Smart Start Companion by JoAnne Moore
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## Introduction

Smart Start Companion contains support materials for the reading, writing, and spelling framework laid out in the book Smart Start in Language Arts. This book is made up of six parts. The first part contains introductory reading lessons and thirty-three puppet show stories for the reading concepts presented in Smart Start in Language Arts. The second section deals further with spelling exercises used to solidify reading skills and also has spelling phonics posters. In the third part there is a phonetic assessment and the fourth area deals with writing. The writing section has been organized to teach sentence structure, capitalization, basic punctuation, and quotation marks. It contains exercises for improving vocabulary and sentence structure for creative writing. Finally, there is a section on how to web and teach six of the sequence stories presented in Smart Start in Language Arts. Part five, is a beginning printing book which corresponds with the first thirty-three letter sounds introduced in Smart Start in Language Arts, and the sixth part contains further word family activities.

While much more material has been laid out here to support the previously published beginning language arts program, it is still far from exhaustive and continues to rely heavily on the creativity and wisdom of the educator using it. May your children thrive and may you be blessed in your teaching!

JoAnne Moore


SCHOOL DAYS 1 TO 35


|  |  |  |  | 5 | 6 | 7 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Phonic Sound: ee | Phonic Sound: e | Phonic Sound: ow | Phonic Sound: ck | Phonic Sound: ow | Phonic Sound: ue | Phonic Sound: or |
| Color word: green <br> Sight word: see | Color word: red <br> Sight word: I | Color word: brown <br> Sight word: can | Color word: black Sight word: the | Color word:yellow <br> Sight word: me | Color word: blue <br> Sight word: play | Color: orange <br> Sight word: like |
| 8 <br> Phonic Snd: ur / r <br> Color: purple <br> Sight word: and | 9 |  |  |  |  | 14 |
|  | Phonic Snd: wh /w <br> Color: white <br> Sight word: work | Phonic Sound: s | Phonic Sound: m | Phonic Sound: a | Phonic Sound: 0 | Phonic Sound: t |
|  |  | Sight word: a | Sight word: is | Sight word: you | Sight word: to | Sight word: we |
| 15 <br> Phonic Sound: h Sight word: that |  |  |  | 19 | 20 | 21 |
|  | Phonic Sound: b Sight word: in | Phonic Sound: f | Phonic Sound: i | Phonic Sound: g | Phonic Sound: u | Phonic Sound: $n$ |
|  |  | Sight word: for | Sight word: at | Sight word: with | Sight word: it | Sight word: on |
| $22$ <br> Phonic Sound: $p$ Sight word: put | 23 <br> Phonic Sound: d Sight word: are | 24 <br> Phonic Sound: L <br> Sight word: of | 25 <br> Phonic Sound: v <br> Sight word: this | 26 <br> Phonic Sound: j <br> Sisht word: your | $\begin{array}{\|l} 27 \\ \text { Phonic Sound: } x \\ \hline \text { Sight word: as } \\ \hline \end{array}$ | 28 <br> Phonic Sound: z <br> Sight word: but |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| Phonic Sound: y | Phonic Sound: qu | Phonic Sound: sh | Phonic Sound: th | Phonic Sound: ch | Review Phonics | Review Phonics |
| Sight word: be | Sight word: have | Sight word: he | Sight word: they | Sight word: one | Sight word: good | Sight word: about |

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|  | -1 | - | 3 TO 70 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 36 <br> Review consonants <br> Sight word: had | $37$ <br> Review consonants Sight word: look | 38 <br> Review "a" vowel <br> Sight word: some | 39 <br> Review "e" vowel Sight word: up | 40 <br> Review "i" vowel Sight word: her | 41 <br> Review "o" vowel <br> Sight word: do | 42 <br> Review Phonics <br> Sight word: so Phrase:Come here |
|  |  |  |  |  |  |  |
| $43$ <br> Review Phonics <br> Sight word: my <br> Vocabulary: said | 44 <br> Review Phonics <br> Sight word: very <br> Vocabulary: draw | 45 <br> Review Phonics <br> Sight word: all <br> Vocabulary: colour | $46$ <br> Review Phonics <br> Sight word: would Vocab: surprise | 47 <br> Bumper words <br> Sight word: could Vocab: something | $48$ <br> Bumper words Sight word: should Review vocab. | 49 <br> Bumper words <br> Sight word: any <br> Vocabulary: new |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | 51 <br> Ghost words <br> Sight word: out Review vocab. | 52 <br> Ghost words <br> Sight word: there <br> Vocab: were | 53 <br> Ghost words <br> Sight word: from Vocab: picture | 54 <br> Word Family: ay <br> Sight word: day <br> Vocab: funny | 55 <br> When y comes at the end of a one beat word it says $\bar{i}$ Sight word: go | 56 When y comes at the end of a two beat word it says $\bar{e}$ Sight word: then Vocab: little |
| Bumper words <br> Sight word: been <br> Review vocab. |  |  |  |  |  |  |
| 57 <br> Review y in one \& two beat words Sight word: us | 58 <br> Bumper words Sight word: no | $\begin{aligned} & 59 \\ & \text { Bumper words } \\ & \text { Sight word: him } \end{aligned}$ | 60 <br> Ghost words Sight word: by | 61 Review y in one \& two beat words <br> Sight word: was Word Family: ook | 62 Mouse Rule <br> When 2 vowels come together the 1st one says its name \& the2nd one is silent Sight word: says | 63 <br> Mouse Rule <br> Sight word: come |
| 64 <br> Mouse Rule <br> Sight word: get | 65 <br> Mouse Rule <br> Sight word: boy | 66 <br> Mouse Rule <br> Sight word: girl | 67 <br> Mouse Rule <br> Sight word: little | $68 \text { "oo"says "ui" }$ <br> \& comes in middle of words. eg. boot Sight word: has | 69 "ui" says "oo" \& comes in middle of words. eg. fruit Sight word: build | $70 \text { "er" says "r" }$ <br> \& comes at end of words. eg. sister Sight word: how |

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

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| 106 | 107 | 108 | 109 |  | 11 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| "aw" says" 0 " \& comes at end of words. <br> Sight word: saw | "au" says "o" \& comes in middle of words. eg. haul Sight word: many | Review "aw" \& "au" phonic rules. Sight word: give | Review "aw" \& "au" phonic rules. Sight word: thanks | Review "aw" \& "au" phonic rules. Sight word: full | "ou" says "ow" as in "out" in middle of words. <br> Sight word: out | Ending: ed, ing Review Mickey Mouse words. Sight wd: beautiful |
| $113$ <br> Review "ou" \& "ow" phonic rules. Sight word: called | 114 <br> Review "ou" \& "ow" phonic rules. Sight wrd: children | $115$ <br> Review "ou" \& "ow" phonic rules. Sight wrd: enough | $\begin{aligned} & 116 \\ & \text { "ay" says "a" \& } \\ & \text { comes at end of } \\ & \text { words. } \\ & \text { Sight word: heard } \end{aligned}$ | $117$ <br> "ay" says "a"" \& comes in middle of words. <br> Sight word: though | 118 <br> Review "ay" \& "ai" phonic rules. Sight word: sign | 119 <br> Review "ay" \& "ai" phonic rules. Sight word: put |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 120 <br> Review "ay" \& "ai" phonic rules. Sight word: friend | 121 <br> "ph" says "f " <br> anywhere in words. <br> Sight word: <br> telephone | 122 <br> "gh" sometimes says " $f$ " at end of words. Sight word: cough | 123 <br> Review "ph" \& "gh" phonic rules. Sight word: rough | 124 <br> Review "ph" \& "gh" phonic rules. Sight word: school | $125$ <br> Review "ph" \& "gh" phonic rules. Sight word: pretty | 126 At end of one beat words $f, l$, $s, z$ double if vowel is short. (buzz) Sight word: few |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 127 <br> Review one beat rule from yesterday. <br> Sight word: today | 128 <br> Review one beat rule. <br> Sight word: busy | $129$ <br> "tion" says "shun" at end of words. Sight word: action | 130 <br> Review "tion" <br> phonic rule. <br> Sight word: long | $131$ <br> Review "tion" phonic rule. Sight word: sang | 132 <br> A contraction is 2 words joined with an apostrophe. Sight word: didn't | 133 <br> Review contractions. Sight word: won't |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 134 <br> Review contractions. Sight word: find | 135 A compound word is 2 words joined together which has its own meaning. <br> Sight word: guess | 136 In 1 beat words with short vowels double last letter before adding ing or ed Sight wd: daughter | 137 Words ending in silent e drop it before adding ing or ed. <br> Sight word: catch | 138 Words ending in y change to i \& add es or ed. eg. cried, cries Sight word: secret | 139 <br> "wr" says "r" at beginning of words. <br> Sight word: write | 140 |
|  |  |  |  |  |  | "kn" says "n" at |
|  |  |  |  |  |  | beginning of |
|  |  |  |  |  |  | words. |
|  |  |  |  |  |  | Sight word: tiger |

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# Introductory Reading Lessons 

## by JoAnne Moore

Decoding is a time-consuming process which requires a clear and systematically ordered presentation of skills combined with enough practice, direct feedback, and review. What a task! What a challenge-and what rewards! To me, it's like watching popcorn pop! The kernel absorbs heat, begins to bounce around and then explodes. A child learning to decode first absorbs, then attempts and practices, and finally achieves the most amazing ability-that of deciphering printed text!

## Days 1 to 46: The Alphabet and Short Vowel Sounds (See page $\mathbf{1 2 5}$ for Introductory Puppet Show Lessons for Days 1 to 33)

Knowing the names and sounds of alphabet letters is the highest predictor of reading success when entering grade one. This step is the foundation for decoding. Out of all the letters in the alphabet the short vowel sounds are the most challenging for many students to master. Using mouth positions along with your finger has made this activity tactile, fun and much easier. Daily practice and review of these mouth positions for two months should result in mastery for most students. The bonus is to watch what happens in spelling when the children can differentiate between the short vowels in words such as: bit, bet, bat, but, and bought.

Let's begin with the short " $i$ " sound. This is made when you smile and keep your teeth a fingernail width apart. Have the children smile, bite one fingernail (between top and bottom front teeth), and make the short " $i$ " sound. When blending three letter short vowel words such as "sit" have the children practice smiling and putting their mouths in the proper position using their fingernails when they reach the short vowel " $i$ ". Note: if you don't smile the sound won't come out properly.

The short "e" sound is one frequently confused with the short " i " sound because they are so similar. Have the children smile, bite on finger (between top and bottom front teeth), and make the short "e" sound. When blending three letter short vowel words such as "bet" have the children practice smiling and putting their mouths in the proper position using their fingers when they reach the short vowel "e". Note: if you don't smile the sound won't come out properly.

Next comes the short "a" sound. This is made when you smile and drop your jaw so that your top and bottom teeth cannot touch your finger. When blending three letter short vowel words such as "sat" have the children practice smiling and putting their mouths in the proper positions using their fingers to make sure their jaw doesn't close too much when they reach the short vowel "a". Once again, without the smile position the sound won't come out properly.

Short "o" is the doctor letter. Ask the children, "What does the doctor ask you to do when he wishes to look in your mouth?" The answer of course is, "Open up and say "Awww"". Use Popsicle sticks to help the children drop their jaws and make the correct sound. When blending three letter short vowel words such as "pop" have the children practice opening their mouths and completely dropping their jaws for the short " 0 " sound. This is not a smile position.

The muscle man letter is " $u$ ". Ask the children, "What do muscle men do?" The answer is "They lift heavy weights above their heads. As they lift the weights they grunt "Uuuu!" because the weights are so heavy. When their arms are above their heads they even form the shape of the letter " $u$ ". Take a muscle shirt and weights to class and have the children practice being the muscle man as they lift weights and make the short vowel sound of " $u$ ". This is not a smile position.

Daily review of all five vowels should be part of reading and spelling lesson routines. I prefer to do the review sounds using fingers and actions (as described above) in the order of " $i$ ", "e", "a", "o", and "u" because it illustrates the gradual lowering of the jaw. Student mirrors are an invaluable asset during this process as they allow children to visually see the changes. They are especially helpful for the kinesthetic and visual learners. Mirrors can be incorporated as sounds are taught and reviewed.

## Days 47 to 50: Silent "e" Words

The next big step in the decoding process is learning to differentiate between short vowel words and long vowel words with silent "e" on the end. My experience has been that while children seem to readily make this connection from initial presentations they shortly afterwards begin to do one of three things: confuse short and long vowel words, ignore silent "e" altogether, or decode all words as long vowel words. This is especially frustrating if it continues on in independent reading where the teacher has little control over the process and the student's comprehension is directly effected. In my early years of teaching there were numerous daily occurrences of listening to a child read and finding he/she had ignored the silent "e". Whereupon, I would ask two questions, "Does that make sense?" and "What does the "e" on the end of that word do?" Interestingly enough, the majority of children explained what should happen and made the correction. However, without constant prompting the situation continued daily. It is time consuming and exhausting for the teacher to continuously prompt twentyfive early readers all day long to pay attention to the "e" at the end of the word. My question became, why do the children appear to understand the concept and yet do not apply it?

The answer is three-fold in nature. First of all, in the process of independent reading the child is not just grappling with the complex process of decoding. He/ she must also grapple with comprehension. This means that if the decoding strategies are not at a mastery level they will likely not be applied with any consistency once the comprehension factor is thrown in. Secondly, in the early readers a child may encounter a maximum of sixteen to twenty silent " $e$ " words in a single story/ book. Most children are tired from decoding after they have read one or two stories of this length. This practice is not sufficient to create mastery of the silent "e" concept. Finally, a child's mind works differently than an adult's. Children at this level attack the decoding process as a game. Their primary goal is to figure out what the word says. However, a teacher's goal is to teach the child strategies to implement prior to decoding. Therefore, the teacher wants the student to think "Which strategy do I need to use before I attack this word?", while the child is thinking "What is this word?" Children tend to use the strategies as a last line of defence when they fail to decode something that makes sense to them. To reverse this process I created practice exercises which do two things: first, they ask the child to identify which strategy will be applied in order to decode the word, and secondly they give the child the systematic decoding practice required for this skill to enter long-term memory and become automatic. Exercises should be completed as shown in the answer key on the next page and then each word should be sounded out to a partner for decoding practice. Using this type of exercise (with different words) daily for one month is usually sufficient for developing mastery. After this step of decoding is in place it is so fun to hear the children read and watch them apply the silent "e" strategy independently and consistently! (More exercises like the one below on pages 76 \& 77.)

| $\mathbf{R}=$ regular vowel $\left.\quad \begin{array}{c}B=\text { bumper word } \\ \text { (long vowel with silent } e^{\prime \prime} \text { ) }\end{array}\right]$ |
| :---: |


| sat | mends | notes |
| :---: | :---: | :---: |
| plate | lump | stick |
| chips | shades | shop |
| grunt | buzz | closes |
| stone | tubes | film |
| times | faded | rest |

* When teaching this concept, be sure to teach that "e" can only reach over one consonant when bumping and he only ever bumps one of his vowel pals ( $\mathrm{a}, \mathrm{e}, \mathrm{i}, \mathrm{o}, \mathrm{u}$ ). Once bumped, a vowel is so surprised he says his name instead of his regular (short vowel) sound.


## Answer Key

## R = regular vowel <br> $B=b u m p e r$ word

| sat | R | mends |  | notes | B |
| :---: | :---: | :---: | :---: | :---: | :---: |
| plate | B | lump |  | stick | R |
| chips | R | shades | B | shop | _R |
| grunt | $\ldots$ R | buz |  | closes | _B |
| stone | B | tubes | B | film | R |
| times | __B | faded | _ B | rest | _R |

*Regular (short) vowel words on the exercises should each be marked with a happy face above the vowel. I tell the children that we mark him this way, because he is a happy vowel that did not get bumped on the head.

*Bumper words (long vowel with silent e) should be marked on the exercises by crossing off the " e " and drawing an arrow from the "e" pointing to the vowel in the middle. The middle vowel should have a straight line over his head to show that he was bumped on the head and in great surprise responded by saying his name.


You will notice that the silent "e" words on the exercises add the endings "ed" and "s". That is the way words will appear in books and children need to be able to identify the principle operating with or without word endings.

## Exceptions to Long Vowels with Silent "e"

Exceptions to long vowels with silent "e" are introduced as sight words and not included in the teaching of silent "e" so as not to confuse the students. Some examples of these sight words include: there, where, were, one, done, are, some.

## Centre Activity to Reinforce Long Vowel Words with Silent "e"

1. Make a poster with at least one hundred long vowel words with silent " $e$ " on them or purchase one from the Trend poster company.
2. On 52 squares of 5 cm by 8 cm construction paper write one alphabet letter in lower case letters. At the end you should have two squares of every letter. e.g.

3. Make a bumper arm with a pool noodle, garden glove, tape from a tape gun, egg crate packing foam bits. Fill the garden glove with egg crate packing foam bits and tape it onto the end of the pool noodle. This will create the bumper arm.

4. Assign five children to the centre at a time. Each child takes turns being the teacher and holding letters. The child teacher looks at the poster, chooses a silent "e" word and gets out the corresponding construction paper letters. The child teacher gives the other four children one letter each to hold. The children stand in a row and the last child holds the "e" and the bumper arm. To practice decoding the word each child makes its letter sound in order from left to right as the child teacher points to him/her. When it is the middle vowel's turn, the child holding silent "e" takes the bumper arm and gently bumps that child on the head. This child pretends to be so surprised that the vowel he/she is holding says its name instead of its short vowel sound. Once the word has been decoded by the group the children switch roles and choose a new word to practice with.


## Days 51 to 53: Ghost Words (contain the silent "gh" letters) <br> Word Family "ight"

Ghost words are words which contain the letters (gh) in the middle. Children can be told that these letters are like a ghost, because they are silent when they come in the middle of words. I often tease my students that they are there to trick you, because ghosts like to play tricks. Ghost letters are most often found in the family of "ight".
 Words that end in the "ight" sound are frequently spelled with the ghost letters in the middle. Children can complete exercises such as the one below to practice sounding out and identifying the tricky ghost letters of "gh". If "gh" comes at the end of words it may be silent (as in the words "high" and "sigh") or it may borrow the sound of the letter " $f$ ". The concept of "gh" making the sound of the letter " f " will be taught at a later date.
*IMPORTANT: Many tricky ghost words have been included in the list below for your information. ONLY introduce the words ending with "ight" for now and the others will be introduced later.



## Class Activity:

Make a book of the family of "ight". List all the "ight" words on the chalkboard and discuss their meanings. For the cover of the book write "Family of ight". Provide sixteen blank pages. On each page write down a different "ight" word leaving room on the paper for drawing a picture. Divide the children into as many groups as there are "ight" words. Have each group of children take their "ight" word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of "ight". This activity will build vocabulary and reinforce the spelling and reading of the "ight" words. It also creates a quick review of the "ight" family at any time.

| Family of ight |
| :--- |
| blight |
| bright |
| fight |
| flight |
| fright |
| height |
| knight |
| light |
| might |
| night |
| plight |
| right |
| sight |
| slight |
| tight |
| wright |

Sample Page from the "Family of ight: class book:


## Day 54: Word Family (ay)

"ay" is a vowel digragh
Families usually share the same last name. Words that rhyme share the same last name (last part of the word). We call words that rhyme "word families". So far we have learned about the ghost word family "ight". Now, we would like to add the new family of "ay". We will call "ay" the cool word family. Tell your students we call them this, because when you're really cool you say "Eh!" (long vowel sound of a). For fun hold up both your thumbs while holding your fingers in a fist (just like the Fonz from the old television show Happy Days) as you say "Eh!".


## Add to Word Families Poster (Share the same Last Name)



Phonics Rule: "ay" says long "a" sound and comes at the end of words.

## Class Activity:

Make a book of the family of "ay". List all the "ay" words on the chalkboard and discuss their meanings. For the cover of the book write "Family of ay". Provide twenty-three blank pages. On each page write down a different "ay" word leaving room on the paper for drawing a picture. Divide the children into as many groups as there are "ay" words. Have each group of children take their "ay" word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of "ay". This activity will build vocabulary and reinforce the spelling and reading of the "ay" words. It also creates a quick review of the "ay" family at any time.

| Family of ay |
| :--- |
| bay |
| bray |
| clay |
| day |
| fray |
| gay |
| gray |
| hay |
| jay |
| lay |
| may |
| pay |
| play |
| pray |
| ray |
| say |
| slay |
| spray |
| stay |
| stray |
| sway |
| tray |
| way |



## Days 55 to 57: "Y" at the end of one and two syllable words

It makes sense to teach children " $y$ " at the end of one and two syllable words after teaching the silent " e " rule, because it is another time when the letter at the end of the word determines the pronunciation. " Y " at the end of a one syllable word (one beat word) makes the long " i " sound. " Y " at the end of a multisyllablic word (two or more beat word) makes the long "e" sound.

First, establish how many beats are in a word by playing a clapping game with your students. Begin by clapping the number of syllables in your name as you say it. For example: Mrs. Moore (three beats would be clapped). Have each child say his name and clap the number of beats found in it. Next, play the game a different way by having each child count the number of times his/her jaw drops as he says his name. The jaw drops at each syllable break so that if the word has one syllable the jaw would drop only once. If it had four syllables the jaw would drop four times, etc. Now, move to words ending in " y ". Below are some to practice with. The class should be taught the different sounds of " $y$ " at the end of one and two beat words.

| Y at end of one beat words: |
| :---: |
| buy |
| by |
| cry |
| dry |
| fly |
| fry |
| my |
| ply |
| pry |
| shy |
| sky |
| sly |
| spry |
| spy |
| sty |
| try |
| why |
| wry |


| Y at end of two beat words: |  |
| :--- | :--- |
| alley | party |
| army | quickly |
| baby | study |
| bunny | sticky |
| busy | sloppy |
| city | tabby |
| copy | taffy |
| country | tiny |
| dizzy | twenty |
| easy | ugly |
| family | very |
| funny | windy |
| happy | yummy |
| hungry | zippy |
| lady |  |
| lazy |  |
| lucky |  |
| plenty |  |

Sample Exercise for solidifying " $y$ " at the end of one and two syllable words. Children should identify the sound " $y$ " makes by putting an "i" or "ee" on the blank beside the word and decode it to a partner afterwards.

## $i=y$ says long i sound at end of one beat word ee = y says long e sound at end of two beat word

| cry | bumpy | by |
| :---: | :---: | :---: |
| lumpy | shy | why |
| try | hazy | mommy |
| muddy | fly | daddy |
| fuzzy | hilly | baby |
| sly | crazy | dry |

## Answer Key:

$i=y$ says long $i$ sound at end of one beat word ee = y says long e sound at end of two beat word


## Days 62 to 67: Long Vowels with Two Vowels Together (Mouse Words)

As mouse words are introduced 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 shadow. 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 on the next page for your students to use for help in reviewing. On page twenty you will find a sample exercise for how to solidify these concepts. More exercises are located in the book Smart Start in Language Arts under the spelling section. Daily review of the differences between regular words, bumper words, and mouse words should be done orally and with word key exercises 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.

## Class Activity:

Use the partial word list found on page 19. Take the cards made for teaching bumper words and have four children stand in front of the class each holding a letter as shown below. The letters should spell a mouse word from the word list. The child that holds the vowel which says its name should also be given a picture of a mouse to show the vowel is saying its name. The child that holds the silent vowel should be given a picture of a mouse shadow to show the vowel is silent like a shadow. The class should practice blending the word until it has been decoded successfully and then a new word may be chosen. This can be placed into a center activity for additional work.


## Mouse Words

When two vowels come together the first one says its name and the second one is silent like a shadow.
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 | beak | 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 |

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These spelling exercises direct the student to apply a decoding strategy prior to decoding. The child will mark the vowels as regular, bumper, or mouse and will then sound them out to a partner. It takes a fair amount of practice to bring these concepts to where they have been assimilated well enough for the child to apply them automatically. Mouse vowels are marked by placing a straight line just above the first vowel to indicate he is saying his name and crossing out the second vowel to show he is silent. Other vowel markings are shown on p. 9. Sample exercise \& answer key shown below.

| R = regular vowel (short vowel) | B =bumper word (long vowel with silent "e") | M = mouse word (two vowels together) |
| :---: | :---: | :---: |
| sat | mends | notes |
| plate | goat | stick |
| clear | shades | sheet |
| grunt | buzz | closes |
| stone | blue | film |
| rain | faded | toes |


| $\mathbf{R}=$ regular vowel | B =bumper word <br> (long vowel with silent e") | $\mathbf{M}=$ mouse word <br> (two vowels together) |
| :--- | :--- | :--- |


|  | r | mends __r | notes | b |
| :---: | :---: | :---: | :---: | :---: |
| plātø | __b_- | goat __m | stick | _r |
| clē $\phi$ r | __m | shades __b | sheet | _m |
| grunt | $\ldots$ | buzz __r | closes | __b |
| stone | $\ldots$ | blue __m | film | $\ldots$ |
| rain | __m | faded __b | toes | __m |

Days 68 \& 69: The Scary Word Keys of ue, ui, ew, oo
Now, that we have learned what a word key is we will introduce the children to all the possible word key combinations for the "ue" sound. These include: ue, ew, oo, and ui. We call them the scary word keys because they say "Ooooo!" to scare you. For practice and mastery of these keys see the sample exercise on the next page.

## Scary Word Keys ui ue oo ew



## grew

Sample Exercise for the scary word keys of ew, ui, oo, and ui:


Answer Key:

## Scary Word Keys / 15

Name $\qquad$ Read the words. Circle the word keys and print them on the lines.

| 1. bl@m | oo | 6. bla | ue | 11. new | ew |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 2. fralt | ui | 7. p®1 | OO | 12. clat | ue |
| 3. flew | ew | 8. s(lit | ui | 13. r®st | OO |
| 4. jewel | ew | 9. del | ue | 14. ¢frem | th ew |
| 5. b®t | OO | 10. mew | ew | 15.g\|(10) | ue |



## Class Activity:

Make a book of the family of "ue" and "ew". List all the "ue" and "ew" words on the chalkboard and discuss their meanings. For the cover of each book write "Family of ue" and "Family of ew". Provide twenty-nine blank pages. For the first book write down all the "ue" words leaving room on the paper for drawing a picture. Divide the children into as many groups as there are "ue" words. Have each group of children take their "ue" word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of "ue". This activity will build vocabulary and reinforce the spelling and reading of the "ue" words. It also creates a quick review of the "ue" family at any time. Repeat steps for the family of "ew".

Sample Pages from the "Family of ue" and "Family of ew" class books:

| Family of ue |
| :--- |
| blue |
| clue |
| cue |
| due |
| glue |
| hue |
| rue |
| Sue |
| sue |
| true |



## Days 70 to 74: The R Word Keys

Our next word keys are called the "r" word keys. They include: or, er, ur, ir, and ar. As taught earlier "ur" are the rooster letters who wake everyone up with their "rrr" sound, and "or" are the parrot letters who cry "Or! Or!". "Ir" is a little bird who calls "rrr" for his bird friends the rooster letters (ur) and the parrot letters (or). "Ar" are the pirate letters who cry "Ar, ar, ar!" when they find gold. "Er" likes to cry "r" at the end of two beat words.

For practice and mastery of these keys see the sample exercise on the next page.

## R Word Keys

## or er ur ir ar


bann

core

bord

puiple

Sample Exercise for the $\mathbf{r}$ word keys of er, ur, ir, ar, and or
Rules:er says " $r$ " and often comes at the end of two beat (syllable) words ur says " r " and comes anywhere in a word ir says " r " and comes anywhere in a word or says "or" and comes anywhere in a word ar makes " r " say its name and comes anywhere in a word

| R Word Keys / 15 <br> Name___ Read the words. Circle the word keys and print them on the lines. |  |  |
| :---: | :---: | :---: |
|  |  |  |
| 1. barn | 6. serve | 11. chirp |
| 2. cork | 7. curb | 12. harp |
| 3. enter | 8. squirt | 13. snore |
| 4. turn | 9. scar | 14. thirst |
| 5. winter | 10. sport | 15. lurk |

## Answer Key:

| R Word Keys / 15 <br> Name $\qquad$ Read the words. Circle the word keys and print them on the lines. |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |
| 1. b@r ar | 6. selve |  | 11. Cbip | ch ir |
| 2. colk or | 7. c(11) b |  | 12. hayp |  |
| 3. entel er | 8. s(4)Ot | qu ir | 13. snoe |  |
| 4. tun ur | 9. scab |  | 14. 1 | th ir |
| 5. wintel er | 10. sp®t | or | 15. 10k | ur |



## Class Activity:

Make a book of the family of "ar" and "ir". List all the "ar" and "ir" words on the chalkboard and discuss their meanings. For the cover of each book write "Family of ar" and "Family of ir". Provide fifteen blank pages. For the first book write down all the "ar" words leaving room on the paper for drawing a picture. Divide the children into as many groups as there are "ar" words. Have each group of children take their "ar" word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of "ar". This activity will build vocabulary and reinforce the spelling and reading of the "ar" words. It also creates a quick review of the "ar" family at any time. Repeat steps for the family of "ir".

Sample Pages from the "Family of ar and ir" class books:

| Family of ar |
| :--- |
| afar |
| bar |
| car |
| char |
| far |
| jar |
| mar |
| par |
| scar |
| star |



## Class Activity:

When the "or" sound comes at the end of a word it is usually spelled "ore" with the exceptions of the words "for, nor, or". When the "or" sound comes in the middle or beginning of a word it is spelled "or". Make a book of the family of "ore". List all the "ore" words on the chalkboard and discuss their meanings. For the cover of the book write "Family of ore". Provide nine blank pages. On each page write down a different "ore" word leaving room on the paper for drawing a picture. Divide the children into as many groups as there are "ore" words. Have each group of children take their "ore" word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of "ore". This activity will build vocabulary and reinforce the spelling and reading of the "ore" words. It also creates a quick review of the "ore" family at any time. Create a poster of the three exceptions to the "ore" family. These are: for, nor, and or.

Sample Page from the "Family of ore" class book:

| Family of ore |
| :--- |
| bore |
| core |
| score |
| shore |
| snore |
| sore |
| store |
| tore |

## Days 75 to 81: Word Endings (s, es, ed, ing)

## Background Knowledge:

We are now going to introduce word endings. "s", "ed" and "ing" are joined to verbs (action words) to show present or past states. "s" and "es" can be added to nouns to show plurals (or possession if used with an apostrophe) and to verbs to show present state.

## Decoding Strategy

For decoding it is easiest to have children cover the ending with their finger, blend the word and then add the ending on. For example the word "sits" would be blended as "sit" and then "sits". This strategy prevents students from reversing the last two letters and reading the word as "sist". It also shortens the word and helps the child from feeling intimidated by its length. When the "ed" ending is introduced, children should be made aware that it can make three different sounds. The "ed" ending can say "t", "d", or "ed". In the word "wanted" it says "ed". In the word "watched" it says " $t$ ". In the word "blamed" it says " d ". Therefore, the child may have to try different sounds when decoding "ed" at the end of words. When "ed" is added to a short vowel (regular vowel) word ending in a single consonant, the single consonant is doubled before adding "ed" or the word will become a long vowel bumper word. For example: "bat" becomes "batted" not "bated". When adding "ed" to a bumper word (long vowel with silent e) just add " d " because the "e" is already present. For example: "fade" becomes "faded", not "fadeed". These rules also follow for the "ing" ending. When "ing" is added to a short vowel word ending in a single consonant, the single consonant is doubled before adding "ing" or the word would be decoded as a long vowel word by an experienced reader. For example: "hit" becomes "hitting" not "hiting". When adding "ing" to a long vowel word ending in "e" drop the "e" before adding "ing". For example: "fade" becomes "fading", not "fadeing" or "fadding". Practicing and identifying how the endings are added enables a child to tell if the vowel will be sounded out as a short vowel or a long vowel. Without understanding this the child is left to guess whether the vowel will be short or long. See the exercise example on the next page for practice. These may also be done on the overhead projector together.


Sample Exercise with Short Vowel Words:

| Name |  |  |
| :---: | :---: | :---: |
| Mark the vowels with a happy face for a short vowel. Highlight the word endings and then sound out the word. |  |  |
| asks | asked | asking |
| blesses | blessed | blessing |
| dips | dipped | dipping |
| bosses | bossed | bossing |
| hums | hummed | humming |

## Sample Exercise with Long Vowel Words:

| Name_ <br> Mark the long vowels with a straight line <br> and cross out the silent vowels. Highlight <br> the word endings and then sound out the <br> word. |  |  |
| :--- | :--- | :--- |
| brakes | braked | braking |
| chimes | chimed | chiming |
| closes | closed | closing |
| fumes | fumed | fuming |
| mails | mailed | mailing |
| beams | beamed | beaming |
| needs | needed | needing |
| coasts | coasted | coasting |

## Answer Key:

| Name___ |  |
| :--- | :--- |
| Mark the vowels with a happy face for a |  |
| short vowel and a straight line for a long |  |
| vowel. Highlight the word endings and then |  |
| sound out the word. |  |
| asks | asked |$\quad$ asking.

## Answer Key:

| Name |  |  |
| :--- | :--- | :--- |
| Mark the long vowels with a straight line |  |  |
| and cross out the silent vowels. Highlight |  |  |
| the word endings and then sound out the |  |  |
| word. |  |  |
|  |  |  |
| brakes | braked | braking |
| chimes | chimed | chiming |
| closes | closed | closing |
| fumes | fumed | fuming |
| mails | mailed | mailing |
| beams | beamed | beaming |
| needs | needed | needing |
| coasts | coasted | coasting |

Day 82: When "ea" breaks the mouse or shadow rule.
The letters "ea" sometimes say the short "e" sound instead of the long "e" sound. It is best to sound out the word as a long vowel word and if it doesn't make sense to change it to a short vowel and blend it a second time. You may want to make a poster of these exception words. I highlighted the ones useful for grade one. A rebus picture beside each word on the poster is a good idea.

The letters "ea" sometimes say the long "a" sound instead of the long "e" sound. This second part of the rule shouldn't be taught until grade two or grade three.


When "ea" says long vowel sound of "a"
great
steak

## Day 84: The family of "ook"

## Class Activity:

Make a book of the family of "ook". List all the "ook" words on the chalkboard and discuss their meanings. For the cover of the book write "Family of ook". Provide eleven blank pages. On each page write down a different "ook" word leaving room on the paper for drawing a picture. Divide the children into as many groups as there are "ook" words. Have each group of children take their "ook" word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of "ook". This activity will build vocabulary and reinforce the spelling and reading of the "ook" words. It also creates a quick review of the "ook" family at any time.

Sample Page from the "Family of ook: class book:

| Family of ook |
| :--- |
| book |
| brook |
| cook |
| cookie |
| cookies |
| crook |
| hook |
| look |
| nook |
| shook |




Add "ook" to the word family poster.

Day 87: "ck" says " $k$ " and comes at the end of one syllable words when the vowel is short

Teach this concept by having children fix the misspelled words as shown in the exercises below.

Sample Exercise


Answer Key


## ck says "k" and comes at the end of one beat (syllable) words when the vowel is short.

| back | lack | smack |
| :--- | :--- | :--- |
| black | lick | snack |
| block | lock | sock |
| brick | luck | speck |
| buck | mock | stack |
| check | muck | stick |
| chick | neck | stock |
| clack | nick | struck |
| click | pack | stuck |
| clock | peck | suck |
| cluck | pick | tack |
| crack | pluck | thick |
| dock | prick | tick |
| duck | quack | track |
| flick | quick | trick |
| flock | rack | truck |
| hick | rock | tuck |
| jack | sack | whack |
| kick | shack | wick |
| knock | shock |  |

## Days 90, 91, 92: The S Copycat Word Keys of ce, ci, cy

Now, that we have learned what a word key is we will introduce the children to all the possible word key combinations for the " s " sound. These include: ce, ci, and cy. We call them the s copycat word keys because they copy the letter s's sound. For practice and mastery of these keys see the sample exercise on the next page.


## Phonetic Rules:

ce says "s" and comes anywhere in a word. Example: nice
ci says " $s$ " and comes at the beginning of words. Example: cider
cy says "s" and comes anywhere in a word. Example: bicycle

## Sample Exercise \& Answer Key

| S Copycat Word Keys /15 <br> Name $\qquad$ Read the words. Circle the word keys and print them on the lines. |  |  |
| :---: | :---: | :---: |
|  |  |  |
| 1. cedar | 6. cent | 11. cycle |
| 2. cinch | 7. city | 12. cement |
| 3. cymbal | 8. lacy | 13. civil |
| 4. central | 9. cigar | 14. cyclon |
| 5. cider | 10. cinder | 15. cereal |



# Practice with the Word Key "ce" 

## Name

$\qquad$

1. I like to eat $\qquad$ for breakfast.
2. The bubblegum costs one $\qquad$ .
3. The spider is hanging from the $\qquad$ .
4. There are mice down in the $\qquad$ -'
5. I am $\qquad$ that $2+3=5$.
6. That wall is made out of $\qquad$ .
7. A room in a jail is called a $\qquad$ .


## Practice with the Word Key "ci"

## Name

$\qquad$

1. I live in a big $\qquad$ .
2. That man smokes a $\qquad$ .
3. To make something tight is to $\qquad$ it.
4. I like to have on my toast.
5. Hot apple $\qquad$ tastes yummy.
6. My favorite shape is a $\qquad$ .
7. I like to ride on my $\qquad$ .


## Practice with the Word Key "cy"

Name $\qquad$

1. That lady's dress is very $\qquad$ '
2. A wedding dress is very $\qquad$ .
3. A small child rides on a $\qquad$ .
4. A is a big wind.
5. Some people like to $\qquad$ .
6. A can is the shape of a $\qquad$ .
7. A is a loud instrument in the band.

> tricycle
> cyclone
> cylinder
> cymbal
> fancy
> lacy
> dance

# Practice with the Word Keys "ce, ci, cy" 

 Name $\qquad$1. That can is the shape of a $\qquad$ .
2. $A$ $\qquad$ has animals that do tricks.
3. Children like to ride their $\qquad$ .
4. A is round.
5. The top of a room is called the $\qquad$ -'
6. People eat $\qquad$ for breakfast.

## 7. One___ is not very much money.



## Practice with the Word Keys "ce, ci, cy"

## Name

$\qquad$

1. A $\qquad$ is the shape of a can.
2. It is fun to eat a snack at $\qquad$ time.

## 3. A <br> $\qquad$ has two wheels.

4. A $\qquad$ is fun to watch.
5. The man made a funny $\qquad$ -'
6. A place where lots of people live is a $\qquad$ -'
7. Another name for basement is $\qquad$ .


## Days 93, 94, 95: The J Copycat Word Keys of ge, gi, gy

Now, that we have learned what a word key is we will introduce the children to all the possible word key combinations for the " j " sound. These include: ge, gi, and gy. We call them the j copycat word keys because they copy the letter j's sound. For practice and mastery of these keys see the sample exercise on the next page.


## Phonetic Rules:

ge says "j" and comes anywhere in a word. Example: page
gi says " j " and comes at the beginning of words. Example: ginger
gy says " j " and comes anywhere in a word. Example: gypsy
Sample Exercise \& Answer Key



## Common Exceptions to J Copycats

## gear

get
gift
gill
girl

give

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1. Animals are put in a $\qquad$ at the zoo. (wage germ cage)

## 2. I like to put (edge gel gem)

3. You should be $\qquad$ to babies. (germ gel gentle)
4. Don't stand near the $\qquad$ of a cliff.
(edge wedge sled)
5. When you are sick you have bad $\qquad$ $-1$
(gems gel germs)
6. Turn the $\qquad$ in your book. (rage page gesture)
7. Another name for a jewel is a $\qquad$ .
(germ gel gem)

# Practice with the Word Keys "gi" * "gi" usually says "j" 

Name $\qquad$

$\qquad$

gibber)
2. We will give her a $_{\text {(give }}^{\text {giant }}$ for her birthday.
3. A __ has a very long neck. (giraffe giblet gird)
4. That ${\underset{\text { (gird }}{ } \quad \text { girl }}$ is so nice to play with.
5. That $\qquad$ (gild gifted is as tall as a hill. giant)
6. It is fun to $\qquad$ presents. (giddy giggle give)

## 7. I like to eat (ginger giant <br> snap cookies. ginger ale)

## Practice with the Word Keys "gy"

Name

1. It is fun to play in the $\qquad$ .

## (gymnasium gypsy cagy)

2. There was a ___ lady at the circus. (gym gypsy cagy)
3. A wild animal is very
(gypsy gym cagy)
4. In school I like to have $\qquad$ .
(gym gymnasium gypsy)
5. That $\qquad$ is very strong.
(gild gifted
giant)
6. I like to $\qquad$ presents at Christmas. (giddy giggle give) 7. $\quad$ snap cookies taste yummy.

## Practice with the Word Keys "ge, gi, gy"

## Name

$\qquad$


1. Plays happen on a $\qquad$ .
(gymnasium
stage
cagy)
2. There was a $\qquad$ at the zoo. (giraffe gypsy germ)
3. It is fun to have $\qquad$ .
(rage gym girl)
4. Wash with soap to get rid of $\qquad$ .
(gifted gypsy
5. That is a very large $\qquad$ .
(edge gifted giant)
6. That lady is called a

## (gypsy ginger page)

7. $\quad$ is a good pop to drink.
Practice with the Word Keys "ge, gi, gy"
Name $\qquad$

8. It is fun to play in the (gymnasium stage cagy)
9. can make you sick.
10. That boy and $\qquad$ are friends. (rage gym girl)
11. That $\qquad$ is in the circus.
germs)
12. Don't stand too close to the
(edge gifted
giant)
13. I like to eat snap cookies. (gypsy ginger page)
> 7. That
> (ginger giant is taller than a house. ginger ale)

Days 102, 103, 104, 105: The "oi" and "oy" piglet word keys
The next word keys we will introduce are the "oi" and "oy" word keys. They make the sound found in the words joy and boil. These are the piglet word keys because they both make a pig's sound of "oi"!

## Phonetic Rules:

oi says "oy" and comes at the beginning and in the middle of words. Examples: boil, oil
oy says "oi" and comes at the end of words. Example: boy
Use the word key exercises found on the next page to teach and reinforce them.

# Piglet Word Keys oi oy 



## Phonetic Rules:

oi says "oy" and comes in the middle of words. Example: boil
oy says "oi" and comes at the end of words. Example: boy
Sample Exercise \& Answer Key

| "oi" and "oy" Borrower Word Keys /15 Name $\qquad$ Read the words. Circle the word keys and print them on the lines. |  |  |
| :---: | :---: | :---: |
|  |  |  |
| 1. boil | 6. joy | 11. foil |
| 2. point | 7. foil | 12. toy |
| 3. boy | 8. loya | 13. point |
| 4. choice | 9. coin | 14. destroy |
| 5. annoy | 10. join | 15. ploy |



| oi words <br> appoint <br> avoid <br> boil <br> broil <br> choice <br> coil <br> coin <br> devoid <br> disappoint <br> foil <br> hoist <br> join <br> joint <br> joist <br> Ioin <br> moist <br> noise <br> oil <br> ointment <br> point <br> recoil <br> rejoice <br> rejoin <br> soil <br> spoil <br> toil <br> turmoil <br> voice <br> void | oy words <br> annoy boy convoy coy decoy deploy destroy employ enjoy joi loyal ploy royal toy Troy |
| :---: | :---: |

## Days 106 to 110: The "au" and "aw" doctor word keys

The next word keys we will introduce are the "au" and "aw" word keys. They make the same sound as the short vowel "o" so we will call them the doctor word keys. Tell the students that when you go to the doctor and he wants to look in your mouth he tells you to open up and say "o". There are three ways to spell this sound. The first one is with a single "o", the second is with "au", and the third is with "aw".

Use the word key exercises found on the next page to teach and reinforce them.

## Doctor Word Keys au aw



## Phonetic Rules:

au says "o" and comes at the beginning and middle of words. Example: haul aw says " 0 " and comes anywhere (beginning, middle or end) of words.

Examples: awning, drawn, jaw
Sample Exercise \& Answer Key

| "au" and "aw" Doctor Word Keys /15 |  |  |
| :---: | :---: | :---: |
| Name $\qquad$ print them | the words | he word keys and |
| 1. author | 6. flaw | 11. Iaunch |
| 2. bawl | 7. cause | 12. fault |
| 3. auto | 8. crawl | 13. law |
| 4. caught | 9. hawk | 14. haunt |
| 5. claw | 10. taunt | 15. straw |


| Name $\qquad$ Read the words. Circle the word keys and print them on the lines. |  |  |
| :---: | :---: | :---: |
|  |  |  |
| 1. adtbo au th or | 6. fow aw | 11. (unctidu ch |
| 2. bawl aw | 7. c@use au | 12. folt au |
| 3. adto au | 8. cowl aw | 13. aw aw |
| 4. catght au gh | 9. hawk aw | 14. h@nt au |
| 5. claw aw | 10. +aunt au | 15. straw aw |


| au words <br> auction audit <br> August author auto autumn caught cause caution daughter daunt exhaust fault faun fraud <br> haughty haul haunt launch laundry maul naughty paunch pause sauce saunter taught taunt vault | aw words <br> awe <br> awesome awning bawl caw claw crawl dawn draw drawn fawn flaw hawk jaw law lawn paw pawn prawn raw saw shawl squaw thaw withdraw yawn |
| :---: | :---: |

## Days 111, 113, 114, 115: The "ou" and "ow" Pinch Letter Word Keys

 The next word keys we will introduce are the "ou" and "ow" word keys. They make the sound as in "ouch" so we call them the pinch letter word keys. Since we have already learned the "ow" word key when we learned the colour brown we are only adding to our knowledge as we learn the "ou" key as well. There are two ways to spell this sound. The first one is "ow" and the second is "ou".
## Pinch Letter Word Keys

## OU OW



## Teaching about words that end in silent "e" and contain a word key such as the "ou" in the word "mouse".

Bring a rope to class and put two children on one end of the rope and only one child on the other end of the rope. Instruct them to have a tug of war. Most children will say "Two children against one is not fair!" That is precisely the point you want to make. A word key always beats the silent "e" because two against one always wins. Therefore, in a word with a word key ending in silent "e" the word key wins and gets to make its noise while the "e" remains silent and can't bump as in the word "mouse".


## Phonetic Rules:

ou says "ow" and comes at the beginning and in the middle of words.
Example: shout
ow says "ou" or long "o" and comes in the middle and end of words.
Examples: cow, blow
Sample Exercise \& Answer Key



| ou words <br> about <br> aground aloud amount announce astound blouse bounce bound cloud couch count crouch doubt flour foul found grouch ground hound house loud mound mouse mouth ouch our out scout shout slouch sound sour south spout sprout stout surround trout vouch without wound | ow words <br> allow <br> bow <br> brow <br> brown <br> chow <br> choder <br> clown <br> cow <br> crowd <br> crown <br> down <br> drown <br> flower <br> fowl <br> frown <br> glower <br> gown <br> growl <br> how <br> howl <br> now <br> owl <br> plow <br> pow <br> powder <br> power <br> prow <br> prowl <br> shower <br> town <br> vow <br> wow <br> yowl |
| :---: | :---: |

## Days 116 to 120: The "ay" and "ai" Cool Word Keys

Next, we will review "ay" and "ai" word keys and link the keys together by calling them the cool letter word keys. Tell your students we call them this, because when you're really cool you say "Eh!" (long vowel sound of a). For fun hold up both your thumbs while holding your fingers in a fist (just like the Fonz from the old television show Happy Days) as you say "Eh!".
Note: This makes the "ai" key a mouse key and a cool word key. If you think this is too confusing for your students just review the two keys and leave the "ai" key only on the mouse chart and the "ay" key only on the word family chart. I like to do it this way in addition to the other ways for the purpose of teaching the placement of these word keys as shown in the rules below.
ai says long "a" sound and comes at the beginning and in the middle of words.
Example: rain
ay says long "a" sound and comes at the end of words.
Example: day


## Phonetic Rules:

ai says long "a" sound and comes at the beginning and in the middle of words. Example: rain
ay says long " a " sound and comes at the end of words.
Example: day
Sample Exercise \& Answer Key

| "ai" and "ay" Cool Word Keys /15 <br> Name $\qquad$ Read the words. Circle the word keys and print them on the lines. |  |  |
| :---: | :---: | :---: |
|  |  |  |
| 1. aid | 6. chain | 11. waist |
| 2. bay | 7. play | 12. pay |
| 3. clay | 8. stray | 13. tray |
| 4. braid | 9. stain | 14. plain |
| 5. hay | 10. paint | 15. wail |


| Name $\qquad$ Read the words. Circle the word keys and print them on the lines. |  |  |
| :---: | :---: | :---: |
|  |  |  |
| 1. (a)d ai | 6. choin ch ai | 11. wanst a |
| 2. bay ay | 7. play ay | 12. p@ty ay |
| 3. clat ay | 8. str@l ay | 13.tr@ ay |
| 4. br@id ai | 9. stain ai | 14. plain a |
| 5. h@l ay | 10. paint ai | 15. w(ii) ai |



## Review Class Book made on Day 54:

Review the class book made of the family of "ay" by reading all the "ay" words on in the book and discussing their meanings.

Sample Page from the "Family of ay" class book:

| Family of ay |
| :--- |
| bay |
| bray |
| clay |
| day |
| dray |
| fray |
| gay |
| gray |
| hay |
| hooray |
| jay |
| lay |
| may |
| okay |
| pay |
| play |
| pray |
| ray |
| say |
| slay |
| spray |
| stay |
| stray |
| tray |
| way |



## Days 121 to 125: The "F" Copycat Word Keys of "ph" and "gh"

The next word keys we will introduce are the "ph" and "gh" word keys. We have already taught that "gh" is silent when it comes in the middle of words. Today we will learn that "ph" copycats the " f " sound anywhere in a word, and "gh" usually copycats the " f " sound when it comes at the end of a word. The words which contain "gh" at the end are words in which the vowel word keys break the rules and make unusual sounds such as the "ou" in "cough". The "ou" in "cough" makes the short " o " sound instead of the pinch letter sound in "shout". These words have been introduced as sight words throughout the Smart Start program for that very reason. Therefore, it is imperative that the word key exercises be worked through together as a class in order to teach these challenging words.

## Ph \& Gh Copycat Word Keys



## Phonetic Rules:

ph says " f " sound and comes anywhere in a word.
Examples: phone, dolphin, triumph
gh usually says " f " sound at the end of words.
Example: cough Common Exceptions are: though, through, sigh, high Sample Exercise \& Answer Key (Practice decoding together)

| "ph" and "gh" Copycat Word Keys /15 |  |  |
| :---: | :---: | :---: |
| Name $\qquad$ print them on the | Read the words. Circle the word keys and lines. |  |
| 1. alphabet | 6. orphan | 11. typhoon |
| 2. cough | 7. gopher | 12. triumph |
| 3. elephant | 8. nephew | 13. trough |
| 4. tough | 9. rough | 14. autograph |
| 5. laugh | 10. enough | 15. dolphin |

## "ph" and "gh" Copycat Word Keys /15 <br> Name___ Read the words. Circle the word keys and print them on the lines.

1. alehabet ph 6.OChan or ph 11.typhen ph oo
2. cough ou gh 7. gopherph er 12. trium(b) ph
3. elebbant ph 8. nephew ph ew 13. treueh ou gh
4. tough ough 9. roughou gh 14. attograஜh au ph
5. (a)gh au gh 10. en@1gh ou gh 15. dolfhin ph

## Days 129 to 131: "tion" word ending

The next word ending we will introduce is "tion" which says "shun" and comes at the end of words. This word ending as three meanings. It can mean "to act", "the condition/state of something" or "the process of something".


## Class Activity:

Make a book of the word ending "tion". List all the "tion" words on the chalkboard and discuss their meanings. For the cover of each book write "Word Ending of tion". Provide twenty-five blank pages. For the book write down all the "tion" words leaving room on the paper for drawing a picture. Divide the children into as many groups as there are "tion" words. Have each group of children take their "tion" word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the word ending of "tion". This activity will build vocabulary and reinforce the spelling and reading of the "tion" word ending. It also creates a quick review of the "tion" word ending at any time.

|  | some tion words |  |
| :---: | :---: | :---: |
| action | foundation | relaxation |
| admiration | generation | separation |
| attraction | graduation | situation |
| collection | hesitation | transportation |
| concentration | illustration |  |
| correction | information |  |
| creation | medication |  |
| decoration | occupation |  |
| demonstration | operation |  |
| education | population |  |
| election | preparation |  |
| fire station | protection |  |

Sample Page from the "Word ending of tion" class book:


## Days 132 to 134: Contractions

Contractions are two words joined together to form one word using an apostrophe. The second word will be: not, will, are, or have. The "not" would be changed to n't. The "will" would be changed to 'll. The "are" would be changed to 're. The "have" would be changed to 've.

## Class Activity

Divide the class into two teams and line up at the chalkboard. Give the first member of each team two words to change into a contraction. The first team member to correctly change the two words into a contraction and write the contraction on the chalkboard gets a point. Then the next two team members take a turn and so on. The team with the most points wins. This is a fun drill and can be used for review.

|  | Contractions |
| :--- | :--- |
| are not | aren't |
| is not | isn't |
| can not | can't |
| do not | don't |
| will not | won't |
| could not | couldn't |
| should not | shouldn't |
| would not | wouldn't |
| has not | hasn't |
| have not | haven't |
| I will | l'Il |
| you will | you'll |
| they will | they'll |
| we will | we'll |
| you are | you're |
| they are | they're |
| we are | we're |
| I have | l've |
| you have | you've |
| they have | they've |
| we have | we've |

## Day 135: Compound Words

Compound words are two words joined together to form a new word with a new meaning. Example: "snow" and "man" can be joined to make "snowman".

## Class Activity:

Give each child a card which is folded into three parts. The two outer parts should fold to meet in the middle as shown below. When folded shut the card should look like the second diagram

| fold line |  | fold line |
| :--- | :--- | :--- |
|  | DIAGRAM 1 |  |
|  |  |  |

Inside of Completed Card


Outside of Completed Card


Brainstorm compound words on the board. Have each child make several compound word cards by writing and illustrating the two words separately on the front flaps of the card. Then have them draw a single illustration of a compound word on the center of the inside of the card as shown above. There is a list of compound words on the next page. These cards can be hole punched and put on a metal ring for review. This activity can be done for a number of days to reinforce the concept and add to the knowledge of compound words.

## Compound Words

| afternoon | campfire | drugstore | grandfather | nowhere | snowflake | sunrise |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| airplane | cannot | earthquake | grandmother | outdoors | snowman | sunset |
| anybody | chairman | everybody | grasshopper | overnight | somebody | sunshine |
| anyone | chalkboard everyday | hairbrush | paintbrush | someday | themselves |  |
| anything | cheeseburger | handshake | pancake | somehow | throughout |  |
| anytime | classmate | everyone | highway | playground someone | treetop |  |
| anyway | classroom | everything | hillside | palicemanan something | underground |  |
| anywhere | coffeepot | everywhere homework | popcorn | sometime | underline |  |
| backbone | countryside eyebrow | hopscotch | railroad | somewhere underside |  |  |
| backyard | cowboy | fingerprint | however | railway | southeast | underwater |
| baseball | daybreak | fireman | inside | raincoat | southwest | upright |
| basketball | daytime | firewood | into | raindrop | spaceship | vineyard |
| bathoom | doorbell | fireworks | mailbox | rainfall | springtime | warehouse |
| bathtub | doorway | flagpole | moonlight | rattlesnake stairway | waterfall |  |
| bedroom | downhill | flashlight | newspaper | sailboat | starfish | week-end |
| bedtime | downstairs | flowerpot | nobody | salesman | steamboat wildlfe |  |
| beehive | downstream football | northeast | seashell | suitcase | windmill |  |
| blackboard downtown | footprint | northwest | seashore | summertime within |  |  |
| businessman driftwood | forget | notebook | sidewalk | sundown | without |  |
| butterfly | driveway | goldfish | nothing | snowball | sunlight | yourself |



## Days 139 \& 140: The "kn" and "wr" silent letter word keys

The next word keys we will introduce are the "wr" and "kn" silent letter word keys. During these two days we will learn that when "kn" comes at the beginning of words the " $k$ " is silent, and that when "wr" comes at the beginning of words the " $w$ " is also silent.

## Phonetic Rules:

wr comes at the beginning of words and says " $r$ "
Example: write
kn comes at the beginning of words and says " $n$ "
Example: know

## wr \& kn Silent Letter Word Keys



## Phonetic Rules:

wr comes at the beginning of words and says " $r$ "
Example: write
kn comes at the beginning of words and says " n "
Example: know
Sample Exercise \& Answer Key

| "wr" and "kn" Silent Letter Word Keys /15 |  |  |
| :---: | :---: | :---: |
| Name $\qquad$ Read the words. Circle the word keys and print them on the lines. |  |  |
| 1. knapsack | 6. wreak | 11. knock |
| 2. knee | 7. wrestle | 12. knew |
| 3. wrap | 8. knife | 13. wrist |
| 4. wrench | 9. knight | 14. wrote |
| 5. knelt | 10. wrong | 15. knuckle |



| kn words |
| :---: | :---: |
| knack |
| knapsack |
| knave |
| knee |
| kneel |
| knell |
| knelt |
| knew |
| knife |
| knight |
| knit |
| knob |
| knock |
| knot |
| know |
| knowledge |
| known |
| knuckle |

\(\left.\begin{array}{|c|}\hline wr words <br>
wrack <br>
wrap <br>
wrath <br>
wreak <br>
wreath <br>
wreck <br>
wren <br>
wrench <br>
wrestle <br>
wretch <br>
wriggle <br>
wring <br>
wrinkle <br>
wrist <br>
write <br>
wrong <br>
wrote <br>
wrung <br>

wry\end{array}\right\}\)| ? |
| :--- |
| ? |

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| Regular and Bumper Words |  |  | Name Regular and Bumper Words |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Name_ | B | /15 |  |  |  |
| S = short vowel | $B=$ bumper (long vowel with silent e) |  | S = short vowel | $B=$ bumper (long vowel with silent e) |  |
| 1. slip | 6. doted | 11. rust | 1. ship | 6. tiled | 11. rust |
| 2. jacks | 7. shock | 12. times | 2. licks | 7. clock | 12. times |
| 3. baked | 8. plucks | 13. doted | 3. taped | 8. maps | 13. holed |
| 4. crunched | 9. lanes | 14. plum | 4. hunched | 9. takes | 14. slum |
| 5. miles | 10. hush_ | 15. mined | 5. vines | 10. brush | 15. fined |
| Regular and Bumper Words |  |  | Regular and Bumper Words |  |  |
| Name $\qquad$ = short vowel | B = bumper (long vowel with silent e) |  | Name $\qquad$ S = short vowel | $B=$ bumper (long vowel with silent e) |  |
| 1. slip | 6. flipped | 11. rust | 1.flip | 6. blames | 11. just |
| 2. risk | 7. truck | 12. chimes | 2. trucks | 7. nine | 12. robes |
| 3. hiked | 8. slaps | 13. choked | 3. raked | 8. tabs | 13. pruned |
| 4. bumped | 9. strokes | 14. slum | 4. lumps | 9. fame | 14. glum |
| 5. slides | 10. slush | 15. mined___ | 5. cones | 10. dish | 15. wiped |



## r-controlled Word Keys / 15

Name $\qquad$ Read the words. Circle the word keys \& print or count them on the lines. See examples below of printing/counting.
6. after $\qquad$ 11. dirt $\qquad$
r-controlled Word Keys / 15 Name $\qquad$ Read the words. Circle the word keys \& print or count them on the lines.

| 1. ©ak_1_- | 6. after__ | 11. dirt___ |
| :--- | :--- | :--- |
| 2. p@Ch_2_ | 7. blur__ | 12. charm__ |
| 3. clek er | 8. quirk__ | 13. chore___ |
| 4. nurse__ | 9. hurt__ | 14. market__ |
| 5. offer__ | 10. firm__ | 15. record__ |

r-controlled Word Keys / 15
r-controlled Word Keys
/15
Name $\qquad$ Read the words. Circle the Name $\qquad$ Read the words. Circle the word keys \& print or count them on the lines. word keys \& print or count them on the lines.

1. park $\qquad$ 6. mermaid $\qquad$ 11. stir $\qquad$ 1. barn $\qquad$ 6. serve $\qquad$ 11. chirp__
2. short $\qquad$ 7. slur__
3. dark $\qquad$ 2. cork_
4. curb $\qquad$ 12. harp $\qquad$
5. perk $\qquad$ 8. birch $\qquad$ 13. fork $\qquad$ 3. enter $\qquad$ 8. squirt $\qquad$ 13. snore $\qquad$
6. surf $\qquad$ 9. cart $\qquad$ 14. yard $\qquad$ 4. turn $\qquad$ 9. scar $\qquad$ 14. thirst $\qquad$
7. person $\qquad$ 10. first $\qquad$ 15. score $\qquad$ 5. winter $\qquad$ 10. sport $\qquad$ 15. lurk $\qquad$

## Scary Word Keys / 15

Scary Word Keys / 15
Name $\qquad$ Read the words. Circle the Name $\qquad$ Read the words. Circle the word keys \& print or count them on the lines. word keys \& print or count them on the lines.

1. bloom $\qquad$ 6. blue $\qquad$
2. new $\qquad$
3. clue $\qquad$
4. moose $\qquad$ 6. fruit $\qquad$ 11. grew $\qquad$
5. fruit $\qquad$ 7. pool $\qquad$
6. rooster $\qquad$ 3. clown $\qquad$ 8. roost $\qquad$ 13. due $\qquad$ 4. jewel_
7. duel $\qquad$ 14. threw
8. knew
9. house $\qquad$ 14. shower $\qquad$
10. boot $\qquad$ 10. mew $\qquad$ 15. glue $\qquad$ 5. flow_
11. proof $\qquad$ 15. chew $\qquad$

## Scary Word Keys / 15

Scary Word Keys / 15
Name $\qquad$ Read the words. Circle the Name $\qquad$ Read the words. Circle the word keys \& print or count them on the lines. word keys \& print or count them on the lines.

1. room
$\qquad$ 6. cue $\qquad$
2. fruit $\qquad$
3. droop
4. suit $\qquad$ 11. gruel $\qquad$
5. newt__
6. pout__
7. show $\qquad$ 2. crew__
8. count $\qquad$ 12. grow__
9. flower $\qquad$ 8. moose
10. Sue $\qquad$
11. owl $\qquad$
12. gloom $\qquad$ 13. cruel $\qquad$
13. renew $\qquad$ 9. couch 14. round $\qquad$ 4. stew $\qquad$ 9. hound $\qquad$ 14. crowd $\qquad$
14. slow $\qquad$ 10. growl___ 15. stew___
15. shown__ 10. doom $\qquad$ 15. threw

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

1. ice $\qquad$ 6. gypsy
2. giant $\qquad$ 1. spice $\qquad$ 6. circus $\qquad$ 11. gentle $\qquad$
3. cinder $\qquad$ 7. cigar $\qquad$ 12. center $\qquad$ 2. gym_
4. city $\qquad$ 12. cycle $\qquad$
5. age $\qquad$ 8. face $\qquad$ 13. giraffe $\qquad$ 3. rage $\qquad$ 8. lace $\qquad$ 13. germ $\qquad$
6. ginger $\qquad$ 9. cymbal 14. cagy $\qquad$ 4. gem__
7. cylinder $\qquad$ 14. page $\qquad$
8. fancy
9. cereal $\qquad$ 15. gentle $\qquad$ 5. civil__
10. gelatin $\qquad$ 15. dice $\qquad$
S and J Copycat Word Keys/15

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

1. rage $\qquad$ 6. pace__ 11. dirt $\qquad$ 1. page__
2. sledge__ 11. citrus $\qquad$
3. spice $\qquad$ 7. blur__
4. cylinder $\qquad$ 2. slice $\qquad$ 7. general $\qquad$ 12. gypsy $\qquad$
5. pace $\qquad$ 8. cage $\qquad$ 13. gesture $\qquad$ 3. rice $\qquad$ 8. cage $\qquad$ 13. race $\qquad$
6. edge $\qquad$ 9. mice $\qquad$ 14. giraffe $\qquad$ 4. giant $\qquad$ 9. dice $\qquad$ 14. cycle $\qquad$
7. gypsy $\qquad$ 10. city $\qquad$ 15. wedge $\qquad$ 5. germ $\qquad$ 10. gym $\qquad$ 15. ledge $\qquad$

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

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

| 1. haul | 6. law | 11. avoid | 1. Roy | 6. haunt | 11. dawn |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 2. fawn_- | 7. boil | 12. toy__ | 2. fault | 7. draw | 12. boil |
| 3. join | 8. joy | 13.autumn | 3. crawl | 8. choice | 13. loyal |
| 4. boy__ | 9. fault | 14. flaw | 4. disappo | 9. toy | 14. because |
| 5. author | 10. claw | 15. foil | 5. boy__ | 10. caugh | 15. yawn |
| Doctor and Piglet Word Keys / 15 <br> Name $\qquad$ Read the words. Circle the word keys \& print or count them on the lines |  |  |  |  |  |
|  |  |  | Doctor and Piglet Word Keys /15 Name $\qquad$ Read the words. Circle the word keys \& print or count them on the lines. |  |  |
| 1. coil | 6. destroy | 11. daughter | 1. bawl | 6. broil | 11. joy |
| 2. royal_ | 7. fault | 12. straw | 2. avoid_ | 7. loyal | 12. laundry |
| 3. August | 8. straw | 13. joint | 3. toy | 8. flaunt | 13. crawl |
| 4. lawn | 9. oil | 14. employ | 4. fault | 9. thaw | 14. voice |
| 5. coin | 10. toy__ | 15. gaudy | 5. jaw_ | 10. choice | 15. convoy |
|  | $82 \quad \begin{gathered} \text { Oby. M. M } \\ \text { Permsiou } \\ \text { Reproduct } \end{gathered}$ | 2002 <br> ranted to copy for use with stu <br> for more than one class, other | in the classroom by hers, or any other pu | teacher <br> is prohibited. |  |

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

1. wrack $\qquad$ 6. wrong__
2. knot $\qquad$ 1. knap $\qquad$ 6. knife $\qquad$ 11. knit $\qquad$
3. knee_ $\qquad$ 12. wrist $\qquad$ 2. knock_
4. wrap
5. wrinkle $\qquad$
6. know $\qquad$ 8. wrung__
7. wrinkle $\qquad$
8. wrong
9. know $\qquad$ 13. knee $\qquad$
10. write $\qquad$ 9. wren $\qquad$ 14. knob $\qquad$ 4. knit $\qquad$ 9. wrote $\qquad$ 14. wretch___
11. knit $\qquad$ 10. knock 15. wrench $\qquad$ 5. wrath $\qquad$ 10. known $\qquad$ 15. knoll $\qquad$
Mixed Word Keys
/15
Name $\qquad$ Read the words. Circle the word keys \& print or count them on the lines
12. ark $\qquad$ 6. coil $\qquad$ 11. know $\qquad$
13. trace $\qquad$
14. giraffe $\qquad$ Name $\qquad$ Read the words. Circle the word keys \& print or count them on the lines.
15. porch_
16. joy__
17. trace_-
18. clerk $\qquad$ 8. lawn $\qquad$
19. age $\qquad$

20. nurse $\qquad$
21. faun $\qquad$ 10. write $\qquad$ 15. cider $\qquad$
22. bicycle $\qquad$ 6. destroy $\qquad$ 11. winner $\qquad$
23. gym_ 7. face $\qquad$ 12. charm $\qquad$
24. firm $\qquad$
25. daughter
$\qquad$ 8. cinder $\qquad$

Cut these lists into four strips. Students are to use their spelling rules to fix the misspelled words.


Cut these lists into four strips. Students are to use their spelling rules to fix the misspelled words.


| Fix the misspelled |
| :--- |
| words. |
| Name |
| fus = fuss |
| nise = nice |
| raje = rage |
| tite = tight |
| giv = give |
| mor = more |
| milde = mild |
| fabl = fable |
| Add ing to these short |
| vowel words which end in |
| one consonant. |
| 1. hop= hopping |
| 2. fall= falling |
| 3. sit = sitting |

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Cut these lists into four strips. Students are to use their spelling rules to fix the misspelled words.


Cut these lists into four strips. Students are to use their spelling rules to fix the misspelled words.


| Fix the misspelled |
| :--- |
| words. |
| Name__ss |
| fus = fuss |
| slise = slice |
| waje = wage |
| tite = tight |
| liv = live |
| cor = core |
| milde = mild |
| cabl = cable |
| Add ing to these short |
| vowel words which end in |
| one consonant. |
| 1. flop= flopping |
| 2. call= calling |
| 3. hit = hitting |

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Cut these lists into four strips. Students are to use their spelling rules to fix the misspelled words.


Cut these lists into four strips. Students are to use their spelling rules to fix the misspelled words.


| Fix the misspelled |
| :--- |
| words. |
| Name |
| fus = fuss |
| spise = spice |
| raje = rage |
| tite = tight |
| giv = give |
| mor = more |
| milde = mild |
| fabl = fable |
| Add ing to these short |
| vowel words which end in |
| one consonant. |
| 1. hop= hopping |
| 2. fall= falling |
| 3. sit =sitting |

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## Word Families


able
ace
age
all
ang
ank
atch ar

ice
ight
ind
ing
ink
old
onk
ood
ore ung unk

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## R-Word Keys

says "r" and comes at the end of two beat words. Example: sisters

says " $r$ " and comes anywhere in a word. Examples: irk, bird, whir

says " $r$ " and comes anywhere in a word. Examples: urchin, purple, fur
says "or" and comes anywhere in a word. Examples: orange, corn, for When "or" comes at the end of a word it is usually followed by "e". Example: core
says the name of the letter " r " because " $a$ " pokes " $r$ " and makes him say his name "ar" comes anywhere in a word.
 Examples: arch, barn, car


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baby



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ice cube

bicycle




## Scary Word Keys

oo says "ue" and comes in the middle of words. Example: spoon or says "००" as in "hook"


says "००" and comes in the middle of words. Example: fruit


says "00" and comes at the end of words. Example: blue

ew says "00" and comes in the middle and at the end of words. Example: grew



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## spoon

blue


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## Silent Letter Word Keys

> says " $r$ " and comes at the beginning of words. Example: write

kn says "n" and comes at the beginning of words. Example: know

Silent Letter Word Keys
says "r" and comes at the
beginning of words.

Example: write $\quad$| says " n " and comes at the |
| :--- |
| begnn of words. |
| Example: know |
| comes at the end of words |
| because " v " doesn't like to |
| be last. Example: love |



## know



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| s | Word Endings comes at the end of words |
| :---: | :---: |
| 'es | comes at the end of words ending in $\mathrm{s}, \mathrm{x}, \mathrm{z}, \mathrm{ch}$, sh |
| ing | comes at end of words <br> *if word ends in " $e$ " drop the <br> e before adding ing <br> *in a short vowel word double the last letter before adding "ing" |
| ed | says "d", "ed" or "t" <br> *if a word ends in "e" just add 'd" <br> *in a short vowel word double the last letter before adding "ed" |
| tion | says "shun" and comes at the end of words |
| sion | say "zshun" and comes at the end of words |


cry cries cried

elf
elves


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## Other Rules

if $\quad$ s $z$ all double at the end of one beat words when the vowel is short.
Examples: puff, fill, fuss, fizz
When a word ends in $y$; change $y$ to $i$ and add "es" or "ed"
Examples: carries, carried
"i" comes before "e" except after "c" Example: receive

If the syllable break comes after the vowel it stands alone and says its name.
Example: pa per
If the syllable break comes after a consonant the vowel will be short. Example: but ter

## Triplets

too (also) usually comes at the end of sentences (more or less) Example: too much or too little two (number)
Let's go to the store and get two apples. Would you like to come, too?

## |-------------------------- Triplets <br> there (place) <br> their (belongs to someone) <br> they're (they are)

There is their dog and they're taking it for a walk.
then (after) Twins
than (comparing one thing to another)
The boy is taller than the girl.
Let's go home, then we will eat supper.


## Thirty-three Alphabet Puppet Show Stories

> Included in this section are thirty-three puppet shows which may also be told as stories to the children. These stories are used to introduce the first thirty-three letter sounds laid out on the calendars in the first section of this book. The stories are used to help children remember their sounds and to make it an enjoyable experience for them.
ee - little twins who squeak "ee"
because they saw a mouse
e - the happy letter
ow - the pinch letters (brown)
ck - the cookie letters who love
to eat cookies
ow - the surprise letters (yellow)
ue - the scary letters
or - the parrot letters ur/r - the rooster letters
wh/w - the wolf letters
s - the snake letter
m - the hungry letter
a - the cry baby
o - the doctor letter
t - the telephone letter
h - the tired horse letter
b - the bouncing ball letter
f - the cross cat letter
i - the sick puppy letter
g - the gargle man letter
$\mathbf{u}$ - the muscle man letter
n - the mosquito who buzzes ' Nn !"
p - the motorboat letter
d - the drum letter
I - the singing letter
v-the valentine letter
j - the jay bird letter
x - the kissing letter
$\mathbf{z}$ - the buzzing bee letter
$\mathbf{y}$ - the yo-yo letter
qu - the little duck letters
sh - the quiet letters
th - the naughty letters because
you have to stick out your tongue
to say them
ch - the choo choo train letters

## Day 1: Puppet Show for Introducing the Noisy Twins (ee)



Narrator: Early one spring day the sun poured through the picture window. Mother carried her twin baby boys Josh and Jesse into the living room and set them down on the carpet.

Mother: Look how the sun is shining! It's a beautiful day. Here is a box of your toys. Have fun playing with them while I put some clothes in the washing machine.

Narrator: Mother left the two boys and went downstairs.
Josh: Ga, ga, goo! (picking up a rattle)
Jesse: Brrm, brrm! (picking a toy car)
Josh: Bang! Bang! (banging the rattle on the floor)
Narrator: Bonk! Josh whacked Jesse on the head with his rattle. Jesse's bottom lip began to quiver and then he hollered "Waaa!" Josh leaned over and grabbed Jesse's car when suddenly he began to shriek....

## Josh: Eeeeee! Eeee! Eeeee! Eeeee!

Narrator: Jesse turned around to see what the matter was and then he began to shriek, too!

## Josh and Jesse: Eeeeee! Eeee! Eeeee! Eeeee!

Narrator: Two beady eyes glittered at the twins! Eeeee! screamed Josh and Jesse even louder than before.

Narrator: Mother flew up the stairs.
Mother: What's the matter?

Josh and Jesse: Eeeeee! Eeee! Eeeee! Eeeee!

Narrator: Mother looked up, she looked down, and then she looked all around. She found nothing! So, she picked up Josh. Then she looked in his eyes, she looked in his ears and she looked in his mouth. She found nothing! So, she picked up Jesse. Then she looked in his eyes, she looked in his ears and she looked in his mouth. She found nothing!

Mother: Stop being so noisy boys! I can't find anything wrong with either of you. Please play with your toys while I fold some clothes.

Narrator: Mother went back downstairs. Just then, a furry little body bounded out of the toy box and a wet little nose touched Jesse's hand!

## Josh and Jesse: Eeee! Eeeee! Eeeee!

Narrator: It was a mouse hiding in their toy box! Ever after that whenever mother left the twins alone to play with their toy box the little mouse would creep out of his hiding place just to hear them screech "Eeeee!" This is why mother nicknamed her boys the Noisy Twins.

Teacher: Boys and girls when the two "ee"s come together in a word we call them the noisy twins, because they screech "Eeeee!" When your mouth makes this sound it smiles and you have to keep your teeth a little bit apart. Smile big, keep your teeth a little bit apart and squeal "Eeeee!" Look at your neighbor or look in your little mirror and say "ee"! Did you see your neighbor's mouth/your mouth smile? Were your teeth a little bit apart? Great job everyone! We are learning two new words today that have the noisy twins inside them. The first word is "green" and the second word is "see". Classroom teacher holds up the letters "ee" and the new words and places them on the bulletin board or homeschooler glues them into child's scrapbook. The bulletin board or scrapbook is used for daily review of all concepts. Let's listen for the noisy twins in these two words. Say them with me, "Greeeeeeen, now try Seeeee! Great job!' Do you remember what your mouth is doing when you make this sound? That's right it's smiling and your teeth are a little bit apart.

## Day 2: Puppet Show for Introducing the Happy Letter (e)



Narrator: Swish! Swish! Colourful leaves drifted slowly to the grass forming a beautiful carpet. Kara sat on the front steps pouting. Her bottom lip stuck out and the corners of her mouth turned down.

Mother: Why the long face?
Kara: I've lost my favorite bear, Fuzzy! I've looked everywhere and I'm sure he's lost.

Mother: Did you look behind your toy box?
Kara: Yes, and I even looked in the car to see if I left him there last night.
Mother: Well, don't worry about Fuzzy, he'll turn up. Find something else to play. How about building something with your Lego blocks?

Kara: Sighs loudly. I just can't. I miss him too much.
Mother: Well, if you played with your Lego blocks you could make Fuzzy a neat house to live in.

Kara: Hesitantly. Well, okay.
Narrator: Kara went downstairs and took her Lego blocks up to the kitchen table. Snap! Snap! Snap! went the blocks as she clicked them together. Suddenly she heard a very funny song!

The Happy Letter: If you're happy and you're silly sing "e, e!" If you're happy and you're silly sing "e, e!"
If you're happy and you're silly then your mouth will really smile, If you're happy and you're silly sing "e, e!"

Kara: Where's that singing coming from? Looks all around.
The Happy Letter: Look out the window!
Continues singing
If you're happy and you're silly sing "e, e!"
If you're happy and you're silly sing "e, e!"
If you're happy and you're silly then your mouth will really smile,
If you're happy and you're silly sing "e, e!"
Kara: Who are you and why are you singing that silly song?
The Happy Letter: I'm the happy letter and a little birdie told me that you're sad today and so I came to cheer you up!

Kara: Says sadly.
Oh, well your song can't help me.
The Happy Letter: It you'll try to help me sing my song I'm sure you'll feel better. The special happy sound in my song is "e" and it's made by the letter "e". To make my sound you have to smile and keep your teeth a fingerwidth apart. You try it.

Kara: First I have to smile. Can I stick my finger between my teeth to keep them open the right amount?

The Happy Letter: Sure.
Kara: Smiles and sticks her finger between her teeth and correctly says "e".
The Happy Letter: Great job! Now when I sing my song, you make "e"s happy sound in the right place.

## The Happy Letter \& Kara:

If you're happy and you know it sing "e, e!"
If you're happy and you know it sing "e, e!"
If you're happy and you know it then your mouth will surely sing it,
If you're happy and you know it sing "e, e!"
Narrator: Just as Kara finished singing the Happy Letter suddenly pulled out Kara's bear Fuzzy from behind his back.

The Happy Letter: Does this bear belong to you? I found him in the garden.
Kara: Oh yes! Thank-you! Thank-you! Kara hugs her bear and dances around.
The Happy Letter: Thank-you for helping me sing my song. I just knew it would cheer you up. I hope you'll always remember the happy song and the happy letter "e". Good-bye Kara!

Narrator: Kara gave the Happy Letter a big hug and began dancing around, smiling and making the Happy letter's sound "e e e e e e". Then she waved good-bye and watched him go.

Teacher: Boys and girls when one "e" comes in a word it says " $e$ ". When your mouth makes this sound it smiles and you have to keep your teeth a finger-width apart. Smile big, stick your finger between your front teeth and say "e"! Look at your neighbor or look in your little mirror and say "e"! Did you see your neighbor's mouth/your mouth smile? Were your teeth a finger-width apart? Great job everyone! We call "e" the happy letter, because you have to smile to make his sound. We are learning one new word today that has this sound in it. The word is "red". Classroom teacher holds up the letter " $e$ " and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook. Let's listen for the happy letter in this new word. Say it with me, "Reeeeed Great job!' Do you remember what your mouth is doing when you make this sounds? That's right it's smiling and your teeth are a finger-width apart.

## Day 3: Puppet Show for Introducing the Pinch Letters (ow)



Narrator: Zoom! Zoom! went Mother's vacuum cleaner as it zipped through the house whisking away dirt. Simeon was having such a wonderful time playing in the family room with his clown puppet that he couldn't even hear the noise.

Simeon: Once upon a time there was a very silly clown who liked to dance and juggle balls. He loved to make people laugh. Simeon makes the clown dance all around. I think my clown needs a circus tent.

Narrator: Simeon put his puppet down and took out some brightly coloured construction paper, scissors and markers. He began to cut shapes out of the construction paper. All of a sudden Simeon's eyes bugged out, his mouth dropped and he hollered

Simeon: Ow! Ow! Ow! (same sound found in brown) That hurt!
Narrator: Simeon looked up, he looked down, then he looked all around. He couldn't see anything unusual and so he went back to work. Snip! Snip! went his scissors. Suddenly Simeon's face turned red and steam poured out his ears as he shouted

## Simeon: Ow! Ow! Ow! That hurt!

Narrator: Simeon looked up, he looked down, then he looked all around. He couldn't see anything so once again he went back to work. Scritch, scritch went his felt markers. Swish! Simeon whipped his head around just in time to see his clown puppet standing behind him. Clown puppet pinches Simeon again.

Simeon: Ow! Ow! Ow! That hurt! Why did you do that?

Clown Puppet: I'm the pinch letters and I'm pinching you because it's fun to hear my neat sound.

## Simeon: What sound?

Clown puppet pinches Simeon again.
Simeon: Ow! Ow! Ow! DON'T DO THAT!
Clown Puppet: I love the sound of the letters ow! They're in my name you know.
Simeon: What do you mean?
Clown Puppet: $\mathrm{Cl}-\mathrm{OW}-\mathrm{n}$. Can't you hear it? Whenever I pinch someone he says the "ow" sound so clearly it sounds neat. I also like watching his mouth because it changes shape when he says "ow".

Simeon: It does?
Clown Puppet: Yes. Watch what happens when I pinch your teacher and she says "ow".

## Teacher: Ow! Ow! Ow! Mouth changes shape to make the sound.

Simeon: That is neat! $\mathrm{Cl}-\mathrm{OW}-\mathrm{n}$ if you promise not to pinch me anymore I'll make your "ow" sound whenever you ask.

Clown Puppet: It's a deal!
Teacher: Boys and girls when "ow" comes in a word it says "ou" as in "cow". When your mouth makes this sound it changes shape. Look at your neighbor or look in your little mirror and say "ow"! Did you see your neighbor's mouth/your mouth change shape? Great job everyone! We call "ow" the pinch letters, because you say "ow" when you get pinched. We are learning one new word today that has this sound in it. The word is "brown". Classroom teacher holds up the letters "ow" and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook. Let's listen for the pinch letters in this new word. Say it with me, "Br-ow-n! Great job!' Do you remember what your mouth is doing when you make the "ow" sound? That's right, it's changing shape.

Day 4: Puppet Show for Introducing the Cookie Letters (ck, k, c)


Narrator: Caleb loved cookies. Sugar cookies, Oreo cookies, ginger snaps, shortbread cookies, peanut butter cookies, but most of all he loved chocolate chip cookies. He liked the way they munched and crunched while cookie crumbs flew everywhere. One day the doorbell rang. Ding! Dong! Caleb rushed to the door and flung it wide open. There stood a deliveryman.

Deliveryman: I have a package for Caleb. Does he live here?

## Caleb: I'm Caleb!

Narrator: Caleb bounced up and down as the deliveryman handed him a brown package tied up with string. Click! As soon as the door closed he plopped down and began to tear his parcel open. Caleb's eyes shone. There inside the package were a dozen giant home-made chocolate chip cookies. A note read: Dear Caleb, I was thinking about you today and decided to send you some cookies. Hope you enjoy them! If you would like to make more I've included the recipe. Love, Grandma. Caleb stuck the recipe in the pocket of his jeans. Crunch, crunch! Munch, munch! Cookies crumbs flew everywhere! Three cookies later Caleb's face and fingers were covered in chocolate. Slurp! Slurp! Slurp! He licked off all his fingers. Then he brushed himself off, took his cookies and hid them under his bed. Early the next morning Caleb got up and reached under his bed to have another one. His eyes widened and his chin fell.

Caleb: Where did all my cookies go?

Narrator: Caleb's lips quivered. He searched high and low. He emptied his drawers, his closet, his toy box and even his backpack. No cookies! Where could they be? He opened the door to his room and noticed some cookie crumbs. The trail led him outside on the deck. Just then Caleb heard a funny noise... Ck! Ck! Ck! The crumbs led him behind a tall fir tree in the backyard. The smell of chocolate chip cookies grew stronger. There sat a fuzzy critter stuffing cookies into his mouth.

Caleb: Who are you and exactly what do you think you are doing with my cookies?

Fuzzy Critter: Ck! Ck! Ck! I'm the cookie letters and I'm ccccrazy about ccccookies! I'm busy eating some right this very minute. Cccccome bacckckc later and talkkkk to me when I've run out!

Narrator: Caleb snatched the box of cookies from the fuzzy critter. Tears filled his eyes. It was empty.

Fuzzy Critter: Whatcha crying for?
Caleb: You ate all my wonderful cookies.
Fuzzy Critter: That's right. They were YUMMY in my TUMMY! Got anymore?
Caleb: NO! Those didn't belong to you. Why did you take them?
Fuzzy Critter: Ck! Ck! Ck! is my favorite sound and it comes from the letters ck, k , or c . You can hear it in COOKIES! I make the "ck" sound best when I'm munching on them. I smelled your delicious cookies and couldn't resist. I promise not to take anymore of your cookies if you'll make my favorite sound ck, ck, ck!

Caleb: Okay, I'll try. G-g-g-g!
Fuzzy Critter: No, that noise is down in your throat. You have to make this noise up in your mouth and you should be able to feel your tongue touch the back sides of your gums.

Caleb: Ck, ck, ck! I did it! I did it! I even felt my tongue touching the back sides of my gums.

Fuzzy Critter: That was wonderful! I just LOVE that sound. Hey, I've got a great idea! Could you teach me how to make cookies so that I don't have to take cookies?

Caleb: Yeah! That's a terrific idea! Come to think of it my grandma even sent me her very own recipe:


Narrator: And so Caleb learned from the Fuzzy Critter that ck, c and k say "ck" and the Fuzzy Critter learned how to make yummy chocolate chip cookies.

Teacher: Boys and girls when "ck", " $k$ ", and " c " come in a word they all say " k ". When you makes this sound it is made up in your mouth and your tongue touches the back sides of your gums. Look at your neighbor or look in your little mirror and say "ck"! Did you feel the sound in your mouth and your tongue touching the back sides of your gums? Great job everyone! We call "ck" the cookie letters, because the "ck" sound comes at the beginning of the word "cookie". We are learning one new word today that has this sound in it. The word is "black". Classroom teacher holds up the letters " $k, c, c k$ " and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook. Let's listen for the cookie letters in this new word. Say it with me, "Bla-ck! Great job!' Do you remember what your mouth is doing when you make the "ck" sound? That's right, your tongue is touching the back sides of your gums and the sound is made in your mouth and not your throat.

## Day 5: Puppet Show Introducing the Surprise Letters (ow)



Narrator: Cheep! Cheep! The robins twittered merrily in the branches of the huge poplar tree and the sun sent its beams cascading everywhere. Natalie sat on the back deck looking at one of her favorite picture books. When suddenly she saw two big eyes peeking at her over the pages.....

Natalie: Aaaaaah! What are you?
Surprise I'm a little cuddly animal. Sorry I scared you. Is your name Natalie?
Natalie: Yes. What's your name?
Surprise: My name's Surprise. Do you like surprises?
Natalie: Of course.
Surprise: Well, I have a wonderful surprise for you if you'll play my game.
Natalie: I'd love to. How do you play?
Surprise: Well, I have a list of things for you to find. If you find them you will get a great surprise.

Natalie: Wow! That sounds great. Do you think the boys and girls could help me? (Optional: Teacher may hide items in the classroom and have one child at a time find the hidden item or just have the puppet find the items as the children watch) What's the first thing I have to find?

Surprise: Can you find me some milk?

Narrator: Natalie looked under her chair. She looked on top of the lawnmower. At last she went inside and looked in the fridge.

## Natalie: Here it is!

Narrator: She handed the milk to Surprise. He grinned.
Surprise: Next, you need to find some dish detergent.
Natalie: Natalie looked on top of the lawn mower. She looked under her bike. At last she went inside and looked under the sink in the kitchen.

Natalie: Here is some!
Narrator: She handed the dish detergent to Surprise. He smiled.
Surprise: Finally, you need to find some red, yellow and blue food colouring.
Natalie: Natalie looked on top of the picnic table. She looked under the garden hose. At last she looked in the kitchen cupboards.

Natalie: Here they are!
Narrator: She handed the bottles of food colouring to Surprise. He beamed.
Surprise: Now, you are ready to see your surprise.

## Teacher needs to help puppet demonstrate the surprise by following the directions carefully.

Narrator: Surprise poured the milk into a rectangular pyrex dish. Next, in the center of the dish he squirted one big drop of yellow food colouring, beside it (but not touching the yellow) he squirted one big drop of blue food colouring, and beside the blue drop (but not touching it) he squirted one big drop of red food colouring. At last he squirted about one teaspoon of dish detergent down the side of the glass pyrex dish.

Surprise: Watch Natalie! You are about to get a wonderful surprise!
Natalie: Ow! Ow! Ow! (sounds like Oh, oh, oh)

Narrator: The dish detergent created a current in the milk causing the food colouring drops to blend together creating many new colours.

Surprise: Do you like your rainbow surprise?
Narrator: All that Natalie could do was say
Natalie: Ow, ow, ow!
Surprise: I'm so happy.
Natalie: So am I. THANK-YOU for the wonderful surprise! How come you're so happy?

Surprise: Because you made my favorite sound. My name is Surprise because I like to give surprises so that I can hear the surprise sound "ow". Did you know that the letters "ow" can make two sounds? They can say the pinch sound "ow" like in cow or they can make my favorite surprise sound "ow" as in "rainbow".

Natalie: Ow, that's so neat! I like the surprise letters! Thank-you Surprise for teaching me all about them.

Teacher: Boys and girls the letters "ow" can make two different sounds. They can make the pinch letters "ow" sound or they can make the surprise letters "ow" sound. When you makes the surprise sound "ow" as in the word "rainbow" you make a circle with your lips. Look at your neighbor or look in your little mirror and say "ow"! Can you see your lips making a circle shape. Great job everyone! We call "ow" the surprise letters because when we get a surprise we say "ow". We are learning one new word today that has this sound in it. The word is "yellow". Classroom teacher holds up the letters "ow" and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook. Let's listen for the surprise letters in this new word. Say it with me, "Yell—ow! Great job!' Do you remember what your mouth is doing when you make the "ow" sound? That's right, your lips make a circle shape.

## Day 6: Puppet Show Introducing the Scary Letters (ue)



Narrator: The wind howled as it rocked the trees outside Isaac's window. Isaac pulled the covers up over his head and curled into a little ball and closed his eyes to go to sleep. Suddenly the hair on the back of his neck rose as he heard....

Scary Puppet: UE! UE! UE! (make a long drawn out sound of "ue" as in "clue")
Narrator: Isaac shivered, sat up, and stared into the dark.
Scary Puppet: UE! UE! UE! (make a long drawn out sound of "ue" as in "clue")
Narrator: Isaac looked up, he looked down, he looked under his bed but, he didn't see anything. Then, once again he heard....

Scary Puppet: UE! UE! UE! (make a long drawn out sound of "ue" as in "clue")
Narrator: Squeak! Isaac's closet doors moved.
Isaac: Aaaaaah! What's inside my closet?
Narrator: Isaac flicked on the light and opened his closet doors. There sat a little bunny (change character to suit you).

Isaac: Who are you and what do you think you're doing?
Scary Puppet: My name's Boo and I'm just having some fun scaring you with my favorite sound UE! UE! UE!

Isaac: Aaaaaah!
Narrator: Isaac shouted, jumped back into his bed and pulled the covers over his head.

Scary Puppet: Wait! Don't run away. I'm not trying to really scare you, I just wanted to have some fun with you and teach you my sound.

Narrator: Isaac poked his head out of the covers,

## Isaac: Really?

Scary Puppet: Really. If you stick out your lips in a circle shape you can make the sound of the letters "UE", too. When "UE" come together they say the sound "OO" as in "clue".

Narrator: Isaac stuck out his lips in a circle shape and said...
Isaac: UE! UE! UE! Wow! I can really do it! That's fun!
Scary Puppet: Hee! Hee! Your lips look so funny when you stick them out and you sound scary! Let's do it together.

Narrator: So Isaac and the funny little bunny giggled together all night as they practiced making the scary letters "UE! UE! UE!"

Teacher: Boys and girls when "ue" come in a word they work together to make one sound. They say "oo". To make this sound you have to stick your lips out a little bit and make them form a circle. Look at your neighbor or look in your little mirror and say "ue"! Did you see your lips sticking out a bit to form a circle? Great job everyone! We call "ue" the scary letters, because they sound a little bit scary when it says "oo". We are learning one new word today that has this sound in it. The word is "blue". Classroom teacher holds up the letters "ue" and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook. Let's listen for the scary letters in this new word. Say it with me, "Bl-ue! Great job!' Do you remember what your lips are doing when you make the "ue" sound? That's right, your lips are forming a circle and sticking out just a little bit.

## Day 7: Puppet Show Introducing the Parrot Letters (ue)



Narrator: Sweat trickled down Jared's forehead as he trudged down the overgrown jungle path. Monkeys chattered noisily swinging from vine to vine.

Jared: I've just got to find the treasure. The map says it's buried under a large orange rock. Jared rattles a paper map. Let's see. Three kilometers this way and then a right turn. Aaaaaaaaah!

Narrator: Jared leapt backwards. Two beady eyes glittered. A forked tongue darted in and out. Jared sucked in his breath and waited. Moments later the snake dropped to the ground and slithered out of sight.

Jared: Whew! That was close.
Narrator: Jared continued his trek through the jungle singing at the top of his lungs.

Jared: Beside the sea, where the giant snakes glow, back to my ship, I cannot go. For if I do, my pals will say, Have you ever watched a scaredy cat running from a pirate's hat? Beside the sea.

Narrator: Three kilometers later Jared made a right turn and saw the large orange rock.

Jared: Yippee! I've found it! The pirate's treasure should be buried beneath this rock.

Narrator: Jared got out his shovel and began to dig when suddenly....

## Parrot: Or! Or! Or!

Jared: Wwwwhhat's that?

## Parrot: Or! Or! Or!

Narrator: A dark shadow swooped over Jared's head calling....

## Parrot: Or! Or! Or!

Narrator: Jared ducked and lay shaking on the ground.
Jared: Who's making that noise?
Parrot: I am.
Narrator: The parrot settled on the orange rock, cocked his head to one side and called....

## Parrot: Or! Or! Or!

Jared: sighs with relief Ooooh, why it's only a parrot. Why do you keep making that noise?

Parrot: Because "or" is my favorite sound and it comes at the beginning of "orange". Since this is the only "orange" rock on the island I like to stay near it. Sadly. None of the animals can make my sound because none of them can talk.

Jared: Cheer up Parrot, there's a treasure hidden under your beautiful orange rock. If you help me find it, I'll take you with me and we can sing the "or" sound together and I'll give you orange food to eat called carrots.

Parrot: Or, or, or! I'd be hon-OR—ed to help!
Narrator: Jared and the parrot took the shovel and dug and dug and dug, until.....
Jared: Eureka! We've found the gold! (chocolate money in gold foil)
Parrot: Yippee! Now will you make my sound? The letters "or" say "or"!

Narrator: Jared winked at the parrot, opened his mouth and called
Jared: Or! Or! Or! Singing Beside the sea, where the giant snakes glow, back to my home, I will now go. For when I do, my pals will say, Have you ever watched a parrot chewing an or-ange carrot? Beside the sea. Or! Or! Or!

Narrator: Then he tossed the gold coins high into the air! Jared took the parrot to live with him and each night as he tucked the Parrot into bed he said "Or, or, or!" amd sang "Beside the sea, where the giant snakes glow, back to my home, I will now go. For when I do, my pals will say, Have you ever watched a parrot chewing an or-ange carrot? Beside the sea. Or! Or! Or!" Jared and the Parrot lived happily ever after. Jared had found the pirate's gold and the Parrot had someone to share his favorite sound with.

Teacher: Boys and girls when "or" come in a word they work together to make the sound "or" as in "orange". We call "or" the parrot letters, because they sound like a parrot talking. We are learning one new word today that has this sound in it. The word is "orange". Classroom teacher holds up the letters "or" and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook. Let's listen for the "or" letters in this new word. Say it with me, "Or-ange! Great job!'
*Teacher hands out the chocolate money in gold foil for the children to share as a special treat. Make sure to have the children say "Or, or, or!" as they share Jared's treasure.


## Day 8: Puppet Show Introducing the Rooster Letters (ur \& r)



Narrator: Noah was so excited that he couldn't stop bouncing up and down. He had never been to a farm before and now he was going to have two sleepovers at his Grandpa's farm! Rumble, rumble! Grumble, grumble! Went Dad's truck as it bumped over the gravel roads. Soon they pulled up the road and came to a stop right in front of the old farmhouse.

Noah: Yippee! We're here! I am so excited that I just can't wait to see Grandpa!
Grandpa: Well, hello Noah! How was your trip?
Noah: Great! Can you show me the barn?
Narrator: Grandpa gave Noah a big hug and then took him for a walk to visit the barn. As they got closer Noah pinched his nose.

Grandpa: What's the matter Noah?
Noah: Something stinks! (still holding his nose)
Grandpa: (Laughs) Oh, that's just the smell of barnyard animals.
Narrator: Noah soon forgot about the smells when he saw the cows, pigs and chickens. After visiting the barn it was time for supper. Butter ran down Noah's chin as he munched on a delicious cob of corn.

Grandpa: Looks like you're enjoying your supper, Noah. (Grandpa chuckles)

Noah: Sure am, Grandpa.
Narrator: After supper Grandpa read Noah a story and tucked him into bed.
Grandpa: Good night, Noah. I'm sure glad you've come for a visit.

## Noah: Grandpa?

Grandpa: Yes, Noah.
Noah: I like to sleep late in the morning so please don't wake me up early.
Grandpa: Okay, Noah. You can sleep in, but I'll be getting up. Got to feed the animals you know.

Narrator: Noah curled up and went straight to sleep. Early the next morning the sun poked its head over the horizon. Suddenly right outside Noah's window there was a noisy......Rrr-r-rrrr! Rrr-r--rrr!! Rrr-r--rrrr! (sounds like a rooster crowing) Noah rubbed his eyes and rolled over.

Noah: (Muttering) You promised not to wake me up early. Go away.
Narrator: But the racket continued. Rrr-r--rrrr! Rrr-r--rrrr! Rrr-r-rrrr! This time Noah sat straight up in bed.

Noah: Wwwwhat's that noise?
Rooster: Rrr-r--rrrr! Rrr-r--rrrr! Rrr-r--rrrr!
Narrator: Noah crawled over to the window and peeked over the windowsill.
Two black button eyes snapped and a pair of wings flapped as a large bird cock-a-doodled..... Rrr-r--rrrr! Rrr-r--rrrr! Rrr-r-rrrr!

Noah: Ooohh! It's only a rooster. Why did you wake me up?
Rooster: Rrr-r--rrrr! Rrr-r--rrrr! Rrr-r--rrrr! It's time to wake up! The sun is shining, the birds are singing, and there's work to be done on the farm.

Get out of bed you lazybones!

## Noah: (yelling) BE QUIET! I'M TRYING TO SLEEP!

Rooster: Rrr-r--rrrr! Rrr-r--rrrr! Rrr-r--rrrr!
Noah: Why won't you quit that racket?
Rooster: Because... Rrr-r--rrrr! Rrr-r--rrrr! Rrr-r-rrrr! is my favorite sound and I only get to make it in the morning. It's my job to wake everyone up so that they can get to work! There are a million things to be done on a farm and no one can afford to sleep the day away. So....Rrr-r--rrrr! Rrr-r--rrrr! Rrr-r-rrrr! Get out of bed you lazybones!

Noah: Rrr-r--rrrr! Rrr-r--rrrr! Rrr-r--rrrr! to you!
Rooster: Hey, that was great! I've never had anyone make my sound before. You did a wonderful job! How would you like to help me wake everyone up tomorrow morning?

Noah: Well......usually I like to sleep in, but that kinda sounds like fun.
Narrator: Early the next morning when the sun poked its head over the horizon, Noah crept out of the house and joined the rooster in the branches of the huge poplar tree. Outside Grandpa's window they cock-a-doodled together....Rrr-rrrrr! Rrr-r--rrrr! Rrr-r-rrrr! Grandpa rolled out of bed and stuck his head out the window.

Grandpa: So that's why it's so noisy out here! There are two of you making that confounded racket! You sure look funny, Noah, crowing like a rooster and flapping your arms! Hee, hee, hee!

Narrator: Ever after when Noah visited he was the first one out of bed to help old Mr. Rooster wake up the farm.

Teacher: Boys and girls when "ur" come in a word they work together to make the sound " $r$ " as in "purple". The letter " $r$ " can come by itself at the beginning of words. It also makes the sound "r". We call "ur" and "r" the rooster letters, because they sound like a rooster cock-a-doodle-dooing .

Let's all pretend we're roosters by flapping our arms and making the sound of the letters "ur" and "r" together. Rrrr-r-rrr! That was fun. Today we are learning one new word that has this sound in it. The word is "purple". Classroom teacher holds up the letters " $r$, ur" and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook. Let's listen for the "ur" letters in this new word. Say it with me, "p-UR-ple!" Great job! When the " r " sound comes at the beginning of a word it will usually be the letter " r " by itself as in the word "run". (Write this word on a flashcard or the chalkboard) When the sound " r " comes in the middle or at the end of a word it will often be the letters "ur" working together like in the words " $\mathrm{b}-\mathrm{UR}$ - n " or " f UR". The word "burn" has the "ur" letters in the middle, and the word "fur" has the "ur" letters at the end. (Write these words on flashcards or the chalkboard)


## Day 9: Puppet Show Introducing the White Wolf Letters (Wh \& W)



Narrator: One wintry night the wind was howling as Simeon cuddled up in his bed. He was just about asleep when he heard the sound "W! W! W!" Simeon sat and up, the hair on the back of his neck tingled, and he shivered.

Simeon: Wwwwhhhat was that?
White Wolf: Wwwwww!

Narrator: Simeon pulled his blind up, pressed his face against the window pane and peeked out. Two grey eyes glinted in the moonlight. It was a white wolf. The wolf threw back its neck and howled once again.

## White Wolf: Wwwwww!

Narrator: Simeon snuck out of his bedroom, zipped up his jacket, slipped on his boots and opened the back door. The wolf leapt at him. Simeon took off crashing through the snow as fast as his two little legs would carry him. The wolf followed right on his heels snapping his sharp teeth and howling...

## White Wolf: Wwwwww!

Narrator: The chase continued until suddenly Simeon caught the toe of his boot on a stump. Flump! He landed face down in a snowbank. The wolf began to sniff him.

White Wolf: Sniff, sniff, sniff. What kind of strange two-legged deer are you?
Simeon: I'm not a deer.

Simeon: I'm a boy.
White Wolf: Oooohh! You're a man.

Narrator: The white wolf took a few steps backwards.
Simeon: Why did you chase me?
White Wolf: Because I'm a wolf and that's what wolves do. Besides, my favorite letter is "w". Wolf starts with "w" you know. It makes the sound "Wwww!" and I make this sound best when I'm chasing. Sooooo, you better get running. Wwwwww!

Simeon: Wait! Please don't chase me. I like your sound and if you stop chasing me I'll help you make it.

## White Wolf: You will?

Simeon: Sure.
Narrator: So for the rest of the night Simeon sat with the white wolf howling "Wwww!" at the moon.

## Hand out tissues to all the children.

Teacher: Boys and girls we're going to use our tissues to see the difference between the sounds of the letter " $w$ " and the letters "wh". Put your tissue on your lap and listen carefully. When " $w$ " comes in a word it says " $W$ !". Watch what happens when I make this sound and hold my tissue in front of my mouth. "W!" Did the tissue move? No, it didn't. That's because this sound is whispered and no air is blown out when you make it. Now, hold up your tissue in front of your mouth and make the "W" sound. What did your tissue do? When "wh" comes in a word it usually comes at the beginning of the word and it says "Wh!". Watch what happens when I make this sound and hold my tissue in front of my mouth. "Wh!" Did you see the tissue move?" That's because "wh" is a windy sound and your mouth blows air when you make it. Now, hold up your tissue in front of your mouth and make the "Wh" sound. What did your tissue do? We are learning one new word today that has the " $w$ " sound in it. The word is "work". We are
learning one new word today that has the "wh" sound in it. The word is "white". Classroom teacher holds up the letters " $w$, wh" and the new words and places them on the bulletin board or homeschooler glues them into child's scrapbook. Let's listen for the "w" letter in the new word "work". Say it with me, "W—ork! Great job!' Next, let's listen for the "wh" letters in the new word "white". Say it with me, "Wh—ite! Great job!'


## Day 10: Puppet Show Introducing the Snake Letter (s)



Narrator: The sun blazed down into the garden as Solomon Snake slithered up on a large rock for his afternoon nap. He curled his long tail into several coils and yawned. This heat was simply delicious. Solomon closed his eyes and slept for several hours. When he awoke his tongue was glued to the roof of his mouth.

Solomon: I'm so thirsty I've just got to find a drink of water.
Narrator: Solomon slipped off the rock and went searching through the garden for a puddle. He looked under the bushes, in the garden shed, and on top of the playhouse. No puddles in sight! At last he spotted a large green watering can. Solomon slithered up the side and peeked inside. Yes! There was some water left in the bottom. Plop! In he went.

Solomon: Aaah! This feels great and it tastes even better! Slurp! Slurp! Slurp!
Narrator: Solomon drank and floated for several hours in the bottom of the watering can.

Solomon: Well, I think it's time to be going. I'm getting rather hungry.
Narrator: Solomon lifted his head and began to climb up the slide of the watering can. Splash! He fell back into the water.

Solomon: Wow! This watering can is slippery now that I'm all wet!
Narrator: Solomon tried and tried to climb the sides of the watering can, but each time he fell back into the water. Finally he gave up.

Solomon: It's no use! I'm stuck! S-s-s-s-s-s-s-s! Oh, what will I do? S-s-s-s-s-s-s!

Narrator: An hour went by. Solomon lay in the bottom of the watering can crying...

Solomon: S-s-s-s-s-s-s-s! S-s-s-s-s-s-s-s! S-s-s-s-s-s-s-s!
Narrator: Suddenly he heard a voice.
Natalie: What's that strange sound coming from the watering can?
Narrator: A little girl, named Natalie, looked inside.
Natalie: Aaaahh! It's a snake! SCREAMING AND JUMPING BACK
Solomon: S-s-s-s-s-s-s-s! I'm sssso sssad! I'm ssstuck in thisss watering can and it's so ssslippery that I can't get out. Pleassse don't run away. Help me!

Narrator: Natalie leaned over the watering can and peeked in again.
Natalie: You sound very scary. You keep saying s-s-s-s-s! Are you really stuck or are you going to bite me?

Solomon: I'm a snake and I start with the letter "S". I say "S-s-s-s-s-s" because that's the sound of the letter " $s$ " and that's just how snakes talk. I am really and truly stuck and I promise not to bite you if you'll let me out.

Narrator: Natalie took the watering can and tipped it over. Solomon slithered out.

Solomon: Sssssssuper! I'm sssso glad to be free! Thanksssss ssso much! I am so excited that I just have to make my sound. S-s-s-s-s-s-s-s! Will you do the sound of the letter "s" with me?

Narrator: Natalie laughed and nodded. Then the two of them hissed "S-s-s-s-s-s!" together. Natalie waved as Solomon zipped through the grass and disappeared into the garden. After that Solomon never again crawled into a watering can to get a drink.

Teacher: Boys and girls today we learned that the snake letter is "s". When your mouth makes this sound it smiles, you keep your teeth close together, your tongue stays behind your top teeth and you push out a little stream of air. Smile, keep your teeth close together and keep your tongue behind your top teeth. Now, let's say " $s$ " together! Look at your neighbor or look in your little mirror and say " s "! Did you see your neighbor's mouth/your mouth smile? Were your teeth close together? Did you remember to keep your tongue behind your top teeth? Great job everyone! Now, let's do it again and see how long we can hold the "s" sound. Stand up and we'll begin together. As you run out of air sink to the floor. Ready, one, two, three, go! S-s-s-s-s-s-s-s-s-s-s! That was fun! We call " s " the snake letter, because the word "snake" starts with "s" and snakes say "Ssssss!" when they are hissing. Our new sight word is "a". Classroom teacher holds up this sound and the sight word and places them on the bulletin board or homeschooler glues them into child's scrapbook.


Day 11: Puppet Show Introducing the Hungry Letter (m)


Narrator: Michael loved to eat. He liked french fries, hamburgers, pizza, spaghetti, cookies, popsicles and cake. But, most of all he loved ice cream. He liked how creamy it was. He liked how smooth it was and he loved the way it melted on his tongue. Michael enjoyed ice cream so much that he would have eaten it for breakfast if he had been allowed.

Michael: Mmm, mmm! I love ice cream!
Narrator: One warm evening Michael was sitting on the back porch with a big bowl of chocolate ice cream. He was just about to dig in when he realized that he had forgotten to get a spoon. He set his bowl down on the step and went inside to find one. When he came back.....

Michael: Oh no! My bowl is empty! Did it melt? No. Did I eat it already? I don't think so. Well, what could have happened to my ice cream?

Narrator: Michael shook his head and went back inside to get some more. When he finally sat down on the step again he realized that he had left his spoon on the counter. He went inside to get it. When he came back....

Michael: Oh no! My bowl is empty again! It couldn't have melted and I know I didn't eat it. What ever could have happened to it?

Narrator: Michael looked under the step. He looked behind the flowers. He even looked inside the mailbox. At last he went back inside to get one more bowl of chocolate ice cream. This time he was careful to remember to bring his spoon with him. He plunked himself down on the step, took a big scoop and was just about to take a bite when he heard.......

Monkey: Mm! Mm! Mm!
Narrator: Michael looked up and he looked down. He looked all around. Nothing there! He was just about to take a bite when he heard it again....

## Monkey: Mm! Mm! Mm!

Narrator: This time Michael noticed a little face peeking out at him from behind a bush.

Michael: Who are you?
Monkey: I'm hungry. Mm! Mm! Mm!
Michael: That's a funny name.
Monkey: That's not my name! My name is Monkey and I'm hungry all the time so I say m, m, m. Could I please have your ice cream? It looks $m, m, m$ good!

Michael: I already lost two bowls of ice cream tonight and I'm hungry all the time, too. Hey, wait a minute. Did you eat my last two bowls of ice cream?

Monkey: Mm, mm, mm! How could I resist?
Narrator: Suddenly Monkey leaped at Michael and tried to grab his bowl of ice cream. Michael held tight and Monkey crashed to the ground.

Monkey: Mm, mm, mm! My head doesn't feel so good.
Michael: Hey, Monkey! How would you like your own bowl of ice cream?
Narrator: Monkey nodded and began to dance around the yard. Michael went in the house and soon returned with another bowl of chocolate ice cream. Michael and Monkey sat side by side and began to devour their ice cream. Their faces were soon covered. Michael looked at Monkey and began to laugh. Then at exactly the same time they both cried "M, m, m!" Michael and Monkey became good friends and whenever they had snacks together they always chanted $m, m$, m !

Teacher: Boys and girls today we learned that the hungry letter is " $m$ ". When you make this sound you close your lips and feel the sound come out your nose. "M!" Now, watch me make the sound again only this time I will pinch my nose. "-" It doesn't work when I plug my nose. Now, let's say "m" together! Look at your neighbor or look in your little mirror and say " $m$ "! Now, pinch your nose and try to say " $m$ " again. Did it work? Did you see if your neighbor's mouth/ your mouth was shut? Great job everyone! We call " $m$ " the hungry letter, because when you say "Mmm!" you sound hungry. Our new sight word is "is". Classroom teacher holds up this sound and the sight word and places them on the bulletin board or homeschooler glues them into child's scrapbook.

## Ice Cream Party

All children receive ice cream as a treat and with every bite they make the sound of the letter " $m$ ". Mmmm!


Day 12: Puppet Show Introducing the Cry Baby Letter (a)


Narrator: Amy was a wonderful little girl. She could draw amazing pictures, tell the most interesting stories and think up very imaginative games. She only had one fault-but, it was a big one-Amy was a copycat. She often drove her sister and friends crazy!

Julie: Hi, Amy! Did you find your hat?
Amy: Hi, Amy! Did you find your hat?
Julie: Stop copying me!
Amy: Stop copying me!
Julie: I'll tell Mom!

## Amy: I'll tell Mom!

Narrator: Julie quit talking and stomped away. Amy stomped after her. Then, Amy sat down and laughed. A few minutes later Mom came to talk to Amy.

Mom: Julie told me that you've been copying her again. You know that really bothers her. Amy laughs. It's not funny. Some day you might copy someone and not be able to quit. Maybe when that happens you'll learn your lesson.

Narrator: Amy just looked at her Mom, but she didn't say anything at all. She didn't believe her. Several weeks later, Amy was in the store with her Mom when she saw a baby. The baby was crying "Aaaa! Aaaa!"

Amy just couldn't resist copying the baby. She looked at him and she said:
Amy: Aaaa! Aaaa!
Baby: Aaaa! Aaaa!
Amy: Aaaa! Aaaa!
Baby: Aaaa! Aaaa!
Narrator: The baby's mother took him and left the store. Amy turned to find her Mom.

Mom: Where were you, Amy?
Amy: Aaaa! Aaaa!
Mom: Quit that nonsense. I said, where were you?
Amy: Aaaa! Aaaa!
Mom: Amy this isn't funny. Stop that right now and tell me where you were.
Amy: Aaaa! Aaaa!
Narrator: Tears began to roll down Amy's cheeks as she realized that she couldn't say anything else.

Mom: Can't you say anything else?
Narrator: Amy shook her head.
Mom: Were you copying someone?
Narrator: Amy nodded.
Mom: Was it a baby?
Amy: Nods head. Aaaa! Aaaa! Aaaa!

Mom: Well, you've really done it this time. You're stuck being a copycat and a cry baby!

Narrator: Poor Amy! She was stuck as a cry baby for a very long time! Then one day at school she met another copycat.

Amy: Aaaa! Aaaa! Aaaa!
Buster: You baby! Aaa! Aaa! Aaa!
Amy: Oh, thank goodness I can talk again!
Buster: Aaa! Aaa! Aaa!
Amy: I'll never copy anyone again as long as I live.

## Buster: Aaa! Aaa! Aaa!

Amy: Sorry, Buster! You'll just have to find another copycat to help you out.
Narrator: Poor Buster! He had just become the new cry baby. Amy learned her lesson. She never copied anyone else ever again!

Teacher: Boys and girls today we learned about the cry baby letter. His name is " A " and his sound is " a ". When you make this sound you smile and keep your teeth far enough apart that you can stick your finger in and not touch your top or bottom teeth. Now, let's say "a" together! Look at your neighbor or look in your little mirror and say "a"! Stick your finger between your teeth as you say it. Did your teeth touch your finger? Did you smile? Great job! We call "a" the cry baby letter, because when you say "Aaaa!" it sounds like a baby crying. Our new sight word is "you". Classroom teacher holds up this sound and the sight word and places them on the bulletin board or homeschooler glues them into child's scrapbook.

## Day 13: Puppet Show Introducing the Doctor Letter (o)



Narrator: One morning Simeon woke up with a sore throat. He rolled over and over trying to get comfortable.

Simeon: I don't feel so good. Mommy! Mommy!
Narrator: Mom opened the door and peeked in at Simeon.
Simeon: What's the matter Simeon?
Simeon: I have a really sore throat. It hurts a lot.
Mom: Well, I guess we'll just have to go see Dr. Oh and find out what the matter is.

Narrator: A few hours later Simeon found himself waiting in Dr. Oh's office. The office door opened ...

Dr. Oh: Hi, Simeon! What seems to be the matter?
Simeon: I've got a terrible sore throat. It's really hurting me.
Dr. Oh: Well, let's take a look.
Narrator: Dr. Oh got out a tongue depressor.
Dr. Oh: Okay, open up and say "O" (short vowel sound)
Simeon: Wwhat"s that stick and what are you going to do to me?

Dr. Oh: That's called a tongue depressor and I use it to push down your tongue so that I can get a better look inside your mouth. I want you to say "O" because it helps you to keep your mouth open.

Narrator: Simeon opened up and Dr. Oh put the tongue depressor on his tongue.
Simeon: Oooooo! (Aw sound of the short vowel o)
Dr. Oh: Aw! You look so cute with your tongue sticking out and and your mouth wide open.

Narrator: Simeon started to giggle.
Dr. Oh: Well, you can close your mouth now. Do you want the good news or the bad news first?

Simeon: The bad news.
Dr. Oh: Well, the bad news is your tonsils are infected and the good news is that with a little bit of medicine they should get better quickly. You were such a great patient that I'd be happy to give you a tongue depressor of your very own.

Simeon: Wow! Now, what's that sound I have to make when I open up?
Dr. Oh: It's the sound made by the letter "o" and it sounds like this "aw!" Make your mouth into an oval shape just like the letter when you do it.

## Simeon: O!

Narrator: Simeon went home, took his medicine and had lots of fun playing doctor with his tongue depressor and making everyone say " 0 ".

Teacher: Boys and girls today we learned about the doctor letter. His name is "O" and his sound is " $o$ ". When you make this sound you open up your mouth and make it into an oval shape. Now, let's say " 0 " together! Look at your neighbor or look in your little mirror and say "o"! Did your mouth make an oval shape? Great job everyone! We call the letter " o " the doctor letter because when you go to the doctor and he looks in your mouth you have to open up and say "aw!" Our new sight word is "to". Classroom teacher holds up this sound and the sight word and places them on the bulletin board or homeschooler glues them into child's scrapbook. For fun, give the students popsicle sticks to use as tongue depressors.

## Day 14: Puppet Show Introducing the Telephone Letter (t)



Narrator: Fluffy was a little puppy who was very gentle and shy. One spring morning she went outside in the backyard to play. First, she found a butterfly and chased it all over. When it flew away, she sniffed and found some old bones in the garden to dig up. Then, she curled up by the fence for a nap in the sun. She was having a lovely rest when all of a sudden she heard....

## Telephone Wire: Ttttt!

Narrator: Fluffy covered her eyes with her paws and shook.
Fluffy: Wwwwhat's the noise?

## Telephone Wire: Ttttt!

Narrator: Fluffy looked through the boards in the fence, but she didn't see anything. Then, she looked under the hedge, but she still didn't see anything. At last she looked up in the sky and then she heard.....

## Telephone Wire: Tttttt!

Fluffy: Aaaaa! The sky's talking!
Narrator: Fluffy started barking and bounding all over the backyard.

## Telephone Wire: Ttttt!

Narrator: Fluffy stopped when she heard the strange sound again. This time she looked up carefully and saw a pole and a line running from it through the back alley. The sound seemed to be coming from the line. Fluffy listened carefully.

## Telephone Wire: Tttttt!

Fluffy: It is the line! I'm sure of it! Hello, up there! Are you a talking line?
Telephone Wire: Are you speaking to me?
Fluffy: I think so. Are you making that "Ttttt" sound?
Telephone Wire: Yes, I am. But, I'm not a talking line, I'm a telephone wire. I make that sound when people are busy talking to each other on the telephone and their signals travel through my wire.

Fluffy: Cool! Do you think I could make that neat sound too?
Telephone Wire: Sure, it's fun to do it. Tap your tongue on the inside of your top front teeth and make the sound in your mouth instead of your throat.

Fluffy: Okay, I'll try tapping my tongue on the inside of my top front teeth and making the sound in my mouth. Let's see.... ttttt! That's fun!

## Telephone Wire: You did a tttttterrific job! Way to go!

Narrator: After that Fluffy had fun every morning making the sound of the letter t with his new friend the telephone wire.

Teacher: Boys and girls today we learned about the telephone letter. His name is " T " and his sound is " t ". When you make this sound you tap your tongue on the inside of your top front teeth and make the sound in your mouth instead of your throat. Now, let's say " $t$ " together! Look at your neighbor or look in your little mirror and say " t "! Could you see your tongue tapping? Great job! We call " t " the telephone letter, because when you say "Ttttt!" it sounds like a telephone talking. Our new sight word is "we". Classroom teacher holds up this sound and the sight word and places them on the bulletin board or homeschooler glues them into child's scrapbook.

## Fun Activities:

*Run a string between tin cans and practice being the telephone wire by saying "tttt" and seeing if your partner can hear you.
*Play telephone by whispering "Talking telephones tell terrific tales!" to the first child and having them pass it on. Continue this around the circle and have the last child stand up and recite what they heard. Was the message accurate?

Day 15: Puppet Show Introducing the Tired Horse Letter (h)


Narrator: Seth loved living on a ranch. There were so many interesting things to do. It was fun to play in the hay loft, feed the pigs, milk the cows, and collect eggs. The only thing he didn't like doing was playing in the fields. That's because Seth had a little problem. He was a scaredy-cat. One day Seth's dog Buddy got loose in one of the big fields. Even though Seth was scared of playing in the fields he went running to find his dog.

Seth: Buddy! Buddy! Where are you?
Narrator: Seth looked up. He looked down. Then he looked all around-but he did not see Buddy anywhere.

Seth: Buddy! Buddy! Where are you?
Narrator: Seth saw a big hill and started running up it. Suddenly he heard.....

## Horse: Hhhhh!

Narrator: The hair on the back of Seth's neck rose. He shivered and started running even faster. Then he heard it again....

## Horse: Hhhhh!

Seth: Aaaaa! There's a monster after me! Buddy! Buddy! Where are you? Somebody help me!

Horse: Hhhhh!
Narrator: Seth crested the top of the hill and plunked down exhausted. Just then...

Horse: Hhhhh!
Narrator: Seth turned around slowly. He saw a long brown muzzle and wavy tail.
Seth: Oooooh, it's only Harry the Horse.
Horse: Hhhhhhh! Why were you running so fast?
Seth: I heard this scary noise that sounded like "Hhhhh!" and I thought a monster was chasing me.

Horse: Hhhhh! I'm not a monster. I make that noise when I get tired of running. It's called panting. Anyway I was trying to catch up with you.

Seth: Why?
Horse: I found Buddy. He's stuck in a badger hole and he needs your help. Climb on my back and I'll take you to him.

Narrator: Harry raced back down the hill with Seth.
Horse: Hhhhh! Here's Buddy!
Narrator: Seth slid off the horse's back onto the ground. Buddy looked up at him with pleading eyes from the large hole in the ground. Seth reached inside and gently lifted Buddy out. Then he turned...

Seth: Thank-you for helping me find Buddy. Do you think you could give us a ride to the house?

Narrator: Harry nodded. Seth climbed on his back holding Buddy. The horse galloped to the house. When they got there, Seth slid off.

Seth: Thank-you so much, Harry!
Horse: Hhhhh! You're welcome! I hhhhope you won't be scared of me ever again.

## Seth: I won't.

Narrator: As things turned out Buddy wasn't hurt. Seth gave him supper and he had a good night's sleep. The next day Buddy was just fine. The other great thing that happened was Seth discovered he wasn't a scaredy-cat after all. He had fun playing in the fields from then on with his new friend, Harry.

Teacher: Boys and girls today we learned about the tired horse letter. His name is " H " and his sound is " h ". When you make this sound, air is blown out of your mouth! Hand out tissues. Hold the tissue in front of your mouth and watch it move when you make the sound "h!". Now, let's say "h" together! Look at your neighbor or look in your little mirror and say "h!". Could you see your tissue moving? That's because air was blowing out of your mouth when you made that sound. Great job! We call "h" the tired horse letter, because when he gets tired of exercising he pants "Hhhhh!". Our new sight word is "that". Classroom teacher holds up this sound and the sight word and places them on the bulletin board or homeschooler glues them into child's scrapbook.

## Game:

Pretend you are Harry the horse. Run on the spot until you are tired. See if you can pant "Hhhhh!" like the horse did when he was tired.


## Day 16: Puppet Show Introducing the Bouncing Ball Letter (b)



Narrator: Kristy was a quiet girl. She liked to draw, colour and read books. She enjoyed setting puzzles and doing word searches. One day she was colouring when she heard "Bbbbbb!" coming from out the window.

Kristy: I wonder what is making that funny noise?
Narrator: Kristy went outside to find out. She opened the door and listened. "Bbbb!" There it went again. She looked up the street and down the street. When she crossed the street she saw a little boy.

Kristy: I'm Kristy. What's your name?
Caleb: My name's Caleb.
Kristy: I heard a funny noise that sounded like "Bbbbb!" Were you making that sound?

Caleb: Yes, I was just bouncing my ball just like this "Bbbbb!". Caleb bounces ball.

## Kristy: Cool! Can I try?

Caleb: Sure.
Narrator: Caleb gave Kristy the ball and she bounced it. "Bbbbbb!" went the bouncing ball. Caleb and Kristy were soon taking turns bouncing the ball.

Kristy: I never knew it was so much fun playing with balls before. Thanks Caleb!

Caleb: You're welcome!
Narrator: Kristy and Caleb became good friends and they had lots of fun playing with Caleb's bouncing ball.

Teacher: Boys and girls today we learned about the bouncing ball letter. His name is " B " and his sound is " $b$ ". When you make this sound your lips pop out and your throat makes a buzzing sound. Hold your hand over your throat, make your lips pop out and say "B!". Did you feel your throat buzz? Did you see your lips pop out? Now, do it again. Only this time look at your neighbor or look in your little mirror and say "b!". Great job! We call "b" the bouncing ball letter, because when he bounces he says "Bbbbb!". Our new sight word is "in". Classroom teacher holds up this sound and the sight word and places them on the bulletin board or homeschooler glues them into child's scrapbook.

## Game:

Stand in a circle. One child is "it". Place that child in the middle of the circle and give them a red bouncing ball. Have them say "B!" as they bounce the ball to anyone they choose. The child catching the ball must say "B!" when he receives it or he has to switch places with the child bouncing the ball in the middle.

## Day 17: Puppet Show Introducing the Cross Cat Letter (f)



Narrator: Buddy was a great dog. He was always cheerful and happy. Wherever he went he wagged his tail and barked. One day as he was wandering through the barnyard beside an old wooden fence he noticed two green eyes glittering at him. On the top of the fence perched a cat. "Someone new to play with!" thought Buddy.

## Buddy: Ruff! Ruff!

Narrator: The cat arched its back and hissed "F! F! F!" Buddy jumped up on the fence, wagged his tail, and barked again.

Buddy: Ruff! Ruff!
Cat: F! F! F! Leave me alone!
Buddy: Do ya want to be pals?
Cat: No! Now get lost! F! F! F!
Narrator: When Buddy realized that the cat was such an old grump he just had to have the last say. He grabbed a hold of the cat's tail and yanked it hard!

## Cat: Yeeouch!

Narrator: Buddy hightailed it across the yard as fast as his four legs would carry him. The cat sprang off the fence and streaked after him like a flash of lightning. A few seconds later it pounced on Buddy's back claws fully extended.

## Cat: F! F! F!

Buddy: Yeeouch!
Narrator: Buddy whipped his back from side to side. The cat's claws remained firmly embedded in Buddy's fur. It continued spitting and hissing...

Cat: F! F! F! This'll teach you to bug poor cats!
Narrator: Suddenly Buddy got an idea! He rolled over. The cat let go.
Cat: $F$ ! $F$ ! $F$ ! Get off me you big lug!
Buddy: I will if you promise to quit scratching and leave me alone.
Cat: F! F! F! I promise. Hurry up! I'm squished under here!
Narrator: And that was how Buddy discovered what most other dogs already knew. Dogs and cats just don't get along. Buddy finally let the cat go and never bothered it again.

Teacher: Boys and girls today we learned about the cross cat letter. His name is " F " and his sound is " f ". When you make this sound you place your top teeth on your bottom lip and blow air. Make sure your throat doesn't buzz. Now, let's do it together. Place your top teeth on your bottom lip and blow air. "F!" Look at your neighbor or look in your little mirror and say " f !". Great job! We call " f " the cross cat letter, because when anyone comes to close he hisses "Ffffff!". Our new sight word is "for". Did you notice it ends with "or" the parrot letters? Classroom teacher holds up this sound and the sight word and places them on the bulletin board or homeschooler glues them into child's scrapbook.

## Day 18: Puppet Show Introducing the Sick Puppy Dog Letter (i)



Narrator: Isaac loved his puppy dog Buddy more than anything. Buddy was like a best friend. The two of them played all day together and at night they even cuddled up together! One morning when Isaac woke up he heard a funny noise.

Buddy: I-i-i-i!
Narrator: Isaac looked under his pillow and in the closet.
Buddy: I-i-i-i!
Narrator: At last he looked under the covers.
Buddy: I-i-i-i!
Isaac: What's the matter Buddy?
Buddy: I-i-i-i!
Narrator: Isaac picked Buddy up. He was burning hot!
Isaac: Oh no, Buddy! You've got a terrible fever!
Buddy: I-i-i-i!
Narrator: Isaac cuddled Buddy all morning but he didn't get any better. That afternoon he took Buddy to the vet. A vet is a doctor for animals.

Vet: Let's see...oh my Buddy's temperature is $42^{\circ} \mathrm{C}$ !

## Buddy: I-i-i-i!

Vet: Well, no wonder you're crying you poor little puppy. Let's give you some medicine to bring your fever down.

Narrator: Isaac gave Buddy his medicine and took him home. He held him all afternoon, but Buddy continued to cry.

## Buddy: I-i-i-i!

Isaac: Oh, Buddy! Please get better! I love you so much!
Narrator: Buddy shook and lay whimpering in Isaac's arms.

## Buddy: I-i-i-i!

Narrator: Finally at supper time, Buddy's fever broke and he began to get better. Isaac was so happy that he did a little dance. Ever after that when Buddy cried "Iiiii!" Isaac was quick to take him to the vet, because he knew Buddy only made that sound when he was really sick.

Teacher: Boys and girls today we learned about the sick puppy dog letter. His name is " I " and his sound is " i ". When you make this sound smile and open your teeth a fingernail width apart. Now, let's do it together. Smile, stick your fingernail between your teeth and say "i!" Do it again and look at your neighbor or in your little mirror and say "i!". Great job! We call "i" the sick puppy dog letter, because when a puppy is sick it cries "Iiiiii!". Our new sight word is "at". Classroom teacher holds up this sound and the sight word and places them on the bulletin board or homeschooler glues them into child's scrapbook.

## Day 19: Puppet Show Introducing the Gargle Man Letter (g)



Narrator: Josh was a fun boy. He liked to play soccer, climb trees, catch frogs and play jokes. Everyone liked him. He had only one problem and it was a big one. One day Josh was playing his Jared his good friend. Jared tried to help Josh tie up his shoelaces when it happened.

Jared: Ew! Gross! You stink! Don't you ever brush your teeth?
Josh: I do! Honest. I brush them three times a day, but it doesn't seem to help. I'm sorry!

Jared: I can't be around you! You stink! See you later Josh.
Narrator: Josh sat down on his back steps and cried. Tears rolled down his cheeks. Would this problem ever go away? Suddenly he heard.....

Gargle Man: Dum de da dum! I am here to help!
Narrator: There stood a very funny looking man wearing a green cape!
Josh: Who are you?
Gargle Man: I am gargle man!
Josh: Goggle man? What's that?
Gargle Man: I said gargle man and I'm here to solve your problem.
Josh: What problem?

Gargle man: You know, your stinky problem.
Josh: Who told you about that?
Gargle man: No one told me. I could smell you from over here.
Josh: You could? Oh no. It's getting way worse.
Narrator: More tears ran down Josh's cheeks.
Gargle man: Don't worry mate. Your problems are over! That's why I'm here.
Josh: How could you possibly help me? I already brush my teeth three times a day.

Gargle man: I'm going to teach you how to gargle with mouthwash and your stinky breath will disappear. Now, watch me. Take a little bit of this mouthwash, slosh it around in your mouth and gargle like this "Ggggggg!"

Narrator: Josh sipped some mouthwash, swished it around in his mouth and went...

Josh: Gggggg! Gggggg!
Gargle man: Now, spit it out.
Narrator: Josh spit the mouthwash on the ground and turned to look at gargle man.

Gargle man: Blow at me!
Josh: No way! I stink, remember?
Gargle man: Blow anyway!
Josh: Okay!
Narrator: Josh took a deep breath and blew at the gargle man.
Gargle man: Mmmm, mmm! Fresh as a daisy you smell, my mate!

Josh: I do? Really?
Gargle man: You do. Now, remember all you have to do is gargle with this mouthwash three times a day and your problems are all over. Remember: Gggggg!

Josh: Wow! You're amazing! Thanks so much! I'll never forget you Gargle man!
Narrator: The next day Josh gargled "Gggggg!" and then he went to find Jared.
Josh: Can you come out and play?
Jared: Hey, you don't have stinky breath anymore! Sure, I'd love to play.
Narrator: Josh gargled every day and after that all his stinky breath problems disappeared.

Teacher: Boys and girls the gargle man letter is " $g$ " and it says " $g$ ". When you make this sound it is made down in your throat and your tongue touches the back sides of your gums. Place one hand over your throat. Now, look at your neighbor or look in your little mirror and say "g"! Did you feel the sound buzz in your throat and your tongue touch the back sides of your gums? Great job everyone! We call " $g$ " the gargle man letter, because when you gargle with mouthwash it sounds like the " g " sound. Our new sight word today is "with". Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook. Do you remember what your mouth is doing when you make the " g " sound? That's right, your tongue is touching the back sides of your gums and the sound is made in your throat.

## Day 20: Puppet Show Introducing the Muscle Man Letter (u)



Narrator: Simeon had been lifting heavy weights every day for two years. At last the day of the championship weight lifting competition was here. The three strongest men in the world were going to line up in just a few minutes to see if one of them could lift the five hundred pound weight and set a new world record. The first lifter to go up was a huge man named Gorilla with bulging muscles.

Gorilla: I'm amazing, stupendous, terrific. I'm going to smash the old record right before your eyes by lifting this weight! One, two three... uuuuuu!

Narrator: Gorilla heaved and grunted. He grunted and heaved, but nothing happened. The weight just wouldn't budge. Boo! Boo! jeered the crowd and Gorilla gave up. Next, on the program was a giant man with a shiny bald head called Samson.

Samson: I'm invincible, unbelievable, and astounding. I'm going to lift this weight with only one arm. One, two, three...uuuuuu!

Narrator: Samson heaved. He hoed. He grunted. Then he heaved, hoed, and grunted with both arms. The enormous weight moved slightly. Yeah! The crowd cheered. Finally, Samson gave up. At last it was Simeon's turn. Simeon took his place before the weight and looked into the crowd. He didn't say a word. He grabbed the weight with two hands, planted his feet wide apart and began to grunt.....

Simeon: Uuuuuu!

Narrator: The weight budged and lifted inches off the ground. Yeah! Yeah! The crowd went wild. Suddenly, Simeon jerked and the huge weight was lifted above his head! When he set the weight down the crowd gave him a standing ovation. Simeon had broken the world record! He was the new world champion weight lifter!

Teacher: Boys and girls the muscle man letter is "u" and it says "u". When you make this sound you smile a little bit, and open your teeth about a finger-width apart. Where do muscle men lift their weights? That's right, they lift them up. When you make the the sound of the letter " $u$ " pretend that you are going to say "up" only leave off the sound of the letter "p". Let's all smile a little bit with our teeth open and pretend that we are trying to lift up heavy weights. Now, one, two, three say "U!" Great job everyone! We call "u" the muscle man letter, because when you lift a heavy weight it makes you grunt the "u" sound as you try to lift it up. Our new sight word today is "it". Did you notice that "it" starts with the sick puppy dog letter "i" and ends with the telephone letter " t "? Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook.

## Fun Activity:

Bring five pound weights to school and let the kids take turns lifting them and saying "Uuuu!" Use paper towel rolls to make pretend weights and have a mock weight lifting contest of your own to practice saying "Uuuu!"


## Day 21: Puppet Show Introducing the Mosquito Letter (n)



Narrator: Kara loved summer, because she enjoyed being outside in the warm weather. She liked to skip, play hopscotch, draw pictures on the sidewalk and ride her bike. There was only one problem with summer.

Kara: Bugs! I can't stand bugs! They are creepy, crawly and just plain ugly. They can tickle your neck, crawl down your shirt and even bite. Bugs are sooooo gross.

Narrator: One day Kara was playing on the slide at the park.
Kara: Wheeeee! Slides are so fun!
Narrator: Suddenly she heard a little noise in her ear. It sounded just like this, "Nnnn!"

Kara: What's that noise?
Mosquito: Nnnnn! It's me!
Kara: Who are you?
Mosquito: Nnnn! I'm a little mosquito!
Kara: Aaaaaa! There's a bug in my ear!
Narrator: Kara started running around, slapping her ears and trying to get away from the bug! But, it was no use!

Mosquito: Nnnn! I like you! You're so cute! Nnnnn! I'm sticking with you!

Kara: I don't like you! You're driving me crazy! Leave me alone! Aaaaaa!
Narrator: The mosquito chased Kara all through the park and continued to buzz "Nnnn!" in her ear. Then she ran straight home to get her bug house.

Kara: Come here little mosquito and see a little house just for you!
Mosquito: Nnnn! That looks neat!
Narrator: The mosquito flew into the bug house and Kara shut the door!
Mosquito: Nnnnn! You tricked me! Nnnn! Oh no! I'm stuck in here!
Kara: I'll let you out if you promise to go away and stop bothering me.
Mosquito: Nnnn! If I have to.
Kara: You do, or you'll be locked in there forever! I can't STAND BUGS!
Mosquito: Nnnnn! Pleeeeease! I promise I won't bother you anymore! Let me OUT!

Narrator: Finally, Kara let the mosquito go. It flew far away and never bothered her again.

Teacher: Boys and girls the mosquito letter is " n " and it says " n ". When you make this sound you press your tongue against the back of your front top teeth. Listen as the sound comes out your nose! Let's say "N!" together. Place your tongue against the back of your front top teeth and say "N!". Feel your nose. Is it buzzing a little bit? Now, do it again and pinch your nose. What happened? Did the sound stop? Mine did, too. Great job everyone! We call " $n$ " the mosquito letter, because when mosquitos buzz near your ear it sounds like they are saying "Nnnnn!". Our new sight word today is "on". Did you notice that "on" starts with the doctor letter " o " and ends with the mosquito letter " n "? Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook.

## Day 22: Puppet Show Introducing the Motorboat Letter (p)



Narrator: There was once a little motorboat who sat in a store waiting to be bought. Three summers went by. Lots of big boats came and went. Each time the little motorboat made a boat friend he was soon sold and the little motorboat was left all alone again.

Motorboat: I'm so lonely. I wish someone would buy me.
Narrator: One day a man came in with his little girl to look at all the boats. The young girl ran straight over to the motorboat and stroked its shiny sides. Then she peeked inside.

Jenna: I like you, little motorboat! I want you to belong to us! Daddy! Daddy!
Narrator: The girl's father took a careful look at the little motorboat. Soon he smiled and nodded. The little motorboat's heart soared.

Motorboat: Someone is finally going to buy me! Yes! I can hardly believe it!
Jenna: We're going to be great friends little Motorboat. I'm going to call you Puffer.

Narrator: So Jenna and her dad bought the little motorboat and drove it out to the lake. Jenna helped her dad lower it into the water. Puffer beamed!

Motorboat: I'm going to swim in the water at last!
Jenna: Yeah! We have our very own little motorboat!

## Narrator: Dad started up Puffer's motor. Ppppppp!

## Motorboat: Ppppppp!

Narrator: The little motorboat sounded great! Soon Jenna was having a wonderful ride. Puffer was so happy he started to sing!

Motorboat: Pppppp! I'm a happy little motorboat who loves to swim and sing a song. Pppppp! Why don't you sing with me and come right along! Ppppp!

Narrator: Soon Jenna and the little motorboat were both singing. Pppppp! I'm a happy little motorboat who loves to swim and sing a song. Pppppp! Why don't you sing with me and come right along! Ppppp! The little motorboat lived happily ever after on the lake. He loved summers the best because that was when his special friend Jenna could go for rides with him.

Teacher: Boys and girls the little motorboat letter is "p" and it says "p". When you make this sound you pop your lips out and the sound is made in your mouth. Let's say "P!" together. Pop your lips out and say "P!". Do it again and feel your throat. Was your throat quiet? Mine was. Look in your little mirror and see if you can see your lips pop out when you say "P!" this time. Great job everyone! We call " $p$ " the little motorboat letter, because his motor says "Pppppp!" as it runs in the water. Our new sight word today is "put". Did you notice that "put" starts with the motorboat letter "p" and ends with the telephone letter " t "? Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook

Day 23: Puppet Show Introducing the Drum Letter (d)


Narrator: Caleb loved music. He liked to sing and he liked to dance. He even liked to make up very silly songs. One of his favorite made up songs went like this...

Caleb: I like to sing, I like to dance,
Even if ants don't live in France.
I like to dance, I like to sing,
Even if slugs don't know how to swing.
Narrator: One day Caleb was playing when the doorbell rang. Ding! Dong! He opened up the door and saw a big box lying on the step. The card said "To Caleb, Hope you have lots of fun making up new songs! Love, Grandma and Grandpa." Caleb opened the box.

Caleb: A drum! Cool! I always wanted a drum.
Narrator: While Caleb was taking the box apart he heard a funny sound...
Drum: D-dd-d-dd-d!
Caleb: Wwwwwhat's making that noise?
Drum: Dd-d-dd-d!
Caleb: Are you alive?
Drum: Yes! I love to make music just like you! I'm here to play along with you.
Caleb: All right! A talking drum that plays itself. This is great!

Narrator: It didn't take Caleb very long to make up his next song. As you might have guessed it was about drums.

Caleb: I have a drum it keeps the beat,
D-dd-d-dd-d-dd-d,
Listening to it gives me itchy feet,
D-dd-d-dd-d-dd-d,
It makes me want to dance all day,
D-dd-d-dd-d-dd-d.
And sing silly songs while I play, play, play!
Boys and girls can you sing and tap along with me? Let's do it again!
I have a drum it keeps the beat,
D-dd-d-dd-d-dd-d,
Listening to it gives me itchy feet,
D-dd-d-dd-d-dd-d,
It makes me want to dance all day,
D-dd-d-dd-d-dd-d.
And sing silly songs while I play, play, play!
Narrator: Caleb and his drum became very good friends and made up lots of fun songs. When Caleb grew up they got to play together in a band with lots of other kids who liked to sing and dance, too.

Teacher: Boys and girls the drum letter is "d" and it says " d ". When you make this sound you tap your tongue on the inside of your top front teeth and make the sound buzz in your throat. Place your hand on your throat and let's say "d" together! Did you feel your tongue tap and your throat buzz? Well done! Do it again and this time look at your neighbor or look in your little mirror and say "d"! Could you see your tongue tapping? Great job! We call "d" the drum letter, because when you say "Dddd!" it sounds like a drum tapping. Our new sight word is "are". Great job everyone! Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook

## Fun Activity:

Have children help you make up a silly chant which includes the "d" sound.

## Day 24: Puppet Show Introducing the Singing Letter (l)



Narrator: CJSI was a radio station that held a singing contest every year. The winner got a chance to make a CD with a professional music company. The disc jockey in charge of the competition was very excited. There were some wonderful singers coming. The morning of the contest finally came.

Disc Jockey: I can't wait to hear so many wonderful singers. A lady was waiting. You're first. Come right up to the microphone and get started.

Lady \# 1: (country and western nasal twang)
Oooooh, Give me a roof,
Where the goat's a goof,
Where the cows and the horses stay,
Where seldom is said,
Time to head off to bed,
And the roof doesn't leak when it rains.
Disc Jockey: Uh, that was very, um, very interesting! Next, please! A young man came up to the microphone.

Man \# 1: (rap)
Boom, chuga, boom, chuga, boom, chuga, boom, You got to feel the beat in your bones,
And forget about the telephones,
Boom, chuga, boom, chuga, boom, chuga, boom, It don't take long until you're in the groove, And you quickly learn just how to move, Boom, chuga, boom, chuga, boom, chuga, boom, And now although rapping is so much fun, My song is over and my time's all done!

Disc Jockey: Uh, that was a very inspiring rap! Could I have the next contestant? A young lady came up to the microphone.

## Lady \# 2: (rock and roll)

He said yeah, yeah, yeah, She said yeah, yeah, yeah, They said yeah, yeah, yeah, Let's go! He was cool, cool, cool, She was cool, cool, cool, They were cool, cool, cool, In the pool!

Disc Jockey: That was quite a performance! I'm simply speechless. Please, send out the next performer. A very thin, tall young man stepped forward.

Man \# 2: (opera style singing a scale from low C to high C back down to low C) L1111111 (up the scale) -L1111111 (back down the scale) Love is in the air, (tune: cccc) L1111111 (up the scale) - L1111111 (back down the scale) Life will never be the same, (tune:cdedccc) Since your sparkling light came, (tune: cdedcc) L1111111 (up the scale) -L1111111 (back down the scale) Love is in the air. (tune:ccccc)

Disc Jockey: Bravo! Bravo! At last a true musician. You have won the contest my friend! What is your name?

Man \# 2: My name is Louis.
Narrator: Louis was a wonderful opera singer and he made a CD with a record company and became a very famous man.

Teacher: Boys and girls the singer letter is " 1 " and it says " $l$ ". When you make this sound you lift your tongue to touch the roof of your mouth. Let's say "l" together. Well done! Do it again and this time look at your neighbor or look in your little mirror! Could you see your tongue lift? Great job! We call " 1 " the singer letter, because when you say "Llll!" it sounds like someone singing.

Our new sight word is "of". Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook


## Day 25: Puppet Show Introducing the Valentine Letter (v)



Narrator: Tippy was a fun little monkey who liked to play tricks. One day he went to school in a very bad mood.

Teacher: Good morning Tippy! How are you today?
Tippy: Terrible!
Teacher: Why? It's a beautiful day! The sun is shining and it's Valentine's Day.
Tippy: I hate Valentine's Day!
Teacher: Why, Tippy?
Tippy: You'll see.
Teacher: Oh, look here comes Fox! Good morning, Fox! How are you today?
Fox: Wonderful! Look what I have!
Teacher: That's a beautiful valentine! Who's it for?
Tippy: Is that for me? Please! Please!
Fox: Are you kidding? I would never give you a valentine!
Teacher: Why not?
Fox: Do you see my tail? (It's been cut off) Tippy cut it off in art class.

Teacher: Tippy! How could you?
Tippy: I was bored.
Teacher: Well, I'm beginning to see why you don't like Valentine's Day. Who is your valentine for, Fox?

Fox: It's for you!
Teacher: Wow, thank-you Fox! Please put it on my desk. Hey, look! It's Panda and he's got a beautiful Valentine in his paws. Hi, Panda!

Tippy: Is that Valentine for me?
Panda: I wouldn't give you a Valentine if you were the last monkey in the jungle! Tippy: Why not?

Panda: Last week during art you took your black felt marker and put stripes on the back of my head. Then you kept calling me zebra head! It took my mom two hours to get that marker off!

Tippy: Oh, yeah. I forgot about that.
Teacher: Poor Panda. Why on earth would you do such a thing, Tippy? Never mind! Who is your valentine for, Panda?

Panda: It's for you, teacher!
Teacher: Wow, thank-you Panda! Please put it on my desk. Well, Tippy now I understand why you don't like Valentine's day.

Narrator: Sure enough, Tippy didn't get any valentines that morning. At recess time he had to sit alone on the hill. While he was sitting there he suddenly heard...

Valentine Bug: Vvvvv!

Tippy: What was that?

## Valentine Bug: Vvvvv!

Narrator: Tippy looked all around and suddenly he spotted a beautiful red bug holding a gorgeous valentine.

Tippy: Who are you?
Valentine Bug: I'm the Valentine Bug and I've brought you a valentine!
Tippy: Wow! Thanks! Give it to me! Give it to me!
Valentine Bug: Well, you can have it as soon as you make my sound.
Tippy: Make your sound? I knew there was a catch.
Valentine Bug: It's not a catch. It's fun. I came to teach you that the letter "v" says " v ". Now, put your top teeth on your bottom lip and try it.

Tippy: That's easy. Top teeth on my bottom lip. Fffff!
Valentine Bug: Not exactly. That's the letter " f ". I forgot to tell you to buzz. Tippy: Buzz?

Valentine Bug: Yeah, buzz. You know, bugs buzz. So, put your top teeth on your bottom lip and make your lip buzz.

Tippy: Okay. I'll put my top teeth on my bottom lip and buzz. Vvvv! I did it! I did it!

Valentine Bug: You did! Now, here's your valentine and don't forget how to make the sound of the valentine letter " v "!

Narrator: Tippy loved his valentine so much he stopped bothering the other animals and the rest of his day was wonderful. He never forgot the Valentine Bug or what the sound the letter " v " makes.

Teacher: Boys and girls the valentine letter is "v" and it says "v". When you make this sound you put your top teeth on your bottom lip and make it buzz. Let's say " $v$ " together. Well done! Do it again and this time look at your neighbor or look in your little mirror! Could you see your top teeth on your bottom lip? Could you feel your bottom lip buzz? Great job! We call " $v$ " the valentine letter, because valentine starts with "v".

Our new sight word is "this". Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook.

Fun Activity:
Have the students make a special valentine for their parents.


Day 26: Puppet Show Introducing the Jay bird Letter (j)


Narrator: Natalie enjoyed being outdoors. She had a secret hiding spot she went to when her brothers were driving her crazy. It was up in the branches of a very large poplar tree. Natalie had fun there, because she could see all over the yard and yet no one could see her. One day Natalie was sitting up in the tree when she heard this angry sound.

## Jay bird: Jjjjijj! (scolding tone)

Natalie: What could be making that strange sound?
Jay bird: Jjjjjij! (scolding tone)
Narrator: Natalie scooted down the branch a ways and looked. Nothing there. She hopped down out of the tree, but didn't find anything so she climbed back up. Then, she heard it again.

## Jay bird: Jjjjjjj! (scolding tone)

Narrator: This time she looked up and caught a glimpse of blue feathers hanging down.

Natalie: Are you making that Jjjjj sound?
Jay bird: Yes! Jjjjjjj! (scolding tone)
Natalie: You sound upset!
Jay bird: I am. Jjjijjj! This is my tree and you need to get OUT!

Natalie: I've been climbing this tree long before you were ever here. It's big enough to share and I'm NOT getting out.

Jay bird: Jjjijj! Well, we simply can't share it! This is just disastrous! Oh, what will I do? Boo hoo hoo! Boo hoo hoo! Jjjijj!

Natalie: What's the matter?
Jay bird: I'm in so much trouble! Boo hoo hoo! Jjjjj! You're so big that you'll attract lots of attention. Boo hoo hoo! Then everyone will discover where my nest is and my babies won't survive!

Natalie: Ooooh! You have a nest of babies? Now, I understand. Don't cry Jay bird!
I won't climb this tree again until your babies are grown.
Jay bird: Jjjjij! You won't? Thank-you so much! Jjjjj! Would you like to see my babies before you climb down?

## Natalie: I'd love to!

Narrator: The jay bird showed Natalie how to climb up the next branch and there she saw three darling baby birds. Then she climbed down the tree to wait until the baby birds grew up. And that's the story of how Natalie met and became friends with a jay bird.

Teacher: Boys and girls the jay bird letter is " j " and it says " j ". When you make this sound you push out a little burst of air. Put your hand in front of your mouth and let's say " $j$ " together. Well done! Did you feel a short burst of air? Do it again and this time look at your neighbor or look in your little mirror! Great job! We call " j " the jay bird letter, because "j" sounds like a jay bird talking..

Our new sight word is "your". Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook.

## Day 27: Puppet Show Introducing the Kissing Letter (x)



Narrator: Kara liked to give and receive hugs, but she really didn't like to give or receive kisses. One day she was having lots of fun bouncing on her trampoline. Boing! Boing!

Kara: Whee! I love playing on the trampoline! It's so much fun!
Narrator: Suddenly Kara felt something warm and wet on her cheek and she heard...

## Kissing Letter: Ks! Ks!

Kara: Ew! Yuck! What was that?
Narrator: Kara wiped her face off. Then she looked up in the sky and peeked under the trampoline, but she didn't see anything. She started bouncing again. Boing! Boing! Boing! Then she felt it again. Something warm and wet on her cheek and she heard....

Kissing Letter: Ks! Ks!
Kara: Yuck! Who kissed me?
Kissing Letter: It's me! It's me! You have such cute little cheeks I just had to kiss them.

Kara: Who are you and where are you hiding?

Kissing Letter: My name's X and I'm floating above your head! What's your name?

Narrator: When Kara looked up she saw the letter X hanging in midair above her head. She could hardly believe her eyes. It was alive! Then she told it....

## Kara: I'm Kara and I REALLY dislike kisses!

Kissing Letter: Well, I love to kiss and when I do it makes my favorite sound "ks!" Hold on! Ks! Ks! Ks! (The kissing letter kisses Kara)

Kara: Yuck! I've been slimed again! I thought I told you NO MORE KISSES!
Kissing Letter: Well, I'm afraid you're stuck with me because I think you are the cutest little girl I ever got to kiss and I'm not going to stop.

Narrator: Kara threw her hands up in frustration and then suddenly she got a great idea. She ran into the house and rubbed something all over her cheeks. When she got back the kissing letter asked...

Kissing Letter: Where did you go? I missed you...ks! Ks! Ks! Phew! Yuck! You taste awful!

Kara: No, I don't! That's how I usually taste.
Kissing Letter: What is that stuff on your face?
Kara: That's soap and I leave it on most of the time.
Kissing Letter: That's disgusting! I can't kiss you anymore!
Narrator: Then the Kissing Letter X flew away and never bothered Kara again.
Teacher: Boys and girls the kissing letter is "x" and it says "ks". When you make this sound you join the sounds of the letters " $k$ " and " $s$ " together. Let's say " $x$ " together. Well done! Do it again and this time look at your neighbor or look in your little mirror! Great job! We call "x" the kissing letter, because "x" sounds like someone giving a kiss.

Our new sight word is "as". Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook.

## Day 28: Puppet Show Introducing the Buzzing Bee Letter (z)



Narrator: Isaac loved honey. He liked how sweet and sticky it was and the way it dripped onto his toast. It was yummy!

Issac: I wish I had my very own beehive and then I could have honey whenever I wanted. It's so yummy!

Narrator: One day Isaac went to visit his Grandpa's farm. Moo! Moo! the cows greeted him. The sun shone down on Isaac warming his face and the fields of grain waved in the breeze. As he was wandering through the yard he noticed something very unusual hiding in the corner of an old abandoned building.

Isaac: I wonder what that could be?

## Narrator: Zzzz! Zzzz!

Isaac: What's that funny sound?
Narrator: Isaac moved close enough to see a funny little house with a smalldoor on it. He was just about to open it when he heard it again... Zzzz! Zzzz!

Isaac: Who are you?
Bee: I'm Fuzzybuzzy, one of the honeybees that live in this house.
Isaac: Ooooh! Do you make honey? I love honey!
Bee: Why, yes I do!

Isaac: Is there honey in this funny little house?
Bee: Yes!
Isaac: Terrific! I'm going to get some right now!
Bee: No, you're not! That honey is NOT for you!
Narrator: Isaac reached out to open the door to the funny little house when...
Zzz! Zzzz! The bee began to buzz all around Isaac.
Bee: You better not open that door or I'll sting you!
Isaac: Yes I will! I LOVE honey!
Bee: Zzzz! Zzzz! Zzzz! I'm going to sting you!
Narrator: The bee flew right in front of Isaac's nose. Isaac turned around and began to run. The little bee Fuzzybuzzy zipped right behind him.

Isaac: Help Grandpa! Help!
Narrator: Isaac ran straight into Grandpa.
Grandpa: Slow down there, Isaac! What's the matter?
Isaac: I was just trying to get some honey from that funny little house when I met a little honeybee that tried to sting me!

Grandpa: That honey belongs to the bees, Isaac. I only collect what they don't need for their hive. I have lots of honey in the house. Would you like some?

Isaac: Yes, Grandpa. I sure would.
Narrator: Grandpa took Isaac inside and gave him some fresh honey and toast.

Narrator: Grandpa took Isaac inside and gave him some fresh honey and toast. Isaac smacked his lips.

Isaac: This honey is dee-licious!
Narrator: After that Isaac never bothered the beehive again and he learned not to take things that didn't belong to him. From then on he got his honey directly from Grandpa.

Teacher: Boys and girls the buzzing bee letter is " $z$ " and it says " $z$ ". When making this sound you keep the tip of your tongue touching the roof of your mouth behind your top teeth, push out a little stream of air and buzz. Put your hand on your throat and let's say " $z$ " together. Can you feel your throat buzz? Great job! Place you hand in front of you mouth and say " $z$ " again. Hold the sound as long as you can. Were you able to feel the little stream of air coming out? Now, look in your little mirror and say "Z". Did you keep your tongue behind your top front teeth? Well done! We call the letter " $z$ " the buzzing bee letter because when it says " $z$ " it sounds like a little bee buzzing. Our new sight word today is "but". Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook.


## Day 29: Puppet Show Introducing the Yo yo Letter (y)



Narrator: One day Jenna was digging through an old box in the basement when she found a very interesting looking object.

Jenna: I wonder what this could be?
Yo yo: You mean to tell me that you don't know what I am?
Jenna: Aaaah! It can talk!
Yo yo: Of course I can talk. I'm very special. I am a yo yo.
Jenna: Wwwwhat's a yo yo?
Yo yo: A yo yo is a toy that has a string which goes around your finger. As you move your hand up and down the string winds and unwinds causing me to go up and down.

Jenna: That sounds like fun!
Yo yo: Of course! Why don't you try me out?
Narrator: Jenna picked up the yo yo and put its string around her finger. The yo yo began to go up and down, up and down. Y-y-y-y!

Jenna: Is that you making that funny sound?
Yo Yo: Yyyup! Yo yo starts with Y and when I go up and down I say Y, y, y!

Jenna: That's cool! Why don't we go outside?
Narrator: Jenna took her yo yo into the backyard. They were having a wonderful time when suddenly the yo yo got stuck in a bush.

Yo yo: Oh no! I'm caught!
Jenna: Don't worry yo yo! I'll help you!
Narrator: Jenna tugged and tugged, but her yo yo didn't budge. Tears filled her eyes.

Jenna: I don't know what to do!
Narrator: Jenna sat down on the ground to think. Just then a beautiful ladybug flew into sight.

Ladybug: I think I can help you!
Jenna: You can?
Narrator: The ladybug flew into the bush and began to untangle the string. Then it picked up the little yo yo and gave it back to Jenna.

Jenna: Oh thank-you little ladybug! Thank-you so much!
Narrator: Soon Jenna and her yo yo were happily playing again. The yo yo sang "yyy!" as Jenna made it go up and down, up and down.

Teacher: Boys and girls the yo yo letter is "y" and it says "eei". When making this sound you smile and join the sound of a long e into a short i. Now, it's your turn. Great job! The letter " $y$ " is called a borrower letter, because it borrows the sounds of long e and short $i$. We call the letter " $y$ " the yo yo letter because as it says "eei" it sounds like a yo yo going up and down. Our new sight word today is "be". Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook.

## Day 30: Puppet Show Introducing the Little Duck Letters (qu)



Narrator: Chirp! Chirp! sang the robins early one morning. Little Duck crept out of the nest as quietly as he could and snuck down to the stream for an early morning swim.

## Little Duck: I just love swimming!

Narrator: Swoosh! The water rolled past him sparkling in the sunlight. Little Duck stood on the edge of the bank and watched for just a moment. Then he jumped and slid down the bank into the water. Kersplash!

Little Duck: Whee! This is so much fun!
Narrator: Little Duck splashed and spun circles in the stream as the current began to carry him downstream.

Little Duck: I think I'll get out now and slide down the bank again.
Narrator: Little Duck began to paddle his feet. Swish! Swish!
Little Duck: Oh no! I can't get back to the bank and I'm floating further and further away.

Narrator: Little Duck paddled harder and harder but the stream was growing larger and he could not reach the edge. The roar of the river drowned out his wee voice.

Little Duck: Oh dear! Please somebody, help me! HELP!

Narrator: Just then Little Duck saw a fallen log hanging over the water. He reached out and grabbed a hold of it. The water rushed and swirled all around splashing over his beak.

Little Duck: Please, somebody HELP me! Oh, dear! Whatever am I going to do?
Little Friend Duck: Up here!

## Little Duck: Where?

Little Friend Duck: Look up here!
Narrator: Little Duck turned and gazed upwards. There sitting on the log was another little duck.

Little Friend Duck: Give me your wing and I'll pull you out.
Narrator: Little Duck stretched out his wing. The other little duck grabbed a hold and hauled him out of the water and onto the log. For a moment Little Duck just sat there quivering.

Little Duck: Th-th-thank-you so much! I had no idea that little stream could flow so fast. What's your name?

Little Friend Duck: I'm Little Quack! Did you know that you're never supposed to go swimming alone?

Narrator: Little Duck hung his head and whispered "Yeah."
Little Friend Duck: I would like to be your friend, Little Duck. Would you like to be my swimming partner?

Little Duck: I'd love to, Little Quack! That way I'll always have someone to help me if I get into trouble.

Narrator: Little Duck and Little Quack flew over to a quiet pond. Qu! Qu! Qu! they chattered happily as they splished and splashed circles in the water together. From that day on Little Duck never went swimming alone again.

Teacher: Boys and girls the little duck letters are "qu" and they say "kw". When making this sound you join the sound of the letter " $k$ " with the sound of the letter "w". Now, it's your turn. Great job! The letters "qu" are called borrower letters, because they borrow the sounds of " $k$ " and " $w$ ". We call the letters "qu" the little duck letters because they sound like ducks quacking when they say "kw". Another way to help you remember is that " q " always takes his friend " u " because you should never go swimming alone. Our new sight word today is "have". Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook.


## Day 31: Puppet Show Introducing the Quiet Letters (sh)



Narrator: Jenna loved to read books. She liked stories about animals, stories about kids, but best of all she liked to read adventure stories. One day when she was six years old her mother took her to the library for the first time.

Jenna: Wow! I've never seen so many books in my entire life! How will I ever decide which ones to bring home?

Mom: That's easy Jenna. Just pick a book from the shelf that looks interesting to you and read the summary in the book jacket. If you like what you've read keep the book. If it doesn't sound like something you're interested in put it back on the shelf where you got it from. In an hour we'll sign out the books you would like to borrow for this week. I'm going to find some books too, and we'll meet up later.

Narrator: Jenna wandered through the aisles browsing through books. At last she took five books and sat down at a big table to read. The first book she picked up was about an adventure with a knight and a dragon.

Jenna: (Gradually speaking louder and louder) Suddenly, the knight heard the flapping of two giant wings and saw the dark shadow of a dragon. Bones were falling from the sky! Aaaah!

## Librarian: Shhhhh!

Narrator: Jenna slammed the book shut.
Jenna: (Loudly) I can't stand the suspense! What if he gets eaten?
Librarian: I said shhhh!

Narrator: Jenna flipped open the book to the spot where she had left off.
Jenna: Swish! A giant scaly tail slashed threw the air knocking the knight to the ground. Two green eyes glittered as it hissed, "What do you want?" Aaaaaah!

Narrator: Jenna jumped straight out of her chair.
Librarian: Shhhh! Little girl, why are you yelling?
Jenna: (Yelling) The dragon is going catch him!
Librarian: Shhhh! This is a library and it is a place where people come to look at books and enjoy some quiet time reading.

Jenna: How can anyone be quiet when so many exciting things are happening?
Librarian: The adventures are happening in your imagination and so because it is all in your mind it is possible to be very quiet.

Jenna: Oooh! You mean I have to be quiet when I'm reading about all these exciting events?

Librarian: That's right. When you get home you can tell your mom all about what you learned, but when you are visiting the library you need to remember to be very quiet so that everyone else can enjoy reading their books.

Jenna: Well, I'll try, but it's going to very tricky because these stories are very exciting.

Narrator: From then on Jenna tried very hard to be quiet when she read in the library. But, if she was at home reading in her bedroom she still yelled during the exciting parts of her books.

Teacher: Boys and girls the quiet letters are "sh" and they say "sh". When making this sound you push a stream of air out. Now, it's your turn. Hold a tissue in front of your mouth and say "sh!" How long can you hold it? Did you see your tissue move? Great job! The letters "sh" are called the quiet letters, because when we want someone to be quiet we say "sh!" Our new sight word today is "he". Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook.

## Day 32: Puppet Show Introducing the Naughty Letters (th)



Narrator: Cuddles loved to go to school, because every day she got to learn something new. One morning when she got to school she plunked herself down in her desk and looked up to see her teacher, Miss Frog, sticking her tongue out between her teeth!

Cuddles: Oh, Miss Frog, whatever are you doing?
Miss Frog: I'm being very naughty!

## Cuddles: You are? But you're the teacher! You can't be naughty!

Miss Frog: Oh yes, I can! (sticking her tongue out a little bit between her teeth)
Narrator: Cuddles began to giggle.
Cuddles: Why are you sticking your tongue out?
Miss Frog: I was hoping you'd ask. I know that you aren't supposed to be naughty in school, but today I'm going to teach you about two alphabet letters that are always naughty when they come together in words.

Cuddles: Wow! I didn't know that alphabet letters can be naughty!
Miss Frog: Yes, they can. The letters "th" are very naughty. Whenever they come together in a word you have to stick your tongue out a little bit between your teeth. "Th" has two sounds. One is a quiet sound as heard in the word "with" and one is a noisy sound as heard in the word "that". Listen as I stick my tongue out and make the quiet sound of "th". "Th!" Now, I'll stick my tongue out and make the noisy sound of "th". "Th!"

Often the noisy sound of "th" comes at the beginning of words like you heard in the word "that" and the quiet sound of "th" often comes at the end of words like you heard in the word "with". Now, Cuddles, it's your one chance to be naughty in school. Stick out your tongue and say the quiet sound of "th"!

Cuddles: Th!
Miss Frog: Great job! Now, stick out your tongue again and say the noisy sound of "th"!

Cuddles: Th!
Miss Frog: Wonderful job, Cuddles!
Narrator: Cuddles had lots of fun making the two sounds of "th" and she never forgot the day when her teacher Miss Frog was naughty in school.

Teacher: Boys and girls the naughty letters are "th" and they make two sounds. One sound is a quiet "th" and the other sound is a noisy "th" which makes your tongue and throat buzz.. When making this sound you stick your tongue out between your teeth a little bit. Now, it's your turn. Stick your tongue out between your teeth a little bit and make the quiet sound of "th". Great job! Now, stick your tongue out between your teeth a little bit and make the noisy sound of "th". Wonderful job! The letters "th" are called the naughty letters, because when you make their sounds you have to stick out your tongue a little bit! Our new sight word today is "they". Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook.

## Day 33: Puppet Show Introducing the Choo Choo Train Letters (ch)



Narrator: Charlie was a hard-working little choo choo train. Every day he had to clatter up the mountain to a little town and deliver its groceries. As he chugged along he liked to sing this song:
I'm a little choo choo train, choo choo train, choo choo train,
I'm a little choo choo train chugging up and down!
I like to sing ch, ch, ch! Ch, ch, ch! $\mathrm{Ch}, \mathrm{ch}, \mathrm{ch}$ !
I like to sing ch, ch, ch! As I climb up and down!
The daily trip up the mountains was beautiful and Charlie should have been very happy, but one day as he click clacked along the track he realized something was wrong.

Charlie: Ch, ch, ch! I'm so lonely! I wish I had a special friend to ride with.
Blue jay: Me, too!

## Charlie: Who said that?

Blue jay: I did. My name's Blue and I get tired and lonely flying up and down the mountainside. I've been looking for a friend, too. Do you think you could give me a ride?

Charlie: Sure! Ch, ch, ch! I'd love to!
Narrator: Blue swooped down and alighted gently on the back of the little choo choo train. Ch, ch, ch! Charlie started to click, clack along the track.

Blue jay: I really liked the song you were singing. Do you think you could teach it to me?

Charlie: Sure! I'd love to! Here it goes...
I'm a little choo choo train, choo choo train, choo choo train, I'm a little choo choo train chugging up and down!
I like to sing ch, ch, ch! Ch, ch, ch! Ch, ch, ch!
I like to sing ch, ch, ch! As I climb up and down!
Narrator: Soon Charlie and Blue were singing together at the top of their lungs as Charlie clattered up the tracks. Charlie, the little choo choo train and Blue Jay became best friends and Charlie was never lonely again.

Teacher: Boys and girls the choo choo train letters are "ch" and they say "ch". When making this sound you stick out your lips a little bit and push out a small burst of air. Now, it's your turn. Stick your lips out and say "ch". Great job! The letters "ch" are called the choo choo train letters, because when you make their sound "ch" it sounds like a train chugging down the track. Our new sight word today is "one". Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook.


## Phonetic Assessment

On the next page is a basic phonetic assessment which can be used with the whole class each term or with students that enter late during the school year. I test each child on only the parts of the assessment that have been taught to date. The point of this is to see if mastery of the concepts has been achieved. When a student comes into the class late in the year it is a quick way to see if the child is ahead or behind the phonetic concepts the class has been taught. If the child is behind the word key exercises can be used to help catch the child up quickly and solidify any gaps in their learning.

## Steps for preparing the assessment:

1. Purchase two packages of index cards.
2. With a felt marker write one alphabet letter on each card in lower case letters. Separate with an elastic band. You should have twenty-six cards.
3. Using the felt marker write one digraph, r-controlled vowel, or diphthong on each card (example: th) in lower case letters. Separate with an elastic band. You should have forty cards.
4. Take two cards and write the words "try" on one and "lumpy" on the other. Underline the letter " $y$ " on both cards. Separate with an elastic band.
5. Take five cards and write one silent " e " word on each card. The words are "tame, here, file, code, cube". Separate with an elastic band.
6. Take three cards and write one compound word on each card. The compound words are "baseball, firefly, moonlight". Separate with an elastic band.
7. Take twenty-one cards and write one word family ending on each card. The word family endings are: able, ace, age, all, ang, ank, atch, edge, ice, ight, ild, ind, ing, ink, old, onk, ood, ook, ore, ung, unk. Separate with an elastic band. 8. Take six cards and write one word ending on each card. The word endings are: ing, s, es, ed, tion and sion.

## Administering the Assessment:

1. Start with the set of alphabet cards. Mix up the order of the cards, because some children know the letters in alphabetical order and not in any other order. Ask the child for the name and the sound of each letter. Separate the cards into two piles - those he knows and those he does not. The letters he doesn't know should be reviewed daily until mastery is achieved. If the child misses more than two letters do not proceed any further with the assessment. Once the child goes back to his desk circle the missed letters in the alphabet box on the assessment sheet and shuffle the cards again.
2. If you have taught the digraphs, r-controlled vowels and diphthongs begin testing these next. The vowel digraphs are: ai, ay, ea, ee, oa, oo, ue. The diphthongs are: au, aw, ew, oi, ou, ow, oy. The r-controlled vowels are: ar, er, ir, or, ur. The consonant digraphs are: $\mathrm{kn}, \mathrm{ph}, \mathrm{ch}, \mathrm{ck}, \mathrm{gh}, \mathrm{sh}, \mathrm{th}, \mathrm{wr}, \mathrm{qu}, \mathrm{wh}$. The variant consonant sounds are: ce, ci, cy, and ge, gi, gy. The following combinations can make two sounds: th (quiet as in "with"), th (noisy as in "that"), gh (silent as in "night"), gh (" f " as in "cough"), ow (as in "brown"), ow (as in "blow"), oo (as in "spoon"), oo (as in "hook"), ea (as in "lead"), ea (as in "head").The reason that the child is shown each one in isolation and not in the context of a word is that the child may have a certain word memorized such as "boy", but be unable to decode the word "destroy" because he doesn't know what "oy" says. Ask the child for the name and the sound of each word key (two letter groupings as listed above). Separate the cards into two piles-those he knows and those he does not. The letter combinations he doesn't know should be reviewed daily until mastery is achieved. It is very helpful to use the misspelled word sheets and the word key sheets to solidify these concepts. Once the child goes back to his desk, circle the missed letter combinations in the Digraph, r-controlled vowels, Diphthongs box on the assessment sheet and shuffle the cards again.
3. If you have taught the sounds of " $y$ " at the end of one and two syllable words test these. "Y" says long $i$ sound at the end of a one syllable word. "Y" says long e sound at the end of a two syllable word. Show the student the word "try" and ask him what sound " $y$ " makes at the end of this word. He should respond with the long "i" sound or "i says its name". Show the student the word "lumpy" and ask him what sound " $y$ " makes at the end of this word. He should respond with the long "e" sound or "e says its name". Separate the cards into two piles-those he knows and those he does not. The "y" sound he doesn't know should be reviewed daily until mastery is achieved. The word key sheets for the two sounds of " $y$ " are very helpful in solidifying these concepts. Once the child goes back to his desk, circle the missed " $y$ " sound under the " $y$ at the end of one \& two syllable words" category.
4. If you have taught the long vowel with silent "e" words test these. Show the student the words "tame, here, file, code, cube" and ask him what each one says. Do not prompt or draw in the prompting for recognizing the long vowel and the silent "e". Separate the cards into two piles-those he knows and those he does not. For the child with difficulty use the regular and bumper word key sheets daily until mastery is achieved. Once the child goes back to his desk circle the missed silent "e" words under the "Silent e Words" category.
5. If you have taught compound words test these. Show the student the cards with the words "baseball, firefly, moonlight" on them. Separate the cards into two piles-those he knows and those he does not. If the child is having difficulty
have him create two compound word cards per day (see activity for compound words) until mastery is achieved. Once the child goes back to his desk, circle the missed compound words under the "compound words" category.
6. If you have taught the rhyming word families test these. Show the student the cards with these word families: able, ace, age, all, ang, ank, atch, edge, ice, ight, ild, ind, ing, ink, old, onk, ood, ook, ore, ung, unk. Separate the cards into two pilesthose he knows and those he does not. If the child is having difficulty review the family word books made by the class. Once the child goes back to his desk, circle the missed word families under the "rhyming word endings" category.
7. If you have taught the word endings test these. Show the student the cards with these word endings: ing, s, es, ed, tion, sion. When you get to the ending "ed" ask the child if he knows the three sounds this ending can make.(1. "ed" as in "wanted 2. " d " as in "blamed" 3. " t " as in "baked") Record the sounds he knows. The ending "tion" says "shun" as in the word "action". The ending "sion" says "zshun" as in "lesion". Separate the cards into two piles - those he knows and those he does not. If the child is having difficulty review root words and adding endings as seen in the sentence structure portion of this book. Once the child goes back to his desk, circle the missed word endings under the "word endings" category.

## Sight Word Assessment

1. Write the one hundred high frequency sight words on one hundred index cards. If you have taught these test them. Show the child each word and ask him what it says. Separate the cards into two piles - those he knows and those he does not. Circle the missed words on the "100 High Frequency Sight Word" sheet. For mastery take the missed words and create sentences from them. Have the child illustrate the sentences and read them daily to create a repeated reading. See appendixes of Smart Start in Language Arts for sample.

## Comprehension Assessments

Informal reading inventories are very useful for comprehension assessments. They are usually available through your school resource room. If not, I have included the ISBN and titles of four different inventories available.

## 1. Classroom Reading Inventory

by Nicholas J. Silvaroli
-outdated stories and pictures
ISBN 0-697-06179-5

## 2. Informal Reading Inventory

by Burns and Roe
-educational psychologists use
this widely as a standard
ISBN 0-395-43202-2

## 3. Basic Reading Inventory

by Jerry L. Johns
-longer passages
-has narrative as well as informational selections ISBN 0-8403-6279-X

4.Alternative Assessment Techniques for Reading \& Writing<br>by Wilma H. Miller<br>-topics are very appropriate for primary students (my personal favorite)<br>ISBN 0-87628-141-2

Student Phonetic Assessment

Name $\qquad$

| Alphabet |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| a | b | c | d | e | f | g | h | i | j | k | 1 |
| m | n | o | p | q | r | S | t | u | v | w | x |
| y | z |  |  |  |  |  |  |  |  |  |  |

```
Digraphs, R-controlled Vowels, Diphthongs
th (noisy) th(quiet) sh ch wh qu
ar er ir ur or oo (spoon) oo (hook) ui ew ue
oi oy ai ay ce ci cy ge gi gy
ck gh (silent) gh (as "f") ph wr
ou ow (short) ow (long) au aw
ee ea (short) ea (long) ie oa oe
```


## Y at the End of One \& Two Syllable Words

 try lumpySilent e Words
tame here file code cube

Compound Words baseball firefly moonlight

## Rhyming Word Endings (Families)

able, ace, age, all, ang, ank, atch, edge, ice, ight, ild, ind, ing, ink, old, onk, ood, ook, ore, ung, unk

## Word Endings

ing $s$ es ed (three sounds: ed, $d, t$ ) tion sion

1. "ed" as in "wanted 2. "d" as in "blamed" 3. "t" as in "baked"

Assessment: Write these high frequency sight words on flashcards. As the child reads them make two piles. In the first pile place all the flashcards containing sight words the child knows. In the second pile place all the sight words the child has not mastered. Create paragraphs of repeated readings from the second pile of flashcards. The child works on the repeated readings until mastery of the sight words occurs.

| l00 High Frequency Sight Words |  |  |  |
| :--- | :--- | :--- | :--- |
| a | has | my | these |
| about | have | no | they |
| after | he | not | this |
| all | her | now | time |
| an | him | of | to |
| and | his | on | two |
| are | how | one | up |
| as | l | only | use |
| at | if | or | very |
| be | in | other | was |
| been | into | out | water |
| but | is | over | way |
| by | it | people | we |
| called | its | said | were |
| could | know | she | when |
| did | like | so | where |
| do | little | some | which |
| down | long | than | who |
| each | made | that | will |
| find | make | the | with |
| first | many | their | words |
| for | may | them | would |
| from | more | then | you |
| had | most | there | your |

## Teaching:

## Sentence Structure Capitalization Punctuation Quotation Marks

to Early Writers

Each child needs a notebook. Each page in the notebook should be half lined and half white space. Example:


## Week One

(Begin in January with Grade one and September with Grade two)

1. Introduce that there are three ways to make a complete sentence. The first way to make a complete sentence is to combine a person plus an action. Each sentence which tells something begins with a capital and ends with a period. For example: The boy jumped. Introduce the following word endings: ed, s, es, ing. As word endings are introduced the rules are:
> a. Double the last letter of short vowel words ending in one consonant before adding "ed" or "ing". Examples: patting, patted b. When a word ends in "s, $x, z, c h, s h$ " add "es" instead of "s". Examples: fusses, fixes, buzzes, munches, dishes
> c. Drop the "e" before adding "ed" or "ing" in bumper words (long vowel words ending in silent "e"). Examples: faded, fading
2. Give the children pictures of people and pictures of actions. Each day for five days, have them choose a person and an action, combine and write them to create a sentence in their notebook. If time permits, illustrate the sentence in the space above it.
Example: Grandpa danced in the field.
(The phrase "in the field" is part of the action.)


|  | People |  |
| :--- | :--- | :--- |
| girl | boy | mom |
| dad | grandma | grandpa |
| teacher | clown | cowboy |
| robber | detective | policeman |
| scientist | chef | fireman |
| actor | engineer | nurse |


| look | $\frac{\text { Actions }}{}$ |  |
| :--- | :--- | :--- |
| swim | sleep |  |
| sang | yell | run |
| thought | jump | climb |
| dance | read | lift |
| held | ski | skate |
| dive | leap | skip |



Name_
Practice adding
endings to these
action words.

1. Add "ing".
play =
2. Add "ed"
play =
3. Add "s"
play = " "ing".
4. Add
throw =
5. Change to past tense.
throw =
6. Add "s"
throw =

| Name |
| :--- |
| Practice adding |
| endings to these |
| action words. |
|  |
| 1. Add "ing". |
| work = |
| 2. Add "ed" |
| work = |
| 3. Add "s" |
| work = |
| 4. Add "ing". |
| climb= |
| 5. Add "ed" |
| climb = |
| 6. Add "s" |
| climb = |

Name
Practice adding endings to these action words.

1. Add "ing".
listen = $\qquad$
2. Add "ed"
listen =
3. Add "s"
listen = $\qquad$
4. Add "ing".
run=
5. Change to past tense.
run =
6. Add "s"
run =

## Name

Practice adding endings to these action words.

1. Add "ing".
jump =
2. Add "ed" jump =
3. Add " $s$ "
jump =
4. Add "ing".
argue=
5. Add "ed"
argue =
6. Add "s"
argue =

Name
Practice adding endings to these action words.

1. Add "ing".
watch = $\qquad$
2. Add "ed" watch= $\qquad$
3. Add "es"
watch = $\qquad$
4. Add "ing".
ride= $\qquad$
5. Change to past tense. ride = $\qquad$
6. Add " $s$ "
rides $=$ $\qquad$

| Name_ |
| :--- |
| Practice adding |
| endings to these |
| action words. |
|  |
| 1. Add "ing". |
| fish = |
| 2. Add "ed" |
| fish = |
| 3. Add "es" |
| fish = |
| 4. Add "ing". |
| snooze= |
| 5. Add "ed" |
| snooze = |
| 6. Add "s" |
| snooze= |


| Name__ |
| :--- |
| Practice adding |
| endings to these |
| action words. |
|  |
| 1. Add "ing". |
| report = |
| 2. Add "ed" |
| report = |
| 3. Add "s" |
| report = |
| 4. Add "ing". |
| read= |
| 5. Change to past tense. |
| read = |
| 6. Add "s" |
| read = |


| Name _le adding |
| :--- |
| Practice addines |
| endings to these |
| action words. |
|  |
| 1. Add "ing". |
| wish = |
| 2. Add "ed" |
| wish = |
| 3. Add "es" |
| wish = |
| 4. Add "ing". |
| dive= |
| 5. Change to past tense. |
| dive = |
| 6. Add "s" |
| dive = |

Name $\qquad$
Practice adding endings to these action words.

1. Add "ing".
ski = $\qquad$
2. Add "ed"
ski =
3. Add "s"
ski =
4. Add "ing". walk=
5. Add "ed". walk =
6. Add "s"
walk =
Name
Practice adding endings to these action words.
7. Add "ing".
skip = $\qquad$
8. Add "ed" skip =
9. Add "s"
skip =
10. Add "ing".
win =
11. Change to past tense. win =
12. Add " $s$ "
win =

Name
Practice adding endings to these action words.

1. Add "ing". look = $\qquad$
2. Add "ed" look= $\qquad$
3. Add "es" look = $\qquad$
4. Add "ing".
sing= $\qquad$
5. Change to past tense.
sing $=$ $\qquad$
6. Add "s"
sing $=$ $\qquad$
Name
Practice adding endings to these action words.
7. Add "ing". swim =
8. Change to past tense. swim = $\qquad$
9. Add "es" swim = $\qquad$
10. Add "ing". hope= $\qquad$
11. Add "ed" hope = $\qquad$
12. Add "s" hope=

## Week Two

1. Introduce that there are three ways to make a complete sentence. The second way to make a complete sentence is to combine a thing plus an action. Each sentence which tells something begins with a capital and ends with a period.For example: The dog napped. Introduce the following word endings: ed, s, es, ing. As word endings are introduced the rules are:
a. Double the last letter of short vowel words ending in one consonant before adding "ed" or "ing". Examples: patting, patted b. When a word ends in "s, $x, z, c h$, sh" add "es" instead of "s". Examples: fusses, fixes, buzzes, munches, dishes
c. Drop the "e" before adding "ed" or "ing" in bumper words (long vowel words ending in silent "e"). Examples: faded, fading
2. Give the children pictures of things and new action words. Each day for five days, have them choose a thing and an action, combine and write them to create a sentence in their notebook. If time permits, illustrate the sentence in the space above.

Example: The dog napped under the tree. (The phrase "under the tree" is part of the action "napped".)



| Actions |  |  |
| :--- | :--- | :--- |
| bark | howl | nip |
| meow | scratch | purr |
| hopped | slurped | zipped |
| whizzed | floated | land |
| hop | caught | wave |
| sway | smell | taste |
| sparkle | fell | dance |
| blew | gust | whisper |
|  |  |  |

## Week Three

1. Introduce that there are three ways to make a complete sentence. The third way to make a complete sentence is to combine a place plus an action. Each sentence which tells something begins with a capital and ends with a period.
For example: The mountains are beautiful.
Introduce the following word endings: ed, s , es, ing. As word endings are introduced the rules are:
> a. Double the last letter of short vowel words ending in one consonant before adding "ed" or "ing". Examples: patting, patted b. When a word ends in "s, $x, z, c h, s h$ " add "es" instead of "s". Examples: fusses, fixes, buzzes, munches, dishes
> c. Drop the "e" before adding "ed" or "ing" in bumper words (long vowel words ending in silent "e"). Examples: faded, fading
2. Give the children pictures of places and the crazy action words. Crazy Action Words are the state of being verbs which don't sound like actions, but are. Each day for five days, have the children choose a place and a crazy action word, combine and write them to create a sentence in their notebook. If time permits, illustrate the sentence in the space above.

Example: The mountains are very beautiful.
(The phrase "very beautiful" is part of the action "are".)


## Week Four

1. Review the three ways to make a complete sentence. This week the children will write three sentences every day to practice the placement of capitals and periods.
Sentence One: Introduce your character (person/animal).
Sentence Two: Tell where he went. (see list of "went" words)
Sentence Three: Tell what he did. (see previous action words)
Example: There was a cat. He scampered to the circus. He somersaulted in the air.
Brainstorm and then introduce the list of interesting words to replace the action word "went". Act out the words.

## Action Words for Went

A ambled
B bounded, bounced, bolted
C crept, crawled, crested, clambered, coasted clomped, clunked, cornered, crouched, cantered
D danced, dove, darted, dragged, dodged, dashed
F flew, flipped, flopped, floated, followed, flung
G glided, galloped
H hopped, hurried, high-tailed
I inched
J jumped, jogged
L leaped, lumbered, lunged, lagged,
M marched, meandered
P plodded, poked, plugged, paddled, pranced pitched, plunged
R raced, ripped, rushed, ran, rode, ran, rushed
S scampered, skedaddled, scooted, skimmed, scurried, stumped, scrambled, staggered,slithered slipped, scuttled, swaggered, streaked, spun sailed, swished, sprang, searched
T trotted, trudged, tripped, trailed, tore, thundered, tramped, tumbled
W whisked, walked, went, wobbled, winged, whirled waddled, wallowed, wiggled, wriggled

## Week Five

1. Review the three ways to make a complete sentence. This week the children will write two sentences every day and learn the use of question marks. Begin by telling the children that periods (.) come at the end of sentences which tell you something. Question marks (?) come at the end of sentences which ask you something. Remind the children that each sentence begins with a capital letter.
2. This week the children will write two sentences every day. One sentence which asks a question and another sentence to answer the question. Each day they are to use a different question word so that they will have tried five question words by the end of the week.
3. Tell the children that you will read a book to them. At the end of the story they are to write one sentence which asks a question about the story. Then they are to write a second sentence which answers the question they asked.

Sentence One: Ask a question about the book.
Sentence Two: Answer the question.

## Example:

Who tried to eat the three little pigs? The wolf tried to eat the pigs.
4. List names of characters from the book on the chalkboard so that the children spell them correctly in their sentences.


## Week Six

1. Review the three ways to make a complete sentence. This week the children will write two sentences every day and learn the use of exclamation marks. Begin by telling the children that periods (.) come at the end of sentences which tell you something. Question marks (?) come at the end of sentences which ask you something. Exclamation marks (!) are used to show strong feelings or something exciting or scary. They can come at the end of a sentence or some single words such as "Help!", "Wow!", "Oh no!", "Not again!", "Yikes!" Remind the children that each sentence begins with a capital letter.
2. Tell the children that you will read a book to them. Choose a book which has an exciting or scary part. At the end of the story they are to write one sentence which introduces a character from the book. The second sentence should tell something scary or exciting that happened to the character.

Sentence One: Introduce your character.
Sentence Two: Tell something scary or exciting that happened to the character.

## Example:

Franklin is a turtle. One day he got lost in the forest!
4. List names of characters from the book on the chalkboard so that the children spell them correctly in their sentences.

## Week Seven

1. Review the three ways to make a complete sentence. This week the children will write two sentences every day and learn the use of exclamation marks. Begin by telling the children that periods (.) come at the end of sentences which tell you something. Question marks (?) come at the end of sentences which ask you something. Exclamation marks (!) are used to show strong feelings or something exciting or scary. They can come at the end of a sentence or some single words such as "Help!", "Wow!", "Oh no!", "Not again!", "Yikes!" Remind the children that each sentence begins with a capital letter.
2. Tell the children that you will read a book to them. Choose a book which has an exciting or scary part. At the end of the story they are to write one sentence which uses a single word followed by an exclamation mark. The next sentence should tell what happened in the story that was scary or exciting.

Sentence One: Use a single exciting or scary word/phrase followed by an exclamation mark.
Sentence Two: Tell the scary or exciting thing that happened to the character.

## Example:

Wow! Clifford rescued a lady from a burning building.
4. List names of characters from the book on the chalkboard so that the children spell them correctly in their sentences.

|  |  | Scary or Exciting Words: |
| :---: | :---: | :---: |
|  | Help! |  |
|  | Yikes! |  |
| I words in students books. | Yips! |  |
|  | Oh no! |  |
|  | Oh dear! |  |
|  | Whoops! |  |
|  | Oops! |  |
|  | Wow! |  |
|  | Amazing |  |
|  | Great! |  |
|  | Wonderful! |  |
|  | Fantastic! |  |

## Week Eight

1. Review the three ways to make a complete sentence. This week the children will write three sentences every day to practice the placement of capitals and periods.
Sentence One: Introduce your character (person/animal).
Sentence Two: Tell where he went. (see list of "went" words)
Sentence Three: Tell what he did. (see previous action words)
Example: There was a cat. He scampered to the circus. He somersaulted in the air.
Review the list of interesting words to replace the action word "went". Act out the words.

## Action Words for Went

A ambled
B bounded, bounced, bolted
C crept, crawled, crested, clambered, coasted clomped, clunked, cornered, crouched, cantered
D danced, dove, darted, dragged, dodged, dashed
F flew, flipped, flopped, floated, followed, flung
G glided, galloped
H hopped, hurried, high-tailed
I inched
J jumped, jogged
L leaped, lumbered, lunged, lagged,
M marched, meandered
P plodded, poked, plugged, paddled, pranced pitched, plunged
R raced, ripped, rushed, ran, rode, ran, rushed
S scampered, skedaddled, scooted, skimmed, scurried, stumped, scrambled, staggered,slithered slipped, scuttled, swaggered, streaked, spun sailed, swished, sprang, searched
T trotted, trudged, tripped, trailed, tore, thundered, tramped, tumbled
W whisked, walked, went, wobbled, winged, whirled waddled, wallowed, wiggled, wriggled

# Written Speech <br> and Quotation Marks 

In written speech writers use quotation marks at the beginning of what a character says or thinks and again when he has finished.


|  | Synonyms for Said |
| :---: | :---: |
| A | asked, agreed |
| B | boomed, bellowed, blared, bubbled, blew, blustered, barked, boasted, babbled, bragged |
| C | chattered, clattered, called, cried, clanged commanded, chuckled, chortled, crooned cackled, cheered, chirped, crowed |
| D | droned, drawled |
| E | exclaimed |
| G | grunted, growled, gasped, giggled, gurgled, gushed, gloated |
| H | hollered, hissed, howled, hoped |
| J | jabbered |
| L | laughed |
| M | murmured, mooed, muttered |
| 0 | ordered, oinked |
| P | puffed, purred, |
| R | roared, rumbled |
| S | smiled, swished, snorted, snarled, snickered, sneered, soothed, squawked, sang, screeched, squealed, squeaked, stammered, stuttered, shrieked, screamed |



## Weeks Nine and Ten

1. Spend six lesssons on the three ways to punctuate written speech when the speaker comes after the written speech. Photocopy the cartoon pages for students to record their sentences to help them learn the three different ways. Make it fun by letting them use felts for the punctuation marks. Once they have been taught the three different ways teach the next three lessons by having them punctuate each type of sentence in a notebook without the cartoon guides.

## Speech that tells: <br> "You are nice," said Sam. <br> Speech that asks: <br> Speech that is emotional: <br> "Why won't you answer?" asked Sam. <br> "You're driving me crazy!" cried Sam.

2. Use the list of synonyms for "said" to create sentences with greater variety.

## Weeks Eleven and Twelve

1. Spend six lesssons on the three ways to punctuate written speech when the speaker comes before the written speech. Photocopy the cartoon pages for students to record their sentences to help them learn the three different ways. Make it fun by letting them use felts for the punctuation marks. Once they have been taught the three different ways teach the next three lessons by having them punctuate each type of sentence in a notebook without the cartoon guides.

## Speech that tells:

Speech that asks:
Speech that is emotional:

Sam said, "You are nice."
Sam asked, "Why won't you answer?"
Sam cried, "You're driving me crazy!"
2. Use the list of synonyms for "said" to create sentences with greater variety.
3. Further practice has been included to review the use of quotation marks and to teach capitalization of:
Months
Holidays
Capital Cities
Provinces
Titles of People
Places
Streets
Days of the Week

## Speech



* end speech with a question mark (?) before the last quotation marks if speech asks something.

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Example of speech that tells something.

Begin a speech sentence with quotation marks when the speech comes before the speaker is named and then:

* end speech with a comma (,) before the last quotation marks if speech tells you something.
* end speech with an exclamation mark (!) before the last quotation marks if speech is exciting or scary.

said Tom.
Speaker

* end speech with a question mark (?) before the last quotation marks if speech asks something.

Example of speech that is scary or exciting.


Begin a speech sentence with quotation marks when the speech comes before the speaker is named and then:

* end speech with a comma (.) before the last quotation marks if speech tells you something.
* end speech with an exclamation mark (!) before the last quotation marks if speech is exciting or scary.
* end speech with a question mark (?) before the last quotation marks if speech asks something.

Example of speech that asks something.

Begin a speech sentence with quotation marks when the speech comes before the speaker is named and then:

* end speech with a comma (,) before the last quotation marks if speech tells you something.
* end speech with an exclamation mark (!) before the last quotation marks if speech is exciting or scary.

asked Jim.
Speaker

* end speech with a question mark (?) before the last quotation marks if speech asks something.


## Speech that tells.



Choose an interesting word for "said".


Speech that is exciting.

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| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
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Choose an interesting word for "exclaimed".

## Speech that is scary.



## Speech



When the speaker begins the sentence and the speech comes after the speaker is named add a comma and then insert quotation marks. Next:

* end speech with a period (.) before the last quotation marks if speech tells you something.
* end speech with an exclamation mark (!) before the last quotation marks if speech is exciting or scary.
* end speech with a question mark (?) before the last quotation marks if speech asks something.

Example of speech that tells something.


## "That is a pretty dress."

When the speaker begins the sentence and the speech comes after the speaker is named add a comma and then insert quotation marks. Next:

* end speech with a period (.) before the last quotation marks if speech tells you something.
* end speech with an exclamation mark (!) before the last quotation marks if speech is exciting or scary.
* end speech with a question mark (?) before the last quotation marks if speech asks something.

Example of speech that is scary or exciting.


Example of speech that asks something.


# "Do you like pizza?" 

When the speaker begins the sentence and the speech comes after the speaker is named add a comma and then insert quotation marks. Next:

* end speech with a period (.) before the last quotation marks if speech tells you something.
* end speech with an exclamation mark (!) before the last quotation marks if speech is exciting or scary.
* end speech with a question mark (?) before the last quotation marks if speech asks something.


## Speech that tells.

Choose an interesting word for "said".



Speech that asks.

Choose an interesting word for "asked".


Speaker


## Speech that is exciting.

Choose an interesting word for "exclaimed".


Choose an interesting word for "cried".



# Generating Synonyms for "Said" <br> Practicing Capitals and Punctuation with Quotation Marks Learning Capitals for Months of the Year and Holidays 

Day 1
Sentence that tells should use a synonym for said that would make sense for a girl to use. What the speaker says needs to include that New Year's Day falls in January.

Day 2
Sentence that asks should use a synonym for asked which would make sense for a boy to use. What the speaker asks needs to include Valentine's Day and February.

## Day 3

Sentence that shows strong emotion should use a synonym for exclaimed which would make sense for a boy to use. What the speaker says with strong emotion needs to include March and St. Patrick's day.

## Day 4

Sentence that tells should use a synonym for said that would make sense for a boy to use. What the speaker says needs to include that Easter sometimes comes in April.

Day 5
Sentence that asks should use a synonym for asked which would make sense for a girl to use. What the speaker asks needs to include Mother's Day and May.

Day 6
Sentence that shows strong emotion should use a synonym for exclaimed which would make sense for a boy to use. What the speaker says with strong emotion needs to include Father's Day and June.

## Synonyms for Said

## Said

stated, declared, told, thought, quipped, proclaimed, asserted, whined, yelled, rumbled, laughed, smiled, cried, snorted, hollered, whispered, hissed, chattered, gushed, gurgled, puffed, bubbled, swished, purred, laughed, smiled, hollered, whispered, grunted, ordered, snorted, chattered, jabbered, hissed, stammered, squeaked, squealed, squawked, cackled, sang, screeched, called, blustered, pealed, commanded, whined, whimpered, crooned, bragged, boasted, gloated, babbled, murmured, cheered, stuttered, wept, howled, laughed, giggled, chortled, snickered, sneered, barked, oinked, meowed, growled

Asked
questioned, inquired, wondered, queried, quizzed

## Strong Emotion

exclaimed, cried, yelled, hollered, thundered, shrieked, rejoiced, shouted, bellowed, boomed, howled, yowled, screeched, sobbed, screamed, exploded, wondered, gasped, ejaculated, choked, blasted, clattered, roared, pealed, blared, deafened, clanged drowned out, yelled, rumbled, trumpeted, clamoured, snarled



Speech that tells, asks, is scary or exciting is punctuated in three different ways. Can you show:

Speech that tells.


Speech that asks.


Speaker

Speech that is scary or exciting.


Speaker
$\qquad$


# Generating Synonyms for "Said" <br> Practicing Capitals and Punctuation with Quotation Marks Learning Capitals for Months of the Year and Holidays 

## Day 7

Sentence that tells should use a synonym for said which would make sense for a to girl use. What the speaker says needs to include that Canada Day falls in July.

## Day 8

Sentence that tells should use a synonym for asked which would make sense for a to boy use. What the speaker says needs to include that Civic holiday falls in August.

## Day 9

Sentence that shows strong emotion should use a synonym for exclaimed which would make sense for a boy to use. What the speaker says with strong emotion needs to include Labour Day falls in September.

Day 10
Sentence that tells should use a synonym for said which would make sense for a to boy use. What the speaker says needs to include that Thanksgiving comes in October.

## Day 11

Sentence that asks should use a synonym for asked which would make sense for a to boy use. What the speakers says needs to include that Remembrance Day comes in November.

Day 12
Sentence that shows strong emotion should use a synonym for exclaimed which would make sense for a girl to use. What the speaker says with strong emotion needs to include Christmas and December.

## Speech that tells, asks, is scary or exciting is punctuated in three different ways. Can you show:



Speech that tells.


Speech that asks.


Speech that is scary or exciting.


# Speech that tells, asks, is scary or exciting is punctuated in three different ways. Can you show: 

Speech that tells.


Speech that asks.


Speaker

Speech that is scary or exciting.


Speaker
$\qquad$

# Generating Synonyms for "Said" <br> Practicing Capitals and Punctuation with Quotation Marks Learning Capitals and Provinces 

Day 13
Sentence that tells should use a synonym for said that would make sense for a frog to use (croaked, sang, clicked, cried). What the speaker says needs to include that Victoria is the capital of British Columbia.

Day 14
Sentence that asks should use a synonym for asked which would make sense for a bat to use. What the speaker asks needs to include that Edmonton is the capital of Alberta.

Day 15
Sentence that shows strong emotion should use a synonym for said which would make sense for a bear to use. What the speaker says with strong emotion needs to include that Regina is the capital of Saskatchewan.

Day 16
Sentence that tells should use a synonym for said that would make sense for a long neck dinosaur to use. What the speaker says needs to include that Winnipeg is the capital of Manitoba.

## Day 17

Sentence that asks should use a synonym for asked which would make sense for a bunny to use. What the speaker asks needs to include Toronto is the capital of Ontario.

## Day 18

Sentence that shows strong emotion should use a synonym for exclaimed which would make sense for a bee to use. What the speaker says with strong emotion needs to include Quebec City is the capital of Quebec.

# Speech that tells, asks, is scary or exciting is punctuated in three different ways. Can you show: 

Speech that tells.


## Speech that asks.



Speaker

Speech that is scary or exciting.


Speaker
$\qquad$

$\qquad$


# Generating Synonyms for "Said" <br> Practicing Capitals and Punctuation with Quotation Marks Learning Capitals and Provinces 

Day 19
Sentence that tells should use a synonym for said that would make sense for a caterpillar to use. What the speaker says needs to include that St. John's is the capital of Newfoundland and Labrador.

Day 20
Sentence that asks should use a synonym for asked which would make sense for a dragonfly to use. What the speaker asks needs to include that Charlottetown is the capital of Prince Edward Island.

Day 21
Sentence that shows strong emotion should use a synonym for said which would make sense for a elephant to use. What the speaker says with strong emotion needs to include that Halifax is the capital of Nova Scotia.

Day 22
Sentence that tells should use a synonym for said that would make sense for a hen to use. What the speaker says needs to include that Fredericton is the capital of New Brunswick.

Day 23
Sentence that asks should use a synonym for asked which would make sense for a emu to use. What the speaker asks needs to include Whitehorse is the capital of the Yukon.

## Day 24

Sentence that shows strong emotion should use a synonym for exclaimed which would make sense for a hippo to use. What the speaker says with strong emotion needs to include Yellowknife is the capital of the Northwest Territories.

# Speech that tells, asks, is scary or exciting is punctuated in three different ways. Can you show: 

Speech that tells.


Speech that asks.


Speaker

Speech that is scary or exciting.

$\qquad$

$\qquad$

# Speech that tells, asks, is scary or exciting is punctuated in three different ways. Can you show: 



## Speaker

Speech that tells.


Speech that asks.


Speech that is scary or exciting.


# Generating Synonyms for "Said" <br> Practicing Capitals and Punctuation with Quotation Marks Learning Names of People, Places and Streets. 

Day 25
Sentence that tells should use a synonym for said that would make sense for a fish to use. What the speaker says needs to be about Dr. Johnson and Mrs. Brown.

Day 26
Sentence that asks should use a synonym for asked which would make sense for a horse to use. What the speaker asks needs to be about Mr. Frieson and Rev. Hopkins.

## Day 27

Sentence that shows strong emotion should use a synonym for said which would make sense for a kangaroo to use. What the speaker says with strong emotion needs to be about the road called Blackfoot Trail.

Day 28
Sentence that tells should use a synonym for said that would make sense for a lion to use. What the speaker says needs to be about an amusement park with rides called Calaway Park.

Day 29
Sentence that asks should use a synonym for asked which would make sense for a koala to use. What the speaker asks needs to be about West Edmonton Shopping Mall.

## Day 30

Sentence that shows strong emotion should use a synonym for exclaimed which would make sense for a ladybug to use. What the speaker says with strong emotion needs to be about the Western Development Museum which tells the story of the pioneers.

## Speech that tells, asks, is scary or exciting is punctuated in three different ways. Can you show:

Speech that tells.


Speech that asks.


Speaker

Speech that is scary or exciting.


Speaker
$\qquad$


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# Speech that tells, asks, is scary or exciting is punctuated in three different ways. Can you show: 



Speech that tells.


Speech that asks.


Speech that is scary or exciting.


# Generating Synonyms for "Said" <br> Practicing Capitals and Punctuation with Quotation Marks Learning Days of the Week. 

Day 31
Sentence that tells should use a synonym for said that would make sense for Superman to use. The speech needs to tell what he did on Monday.

Day 32
Sentence that asks should use a synonym for asked which would make sense for a eagle to use. The speech needs to ask a question about Tuesday.

Day 33
Sentence that shows strong emotion should use a synonym for said which would make sense for a whale to use. The speech needs to tell something exciting or scary about Wednesday.

## Day 34

Sentence that tells should use a synonym for said that would make sense for a mermaid to use. The speech needs to tell what the mermaid did on Thursday.

## Day 35

Sentence that asks should use a synonym for asked which would make sense for a monkey to use. The speech needs to ask a question about Friday.

## Day 36

Sentence that shows strong emotion should use a synonym for exclaimed which would make sense for a mouse to use. The speech needs to tell something exciting or scary about Saturday and Sunday.

# Speech that tells, asks, is scary or exciting is punctuated in three different ways. Can you show: 

Speech that tells.


Speaker

## Speech that asks.



Speech that is scary or exciting.


Speech that tells.


Speech that asks.


## Speech that is scary or exciting.




## Verbs and Movie Making

Writing that lives is like a movie. It is a moving picture which engages the reader. The only part of speech which moves is a verb. When we focus on adjectives writing may be descriptive, but it doesn't create movies in the mind of the reader the way vivid verbs do. See the illustration below.

## Telling (focus on adjectives)

Tom, a middle aged man, was reading in the paper when he discovered his lovely wife had put their yellow house up for sale without telling him! He was very angry and yelled at her.
Showing (focus on verbs)
Tom's hair stood on end. His eyes bugged out and his chin dropped. The more he read the more purple his face got. Soon his hands were shaking. "Julie!" he thundered, "You put our house up for sale?"
*Note: Verbs are used as often as possible in the webbing of lessons.


## Showing vs. Telling

## a. Emotions

Writers never state the emotions characters experience. Instead they create a movie in the mind of the reader by using verbs to describe their facial expressions, body language, speech/thoughts, and actions.

## Show Emotions by Describing: <br> Facial Expressions: <br> forehead, eyebrows, eyes, ears, nose, mouth, chin

## Body Language:

position/movement of head, shoulders, back, arm, hands, legs, feet

## Speech/Thoughts:

what the character wants/doesn't want or needs manner in which it is said

## Actions:

what the character does to get what he wants/doesn't want/needs
Example of Anger:
Frank's eyes bulged and the veins in his forehead pulsed. He hunched his shoulders and stomped towards me.
*Note: It is not necessary to describe all four aspects each time.

## Sentence Structure Lessons

The exercises which follow are attempting to introduce the showing technique and improve sentence structure. First the teacher webs with the class on the overhead/chalkboard followed by modelling several different ways the language can be used. Finally, students write their own sentence using the webbing. Due to the importance of verbs the language webbed with the teacher will be based on verbs. Each lesson contains webbing and a sentence model for the teacher to follow.

As soon as possible it is very helpful to introduce beginning sentences with participial phrases. Have students choose one of the verbs to start their sentence with (action words webbed) and add "ing" to it. This will help students to vary their sentence structure when they write stories and avoid always beginning a sentence with he, she, they, the, and then. Participial phrases begin with vivid verbs and create new sentence beginnings each time they are employed. For example: Shining brightly, the sun peeked from behind the clouds. Let's take a look at the sample exercise below.


## Teacher Models:

## Sample one (no participial phrase):

The lion's eyes glowed, and its claws sprung open as it pounced.
*Note how the words "as" and the word "and" are used to connect three good action words together.

## Sample two (with a participial phrase):

Gleaming, the lion's eyes flashed as his tail flicked and his mane shook.
*Note how the participial phrase is used. The first "ing" word is followed by the noun (object it describes) which is followed by a second action word in past tense ("ed" form).

## Web with the class the showing technique as indicated below. Next, model two different sentences which use the webbing. Have students write their own sentence(s) and share their work.

| Wuestion: $\quad$What did the lion's eyes/tail/claws/mane do? <br> What did the lion do? |  |
| :--- | :---: |
| eyes | glowed/glared/gleamed/winked/flashed |
| tail | wagged/sliced/slapped/swished/flicked |
| claws | sprung/exploded/sliced/extended |
| mane | shook/gleamed/shone/rustled |
| lion | pounced/leaped/tracked/inched/darted |



Webbing
Question: What did the koala's eyes/ears/hands/nose do? What did the koala do?
eyes glowed/gleamed/sparkled/twinkled/glared/winked
ears wiggled/twitched/perked/drooped/stood/rose/turned hands grabbed/clung/climbed/held/gripped
nose twitched/wiggled/sneezed
koala scrambled/climbed/ascended/mounted/scaled

\(\left.$$
\begin{array}{|ll|}\hline \text { Question: } \quad \begin{array}{l}\text { Webbing } \\
\text { What did the ladybug's mouth/antennae/wings/ } \\
\text { legs do? }\end{array}
$$ <br>

What did the ladybug do?\end{array}\right\}\)| mouth spat/shot/spurted/spouted yellow liquid |
| :--- |
| antennae $\quad$ wiggled/twitched/drooped/wilted/perked/rose/stood |
| wings $\quad$ spread/flapped/soared/extended/lifted |
| ladybug $\quad$ soared/rose/hung/hovered/darted/flew/zipped |



# Write a sentence for each character which uses the webbing your class created to "show" the character's actions. 



$\qquad$


## Web with the class the showing technique as indicated below. Next, model two different sentences which use the webbing. Have students write their own sentence(s) and share their work.

| Webbing |
| :--- |
| Question: $\quad$What did the frog's eyes/tongue/legs/mouth do? <br> What did the frog do? |
| eyes $\quad$ bulged/glared/sparkled/shone/gleamed/glowed |
| tongueslapped/swished/flicked/shot/exploded/sprung/slurped |
| legs $\quad$ sprung/exploded/leaped/jumped/hopped/shot |
| mouth chirped/sang/ribbit/croaked |
| frog $\quad$ pounced/leaped/dove/exploded/suntanned/rested |


\(\left.\begin{array}{|l}Webbing <br>
Question:What did the bat's eyes/wings/mouth/tongue do? <br>

What did the bat do?\end{array}\right]\)| eyes $\quad$searched/glared/flashed/shone/gleamed/glowed |
| :--- |
| tongue slapped/swished/flicked/shot/exploded/sprung/slurped |
| wings |





# Write a sentence for each character which uses the webbing your class created to "show" the character's actions. 

$\qquad$


## Web with the class the showing technique as indicated below. Next, model two different sentences which use the webbing. Have students write their own sentence(s) and share their work.

## Webbing

Question:What did the long neck's eyes/legs/teeth/tail do?
What did the long neck do?
eyes glared/sparkled/shone/gleamed/glowed/narrowed/stared
legs stomped/shook the ground/pounded/boomed/lumbered
teeth ripped/tore/pulled/yanked/uprooted
tail wagged/sliced/slapped/slashed/whipped/rose
long neck lumbered/wandered/collapsed/stormed/charged


Webbing
Question:What did the bunny's eyes/legs/teeth/tail do?
What did the bunny do?
eyes widened/shut/stared/peeked/peered/glowed/glanced
nose twitched/wiggled/wriggled
ears rose/flattened/stood/turned/twitched/drooped/wilted
legs thumped/warned/leaped/hopped/jumped

bunny exploded/burst/bounded/bounced/flew/darted/dodged

| Webbing |  |
| :--- | :---: |
| Question:What did the bee's eyes/legs/teeth/tail do? |  |
| What did the bee do? |  |
| eyes | widened/shut/stared/peeked/peered/glowed/glanced |
| antennae | twitched/wiggled/wriggled/searched/explored |
| wings | flapped/lifted/extended/spread/soared/rose |
| legs | hopped/jumped/crawled/inched/ambled |
| bee | buzzed/hummed/soared/flew/zipped/hovered/sliced |



# Write a sentence for each character which uses the webbing your class created to "show" the character's actions. 



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## Sentence Structure Lessons

The exercises which follow are attempting to improve sentence structure for sentences children write which show where a character went. We will do this by continuing the use of the participial phrase and adding in prepositional phrases. First the teacher webs with the class on the overhead/chalkboard followed by modelling several different ways the language can be used. Finally, students write their own sentence using the webbing. Due to the importance of verbs the language webbed with the teacher will be based on verbs. Each lesson contains webbing for the teacher to follow.

Prepositional phrases use prepositions to show where the character is and where he goes. See attached prepositional worksheets. Make a copy for each child to use when writing.

## Teacher Models:

## Grade One: Sample one (no participial phrase):

The lion bounded though the grasslands, over the hill, and into a clump of acacia trees.
*Note how the synonym for "went" is combined effectively with three prepositional phrases to extend the idea of "went". This is much more powerful than simply saying " The lion bounded to the clump of acacia trees."

## Grade Two: Sample two (with a participial phrase):

Bounding through the grasslands, the lion darted over the hill, and into a clump of acacia trees.
*Note how the participial phrase is used to create a lovely sentence starter and avoid beginning with the word "the". The first "ing" word is followed by the noun (object it describes) which is followed by a second action word in past tense ("ed" form).


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

Make a transparency and use it to model for students how to use this sheet.

| above | across | after | around | behind | below |
| :--- | :--- | :--- | :--- | :--- | :--- |
| beside | between | by | down | in | inside |
| into | over | through | toward | under | แnderneath |

## Forest


path or mountains

fence

clouds

hollow log or tree branch patch of flowers
Step 1: choose a word to substitute for "went"
Step 2: circle a positional word and an object (see above)
Step 3: circle another positional word and an object Step 4: circle a final positional word and object used to take your character where he wants to go.

## Example:

Mother Bat soared over the tree tops of the pines, underneath a silvery cloud, and dove towards a hollow log.

## Grade Two: Prepositional Phrases

Photocopy the prepositional phrase worksheets that are found on the next four pages. Give students the prepositional phrase worksheet which matches the setting in which the character they will be writing about would be located (these are found on pages 281 to 283). Begin by modelling the use of the prepositional phrases without participial phrases. Have students write the first few times without participial phrases. When students are comfortable with the concept of the prepositional phrase move on to adding the participial phrase at the beginning of the sentence. Each time the exercises are done the teacher should model at least two examples of how to write a sentence using this language prior to the student attempting it. Modelling shows students how to use the language and encourages them to apply a new strategy.

The repeated practice of using the "showing" technique, participial phrases, and prepositional phrases pays off when it comes time to creative writing. Students will be used to "showing" a character's behaviour, varying their sentence beginnings with participial phrases, and know how to effectively convey where their character "went" using vivid verbs and prepositional phrases. Each of these strategies takes time and the mini-lessons slowly build the vocabulary and concepts necessary for effective creative writing.


| above | across | after | around | behind | below |
| :--- | :--- | :--- | :--- | :--- | :--- |
| beside | between | by | down | in | inside |
| into | over | through | toward | under | underneath |

## Forest


pine trees

path or mountains

apple tree ant hill

fence

clouds

lily pad

hollow log or tree branch patch of flowers

Step 1: choose a word to substitute for "went" Step 2: circle a positional word and an object (see above)
Step 3: circle another positional word and an object Step 4: circle a final positional word and object used to take your character where he wants to go.

| above <br> beside <br> into | across <br> between <br> over | after <br> by | around <br> down | behind <br> in | below <br> inside |
| :--- | :--- | :--- | :--- | :--- | :--- |
| through | toward | under | underneath |  |  |

## Farm


barn

cows

scarecrow

horses

apple tree
ant hill

windmill granary tractor

fence

haystack

Step 1: choose a word to substitute for "went" Step 2: circle a positional word and an object (see above)
Step 3: circle another positional word and an object Step 4: circle a final positional word and object used to take your character where he wants to go.

| above | across | after | around | behind | below |
| :--- | :--- | :--- | :--- | :--- | :--- |
| beside | between | by | down | in | inside |
| into | over | through | toward | under | underneath |

## Ocean


anchor

ship or sunken ship

seashells

starfish

treasure chest

sharks

coral reef

dolphins

Step 1: choose a word to substitute for "went" Step 2: circle a positional word and an object (see above)
Step 3: circle another positional word and an object Step 4: circle a final positional word and object used to take your character where he wants to go.

| above | across | after | around | behind | below |
| :--- | :--- | :--- | :--- | :--- | :--- |
| beside | between | by | down | in | inside |
| into | over | through | toward | under | underneath |

Jungle

palm tree

giraffes

boa constrictor

ant hill

path

fence

hollow log

Step 1: choose a word to substitute for "went" Step 2: circle a positional word and an object (see above)
Step 3: circle another positional word and an object Step 4: circle a final positional word and object used to take your character where he wants to go.

## Write a sentence for each character which includes an interesting word for "went" and three prepositional phrases.



## Write a sentence for each character which includes an interesting word for "went" and three prepositional phrases.


$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$


## Write a sentence for each character which includes an interesting word for "went" and three prepositional phrases.

$\qquad$

$\qquad$


# Quotation Marks Before and After the Speaker Combined with: Compound and Complex Sentences 

## End of Grade Two

Compound Sentences
A compound sentence joins two
complete sentences together using a
co-ordinating conjunction. The
co-ordinating conjunctions are:
and
but
for
nor
or
so
yet

Co-ordinating conjunctions balance the sentence when they join the two simple sentences together.

| and |
| :---: | :---: |
| but |
| for |
| nor |
| or |
| so |
| yet |$. \quad$ noun \& verb

## Complex Sentences

A complex sentence joins an independent and a dependent clause together using a subordinating conjunction.
Some subordinating conjunctions are:
after although
as unless
if only
because since
when where
while

A comma is used to separate the clauses if the dependent clause (the clause which begins with a subordinating conjunction) comes first.

Example:
After the snow stopped falling, the sun created a kaleidoscope of colours as it reflected off the snow.

Subordinating conjunctions create dependent (unbalanced) clauses. When two simple sentences are joined together with a subordinating conjunction one clause becomes dependent on the other and can no longer stand alone. The subordinating conjunction may come at the beginning of the sentence or it may come between the two sentences.


Create a compound sentence in the first exercise and a complex sentence in the second exercise. Notice how the capitalization changes when the sentence is broken into parts. The second set of quotation marks are followed by a lower case letter NOT an upper case letter as taught before.


Create a compound sentence in the first exercise and a complex sentence in the second exercise.


Create a compound sentence in the first exercise and a complex sentence in the second exercise.


Create a compound sentence in the first exercise and a complex sentence in the second exercise.


Create a compound sentence in the first exercise and a complex sentence in the second exercise.


Create a compound sentence in the first exercise and a complex sentence in the second exercise.


Create a compound sentence in the first exercise and a complex sentence in the second exercise.


Create a compound sentence in the first exercise and a complex sentence in the second exercise.


Create a compound sentence in the first exercise and a complex sentence in the second exercise.


Create a compound sentence in the first exercise and a complex sentence in the second exercise.

I. Purpose of Sequence Stories found in the book Smart Start in Language Arts A. Parts of a Story

One purpose of the sequence stories is to help build the parts of story into children. When children write from a series of pictures they learn the parts of a story. From the pictures they receive the setting, character, plot and resolution. As these concepts solidify through writing and discussion the children often begin to personalize the stories and characters. This concept works well with children from grades one to three and makes it easier for them to branch off and write their own stories. Many of the sequence stories also introduce common patterns found in literature as laid out in my book Writing with Results.

## B. Planning Responsibility

It is possible to gradually hand over the planning responsibility for the setting, plot or resolution to students by removing a picture from the series. Students can draw in the missing picture themselves to create a variation of the story. By removing the initial picture the child learns to plan the setting. By removing the middle picture the child learns to plan the plot. By removing the final picture the child learns to plan the resolution.
C. Writing Techniques

The final purpose of using sequence stories is to teach writing techniques to the whole class. There are three basic techniques taught. The children learn the techniques through the webbing the teacher does on the chalkboard with the class. The teacher webs the first picture with the class and they write the first page. The next day the teacher webs the second picture with the class and they write the second page. The third day the teacher webs the final picture with the class and students finish their stories by writing the final page. By webbing each page students learn to apply the writing techniques throughout their stories and aren't as likely to get off track. The three writing techniques are:

## 1. Verbs and Movie Making

Writing that lives is like a movie. It is a moving picture which engages the reader. The only part of speech which moves is a verb. When we focus on adjectives writing may be descriptive, but it doesn't create movies in the mind of the reader the way vivid verbs do. See the illustration below.

Telling (focus on adjectives)
Tom, a middle aged man, was reading in the paper when he discovered his lovely wife had put their yellow house up for sale without telling him! He was very angry and yelled at her.
Showing (focus on verbs)
Tom's hair stood on end. His eyes bugged out and his chin dropped. The more he read the more purple his face got. Soon his hands were shaking. "Julie!" he thundered, "You put our house up for sale?"
*Note: Verbs are used as often as possible in the webbing of lessons.


## 2. Showing vs. Telling

## a. Emotions and Motives

Writers never state the emotions/motives characters experience. Instead they create a movie in the mind of the reader by using verbs to describe their facial expressions, body language, speech/thoughts, and actions.

## Show Emotions by Describing:

Facial Expressions:
forehead, eyebrows, eyes, ears, nose, mouth, chin

## Body Language:

position/movement of head, shoulders, back, arm, hands, legs, feet
Speech/Thoughts (used for expressing strong emotions or motives):
*what the character feels, wants, doesn't want, or needs
*manner in which it is said/thought

## Actions:

What the character does to get what he wants or needs

## Example of Anger:

Steam poured out of Frank's ears. His eyes bulged. His shoulders hunched as he clenched his fists and stomped towards me.
*Note: It is not necessary to describe all four aspects each time. Two aspects is often enough to convey the emotion to the reader.

## 3. Sensory Imagery

Sensory Imagery is a writing technique based on the five senses. By using verbs to describe what is seen, heard, felt, smelled, and tasted in certain situ ations the reader is drawn into the story.
a. Setting

1. What did you see? (one or two aspects)
2. What did you hear?
3. What did you feel?
4. What did you smell?
5. What did you taste?

Example of a Setting: Crunch! Crunch! Crunch! Joe's boots broke the silence. A full moon peeked out from behind two clouds. In its shimmering light Joe could see a forest full of trees. Shadows licked the snow drifts. He shivered as a cold gust of wind blew through his jacket.

## b. Encounters (initial meetings between characters)

By using sensory imagery the reader feels as though he is meeting the character or antagonist for the first time. Suspense is created this way.

1. What did you see? (one or two aspects)
2. What did you hear?
3. What did you feel?
4. What did you smell?
5. What did you taste?
Example of an Encounter:
c. Suspense (scary meetings between characters)

Sensory imagery enables the reader to feel the fear of the character when meeting something scary.

1. What did you see? (one or two aspects)
2. What did you hear?
3. What did you feel?
4. What did you smell?
5. What did you taste?


Example of Suspense:
Two glowing eyes glittered in the dark as an enormous shadow flickered and filled the path. Sucking in his breath the knight's heart hammered loudly. Suddenly, a loud cracking noise flooded the air as a branch broke and exploded into flames. The dragon had arrived.

## Snowy Day Sequence Story from Smart Start in Language Arts

1. Web from left to right instead of in a circle. For a child with visual difficulties webbing in a circle is confusing. It is difficult to later recall the order in which the ideas were brainstormed. Webbing is based on nouns and verbs.
2. Number the order in which the ideas were brainstormed. Students use the webbing to write their stories from.


## Sequence Story Webbing Example of Page 2 for a Snowy Day

1. Begin lesson by having some children share what they wrote the day before with the class.
2. Brainstorm webbing on chalkboard with class for page two.
3. Have children re-read everything they wrote the previous day and then write the second page.

4. actions
skidded to a stop tumbled off knocked off



## Teaching Techniques

1. Please note that the purpose of the webbing was to help students organize their thoughts and apply the technique of showing. Therefore, the webbing was based on:
a. Facial Expressions
b. Body Language
c. Speech/Thoughts
d. Actions (onomatopoeia)
and sensory imagery:
a. What was Seen
b. What was Heard (onomatopoeia)
c. What was Felt
d. What was Smelled
e. What was Tasted
2. In order to teach "movie making" the bulk of the vocabulary brainstormed under these categories was based on verbs not adjectives, because verbs show movement.










| Web the Monsters Story Day One |
| :---: |
| $\text { 1. moon } \underset{\substack{\text { gleamed } \\ \text { shone }}}{\text { glowed }}$ |
| $\text { 2. stars }- \text { sparkled }$ |
| 3. boy $\qquad$ froze lay perfectly still |
| hair $\qquad$ rose $\qquad$ back of his neck crawled stood |
| 4. boy heard $\qquad$ Hiss! Fffft! |
|  |
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|  | $\underline{\text { Webbing the Monsters Story Day Two }}$ |
| :---: | :---: |
|  | $\begin{array}{\|ll} \text { 1. boy } & \text { cried } \end{array} \begin{array}{ll} \text { sother } \\ \text { screamed } & \text { mommy } \\ \text { shouted } & \text { mom } \\ \text { howled } & \text { help } \end{array}$ |
|  | ```2. Mom - thundered —— hallway``` |
|  |  |
|  | $\text { 4. Mom — } \begin{aligned} & \text { flicked } \text { switched } \\ & \text { turned } \\ & \text { flipped } \end{aligned}$ |
|  | 5. What's the matter? questioned _Mom <br> What's going on? asked <br> Are you all right? queried <br> Are you okay? said |
|  | 6. boy $\qquad$ quaked $\qquad$ there's a monster in my bed shook quivered trembled |

## Webbing the Monsters Story Day Three

| 1. Mother - | pulled —_ sheets __ and | looked <br> peeked |
| ---: | ---: | :--- |
| yanked |  |  |
| grabbed |  | glimpsed |
| lifted |  | peered |

2. Mother - saw - two glowing eyes long furry tail
something curled up at the foot of the bed
3. It's your cat/kitten/kitty ___she cried/said/shouted
4. boy $\qquad$ grinned sheepishly
sighed $\begin{aligned} & \text { shoulders slouched } \\ & \text { relaxed }\end{aligned}$
5. What a relief! $\qquad$ said $\qquad$ boy
I can't believe it! That crazy cat!
whispered cried
6. boy cuddled up __ went fast asleep snuggled up fell asleep curled up closed his eyes and lay still

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## Webbing for the Waiter Day Two

| 1. Alligatorsnatched <br> picked up <br> grabbed <br> balanced | 6. Hippos | drenched <br> covered <br> doused <br> spattered <br> splattered |
| :--- | :--- | :--- |
| 2. he |  |  |
| rushed out the kitchen |  |  |
| hurried |  |  |
| dashed |  |  |$\quad$| 7. faces |
| :--- |
| turned |
| grew |
| became |

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| Webbing for the Waiter Day Three |
| :---: |
| 1. chef $\qquad$ running $\qquad$ kitchen <br> racing scooting tearing |
| 2. chef $\qquad$ time to switch $\qquad$ jobs <br> trade <br> swap <br> exchange |
| 3. chef $\qquad$ handed Alligator $\qquad$ hat and apron gave <br> presented <br> dumped |
| 4. Alligator smiledseamed <br> grinned$\quad$ andmarched kitchen <br> ambled <br> walked |
| 5. From then on Alligator $\qquad$ cooked great meals and loved it was never late for work again was never in trouble at work again <br> © by J. Moore Do Not Reproduce |


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| or | Parrot Letters |
| :---: | :---: |
|  |  |
|  |  |
|  | -------------------- |
|  |  |
| ur /r |  |
|  | ---------- |
|  |  |
| ---- | ---------------------- |
|  |  |

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| Dd | Drum Letter |
| :---: | :---: |
|  | ------------------- |
|  |  |
|  | ----------------- |
|  |  |
|  | Singing Letter |
|  | -------------------- |
|  |  |
|  |  |

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| th | Naughty Letters |
| :---: | :---: |
|  |  |
|  |  |
|  | ----------- |
|  |  |
|  |  |
|  |  |
|  |  |
|  | ------------ |
|  |  |

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## More Word Families:

Make a book of the family of "able". List all the "able" words on the chalkboard and discuss their meanings. For the cover of the book write "Family of able". Provide nine blank pages. On each page write down a different "able" word leaving room on the paper for drawing a picture. Divide the children into as many groups as there are "able" words. Have each group of children take their "able" word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of "able". This activity will build vocabulary and reinforce the spelling and reading of the "able" words. It also creates a quick review of the "able" family at any time.

Sample Page from the "Family of able" class book:

| Family of able |
| :--- |
| able |
| cable |
| disable |
| fable |
| gable |
| stable |
| table |
| unable |
| unstable |
|  |
|  |



## More Word Families:

Make a book of the family of "ace". List all the "ace" words on the chalkboard and discuss their meanings. For the cover of the book write "Family of ace". Provide twelve blank pages. On each page write down a different "ace" word leaving room on the paper for drawing a picture. Divide the children into as many groups as there are "ace" words. Have each group of children take their "ace" word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of "ace". This activity will build vocabulary and reinforce the spelling and reading of the "ace" words. It also creates a quick review of the "ace" family at any time.

Sample Page from the "Family of ace" class book:

| Family of ace |
| :--- |
| ace |
| brace |
| face |
| grace |
| lace |
| mace |
| pace |
| place |
| race |
| space |
| trace |
| replace |
|  |



## More Word Families:

Make a book of the family of "age". List all the "age" words on the chalkboard and discuss their meanings. For the cover of the book write "Family of age". Provide twelve blank pages. On each page write down a different "age" word leaving room on the paper for drawing a picture. Divide the children into as many groups as there are "age" words. Have each group of children take their "age" word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of "age". This activity will build vocabulary and reinforce the spelling and reading of the "age" words. It also creates a quick review of the "age" family at any time.

Sample Page from the "Family of age" class book:

| Family of age |
| :--- |
| age |
| cage |
| engage |
| page |
| rage |
| sage |
| stage |
| wage |
| rage |



## More Word Families:

Make a book of the family of "all". List all the "all" words on the chalkboard and discuss their meanings. For the cover of the book write "Family of all".
Provide ten blank pages. On each page write down a different "all" word leaving room on the paper for drawing a picture. Divide the children into as many groups as there are "all" words. Have each group of children take their "all" word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of "all". This activity will build vocabulary and reinforce the spelling and reading of the "all" words. It also creates a quick review of the "all" family at any time.

Sample Page from the "Family of all" class book:

| Family of all |
| :--- |
| all |
| ball |
| call |
| fall |
| hall |
| mall |
| pall |
| small |
| tall |
| wall |
|  |



## More Word Families:

Make a book of the family of "ang". List all the "ang" words on the chalkboard and discuss their meanings. For the cover of the book write "Family of ang". Provide twelve blank pages. On each page write down a different "ang" word leaving room on the paper for drawing a picture. Divide the children into as many groups as there are "ang" words. Have each group of children take their "ang" word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of "ang". This activity will build vocabulary and reinforce the spelling and reading of the "ang" words. It also creates a quick review of the "ang" family at any time.

Sample Page from the "Family of ang" class book:

| Family of ang |
| :--- |
| bang |
| clang |
| fang |
| gang |
| hang |
| mustang |
| pang |
| rang |
| sang |
| sprang |
| tang |
| twang |



## More Word Families:

Make a book of the family of "ank". List all the "ank" words on the chalkboard and discuss their meanings. For the cover of the book write "Family of ank".
Provide sixteen blank pages. On each page write down a different "ank" word leaving room on the paper for drawing a picture. Divide the children into as many groups as there are "ank" words. Have each group of children take their "ank" word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of "ank". This activity will build vocabulary and reinforce the spelling and reading of the "ank" words. It also creates a quick review of the "ank" family at any time.

Sample Page from the "Family of ank" class book:

| Family of ank |
| :--- |
| bank |
| blank |
| clank |
| crank |
| drank |
| plank |
| prank |
| rank |
| sank |
| shank |
| shrank |
| spank |
| stank |
| tank |
| thank |
| yank |



## More Word Families:

Make a book of the family of "atch". List all the "atch" words on the chalkboard and discuss their meanings. For the cover of the book write "Family of atch".
Provide ten blank pages. On each page write down a different "atch" word leaving room on the paper for drawing a picture. Divide the children into as many groups as there are "atch" words. Have each group of children take their "atch" word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of "atch". This activity will build vocabulary and reinforce the spelling and reading of the "atch" words. It also creates a quick review of the "atch" family at any time.

Sample Page from the "Family of atch" class book:

| Family of atch |
| :--- |
| attach |
| batch |
| catch |
| hatch |
| latch |
| match |
| patch |
| scratch |
| snatch |
| thatch |



## More Word Families:

Make a book of the family of "edge". List all the "edge" words on the chalkboard and discuss their meanings. For the cover of the book write "Family of edge". Provide eight blank pages. On each page write down a different "edge" word leaving room on the paper for drawing a picture. Divide the children into as many groups as there are "edge" words. Have each group of children take their "edge" word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of "edge". This activity will build vocabulary and reinforce the spelling and reading of the "edge" words. It also creates a quick review of the "edge" family at any time.

Sample Page from the "Family of edge" class book:


## More Word Families:

Make a book of the family of "ice". List all the "ice" words on the chalkboard and discuss their meanings. For the cover of the book write "Family of ice". Provide sixteen blank pages. On each page write down a different "ice" word leaving room on the paper for drawing a picture. Divide the children into as many groups as there are "ice" words. Have each group of children take their "ice" word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of "ice". This activity will build vocabulary and reinforce the spelling and reading of the "ice" words. It also creates a quick review of the "ice" family at any time.

Sample Page from the "Family of ice" class book:

| Family of ice |
| :--- |
| advice |
| dice |
| ice |
| lice |
| mice |
| nice |
| price |
| rice |
| sacrifice |
| slice |
| spice |
| splice |
| thrice |
| trice |
| twice |
| vice |
|  |



## More Word Families:

Make a book of the family of "ild". List all the "ild" words on the chalkboard and discuss their meanings. For the cover of the book write "Family of ild". Provide three blank pages. On each page write down a different "ild" word leaving room on the paper for drawing a picture. Divide the children into as many groups as there are "ild" words. Have each group of children take their "ild" word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of "ild". This activity will build vocabulary and reinforce the spelling and reading of the "ild" words. It also creates a quick review of the "ild" family at any time.

Sample Page from the "Family of ild" class book:

| Family of ild |
| :--- |
| child |
| mild |
| wild |
|  |
|  |
|  |



## More Word Families:

Make a book of the family of "ind". List all the "ind" words on the chalkboard and discuss their meanings. For the cover of the book write "Family of ind".
Provide ten blank pages. On each page write down a different "ind" word leaving room on the paper for drawing a picture. Divide the children into as many groups as there are "ind" words. Have each group of children take their "ind" word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of "ind". This activity will build vocabulary and reinforce the spelling and reading of the "ind" words. It also creates a quick review of the "ind" family at any time.

Sample Page from the "Family of ind" class book:

| Family of ind |
| :--- |
| behind |
| bind |
| blind |
| find |
| grind |
| hind |
| kind |
| mind |
| rind |
| wind |



## More Word Families:

Make a book of the family of "ing". List all the "ing" words on the chalkboard and discuss their meanings. For the cover of the book write "Family of ing".
Provide ten blank pages. On each page write down a different "ing" word leaving room on the paper for drawing a picture. Divide the children into as many groups as there are "ing" words. Have each group of children take their "ing" word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of "ing". This activity will build vocabulary and reinforce the spelling and reading of the "ing" words. It also creates a quick review of the "ing" family at any time.

Sample Page from the "Family of ing" class book:

| Family of ing |
| :--- |
| bring |
| cling |
| ding |
| fling |
| king |
| ring |
| sing |
| sling |
| spring |
| sting |
| string |
| swing |
|  |



## More Word Families:

Make a book of the family of "old". List all the "old" words on the chalkboard and discuss their meanings. For the cover of the book write "Family of old".
Provide ten blank pages. On each page write down a different "old" word leaving room on the paper for drawing a picture. Divide the children into as many groups as there are "old" words. Have each group of children take their "old" word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of "old". This activity will build vocabulary and reinforce the spelling and reading of the "old" words. It also creates a quick review of the "old" family at any time.

Sample Page from the "Family of old" class book:

| Family of old |
| :--- |
| bold |
| cold |
| fold |
| gold |
| hold |
| mold |
| old |
| scold |
| sold |
| told |
|  |



## More Word Families:

Make a book of the family of "onk". List all the "onk" words on the chalkboard and discuss their meanings. For the cover of the book write "Family of onk". Provide three blank pages. On each page write down a different "onk" word leaving room on the paper for drawing a picture. Divide the children into as many groups as there are "onk" words. Have each group of children take their "onk" word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of "onk". This activity will build vocabulary and reinforce the spelling and reading of the "onk" words. It also creates a quick review of the "onk" family at any time.

Sample Page from the "Family of onk" class book:

| Family of onk |
| :--- |
| bonk |
| conk |
| honk |
|  |
|  |
|  |



## More Word Families:

Make a book of the family of "ood". List all the "ood" words on the chalkboard and discuss their meanings. For the cover of the book write "Family of ood".
Provide four blank pages. On each page write down a different "ood" word leaving room on the paper for drawing a picture. Divide the children into as many groups as there are "ood" words. Have each group of children take their "ood" word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of "ood". This activity will build vocabulary and reinforce the spelling and reading of the "ood" words. It also creates a quick review of the "ood" family at any time.

Sample Page from the "Family of ood" class book:

| Family of ood |
| :--- |
| good |
| hood |
| stood |
| wood |
|  |
|  |
|  |



## More Word Families:

Make a book of the family of "ung". List all the "ung" words on the chalkboard and discuss their meanings. For the cover of the book write "Family of ung". Provide thirteen blank pages. On each page write down a different "ung" word leaving room on the paper for drawing a picture. Divide the children into as many groups as there are "ung" words. Have each group of children take their "ung" word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of "ung". This activity will build vocabulary and reinforce the spelling and reading of the "ung" words. It also creates a quick review of the "ung" family at any time.

Sample Page from the "Family of ung" class book:

| Family of ung |
| :--- |
| clung |
| dung |
| fling |
| hung |
| lung |
| rung |
| slung |
| sprung |
| strung |
| stung |
| sung |
| swung |
| wrung |



## More Word Families:

Make a book of the family of "unk". List all the "unk" words on the chalkboard and discuss their meanings. For the cover of the book write "Family of unk". Provide fifteen blank pages. On each page write down a different "unk" word leaving room on the paper for drawing a picture. Divide the children into as many groups as there are "unk" words. Have each group of children take their "unk" word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of "unk". This activity will build vocabulary and reinforce the spelling and reading of the "unk" words. It also creates a quick review of the "unk" family at any time.

Sample Page from the "Family of unk" class book:

| Family of unk |
| :--- |
| bunk |
| chunk |
| drunk |
| dunk |
| flunk |
| hunk |
| junk |
| plunk |
| punk |
| shrunk |
| skunk |
| slunk |
| spunk |
| sunk |
| trunk |



