



First Grade SE Phonics & Reading

Phonics, Reading, Language, and Spelling

(Special Edition)

Teacher's Manual Samples

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Phonics Scope and Sequence

Scope refers to the scope of concepts the curriculum teaches. It answers the question: “What will the child know as a result of learning what this curriculum has taught?” Sequence refers to the order in which concepts are taught.

Phonics Scope and Sequence

Week	Lesson	Concept
1	1	short a and i review
2	6	short e, o, and u
3	11	long a
4	16	long o
5	21	long e, i, u
6	26	sp, sn
7	31	ai
8	36	review gr & learn br, tr
9	41	dr, fr, cr, pr
10	46	ar, or, rd, rn, rm, rk
11	51	er, ir, ur
12	56	ing, and other ng ending blends, nd, nt (apostrophe n't)
13	61	review, test 1
14	66	cl, gl, pl (doubling consonants rule) -ind words long (i) such as <i>find</i> . be- prefix
15	71	bl, fl, sl
16	76	y (i ending sound-review), blends: sk-, -sk, sc, -lk, -nk
17	81	sw, sm, tw, -all, -ft (adding -ing, dropping the silent e)
18	86	th, o words that have short u: some, come, from, front
19	91	endings -ld, -lf, -lt, lp, -ow as long o
20	96	review, test 2
21	101	ou as in out
22	106	double medial consonants, syllables
23	111	oo- as in moon
24	116	ch, ch-
25	121	long e sound of ea
26	126	two syllable words ending with the long e sound of y
27	131	review, test 3
28	136	two syllable words ending with the letters -le
29	141	oo- as in book
30	146	silent letters
31	151	ow as in clown
32	156	three letter blends scr, shr, spl, spr, str, squ
33	161	oi, oy
34	166	aw
35	171	review, test 4

Reading Book List

Book Lesson Title

1	1	Ham Dash
2	4	The Green Fig
3	6	Jed and Bess
4	9	The Bug Bus
5	11	Ruff and the Ape
6	16	No Toast
7	21	Beep
8	26	Spice and Mice
9	31	Snuff the Snail
10	36	Brad the Brat
11	41	Fred the Frog
12	46	At Home on the Farm
13	51	Super Pork Makes Friends
14	56	The Singing King
15	66	Clark's Plane
16	71	Blaze and the Flock
17	76	If A Skunk Gets Scared
18	81	Emily Rose
19	86	Thump!
20	91	The Wolf That Yelled Crow
21	96	Super Pork and Star
22	101	The Ground That Talked
23	106	Super Pork Saves The Kitten
24	111	The Moose's Tooth
25	116	Chester at the Zoo
26	121	Emily and the Babysitter
27	126	Super Pork & the Fuzzy Monster
	131	No Book (Test 3)
28	136	The Turtle and the Bunny
29	141	It Could Have Been...
30	146	I'm Not Lyin'
31	151	Farmer Brown's Cow
32	156	Squeaky Shrinks
33	161	Roy's Old Coin
34	166	The Hawk That Bawled

Lesson 31

Lesson Objectives

1. Students will use the digraph ai to spell the long a sound. (P)
2. Students will spell ten words correctly. (S)
3. Students will read the story *Snuff the Snail*. (R)
4. Students will copy a sentence neatly and correctly. (H)

Materials

SAP Workbook

Book: *Snuff the Snail*

Spelling list: stain, bait, paid, waist, laid, mail, tail, nail, grain, snail

Teaching

1. Write the following words for the children: hay, tape, gave. Ask: **How are all these words alike?** (They all have the long a sound). **Today we will learn a new way to read the long a sound.**

Write the words: boat, rain. Underline the vowels in each word. Point to the o and a in boat. Ask: **What letters are these?** (o and a). **What word is this?** (boat) **Do you hear the a in the word boat?** (no) **The a is silent in the word boat.**

Is the a the first or second vowel in the word boat? (second) **What about the o?** (It's the first vowel.) **Does the o make the long or short sound?** (long) **So when two vowels are together, the first one is usually long and the second vowel is silent.**

You may want to teach the saying: When two vowels go walking, the first one does the talking. The rule works for a few vowel digraphs, but there are many exceptions (thief, oil, round, etc.).

Have the students look at the word rain. Ask: **What vowels are together in this word?** (a and i) **Which vowel comes first?** (a) **What sound will it make?** (long a) **What sound will the i make?** (It will be silent.) **What word is this?** (rain)

2. Use the SAP workbook page. **Look at the words in the pink box. What vowels are in all the words?** (ai) **Using the letters a-i is another way to spell the long a sound.**

What is the first word in the pink box? (stain) **Let's spell stain.** (s-t-a-i-n)

What is the next word? (bait) **Spell bait.** (b-a-i-t) Continue with the rest of the words in the pink box.

Use the top of the SAP workbook page. **Sort the words by ending sounds. Match the ending sounds to the ending sounds of the pictures. The first picture is a pail. Write the words that end like pail on the four lines.**

The next picture is someone wading in water. Write the two words that end with the same consonant sound as wade on the two lines. The next picture is a train. Write the two words on the lines that end with the same ending sound as train. The last picture is a fence with a gate. Write the two words with the same ending sound as gate.

Introduce the second activity. Write the words bat, grin, and lid. **Look at the words. We can add a letter to each of these words to make spelling words. What spelling word can you make by adding a letter to bat?** (bait) **Add a letter to grin to make a spelling word.** (grain) **Add a letter to lid.** (laid)

Use the bottom of the workbook page. **Add a letter to each of the words to make spelling words.**

T2

Word List

stain	stain
bat	bait
paid	paid
waist	waist
laid	laid
mail	mail
tail	tail
nail	nail
grain	grain
snail	snail

Write spelling words that end with the same sounds as the pictures.
(pail, wade, train, gate)

Add a letter to each word to make a spelling word. Write the spelling words on the lines.

bat _____	bit _____
rain _____	pad _____
sail _____	wait _____

3. *Snuff the Snail* focuses on words containing the *ai* diphthong.

Use the word list on the back of the book to introduce the words began and have.

Find the word spelled b-e-g-a-n. Write it in syllables, be gan. **Read the parts of the word.** Now read the whole word.

Find the word spelled h-a-v-e. This word is a rule breaker. The a has the short a sound as in cat, not the long sound even though it ends with a silent e.

Have students read the word list on the back of the book.

Read the title of the book. Have you ever seen a snail? What can you tell me about snails? Read the first half of the book, pages 1 to 7.

4. Use the handwriting sheet or have the children write the following:




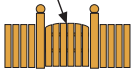
Write a line of each word: stain, bait.

Write the sentence: The bait made a gray stain.

Lessons 31 - 35 Word List:

aid, aim, bail, bait, fail, gain, grain, grate, hail, jail, laid, maid, mail, main, maize, paid, nail, pail, pain, raid, rail, rain, raise, sail, snail, Spain, stain, tail, vain, wail, waist, wait

SAP answers

Word List		Write spelling words that end with the same sounds as the pictures. (pail, wade, train, gate)	
stain	stain		mail
bait	bait		tail
paid	paid		nail
waist	waist		sail
laid	laid		paid
mail	mail		laid
tail	tail		grain
nail	nail		stain
grain	grain		
snail	snail		bait
			waist

Add a letter to each word to make a spelling word. Write the spelling words on the lines.

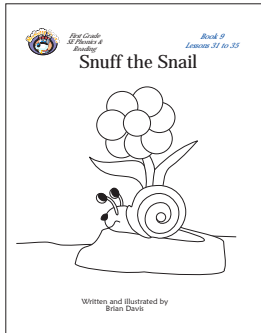
lad	laid	bit	bait
rain	grain	pad	paid
sail	snail	wait	waist

Snuff the Snail word list:

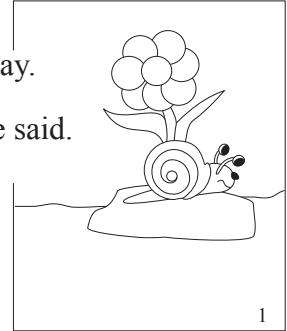
a	he	not	Snuff
am	hid	off	sped
are	hill	on	spoke
ate	his	one	tail
bait	I	or	the
began	in	pail	this
boat	into	pain	to
came	it	pig	too
day	jail	race	tug
did	lake	rail	up
fed	late	rain	van
feel	line	raise	wail
fell	made	roll	wait
fill	mail	safe	was
fish	make	said	well
gave	man	sail	wet
get	me	see	will
go	more	shame	with
got	my	snack	woke
grain	nail	snail	you
had	nap	sneeze	
have	nose	sniff	

Lesson 31

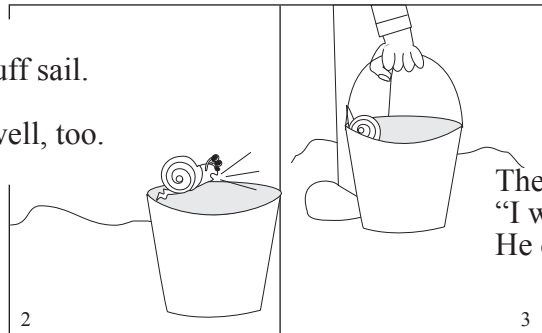
Snuff the Snail



Snuff the snail woke up one day.
He did not feel well.
“I have a pain in my nose,” he said.

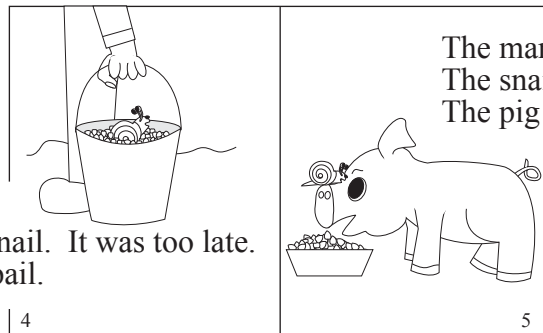


Sniff, sniff, sneeze!
The sneeze made Snuff sail.
He fell into a pail.
His tail did not feel well, too.



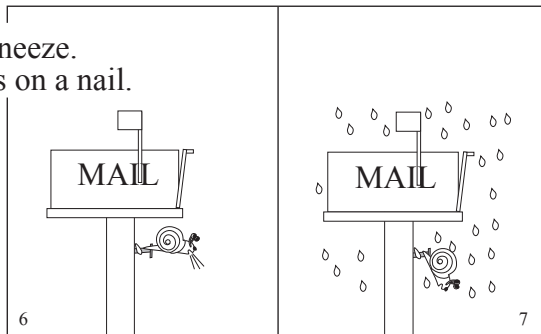
The man got the pail.
“I will fill this with grain,” said the man.
He did not see the snail.

“Wait!” said the snail. It was too late.
Grain was in the pail.



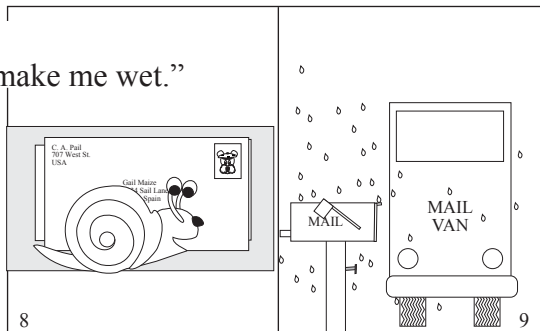
The man fed the grain to the pig.
The snail fell on the pig’s nose.
The pig spoke, “Get off my nose or go to jail.”

Sniff, sniff, sneeze.
The snail was on a nail.



The rain fell.
The rain made the snail wail.
“Not rain! I will sneeze more.”

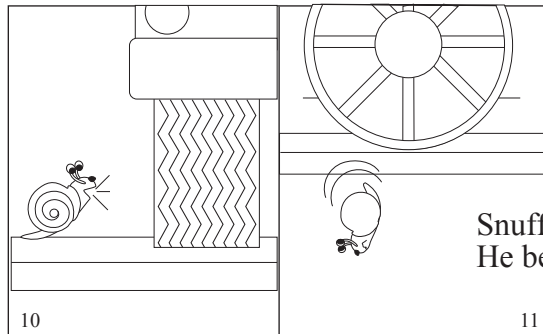
So the snail hid in the mail.
“I am safe. The rain will not make me wet.”



Snuff had a nap.
The mail was in the van.
The snail was on the mail.

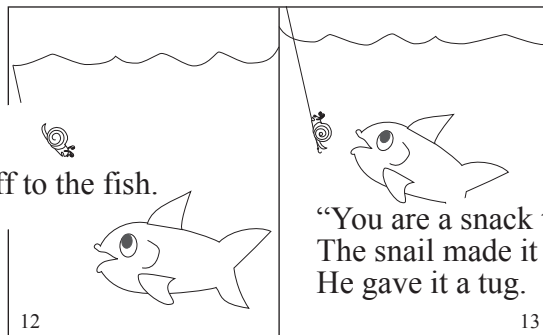
Lesson 31

Snuff woke up.
Sniff, sniff, sneeze!
Snuff is not in the van.
The snail fell on the rail.



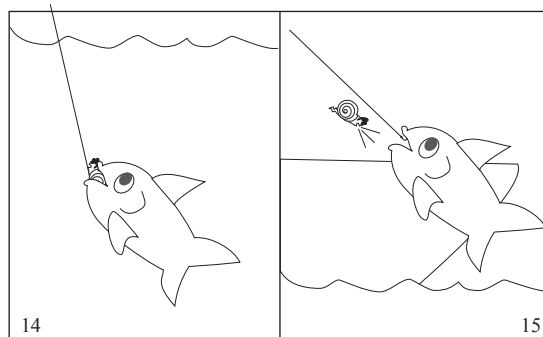
Snuff had to race to get off the rail.
He began to roll to a hill.

He fell in the lake.
A fish came to the snail.
“Wait! I am bait,” said Snuff to the fish.



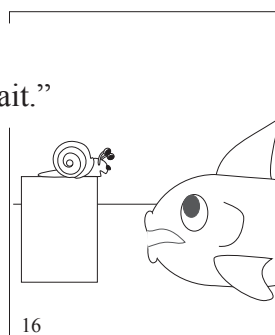
“You are a snack to me,” the fish sped to Snuff.
The snail made it to the line.
He gave it a tug. “Raise me up! Raise me up!”

It was too late.
The fish ate the snail.



The fish was on the line.
Up into the boat came the fish.
Sniff, sniff, sneeze!

Snuff was safe.
“I said I was bait.
It is a shame you did not wait.”



Lesson 32

Lesson Objectives

1. Students will spell long a words. (S)
2. Students will recognize silent and sounded vowels. (P)
3. Students will read the story *Snuff the Snail*. (R)
4. Students will copy a sentence neatly and correctly. (H)

Materials

SAP workbook
Book: *Snuff the Snail*

Teaching

1. Begin by having the students look at the spelling list on the SAP workbook page for lesson 31 and spell each word aloud.

Now use the top of the SAP workbook page for lesson 32. Help students fill in the boxes. Students should cross words off the list as they fill in the boxes.

Find the letter t in the boxes. What spelling words end with t? (bait and waist) Only one belongs in the boxes. Which word will you write? (waist) Why? (There are five boxes and waist has five letters. Bait only has four letters.)

Write the letters in the box. Where will you write the word bait? (In the space that begins with the letter b) Finish the rest of the boxes on your own.

2. Review the rule that when two vowels are together the first is usually long and the second is silent.

Use the bottom of the SAP workbook page. Have students look at each word and circle the letter that has its long sound and put an x on the letter that is silent. A word is given as an example.

3. Review the first half of *Snuff the Snail* by asking the following questions:

What was wrong with Snuff? (He had a pain in his nose and in his tail)

Have you ever had a cold? How did you feel?

What did Snuff land in the first time he sneezed? (a pail)

What did the pig tell Snuff? (Get off my nose or go to jail.)

How did the snail get on the pig's nose? (Answers vary. The man dumped him from the bucket.)

How did the snail get off the pig's nose? (He sneezed again.)

Where did the snail land next? (On the mailbox.)

What do you think will happen next? Read the rest of the story to find out. Begin on page 8.

4. Use the handwriting sheet or have the children write the following:

Write a line of each word: paid, waist.

Write the sentence: Pat paid for the purple pail.

T1 & T2

Fill in the boxes to make spelling words.

stay
bait
paid
waist
maid
bait
maid
tail
mail
grain
snail

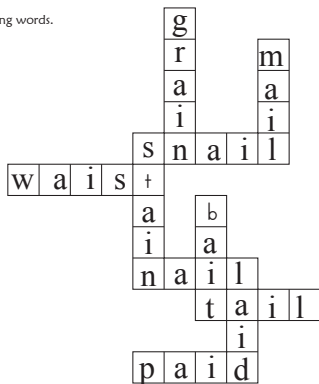
Read each word. Circle the long vowel. Put an x on the silent letter. Example: tox

maid coat way gave aim
stay tail stain waist paid

SAP answers

Fill in the boxes to make spelling words.

stain
bait
paid
waist
laid
mail
tail
nail
grain
snail



Read each word. Circle the long vowel. Put an x on the silent letter. Example:

taxl

maxd coxst wayx gavx axm

stox taxl stoxn wayst paxd

Lesson 33

Lesson Objectives

1. Students will review spelling words. (S)
2. Students will learn about snails. (L)
3. Students will match words to clues. (L)
4. Students will read the story *Snuff the Snail*. (R)
5. Students will copy a sentence neatly and correctly. (H)

Materials

- SAP Workbook
- LAR Workbook
- Book: *Snuff the Snail*
- An additional article about snails (such as an on-line article)

Teaching

1. Begin by saying each of the following words and having the students spell them back to you: bait, tail, waist, grain, snail.

Write the sentence with numbers in the spaces: We 1 for the 2 full of 3 . Write the words, pail, nails, paid under the sentence. Ask: **What word will go in blank 1? (paid) What word will go in blank 2? (pail) What word will go in blank 3? (nails)**

Use the top section of the SAP workbook page for lesson 33. **Write the words that go into the sentences. In the boxes you have a choice of four words. Three will be used in the sentences. The blanks are numbers and the lines are numbered. Write the word that matches the numbered blanks on the lines.**

Use the bottom section of the SAP workbook page bottom section. **Use the color code to write the spelling words.**

2. Read to the students about snails on the LAR workbook page. Then, ask students questions. The text from the workbook page is printed below. This is primarily a listening exercise, but students may try to follow along in the workbook.

A snail is a gastropod. Gastro means stomach. Pod means foot. A snail has a foot coming out of its stomach. There are many kinds of snails. Some live on land. Most kinds live only in the water.

A snail can hide its head in its shell. It can even seal up its shell when it gets too dry in the summer or too cold in the winter.

Long tubes come out of their heads. These are called tentacles. Snails that live on land have eyes at the end of the tentacles. Water snails have their eyes at the bottom of the tentacles. Some snails have two more tentacles. These are used for smelling.

Land snails dig holes in the ground to hide their eggs. They can lay over one hundred at a time. When the snails hatch their shells are very soft. They eat their own egg shells to make their body shells stronger. The egg shells contain calcium. Calcium makes their shells strong just like it makes our bones strong. We get calcium from milk and other dairy products like cheese and yogurt.

Most snails eat leaves and fruit. If you had a pet snail, it would eat just about anything. If you like plants, you may not like snails. They can destroy farmer's crops. Lots of things eat snails. Frogs, fish, even some kinds of bugs eat snails. People eat a snail dish called escargot. Does a snack of buttery snails sound good to you? The questions are on the next page.

The screenshot shows a workbook page with two matching exercises. The first exercise has a sentence: "The 1 made a 2 on the 3 ." Below it are three lines numbered 1, 2, and 3. To the right are four words: "bait", "tail", "paid", "nail". The second exercise has a sentence: "The 1 of the 2 is on the 3 ." Below it are three lines numbered 1, 2, and 3. To the right are four words: "bait", "tail", "nail", "snail". Below these exercises is a shape code section with a grid of letters and symbols, and several rows of boxes with symbols and lines for writing words.

Lesson 33

2. **How many feet do snails have? (one) Where is a snail's foot? (on its stomach) What are the tubes on a snail's head called? (tentacles) What do they do? (some have eyes, some can smell)**

Tell me about snails and their eggs. (They can lay over 100. They lay the eggs in the ground. The snails eat the shells when they hatch for calcium. The calcium makes their shells harder.)

What do snails eat? (leaves, plants) What eats snails? (small animals, fish, bugs, people) Can snails climb trees? (yes) How do you know that? (From the picture)

Why did the author think that people who like plants may not like snails? (They can destroy crops.)

Find additional information about snails, such as an article found on-line. Read the article to children and compare to the one on the workbook page.

3. Introduce the next activity on the LAR workbook page. **Look at the words in the orange box. What is something you use to catch fish? (bait) What is the past tense of lay? (laid) What is at the end of a dog? (tail)**

Next, use the bottom of the LAR workbook page. **Look at the words. Write the spelling words that match the clues.** (First column: waist, paid, grain. Second column: snail, stain, mail.)

4. Have the students read the book *Snuff the Snail* and ask the following questions:

Where did Snuff go to get out of the rain? (a mail box)
How did the snail get out of the mail box? (The mail was put in the van.)
What did Snuff say to the fish when he first saw it? ("Wait! I am bait.")
What did the fish say to Snuff? ("You are a snack to me.")
Why do you think the fish didn't believe Snuff?
How did the snail get away from the fish? (It sneezed.)
What do you think happened to the fish after it got stuck in the boat?

5. Use the handwriting sheet or have the children write the following:

Write a line of each word: laid, mail.
 Write the sentence: I laid the mail on the pail.

LAR answers

Use the clues to find the spelling words. A list is in the orange box.

stain bait paid waist laid mail tail nail grain snail

By hips waist It is not fast. snail
 Gave cash paid A spot on a coat stain
 Seeds grain Stamps are on it. mail

SAP answers

The 1 made a 2 on the 3. stain bait paid mail

1 bait 2 stain 3 mail

The 1 of the 2 is on the 3. laid tail nail snail

1 tail 2 snail 3 nail

◆ ★ ▭ ▲ mail ■ ★ ▭ ▲ nail
 ◆ ★ ▭ ▮ paid ▮ ★ ★ ▭ ■ stain
 ★ ★ ▭ ▲ tail ▮ ■ ★ ▭ ▲ snail
 ▲ ★ ▭ ▮ laid ● ★ ▭ ▮ ☆ waist
 ◀ ★ ▭ ☆ bait ★ ◆ ★ ▭ ■ grain

T2 & T3

Listen as the teacher reads to you about snails.

Snails
 A snail is a gastropod. Gastropod means stomach-foot-crawler. A snail has a foot coming out of its stomach. There are many kinds of snails. Some live on land. Most kinds live only in the water.

A snail can hide its head in its shell. It can even seal up its shell when it gets too dry in the summer or too cold in the winter.

Long tubes come out of their heads. These are called tentacles. Snails that live on land have eyes at the end of the tentacles. Worm snails have their eyes at the bottom of the tentacles. Some snails have two more tentacles. These are used for smelling.

Land snails dig holes in the ground to bury their eggs in the ground. They can lay over one hundred at a time. When the snails hatch their shells are very soft. They eat their own egg shells to make their body shells stronger. The egg shells contain calcium. Calcium makes their shells strong just like it makes our bones strong. We get calcium from milk and other dairy products like cheese and yogurt.

Most snails eat leaves and fruit. If you had a pet snail, it would eat just about anything. If you like plants, you may not like snails. They can destroy farmer's crops. Lots of things eat snails. Frogs, fish, even some kinds of bugs eat snails. People eat a snail dish called escargot. Does a snail sound good to you?

Use the clues to find the spelling words. A list is in the orange box.

stain bait paid waist laid mail tail nail grain snail

By hips _____ It is not fast. _____

Gave cash _____ A spot on a coat _____

Seeds _____ Stamps are on it. _____

Lesson 34

Lesson Objectives

1. Students will alphabetize words. (P)
2. Students will recognize correctly spelled words. (S)
3. Students will learn about homophones. (L)
4. Students will read the story *Snuff the Snail*. (R)
5. Students will copy a sentence neatly and correctly. (H)

Materials

SAP Workbook
 LAR Workbook
 Book: *Snuff the Snail*

T1 & T2

Put the snails in alphabetical order. Write a number on the circle inside the snail.

Find the correctly spelled spelling word in each box.

stone	grain	pad	bate	waits
stain	gran	paid	bayt	wiait
stian	graim	payd	bait	waist

laid	maal	talle	snial	nail
lad	mail	tial	snail	noal
lide	mayle	tail	snale	nale

Teaching

1. Review alphabetizing first. Write the following words: sat, bag, hug, age, off. **Which word comes first in alphabetical order?** Write the number 1 over the word age. **Which comes second?** Write the number 2 over bag. Continue with hug, off, and sat.

Use the top of the SAP workbook page. Write numbers on the snails to show the alphabetical order of the words on the rocks.

2. Begin by saying each of the following words and having the students spell them back to you: stain, mail, paid, nail, laid.

Use the bottom of the SAP workbook page. **Circle the correct way to spell each spelling word from the three choices.**

3. Write the words pail and pale. **Read the words. They sound the same, but they have different meanings. Two words that sound the same but have different spellings or meanings are called homophones. Pail spelled p-a-i-l means a small bucket. Pale spelled p-a-l-e means a light color.**

Use the LAR workbook page. **Let's look at some more spelling words that have homophones. Look at the LAR workbook page lesson 34. There are three pictures. The arrow points to the girl's waist. Can you point to your waist? Look at the other way to spell waste. When the word is spelled with an a and a silent e, it means something that's not needed or used.**

Look at the second picture. M-a-l-e means a boy or a man. M-a-i-l is a letter.

Look at the picture of the elephant reading under the tree. T-a-l-e is a story. T-a-i-l is a part of an animal.

Look at the sentences with lines. Beside each pair of sentences are two of the homophones in a box. Write the correct homophone in each sentence. Use the pictures to remind you of their meanings.

T3

Homophones are words that sound alike, but have different meanings. Below are homophones based on words from the spelling list. Use the picture clues to help find the difference between the words.

Write the correct homophone in each sentence. Choices are in the green boxes.

Do not _____ the bait. wast and waste

The grass is _____ deep. _____

The pup is a _____ male and mail

A stamp is on the _____

The cat has a fuzzy _____ tale and tail

Will you tell me a funny _____?

4. Have the students look at the back of the book *Snuff the Snail* and ask the following questions:

Find the words that rhyme with *fail*. (jail, mail, nail, pail, rail, sail, snail, wail)

Find words that are things you can ride in. (boat, van)

Find the words that end with the letter n and have a silent i. (grain, pain, rain)

Find the words that are things you would use to catch a fish. (bait, line)

Find the word *shame*. Take off the sh and add the letter c to the beginning of the word. What is the new word? (came)

5. Use the handwriting sheet or have the children write the following:

Write a line of each word: tail, snail.

Write the sentence: The snail has a wet tail.

SAP answers

Put the snails in alphabetical order. Write a number on the circle inside the snails.



Find the correctly spelled spelling word in each box.

stane stain stian	grain gran graim	pad paid poyd	bate bayt bait	waits wast waist
laid lad lide	maal mail mayle	talle tial tail	snial snail snale	nail noal naile

LAR answers

Homophones are words that sound alike, but have different meanings. Below are homophones based on words from the spelling list. Use the picture clues to help tell the difference between the words.



Write the correct homophone in each sentence. Choices are in the green boxes.

Do not waste the bait. waist and waste

The grass is waist deep.

The pup is a male. male and mail

A stamp is on the mail.

The cat has a fuzzy tail. tale and tail

Will you tell me a funny tale?

Lesson 35

Objectives

1. Students will take a phonics test. (P)
2. Students will take a spelling test. (S)
3. Students will answer questions about *Snuff the Snail*. (R)
4. Students will write about foods made with grain. (W)
5. Students will copy a sentence neatly and correctly. (H)

Materials

LAR Workbook (2 pages)
 Book: *Snuff the Snail*
 Grocery newspaper ads, online ads, or grain information from
 USDA websites

Teaching

1. Use the first LAR workbook page for lesson 35 as a phonics test. For lines 1 to 8 say a word and have the students circle it:

Line 1: jail Line 2: maize Line 3: pain Line 4: aim

Line 5: raid Line 6: vain Line 7: grain Line 8: nail

For the bottom section, have the students match the word that sounds the same as the word in the circle: male - mail, waste - waist, tale - tail, sale - sail, pale - pail

2. Have students number a piece of paper from 1 to 10.

Say each word and give students time to write before saying the next word:

1. snail, 2. nail, 3. mail, 4. waist, 5. bait, 6. grain, 7. laid, 8. paid, 9. tail, 10. stain

3. Ask the students the following questions about the story, *Snuff the Snail*. (Answers may vary.)

Do you think this story could be true? Why?

Tell the students the following about snails: **There are thousands of different kinds of snails. Some are gray or brown. But there are colorful snails too. There are red, yellow, and orange snails. Some have many colors. There are different sizes of snails. Some are so small they can barely be seen. Others may grow up to two feet long.**

The snail in the story had a nose, but snails don't really have noses. Some breathe through gills like fish. Other kinds of snails can actually breathe through their skin.

Students will complete the second LAR workbook page for lesson 35.

Fill in the ovals to mark your answers on the top part.

Use the book on the second part. Find the sentence in the book. Complete the sentence and write the page number by the sentence.

Students may retell the story using puppet cut-outs.

T1

Circle the word the teacher says.

1	jell jail jale gail gale
2	maize mazz moaze miase maz
3	paim pian pin pan pain
4	am ann ame aim anny
5	rad braid raid rid road
6	van bain wain vian vain
7	grait gate gait grain gain
8	naly nail rial name wail

Circle the word that sounds the same as the word in the box.

male	mall mial mail mayl may
waste	waist paste wait vaist waits
tale	toam tall tial trail tail
sale	sail sail sell say soil
pale	paid pave pain pail pall

T3


Snuff had a pain in his nose. YES NO

The snail hid in a mail box. YES NO

The fish ate the snail. YES NO

Rain fell on the snail. YES NO

Nails fell in the pail. YES NO



Snuff the Snail

Sentence Hum Use the book to find the sentences. Fill in the missing word. Write the page number for the sentence.

The man fed the _____ to the pig. Page _____

Snuff had to race to get off the _____ Page _____

It is a shame you did not _____." Page _____

The _____ made the snail wail. Page _____

4. **One of our spelling words this week is *grain*. Grain is the seed from plants. The seed is used to make food. Corn, wheat, rice, and oats are some grains used to make food. What foods are made of grain?** Help students find the answer to the question and write the answer. In a classroom setting this could be a group writing project with groups of students researching various grains. Provide resources such as grocery store ads or USDA food group information. You might also refer to recipes. Ads could be used as a source for illustrations.

A typical written response may be as simple as: **Bread is made of wheat. Rolls are made of wheat. Cake is made of wheat.** Provide assistance with reading and writing unknown words. Students should add illustrations to their writing. You can also add a research question that leads to a second conclusion to the writing project: **How many servings of grain should you eat in a day?**

5. Use the handwriting sheet or have the children write the following:

Write a line of each word: nail, grain
Write the sentence: The nails fell in the grain.

LAR answers

Circle the word the teacher says.

1	jell	<u>jail</u>	jale	gail	gale
2	<u>maize</u>	mazz	maaze	miaze	maz
3	paim	pian	pin	pan	<u>pain</u>
4	am	ann	ame	<u>aim</u>	amy
5	rad	braid	<u>raid</u>	rid	road
6	van	bain	wain	vian	<u>vain</u>
7	grait	gate	gait	<u>grain</u>	gain
8	naly	<u>nail</u>	nial	name	wait

Circle the word that sounds the same as the word in the box.

male	mall	mial	<u>mail</u>	mayl	may
waste	<u>waist</u>	paste	wait	vaist	waits
tale	toam	tall	fial	trail	<u>tail</u>
sale	sal	<u>sail</u>	sell	say	soil
pale	paid	pave	pain	<u>pail</u>	pail

Snuff had a pain in his nose.

 no

The snail hid in a mail box.

 no

The fish ate the snail.

 no

Rain fell on the snail.

 no

Nails fell in the pail.

 yes

Snuff the Snail



Use the book to find the sentences. Fill in the missing word. Write the page number for the sentence.

The man fed the grain to the pig.

Page 5

Snuff had to race to get off the rail.

Page 11

It is a shame you did not wait."

Page 16

The rain made the snail wail.

Page 7

Lesson 111

Lesson Objectives

1. Students will read words with double o sound as in *moon*. (P)
2. Students will spell words correctly. (S)
3. Students will prepare to read the story, *The Moose's Tooth*. (R)
4. Students will copy a sentence neatly and correctly. (H)

Materials

LAR Workbook
SAP Workbook
Book: *The Moose's Tooth*

Teaching

1. Teacher's note: This lesson will introduce words with the double oo as in *moon*. Double o has more than one sound. The double o sound as in *book* will be taught beginning in Lesson 141. Double o can also have the short u sound (blood, flood). Double o ending with r follows the vowel + r rule (door, floor, poor). The last two pronunciations are rare exceptions and will be introduced as need as additional reading vocabulary (door has already been introduced).

Some words can be pronounced two ways; root, hoof, hooves, roof. These can be pronounced with the *oo* as in *book* or *moon*. In these lessons they will follow an *oo* as in moon pronunciation.

Write the words *too* and *tool*, *tooth*, and *toot*. Have students read the word *too*. Next, point to the word *tool*. **Say too and add the /s/ sound.** Repeat with tooth and toot, pointing out that you added t-h and t to the word too.

Next, take the word tool. Erase the t and replace it with c. **The beginning sound has changed. What is the word now?** (cool), then p (pool), sp (spool), f (fool). Replace the t in toot with b (boot), h (hoot), r (root), sc (scoot), l (loot). Take off the t in loot and add p (loop), change the l to sc (scoop), change sc to sn (snoop).

Use the LAR Workbook page: **Read the sentences. A word is missing. Look at the pictures. Fill in the word that completes the sentence and matches the picture. Choose from the words in the list.**

2. Use the SAP workbook page for lesson 111. **Look at the words in the pink box. How are all the words in the box alike? (They all have the letters oo) The letters oo make the vowel sound you hear in the word moon. The letters oo also make the vowel sound you hear in the word book. We'll spell those words in a different week.**


Have the students spell and say all the words in the pink box.
Spelling list: scoop, stool, kangaroo, food, tooth, raccoon, balloon, room, baboon, rooster, goose, moose.


Use the top of the SAP workbook page: **Alphabetize the word lists in each box. Look at the word list in the bottom box. Two words begin with r. Alphabetize the other words until you are ready for r. To decide which r word comes first, look at the second letter in each word.**


Use the bottom of the SAP workbook page: **Fill in the missing vowels.**


Read the sentences. Look at the picture to find the missing word. Write the word on the lines. Choose a word from the bottom of the page. Not all words will be used.


goose moon loose broom boots moose tools stool spoon

The _____ had huge hooves. 

The _____ feel too loose. 

We will use _____ to fix the room. 

The _____ swooped over the lake. 

I will sit on a _____ to eat my food. 

Write the words in each box in alphabetical order.

Words List

scoop soop
stool stool
kangaroo kangaroo
food food
tooth tooth
raccoon racoon
balloon balloon
room room
baboon baboon
rooster rooster
goose goose
moose moose

stool kangaroo baboon food room moose

1 _____ 4 _____
2 _____ 5 _____
3 _____ 6 _____

tooth raccoon scoop balloon rooster goose

1 _____ 4 _____
2 _____ 5 _____
3 _____ 6 _____

Fill in the missing vowels in each spelling word.

g__s__ r__cc__n__ st__l__ b__b__n__
r__m__ sc__p__ t__th__ k__ng__r__
b__ll__n__ f__d__ r__st__r__ m__se__

Lesson 111

3. *The Moose's Tooth* focuses on words with the double o sound as in moon. The following words should be introduced as additional reading vocabulary in this lesson. Most of the words are made up of syllables students should already know.

The word *baboon*: Separate into syllables, ba- boon.
 The word *raccoon*: Separate into syllables, ra- coon
 The word *balloon*: Separate into syllables, ba- loon.
 The word *doctor*: Separate into syllables, doc- tor.
 The word *what*: Spell phonetically, wot

Review the following words: door (follows vowel +r rule, not double oo), looked (has a different double oo sound)

Have students find the words on the back of the reading book.

Students will begin reading the book in Lesson 112.

4. Use the handwriting sheet or have the children write the following:

Write a line of each: food, tooth, kangaroo
 Write the sentence: Food is stuck in the kangaroo's tooth.

Word List Lessons 111 to 115:

baboon, balloon, bloom, boo, boom, boost, boot, booth, brood, broom, caboose, cartoon, cool, coop, coot, doom, droop, food, fool, gloom, goof, goon, goose, groom, groove, hoof, hoop, hoot, igloo, kangaroo, loom, loon, loop, loose, loot, moo, mood, moon, moose, noon, pool, raccoon, roof, room, root, roost, rooster, scoop, scoot, shoot, snoop, soon, sooth, spool, spoon, stood, stool, stoop, swoon, swoop, too, tool, toot, tooth, troop, zoo, zoom

LAR answers

Read the sentences. Look at the picture to find the missing word. Write the word on the lines. Choose a word from the bottom of the page. Not all words will be used.

goose noon lose broom boots moose tools stool spoon

The moose had huge hooves.



The boots feel too loose.



We will use tools to fix the room.



The goose swooped over the lake.



I will sit on a stool to eat my food.



SAP answers

Words List	
scoop	scoop
stool	stool
kangaroo	kangaroo
food	food
tooth	tooth
raccoon	raccoon
balloon	balloon
room	room
baboon	baboon
rooster	rooster
goose	goose
moose	moose

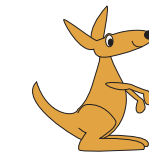
Write the words in each box in alphabetical order.

stool kangaroo baboon food room moose

1. baboon 4. moose
 2. food 5. room
 3. kangaroo 6. stool

tooth raccoon scoop balloon rooster goose

1. balloon 4. rooster
 2. goose 5. scoop
 3. raccoon 6. tooth



Fill in the missing vowels in each spelling word.

goose raccoon stool baboon

room scoop tooth kangaroo

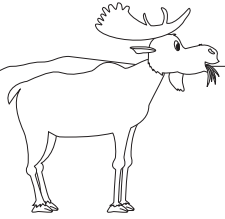
balloon food rooster moose

Lesson 111

The Moose's Tooth

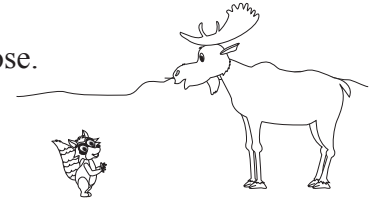
Page 1

One cool day, a moose was by a lake.
He had just taken a big bite of grass.
But, he had also scooped up a rock.
He did not see the rock.
He did not taste it.
He began to eat his food.
Then, it happened.
His tooth bit the rock.



Pages 2-3

A raccoon saw the moose.
"You are in pain," said
the raccoon.
"You need to get that
tooth fixed."



"Yes," moaned the moose.
"I need help soon.
If I bite my food, it hurts."

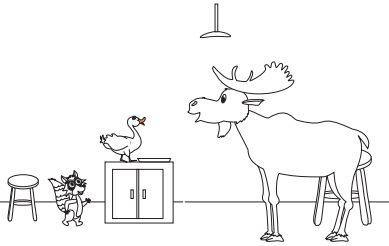
"I will show you a place that
can help," said the raccoon.

Pages 4-5

Soon, they came to a place. It looked like a store.

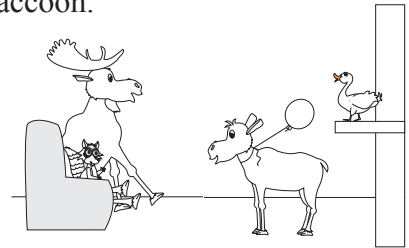
"This is Doctor Baboon's office," said the raccoon.
"He is a moose loose tooth
doctor.
He can sooth your hurting tooth."

"I hope he can soon," said the moose.



Pages 6-7

The moose and raccoon sat in a room.
A small moose came out of a door.
The small moose had a yellow balloon.



"Thank you," said the small moose.

"Next," said Nurse Goose.

She looked out of the booth.

"That must be you,"
Nurse Goose said to
the moose.

Pages 8-9

The moose and raccoon followed
Nurse Goose.
She led them to a room.

"Sit up on the stool," said Nurse Goose.
"Doctor Baboon will see you soon."

The moose looked around the room.
There were tools on a tray.

"Will you stay too?" the moose
asked the raccoon.

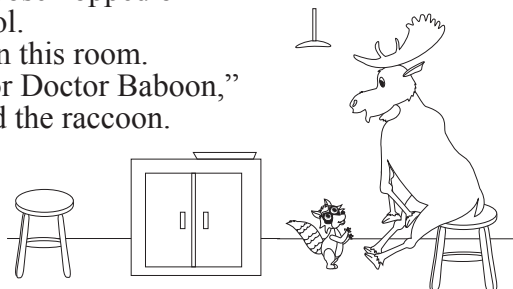
"I'm here to help you,"
said the raccoon.

Pages 10-11

The moose began to feel doomed.
"I think I must go," said the moose.
"But, your tooth is hurt.
Doctor Baboon will help you,"
said the raccoon.

"I have a feeling of gloom," said the moose.
"I have a feeling of doom.
My tooth is not so bad.
I'll get used to the pain, soon."

The moose hopped off
the stool.
"Stay in this room.
Wait for Doctor Baboon,"
soothed the raccoon.



Pages 12-13

“No, I must scoot,”
said the moose.
“What are you afraid of?”
asked the raccoon.
“Doctor Baboon may put a
loop on my tooth.
He may pull out my tooth.
He has a tray full of tools.
I must go soon,” said the moose.
“But, it will help you feel better,”
said the raccoon.
“If that is what needs to be done.
Doctor Baboon is no fool.
If he must use a tool, you will
feel well soon.”
“But,” said the moose,
“Doctor Baboon may goof.
More than one tooth may get loose.
I must go. I’ll get used to the pain.
I’ll be O.K. by noon.”



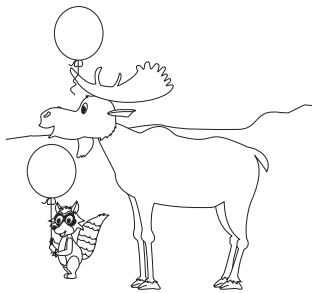
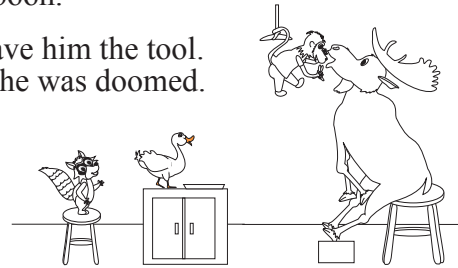
Pages 14-15

But, Doctor Baboon
came into the room.
“Hop on the stool.
Prop up your hooves,”
said Doctor Baboon.
“I’ll fix up the tooth. You’ll be out of
here by noon.”
The moose hopped back onto the stool.
He rested his hooves.
“You’ll be fine soon,” soothed the raccoon.

Doctor Baboon’s tail looped around the lamp.
He looked at the moose’s tooth.

“Nurse Goose, hand me the pulling tool,”
said Doctor Baboon.

Nurse Goose gave him the tool.
The moose felt he was doomed.



Page 16

“All done,” said Doctor Baboon.
In his hand was a tool. In the tool was a rock.
“It was stuck in your tooth. I got it loose.”
“The pain has left. That wasn’t too bad,”
said the moose.
Nurse Goose led the moose from the room.
The moose left with a yellow balloon.
The raccoon got a yellow balloon, too.

The Moose’s Tooth word list:

a	felt	into	office	tail
afraid	fix	is	on	taken
all	fixed	it	one	taste
also	followed	I’ll	onto	thank
are	food	I’m	out	that
around	fool	just	pain	the
asked	for	lake	place	them
Baboon	from	lamp	prop	then
bad	full	led	pull	there
balloon	get	left	pulling	think
be	gloom	like	put	this
began	go	looked	raccoon	to
better	goof	loop	rested	too
big	Goose	looped	rock	tools
bit	got	loose	room	tooth
booth	grass	may	said	tray
but	had	moaned	sat	up
by	happened	moose	saw	used
came	he	more	scooped	wait
can	help	must	scoot	was
cool	here	my	see	wasn’t
day	his	need	she	well
did	hooves	needs	show	were
doctor	hop	next	sit	what
done	hope	no	small	will
doom	hopped	noon	so	with
doomed	hurt	not	soon	yellow
door	hurting	Nurse	sooth	yes
eat	hurts	O.K.	soothed	you
feel	I	of	stay	your
feeling	if	off	stool	you’ll
	in		store	

Lesson 112

Lesson Objectives

1. Students will read and complete rhyming sentences. (P)
2. Students will recognize spelling words within longer words. (S)
3. Students will read the story *The Moose's Tooth*. (R)
4. Students will copy a sentence neatly and correctly. (H)
5. Students will listen for oo words in a poem. (L)

Materials

SAP Workbook
LAR Workbook
Book: *The Moose's Tooth*

Complete the sentences with a word that rhymes with the underlined words. T1

I'll use the broom to sweep the _____.

The _____ is on the loose.

The _____ fell in the pool.

The raccoon has a red _____.

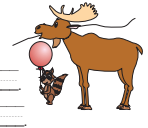
I had to snoop to get the _____.

A _____ is in the booth.

I'm in the mood to get some _____.

Write the spelling word that is a part of these words:

bathroom	vamoose	toothpaste
_____	_____	_____
seafood	foadstool	mongoose
_____	_____	_____



Teaching

1. Begin by having the students look at the list on the SAP workbook page for lesson 111 and spell each word aloud. Spelling list: scoop, stool, kangaroo, food, tooth, raccoon, balloon, room, baboon, rooster, goose, moose.

Use the top of the SAP workbook page for lesson 112. **Read the sentences. Fill in the missing word for each sentence using a spelling word that rhymes with the underlined word.**

2. Use the bottom of the SAP workbook page for lesson 112. **Find the spelling word that is a part of each word. Write the spelling words on the lines.**
3. Introduce the story. Ask the students to look at the cover of the book. Ask:

What is the name of this book? (*The Moose's Tooth*)

What words in the title have the oo sound? (moose's, tooth)

What do you think this book is about?

What do you think will happen to the moose's tooth? Let's read to find out.

Read the first half of the book *The Moose's Tooth* (pages 1 to 9). Next, ask the students the following questions.

What animal told the moose to get his tooth fixed? (a raccoon)

How did the moose get a rock in his mouth? (He was eating grass.)

What was the name of the goose? (Nurse Goose)

What did the young moose have? (a yellow balloon)

What was the moose supposed to sit on? (a stool)

What kind of doctor was Doctor Baboon? (a moose loose tooth doctor)

4. Use the handwriting sheet or have the children:

Trace and copy: goose, stool, balloon

Write the sentence: The goose flew into a balloon.

5. Introduce the poem *The Cool Moose* on the LAR workbook page for lesson 112. Begin with vocabulary. Highlight the words *scout*, *mood*, and *brood*. Write the word *scout*. **Have you ever ridden a scooter? This word is a part of the word *scout*. A scooter helps you move quickly. *Scout* means to go quickly. Write the word *mood*. What does *mood* mean? What puts you in a good mood? What puts you in a bad mood? Write the word *brood*. Have you ever been upset about something and just keep thinking about it and getting more upset? That's what it means to brood.**

Introduce the phrase "give the boot". **There is a phrase in the poem about giving the moose the boot. What do you think that means? It means to make it leave. Where do you think the phrase comes from?** (Kicking someone out, a foot kicks, people wear boots on feet.)

Next, talk about the poem. **The poem is called *The Cool Moose*. Look at the picture what do you see? What do you think is happening in the poem?**

Students may be able to read the poem independently, but it is still expected to be read by the teacher in most cases. After reading the poem students will find the long oo words and write them on the lines. The poem contains the word *looking*. Point out that the oo makes the short sound in this word and it shouldn't be added to the long oo list. You may reduce the amount of writing by have students finding six of the twelve long oo words. The word *hoof* can have either sound, but consider it long oo in this case because it fits the rhyme pattern.

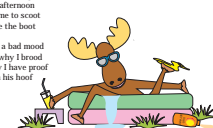
T5

The Cool Moose

There's a moose in my swimming pool
He's just relaxing, looking cool
He thinks that he has found the spot
To take a break when it is hot

I have news for that antlered goon
I'll drain the pool this afternoon
Soon he'll know it's time to scout
For I'll give that moose the boot

That moose has me in a bad mood
That's why I sit here, why I brood
He squished my ducky I have proof
It's still stuck there on his hoof



Find the words in the poem that have the long oo sound as in *ooose*.

The Cool Moose

**There's a moose in my swimming pool
He's just relaxing, looking cool
He thinks that he has found the spot
To take a break when it is hot**

**I have news for that antlered goon
I'll drain the pool this afternoon
Soon he'll know it's time to scout
For I'll give that moose the boot**

**That moose has me in a bad mood
That's why I sit here, why I brood
He squished my ducky I have proof
It's still stuck there on his hoof**

SAP answers

I'll use the broom to sweep the room.

The moose is on the loose.

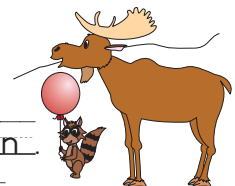
The stool fell in the pool.

The raccoon has a red balloon.

I had to snoop to get the scoop.

A tooth is in the booth.

I'm in the mood to get some food.



Write the spelling word that is a part of these words:

bathroom

room

seafood

food

vamoose

moose

toadstool

stool

toothpaste

tooth

mongoose

goose



LAR answers

Long oo words used in the poem
Any order:

moose, pool, cool, goon,
afternoonsoon, scout, soon,
boot, mood, brood, proof, hoof

Lesson 113

Lesson Objectives

1. Students will review spelling words. (S)
2. Students will read to learn about and compare animals. (R)
3. Students will read the story *The Moose's Tooth*. (R)
4. Students will copy a sentence neatly and correctly. (H)

Materials

SAP Workbook
 LAR Workbook
 Book: *The Moose's Tooth*

Teaching

1. Begin by saying each of the following words and having the students spell them back to you: balloon, room, baboon, rooster, goose, moose.

Use the top of the SAP workbook page to review syllables. **Words have parts called syllables. Every syllable has one vowel sound. If double consonants are in the words, divide the words between the double consonants. Look at the word *puppet*. It is divided between the two p's.**

If two consonants are in the middle of a word and each make a sound, divide the words between the two letters. See the example word, igloo. The syllables divide between g and l. Write the word mother. Would you divide this word between the t and the h? (no) The t and h must stay together because they only make one sound. The syllables would divide between the h and the e.

Draw lines between the syllables in the words raccoon, rooster, and balloon.

Use the bottom section of the SAP workbook page: **Read the clues and write the matching spelling word.**

2. Use the LAR workbook page. **Do you know what a coot is? What is a loon? You'll learn what they are in this lesson. Before you start reading, look at the page. What two animals are birds? (loons and coots) How do you know that? (by looking at the pictures and the bold printed words.**

Read about loons, raccoons, and coots. After reading about the animals, students will mark responses for the description. **Read the descriptions at the bottom of the page. Which animal fits the description? Fill in the boxes: R for raccoon, L for loon, or C for coots. Some descriptions fit one, two, or all three animals. Fill in the box for each kind of animal that fits the description.**

You may continue the discussion about the animals by asking questions such as:

What is one way all three animals are alike?

What is one way a loon is different from a coot?

What is one way a raccoon is different from a loon and coot?

T1

Words have parts called syllables. Every syllable has one vowel sound. If double consonants are in the word, divide the word between the double consonants.

If two consonants are in the middle of a word and each make a sound, divide the word between the two letters.

Draw a / to show where the words are divided into syllables.

raccoon rooster balloon

Use the clues to find the spelling words. A list is in the orange box.


snag stool kangaroo find tooth raccoon balloon room baboon rooster goose moose

It looks like an ape.	It can float in the sky.
It hops.	It looks like it has a mask.
Use these to bite.	It is made to sit on.
A big spoon	It is like an elk.
A part of a house	It can lay eggs.
Beef, apples, chips	A hen's dad


T2

Read about the animals.


Loons are big birds. They have long bills and look like ducks. Loons can swim under water. They swim well. They eat fish. They can't walk on land. Loons lay two brown eggs. They make nests out of plants. They are black and white.



Raccoons have gray fur with black tips. They have a ringed tail. They live in hollow trees or rocks. Raccoons swim well. They eat fish and frogs. Raccoons also eat rats, mice, and grain.



Coots are also birds. They are gray and black. They look like ducks. They swim well. They eat plants and snails. They do not have webbed feet. They lay brown eggs.



In the boxes (R) in the L box if it describes an Loon. Fill in the C box if it describes a coot. Fill in the R in a box if it describes a raccoon. More than one animal may fit the descriptions. More than one box can be filled in.

R = raccoon L = Loon C = Coot

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I eat snails.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I have a ringed tail.
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I eat fish.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I lay brown eggs.
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> My home is a tree.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I look like a duck.
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I can't walk on land.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I swim well.
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I am a bird.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I have a long bill.
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I have black on me.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I have fur.

3. Read the second half of the book *The Moose's Tooth*. (pages 10 to 16). Next, ask the students the following questions.

What did the moose think the Dr. Baboon was going to do to his tooth? (pull it)

What did the moose feel like as he waited for the Doctor? (gloom, doom)

What does gloom and doom mean? You can use these simple definitions: gloom- feeling sad, doom- feeling like something very bad is going to happen.

The baboon was smaller than the moose. How did he see into the moose's mouth? (He looped his tail around the lamp.)

What tool did the doctor use? (the pulling tool)

What was making the tooth hurt? (a rock)

What did the moose and raccoon get? (yellow balloons)

Find the sentence with the word goof on page 13.

Read it. What does goof mean? (make a mistake)

4. Use the handwriting sheet or have the children:

Trace and copy: rooster, room, moose

Write the sentence: The rooster made room for the moose.

SAP answers

Words have parts called syllables. Every syllable has one vowel sound. If double consonants are in the words, divide the words between the double consonants.

pup/pet

If two consonants are in the middle of a word and each make a sound, divide the words between the two letters.

ig/loo

Draw a / to show where the words are divided into syllables.

r a c c o o n r o o s t e r b a l l o o n

Use the clues to find the spelling words. A list is in the orange box.

scoop stool kangaroo food tooth raccoon balloon room baboon rooster goose moose

It looks like an ape.

baboon

It can float in the sky.

balloon

It hops.

kangaroo

It looks like it has a mask.

raccoon

Use it to bite.

tooth

It is made to sit on.

stool

A big spoon

scoop

It is like an elk.

moose

A part of a house

room

It can lay eggs.

goose

Beef, apples, chips

food

A hen's dad

rooster

LAR answers

- R L I eat snails.
- C I eat fish.
- L C My home is a tree.
- R C I can't walk on land.
- R I am a bird.
- I have black on me.
- L C I have a ringed tail.
- R I lay brown eggs.
- R I look like a duck.
- R I swim well.
- R C I have a long bill.
- L C I have fur.

Lesson 114

Lesson Objectives

1. Students will read and answer questions about story. (R)
2. Students will write contractions with the word *will*. (L)
3. Students will proofread sentences. (S & P)
4. Students will write a story. (CW)
5. Students will copy a sentence neatly and correctly. (H)

Materials

LAR Workbook
SAP Workbook
Book: *The Moose's Tooth*

Teaching

1. Ask students to look at the word list for the story and do the following:

Find the words that rhyme with boom. (doom, gloom, room)

Find the words that have two o's and end with t-h. (booth, tooth, sooth)

Which one has a voiced t-h sound? (sooth)

Find the name of a bird. (goose)

Find the double o words that have two syllables. (baboon, balloon, raccoon)

Find the word that means you feel sad. (gloom)

Find the word that is a place you can buy things. (store)

Find the words that have a long o sound spelled with ow. (followed, yellow, show)

Students may now read the story to build fluency and comprehension skills.

Use the top of the LAR workbook page. **Fill in the ovals to answer the questions about the story.**

2. Write the following pairs of words and have students tell you or write their contractions: Is not, did not, it is, she is, we are, they are, I am. Next, write *I will*. **Try to make up a contraction for these two words.** If students need help, say the contraction (I'll).

Which letters were left out? (wi of the word will.) **What was put in their place?** (apostrophe)

Demonstrate this on the chalkboard. Use the bottom of the LAR workbook page to introduce the other contractions. **Write contractions for the two words above the sentences.**

3. Begin by saying each of the following words and having the students spell them back to you: scoop, stool, kangaroo, food, tooth, raccoon.

Use the SAP workbook page. **Proofread the sentences.**

Write the misspelled words correctly on the lines.

Add the ending punctuation mark.

T1 & T2

Answer the questions about the story. Fill in the answer to the sentence yes or no.

Did the moose bite a rock? YES NO

Was the doctor a raccoon? YES NO

Did the doctor pull out a tooth? YES NO

Did the raccoon get a red balloon? YES NO

Was the nurse a goose? YES NO

Replace the two words above the lines with the contraction.

We will go to the zoo. We'd We've We'll

I think you will like the goose. you'd you've you'll

He will shoot hoops with Dad. he'd he've he'll

I will put the tooth in a jar. I'd I've I'll

She will swim in the pool. she'd she've she'll

They will feed the baboon. they'd they've they'll

T3

Proofreading: Find the mistakes in the sentences. Circle them. Write the misspelled words correctly on the lines. Fill in missing periods or question marks.

The roster pecked a scoop of food. _____

Did the goos stand on the stool? _____

The babbon and the rackon rode a moocce. _____

The kagnaroo hopped in a roon full of bulloons. _____

Will the big tooth fit in the skull? _____

4. Students will write a story based upon the book, *The Moose's Tooth*. Begin with the following discussion.

Ask students to retell what happened in the story *The Moose's Tooth*.

Dr. Baboon was a very good moose loose tooth doctor, but other animals also had tooth problems. Dr. Baboon decided he would help them also. Write a story about some of Dr. Baboon's other animal patients.

For example, what if a mountain lion had a toothache? Would Dr. Baboon be too afraid to help? What might he do to make sure the mountain lion didn't eat him? How about a mouse? It would be hard to fix a mouse's tooth because it is so small. What kind of tools would Dr. Baboon need? Use these ideas or make up some of your own.

5. Use the handwriting sheet or have the children:

Trace and copy: raccoon, scoop, baboon

Write the sentence: The raccoon stole the baboon's scoop.

LAR answers

Answer the questions about the story. Fill in the answer to the sentences yes or no.

Did the moose bite a rock? no

Was the doctor a raccoon? yes

Did the doctor pull out a tooth? yes

Did the raccoon get a red balloon? yes

Was the nurse a goose? no

The Moose's Tooth



Replace the two words above the lines with the contraction.

We will go to the zoo. Well We'll We'll

I think you will like the goose. you'll you'wi you'll

He will shoot hoops with Dad. He'll H'll Hew'll

I will put the tooth in a jar. I'll I'll I'll

She will swim in the pool. Shell She'll Shew'll

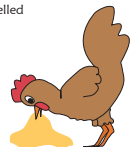
They will feed the baboon. The'll Theyw'll They'll

SAP answers

Proofreading: Find the mistakes in the sentences. Circle them. Write the misspelled words correctly on the lines. Fill in missing periods or question marks.

The roster pecked a scoop of foob

rooster scoop food



Did the goos stood on the stool

goose stool



The babbon and the rackon rode a moose

baboon raccoon moose

The kagnaroo hopped in a roon full of bulloons

kangaroo room balloons



Will the big tooth fit in the skull

tooth

Lesson 115

Lesson Objectives

1. Students will be tested on phonics concepts. (P)
2. Students will read the story *The Moose's Tooth*. (R)
3. Students will take a spelling test. (S)
4. Students will read the stories they wrote in Lesson 114. (R)
5. Students will research and write about animals. (W)
6. Students will copy a sentence neatly and correctly. (H)

Materials

LAR Workbook
Book: *The Moose's Tooth*

Teaching

1. Use the LAR workbook page for lesson 115 as a phonics test. For boxes 1 to 8 say a word and have the students fill in the circle next to it:

Box 1: booth, Box 2: droop, Box 3: groove, Box 4: swoop,

Box 5: troop, Box 6: cartoon, Box 7: moon, Box 8: doom

For the bottom section have the students fill in the circle next to the correct word that completes each sentence.

2. Read the book *The Moose's Tooth*. Students may retell the stories using puppet cut-outs. Have the students answer the questions. (Answers vary.)

What did the moose learn?

Do you think the moose will be as afraid next time he goes to the doctor?

Have you ever been afraid to go to a doctor's or dentist's office?

Did it help you feel better?

How did the raccoon help the moose?

3. Have students number a piece of paper from 1 to 12.

Say each word and give students time to write before saying the next word:

1. food, 2. kangaroo, 3. scoop, 4. rooster, 5. raccoon, 6. baboon,

7. moose, 8. goose, 9. balloon, 10. stool, 11. room, 12. tooth

4. Have the students read the stories they wrote in Lesson 114.

5. Write the word list: *baboon, goose, kangaroo, moose, and racoon*. **Which animal would you like as a pet? Choose an animal and write about what it would be like to have that animal as a pet. Do some research about the animal you choose and include that information in your writing.**

6. Use the handwriting sheet or have the children:

Trace and copy: cartoon, loon, coot

Write the sentence: The cartoon starred a loon and a coot.

T1

Fill in the circle next to the word the teacher says.

1 Oboot Obooth Oboast Oboas Oboom	2 Odrop Odoor Odroop Odroad Odroom	3 Ogrove Ogroff Ogroom Ogrove Ogroove	4 Oswoop Oswoon Oscoop Ossoat Ossoop
5 Otrap Otroop Otrip Otroap Otrooq	6 Ocartoot Ocart Ocartoose Ocartoon Ocartune	7 Omoon Omoa Omoan Omoon Omoose	8 Odome Odune Odoon Odome Odoom

Fill in the circle by the word that completes the sentence.

The _____ on the lake was honking.
Ogoose Ooon Ogloom Orool Ogoaf

Is your baby tooth _____?
Oloss Oboom Oloop Ossoop Oloose

I will sweep with that _____.
Oroof Omoon Oloot Ogloom Obroom

Is a hammer a _____?
Ostooop Oglao Oreal Osoot Oloon

You can eat with a _____.
Oloom Ospoon Ocoot Ospool Oroom

LAR answers

1 <input type="radio"/> boot <input checked="" type="radio"/> booth <input type="radio"/> boost <input type="radio"/> boo <input type="radio"/> broom	2 <input type="radio"/> drop <input type="radio"/> door <input checked="" type="radio"/> droop <input type="radio"/> brood <input type="radio"/> broop	3 <input type="radio"/> grove <input type="radio"/> goof <input type="radio"/> groom <input type="radio"/> hoove <input checked="" type="radio"/> groove	4 <input checked="" type="radio"/> swoop <input type="radio"/> swoon <input type="radio"/> scoop <input type="radio"/> scoot <input type="radio"/> soop
5 <input type="radio"/> trap <input checked="" type="radio"/> troop <input type="radio"/> trip <input type="radio"/> toop <input type="radio"/> trooq	6 <input type="radio"/> cartoot <input type="radio"/> cart <input type="radio"/> caboose <input checked="" type="radio"/> cartoon <input type="radio"/> tune	7 <input type="radio"/> noon <input type="radio"/> moo <input type="radio"/> moan <input checked="" type="radio"/> moon <input type="radio"/> moose	8 <input type="radio"/> dome <input type="radio"/> dune <input checked="" type="radio"/> doom <input type="radio"/> done <input type="radio"/> mood

Fill in the circle by the word that completes the sentence.

- The _____ on the lake was honking.
 goose soon gloom cool goof
- Is your baby tooth _____?
 loss boom loop coop loose
- I will sweep with that _____.
 roof swoon loot gloom broom
- Is a hammer a _____?
 stoop igloo tool toot loon
- You can eat with a _____.
 loom spoon coot spool zoom