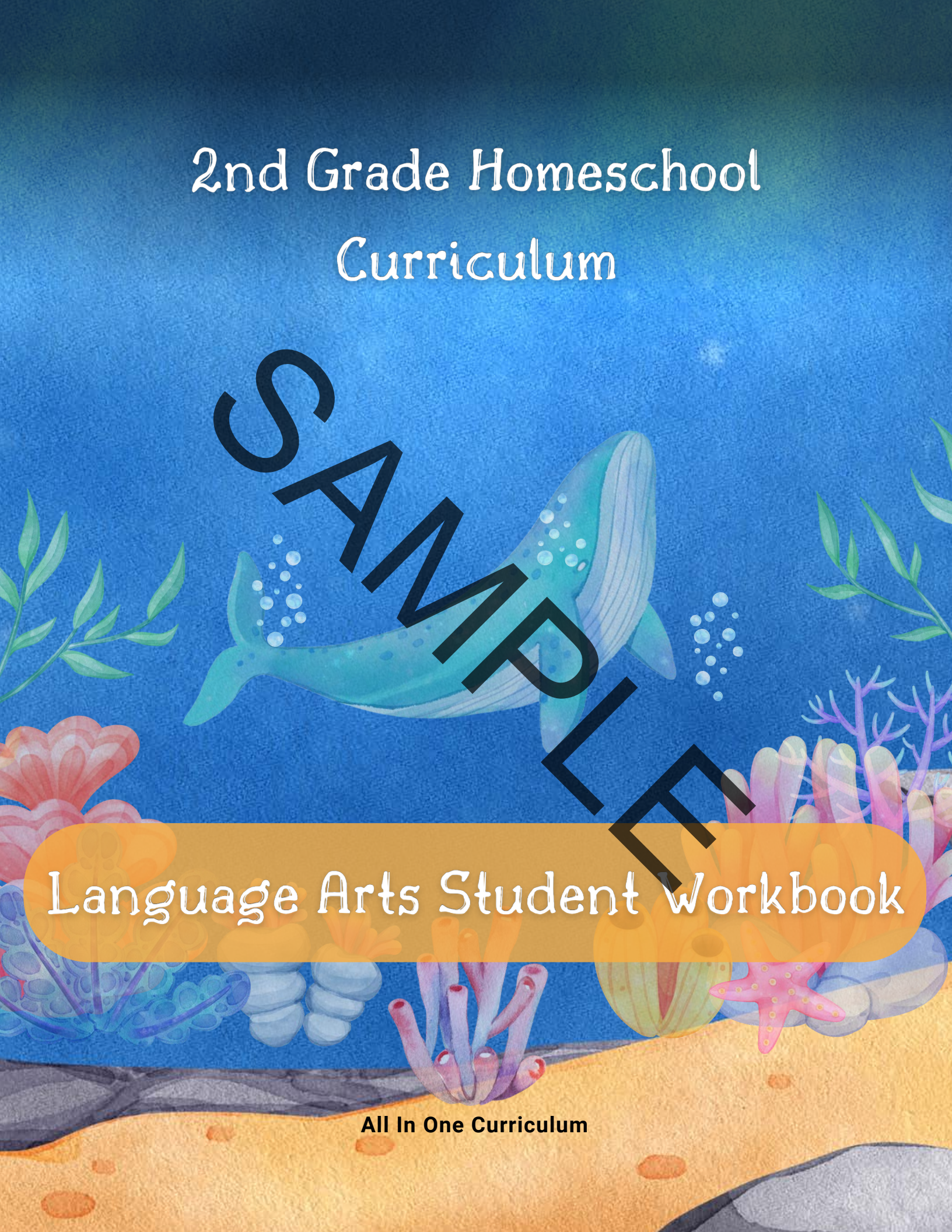
2nd Grade Homeschool Curriculum

SAMPLE

Language Arts Student Workbook



All In One Curriculum

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Published in electronic format in the United States of America.

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Lesson 1: Bikes
Objective: Introduce VCC Long Vowel Patterns
Reading: Informational Text
Grammar: Nouns
Writing: Prewriting and Drafting
Spelling: Various "ake" and "ide" words

Lesson 2: Jasper and the Magic Bone
Objective: Introduce R Controlled Vowels
Reading: Short Fiction
Grammar: Adjectives
Writing: Five-Step Writing Process
Spelling: Words with "ark" and comparative forms

Lesson 3: Make a Wish
Objective: Practice R Controlled Vowels
Reading: Short Fiction
Grammar: Adjectives
Writing: Full Writing Process
Spelling: Repetition of Lesson 2 words with emphasis on order

Lesson 4: Family Dinner
Objective: Learn Subject/Verb Agreement
Reading: Short Fiction
Writing: Quick Writes and Quotation Marks
Spelling: Compound and complex words

Lesson 5: Talk about the Seasons
Objective: Review Informational Text comprehension
Reading: Informational Text
Grammar: Nouns, Antonyms
Writing: Compare and Contrast
Spelling: Words with contrasting meanings and attributes

Lesson 6: Is It Summer?
Objective: Learn about season characteristics
Reading: Informational Text
Grammar: Nouns, Antonyms
Writing: Five-Step Writing Process
Spelling: Seasonal words variations

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Lesson 7: Flying on a Plane
Objective: Introduce contractions
Reading: Informational Text
Grammar: Contractions
Writing: Retelling, Journal
Spelling: Contractions and related words

Lesson 8: Two Special Girls
Objective: Learn about grain more practice
Reading: Short Fiction
Writing: Five-Step Writing Process
Spelling: Common suffixes

Lesson 9: Unique Individuals
Objective: Gain more practice with adjective comparisons
Reading: Short Fiction
Writing: Five-Step Writing Process
Spelling: Comparative and superlative suffixes

Lesson 10: Until Christmas Day
Objective: Introduce lessons 1-8 Spelling Assessment
Reading: Short Fiction
Grammar: Verbs
Writing: Journal Writing
Spelling: Christmas themed words

Lesson 11: The City
Objective: Gain more practice with past, present, and future tense
Reading: Short Fiction
Grammar: Verb Tense (Past, Present, and Future)
Writing: Five-Step Writing Process
Spelling: Various city-related words

Lesson 12: Busy City
Objective: Practice verb tenses with city vocabulary
Reading: Short Fiction
Grammar: Verb Tense (Past, Present, and Future)
Writing: Five-Step Writing Process
Spelling: City and travel-related words

Lesson 13: Brett and His Ball

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Objective: Introduce to biography genre
Reading: Biography
Grammar: Pronouns
Writing: Outline
Spelling: Pronoun related words

Lesson 14: Touchdown!
Objective: Learn about writing biographies
Reading: Biography
Writing: Biography
Spelling: Pronoun related words

Lesson 15: Fly! A Hummingbird's Tale
Objective: Develop an understanding of fantasy elements
Reading: Short Fiction
Writing: Fantasy Story
Spelling: Compound words and more

Lesson 16: Fiesta!
Objective: Introduce to order words
Reading: Short Fiction
Grammar: Order Words
Writing: Retelling, Journal Writing
Spelling: Sequence related words

Lesson 17: Party Time
Objective: Develop greater understanding of story elements
Reading: Short Fiction
Grammar: Order Words
Writing: Retelling, Journal Writing
Spelling: Words related to events timing

Lesson 18: South for the Winter
Objective: Introduce to cause and effect
Reading: Informational Text
Writing: Journal Writing, Cause and Effect
Spelling: Prefixed and suffixed words

Lesson 19: The Great Lakes State
Objective: Introduce to adverbs, comparatives and superlatives
Reading: Informational Text

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Grammar: Adverbs, Comparative and Superlative Words
Writing: Five-Step Writing Process
Spelling: Words related to size and temperature

Lesson 20: Superior State
Objective: Gain more familiarity with informational text
Reading: Informational Text
Grammar: Adverbs, Comparative and Superlative Words
Writing: Five-Step Writing Process
Spelling: Temperature and size related words

Lesson 21: A Cold March on a Horse Farm
Objective: Gain more practice with R controlled vowels
Reading: Short Fiction
Writing: Journal Writing
Spelling: Farm related words

Lesson 22: Money
Objective: Introduction to consonant digraphs ch and sh
Reading: Informational Text
Writing: Problem and Solution
Spelling: Words with ch and sh

Lesson 23: Keep the Change
Objective: Further practice with consonant digraphs "ch" and "sh"
Reading: Informational Text
Writing: Problem and Solution
Spelling: Words with ch and sh variations

Lesson 24: I Like Pie
Objective: Introduction to long vowel combinations (ie, oa, ai, ea)
Reading: Short Fiction
Writing: Reflection
Spelling: Words with ie, oa, ai, ea

Lesson 25: Four Layer Pie
Objective: Practice with long vowel combinations
Reading: Short Fiction
Writing: Journal Writing, Comparing and Contrasting
Spelling: Words with long vowel combinations

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Lesson 26: Ike Is Missing
Objective: Development of understanding of long vowel combinations
Reading: Short Fiction
Writing: Journal Reflection
Spelling: Phrases with long vowel combinations

Lesson 27: The New Kid
Objective: Introduction to multiple meaning words
Reading: Short Fiction
Grammar: Multiple Meaning Words
Writing: Five-Step Writing Process, Quotation Marks
Spelling: Words with multiple meanings

Lesson 28: Everyone Is Welcome Here
Objective: Understanding of diverse backgrounds
Reading: Short Fiction
Grammar: Multiple Meaning Words
Writing: Five-Step Writing Process, Demonstration Speech
Spelling: Phrases with multiple meanings

Lesson 29: Storytellers
Objective: Gaining more practice with adjectives
Reading: Informational Text
Grammar: Adjectives
Writing: Storytelling
Spelling: Adjective-related words

Lesson 30: Story Time
Objective: Enhancing storytelling skills
Reading: Informational Text
Grammar: Adjectives
Writing: Storytelling
Spelling: Words associated with storytelling

Lesson 31: Happy Birthday!
Objective: Introduction to problem and solution structure
Reading: Short Fiction
Writing: Problem and Solution
Spelling: Birthday-related words

Lesson 32: Green Grocer

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Objective: Practice with vowel digraphs eo and ea
Reading: Short Fiction
Writing: Problem and Solution
Spelling: Words with eo and ea

Lesson 33: Let's Go Green
Objective: Further practice with vowel digraphs
Reading: Short Fiction
Writing: Problem and Solution
Spelling: Words with green-related themes

Lesson 34: You're Welcome
Objective: Introduction to high frequency W words
Reading: Short Fiction
Writing: Journal Reflection
Spelling: Words with wh

Lesson 35: Whit Wit
Objective: Understanding of homophones
Reading: Short Fiction
Writing: Story Elements
Spelling: Words with homophones

Lesson 36: The Same but Different
Objective: Development of understanding of story elements
Reading: Short Fiction
Writing: Story Elements
Spelling: Words with subtle differences

Lesson 37: Outside Games
Objective: Enhancing understanding of informational text
Reading: Informational Text, Classification and Recall of Details
Writing: Problem and Solution
Spelling: Outdoor-related words

Lesson 38: Nobody Goes on Vacation
Objective: Develop understanding of pronouns
Reading: Short Fiction
Writing: Classifying Information
Spelling: Words related to vacation and pronouns

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Lesson 39: Nobody Did It
Objective: Develop understanding of pronouns
Reading: Short Fiction
Writing: Classifying Information
Spelling: Various pronoun-related spellings

Lesson 40: Cherry Festival
Objective: Introduction to ordinal numbers
Reading: Short Fiction
Writing: Summarizing, Sequence of Events
Spelling: Words including ordinal numbers

Lesson 41: The Nation's Capital
Objective: Practice with ordinal numbers
Reading: Short Fiction
Writing: Summarizing, Sequence of Events
Spelling: More words with ordinal numbers

Lesson 42: The Joy of Scooping
Objective: Gain practice with vowel digraphs
Reading: Short Fiction
Writing: Journal Reflection
Spelling: Words with vowel digraphs

Lesson 43: Icky Insects
Objective: Introduction to vowel y
Phonics: Vowel y
Reading: Informational Text
Writing: Tree Map, Journal Reflection
Spelling: Icky words

Lesson 44: Katie's Cookies
Objective: Introduction to measurement words
Reading: Short Fiction
Writing: Journal Reflection, Compare and Contrast
Spelling: Words related to cooking and measurement

Lesson 45: Baker's Dozen
Objective: Gain practice with measurement words
Reading: Short Fiction
Writing: Journal Reflection, Compare and Contrast

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Spelling: Additional words related to measurement

Lesson 46: Working Out
Objective: Develop understanding of nouns
Reading: Informational Text
Writing: Five-Step Writing Process
Spelling: Words related to physical fitness

Lesson 47: Physical Fitness
Objective: Gain practice with nouns
Reading: Informational Text
Writing: Five-Step Writing Process
Spelling: More words related to physical activity

Lesson 48: Butterflies
Objective: Develop understanding of events sequence
Reading: Informational Text
Writing: Sequence of Events
Spelling: Compound words related to nature and movement

Lesson 49: Sports
Objective: Develop understanding of nouns
Reading: Informational Text
Writing: Thinking Map, Five-Step Writing Process
Spelling: Sports-related compound words

Lesson 50: More than a Pastime
Objective: Gain practice with plural nouns
Reading: Informational Text
Writing: Thinking Map, Five-Step Writing Process
Spelling: Compound words related to sports equipment

Lesson 51: Karen's First Work Week
Objective: Develop understanding of R controlled vowels
Reading: Short Fiction
Writing: Journal Reflection
Spelling: Words with R controlled vowels

Lesson 52: Bonita at the Beach
Objective: Introduction to vowel digraphs ea, ee, ai, ay
Reading: Short Fiction

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Writing: Journal Reflection
Spelling: Beach-related words with vowel digraphs

Lesson 53: American Coins
Objective: Introduction to vowel digraphs and ie
Reading: Informational Text
Writing: Compare and Contrast, Five-Step Writing Process
Spelling: Words related to American currency

Lesson 54: Legal Tender
Objective: Gain more practice with vowel digraphs oi and ou
Reading: Informational Text
Writing: Compare and Contrast
Spelling: Coin-related words

Lesson 55: Planets
Objective: Introduction to contractions
Reading: Informational Text
Writing: Compare and Contrast, Summarize
Spelling: Planetary words

Lesson 56: How Many Planets?
Objective: Develop a greater understanding of the solar system
Reading: Informational Text
Writing: Compare and Contrast, Summarize
Spelling: More planetary words

Lesson 57: Noses and Scents
Objective: Gain more practice with antonyms
Reading: Informational Text
Writing: Cause and Effect, Five-Step Writing Process
Spelling: Scent-related words

Lesson 58: No Manners Molly
Objective: Develop a greater understanding of civility
Reading: Short Fiction, Context Vocabulary
Writing: Cause and Effect, Five-Step Writing Process
Spelling: Social interaction words

Lesson 59: Be Polite
Objective: Develop a greater understanding of synonyms

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Reading: Short Fiction
Writing: Compare and Contrast, Five-Step Writing Process
Spelling: Words associated with manners and politeness

Lesson 60: Hugh and the Whole World
Objective: Gain familiarity with silent letters
Reading: Short Fiction
Writing: Tree Map, Five-Step Writing Process
Spelling: Words containing silent letters such as "knight" and "wrist"

Lesson 61: Worldly Hugh
Objective: Develop a greater understanding of silent letters
Reading: Short Fiction
Writing: Thinking Map, Five-Step Writing Process
Spelling: More words containing silent letters

Lesson 62: Towering Terrance
Objective: Develop a greater understanding of R controlled vowels
Reading: Short Fiction
Writing: Story Structure, Writing Process
Spelling: Words with R controlled vowels such as "court" and "charge"

Lesson 63: Tall Tale
Objective: Develop a greater understanding of R controlled vowels
Reading: Short Fiction
Writing: Content Vocabulary
Spelling: Words with R controlled vowels like "charge" and "party"

Lesson 64: Hannah's Horror on Halloween
Objective: Be introduced to double letters
Reading: Short Fiction
Writing: Main Idea and Details, Writing Process
Spelling: Halloween-themed words with double letters

Lesson 65: Trick! No Treat
Objective: Gain more practice with double letters
Reading: Short Fiction
Writing: Main Idea and Details, Writing Process
Spelling: More Halloween-themed words with double letters

Lesson 66: The Seasons

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Objective: Familiarization with verbs and nouns
Reading: Informational Text
Writing: Verbs and Noun review
Spelling: Words related to seasons

Lesson 67: Seasonal Sensation
Objective: Develop a greater understanding of the seasons
Reading: Informational Text
Writing: Writing a story summary
Spelling: More seasonal words

Lesson 68: Frederick Douglass
Objective: Develop a greater understanding of U.S. Historical information
Reading: Biographies
Writing: Biographies
Spelling: Words related to Frederick Douglass and U.S. history

Lesson 69: Escape to Freedom
Objective: Develop a greater understanding of historical biographies
Reading: Biographies
Writing: Biographies
Spelling: More words related to U.S. history and freedom

Lesson 70: States of Matter
Objective: Develop a greater understanding of physical science
Reading: Informational Text
Writing: Summarizing, Nouns
Spelling: Words related to states of matter

Lesson 71: Sarah the Squirrel and Bert the Bird
Objective: Gain more practice with R controlled vowels
Reading: Short Fiction
Writing: Compare and Contrast, Quotation Marks
Spelling: Words related to forest animals

Lesson 72: Friends Forever
Objective: Gain more practice with R controlled vowels
Reading: Short Fiction
Writing: Compare and Contrast, Quotation Marks
Spelling: Words related to forest animals

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Lesson 73: The Continents
Objective: Develop a greater understanding of the continents
Reading: Informational Text
Writing: Main Idea and Details, Capitalization
Spelling: Words related to continents

Lesson 74: Sensational Seven
Objective: Develop a greater understanding of swans
Reading: Informational Text
Writing: Main Idea and Details, Capitalization
Spelling: Words related to continents

Lesson 75: Why Do Birds Sing?
Objective: Gain more practice with content questions
Reading: Short Fiction
Writing: Journal Reflection
Spelling: Words with question-related themes

Lesson 76: The World's Oceans
Objective: Develop a greater understanding of the world's oceans
Reading: Informational Text
Writing: Journal Reflection
Spelling: Words related to oceans

Lesson 77: Salt Water
Objective: Develop a greater understanding of water-related concepts
Reading: Informational Text
Writing: Main Idea and Details, Writing Process
Spelling: Words related to water and its properties

Lesson 78: Buzzing Bumblebees
Objective: Gain more practice with the sound of bees
Reading: Informational Text
Writing: Journal Reflection
Spelling: Words mimicking bee sounds

Lesson 79: This Earth's Layers
Objective: Develop a greater understanding of the Earth's layers
Reading: Informational Text
Writing: Journal Reflection, Main Ideas and Details
Spelling: Words related to geology

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Lesson 80: Magmatic!
Objective: Develop a greater understanding of magnification
Reading: Informational Text
Writing: Summarizing
Spelling: Words related to magnification

Lesson 81: Vehicles
Objective: Gain more familiarity with vehicles
Reading: Informational Text
Writing: Writing prompt responses
Spelling: Words related to vehicles

Lesson 82: Cars and Trucks
Objective: Gain more practice with R controlled vowels
Reading: Informational Text
Writing: Understanding sequence of events
Spelling: Words related to vehicles

Lesson 83: A Wish for Home
Objective: Gain familiarity with the theme of home
Reading: Short Fiction
Writing: Problem and Solution
Spelling: Words associated with home and comfort

Lesson 84: Our Present
Objective: Gain more practice with present tense
Reading: Short Fiction
Writing: Summarizing
Spelling: Words with present tense

Lesson 85: Digestion
Objective: Develop a greater understanding of digestion
Reading: Informational Text
Writing: Journal reflection
Spelling: Words related to the process of digestion

Lesson 86: The Human Body
Objective: Develop a greater understanding of the human body
Reading: Informational Text
Writing: Cause and Effect

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Spelling: Words related to the human body

Lesson 87: Opposites
Objective: Gain more practice with antonyms
Reading: Short Fiction
Writing: Writing prompt responses
Spelling: Antonym pairs

Lesson 88: Nutrition and Food
Objective: Develop a greater understanding of nutrition
Reading: Informational Text
Writing: Writing Process, Cause and effect
Spelling: Words related to nutrition and food

Lesson 89: Read the Label
Objective: Develop a greater understanding of reading food labels
Reading: Informational Text
Writing: Writing Process
Spelling: Words related to ingredients and food packaging

Lesson 90: Seeing the Scene in the Sea
Objective: Gain more practice with homophones
Reading: Informational Text
Writing: Writing prompt responses
Spelling: Words that are homophones

Lesson 91: Sea of Green
Objective: Gain more practice with homophones
Reading: Informational Text
Writing: Summarizing
Spelling: More words that are homophones

Lesson 92: Bedtime
Objective: Gain more practice with narrative sequence
Reading: Understanding sequence of events
Writing: Writing dialogue using quotation marks
Spelling: Words associated with bedtime

Lesson 93: Too Much Candy
Objective: Develop a greater understanding of the effects of too much candy
Reading: Informational Text

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Writing: Writing Process, Cause and Effect
Spelling: Words related to sweets and their consequences

Lesson 94: Dreams Can Come True
Objective: Develop a greater understanding of aspirations
Reading: Informational Text
Writing: Writing Process, Cause and Effect
Spelling: Words associated with dreams and achievements

Lesson 95: Back to School
Objective: Develop a greater understanding of school-related activities
Reading: Informational Text
Writing: Writing dialogue using quotation marks
Spelling: Words related to school and education

Lesson 96: Watchamacallit
Objective: Students will be able to identify synonyms
Reading: Informational Text
Writing: Main Idea and Details
Spelling: Words with synonyms

Lesson 97: Read this First
Objective: Students will review and practice the use of quotation marks
Reading: Informational Text
Writing: Main Idea and Details
Spelling: Words with synonyms

Lesson 98: What's for Dinner?
Objective: The student will review the theme of meals
Reading: Informational Text
Writing: Writing Process
Spelling: Words related to meals and food items

Lesson 99: Soup's On!
Objective: The student will gain more practice with the following:
Reading: Informational Text
Writing: Writing Process
Spelling: Words associated with soup and dining

Lesson 100: Let's Go Blue!
Objective: Gain more practice with vowel digraphs ai, ea, ee

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Reading: Context Clues
Writing: Writing prompt response
Spelling: Words with vowel digraphs

Lesson 101: Show and Tell
Objective: Be introduced to consonant digraphs gh, ck, ch, and sh
Reading: Short Fiction
Writing: Writing Process
Spelling: Words with consonant digraphs

Lesson 102: Bigger Isn't Better
Objective: Gain more practice with consonant Digraphs gh, ck, ch, and sh
Reading: Short Fiction
Writing: Writing Process
Spelling: Words with consonant digraphs

Lesson 103: Bake a Cake
Objective: Develop a greater understanding of compound nouns
Reading: Informational Text
Writing: Journal Reflection
Spelling: Compound words related to baking

Lesson 104: Follow the Recipe
Objective: Develop a greater understanding of procedural text
Reading: Informational Text
Writing: Summarizing
Spelling: Compound words related to cooking

Lesson 105: I See It, Too!
Objective: Develop a greater understanding of story sequence
Reading: Short Fiction
Writing: Writing prompt responses
Spelling: Words with 'see' and 'too'

Lesson 106: Macaroni and Cheese
Objective: Develop a greater understanding of suffixes
Reading: Informational Text
Writing: Main Idea and Details, Writing Process
Spelling: Words with various suffixes

Lesson 107: Different Is Good

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Objective: Gain familiarity with syllable patterns
Reading: Informational Text
Writing: Problem and Solution
Spelling: Words with different syllable structures

Lesson 108: Shoebox Guitar
Objective: Develop a greater understanding of adjectives and synonyms
Reading: Informational Text
Writing: Retelling, Journal Reflection
Spelling: Words with synonyms

Lesson 109: Make Some Music
Objective: Develop a greater understanding of adjectives and synonyms
Reading: Informational Text
Writing: Journal Reflection
Spelling: Words with synonyms

Lesson 110: Take-Out
Objective: Gain more practice with story prediction
Reading: Short Fiction
Writing: Story Prediction, Story Map
Spelling: Compound words related to food

Lesson 111: Oil Change
Objective: Gain more practice with fluent reading
Reading: Informational Text
Writing: Journal Reflection
Spelling: Words related to vehicles

Lesson 112: Learning to Listen
Objective: Practice alphabetizing to the second and third letter
Reading: Informational Text
Writing: Writing Process
Spelling: Words organized alphabetically

Lesson 113: Father Knows Best
Objective: Practice alphabetizing to the second and third letter
Reading: Informational Text
Writing: Writing Process
Spelling: Words organized alphabetically

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Lesson 114: Birthday Party
Objective: Practice alphabetizing to the second and third letter
Reading: Short Fiction
Writing: Writing Process, Problem and Solution
Spelling: Words related to a birthday party

Lesson 115: Friends are the Best
Objective: Practice alphabetizing to the second and third letter
Reading: Informational Text
Writing: Writing Process, Journal Reflection
Spelling: Words related to friendship

Lesson 116: Gingerbread House
Objective: Practice alphabetizing to the second and third letter
Reading: Informational Text
Writing: Story Prediction, Main Idea and Details
Spelling: Words related to building and design

Lesson 117: Second Grade Picnic
Objective: Gain more practice with phonics
Reading: Informational Text
Writing: Writing Process, Quotation Marks
Spelling: Words with controlled vowel sounds

Lesson 118: David
Objective: Gain more practice with short vowel sounds
Reading: Informational Text
Writing: Problem and Solution
Spelling: Words with short vowels

Lesson 119: Scavenger Hunt
Objective: Gain more practice with conjunctions
Reading: Informational Text
Writing: Main Idea and Details
Spelling: Words with conjunctions

Lesson 120: E-Mail
Objective: Practice alphabetizing to the second and third letter
Reading: Writing Process
Writing: E-Mail
Spelling: Words related to electronic communication

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Lesson 121: I've Got Mail
Objective: Practice alphabetizing to the second and third letter
Reading: Writing Process, E-Mail
Writing: Writing Process
Spelling: Words with controlled vowel sounds

Lesson 122: Land of Giants
Objective: Develop a greater understanding of compound words
Reading: Informational Text
Writing: Writing Process
Spelling: Compound words

Lesson 123: Special Spuds
Objective: Develop a greater understanding of compound words
Reading: Informational Text
Writing: Writing Process
Spelling: Compound words related to vision

Lesson 124: Soap Box
Objective: Gain more practice with homophones
Reading: Story Prediction
Writing: Writing Process
Spelling: Words with homophones

Lesson 125: Race to the Finish
Objective: Gain more practice with synonyms
Reading: Identifying Main Idea and Details
Writing: Writing Process
Spelling: Words related to competition and racing

Lesson 126: Amusing Yarn
Objective: Develop a greater understanding of homophones
Reading: Journal Reflection
Writing: Writing Process
Spelling: Words with homophones

Lesson 127: Bee Smart
Objective: Develop a greater understanding of VCe long vowel pattern
Reading: Informational Text
Writing: Journal Reflection

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Spelling: Words with VCe pattern

Lesson 128: Packing
Objective: Develop a greater understanding of content vocabulary and context
Reading: Informational Text
Writing: Writing Process
Spelling: Words related to travel

Lesson 129: Take a Trip
Objective: Develop a greater understanding of story elements and sequence
Reading: Short Fiction
Writing: Story Prediction, Story Map
Spelling: Words related to travel

Lesson 130: Snowballing Idea
Objective: Develop a greater understanding of story elements and narrative structure
Reading: Informational Text
Writing: Main Idea and Details, Writing Process
Spelling: Words with different suffixes

Lesson 131: Basketball
Objective: Be introduced to prepositions
Reading: Short Fiction
Writing: Main Idea and Details
Spelling: Words with prepositions

Lesson 132: Slam Dunk
Objective: Develop a greater understanding of prepositions
Reading: Short Fiction
Writing: Journal Reflection, Summary
Spelling: Words with prepositions

Lesson 133: April Fools
Objective: Develop a greater understanding of R controlled vowels ar, or, and ur
Reading: Informational Text
Writing: Journal Reflection
Spelling: Words with R controlled vowels

Lesson 134: Zany Snowman
Objective: Gain more practice with long vowel sounds (VCe pattern with i, e, and aigh)
Reading: Informational Text

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Writing: Journal Reflection
Spelling: Words with long vowels and aigh pattern

Lesson 135: Yankee Doodle Dandy
Objective: Gain more practice with adverbs
Reading: Short Fiction
Writing: Writing Process, Cause and Effect
Spelling: Words with adverbs

Lesson 136: D-Day
Objective: Practice alphabetizing to the second and third letter and gain more practice with following directions
Reading: Short Fiction
Writing: Story Map, Journal Reflection
Spelling: Words in alphabetical order

Lesson 137: The Three Billy Goats Gruff
Objective: Gain more practice with short vowel sounds
Reading: Short Fiction
Writing: Writing Process
Spelling: Words with short vowels

Lesson 138: Beware!
Objective: Gain more practice with short vowels
Reading: Short Fiction
Writing: Writing Process
Spelling: Words with short vowels

Lesson 139: Louis Braille
Objective: Be able to identify suffixes -ed and -ly
Reading: Informational Text
Writing: Summarizing, Main Idea and Details
Spelling: Words with the suffixes -ed and -ly

Lesson 140: Blind Invention
Objective: Become more familiar with suffixes -ed and -ly
Reading: Informational Text
Writing: Writing Process, E-Mail
Spelling: Words with the suffixes -ed and -ly

Lesson 141: Paul Bunyan Meets Babe the Blue Ox

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Objective: Develop a greater understanding of silent e
Reading: Folktales
Writing: Journal Reflection
Spelling: Words with a silent e

Lesson 142: Whale Watching
Objective: Become more proficient with long vowels and content vocabulary
Reading: Informational Text
Writing: Summarizing, Main Idea and Details
Spelling: Words related to marine life

Lesson 143: Watching in Wonder
Objective: Develop a greater understanding of content vocabulary and critical listening
Reading: Informational Text
Writing: Journal Reflection, Retelling
Spelling: Words related to marine life

Lesson 144: The Life of a Stellar Sea Lion
Objective: Be introduced to past, present, and future tense; Irregular verbs
Reading: Informational Text
Writing: Journal Reflection
Spelling: Words related to sea lions

Lesson 145: Bats: Friend or Foe?
Objective: Become familiar with suffixes -al, -ful, -ly, and -y
Reading: Informational Text
Writing: Writing Process
Spelling: Words with suffixes -al, -ful, -ly, and -y

Lesson 146: Going Batty
Objective: Develop a greater understanding of writing cause and effect
Reading: Informational Text
Writing: Writing Process
Spelling: Words with suffixes -al, -ful, -ly, and -y

Lesson 147: Robbie the Red Robot
Objective: Gain more practice with compound words
Reading: Informational Text
Writing: Journal Reflection
Spelling: Compound words

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Lesson 148: The Ugly Duckling
Objective: Gain more practice with descriptive words
Reading: Compare and Contrast
Spelling: Words with the "ug" sound

Lesson 149: The Butterfly and the Bee
Objective: Gain more practice with contractions
Reading: Compare and Contrast
Spelling: Words with contractions

Lesson 150: Flower Power
Objective: Gain more practice with contractions
Reading: Writing Process
Spelling: Words with contractions

Lesson 151: Gymnastics is for Everyone
Objective: Develop a greater understanding of content vocabulary
Reading: Content Vocabulary
Spelling: Words related to gymnastics

Lesson 152: Stuart the Squirrel
Objective: Develop a greater understanding of content vocabulary
Reading: Content Vocabulary
Spelling: Words related to squirrels

Lesson 153: Nutty Stuart
Objective: Develop a greater understanding of content vocabulary
Reading: Content Vocabulary
Spelling: Words related to squirrels

Lesson 154: My Grandfather
Objective: Gain more practice with long vowels
Reading: Interview questions and answers
Spelling: Words with long vowels

Lesson 155: Hero
Objective: Gain more practice with long vowels
Reading: Interview questions and answers
Spelling: Words with long vowels

Lesson 156: A Day's Work

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Objective: Develop a greater understanding of content vocabulary
Reading: Content Vocabulary
Spelling: Words related to work

Lesson 157: Red and White Pandas
Objective: Develop a greater understanding of pronouns
Reading: Informational Text
Spelling: Words with pronouns

Lesson 158: Johnny Appleseed
Objective: Develop a greater understanding of folktales
Reading: Folktales
Spelling: Words related to the Johnny Appleseed folktale

Lesson 159: Apples Everywhere
Objective: Develop a greater understanding of compound words
Reading: Compound Words
Spelling: Compound words related to apples

Lesson 160: Momma Mia
Objective: Develop a greater understanding of the story sequence and nouns.
Reading: Informational Text
Spelling: Words that are nouns

Lesson 161: Pizza! Pizza!
Objective: Reinforce understanding of conjunctions
Reading: Informational Text
Spelling: Words with conjunctions

Lesson 162: I Can Fly!
Objective: Develop a greater understanding of content vocabulary
Reading: Content Vocabulary
Spelling: Words related to flying

Lesson 163: Fly a Kite!
Objective: Reinforce understanding of synonyms
Reading: Informational Text
Spelling: Words with synonyms

Lesson 164: High in the Sky
Objective: Reinforce understanding of synonyms

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Reading: Informational Text
Spelling: Words with synonyms

Lesson 165: Dolphins
Objective: Gain more familiarity with informational text
Reading: Informational Text
Spelling: Words related to sea animals

Lesson 166: Lily's Best Friend
Objective: Reinforce understanding of adjectives
Reading: Informational Text
Spelling: Words with adjectives

Lesson 167: Anything for a Friend
Objective: Gain more practice with adjectives, prefixes re-, un-
Reading: Adjectives, Prefixed Words
Spelling: Words with prefixes re-, un-

Lesson 168: Elephants
Objective: Reinforce understanding of verbs
Reading: Informational Text
Spelling: Words related to elephants

Lesson 169: Never Forget
Objective: Reinforce understanding of verb tense
Reading: Informational Text
Spelling: Words with different verb tenses

Lesson 170: Good Morning
Objective: Gain more familiarity with informational text
Reading: Informational Text
Spelling: Words related to morning routines

Lesson 171: Rascal
Objective: Gain more practice with high-frequency words
Reading: Journal Reflection
Spelling: Words with high-frequency usage

Lesson 172: Uncle Joe's Gold
Objective: Identify and use nouns
Reading: Writing Process

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Spelling: Words related to the theme of gold and treasure

Lesson 173: The Gold Rush
Objective: Reinforce understanding of nouns
Reading: Writing Process
Spelling: Words related to the theme of the Gold Rush

Lesson 174: Chocolate Lovers Unite
Objective: Develop a greater understanding of content vocabulary
Reading: Content Vocabulary, Informational Text
Writing: Journal Reflection
Spelling: Words related to chocolate

Lesson 175: Music to My Ears
Objective: Gain more practice with content vocabulary
Reading: Informational Text
Writing: Journal Reflection
Spelling: Words related to music

Lesson 176: Name That Tune
Objective: Reinforce understanding of content vocabulary
Reading: Content Vocabulary, Informational Text
Writing: Journal Reflection
Spelling: Words related to music

Lesson 177: The Big Day
Objective: Reinforce understanding of story sequence
Reading: Writing Story Sequence
Writing: Journal Reflection
Spelling: Words with sequence indicators

Lesson 178: Anticipation
Objective: Identify and use order words
Reading: Summary
Writing: Summary
Spelling: Words with order sequence

Lesson 179: Sacagawea: A Native American Guide
Objective: Develop a greater understanding of vocabulary and text
Reading: Informational Text
Writing: Writing Process

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Spelling: Words related to Sacagawea and exploration

Lesson 180: A Brave Girl
Objective: Demonstrate understanding of vowel digraphs
Reading: Informational Text
Writing: Writing Process
Spelling: Words with various vowel digraphs

SAMPLE

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Lesson 1
Bikes

Spelling words:

bike	tire
ride	safe
frame	race
shape	stage
size	take

SAMPLE

Today you will receive a very special notebook. This notebook will become your Journal. **A Journal is a place to write your thoughts.**

You will do much of your written practice work in your Journal. It is important to make this book your own. Write your name on the cover. You may also decorate the cover with drawings, stickers or whatever you wish!

Phonics and Spelling: Look at your spelling words. What do you notice about all the words? All of the words have a silent e on the end that help the other vowel say its own name. When this happens, the vowel has a long vowel sound.

Look at the Spelling Words Squares Sheet. Your spelling words are written in some of the squares. Fill in the empty squares with more long vowel words that end in “e”. Be sure to have at least one word for each pattern. Now that your squares are filled in, read the words to your teacher.

Vocabulary Words: transportation, vehicle, Olympics, exercise

In your Journal, write the Vocabulary words. These are words from the story that you need to understand before reading the story. Write each word in your Journal, then next to each word, write the definition. Write a sentence using each Vocabulary word.

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Reading: Do you have a bike? What does your bike look like? Where do you ride it? Today we will read a story named **"Bikes"**.

Look at the cover of the story. What do the words on the cover say?

Now let's look at the first page. This page is called a Table of Contents. It lists the different parts that are in the book. These parts are called chapters.

The bold words at the beginning of each chapter are the chapter headings.

The pictures in an informational book are called diagrams. Diagrams help to explain what the words are saying.

Look at all the pictures in the story. What do you think this story will be about? Take out your Journal and write your prediction.

Now, read **"Bikes"** aloud.

Grammar: Now let's talk about nouns. **A noun is a word that names a person, place, or thing.** To help you recognize nouns, you will work again with your Spelling Words Squares.

Cut apart each square. Once all the squares are cut out, sort them into two piles – squares with words that are nouns, and squares with words that are not nouns. Read the words in each pile to your teacher. Ask your teacher to check your piles to make sure the words are in the correct pile. Be sure to tell your teacher why each word is or is not a noun.

Writing: Let's learn about the writing process. A process is a series of steps you follow to complete an activity.

The first step in the writing process is prewriting. In this step you choose what topic to write about in a way that makes sense.

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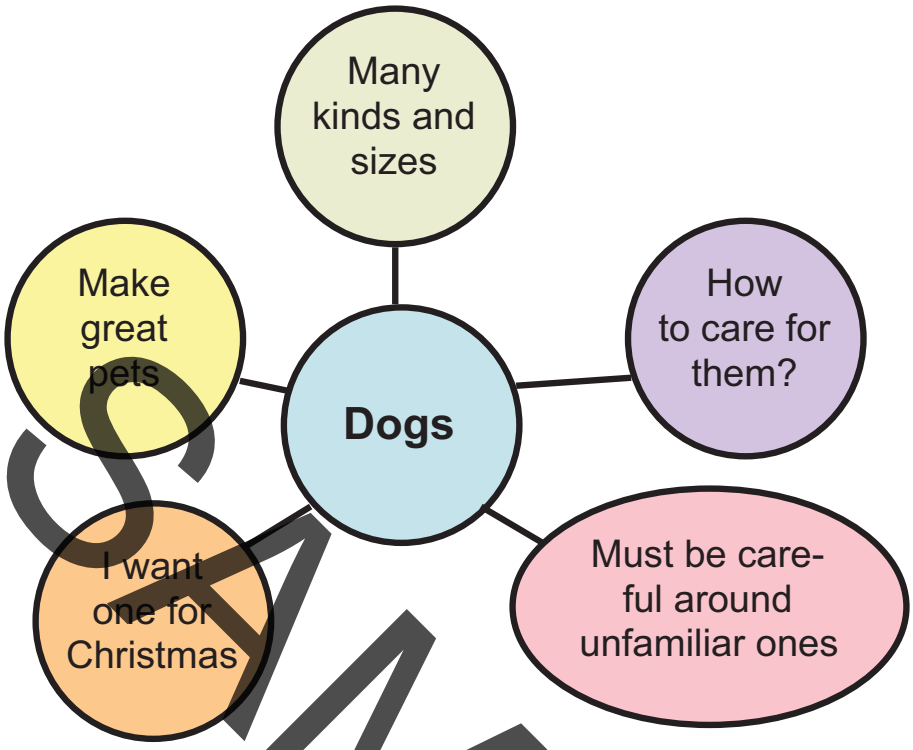

SAMPLE

The first step is to do a drawing of a word web and add as many bubbles (details) as you can. When you are done, read it to your teacher. Be sure to tell your teacher why you chose each detail.

The second step in the writing process is called drafting. In this step, sentences are written about the details in the word web.

Now write a draft using the ideas from your word web. Take your time to be sure to write complete sentences. When you are done, read it to your teacher.

After you have finished your Word Web activity, complete the VCe Spelling Words Practice Worksheet.

Lesson Wrap-Up: When does a vowel say its own name? What is the magic letter that must be at the end of words where the first vowel says its name?

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Spelling Words Squares Sheet

Bike	ride		
frame	shape		
size	tire		
safe	race		
stage	take		

SAMPLE

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VCe Spelling Words Practice Worksheet

Directions: Write in the missing word from your Spelling words in each sentence below.

SAMPLE

1. Children like to ride on a _____ .

2. A picture goes in a _____ .

3. When you are careful, you are being _____ .

4. The actors are on the _____ .

5. Only _____ what you are going to eat.

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6. The runners are running in a .

7. The swing is made from an old .

8. If your shoes are too small, you need a bigger .

9. Puzzle pieces come in many different .

10. When you go on vacation, sometimes you

in an airplane.

SAMPLE

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Bikes

SAMPLE

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Table of Contents

SAMPLE

Introduction .....p 2
Types of Bikes .....p 3
Bikes for Transportation .....p 4
Bikes in Sports .....p 5
Bikes for Fun .....p 6
Bike Safety .....p 7
Parts of a Bike .....p 8

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Introduction

A bike is a human powered vehicle. People all over the world ride bikes. Bikes come in different shapes and sizes for people of all ages. They are used for transportation, sports, and fun.

SAMPLE

Pg 2

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Types of Bikes

There are hundreds of different styles of bikes. Two of the most popular are road bikes and mountain bikes. Road bikes can be used on sidewalks and streets. Their frames and tires are very thin. Mountain bikes are mostly used on hills and bumpy trails. Their frames and tires are much thicker than the road bikes.

SAMPLE

Road Bike

Mountain Bike

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Transportation

Many people use their bikes for transportation. Some people use them to travel to work. Younger people use bikes to ride to school or to visit a friend. Even policemen use bikes to help keep the city safe.

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Sports

Many different types of bikes are used in sport events. Bike races take place all over the world. The most popular race is called the Tour de France. It is a twenty stage road race that takes place on very difficult trails. Bikes are also used in The Summer Olympics which take place every four years.

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Fun

Bikes can be used to exercise. They help to keep people healthy and in good shape. Bikes are fun to ride with a friend as long as you are safe. People of all ages, young and old, enjoy riding bikes. One of the first things you can learn to do as a child is to ride a bike.

SAMPLE

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Bike Safety

No matter how much fun you have when riding a bike, it is important to always be safe. You should always ride your bike on the sidewalk and never on the street unless you are with an adult. Always obey traffic rules such as stopping at stop signs and walking your bike across the street after looking both ways. Be sure to always wear a bicycle helmet to keep your head safe in case if you fall off the bike.

SAMPLE

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Parts of a Bike

A bike is made up of many parts. How many can you name?

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Pg 8

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Lesson 2
Jasper and the Magic Bone

When does a vowel say its own name? What is the magic letter that must go at the end of words that have with vowels that say their own names?

Spelling words:

warm	park
summer	never
morning	forgot
bark	tired
before	closer

SAMPLE

Spelling: Some words have a "bossy r" in them. In these words, the letter "r" always comes after a vowel **(a, e, i, o, u)**.

Look at the word **turtle**. **The "r" next to the u makes a special "ur" sound.**

The same thing happens with the other vowels.

Take a piece of paper and divide it into 5 columns.
Label each column with a "bossy r" pair (ar, er, ir, or, ur).

You will have about 15 minutes to look through magazines or books to find words that fit into the five columns. Try your best to come up with as many words as possible. After you find a word, write it in the correct column.

When time is up, add each of the spelling words to the correct column.

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In your Journal, write the Vocabulary words. The Vocabulary words are words from the story that you need to understand before reading the story. Next to each word write the definition (what the word means) and then a sentence using the Vocabulary word.

Reading: Today we are going to think about magic and wishes. What is magic? What are wishes? What is the difference between fantasy and reality?

Let's look at the story **"Jasper and the Magic Bone"**.

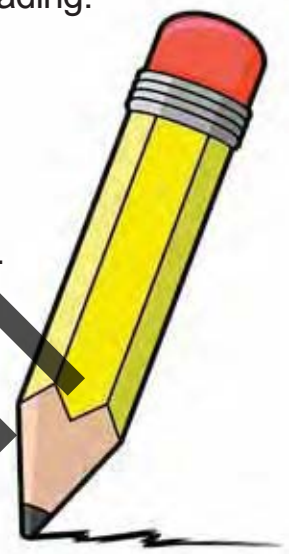
Look at the cover of the story. What do you think this story will be about? What do the words on the cover say? Look at all the pictures in the story. Think about what the pictures can tell you. Write your prediction.

Now you are ready to read. Make sure to look and point at each word as you say it. This will help you to make sure you do not lose your place when you are reading. It will also help you to really understand what you are reading.

Grammar: What is an adjective? **An adjective is word used to help describe a noun** (person, place, or thing).

Look at this sentence: *The huge box is on the floor.*
The word "huge" is an adjective because it tells about the box.

Look back through the story **"Jasper and the Magic Bone"**.
In your Journal write down all of the adjectives you can find in the story. Read your adjective list aloud.



Writing: In Lesson 1 you learned about the first two steps in the writing process.

Remember, **the first step in the writing process is prewriting**. Prewriting is choosing your topic and the details to include. A word web is a great tool for this step. It will help you get your thoughts on the paper in a way that can be easily understood.

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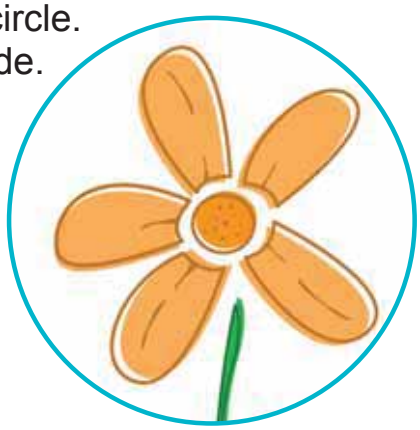
To make a word web, draw a circle in the center of a piece of paper. Inside the circle, write down what your story will be about. This is called a topic. If you are writing about flowers, write flowers in the circle. Next, create a circle for each detail you plan to include. One circle might be what flowers need to grow. In another you might write types of flowers you like. Create as many detail bubbles as you can.



The second step in the writing process is drafting. In this step, you take each detail from the word web and use it in a sentence. Now it is your turn to try the first two steps again.

Imagine you are given three wishes. How would you use them? You will create a word web and draft to help you answer this question.

Draw a word web and add as many bubbles (details) as you can. When you are done, read it to your teacher. Be sure to tell your teacher why you chose each detail.

Now write a draft using the ideas from your word web. Take your time and write complete sentences. When you are done, read it to your teacher.

Lesson Wrap-Up: What is a “bossy r”? What letters can be partners with “bossy r”?

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Jasper and the Magic Bone

SAMPLE

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On a warm summer morning while running in the backyard, Jasper saw something on the ground. He did not know what it was and began to bark at it.

Jasper wondered what it could be. It was something that he had never seen before. As Jasper barked louder and louder the object began to sparkle.

SAMPLE

Pg 1

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Jasper moved closer to the object and noticed that it was a bone. But it was not just a normal bone. Suddenly the magical bone began to talk to Jasper.

"Hello, young pup," whispered the bone. "I am here to grant you three wishes."

Jasper was so happy that he began to run around in circles. "Please stop!" shouted the bone, "I am getting dizzy."

SAMPLE

Pg 2

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Jasper went back to the magic bone and touched it with his wet nose. “I am sorry” said Jasper, “I can’t believe I found you, Magic Bone. All the other dogs at the park will not believe how lucky I am.”

The magic bone said, “Tell me your first wish so I may grant it for you.”

Jasper thought about the old blanket that he had to sleep on and said, “I would like a soft new bed to sleep in.”

SAMPLE

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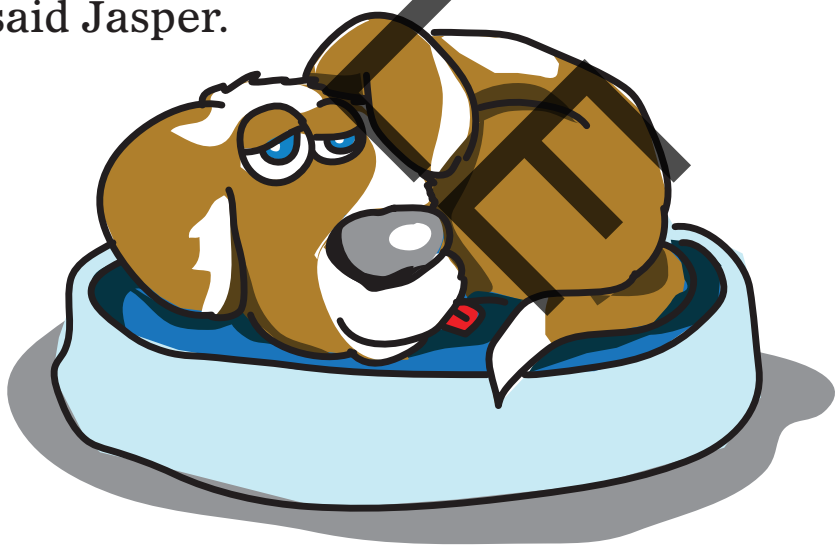
The magic bone nodded and said, “That is easy. Your wish is granted, young pup. Go in the house and see your soft new bed.”

Jasper ran in the house and saw the best bed that any dog could hope for. He was so happy that he took a nap in the soft bed and forgot about the Magic Bone.

When Jasper woke up he ran back outside to see the Magic Bone. “Thank you, Magic Bone. I love my new bed,” said Jasper.



SAMPLE

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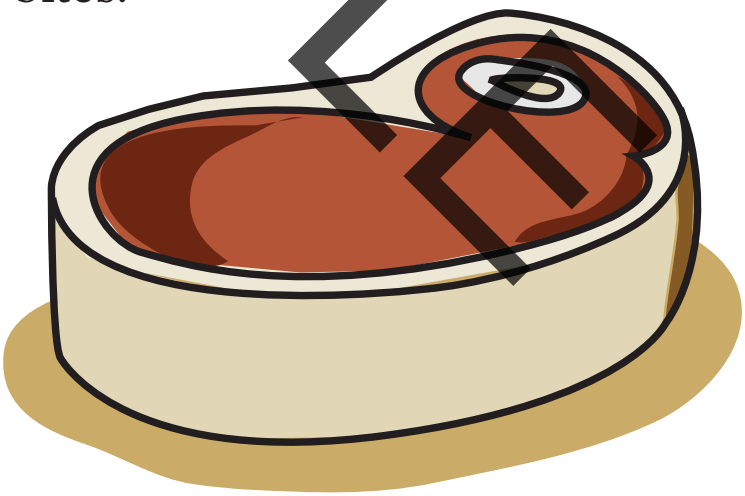
"You're welcome, young pup," answered the Magic Bone. "Now tell me your second wish."

Jasper was tired of eating the same dry food day after day. He wanted to try something new. He told the Magic Bone, "I would like a thick juicy steak to eat."

"Your wish is granted," said the Magic Bone. Suddenly a thick juicy steak was sitting in the backyard. Jasper ran over to the steak and ate it all in three large bites.



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When Jasper was done eating he ran back to the Magic Bone. “Ok, young pup,” said the Magic Bone, “it is time to make your last wish.”

“Magic Bone, you have made me a very happy dog. I have a soft new bed and I ate a thick juicy steak. There is nothing else that I need,” said Jasper.

“But you have one more wish,” the Magic Bone told Jasper.

Jasper thought about how happy he was and wished that his owner could be just as happy. His master had a broken leg and could not walk.

“I would like my master to be able to walk again,” said Jasper.

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"But it is a wish for you, young pup," answered the Magic Bone.

"That is the only thing I want, Magic Bone. My master takes such good care of me that I want to do something to make him feel better. So that is my final wish," said Jasper.

The Magic Bone said, "In that case, your wish is granted!" With that, the Magic Bone disappeared.

Then Jasper's master walked into the backyard. Jasper was happy to see him walking once again. He ran over to him and jumped up and down until the Master played ball with Jasper.

SAMPLE

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Jasper was so happy that he found the Magic Bone and he now has everything a dog could ever hope for.

SAMPLE

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Lesson 3
Make a Wish

Spelling: Look at the spelling words in your Journal. What do you notice about all the words? What is special about the sound of the words? All of the words have a “bossy r” in them to give the vowel a special sound.

It is time to play a game called R Controlled Charades.
You will draw a card from the pile. Read the words.
Without using your voice, act out what is on the card.
Your teacher will try to guess what you are doing.
Keep acting until you use all the cards.

Complete the R Controlled Crossword Worksheet.

Vocabulary: wondered, sparkle, magical, master, granted, whispered

In your Journal, write the Vocabulary words. Next to each word write the definition (what the word means). Your teacher may have you write a sentence using the Vocabulary word, either in class or as homework.

Reading: You read a story about magic and wishes. What is magic? What are wishes? What is the difference between fantasy and reality?

Now, let’s read the story **“Jasper and the Magic Bone”** again.

Remember it is always a good idea to read stories again so that you don’t forget what they are about. It is easy to forget details and information.

Grammar: Do you remember what an adjective is? An adjective is word used to help describe a noun (person, place, or thing). Look at the following sentence: **The brown bear hid in the forest**. The word brown is an adjective. It describes or tells about the bear.

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Today you will revise your draft. **To revise means to correct and improve your writing so that it is clearer and easier for your reader.** This is the third step in the writing process. You can do this by adding or deleting information or changing the order in which it is written.

Look at the Editing Symbols Chart. Editing symbols are used to show what changes and corrections need to be made. Using these symbols, you can read through your work, marking the changes you want to make.

Go ahead and revise your draft. Remember to use adjectives to help describe your nouns in each sentence. When you are done revising, read your writing aloud to hear the corrections you've made.

The fourth step in the writing process is proofreading. This is the time when you look for and correct any other mistakes in the writing. Pay special attention to capital letters, punctuation marks and spelling. You can use the editing symbols in this step also.

Proofread your writing piece. Don't forget to read the writing aloud when you are done to be sure you found all changes.

Publishing is the fifth step of the writing process. Take your time and in your neatest handwriting, rewrite your paper on a clean piece of paper in your Journal. Congratulations! You have just finished the writing process.

Lesson Wrap-Up: Be proud, read your work aloud!

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R Controlled Charades Cards

churn the butter	turn the page
share a cookie	stare at someone
mark the paper	count to four
button your shirt	dig the dirt

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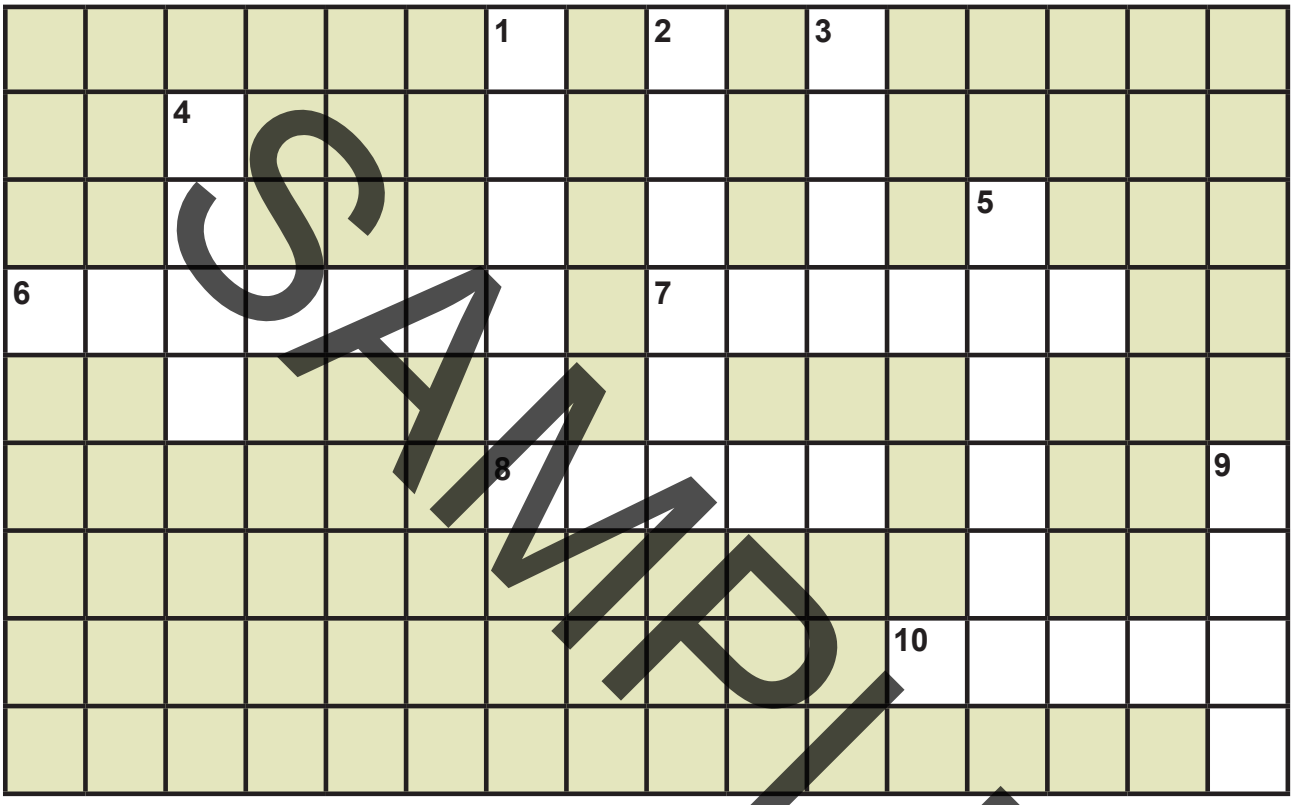
R Controlled Crossword Worksheet



SAMPLE

Down

1. if you don't remember, you _____
2. come _____ to the table
3. sun makes the weather feel this way
4. sound a dog makes
5. opposite of after
9. place for children to play on swings

Across

6. time of day to eat breakfast
7. opposite of winter
8. way you feel after a long day
10. ____ give up

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Common Editing Symbols

This Symbol	Means
	3 lines under a letter means make a capital letter.
#	Add a space.
^	Add.
	Take out.
	Make a lowercase letter.
	Add a period.
,	Add a comma.
¶	Start a new paragraph.

SAMPLE

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Lesson 4
Family Dinner

Spelling words:

hotdog	birthday
meatball	afternoon
peapod	pancake
pineapple	oatmeal
cheesecake	breakfast

SAMPLE

Spelling: Look at your spelling words. What do you notice about all the words? All of the words are compound words.

A compound word is a new word made from putting together two smaller words.

For example: butter + fly = butterfly

Now complete the Compound Words Worksheet, then the Compound Word Activity explained below.

Using magazines you are going to go on a scavenger hunt to find pictures of each word on your spelling list. You need to find a picture of each small word and glue them on a piece of construction paper. Then find a picture of the compound word and glue it next to the other pictures. Label each picture with the correct word.

Vocabulary: special, favorite, taste, kitchen, noticed

In your Journal, write the Vocabulary words.

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Reading: Today we are going to talk about family dinners. What are family dinners? What happens at family dinners? Why do families have dinner together? When do families eat together? Let's look at the story **"Family Dinner"**.

Look at the cover of the story. What do you think this story will be about? What do the words on the cover say? Look at all the pictures in the story.

It's time to read "**Family Dinner"**. Make sure to look and point at each word as you say the word. This will help you to make sure you do not lose your place when you are reading. It will also help you to really understand what you are reading about.

Writing: What are quotation marks? Quotation marks show characters in a story talking.

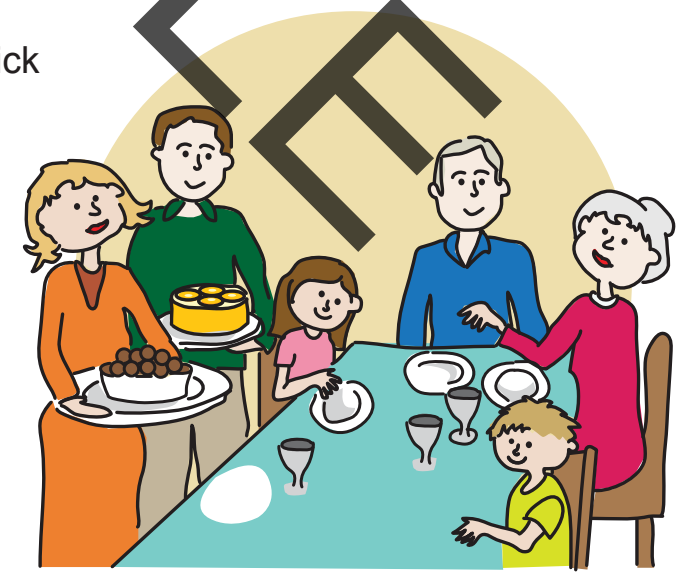
For example: John said, "I like baseball the most."

The quotation marks are used to show what John said.

When you are writing a story or an article that tells exactly what someone said, it is important to use quotation marks.

Question: What makes a family dinner special?

You will have ten minutes to do a quick write on the Engaging Question. A quick write is when you write down everything you can think of about the topic. There is no right or wrong answer so whatever you write is correct. So, what do you think makes a family dinner special?



Lesson Wrap-Up: Spell each of your spelling words to your teacher.

SAMPLE

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Compound Words

Circle the two words below each sentence that make a compound word. Write the compound word on the blank.

1. At the baseball game I like to eat a _____ .

hot ball cat dog

2. I like _____ with my spaghetti.

balls space meat corn

3. Little green vegetables come from a _____ .

snow pod pea small

4. _____ is a fruit grown in warm climates.

grape apple pine tree

5. For desert, _____ is my favorite.

SAMPLE

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6. George had a big party on his _____ .

day birth happy clown

7. In the _____ we eat lunch.

after night noon to

8. For breakfast mom made _____ .

pot pies pan cakes

9. _____ is the most important meal of the day.

fast quick rest break

10. _____ raisin cookies taste yummy.

food oat wheat meal

SAMPLE

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Family Dinner

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Every Sunday the Workman family ate dinner together. It was always a special day because Grandma and Grandpa came to see Sally, John, and their parents.

"Today we are going to have something new for dinner," Mrs. Workman told her children, Sally and John.

"We are?" asked Sally.

"But we always have hotdogs on Sunday," said John.

"And cheesecake," added Sally.

SAMPLE

Pg 1

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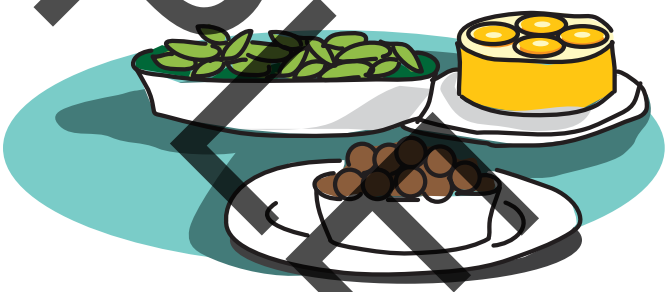
"Not today," said Mrs. Workman, "It is Grandpa's birthday."

Mr. Workman said, "So we are going to eat his favorite foods."

"What is that?" asked John.

"Meatballs, peapods, and pineapple upside down cake" answered Mrs. Workman.



Sally and John were happy that it was grandpa's birthday, but sad that they were going to miss the hotdogs and cheesecake that they usually had for dinner on Sunday.

SAMPLE

Pg 2

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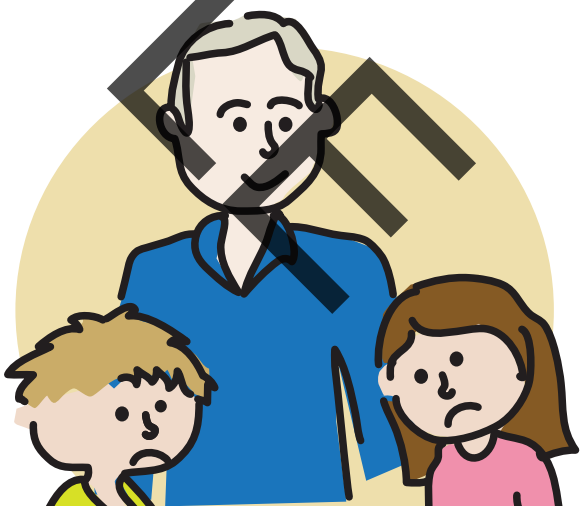
Grandpa noticed that John and Sally were upset. He asked, “What’s wrong?”

“We have never eaten anything other than hotdogs on Sunday,” said John.

“And cheesecake,” added Sally.

“Sometimes, it is fun to try something different,” said Grandma. “If you eat the same kind of food every Sunday, you would stop enjoying the taste. If that happens, you will stop liking hotdogs one day. Would you like for that to happen, John?”



SAMPLE

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Oh, no…not at all, Grandma," said John, "I love hotdogs and would never want to stop eating them."

"I never want to stop liking cheesecake either," said Sally.

All afternoon John and Sally were worried about eating new food for dinner. They spent most of the day in their bedroom reading books.

When dinner was ready to eat, the family all sat at the kitchen table. Mrs. Workman set the food on the table. Grandpa was happy that he was about to eat all of his favorite foods.

SAMPLE

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John and Sally looked at each other and said,
"Let's give it a try!"

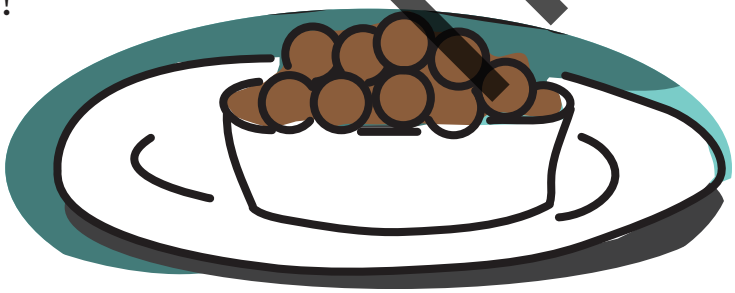
John took one bite of his meatball and said,
"Wow! The meatball is really good!"

Sally said, "I like it too."

"See," said Grandma, "new food is fun to eat."

"Do you like the peapods, kids?" asked Grandpa.

"Yes!" said John and Sally at the same time,
"They taste great!"



SAMPLE

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When dinner was over, Mr. Workman cleaned off the kitchen table as Mrs. Workman brought out the pineapple upside down cake.

The family sang "Happy Birthday" to Grandpa. After grandpa made his birthday wish, John and Sally ate their pineapple upside down cake.

"The cake is really good," said Sally.

"As good as cheesecake?" asked Grandma.

"Even better,"
answered Sally.

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"Trying new food is fun," said Grandpa.

"I am glad we had meatballs and peapods for dinner and not hotdogs," said John.

Sally said, "I am glad we had pineapple upside down cake instead of cheesecake."

"Now that you have tried some new food, would you like pancakes for breakfast tomorrow instead of oatmeal?" asked Mrs. Workman.

"No," said John.

"I think we tried enough new food for awhile," said Sally.

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Lesson 5
Talk about the Seasons

Spelling words:

hot	short
cold	before
wet	after
dry	different
long	same

SAMPLE

Spelling: What is an antonym?

An antonym is a word that names the opposite of another word.

Look at your spelling words. What do you notice about all the words? All of the words are antonym pairs. In your Journal write each of your spelling words. Next to each word, write a sentence using the word.

Vocabulary: season, weather, sports, changes, clothes

Listen to the Vocabulary words. The Vocabulary words are words that you need to understand before reading the story. Next to each word write the definition (what the word means) and then a sentence using the Vocabulary word.

Reading: Today we are going to talk about seasons. What are the four seasons? What is special about each season? What is the weather like? What do people do? Let's look at the story **"Talk about the Seasons"**.

Now look at the cover of the story. What do you think this story will be about? What do the words on the cover say? Look at all the pictures in the story. What do they tell you?

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The pictures in an informational book are sometimes called diagrams. Diagrams help to explain what the words are saying.

It's time to read "**Talk about the Seasons".** Make sure to look and point at each word as you say it aloud. This will help you to make sure you do not lose your place when you are reading. It will also help you to really understand what you are reading.

In your Journal write the answer to the following question: What did you learn from this book that surprised you?

Grammar: Do you remember what a noun is?

A noun is a word that names a person, place, or thing.

Take a piece of paper and fold it into three parts. Label the first column Person, the second column Place and the third column Thing. Using a newspaper you need to find noun words. Decide if the word names a person, place, or thing and write the word in the correct column. Find at least 20 words for each column. Be sure to write each column in a different color. Now read all of the words in each column aloud. As you read each word, tell why it is a person, place, or thing.

Let's spend some more time on antonyms.

An antonym is a word that names the opposite of another word.

For example: the antonym of hot is cold, the antonym of good is bad.

Think about good and bad characters from stories and cartoons.
Who is a good character? Who is a bad character?

On a piece of paper make two charts.

On the first chart make two columns and label them Good and Bad.

SAMPLE

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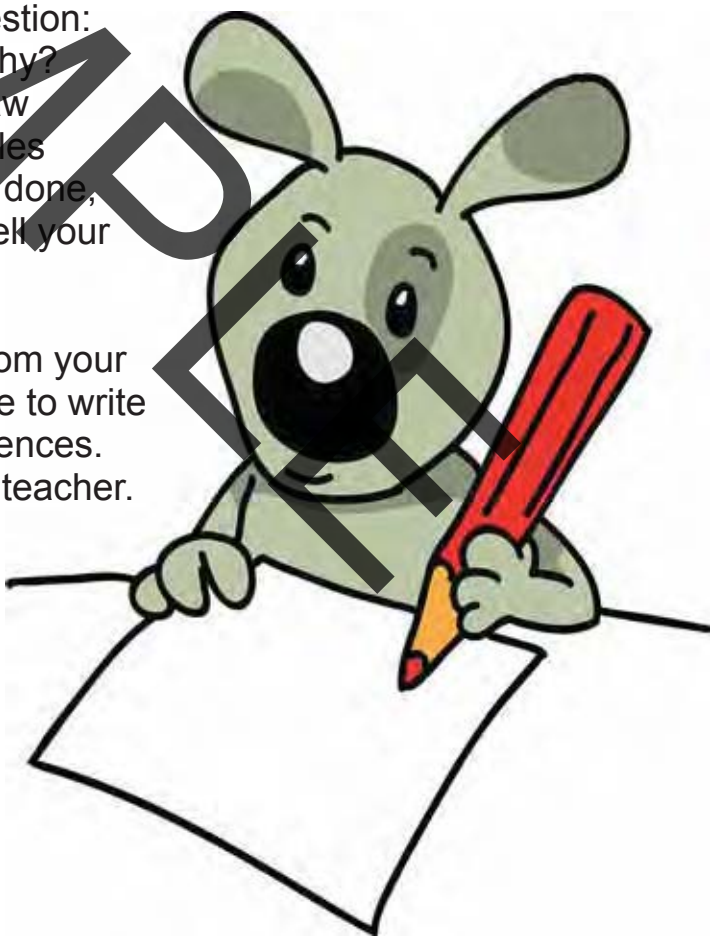
On the other chart make two columns and label one Hard and the other Easy.

On the first chart list story and movie characters that are good and bad. On the other chart list schoolwork or household chores that are either easy or hard. When your charts are complete read them aloud and explain why you chose each choice in the columns.

Writing: Remember, **the first step in the writing process is prewriting**. Prewriting is choosing what topic to write about and the details to include. The prewriting step is done in a word web. This will help you to get your thoughts on the paper in a way that makes sense.

The second step in the writing process is called drafting. Drafting is the step where sentences are written about the details in the word web. It is your turn to try the first two steps in the writing process once again.

In your Journal, think about the question: What is your favorite season and why? The first thing you need to do is draw a word web and add as many bubbles (details) as you can. When you are done, read it to your teacher. Be sure to tell your teacher why you chose each detail.



Now write a draft using the ideas from your word web. Take your time to be sure to write complete and well thought out sentences. When you are done, read it to your teacher.

Lesson Wrap-Up: Think of antonym pairs you might use to describe summer and winter.

SAMPLE

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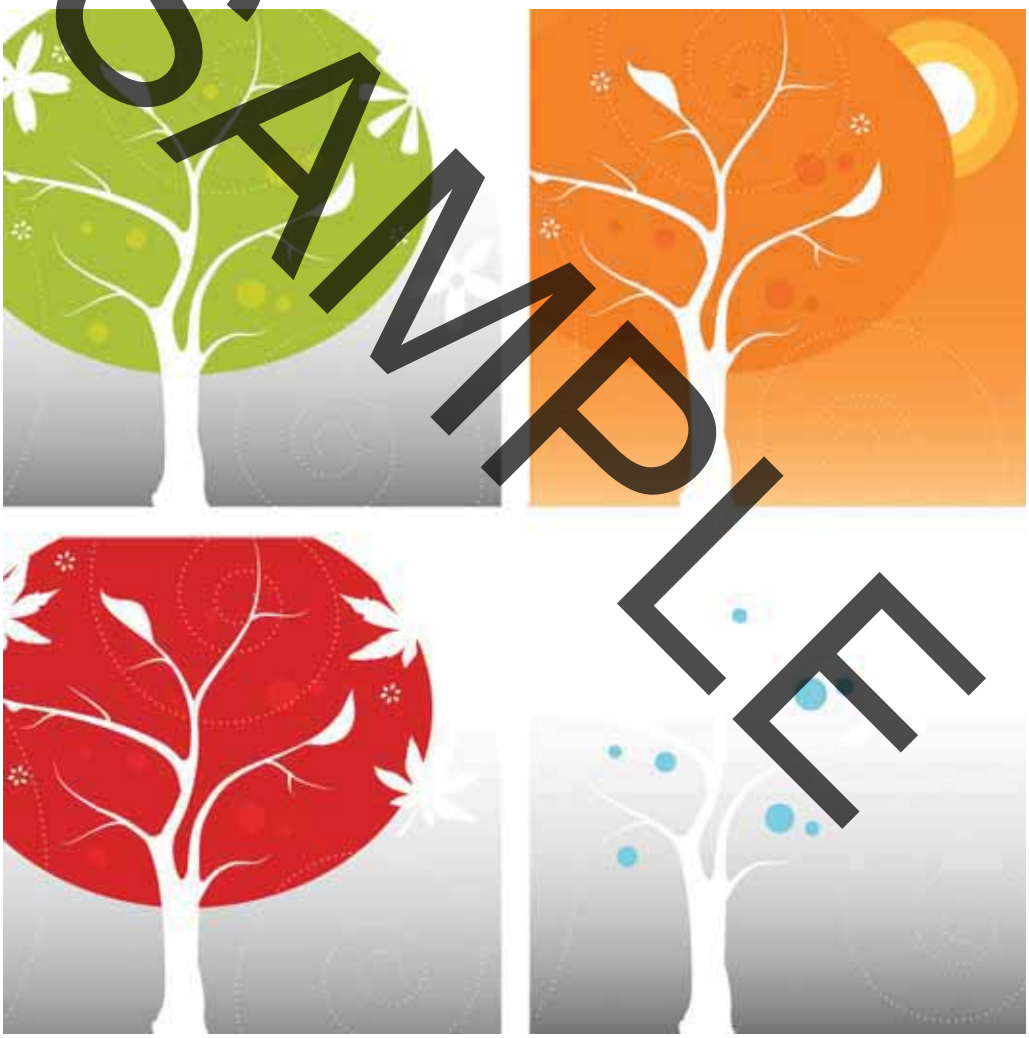
Talk About the Seasons



SAMPLE

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There are four seasons during the year. Winter, Spring, Summer, and Fall. The weather changes during the seasons. Each season lasts for about three months. There are many different activities you can do during each season depending on the weather.

SAMPLE

Winter

Winter is the coldest of all the seasons. The lakes and rivers turn to ice. In the winter it usually snows a lot. When it snows you can make a snowman, a snow fort, or a snow angel. There are also many sports in the winter such as hockey, ice skating, skiing, and snowmobiling.

Pg 1

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In the cold winter weather it is important to dress warm. A warm coat, hat, scarf, and mittens are a must. Don't forget to put on your boots before walking in the wet snow to keep your feet dry.

Spring

Spring comes after winter. In the springtime the weather becomes warmer, the leaves grow on trees, flowers bloom, and the birds start to chirp. Baseball is the most popular sport that begins in the spring. Soccer, tennis, and biking are some of the other sports that people play in the spring.

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In the spring you need to wear a light jacket when you go outside. The weather is warm but still cool at times. It rains a lot in the spring so be sure to have a raincoat and umbrella nearby.

Summer

Summer is the hottest of all the seasons. Daylight lasts longer in the summer giving you more time to enjoy being outside. In the summer it is fun to spend time at the beach. Water sports such as boating, fishing, and skiing are popular. It is always important to be safe when in or near the water. An adult must always be with you at all times and don't forget to wear a life vest.

Pg 3

SAMPLE

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In the summer, boys and girls wear shorts and t-shirts with sandals on their feet. It is also important for people to wear sunscreen to keep their skin safe from the bright hot sun.

Fall

Fall comes after summer. In the fall, the weather becomes cool once again. Before the leaves fall off the trees, they turn many different colors – red, brown, orange, and yellow. It is great fun to rake leaves into a big pile and jump in them. In the fall, people go to the cider mill to eat apples and drink apple cider.

SAMPLE

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Football is the most popular sport at this time of year.

In the fall it is time to wear the light jacket once again. Sweaters and jeans are a must. The nights are getting cooler so keep a blanket near.

No matter the season – winter, spring, summer, or fall – there are always many things to see and do. A change in seasons means a change in weather, activities, and clothes that you wear. Each season is special and different from the others. As soon as one ends the next is ready to begin.

SAMPLE

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Lesson 6
Is it Summer?

Spelling and Grammar: Do you remember what antonyms are? Let's look at your spelling words. Read each of your spelling words aloud. Can you tell which words are antonym pairs?

Now, complete the Antonyms Worksheet.

Do you remember what a noun is? It is a word that names a person, place, or thing.

To practice recognizing nouns, complete the Noun Worksheet.

Reading: Let's review the seasons. What are the four seasons? What is special about each season? What is the weather in each season? What do people do? Let's reread **"Talk About the Seasons"** from Lesson 5. Re-reading helps you remember the details and information of a story.

Writing: Get out your Journal and read your prewriting and draft from Lesson 5. Now it is time to revise your draft. Revising is the step to make changes and corrections to your draft. You want to make your writing clear and easy for your student to understand. Remember to use adjectives to help describe your nouns in each sentence. When you are done revising, read your writing aloud to check if other corrections need to be made.

Now you are ready for step four - proofreading. You will check for and correct any mistakes with capital letters, punctuation marks or spelling. Don't forget to read the writing aloud when you are done.

Finally, in your neatest handwriting, rewrite your work on a clean piece of paper in your Journal. Congratulations! You have just finished the writing process.

Lesson Wrap-Up: Review the spelling words from Lessons 1 through 6.

SAMPLE

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Antonym Worksheet

In each sentence write the antonym for the underlined word.

1. In the winter it is <u>cold</u> outside but in the summer it is_____.

2. Mary needs a towel to <u>dry</u> off because she got _____in the rain.

3. John has <u>short</u> hair, and Mark's hair is _____.

4. I ate desert <u>after</u> dinner, but _____ I went to bed.

5. My brother and I like the <u>same</u> movies, but we like_____books.

SAMPLE

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6. It is warm in the kitchen and _____in the basement.

7. The wet dog needs to get _____before he can come in the house.

8. I just read a long story, but my favorite is a_____ story.

9. Before school I am tired, but_____school I have a lot of energy.

10. In a Venn diagram, things that are different go on the outside, and things that are the _____ go on the inside.

SAMPLE

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Noun Worksheet

Read each sentence. Draw a circle around the noun using a green crayon. Write the noun under the correct column Person, Place, or Thing.

1. The boy ran.

2. The book fell.

3. Bill is tall.

4. The telephone rang.

5. Where is Denver?

6. Let's go to Disney World.

7. The park is closed.

8. Grandma came to visit.

9. Push the swing higher.

Person **Place**

SAMPLE

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Thing

SAMPLE

Think of three more nouns (person, place, or thing). Write a sentence for each one.

1.

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2.

3.

SAMPLE

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Lesson 7
Flying on a Plane

Spelling words:

it's (it is)	they'll (they will)
can't (can not)	doesn't (does not)
aren't (are not)	haven't (have not)
won't (will not)	weren't (were not)
they're (they are)	don't (do not)

SAMPLE

Look at your spelling words. What do you notice about all the words?
All of these words are **contractions**.

A contraction is a word formed by combining two words and replacing one or more of the letters with an apostrophe.
For example: did + not = didn't

In your Journal write each of your spelling words. Next to each word, write the two words that make the contraction. Also write a sentence using the word.

Contraction Concentration

Your teacher will show you Contraction Concentration Cards. Lay out the 20 Contraction Concentration cards on the table face down. The object of the game is to match each contraction with the two words that make the word. For every match you make you score a point.

Complete the Contractions Worksheet.

Vocabulary: flammable, security, pilot, propellers, military

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Reading: Let's review the seasons. What are the four seasons? What is special about each season? What is the weather like? What do people do? Let's reread the story **"Talk about the Seasons"**. Remember it is always a good idea to reread stories so that you don't forget what they are about. It is easy to forget details and information.

Today we are going to read about airplanes. What do airplanes look like? What are airplanes used for? Why are airplanes important? Who uses airplanes? Let's look at the story **"Flying on a Plane"**.

Now we are going to look at the cover of the story. What do you think this story will be about? What do the words on the cover say? Look at all the pictures in the story.

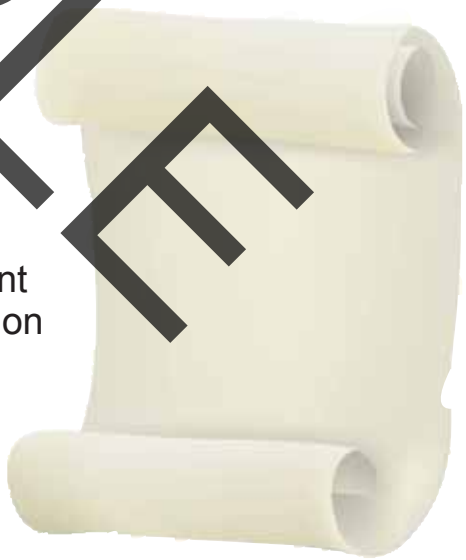
The pictures in an informational book are called diagrams. Diagrams help to explain what the words are saying.

It's time to read **"Flying on a Plane"**. Make sure to look and point at each word as you read. This will help you keep your place. It will also help you to really understand the information you are reading.

Retell the story **"Flying on a Plane"**. A retelling needs to include all the important facts and information from the beginning, middle, and end of the book.

Writing: In your Journal write the following question: What do you think is the most important information in this book? Now answer the question in your own words.

Lesson Wrap-Up: Do some contraction building with your teacher.



SAMPLE

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Contraction Worksheet

Write a contraction to replace the underlined words.

1. It is cold outside.

2. Marie can not reach the toy.

3. There are not any people in the store.

4. John will not go to the park.

5. They are playing a game.

SAMPLE

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6. I think they will help paint the wall.

7. She does not have any money.

8. They have not watched the movie.

9. We were not running in the house.

10. Do not cross the street by yourself.

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Flying on a Plane

SAMPLE

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There are many people who like to fly on a plane. Some fly to go on vacation or to visit family or friends. Others fly because it is a part of their job.

One of the quickest ways to get from point A to point B is to fly on a plane. Most people like to fly on a plane because it is the fastest way to reach the place that they are going. It's also one of the safest ways to travel.

SAMPLE

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Here are a few rules for flying:

- You can't use a cell phone while the plane is flying.
- Sharp objects aren't allowed on the plane.
- Flammable items won't be allowed through the security checkpoint.

There are many reasons why some people do not fly. One of the reasons is because it costs a lot of money. Most plane tickets cost several hundred dollars. Another reason is because some people are afraid. Often, these people will choose to drive a car instead.

SAMPLE

Pg 2

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The people who fly planes are called pilots. Pilots go through many hours of training before they're allowed to fly. They aren't allowed to fly large jets until they become an expert in flying smaller planes.

The first working plane ever was invented by the Wright Brothers. The plane had a wooden frame and two wings that were covered by fabric. It had a small engine that was attached to two propellers. The first flight happened on December 17, 1903, at Kitty Hawk, North Carolina. It flew in the air for a distance of 120 feet and it was in the air for only 12 seconds.

SAMPLE

Pg 3

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Until recently, the biggest passenger plane was the Boeing 747. This plane is used to fly to many countries across the ocean. Recently, the Airbus 380 was named the largest passenger plane in the world. It will seat up to 525 people. Its nickname is "Superjumbo". The cost to build the Airbus 380 is over $290 million dollars!

SAMPLE

Pg 4

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Planes are used for more reasons than just flying people. They're used for shipping packages and delivering the mail across the country. The military uses several planes for many different types of missions. These missions are called "sorties". Last year, the United States Armed Forces flew their planes in tens of thousands of sorties all over the world.

SAMPLE

Pg 5

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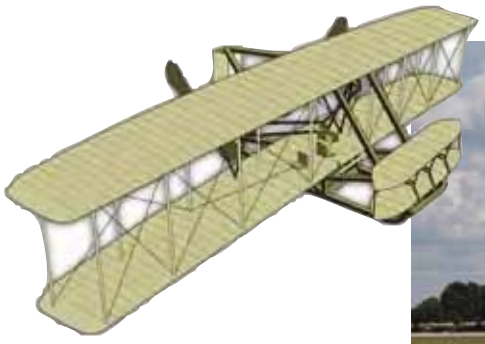
Planes use a special kind of fuel to power their large engines. It's a lot different than the gas used by a car. The fuel is very flammable and must be handled with care when it's being pumped into their tanks. Just like cars, newer planes are being built to use less fuel.

Planes have come a long way since 1903. They'll always be a part of our every day lives. Maybe some day in the future, everyone will know how to fly some type of plane.



SAMPLE

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Lesson 8
Two Special Girls

Spelling words:

tallest	shorter
taller	finally
saddest	quickly
sadder	hurting
shortest	talking

SAMPLE

Vocabulary: giant, shrimp, baby, special

Write the Vocabulary words. Next to each word write its definition and then a sentence using the Vocabulary word.

Reading: Let's review airplanes. What do airplanes look like? How are airplanes used? Why are airplanes important? Who uses airplanes? Let's reread **"Flying on a Plane"**.

Spelling: What are contractions? What happens when you put two words together? A contraction is a quick way to write two words together. Reread your contraction spelling words and tell what words are used to make each contraction.

What is a suffix? A suffix is an ending that is added to a base word to change the meaning of the word and to make comparisons.
For example: long, longer, longest; rapid, rapidly; walk, walking

Do you remember what a suffix is? A suffix is an ending that is added to a base word. The suffix changes the meaning of the original word. Today we are going to learn about the suffixes -er, -est, -ing, -ly.

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Take each spelling word and write it in the first column. Then write the base word and the suffix in the correct column. Today we are going to talk about how people are different and what it means to be special. What makes someone special? Why is it important to be special? How does someone become special? Let's look at **"Two Special Girls"**.

What does the cover tell you about the story? Read the title. Look at all the pictures in the story.

It's time to read **"Two Special Girls".** Make sure to look and point at each word as you read it.

Writing: In your Journal write the following question: What would you tell a good friend about the book you just read? Now answer the question in your own words.

SAMPLE

Let's review the Five-Step Writing Process. Remember, the first step is prewriting. Prewriting is choosing what topic to write about and the details to include. This is done in a word web. The second step is called drafting. Drafting is the step where sentences are written about the details in the word web.

In your Journal, think about the Engaging Questions your teacher asked earlier. Everyone is special in their own way. Some people may be tall while others are short. Differences are what make people unique. Now, in your journal, write your answer to this question:

What makes you special?

Begin by drawing of a word web and adding as many bubbles (details) as you can. When you are done, read it to your teacher. Be ready to explain why you chose each detail. Now write a draft using the ideas from your word web. Take your time to be sure to write complete and thought out sentences. When you are done, read it to your teacher.

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Two Special Girls

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Mary was a very tall girl. She was the tallest girl on the street, and she was the tallest girl in her third grade class at school. She was even taller than the fifth graders.

Everyone called Mary a “giant”. She did not have any friends and no one sat next to her at lunch or played with her on the playground. Mary was also the saddest girl at school because the other kids were not nice to her.

SAMPLE

Pg 1

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Mary was very sad until one day there was a new student in her class. The new student, Jane, was very short.

Everyone called Jane a “shrimp”.
Some even called her a “baby”.
She was shorter than even the first graders.
No one wanted to be friends with Jane because she was so short.

Then one day Mary saw Jane crying in a corner.
“Why are you crying?” asked Mary.

“Everyone makes fun of me,” sobbed Jane.

“I know how you feel,” said Mary, “everyone makes fun of me too.”

SAMPLE

Pg 2

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"They do?" Jane asked quietly.

"Yes," Mary quickly answered.

Mary asked, "Would you like to be my friend?" "Yes! I would," replied Jane, "you will be my first friend."

After that, Mary, the tall girl, and Jane, the short girl always played with each other. They spent a lot of time together at home and at school. The girls were finally happy because they were best friends.

SAMPLE

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Mary and Jane even called each other on the phone to plan to wear the same clothes to school. Their favorite outfit was a green shirt and tan pants. They looked like twins, except one girl was tall and the other short.

The rest of the class still made fun of Mary and Jane. The class did not understand that they were hurting the feelings of both girls. Mary and Jane asked the class to stop making fun of them, but the class did not stop.

SAMPLE

Pg 4

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The kids in the class still called the girls “giant” and “shrimp”.

Mary and Jane knew that they were special just the way they were. They understood each other. They had each other as best friends and did everything together.

The other kids saw how much fun Mary and Jane were having as best friends. They thought they should finally start being nice to the girls.

Mary and Jane were happy the other kids were no longer teasing them. They treated all of the kids nicely. They remembered how it felt to be teased. The girls quickly made some new friends.

SAMPLE

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Mary and Jane played with the other kids, walked with them to school, and even ate lunch with them.

Even though Mary and Jane had many new friends, they still remained close to each other.

Mary's best friend was always Jane, and Jane's best friend was always Mary. Tall or short, size does not matter when picking your friends.

SAMPLE

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Lesson 9
Unique Individuals

Let's review suffixes. What is a suffix? Remember a suffix is an ending added to a base word to change the word's meaning or to make comparisons.

Look at the suffix spelling words in your Journal. Read the words aloud. Tell your teacher the base word and the suffix for each word.

Now your teacher is going to tell you more words that have the –er, -est, -ing, -ly suffixes. Write each word in your Journal.

Complete the Suffix Worksheet.

Reading: What makes someone special? Why is it important to be special? How does someone become special? Let's re-read **"Two Special Girls"** from Lesson 8.

Writing: Get out your Journal and read your prewriting and draft from Lesson 8. Today you will complete the final three steps of the writing process.

Revising is the third stage where you make changes to your writing to make it easier for the reader to understand. Revise your draft now. Remember to use adjectives to describe your nouns in each sentence. When you are done revising read your writing aloud to hear if more corrections are needed.

Step four in the writing process is proofreading. Now you check for and correct any other mistakes in the writing. Watch for correct capitalization, punctuation, and spelling. After you proofread your work, you are ready to publish.

Publishing is the fifth and final step. In your neatest handwriting, rewrite your paper on a clean piece of paper in your Journal.

SAMPLE

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Suffix Worksheet

Circle the suffix below each sentence that makes the spelling word make the most sense in the sentence. Write the new word on the blank.

1. Bob was the (tall) boy on the team.

_____

er (est) ly ing

2. Tom is (tall) than Dan.

_____

(er) est ly ing

3. That was the (sad) movie I've ever seen.

_____

er (est) ly ing

4. Nothing makes me feel (sad) than a lonely person.

_____

(er) est ly ing

5. I have a (short) piece of string than my brother.

_____

(er) est ly ing

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6. Sam in the (short) person in my family.

er (est) ly ing

7. My birthday will (final) be here in four days.

er est (ly) ing

8. Her leg was (hurt) after she fell out of the tree.

er est ly (ing)

9. My mom was (talk) on the phone to my grandma.

er est ly (ing)

10. We ran (quick) through the rain.

er est (ly) ing

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Lesson 10
Until Christmas Day

This Lesson begins with a Spelling Assessment. This will cover the words you have learned in Lessons 1-9. Turn to a blank page in your Journal. Write the numbers 1-25 down the left side of the paper. Your teacher will say a word aloud and use it in a sentence. After she repeats the word one more time, write it on the paper you set up.

When you have finished the Spelling Assessment, you will learn some new words.

Spelling words:

Christmas	mother
morning	money
Santa	children
Claus	paper
sister	father
house	

Take a look at your new spelling words.
Read each word and write it in your Journal.
Write a sentence using the word.

Do you like to fish? We are going to play a game called Fish for It. When you catch a word, say it and spell it aloud. Repeat until you catch all of the word cards.

Complete the Word Scramble Worksheet.

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Vocabulary: selfish, shelter, idea, homeless

Write each Vocabulary word in your Journal. Look up the definitions in the dictionary. Write a sentence for each word.

Reading: What makes someone special? Let's re-read the story **"Two Special Girls"**.

Today we are going to talk about Christmas. What is Christmas? What happens on Christmas? How is Christmas different for different people? Why is Christmas a special time of the year? Let's look at **"Until Christmas Day".**

What do you think this story will be about? What do the words on the cover say? Look at all the pictures in the story.

Now let's read the story. Use your finger to help keep your place.

Did you predict what really happened in the story? If not, what is different between your prediction and what really happened?

Grammar: A verb is an action word. Verbs tell what is happening in a sentence. Your teacher is going to give you a blank mini-book. Find 10 verbs in **"Until Christmas Day."** Write one verb on each page. Then draw a picture to show what each verb means.

Writing: Write the following question: What do you think is the lesson learned in this book? Now answer the question in your own words in your Journal. Be sure to really think about why the children gave away their toys and what happened because of their actions.

Lesson Wrap-Up: In your Journal, answer the following question: What does giving mean to you?

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Word Scramble Worksheet

Unscramble the words below.

1. aiCshsrtm

2. ionrmgn

3. sSaCuanatl

4. tsseir

5. sehuo

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6. tmorhe

7. emyno

8. rdihceln

9. pprea

10. thafer

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Until Christmas Day

SAMPLE

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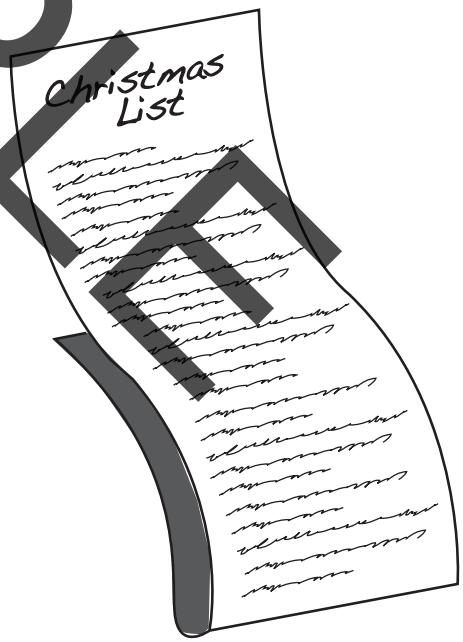
It was four days until Christmas morning. Gary and Samantha were making their wish list for Santa Claus.

"I want a train set," said Gary.

"I want a new doll," said Samantha.

"A new toy truck and wagon," added Gary while his sister shouted, "I want a new game and a house for my doll."

Their mother heard what the children said about all the new toys. She was not happy to hear her son and daughter say things that sounded so selfish.



SAMPLE

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Mother talked to her children about all the new toys they wanted Santa Claus to bring on Christmas. Gary and Samantha did not know that they were not being nice by wanting so many new things.

"I have an idea," said Gary, "let's give some of our old toys to people who don't have much money."

"That's a great idea," said Samantha. "I have a lot of old dolls that I can give to a child who needs something new."

"Now that is the best idea ever," said Mother, "I am so proud of you."

SAMPLE

Pg 2

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The next day with only three days left until Christmas, Gary and Samantha packed up all of their old toys. They put them in a box. They covered it with red and green paper.

Gary and Samantha waited for their father to come home from work. Then they packed the boxes up in the truck and took them to a shelter for homeless children.

There was a friendly man working at the shelter. "Hello Children," he said.

"Hello, Sir," the children said. "We are here to give our toys to children that need them more than we do."

SAMPLE

Pg 3

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"That is very kind of you to give the children a Christmas gift," the man said.

"We have everything that we need and want to give to others," said Gary.

"It is sad that some children have less than we do," said Samantha.

"I think you know the true meaning of Christmas," said the man. "Thank you both for the wonderful gifts."

"You're welcome," said Gary and Samantha.

SAMPLE

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The children went home feeling happy and proud of themselves. Gary and Samantha no longer cared about getting new presents. Over the next couple days they made Christmas cookies, sang Christmas songs, and put up the Christmas tree.

Finally, it was the night before Christmas. Even though Gary and Samantha no longer cared about toys, they were still happy about Christmas. The children went to sleep in their warm beds. Each one of them thought about the children at the shelter. They hoped the children liked their new toys.

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The next morning when the children woke up, they ran downstairs to see if Santa Claus made a visit to their house. Sure enough, under the tree were two boxes. One box was for Gary and the other box for Samantha.

They both opened their boxes. Inside was a train set for Gary and a new doll for Samantha. Next to the Christmas tree was a note from Santa Claus.

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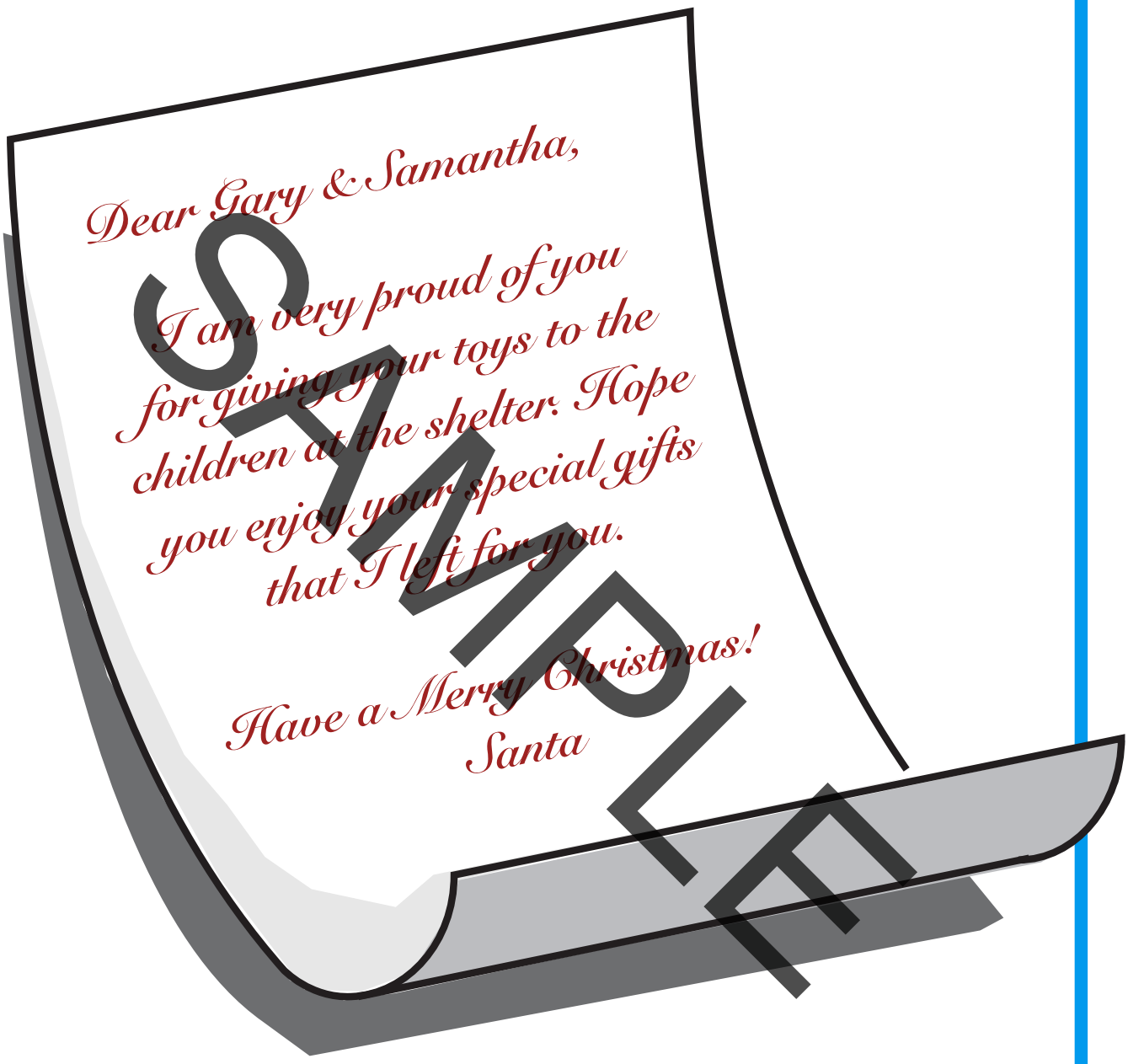

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Lesson 11
The City

Spelling words:

pack	reach
travel	fill
cross	work
want	hitch
look	search

SAMPLE

Key Vocabulary: future, journey, dangerous, proud

Write the Vocabulary words. The Vocabulary words are words from the story that you need to understand before reading the story. Next to each word write the definition (what the word means) and then a sentence using the Vocabulary word.

Reading: What is Christmas? What happens on Christmas? How is Christmas different for different people? Why is Christmas a special time of the year? Let's read **"Until Christmas Day"** again.

It's time to read **"The City".** Remember to look at and point to each word as you read it.

Look at the cover of the story. What do you think this story will be about? Read the title. Look at all the pictures in the story.

Spelling: Look at your spelling words. What do you notice about all the words? All of the words are verbs. In your Journal write each of the words in all the verb tenses - past, present, future. Spell each of your spelling

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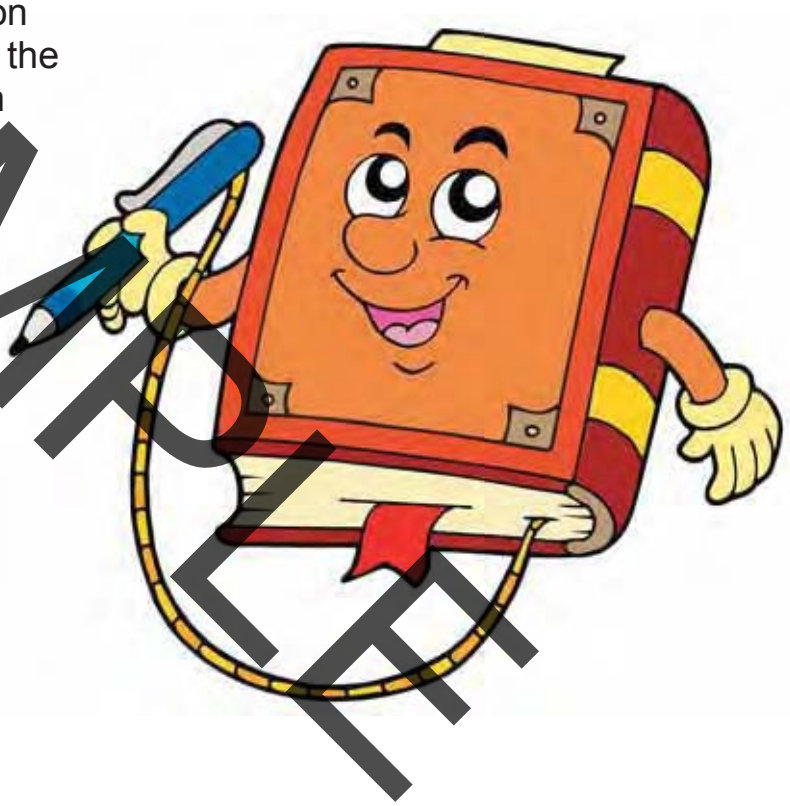
Grammar: Now you are going to sort verbs. Take a piece of paper and fold it into three columns. With three different colored pencils, label one column Past, one column Present and one column Future.

Put the correct form of each spelling word in the right columns. Be sure to use the same color for the words as the labels. Once you have all the spelling words in the charts try to add 10 new verbs and write the verb in all of the columns in the correct form. When the chart is complete read it aloud to your teacher. Explain why each verb is in the column. Did you notice that the verb ending is a separate syllable from the rest of the verb?

Writing: Write the following question in your Journal: What happened in the story? Now answer the question in your own words.

Lesson Wrap-Up: What are the three verb tenses?



SAMPLE

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The City

SAMPLE

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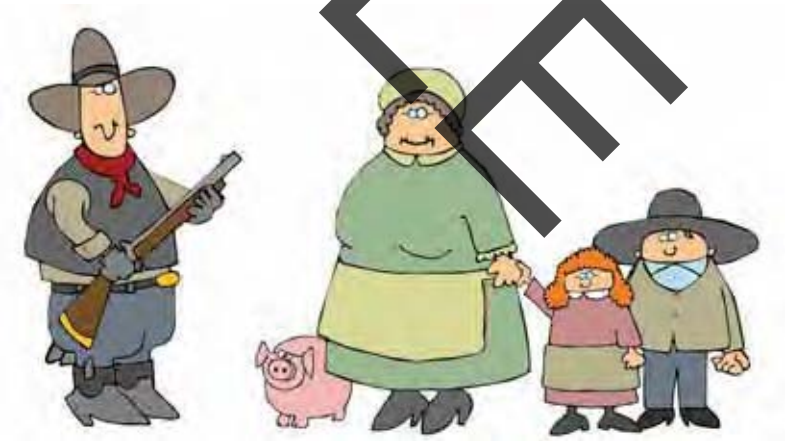
Many years ago, a family set out to find a new place to live. Life was hard in the country, and they wanted a happier life.

"Let's head west," said Dad.

"There are many cities in that direction," said Mom.

The children were not happy to leave their home on the farm. They were scared and worried. They did not know what to expect from city life.



SAMPLE

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The family packed up their wagon, hitched up the horses, and set out on a long journey. They traveled many miles to find a new home. The search was on to find a place where the family would be able to live a happy life. They wanted a new future. They wanted a place where their dreams would come true.

The journey was not easy. The family traveled across rough land and trails. They crossed dangerous lakes and rivers that were fast and deep. They were often cold and wet from the rainy days and nights. There was not enough food to eat every day.

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After many days and nights, the family reached a new city. They looked around and thought about the future. They thought of a new job, a new home, and a new school for the children.

"This is the place to call home," said mom.

"We will settle the family," replied dad.

Both of the children were happy to be in the new city. They saw several tall buildings and streets filled with a lot of people. It was the perfect place.

SAMPLE

Pg 3

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The city was now home. There were many things for the family to see and do. They were always busy exploring the city.

It was a lot of work to make their house a home. The family made many changes in their life. It was not easy, but they kept working hard. Their dream of a happy future was coming true.

As time passed, the family grew proud of their new life. They never thought about their past life. They had much more in the city then they had on their old farm in the country.

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On the farm, the children did not go to school. In the city, the children go to school every day and are learning how to do math and read books. There is also a playground with swings.

"I want to stay in the city forever," said Jack.

"I do, too," said Mary, "I have a lot of friends here."

"Don't worry. The city is our future," answered Mom.

"We are home," said Dad.

SAMPLE

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Lesson 12
Busy City

Spelling words:

pack	cross	look	fill	hitch
travel	want	reach	work	search

SAMPLE

Key Vocabulary: future, journey, dangerous, proud

Reading: What is a city? Let's re-read **"The City"** from Lesson 11.

Grammar and Spelling: What are verb tenses? A verb tells an action and takes place at a certain time - past, present, or future. Let's review verb tenses and their special endings. Verbs tell the action for the past, present, or future. Look at the verb spelling words in your Journal. Read the words aloud as well as the sentences for each word. Tell your teacher the tenses of each verb.

ride rode will ride

Verb Hunt: It's time to go on a verb hunt. You are going to need yellow highlighter for present verbs, a blue highlighter for past verbs, and a pink highlighter for future verbs. You have 20 minutes to highlight as many verbs as possible from the newspaper. When time is up you need to record each highlighted word on the Verb Tense Chart from Lesson 11. Once the chart is complete, explain each verb was written in the column where you placed it.

Complete the Verb Tense Worksheet when your teacher tells you to. Worksheet. You will need your Verb Tense Chart to do this activity.

Writing: Review the 5 steps in the writing process.

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Verb Tense Worksheet

Fill in the missing verb forms on the Verb Tense Chart. Make sure to use the same colors.

Past packed

Present

Future

Past

Present reach

Future

Past

Present

Future will travel

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Past

Present fill

Future

Past

Present

Future will cross

Past worked

Present

Future

SAMPLE

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Past

Present want

Future

Past

Present

Future will hitch

Past looked

Present

Future

Past

Present search

Future

SAMPLE

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Lesson 13
Brett and His Ball

Spelling words:

I	me
she	him
it	we
her	they
you	them
he	us

SAMPLE

Key Vocabulary: famous, quarterback, football, career

Spelling: Look at your spelling words. What do you notice about all the words? All of the words are pronouns. Remember pronouns are words that take the place of nouns. Write each spelling word. Use each word in a written sentence.

Complete the Pronoun Worksheet.

Using the internet, look for information on the person you chose as a role model. With the information you've found create an outline of the person's life. Use the biography checklist.

Grammar: What is a pronoun? A pronoun is a word that takes the place of a noun or nouns in a sentence. Look at the pronoun chart.

Singular Pronouns	**Plural Pronouns**
I she it her	we they them
you he me him	you us

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A singular pronoun takes the place of a noun that names one person, place, or thing. A plural pronoun takes the place of a noun that names more than one person, place, or thing.

For example:
Jill likes pizza. = She likes pizza.
Mark bought the books. = Mark bought them.

Reading: Do you know what a role model is?

We are going to read a type of book called a biography. A biography is a story about someone's life told by a different person. The biography for this Lesson is about a football player. Look at the biography checklist. The checklist tells all of the characteristics of a biography.

SAMPLE

Biographies

All biographies have certain characteristics:

- Written by someone other than the subject
- Tell about the subject's life including:
    - birthdate/place
    - date of death (if the subject is no longer alive)
    - country or city where the subject lives or lived
    - significant contributions of the subject
    - problems the subject had to overcome
    - important events from history
    - people who influenced the subject

Now let's look at the story **"Brett and His Ball."**

Look at the cover of the story. What do you think this story will be about? What do the words on the cover say? Look at all the pictures in the story. Write a story prediction in your Journal.

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Now we are ready to read **"Brett and His Ball".**

Writing: In your Journal write the following question: How is this person's life like yours? How is it different? Now answer the question in your own words.

Look at the biography checklist. Write the answer to each point on the checklist in your Journal. When you are finished you will have create an outline of Brett's life.

Lesson Wrap-Up: How can you be a role model?

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Pronoun Worksheet 1

Circle the sentence with the correct pronoun in bold print. Use your digital tools.

1. A) **Her** went to the park.

B) **She** went to the park.

2. A) We spoke to **him**.

B) We spoke to **he**.

3. A) Ask **they** to go to the party.

B) Ask **them** to go to the party.

4. A) Can Mary go with **we**?

B) Can Mary go with **us**?

5. A) My aunt asked **him and I** to bake a cake

.

B) My aunt asked **he and me** to bake a cake.

C) My aunt asked **him and me** to bake a cake.

D) My aunt asked **he and I**

SAMPLE

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6. A) The present was for **I**, not **he.**

B) The present was for **me**, not **him.**

C) The present was for **me**, not **he.**

D) The present was for **I,** not **him**.

7. A) Tina is more scared than **her.**

B) Tina is more scared than **she**.

8. A) Fred did not tell **we** that they were here last.

B) Fred did not tell **us** that them were here last.

C) Fred did not tell **us** that they were here last.

D) Fred did not tell **we** that them were here last.

SAMPLE

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Brett and His Ball

SAMPLE

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This is Brett. He is a football player. Football is his favorite sport. He plays everyday. His dream is to play in college and later in a professional league.

Each day Brett and his friends play catch. They also watch professional and college football games on TV. They are trying to learn everything they can about the positions, plays and rules of the game.

SAMPLE

Pg 1

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This year, Brett will play for the Hyde Elementary football team. He feels lucky to be part of a real team.

Brett is going to play quarterback. The quarterback is responsible for running the plays on the field. He may need to pass to a wide receiver or hand off to the running back. Sometimes he may get to run the ball into the end zone!

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Many of Brett's professional football heroes were quarterbacks. He'd like to be just like them one day. Brett spends a lot of time studying his playbook. It is important that he knows exactly what to do and where his teammates should be for each play.

Saturday is the big game. Brett is taking the first step toward his goal. With lots of hard work Brett may someday be a football champion!

SAMPLE

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Lesson 14
Touchdown!

Spelling: Look at the spelling words and sentences you wrote in Lesson 13. Read them aloud. Spell each word aloud.

Grammar: Do you remember what a pronoun is? A pronoun is a word that takes the place of a noun or nouns in a sentence. Look back at the pronoun chart from Lesson 13.

Remember a singular pronoun takes the place of a noun that names one person, place, or thing. A plural pronoun takes the place of a noun that names more than one person, place, or thing.

For example: Tony wants to play. = He wants to play.

My friends are going to the movie. = They are going to the movie.

Complete the Pronoun Worksheet.

Reading: Let's re-read **"Brett and His Ball"** from Lesson 13. Is this story an autobiography? Why or why not?

Review the information you found on your role model. Read the information aloud.

Writing: What is a role model? What is a biography? What are the special characteristics of a biography?

Gather the information you found on your role model during Lesson 13. You are going to form it into a written biography. Make sure you put all of the information in order from beginning to the end of your person's history. This is going to be a final copy so be sure to use your best handwriting. When you are finished, read your biography aloud to your teacher. Tell why you chose this person as your role model and what makes him or her a good role model.

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Pronoun Worksheet

Replace the underlined word(s) with the correct pronoun from the word box.

I she it her you he me him we they them us

1. The movie starts at eight o'clock.

2. Mr. Jones eats the birthday cake.

3. Mrs. Smith walks the dog.

4. Angela and I visit the library.

5. Mike and Chris play baseball.

SAMPLE

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6. Cathy takes <u>two books</u> on vacation.

7. Sam makes a list for <u>Jimmy.</u>

8. The children bring <u>Emily and me</u> the crayons.

9. Marie likes to go with <u>Sara</u> to the beach.

Write a sentence for each of the three pronouns not used above.

1.

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2 .

3 .

SAMPLE

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Lesson 15
Fly! A Hummingbird's Tale

Spelling words:

hummingbird	newspaper
zookeeper	outside
indoor	whenever
birdcage	outdoor
bathtub	

SAMPLE

Key Vocabulary: snuggle, beard, grateful, flapped

Reading: What is a fantasy? A fantasy is a story of the impossible – things that can't happen in real life. In a fantasy there may be magic, talking animals and time travel. The story may sound real but you know it is not.

In this Lesson we are going to read a fantasy book. Let's look at **"Fly! A Hummingbird's Tale".**

Look at the cover of the story. What does it tell you? Write your story prediction in your Journal.

Write the Vocabulary words. Next to each word write the definition. Use the word in a sentence. Remember a good understanding of these special words will help you with the story.

It's time to read **"Fly! A Hummingbird's Tale".**

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Writing: Do you remember what a compound word is? A compound word is a new word made by putting together two smaller words.

For example: base + ball = baseball

Look at your spelling words. What do you notice? All of the words are compound words. Write each word and use it in a written sentence.

You are going to make a compound word flip book. On each page write one of the spelling words. Under the word write the two separate words that make up the compound word. Then draw a picture of what each part looks like next to it. Now write the spelling word again. Draw a picture of what the compound word looks like.

Why is it important to tell a story in order? Would it make any sense to say that you went to bed and then ate dinner? Of course not! For a story to make sense it needs to be told in order. Your teacher is going to give you sentence strips with parts of the story **"Fly! A Hummingbird's Tale"** written on them. Shuffle the strips. Then put them in story order. Read the strips aloud. Do they make sense?

Think about your favorite fantasy story. What makes it special? If you could create your own fantasy story, what would be special about it? Fill out the story map to begin creating a fantasy story. Remember anything goes in a fantasy. It does not need to be real.

Now read your story map aloud. Make sure you have all the information you will need to turn the map into a fantasy story. When you are ready, start writing your story. Be sure to use pronouns when you can to make exciting sentences. You may be doing this over several Lessons. Your teacher will track your progress. As you write, be sur to use neat handwriting. When your story is finished, read it aloud. Congratulations! You wrote a fantasy story of your very own.

SAMPLE

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Grammar: What is a pronoun? Pronouns are the following words:

Singular Pronouns	**Plural Pronouns**
I she it her	we they them
you he me him	you us

Remember pronouns are words that can take the place of a noun.

Search **"Fly! A Hummingbird's Tale"** for all of the pronouns. What word is each pronoun replacing?

Spell each of the spelling words aloud for your teacher. Also tell what the two words are that make each compound word.

Lesson Wrap-Up: A movie has a talking dog. Is this a fantasy movie? Why or why not?

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Story Map

Setting	Characters
Describe the Problem	
Event 1	Event 2
Describe the Solution	

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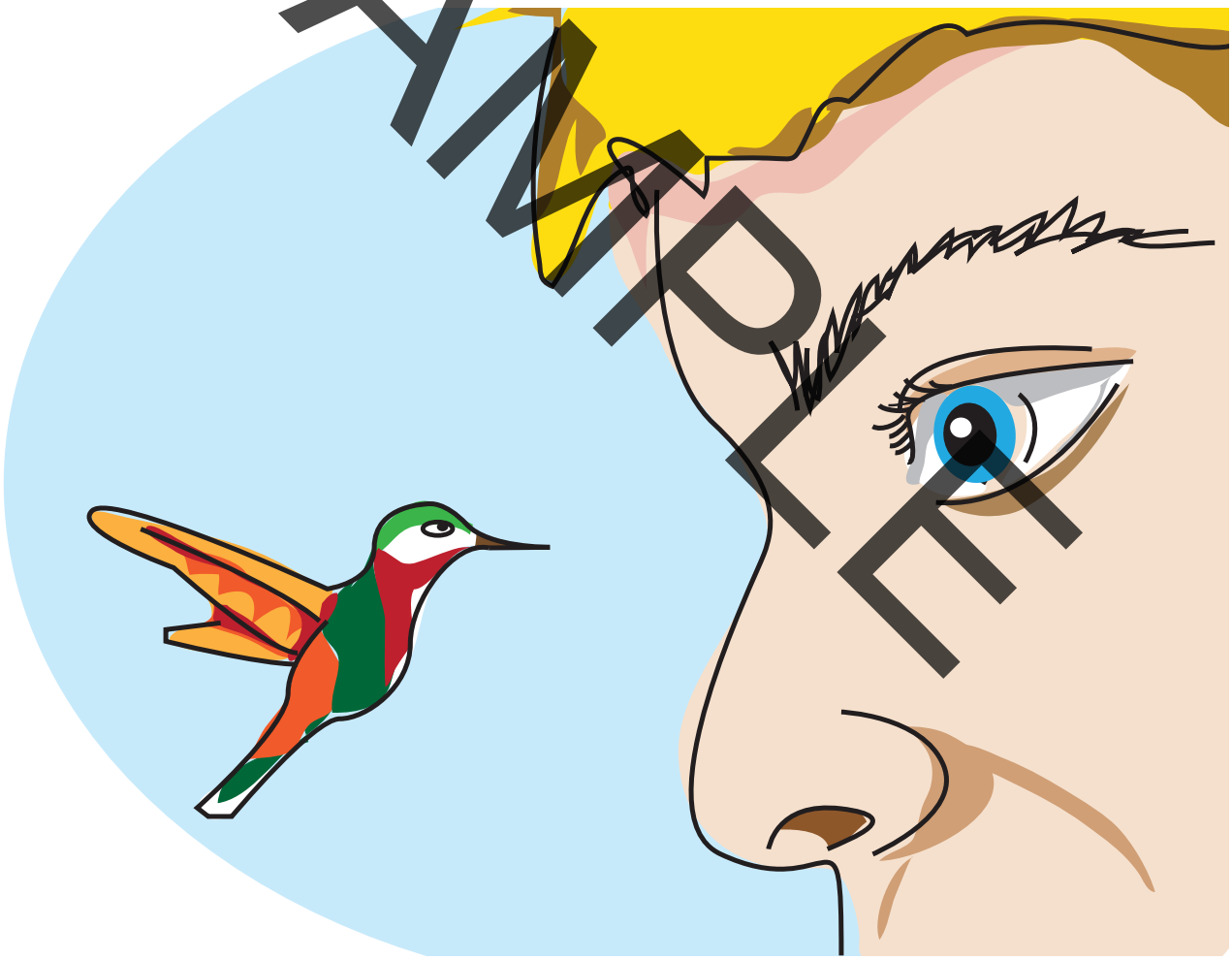
Fly!

A Hummingbird's Tale

SAMPLE



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Billy and his family took a trip to the beach. While he was walking on the beach Billy found a little baby hummingbird. The bird was hurt and he wanted to save it. The hummingbird was no bigger than the end of a little finger.

Billy took the bird home. He kept it alive by feeding it and giving it water.

Billy named the hummingbird Henry. Everyday he took very good care of the bird.

The hummingbird lived and thought the indoors was his home.

SAMPLE

Pg 1

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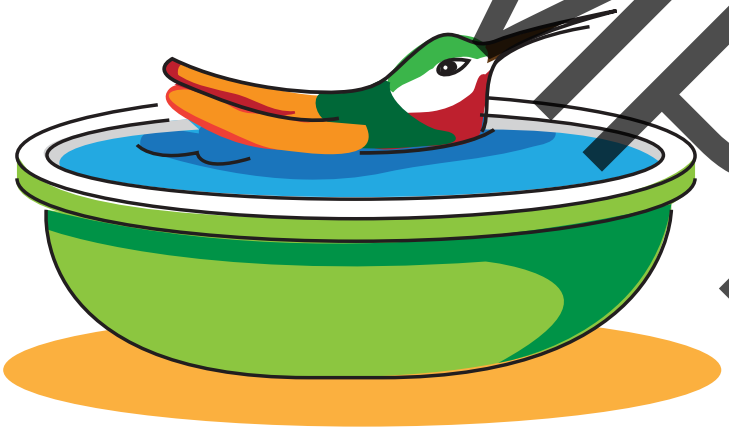
One day Billy asked a zookeeper if he would take the tiny bird. Billy was unable to care for it any longer. The hummingbird was a lot of work.

The zookeeper took the hummingbird. Henry liked his new home. He had a large birdcage with many toys. The people who came to the zoo liked to watch Henry play.



Henry would fly through the air and then crash into the window. He took baths in a small bathtub in his birdcage. Then he would fly to a wire that hung on the wall to dry off from his bath.

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One of Henry's favorite spots to sit was in the beard of the zookeeper. The zookeeper let Henry sit there when they watched television together. The zookeeper even read books to Henry. Henry listened and snuggled into the beard.

Whenever the zookeeper called the bird, Henry came. The zookeeper and Henry became good friends.

The zookeeper made a special bed for Henry out of a wire coat hanger and newspapers.

SAMPLE

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Henry sat in front of the window making little hummer sounds. Henry thought about the outside world. He wanted to see what it was like.

One day the zookeeper left the door of the birdcage open. When Henry noticed the door was open he flew out. Henry loved being on the other side of the birdcage. Finally he was free.

Henry flew around the outdoors. He looked for Billy, the boy who saved his life a long time ago. He found Billy and flew close to his face and flapped his wings. This was Henry's special way of saying thank you.

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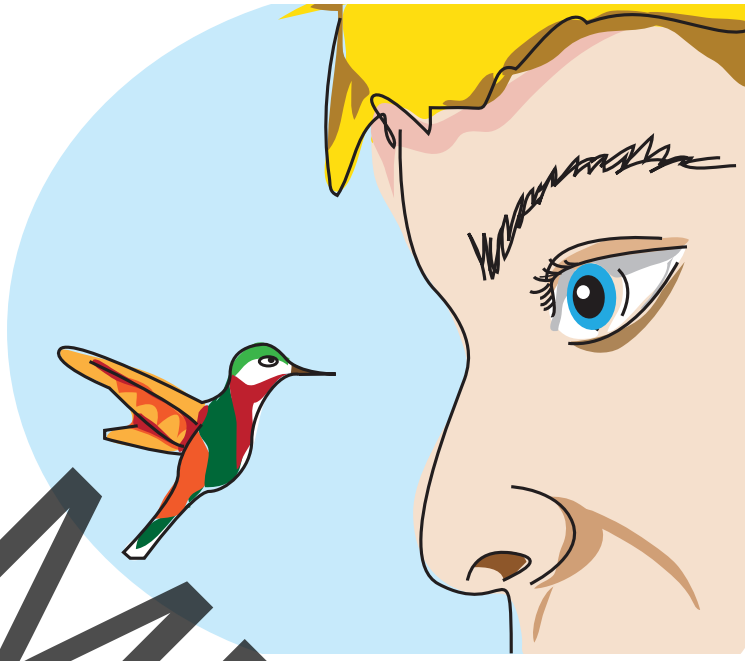

When Billy saw the bird, he knew it was Henry. He felt grateful to see the hummingbird once again.

The hummingbird later flew to find his real bird family. Once he found them, he promised to never leave again.

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Lesson 16
Fiesta!

Spelling words:

first	while
once	begin
after	morning
before	night
then	next

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Key Vocabulary: holiday, celebrate, customs, cultures

Write the Vocabulary words. Use each word in a written sentence.

Reading: What is a fantasy? What is special about fantasy stories? Let's re-read the story **"Fly! A Hummingbird's Tale."**

In this Lesson we are going to talk about holidays, traditions, and customs. What is a holiday? How are holidays celebrated? What special traditions do you have? Let's look at the story **"Fiesta."**

Look at the cover of the story. What do you think this story will be about? What do the words on the cover say? Look at all the pictures in the story.

Let's read **"Fiesta."** Make sure to look and point at each word as you say the word. This will help you to make sure you do not lose your place when you are reading. It will also help you to really understand what you are reading.

Writing: In your Journal write the following question: How are the children's lives

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Order Words: What are order words? Order words help connect events in a story. They help to tell the sequence of events or the order in which things happen. All of the spelling words are order words. Write each word and use it in a written sentence.

Why is it important to tell a story in order? Would it make any sense to say that you went to bed and then ate dinner? Of course not! To make a story make sense it needs to be told in order.

Your teacher is going to give you sentence strips with parts of the story **"Fiesta"** written on them. Shuffle the strips. Then put them in order as they are in the story. Read the strips aloud. Do they make sense?

Spelling: Try to spell each of your spelling words to your teacher.

Lesson Wrap-Up: In your Journal write a reflection to the following questions: What is your favorite holiday? What are the customs at your celebration?

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Fiesta

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Juan and his family were preparing for a fiesta. The family lives in Mexico. They speak Spanish. The Spanish word for party is fiesta.

This was not just any fiesta. The fiesta was for Cinco de Mayo. Cinco de Mayo is a national Mexican holiday that is celebrated on May 5. Juan and his family use the special day to celebrate their customs and cultures.

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The first thing they do to get ready is make a lot of food. Juan's favorite food is enchiladas. His abuela or grandma, makes all the food for the fiesta. She makes guacamole for Juan's sister, Bianca. Guacamole is her favorite food.

While abuela makes the food, Juan and Bianca make the decorations. They make bright colored paper flowers, and a piñata. After the piñata is made, it is filled with candy and small toys for the children.

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Once the decorations are made they hang them up around the house. The house will soon be filled with many of Juan and Bianca's family. The family gets together to celebrate the special day.

On Cinco de Mayo the children get the day off from school. The adults also get the day off from work. It is important to spend time with your family on this day.

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Juan and Bianca like to spend time with their aunts, uncles, and many cousins. They have a lot of fun together at fiestas. The house is filled with happy people. There is a lot of laughter and sharing of happy times.

After the fiesta begins, the mariachi band plays the Mexican music. The family likes to dance and sing songs. They will listen to the band all night.

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All day and night the family will eat all of abuela's food. Before it gets too late the piñata will be hung outside on a tree. Juan, Bianca, and their cousins line up and take turns hitting the piñata.

To hit the piñata, the children are blindfolded and spun around three times. Then they have three chances to hit the piñata with a long stick. Once the piñata breaks the candy and toys will fall to the ground. The children share all of the treats.

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Late at night, the mariachi band stops playing the music. The family goes home, and Juan and Bianca go to bed. They are very tired from the busy day.

A good night sleep is important because in the morning they need to clean up from the fiesta. Cinco de Mayo was a special time for Juan, Bianca, their family, and the rest of the people in Mexico.

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