

Johnny Can Spell! \* Johnny Can Write!

# Lesson Planner

Book 1:1

**Sample Pages**

Alice Tabor Nine

Phonics, Penmanship, Spelling, Vocabulary  
Grammar and Sentence Composition

## Book 1:1 — Lesson Planner

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### PREFACE

It is always easier to implement something if one has a plan. It is my belief that the *Lesson Planners* will make the implementation of the *Johnny Can Spell* and *Johnny Can Write* approach much easier for teachers.

The *Johnny Can Spell* and *Johnny Can Write Teacher's Guides* present the content of instruction; many strategies for teaching, practicing, rehearsing, and assessing the knowledge of the content and related skills; and a basic sequence of instruction. However, they do not contain a structured plan for day-to-day integrated language instruction and practice.

Over the last ten years, as I have personally trained thousands of teachers in *Johnny Can Spell* and *Johnny Can Write* workshops, many teachers have requested a more detailed, explicit lesson planning help, one that would offer them a plan to guide the day-to-day implementation, and a gathering of information at their fingertips. Over the years, I have resisted such a plan because I have always encouraged teachers to develop their own unique plans of implementation that would work best in their settings, meeting the needs of their students.

However, the more I work beside today's elementary classroom teacher, the more I realize what a tremendous load she/he carries. Therefore, in response to their requests and in an effort to make implementation easier and to reduce preparation time for teachers, I am writing the *Lesson Planner Series*.

The *Lesson Planners* offer day-to-day plans that integrate the content of *Johnny Can Write* with *Johnny Can Spell*. The rigorous scope and sequence is based not only upon my experience as an elementary classroom teacher and educational consultant but also on the experiences that many teachers implementing *Johnny Can Spell / Write* have shared with me.

As you use this *Lesson Planner*, I challenge you to reach further than you ever have before. Do not classify anything as too hard. The moment that we as teachers classify something as too hard, we cease to teach. Instead, I challenge you to try everything that is presented in this book. You will be amazed at what your students can do if given the information and the encouragement and opportunity to practice the application.

To educators—teachers, parents, and administrators—

To those who have participated in the workshops

To those who call me with questions

To those who relate exciting stories of success,

To those whose classes I have been privileged to teach,

And to those with whom I work to mentor or train others,

To each of you, I say, "Thank you."

You have been the inspiration for the *Lesson Planner Series*.

It is for you that I am writing this series!

Alice Nine

Spring 1999

## INTRODUCTION

The *Johnny Can Spell / Johnny Can Write* approach is based on the understanding that

sounds make up words,  
words make up phrases,  
and words and phrases make up sentences.

It recognizes the simplest unit making a word as one of three kinds: phonogram, syllable, or morpheme. It recognizes the simple declarative sentence as the building block of all composition.

Instruction begins with the basic sound-symbol correspondences which we call phonograms. During the first four weeks of instruction, we work extensively with phonemic awareness and penmanship; oral sounds are linked to written symbols as the first 54 phonograms are presented and practiced. Mastery of the phonograms does not come at this point. Our goal is to build a familiarity and working knowledge of the phonograms. Mastery will be the result of teacher-directed daily application throughout the year to words in reading and writing.

In the fourth week, spelling words are introduced through a word analysis process—Think to Spell®. This process uses both the sound-spelling correspondences (phonograms) and the speech impulses (syllables) to write a spoken word. Appropriate rules of spelling and syllabication are applied. Later in the year, the process also addresses morphemes, the meaning-bearing units commonly referred to as roots, prefixes, and suffixes. As students write the words during Think to Spell®, the teacher should encourage and support the practice of good penmanship habits, i.e., correct letter formation.

Once a word is written, it serves as a natural springboard and link to other areas of language instruction and practice. Therefore, we start with phonics and penmanship applied to spelling and move into activities and content often classified as vocabulary, grammar, and sentence writing.

Following the phonetic analysis of the spelling word, instruction flows into the semantic language system. Discussion of the meaning(s) of the word often leads to the identification of homophones, homographs, antonyms, and/or synonyms. As these are identified, they serve to further expand vocabulary. Prefixes and/or suffixes are added to create related words. Then, the spelling word is classified as one or more of the eight parts of speech. Changes in spelling and use are discussed as the word is inflected (e.g., a noun made plural, *-ing* added to a verb, *-er* added to an adjective).

Finally, the natural flow of language takes the spelling word into a sentence. This opens the syntactic language system. As we identify the subject and predicate, we visually represent their relationship with a basic sentence diagram. We classify the sentence as declarative, interrogative, imperative, or exclamatory and discuss the correct end punctuation mark. Later in the year, we classify the sentence as simple, compound, or complex. The function of the spelling word within the sentence is determined.

For best results, the entire class should participate through the use of the strategy *think aloud* throughout much of the lesson. The teacher can write words, sentences, etc. on the board or overhead as she/he deems appropriate to support visual reinforcement and model the written language. The pace should be very brisk. Do not dwell on any one thing very long.

During the seatwork activity of writing sentences, students have opportunity to individually apply the concepts, knowledge, and skills that the class has orally worked on during *think aloud*. At this time, the teacher can assess or conference on an individual basis.

The *Johnny Can Spell / Johnny Can Write* approach does not advocate long lessons and practice sessions presenting and practicing an isolated segment of information. Instead, it utilizes 60-second micro-lessons or

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5-minute mini-lessons to introduce, practice, and rehearse until students “get it firm.” Instruction can move in and out, from one to another of these lessons so easily that they hardly seem like lessons but like the natural flow of conversation.

For example, the application activities and discussion that follow the analysis of a single spelling word might take 10 minutes but be packed with a dozen micro-lessons. Consider the possibilities for the spelling word *big*.

Antonyms: little, tiny, small

Synonyms: large, huge, gigantic, humongous, enormous

Adjective: *Big* describes the size of something

Inflection: Use of *-er* and *-est*, *bigger*, *biggest*

Then from student-created oral sentences, address the following:

Sentence classification

Subject / Predicate

Sentence elaboration

(For a sample dialogue springboarding from the spelling word *big*, see page xiii.)

The mini-lessons and micro-lessons are most frequently connected to spelling words and the spelling sentences created by students, but they can also be connected to writing conferences and daily oral language reviews. Workbook practice pages become virtually unnecessary. Soon language instruction, application, and practice begin to permeate the entire day. It becomes as natural to talk about language content during a science writing assignment as it is during a spelling lesson.

The overall design of the *Lesson Planner Series* uses the spelling words as the central focal point of the lesson. It is from this central point that language instruction expands. The web of knowledge and applied skills that can surround a single word seems almost infinite. Therefore, the direction and emphasis of the lesson content will be determined by the teacher’s ongoing assessment of student knowledge, need, and interest.

You, the teacher, must choose what you will use from the reservoir of knowledge presented in each section of this book.

### The Lesson Planner Series

The *Lesson Planner Series* is organized by levels. A level is equal to a year’s instruction. Each level in the *Lesson Planner Series* consists of two three-ring binders. The binders are referred to as *Books* and are identified with a numbering system, e.g., 1:1. This numbering system indicates the level and the half of the year for each binder. For example:

- The first number indicates the level or year of instruction  
*Lesson Planner Book 1:1* is for level one
- The second number indicates which half of the year  
*Lesson Planner Book 1:1* is for the first half of year  
*Lesson Planner Book 1:2* is for the second half of the year  
*Lesson Planner Book 2* and *Book 3* follow same numbering system.

**The spelling words are selected from the Extended Ayres List**  
(*The Writing Road to Reading*, Spalding).

- *Lesson Planner Book 1:1* — Sections A-G into Section I
- *Lesson Planner Book 1:2* — Section I through Section K
- *Lesson Planner Book 2:1* — Sections A-G Review; Section K to L
- *Lesson Planner Book 2:2* — Section L through Section N
- *Lesson Planner Book 3:1* — Sections A-G Review; Section O to P
- *Lesson Planner Book 3:2* — Section P through Section R

**Levels loosely correlate with grades:**

- *Lesson Planner Book 1:1* and *Book 1:2* as a set is recommended for Grade 1 or Grade 2 (if first grade is not using the approach).
- *Lesson Planner Book 2:1* and *Book 2:2* as a set is recommended for Grade 2 or Grade 3 (if second grade is not using the approach).
- *Lesson Planner Book 3:1* and *Book 3:2* as a set is recommended for Grade 3 or Grade 4.

**Instruction should always begin with the first book** in a level (*Book 1: 1*) and then move into the second book of that level (*Book 1:2*).

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### Layout of the Lesson Planner

#### Sections

Each *Book* is divided into fifteen sections. Each Section provides five lessons, for a total of 75 lessons per book. *Lesson Planner Book 1:1* contains Sections 1-15, Lessons 1-75, and *Lesson Planner Book 1:2* contains Sections 16-30, Lessons 76-150. Together the two books cover one year of instruction.

The term *Section* has been used to designate divisions of content because it does not carry the concept of closure that the term *Unit* usually does. Think of the lessons as continuously flowing from one to the next. There is no single closure activity at the end of a Section (i.e., final spelling test). Grouping the lessons into sections is strictly an organization tool to help facilitate overall planning, scheduling, and tracking.

Lessons 19-69 have been structured around three spelling words per lesson; lessons 70-150 have been structured around four spelling words per lesson. This is less than the recommended six words a day in *Johnny Can Spell Teacher's Guide*. If the phonetic analysis strictly follows the *Teacher's Guide* and only phonics and spelling are addressed, six words should be studied. However, if the *Lesson Planner* is followed, additional aspects of language study, i.e., parts of speech, related vocabulary, sentence development, will also be included with each spelling word. Therefore, three or four words a day will be sufficient. **With the *Lesson Planner*, more is done with fewer spelling words.**

#### Specialty Pages

##### Teacher Preparation Page:

Purpose: To enable the teacher to scan or study related material ahead of time as she/he prepares to teach the next five lessons.

Organization: Related material from the *Johnny Can Spell Teacher's Guide*, *Johnny Can Write Teacher's Guide*, *The Writing Road to Reading*, and *Lesson Planner* listed under topics and concepts to be presented or practiced in that Section.

Recommendations: Use this page to focus teacher pre-reading and other preparations prior to the lessons. Scan this page and read the listed material during the week prior to teaching.

##### Teaching Points:

Purpose: To provide a checklist of the content of the five lessons in the section. Correlates with Scope and Sequence, page 207.

Organization: In a checklist format to assist lesson planning or record keeping of content covered; has a place for dating.

Recommendations: Make a copy of this page. Enter the dates of these lessons, e.g., *Sept 9-13, 2004*. Highlight what you plan to present, practice, or rehearse. After the lessons, check the boxes to record what you actually did teach. File with your records.

##### At a Glance:

Purpose: To pull the five lessons together at a quick glance much like a daily lesson planner would.

Organization: Information related to phonograms in isolation is always listed first, followed by new spelling words and information related to them. Things that should be done daily are usually listed in an overlaying box. Categories will match with those on the Teaching Points page and those in the Scope and Sequence at the end of this book.

Recommendation: Use as is, adding personal notes. Or use as a guide to prepare your own daily lesson planner each week.

##### Dictation:

Purpose: To provide an easy answer key for dictation and correction of spelling word dictation.

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**Organization:** Selection of words contains those from the last five lessons in random order. Sentences for dictation have been created using old spelling words. Therefore, they are excellent for spelling reviews as well as grammar practice.

**Recommendation:** Dictate from this page. Then, use it as an answer key. Incorporate ideas for additional practice of related material, e.g., hidden patterns. Sentence dictation assists in the use of review spelling words. Ideas are given beneath the sentences to further incorporate grammar reviews.

### **New Spelling Words:**

**Purpose:** To put at the teacher's fingertips as much information as possible about a given word.

**Organization:** The lesson number is to the left. Either 3 or 4 words are contained in each lesson. The word is given with the markings. Spelling rules are written out. Explanations are given when needed. Phonogram markings are clearly explained. Teaching Notes provides a wealth of information about each word.

**Recommendation:** Use the rules and marking explanations to help you consistently refer to and apply the rules during the word analysis (Think to Spell®). Draw upon the Teaching Notes to present, review, and rehearse a wide variety of language concepts, knowledge, and skills throughout each lesson.

### **Strategy Pages:**

**Purpose:** To supply ideas, strategies, and information that will serve you well as you integrate language with spelling during the five lessons.

**Organization:** On the remaining pages in each Section, for the most part, you will find information related to phonics first, followed by vocabulary, then parts of speech, and finally sentence information.

**Recommendation:** **Scan through these selections before you begin to teach the lessons.** Choose what you will incorporate in your lessons. Remember, you can always use something at a later date! Also, you can

repeat many of these strategies week after week, day after day, just apply them to different words.

### **Blackline Masters**

Included at the back of the *Lesson Planner Book* are pages of blackline masters that can be used for whole class activities and centers. Read the suggestions and directions given with these masters. Blackline masters are for the sole use of the classroom teacher who purchased this book. They may be reproduced solely for use in her/his class.

### **Scope and Sequence**

The scope and sequence is a matrix of knowledge and skills that will be addressed in these 75 lessons. Shaded squares indicate that opportunity to present, practice, or rehearse a particular item is available in that Section. See the *Introduction to Scope and Sequence*, page 189, for more information and ideas for use.

### **Indexes**

This *Lesson Planner Book* has been well indexed. It contains listings that include all spelling words in alphabetical order, homophones and homographs, antonyms and synonyms, word reservoirs, and parts of speech. Thumb through this part of the book so you know how it can best serve you throughout the year by putting information in this book at your fingertips.

**NOTE:** *Lesson Planner Book 1:2* contains Section 16, Lesson 76 through Section 30, Lesson 150. If you do not have one, order now. Call, N.I.N.E. Enterprises, Inc. at 1-800-791-8962, or visit "Ordering" at [www.nine-enterprises.com](http://www.nine-enterprises.com).



**Teacher Preparation Page:**

**In preparation to teach Lessons 31-35, read**

**Spelling Words:**

*Johnny Can Spell Teacher's Guide*, 3<sup>rd</sup> ed., 150-56  
Carefully read the notes and teaching ideas for the spelling words  
*Lesson Planner Book 1:1*, 61-62

**Spelling Wall Charts:**

*Johnny Can Spell Teacher's Guide*, 3<sup>rd</sup> ed., 170-71

**Rhyming Words:**

*Johnny Can Write Teacher's Guide*, 6-8, 40-42  
*Lesson Planner Book 1:1*, 63

**Homophones:**

*Johnny Can Write Teacher's Guide*, 9-10, 43-44  
*Lesson Planner Book 1:1*, 63

**Antonyms:**

*Johnny Can Write Teacher's Guide*, 10-11  
*Lesson Planner Book 1:1*, 57, 63, 64

**Synonyms:**

*Johnny Can Write Teacher's Guide*, 69-71  
*Lesson Planner Book 1:1*, 64

**Parts of Speech:**

Adjectives:

*Johnny Can Write Teacher's Guide*, 128-131

Irregular Verb Forms:

*Johnny Can Write Teacher's Guide*, 82-86  
*Lesson Planner Book 1:1*, 64

**Sentence Classification:**

*Johnny Can Write Teacher's Guide*, 17-22, 34  
*Lesson Planner Book 1:1*, 85

**Sentence Diagramming**—Mapping subject & predicate:

*Johnny Can Write Teacher's Guide*, 26-27, 273  
*Lesson Planner Book 1:1*, 65

**Charts:**

**Spelling Chart 1: Vowel Markings**

*Johnny Can Spell Teacher's Guide*, 3<sup>rd</sup> ed., 188-90

**Word List Charts 1 and 2: Continue to add words each day**

*Johnny Can Spell Teacher's Guide*, 194

Sometime during this section, you will get to the end of the second column on Word List Chart 1 and need to begin Word List Chart 2.

**Antonyms and Synonyms:**

Several words in Lessons 31-35 lead easily into antonyms and synonyms. If you would like, you can begin to **chart common antonyms**. Using sentence strip paper, write one word on one end and the other word on the opposite end. Post strips in a column on wall, or make a flip chart on a chart tablet.

**Webbing is a great way to show synonyms.** Make a circle and write the spelling word in the center. Make lines out from the circle like rays. Write synonyms for the spelling word on these lines. Post web or keep it handy for reference during writing times throughout the year, especially for overused common words such as *good*.

**See Johnny Read (Joiner):**

**Readings 6** and **MC6** (The first readings using words incorporate the first 36 spelling words.)

Provide your students opportunities to systematically practice in application the reading of words studied in previous spelling lessons. For each *Reading*, use the multiple choice format during one practice session and the fill in the blank format in another practice session. (*Readings 6*, *MC6* = GE:0.0; see page 65 for explanation of GE)



**See Johnny Read!** by Shelia Joiner

Sheila Joiner, a veteran first grade teacher, has written a selection of 119 readings which are compiled in *See Johnny Read*. The readings have been designed to correlate with the spelling words used in *Johnny Can Spell*. Each reading is followed by a set of comprehension questions. Two formats are presented: fill in the blanks and multiple choice. *See Johnny Read* is available in black line master. Call N.I.N.E. Enterprises, Inc. toll-free for more information or to order, 1-800-791-8962, or visit "Ordering" at [www.nine-enterprises.com](http://www.nine-enterprises.com).

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Section 7  
Lessons 31-35

## Teaching Points for Section 7:

**Phonemic Awareness**

- Sound contrasts: initial, medial, final
  - / th / and / ð /
  - / ch / and / sh /
- Rhyming words
- Beginning sound changes

**Alphabet Knowledge**

- Letter name and symbol correspondences
- Alphabetical order
- Alphabetizing words

**Penmanship**

- Posture
- Pencil gripping
- Knowledge of paper: margins, lines, top & bottom
- Correct letter formation of 26 letters
  - lower case letters
  - capital letters

**Print Knowledge**

- Spacing within a word
- Spacing between words
- Directionality of print

**Phonological Knowledge**

- Letter and sound correspondences: 54 phonograms

**Orthographic Knowledge**

- Syllabication: count and identify syllables
- Rules of spelling applied to words
  - Vowels a, e, o, u usually say ā, ē, ō, ū at the end of a syllable.
  - Vowels i and o may say ī and ō when followed by two consonants.
  - We often double l, f, s following a single vowel at the end of a one-syllable word.
  - Vowels i and y may say ī at the end of a syllable but usually say ĩ.

- g: /g/ before e, i, or y may say /j/.
- Silent final e, job 1: The e reaches over a consonant to make a single vowel say its name, the long sound.
- Silent final e, job 4: Every syllable must have a written vowel.
- The letter a is not used to say a at the end of base words; ay is use most often.
- If a is followed by double l at the end of a word, it usually uses its third sound.
- Spelling common words

**Vocabulary**

- |                                     |                                   |
|-------------------------------------|-----------------------------------|
| <input type="checkbox"/> Homophones | <input type="checkbox"/> Synonyms |
| <input type="checkbox"/> red        | <input type="checkbox"/> all      |
| <input type="checkbox"/> but        | <input type="checkbox"/> good     |
| <input type="checkbox"/> be         | <input type="checkbox"/> bad      |
| <input type="checkbox"/> time       | <input type="checkbox"/> little   |
| <input type="checkbox"/> Antonyms   | <input type="checkbox"/> old      |
| <input type="checkbox"/> good       |                                   |
| <input type="checkbox"/> little     |                                   |
| <input type="checkbox"/> old        |                                   |
| <input type="checkbox"/> out        |                                   |

**Word Usage**

- may / can

**Parts of Speech**

- Inflection: you / your
- Review definitions & practice identification
  - noun
  - pronoun
  - verb
- Irregular verb forms: to be

**Sentences - Oral**


- Complete vs. fragments or run-ons
  - subject / predicate questions
- Kinds of sentences

**Sentence Elements**

- Diagramming
  - Subject / predicate — diagram line



**At a Glance: Lessons 31-35**

<p><b>Lesson 31</b></p> <p><b>Phonograms:</b> Flash Card Drill</p> <p><b>Dictation:</b> (p 60) Phonograms Words Check phonogram dictation</p> <p><b>New words:</b> (p 61) good bad little</p> <p><b>Charts:</b> Word List Chart 2: Add Lesson 30 new words Spelling Chart 1: Vowel markings for a (JCSpell TG, 3<sup>rd</sup> ed., 188-90)</p> <p><b>Vocabulary:</b> Antonyms: good, bad, little Synonyms: good, bad, little</p>	<p><b>Lesson 32</b></p> <p><b>Phonograms:</b> Flash Card Drill</p> <p><b>Dictation:</b> (p 60) Phonograms Words Check phonogram dictation</p> <p><b>New words:</b> (p 61) ago old red</p> <p><b>Charts:</b> Word List Chart 2: Add Lesson 31 new words Spelling Chart 1: Vowel markings for e (JCSpell TG, 3<sup>rd</sup> ed., 188-90)</p> <p><b>Phonemic awareness:</b> Rhyming: old (p 63)</p> <p><b>Vocabulary:</b> Antonyms: old Synonyms: old Homophones: red</p>	<p><b>Lesson 33</b></p> <p><b>Phonograms:</b> Flash Card Drill</p> <p><b>Dictation:</b> (p 60) Phonograms Words Check phonogram dictation</p> <p><b>New words:</b> (pp 61-62) of be but</p> <p><b>Charts:</b> Word List Chart 2: Add Lesson 32 new words Spelling Chart 1: Vowel markings for i and y (JCSpell TG, 3<sup>rd</sup> ed., 188-90)</p> <p><b>Phonemic awareness:</b> Rhyming: all</p> <p><b>Vocabulary:</b> Homophones: be; but</p> <p><b>Word history:</b> of Review voiced / voiceless for v and f (JCSpell TG, 167)</p>	<p><b>Lesson 34</b></p> <p><b>Phonograms:</b> Flash Card Drill</p> <p><b>Dictation:</b> (p 60) Phonograms Words Check phonogram dictation</p> <p><b>New words:</b> (p 62) this all your</p> <p><b>Charts:</b> Word List Chart 2: Add Lesson 33 new words Spelling Chart 1: Vowel markings for o (JCSpell TG, 3<sup>rd</sup> ed., 188-90)</p> <p><b>Vocabulary:</b> Derivation: your</p>	<p><b>Lesson 35</b></p> <p><b>Phonograms:</b> Flash Card Drill</p> <p><b>Dictation:</b> (p 60) Phonograms Words Check phonogram dictation</p> <p><b>New words:</b> (p 62) out time may</p> <p><b>Charts:</b> Word List Chart 2: Add Lesson 34 new words Spelling Chart 1: Vowel markings for u (JCSpell TG, 3<sup>rd</sup> ed., 188-90)</p> <p><b>Vocabulary:</b> Antonyms: out Homophones: time</p>
<p> <b>During lessons:</b></p> <p><b>Alphabetical order:</b> Each day, alphabetize new words (p 32)  <b>Sentences:</b> Create oral sentences with spelling words                  Complete vs. run-on or fragment (p 43)                  Practice all four kinds w/puppets (pp 55, 65)                  Diagram line between subject and predicate (p 65)</p> <p><b>Independent practice:</b>                  New words and misspelled words from word dictation (p 33)</p>				

Dictation:

<p><b>Lesson 31</b></p> <p><b>Phonogram Dictation:</b> Dictate 54 in random order</p> <p><b>Word Dictation:</b></p> <p>tin      bed</p> <p>ton      top</p> <p>we      an</p> <p>will      <u>you</u><sup>3</sup></p> <p>he      not</p> <p>my      am</p> <p>up      us</p> <p>last</p>	<p><b>Lesson 32</b></p> <p><b>Phonogram Dictation:</b> Dictate 54 in random order</p> <p><b>Word Dictation:</b></p> <p>top      us</p> <p>will      bad</p> <p>my      <u>you</u><sup>3</sup></p> <p>not      an</p> <p><u>good</u><sup>2</sup>      last</p> <p>he      am</p> <p>we      lit t<u>le</u><sub>4</sub></p> <p>up</p>	<p><b>Lesson 33</b></p> <p><b>Phonogram Dictation:</b> Dictate 54 in random order</p> <p><b>Word Dictation:</b></p> <p>red      bad</p> <p>lit t<u>le</u><sub>4</sub>      <u>old</u></p> <p>an      <u>good</u><sup>2</sup></p> <p>last      <u>a go</u></p> <p>am      will</p> <p>we      my</p> <p>up      not</p> <p>us</p>	<p><b>Lesson 34</b></p> <p><b>Phonogram Dictation:</b> Dictate 54 in random order</p> <p><b>Word Dictation:</b></p> <p>my      <u>of</u></p> <p>not      bad</p> <p>up      lit t<u>le</u><sub>4</sub></p> <p>am      red</p> <p>last      <u>old</u></p> <p>us      but</p> <p><u>good</u><sup>2</sup>      <u>be</u></p> <p><u>a go</u></p>	<p><b>Lesson 35</b></p> <p><b>Phonogram Dictation:</b> Dictate 54 in random order</p> <p><b>Word Dictation:</b> Hidden Dictation Pattern: Alphabetical order</p> <p><u>a go</u>      not</p> <p><sup>3</sup>all      <u>of</u></p> <p>am      <u>old</u></p> <p>bad      red</p> <p>be      <u>this</u><sup>2</sup></p> <p>but      us</p> <p><u>good</u><sup>2</sup>      <u>your</u><sup>3</sup></p> <p>lit t<u>le</u><sub>4</sub></p>
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**New Spelling Words:**

Lessons	Words	Spelling Rules	Phonogram Markings	Teaching Notes
31	<u>g<sup>2</sup>ood</u>		oo Underline: Two letters work together for one sound in word. 2 above: 2nd sound.	Adjective. Degrees of comparison: good, better, best. Synonyms: beautiful, correct, excellent, fair, grand, kind, well, useful, wonderful.
	bad	Vowels a, e, o, u usually say ā, ē, ō, ū at the end of a syllable. Note: Apply this rule, showing that we can predict the short sound since vowel a is not at the end of a syllable.	Bracket the words <i>good</i> and <i>bad</i> because they are antonyms.	Adjective. Degrees of comparison: bad, worse, worst. Antonyms: good / bad. Synonyms: unsatisfactory, poor, inferior, second-rate, naughty, terrible, wicked.
	lit tle <sub>4</sub>	Silent final e, job 4: In English, every syllable must have a written vowel. Two identical consonants are divided when they occur between vowel sounds within the base word. We sound each consonant during Think to Spell®.	e Syllable break: Leave clock face space. Underline twice: It is silent (you must think twice as hard). Put a number 4 to the right of the double underline: 4th job of silent final e.	Adjective. Degrees of comparison: little, littler or less, littlest or least. Antonyms: little / big. Synonyms: tiny, small, bitty, teeny, wee, petite, microscopic.
32	<u>a go</u>	Vowels a, e, o, u usually say ā, ē, ō, ū at the end of a syllable. g: /g/ before e, i, or y may say /j/. Note: Since g is not followed by e, i, or y, we know it will say /g/ (hard sound).	Syllable break: Leave clock face space. a Underline: Single vowel - long sound (2nd sound, name). o Underline: Single vowel - long sound (2nd sound, name).	Adjective. Adverb. Meaning: gone by, in the past; from ME, past participle of <i>ago</i> , "to go away." When you Think to Spell® this word, stress both syllables and, thereby, eliminate the schwa sound used for vowel a in pronunciation. <i>JCSpell Teacher's Guide</i> , 3 <sup>rd</sup> ed., 152, ago.
	<u>old</u>	Vowels i and o may say ī and ō when followed by two consonants.	o Underline: Single vowel - long sound (2nd sound, name).	Adjective. Antonyms: old / young, new. Synonyms: elderly, aged, ancient, antique, past, previous, spoiled, stale. Rhyming: See page 63.
	red		Note: Do NOT mark letters ed as a phonogram. This is not the past-tense ending.	Adjective. Homophones: red (color); read (past tense; a book). See page 63.
33 Cont.	<u>of</u>		f Double underline: Uncommon sound; not taught with the phonogram card (must think twice as hard).	Preposition. See <i>Johnny Can Spell Teacher's Guide</i> , 3 <sup>rd</sup> ed., 153, of.

## New Spelling Words Continued:

Lessons	Words	Spelling Rules	Phonogram Markings	Teaching Notes
Cont. 33	be <u>e</u>	Vowels a, e, o, u usually say ā, ē, ō, ū at the end of a syllable.	e Underline: Single vowel - long sound (2nd sound, name).	Verb. Irregular forms: be, being, been; am, are, is; was, were. Homophones: be (verb); bee (insect). See page 63.
	but			Conjunction. Preposition. Meaning: except. Homophones: but (conj.); butt (to push, the end). See page 63. (Butt: Informal use is clipped from <i>buttocks</i> .)
34	<u>th</u> is		th Underline: Two letters work together for one sound in word. 2 above: 2nd sound.	Pronoun: Demonstrative, Singular, Indicates object nearby. See <i>Johnny Can Write Teacher's Guide</i> , 220. Plural form: these.
	<sup>3</sup> all	The letter a before a final double l will usually carry its third sound. See <i>Johnny Can Spell Teacher's Guide</i> , 74, all.	a 3 above: 3rd sound.	Adjective. Noun. Pronoun. Adverb. Antonyms: all / none, part, piece. Synonyms: entire, complete, sum, total. Rhyming: See page 63.
	<sup>3</sup> your		ou Underline: Two letters work together for one sound in word. 3 above: 3rd sound.	Pronoun: Personal, Second person, Singular or Plural. Usage: Possessive case, use before noun that it modifies. When presenting <i>your</i> , have students skip a line in spelling notebook and enter the word <i>you</i> . Then present the word <i>your</i> and enter it on the skipped line. Bracket the two words: <i>Your</i> is an inflected form of <i>you</i> . See <i>Johnny Can Spell Teacher's Guide</i> , 3 <sup>rd</sup> ed., 155.
35	<u>ou</u> t		ou Underline: Two letters work together for one sound in word.	Adverb. Preposition. (Adjective. Noun. Verb.) Antonyms: out / in. Compound preposition: <i>out of</i> .
	<u>ti</u> me	Silent final e, job 1: Without the silent final e the syllable would have been closed with a short vowel. The silent final e opens the syllable and lets the single-letter vowel give its long sound.	e Double underline: Silent letter. No number needed: 1st job of silent final e. m Underline: The silent final e reaches over the consonant get to the vowel i Underline: Single vowel - long sound (2nd sound, name).	Noun. Verb: time, timing, timed, (have) timed. Note: To add the -ed or -ing suffixes, we dropped the silent final e. This is spelling rule 14 which is the basis of Spelling Chart 5. Homophones: time (duration); thyme (herb). See page 63.
	ma <u>y</u>	The letter a is not used to say ā at the end of a word; <u>ay</u> is used most often.	ay Underline: Two letters work together for one sound in word.	Verb, Auxiliary (helper): may, might. <i>May</i> denotes what is allowed — permission and possibility. <i>Can</i> denotes what is possible — mental and physical ability.

Phonemic Awareness

Rhyming

**Introduce or review meaning of rhyming:**

Words that end with the same final vowel and consonant sound pattern are said to rhyme. For more information and activity ideas, see *Johnny Can Write Teacher's Guide*, 6-8, 40-43.

**old**

*Same spelling pattern:*

bold, cold, fold, gold, hold, mold, sold, told, scold

*Multi-syllable words:*

behold, billfold, blindfold, enfold, foretold, household, scaffold, stronghold, withhold, threshold, untold, uphold, Arnold

*Different spelling pattern:*

doled, polled, rolled, strolled, scrolled, trolled

**all**

*Same spelling pattern:*

ball, call, fall, hall, mall, tall, wall, small, gall, pall, stall, squall

*Multi-syllable words:*

befall, enthrall, evenfall, install, catchall, drywall, downfall, landfall, nightfall, pitfall, rainfall, recall

*Different spelling pattern:*

doll, loll, awl, brawl, crawl, drawl, shawl, sprawl, yawl, maul, haul

Vocabulary

Antonyms

**Activity idea:** Replace spelling word in student oral sentence with an antonym. Discuss the difference it creates and if the sentence still makes sense. See *Johnny Can Write Teacher's Guide*, 10.

Vocabulary

Homophones

**Introduce or review meaning of homophone:**

See *Lesson Planner Book 1:1*, 44.

**Homophones in words from this section:**

red (color), read (a book, past tense)

but (exist, except), butt (to push, end)

be (verb), bee (insect)

**Homophones in sentences:**

red  
read

Sally's sweater is *red*.

The lady bought *red* apples.

The boy *read* the book yesterday.

☺ Puzzle (must be read out loud):

What is black and white and *read* all over. (a newspaper)

but  
butt

I like apples, *but* Mary likes oranges.

Everyone *but* Tommy may go to the library.

The goat will not *butt* you.

He held onto the *butt* of the rifle.

Joe was the *butt* of their jokes.

Do not *butt* into line.

be  
bee

If you work hard, you can *be* anything you want to *be*.

I will *be* your friend. Will you *be* mine?

The *bee* buzzed around the flower.

The little girl was stung by a *bee*.

I saw the *bee* go into the hive.

time  
thyme

What *time* is it?

The *time* to go has arrived.

I need more *thyme* for the sauce.

Did you use the spice *thyme*?

Note: The th in thyme carries the sound /t/. It is uncommon, not one learned with the cards, so underline it twice if you mark the word.

**Vocabulary** **Synonyms**

*Good and bad* are two very common adjectives which are often overused. Use the list below to begin expanding word banks for *good* and *bad*. The list below includes abbreviated definitions and, in some cases, multiple synonyms.

**Good** has many meanings that share feelings of approval and satisfaction

**Beautiful** — pleasing to senses, especially vision

Pretty, handsome, good-looking, lovely, gorgeous, stunning, elegant

**Correct** — right, without errors or mistakes

Right, accurate, precise, true, exact

**Excellent** — extremely good

First-rate, fine, superior, outstanding, exceptional

**Fair** — just and honest

Just, impartial, evenhanded, unbiased, equitable

**Grand** — describes things that are impressive

Magnificent, splendid, glorious, majestic, noble

**Kind** — describes people who are nice, pleasant, thoughtful

Gentle, warmhearted, good-natured, benevolent

**Useful** — good for a particular purpose

Helpful, handy, convenient, serviceable, applicable

**Well** — health that is good

Satisfactory, proper, successful, able

**Wonderful** — very fine

Marvelous, stupendous, fantastic, incredible

**Bad** means not good or not as it ought to be, not meeting the standard

**Unsatisfactory** — not good enough

**Poor** — not good in quality, not adequate, inferior

**Coarse** — inferior quality, vulgar, common, indecent

**Inferior** — means worse than other, worse than it should be, less value

**Second-rate** — inferior, especially in comparison to others

See *Johnny Can Write Teacher's Guide*, 69-71, for more information and activity ideas.

Note: A great list of adjectives!

**Parts of Speech** **Verbs, Nouns, Pronouns**

**Definition of verb:**

A verb is a word that expresses action or state of being.

See *Johnny Can Write Teacher's Guide*, 57-60.

**Recite and act out the definition:**

Actions: For "action" make fists, move them up and down in front of you with fast movements. For "state of being" make fists and keep arms bent at elbows with forearms parallel to floor. As you say the words, hold arms steady. After saying the words "state of being" say, "That's just the way you are!"

**Definition of noun:**

A noun is a word that names a person, place, thing, or idea.

See *Johnny Can Write Teacher's Guide*, 49-51.

**Recite and act out the definition:**

See *Johnny Can Write Teacher's Guide*, 50, for detailed explanation of how to act out the definition.

**Definition of pronoun:**

A pronoun takes the place of a noun and all the words that went with it.

See *Johnny Can Write Teacher's Guide*, 52-54.

Forms of the verb <i>to be</i>		
be	am	was
being	are	were
been	is	

## Sentences

## Diagramming

**Mapping the subject and predicate**

- ▶ Write a student's simple sentence on the board or on chart paper (or use sentences you have already prepared).
- ▶ Read the sentence together.
- ▶ Ask the subject questions:
  - ☺ What are we talking about?
  - ☺ What is our sentence about?  
(See *Johnny Can Write Teacher's Guide*, 25.)
- ▶ Ask the predicate question:
  - ☺ What are we told about   (subject)  ?  
(See *Johnny Can Write Teacher's Guide*, 25.)
- ▶ Teacher makes a vertical line between subject and predicate as students answer the questions.
- ▶ Ask students to tell you why they think you put a line there.
- ▶ Repeat with other sentences.  
Do at least a couple each day.

See *Johnny Can Write Teacher's Guide*, 26-27, 273.

## Sentences

## Complete Sentences and Classification

**Creating and recognizing complete oral sentences:**

Following the analysis of each new spelling word, ask students to create **oral sentences** using the spelling word. For more information see *Johnny Can Write Teacher's Guide*, 11-12, 23-25. Also see *Lesson Planner Book 1:1*, 55.

**Classifying sentences with sentence puppets:**

As a student creates an oral sentence following the analysis of a new spelling word, the rest of the class should decide which type it is and indicate their choices by holding up the corresponding puppet. For more information, see *Johnny Can Write Teacher's Guide*, 17-22; *Lesson Planner Book 1:1*, 55.

**See Johnny Read!** by Shelia Joiner

*Readings* from *See Johnny Read*, Joiner, will be recommended on the "Teacher Preparation Page" of each section in the *Lesson Planner Book 1:1*. These *Readings* use a controlled vocabulary that correlates with spelling words. The *Readings* contain words that have been presented and practiced in prior spelling lessons and serve as another application and review supporting systematic practice. Each *Reading* is presented with questions in two formats — fill-in-the-blank and multiple choice.

The Flesch-Kincaid Grade Level of readability will be listed for each *Reading* as GE (e.g., *Readings* 6, MC6 = GE: 0.0 ).

The Flesch-Kincaid Grade Level computes readability based on the average number of syllables per word and the average number of words per sentence. The score in this case indicates a grade-school level. For example, a score of 2.0 means that a second grader would understand the document. (Note: The Flesch-Kincaid Scale is used with *Accelerated Reader*.)

### Introduction to Scope and Sequence for Lesson Planner Book 1:1

**IMPORTANT NOTE:** This Scope and Sequence is not meant to be a comprehensive language knowledge and skills matrix. Only those given in this Lesson Planner are noted.

The **Scope and Sequence** has been divided into major categories. A detailed list of skills and knowledge is given under each one. Two blank columns directly to the right are available for notation of code numbers for corresponding state and/or district standards. The next fifteen columns have been numbered to correspond with the fifteen sections in this book. If opportunity for initial presentation, written practice, or oral rehearsal of a skill or knowledge is given in a section (during the five lessons), the box is shaded.

A copy of these pages can serve as a master record of skills and knowledge presented, practiced, or rehearsed throughout the 75 lessons. Simply mark over the shading appropriately in each box, e.g., I for initial presentation, WP for written practice, and OR for oral rehearsal.

A general explanation of each area follows.

**Phonemic Awareness** addresses the ability to attend to the sound structure(s), as distinct from the meaning, of spoken language.

**Alphabetic Knowledge** refers to student knowledge of symbols that we call the letters of the alphabet. Such knowledge includes letter names, visual recognition, of both lower and upper cases, written production of both lower and upper cases, lower case and upper case correspondences, and alphabetical order.

**Penmanship** refers to student knowledge and skills with the tools of writing (e.g., paper, pencil). It addresses correct posture, pencil gripping, positioning of paper, and correct formation of legible letters—both lower and upper cases in both manuscript and cursive styles.

**Print Knowledge.** Alphabetic knowledge and penmanship (recognition and production of letters) are central to print awareness. Print awareness refers to the conventions and formats of print:

- Directionality: Left to right; Top to bottom; Front to back
- Significance of spacing: Within the word; Between words
- Titles and captions: As set apart from text

Punctuation and capitalization: As separating thoughts

Parts of a book

Format of different genres (e.g., stanzas in poetic form, paragraph indentation)

**Phonological Knowledge** incorporates phonemic awareness and penmanship. While phonemic awareness addresses the aspect of oral language only and penmanship addresses the aspect of written symbols, phonological knowledge links oral language with written language through the phonograms. A spoken word may be conceived of as a sequence of elementary sounds. A written word may be conceived of as a sequence of elementary symbols representing those elementary sounds. The correspondences between the simplest sound structure (phoneme) and the simplest written structure (grapheme) is identified as a phonogram. Phonological knowledge involves both sound-symbol knowledge (supports encoding) and symbol-sound knowledge (supports decoding); therefore, this component is central to successful writing and reading.

**Orthographic (Spelling) Knowledge** encompasses phonemic awareness, penmanship knowledge, alphabetic knowledge, and phonological knowledge. It is the integrated application of all of these. Orthography is, in short, spelling (encoding). It involves the use of sound to symbol correspondences (phonograms), syllables, and morphemes (roots, affixes), along with the rules of spelling to write (spell, encode) words.

**Derivation** refers to knowledge of roots, prefixes, and suffixes (morphology). These components are the simplest meaning bearing elements of our language. Knowledge includes common roots that form word families and common prefixes and suffixes. It also encompasses knowing how affixes create new words, altering the meaning and use of the original word. A knowledge of these elements supports comprehension as well as development of a base from which to increase vocabulary. Word histories are also addressed.

**Parts of Speech** refers to the ability to classify words according to the eight parts of speech. It also encompasses knowledge of the properties (e.g., number, tense, case), the inflectional forms (e.g., *-ed* or *-ing* on verbs), and functions such parts of speech might have in a phrase, clause, or sentence.

**Vocabulary** loosely refers to the word relationships, such as, homophones, homographs, and antonyms, synonyms.

The remaining areas — **Sentences, Sentence Elements, Sentence Composition, Capitalization, and Literary Devices** — are concerned with the syntax (structure) of language. Knowledge in these areas directly supports writing. Such knowledge also directly impacts comprehension.



Book 1:1 — Lesson Planner

Scope and Sequence  
Sections 1-15 (Lessons 1-75)

PHONEMIC AWARENESS		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Initial sounds (alliteration, onset)																
Final sounds (rhyme, rime)																
Medial vowel sound																
Contrasting sounds																
Segmenting sounds in word																
Segmenting syllables in word																
Segmenting words in phrase/sentence																
ALPHABET KNOWLEDGE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Visual recognition of letters																
Letter name / symbol correspondences																
Lower case / capital correspondences																
Alphabetic order of letters																
Alphabetizing words: By first letter																
Alphabetizing words: To any letter																
PENMANSHIP		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Posture for good writing																
Pencil gripping																
Paper awareness																
Letter formation: Lower case																
Letter formation: Upper case																
PRINT KNOWLEDGE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Directionality of print																
Spacing within a word																
Spacing between words																
Words form sentences																
PHONOLOGICAL KNOWLEDGE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Alphabet: sound / symbol correspondences																
Vowels: a, e, i, o, u, y																
Consonants: b, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z																
Voiced and voiceless sounds																
Multi-letter phonograms: er, ir, ur, wor, ear, sh, ee, th, ay, ai, ow, ou, ew, ui, oy, oi, oo, ch, ng, ea, ar, ck, ed, or, wh, oa																
Final multi-letter phonograms: ey, eigh, ei, igh, ie, kn, gn, wr ph, dge, oe, tch, ti, si, ci, ough																

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Scope and Sequence  
Sections 1-15 (Lessons 1-75)

ORTHOGRAPHIC KNOWLEDGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Syllabication:</b> Counting and identifying syllables															
<b>Rules of Syllabication</b>															
Every syllable has one vowel sound															
Adjacent vowels carry one / two sound(s)															
Vowel, consonant, vowel pattern - long or short first vowel															
Vowel, consonant, consonant, vowel pattern															
Double consonants within word															
Final syllable: Consonant, letter l, silent e pattern															
Compound words divide between words															
Prefixes and suffixes															
<b>Rules of Spelling</b>															
Vowels a, e, o, u are usually long at end of syllable															
Vowels i and y may be long but are usually short at end of syllable															
Vowels i and o may be long when followed by two consonants															
Vowel y not i is used at end of English words															
Never write q without u															
Never write s after x															
Letter c gives soft sound when followed by e, i, or y															
Letter g may give soft sound when followed by e, i, or y															
Letter a never used to say long sound at end of word; use ay most															
Double l, f, s at the end of one-syllable word with single vowel															
Letters or say /er/ after w															
Use ei after c, if we say long a sound, and in some other words															
The silent final e has five jobs															
Sh is used at the beginning of word, at the end of a syllable but not at the beginning of any syllable after the first one except for the ending -ship															
Ti, si, ci, are used at the beginning of any syllable after the first one															
Si will say /sh/ when it follows the letter s or if the base word had a letter s															
Si says /zh/, not ti or ci															
Use ck after single short vowel															
Use letter z, never s, to say /z/ at beginning of a word															
When the letter a carries its broad (3rd) sound															
The letter y is a consonant at the beginning of a word															
tch is used after a single short vowel															
dge is used after a single short vowel															
The letter c is used to say /k/ at the beginning of most common words unless the next letter is an e, i, or y, in which case use the letter k															

Book 1:1 — Lesson Planner

Scope and Sequence  
Sections 1-15 (Lessons 1-75)

<i>Continued:</i> ORTHOGRAPHIC KNOWLEDGE: Rules of Spelling		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Adding a suffix that begins with a vowel:																
Drop the silent final e																
Double final consonant for a one-syllable word with one short vowel and one consonant at the end																
Double final consonant for a two-syllable word with one vowel and one consonant at the end if accent is on last syllable																
Word ending in letter y with long-i sound, change y to i (except for -ing)																
Write full and till with one l as suffix; write all as a suffix with one l.																
When added to a base word (verb) that ends with /d/ or /t/, the past tense ending will say /ed/ and form a new syllable																
DERIVATION		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Common inflectional suffixes																
Noun: -s, -es																
Verb: -ing, -ed, -s																
Adjective / Adverb: -er, -est																
Common derivational suffixes: -er, -or, -ar, -able, -ous, -ful																
Common prefix: dis-																
Compound words																
Word histories																
VOCABULARY		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Homophones																
Homographs																
Antonyms																
Synonyms																
Word usage - troublesome words and word pairs																
Word reservoirs																
PARTS OF SPEECH		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Noun:</b> Definition																
<i>Property:</i> Class: Common																
Proper: Capitalization																
Compound																
<i>Property:</i> Number: Singular																
Plural: Rules																
Adding -s																
Adding -es																
Nouns ending with y																
Nouns ending with f / fe																
Nouns ending with o																
Special forms - Irregular forms																
Same form																

Book 1:1 — Lesson Planner

Scope and Sequence  
Sections 1-15 (Lessons 1-75)

<b>Continued: PARTS OF SPEECH</b>		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Verb:</b> Definition																
Property: Class: Regular, takes -ed suffix																
Irregular: Principal parts																
Property: Tense: Simple past tense																
<b>Adjective:</b> Definition																
Articles: Definition																
Definite - the																
Indefinite - a , an																
Degrees of comparison: Positive																
Comparative: -er, more, less																
Superlative: -est, most, least																
<b>Adverb:</b> Definition																
<b>Pronoun:</b> Definition																
Property: Class: Personal																
<b>Conjunction:</b> Definition																
Property: Class: Coordinating																
<b>Prepositions:</b> Memorization																
<b>Interjection:</b> Definition																
<b>SENTENCES</b>		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Definition																
Begin with capital letter																
End with punctuation mark																
<b>Kinds of Sentences — Purpose</b>																
Declarative																
End punctuation: period																
Word order: subject / verb																
Interrogative																
End punctuation: question mark																
Word order: question word / auxiliary verb / subject / main verb																
Imperative																
End punctuation: period																
Word order: understood subject / verb																
Exclamatory																
End punctuation: exclamation mark																
Introductory words: how / what																
Word order: Intro word / noun, adj, or adv / subject / verb																
<b>Kinds of Sentences — Structure</b>																
Complete																
Fragment / Run-on																

Book 1:1 — Lesson Planner

Scope and Sequence  
Sections 1-15 (Lessons 1-75)

SENTENCE ELEMENTS		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Subject: Complete subject																
Simple subject																
Understood subject (imperative sentence)																
Predicate: Complete predicate																
Simple predicate (verb phrase)																
Diagramming Subject / Predicate: Line between them																
Adjectival Elements: Questions they answer																
Diagramming adjective																
Adverbial Elements: Questions they answer																
Diagramming adverb																
Connective Elements																
Coordinating conjunction																
Compound elements																
Series																
Comma use																
Independent Elements																
Interjection																
Use of exclamation mark																
SENTENCE COMPOSITION		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Elaboration (webbing): Noun phrase																
Verbs																
Sentence																
Analysis (diagramming): Noun phrase																
Writing process																
CAPITALIZATION		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Beginning word of sentence																
Pronoun: I																
Proper nouns																
Mother																
Titles: Miss																
Days of week																
LITERARY DEVICES		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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ago	61	bog	91	feet	142	how	122	long	112	one	122
all	62	book	72	five	111	I	121	lot	101	other	123
alone	122	box	101	floor	102	ice	92	love	113	out	62
am	52	boy	72	food	133	if	122	low	102	over	72
an	52	bread	133	foot	142	in	42	mace	81	plant	143
and	30	bring	102	for	131	into	71	make	81	play	92
apple	132	bug	91	get	112	is	41	man	42	ran	131
are	72	but	62	go	30	it	41	may	62	red	61
as	121	by	72	good	61	just	111	me	30	ride	141
ask	111	call	112	got	141	kill	82	men	131	rides	141
at	30	can	41	gust	111	land	91	miss	141	river	143
baby	131	child	92	had	72	last	52	mother	91	run	41
bad	61	cold	91	hand	82	late	82	much	112	say	81
bag	82	come	81	has	122	law	111	must	72	school	81
ball	111	cut	143	hat	92	lay	132	my	52	sea	92
be	62	day	101	have	72	led	132	nine	141	see	41
bed	51	did	71	he	51	let	82	no	42	send	121
beg	82	do	30	her	123	like	71	north	142	she	41
belong	101	dog	133	him	71	little	61	not	52	sick	141
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block	142	eat	101	home	112	live (v)	82	of	61	sit	101



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<b>IRREGULAR VERBS</b>	Present Form	Spelling Word	Present Form	Spelling Word
	<i>be</i>	am 52	<i>let:</i>	let 82
		are 72	<i>lie:</i>	lay 132
		be 64	<i>make</i>	make 81
		is 41	<i>ride</i>	rides 141
		was 131	<i>run</i>	run 41, 45
	<i>blow</i>	blows 142	<i>say</i>	say 81
	<i>bring</i>	bring 102	<i>see</i>	see 41, 45
	<i>come</i>	come 81	<i>send</i>	send 121
	<i>cut</i>	cut 143	<i>sing</i>	sing 143
	<i>do</i>	did 71	<i>sit</i>	sit 101
		do 45	<i>spend</i>	spent 142
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		has 122		
		have 72		
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**SPELLING WORDS: Parts of Speech**

<b>NOUNS:</b>	if	ten	<b>VERBS:</b>	have	was	<b>ADJECTIVES:</b>	<b>ADVERBS:</b>	<b>PREPOSITIONS:</b>
all	it	three	am	house	will	a	about	about
apple	land	time	are	is		about	all	as
baby	law	tin	ask	kill		all	alone	at
bag	like	today	baby	land		alone	as	but
ball	look	ton	bag	lay		an	by	by
bed	lot	top	be	led		big	how	for
block	love	tree	beg	let		cold	just	in
blows	low	way	belong	like		hot	low	into
bog	mace	well	block	live		just	much	like
book	man	white	blows	look	<b>PRONOUNS:</b>	last	no	on
box	men	will	bog	love	he	late	now	out
boy	miss	yard	book	make	her	live	out	over
bread	mother	year	box	may	him	lone	so	to
call	much	yes	bread	miss	his	long	some	up
can	must		bring	mother	I	low	some	
child	nine		but	must	it	much	then	
cut	north		call	plant	me	no	well	
day	one		can	play	my	now	yes	<b>CONJUNCTIONS:</b>
dog	other		come	ran	other	other		and
door	plant		cut	rides	she	sick		as
face	play		did	run	some	so		but
feet	rides		do	say	that	soft		how
five	river		dog	see	them	some		if
floor	run		eat	send	this	the		so
food	school		eats	sing	us	well		
foot	sea		face	sit	we	white		
gust	six		get	spent	you			
hand	song		go	spring	your			<b>INTERJECTIONS:</b>
hat	spring		got	stand				so
home	stand		gust	tell				well
house	street		had	time				
how	tan		hand	tree				
ice			has					