

Johnny Can Spell! * Johnny Can Write!

Lesson Planner

Book 3:1

Sample Pages

Alice Tabor Nine

Phonics, Penmanship, Spelling, Vocabulary
Grammar and Sentence Composition

Book 3:1 — 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

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 spelling, reading, and writing.

In the second Section, we begin a review of easy-to-spell words in order to establish foundational knowledge and practice the word analysis process—Think to Spell®. Then, the difficulty of the words increases and continues to increase 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 these micro- or mini-lessons so easily that they hardly seem like lessons but like the natural flow of conversation.

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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.)

Micro-lessons and mini-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 Books 2 and *3* follow 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 3: 1*) and then move into the second book of that level (*Book 3:2*).

Book 3:1 — 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 3:1* contains Sections 1-15, Lessons 1-75, and *Lesson Planner Book 3:2* 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 235.

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 plan book 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 in each Section and those in the Scope and Sequence at the end of this book (page 235).

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

Dictation:

Purpose: To provide a guide for dictation and an easy answer key for teacher correction of spelling word dictation and sentence dictation. Sentence dictation is designed to serve as an opportunity to review, assess, and/or practice grammar elements and “old” spelling words.

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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. Sentences are made up of words selected from those previously studied. Ideas are given beneath the sentence to further incorporate grammar reviews.

Recommendation: Dictate from these pages. Then, use them as answer keys. If you do not want to incorporate sentence dictation every day, the dictation sentence could be used during oral language 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.

Additional 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 word usage, literary devices listed first. It will be followed by vocabulary, then parts of speech, and finally sentence information.

Recommendation: **Scan these pages before you begin to teach the lessons in each section.** 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.

Spelling Word Cards

Each page in this division is a blackline master of spelling word cards for a given Section. Suggestions for their use are given on page 208.

Morphology: Word Families

Each page in this section contains an extended word family based on a root. The roots have been selected to go along with a spelling word. Cross referencing is done in the Teaching Notes on Spelling Word Pages. The word family can be used with the section in which the spelling word occurs or it can be used at any time during the school year. See *Johnny Can Write Teacher's Guide* as referenced on each word family page for teaching activities and ideas.

Record-Keeping Tools

Morrison-McCall Spelling Scale:

These pages contain information for quick reference to usage and scoring. They also contain a detailed record-keeping table.

Phonogram Inventory:

This page is a table that can be used as a record keeping tool for individual students and/or as a record of instruction.

Teacher Preparation Page:

In preparation to teach Lessons 31-35 read:

Spelling Words:

Lesson Planner Book 3:1, 80-83

Word Usage: rather

Lesson Planner Book 3:1, 83

Parts of Speech:

Activities for practice

Lesson Planner Book 3:1, 84

Nouns: possessives

Johnny Can Write Teacher's Guide, 112-14

Lesson Planner Book 3:1, 84

Prepositions: memorize

Lesson Planner Book 3:1, 85

Interjections

Lesson Planner Book 3:1, 85

Sentence Classification — By purpose:

Lesson Planner Book 3:1, 86

Sentence Classification — By structure of clauses:

Simple, compound, complex sentences:

Lesson Planner Book 3:1, 88-90

Diagramming:

Noun phrase:

Lesson Planner Book 3:1, 86

Mapping a simple, compound, complex sentence:

Lesson Planner Book 3:1, 88-90

Spelling Notebook:

Section O words from the Ayres List:

Johnny Can Spell Teacher's Guide, 28, 129-138

The Writing Road to Reading (Spalding), 190

Words in Lesson 34 begin Section O, Ayres List words.

After the word *voices* in Lesson 34, students should fold the next new page in their Spelling Notebooks in half, and enter the title "O" at the top center on the first base line. To begin word entry, skip a line and enter the word *eight* from Lesson 34 on the next line. Continue to write each analyzed word (broken into syllables with phonogram markings) in the first column and again as a whole word (without markings or syllable breaks) in the second column. **To practice cursive penmanship, write words in second column in cursive.**

Charts:

Spelling Chart 2: *Her first nurse works early.*

- *Johnny Can Spell Teacher's Guide, 89*
Add: leather, oyster, rather

Spelling Chart 6: Adding suffixes to words ending with silent final e

- *Johnny Can Spell Teacher's Guide, 119-20, 128*
smoke, strange, voice: see Teaching Notes

Noun Plural Chart

- *Johnny Can Write Teacher's Guide, 76-82*
- *Lesson Planner Book 3:1, 46, 59*
linen, mixture, oyster, uncle, comfort:
process all possibilities, say no to all, add -s
village, voice: end with hiss, add -es = villages, voices
fairy: ends with y, change to ie and add -s = fairies
echo: ends with o, change o to oe and add -s = echoes

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Section 7
Lessons 31-35

Teaching Points for Section 7:

Dictionary Skills

- Alphabetical order: alphabetizing words
- Dictionary drills

Penmanship

- Habits of penmanship
- Letter formation: lower / capitals in manuscript and cursive

Phonological Knowledge

- 70 phonograms: sound & symbol correspondences

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 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.
 - 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.
 - Silent final e, job 3: The silent final e lets the letter c or g make its soft sound.
 - Silent final e, job 4: In English, every syllable must have a written vowel.
 - Never write s after x.
 - c: /c/ before e, i, or y says /s/.
 - Two identical consonants are divided when they occur between vowel sounds within the base word. We sound each consonant during Think to Spell®.
 - A prefix or suffix usually forms a separate syllable.
- 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.
- Spelling common words

Vocabulary

- Homophones
 - peace steal eight
- Antonyms
 - peace rough afraid
- Synonyms
 - rough

Word Usage

- rather

Derivation

- Prefixes: un-, dis-
- Suffixes: -ed, -ing, -s, -es, -er, -est, -ure, -ly, -ness, -ful, -able
- Roots: fairy, afraid, comfort, mixture
- Derivatives: mixture, peace, smoke, strange
- Compounds: fairy, leather, oyster, peace, smoke

Parts of Speech

- Parse: review definitions and properties
- Nouns: forming plurals and possessives
- Irregular verb: to steal
- Verb tenses: present, past, future
- Adjectives / adverbs, degrees of comparison
- Interjection: peace

Sentences - Oral and Written

- Sentence classification by clauses
 - kinds by purpose
 - simple, compound, complex
- Diagramming sentences
- Elaboration

Sentence Elements

- Diagramming sentence elements:
 - subject/verb appositive direct object
 - prepositional phrases predicate nominative

Capitalization & Punctuation

- Capitalization and end punctuation marks
- Proper nouns: village
- Titles with names: uncle
- Exclamation mark with interjection: peace
- Quotation marks: voice, echo, echoes
- Apostrophe: with numbers in plural form (eight)

Literary Devices

- Idioms: peace, voice

At a Glance: Lessons 31-35

<p>Lesson 31</p> <p>Phonograms: Flash Card Drill</p> <p>Dictation: (pp 78-79)</p> <p>New words: (p 80) echo fairy echoes leather</p> <p>Charts: Spelling Chart 2: leather</p> <p>Derivation: Compounds: fairy, leather Roots: fairy</p> <p>Parts of speech: Noun plurals: echo, echoes, fairy</p> <p>Punctuation: Quotation marks: echo, echoes</p> <p>Writing: Dialogue: echo, echoes</p>	<p>Lesson 32</p> <p>Phonograms: Flash Card Drill</p> <p>Dictation: (pp 78-79)</p> <p>New words: (pp 80-81) linen oyster mixture peace</p> <p>Charts: Spelling Chart 2: oyster</p> <p>Vocabulary: Homophones: peace Antonyms: peace Word reservoir: linen</p> <p>Derivation: Derivatives: mixture, peace Roots: mixture Compounds: oyster, peace</p> <p>Parts of speech: Noun plurals: linen, mixture, oyster Interjection: peace</p> <p>Literary device: Idiom: peace</p> <p>Punctuation: Exclamation mark: peace</p> <p>Writing: ☺ Sentences: peace</p>	<p>Lesson 33</p> <p>Phonograms: Flash Card Drill</p> <p>Dictation: (pp 78-79)</p> <p>New words: (p 81) rough steal smoke strange</p> <p>Charts: Spelling Chart 6: smoke, strange</p> <p>Vocabulary: Homophones: steal Antonyms: rough Synonyms: rough</p> <p>Derivation: Derivatives: smoke, strange Compounds: smoke</p> <p>Parts of speech: Irregular verb: steal Verb tense: steal Adjectives, degrees: rough, strange</p> <p>Writing: ☺ Sentences: steal</p>	<p>Lesson 34</p> <p>Phonograms: Flash Card Drill</p> <p>Dictation: (pp 78-79)</p> <p>New words: (p 82) village voices voice eight</p> <p>Charts: Spelling Chart 6: voice, village</p> <p>Vocabulary: Homophones: eight Word reservoir: village</p> <p>Parts of speech: Noun plurals: voice, voices, vil- lage Verb tenses: voice</p> <p>Capitalization: Proper nouns: village</p> <p>Punctuation: Apostrophe, plural form of num- bers: eight Quotation marks: voice</p> <p>Literary device: Idiom: voice</p> <p>Writing: ☺ Sentences: eight Dialogue: voice, voices</p>	<p>Lesson 35</p> <p>Phonograms: Flash Card Drill</p> <p>Dictation: (pp 78-79)</p> <p>New words: (pp 82-83) afraid rather uncle comfort</p> <p>Charts: Spelling Chart 2: rather</p> <p>Vocabulary: Antonyms: afraid Word pair: uncle</p> <p>Word usage: rather</p> <p>Derivations: Roots: afraid, comfort</p> <p>Parts of speech: Noun plural: uncle, comfort Proper noun: uncle Possessive noun: uncle Verb tenses: comfort Adjective, degrees: afraid</p> <p>Capitalization: Titles with names: uncle</p>
<p>During lessons:</p> <p>Dictionary: Dictionary drills</p> <p>Parts of speech: Identify parts of speech with new words Inflection, i.e., noun plurals, verb forms, and <i>-er/-est</i> to adjectives Recite prepositions / pronouns Parse selected words (pp 87, 207-208)</p> <p>Oral & written sentences: Create oral sentences with spelling words</p>	<p>Complete vs. run-on or fragment: subject & predicate questions (p 17) Practice all four kinds w/ formulas (p 33) Pin prepositional phrases (p 61) Diagram subject and predicate line (p 62) Elaboration: Ask adj. / adv. questions to help students create sentences Introduce simple, compound, complex sentences (pp 88-90)</p> <p>Elaboration: (at least once in each section, p 60) Web modifiers for nouns Web modifiers for verbs</p>	<p>Independent practice: (This can be seatwork or homework) Practice new words and misspelled words from dictation Write sentences, one of each kind, using spelling words (cursive) Incorporate something from lesson in the sentence Put new words in alphabetical order (p 8); use cursive</p>		



Also see pages 83-90

Phonogram & Word Dictation:

Lesson 31

Phonogram Dictation:

Dictate 20 in random order.

Word Dictation:

bag let
 beg live
 big live₂
 bog moth₂ er
 bug play
 child say
 cold school
 come₅ sea
 ice street
 late three

Lesson 32

Phonogram Dictation:

Dictate 20 in random order

Word Dictation:

bag ech₂ o
 beg ech₂ oes₂
 big fair y
 bog moth₂ er
 bug play
 child leath₂ er
 cold live₂
 let live
 ice sea
 late three

Lesson 33

Phonogram Dictation:

Dictate 20 in random order

Word Dictation:

big mix ture
 ech₂ o ech₂ oes₂
 beg fair y
 oys ter moth₂ er
 bog play
 bug leath₂ er
 child sea
 cold three
 ice lin en
 peace₃ bag

Lesson 34

Phonogram Dictation:

Dictate 20 in random order

Word Dictation:

ech₂ o mix ture
 ice fair y
 oys ter leath₂ er
 sea steal
 ech₂ oes₂ smoke
 child strange
 cold three
 rough₃ lin en
 play moth₂ er
 bug peace₃

Lesson 35

Phonogram Dictation:

Dictate 20 in random order

Word Dictation:

ech₂ o voice₃
 voic₂ es₂ fair y
 oys ter leath₂ er
 sea eight
 ech₂ oes₂ smoke
 child vil lage
 peace₃ mix ture
 rough₃ lin en
 play ice
 strange steal

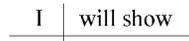
Sentence Dictation:

Lesson 31

I will show you the picture of the eagle.

Pin the prepositional phrase. (*of the eagle*)

Diagram verb (*will show*) **and subject** (*Who will show? I*).



Write the plural for eagle. (*eagles*)

Rewrite original sentence with verb in past tense. (*I showed you the picture of the eagle.*)

Rewrite original sentence as an interrogative.

(For example: *Will I show you the picture of the eagle?*)

Lesson 34

The flowers were a pretty sight beside the country road.

Pin the prepositional phrase. (*beside the country road*)

Diagram verb (*were*) **and subject** (*What were? flowers*).



Write the nouns. (*flowers, sight, country, road* [*country* is a noun that modifies *road*])

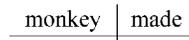
Rewrite original sentence as an interrogative.

(For example: *Were the flowers a pretty sight beside the country road?*)

Lesson 32

The monkey made too much noise.

Diagram verb (*made*) **and subject** (*Who/what made? monkey*).



Write the plural for monkey. (*monkeys*)

Rewrite original sentence with verb in future tense. (*The monkey will make too much noise.*)

Rewrite original sentence as an interrogative.

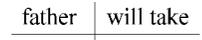
(For example: *Did the monkey make too much noise?*)

Lesson 35

Father will take a trip to see his older brother.

Diagram verb (*will take*) **and subject** (*Who will take? father*).

[*to see* is an infinitive verb]



Write the nouns. (*Father, trip, brother*)

Rewrite original sentence as an interrogative.

(For example: *Will Father take a trip to see his older brother?*)

Rewrite original sentence in past tense.

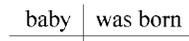
(For example: *Father took a trip to see his older brother.*)

Lesson 33

The baby was born on Tuesday.

Pin the prepositional phrase. (*on Tuesday*)

Diagram verb (*was born*) **and subject** (*Who was born? baby*).



Write the plural for baby. (*babies*)

Rewrite original sentence as an interrogative.

(For example: *Was the baby born on Tuesday?*)

NOTES:

New Spelling Words:

Lessons	Words	Spelling Rules	Phonogram Markings	Teaching Notes
31	<u>ech</u> <u>o</u>	Vowels a, e, o, u, usually say ā, ē, ō, ū, at the end of a syllable.	Syllable break: Leave space. ch Underline: Two letters work together for one sound in word. 2 above: 2nd sound. o Underline: Single vowel - long sound.	Noun. Plural: echoes, see next entry. Verb. Forms: echo, echoing, echoed. Meaning: sound sent back; to send back a sound. Punctuation: See page 62 for use of quotation marks.
	<u>ech</u> <u>oes</u>	To form the plural, change o to <u>oe</u> and add s. The change of o to <u>oe</u> keeps the vowel sound long. See <i>Johnny Can Write Teacher's Guide</i> , 78. Bracket echo and echoes.	Syllable break: Leave space. ch Underline: Two letters work together for one sound in word. 2 above: 2nd sound. oe Underline: Two letters work together for one sound in word. s 2 above: 2nd sound.	Noun. Singular: echo (see above). To form plural, change o to <u>oe</u> and add s. This is done to make certain that the vowel sound stays long. See page 46. Verb. Third person singular, i.e., <i>he echoes, she echoes, it echoes</i> .
	<u>fair</u> <u>y</u>	Vowels i and y may say ī at the end of a syllable, but usually say ī. Vowel y, not i, is used at the end of English words.	Syllable break: Leave space. ai Underline: Two letters work together for one sound in word.	Noun. Plural: fairies; change y to <u>ie</u> and add -s. Possessives: fairy's, fairies'. Origin: Fr Latin, <i>Fata</i> , goddess of fate. Compounds: fairyland, fairy-tale or fairy tale, fairy godmother.
	<u>leath</u> <u>er</u>		Syllable break: Leave space. ea Underline: Two letters work together for one sound in word. 2 above: 2nd sound. th Underline: Two letters work together for one sound in word. 2 above: 2nd sound. er Underline: Two letters work together for one sound in word.	Noun. Compounds: leatherjacket, leatherwear, leatherneck (slang for Marine). Note: A <i>leatherback</i> (<i>Dermochelys coriacea</i>) is the largest living sea turtle; found in tropical waters. Spelling Chart 2.
32	<u>lin</u> <u>en</u>		Syllable break: Leave space.	Noun. Meaning: thread or paper made from the fibers of the flax plant. <i>linens</i> . Meaning: articles made from linen or similar cloth, i.e., cotton: bedsheets, tablecloths, towels; linen closet.
	<u>mix</u> <u>ture</u>	Never write s after x. 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.	Syllable break: Leave space. e Double underline: Silent letter. No number. r Underline: The silent final e reaches over a consonant to get to the vowel. u Underline: Single vowel - long sound.	Noun. Plural: mixtures. Derivation: <i>mix</i> + <i>-ure</i> , condition, process = <i>mixture</i> , mixed condition. Word family: Fr same root, miscellaneous.
Cont.				

New Spelling Words Continued:

Lessons	Words	Spelling Rules	Phonogram Markings	Teaching Notes
Cont. 32	<u>oys</u> <u>ter</u>		Syllable break: Leave space. oy Underline: Two letters work together for one sound in word. er Underline: Two letters work together for one sound in word.	Noun. Plural: oysters. Meaning: edible bivalve mollusk. Spelling Chart 2. Compounds: <i>oyster bed</i> , place where oysters are raised; <i>oyster cracker</i> , a small, dry, round soda cracker; <i>oyster crab</i> , a crab that lives in shell of oyster or clam; <i>oysterman</i> , one who catches and sells oysters; <i>oystercatcher</i> , bird, eats oysters.
	<u>peace</u> ₃	Silent final e, job 3: The silent final e lets the letter c or g make its soft sound (second sound). c: /c/ before e, i, or y says /s/. Note: The silent final e is retained when <i>-able</i> is added to <i>peace</i> , forming <i>peaceable</i> so the c will give its second sound.	ea Underline: Two letters work together for one sound in word. e Double underline and put 3 beside lines: 3rd job of silent final e. c Underline: It is the reason we need e.	Noun. Meaning: absence of war or hostilities. Interjection: Peace! (greeting, farewell, a request for silence). Derivatives: peaceful, peacefully, peacefulness, peaceable. Compounds: peacemaker, peacekeeper, peacetime, peace officer, peace offering, peace pipe. Homophones: peace (harmony); piece (part); see page 84. Antonyms: peace / war. Idiom: "hold one's peace." Meaning, keep silent.
33	³ <u>rough</u>	Only 7 words survive from an OE dialect with gh carrying the sound /f/: <i>rough, tough, enough, cough, trough, slough, laugh</i> .	ough Underline: Four letters work together for one sound in word. 3 above: 3rd sound.	Adjective. Degrees of comparison: rough, rougher, roughest. Noun. Verb. Forms: rough, roughing, roughed. Synonyms: See page 84. Antonyms: rough / smooth; easy; polished. Discussion: Why do we call some writing a <i>rough draft</i> ?
	<u>smo</u> <u>ke</u>	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. k Underline: The silent final e reaches over a consonant to get to the vowel. o Underline: Single vowel - long sound.	Noun. Verb. Forms: smoke, smoking, smoked; use Spelling Chart 6. Derivatives: smoker, smoky, smokeless. Compounds: smokejumper, smokehouse, smoke detector, smoke bomb.
	<u>steal</u>		ea Underline: Two letters work together for one sound in word.	Verb. Irregular forms: steal, stealing, stole, (have) stolen. Homophones: steal (take); steel (metal); see page 84.
	<u>stran</u> <u>ge</u>	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. g Underline: The silent final e reaches over two consonant both n and g to get to the vowel. (They are not <u>ng</u> .) a Underline: Single vowel - long sound.	Adjective. Degrees of comparison: strange, stranger, strangest; use Spelling Chart 6. Derivatives: <i>strange + er</i> , one who = <i>stranger</i> , one who is <i>strange</i> ; <i>strange + -ly = strangely</i> (adv.); <i>strange + -ness = strangeness</i> (n.).

New Spelling Words Continued:

Lessons	Words	Spelling Rules	Phonogram Markings	Teaching Notes
34	<u>vil</u> <u>lage</u>	Two identical consonants are divided when they occur between vowel sounds within the base word. Sound each consonant during Think to Spell®. Silent final e, job 1: Without the silent final e the syllable would have been closed with a short vowel.	e Double underline: Silent letter. No number. g Underline: The silent final e reaches over a consonant to get to the vowel. a Underline: Single vowel - long sound. Note: Silent final e also does job 3.	Noun. Plural: villages, ends with hiss, add -es, Spelling Chart 6. Meaning: a small group of dwellings in a rural area. Municipalities: city / town / village (according to size) Synonyms: <i>city</i> : metropolis (1 city), megalopolis, metroplex (more than 1 city); <i>town</i> : borough, precinct, burg (informal); <i>village</i> : hamlet (German, <i>ham</i> , <i>village</i> , <i>let</i> = little; same root for <i>home</i>). Proper nouns: Substitute names for villages in sentences.
	<u>voic</u> <u>e</u> ²	A prefix or suffix usually forms a separate syllable. Note: Skip a line, enter <i>voice</i> , then enter <i>voices</i> on skipped line applying rule for Spelling Chart 6 to add -es.	oi Underline: Two letters work together for one sound in word. s 2 above: 2nd sound.	Noun. Singular: voice (see entry below). Verb. Third person singular, <i>he voices</i> , <i>she voices</i> , <i>it voices</i> . Idiom: "with one voice." Meaning: in complete agreement. Punctuation: See page 45 for use of quotation marks.
	<u>voic</u> <u>e</u> <u>e</u> ₃	Silent final e, job 3: The silent final e lets the letter c or g make its soft sound (second sound). c: /c/ before e, i, or y says /s/. Bracket voice and voices.	oi Underline: Two letters work together for one sound in word. e Double underline and put 3 beside lines: 3rd job of silent final e. c Underline: It is the reason we need e.	Noun. Plural: voices, ends with hiss, add -es, Spelling Chart 6. Verb. Forms: voice, voicing, voiced; use Spelling Chart 6. Linguistics: <i>voice</i> - sounds made with the vibration of vocal cords; w/ vibration, sounds are voiced, w/o vibration, sounds are voiceless; <i>Johnny Can Spell Teacher's Guide</i> , 167-68.
	<u>eight</u>	Begin a new page in Spelling Notebook for Section O words. (<i>Johnny Can Spell Teacher's Guide</i> , 126)	eigh Underline: Four letters work together for one sound in word.	Noun. Plural: 8's. Must use the apostrophe in plural form of numbers / letters; see <i>JCWrite Teacher's Guide</i> 57, under <i>apostrophe</i> . Adjective. Homophones: eight (8); ate (food); see page 84.
35	<u>a</u> <u>fraid</u>	Vowels a, e, o, u, usually say ā, ē, ō, ū, at the end of a syllable.	Syllable break: Leave space. a Underline: Single vowel - long sound. ai Underline: Two letters work together for one sound in word.	Adjective. Degrees of comparison: use <i>more</i> and <i>most</i> . Meaning: filled with fear. Derivation: Fr Latin, literal meaning, "to remove from peace." Antonyms: afraid / unafraid (<i>un-</i> , not).
	<u>un</u> <u>cle</u> ₄	Silent final e, job 4: In English, every syllable must have a written vowel.	Syllable break: Leave space. e Double underline and put 4 beside lines: 4th job of silent final e.	Noun. Plural: uncles. Possessives: uncle's, uncles'. Word pair: uncle and aunt. Proper noun: Used as a title with names, e.g., Uncle Jim.
Cont.	Uncle Sam: US government is personified as Uncle Sam, derived from the initials, U.S., first recorded in 1813 in N.Y.			

New Spelling Words Continued:

Lessons	Words	Spelling Rules	Phonogram Markings	Teaching Notes
Cont. 35	ra ² th er		Syllable break: Leave space. th Underline: Two letters working together for one sound in word. 2 above: 2nd sound. er Underline: Two letters working together for one sound in word.	Adverb. Meanings: preferably; more exactly; somewhat; on the contrary. Usage: See below. Spelling Chart 2.
	com fort		Syllable break: Leave space.	Noun. Plural: comforts. Meanings: a feeling of well-being, contentment; help, assistance. Verb. Forms: comfort, comforting, comforted. Meaning: to soothe or ease in distress or affliction. Derivation: Root meaning, to strengthen. Derivatives: comfortable, discomfort (<i>dis-</i> , not, opposite, undo) uncomfortable, comforter, comfy (slang).

rather

Word Usage

rather a / a rather

As an expression of preference, either of the following is acceptable:

would rather:

We *would rather* buy a new one than take a chance on a used one. I *would rather* be here with you.

should rather: (should is considered more formal)

I *should rather* my grandson attended the event with me.

had rather:

I *had rather* stay than leave.

(Frequently used as a contraction form, *I'd rather* = *I would rather*; *I had rather*)

Usage of *rather a* / *a rather*:

Before an **unmodified noun**, use *rather a*,
e.g., *rather a disaster*

Before a **modified noun**, use either *rather a* or *a rather*,
e.g., *a rather terrible disaster*, *rather a terrible disaster*

- When using *rather a*, *rather* qualifies either the adjective or the entire noun phrase
- When using *a rather*, *rather* qualifies only the adjective it precedes

Homophones

Homophones in this section:

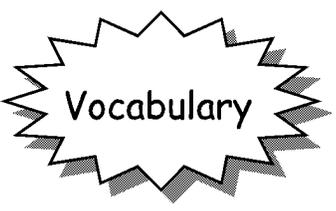
peace (harmony); piece (part)
steal (take); steel (metal)
eight (8); ate (food)

Homophones in sentences:

peace piece	We have enjoyed the years of <i>peace</i> . Would you like a <i>piece</i> of pie? ☺ I will keep the <i>peace</i> by giving my brother my <i>piece</i> of pie.
steal steel	Do not <i>steal</i> . The whistle blew at the <i>steel</i> mill. ☺ He tried to <i>steal</i> the <i>steel</i> beams.
eight ate	She has <i>eight</i> cookies. The boy <i>ate</i> his lunch. ☺ He <i>ate</i> her <i>eight</i> cookies.

Remember to rewrite the ☺ sentences using word(s) to replace homophones.

These suggestions are activities that can be done daily with new spelling words. See page 129 in this book for more information.



Word Reservoir
Synonyms for rough

Noun	Adj.	Adj.	Adj.	Adj.	Adj.
a plan	lacks sophistication	having scales	full of bumps	with great effort	texture of grain
sketch	tacky	scaly	bumpy	difficult	bumpy
draft	uncouth	scabby	bouncy	hard	grainy
model	rude		jerky	oppressive	lumpy
design	crude		lumpy	rigorous	textured
blueprint	unrefined			tough	uneven
				strenuous	
				wearisome	

Parts of Speech Review Activities

Nouns:

- ▶ As you analyze new spelling words every day, take each noun through the process of making it plural and/or possessive.
- ▶ Encourage students to use the plural/possessive forms of new spelling words in their sentences.
- ▶ Web the nouns to form descriptive noun phrases or increase elaboration in sentences.
- ▶ Choose correct article (*the, a, an*) to go with a noun; check to see if it must change when modifiers are added.
- ▶ List possible proper nouns for a common noun if possible. Substitute proper nouns for common nouns in sentence writing when appropriate.

Verbs:

- ▶ Continue to recite / snap irregular verb forms.
- ▶ Web the verbs to increase elaboration in sentences.
- ▶ Practice using different verb tenses in sentences.

Adjectives & Adverbs:

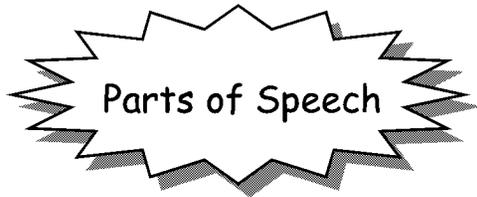
- ▶ Review forms that express degrees of comparison (-er, -est, more, most, less, least).
- ▶ Use in sentences and identify which adjective / adverb question is answered.
- ▶ Diagram adjectives (noun phrase) and adverbs.

Prepositions:

- ▶ Continue to review and rehearse prepositions in alphabetical order with chart, with rhythm activity, etc.
- ▶ Pin and/or diagram prepositional phrases in sentences.

Pronouns:

- ▶ Continue to recite personal pronouns.
- ▶ Identify pronouns in sentences; discuss their antecedents (the nouns / noun phrases they represent).



Interjections

A part of speech usually expressing emotion and capable of standing alone is called an interjection. E.g., *Ugh!* or *Wow!*
When it stands alone, use the exclamation mark.
Abbreviations used in dictionary: interj., int.

Prepositions

Memorization:
Continue to add more prepositions to your chart. Recite daily all prepositions given to date.
Pin the phrase:
Pin a few prepositional phrases in sentences each day. See page 61 in this book for more information

on
onto
out

outside
over
past

Possessive Nouns

Carefully read *Johnny Can Write Teacher's Guide*, 112-14. Draw from the information and ideas presented there to introduce the meaning, use, and formation of possessive nouns.

Words can be selected from former spelling words or words that are generated during the lesson. Remember that inanimate things do not take the sign of possession (e.g., *the roof of the house*, or *the house roof*; NOT *the house's roof*). Animate nouns represent humans or animal life. Inanimate nouns represent non-living things or plant life (cannot move under its own power).

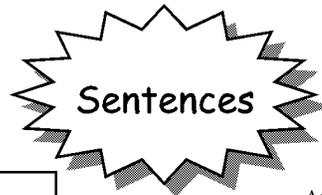
Explain that the root of *apostrophe* means "dropping out." It is used to stand for sounds and letters dropped out of the old possessive suffix. (The apostrophe is also used to hold place when sounds/letters are dropped out to form contractions.)

Quick and Easy Rehearsal: Each time you encounter a spelling word that is a noun which names a person or an animate (animal life) thing, take a moment to process the noun possessive rules to change it to the possessive case. In no time at all, your students will have mastered the rules governing the formation of noun possessives. The quick review can be incorporated when you are forming the plurals of nouns. Use the idea of the four columns given in *Johnny Can Write Teacher's Guide*, 114, and to the left on this page. Also, use the possessive form(s) in oral sentences.

Steps for Quick and Easy Rehearsal:

- 1 Place the appropriate spelling word in the first column (a singular noun naming a person or animate thing).
- 2 Review the plural rules and write its plural form in the third column.
- 3 Use the word in a sentence as a singular possessive and write the singular possessive form in second column. (**You will never be wrong** if you form a singular possessive by adding *-s* regardless of the letter the at the end of the word.)
- 4 Use the word in a sentence as a plural possessive. Process the options and write plural possessive form in the fourth column.
- 5 Create sentences with the four forms used correctly.

singular	singular possessive add -'s	plural	plural possessive	
			ends with s add -'	does not end w/ s add -'s
man	man's	men		men's
girl	girl's	girls	girls'	



Using Sentence Formulas

For directions, see page 33 in this book.

- 1 I never travel anywhere.
- 2 My soft body is protected by two hinged shells.
- 3 I do not live in fresh water.
- 4 In what kind of water do you think I must live?
- 5 My favorite food is the stuff that colors water, algae.
- 6 As I get my food, I filter up to 50 gallons of water every day.
- 7 What a beautiful blue I can make the water!
- 8 People like to harvest me and eat me.
- 9 I can turn a grain of sand into a gem.
- 10 Guess what I am. (A: I am an oyster.)

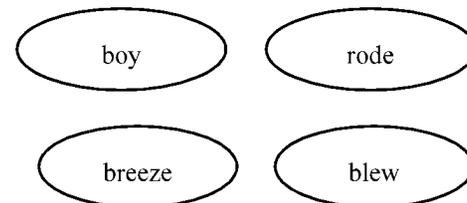
Answer Key

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

Writing with Elaboration

Write one of the following sentences on the board. Beneath, put the noun in a circle and ask the adjective questions: **Which one? What kind? How many?** Place all answers on the web. Put the verb in a circle and ask the adverb questions: **How? When? Where? Why?** Web the answers around the verb. Choose modifiers from the webbed ideas, and rewrite the sentence. The sentence rewrite can be an activity for the whole group, small group, or individual. See page 103.

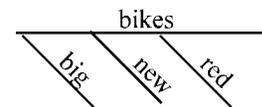
1. The boy rode his bike.
Rewrite example: *Just after lunch yesterday, the boy next door rode his bike to the park to meet his sister.*
2. The breeze blew.
Rewrite example: *The cool autumn breeze blew our neatly piled leaves out of the curb and into our neighbor's yard.*



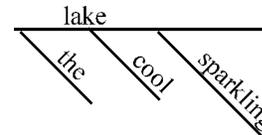
Analyzing a Noun Phrase: Diagramming

Write one of the following sentences on the board. Beneath, on a line write the noun. Ask the adjective questions: Which one? What kind? How many? Place answers on slanted lines beneath the noun. See the models given below. Repeat each day with a different sentence. You may explain the diagram lines at this time.

1. My father bought my brother and me big new red bikes.



2. On a hot summer day, we rode our bikes along the cool sparkling lake.



For more information about diagramming noun phrases, see *Johnny Can Write Teacher's Guide*, 130-32, 273.

- 1 Which one?
- 2 What kind?
- 3 How many?

The oyster is a bivalve mollusk.

Parsing

- Parse the word *is*.
What part of speech is the word *is*? A: Verb.
How do you know it is a verb?
 - Give the definition for a verb.
 - Is* expresses state of being.
 - Snap the verb forms of *to be*: *be, being, been, am, are, is, was, were*.
 Does a verb form follow *is*?
A: No, Therefore, *is* does not work as an auxiliary verb.
What is its function? A: *Is* is the heart of the sentence. It links the predicate to the subject.

The root meaning of *verb* is "word."
The verb (verb phrase) is the heart of the clause (or sentence).
Enclose it in a heart when it is identified.

The oyster  is a bivalve mollusk.
(Point out suffix *bi-* in *bivalve*, meaning two.)

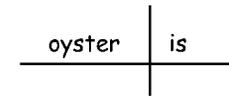
- Parse the word *the*.
What part of speech is the word *the*? A: Article (adj.).
What kind of article is *the*? A: A definite article.
What does *the* point out? A: The noun *oyster*. An article is the "hinge" upon which a noun phrase turns. An article introduces a noun phrase.
Name the three articles. A: *the, a, an*.

For helps, see *Johnny Can Write Teacher's Guide*, 259-63 for parsing, and 265-76 for diagramming.

Diagramming

- This is a declarative sentence.
- There are no prepositional phrases.

The oyster is a bivalve mollusk.

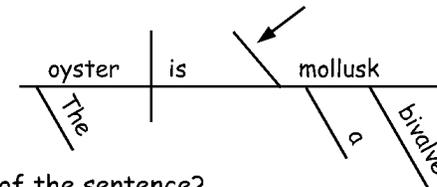


- Diagram the verb and its subject.
What is the verb? *is*
Snap: *be, being, been; am, are, is; was, were*
Check to see if a verb form follows *is*.
No, so it is not an auxiliary verb.
Who / what *is* a bivalve mollusk? *oyster*

- Does a noun, pronoun or adjective follow the verb *is* and rename or modify the subject, *oyster*?
Yes, a noun phrase follows the verb. *a bivalve mollusk*
Is is a linking verb. *Mollusk* is the predicate nominative—a noun in the predicate renaming the subject.

This slanted line is for a predicate nominative or predicate adjective (first time mentioned in this book).

Simple Sentence



- What is the main idea of the sentence?
oyster is mollusk

See *Johnny Can Write Teacher's Guide*, 115-17, 163-67, 274, 279, 283, 285 for more information about linking verbs and predicate nominatives.

Introduction to Scope and Sequence for Lesson Planner Book 3:1

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 3:1 — 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
Segmenting sounds in word																
Segmenting syllables in word																
DICTIONARY SKILLS		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Alphabetic order of letters																
Alphabetizing words: By first letter																
To any letter																
Locating words in dictionary																
Using information in the dictionary																
PENMANSHIP		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Habits of penmanship																
Letter formation: Manuscript																
Cursive																
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, ol, oo, ch, ng, ea, ar, ck, ed, or, wh, oa																
Final multi-letter phonograms: ey, igh, ei, igh, ie, kn, gn, wr ph, dge, oe, tch, ti, si, ci, ough																
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																

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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
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 o - r 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, not ti or ci, says /zh/																
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																
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, 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, -ance, -ee, -th, -ty, -teen, -oid, -ive, -ory, -ize																
Common prefix: dis-, de-, un-, re-, tri-, pre-, mis-, ad-, fore-, quadru-, tetra-, co-, in-, il-, ir-, en-																
Compound words																
Word histories / families																

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Sections 1-15 (Lessons 1-75)

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															
PARTS OF SPEECH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Noun: Definition															
<i>Property: Class:</i> Common															
Proper: Capitalization															
Compound															
Collective															
<i>Property: Number:</i> Singular - Plural (rules)															
Adding -s or -es															
Nouns ending with y															
Nouns ending with f / fe															
Nouns ending with o															
Special forms - Irregular forms															
Same form															
<i>Property: Case:</i> Possessive															
Verb: Definition															
<i>Property: Class:</i> Regular, takes -ed suffix															
Irregular: Principal parts															
<i>Property: Tense:</i> Simple tenses: present, past, future															
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															
<i>Property: Class:</i> Personal / Memorize															
Conjunction: Definition															
<i>Property: Class:</i> Coordinating & Subordinating															
Prepositions: Memorization / Pin the phrase															
Interjection: Definition															

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

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															
Interrogative															
End punctuation: question mark															
Imperative															
End punctuation: period															
Exclamatory															
End punctuation: exclamation mark															
Introductory words: how / what															
Kinds of Sentences — Structure															
Complete															
Fragment / Run-on															
By clauses: Simple, compound, complex															
Comma use w/ compound & complex															
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 adverbs															
Connective Elements															
Coordinating conjunction															
Compound elements and series															
Comma use															
Compound sentence															
Subordinating conjunction															
Complex sentence															
Comma use															
Independent Elements															
Interjection															
Use of exclamation mark															
Dialogue: Quotation marks and other punctuation															

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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 dialogue																	
Letter writing																	
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																	
Relative title as name, e.g., Mother																	
Titles: Miss																	
Days of week & months of year																	
Titles of publication (literary works)																	
LITERARY DEVICES			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Rhymes																	
Alliteration																	
Idiom																	
Simile																	
Personification																	
Oxymoron																	

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SPELLING WORDS: Parts of Speech

NOUNS:	empire	man	rough	voices	VERBS:	echo	perfect	tan
address	engine	mayor	run	wait	address	echoes	picnic	threw
August	entrance	measure	sailor	weather	am	elect	play	throw
auto	fact	mixture	school	whole	appear	endure	police	time
awe	fairy	mother	sea	will	are	enjoy	quiet	travel
bag	fields	mountains	second	worth	attend	entrance	quit	treasure
beauty	figure	music	sentence	writer	auto	explain	rate	trouble
bed	flight	must	September		awe	fields	refuse	vacation
board	fortune	nails	shed		bag	figure	remain	visit
bog	forty	navy	shine		be	getting	repair	voice
book	four	needle	slide		beg	go	repeats	voices
boy	fourteen	oar	smoke		board	have	reprove	wait
bug	fourth	object	station		book	hole	request	weary
can	fourth	objection	street		bug	intend	restrain	weather
canoe	friend	oyster	surface		can	is	retire	will
captain	friends	palace	tan		canoe	jail	rise	write
cellar	hole	peace	ten		captain	judge	rough	writing
chief	holiday	penny	three		carried	knew	run	
child	ice	picnic	throw		carry	know	say	
cloth	in	play	Thursday		cellar	let	school	
clothes	it	pleasure	time		clothe	lie	second	
comfort	jail	police	tin		come	like	see	
company	judge	population	today		comfort	live	sentence	
complaint	leather	prison	ton		company	look	shed	
creature	lemon	public	top		contain	lying	shine	
degree	liberty	quiet	travel		covered	make	shining	
direction	lie	rapid	treasure		declare	may	slide	
distance	like	rate	trouble		declared	measure	smoke	
district	linen	red	uncle		direct	must	spend	
duty	look	regular	vacation		distance	nails	station	
echo	loss	repair	village		district	needle	steal	
echoes	mace	request	visit		do	oar	struck	
eight	madam	rise	voice		double	object	surface	
elect								

SPELLING WORDS: Parts of Speech Continued

<p>ADJECTIVES: a afraid ago all an awful bad beautiful big chief cold direct distant double eight enough farther good holy importance important in last late little live no none now old perfect personal</p>	<p>proper public quiet rapid red regular repeats rough royal second so strange sudden the through true usual weary whole</p> <p>ARTICLES: a an the</p>	<p>ADVERBS: aboard ago awful by double enough farther in instead no none not now out quite rather so through truly</p>	<p>PRONOUNS: everything he it me my nobody she so this us we you your</p>	<p>PREPOSITIONS: at between but by during in into of on out over so through until up</p>	<p>CONJUNCTIONS: and but so until whether</p> <p>INTERJECTIONS: enough peace so</p>
--	---	---	--	---	---