



Second Grade SE

McRuffy Phonics and Reading SE

Teacher's Manual Samples

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Phonics Scope and Sequence

Week	Lessons	
1	1 - 5	First Grade Review
2	6 - 10	First Grade Review
3	11 - 15	Review, suffixes er, and est
4	16 - 20	air, -ear, -are
5	21 - 25	wh, review e sounds
6	26 - 30	nce, -nse
7	31 - 35	dropping y adding ie, -ies, ied
8	36 - 40	Review & Test 1
9	41 - 45	ue, ui, oe as in shoe and canoe
10	46 - 50	Long a sounds spellings: -eigh, ei, ey, ea
11	51 - 55	dge
12	56 - 60	Two-syllable compound words
13	61 - 65	Silent letters - review and new
14	66- 70	review long o (oa & ow) add 2 syllable ow
15	71 - 75	ief, ield
16	76 - 80	Review & Test 2
17	81 - 85	ew, ou
18	86 - 90	ie-
19	91 - 95	wa (short o sound)
20	96 - 100	ough, augh, au
21	101 - 105	prefix un-
22	106 - 110	ph, school, gh=f
23	111 - 115	ea- as in bread
24	116 - 120	Review & Test 3
25	121 - 125	o = short u
26	126 - 130	tion
27	131 - 135	ly
28	136 - 140	re-
29	141 - 145	-ent
30	146 - 150	More two-syllable compound words,
31	151 - 155	Three-syllable compound words and silent u
32	156 - 160	Review & Test 4

Language Scope and Sequence

Lesson	42	Synonyms	
2	Review –ed	43	Comprehension skills
3	Review contractions	44	Sequence of a story
4	Review prefixes a, be	46	Vocabulary development
7	Choosing the correct suffix	46	Days of the week
8	Contractions	47	Homophones
9	Picture clues	47	Nouns and verbs
12	Suffixes er and est	48	Writing a letter
13	Opposites	49	Story sequence
16	Homophones	50	Non-fiction reading comprehension
17	Proofreading	51	Vocabulary development
18	Reading non-fiction	52	Proofreading and nouns
19	Choosing the correct suffix	54	Story sequence
20	Poetry	56	Compound words
21	Vocabulary development	57	Verbs
22	Opposites in sentences	58	Verbs
22	Questions (W words)	59	Story sequence
23	Reading non-fiction	60	Poetry reading
24	Unscrambling sentences	61	Proofreading
25	Graphic organizer - story details	62	Vocabulary
26	Vocabulary development	63	Combining sentences
27	Synonyms	63	Nouns and verbs
29	Nouns	64	Story sequence
30	Nouns and verbs	65	Cloze story (fill in missing words)
31	Word arrangement in sentences	66	Vocabulary development
31	Singular and plural nouns	67	Syllables
32	Past and present tense	67	Noun and verb agreement
32	Categorization	68	Using prepositions
33	Nouns	69	Story sequence
34	Comprehension skills	70	Non-fiction reading comprehension
35	Graphic organizer - story sequence	71	Vocabulary development
36	Suffixes er and est	72	Suffixes dropping y
37	Categorization	73	Suffixes
38	Nouns	73	Nouns and verbs
41	Suffixes	74	Story sequence
42	True and False	75	Book report writing
42	Contractions	81	Vocabulary development
		82	Homophones

Language Scope and Sequence

Lesson		
		113 Comprehension
		114 Combining sentences
83	Nouns and verbs	114 Complete and incomplete sentences
83	Past tense	115 Story sequence
84	Recipe writing	116 Using the correct tense
85	Story sequence	118 Adjectives
86	Vocabulary development	121 Vocabulary development
87	Combining sentences	122 Opposites
87	Complete and incomplete sentences	123 Finding all nouns in sentences
88	Homophones	123 Adding adjectives to sentences
88	Past and present tense	124 Graphic organizer - story elements
89	Graphic organizer - story details	125 Story sequence
90	Story sequence	126 Vocabulary development
91	Vocabulary development	127 Meanings of root words
92	Quotation marks	128 Verbs
92	Nouns and verbs	128 Combining sentences
93	Non-fiction reading comprehension	129 Main idea
94	Background information for writing	130 Rhyming sentences
95	Story sequence	131 Adverbs
96	Vocabulary development	132 Adjectives
97	Comprehension skills	133 Adverbs
98	Using tenses	133 Opposites
98	Quotation marks	134 Graphic organizer - story details
99	Graphic organizer - cause and effect	135 Story sequence
100	Story sequence	136 Pronouns
101	Opposites (adding un)	137 Pronouns and matching nouns
102	Adjectives	138 Parts of speech
103	Combining sentences	138 Complete and incomplete sentences
103	Complete and incomplete sentences	139 Main idea
104	Poem	140 Writing answers to questions
105	Story sequence	141 Vocabulary development
106	Root word meanings	142 Compound sentences (and)
107	Adjective, nouns, verbs	143 Compound sentences (but, or)
108	Comprehension skills	143 Parts of speech
109	Graphic Organizer - character map	144 Main idea
110	Story sequence	145 Writing answers to questions
111	Vocabulary development	146 Writing definitions based on context
112	Categories	147 Review parts of speech

Language Scope and Sequence

148	Parts of speech
148	Complete and incomplete sentences
149	Writing dialogue
150	Writing answers to questions
151	Vocabulary development
152	Parts of speech
153	Main idea
154	Graphic organizer - story elements
155	Writing answers to questions
156	Review
157	Review
158	Review

Fables and Folktales Special Unit (After lesson 80 and before lesson 81):

A	Collective nouns, reflexive pronouns
B	Collective nouns, reflexive pronouns
C	Collective nouns, reflexive pronouns
D	Collective nouns, reflexive pronouns
E	Collective nouns
F	Proper nouns, irregular nouns
G	Irregular nouns, irregular verbs
H	Irregular nouns, irregular verbs
I	Irregular nouns, irregular verbs
J	Collective nouns, reflexive pronouns

Lesson 56

Lesson Objectives

1. Students will read compound words. (P)
2. Students will spell words correctly. (S)
3. Students will prepare to read the story Bobcat Cowboys. (R)
4. Students will copy sentences neatly and correctly. (H)

Materials

LAR
SAP
Bobcat Cowboys

Word List: airplane, backpack, baseball, bathroom, bathtub, birthday, bluebird, bobcat, bookcase, campsite, cardboard, chipmunk, cowboy, cupcake, daydream, daytime, doorbell, downstairs, dugout, eyebrow, eyelash, fireman, fireplace, fireworks, flashlight, football, goldfish, grandfather, grandmother, grapefruit, groundhog, haircut, hedgehog, iceberg, icebox, jigsaw, jukebox, knapsack, lifeboat, mailbox, milkman, mushroom, muskrat, network, nightfall, noontime, oatmeal, pickup, popcorn, pushup, rainbow, sailboat, sandbox, sawmill, scarecrow, scoreboard, seacoast, seesaw, shoelace, shoestring, shortstop, snowball, snowflake, spaceship, stagecoach, steamboat, steamship, stickup, strongbox, subway, sundown, sunrise, sunset, sunshine, teaspoon, teenage, thumbnail, toothbrush, toothpaste, towboat, tugboat, woodchuck

Teaching

1. The word list is not complete. You may think of others to add. This week will deal with mainly two-syllable compound words. Some words have already been used in some books such as:

chipmunk, airplane, hedgehog, grandmother, grandfather, downstairs, snowball, bathroom, upstairs.

The concept of compound words has not formally been introduced at this point. **Compound words are words made up of complete words.** From the list of words already learned, choose some to introduce the concept of compound words. For example: airplane. **What two words do you see in airplane?** (air and plane)

LAR workbook page: **Read the words. Separate the compound words into two words. Write the words on the lines.**

2. Use the SAP page. Have students read and spell each word.

Top section: **Alphabetize the two word lists. Number the words before starting to write.**

Bottom section: **Make other compound words. Find the spelling words that have a first part that can be combined with the words above the lines to make other compound words.**

T1 & T3

Read the compound words. Make two words from each compound word. Write the words on the lines.

1. doorbell _____
2. tugboat _____
3. cupcake _____
4. rainbow _____
5. sandbox _____
6. noontime _____
7. fireworks _____
8. scarecrow _____
9. nightfall _____
10. toothpaste _____

Read vocabulary words for *The Bobcat Cowboys*:


enter: en + ter

glue: g + love. The o has a short u sound.

parade: pa + rade. The first a sounds like a short u.

prairie: prair + ie. See air in the first syllable. The letters ie makes the long e sound.

sheriff: sher + iff. The e has the air sound like the word very.




T2

Word List		Alphabetize the words in each box.	
toothbrush	toothbrush	cupcake	goldfish
mushroom	mushroom	fireplace	flashlight
cupcake	cupcake	bobcat	drumstick
goldfish	goldfish	butterfly	bathub
mailbox	mailbox	1. _____	5. _____
fireplace	fireplace	2. _____	6. _____
shoestring	shoestring	3. _____	7. _____
flashlight	flashlight	4. _____	8. _____
sailboat	sailboat		
bobcat	bobcat		
haircut	haircut		
drumstick	drumstick		
butterfly	butterfly		
bathub	bathub		

toothbrush mushroom mailbox
shoestring sailboat haircut

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



Make more compound words. Use the first part of spelling words to combine with these words.

robe	paste	man
_____	_____	_____
_____	_____	_____

3. *Bobcat Cowboys* focuses on compound words. In addition to those words, the following words may be new to students and will require some instruction: Billybob, Bobbybill, Bubba, enter, glove, parade, prairie, sheriff. The list and pronunciation guide is also printed on the LAR workbook page.

The names <i>Billybob</i> and <i>Bobbybill</i> are names made up for the story. Separate “compound names”:	Billy bob and Bobby bill.	the
The name <i>Bubba</i> :	Bub - a	
The word <i>enter</i> :	Divide into syllables en - ter	
The word <i>glove</i> : short u sound.	Like the word love with a g added to the beginning. The o has a	
The word <i>parade</i> :	Break into syllables. Sounds like pu-rade	
The word <i>prairie</i> :	Point out the -air combination. -ie makes the long e sound.	
The word <i>sheriff</i> :	Break into syllables. sher-iff. The e has the same sound as the e in the word very.	

You may also review the words *reigns*, *doesn't*, *table*, *flew*.

Introduce the story: Ask a student to read the title of the book. Say: **What is a bobcat? A bobcat is a cat that lives in woods. It is bigger than pet cats. As you read this time think about when the story took place. Could it have taken place today or a long time ago.** Students will silently read as much of the story as they can in the time allowed.

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

You don't need a flashlight in the daytime.
The pickup truck drove to the sawmill.

LAR Answers

1. door bell
2. tug boat
3. cup cake
4. rain bow
5. sand box
6. noon time
7. fire works
8. scare crow
9. night fall
10. tooth paste

SAP Answers

1. bathtub	5. drumstick
2. bobcat	6. fireplace
3. butterfly	7. flashlight
4. cupcake	8. goldfish

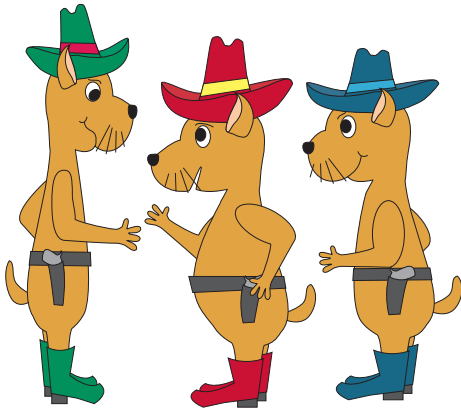
1. haircut	4. sailboat
2. mailbox	5. shoestring
3. mushroom	6. toothbrush

bathrobe toothpaste mailman

Bobcat Cowboys

*Book 11
Lessons 56 to 60*

Bobcat Cowboys



Sample Note:

Pictures in student books are printed in color

Otto Muskrat pulled back the reins. The stagecoach came to a stop. Otto Muskrat shook with fear. The road was blocked. Three bobcat cowboys grinned.

“This is a stickup!” said Billybob Bobcat.

Another Bobcat held a tree limb over his head.

“No it’s not, Billybob,” said Bubba Bobcat.

“This is a stickup.”

“Hush up, Bubba,” grumbled Billybob Bobcat.

“I’ll get the strongbox,” said Bobbybill Bobcat.

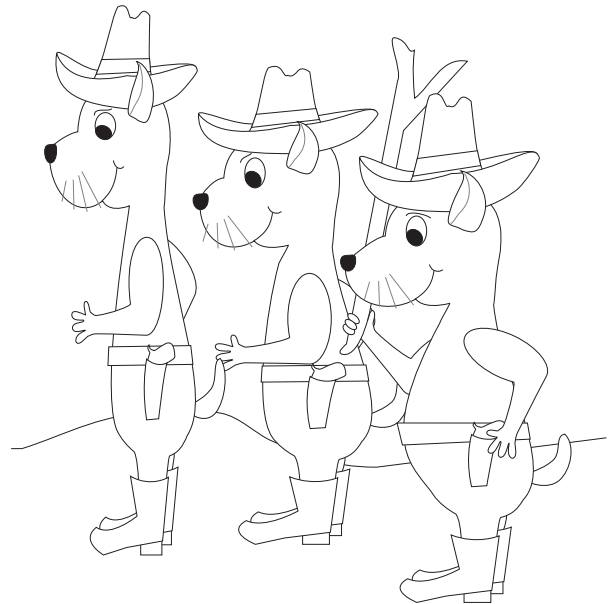
He pulled the strongbox off the stagecoach.

“Not the goldfish!” groaned Otto Muskrat.

“We love goldfish,” grinned Bobbybill Bobcat.

The bobcat cowboys rode off into the sunset.

2



3

Bobcat Cowboys

Grace Groundhog leaned out of the stagecoach. “Who were those mean cats?” asked Grace.

“That was the Bobcat Cowboy Gang,” answered Otto Muskrat.

“Oh, my!” sighed Grace. She waved her paper fan.

Walt Woodchuck opened the stagecoach door. “Did they get the strongbox?”

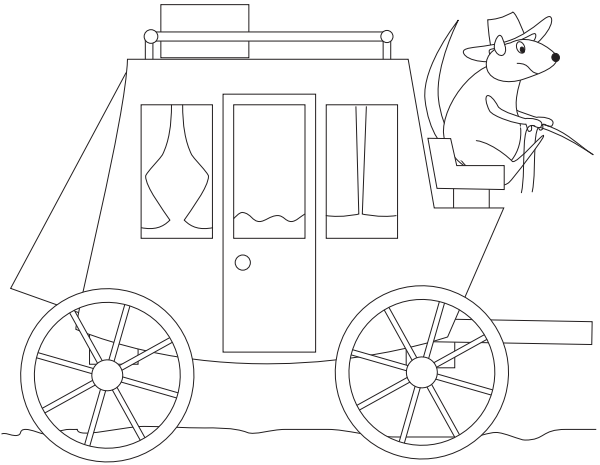
Otto wiped his eyebrows, “I’m afraid so.”

“We need to get those goldfish back,” said Walt Woodchuck. “Let’s go to town.”

Otto Muskrat shook the reins. The stagecoach drove on to Rowdent Gulch.



4



5

It was almost sundown in Rowdent Gulch. The stagecoach rumbled into town. Otto stopped in front of Sheriff Prairie Dog’s office. Otto hopped off the stagecoach.

“Sheriff, there was a holdup,” yelled Otto Muskrat.

Sheriff Prairie Dog stepped outside. He was eating a cupcake. “Who was it?”

“The Bobcat Cowboy Gang,” stammered Otto Muskrat. “They got the strongbox. It was full of goldfish.”

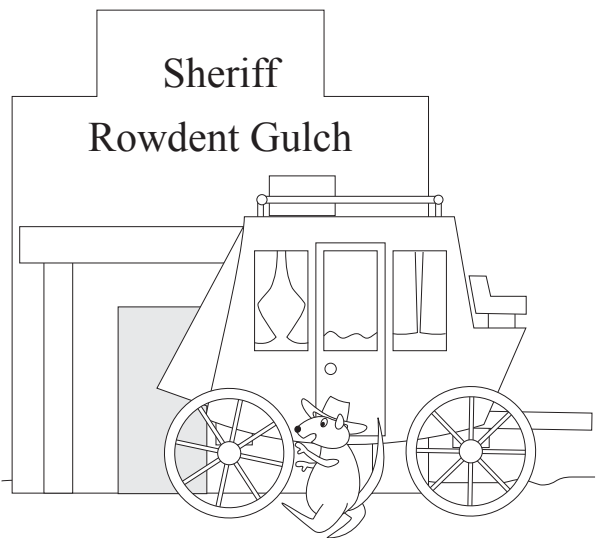
The sheriff shuddered, “Those are some mean cats.”

“Are you going to get them?” asked Otto.

“No,” said the sheriff. “I have a better plan. They will come to us. Go get Babs Bluebird.”

Sheriff Prairie Dog started walking to the sawmill.

6



7

Bobcat Cowboys



The bobcats were back at their campsite. They made a big campfire.

“Let’s cook some goldfish,” said Billybob Bobcat.

“I’ll get the strongbox,” said Bobbybill Bobcat.

“I’ll get my baseball glove,” said Bubba Bobcat.

“Baseball glove? Why do we need a baseball glove?” asked Bobbybill Bobcat.

“So I can catch fish,” said Bubba.

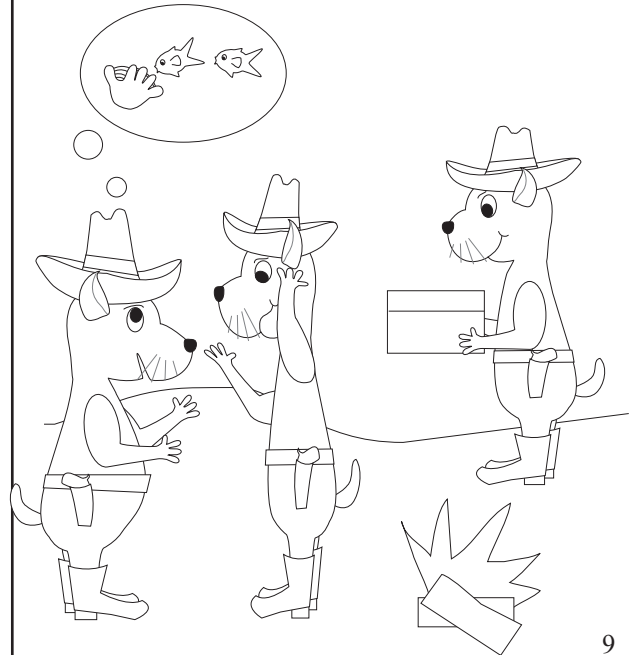
“Hush up, Bubba,” grumbled Billybob Bobcat.

Babs Bluebird flew over the campsite. Babs dropped a paper and left. Billybob picked it up.

“What’s it say?” asked Bobbybill Bobcat.

Bubba giggled, “Paper doesn’t talk. You have to read it.”

8 “Hush up, Bubba,” said Billybob Bobcat.



9

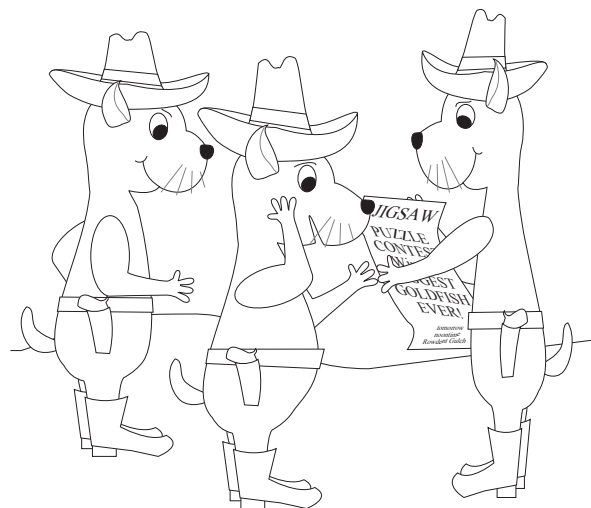
Billybob Bobcat began to read the paper. “It says here that Rowdent Gulch is having a contest. It’s a jigsaw puzzle contest. First prize is the biggest goldfish ever. It only costs one strongbox of goldfish to enter.”

“Oh! I can win. I’m very smart!” said Bubba Bobcat. Bubba scratched his head. “What’s a jigsaw puzzle?”

“Hush up, Bubba,” grumbled Billybob Bobcat.

The bobcat cowboys packed up their campsite. The contest began at noontime the next day. They began to ride to Rowdent Gulch.

10



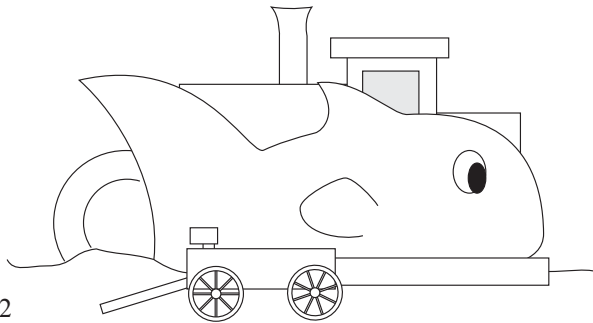
11

Bobcat Cowboys

The town worked all night by the stream. By morning, they were done. An old steamboat looked like the biggest goldfish ever.

“Do you think this will work?” asked a chipmunk. Chip Chipmunk was the steamboat pilot.

Sheriff Prairie Dog patted him on the back. “Yes. We’ll see the last of the Bobcat Cowboy Gang.”



Billybob, Bobbybill, and Bubba Bobcat rode into Rowdent Gulch.

Grace Groundhog was at a table. “May I help you fine bobcats?” asked Grace.

“We’re here for the jigsaw puzzle contest,” said Billybob Bobcat.

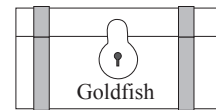
“I thought we were here to steal the big goldfish,” said Bubba.

“Hush up, Bubba,” grumbled Billybob Bobcat.

“That will be one strongbox full of goldfish please,” said Grace.

Bobbybill Bobcat gave her the strongbox. Grace gave them a jigsaw puzzle.

“The contest begins at noontime. Be the first team done with the jigsaw puzzle. You will win the goldfish prize.”



At noontime the contest began. Now, bobcats are not good at jigsaw puzzles. The bobcats had to win. So, the town had a plan. They would make the bobcats win.

Walt Woodchuck hid behind the bank. He set off some fireworks. Billybob and Bobbybill watched the fireworks. Bubba was still working on the puzzle.

A mouse hopped up to him. “Mr. Bobcat, your shoelace is not tied.”

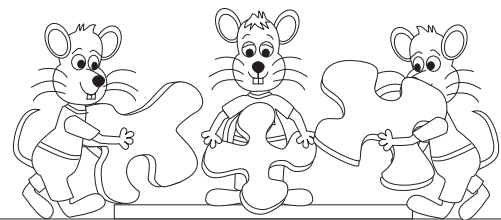
“Thank you mouse,” said Bubba.

He bent down to tie his shoelace. Other mice scrambled to put the puzzle together.

Bubba sat up. “Hey! Cowboy boots don’t have shoelaces.” Then he saw the puzzle. “I won! Our puzzle is done.”

The whole town cheered.

“You are good at jigsaw puzzles,” said Bobbybill Bobcat.



Bobcat Cowboys

Sheriff Prairie Dog led a parade. They stopped at the stream.

“There it is!” said the sheriff.

Bubba looked at the goldfish. “Wow!” yelled Bubba.

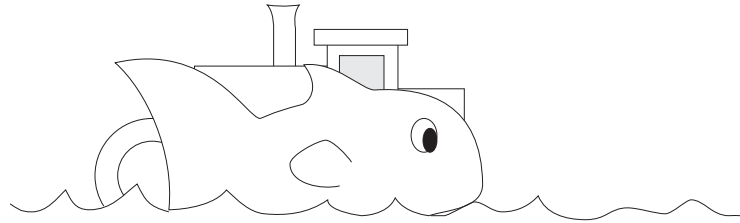
“It’s the biggest goldfish ever,” said Billybob.

The bobcats ran to the goldfish steamboat. A door was hidden under a fin. Sheriff Prairie Dog pushed them into the door. He locked the door. The bobcat cowboys were trapped.

Chip Chipmunk steered the steamboat downstream. The bobcats were going to the Dog City jail. The goldfish of Rowdent Gulch were safe.

“I don’t think this is a real fish,” said Bubba Bobcat.

“Hush up, Bubba,” grumbled Billybob Bobcat.

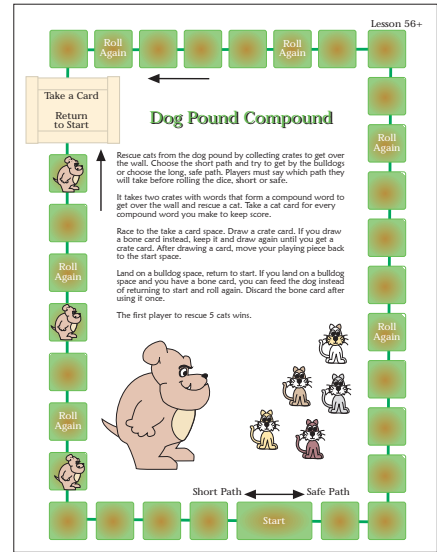


Bobcat Cowboys

baseball	enter	Muskrat	shoelace
biggest	ever	noontime	shuddered
Billybob	eyebrows	opened	sighed
bluebird	fireworks	Otto	stagecoach
Bobbybill	flew	outside	stammered
bobcat	Gang	paper	steamboat
Bubba	glove	parade	stickup
campfire	goldfish	pilot	stream
campsite	grinned	Prairie	strongbox
catch	groaned	pulled	sunset
cheered	Groundhog	puzzle	table
chipmunk	grumbled	reigns	team
contest	Gulch	Rowdent	together
cowboys	hidden	rumbled	watched
cupcake	holdup	sawmill	what's
doesn't	jigsaw	scrambled	who
downstream	limb	scratched	window
dropped	morning	Sheriff	Woodchuck

- (Continued) **What were the bobcats going to do with the goldfish?** (cook them)
Why did Bubba want a baseball glove? (to catch fish)
- Dog Pound Compound Game.** The pieces should be cut apart before playing the first time. The game instructions are on the board. The game may be shortened by rescuing fewer cats. There are two sheets of crates. Only the first sheet will be used in this lesson. The other sheet is for use with the Lesson 146 word list.
- Use the handwriting sheet or have the children write the following sentences:

Grandfather made a jigsaw puzzle.
I played shortstop in baseball.



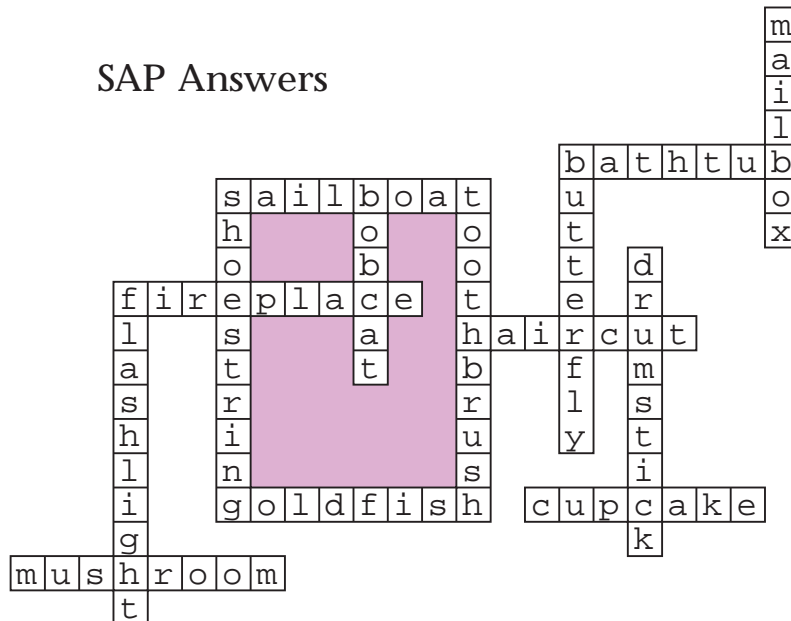
LAR Answers

Any order:

haircut
grandfather
bathtub
football
spaceship
popcorn
sailboat

- drove stagecoach
- Billybob tied
- teeth brushed
- thumbnail hit
- saw rainbow

SAP Answers



- goldfish
- cupcake
- mailbox
- shoestring
- butterfly

Lesson 58

Lesson Objectives

1. Students will complete sentences with compound words (spelling words). (P & S)
2. Students will review verbs. (L)
3. Students will review spelling words. (S)
4. Students will proofread sentences. (S & L)
5. Students will read the story *Bobcat Cowboys*. (R)
6. Students will copy sentences neatly and correctly. (H)

Materials

LAR
SAP
Bobcat Cowboys

Teaching

1. Use the top of the LAR workbook page. **There are mixed-up compound words in each sentence. Fix the compound words. Write them correctly on the lines in the order they are used in the sentence.**
2. Review the term verb (they tell what a noun is doing). Use the bottom of the LAR workbook page. **Choose a verb to complete the sentence. Fill in the circle next to the verb.**
3. Use the top of the SAP page. **Find the spelling words that have the letters to spell the shorter words. The spelling list is numbered. Write the numbers next to the small words if the spelling words have the letters to make that word. There will be a match for every blank set of lines.**
4. Use the bottom of the SAP page. **Proofread the sentences. Circle the misspelled words and write them correctly on the lines. Add a period or question mark at the end of the sentence.**

T1 & T2

1. The cowflash carried the lightboy. _____
2. I found a mailmush by the booroom. _____
3. My placebrush fell into the firetooth. _____
4. A fishsail swam by the boatgold. _____
5. I ate the cakeshoe after I tied my cupspiring. _____



Read the sentences. A verb is missing. Fill in the oval next to the missing verb.

1. Pat _____ about being a fireman. daydreamed pushup
2. Grace _____ the jigsaw puzzle. soanmill dropped
3. The bad cowboy _____ the strongbox. stole money
4. The milkman _____ the bottles. broke cream
5. The spaceship _____ into the sky. stars zoomed

T3 & T4

1. toothbrush
2. mushroom
3. cupcake
4. goldfish
5. mailbox
6. fireplace
7. shoestring
8. flashlight
9. sailboat
10. bobcat
11. haircut
12. drumstick
13. butterfly
14. bathtub

What spelling words can make the small words? Write their numbers on the lines.

dog _____

lamb _____ sit _____




boa _____ fail _____ sum _____

blue _____ rush _____ bat _____

pack _____ shoo _____ fig _____ leaf _____

hit _____ ace _____ sail _____

tub _____ hog _____ cat _____

Proofread the sentences. Circle the misspelled words and write them correctly on the lines. Add a punctuation mark at the end of each sentence.

The bobboat tried to steal the goldfish

I left the fashlight on the saleboat

Did a butterfly land on the mialbox

5. Review the first half of the book *Bobcat Cowboys*. Next, read the second half of the book. After completing the story ask the students the following questions:

What was the reason the bobcats went to Rowdent Gulch? (a jigsaw puzzle contest)

What did the town work on all night? (They made a steamboat look like a fish.)

What did Grace give the bobcats? (a jigsaw puzzle)

How was Bubba able to solve the puzzle? (The mice put it together.)

How did the bobcats get into the fish?

(There was a door under the fin. The sheriff pushed them.)

Where was Chip taking the bobcats? (to the Dog City jail)

When do you think this story took place? (Answers vary.)

What are some things in the story that help you know when it took place?

(stagecoach, sheriff, cowboys, steamboat)

Who was your favorite character in the story? (Answers vary.) Why?

6. Use the handwriting sheet or have the children write the following sentences:

I need a toothbrush after eating popcorn.

The sunlight made the campsite hot.

LAR Answers

1. cowboy, flashlight
2. mushroom, mailbox
3. toothbrush, fireplace
4. goldfish, sailboat
5. cupcake, shoestring

1. daydreamed pushup

2. sawmill dropped

3. stole money

4. broke cream

5. stars zoomed

SAP Answers

dog 4

lamb 5 sit 7,8,9,12

boa 5,9,10 fail 6,8 sum 2,12

blue 13 rush 1,2 bat 9,10,14

pack 3 shoo 1,2 fig 4,8 leaf 6

hit 7,8,11 ace 3,6 sail 8,9

tub 1,13,14 hog 4,7 cat 10,11

bobcat goldfish period

flashlight sailboat period

butterfly mailbox question mark

Lesson 59

1. Students will put a story in order. (L)
2. Students will review spelling words. (S)
3. Students will write a story. (CW)
4. Students will read the story *Bobcat Cowboys*. (R)
5. Students will copy sentences neatly and correctly. (H)

Materials

LAR

SAP

Bobcat Cowboys

Optional material about the Old West for the creative writing assignment.

Teaching

1. Read the sentences on the LAR workbook page. **Number the sentences in the order they happened in the story. You may use your book to check your answers.**

Bottom section: **Answer the questions about the story by filling in the ovals.**



2. Use the SAP page. **Match the spelling words to the descriptions.**
3. Students will write a story set in the old west. Say: The book *Bobcat Cowboys* was set in a time when there weren't any cars or televisions. Today you will write a story that happens in the Old West.

You may want to read some reference materials about the Old West. Talk about the way people traveled, they way they dressed, things they ate, what they did for fun, what kind of jobs they had, what schools were like.

T1

Number the sentences in the order they happened in the story *Bobcat Cowboys*.

Billybob read about a contest.
 Otto told the Sheriff about the holdup.
 The bobcats rode on a steamboat.
 The town made a steamboat look like a goldfish.
 Three bobcats robbed a stagecoach.
 Baba Blue-Jay flew to a campsite.
 Mice put together a jigsaw puzzle.
 The stagecoach drove to Rowdient Gulch.
 The Bobcat Cowboy Gang went to Rowdient Gulch.
 Sheriff Prairie Dog led a parade.

Answer the questions about the story *Handwriting Practice*. Fill in the answer to the sentences, yes or no.

1. Did the steamship look like a goldfish? YES NO
2. Did the bobcats holdup a bank? YES NO
3. Was the strongbox full of goldfish? YES NO
4. Did a woodchuck drive the stagecoach? YES NO
5. Did mice put together the jigsaw puzzle? YES NO

T2

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

toothbrush mushroom cupcake goldfish mailbox
 fireplace shoestrings flashlight sailboat bobcat
 haircut drumstick butterfly bathtub

<p>Fill it with water and suds</p> <p>It has fur.</p> <p>Ride on the water in this</p> <p>It keeps shoes on feet.</p> <p>It's topped with frosting.</p> <p>Use it in the dark</p> <p>Put wood in it</p>	<p>It's a pizza topping.</p> <p>A chicken leg</p> <p>Put a paste on it</p> <p>It's a box on a post.</p> <p>It has wings.</p> <p>It swims all the time.</p> <p>A cut that doesn't hurt</p>
---	---

4. Read the book *Bobcat Cowboys* again. Next, have students look at the back of the book and answer the following questions about the word list. You may do this orally or have students write answers:

What words are animals? (bluebird, bobcat, chipmunk, goldfish, groundhog, muskrat, woodchuck)

What words are things to ride in? (steamboat, stagecoach)

What words describe parts of the day? (morning, noontime, sunset)

What two compound words begin with the same first word? (campfire, campsite)

What word is love with a letter added? (glove)

What word is the opposite of smallest? (biggest)

What is something on your face? (eyebrows)

What is something that should be tied? (shoelace)

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

The steamship had lots of lifeboats.

We watched the fireworks at sunset.

LAR Answers

5	4
3	8
10	2
6	7
1	9

1. yes no

2. yes no

3. yes no

4. yes no

5. yes no

SAP Answers

bathtub	mushroom
bobcat	drumstick
sailboat	toothbrush
shoestring	mailbox
cupcake	butterfly
flashlight	goldfish
fireplace	haircut

Lesson 60

Lesson Objectives

1. Students will be tested on phonics concepts. (P)
2. Students will be tested on language concepts. (L)
3. Students will take a spelling test. (S)
4. Students will read a poem. (L & R)
5. Students will read the story they have written. (R)
6. Students will copy a sentence neatly and correctly. (H)

Materials

LAR

Creative writing assignment from Lesson 59
Assessment 60

Teaching


1. Use part A of the assessment as a phonics test. Have the students fill in the circles next to the words that complete the sentences.
2. Use part B of the assessment page. Fill in the circles next to the words that were used as verbs in the sentences.
3. Have students number their papers from 1 to 14. Give the following words as dictation.

Spelling word list: **1. mushroom, 2. flashlight, 3. sailboat, 4. goldfish, 5. shoestring, 6. mailbox, 7. toothbrush, 8. cupcake, 9. fireplace, 10. bobcat, 11. butterfly, 12. haircut, 13. bathtub, 14. drumstick**

4. Use the LAR page. Students will read a poem. The poem is reprinted on the next page. Introduce the poem. **Have you ever packed for a trip and couldn't decide what to take? This is a poem about packing for a trip.**

Have students read the poem. Next, have students find all the compound words in the poem.

T1 & 2	
Phonics Test: Fill in the circles by the words that answer the sentences.	
1. You can use a bat to hit this.	<input type="radio"/> sundown <input type="radio"/> football <input type="radio"/> subway <input type="radio"/> baseball
2. This can heat a room.	<input type="radio"/> fireplace <input type="radio"/> teenage <input type="radio"/> towboat <input type="radio"/> dugout
3. You can ride in the sky on this.	<input type="radio"/> grapefruit <input type="radio"/> airplane <input type="radio"/> airport <input type="radio"/> pickup
4. This swims very well.	<input type="radio"/> backpack <input type="radio"/> doorbell <input type="radio"/> goldfish <input type="radio"/> oatmeal
5. This is a place to put a tent.	<input type="radio"/> iceberg <input type="radio"/> groundhog <input type="radio"/> campsite <input type="radio"/> flashlight
Part B: Read the sentences. Fill in the oval next to the word that was used as a verb in the sentence.	
1. Mom cooked the mushrooms in a pan.	<input type="radio"/> cooked <input type="radio"/> mushrooms
2. The bobcat pounced on the rabbit.	<input type="radio"/> bobcat <input type="radio"/> pounced
3. The snowflakes fell on the grass.	<input type="radio"/> snowflakes <input type="radio"/> fell
4. We ate the brown cupcakes.	<input type="radio"/> ate <input type="radio"/> cupcakes
5. The tugboat pulled the steamship.	<input type="radio"/> tugboat <input type="radio"/> pulled

T4	
<p>Knapsack Pack Up</p> <p>I've been filling up my knapsack For a short camping trip It's filled with all I need to pack But now it's hard to zip</p> <p>I'll take out my new red flashlight It's wasting all that space I won't need it to see at night I packed a fireplace</p> <p>I'll unpack this jug of water That I brought to drink For it really will not matter I brought the kitchen sink</p> <p>This tent should be the next to go And the icebox too Since I packed up this cold white snow To build my own igloo</p> <p>And there's these heavy cans of food Fresh fruit is best for me I won't need the canned stuff that's stewed I brought a grapefruit tree</p> <p>That's all my knapsack will allow I couldn't need much more There's only one small problem now I can't squeeze though my bedroom door</p>	

5. Have students take turns reading the books or stories that were written during the creative writing section of the previous lesson.
6. Use the handwriting sheet or have the children write the following sentences:

We ate cupcakes at the birthday party.
The cardboard box was full of mushrooms.

Assessment Answers

- | | |
|--------------|------------|
| 1. baseball | 1. cooked |
| 2. fireplace | 2. pounced |
| 3. airplane | 3. fell |
| 4. goldfish | 4. ate |
| 5. campsite | 5. pulled |

Knapsack
Pack Up

I've been filling up my knapsack
For a short camping trip
It's filled with all I need to pack
But now it's hard to zip

I'll take out my new red flashlight
It's wasting all that space
I won't need it to see at night
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I'll unpack this jug of water
That I brought to drink
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To build my own igloo

And there's these heavy cans of food
Fresh fruit is best for me
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That's all my knapsack will allow
I couldn't need much more
There's only one small problem now
I can't squeeze through my bedroom door