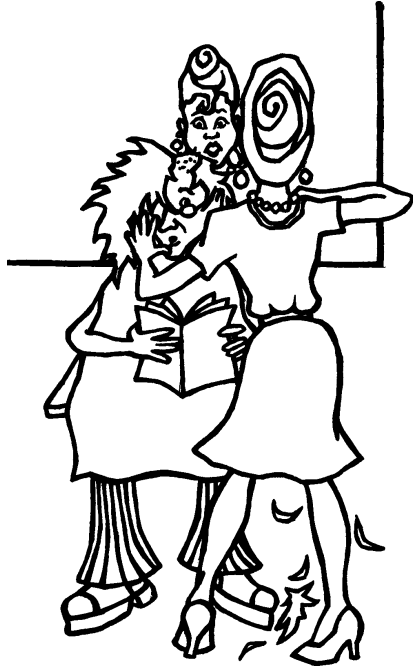
Snip, snip went the hairdresser's scissors. Long locks of hair fell to the floor. "Whoops!" whispered the hairdresser as she cut off too much hair in one patch. A spot in the man's scalp shone in the bright lights. She cut some more off the right side, and then the left, but it still didn't look even. Soon the floor was covered in hair. At last she finished.

#### 3. Page three

##### **What did the man do when he looked in the mirror?**

The veins popped out of the man's forehead and his eyes bulged out as he looked at himself in the mirror. "What did you do to me?" he thundered and pounded his fists on the counter. "My head is totally bald!"





Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines.

## Monsters!

**Plot:** A young boy hears noises and begins to think there is a monster in his room. Finally he yells for his mother. She comes to look and discovers his cat is in the bed.

### Tips for Young Writers:

Use the following examples and questions to guide the pre-writing discussion with your beginning authors.

#### 1. Page one

**What is the young boy doing?**

Peter froze. The hair crawled on the back of his neck. Hiss, hiss! What was making that noise. Something prickly brushed his leg.

#### 2. Page two

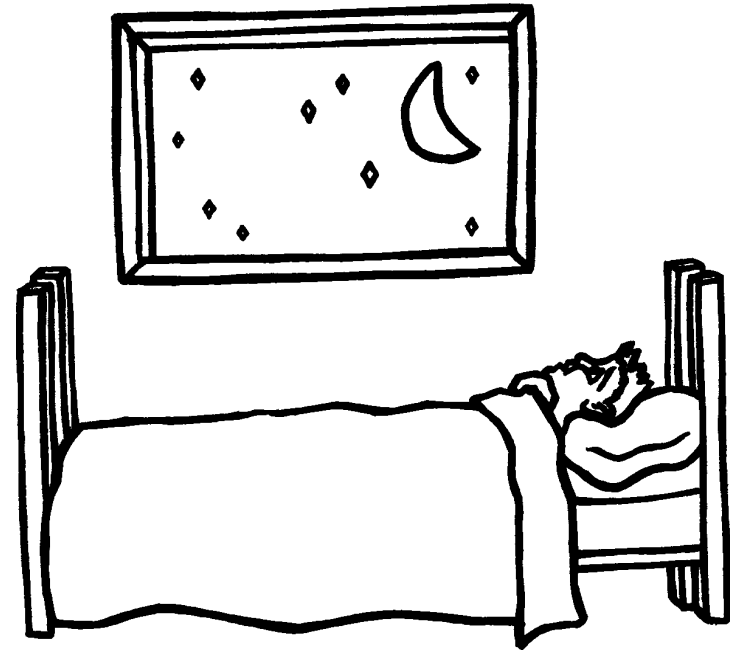
**What does the boy do next?**

“Aaaah! Mooottthhhheerr!” he shouted. There was a pounding in the hallway and his door flew open. The light switched on and mother rushed to the foot of the bed. “What’s the matter?” she demanded. “There’s a monster in my bed,” quivered Peter.

#### 3. Page three

**What does mother do?**

Mother pulled back the sheets to take a look. There curled up at the foot of the bed was Peter’s pet kitty Tiger. Peter grinned sheepishly and his shoulders slouched in relief.





Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines.

## Hunting

**Plot:** A boy takes his bow and arrows and dog to go hunting. He hears noises out in the forest and begins to run through the tall grass. At long last he reaches a cave. When he encounters the bear he hightails it for home.

### Tips for Young Writers:

Use the following examples and questions to guide the pre-writing discussion with your beginning authors.

#### 1. Page one

##### **What is the boy doing?**

The sun was just peeking over the horizon as Sam headed out the door with his dog Patches to go hunting. He slung his arrows over his shoulder and clutched the bow tightly. "Today is definitely the day for catching a bear!" he whispered to Patches.

#### 2. Page two

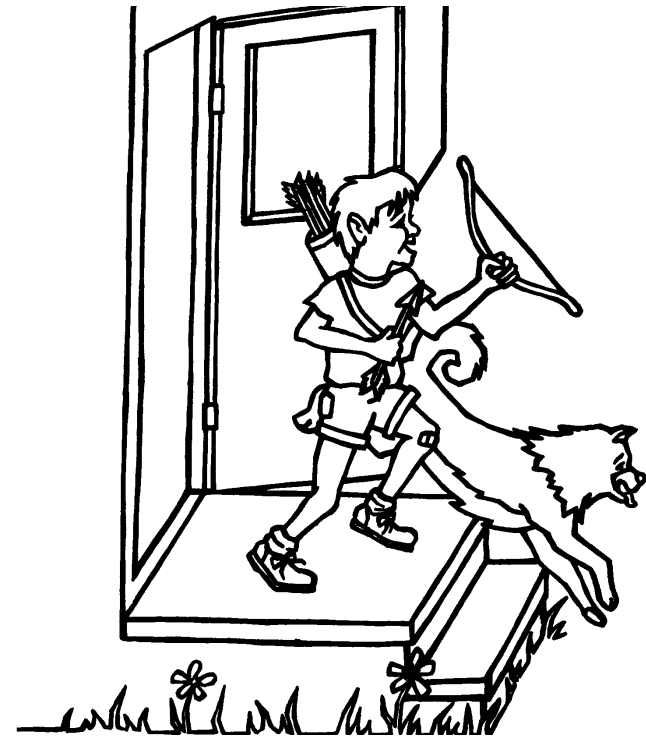
##### **What is the boy doing?**

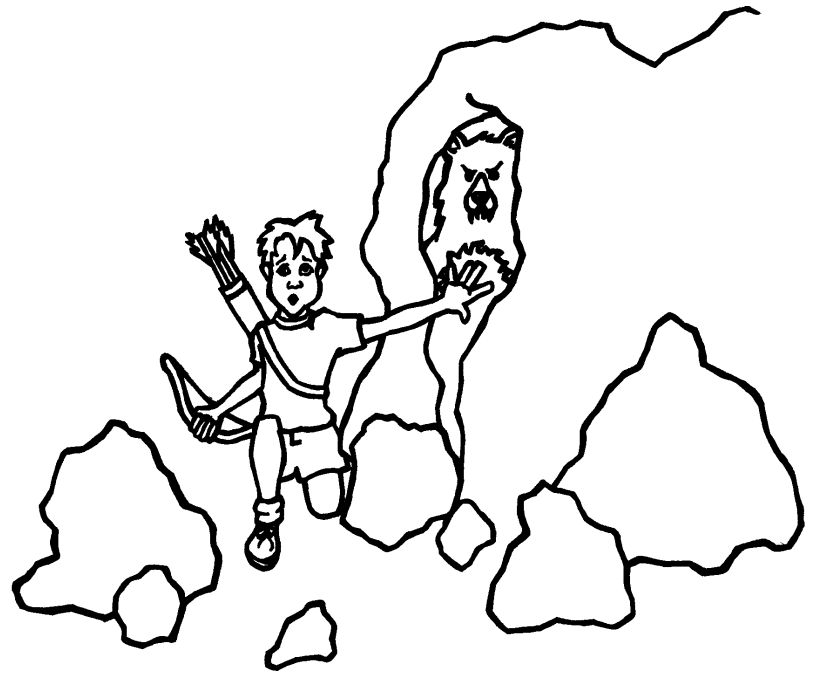
Sam marched through a thicket and came into a clearing filled with long grass. He whistled as he went. "What was that?" Sam asked Patches. "Oooooo!" A howling filled the air and Sam's knees shook a little. Soon they were racing through the tall grass.

#### 3. Page three

##### **What is the boy doing?**

When they reached a hill they began to climb until they could see a large, dark cave off to the side. Sam edged towards it until Patches began to growl. Peering into the darkness Sam saw two gleaming eyes and a set of razor sharp teeth! The bear lunged forward just as Sam leapt to one side. Sam and Patches took to their heels and ran all the way home faster than lightning!





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## Valentines

**Plot:** A little bunny makes some valentines for his friends. He looks in his mailbox to see if he received any valentines and cries when there aren't any. Soon one of his friends comes to bring him one.

### Tips for Young Writers:

Use the following examples and questions to guide the pre-writing discussion with your beginning authors.

#### **1. Page one**

##### **What is the little bunny doing?**

Snip, snap! Snip, snap went Bobby bunny's scissors. Little scraps of red paper fell to the ground. Soon the heart was finished. Bobby wrote on his valentine and gave it to the mailman.

#### **2. Page two**

##### **What is the little bunny doing?**

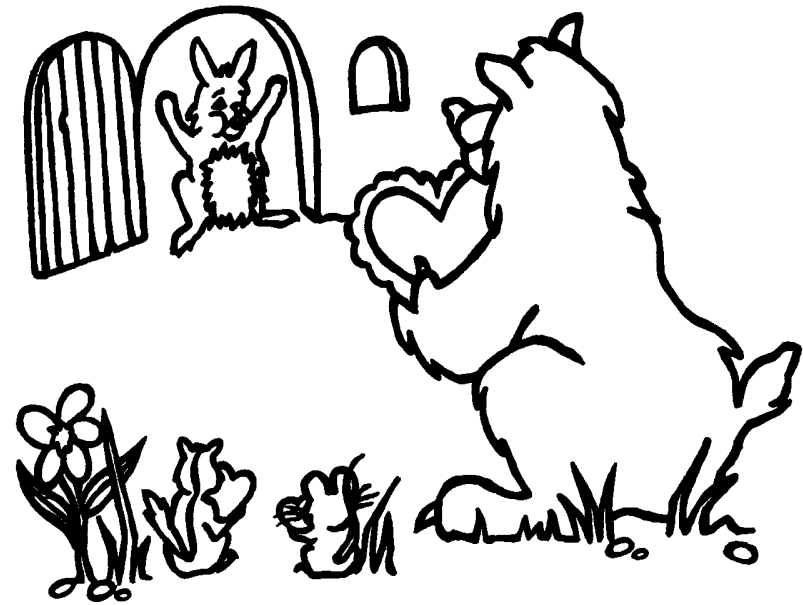
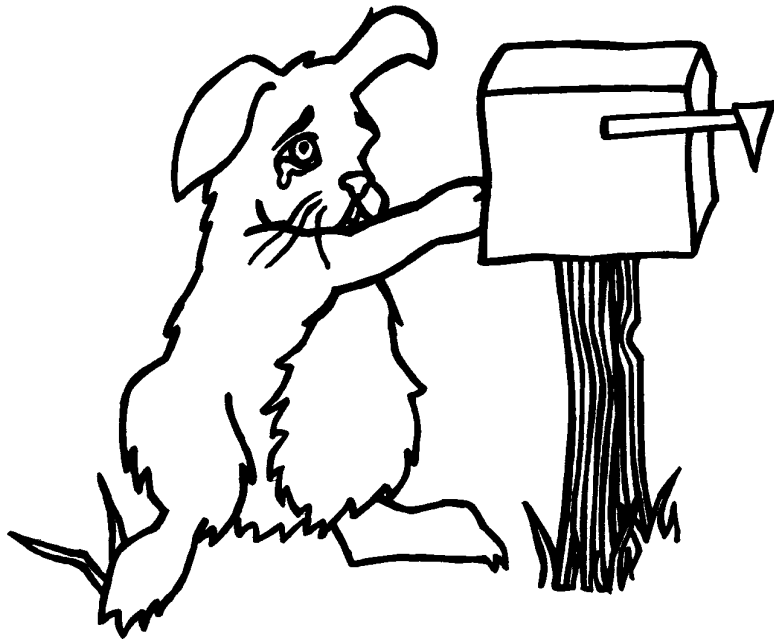
Bobby opened the door to the mailbox and peeked inside. He didn't see anything. Then he stuck his white paw into the very back to feel for any letters his eyes might have missed. Still nothing was there. A tear welled up in his eye and trickled down one cheek. How much he wished to get a valentine card, too!

#### **3. Page three**

##### **What happens at the end?**

Several hours later Bobby glanced out the window. There at the edge of his walk stood his good friend Boomer bear holding a giant valentine. "Hi, Boomer!" Bobby called. Boomer held out the valentine to him. Bobby's face broke into a toothy grin and his two long ears twitched happily.





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Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line for tracing.

## Baseball Blues

**Plot:** Steven always struggles when he gets up to bat. At his next game the bases are loaded when it is his turn to bat. Steven concentrates and hits a home run. His team wins and he's a hero.

### Tips for Young Writers:

Use the following examples and questions to guide the pre-writing discussion with your beginning authors.

#### 1. Page one

##### **What is the boy's trouble?**

Steven loved to play ball. The only trouble was he couldn't seem to hit the ball during his games. He practiced and practiced but it never seemed to make a difference. "Keep your head down and don't take your eyes off the ball until you've hit it!" his dad always shouted.

#### 2. Page two

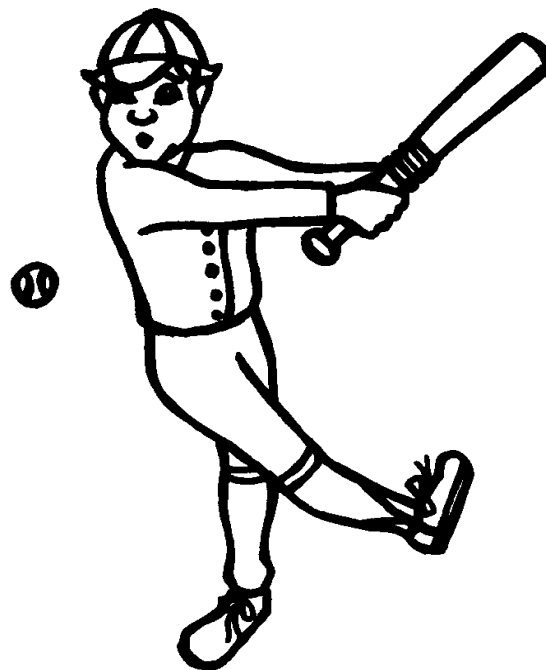
##### **What happens to the boy at the next game?**

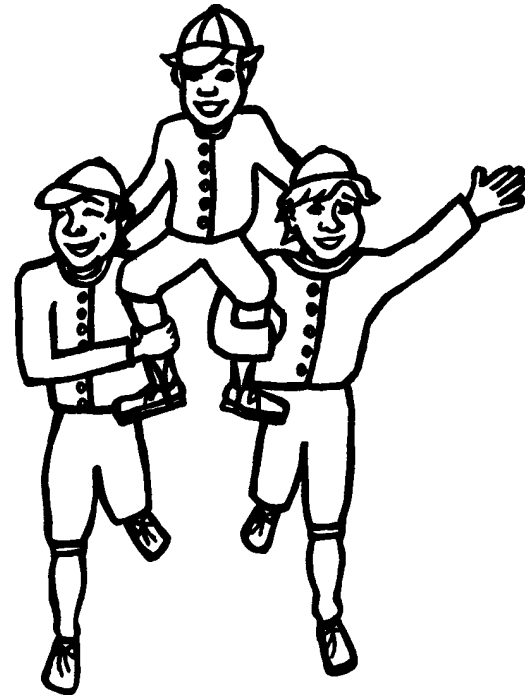
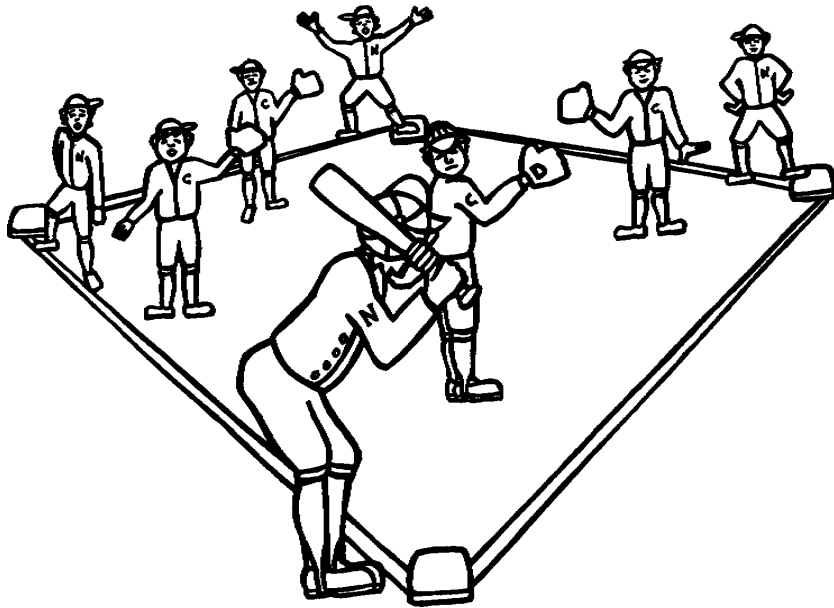
One night at Steven's ball game the bases were loaded and it was his turn up to bat. He stepped forward and tapped home plate with his bat. The other team chanted, "Easy out! Easy out!" Steven wrinkled up his brow, pulled his back bat and tried to shut out the noise. "I'll show them," he thought. The ball whizzed by. "Strike one!" the umpire shouted. Steven got into his ready position again. Crack! The ball flew up, up, up and passed the center field player. One, two, three, four players flew passed home plate. Steven had hit a home run!

#### Page three

##### **What do the kids do when Steven hit the home run?**

The crowd cheered wildly and the other boys picked Steven up and set him on their shoulders. "Hooray!" they shouted. He felt a hand on his shoulder and looked down. "I'm proud of you, son," his dad whispered.





Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines.

## Dinosaur Dream

**Plot:** A little boy awakes one morning to discover his house has been invaded by dinosaurs.

### Tips for Young Writers:

Use the following examples and questions to guide the pre-writing discussion with your beginning authors.

#### **1. Page one**

##### **What is the boy doing?**

Chirp! Chirp! The birds chattered outside Kurt's window making it impossible for him to sleep. Kurt rubbed his eyes and stretched. Then he looked out the window and rubbed his eyes again. It couldn't be! But it was.

#### **2. Page two**

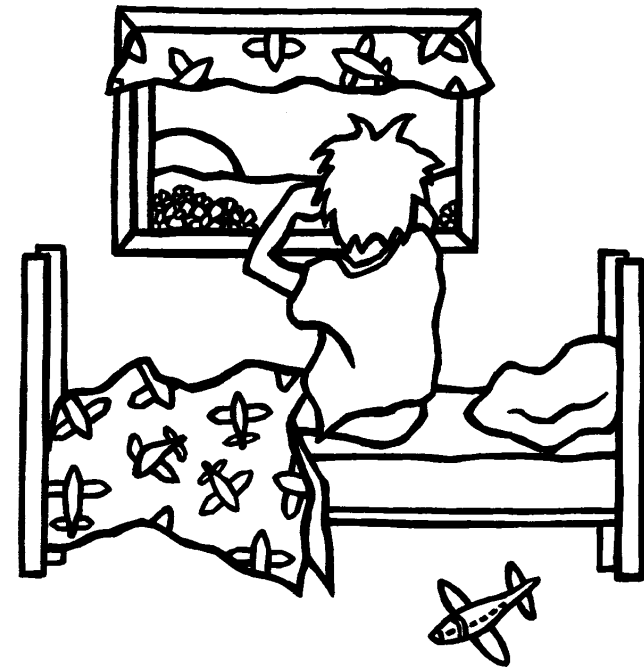
##### **What are the dinosaurs doing?**

Thump, strum, bing, bam, boom! There was a dinosaur band in his backyard. "One, two, three hit it boys!" the biggest dinosaur boomed. Kurt climbed out his window and sat down on the grass to listen. "Join in!" the dinosaurs invited. Kurt grabbed his sunglasses. "Boom, boom, boom!" went the bass drum as Kurt helped the dinosaur band keep time.

#### **3. Page three**

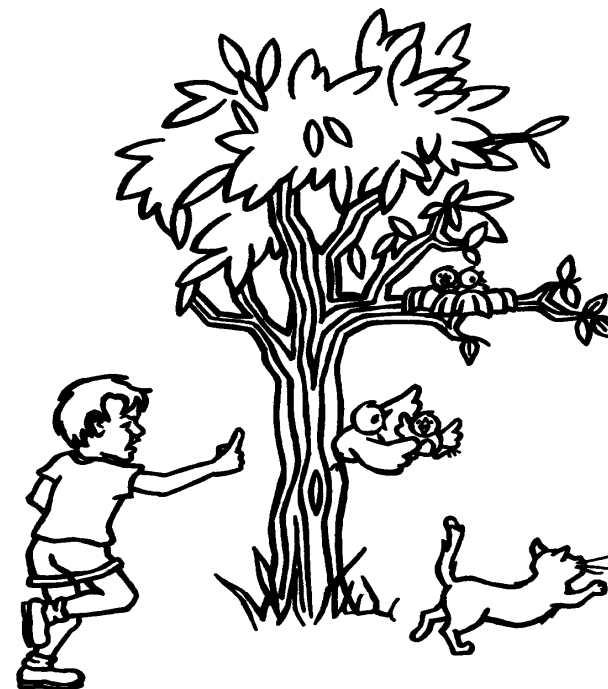
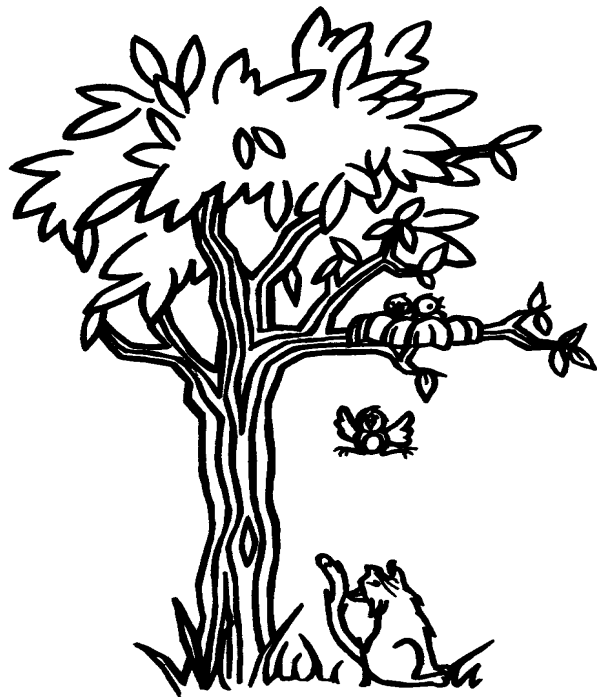
##### **What are the dinosaurs doing?**

Soon Kurt's stomach was growling. "Sorry, fellas," he said to the dinosaurs, "I've got to eat breakfast. I'm starving!" He headed into the kitchen and sat down to eat a bowl of Chuckie's. Clomp, clomp, clomp! Kurt whirled around. His eyes almost popped out of his head. There were two more dinosaurs dancing around the kitchen carrying mops and pails. "What are you doing?" Kurt gasped. "We're cleaning up so your mom won't know we've been here!" they laughed. "Wake up!" a voice called. Kurt shook himself and looked around. His dad smiled down at him. "That must have been some dream you were having!" he said. "It was," nodded Kurt as he sat up to look out the window.









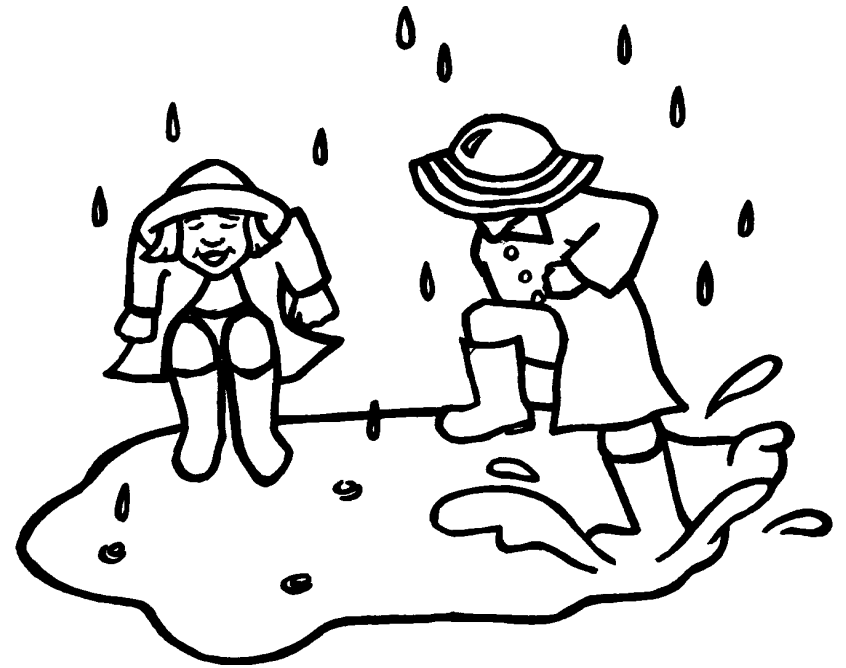


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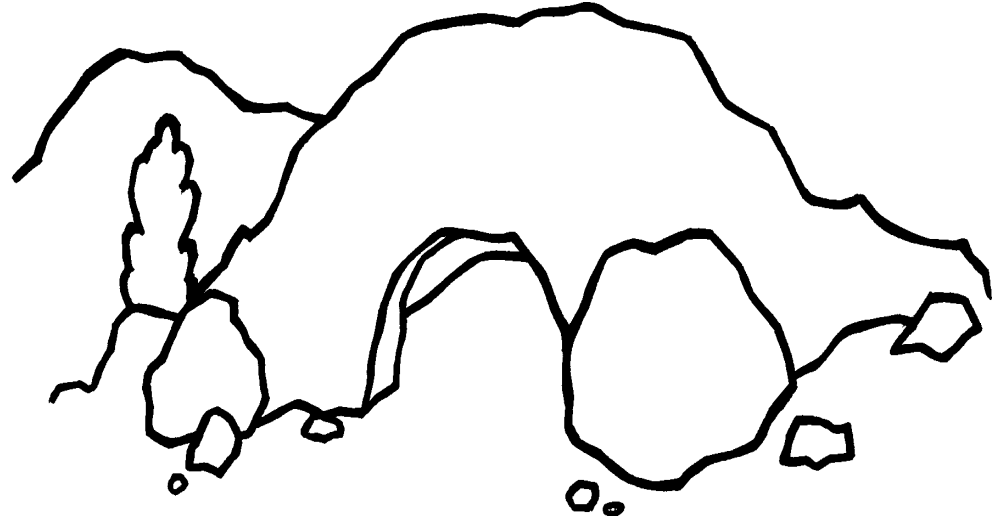
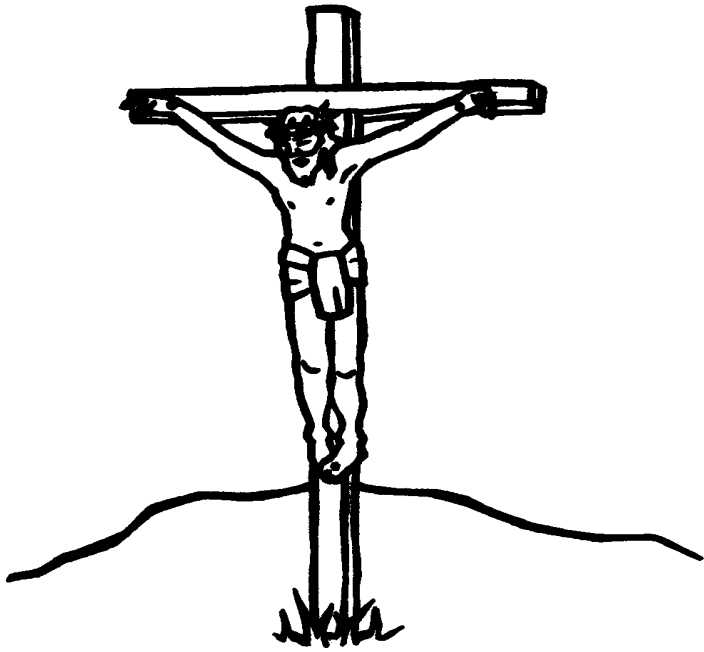




Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line.





Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are ten sets of these lines for practice.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are ten sets of these lines for practice.

# Superb Sentences

(the easy way)



## I. Simple Sentences

### A. Primary students should learn:

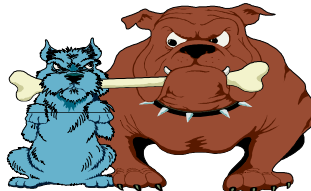
1. A sentence is a group of words that tell an idea which makes sense.
2. A sentence must include a person, place or thing plus an action word.  
Students learn the concepts noun and verb without the labels.
3. Teach students the *crazy action words*. These are basically the state of being verbs and include: is, was, were, are, were, am, will, be, have, etc.
4. Sentences are complete if they contain a person, place or thing and a crazy action word. For example: I am happy. "I" is the person and "am" is the crazy action word.

### B. Suggested Teaching Strategies

1. Begin with pictures of people, places, things and actions (ie. someone jumping rope) and have students pick one person, place or thing, and one action. Then have the student write a sentence which joins the noun and verb together. Let's say the child chooses a picture of a dog, and the action of fighting. In the very early stages the sentences could be as simple as "The dogs fight." Later on the child can "decorate" the sentence using describing words (adjectives and adverbs)

#### Three Ways to Write a Sentence:

1. Person + Action
2. Place + Action
3. Thing + Action



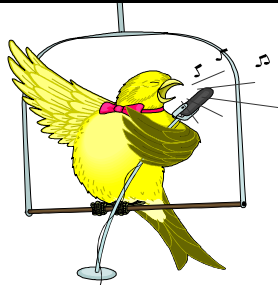
The dogs fight.

2. Teach students the meaning of words with double spellings or meanings through oral discussion. This will enable students to use them effectively in sentences.

#### Word Doubles

there (indicates a place)	their (belongs to)	they're (they are)
to (for)	two (number)	too (also)
for (to)	four (number)	
by (beside)	bye (good-bye)	buy (purchase)
then (time passes)	than (compare one thing to another)	
new (brand new)	knew (to understand)	
seem (appears)	seam (where fabric is sewn together)	
sun (star in the sky)	son (father's boy)	
right (correct)	write (to make marks on paper with pen/pencil)	
here (place)	hear (to listen with your ear)	

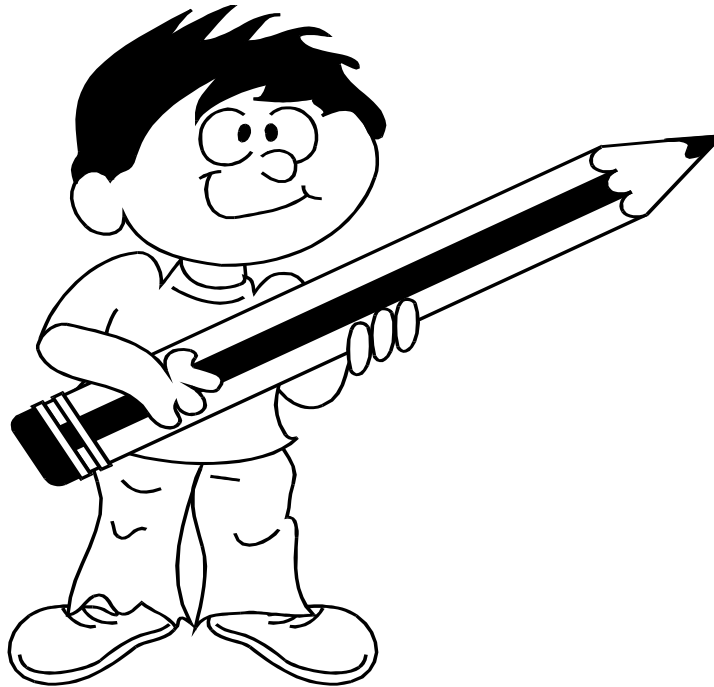
2. Give students complete and incomplete sentences and have them identify what part is missing or if they are complete. This activity could be done on paper, at the chalkboard or played as a contest game. It helps the teacher assess who understands the parts of a sentence and who needs continued help. When students are writing stories note incomplete sentences and ask students what is missing. This helps them to transfer their understanding from exercises to daily work. Assignments have been included in the pages that follow.

Name: _____	<u>Suggested Sentence Activity</u>
<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p><b>On the blank in front of the sentence write:</b></p> <p>1 - if it has a person, place or thing plus an action</p> <p>2 - if it only has a person, place or thing</p> <p>3 - if it only has an action</p> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 10px;"> <div style="width: 60%;"> <p><u>1</u>    The dog swims.</p> <p><u>3</u>    Jumped up and down.</p> <p><u>2</u>    The cute clown.</p> <p>___    Swam in the lake.</p> <p>___    The duck dove in the pond.</p> <p>___    The bird sings.</p> </div> <div style="width: 35%; text-align: center;">  </div> </div>	

3. Sorting is an excellent application level activity. Give students nouns and verbs and have them sort the words under the headings person/place/thing or action.

Name _____		<u>Sorting Activity for Nouns and Verbs</u>	
<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p><b>Look at the list of words below. Sort them into the groups Person/Place/Thing or Actions.</b></p> </div>			
Word Bank		Person/Place/Thing	Action Words
dog	cat		
is	he		
swim	eat		
like	you		
jump	she		
kangaroo	have		
house	will		
mom	crawl		

# My Sentence Book



## **Three Ways to Write a Sentence:**

1. Person + Action
2. Place + Action
3. Thing + Action

Photocopy pages 357, 360, 361, 362, 363, and 364 to form each student's sentence book. For each sentence the student should choose one picture from the person, place, thing page and one picture from the action page. Have them combine the two to make a single sentence in which your person, place, or thing does the action. Example: The clown danced. The sentence can be illustrated in the space above.

Name \_\_\_\_\_

## Sentences Written to Teach the Parts of a Sentence

<u>Day 73</u>	Look at the pictures of people, places, and things. Choose one picture to use as the subject of your sentence. Look at the pictures of actions. Choose one action for your subject to do. Choose the appropriate ending for your action (ing, ed, s, es). Combine the subject with the action to form a sentence. Begin your sentence with a capital and end it with a period. Illustrate your sentence.
<u>Day 76</u>	Look at the pictures of people, places, and things. Choose one picture to use as the subject of your sentence. Look at the pictures of actions. Choose one action for your subject to do. Choose the appropriate ending for your action (ing, ed, s, es). Combine the subject with the action to form a sentence. Begin your sentence with a capital and end it with a period. Illustrate your sentence.
<u>Day 77</u>	Look at the pictures of people, places, and things. Choose one picture to use as the subject of your sentence. Look at the pictures of actions. Choose one action for your subject to do. Choose the appropriate ending for your action (ing, ed, s, es). Combine the subject with the action to form a sentence. Begin your sentence with a capital and end it with a period. Illustrate your sentence.
<u>Day 78</u>	Look at the pictures of people, places, and things. Choose one picture to use as the subject of your sentence. Look at the pictures of actions. Choose one action for your subject to do. Choose the appropriate ending for your action (ing, ed, s, es). Combine the subject with the action to form a sentence. Begin your sentence with a capital and end it with a period. Illustrate your sentence.
<u>Day 79</u>	Look at the pictures of people, places, and things. Choose one picture to use as the subject of your sentence. Look at the pictures of actions. Choose one action for your subject to do. Choose the appropriate ending for your action (ing, ed, s, es). Combine the subject with the action to form a sentence. Begin your sentence with a capital and end it with a period. Illustrate your sentence.
<u>Days</u>	Look at the pictures of people, places, and things. Choose one picture to use as the subject of your sentence. Look at the pictures of actions. Choose one action for your subject to do. Choose the appropriate ending for your action (ing, ed, s, es). Combine the subject with the action to form a sentence. Begin your sentence with a capital and end it with a period. Illustrate your sentence.
81 82	
83 84	
85 86	
87 88	
89 91	
92 93	
94 96	
97 98	
99	

## Sentences used to teach Punctuation and Capitalization

<u>Days 101 &amp; 104</u>	Write a sentence which tells you something and end it with a period. Example: I like playing soccer.
<u>Days 102 &amp; 106</u>	Write a sentence which asks something and end it with a question mark. Example: Why is the sky blue?
<u>Days 103 &amp; 107</u>	Write a sentence with strong emotion and end it with an exclamation mark. Example: The house is on fire!
<u>Day 108</u>	Write a sentence which contains your initials and your mother or father's title. Example: My initials are J. M. and my mom's name is Mrs. Hopkins.
<u>Day 111</u>	Write a sentence with a date and use a comma in its proper location. Example: On Thursday, January 14th we will go ice skating.
<u>Days 112, 114, 123</u>	Write a letter. Example:
<div style="text-align: right; margin-bottom: 10px;"> June 2, 1997  Calgary, Alberta </div> <p>Dear Grandma,</p> <p style="padding-left: 40px;">How are you? I miss you. We are going to the zoo on Saturday. See you next week-end!</p> <div style="text-align: right; margin-top: 20px;"> Yours truly,  Samantha </div>	
<u>Day 113</u>	Write a sentence containing a list and separate items using a comma. Example: The dog is big, fat, and furry.
<u>Day 117</u>	Write a sentence which contains three names and start each one with a capital letter. Example: Karen, Jane, and Sam are going to the movies.
<u>Day 118</u>	Write a sentence telling the name of your street, city and province using capital letters appropriately. Example: I live on 95 Bonaventure Drive in the city of Calgary, Alberta.
<u>Day 119</u>	Write a sentence about your favorite store to practice capital letters when naming places. Example: My favorite store is the Gap, because the clothes are cool.
<u>Day 121</u>	Write a sentence telling when your birthday is to practice capitals. Example: My birthday is on April, 4th.
<u>Day 122</u>	Write a sentence telling about your favorite holiday to practice capitalizing holidays. Example: Christmas is my favorite holiday.

## Crazy Action Words

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do did

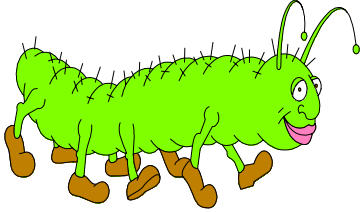
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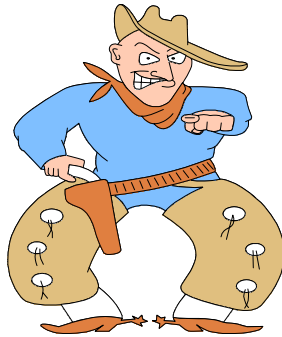
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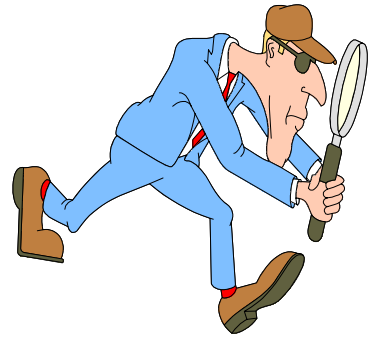
## People, Places, Things



caterpillar



cowboy



detective



robber



clown



chef



flower



dog



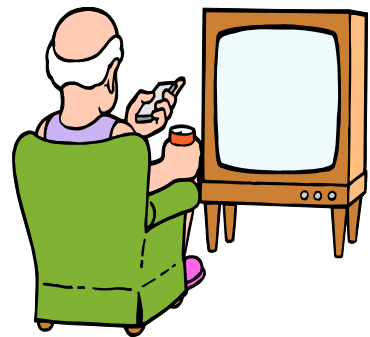
scientist



policeman



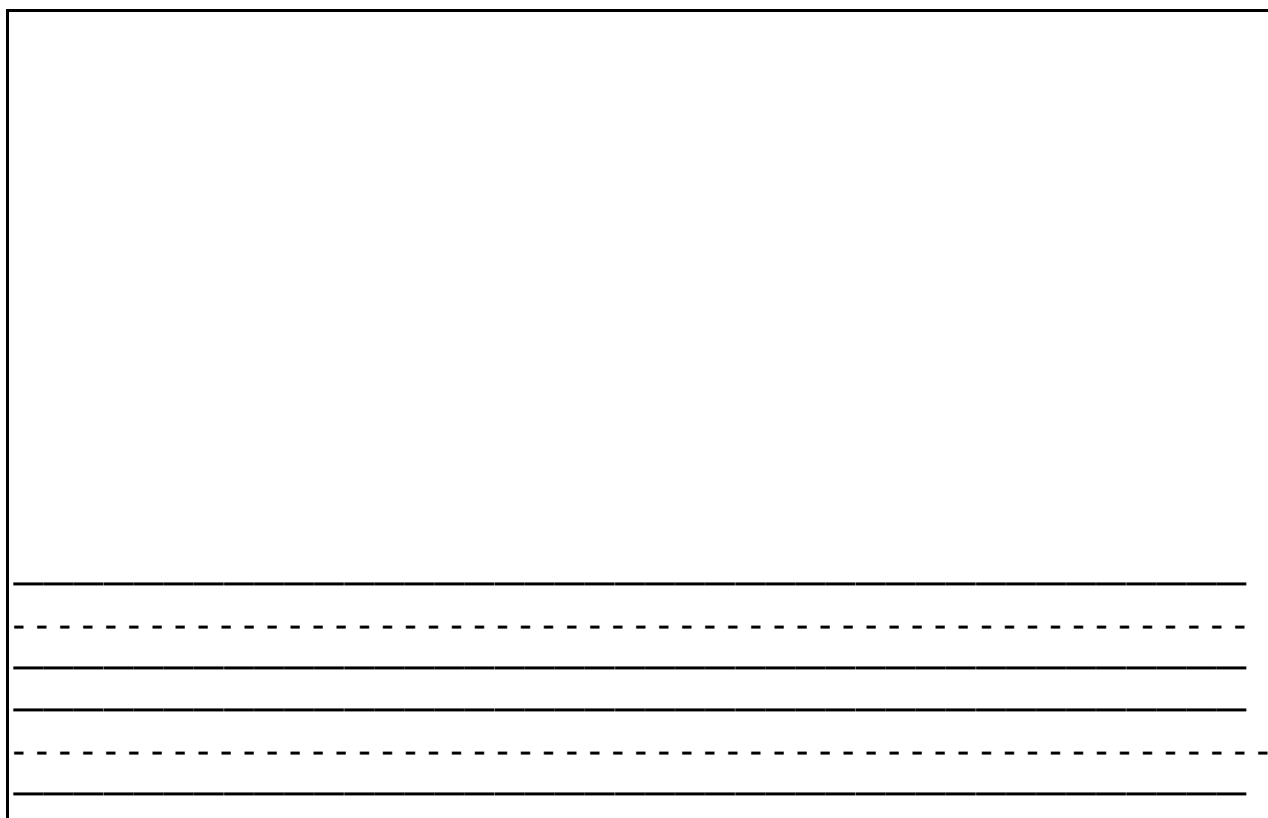
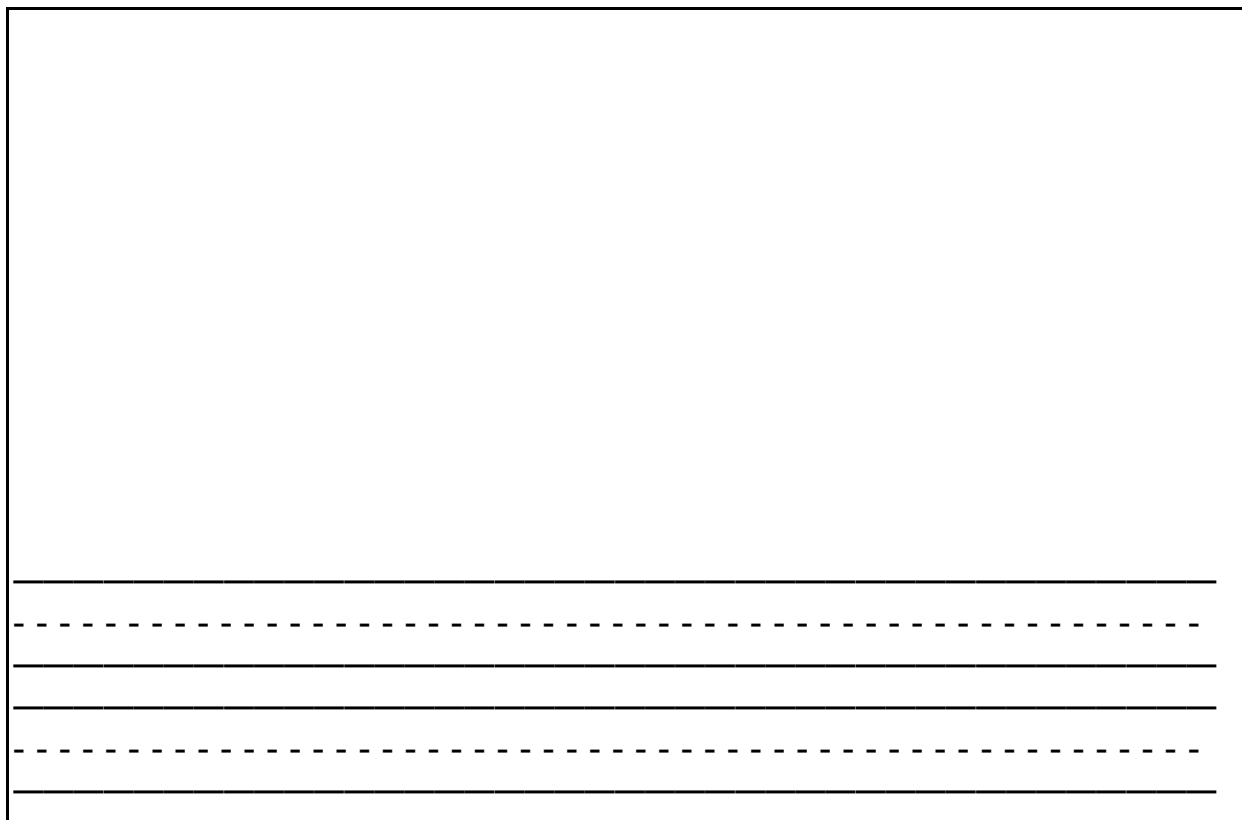
pizza



television



Students record one sentence in each frame and illustrate it.



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Write a letter.

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# Parts of a Sentence

## (Grammar)

**Days 73 to 99**

### Sentence Lessons





These exercises are designed to teach students that a sentence must contain a person, place, or thing, plus an action to be complete. Students will find this very challenging. Each sentence lesson will have two parts. The first part is the grammar and the second part is the application where students will write a sentence. Copy one exercise on an overhead transparency. Complete the exercise orally with students discussing the reasons for the answers. Then have students write their own complete sentence in their sentence books. Remind them to use a capital at the beginning and a period at the end. Let them decide which of the three ways (person + action, place + action, thing + action) they will write their sentence. Have them illustrate the completed sentence. Over time students will understand the parts of a sentence well enough to complete the grammar exercises independently and write several complete and correctly punctuated sentences sequentially. At this point students need to transfer their understanding to sequence stories. The day after students complete a sequence story have them go back and see if they can locate missing capitals and periods. It is helpful to put a sticky note on each story telling students what is missing. For example the sticky note might say: page one is missing two capitals and two periods, page two is missing three capitals and no periods, and page three is missing no capitals or periods.

#### Three Ways to Write a Sentence:

1. Person + Action
2. Place + Action
3. Thing + Action

# Parts of a Sentence

Name \_\_\_\_\_

1 =		plus	
2 =			
3 =			

\_\_\_\_\_ The funny boy smiled.

\_\_\_\_\_ Jumped down the street.

\_\_\_\_\_ Went to the store.

\_\_\_\_\_ The cute girl.

\_\_\_\_\_ The little dog kicked the ball.










\_\_\_\_\_ The mom hugged her baby.

\_\_\_\_\_ The little white bunny.

\_\_\_\_\_ The very fat frog.

# Parts of a Sentence

Name \_\_\_\_\_










1 =	  		
	person / place / thing	plus	action
2 =	  		
	person / place / thing		
3 =			
	action		

_____	The little girl wished for a doll.
_____	The brown horse.
_____	The old home.
_____	The blue kite went up in the sky.
_____	The little plane landed.
_____	Ate yummy jello.
_____	The little white home.
_____	The very thin man.

# Parts of a Sentence

Name \_\_\_\_\_










1 =	  		
	person / place / thing	plus	action
2 =	  		
	person / place / thing		
3 =			
	action		

_____	The little duck swam in the pond.
_____	The tree lost its leaves.
_____	Winter came.
_____	The toad made a grunt.
_____	The funny fat goat.
_____	Landed in a pile of snow.
_____	The fuzzy bunny jumped in the grass.
_____	A little baby chick pecked seeds.

# Parts of a Sentence

Name \_\_\_\_\_






1 =	  		
	person / place / thing	plus	action
2 =	  		
	person / place / thing		
3 =			
	action		

_____	Ben tickled his brother.
_____	The bright green frog.
_____	Spring came in the woods.
_____	Went to the barn.
_____	Landed in the grass.
_____	Krista smiled.
_____	Jane went to church.
_____	A little boy was crying.

# Parts of a Sentence

Name \_\_\_\_\_

1 =	 <p>person / place / thing</p>	 <p>plus</p>	 <p>action</p>
2 =	 <p>person / place / thing</p>		
3 =	 <p>action</p>		

\_\_\_\_\_ The little duck swam in the pond.

\_\_\_\_\_ The tree lost its leaves.

\_\_\_\_\_ Winter came.

\_\_\_\_\_ The toad made a grunt.

\_\_\_\_\_ The funny fat goat.






\_\_\_\_\_ Landed in a pile of snow.

\_\_\_\_\_ The fuzzy bunny jumped in the grass.

\_\_\_\_\_ A little baby chick pecked seeds.

# Parts of a Sentence

Name \_\_\_\_\_










1 =	 person / place / thing	 plus	 action
2 =	 person / place / thing		
3 =	 action		

_____	Mom called for Tom.
_____	The silly clown danced.
_____	Sunny spring.
_____	Made a fort up in a tree.
_____	Henry went flying in a plane.
_____	Ran in the puddles.
_____	Justin got some candy.
_____	A little cow.

# Parts of a Sentence

Name \_\_\_\_\_





1 =	  		
	person / place / thing	plus	action
2 =	  		
	person / place / thing		
3 =			
	action		

_____	The baby got on the chair.
_____	The brown house.
_____	Swam in the lake.
_____	Joe made a snowman.
_____	The cute puppy.
_____	Jumped in the grass.
_____	Tom got a red balloon.
_____	Sat by the river.

# Parts of a Sentence

Name \_\_\_\_\_

1 =		plus	
2 =			
3 =			

\_\_\_\_\_ The funny boy jumped.

\_\_\_\_\_ Went down the street.

\_\_\_\_\_ The man got to the store.

\_\_\_\_\_ The neat puppy.

\_\_\_\_\_ The little bug licked the bone.





\_\_\_\_\_ The mom took her purse.

\_\_\_\_\_ The little white snowman.

\_\_\_\_\_ The very fat pig.

# Parts of a Sentence

Name \_\_\_\_\_

1 =		plus	
2 =			
3 =			

\_\_\_\_\_ The funny clown fell down.

\_\_\_\_\_ Went down the slide.

\_\_\_\_\_ The car zoomed down the street.

\_\_\_\_\_ The brown chicken.

\_\_\_\_\_ The little butterfly landed in the tree.





\_\_\_\_\_ The cow ate green grass.

\_\_\_\_\_ The little white home.

\_\_\_\_\_ The very thin man.

# Parts of a Sentence

Name \_\_\_\_\_

1 =		plus	
2 =			
3 =			

\_\_\_\_\_ The brown chair.

\_\_\_\_\_ The frog ate some worms.

\_\_\_\_\_ Suntanned at the beach.

\_\_\_\_\_ The funny fireman.

\_\_\_\_\_ The boy filled the bathtub.



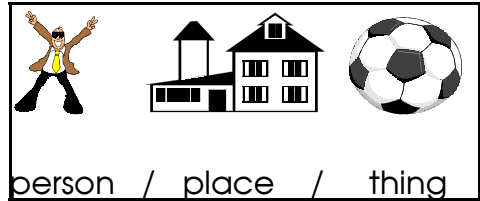

\_\_\_\_\_ Landed on his leg.

\_\_\_\_\_ The special pet.

\_\_\_\_\_ The mailman went to work.

# Parts of a Sentence

Name \_\_\_\_\_

1 =		plus	
2 =			
3 =			

\_\_\_\_\_ The people went to church.

\_\_\_\_\_ The fat cow.

\_\_\_\_\_ Licked the ice cream cone.

\_\_\_\_\_ The fuzzy bee landed on a flower.

\_\_\_\_\_ The cute, little girl.





\_\_\_\_\_ Jumped in the car.

\_\_\_\_\_ Daddy went to work.

\_\_\_\_\_ The loud firetrucks.

# Parts of a Sentence

Name \_\_\_\_\_

1 =	 <p>person / place / thing</p>	plus	 <p>action</p>
2 =	 <p>person / place / thing</p>		
3 =	 <p>action</p>		

\_\_\_\_\_ Jenna jumped up and down.

\_\_\_\_\_ The furry cat.

\_\_\_\_\_ Sniffed the flowers.

\_\_\_\_\_ The brown dog fell on the cat.

\_\_\_\_\_ Hiked up the hill.

\_\_\_\_\_ Landed in a bush.

\_\_\_\_\_ The farmer went to work.





Write your own sentence \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Parts of a Sentence

Name \_\_\_\_\_

1 =	 <p>person / place / thing</p>	plus	 <p>action</p>
2 =	 <p>person / place / thing</p>		
3 =	 <p>action</p>		

\_\_\_\_\_ Drove the car.

\_\_\_\_\_ The stinky skunk.

\_\_\_\_\_ Kurt planted some seeds.

\_\_\_\_\_ The clown rode on a bike.

\_\_\_\_\_ Swam in the pool.

\_\_\_\_\_ Fell on his head.

\_\_\_\_\_ The milkman got the milk.





Write your own sentence \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Parts of a Sentence

Name \_\_\_\_\_

1 =	 <p>person / place / thing</p>	plus	 <p>action</p>
2 =	 <p>person / place / thing</p>		
3 =	 <p>action</p>		

\_\_\_\_\_ Hit the boy.

\_\_\_\_\_ The turtle sat on the sand.

\_\_\_\_\_ The sticky frog.

\_\_\_\_\_ Printed neatly.

\_\_\_\_\_ Told lots of jokes.

\_\_\_\_\_ The brown bear.

\_\_\_\_\_ The father went to work.





Write your own sentence \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Parts of a Sentence

Name \_\_\_\_\_

1 =	 <p>person / place / thing</p>	plus	 <p>action</p>
2 =	 <p>person / place / thing</p>		
3 =	 <p>action</p>		

\_\_\_\_\_ The bird flew in the sky.

\_\_\_\_\_ The very thin man.

\_\_\_\_\_ Dove into the pool.

\_\_\_\_\_ The baby is smiling.

\_\_\_\_\_ Sat down on the step.

\_\_\_\_\_ The boy fired down the hill on his sled.

\_\_\_\_\_ The chubby puppy.





Write your own sentence \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Parts of a Sentence

Name \_\_\_\_\_

1 =	 <p>person / place / thing</p>	plus	 <p>action</p>
2 =	 <p>person / place / thing</p>		
3 =	 <p>action</p>		

\_\_\_\_\_ The flower grew.

\_\_\_\_\_ Ate a hotodog.

\_\_\_\_\_ The silly baby.

\_\_\_\_\_ Slipped on the floor.

\_\_\_\_\_ The dog whined at the door.

\_\_\_\_\_ The car screeched to a stop.

\_\_\_\_\_ Fell on the ground.





Write your own sentence \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Parts of a Sentence

Name \_\_\_\_\_

1 =		plus	
	<div style="border: 1px solid black; padding: 2px; display: inline-block;">             person / place / thing           </div>		<div style="border: 1px solid black; padding: 2px; display: inline-block;">             action           </div>
2 =			
	<div style="border: 1px solid black; padding: 2px; display: inline-block;">             person / place / thing           </div>		
3 =			
	<div style="border: 1px solid black; padding: 2px; display: inline-block;">             action           </div>		

\_\_\_\_\_ The boy stole candy from the store.

\_\_\_\_\_ Slid down the hill.

\_\_\_\_\_ The cars crashed.

\_\_\_\_\_ That boy is Ben.

\_\_\_\_\_ We were going to call you.

\_\_\_\_\_ Calgary is a nice city.

\_\_\_\_\_ Silly bunny.





Write your own sentence \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Parts of a Sentence

Name \_\_\_\_\_

1 =	 <p>person / place / thing</p>	plus	 <p>action</p>
2 =	 <p>person / place / thing</p>		
3 =	 <p>action</p>		

\_\_\_\_\_ We had a nice time.

\_\_\_\_\_ Dashed into the house.

\_\_\_\_\_ Jumped into the pool.

\_\_\_\_\_ Sam is so nice.

\_\_\_\_\_ Tumbled down the stairs.

\_\_\_\_\_ The children piled onto the sled.

\_\_\_\_\_ Fizzy pop.





Write your own sentence \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Parts of a Sentence

Name \_\_\_\_\_

1 =	 <p>person / place / thing</p>	plus	 <p>action</p>
2 =	 <p>person / place / thing</p>		
3 =	 <p>action</p>		

\_\_\_\_\_ Ted is very nice.

\_\_\_\_\_ Sam was tired.

\_\_\_\_\_ I will go to the store.

\_\_\_\_\_ Crazy frog.

\_\_\_\_\_ Danced down the street.

\_\_\_\_\_ The fancy hat.

\_\_\_\_\_ They were planning to go shopping.





Write your own sentence \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Parts of a Sentence

Name \_\_\_\_\_

1 =	 <p>person / place / thing</p>	plus	 <p>action</p>
2 =	 <p>person / place / thing</p>		
3 =	 <p>action</p>		

\_\_\_\_\_ Jumped on the bed.

\_\_\_\_\_ The brown house is nice.

\_\_\_\_\_ I am sure.

\_\_\_\_\_ The funny, fat pig.

\_\_\_\_\_ Fell down the stairs.

\_\_\_\_\_ The two bears bit each other.

\_\_\_\_\_ The cute girls.





Write your own sentence \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Parts of a Sentence

Name \_\_\_\_\_

1 =	 <p>person / place / thing</p>	plus	 <p>action</p>
2 =	 <p>person / place / thing</p>		
3 =	 <p>action</p>		

\_\_\_\_\_ Fell on his head.

\_\_\_\_\_ The fireman put out the fire.

\_\_\_\_\_ Sam zipped up his coat.

\_\_\_\_\_ Swam to land.

\_\_\_\_\_ Sally put on her sweater.

\_\_\_\_\_ The mad policeman.

\_\_\_\_\_ The cute girls giggled.





Write your own sentence \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Parts of a Sentence

Name \_\_\_\_\_

1 =	 <p>person / place / thing</p>	plus	 <p>action</p>
2 =	 <p>person / place / thing</p>		
3 =	 <p>action</p>		

\_\_\_\_\_ Fired down the hill.

\_\_\_\_\_ Sally jogged to school.

\_\_\_\_\_ Fell on his arm.

\_\_\_\_\_ Their house is over there.

\_\_\_\_\_ The tiny baby.

\_\_\_\_\_ The frog jumped in the bathtub.

\_\_\_\_\_ Told a funny joke.





Write your own sentence \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Parts of a Sentence

Name \_\_\_\_\_

1 =	 <p>person / place / thing</p>	plus	 <p>action</p>
2 =	 <p>person / place / thing</p>		
3 =	 <p>action</p>		

\_\_\_\_\_ Swam down the river.

\_\_\_\_\_ Sam does take swimming lessons.

\_\_\_\_\_ Is glad.

\_\_\_\_\_ I am sad about my sick dog.

\_\_\_\_\_ The fat frog.

\_\_\_\_\_ Put on a necktie.

\_\_\_\_\_ The fireman is wearing his suit.

Write your own sentence \_\_\_\_\_

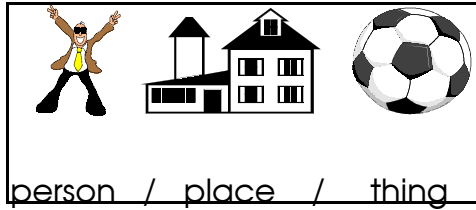
\_\_\_\_\_

\_\_\_\_\_

# Parts of a Sentence

Name \_\_\_\_\_

1 =



plus



2 =



3 =



\_\_\_\_\_ Hit the ball over the fence.

\_\_\_\_\_ Justin likes art.

\_\_\_\_\_ The dog was stuck in the tree.

\_\_\_\_\_ Once upon a time there was a frog.

\_\_\_\_\_ One sunny day.

\_\_\_\_\_ Will do his homework.

\_\_\_\_\_ The dentist pulled my tooth.

Write your own sentence

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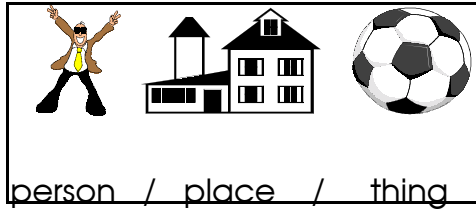


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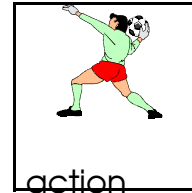
# Parts of a Sentence

Name \_\_\_\_\_

1 =



plus



2 =



3 =



\_\_\_\_\_ He is a very happy boy.

\_\_\_\_\_ The angry giant.

\_\_\_\_\_ Hopped over the fence.

\_\_\_\_\_ The teacher smiled at me.

\_\_\_\_\_ It is a very hot day.

\_\_\_\_\_ Will have lots of fun.

\_\_\_\_\_ The furry bear.

Write your own sentence

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# Parts of a Sentence

Name \_\_\_\_\_

1 =	 <p>person / place / thing</p>	plus	 <p>action</p>
2 =	 <p>person / place / thing</p>		
3 =	 <p>action</p>		

\_\_\_\_\_ Writing a story is hard.

\_\_\_\_\_ I like to swing on the playground.

\_\_\_\_\_ Hung upside down on the fence.

\_\_\_\_\_ Read two pages in the book.

\_\_\_\_\_ The huge giant tripped on a house.

\_\_\_\_\_ The funny parrot.

\_\_\_\_\_ The clouds are full of rain.

Write your own sentence \_\_\_\_\_





\_\_\_\_\_

\_\_\_\_\_



# Parts of a Sentence

Name \_\_\_\_\_

1 =	 <p>person / place / thing</p>	plus	 <p>action</p>
2 =	 <p>person / place / thing</p>		
3 =	 <p>action</p>		

\_\_\_\_\_ Sat on the steps and cried.

\_\_\_\_\_ The giant bear.

\_\_\_\_\_ Harry can fly like a bird.

\_\_\_\_\_ The butterfly was so beautiful.

Write 3 sentences. /9

1. Pick an animal. 2. Tell where he went. 3. Tell what he did.

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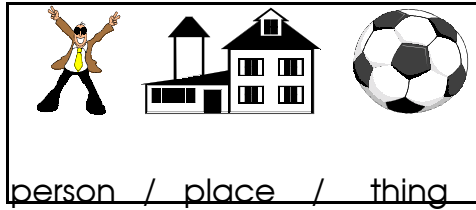
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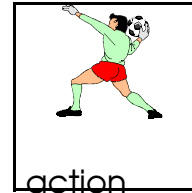
# Parts of a Sentence

Name \_\_\_\_\_

1 =



plus



2 =



3 =



\_\_\_\_\_ Bounced on the big bed.

\_\_\_\_\_ Sam got sent to school.

\_\_\_\_\_ Silly Sam.

\_\_\_\_\_ Is eating bananas and fudge.

Write 3 sentences. /9

1. Pick an animal. 2. Tell where he went. 3. Tell what he did.

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

-----

\_\_\_\_\_

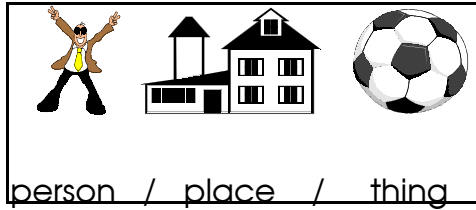
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\_\_\_\_\_

# Parts of a Sentence

Name \_\_\_\_\_

1 =



plus



2 =



3 =



\_\_\_\_\_ Smashed the cup on the floor.

\_\_\_\_\_ Sam swept the floor.

\_\_\_\_\_ Crying hard.

\_\_\_\_\_ Glued the cup back together.

Write 3 sentences. /9

1. Pick an animal. 2. Tell where he went. 3. Tell what he did.

\_\_\_\_\_

-----

\_\_\_\_\_

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\_\_\_\_\_

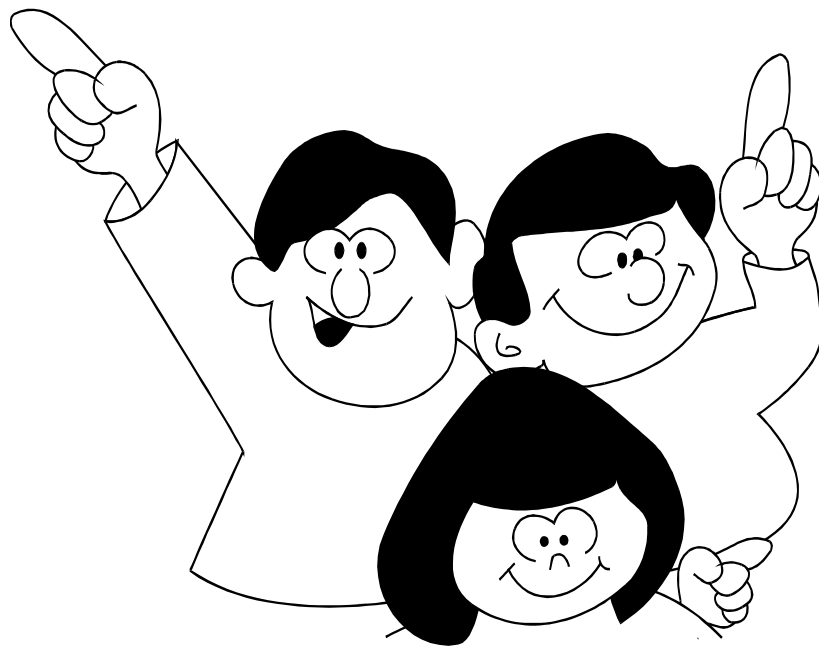
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\_\_\_\_\_

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\_\_\_\_\_

# Paragraphs with Punch



## Paragraphs with Punch

Paragraphs are a group of sentences which take one main idea and expand it with more information or ideas. A paragraph is made up of a topic sentence, supporting sentences and a conclusion. A paragraph is indicated by indenting the first word of the first sentence. The four main kinds of paragraphs are factual, opinion/editorial, summary, and descriptive.

Young writers will benefit from a question outline. This assignment should be modelled several times before giving it. Getting young students to write in complete sentences is challenging. One way to help them do this is by having them circle or number in order the words in the question which will be used in the answer. See the example below for clarification.

### **Name \_\_\_\_\_ Paragraph Outline Example**

**Directions:** Answer each question in complete sentences.

**Topic: My Friend**

- |   |   |  |
|---|---|--|
| 3   | 2 |  |
| 1. <b>Who is your friend?</b> (topic question)                      |   |  |
|   |   | My friend is Susan. (model re-writing the question into a complete sentence) |
|   | 2 |  |
| 2. <b>How old is your friend?</b> (supporting question)             |   |  |
|   |   | She is six years old.  |
|   | 2 |  |
| 3. <b>What does your friend look like?</b> (supporting question)    |   |  |
|   |   | My friend has brown hair and blue eyes.                                      |
|   | 2 | 3  |
|   | 4 | 6  |
| 4. <b>What do you like to play together?</b> (supporting question)  |   |  |
|   |   | We like to play dolls together.  |
| 5. <b>What kind of person is your friend?</b> (conclusion question) |   |  |
|   |   | She is very kind and likes to share with me.                                 |

Now, rewrite the sentences **WITHOUT** the questions and they will make a paragraph with one topic sentence, three supporting sentences and one concluding sentence. Don't forget to indent!

My friend is Susan. She is six years old. My friend has brown hair and blue eyes. We like to play dolls together. She is very kind and likes to share with me.

## My Pet

1. What kind of pet do you have?

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2. How old is your pet?

---

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3. What colour is your pet?

---

---

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4. What do you like to play together?

---

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---

---

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5. What do you like best about your pet?

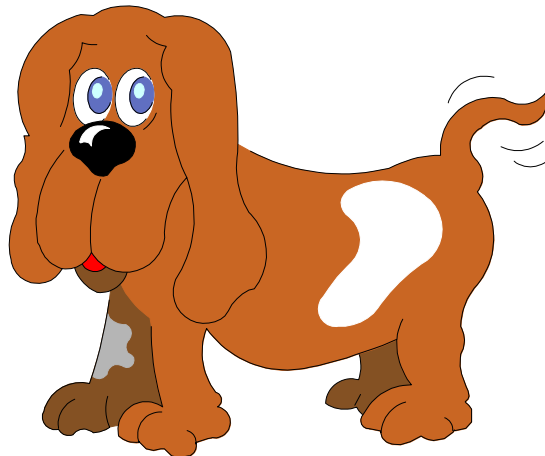
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Duplicate this sheet for the final copy of each paragraph.

The image shows a large rectangular box designed for handwriting practice. Inside the box, there are ten sets of horizontal lines. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are evenly spaced and run horizontally across the width of the box, providing a guide for letter height and placement. The top section of the box is left blank for a title or topic, while the remaining space is filled with these sets of lines for writing practice.

## Television

1. What is your favorite television show?

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---

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2. Is the show funny or serious?

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3. What is it about?

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4. Which character do you like the best?

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5. Why should other people watch this show?

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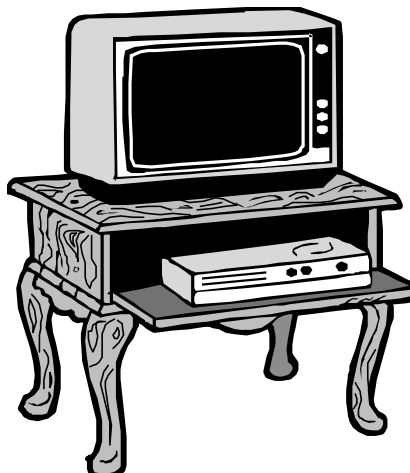
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## Books

1. What is the name of a good book?

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2. Who wrote the book?

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3. What is it about?

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4. Which character do you like the best?

---

---

---

5. Why should other people read this book?

---

---

---

---

---



## Travel

1. Where is one place you would like to travel to?

---

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2. What kind of transportation do you need to get there?

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---

3. Who would you take with you?

---

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---

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---

4. Why would you like to go there?

---

---

---

---

---

5. What would you do for fun there?

---

---

---

---

---

## Occupation

1. What would you like to be when you grow up?

---

---

---

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---

2. What kind of training do you need?

---

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3. What materials do you need to do your job?

---

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---

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---

4. Where would you work?

---

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---

5. What is the most important thing about this job?

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# Punctuation Review

After period, question mark,  
exclamation mark, and comma  
usage have been introduced  
through writing sentences these  
review exercises will help  
to solidify understanding.



## Punctuation Review #1

Name\_\_\_\_\_

Put a . ! ? at the end of each sentence.

1. Are you going to the store
2. The brown dog was sleeping
3. A bear is running after me

Put the . in the right spot after names

Mr J Smith

Dr P Stan

Put the . in the right spot after months and days of the week. Match abbreviations to their names.

Feb

Wednesday

Nov

February

Mon

November

Wed

Monday

Put a , after the dates.

1. September 4 1992
2. March 15 1888
3. July 27 1979

Put , . ? in the letter below.

May 3 1998  
Edmonton Alberta

Dear Grandpa

How are you I am fine I will be  
coming to see you at Christmas Are you  
having fun in your garden We went to a  
store called Bingo's I love  
you

Yours truly  
Jill

Put , and . in the sentences below.  
Remember , go after each word in lists.

1. The pig is funny pink and stinky
2. The car is blue fast and clean

## Punctuation Review # 2

Name\_\_\_\_\_

Put a . ! ? at the end of each sentence.

1. The funny clown was dancing
2. When will you come with me to school
3. The house is on fire

Put the . in the right spot after names

Mrs S Peters

Dr D Stone

Put the . in the right spot after months and days of the week. Match abbreviations to their names.

Mar

Friday

Tues

September

Sept

Tuesday

Fri

March

Put a , after the dates.

1. January 4 1993
2. February 5 1888
3. August 7 1979

Put , . ? in the letter below.

May 5 1997  
Edmonton Alberta

Dear Grandma

How are you I am fine I will be coming to see you at Easter Are you having fun in Hawaii We went to a funny movie called Home Alone I love you

Yours truly  
Sandra

Put , and . in the sentences below.  
Remember , go after each word in lists.

1. The dog is cute brown and cuddly
2. The sky is dark cloudy and scary

## Punctuation Review # 3

Name\_\_\_\_\_

Put a . ! ? at the end of each sentence.

1. Watch out a car is coming
2. Do you like the color pink
3. The girl skipped through the woods

Put the . in the right spot after names

Rev T Jones

Dr A Albert

Put the . in the right spot after months and days of the week. Match abbreviations to their names.

Apr Thursday

Sun December

Dec Sunday

Thurs April

Put a , after the dates.

1. April 24 1992
2. November 18 1990
3. June 13 1973

Put , . ? in the letter below.

July 4 1993  
Calgary Alberta

Dear Mr Brown

How are you I am fine Would you please come and visit me next month I will have some holidays then We could go to the farm or the lake to visit our cousins

Yours truly  
Grandma Brown

Put , and . in the sentences below.  
Remember , go after each word in a list.

1. The clown was orange funny and fat
2. The zebra was fast black and white

## Punctuation Review # 4

Name\_\_\_\_\_

Put a . ! ? at the end of each sentence.

1. The silly man was snoring loudly in his chair
2. Why haven't you put on your shoes yet
3. What a wonderful present

Put the . in the right spot after names.

Mrs A Brown

Dr P Samuel

Put the . in the right spot after months and days of the week. Match abbreviations to their names.

Oct

Wednesday

Sat

August

Aug

Saturday

Wed

October

Put a , after the dates.

1. March 15 1979
2. July 11 1993
3. September 1 1992

Put , . ? in the letter below.

July 16 1994  
Vancouver British Columbia

Dear Mom and Dad

How are you I am fine Camp is so much fun I wish you were here We have gone on a big hike and had fun roasting marshmallows on the fire Would you please write me a letter back I love you both What time will you pick me up

Yours truly  
Jonathan

Put , and . in the sentences below.  
Remember , go after each word in lists.

1. The car is blue fast and new
2. The Easter egg is pink orange and blue

## Punctuation Review # 5

Name\_\_\_\_\_

Put a . ! ? at the end of each sentence.

1. Call the hospital quickly
2. When will it be time to eat
3. Let's go shopping for new shoes

Put the . in the right spot after names

Mrs J Moore

Dr A Duff

Put the . in the right spot after months and days of the week. Match abbreviations to their names.

Mar

Friday

Fri

November

Nov

Saturday

Sat

March

Put a , after the dates.

1. June 17 1992
2. February 28 1967
3. October 14 1992

Put , . ? in the letter below.

January 1 1993  
Saskatoon Saskatchewan

Dear Uncle Bill and Aunty June

How are you We are all fine The new baby is growing fast and sleeps most of the time Jonny is taking music lessons Amy is playing soccer Billy is learning to read in school Hope to see you both soon

Love  
Aunty Joy

Put , and , in the sentences below.  
Remember , go after each word in lists.

1. The frog is green noisy and smelly
2. The house is big purple and ugly

## Punctuation Review # 6

Name\_\_\_\_\_

Put a . ! ? at the end of each sentence.

1. Where did you put my jacket
2. Run away quickly from the big dog
3. That big green clown looks funny

Put the . in the right spot after names

Rev P Boston

Mr B Parsons

Put the . in the right spot after months and days of the week. Match abbreviations to their names.

Mon September

Mar Monday

Thurs March

Sept Thursday

Put a , after the dates.

1. August 5 1993
2. May 23 1991
3. December 25 1994

Put , . ? in the letter below.

September 1 1993  
Winnipeg Manitoba

Dear Grandma,

How are you I am fine I am in grade two now My teacher's name is Miss Fischer She is very nice We learned how to print with new pencils and we got to make paper boats Hope you can come and visit soon

Yours truly  
Jenna

Put , and . in the sentences below.  
Remember , go after each word in lists.

1. The tree is green prickly and tall
2. The flower is pink dainty and small

## Punctuation Review # 7

Name\_\_\_\_\_

Put a . ! ? at the end of each sentence.

1. Don't step on that needle
2. The sunset was so beautiful
3. Why are you crying

Put the . in the right spot after names

Mrs S Anderson

Dr P Almond

Put the . in the right spot after months and days of the week. Match abbreviations to their names.

Apr

Saturday

Tues

Tuesday

Aug

April

Sat

August

Put a , after the dates.

1. April 30 1984
2. February 14 1967
3. October 22 1993

Put , . ? in the letter below.

March 8 1996  
Regina Saskatchewan

Dear Grandma and Grandpa

How are you We are all doing very well Robbie lost his tooth Samantha is taking violin lessons Billy has been learning to play baseball We will be coming to visit you in two weeks

Yours truly  
Mom and Dad

Put , and . in the sentences below.  
Remember , go after each word in lists.

1. The bear is brown big and mean
2. The apple is red round and yummy

# Capitalization Review

After the placement of capital letters has been taught through writing sentences these exercises will serve as a good review.



## Capitalization Review # 1

Name \_\_\_\_\_

Circle the letters that should be capitalized.  
Remember sentences always begin with capital letters.

1. one sunny day we went to the zoo.
2. at the zoo we saw a scary lion.
3. the lion roared loudly and i ran away.

Circle the letters that should be capitalized.  
Remember names always begin with capital letters.

1. mary, joshua and daniel went to fly their kites at the park.
2. colleen, kevin and deanne jumped their skipping rope at recess time.

Circle the capital letters. Remember streets, cities, and provinces begin with capitals.

mrs. susan winters  
23 white street  
vancouver, british columbia

Circle the capital letters. Remember names of places begin with capitals.

1. did you go on the rides at calaway park?
2. the country south of us is the united states.

Circle the capital letters. Remember that days of the week and months begin with capitals.

1. on sunday we went to church.
2. in february we give away cards.

Circle the capital letters. Remember that holidays begin with capital letters.

1. we give away presents at christmas.
2. it is fun to find eggs at easter.

Circle the capital letters. Remember in a letter that the date, greeting and closing begin with capital letters.

february 1, 1993  
edmonton, alberta  
dear sam,  
will you come to my party next week?  
from,  
john

## Capitalization Review # 2

Name\_\_\_\_\_

Circle the letters that should be capitalized.  
Remember sentences always begin with capital letters.

1. one cold day we went to the mountains.
2. at the mountains we went skiing.
3. my brother fell and broke his arm.

Circle the letters that should be capitalized.  
Remember names always begin with capital letters.

1. susan, sam and mark made funny faces at the monkey.
2. betty, larry and david won the race at school.

Circle the capital letters. Remember streets, cities, and provinces begin with capitals.

dr. david brown  
14 deerfoot trail  
calgary, alberta

Circle the capital letters. Remember names of places begin with capitals.

1. did you go swimming at young's pool?
2. living in china is very interesting.

Circle the capital letters. Remember that days of the week and months begin with capitals.

1. on thursdays we go to the library.
2. in december we have christmas.

Circle the capital letters. Remember that holidays begin with capitals letters.

1. we have a parade and fireworks on canada day
2. it is fun to eat chocolate at easter time.

Circle the capital letters. Remember in a letter that the date, greeting and closing begin with capitals.

may 7, 1993  
regina, saskatchewan  
dear mrs. moore.  
can we read books soon?  
love,  
daniel

## Capitalization Review # 3

Name \_\_\_\_\_

Circle the letters that should be capitalized.  
Remember sentences always begin with capital letters.

1. one windy day we went to fly our kites.
2. the wind blew our kites into a tree.
3. we climbed up the tree and got our kites.

Circle the letters that should be capitalized.  
Remember names always begin with capital letters.

1. sharon, terry and laurie bought ice cream at the store.
2. kayla, justin and natalie set three silly puzzles.

Circle the capital letters. Remember streets, cities, and provinces begin with capitals.

rev. donald strong  
144 canyon meadows drive  
kitchener, ontario

Circle the capital letters. Remember names of places begin with capitals.

1. did you go shopping at south center mall?
2. hawaii is a very warm place to live.

Circle the capital letters. Remember that days of the week and months begin with capitals.

1. on friday we went out for pizza.
2. in september it is my dad's birthday.

Circle the capital letters. Remember that holidays begin with capital letters.

1. we get chocolate on valentine's day.
2. it is fun to go to church on easter.

Circle the capital letters. Remember in letter that the date, greeting and closing begin with capitals.

march 17, 1993  
vancouver , british columbia  
dear grandma,  
happy st. patrick's day!  
love,  
janice

## Capitalization Review # 4

Name\_\_\_\_\_

Circle the letters that should be capitalized.  
Remember sentences always begins with capital letters.

1. one cold day we went to slide at the hill.
2. it is fun to play games on the computer.
3. i like to play hide and go seek outside.

Circle the letters that should be capitalized.  
Remember names always begin with capital letters.

1. cindy, sally and susan played with dolls.
2. rick, sam and joshua pretended to be batman.

Circle the capital letters. Remember streets, cities, and provinces begin with capitals.

mr. sam benchwater  
15 rosewater road  
vancouver, british columbia

Circle the capital letters. Remember names of places begin with capitals.

1. did you buy flowers at grower's direct?
2. in australia there are kangaroos.

Circle the capital letters. Remember that days of the week and months begin with capitals.

1. on tuesday we play baseball.
2. in october we are going to my grandma's.

Circle the capital letters. Remember that holidays begin with capital letters.

1. we see fireworks on canada day.

Names of books begin with capital letters.

1. the berenstain bears play baseball

Circle capital letters. In a letter the date, greeting and closing begin with capital letters.

june 6, 1994  
toronto, ontario

dear jim,

i scored a homerun in baseball!

from,  
bob

## Capitalization Review # 5

Name\_\_\_\_\_

Circle the letters that should be capitalized.  
Remember sentences always begin with capital letters.

1. one fall day we played in the leaves.
2. my sister jenny went to school today.
3. my mom and dad went on a holiday.

Circle the letters that should be capitalized.  
Remember names always begin with capital letters.

1. whitney, jenna and richard hung upside down on the monkey bars.
2. wilma, fred, barney and betty went to the dinosaur petting zoo.

Circle the capital letters. Remember streets, cities, and provinces begin with capitals.

mr. robert thomas  
15 windy avenue  
montreal, quebec

Circle the capital letters. Remember names of places begin with capitals.

1. did you buy a barbie at toys `r us?
2. in africa there are lions.

Circle the capital letters. Remember that days of the week and months begin with capitals.

1. on monday we play basketball.
2. in january we are going to my aunt's.

Circle the capital letters. Remember that holidays begin with capital letters.

1. we dress up on halloween.

Names of books begin with capital letters.

1. I like the book the great brain.

Circle capital letters. In a letter the date, greeting and closing begin with capital letters.

june 6, 1994  
calgary, alberta

dear jan,

i passed all my tests in swimming!

from,  
kim

## Capitalization Review # 6

Name \_\_\_\_\_

Circle the letters that should be capitalized.  
Remember sentences always begin with capital letters.

1. one warm day we had water fights.
2. it is fun to eat ice cream outside.
3. i like to play soccer with my friends.

Circle the letters that should be capitalized.  
Remember names always begin with capital letters.

1. laura, curtis, and brett played math games on the carpet.
2. richard, sam, and whitney played with a basketball.

Circle the capital letters. Remember streets, cities, and provinces begin with capitals.

dr. tim stone  
63 rosewater avenue  
winnipeg, manitoba

Circle the capital letters. Remember names of places begin with capitals.

1. did you go to bing's bowling alley?
2. visiting japan was amazing.

Circle the capital letters. Remember that days of the week and months begin with capitals.

1. on wednesday we are going to the zoo.
2. in april it usually rains a lot.

Circle the capital letters. Remember that holidays begin with capital letters.

1. we get to dress up at halloween.
2. it is fun to eat turkey at thanksgiving.

Circle the capital letters. Remember in a letter that the date, greeting and closing begin with capitals.

winnipeg, manitoba  
january 7, 1993

dear mr. moore,

did you know we named our tadpole  
after you?

yours truly,  
joshua

# Appendixes

Editing	433
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## Appendix A

Creative Writing

Name\_\_\_\_\_

	Yes	Sometimes	Not yet
1. Spaces between words.			
2. Writes in thoughts.			
3. Ideas follow a logical sequence of events.			
4. Using capitals and periods.			
5. Expanding vocabulary with choices that are provided.			
6. Sentences make sense grammatically.			

Creative Writing

Name\_\_\_\_\_

	Yes	Sometimes	Not yet
1. Spaces between words.			
2. Writes in thoughts.			
3. Ideas follow a logical sequence of events.			
4. Using capitals and periods.			
5. Expanding vocabulary with choices that are provided.			
6. Sentences make sense grammatically.			

Creative Writing

Name\_\_\_\_\_

	Yes	Sometimes	Not yet
1. Spaces between words.			
2. Writes in thoughts.			
3. Ideas follow a logical sequence of events.			
4. Using capitals and periods.			
5. Expanding vocabulary with choices that are provided.			
6. Sentences make sense grammatically.			

Creative Writing

Name\_\_\_\_\_

	Yes	Sometimes	Not yet
1. Spaces between words.			
2. Writes in thoughts.			
3. Ideas follow a logical sequence of events.			
4. Using capitals and periods.			
5. Expanding vocabulary with choices that are provided.			
6. Sentences make sense grammatically.			

## Appendix B

### Books to Read Aloud

1. Blackboard Bear by Martha Alexander  
- a little boy invents a bear friend
2. No Ducks in Our Bathtub by Martha Alexander  
- David gets fish eggs that hatch into frogs
3. Gia and the One Hundred Dollars Worth of Bubble Gum by Frank Asch  
- The trouble with babysitting dogs
4. The Fire Cat by Esther Averill  
- the fire chief saves Pickles from a life of boredom
5. Bears on Wheels by Stan and Jan Berenstain  
- counting book about a bear on a unicycle
6. The Runaway Bunny by Margaret Wise Brown  
- mother rabbit finds her baby son
7. I Can Read by Dick Bruno  
- a little girl learns to read about her life
8. The Rabbit by John Burningham  
- about the life of a rabbit
9. A Baby Sister for Frances by Lillian Hoban  
- France overcomes jealousy over new baby
10. Me Too! by Mercer Meyer  
- little sister wins over her big brother
11. Whose Mouse Are You? by Robert Kraus  
- a little mouse explains whose mouse he is until he says he is his brother's mouse
12. Friends by Helme Heine  
- three animal friends have adventures while trying to stay together forever
13. Alfie Gives a Hand by Shirley Hughes  
- Alfie learns to leave his blanket at home
14. Best Friends by Miriam Cohen  
- Paul and Jim overcome a problem to become best friends
15. Will I have a Friend? by Miriam Cohen  
- Jim worries on the first day of school because he does not have a friend
16. Ask Mr. Bear by Marjorie Flack  
- Danny finds the best present for his mom
17. William's Doll by Charlotte Zolotow  
- William is teased because he wants a doll, but his grandmother comes to the rescue
18. Come to the Meadow by Anna Grossnickle Hines  
- Mattie and her grandmother enjoy spring

19. No Jumping on the Bed by Tedd Arnold  
- Walter knows he is not to jump on the bed. Read and see what happens when he does!
20. Night in the Country by Cynthia Rylant  
- See what there is to see in the night
21. The Carrot Seed by Ruth Krauss  
- a huge carrot grows from a seed for a little boy
22. Growing Vegetable Soup by Lois Elhert  
- from planting seeds to making soup
23. Whose Baby? by Masayuki Yabuuchi  
-babies and mommies (animals)
24. The Very Busy Spider by Eric Carle  
- a spider ignores her friends who want to play in order to make a web
25. Who's Hiding Here? by Yoshi  
- shows how animals use camouflage to hide
26. Chickens aren't the Only Ones by Ruth Heller  
-animals that lay eggs
27. Frederick by Leo Lionni  
-a little mouse gathers color for the gloomy winter
28. The Tiny Seed by Eric Carle  
- a tiny seeds journey to becoming a sunflower
29. Sadie and the Snowman by Allen Morgan  
- how Sadie saves her snowman
30. Corduroy by Don Freeman  
- a little bear is rescued from life in a store by a little girl
31. The Teddy Bear's Picnic by Jimmy Kennedy  
- the picnic of teddy bears in the forest
32. Caps for Sale by Esphyr Slobodkina  
- how a monkey got a salesman's caps and how the salesman got them back
33. Have you Seen My Duckling? by Nancy Tafuri  
- a mother searches for her baby
34. Red is Best by Kathy Stinson  
- why a little girl likes red best
35. Brown bear, Brown Bear, What do You See? by Bill Martin Jr.  
- a pattern book of colors
36. Millions of Cats by Wanda Gag  
-a fight between cats and how only one is left
37. The Train by David McPhail  
- Matthew's dream about working on a train
38. Are You My Mother? by P.D. Eastman  
- a little bird looks for his mother after falling from his nest

## Appendix C

### Special Vowel Worksheet Practice

Name \_\_\_\_\_


## Appendix D

### Sample Reading Lesson for a Single Day:

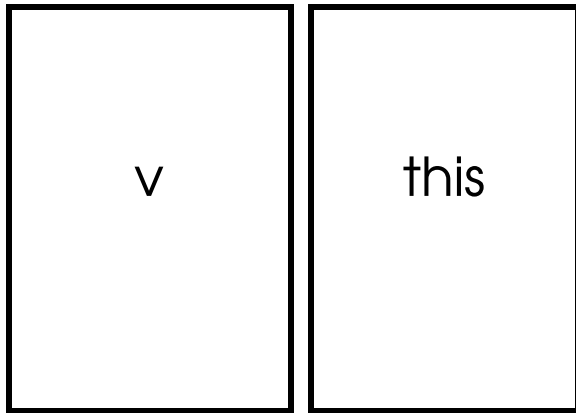
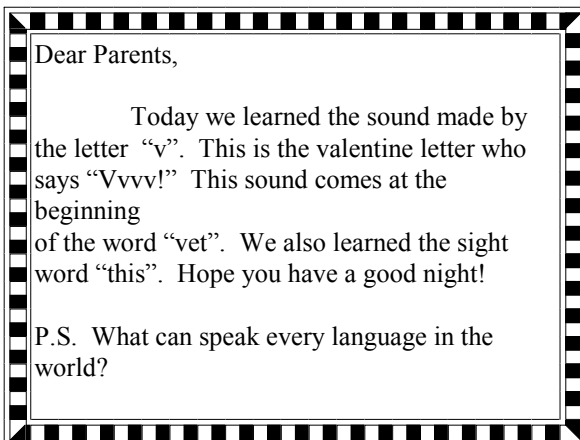
**9:00 to 9:30      Introduce the letter V**

- 1. Hold up a letter-sized poster of the letter v with a picture of a valentine on it. Hang up the poster beside all the other letter posters you have introduced so far.**
- 2. Tell children that today we will be learning about the letter v. He is the valentine letter and says “Vvvv!” We make this sound by placing our top teeth on our bottom lip and making it buzz. Have all the children make this sound with you. Print this letter on a large flashcard and staple it to your word bulletin board.**
- 3. Next introduce children to the new sight word. Today we will be learning the word “this”. Print this word on a large flashcard and staple it to your word bulletin board. Your board should hold about 100 words. When it’s full simply remove the very first word on the board and replace it. The letter sounds stay on all year. (Number the sight words and alphabet cards for reuse next year.)**
- 4. Now review all the letter sounds and sight words on your word bulletin board together. Point to each word and letter sound and have students read them with you twice. Do this first thing in the morning and right after lunch.**


### Sight Word Bulletin Board

green	ee	blue	ue	to	o	are	d		
see		play		we	t	of	L		
red	e	orange	or	that	h	this	v		
I		like		in	b				
brown	ow	purple	ur	for	f				
can		and		at	i				
black	ck	white	wh	with	g				
the		work	w	it	u				
yellow	ow	is	m	on	n				
me		you	a	put	p				

Show students the story that they are to read today.



<b>Letter: v</b> <b>Day 25</b>	<b>Sight word: this</b> Valentine Letter
-----------------------------------	---



Name \_\_\_\_\_

/4 comprehension

/28 decoding

The vet got this brown dog.

The brown dog ran and ran.

The vet ran with the brown dog.

The vet and dog ran to the green hill.

9:30 to 10:30

Draw attention again to the new letter sound and sight word. Remind them to sound out any underlined words and draw the picture of what the sentence says underneath.

5. As students read and draw begin circulating immediately listening to students read each sentence. If the child misses a word circle it and record mark in your book and on the paper. Send the work home with the newsletter requesting parents to review this work with their child.

6. Let children make two valentine's to give away.

7. 1:00 to 1:30

In your big books read all the stories that have been taught since the beginning of school to the children. As you read point to each word. Have students silently read the stories with you. Each story is based on the sight words that have been taught in the morning lessons. The purpose in reading the stories over each day is to place the sight words in the context of story and to give students daily review so that they can memorize them. When you are finished students will take the books they have created which duplicate yours and read each story to themselves.

**8. 1:30 to 2:00**

**When you have finished reading the stories and introduced today's new sentence give students a word strip (shown below). Students will cut up the word strip of the new sentence. They will put the words in order and glue them down in their books. This will create the text for the next page. Have them illustrate it.**



**Sight words taught to date are:** see, I, can, the, me play, like, and, work, a, is, you, to, we, that, in, for, at, with, it, on, put, are, of, this

**We have created five stories to date based on these words:**

**Vocabulary for Days 1 to 5**

**Story: I Can See**

Page 1: I can see the green tree.

Page 2: I can see the brown dog.

Page 3: I can see the black cat.

Page 4: I can see the yellow sun.

**Vocabulary for Days 6 to 10**

**Story: Fall Fun**

Page 1: See me play and work. (picture of a boy holding a rake with leaves falling.)

Page 2: I can see blue and white. (picture of a blue sky with clouds made from cotton)

Page 3: I can see purple. (picture of a purple rake)

Page 4: I can see orange and yellow. (picture of orange and yellow leaves)

Page 5: I like work and play. (picture of a boy holding a rake and a bag of leaves beside a picture of a boy sitting in a pile of leaves throwing some in the air)

**Vocabulary for Days 11 to 15**

**Story: We Can Work**

Page 1: I can see you work. (picture of a man hammering a piece of wood)

Page 2: We can work. (picture of a boy and a man carrying wood)

Page 3: I can see that work is fun. (picture of a can of paint and a half-painted dog-house)

Page 4: It is fun to work. (picture of a completed doghouse with a dog sitting in the doorway.)

**Vocabulary for Days 16 to 20**

**Story: The Blue Hat**

Page 1: Look at the blue hat.

Page 2: Look in the blue hat. (picture of hat with a cat's tail sticking out)

Page 3: It is a fat, brown cat. (picture of a fat, brown cat)

Page 4: It can go with us. ( a boy holding the cat and a girl)

Page 5: The fat, brown cat is for you.

**Vocabulary for Days 21 to 25**

**Story: The Hat**

Page 1: Are you thinking of this? (boy thinking about a ball cap)

Page 2: This hat is on a cow.

Page 3: This hat is on a pig.

Page 4: This hat is on a bee.

Page 5: Put this hat on me. (boy wearing the ball cap)

The morning reading lesson format will continue all year. This afternoon reading lesson format should be maintained for the first ten weeks of school. Making big books and small books based on the sight word vocabulary taught can certainly be utilized longer if needed. After fifty school days (ten weeks) students have worked with blending skills for at least six weeks and it is time to solidify their decoding skills and get kids into reading “real” books. They have also developed a limited vocabulary of basic sight words. To solidify blending skills I decided to give students this afternoon time to work on sounding out flashcards independently. I have twenty packs of flashcards for students to work through. Each pack contains ten words. When a child has completed a pack they may come and read it to me and I’ll check it off. This process solidifies blending skills and shows who has mastered simple decoding and who has not. Some children take three afternoons to do all twenty packs and some take four weeks to master them. At the point in which they master them they are permitted to enter the classroom library of level one books. Show sample. These are simple three letter books for students to read independently. In this way students move from reading all the same material to reading their own books in a matter of eight weeks. Afternoon reading lessons review vocabulary and focus on reading books and interviewing students about the books they have read. While students are reading in level one I will introduce the skills needed to read more difficult books through morning reading worksheets.

So far we have been learning the lesson context in which the skills are placed into. Next, I want to show you what the exact skills are that we are trying to teach. What I have discovered about working with phonics is that if you can lay a framework for looking at a word with children they can learn with practice to unlock almost any word they encounter and verify why a word says what it says. There are ten reading keys children need to unlock words. These keys must be systematically taught, practiced and reviewed.

<b>Key 1</b>	<b>Alphabet letters and sounds</b>
<b>Key 2</b>	<b>Blending three-letter words</b>
<b>Key 3</b>	<b>Looking at the end of a word for silent “e”</b>
<b>Key 4</b>	<b>Looking at the end of a word for “y”</b>
<b>Key 5</b>	<b>Mouse Keys (Two vowels together)</b>
<b>Key 6</b>	<b>Other word Keys</b>
<b>Key 7</b>	<b>Family Words</b>
<b>Key 8</b>	<b>Word Endings</b>
<b>Key 9</b>	<b>Jail Words</b>
<b>Key 10</b>	<b>Compound Words</b>

## 9. A Framework for Looking at Words

So far we have looked at the lesson context in which skills are placed. Next, we will learn how to lay a framework for decoding words. If they master this way of dissecting words they can learn with practice to unlock almost any word they encounter. They will also be able to verify why a word says what it says.

Key 1	Alphabet letters and sounds
Key 2	Blending three-letter words
Key 3	Looking at the end of a word for silent "e"
Key 4	Looking at the end of a word for "y"
Key 5	Mouse Keys (Two vowels together)
Key 6	Other word Keys
Key 7	Family Words
Key 8	Word Endings
Key 9	Jail Words
Key 10	Compound Words

## 10. Timeframes

It takes about 150 reading lessons to cover the ten keys listed above.

## 11. Modifying for Low Socioeconomic Areas

### a. Year One

- i. Spend September on simple alphabet recognition activities.
- ii. Spend two days on each lesson.
- iii. Read with half the students the first day and the other half the second

Letter: v  
Day 25

Sight word: this  
Valentine Letter

Name \_\_\_\_\_

/4 comprehension

/28 decoding



The vet got this brown dog.

The brown dog ran and ran.

The vet ran with the brown dog.

The vet and dog ran to the green hill.

Letter: v  
Day 25

Sight word: this  
Valentine Letter

Name \_\_\_\_\_

/4 comprehension

/28 decoding



This vet got a brown dog.

See how the brown dog ran..

The brown dog ran with the vet.

The dog and the vet ran to the green hill.

If you choose to complete the program this way you would still have one hundred and fifty days of material. In the course of this time you would have taught students the following keys to decoding words:

Key 1	Alphabet letters and sounds
Key 2	Blending three-letter words
Key 3	Looking at the end of a word for silent “e”
Key 4	Looking at the end of a word for “y”
Key 5	Mouse Keys (Two vowels together)
Key 6	Some Word Keys ch, sh, th, wh, qu, gh oo, ui, ue, ow (cow), ow (yellow), ou r-controlled vowels (ur, ir, er, ar, or)
Key 7	Some Family Words (as appropriate to vocabulary)
Key 8	Word Endings (s, ed, ing)
Key 9	Jail Words (some words do not follow the rules)

### **b. Year Two**

Year two could pick up in the material where year one left off, continuing the same process of spending two days per concept. They would complete days 76 to 150. In the course of a year they would have finished teaching students the following:

Key 1	Review of Alphabet letters and sounds
Key 2	Review of Blending three-letter words
Key 3	Review of Looking at the end of a word for silent “e”
Key 4	Review of Looking at the end of a word for “y”
Key 5	Review of Mouse Keys (Two vowels together)
Key 6	Completing the Word Keys Review: ch, sh, th, wh, qu oo, ui, ue, ow (cow), ow (yellow), ou r-controlled vowels (ur, ir, er, ar, or) Learn: au, aw, oi, oy, ai, ay, ce, ci, cy, ge, gi, gy, wr, kn, gh, ph, ew,
Key 7	More Family Words
Key 8	More Word Endings (s, es, ed, ing, er, est, tion, sion, change y to i and add ed, change y to i and add es)
Key 9	Review Jail Words
Key 10	Compound Words and Contractions

The purpose of this program is to set students free to read whatever interests them in the shortest possible amount of time. Once children read fluently the purpose of this program has been served and it's time to dig into real literature in order to develop higher level thinking skills.

### **Repeated Readings for Mastering Sight Words:**

Copy and illustrate each sentence onto one page of a scrapbook to make big books. You only need to make one page each night to stay ahead of your class. Students learn to read and illustrate little books that are identical to your big book.

#### **Vocabulary for Days 1 to 5**

Story: I Can See

Page 1: I can see the green tree.

Page 2: I can see the brown dog.

Page 3: I can see the black cat.

Page 4: I can see the yellow sun.

#### **Vocabulary for Days 6 to 10**

Story: Fall Fun

Page 1: See me play and work. (picture of a boy holding a rake with leaves falling.

Page 2: I can see blue and white. (picture of a blue sky with clouds made from cotton)

Page 3: I can see purple. (picture of a purple rake)

Page 4: I can see orange and yellow. (picture of orange and yellow leaves)

Page 5: I like work and play. (picture of a boy holding a rake and a bag of leaves beside a picture of a boy sitting in a pile of leaves throwing some in the air)

#### **Vocabulary for Days 11 to 15**

Story: We Can Work

Page 1: I can see you work. (picture of a man hammering a piece of wood)

Page 2: We can work. (picture of a boy and a man carrying wood)

Page 3: I can see that work is fun. (picture of a can of paint and a half-painted dog-house)

Page 4: It is fun to work. (picture of a completed doghouse with a dog sitting in the doorway.

#### **Vocabulary for Days 16 to 20**

Story: The Blue Hat

Page 1: Look at the blue hat.

Page 2: Look in the blue hat. (picture of hat with a cat's tail sticking out)

Page 3: It is a fat, brown cat. (picture of a fat, brown cat)

Page 4: It can go with us. ( a boy holding the cat and a girl)

Page 5: The fat, brown cat is for you.

#### **Vocabulary for Days 21 to 25**

Story: The Hat

Page 1: Are you thinking of this? (boy thinking about a ball cap)

Page 2: This hat is on a cow.

Page 3: This hat is on a pig.

Page 4: This hat is on a bee.

Page 5: Put this hat on me. (boy wearing the ball cap)

### **Vocabulary for Days 26 to 30**

Story: Play Ball

Page 1: I have a ball,

Page 2: as blue as can be.

Page 3: But you have your bat,

Page 4: as red as can be.

Page 5: Now we can play!

### **Vocabulary for Days 31 to 35**

Story: Pals

Page 1: This is about pals. (One girl)

Page 2: I have one good pal.

Page 3: He has two good pals.

Page 4: They have three good pals.

Page 5: Good pals are fun.

### **Vocabulary for Days 36 to 40**

Story: The Cat

Page 1: Can you see her?

Page 2: Look up in the green tree.

Page 3: The cat is up in the green tree.

Page 4: The cat had a nap.

Page 5: The cat had some fun in the tree.

### **Vocabulary for Days 41 to 45**

Story: My Dog

Page 1: All of you come here! said Jill.

Page 2: I can draw my dog.

Page 3: I can colour my dog.

Page 4: It is so fun.

Page 5: Can you draw with me?

### **Vocabulary for Days 46 to 50**

Story: The Surprise

Page 1: I would like to get a surprise.

Page 2: I should go to the store.

Page 3: Any surprise would be fun.

Page 4: I could get something new.

Page 5: The surprise has been fun.










### **Student Books**











Re-readings are a valuable strategy for mastering sight word vocabulary in the context of sentences and stories. These are **student-made books** which duplicate your big books and are used to review the vocabulary taught in the morning lessons. They become students' first reader. Each day students begin these lesson by re-reading all the old sentences in their books and then move on to adding and illustrating a new one. As the students progress in their reading ability they receive a paragraph of words to read rather than a single sentence. They will then make one illustration for the entire paragraph. Pairing strong readers and weak readers up for partner reading heightens interest and ensures better reading. As students' confidence increases they can learn to develop expression as they read to a partner.

The sentence strips and paragraphs for the stories written here are included on the following pages. Photocopy the student pages. Each day students cut up one word strip, order the words, glue them down, and illustrate them the same way as yours. In this way they will create a book they can use for solidifying new vocabulary and reviewing old.









To make books you can bind blank pages with coils or use blank notebooks.

I usually begin new books when we move from adding single sentences to paragraphs. Then I send the single sentence books home for review with parents at night.











 Story 1 Page 1	I	can	see	the	green	tree.
 Page 2	I	can	see	the	brown	dog.
 Page 3	I	can	see	the	black	cat.
 Page 4	I	can	see	the	yellow	sun.
 Story 2 Page 1	me	See	play	work.	and	
 Page 2	see	I	white.	blue	and	can
 Page 3	see	can	purple.	I		
 Page 4	can	I	see	orange.		
 Page 5	like	and	I	work	play	

 Story 3 Page 1	see	you	I	can	work.		
 Page 2	can	We	work.				
 Page 3	see	can	that	fun.	work	is	I
 Page 4	work.	It	to	is	fun		
 Page 5							
 Story 4 Page 1	blue	Look	the	at	hat.		
 Page 2	Look	the	blue	hat.	in		
 Page 3	fat,	brown	cat.	is	a	It	
 Page 4	can	It	go	us.	with		
 Page 5	fat,	is	The	cat	you.	for	brown

 Story 5 Page 1	thinking	Are	of	this?	you	
 Page 2	hat	is	This	a	on	cow.
 Page 3	is	This	a	on	pig.	hat
 Page 4	This	bee.	is	on	hat	a
 Page 5	on	Put	hat	this	me!	
 Story 6 Page 1	have	I	a	ball,		
 Page 2	as	can	as	blue	be.	
 Page 3	But	have	you	your	bat,	
 Page 4	red	as	be.	as	can	
 Page 5	we	Now	play!	can		

 Story 7 Page 1	is	about	This	pals.				
 Page 2	have	I	good	pal.	one			
 Page 3	He	two	pals.	has	good			
 Page 4	have	They	pals.	good	three			
 Page 5	fun.	Good	are	pals				
 Story 8 Page 1	you	see	Can	her?				
 Page 2	up	in	tree.	the	Look	green		
 Page 3	cat	The	in	is	up	tree.	green	
 Page 4	had	a	nap.	The	cat			
 Page 5	The	some	cat	had	fun	the	in	tree.

 Story 9 Page 1	come	here!	Jill.	All	you	of	said
 Page 2	draw	my	I	can	dog.		
 Page 3	colour	can	my	dog.	I		
 Page 4	so	It	is	fun.			
 Page 5	draw	me?	with	Can	you		
 Story 10 Page 1	I	like	to	get	would	a	surprise.
 Page 2	should	I	go	the	to	store.	
 Page 3	surprise	Any	would	be	fun.		
 Page 4	could	I	get	something	new.		
 Page 5	The	been	has	surprise	fun.		

 Story Page 1						
 Page 2						
 Page 3						
 Page 4						
 Page 5						
 Story Page 1						
 Page 2						
 Page 3						
 Page 4						
 Page 5						

Vocabulary for Days 51 to 55

Story: The Funny Picture

Go there and look at the funny picture.  
That funny picture is from me.  
The moon is out in the day.  
It should be out in the night.

Vocabulary for Days 56 to 61

Story: The Fish

The little boy was by the brook.  
Then see him hook a fish.  
Can he cook the fish for us?  
No! The fish was too little.  
So see him put it back.

Vocabulary for Days 62 to 67

Story: Tag

Come here and catch me, says the little boy.  
No, says the little girl.  
We can play tag, says the little boy.  
Okay, says the little girl.  
Now watch the little boy and little girl play tag.  
They are good friends.

Vocabulary for Days 68 to 72

Story: The Snowman

How can we build a snowman?

First, roll three balls of snow.

What else do we need to build one?

Next, our snowman needs a hat.

Now, put a face on him, too!

Vocabulary for Days 73 to 78

Story: The Lost Dog

Where is my dog? says the boy.

I do not know, said the girl.

Who will help me look? says the boy.

I sure would, said the girl. There he is!

Why is my dog in there? asked the boy.

Vocabulary for Days 79 to 84

Story: The Big Dog

Let us both go for a walk, says the boy.

I am ready, says the girl.

They took their dog on the walk.

On their way they met a big, tough dog.

Then they ran all the way home.

Vocabulary for Days 85 to 90

Story: A Nice Idea for Valentine's Day

I have a nice idea, said mother.

What is your idea? asked father.

Let's make hearts and give them to people on Valentine's Day, said mother.

That is a nice idea, said father. Let's do it!

Vocabulary for Days 91 to 95

Story: The Giant

Once a giant wanted to look fancy.

He put on his good clothes.

But, because he was pudgy his good clothes didn't fit anymore.

He looked so funny he laughed.

Vocabulary for Days 96 to 100

Story: The Haircut

My hair is very long.

How much does a haircut cost? asked the girl.

It usually costs ten dollars, said the lady.

Please cut my hair the usual way, said the girl.

Your hair looks beautiful, said the lady.

### Vocabulary for Days 101 to 105

#### Story: Supper

Are you too busy for supper? asked Mother.

We could make spaghetti.

How long does it take to cook spaghetti?

It takes ten minutes to cook it, said mother.

Now the spaghetti is done, said Father.

It is yummy! said Mother. Are you full?

Yes, said Father, you made just enough for me.

### Vocabulary for Days 101 to 105

#### Story: Fun with Dad

Let us go again for a walk and talk, said dad.

After supper dad and the kids walked to the old church. They talked and talked on the way there. The old church is beautiful! said dad.

Then they all walked home.

### Vocabulary for Days 106 to 110

#### Story: Chocolate Eggs

I just saw so many chocolate eggs in the grass, said Max. Could you help me haul them home?

Sure, said Ben. If you give me some of them.

Ben and Max hauled the eggs home. Max and Ben ate so many chocolate eggs they were full.

Vocabulary for Days 111 to 115Story: Balloons

One beautiful day in August some children learned there was a clown down at the park. They walked and ran to the park to see him. Standing on the lawn they saw a kind old clown holding balloons the colours of the rainbow. He called to them. They came running and he gave them each a beautiful balloon. It had been a wonderful day.

Vocabulary for Days 116 to 120Story: Obedience

One day Max heard the snow in the mountains was awesome. Though he had not learned to ski he took some friends and went. Max put on his skis. When he got off the chair lift the sign said "No skiing". Max did not listen. He went down the mountain backwards. Max landed in a tree! From then on he learned to obey signs.

Vocabulary for Days 120 to 125Story: The Flue

One day Max's teacher got pretty worried. The whole school got the flue. All the children had bad coughs and were feeling rough. Max's teacher telephoned all the parents. The children were excited to see their parents. The moms' brought cough medicine and took them home. Soon enough they were well again!

Vocabulary for Days 126 to 130Story: Max's Movie

Today Max has decided to make an action movie. He gets busy and sews costumes for his friends. It will be a movie about missing treasure.

Max films the movie on an island in the ocean.

Ben and Sally look for the treasure a long time. At last they find it washed up in a cave. Oh no! When they open the lid of the chest there are only a few old roller-skates inside! Max laughs!

Vocabulary for Days 131 to 135Story: Max's Trouble

Max had a lot of trouble behaving. One day he decided to spoil a parade by singing bad songs to the people in it. He asked his mother if she'd mind. His mother answered "Yes!", but Max did it anyway. A policeman in a uniform heard Max's songs and took him home. Max said to his mom, "I guess I was wrong to spoil the parade." His mom said, "You know better!" Max never did it again.

Vocabulary for Days 136 to 140Story: The Secret

One day Sally thought of a story about a tiger. She decided to write it down. In her story the tiger's eyes were shining because it had a secret. Soon the tiger had a baby daughter. The mommy tiger liked to toss her in the air and catch her.

## Appendix E

### Grade One Classroom Library Books Based on Phonetic Concepts

The classroom library is an indispensable part of teaching beginning readers. It places skills in the context of literature and is essential for independent practice of blending words and visualising stories. It is the most exciting part of learning for the beginning reader. Without the practice of reading in the classroom library the lessons in this book are inadequate because they don't provide enough conceptual experience.

Once a child has read a book from the classroom library the teacher conducts a book interview by questioning the child for comprehension and listening to him read any page of the book to monitor decoding. The title of the book is then recorded. It is helpful to have a reading incentive program to encourage all students. I have given out reading incentives for every ten books read. Once all the books have been read which cover a concept the child may proceed to books which cover the next concept.

The order of concept books in the classroom library according to this reading program is: short vowels, blends, long vowels, and consonant digraphs. Books practising sight words can be placed in all categories for solidification of vocabulary. If you do not already have a class library there are a number of excellent beginning books listed for you on the next several pages.

School Day 47 Students may enter the classroom library today if their flashcards are completed (See page 20 and pages 107-109).

#### **Educational Insights** **Dominguez Hills, CA 90220**

##### **Phonics Readers**

##### **Short Vowels**

**ISBN Set 0-88679-850-7**

1. A Cat Nap
2. Pat's Jam
3. Red Gets Fed
4. Pen Pals
5. Liz is Six
6. Tin Man Fix-It
7. In the Big Top
8. Doc in the Fog
9. Fuzz and the Buzz
10. Bud the Sub

##### **Phonics Readers**

##### **Long Vowels**

**ISBN Set 0-88679-862-0**

1. James and the Good Day
2. Jane and Babe
3. What will the Seal Eat?
4. Lee and the Team
5. Kite Day at Pine Lake
6. Di and the Mice
7. Bo and Rose
8. Is Jo Home?
9. Rube and the Tube
10. Stu's Tune

\*Order the books listed below from [www.wintergreenlearning.ca](http://www.wintergreenlearning.ca) or use the catalogue Wintergreen which is sent to schools. You can also call 1-800-268-1268 toll free. The books are found under the phonics section *not under the reading section*.

## **Modern Curriculum Press**

**Cleveland/Toronto**

**13900 Prospect Road, Cleveland Ohio 44136**

### **Phonics Readers**

#### **Short Vowels**

**ISBN 0-8136-0650-0**

1. Max
2. Sam and Al
3. Six Kids
4. Jim Wins
5. Gus
6. Fun with Gum
7. Hop on, Hop off
8. Hot Rods
9. Red Hen
10. Jet Bed

### **Phonics Readers**

#### **Long Vowels**

**ISBN 0-8136-0651-9**

1. Kate and Jake
2. Dave and His Raft
3. Bike Hike
4. I Like What I Am
5. Dune Bug
6. Sue and June
7. Mr. Jones and Mr. Bones
8. Joe and Moe
9. Pete and His Beans
10. Zeke

### **Scholastic Book Clubs**

**Scholastic Phonics Ready Readers**

**72 book series**

**To order call 1-800-scholastic**

**ISBN 0-439-32303-7**

### **Phonics Readers**

#### **Blends**

**ISBN 0-8136-0653-5**

1. Brag, Brag, Brag
2. Here Comes the Bride
3. Glen Wit
4. Glub! Glub!
5. Scat, Cat!
6. Miss Swiss
7. Squire's Square Deal
8. Stan the Squid
9. At the Pond
10. Hunk of Junk

### **Phonics Readers**

#### **Consonant Digraphs**

**ISBN 0-8136-06543**

1. Bath Time
2. Smith's Store
3. Whiz Kid
4. The White Whale
5. Sh!
6. Mush? Mush?
7. At the Beach
8. Gretch the Witch
9. Jack's King
10. Black Duck's Wing Ding

\*Order the books listed below from [www.wintergreenlearning.ca](http://www.wintergreenlearning.ca) or use the catalogue Wintergreen which is sent to schools. You can also call 1-800-268-1268 toll free. The books are found under the phonics section *not under the reading section*.

**Steck Vaughn Company**  
**Subsidiary of National Education Corporation**  
**P.O. Box 26015 Austin, TX 78755**

**Phonics Readers**

**Short Vowels**

**ISBN 0-8114-5115-0**

1. Matt and Rags
2. Pam's Pal
3. What is it?
4. Kiss a Pig
5. Zig, Zag, Buzz, and Hum
6. Fun in the Sun
7. Tom and His Mom
8. Bob Has a Job
9. Ten Hens
10. Jen's Pet

**Phonics Readers**

**Long Vowels**

**ISBN 0-8114-5164-X**

1. A Race on the Lake
2. The Cake Bake
3. Five Mice and Mike
4. The Big Bike
5. Miss Duke's Mule
6. Sue and Jule
7. Mole King Cole and Anna Tole
8. Jo's Toes
9. A Real Seal
10. Hide and Seek

**Phonics Readers**

**Blends**

**ISBN 0-8114-5184-4**

1. Snip and Snap
2. The Pet Store
3. A Croak in the Creek
4. A Treat for Mom
5. The Kids Club
6. Flip, Flop, Plop!
7. String Bean Has no Wife
8. Stripes and Scrapes
9. Space Fox and Wild Bird
10. Camp Flint

**Phonics Readers**

**Consonant Digraphs**

**ISBN 0-8114-5195-X**

1. Moth and Frog Race
2. Beth and Baby Jill
3. Liz Whiz Rides a Whale
4. The White Blob
5. Tish the Fish
6. Shoe Man
7. A Peach for Chad
8. Chip Gets a Dog
9. Can a Chick Swim?
10. Miss Wong's Shop

**Sight Word Practice (Levels one and two)**  
**Modern Curriculum Press**  
**ClevelandToronto**

<b>All Books by Margaret Hillert</b>	<b>ISBN Number</b>
The Golden Goose	0-8136-5551-X
Come Play with Me	0-8136-5536-6
A House for Little Red	0-8136-5513-7
Circus Fun	0-8136-5511-0
The Funny Baby	0-8136-5516-1
Play Ball	0-8136-5534-X
The Birthday Car	0-8136-5531-5
The Snow Baby	0-8136-5555-2
The Magic Beans	0-8136-5553-6
The Three Bears	0-8136-5515-3
What is it?	0-8136-5556-0
Little Puff	0-8136-5514-5
The Three Little Pigs	0-8136-5535-8
Cinderella at the Ball	0-8136-5532-3

\*Note: If you are on a fixed budget and work in the separate school system or are a christian you may choose to purchase the following two books to use in place of the books listed above:

**The Early Reader's Bible** as told by V. Gilbert Beers  
 ISBN 0-945564-43-0

\*contains sixty-four easy to read Bible selections based on a basic sight word list

\*good instructional reading from December to April

**The Beginners Bible** as told by Karyn Henley  
 ISBN 0-310-92610-6

\*contains forty-eight Bible selections based on a basic sight word list along with a vocabulary containing all the phonetic concepts covered in this reading program

\*good instructional reading from April to June

## References

Bell, N. **Visualizing and Verbalizing.** Paso Robles, California: Academy of Reading Publications, 1991.

Ingham, A. **The Blended Sound-sight Method of Learning.** Saskatoon, Saskatchewan: Modern Press, 1969.

Wyndham, Lee. **Writing for Children and Teenagers.** Cincinnati, Ohio: Writer's Digest Books, 1989.