



LANGUAGE ARTS 1		WEEK 1			SCHEDULE	
Date:	Day 1	Day 2	Day 3	Day 4	Day 5	
Spelling						
Words	Introduce the Words	Write Them Big!	Copy Them Small	Mix It Up!		
Phonics						
I Can Read It! Word Lists	Lesson 1					
Activities	Demonstrate		Italicized Text			
Optional: Explode the Code 1	Pretest pp. 1–2	pp. 3–5	pp. 6–7	pp. 8–9		
Optional: Language and Thinking		Telling Stories “Oral” through Reading Stories “The Goose that Laid the Golden Egg” pp. 5–7	Reading Stories “Henny Penny” pp. 8–9			
Handwriting						
Readers						
I Can Read It! Book 1	“Pat” p. 1	“Nat” p. 2	“A Mat and a Hat” p. 3	“A Cat on a Hat” p. 4	“A Flat Hat” pp. 5–6	
Creative Expression						
	A: Copywork 1	B: Capitalization	C: Pat the Rat	D: Copywork 2		
					5-Day: Match Initial Letter Sounds	
Other Notes						
All optional assignments are not included in the LA Package. Optional books are sold separately.						

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## General Reading Instruction

Phonics teach your children to read by sounding out letters to put together words. We chose this method because children can learn it, it develops better spellers and you never get stuck on a word because you just sound it out.

Please skim the Introduction to *I Can Read It! Word Lists* book for a basic overview on how to teach your children to read.

We begin with the short vowel sounds which cover the majority of words. Each week we link the spelling words to the phonics concept your children focus on in the *I Can Read It!* series. For a quick overview of the phonics your children will study effortlessly through reading and spelling please see the index at the beginning of the Word List book.

Have your children read the words from the scheduled Word Lists book. We use the word lists to show your children that English follows regular patterns. For more recommendations for teaching, see "Reading Instruction" in the Introduction.

## Day 1

### Spelling

#### Introduce the Words

We pull all spelling words from the stories your children read to facilitate learning.

**Regular Words:** bat, cat, fat, hat, mat, pat, rat, sat, vat

**Sight Word:** the

**Rule:** Vowels surrounded by consonants or followed by one or more consonants are usually short: map, bet, hit, toss, bun.

### Phonics

#### *I Can Read It! Word Lists* | Lesson 1

##### Activity | Demonstrate

First read the *I Can Read It! Word Lists* book. Then have your children read the day's story from the readers. (The *I Can Read It!* readers are separate books from the word lists.)

Before your children read *I Can Read It!*, review with them:

- We read from left to right.
- When reading, don't think about the names of the letters; focus only on the sounds they make. We read the sounds. We include sound charts that you can refer to in Section Three, Appendix 5.

- When we read words, we blend the sounds of the letters to make the words.

If your children do not know a word, help with the vowel sound, the initial sound and the first syllable. They should reread the complete sentence containing the sticky word as well as any sentence that slows the flow of reading.

If your children do not stop at periods, tap your finger twice at each period as a reminder.

Demonstrate how you glance ahead and look for (or notice) a question mark at the end of a sentence even before you read the sentence. Then demonstrate how a sentence that ends with a question mark ought to be read with the voice rising at the end of the sentence.

- Point out that names are always capitalized.
- Some words you could look at all day and not be able to determine their phonetic make up, they just have to be memorized. We've underlined them and study them as sight words. If your children can not remember a sight word as it comes up in their reading, supply it and have your children continue reading.

If your children guess at a word, help them figure out where they've gone wrong. Say, "You said /b/. /P/a/t/ says pat. What sound does this letter (point to the letter) have?" ("/P:/") "Good! Since the word has that sound (what is it? "/p/"), what should the word be? ..." If your children still miss the sound say "my turn" and demonstrate the correct sound again. Then say, "your turn" and have your children read the word.

**Optional: *Explode the Code 1* | Pretest pp. 1–2**

### Handwriting

Choose the program you prefer, then use the line in your weekly sheet to record what your children do.

If you would like help scheduling any of the programs we offer, please go online to <http://www.sonlight.com/handwritingschedules.html> and download and print the appropriate file.

### Readers

#### *I Can Read It! Book 1* | "Pat" p. 1

To Discuss After You Read

Q: Who or what is Pat?

A: a rat

Q: Describe his appearance.

A: he is fat

## Vocabulary Development

Our vocabulary development program is based on and ties in with our Core programs' Read-Alouds. You will find all the words and instructions for Vocabulary Development in your Core Instructor's Guide.

## Creative Expression

### A: Copywork 1

Have your children copy the sentences found on "A: Copywork 1" **Week 1 Activity Sheet**. Find the Activity Sheet directly after these notes. For more recommendations for teaching, see the "Copywork" section in the Introduction.

## Day 2

## Spelling

### Write Them Big!

Use a white board or a sheet of paper and read the words out loud. Have your children copy them in large letters.

**Regular Words:** bat, cat, fat, hat, mat, pat, rat, sat, vat

**Sight Word:** the

## Phonics

**Optional: *Explode the Code 1*** | pp. 3–5

**Optional: *Language and Thinking*** | Telling Stories "Oral" through Reading Stories "The Goose that Laid the Golden Egg" pp. 5–7

Read the Objectives on p. 5, and then work on the "Oral" and "Written" instructions on pp. 5–6. Then do the same with Reading Stories "The Crow and the Pitcher" and "The Goose that Laid the Golden Egg." Work through the activities provided in the book. Keep your records as you complete each activity in our guide.

Also, we do not schedule pp. 69–76 Learning on Trips. Feel free to use these pages throughout the year as you travel.

**Note to Mom or Dad:** The stories in *Language and Thinking* are old fairy tales and classic stories which may include some violence. You may want to read the stories first to see if they are appropriate for your children. Keep in mind that these stories are often referred to in literature that your children will study later in life, so you may want to at least summarize the content so that she or he is familiar with concepts in the story.

## Readers

### *I Can Read It! Book 1* | "Nat" p. 2

#### To Discuss After You Read

Q: What is Nat?

A: *a cat*

Q: Is Nat thin?

A: *no, he is fat*

## Creative Expression

### B: Capitalization

**Read to your children:** Look at the first word of the sentence in Monday's copywork. Is the **T** a lower case or capital letter? It should be a capital letter because when we write we use a capital letter at the beginning of every sentence. Are there any other capital letters in the sentence? You should see the letter **P** is capitalized for the name *Pat*. We always use a capital letter for a person's name.

When we write, we capitalize the first word of each sentence, and the first letter of all names.

Sometimes you will write a sentence about yourself. When you use the word *I* to talk about yourself, always use a capital letter. (For example: *The dog barks when I sing.*)

Do the "B: Capitalization" activity found on **Week 1 Activity Sheet**.

## Day 3

## Spelling

### Copy Them Small

Have your children copy the words in as tiny a handwriting as they can.

**Regular Words:** bat, cat, fat, hat, mat, pat, rat, sat, vat

**Sight Word:** the

## Phonics

### Activity | Italicized Text

In the story "A Mat and a Hat" point out to your children that italicized text ("his," in today's assignment) is meant to draw special attention and emphasis to the italicized word ... so read it with special emphasis!

**Optional: *Explode the Code 1*** | pp. 6–7

**Optional: *Language and Thinking*** | Reading Stories "Henny Penny" pp. 8–9

## Readers

### ***I Can Read It! Book 1* | “A Mat and a Hat” p. 3**

#### To Discuss After You Read

Q: What article of clothing does Pat own?

A: *a hat*

## Creative Expression

### **C: Pat the Rat**

Today, your children will dictate a short story about Pat the Rat.

If they have a hard time getting started, prompt them with a few questions: Why does Pat wear the clothes he wears? How does he spend his day? Does he work? Where does he live? Is he nice?

You may be wondering: How short is a short story? Well, let's just say it's short. Very short. At this point, a few sentences is fine. Just encourage your children to put together a few sentences that make sense together as a story.

Here's an example of a short story about Pat the Rat that would be completely acceptable:

Pat the rat eats too much cheese. That's why he is so fat. He can't help it, though, because he is a taste tester at the local cheese factory. He tastes cheese all day long, and then he goes home to his house. He usually skips dinner, because he is so full from work!

Keep what your children write. Perhaps dedicate a spiral bound notebook, or simply part of a three ring binder to store their writing from this year. It will be very encouraging to look back over it to see how far they come and we will use these writings later.

Do the activity on “C: Pat the Rat” **Week 1 Activity Sheet**.

## Day 4

## Spelling

### **Mix It Up!**

Read the words aloud to your children and have them write them on a sheet of paper. Add any misspelled words to the following week's list.

**Regular Words:** bat, cat, fat, hat, mat, pat, rat, sat, vat

**Sight Word:** the

## Phonics

**Optional: *Explode the Code 1* | pp. 8–9**

## Readers

### ***I Can Read It! Book 1* | “A Cat on a Hat” p. 4**

Point out that an exclamation point (!) appears in “A Cat on a Hat.” Explain what it is used for (*to show excitement*) and discuss how that might affect how one reads the sentence out loud. (*it changes the intensity and maybe even the inflection of one's voice.*) Demonstrate how one might read the sentence out loud. Demonstrate, as you did on Day 1, that you should glance ahead to find telltale signs like this exclamation point or a question mark. You could highlight unusual punctuation marks in red.

**Note:** The arrow at the bottom of the page indicates the story continues.

## Creative Expression

### **D: Copywork 2**

Have your children copy the sentences found on “D: Copywork 2” **Week 1 Activity Sheet**.

## Day 5

## Readers

### ***I Can Read It! Book 1* | “A Flat Hat” pp. 5–6**

#### To Discuss After You Read

Q: Why is Pat flat?

A: *Nat, the cat, sat on him*

## Creative Expression

### **5-Day: Match Initial Letter Sounds**

Find a *Word Card Sheet* after this week's Activity Sheets. They will be marked with a ✂. Cut out the words and shuffle them. Have your children read the word on the card and then group the cards with the same initial sound together. (*cat/can; rat/ran; fat/fan; mad/map; bad/bag; tap/tag*) ■



**A: Copywork 1<sup>1</sup>**

The fat rat is Pat. Is Pat fat?

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**B: Capitalization**

1. Write your name with a beginning capital letter. \_\_\_\_\_

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2. Underline the names in your copywork.

3. Put a box around the capital letters at the beginning of each sentence.

**C: Pat the Rat**

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1. *I Can Read It!* Book 1, p. 1.



## D: Copywork 2<sup>2</sup>

That fat cat is Nat. Pat the rat is on a mat.

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2. *I Can Read It!* Book 1, pp. 2–3.

bad



tap



bag



rat



map



can



ran



fat



fan



mad



cat



tag





LANGUAGE ARTS 1

WEEK 2

SCHEDULE

Date:	Day 1 <sup>6</sup>	Day 2 <sup>7</sup>	Day 3 <sup>8</sup>	Day 4 <sup>9</sup>	Day 5 <sup>10</sup>
<b>Spelling</b>					
<b>Words</b>	Introduce the Words	Write Them Big!	Copy Them Small	Mix It Up!	
<b>Phonics</b>					
<b><i>I Can Read It!</i> Word Lists</b>	Lesson 2				
<b>Activities</b>		Make your Own	Play Concentration	Is and His & Two of the Same Letters	What do these have in Common?
<b>Optional:</b> <i>Explode the Code 1</i>	pp. 10–11	pp. 12–13	pp. 14–15	pp. 16–17	
<b>Optional:</b> <i>Language and Thinking</i>		The Calendar “Days of the Week” p. 37	Reading Stories “The Old Woman and the Pig” pp. 9–10		
<b>Handwriting</b>					
<b>Readers</b>					
<b><i>I Can Read It!</i> Book 1</b>	“Nat is Bad” p. 7	“Can Pat Tap Nat?” p. 8	“Nat is Sad” pp. 9–10	“Ham, Jam, and a Yam” p. 11	“Bad Jam” pp. 12–13
<b>Creative Expression</b>					
	A: Copywork 1	B: Simile	C: Narrate (Family Portrait)	D: Copywork 2	
					E: 5-Day: Match Five Vowels
<b>Other Notes</b>					

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## Day 1

## Spelling

## Introduce the Words

**Regular Words:** as, has, man, ran, dad, had, and, that

**Sight Words:** his, not

## Phonics

*I Can Read It! Word Lists* | Lesson 2

When you read from the Word Lists book, please note the organization of the words on this page. Remember the lists demonstrate the regularity of the English language. We have organized the words in matrices: same endings combined with different initial consonants (or vice versa). Depending on your children's needs, you could have them read down a column, or read across the rows.

**Optional: Explode the Code 1** | pp. 10–11

Suzanne H. suggested:

Many pages in *Explode the Code* can be made into games if the children need more practice. I would not have the children X the correct picture. Instead, [have] them draw a frame around the picture. Stop at the corners. This is good hand control practice and won't mess up the picture if you want it for a game. If they mark a wrong answer, you can use another color of marker to frame the correct one.

## Readers

*I Can Read It! Book 1* | "Nat is Bad" p. 7

To Discuss After You Read

Q: Why is Pat sad and mad?

A: *because Nat sat on him and made him flat*

## Creative Expression

**A: Copywork 1**

Have your children copy the sentences found on "A: Copywork 1" **Week 2 Activity Sheet**.

## Day 2

## Spelling

## Write Them Big!

**Regular Words:** as, has, man, ran, dad, had, and, that

**Sight Words:** his, not

## Phonics

**Activity** | Make your Own

Pull out the letter cards **a, b, c, o, f, h, m, n, p, t, s, r, v** from your *Go A to Z* card pack or make your own. Spell out the word **man**. Sound it out for your children **/m/a/n/** and then ask them to select the one sound that would make the word say **/m/a/t/**. Make sure you are sounding out each letter as you go so your children can hear the sound of the letter on the card they select.

Once they have correctly chosen, say something like, "Okay, now can you show me /f/a/t/? How about /s/a/t/" and on through the sequence. Starting at the top, it could go something like this: man, mat, fat, sat, rat, pat, pam, bam, bad, nad, has, ham.

**Optional: Explode the Code 1** | pp. 12–13**Optional: Language and Thinking** | The Calendar "Days of the Week" p. 37

**Note:** Read the "Objectives" on page 33, and then work on the "Days of the Week" instructions on page 37.

## Readers

*I Can Read It! Book 1* | "Can Pat Tap Nat?" p. 8

To Discuss After You Read

Q: How does Pat get Nat to move off of him?

A: *Pat taps Nat*

## Creative Expression

**B: Simile**

The first sentence of your copywork says that Pat is flat. How flat do you think he is? How would you describe him? If you said Pat is as flat as a sheet of paper, you used a simile.

A **simile** compares two unlike items and uses the words *like* or *as*. Using a simile adds interest to your writing. A simile can form a picture in the reader's mind by making a connection to something he or she already knows. For example:

Sarah's shirt was as green as the grass.  
Paul was quiet like a mouse.

On “B: Simile” **Week 2 Activity Sheet**, dictate 3 different similes that explain how flat Pat is, how sad he is, and how mad he is. If your children need some help getting started, brainstorm with them for a few minutes. Ask them: what things are flat? Sad? Mad?

## Day 3

### Spelling


#### Copy Them Small

**Regular Words:** as, has, man, ran, dad, had, and, that

**Sight Words:** his, not

### Phonics

#### Activity | Play Concentration

From the sight word index card deck (you can print these from <http://www.sonlight.com/sight-word-flash-cards.html> ) , play Concentration. Use the sight words from Lessons 1 and 2 (*is, a, the, that, on, his, has, not*) and choose 8 more words from Book 1. Review the sight words with your children and then play Concentration.

**Instructions for Concentration:** Shuffle the cards and place them face down in a matrix—four cards across in four rows. The first player must turn two cards face-up so all players can see what is written on the up-turned cards. He must also read the word(s) on the cards out loud so that all players can hear. If he has chosen a matched pair of cards, he gets to keep the pair and take another turn. If he fails to choose a matching pair, he must turn the cards back face-down and permit the next player (to his left) to take a turn. Cards must be turned face-up and back down again in the same spot. (Over time, then, players come to remember where certain cards are, so they can choose matching pairs.) When all pairs have been matched, the player with the most sets wins.

**Optional: *Explode the Code 1*** | pp. 14–15

**Optional: *Language and Thinking*** | Reading Stories “The Old Woman and the Pig” pp. 9–10

### Readers

***I Can Read It! Book 1*** | “Nat is Sad” pp. 9–10

To Discuss After You Read

Q: Why is Nat sad?

A: *because Pat taps him*

### Creative Expression

#### C: Narrate (Family Portrait)

Each family is unique and enjoys different activities. On “C: Narrate (Family Portrait)” **Week 2 Activity Sheet**, come up with a list of things your family likes to do (read, hike, swim, camp). For the list you come up with together, see if you can write a paragraph about your family. How do you think it sounds? Are there any changes they would make?

Here’s what a sample family portrait might look like:

Our family likes to camp in a tent. During the day we hike around. And each evening Dad reads to us. We love to camp and read!

## Day 4

### Spelling

#### Mix It Up!

**Regular Words:** as, has, man, ran, dad, had, and, that

**Sight Words:** his, not

### Phonics

#### Activity | Is and His

Show your children that **is** and **his** have the same /i/ sound. Practice these words together.

#### Activity | Two of the Same Letters

Remind your children that two of the same letters sound like one letter. It’s not bil-l, it’s just bill (Example: riff, will, hiss).

**Optional: *Explode the Code 1*** | pp. 16–17

### Readers

***I Can Read It! Book 1*** | “Ham, Jam, and a Yam” p. 11

Please point out to your children that when authors list several items in a row, they put commas after each individual item. This mark, the comma, means *stop a moment*. An example is in the first sentence: *Ann has a ham, jam and a yam.*

To Discuss After You Read

Q: What three things does Ann have? Hint: They all rhyme.

A: *ham, jam, and a yam*

### Creative Expression

#### D: Copywork 2

Have your children copy the sentences found on “D: Copywork 2” **Week 2 Activity Sheet**.

## Day 5

### Phonics

#### Activity | What do these have in Common?

Say the words **Ann**, **Jan**, **Nan**, and **Pam**. Ask your children what they have in common. (*They are all girls' names.*)

### Readers

#### ***I Can Read It!* Book 1** | “Bad Jam” pp. 12–13

To Discuss After You Read

Q: Does Ann like her ham? Why or why not?

A: *no, it has bad jam on it*

### Creative Expression

#### **E: 5-Day: Match Five Vowels**

On “E: 5-Day: Match Five Vowels” **Week 2 Activity Sheet**, place all five vowels (*a, e, i, o, u*) between the letters *p* and *t* (*pat, pet, pit, pot, put*). Dictate a sentence that asks a question with one of the words. Don’t forget to end the sentence with a question mark. Dictate a second sentence with one of the words as a command. (*For example: Don’t pet the piranha.*) ■

**A: Copywork 1<sup>1</sup>**

Pat is flat, Pat is sad, and Pat is mad! Nat is a  
bad cat!

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**B: Simile**

Dictate 3 similes that explain how flat Pat is, how sad he is, and how mad he is. We have started the sentences for you.

1. Pat is flat like a \_\_\_\_\_
2. Pat is as sad as a \_\_\_\_\_
3. Pat is as mad as a \_\_\_\_\_

**C: Family Portrait**

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1. *I Can Read It!* Book 1, p. 7.



## D: Copywork 2<sup>2</sup>

Ann had a ham, jam and a yam. Is the ham that  
Ann has bad?

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## E: 5-Day: Match Five Vowels

Write each vowel: **a, e, i, o, u** between **p** and **t**.

p \_ t

p \_ t

p \_ t

p \_ t

p \_ t

Dictate a sentence that asks a question with one of the words.

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Dictate a sentence that uses one of the words as a command.

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## LANGUAGE ARTS 1

## WEEK 3

## SCHEDULE

Date:	Day 1 <sup>11</sup>	Day 2 <sup>12</sup>	Day 3 <sup>13</sup>	Day 4 <sup>14</sup>	Day 5 <sup>15</sup>
<b>Spelling</b>					
Words	Introduce the Words	Write Them Big!	Copy Them Small	Mix It Up!	
<b>Phonics</b>					
<i>I Can Read It!</i> Word Lists	Lesson 3				
Activities	Two of the Same Letters	Apostrophe & Play <i>Go Fish!</i>	Define	Visualize and Spell the Word	Form Words
Optional: <i>Explode the Code 1</i>	pp. 18–19	pp. 20–21	pp. 22–23	pp. 24–25	
Optional: <i>Language and Thinking</i>		Reading Stories “The Three Bears” through “Evaluation” pp. 11–12	Nutrition “Juice” through “Sugar” pp. 15–16		
<b>Handwriting</b>					
<b>Readers</b>					
<i>I Can Read It!</i> Book 1	“Jan, Nan, and Matt” pp. 14–15	“Sam, Val, and Hal Ran” pp. 16–17	“A Bad Fan” pp. 18–19	“Val Laps the Cab” pp. 20–21	“Can Sam Win?” pp. 22–23
<b>Creative Expression</b>					
	A: Copywork 1	B: Dialog	C: Dictate Dialog	D: Copywork 2	
					E: 5-Day: Write Backwards
<b>Other Notes</b>					

## Day 1

## Spelling

## Introduce the Words

**Regular Words:** pass, wax, nap, bag, rag, lap, map

**Sight Words:** he, to, said

## Phonics

*I Can Read It! Word Lists* | Lesson 3

## Activity | Two of the Same Letters

Remind your children that two of the same letters sound like one letter. It's not bil-l, it's just bill (Examples: **riff**, **will**, **hiss**). Show me two letters that are the same in this word (as you point to "pass").

**Optional: Explode the Code 1** | pp. 18–19

## Readers

*I Can Read It! Book 1* | "Jan, Nan, and Matt" pp. 14–15

## To Discuss After You Read

Q: What three "things" race?

A: *a cab, a nag, and a ram*

Practice the sight words before your children begin to read the story. Provide the word as needed as your children read.

Draw attention to the quotation marks. Point out that they are placed around the text that is quoted, showing us what Matt said. (Example: *Matt said, "Sam the ram can pass Val the nag."*)

Please notice the word **fast**. It is a phonetic word since each letter makes the sound you would expect. Have your children practice sounding this longer word out.

## Creative Expression

## A: Copywork 1

Have your children copy the sentences found on "A: Copywork 1" **Week 3 Activity Sheet**.

## Day 2

## Spelling

## Write Them Big!

**Regular Words:** pass, wax, nap, bag, rag, lap, map

**Sight Words:** he, to, said

## Phonics

## Activity | Apostrophe

When writers want to show that a person owns something, they use an apostrophe and then – s. For example, read this sentence: *Jen's hen has a nest in a hen hut*. The apostrophe shows that Jen owns a hen.

When one person owns an item, we write the name, then the apostrophe, then the – s. When more than one person owns the item, we write the name, the – s, and then the apostrophe. For example: The *Dads'* Club includes man men. Dad + s' = Dads'.

Draw your children's attention to the apostrophe in the story: *Hal's fan is bad*. Explain to your children that the apostrophe in this case shows possession: the **fan** belongs to **Hal**. Remember, we use apostrophes in two ways, 1) to show possession and 2) in contractions.

## Activity | Play Go Fish!

Play *Go Fish!* with the sight words to date (*the, his, not, he, to, said*) and other words your children have struggled with so far. (If you don't know how to play *Go Fish!*, see the instruction card from the *Go Blend!* game we provide with our Language Arts program.)

Continue to use the flash cards for words that don't come easily.

**Optional: Explode the Code 1** | pp. 20–21

**Optional: Language and Thinking** | Reading Stories "The Three Bears" through "Evaluation" pp. 11–12

## Readers

*I Can Read It! Book 1* | "Sam, Val, and Hal Ran" pp. 16–17

## Creative Expression

## B: Dialog

When people talk within a story, we call the conversation **dialog**. Writers use quotation marks (" ") to show what people say. The words spoken go in between the quotation marks.

Dialog occurs between two or more people. For example, in yesterday's Copywork passage, Matt and Jan talk to one another. Today, pretend that you're with Matt and Jan. Make up a conversation between the three of you and have your Mom or Dad record it on "B: Dialog" **Week 3 Activity Sheet**.

To start, do you think Sam or Val is faster? Why do you think that? What physical features do horses and rams have?

**Note:** When you write your children's conversation, leave out the quotation marks. When the story is complete, have your children add in the quotation marks in the correct places.

## Day 3

### Spelling

#### Copy Them Small

**Regular Words:** pass, wax, nap, bag, rag, lap, map

**Sight Words:** he, to, said

### Phonics

#### Activity | Define

Define **cab**. (Example: a car that takes passengers places for money) Have your children start with a general category (a car) and then specify.

We want your children to get the gist of the word so they can understand where the stories are going. They don't need a dictionary's definition as long as they generally understand.

**Optional: Explode the Code 1** | pp. 22–23

**Optional: Language and Thinking** | Nutrition "Juice" through "Sugar" pp. 15–16

### Readers

**I Can Read It! Book 1** | "A Bad Fan" pp. 18–19

To Discuss After You Read

Q: Why does the cab stop?

A: *it has a broken fan*

### Creative Expression

#### C: Dictate Dialog

Challenge your children to dictate their own dialog using this starter sentence: "I wish I had a ... (dollar, quarter, nickel, hundred dollars)!" Their dialog should be between themselves and one or two other people and at least six sentences long.

For now, tell your children not to worry about telling who said what for every line of dialog. They don't have to say, "Johnny said," etc., on every line. They should simply have whoever is talking say what they want them to say. Encourage them to create a dialog that sounds like real people who are talking.

Record their dialog under "C: Dictate Dialog" on **Week 3 Activity Sheet**. Here's an example of what a simple dialog might look like:

"I wish I had a ... (dollar, quarter, nickel), hundred dollars!" said Seth.  
 "What for?" asked Maggie.  
 "So I could buy this really cool bike."  
 "But you already have a bike."  
 "Not like this one!"  
 "What's so great about it?"  
 "It's got these awesome pegs and flames on the sides!"  
 "Cool. If you buy it, can I have your old bike?"

## Day 4

### Spelling

#### Mix It Up!

**Regular Words:** pass, wax, nap, bag, rag, lap, map

**Sight Words:** he, to, said

### Phonics

#### Activity | Visualize and Spell the Word

If your children have a hard time spelling the word, have them break it up by sounds, /b/a/g/. Feel free to use the cards and select only the letters they will need for all of the words to help them visualize how the word is spelled.

**Optional: Explode the Code 1** | pp. 24–25

### Readers

**I Can Read It! Book 1** | "Val Laps the Cab" pp. 20–21

To Discuss After You Read

Q: Why does the nag stop?

A: *Val gets tired, takes a nap*

### Creative Expression

#### D: Copywork 2

Have your children copy the sentences found on "D: Copywork 2" **Week 3 Activity Sheet**.



## Day 5

### Phonics

#### Activity | Form Words

Pull out 8-10 letter cards (that you have made or from the *Go A to Z!* pack). Do not use the vowels **e**, **i**, or **u**, or the consonants **g**, **w**, **x**, or **z**. Have your children form words from the letter cards.

### Readers

#### *I Can Read It! Book 1* | “Can Sam Win?” pp. 22–23

##### To Discuss After You Read

Q: Who wins the race? Why?

A: *Sam the ram; he just keeps running*

### Creative Expression

#### E: 5-Day: Write Backwards

On “E: 5-Day: Write Backwards” **Week 3 Activity Sheet**, write the words backwards: *map*, *taps*, *nap*, *bat*, *dad*, *sag*, *pit*. Read the new words. Please note that one of the words was the same spelled either direction (*dad*). That word is a **palindrome**. Have your children explain what a palindrome is to your non-teacher parent, and give him or her the example from the list. I think he or she will be impressed with your knowledge. ■

**A: Copywork 1<sup>1</sup>**

Matt said, "Sam the ram can pass Val the nag."

Jan said, "He can not! Val the nag can pass Sam the ram!"

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**B: Dialog**

Have your mom or dad record your conversation here, without the quotation marks. Pretend you are with Matt and Jan. What would you say to each other? When Mom or Dad has finished recording your conversation, add in the quotation marks in the correct spots to set off the words being spoken.

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1. *I Can Read It!* Book 1, p. 15.



## C: Dictate Dialog

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## D: Copywork 2<sup>2</sup>

Sam the ram, Val the nag, and Hal the cab ran.  
Val and Hal lap Sam.

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## E: 5-Day: Write Backwards

map \_\_\_\_\_

dad \_\_\_\_\_

taps \_\_\_\_\_

sag \_\_\_\_\_

nap \_\_\_\_\_

pit \_\_\_\_\_

bat \_\_\_\_\_

Put a star by the palindrome.

2. *I Can Read It!* Book 1, p. 16.

## Appendix 2: Scope and Sequence: Schedule for Topics and Skills

Week	Spelling Rules	Spelling	Phonics	Creative Expression
1	Vowels surrounded by consonants	Regular Words: bat, cat, fat, hat, mat, pat, rat, sat, vat Sight Word: the	Three letter words ending in <i>-at</i> Demonstrate (Reading Words) Italicized Text (Reading Words)	Capitalization (Writing Mechanics) Pat the Rat (Imagination) Match Initial Letter Sounds (Letter Sounds)
2		Regular Words: as, has, man, ran, dad, had, and, that Sight Words: his, not	Short a words ending in <i>n, d, m, p,</i> and <i>nd</i> Make your Own (Forming Words) Concentration (Reading Words) Is and His (Reading Words) Two of the Same Letters (Forming Words) What do these have in common (Vocabulary)	Simile (Writing Skills) Family Portrait (Narration) Match Five Vowels (Forming Words)
3		Regular Words: pass, wax, nap, bag, rag, lap, map Sight Words: he, to, said	Short a words ending in <i>b, g, l, s, x,</i> <i>z,</i> <i>-ps,</i> <i>-ts</i> Two of the Same Letter (Letter Sounds) Apostrophe (Writing Mechanics) <i>Go Fish!</i> (Reading Words) Define (Vocabulary) Visualize and Spell the Word (Writing Skills) Form Words (Forming Words)	Dialog (Writing Skills) Dictate Dialog (Imagination) Write Backwards (Forming Words)
4		Regular Words: did, big, him, pin, lip, fix, fill Sight Words: was, go, do	Short <i>i</i> words plus a few <i>qu-</i> words Form Words Using “i” (Forming Words) The letter Sound “Qu” (Letter Sounds) Practice (Reading Words)	Sentence Lengths (Writing Mechanics) Recollection (Narration) Categorize (Vocabulary)
5		Regular Words: lads, wags, pals, lids, pills, wins, kids Sight Words: have, are	Words that end with a vocalized <i>s</i> Apostrophe <i>-s</i> (Writing Mechanics) Sight Word Bingo I (Reading Words)	Series (Writing Mechanics) Retell a Scene from a Story (Narration) Match Final Sounds (Letter Sounds)
6		Regular Words: but, cup, runs, tugs, hug, cub, us, up Sight Words: says, come	Short <i>u</i> words	Noun of Direct Address (Writing Mechanics) Grilled Cheese Sandwich (Explanation) Letter Change (Forming Words)
7		Regular Words: foxes, passes, puffs, taxes, kisses Sight Words: me, we, she, be, for	Plurals and present tenses of words ending in <i>s</i> and <i>x</i> Form Words (Forming Words) Rhyming Words (Forming Words) <i>Sight Word Bingo I</i> (Reading Words) Possession (Writing Mechanics)	Plural and Singular (Writing Mechanics) Journal (Recollection) Rhymes (Letter Sounds)

## Appendix 2: Scope and Sequence: Schedule for Topics and Skills (cont.)

Week		Spelling	Phonics	Creative Expression
8		Regular Words: beds, led, egg, sells, them, then, less, pets Sight Words: give, you	Short e words, plus the soft forms of c and g <i>Sight Word Bingo I</i> (Reading Words)	Possession Apostrophe (Writing Mechanics) Story-Starter (Imagination) Rhyme Words (Letter Sounds)
9		Regular Words: tell, bend, legs, fed, yell, rub, sun, cut Sight Words: chick, from	Review <i>Sight Word Bingo I</i> (Reading Words) Form Words (Forming Words)	Article A or An (Writing Mechanics) You are a Vet (Imagination) Five Vowels (Forming Words)
10		Regular Words: job, odd, mop, got, box, doll, log, off Sight Words: one, two	Short o words Form Words that make the /õ/ sound (Forming Words) <i>Sight Word Bingo II</i> (Reading Words)	Homophones (Writing Mechan- ics) Invitation (Communication) Story Order (Writing Skills)
11		Regular Words: back, neck, fall, rock, wall, pick, sack, ducks Sight Words: three, four	Words ending in -ck, plus -all Practice with -all (Forming Words) -ck and the /k/ sound (Forming Words) Count the Vowels (Letter Recogni- tion)	Antonyms (Writing Skills) Description (Explanation) Journal (Recollection)
12		Regular Words: black, click, flag, glad, glass, clap, flat, clock Sight Words: here, way	Words beginning with bl-, cl-, fl-, and gl- <i>Sight Word Bingo II</i> (Reading Words) Making Words from Letters (Form- ing Words)	Alphabetize (Word Skills) Imaginative Writing (Imagination) Word Play (Forming Words)
13		Regular Words: think, plan, plus, skip, slap, bunk, junk, plot, sled Sight Words: should, could	Words beginning with pl-, sk-, sl-, and ending with -nk Form Words (Forming Words)	Attribution (Writing Skills) Non-Rhyming Poem (Poetry) Backwords (Forming Words)
14		Regular Words: crib, crop, drink, drum, grass, grin, drill, grip Sight Word: put, my	Words beginning with cr-, dr-, and gr- Spell Words in Succession (Form- ing Words) Form Words (Forming Words)	Number Match (Reading Words) Personification (Writing Skills) Five Vowels (Forming Words)
15		Regular Words: bring, frog, press, trap, truck, prop, brag, trip, prod Sight Word: some	Words beginning with br-, fr-, pr-, and tr- Spell Words in Succession (Form- ing Words) Form Words (Forming Words)	Alliteration (Writing Skills) Write a Perfect Pet Story (Description) Rhymes with Tin (Letter Sounds)

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## Appendix 2: Scope and Sequence: Schedule for Topics and Skills (cont.)

Week	Spelling Rules	Spelling Words	Phonics	Creative Expression
16		Regular Words: smell, snip, snug, speck, scab, spell, spot, spun Sight Word: also, now	Words beginning with <i>sc-</i> , <i>sm-</i> , <i>sn-</i> , and <i>sp-</i> Write the Words (Forming Words) <i>Sight Word Bingo II</i> (Reading Words)	Syllables (Word Skills) Thank You Note (Communication) Word Focus (Reading Words)
17		Regular Words: stem, twig, swim, twin, step, still, stuck, stop Sight Word: what, who	Words beginning with <i>st-</i> , <i>sw-</i> , and <i>tw-</i> Spell Words (Writing Skills) <i>Go Fish!</i> (Reading Words)	Synonyms (Writing Skills) Race Notes (Writing Skills) Jumble Letters (Forming Words)
18		Regular Words: quit, quiz, quack, spent, quest, quip, squint Sight Words: they, of, see	Words beginning with <i>qu-</i> , and <i>squ-</i> Form Words (Forming Words) Concentration (Reading Words)	Contractions (Writing Mechanics) Synthesis (Narration) Match Middle Sounds (Letter Sounds)
19		Regular Words: lamp, jump, desk, fast, best, lost, must, bump Sight Words: walk, put	Words ending with <i>-mp</i> , <i>-sk</i> , and <i>-st</i> Make a New Word (Forming Words) Form Words (Forming Words)	Color Names (Vocabulary) Story-Starter (Imagination) Dialog (Writing Skills)
20		Regular Words: left, soft, gifts, belt, tent, plants, print, sent Sight Word: done, there	Words ending with <i>-ft</i> , <i>-fts</i> , <i>-lt</i> , <i>-lts</i> , <i>-nt</i> and <i>-nts</i>	Compound Words (Forming Words) Poem (Imagery/Poetry) Nursery Rhyme Poem (Poetry)
21		Regular Words: self, milk, gulp, hand, land, send, fund, yelp Sight Word: down, eat	Words ending with <i>-lf</i> , <i>-lk</i> , <i>-lp</i> , and <i>-nd</i> Create Sentences (Writing Skills) <i>Sight Word Bingo I</i> (Reading Words)	Simile (Writing Skills) Journal (Recollection) Dialog (Writing Skills)
22		Regular Words: kept, slept, adopt, stamp, limp, dump, nest, list Sight Words: our, where	Words ending with <i>-pt</i> Form Words (Forming Words) <i>Sight Word Bingo II</i> (Reading Words)	Homophones (Writing Skills) Dog Poem (Poetry) Rhymes (Letter Sounds)
23	y at the end of a one syllable word makes a long i sound	Regular Words: so, cry, sky, try, tree, dry, fly, spy, why Sight Words: what, does, were	Single-syllable words ending in <i>-e</i> , <i>-i</i> , <i>-u</i> , and <i>-y</i> Form Words (Forming Words)	Antonyms (Writing Skills) Retell a Story (Narration) Letter Puzzle (Forming Words)
24	The "Magic E"	Regular Words: late, side, note, cute, age, same, vote, dime, hide, more Sight Word: your	Long-vowel words with silent e's, Part I	Alphabetize (Word Skills) Persuade (Explanation) Long Vowel Focus (Forming Words)
25		Regular Words: ate, five, bike, hope, save, ride, use, nose, rope, wise	Long-vowel words with silent e's, Part II Short- and Long- Vowel Words (Letter Sounds)	Article A or An (Writing Mechanics) Describe Food (Description) Categorize (Vocabulary)
26	Adding suffixes -es or -ed to words ending in y	Regular Words: smile, cries, blue, brave, grade, plane, stone, tries, flute, spoke	Long-vowel words with silent e's, Part III Alphabetical Order (Word Skills)	It's or Its (Vocabulary) Friendly Letter (Communication) Categorize (Vocabulary)

## Appendix 2: Scope and Sequence: Schedule for Topics and Skills (cont.)

Week	Spelling Rules	Spelling Words	Phonics	Creative Expression
27	/sh/	Regular Words: shake, shelf, shop, dish, cash, wish, rush, fresh, brush, crush	The <i>sh</i> digraph Form Words (Forming Words) <i>Go Blend!</i> (Letter Sounds)	Homophones (Writing Skills) Choose an Activity (Imagination) Compound Words (Forming Words)
28	Vocalized and unvocalized /th/	Regular Words: whom, these, cloth, this, what, when, that, math, thick, path	The <i>wh</i> and <i>th</i> digraphs <i>Go Blend!</i> (Letter Sounds) Combinations /th/ and /wh/ (Forming Words)	Synonyms (Writing Skills) Green Eggs and Ham Story (Imagination) Place Order Words (Vocabulary)
29	/ch/	Regular Words: chop, branch, rich, catch, much, chill, such, inch, chest, chin	The <i>ch</i> digraph and <i>tch</i> blend <i>Sight Word Bingo II</i> (Reading Words) Create Words (Forming Words) Form Words (Forming Words)	Series (Writing Mechanics) Story-Starter (Imagination) Form Sentences (Writing Skills)
30	e, i, o, or u are long when they precede ng	Regular Words: king, lung, song, strong, long, bang, fling, sing, wing, rang	Words ending in <i>-ang</i> , <i>-ing</i> , <i>-ong</i> , and <i>-ung</i> Pronounce the Blend (Letter Sounds) Understanding Letter Combinations (Forming Words)	Can or May (Vocabulary) Synthesis (Narration) Jumble Letters (Forming Words)
31		Regular Words: willing, lasting, drinking, camping, dressing, dusting, hunting, helping, frying, planting	Suffixes, Part I ( <i>-ing</i> ) The <i>-ing</i> Suffix (Forming Words) <i>Go Blend!</i> (Letter Sounds)	Hyperbole (Writing Skills) Synthesis (Narration) Word Play (Forming Words)
32	Vowel Digraphs	Regular Words: need, queen, sleep, meet, meat, tea, heal, week, street, green	Vowel digraphs: <i>ea</i> and <i>ee</i> Make Words using “ay” and “ai” (Forming Words)	Rhyme (Letter Sounds) Retell an Episode (Narration) Categorize (Vocabulary)
33	ai and ay	Regular Words: grain, paint, rain, wait, clay, play, trail, pray, fair, way	Vowel digraphs: <i>ai</i> and <i>ay</i> Review /ā/ Sounds (Letter Sounds) Write the Words (Forming Words)	Suffixes (Forming Words) Description (Narration) Rhyme (Letter Sounds)
34		Regular Words: road, bowl, snow, coat, float, soap, goat, owe, loaf, low	Vowel digraphs: <i>oa</i> and <i>ow</i> The /ō/ Sound (Letter Sounds)	Add to the Story (Writing Skills) 4 W’s of a Story (Writing Skills) Compound Words (Forming Words)
35		Regular Words: bathtub, bedtime, hotdog, inside, himself, within, sunset, upset	Compound words Spell the Words (Writing Skills)	Homophones (Writing Skills) Invent (Imagination) Create Words (Forming Words)
36		Regular Words: fallen, madness, tallest, tested, wishful, seeing, badly, kissable	Suffixes, Part II ( <i>-ing</i> , <i>-ed</i> , <i>-en</i> , <i>-est</i> , <i>-ness</i> , <i>-ly</i> , <i>-able</i> ) Form Words (Forming Words)	Alphabetize (Word Skills) Story-Starter (Imagination) Dictate a Story (Imagination)

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