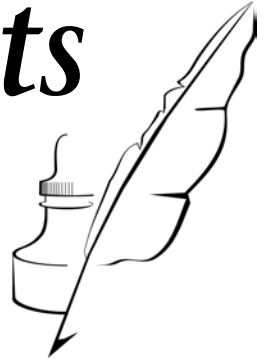


Learning Language Arts Through Literature



THE RED
TEACHER BOOK
3rd Edition

By

Debbie Strayer

and

Susan Simpson



Common Sense Press
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The *Learning Language Arts Through Literature* series:

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☞ *Our thanks to Debbie Ward for her work on the 3rd edition of this book.* ☞

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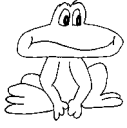
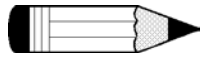
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Review Phonics: *igh* as in night

New Phonics: *kn* as in know

Material needed:

In, Out, and About Catfish Pond

Corduroy by Don Freeman

Day 1

- a. Find the story “New Shoes, Yellow Shoes” in the reader, *In, Out, and About Catfish Pond*. Read it to or with your student.
- b. Discuss the story with your student.
 - 1) *In our story, the residents of Catfish Pond have a problem. It seems that Beaver is very excited about his new shoes. What does Beaver do with his new shoes? He shows them to everyone and is very loud about it.*
 - 2) *It is normal to be excited about something new. Have you ever gotten anything new that you were excited about? How did you act? Did you want to tell everyone?*
 - 3) *Turtle and Muskrat were very honest with Beaver. What effect did it have on Beaver? It hurt Beaver’s feelings.*
 - 4) *How did Otter explain his feelings to Beaver? What did Otter say that helped Beaver? If Beaver liked his shoes, then they were right for him.*
 - 5) *Have you ever really liked something that others didn’t like? Did they say hurtful things? Tell me about it.*
 - 6) *Do you think you should always give your opinion?*
- c. Read this sentence with your student.

Muskrat and Turtle walked away quickly.

Show your student how to spell the word *quick*. Tell him that the suffix *-ly* is added to the word to describe how Muskrat and Turtle walked. Ask him to circle the word *quickly*.

Ask your student to add **-ly** to these words. Tell him to write the new word, and then read the base word and new word to you.

glad - **gladly**, slow - **slowly**, sad - **sadly**, neat - **neatly**.

- d. Look at the title of the reader with your student: *In, Out, and About Catfish Pond*. Remind your student that sometimes two words are joined together to make a new word. These words are called compound words.

Ask him to tell you the compound word in the title of the reader, and to tell you the two words which make up the new word. **catfish - cat and fish** If your student does not know, explain to him that a catfish is a type of fish that has long whiskers like a cat, therefore, the name *catfish*.

- e. Read this sentence with your student.

"I love my new, yellow shoes!"

Ask your student what kind of shoes Beaver had. Underline these describing words. **new, yellow** When two or more describing words come before a noun, you separate the describing words with a comma. Circle the comma in the passage.

Add commas in these sentences.

- 1) Turtle put her head in her shiny, hard shell.
 - 2) Otter wore his old, brown hat.
 - 3) Muskrat showed his sharp, clean teeth.
- f. Ask your student if he remembers the sound **igh** makes as in the word *night*. **long /ī/ sound** Read the words in the Phonics Word Box with your student: *night right might sigh*.

Ask your student to complete the sentences using one of the **igh** words.

- 1) I turned left and then **right**.
- 2) The owl howled in the **night**.
- 3) They heard the boy give a **sigh** at the end of the poem.
- 4) I ran with all my **might**.

- g. Using sturdy paper, manila drawing paper, or light colored construction paper, ask your student to draw Beaver’s new shoes. Prepare your student to do this by going through the story again and finding the describing words, or adjectives, that tell about Beaver’s shoes. Make a list of these words as you and your student find them.

Ask him to draw the shoes and make up phrases describing the shoes using words from the list, such as *new shoes*, or *big, yellow shoes*. You or your student may write these descriptive phrases on the back of the picture, or below it. Point out to your student that we separate two describing words with a comma. Ex: big, yellow shoes

- h. Ask your student to copy the spelling words for this week. Read them to or with your student: *high right catfish though*.

Day 2

- a. Review the story “New Shoes, Yellow Shoes” from the reader, *In, Out, and About Catfish Pond* with your student.

- b. Using the new words from **1c**, choose the best word to complete these sentences.

- | | |
|---|--------------------------------------|
| 1) I did my job gladly . | 2) I wrote my name neatly . |
| 3) I lost my new toy and walked home sadly . | 4) The turtle walked slowly . |

- c. Let’s review how to add the suffix **-ing** to a word. Ask your student to add **-ing** to the word *fish*. **fishing** *Just add the suffix -ing*.

Ask him how to add **-ing** to the word *stop*. **stopping - double the last consonant and add -ing**

Remember, if a word ends with a short vowel and a consonant, double the last consonant before adding **-ing**. Tell your student to first look at each word and decide if he just adds **-ing**, or if he needs to double the last consonant before adding **-ing**. Write the new words under the correct column.

Just add -ing, as in *fishing*

jumping
washing
standing

Double the last consonant, as in *stopping*

hitting
sitting
running

d. How Do You Spell That Word?

Give your student a piece of paper and a pencil. Dictate the spelling words to your student, guiding him through the process and helping him learn spelling rules.

- 1) *high* - Some words spell the /ī/ sound with **igh**.
- 2) *right* - same as 1.
- 3) *catfish*
- 4) *though*

e. Read this sentence with your student: *Sam hurt his knee.*

Tell your student that the word *knee* has a silent letter. Ask him to tell you the silent letter and cross it out. Several words begin with **kn** and always says /n/, but words do not end in **kn**. Read the words in the Phonics Word Box with your student, or ask your student to read them to you: *knot knight knit knew knock knife*.

Day 3

- a. Review the story, “New Shoes, Yellow Shoes.”
- b. Read the passage with your student.

Otter looked at the shoes on Beaver’s feet. The shoes were too big. The shoes were too bright.

Ask your student how big were Beaver’s shoes. **too big** How bright were his shoes? **too bright** The word *too* in these sentences mean *very*, as in very big and very bright.

Do you know another word that sounds the same as *too*, but has a different meaning? **two, to** Your student will probably say *two*, but may miss *to*. That is acceptable at this time.

Write the word *two* for your student. Tell him that the number word *two* sounds the same as *too*, but has a different meaning and a different spelling.

Write the word *to* for your student. Tell your student that this word is used often, as in “Give this to the boy,” or “I will go to the store.” Tell him that the word *to* sounds the same as *too* and *two*, but has a different meaning and a different spelling. *Too, two, and to* are called homonyms.

Lesson 16

Complete the sentences with the correct word.

- 1) It was **too** cold to play outside.
- 2) Come **to** dinner.
- 3) My little sister is **two** years old.

c. Context Words: *shoes walked*.

- 1) The zoo was big. We *walked* all day.
- 2) Beaver was happy about his new *shoes*.

d. Ask your student to complete the Spelling Words Puzzle.

- | | |
|------------------|-------------------|
| 1) though | 3) catfish |
| 2) right | 4) high |

e. Find page 210 in the *Student Activity Book* and ask your student to trace the sentence on the top.

Day 4

a. Review the Word List below for “New Shoes, Yellow Shoes.”

shoes walked Turtle Otter quickly Catfish

b. Read the book *Corduroy* by Don Freeman to your student, or he may read it to you.

c. Talk to your student about the book. You may use these questions to help you in your discussion.

- 1) *Tell me the story in your own words.* **Self-explanatory**
- 2) *Home is a place that is cozy and loving, and a friend is someone who accepts you as you are. What are some of the important things about your family and friends?*

Answers will vary.

- 3) *Where was “home” for Corduroy — on the toy shelf, upstairs in the store, or Lisa’s room?* **Lisa’s room**

d. Today, review how to add the suffix **-ed** to a word. Read the passage with your student.

“How do you like my new shoes?” he asked.

Review with your student that for most words, you just add **-ed**, as in the word *asked* used in the passage.

Now, read this passage with your student.

“Why did you say you liked them, Otter?”

Review with your student that if a word ends with a silent **e**, he must first drop the **e** and then add **-ed**, as in the word *liked* used in the passage.

- e. Ask your student to add **-ed** to these words: play bake shout clean paste rake.

Tell your student to first look at the word and decide if he should just add **-ed**, or if the word ends with a silent **e**, drop the **e** and add **-ed**.

Tell him to write the new words under the correct column. Then ask him to read the base word and the new word to you.

Just add -ed

played
shouted
cleaned

Drop the e and add -ed

baked
pasted
raked

- f. Ask your student to draw a picture of Corduroy or his favorite bear.
- g. Help your student number a piece of paper 1 - 4. Dictate the spelling words to your student. If he has any difficulty at all, use the same process used in **2d**.
- h. Find page 210 in the *Student Activity Book* and ask your student to copy the sentence on the bottom line and color the page. He may take two days to complete this assignment.

Day 5

- a. Ask your student to read “New Shoes, Yellow Shoes” aloud.
- b. Read the passage with your student.

Beaver walked down the path to Catfish Pond. “New shoes! Yellow shoes!” he sang. “I love my new, yellow shoes!”

Ask your student why he thinks a period is at the end of the first sentence. **It is a telling sentence.** Ask your student why he thinks an exclamation mark (!) is used at the end of the other sentences. **It shows that the sentence is telling something exciting.**

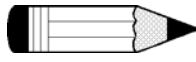
Read this passage with your student.

“How do you like my new shoes?”

Ask your student why he thinks a question mark (?) is used at the end of this sentence.

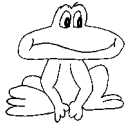
It is an asking sentence.

- c. Syllable Sense: Remind your student that a word with double consonants in the middle of a word is divided between the double consonants. Ex: Ot/ter
- d. Optional: Spelling test



New Skills Taught

Lesson 17



Review Phonics: *kn* as *know*
ou as in *out*

New Phonics: *ou* as in *court*
mb as in *climb*

Day 1

- a. Find the story “Tales About Tails” in the reader, *In, Out, and About Catfish Pond*. Read it to or with your student.
- b. Talk to your student about the story. You may use these questions to help you in your discussion.
 - 1) *Beaver and Muskrat got involved in comparing their tails which they both liked very much. What did this comparison lead to? Each one thought his tail was better.*
 - 2) *Beaver and Muskrat started telling what they could do with their tails. What did they say they could do? They said they could catch fish.*
 - 3) *Beaver and Muskrat were “telling tales.” Explain to your student what “telling tales” means using an incident from your own life. Tell him what happened and the result of telling a tale.*
 - 4) *As Beaver and Muskrat tried to be better than each other, they exaggerated more and more. Read Colossians 3:9 and talk with your student about lying and its consequences. What did Beaver and Muskrat do at the end of the story that was right? They told the truth.*
 - 5) *Have you ever told a lie? Tell me about it. What was the result of telling a lie?*
- c. Tell your student that a fact is something that is true and can be proven. An opinion is what someone thinks about something. For example, a fact in the story is that both Muskrat and Beaver had tails. They had different opinions. What was Muskrat’s opinion of his tail? **It was the best tail.** What was Beaver’s opinion of his tail? **It was the best tail.**

Materials needed:

*In, Out, and About
Catfish Pond*

- d. Ask your student if he remembers the sound **kn** makes in the word *knee*. **/n/ sound**
Read these words with your student: *knot knit knock knife*.

Complete the sentences using one of the **kn** words.

- 1) Ted will tie a **knot** in the rope.
 - 2) Mom cuts the cake with a **knife**.
 - 3) I heard a **knock** at the door.
 - 4) Grandma will **knit** some socks.
- e. Ask your student to copy the spelling words for this week. Read them to or with your student: *knot know knit knife*.

Day 2

- a. Review the story “Tales About Tails.”
- b. While Beaver and Muskrat bragged about their tails, Otter caught ten fish. Find page 217 in the *Student Activity Book* and cut out the fish for **2b**. Ask your student to copy these number words on the fish, and put them in order: one two three four five six seven eight nine ten.
- c. Remind your student that a compound word is two words joined together to make a new word. Find page 217 in the *Student Activity Book*. Cut out the word cards for **2c**. Read the words with your student. Ask him to make four new words and read them to you. **everywhere, nowhere, somewhere, anywhere**
- d. Read the passage with your student.

“I can cut a stick in two with my tail,” said Muskrat. “Can you?”
“Of course I can,” said Beaver. “And I can cut a tree down with my tail,”
Beaver said. “Can you?”
Otter came along the shore. He carried his fishing pole on his shoulder.

Remind your student that **ou** can say /**ow**/ as in *out*. Tell him that **ou** can also say /**ō**/ as in *your*. Look at the second line of the passage with your student. Ask him to find the word in which **ou** says /**ō**/ as in *court*. **course** If he can not, then just tell him. Ask him to find the word in the last sentence in which **ou** says /**ō**/ as in *your*. **shoulder**

Read these words with your student: *four pour court source*.

Ask him to make up a sentence with each word orally.

e. How Do You Spell That Word?

Give your student a piece of paper and a pencil. Dictate the spelling words to your student, guiding him through the process and helping him learn spelling rules. Review the following as needed.

- 1) *knot* - Sometimes the /n/ sound at the beginning of a word is spelled **kn**.
- 2) *know* - Same as 1. Sometimes the /o/ sound is spelled **ow** at the end of a word.
- 3) *knit* - Same as 1.
- 4) *knife* - Same as 1.

Day 3

- a. Review the story, “Tales About Tails.”
- b. Remind your student that the words *two*, *too*, and *to* are homonyms, words that often sound the same, have a different meaning, and usually a different spelling. Tell your student that our story contains a homonym in the title, “Tales About Tails.” Look at the title of the story with your student. Ask him to tell you the meanings of both words. Ask him to point to the word which means a story, and spell it for you. **tales** Ask him to point to the word which means the body part of an animal, and spell it for you. **tails**
- c. Ask your student to write the correct words to complete the sentences.
 - 1) I have **two** dimes in my pocket.
 - 2) I woke up **too** late.
 - 3) Please come **to** my house.
 - 4) The pig has a curly **tail**.
 - 5) Dad will tell us a funny **tale**.
- d. Context Word: once

I rode the bike *once* around the block.
- e. Syllable Sense: Ask your student to divide these words using the rules learned. Ask him to read the words aloud. Your student can clap as he says the words to help him hear the syllables. **be/gan a/long be/hind o/ver.**

f. Read this sentence with your student: *Otter ran across the field into the river.*

Look at the word *field* with your student. Say the word and ask him to repeat it. Ask him what sound **ie** makes in the word. /ē/ **sound** Tell your student that **ie** usually says /ē/ as in *field*.

Read these words with your student: *piece thief believe chief cookie carried.*

Use these words from the Phonics Word Box to fill in the following sentences:

- 1) The word **thief** rhymes with **chief**.
- 2) We baked a big **cookie** today.
- 3) I would like a **piece** of pie.
- 4) Do you **believe** that story?

g. Ask your student to complete the Spelling Words Puzzle.

- 1) **knife** 2) **knot** 3) **knit** 4) **know**

h. Find page 215 in the *Student Activity Book* and ask your student to trace the sentence on the top.

Day 4

a. Review the Word List below for “Tales About Tails.”

<i>course</i>	<i>shoulder</i>	<i>carried</i>	<i>caught</i>	<i>once</i>
<i>climb</i>	<i>began</i>	<i>behind</i>	<i>over</i>	<i>along</i>

b. Read these sentences with your student.

Beaver caught some fish. He taught Otter how to cook it. Beaver cooked it in sauce.

Point to the word *sauce* in the last sentence. Say the word aloud and ask your student to repeat it. Tell him that **au** says /aw/ as in *sauce*.

c. Read these words with your student: *cause pause fault sauce haul maul.* Ask him to fill in the blank with the correct word.

- 1) We need to **haul** that wood to the pile.
- 2) I’m sorry. This was my **fault**.
- 3) Mom makes the best cheese **sauce**.
- 4) A sharp pin may **cause** pain.

- d. Now, point to the word *caught* in the first sentence. Ask your student to circle it. Say the word aloud and ask your student to repeat it. Tell him that in this word, **au** says /aw/ and the **gh** is silent. Show him the word *taught* in the second sentence and repeat the process.
- e. Read the words in the Phonics Word Box with your student: *naughty taught caught daughter*.

Ask him to fill in the blanks with the correct word.

- 1) I **caught** the ball.
 - 2) My teacher **taught** me how to read.
 - 3) Mary is her **daughter**.
- f. Help your student number a piece of paper 1 - 4. Dictate the spelling words to your student. If he has any difficulty at all, use the same process used in **2e**.
- g. Find page 215 in the *Student Activity Book* and ask your student to copy the sentence on the bottom line and color the page. He may take two days to complete this assignment.

Day 5

- a. Ask your student to read "Tales About Tails" aloud.
- b. Read these sentences with your student.

Muskrat has a long, thin tail. Beaver has a short, flat tail.

Ask your student what kind of tail Muskrat has. Underline these describing words. **long, thin tail** Ask him what kind of tail Beaver has. Underline these words. **short, flat tail**

Sometimes a naming word or noun has more than one word describing it. When two or more describing words come before the noun, use commas to separate those describing words. Ask your student to circle the commas in the sentences above.

long, thin tail short, flat tail

Ask your student to add commas to the following sentences:

- 1) Beaver chewed on the big , thick branch.
- 2) Muskrat lay on the old , rotten log.
- 3) Otter swam in the clean , cool water.

c. Read this sentence to your student: *See Muskrat climb out of the water.*

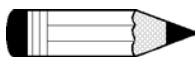
Ask your student to look at the word *climb* and circle it. Say the word and ask your student to tell you the silent letter. **the letter b** Ask him to cross it out.

Tell your student that several words end with **m** and a silent **b**. Read the words in the Phonics Word Box with your student: *climbed lamb comb tomb limb bomb dumb*. Tell your student that when **-ed** or **-ing** is added to the end of a word like *climb*, the **b** remains silent.

Ask him to choose the correct word to fill in the blanks.

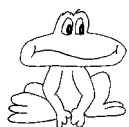
- 1) I have to **comb** my hair.
- 2) Don likes to **climb** trees.
- 3) He has a swing on the **limb** of the tree.
- 4) The **lamb** has white fur.

d. Optional: Spelling test



New Skills Taught

Lesson 18



Review Phonics: *ou* as in *your*
ou as in *mouse*

New Phonics: *ou* as in *young*

Day 1

- a. Find the story “Five Times Ten” in the reader, *In, Out, and About Catfish Pond*. Read it to or with your student.
- b. Talk to your student about the story. You may use these questions to help you in your discussion.
 - 1) *Duck has done something very unkind to Turtle. What did she do, and why was it wrong? **Duck told Turtle’s secret. Turtle trusted Duck not to tell anyone, and Duck betrayed her confidence.***
 - 2) *Not only did Duck break her promise to Turtle, but every time she told someone else, she asked him not to tell Turtle about her mistake. That put Turtle’s friends in an uncomfortable position.*
 - 3) *How did Turtle know that Duck had told her secret? **Muskrat gave her a fish cake with five times ten candles. Beaver and Otter gave her ten times five lilies.***
 - 4) *How did Turtle feel when she saw her friends? **She felt embarrassed and was upset at Duck.***
 - 5) *Has someone ever shared a secret you asked him not to tell? How did you feel?*
 - 6) *There are some things we like to keep secret, like what we got someone for a birthday present, or when a surprise party is planned. There are other things that we should not keep a secret, like when something wrong has been done, or if someone has said or done something bad to you. Talk with your student about secrets that are all right, and secrets that are not. Ask him to think of a example of each kind of secret to make sure he understands.*

Materials needed:

*In, Out, and About
Catfish Pond*

Little Island by Golden
MacDonald

- c. Read this sentence with your student.

“Today is Turtle’s birthday,” Duck said.

Show your student the apostrophe s (’s) in the word *Turtle’s*. Ask him when he has used an apostrophe before. **possessive nouns and contractions** Apostrophe and s are used to show ownership or possession. The *birthday* in the sentence belongs to Turtle; it is Turtle’s birthday.

A house which belongs to Muskrat would be called *Muskrat’s house*. Ask your student to write the possessive form using an apostrophe and s. Ex: the house belonging to Muskrat - Muskrat’s house

- 1) the rock belonging to Turtle **Turtle’s rock**
- 2) the secret belonging to Duck **Duck’s secret**
- 3) the hat belonging to Beaver **Beaver’s hat**

- d. Review with your student that **ou** can say /ō/ as in *court*. Ask your student to read the words in the Phonics Word Box: *pour court four shoulder*.

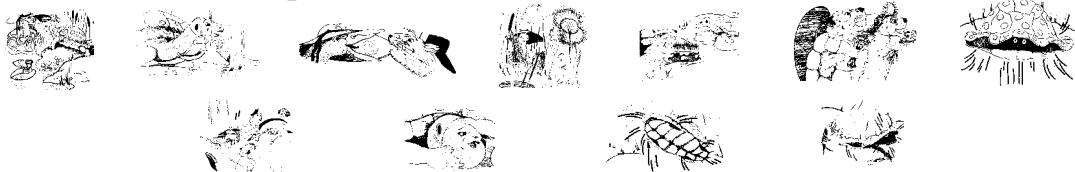
Ask your student to complete the following sentences with one of the words.

- 1) Two plus two is **four**.
- 2) Mom will **pour** the milk.
- 3) The judge is in **court**.
- 4) Grandma put a blanket on her **shoulder**.

- e. Ask your student to copy the spelling words for this week. Read them to or with your student: *four pour piece sauce*.
- f. Ask your student to look at the picture of Turtle’s birthday cake. Tell him to draw five rows, with ten candles in each row. How old is Turtle on her birthday? **50** Ask your student to write the number of candles in the blank.

Day 2

- a. Review the story, “Five Times Ten.”
- b. Find page 227 in the *Student Activity Book*. Ask your student to cut out the pictures for **2b**, put them in the correct order, and glue them on blank paper. He may write or dictate sentences for each picture.



- c. Ask your student to make compound words using the Word List.
birthday, afternoon, catfish
- d. Tell your student that **ou** usually says /**ow**/ as in *out*, but it can also say /**ũ**/ as in *young*. Read the words in the Phonics Word Box with your student: *house young country touch double trouble sound cloud mouse*.

Ask your student to fill in the blanks with the best word.

- 1) There was a loud **sound** just now.
- 2) My aunt has a farm in the **country**.
- 3) The sky has a big fluffy **cloud** in it today.
- 4) Do not **touch** the stove. It is hot.
- 5) There is a cute little **mouse** in our **house**.
- 6) The kittens are still too **young** to leave their mother.

- e. How Do You Spell That Word?

Give your student a piece of paper and a pencil. Dictate the spelling words to your student, guiding him through the process.

- 1) *four* - The /**õ**/ sound in the middle of a word may be spelled **ou**.
- 2) *pour* - Same as 1.
- 3) *sauce* - The /**aw**/ sound may be spelled **au** in the middle of a word.
- 4) *piece* - The /**e**/ sound may be spelled **ie**.

Day 3

- a. Review the story, "Five Times Ten."
- b. Read these sentences with your student. Ask him to tell you the doing word in each sentence and circle it. Then ask him to act it out.
- 1) Turtle **stretched** in the sun.
 - 2) Duck **shook** her wings.
 - 3) Muskrat **swam** in the pond.
- c. Context Word: gone.
I went outside to find my cat, but he was *gone*.
- d. Syllable Sense: Ask your student to divide these words and read them aloud.
se/cret in/deed fig/ure nev/er

e. Ask your student to complete the Spelling Words Puzzle.

CODE									
a	c	e	f	i	o	p	r	s	u
1	2	3	4	5	6	7	8	9	10

“You may p o u r a drink and get a p i e c e of pizza, Jack,” said Mom.
 7 6 10 8 7 5 3 2 3

“Mom, this pizza s a u c e is great. I could eat f o u r pieces,” said Jack.
 9 1 10 2 3 4 6 10 8

f. Find page 226 in the *Student Activity Book* and ask your student to trace the sentence on the top.

Day 4

a. Review the Word List below for “Five Times Ten.”

young *gone* *secret* *indeed*
figure *never* *myself* *afternoon*

b. Review with your student that a sentence has two parts:

- 1) The subject tells who or what the sentence is about.
- 2) The predicate tells something about the subject.

Using the three sentences from **3b**, ask your student to underline the subject, or who or what the sentence is about. Then double underline the part that tells something about the subject.

- 1) Turtle stretched in the sun.
- 2) Duck shook her wings.
- 3) Muskrat swam in the pond.

c. Read the book, *Little Island*, by Golden MacDonald to your student, or he may read it to you.

d. Talk to your student about the story. You may use these questions to help you in your discussion.

- 1) *The Island in our story is little, but important. Why do you think the Island is important. **Island provided life for creatures and plants.***
- 2) *Can you remember what animals visited the Island? Tell me. **Birds, fish, spiders, lobsters, seals, kingfishers, gulls, herring, mackerel, crow, bat, owl, kitten***

3) *Look at the pictures and tell me about your favorite picture. What do you like about it?*

- e. Help your student number a piece of paper 1 - 4. Dictate the spelling words to your student. If he has any difficulty at all, use the same process used in 2e.
- f. Find page 226 in the *Student Activity Book* and ask your student to copy the sentence on the bottom line and color the page. He may take two days to complete this assignment.

Day 5

- a. Ask your student to read “Five Times Ten” aloud. Celebrate his success and add to his Reading Chart.
- b. Read this sentence with your student.

One day, Muskrat was fixing the door on his house.

Remind your student that a noun names a person, place, or thing. Ask your student to circle all the nouns in the sentence. **day, Muskrat, door, house**

Ask him to tell you why *Muskrat* begins with a capital letter. **The name of a particular person, place, or thing begins with a capital letter.** These words are called proper nouns. Ask your student to write down all the proper nouns found in the story. **Muskrat, Turtle, Duck, Beaver, Otter**

- c. Research an island. Choose one of these or another island you find on a map.

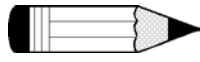
Australia	New Zealand	Cayman
Greenland	Borneo	Cuba

Use a computer or atlas to learn about the island. You may use the following questions to help you.

- 1) What type of weather is on this island?
- 2) What type of animals live on this island?
- 3) What do the people do on this island?
- 4) What sounds interesting to you about this island?
- 5) Would you like to go to this island? Why or why not?

Ask your student to draw a picture on page 227 of the *Student Activity Book* of the island he researched. Include anything of interest in his picture.

- d. Optional: Spelling test



New Skills Taught

Lesson 19



Review Phonics: *ou* as in *young*

New Phonics: *oy* as in *joy*
oi as in *coin*

Materials needed:

In, Out, and About
Catfish Pond

Billy and Blaze by C.W.
Anderson

Day 1

- a. Find the story “Muskrat’s Fishing Hat.” Read it to or with your student.
- b. Talk to your student about the story. You may use these questions to help you in your discussion.
 - 1) *Tell me the story using your own words. You may use the pictures to help you.*
 - 2) *What do you think Muskrat has done that is wrong? **He jumped to a conclusion accusing Beaver of taking his hat.***
 - 3) *What did Otter and Duck do that was wrong? **They mistrusted Beaver just because of Muskrat’s accusation.***
 - 4) *What did Beaver say when Otter and Duck talked to him? **Beaver said he did not take Muskrat’s hat.***
 - 5) *Have you ever been falsely accused of doing something? How did it make you feel? Tell me about it.*
 - 6) *Beaver did not seem to be angry with Muskrat. What kind of an attitude did Beaver have? **Beaver was wise, understanding, and patient.***
 - 7) *Why is it hurtful to tell something that isn’t true about someone? What can some of the consequences be?*
 - 8) *What do you think it means to forgive someone? **It means to no longer hold them accountable for a wrong action.***
- c. Read the passage with your student.

“What a day for fishing!” Muskrat said. He put on his fishing pants. He picked up his fishing box. He reached in the closet for his green fishing hat. But the hat was not there.

Show your student that the actual words spoken by Muskrat are enclosed by quotation marks. Read it to or with your student. *What a day for fishing!*

Tell him that the quotation marks tell us the actual words spoken. Ask him to circle the quotation marks. Ask him to act out the passage, using some props and saying his line, "What a day for fishing!"

- d. Read this passage with your student.

"I cannot go fishing without my hat," Muskrat said. He looked under the bed. He looked behind the door. But the hat was not there.

Do the same as in 1c above.

- e. Review with your student that **ou** can say /ū/ as in *young*. Read the words in the Phonics Word Box with your student: *country touch young trouble*.

Ask your student to look at the picture, read each sentence, and put an X next to the sentence that best describes the picture.

- 1) The young lady sat down.
 2) May I touch the bushes in your yard?
 3) My grandma lives in the country.
 4) He caused her some trouble.



- f. Ask your student to copy the spelling words for this week. Read them to or with your student: *shout touch come could*.

Day 2

- a. Review the story "Muskrat's Fishing Hat."
- b. Under the picture of each character ask your student to list words that describe him in this story. He may use the reader and copy the words.
Muskrat - small head, narrow head, sorry Beaver - honest, large head, fat head



- c. Remind your student that the words enclosed in quotation marks (" ") are the words actually spoken by someone. Read these sentences with your student. Ask him to underline the actual words spoken.

- 1) **"Someone has taken my fishing hat!"** Muskrat shouted.
 2) **"Who would take your fishing hat?"** Otter asked.
 3) Muskrat patted his head with his paw. **"It must be Beaver,"** Muskrat said.

d. How Do You Spell That Word?

Give your student a piece of paper and a pencil. Dictate the spelling words to your student, guiding him through the process. Review the following as needed.

- 1) *shout* - The /ow/ sound in the middle of a word can be spelled **ou**.
- 2) *come* - This is a common word. Spell it for him if needed.
- 3) *could* - This is a common word. Spell it for him if needed.
- 4) *touch* - The /ū/ sound in the middle of a word may be spelled **ou**.

e. Read these sentences with your student.

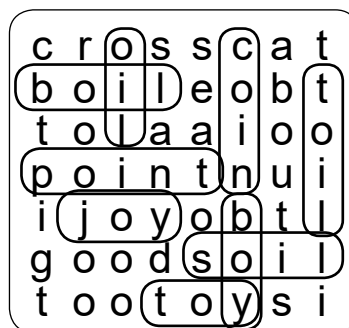
Muskrat had no joy because he could not find his fishing hat.

Duck pointed a wing at Beaver. She said "You have taken Muskrat's fishing hat."

Show your student the word *joy*. Ask him to circle it. Tell him that **oy** says /oi/ as in *joy*. Read the words in the Phonics Word Box with your student. Ask him to copy the words, saying the words aloud as he writes them: *joy toy boy Roy Troy*.

Ask your student to look at the word *pointed*. Ask him to circle it. Say the word aloud and ask your student to repeat it. Ask him if he can tell you the two letters which make up the /oi/ sound. **oi** Ask him to turn to page 232 in his *Student Activity Book*. Read the words in the Phonics Word Box with your student. Ask him to copy the words, saying the words aloud as he writes them: *point boil oil coin soil*.

f. Ask your student to complete the Word Search Puzzle with some of the words above. Ask him to read the words he circled. If he has trouble finding the **oi** and **oy** words, show him the words.



g. Ask your student to tell you what *doubt* means. Use a dictionary if needed. Discuss how Muskrat's accusations about Beaver caused doubt for Duck and Otter about Beaver's character. Ask your student to write or dictate a letter to Muskrat telling him how damaging it is to accuse someone without proof of wrong-doing.

Day 3

- a. Review the story “Muskrat’s Fishing Hat.”
- b. Read the passage with your student.

“Beaver seems like an honest fellow. I let him take care of my house when I was away last fall,” Otter said. “I always trusted Beaver. But maybe I was wrong.”

Review with your student that a noun is a word which names a person, place, or thing. It is often awkward to name the same noun over and over again, so we use pronouns. Ask your student to listen to the same passage using nouns instead of pronouns.

“Beaver seems like an honest fellow. Otter let Beaver take care of Otter’s house when Otter was away last fall,” Otter said. “Otter always trusted Beaver. But maybe Otter was wrong.”

Ask your student which way sounds better. Tell him he uses pronouns everyday when he talks, but he may not have noticed it.

- c. Read the passage and ask your student to circle the pronouns.

*Muskrat shook **(his)** fur. **(I)** know Beaver has **(my)** hat, **(he)** said.*

- d. Context Words: *honest closet guess*

- 1) Mary tells the truth. She is an *honest* person.
- 2) I keep my coat in the *closet*.
- 3) I don’t know the answer, but I will *guess* it.

- e. Syllable Sense: Ask your student to divide these words and read them aloud.
un/der af/ter o/pened ta/ken go/ing duck/lings

- f. Ask your student to complete the Spelling Words Puzzle.

- 1) **could** 2) **shout** 3) **touch** 4) **come**

- g. Find page 236 in the *Student Activity Book* and ask your student to trace the sentence on the top.

Day 4

- a. Review the Word List below for “Muskrat’s Fishing Hat.”

pointed honest closet guess ducklings going yourself

- b. Read the book, *Billy and Blaze*, by C.W. Anderson. Talk to your student about the story. You may use the following questions to help you in your discussion.

- 1) *Do you like the name Billy gave his pony? What would you have named him?*
- 2) *Do you think Billy loved Blaze? How did Billy show his love? **He took good care of him.***
- 3) *What responsibilities did Billy have in taking care of Blaze and Rex? **playing with them, cleaning them, feeding them, etc.***

- c. Review with your student that when two words are joined together to make a contraction, an apostrophe is used to show where the letter (s) have been left out. Review the following contractions with your student by reading the contraction and the two words which make up the contraction. Tell him the missing letters. Ask him to cross out the missing letters.

- | | |
|------------------------------|---|
| 1) didn't - did not | 3) he's - he is or he has |
| 2) haven't - have not | 4) she'll - she will |

Ask your student to tell you or write the words for which each contraction stands.

- | | |
|------------------------------|----------------------------------|
| 5) doesn't - does not | 7) you're - you are |
| 6) isn't - is not | 8) it's - it is or it has |

- d. Help your student number a piece of paper 1 - 4. Dictate the spelling words to your student. If he has any difficulty at all, use the same process used in **2d**.
- e. Find page 236 in the *Student Activity Book* and ask your student to copy the sentence on the bottom line and color the page. He may take two days to complete this assignment.
- f. Ask your student to fold a piece of paper in half and make two columns, one marked *Blaze* and one marked *Rex*. Ask your student to think of things Billy would do for each animal and write them in the correct column. Your student may think of other ways to care for them, and add them to the list.

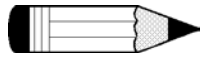
Day 5

- a. Ask your student to read “Muskrat’s Fishing Hat” aloud. Celebrate his success and add to his Reading Chart.
- b. Ask your student to look at the title of our story: “Muskrat’s Fishing Hat.” Ask him to circle the apostrophe s. Ask him why he thinks an apostrophe s (’s) is placed after *Muskrat*. **to show possession or ownership The fishing hat belongs to Muskrat.**

Ask your student to write the possessive form for the following.

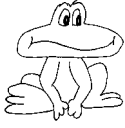
Ex: the tail belonging to Beaver -- Beaver’s tail

- 1) the fishing pants belonging to Muskrat **Muskrat’s fishing pants**
 - 2) the face belonging to Beaver **Beaver’s face**
 - 3) the wings belonging to Duck **Duck’s wings**
- c. On page 46 of the reader, Beaver describes his head. What describing words does he use? **large and fat** Beaver then describes Muskrat’s head. What describing words does he use? **small and narrow**
 - d. Find page 237 in the *Student Activity Book*. Find the hats that belong to Beaver, Duck, Muskrat, and Otter. Decorate and color these hats to match their personalities. There is no right or wrong way to do this. Allow your student to interpret his feelings about each character.
 - e. Optional: Spelling test



New Skills Taught

Lesson 20



Review Phonics: **oy** as in *joy*
oi as in *coin*
kn as in *know*

New Phonics: **gn** as in *sign*

Materials needed:

In, Out, and About
Catfish Pond

craft materials

Day 1

- a. Find the story “The Pond Monster” in the reader, *In, Out, and About Catfish Pond*. Read it to or with your student.
- b. Talk to your student about the story. You may use the following questions to help you in your discussion.
 - 1) *Sometimes people get upset with the things we do. Some things may upset friends or people in your family. How can you be thoughtful and helpful towards your friends and family?*
 - 2) *Who was upset in our story? **Turtle** How did Turtle feel and what did she do? **She thought people were intentionally disturbing her and she did something to try to make them go away.***
 - 3) *What finally helped the Pond animals understand what Turtle wanted? **She made a loud noise, and she explained her frustrations to them.***
 - 4) *What mistake did Turtle make in the way she let her feelings be known? **She wasn’t honest with them.** What would have been a better way for Turtle to share her feelings? **Turtle could have told the truth.***
 - 5) *Have you ever let your feelings be known in a wrong way? How did you express your anger? Do you think people are always trying to anger us like we might imagine?*
 - 6) *How can you respond to someone who has shared something that bothers him? **Read Matthew 7:12 to your student.***

- c. Ask your student to tell you a word which means the opposite of *hot*. **cold** Words of opposite meanings are called antonyms. Here are some words from our story. Read the word aloud to your student, and ask him to tell you an antonym, or a word of opposite meaning.

- | | |
|----------------------------------|-------------------------------|
| 1) <i>closed</i> - opened | 4) <i>over</i> - under |
| 2) <i>out</i> - in | 5) <i>loud</i> - quiet |
| 3) <i>near</i> - far | |

- d. Read the words in the Phonics Word Box with your student: *boil coin boy toy*.

Ask your student to complete the following sentences using these words.

- | | |
|--|----------------------------------|
| 1) Mother will boil the water. | 2) I broke my toy . |
| 3) I put a coin in my piggy bank. | 4) The little boy played. |

- e. Ask your student to copy the spelling words for this week. Read them to or with your student: *boy toy soil coin*.
- f. Find page 241 in the *Student Activity Book*. Ask your student to cut out the word cards. Read the words with him. Ask him to match the words with opposite meanings, glue them on blank paper, and illustrate three of them. **open-close, good-bad, fast-slow, short-tall, night-day, old-young, black-white, up-down, heavy-light**

Day 2

- a. Review the story “The Pond Monster” with your student.
- b. Look through the story with your student for *sound words*, such as *splash, clop-clop, and rrrrrraaaaaa*. Notice how they look compared to the other words. Ask him why he thinks they are typed differently and what each one means.
- c. Review with your student that a sentence has two parts:
- 1) the subject, or who or what the sentence is about
 - 2) the predicate, the part that tells something about the subject

Read these sentences with your student. Ask him to underline the subject once, and double underline the predicate, the part that tells something about the subject.

- 1) **The sun was halfway behind the willow trees.**
- 2) **The noise came from Turtle’s shell.**
- 3) **Otter stopped hitting the water with his tail.**

Teacher's Note: The word *half way* may be spelled *half way* or *halfway*.

d. How Do You Spell That Word?

Give your student a piece of paper and a pencil. Dictate the spelling words to your student, helping him learn spelling rules. Review the following as needed.

- 1) *coin* - The /oy/ sound is often spelled **oi** in the middle of a word.
- 2) *boy* - The /oy/ sound is often spelled **oy** at the end of a word; never **oi**.
- 3) *soil* - Same as 1.
- 4) *toy* - Same as 2.

e. Read the passage with your student.

“I’m sorry,” said Turtle. The next day she put a sign on her rock.

Your student has learned that **kn** says /n/ as in *knee*. Ask him to tell you the silent letter. **k**

Tell your student that **gn** can also say /n/. Ask him to tell you the silent letter. **g**
Ask your student to find the **gn** word in the passage and circle it. **sign**

Read the words in the Phonics Word Box with your student: *sign gnaw gnat design*.

Ask your student to fill in the blanks with the correct word.

- 1) Her dress has a pretty **design** on it.
- 2) We will meet you at the stop **sign**.
- 3) There is a little **gnat** flying near me.
- 4) The king will **gnaw** on the turkey leg.

Day 3

a. Review the story “The Pond Monster” with your student.

b. Read these sentences with your student.

Turtle put a bag over her head. Turtle made an awful noise. The noise was very loud.

Review with your student that the little words *a*, *an*, and *the* tell us that a naming word is coming. The first sentence tells us that Turtle put *a* bag over her head. This means she put **any** bag over her head, not a *particular* bag. The second sentence tells us that Turtle made an awful noise. This means she made **any** awful noise.

Tell your student to use the words *a* and *an* when referring to any one of many things. Use *a* with a word beginning with a consonant sound; use *an* with a word beginning with a vowel sound.

Ask your student to write *a* or *an* in each blank.

- 1) **an** apple
- 2) **a** bag
- 3) **an** ear
- 4) **a** rock

The third sentence tells us that *the* noise was very loud. This refers to the particular noise that Turtle made.

c. Context Words: *half thought*.

- 1) I can't eat a whole pizza, but I can eat *half*.
- 2) I was unhappy about the game. I *thought* it was going to be better.

d. Syllable Sense: **a/fraid a/gain dis/turb**

e. Ask your student to complete the Spelling Words Puzzle.

- | | |
|--|--|
| 1) We plant seeds in the soil . | 3) A dime is a coin . |
| 2) Jack is a boy in my class. | 4) He got a toy truck for his birthday. |

f. Find page 245 in the *Student Activity Book* and ask your student to trace the sentence on the top.

Day 4

a. Review the Word List below for "The Pond Monster."

sign half thought afraid disturb again hardly

b. Look through the reader, *In, Out, and About Catfish Pond*. Talk to your student about the characters, stories, and setting. You may use these questions to help you in your discussion.

- 1) *Choose a character from the reader. Find parts of the reader that show what type of personality he/she has in the reader. Ex: Otter is a caring friend. See page 8.*
- 2) *Which characters and stories did you like? Why?*
- 3) *What do you like about the pictures?*
- 4) *Can you find the page that tells us the page number on which each story begins?*
- 5) *Can you find the page that tells us who wrote these stories and who illustrated them?*

c. Read this sentence with your student.

“There’s a monster over there!”

Review with your student that a contraction is two words joined together with an apostrophe. Ask your student to find the contraction in this passage. Ask your student to copy it. **there’s** Now, write the words the contraction stands for: **there is**. Ask him to cross out the letter(s) which the apostrophe replaces. **letter i** Continue the same process with these contractions.

- 1) what’s - **what is** OR **what ~~has~~**
- 2) here’s - **here ~~is~~**
- 3) where’s - **where ~~is~~** OR **where ~~has~~**

d. Find pages 247 in the *Student Activity Book*. There are several pictures of characters from *In, Out, and/About Catfish Pond*. Discuss these Catfish Pond projects with your student and ask him to choose one to work on today and tomorrow.

- 1) Color and cut out the pictures. Use a box to create a 3-D scene, or diorama, of the Catfish Pond. Your student can write or dictate a summary of a few stories or make up his own.
- 2) Color and cut out the pictures, glue each picture on a piece of blank paper and ask your student to write or dictate a sentence for each one.
- 3) Create a new story about the characters. Staple several pages together. Write the story in the book and glue the pictures as desired. Color the pictures. Title your story.

- e. Help your student number a piece of paper 1 - 4. Dictate the spelling words to your student. If he has any difficulty at all, use the same process used in **2d**.
- f. Find page 245 in the *Student Activity Book* and ask your student to copy the sentence on the bottom line and color the page. He may take two days to complete this assignment.

Day 5

- a. Ask your student to read “The Pond Monster” aloud. Celebrate his success and add to his Reading Chart. Your student has now completed *In, Out, and About Catfish Pond*. Add this book cover to his Reading Chart.
- b. Continue to work on the Catfish Pond project.
- c. Prepare to present it to a group.
- d. Optional: Spelling test
- e. Today, complete *Assessment 4* with your student.

Assessment 4
(Lessons 16 - 20)

This is the oral part of Assessment 4.

1. *Antonyms are words of opposite meaning. Tell me an antonym for these words.*
 - a. *big* - **Possible answers: little, small**
 - b. *pretty* - **Possible answers: ugly, messy**
 - c. *happy* - **Possible answers: sad, unhappy**
 - d. *tall* - **Possible answer: short**

2. *A common noun is a word that names any person, place, or thing. A proper noun is a word that names a particular person, place, or thing. Tell me if these words are common nouns or proper nouns.*
 - a. *dog* **common**
 - b. *William* **proper**
 - c. *city* **common**
 - d. *country* **common**
 - e. *New York* **proper**

3. *A pronoun is a word that takes place of a noun. Tell me a pronoun to replace the noun in these sentences.*
 - a. *My parents are not home. My parents are on vacation. What pronoun can replace My parents?* **They**
 - b. *Marcy forgot Marcy's coat. What pronoun can replace Marcy's?* **her**
 - c. *Todd and Will are brothers. Todd and Will are my cousins. What pronoun can replace Todd and Will?* **They**

The following is the written part of Assessment 4. Find page 251 in his *Student Activity Book*, and ask him to complete it as you instruct him.

1. *Add **-ly** to these words.*
 - a. slow - **slowly**
 - b. glad - **gladly**
 - c. sad - **sadly**

2. *The words too, to, and two are homonyms. Write the correct word for each sentence.*
- I have **two** cookies.
 - I will give one cookie **to** my friend.
 - I ate **too** many cookies.
3. *The words a and an are words that tell us a naming word, or noun, is coming. Write a or an in the blanks.*
- a** butterfly
 - a** horse
 - an** octopus
 - an** eel
4. *A sentence has two parts: the subject, or who or what the sentence is about; and the predicate, the part that tells something about the subject. Underline who or what the sentence is about. Double underline the part that tells something about the subject.*
- Stacy and Kelly laughed.
 - Stacy rolled on the grass.
 - Kelly jumped over the fence.
5. *Add -ed to these words.*
- hope **hoped**
 - like **liked**
 - save **saved**
6. *Add -ing to these words.*
- skip **skipping**
 - sit **sitting**
 - put **putting**
 - eat **eating**
 - sing **singing**
7. *Quotation marks tell us that someone is speaking. Underline the words that are spoken.*
- Jamie said, “I will come today.”