

Changes were made for the new edition of reading book 15, *Clark's Plane*.

Teacher's Manual

Pages 188 and 189 (Lesson 66) updated book pages to show the new illustrations and updated story text.

Page 191 (Lesson 67) Part 5, Answer 1: plant

Page 192 Part 3 (Lesson 68)

Part 3 questions about the word list updated.

6th answers added additional cl words.

7th answers added the word, glum.

8th answer added additional pl words.

10th answer added the contraction, don't.

12th answer added additional -ing words.

Page 194 Thumbnail for the LAR page is updated.

Page 195 LAR workbook answers and sentences changed for top section.

Language and Reading workbook (LAR)

Lesson 69, page 55 Sentence Hunt sentences changed for top section.

Resource Pack

Copy Master coloring sheet for Clark's Plane is changed.

Cardstock Puppet Cut-outs is changed.

Reading Book 15, *Clark's Plane*

New illustrations and some text changes were made, but the plot of the story remains the same. The characters are now dogs instead of people.

Lesson 66

Clark's Plane

One day, Clark went to the store with his mom. "Do not get out of the cart," said his mom. Clark didn't behave. He hopped out of the cart. He wanted to play hide-and-seek.



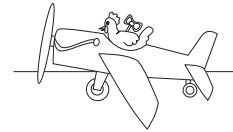
1

"Clark!" his mom barked to him. Clark hid behind a large plant. Clark's mom went to a kind clerk in the store. "I can't find my son."



2

Clark was playing with a hen. He had to wind it up. Click, click. Cluck, cluck, plop! It plopped into a plane.



3

The plane began to go. Clark was clinging to the plane. It was picking up speed.



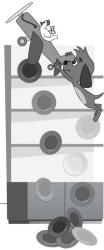
4

The plane began to glide over the store. Clark came close to crashing into the clocks. "Land plane! Land!" pled Clark. But, the plane was going too fast.



5

The rack of plates was not safe. The plane hit the plates. The plates became a big glob.



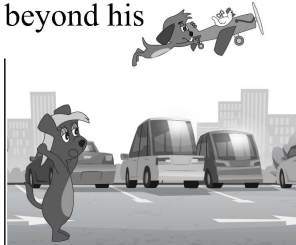
6

The clerk began barking, "Close the door! The plane will glide outside."



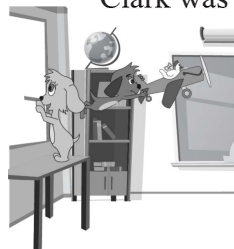
7

It was too late. Clark began flying in the parking lot. "Stop playing, Clark," barked his mom. But, Clark was too far beyond his mom.



8

The plane flew to the glass. "Raise the glass," pled Clark. The girl began to raise the glass. Clark flew in. He was in a class. Clark was glad he didn't crash into the glass.

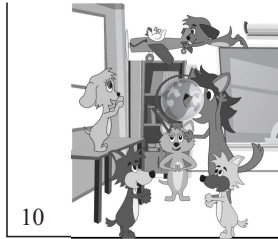


9

Lesson 66

All the pups were clapping for Clark.
Mrs. Clay was barking, "Sit, pups!"

The plane clipped a globe. The globe
plunged onto Mrs. Clay's nose.

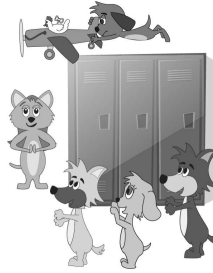


10

The plane flew into the hall.

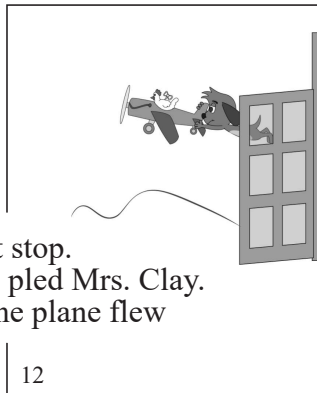
The pups ran into the hall, too.

"We want a plane ride, too!" barked the pups.



11

The plane did not stop.
"Close the door," pled Mrs. Clay.
It was too late. The plane flew
out the door.



12

The plane flew close to the cliff.

The kind clerk was on his bike.
"Stop the plane, Clark," barked
the clerk.

"I can't," Clark barked back.



13

"Yes you can," barked the clerk.
"Just pull the plug."

Clark gave it a try, but his hand
was too short.

Clark had a plan.

"I will wind up the hen.

It can pull the plug."

14

Click, click. Cluck, cluck.
The hen plucked the plug.
The plane began to
plunge. Clark let go.

15



16

Plop! The clerk had a plush place for
Clark to land.

"You must start behaving your mom,"
said the clerk.

"I will cling to my mom next time,"
barked Clark.

Clark's Plane word list:

a	clipped	he	one	safe
all	clocks	hen	onto	said
and	close	hid	out	seek
back	cluck	hide	outside	short
barked	crashing	him	over	sit
barking	day	his	parking	son
became	didn't	hit	picking	speed
began	don't	hopped	place	start
behave	door	I	plan	stop
behind	far	in	plane	store
beyond	fast	into	plant	the
big	find	it	plates	time
bike	flew	just	play	to
but	flying	kind	playing	too
came	gave	land	pled	try
can	get	large	plop	up
can't	girl	late	plopped	want
cart	glad	let	pluck	wanted
case	glass	look	plug	was
clapping	glide	lot	plunge	went
Clark	glob	mom	plush	were
class	globe	Mrs.	pull	will
Clay	glum	must	pups	wind
clerk	go	my	rack	with
click	going	next	raise	yes
cliff	had	nose	raised	you
cling	hall	not	ran	your
clinging	hand	of	ride	

Lesson 67

Lesson Objectives

1. Students will combine the syllable be- with a second syllable. (L)
2. Students will use clues to find words. (L & S)
3. Students will find spelling words in sentences. (S)
4. Students will fill in missing letters in sentences. (P)
5. Students will begin to read the story Clark's Plane. (R)
6. Students will copy a sentence neatly and correctly. (H)

Materials

LAR Workbook
SAP Workbook
Book: Clark's Plane

Teaching

1. Write the words *away* and *across*. **Read the words. Separate each word into two parts.** (a and way, a and cross). **These parts are called syllables. These words have two syllables. Every syllable must have a vowel sound.**

Next, write the word *became*. **Read this word. What are the syllables in the word *became*?** (be and came)

Next write the words find and behind. **What is the first word? Remember the i is long.** (find) **What other words that end with *ind* have the long i sound?** (mind, kind, grind, bind) **What is the second word?** (behind)

Top of the LAR workbook page: **Complete each sentence using a word that begins with a word with the be- beginning syllable. Fill in the circle for the missing word.**

2. Have students look at the spelling word list in the orange box on the middle of the page. **I will give you clues about a spelling word. Find the spelling word in the list and spell it.** **Something you put food on.** (p-l-a-t-e) **Happy** (g-l-a-d) **The opposite of after.** (b-e-f-o-r-e) **Turned into something else.** (b-e-c-a-m-e)

Use the bottom of the LAR workbook page. **Match the clues to spelling words. Write the spelling words on the lines by the clues.**

3. Begin by having the students look at the list on the SAP workbook page for lesson 66 and spell each word aloud.

Use the top of the SAP workbook page for lesson 67. **All the spelling words are used in the sentences. Read the sentences. Find the spelling words and write them on the lines. One of the spelling words has a suffix added. Write that spelling word with or without the ing suffix.**

4. Look at the sentences on the bottom of the SAP workbook page. **Letters are missing from each sentence. The missing letters are c, g, or p. Fill in the correct letter for each blank to complete the sentences.**

T1 & T2

Read the sentences. Fill in the circle next to the missing word.

_____ of the big dog.
☐ began ☐ behind ☐ became

Glen hid _____ the rock.
☐ behind ☐ before ☐ below

Clark was not _____ too nice.
☐ inside ☐ every ☐ began

Is it time to _____ the race?
☐ beyond ☐ begin ☐ below

The pink glass _____ to me.
☐ became ☐ begin ☐ below

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

clock glass plate before play globe close begin glad plate clam became

Start _____	It has a shell. _____
Have fun _____	It is like a bird. _____
It ticks. _____	A drink is in it. _____
Not open _____	It is shaped like a ball. _____

T3 & T4


Read the sentences. Write the spelling words used in each sentence.

The plate is made of glass. _____

The clock is beside the globe. _____

A clam can close its shell. _____

The sad boy became glad after playing in the park. _____

 The plane needs to be fixed before it can begin flying. _____

Fill in the missing letters to complete the sentences: c, g, p

Glen was na _____ ing on the bed.

The _____ lass was waitin _____ for the bus.

Clark was windin _____ up the _____ lock.

The _____ lam was di _____ ing in the sand.

The _____ lane be _____ an to _____ tide.

Lesson 67

5. Clark's Plane focuses on words containing cl, gl, and pl beginning blends. Review the additional reading vocabulary. Have students find the following words on the word list: **door, flew, Mrs., next, outside**

Have students read the first half of the book (pages 1 to 8). Ask the students the following questions.

What did Clark hide behind? (a plant)

Where did Clark's mom tell him to stay? (in the cart)

Why did the clerk yell, "Close the door!"? (He didn't want the plane to glide outside.)

What did the plane hit in the store? (a rack of plates)

What fell into the plane? (a hen)

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

Trace and copy: play, close, globe, begin.

Write the sentence: We can't play with the globe.

LAR answers

Read the sentences. Fill in the circle next to the missing word.

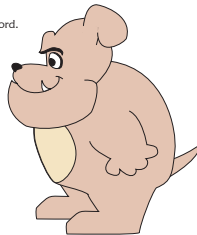
_____ of the big dog.
☐ Began ☐ Befriend ☒ Beware

Glen hid _____ the rock.
☒ behind ☐ behave ☐ before

Clark was not _____ too nice.
☐ beside ☒ being ☐ begun

Is it time to _____ the race?
☐ beyond ☒ begin ☐ betray

The pink glass _____ to me.
☐ became ☐ began ☒ belongs



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

clock glass plane before play globe close begin glad plate clam became

Start _____	It has a shell. _____
Have fun _____	It is like a bird. _____
It ticks. _____	A drink is in it. _____
Not open _____	It is shaped like a ball. _____

SAP answers

Read the sentences. Write the spelling words used in each sentence.

The plate is made of glass.

plate glass

The clock is beside the globe.

clock globe

A clam can close its shell.

clam close

The sad boy became glad after playing in the park.

became glad play (or playing)

The plane needs to be fixed before it can begin flying.

plane before begin

Fill in the missing letters to complete the sentences: c, g, p

Glen was nappng on the bed.

The class was waiting for the bus.

Clark was winding up the clock

The clam was digging in the sand.

The plane began to glide.

Lesson 68

Lesson Objectives

1. Students will proofread sentences. (S)
2. Students will find spelling words within other words. (S)
3. Students will read the story *Clark's Plane*. (R)
4. Students will copy a sentence neatly and correctly. (H)

Materials

SAP Workbook
Book: *Clark's Plane*

Teaching

1. Begin by saying each of the following words and having the students spell them back to you: became, clam, plate, globe, play, before.

Introduce the first activity. **Today we're going to proofread some sentences. Can you tell me what proofreading is?** (looking for mistakes)

Look at the sentences on the top half of the SAP workbook page . The sentences have misspelled words and missing punctuation. Add the punctuation marks at the end of the sentences. Find the misspelled words and write them correctly on the lines below the sentences.

2. Introduce the second activity on the SAP workbook page. Write the words exclamation, beginning, and hourglass. **What spelling words do you see in these three words?** (clam, begin, glass) **Look at the words at the bottom of the SAP workbook page. Find the spelling word that is a part of each word. Write the spelling words on the lines under the longer words.**
3. Read the rest of the book, *Clark's Plane*. Ask the students the following questions. You may have students read the sentence that answers the question.

What fell on Mrs. Clay? (a globe - page 10)

What was the clerk riding? (a bike - page 13)

What did the plane do after it was unplugged? (It began to plunge. - page 15)

Why couldn't Clark unplug the plane? (His hand was too short. - page 14)

What did the pups yell to Clark? ("We want a plane ride, too!" - page 11)

Have students look at the back of the book and do the following:

Read the words that begin with the c-l blend. (clapping, Clark, class, Clay, clerk, click, cliff, cling, clinging, clipped, clocks, close, cluck)

Read the words that begin with the g-l blend. (glad, glass, glide, glob, globe, glum)

Read the words that begin with the p-l blend. (place, plan, plane, plates, play, playing, pled, plop, plopped, pluck, plug, plunge, plush)

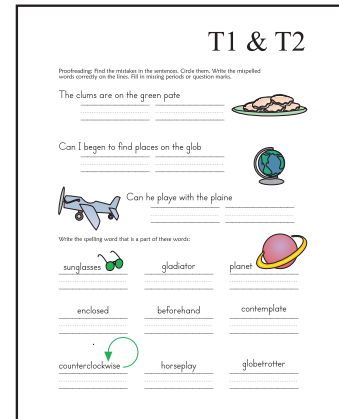
Read the word that begin with the letters b-e. (became, began, behave, behind, beyond)

Read the words that are contraction and say the words that were contracted. (can't, can not, didn't, did not, don't, do not)

Find the opposite of long. (short)

Find the opposite of slow. (fast)

Read the words that end with the suffix i-n-g. (barking, clapping, clinging, crashing, flying, parking, picking, playing, putting)



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

Trace and copy: glad, plate, clam, became.

Write the sentence: She was glad the clam was on his plate.

SAP answers

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

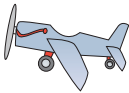
The clums are on the green pate.

clams plate



Can I begen to find places on the glob?

begin globe



Can he playe with the plaine?

play plane

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

sunglasses
glass

gladiator
glad

planet
plan

enclosed
close

beforehand
before

contemplate
plate

counterclockwise
clock

horseplay
play

globetrotter
globe

Lesson 69

Lesson Objectives

1. Students will add suffixes to words. (S)
2. Students will recognize correct tenses. (P)
3. Students will read the story *Clark's Plane*. (R)
4. Students will use context to determine meaning. (L)
5. Students will write a story. (CW)
6. Students will copy a sentence neatly and correctly. (H)

Materials

SAP Workbook
LAR Workbook
Book: *Clark's Plane*

Teaching

1. Write the word *camp*. Ask students what needs to be added to this word to make the word camping. (ing) Tell the students: **Sometimes we have to do something to the root of the word before adding ing. If the last two letters of a word are a short vowel and a consonant, write a second consonant before adding -ing.**

Use the following example: **run, the last two letters are a //and an // The u has the short sound. To add ing, a second n must first be added to the root. run + ing is running. Which of the following root words will need the final consonant doubled before adding ing: hand, pet, sit, find? (pet, sit) Does the k need to be doubled in the word croak? (No, the word has the long vowel sound, long o.)**

Teacher's note: Words ending with x do not fit this pattern.

The letter x sounds like more than one letter (cks). Example: box, boxing.

Use the top of the SAP workbook page: **Add i-n-g to each of the words. The final consonant of some roots will need to be doubled. Some will not.**

2. Read the following pairs of sentences to the students and ask them which one sounds correct:

**The girl is hit the ball. The girl is hitting the ball.
We will shop at the store. We will shopping at the store.**

On the bottom of the SAP workbook page, students will fill in the circle next to the correct sentence.

3. Read the book *Clark's Plane*. Ask the students the following questions. (Answers vary.)

**What did Clark learn in this story?
Have you ever gotten lost from your parents?
Do you think Clark learned his lesson?
What do you think Clark will do the next time he goes to the store with his mom?
How do you think Clark's mom felt when she couldn't find her son?**


Use the top of the LAR workbook page. **Find the sentences in the book. Fill in the missing word. Write the page number.**

T1 & T2


Read the words. Write them again on the lines, but add the suffix ing. Some ending consonants may need to be doubled.

sit _____	plan _____
grab _____	steer _____
pick _____	plug _____
wait _____	stamp _____
clip _____	shop _____

Read the pairs of sentences. Fill in the circle next to the sentence that is correct.



☐ The cats were run to the barn.
☐ The cats were running to the barn.




☐ It began to rain.
☐ It begin to rain.

☐ We were digging for clams.
☐ We were dig for clams.


☐ Can we spin the top?
☐ Can we spinning the top?

T3 & T4



Sentence HUM

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



Clark's Plane

The girl began to raise the _____ . Page _____

Clark hid _____ a large plant. Page _____

"I will _____ to my mom next time." Page _____

The plates became a big _____ . Page _____

Read the pairs of sentences. Look at the words in bold print. Fill in the circle next to the sentence that uses the bold word as it is.

<input type="radio"/> Is the plug in the tub?	<input type="radio"/> Clark will store the cats.
<input type="radio"/> Will you plug in the clock?	<input type="radio"/> Clark will go to the store .
<input type="radio"/> He will clip the tree.	<input type="radio"/> We will camp on that land .
<input type="radio"/> I have a red hair clip .	<input type="radio"/> She will land the plane.
<input type="radio"/> Can we see a play ?	<input type="radio"/> Clark did not mind his mom.
<input type="radio"/> Can we play ?	<input type="radio"/> My mind is in my brain.

4. Tell the students: **Have you known anyone that has more than one job? Maybe you have more than one thing you are supposed to do. Today, we are going to use words that have more than one job. The job of a word is to mean something. So, words that have more than one job, mean more than one thing.**

Write the word *train*. Read this word. What does it means? It can be a type of vehicle that runs on a track, or it can mean to learn to do something (to train to read). Find two meanings of the word paint. Listen to the following sentences:

We will paint the house. The paint is in the bucket. Remember a verb is a word that tells what a noun does. Which sentence used the word *paint* as a verb? (first) How was the word *paint* used in the second sentence? (a noun)

Use the bottom of the LAR workbook page: Have students read each pair of sentences. A word is in bold print. Have students fill in the circle next to the sentence that uses the bold word as a verb.

5. Students will write a story based upon *Clark's Plane*. Begin with the following discussion.

What parts of this story probably wouldn't happen in real life? (The toy chicken wouldn't start the plane. Clark wouldn't be able to ride a toy plane, etc.)

How did Clark disobey his mother? (He didn't stay in the cart.)

Why do you think she wanted him to stay in the cart? (Answers vary.)

Have you ever disobeyed? What happened? What should you have done? Write a story about yourself or you can make up someone who disobeys and causes a lot of problems. Show why it is important to obey your parents.

6. Use the handwriting sheet or have the children:

Trace and copy: plump, began, clucking, hopping.

Write the sentence: The plump hen began hopping and clucking.

SAP answers

Read the words. Write them again on the lines, but add the suffix ing. Some ending consonants may need to be doubled.

sit <u>sitting</u>	plan <u>planning</u>
grab <u>grabbing</u>	steer <u>steering</u>
pick <u>picking</u>	plug <u>plugging</u>
wait <u>waiting</u>	stamp <u>stamping</u>
clip <u>clipping</u>	shop <u>shopping</u>

Read the pairs of sentences. Fill in the circles next to the sentences that are correct.



- ☐ The cats were run to the barn.
☒ The cats were running to the barn.

- ☒ We were digging for clams.
☐ We were dig for clams.



- ☒ It began to rain.
☐ It begin to rain.
☒ Can we spin the top?
☐ Can we spinning the top?

LAR answers



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

The girl began to raise the glass.

Page 9

Clark hid behind a large plant.

Page 2

"I will cling to my mom next time."

Page 16

The plates became abig glob.

Page 6

Clark's Plane



Read the pairs of sentences. Look at the words in bold print. Fill in the circle next to the sentences that uses the bold word as a verb.

- ☐ Is the **plug** in the tub?
☒ Will you **plug** in the clock?

- ☒ Clark will **store** the cans.
☐ Clark will go to the **store**.

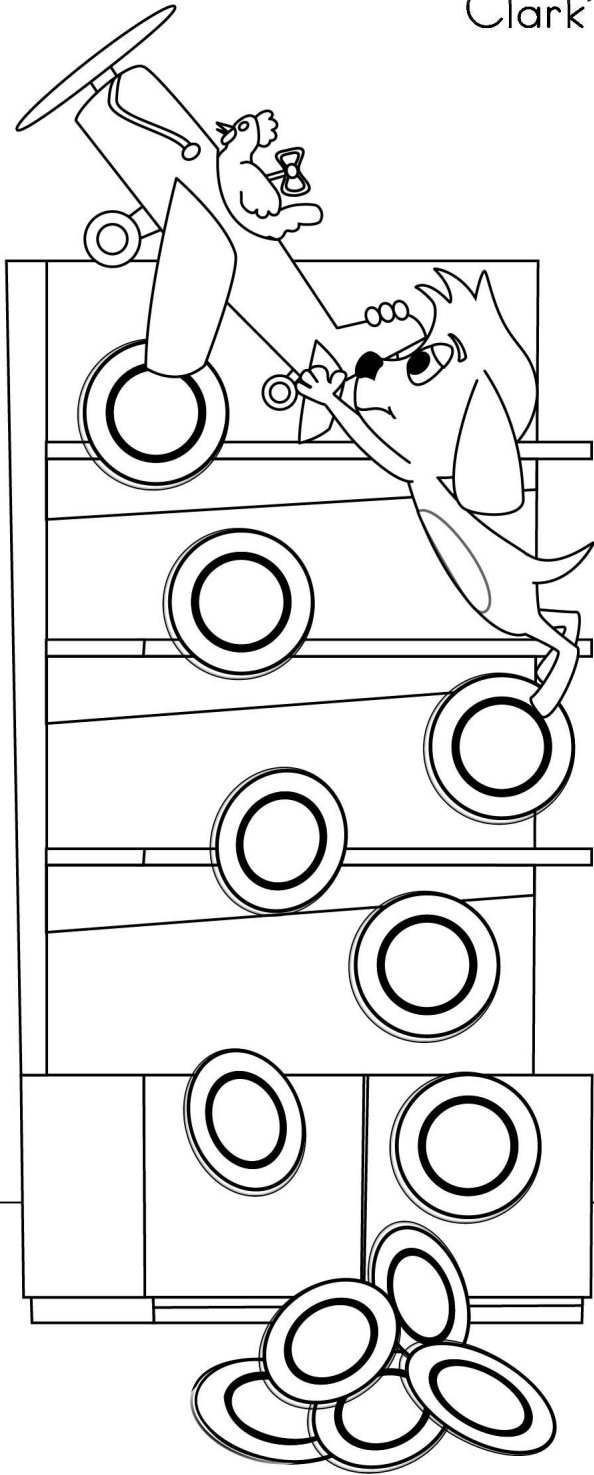
- ☒ He will **clip** the tree.
☐ I have a red hair **clip**.

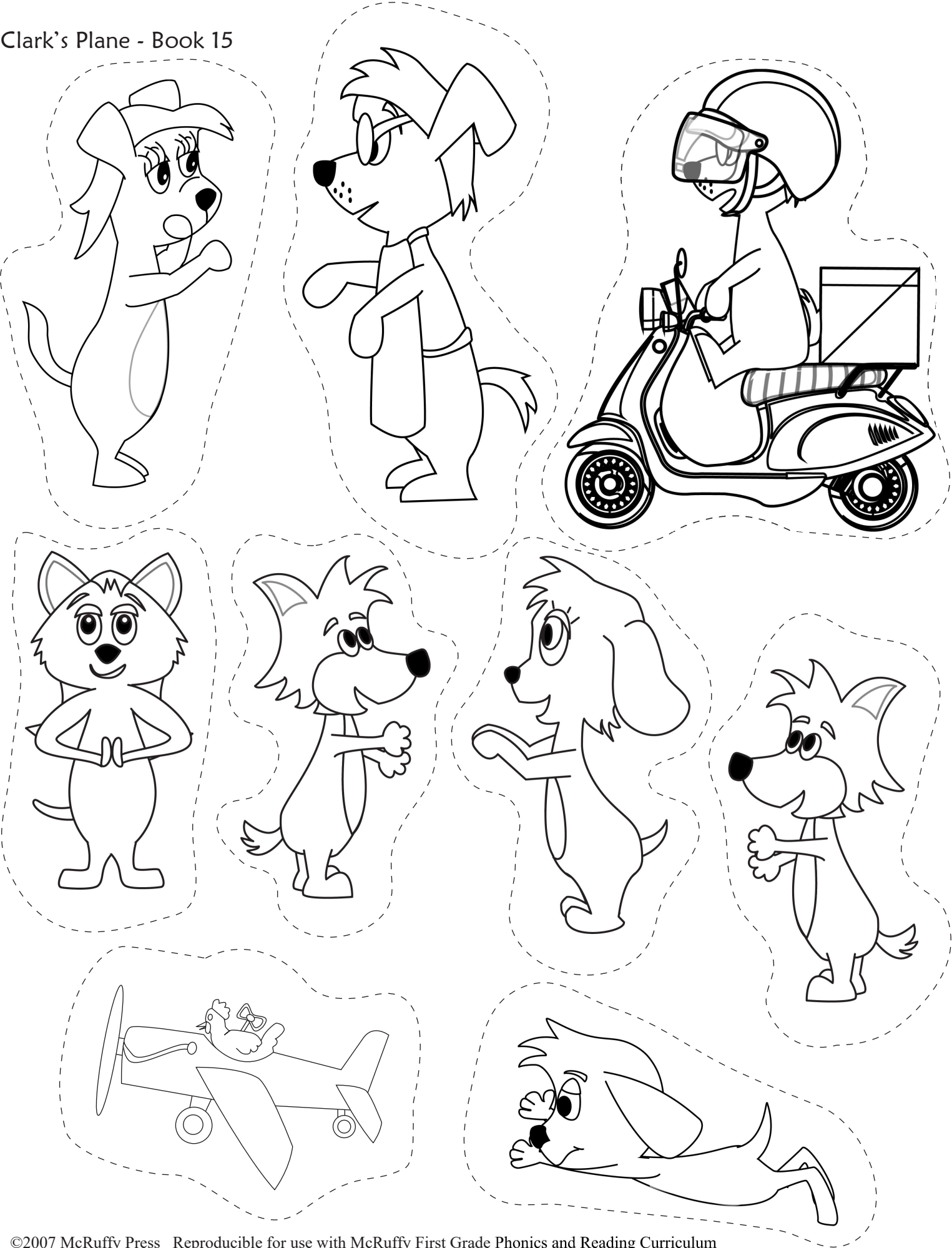
- ☐ We will camp on that **land**.
☒ She will **land** the plane.

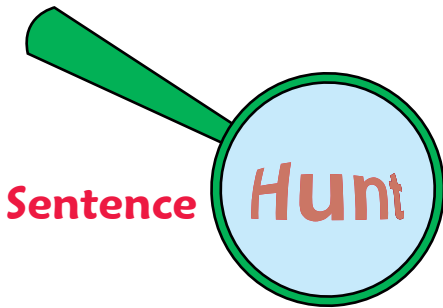
- ☐ Can we see a **play**?
☒ Can we **play**?

- ☒ Clark did not **mind** his mom.
☐ My **mind** is in my brain.

Clark's Plane







Clark's Plane



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

The girl began to raise the _____.

Page _____

Clark hid _____ a large plant.

Page _____

"I will _____ to my mom next time."

Page _____

The plates became a big _____.

Page _____

Read the pairs of sentences. Look at the words in bold print. Fill in the circle next to the sentences that uses the bold word as a verb.

- ☐ Is the **plug** in the tub?
- ☐ Will you **plug** in the clock?

- ☐ Clark will **store** the cans.
- ☐ Clark will go to the **store**.

- ☐ He will **clip** the tree.
- ☐ I have a red hair **clip**.

- ☐ We will camp on that **land**.
- ☐ She will **land** the plane.

- ☐ Can we see a **play**?
- ☐ Can we **play**?

- ☐ Clark did not **mind** his mom.
- ☐ My **mind** is in my brain.