

 **Teacher's Note:**  
As your student completes each lesson, choose skills from the *Review Activities* that he needs. The *Review Activities* follow each lesson.

 **Teacher's Note:**  
The spelling words consist of five words. The **Bonus Word** is optional.

Personalize your student's spelling lists by adding misspelled words from writing done in this class or in other areas. Also, add words that reinforce the **Spelling Tip**

 **Teacher's Note:**  
In most lessons you will find optional **Enrichment Activities**. These activities are located in the *Student Activity Book*. Answers to these activities are found in the back of this manual. While optional, these activities develop thinking and reasoning skills necessary for higher level learning.



*That wood was full of rabbit holes. In the neatest, sandiest hole of all lived Benjamin's aunt and his cousins Flopsy, Mopsy, Cotton-tail, and Peter. Mrs. Rabbit earned her living by knitting rabbit wool mittens and scarves.*

*The Tale of Benjamin Bunny* by Beatrix Potter, 1904

### Day 1

- Listen as your teacher reads the literature passage. Copy the sentences. Compare your copy to the literature passage and make corrections.
- There are three **periods** ( . ) in this passage. Circle each one. There are four **commas** ( , ) in this passage. Draw a square around each one. When you are reading a passage, stop when you see a period and pause when you see a comma. Read the passage to your teacher paying attention to the periods and commas.

### Focus on Spelling

knot    know    knife    knock    knee

**Bonus Word:** because

- Copy the spelling words from *Focus on Spelling*. Say the words aloud as you write them. Notice these words spell the /n/ sound with **kn**.
- Optional: Enrichment

### Day 2

- Listen as your teacher reads the following words:

boy    girl    city    month    love

These words are called **nouns** because they name a person, place, or idea.

**Grammar Guide**

**Noun** - person, place, thing, or idea

- b. Make a list of the people in your family. Make sure you begin each name (first and last name) with a capital letter. These words are called **proper nouns** because they name a specific person, place, or thing. Proper nouns always begin with a **capital letter**.

**Grammar Guide**

**Proper noun** - name of a particular person, place, or thing. Proper nouns are spelled with a capital letter.

- c. Using the sentences you copied yesterday underline the words that start with capital letters and are *not* at the beginning of a sentence.
- d. Why do you think the words you underlined start with capital letters?
- e. Orally make up a sentence for each of the common nouns in **2a**. Then replace the nouns with a proper noun.
- f. **SEE-SPELL-SAY**: Look and **see** each word on the spelling list. **Spell** each word aloud. **Say** the word.

**Day 3**

- a. Looking in the literature passage find a word that begins with a silent letter and circle that word.
- b. When the letters **kn** appear at the beginning of a word, what sound begins that word? **Kn** is a consonant pair where the **k** is silent.

**Day 2**

- c. Benjamin's, Flopsy, Mopsy, Cotton-tail, Peter, Mrs. Rabbit
- d. They are all proper nouns
- e. Ex:  
The boy plays basketball.  
Jose plays basketball.

**Day 3**

- a. knitting
- b. /n/ sound

<b>Phonics Fact</b>
<b>kn</b> at the beginning of a word says /n/.

- c. Look at this list of words. Say each word remembering what sound **kn** makes.

knot    know    knew    knee    knife    knock

- d. Cross out the **k** to show it is silent, like this: ~~k~~nife.

- e. Use the words to fill in the blanks for these sentences:

knot    know    knee    knife    knock

- 1) Mom will cut the cake with a \_\_\_\_\_.
- 2) I \_\_\_\_\_ God loves me.
- 3) The boy fell off his bike and hurt his \_\_\_\_\_.
- 4) When the mailman brings my box he will \_\_\_\_\_ on the door.
- 5) Dad will tie a \_\_\_\_\_ in the rope so we can swing on it.

- f. Practice your spelling words in a Spelling Bee.

**Day 4**

- a. Look at the sentences in our literature passage. What punctuation mark is used at the end of each sentence?
- b. The sentences in our literature passage are **telling sentences**. A telling sentence ends with a **period**.

<b>Punctuation Pointer</b>
<b>Period (.)</b> - ends a telling sentence

Two things are wrong with this telling sentence. Tell your teacher how to correct it.

the rabbit ran to the barn

**Day 3**

- e. 1) knife
- 2) know
- 3) knee
- 4) knock
- 5) knot

 **Teacher's Note:**

Use this time as an oral review of your student's spelling words.

**Day 4**

- a. period

 **Teacher's Note:**

Telling sentences are called **declarative sentences**.

- b. Begin the sentence with a capital letter, and end it with a period.

c. Correct these either orally or in writing.

- 1) my mother is going to the store
- 2) the car is red and very old
- 3) we get up at seven o'clock in the morning
- 4) the bears at the zoo look hungry
- 5) a big cat is sitting in the yard

d. Choose a book you like to read. Show your teacher at least two telling sentences.

e. Take your spelling pretest.

### Day 5


- a. Looking at the passage from Day 1, how did Benjamin find his aunt's rabbit hole in a wood filled with rabbit holes?
- b. Use your imagination: Write three sentences describing Mrs. Rabbit's home. You may include information about her children and her work.
- c. Take your spelling test.
- d. Optional: Enrichment
- e. Handwriting


This year you will learn cursive writing. It may seem hard at first, but in a short time you will write sentences with no problems. Cursive writing is fun and helpful. You can write faster in cursive.

- c. 1) My mother is going to the store.
- 2) The car is red and very old.
- 3) We get up at seven o'clock in the morning.
- 4) The bears at the zoo look hungry.
- 5) A big cat is sitting in the yDay 5

### Day 5

- a. It was the neatest, sandiest hole of them all.

 **Teacher's Note:**  
Slant the writing paper accordingly for the left - handed student.

 **Teacher's Note:**  
*The Common Sense Natural Handwriting System:*

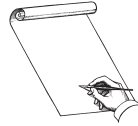
Much care, research and thought went into the development of *The Common Sense Natural Handwriting System*. We desired to present a system that gives students a basis for the formation of the letters rather than a hard and fast template that they are forced to follow. We do understand that not all the letters are exactly alike. They were not meant to  
(continued on next page)

be. In reality all of us have some variation in the way we form letters, depending upon several factors, including other letters in the word we are writing.

We believe that *The Common Sense Natural Handwriting System* will benefit your students and instill in them a love for writing.

To write in cursive, remember three things:

1. Sit up straight, but comfortably, in your chair.
2. Place your writing paper on a slant.
3. Hold your pen or pencil correctly.



*a a*

*n n*

## Review Activities

Choose the skills your student needs.

### 1. *Proper Nouns*

Circle all the proper nouns in the lists below.

- a. Tom      boy              come              today
- b. girl      Nancy              city              Tampa
- c. building      Maple Street      Lincoln Center      church

### 2. *Capitalization and Punctuation*

Rewrite each sentence adding capitalization and punctuation.

- a. we went to the zoo
- b. the doctor is late
- c. a big dog ran through our yard
- d. they will bring the cake

### 3. *Telling Sentences*

Write a telling sentence using one of your spelling words.

1.

- a. Tom
- b. Nancy, Tampa
- c. Maple Street  
Lincoln Center

2.

- a. We went to the zoo.
- b. The doctor is late.
- c. A big dog ran through  
our yard.
- d. They will bring the  
cake.