2nd Grade Homeschool Curriculum

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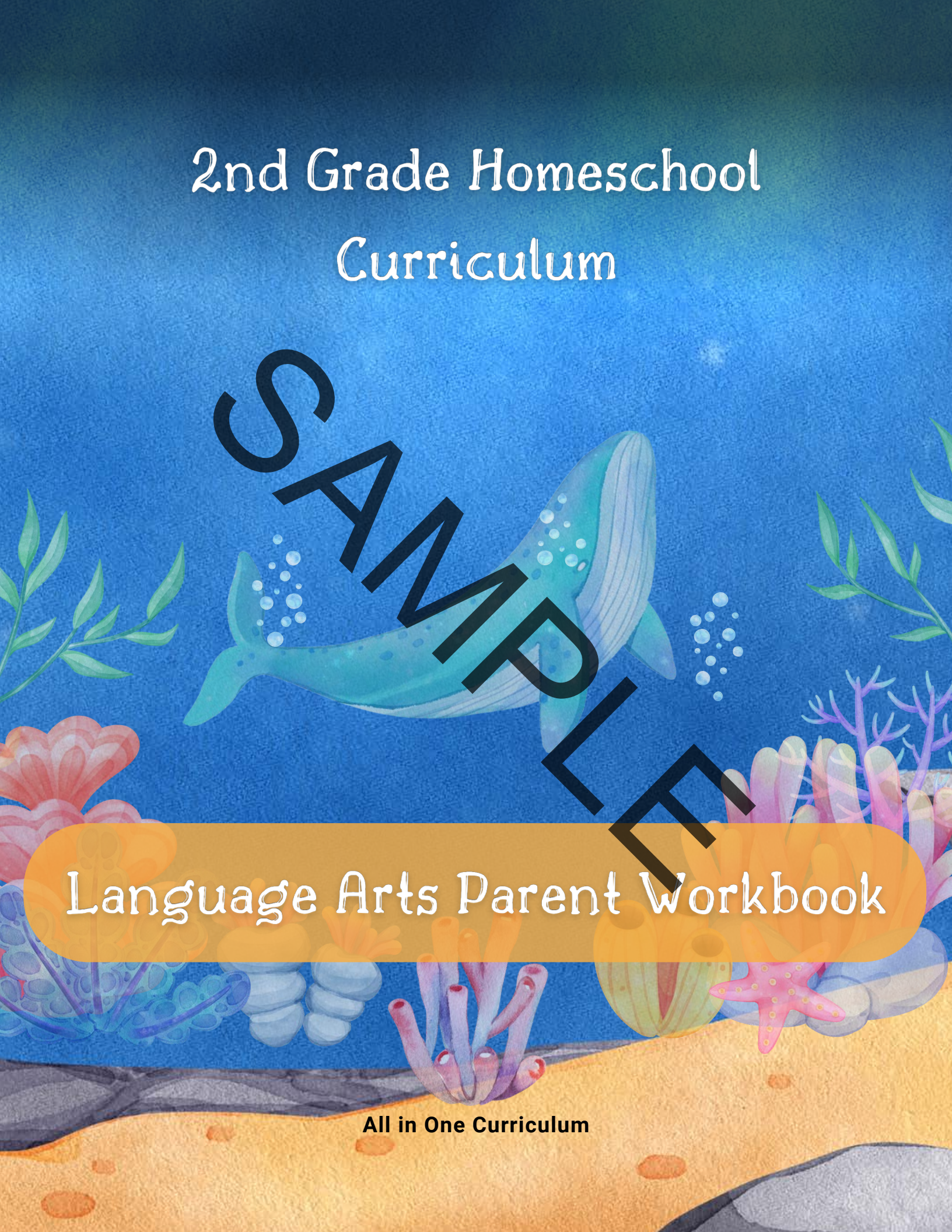

Language Arts Parent Workbook

All in One Curriculum

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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

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Lesson 1
Bikes

Objective: The student will be introduced to the following:

Phonics: VCe Long Vowel Patterns

Reading: Informational Text

Grammar: Nouns

Writing: Introduction to the Writing Process – Prewriting and Drafting

Spelling:

bike	tire
ride	safe
frame	race
shape	stage
size	take

Key Vocabulary: transportation, vehicle, Olympics, exercise

Materials Needed: Pencil, Journal, Children's dictionary, Blank paper, Crayons, Pencil, Scissors, Lined paper, Spiral notebook

Literary Selection: "Bikes"

Engage:

Engaging Question: Bikes are used all over the world for many different reasons. How would you and your family live differently if your only transportation were bikes?

Supplemental Engagement Activity: Encourage the student to take a bike ride.

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Additional Notes to Teacher: The theme for Lesson 1 is bikes. Open the Lesson by asking the student to talk about their bike, or a bike they would like to have. What color is it? Where do they, or where would they like to ride it?

Ask the student to say the word “bike” aloud. See if they can identify the sounds. Ask them to identify any letter names (i) they hear in the word.

Then, ask the Engaging Question. Encourage the student to think aloud and share a variety of ideas. Note: The student will be revisiting the Engaging Question during the writing portion of the Lesson.

Phonics and Spelling: The spelling list contains words that follow the VCe pattern. This pattern refers to a word with a vowel followed by a consonant and an “e”. Inform the student that in this special pattern the “e” at the end of the word helps the vowel before the consonant say its own name. That is to say, the e forces the preceding vowel to have a long vowel sound. Have the student think of 1 more word for each of the five long vowel sounds.

Ask the student to orally spell the words on the spelling list.

Hand out the Spelling Words Squares Sheet. Make sure the student notices that the spelling words are written in some of the squares, and others are blank. Tell the student to fill in the empty squares with long vowel words that end in “e”. They are to write in at least one word for each pattern. After filling in the 10 blank squares, have the student read each word to you.

Vocabulary: Before beginning the Vocabulary activity, make sure the student has a spiral notebook. This notebook will become the student’s Journal for the entire course. Explain to the student that a Journal is a place for writing their thoughts. They will also do most written exercises in the Journal. Instruct them to write their name on the cover. Allow them to decorate the cover to truly make it their own.

To begin the Vocabulary practice, the student will write each of the Vocabulary words in the Journal. Using a children’s dictionary, the student should look up the meaning of each word and write the definition in their words. To ensure understanding of the word, ask the student to write a sentence for each Vocabulary word.

Then assign the VCe Spelling Words Practice Sheet to be completed.

Reading: Begin the Reading portion by asking the student to look at the front cover of **“Bikes”**. Then, take a picture walk of the text. Discuss the characteristics of Informational Text – Table of Contents, chapter headings, diagrams, etc.

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Ask the student what they think the story will be about based upon what they have seen so far.

Review one to one text to word correspondence. Ask the student to look and point at the title of the story, and read it aloud. Remind the student to follow, with their finger, each word they are reading.

After reading each page, ask the student to retell what they just read in their own words. Following the reading, the student should answer this question in their Journal:
"What did you learn from this book?"

Grammar: Review that a noun is a person, place, or thing. Ask the student to cut out each of the Spelling Words Squares from the Sheet. The student is to then sort the squares into two piles – noun or not a noun. They should be able to read the word as they place it into a pile and explain why the word is or isn't a noun.

Writing: Introduce the first two steps of the writing process: prewriting and drafting. Explain that in prewriting, the writer chooses a topic to write about and lists supporting details about the topic. Show the student how it is done in the example Word web. Explain that during the drafting step, one or more sentences are written for each detail in the word web.

Using the Engaging Question as a topic, the student will use a Word web to pre-write and expand it into a draft. As the student completes each step, ask them to read what they have written and explain why each detail was chosen.

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VCe Spelling Words Practice Worksheet

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

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1. Children like to ride on a bike .

2. A picture goes in a frame .

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

4. The actors are on the stage .

5. Only take what you are going to eat.

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6. The runners are running in a race .

7. The swing is made from an old tire .

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

9. Puzzle pieces come in many different shapes .

10. When you go on vacation, sometimes you ride in an airplane.

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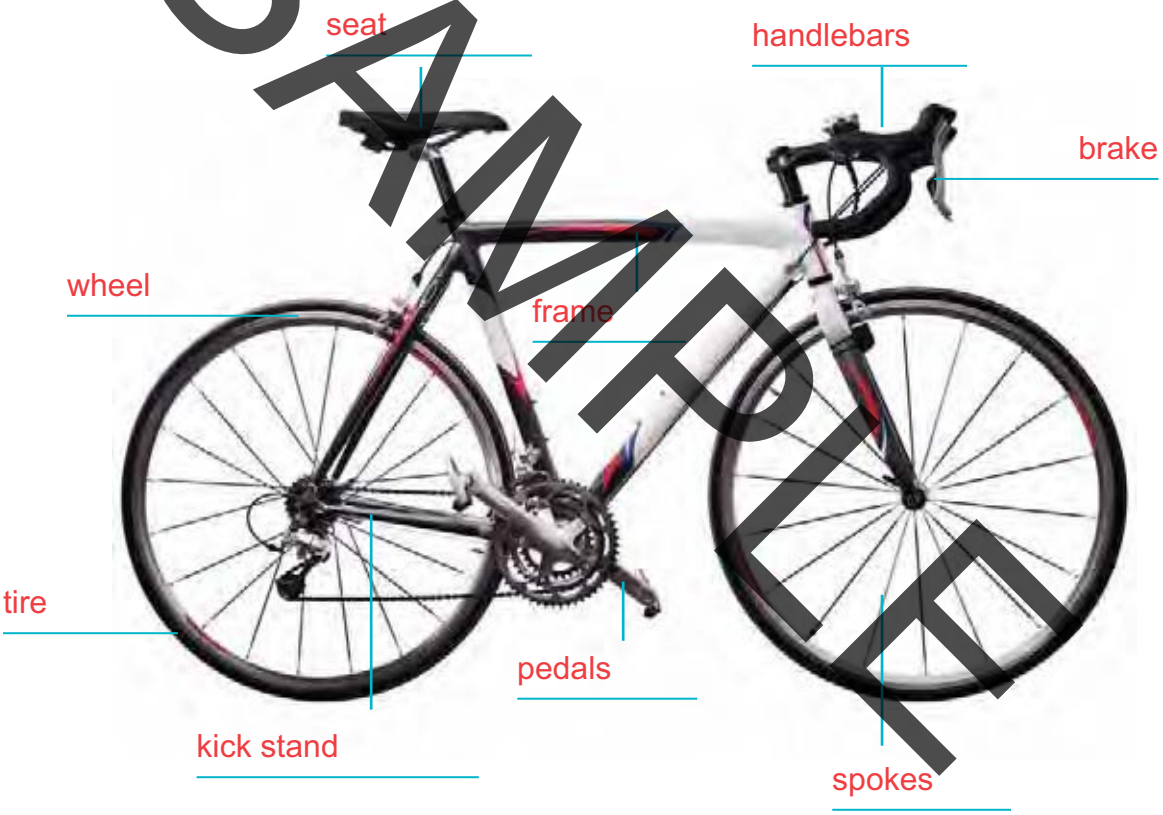
Parts of a Bike

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



SAMPLE

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Lesson 2
Jasper and the Magic Bone

Objective: The student will be introduced to the following:

Phonics: R Controlled Vowels

Reading: Short Fiction

Grammar: Adjectives

Writing: Five-Step Writing Process

Spelling:

warm	park	before	morning	forgot
summer	never	tired	bark	closer

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

Materials Needed: Pencil, Journal, Magazines or books, Paper

Literary Selection: "Jasper and the Magic Bone"

Engage:

Engaging Question: Imagine you are given three wishes. How would you use them?

Supplemental Engagement Activity: Give the student a piece of construction paper. Instruct them to cut out a bone shape. They can write their three wishes on the bone.

Extension: Share other stories with magical elements.

Additional Notes to Teacher: This Lesson's story has the themes of magic and granted wishes. Begin by asking the Engaging Question. Encourage the student to share a variety of ideas. They will be revisiting this question in the writing portion of the Lesson.

Phonics and Spelling: Continue to review the VCe spelling pattern.

Discuss the R Controlled vowel patterns and sounds: *ar, er, ir, or* and *ur.*

Have the student go on a word hunt for R Controlled vowel words. The student will fold a paper into 5 columns and label each column with one of the patterns (ar, er, ir, or, and ur).

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Have the student find these words in magazines or books.

When time is up, the student should add each spelling word to the appropriate column. Then invite the student to read all of the words aloud.

Vocabulary: Using a children's dictionary, the student should look up the meaning of each Vocabulary word and write the definition in their own words. To ensure understanding, ask them to use each word in a sentence.

Reading: Today's story deals with magic and wishes. Ask the student: What is magic? What are wishes? What is the difference between fantasy and reality?

Refer to **"Jasper and the Magic Bone"**. Ask the student to look at the front cover and take a picture walk of the text. Ask the student to point at the title of the story and read it aloud.

Ask the student to make a prediction about what the theme of the story might be.

Review one to one text to word correspondence with the student. The student will read the text aloud. Remind him to point to each word as he reads.

At the end of each page, discuss what was read and ask the student to retell the events in his own words. Be sure to talk about the significance of each character and their importance within the text.

When you are finished reading, have the student answer the following question in his Journal: What would you tell a good friend about this book?

Grammar: Introduce adjectives. Explain that an adjective is a word that describes a noun. Provide a variety of examples (red shoe, mean dog, tall boy, and cold ice cream).

Give the student a few moments to review **"Jasper and the Magic Bone"**. They will create a list of adjectives used in the story. Adjectives in the story include: warm, summer, normal, magical, young, magic, wet, first, old, soft, new, best, second, dry, thick, juicy, large, last, very, broken, good, and final.

Writing: Review the first two steps of the writing process, prewriting and drafting. Using the Engaging Question, ask the student to make a prewriting word web and then write a draft. As the student completes each step ask the student to read what is written and tell why each detail was chosen.

Advance Preparation: Have magazines and books available for the student spelling activity.

Lesson Finisher: Ask the student to define bossy R. Also ask them to name the letter s that partners with bossy R.

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Lesson 3
Make a Wish

Objective: The student will gain more practice with the following:

Phonics: R Controlled Vowels

Reading: Short Fiction

Grammar: Adjectives

Writing: 5 Step Writing Process – Prewriting, Drafting, Revising, Proofreading, and Publishing

Spelling:

warm	park
summer	never
morning	forgot
bark	tired
before	closer

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

Materials Needed: Pencil, Journal, Magazines or books, Paper

Literary Selection: "Jasper and the Magic Bone" (Placed in Lesson 2)

Engage:

Engaging Question: What types of words can help you describe something?

Supplemental Engagement Activity: Discuss how adjectives can help explain exactly what is meant. Ask the student about their three wishes. Help them to add more adjectives to their explanation. For example, if they wish for a bear, ask "What kind? Is it a teddy bear or a huge, grizzly bear?"

Extensions: Hand out magazine advertisements. Ask the student to underline all of the adjectives. Ask the student why there are so many adjectives in advertisements. If time allows, have the student write an advertisement for their favorite snack.

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Additional Notes to Teacher: This Lesson is a continuation of the concepts introduced in Lesson 2.

Phonics and Spelling: Review R Controlled vowels and their sounds. Have the student read the spelling words and the sentence for each word from the Journal.

Hand out the R Controlled Charades Cards. The student will draw a card. They will read the phrase on the card and silently act it out. You will guess what they are doing. When you have guessed correctly, you and the student will change roles. You will act out another card and the student will guess. Continue until all cards have been completed.

Have the student complete the R Controlled Crossword Puzzle for practice with the spelling words.

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

Have the student write each of the Vocabulary words in the Journal. Using a children's dictionary, the student should look up the meaning of each word and write the definition. Time permitting, or as homework, ask the student to write a sentence for each Vocabulary word.

Reading: Reread **"Jasper and the Magic Bone".**

Writing: Introduce the final three steps of the writing process: revision, proofreading, and publishing.

Explain: In revision, the writer may change the order of sentences or paragraphs, delete unnecessary elements, or add more information. Review the Common Editing Symbols Chart found in the Student Workbook. Help the student revise their work.

Following this step, the student will proofread. To proofread, the student should carefully read over the writing, looking for any errors in spelling, capitalization, or punctuation.

Explain that the last step - publishing- is when a clean and final copy is prepared and presented. The final copy should be read aloud and celebrated as a finished piece of writing.

Lesson Finisher: With the student, share the mantra: **Be proud, read aloud**. This will help the student to develop pride in their work.

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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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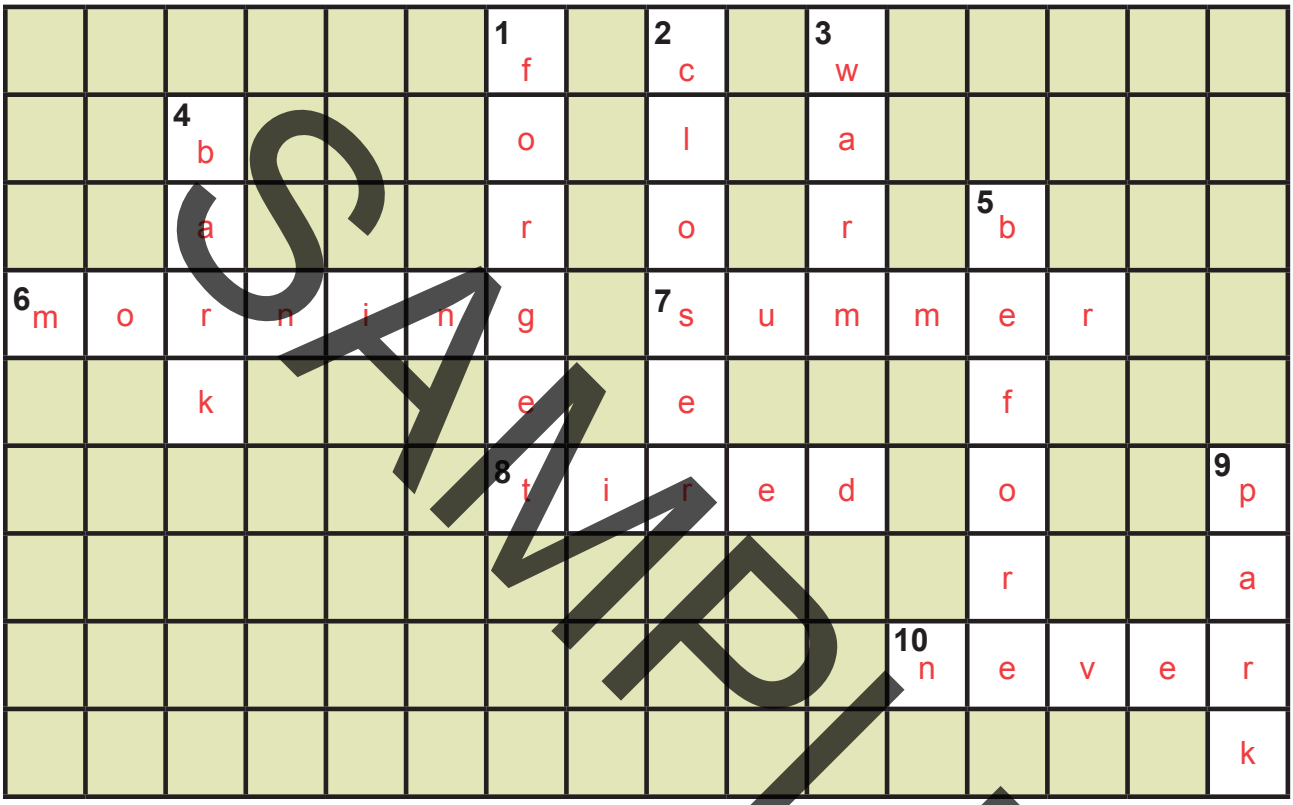
R Controlled Crossword Worksheet



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.

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Lesson 4
Family Dinner

Objective: The student will learn about, review or practice the following:

Reading: Short Fiction

Grammar: Compound Words

Writing: Quick Write, Quotation Marks

Spelling:

hotdog	birthday
meatball	afternoon
peapod	pancake
pineapple	oatmeal
cheesecake	breakfast

Key Vocabulary: special, favorite, taste, kitchen, noticed

Materials Needed: Pencil, Journal, Magazines, Glue, Construction paper, Scissors

Literary Selection: "Family Dinner"

Engage:

Engaging Question: Gathering around the dinner table can be very special for families. It is a time when everyone gathers to share a meal and stories of their personal life. What makes a family dinner special?

Supplemental Engagement Activity: Help the student plan a family dinner.

Additional Notes to Teacher: This Lesson is themed around a family dinner. After discussing the Engaging Question, tell the student that they will be reading a story about a family dinner in this Lesson and then writing an answer to this question in their Journal.

Spelling: Discuss what makes a word a compound word. A compound word is formed when two small words put together to make a new word. Give examples to help the student understand, for example: butter + fly = butterfly.

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Have the student complete the "make a compound word activity" to check for understanding of the spelling words.

Vocabulary: In the student's Journal, have the student write each of the Vocabulary words. Using a children's dictionary the student should look up the meaning of each word and write the definition in their own words. To ensure meaning of the word, ask the student to use the Vocabulary word in a sentence.

Reading: Discuss how quotation marks are used in stories to distinguish dialog between characters. Ask the student about family dinners. What are they? What happens? Why do families have dinner together? When do families eat together? You may want to quickly point out that the titles of the Progressive Readers are also in quotations, which shows that quotation marks serve other purposes in addition to indicating dialogue.

Review one to one text to word correspondence with the student. Ask the student to look and point at the title of the story. Have the student read the title aloud.

With the student, read the text aloud. Make sure to look at and point to each word. At the end of each page, discuss what was read and ask the student to retell the selection in their own words. Be sure to talk about the significance of each character and their importance within the text.

When done reading, have the student answer the following question in their Journal: What does the story remind you of in your own life?

Refer to **"Family Dinner"**. Ask the student to look at the front cover and take a picture walk of the text. Have the student make a prediction in their journal about what they think the story will be about.

Writing: Using the topic of **"Family Dinner"** as it relates to the Engaging Question, ask the student to do a 10 minute quick write.

Prompt: What makes a family dinner special?

The student should write down anything and everything they can think of that has to do with the topic. Answers will vary. Spelling, grammar, etc. does not matter at this time. When time is up, the student should read their writing aloud and discuss the writing sample.

Lesson Finisher: Ask the student to spell each spelling word aloud.

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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 _____ .

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.

burger cheese pie cake

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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

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Lesson 5
Talk about the Seasons

Objective: The student will learn about, review or practice the following:

Reading: Informational Text

Grammar: Nouns, Antonyms

Writing: Five-Step Writing Process, Compare and Contrast

Spelling:

hot	short
cold	before
wet	after
dry	different
long	same

Key Vocabulary: season, weather, sports, changes, clothes

Materials Needed: Pencil, Journal, Newspaper, Paper, Crayons

Literary Selection: **"Talk about the Seasons"**

Engage:

Engaging Question: There are four seasons in a year. Each season brings with it special characteristics. What is your favorite season and why?

Supplemental Engagement Activity: Create a chart of the four seasons. For each season the student can list their favorite activities, foods, clothes, holidays, etc.

Additional Notes to Teacher: This Lesson is themed around the four seasons. After discussing the Engaging Question, tell the student there is a story about the four seasons in this Lesson.

Spelling: In the Journal the student should write each spelling word, then write a sentence using the word.

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The student should look up the meaning of each word and write the definition in their own words. To ensure meaning of the word, ask the student to use the Vocabulary word in a sentence of their own.

Reading: For fluency, reread the story, **"Family Dinner"**, and check for additional comprehension of the story.

Discuss prior knowledge of seasons. What are the four seasons? What is special about each season? What is the weather like? What do people do?

Refer to **"Talk about the Seasons".** Ask the student to look at the front cover and take a picture walk of the text.

Discuss the different characteristics of informational texts, such as the purpose of pictures and diagrams.

Review one to one text to word correspondence with the student. Ask them to look and point at the title of the story and read it aloud.

With the student, read the text. Make sure to look and point at each word. At the end of each section, discuss what was read and ask the student to summarize what was read. After reading, the student will answer the following question in their Journal: "What did you learn from this book that surprised you or you did not know before?"

Grammar: Review the meaning of a noun. The student needs to take a piece of paper and fold it in three parts. Label each column person, place, or thing. Give the student a newspaper to find nouns. The student then needs to decide in which column to write the word. Find at least 20 words for each column. Use a different color for each column. Once the columns are complete, have the student read the words and explain why the word is in the column.

Introduce the term antonym and its meaning. Refer to good and bad characters in stories and cartoons to illustrate the term "opposites." Give the student several words and ask them to come up with a word that means the opposite of each one. Have the student make two charts. One with two columns labeled good and bad, the other labeled hard and easy. The student is to list story and movie characters in the first chart and schoolwork or household chores in the second.

Once the charts are complete, the student should read the charts aloud and explain the choices in each column.

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Writing: Review the first two steps of the writing process:

Prewriting is the stage when the writer chooses what topic to write about and lists details about the topic. This is done in a word web.

The second step is drafting – this is where the writer writes sentences about the details in the word web.

Using the Engaging Question, ask the student to make a prewriting word web and write a draft. As the student completes each step, ask them to read what it written and tell why each detail was chosen.

Lesson Finisher: Ask the student to identify antonym pairs that could be used to describe summer and winter.

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Lesson 6
Is it Summer?

Objective: The student will learn about, review or practice the following:

Reading: Informational Text

Grammar: Nouns, Antonyms

Writing: Five-Step Writing Process

Spelling:

hot	short
cold	before
wet	after
dry	different
long	same

Key Vocabulary: season, weather, sports, changes, clothes

Materials Needed: Pencil, Journal, Newspaper, Paper, Crayons

Literary Selection: "Talk about the Seasons" (Placed in Lesson 5)

Engage:

Engaging Question: How is summer different from winter?

Supplemental Engagement Activity: Fold a paper in half. On one half, the student will draw a picture of themselves enjoying their favorite summer activity. On the other half, they will draw a picture of their favorite winter activity.

Additional Notes to the Teacher: This Lesson reviews the topics, concepts and skills presented and practiced in the previous Lesson.

Spelling and Grammar: Review antonyms. Have the student read their spelling words and be able to identify each antonym set.

Assign the Antonym Worksheet.

Review the meaning of a noun – a word that names a person, place, or thing.
Have the student complete the Noun Worksheet.

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Reading: For fluency, reread the story, **"Talk about the Seasons"** and check for comprehension.

Writing: Have the student re-read their prewriting and draft from Lesson 5. Remind the student that revising is the third stage of the writing process during which the writer makes changes to make the writing clearer.

Review how to use the caret to add words and the delete mark to take out words.

Have the student revise their piece of writing. When finished, they should read the piece aloud.

When you are satisfied that the writing flows properly, introduce the proofreading step. The student will check for and correct any mistakes in capitalization, punctuation or spelling. Invite the student to read the work aloud again.

Finally it is time to review the last step in the writing process – publishing. Tell the student the this is the time to write a clean and neat final copy. The final copy should be read aloud and celebrated as a finished piece of writing.

Lesson FInisher: Review the spelling words from Lessons 1 through 6 with the student.

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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_____.

(warm)

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

(wet)

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

(long)

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

(before)

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

(different)

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

(cold)

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

(dry)

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

(short)

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

(after)

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

(same)

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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.

SAMPLE

Person	Place
boy	Denver
Bill	Disney World
Grandma	park

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Thing

book

telephone

swing

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

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Lesson 7
Flying on a Plane

Objective: The student will be introduced to the following:

Reading: Informational Text

Grammar: Contractions

Writing: Retelling, Journal

Spelling:

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)

Key Vocabulary: flammable, security, pilot, propellers, military

Materials Needed: Pencil, Journal, Concentration cards

Literary Selection: "Flying on a Plane"

Engage:

Engaging Question: If you could take a plane on vacation where would you choose to go, and why?

Supplemental Engagement Activity: Create a timeline of man's attempts at flight.

Additional Notes to Teacher: This Lesson is themed around airplanes. After discussing the Engaging Question, tell the student they will be reading a story about flying on a plane.

Spelling: Discuss contractions. Contractions are formed when two words combine into a single word. Give examples of contractions to help the student understand. Be sure to show the root words as well as the resulting contraction. Have the student write each spelling word along with the two words that are combined to form each contraction. The student should also write a sentence using each of the contraction words.

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Play Contraction Concentration with the student. Lay out the 20 pre-made cards on the table face down. The object is to match the contraction and the two words that combine together to make the word. Every time a match is made the player scores a point.

Review contractions and ask the student to orally spell the words on the spelling list.

Assign the Contractions Worksheet.

Vocabulary: Introduce the Vocabulary words. The student will write each word. Using a children's dictionary, they can look up the meaning of each word and write the definition in their own words. To ensure the correct meaning of the word, ask the student to use some or all of the words in a sentence.

Reading: Discuss prior knowledge of airplanes. What do they look like? How are they used? Why are they important? Who uses airplanes?

Refer to **"Flying on a Plane".** Ask the student to look at the front cover and take a picture walk of the text.

Review one to one correspondence with the student. Ask the student to look at and point to the title of the story, as they read it aloud. Together, read the text aloud. Make sure to look and point at each word. At the end of each section, discuss what was read and ask the student to retell the selection in their own words.

Writing: Following the reading, have the student answer the following question in their Journal: What do you think is the most important information in this book? Have the student retell this story to you. The retelling should include all of the important facts mentioned in the story from the beginning, middle, and end. The retelling should be told as if it is being told to someone who has never read the story. It should be noted if the student is able to tell the main idea first, followed by supporting details.

Advanced Preparation: Prepare 20 Contraction Concentration game cards. You will need two cards for each spelling word. One card has the contraction written on it and the other card has the two words that combine to form the contraction.

Lesson Finisher: Using letter magnets, blocks or individual paper letters, create contractions. Form two root words and push them together. Show the student how the missing letters "pop out" and the apostrophe takes their place.

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Contraction Worksheet

Write a contraction to replace the underlined words.

1. It is cold outside.

(It's)

2. Marie can not reach the toy.

(can't)

3. There are not any people in the store.

(aren't)

4. John will not go to the park.

(won't)

5. They are playing a game.

(They're)

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6. I think they will help paint the wall.

(they'll)

7. She does not have any money.

(doesn't)

8. They have not watched the movie.

(haven't)

9. We were not running in the house.

(weren't)

10. Do not cross the street by yourself.

(Don't)

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Lesson 8
Two Special Girls

Objective: The student will learn about or gain more practice with the following:

Reading: Short Fiction

Writing: Five-Step Writing Process

Spelling: Common suffixes – er, est, ing, ly

tallest	shorter
taller	finally
saddest	quickly
sadder	hurting
shortest	talking

Key Vocabulary: giant, shrimp, baby, special

Materials Needed: Pencil, Journal, Paper

Literary Selection: "Two Special Girls"

Engage:

Engaging Question: Everyone is special in their own way. Some people may be tall while others are short. Differences are what make people unique. In what way are you different from others? What is your unique gift to the world?

Supplemental Engagement Activity: Share stories showcasing unique characters.

Additional Notes to Teacher: This Lesson is themed around special people. After discussing the Engaging Question, tell the student they will be reading a story about two special girls.

Spelling: Discuss how suffixes (endings) are added to words to change the meaning of the word and to make comparisons. Example: long, longer, longest; rapid, rapidly; walk, walking

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Discuss what happens to a word when a suffix is added to the end of it.

Review suffixes and ask the student to orally spell the words on the spelling list.

Vocabulary: The student will write each of the Vocabulary words. Using a children's dictionary he will look up the meaning of each word and write a definition in their own words. To ensure correct meaning of the word, ask the student to use a couple of the words in a sentence.

Reading: For fluency, reread the story, **"Flying on a Plane".**

Ask the student: What makes someone special? Why is it important to be special? How does someone become special?

Refer to **"Two Special Girls"**. Ask the student to look at the front cover and take a picture walk of the text.

Review one to one text to word correspondence with the student. Ask the student to look at and point to the title of the story, as they read it aloud.

With the student, read the text aloud. Make sure to look and point at each word. At the end of each page, discuss what was read and ask the student to summarize each page. Be sure to talk about the significance of each character and their importance within the text.

After reading, have the student answer the following question in their Journal: What would you tell a good friend about this book?

Writing: Review the first two steps of the writing process. Prewriting is choosing a topic and details. This is done in a word web. The second step is drafting. In a draft, the writer composes topic and detail sentences.

Using the Engaging Question – What makes you special? – ask the student to make a prewriting word web and then write a draft. As the student completes each step, ask the student to read what is written and tell why each detail was chosen.

Lesson FInisher: Review the meaning of suffix.

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Lesson 9
Unique Individuals

Objective: The student will gain more practice with the following:

Reading: Short Fiction

Writing: Five-Step Writing Process

Spelling: Common suffixes – er, est, ing, ly

tallest	shorter
taller	finally
saddest	quickly
sadder	hurting
shortest	talking

Key Vocabulary: giant, shrimp, baby, special

Materials Needed: Pencil, Journal, Paper

Literary Selection: "Two Special Girls" (Placed in Lesson 8)

Engage:

Engaging Question: What do you think makes you special?

Supplemental Engagement Activity: Ask the student to create a profile of a very unique character. They can describe appearance, interests, strengths and weaknesses, favorite foods, etc.

Additional Notes to the Teacher: This Lesson reviews the topics, concepts and skills presented and practiced in the previous Lesson.

Spelling: Review suffixes. Have the student read the spelling words and identify the base and suffix of each word.

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Reinforce connections between the spelling words and other words that also contain the suffixes – er, est, ing, ly. Dictate additional words with the same spelling pattern and structure to the student. The strategy of spelling through analogy is particularly useful and requires the student to apply classification and problem solving skills, rather than simply relying on visual memory.

Have the student complete the Suffix Worksheet.

Reading: Re-read **"Two Special Girls".**

Writing: Have the student re-read her prewriting and draft from Lesson 8. Review the concepts of revising, proofreading and publishing.

Lesson Finisher: The student should study for the Spelling Assessment in the next Lesson.

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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.

(tallest)

er (est) ly ing

2. Tom is (tall) than Dan.

(taller)

(er) est ly ing

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

(saddest)

er (est) ly ing

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

(sadder)

(er) est ly ing

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

(shorter)

(er) est ly ing

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

(shortest)

er (est) ly ing

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

(finally)

er est (ly) ing

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

(hurting)

er est ly (ing)

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

(talking)

er est ly (ing)

10. We ran (quick) through the rain.

(quickly)

er est (ly) ing

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Lesson 10
Until Christmas Day
Lessons 1-9 Spelling Assessment

Objective: The student will be introduced to the following:

Reading: Short Fiction

Grammar: Verbs

Writing: Journal Writing

Spelling:

Christmas	mother
morning	money
Santa Claus	children
sister	paper
house	father

Key Vocabulary: selfish, shelter, idea, homeless

Materials Needed: Pencil, Journal, Mini-book, Word cards, Fishing pole, Bag

Literary Selection: "Until Christmas Day"

Engage:

Engaging Question: Christmas means different things to different people. Some believe that Christmas is the season of giving. What does giving mean to you?

Supplemental Engagement Activity: Give the student the opportunity to explore a cultural tradition.

Technology Resource: Use the internet to explore different Christmas, Hanukkah and Kwanza traditions around the globe.

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Spelling: Today you will give an Assessment of the spelling words introduced in Lessons 1-9. Remind the student to be prepared with two sharpened pencils and their Journal. (See the Assessment Instructions.)

When the student has finished the Spelling Assessment, introduce the new spelling words. The student should write each word along with a sentence using the word.

Play "Fish for It" with the student. Place the word cards in a bag. The student must fish for a word card. When the card is drawn, the student will spell the word aloud, and state the word. Repeat for each word card.

Review the high frequency spelling words and ask the student to orally spell the words on the spelling list.

Have the student complete the Word Scramble Worksheet.

Spelling Assessment Instructions: Have the student number their paper 1-25. Say each word aloud. Use it in a sentence. Repeat the word. The words are:

bike
frame
race
summer
before
never
tired
pineapple
breakfast
hotdog
birthday
wet
dry

long
short
can't
it's
haven't
quickly
hurting
finally
morning
sister
house
money

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Vocabulary: The student will write each of the Vocabulary words. Using a children's dictionary, they will look up the meaning of each word and write the definition in their own words. Ask the student to use the word in a sentence.

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Reading: For fluency, re-read **"Two Special Girls"**.

Discuss prior knowledge of the meaning of Christmas. What is Christmas? What happens on Christmas? How is Christmas different for different people? Why is Christmas a special time of the year? Refer to **"Until Christmas Day"**. Ask the student to look at the front cover and take a picture walk of the text. With the student, read the text aloud. Make sure to look and point at each word. At the end of each page, discuss what was read and ask the student to retell the events in her own words.

The student should revisit her earlier prediction and decide if it was accurate. If not the student should write what actually did happen in the story next to the original prediction. The student will answer the following question in their Journal: What do you think is the Lesson learned in this book? The student should think about why the children gave away their toys and the effect of their action.

Grammar: Discuss the meaning of a verb. A verb is a word that shows action. Have the student create a Verb Picture Book. Using the story **"Until Christmas Day"**, the student must find ten verbs. Then they will draw a picture illustrating each verb. They will label each picture with the appropriate verb.

Writing: Ask the student to do a Journal reflection of **"Until Christmas Day"**. The reflection should be a response to the Engaging Question. Encourage the student to dig deep for the true meaning and answer to the question. When done with the reflection, the student should read it aloud.

Lesson Finisher: Instruct the student to write a brief Journal reflection on the following question: What does giving mean to you?

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Word Scramble Worksheet

Unscramble the words below.

1. aiCshsrtm

(Christmas)

2. ionrmgn

(morning)

3. sSaCuanatl

(Santa Claus)

4. tsseir

(sister)

5. sehuo

(house)

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6. tmorhe

(mother)

7. emyno

(money)

8. rdihceln

(children)

9. pprea

(paper)

10. thafer

(father)

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Lesson 11
The City

Objective: The student will gain more practice with the following:

Phonics: Syllable Patterns

Reading: Short Fiction

Grammar: Verb Tense (Past, Present, and Future)

Writing: Five-Step Writing Process

Spelling:

pack	look
travel	reach
cross	fill
want	work
look	hitch
search	

Key Vocabulary: future, journey, dangerous, proud

Materials Needed: Pencil, Journal, Paper, Color pencils

Literary Selection: "The City"

Engage:

Engaging Question: Based on where you live and the things you have, how do you think the future will be different from today?

Supplemental Engagement Activity: Invite the student to write three paragraphs about a single event. In the first paragraph the student should place the action in the past. In the second, the action should be in the present tense and in the third paragraph the action should be in the future tense.

Additional Notes to Teacher:

Vocabulary: Ask the student to write each of the Vocabulary words. Using a children's dictionary they should look up the meaning of each word and write the definition in their own words, followed by a sentence highlighting the word.

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Reading: Re-read **"Until Christmas Day."**

Refer to **"The City."** Ask the student to look at the front cover and take a picture walk of the text.

Return to the text. With the student, read it aloud. Make sure to look at and point to each word. At the end of each page, discuss what was read and ask the student to summarize the page in their own words. Be sure to talk about the significance of each character and their importance within the text.

What happened in the story?

Spelling: Instruct the student to write each spelling word in past, present and future tense.

Grammar: Discuss how verb tenses and meanings change (past, present, and future) depending on the ending attached to the base word. For example: walked, walk, will walk.

Review that a verb is an action word. Help the student fold a piece of paper into three columns, labeling each Past, Present, Future. Then, have the student conjugate each spelling word, by putting each tense in its proper column.

Help the student find 10 more verbs to conjugate. Use a different color for each tense. Once the chart is complete, have the student read each column aloud. Point out to the student that the verb ending is a separate syllable from the base word.

Review verb tenses and ask the student to orally spell the words on the spelling list along with the past and future tense of each word.

Writing: Review the prewriting and drafting steps of the writing process. Following the reading, have the student answer the following question in the Journal:

Lesson Finisher: Ask the student to identify the three verb tenses.

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Lesson 12
Busy City

Objective: The student will gain more practice with the following:

Reading: Short Fiction

Grammar: Verb Tense (Past, Present, and Future)

Writing: Five-Step Writing Process

Spelling:

pack	reach
travel	fill
cross	work
want	hitch
look	search

Key Vocabulary: future, journey, dangerous, proud

Materials Needed: Pencil, Journal, Paper, Color pencils, Verb Tense Chart from Lesson 11

Literary Selection: "The City" (Placed in Lesson 11)

Engage:

Engaging Question: The present is made from the past and the present determines the future. Based on where you live and the things you have, how do you think the future will be different?

Supplemental Engagement Activity: Invite the student to imagine what they might be like in 10 or 20 years. Then, have them write a letter to a friend describing where they live, their job, family, etc.

Additional Notes to Teacher: Begin the Lesson by asking and discussing the Engaging Question. Then, proceed as outlined below.

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Spelling: Ask the student to orally spell the words on the spelling list along with the past and future tense of each word.

Reading: For fluency, re-read **"The City",** and check for additional comprehension of the story. Have the student re-read their prewriting and draft from Lesson 11. Review there vision and proofreading steps of the writing process. Have the students revise and proofread their writing. After each step, the student should read the work aloud.

Grammar: Review verb tenses. Have the student read the spelling words and sentences they wrote in the Journal during Lesson 11. They should also identify the basea nd ending of each verb.

Verb Hunt: Have the student go on a verb hunt. The student should look through the newspaper for verbs. When they come to a verb, they will highlight the word. Use a different color highlighter for each verb tense, e.g. yellow=present, blue=past, pink=future.

See how many verbs the student can find in twenty minutes. When done, add the words on the Verb Tense Chart from Lesson 11 (be sure to use the same color pattern when recording the new verbs). Ask the student to read the new verbs in the chart aloud. Have the student complete the Verb Tense Worksheet using the Verb Tense Chart.

Writing: Review the 5 steps in the writing process.

Lesson Finisher: Instruct the student to spell the spelling words in the past and present tense.

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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	pack
Future	will pack
Past	reached
Present	reach
Future	will reach
Past	traveled
Present	travel
Future	will travel

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Past filled

Present fill

Future will fill

Past crossed

Present cross

Future will cross

Past worked

Present work

Future will work

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Past wanted

Present want

Future will want

Past hitched

Present hitch

Future will hitch

Past looked

Present looked

Future will look

Past searched

Present search

Future will search

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Lesson 13
Brett and His Ball

Objective: The student will be introduced to the following:

Reading: Biography

Grammar: Pronouns

Writing: Outline

Spelling:

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

Key Vocabulary: famous, quarterback, football, career

Materials Needed: Journal, Pencil

Literary Selection: "Brett and His Ball"

Engage:

Engaging Question: Do you have a favorite football player?

Supplemental Engagement Activity: Encourage the student to think of people who are good role models. They should be able to support each choice. You may also wish to make a list of behaviors that would prevent someone from being a good role model.

Technology Resource: Allow the student to use the internet to find information on a famous person they admire.

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Additional Notes to Teacher: This Lesson will focus on careful word-by-word reading.

Grammar and Spelling: Introduce pronouns. A pronoun is a word that takes the place of a noun or nouns. 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.

Give examples of how pronouns are used in sentences. For example: Jill likes pizza = She likes pizza. Mark bought the books=Mark bought them.

Review pronouns and how to use them. The student will write each spelling word and a sentence using the word. Have the student complete the pronoun Worksheet.

Vocabulary: The student will write each of the Vocabulary words. Using a children's dictionary the student should look up the meaning of each word and write a new definition for each in their own words. To ensure understanding of the word, ask the student to use the Vocabulary word in a sentence.

Reading: Discuss prior knowledge of football. Discuss role models. Introduce that a biography is a story about someone's life told by a different person. Explain the characteristics of a biography by reviewing the biography checklist.

Refer to **"Brett and His Ball."** Ask the student to look at the front cover and take a picture walk of the text.

Review one to one text to word correspondence with the student. With the student, read the text aloud. Make sure to look at and point to each word. At the end of each page, discuss what was read and ask the student to retell the selection in their own words.

Following the reading, have the student answer the following question in their Journal: How is this person's life like yours? How is it different?

Writing: Using the biography checklist, have the student create an outline of Brett's life in the Journal. They should have at least one sentence for each bullet point on the checklist.

Have the student think of a role model. Using an internet search engine, the student should begin to find information on their role model. As they find the information, the student should create an outline.

Lesson Finisher: Ask the student to explain how they could become a role model.

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Pronoun Worksheet 1

Circle the sentence with the correct pronoun in bold print.

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** to bake a cake.

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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.

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Lesson 14
Touchdown!

Objective: The student will gain more practice with the following:

Reading: Biography

Grammar: Pronouns

Writing: Biography

Spelling:

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

Key Vocabulary: famous, quarterback, football, career

Materials Needed: Journal, Pencil

Literary Selection: "Brett and His Ball" (Placed in Lesson 13)

Engage:

Engaging Question: Role models are people that others look up to and admire for their talent. Who is your role model? What is your role model's special talent?

Supplemental Engagement Activity: Have the student search through a short storybook to find pronouns.

Additional Notes to Teacher: Begin the Lesson by asking and discussing the Engaging Question. Then proceed as outlined below.

Spelling: Have the student read the spelling words and the sentences written in Lesson 13 to you.

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Grammar: Review pronouns and their purpose. Next, the student will orally spell the pronouns.

Have the student complete the Pronoun Worksheet.

Reading: For fluency, re-read **"Brett and His Ball."**

Writing: Invite the student to read the information they collected during Lesson 13 on their own role model using the biography checklist. If the student did not complete the checklist, make sure it is complete before continuing.

The student should now write a composition of the information that was collected. Make sure the sequence of events is in chronological order from beginning to end of the subject's contributions
.
Have the student read the final copy of the biography aloud. Also have the student explain why they chose that person and why they think the person is a role model.

Lesson Finisher: Ask the student to read through this Lesson and identify all of the pronouns.

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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.

It

2. Mr. Jones eats the birthday cake.

He

3. Mrs. Smith walks the dog.

She

4. Angela and I visit the library.

We

5. Mike and Chris play baseball.

They

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

them

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

him

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

us

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

her

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

1. Answers will vary.

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2 . Answers will vary.

3 . Answers will vary.

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Lesson 15
Fly! A Hummingbird's Tale

Objective: The student will develop a greater understanding of the following:

Reading: Short Fiction

Grammar: Pronouns

Writing: Fantasy Story

Spelling: Compound Words

hummingbird	newspaper
zookeeper	outside
indoor	whenever
birdcage	outdoor
bathtub	

Key Vocabulary: snuggle, beard, grateful, flapped

Materials Needed: Pencil, Journal, Story strips

Literary Selection: "Fly! A Hummingbird's Tale"

Engage:

Engaging Question: A fantasy is a story that is not real. It may have talking animals or magic. Think about your favorite fantasy story. What makes it special? If you could create your own fantasy story, what would be special about it?

Supplemental Engagement Activity: Read your favorite fantasy story with the student.

Additional Notes to Teacher: Begin the Lesson by having the student write each of the Vocabulary words. Using a children's dictionary the student will look up the meaning of each word, write the definition in their own words, and write a sentence using each word.

Reading: Introduce characteristics of a fantasy story. Fantasy is a story of the impossible (can't really happen), but is told as if it were possible (could happen in real life). Fantasy stories may include: magic, talking animals, time travel, etc.

Refer to **"Fly! A Hummingbird's Tale."** Ask the student to look at the front cover and take a picture walk of the text.

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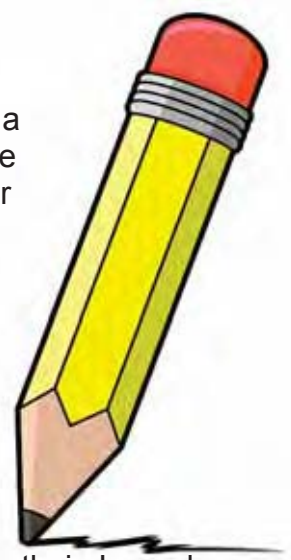
Review one to one text to word correspondence with the student. As the student reads the text aloud, discuss the fantasy elements in the story as they are presented.

Writing: Using the Engaging Questions, ask the student to fill out the story map to begin creating a fantasy story. This can extend over several lessons. Track the student's progress.



Once the story map is complete have the student turn the outline into a complete story that uses pronouns where appropriate. When done, the student will read their story aloud and celebrate the completion of their own fantasy story.

Grammar: Review pronouns (I, she, it, her, you, he, me, him, we, they, them, you, us). Have the student find pronouns in the story. Discuss what word each pronoun is replacing.

Spelling: Review that a compound word is two words joined together to make a new word. Give examples to help the student understand, for example: butter + fly = butterfly. Review the spelling words. The student will write each word and a sentence highlighting the word in their Journal.

The student will create a small compound word book. They will write one compound word on each page. Underneath the word, they will write the two separate words and draw an illustration.

Ask the student to orally spell the compound words on the spelling list. As the student spells each word ask what two words are joined together.

Lesson Finisher: Ask the student if a movie with a talking dog would be considered a fantasy. Invite them to explain their answer.

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Lesson 16
Fiesta!

Objective: The student will be introduced to the following:

Reading: Short Fiction

Grammar: Order Words

Writing: Retelling, Journal Writing

Spelling:

first	while
once	begin
after	morning
before	night
then	next

Key Vocabulary: holiday, celebrate, customs, cultures

Materials Needed: Pencil, Journal

Literary Selection: "Fiesta"

Engage:

Engaging Question: Families enjoy coming together and celebrating holidays. What is your favorite holiday? What are the customs at your celebration?

Supplemental Engagement Activity: Help the student trace the history of a particular tradition or custom.

Additional Notes to Teacher: Begin this Lesson by asking the Engaging Question, and discussing the answer with the student. Then, proceed with the Lesson as outlined below.

Vocabulary: The student will write each of the Vocabulary words. Using a children's dictionary the student should look up the meaning of each word and write the definition in their own words. Next, they will use each word in a written sentence.

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Reading: Re-read **"Fly! A Hummingbird's Tale."**

Check for prior knowledge of holidays, traditions, and customs. Ask: What is a holiday? How are holidays celebrated? What special traditions do you have?

Refer to **"Fiesta."** Review the front cover.

The student will read the text aloud. At the end of each page, discuss what was read and ask the student to summarize the events.

Following the reading, the student will answer the following question in their Journal: How are the children's lives like yours? How are they different?

Point out that the spelling words are order words. Explain that order words connect events in a sentence or story.

Writing: Ask the student to do a Journal reflection of the story, **"Fiesta".** The reflection should be a response to the Engaging Question. Encourage them to truly reflect on what is special to their holiday, customs, and culture. When done with the reflection, the student should read it aloud.

Lesson Finisher: Instruct the student to write a reflection to the following questions in their Journal. What is your favorite holiday? What are the customs at your celebration?

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Lesson 17
Party Time

Objective: The student will develop a greater understanding of the following:

Reading: Short Fiction

Grammar: Order Words

Writing: Retelling, Journal Writing

Spelling:

first	while
once	begin
after	morning
before	night
then	next

Key Vocabulary: holiday, celebrate, customs, cultures

Materials Needed: Pencil, Journal, Sentence strips from Lesson 16

Literary Selection: "Fiesta" (Placed in Lesson 16)

Engage:

Engaging Question: Families enjoy coming together and celebrating holidays. What is your favorite holiday?

Supplemental Engagement Activity: Share a favorite holiday tradition or recipe.

Technology Resource: Internet search engine to research holiday customs of different cultures.

Additional Notes to Teacher: Begin the Lesson by asking and discussing the Engaging Question. Then, proceed as outlined below.

Reading: The student should read **"Fiesta"** aloud.

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Writing: Have the student read their personal reflection writing from Lesson 16. Ask the student questions to encourage thinking about how other people celebrate the same holiday. Give the student time to research this on the internet.

Once the student collects information they need, create a double bubble in their Journal to compare and contrast another tradition to their own. The Double Bubble Thinking Map is used for comparing and contrasting two items or ideas. It is an extension of the Bubble Map where one thing is described. It is used in place of the Venn diagram.

Two center circles contain the items to be compared and contrasted. The circles in between will hold adjectives, adjective phrases, or other words and phrases that show how the two things are alike. Outside bubbles contain words and phrases that describe the unique qualities of each circle.

Using the information collected in the bubbles, the student should write two paragraphs comparing and contrasting their personal holiday customs to that of another culture. A final copy should be written. Make sure the sequence of events is in chronological order. Have the student read the final copy aloud.

Spelling: Review order words. Have the student read the spelling words and the sentences they wrote in their Journal and spell the words aloud.

Have the student complete the Order Words Worksheet.

Lesson Finisher: Ask the student to describe their daily routine using order words.

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Order Words Worksheet

Circle the correct order word to complete each sentence.
Then write the word on the blank.

1. The _____ step in baking a cake is to mix the flour and sugar.

begin first after

2. _____ dinner is served it is time to eat.

before next once

3. _____ school I have to do my homework.

after night while

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4. I go to bed

I must brush my teeth.

night first before

5. First I eat breakfast,

it is time to go to school.

after then morning

6. I am at school

my baby sister plays with my mom.

before next while

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7. Before the party can

the food must be made.

begin night once

8. In the

I have to wake up early.

night morning next

9. At

I get ready to go to bed

morning while night

10. I make my bed.

next once begin

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Lesson 18
South for the Winter

Objective: The student will be introduced to or gain familiarity with:

Reading: Informational text

Writing: Journal Writing, Cause and Effect

Spelling: Prefix re- and suffix – er

refuel	longer
return	easier
warmer	shorter

Key Vocabulary: weather, fuel, energy, survive

Materials Needed: Journal, Pencil

Literary Selection: "South for the Winter"

Engage:

Engaging Question: Animals need to survive no matter what the weather. How do they do it?

Supplemental Engagement Activity: Create different scenarios for the student such as stranded on a desert island, going to the moon, or sailing around the globe. Ask what they would need to survive. Encourage they to go beyond just physical items. Ask what characteristics they would need to display.

Additional Notes to Teacher: Start the Lesson by asking the Engaging Question and discussing the answer with the student. Then, proceed with the Lesson as detailed below.

Vocabulary: Introduce the Vocabulary words. The student will write them in the Journal with the definition and a sentence for each word.

Reading: Discuss prior knowledge of winter and summer. Discuss what happens to animals during each season. Why is it necessary for animals to move? How do animals survive?

Refer to **"South for the Winter."** Ask the student to look at the front cover and take a picture walk of the text. Have the student write a story prediction.

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The student should now realize the story will be about birds and migrating south for the winter. Have the student generate questions they would like answered in the story based on their curiosity and interest. These questions should be written in the Journal.

Writing: The student will read the text. After reading, the student should think about the questions they wrote in their Journal. Ask the student if they are able to answer the questions or if more information is still needed. If more information is needed, the student should do research on an internet search engine to find the answers. Have the student write the answer to each of his questions in the Journal. The student should read the question and answers aloud when finished.

Next have the student answer the following question in their Journal: What did you learn from this book that surprised you or you did not know before?

Spelling: Discuss the meaning of the prefix re- (to do again) and the suffix –er (comparative). Be sure to give plenty of examples of these words when introducing the spelling words. The student will write each spelling word along with a sentence using the word.

Introduce the clap, snap and tap technique to the student. Have the student read each spelling word slowly. As they read, they need to listen to each part of the word. The student will clap their hands when they say a prefix, snap their fingers for the base word, and tap their hand on the table for the suffix. Repeat for each word. Now have the student orally spell each word.

Have the student complete Prefix and Suffix Worksheet.

Lesson Finisher: Ask the student to think of five words with the prefix re- and five words with the suffix –er.

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Prefix and Suffix Worksheet

A prefix is letters added to the beginning of a word. The letters “re”- are added to the beginning of a word to show it is done again.

A suffix is letters added to the ending of a word. The letters –“er” can be added to the end of a word to compare two persons, place, or things.

Add either re- or –er to each base word in ( ) to complete the sentence. Write the new word on the line.

1. Today is warmer than yesterday.

(warm)

2. I need to return the book to the library.

(turn)

3. Learning to add is easier than subtraction.

(easy)

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4. I need a shorter piece of ribbon.

(short)

5. Running is faster than walking.

(fast)

6. Dad needs to refuel the car.

(fuel)

7. My hair is longer than my sister's.

(long)

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Lesson 19
The Great Lakes State

Objective: The student will be introduced to the following:

Reading: Informational

Grammar: Adverbs, Comparative and Superlative Words

Writing: Five-Step Writing Process

Spelling:

big	even	more	even
warm	cold	far	very
almost	never	too	

Key Vocabulary: state, gar fish, lake

Materials Needed: Pencil, Journal, Charade cards

Literary Selection: "The Great Lakes State"

Engage:

Engaging Question: There are 50 states in the United States of America. Each state is different and special in some way. What is special about the state where you live? What does your state have that no other state does?

Supplemental Engagement Activity: Study a map of the United States.

Additional Notes to Teacher: Begin this Lesson by asking the Engaging Question, and discussing the student's answer with them. Then, have the student write each Vocabulary word, its definition and a sentence using the word in their Journal.

Reading: Re-read **"South for the Winter."**

Ask: What is your state called? How is your state different than other states? What does your state look like? How is your state special?

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Refer to **"The Great Lakes State."** Ask the student to look at the front cover and take a picture walk of the text. Next, they will write a story prediction.

The student will read the text aloud. At the end of each page, discuss what was read and ask the student to retell the selection in their own words.

Next the student will answer the following question: What do you think is the most important information in this book?

Writing: Review the first two steps of the writing process. Prewriting and drafting. Using the Engaging Question, ask the student to make a prewriting word web and then write a draft. As the student completes each step ask the student to read what they wrote and tell why each detail was chosen.

Grammar and Spelling: Introduce adverbs. Give plenty of examples to help the student understand. For example: not, less, often, soon, well, always, quickly, fast, etc.

Review the –er ending to adjectives to compare two persons, places, or things. Introduce the concept of adding the –est ending to adjectives to compare three or more persons, places, or things. Give examples, such as: loud, louder, loudest and soft, softer, softest. Have the student practice adding both endings to the words in the spelling list.

The student should write each spelling word along with a sentence using the word. For the words big, warm, and cold, the student should write the word in all three forms.

Lesson Finisher: The student should study for the Spelling Assessment in the next Lesson.

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Lesson 20
Superior State

Objective: The student will gain more familiarity with:

Reading: Informational text

Grammar: Adverbs, Comparative and Superlative Words

Writing: Five-Step Writing Process

Spelling:

big	more
warm	far
cold	never
almost	too
even	very

Key Vocabulary: state, gar fish, lake

Materials Needed: Pencil, Journal, Charade cards

Literary Selection: "The Great Lakes State" (Placed in Lesson 19)

Engage:

Engaging Question: Revising writing is a part of the writing process. In what other activity is revising also useful?

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Additional Notes to Teacher: Begin the Lesson by giving the Spelling Assessment of the words from Lessons 11-19. Remind the student to be prepared with two sharpened pencils and their Journal. The student will number their paper 1-24. Say the word aloud. Use it in a sentence. Repeat the word. The words are:

Christmas	morning
Santa Claus	children
father	pack
cross	look
search	me
him	them
zookeeper	birdcage
newspaper	once
before	morning
refuel	return
easier	warm
cold	never

SAMPLE

Reading: Re-read **"The Great Lakes State".**

Writing: Begin this portion by asking the Engaging Question. Guide the discussion so the student sees how revising can be applied to anything they enjoy and wants to be better at, for example, hitting a baseball, or playing a song on the piano or guitar, etc.

The student will re-read their prewriting and draft from Lesson 19. Review the process of revising. Have the student revise and read aloud their writing. Next, review how to proofread.

After the student has proofread, review the last step in the writing process, publishing. Instruct the student to write a clean and neat final copy. The final copy should be read aloud.

Grammar and Spelling: Review adverbs and their purpose as well as adjectives that are used for comparisons.

Have the student complete the Adverbs and Adjectives Worksheet. Check their work when they have finished.

Lesson Finisher: Ask the student to describe the current day using adjectives.

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Lesson 21
A Cold March on a Horse Farm

Objective: The student will gain more practice with the following:

Phonics: R Controlled Vowels

Reading: Short Fiction

Writing: Journal Writing

Spelling:

horse	carrot
third	hurt
farm	start
March	door
winter	

Key Vocabulary: graze, grain, oats, groom

Materials Needed: Pencil, Journal, Magazines or books, Mini-book

Literary Selection: "A Cold March on a Horse Farm"

Engage:

Engaging Question: Some people have a dog or a cat as a pet. Others may choose to have a bigger animal like a horse. Where do you have to live in order to have a horse for a pet? What do you need to know in order to take care of a horse?

Additional Notes to Teacher: Begin this Lesson by asking the Engaging Questions and discussing the answers with the student. Then proceed as outlined below.

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Vocabulary: Introduce the Vocabulary words. The student will write each word, followed by a definition and sentence.

Reading: Discuss prior knowledge of horses. What do horses eat? How do you take care of a horse? What does a horse do?

Refer to **"A Cold March on a Horse Farm."** Ask the student to look at the front cover and take a picture walk of the text. Ask the student to write a story prediction in their Journal. With the student, read the title and text aloud. Make sure to look and point at each word. At the end of each section, discuss what was read and ask the student to retell the selection in their own words. Following the reading, the student should revisit their earlier prediction and decide if it was accurate or not. If not, the student should explain what was inaccurate.

Writing: Have the student answer this question in their Journal:

What did you learn from this book that surprised you or you did not know before?

Phonics and Spelling: Discuss the R Controlled vowel patterns and sounds – ar, er, ir, or, ur. Have the student go on a word hunt for R Controlled vowel words. Help the student fold a paper into 5 columns and label each column ar, er, ir, or, and ur. Set the timer for 10-15 minutes, and have the student write as many words as they can find in magazines or books that fit in the appropriate columns. When time is up the student will read the words in each column.

Assign the R Controlled Words Search Worksheet

R Controlled Word Extension or Homework Assignment:

Have the student create an R Controlled picture book. Using the spelling words and **"A Cold March on a Horse Farm,"** the student must find 5 more R Controlled words. They will then create a mini-book of pictures for each of the 15 words. Each picture should be labeled with the correct word.

Lesson Finisher: Instruct the student to write a brief Journal reflection in response to the Engaging Question.

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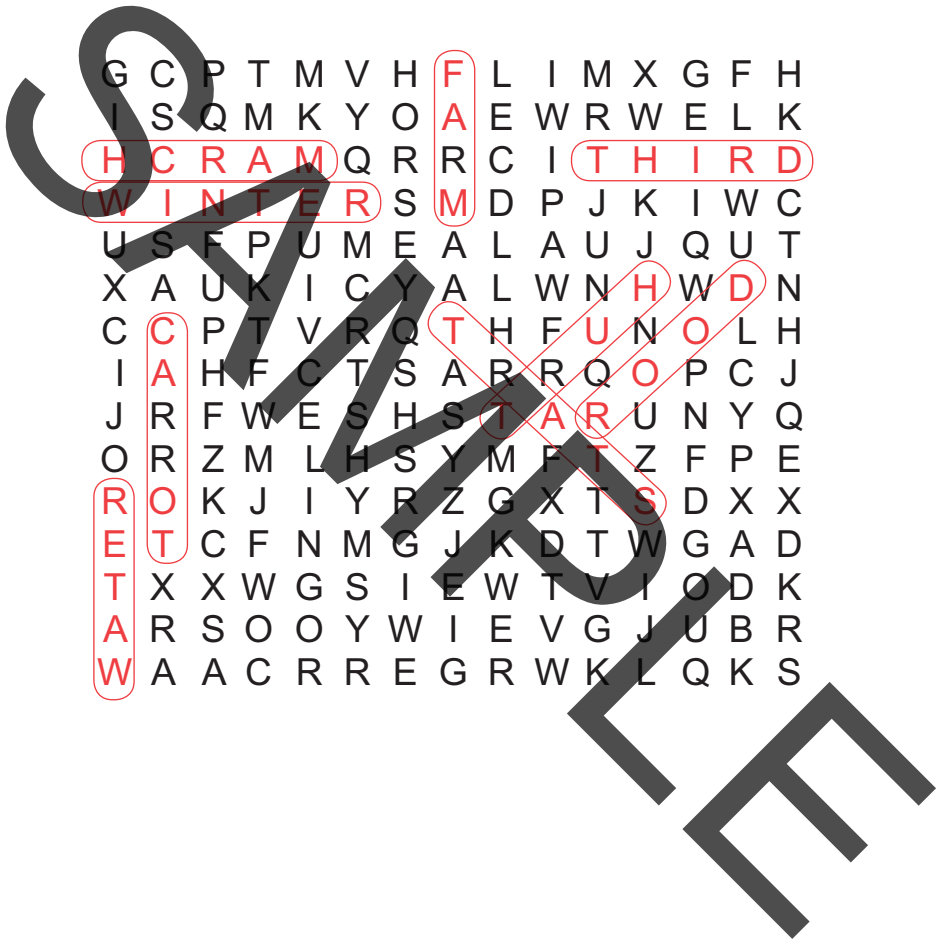
R Controlled Words Search Worksheet

Find each of the R Controlled spelling words in the word search puzzle.



SAMPLE

horse third farm water March winter carrot hurt start door

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