

Johnny Can Spell! * Johnny Can Write!

Lesson Planner

Book 2:1

Sample Pages

Alice Tabor Nine

Phonics, Penmanship, Spelling, Vocabulary
Grammar and Sentence Composition

Book 2:1 — Lesson Planner

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

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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 of 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 weeks of instruction, we work extensively with phonics and penmanship; oral sounds are linked to written symbols as the 70 common 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.

During the second week, we begin a review of easy-to-spell words in order to establish foundational knowledge and practice the word analysis process—Think to Spell®. The difficulty of the words increases constantly throughout the year.

The word analysis process, Think to Spell®, 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. 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. We might identify subject and predicate, visually representing them 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 can classify the sentence as simple, compound, or complex. The function of the spelling word as used in the sentence can be 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 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

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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 mirco-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 follows the 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 2: 1*) and then move into the second book of that level (*Book 2:2*).

Book 2:1 — Lesson Planner

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 2:1* contains Sections 1-15, Lessons 1-75, and *Lesson Planner Book 2:2* 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.

The lessons 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, 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 at least one 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 223.

Organization: In a checklist format to assist lesson planning or record keeping of content covered.

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. Four (4) words are contained in each lesson. Each 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 his/her use with his/her 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 224, 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 2:1* contains Level 2, Sections 1-15, Lessons 1-75. *Book 2:2* contains Sections 16-30, Lessons 76-150, an additional 75 lessons. If you do not have *Book 2:2*, order now. To order, call, N.I.N.E. Enterprises, Inc. at 1-800-791-8962, or visit "Ordering" at www.nine-enterprises.com.

Teacher Preparation Page:**In preparation to teach Lessons 36-40, read****Spelling Words:***Lesson Planner Book 2:1, 87-90***Homophones:***Johnny Can Write Teacher's Guide, 9-10, 43-44**Lesson Planner Book 2:1, 91***Parts of Speech:****Nouns:**

Plural forms: Noun Plural Chart

*Johnny Can Write Teacher's Guide, 76-82**Lesson Planner 2:1, 93*

Common and proper:

*Johnny Can Write Teacher's Guide, 54-57**Lesson Planner 2:1, 92*

Pronouns: Personal Pronoun Chart

*Johnny Can Write Teacher's Guide, 52-54**Lesson Planner 2:1, 92***Sentence Classification:***Johnny Can Write Teacher's Guide, 17-22, 34**Lesson Planner Book 2:1, 94***Sentence Diagramming**—Mapping subject & predicate:*Johnny Can Write Teacher's Guide, 26-27, 273**Lesson Planner Book 2:1, 94***Charts:**

Read the pages designated from the *Johnny Can Spell Teacher's Guide*. Follow the directions and begin the following classroom charts.

Spelling Chart 6: Suffixes that begin with a vowel*Johnny Can Spell Teacher's Guide, 3rd ed., 200, 203*

Write the following suffixes with their meanings on the chart to use in this section:

-ing	forms present participle of verb
-ed	forms past participle of verb
-er	forms comparative degree of adj. and adv.
-est	forms superlative degree of adj. and adv.
-er, -or, -er	added to verbs, the one who does it...

Spelling Chart 6: Adding suffixes to words ending with silent final e, drop the e*Johnny Can Spell Teacher's Guide, 3rd ed., 200-203*

Former spelling words that can be used with this chart:

come + -ing = coming
 late + -er = later; late + -est = latest
 have + -ing = having
 make + -ing = making

Spelling Chart 5: Adding suffixes to one-syllable words, double consonant rule*Johnny Can Spell Teacher's Guide, 3rd ed., 204-205, 208*

Former spelling words that can be used with this chart:

red + -er = redder; red + -est = reddest (reddish)
 run + -ing = running; run + -er = runner
 big + -er = bigger; big + est = biggest

Personal Pronoun Chart:

Assist memory of these pronouns by charting them, see page 92 in this manual.

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Section 8
Lessons 36-40

Teaching Points for Section 8:

Alphabet Knowledge

- Alphabetical order: alphabetizing words

Penmanship

- Posture & pencil gripping and knowledge of paper
- Correct letter formation of 26 letters: lower and capitals

Print Knowledge

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

Phonological Knowledge

- 70 phonograms

Orthographic Knowledge

- Syllabication: count and identify syllables
- Rules of spelling applied to words
 - c: /c/ before e, i, or y says /s/.
 - Vowels a, e, o, u usually say ā, ē, ō, ū at the end of a syllable.
 - Vowels i and y may say ī at the end of a syllable but usually say ĩ.
 - Vowel y, not i, is used at the end of English words.
 - The letter a is not used to say ā at the end of a word; ay is used most often.
 - 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 5: No job e.
 - sh: /sh/, used at the beginning of a word, at the end of a syllable, but not at the beginning of any syllable after the first one, except for the ending *-ship*.
 - Proper nouns, titles, with names, and the pronoun I are capitalized.
- Rules of spelling on charts applied to words
 - Before adding a suffix that begins with a vowel to a silent final e word, drop the final e.
 - Before adding a suffix that begins with a vowel to a one-syllable word that ends with one vowel followed by one consonant, double the consonant.
- Spelling common words

Vocabulary

- | | |
|-------------------------------------|-----------------------------------|
| <input type="checkbox"/> Homophones | <input type="checkbox"/> Synonyms |
| <input type="checkbox"/> week, weak | <input type="checkbox"/> weak |
| <input type="checkbox"/> sent, cent | <input type="checkbox"/> sent |
| <input type="checkbox"/> seem | <input type="checkbox"/> seem |
| <input type="checkbox"/> hour, our | <input type="checkbox"/> even |
| <input type="checkbox"/> Antonyms | |
| <input type="checkbox"/> sent | <input type="checkbox"/> even |

Word Usage

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> many / much | <input type="checkbox"/> could, should |
| <input type="checkbox"/> any | <input type="checkbox"/> only |

Derivation

- Suffixes: -ed, -ing, -er, -est, -er, -or, -ar
- Word families: city, only, first, cent
- Word origin: Friday
- Word histories: could, should

Parts of Speech

- Definitions and identification
 - nouns: making plurals
 - nouns: common and proper
 - verbs
 - adjectives
- Pronouns: memorizing personal pronouns
- Prepositions: memorize

Sentences - Oral & Written

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

Sentence Elements

- Subject / predicate — diagram line

Capitalization & Punctuation

- Sentence: capitalization and end punctuation
- Days of the week: Friday
- Proper nouns: city

At a Glance: Lessons 36-40

<p>Lesson 36</p> <p>Phonograms: Flash Card Drill</p> <p>Dictation: (p 86) Phonograms: 20 @ day Words Sentences Correct phonogram dictation</p> <p>New words: (p 87) could any should many</p> <p>Charts: Charting noun plurals (p 93) Rule for hiss / hush sound Personal pronouns (p 92)</p> <p>Word usage: could, should, any much / many</p> <p>Derivation: Word history: could, should</p> <p>Parts of speech: Auxiliary verbs: could, should Prepositions: present: regarding, round, since</p>	<p>Lesson 37</p> <p>Phonograms: Flash Card Drill</p> <p>Dictation: (p 86) Phonograms: 20 @ day Words Sentences Correct phonogram dictation</p> <p>New words: (pp 87-88) city where only week</p> <p>Charts: Charting noun plurals (p 93) Rule for y</p> <p>Vocabulary: Homophones: week Troublesome words (p 91)</p> <p>Word usage: only</p> <p>Derivation: Root: week Word families: city, only</p> <p>Parts of speech: Proper nouns: city Prepositions: rehearse all</p>	<p>Lesson 38</p> <p>Phonograms: Flash Card Drill</p> <p>Dictation: (p 86) Phonograms: 20 @ day Words Sentences Correct phonogram dictation</p> <p>New words: (p 88) weak sent first cent</p> <p>Charts: Spelling Chart 6: suffixes (p 83) Charting noun plurals (p 93) Rule for f / fe</p> <p>Vocabulary: Homophones: sent, cent Antonyms: send / receive Synonyms: weak, sent</p> <p>Derivation: Word family: cent</p> <p>Parts of speech: Prepositions: present: through, throughout, till</p>	<p>Lesson 39</p> <p>Phonograms: Flash Card Drill</p> <p>Dictation: (p 86) Phonograms: 20 @ day Words Sentences Correct phonogram dictation</p> <p>New words: (p 89) mile even seem without</p> <p>Charts: Spelling Chart 6: hope (p 83) Charting noun plurals (p 93) Rule for o</p> <p>Vocabulary: Homophones: seem Antonyms: even Synonyms: seem, even, without</p> <p>Derivation: Abbreviation: without</p> <p>Parts of speech: Prepositions: rehearse all</p>	<p>Lesson 40</p> <p>Phonograms: Flash Card Drill</p> <p>Dictation: (p 86) Phonograms: 20 @ day Words Sentences Correct phonogram dictation</p> <p>New words: (pp 89-90) afternoon hour Friday our</p> <p>Charts: Spelling Chart 2: afternoon Spelling Chart 5: hop (p 83) Charting noun plurals (p 93) survivors</p> <p>Vocabulary: Homophones: hour, our</p> <p>Derivation: Word history: Friday</p> <p>Parts of speech: Proper noun: Friday Pronoun: our Prepositions: rehearse all</p> <p>Capitalization: Days of week: Friday</p>
<p>During lessons: Practice all four kinds w/ formulas Diagram subject and predicate line Identify parts of speech with new words</p> <p>Alphabetical order: Alphabetize new words</p> <p>Parts of speech: Identify parts of speech with new words</p> <p>Oral Sentences: Create oral sentences with spelling words Complete vs. run-on or fragment: subject & predicate questions</p> <p>Elaboration: Web noun phrases (once every section)</p> <p>Independent practice: New words and misspelled words from word dictation; Students write sentences, one of each kind, using spelling words</p>				
<p>Noun plural survivors are those of Anglo-Saxon origin which continue to form their plurals with a vowel change rather than by adding a suffix.</p>				

Dictation:

<p>Lesson 36 Phonogram Dictation: Dictate 20 in random order Word Dictation: be <u>came</u> bro<u>th</u>² <u>er</u> rain keep start mail ma<u>le</u> fe ma<u>le</u> eye I glass pa<u>rt</u>y up on <u>tw</u>³<u>o</u> twin <u>twi</u><u>ce</u> twen ty be <u>tween</u> <u>the</u>²y <u>wou</u><u>ld</u> Sentence Dictation: Mother will bring the book. Underline nouns: Mother, book Divide subject & predicate: Mother will bring the book.</p>	<p>Lesson 37 Phonogram Dictation: Dictate 20 in random order Word Dictation: start mail ma<u>le</u> fe ma<u>le</u> eye I glass pa<u>rt</u>y up on <u>tw</u>³<u>o</u> twin <u>twi</u><u>ce</u> <u>the</u>²y <u>wou</u><u>ld</u> an y <u>cou</u><u>ld</u> man y <u>shou</u><u>ld</u> Sentence Dictation: Will the little boy come? Underline noun: boy Rewrite to declarative: The little boy will come.</p>	<p>Lesson 38 Phonogram Dictation: Dictate 20 in random order Word Dictation: I an y pa<u>rt</u>y man y <u>tw</u>³<u>o</u> cit y <u>wou</u><u>ld</u> on ly <u>cou</u><u>ld</u> eye <u>shou</u><u>ld</u> glass <u>twi</u><u>ce</u> up on be <u>tween</u> twin <u>w</u>ee<u>k</u> twen ty <u>wh</u>¹<u>ere</u>₅ <u>the</u>²y Sentence Dictation: Look at the big ball. Underline noun: ball Double underline verb: look</p>	<p>Lesson 39 Phonogram Dictation: Dictate 20 in random order Word Dictation: up on <u>tw</u>³<u>o</u> twin <u>twi</u><u>ce</u> twen ty be <u>tween</u> <u>the</u>²y <u>wou</u><u>ld</u> man y an y <u>w</u>ee<u>k</u> <u>w</u>ee<u>k</u> <u>wh</u>¹<u>ere</u>₅ on ly cit y <u>fi</u><u>rst</u> <u>cou</u><u>ld</u> <u>shou</u><u>ld</u> sent cent Sentence Dictation: She will go to my house. Underline noun: house Box the pronoun: she Double under- line verb phrase: will go</p>	<p>Lesson 40 Phonogram Dictation: Dictate 20 in random order Word Dictation: cent sent <u>w</u>ee<u>k</u> <u>w</u>ee<u>k</u> <u>w</u>ou<u>ld</u> <u>cou</u><u>ld</u> <u>the</u>²y twen ty be <u>tween</u> man y an y <u>wi</u>²<u>th</u> <u>ou</u>t <u>mi</u><u>le</u> e ven <u>fi</u><u>rst</u> <u>se</u>e<u>m</u> <u>wh</u>¹<u>ere</u>₅ on ly cit y <u>shou</u><u>ld</u> Sentence Dictation: The red house is big. Underline noun: house Rewrite to an interrogative: Is the red house big?</p>
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New Spelling Words:

Lessons	Words	Spelling Rules	Phonogram Markings	Teaching Notes
36	<u>could</u>		ou Underline: Two letters work together for an uncommon sound in word. l Double underline: Silent letter.	Auxiliary verb. Past tense of can Word history: See <i>Johnny Can Write Teacher's Guide</i> , 106. Usage: To denote ability, possibility, permission.
	<u>should</u>	sh: /sh/, used at the beginning of a word, at the end of a syllable, but not at the beginning of any syllable after the first one except for the ending <i>-ship</i> .	sh Double underline: Two letters work together for one sound in word. ou Double underline: Two letters work together for an uncommon sound in word. l Double underline: Silent letter. Bracket would, could, should. They are all auxiliary verbs that have same uncommon sound and silent letter.	Auxiliary verb. Past tense of shall. Word history: See <i>Johnny Can Write Teacher's Guide</i> , 106. Usage: To denote duty, obligation; probability, expectation; conditionality, contingency; moderate directness or bluntness of a statement. Alert: <i>should have</i> —This phrase is frequently written incorrectly as "should of" from spoken contraction, "should've."
	an y	Vowels i and y may say ī at the end of a syllable, but usually say ĩ. Vowel y, not i, is used at the end of English words.	Syllable break: Leave space. Alert: For the vowel a, Think to Spell® with the short a-sound even though in pronunciation, we use the short e-sound. For the vowel y, Think to Spell® with the short i-sound even though in pronunciation, we use the long e-sound.	Adjective. Pronoun. Adverb. Usage: <i>Any</i> can be used before an adjective or adverb in the comparative form (-er) to mean <i>at all</i> , e.g., any harder, any faster. Informal use to modify a verb should be avoided in writing, e.g., It didn't hurt any. (Simply delete the word any.)
	man y	Same rules as <i>any</i> . Note: Some teachers double underline the letter a for uncommon sound of / ě /. I just think the short a-sound and say it with short e-sound.		Adjective. Degrees of comparison: many, more, most. Noun. Pronoun. Usage: See page 90.
37	cit y	Vowels i and y may say ī at the end of a syllable, but usually say ĩ. Vowel y, not i, is used at the end of English words.	Syllable break: Leave space. For the vowel y, Think to Spell® with the short i-sound even though in pronunciation, we use the long e-sound.	Noun. Plural: cities. Word family: civic, civil, citizen, cemetery. Proper nouns: New York City, Mexico City, Ponca City, Oklahoma City, Salt Lake City.
	on ly	Vowels i and y may say ī at the end of a syllable, but usually say ĩ. Vowel y, not i, is used at the end of English words.	Syllable break: Leave space. o Underline: Single vowel - long sound (2nd sound, name).	Adjective. Adverb. Conjunction. Word family: See page 90. Usage: Avoid ambiguity with <i>only</i> by having it adjoin the word or words it modifies. Variation in its placement can change the meaning of the sentence. E.g., <i>He respects only force. He only respects force. Only he respects force.</i>
Cont.				

New Spelling Words Continued:

Lessons	Words	Spelling Rules	Phonogram Markings	Teaching Notes
Cont. 37	<u>wh</u> ¹ <u>ere</u> ₅	Silent final e, Job 5: No job e.	wh Underline: Two letters work together for one sound in word. e 1 above: To clarify that it is not <u>er</u> but 1st sound of /e/. e Double underline: Silent letter. Write 5 beside double underline: 5th job.	Adverb. Conjunction. Noun. Troublesome words: To clarify student confusion with <i>were</i> , see page 91.
	<u>wee</u> k		ee Underline: Two letters work together for one sound in word.	Noun. Plural: weeks. Root: <i>week</i> and <i>weak</i> are from same root meaning to bend or turn. Homophones: week (7 days); weak (feeble). See page 91.
38	<u>wea</u> k		ea Underline: Two letters work together for one sound in word. Bracket week and weak.	Adjective. Degrees of comparison: weak, weaker, weakest. Synonyms: feeble, anemic, infirm, sickly, frail, delicate, fragile, spineless, helpless, powerless, exhausted, tired, dull, bland, dilute, thin, watery.
	<u>fi</u> rst		ir Underline: Two letters work together for one sound in word.	Noun. Adjective. Adverb. Ordinal number to match one. Spelling Chart 2: Title of column 2. Derivatives from the same root: foremost, forth, further, former, before, from. Usage: For enumeration be consistent, either first, second, third, or firstly, secondly, thirdly.
	se <u>n</u> t			Verb. Irregular forms: send, sending, sent, (have) sent. Antonym: sent / received. Synonyms: ship, mail, dispatch, transmit, televise, telecast, telegraph, forward, refer, direct, hurl, fling, launch, pitch, propel, put, throw, toss.
	ce <u>n</u> t	c: /c/ before e, i, or y says /s/.	A # 2 above the letter c for second sound is unnecessary. The rule tells us that the letter that follows determines the sound. So, the letter e marks the letter c for us. Bracket sent and cent.	Noun. Plural form: cents (homophone: sense). Word family: see <i>Johnny Can Write Teacher's Guide</i> , 111. Homophones: sent (send); cent (penny); scent (smell) [<u>sc</u> in <i>scent</i> is an uncommon phonogram, see <i>Johnny Can Spell Teacher's Guide</i> , 110, science]. See page 91.

New Spelling Words Continued:

Lessons	Words	Spelling Rules	Phonogram Markings	Teaching Notes
39	<u>m</u> ile	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. l Underline: The silent final e reaches over the consonant to get to the vowel. i Underline: Single vowel - long sound (2nd sound, name).	Noun. Plural: miles. Unit of measure: Equal to 5,280 feet or 1,760 yards (1,609 meters). Denver is called the "mile high city."
	<u>s</u> ee <u>m</u>		ee Underline: Two letters work together for one sound in word.	Verb. Homophones: seem (appear); seam (joint). See page 91. Synonyms: appear, look.
	<u>e</u> ven	Vowels a, e, o, u usually say ā, ē, ō, ū at the end of a syllable.	Syllable break: Leave space. e Underline: Single vowel - long sound (2nd sound, name).	Adjective. Antonym: even / rough. Synonym: smooth, level, steady, uniform, constant, calm, stable.
	<u>wi</u> ² <u>th</u> <u>ou</u> t		Syllable break: Leave space. th Underline: Two letters work together for one sound in word. 2 above: 2nd sound. ou Underline: Two letters work together for one sound in word.	Adverb. Preposition. Synonyms: Adverb: outside, outward, out. Preposition: absent, lacking, wanting. Abbreviation: w/o.
40	af <u>t</u> er <u>no</u> on		Syllable breaks: Leave spaces. er Underline: Two letters work together for one sound in word. oo Underline: Two letters work together for one sound in word.	Noun. Plural: afternoons. Meaning: Literally the time of day after the noon hour until sunset. Spelling Chart 2.
	Fri <u>r</u> id <u>a</u> y	Vowels i and y may say ī at the end of a syllable, but usually say ĩ. The letter a is not used to say ā at the end of a word; <u>ay</u> is used most often.	Syllable break: Leave space. i Underline: Single vowel - long sound (2nd sound, name). ay Underline: Two letters work together for one sound in word.	Noun. Proper noun. Derivation: From Old Norse <i>Frigg</i> , goddess of the heavens, wife of Odin; from Old English <i>Frīgedæg</i> , from Germanic compound * <i>frije-dagaz</i> , "day of Frigg." Capitalization: Capitalize months of the year.
Cont.				

New Spelling Words Continued:

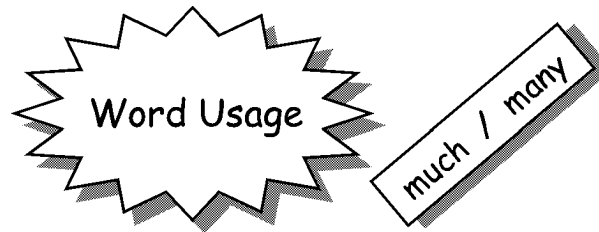
Lessons	Words	Spelling Rules	Phonogram Markings	Teaching Notes
Cont. 40	<u>hour</u>		h Double underline: Silent letter. ou Underline: Two letters work together for one sound in word.	Noun. Plural: hours. Homophones: hour (60 minutes); our (pron.). See page 91.
	<u>our</u>		ou Underline: Two letters work together for one sound in word. Bracket hour and our.	Pronoun: Personal, First person, Plural. Usage: Possessive case that takes a noun [the possessive form of <i>we</i>]. <i>Ours</i> is the form that stands alone. Not to be confused with <i>are</i> in pronunciation.



Word family and history:

The words listed here all come from the same root, meaning number one. The word *one* occurs in rhyming patterns with the word *stone* in Chaucer’s writings. It is, therefore, surmised that it was once spoken with the long o sound as found in *alone*.

- one
- once
- alone
- lone
- only
- none
- atone
- a
- an



Much denotes to a great quantity, degree, or amount. It is used with terms that cannot be counted. (Parts of speech: adjective, noun, adverb.)
Degrees of comparison: Positive: *much*
Comparative: *more*
Superlative: *most*

Many denotes a large, indefinite number. It is used with items that can be counted, if not literally, at least theoretically. (Parts of speech: adjective, noun, pronoun.)
Degrees of comparison: Positive: *many*
Comparative: *more*
Superlative: *most*

Vocabulary Homophones

Homophones in this section:

- week (7 days), weak (not strong)
- sent (send), cent (penny), scent (smell)
- seem (appear), seam (joint)
- our (pronoun), hour (60 minutes)

Homophones in sentences:

week
weak

Seven days make a *week*.
He was *weak* after being very sick.
☺ She was *weak* all *week*.

sent
cent
scent

My mother *sent* me to the store.
The man needs one *cent* more.
The *scent* of the garbage was awful.
☺ She *sent* me to the store with only a *cent* to buy a new *scent*.

seem
seam

Did it *seem* to be a hard job?
The *seam* did not come together well.
☺ I cannot *seem* to make the *seam* come together smoothly.

our
hour

Our house is white.
Grandma will arrive in one *hour*.
☺ *Our* grandma will arrive in one *hour*.

Extending activities:

- Rewrite ☺ sentences; for examples, see page 79.
- Students write ☺ sentences.

Vocabulary Troublesome Words

Where; were; there; their; they're:

Student frequently confuse *where* and *were*. They also confuse *there*, *they're*, and *their*. To assist memory through association, use the following visual and auditory patterns as well as meaning and use of words.

Where did you put my book?

I put it over *there*.

Look, it is *here*!

Where, *there*, and *here* are adverbs expressing position or place.

where₅
there₅
here

I *was* hoping that you *were* at my house.

Was and *were* are past tense forms of the verb "to be."

Was is used with first and third persons singular.
Were is used with second person singular and all plural subjects.

was
were₅

They're taking *their* vacation in August. *They* bought a new car to drive on *their* vacation.

They and *their* are third person plural **pronouns**.

They is the nominative case, used most often as a subject.

Their is the possessive case, used before a noun it modifies.

They're is a contraction for *they are*.

they're₅
they
their

Using Sentence Formulas

For directions about the use of the following sentences, read again page 70 in *Lesson Planner Book 2:1*.

Set A:

- 1 The weather is changing.
- 2 Have you noticed the trees?
- 3 The tree leaves are no longer green.
- 4 What pretty shades of red and yellow they are!
- 5 See how they fall to the ground.
- 6 We should gather some of the leaves to press.
- 7 I know some pretty things we can make with them.
- 8 Soon we must rake the leaves into a big pile.
- 9 What shall we do with the piles of leaves?
- 10 Ask your father.

Answer Key

- 1 * _____.
- 2 * _____?
- 3 * _____.
- 4 * _____!
- 5 () * _____.
- 6 * _____.
- 7 * _____.
- 8 * _____.
- 9 * _____?
- 10 () * _____.

Set B:

- 1 When the cold wind blows, I know summer is over.
- 2 The clouds are gray.
- 3 Heavily they drift across the winter sky.
- 4 Do you think they are snow clouds?
- 5 I hope it snows tonight.
- 6 What fun we will have if it does snow!
- 7 Will you help me build a snowman?
- 8 Save your old hat and scarf for our snowman.
- 9 Maybe we can also make a snow fort.
- 10 Get ready for the snow.

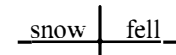
- 1 * _____.
- 2 * _____.
- 3 * _____.
- 4 * _____?
- 5 * _____.
- 6 * _____!
- 7 * _____?
- 8 () * _____.
- 9 * _____.
- 10 () * _____.

Sentences

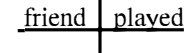
Diagramming Subject & Predicate

For suggestions and questions for the use of the following sentences, see suggestions below.

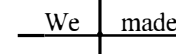
1. Last night, a lot of snow | fell.



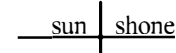
2. My friend | played in the snow with me.



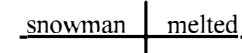
3. We | made a big snowman.



4. In the afternoon, the sun | shone brightly.



5. Our snowman | melted in the warm sunshine.



Diagramming Sentences with Oral Language Activities: Write one of the above right sample sentences on the board. Then, ask the following questions, observing capital letter, punctuation mark, and identifying the verb and its subject. Repeat each day with a different sentence.

- 1 How must every sentence begin? (with a capital letter; highlight the capital)
- 2 How must every sentence end? (with a punctuation mark)
- 3 What kind of sentence is this one? (declarative, interrogative, imperative, or exclamatory)
- 4 What kind of punctuation mark must we put at the end of this sentence? (Put

the punctuation mark in place.)

- 5 Who or what is our sentence about? (Identify subject.)
- 6 So, what is the subject of our sentence? (same answer as #5)
- 7 What did we say about (subject)? (answers vary)
- 8 So, what is the predicate of our sentence? (same answer as #7)
- 9 Between which words should we make the subject / predicate line? (Make a line between subject and verb.)
- 10 Identify the verb (action word) in the sentence. _____ | verb
(Put the verb on the diagram line.)
- 11 Identify the subject of that verb. _____ | verb
(Put the subject on the diagram line.)
- 12 The main idea of the sentence is: (subject verb).

Introduction to Scope and Sequence for Lesson Planner Book 2:1

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, antonyms, and 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 2:1 — 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																
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																
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, qu, 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																

Book 2:1 — Lesson Planner

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
Syllabication: Counting and identifying syllables															
Rules of Syllabication															
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															
Rules of Spelling															
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 2:1 — 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, -ves																	
Verb: -ing, -ed, -s																	
Adjective / Adverb: -er, -est																	
Common derivational suffixes: -er, -or, -ar, able, -ous, -ful, -ure, -ness, -y, -ly, -age, -less, -en, -ish, -al, -ion																	
Common prefix: dis-, de-, un-, re-																	
Compound words																	
Word histories / families																	
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
Noun: Definition																	
Property: Class: Common																	
Proper: Capitalization																	
Compound																	
Property: 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 2:1 — Lesson Planner

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

<i>Continued:</i> PARTS OF SPEECH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Verb: Definition															
Property: Class: Regular, takes -ed suffix															
Irregular: Principal parts															
Property: Tense: Simple past tense															
Adjective: Definition															
Articles: Definition															
Definite - the															
Indefinite - a , an															
Degrees of comparison: Positive															
Comparative: -er, more, less															
Superlative: -est, most, least															
Adverb: Definition															
Pronoun: Definition															
Property: Class: Personal / Memorize															
Conjunction: Definition															
Property: Class: Coordinating															
Prepositions: Memorization / Pin the phrase															
Interjection: Definition															
SENTENCES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Definition															
Begin with capital letter															
End with punctuation mark															
Kinds of Sentences — Purpose															
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															
Kinds of Sentences — Structure															
Complete															
Fragment / Run-on															

Book 2:1 — Lesson Planner

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

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															
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any	87	birds	125	clean	112	fell	149	hour	90	look	53
anything	161	black	137	clear	112	felt	123	hurt	113	mace	54
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at	24	book	53	cloud	125	finish	113	in	25	male	76
bad	39	boy	53	club	123	first	88	indeed	172	man	25
bag	64	brother	75	cold	65	four	172	into	53	many	87
balk	150	bug	64	coming	124	Friday	89	is	24	March	171
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<i>bear</i>	bear	112, 115	<i>meet</i>	meet	173, 175	any	87
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<i>burn</i>	burn	111	<i>see</i>	see	25, 28, 29	it	24, 27
<i>buy</i>	buy	149, 55		seen	123, 127	lady	100
<i>catch</i>	catch	137	<i>set</i>	set	124, 126	let	64, 65
<i>come</i>	coming	124	<i>shut</i>	shut	125	many	87, 90
<i>do</i>	do	14, 28, 29	<i>stand</i>	stands	136, 138	me	14
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<i>fight</i>	fight	149, 151				no	25, 28
<i>go</i>	go	14, 29				not	39, 41, 42
	gone	148				only	87, 90
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	burn	111		cent	88, 91	kitchen	137	should	87							
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	pound	111		clothing	147	mouth	135	trip	174							
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SPELLING WORDS: Parts of Speech

NOUNS:	dash	mace	run	try	VERBS:	date	mouth	start
afternoon	date	mail	school	turn	am	delay	move	state
all	delay	male	sea	twenty	are	do	must	stop
bag	ease	man	season	twin	bag	done	open	suit
bear	express	many	set	two	balk	ease	party	table
bed	eye	March	sir	wagon	bare	express	pass	talk
birds	father	march	soap	walk	be	eye	play	talks
black	felt	meat	space	war	bear	fail	pole	tan
bog	female	meet	spell	watch	became	father	pound	time
bone	fight	mile	stamp	water	become	fell	price	track
book	finish	mother	stands	week	beg	felt	rain	trip
boy	first	mouth	start	wheat	began	fight	reach	try
brother	Friday	move	state	where	begin	finish	ride	turn
bug	garden	news	stop	wife	begun	garden	rode	walk
burn	glass	night	story	will	book	go	rope	war
butcher	goose	oak	street	window	bug	gone	round	warm
buy	grant	party	suit	wish	burn	grant	run	watch
camp	half	pass	summer	world	buy	have	say	water
can	head	peach	table		camp	head	school	will
care	horse	play	talk		can	hurt	season	wish
catch	hour	pole	talks		care	is	see	would
catcher	hurt	pound	tan		catch	keep	seem	write
cause	ice	power	ten		cause	knife	seen	wrote
cent	July	price	tenth		class	let	sent	
child	June	queen	three		clean	light	set	
city	keep	rain	time		clothe	like	short	
class	kitchen	reach	tin		clothing	live	should	
clothing	knife	red	today		cloud	look	shut	
cloud	lady	ride	ton		club	mail	soap	
club	lesson	right	tonight		coming	make	space	
cold	light	road	top		cost	march	spell	
coming	like	rope	track		could	may	stamp	
cost	look	round	trip		dash	meet	stands	
country								

SPELLING WORDS: Parts of Speech Continued

ADJECTIVES:

able
 ago
 all
 another
 any
 bad
 bare
 better
 big
 black
 clean
 clear
 cold
 easy
 even
 first
 full
 good
 head
 high
 last
 late
 little
 live
 many
 next
 no
 now
 old
 only
 open
 poor

red
 right
 round
 short
 small
 smaller
 so
 tenth
 warm
 weak

ARTICLES:

a
 an
 the

ADVERBS:

across
 ago
 all
 any
 around
 behind
 better
 by
 clear
 easy
 first
 indeed
 maybe
 no
 not
 now
 only
 out
 right
 so
 tenth
 tonight
 twice
 where

PRONOUNS:

all
 another
 any
 anything
 he
 herself
 I
 it
 many
 me
 my
 our
 she
 so
 these
 they
 this
 those
 us
 we
 you
 your

PREPOSITIONS:

above
 across
 around
 at
 behind
 between
 but
 by
 in
 into
 like
 of
 on
 out
 over
 unless
 up
 upon
 without

CONJUNCTIONS:

and
 because
 but
 only
 so
 unless
 where

INTERJECTIONS:

indeed
 so