



Kindergarten

Special Edition

Teacher's Manual Samples

McRuffy Phonics and Reading

with Spelling, Handwriting,
and Language Skills

Teacher's Manual Part 1 ISBN 9781592693528

Teacher's Manual Part 2 ISBN 9781592693535

McRuffy Kindergarten SE Phonics Curriculum ISBN 9781592691906

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McRuffy Kindergarten SE Phonics & Reading

This curriculum has been designed to teach children the basics of reading. The main emphases of the program are decoding words (phonics), reading (giving meaning to printed material), spelling and writing (encoding) and handwriting. Another goal of the program is to give parents and teachers a complete and easy method to follow. Successful learning begins with successful teaching.

Children are natural learners. Compare an infant to an average five year old child. The differences are remarkable. The five year old has learned to walk, talk, has started to gain understanding of right and wrong, and has gained social skills. The challenge of teaching is to take those learning skills and guide them in a more formal way.

It is important to understand what the child is bringing to the formal learning situation. For reading, the child has already developed a vocabulary. This involves being able to discriminate between sounds. The child can tell the difference between the words cat and dog when the child hears them.

The child is able to manipulate words to express meaning. If a child is hungry he or she will choose words that are adequate to convey that message: "Can I have a cookie?" The child understands that words communicate ideas.

What the child may not have is an understanding of printed language. It is important for parents to read to children even before the children begin reading. This models the idea that thoughts can be communicated by a written language. It is the child's first personal encounter with reading.

Readiness

The first step is for children to develop phonemic awareness. This is an intuitive understanding that words can be related by the way they sound. Teaching children rhymes is one way to develop this awareness in children. When children start to learn phonics, they are actually learning a new concept. The child learns that there are little pieces or building blocks of words called sounds. These sounds are represented by letters.

Before children can begin reading they have to reach a certain level of maturity or readiness. Children progress to this point at various rates. Generally, a child is ready somewhere between the ages of four and six. This is not a question of ability, it is a question of growth. If the child shows an interest in reading begin by introducing a few letters sounds.

If you decide your child is ready, it's important to set reasonable expectations. The child is not likely to learn each letter sound the first time. Lessons introduce sounds. It will take practice for the child to learn the sounds. Remember, the child has a whole school career ahead of him or her.

Secondly, children grow and learn in spurts. Some children just seem to struggle along. They don't seem to be grasping what you're teaching. Children should be challenged but not pushed beyond their limits.

Stay with the program. Tell yourself you are a good teacher. There will come a day when things will just click and the child will learn more easily. Sometimes it takes a child awhile to simply grasp the concept of reading.

The program contains a lot of review and some drilling. The first unit (45 lessons) uses only eight letters and four sight words. The child won't get too far behind if you continue to introduce more letter sounds. If it gets to the point that you're too uncomfortable going on, stop and just work on learning those sounds and words that can be formed with those letters.

Multi-sensory Learning

People learn by receiving information in some form. Our five senses are the highways for input. Reading is learned using a combination of our senses. Sight, hearing, and touch are employed in the process of learning to read.

This curriculum primarily uses visual, auditory, and kinesthetic methods of teaching. Information is presented visually by using flashcards, reading sentences, etc. Examples of auditory methods include saying words or sounds and hearing words or sounds. Handwriting kinesthetically reinforces the learning.

A fourth group of methods is called tactile learning. Using the sense of touch may help some students. Tracing letters cut from sandpaper is frequently used as a way to teach children the forms of different letters. Tactile methods are not in the lesson plans, but a list of ideas that can be used in many of the lessons is include in the reference section.

The Use of Drilling

We feel that with this curriculum, reliance on drilling should be minimized. Drilling, particularly drilling flashcards can be used in this curriculum and flashcards are included. Repetition helps the child retain the information that was learned.

But, drilling words in isolation should not be overused. Having students read the words in context of our stories will more quickly build a strong reading vocabulary, especially if students are given opportunities to reread the stories. This will build fluency and word knowledge.

You may encounter two problems with drilling. Children may become bored and drilling may take too much time. To fight boredom, drilling methods can be varied. Games are a good way to drill. Children enjoy playing. A list of game ideas is in the reference section.

Part of the daily routine is to drill flashcards of words already learned. When the child is first learning to read, it may take quite awhile to sound out ten words. Even after the child can read the cards more quickly, there may be 70 or 80 flash cards to review.

This can be solved by simply reducing the number of cards each day. If you do this, cycle through the cards instead of using the same five or ten cards over and over. The purpose is not to master a list by sight, but to practice decoding skills.

Drilling periods should be kept to just a few minutes a day. Drilling periods can also be spread out through the day. One parent may have a short drill in the morning. Another parent may drill in the evening. Drilling can be helpful, but it shouldn't be drudgery. As students become proficient at recognizing words on sight, drilling should be de-emphasized.

In this curriculum drilling is used in one particular instance to introduce a skill. Daily routines are detailed in the reference section. Step e is to review the five short vowel sounds. The child will use only the short a sound (except for the words in, is, and on) in the first unit.

Nevertheless, the child should say all five short vowel sounds daily. This will help build a solid foundation for using those sounds later on. Vowel sounds can be difficult to discriminate. This helps the child to clarify the differences before having to hear them in words. The same is done for the long vowel sounds beginning in unit 3.

The daily routine is used to give the lesson structure and to reinforce concepts. As the child masters various parts of the routine you may want to review those parts only a few days a week. You may find after dropping a particular routine it may have to be added again. The structure is intended to be flexible to meet the needs of the child.

Learning Sequence

If you look at the sequence of the introduction of letter sounds, you will notice it is not in alphabetical order. Unit one is built around the short *a* sound. Consonants were chosen by looking at how many two and three letter short *a* words could be formed with them. In other words, utility was the deciding factor.

The curriculum at times includes words that may not be in the child's vocabulary. This has been done to help expand the child's vocabulary. Take time to explain unusual words like *vole*, to the child. Look up definitions in a dictionary with the child.

Although the curriculum's daily routine teaches letter recognition, the main emphasis should be on letter sounds, not letter names. Also, because small letters (lower case) are used more frequently, emphasize them more than the capital letters.

Handwriting

The curriculum offers optional handwriting books in a variety of styles. Handwriting assignments are also given in the lesson plans. These can be completed on standard handwriting paper. The handwriting book offers tracing exercises and expanded handwriting opportunities. It also gives students examples of how words should be written.

The handwriting program has two purposes. Traditionally, handwriting lessons were focused on developing penmanship. This involves developing fine motor skills and hand-eye coordination skills.

This also requires knowledge about how letters are formed. Handwriting skill may be developmentally related, it is somewhat dependent upon the maturity of the child. Therefore, rather than having a set standard for acceptable handwriting, look for improvement. Is the child progressing?

Handwriting in this curriculum also reinforces the phonics concepts and reading skills. Children learn words better when they have the opportunity to write words. You can add excitement to your instruction by allowing students to write with different writing utensils and different writing surfaces.

Notes on the special edition:

There many exciting changes in the special edition. Workbooks have been revised. The most obvious change is the use of color. Some activities have been revised, particularly in the later lessons.

We hope that you and your child enjoy using this curriculum. More importantly, we hope it is a fruitful learning experience. Your questions and comments are appreciated. Please feel free to contact us at:

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Scope and Sequence

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

Unit 1

- 1 Short a
- 2 b
- 3 blends
- 6 c as in cat
- 8 t
- 12 p
- 14 n
- 18 s
- 21 h
- 22 the word a
- 23 sentences
- 26 the
- 31 is
- 36 in
- 41 on

Unit 2

- 46 short i
- 51 m
- 54 questions
- 56 r
- 58 g
- 61 d
- 66 short o
- 71 l
- 76 f
- 78 red, green, blue
- 81 k
- 82 ck ending
- 83 yellow, orange, black
- 86 short u
- 88 brown, pink, purple

Unit 3

- 91 x as an ending sound
- 93 white, violet
- 96 w
- 97 v
- 101 short e
- 106 y and z
- 111 long a
- 112 s & j sounds of c and g
- 116 j
- 121 long i
- 126 sh
- 131 long o

Unit 4

- 136 qu
- 137 go, so, no
- 141 long u
- 146 st blend
- 151 long e
- 156 mp
- 161 oa
- 166 ay
- 171 gr

Reading Books

The curriculum uses two sets of books. The first set is called First Step Readers, also referred to as pre-readers. These books are very short (about four sentences on four pages). They are intended to give the child a very early opportunity to read books somewhat independently. Each pre-reader has a word list on the back cover that can be reviewed before reading (the lesson it begins on is also listed):

First Step Readers

Lesson	Book	Lesson	Book
26	<i>Sat</i>	51	<i>Map & Ham</i>
31	<i>A Can</i>	56	<i>The Ram</i>
36	<i>The Hat</i>	61	<i>The Big Pig</i>
41	<i>Nan</i>	66	<i>Hot Dog</i>
46	<i>Cat In A Bin</i>	71	<i>Lill</i>

Included in the curriculum are twenty reading books. Use of the reading books is detailed after lesson 75. The books will follow this order:

Reading Books

Lesson	Book	Lesson	Book
76	<i>Cat Nap</i>	126	<i>Sam and the Shark</i>
81	<i>Sam and Kit</i>	131	<i>Rose the Mole</i>
86	<i>Pup in Mud</i>	136	<i>Quack and Quill</i>
91	<i>Mop, Mop, Mop</i>	141	<i>The Mule Ride</i>
96	<i>Vic's Van</i>	146	<i>Kate's Nest</i>
101	<i>Red and Bess</i>	151	<i>Can a Deer Steer?</i>
106	<i>Fuzz the Yak</i>	156	<i>Ruff Camps</i>
111	<i>The Ape and Cake</i>	161	<i>Goat and Toad</i>
116	<i>Jane's Jet</i>	166	<i>Kay and the Ray Gun</i>
121	<i>Ruff's Cab</i>	171	<i>Greg's Grape Ride</i>

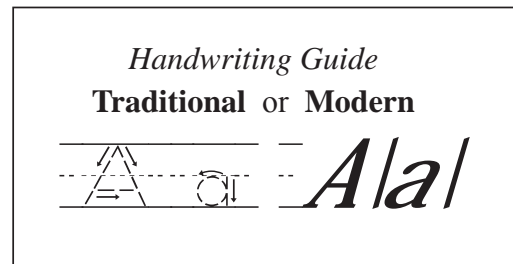
Coloring sheets for each book are located in the resource pack. Coloring sheets may be reproduced. These are included as an extra activity for students who like to color or need the practice. Each sheet has two blank sets of lines under the pictures. Students may make up and write their own captions, copy a sentence from the book, or leave it blank.

Lesson Objectives

1. Students will identify the letters a through e.
2. Students will learn the terminology capital and small letters.
3. Students will distinguish between capital and small letters.
4. Students will say the short a sound.
5. Students will write the letters A a.

Preparation

- * Cut apart alphabet flashcards.
- * Workbook page, blue crayon
- * Prepare handwriting paper.¹
Print the student's name on the top line.
Skip a line, print an A on the next line,
print a on the next line, print Aa on the next.

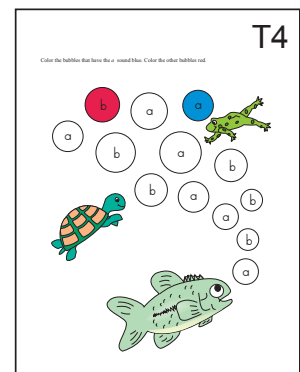


Teaching

1. Use the flashcards (a through e) to drill the names of the letters.
2. Put capital letters in a row, put corresponding small letters underneath. Introduce terms. Say: **The big letters are capital letters, say “capital letters”.**
3. **Point to the capital** (choose various letters). **We’ll call the other letters small letters. Point to the small** (choose various letters). Mix up the cards and ask the student to pick up various small and capital letters.

4. Pick up the letter a. Ask: **What is the name of this letter?** (Answer: a) **The name of this letter is a. Letters not only have names they also have sounds. One of the sounds this letter has is the short a sound.**

Short a makes the a sound like the beginning sound of apple. (Emphasize the a.) **Say a** (student makes the sound). **Say short a goes a.** Turn to lesson 1 in the workbook. Have the student color all the bubbles with the letter that makes the a sound blue. Color the other bubbles red.



5. **Now we will write the letter a**¹ (see handwriting guide). The students should write their names underneath where it is printed, then copy the letters at the beginning of each row 3 times using correct spacing (one or two fingers). Ask the students to read the paper.

¹ If you purchased a McRuffy Press Kindergarten SE Handwriting book, use the corresponding page as the handwriting practice and disregard the instructions to prepare handwriting paper found in the Teacher's Manual. The handwriting workbook provides additional handwriting activities.

Lesson 2

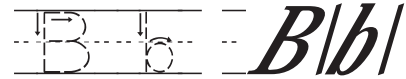
Lesson Objectives

1. Students will identify the letters f through j.
2. Students will review short a sound.
3. Students will learn the b sound.
4. Students will write the letter b.

Preparation

- * Cut apart alphabet flashcards.
- * Prepare handwriting paper.¹
Line 1 2 3 4 5
name, blank, b, B, Bb
- * Workbook page, brown and red crayon

Handwriting Guide Traditional or Modern

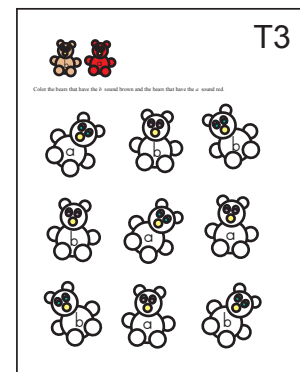


Teaching

1. Use flashcards (f through j) to drill names of letters. Review the terms capital and small letters.
2. Use the a, A, b, B flashcards, and have the student say the names and sounds of the letters. Mix up the cards. Say: **Point to a letter that makes the a sound.** (Repeat a few times.)
3. **Today we will learn a new letter sound. It is the sound of this letter.** Point to the b flashcard. **Do you know what letter this is?** (b) **B makes the b sound. Say b (b)**
Can you think of things that begin with the b sound?

Have the student say words that begin with b. Turn to lesson 2 in the workbook. Have the student color the bears that have the letter that makes the b sound brown and the a sound red.

4. Practice writing the letter b.¹

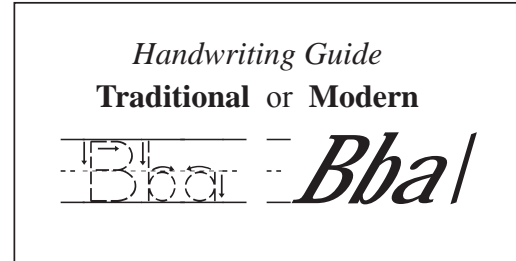


Lesson Objectives

1. Students will identify letters k through o.
2. Students will review a and b sounds.
3. Students will blend b and a sounds.
4. Students will write blends.

Preparation

- * Cut apart alphabet flashcards.
- * Prepare handwriting paper.¹
Line 1 2 3 4 5
name, blank, ba, ab, Ba
- * Workbook page

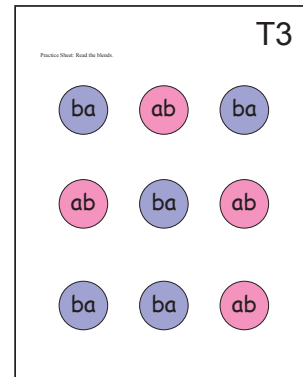


Teaching

1. Use flashcards (k through o) to drill names of letters. Review the terms capital and small letters.
2. Use the a, A, b, B flashcards and have the student say the names and sounds of the letters. Mix up the cards. Say **Point to a letter that makes the a sound.**
3. **Raise your left hand. Today we will put the b and a sounds together. When we do this, we start with the letter on the left, make its sound, then add the next sound. Look at these two letters.** Show the student b and a. Put them next to each other to make the blend *ba*.

Ask: **What sound does the b make? (b) What sound does the letter a make? (a) When we put sounds together, we say we blend them. Say blend. (blend) Now we will blend the letters b and a. Remember to start with the letter on the left. Say b-a, ba.**

Repeat for the blend ab. Use the workbook page for Lesson 3 to have the student practice blends. You may ask students to cover certain blends with small object such as pennies, bingo chips, or counters. For example: Cover all the ba blends. Or, cover the ab blends on the second row.



4. **Now let's look at the handwriting paper. What is the first blend you see under your name? (ba) What is the next blend? (ab) What is the last blend? (ba)**

Now have the students write their name and each blend three times.¹ When they have finished, have them read the paper.

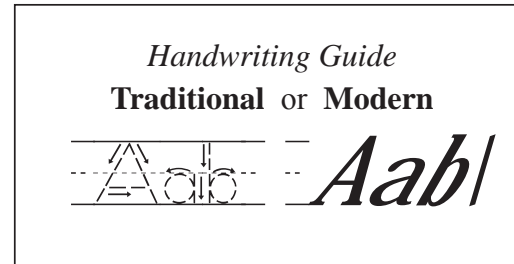
Lesson 4

Lesson Objectives

1. Students will identify the letters p through t.
2. Students will learn the terminology vowel and consonant.
3. Students will review blends.
4. Students will write blends.

Preparation

- * Cut apart alphabet flashcards.
- * Workbook page
- * Prepare handwriting paper.¹
Line 1 2 3 4 5
name, blank, Ab, ba, ab



Teaching

1. Use flashcards (p through t) to drill names of the letters. Have the student identify capital and small letters.
2. **There are two kinds of letters. One kind of letter is a vowel. The other kind of letter is called a consonant. Say vowel. (vowel) Say consonant. (consonant) So far you have learned two letter sounds, *a* and *b*.**

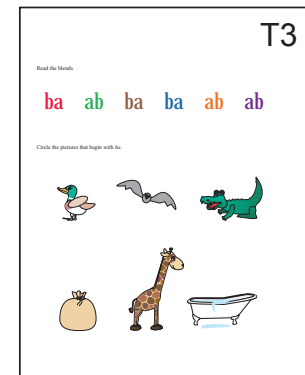
The letter a is a vowel. There are only five vowels in the alphabet. They are a, e, i, o, and u. All the other letters are consonants. The letter b is a consonant. Use the a and b flashcards. Which letter is a vowel? Which letter is a consonant?

3. Review blends using the workbook page. Have students practice reading the row of blends at the top of the page. Circle the pictures that begin with the blend *ba*.

Pictures: duck, bat, alligator, bag, giraffe, bath tub.

4. **You will write two sounds together again today. What do we call two sounds put together? (blend) Does the first (second, third) blend begin with a vowel or consonant?**

Have the students write their names and then write each blend 3 times.¹ When they have finished, have them read the paper.

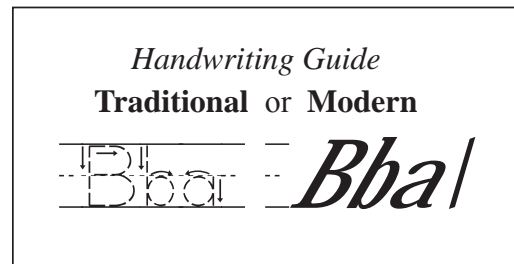


Lesson Objectives

1. Students will review the letters a through t.
2. Students will review the terms vowel, consonant, capitals, small letters.
3. Students will take an assessment of a, b and blends.
4. Students will write blends.

Preparation

- * Workbook page
- * Prepare handwriting paper.¹
Line 1 2 3 4 5
name, blank, Ba, ba, ab



Teaching

1. Use flashcards (a through t) to review letters.
2. Have the student pick out the flashcards that are vowels. Use the vowel chart and match the flashcards to the chart. **What are all the other letters called?** (consonants) Ask various questions like: Pick up a capital letter. Is it a vowel or a consonant?

3. **Now let's see what you've learned the last few days. Look at your workbook. Look at the first box. See the number one beside it.**

Give the student the following directions:

1. Circle the blend *ba*.
2. Circle the *b* sound.
3. Circle *ab*.
4. Circle the vowel.
5. Circle *a*.

T3

1.	ab	ba
2.	b	a
3.	ab	ba
4.	b	a
5.	a	b

4. **You will write two sounds together again today. What do we call two sounds put together?** (blend) **Does the first (second, third) blend begin with a vowel or consonant?**

Have the students write their name and then write each blend 3 times.¹ When they have finished, have them read the paper.

Lesson Objectives

1. Students will learn the sound of the letter h.
2. Students will match words and pictures.
3. Students will write the letters h and H, and the words has and hat.
4. Students will review words.

Preparation

- * Workbook page
- * Slider lesson 21 (It will be used in Lesson 22, also.)
- * Scissors, glue

Teaching

1. **Today you are going to learn a new letter sound. Write the letter h. Point to the letter h. The letter h makes the /h/ sound. Say the h sound. (h) Think of things that begin with the /h/ sound.**

Have the student say words that begin with h. **Now let's blend h and a.** Write the blend ha and have the student read the blend. Write the words, has and hat.

What sound does the word has end with? (s or z) In this word the s makes a little different sound. It sounds a little bit like the z sound. Sometimes if a word ends with an s sound, the s actually makes kind of a z sound.

Does the s sound at the end of the word pass make an s or a z sound? (s)

How do you spell pass? (p-a-s-s)

How many s's are at the end of the word has? (1)

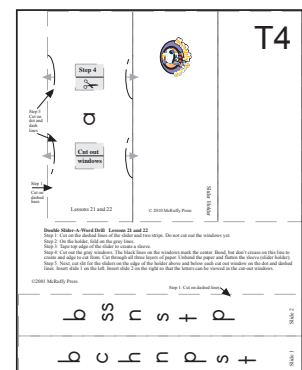
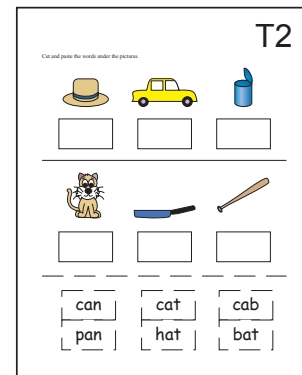
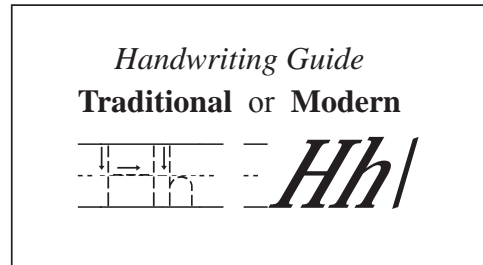
The s sound in the word has is only spelled with one s.

Write the letters hap. **Read these letters. Can you think of a word that begins with hap?** (happy, happen, happiness, etc.)

2. Use the workbook page. The student will cut and paste the correct word to the picture.
3. Have the students write the words and letters Hh, has, and hat.
4. Use the slider to review words. The copy master section of the Resource Pack has a copy master that can be reproduced. Students have a copy in the flash card pack. Ask students to make different words by sliding the ending and beginning consonant strips. Ask students which are real words and which are nonsense words.

You may put questions in a problem-solving format.
Make a word that rhymes with man. (can, ban, tan, pan)

Ask students to find words based on meaning. For example, make a word that is something you wear on your head. (cap or hat) Have students question other students about words on the slider.



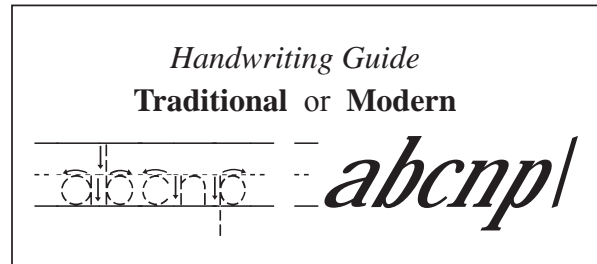
Lesson 22

Lesson Objectives

1. Students will learn a as a word.
2. Students will review words.
3. Students will write using correct spacing.

Preparation

- * Workbook page
- * Paper and pencil (or chalkboard)
- * Slider from lesson 21
- * Handwriting sheet
Line 1. name 3. a pan 5. a cab



Teaching

1. Write the letter a on the paper. **What letter is this? (a) We've used the letter a to make words. Today we'll learn a new word that uses the letter a. This word has only one letter in it. What letter is it? (a) That's right.**

The letter a is a word. We sometimes use the word a before the names of things, like a car, or a horse. Look at the workbook page. On the page are names of three things that have the word a before them. Read the words and cut and glue the correct picture next to them.

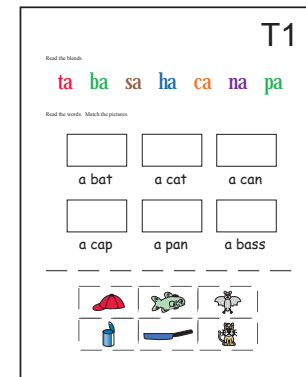
Have students read the line of blends at the top of the page.

2. Students will use the slider to play a game. The teacher makes a word and shows it to one student. The student has to get the other students to guess the word. The student may act the word out, tell what it means, or use an incomplete sentence. For example: cat. The student can act like a cat, or say "It's an animal that is a pet.", or The (blank-the student can say blank or cover their mouth in place of the blank) purred loudly.

The other students guess by making the word on the dial-a-words. In a homeschool setting the game can be played the same way with the teacher and the student taking turns guessing or giving clues.

3. **Look at the handwriting paper. How many words do you see on this paper? (5) (counting the student's name) Read the words. (Give the student time to read them.)**

Look at the words a pan. Notice the space between a and pan. When we write words next to each other we leave a space. It helps us to see where one word ends and the next word begins. Make sure you leave a space about finger wide when you write the words.



Games:

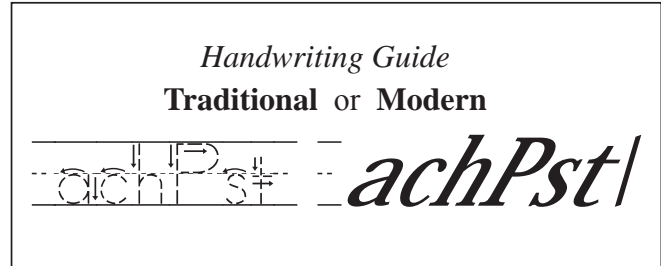
The Fish Pond - Spelling
Go Bananas - Spelling
Ruff's Lunch - Slider Strip 1

Lesson Objectives

1. Students will be introduced to sentences.
2. Students will write a sentence.

Preparation

- * Workbook page
- * Handwriting sheet with the sentence: Pat has a cat.



Teaching

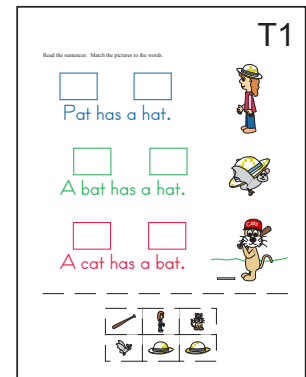
1. **We can put words together to make sentences.** Write the sentence: Pat has a cat. **Can you read this sentence?** Have the students read the sentence.

Point to the letter a. **What letter is this? (a) Remember sometimes the letter a is used as a word in a sentence. Now look at this sentence. Does the word Pat begin with a capital P or a small p? (Capital P)**

Sentences always begin with a capital letter. Now look at the end of the sentence. What do you see? dot, circle, etc. We put a mark after the last word in a sentence to show that the sentence has ended. A dot like this is called a period.

Replace the word cat with a blank: **Pat has a _____.**
Ask students what other words they know that can replace cat.
(hat, cap, bat, can, bass, pan)

Have the students read the sentences on the workbook page.
The students should cut out and glue the pictures above the words that match them.



2. Have the students write and read the sentence: Pat has a cat.

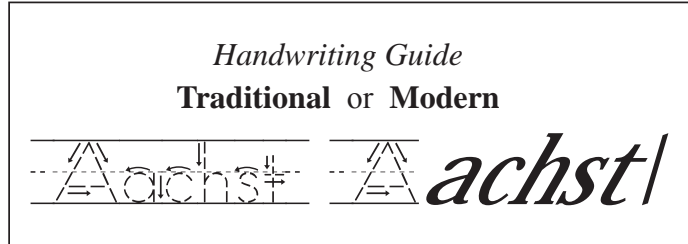
Lesson 24

Lesson Objectives

1. Students will read sentences.
2. Students will illustrate a sentence.
3. Students will write a sentence.

Preparation

- * Workbook page
- * Handwriting paper sentence:
A cat has a hat.



Teaching

1. Write the sentence: Nan can pass Pa _____. **Read this sentence. A letter is missing. What letter should fill in the blank, b or t?** (t) Write the sentence: A ___at is tan. **What's the missing letter, b or t?** (b)

Have students do the same thing on the workbook page. Students will choose one of the two letters to complete the word. Circle the correct letter and write it on the blank. Number one is an example. Have students trace the n and the circle. If students need additional help, tell students what the unfinished word should be.

1. pan, 2. cat, 3. hat, 4. sat, 5. cap, 6. tab.
2. Have students draw a picture for one or more of the sentences from the workbook page.
3. Review the term sentence and period. Have the student point out the capital letter at the beginning and the period at the end. Remind the student to use correct spacing between words.

Have the students write the sentence: A cat has a hat.

T1, T2

Read the sentence. A letter is missing in a word. Choose one of the letters at the end of the sentence to make the correct word.

1. Pat can tap a pa . n t
2. A ca has a bass. p t
3. Pat has a ta . h s
4. A ca t. b s
5. Nan has a ap. s c
6. A ca n has a ta . b c

Lesson Objectives

1. Students will take an assessment.
2. Students will review missed concepts.
3. Students will create sentences.
4. Students will write the sentence:
Pat can tap a hat.

Preparation

- * Lesson 25 assessment
- * Handwriting paper

Teaching

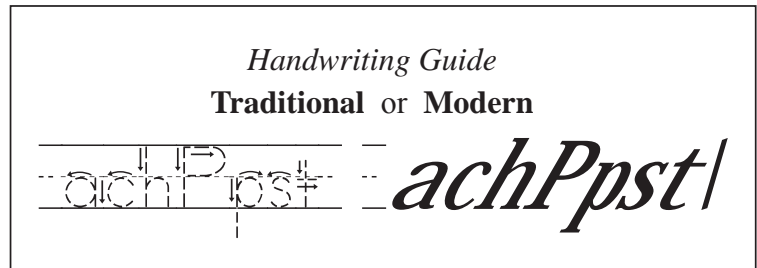
1. Students will circle the correct word on the assessment page.

1. has 2. sat 3. bass 4. hat 5. sap
6. can 7. tab 8. has 9. nap 10. tan

2. Review any missed concepts on the assessment.
3. Students will write their own sentence and draw a picture to illustrate it. Remind students to begin the sentence with a capital letter and end it with a period. If necessary give students a beginning:

Nan can _____, Pat has _____, A cat can _____

4. Write the sentence: Pat can tap a hat.



		T1	
1	hat has	2	cat sat
3	bat bass	4	pat hat
5	sat sap	6	ban can
7	tab tap	8	pass has
9	nab nap	10	tan pan

Notes:

Handwriting Guides will now only be included in weeks that new letters are introduced.

Beginning with Lesson 26 a new First Step Reader is introduced every 5 lessons until Lesson 76 when the 20 longer books begin.

Have the students read the word list on the back of the First Step Reader before reading the story inside. The books should be reread and the word list reviewed each day as a part of the lesson until a new reader begins. Rereading builds reading fluency as well as a larger reading vocabulary.

Lesson 101

Lesson Objectives

1. Students will learn the short e sound.
2. Students will practice handwriting.
3. Students will review short vowels.
4. Students will begin reading the book *Red and Bess*.
5. Students will learn spelling words.

Preparation

- * Workbook page
- * Handwriting sentence: The hen will peck the egg.
- * Slider 101, scissors, glue

Teaching

1. **Today you are going to learn a new letter sound.** Write the vowels, a, e, i, o, u. **Are these letters vowels or consonants?** (vowels) **Today we'll begin using the short e sound. Short e says e. Say the short e sound. (e) Can you think of any words that have the e sound?**

I will say some words. Listen for the vowel sound in the words. Raise your hand if you hear the short e sound, e.

Let, log, web, pit, met, neck, nut, vet, pack. Write the words log, pit, nut, and pack. Change the vowels to e and have students read the new words.

Have the student do the workbook page by filling in the missing words. Tell the student that all the words have the short e sound. The pictures are: hen, web, net, ten, pen, bed. Next, have students read the sentence: The hen pecks his leg. Students will write the short e words on the lines. (hen, pecks, leg)

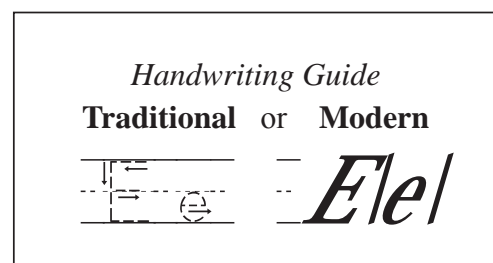
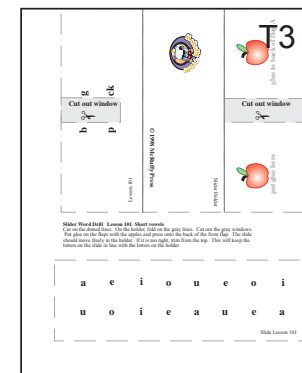
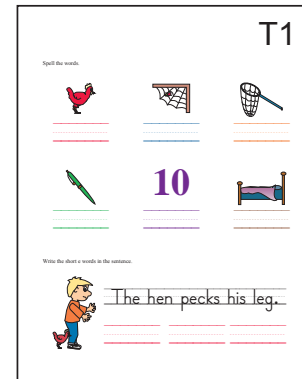
Teacher's note: The sound of short i and short e are very similar. They are easiest to distinguish in words that end with a consonant that is formed by closing the mouth, such as b, p, t, etc. The sounds are least distinguishable in words than end with the letter n (tin, ten, pin, pen).

2. Write and read the sentence: The hen will peck the egg.
3. Use Slider 101 to review short vowel words.
4. **What animals do you think are in this book? Do chickens and foxes like each other? What do you think would happen if a hungry fox met a hen? Read the story to find out.**
5. Give students a spelling pre-test. Tell students that all the words have the short e sound:

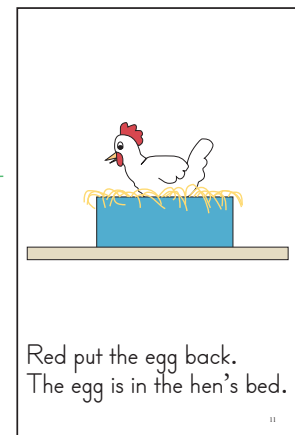
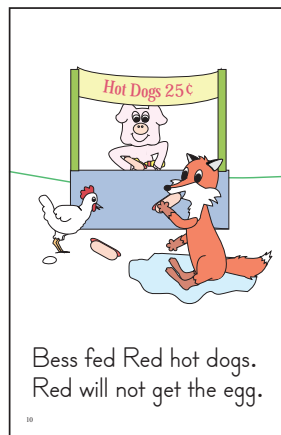
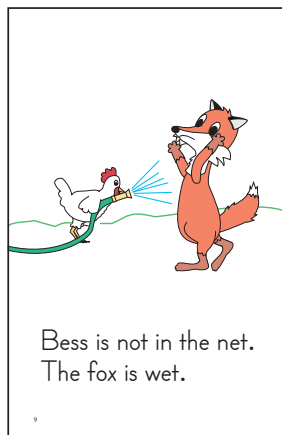
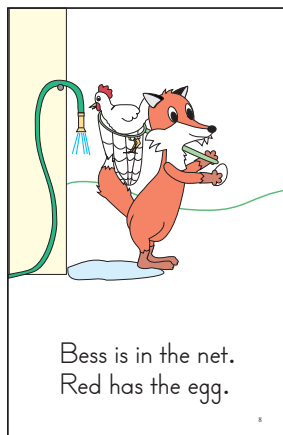
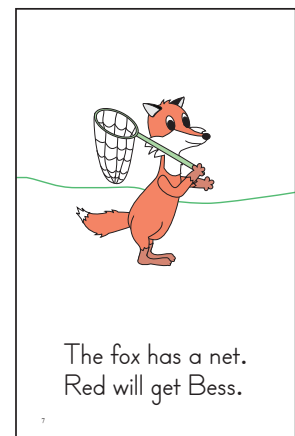
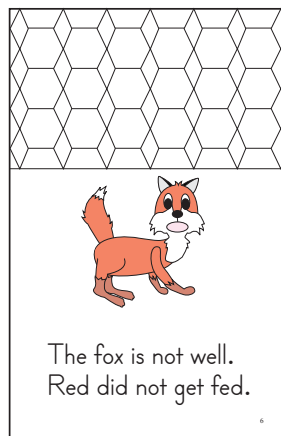
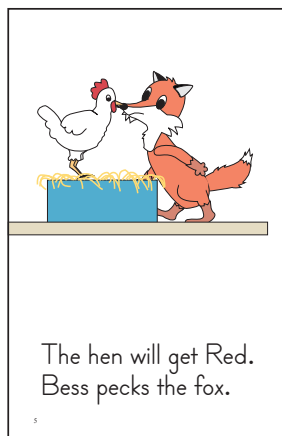
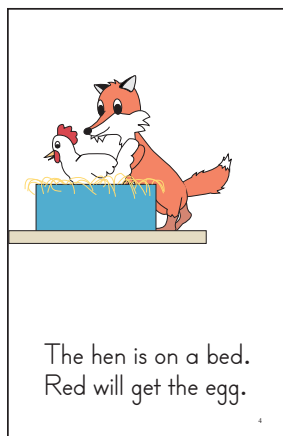
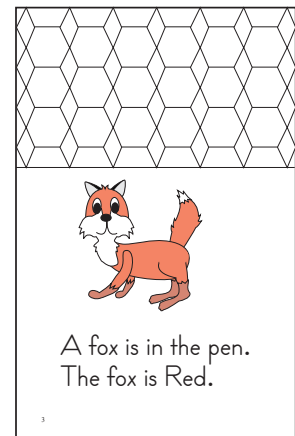
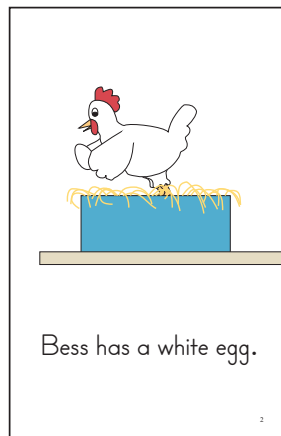
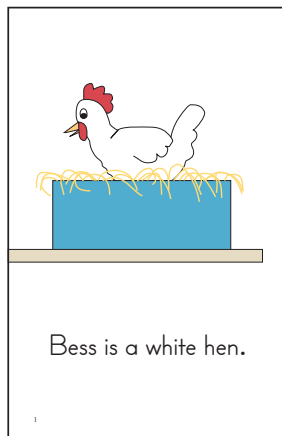
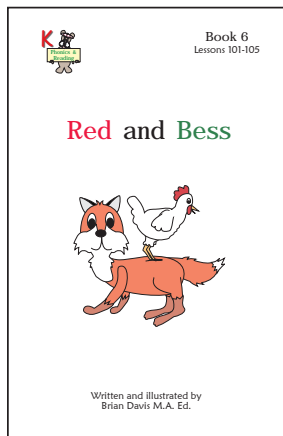
1. bed 2. hen 3. well 4. get 5. neck

Game:

Wiggle Worm 3



Red and Bess



Red and Bess word list:

a	fox	on
an	get	pecks
back	has	pen
bed	hen	Red
Bess	hot	the
did	in	well
dogs	is	wet
egg	net	white
fed	not	will



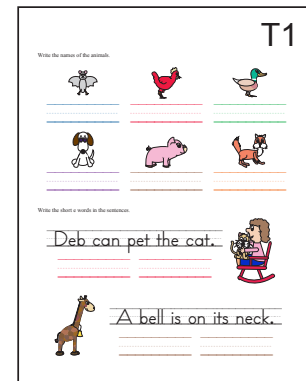
Lesson 102

Lesson Objectives

1. Students will review short vowel sounds.
2. Students will practice handwriting.
3. Students will answer questions.
4. Students will practice spelling words.

Preparation

- * Workbook page
- * Handwriting sentence: Bess is the dog's vet.



Teaching

1. Say the following words and have the students say or write the vowel sounds:

wig, won, wet, wag, tub, hit, fed, top, bag, putt, pet

On the workbook page, have the students write the names of each animal. Have the students say the names of the animals before beginning to write: bat, hen, duck, dog, pig, fox.

Read the two sentences at the bottom of the workbook page. Find the short e words in the sentences. Write the words on the lines.

2. Handwriting sentence: Bess is the dog's vet.
3. Questions over the first half of *Red and Bess*:

What kind of animal was Bess? (a hen)

What was the fox trying to get? (Bess's egg)

How did Bess stop the fox? (She pecked it.)

Why do you think the fox's name was Red? (Some kinds of foxes are red.)

Do you think the fox will come back? Why?

What would you do if you were Bess?

What do you think will happen next?

Students can now read the second half of the book.

4. Write the spelling words where students can see them: bed, hen, well, get, neck.

I will give you a clue. Write the spelling word that matches the clue.

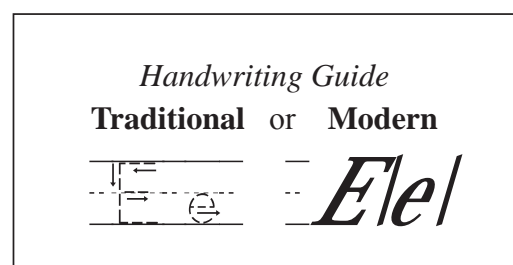
Line 1. This can turn heads. (neck)

Line 2. This can mean not sick. (well)

Line 3. This has feathers. (hen)

Line 4. You can sleep on this. (bed)

Line 5. This begins with the same letter as gum. (get)



Lesson Objectives

1. Students will read sentences using short e words.
2. Students will practice handwriting.
3. Students will answer questions.
4. Students will act out the story.
5. Students will take a spelling practice test.

Preparation

- * Workbook page, scissors, glue
- * Handwriting sentence: The bug has ten legs.

Teaching

1. Review short e. Next, have the student do the workbook page. The student will cut and paste the pictures above the matching words.
2. Handwriting sentence: The bug has ten legs.
3. Questions over the second half of *Red and Bess*:

What did the fox use the net for? (to catch Bess)

How did Bess get away? (She used a hose.)

What did Bess do to help Red? (She gave the fox hot dogs.)

Did Red stop trying to steal the egg? (yes)

Bess tried to stop Red the first time by pecking him. Did that work? (no)

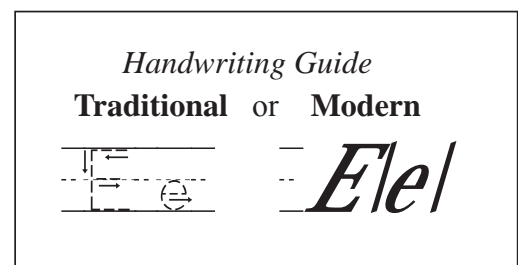
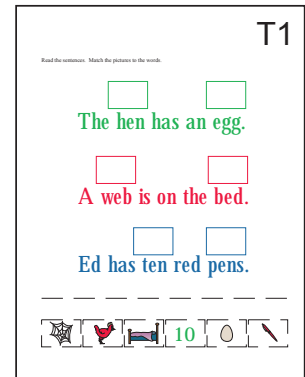
Bess and Red were enemies. How did she treat her enemy the second time?
(She was kind to the fox.)

How does God tell us to treat our enemies?

How should you treat someone who is unkind to you?

4. Have students act out the story. Encourage them to add dialog. For example, **What do you think the fox said to Bess the first time they met? What did Bess say to Red?**
5. Give the spelling practice test:

1. hen 2. get 3. bed 4. neck 5. well



Lesson 104

Lesson Objectives

1. Students will use reading comprehension skills.
2. Students will practice handwriting.
3. Students will answer questions.
4. Students will create a story.
5. Students will practice spelling words.

Preparation

- * Workbook page
- * Handwriting sentence: A web is on the bed.

Teaching

1. Have the student read the questions on the workbook page. The questions are about the story *Red and Bess*. The student should answer the questions by filling in the correct oval.
2. Handwriting sentence: A web is on the bed.
3. Have students look at the back of the book and answer the questions about the words:

What is something that has a shell? (egg)

What words end with the /s/ sound? (fox, pecks)

How is the sound spelled in each word? (fox - x, pecks - cks)

**What words have e's in them that are not short e's?
(the, white)**

What word means not dry? (wet)

**What words can you make by changing the vowel
in the word wall? (will, well)**

4. **In the story, Bess learned that it was better to be kind to her enemies. Can you think of a story where it is better to be kind to those who are unkind to you? If someone was being mean to you, what would you do?**
5. Write the spelling words where students can see them: bed, hen, well, get, neck.

**I will say a word. It will rhyme with one of the spelling words.
Write the spelling word on the line.**

Line 1. wet


Line 2. pen

Line 3. peck

Line 4. fed

Line 5. bell

T1

Red and Bess 

Fill in the oval to answer the questions about the story *Red and Bess*.

Is Bess a red fox?

Did the fox get in the pen?

Did the fox get the egg?

Did the fox get wet?

Did Red get hot dogs?

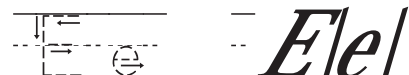
Red and Bess word list:

a	fox	on
an	get	pecks
back	has	pen
bed	hen	Red
Bess	hot	the
did	in	well
dogs	is	wet
egg	net	white
fed	not	will



ISBN 1-9260-071-2, Set of 20 Books
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Handwriting Guide Traditional or Modern



Lesson 105

Lesson Objectives

1. Students will take an assessment.
2. Students will review missed concepts.
3. Students will write a sentence.
4. Students will take a spelling test.
5. Students will share stories created in Lesson 104.

Preparation

- * Lesson 105 assessment
- * Handwriting sentence: Deb let in the red hen.

Teaching

1. Point out the numbers beside each row. Remind the student to circle the correct answer.

1. Ben 2. wed 3. pet 4. less 5. men
6. leg 7. peg 8. Ted 9. tin 10. let

2. Review any missed concepts on the assessment.
3. Handwriting sentence: Deb let in the red hen.
4. Give the spelling test:

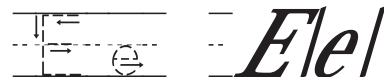
1. neck 2. get 3. well 4. bed 5. hen

5. Have students share stories from Lesson 104.

T1			
1.	Bed	Ben	Beg
2.	fed	bed	wed
3.	pat	pat	pet
4.	mess	less	Bess
5.	men	ten	pen
6.	leg	log	lag
7.	egg	peg	keg
8.	Tod	Tod	Ted
9.	tan	tin	ten
10.	let	lit	lot

Handwriting Guide

Traditional or **Modern**



Lesson 146

Lesson Objectives

1. Students will learn the st blend.
2. Students will read words with the st blend.
3. Students will practice handwriting.
4. Students will begin reading the book *Kate's Nest*.
5. Students will learn spelling words.

Preparation

- * Workbook page
- * Handwriting sentence: Did Stan toss the stone?
- * Slider 146, scissors, glue

Teaching

1. **Today you are going to use two sounds you already know in a new way.** Write the letters s and t. Point to the letter s. **Make the s sound.** (s) Point to the letter t. **Make the t sound.** (t) **We've blended consonants and vowels, like s and a say sa. Today we're going to blend two consonants. We're going to blend the s and t.**

Help the student blend the two letters. Have the student think of words that begin with st or end with st.

At the top of the workbook page look at the words in the blue box. Some of the words begin with the st blend. Other words end with the st sound. Write the four words that end with st in the box with the picture of a fist. The word fist ends with st. Write the words that begin with st in the box with the stagecoach. Stagecoach begins with st.

At the bottom of the page, write the words that match the pictures. The pictures are a stick, a nest, and a stop sign. For the stop sign, just write stop.

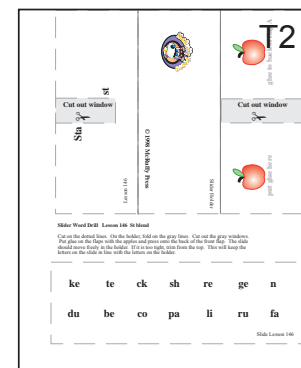
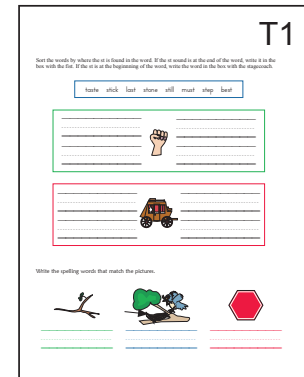
2. Use Slider 146 to practice words that begin and end with st.
3. Write and read the sentence: Did Stan toss the stone?
4. **Look at the back of the book. Can you guess which word is the word, *bird*? Find the word go. It ends with a long o. There is a word that ends with a long e. It begins with sh. Can you find it? What word is it? (she)**

Let's read the words on the back of the book. Raise your hand every time you read a word with the st blend. Have you ever watched a bird build a nest? What things might a bird use to build a nest? Kate had a hard time building her nest. Read the book to find out what happened.

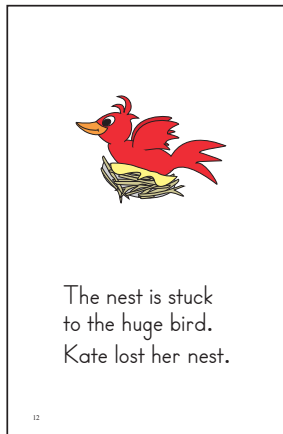
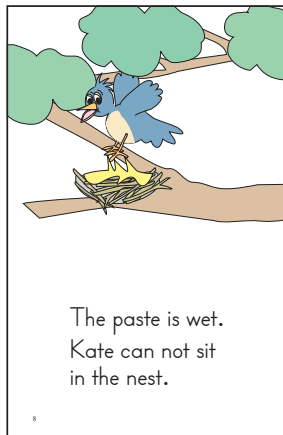
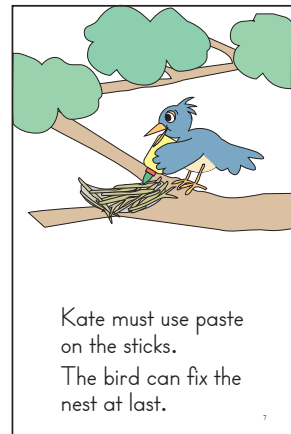
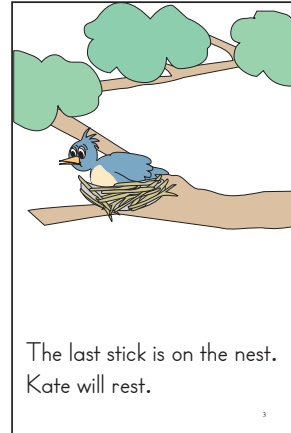
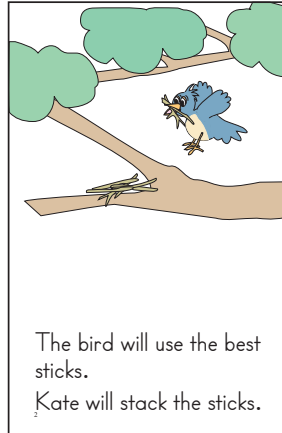
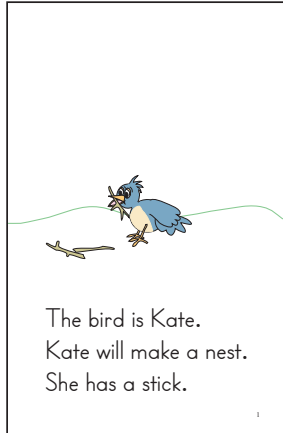
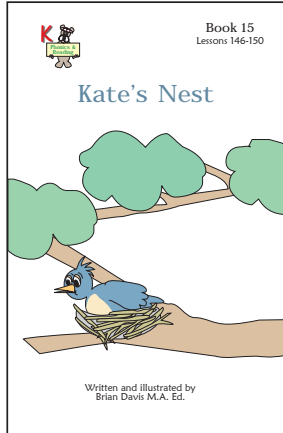
Additional reading vocabulary: bird, she.

5. Give the spelling pre-test:

1. taste 2. stick 3. stone 4. stop 5. nest




Kate's Nest



Kate's Nest word list:

a	is	sit
at	Kate	stack
back	last	stick
best	lost	sticks
bird	make	still
can	more	stop
fix	must	store
go	nest	stuff
gust	not	the
has	on	to
her	paste	wake
hit	rest	wet
huge	she	will
in	shop	

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Lesson 147

Lesson Objectives

1. Students will read sentences with the blend st.
2. Students will practice handwriting.
3. Students will answer questions.
4. Students will practice writing spelling words.

Preparation

- * Workbook page
- * Handwriting sentence: The violet has a green stem.

Teaching

1. Review the consonant blend st and have the student do the workbook page. **Read the sentences and look for words that have the st blend. Write the words on the lines.**
2. Handwriting sentence: The violet has a green stem.
3. Questions over the first half of *Kate's Nest*:

What has happened in the story so far?

What is the bird's name? (Kate)

What was Kate building? (a nest)

What hit the nest? (a gust)

Why do you think Kate is making a nest? How do birds use nests?

What do you think will happen next?

Students can now read the second half of the book.

4. Write the spelling words where students can see them: taste, stick, stone, stop, nest.

I will say a sentence. Write the spelling word you hear on the line.

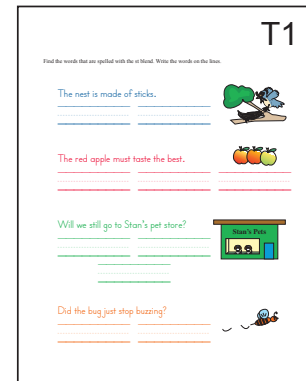
Line 1. Can I taste the lemon? (taste)

Line 2. A stop sign is red. (stop)

Line 3. He rolled away the stone. (stone)

Line 4. We roasted marshmallows on a stick. (stick)

Line 5. A robin is in the nest. (nest)



Lesson Objectives

1. Students will use a code to make a sentence.
2. Students will practice handwriting.
3. Students will answer questions.
4. Students will act out the story.
5. Students will take a spelling practice test.

Preparation

- * Workbook page
- * Handwriting sentence: Rust is on the stuck nut.

Teaching

1. **Look at the workbook page. At the top of the page is a box. The box has a row of letters, then a row of numbers. This box will help you read a secret message. Underneath the box are some blanks. Under each blank is a number. Some numbers are used more than once.**

Look at each blank one at a time and then find the letter that is above it in the box. For example: What number is under the first blank? (11) Find the number 11 in the top box. What letter is above it? (s) You will put the letter s in the first box. Since it is the beginning of a sentence, write a capital s.

Have the student finish solving the code. The answer is: Stan is in back of the stone.

Use the shape code to decode the six words at the bottom of the page.

2. Handwriting sentence: Rust is on the stuck nut.
3. Questions over the second half of *Kate's Nest*:

What did Kate use to make the sticks stay on the nest? (glue or paste)

What sat in the nest? (a huge bird)

Where was Kate when the huge bird came? (at a store)

What happened to the nest at the end of the story? (It flew off with the huge bird.)

Why did the nest stick to the huge bird? (The glue dried on the bird.)

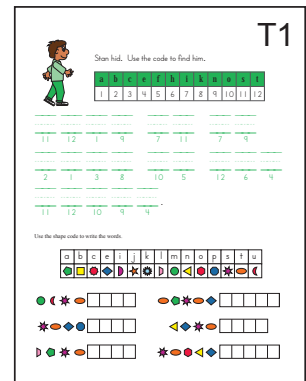
What do you think Kate will do next?

Have you ever made something special and lost it? How did you feel?

How do you think Kate felt about losing her nest?

4. Have students act out the story.
5. Give the practice test:

1. stick 2. stop 3. taste 4. nest 5. stone



Lesson 149

Lesson Objectives

1. Students will use reading comprehension skills.
2. Students will practice handwriting.
3. Students will answer questions.
4. Students will create a story.
5. Students will practice writing spelling words.

Preparation

- * Workbook page
- * Handwriting sentence: Use a rag to wipe the dust.

Teaching

1. Have the student read the questions on the workbook page. The questions are about the story *Kate's Nest*. The student should answer the questions by filling in the correct oval.
2. Handwriting sentence: Use a rag to wipe the dust.
3. Have students look at the back of the book to answer the questions:

What words end with the *s*/sound?

(best, gust, last, lost, must, nest, paste, rest)

What words begin with the *s*/sound?

(stack, stick, sticks, still, stop, store, stuff)

What words have long u sounds? (huge, use)

What word is a place to shop? (store)

What word is the opposite of found? (lost)

What word is a name? (Kate)

4. **Kate built another nest. This time, a squirrel moved into the tree. It needed a place to store nuts. What do you think happened to the nest? Create a story to tell what happened.**
5. Write the spelling words where students can see them: taste, stick, stone, stop, nest.

I will give you a clue. Write the spelling word that matches the clue.

Line 1. This is something a bird makes. (nest)

Line 2. This is another name for a rock. (stone)

Line 3. This is something that once grew on a tree. (stick)


Line 4. This is the opposite of go. (stop)

Line 5. This is something your tongue can do. (taste)



Kate's Nest word list:

a	is	sit
at	Kate	stack
back	last	stick
best	lost	sticks
bird	make	still
can	more	stop
fix	must	store
go	nest	stuff
gust	not	the
has	on	to
her	paste	wake
hit	rest	wet
huge	she	will
in	shop	



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Lesson 150

Lesson Objectives

1. Students will take an assessment.
2. Students will review missed concepts.
3. Students will practice handwriting.
4. Students will take a spelling test.
5. Students will share stories from Lesson 149.

Preparation

- * Lesson 150 assessment
- * Handwriting sentence: Stan will go to the store at last.

Teaching

1. Point out the numbers beside each row. Remind the student to circle the correct answer.

**1. stake 2. stack 3. stick 4. step 5. mist
6. stage 7. best 8. rust 9. vast 10. paste**

2. Review any missed concepts on the assessment.
3. Handwriting sentence: Stan will go to the store at last.
4. Give the spelling test:

1. stop 2. stone 3. stick 4. taste 5. nest

5. Have students share stories from Lesson 149.

T1			
1.	stake	stafe	stage
2.	shack	stake	stack
3.	stick	stack	stock
4.	step	stem	stet
5.	must	mist	mast
6.	stag	staje	stage
7.	best	nest	pest
8.	dust	rust	gust
9.	fast	last	vast
10.	paste	faste	baste