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INSTITUTION Las Vegas-Clark County Library District, Las Vegas,  
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ABSTRACT

This curriculum guide was developed for tutors using the "Challenger Adult Reading Series." The guide is intended to help tutors make the lessons more effective, motivational, and meaningful for students. The guide is based on a five-part lesson plan prescribed by the Computer-Assisted Literacy in Libraries (CALL) program: language experience, textbook, word patterns, real-world reading and writing, and computer-assisted instruction. Each page in the guide is intended to accompany the specific lesson contents, and shows material available but not mandatory for use by CALL tutors to reinforce the lesson contents and concepts. (MM)

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Curriculum Guide  
for Use with  
**Challenger**



**CALL**  
(Computer-Assisted Literacy in Libraries)  
Las Vegas-Clark County Library District  
Las Vegas, Nevada  
June, 1989



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## INTRODUCTION

The Computer-Assisted Literacy in Libraries (CALL) program was initiated in June, 1986, by the Las Vegas-Clark County Library District. It is a one-on-one tutoring program that is designed to bring adults to a level of literacy that allows them to function more competently in today's society and to continue their education in the more traditional classroom environment if this is their intent. CALL staff trains volunteers from all walks of life to become tutors for the program. Once certified, the tutors are assigned students who wish to improve their reading skills.

During the first year, CALL supervisors and trainers realized that tutors need more than mere encouragement to use materials supplemental to the text. If such materials were to be used in a timely and effective manner, a guide was needed to designate specific items that would supplement each lesson. In 1987/88 CALL developed the Curriculum Guide for its tutors to use with Laubach Way to Reading.

Funding from the State of Nevada, the Federal Government and the Las Vegas-Clark County Library District was provided for a research team to develop that Curriculum Guide. Additional funding was received for the 1988/89 fiscal year to develop a similar guide for use with the Challenger Adult Reading Series.

This Curriculum Guide provides specific suggestions of resources that can be used for each and every lesson. The guide is not meant to limit the tutor to what is suggested. The tutor may have other ideas and materials he/she wishes to use. The student may have special needs that are not within the scope of this project. This guide is strictly to help the tutor make the lessons more effective, motivational and meaningful for the student.

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## DEFINITIONS AND SUGGESTIONS FOR USING THE CURRICULUM GUIDE

This guide is based on the five-part lesson plan prescribed by the Call Program: 1) language experience; 2) textbook; 3) word patterns; 4) real-world reading and writing, and 5) computer-assisted instruction. These five parts are inter-related, allowing the student to fulfill his/her everyday needs and to learn basic reading concepts at the same time. For example, a student who is in a textbook lesson that deals with grocery shopping may relate this to personal needs in the language experience segment and use software to reinforce textbook lesson words as well as grocery word groups. The five parts do not have to be taught in any particular sequence, nor does each have to be included in every lesson.

Each page in this guide is intended to *accompany* the specific lesson contents. No page is intended to be used by itself.

Each lesson shows material *available*, but not *mandatory*, for use by CALL tutors to reinforce the lesson contents and concepts. Printed materials and computer software are available in the Library District. Most of these are also available commercially.

**METHOD** - The left column identifies the parts of the Lesson Plan.

**SUGGESTED ACTIVITIES** - The right column of the page lists the contents and concepts of the lesson, as well as supplemental materials.

**LANGUAGE EXPERIENCE** - This approach personalizes the lesson by having the student relate, in his/her own words, an experience, goal, opinion, etc. The student is asked to relate this short account to the tutor who prints the sentences exactly as the student dictates them. The tutor reads the paragraph to the student, both read it together, then the student reads it alone. The student identifies a few words that are in his/her vocabulary, but not recognizable in print. The student studies these words for the next lesson. Further explanation can be found in Using Language Experience with Adults by Katherine Kennedy.

*Magic Slate* is a word processing software program that is useful for inputting the student's dictation, then printing it out for further study. Ideas related to the subject matter of the reading are suggested to help generate topics of interest for the student and tutor to discuss.

**LESSON CONCEPTS AND CONTENTS** - This section summarizes material covered in the Challenger lesson.

## **WORD PATTERNS**

1. Focus on Phonics is a series of four books published by New Readers Press which provides phonetic exercises using short and long vowels, consonant blends and digraphs, and variant vowel sounds and consonant spellings.
2. Rx for Spelling is a set of booklets explaining some basic spelling rules and providing exercises for practice. The booklets have been written by Margaret Moulton and printed for the CALL Program.
3. Homonyms are words from the lesson that sound like other words but which have different spelling and meaning.
4. Word Families call attention to the last part of words that are alike, e.g., witch, ditch and stitch all belong to the -itch family. Only first letters or consonant blends change. This concept enables the student to learn several words at a time, as well as to learn the idea of rhyming words.
5. Minimal Pairs are words that are alike except for one letter, e.g., pin / pen, cap / cape. This technique may help the student differentiate between two particular letters or sounds.
6. Root Words, Suffixes, and Prefixes can help the student break down long words into short, recognizable parts. These concepts are frequently stressed in the Challenger Adult Reading Series.
7. Sight Words consist of 300 commonly used words. A list can be found in the CALL Tutor Manual.

**REAL WORLD READING AND WRITING** - In this section of the lesson plan the tutor tries to help the student transfer textbook skills and stories to real life situations. Several ideas are suggested that may be used, depending on the interest of the student.

Recreational Reading should accompany each lesson. The material, selected by the student, should be easy enough for the student to read without help or frustration. The purpose of sustained reading is to increase speed and fluency, improve comprehension and develop independent reading habits.

**COMPUTER-ASSISTED INSTRUCTION** - includes software programs associated with the concepts and contents of the lesson. The programs provide drill, practice and enrichment.

Frequently there is a repetition of a particular technique (Word Families, for example) in both **WORD PATTERNS** and in **COMPUTER-ASSISTED INSTRUCTION**. This serves as a reminder that an exercise can be done on paper or by using the computer program.

**Book 1 Lesson 1**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 58-59																																																																																																
Language Experience	<i>MAGIC SLATE</i> Write an employment ad for a job you'd most like to have. Write a theme entitled "The best/worst thing about my job is . . ."																																																																																																	
Lesson Concepts & Contents	<p><b>PHONICS:</b> Recognize long and short vowel sounds Recognize sounds for single consonants</p> <p><b>WORD ANALYSIS:</b> Recognize abbreviation Mr.</p> <p><b>COMPREHENSION:</b> Recall details Locate information in Reading</p> <p><b>WRITING:</b> Write legibly</p> <p><b>CHART: The Long and Short Vowels</b></p> <table border="0"> <tr> <td>a:</td> <td>a</td> <td>name</td> <td>save</td> <td>hate</td> <td>late</td> <td></td> <td></td> </tr> <tr> <td>e:</td> <td>be</td> <td>he</td> <td>me</td> <td>see</td> <td>need</td> <td>feel</td> <td></td> </tr> <tr> <td>i:</td> <td>I</td> <td>time</td> <td>ride</td> <td>nine</td> <td>Mike</td> <td>fire</td> <td></td> </tr> <tr> <td>o:</td> <td>go</td> <td>so</td> <td>woke</td> <td>Jones</td> <td>hope</td> <td></td> <td></td> </tr> <tr> <td>u:</td> <td>rule</td> <td>rude</td> <td>tube</td> <td>use</td> <td>fuse</td> <td></td> <td></td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <table border="0"> <tr> <td>a:</td> <td>at</td> <td>am</td> <td>can</td> <td>had</td> <td>and</td> <td></td> <td></td> </tr> <tr> <td>e:</td> <td>yes</td> <td>let</td> <td>get</td> <td>ten</td> <td>bed</td> <td>Eddie</td> <td></td> </tr> <tr> <td>i:</td> <td>is</td> <td>if</td> <td>him</td> <td>his</td> <td>did</td> <td>with</td> <td></td> </tr> <tr> <td>o:</td> <td>Bob</td> <td>job</td> <td>got</td> <td>lot</td> <td>not</td> <td></td> <td></td> </tr> <tr> <td>u:</td> <td>but</td> <td>mud</td> <td>sun</td> <td>up</td> <td>us</td> <td></td> <td></td> </tr> </table> <p><b>READING:</b> "Bob Is Late"</p> <table border="0"> <tr> <td>o'clock</td> <td>for</td> <td>would</td> <td>the</td> <td>said</td> <td>you</td> <td>of</td> <td>know</td> </tr> <tr> <td>was</td> <td>Mr.</td> <td>friend</td> <td>have</td> <td>to</td> <td>money</td> <td>do</td> <td>park</td> </tr> </table>	a:	a	name	save	hate	late			e:	be	he	me	see	need	feel		i:	I	time	ride	nine	Mike	fire		o:	go	so	woke	Jones	hope			u:	rule	rude	tube	use	fuse			a:	at	am	can	had	and			e:	yes	let	get	ten	bed	Eddie		i:	is	if	him	his	did	with		o:	Bob	job	got	lot	not			u:	but	mud	sun	up	us			o'clock	for	would	the	said	you	of	know	was	Mr.	friend	have	to	money	do	park	
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Word Patterns	<p>Word Families: -ame, -ate, -ave, -eed, -eel, -ide, -ike, -ime, -ine, -ire, -oke, -one, -ope; -ad, -am, -an, -at, -and, -ed, -en, -et, -id, -ob, -ot, -ua, -ut</p> <p><b>Focus on Phonics 2a:</b> 4-A -un, 4-C -ut, 6-B -et, 6-C -en, 7-B -ed, 8-A -at, 8-B -an, 8-C -am, 8-E -ad, 10-A -ot, 10-C -ob</p> <p><b>Focus on Phonics 3:</b> 5-B -ame, 5-C -ate, 5-E -ave, 7-B -eed, 7-C -eel, 11-A -ide, 11-B -ine, 11-C -ime, 12-A -ike, 12-C -ire, 17-A -oke, 17-B -one, -ope</p> <p>Homonyms: (so, sew) (sun, son) (would, wood) (know, no) (see, sea)</p> <p>Minimal Pairs: Tim / time, hat / hate, mat / mate, rid / ride, hop / hope tub / tube, can / cane, not / note, fir / fire, quit / quite</p>																																																																																																	
Real World Reading & Writing	<p>Read aloud "Be on Time," p. 7, from the book <u>Don't Get Fired!</u></p> <p>Read a newspaper or magazine article and underline ten words that end in e. See if they follow the silent e rule and pronounce those that do follow it.</p> <p>Recreational reading</p>																																																																																																	
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 1 LESSON 1</p> <p><i>TYPE TO LEARN</i></p> <p><i>WORD FAMILIES</i> -ame, -ate, -ave; -eed, -eel; -ike, -ime, -ine, -ire; -oke, -one, ope; -ad, -am, -an, -and; -ed, -en, -et; -id; -ob, -ot; -un, -ut</p> <p><i>HOMONYMS</i> - (sun, son) (know, no) (see, sea)</p>																																																																																																	

**Book 1 Lesson 2**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 59																																																																												
Language Experience	<i>MAGIC SLATE</i> What are some ways in which you relax? If you were going to hire someone for a job, what would you look for?																																																																													
Lesson Concepts & Contents	<p><b>PHONICS:</b> Recognize long and short vowel sounds Recognize single consonant sounds</p> <p><b>COMPREHENSION:</b> Use context clues to predict correct responses</p> <p><b>WRITING:</b> Copy words and sentences accurately</p> <p><b>CHART: More Work with Long and Short Vowels</b></p> <table border="0"> <tr> <td>a:</td> <td>date</td> <td>gate</td> <td>lane</td> <td>take</td> <td></td> </tr> <tr> <td>e:</td> <td>we</td> <td>keep</td> <td>meet</td> <td>week</td> <td></td> </tr> <tr> <td>i:</td> <td>mile</td> <td>bike</td> <td>five</td> <td>hire</td> <td></td> </tr> <tr> <td>o:</td> <td>home</td> <td>hole</td> <td>rose</td> <td>joke</td> <td></td> </tr> <tr> <td>u:</td> <td>tune</td> <td>duke</td> <td>huge</td> <td>cute</td> <td></td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <table border="0"> <tr> <td>a:</td> <td>man</td> <td>Dan</td> <td>Dad</td> <td>bad</td> <td></td> </tr> <tr> <td>e:</td> <td>red</td> <td>wet</td> <td>pen</td> <td>when</td> <td></td> </tr> <tr> <td>i:</td> <td>it</td> <td>sit</td> <td>six</td> <td>fix</td> <td>which</td> </tr> <tr> <td>o:</td> <td>cop</td> <td>box</td> <td>Mom</td> <td>God</td> <td></td> </tr> <tr> <td>u:</td> <td>cup</td> <td>rub</td> <td>gum</td> <td>hug</td> <td></td> </tr> </table> <p><b>READING:</b> "Bob Meets Dan Rose"</p> <table border="0"> <tr> <td>on</td> <td>how</td> <td>work</td> <td>relaxed</td> <td>want</td> <td>okay</td> <td>around</td> <td>by</td> </tr> <tr> <td>from</td> <td>without</td> <td>that</td> <td>until</td> <td>down</td> <td>let's</td> <td>very</td> <td>or</td> </tr> </table>	a:	date	gate	lane	take		e:	we	keep	meet	week		i:	mile	bike	five	hire		o:	home	hole	rose	joke		u:	tune	duke	huge	cute		a:	man	Dan	Dad	bad		e:	red	wet	pen	when		i:	it	sit	six	fix	which	o:	cop	box	Mom	God		u:	cup	rub	gum	hug		on	how	work	relaxed	want	okay	around	by	from	without	that	until	down	let's	very	or	
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Word Patterns	<p><b>Word Families:</b> -ake, -ane, -eek, -eep, -eet, -ide, -ile, -ive, -ole, -ose; -it, -od, -ub, -ug, -um</p> <p><b>Focus on Phonics 2a:</b> 2-A -it, 4-A -um, 4-B -ub, 4-D -ug, 10-B -op, 10-C -od</p> <p><b>Focus on Phonics 3:</b> 5-F -ane, 7-C -eek, 7-D -eet, 7-C -eep, 11-A -ive, 12-B -ile, 17-A -ole, 17-D -ose</p> <p><b>Focus on Phonics 4:</b> 1-B u+consonant+silent e (huge, cute, use, fuse)</p> <p><b>Homonyms:</b> (meet, meat) (week, weak) (red, read) (hole, whole) (which, witch) (very, vary) (by, buy) (or, oar, ore)</p> <p><b>Minimal Pairs:</b> cut / cute, man / mane, sit / site, rod / rode, hop / hope at / ate, can / cane, not / note, fir / fire, quit / quite</p>																																																																													
Real World Reading & Writing	<p>Using modeling or duet technique, read and discuss "Being Prepared," pp. 8-10 in <u>Janus Job Interview Guide</u>.</p> <p>Read/discuss "Looking for a Job," pp. 25-31 in <u>Using the Want Ads</u>.</p> <p>Recreational reading</p>																																																																													
Computer-Assisted Instruction	<p><b>SPELL IT!</b> - CHALLENGER DATA DISK - BK 1 LESSON 2</p> <p><b>TYPE TO LEARN</b></p> <p><b>WORD FAMILIES</b> -ake, -ane, -eek, -eep, -eet, -ile, -ive, -ole, -ose; -it, -od, -ub, -ug, -um</p> <p><b>HOMONYMS</b> - (meet, meat) (week, weak) (red, read) (hole, whole)</p> <p><b>GRAMMAR GREMLINS</b> - Level 1 - Capitalization</p>																																																																													

**Book 1 Lesson 3**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 59-60																																																																		
Language Experience	<i>MAGIC SLATE</i> How did you meet your spouse or how did you meet a friend? What qualities would you look for in a spouse or friend?																																																																			
Lesson Concepts & Contents	<p><b>PHONICS:</b> Recognize long and short vowel sounds Recognize single consonant sounds Mark long and short vowel sounds</p> <p><b>WRITING:</b> Use of apostrophe to show possession Copy words accurately</p> <p><b>CHART: More Work with Long and Short Vowels</b></p> <table border="0"> <tr> <td>a:</td> <td>Kate</td> <td>lake</td> <td>made</td> <td>Dave</td> </tr> <tr> <td>e:</td> <td>beep</td> <td>jeep</td> <td>seem</td> <td>seen</td> </tr> <tr> <td>i:</td> <td>fine</td> <td>mine</td> <td>wipe</td> <td>nice</td> </tr> <tr> <td>o:</td> <td>rope</td> <td>bone</td> <td>Coke</td> <td>Pope</td> </tr> <tr> <td>u:</td> <td>June</td> <td>nude</td> <td>mule</td> <td>cube</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <table border="0"> <tr> <td>a:</td> <td>mad</td> <td>hat</td> <td>nap</td> <td>jab</td> </tr> <tr> <td>e:</td> <td>men</td> <td>set</td> <td>pet</td> <td>pep</td> </tr> <tr> <td>i:</td> <td>zip</td> <td>sip</td> <td>lid</td> <td>kid</td> </tr> <tr> <td>o:</td> <td>hot</td> <td>pot</td> <td>Tom</td> <td>rob</td> </tr> <tr> <td>u:</td> <td>fun</td> <td>fuss</td> <td>bus</td> <td>bug</td> </tr> </table> <p><b>READING: "Eddie's Girlfriend"</b></p> <table border="0"> <tr> <td>girlfriend</td> <td>woman</td> <td>her</td> <td>as</td> <td>been</td> <td>horn</td> <td>then</td> <td>off</td> </tr> <tr> <td>she</td> <td>bank</td> <td>loved</td> <td>much</td> <td>saw</td> <td>first</td> <td>sight</td> <td>one</td> </tr> </table>	a:	Kate	lake	made	Dave	e:	beep	jeep	seem	seen	i:	fine	mine	wipe	nice	o:	rope	bone	Coke	Pope	u:	June	nude	mule	cube	a:	mad	hat	nap	jab	e:	men	set	pet	pep	i:	zip	sip	lid	kid	o:	hot	pot	Tom	rob	u:	fun	fuss	bus	bug	girlfriend	woman	her	as	been	horn	then	off	she	bank	loved	much	saw	first	sight	one	
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Word Patterns	<p><b>Word Families:</b> -ade, -een, -ice, -ude; -ab, -ap, -ip</p> <p><b>Homonyms:</b> (made, maid) (seem, seam) (seen, scene)</p> <p><b>Minimal Pairs:</b> mad / made, fin / fine, pop / Pope, cub / cube, hat / hate rob / robe</p> <p><b>Focus on Phonics 2a:</b> 2-D -ip, 8-C -ab, 9-A -ap</p> <p><b>Focus on Phonics 3:</b> 5-A -ake, 5-B -ade, 7-B -eem, 7-C -een, 11-C -ipe, 12-A -ice</p> <p><b>Sight Words:</b> #1-10</p>																																																																			
Real World Reading & Writing	<p>Read a syndicated letter column (e.g., Dear Abby, Ann Landers, Dr. Ruth, etc.) in a newspaper. Choose one letter and write a reply to it.</p> <p>Using Scrabble tiles or letter cards, practice minimal pairs from words learned in this lesson.</p> <p>Recreational reading</p>																																																																			
Computer-Assisted Instruction	<p><b>SPELL IT!</b> - CHALLENGER DATA DISK - BK 1 LESSON 3</p> <p><b>TYPE TO LEARN</b></p> <p><b>WORD FAMILIES</b> -ade, -een, -ice; -ab, -ap, -ip.</p> <p><b>HOMONYMS</b> - (made, maid) (seen, scene) (seem, seam)</p> <p><b>GRAMMAR GREMLINS</b> - Level 1 - Sentences Level 3 - Possessives</p>																																																																			



**Book 1 Lesson 4**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 60																																																																																																																																																																						
Language Experience	<i>MAGIC SLATE</i> Describe a favorite meal or recipe. List all your favorite pies, cakes and other desserts.																																																																																																																																																																							
Lesson Concepts & Contents	<p><b>PHONICS:</b> Recognize sound for ee</p> <p><b>CHART: Changing the First Consonant Sound</b></p> <table border="0"> <tr> <td>a:</td> <td>Dave</td> <td>made</td> <td>bake</td> <td>came</td> <td>a:</td> <td>bad</td> <td>hat</td> <td>man</td> <td>nap</td> </tr> <tr> <td></td> <td><u>gave</u></td> <td><u>fade</u></td> <td><u>cake</u></td> <td><u>game</u></td> <td></td> <td><u>fad</u></td> <td><u>fat</u></td> <td><u>pan</u></td> <td><u>lap</u></td> </tr> <tr> <td></td> <td><u>wave</u></td> <td><u>wade</u></td> <td><u>make</u></td> <td><u>tame</u></td> <td></td> <td><u>sad</u></td> <td><u>pat</u></td> <td><u>tan</u></td> <td><u>cap</u></td> </tr> <tr> <td>e:</td> <td>week</td> <td>feel</td> <td>meet</td> <td>need</td> <td>e:</td> <td>bed</td> <td>let</td> <td>ten</td> <td>yes</td> </tr> <tr> <td></td> <td><u>peek</u></td> <td><u>heel</u></td> <td><u>beet</u></td> <td><u>feed</u></td> <td></td> <td><u>fed</u></td> <td><u>bet</u></td> <td><u>den</u></td> <td><u>mess</u></td> </tr> <tr> <td></td> <td><u>seek</u></td> <td><u>reel</u></td> <td><u>feet</u></td> <td><u>seed</u></td> <td></td> <td><u>led</u></td> <td><u>net</u></td> <td><u>hen</u></td> <td><u>less</u></td> </tr> <tr> <td>i:</td> <td>quite</td> <td>ride</td> <td>bike</td> <td>time</td> <td>i:</td> <td>sip</td> <td>quit</td> <td>six</td> <td>win</td> </tr> <tr> <td></td> <td><u>bite</u></td> <td><u>side</u></td> <td><u>hike</u></td> <td><u>dime</u></td> <td></td> <td><u>lip</u></td> <td><u>kit</u></td> <td><u>fix</u></td> <td><u>pin</u></td> </tr> <tr> <td></td> <td><u>kite</u></td> <td><u>wide</u></td> <td><u>like</u></td> <td><u>lime</u></td> <td></td> <td><u>rip</u></td> <td><u>fit</u></td> <td><u>mix</u></td> <td><u>tin</u></td> </tr> <tr> <td>o:</td> <td>go</td> <td>bone</td> <td>hole</td> <td>hope</td> <td>o:</td> <td>rod</td> <td>pot</td> <td>Bob</td> <td>hop</td> </tr> <tr> <td></td> <td><u>no</u></td> <td><u>cone</u></td> <td><u>pole</u></td> <td><u>dope</u></td> <td></td> <td><u>cod</u></td> <td><u>dot</u></td> <td><u>mob</u></td> <td><u>mop</u></td> </tr> <tr> <td></td> <td><u>so</u></td> <td><u>phone</u></td> <td><u>sole</u></td> <td><u>rope</u></td> <td></td> <td><u>nod</u></td> <td><u>rot</u></td> <td><u>sob</u></td> <td><u>top</u></td> </tr> <tr> <td>u:</td> <td>tune</td> <td>rule</td> <td>use</td> <td>cube</td> <td>u:</td> <td>gum</td> <td>bug</td> <td>tub</td> <td>sun</td> </tr> <tr> <td></td> <td><u>June</u></td> <td><u>mule</u></td> <td><u>fuse</u></td> <td><u>tube</u></td> <td></td> <td><u>hum</u></td> <td><u>dug</u></td> <td><u>rub</u></td> <td><u>run</u></td> </tr> <tr> <td></td> <td><u>dune</u></td> <td><u>Yule</u></td> <td><u>refuse</u></td> <td></td> <td></td> <td><u>bum</u></td> <td><u>rug</u></td> <td><u>cub</u></td> <td><u>gun</u></td> </tr> </table> <p><b>READING:</b> "Kate Bakes a Cake"</p> <table border="0"> <tr> <td>lived</td> <td>Louise</td> <td>help</td> <td>out</td> <td>last</td> <td>looked</td> <td>herself</td> <td>put</td> </tr> <tr> <td>aunt</td> <td>didn't</td> <td>this</td> <td>went</td> <td>oven</td> <td>also</td> <td>behind</td> <td>should</td> </tr> </table>	a:	Dave	made	bake	came	a:	bad	hat	man	nap		<u>gave</u>	<u>fade</u>	<u>cake</u>	<u>game</u>		<u>fad</u>	<u>fat</u>	<u>pan</u>	<u>lap</u>		<u>wave</u>	<u>wade</u>	<u>make</u>	<u>tame</u>		<u>sad</u>	<u>pat</u>	<u>tan</u>	<u>cap</u>	e:	week	feel	meet	need	e:	bed	let	ten	yes		<u>peek</u>	<u>heel</u>	<u>beet</u>	<u>feed</u>		<u>fed</u>	<u>bet</u>	<u>den</u>	<u>mess</u>		<u>seek</u>	<u>reel</u>	<u>feet</u>	<u>seed</u>		<u>led</u>	<u>net</u>	<u>hen</u>	<u>less</u>	i:	quite	ride	bike	time	i:	sip	quit	six	win		<u>bite</u>	<u>side</u>	<u>hike</u>	<u>dime</u>		<u>lip</u>	<u>kit</u>	<u>fix</u>	<u>pin</u>		<u>kite</u>	<u>wide</u>	<u>like</u>	<u>lime</u>		<u>rip</u>	<u>fit</u>	<u>mix</u>	<u>tin</u>	o:	go	bone	hole	hope	o:	rod	pot	Bob	hop		<u>no</u>	<u>cone</u>	<u>pole</u>	<u>dope</u>		<u>cod</u>	<u>dot</u>	<u>mob</u>	<u>mop</u>		<u>so</u>	<u>phone</u>	<u>sole</u>	<u>rope</u>		<u>nod</u>	<u>rot</u>	<u>sob</u>	<u>top</u>	u:	tune	rule	use	cube	u:	gum	bug	tub	sun		<u>June</u>	<u>mule</u>	<u>fuse</u>	<u>tube</u>		<u>hum</u>	<u>dug</u>	<u>rub</u>	<u>run</u>		<u>dune</u>	<u>Yule</u>	<u>refuse</u>			<u>bum</u>	<u>rug</u>	<u>cub</u>	<u>gun</u>	lived	Louise	help	out	last	looked	herself	put	aunt	didn't	this	went	oven	also	behind	should	
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Word Patterns	<p>Word Families: -ite, -in, -ix</p> <p>Minimal Pairs: fed / feed, bet / beet, ten / teen</p> <p>Review Word Families, <u>Focus on Phonics</u>, Homonyms, Minimal Pairs as needed.</p> <p>Homonyms: (beet, beat) (heel, heal) (bite, byte) (sole, soul) (peek, peak) (reel, real)</p> <p><u>Focus on Phonics 2a</u>: 2-B -in, 3-A -ix</p> <p><u>Focus on Phonics 3</u>: 12-B -ite</p> <p>Review the Word Index: Lessons 1-4, p. 15</p>																																																																																																																																																																							
Real World Reading & Writing	<p>Use the food section of the newspaper to look for recipes.</p> <p>Bring in a food package with directions on it.</p> <p>Recreational reading</p>																																																																																																																																																																							
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 1 LESSON 4</p> <p><i>TYPE TO LEARN</i></p> <p>Review as needed material from <i>WORD FAMILIES</i> or <i>HOMONYMS</i> in Lessons 1-3.</p> <p><i>MASTER SPELL</i> - SIGHT WORDS DATA DISK - Side 1 - List 1</p> <p><i>SPELLING RULES</i> - #2, Making plurals and 3rd person singular verbs #1, Regular words</p> <p><i>MASTER SPELL</i> - WORD GROUPS DATA DISK - Side 1 - #16, Breads Side 2 - #5, Measurements</p>																																																																																																																																																																							

**Book 1 Lesson 5**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 60-61																																																																																																																				
Language Experience	<i>MAGIC SLATE</i> Make a two-generation family tree for both mother's and father's sides of the family, noting grandparents, uncles and aunts, brothers and sisters, etc. The person I like to talk to is . . . because . . . .																																																																																																																					
Lesson Concepts & Contents	<p><b>PHONICS:</b> Recognize sound for ee Recognize contractions Recognize abbreviations of Mr., Mrs., Ms.</p> <p><b>WRITING:</b> Form new words by adding the ending -ed</p> <p><b>CHART:</b> Changing the End Consonant sounds</p> <table border="1"> <thead> <tr> <th>a</th> <th>e</th> <th>i</th> <th>o</th> <th>u</th> <th>a</th> <th>e</th> <th>i</th> <th>o</th> <th>u</th> </tr> </thead> <tbody> <tr> <td>fade</td> <td>beet</td> <td>wine</td> <td>note</td> <td>mule</td> <td>tan</td> <td>bed</td> <td>hit</td> <td>cod</td> <td>hum</td> </tr> <tr> <td>fame</td> <td>beep</td> <td>wife</td> <td>nose</td> <td>mute</td> <td>tap</td> <td>bet</td> <td>hip</td> <td>cop</td> <td>hug</td> </tr> <tr> <td>face</td> <td>beef</td> <td>wire</td> <td>nope</td> <td>muse</td> <td>tax</td> <td>Ben</td> <td>hid</td> <td>cot</td> <td>hut</td> </tr> <tr> <td>cape</td> <td>week</td> <td>time</td> <td>rode</td> <td>tune</td> <td>jab</td> <td>pep</td> <td>mix</td> <td>Mom</td> <td>bug</td> </tr> <tr> <td>case</td> <td>weed</td> <td>tide</td> <td>robe</td> <td>tube</td> <td>jam</td> <td>pen</td> <td>miss</td> <td>mop</td> <td>bun</td> </tr> <tr> <td>cage</td> <td>weep</td> <td>tire</td> <td>role</td> <td></td> <td>jazz</td> <td>pet</td> <td>mitt</td> <td>mob</td> <td>bud</td> </tr> <tr> <td>safe</td> <td>seem</td> <td>line</td> <td>hole</td> <td>fuse</td> <td>ran</td> <td>wet</td> <td>bit</td> <td>pot</td> <td>sum</td> </tr> <tr> <td>same</td> <td>seed</td> <td>life</td> <td>home</td> <td>fume</td> <td>rat</td> <td>web</td> <td>big</td> <td>pop</td> <td>sub</td> </tr> <tr> <td>sale</td> <td>seep</td> <td>like</td> <td>hose</td> <td></td> <td>ram</td> <td>wed</td> <td>bib</td> <td>pod</td> <td>suds</td> </tr> </tbody> </table> <p><b>READING:</b> "Talking with Aunt Louise"</p> <table border="1"> <tbody> <tr> <td>talk</td> <td>dinner</td> <td>something</td> <td>it's</td> <td>women</td> <td>Mrs.</td> <td>year</td> <td>about</td> </tr> <tr> <td>after</td> <td>ask</td> <td>problem</td> <td>call</td> <td>who</td> <td>Ms.</td> <td>don't</td> <td>other</td> </tr> </tbody> </table>	a	e	i	o	u	a	e	i	o	u	fade	beet	wine	note	mule	tan	bed	hit	cod	hum	fame	beep	wife	nose	mute	tap	bet	hip	cop	hug	face	beef	wire	nope	muse	tax	Ben	hid	cot	hut	cape	week	time	rode	tune	jab	pep	mix	Mom	bug	case	weed	tide	robe	tube	jam	pen	miss	mop	bun	cage	weep	tire	role		jazz	pet	mitt	mob	bud	safe	seem	line	hole	fuse	ran	wet	bit	pot	sum	same	seed	life	home	fume	rat	web	big	pop	sub	sale	seep	like	hose		ram	wed	bib	pod	suds	talk	dinner	something	it's	women	Mrs.	year	about	after	ask	problem	call	who	Ms.	don't	other	
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Word Patterns	<p><b>Homonyms:</b> (wine, whine) (nose, knows) (rode, road, rowed) (tide, tied) (role, roll) (sale, sail) (sum, some)</p> <p><b>Word Families:</b> -ace, -ib, -ig</p> <p><b>Minimal Pairs:</b> fad / fade, cap / cape, win / wine, not / note, rod / rode, rob / robe, tap / tape, rat / rate, hid / hide, bit / bite, wed / weed</p> <p><b>Sight Words:</b> #11-20</p> <p><b>Rx for Spelling</b> "Adding suffixes beginning with vowels"</p> <p><b>Focus on Phonics 2a:</b> 1-C -ig, 3-A -ib</p> <p><b>Focus on Phonics 3:</b> 5-D -ace</p>																																																																																																																					
Real World Reading & Writing	<p>Write a love letter that you would like to receive.</p> <p>Write a letter to a relative regarding a family matter.</p> <p>Look at a secretarial handbook to determine when it is appropriate to use the abbreviation Mrs., Miss, or Ms.</p> <p>Recreational reading</p>																																																																																																																					
Computer-Assisted Instruction	<p><b>SPELL IT!</b> - CHALLENGER DATA DISK - BK 1 LESSON 5</p> <p><b>TYPE TO LEARN</b></p> <p><b>ODDS AND ENDS</b> - CONTRACTIONS</p> <p><b>SPELLING RULES</b> - #5, Adding suffixes beginning with vowels</p> <p>#1, One-syllable words ending in any consonant except y</p> <p><b>HOMONYMS</b> - (rode, road, rowed) (sale, sail) (sum, some) (role, roll)</p> <p><b>GRAMMAR GREMLINS</b> - Level 1 - Punctuation</p>																																																																																																																					

**Book 1 Lesson 6**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 61																																																																																																																												
Language Experience	<i>MAGIC SLATE</i> My luckiest moment was . . . because . . . Discuss your favorite way to gamble and where you best like to do it.																																																																																																																													
Lesson Concepts & Contents	<p><b>PHONICS:</b> Recognize sounds for final consonant blends -nd, -nt, -ck, -mp Recognize contractions for not</p> <p><b>COMPREHENSION:</b> Use context clues to predict correct responses</p> <p><b>WRITING:</b> Copy words accurately; spell words with great accuracy</p> <p><b>CHART: Ending Consonant Blends</b></p> <table border="0"> <tr> <td><b>nd</b></td> <td>and</td> <td>end</td> <td>bind</td> <td>bond</td> <td>fund</td> <td><b>ck</b></td> <td>back</td> <td>deck</td> <td>kick</td> <td>hock</td> <td>buck</td> </tr> <tr> <td></td> <td>band</td> <td>bend</td> <td>find</td> <td>fond</td> <td>funds</td> <td></td> <td>quack</td> <td>neck</td> <td>pick</td> <td>lock</td> <td>duck</td> </tr> <tr> <td></td> <td>hand</td> <td>lend</td> <td>kind</td> <td>pond</td> <td>refund</td> <td></td> <td>sack</td> <td>peck</td> <td>quick</td> <td>rock</td> <td>luck</td> </tr> <tr> <td></td> <td>land</td> <td>mend</td> <td>mind</td> <td></td> <td></td> <td></td> <td>tack</td> <td></td> <td>sick</td> <td>sock</td> <td>lucky</td> </tr> <tr> <td></td> <td>sand</td> <td>send</td> <td>remind</td> <td></td> <td></td> <td></td> <td>track</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td><b>nt</b></td> <td>ant</td> <td>bent</td> <td>hint</td> <td>don't</td> <td>bunt</td> <td><b>mp</b></td> <td>damp</td> <td></td> <td>limp</td> <td>bump</td> </tr> <tr> <td></td> <td></td> <td>can't</td> <td>dent</td> <td>lout</td> <td>won't</td> <td>hunt</td> <td></td> <td>lamp</td> <td></td> <td></td> <td>dump</td> </tr> <tr> <td></td> <td></td> <td>pant</td> <td>sent</td> <td>mint</td> <td></td> <td>punt</td> <td></td> <td>ramp</td> <td></td> <td></td> <td>jump</td> </tr> <tr> <td></td> <td></td> <td>pants</td> <td>rent</td> <td></td> <td></td> <td>runt</td> <td></td> <td></td> <td></td> <td></td> <td>pump</td> </tr> </table> <p><b>READING:</b> "Eddie's Luck"</p> <table border="0"> <tr> <td>maybe</td> <td>few</td> <td>next</td> <td>what</td> <td>happy</td> <td>wasn't</td> <td>himself</td> <td>town</td> </tr> <tr> <td>could</td> <td>there</td> <td>won</td> <td>good</td> <td>again</td> <td>horse</td> <td>walked</td> <td>robber</td> </tr> </table>	<b>nd</b>	and	end	bind	bond	fund	<b>ck</b>	back	deck	kick	hock	buck		band	bend	find	fond	funds		quack	neck	pick	lock	duck		hand	lend	kind	pond	refund		sack	peck	quick	rock	luck		land	mend	mind				tack		sick	sock	lucky		sand	send	remind				track						<b>nt</b>	ant	bent	hint	don't	bunt	<b>mp</b>	damp		limp	bump			can't	dent	lout	won't	hunt		lamp			dump			pant	sent	mint		punt		ramp			jump			pants	rent			runt					pump	maybe	few	next	what	happy	wasn't	himself	town	could	there	won	good	again	horse	walked	robber	
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could	there	won	good	again	horse	walked	robber																																																																																																																							
Word Patterns	<p>Word Families: -ack, -amp, -eck, -end, -ent, -ick, -ock, -uck, -ump; -ind</p> <p>Homonyms: (sent, cent, scent) (find, fined) (mind, mined) (there, their, they're) (won, one) (horse, hoarse)</p> <p><u>Focus on Phonics 2a:</u> 8-D -ack, 6-C -eck, 1-B -ick, 11-A -ock, 5-A -uck</p> <p><u>Focus on Phonics 2b:</u> 28-A,B -nt, 29-A,B -nd, 36 -mp</p> <p><u>Rx for Spelling</u> "k vs. ck" p. 9, Using -ck</p> <p><u>Rx for Spelling</u> "Adding suffixes beginning with vowels"</p>																																																																																																																													
Real World Reading & Writing	<p>Match famous sport events with cities where they take place (Wimbledon Tennis - London) (Churchill Downs Racetrack - Louisville, Ky.) (500 Mile Race - Indianapolis, Ind.)</p> <p>If you have a child's game, read directions for playing the game.</p> <p>Look at the Saturday (College) or Sunday (Professional) sports pages for games to be played that day.</p> <p>Look at the weekly odds in a Racing Form or the Sports Section of a newspaper.</p> <p>Recreational reading</p>																																																																																																																													
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 1 LESSON 6</p> <p><i>TYPE TO LEARN</i></p> <p><i>MASTER SPELL</i> - SIGHT WORDS DATA DISK - Side 1 - List 2</p> <p><i>SPELLING RULES</i> - #3 - Using k, ke, and ck #4 - Short vowel sounds with ck</p> <p><i>HOMONYMS</i> - (find, fined) (mind, mined) (there, their, they're) (won, one)</p>																																																																																																																													

**Book 1 Lesson 7**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 61-62																																																												
Language Experience	<i>MAGIC SLATE</i> The car of my dreams is . . . . On my day off I like to . . . . Describe the best or the worst day of your life.																																																													
Lesson Concepts & Contents	<p>PHONICS: Recognize sounds for final consonant blends -ng, -nk</p> <p>WORD ANALYSIS: Recognize verb ending -ing</p> <p>CHART: More Work with Ending Consonant Blends</p> <table border="0"> <tr> <td>ang</td> <td>ing</td> <td>ong</td> <td>ung</td> <td>ank</td> <td>ink</td> <td>onk</td> <td>unk</td> </tr> <tr> <td>bang</td> <td>king</td> <td>gong</td> <td>hung</td> <td>bank</td> <td>ink</td> <td>honk</td> <td>bunk</td> </tr> <tr> <td>fang</td> <td>ring</td> <td>long</td> <td>lung</td> <td>rank</td> <td>pink</td> <td></td> <td>dunk</td> </tr> <tr> <td>hang</td> <td>sing</td> <td>song</td> <td>rung</td> <td>sank</td> <td>sink</td> <td></td> <td>funk</td> </tr> <tr> <td>rang</td> <td>wing</td> <td>wrong</td> <td>sung</td> <td>tank</td> <td>wink</td> <td></td> <td>junk</td> </tr> <tr> <td>sang</td> <td>thing</td> <td>Ping-Pong</td> <td></td> <td>thank</td> <td>think</td> <td></td> <td>sunk</td> </tr> </table> <p>READING: "The Wrong Side of the Bed"</p> <table border="0"> <tr> <td>clock</td> <td>new</td> <td>cat</td> <td>outside</td> </tr> <tr> <td>day</td> <td>car</td> <td>into</td> <td>dozed</td> </tr> <tr> <td>downtown</td> <td>all</td> <td>left</td> <td>once</td> </tr> </table>	ang	ing	ong	ung	ank	ink	onk	unk	bang	king	gong	hung	bank	ink	honk	bunk	fang	ring	long	lung	rank	pink		dunk	hang	sing	song	rung	sank	sink		funk	rang	wing	wrong	sung	tank	wink		junk	sang	thing	Ping-Pong		thank	think		sunk	clock	new	cat	outside	day	car	into	dozed	downtown	all	left	once	
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day	car	into	dozed																																																											
downtown	all	left	once																																																											
Word Patterns	<p>Word Families: -ang, -ank, -ing, -ink, -ong, -ung, -unk</p> <p>Homonyms: (ring, wring)</p> <p>Minimal Pairs: bang / bank, rang / rank, sang / sank, sing / sink, wing / wink, thing / think, sung / sunk</p> <p>Focus on Phonics 2a: 2-C -ing, -ink, 5-B -ung, -unk, 9-B -ang, -ank</p> <p>Focus on Phonics 2b: 32 -ng, 33 -nk</p> <p>Focus on Phonics 4: 7-C -ing.</p> <p>Regular Spelling "Adding suffixes beginning with vowels"</p> <p>Sight Words: #21-30</p>																																																													
Real World Reading & Writing	<p>Read an article in <u>Consumer Report</u> on the car of your choice.</p> <p>In a book of quotations such as <u>Bartlett's Quotations</u> or <u>Crown Treasury of Relevant Quotations</u> look up sayings by Henry Ford, and all quotations on the subject of automobiles.</p> <p>Recreational reading</p>																																																													
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 1 LESSON 7</p> <p><i>TYPE TO LEARN</i></p> <p><i>WORD FAMILIES</i> -ang, -ank, -ing, -ink, -ong, -ung, -unk</p> <p><i>SPELLING RULES</i> - #5 - Adding suffixes beginning with vowels</p> <p style="padding-left: 40px;">#1 - One-syllable words</p> <p style="padding-left: 40px;">#2 - Multi-syllable words</p> <p style="padding-left: 40px;">#3 - Words ending in silent e</p>																																																													

**Book 1 Lesson 8**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 62																																																																																																										
Language Experience	<i>MAGIC SLATE</i> I wish that years ago I had done . . . . If you have been to an amusement park, what were some of your experiences?																																																																																																											
Lesson Concepts & Contents	<p>PHONICS: Recognize long and short vowel sounds Mark long and short vowel sounds</p> <p>VOCABULARY: Identify synonyms</p> <p>WRITING: Use a and an appropriately</p> <p>CHART: Review of Vowels and Consonants</p> <table border="0"> <tr> <td>face</td> <td>sale</td> <td>cage</td> <td>lake</td> <td>jab</td> <td>pack</td> <td>cat</td> <td>feel</td> <td>bent</td> </tr> <tr> <td>race</td> <td>pale</td> <td>page</td> <td>fake</td> <td>cab</td> <td>Jack</td> <td>bat</td> <td>peel</td> <td>went</td> </tr> <tr> <td>lace</td> <td>tale</td> <td>wage</td> <td>rake</td> <td>dab</td> <td>lack</td> <td>fat</td> <td>heel</td> <td>tent</td> </tr> <tr> <td>pace</td> <td>male</td> <td>rage</td> <td>wake</td> <td>lab</td> <td>Mack</td> <td>mat</td> <td>keel</td> <td>lent</td> </tr> <tr> <td>ace</td> <td>female</td> <td>age</td> <td>awake</td> <td>tab</td> <td>rack</td> <td>sat</td> <td>cel</td> <td>cent</td> </tr> <tr> <td>nice</td> <td>file</td> <td>dig</td> <td>kick</td> <td>phone</td> <td>joke</td> <td>lock</td> <td>use</td> <td>bug</td> </tr> <tr> <td>rice</td> <td>mile</td> <td>pig</td> <td>Dick</td> <td>zone</td> <td>Coke</td> <td>dock</td> <td>fuse</td> <td>jug</td> </tr> <tr> <td>mice</td> <td>pile</td> <td>wig</td> <td>nick</td> <td>tone</td> <td>poke</td> <td>hock</td> <td>refuse</td> <td>lug</td> </tr> <tr> <td>dice</td> <td>tile</td> <td>rig</td> <td>tick</td> <td>lone</td> <td>woke</td> <td>mock</td> <td>amuse</td> <td>mug</td> </tr> <tr> <td>ice</td> <td>while</td> <td>fig</td> <td>lick</td> <td>alone</td> <td>awoke</td> <td>rock</td> <td>amusement</td> <td>tug</td> </tr> </table> <p>READING: "At the Amusement Park"</p> <table border="0"> <tr> <td>never</td> <td>they</td> <td>my</td> <td>where</td> <td>some</td> <td>ago</td> <td>just</td> <td>will</td> </tr> <tr> <td>an</td> <td>your</td> <td>were</td> <td>over</td> <td>done</td> <td>stayed</td> <td>here</td> <td>now</td> </tr> </table>	face	sale	cage	lake	jab	pack	cat	feel	bent	race	pale	page	fake	cab	Jack	bat	peel	went	lace	tale	wage	rake	dab	lack	fat	heel	tent	pace	male	rage	wake	lab	Mack	mat	keel	lent	ace	female	age	awake	tab	rack	sat	cel	cent	nice	file	dig	kick	phone	joke	lock	use	bug	rice	mile	pig	Dick	zone	Coke	dock	fuse	jug	mice	pile	wig	nick	tone	poke	hock	refuse	lug	dice	tile	rig	tick	lone	woke	mock	amuse	mug	ice	while	fig	lick	alone	awoke	rock	amusement	tug	never	they	my	where	some	ago	just	will	an	your	were	over	done	stayed	here	now	
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an	your	were	over	done	stayed	here	now																																																																																																					
Word Patterns	<p>Word Families: -ale, -age</p> <p>Homonyms: (pale, pail) (tale, tail) (male, mail) (lone, loan)</p> <p>Minimal Pairs: ace / age, race / rage / rake, pace / page</p> <p>Focus on Phonics 3: 5-D -ale, 5-F -age</p> <p>Review Word Index: Lessons 1-8, pp. 34-35</p>																																																																																																											
Real World Reading & Writing	<p>Using both the white and yellow pages of the local telephone directory, find and list addresses and telephone number of all local amusement centers. Locate these on a city map.</p> <p>Look at a dictionary-style thesaurus for synonyms of words in the Reading, p. 29. Choose a short newspaper or magazine article and find all a's and an's in it; tell why each was used.</p> <p>Recreational reading</p>																																																																																																											
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 1 LESSON 8</p> <p><i>TYPE TO LEARN</i></p> <p><i>MASTER SPELL</i> - SIGHT WORDS DATA DISK - Side 1 - List 3</p> <p><i>WORD FAMILIES</i> -ale, -age</p> <p><i>HOMONYMS</i> (pale, pail) (tale, tail) (male, mail) (lone, loan)</p> <p><i>ODDS AND ENDS</i> - A VS. AN</p> <p><i>GRAMMAR GREMLINS</i> - Levels 1 and 2 - Sentences Level 2 - Contractions</p>																																																																																																											

**Book 1 Lesson 9**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 62-63																																																																				
Language Experience	<i>MAGIC SLATE</i> My favorite birthday was . . . because . . . . If I could choose my birthdate it would be . . . because . . . .																																																																					
Lesson Concepts & Contents	<p>PHONICS: Recognize sounds for y Recognize sounds for vowel groups -ay, -ey, -oy, -uy</p> <p>VOCABULARY: Identify synonyms</p> <p>WRITING: Form new words by adding the ending -y</p> <p>CHART: Vowel Sounds for y</p> <table border="1"> <thead> <tr> <th>y</th> <th>ay</th> <th>ey</th> <th>oy</th> <th>uy</th> <th>day</th> <th>Days of Week</th> </tr> </thead> <tbody> <tr> <td>my</td> <td>day</td> <td>key</td> <td>boy</td> <td>buy</td> <td>today</td> <td>Sunday</td> </tr> <tr> <td>myself</td> <td>may</td> <td>monkey</td> <td>joy</td> <td>guy</td> <td>yesterday</td> <td>Monday</td> </tr> <tr> <td>cry</td> <td>pay</td> <td>donkey</td> <td>toy</td> <td></td> <td>birthday</td> <td>Tuesday</td> </tr> <tr> <td>try</td> <td>payment</td> <td></td> <td>Roy</td> <td></td> <td>payday</td> <td>Wednesday</td> </tr> <tr> <td>sky</td> <td>play</td> <td></td> <td>royal</td> <td></td> <td></td> <td>Thursday</td> </tr> <tr> <td>why</td> <td>say</td> <td></td> <td>loyal</td> <td></td> <td></td> <td>Friday</td> </tr> <tr> <td></td> <td>way</td> <td></td> <td></td> <td></td> <td></td> <td>Saturday</td> </tr> </tbody> </table> <p>READING: "A Birthday Party for Bob"</p> <table border="1"> <tbody> <tr> <td>none</td> <td>please</td> <td>only</td> <td>little</td> </tr> <tr> <td>any</td> <td>hurt</td> <td>since</td> <td>what's</td> </tr> <tr> <td>party</td> <td>yet</td> <td>Linda</td> <td>funny</td> </tr> </tbody> </table>	y	ay	ey	oy	uy	day	Days of Week	my	day	key	boy	buy	today	Sunday	myself	may	monkey	joy	guy	yesterday	Monday	cry	pay	donkey	toy		birthday	Tuesday	try	payment		Roy		payday	Wednesday	sky	play		royal			Thursday	why	say		loyal			Friday		way					Saturday	none	please	only	little	any	hurt	since	what's	party	yet	Linda	funny	
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any	hurt	since	what's																																																																			
party	yet	Linda	funny																																																																			
Word Patterns	<p>Word Families: -y (long i)</p> <p>Homonyms: (way, weigh) (buy, by)</p> <p><u>Focus on Phonics 2a</u>: 9-D -ay</p> <p><u>Focus on Phonics 3</u>: 3-A,B -ay, 9-A -ey, 13-A -y</p> <p><u>Focus on Phonics 4</u>: 7-D, words ending in -y, 11-B ending -ly, 15-A -oy</p> <p><u>Rx for Spelling</u> "Adding suffixes beginning with consonants"</p> <p>Sight Words: #31-40</p>																																																																					
Real World Reading & Writing	<p>Using the <i>PRINT SHOP</i> software program, make a birthday card.</p> <p>Look at a horoscope book or a daily horoscope in the newspaper for the birthday signs and predictions for each member of your family.</p> <p>Look at a dictionary-style thesaurus for synonyms of words used in the Language Experience paragraph.</p> <p>Recreational reading</p>																																																																					
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 1 LESSON 9</p> <p><i>TYPE TO LEARN</i></p> <p><i>WORD FAMILIES</i> - y (Long i)</p> <p><i>SPELLING RULES</i> - #4 - Adding suffixes beginning with a consonant #2 - -ly ending</p>																																																																					

**Book 1 Lesson 10**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 63																																																												
Language Experience	<i>MAGIC SLATE</i> Tell about the most frightening person you've ever encountered. The most exciting experience I've had was . . . .																																																													
Lesson Concepts & Contents	<p>PHONICS: Recognize silent consonants <b>kn-</b>, <b>wr-</b>, <b>-mb</b>, <b>-ight</b>, <b>-tch</b></p> <p>VOCABULARY: Identify antonyms Identify word associations</p> <p>WRITING: Spell words with greater accuracy</p> <p>CHART: Silent Letters</p> <table border="0"> <tr> <td><b>kn</b></td> <td><b>wr</b></td> <td><b>mb</b></td> <td><b>ight</b></td> <td><b>tch</b></td> <td><b>tch</b></td> </tr> <tr> <td>know</td> <td>wrong</td> <td>lamb</td> <td>sight</td> <td>catch</td> <td>itch</td> </tr> <tr> <td>known</td> <td>wrap</td> <td>climb</td> <td>fight</td> <td>match</td> <td>ditch</td> </tr> <tr> <td>knew</td> <td>wreck</td> <td>bomb</td> <td>light</td> <td>batch</td> <td>witch</td> </tr> <tr> <td>knee</td> <td>write</td> <td>dumb</td> <td>might</td> <td>patch</td> <td></td> </tr> <tr> <td>knife</td> <td>wrote</td> <td>numb</td> <td>night</td> <td>fetch</td> <td>Dutch</td> </tr> <tr> <td>knot</td> <td>wrist</td> <td>thumb</td> <td>right</td> <td>ketchup</td> <td></td> </tr> <tr> <td>knock</td> <td></td> <td></td> <td>tight</td> <td></td> <td></td> </tr> </table> <p>READING: "Eddie's Night Out"</p> <table border="0"> <tr> <td>gone</td> <td>street</td> <td>act</td> <td>gas</td> </tr> <tr> <td>movie</td> <td>front</td> <td>swung</td> <td>too</td> </tr> <tr> <td>middle</td> <td>still</td> <td>foot</td> <td>sadly</td> </tr> </table>	<b>kn</b>	<b>wr</b>	<b>mb</b>	<b>ight</b>	<b>tch</b>	<b>tch</b>	know	wrong	lamb	sight	catch	itch	known	wrap	climb	fight	match	ditch	knew	wreck	bomb	light	batch	witch	knee	write	dumb	might	patch		knife	wrote	numb	night	fetch	Dutch	knot	wrist	thumb	right	ketchup		knock			tight			gone	street	act	gas	movie	front	swung	too	middle	still	foot	sadly	
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knot	wrist	thumb	right	ketchup																																																										
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gone	street	act	gas																																																											
movie	front	swung	too																																																											
middle	still	foot	sadly																																																											
Word Patterns	<p>Homonyms: (too, to, two) (knew, new) (write, right, rite) (know, no) (knot, not) (wrap, rap)</p> <p><u>Focus on Phonics 2a</u>: 3-B -itch, 9-C -atch</p> <p><u>Focus on Phonics 3</u>: 19-A -ow, 19-B -own, 12-C -ife, 17-C -ote, 14-A -ight</p> <p><u>Focus on Phonics 4</u>: 19-B kn = n, 19-A wr = r, 19-C mb = m, 19-G silent gh</p>																																																													
Real World Reading & Writing	<p>Choose a magazine or newspaper article that deals with the subject of crime.</p> <p>Compile a list of all the words that deal with crime (e.g., burglary, robbery, mayhem).</p> <p>Follow a specific crime story or trial in the newspaper from start to finish.</p> <p>Look at a dictionary-style thesaurus for antonyms of Chart words.</p> <p>Recreational reading</p>																																																													
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 1 LESSON 10</p> <p><i>TYPE TO LEARN</i></p> <p><i>MASTER SPELL</i> - SIGHT WORDS DATA DISK - Side 1 - List 4</p> <p><i>HOMONYMS</i> (knew, new) (too, to, two) (write, right, rite)</p> <p><i>MASTER SPELL</i> - WORD GROUPS DATA DISK - Side 2 - #6, On the Road #7, Cars</p>																																																													

**Book 1 Lesson 11**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 63-64																																																																							
Language Experience	<i>MAGIC SLATE</i> Describe your favorite card game. Describe your luckiest day.																																																																								
Lessons Concepts & Contents	<p>PHONICS: Recognize the r-controlled vowels ar, are, or, er, eer, ir, ur</p> <p>WORD ANALYSIS: Recognize the word ending -er</p> <p>CHART: The r-Controlled Vowels</p> <table border="0"> <tr> <td>ar:</td> <td>car</td> <td>card</td> <td>arm</td> <td>harm</td> <td>dark</td> <td>part</td> <td>start</td> </tr> <tr> <td>are:</td> <td>care</td> <td>bare</td> <td>dare</td> <td>fare</td> <td>rare</td> <td></td> <td></td> </tr> <tr> <td>or:</td> <td>horse</td> <td>more</td> <td>morning</td> <td>fork</td> <td>sort</td> <td>lord</td> <td></td> </tr> <tr> <td>er:</td> <td>her</td> <td>herd</td> <td>jerk</td> <td>nerve</td> <td>serve</td> <td>verse</td> <td></td> </tr> <tr> <td>eer:</td> <td>beer</td> <td>deer</td> <td>peer</td> <td>queer</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ir:</td> <td>girl</td> <td>dirt</td> <td>birthday</td> <td>birth</td> <td>firm</td> <td>firmly</td> <td></td> </tr> <tr> <td>ur:</td> <td>hurt</td> <td>turn</td> <td>burn</td> <td>burp</td> <td>curve</td> <td>purse</td> <td></td> </tr> </table> <p>READING: "The Card Game"</p> <table border="0"> <tr> <td>pretzels</td> <td>because</td> <td>sorry</td> <td>yourself</td> <td>there's</td> </tr> <tr> <td>door</td> <td>thought</td> <td>always</td> <td>I'm</td> <td>lose</td> </tr> <tr> <td>Mary</td> <td>felt</td> <td>come</td> <td>says</td> <td>laughed</td> </tr> </table>	ar:	car	card	arm	harm	dark	part	start	are:	care	bare	dare	fare	rare			or:	horse	more	morning	fork	sort	lord		er:	her	herd	jerk	nerve	serve	verse		eer:	beer	deer	peer	queer				ir:	girl	dirt	birthday	birth	firm	firmly		ur:	hurt	turn	burn	burp	curve	purse		pretzels	because	sorry	yourself	there's	door	thought	always	I'm	lose	Mary	felt	come	says	laughed	
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Word Patterns	<p>Word Families: -are, -eer</p> <p>Homonyms: (bare, bear) (herd, heard) (deer, dear) (birth, berth) (fare, fair)</p> <p>Focus on Phonics 2 a: 13-A,B - Adding -er to words</p> <p>Focus on Phonics 2 b: 47-A,B,C -ar, 48-A,B -or, 44 -er, 45 -ir, 46 -ur</p> <p>Focus on Phonics 3: 5-H -are, 7-D -eer, 20-A -or</p> <p>Rx for Spelling "Adding suffixes beginning with vowels"</p> <p>Sight Words - #41-50</p>																																																																								
Real World Reading & Writing	<p>From the Reading, select two or three words and find their antonyms.</p> <p>Using Scrabble tiles or letter cards, create some new words containing the r-controlled vowels: ar, are, or, er, eer, ir, ur.</p> <p>Create a list of occupations that end in -er (like those on p. 47). Tell what these people do for a living.</p> <p>During the week read one newspaper article on people winning money or prizes. Discuss this.</p> <p>Recreational reading</p>																																																																								
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 1 LESSON 11</p> <p><i>TYPE TO LEARN</i></p> <p><i>HOMONYMS</i> - (bare, bear) (herd, heard) (deer, dear) (birth, berth) (lose, loose)</p> <p><i>SPELLING RULES</i> - #5, Adding suffixes beginning with vowels</p> <p>#1, One-syllable words ending in a consonant</p> <p>#3, Words ending in silent e</p> <p>#4, Words ending in y</p> <p>#5, Adding -er</p>																																																																								



**Book 1 Lesson 12**

Teacher's Manual - p. 64

METHOD	SUGGESTED ACTIVITIES																																																																														
Language Experience	<i>MAGIC SLATE</i> How do I react when I'm in a bad mood? How do I react to constructive criticism?																																																																														
Lesson Concepts & Contents	<p><b>PHONICS:</b> Recognize sounds for vowel groups ai, ie, oa, oi, ou, ue Recognize sounds for ea as in eat or head, and oo as in food or foot</p> <p><b>COMPREHENSION:</b> Recall details</p> <p><b>CHART: Vowel Combinations</b></p> <table border="0"> <tr> <td>ai</td> <td>ea</td> <td>ie</td> <td>oa</td> <td>ue</td> </tr> <tr> <td>aid</td> <td>eat</td> <td>die</td> <td>boat</td> <td>due</td> </tr> <tr> <td>paid</td> <td>meat</td> <td>lie</td> <td>soap</td> <td>dues</td> </tr> <tr> <td>mail</td> <td>tea</td> <td>pie</td> <td>coat</td> <td>Sue</td> </tr> <tr> <td>rain</td> <td>clean</td> <td>tie</td> <td>goal</td> <td>blue</td> </tr> <tr> <td>wait</td> <td>read</td> <td></td> <td>load</td> <td>true</td> </tr> <tr> <td>ea</td> <td>oi</td> <td>oo</td> <td>oo</td> <td>ou</td> </tr> <tr> <td>dead</td> <td>oil</td> <td>food</td> <td>foot</td> <td>loud</td> </tr> <tr> <td>head</td> <td>boil</td> <td>mood</td> <td>book</td> <td>loudly</td> </tr> <tr> <td>lead</td> <td>join</td> <td>room</td> <td>cook</td> <td>house</td> </tr> <tr> <td>read</td> <td>joint</td> <td>soon</td> <td>look</td> <td>count</td> </tr> <tr> <td></td> <td>voice</td> <td>zoo</td> <td>wood</td> <td>shout</td> </tr> </table> <p><b>READING: "The Fight"</b></p> <table border="0"> <tr> <td></td> <td>gotten</td> <td>stopped</td> <td>well</td> <td>that's</td> <td>hear</td> </tr> <tr> <td></td> <td>all right</td> <td>water</td> <td>aren't</td> <td>celebrate</td> <td>lost</td> </tr> <tr> <td></td> <td>kiss</td> <td>you're</td> <td>temper</td> <td>what's</td> <td>enough</td> </tr> </table>	ai	ea	ie	oa	ue	aid	eat	die	boat	due	paid	meat	lie	soap	dues	mail	tea	pie	coat	Sue	rain	clean	tie	goal	blue	wait	read		load	true	ea	oi	oo	oo	ou	dead	oil	food	foot	loud	head	boil	mood	book	loudly	lead	join	room	cook	house	read	joint	soon	look	count		voice	zoo	wood	shout		gotten	stopped	well	that's	hear		all right	water	aren't	celebrate	lost		kiss	you're	temper	what's	enough
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dead	oil	food	foot	loud																																																																											
head	boil	mood	book	loudly																																																																											
lead	join	room	cook	house																																																																											
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Word Patterns	<p><b>Word Families:</b> -eat, -ean, -oat, -ue, -oil, -oo, -oom, -ook, -out</p> <p><b>Homonyms:</b> (aid, ade) (rain, reign, rein) (wait, weight) (tea, tee) (read, reed) (die, dye) (due, do, dew) (blue, blew) (hear, here) (wood, would) (read, red)</p> <p><b>Focus on Phonics 3:</b> 4-A -ail, 4-B -ain, -ait, 8-A -ea, -ead, 8-B -eat, 8-L -ean, 13-B -ie, 18-A -oat, -oal, -oad</p> <p><b>Focus on Phonics 4:</b> 4-B -ue, 9-A,B,C, -ou, 3-A -ood</p> <p><b>Review Word Index:</b> Lessons 1-12 - pp. 52-53</p>																																																																														
Real World Reading & Writing	<p>Use Scrabble tiles or letter cards to make minimal pairs of words containing the vowel combinations of the Chart in this lesson.</p> <p>Find and cut out of newspapers or magazines two ads or coupons for cleaning products. Tell what each product does and how to use it.</p> <p>Read articles from <u>Label Talk</u>.</p> <p>Recreational reading</p>																																																																														
Computer-Assisted Instruction	<p><b>SPELL IT!</b> - CHALLENGER DATA DISK - BK 1 LESSON 12</p> <p><b>TYPE TO LEARN</b></p> <p><b>MASTER SPELL</b> - SIGHT WORDS DATA DISK - Side 1 - List 5</p> <p><b>HOMONYMS</b> - (rain, reign, rein) (wait, weight) (due, do, dew) (blue, blew) (hear, here)</p> <p><b>WORD FAMILIES</b> -ail, -ain, -eat, -ean, -oat, -ue, -oil, -oo, -ook, -oom, -out</p>																																																																														

**Book 1 Lesson 13**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 64-5																																																																																																																						
Language Experience	<i>MAGIC SLATE</i> What kind of art do you like? What kind of classes would you like to take at night if you had a choice?																																																																																																																							
Lesson Concepts & Contents	<p><b>PHONICS:</b> Recognize r-controlled vowel sounds air, oar, oor Recognize sounds ear as in ear and bear, and our as in seur and four Review the sounds ar, ark, art, aid, ail, eat, can, aw, ow, ool</p> <p><b>CHART:</b> The r-Controlled Vowel Combinations</p> <table border="0"> <tr> <td>air</td> <td>ear</td> <td>ear</td> <td>oar</td> <td>oor</td> <td>our</td> <td>our</td> </tr> <tr> <td>air</td> <td>ear</td> <td>bear</td> <td>oar</td> <td>door</td> <td>our</td> <td>four</td> </tr> <tr> <td>fair</td> <td>dear</td> <td>pear</td> <td>roar</td> <td>doorway</td> <td>hour</td> <td>pour</td> </tr> <tr> <td>hair</td> <td>hear</td> <td>tear</td> <td>board</td> <td>poor</td> <td>sour</td> <td>court</td> </tr> <tr> <td>pair</td> <td>near</td> <td>wear</td> <td></td> <td>floor</td> <td>court</td> <td>course</td> </tr> <tr> <td>stair</td> <td>year</td> <td>swear</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>A Review of Sounds:</b></p> <table border="0"> <tr> <td>ar</td> <td>ark</td> <td>art</td> <td>aid</td> <td>ail</td> <td>eat</td> <td>ean</td> <td>aw</td> <td>ow</td> <td>ool</td> </tr> <tr> <td>car</td> <td>dark</td> <td>part</td> <td>paid</td> <td>mail</td> <td>eat</td> <td>clean</td> <td>saw</td> <td>now</td> <td>cool</td> </tr> <tr> <td>bar</td> <td>bark</td> <td>art</td> <td>aid</td> <td>fail</td> <td>beat</td> <td>bean</td> <td>jaw</td> <td>cow</td> <td>fool</td> </tr> <tr> <td>far</td> <td>lark</td> <td>cart</td> <td>laid</td> <td>jail</td> <td>heat</td> <td>jeans</td> <td>law</td> <td>how</td> <td>pool</td> </tr> <tr> <td>jar</td> <td>mark</td> <td>dart</td> <td>maid</td> <td>nail</td> <td>neat</td> <td>lean</td> <td>paw</td> <td>pow</td> <td>tool</td> </tr> <tr> <td>tar</td> <td>park</td> <td>smart</td> <td>raid</td> <td>tail</td> <td>seat</td> <td>mean</td> <td>raw</td> <td>wow</td> <td>school</td> </tr> </table> <p><b>READING:</b> "Night School"</p> <table border="0"> <tr> <td>class</td> <td>television</td> <td>high</td> <td>paint</td> <td>their</td> <td>worse</td> <td>really</td> <td>idea</td> </tr> <tr> <td>during</td> <td>evenings</td> <td>learn</td> <td>teacher</td> <td>picture</td> <td>forget</td> <td>coffee</td> <td>Joan</td> </tr> </table>	air	ear	ear	oar	oor	our	our	air	ear	bear	oar	door	our	four	fair	dear	pear	roar	doorway	hour	pour	hair	hear	tear	board	poor	sour	court	pair	near	wear		floor	court	course	stair	year	swear					ar	ark	art	aid	ail	eat	ean	aw	ow	ool	car	dark	part	paid	mail	eat	clean	saw	now	cool	bar	bark	art	aid	fail	beat	bean	jaw	cow	fool	far	lark	cart	laid	jail	heat	jeans	law	how	pool	jar	mark	dart	maid	nail	neat	lean	paw	pow	tool	tar	park	smart	raid	tail	seat	mean	raw	wow	school	class	television	high	paint	their	worse	really	idea	during	evenings	learn	teacher	picture	forget	coffee	Joan	
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Word Patterns	<p><b>Word Families:</b> -ail, -air, -ark, -aw, -ear, -ow, -ool</p> <p><b>Homonyms:</b> (fair, fare) (hair, hare) (pair, pare, pear) (stair, stare) (oar, ore) (wear, where, ware) (board, bored) (our, hour) (course, coarse) (ail, ale)</p> <p><b>Focus on Phonics 3:</b> 8-E -ear, 20-D -oar, 4-C -aid</p> <p><b>Focus on Phonics 4:</b> 3-A -ool, 9-A -our, 10-A -ow, 12-A -aw</p> <p><b>Sight Words:</b> #51-60</p>																																																																																																																							
Real World Reading & Writing	<p>Read and discuss "Going Back to School," pp. 19-24 in <u>Getting Help: A Guide to Community Services</u>.</p> <p>Locate a Parks and Recreation Catalog. Skim it to see what you might like to take.</p> <p>From a UNLV catalog, select non-credit courses of interest (e.g., arts and crafts).</p> <p>Recreational reading</p>																																																																																																																							
Computer-Assisted Instruction	<p><b>SPELL IT!</b> - CHALLENGER DATA DISK - BK 1 LESSON 13</p> <p><b>TYPE TO LEARN</b></p> <p><b>WORD FAMILIES</b> - -ail, -air, -ark, -aw, -ear, -ow, -ool.</p> <p><b>HOMONYMS</b> - (fair, fare) (pair, pare, pear) (stair, stare) (wear, where, ware), (board, bored) (course, coarse)</p>																																																																																																																							

**Book 1 Lesson 14**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 65-6																																																																															
Language Experience	<i>MAGIC SLATE</i> What type of bills have you had to pay this month? How do you feel about paying bills? Is it a hassle?																																																																																
Lesson Concepts & Contents	<p><b>PHONICS:</b> Recognize vowel sounds followed by l - al, el, il, ild, ol, ul, ull</p> <p><b>VOCABULARY:</b> Identify synonyms and antonyms Learn/review common expressions</p> <p><b>CHART: Vowels Followed by the Letter l</b></p> <table border="0"> <tr> <td>al</td> <td>el</td> <td>il</td> <td>ild</td> <td>ol</td> <td>ul</td> <td>ull</td> </tr> <tr> <td>all</td> <td>bell</td> <td>ill</td> <td>mild</td> <td>old</td> <td>dull</td> <td>full</td> </tr> <tr> <td>ball</td> <td>belt</td> <td>bill</td> <td>wild</td> <td>cold</td> <td>bulb</td> <td>pull</td> </tr> <tr> <td>bald</td> <td>melt</td> <td>hill</td> <td>child</td> <td>gold</td> <td>pulse</td> <td>bull</td> </tr> <tr> <td>call</td> <td>held</td> <td>fill</td> <td></td> <td>told</td> <td></td> <td></td> </tr> <tr> <td>hall</td> <td>help</td> <td>film</td> <td></td> <td>bolt</td> <td></td> <td></td> </tr> <tr> <td>fall</td> <td>tell</td> <td>milk</td> <td></td> <td>roll</td> <td></td> <td></td> </tr> <tr> <td>false</td> <td>yell</td> <td>spill</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>salt</td> <td>self</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>READING: "Paying Bills"</b></p> <table border="0"> <tr> <td>give</td> <td>minute</td> <td>stories</td> <td>most</td> <td>hi</td> <td>according</td> <td>mistake</td> <td>deal</td> </tr> <tr> <td>open</td> <td>must</td> <td>however</td> <td>almost</td> <td>eye</td> <td>month</td> <td>computer</td> <td>least</td> </tr> </table>	al	el	il	ild	ol	ul	ull	all	bell	ill	mild	old	dull	full	ball	belt	bill	wild	cold	bulb	pull	bald	melt	hill	child	gold	pulse	bull	call	held	fill		told			hall	help	film		bolt			fall	tell	milk		roll			false	yell	spill					salt	self						give	minute	stories	most	hi	according	mistake	deal	open	must	however	almost	eye	month	computer	least	
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bald	melt	hill	child	gold	pulse	bull																																																																											
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hall	help	film		bolt																																																																													
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Word Patterns	<p>Word Families: -all, -ell, -ill, -old, -ull</p> <p>Homonyms: (all, awl) (hall, haul) (hi, high) (eye, I)</p> <p><u>Focus on Phonics 2a:</u> 1-A -ill, 6-A -ell</p> <p><u>Focus on Phonics 2b:</u> 39 -lt -ld, 40 -lk -lp -lf -lm</p> <p><u>Focus on Phonics 3:</u> 14-B -ild, 16-B -old -olt -oll</p> <p><u>Focus on Phonics 4:</u> 16-E endings -ful and -less</p> <p>Suffixes: -ful, -less</p>																																																																																
Real World Reading & Writing	<p>In <u>Master Your Money</u> read and discuss the following:</p> <p>"Your Fixed Yearly Expenses" pp. 30-37</p> <p>"Where Does Your Money Go?" pp. 38-43</p> <p>If you could pay only half of your bills for this month, how would you decide which ones to pay in full, and which ones to pay in part or postpone? Why?</p> <p>In <u>Rx for Spelling</u> "Adding Suffixes Beginning with Consonants," read and discuss the section on adding -ful and -less to words.</p> <p>Recreational reading</p>																																																																																
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 1 LESSON 14</p> <p><i>TYPE TO LEARN</i></p> <p><i>MASTER SPELL</i> - SIGHT WORDS DATA DISK - Side 1 - List 6</p> <p><i>WORD FAMILIES</i> -all, -ell, -ill, -old, -ull</p> <p><i>HOMONYMS</i> (hall, haul)</p> <p><i>SPELLING RULES</i> - #5, Adding suffixes beginning with consonants #1, General rule</p>																																																																																

**Book 1 Lesson 15**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 66																																																																								
Language Experience	<i>MAGIC SLATE</i> Describe a situation where someone acted with unusual bravery. Discuss a crime that you have been a witness to or a victim of.																																																																									
Lesson Concepts & Contents	<p><b>PHONICS:</b> Recognize sounds for <i>st-, -st, sk-, -sk, ch-, -ch, sh-, -sh</i></p> <p><b>VOCABULARY:</b> Identify synonyms</p> <p><b>COMPREHENSION:</b> Infer word meanings from context clues</p> <p><b>WRITING:</b> Form new words by adding the ending <i>-est</i></p> <p><b>CHART: Digraphs and Consonant Blends</b></p> <table border="1"> <thead> <tr> <th>ch-</th> <th>-ch</th> <th>sh-</th> <th>-sh</th> <th>st-</th> <th>-st</th> <th>sk-</th> <th>-sk</th> </tr> </thead> <tbody> <tr> <td>chase</td> <td>teach</td> <td>shake</td> <td>cash</td> <td>stand</td> <td>waste</td> <td>skate</td> <td>ask</td> </tr> <tr> <td>chair</td> <td>reach</td> <td>shop</td> <td>dash</td> <td>stop</td> <td>last</td> <td>skirt</td> <td>mask</td> </tr> <tr> <td>cheap</td> <td>march</td> <td>share</td> <td>fish</td> <td>step</td> <td>west</td> <td>skin</td> <td>task</td> </tr> <tr> <td>chest</td> <td>church</td> <td>shock</td> <td>wish</td> <td>store</td> <td>toast</td> <td>skunk</td> <td>risk</td> </tr> <tr> <td>chin</td> <td>rich</td> <td>shine</td> <td>rush</td> <td>still</td> <td>east</td> <td>skill</td> <td>desk</td> </tr> <tr> <td>choose</td> <td>lunch</td> <td>short</td> <td>hush</td> <td>stuff</td> <td>burst</td> <td>sky</td> <td>dusk</td> </tr> </tbody> </table> <p><b>READING: "Kate Saves the Day"</b></p> <table border="1"> <tbody> <tr> <td>couldn't</td> <td>drop</td> <td>nobody</td> <td>holding</td> <td>boss</td> <td>toward</td> <td>anything</td> <td>million</td> </tr> <tr> <td>heard</td> <td>people</td> <td>two</td> <td>pointed</td> <td>I'll</td> <td>manager</td> <td>those</td> <td>fainted</td> </tr> </tbody> </table>	ch-	-ch	sh-	-sh	st-	-st	sk-	-sk	chase	teach	shake	cash	stand	waste	skate	ask	chair	reach	shop	dash	stop	last	skirt	mask	cheap	march	share	fish	step	west	skin	task	chest	church	shock	wish	store	toast	skunk	risk	chin	rich	shine	rush	still	east	skill	desk	choose	lunch	short	hush	stuff	burst	sky	dusk	couldn't	drop	nobody	holding	boss	toward	anything	million	heard	people	two	pointed	I'll	manager	those	fainted	
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Word Patterns	<p>Word Families: <i>-each, -unch, -ash, -ish, -aste, -ast, -est</i></p> <p>Homonyms: (waste, waist) (heard, herd) (two, to, too) (choose, chews)</p> <p><u>Focus on Phonics 2a:</u> 3-B <i>-ish -ich</i>, 5-A <i>-ush</i>, 9-C <i>-ash</i></p> <p><u>Focus on Phonics 2b:</u> 1-A beginning digraphs <i>sh- ch-</i>, 2-A,B ending digraphs <i>-ch -sh</i>, 17 <i>st-</i>, 21 <i>sk-</i>, 37-A,B <i>-st</i>, 38 <i>-sk</i></p> <p><u>Focus on Phonics 3:</u> 5-G <i>-aste</i>, 8-D <i>-each -east</i>, 18-B <i>-oast</i></p> <p><u>Focus on Phonics 4:</u> 7-F endings <i>-er</i> and <i>-est</i>, 17-F sound of <i>ch</i> in most words</p> <p>Sight Words: #61-70</p>																																																																									
Real World Reading & Writing	<p>Select five adjectives from several newspaper articles to which you can add <i>-est</i> or <i>-iest</i>.</p> <p>Using a dictionary write synonyms for five of the Reading words in this lesson.</p> <p>Skim five articles in today's newspaper that deal with crime and tell the type of crime that each describes.</p> <p>Look for one article in this week's newspapers about heroes and heroines.</p> <p>Recreational reading</p>																																																																									
Computer-Assisted Instruction	<p><i>SPELL IT! - CHALLENGER DATA DISK - BK 1 LESSON 15</i></p> <p><i>TYPE TO LEARN</i></p> <p><i>WORD FAMILIES</i> <i>-each, -unch, -ash, -ish, -aste, -ast, -est</i></p> <p><i>HOMONYMS</i> (waste, waist) (heard, herd) (two, to, too)</p> <p><i>SPELLING RULES</i> - #5, Adding suffixes beginning with vowels #5, Adding <i>-er</i> (use same rules for <i>-est</i>)</p> <p><i>ODDS AND ENDS - CONTRACTIONS</i></p> <p><i>MISSING LINKS: ENGLISH EDITOR</i></p>																																																																									

**Book 1 Lesson 16**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 66																																																										
Language Experience	<i>MAGIC SLATE</i> What would you do if you ran into someone whom you dated in the past? What does the word <i>love</i> mean to you? What songs come to your mind on the theme of love?																																																											
Lesson Concepts & Contents	<p>PHONICS: Recognize sounds for initial consonant blends <b>bl, cl, fl, gl, pl, sl</b></p> <p>WORD ANALYSIS: Form compound words Recognize abbreviation <b>Dr.</b></p> <p>COMPREHENSION: Use context clues to predict correct responses</p> <p>CHART: Consonant Blends</p> <table border="0"> <tr> <td><b>bl-</b></td> <td><b>cl-</b></td> <td><b>f'</b></td> <td><b>gl-</b></td> <td><b>pl-</b></td> <td><b>sl-</b></td> </tr> <tr> <td>blame</td> <td>clear</td> <td>flame</td> <td>glass</td> <td>place</td> <td>slam</td> </tr> <tr> <td>black</td> <td>clip</td> <td>flat</td> <td>glad</td> <td>plate</td> <td>sleep</td> </tr> <tr> <td>bleed</td> <td>close</td> <td>flock</td> <td>gland</td> <td>plane</td> <td>sleeve</td> </tr> <tr> <td>bless</td> <td>clothes</td> <td>flour</td> <td>glare</td> <td>plan</td> <td>slice</td> </tr> <tr> <td>blind</td> <td>cloth</td> <td>flush</td> <td>gleam</td> <td>plug</td> <td>slip</td> </tr> <tr> <td>block</td> <td>club</td> <td>fly</td> <td>glue</td> <td>plus</td> <td>slow</td> </tr> </table> <p>READING: "Love"</p> <table border="0"> <tr> <td>such</td> <td>nurse</td> <td>many</td> <td>rest</td> </tr> <tr> <td>badly</td> <td>goodness</td> <td>ever</td> <td>death</td> </tr> <tr> <td>Dr.</td> <td>does</td> <td>surprised</td> <td>before</td> </tr> <tr> <td>spite</td> <td>heart</td> <td>haven't</td> <td>often</td> </tr> </table>	<b>bl-</b>	<b>cl-</b>	<b>f'</b>	<b>gl-</b>	<b>pl-</b>	<b>sl-</b>	blame	clear	flame	glass	place	slam	black	clip	flat	glad	plate	sleep	bleed	close	flock	gland	plane	sleeve	bless	clothes	flour	glare	plan	slice	blind	cloth	flush	gleam	plug	slip	block	club	fly	glue	plus	slow	such	nurse	many	rest	badly	goodness	ever	death	Dr.	does	surprised	before	spite	heart	haven't	often	
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Word Patterns	<p>Homonyms: (close, clothes) (flour, flower) (plane, plain)</p> <p><b>Focus on Phonics 2b:</b> 3 bl-, 4 cl-, 5 fl-, 6 pl-, gl-, sl - compound words</p> <p>Review Word Index: Lessons 1-16, pp. 75-77</p>																																																											
Real World Reading & Writing	<p>Look up the definitions of ten words from medical/hospital terminology.</p> <p>Read a newspaper article that deals with family reunions or long-lost love.</p> <p>List five abbreviations of titles of people in politics, religion, etc., (e.g., Sen., Rep., Msgr., etc.) and tell what each abbreviation means.</p> <p>Read a newspaper article on a wedding anniversary.</p> <p>Recreational reading</p>																																																											
Computer-Assisted Instruction	<p><b>SPELL IT!</b> - CHALLENGER DATA DISK - BK 1 LESSON 16</p> <p><b>TYPE TO LEARN</b></p> <p><b>MASTER SPELL</b> - SIGHT WORDS DATA DISK - Side 1 - List 7</p> <p><b>HOMONYMS</b> (flour, flower) (plane, plain)</p> <p><b>GRAMMAR GREMLINS</b> - Sentences - Level 1 and Level 2</p> <p><b>MISSING LINKS: ENGLISH EDITOR</b></p>																																																											

**Book 1 Lesson 17**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 67																																																																								
Language Experience	<p><i>MAGIC SLATE</i></p> <p>What kind of date can you have if you have little money?</p> <p>Describe something you looked forward to that turned out to be a big disappointment?</p> <p>How important is it to you to make a good impression on others and why?</p>																																																																									
Lesson Concepts & Contents	<p><b>PHONICS:</b> Recognize sounds for consonant blends <b>br, cr, dr, fr, gr, pr, tr, str</b></p> <p><b>COMPREHENSION:</b> Classify words under appropriate categories</p> <p><b>CHART: More Consonant Blends</b></p> <table border="0" data-bbox="408 627 1393 851"> <tr> <td>br-</td> <td>cr-</td> <td>dr-</td> <td>fr-</td> <td>gr-</td> <td>pr-</td> <td>tr-</td> <td>str-</td> </tr> <tr> <td>brave</td> <td>crazy</td> <td>drain</td> <td>freeze</td> <td>grape</td> <td>pray</td> <td>tray</td> <td>straw</td> </tr> <tr> <td>brain</td> <td>crash</td> <td>dream</td> <td>free</td> <td>gray</td> <td>pride</td> <td>train</td> <td>stream</td> </tr> <tr> <td>bread</td> <td>cream</td> <td>dress</td> <td>fresh</td> <td>grass</td> <td>prize</td> <td>trail</td> <td>strike</td> </tr> <tr> <td>bride</td> <td>crime</td> <td>drive</td> <td>French</td> <td>green</td> <td>print</td> <td>tree</td> <td>string</td> </tr> <tr> <td>broke</td> <td>crown</td> <td>drove</td> <td>froze</td> <td>groom</td> <td>proud</td> <td>treat</td> <td>stroke</td> </tr> <tr> <td>brown</td> <td>crumb</td> <td>dry</td> <td>fry</td> <td>ground</td> <td>prune</td> <td>trip</td> <td>strong</td> </tr> </table> <p><b>READING: "Bob Has a Problem"</b></p> <table border="0" data-bbox="585 915 1255 1053"> <tr> <td>even</td> <td>decide</td> <td>hadn't</td> <td>calm</td> </tr> <tr> <td>both</td> <td>shirt</td> <td>whole</td> <td>ready</td> </tr> <tr> <td>upset</td> <td>slacks</td> <td>jacket</td> <td>anywhere</td> </tr> <tr> <td>able</td> <td>steak</td> <td>cleaner</td> <td>check</td> </tr> </table>	br-	cr-	dr-	fr-	gr-	pr-	tr-	str-	brave	crazy	drain	freeze	grape	pray	tray	straw	brain	crash	dream	free	gray	pride	train	stream	bread	cream	dress	fresh	grass	prize	trail	strike	bride	crime	drive	French	green	print	tree	string	broke	crown	drove	froze	groom	proud	treat	stroke	brown	crumb	dry	fry	ground	prune	trip	strong	even	decide	hadn't	calm	both	shirt	whole	ready	upset	slacks	jacket	anywhere	able	steak	cleaner	check	
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Word Patterns	<p><b>Homonyms:</b> (steak, stake) (whole, hole)</p> <p><b>Focus on Phonics-2B:</b> 9 br-, 10 cr-, 11 dr-, 12 fr-, pr-, 13 gr-, 14 tr-, 16 Review</p> <p><b>Sight Words:</b> #71-80</p>																																																																									
Real World Reading & Writing	<p>From an expensive restaurant menu select an imaginary dinner for two and add up the cost, including the tip.</p> <p>From a clothing catalog select an outfit for yourself for a special occasion.</p> <p>On the left side of a paper list the fringe benefits of your present job. On the right side of the page list the fringe benefits you would like to have.</p> <p>Read an article in the local newspaper about dating.</p> <p>Recreational reading</p>																																																																									
Computer-Assisted Instruction	<p><b>SPELL IT!</b> - CHALLENGER DATA DISK - BK 1 LESSON 17</p> <p><b>TYPE TO LEARN</b></p> <p><b>HOMONYMS</b> (steak, stake)</p>																																																																									

**Book 1 Lesson 18**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 67-68																																																																																
Language Experience	<i>MAGIC SLATE</i> Discuss your favorite childhood game or toy. Describe successes you've had in working with children.																																																																																	
Lesson Concepts & Contents	<p><b>PHONICS:</b> Recognize sounds for consonant blends wh-, th-, -th, thr-, tw-, sm-, sn-, sp-, sw-</p> <p><b>WORD ANALYSIS:</b> Form compound words</p> <p><b>COMPREHENSION:</b> Infer word meanings from context clues Recognize number words</p> <p><b>WRITING:</b> Spell words with greater accuracy Write number words</p> <p><b>CHART: More Digraphs and Consonant Blends</b></p> <table border="0"> <tr> <td>wh-</td> <td>whale</td> <td>wheat</td> <td>wheel</td> <td>white</td> <td>whip</td> </tr> <tr> <td>th-</td> <td>this</td> <td>that</td> <td>these</td> <td>those</td> <td></td> </tr> <tr> <td></td> <td>thick</td> <td>thin</td> <td>third</td> <td>thirty</td> <td>thirteen</td> </tr> <tr> <td>-th</td> <td>tooth</td> <td>teeth</td> <td>north</td> <td>south</td> <td>math</td> </tr> <tr> <td>thr-</td> <td>three</td> <td>throw</td> <td>threw</td> <td>through</td> <td></td> </tr> <tr> <td>tw-</td> <td>twelve</td> <td>twenty</td> <td>twice</td> <td>twin</td> <td>twist</td> </tr> <tr> <td>sm-</td> <td>smash</td> <td>small</td> <td>smell</td> <td>smile</td> <td>smoke</td> </tr> <tr> <td>sn-</td> <td>snake</td> <td>snail</td> <td>sneeze</td> <td>snore</td> <td>snow</td> </tr> <tr> <td>sp-</td> <td>space</td> <td>speak</td> <td>spoon</td> <td>spot</td> <td>spank</td> </tr> <tr> <td>sw-</td> <td>sweet</td> <td>sweat</td> <td>swim</td> <td>swift</td> <td>switch</td> </tr> </table> <p><b>READING: "A Way with Kids"</b></p> <table border="0"> <tr> <td></td> <td>mother</td> <td>afternoon</td> <td>worst</td> <td>everybody</td> </tr> <tr> <td></td> <td>father</td> <td>cousin</td> <td>legs</td> <td>calmly</td> </tr> <tr> <td></td> <td>watch</td> <td>grade</td> <td>number</td> <td>I've</td> </tr> <tr> <td></td> <td>Billy</td> <td>sure</td> <td>show</td> <td>nothing</td> </tr> </table>	wh-	whale	wheat	wheel	white	whip	th-	this	that	these	those			thick	thin	third	thirty	thirteen	-th	tooth	teeth	north	south	math	thr-	three	throw	threw	through		tw-	twelve	twenty	twice	twin	twist	sm-	smash	small	smell	smile	smoke	sn-	snake	snail	sneeze	snore	snow	sp-	space	speak	spoon	spot	spank	sw-	sweet	sweat	swim	swift	switch		mother	afternoon	worst	everybody		father	cousin	legs	calmly		watch	grade	number	I've		Billy	sure	show	nothing	
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Word Patterns	<p><b>Word Families:</b> -ew, -ore, -eak, -im, -ift, -itch</p> <p><b>Homonyms:</b> (whale, wail) (threw, through)</p> <p><b>Focus on Phonics 2a:</b> 2-B -im, 3-B -itch</p> <p><b>Focus on Phonics 2b:</b> 1-B beginning digraphs th-, wh-, 2-B ending digraph -th, 18 sp-, 19 sn-, 20 sm-, 22 sw-, 23 tw-, 26 thr-</p> <p><b>Focus on Phonics 3:</b> 20-A -ore, 8-A -eak</p> <p><b>Focus on Phonics 4:</b> 5 -ew</p>																																																																																	
Real World Reading & Writing	<p>What methods would you use as a parent or as a teacher to calm children?</p> <p>Read "Kid Talk" in the Las Vegas <u>Sun</u> or some other children's column in a local newspaper.</p> <p>Recreational reading</p>																																																																																	
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 1 LESSON 18</p> <p><i>TYPE TO LEARN</i></p> <p><i>MASTER SPELL</i> - SIGHT WORDS DATA DISK - Side 1 - List 8</p> <p><i>WORD FAMILIES</i> -ew, -ore, -eak, -im, -ift, -itch.</p> <p><i>MISSING LINKS: ENGLISH EDITOR</i></p>																																																																																	

**Book 1 Lesson 19**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 68																																																																
Language Experience	<p><i>MAGIC SLATE</i></p> <p>Demonstrate a first-aid method you know.</p> <p>Describe a humorous or embarrassing moment you've had.</p> <p>Describe a famous personality you've met or would like to meet.</p>																																																																	
Lesson Concepts & Contents	<p>PHONICS: Recognize sounds for consonant blends chr, sc, scr, shr, spl, spr, squ</p> <p>WORD ANALYSIS: For compound words</p> <p>Recognize common prefixes un-, re-</p> <p>PHONICS: Still More Consonant Blends</p> <table border="0" data-bbox="414 577 1460 772"> <tr> <td>sc-</td> <td>scr-</td> <td>shr-</td> <td>spl-</td> <td>spr-</td> <td>squ-</td> <td>str-</td> <td>chr-</td> </tr> <tr> <td>scare</td> <td>scratch</td> <td>shrimp</td> <td>splash</td> <td>spray</td> <td>square</td> <td>stream</td> <td>chrome</td> </tr> <tr> <td>scar</td> <td>screen</td> <td>shrink</td> <td>spleen</td> <td>sprain</td> <td>squeeze</td> <td>stretch</td> <td>Christ</td> </tr> <tr> <td>scarf</td> <td>screech</td> <td>shrank</td> <td>split</td> <td>sprawl</td> <td>squeak</td> <td>strike</td> <td>Christmas</td> </tr> <tr> <td>score</td> <td>scream</td> <td>shrunk</td> <td>splint</td> <td>sprint</td> <td>squeal</td> <td>strong</td> <td>Christian</td> </tr> <tr> <td>scout</td> <td>scrub</td> <td>shrug</td> <td>splinter</td> <td>spring</td> <td>squirrel</td> <td>strip</td> <td></td> </tr> </table> <p>READING: "How Kate Got to Be a Movie Star"</p> <table border="0" data-bbox="598 835 1252 966"> <tr> <td>sound</td> <td>steering</td> <td>body</td> <td>anyway</td> </tr> <tr> <td>police</td> <td>another</td> <td>across</td> <td>we're</td> </tr> <tr> <td>crowd</td> <td>yards</td> <td>else</td> <td>star</td> </tr> <tr> <td>between</td> <td>blood</td> <td>hey</td> <td>beside</td> </tr> </table>	sc-	scr-	shr-	spl-	spr-	squ-	str-	chr-	scare	scratch	shrimp	splash	spray	square	stream	chrome	scar	screen	shrink	spleen	sprain	squeeze	stretch	Christ	scarf	screech	shrank	split	sprawl	squeak	strike	Christmas	score	scream	shrunk	splint	sprint	squeal	strong	Christian	scout	scrub	shrug	splinter	spring	squirrel	strip		sound	steering	body	anyway	police	another	across	we're	crowd	yards	else	star	between	blood	hey	beside	
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between	blood	hey	beside																																																															
Word Patterns	<p>Word Families: -cal</p> <p>Focus on Phonics-2B: 24 str-, 25 scr-, spr-, spl-, squ-, 26 shr-</p> <p>Focus on Phonics-3: 8-C -cal</p> <p>Sight Words: #81-90</p> <p>Rx for Spelling - "Adding prefixes"</p>																																																																	
Real World Reading & Writing	<p>Select five of your favorite living movie stars. In a current <u>World Almanac</u> look up their dates and places of birth.</p> <p>Select five adjectives and place un- in front of them. How does this change the meaning of these words? Select five verbs and place re- in front of them. How does this change the original meaning of these words?</p> <p>Trace a famous person's career, noting the steps leading to his ultimate success. At what point in life did the "breaks" come to this person?</p> <p>Read an article in a local newspaper about a famous personality.</p> <p>Recreational reading.</p>																																																																	
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 1 LESSON 19</p> <p><i>TYPE TO LEARN</i></p> <p><i>SPELLING RULES</i> - #6, Adding prefixes</p>																																																																	



**Book 1 Lesson 20**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 68-69																																												
Language Experience	<b>MAGIC SLATE</b> Has something good come out of something bad for you? Write about "The Person of my Dreams." Write about "My Favorite Party." Describe the nicest date of your life.																																													
Lesson Concepts & Contents	<p><b>PHONICS:</b> Recognize the sounds for <b>c, g</b> and <b>dge</b></p> <p><b>COMPREHENSION:</b> Infer word meanings from context clues Classify words under appropriate categories</p> <p><b>WRITING:</b> Compose sentences</p> <p><b>CHART:</b> Sounds for <b>c</b> and <b>g</b></p> <table border="0"> <tr> <td><b>hard c = k sound</b></td> <td><b>soft c = s sound</b></td> <td><b>hard g = g (gas)</b></td> <td><b>soft g = j sound</b></td> </tr> <tr> <td>camp</td> <td>comb</td> <td>cell</td> <td>cigar</td> </tr> <tr> <td>carry</td> <td>curb</td> <td>cellar</td> <td>dance</td> </tr> <tr> <td>cast</td> <td>curl</td> <td>center</td> <td>chance</td> </tr> <tr> <td>coach</td> <td>curve</td> <td>ceiling</td> <td>ounce</td> </tr> <tr> <td>coast</td> <td></td> <td>city</td> <td>ounce</td> </tr> <tr> <td></td> <td></td> <td>cigarette</td> <td>ounce</td> </tr> </table> <p><b>guess begun</b>      <b>germ strange</b>  <b>guest bag</b>        <b>gin stranger</b>  <b>guilt flag</b>        <b>ginger danger</b>  <b>guilty dog</b>        <b>gingerbread</b>  <b>begin fog</b>         <b>range</b></p> <p><b>-dge badge bridge dodge fudge</b></p> <p><b>READING: "Bob's Date with June"</b></p> <table border="0"> <tr> <td>answer</td> <td>paycheck</td> <td>shouldn't</td> <td>hello</td> </tr> <tr> <td>question</td> <td>I'd</td> <td>explain</td> <td>anybody</td> </tr> <tr> <td>wonder</td> <td>groaned</td> <td>happened</td> <td>breakfast</td> </tr> <tr> <td>tonight</td> <td>silly</td> <td>everything</td> <td>snacks</td> </tr> </table>	<b>hard c = k sound</b>	<b>soft c = s sound</b>	<b>hard g = g (gas)</b>	<b>soft g = j sound</b>	camp	comb	cell	cigar	carry	curb	cellar	dance	cast	curl	center	chance	coach	curve	ceiling	ounce	coast		city	ounce			cigarette	ounce	answer	paycheck	shouldn't	hello	question	I'd	explain	anybody	wonder	groaned	happened	breakfast	tonight	silly	everything	snacks	
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wonder	groaned	happened	breakfast																																											
tonight	silly	everything	snacks																																											
Word Patterns	<p><b>Word Families:</b> -ag, -og</p> <p><b>Homonyms:</b> (cell, sell) (cellar, seller) (ceiling, sealing)</p> <p><b>Focus on Phonics 2a:</b> 8-E -ag</p> <p><b>Focus on Phonics 2b:</b> 51 -nge, -nce</p> <p><b>Focus on Phonics 3:</b> 5-F -ange</p> <p><b>Focus on Phonics 4:</b> 18-F final -ge and -dge = sound of j, 18-B two sounds for c, 18-E two sounds for g, 18-F final e and -ge.</p>																																													
Real World Reading & Writing	<p>Look up <i>courtship</i> in an encyclopedia.</p> <p>Ask a reference librarian for help in looking up courtships of famous couples in history.</p> <p>Using Scrabble tiles or letter cards, make 5 additional words in each of the chart categories: hard c, soft c, hard g, soft g.</p> <p>Discuss two newspaper articles on people's good personal fortunes.</p> <p>Recreational reading</p>																																													
Computer-Assisted Instruction	<p><b>SPELL IT!</b> - CHALLENGER DATA DISK - BK 1 LESSON 20</p> <p><b>TYPE TO LEARN</b></p> <p><b>MASTER SPELL</b> - SIGHT WORDS DATA DISK - Side 1 - List 9</p>																																													

**Book 1 Lesson FIRST REVIEW**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 69																																																																																
Language Experience	<p><i>MAGIC SLATE</i></p> <p>Discuss your favorite way to travel.</p> <p>Discuss your moods when it's raining or snowing.</p> <p>List why you like fall and spring.</p>																																																																																	
Lesson Concepts & Contents	<p>PHONICS: Review</p> <p>COMPREHENSION: Infer word meanings from context clues. Classify words under appropriate categories</p> <p>VOCABULARY: Identify synonyms and antonyms.</p> <p>CHART:</p> <table border="0"> <tr> <td>slam</td> <td>drain</td> <td>plan</td> <td>cash</td> <td>check</td> <td>east</td> <td>slice</td> <td>drum</td> </tr> <tr> <td>slap</td> <td>drop</td> <td>plane</td> <td>crash</td> <td>cheese</td> <td>each</td> <td>slow</td> <td>plum</td> </tr> <tr> <td>clap</td> <td>flop</td> <td>plug</td> <td>crop</td> <td>chew</td> <td>beach</td> <td>blow</td> <td>plus</td> </tr> <tr> <td>class</td> <td>flat</td> <td>shrug</td> <td>shop</td> <td>flew</td> <td>bleach</td> <td>blew</td> <td>must</td> </tr> <tr> <td>clay</td> <td>flare</td> <td>shrunk</td> <td>shake</td> <td>flock</td> <td>black</td> <td>threw</td> <td>much</td> </tr> <tr> <td>play</td> <td>glare</td> <td>skunk</td> <td>flake</td> <td>block</td> <td>slacks</td> <td>three</td> <td>such</td> </tr> <tr> <td>blame</td> <td>chair</td> <td>deep</td> <td>best</td> <td>bride</td> <td>dip</td> <td>brown</td> <td>bunk</td> </tr> <tr> <td>fame</td> <td>fair</td> <td>seep</td> <td>chest</td> <td>pride</td> <td>hip</td> <td>clown</td> <td>funk</td> </tr> <tr> <td>flame</td> <td>hair</td> <td>sleep</td> <td>pest</td> <td>side</td> <td>slip</td> <td>gown</td> <td>skunk</td> </tr> <tr> <td>shame</td> <td>stair</td> <td>steep</td> <td>vest</td> <td>wide</td> <td>trip</td> <td>town</td> <td>trunk</td> </tr> </table>	slam	drain	plan	cash	check	east	slice	drum	slap	drop	plane	crash	cheese	each	slow	plum	clap	flop	plug	crop	chew	beach	blow	plus	class	flat	shrug	shop	flew	bleach	blew	must	clay	flare	shrunk	shake	flock	black	threw	much	play	glare	skunk	flake	block	slacks	three	such	blame	chair	deep	best	bride	dip	brown	bunk	fame	fair	seep	chest	pride	hip	clown	funk	flame	hair	sleep	pest	side	slip	gown	skunk	shame	stair	steep	vest	wide	trip	town	trunk	
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Word Patterns	<p><u>Focus on Phonics-2b:</u> 8- review of beginning l blends, 16- review of beginning r blends, 23- review of beginning s blends</p> <p>Word Index: Lessons 1-20, pp. 110-113.</p>																																																																																	
Real World Reading & Writing	<p>Compare rates for going from Las Vegas to Honolulu by sea and by air. What are the advantages and disadvantages of each?</p> <p>In the Sunday newspaper, look up the weather for Las Vegas and any cities where relatives and friends live.</p> <p>Recreational reading</p>																																																																																	
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 1</p> <p><i>TYPE TO LEARN</i></p>																																																																																	

**Book 1 Lesson SECOND REVIEW**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 69																																																																																								
Language Experience	<i>MAGIC SLATE</i> Discuss why it's important or unimportant for you to be aware of the time while at work.																																																																																									
Lesson Concepts & Contents	<p>PHONICS: Review</p> <p>COMPREHENSION: Infer word meanings from context clues</p> <p>STUDY SKILLS: Analogics</p> <p>CHART:</p> <table border="0"> <tr> <td>brave</td> <td>crumb</td> <td>still</td> <td>twist</td> <td>march</td> <td>climb</td> <td>skirt</td> <td>shatter</td> </tr> <tr> <td>brain</td> <td>thumb</td> <td>chill</td> <td>wrist</td> <td>match</td> <td>clip</td> <td>shirt</td> <td>platter</td> </tr> <tr> <td>drain</td> <td>thing</td> <td>child</td> <td>wrong</td> <td>patch</td> <td>trip</td> <td>short</td> <td>plate</td> </tr> <tr> <td>dream</td> <td>think</td> <td>mild</td> <td>strong</td> <td>past</td> <td>train</td> <td>shout</td> <td>place</td> </tr> <tr> <td>cream</td> <td>sink</td> <td>mind</td> <td>string</td> <td>last</td> <td>sprain</td> <td>south</td> <td>plain</td> </tr> <tr> <td>crime</td> <td>sank</td> <td>blind</td> <td>wing</td> <td>lost</td> <td>spray</td> <td>sound</td> <td>stain</td> </tr> <tr> <td>age</td> <td>class</td> <td>dare</td> <td>eel</td> <td>file</td> <td>cry</td> <td>clip</td> <td>blow</td> </tr> <tr> <td>cage</td> <td>gas</td> <td>fare</td> <td>feel</td> <td>mile</td> <td>dry</td> <td>dip</td> <td>flow</td> </tr> <tr> <td>page</td> <td>glass</td> <td>flare</td> <td>keel</td> <td>pile</td> <td>fly</td> <td>hip</td> <td>low</td> </tr> <tr> <td>stage</td> <td>grass</td> <td>spare</td> <td>peel</td> <td>smile</td> <td>fry</td> <td>strip</td> <td>slow</td> </tr> <tr> <td>wage</td> <td>pass</td> <td>square</td> <td>wheel</td> <td>while</td> <td>why</td> <td>whip</td> <td>show</td> </tr> </table>	brave	crumb	still	twist	march	climb	skirt	shatter	brain	thumb	chill	wrist	match	clip	shirt	platter	drain	thing	child	wrong	patch	trip	short	plate	dream	think	mild	strong	past	train	shout	place	cream	sink	mind	string	last	sprain	south	plain	crime	sank	blind	wing	lost	spray	sound	stain	age	class	dare	eel	file	cry	clip	blow	cage	gas	fare	feel	mile	dry	dip	flow	page	glass	flare	keel	pile	fly	hip	low	stage	grass	spare	peel	smile	fry	strip	slow	wage	pass	square	wheel	while	why	whip	show	
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stage	grass	spare	peel	smile	fry	strip	slow																																																																																			
wage	pass	square	wheel	while	why	whip	show																																																																																			
Word Patterns	<p><u>Focus on Phonics-4:</u> 18-H Review of s, ch, c, and g</p> <p>Word Index: Lessons 1-20, pp. 110-113</p>																																																																																									
Real World Reading & Writing	<p>How many hours a week do you spend working, cooking, eating, watching TV, and sleeping?</p> <p>Recreational reading</p>																																																																																									
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 1</p> <p><i>TYPE TO LEARN</i></p>																																																																																									

**Book 2 Lesson 1**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 74-75																
Language Experience	<i>MAGIC SLATE</i> If you have allergies, how do they affect your life? What do you think of people who have plastic surgery to change their looks?																	
Lesson Concepts & Contents	<p><b>PHONICS:</b> Use phonic skills to decode unknown words Recognize sounds for single consonants, consonant blends, digraphs Contrast sounds for single consonants, consonant blends and digraphs</p> <p><b>WORD ANALYSIS:</b> Use syllabication to decode words</p> <p><b>VOCABULARY:</b> Learn unfamiliar words</p> <p><b>COMPREHENSION:</b> Recognize title as topic of reading selection Recall details; locate information in reading passage Use context clues to predict correct responses</p> <p><b>WRITING:</b> Spell words with greater accuracy Use homonyms correctly</p> <p><b>STUDY SKILLS:</b> Increase concentration Use process of elimination</p> <p><b>READING: "Sneezing"</b></p> <table border="0"> <tr> <td>cover</td> <td>January</td> <td>Pinocchio</td> <td>sense</td> </tr> <tr> <td>dust</td> <td>has</td> <td>children</td> <td>mouth</td> </tr> <tr> <td>recorded</td> <td>ugly</td> <td>every</td> <td>touch</td> </tr> <tr> <td>Clark</td> <td>doctor</td> <td>somebody</td> <td>draw</td> </tr> </table>	cover	January	Pinocchio	sense	dust	has	children	mouth	recorded	ugly	every	touch	Clark	doctor	somebody	draw	
cover	January	Pinocchio	sense															
dust	has	children	mouth															
recorded	ugly	every	touch															
Clark	doctor	somebody	draw															
Word Patterns	<p>Homonyms: (eye, I) (for, four, fore) (knows, nose)</p> <p>Sight Words: #91-100</p>																	
Real World Reading & Writing	<p>Read about someone (real or fictional) whose nose was important to his life, e.g., Jimmy Durante, Danny Thomas, Bob Hope, Pinocchio, Cyrano de Bergerac (remade into the movie <u>Roxanne</u>, starring Steve Martin).</p> <p>There are many phrases that use the word "nose," e.g., "keeping your nose to the grindstone," "paying through the nose," "winning by a nose". What other phrases can you think of and what do they mean? Look them up in <u>The Dictionary of Cliches</u> by James Rogers, or <u>Heavens to Betsy! and Other Curious Savings</u> by Charles Earle Funk, or another book of word and phrase origins.</p> <p>Use a <u>World Almanac</u> to look up longevity tables for women and men in the U. S.</p> <p>Recreational reading</p>																	
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 2 LESSON 1</p> <p><i>TYPE TO LEARN</i></p> <p><i>HOMONYMS</i> (for, four, fore) (sense, cents, scents)</p>																	

**Book 2 Lesson 2**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 75-76																
Language Experience	<p><b>MAGIC SLATE</b>                      Write an anecdote about a pet.                      What do you think about owning pets?                      What's the best pet to have? Why?</p>																	
Lesson Concepts & Contents	<p><b>PHONICS:</b> Recognize sounds for single consonants, consonant blends, digraphs  <b>COMPREHENSION:</b> Recall details of story                      Locate information in the story                      Classify words under topic headings  <b>STUDY SKILLS:</b> Use context clues and process of elimination in exercises  <b>READING: "Cats"</b></p> <table border="0" data-bbox="544 761 1337 889"> <tr> <td>animals</td> <td>country</td> <td>catty</td> <td>catbird</td> </tr> <tr> <td>own</td> <td>sometimes</td> <td>catcall</td> <td>chestnuts</td> </tr> <tr> <td>dim</td> <td>leave</td> <td>noise</td> <td>its</td> </tr> <tr> <td>United States</td> <td>describe</td> <td>speaker</td> <td>purr</td> </tr> </table>	animals	country	catty	catbird	own	sometimes	catcall	chestnuts	dim	leave	noise	its	United States	describe	speaker	purr	
animals	country	catty	catbird															
own	sometimes	catcall	chestnuts															
dim	leave	noise	its															
United States	describe	speaker	purr															
Word Patterns	<p><b>Homonyms:</b> (its, it's) (buy, by) (knew, new) (ate, eight) (do, due, dew) (our, hour)</p>																	
Real World Reading & Writing	<p>Look up <i>cats</i> in an encyclopedia. How many kinds of cats are there?                      Read a booklet on your favorite pet.                      In encyclopedia read about famous people who had pets, e.g., Franklin Delano Roosevelt, Lyndon B. Johnson, etc.                      Think up phrases or words with the word cat in them, e.g., catty, catcall, sitting in the catbird seat, etc. Look these up in a book on word and phrase origins.                      Read a poem featuring a cat, e.g., "The Cat in the Hat" by Dr. Seuss, "The Owl and the Pussycat" by Edward Lear, "Old Possum's Book of Practical Cats" by T. S. Eliot, or the book <u>C. Fred's Story</u> by Barbara Bush.                      Recreational reading</p>																	
Computer-Assisted Instruction	<p><b>SPELL IT!</b> - CHALLENGER DATA DISK - BK 2 LESSON 2  <b>TYPE TO LEARN</b>  <b>MASTER SPELL</b> - WORD GROUPS DATA DISK - Side 2 - #5 - Animals  <b>HOMONYMS</b> (its, it's) (knew, new) (ate, eight) (do, due, dew) (our, hour)  <b>MASTER SPELL</b> - SIGHT WORDS DATA DISK - Side 1 - List 10</p>																	

**Book 2 Lesson 3**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 76																				
Language Experience	<p><i>MAGIC SLATE</i></p> <p>Write about superstitions you've heard. Tell whether or not you believe in them.                      How can superstitions influence events?                      My lucky number is . . . because . . . .                      Do you know any other facts or stories or superstitions about the number seven (or some other number)? If so, write about this.</p>																					
Lesson Concepts & Contents	<p>PHONICS: Contrast sounds of <b>ow</b> (as in <b>cow</b> and <b>slow</b>)</p> <p>WORD ANALYSIS: Use syllabication to decode words</p> <p>WRITING: Spell number words accurately                      Write answers to questions in complete sentences                      Capitalize proper nouns (Rome, Bible)</p> <p>COMPREHENSION: Use context clues to predict correct responses</p> <p>STUDY SKILLS: Use process of elimination</p> <p>READING: "The Number Seven"</p> <table style="margin-left: 40px;"> <tr> <td>Rome</td> <td>world</td> <td>human</td> <td>tailor</td> <td>someone</td> </tr> <tr> <td>deadly</td> <td>break</td> <td>renewed</td> <td>killed</td> <td>scroll</td> </tr> <tr> <td>sin</td> <td>mirror</td> <td>smoker</td> <td>Bible</td> <td>seal</td> </tr> <tr> <td>sea</td> <td>period</td> <td>spent</td> <td>seventh</td> <td>anger</td> </tr> </table>	Rome	world	human	tailor	someone	deadly	break	renewed	killed	scroll	sin	mirror	smoker	Bible	seal	sea	period	spent	seventh	anger	
Rome	world	human	tailor	someone																		
deadly	break	renewed	killed	scroll																		
sin	mirror	smoker	Bible	seal																		
sea	period	spent	seventh	anger																		
Word Patterns	<p>Homonyms: (Rome, roam) (sea, see) (break, brake)</p> <p>Sight Words: #101-110</p>																					
Real World Reading & Writing	<p>Write out checks, using both numerals and number words.</p> <p>Read a chapter of a book on superstitions, such as <u>Superstition</u> by Daniel Cohen.</p> <p>Read a chapter of a book on numbers and their historical meanings, such as <u>The History of the Theory of Numbers</u> by Leonard Eugene Dickson.</p> <p>Recreational reading</p>																					
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 2 LESSON 3</p> <p><i>TYPE TO LEARN</i></p> <p><i>HOMONYMS</i> (sea, see) (break, brake)</p> <p><i>MASTER SPELL</i> - WORD GROUPS DATA DISK - Side 1 - #2, Months                      - #6, Weekdays</p>																					

**Book 2 Lesson 4**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 76-77																				
Language Experience	<i>MAGIC SLATE</i> If you've seen beer commercials on television, tell which you enjoy the most, or which is the most effective and why. If you drink beer, tell where and when you like to drink beer. If you do not drink beer, write on "I prefer to drink . . . because . . ." If you drink beer, write "My favorite beer is . . . because . . ."																					
Lesson Concepts & Contents	PHONICS: Sound out unknown words VOCABULARY: Identify antonyms COMPREHENSION: Follow oral and written directions Recall details in the story STUDY SKILLS: Use context clues  READING: "A Few Facts about Beer"  <table border="0" style="margin-left: 40px;"> <tr> <td>term</td> <td>quarts</td> <td>gallons</td> <td>reacts</td> </tr> <tr> <td>English</td> <td>meant</td> <td><u>Mayflower</u></td> <td>strongly</td> </tr> <tr> <td>pubs</td> <td>size</td> <td>sailed</td> <td>sunlight</td> </tr> <tr> <td>England</td> <td>drank</td> <td>further</td> <td>cloudy</td> </tr> <tr> <td>pints</td> <td>Egypt</td> <td>instead</td> <td>second</td> </tr> </table>	term	quarts	gallons	reacts	English	meant	<u>Mayflower</u>	strongly	pubs	size	sailed	sunlight	England	drank	further	cloudy	pints	Egypt	instead	second	
term	quarts	gallons	reacts																			
English	meant	<u>Mayflower</u>	strongly																			
pubs	size	sailed	sunlight																			
England	drank	further	cloudy																			
pints	Egypt	instead	second																			
Word Patterns																						
Real World Reading & Writing	Read an article about <i>beer</i> in any encyclopedia. Read the article from the August, 1988 issue of <u>Sports Illustrated</u> which is devoted to the subject of drinking beer. Read 5 to 10 labels on beer bottles or cans to see where the beer was brewed. Recreational reading																					
Computer-Assisted Instruction	<i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 2 LESSON 4 <i>TYPE TO LEARN</i> <i>MASTER SPELL</i> - SIGHT WORDS DATA DISK - Side 1 - List 11 <i>MASTER SPELL</i> - WORD GROUPS DATA DISK - Side 1 - #12, Directions																					

**Book 2 Lesson 5**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 77																				
Language Experience	<i>MAGIC SLATE</i> Write an imaginary love letter from one famous person to another. Why do people write fewer personal letters today? Write a letter to a friend or relative.																					
Lesson Concepts & Contents	<p>PHONICS: Decode unknown words</p> <p>WORD ANALYSIS: Use syllabication to decode words</p> <p>VOCABULARY: Learn unfamiliar vocabulary Infer word meanings from context clues</p> <p>COMPREHENSION: Group words appropriately when reading aloud Interpret punctuation correctly when reading aloud</p> <p>WRITING: Use homonyms correctly</p> <p>READING: "Love Letters"</p> <table border="0"> <tr> <td>letter</td> <td>paper</td> <td>well-known</td> <td>vowel</td> </tr> <tr> <td>written</td> <td>surely</td> <td>fan</td> <td>remember</td> </tr> <tr> <td>lover</td> <td>cop</td> <td>either</td> <td>person</td> </tr> <tr> <td>scribe</td> <td>John</td> <td>important</td> <td>preacher</td> </tr> <tr> <td>easy</td> <td>chain</td> <td>alphabet</td> <td>reason</td> </tr> </table>	letter	paper	well-known	vowel	written	surely	fan	remember	lover	cop	either	person	scribe	John	important	preacher	easy	chain	alphabet	reason	
letter	paper	well-known	vowel																			
written	surely	fan	remember																			
lover	cop	either	person																			
scribe	John	important	preacher																			
easy	chain	alphabet	reason																			
Word Patterns	<p>Homonyms: (right, write, rite) (hole, whole) (beat, beet) (fair, fare) (meat, meet, mete) (heard, herd) (sail, sale) (one, won)</p> <p>Sight Words: #111-120</p>																					
Real World Reading & Writing	<p>Read a famous love story, e.g., <u>Romeo and Juliet</u> or <u>Antony and Cleopatra</u> by William Shakespeare, <u>Love Story</u> by Erich Segal, <u>Jane Eyre</u> by Charlotte Bronte, <u>Wuthering Heights</u> by Emily Bronte, etc.</p> <p>Read a famous love poem, e.g., "How Do I Love Thee?" by Elizabeth Barrett Browning, "My Luv Is Like a Red, Red Rose" by Robert Burns, "To a Coy Mistress," by Andrew Marvel, "To Sylvia" by William Shakespeare.</p> <p>Recreational reading</p>																					
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 2 LESSON 5</p> <p><i>TYPE TO LEARN</i></p> <p><i>HOMONYMS</i> (right, write, rite) (hole, whole) (beat, beet) (fair, fare) (meat, meet, mete) (heard, herd) (sail, sale) (one, won)</p> <p><i>MASTER SPELL</i> - WORD GROUPS DATA DISK - Side 1 - #11, Flowers</p>																					



**Book 2 Review: Lessons 1 - 5**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 78																																																																							
Language Experience	<i>MAGIC SLATE</i>																																																																								
Lesson Concepts & Contents	<p>PHONICS: Review sounds for single consonants, consonant blends, digraphs</p> <p>STUDY SKILLS: Understand multiple-choice questions Use of "intelligent guessing"</p> <p>WRITING: Review number words</p> <p>CHART:</p> <table border="0"> <tr> <td>charm</td> <td>chart</td> <td>smart</td> <td>smoke</td> <td>choke</td> <td>check</td> </tr> <tr> <td>drew</td> <td>draw</td> <td>straw</td> <td>stroke</td> <td>broke</td> <td>break</td> </tr> <tr> <td>germ</td> <td>term</td> <td>team</td> <td>steam</td> <td>stain</td> <td>chain</td> </tr> <tr> <td>purr</td> <td>puff</td> <td>stuff</td> <td>step</td> <td>stop</td> <td>chop</td> </tr> <tr> <td>skirt</td> <td>skill</td> <td>shrill</td> <td>shrink</td> <td>shruak</td> <td>skunk</td> </tr> <tr> <td>slang</td> <td>sleep</td> <td>creep</td> <td>crumb</td> <td>thumb</td> <td>numb</td> </tr> </table> <table border="0"> <tr> <td>ail</td> <td>band</td> <td>cheek</td> <td>bend</td> <td>brick</td> <td>blink</td> <td>blown</td> </tr> <tr> <td>pail</td> <td>brand</td> <td>peek</td> <td>lend</td> <td>lick</td> <td>drink</td> <td>grown</td> </tr> <tr> <td>rail</td> <td>land</td> <td>seek</td> <td>mend</td> <td>pick</td> <td>ink</td> <td>known</td> </tr> <tr> <td>sail</td> <td>grand</td> <td>week</td> <td>spend</td> <td>stick</td> <td>sink</td> <td>own</td> </tr> <tr> <td>tail</td> <td>stand</td> <td></td> <td>tend</td> <td>trick</td> <td>stink</td> <td></td> </tr> </table>	charm	chart	smart	smoke	choke	check	drew	draw	straw	stroke	broke	break	germ	term	team	steam	stain	chain	purr	puff	stuff	step	stop	chop	skirt	skill	shrill	shrink	shruak	skunk	slang	sleep	creep	crumb	thumb	numb	ail	band	cheek	bend	brick	blink	blown	pail	brand	peek	lend	lick	drink	grown	rail	land	seek	mend	pick	ink	known	sail	grand	week	spend	stick	sink	own	tail	stand		tend	trick	stink		
charm	chart	smart	smoke	choke	check																																																																				
drew	draw	straw	stroke	broke	break																																																																				
germ	term	team	steam	stain	chain																																																																				
purr	puff	stuff	step	stop	chop																																																																				
skirt	skill	shrill	shrink	shruak	skunk																																																																				
slang	sleep	creep	crumb	thumb	numb																																																																				
ail	band	cheek	bend	brick	blink	blown																																																																			
pail	brand	peek	lend	lick	drink	grown																																																																			
rail	land	seek	mend	pick	ink	known																																																																			
sail	grand	week	spend	stick	sink	own																																																																			
tail	stand		tend	trick	stink																																																																				
Word Patterns	Review as needed: Word Families, Homonyms, Consonant blends Word Index: Lessons 1-5, p. 31																																																																								
Real World Reading & Writing	Recreational reading																																																																								
Computer-Assisted Instruction	<p><i>TYPE TO LEARN</i></p> <p><i>MASTER SPELL</i> - SIGHT WORDS DATA DISK - Side 1 - List 12</p> <p>Review as needed:</p> <p><i>HOMONYMS AND CONFUSING PAIRS</i></p> <p><i>WORD FAMILIES,</i></p> <p><i>MASTER SPELL</i> - WORD GROUPS DATA DISK</p> <p>- SIGHT WORDS DATA DISK</p>																																																																								

**Book 2 Lesson 6**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 78-79																
Language Experience	<p><i>MAGIC SLATE</i></p> <p>What do you think about wigs or toupees?</p> <p>In 100 years from now, what habits will writers note about our civilization that may be similar to the Reading about wigs?</p> <p>Describe a certain hairstyle in detail.</p>																	
Lesson Concepts & Contents	<p><b>PHONICS:</b> Use syllabication to decode words Distinguish between the long and short sounds of ea (bean, bear)</p> <p><b>WORD ANALYSIS:</b> Divide compound words</p> <p><b>VOCABULARY:</b> Complete word associations Learn/review idiomatic expressions/common sayings</p> <p><b>COMPREHENSION:</b> Relate reading to illustrations Infer information from the selection</p> <p><b>STUDY SKILLS:</b> Increase concentration Apply reasoning skills to exercises by using context clues Use a globe or atlas</p> <p><b>READING: "Wigs"</b></p> <table border="0" data-bbox="596 969 1283 1098"> <tr> <td>bigwigs</td> <td>wool</td> <td>early</td> <td>floated</td> </tr> <tr> <td>B.C.</td> <td>bee</td> <td>under</td> <td>cure</td> </tr> <tr> <td>shaved</td> <td>wax</td> <td>queen</td> <td>hangover</td> </tr> <tr> <td>lice</td> <td>France</td> <td>Anne</td> <td>compound</td> </tr> </table>	bigwigs	wool	early	floated	B.C.	bee	under	cure	shaved	wax	queen	hangover	lice	France	Anne	compound	
bigwigs	wool	early	floated															
B.C.	bee	under	cure															
shaved	wax	queen	hangover															
lice	France	Anne	compound															
Word Patterns	<p>Homonyms: (bee, be)</p> <p>Sight Words: #121-130</p>																	
Real World Reading & Writing	<p>From several 1988 issues of <u>National Geographic</u>, compare hairstyles and dress in different parts of the world.</p> <p>From the article on <i>dress</i> in <u>World Book Encyclopedia</u>, compare and discuss the pictures of men's and women's hairstyles of the 1920's, 1930's, 1940's, 1950's, 1960's, 1970's and 1980's.</p> <p>In <u>Heavens to Betsy! And Other Curious Sayings</u> by Charles Earle Funk or in <u>The Dictionary of Cliches</u> by James Rogers or in another book of word and phrase origins, look up where the sayings about hair came from.</p> <p>Recreational reading.</p>																	
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 2 LESSON 6</p> <p><i>TYPE TO LEARN</i></p>																	

**Book 2 Lesson 7**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 79																				
Language Experience	<p><i>MAGIC SLATE</i></p> <p>My protective and defense devices are . . . .                      . . . reminds me of a skunk because . . . .</p>																					
Lesson Concepts & Contents	<p><b>PHONICS:</b> Use phonic skills to decode unknown words</p> <p><b>WORD ANALYSIS:</b> Divide compound words</p> <p><b>VOCABULARY:</b> Identify synonyms                      Identify antonyms</p> <p><b>STUDY SKILLS:</b> Apply reasoning skills, specifically the process of elimination and using context clues</p> <p><b>READING: "Skunks"</b></p> <table border="0" data-bbox="539 783 1358 946"> <tr> <td>bloodstream</td> <td>he's</td> <td>snaps</td> <td>straight</td> </tr> <tr> <td>breath</td> <td>whatever</td> <td>shoots</td> <td>trouble</td> </tr> <tr> <td>pouches</td> <td>stamp</td> <td>six-shooter</td> <td>formed</td> </tr> <tr> <td>liquid</td> <td>forefeet</td> <td>rounds</td> <td>coins</td> </tr> <tr> <td>hidden</td> <td>raised</td> <td>sideways</td> <td>shower</td> </tr> </table>	bloodstream	he's	snaps	straight	breath	whatever	shoots	trouble	pouches	stamp	six-shooter	formed	liquid	forefeet	rounds	coins	hidden	raised	sideways	shower	
bloodstream	he's	snaps	straight																			
breath	whatever	shoots	trouble																			
pouches	stamp	six-shooter	formed																			
liquid	forefeet	rounds	coins																			
hidden	raised	sideways	shower																			
Word Patterns	Minimal pair: breath / breathe																					
Real World Reading & Writing	<p>Read some limericks and try writing one.</p> <p>In an encyclopedia, look up other animals that are in the same family as the skunk.</p> <p>Recreational reading</p>																					
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 2 LESSON 7</p> <p><i>TYPE TO LEARN</i></p> <p><i>ODDS AND ENDS</i> - CONTRACTIONS</p> <p><i>MASTER SPELL</i> - SIGHT WORDS DATA DISK - Side 1 - List 13</p>																					

**Book 2 Lesson 8**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 79-80																				
Language Experience	<i>MAGIC SLATE</i> Write which one you think came first, the chicken or the egg, and why. Write about different sayings that use the words "chicken" and "egg" (e.g., "putting all your eggs in one basket," "laying an egg," "egghead", "counting your chickens before they hatch"). Tell what these expressions mean.																					
Lesson Concepts & Contents	<p><b>PHONICS:</b> Contrast sounds of oo, as in food and foot                      Contrast sounds for single consonants, consonant blends, and digraphs                      Recognize silent consonants and vowels</p> <p><b>WORD ANALYSIS:</b> Distinguish words that look similar/rhyme                      Form compound words</p> <p><b>VOCABULARY:</b> Complete analogies                      Learn/review idiomatic expressions/common sayings</p> <p><b>COMPREHENSION:</b> Infer information from the reading</p> <p><b>STUDY SKILLS:</b> Understand analogies</p> <p><b>READING: "Eggs"</b></p> <table border="0"> <tr> <td>clutch</td> <td>grow</td> <td>fought</td> <td>Easter</td> </tr> <tr> <td>hatch</td> <td>chick</td> <td>chicken</td> <td>worth</td> </tr> <tr> <td>within</td> <td>peep</td> <td>weigh</td> <td>chocolate</td> </tr> <tr> <td>bird</td> <td>against</td> <td>double</td> <td>basket</td> </tr> <tr> <td>sister</td> <td>shell</td> <td>yolk</td> <td>sentence</td> </tr> </table>	clutch	grow	fought	Easter	hatch	chick	chicken	worth	within	peep	weigh	chocolate	bird	against	double	basket	sister	shell	yolk	sentence	
clutch	grow	fought	Easter																			
hatch	chick	chicken	worth																			
within	peep	weigh	chocolate																			
bird	against	double	basket																			
sister	shell	yolk	sentence																			
Word Patterns	<p>Homonyms: (weigh, way)</p> <p>Sight Words: #131-140</p>																					
Real World Reading & Writing	<p>Read the directions for an egg dish that you might want to prepare.</p> <p>Look for the nutritional value of eggs in a health or caloric counter book, or in an almanac.</p> <p>Look in an almanac for names of animal groups, (e.g. herd of cows, pride of lions, charm of goldfinches, etc.) and names of baby animals (e.g., goose/gosling, cat/kitten, kangaroo/joey, etc.).</p> <p>Recreational reading</p>																					
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 2 LESSON 8</p> <p><i>TYPE TO LEARN</i></p> <p><i>MASTER SPELL</i> - WORD GROUPS DATA DISK - Side 1 - #10, Breakfast</p>																					



**Book 2 Lesson 9**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 80																				
Language Experience	<i>MAGIC SLATE</i> Interview someone who has either mined or panned for gold. Have them describe their experiences to you. Describe your reaction to the story "King Midas and the Golden Touch." Describe your reaction after seeing the movie <u>King Solomon's Mines</u> .																					
Lesson Concepts & Contents	<p>PHONICS: Identify long and short vowel sounds Identify silent e Recognize vowel sounds preceding l</p> <p>VOCABULARY: Learn/review idiomatic expressions/common sayings</p> <p>COMPREHENSION: Infer information from the reading Draw conclusions based on the reading</p> <p>WRITING: Capitalize words appropriately</p> <p>STUDY SKILLS: Use a globe or atlas</p> <p>READING: "Gold"</p> <table border="0" style="margin-left: 40px;"> <tr> <td>California</td> <td>forty-niners</td> <td>boot</td> <td>Jesus</td> </tr> <tr> <td>Sutter</td> <td>wherever</td> <td>El Dorado</td> <td>golden</td> </tr> <tr> <td>news</td> <td>knee-deep</td> <td>common</td> <td>whatsoever</td> </tr> <tr> <td>miner</td> <td>lonely</td> <td>isn't</td> <td>ye</td> </tr> <tr> <td>dollars</td> <td>shacks</td> <td>glitters</td> <td>truth</td> </tr> </table>	California	forty-niners	boot	Jesus	Sutter	wherever	El Dorado	golden	news	knee-deep	common	whatsoever	miner	lonely	isn't	ye	dollars	shacks	glitters	truth	
California	forty-niners	boot	Jesus																			
Sutter	wherever	El Dorado	golden																			
news	knee-deep	common	whatsoever																			
miner	lonely	isn't	ye																			
dollars	shacks	glitters	truth																			
Word Patterns	Homonyms: (miner, minor)																					
Real World Reading & Writing	<p>Read an article on mining and/or jewelry that you found during the past week in a newspaper or magazine.</p> <p>In the financial pages of a newspaper, find the price of gold or silver today.</p> <p>Ask a local jeweler for the meaning of "karat" in gold products.</p> <p>Look up mining stock (e.g., 3M, Homestake Mining, Reynolds Metals) in the financial pages of today's newspaper and see if it went up or down.</p> <p>Recreational reading</p>																					
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 2 LESSON 9</p> <p><i>TYPE TO LEARN</i></p> <p><i>MASTER SPELL</i> - SIGHT WORDS DATA DISK - Side 1 - List 14</p> <p><i>ODDS AND ENDS</i> - CONTRACTIONS</p> <p><i>MASTER SPELL</i> - WORD GROUPS DATA DISK - Side 1 - #1, Colors</p>																					

**Book 2 Lesson 10**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 80-81																				
Language Experience	<p><i>MAGIC SLATE</i></p> <p>Relate your favorite nursery rhyme.</p> <p>What fables and nursery rhymes do you recall hearing in your own childhood?</p>																					
Lesson Concepts & Contents	<p>PHONICS: Identify silent consonants and vowels</p> <p>WORD ANALYSIS: Distinguish words that look similar/rhyme</p> <p>VOCABULARY: Complete word associations</p> <p>COMPREHENSION: Relate reading to illustration</p> <p>WRITING: Use homonyms correctly</p> <p>STUDY SKILLS: Use a globe or atlas</p> <p>READING: "Mother Goose"</p> <table border="0" data-bbox="595 724 1332 892"> <tr> <td>goose</td> <td>proof</td> <td>lady</td> <td>fiddler</td> </tr> <tr> <td>though</td> <td>rhymes</td> <td>soup</td> <td>shut</td> </tr> <tr> <td>claim</td> <td>example</td> <td>diddle</td> <td>elm</td> </tr> <tr> <td>graveyard</td> <td>tease</td> <td>sport</td> <td>guide</td> </tr> <tr> <td>Boston</td> <td>fiddle</td> <td>stuck</td> <td>silent</td> </tr> </table>	goose	proof	lady	fiddler	though	rhymes	soup	shut	claim	example	diddle	elm	graveyard	tease	sport	guide	Boston	fiddle	stuck	silent	
goose	proof	lady	fiddler																			
though	rhymes	soup	shut																			
claim	example	diddle	elm																			
graveyard	tease	sport	guide																			
Boston	fiddle	stuck	silent																			
Word Patterns	<p>Homonyms: (read, red) (sea, see) (weak, week) (threw, through) (bare, bear) (way, weigh) (brake, break) (cents, sense)</p> <p>Sight Words: #141-150</p>																					
Real World Reading & Writing	<p>Read a Mother Goose rhyme to a child.</p> <p>Read fables from other countries, such as Michael West's <u>Tales from Hans Andersen</u>, <u>Fables and Fairy Tales</u>, <u>Five Famous Fairy Tales</u>, or <u>Modern Fables</u> by Bernard Jackson.</p> <p>Read an encyclopedia article on <i>Mother Goose</i>.</p> <p>Match each line of the exercise on pages 54-55 with the nursery rhyme that it comes from.</p> <p>Recreational reading</p>																					
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 2 LESSON 10</p> <p><i>TYPE TO LEARN</i></p>																					

**Book 2 Review: Lessons 1-10**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 81																																																																												
Language Experience	<i>MAGIC SLATE</i>																																																																													
Lesson Concepts & Contents	<p>PHONICS: Recognize long and short vowel sounds                      Recognize sounds of consonants, blends, digraphs</p> <p>WORD ANALYSIS: Recognize verb endings</p> <p>VOCABULARY: Identify antonyms                      Identify synonyms</p> <p>COMPREHE. SION: Infer word meanings from context clues</p> <p>WRITING: Capitalize words appropriately                      Spell words with greater accuracy</p> <p>CHART:</p> <table border="0"> <tr> <td>shave</td> <td>share</td> <td>dare</td> <td>dart</td> <td>chart</td> <td>chick</td> </tr> <tr> <td>clutch</td> <td>Dutch</td> <td>ditch</td> <td>switch</td> <td>swipe</td> <td>pipe</td> </tr> <tr> <td>claw</td> <td>thaw</td> <td>thin</td> <td>grin</td> <td>grow</td> <td>flow</td> </tr> <tr> <td>paint</td> <td>pint</td> <td>point</td> <td>joint</td> <td>join</td> <td>coin</td> </tr> <tr> <td>swell</td> <td>smell</td> <td>smile</td> <td>while</td> <td>wheat</td> <td>heat</td> </tr> <tr> <td>drove</td> <td>stove</td> <td>starve</td> <td>carve</td> <td>cart</td> <td>smart</td> </tr> </table> <table border="0"> <tr> <td>ail</td> <td>clap</td> <td>beep</td> <td>bleach</td> <td>dim</td> <td>book</td> <td>boil</td> <td>bunch</td> </tr> <tr> <td>bail</td> <td>map</td> <td>creep</td> <td>peach</td> <td>him</td> <td>look</td> <td>coil</td> <td>crunch</td> </tr> <tr> <td>jail</td> <td>slap</td> <td>jeep</td> <td>preach</td> <td>Jim</td> <td>took</td> <td>oil</td> <td>hunch</td> </tr> <tr> <td>hail</td> <td>snap</td> <td>peep</td> <td>reach</td> <td>slim</td> <td>crook</td> <td>soil</td> <td>munch</td> </tr> <tr> <td>sail</td> <td>trap</td> <td>sheep</td> <td>teach</td> <td>trim</td> <td>crooked</td> <td>spoil</td> <td>punch</td> </tr> </table>		shave	share	dare	dart	chart	chick	clutch	Dutch	ditch	switch	swipe	pipe	claw	thaw	thin	grin	grow	flow	paint	pint	point	joint	join	coin	swell	smell	smile	while	wheat	heat	drove	stove	starve	carve	cart	smart	ail	clap	beep	bleach	dim	book	boil	bunch	bail	map	creep	peach	him	look	coil	crunch	jail	slap	jeep	preach	Jim	took	oil	hunch	hail	snap	peep	reach	slim	crook	soil	munch	sail	trap	sheep	teach	trim	crooked	spoil	punch
shave	share	dare	dart	chart	chick																																																																									
clutch	Dutch	ditch	switch	swipe	pipe																																																																									
claw	thaw	thin	grin	grow	flow																																																																									
paint	pint	point	joint	join	coin																																																																									
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drove	stove	starve	carve	cart	smart																																																																									
ail	clap	beep	bleach	dim	book	boil	bunch																																																																							
bail	map	creep	peach	him	look	coil	crunch																																																																							
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sail	trap	sheep	teach	trim	crooked	spoil	punch																																																																							
Word Patterns	Review Homonyms, Word Families, etc., as needed. Word Index: Lessons 1-10, p. 61.																																																																													
Real World Reading & Writing	Recreational reading																																																																													
Computer-Assisted Instruction	<p><i>TYPE TO LEARN</i></p> <p><i>MASTER SPELL</i> - SIGHT WORDS DATA DISK - Side 1 - List 15</p> <p>Review <i>HOMONYMS AND CONFUSING PAIRS</i>  <i>ODDS AND ENDS</i> - CONTRACTIONS  <i>WORD FAMILIES</i></p>																																																																													

**Book 2 Lesson 11**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 87																				
Language Experience	<p><i>MAGIC SLATE</i></p> <p>If you can remember a dream you've had, relate it. Do you think it meant anything?</p> <p>Shakespeare said that "sleep . . . knits the raveled sieve of care." What do you think he meant? Do you agree?</p> <p>How do your working hours change your sleeping habits?</p>																					
Lesson Concepts & Contents	<p><b>PHONICS:</b> Identify long and short vowel sounds Recognize aw words Review the silent e rule</p> <p><b>WORD ANALYSIS:</b> Distinguish words that look similar/rhyme</p> <p><b>VOCABULARY:</b> Infer word meanings from context clues</p> <p><b>COMPREHENSION:</b> Interpret punctuation correctly when reading orally Infer word meanings from context clues Relate reading to personal experience Reorder words into meaningful sentences</p> <p><b>WRITING:</b> Unscramble words/sentences Write sentence answers to questions</p> <p><b>STUDY SKILLS:</b> Increase concentration</p> <p><b>READING: "Sleeping"</b></p> <table data-bbox="598 1002 1332 1161"> <tr> <td>sleepy</td> <td>move</td> <td>fins</td> <td>lawn</td> </tr> <tr> <td>yawn</td> <td>brings</td> <td>winter</td> <td>chessboard</td> </tr> <tr> <td>asleep</td> <td>fourth</td> <td>crack</td> <td>pawns</td> </tr> <tr> <td>become</td> <td>log</td> <td>dawn</td> <td>lawns</td> </tr> <tr> <td>breathing</td> <td>choice</td> <td>mow</td> <td>awful</td> </tr> </table>	sleepy	move	fins	lawn	yawn	brings	winter	chessboard	asleep	fourth	crack	pawns	become	log	dawn	lawns	breathing	choice	mow	awful	
sleepy	move	fins	lawn																			
yawn	brings	winter	chessboard																			
asleep	fourth	crack	pawns																			
become	log	dawn	lawns																			
breathing	choice	mow	awful																			
Word Patterns	<p><b>Minimal Pairs:</b> breath / breathe, bath / bathe, tap / tape, scrap / scrape, grip / gripe, twin / twine</p> <p><b>Homonyms:</b> (fourth, forth)</p> <p><b>Sight Words:</b> #151-160</p>																					
Real World Reading & Writing	<p>Read chapters of Sigmund Freud's books <u>On Dreams</u>, <u>Dreams in Folklore</u>, <u>The Interpretation of Dreams</u>, or read chapters from Wilse B. Webb's <u>Sleep and Dreams: Introduction to General Psychology</u> or Henri Bergson's <u>The World of Dreams</u>.</p> <p>Read an abridged version of "Rip Van Winkle" by Washington Irving or "Sleeping Beauty."</p> <p>Recreational reading</p>																					
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 2 LESSON 11</p> <p><i>TYPE TO LEARN</i></p> <p><i>MASTER SPELL</i> - WORD GROUPS DATA DISK - Side 1 - #8, Fruits</p> <p><i>MISSING LINKS: ENGLISH E-TOR</i></p>																					



**Book 2 Lesson 12**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 81																
Language Experience	<p><i>MAGIC SLATE</i></p> <p>What do you think about bees? Tell about any experiences you've had with bees.</p> <p>Think of other common sayings like the ones on p. 71 and explain what they mean.</p> <p>Describe your reactions to beekeeping as a hobby.</p> <p>Describe any movies or television shows you've seen about bees.</p>																	
Lesson Concepts & Contents	<p>PHONICS: Use phonic skills to decode unknown words</p> <p>WORD ANALYSIS: Distinguish words that look similar/rhyme Recognize other word endings y and ly</p> <p>VOCABULARY: Learn/review idiomatic expressions/common sayings</p> <p>COMPREHENSION: Recall details Infer information from the reading</p> <p>WRITING: Write sentence answers to questions</p> <p>READING: "Honeybees"</p> <table style="margin-left: 40px;"> <tr> <td>honey</td> <td>young</td> <td>unmated</td> <td>nectar</td> </tr> <tr> <td>honeybee</td> <td>drones</td> <td>allowed</td> <td>shot</td> </tr> <tr> <td>build</td> <td>guard</td> <td>flowers</td> <td>busy</td> </tr> <tr> <td>hives</td> <td>sting</td> <td>empty</td> <td>sly</td> </tr> </table>	honey	young	unmated	nectar	honeybee	drones	allowed	shot	build	guard	flowers	busy	hives	sting	empty	sly	
honey	young	unmated	nectar															
honeybee	drones	allowed	shot															
build	guard	flowers	busy															
hives	sting	empty	sly															
Word Patterns	<p><u>Rx for Spelling:</u> "Adding suffixes beginning with consonants" -ful, -ness, -ly, -less, -ment</p> <p>2. The -ly ending</p> <p>4. Exceptions for words ending in silent y</p>																	
Real World Reading & Writing	<p>In a magazine read about the migration of killer bees from Mexico.</p> <p>In an encyclopedia look up the different kinds of stinging insects: bees, wasps, hornets, etc.</p> <p>Read the Boy Scouts of America's merit badge pamphlet on Beekeeping.</p> <p>Read a magazine article on beekeeping as a hobby or as a vocation.</p> <p>During a visit to a supermarket, see how many kinds of honey you can find.</p> <p>Read "Stings and Bites" - pp. 36-37 in <u>Help! First Steps to First Aid</u>.</p> <p>Recreational reading</p>																	
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 2 LESSON 12</p> <p><i>TYPE TO LEARN</i></p> <p><i>SPELLING RULES</i> - #4 - Adding suffixes beginning with consonants</p> <p>2. The -ly ending</p> <p>4. Exceptions</p> <p><i>MASTER SPELL</i> - SIGHT WORDS DATA DISK - Side 1 - List 16</p>																	

**Book 2 Lesson 13**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 82																
Language Experience	<p><i>MAGIC SLATE</i></p> <p>Would you rather write things by hand or with a typewriter or computer? Why?</p> <p>Have you ever had your handwriting analyzed? If so, tell what traits it revealed.</p> <p>How do you feel about handwriting analysis?</p>																	
Lesson Concepts & Contents	<p>PHONICS: Recognize/contrast r-controlled vowel sounds</p> <p>WORD ANALYSIS: Use syllabication to decode words Recognize abbreviations and contractions</p> <p>VOCABULARY: Identify antonyms Identify synonyms</p> <p>COMPREHENSION: Draw conclusions based on the reading Classify words under topic headings</p> <p>READING: "Handwriting"</p> <table style="margin-left: 100px;"> <tr> <td>studying</td> <td>upon</td> <td>present</td> <td>downhill</td> </tr> <tr> <td>expert</td> <td>factors</td> <td>tomorrow</td> <td>drag</td> </tr> <tr> <td>employer</td> <td>slant</td> <td>uphill</td> <td>large</td> </tr> <tr> <td>certain</td> <td>up-and-down</td> <td>bright</td> <td>whose</td> </tr> </table>	studying	upon	present	downhill	expert	factors	tomorrow	drag	employer	slant	uphill	large	certain	up-and-down	bright	whose	
studying	upon	present	downhill															
expert	factors	tomorrow	drag															
employer	slant	uphill	large															
certain	up-and-down	bright	whose															
Word Patterns	<p>Homonyms: (whose, who's)</p> <p>Sight Words: #161-170</p>																	
Real World Reading & Writing	<p>Read about handwriting analysis and analyze your own for points other than what was in the textbook.</p> <p>Read about calligraphy and try it.</p> <p>Have your handwriting analyzed.</p> <p>Try a lesson in <u>The Laubach Way to Cursive Writing</u>.</p> <p>Recreational reading</p>																	
Computer-Aided Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 2 LESSON 13</p> <p><i>TYPE TO LEARN</i></p> <p><i>HOMONYMS</i> - (whose, who's)</p>																	

**Book 2 Lesson 14**

**METHOD** | **SUGGESTED ACTIVITIES** Teacher's Manual - p. 82-83

Language Experience | *MAGIC SLATE*  
 What does freedom mean to you?  
 When slaves were freed, what could have been done to make the transition better?  
 Describe any story or situation that comes to mind when you hear the term "slavery."

Lesson Concepts & Contents | PHONICS: Use phonic skills to decode unknown words  
 Recognize sounds for single consonants, consonant blends, digraphs  
 WORD ANALYSIS: Recognize noun endings  
 Recognize other word endings  
 VOCABULARY: Infer word meanings from context clues  
 COMPREHENSION: Follow oral and written directions  
 Recognize title as topic of reading selection  
 Determine topic headings for words  
 Relate reading to personal experience  
 Sequence events accurately  
 WRITING: Form new words by adding the ending -er  
 STUDY SKILLS: Increase concentration  
 READING: "To Be a Slave"  
 slave background rivers July  
 freedom themselves washed whenever  
 ex-slave kept overdone business  
 war flood bathtub table  
 nowhere fields wouldn't group

Word Patterns | Rx for Spelling "Adding Suffixes Beginning with Vowels" ed, ing, er, able  
 5 - Adding -er

Real World Reading & Writing | The Reading selection uses a parable to make its point. Look up "parable" in a dictionary. Do you know any other parables?  
 In an encyclopedia, look up *Emancipation Proclamation*.  
 Read an abridged history book on this era, e.g., Before the Civil War or Problems of the New Nation.  
 Read a novel on slavery in Rome, e.g., the comic book version of Ben Hur by Lew Wallace.  
 Recreational reading

Computer-Assisted Instruction | *SPELL IT!* - CHALLENGER DATA DISK - BK 2 LESSON 14  
*TYPE TO LEARN*  
*MASTER SPELL* - SIGHT WORDS DATA DISK - Side 1 - List 17  
*SPELLING RULES* - #5 - Adding suffixes beginning with vowels  
 #5 - Adding -er



**Book 2 Lesson 15**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 83																
Language Experience	<p><i>MAGIC SLATE</i></p> <p>If you collect things or have a hobby, tell about it. Write about alternatives to barbed wire. What are other units like the ones on page 85?</p>																	
Lesson Concepts & Contents	<p><b>PHONICS:</b> Contrast sounds for single consonants, consonant blends, digraphs</p> <p><b>WORD ANALYSIS:</b> Use syllabication to decode words Recognize words that look similar/rhyme</p> <p><b>VOCABULARY:</b> Infer word meanings from context clues Learn/review collective nouns</p> <p><b>COMPREHENSION:</b> Relate reading to illustrations Use context clues to predict correct responses Sequence events accurately</p> <p><b>WRITING:</b> Spell words with greater accuracy</p> <p><b>READING: "A Very Strange Hobby"</b></p> <table data-bbox="598 868 1340 1000"> <tr> <td>hobby</td> <td>barbed</td> <td>swizzle</td> <td>helicopter</td> </tr> <tr> <td>brink</td> <td>reported</td> <td>hooked</td> <td>fence</td> </tr> <tr> <td>snagged</td> <td>sold</td> <td>link</td> <td>cutters</td> </tr> <tr> <td>above</td> <td>gold-plated</td> <td>strand</td> <td>order</td> </tr> </table>	hobby	barbed	swizzle	helicopter	brink	reported	hooked	fence	snagged	sold	link	cutters	above	gold-plated	strand	order	
hobby	barbed	swizzle	helicopter															
brink	reported	hooked	fence															
snagged	sold	link	cutters															
above	gold-plated	strand	order															
Word Patterns	Sight Words: #171-180																	
Real World Reading & Writing	<p>Read a book about the Old West that was written by Louis L'Amour or Zane Grey.</p> <p>Read "The Mending Wall" by Robert Frost.</p> <p>Read an encyclopedia article about <i>barbed wire</i>.</p> <p>Recreational reading</p>																	
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 2 LESSON 15</p> <p><i>TYPE TO LEARN</i></p>																	

## Book 2 Review: Lessons 1-15

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 83																																								
Language Experience	<i>MAGIC SLATE</i>																																									
Lesson Concepts & Contents	<p><b>PHONICS:</b> Use phonic skills to decode unknown words                      Recognize and identify long and short vowel sounds                      Identify silent consonants and vowels                      Recognize sounds for c and g</p> <p><b>WORD ANALYSIS:</b> Form compound words</p> <p><b>VOCABULARY:</b> Review idiomatic expressions/common sayings</p> <p><b>COMPREHENSION:</b> Use context clues to predict correct responses                      Review basic factual information</p> <p><b>CHART:</b></p> <table border="0"> <tr> <td>plain</td> <td>ash</td> <td>bleed</td> <td>click</td> <td>bold</td> <td>couch</td> <td>blue</td> <td>bust</td> </tr> <tr> <td>rain</td> <td>cash</td> <td>deed</td> <td>kick</td> <td>cold</td> <td>crouch</td> <td>clue</td> <td>crust</td> </tr> <tr> <td>Spain</td> <td>dash</td> <td>greed</td> <td>stick</td> <td>fold</td> <td>grouch</td> <td>due</td> <td>dust</td> </tr> <tr> <td>sprain</td> <td>flash</td> <td>seed</td> <td>tick</td> <td>sold</td> <td>ouch</td> <td>glue</td> <td>must</td> </tr> <tr> <td>stain</td> <td>trash</td> <td>weed</td> <td>trick</td> <td>told</td> <td>pouch</td> <td>Sue</td> <td>rust</td> </tr> </table>	plain	ash	bleed	click	bold	couch	blue	bust	rain	cash	deed	kick	cold	crouch	clue	crust	Spain	dash	greed	stick	fold	grouch	due	dust	sprain	flash	seed	tick	sold	ouch	glue	must	stain	trash	weed	trick	told	pouch	Sue	rust	
plain	ash	bleed	click	bold	couch	blue	bust																																			
rain	cash	deed	kick	cold	crouch	clue	crust																																			
Spain	dash	greed	stick	fold	grouch	due	dust																																			
sprain	flash	seed	tick	sold	ouch	glue	must																																			
stain	trash	weed	trick	told	pouch	Sue	rust																																			
Word Patterns	Homonyms: (rain, reign, rein) (blue, blew) (due, do, dew)																																									
Real World Reading & Writing	Recreational reading																																									
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 2</p> <p><i>TYPE TO LEARN</i></p> <p><i>HOMONYMS</i> - (blew, blue) (dew, do, due) (rain, reign, rein)</p> <p><i>MASTER SPELL</i> - SIGHT WORDS DATA DISK - Side 1 - List 18</p>																																									

**Book 2 Lesson 16**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 83-84																				
Language Experience	<i>MAGIC SLATE</i> If you've been to Sea World or a similar place, tell about your visit. How did you feel about efforts to save whales or other endangered species? If you've ever been whale watching, describe your experiences. Can you describe any stories you've heard about whales?																					
Lesson Concepts & Contents	<p>PHONICS: Recognize r-controlled vowel sounds</p> <p>WORD ANALYSIS: Use syllabication to decode words Recognize noun endings Recognize verb endings Recognize other word endings</p> <p>VOCABULARY: Complete analogies</p> <p>COMPREHENSION: Relate reading to illustrations Recall details</p> <p>WRITING: Change y to i before adding -er, -est, -ly.</p> <p>STUDY SKILLS: Analogies</p> <p>READING: "Whales"</p> <table border="0"> <tr> <td>earth</td> <td>streamlined</td> <td>alive</td> <td>related</td> </tr> <tr> <td>hind</td> <td>cold-blooded</td> <td>tons</td> <td>mammals</td> </tr> <tr> <td>limb</td> <td>warm</td> <td>great</td> <td>curse</td> </tr> <tr> <td>gills</td> <td>warm-blooded</td> <td>caught</td> <td>foiled</td> </tr> <tr> <td>drown</td> <td>temperature</td> <td>stormed</td> <td>broom</td> </tr> </table>	earth	streamlined	alive	related	hind	cold-blooded	tons	mammals	limb	warm	great	curse	gills	warm-blooded	caught	foiled	drown	temperature	stormed	broom	
earth	streamlined	alive	related																			
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limb	warm	great	curse																			
gills	warm-blooded	caught	foiled																			
drown	temperature	stormed	broom																			
Word Patterns	<p>Homonyms: (great, grate)</p> <p><u>Rx for Spelling</u> - "Adding suffixes beginning with consonants"</p> <p>2. The -ly ending - p.5</p> <p>3. Words ending in y - p.7</p> <p>- "Adding suffixes beginning with vowels"</p> <p>4. Words ending in y - p. 9</p> <p>Sight Words: #181-190</p>																					
Real World Reading & Writing	<p>Read the abridged or comic book version of <u>Moby Dick</u> by Herman Melville.</p> <p>Read newspaper accounts on saving the whales in Alaska in October, 1988.</p> <p>Read an account of "Jonah and the Whale" or "Pinocchio".</p> <p>Write for a brochure published by the "Save the Whales" Movement. (Address: P.O. Box 3650, Washington, D.C. 20007)</p> <p>Recreational reading</p>																					
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 2 LESSON 16</p> <p><i>TYPE TO LEARN</i></p> <p><i>SPELLING RULES</i> - #4 - Adding suffixes beginning with consonants</p> <p>2. The -ly ending</p> <p>3. Words ending in y</p> <p>#5 - Adding suffixes beginning with vowels</p> <p>4. Words ending in y</p>																					

**Book 2 Lesson 17**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 84																
Language Experience	<i>MAGIC SLATE</i> Tell about a notorious western outlaw. Describe a visit you made to an outlaw site (e.g., Billy the Kid's grave).																	
Lesson Concepts & Contents	<p>PHONICS: Use phonic skills to decode unknown words</p> <p>WORD ANALYSIS: Recognize abbreviations and contractions</p> <p>VOCABULARY: Identify antonyms Identify synonyms</p> <p>COMPREHENSION: Recall details Infer information from the selection</p> <p>WRITING: Spell words with greater accuracy</p> <p>READING: "Black Bart"</p> <table style="margin-left: 40px;"> <tr> <td>Bart</td> <td>middle-aged</td> <td>shotgun</td> <td>holdup</td> </tr> <tr> <td>success</td> <td>along</td> <td>Charles</td> <td>earned</td> </tr> <tr> <td>struck</td> <td>he'd</td> <td>whirling</td> <td>deserve</td> </tr> <tr> <td>high-class</td> <td>bushes</td> <td>sign</td> <td>cause</td> </tr> </table>	Bart	middle-aged	shotgun	holdup	success	along	Charles	earned	struck	he'd	whirling	deserve	high-class	bushes	sign	cause	
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high-class	bushes	sign	cause															
Word Patterns	<u>Rx for Spelling</u> - "Adding suffixes beginning with consonants" I. General rule - p. 3																	
Real World Reading & Writing	<p>Read a newspaper account of a robbery today.</p> <p>Read <u>The Great Train Robbery</u>.</p> <p>Read the poem "Dangerous Dan McGrew" by Robert Service.</p> <p>Read an article in a Sunday local newspaper on a Nevada outlaw.</p> <p>Read a book about the Old West.</p> <p>Recreational reading</p>																	
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 2 LESSON 17</p> <p><i>TYPE TO LEARN</i></p> <p><i>MASTER SPELL</i> - SIGHT WORDS DATA DISK - Side 2 - List 1</p> <p><i>SPELLING RULES</i> - #4 - Adding suffixes beginning with consonants I. General rule</p> <p><i>ODDS AND ENDS</i> - CONTRACTIONS</p>																	

**Book 2 Lesson 18**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 84-85																				
Language Experience	<i>MAGIC SLATE</i> Discuss the conflict between science and religion on how the earth was formed. The southern Nevada desert was once under water. Talk about the changes in the earth's surface, such as the Grand Canyon or Lake Meade.																					
Lesson Concepts & Contents	<p>PHONICS: Review sounds for single consonants, consonant blends, digraphs</p> <p>WORD ANALYSIS: Recognize other word endings</p> <p>VOCABULARY: Identify word meanings from context clues Identify antonyms Identify synonyms</p> <p>COMPREHENSION: Recognize title as topic of reading selection Discuss the reading passage Review basic factual information Sequence events accurately</p> <p>WRITING: Unscramble words</p> <p>READING: "One Idea about How the Earth Was Formed"</p> <table border="0"> <tr> <td>billion</td> <td>heavy</td> <td>solid</td> <td>sponges</td> <td>starfish</td> </tr> <tr> <td>ocean</td> <td>outer</td> <td>basins</td> <td>rocky</td> <td>plants</td> </tr> <tr> <td>universe</td> <td>rim</td> <td>simple</td> <td>edge</td> <td>seaweeds</td> </tr> <tr> <td>slowly</td> <td>iron</td> <td>complex</td> <td>worms</td> <td>one-celled</td> </tr> </table>	billion	heavy	solid	sponges	starfish	ocean	outer	basins	rocky	plants	universe	rim	simple	edge	seaweeds	slowly	iron	complex	worms	one-celled	
billion	heavy	solid	sponges	starfish																		
ocean	outer	basins	rocky	plants																		
universe	rim	simple	edge	seaweeds																		
slowly	iron	complex	worms	one-celled																		
Word Patterns	Sight Words: #191-200																					
Real World Reading & Writing	<p>Read <u>Journey to the Center of the Earth</u> by Jules Verne.</p> <p>Visit a natural history museum (U.N.L.V.) and collect brochures on this.</p> <p>See a planetarium show on the formation of the universe (Clark County Community College Planetarium). Collect brochures.</p> <p>If available in a video store, see the formation of the universe as it was presented in Walt Disney's <u>Fantasia</u>.</p> <p>Recreational reading</p>																					
Computer-Assisted Instruction	<i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 2 LESSON 18 <i>TYPE TO LEARN</i>																					



**Book 2 Lesson 19**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 85
Language Experience	<i>MAGIC SLATE</i> Rewrite three of the sayings on p. 113 using synonyms. Describe any sea-going experiences you've had. What is your reaction to galleys having been manned by slaves? Describe an injustice that you feel was done to human beings.	
Lesson Concepts & Contents	<b>TEACHER'S MANUAL - p. 85</b> <b>PHONICS:</b> Recognize long and short vowel sounds <b>WORD ANALYSIS:</b> Use syllabication to decode words Recognize common word beginnings <b>VOCABULARY:</b> Complete word associations Review idiomatic expressions/common sayings <b>COMPREHENSION:</b> Relate reading to illustration Infer information from the selection  <b>READING: "Jails on the High Seas"</b> galley      battle      below      forward      everywhere inland      mainly      flesh      thrown      one-half remove      convicts      rise      speed      trade wounded      hell      push      port      whom	
Word Patterns	Homonyms: (be, bee) (know, no) (an, Ann) (throne, thrown) (cent, sent, scent) (cell, sell) (hear, here) (wear, where) <u>Rx for Spelling</u> "Adding prefixes"	
Real World Reading & Writing	Read an abridged version of <u>Mutiny on Board H.M.S. Bounty</u> by William Bligh or <u>Two Years before the Mast</u> by Richard Henry Dana in an abridged or comic book version. View one of the movies made from the books above -- <u>Mutiny on the Bounty</u> or <u>Two Years before the Mast</u> . Recreational reading	
Computer-Assisted Instruction	<i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 2 LESSON 19 <i>TYPE TO LEARN</i> <i>HOMONYMS</i> - (know, no) (hear, here) (wear, where, ware) <i>MASTER SPELL</i> - SIGHT WORDS DATA DISK - Side 2 - List 2 <i>SPELLING RULES</i> - #6 - Adding prefixes	

**Book 2 Lesson 20**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 86																				
Language Experience	<p><i>MAGIC SLATE</i></p> <p>What do you think about swearing?</p> <p>Use synonyms to rewrite three of the sayings on p. 118.</p> <p>Describe a U.S. President or First Lady.</p> <p>What are your reactions to the presidential selection procedure?</p> <p>What stories do you best remember about George Washington?</p>																					
Lesson Concepts & Contents	<p><b>PHONICS:</b> Use phonic skills to decode unknown words</p> <p>Contrast similar vowel sounds</p> <p>Recognize silent consonants and vowels</p> <p><b>WORD ANALYSIS:</b> Distinguish words that look similar/rhyme</p> <p>Divide compound words</p> <p><b>VOCABULARY:</b> Preview idiomatic expressions/common sayings</p> <p><b>COMPREHENSION:</b> Draw conclusions based on selection</p> <p>Review basic factual information</p> <p><b>READING: "The Father of Our Country"</b></p> <table border="0" data-bbox="451 835 1433 966"> <tr> <td>George</td> <td>kidnap</td> <td>army</td> <td>sworn</td> <td>everyone</td> </tr> <tr> <td>Washington.</td> <td>plot</td> <td>vice</td> <td>peace</td> <td>sling</td> </tr> <tr> <td>February</td> <td>bodyguard</td> <td>angry</td> <td>countrymen</td> <td>slung</td> </tr> <tr> <td>president</td> <td>warning</td> <td>New York</td> <td>creak</td> <td></td> </tr> </table>	George	kidnap	army	sworn	everyone	Washington.	plot	vice	peace	sling	February	bodyguard	angry	countrymen	slung	president	warning	New York	creak		
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February	bodyguard	angry	countrymen	slung																		
president	warning	New York	creak																			
Word Patterns	<p><b>Homonyms:</b> (vice, vise) (peace, piece)</p> <p><b>Suffix:</b> Adding -ly to words</p>																					
Real World Reading & Writing	<p>Read about <i>George Washington</i> in an encyclopedia.</p> <p>Read the comic book version of <u>Problems of the New Nation</u>.</p> <p>Read a comic book version of a biography of George Washington.</p> <p>Compare the life of George Washington with that of Abraham Lincoln or Franklin D. Roosevelt.</p> <p>Recreational reading</p>																					
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 2 LESSON 20</p> <p><i>TYPE TO LEARN</i></p>																					

**Book 2 Review: Lessons 1-20**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 86
Language Experience	<i>MAGIC SLATE</i>	
Lesson Concepts & Contents	Review as needed, any aspects of Phonics, Word Analysis, Vocabulary, Comprehension, Writing, or Study Skills that were stressed in previous lessons.	
	alphabet B.C. bigwig California cold-blooded	drone El Dorado February forty-niners Fourth of July
	gallery George Washington Mayflower New Year's Day ounces	Pinocchio pints quarts scribes warm-blooded
Word Patterns		
Real World Reading & Writing	Recreational reading	
Computer-Assisted Instruction	<i>TYPE TO LEARN</i> Review Computer programs as needed	

**Book 3 Lesson 1**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 91-92																																																														
Language Experience	<i>MAGIC SLATE</i> If you work, describe what you do for fun and relaxation outside of work. How do you meet other people and become friends? Assume you're single; how would you go about getting a date? What do you think of exercise and what do you do about it?																																																															
Lesson Concepts & Contents	<p>PHONICS: Recognize sounds for <b>e</b> and <b>g</b></p> <p>WORD ANALYSIS: Use syllabication to decode words Recognize abbreviations and contractions Recognize word ending <b>-er</b></p> <p>VOCABULARY: Infer word meanings from context clues Identify descriptions of terms</p> <p>COMPREHENSION: Identify words using context clues</p> <p>LITERARY UNDERSTANDING: Distinguish between fiction and non-fiction</p> <p>WRITING: Form new words by adding <b>-ing</b></p> <p>CHART: Review of Long and Short Vowels</p> <table border="0"> <tr> <td>ape</td> <td>gale</td> <td>gaze</td> <td>pave</td> <td>vane</td> <td>ad</td> <td>Sam</td> <td>van</td> <td>raft</td> <td>pact</td> </tr> <tr> <td>eve</td> <td>she's</td> <td>she'd</td> <td>Steve</td> <td>Steven</td> <td>hem</td> <td>jet</td> <td>Ted</td> <td>tense</td> <td>dense</td> </tr> <tr> <td>vine</td> <td>ivy</td> <td>wise</td> <td>wisely</td> <td>wisely</td> <td>bin</td> <td>kin</td> <td>hiss</td> <td>sift</td> <td>rinse</td> </tr> <tr> <td>owe</td> <td>dome</td> <td>dose</td> <td>mope</td> <td>firelight</td> <td>ox</td> <td>bop</td> <td>socks</td> <td>knot</td> <td>rotten</td> </tr> <tr> <td>Luke</td> <td>reduce</td> <td>Ruth</td> <td>confuse</td> <td></td> <td>buzz</td> <td>cuff</td> <td>cud</td> <td>rut</td> <td>putty</td> </tr> </table> <p>READING: "Steven Takes Some Advice"</p> <table border="0"> <tr> <td>Carpenter</td> <td>window</td> <td>besides</td> <td>advice</td> <td>exercise</td> <td>we'll</td> </tr> <tr> <td>visits</td> <td>dirty</td> <td>already</td> <td>they're</td> <td>Y.M.C.A.</td> <td>how's</td> </tr> </table>	ape	gale	gaze	pave	vane	ad	Sam	van	raft	pact	eve	she's	she'd	Steve	Steven	hem	jet	Ted	tense	dense	vine	ivy	wise	wisely	wisely	bin	kin	hiss	sift	rinse	owe	dome	dose	mope	firelight	ox	bop	socks	knot	rotten	Luke	reduce	Ruth	confuse		buzz	cuff	cud	rut	putty	Carpenter	window	besides	advice	exercise	we'll	visits	dirty	already	they're	Y.M.C.A.	how's	
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visits	dirty	already	they're	Y.M.C.A.	how's																																																											
Word Patterns	<p>Homonyms: (vane, vein, vain) (ad, add) (pact, packed) (knot, not) (already, all ready) (they're, there, their)</p> <p>Sight Words: #201-210</p> <p><u>Rx for Spelling</u> "Adding Suffixes beginning with vowels"</p> <p>1 - One-syllable words 4 - Words ending in silent e 5 - Adding <b>-er</b></p> <p><u>Focus on Phonics-4:</u> 7-C ending <b>-ing</b></p>																																																															
Real World Reading & Writing	<p>Read and discuss an advice column in the newspaper (e.g., Ann Landers, etc.).</p> <p>Select a career (other than your present one) and look in the <u>Occupational Outlook Handbook</u> to find out what that career entails.</p> <p>Read and discuss several ads in this week's local newspapers that deal with a person's unwinding and relaxing.</p> <p>Recreational reading</p>																																																															
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 3 LESSON 1</p> <p><i>TYPE TO LEARN</i></p> <p><i>HOMONYMS</i> (vane, vain, vein) (there, they're, their)</p> <p><i>ODDS AND ENDS</i> - CONTRACTIONS</p>																																																															

**Book 3 Lesson 2**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 92																																																						
Language Experience	<p><i>MAGIC SLATE</i></p> <p>Describe how to do an exercise. Describe what you would like to splurge on. What changes in your activities would you like to make and why?</p>																																																							
Lesson Concepts & Contents	<p><b>PHONICS:</b> Recognize the sound for the consonant blends st, ch, sh</p> <p><b>WORD ANALYSIS:</b> Divide compound words Recognize common word ending -est</p> <p><b>VOCABULARY:</b> Identify definitions of terms</p> <p><b>WRITING:</b> Form new words by adding -est Write sentence answers to questions</p> <p><b>CHART:</b> Review of Consonant Blends and Digraphs - Part 1</p> <table border="0"> <tr> <td>ch</td> <td></td> <td>sh</td> <td></td> <td>st</td> <td></td> </tr> <tr> <td>chalk</td> <td>bench</td> <td>shade</td> <td>clash</td> <td>stall</td> <td>beast</td> </tr> <tr> <td>cheat</td> <td>perch</td> <td>shark</td> <td>gosh</td> <td>stem</td> <td>breast</td> </tr> <tr> <td>chore</td> <td>porch</td> <td>shelf</td> <td>leash</td> <td>stir</td> <td>cost</td> </tr> <tr> <td>chose</td> <td>pinch</td> <td>shook</td> <td>mash</td> <td>stone</td> <td>feast</td> </tr> <tr> <td>chow</td> <td>starch</td> <td>shorts</td> <td>rash</td> <td>stool</td> <td>mist</td> </tr> <tr> <td>chunk</td> <td>stitch</td> <td>shove</td> <td>stash</td> <td>stunt</td> <td>paste</td> </tr> </table> <p><b>READING:</b> "Meet Jerome"</p> <table border="0"> <tr> <td>peaceful</td> <td>yoga</td> <td>difference</td> <td>entered</td> </tr> <tr> <td>Jerome</td> <td>kitchen</td> <td>pretty</td> <td>afford</td> </tr> <tr> <td>lowered</td> <td>wandered</td> <td>lessons</td> <td>splurge</td> </tr> </table>	ch		sh		st		chalk	bench	shade	clash	stall	beast	cheat	perch	shark	gosh	stem	breast	chore	porch	shelf	leash	stir	cost	chose	pinch	shook	mash	stone	feast	chow	starch	shorts	rash	stool	mist	chunk	stitch	shove	stash	stunt	paste	peaceful	yoga	difference	entered	Jerome	kitchen	pretty	afford	lowered	wandered	lessons	splurge	
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chow	starch	shorts	rash	stool	mist																																																			
chunk	stitch	shove	stash	stunt	paste																																																			
peaceful	yoga	difference	entered																																																					
Jerome	kitchen	pretty	afford																																																					
lowered	wandered	lessons	splurge																																																					
Word Patterns	<p>Homonyms: (mist, missed)</p> <p>Suffixes: Adding -est</p> <p><u>Focus on Phonics-2b:</u> 1-A sh-, ch-, 2-A -ch, 2-B -sh, 17 st-, 37-B -st</p>																																																							
Real World Reading & Writing	<p>Read an encyclopedia article about <i>yoga</i>.</p> <p>Why might it be easier to exercise while watching a televised exercise program?</p> <p>Look through a calendar of continuing education, parks and recreation or other type of activity, to see what's available locally for exercise or other types of recreational classes.</p> <p>Recreational reading</p>																																																							
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 3 LESSON 2</p> <p><i>TYPE TO LEARN</i></p> <p><i>MASTER SPELL</i> - SIGHT WORDS DATA DISK Side 2 - Lesson 3</p> <p><i>SPELLING RULES</i> - #5 - Adding suffixes beginning with vowels</p> <p>1 - One-syllable words</p> <p>3 - Words ending in silent e</p> <p>5 - Adding -er</p>																																																							

**Book 3 Lesson 3**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 92-93																																										
Language Experience	<p><b>MAGIC SLATE</b></p> <p>What bad experience of the past has kept you from wanting to go some place or do something?</p> <p>Write about someone in your life who really helped you.</p> <p>Describe a promise you made to yourself.</p> <p>Describe your feelings about libraries before you enrolled in CALL and since then.</p> <p>What was your best or worst experience in school or in a library?</p>																																											
Lesson Concepts & Contents	<p><b>PHONICS:</b> Use phonic skills to decode unknown words Recognize sounds for consonant blends bl-, br-, cl-, cr-, fl-, fr-</p> <p><b>WORD ANALYSIS:</b> Recognize word ending -y</p> <p><b>COMPREHENSION:</b> Summarize story in one sentence</p> <p><b>LITERARY UNDERSTANDING:</b> Identify/interpret character's actions, motivations, feelings</p> <p><b>CHART:</b> Review of Consonant Blends - Part 2</p> <table border="0" data-bbox="427 868 1394 1066"> <tr> <td>bl</td> <td>blade</td> <td>blank</td> <td>blast</td> <td>blend</td> <td>blindly</td> <td>bloom</td> </tr> <tr> <td>br</td> <td>brace</td> <td>bracelet</td> <td>branch</td> <td>bribe</td> <td>broil</td> <td>brush</td> </tr> <tr> <td>cl</td> <td>clam</td> <td>clench</td> <td>clerk</td> <td>cliff</td> <td>clung</td> <td>clutter</td> </tr> <tr> <td>cr</td> <td>cramp</td> <td>crate</td> <td>crew</td> <td>crow</td> <td>crude</td> <td>crutch</td> </tr> <tr> <td>fl</td> <td>flap</td> <td>fleet</td> <td>flight</td> <td>flip</td> <td>flirt</td> <td>flute</td> </tr> <tr> <td>fr</td> <td>freshman</td> <td>fright</td> <td>frighten</td> <td>frog</td> <td>rozen</td> <td>fruit</td> </tr> </table>	bl	blade	blank	blast	blend	blindly	bloom	br	brace	bracelet	branch	bribe	broil	brush	cl	clam	clench	clerk	cliff	clung	clutter	cr	cramp	crate	crew	crow	crude	crutch	fl	flap	fleet	flight	flip	flirt	flute	fr	freshman	fright	frighten	frog	rozen	fruit	
bl	blade	blank	blast	blend	blindly	bloom																																						
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fr	freshman	fright	frighten	frog	rozen	fruit																																						
	<p><b>READING:</b> "Jerome Makes a Trip to the Library"</p> <table border="0" data-bbox="596 1129 1238 1215"> <tr> <td>health</td> <td>library</td> <td>reform</td> <td>probably</td> </tr> <tr> <td>yogurt</td> <td>Harvey</td> <td>vowed</td> <td>suits</td> </tr> <tr> <td>yuk</td> <td>Martin</td> <td>oh</td> <td>notice</td> </tr> </table>	health	library	reform	probably	yogurt	Harvey	vowed	suits	yuk	Martin	oh	notice																															
health	library	reform	probably																																									
yogurt	Harvey	vowed	suits																																									
yuk	Martin	oh	notice																																									
Word Patterns	<p><b>Homonyms:</b> (oh, owe)</p> <p><b>Sight Words:</b> #211-220</p> <p><b>Suffixes:</b> Adding -y</p> <p><b>Focus on Phonics-2b:</b> 3 bl-, 4 cl-, 5 fl-, 9 br-, 10 cr-, 12 fr-</p> <p><b>Focus on Phonics-4:</b> 7-D ending -y</p>																																											
Real World Reading & Writing	<p>Read "Terry Fox" - pp. 19-29 - in <u>People and Places</u>. (Book accompanies <u>Laubach</u>, Book 4)</p> <p>If you don't have a library card, get one.</p> <p>Use the computerized catalog to find the book entitled <u>Fear Strikes Out</u>.</p> <p>Recreational reading</p>																																											
Computer-Assisted Instruction	<p><b>SPELL IT!</b> - CHALLENGER DATA DISK - BK 3 LESSON 3</p> <p><b>TYPE TO LEARN</b></p>																																											

**Book 3 Lesson 4**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - pp. 93																																																						
Language Experience	<p><i>MAGIC SLATE</i></p> <p>Are there any things that bother you about the telephone?                      What was the most important telephone call that you ever received?                      Describe someone you know who has a good sense of humor.</p>																																																							
Lesson Concepts & Contents	<p>PHONICS: Recognize sounds for consonant blends gl, gr, pl, pr, sl, str.</p> <p>COMPREHENSION: Draw conclusions based on story and predict outcomes                      Use context clues to predict correct responses</p> <p>LITERARY UNDERSTANDING: Identify/interpret plot</p> <p>WRITING: Change y to i before adding -er, -est</p> <p>STUDY SKILLS: Skim story to locate information</p> <p>CHART: Review of Consonant Blends - Part 3</p> <table border="0" data-bbox="328 639 1305 844"> <tr> <td>gl</td><td>glance</td><td>globe</td><td>gloom</td><td>gloomy</td><td>glove</td><td>glow</td></tr> <tr> <td>gr</td><td>grace</td><td>Greece</td><td>Greek</td><td>grind</td><td>growl</td><td>grudge</td></tr> <tr> <td>pl</td><td>plainly</td><td>plead</td><td>pledge</td><td>plenty</td><td>plow</td><td>plump</td></tr> <tr> <td>pr</td><td>praise</td><td>press</td><td>prince</td><td>prop</td><td>proper</td><td>pry</td></tr> <tr> <td>sl</td><td>sled</td><td>sleet</td><td>slept</td><td>slid</td><td>slouch</td><td>slump</td></tr> <tr> <td>str</td><td>strain</td><td>strap</td><td>stray</td><td>streak</td><td>stress</td><td>strict</td></tr> </table> <p>READING: "The Phone Call"</p> <table border="0" data-bbox="520 905 1290 1007"> <tr> <td>dummy</td><td>nonsense</td><td>complained</td><td>throbbing</td></tr> <tr> <td>forgotten</td><td>improve</td><td>Matthew</td><td>highness</td></tr> <tr> <td>phony</td><td>sex</td><td>healthy</td><td>Mansfield</td></tr> </table>	gl	glance	globe	gloom	gloomy	glove	glow	gr	grace	Greece	Greek	grind	growl	grudge	pl	plainly	plead	pledge	plenty	plow	plump	pr	praise	press	prince	prop	proper	pry	sl	sled	sleet	slept	slid	slouch	slump	str	strain	strap	stray	streak	stress	strict	dummy	nonsense	complained	throbbing	forgotten	improve	Matthew	highness	phony	sex	healthy	Mansfield	
gl	glance	globe	gloom	gloomy	glove	glow																																																		
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sl	sled	sleet	slept	slid	slouch	slump																																																		
str	strain	strap	stray	streak	stress	strict																																																		
dummy	nonsense	complained	throbbing																																																					
forgotten	improve	Matthew	highness																																																					
phony	sex	healthy	Mansfield																																																					
Word Patterns	<p>Homonyms: (praise, prays) (prince, prints) (sex, sects)</p> <p>Suffixes: Adding -er, est</p> <p>Rx for Spelling "Adding suffixes beginning with vowels"</p> <p>4 - Words ending in y</p> <p>Focus on Phonics-2b: 6 gl-, pl-, 7 sl- 12 pr-, 13 gr-, 24 str-</p> <p>Focus on Phonics-4: 7-F endings -er, -est</p> <p>Word Index: Lessons 1-4, p. 23</p>																																																							
Real World Reading & Writing	<p>Look up the history of the <i>telephone</i> in an encyclopedia.</p> <p>Read <u>Using the Phone Book</u>.</p> <p>Look through the telephone book to see what kind of information you can find on how many people have the same last name as yours and where city zip codes are.</p> <p>Recreational reading</p>																																																							
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 3 LESSON 4</p> <p><i>TYPE TO LEARN</i></p> <p><i>SPELLING RULES</i> - 5 - Adding suffixes beginning with vowels                      4 - Words ending in y</p> <p><i>MASTER SPELL</i> - SIGHT WORDS DATA DISK - Side 2, List 4</p>																																																							

**Book 3 Lesson 5**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 93-94																																																																					
Language Experience	<i>MAGIC SLATE</i> Explain the differences between being stingy and being thrifty. If you were given \$50,000 right now, what would you do with it? What kinds of things do you do without, in order to save money?																																																																						
Lesson Concepts & Contents	<p>PHONICS: Recognize sounds for consonant blends dr, tr, thr, sc, sk, sw</p> <p>WORD ANALYSIS: Divide compound words</p> <p>VOCABULARY: Identify synonyms</p> <p>COMPREHENSION: Use context clues to predict correct responses Draw conclusions based on the story</p> <p>WRITING: Form new words by adding the ending -ly</p> <p>CHART: Review of Consonant Blends - Part 4</p> <table border="0"> <tr> <td>dr</td> <td>drape</td> <td>drawn</td> <td>dreamer</td> <td>drench</td> <td>drift</td> <td>drill</td> <td>drip</td> <td>drug</td> </tr> <tr> <td>tr</td> <td>trace</td> <td>trance</td> <td>trend</td> <td>tribe</td> <td>troop</td> <td>trooper</td> <td>trout</td> <td>truce</td> </tr> <tr> <td>thr</td> <td>thread</td> <td>threat</td> <td>threaten</td> <td>thrif<sup>t</sup></td> <td>thrifty</td> <td>throughout</td> <td></td> <td></td> </tr> <tr> <td>sc</td> <td>scale</td> <td>scald</td> <td>scold</td> <td>scoo<sup>r</sup></td> <td>scorch</td> <td>scour</td> <td>Scotch</td> <td>Scott</td> </tr> <tr> <td>sk</td> <td>skater</td> <td>sketch</td> <td>ski</td> <td>skid</td> <td>skillful</td> <td>skinny</td> <td>skip</td> <td>skull</td> </tr> <tr> <td>sw</td> <td>swam</td> <td>Swede</td> <td>Sweden</td> <td>sweep</td> <td>sweeper</td> <td>swept</td> <td>swing</td> <td>Swiss</td> </tr> </table> <p>READING: "Who Is Ginger?"</p> <table border="0"> <tr> <td></td> <td>hardware</td> <td>cou<sup>nter</sup></td> <td>etc.</td> <td>savings</td> </tr> <tr> <td></td> <td>wrench</td> <td>concerned</td> <td>homey</td> <td>clothing</td> </tr> <tr> <td></td> <td>leaky</td> <td>family</td> <td>given</td> <td>although</td> </tr> </table>	dr	drape	drawn	dreamer	drench	drift	drill	drip	drug	tr	trace	trance	trend	tribe	troop	trooper	trout	truce	thr	thread	threat	threaten	thrif <sup>t</sup>	thrifty	throughout			sc	scale	scald	scold	scoo <sup>r</sup>	scorch	scour	Scotch	Scott	sk	skater	sketch	ski	skid	skillful	skinny	skip	skull	sw	swam	Swede	Sweden	sweep	sweeper	swept	swing	Swiss		hardware	cou <sup>nter</sup>	etc.	savings		wrench	concerned	homey	clothing		leaky	family	given	although	
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sc	scale	scald	scold	scoo <sup>r</sup>	scorch	scour	Scotch	Scott																																																															
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Word Patterns	<p><u>Rx for Spelling</u> "Adding suffixes beginning with consonants"</p> <p>Sight Words: #221-230</p> <p><u>Focus on Phonics 2-b:</u> 11 dr-, 14 tr-, 26 thr-, 21 sk-, sc-, 22 sw-</p> <p><u>Focus on Phonics-4:</u> 11-B ending -ly</p>																																																																						
Real World Reading & Writing	<p>Find three jobs in the <u>Occupational Outlook Handbook</u> and tell what earnings can be expected from them.</p> <p>Read an abridged or comic book version of <u>A Christmas Carol</u> by Charles Dickens.</p> <p>Look in a book of quotations to find who originally said, "A penny saved is a penny earned." Read other quotations from that person. Are any of them familiar to you?</p> <p>If you need to, read reference books about differences between a checking account and a savings account, such as <u>Checking Account</u> by Daniel Finn or <u>Pay by Check: A Guide to Checking Accounts</u> by J. F. Chan or <u>Make Your Money Grow: A Guide to Savings Plans</u> by Martha Beshers.</p> <p>Recreational reading</p>																																																																						
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 3 LESSON 5</p> <p><i>TYPE TO LEARN</i></p> <p><i>MASTER SPELL</i> - WORD GROUPS DATA DISK - Side 1 - #17, Money</p>																																																																						



**Book 3 Lesson 6**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 94																																																																		
Language Experience	<i>MAGIC SLATE</i> What mistake did you make that turned out right for you? The story mentions "feeling blue." Think of other expressions that use colors to express feelings. What titles of songs, movies, books, etc., can you think of using the word "blue?"																																																																			
Lesson Concepts & Contents	<p>PHONICS: Recognize sounds for consonant blends sm, sn, sp, scr, th, wh</p> <p>VOCABULARY: Identify antonyms</p> <p>COMPREHENSION: Locate specific information Infer information from the story</p> <p>LITERARY UNDERSTANDING: Identify/interpret characters' actions, feelings, motivations Relate title to content of story</p> <p>CHART: Review of Consonant Blends and Digraphs - Part 5</p> <table border="0"> <tr> <td>sm</td><td>smack</td><td>smear</td><td>Smith</td><td>smog</td><td>smoky</td><td>smooth</td><td>smoothly</td><td>smudge</td> </tr> <tr> <td>sn</td><td>snatch</td><td>snarl</td><td>sneak</td><td>sneakers</td><td>sneaky</td><td>sniff</td><td>snowstorm</td><td></td> </tr> <tr> <td>sp</td><td>span</td><td>spark</td><td>speck</td><td>sped</td><td>speech</td><td>spin</td><td>spine</td><td>spaghetti</td> </tr> <tr> <td>scr</td><td>scram</td><td>scraper</td><td>scratchy</td><td>screw</td><td>script</td><td>scrounge</td><td>scruff</td><td></td> </tr> <tr> <td>th</td><td>theft</td><td>thief</td><td>thinner</td><td>thirst</td><td>thirsty</td><td>thorn</td><td>thud</td><td>thump</td> </tr> <tr> <td>wh</td><td>whack</td><td>wham</td><td>wheeze</td><td>whether</td><td>whichever</td><td>whiff</td><td>whim</td><td>whine</td> </tr> </table> <p>READING: "A Strange Twist of Fate"</p> <table border="0"> <tr> <td>enjoy</td><td>loose</td><td>brought</td><td>exclaimed</td> </tr> <tr> <td>apartment</td><td>thus</td><td>fingers</td><td>oozing</td> </tr> <tr> <td>fate</td><td>tilted</td><td>Tony</td><td>rag</td> </tr> </table>	sm	smack	smear	Smith	smog	smoky	smooth	smoothly	smudge	sn	snatch	snarl	sneak	sneakers	sneaky	sniff	snowstorm		sp	span	spark	speck	sped	speech	spin	spine	spaghetti	scr	scram	scraper	scratchy	screw	script	scrounge	scruff		th	theft	thief	thinner	thirst	thirsty	thorn	thud	thump	wh	whack	wham	wheeze	whether	whichever	whiff	whim	whine	enjoy	loose	brought	exclaimed	apartment	thus	fingers	oozing	fate	tilted	Tony	rag	
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fate	tilted	Tony	rag																																																																	
Word Patterns	<p>Homonyms: (whether, weather) (whine, wine)</p> <p><u>Focus on Phonics-2b</u>: 20 sm-, 19 sn-, 18 sp-, 25 scr-, 6 th-, wh-</p> <p><u>Focus on Phonics-4</u>: 11-B ending -ly</p>																																																																			
Real World Reading & Writing	<p>Read a newspaper account of an accident.</p> <p>Select five words from the chart and look for their antonyms in a thesaurus.</p> <p>Recreational reading</p>																																																																			
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 3 LESSON 6</p> <p><i>TYPE TO LEARN</i></p> <p><i>MASTER SPELL</i> - SIGHT WORDS DATA DISK - Side 2 - List 5</p> <p><i>SPELLING RULES</i> - 4 - Adding suffixes beginning with consonants</p>																																																																			

**Book 3 Lesson 7**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 94-95																																																						
Language Experience	<i>MAGIC SLATE</i> What exercises are now or should be part of your daily or weekly routine? Explain why you feel your routine eating habits are healthy or unhealthy. How do you get over a cold?																																																							
Lesson Concepts & Contents	<p>PHONICS: Recognize silent consonants</p> <p>VOCABULARY: Identify definitions/descriptions of terms Distinguish between synonyms and antonyms</p> <p>LITERARY UNDERSTANDING: Identify/interpret plot Identify/interpret setting (place)</p> <p>WRITING: Form new words by adding the endings -ful, -less</p> <p>STUDY SKILLS: Skim story to locate information</p> <p>CHART: Review of Silent Letters</p> <table border="0"> <tr> <td>kn</td> <td>knack</td> <td>knapsack</td> <td>knelt</td> <td>knight</td> <td>knob</td> <td>knickknack</td> </tr> <tr> <td>wr</td> <td>wrapper</td> <td>wrapping</td> <td>wrecker</td> <td>wren</td> <td>wring</td> <td>wrung</td> </tr> <tr> <td>gn</td> <td>gnash</td> <td>snarled</td> <td>gnat</td> <td>gnaw</td> <td>gnawing</td> <td>gnome</td> </tr> <tr> <td>tch</td> <td>notch</td> <td>butch</td> <td>bitch</td> <td>pitch</td> <td>pitcher</td> <td>watchman</td> </tr> <tr> <td>dge</td> <td>ledge</td> <td>lodge</td> <td>judge</td> <td>nudge</td> <td>trudge</td> <td>ridge</td> </tr> <tr> <td>gh, ght</td> <td>lighten</td> <td>tighten</td> <td>tightly</td> <td>mighty</td> <td>sigh</td> <td>slight</td> </tr> </table> <p>READING: "At Yoga Class"</p> <table border="0"> <tr> <td>involved</td> <td>force</td> <td>nearby</td> <td>unhealthy</td> </tr> <tr> <td>afterward</td> <td>nasty</td> <td>sugar</td> <td>dentist</td> </tr> <tr> <td>Holly</td> <td>you've</td> <td>restless</td> <td>practice</td> </tr> </table>	kn	knack	knapsack	knelt	knight	knob	knickknack	wr	wrapper	wrapping	wrecker	wren	wring	wrung	gn	gnash	snarled	gnat	gnaw	gnawing	gnome	tch	notch	butch	bitch	pitch	pitcher	watchman	dge	ledge	lodge	judge	nudge	trudge	ridge	gh, ght	lighten	tighten	tightly	mighty	sigh	slight	involved	force	nearby	unhealthy	afterward	nasty	sugar	dentist	Holly	you've	restless	practice	
kn	knack	knapsack	knelt	knight	knob	knickknack																																																		
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tch	notch	butch	bitch	pitch	pitcher	watchman																																																		
dge	ledge	lodge	judge	nudge	trudge	ridge																																																		
gh, ght	lighten	tighten	tightly	mighty	sigh	slight																																																		
involved	force	nearby	unhealthy																																																					
afterward	nasty	sugar	dentist																																																					
Holly	you've	restless	practice																																																					
Word Patterns	<p>Homonyms: (knight, night) (wring, ring) (wrung, rung)</p> <p><u>Rx for Spelling</u> "Adding suffixes beginning with consonants"</p> <p>1 - General rule</p> <p><u>Focus on Phonics-2a</u>: 3-B -itch. 4-D -udge. 7-B -edge</p> <p><u>Focus on Phonics-3</u>: 14-A -igh, -ight</p> <p><u>Focus on Phonics-4</u>: 16-E endings -ful, -less, 18-F final -dge. 19-A wr-, 19-B kn-, 19-G silent -gh</p> <p>Sight Words. #231-240</p>																																																							
Real World Reading & Writing	<p>Read an article from <u>Weight Watcher's Magazine</u>.</p> <p>Use "Infotrack" at the library to find a magazine article on sugar or artificial sweeteners.</p> <p>Look up sugar in a diet book or almanac. How many calories does it have? Look up a favorite recipe and figure out how many calories are in a serving.</p> <p>Select five words from the Chart or Reading words and look up a synonym or antonym for each in a dictionary or thesaurus.</p> <p>Recreational reading</p>																																																							
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 3 LESSON 7</p> <p><i>TYPE TO LEARN</i></p> <p><i>MASTER SPELL</i> - WORD GROUPS DATA DISK - Side 2 - #12, Booze</p>																																																							

**Book 3 Lesson 8**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 95																																																												
Language Experience	<i>MAGIC SLATE</i> What mistake did you make that you were able to change? Did you ever wind up liking someone you did not originally like? If you have kids who always ask for more, how do you handle their requests? Describe how you've felt about your parents at different times in your life.																																																													
Lesson Concepts & Contents	<p><b>PHONICS:</b> Recognize sounds for vowel combinations ai, ee, ea, ui</p> <p><b>WORD ANALYSIS:</b> Form compound words</p> <p><b>VOCABULARY:</b> Identify definitions/descriptions of terms Distinguish between synonyms and antonyms</p> <p><b>COMPREHENSION:</b> Relate reading to personal experience</p> <p><b>LITERARY UNDERSTANDING:</b> Identify/interpret characters' actions, motivations, and feelings</p> <p><b>CHART: Review of Vowel Combinations - Part 1</b></p> <table border="0"> <tr> <td>ai</td> <td>aim</td> <td>br</td> <td>braid</td> <td>faith</td> <td>Gail</td> <td>grain</td> <td>mailbox</td> <td>waist</td> </tr> <tr> <td>ee</td> <td>breeze</td> <td>geese</td> <td>greet</td> <td>greedy</td> <td>Lee</td> <td>tee</td> <td>teepee</td> <td></td> </tr> <tr> <td>ea</td> <td>bead</td> <td>leap</td> <td>flea</td> <td>plea</td> <td>pleased</td> <td>veal</td> <td>grease</td> <td>season</td> </tr> <tr> <td>ea</td> <td>dread</td> <td>dreadful</td> <td>tread</td> <td>weather</td> <td>feather</td> <td>leather</td> <td></td> <td></td> </tr> <tr> <td>ui</td> <td>fruit</td> <td>grapefruit</td> <td>bruise</td> <td>cruise</td> <td>cruiser</td> <td>juice</td> <td>juicy</td> <td></td> </tr> </table> <p><b>READING: "Ginger Gives Some Advice"</b></p> <table border="0"> <tr> <td></td> <td>softly</td> <td>mailman</td> <td>moments</td> <td>bragging</td> </tr> <tr> <td></td> <td>folks</td> <td>route</td> <td>yeah</td> <td>who's</td> </tr> <tr> <td></td> <td>agreed</td> <td>expect</td> <td>happiness</td> <td>daily</td> </tr> </table>	ai	aim	br	braid	faith	Gail	grain	mailbox	waist	ee	breeze	geese	greet	greedy	Lee	tee	teepee		ea	bead	leap	flea	plea	pleased	veal	grease	season	ea	dread	dreadful	tread	weather	feather	leather			ui	fruit	grapefruit	bruise	cruise	cruiser	juice	juicy			softly	mailman	moments	bragging		folks	route	yeah	who's		agreed	expect	happiness	daily	
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	agreed	expect	happiness	daily																																																										
Word Patterns	<p><b>Homonyms:</b> (waist, waste) (tee, tea) (flea, flee) (weather, whether) (who's, whose)</p> <p><b>Focus on Phonics-3:</b> 4-A -ail, -aim, 4-B -ain, -ait, 4-C -aid, -aith, -aist; 7-A -ee, 7-B -eed, 7-D -cet, 7-E -cep; 8-A -ea, -ead, 8-C -cad, 8-D -cap</p> <p><b>Focus on Phonics-4:</b> 6-C -ui</p> <p><b>Word Index:</b> Lessons 1-8, pp. 42-43</p>																																																													
Real World Reading & Writing	<p>Read a comic book version of Shakespeare's <u>King Lear</u> and discuss the conflict between father and daughters.</p> <p>Watch a "soap" on television and discuss the conflicts between two main characters in the show.</p> <p>Recreational reading</p>																																																													
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK. 3 LESSON 8</p> <p><i>TYPE TO LEARN</i></p> <p><i>MASTER SPELL</i> - SIGHT WORDS DATA DISK - Side 2 - List 6</p>																																																													

**Book 3 Lesson 9**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 95																																																												
Language Experience	<p><i>MAGIC SLATE</i></p> <p>How do you feel about bars or taverns as meeting places for lonely people?                      Why do you consider yourself to be an extrovert or an introvert?                      Describe what you do to get out of a bad mood.                      Describe what kind of parties you like to attend.</p>																																																													
Lesson Concepts & Contents	<p>PHONICS: Recognize sounds for vowel combinations oa, ou, o<sup>o</sup> oo</p> <p>WORD ANALYSIS: Recognize word ending -en</p> <p>VOCABULARY: Complete word association</p> <p>COMPREHENSION: Draw conclusions based on the story                      Relate reading to personal experience                      Draw conclusions based on personal experience</p> <p>CHART: Review of Vowel Combinations - Part 2</p> <table border="0" data-bbox="414 798 1436 989"> <tr> <td>oa</td> <td>boast</td> <td>moan</td> <td>oak</td> <td>oats</td> <td>oatmeal</td> <td>poach</td> <td>throat</td> </tr> <tr> <td>oo</td> <td>boom</td> <td>booty</td> <td>goof</td> <td>roof</td> <td>moose</td> <td>noose</td> <td>stoop</td> </tr> <tr> <td>oo</td> <td>brook</td> <td>nook</td> <td>woodwork</td> <td>bookworm</td> <td>bookcase</td> <td>bookshelf</td> <td></td> </tr> <tr> <td>ou</td> <td>pout</td> <td>pounce</td> <td>trounce</td> <td>bound</td> <td>spout</td> <td>sprout</td> <td>trousers</td> </tr> <tr> <td>oi</td> <td>moist</td> <td>hoist</td> <td>toil</td> <td>boiler</td> <td>void</td> <td>avoid</td> <td>rejoice</td> </tr> <tr> <td>oy</td> <td>Joyce</td> <td>loyalty</td> <td>loyalty</td> <td>royally</td> <td>royalty</td> <td>ahoy</td> <td></td> </tr> </table> <p>READING: "A Phone Call from a Friend"</p> <table border="0" data-bbox="598 1053 1260 1159"> <tr> <td>lousy</td> <td>pleasant</td> <td>you'll</td> <td>brownies</td> </tr> <tr> <td>huh</td> <td>forgive</td> <td>invited</td> <td>sample</td> </tr> <tr> <td>how's</td> <td>forgiven</td> <td>sandwiches</td> <td>quarter</td> </tr> </table>	oa	boast	moan	oak	oats	oatmeal	poach	throat	oo	boom	booty	goof	roof	moose	noose	stoop	oo	brook	nook	woodwork	bookworm	bookcase	bookshelf		ou	pout	pounce	trounce	bound	spout	sprout	trousers	oi	moist	hoist	toil	boiler	void	avoid	rejoice	oy	Joyce	loyalty	loyalty	royally	royalty	ahoy		lousy	pleasant	you'll	brownies	huh	forgive	invited	sample	how's	forgiven	sandwiches	quarter	
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how's	forgiven	sandwiches	quarter																																																											
Word Patterns	<p>Homonyms: (you'll, yule)</p> <p>Suffix: -en</p> <p>Sight Words: #241-250</p>																																																													
Real World Reading & Writing	<p>Read the November, 1988 article in <u>Reader's Digest</u> on "What Time of Day is Right for You?"</p> <p>Look at a menu from a so-called health food restaurant. What would you order?</p> <p>Look in the telephone directory for health food stores or restaurants.</p> <p>Recreational reading</p>																																																													
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 3 LESSON 9</p> <p><i>TYPE TO LEARN</i></p> <p><i>MASTER SPELL</i> - WORD GROUPS DATA DISK - Side 2 - #8, Furniture</p>																																																													

**Book 3 Lesson 10**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 95-6																																										
Language Experience	<i>MAGIC SLATE</i> Explain what you think are basic differences in attitudes between men and women. What experiences have you had with machines that don't work? Describe any experiences you've had at a laundromat. Tell who "sticks together" more - men or women. Explain why you think so.																																											
Lesson Concepts & Contents	<p><b>PHONICS:</b> Recognize sounds for vowel combination <b>au</b> Recognize silent consonants</p> <p><b>VOCABULARY:</b> Identify descriptions of terms</p> <p><b>COMPREHENSION:</b> Draw conclusions based on story</p> <p><b>WRITING:</b> Unscramble words</p> <p><b>CHART:</b> The Sound for <b>au</b></p> <table border="0"> <tr> <td>haul</td> <td>cause</td> <td>auto</td> <td>sauce</td> <td>pause</td> <td>caught</td> </tr> <tr> <td>Paul</td> <td>because</td> <td>automobile</td> <td>saucer</td> <td>gauze</td> <td>taught</td> </tr> <tr> <td>fault</td> <td>caution</td> <td>autumn</td> <td>saucepan</td> <td>haunt</td> <td>daughter</td> </tr> <tr> <td>faulty</td> <td>cautious</td> <td>August</td> <td>faucet</td> <td>haunted</td> <td>slaughter</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>laundry</td> <td>laundromat</td> </tr> </table> <p><b>READING:</b> "Jerome Goes to the Laundromat"</p> <table border="0"> <tr> <td>search</td> <td>spoke</td> <td>slot</td> <td>together</td> </tr> <tr> <td>machines</td> <td>responded</td> <td>straightened</td> <td>neither</td> </tr> <tr> <td>completed</td> <td>half</td> <td>repeated</td> <td>nor</td> </tr> </table>	haul	cause	auto	sauce	pause	caught	Paul	because	automobile	saucer	gauze	taught	fault	caution	autumn	saucepan	haunt	daughter	faulty	cautious	August	faucet	haunted	slaughter					laundry	laundromat	search	spoke	slot	together	machines	responded	straightened	neither	completed	half	repeated	nor	
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machines	responded	straightened	neither																																									
completed	half	repeated	nor																																									
Word Patterns	<p>Homonyms: (pause, paws)</p> <p>Suffix: -en</p> <p><u>Focus on Phonics-3:</u> 12-C au = aw, 14-A aught.</p>																																											
Real World Reading & Writing	<p>Write a letter of conflict to "Dear Abby." Answer the letter, pretending you are Abby.</p> <p>Read the directions for operating a coin washer in Calvin Greatsinger's <u>Read the Instructions First</u>, pp. 24-25 - "Laundromat."</p> <p>Recreational reading</p>																																											
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 3 LESSON 10</p> <p><i>TYPE TO LEARN</i></p> <p><i>MASTER SPELL</i> - SIGHT WORDS DATA DISK - Side 2 - List 7</p> <p><i>MASTER SPELL</i> - WORD GROUPS DATA DISK - Side 2 - #17, Household</p>																																											

**Book 3 Lesson 11**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 96																																																						
Language Experience	<i>MAGIC SLATE</i> What is your favorite way to spend a vacation? Describe what you like or dislike about camping. How would not having a phone affect your life?																																																							
Lesson Concepts & Contents	<p>PHONICS: Recognize sounds for r-controlled vowel combinations and sounds</p> <p>WORD ANALYSIS: Recognize common word beginning re-</p> <p>VOCABULARY: Identify synonyms</p> <p>COMPREHENSION: Infer information from the Reading Draw conclusions based on the Reading Classify words under topic headings</p> <p>LITERARY UNDERSTANDING: Interpret characters' motivations, feelings</p> <p>WRITING: Unscramble words</p> <p>CHART: Review of the r-Controlled Vowel</p> <table border="0"> <tr> <td>ar</td> <td>darn</td> <td>harp</td> <td>lard</td> <td>barge</td> <td>charge</td> <td>barber</td> <td>farther</td> <td>apart</td> </tr> <tr> <td>er</td> <td>concert</td> <td>cancer</td> <td>perk</td> <td>Herb</td> <td>herb</td> <td>berserk</td> <td>weren't</td> <td>nervous</td> </tr> <tr> <td>ir</td> <td>sir</td> <td>Kirk</td> <td>chirp</td> <td>birch</td> <td>fir</td> <td>circus</td> <td>circle</td> <td>squirm</td> </tr> <tr> <td>or</td> <td>cord</td> <td>cork</td> <td>corpse</td> <td>forbid</td> <td>forth</td> <td>forge</td> <td>gorge</td> <td>Norway</td> </tr> <tr> <td>ur</td> <td>fur</td> <td>surf</td> <td>blurt</td> <td>lurch</td> <td>murder</td> <td>murmur</td> <td>hurl</td> <td>jury</td> </tr> </table> <p>READING: "The Camping Trip"</p> <table border="0"> <tr> <td>piece</td> <td>daydreaming</td> <td>remains</td> </tr> <tr> <td>borderec</td> <td>breed</td> <td>spied</td> </tr> <tr> <td>peanut</td> <td>listen</td> <td>single</td> </tr> </table>	ar	darn	harp	lard	barge	charge	barber	farther	apart	er	concert	cancer	perk	Herb	herb	berserk	weren't	nervous	ir	sir	Kirk	chirp	birch	fir	circus	circle	squirm	or	cord	cork	corpse	forbid	forth	forge	gorge	Norway	ur	fur	surf	blurt	lurch	murder	murmur	hurl	jury	piece	daydreaming	remains	borderec	breed	spied	peanut	listen	single	
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peanut	listen	single																																																						
Word Patterns	<p>Homonyms: (fir, fur) (forth, fourth) (piece, peace)</p> <p>Focus on Phonics-2b: 44 er, 45 ir, 46 ur, 47-A,B,C ar, 48-A,B or, 49 Rev.</p> <p>Sight Words: #251-260</p>																																																							
Real World Reading & Writing	<p>Plan a weekend camping trip or hiking trip, in terms of equipment, activities and needs.</p> <p>Read an abridged or comic book version of <u>Robinson Crusoe</u> by Daniel Defoe or <u>The Swiss Family Robinson</u> by Johann Wyss, or read other stories of persons isolated in the wilderness.</p> <p>Examine a monthly phone bill. What are you being charged for? How much would you have saved by not having a phone. How much inconvenience would it cause to not have a phone?</p> <p>Recreational reading</p>																																																							
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 3 LESSON 11</p> <p><i>TYPE TO LEARN</i></p> <p><i>MASTER SPELL</i> - WORDS GROUP DATA DISK - Side 2 - #18, Tools</p>																																																							

**Book 3 Lesson 12**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 96-97																																																														
Language Experience	<i>MAGIC SLATE</i> What do you think about differences between professional sports and amateur sports? How do you react to those who constantly watch sports on television? Think up and define 3-4 sports terms, e.g., "flag on the play."																																																															
Lesson Concepts & Contents	<p>PHONICS: Recognize vowel sounds preceding I</p> <p>WORD ANALYSIS: Form compound words Recognize common word beginning re-</p> <p>VOCABULARY: Identify antonyms</p> <p>COMPREHENSION: Relate reading to personal experience</p> <p>CHART: Review of Vowels Followed by the Letter I</p> <table border="0"> <tr> <td>al</td> <td>gall</td> <td>mall</td> <td>malt</td> <td>palm</td> <td>waltz</td> <td>wallet</td> <td>Walter</td> <td></td> <td></td> </tr> <tr> <td>el</td> <td>elf</td> <td>elk</td> <td>elbow</td> <td>jelly</td> <td>Jello</td> <td>hotel</td> <td>motel</td> <td>shelter</td> <td></td> </tr> <tr> <td>il</td> <td>dill</td> <td>sill</td> <td>silk</td> <td>pill</td> <td>pillow</td> <td>filter</td> <td>wilt</td> <td>William</td> <td></td> </tr> <tr> <td>ol</td> <td>colt</td> <td>volt</td> <td>mold</td> <td>molody</td> <td>roller</td> <td>holder</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ul</td> <td>gulp</td> <td>gulf</td> <td>gull</td> <td>gully</td> <td>sulk</td> <td>sulky</td> <td>bulk</td> <td>bulky</td> <td></td> </tr> </table> <p>READING: "The Football Game"</p> <table border="0"> <tr> <td></td> <td>informed</td> <td>overcoat</td> <td>supposed</td> </tr> <tr> <td></td> <td>cheer</td> <td>excited</td> <td>spangled</td> </tr> <tr> <td></td> <td>onto</td> <td>ulcers</td> <td>banner</td> </tr> </table>	al	gall	mall	malt	palm	waltz	wallet	Walter			el	elf	elk	elbow	jelly	Jello	hotel	motel	shelter		il	dill	sill	silk	pill	pillow	filter	wilt	William		ol	colt	volt	mold	molody	roller	holder				ul	gulp	gulf	gull	gully	sulk	sulky	bulk	bulky			informed	overcoat	supposed		cheer	excited	spangled		onto	ulcers	banner	
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Word Patterns	Word Index: Lessons 1-12 p. 64-65																																																															
Real World Reading & Writing	<p>Read an article in the sports section of the newspaper.</p> <p>Pick a sport, list the teams, and match them with their cities and states.</p> <p>Read a biography of a well-known sports figure, e.g., Babe Ruth, O. J. Simpson.</p> <p>Recreational reading</p>																																																															
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 3 LESSON 12</p> <p><i>TYPE TO LEARN</i></p> <p><i>MASTER SPELL</i> - SIGHT WORDS DATA DISK - Side 2 - List 8</p> <p><i>MASTER SPELL</i> - WORD GROUPS DATA DISK - Side 1 - #4, Las Vegas</p> <p><i>GEOGRAPHY</i></p>																																																															

**Book 3 Lesson 13**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 57																																																													
Language Experience	<i>MAGIC SLATE</i> Describe a party you really liked or really disliked. Have you ever schemed to meet a special person? If so, describe this.																																																														
Lesson Concepts & Contents	<p>PHONICS: Recognize sounds for c and g</p> <p>WORD ANALYSIS: Divide words into syllables Recognize common word beginning in-</p> <p>VOCABULARY: Complete analogies</p> <p>COMPREHENSION: Predict outcomes</p> <p>LITERARY UNDERSTANDING: Relate title to content of story</p> <p>STUDY SKILLS: Complete exercise by use of multiple choice</p> <p>CHART: Review of the Hard and Soft c and g</p> <table border="0"> <tr> <td>hard c as in</td> <td>cannot</td> <td>carpet</td> <td>cardboard</td> <td>cocoa</td> <td>coconut</td> </tr> <tr> <td><i>candy, cost, cutting:</i></td> <td>cob</td> <td>cobweb</td> <td>cock</td> <td>cocky</td> <td>cockroach</td> </tr> <tr> <td>soft c as in</td> <td>cider</td> <td>cinder</td> <td>Cinderella</td> <td>cinch</td> <td></td> </tr> <tr> <td><i>cellar, city, pounce:</i></td> <td>lance</td> <td>prance</td> <td>minc</td> <td>mincemeat</td> <td>dunce</td> </tr> <tr> <td>hard g as in</td> <td>gain</td> <td>gear</td> <td>got</td> <td>gobble</td> <td>goofy</td> <td>goo</td> </tr> <tr> <td><i>gas, get, goof, log:</i></td> <td>gag</td> <td>tag</td> <td>bingo</td> <td>golly</td> <td>gust</td> <td>gut</td> </tr> <tr> <td>soft g as in</td> <td>gee</td> <td>gem</td> <td>gent</td> <td>gentle</td> <td>gentleman</td> <td>gently</td> </tr> <tr> <td><i>Ginger, George, forge:</i></td> <td>merge</td> <td>verge</td> <td>binge</td> <td>singe</td> <td>lunge</td> <td>plunge</td> </tr> </table> <p>READING: "Jerome's Scheme"</p> <table border="0"> <tr> <td>scheme</td> <td>keg</td> <td>afraid</td> </tr> <tr> <td>halt</td> <td>potato chips</td> <td>except</td> </tr> <tr> <td>pane</td> <td>pickles</td> <td>sadness</td> </tr> </table>	hard c as in	cannot	carpet	cardboard	cocoa	coconut	<i>candy, cost, cutting:</i>	cob	cobweb	cock	cocky	cockroach	soft c as in	cider	cinder	Cinderella	cinch		<i>cellar, city, pounce:</i>	lance	prance	minc	mincemeat	dunce	hard g as in	gain	gear	got	gobble	goofy	goo	<i>gas, get, goof, log:</i>	gag	tag	bingo	golly	gust	gut	soft g as in	gee	gem	gent	gentle	gentleman	gently	<i>Ginger, George, forge:</i>	merge	verge	binge	singe	lunge	plunge	scheme	keg	afraid	halt	potato chips	except	pane	pickles	sadness	
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Word Patterns	<p>Homonyms: (cellar, seller) (mince, mints) (pane, pain) (except, accept)</p> <p><u>Focus on Phonics-4:</u> 18-B Two sounds for c 16-E Two sounds for g</p> <p>Sight Words: #261-270</p>																																																														
Real World Reading & Writing	<p>Read Shakespeare's <i>The Taming of the Shrew</i>.</p> <p>Make a list of all the things you'd need to do and buy to give a party. Look at grocery ads to figure out your costs.</p> <p>Recreational reading</p>																																																														
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 3 LESSON 13</p> <p><i>TYPE TO LEARN</i></p>																																																														



**Book 3 Lesson 14**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 97																																																																					
Language Experience	<i>MAGIC SLATE</i> What are your neighbors like? What kind of neighbor are you? Describe someone you've known who is like Mrs. Darkpill. What do you think about "staying married for the sake of the kids." Why?																																																																						
Lesson Concepts & Contents	<b>PHONICS:</b> Recognize gh and ght words Recognize silent consonants <b>WORD ANALYSIS:</b> Divide words into syllables <b>VOCABULARY:</b> Distinguish between synonyms and antonyms Draw conclusions based on Reading Relate reading to personal experience  <b>CHART: The gh and ght Words</b> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">fight</td> <td style="padding: 2px;">frighten</td> <td style="padding: 2px;">eight</td> <td style="padding: 2px;">caught</td> <td style="padding: 2px;">bought</td> <td></td> </tr> <tr> <td style="padding: 2px;">sight</td> <td style="padding: 2px;">bright</td> <td style="padding: 2px;">eighty</td> <td style="padding: 2px;">taught</td> <td style="padding: 2px;">brought</td> <td></td> </tr> <tr> <td style="padding: 2px;">height</td> <td style="padding: 2px;">brightly</td> <td style="padding: 2px;">freight</td> <td style="padding: 2px;">daughter</td> <td style="padding: 2px;">fought</td> <td></td> </tr> <tr> <td style="padding: 2px;">fright</td> <td></td> <td style="padding: 2px;">weight</td> <td style="padding: 2px;">slaughter</td> <td style="padding: 2px;">sought</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td style="padding: 2px;">naughty</td> <td style="padding: 2px;">ought</td> <td></td> </tr> <tr> <td colspan="6" style="padding: 10px 0 0 0;"> </td> </tr> <tr> <td style="padding: 2px;">sigh</td> <td style="padding: 2px;">weigh</td> <td style="padding: 2px;">laugh</td> <td style="padding: 2px;">tough</td> <td style="padding: 2px;">cough</td> <td style="padding: 2px;">dough</td> </tr> <tr> <td style="padding: 2px;">high</td> <td style="padding: 2px;">sleigh</td> <td style="padding: 2px;">laughter</td> <td style="padding: 2px;">rough</td> <td></td> <td style="padding: 2px;">doughnut</td> </tr> <tr> <td></td> <td style="padding: 2px;">neighbor</td> <td></td> <td style="padding: 2px;">enough</td> <td></td> <td></td> </tr> <tr> <td></td> <td style="padding: 2px;">neighborhood</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <b>READING:</b> "Whatever Happened to Tony and Ginger?" <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">shown</td> <td style="padding: 2px;">salesman</td> <td style="padding: 2px;">struggle</td> </tr> <tr> <td style="padding: 2px;">headquarters</td> <td style="padding: 2px;">insisted</td> <td style="padding: 2px;">stutter</td> </tr> <tr> <td style="padding: 2px;">sake</td> <td style="padding: 2px;">property</td> <td style="padding: 2px;">sons</td> </tr> </table>	fight	frighten	eight	caught	bought		sight	bright	eighty	taught	brought		height	brightly	freight	daughter	fought		fright		weight	slaughter	sought					naughty	ought								sigh	weigh	laugh	tough	cough	dough	high	sleigh	laughter	rough		doughnut		neighbor		enough				neighborhood					shown	salesman	struggle	headquarters	insisted	stutter	sake	property	sons	
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Word Patterns	Homonyms: (sight, site) (eight, ate) (weight, wait) (weigh, way) (sleigh, slay) Focus on Phonics-4: 19-G silent gh																																																																						
Real World Reading & Writing	Look in the newspaper for local police action last night. On a city map, draw in what you consider to be your neighborhood. Read Robert Frost's "The Mending Wall." (Good fences make good neighbors.) Recreational reading																																																																						
Computer-Assisted Instruction	<i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 3 LESSON 14 <i>TYPE TO LEARN</i> <i>MASTER SPELL</i> - SIGHT WORDS DATA DISK - Side 2 - List 9																																																																						

**Book 3 Lesson 15**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 98																																																															
Language Experience	<p><i>MAGIC SLATE</i></p> <p>Take three friends of yours and assign them personality names like "Mrs. Darkpill."</p> <p>What personality traits in others do you find irritating?</p> <p>What qualities of your friends have endeared them to you?</p> <p>Write a 4-line poem about the story.</p>																																																																
Lesson Concepts & Contents	<p>PHONICS: Recognize r-controlled vowel sounds</p> <p>WORD ANALYSIS: Divide words into syllables</p> <p>COMPREHENSION: Draw conclusions based on personal experience</p> <p>CHART. Review of r-Controlled Vowel Combinations</p> <table border="0"> <tr> <td>air</td> <td>haircut</td> <td>stairway</td> <td>fairy</td> <td>fairly</td> <td>fairness</td> <td></td> <td></td> </tr> <tr> <td>ear</td> <td>rear</td> <td>spear</td> <td>fear</td> <td>beard</td> <td>unclear</td> <td>yearly</td> <td></td> </tr> <tr> <td>eer</td> <td>jeer</td> <td>sheer</td> <td>cheerful</td> <td>cheery</td> <td>Cheerios</td> <td>cheerleader</td> <td></td> </tr> <tr> <td>oar</td> <td>soar</td> <td>uproar</td> <td>boardwalk</td> <td>cupboard</td> <td>keyboard</td> <td></td> <td></td> </tr> <tr> <td>oor</td> <td>doorbell</td> <td>doorman</td> <td>doormat</td> <td>poorly</td> <td>poorhouse</td> <td></td> <td></td> </tr> <tr> <td>our</td> <td>ours</td> <td>ourselves</td> <td>hourglass</td> <td>sourball</td> <td>sourpuss</td> <td></td> <td></td> </tr> </table> <p>READING: "Mrs. Darkpill"</p> <table border="0"> <tr> <td></td> <td>fancy</td> <td>tramp</td> <td>fireplace</td> <td>freak</td> </tr> <tr> <td></td> <td>driveway</td> <td>grabbed</td> <td>believe</td> <td>shore</td> </tr> <tr> <td></td> <td>booze</td> <td>piano</td> <td>proudly</td> <td>unit</td> </tr> </table>	air	haircut	stairway	fairy	fairly	fairness			ear	rear	spear	fear	beard	unclear	yearly		eer	jeer	sheer	cheerful	cheery	Cheerios	cheerleader		oar	soar	uproar	boardwalk	cupboard	keyboard			oor	doorbell	doorman	doormat	poorly	poorhouse			our	ours	ourselves	hourglass	sourball	sourpuss				fancy	tramp	fireplace	freak		driveway	grabbed	believe	shore		booze	piano	proudly	unit	
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Word Patterns	<p>Homonyms: (soar, sore) (ours, hours)</p> <p>Focus on Phonics-3: 4-D -air, -airy. 8-E -car, -card. 7-D -eer, (-ect).</p> <p>Sight Words: #271-280</p>																																																																
Real World Reading & Writing	<p>Read a comic book version of <u>Romeo and Juliet</u> by William Shakespeare and/or an abridged version of <u>The Mill on the Floss</u> by George Eliot.</p> <p>Read and discuss a recent political feud. Did it take two to have the feud?</p> <p>Read an encyclopedia article on the <i>Hatfields</i> and the <i>McCoys</i>.</p> <p>Recreational reading</p>																																																																
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 3 LESSON 15</p> <p><i>TYPE TO LEARN</i></p>																																																																

**Book 3 Lesson 16**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 98																																																						
Language Experience	<i>MAGIC SLATE</i> Make a list of your favorite and least favorite foods. Describe rules for behavior that you believe in. Describe a recipe experiment you've tried. "You are what you eat." Explain why you agree or disagree with this.																																																							
Lesson Concepts & Contents	<p><b>PHONICS:</b> Recognize ow sounds as in cow and slow</p> <p><b>WORD ANALYSIS:</b> Combine syllables to form words Recognize common word beginnings: mis-, de-, ex-, com-, con-</p> <p><b>COMPREHENSION:</b> Recall details Infer information from the Reading Learn/review basic factual information</p> <p><b>CHART: Common Word Beginnings - Part 1</b></p> <table border="0"> <tr> <td>de-</td> <td>ex-</td> <td>mis-</td> <td>com-</td> <td>con-</td> </tr> <tr> <td>describe</td> <td>explain</td> <td>mistake</td> <td>complain</td> <td>concern</td> </tr> <tr> <td>decide</td> <td>expect</td> <td>mistaken</td> <td>complaint</td> <td>confront</td> </tr> <tr> <td>deserve</td> <td>excite</td> <td>misplace</td> <td>compose</td> <td>contain</td> </tr> <tr> <td>defend</td> <td>explode</td> <td>mistreat</td> <td>combine</td> <td>container</td> </tr> <tr> <td>depend</td> <td>except</td> <td>misspell</td> <td>compete</td> <td>control</td> </tr> <tr> <td>debate</td> <td>exact</td> <td>mistrust</td> <td>complete</td> <td>consume</td> </tr> <tr> <td>destroy</td> <td>exactly</td> <td>miscount</td> <td>completely</td> <td>consumer</td> </tr> <tr> <td>Detroit</td> <td>excuse</td> <td>misjudge</td> <td>commit</td> <td>consent</td> </tr> </table> <p><b>READING: "Testing Recipes"</b></p> <table border="0"> <tr> <td>commented</td> <td>wisecracks</td> <td>ahead</td> </tr> <tr> <td>vanilla</td> <td>lemon</td> <td>lazy</td> </tr> <tr> <td>bowl</td> <td>recipe</td> <td>behave</td> </tr> </table>	de-	ex-	mis-	com-	con-	describe	explain	mistake	complain	concern	decide	expect	mistaken	complaint	confront	deserve	excite	misplace	compose	contain	defend	explode	mistreat	combine	container	depend	except	misspell	compete	control	debate	exact	mistrust	complete	consume	destroy	exactly	miscount	completely	consumer	Detroit	excuse	misjudge	commit	consent	commented	wisecracks	ahead	vanilla	lemon	lazy	bowl	recipe	behave	
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bowl	recipe	behave																																																						
Word Patterns	<p>Homonyms: (except, accept)</p> <p><u>Focus on Phonics-4:</u> 10-A,B -ow</p> <p>Word Index: Lessons 1-16, pp. 87-89</p>																																																							
Real World Reading & Writing	<p>Read and/or prepare a recipe from the local newspaper.</p> <p>Write out a favorite recipe to share with the tutor.</p> <p>Recreational reading</p>																																																							
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 3 LESSON 16</p> <p><i>TYPE TO LEARN</i></p> <p><i>MASTER SPELL</i> - SIGHT WORDS DATA DISK - Side 2 - List 10</p> <p><i>MASTER SPELL</i> - WORD GROUPS DATA DISK - Side 2 - #14, Dairy</p>																																																							

**Book 3 Lesson 17**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 98-99																																																									
Language Experience	<i>MAG.C SLATE</i> Describe your job. Have you ever called in sick to work when you weren't? What did you do that day? Describe your experience at a big sale.																																																										
Lesson Concepts & Contents	<p>PHONICS: Use phonics skills to decode unknown words</p> <p>WORD ANALYSIS: Form compound words Divide words into syllables Recognize common word beginnings: de-, ex-, com-, con-, un-</p> <p>VOCABULARY: Complete word associations</p> <p>CHART: Common Word Beginnings - Part 2</p> <table border="0"> <tr> <td>de-</td> <td>ex-</td> <td>com-</td> <td>con-</td> <td>un-</td> </tr> <tr> <td>define</td> <td>expose</td> <td>command</td> <td>conclude</td> <td>unhealthy</td> </tr> <tr> <td>defeat</td> <td>extend</td> <td>commander</td> <td>confess</td> <td>undo</td> </tr> <tr> <td>delight</td> <td>extent</td> <td>commandment</td> <td>confide</td> <td>undid</td> </tr> <tr> <td>devote</td> <td>extreme</td> <td>composer</td> <td>confine</td> <td>unfit</td> </tr> <tr> <td>demand</td> <td>extremely</td> <td>composed</td> <td>conceal</td> <td>unwilling</td> </tr> <tr> <td>decay</td> <td>express</td> <td>compare</td> <td>convince</td> <td>unlikely</td> </tr> <tr> <td>declare</td> <td>explore</td> <td>compute</td> <td>construct</td> <td>unconform</td> </tr> <tr> <td>detach</td> <td>explorer</td> <td>comply</td> <td>conform</td> <td>unconform</td> </tr> </table> <p>READING: "Tony's Day Off"</p> <table border="0"> <tr> <td>alarm</td> <td>figure</td> <td>booth</td> <td>hurry</td> </tr> <tr> <td>Dennis</td> <td>desire</td> <td>whoever</td> <td>quiet</td> </tr> <tr> <td>flu</td> <td>shopper</td> <td>comforted</td> <td>certain</td> </tr> </table>	de-	ex-	com-	con-	un-	define	expose	command	conclude	unhealthy	defeat	extend	commander	confess	undo	delight	extent	commandment	confide	undid	devote	extreme	composer	confine	unfit	demand	extremely	composed	conceal	unwilling	decay	express	compare	convince	unlikely	declare	explore	compute	construct	unconform	detach	explorer	comply	conform	unconform	alarm	figure	booth	hurry	Dennis	desire	whoever	quiet	flu	shopper	comforted	certain	
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Word Patterns	<p>Homonyms: (flu, flew)</p> <p>Sight Words: #281-290</p> <p>Rx for Spelling "Adding prefixes"</p>																																																										
Real World Reading & Writing	<p>Read <u>Don't Get Fired!</u></p> <p>Look in the newspaper to find what things are on sale today at which stores.</p> <p>Recreational reading</p>																																																										
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 3 LESSON 17</p> <p><i>TYPE TO LEARN</i></p> <p><i>MASTER SPELL</i> - WORD GROUPS DATA DISK - Side 1 - #13, Thanksgiving</p> <p>WORD GROUPS DATA DISK - Side 1 - #14, Christmas</p>																																																										

**Book 3 Lesson 18**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 99																																																									
Language Experience	<i>MAGIC SLATE</i> What do you complain about? What could you do about those things? Pretend you're Jerome and write to "Dear Abby." Pretend you're Steven writing as Abby and write a response to Jerome.																																																										
Lesson Concepts & Contents	<p>WORD ANALYSIS: Recognize common word beginnings: ex-, un-, dis-, im-, in-</p> <p>COMPREHENSION: Draw conclusions based on Reading Classify words under topic headings</p> <p>WRITING: Unscramble words</p> <p>CHART: Common Word Beginnings - Part 3</p> <table border="0"> <tr> <td>ex-</td> <td>dis-</td> <td>un-</td> <td>im-</td> <td>in-</td> </tr> <tr> <td>exchange</td> <td>discuss</td> <td>uncooked</td> <td>impress</td> <td>income</td> </tr> <tr> <td>exceed</td> <td>disgust</td> <td>unlawful</td> <td>improve</td> <td>infield</td> </tr> <tr> <td>expand</td> <td>display</td> <td>unpack</td> <td>impose</td> <td>insect</td> </tr> <tr> <td>expense</td> <td>dispose</td> <td>unpaid</td> <td>impure</td> <td>insight</td> </tr> <tr> <td>expel</td> <td>discharge</td> <td>untrained</td> <td>import</td> <td>injure</td> </tr> <tr> <td>exist</td> <td>discover</td> <td>unafraid</td> <td>imported</td> <td>injury</td> </tr> <tr> <td>exhaust</td> <td>discovery</td> <td>uneven</td> <td>improper</td> <td>inquest</td> </tr> <tr> <td>exert</td> <td>disturb</td> <td>uneasy</td> <td>improperly</td> <td>index</td> </tr> </table> <p>READING: "A Talk with Jerome"</p> <table border="0"> <tr> <td>admit</td> <td>limit</td> <td>garbage</td> <td>station</td> </tr> <tr> <td>you'd</td> <td>disagree</td> <td>refrigerator</td> <td>extra</td> </tr> <tr> <td>harsh</td> <td>hasn't</td> <td>mention</td> <td>clippers</td> </tr> </table>	ex-	dis-	un-	im-	in-	exchange	discuss	uncooked	impress	income	exceed	disgust	unlawful	improve	infield	expand	display	unpack	impose	insect	expense	dispose	unpaid	impure	insight	expel	discharge	untrained	import	injure	exist	discover	unafraid	imported	injury	exhaust	discovery	uneven	improper	inquest	exert	disturb	uneasy	improperly	index	admit	limit	garbage	station	you'd	disagree	refrigerator	extra	harsh	hasn't	mention	clippers	
ex-	dis-	un-	im-	in-																																																							
exchange	discuss	uncooked	impress	income																																																							
exceed	disgust	unlawful	improve	infield																																																							
expand	display	unpack	impose	insect																																																							
expense	dispose	unpaid	impure	insight																																																							
expel	discharge	untrained	import	injure																																																							
exist	discover	unafraid	imported	injury																																																							
exhaust	discovery	uneven	improper	inquest																																																							
exert	disturb	uneasy	improperly	index																																																							
admit	limit	garbage	station																																																								
you'd	disagree	refrigerator	extra																																																								
harsh	hasn't	mention	clippers																																																								
Word Patterns	Review contractions																																																										
Real World Reading & Writing	<p>Read <u>Captains Courageous</u> by Rudyard Kipling (comic book version).</p> <p>Read <u>The Other Side of Yellow</u> by Jessie R. Hull.</p> <p>Recreational reading</p>																																																										
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 3 LESSON 18</p> <p><i>TYPE TO LEARN</i></p> <p><i>SPELLING RULES</i> - #6 - Adding Prefixes</p> <p><i>GRAMMAR GREMLINS</i> - Level 1 and Level 2 - Contractions</p> <p><i>MASTER SPELL</i> - SIGHT WORDS DATA DISK - Side 2 - List 11</p>																																																										

**Book 3 Lesson 19**

**METHOD** | **SUGGESTED ACTIVITIES** Teacher's Manual - p. 99-100

Language Experience | *MAGIC SLATE*  
 Name titles of months that are included in songs.  
 What other phrases are like "beating around the bush?" What do they mean?

Lesson Concepts & Contents | **WORD ANALYSIS:** Recognize word beginnings: **up-, down-, over-, under-**

**CHART: Common Word Beginnings**

up-	down-	out-	over-	under-
update	downhill	outlook	overgrown	undershirt
upstate	downfall	outcome	overhead	underground
uproar	downright	outdoors	overtime	underdog
uptown	downstream	outsmart	overnight	understood
upkeep	downpour	outskirts	overcome	undertaker
upstairs	downstairs	outfield	overflow	underwear
upside-down	downhearted	outstanding	overseas	underneath
upcoming	down-to-earth	outnumber	overweight	underworld

**READING:** "Jerome and Ginger"

nightclub	beauty	September
weekday	intense	subject
somewhat	chilly	bouncer

Word Patterns | Sight Words: #291-300  
 Homonyms: (overseas, oversees)

Real World Reading & Writing | Look in the entertainment section of the newspaper. Who's singing where?  
 Read an abridged version of Othello by William Shakespeare.  
 Recreational reading

Computer-Assisted Instruction | *SPELL IT!* - CHALLENGER DATA DISK - BK 3 LESSON 19  
*TYPE TO LEARN*

**Book 3 Lesson 20**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 100																																																				
Language Experience	<i>MAGIC SLATE</i> Write out a joke you've heard. What were several matters that seemed terrible for you to face as you looked ahead, but didn't seem that bad to you when you looked back?																																																					
Lesson Concepts & Contents	VOCABULARY: Identify synonyms and antonyms COMPREHENSION: Draw conclusions based on Reading  CHART: More Work with Compound Words <table border="0" style="width: 100%;"> <tr> <td>bookstore</td> <td>widespread</td> <td>teaspoon</td> <td>blacksmith</td> </tr> <tr> <td>bookmark</td> <td>bedspread</td> <td>tablespoon</td> <td>blackmail</td> </tr> <tr> <td>landmark</td> <td>bedtime</td> <td>tablecloth</td> <td>slowpoke</td> </tr> <tr> <td>landlord</td> <td>mealtime</td> <td>clothesline</td> <td>slowdown</td> </tr> <tr> <td>landlady</td> <td>Passover</td> <td>clothespin</td> <td>sundown</td> </tr> <tr> <td>homeland</td> <td>password</td> <td>hairpin</td> <td>sunrise</td> </tr> <tr> <td>homebody</td> <td>passport</td> <td>hairbrush</td> <td>heartbeat</td> </tr> <tr> <td>housework</td> <td>seaport</td> <td>paintbrush</td> <td>heartbreak</td> </tr> <tr> <td>courthouse</td> <td>seacoast</td> <td>horseback</td> <td>breakdown</td> </tr> <tr> <td>farmhouse</td> <td>seafood</td> <td>horseplay</td> <td>breakthrough</td> </tr> </table> READING: "Holly Gives a Party" <table border="0" style="width: 100%;"> <tr> <td>contract</td> <td>beautiful</td> <td>midnight</td> <td>honor</td> </tr> <tr> <td>tomato</td> <td>dessert</td> <td>different</td> <td>content</td> </tr> <tr> <td>arrived</td> <td>including</td> <td>Jews</td> <td>shoulder</td> </tr> </table>	bookstore	widespread	teaspoon	blacksmith	bookmark	bedspread	tablespoon	blackmail	landmark	bedtime	tablecloth	slowpoke	landlord	mealtime	clothesline	slowdown	landlady	Passover	clothespin	sundown	homeland	password	hairpin	sunrise	homebody	passport	hairbrush	heartbeat	housework	seaport	paintbrush	heartbreak	courthouse	seacoast	horseback	breakdown	farmhouse	seafood	horseplay	breakthrough	contract	beautiful	midnight	honor	tomato	dessert	different	content	arrived	including	Jews	shoulder	
bookstore	widespread	teaspoon	blacksmith																																																			
bookmark	bedspread	tablespoon	blackmail																																																			
landmark	bedtime	tablecloth	slowpoke																																																			
landlord	mealtime	clothesline	slowdown																																																			
landlady	Passover	clothespin	sundown																																																			
homeland	password	hairpin	sunrise																																																			
homebody	passport	hairbrush	heartbeat																																																			
housework	seaport	paintbrush	heartbreak																																																			
courthouse	seacoast	horseback	breakdown																																																			
farmhouse	seafood	horseplay	breakthrough																																																			
contract	beautiful	midnight	honor																																																			
tomato	dessert	different	content																																																			
arrived	including	Jews	shoulder																																																			
Word Patterns	Word Index: Lessons 1-20 - pp. 117-119																																																					
Real World Reading & Writing	Look in the telephone book to find the nearest party shop to your house. Look in the computer in the library to find two books on planning parties. Recreational reading																																																					
Computer-Assisted Instruction	<i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 3 LESSON 20 <i>TYPE TO LEARN</i> <i>MASTER SPELL</i> - SIGHT WORDS DATA DISK - Side 2 - List 12 <i>MASTER SPELL</i> - WORD GROUPS DATA DISK - Side 1 - #15, Desserts																																																					

**Book 3 Review: Lessons 1-20**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 100
Language Experience	<i>MAGIC SLATE</i>	
Lesson Concepts & Contents	<p>PHONICS: Contrast vowel and consonant sounds</p> <p>WORD ANALYSIS: Divide words into syllables</p> <p>VOCABULARY: Identify synonyms Identify antonyms</p> <p>COMPREHENSION: Infer word meanings from context clues</p> <p>WRITING: Unscramble words</p> <p>STUDY SKILLS: Increase concentration Complete multiple-choice exercises Use process of elimination in completing exercises</p>	
Word Patterns	Word Index: Books 1-3 - pp. 120-128	
Real World Reading & Writing	Recreational reading	
Computer-Assisted Instruction		



**Book 4 Lesson 1**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 103-104																
Language Experience	<i>MAGIC SLATE</i> What kinds of things can a person do to raise or lower his blood pressure? Based on the Reading, but in your own words, describe how the heart works. Why are heart attacks so prevalent among Americans?																	
Lesson Concepts & Contents	<p>PHONICS: Identify long and short vowel sounds</p> <p>WORD ANALYSIS: Recognize common word ending -er</p> <p>VOCABULARY: Identify definitions (descriptions of terms) Learn / review idiomatic expressions (common sayings)</p> <p>COMPREHENSION: Infer information from the Reading Draw conclusions based on personal experience Distinguish between fiction and nonfiction</p> <p>WRITING: Spell words with greater accuracy Form new words by adding the ending -er</p> <p>STUDY SKILLS: Use "process of elimination" in exercises</p> <p>READING: "The Heart"</p> <table border="0" style="margin-left: 40px;"> <tr> <td>performs</td> <td>inches</td> <td>disease</td> <td>carbon dioxide</td> </tr> <tr> <td>collects</td> <td>normal</td> <td>located</td> <td>messages</td> </tr> <tr> <td>veins</td> <td>normally</td> <td>upper</td> <td>stomp</td> </tr> <tr> <td>arteries</td> <td>oxygen</td> <td>actions</td> <td>toes</td> </tr> </table>	performs	inches	disease	carbon dioxide	collects	normal	located	messages	veins	normally	upper	stomp	arteries	oxygen	actions	toes	
performs	inches	disease	carbon dioxide															
collects	normal	located	messages															
veins	normally	upper	stomp															
arteries	oxygen	actions	toes															
Word Patterns	<p><u>Focus on Phonics 2a</u>: 13-A, B adding -er to words</p> <p>Homonyms: (vein, vain, vane)</p> <p><u>Rx for Spelling</u> "Adding Suffixes Beginning with Vowels" 5. Adding -er</p>																	
Real World Reading & Writing	<p>Read an encyclopedia article on the human <i>heart</i>.</p> <p>Find a health magazine and read an article in it.</p> <p>Recreational reading</p>																	
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 4 LESSON 1</p> <p><i>TYPE TO LEARN</i></p> <p><i>SPELLING RULES</i> - 5 - Adding suffixes beginning with vowels 5 - Adding -er</p> <p><i>ODDS AND ENDS</i> - SYLLABLES</p>																	

**Book 4 Lesson 2**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 104																
Language Experience	<i>MAGIC SLATE</i> Who is your favorite sports figure? Why? What do you like or dislike about baseball? Having watched a sports event on television, describe it.																	
Lesson Concepts & Contents	<p>PHONICS: Identify long and short vowel sounds</p> <p>WORD ANALYSIS: Divide words into syllables Recognize common word ending -er</p> <p>VOCABULARY: Identify synonyms Identify antonyms Complete word associations</p> <p>COMPREHENSION: Draw conclusions based on Reading</p> <p>WRITING: Form new words by adding the ending -er</p> <p>STUDY SKILLS: Skim passage to locate information Use a dictionary to look up word meanings</p> <p>READING: "Babe Ruth"</p> <table border="0" style="margin-left: 40px;"> <tr> <td>Babe</td> <td>American</td> <td>Sox</td> <td>built</td> </tr> <tr> <td>Herman</td> <td>league</td> <td>mound</td> <td>paddle</td> </tr> <tr> <td>Bambino</td> <td>Yankees</td> <td>polo</td> <td>racket</td> </tr> <tr> <td>hero</td> <td>Baltimore</td> <td>stadium</td> <td>tennis</td> </tr> </table>	Babe	American	Sox	built	Herman	league	mound	paddle	Bambino	Yankees	polo	racket	hero	Baltimore	stadium	tennis	
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Herman	league	mound	paddle															
Bambino	Yankees	polo	racket															
hero	Baltimore	stadium	tennis															
Word Patterns	<p><u>Focus on Phonics 2a</u>: 13-A, B adding -er to words</p> <p><u>Rx for Spelling</u> "Adding Suffixes Beginning with Vowels" 5. Adding -er</p>																	
Real World Reading & Writing	<p>Read an article in the newspaper sports section.</p> <p>Get a parlay card from a Sports book and check the odds for some upcoming games.</p> <p>Read <u>Strike Two</u> by George Shea or <u>Play-Off</u> by Benjamin Swift.</p> <p>Recreational reading</p>																	
Computer-Assisted Instruction	<p><i>SPELL IT.</i> - CHALLENGER DATA DISK - BK 4 LESSON 2</p> <p><i>TYPE TO LEARN</i></p> <p><i>SPELLING RULES</i> - 5 - Adding suffixes beginning with vowels 5 - Adding -er</p> <p><i>GEOGRAPHY</i> - 6. Sports Team Homes</p> <p><i>MASTER SPELL</i> - WORD GROUPS DATA DISK - Side 1 - #7, Sports</p>																	

**Book 4 Lesson 3**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 104-105																
Language Experience	<p><i>MAGIC SLATE</i></p> <p>What would you put in a time capsule?                      If your work has affected your eating and sleeping habits, how has this changed your life?                      Make a timeline, using events in your life.                      How do you feel about people who are always late or people who are obsessed with being on time?                      Recall and trace where you were on November 22, 1963, the day that President John F. Kennedy was assassinated, or where were you in July, 1969, when the astronauts Neil Armstrong and Buzz Aldrin walked on the moon.</p>																	
Lesson Concepts & Contents	<p><b>WORD ANALYSIS:</b> Recognize common word ending -y</p> <p><b>VOCABULARY:</b> Infer word meanings from context clues</p> <p><b>COMPREHENSION:</b> Use context clues to predict correct responses                      Relate reading to personal experience                      Sequence words pertaining to time</p> <p><b>WRITING:</b> Form new words by adding the ending -y</p> <p><b>READING:</b> "Time"</p> <table border="0" data-bbox="526 925 1173 1074"> <tr> <td>concept</td> <td>museum</td> <td>Indians</td> <td>holidays</td> </tr> <tr> <td>likely</td> <td>object</td> <td>Southwest</td> <td>borrowed</td> </tr> <tr> <td>chat</td> <td>prompt</td> <td>strolled</td> <td>steal</td> </tr> <tr> <td>Asia</td> <td>Pueblo</td> <td>half-hour</td> <td>shortcut</td> </tr> </table>	concept	museum	Indians	holidays	likely	object	Southwest	borrowed	chat	prompt	strolled	steal	Asia	Pueblo	half-hour	shortcut	
concept	museum	Indians	holidays															
likely	object	Southwest	borrowed															
chat	prompt	strolled	steal															
Asia	Pueblo	half-hour	shortcut															
Word Patterns	<p><b>Homonyms:</b> (steal, steel)</p> <p><b>Focus on Phonics 2a:</b> 9-D adding endings (-y)</p> <p><b>Focus on Phonics 4:</b> 7-D ending -y</p>																	
Real World Reading & Writing	<p>Read an abridged or comic book form of <u>The Time Machine</u> by H. G. Wells.</p> <p>Look at a timeline of history in an encyclopedia or <u>National Geographic</u> magazine or a textbook. Does the timeline make dates and chronology more meaningful to you?</p> <p>Recreational reading</p>																	
Computer-Assisted Instruction	<p><b>SPELL IT!</b> - CHALLENGER DATA DISK - BK 4 LESSON 3</p> <p><b>TYPE TO LEARN</b></p> <p><b>HOMONYMS</b> - (steal, steel)</p> <p><b>MISSING LINKS: ENGLISH EDITOR</b></p>																	

**Book 4 Lesson 4**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 104																				
Language Experience	<i>MAGIC SLATE</i> Which insect do you most like or dislike. Describe it and tell why. Why are insects important to life?																					
Lesson Concepts & Contents	<p>WORD ANALYSIS: Divide words into syllables Recognize common word ending -y</p> <p>VOCAP LARY: Identify definitions (descriptions of terms) Complete analogies</p> <p>COMPREHENSION: Draw conclusions based on Reading Draw conclusions based on personal experience</p> <p>WRITING: Form new words by adding the ending -y Write sentence or paragraph answers to questions</p> <p>STUDY SKILLS: Use a dictionary to look up word meanings Use "intelligent guessing" to complete some exercises</p> <p>READING: "Insects"</p> <table border="0"> <tr> <td>picnics</td> <td>deserts</td> <td>feelers</td> <td>ladybug</td> </tr> <tr> <td>forests</td> <td>meadows</td> <td>degrees</td> <td>termite</td> </tr> <tr> <td>pollen</td> <td>swamps</td> <td>spider</td> <td>orange</td> </tr> <tr> <td>amount</td> <td>tiny</td> <td>butterfly</td> <td>color</td> </tr> <tr> <td>total</td> <td>mouthparts</td> <td>grasshopper</td> <td>latch</td> </tr> </table>	picnics	deserts	feelers	ladybug	forests	meadows	degrees	termite	pollen	swamps	spider	orange	amount	tiny	butterfly	color	total	mouthparts	grasshopper	latch	
picnics	deserts	feelers	ladybug																			
forests	meadows	degrees	termite																			
pollen	swamps	spider	orange																			
amount	tiny	butterfly	color																			
total	mouthparts	grasshopper	latch																			
Word Patterns	<p>Homonyms: (ant, aurt)</p> <p><u>Focus on Phonics 2a</u>: 9-D adding endings</p> <p><u>Focus on Phonics 4</u>: 7-D ending -y</p>																					
Real World Reading & Writing	<p>Examine a mounted collection of insects at the museum at U.N.L.V. What features remain most vivid in your memory?</p> <p>Examine a field manual such as <u>Peterson's Guide to Insects</u>. What impressed you most in the <u>Guide</u>?</p> <p>Call the Cooperative Extension Service to find what insects are common to Las Vegas?</p> <p>Recreational reading</p>																					
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 4 LESSON 4</p> <p><i>TYPE TO LEARN</i></p>																					

**Book 4 Lesson 5**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 105																
Language Experience	<p><i>MAGIC SLATE</i></p> <p>Describe different ways television or movies affect you.                      Tell in what ways you are a creature of habit.                      Describe an incident of how an advertisement, a picture or a movie influenced you.</p>																	
Lesson Concepts & Contents	<p>COMPREHENSION: Determine topic headings for words                      Draw conclusions based on personal experience                      Relate reading to personal experience                      Sequence events</p> <p>READING: "The Brain Sees All"</p> <table border="0" data-bbox="552 722 1331 873"> <tr> <td>per</td> <td>nevertheless</td> <td>one-fourth</td> <td>yellow</td> </tr> <tr> <td>flicker</td> <td>one-third</td> <td>unaware</td> <td>menu</td> </tr> <tr> <td>effect</td> <td>affect</td> <td>watcher</td> <td>program</td> </tr> <tr> <td>aware</td> <td>intermission</td> <td>dial</td> <td>channel</td> </tr> </table>	per	nevertheless	one-fourth	yellow	flicker	one-third	unaware	menu	effect	affect	watcher	program	aware	intermission	dial	channel	
per	nevertheless	one-fourth	yellow															
flicker	one-third	unaware	menu															
effect	affect	watcher	program															
aware	intermission	dial	channel															
Word Patterns	<p>Homonyms: (per, purr) (effect, affect)                      Write out common fractions                      Use prefix inter- to make compound words, e.g., intercollegiate</p>																	
Real World Reading & Writing	<p>In an encyclopedia article on the human <i>brain</i>, note which part of it is used for seeing, which part is used for hearing, which part for reading, and which part for solving arithmetic problems.                      Use the card catalog to look up books about Escher, such as <u>The World of M. C. Escher</u> and see how your eyes and brain react to his pictures.                      Recreational reading</p>																	
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 4 LESSON 5  <i>TYPE TO LEARN</i>  <i>ODDS AND ENDS</i> - SYLLABLES</p>																	



**Book 4 Review Lessons 1-5**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 106
Language Experience	<i>MAGIC SLATE</i>	
Lesson Concepts & Contents	<p><b>WORD ANALYSIS:</b> Recognize common word ending <b>-ing</b></p> <p><b>VOCABULARY:</b> Identify definitions (descriptions of terms) Identify synonyms Identify antonyms</p> <p><b>COMPREHENSION:</b> Classify words under topic headings Review basic factual information</p> <p><b>STUDY SKILLS:</b> Use reasoning skills: context clues, "intelligent guessing" and process of elimination to complete exercises Use dictionary to look up word meanings</p>	
Word Patterns	<p>Review exercises in <u>Focus on Phonics</u>, <u>Rx for Spelling</u>, and homonyms as listed in Lessons 1-5.</p> <p>Word Index: Lessons 1-5, p. 36</p>	
Real World Reading & Writing	Recreational reading	
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK <i>TYPE TO LEARN</i></p> <p>Review software programs suggested in Lessons 1-5: <i>SPELL IT</i> <i>SPELLING RULES</i> <i>HOMONYMS</i> <i>ODDS AND ENDS</i> - SYLLABLES <i>MASTER SPELL</i> - WORD GROUPS DATA DISK</p>	

**Book 4 Lesson 6**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 106																
Language Experience	<i>MAGIC SLATE</i> What do you feel about tanning in general and tanning salons in particular? How do you think the sun affects your health? How would you feel about moving to a cold, snowy climate?																	
Lesson Concepts & Contents	<p><b>WORD ANALYSIS:</b> Recognize common word ending <b>-ing</b></p> <p><b>VOCABULARY:</b> Infer word meanings from context clues Recall details Use context clues to predict correct responses</p> <p><b>WRITING:</b> Form new words by adding the ending <b>-ing</b></p> <p><b>STUDY SKILLS:</b> Use process of elimination in exercises</p> <p><b>READING: "The Sun"</b></p> <table border="0"> <tr> <td>process</td> <td>narrow</td> <td>offer</td> <td>compound</td> </tr> <tr> <td>skyscraper</td> <td>beam</td> <td>god</td> <td>whiskey</td> </tr> <tr> <td>receives</td> <td>rays</td> <td>prayers</td> <td>outline</td> </tr> <tr> <td>billionth</td> <td>worshipped</td> <td>worry</td> <td>sudden</td> </tr> </table>	process	narrow	offer	compound	skyscraper	beam	god	whiskey	receives	rays	prayers	outline	billionth	worshipped	worry	sudden	
process	narrow	offer	compound															
skyscraper	beam	god	whiskey															
receives	rays	prayers	outline															
billionth	worshipped	worry	sudden															
Word Patterns	Homonyms: (rays, raise, raze)																	
Real World Reading & Writing	<p>In garden books and magazines, find out how to grow tomatoes or some other plant.</p> <p>Use "Infotrac" to find information (like examples below) on these subjects:</p> <ol style="list-style-type: none"> <li>Ultraviolet Rays - (sun glasses) "Sunglass Savvy" - <u>Good Housekeeping</u>, May, 1988 - p. 110 "Shades with Staying Power" - <u>Newsweek</u>, Sept. 14, 1987 - p. 77</li> <li>Greenhouse Effect "What's Wrong with our Weather?" - <u>Reader's Digest</u>, Nov., 1988 - p. 71 "The Endless Summer?" - <u>Newsweek</u>, July 11, 1988 - p. 18</li> <li>Seasonal Affective Disorders (SAD) "Fatigue: Are You Fighting Your Internal Clock?" <u>McCall's</u>, Dec. 1987-p.144 "Shining a Light on Winter Blahs" - <u>Sports Illustrated</u>, Dec. 21, 1987 - p. 6</li> </ol> <p>Use a dictionary to find definitions of the three forms of matter: (a) solids, (b) liquids and (c) gases. Classify words such as the following: breath, coffee, toast.</p>																	
Computer-Assisted Instruction	<p><b>SPELL IT!</b> - CHALLENGER DATA DISK - BK 4 LESSON 6</p> <p><b>TYPE TO LEARN</b></p> <p><b>MISSING LINKS: ENGLISH EDITOR</b></p>																	

**Book 4 Lesson 7**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 106																				
Language Experience	<p><i>MAGIC SLATE</i></p> <p>What can happen to children when we don't take time to answer their questions? What kinds of things are you curious about now and how does this compare to when you were a child?</p> <p>Write about what you think is one of the greatest inventions and tell why you feel this way.</p>																					
Lesson Concepts & Contents	<p>WORD ANALYSIS: Divide words into syllables Form compound words</p> <p>VOCABULARY: Complete analogies</p> <p>COMPREHENSION: Draw conclusions based on reading</p> <p>STUDY SKILLS: Use process of elimination to assist in exercises</p> <p>READING: "Thomas Edison"</p> <table border="0"> <tr> <td>Thomas Edison</td> <td>medicine</td> <td>entire</td> <td>baggage</td> </tr> <tr> <td>results</td> <td>Michigan</td> <td>Port Huron</td> <td>deaf</td> </tr> <tr> <td>Ohio</td> <td>overheard</td> <td>conduct</td> <td>deafness</td> </tr> <tr> <td>Al</td> <td>inspect</td> <td>conductor</td> <td>inventor</td> </tr> <tr> <td>balloons</td> <td>inspector</td> <td>chemicals</td> <td>inventions</td> </tr> </table>	Thomas Edison	medicine	entire	baggage	results	Michigan	Port Huron	deaf	Ohio	overheard	conduct	deafness	Al	inspect	conductor	inventor	balloons	inspector	chemicals	inventions	
Thomas Edison	medicine	entire	baggage																			
results	Michigan	Port Huron	deaf																			
Ohio	overheard	conduct	deafness																			
Al	inspect	conductor	inventor																			
balloons	inspector	chemicals	inventions																			
Word Patterns	Match the postal abbreviations of the fifty states with the names																					
Real World Reading & Writing	<p>Read a biography of the life of Thomas Alva Edison.</p> <p>Look at a Braille book in the library, if you have never seen one.</p> <p>Skim an encyclopedia article on some of the following men and tell what they invented:</p> <table border="0"> <tr> <td>Thomas Crapper</td> <td>Alexander Graham Bell</td> <td>Robert Fulton</td> </tr> <tr> <td>Charles Babbage</td> <td>James Watt</td> <td>Robert Goddard</td> </tr> <tr> <td>Wright Brothers</td> <td>Benjamin Franklin</td> <td>Johann Guttenberg</td> </tr> <tr> <td>Samuel Morse</td> <td>Charles Goodyear</td> <td></td> </tr> </table> <p>Recreational reading</p>	Thomas Crapper	Alexander Graham Bell	Robert Fulton	Charles Babbage	James Watt	Robert Goddard	Wright Brothers	Benjamin Franklin	Johann Guttenberg	Samuel Morse	Charles Goodyear										
Thomas Crapper	Alexander Graham Bell	Robert Fulton																				
Charles Babbage	James Watt	Robert Goddard																				
Wright Brothers	Benjamin Franklin	Johann Guttenberg																				
Samuel Morse	Charles Goodyear																					
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 4 LESSON 7</p> <p><i>TYPE TO LEARN</i></p> <p><i>GEOGRAPHY</i> - Postal Abbreviations</p>																					



**Book 4 Lesson 8**

Teacher's Manual - p. 106-107

METHOD	SUGGESTED ACTIVITIES																				
Language Experience	<p><i>MAGIC SLATF</i></p> <p>Describe : fanciest dining experience you've ever had.                      With the popularity of junk food, do you think we're returning to the habits of the cave man? Why or why not?                      Describe a dining experience where you haven't used a knife, fork or spoon.</p>																				
Lesson Concepts & Contents	<p>WORD ANALYSIS: Recognize singular and plural forms</p> <p>COMPREHENSION: Locate specific information                      Infer information from the Reading                      Use context clues to predict correct responses                      Draw conclusions based on personal experience                      Relate reading to personal experience</p> <p>WRITING: Change f to v to form plurals</p> <p>READING: "Knives, Forks, and Spoons"</p> <table border="0"> <tr> <td>cavemen</td> <td>item</td> <td>soupspoon</td> <td>cranberry</td> </tr> <tr> <td>crudely</td> <td>widely</td> <td>Johnson</td> <td>hamburgers</td> </tr> <tr> <td>Italy</td> <td>diagram</td> <td>they've</td> <td>apple</td> </tr> <tr> <td>dining</td> <td>American</td> <td>turkey</td> <td>...</td> </tr> <tr> <td>prongs</td> <td>salad</td> <td>berry</td> <td>lying</td> </tr> </table>	cavemen	item	soupspoon	cranberry	crudely	widely	Johnson	hamburgers	Italy	diagram	they've	apple	dining	American	turkey	...	prongs	salad	berry	lying
cavemen	item	soupspoon	cranberry																		
crudely	widely	Johnson	hamburgers																		
Italy	diagram	they've	apple																		
dining	American	turkey	...																		
prongs	salad	berry	lying																		
Word Patterns	Rx for Spelling "Plurals and Verbs"																				
Real World Reading & Writing	<p>Read a chapter about place settings from a book on dining etiquette, such as <u>The New Emily Post's Etiquette</u>.</p> <p>Recreational reading</p>																				
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 4 LESSON 8</p> <p><i>TYPE TO LEARN</i></p> <p><i>GRAMMAR GREMLINS</i> - Capitalization - Level 1 and Level 2</p> <p><i>SPELLING RULES</i> - 2. Making plurals and third person singular verbs</p> <p><i>MASTE" SPELL</i> - WORD GROUPS DATA DISK - Side 2 - #10, Pizza                      Side 2 - #15, Restaurant</p> <p><i>MISSING LINKS</i> - ENGLISH EDITOR</p>																				

**Book 4 Lesson 9**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 107																
Language Experience	<p><i>MAGIC SLATE</i></p> <p>Describe what mealtimes are like at your house.                      Describe your childhood memories of eating and what your parents said to you about your table manners.                      What dishes or foods that you enjoy are difficult to eat while maintaining good table manners?</p>																	
Lesson Concepts & Contents	<p>WORD ANALYSIS: Recognize singular and plural forms                      VOCABULARY: Complete word associations                      COMPREHENSION: Relate reading to personal experience                      Determine sequence of events</p> <p>READING: "Manners"</p> <table border="0" data-bbox="608 751 1340 877"> <tr> <td>manners</td> <td>swallow</td> <td>milkshake</td> <td>bubbles</td> </tr> <tr> <td>pockets</td> <td>wind</td> <td>release</td> <td>swirl</td> </tr> <tr> <td>pretend</td> <td>bottom</td> <td>squished</td> <td>strawberry</td> </tr> <tr> <td>tongue</td> <td>dashboard</td> <td>waitress</td> <td>ill-mannered</td> </tr> </table>	manners	swallow	milkshake	bubbles	pockets	wind	release	swirl	pretend	bottom	squished	strawberry	tongue	dashboard	waitress	ill-mannered	
manners	swallow	milkshake	bubbles															
pockets	wind	release	swirl															
pretend	bottom	squished	strawberry															
tongue	dashboard	waitress	ill-mannered															
Word Patterns	<p><u>Rx for Spelling</u> "Plurals and Verbs" (3rd person singular)</p>																	
Real World Reading & Writing	<p>Read about table manners in a society different from yours (e.g., China, Saudi Arabia). How do these differ from yours and how are they alike?                      Read a chapter about table manners in a book on etiquette, such as <u>Amy Vanderbilt's Etiquette</u>. Were you surprised by anything you read?                      Read a humorous account of manners in a book such as <u>The Best of Robert Benchley</u>.                      Recreational reading</p>																	
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 4 LESSON 9  <i>TYPE TO LEARN</i>  <i>GRAMMAR GREMLINS</i> - Capitalization - Level 3 and Level 4  <i>SPELLING RULES</i> - 2. Making plurals and 3rd person singular verbs</p>																	

**Book 4 Lesson 10**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 107-108
Language Experience	<i>MAGIC SLATE</i> What do you think about flying saucers or other UFO's? Discuss why the term "UFO" has replaced the term "flying saucer" in the vocabularies of so many people?	
Lesson Concepts & Contents	VOCABULARY: Identify definitions (descriptions of terms) Review multiple meanings and pronunciations COMPREHENSION: Locate specific information  READING: "Flying Saucers" A.M.            immense            hailstones            belief upward        reflected            connected            planet disc            meteor                continue            view movement     meteorite            Santa Claus        atmosphere	
Word Patterns	Think of five words with multiple meanings and/or pronunciations, e.g., ob'ject, ob-ject'.	
Real World Reading & Writing	Read <u>E.T.: The Extra-Terrestrial</u> . Watch <u>Close Encounters of the Third Kind</u> or <u>The Day the Earth Stood Still</u> on videotape. Critique the one you watch. Recreational reading	
Computer-Assisted Instruction	<i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 4 LESSON 10 <i>TYPE TO LEARN</i>	

**Book 4 Review Lessons 1-10**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 108
Language Experience	<i>MAGIC SLATE</i>	
Lesson Concepts & Contents	PHONICS: Recognize sound for -le WORD ANALYSIS: Combine syllables to form words VOCABULARY: Identify synonyms Identify antonyms WRITING: Capitalize words appropriately Spell words with greater accuracy	
Word Patterns	Review Word Index: Lessons 1-10, p. 65	
Real World Reading & Writing	Recreational reading	
Computer-Assisted Instruction	<i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 4 <i>TYPE TO LEARN</i>	

**Book 4 Lesson 11**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 108																
Language Experience	<i>MAGIC SLATE</i> Describe the person you would like to be. Tell about your greatest skills and traits. Describe yourself as your friends, employers and teachers see you.																	
Lesson Concepts & Contents	<p>PHONICS: Identify silent letters</p> <p>WORD ANALYSIS: Recognize common word endings -er, -est</p> <p>VOCABULARY: Infer word meanings from context clues Complete double crostic</p> <p>COMPREHENSION: Locate specific information Draw conclusions based on Reading Relate reading to personal experience Responding to True/False statements</p> <p>WRITING: Spell words with greater accuracy Change y to i before adding -er, -est</p> <p>READING: "Accepting Who You Are"</p> <table border="0"> <tr> <td>friendship</td> <td>statements</td> <td>M. D.</td> <td>loneliness</td> </tr> <tr> <td>accepting</td> <td>truly</td> <td>battleship</td> <td>agreement</td> </tr> <tr> <td>high-priced</td> <td>fever</td> <td>basement</td> <td>disagreement</td> </tr> <tr> <td>therefore</td> <td>growth</td> <td>laziness</td> <td>innings</td> </tr> </table>	friendship	statements	M. D.	loneliness	accepting	truly	battleship	agreement	high-priced	fever	basement	disagreement	therefore	growth	laziness	innings	
friendship	statements	M. D.	loneliness															
accepting	truly	battleship	agreement															
high-priced	fever	basement	disagreement															
therefore	growth	laziness	innings															
Word Patterns	<p>Homonyms: (accepting, excepting)</p> <p><u>Rx for Spelling</u> "Adding Suffixes Beginning with Consonants"</p> <p><u>Rx for Spelling</u> "Adding Suffixes Beginning with Vowels"</p>																	
Real World Reading & Writing	<p>Use InfoTrac to locate an article on one or more of these subjects:</p> <ol style="list-style-type: none"> <li>Horoscopes and astrology: e.g., "How much can your horoscope really tell you?" <i>Ebony</i>, April, 1986, p.74</li> <li>Personality assessment: e.g., "What your favorite color tells about you," Dorothee L. Mella, <i>Good Housekeeping</i>, Oct., 1988, p. 140.</li> <li>Identity (psychology): e.g., "Who gave them their dream?" (women achievers), Natalie Gittelson, <i>McCalls</i>, Nov., 1985, p 62.</li> </ol> <p>Read <u>The Time Trap</u> by Thomas A. Harris.</p> <p>Read <u>I'm OK, You're OK</u> by Peter H. Barnett.</p> <p>Recreational reading</p>																	
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 4 LESSON 11</p> <p><i>TYPE TO LEARN</i></p> <p><i>MISSING LINKS: ENGLISH EDITOR</i></p> <p><i>SPELLING RULES:</i> - 4 - Adding suffixes beginning with consonants 5 - Adding suffixes beginning with vowels</p>																	

**Book 4 Lesson 12**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual p. 108-109
Language Experience	<i>MAGIC SLATE</i> Could a "holocaust" ever happen in the United States? Why did many Germans at the end of World War II refuse to accept what happened in the concentration camps? Why is propaganda so scary?	
Lesson Concepts & Contents	PHONICS: Distinguish sounds for g WORD ANALYSIS: Recognize common word beginnings VOCABULARY: Identify synonyms Identify antonyms COMPREHENSION: Use context clues to predict correct responses Draw conclusions based on Reading STUDY SKILLS: Increase concentration  READING: "Anne Frank: Part I" Frank Amsterdam diary shred German Holland North Pole cattle office Jewish heaps escape officer Adolf Hitler depressing radio attic World War II dozen perhaps	
Word Patterns	Minimal Pairs: diary, dairy	
Real World Reading & Writing	See a play or movie on Anne Frank. Read an encyclopedia article on <i>Anti-Semitism</i> or the <i>Rise of Nazism</i> . Find out what the Ku Klux Klan stands for. Use InfoTrac to find a recent article on National Socialism - aims and objectives, such as: "Skinheads on the rampage: terror tactics by neo-Nazi youths in California" George Hackett, <i>Newsweek</i> , Sept. 7, 1987, p. 22. "Order in court: neo-Nazis on trial" Frank Trippett, <i>Time</i> , Sept. 23, 1985, p. 32. Begin or add to your personal journal. Recreational reading	
Computer-Assisted Instruction	<i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 4 LESSON 12 <i>TYPE TO LEARN</i>	

**Book 4 Lesson 1**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 109																				
Language Experience	<p><i>MAGIC SLATE</i></p> <p>After all these years why has <u>Anne Frank: The Diary of a Young Girl</u> remained such popular reading? If appropriate, describe a situation you have witnessed where prejudice or harassment was evident.</p>																					
Lesson Concepts & Contents	<p>WORD ANALYSIS: Use syllabication to decode words</p> <p>VOCABULARY: Infer word meanings from context clues</p> <p>COMPREHENSION: Recall details Infer information from the Reading Relate reading to personal experience</p> <p>READING: "Anne Frank: Part II"</p> <table style="margin-left: 40px;"> <tr> <td>mustn't</td> <td>Peter</td> <td>thunder</td> <td>Poland</td> </tr> <tr> <td>kindness</td> <td>freely</td> <td>heavens</td> <td>Japan</td> </tr> <tr> <td>kindhearted</td> <td>ideals</td> <td>terrible</td> <td>Germany</td> </tr> <tr> <td>selfish</td> <td>foolish</td> <td>history</td> <td>Pearl Harbor</td> </tr> <tr> <td>nature</td> <td>wilderness</td> <td>attacked</td> <td>Hawaii</td> </tr> </table>	mustn't	Peter	thunder	Poland	kindness	freely	heavens	Japan	kindhearted	ideals	terrible	Germany	selfish	foolish	history	Pearl Harbor	nature	wilderness	attacked	Hawaii	
mustn't	Peter	thunder	Poland																			
kindness	freely	heavens	Japan																			
kindhearted	ideals	terrible	Germany																			
selfish	foolish	history	Pearl Harbor																			
nature	wilderness	attacked	Hawaii																			
Word Patterns	Name ten nations and the nationality of its people, e.g., France, French.																					
Real World Reading & Writing	<p>Read an encyclopedia article on <u>Nazi Germany</u> or <u>Adolph Hitler</u>.</p> <p>Read an encyclopedia article on <u>Jews</u>. Who were some Jewish persons who contributed to society and what were their contributions?</p> <p>Read <u>The Diary of Anne Frank</u>.</p> <p>Read a book such as the abridged version of <u>Two Years Before the Mast</u>, a book based on the journals of William Henry Dana.</p> <p>Recreational reading</p>																					
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 4 LESSON 13</p> <p><i>TYPE TO LEARN</i></p> <p><i>MISSING LINKS: ENGLISH EDITOR</i></p> <p><i>GEOGRAPHY</i></p>																					

**Book 4 Lesson 14**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 109																				
Language Experience	<p><i>MAGIC SLATE</i></p> <p>If you've ever been on a camel, describe your ride.</p> <p>"A camel is a horse put together by a committee." What does this mean to you?</p> <p>What animals other than the camel provide transportation to human beings?</p>																					
Lesson Concepts & Contents	<p>PHONICS: Identify long and short vowel sounds</p> <p>WORD ANALYSIS: Divide words into syllables</p> <p>Form compound words</p> <p>VOCABULARY: Identify definitions (descriptions of terms)</p> <p>COMPREHENSION: Recall details</p> <p>SPELLING: Spell words with greater accuracy</p> <p>READING: "The Ship of the Desert"</p> <table border="0" data-bbox="603 733 1410 899"> <tr> <td>camel</td> <td>clumsy</td> <td>trait</td> <td>shrubs</td> </tr> <tr> <td>Africa</td> <td>hump</td> <td>protected</td> <td>blankets</td> </tr> <tr> <td>cargo</td> <td>humpbacked</td> <td>overhanging</td> <td>produce</td> </tr> <tr> <td>Texas</td> <td>stupid</td> <td>lashes</td> <td>full-grown</td> </tr> <tr> <td>shag /</td> <td>among</td> <td>nostrils</td> <td>curdle</td> </tr> </table>	camel	clumsy	trait	shrubs	Africa	hump	protected	blankets	cargo	humpbacked	overhanging	produce	Texas	stupid	lashes	full-grown	shag /	among	nostrils	curdle	
camel	clumsy	trait	shrubs																			
Africa	hump	protected	blankets																			
cargo	humpbacked	overhanging	produce																			
Texas	stupid	lashes	full-grown																			
shag /	among	nostrils	curdle																			
Word Patterns	<p>List as many compound words as you can that combine an animal with another word, e.g., birdhouse.</p>																					
Real World Reading & Writing	<p>See the video movie <u>Hawmps!</u> and write your opinion of it.</p> <p>Visit the Southern Nevada Zoological Park, 175 N. Rancho Drive. While there, observe a camel's behavior and write a description of it.</p> <p>Read an encyclopedia article on the <i>camel</i>.</p> <p>Read an article from <u>National Geographic</u> or some other source on camels.</p> <p>Recreational reading</p>																					
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 4 LESSON 14</p> <p><i>TYPE TO LEARN</i></p>																					



**Book 4 Lesson 15**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 110																
Language Experience	<i>MAGIC SLATE</i> If you are left-handed, describe what it's like to live in a right-handed world. Many writings say that left-handed persons are very creative and that they are often very artistic and musical. What is your reaction to this?																	
Lesson Concepts & Contents	<p><b>WORD ANALYSIS:</b> Recognize singular and plural forms</p> <p><b>VOCABULARY:</b> Identify definitions (meaning of terms) Learn or review idiomatic expressions (common sayings)</p> <p><b>COMPREHENSION:</b> Group words appropriately when reading orally Infer information from the Reading</p> <p><b>READING:</b> "Some Facts about Southpaws"</p> <table border="0"> <tr> <td>southpaws</td> <td>patterns</td> <td>hookers</td> <td>handicapped</td> </tr> <tr> <td>culture</td> <td>flints</td> <td>uncommon</td> <td>bicycle</td> </tr> <tr> <td>left-handed</td> <td>regarded</td> <td>lob</td> <td>handle</td> </tr> <tr> <td>right-handed</td> <td>students</td> <td>misfit</td> <td>farewell</td> </tr> </table>	southpaws	patterns	hookers	handicapped	culture	flints	uncommon	bicycle	left-handed	regarded	lob	handle	right-handed	students	misfit	farewell	
southpaws	patterns	hookers	handicapped															
culture	flints	uncommon	bicycle															
left-handed	regarded	lob	handle															
right-handed	students	misfit	farewell															
Word Patterns	Make a list of words using these prefixes: bi-, un-, mis-																	
Real World Reading & Writing	<p>Read a biography on either Gerald Ford or George Bush, presidents who are left-handed.</p> <p>Read an encyclopedia article about the functions of the right side of the brain.</p> <p>Read an encyclopedia article on <i>left-handedness</i>.</p> <p>Recreational reading</p>																	
Computer-Assisted Instruction	<i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 4 LESSON 15 <i>TYPE TO LEARN</i>																	

**Book 4 Rev**      **Lessons 1 - 15**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 110
Language Experience	<i>MAGIC SLATE</i>	
Lesson Concepts & Contents	<p>VOCABULARY: Infer word meanings from context clues</p> <p>STUDY SKILLS: Use "intelligent guessing" to complete exercises</p> <p>COMPREHENSION: Use context clues to predict correct responses Review basic factual information</p> <p>WRITING: Unscramble words</p>	
Word Patterns	Review Word Index: Lessons 1-15, pp. 98-99	
Real World Reading & Writing	Recreational reading	
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 4</p> <p><i>TYPE TO LEARN</i></p>	

**Book 4 Lesson 16**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 110																
Language Experience	<i>MAGIC SLATE</i> If your religious faith helps you to face death, explain how. Describe your reactions to losing a loved one. How do you feel about hunting, fishing or animal rights (bullfighting)? Describe your feelings on losing a pet.																	
Lesson Concepts & Contents	<p><b>WORD ANALYSIS:</b> Compound words</p> <p><b>COMPREHENSION:</b> Sequence events in the Reading Infer information from the Reading</p> <p><b>WRITING:</b> Form new words by adding -ly to words Words ending in y - Change y to i before adding -ly</p> <p><b>READING:</b> "Some Thoughts about Dying"</p> <table style="width: 100%; border: none;"> <tr> <td>dying</td> <td>differently</td> <td>hormones</td> <td>despite</td> </tr> <tr> <td>aside</td> <td>backyard</td> <td>opium</td> <td>distress</td> </tr> <tr> <td>details</td> <td>blight</td> <td>prove</td> <td>fully</td> </tr> <tr> <td>step-by-step</td> <td>wince</td> <td>accident</td> <td>be..eath</td> </tr> </table>	dying	differently	hormones	despite	aside	backyard	opium	distress	details	blight	prove	fully	step-by-step	wince	accident	be..eath	
dying	differently	hormones	despite															
aside	backyard	opium	distress															
details	blight	prove	fully															
step-by-step	wince	accident	be..eath															
Word Patterns	<p><u>Rx for Spelling</u> - "Adding Suffixes Beginning with Consonants"</p> <ol style="list-style-type: none"> <li>1. The -ly ending</li> <li>2. The -ly ending</li> <li>3. Words ending in y</li> </ol> <p>Homonyms: (dying, dyeing)</p>																	
Real World Reading & Writing	<p>See the video movie <u>Cocoon</u> and decide if you would go on the trip.</p> <p>In the <u>Occupational Outlook Handbook</u> read about the work of a mortician.</p> <p>In Elizabeth Kubler-Ross's book <u>On Death and Dying</u>, find and read the steps in accepting death.</p> <p>Recreational reading</p>																	
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 4 LESSON 16</p> <p><i>TYPE TO LEARN</i></p> <p><i>SPELLING RULES</i> - 3 - Adding suffixes beginning with consonants</p> <ol style="list-style-type: none"> <li>2 - The -ly ending</li> <li>3 - Words ending in y</li> </ol>																	

**Book 4 Lesson 17**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 111																								
Language Experience	<p><i>MAGIC SLATE</i></p> <p>Why do you think that many Americans ate heavier meals in "Diamond Jim" Brady's time than they do today?</p> <p>Why would you or would you not like to "go down eating" the way in which "Diamond Jim" did?</p> <p>What foods bring out the glutton in you?</p>																									
Lesson Concepts & Contents	<p>WORD ANALYSIS: Combine syllables to form words Recognize common word ending: -ful</p> <p>VOCABULARY: Identify definitions (descriptions of terms) Learn/review idiomatic expressions (common sayings)</p> <p>COMPREHENSION: Locate specific information Use context clues to predict correct responses Relate reading to personal experience</p> <p>WRITING: Write sentence or paragraph answers to questions</p> <p>READING: "The Number One Eater in America"</p> <table border="0"> <tr> <td>cater</td> <td>muffins</td> <td>soda</td> <td>restaurant</td> </tr> <tr> <td>James B. Brady</td> <td>midmorning</td> <td>bartender</td> <td>customers</td> </tr> <tr> <td>bellhop</td> <td>oysters</td> <td>turtle</td> <td>P.M.</td> </tr> <tr> <td>"Diamond Jim"</td> <td>crabs</td> <td>vegetables</td> <td>champagne</td> </tr> <tr> <td>collector</td> <td>lobsters</td> <td>ma'am</td> <td>hospital</td> </tr> <tr> <td>jewelry</td> <td>bottles</td> <td>stomach</td> <td>Atlantic City</td> </tr> </table>	cater	muffins	soda	restaurant	James B. Brady	midmorning	bartender	customers	bellhop	oysters	turtle	P.M.	"Diamond Jim"	crabs	vegetables	champagne	collector	lobsters	ma'am	hospital	jewelry	bottles	stomach	Atlantic City	
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collector	lobsters	ma'am	hospital																							
jewelry	bottles	stomach	Atlantic City																							
Word Patterns	<p>List words that end in -or that represent doers, e.g., actor, doctor</p> <p>List five words ending in -ful.</p>																									
Real World Reading & Writing	<p>In an historical book on menus and recipes, such as Catherine Esther Beecher's book, <u>Miss Beecher's Housekeeper and Health-keeper: containing five hundred recipes for healthful cooking</u>, see how people ate at the turn of the twentieth century as compared to now.</p> <p>See which foods have the highest number of calories and/or cholesterol from a <u>Weight Watcher's Magazine</u> or a book on nutrition. See how this compares to "Diamond Jim's" diet of oysters, crabs, lobsters, etc.</p> <p>Look up "anorexia" and "bulimia" in a dictionary. What do they mean? Why are females more susceptible to this than males?</p> <p>Recreational reading</p>																									
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 4 LESSON 17</p> <p><i>TYPE TO LEARN</i></p> <p><i>ASTER SPELL</i> - WORD GROUPS DATA DISK - Side 1 - #9, Vegetables</p> <p><i>MISSING LINKS: ENGLISH EDITOR</i></p>																									

**Book 4 Lesson 18**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 111																				
Language Experience	<i>MAGIC SLATE</i> How are potatoes preserved better today than they were in the 1840's? Name five foods made with potatoes that illustrate this. How and when did your ancestors come to the United States? If you were born in another country, how did you come to the U.S.?																					
Lesson Concepts & Contents	WORD ANALYSIS: Recognize common word ending -less VOCABULARY: Complete word associations COMPREHENSION: Infer information from the Reading  READING: "The Great Hunger" <table style="margin-left: 40px; border: none;"> <tr> <td>hunger</td> <td>spade</td> <td>cabbage</td> <td>island</td> </tr> <tr> <td>Ireland</td> <td>dangerous</td> <td>suffered</td> <td>grandchildren</td> </tr> <tr> <td>hardship</td> <td>clearly</td> <td>flee</td> <td>conditions</td> </tr> <tr> <td>country</td> <td>stank</td> <td>Irish</td> <td>mountains</td> </tr> <tr> <td>acre</td> <td>faintly</td> <td>fled</td> <td>New Hampshire</td> </tr> </table>	hunger	spade	cabbage	island	Ireland	dangerous	suffered	grandchildren	hardship	clearly	flee	conditions	country	stank	Irish	mountains	acre	faintly	fled	New Hampshire	
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hardship	clearly	flee	conditions																			
country	stank	Irish	mountains																			
acre	faintly	fled	New Hampshire																			
Word Patterns	Homonyms: (flee, flea) (spade, spayed) List five words ending in -less.																					
Real World Reading & Writing	Locate a list of agencies in our community who feed the hungry and poor. The telephone directory could be a source of such listing. Name five Irish Americans who made important contributions to society. In an encyclopedia find specific contributions that they made. Read the book, <u>The Irish in America</u> by James E. Johnson. Read an encyclopedia article on the <i>potato</i> and list five countries (or U.S. states) that are leading producers of potatoes. In the <u>World Almanac</u> find the five countries from which most U.S. citizens' ancestors migrated. Recreational reading																					
Computer-Assisted Instruction	<i>SPELL IT!</i> - CHALLENGER DATA DISK - <i>TYPE TO LEARN</i> <i>MASTER SPELL</i> - WORD GROUPS DATA DISK	LESSON 18 Side 2 - #9, Kitchen Side 2 - #13, Grocery																				

**Book 4 Lesson 19**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 111-112																				
Language Experience	<p><i>MAGIC SLATE</i></p> <p>How long do you take to eat each meal? Does this give you enough time to digest your food at each meal?</p> <p>Recall several foods that made you ill. Why do you suppose this happened?</p> <p>What family traditions or old wives' tales helped your digestion?</p>																					
Lesson Concepts & Contents	<p>VOCABULARY: Identify definitions (descriptions of terms)</p> <p>COMPREHENSION: Draw conclusions based on Reading</p> <p>Determine cause and effect relationships</p> <p>Learn/review basic factual information</p> <p>READING: "Digestion"</p> <table border="0" data-bbox="595 693 1379 871"> <tr> <td>digestion</td> <td>layers</td> <td>semi-liquid</td> <td>bacteria</td> </tr> <tr> <td>energy</td> <td>greatly</td> <td>intestine</td> <td>poisons</td> </tr> <tr> <td>worn-out</td> <td>muscles</td> <td>adult</td> <td>murderer</td> </tr> <tr> <td>digestive</td> <td>digest</td> <td>pancreas</td> <td>husband</td> </tr> <tr> <td>saliva</td> <td>churned</td> <td>liver</td> <td>nag</td> </tr> </table>	digestion	layers	semi-liquid	bacteria	energy	greatly	intestine	poisons	worn-out	muscles	adult	murderer	digestive	digest	pancreas	husband	saliva	churned	liver	nag	
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worn-out	muscles	adult	murderer																			
digestive	digest	pancreas	husband																			
saliva	churned	liver	nag																			
Word Patterns	<p>Homonyms: (worn, warn) (great, grate)</p> <p>List five words that have multiple meanings and/or pronunciations, e.g., di'gest, di-gest'.</p> <p>List three medical terms having the suffix -ectomy and three with the suffix -itis.</p>																					
Real World Reading & Writing	<p>In an encyclopedia article on <i>food</i> read about the eating habits of people in China, France and the U.S.S.R.. How do their eating habits compare with ours?</p> <p>Look up <i>disease</i> in an encyclopedia and read about those diseases that attack the stomach, intestines or liver.</p> <p>Recreational reading</p>																					
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 4 LESSON 19</p> <p><i>TYPE TO LEARN</i></p>																					

**Book 4 Lesson 20**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 112																
Language Experience	<p><i>MAGIC SLATE</i></p> <p>What modern day scams do you know of?</p> <p>How does sharing with other persons make you feel better than when you work by yourself?</p> <p>What contributions made by friends have helped you enjoy more in your personal life?</p> <p>What advantages do you see in joining a union?</p> <p>What ways do you know to stretch food?</p> <p>How could you help feed and clothe the hungry and the poor?</p>																	
Lesson Concepts & Contents	<p><b>VOCABULARY:</b> Identify definitions (descriptions of terms) Distinguish between synonyms and antonyms</p> <p><b>COMPREHENSION:</b> Infer information from the Reading Draw conclusions based on the Reading Relate reading to personal experience Locate/infer information from a menu</p> <p><b>READING: "Nail Soup"</b></p> <table border="0" data-bbox="483 872 1254 1021"> <tr> <td>washtub</td> <td>beggars</td> <td>delicious</td> <td>strength</td> </tr> <tr> <td>ragged</td> <td>bucket</td> <td>thicken</td> <td>onions</td> </tr> <tr> <td>Granny</td> <td>magic</td> <td>several</td> <td>here's</td> </tr> <tr> <td>cheerfully</td> <td>bacon</td> <td>pocketknife</td> <td>Martha</td> </tr> </table>	washtub	beggars	delicious	strength	ragged	bucket	thicken	onions	Granny	magic	several	here's	cheerfully	bacon	pocketknife	Martha	
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ragged	bucket	thicken	onions															
Granny	magic	several	here's															
cheerfully	bacon	pocketknife	Martha															
Word Patterns	List synonyms or antonyms for words used in this lesson.																	
Real World Reading & Writing	<p>Read an encyclopedia article on <i>cooperatives</i>.</p> <p>Read an abridged version of <u>Robin Hood</u>. Do you agree with his way of giving to the poor?</p> <p>In an encyclopedia read an article on <i>labor unions</i>.</p> <p>If you have a child, read her <u>Stone Soup</u>.</p> <p>Read <u>The Roaring Twenties and the Great Depression</u>.</p> <p>Recreational reading</p>																	
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 4 LESSON 20</p> <p><i>TYPE TO LEARN</i></p>																	

**Book 4 Review: Lessons 1 - 20**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p.
Language Experience	<i>MAGIC SLATE</i>	
Lesson Concepts & Contents	<p>WORD ANALYSIS: Divide words into syllables</p> <p>VOCABULARY: Complete word associations</p> <p>COMPREHENSION: Infer word meanings from context clues</p> <p>Review basic factual information</p>	
Word Patterns		
Real World Reading & Writing	Recreational reading	
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 4</p> <p><i>TYPE TO LEARN</i></p>	



**Book 5 Lesson 1**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 116-117																																
Language Experience	<i>MAGIC SLATE</i> Describe an experience with an insurance company. How do you feel about people trying to get money from an insurance company when they really aren't hurt? What does this do to insurance rates? If you were to receive money unexpectedly, how would you use it? How might it change your life? Describe any insurance or casualty compensation you've ever received. How satisfying was this to you?																																	
Lesson Concepts & Contents	<p>PHONICS: Recognize long and short vowel sounds</p> <p>WORD ANALYSIS: Form compound words</p> <p>VOCABULARY: Identify definition (descriptions of terms) Complete word associations</p> <p>COMPREHENSION: Recall Details Identify cause and effect relationships</p> <p>LITERARY UNDERSTANDING: Identify/infer narrator</p> <p>WRITING: Use a dictionary to look up word meanings</p> <p>CHART: Review of Long and Short Vowels</p> <table border="0"> <tr> <td>a</td> <td>daze, haze, hazy, mane, gape</td> <td>a</td> <td>taxi, ban, vast, rap, gap</td> </tr> <tr> <td>e</td> <td>equal, equally, zebra, decoy, reorder, he's</td> <td>e</td> <td>pencil, wept, vent, vet, veteran, veterinarian</td> </tr> <tr> <td>i</td> <td>Nile, rind, lion, license, arise</td> <td>i</td> <td>quiz, wick, inner, jig, jiggle</td> </tr> <tr> <td>o</td> <td>solo, obey, disobey, yoke, arose</td> <td>o</td> <td>odds, bother, bonnet, cotton, contest</td> </tr> <tr> <td>u</td> <td>ruby, Susan, humor, humorous, humid</td> <td>u</td> <td>mutt, fuzz, cuss, custard, mustard</td> </tr> </table> <p>READING: "How Grandpa Came into Money"</p> <table border="0"> <tr> <td>grandpa</td> <td>train wreck</td> <td>castor oil</td> <td>welcome</td> </tr> <tr> <td>somewhere</td> <td>meantime</td> <td>carefully</td> <td>granddaughter</td> </tr> <tr> <td>earnings</td> <td>stretchers</td> <td>insurance</td> <td>following</td> </tr> </table>	a	daze, haze, hazy, mane, gape	a	taxi, ban, vast, rap, gap	e	equal, equally, zebra, decoy, reorder, he's	e	pencil, wept, vent, vet, veteran, veterinarian	i	Nile, rind, lion, license, arise	i	quiz, wick, inner, jig, jiggle	o	solo, obey, disobey, yoke, arose	o	odds, bother, bonnet, cotton, contest	u	ruby, Susan, humor, humorous, humid	u	mutt, fuzz, cuss, custard, mustard	grandpa	train wreck	castor oil	welcome	somewhere	meantime	carefully	granddaughter	earnings	stretchers	insurance	following	
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Word Patterns	Minimal Pairs: man / mane, gap / gape, rap / rape Homonyms: (daze, days) (mane, main) (yoke, yolk)																																	
Real World Reading & Writing	Read <u>Insure Yourself: A Guide to Insurance</u> by Sarah Snyder. Examine the workman's compensation and health benefits program provided by your employer. Recreational reading																																	
Computer-Assisted Instruction	<i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 5 LESSON 1 <i>TYPE TO LEARN</i>																																	

**Book 5 Lesson 2**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 117																																																																		
Language Experience	<p><i>MAGIC SLATE</i></p> <p>What makes you happy?</p> <p>React to the saying, "Money can't buy happiness."</p> <p>Why are many people not satisfied with what they have?</p> <p>Relate an instance of too much of a good thing.</p> <p>If you had one wish, what would it be?</p>																																																																			
Lesson Concepts & Contents	<p><b>PHONICS:</b> Recognize sounds for consonant blends Recognize sounds for digraphs</p> <p><b>VOCABULARY:</b> Identify synonyms</p> <p><b>CHART:</b> Review of Consonant Blends and Digraphs: Part 1</p> <table border="1"> <thead> <tr> <th colspan="2">ch</th> <th colspan="2">sh</th> <th colspan="2">st</th> </tr> </thead> <tbody> <tr> <td>champ</td> <td>ranch</td> <td>sh!</td> <td>marsh</td> <td>stab</td> <td>crest</td> </tr> <tr> <td>chant</td> <td>beech</td> <td>shall</td> <td>marshy</td> <td>stack</td> <td>yeast</td> </tr> <tr> <td>chap</td> <td>stench</td> <td>shoe</td> <td>marshmallow</td> <td>stag</td> <td>roost</td> </tr> <tr> <td>chapel</td> <td>clinch</td> <td>shed</td> <td>slash</td> <td>stagger</td> <td>rooster</td> </tr> <tr> <td>cherry</td> <td>hitch</td> <td>shabby</td> <td>slosh</td> <td>steepie</td> <td>host</td> </tr> <tr> <td>chock</td> <td>hutch</td> <td>shipshape</td> <td>galoshes</td> <td>stiff</td> <td>ghost</td> </tr> <tr> <td>childish</td> <td>snitch</td> <td>shiver</td> <td>wishbone</td> <td>stole</td> <td>outburst</td> </tr> <tr> <td>chuckle</td> <td>torch</td> <td>shudder</td> <td>wishy-washy</td> <td>stub</td> <td>haste</td> </tr> </tbody> </table> <p><b>READING:</b> "The Greed for Gold"</p> <table border="1"> <tbody> <tr> <td>Midas</td> <td>grant</td> <td>joyfully</td> <td>reaction</td> </tr> <tr> <td>Bacchus</td> <td>petals</td> <td>doubt</td> <td>shortchange</td> </tr> <tr> <td>power</td> <td>palace</td> <td>deathly</td> <td>synonym</td> </tr> </tbody> </table>	ch		sh		st		champ	ranch	sh!	marsh	stab	crest	chant	beech	shall	marshy	stack	yeast	chap	stench	shoe	marshmallow	stag	roost	chapel	clinch	shed	slash	stagger	rooster	cherry	hitch	shabby	slosh	steepie	host	chock	hutch	shipshape	galoshes	stiff	ghost	childish	snitch	shiver	wishbone	stole	outburst	chuckle	torch	shudder	wishy-washy	stub	haste	Midas	grant	joyfully	reaction	Bacchus	petals	doubt	shortchange	power	palace	deathly	synonym	
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Word Patterns	<p><b>Focus on Phonics 2b:</b> 1-A sh- ch-, 2-A -ch, 2-B -sh, 17 st-, 37-A, B -st</p>																																																																			
Real World Reading & Writing	<p>Write your reaction to an episode of the television show, <u>Lifestyles of the Rich and Famous</u>, hosted by Robin Leach.</p> <p>Read an abridged biography of the life of John D. Rockefeller, Andrew Carnegie, Henry Ford or Baron de Rothschild.</p> <p>In the <u>Book Review Digest</u> read a summary of the 1988 bestseller <u>The Bingham of Louisville</u>.</p> <p>Read a summary of the life of John F. Kennedy or Barbara Hutton.</p> <p>If interested, read another story from <u>The Greek Heroes</u>.</p> <p>Recreational reading</p>																																																																			
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 5 LESSON 2</p> <p><i>TYPE TO LEARN</i></p>																																																																			

**Book 5 Lesson 3**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 117-118																																																												
Language Experience	<p><i>MAGIC SLATE</i></p> <p>How did you feel when you wore a uniform for school or work? Describe your feelings if you pretended to be someone else. How do you act when you're dressed in (a) jeans, (b) a nice suit or dress, (c) a swimsuit?</p>																																																													
Lesson Concepts & Contents	<p><b>PHONICS:</b> Recognize sounds for consonant blends</p> <p><b>VOCABULARY:</b> Identify synonyms Complete analogies</p> <p><b>LITERARY UNDERSTANDING:</b> Identify setting (time and/or place) Relate characters' names to qualities</p> <p><b>WRITING:</b> Write sentence or paragraph answers to questions</p> <p><b>CHART:</b> Review of Consonant Blends: Part 2</p> <table border="0"> <tr> <td>bl-</td> <td>blaze</td> <td>blab</td> <td>blessed</td> <td>blimp</td> <td>blond(e)</td> <td>blur</td> <td>blubber</td> </tr> <tr> <td>br-</td> <td>brat</td> <td>breach</td> <td>brittle</td> <td>brim</td> <td>brighten</td> <td>broth</td> <td>brushoff</td> </tr> <tr> <td>cl-</td> <td>clamp</td> <td>cleat</td> <td>cling</td> <td>clot</td> <td>clove</td> <td>clover</td> <td>clump</td> </tr> <tr> <td>cr-</td> <td>craft</td> <td>cram</td> <td>crank</td> <td>creak</td> <td>creaky</td> <td>cripple</td> <td>cruel</td> </tr> <tr> <td>fl-</td> <td>flatter</td> <td>flattery</td> <td>flex</td> <td>flick</td> <td>floss</td> <td>flown</td> <td>flung</td> </tr> <tr> <td>fr-</td> <td>fraction</td> <td>fret</td> <td>fringe</td> <td>fro</td> <td>frost</td> <td>frosting</td> <td>frostbite</td> </tr> </table> <p><b>READING:</b> "Clothes Make the Man"</p> <table border="0"> <tr> <td>Tango</td> <td>Paris</td> <td>panhandled</td> <td>whisper</td> </tr> <tr> <td>partner</td> <td>intelligent</td> <td>saluted</td> <td>whistle</td> </tr> <tr> <td>uniform</td> <td>half-wit</td> <td>madam</td> <td>arrest</td> </tr> </table>	bl-	blaze	blab	blessed	blimp	blond(e)	blur	blubber	br-	brat	breach	brittle	brim	brighten	broth	brushoff	cl-	clamp	cleat	cling	clot	clove	clover	clump	cr-	craft	cram	crank	creak	creaky	cripple	cruel	fl-	flatter	flattery	flex	flick	floss	flown	flung	fr-	fraction	fret	fringe	fro	frost	frosting	frostbite	Tango	Paris	panhandled	whisper	partner	intelligent	saluted	whistle	uniform	half-wit	madam	arrest	
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Tango	Paris	panhandled	whisper																																																											
partner	intelligent	saluted	whistle																																																											
uniform	half-wit	madam	arrest																																																											
Word Patterns	<p><u>Focus on Phonics 2b:</u> 3 bl-, 9 br-, 4 cl-, 10 cr-, 5 fl-, 12 fr-</p>																																																													
Real World Reading & Writing	<p>Read an abridged or comic book version of Mark Twain's <u>The Prince and the Pauper</u>.</p> <p>Read a comic book version of <u>The Man in the Iron Mask</u> by Alexandre Dumas.</p> <p>Read an abridged c. comic book version of Charles Dickens' <u>A Tale of Two Cities</u>.</p> <p>Read a comic book or abridged version of <u>Dr. Jekyll and Mr. Hyde</u> by Robert Louis Stevenson.</p> <p>Recreational reading</p>																																																													
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 5 LESSON 3</p> <p><i>TYPE TO LEARN</i></p> <p><i>MASTER SPELL</i> - WORD GROUPS DATA DISK - Side 1 - #18, Clothes</p>																																																													

**Book 5 Lesson 4**

METHCD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 118																																																												
Language Experience	<p><i>MAGIC SLATE</i></p> <p>How have your best friends changed in the past ten years?</p> <p>Describe a reunion you had with friends or relatives you hadn't seen in a long time.</p> <p>How do you feel you've changed in the last ten years?</p> <p>Mark Twain once said, "I couldn't believe how much smarter my old man had become from the time I was twenty to the time I was twenty-one." Did you ever feel this way when you were growing up?</p>																																																													
Lesson Concepts & Contents	<p>PHONICS: Recognize sounds for consonant blends</p> <p>WORD ANALYSIS: Form compound words</p> <p>VOCABULARY: Identify antonyms</p> <p>COMPREHENSION: Recall details</p> <p>Relate reading to personal experience</p> <p>LITERARY UNDERSTANDING: Identify/interpret characters' actions, motivations, feelings, and qualities</p> <p>WRITING: Write sentence or paragraph answers to questions</p> <p>CHART: Review of Consonant Blends: Part 3</p> <table border="0"> <tr> <td>gl-</td> <td>glaze</td> <td>glassful</td> <td>Glen</td> <td>glider</td> <td>glittery</td> <td>glob</td> <td>glum</td> </tr> <tr> <td>gr-</td> <td>grate</td> <td>grateful</td> <td>grandson</td> <td>Greenland</td> <td>grim</td> <td>grope</td> <td>grubby</td> </tr> <tr> <td>pl-</td> <td>planter</td> <td>placement</td> <td>pleasure</td> <td>pliers</td> <td>plop</td> <td>pluck</td> <td>plumber</td> </tr> <tr> <td>pr-</td> <td>prank</td> <td>pressure</td> <td>prime</td> <td>princess</td> <td>prod</td> <td>prowl</td> <td>prowler</td> </tr> <tr> <td>sl-</td> <td>slate</td> <td>slack</td> <td>slime</td> <td>slimy</td> <td>slit</td> <td>slope</td> <td>slug</td> </tr> <tr> <td>str-</td> <td>strangle</td> <td>strangler</td> <td>strep</td> <td>strengthen</td> <td>stride</td> <td>strive</td> <td>strut</td> </tr> </table> <p>READING: "After Twenty Years"</p> <table border="0"> <tr> <td>after</td> <td>eyebrow</td> <td>enlarged</td> <td>steady</td> </tr> <tr> <td>unlighted</td> <td>Jimmy</td> <td>interest</td> <td>plainclothes man</td> </tr> <tr> <td>keen</td> <td>grasp</td> <td>Chicago</td> <td>antonym</td> </tr> </table>	gl-	glaze	glassful	Glen	glider	glittery	glob	glum	gr-	grate	grateful	grandson	Greenland	grim	grope	grubby	pl-	planter	placement	pleasure	pliers	plop	pluck	plumber	pr-	prank	pressure	prime	princess	prod	prowl	prowler	sl-	slate	slack	slime	slimy	slit	slope	slug	str-	strangle	strangler	strep	strengthen	stride	strive	strut	after	eyebrow	enlarged	steady	unlighted	Jimmy	interest	plainclothes man	keen	grasp	Chicago	antonym	
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Word Patterns	Minimal Pairs: glob / globe, grim / grime, prim / prime, slim / slime																																																													
Real World Reading & Writing	<p>Read an article in the newspaper on people's reunions or get-togethers.</p> <p>Read an abridged version of William Shakespeare's <u>Julius Caesar</u>.</p> <p>Read a biography of Franklin D. Roosevelt, Andrew Jackson, Abraham Lincoln or William Penn to see how that person changed from youth to older age. These are available in comic book version.</p> <p>Read <u>The Best of O. Henry</u>.</p> <p>Recreational reading</p>																																																													
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 5 LESSON 4</p> <p><i>TYPE TO LEARN</i></p>																																																													

**Book 5 Review: Lessons 1 - 4**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 118
Language Experience	<i>MAGIC SLATE</i>	
Lesson Concepts & Contents	<p><b>WORD ANALYSIS:</b> Form compound words</p> <p><b>VOCABULARY:</b> Identify definitions (descriptions of terms)                      Identify synonyms                      Identify antonyms                      Learn/review idiomatic expressions (common sayings)                      Complete puzzle (double crostic)</p> <p><b>COMPREHENSION:</b> Use context clues to predict correct responses                      Review basic factual information</p> <p><b>STUDY SKILLS:</b> Use a dictionary to look up word meanings</p>	
Word Patterns	Review Word Index: Lessons 1-4, p. 33	
Real World Reading & Writing	Recreational reading	
Computer-Assisted Instruction	<i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 5 <i>TYPE TO LEARN</i>	

**Book 5 Lesson 5**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 118-119																																																													
Language Experience	<i>MAGIC SLATE</i> Describe an experience in which you did or did not get the respect you deserved from someone else. Describe how you felt when you were given trust and respect by someone who was in a higher position than yourself.																																																														
Lesson Concepts & Contents	<p>PHONICS: Recognize sounds for consonant blends Recognize sounds for digraphs</p> <p>WORD ANALYSIS: Divide words into syllables</p> <p>VOCABULARY: Complete word associations</p> <p>COMPREHENSION: Recall details Locate specific information Review basic factual information</p> <p>LITERARY UNDERSTANDING: Identify setting (time and/or place) Create ending for story</p> <p>WRITING: Write sentence or paragraph answers to questions</p> <p>CHART: Review of Consonant Blends: Part 4</p> <table border="0"> <tr> <td>dr-</td> <td>draft</td> <td>dredge</td> <td>drifter</td> <td>drive-in</td> <td>droop</td> <td>drunken</td> </tr> <tr> <td>tr-</td> <td>tract</td> <td>trade-in</td> <td>treaty</td> <td>trench</td> <td>trespass</td> <td>troublesome</td> </tr> <tr> <td>th-</td> <td>thatched</td> <td>theme</td> <td>thigh</td> <td>thorough</td> <td>thoroughly</td> <td>thickness</td> </tr> <tr> <td></td> <td>theirs</td> <td>they'll</td> <td>thee</td> <td>thou</td> <td>thereabout</td> <td>thereafter</td> </tr> <tr> <td>-th</td> <td>bathmat</td> <td>footpath</td> <td>moth</td> <td>mothball</td> <td>tollbooth</td> <td>withdraw</td> </tr> <tr> <td>thr-</td> <td>thrash</td> <td>thresh</td> <td>thresher</td> <td>thriller</td> <td>throttle</td> <td>throwaway</td> </tr> <tr> <td>tw-</td> <td>twang</td> <td>tweed</td> <td>tweezers</td> <td>twentieth</td> <td>twig</td> <td>twitch</td> </tr> </table> <p>READING: "The Oldest Trick in the World" - Part 1</p> <table border="0"> <tr> <td>brooded</td> <td>necklace</td> <td>stock</td> <td>patience</td> </tr> <tr> <td>silver</td> <td>unlocked</td> <td>value</td> <td>cager</td> </tr> <tr> <td>Denver</td> <td>receipt</td> <td>opportunity</td> <td>author</td> </tr> </table>	dr-	draft	dredge	drifter	drive-in	droop	drunken	tr-	tract	trade-in	treaty	trench	trespass	troublesome	th-	thatched	theme	thigh	thorough	thoroughly	thickness		theirs	they'll	thee	thou	thereabout	thereafter	-th	bathmat	footpath	moth	mothball	tollbooth	withdraw	thr-	thrash	thresh	thresher	thriller	throttle	throwaway	tw-	twang	tweed	tweezers	twentieth	twig	twitch	brooded	necklace	stock	patience	silver	unlocked	value	cager	Denver	receipt	opportunity	author	
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Denver	receipt	opportunity	author																																																												
Word Pattern	Homonyms: (theirs, there's) (patience, patients) <u>Focus on Phonics 2b</u> : 11 dr-, 14 tr-, 1B th-, 2B -th, 26 thr-, 22 tw-																																																														
Real World Reading & Writing	<p>Read Janet Lorimer's <u>Brannigan's Folly</u>.</p> <p>Read <u>Vanished</u> by Robert Colby.</p> <p>Read W. H. Wheeler's <u>Counterfeit!</u></p> <p>Watch the video movie <u>The Sting</u> and describe it.</p> <p>Recreational reading</p>																																																														
Computer-Assisted Instruction	<i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 5 LESSON 5 <i>TYPE TO LEARN</i>																																																														

**Book 5 Lesson 6**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 119																																																						
Language Experience	<i>MAGIC SLATE</i> If you know of an incident in which someone was swindled or cheated, describe it. How have experiences in your past that you hadn't thought much about helped you in the present? Describe something in your life that you've "gotten away with."																																																							
Lesson Concepts & Contents	<p>PHONICS: Recognize sounds of consonant blends</p> <p>WORD ANALYSIS: Recognize common word beginning re-</p> <p>VOCABULARY: Identify antonyms</p> <p>COMPREHENSION: Infer cause and effect relationships Relate reading to personal experience</p> <p>LITERARY UNDERSTANDING: Identify/interpret plot Relate to characters' motivations, feelings</p> <p>CHART: Review of Consonant Blends: Part 5</p> <table border="0"> <tr> <td>sk-</td> <td>sketchbook</td> <td>sketchy</td> <td>skillet</td> <td>skim</td> <td>skimp</td> <td>skit</td> </tr> <tr> <td>sc-</td> <td>scab</td> <td>scalp</td> <td>scarce</td> <td>scarcely</td> <td>Scotland</td> <td>scum</td> </tr> <tr> <td>scr-</td> <td>scrapbook</td> <td>scramble</td> <td>scrawl</td> <td>screwball</td> <td>scribble</td> <td>Scripture</td> </tr> <tr> <td>sm-</td> <td>smallpox</td> <td>smelly</td> <td>smirk</td> <td>smock</td> <td>smother</td> <td>smuggle</td> </tr> <tr> <td>sn-</td> <td>snack bar</td> <td>snare</td> <td>snazzy</td> <td>snipe</td> <td>snowy</td> <td>snuff</td> </tr> <tr> <td>sw-</td> <td>swank</td> <td>sway</td> <td>swelling</td> <td>swimsuit</td> <td>swore</td> <td>swollen</td> </tr> </table> <p>READING: "The Oldest Trick in the World" - Part II</p> <table border="0"> <tr> <td>splendid</td> <td>velvet</td> <td>jewel</td> <td>replacement</td> </tr> <tr> <td>loafers</td> <td>necessary</td> <td>sprang</td> <td>investment</td> </tr> <tr> <td>impatience</td> <td>unsteady</td> <td>drawstring</td> <td>Los Angeles</td> </tr> </table>	sk-	sketchbook	sketchy	skillet	skim	skimp	skit	sc-	scab	scalp	scarce	scarcely	Scotland	scum	scr-	scrapbook	scramble	scrawl	screwball	scribble	Scripture	sm-	smallpox	smelly	smirk	smock	smother	smuggle	sn-	snack bar	snare	snazzy	snipe	snowy	snuff	sw-	swank	sway	swelling	swimsuit	swore	swollen	splendid	velvet	jewel	replacement	loafers	necessary	sprang	investment	impatience	unsteady	drawstring	Los Angeles	
sk-	sketchbook	sketchy	skillet	skim	skimp	skit																																																		
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Word Patterns	<p>Focus on Phonics 2b: 21 sk-, sc-, 25 scr-, 20 sm-, 19 sn-, 22 sw-</p> <p>Rx for Spelling "Adding Prefixes"</p>																																																							
Real World Reading & Writing	<p>Look for a newspaper account of a local scam.</p> <p>Read Mary C. Rosensteel's <u>The Actress</u>.</p> <p>Read <u>The Sleepers</u> by Alf Nussman.</p> <p>Use InfoTrac to locate an article on imposters or imposture cases, such as "So How Did David Bloom Seduce Everyone - and Steal Over \$18 Million?" by Kaplan - <u>Glamour</u>, July, 1988 - p. 196.</p> <p>Recreational reading</p>																																																							
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 5 LESSON 6</p> <p><i>TYPE TO LEARN</i></p> <p><i>SPELLING RULES</i> - 6. Adding prefixes</p>																																																							

**Book 5 Lesson 7**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 119-120																																																																				
Language Experience	<p><i>MAGIC SLATE</i></p> <p>What would have happened had Mrs. Carpenter told the truth instead of covering up her mistake? Do you know of real-life situations like this? What's the moral of this story?</p> <p>How important are material things to you and how important are spiritual values to you?</p> <p>How would you interpret the phrase "Man cannot live by bread alone?"</p> <p>If you had \$1,000 to spend on jewelry, what would you select and why?</p>																																																																					
Lesson Concepts & Contents	<p>PHONICS: Recognize sounds for consonant blends</p> <p>WORD ANALYSIS: Recognize common word beginning re-</p> <p>VOCABULARY: Identify synonyms</p> <p>COMPREHENSION: Locate specific information</p> <p>LITERARY UNDERSTANDING: Identify theme</p> <p>Predict outcome of story</p> <p>STUDY SKILLS: Use process of elimination in doing exercises</p> <p>CHART: Review of Consonant Blends: Part 6</p> <table border="0"> <tr> <td>sp-</td> <td>spareribs</td> <td>spearmint</td> <td>speedway</td> <td>spike</td> <td>spotted</td> <td>spur</td> </tr> <tr> <td>spl-</td> <td>splashdown</td> <td>splashy</td> <td>splatter</td> <td>splendidly</td> <td>splotch</td> <td>splutter</td> </tr> <tr> <td>spr-</td> <td>sprig</td> <td>springtime</td> <td>sprinkle</td> <td>spruce</td> <td>sprung</td> <td></td> </tr> <tr> <td>shr-</td> <td>shriek</td> <td>shrine</td> <td>shrivel</td> <td>shrunken</td> <td>shrubbery</td> <td></td> </tr> <tr> <td>squ-</td> <td>squad</td> <td>squawk</td> <td>squash</td> <td>squeamish</td> <td>squid</td> <td></td> </tr> <tr> <td>wh-</td> <td>whereabouts</td> <td>whirlpool</td> <td>White House</td> <td>whop</td> <td>whopper</td> <td></td> </tr> <tr> <td>sch-</td> <td>schooner</td> <td>schoolhouse</td> <td>schoolroom</td> <td>schoolteacher</td> <td></td> <td></td> </tr> <tr> <td>chr-</td> <td>Christ-like</td> <td>Chris</td> <td>Christopher</td> <td>christen</td> <td></td> <td></td> </tr> </table> <p>READING: "The Necklace"</p> <table border="0"> <tr> <td>regret</td> <td>discussion</td> <td>reward</td> <td>we've</td> </tr> <tr> <td>envelope</td> <td>glory</td> <td>company</td> <td>self-pity</td> </tr> <tr> <td>invitation</td> <td>post</td> <td>loan shark</td> <td>evil</td> </tr> </table>	sp-	spareribs	spearmint	speedway	spike	spotted	spur	spl-	splashdown	splashy	splatter	splendidly	splotch	splutter	spr-	sprig	springtime	sprinkle	spruce	sprung		shr-	shriek	shrine	shrivel	shrunken	shrubbery		squ-	squad	squawk	squash	squeamish	squid		wh-	whereabouts	whirlpool	White House	whop	whopper		sch-	schooner	schoolhouse	schoolroom	schoolteacher			chr-	Christ-like	Chris	Christopher	christen			regret	discussion	reward	we've	envelope	glory	company	self-pity	invitation	post	loan shark	evil	
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Word Patterns	<p><u>Focus on Phonics 2b</u>: 18 sp-, 25 spl-, spr-, squ-, 26 shr-, 1-B wh-</p> <p><u>Rx for Spelling</u> "Adding Prefixes"</p>																																																																					
Real World Reading & Writing	<p>Read <u>A Christmas Love Story</u>.</p> <p>Read an abridged or comic book version of <u>The Moonstone</u> by Wilkie Collins.</p> <p>Read about the "Plight of Soapy" in <u>The Best of O. Henry</u>.</p> <p>Recreational reading</p>																																																																					
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 5 LESSON 7</p> <p><i>TYPE TO LEARN</i></p> <p><i>MASTER SPELL</i> - WORD GROUPS DATA DISK - Side 2 - #11, Jewelry</p> <p><i>SPELLING RULES</i> - 6. Adding Prefixes</p>																																																																					



**Book 5 Lesson 8**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 120																																																																								
Language Experience	<p><i>MAGIC SLATE</i></p> <p>Interpret the phrase, "Evil be to him who evil thinks."                      What is your favorite mystery movie or mystery television show. Why?                      What do you like or dislike about murder stories?                      In the Reading why has death chosen to appear to the young men in the form of eight baskets of gold?</p>																																																																									
Lesson Concepts & Contents	<p>PHONICS: Recognize sounds for vowel combinations</p> <p>WORD ANALYSIS: Recognize common word beginnings pre-, per-</p> <p>VOCABULARY: Identify definitions/descriptions of terms</p> <p>COMPREHENSION: Infer information from the Reading                      Draw conclusions based on Reading                      Draw conclusions based on personal experience</p> <p>LITERARY UNDERSTANDING: Predict outcome of story                      Recognize personification</p> <p>CHART: Review of Vowel Combinations: Part I</p> <table border="0"> <tr> <td>ai</td> <td>saint</td> <td>lain</td> <td>vain</td> <td>traitor</td> <td>hailstorm</td> </tr> <tr> <td>au</td> <td>fraud</td> <td>applaud</td> <td>applause</td> <td>clause</td> <td>taut</td> </tr> <tr> <td>ea</td> <td>case</td> <td>easygoing</td> <td>heal</td> <td>peak</td> <td></td> </tr> <tr> <td>ea</td> <td>headway</td> <td>cleanse</td> <td>cleanser</td> <td>treasure</td> <td></td> </tr> <tr> <td>ee</td> <td>creek</td> <td>creed</td> <td>reed</td> <td>feedback</td> <td></td> </tr> <tr> <td>oa</td> <td>goat</td> <td>toad</td> <td>croak</td> <td>boastful</td> <td></td> </tr> <tr> <td>oi</td> <td>loin</td> <td>groin</td> <td>toilet</td> <td>poise</td> <td></td> </tr> <tr> <td>oo</td> <td>loop</td> <td>loophole</td> <td>boost</td> <td>groove</td> <td></td> </tr> <tr> <td>ou</td> <td>mount</td> <td>fountain</td> <td>hound</td> <td>greyhound</td> <td></td> </tr> <tr> <td>ue</td> <td>cue</td> <td>barbecue</td> <td>argue</td> <td>issue</td> <td></td> </tr> </table> <p>READING: "Eight Baskets of Gold"</p> <table border="0"> <tr> <td>tinkle</td> <td>overjoyed</td> <td>youth</td> <td>suggestion</td> </tr> <tr> <td>yours</td> <td>wrestle</td> <td>poisoner</td> <td>members</td> </tr> <tr> <td>master</td> <td>druggist</td> <td>suggests</td> <td>gasped</td> </tr> </table>	ai	saint	lain	vain	traitor	hailstorm	au	fraud	applaud	applause	clause	taut	ea	case	easygoing	heal	peak		ea	headway	cleanse	cleanser	treasure		ee	creek	creed	reed	feedback		oa	goat	toad	croak	boastful		oi	loin	groin	toilet	poise		oo	loop	loophole	boost	groove		ou	mount	fountain	hound	greyhound		ue	cue	barbecue	argue	issue		tinkle	overjoyed	youth	suggestion	yours	wrestle	poisoner	members	master	druggist	suggests	gasped	
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Word Patterns	<p>Homonyms: (lain, lane) (vain, vane, vein) (clause, claws) (taut, taugt)                      (heal, hecl) (peak, peck) (reed, read) (toad, towed)</p> <p><u>Focus on Phonics 3:</u> 4-A,B,C ai; 8-A,C ea; 7-B ee; 28-A oa</p> <p><u>Focus on Phonics 4:</u> 12-C au; 15-B oi; 3-B,D oo; 9-C ou; 4-B ue</p>																																																																									
Real World Reading & Writing	<p>Read a comic book version of Edgar Allan Poe's "The Cask of Amontillado" in <u>The Best of Poe</u>.</p> <p>Read "The Pardoner's Tale" from the abridged <u>Canterbury Tales</u> by G. Chaucer.</p> <p>Read the following Shakespeare plays in abridged version: <u>Macbeth</u>, <u>Richard III</u>, and <u>Julius Caesar</u> or the comic book version of <u>Hamlet</u>.</p> <p>Recreational reading</p>																																																																									
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 5 LESSON 8</p> <p><i>TYPE TO LEARN</i></p>																																																																									

**Book 5 Review: Lessons 1-8**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 120-121
Language Experience	<i>MAGIC SLATE</i>	
Lesson Concepts & Contents	<p>VOCABULARY: Identify synonyms                      Identify antonyms                      Complete analogies</p> <p>COMPREHENSION: Infer word meanings from context clues</p> <p>STUDY SKILLS: Use a dictionary to look up word meanings</p>	
Word Patterns	Review Word Index: Lessons 1 - 8, pp. 64-65	
Real World Reading & Writing	Recreational reading	
Computer-Assisted Instruction	<i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 5 (Review any Lessons 1-8) <i>TYPE TO LEARN</i>	

**Book 5 Lesson 9**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 121																																																																								
Language Experience	<i>MAGIC SLATE</i> Describe someone you know who has overcome a handicap or physical adversity. Describe your reaction to people asking for handouts.																																																																									
Lesson Concepts & Contents	<p><b>PHONICS:</b> Recognize sounds for vowel combinations</p> <p><b>WORD ANALYSIS:</b> Recognize common word ending -er</p> <p><b>VOCABULARY:</b> Identify definitions/descriptions of terms Complete puzzle</p> <p><b>COMPREHENSION:</b> Recall details</p> <p><b>LITERARY UNDERSTANDING:</b> Relate to characters' motivations feelings Identify surprise ending</p> <p><b>CHART: Review of Vowel Combinations. Part 2</b></p> <table border="0"> <tr> <td>ai</td> <td>wail</td> <td>frail</td> <td>Maine</td> <td>mayonnaise</td> <td>straightforward</td> </tr> <tr> <td>ea</td> <td>lease</td> <td>cease</td> <td>ceasefire</td> <td>treason</td> <td></td> </tr> <tr> <td>ea</td> <td>head-on</td> <td>headlight</td> <td>ready-made</td> <td>ready-to-wear</td> <td></td> </tr> <tr> <td>ee</td> <td>keenly</td> <td>frechand</td> <td>free-for-all</td> <td>Halloween</td> <td></td> </tr> <tr> <td>oa</td> <td>foam</td> <td>roam</td> <td>hoax</td> <td>carload</td> <td>charcoal</td> </tr> <tr> <td>oi</td> <td>oily</td> <td>ointment</td> <td>appoint</td> <td>appointment</td> <td>disappoint</td> </tr> <tr> <td>oy</td> <td>employ</td> <td>employee</td> <td>annoy</td> <td>soy</td> <td></td> </tr> <tr> <td>oo</td> <td>loot</td> <td>coon</td> <td>doom</td> <td>roomy</td> <td>roomful</td> </tr> <tr> <td>ou</td> <td>bout</td> <td>aloud</td> <td>doubtful</td> <td>loudmouth</td> <td></td> </tr> <tr> <td>ui</td> <td>lawsuit</td> <td>unsuited</td> <td>fruitful</td> <td>fruity</td> <td></td> </tr> </table> <p><b>READING: "A Man Who Had No Eyes"</b></p> <table border="0"> <tr> <td>Parsons</td> <td>ain't</td> <td>insane</td> <td>disasters</td> </tr> <tr> <td>battered</td> <td>wooden</td> <td>Westbury</td> <td>insured</td> </tr> <tr> <td>clack</td> <td>mister</td> <td>explosion</td> <td>vats</td> </tr> </table>	ai	wail	frail	Maine	mayonnaise	straightforward	ea	lease	cease	ceasefire	treason		ea	head-on	headlight	ready-made	ready-to-wear		ee	keenly	frechand	free-for-all	Halloween		oa	foam	roam	hoax	carload	charcoal	oi	oily	ointment	appoint	appointment	disappoint	oy	employ	employee	annoy	soy		oo	loot	coon	doom	roomy	roomful	ou	bout	aloud	doubtful	loudmouth		ui	lawsuit	unsuited	fruitful	fruity		Parsons	ain't	insane	disasters	battered	wooden	Westbury	insured	clack	mister	explosion	vats	
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Word Patterns	<p><b>Focus on Phonics-3:</b> 4-A,B ai, 9-B ea, 7-A,C ee, 18-A,B oa</p> <p><b>Focus on Phonics-4:</b> 15-B oi, 15-A oy, 3-C oo, 9-A ou, 6-C ui</p>																																																																									
Real World Reading & Writing	<p>Read the comic book version of <u>The Story of My Life</u> by Helen Keller.</p> <p>Read an encyclopedia article on the subject of <i>blindness</i>.</p> <p>Look up the following names in the encyclopedia: Ray Charles, Scott Hamilton and Ray Vernershka. How did they overcome their handicaps?</p> <p>Read the "Story of Terry Fox" in <u>People and Places</u>.</p> <p>Recreational reading</p>																																																																									
Computer-Assisted Instruction	<p><b>SPELL IT!</b> - CHALLENGER DATA DISK - BK 5 LESSON 9</p> <p><b>TYPE TO LEARN</b></p>																																																																									

**Book 5 Lesson 10**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 121																																																						
Language Experience	<p><i>MAGIC SLATE</i></p> <p>How does a handicapped person make better use of his senses which remain than does one who is not handicapped?</p> <p>Describe the arrangements of a room so that a blind person could find his way around that room.</p>																																																							
Lesson Concepts & Contents	<p>PHONICS: Recognize sounds for r-controlled vowels</p> <p>WORD ANALYSIS: Divide words into syllables Form compound words</p> <p>COMPREHENSION: Infer information from story</p> <p>LITERARY UNDERSTANDING: Identify/interpret setting (time and/or place) Identify theme Recognize biography</p> <p>CHART: Review of r-Controlled Vowels</p> <table border="0"> <tr> <td>ar</td> <td>spar</td> <td>sparkle</td> <td>Carl</td> <td>marker</td> <td>market</td> <td>argument</td> </tr> <tr> <td>are</td> <td>mare</td> <td>nightmare</td> <td>blare</td> <td>ware</td> <td>day-care</td> <td>carfare</td> </tr> <tr> <td>er</td> <td>fern</td> <td>stern</td> <td>eastern</td> <td>western</td> <td>jersey</td> <td>New Jersey</td> </tr> <tr> <td>ir</td> <td>shirk</td> <td>twirl</td> <td>rebirth</td> <td>birthplace</td> <td>dirt-cheap</td> <td>first aid</td> </tr> <tr> <td>or</td> <td>fore</td> <td>forehead</td> <td>sorhead</td> <td>moreover</td> <td>pore</td> <td>orderly</td> </tr> <tr> <td>ur</td> <td>urge</td> <td>urgent</td> <td>urgently</td> <td>burnt</td> <td>purple</td> <td>surround</td> </tr> </table> <p>READING: "Louis Braille as a Youth"</p> <table border="0"> <tr> <td>Louis Braille</td> <td>features</td> <td>project</td> <td>possible</td> </tr> <tr> <td>dorm</td> <td>tangled</td> <td>system</td> <td>beyond</td> </tr> <tr> <td>stylus</td> <td>cheekbones</td> <td>forever</td> <td>hoofs</td> </tr> </table>	ar	spar	sparkle	Carl	marker	market	argument	are	mare	nightmare	blare	ware	day-care	carfare	er	fern	stern	eastern	western	jersey	New Jersey	ir	shirk	twirl	rebirth	birthplace	dirt-cheap	first aid	or	fore	forehead	sorhead	moreover	pore	orderly	ur	urge	urgent	urgently	burnt	purple	surround	Louis Braille	features	project	possible	dorm	tangled	system	beyond	stylus	cheekbones	forever	hoofs	
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Word Patterns	<p><u>Focus on Phonics-2b</u>: 47-A,B,C ar, 44 er, 45 ir, 46 ur</p> <p><u>Focus on Phonics-3</u>: 5-H are, 20-A or</p> <p>Homonyms: (ware, wear, where) (fore, for, four) (pore, pour)</p>																																																							
Real World Reading & Writing	<p>Read an article on the subject of <i>braille</i> in an encyclopedia.</p> <p>Make a list of modern products that make a blind person's life easier.</p> <p>Blindfold yourself in your house and spend fifteen minutes doing chores around the house. Write about this experience.</p> <p>Read a comic book version of <u>The Story of My Life</u> by Helen Keller.</p> <p>Recreational reading</p>																																																							
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 5 LESSON 10</p> <p><i>TYPE TO LEARN</i></p>																																																							

**Book 5 Lesson 11**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 122																																																				
Language Experience	<i>MAGIC SLATE</i> Give an example of when you were unexpectedly treated with great kindness by someone. Describe how you feel when someone praises you. Some people say that "Daily life is a rat race." What is meant by this?																																																					
Lesson Concepts & Contents	<p><b>PHONICS:</b> Identify sounds for c</p> <p><b>VOCABULARY:</b> Complete analogies</p> <p><b>COMPREHENSION:</b> Infer information from the Reading Draw conclusions based on Reading Classify words under topic headings</p> <p><b>LITERARY UNDERSTANDING:</b> Relate to characters' motivations and feelings</p> <p><b>WRITING:</b> Write sentence or paragraph answers to questions</p> <p><b>CHART: The Hard and Soft c</b> In these words, the c is hard. (The hard c sounds like a k.)</p> <table border="0"> <tr> <td>cask</td> <td>catchy</td> <td>calf</td> <td>coop</td> <td>cucumber</td> </tr> <tr> <td>casket</td> <td>category</td> <td>capital</td> <td>coffin</td> <td>Cuba</td> </tr> <tr> <td>cabin</td> <td>carton</td> <td>capitalize</td> <td>Columbus</td> <td>cuddle</td> </tr> <tr> <td>cabinet</td> <td>cartoon</td> <td>carrot</td> <td>Colorado</td> <td></td> </tr> </table> <p>In these words, the c is soft. (The soft c sounds like an s.)</p> <table border="0"> <tr> <td>cite</td> <td>ceaseless</td> <td>niece</td> <td>decent</td> <td>cinnamon</td> </tr> <tr> <td>incite</td> <td>deceased</td> <td>apiece</td> <td>indecent</td> <td>Cincinnati</td> </tr> <tr> <td>citizen</td> <td>decision</td> <td>Nancy</td> <td>decently</td> <td></td> </tr> <tr> <td>citizenship</td> <td>incision</td> <td>mercy</td> <td>recent</td> <td></td> </tr> </table> <p><b>READING: "The Rat Trap" - Part I</b></p> <table border="0"> <tr> <td>soul</td> <td>supper</td> <td>peddler</td> <td>prison</td> </tr> <tr> <td>tempted</td> <td>tobacco</td> <td>thrust</td> <td>darkness</td> </tr> <tr> <td>pastime</td> <td>good-by</td> <td>realized</td> <td>mill</td> </tr> </table>	cask	catchy	calf	coop	cucumber	casket	category	capital	coffin	Cuba	cabin	carton	capitalize	Columbus	cuddle	cabinet	cartoon	carrot	Colorado		cite	ceaseless	niece	decent	cinnamon	incite	deceased	apiece	indecent	Cincinnati	citizen	decision	Nancy	decently		citizenship	incision	mercy	recent		soul	supper	peddler	prison	tempted	tobacco	thrust	darkness	pastime	good-by	realized	mill	
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Word Patterns	<p>Homonyms: (capital, capitol) (cite, sight, site) (incite, insight) (soul, sole)</p> <p><u>Focus on Phonics-4:</u> 18-A hard c, 18-B hard and soft c</p>																																																					
Real World Reading & Writing	<p>Read a Biblical account of the Good Samaritan.</p> <p>Read an abridged or comic book version of <u>Dr. Jekyll and Mr. Hyde</u> by Robert Louis Stevenson.</p> <p>Read a comic book version of <u>Crime and Punishment</u> by Fyodor Dostoevsky.</p> <p>Recreational reading</p>																																																					
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 5 LESSON 11</p> <p><i>TYPE TO LEARN</i></p>																																																					

**Book 5 Lesson 12**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 122																																															
Language Experience	<p><i>MAGIC SLATE</i></p> <p>Have you ever lost something that was returned to you? If so, describe your reaction to this.</p> <p>How have you overcome guilt feelings you may have had?</p> <p>List several people who have helped you a great deal and tell how they helped you.</p>																																																
Lesson Concepts & Contents	<p>PHONICS: Identify sounds for g</p> <p>WORD ANALYSIS: Recognize common word beginning dis-</p> <p>VOCABULARY: Complete word associations</p> <p>COMPREHENSION: Recall details</p> <p>LITERARY UNDERSTANDING: Identify/interpret plot Identify theme</p> <p>STUDY SKILLS: Use a dictionary to look up word meanings</p> <p>CHART: The Hard and Soft g</p> <p>In these words, the g is hard as in <i>gag, goat, gumdrop, ragged.</i></p> <table border="0"> <tr> <td>gab</td> <td>gifted</td> <td>gig</td> <td>gamble</td> <td>hag</td> </tr> <tr> <td>gabby</td> <td>gift-wrap</td> <td>giggle</td> <td>gambler</td> <td>jag</td> </tr> <tr> <td>gash</td> <td>goat</td> <td>goggles</td> <td>gallbladder</td> <td>jagged</td> </tr> <tr> <td>gush</td> <td>goad</td> <td>gargle</td> <td></td> <td>zigzag</td> </tr> </table> <p>In these words, the soft g sounds like the letter j (<i>germ, page</i>)</p> <table border="0"> <tr> <td>gee-whiz</td> <td>Georgia</td> <td>budge</td> <td>engine</td> <td>package</td> </tr> <tr> <td>gingersnap</td> <td>gerbil</td> <td>budget</td> <td>engineer</td> <td>manage</td> </tr> <tr> <td>gingerly</td> <td></td> <td>fussbudget</td> <td>Genesis</td> <td>damage</td> </tr> </table> <p>READING: "The Rat Trap" - Part II</p> <table border="0"> <tr> <td>type</td> <td>Elizabeth</td> <td>effort</td> <td>wealthy</td> </tr> <tr> <td>ironmaster</td> <td>fellow</td> <td>kindly</td> <td>friendless</td> </tr> <tr> <td>Neil Olson</td> <td>impossible</td> <td>character</td> <td>saintly</td> </tr> </table>	gab	gifted	gig	gamble	hag	gabby	gift-wrap	giggle	gambler	jag	gash	goat	goggles	gallbladder	jagged	gush	goad	gargle		zigzag	gee-whiz	Georgia	budge	engine	package	gingersnap	gerbil	budget	engineer	manage	gingerly		fussbudget	Genesis	damage	type	Elizabeth	effort	wealthy	ironmaster	fellow	kindly	friendless	Neil Olson	impossible	character	saintly	
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Word Patterns	<p><u>Focus on Phonics-4</u>: 18-D hard g, 18-E hard and soft g, 18-F soft g</p>																																																
Real World Reading & Writing	<p>Read a version of <u>A Christmas Carol</u> by Charles Dickens.</p> <p>Read <u>Ben's Gift</u> by Cynthia Barnett.</p> <p>Read a comic book version of <u>Les Miserables</u> by Victor Hugo.</p> <p>Recreational reading</p>																																																
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 5 LESSON 12</p> <p><i>TYPE TO LEARN</i></p>																																																

**Book 5 Review Lessons 1-12**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 122
Language Experience	<i>MAGIC SLATE</i>	
Lesson Concepts & Contents	<p>PHONICS: Contrast sounds</p> <p>VOCABULARY: Identify synonyms                      Identify antonyms                      Identify multiple meanings of words                      Learn/review idiomatic expressions/common sayings</p>	
Word Patterns	Review Word Index: Lessons 1-12 - pp. 99-101	
Real World Reading & Writing	Recreational reading	
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 5 LESSONS 1-12</p> <p><i>TYPE TO LEARN</i></p>	

**Book 5 Lesson 13**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 122-123																																																			
Language Experience	<p><i>MAGIC SLATE</i></p> <p>Describe a situation where you regretfully jumped into something without first thinking about it.</p> <p>Describe something you threw away that had been useful to you.</p> <p>Tell of a situation where you wisely were not tricked by something misleading.</p> <p>Describe a situation where you let someone's flattery trick you into something you really didn't want to do.</p> <p>Write a short fable that has a moral to it.</p>																																																				
Lesson Concepts & Contents	<p><b>PHONICS:</b> Recognize sounds for y</p> <p><b>WORD ANALYSIS:</b> Divide words into syllables Recognize word ending -y</p> <p><b>VOCABULARY:</b> Learn/review idiomatic expressions (common sayings)</p> <p><b>COMPREHENSION:</b> Draw conclusions based on story</p> <p><b>LITERARY UNDERSTANDING:</b> Recognize fables Infer a moral</p> <p><b>WRITING:</b> Form new words by adding the ending -y</p> <p><b>CHART: The Letter y</b></p> <table border="0"> <tr> <td>bye</td> <td>dye</td> <td>plywood</td> <td>cycle</td> <td>typewriter</td> </tr> <tr> <td>bye-bye</td> <td>lye</td> <td>style</td> <td>recycle</td> <td>typewritten</td> </tr> <tr> <td>bypass</td> <td>rye</td> <td>nylon</td> <td>cyclone</td> <td>typist</td> </tr> <tr> <td>bystander</td> <td>ply</td> <td></td> <td>Pyrex</td> <td></td> </tr> </table> <p>In these words the y sounds like a short i as in <i>Egypt, system, synonym</i></p> <table border="0"> <tr> <td>gym</td> <td>gyp</td> <td>hymn</td> <td>mystery</td> <td>tricycle</td> </tr> <tr> <td>gymnasium</td> <td>gypsy</td> <td>hymnbook</td> <td>symptom</td> <td></td> </tr> </table> <p>In these words the ey sounds like a long e in <i>money, monkey, whiskey</i></p> <table border="0"> <tr> <td>hockey</td> <td>pulley</td> <td>volley</td> <td>volleyball</td> <td></td> </tr> </table> <p><b>READING: "Aesop and His Fables"</b></p> <table border="0"> <tr> <td>Aesop</td> <td>otherwise</td> <td>boldness</td> <td>coward</td> </tr> <tr> <td>fables</td> <td>difficult</td> <td>solve</td> <td>crept</td> </tr> <tr> <td>moral</td> <td>chattered</td> <td>hollow</td> <td>A.D.</td> </tr> <tr> <td>vultures</td> <td>wealth</td> <td>elsewhere</td> <td>intelligence</td> </tr> </table>	bye	dye	plywood	cycle	typewriter	bye-bye	lye	style	recycle	typewritten	bypass	rye	nylon	cyclone	typist	bystander	ply		Pyrex		gym	gyp	hymn	mystery	tricycle	gymnasium	gypsy	hymnbook	symptom		hockey	pulley	volley	volleyball		Aesop	otherwise	boldness	coward	fables	difficult	solve	crept	moral	chattered	hollow	A.D.	vultures	wealth	elsewhere	intelligence	
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Word Patterns	<p>Homonyms: (bye, buy, by) (dye, die) (lye, lie) (rye, wry) (gym, Jim) (hymn, him)</p>																																																				
Real World Reading & Writing	<p>Read an abridged version of <u>The Greek Heroes</u>.</p> <p>Read Hans Christian Andersen's "The Fir Tree."</p> <p>Read <u>Modern Fables</u> by Bern�rd Jackson and Susie Quintanilla.</p> <p>Read a parable from the New Testament of the Bible.</p> <p>Read to a child the story of "Chicken Little" by Beverly C. Burgess.</p> <p>Recreational reading</p>																																																				
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 5 LESSON 13</p> <p><i>TYPE TO LEARN</i></p> <p><i>HOMONYMS AND CONFUSING PAIRS</i></p>																																																				



**Book 5 Lesson 14**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 123																																																									
Language Experience	<p><i>MAGIC SLATE</i></p> <p>Describe someone you at first distrusted who later proved you to be wrong.</p> <p>Describe how fear can control your behavior.</p> <p>Explain the meaning of the statement, "A coward dies a thousand deaths; a hero dies but one."</p> <p>Why would you prefer to live in the city or the country?</p>																																																										
Lesson Concepts & Contents	<p><b>WORD ANALYSIS:</b> Divide words into syllables</p> <p>Recognize common word ending -ment</p> <p><b>VOCABULARY:</b> Identify synonyms</p> <p>Identify antonyms</p> <p><b>COMPREHENSION:</b> Draw conclusions based on story</p> <p>Classify words under topic heading</p> <p><b>LITERARY UNDERSTANDING:</b> Identify theme</p> <p><b>CHART:</b> Double Consonants in the Middle of Words</p> <p>To help sound out these words, draw a line between the double consonants and sound out the words using rules studied. In most cases, the first vowel is short.</p> <table border="0"> <tr> <td>ladder</td> <td>eissy</td> <td>mellow</td> <td>kettie</td> <td>correct</td> </tr> <tr> <td>litter</td> <td>dizzy</td> <td>shallow</td> <td>rattle</td> <td>comma</td> </tr> <tr> <td>differ</td> <td>grizzly</td> <td>sparrow</td> <td>riddle</td> <td>lettuce</td> </tr> <tr> <td>trigger</td> <td>mummy</td> <td>arrow</td> <td>puddle</td> <td>Kenneth</td> </tr> <tr> <td>slugger</td> <td>tummy</td> <td>snorow</td> <td>puzzle</td> <td>gossip</td> </tr> <tr> <td>soccer</td> <td>netty</td> <td></td> <td>wiggle</td> <td></td> </tr> <tr> <td>error</td> <td>button</td> <td>puppet</td> <td>mattress</td> <td></td> </tr> <tr> <td>terror</td> <td>ribbon</td> <td>parrot</td> <td>goddess</td> <td></td> </tr> <tr> <td>horror</td> <td>kitten</td> <td>rabbit</td> <td>address</td> <td></td> </tr> </table> <p><b>READING:</b> "The Terror in the Streets"</p> <table border="0"> <tr> <td>Margaret</td> <td>clatter</td> <td>fumbling</td> <td>bleachers</td> </tr> <tr> <td>Lucy</td> <td>hawk-nosed</td> <td>pricked</td> <td>usher</td> </tr> <tr> <td>gaily</td> <td>footsteps</td> <td>Arizona</td> <td>sculpture</td> </tr> </table>	ladder	eissy	mellow	kettie	correct	litter	dizzy	shallow	rattle	comma	differ	grizzly	sparrow	riddle	lettuce	trigger	mummy	arrow	puddle	Kenneth	slugger	tummy	snorow	puzzle	gossip	soccer	netty		wiggle		error	button	puppet	mattress		terror	ribbon	parrot	goddess		horror	kitten	rabbit	address		Margaret	clatter	fumbling	bleachers	Lucy	hawk-nosed	pricked	usher	gaily	footsteps	Arizona	sculpture	
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Word Patterns	<u>Rx for Spelling</u> - "Adding Suffixes Beginning with Consonants"																																																										
Real World Reading & Writing	<p>Read a newspaper account of a local gang or read a magazine article about a teen-age gang.</p> <p>Watch a television coverage on youthful gangs or attend a public meeting that discusses youth gang problems. Write a report on this.</p> <p>Recreational reading</p>																																																										
Computer-Assisted Instruction	<i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 5 LESSON 14 <i>TYPE TO LEARN</i>																																																										

**Book 5 Lesson 15**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 123																																					
Language Experience	<p><i>MAGIC SLATE</i></p> <p>Tell about an experience where you had to fight for your rights. Describe the worst bully you ever knew. Tell of several ways an ordinary person could protect himself against hoodlums and bullies.</p>																																						
Lesson Concepts & Contents	<p><b>WORD ANALYSIS:</b> Recognize common word ending <i>-ness</i></p> <p><b>VOCABULARY:</b> Identify synonyms Identify antonyms</p> <p><b>COMPREHENSION:</b> Use context clues to predict correct responses Draw conclusions based on story Infer cause and effect relationships</p> <p><b>LITERARY UNDERSTANDING:</b> Relate to characters' motivations and feelings Predict outcome of story Contrast stories Recognize autobiography</p> <p><b>WRITING:</b> Change the <i>y</i> to <i>i</i> before adding <i>-ness</i></p> <p><b>CHART:</b> Two Consonants in the Middle of Words</p> <p>These words do not have double consonants, but you still draw a line between the two middle consonants to sound out the word. In most cases, first vowel is short.</p> <table border="0"> <tr> <td>platform</td> <td>walrus</td> <td>mental</td> <td>signal</td> <td>Vermont</td> </tr> <tr> <td>napkin</td> <td>pardon</td> <td>pester</td> <td>sponsor</td> <td>organ</td> </tr> <tr> <td>admire</td> <td>target</td> <td>ignore</td> <td>lumber</td> <td>survive</td> </tr> <tr> <td>ambush</td> <td>darling</td> <td>ignite</td> <td>trumpet</td> <td>curfew</td> </tr> <tr> <td>walnut</td> <td>tender</td> <td>witness</td> <td>sermon</td> <td>powder</td> </tr> </table> <p><b>READING:</b> "The Streets of Memphis"</p> <table border="0"> <tr> <td>Memphis</td> <td>grocery</td> <td>yanked</td> <td>parents</td> </tr> <tr> <td>mama</td> <td>briskly</td> <td>stark</td> <td>refer</td> </tr> <tr> <td>where's</td> <td>overtook</td> <td>scattered</td> <td>dictionary</td> </tr> </table>	platform	walrus	mental	signal	Vermont	napkin	pardon	pester	sponsor	organ	admire	target	ignore	lumber	survive	ambush	darling	ignite	trumpet	curfew	walnut	tender	witness	sermon	powder	Memphis	grocery	yanked	parents	mama	briskly	stark	refer	where's	overtook	scattered	dictionary	
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Word Patterns																																							
Real World Reading & Writing	<p>Read the comic book version of <u>Oliver Twist</u>.</p> <p>Look in the telephone directory to find where you could learn one of the martial arts to protect yourself.</p> <p>Recreational reading</p>																																						
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 5 LESSON 15</p> <p><i>TYPE TO LEARN</i></p> <p><i>SPELLING RULES</i> - 4. Adding suffixes beginning with consonants</p> <p><i>MASTER SPELL</i> - WORD GROUPS DATA DISK -</p> <p>Side 2 - #1, States, Alabama - Illinois</p> <p>Side 2 - #4, States, Rhode Island - Wyoming</p>																																						

**Book 5 Lesson 16**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 124																																										
Language Experience	<i>MAGIC SLATE</i> Describe someone like Guy that you've known. Describe a physical fight that you may have had. How do you react to physical fighting as a means of solving arguments?																																											
Lesson Concepts & Contents	<p><b>WORD ANALYSIS:</b> Divide words into syllables Recognize common word endings: -ful, -less</p> <p><b>VOCABULARY:</b> Identify definitions/descriptions of terms</p> <p><b>COMPREHENSION:</b> Recall details Identify cause and effect relationships Recall sequence of events Draw conclusions based on story</p> <p><b>LITERARY UNDERSTANDING:</b> Interpret characters' motivations, feelings Recognize autobiography</p> <p><b>WRITING:</b> Change dialect to standard English Use homonyms correctly</p> <p><b>CHART: More Work with Two Consonants in the Middle of Words</b></p> <table border="0"> <tr> <td>absent</td> <td>ransom</td> <td>parcel</td> <td>fender</td> <td>hectic</td> <td>boycott</td> </tr> <tr> <td>banjo</td> <td>vampire</td> <td>margin</td> <td>Edward</td> <td>obtain</td> <td>slumber</td> </tr> <tr> <td>lantern</td> <td>shampoo</td> <td>altar</td> <td>estate</td> <td>oblong</td> <td>turnip</td> </tr> <tr> <td>canteen</td> <td>garlic</td> <td>alter</td> <td>census</td> <td>Moscow</td> <td>burden</td> </tr> <tr> <td>cactus</td> <td>harness</td> <td>wisdom</td> <td>welfare</td> <td>London</td> <td>persist</td> </tr> </table> <p><b>READING: "The Thread That Runs So True"</b></p> <table border="0"> <tr> <td>naw</td> <td>dove</td> <td>flattened</td> <td>Stuart</td> </tr> <tr> <td>lonesome</td> <td>tackle</td> <td>spurred</td> <td>homonym</td> </tr> <tr> <td>haymaker</td> <td>scouted</td> <td>handkerchief</td> <td>factory</td> </tr> </table>	absent	ransom	parcel	fender	hectic	boycott	banjo	vampire	margin	Edward	obtain	slumber	lantern	shampoo	altar	estate	oblong	turnip	canteen	garlic	alter	census	Moscow	burden	cactus	harness	wisdom	welfare	London	persist	naw	dove	flattened	Stuart	lonesome	tackle	spurred	homonym	haymaker	scouted	handkerchief	factory	
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Word Patterns	<p><b>Homonyms:</b> (altar, alter) (census, senses) (cellar, seller) (wears, where's, wares) (gnaw, naw) (heal, heel) (creak, creek) (fore, four, for) (die, dye) (grate, great) (beach, becch) (real, rcel) (cite, sight) (lain, lane)</p>																																											
Real World Reading & Writing	<p>Read one of Jesse Stuart's short stories.</p> <p>Read an encyclopedia article about the life of <i>Jesse Stuart</i>.</p> <p>Read a newspaper article that describes a professional boxing match.</p> <p>See the video films <u>Conrack</u> and <u>To Sir, With Love</u>. What made each teacher successful?</p> <p>Recreational reading</p>																																											
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 5 LESSON 16</p> <p><i>TYPE TO LEARN</i></p> <p><i>HOMONYMS</i></p> <p><i>MASTER SPELL</i> - WORD GROUPS DATA DISK</p> <p>Side 2 - #2, States, Indiana - Montana</p> <p>Side 2 - #3, States, Nebraska - Pennsylvania</p>																																											

**Book 5 Review: Lessons 1-16**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 124
Language Experience	<i>MAGIC SLATE</i>	
Lesson Concepts & Contents	<p><b>WORD ANALYSIS:</b> Divide words into syllables</p> <p><b>VOCABULARY:</b> Identify definitions/descriptions of terms Complete word associations Complete puzzle</p> <p><b>STUDY SKILLS:</b> Use a dictionary to look up word meanings</p> <p>Review Word Index: Lessons 1-16, pp. 134-137</p>	
Word Patterns		
Real World Reading & Writing	Recreational reading	
Computer-Assisted Instruction	<i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 5 <i>TYPE TO LEARN</i>	

**Book 5 Lesson 17**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 124																																																																													
Language Experience	<i>MAGIC SLATE</i> Describe a situation in your life where "honesty was the best policy." Tell where your pride helped you or hurt you in a particular situation. Discuss how much honesty you think is generally present in athletic events. Do you think boxing should or should not be outlawed? Why?																																																																														
Lesson Concepts & Contents	<p>PHONICS: Contrast sounds</p> <p>WORD ANALYSIS: Form compound words Recognize common word endings: -el, -ture, -ale, -le, -al, -et, -tion, -sion, -ish</p> <p>COMPREHENSION: Draw conclusions based on story Infer cause and effect relationships</p> <p>LITERARY UNDERSTANDING: Relate to characters' motivations, feelings Infer narrator's attitude toward character</p> <p>CHART: Common Word Endings</p> <table border="1"> <thead> <tr> <th>-le</th> <th>-el</th> <th>-al</th> <th>-et</th> <th>-ic</th> </tr> </thead> <tbody> <tr> <td>chuckle</td> <td>channel</td> <td>total</td> <td>faucet</td> <td>picnic</td> </tr> <tr> <td>uncle</td> <td>flannel</td> <td>formal</td> <td>bucket</td> <td>traffic</td> </tr> <tr> <td>jungle</td> <td>funnel</td> <td>sandal</td> <td>bullet</td> <td>clinic</td> </tr> <tr> <td>knuckle</td> <td>tunnel</td> <td>scandal</td> <td>hornet</td> <td>public</td> </tr> <tr> <td>tumble</td> <td>parcel</td> <td>final</td> <td>rocket</td> <td>music</td> </tr> <tr> <th>-tion</th> <th>-sion</th> <th>-ture</th> <th>-ate</th> <th>-ish</th> </tr> <tr> <td>station</td> <td>expression</td> <td>culture</td> <td>chocolate</td> <td>selfish</td> </tr> <tr> <td>nation</td> <td>mission</td> <td>capture</td> <td>private</td> <td>Irish</td> </tr> <tr> <td>lotion</td> <td>permission</td> <td>fracture</td> <td>pirate</td> <td>punish</td> </tr> <tr> <td>motion</td> <td>admission</td> <td>lecture</td> <td>climate</td> <td>vanish</td> </tr> <tr> <td>emotion</td> <td>tension</td> <td>structure</td> <td>delicate</td> <td>finish</td> </tr> <tr> <td>section</td> <td>vision</td> <td>creature</td> <td></td> <td></td> </tr> </tbody> </table> <p>READING: "He Swung and He Missed"</p> <table border="1"> <tbody> <tr> <td>Rocco</td> <td>promoter</td> <td>garden</td> <td>skitter</td> </tr> <tr> <td>recess</td> <td>Solly</td> <td>aisle</td> <td>whooped</td> </tr> <tr> <td>Lily</td> <td>career</td> <td>sharpened</td> <td>relief</td> </tr> </tbody> </table>	-le	-el	-al	-et	-ic	chuckle	channel	total	faucet	picnic	uncle	flannel	formal	bucket	traffic	jungle	funnel	sandal	bullet	clinic	knuckle	tunnel	scandal	hornet	public	tumble	parcel	final	rocket	music	-tion	-sion	-ture	-ate	-ish	station	expression	culture	chocolate	selfish	nation	mission	capture	private	Irish	lotion	permission	fracture	pirate	punish	motion	admission	lecture	climate	vanish	emotion	tension	structure	delicate	finish	section	vision	creature			Rocco	promoter	garden	skitter	recess	Solly	aisle	whooped	Lily	career	sharpened	relief	
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Word Patterns																																																																															
Real World Reading & Writing	<p>Read a biography of a boxer (e.g., Joe Louis, Rocky Marciano, Sugar Ray Robinson, Jersey Joe Walcott, etc.)</p> <p>Read a sports article in a newspaper (sports section) or a magazine, such as <u>Sports Illustrated</u>.</p> <p>Recreational reading</p>																																																																														
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 5 LESSON 17</p> <p><i>TYPE TO LEARN</i></p>																																																																														

**Book 5 Lesson 18**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 125																																																																																	
Language Experience	<i>MAGIC SLATE</i> Describe what it was like to have lost a loved one. When you've been troubled, where or to whom have you gone? What is your favorite charity? Why?																																																																																		
Lesson Concepts & Contents	<p><b>WORD ANALYSIS:</b> Recognize common word endings: -le, -al, -et, -tion, -sion, -ish, -age, -ice, -ive</p> <p><b>VOCABULARY:</b> Identify synonyms Identify antonyms</p> <p><b>COMPREHENSION:</b> Recall sequence of events Infer cause and effect relationships</p> <p><b>CHART: Common Word Endings</b></p> <table border="1"> <thead> <tr> <th>-le</th> <th>-al</th> <th>-tion</th> <th>-sion</th> <th>-et</th> </tr> </thead> <tbody> <tr> <td>candle</td> <td>emotional</td> <td>education</td> <td>mansion</td> <td>bracket</td> </tr> <tr> <td>startle</td> <td>personal</td> <td>vacation</td> <td>version</td> <td>cricket</td> </tr> <tr> <td>needle</td> <td>informal</td> <td>promotion</td> <td>passion</td> <td>socket</td> </tr> <tr> <td>wrinkle</td> <td>magical</td> <td>commotion</td> <td>compassion</td> <td>closet</td> </tr> <tr> <td>tickle</td> <td>musical</td> <td>situation</td> <td>occasion</td> <td>scarlet</td> </tr> <tr> <th>-age</th> <th>-ish</th> <th>-ic</th> <th>-ice</th> <th>-ive</th> </tr> <tr> <td>courage</td> <td>furnish</td> <td>plastic</td> <td>notice</td> <td>active</td> </tr> <tr> <td>encourage</td> <td>British</td> <td>elastic</td> <td>justice</td> <td>talkative</td> </tr> <tr> <td>storage</td> <td>publish</td> <td>fantastic</td> <td>service</td> <td>relative</td> </tr> <tr> <td>language</td> <td>ticklish</td> <td>electric</td> <td>crevice</td> <td>sensitive</td> </tr> <tr> <td>advantage</td> <td>stylish</td> <td>Catholic</td> <td>lattice</td> <td>detective</td> </tr> <tr> <td>marriage</td> <td>sheepish</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>READING: "The Father"</b></p> <table border="1"> <thead> <tr> <th>Thor</th> <th>confirm</th> <th>finally</th> <th>quietly</th> </tr> </thead> <tbody> <tr> <td>priest</td> <td>attended</td> <td>recognized</td> <td>do vncast</td> </tr> <tr> <td>baptize</td> <td>banns</td> <td>ah</td> <td>custom</td> </tr> <tr> <td>Finn</td> <td>Karen Bergman</td> <td>invested</td> <td>holy</td> </tr> </tbody> </table>	-le	-al	-tion	-sion	-et	candle	emotional	education	mansion	bracket	startle	personal	vacation	version	cricket	needle	informal	promotion	passion	socket	wrinkle	magical	commotion	compassion	closet	tickle	musical	situation	occasion	scarlet	-age	-ish	-ic	-ice	-ive	courage	furnish	plastic	notice	active	encourage	British	elastic	justice	talkative	storage	publish	fantastic	service	relative	language	ticklish	electric	crevice	sensitive	advantage	stylish	Catholic	lattice	detective	marriage	sheepish				Thor	confirm	finally	quietly	priest	attended	recognized	do vncast	baptize	banns	ah	custom	Finn	Karen Bergman	invested	holy	
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Word Patterns	Homonyms: (banns, bands, bans) (holy, wholly)																																																																																		
Real World Reading & Writing	<p>Read <u>Mollie's Year</u> by Tana Reiff.</p> <p>Read <u>Take Care of Millie</u> by Jessie Redding Hull.</p> <p>Read <u>Brian Piccolo: A Short Season</u> by Jeannie Morris.</p> <p>Recreational reading</p>																																																																																		
Computer-Assisted Instruction	<i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 5 LESSON 18 <i>TYPE TO LEARN</i>																																																																																		

**Book 5 Lesson 19**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 125																																																			
Language Experience	<i>MAGIC SLATE</i> When someone leaves prison, what circumstances help him go straight? Describe the skills a safecracker would need.																																																				
Lesson Concepts & Contents	<p><b>PHONICS:</b> Recognize the sound for <b>ph</b></p> <p><b>VOCABULARY:</b> Identify definitions/descriptions of terms Complete analogies</p> <p><b>COMPREHENSION:</b> Locate specific information Draw conclusions based on story Classify words under topic headings Locate/infer information from a circle graph</p> <p><b>LITERARY UNDERSTANDING:</b> Identify theme Predict outcome of story Identify tone</p> <p><b>CHART:</b> The Sound for <b>ph</b> In most words, the sound for <b>ph</b> is the same as the sound for <b>f</b>, as in <i>phone</i>, <i>Memphis</i>, and <i>alphabet</i>.</p> <table border="0"> <tr> <td>Phil</td> <td>photo</td> <td>physic</td> <td>elephant</td> <td>telephone</td> </tr> <tr> <td>Philip</td> <td>photograph</td> <td>physics</td> <td>trophy</td> <td>microphone</td> </tr> <tr> <td>Philadelphia</td> <td>photography</td> <td>physical</td> <td>gopher</td> <td></td> </tr> <tr> <td>Phyllis</td> <td>photo finish</td> <td>physician</td> <td>prophet</td> <td></td> </tr> <tr> <td></td> <td>photocopy</td> <td>physique</td> <td></td> <td></td> </tr> <tr> <td>phantom</td> <td>phase</td> <td>graph</td> <td>Ralph</td> <td></td> </tr> <tr> <td>pharmacy</td> <td>phrase</td> <td>geography</td> <td></td> <td></td> </tr> </table> <p><b>READING:</b> "A Change of Heart" - Part I</p> <table border="0"> <tr> <td>Valentine</td> <td>fondly</td> <td>Annabel Adams</td> <td>pal</td> </tr> <tr> <td>warden</td> <td>burglar</td> <td>Spencer</td> <td>lounged</td> </tr> <tr> <td>cafe</td> <td>burglary</td> <td>needn't</td> <td>selections</td> </tr> <tr> <td>panel</td> <td>tasteful</td> <td>honest</td> <td>inn</td> </tr> </table>	Phil	photo	physic	elephant	telephone	Philip	photograph	physics	trophy	microphone	Philadelphia	photography	physical	gopher		Phyllis	photo finish	physician	prophet			photocopy	physique			phantom	phase	graph	Ralph		pharmacy	phrase	geography			Valentine	fondly	Annabel Adams	pal	warden	burglar	Spencer	lounged	cafe	burglary	needn't	selections	panel	tasteful	honest	inn	
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Word Patterns	Homonyms: (Phil, fill) (prophet, profit) (phase, faze)																																																				
Real World Reading & Writing	<p>In the New Testament of a Bible read the story of how Paul had a change of heart and how this happened.</p> <p>Read another O. Henry short story.</p> <p>Read the story of George Gip ("The Gipper") in <i>Knut Rockne: Notre Dame's Football Greats</i> by George Sullivan.</p> <p>Recreational reading</p>																																																				
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 5 LESSON 19</p> <p><i>TYPE TO LEARN</i></p> <p><i>MASTER SPELL</i> - WORD GROUPS DATA DISK - Side 2 - #16, Menu</p>																																																				

**Book 5 Lesson 20**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 125-126																																										
Language Experience	<p><i>MAGIC SLATE</i></p> <p>Tell why you do or don't believe in second chances for those who make serious mistakes.</p> <p>Describe how you or someone you knew had a change of heart.</p> <p>List expressions in our language that include anatomical terms (e.g., "I'm up to my elbows in work").</p> <p>Describe your favorite holiday.</p>																																											
Lesson Concepts & Contents	<p><b>VOCABULARY:</b> Learn/review idiomatic expressions/common sayings</p> <p><b>COMPREHENSION:</b> Infer information from the story Draw conclusions based on story Relate reading to personal experience</p> <p><b>CHART: Four-Letter Words</b></p> <table border="0"> <tr> <td>bawl</td> <td>tidy</td> <td>zero</td> <td>veto</td> <td>hula</td> <td>ache</td> </tr> <tr> <td>veil</td> <td>bury</td> <td>trio</td> <td>diet</td> <td>data</td> <td>x-ray</td> </tr> <tr> <td>oath</td> <td>navy</td> <td>hobo</td> <td>duct</td> <td>Iowa</td> <td>poem</td> </tr> <tr> <td>debt</td> <td>fuel</td> <td>halo</td> <td>omit</td> <td>Erie</td> <td>poet</td> </tr> <tr> <td>chef</td> <td>duel</td> <td>echo</td> <td>omen</td> <td>Utah</td> <td>amen</td> </tr> </table> <p><b>READING: "A Change of Heart:" Part II</b></p> <table border="0"> <tr> <td>future</td> <td>coolly</td> <td>polite</td> <td>combination</td> </tr> <tr> <td>nickel-plated</td> <td>vault</td> <td>metal</td> <td>panic</td> </tr> <tr> <td>shoehorn</td> <td>fastened</td> <td>engaged</td> <td>frantic</td> </tr> </table>	bawl	tidy	zero	veto	hula	ache	veil	bury	trio	diet	data	x-ray	oath	navy	hobo	duct	Iowa	poem	debt	fuel	halo	omit	Erie	poet	chef	duel	echo	omen	Utah	amen	future	coolly	polite	combination	nickel-plated	vault	metal	panic	shoehorn	fastened	engaged	frantic	
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Real World Reading & Writing	<p>Read a biography of Babe Ruth, e.g., <u>Babe Ruth, Home Run Hero</u> by Keith Brandt.</p> <p>Recreational reading</p>																																											
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 5 LESSON 20</p> <p><i>TYPE TO LEARN</i></p>																																											



**Book 5 Review: Lessons 1-20**

METHOD	SUGGESTED ACTIVITIES	Teacher's Manual - p. 126
Language Experience	<i>MAGIC SLATE</i>	
Lesson Concepts & Contents	<p>VOCABULARY: Identify synonyms Identify antonyms</p> <p>COMPREHENSION: Learn/review basic factual information Locate states on a map of the United States</p> <p>WRITING: Use homonyms correctly</p>	
Word Patterns	<p>Homonyms: (by, bye) (in, inn) (fill, Phil) (him, hymn) (ball, bawl) (allowed, aloud) (main, mane) (read, reed) (peaked, pecked) (pore, pour) (incite, insight) (sole, soul)</p>	
Real World Reading & Writing	Recreational reading	
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - CHALLENGER DATA DISK - BK 5 <i>TYPE TO LEARN</i></p>	