



Third Grade SE

Reading, Language, and Spelling

(Special Edition)

Teacher's Manual Samples

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3rd Grade Language Arts

The McRuffy Press Third Phonics Language Arts continues the McRuffy Phonics and Reading series. The program is designed to build reading and language skills, review the phonetic and spelling structure of words, and incorporate handwriting into the process.

In this curriculum, there is less emphasis on teaching phonics skills. Most students will have mastered the basics of phonics after completing the other McRuffy Press levels. The phonics concepts will be reviewed and, more importantly, applied to more complex words.

Reading material is not as closely associated with the phonics concepts as in previous levels. The story structure is more sophisticated, with many more words and less re-reading. The child's phonetic knowledge is more naturally applied to any material that is read, so the purpose of the reading material is focused more on developing other reading skills such as comprehension skills, reading fluency, vocabulary development, and volition (an interest in reading).

An important part of the reading development involves the questions about the story that are found in the Teacher's Manual. Questions are constructed in several ways to reach different thinking levels: basic knowledge, application, synthesis, analysis, inference, and evaluation. Students are often asked to relate material to their own experiences. Asking students to make predictions about what happens next in the story requires students to synthesize facts from the story as well as their own knowledge to make a guess.

The lesson plan structure is the same as the other McRuffy Press levels. Lesson plans are broken into three sections: a numbered list of lesson objectives, a listing of materials used, and a teaching section with numbers that are correlated to the lesson objectives. In parentheses after each lesson objective is a letter that designates the main category the objective is teaching: P for Phonics, S for spelling, L for language, R for reading, H for handwriting, and CW for creative writing.

Students will be given weekly spelling lists. The spelling words are based on the phonics concepts. Students will be given a pretest at the beginning of the week and a test at the end of the week.

Creative writing assignments are basically story starters. The teacher has the freedom to decide how much of the writing process is applied to the stories. You may want to have students write a few paragraphs or a few pages. Assignments can be completed in a single class session, or stories may be more fully developed over a number of days. You may set requirements for students to fully develop one story a quarter of their choosing. Writing may be kept in a writing journal.

Grammar and other language arts basics are taught and reviewed on a daily basis. Generally, the first lesson of the week has an emphasis on semantics (word structure) and vocabulary introduction, the next lesson focuses on syntax (sentence structure and grammar). The third lesson generally emphasizes higher level language skills such as analogies and categorizing. The fourth lesson features the creative writing assignment, and the last lesson deals more with larger text structure such as inference and main idea. Some variation of this structure does occur in the curriculum.

Handwriting assignments are given in the Lesson Plans. The sentences feature words from the vocabulary and spelling lists. Optional handwriting books give students prepared sheets that correspond to the Lesson Plans. The transitional handwriting books offer additional practice with cursive letter formation.

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Language Scope and Sequence

Lesson

1. Vocabulary Development
2. Grammar
3. Contractions
4. Creative Writing
5. Comprehension
6. Plurals
7. Nouns and Verbs
8. Singular or Plural Nouns
9. Creative Writing
10. Interpret a Graph
11. Synonyms
12. Pronouns
13. Nouns and Pronouns
14. Creative Writing
15. Story Order
16. Antonyms
17. Adverbs
18. Add Adverbs to sent.
19. Creative Writing
20. Cause and Effect
21. Suffixes ing and ed
22. Adjectives
23. Present & Past Tense
24. Creative Writing
25. Following Directions
26. Dictionary Skills
27. Irregular Nouns
28. Kinds of Sentences . ! ?
29. Creative Writing
30. Recalling Details
31. Homophones
32. Helping Verbs
33. Scrambled Sentences
34. Creative Writing
35. Inferences
- 36-40 Review and Test 1
41. Classifying Words
42. Prepositions
43. Fact vs. Opinion
44. Creative Writing
45. Main Idea
46. Prefixes un & re
47. Plural Nouns
48. Categories
49. Creative Writing
50. Combining Sentences
51. Dictionary Skills
52. Tense: present, past, and future
53. Analogies
54. Creative Writing
55. Figurative Language
56. Homophones
57. Nouns or Verbs by Context
58. Paragraphs
59. Creative Writing
60. Recalling Details
61. Prefix: pre-
62. Subject Part of a Sentence
63. Completing Sentences (Cloze)
64. Creative Writing
65. Adding Details
66. Categories
67. Predicate Part of a Sentence
68. Similes
69. Creative Writing
70. Inference
71. Analogies
72. Subject and Predicate Parts
73. Matching Subjects to Predicates
74. Creative Writing
75. Compare and Contrast
- 76-80 Review and Test 2
81. Semantic Map
82. Predicate Adjectives
83. Add Adj. And Adv. to Sentences
84. Creative Writing
86. Prefix - over
87. Cloze activity
88. Analogies
89. Creative Writing
90. Note-taking (Outlining)
91. Distinguishing their, there, and they're
92. Prepositions (rev.)
93. Questions: The Five W's

Language Scope and Sequence

94. Creative Writing
95. Graphic Organizer
96. Analogies
97. Possessive Pronouns
98. Combining Sentences
99. Creative Writing
100. Paraphrasing
101. Synonyms or Antonyms
102. Articles: a, an, the
103. Choosing a & an
104. Creative Writing
105. Drawing conclusions - inference
106. Categories
107. Irregular Verbs
108. Types of sentences
109. Creative Writing
110. Note-taking (rev.)
111. ABC order to any letter
112. Proper Nouns: titles and history
113. Parts of speech
114. Creative Writing
115. Fact vs. Opinion
- 116-120 Review and Test 3
121. Helping verbs
122. Commonly Confused Words: to, its, there, your
123. Analogies
124. Creative Writing
125. Cause and Effect
126. Single-syllable comparative adjectives & adverbs
127. Subject-Verb Agreement
128. Two-syllable comparative adjectives & adverbs
129. Creative Writing
130. Compare and Contrast
131. Review parts of speech
132. Linking Verbs
133. Facts vs. Opinions
134. Creative Writing
135. Graphic Organizer
136. Review subject and predicate
137. Change . to ?'s (word order)
138. Sentences and the 5 Senses
139. Creative Writing
140. Writing Directions
141. Analogies
142. Adding nouns to sentences
143. Categories
144. Creative Writing
145. Using a variety of ways to name a subject in a paragraph
146. Cause and effect
147. Subject and Predicate, adjectives review
148. Review prepositions
149. Creative Writing
150. Finding the main idea
151. Similes
152. Parts of Speech – All
153. Analogies
154. Creative Writing
155. Story Sequence
- 156-160 Review and Test 4

Lesson 139

Lesson Objectives

1. Students will review spelling words. (S)
2. Students will read the story *The Case of the Missing Trumpeter*. (R)
3. Students will write a story. (CW)
4. Students will review vocabulary words. (L)
5. Students will review parts of speech. (L)
6. Students will copy sentences neatly and correctly. (H)

Materials

LAR workbook page 133

SAP workbook page 116

Book: *The Case of the Missing Trumpeter*

Teaching

1. Use SAP page 116. **Write the spelling words that match the descriptions.**
2. Ask questions about chapter 3.

Where did Rufus and Puffy take the eggs? (their office) **Why?** (It was safer there.)

Why did Rufus have a heat lamp? (He liked to tan his feet.)

What did Rufus read about in the newspaper? (a duck, duck, goose game, Fluffy Tale, and a missing bomb)

Who woke them up? (a raccoon named Lenny)

How did Lenny trick them? (He told them they were in a no incubation zone, and they needed an egg sitter's license.)

Why do you think Lenny took the eggs?

What do you think Rufus and Puffy should do next?

Read chapter 4 to find out.

Students will now read chapter 4 of the book *The Case of the Missing Trumpeter*.

3. **Rufus's favorite comic strip was about a lovable cat called Fluffy Tale. Make up a Fluffy Tale comic strip for Rufus to read. Some ideas might be; Fluffy gets locked outside, Fluffy gets a puppy, Fluffy gets lost, Fluffy babysits an egg, or you can make up one of your own. Draw pictures to go with the comic strip.**

4. Use part 1 of LAR workbook page 133. **Complete the sentences with vocabulary words.**

5. Review parts of speech: nouns, pronouns, verbs, adverbs, adjectives, articles, prepositions. Have students say a brief description or example of each.

Use LAR part 2: **Read the sentences. Identify the colored words in the sentences. Mark your answers on the lines with matching colors.**

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

The saber tooth tiger was a giant feline.

Do daffodils grow in this region of the country?

T1

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

message bicycle region official
succeed gentle strategy reduce
suggestion accident geography
chance science giant genius

To make smaller or less

An unplanned, bad event

Very big

Very smart

Study mountains and oceans

It has two wheels.

To do well

A note from someone

An idea you tell someone

Not ferocious

Someone who has authority

A large area

A plan to win

Doing experiments

An opportunity

4. Use part 1 of LAR workbook page 133. **Complete the sentences with vocabulary words.**

5. Review parts of speech: nouns, pronouns, verbs, adverbs, adjectives, articles, prepositions. Have students say a brief description or example of each.

Use LAR part 2: **Read the sentences. Identify the colored words in the sentences. Mark your answers on the lines with matching colors.**

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

The saber tooth tiger was a giant feline.

Do daffodils grow in this region of the country?

T4 & 5

Write the vocabulary words that complete the sentences.

cautiously difficult feline ferocious incubation predator

1. Tigers, bobcats, and cougars belong to the _____ family.
2. She placed the yellow _____ in a vase.
3. The roaring sounded _____.
4. A lot of _____ eat rabbits.
5. The chicks hatched after several days of _____.
6. We _____ crossed the street.

What part of speech matches the color of the words? Fill in the circles.

The yellow flowers grew quickly beside the old house.

Onoun Opronoun Overb Oadverb Oadjective Oarticle Opreposition
Onoun Opronoun Overb Oadverb Oadjective Oarticle Opreposition
Onoun Opronoun Overb Oadverb Oadjective Oarticle Opreposition
Onoun Opronoun Overb Oadverb Oadjective Oarticle Opreposition
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Onoun Opronoun Overb Oadverb Oadjective Oarticle Opreposition
Onoun Opronoun Overb Oadverb Oadjective Oarticle Opreposition

Did they find the geography and science books on top of the brown shelf?

Onoun Opronoun Overb Oadverb Oadjective Oarticle Opreposition
Onoun Opronoun Overb Oadverb Oadjective Oarticle Opreposition
Onoun Opronoun Overb Oadverb Oadjective Oarticle Opreposition
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Onoun Opronoun Overb Oadverb Oadjective Oarticle Opreposition

LAR Answers

Part 1

1. feline
2. daffodil
3. ferocious
4. predators
5. incubation
6. cautiously

Part 2

The yellow flowers grew quickly beside the old house.

- | | | | | | | |
|---------------------------------------|-------------------------------|---------------------------------------|---|--|--|--|
| <input type="radio"/> noun | <input type="radio"/> pronoun | <input type="radio"/> verb | <input type="radio"/> adverb | <input type="radio"/> adjective | <input checked="" type="radio"/> title | <input type="radio"/> preposition |
| <input type="radio"/> noun | <input type="radio"/> pronoun | <input type="radio"/> verb | <input type="radio"/> adverb | <input checked="" type="radio"/> adjective | <input type="radio"/> title | <input type="radio"/> preposition |
| <input checked="" type="radio"/> noun | <input type="radio"/> pronoun | <input type="radio"/> verb | <input type="radio"/> adverb | <input type="radio"/> adjective | <input type="radio"/> title | <input type="radio"/> preposition |
| <input type="radio"/> noun | <input type="radio"/> pronoun | <input checked="" type="radio"/> verb | <input type="radio"/> adverb | <input type="radio"/> adjective | <input type="radio"/> title | <input type="radio"/> preposition |
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| <input type="radio"/> noun | <input type="radio"/> pronoun | <input type="radio"/> verb | <input type="radio"/> adverb | <input type="radio"/> adjective | <input type="radio"/> title | <input checked="" type="radio"/> preposition |

Did they find the geography and science books on top of the brown shelf?

- | | | | | | | |
|---------------------------------------|--|---------------------------------------|------------------------------|--|--|-----------------------------------|
| <input type="radio"/> noun | <input checked="" type="radio"/> pronoun | <input type="radio"/> verb | <input type="radio"/> adverb | <input type="radio"/> adjective | <input type="radio"/> title | <input type="radio"/> preposition |
| <input type="radio"/> noun | <input type="radio"/> pronoun | <input checked="" type="radio"/> verb | <input type="radio"/> adverb | <input type="radio"/> adjective | <input type="radio"/> title | <input type="radio"/> preposition |
| <input type="radio"/> noun | <input type="radio"/> pronoun | <input type="radio"/> verb | <input type="radio"/> adverb | <input type="radio"/> adjective | <input checked="" type="radio"/> title | <input type="radio"/> preposition |
| <input type="radio"/> noun | <input type="radio"/> pronoun | <input type="radio"/> verb | <input type="radio"/> adverb | <input checked="" type="radio"/> adjective | <input type="radio"/> title | <input type="radio"/> preposition |
| <input type="radio"/> noun | <input type="radio"/> pronoun | <input type="radio"/> verb | <input type="radio"/> adverb | <input type="radio"/> adjective | <input checked="" type="radio"/> title | <input type="radio"/> preposition |
| <input checked="" type="radio"/> noun | <input type="radio"/> pronoun | <input type="radio"/> verb | <input type="radio"/> adverb | <input type="radio"/> adjective | <input type="radio"/> title | <input type="radio"/> preposition |

SAP Answers

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

message bicycle region official
succeed gentle strategy reduce
suggestion accident geography
chance science giant genius



To make smaller or less

reduce

An idea you tell someone

suggestion

Not ferocious

gentle

Someone who has authority

official

A large area

region

A plan to win

strategy

Doing experiments

science

An opportunity

chance

An unplanned, bad event

accident

Very big

giant

Very smart

genius

Study mountains and oceans

geography

It has two wheels.

bicycle

To do well

succeed

A note from someone

message

Lesson 140

Lesson Objectives

1. Students will take a spelling test. (S)
2. Students will read the stories they have written. (R)
3. Students will read *The Case of the Missing Trumpeter*. (R)
4. Students will write directions. (L)
5. Students will copy a sentence neatly and correctly. (H)

Materials

LAR workbook page 134

Creative writing assignment from Lesson 139

Book: *The Case of the Missing Trumpeter*

Teaching

1. Have students number their paper from 1 to 15. Give the following words as dictation.

**1. genius, 2. reduce, 3. message, 4. gentle, 5. bicycle, 6. geography,
7. suggestion, 8. official, 9. giant, 10. chance, 11. succeed, 12. accident,
13. strategy, 14. science, 15. region**

2. Have students read the stories that were written during the creative writing section of Lesson 139. If the stories were not completed in Lesson 139, students may continue the writing process.
3. Students will answer the questions about chapters 4, then read chapter 5.

**Was Uncle Eddie a nice pigeon? (no) How do you know that? (He was very impolite.)
How did he help Rufus? (He told him where to find Lightfingers Lenny.)
Why did Puffy get upset with Rufus? (Because Rufus didn't think Puffy was ferocious.)
Why do you think Rufus thought that way? (Answers vary.)
What do you think the dog is going to do to Puffy? Read chapter 5 to find out.**

4. Use LAR workbook page 134. Students will look at the map and write directions to answer the questions. Do an example with the students. Have students locate the direction arrows after question 1. Students will use the words north, south, east, and west in the directions.

Example: Find the Duck, Duck, Goose Arena. After watching the game, Puffy and Rufus went to Paws Pizza for dinner. How did they walk there? If I were writing directions I would begin by writing: They went west on second street.

What is the next street they traveled on? (They turned north on Flock Road.)

What next? (They went west on Waddle Lane.)

What next? (They walked north on Flutter Avenue.)

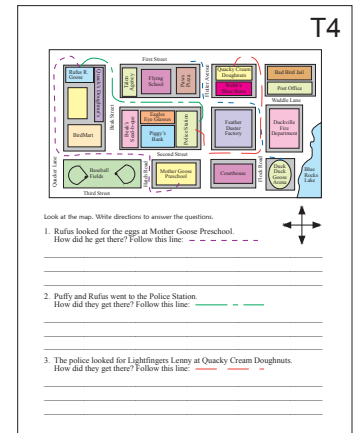
What next? (They walked west on First Street to Paws Pizza.)

Students will follow the lines and give directions for the other three questions. If there is not enough space for the directions on the paper, have students use another piece of paper.

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

Our strategy was to cautiously climb the cliff.

The geography professor was a genius.



LAR Answers

Wording may vary:

1. Rufus went west on First Street.
He turned south on Quack Lane.
Rufus went east on Second Street.
Next, he went south on Hatch Road.
Then, he went east on Third Street.
2. Puffy and Rufus went east on First Street.
They went south on Beak Street.
The cat and duck turned east on Waddle Lane.
They turned south on Flutter Avenue.
3. The police turned south on Flutter Avenue.
They turned east on Second Street.
The police went north on Flock Road.
They went west on First Street.

Lesson 141

Lesson Objectives

1. Students will read words with the suffix -able. (P)
2. Students will spell words correctly. (S)
3. Students will learn vocabulary words. (L)
4. Students will review analogies. (L)
5. Students will read the story *The Case of the Missing Trumpeter*. (R)
6. Students will copy sentences neatly and correctly. (H)

Materials

Dictionary

LAR workbook page 135

SAP workbook page 117

Book: *The Case of the Missing Trumpeter*

Teaching

1. Write the word, able. **If I say I am able to sing a song, what does the word able mean?** (It's something that I can do.) **Able is also a suffix. If I add the suffix able to the word correct, it becomes the word correctable, which means able to correct.**

Like with many suffixes, we sometimes drop letters from the root word when the suffix is added. Let's change this word. Write the word believe. Ask students to read the word. **When we add the suffix, we drop the final e in believe.** Erase the e and add able. **Most of the time you drop the silent e. Last week we learned about hard and soft g's and c's. If the e is needed to keep the sound soft, don't drop the e, like in the words changeable and noticeable.**

When we add the suffix, we also change how the word is used in sentences. Listen to these two sentences.

I will teach you to play piano.
The teachable student learned quickly.

What part of speech was the word "teach" in the first sentence? (verb)
What part of speech was the word "teachable" in the second sentence? (adjective)

The suffix able turns verbs into adjectives.

SAP workbook page 113 part 2 (assigned after Teaching section 2). **Take the suffix -able off the words. Change the spelling of the root word if needed.**

Word list: adorable, correctable, controllable, comfortable, believable, bleachable, beatable, bendable, allowable, capable, changeable, closable, consumable, crushable, crossable, curable, decodable, defendable, disposable, drivable, enjoyable, farmable, fashionable, fixable, floatable, forgivable, freezable, guessable, honorable, improvable, knowledgeable, learnable, livable, manageable, moveable, noticeable, playable, pleasurable, portable, printable, profitable, provable, punishable, passable, questionable, reasonable, recognizable, remarkable, removable, repeatable, replaceable, restorable, sliceable, squeezable, stackable, stretchable, swayable, teachable, winnable

Word List		Write the words in each box in alphabetical order	
changeable	changeable	changeable	changeable
disposable	disposable	disposable	disposable
squeezable	squeezable	squeezable	squeezable
comfortable	comfortable	comfortable	comfortable
replaceable	replaceable	replaceable	replaceable
manageable	manageable	manageable	manageable
enjoyable	enjoyable	enjoyable	enjoyable
remarkable	remarkable	remarkable	remarkable
fixable	fixable	fixable	fixable
unbelievable	unbelievable	unbelievable	unbelievable
stretchable	stretchable	stretchable	stretchable
questionable	questionable	questionable	questionable
unreasonable	unreasonable	unreasonable	unreasonable
noticeable	noticeable	noticeable	noticeable
portable	portable	portable	portable

Take the suffix off these spelling words. Remember rules for suffixes.

squeezable	comfortable
changeable	noticeable

Lesson 141

2. Use the SAP workbook page. **All the words end with the suffix -able. Look at the first word. Why do you think the letter e was left on the word *change* when the suffix was added.** (The e keeps the g soft.)

Read the words in the list. Alphabetize the two sets of words in the boxes.

3. Introduce the vocabulary words for the story *The Case of the Missing Trumpeter*.

cygnets, delightful, distracting, undercover

Have students find and read definitions in a dictionary. Use part 1 of LAR page 135. **Write the vocabulary words that match the definitions.**

4. LAR workbook page 135 part 2. **Complete the analogies by filling in the circle.**

5. Have students retell what happened in the first five chapters of the story. Have students continue reading with chapter 6.

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

The unreasonable man was very distracting.
The comfortable chair was delightful to sit in.

T3

Match the vocabulary words to the definitions. Write the words on the lines.


undercover delightful distracting cygnets

_____ young man

_____ something that brings great joy


_____ something that is making your attention away

_____ doing something secretly or with a disguise



Complete the analogies by filling in the correct circle.

- Fire is to engine as base is to smoke ball first
- Minute is to time as mile is to distance inches hours
- Stack is to stackable as bend is to flexible bendable bending
- Enjoyable is to fun as squeezable is to laugh bounce soft
- Viewable is to invisible as adorable is to ugly adore lovable
- Sinkable is to wet as closable is to closet shut clothes
- Curable is to cure as driving is to boat walk drive
- Land is to farmable as people are to teachable children human
- Remarkable is to mark as removable is to movable remove move
- Cheese is to sliceable as boxes are to stackable printable winnable



LAR Answers

Part 1

cygnets
delightful
distracting
undercover

Part 2

- | | | |
|--|---|--|
| 1. <input type="radio"/> smoke | <input checked="" type="radio"/> ball | <input type="radio"/> first |
| 2. <input checked="" type="radio"/> distance | <input type="radio"/> inches | <input type="radio"/> hours |
| 3. <input type="radio"/> flexible | <input checked="" type="radio"/> bendable | <input type="radio"/> bending |
| 4. <input type="radio"/> laugh | <input type="radio"/> bounce | <input checked="" type="radio"/> soft |
| 5. <input checked="" type="radio"/> ugly | <input type="radio"/> adore | <input type="radio"/> lovable |
| 6. <input type="radio"/> closet | <input checked="" type="radio"/> shut | <input type="radio"/> clothes |
| 7. <input type="radio"/> boat | <input type="radio"/> walk | <input checked="" type="radio"/> drive |
| 8. <input checked="" type="radio"/> teachable | <input type="radio"/> children | <input type="radio"/> human |
| 9. <input type="radio"/> movable | <input type="radio"/> remove | <input checked="" type="radio"/> move |
| 10. <input checked="" type="radio"/> stackable | <input type="radio"/> printable | <input type="radio"/> winnable |

SAP Answers

Part 1

- | | |
|----------------|-----------------|
| 1. changeable | 1. noticeable |
| 2. comfortable | 2. portable |
| 3. disposable | 3. questionable |
| 4. enjoyable | 4. remarkable |
| 5. fixable | 5. replaceable |
| 6. manageable | 6. stretchable |
| 7. squeezable | 7. unbelievable |
| | 8. unreasonable |

Part 2

squeeze comfort
change notice

Lesson 142

Lesson Objectives

1. Students will review the suffix -able. (P)
2. Students will review spelling words. (S)
3. Students will add nouns to sentences. (L)
4. Students will read *The Case of the Missing Trumpeter*. (R)
5. Students will copy sentences neatly and correctly. (H)

Materials

LAR workbook page 136

SAP workbook page 118

Book: *The Case of the Missing Trumpeter*

Teaching

1. Use part 1 of SAP workbook page 118. Review spelling rules for adding suffixes. **Add the suffix -able to the words. Remember that silent e's are dropped unless they are used to make a c or g soft. When do you have to double the last consonant before adding -able?** (When it's a single syllable word that ends with one consonant.)
2. Use part 2 of the SAP workbook page. **Unscramble the spelling words.**
3. Write the sentence: Sam plays the piano. **How many nouns are in this sentence? (2) What noun is in the subject part of this sentence? (Sam) What noun is in the predicate? (piano) Sentences can have more than two nouns. If you add a second noun to the subject part, you may need to change the verb to make it singular.**

How could we change the sentence if Sally plays the piano with Sam? (Sam and Sally play the piano.) Notice we had to change the verb because now there are two subjects, so the subject part of the sentence is plural.

What if Sam played the guitar, too? We could change the sentence to: Sam plays the piano and the guitar. The verb didn't need to change, because Sam is the subject. The subject did not become plural.

Use LAR workbook page 136. **Add nouns to the different parts of the sentences. Sometimes you need to change the verb to its plural form. Sometimes the verb doesn't change.**


T1 & 2

Read the words. Write the words, adding the suffix -able. Remember, sometimes you need to drop the silent e. If the last consonant is a soft g or c, do not drop the silent e.

1. adore _____	2. cross _____
3. slice _____	4. win _____
5. knowledge _____	6. repeat _____
7. flex _____	8. forgive _____
9. remove _____	10. bleach _____

Unscramble the spelling words.


changeable disposable appreciable comfortable replicable
manageable enjoyable fixable remarkable unbelievable
stretchable questionable unreasonable noticeable portable




1. beamwalkr _____	2. becoqsuqst _____
3. caneeboli _____	4. disoposibe _____
5. eljanboy _____	6. anocurathale _____
7. letotcrabm _____	8. haxfile _____
9. lachtop _____	10. gashbleach _____
11. agamobleam _____	12. sablotoquiqr _____
13. eracelblaple _____	14. cheambrect _____
15. isabellbunee _____	

T3

Add a noun to either the subject part or the predicate part. Rewrite the sentence.



1. Peanut butter is good to eat on bread. 

Add a noun to the subject _____

2. Trisha plays soccer. 

Add a noun to the predicate _____

Add a noun to the subject _____

3. The puppy grows at snakes.  

Add a noun to the predicate _____

4. Ask the questions about chapter 6 of *The Case of the Missing Trumpeter*, and read chapter 7.

What does the expression, Eagle Eyes mean? (It means you have very good eyesight.)

Where do you think that expression comes from? (Eagles have very good eyesight, too.)

Why did the hawks stop Rufus from going into the restaurant? (They needed to tell him about the daily specials.)

Why did Rufus think they were trying to stop him? (He thought they may have recognized him.)

Why did Rufus order his lunch raw? (He was trying to rescue the eggs, not eat them.)

What disguise did Rufus wear? (He wore a pelican disguise.)

How did that help him rescue the eggs? (He was able to store them in the beak.)

Who saved Rufus? (Puffy)

Do you think Big Owl wanted to eat the eggs? Why or why not?

What do you think Big Owl will do with the eggs?

Let's read the next chapter to see if it has the answer.

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

The undercover policeman carried a portable radio.

The cygnets were very enjoyable to watch.

LAR Answers

Answers vary.

SAP Answers

Part 1

- | | |
|------------------|----------------|
| 1. adorable | 2. crossable |
| 3. sliceable | 4. winnable |
| 5. knowledgeable | 6. repeatable |
| 7. portable | 8. forgivable |
| 9. removable | 10. bleachable |

Part 2

- | | |
|------------------|------------------|
| 1. remarkable | 2. squeezable |
| 3. noticeable | 4. disposable |
| 5. enjoyable | 6. unreasonable |
| 7. comfortable | 8. fixable |
| 9. portable | 10. changeable |
| 11. manageable | 12. questionable |
| 13. replaceable | 14. stretchable |
| 15. unbelievable | |

Lesson 143

Lesson Objectives

1. Students will categorize words. (L)
2. Students will review the spelling list. (S)
3. Students will read *The Case of the Missing Trumpeter*. (R)
4. Students will copy sentences neatly and correctly. (H)

Materials

LAR workbook page 137
SAP workbook page 119
Book: *The Case of the Missing Trumpeter*

Teaching

1. Use LAR workbook page 137. **Write a sentence to tell how the words are alike.**
2. Use SAP workbook page 119. Part 1: **Write the spelling word that has the root words on the first part of the workbook page. Write the entire spelling word, not just the suffix or prefix.**

Part 2: **Complete the sentences using spelling words.**

3. Ask the students the following questions about chapter 7. Then, have students read chapter 8.

Did we find out why Big Owl took the eggs, yet? (no)

How did Rufus get the lizard to tell where Big Owl went? (He tickled him.)

Why do you think Rufus didn't fly after Big Owl's boat? (He didn't want to leave Puffy behind.)

Puffy was afraid of the water. Why do you think the bucket made him feel safer? (It reminded him of his own bucket.)

Have you ever been afraid and found something that made you feel better, even though it was maybe a little silly?

What was the lizard riding? (A jet ski.) **Where do you think he was going?**

Let's read chapter 8 to find out.

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

The stretchable fabric was remarkable.

The questionable behavior is changeable.

T1

Write a sentence that tells how the things in the lists are alike. Choose a word from the key word list to use in the sentence.

Key words: stretchable, teachable, comfortable, enjoyable, disposable, portable

1. Dirty diapers, paper plates, dead batteries _____
2. A soft chair, your favorite clothes, a bed _____
3. Playing a game, going on vacation, a favorite dessert _____
4. A small radio, a cell phone, a CD player _____

T2

Rewrite the spelling words with these root words.

changeable disposable squeezeable comfortable replaceable
manageable enjoyable fixable remarkable unbelievable
stretchable questionable unreasonable noticeable portable

1. port _____
2. notice _____
3. reason _____
4. question _____
5. stretch _____
6. believe _____
7. fix _____
8. mark _____
9. joy _____
10. manage _____
11. place _____
12. amuse _____
13. squeeze _____
14. dispose _____
15. change _____

The suffix -able makes the words adjectives. They describe nouns. Add a spelling word to each sentence. More than one word might work in the sentence.

1. Your story is so _____.
2. The scratch was barely _____.
3. The chair was very _____.
4. The rubber doll was _____.

LAR Answers

Wording may vary.

1. Three things that are disposable.
2. These are things that are comfortable.
3. Three things that are enjoyable.
4. These things are portable.

SAP Answers

Part 1

- | | |
|-----------------|-----------------|
| 1. portable | 2. noticeable |
| 3. unreasonable | 4. questionable |
| 5. stretchable | 6. unbelievable |
| 7. fixable | 8. remarkable |
| 9. enjoyable | 10. manageable |
| 11. replaceable | 12. comfortable |
| 13. squeezable | 14. disposable |
| 15. changeable | |

Part 2

Answers vary - possible answers
other answers may be acceptable as
long as the spelling is correct:

1. enjoyable, unbelievable
2. fixable, noticeable
3. comfortable, portable, noticeable
4. fixable, enjoyable, replaceable, remarkable

Lesson 144

Lesson Objectives

1. Students will review spelling words. (S)
2. Students will read *The Case of the Missing Trumpeter*. (R)
3. Students will write a story. (CW)
4. Students will review vocabulary words. (L)
5. Students will complete analogies. (L)
6. Students will copy sentences neatly and correctly. (H)

Materials

LAR workbook page 138

SAP workbook page 120

Book: *The Case of the Missing Trumpeter*

Teaching

1. Use SAP workbook page 120. **Match the spelling words to the descriptions.**
2. Ask questions about chapter 8.

How do you think this story got its name? (Mr. Swan was missing and he was a trumpeter.)

What were Rufus and Puffy watching the other animals do in the woods? (They watched them play songs.)

What did Puffy try to do to the owls? (scare them)

What did the owls think of Puffy? (They thought he was a great dancer.)

Why was Mr. Swan playing with the owls? (Big Owl made him. Big Owl kidnapped Mrs. Swan.)

Why was Mr. Swan angry at Rufus? (The cygnets got kidnapped.)

Do you think he should have been angry at Rufus?

Why did Rufus feel sad? Have you ever felt sad after not doing as well as you hoped at something?

Is it a good idea to give up?

What do you think Rufus and Puffy should do next?

Students will now read chapter 9 of the book *The Case of the Missing Trumpeter*.

3. **The Horned Owls were an animal band. Make up your own animal band. What animals would be in it? What songs would they play? How successful would they be? Write a story about an animal band. Maybe something happens in the story, like they lose their instruments and have to make new ones.**
4. Use part 1 of LAR workbook page 138. **Write the vocabulary words that match the descriptions.**
5. Use part 2 of the LAR page. **Write the word from the list that completes each analogy.**
6. Use the handwriting sheet or have the children write the following sentences:

This disposable phone is unbelievable.
The replaceable light bulb is not fixable.

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

changeable disposable separable comfortable
replaceable manageable enjoyable remarkable
fixable unbelievable stretchable questionable
unreasonable noticeable portable

Can pull it to make it longer

Easy to throw away

Hard to believe

Easy to carry

It can be repaired

I'm not sure that's correct.

Unusually great

A chair that's easy to sit in

Lots of fun

Not difficult to get a new one

It can be changed

Squishy

Able to organize or keep control

Doing experiments

Easily seen

Write vocabulary words to match the descriptions.

undecorated delightful dithering cygnets

1. Watching television while doing school work _____
2. Something that hatched from an egg _____
3. Going on a picnic on a bright and sunny day _____
4. A police officer that is working in secret _____

Complete the analogies.

enjoyable profitable questionable handleable portable unmovable stinkable

1. Enjoyable is to pleasurable as movable is to _____
2. Code is to decodable as give is to _____
3. Guessable is to unknowable as floatable is to _____
4. Unbelievable is to believable as unresponsive is to _____
5. Soft is to comfortable as hard is to _____
6. Fashion is to fashionable as profit is to _____
7. Fixable is to repairable as flexible is to _____

LAR Answers

Part 1

1. distracting
2. cygnet
3. delightful
4. undercover

Part 2

1. portable
2. forgivable
3. sinkable
4. questionable
5. uncomfortable
6. profitable
7. bendable

SAP Answers

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

changeable disposable squeezable comfortable
replaceable manageable enjoyable remarkable
fixable unbelievable stretchable questionable
unreasonable noticeable portable



Can pull it to make it longer

stretchable

Lots of fun

enjoyable

Not difficult to get a new one

replaceable

It can be changed

changeable

Squishy

squeezable

Able to organize or keep control

manageable

Can't use reason

unreasonable

Easily seen

noticeable

Easy to throw away

disposable

Hard to believe

unbelievable

Easy to carry

portable

It can be repaired

fixable

I'm not sure that's correct.

questionable

Unusually great

remarkable

A chair that's easy to sit in

comfortable

Lesson 145

Lesson Objectives

1. Students will take a spelling test. (S)
2. Students will read the stories they have written. (R)
3. Students will read the story *The Case of the Missing Trumpeter*. (R)
4. Students will use a variety of ways to name the same subject in a paragraph. (L)
5. Students will copy a sentence neatly and correctly. (H)

Materials

LAR workbook page 139
Creative writing assignment from Lesson 144
Book: *The Case of the Missing Trumpeter*

Teaching

1. Have students number their paper from 1 to 15. Give the following words as dictation.
1. enjoyable, 2. comfortable, 3. fixable, 4. squeezable, 5. portable, 6. unbelievable, 7. questionable, 8. changeable, 9. noticeable, 10. remarkable, 11. disposable, 12. replaceable, 13. manageable, 14. unreasonable, 15. stretchable
2. Have students read the stories that were written during the creative writing section of Lesson 144. If the stories were not completed in Lesson 144, students may continue the writing process.
3. Students will answer the questions about chapter 9. Next, read chapters 10 and 11.

What scared Rufus? (His duffle bag moved.)

What was in the duffle bag? (a turtle)

Why do you think Rufus didn't take the turtle's money?

At the end of chapter 8, Rufus was very sad after talking to Mr. Swan. Is he still sad? Why do you think he feels better?

What was the Golden Salamander? (A boat that sank 150 years ago.)

Who do you think took Mr. Turtle? (Big Owl) Why do you think he took him?

Rufus is going to the Condor Club. Do you know what a condor is? Maybe you can read about one in an encyclopedia or dictionary.

What do you think Rufus will find at the Condor Club? Read the rest of the story to find out.

4. **When you write a story or even a paragraph about a character, you use several different nouns to name the character. You need to have a variety of ways to refer to that character. Listen to this paragraph. The first time, I'll name the subject the same way. Then, I'll read the paragraph again using a variety of ways to name the subject.**

The rabbit crawled out of its den. The rabbit chewed on some grass. The rabbit watched a butterfly. The rabbit wished she had wings that could flutter in the breeze.

continued on the next page.

T4

Read the paragraph. Change it by using different words for the subject.

1. Buster did not recognize Puffy Paws. Buster barked at Puffy Paws. Puffy Paws hissed at Buster. Puffy Paws was not afraid of Buster. Puffy Paws put on a lion disguise. Buster ran up a tree to get away from Puffy Paws.


Change some of the ways the subject was named in the paragraph to make the writing more interesting. Fill in the blanks.

Buster did not recognize Puffy Paws. _____ barked at _____.

Puffy Paws hissed at _____ was not afraid of Buster.

_____ put on a lion disguise.

_____ ran up a tree to get away from Puffy Paws.





2. Tony is nine years old. Tony's sister is Holly. Holly is seven years old. Holly and Tony like to go horseback riding. Tony and Holly feed cows. Tony and Holly live on a ranch.

Change some of the ways the subject was named in the paragraph to make the writing more interesting. Fill in the blanks.

Tony is nine years old. _____ sister is Holly. _____ is seven years old. Holly and Tony like to go horseback riding. _____ feed cows.

_____ live on a ranch.



Now listen to the same story using different ways to talk about rabbit.

The rabbit crawled out of its den. The happy bunny chewed on some grass. The long-eared creature watched a butterfly. She wished she had wings that could flutter in the breeze.

In the second sentence, the rabbit was called a happy bunny. I added an adjective (happy) and a noun (bunny). In the next sentence, how did I say the rabbit? (long-eared creature) In the last sentence I used a pronoun for the rabbit. What pronoun did I use? (she)

When we added a variety of ways to name the same subject, the writing became more interesting. In the story, *The Case of the Missing Trumpeter*, Rufus is called by his name, sometimes he's called the goose. Puffy is called by his name, sometimes he's just called the ferocious feline. Other times he's referred to as the cat. Other times you'll use pronouns to add variety.

Use LAR workbook page 139. Read the paragraph. Think of new ways to refer to the same characters. Fill in the blanks. Add nouns, adjectives, or pronouns.

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

Sailing in the storm was barely manageable.
The tube of toothpaste was squeezable.

LAR Answers

Answers vary.

Lesson 146

Lesson Objectives

1. Students will read words with the suffixes -ful and -less. (P)
2. Students will spell words correctly. (S)
3. Students will review cause and effect. (L)
4. Students will learn vocabulary words. (L)
5. Students will read the story *The Bobcat Cowboys Take the Cake*. (R)
6. Students will copy sentences neatly and correctly. (H)

Materials

Dictionary

LAR workbook page 140

SSP workbook page 121

Book: *The Bobcat Cowboys Take the Cake*

Teaching

1. Write the word *harm*. **What does the word harm mean?** (to hurt or damage something) **I'm going to add a suffix to the word. Tell me how it changes the meaning.** Add the suffix -less to make the word *harmless*. **What does harmless mean?** (not able to hurt or damage something) **The word harm is usually a verb, sometimes a noun. The word harmless is an adjective. I can add another suffix to the word harm that will make it an adjective.** Write the word *harmful*. **What does the word harmful mean?** (able to hurt or damage something)

Some words you can only add one of the suffixes. Write the words wonder and weight. **Which suffix can you add to the word *wonder*?** (ful) **Which suffix can you add to the word *weight*?** (less)

If a word ends with the letter y that makes a long e sound, change the y to i before adding the suffix. Write the words beauty and joy. **Will you change the y to i in the word beauty to make the word beautiful?** (yes) **Does the word, joy, end with the long e sound?** (no) **Do you change the y to i when a suffix is added?** (no)

On part 2 of the SAP workbook page add either ful or less to the root words. Add the suffix that makes the most sense. Add each suffix to the words that have two lines.

Word list: awful, bashful, beautiful, bottomless, careful, careless, cheerful, cheerless, clueless, colorful, colorless, delightful, doubtful, doubtless, eventful, eventless, fatherless, forceful, forceless, friendless, fruitful, fruitless, grateful, hairless, harmful, harmless, hateful, helpful, helpless, humorless, hurtful, joyful, joyless, meatless, mindful, mindless, motherless, nameless, needless, needful, noiseless, painful, painless, penniless, plentiful, powerful, powerless, priceless, rightful, regardful, regardless, respectful, restful, restless, ruthless, scoreless, seamless, seedless, selfless, sinful, sinless, shoeless, skillful, skinless, sleepless, sleeveless, speechless, spiteful, stainless, starless, sugarless, suspenseful, tearful, tearless, thankful, thankless, thoughtful, thoughtless, toothless, truthful, useful, useless, watchful, weightless, winless, wireless, wonderful, worthless, wrongful

2. Use SAP workbook page 121. Have students read the spelling words. **Sort the words by their suffixes. Write the words in the boxes.**

speechless, useless, thoughtless, painful, plentiful, penniless, joyful, priceless, skillful, rightful, suspenseful, colorful, needless, sugarless, powerful

Word List

Sort the words by suffix: -less and -ful.

less

ful

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

1. price _____

2. delight _____

3. plenty _____

4. seed _____

Add either the suffix -ful or -less to each word. Rewrite the word on the blank. If there are two blanks, write the word with each suffix.

3. Review cause and effect. **Do you remember what we mean when we talk about cause and effect? Listen to these sentences and try to find the cause and the effect: The book was overdue at the library. Nicki had to pay a fine.**

What was the cause of Nicki having to pay a fine?
(The book was overdue at the library.)

What was the effect of the book being overdue?
(It caused Nicki to have to pay a fine.)

Read the paragraph to the students:

Bob hit the baseball as hard as he could. It broke a window in our neighbor's house. Bob paid for a new one with his allowance. My neighbor said he was very honest.

- What was the effect of hitting the baseball?** (It broke a window.)
What caused the neighbor to think Bob was honest? (He paid for the window.)
What caused the window to break? (The baseball hit it.)
How did breaking the window effect Bob? (He had to pay for the window.)

Think of an effect to go with this cause:
I ran as fast as I could. (Possible answers might be: I won the prize. I got tired.)

Think of a cause to go with this effect:
I got an A on the test. (Possible answers might be: I studied very hard. I listened to the teacher.)

LAR workbook page 140 part 1: **Read the paragraphs and answer the questions about cause and effect. Then write a cause to go with the effect. Next, write an effect to go with the cause.**

4. Introduce the vocabulary words for the story, *The Bobcat Cowboys Take the Cake*. Have students find and read definitions in a dictionary. LAR workbook page 140 part 2: **Match the vocabulary words to the definitions.**
5. Introduce the story, *The Bobcat Cowboys Take the Cake*. Ask students to retell some of the other Bobcat Cowboy stories they have read. Have students read the title page of the story. Ask student what they think will happen in this story. Have students read chapter 1.
6. Use the handwriting sheet or have the children write the following sentences:

The priceless horse trotted around the corral.
 The sugarless gum was blueberry flavored.

LAR Answers

Part 1: Wording may vary.

1. The batter swung.
2. The brother caught the ball.
3. The ball sailed into the stands.
4. Answers vary.
5. Answers vary.

Part 2

1. bridle
2. corral
3. appetizer
4. notorious
5. mutton

SAP Answers

Part 1: Any order within the boxes

- | | |
|----------------|----------------|
| 1. speechless | 1. painful |
| 2. useless | 2. plentiful |
| 3. thoughtless | 3. joyful |
| 4. penniless | 4. skillful |
| 5. priceless | 5. rightful |
| 6. needless | 6. suspenseful |
| 7. colorful | 7. powerful |
| 8. sugarless | |


Part 2

- | | |
|--------------|---------------|
| 1. priceless | 2. delightful |
| 3. plentiful | 4. seedless |

T3 & 4

Read the paragraph. Answer the questions about cause and effect for questions 1, 2, and 3. Follow the directions for questions 4 and 5.

The pitcher threw the ball right down the middle of the plate. The batter swung. The ball sailed into the stands. My brother caught the ball. The crowd cheered for my brother.



1. What was the effect of throwing the ball down the middle of the plate?

2. What caused the crowd to cheer?

3. What caused the brother to catch the ball?

4. Write a cause for the effect: The bird flew away.

5. Write an effect for the cause: The rain poured down.

Match the vocabulary words to the definitions.

_____ a set of straps that fit over an animal's head to allow it to be controlled	corral bridle mutton appetizer notorious
_____ an area with a fence around it to keep animals from wandering away	
_____ a small amount of food eaten before a meal	
_____ famous for doing something wrong	
_____ meat from sheep	

Lesson 147

Lesson Objectives

1. Students will review spelling words. (S)
2. Students will review the suffixes -ful and -less. (P)
3. Students will review subject and predicate. (L)
4. Students will read the story, *The Bobcat Cowboys Take the Cake*. (R)
5. Students will copy sentences neatly and correctly. (H)

Materials

LAR workbook page 141
SAP workbook page 122
Book: *The Bobcat Cowboys Take the Cake*

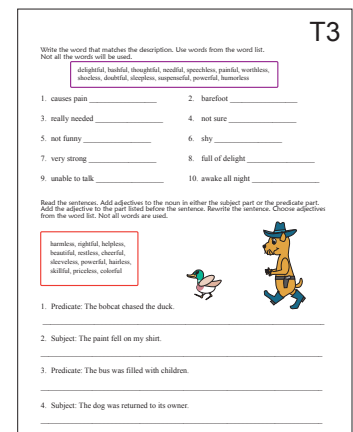
Teaching

1. Use SAP page 122. **The spelling words are graphed on lines. Decode the spelling words in the top two sets of lines. Graph the spelling words on the last three lines.**
2. Use LAR page 141. **Write the word that matches the description on part 1 of the workbook page.**
3. Write the sentence: The horse trotted to the barn. **What is the subject part of this sentence?** (The horse) **What is the predicate part?** (trotted to the barn) **What do adjectives do?** (Adjectives describe nouns.) **Add an adjective to the subject part.** (Example answer: The white horse trotted to the barn.) **Add an adjective to the subject part.** (The horse trotted to the small barn.)

LAR workbook page part 2: **Add adjectives to the different parts of the sentences. Write the new sentences on the lines.**

4. Ask the questions about chapter 1 of *The Bobcat Cowboys Take the Cake*, and read chapter 2.
What was Bubba trying to order? (Bridles)
What did he order instead? (Brides)
Why do you think he got confused? (Because, bridles and brides are spelled almost the same.)
Why didn't the bobcats want to get married? (They thought Mrs. Bobcats would run everything.)
Why did they think that? (Because the knew their dad had changed after he got married.)
Do you think the bobcats will be able to get the order back? Let's read the next chapter to see if it has the answer.
5. Use the handwriting sheet or have the children write the following sentences:

The notorious outlaw was very thoughtless.
The appetizer was made with mutton.



LAR Answers

Part 1

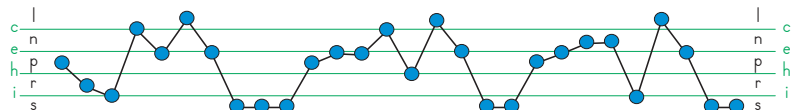
- | | |
|---------------|---------------|
| 1. painful | 2. shoeless |
| 3. needful | 4. doubtless |
| 5. humorless | 6. bashful |
| 7. powerful | 8. delightful |
| 9. speechless | 10. sleepless |

Part 2 Sample answers. Answers may vary. But, adjectives should be added to the correct part of the sentences. The sample adjective is underlined>. Any adjective can replace it.

- Predicate: The bobcat chased the helpless duck.
- Subject: The colorful paint fell on my shirt.
- Predicate: The bus was filled with restless children.
- Subject: The beautiful dog was returned to it's owner.

SAP Answers

Spelling Graphs: Use the dot and line code to write spelling words.

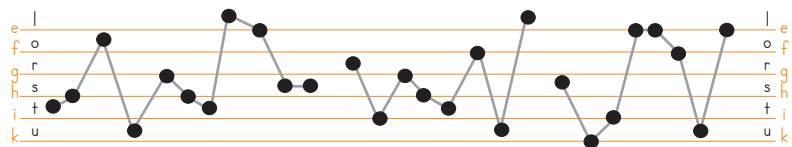


priceless speechless penniless

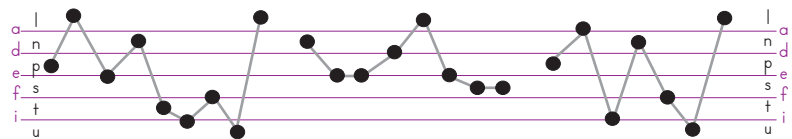


suspenseful useless sugarless

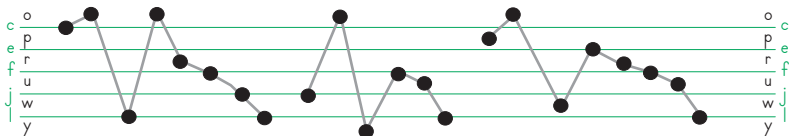
Spelling Graphs: Graph the spelling words.



thoughtless rightful skillful



plentiful needless painful



colorful joyful powerful

Lesson 148

Lesson Objectives

1. Students will review prepositions. (L)
2. Students will review vocabulary words. (L)
3. Students will review the spelling list. (S)
4. Students will read *The Bobcat Cowboys Take the Cake*. (R)
5. Students will copy sentences neatly and correctly. (H)

Materials

LAR workbook page 142
SAP workbook page 123
Book: *The Bobcat Cowboys Take the Cake*

Teaching

1. Write the sentence: The ducks landed on the lake. **What is the noun in the subject part of the sentence?** (ducks) **What is the verb in the sentence?** (landed) **Look at the word *on*. What part of speech is it?** (preposition) **A preposition is a word that connects a noun or pronoun to another word in the sentence. It usually indicates the position of a noun. The word *on* in this sentence connects the noun lake to the word landed.**

Find the preposition in these sentences:

The rabbit ran around the garden. (around)
The truck is in the garage. (in)
The flowers grew between the trees. (between)

LAR workbook page 140, part 1. **Read the sentences. Circle the prepositions. Next, add prepositions to the two sentence. Rewrite them correctly on the lines.**

2. LAR workbook page 140 bottom section. **Match the vocabulary words to the description.**
3. Use SAP workbook page 119. **Complete the sentences using spelling words.**

4. Ask the students the following questions about chapter 2. Then, have students read chapter 3.
Why were the bobcats trying to steal mail from the horse? (They were trying to get their letter back.)
Do you think the bobcats learned their lesson the first time they hung?
Why do you think that?
Where was the bobcat's letter? (A brown horse had it.)
How was what happened to the pigs like what happened to the bobcats? (They both confused the words bride and bridle.)
How was it different? (The pigs wanted brides. The bobcats wanted bridles.)
What did the bobcats think happened to Billybob? (They thought he took a bath.)
Why do you think they felt that was terrible?
What do you think happened to Billybob? Read chapter 3 to find out.

T1 & 2

Read the sentences. Circle the prepositions.

1. The beautiful princess is inside the tower.
2. The seedless oranges are still on the tree.
3. The colorful pictures are above the fireplace.
4. The weightless astronaut floated over the spacecraft.
5. The worthless toys are beside the rusty cars.


Add a preposition to each sentence to correct it. Write the sentence on the line.

1. The teacher is hanging the post.
2. The color jacker fell the hanger.

Match the vocabulary words to the descriptions.

Muffin Bridle Appellizer Netherland Corral

1. _____ It's like a snail.
2. _____ Something a horse might wear.
3. _____ This keeps farm animals in a small area.
4. _____ Sheep would rather you eat our dish.
5. _____ Farmers produce are this.



T3


Complete the sentences using spelling words.

speechless useless thoughtful painful plentiful
peniless joyful priceless skillful rightfull
suspensuful colorfull usefull sugarcure powerfull

1. The jaws of an alligator are very _____.
2. After spending my allowance, I was _____.
3. The rainbow was very _____.
4. The rude children were very _____.
5. My toothache was very _____.
6. The _____ gum is beside the candy bars.
7. The surprised lady was _____.
8. The mystery book I'm reading is very _____.
9. The broken chair was _____.
10. The artist was very _____.

Write the five spelling words that weren't used in sentences. Then use at least one in a sentence.

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



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

The penniless man was joyful to get the food.
We returned the bridle to the rightful owner.

LAR Answers

Part 1

1. inside
2. on
3. above
4. over
5. beside

Sentences answers may vary
sample answers:

The bridle is hanging on the post.
The colorful jacket fell off the hanger.

Part 2

1. appetizer
2. bridle
3. corral
4. mutton
5. notorious

SAP Answers

1. powerful
2. penniless
3. colorful
4. thoughtless
5. painful
6. sugarless
7. speechless
8. suspenseful
9. useless
10. skillful

Last five words in any order:

plentiful, joyous, rightful, needless, priceless

Lesson 149

Lesson Objectives

1. Students will review spelling words. (S)
2. Students will read the story, *The Bobcat Cowboys Take the Cake*. (R)
3. Students will write a story. (CW)
4. Students will combine sentences. (L)
5. Students will review vocabulary words. (L)
6. Students will copy sentences neatly and correctly. (H)

Materials

LAR workbook page 143

SAP workbook page 124

Book: *The Bobcat Cowboys Take the Cake*, part 1

Teaching

1. Use SAP workbook page 124. **Match the spelling words to the descriptions.**
2. Ask questions about chapter 3.

Think back to another Bobcat Cowboy book. Where did the Bobcat Cowboys first meet the Haws? (They did times in the pen.)

Why was Billybob being punished in this book? (He tried to steal the bridles.)

How did the Haws get the bridles? (They ordered them by mistake.)

How did Bobbybill try to get out of eating corn? (He started telling corn jokes.)

How was the pig clock different from our clocks? (It had hooves instead of hands.)

Why do you think it was different? (Because hogs have hooves, not hands.)

Did the bobcats learn to tell time? (no) How do you know? (They thought it was 4:30 when it was 8:00.)

Why do you think Bubba felt like it was the perfect day?

Remember in the story, Bobcat Cowboys on Trial, Frazzle O'Hare asked Miss Fussybunny to marry him. In chapter 4, the rabbits start planning their wedding.

Students will now read chapter 4 of the book, *The Bobcat Cowboys Take the Cake*.

3. **What would a bunny wedding be like? Who would the guests be? What would they eat? How would it be different from weddings of people? Write a story about a rabbit wedding. It can be Frazzle and Miss Fussybunny's or two rabbits that you make up.**
4. Write the three sentences: The sheep were in the pen. It was a new pen. The sheep seemed happy.

Read the three sentences. When you edit your writing, sometimes you can take short sentences like these and combine them into one sentence. This makes your writing easier to read. It can also make it more interesting. Combining short sentences makes it less "choppy" to read.

How can you combine all the ideas in these sentences into one? Sample answer: The sheep seemed happy with the new pen.

Use LAR page 143 part 1: **Read the example at the top of the workbook page. One sentence replaces all the ideas of the three sentences about a toothache.**

Combine each set of three sentences into one sentence. You may add or change words, but include the ideas from all three sentences.

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

speechless useless thoughtless painful
plentiful position joyful practices
skilful rightful suspenseful colorful
needless suggestless powerful

Very valuable _____
Unkind _____
Don't know what to say _____
It can't be used _____
More than enough _____
Having rights to own something _____
Glad _____
A scary movie _____

No money left _____
Hurt _____
Able to do something well _____
Without sugar _____
Strong _____
A rainbow _____
Not needed _____

Lesson 149

5. Use part 2 of workbook page 143. **Fill in the vocabulary words to complete the sentences.**

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

The skillful doctor treated the painful injury.
The suspenseful movie left me speechless.

LAR Answers

Part 1 Sample answers

1. My brother, Thomas is bashful, helpful, and cheerful.
2. I was penniless after buying the delightful, sugarless gum.
3. It was thoughtful to help the shoeless, toothless man sitting on the corner.

Part 2

1. notorious
2. appetizer
3. corral
4. bridle
5. mutton

T4 & 5

Combine each group of sentences into one sentence. Keep all the words that end with less or ful in the combined sentence. For example:

The toothache was painful. It left me joyless. I was sleepless because of it.
The painful toothache, me, joyless, and sleepless.

My brother, Thomas is bashful. He is also helpful. Thomas is cheerful.

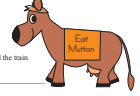
The gum was delightful. It was also sugarless. After buying it, I was penniless.

The shoeless man sat on a corner. He was also toothless. It was thoughtful to help him.

Complete the sentences using vocabulary words.

Mutton Bridle Appetizer Notorious Corral

1. The _____ outlaw robbed the train.
2. The spicy chicken wings were an _____.
3. The cowboys drove the cattle into the _____.
4. We put the _____ on the horse.
5. The roast was _____.



SAP Answers

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

speechless useless thoughtless painful
 plentiful penniless joyful priceless
 skillful rightful suspenseful colorful
 needless sugarless powerful



No money left

penniless

Hurts

painful

Able to do something well

skillful

Without sugar

sugarless

Strong

powerful

A rainbow

colorful

Not needed

needless

Very valuable

priceless

Unkind

thoughtless

Don't know what to say

speechless

It can't be used

useless

More than enough

plentiful

Having rights to own something

rightful

Glad

joyful

A scary movie

suspenseful

Lesson 150

Lesson Objectives

1. Students will take a spelling test. (S)
2. Students will read the stories they have written. (R)
3. Students will read the story, *The Bobcat Cowboys Take the Cake*. (R)
4. Students will eliminate the needless sentences in a paragraph. (L)
5. Students will copy sentences neatly and correctly. (H)

Materials

LAR workbook page 144
Creative writing assignment from Lesson 149
Book: *The Bobcat Cowboys Take the Cake*

Teaching

1. Have students number their paper from 1 to 15. Give the following words as dictation.
1. useless, 2. skillful, 3. needless, 4. thoughtless, 5. powerful, 6. plentiful, 7. colorful, 8. rightful, 9. penniless, 10. priceless, 11. sugarless, 12. joyful, 13. painful, 14. suspenseful, 15. speechless
2. Have students read the stories that were written during the creative writing section of Lesson 149. If the stories were not completed in Lesson 149, students may continue the writing process.
3. Students will answer the questions about chapter 4.

Who did Starlet Fussybunny want to plan her wedding? (June LaPurr and her sisters)

Where did she find out about them? (Gettin' Hitched Magazine)

What do you think Gettin' Hitched means? (getting married)

Why didn't Starlet want the Bobcat Cowboys at the wedding? (She was afraid they might hurt the other guests.)

Why did Frazzle want the Bobcat Cowboys at the wedding? (They were his best customers and he didn't want to hurt their feelings.)

What was the rabbit's plan to keep the bobcats away? (They would keep the wedding a secret.)

Do you think the plan will work? Why or why not?

Can you think of a better plan?

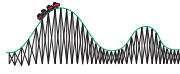
4. **A paragraph has a main idea and sentences that explain more about the main idea. When you write a paragraph you should not add sentences that don't support the main idea. Listen as I read this paragraph and find what does not belong.**

My mom has a new car. It has four doors. The car is blue on the outside and gray on the inside. The seats are very comfortable. It's fun to ride in the new car. I like riding my bicycle, too.


What's the main idea of this paragraph? (My mom has a new car.)

What sentence does not talk about the car? (The last one.) **The paragraph is better without the last sentence, because it doesn't fit with the other sentences.**

Read the paragraph. Cross out the sentences that don't belong. T4



1. I was excited to ride the roller coaster for the first time. It was tall and fast. The first hill felt like I was falling into a bottomless pit. I wore my most colorful shirt. I was thankful the seatbelt held me in.
2. My sister plays softball. We played the first soccer game of the season today. It was a scoreless tie with seconds to go. Just as I got the ball, my shoe fell off. I had to make a shoeless kick. It was still a powerful kick. It was also painful. The ball soared past the goalie and we won the game.
3. It's important to be careful when hiking. Stay on the paths and don't wander off. Try to be watchful of harmful snakes and other animals. Enjoy the colorful flowers and butterflies. Follow the safety rules and hiking can be harmless and fun.
4. You have to be very skillful to fly a jet. A pilot can never be careless. You have to be watchful at all times for other aircraft. You can fly above the clouds. A good pilot should make a flight seem uneventful.
5. I found the puppy beside the road. It appeared to be motherless and fatherless. We put an ad in the paper, but the rightful owners never called. I'm grateful, because I really liked the pup. My new pup can do tricks for doggie treats.



Listen to this paragraph and find the sentence that doesn't belong.

The people waited patiently. One man wore a funny hat. The bus was supposed to arrive at 8:00. It arrived after 8:30. The driver said the bus had a flat tire. We were glad it was fixed so quickly.

What is the main idea of this paragraph? (The bus was late.) **What sentence doesn't belong in the paragraph?** (One man wore a funny hat.)

Use the LAR workbook page. **Read the paragraphs. Draw a line through a sentence in each paragraph that doesn't belong.**

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

The colorful tulips were plentiful.
The powerful engine is useless without fuel.

LAR Answers

These sentences do not belong in the paragraphs:

1. I wore my most colorful shirt.
2. My sister plays softball.
3. Enjoy the colorful flowers and butterflies.
4. You can fly above the clouds.
5. My new pup can do tricks for doggie treats.